



# Operations Forecast

Approved by the SIAST Board of Directors  
September 15, 2011

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2012-13

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# Summary of SIAST's Financial Requirements AY 2012-13

SIAST's Operations Forecast provides an opportunity to present the Ministry of Advanced Education, Employment and Immigration (AEEI) with financial information to assist the Ministry on developing its budget for the Saskatchewan post-secondary system. Guidelines issued by the Deputy Minister for development of the Operations Forecast emphasize AEEI is seeking improved alignment in strategic and operational planning with SIAST as the means to support government vision for the province and direction for the post-secondary system. SIAST was asked to keep in mind four key Ministry priorities while preparing its Operations Forecast, namely:

- Ensure a skilled workforce to meet existing and future labour market demands;
- Support an excellent, innovative, accountable and accessible advanced education system that is responsive to learners' needs and contributes to an innovative economy;
- Develop and implement a provincial strategy for First Nations and Métis people to increase participation and success in advanced education and the labour force; and
- Support increased attraction and retention of newcomers to Saskatchewan.

SIAST believes its strategies match government priorities as do SIAST's primary outcomes of enhancing student success and providing an educated workforce to meet the increasing skill requirements of the province. The institution continues to meet government expectations by demonstrating responsible fiscal management and by delivering effective, efficient and innovative programs and services to the public.

## Status Quo Budget Requirement Scenario

SIAST requires the following grant increase to its funding base to notionally maintain programs and resources at the same levels as 2011-12.

Requested Increases to Base Funding AY 2012-13	Amount
Aboriginal Student Achievement Plan (ASAP)	\$600,000
SCBScN - offset for tuition loss	\$400,000
2012-13 out-of scope cost of living compensation increases	\$300,000
2009-11 in-scope collective agreement settlement	\$1,424,000
Movement through salary bands	\$500,000
New market stipends	\$1,000,000
Reinstate capital grant	\$2,709,100
Inflationary increase	\$615,000
<b>Total</b>	<b>\$7,548,100</b>

## Assumptions

- The \$400,000 is in addition to the \$900,000 allocated for the offset for SCBScN tuition loss in AY 2011-12.
- The \$300,000 out-of-scope cost of living compensation increases assume an arbitrary 3% increase in salary for AY 2012-13 with the actual amount more closely linked to any in-scope salary settlement.
- The 2009-11 in-scope collective agreement settlement amount of \$1,424,000 is the shortfall received related to the 1.5/2/2% potential settlement. Additional amounts will be required if the settlement is higher.
- No AY 2012-13 in-scope salary increases have been estimated and an assumption has been made that any increases will be funded separately by AEEI.
- The funding letter for AY 2011-12 shows zero funding for sustaining capital. \$2,709,100 will restore SIAST's sustaining capital budget to pre-AY 2010-11 levels.
- The \$615,000 is based on an inflationary increase of 2% using the following calculation:

Inflationary Increase	Amount
2010-11 total non-salary expense	\$72,419,140
Deferred capital contributions (515)	(6,537,970)
Cost of goods sold	(5,337,450)
Accommodations grant	(29,795,000)
<b>Total</b>	<b>\$30,748,720</b>
<b>Inflation @ 2%</b>	<b>\$614,974</b>

## Tuition Fee Increase

SIAST anticipates a tuition fee increase of 5%. Although this is higher than growth in the consumer price index, proposed SIAST tuition fees are competitive with other college tuition fees in neighbouring provinces and considerably more affordable than university tuition fees within the province. Saskatchewan students pay just 12% of the real cost of their SIAST program of study.

***A 5% increase in tuition fees would net \$500,000 in additional revenue.***

## Zero Per Cent Increase Budget Scenario

If SIAST is unsuccessful in receiving the additional funding requirements outlined in the status quo budget request and the revenue from the tuition fee increase, then SIAST would be short over \$7.5 million for AY 2012-13. The institution would need to prioritize its operations resulting in an estimated impact to 185 instructor and staff positions together with suspension of several academic programs and educational services.

## Other Funding Requirements for AY 2012-13

SIASST requires \$5,420,000 one-time funding to ensure the institution can address the PEPP claim liability.

## Funding for New SIASST initiatives

Funding for New SIASST Initiatives	One-time Capital	Ongoing Operating
Basic Critical Care Nursing Advanced Certificate	\$58,000	\$460,000
Kelsey Campus Infrastructure Plan	\$4,700,000	
Mining Engineering Technology Diploma	\$1,000,000	
Palliser International Student Residence	\$5,000,000	

SIASST will be requesting additional operating funds for Mining Engineering Technology, Petroleum Technology, Medical Laboratory Technology, Advanced Care Paramedic and a Bachelor of Science in Psychiatric Nursing in the AY 2013-14 Operations Forecast.

