SAIT School of Hospitality and Tourism: Distance Learning Division

Business Plan

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Executive Summary

The Southern Alberta Institute of Technology's (SAIT) School of Hospitality and Tourism (the School) is considering the expansion of current courses and programs to include more blended and distance education (DE) approaches in its current portfolio of diploma and certificate programs. To accomplish this, the School will build a distance education team housed within the school while continuing to leverage the resources provided by SAIT's centralized Continuing Education, Distance Education, and Educational Technology Services teams.

The School's new, integrated business unit will provide expanded distance education courses and programs with a view to awarding diplomas and certificates both partially and entirely via online methods. These courses will enable increased enrolment and increased earned revenue, while maintaining SAIT's strategic plan of being "a leader in learning with a strong entrepreneurial outlook and world-class service culture" (Southern Alberta Institute of Technology Polytechnic, 2006, p. 1).

In the next 3 to 5 years, the School will use internal resources, and repurpose existing courses, to develop a DE bachelor program, select DE courses from diploma programs, and some professional development and continuing education DE courses.

The School aims to not only increase enrolments in its programs, but to also provide learners with innovative options in how and when they choose to learn.

Business Name

As the Distance Education Unit is considered a sub-unit within School of Hospitality and Tourism at SAIT, the unit, or business name, will be known as The School of Hospitality and Tourism – **Distance Learning Division**, DLD for short.

Business Environment

This business unit, co-existing with SAIT's existing distance education presence, will offer expanded distance education courses and programs in hospitality and tourism fields.

In the near future, no decrease is anticipated in the need for hospitality industry graduates. Rather, provincial government statistics point to the necessity of increased capacity of training in our industry. Already, the School's diploma programs experience moderate to significant oversubscription rates. The School is well positioned for online growth in this respect thanks to a long record of accomplishment as an industry leader in face-to-face hospitality training. As a business, distance education provides scalability, easy access, and

timeliness, all of which are desirable in our current economic climate (Clarke & Hermens, 2001).

From a learner perspective, there are many reasons for moving into Distance Education (Bullen & Janes, 2007, p. 53):

- To meet the flexible needs of today's students
- To increase access to the School's programming
- To enhance teaching and learning
- To better prepare students for the requirements of the hospitality business and industry
- To develop independent learning skills through exposure to online programming
- To better accommodate the differing learning styles of the School's students.

The DLD has developed a series of goals and objectives in striving for alignment with SAIT's strategic direction, the DLD's own vision/mission, and the needs of non-traditional learners. The objectives involve marketing and sales strategies, course design and development, program assessment, continuous quality improvement, and financial, human resource, and infrastructure assessments and plans.

Business Strategic Direction

Vision, Mission and Values of the Distance Learning Department (DLD)

Over the 10-year period of the most recent strategic plan, SAIT has "identified the need to harness SAIT's expertise and energy in a highly focused way" (Southern Alberta Institute of Technology Polytechnic, 2006, p. 1). To move forward in its strategic planning and execution, SAIT indicates the need for a unified vision. "Designed to focus and align the organization, the plan highlights the urgency to work together towards a common purpose" (Southern Alberta Institute of Technology Polytechnic, 2006, p. 1).

SAIT's vision, mission, and corporate values are upheld by each of SAIT's schools; however, it is important for the School of Hospitality and Tourism DLD to live its own vision and mission to illustrate its strategic direction and inspire employees to engage in the direction of the department (Davis, Little, Stewart, & Anderson, 2011).

The DLD vision is:

> *"To be recognized as a leading school in Canada, one of the world's finest, in distance education solutions for the hospitality and tourism industries".*

The DLD mission is:

> *"SAIT's School of Hospitality and Tourism Distance Learning Division provides innovative and best-in-class programs and courses for hospitality and tourism careers. We equip learners to compete successfully in the changing world of work by providing*

relevant, skill-oriented education using the latest distance education methodologies and technologies".

The DLD direction builds on SAIT's larger commitment to innovation, productivity, collaboration and entrepreneurship, enabling SAIT and the School to be a leader among its national competitors at the polytechnic and collegiate level. It also addresses local and provincial market needs by contributing to a skilled workforce in areas suffering labour shortages.

Principles & Values

The School's values and ethics remain aligned with SAIT's, as do those of the DLD. As such, the DLD feels it important to adopt the same principles in its strategic and business plans. We believe these standards are relevant, not only to the employees and students of the institute, but also to the standards found in the global marketplace and in the employers who hire SAIT graduates (Southern Alberta Institute of Technology Polytechnic, 2006, p. 12).

The principles form the key mantra of "Ethics F-I-R-S-T" (SAIT Polytechnic, 2013, p. 6):

Fairness: We treat people fairly and equitably, provide equal employment opportunities, and engage in fair competition.

