

ANNUAL REPORT

2024/25



[SAIT.ca](https://www.sait.ca)

Oki, Âba wathtech, Danit'ada, Tawnshi, Hello. SAIT is located on the traditional territories of the Niitsitapi (Blackfoot) and the people of Treaty 7 which includes the Siksika, the Piikani, the Kainai, the Tsuut'ina and the Îyârhe Nakoda of Bearspaw, Chiniki and Goodstoney. We are situated in an area the Blackfoot tribes traditionally called Moh'kinsstis, where the Bow River meets the Elbow River. We now call it the city of Calgary, which is also home to the Métis Nation of Alberta.

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Institutional Information

Institution Name

Southern Alberta Institute of Technology

President's Name

Dr. David G. Ross

Board Chair's Name

David Erickson

1. Accountability Acknowledgement

a. Accountability Statement

Publicly funded post-secondary institutions

The institution's Annual Report for the year ended March 31, 2025 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

b. Management's Responsibility for Reporting

Publicly funded post-secondary institutions

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 2024/25 fiscal year, there were no disclosures of wrongdoing received under the Public Interest Disclosure Act.

3. Goals and Performance Measures

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

SAIT's 2020-2025 strategic plan, *New World. New Thinking.* launched September 2020. There are four focus areas within the plan: skills for the future, learning for life, global perspective and industry driven, along with an overarching commitment to excellence.

The **skills for the future** focus area prioritizes leading-edge education and research, elevating the role of workplace learning in all programs, engaging with industry as an active learning partner and essential skills development.

The **learning for life** focus area prioritizes enrolment growth and student success, growing and repositioning continuing education at SAIT into a comprehensive suite of professional studies products and enhancing youth pathways into education.

The **global perspective** focus area prioritizes the development of global experiences, partnerships and international collaboration with post-secondary institutions, industry and government, as well as enhancing SAIT's reputation at the international level.

The **industry driven** focus area prioritizes collaborating with industry as co-leaders to build the economy, institutional development and problem solving with industry through applied research.

Our **commitment to excellence** prioritizes campus health, safety and well-being; programs to support Indigenous student success, initiatives to ensure a supportive and inclusive campus community; as well as employee development and business process improvements.

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" 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, highlights from the reporting period of April 1, 2024 to March 31, 2025 are provided below.

*Note: The 2024/25 reporting period marks the end of *New World. New Thinking.* Over the past year, SAIT has developed a new strategic plan to take the institution beyond 2025. Informed by broad consultation with employees, alumni, industry and future students, [*Bold Futures*](#) SAIT's 2025-28 strategic plan, launched in spring 2025.

Skills for the future

- SAIT introduced an Experiential Record for students to track co-curricular recognition and industry mentorship, as well as work-integrated learning (WIL), such as co-ops, capstones, practicums and internships, in one place. The record encourages students to reflect on their experiences and translate their learnings into capabilities, such as leadership, collaboration and critical thinking, for potential employers.
- Four faculty members received 2025 Cisco Catalyst Chair Awards. The award supports and recognizes teaching excellence through technological innovation. 2025 funding will support the integration of AI, augmented and virtual reality, and 3D visualizations into courses/programs in the School of Business and School of Health and Public Safety.
- Fred Bretzke received the 2024/25 Cadmus Trades Teaching Chair Award. His project will supplement the 2020 National Plumbing Code Appendix by creating interactive, three-dimensional models to interpret four major sections of the existing code.
- The SAIT Supernovas were the first team of students from a polytechnic to participate in the Canadian Reduced Gravity Experiment Design Challenge, also known as CAN-RGX. The team of Mechanical Engineering Technology and Electronics Engineering Technology students designed and built a drone to tackle space debris and tested it in microgravity conditions onboard a modified Falcon 20 aircraft in this unique WIL experience.
- SAIT's Primary Care Paramedic program and Mount Royal University's Athletic Therapy program hosted a collaborative interprofessional education event on sporting injuries at a Calgary hockey arena this year. Interprofessional events encourage learners to understand how a health care team works in the real world.
- Students from the Travel and Tourism Management program volunteered to support Tourism Calgary's Open House, gaining work experience in guest registration and event operations. Students from the Culinary Arts program produced a collaborative dinner with the Canada Beef Centre of Excellence as part of the SAIT+ Dinner Series.
- In October 2024, the School of Hospitality and Tourism welcomed the Marriott NextGen Business Council to campus for an information session. The session focused on mentorship and leadership coaching and allowed the council to promote future employment opportunities.
- The School for Advanced Digital Technology (SADT) and School of Business hosted their first CapCon events showcasing innovative student capstone projects. SADT projects included cybersecurity solutions and apps supporting environmental sustainability, while two groups of business students worked with a local company to research and implement a customer relationship management system.
- SADT welcomed its first students to SAIT Downtown, an expanded facility at the Barclay Centre in Calgary, for Winter 2025. The facility features e-learning classrooms and a capstone presentation area for industry-focused events. SAIT Downtown also includes the School of Hospitality and Tourism's urban eatery and living classroom The Tastemarket Canadian Kitchen.

Learning for life

- 2023/24 Cadmus Trades Teaching Chair recipient Tim Wong, a machinist and instructor with SAIT's School of Manufacturing and Automation, created a Machinist Outreach Program to increase awareness of the machining trade. Wong developed an Open Educational Resource allowing high school teachers to learn online with a hands-on training component offered at SAIT. With support from industry, he also provided tools and supplies used in SAIT's Machinist program for participating schools. The program connected with more than 500 students from 20 high schools.
- Jill of All Trades allows young women in Grades 8 and 9 to explore career opportunities in skilled trades and technologies. The annual event took place in November 2024, with more than 160 junior high participants from five different school districts within Calgary and surrounding area.
- SAIT launched the Exploring Skilled Trades program as part of Apprenticeship Day. The program is aimed at introducing junior high youth and their teachers to the skilled trades and will be accessible to students in both rural and urban school areas in Alberta.
- A two-day Science Cultural Camp in Frog Lake First Nation brought research to life for more than 60 students at Frog Lake Tus-Tuk-EE-SKAWS High School. Participants explored technology from SAIT's Applied Research and Innovation Services Hub used in projects with Frog Lake First Nation, such as mapping with drones, net-zero housing designs, large-scale batteries for renewable energy and small-scale wind turbines.

Global perspective

- SAIT and Ireland's Technological University of the Shannon signed a collaborative agreement to internationalize curriculum and the student experience. The initiative will develop joint programming, seek opportunities for student and faculty exchanges, share information and best practices and explore research initiatives. With a focus on enhancing faculty development through international projects, the agreement will support exploration into new teaching and learning practices in applied learning through leading-edge technology.
- Two SAIT competitors joined Team Canada at WorldSkills 2024 in Lyon, France to compete in Refrigeration and Air Conditioning (Tyler Cherkowski, coached by Tyson Frank, School of Construction) and Plumbing (Noah Harding, coached by Ryan Surette, School of Construction). With an extensive history in Skills competitions, SAIT instructor Harold Bergmann attended WorldSkills as the Team Canada expert in cabinetmaking and coach to the Team Canada cabinetmaking competitor.
- Advanced Care Paramedic students travelled to Singapore, attending classes at Global Education Network partner, Institute of Technical Education. They also spent time exploring the health care system, touring EMS facilities and visiting the emergency departments of several hospitals.
- In collaboration with Operation Eyesight Universal, Bachelor of Business Administration students travelled to Kisii, Kenya for an International Study Tour. The students conducted an operational analysis of day-to-day hospital administrative processes.

- Ten Interactive Design students went to Portugal for a three-week innovation bootcamp hosted by the European Innovation Academy. The students worked in teams to pitch a business to industry leaders. Throughout the bootcamp, participants received expert advice and attended keynote sessions with industry leaders from companies such as Disney, Microsoft and Amazon.
- In June 2024, the School of Hospitality and Tourism hosted its second Culinary Diplomacy and Anthropology Exchange. Chefs Irving Quiroz and Rodrigo Rivera-Rio shared their Mexican culture and explored Canadian/Alberta cultural experiences in the week-long exchange.
- 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.