# Institutional Context

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## Introduction

The Saskatchewan Institute of Applied Science and Technology (SIAST) is Saskatchewan's primary public institution for post-secondary technical education and skills training, recognized nationally and internationally for its expertise and innovation. SIAST's programs touch every sector of the economy – agriculture, media, business, construction, energy, forestry, health care, hospitality and tourism, life sciences, manufacturing, mining and minerals, technology, and transportation.

Almost 17,000 FLE students were enrolled in SIAST programs in the most recent academic year; additionally, the organization drew nearly 25,000 individual course registrations. SIAST operates campuses in Moose Jaw, Prince Albert, Regina and Saskatoon, and extends its reach province-wide by partnering with regional colleges and First Nations and Métis education institutions, as well as by providing courses and programs through continuing education and distance education.

SIAST has a long history of responsiveness to technical and community education needs. Through partnerships with business and industry, SIAST ensures programs match opportunities in the real world. A consultative approach and commitment to practical learning enable SIAST graduates to hit the ground running in their respective fields. Contributing at a high level to Saskatchewan's social and economic development, SIAST provides the skills and technical training that the province needs to grow and prosper.

## Mandate

Under the Saskatchewan Institute of Applied Science and Technology Act, SIAST may provide:

- (a) Courses and programs of study, instruction or training in academic, scientific, trade, technical, technological and vocational fields of education;
- (b) University programs by agreement and on the basis agreed to with any university within or outside Saskatchewan, at locations established by the Lieutenant Governor in Council and designated by the Minister;
- (c) Courses or programs of instruction or training that have been determined to be required with respect to a trade pursuant to The Apprenticeship and Trade Certification Act, 1999;
- (d) Courses, programs and seminars of a continuing education nature;
- (e) Credit programs where those programs are provided through a regional college as defined in the Regional Colleges Act;
- (f) Career counselling and basic education upgrading;
- (g) Services to governments, corporations, persons or other bodies with respect to courses or programs SIAST provides or expertise or facilities it possesses, on any terms that SIAST considers appropriate;
- (h) Any other post-secondary education and training-related functions or activities that may be prescribed by the Lieutenant Governor in Council.

## Vision

A global leader in innovative education, valued for student success and advancing social and economic prosperity.

## Mission

SIAST is Saskatchewan's primary public institution for the development and delivery of post-secondary technical education and skills training. We share knowledge, provide skills training and engage in applied research, meeting the needs of students, employers, and communities.

## Values

**Ethics** – We adhere to high standards of ethical behaviours and personal accountability. We do the right thing based on sound principles, good character, and caring for others.

**Innovation** – We encourage entrepreneurial thinking that cultivates creativity, agility and ongoing learning in the pursuit of excellence.

**Diversity** – We embrace diverse cultures, heritages and opinions in our efforts to enrich the learning and work environment and foster inclusive decision making.

**Leadership** – We achieve results by working effectively with others to engage, support, and inspire action. We motivate others through our vision, our courage to take risks and our commitment to our goals.

**Communication** – We engage in honest, focused consultation and in the open exchange of ideas to inspire informed decision making, build relationships and foster authentic partnerships.

## Strategic Themes

In 2009, SIAST embarked on a journey of renewal involving a 10-year strategic plan, *SIAST 2.0 defining tomorrow*. As Saskatchewan's primary provider of skills and technical training, SIAST contributes to economic development and social well-being within the province by focusing initiatives on a well-defined set of strategic themes:

- *Building successful careers.*
- *Advancing economic and social prosperity.*
- *Leveraging educational innovation.*
- *Leading organizational effectiveness.*

## Strategic Goals and Strategy Map

To ensure SIAST demonstrates accountability to its varied stakeholders and focuses on initiatives to maximize available resources, a balanced scorecard strategy management framework has been adopted and the development of performance measures and enterprise risk management has begun. The strategy map on page 8 illustrates how SIAST integrates its planning and performance measurement processes. The first SIAST scorecard will be available in December 2011.

## Challenges

The thriving economy in Saskatchewan has significantly increased demand for SIAST trained graduates. Rising enrolments have led to challenges with regard to capacity and infrastructure. Additional operating and capital funding will be essential for SIAST to keep pace with future labour market requirements, as well as meeting the changing needs of students (including First Nations and Métis, international, and remotely-located students). Within a competitive context of educational recruitment and retention, SIAST faces challenges maintaining and renewing its faculty and staff.

## Access, Technology and Innovation

Saskatchewan's population is geographically dispersed and highly rural, with 38% of the province's people living outside urban areas. To ensure all residents have access to high-quality skills training regardless of where they live and work, SIAST provides courses and programs through a variety of distance delivery methods. Recognized both nationally and internationally for its virtual campus and e-learning initiatives, SIAST continues to build its complement of online courses. SIAST has also been a leader in expanding access through prior learning assessment and recognition (PLAR).