Integrity: We carry out SAIT business with honesty, integrity, and due diligence. We honour our commitments, are accountable for our actions and follow through on promises and agreements.

Respect: We respect the dignity and human rights of people. We provide a safe environment where people can speak freely. We enhance human development in the workplace, the marketplace, and the community.

Safety: We foster positive health practices and ensure safe, secure, and environmentally sounds working and learning environments.

Transparency: We work and communicate in a truthful, open manner, we disclose information in a timely way respecting confidentiality and privacy, and we engage in transparent accounting and financial reporting.

The principles become more defined values, which DLD will also adopt for alignment with other departments and schools, and consistency of employee and learner experience.

We value People
- Learners and their success, employees and their knowledge and commitment, friends and partners in industry and alumni.

We value Learning
- Continuous quality improvement, academic excellence, ongoing and lifelong learning for students and employees.

We value an Entrepreneurial Spirit
- Adaptability, collaboration, alignment of business practices, and perseverance.

We value Technology and Innovation
- Innovative approaches, technology as an enabler and enhancement of technology.

These principles and values illustrate the desired environment within which the DLD wishes to operate. We value people and relationships with students, employees, partners, and the public by ensuring people are treated with respect, have opportunities to grow, and to share ideas and innovative thinking to move the division forward in pursuit of its mission. Learning for students and employees is ongoing, continuous, and lifelong. Employees and students who feel respected and have opportunities for professional development and academic support are happier. The unit will ensure opportunities for professional development of its staff and academic support for its students.

The concept of Ethics First will be incorporated in the day-to-day operations of DLD with full consideration of these principles and values in all activities. Whether dealing with students, employees, or the work itself, FIRST principles will be embedded in processes, discussions, and decisions, and will be communicated to all as the normal operation of the DLD.

Business Description

Legal Status and Form of Business

SAIT, as a post-secondary institution is governed by legislation, specifically the Post-secondary Learning Act, SA 2003, c P-19.5, as identified in the Board of Governors General By-Laws (SAIT, 2006, p. 1). Part 2 of the Post-secondary Learning Act specifically references colleges and technical institutes, under which SAIT would be considered. According to this part of the act, programming must include those for trades designated in the Apprenticeship and Industry Training Act. Additionally, the institution must establish a process for review and approval of programs by the Minister (The Canadian Legal Information Institute). As such, changes to programming would be subject to approval by the Academic Council to the Board of Governors (BoG) and to the Minister. As outlined in Article 3.4, "The Board shall determine and periodically review the mandate and the policies of SAIT and approve for submission to the Minister the courses or programs of instruction or training recommended by Senior Management in accordance with the Act" (SAIT, 2006, p. 6).

The Distance Learning Division is considered a DE business within an existing organization. As such, the DLD would be established under a government-funded and legislated entity, the Southern Alberta Institute of Technology, and more specifically under one of its schools, the School of Hospitality and Tourism. This department will be seen as an "Extended Traditional University" model, where it offers blended or distance delivery methodologies along-side traditional delivery methodologies to ensure an expansion of the demographic to

include non-traditional learners and to ensure flexibility in adaption to changing learner needs. Approval for programming changes would need both Academic Council and BoG approval, as well as potential Ministerial approval, as defined above.

Business Location/Geographic Location

The business unit, DLD, would be housed within the existing School of Hospitality and Tourism on SAIT's main campus in Calgary, Alberta.

Relationship to Other Organizations

The DLD will remain connected to, and engaged with, the School's core business, but also tightly linked with the other SAIT departments such as SAIT Distance Education, ETS, Human Resources, Finance, and others. Collaboration with other groups is required as part of the ongoing development and delivery of distance education at the School. The DLD will also follow the same approvals structure as outlined in the Board of Governors by-laws.

Governance Process

The first step in launching the development of programming through the DLD is to establish an Advisory Committee. Membership in the Advisory Committee would include the School's dean and the five academic chairs of the School of Hospitality and Tourism, 2-3 instructors, a student representative, a graduate representative, and industry members. This committee will discuss, on a bi-yearly basis, the needs of the industry, the needs of students, and the future direction of the school, all as it relates to DE programming. In this way, the team will solidify direction and ensure alignment with industry.

While it is clear in the Post-Secondary Act and the Board of Governors by-laws that approvals must reach to the BoG and ministerial levels, the Advisory Committee can serve as a sounding board for the DLD. Following is a functional diagram of the communications and approval process required for significant programming changes generated by the DLD.

Diagram 1: Governance Functional and Communication Flow Chart

Note: Blue lines indicate initiation of approval process or communication process. Red lines indicate
feedback or communication to project team level.