Industry driven

- A Memorandum of Understanding signed between SAIT and Lufthansa Technik Canada will bring a collaborative approach to developing new aviation training. The partnership aims to solidify a pipeline of skilled career-ready aviation professionals to support Alberta's growing aerospace sector.
- A \$30-million donation from the Wim and Nancy Pauw Foundation is supporting a partnership between SAIT and the YWCA Banff to bring world-class hospitality and tourism training to one of Canada's premier tourism communities. The gift supports tourism educational excellence, community well-being and industry sustainability.
- In February 2024, SAIT launched the \$150-million Real Futures fundraising campaign to drive cross-campus transformation. As part of the fundraising campaign launch, Cenovus Energy announced a gift of \$3.7 million to support the transformation of applied energy education. The gift will support curriculum revitalization, equipment upgrades and technology.
- SAIT launched a new Bachelor of Technology (BTech) degree program, with a Fall 2025 start. Delivered in a 2+2 format, the BTech lets students build on a two-year IT diploma to earn their degree with just two additional years of specialized training in either Software Development or Cyber Security.
- SAIT's Financial Technology (FinTech) and Innovation major within the Bachelor of Business Administration program started in Fall 2024. The first-of-its-kind business major in Canada will equip students with the skills and knowledge to thrive in the rapidly evolving world of FinTech. With strong engagement from industry, the program will fill an education gap in an identified economic growth sector.
- The first cohort of students completed SAIT's Cyber Security Analyst career-integrated post-diploma certificate offered through the School for Advanced Digital Technology. Created to support mid-career professionals looking to increase job prospects or advance current competencies, the program was developed in collaboration with industry partners and aims to bridge Calgary's tech talent gap.
- Women Building Futures' Journey to Trades is a 17-week introductory program that prepares women with the hands-on skills, safety certifications and experience to start a

career in the construction trades. Areas of focus include welding, carpentry, electrical, plumbing, millwright and steamfitter/pipefitter. Students learn a wide variety of skills in addition to technical training, including everything from practical science and math, safety awareness, financial literacy and employment skills.

Commitment to excellence

- A gift of \$30 million from the Taylor Family Foundation, announced in May 2024, is supporting the redevelopment of SAIT's Campus Centre. The new Taylor Family Campus Centre will promote wellness, recreation and student community on campus, and will feature renewed facilities supporting integrated health-care education programming. The Government of Alberta's 2025 budget also included a \$30-million investment in the project. As well, the Estate of Arthur George "Bud" Hall announced a gift of \$3.5 million to support the project during the launch of SAIT's Real Futures campaign. Currently under construction, the new centre will open late 2027.
- The School of Health and Public Safety partnered with Wayfound Mental Health Group to integrate their mental health training, Before Operational Stress, into SAIT's Primary and Advanced Care Paramedic programs. SAIT is the first post-secondary institution in North America to build mandatory, proactive mental health education into the curriculum through this training.
- Each year, SAIT's Board of Governors makes the annual income from our '88 Legacy Fund available to support a variety of projects that benefit the SAIT community. This past year, \$97,700 in funding went to nine projects ranging from initiatives to promote well-being and resilience to an AI virtual simulation that enhances learner communication to support culturally competent health care.
- To support student mental health, SAIT implemented a mid-term break in all terms — Fall, Winter and Spring/Summer for the first time this year.
- SAIT's Sexual Violence Program Coordinator and Educator established a networking group of sexual and gender-based violence support personnel from local learning institutions, including the University of Calgary, Mount Royal University and Bow Valley College.
- With support from SAIT's Community and Belonging office, several teams from across the institution collaborated to promote inclusion, understanding and cultural awareness on campus, hosting the SAIT community at events recognizing Pride Week, Diwali, Black History Month, International Women's Day, National Day for Truth and Reconciliation, Neurodiversity Celebration Week, and more.
- A commitment to Indigenizing curriculum across SAIT programs and launching a new career navigation program are part of a larger initiative to encourage Indigenous awareness and support Indigenous learner success. In support of these efforts, SAIT hired an Indigenous Instructional Designer and Indigenous Student Success Navigator within the Office of Indigenous Engagement.
- SAIT offers the 4 Seasons of Reconciliation course free of charge to students and employees in partnership with First Nations University of Canada. Those who complete this three-hour training gain foundational knowledge about truth and reconciliation and earn a certificate.

- SAIT continues to build on improvements to application and admissions processes through the Slate customer relationship management system project. This year, phase two of the project allowed SAIT to address additional stages of the enrolment funnel, including marketing and recruitment communications, to improve the prospective student experience and support enrolment.
- SAIT's Centre for Applied Education Innovation and Centre for Academic Development and Innovation merged to form a new Teaching and Learning Commons (TLC). The TLC facilitates program design and curriculum creation, fosters faculty development and champions digital innovation and engagement in scholarly activity to promote excellence in teaching and learning.
- Open Educational Resources were incorporated into 47 courses at SAIT, saving more than 14,000 students about \$1.39 million on course materials.

a. Student Supports and Resources

Outline student support services and resources your institution offers that address the diverse needs of your students and helps 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

SAIT Student Services takes a proactive and student-centered approach to addressing the evolving needs of our student population. Through strategic initiatives, expanded programs and enhanced support mechanisms, Student Services ensures SAIT learners receive the resources to support their academic success, well-being and overall development.

This commitment to adaptability and responsiveness is evident across all Student Services departments:

- Academic Advising
- Career Advancement Services
- Health Clinic
- Lamb Learner Success Centre
- Natoysopoyiis Indigenous Student Support Centre
- Office of Student Engagement
- Reg Erhardt Library
- Student Development and Counselling.

Highlights: Academic Advising

[Academic Advising](#) provides support for program planning, educational journey development, and referrals to other campus and community supports.

- Effective April 1, 2024, Academic Advising transitioned to a hub and spoke model, centralizing team leads under the Associate Director of Academic Advising while maintaining strong ties to individual schools. This ensures consistent service levels and processes across SAIT, creating more equitable and positive student experiences.
- During summer and fall 2024, Academic Advising implemented the Anthology Customer Relationship Management (CRM) tool enabling advisors to engage in proactive and thoughtful case management processes. The CRM facilitates seamless interactions between multiple areas across campus, reducing administrative tasks and freeing up advisors for more proactive outreach and in-depth conversations with students.
- In May 2024, an analyst reviewed the existing Early Alert program, leading to its rebranding as Early Support and moving its administration to Academic Advising. The revamped program, launched in January 2025, includes case management via the CRM and built-in assessment for each student interaction.

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.

- This year, the Industry Mentorship program expanded to include students from 52 programs, resulting in 175 students being matched with industry mentors — a 34% increase over the previous year. The formal mentorship program pairs students with industry professionals for 12 weeks, enhancing interpersonal communication skills, workplace understanding, career exploration and professional networking.
- Career advisors increased engagement with academic chairs and faculty to expand the number of classroom presentations, reaching 181 classes — a 72% increase over last year. Presentations covered topics such as resumé and cover letter writing, interview strategies, job search skills, networking tips and professionalism, all tailored to program-specific industries.

Highlights: Health Clinic

The [SAIT Health Clinic](#) provides confidential and comprehensive medical care to current students and employees of SAIT and Alberta University of the Arts. The clinic's team of physicians, nurses and office staff use a shared-care approach to deliver health screenings, medical assessments, self-care education/coaching, pharmacology, treatments and therapy, care coordination and referrals to community specialists. Last year, the clinic reported 941 scheduled physician appointments. The number is down from previous years owing to a staff shortage of family physicians.

- The clinic is the Immunization Program Provider for School of Health and Public Safety students, ensuring their immunizations are up to date before attending Alberta Health Services (AHS) practicum sites, in accordance with AHS and communicable disease control standards. This past year, there were 1,399 appointments for immunization services.

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.

- With the introduction of the Neurodiversity Specialist role, membership in the Neurodiversity Student Club has grown substantially in the last year, fostering a sense of belonging and peer support. More than 20 major initiatives have been influenced by the specialist, including academic policy advising, behaviour support plans and classroom consultations.
- In September 2024, a new Accommodated Test Centre opened in SAIT's Johnson-Cobbe Energy Centre. It features 30 private testing rooms, two 36-seat distraction-reduced rooms

for computer or paper-based testing and a designated sensory space for students. The centre is designed to meet the testing requirements of students with accommodations related to disabilities and other protected grounds. Since opening, the centre has hosted more than 5,300 exams, significantly exceeding numbers from previous years. On weekends, the centre also serves as an International English Language Testing System (IELTS) test centre, administering more than 3,000 IELTS exams to date.

- The regular Test Centre in SAIT's Stan Grad Centre remains operational, offering invigilation for placement, supplemental, challenge, deferred and external exams.

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.