## First Nations and Métis Recruitment and Retention

First Nations and Métis youth comprise Saskatchewan's fastest-growing population segment – an important demographic facing significant education and employment challenges. Responsive to demographic trends, SIAST's approach to education equity has generated significant achievements in First Nations and Métis enrolment. In order to maintain momentum, SIAST continues to pursue initiatives designed to ensure that it meets the skills and technical training needs of First Nations and Métis learners, as well as the future human resource needs of employers.

Each of SIAST's campuses is home to an Aboriginal activity centre that provides access to elders, counselling, referrals, tutorial support, and study areas. In addition, the centres organize culturally affirming social and recreational activities for all students and employees. An annual Aboriginal student leadership conference brings together students from all four campuses. First Nations and Métis nursing students have access to specialized counselling and advocacy programs through the Native Access Program to Nursing at SIAST Kelsey Campus in Saskatoon and SIAST Wascana Campus in Regina. The Native Access program has won a prestigious Saskatchewan Health Care Excellence Award.



## Responsiveness

In response to the ever-changing needs of business, industry, and the labour market, SIAST's portfolio of over 160 programs is continually under review. SIAST engages in training needs assessments on an ongoing basis in order to monitor and respond to trends. SIAST uses program advisory committees extensively to ensure that its program portfolio and curriculum content are aligned with the real-life needs of business, industry and the labour market. Over 700 experts serve on SIAST's program advisory committees.

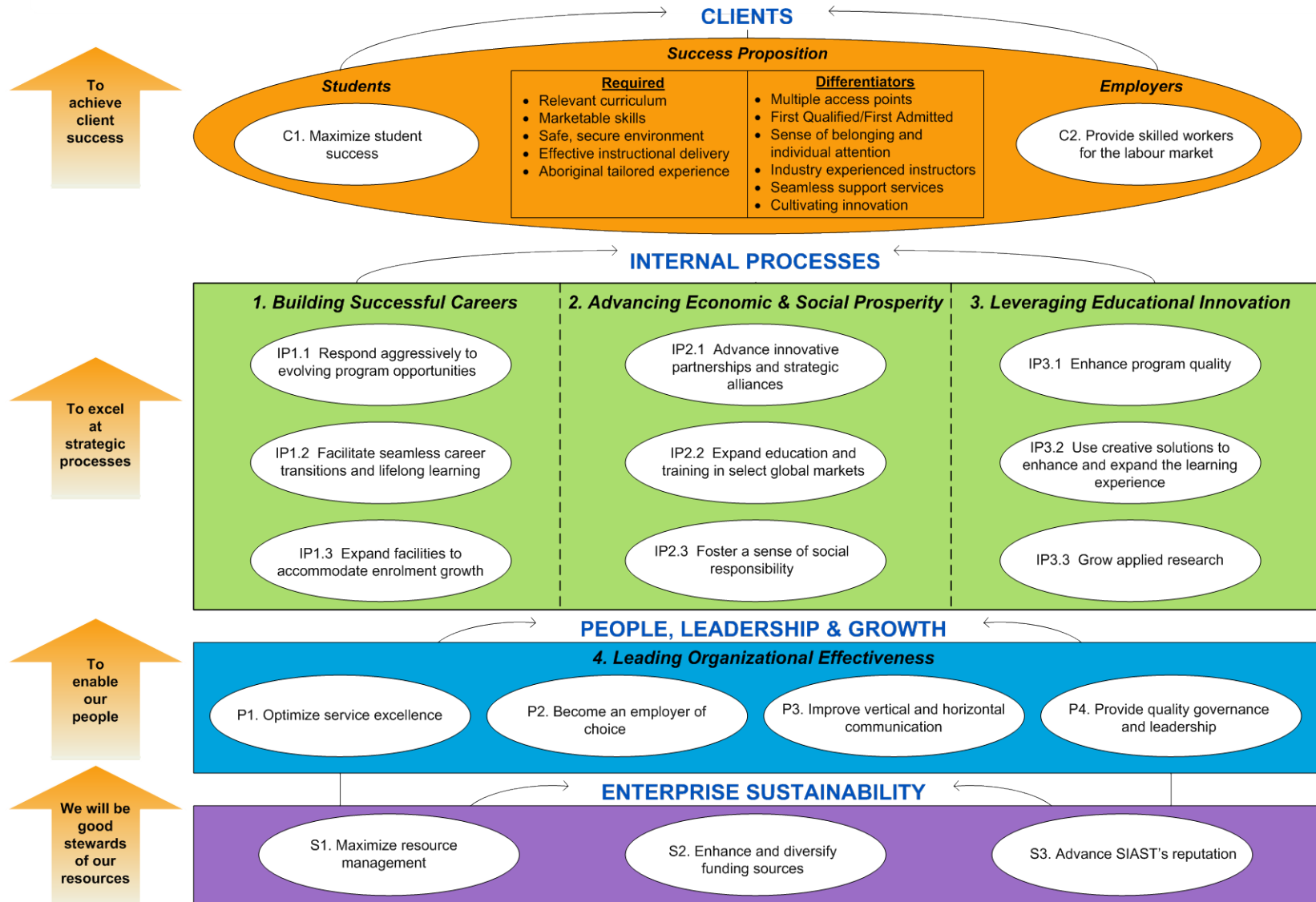
To further support the success of employers, SIAST provides **applied research** services. The Office of Applied Research and Innovation works with external clients to facilitate the introduction and commercialization of new technologies by capitalizing on the expertise of SIAST's highly qualified and skilled personnel. SIAST focuses on practical solutions for real-world problems. SIAST is eligible to apply for research funding through the National Science and Engineering Research Council (NSERC) and the Social Sciences and Humanities Research Council of Canada (SSHRC).