Business Products and Services

The School of Hospitality and Tourism DLD wishes to leverage the opportunities, as set out in SAIT's strategic plan, to be innovative, collaborative, maximize technology, and enhance skills training and upgrading, and support lifelong learning (Southern Alberta Institute of Technology Polytechnic, 2006, p. 1). The creation of an integrated DE unit, the DLD, would directly touch on these priorities by finding alternate methods of learning delivery using technology, all in an effort to increase enrolment and attract non-traditional learners.

The DLD aims to develop courses and programs using DE methods that would permit more flexibility in learner choices and would better serve non-traditional learners and professionals already in industry. Specifically, the DLD will develop:

1. A Bachelor of Hospitality Management program for delivery in year-four.
2. One course of an existing diploma program each year.
3. Three professional development courses each year.
4. Two continuing education courses each year.

Management Team

A Project Manager would report to the School's Dean, with a dotted line relationship to all School Academic Chairs. This position would oversee the initial and short to medium-term goals of the project. This will be the only management position added to the School.

Business Structure

Proposed Organizational Structure

Diagram 2: Proposed Management Structure
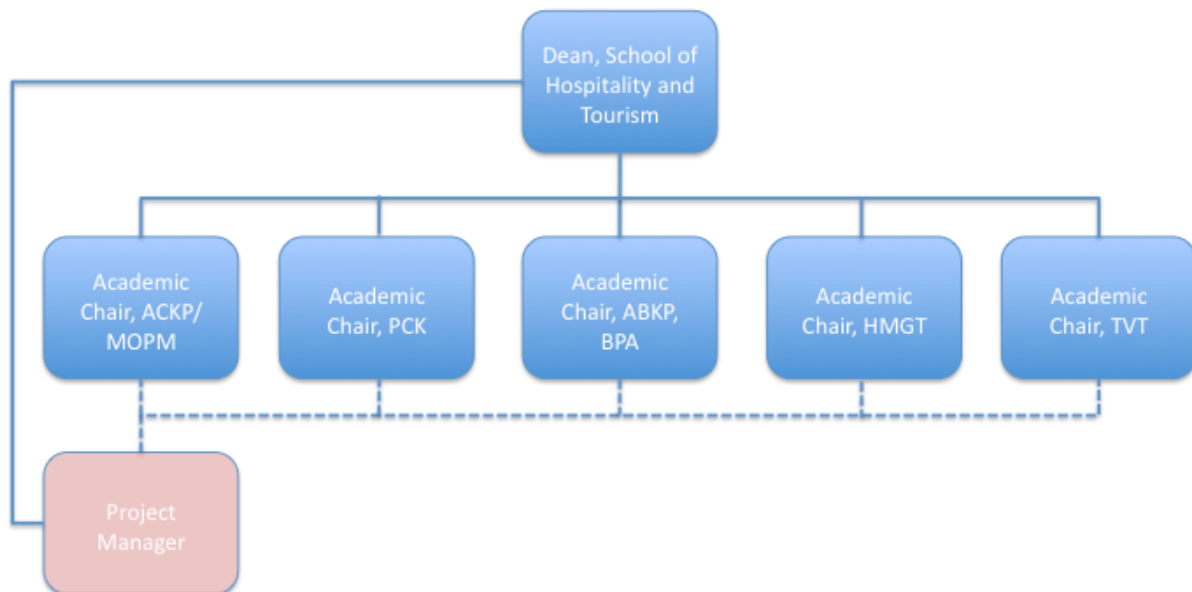
Although at the management level there would be a hierarchical structure, at the project level there would be a matrix/process driven organizational structure. This structure would leverage resources from the groups within the school and teams from different departments at SAIT without formal reporting relationships, all while working through the ADDIE Development process.

The model makes use of internal SAIT expertise, at the same time developing expertise within the School and DLD to enable continued development and business continuity by the mid-point of the project and beyond. The Project Lead and Academic Chairs of the School will ensure internal resource availability. Other SAIT departments will ensure resource availability as committed by respective directors. Commitment to the project will be discussed between relevant management levels within the School.

Table 1, below, illustrates the resources required within SAIT in orange, and the resources required within the School in green. All report to their respective departmental managers, with the Project Manager reporting to the Dean.

Human Resource Requirements

Human Resource requirements for the project are minimal, at this time requiring the hiring or appointing of a temporary Project Manager. As the workload increases in year 3 to develop the Bachelor program and eight courses a year, instructors will be added at a rate of one per year.

No other resources are required that are external to SAIT. The DLD can make use of expertise from other SAIT departments such as:

- SMEs
- Instructional Designer
- Multimedia Designer
- Writer/Editor
- Copyright Officer
- Facilitator
- Administrative Assistant

While the issue of labour (union) relations is tied to human resources, the requirement to develop and deliver courses is currently included in the job description of instructors. The additional requirements for distance course development and facilitation are considered a formality in the job evaluation and reclassification process.