- Launched in September 2024, the Indigenous Housing Program Bursary addresses critical barriers Indigenous students face in accessing safe and affordable housing. It supports 25 students with reduced on-campus housing costs and a \$150 monthly food allowance, alleviating financial stress and promoting stability.
- Between September 2024 and April 2025, Natoysopoyiis hosted 123 workshops and support programs, engaging 920 participants. These services, grounded in Indigenous culture, promote student success and retention. Programs included academic success workshops, drop-in counseling and wellness activities — delivered in partnership with a variety of Student Services teams — and cultural sessions led by Elders and Knowledge Keepers. Programming also included employer presentations, recruitment events with the Calgary Police Service and Calgary Fire Department, and a status card clinic in partnership with the Aboriginal Friendship Centre of Calgary and Indigenous Services Canada.
- SAIT recognized First Nations, Métis and Inuit graduates at graduation celebrations. The events included a feast, traditional gifting, a blanket ceremony, honour song and round dance.
- Held in April 2024 and March 2025, SAIT's annual Powwow celebrates Indigenous culture and identity, fostering belonging, inclusion and community on campus. The event is a visible commitment to truth and reconciliation, empowering Indigenous students and strengthening cross-cultural connections.

Highlights: Office of Student Engagement

The [Office of Student Engagement](#) administers a variety of programs to help students get the most from their SAIT experience, including the English Conversation Partners program, Interfaith Centre, Student Leadership program, Peer Mentorship and Study Abroad. By focusing on the needs of diverse student groups, Student Engagement seeks to improve student persistence and graduation rates across all programs at SAIT.

Peer Mentorship program

- Due to high demand, SAIT allocated \$15,000 to recruit additional peer mentors and student leads, resulting in a 25% increase in program participation from 620 students in 2023 to 777 students in 2024.

New Student Orientation

- SAIT introduced three interactive, gamified sessions to proactively deliver essential information and foster student engagement during New Student Orientation. 637 students participated in the new three-hour interactive learning sessions. Survey results showed:
 - 97% felt more prepared to begin their studies at SAIT.
 - 95% made positive connections with other students in their program.
 - 94% felt a greater sense of belonging at SAIT.

Study Abroad

- After a complete pause in 2020, SAIT has rebuilt its mobility offerings, expanding from a single coordinator to a team of two full-time staff members. This expansion ensures better support and management of the program.
- SAIT leveraged a \$500,000 Global Skills Opportunity (GSO) grant to enable students to travel who otherwise would not have the opportunity. This financial support has been crucial in making study abroad experiences accessible to a broader range of students.
- SAIT implemented new software (MoveOn) to manage exchanges, streamlining the process and improving the overall efficiency of the program.
- Student demand for study abroad opportunities remains steady and continues to grow. SAIT saw 112 outbound students in 2024, up from 88 in 2023, and projects 150 students in 2025. This growth reflects the increasing interest and value students place on international experiences.

Interfaith Centre

- Responding to the growing number of Muslim and Sikh students on campus, SAIT expanded the number of ablution stations from one to seven, increasing capacity from serving 30 students within 15 minutes to up to 210.
- SAIT tripled its primary meditation space by adding a new room twice the size of the previous facility, retaining the original room as overflow space. This ensures greater access and flexibility for students seeking quiet reflection or spiritual practice.

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 January, the [Reg Erhardt Library](#), in partnership with Facilities Management, launched a new bookable individual study booth due to high demand from students.

- The Information Desk reported 73,321 interactions with students, including assisting with locating and borrowing resources, citation inquiries, research support referrals, technical and printing help, and more. Interactions at the Information Desk continue to grow, largely due to changes in lending periods for technological equipment in response to student demand for laptops.

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.

SDC hosts mental health and well-being events across campus throughout the year and facilitates institutional efforts in connection with community well-being initiatives, such as Bell Let's Talk Day and Men's Mental Health Month.

The office supports a group of student Outreach Wellness Leaders dedicated to increasing mental health awareness and wellness on campus. SDC also provides training to help employees recognize signs of struggle and connect students with support services, as well as suicide awareness and prevention training.

- According to the Canadian Campus Wellbeing Survey (February 2024), 79% of students are likely to seek professional support for serious emotional problems. To address this need, SDC enhanced access to counselling services by piloting extended service hours, including early mornings and evenings, resulting in a 19% increase in scheduled counselling appointments from 2023/24 to 2024/25. By increasing service access during the summer months, SDC saw an 80% increase in students accessing counselling support in July/August 2024 compared to the previous year.
- This year, SDC empowered SAIT community members to better support students through various training initiatives, including:
 - Question, Persuade, Respond suicide prevention training: 118 attendees
 - LivingWorks Start suicide prevention training: 55 online participants
 - Student Mental Health and Classroom Management: 188 faculty members
- In response to student feedback, SDC reopened the Zen Den in February 2025, providing a dedicated space for relaxation and mindfulness programming. By collaborating with community agencies, including the Calgary Counselling Centre, SDC hosted special events, such as "Men's Talk" at the Zen Den. 127 students participated in Zen Den events during February and March.

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. With construction underway, a Pop-up Welcome Centre was piloted at SAIT throughout the past year. Through orientation events, Open House, student support fairs and more, the pop-up recorded more than 17,500 visitors.

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 grew to about \$8.6 million in scholarships and bursaries. Most awards fall under four categories: entrance, general, school-specific and government-funded.

- New funding partnerships aligned to work-integrated learning (WIL) opportunities were introduced. Co-operative Education and Work-Integrated Learning Canada (CEWIL) is a federally sponsored not-for-profit organization providing support for innovative WIL experiences to align technical, foundational and work-ready skills in post-secondary education graduates. Through CEWIL, hundreds of students at SAIT received thousands of dollars in funding. As an advocate of providing hands-on, real-world experience to students, SAIT has one of the oldest WIL programs in Alberta and features a WIL component in 85% of programs.
- SAIT's annual Giving Day raised more than \$136,000 from 306 donors. Funding will support a variety of student initiatives, including efforts targeting food insecurity, along with several student award categories. Giving Day donors helped create the first Sensory Calming Room on campus — a space that gives students a private and safe environment to self-regulate when feeling overstimulated.
- Our employee community donated \$89,000 in support of students through SAIT's annual Family Campaign.

International Centre

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

- In January, SAIT strengthened the integration of its International Student Orientation with the broader institution-wide orientation, administered by the Office of Student Engagement, recognizing that much of the content designed for international students would benefit the general student population.
- The IC is launching a new Customer Service Model, which includes extensive experience tracking, setting up a customer service charter and utilizing automation to elevate customer experience.
- The centre introduced permanent residency pathway support for employers to help them retain international graduates and support their employees on the path to permanent residency.
- The IC launched the Global Workforce Employer Training Series, dedicated to cultivating relationships with industry leaders, building bridges to international talent at SAIT, and fostering discussions on topics such as immigration, immigration policies, hiring practices, onboarding, retention, cross-cultural competency, change management, leadership strategies, and more.

Community and Belonging

- Community and Belonging collaborates with teams from across the institution on events, programs and training initiatives that promote a campus environment where all students feel welcomed, supported, valued and empowered to succeed.
- Community and Belonging offers free education and training opportunities to employees and students, including PERS 148: Introduction to Effective Intercultural Communication and PERS 143: Queer Inclusion and Belonging at SAIT. In addition, a pathway of four micro-learnings exploring teaching in culturally and linguistically diverse classes is helping advance SAIT's Intercultural Support Strategy.
- The office also supports five Inclusion, Diversity, Equity and Accessibility (IDEA) Groups on campus and the Dimensions Research Working Group in SAIT's Applied Research and Innovation Services Hub.

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 appointed a new ombudsperson this past year, Jeff Stransky.

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 outdoor group fitness classes for students and employees during the summer.

Commercial Services (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.

b. Strategic Research Priorities

Outline your institution's strategic research priorities. Describe how these priorities align with provincial strategies (e.g. Alberta 2030: Building Skills for Jobs, Alberta Technology and Innovation Strategy, etc.). For each priority area, describe key achievements and how they have contributed to the advancement of your institution's own strategic research priorities.

Applied research strategic priorities

The Applied Research and Innovation Services (ARIS) Hub at SAIT features more than 77,000 square feet of specialized research labs and facilities. Full-time research staff provide the services organizations need to take their products from concept to prototype to commercialization.

The ARIS Hub brings together researchers, innovators, industry, communities, entrepreneurs, institutions and students to collaborate on new ideas, technologies and products that impact economic and environmental advancements across Canada and around the globe.

Research areas within the ARIS Hub include advanced manufacturing and materials, unmanned aerial systems, energy solutions and green building technologies. These areas are supported by four research centres:

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

Priorities within ARIS' strategic plan, *Research that Matters*, support the industry driven focus area of SAIT's institutional strategic plan for 2020-25, *New World. New Thinking.*: commitment to applied research excellence, elevate lifelong learning engagement, promote the ARIS Hub, expand partner networks, and enhance internal capabilities and collaboration.

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."