## Acting Globally

Demand for SIAST's expertise in designing and delivering employer-driven training provides SIAST's employees and Saskatchewan's post-secondary graduates with opportunities to acquire experience internationally. SIAST offers a range of training and consultancy services to international clients, addressing such areas as strategic planning, management and instructor training, policy development, and distance education. SIAST's projects are funded by national and international agencies and through contracts with private sector partners. SIAST also brokers its programs overseas, providing students abroad the opportunity to earn a SIAST diploma. Through its Skills Passport program, SIAST helps employers assess the skills of potential employees overseas before they immigrate to Canada.

# SIAST Strategy Map

**Vision 2009-2019:** A global leader in innovative education, valued for student success and advancing social and economic prosperity.  
**Mission:** SIAST is Saskatchewan's primary public institution for the development and delivery of post-secondary technical education and skills training. We share knowledge, provide skills training and engage in applied research, meeting the needs of students, employers and communities.  
**Our Strategic Destination 2010-2013:** Within the next three years, SIAST will increase the number of career-ready graduates and training completions by 15%.



# Alignment of SIAST Initiatives with Strategic Priorities of the Government

SIAST's strategies must link to the strategic and operational planning efforts of the province. This portion of the Operations Forecast considers the AEEI Strategic Direction presented by Deputy Minister, Clare Isman, at the Governance Leadership Series (GLS) on June 14, 2011. The Ministry presented six priorities at this forum which are priorities driven by the Minister's mandate letter and government direction for 2011-12. These priorities form the headings below under which we detail opportunities and challenges facing SIAST. Proposed initiatives are featured which, in our view, advance government's priorities while ensuring the institution is fulfilling its mandate and vision.

## 1. Building the Post-Secondary System

SIAST agrees there is a compelling case for government to invest significantly in building the post-secondary education system of this province and in particular we urge renewed interest from government in developing SIAST. The province must take an active part in ensuring SIAST has the capacity to be responsive to learners' needs and to deliver more graduates to satisfy Saskatchewan's growing thirst for skilled workers. One of SIAST's goals is "Expand facilities to accommodate enrolment growth" which is aligned with AEEI's priority of supporting an accessible advanced education system. SIAST requires increased funds for infrastructure, capital equipment and operating if it is to generate more of the same graduates who so ably fill the growing number of job opportunities being generated across all industry sectors.

### ***First Project Priority is a New Technology Centre at Kelsey Campus***

All SIAST campuses are short of space due to enrolment increases of 30% over four years. The chart below illustrates the combined teaching and non-teaching space at each SIAST campus and the area/FLE. These numbers are based on on-campus students for AY 2010-11.

SIAST Space to Student Ratio			
Campus	Area (Sq M)	FLE Enrolment	Sq M/FLE
SIAST Kelsey	59,786	4,199	14.24
SIAST Palliser	34,241	2,265	15.12
SIAST Wascana	41,471	2,277	18.21
SIAST Woodland	22,079	1,440	15.33

The square metres per FLE above were calculated using SIAST's 2011 revised definition of full-load equivalent (FLE) enrolment, which is based on credit hours. The new formula compensates for differing program durations, including the typically shorter duration of apprenticeship levels. The SIAST Kelsey square footage does not include space at the SIAST Administrative Offices, the Heavy Equipment Truck and Transport building or SIAST Kelsey Ave W Centre, but it does include the students at these locations.

The Council of Education Facility Planners suggests space afforded students at Canadian high schools range between 9 and 15 square meters per student. When compared to the North American APPA recommendations of 25 square meters per student for colleges and universities, SIAST is woefully short and its facilities are over extended. SIAST maintains that particular attention is required at Kelsey Campus to address crowded spaces, growing enrolments and the need to bring 50-year old facilities up to contemporary standards for college learning.

A recently released business case developed for SIAST by Stantec identified a necessary long-range capital plan for Kelsey Campus to address a systemic over-utilization of its facilities and inadequacies of its learning spaces. The report concluded a requirement for 22,000 square meters of new space with an investment of \$190 million in new buildings and refurbishing old infrastructure to be phased in between 2012 and 2024. The first year of this plan entails a government infrastructure investment of \$4.7 million. The full cash flow requirement over the 13 year period is shown below.