Table 1 illustrates School and Institute human resources required within the School, and Institute resources that will be required at each phase of the project. The table also illustrates to whom the team will report on progress. In all cases, the School's Dean and SAIT's Vice-President Academic will have accountability for decision-making and report to SAIT's President and CEO. Phase 3, ultimately, will culminate in full integration of the DE courses into the planning cycle and core business of the School.

Table 1: Resource Requirements

	Short-Term	Medium-Term	Long-Term
	Phase 1 - Strategic	Phase 2 – Operational	Phase 3 – Operational (on-going)
Purpose	Assess offerings and pilot	Develop offerings	Establish offerings in core business
School Resources	Academic Chairs (5)	Project Lead (1)	Academic Chairs (5)
	Project Lead (1)	SMEs (4)	Project Lead (1)
	SMEs (1)		Instructors (SMEs) (4)
Institute Resources	Registrar's Office (1)	Information Technology (2)	Human Resources (1)
	Strategy Office (2)	Sales and Marketing (1)	Information Technology (2)
	Information Technology (1)	Instructional Designers (DE) (1)	Sales and Marketing (1)
	Finance (1)	Human Resources (1)	Finance (1)
	Sales and Marketing (1)	Multi-media Developer (1)	Multi-media Developer (1)
	Instructional Designer (DE) (1)	Writer/Editor (1)	Writer/Editor (1)
	Multi-media Developer (1)	Copyright Officer (1)	Copyright Officer (1)
	Writer/Editor (1)	Administrative Assistant (1)	Administrative Assistant (1)
	Copyright Officer (1)		
	Administrative Assistant (1)		
Report/debrief to:	Dean of School, VP Academic	Academic Chairs (Advisors at Phase 2)	Academic Chairs (Advisors at Phase 3)
		Dean of School, VP Academic	Dean of School, VP Academic

Workflow Plan, Work Processes and Procedures

Project Planning and Reporting. To effectively manage the development and delivery of multiple DE courses, the project team will develop a project timeline to ensure consensus on deliverables and milestones. Each of the 6 courses to be developed (#2, #3, and #4, Products and Services) will follow its own timeline, however, the timeline will be consolidated into one large chart to ensure visibility of all deliverables and due dates.A separate project timeline will be development for the Bachelor of Hospitality Management Program.

A project management reporting process will also be implemented. The project team will meet weekly to ensure deliverables are on track, or if in need of intervention, will be quickly addressed. Each person responsible for various tasks will need to be able to report on the status of their deliverables. For ease of reporting on the progress, each course will have a

separate report, with items designated as green (good), yellow (at risk of not meeting deadline) or red (will not meet deadline/past deadline). Explanations, actions to rectify, and modified deliverable dates will be required for yellow or red status updates.

Development Process. The primary work process for the group will involve the Assess-Design-Develop-Implement-Evaluate (ADDIE) method. This will ensure focus on the multiple aspects of the development and delivery cycle, and given its cyclical nature, ensure a continuous quality improvement approach. The framework will also assist in the development of key deliverables in the project timeline and milestones.

With a staggered approach, clear accountabilities, and hand-offs from instructional designers to instructors, there can, in effect, be continuous workflow, design, development, and evaluation processes.

Workflow.

- The instructional designers/SMEs will be responsible for initiating and completing the Assess and Design deliverables of each course.
- Instructors/SMEs will be accountable for the development of content, with the support of multi-media designers for the interactivity of the courses.
- Educational Technology Services (ETS) will be responsible for the hosting of the course on D2L.
- Instructors, with the support of SMEs, will facilitate the course.
- Instructors and the project manager will be responsible for developing evaluation components and analysing data from student assessments and program evaluation tools.

Table 2: ADDIE Accountability Matrix

Who/Role	Assess	Design	Develop	Implement	Evaluate
Project Lead	Consult	Consult	Consult	Consult	Consult
Instructional Designer	Lead	Lead	Consult	Consult	Co-lead
Instructors	Consult	Consult	Lead	Lead	Lead
SMEs	Co-lead	Co-lead	Co-lead	Co-Lead	Co-lead
Multi-media		Support	Support	Support	
Writer/Editor			Support		
Copyright			Support		
IT		Support	Support	Support	
Admin	Support	Support	Support	Support	Support

Marketing and Sales

Sales Projections

DE courses will be developed in four areas, in keeping with the strategic plan:

1. A Bachelor of Hospitality Management program for delivery in year-four.
2. One course of an existing diploma program each year.
3. Three professional development courses each year.
4. Two continuing education courses each year.