- SAIT was ranked one of Canada's top five research colleges for 2024, improving two spots to secure fourth place nationally.
- In the single largest corporate gift to any post-secondary institution in Alberta, Imperial, one of Canada's largest energy companies, donated a \$37-million research lab facility to SAIT. The donation represents a powerful integration of Imperial's extensive research presence in the oil sands recovery technology space with SAIT's ARIS Hub.
- A research agreement between CERCUTS and Pathways Alliance will support the optimization of Once Through Steam Generation operations. Research outcomes will result

in the greener operation of steam generators for extracting oil utilizing steam-assisted gravity drainage.

- The Alberta Aerospace Research Centre (AARC) is the latest addition to CIRAMM. It will help position Alberta as a leader in aerospace research and manufacturing. With a \$1.4-million investment from the Alberta Government, AARC will enhance research outcomes and promote economic growth and job creation by supporting a thriving aerospace industry cluster in Alberta.
- The Opportunity Calgary Investment Fund is also investing \$709,000 over the next three years into the AARC to strengthen Calgary's aerospace sector and diversify the city's economy.
- CIRAMM's Alternative Construction Technologies Hub launched its first major research project in collaboration with Carbon Upcycling Technology: a two-year \$500,000 NSERC-funded project to develop novel low-carbon concrete materials for 3D-printed housing construction.
- The FLOW Meter was developed by Calgary's IS Energy with support from SAIT's ARIS Hub. The device brings real-time measurement to the onshore oil market. Smaller than a carry-on suitcase, this innovation contributes to more sustainable operations, better insights and cleaner energy.
- A collaboration between GBTAC, SAIT's Alumni and Development team and SAIT's Natosopoyiis Indigenous Student Support Centre secured \$250,000 in funding through the Suncor Foundation Grant to support GBTAC's Indigenous Community Building Retrofits project. The project draws on lessons learned from the federally funded Alberta Native Friendship Centres Association project and aims to engage SAIT researchers, Indigenous students and First Nations communities in developing tools and resources to support building retrofits in these communities.
- Every research project ARIS undertakes supports the development of Highly Qualified Personnel by fostering knowledge exchange between researchers, industry and community partners and students. Research teams gain hands-on experience solving real-world challenges. Industry and community collaborators benefit from insights and innovative solutions. At the same time, students actively participate in applied research, equipping them with valuable skills and connections that often lead to future employment opportunities.
- SAIT increased student engagement with applied research with 499 students engaged in activities with the ARIS Hub, including mentorship, capstone projects, practicums and employment. A student was engaged with every grant-funded research project.
- The Innovative Student Project Fund helps SAIT students get financial support for creative classroom-based capstone projects.
- ARIS has established several new systems that have streamlined processes and support customer relationships and data management, including systems that assist with research contracts and project management. A customer relationship management system is now implemented across all research groups.
- ARIS is currently collaborating with SAIT Alumni and Development, Continuing Education and Professional Studies and Information Technology Services to incorporate insights from ARIS' industry partners into the Industry Dashboard Analytics Report.

Scholarly activity

Scholarly activity helps SAIT deliver on its promise to students, ensuring the education they receive reflects current practices and innovative thinking.

SAIT is investing in systems, processes and engagement initiatives to advance a more structured approach to scholarly activity across the institution. To support this direction, faculty were invited to take part in four foundational scholarly activity-related projects launched in spring 2024:

- A Research and Scholarship Metrics System project to address the challenge of fragmented data collection and reporting on research and scholarly activity within SAIT.
- A project to create a Scholarly Activity Plan for the Academic portfolio at SAIT. The purpose of the plan is to ensure academic staff are engaged in ongoing scholarly activities that enhance their teaching, contribute to their field of study and support SAIT's strategic priorities.
- A faculty-led Grassroots Scholarly Activity Program that aims to create a supportive and innovative environment for scholarly activities at SAIT.
- A Faculty Scholarly Activity Fellowship, created to develop a collaborative research portfolio at SAIT.

In addition to these projects currently underway, SAIT faculty continued to 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.

Publications

- **Hashim, J.**, Campelo, A. M., Doyle-Baker, P. K., Cossich, V. R. A. & Katz, L. (2024). Comparison between six-week exergaming, conventional balance and no exercise training program on older adults' balance and gait speed. *International Journal of Computer Science in Sport*, 23(1), 993-109. <https://doi.org/10.2478/ijcss-2024-0006>
- **Hildebrandt, B.** & Hermanson, T. (2024). Residential deep energy retrofits in Alberta: early projects and a roadmap to success. *Building Science Perspective*, 16-23. https://issuu.com/delcomminc/docs/abec_2024-1_web
- Kumarage, N., Mian, H.R., **Perera, P.**, **Silva, L.**, Ruwanpura, J., Sadiq, R. & Hewage, K. (2024). Strategies to alleviate Canada's impending construction labour shortage: a critical review. *Canadian Journal of Civil Engineering*, 51(12): 1317-1334. <https://doi.org/10.1139/cjce-2023-0486>
- **Palmer, L.** (2024). Communication skills in early childhood education. Southern Alberta Institute of Technology (SAIT). <https://pressbooks.openeducationalberta.ca/saitececomn/>
- **Raheem, I. D.**, Akinkugbe, O. & Vinh Vo, X. (2025). Oil shocks greasing the wheels of Islamic stocks: An explorative forecasting analysis. *Economic Analysis and Policy and Journal of International Economics*.
- Violato E., **Stefura, J.**, **Patey, M.** & Witschen B. (2024). A multi-institution longitudinal randomised control trial of speaking up: Implications for theory and practice. *Canadian Journal of Respiratory Therapy*, 60(1), 152-163. <https://doi.org/10.29390/001c.124914>

- Yassein, G. & **Ebrahiem, S.** (2024). Urban Permaculture as an Effective Nature-Based Solution for Advancing Sustainability in Cities: A Comprehensive Review and Analysis. *Engineering Research Journal*, 47(2), 263-279. <https://doi.org/10.21608/erjm.2024.273787.1322>
- Whibbs, R. & George, S. (2024). An Apple Pie for Colonel Sam: The Kitchen, Cooks, and Food of Parkwood Estate, Oshawa, 1917-1973. *The Journal of Canadian Food Cultures*, 11.1. <https://doi.org/10.7202/1112244ar>

Conference sessions and presentations

- **Brown, J.** and **Piercey, J.** (2024, May) Implementing Patient Partnerships into Educational Programming, Canadian Association of Medical Radiologic Technology Annual General Conference, St. John, New Brunswick.
- **Chamberlin S., Dobson, S., and Stefura, J.,** (2024, May) From Compliance to Compassion: Creating Meaningful Patient Engagement in Health Education, Canadian Society of Respiratory Therapy Annual Education Conference, Banff, Alberta.
- **Gill, J.** (2024, September) AI in Truck and Trailer Manufacturing: A Data-Driven Approach, Canadian Transportation Equipment Association 61st Annual Manufacturers' Conference, Kananaskis, Alberta.
- **Golightly, B.** (2024, September) Vaccine Updates, Alberta Pharmacists Association Conference, Calgary, Alberta.
- **Kanevskiy, Y.** (2024, May) International standards for Teacher excellence, Alberta Colleges and Institutes Faculties Association Conference, Jasper, Alberta.
- **Nagel, T.** (2024, September) Change processes in interpretive communities: Wildfire journalism in Canada's North at the European Communication Education and Research Association Conference, Ljubljana, Slovenia.
- **Palmer, L.** (2024, June) Gender identity and expression in pre-service early learning and child care program curricula: An exploration from three perspectives, Canadian Association for the Study of Adult Education, Concordia University, Montreal, Quebec.
- **Rama, S.** (2024, June) Exploring the Implication of Pedagogical Approaches on Certification Results, Society for Teaching and Learning in Higher Education Conference, Niagara Falls, Ontario.
- **Subedi, J.** (2024, April) Flipped Classrooms and Peer-to-Peer Learning in a Construction Management Course, 60th Annual Associated Schools of Construction International Conference.
- **Yau, M.** (2024, May) Computed tomography accessibility in rural Alberta, Canadian Association of Medical Radiologic Technology Annual General Conference, St. John, New Brunswick.

Projects and investigations

- **Dr. Soohyun Ahn** is conducting a collaborative research project with Haskayne School of Business, University of Calgary. The focus of this work is the development and evaluation of theoretical frameworks within the fields of operations and supply chain management and business management research.