SIAST Kelsey Campus – Long Range Cash Flow						
2012	2013	2014	2015	2016	2017	2018
\$4,707,875	\$9,415,750	\$23,539,375	\$25,539,375	\$31,039,375	\$27,540,750	\$21,000,000
2019	2020	2021	2022	2023	2024	Total
\$11,875,000	\$9,125,000	\$7,125,000	\$10,500,000	\$7,500,000	\$1,250,000	<b>\$190,157,500</b>

The building of a Technology Centre on recently acquired land on 33<sup>rd</sup> street in Saskatoon is SIAST’s top campus expansion priority. This building will accommodate students in Mining Engineering Technology, Mechanical Engineering Technology, CAD/CAM Engineering Technology, Electronic Systems Engineering Technology and Computer Systems Technology. The project will provide SIAST with a 180 seat lecture theatre, much needed additional classroom, laboratory and office space, as well as student space for studying, food concessions and mingling.

***“Why does SIAST need more capacity at Kelsey Campus at a time when demographics forecast a decline in provincial enrolments in the K – 12 school system?”***

- An examination of SIAST’s student population shows its students are not straight from high school with only 3% of SIAST’s students able to claim such a transition. The average student entering SIAST is 25 years old. Recent enrolment increases at SIAST are a direct result of increased economic activity within the province and have little connection to high school populations. To illustrate this point, the request from the Saskatchewan Apprenticeship and Trade Certification Commission (SATCC) for AY 2011-12 provided the fifth straight year for increased apprentice seats. The number of apprentices attending SIAST per academic year has increased from 2,800 to 5,238 over that five-year period. With Saskatchewan’s growing economy, apprentice numbers will continue to climb - by how much will depend on the global economy. SIAST has no room to accept additional apprentice intakes because its facilities have already exceeded physical capacity. In AY 2009-10, 2,300 apprentices attended Kelsey Campus.

- An examination of data provided at the June 14, 2011 GLS shows the province does not have enough people completing either high school or post-secondary education. Neither the province nor SIAST can afford to ignore the need to engage a higher percentage of the Saskatchewan population in post-secondary training (particularly under represented First Nations and Métis people) in an effort to reduce the provincial gap and expand the size of the educated and skilled labour pool. Overall, Saskatchewan has 54% of its population with a post-secondary credential compared to overall Canada which has 60% with post-secondary credentials. A growing gap exists between Aboriginal and non-Aboriginal people with only 35% of First Nations people holding a post-secondary credential. The number of adult learners wishing to complete Adult 10, Adult 12 and other Basic Education programs is increasing as individuals with less than a high school diploma recognize they cannot earn improved incomes or share in better employment opportunities available to the province unless they complete a grade 12 education and subsequently engage in post-secondary training. Over half of the students enrolled in Basic Education programs are Aboriginal. The waitlist time for would-be learners in Basic Education is between 12 and 24 months at SIAST Kelsey Campus for high demand subjects such as Chemistry and Mathematics. Over 750 FLE students attended a Basic Education program at Kelsey Campus in AY 2009-10. Additional physical capacity and increased funding is required to address this issue.
- Saskatoon is expanding rapidly as people are attracted to this hub of economic activity. Many are families with children who will be requiring future access to post-secondary education. Increased demand for career-focused college education should be expected as population growth continues. An increasing number of newcomers are immigrants entering the city and the need for English language instruction has doubled to 400 students over the past three years. If immigration continues to be a priority for the province, then this demand will continue to grow. Many new immigrants are waitlisted for English language instruction and despite requests to increase intakes for the federally funded program, SIAST has had to decline due to lack of physical capacity.

***Is there demand by industry for more college-educated graduates or is the supply side (SIAST) overstating the need?***

- 90% or more of SIAST graduates are employed within six months of graduation, most of which stay and work within the province building careers directly related to their training. Both graduate surveys and employer surveys are conducted and employment rates are monitored.
- SIAST programs are demand driven adjusting continuously to the needs of employers.
- SIAST gathers intelligence from its many program advisory committees and conducts an annual environmental scan.
- Oil and gas and the mineral and mining sectors have both projected new and replacement skilled workforce requirements significantly beyond the physical capacity of SIAST to respond.
- Apprentice student numbers have almost doubled in the past five years and show no signs of reversal. Apprentice numbers are demand driven as they are industry employees.
- Years 1 through 4 of the Saskatchewan Collaborative Bachelor of Science in Nursing (SCBScN) program will be delivered on Kelsey Campus. This will result in an increase of 200 students on Kelsey Campus by AY 2014-15. The increase in nursing seats is in direct response to the demand from Saskatchewan Health and health care providers.