Based on conservatively estimated capture rates of oversubscribed programs, we foresee a modest beginning for new DE programs and courses, with steady increases over the first three years (Table 3). By proceeding cautiously in regard to enrolment over the life of the plan, we will avoid costs related to unused capacity such as higher organizational costs expressed as a percentage of overall revenue.

Course sales projections plateau after four years as each course nears its estimated capacity. Targets will be re-evaluated each year and new targets set depending on the ability of our infrastructure and personnel to respond to demand. Though our estimates exceed our strategic sales goal of increasing total enrolments each year by at least 10%, we do not know if face-to-face enrolments will be adversely affected by our increased DE presence.

The specifics of new professional development and continuing education courses to be developed each year will be decided annually based on previous successes and ongoing market research. For the time being, such courses are simply referred to as Course 4, Course 5, etc.

**Table 3: Expected Enrolment in Degree, Diploma,
Professional Development and Continuing Education Courses**

Expected Enrolment					
Program/Course	**2014**	**2015**	**2016**	**2017**	**2018**
Degree Program					
Bachelor of Hospitality Management	0	0	0	15	20
Diploma Courses					
Hospitality Law (HMGT program)	25	30	35	40	40
Starting Your Own Business (BPA program)		25	30	35	40
Tourism Product Essentials (T&T program)			25	30	35
Professional Development Courses					
Operational Analysis	25	30	35	40	40
Leadership	25	30	35	40	40
Project Management	25	30	35	40	40
(course 4)		25	30	35	40
(course 5)		25	30	35	40
(course 6)		25	30	35	40
(course 7)			25	30	35
(course 8)			25	30	35
(course 9)			25	30	35
Continuing Education Courses					
Wine & Spirits Appreciation	25	30	35	40	40
Menu Planning for Parties	25	30	35	40	40
(course 3)		25	30	35	40
(course 4)		25	30	35	40
(course 5)			25	30	35
(course 6)			25	30	35
Total DE Enrolment	**150**	**330**	**545**	**650**	**690**

Marketing Strategies and Plan

SAIT Corporate Marketing and Individual Learner Business (ILB) will spearhead local,
national, and international marketing activities. Additionally, a variety of focussed local
marketing initiatives will be employed by the School and DLD to enhance DE course
enrolment. Activities shown below will have an estimated start-up cost of $15,000. Once the
School's DLD is a known entity, marketing expenditures will drop to $10,000 in year 2 and
$5,000 in subsequent years.

Internal Initiatives
- Promotion by School leadership in industry meetings.
- Sait.ca website
- Culinarycampus.ca website
- Alumni Link magazine
- Alumni email
- Continuum continuing education newsletter
- SAITNow website

Advertising Initiatives
- Ads in hospitality industry magazines
- Google AdWords

Hospitality Industry Events and Partnering
- Hotel Association of Canada Conference
- CRFA Trade Show
- AHLA Convention
- CCFCC National Conference
- CAFP National Conference
- CACC Board Meeting
- Association websites; Travel Alberta, Canadian Culinary Federation, AHLA, CHA, CRFA

Hard Copy Marketing
- Culinary Campus brochures
- On-campus info sheets

Public Relations
- SAIT press releases
- Article in Calgary Herald/Calgary Sun

Other Marketing Activities
- Creating awareness with close industry partners; Earls, Moxies, Joeys, etc.
- Promotion of DE courses through our own School advisory boards and alumni.
- Direct messages to each student's @edu.sait.ca email account.
- Brochures and posters will on campus.
- Instructors will discuss DE options with their students.

Resource Requirements

Infrastructure/Office Requirements

Currently, there is enough available office space with furnishings to facilitate work on the plan. No further investment in additional space is necessary during the first five years of operations, nor are any additional LAN or phone drops necessary.

Information and Communications Technology Requirements

Start-up costs will include upgraded computer stations with hardware, software, and office consumables for two offloaded SME instructors. The cost for setting-up two individuals in this manner is $5,000, as reflected in the Projected 5-Year Income Statement Summary.

Learning and Teaching Technology Requirements

From a student perspective, costs for all courseware and texts will be included in tuition and available in digital form in D2L. New DE course guidelines will need to be crafted that outline computer policies, 'netiquette', minimum hardware/software technical specifications, and the computer skills students are expected to possess before enrolling. A host of D2L online tutorials already exist within each D2L CRN. Additional support for learners is already available at the institute portal of mySAIT.ca. There are no D2L licensing issues related to new users of the program. No additional costs are anticipated in this respect.

Delivery of online courses will be via the Desire2Learn (D2L) LMS currently in use by all of SAIT. Support for D2L, Respondus Lockdown Browser, The Learning Manager (TLM), and Blackboard Collaborate is available through SAIT's Educational Technology Services (ETS) department, Monday to Friday, 7am to 5pm by phone or email.