- **Dr. Femi Alli** continues work on a research project: Design and Implementation of Physics/Engineering Mechanics Laboratory Experiments for Students Learning Using LabVIEW Technology. Review by the SAIT Research Ethics Board is currently in progress.
- **Dr. Mahmoud Elrayes** is conducting an experimental investigation into the viability of bacterial self-healing concrete in Calgary's climate, in support of SAIT's commitment to innovative, sustainable construction technologies.
- **Dr. Sonja Johnston** is the group lead for Scholarship of Teaching and Learning's (SoTL Canada) "Examining Supports and Challenges for Engaging SoTL within Teaching-intensive Spaces" Canadian Collaborative Writing Group.

c. Collaboration with Other Learning Providers

Outline your institution's collaboration with other learning providers (e.g. First Nations Colleges, publicly funded post-secondary institutions, Private Career Colleges etc.) specific to: brokered programs, collaborative delivery (satellite or other arrangements), institution-level research collaborations, and learner pathways (e.g. transfer credit for courses/programs)

Transfer Affairs Office

- The Transfer Affairs Office awarded a total of 4,054.5 credits to 456 students (up 12%) for recognized prior learning that includes both transfer credit, and prior learning assessment and recognition (PLAR). SAIT continues to have the highest volume of awarded credits for recognized prior learning of all polytechnics within Alberta, in alignment with SAIT's Strategic Enrolment Management Plan.
- SAIT continues to support student mobility with an increased presence on the Alberta Council on Admissions and Transfer (ACAT). Most students transferring into SAIT came from 19 ACAT member institutions. As an active member of ACAT, SAIT participated in the Transfer Credit Awarded data collection and reporting initiative to address Alberta's transfer credit awarded provincial information data gap.
- SAIT was the first institution to create pathways from apprenticeships with Skilled Trades and Apprenticeship Education Act and red seal endorsement to a degree pathway at Thompson Rivers University Open Learning to the Bachelor of Technology and the Bachelor of Technology: Trades and Technology Leadership.
- SAIT continues to deepen partnerships within the Campus Alberta Partners Memorandum of Understanding (MOU) for flexible business pathways between 15 institutions within Alberta. This MOU promotes business programs within Alberta and provides flexibility for transfer students studying business.
- SAIT is also actively participating in the Alberta Post-Secondary Institutions (PSIs) Micro-Credential Forum, which has representatives from 24 of 26 PSIs in Alberta. New transfer agreements with national PSIs were developed, including:
 - SAIT's Interactive Design diploma program students graduating this year (first cohort) to continue to the University of Calgary's Bachelor of Communications and Media Studies.
 - SAIT's Fitness and Wellness Management diploma program to Mount Royal University's (MRU) Bachelor of Health and Physical Literacy.
 - MRU's Early Learning and Child Care Extension Certificate program to SAIT's Early Childhood Education diploma.
 - SAIT is also finalizing additional pathway partnerships with Lakehead University, Camosun College, MRU, Lethbridge University and Northern Alberta Institute of Technology.
- New and renewed transfer agreements with national post-secondary institutions were developed, reflecting the demand for new Canadians and international students requiring English proficiency:
 - English Language Foundations at International Gateway Language Academy and College
 - English Language Foundations at Oxford International Digital Institute
 - English Language Foundations at OHC English

- English Language Foundations at The Language Gallery Inc.
- English Language Foundations at Atlantic Canada Language Academy
- English Language Foundations at International Language Academy of Canada
- Memorandum of Understanding with Canada Homestay Network

Collaborative education initiatives

- SAIT is partnering with Vancouver Island University to offer Indigenous graduates access to an Indigenous Student Success Program, similar to the university's Indigenous Intern Leadership Program. The program will provide qualifying post-secondary Indigenous graduates with an opportunity to apply for two-year positions at companies in Alberta.
- SAIT's School of Health and Public Safety is collaborating with the University of Calgary to explore the development of an Artificial Intelligence-powered All-Hazard Response Center (AAHRC) funded by Connector Grants. The project was started in 2024 and is in progress.
- SAIT and the Northern Alberta Institute of Technology (NAIT) are investigating a paired learner model within Primary Care Paramedic practicum experiences. The project was started in 2024 and is in progress.
- SAIT and Saskatchewan Polytechnic are sharing dental hygiene and respiratory therapy curriculum.
- SAIT students participated in a Health Professions Fair with learners from Medicine Hat College, University of Calgary, University of Alberta and Mount Royal University. This large interprofessional event focuses on role clarity, a key competency of interprofessional collaboration. It brings together more than 800 students across 13 different health programs (allied health, social work, medicine and nursing).
- SAIT is working with the British Columbia Institute of Technology to license their Gas Turbine Technician program. The program will augment SAIT's Aircraft Maintenance Engineers Technology program, providing students with specialized skills in turbine engine maintenance. Licensing the program will significantly shorten the time to market for our graduates.
- The School of Transportation is working with NAIT and industry partner DTI to deliver a hydrogen fuel cell training session for faculty, SAIT's Applied Research and Innovation Services Hub staff and trucking industry professionals.
- The School of Hospitality and Tourism, in collaboration with SAIT's Continuing Education and Professional Studies subdivision, partnered with Red Crow College to develop and deliver a Pre-Employment Cooking program.
- In September, the Alberta Bureau for International Education (ABIE) hosted a Global Reception in Toulouse, France, during the European Association for International Education Conference to promote Alberta's 26 public post-secondary institutions. The event featured Alberta's landscape and cuisine and included more than 40 countries in attendance. ABIE also held a National Partnership Reception in Ottawa during the Canadian Bureau for International Education Conference, focusing on engaging with global partners.

Collaborative research initiatives

- SAIT is the Southern Alberta hub for the national College/University Lab to Market Network, led by Red River College Polytechnic (RRC). The network of 38 post-secondary institutions

across Canada received more than \$24 million in lab to market funding from the Government of Canada and will focus on turning academic research into practical solutions, while supporting Indigenous businesses and promoting economic growth.

- The Canadian Unmanned and Remote Sensing Innovation Network (CURSIN) unites college researchers, faculty and students with advanced technology to reduce barriers to adopting emerging technologies in unmanned and remote sensing. Member institutions include SAIT, Saskatchewan Polytechnic and Mohawk College.
- The P2INACLE network, which includes SAIT, Northern Alberta Institute of Technology (NAIT), Northwestern Polytechnic (NWP), Red Deer Polytechnic (RDP), RRC and Saskatchewan Polytechnic promotes economic growth and diversification through collaborative applied research partnerships among Western Canadian polytechnic institutions.
- SAIT contributes to the Alberta Innovates College and Polytechnic Applied Research Network: Driving Innovation, Economic Growth and Industry Collaboration. This program aims to create a unified, province-wide ecosystem that more effectively connects industry with leading polytechnics and colleges in the region. Participating institutions and their specializations include:
 - SAIT: energy research, advanced materials, unmanned systems, green building technologies
 - NAIT: energy and environmental sustainability, data management, boreal research, clean tech, grid innovation.
 - RDP: manufacturing, energy innovation, social innovation, health tech
 - NWP: agriculture, energy, health
 - Olds College of Agriculture and Technology (Olds): smart agriculture, environmental stewardship
- The annual Alberta Corridor Technical Symposium was held at NAIT in September 2024. This one-day symposium brought together industry leaders, researchers, students and community partners to explore transformative projects driving Alberta's growth and prosperity. The event provided a unique platform for networking, exchanging ideas and experiencing the transformative impact of applied research. In 2024, three additional polytechnics (Olds, NWP and Lethbridge Polytechnic) were invited to participate.
- SAIT's Centre for Innovative Research in Unmanned Systems is engaged in a multi-partner project to provide Indigenous communities and remote access sites immediate real-time-at-the-scene emergency response and health care delivery. The project combines drones, medical devices, tele-mentoring and point-of-care testing and treatment and is a collaboration between SAIT, the University of Calgary and Alberta Health Services' W21C, Tele-Mentored Ultrasound Supported Medical Interventions research group, Frog Lake First Nation, and Stoney Nakoda Nation emergency management and health care teams.
- SAIT's Green Building Technology Access Centre partnered with RDP to study the impacts of high-performance buildings with the goal of sharing data and publishing industry-focused recommendations on how to design and construct future sustainable structures. The project was supported by the Alberta Real Estate Foundation.

Youth program collaborations

- Designed for students in Grades 11 and 12, dual-credit programs are an opportunity to explore post-secondary and career pathways while earning course credits, a workplace certification or a SAIT credential alongside a high school diploma. SAIT's [Youth Initiatives](#) team works with almost 30 different provincial school board partners to deliver dual-credit programming.
 - Last summer, the Foundations in Culinary Trades dual-credit took place at SAIT's downtown Tastemarket facility. Sixteen students from Calgary Board of Education (CBE) and Calgary Catholic School District participated in the month-long dual-credit program.
 - Through a partnership between SAIT, CBE, Fusion Collegiate and McManes Automotive Group, high school students in the Automotive Service Technician dual-credit program learned onsite at a car dealership and automotive shop.
 - SAIT has been partnering with the Stoney Education Authority for four years to deliver a high school dual-credit Culinary Arts program to students at the Mîni Thnî Community School. Students work alongside their high school Foods Academy teacher and are also instructed by a SAIT faculty member throughout the semester. The students take one intro to cooking dual-credit course and one intro to baking course, earning SAIT credits while still in high school.
- Each summer, SAIT's Youth Initiatives camps team welcomes 24 Indigenous youth from the Montana First Nation, located in Maskwacis, to the SAIT campus to participate in a week-long summer camp aimed at creating program and career awareness for these junior high students.
- Members of the Youth Initiatives team also sit on several provincial committees focused on creating pathways to post-secondary education or the workforce for youth, including the Provincial Dual Credit Articulation Committee and the Trades, Apprenticeship, Vocational Education Committee.