- SIAST has been asked to work with AEEI to undertake consultations with industry to assess the current and future needs of employers in the Saskatoon area. Consultations, facilitated by AEEI, will be undertaken over the next few months and will include discussions with organizations including the Saskatoon Regional Economic Development Authority, North Saskatoon Business Association and Saskatoon Chamber of Commerce. We expect to receive affirmation of the need to increase the size of Saskatchewan's educated labour force and so, therefore, SIAST must be in a position to increase capacity.

## 2. Getting People the Training and Skills They Need

### ***Has SIAST done all it can to deflect the shortage of space for training apprentices?***

The number of **apprentices** attending technical training at SIAST has almost doubled within the previous five years. Unless there is a sudden protracted downturn in the world economy or the province runs out of people to apprentice, the risk of SIAST defaulting on its protocol agreement with the SATCC to schedule the requisite number of apprentice intakes is extremely high. The institution at all four campuses has exhausted its physical capacity to train apprentices. Current labour market information for Saskatchewan, even in slow or nil growth scenarios, is projecting labour market skill shortages due to accelerated retirements of an aging workforce.

SIAST has been challenged to look at alternatives to the traditional eight-week, four levels of technical training apprenticeship model. SIAST is prepared to consider this, but as the contractor SIAST must bow to the wishes of SATCC, industry and government. National Occupational Competencies and National Red Seal exams designed to bring a common standard and licensing to occupations and to permit interprovincial mobility to an often itinerant workforce must be considered. SIAST is developing online apprenticeship training materials with its Manitoba counterpart, Red River College. It is also working separately with the SATCC in developing and delivering online apprenticeship learning materials.

Much has been said about the potential of regional colleges in the delivery of apprenticeship technical training. Intakes will be delivered through regional colleges during AY 2011-12 under a brokerage model with SIAST and the SATCC. It is anticipated that more intakes in smaller urban centres will follow in subsequent years.

The above measures may alleviate some of the pressure for apprenticeship training but a cautionary note is necessary. Any surge in apprentices requiring technical training cannot be accommodated on existing SIAST campuses. This poses a significant risk that future economic growth within the province of Saskatchewan will be curtailed. In the absence of plans to create additional infrastructure capacity on SIAST campuses, further growth in apprentice numbers will result in increased wait times for apprentices to complete their training and journey person completions will stretch to five or six years instead of the current four years.

## ***Petroleum Technology Diploma***

The Petroleum Human Resources Council of Canada published information in March 2011 forecasting Saskatchewan's net hiring requirements of between 1,400 and 6,600 workers between 2010 and 2020 for the oil and gas sector depending on the price of energy resources. Saskatchewan's oil and gas employment in 2009 was estimated at 10,700 workers. The Petroleum HR Council publication cites a need to align education, training and other workforce development initiatives with industry's labour market needs if these increased numbers are to be reached.

Of particular note are published increased hiring requirements for petroleum/mining/geological engineering technologists. SIAST will be conducting a survey and provincial needs analysis for a **Petroleum Technology diploma** program. Training requirements for production managers, drilling coordinators and other field supervisors will also be explored. SIAST will consult with industry and with both Southeast Regional College and Great Plains College who conduct short training courses for the oil and gas sector.

## ***Mining Engineering Technology Diploma***

The Mining Industry Human Resources Council (MIHR) published information in May 2011 showing Saskatchewan's mining industry hiring requirements and talent availability forecasts over a 10-year period. MIHR predicted that the available talent for 66 occupations associated with the mining industry will not be sufficient to meet the forecasted hiring requirements over the short, medium and long term under a baseline scenario. The industry is expected to attract only 5,700 new entrants to the labour pool to meet a hiring need of 8,510 by 2021 (a gap of 3,300 skilled people). The workforce report goes on to say that Saskatchewan's mining industry will need to increase the proportion of workers it attracts in each occupational category in order to meet future hiring requirements. The situation with technical occupations (technologists and technicians) is reported as particularly dire. SIAST has exhausted its capacity to assist the mining sector in increasing available talent required to fill the projected labour market gap.

SIAST commissioned an industry survey in 2009 to determine the need for a two-year **Mining Engineering Technology diploma** program. The study came back affirmative and SIAST's Technology Division has been busily preparing for the first student intake scheduled for August 2012. The natural location is Saskatoon where there are several mining head offices. SIAST requests funding support from AEEI of \$300,000 for the second year of the diploma program commencing AY 2013-14. In addition, SIAST requests approval from AEEI to use \$1 million of accrued surplus funds to renovate the recently acquired "Dawn" building on 33<sup>rd</sup> street in Saskatoon. The Mining Engineering Technology program will be housed in this building for a predicted five-year period until more suitable facilities are constructed. SIAST will fund the first year of the program in AY 2012-13 through redistribution of its funds. If SIAST is unable to use its net operating assets to complete renovations to the Dawn building, then we request funding of \$1 million from AEEI to complete this task.

It is worthy to note that SIAST supplies graduates to the mining industry through many of its academic programs that are offered across a broad selection of SIAST divisions. SIAST also trains apprentices under contract with the SATCC that either work for or are destined as journeypersons to work for mining companies.