SAIT's Reg Erhardt Library will experience some impact as a result of our plan. School online learners will require the support of library staff in relation to e-resources, but the library is already strong in this area and the impact is expected to be minimal.

SAIT's Accessibility Services addresses students with sensory (e.g., vision and hearing), learning, attentional, neurological, psychological, temporary disabilities, and those needing adaptive technology equipment.

Financial Plan

Buy, Build, or Partner

As SAIT and the School have strong competency in the areas needed to build the DE Unit, and access to knowledgeable SMEs to customize the program, this is a Build decision.

Start-up Projections

Required personnel resources and their associated costs have been tabulated in Table 4 for Phase 1 of the plan. In accordance with SAIT procedures, SME content developers and a project manager are provided by the School. Further expertise in the form of instructional designers, multimedia developers, writers/editors, copyright officers, and administrative assistants are provided by a variety of departments at SAIT.

Table 4: Start-up Costs by Personnel Type

Required Personnel Resources – Start-up			
Type of Resource	**# of Hours**	**Rate Including Benefits**	**Total Cost**
SME (offloaded)	874	$84.56	$73,905.44
SME (contract)	20	$50.00	$1,000.00
Project Manager	184	$57.18	$10,521.12
Instructional Designer	340	$57.18	$19,441.20
Multimedia Developer	311	$51.00	$15,861.00
Writer/Editor	159	$45.00	$7,155.00
Copyright Officer	34	$45.00	$1,530.00
Administrative Assistant	112	$28.40	$3,180.80
TOTAL PERSONNEL COST			**$132,594.56**

Revenue Projections

Our strategic goal is to grow projected School registrations by 10% per year, and thus tuitions, through our DE initiative. We have set a goal of increasing total registrations, as the attrition rate of F2F courses due to the advent of DE courses is incalculable at this time

Pricing of new DE courses will be at 75% of comparable face-to-face courses, in accordance with current SAIT practices. Expected revenues (Table 6) from the Bachelor Program and DE courses (diploma, professional development and continuing education) will be approximately $750,000 by the end of 2018. No other revenue is projected as all course materials will be included with learner tuition.

Table 5: Tuition by Program Type

Program/Course Tuition		
Program/Course	**Duration**	**Tuition**
Bachelor of Hospitality Management	2 years	$15,000
Diploma Courses	14 weeks	$500
Professional Development Courses	8 weeks	$650
Continuing Education Courses	1 day	$120

* The Bachelor of Hospitality Management is a 2-year program students ladder into having completed a 2-year diploma program at the School.

Table 6: 5-year Income Statement

Projected 5-Year Income Statement Summary					
	2014	**2015**	**2016**	**2017**	**2018**
Revenue					
Bachelor of Hospitality Management	0	0	0	300,000	450,000
Diploma Courses	12,500	27,500	45,000	52,500	57,500
Professional Development Courses	48,750	107,250	175,500	204,750	224,250
Continuing Education Courses	6,000	13,200	21,600	25,200	27,600
Total Revenue	**$67,250**	**$147,950**	**$242,100**	**$582,450**	**$759,350**
Expenses					
School Marketing	15,000	10,000	5,000	5,000	5,000
Instructors	75,000	150,000	225,000	300,000	450,000
Instructors – contract				40,000	40,000
Equipment	2,500	2,500	5,000	5,000	0
Personnel Costs (start-up/amortized)	26,519	26,519	26,519	26,519	26,519
2 x SME Workstations (start-up/amortized)	1,000	1,000	1,000	1,000	1,000
Total Expenses	**$120,019**	**$190,019**	**$262,519**	**$377,519**	**$522,519**
Net Contribution	**-$52,769**	**-$42,069**	**-$20,419**	**$204,931**	**$236,831**
Gross Margin %	-78%	-28%	-8%	35%	31%

* Revenue and expenses in all years are estimates and will be refined in future year budgets.

Cash Flow Projections

The financial viability of our plan is outlined in Table 6. Though start-up costs are at first daunting, a breakeven point is reached in years 3-4 with an anticipated gross margin in excess of 30% thereafter. Though SAIT prefers a margin of 40% departmentally, we feel our revenue estimates are conservative. For example, we expect a certain amount of foreign

student enrolment but cannot predict their numbers at this time. Typically, offshore student tuition is three times that of domestic students.

It is expected at year 5 we will have found operational efficiencies, new curricula opportunities, clarification of the unknown factor of enrolment volumes, and that we will have reacted to them expenditure-wise. Driving these will be an annual review of progress made, subsequent revisions to the Income Statement Summary, and inevitable efficiencies in economies of scale that will come with growth.