4. Financial Information

*Please see SAIT's audited Consolidated Financial Statements as a separate attachment to this Annual Report submission.

Management's Discussion and Analysis March 31, 2025

Financial and Budget Information

The following Management's Discussion and Analysis (MD&A) should be read in conjunction with the 2024/25 financial statements and accompanying notes. The MD&A and audited financial statements are reviewed and approved by SAIT's Board of Governors. These statements are expressed in Canadian dollars and have been prepared in accordance with Canadian Public Sector Accounting Standards (PSAS).

The MD&A contains certain forward-looking statements. These statements are based on certain estimates and assumptions that, while considered reasonable by management, are subject to the risks and uncertainties described in section 4.0 of this MD&A. Should one or more of these risk factors materialize, or should assumptions be incorrect, actual results may vary significantly from those expected.

1.0 Financial Results

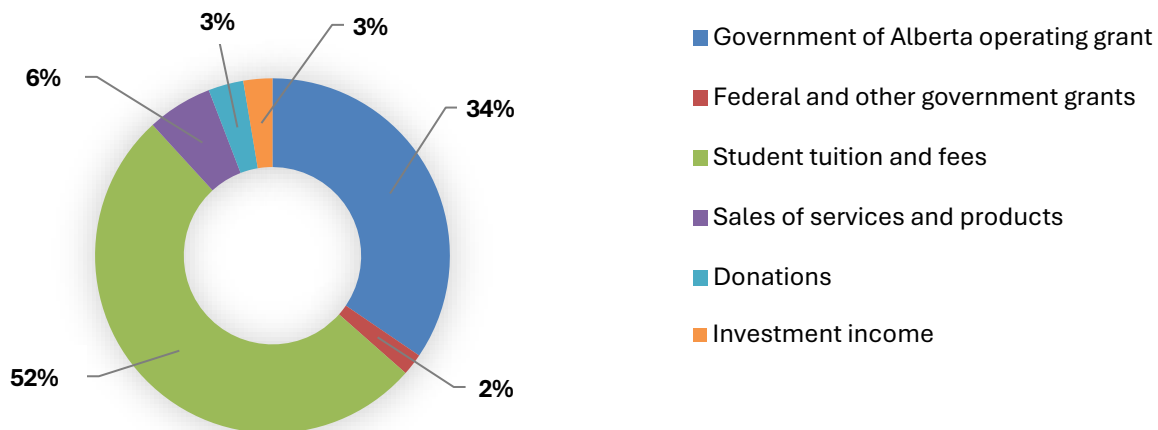
SAIT's 2024/25 operating surplus was \$47.6 million, which represents approximately 9% of total revenues. The surplus was primarily related to increased tuition revenues from continuing international enrolments progressing through their programs of study, higher investment income and savings resulting from employee vacancies and turnover. These impacts were partially offset by increased costs to support enrolment growth, disposal of capital assets, and investments in technology to support students and staff.

REVENUE:

Total revenue for the year ended March 31, 2025, was \$512.6 million, an increase of \$31.9 million compared to prior year and an increase of \$39.2 million compared to budget. Revenue from Government of Alberta operating grants, including expended capital, represented 34% of SAIT's total revenue.

Major components of revenue are as follows:

2024-25 Revenue by Source



*Expended capital recognized as revenue is included in the related revenue category.

Government of Alberta grants

Total revenue from Government of Alberta grants was \$176.9 million, an increase of \$5.8 million compared to prior year and an increase of \$4.0 million compared to budget.

- Government of Alberta grants increased compared to prior year due to funding received in-year through the Apprentice Learning grant to support increased apprenticeship demand. In addition, Capital Maintenance Renewal funding supported operational costs associated with maintaining campus infrastructure.
- Government of Alberta grants were higher than budget due to funding received in-year through the Apprentice Learning grant, partially offset by a decrease in expended capital contributions resulting from timing of project completions.

Federal and other government grants

Total revenue from federal and other grants was \$10.2 million, a decrease of \$2.7 million compared to prior year and an increase of \$1.3 million compared to budget.

- Federal and other government grants decreased year-over-year due to prior year's recognition of Opportunities Calgary Investment funding tied to milestone completions and the conclusion of Carbon Capture and Hydrogen curriculum development projects.
- Federal and other government grants increased compared to budget primarily due to interprovincial funding to expand the number of supported seats in health-related programs.

Student tuition and fees

Total revenue from student tuition and fees, was \$265.0 million, an increase of \$26.6 million compared to prior year and an increase of \$26.6 million compared to budget.

- Tuition revenue increased compared to prior year and budget primarily due to strong enrolment of continuing international students progressing through their programs, along with modest growth in domestic student enrolment.

Refer to the table below for preliminary 2024/25 Full Load Equivalents (FLEs):

Full Load Equivalents (FLE)*

<i>SAIT Programming</i>	<i>Actuals 2024/25</i>	<i>Budget 2024/25</i>	<i>Variance to Budget</i>	<i>Actuals 2023/24</i>	<i>Variance to Prior Year</i>
Domestic FLEs	10,953	10,850	103	10,070	883
International FLEs	6,609	5,950	659	6,537	72
Apprenticeship FLEs	2,011	1,650	361	1,795	216
Total Credit FLEs	19,573	18,450	1,123	18,402	1,171
Non Credit	1,066	1,250	(184)	878	188
Total FLEs	20,639	19,700	939	19,280	1,359

*FLE's presented are preliminary numbers spanning May 2024 through April 2025 as per government reporting guidelines. Final numbers are reported through the Advanced Education Learner Enrolment Reporting System in June 2025.

Sales of services and products

Total revenue from sales of services and products was \$30.5 million, a decrease of \$0.9 million compared to prior year and comparable to budget.

- Sales of services and products decreased compared to prior year due to fewer corporate training and international project deliveries, partially offset by increased ancillary services revenues related to student residence and parking.

Donations and other contributions

Total revenue from donations and contributions was \$16.4 million, an increase of \$1.5 million compared to prior year and comparable to budget.

- Donations and other contributions increased compared to prior year due to increased utilization of restricted funds and a higher number of scholarships being disbursed.

Investment income

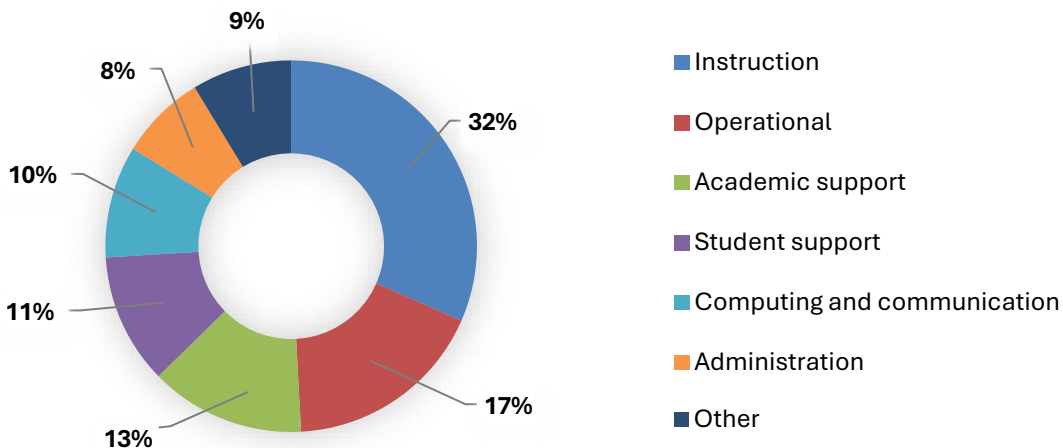
Total revenue from investment income was \$13.5 million, an increase of \$1.7 million compared to prior year and an increase of \$7.3 million compared to budget due to favourable interest rates and realized gains as a result of portfolio rebalancing.

EXPENSE:

Total expenses for the year ended March 31, 2025 were \$465.0 million, an increase of \$20.2 million compared to prior year and a decrease of \$8.5 million compared to budget.