### ***Construction Focused Programs***

The Construction Sector Council (CSC) offers some respite in its pamphlet, *Saskatchewan Construction Looking Forward 2011-2019 - Key Highlights* published January 2011. It describes construction employment reaching a peak demand in 2012, then receding between 2013 and 2016 as the current stock of now major projects are completed. This is welcome news as SIAST turned away plumbing intakes for AY 2011-12 despite added new capacity at Wascana Campus made available through a Knowledge Infrastructure Program (KIP) project in AY 2010-11. A second housing recovery late in the scenario (2018) is predicted to create a new upward cycle. Gains in housing starts lead, while commercial and institutional construction follows. However, it must be noted that CSC did not take into account the recent and massive undertaking of building and creation of the Jensen mine now confirmed by newcomer to the Saskatchewan potash scene, BHP Billiton.

### ***Medical Laboratory Technology and Advanced Care Paramedic Diplomas***

A Saskatchewan 10-year Health Human Resources Plan entitled “Vision 2021” was released in June 2011 and authored by the Saskatchewan Ministry of Health. Projected numbers of FTE workers to be recruited by 2020 for 22 health professions are compared to the number of training seats available in the province. In most cases, SIAST programs will generate sufficient graduates to replace retirees from the workforce and keep up with the projected provincial workforce size. The notable exception is **Medical Laboratory Technology**. SIAST requests that a task team comprised of members from both Saskatchewan Ministries of Health and AEEI together with SIAST officials and health care stakeholders meet to plan out an appropriate response to address this projected gap. SIAST and the province has received pressure from the College of Paramedics and SIAST’s own program advisory committee to double the number of seats in the **Advanced Care Paramedic diploma** program to address a perceived shortage and industry recruitment challenges. The Vision 2021 document does not highlight this but it is unclear if private providers of ambulance services were included in the data and if appropriate distinction between primary care paramedics and advanced care paramedics were made. SIAST requests further clarification on this matter from AEEI and Saskatchewan Health and any need for a post- secondary system response.

### ***Basic Critical Care Nursing Advanced Certificate***

Ownership of the curriculum for the **Basic Critical Care Nursing advanced certificate** program recently passed from the joint ownership of the Saskatoon Health Authority and Regina Qu’Appelle Health Authority to SIAST. There is a shortage of RNs practicing in this essential field of nursing practice. The clinical practice in a cardiac or critical care unit in Regina or Saskatoon has to-date been conducted by health authority paid preceptors. SIAST has been requested to provide its own instructors for the clinical practice. SIAST respectfully requests that Saskatchewan Health and AEEI assist in resolving this matter. Over the past 12 years, 362 graduates have completed the Basic Critical Care Nursing program and suspension of this program due to lack of funding will result in a significant void for regional health authorities with critical care units. A proposal has been submitted to the Ministries of Health and AEEI detailing the need for ongoing operating funding of \$460,000 and one time capital funding of \$58,000 required to effectively deliver this program.



## ***Bachelor of Science in Psychiatric Nursing***

SIAST is proposing to develop and deliver a **Bachelor of Science in Psychiatric Nursing (BScPN)** program. Currently, there is no Bachelor of Science in Psychiatric Nursing available in Saskatchewan. SIAST views the introduction of a BScPN as an important step necessary in filling gaps in health care in Saskatchewan due to increased client needs and in response to today's changing world of new technologies and increasingly more sophisticated job requirements as practitioners move through their careers. SIAST has listened to the provincial community and has responded by formulating a proposed degree that can provide numerous benefits to Saskatchewan, achieve a labour market demand, meet the needs of professional associations, address prospective client needs and respond to identified student requests. A separate formal proposal has been submitted to AEEI with an expected implementation date for the new degree of September 2013. This is contingent on the outcome of the public consultation on degree granting beyond the two universities and the Quality Assurance pilot process reviewing the BScPN degree proposal. At this juncture, the costs and funding source for implementing the BScPN program in AY 2013-14 have not been identified.

## **3. Increasing First Nations and Métis Education and Labour Market Participation**

SIAST's overall enrolments of First Nations and Métis peoples mirror the Aboriginal population of the province as 18% of SIAST's student headcount. This amounts to over 2,850 Aboriginal students that attended SIAST in AY 2010-11. These enrolments come from the growing Aboriginal population within the major cities, as well as Aboriginal students that relocate from their reserves and communities for the purpose of attending a SIAST program. SIAST appreciates the \$600,000 that was allocated by AEEI in AY 2010-11 to support the institution's Aboriginal Student Achievement Program (ASAP). This initiative started in AY 2009-10 and is aimed at improving the completion rate for Aboriginal learners from the current 60% to 85%, which typically reflects the completion rates of non-Aboriginal students in SIAST academic programs. Six new Aboriginal student advisors have been hired using this new funding.