Chart 1: 5-Year Cash Flow Projections
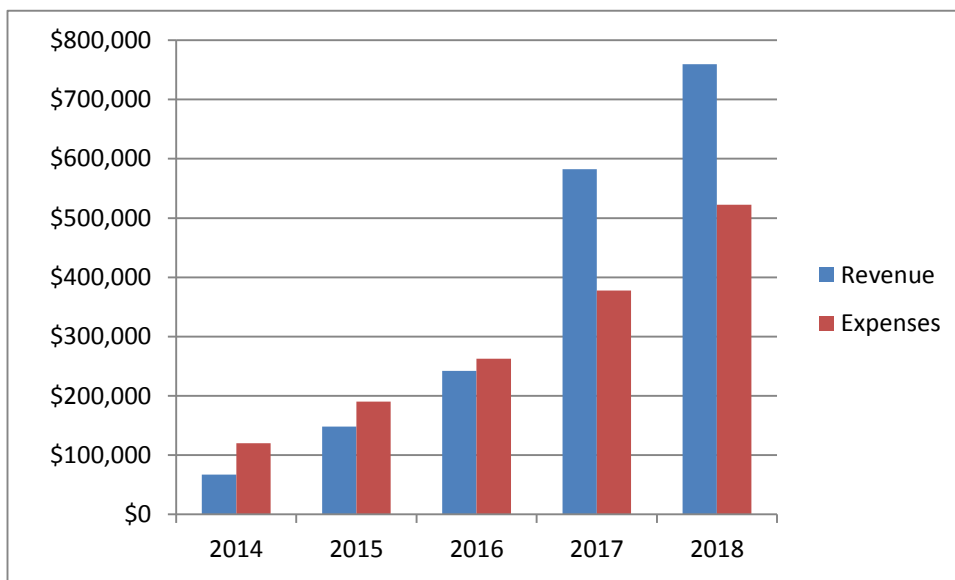
Source of Start-up Funds

The initial capital outlay for DE program and course development will come from SAIT. Typically, provincial government funding is not directly provided for program development. Schools at SAIT must develop their own business proposals and approach the Deans' Council and, subsequently, the Board of Directors for final funding decisions.

Fixed costs representing buildings, office space, equipment, grounds, and furnishings are already in place and will not affect this plan. Due to provincial budget cutbacks in 2013, initial course development costs will not be capitalized, but instead will be amortized over the expected 5-year life span of course materials. At that point, we anticipate that course redevelopment will take place.

Once initial courses are developed and implemented, non-recurrent overhead costs including those for project management, instructional design, multimedia development, writers/editors, copyright officers, finance, human resources, and administration will revert to a more indirect SAIT-support role and not impact the balance sheet of the School's DE Unit. Variable costs that rise and fall, depending on activity, will remain.

Performance Management Plan

Performance Management Approach

Measuring the success of our venture will involve a five-perspective scorecard, similar to a balanced scorecard (Kaplan & Norton, 2007), yet more detailed.

1. Student satisfaction scorecard
2. Student learning scorecard
3. Employee satisfaction scorecard
4. Financial scorecard
5. Sales/marketing scorecard

All forms of measurement are to be considered interdependent and an annual review of all performance metrics will follow the academic year, in May-June, at the School level. Communication and education about this information will ensue with all team members, upwards and downwards, on our organizational chart. Pre-determined goals that are not attained will be reviewed and operational action plans developed for the following academic year.

Our performance management approach will ensure annual progress toward the organization's goals in all five metrics by clearly identifying areas of opportunity and sharing the responsibility for improvement by linking targets to management and instructor performance through personal scorecards. Rewards will be linked to above-par performance, as much as is possible in a unionized workplace. In this way, all participants in the process will know how their contributions affect the overall success of the DLD as it relates to goals, objectives, and our vision/mission/values.

Student Satisfaction Scorecard

The School's DLD has established its values, and is wholly focused on learner success. We will measure success both qualitatively and quantitatively, through a series of student assessments during their studies and after graduation.

A departmental formative assessment of student opinions will occur at the 30% point of each course. These brief, informal assessments will measure student impressions of course materials, learning objects, instructional methods, technical aspects, course difficulty and workload, instructor performance, and their views of the course overall. Results will allow instructors to make course adjustments thereafter.

Student Instructional Reports (SIRs) will take place near the close of each course using the existing SAIT digital format. These reports resemble the in-course formative assessment but are more comprehensive and will play a role in instructors' annual Professional Development evaluations.

Upon completion of a full diploma or certificate program, an online exit interview will be sent to students as a way learning about their entire SAIT experience.

In all cases, these surveys and assessments mirror current SAIT practices, satisfy strategic goals, and will occur in an anonymous, online format. For students they will be a quick and easy-to-complete part of each course in order to gain maximum data. Once collected, summations of the data will enable instructors and management to celebrate successes and remediate shortfalls.