Major components of SAIT's expenses are as follows:

2024-25 Expense by Function



Instruction

Instruction expenses were \$146.8 million, an increase of \$15.8 million from prior year and an increase of \$2.2 million compared to budget.

- Instructional costs were higher than prior year to support 6% growth in credit enrolments year- over-year.
- Instructional costs were slightly higher than budget to support growth in credit and apprenticeship enrolments, partially offset by decreased costs related to non-credit deliveries.

Operational

Operational expenses were \$81.8 million, a decrease of \$12.6 million from prior year and a decrease of \$6.3 million compared to budget.

- Operational expenses were lower than both prior year and budget, primarily due to pre-construction activities for the Taylor Family Campus Centre project being completed. In addition, amortization expenses decreased due to changes in capital policies for bulk capitalization and lower utility cost costs driven by reduced distribution charges. These reductions were partially offset by the disposal of capital assets.

Academic support

Academic support expenses were \$62.8 million, an increase of \$5.9 million from prior year and a decrease of \$6.8 million compared to budget.

- Academic support expenses were higher than prior year primarily due to higher labour costs to support increased program delivery and curriculum development.
- Academic support expenses were lower than budget, due to decreased labour costs resulting from vacancies and employee turnover.

Student support

Student support expenses were \$52.8 million, an increase of \$9.7 million from prior year and a decrease of \$3.9 million compared to budget.

- Student support costs were higher than prior year due to increased student advising services related to enrolment growth and increased student financial support through scholarships and financial aid.
- Student support expenses were lower than budget, due to decreased labour costs resulting from vacancies and employee turnover, partially offset by increased expenditures related to domestic student recruitment and supporting student athletic teams.

Computing and communication

Computing and communication expenses were \$45.3 million, which was comparable to prior year and an increase of \$2.5 million compared to budget. The increase from budget is primarily related to upgrading computers and audio-visual equipment to support students and staff.

Administration

Administration expenses were \$35.0 million, which is comparable to prior year and a decrease of \$2.9 million to budget. The decrease from budget is primarily related to vacancies and employee turnover.

Other

Other expenses were \$40.4 million, an increase of \$1.2 million from prior year and an increase of \$6.7 million compared to budget.

- Other expense costs were higher than prior year and budget due to costs to support higher volumes of ancillary services, and food costs to support increased outlet sales.

2.0 Net Assets

SAIT's net assets are comprised of accumulated surpluses from prior years of operation, SAIT's endowed funds, and accumulated unrealized gains and losses on investments. Within SAIT's accumulated surplus are all operating surpluses, internally restricted net assets and amounts invested in tangible capital assets.

The accumulated operating surplus, less all current operating commitments, will serve to assist SAIT in future opportunities and strategic growth.

<i>As at March 31 (in thousands)</i>	<i>2025</i>	<i>2024</i>	<i>Variance</i>
Accumulated surplus from operations	\$ 54,540	\$ 40,294	\$ 14,246
Investments in tangible capital assets	\$ 173,562	\$ 146,547	\$ 27,015
Internally restricted net assets	\$ 117,533	\$ 111,167	\$ 6,366
Endowments	\$ 62,286	\$ 58,226	\$ 4,060
Remeasurement gains and losses	\$ 6,083	\$ 3,396	\$ 2,687
Total	\$ 414,004	\$ 359,630	\$ 54,374

Net assets increased by \$54.4 million primarily due to:

- \$47.6 million operating surplus for the 2024/25 fiscal year.
- \$4.1 million in new endowment donations and capitalized endowment investment income.
- \$2.7 million increase in remeasurement gains due to a combination of portfolio changes and market forces.

3.0 Capital

Capital acquisitions for 2024/25

Capital acquisitions are funded by internal operating funds, internal capital reserves, government grants and donations. Acquisitions were as follows:

<i>For the period ended March 31 (in thousands)</i>	<i>2025</i>	<i>2024</i>	<i>Variance</i>
Buildings and site improvements	\$ 90,273	\$ 25,247	\$ 65,026
Furnishings, equipment, systems, vehicles	\$ 18,307	\$ 21,240	\$ (2,933)
Computer hardware and software	\$ 848	\$ 1,887	\$ (1,039)
Total	\$ 109,428	\$ 48,374	\$ 61,054

Building and Site improvements include \$31 million for the Taylor Family Campus Centre project (TFCC) and \$24 million for the John Ware Revitalization project.

Sources of funding for the capital acquisitions were as follows:

<i>For the period ended March 31 (in thousands)</i>	<i>2025</i>	<i>2024</i>	<i>Variance</i>
Internally funded ⁽¹⁾	\$ 14,689	\$ 21,793	\$ (7,104)
Internal capital reserve ⁽²⁾	\$ 31,334	\$ 8,726	\$ 22,608
Grants ⁽³⁾	\$ 40,718	\$ 16,553	\$ 24,165
Donations ⁽⁴⁾	\$ 22,687	\$ 1,302	\$ 21,385
Total	\$ 109,428	\$ 48,374	\$ 61,054

⁽¹⁾ Internally funded capital assets include upgrades to information technology networks, elevators, classrooms, labs, and door access.

⁽²⁾ SAIT's internal capital reserve funded ongoing construction of the Taylor Family Campus Centre.

⁽³⁾ Grants primarily funded the John Ware Revitalization project and general campus facility improvements.

⁽⁴⁾ Donation funding included \$10 million towards the Taylor Family Campus Centre and \$9 million for the downtown campus development.

4.0 Managing Risk

SAIT is a risk-conscious institution committed to effectively managing risks while strategically pursuing opportunities that enhance institutional value. Risk management is a shared responsibility, integrated into the daily activities of all members of the SAIT community. Through

the institution's risk register, emerging enterprise-level risks are systematically identified, evaluated, and addressed through defined mitigation strategies. Risks are classified into the following categories:

Student success

SAIT remains committed to growing and diversifying both domestic and international enrolments through targeted strategies aimed at enhancing enrolment, streamlining admissions processes, and expanding global outreach. The institution continues to collaborate with Apprenticeship and Industry Training, as well as the Government of Alberta, to support trades-related initiatives in response to rising industry demand. Program Advisory Committees remain active in providing ongoing consultation with industry experts, helping to ensure program content remains relevant and supporting the continued advancement of instructional practices.

Employee success

SAIT continues to advance efforts to strengthen employee recruitment and retention through an ongoing review of compensation, benefits, and classification systems aimed at enhancing institutional competitiveness. An employee value proposition project is underway to better articulate and promote SAIT's offerings to both current and prospective employees. A new collective agreement with the SAIT Academic Faculty Association (SAFA) was successfully negotiated and ratified, while negotiations with the Alberta Union of Provincial Employees (AUPE) are currently in progress.

Public policy

SAIT continues to engage in policy advocacy and foster relationships with other post-secondary institutions and the Ministry of Advanced Education to help mitigate operational risks where possible. SAIT continues to closely monitor Canada's international education sector and adjust operations to mitigate impacts from policy changes introduced by Immigration, Refugees and Citizenship Canada (IRCC).

Financial

Recent policy changes and announcements by Immigration, Refugees and Citizenship Canada have introduced significant uncertainty in the international recruitment landscape, impacting new international student enrolments. In response, SAIT is actively working to adjust operations and strengthen domestic enrolment to help mitigate this decline. Additionally, given the ongoing uncertainty surrounding tariffs and trade policy, SAIT is developing a comprehensive approach to better assess and manage the potential impacts of tariffs on procurement activities.

Business systems

Sophisticated and evolving cybersecurity threats remain a significant risk. SAIT's cybersecurity team continues to advance its capabilities and refine the institution's cybersecurity management strategy. In parallel, progress is being made on data management, with strategies under development to strengthen overall organizational maturity in this area.

Health, safety and wellness

SAIT remains committed to promoting the health, safety, security, and well-being of its students, employees, and visitors through a range of initiatives and support services. Health, Safety, and Environment (HSE) committees are established at both the institutional and departmental levels to ensure collaborative representation. These committees play a key role in reviewing and communicating health and safety concerns and in referring matters to appropriate school, departmental, or institutional leadership when required. The Environmental, Health, Safety and Wellness department leads institutional monitoring and response of campus security, environmental and health concerns and emergency response.

Geopolitical

SAIT continues to leverage its globally distributed recruitment team to build, maintain, and strengthen relationships with foreign governments and Global Affairs Canada. These efforts support ongoing awareness of geopolitical developments and enable advocacy for SAIT's institutional interests. The impacts of global unrest and shifting policy environments are actively monitored, with mitigation measures implemented as needed to manage emerging risks.

Reputation

SAIT is focused on strengthening domestic student demand, enhancing institution-wide marketing collaboration, and articulating a clear and compelling brand identity. Central to this approach is the delivery of SAIT's brand promise through a consistent and high-quality customer experience. To support these goals, SAIT has initiated a rebranding project aimed at refreshing the brand strategy and ensuring it is aligned with the expectations of key stakeholders.