SIAST requires the \$600,000 allocated in AY 2010-11 to continue and become ongoing operating funding to support these staffing decisions made to implement the ASAP.

## **4. Newcomers**

Many new immigrants have arrived in the province over the past four years either through such initiatives as the Saskatchewan Immigrant Nominee Program (SINP) or as refugees. A majority of new immigrants speak little English or French. The federally funded Language Instruction for Newcomers to Canada (LINC) has more than doubled in enrolment in recent years at SIAST and now stands at over 400 seats. There are still many waitlisted for the program as SIAST has insufficient space to expand enrolments further. SIAST is already offering additional classes at weekends and in the evenings. Although this is a federally funded program, SIAST requests that the provincial training allowance (PTA) continue to be available to participants in the LINC program, thus helping immigrants with the opportunity to become participants in the Saskatchewan labour force.

A dramatic increase in the number of international students who attend SIAST programs in the province is planned and will centre on Business and Technology programs at SIAST Palliser Campus. The development of English as a Second language (ESL) capacity and a student housing complex have been promoted as key elements that will permit SIAST to be competitive with other institutions in the global recruitment drive for international students. Although the initiative will become self-sustaining, an initial investment of \$5 million is being sought in AY 2011-12 for building student housing in Moose Jaw. It is expected that this investment will be shared by all levels of government, SIAST and private sector partners. A separate detailed proposal has been submitted to AEEI and is being reviewed. A significant incentive for international students to come to Moose Jaw, Saskatchewan is the ability of SIAST graduates to acquire work permits under the SINP.

## 5. Renewing the Public Service

Marsh Canada authored a survey of Canadian Universities and Colleges in February 2011 entitled “Risk in Canada’s Higher Education Landscape”. The top risk facing all post-secondary institutions is financial uncertainty. Marsh indicates that an institution’s funding level is critical to allowing the proper execution of strategic and operational objectives, from infrastructure and capital projects, to academic programming, marketing and hiring. They indicate that with recent economic turmoil and the associated impacts on government budgets, a significant amount of pressure has been placed on cutting deficits. As a result, Canadian institutions lie directly in the path of government funding cuts.

Although Saskatchewan has been more fortunate recently than some jurisdictions, SIAST typically operates in a government environment designed to maintain status quo funding for the programs and services it provides. Provincial budgets and tuition fee increases over the previous four years have for the most part lagged collective agreement settlements, out-of-scope salary increases and inflationary pressures. Some targeted funding has been received and appreciated. Despite this status quo funding scenario, SIAST total FLE enrolments have increased by 56% over a ten-year period. Many new program initiatives and services to students and employees have been implemented due largely to entrepreneurial activities involving revenue generation and cost-recovery programs. SIAST has been innovative in how, when and where it delivers academic programs to an ever expanding student base and wherever possible has made best use of educational technology to do so.

SIAST must have a sustainable financial strategy to ensure it is adequately resourced. To simply maintain the status quo with respect to academic programs, delivery techniques and services is not an option. In a competitive post secondary global environment, SIAST must constantly adopt and adapt to new information and educational technologies. SIAST must exhibit contemporary space for its students to learn and mingle, and be endowed with state-of-the practice equipment housed in facilities that support both teaching and applied research.

SIAST has managed its financial resources avoiding deficits and generating occasional small operating surpluses. It has been innovative in accommodating increasing numbers of students, maximizing use of its physical assets, implementing new programs to match labour market needs of industry and employers and demonstrating high program quality and customer service. Maintaining this level of excellence requires entrepreneurial approaches that entail pursuing public and private funding, conducting revenue generating activities and engaging in new business opportunities to sustain and grow our post-secondary education undertakings.

There have been suggestions made by the Ministry that SIAST should not generate small operating surpluses and that perhaps this is a sign it has been allocated too much money. SIAST's penchant for entrepreneurial flair and get-it-done approach does not mean it can manage with less public money to fund core operations. SIAST trusts it will be encouraged to develop sustainable sources of revenue to fund growth and innovation and hopes that its enterprising qualities will be met in future with incentives not disincentives.

SIAST is pleased to receive recent articulation of what is important for government with respect to post-secondary education and looks forward to further clarity of AEEI's vision and strategic priorities as they pertain to SIAST and for college level education.

## 6. Keeping Promises

SIAST is unaware of specific promises that were made with respect to its institution. It is understood that a promise was made with respect to examining which institutions can offer degrees within the province and this has resulted in a public consultation to ascertain if institutions other than the two universities could become degree granting. SIAST has indicated its support for other degree granting institutions within the province and hopes for opportunities to respond to demands for higher levels of education in select areas in which SIAST has expertise.

SIAST desires to keep its own promises that it infers through its mission, vision and mandate statements and through protocol agreements. These promises include being valued for student access and meeting the needs of students, employers and Saskatchewan communities. We cannot keep these promises without enhanced government support.



**SIAST**

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