Student Learning Scorecard

Student learning will be measured using the traditional methods of learner assessment – assignments, papers, participation in online discussions, journals, quizzes, exams, and the number of course completions. It will also be important to assess the relative effectiveness per graduate student. This will be accomplished by comparing graduation rates between F2F and DE students.

Post-graduation, and in keeping with the DLD's strategic goals, SAIT Alumni Development will poll graduates at one, three, and five year intervals to assess labour force participation in their credential-related field. We will also contact employers via phone and e-mail to ask about their satisfaction with our graduates, one year after graduation.

Employee Satisfaction Scorecard

SAIT's existing Employee Survey, conducted independently by Hay Group, will continue to be used in June each year. The survey paints a complete picture of employee satisfaction in the areas of overall image, clarity of direction, leadership, communication, fairness/equity/treatment, value of work/contribution, job demands/stress, performance improvement and feedback, attraction/retention, training and development, pay and benefits, supervision, team commitment, working conditions, effective use of facilities/resources, and overall commitment. Results will be discussed annually with team members and action plans developed to ameliorate trouble-areas.

Financial Scorecard

In addition to tracking cash flow in the form of revenue, expenses, and ROI using a standard income statement, many other figures will help the DLD move forward in alignment with its goals. In tracking a host of metrics year over year, we will develop a clear picture of where we can make improvements during our annual review process. Many of these figures will exhibit correlations and/or causations with the corresponding figures for the School's F2F courses and programs, which will provide further comparisons and insight. Specifically, we will track:

- DE enrolments
- Graduation rate per enrolled DE student
- Costs per enrolled DE student
- Cost per graduated DE student

- The overall financial impact on the School with the advent of DE

Sales/Marketing Scorecard

Much of the success of the DLD will come from not only reaching our goal target demographic of learners, but also from frequently reassessing our efforts in doing so. Our area of marketing focus is to reach out to all learners, but more specifically adult learners and young/remote learners, and to increase overall school enrolment by 10% or more each year. We will track these statistics and many other demographic details as well, in order to gain a clearer picture of who is discovering our programs, and where we need to refocus our efforts moving forward.

Specifically, we will track:

- Student age, gender, geographical location
- Reasons(s) for choosing SAIT Hospitality & Tourism DE
- Capture rates of applicants for courses vs. actual enrolments
- Google Analytics re: website hits and pages visited

Timeline for Implementation

The timeline for implementation will require a phased approach, looking at immediate goals to launch the project, and then short-term, medium-term and long-term goals for the development process once the project team is assigned.

Table 7: Timeline for Implementation

Immediate Implementation Goals (1-4 months)	Who?	Deadline
Brief VP Academic on business plan	Dean, Academic Chairs	Dec/Jan
Strike Advisory Committee	VP Academic, Dean, Academic Chairs	Jan
Seek SAIT Senior Administration approval	VP Academic, Dean	Jan
BoG, Minister approvals (if required)	VP Academic	End Jan/early Feb
Appoint/hire project lead	Academic Chairs	End of Feb
Strike project team	Project Lead, Academic Chairs	Feb
Hire 1 full-time instructor	Project Lead, Academic Chairs	Feb/Mar
Define milestones and reporting	Project Lead, Project Team	Feb/Mar
Begin project and ADDIE process	Project Lead, Project Team	March/Apr

In the short-term the program will develop one diploma program course and two professional development courses to be launched in September 2014. One additional professional development course and two continuing education courses will be completed by the end of December in time for winter 2015 semester. The project manager, instructors, instructional designers, and multi-media specialists will support the development of these courses to the end of 2014.

In the medium-term (2015/2016), the DLD will move the above scenario to a yearly plan to develop one diploma course, three professional development courses, and two continuing education courses each year. This cycle will repeat every year, with the development of six courses.

The DLD will use the additional instructor resource starting in 2015 to undertake the development of the Bachelor of Hospitality Management program. This will take 2 – 2.5 years to develop in order to be ready for a fall 2017 delivery. Year-one courses will be ready by the fall of 2017 and year-two courses will be ready by the fall of 2018. A more detailed project plan of the Bachelor program development and the diploma, professional development, and continuing education courses will be determined once the project team has convened.

The School and DLD will continue to build and maintain relationships with SAIT departments and resources, will ensure the development of internal skills to maintain business continuity, will monitor performance results using the performance scorecard, and will revisit the plan yearly, in June, to ensure continued alignment with the business plan and SAIT's strategic plan. The DLD believes that with concentrated effort, leveraging SAIT resources and technology, and applying new and innovative approaches to education, that it can become the leading school in Canada offering innovative and best-in-class programs and courses for hospitality and tourism careers.

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