5. Self-Generated Revenue

A summary of revenue generated in 2024–25 from all sources other than Government of Alberta funding.

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

a. Tuition and Mandatory Fees

<i>Revenue Source</i>	<i>Description</i>	<i>Annual Revenue</i>
Domestic Tuitions	Credential programs fees for domestic students	\$ 79,150
Apprenticeship Tuitions and fees	Apprenticeship tuitions, materials and lab fees	\$ 8,904
International Tuitions	Credential programs fees for international students	\$ 131,962
Mandatory Non-Instructional Fees	Student support, Technology and recreation and athletic fees	\$ 13,769
Other Fees	Other student fees i.e. Application and administration fees	\$ 9,113
Continuing Education	Continuing education tuitions	\$ 21,138
Youth educational initiatives	Dual credit and summer camps tuitions	\$ 944
Subtotal		\$ 264,980

b. Donations and Investment Income

<i>Revenue Source</i>	<i>Description</i>	<i>Annual Revenue</i>
Donations	Cash donations	\$ 11,918
Donations in kind	Non-Cash donations of assets/property	\$ 372
Investment income	Income from investment activities	\$ 13,545
Subtotal		\$ 25,835

c. Research Grants

<i>Grant Source</i>	<i>Description</i>	<i>Annual Revenue</i>
Applied research revenues	Industry partners	\$ 1,131
Applied research grants	Grants received from federal and other governments for research activities	\$ 4,431
Subtotal		\$ 5,562

d. Other Grants

<i>Grant Source</i>	<i>Description</i>	<i>Annual Revenue</i>
Other grants	Grants from other provinces, federal & municipal grants non research related.	\$ 4,471
Subtotal		\$ 4,471

e. Auxiliary / Ancillary Services

<i>Service</i>	<i>Description</i>	<i>Annual Revenue</i>
Residence	Student residence revenues	\$ 8,461
Ancillary revenues	Conference Services, facility rentals and food sales	\$ 1,822
Ecard services	Student ecard revenues	\$ 1,082
Parking	Parking services revenues	\$ 5,422
Module Sales	Sales of instruction modules	\$ 347
Bookstore	Net bookstore sales	\$ 451
Ancillary revenues	Other, convenience copiers, Xerox graphics	\$ 451
Health clinic	Campus medical services	\$ 339
Recreational program fees	Fees associated with recreational programs	\$ 126
Subtotal		\$ 18,501

f. Academic Enterprise

<i>Enterprise</i>	<i>Description</i>	<i>Annual Revenue</i>
Culinary School Restaurants and Outlets	Revenues generated from the culinary student run restaurant and outlet sales	\$ 3,387
Dental Clinic	Student supported Dental Clinic running from January - May and September - December	\$ 144
Subtotal		\$ 3,531

g. Land Trusts and For-Profit Ventures

n/a

h. Other

<i>Revenue Source</i>	<i>Description of Primary Business and Areas of Operation</i>	<i>Annual Revenue</i>
Corporate customized training	Corporate client deliveries including international projects	\$ 4,069
Academic partnerships	Individual Learner Modules partnership and Joint Venture	\$ 1,374
Other Revenues	Revenue from miscellaneous items, non-reoccurring	\$ 1,785
Expended Capital Recognized as Revenues	Related to non AB gov't grants and donations	\$ 5,590
Subtotal		\$ 12,817
Grand Total		\$ 335,697

6. Capital Report

a. Top Three Priority Projects

Project 1

Taylor Family Campus Centre | In construction

<i>Description</i>	<i>Total Project Cost</i>	<i>Start Date</i>	<i>End Date</i>
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

<i>Source</i>	<i>Amount</i>	<i>Percentage</i>	<i>Received to Date</i>
Government of Alberta	\$ 30,000,000	10%	\$ -
Government of Canada		0%	
Institutional Funds	\$ 120,000,000	40%	\$ 120,000,000
Donations	\$ 40,000,000	13%	\$ 10,000,000
Borrowing/Debt	\$ 110,000,000	37%	\$ -
Total	\$ 300,000,000	100%	\$ 130,000,000

Project 2

Steam Boiler Replacement | In construction

<i>Description</i>	<i>Total Project Cost</i>	<i>Start Date</i>	<i>End Date</i>
Boiler #3 is a core asset in the campus-wide HVAC network, directly supporting the heating and cooling functions of multiple critical facilities on main campus including Jubilee and AUARTS. Its replacement is imperative to ensure operational continuity, mitigate risk of system failure, and uphold health and safety standards for occupants.	\$ 11,500,000	April 2025	April 2027

Funding Sources

Source	Amount	Percentage	Received to Date
Government of Alberta	\$ 11,500,000	100%	\$ -
Government of Canada		0%	
Institutional Funds		0%	
Donations		0%	
Industry		0%	
Total	\$ 11,500,000	100%	\$ -

Project 3

Aviation Space | Preliminary planning

Description	Total Project Cost	Start Date	End Date
Functional programming and project planning for a 7,500m2 building with lab and classroom space dedicated to expand SAITs aviation and drone learning.	\$ 4,000,000	April 2025	April 2028

Funding Sources

Source	Amount	Percentage	Received to Date
Government of Alberta	\$ 4,000,000	100%	\$ -
Government of Canada		0%	
Institutional Funds		0%	
Donations		0%	
Industry		0%	
Total	\$ 4,000,000	100%	\$ -

b. Other Projects

Name and Description	Type	Total Cost	Current Status
Classroom and Residence Building	Preservation	\$ 7,623,750	Preliminary planning
Imperial Energy Innovation Centre	New	\$ 7,000,000	In Progress
John Ware Redevelopment	Preservation	\$ 60,000,000	In Construction
Total		\$ 74,623,750	

7. Mandatory Non-Instructional Fees (MNIF) 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

Fee Name	Supported Goods / Services		Budgeted Amount	Actual Amount	Variance Explanation
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.	Fee Revenue	\$ 3,740	\$ 4,480	
		Expense	\$ (3,826)	\$ (4,809)	Expanded sport programs.
Technology Fee	Supports improvements to cybersecurity to protect student and institutional information, access to learning materials outside of the classroom, and technology to enhance the student experience.	Fee Revenue	\$ 4,040	\$ 4,769	
		Expense	\$ (28,718)	\$ (16,314)	Streamlined reporting of goods and services funded through technology fees.
Student Support 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.	Fee Revenue	\$ 3,880	\$ 4,520	
		Expense	\$ (6,514)	\$ (7,119)	
Total Net			\$ (27,398)	\$ (14,473)	

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 Reporting

a. Free Speech Policy Information

Please provide the URL where your institution's free speech policy is posted.

- **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>

Has your institution amended its free speech policy during the 2024-25 fiscal year?

Yes

If yes, please detail any amendments made to the policy during the reporting period.

The policy of the Board of Governors is to ensure that SAIT protects and promotes freedom of expression, and to recognize that academic freedom is essential to SAIT's academic activities.

SAIT's [Freedom of Expression statement](#) was finalized in March 2025. Prior to this date, information relating to free speech on campus was included within SAIT's Academic Freedom policy. The Freedom of Expression statement outlines the institution's philosophy and governing principles relating to the right to speak, write, listen, challenge and learn. This includes the freedom to express ideas that challenge or question tradition, conventional thought and/or ideologies.

SAIT policy [AC.2.18 Academic Freedom](#) continues to set out information that relates to academic freedom on campus.

SAIT's procedure [AD.4.7.1 Use of SAIT's Facilities for Non-Academic Activities](#) outlines information relating to the booking of non-academic activities and events and includes information on security arrangements and approval processes.

b. Cancelled Events

During the reporting period, were any events at your institution cancelled for reasons related to free speech?

No. Between April 1, 2024 and March 31, 2025, there were no reported instances of cancelled events for reasons related to free speech.

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.

Between April 1, 2024 and March 31, 2025, there were no free speech-related or academic freedom-related complaints submitted by either employees or students.

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?

SAIT is exploring opportunities for appropriate forms of training on for-profit ventures for its Board of Governors membership. We aim to implement this training in the 25/26 reporting period. Currently, this training is not provided.

The development of SAIT's Board members is a crucial aspect of ensuring effective governance, strategic decision-making, and alignment with the institution's ambition and purpose. Several current development initiatives serve to strengthen member engagement and enhance their understanding of SAIT's operations, including an annual retreat, performance evaluation through self-assessment, institutional updates and department visits.

b. When did current board members last complete for-profit ventures training?

n/a

c. Provide a brief description of the training materials used and include relevant materials as a separate attachment.

n/a

