



BCIT

—
**FLEXIBLE LEARNING
INSTRUCTORS
HANDBOOK**

bcit.ca/flex

FROM THE OFFICE OF THE PROVOST AND VICE PRESIDENT, ACADEMIC

Whether you are new to BCIT or one of our many returning faculty, I want to welcome you to the 2023/24 school year!

You, as Flexible Learning faculty, are critical to the success of this important form of teaching and learning on our campuses.

For many of our learners, you are not only their educator, but also the conduit to the real world in their area of study. BCIT has long been recognized for its effective partnerships and relationships with industry and employers. You embody this close association.

As the province of British Columbia embarks on recovery in this post-pandemic era, BCIT is recognized as a key engine of economic renewal for both learners and employers. Thanks to you, we connect education, industry, and government to power provincial recovery and resilience.

Thank you for being part of the BCIT team and for all that you do for and with our students.



Jennifer Figner

Provost and Vice President, Academic



BCIT acknowledges that our campuses are located on the unceded traditional territories of the Coast Salish Nations of xwməθkwəy̓əm [Musqueam], Skwxwú7mesh [Squamish], and səlilw̓ ətaʔ4 [Tsleil-Waututh].

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BCIT is dedicated to helping people navigate through the lifelong learning process — the ongoing education of those who wish to improve their skills and knowledge as a means of enhancing and advancing their careers. It has a unique focus on applied education and offers a wide range of courses and programs. Our aim is to provide an integrated approach to learning to help students keep up with rapid changes in the workforce, enhance knowledge and abilities, advance careers, and explore careers.

BCIT is known for teaching excellence and industry-partnered training which serves learners by bringing together up-to-date teaching and support staff, subject matter, information technology, workplace experiences, and a keen awareness of the demands of a global marketplace.

BCIT's flexible delivery format offers evening classes, week-long courses, short courses, and seminars — available in the classroom or online. The format is geared towards helping learners meet their lifestyle and job demands. Completion of our programs results in degrees, diplomas, certificates, associate certificates, or industry-issued credentials.

This handbook was developed to help Flexible Learning instructors find the information they need along their learning path. Please send any suggestions on how it can be modified to better serve this purpose to flex@bcit.ca.



CHAPTER 1: THE ORGANIZATION

VISION

Empowering People. Shaping BC. Inspiring Global Progress.

MISSION

Partnering learners and industry for success through workforce development.

MANDATE

Within the British Columbia Colleges and Institutes Act, BCIT is legislated to act as a polytechnic institution for British Columbia by:

- providing courses of instruction in technological and vocational matters and subjects
- providing courses of instruction at the baccalaureate and applied master's degree levels, and
- performing other functions designated by the minister.

WE ARE THE BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY.

For almost 60 years, the British Columbia Institute of Technology (BCIT) has been delivering flexible, relevant, and future-proof education that prepares learners to provide applied solutions to industry challenges. As one of BC's largest post-secondary institutes with five campuses, 300+ programs, and over 45,000

students enrolled each year, BCIT connects education, industry, and government in building an agile workforce. Students gain the technical skills and real-world experience needed to lead innovation in their workplaces and communities.

KEY DIFFERENTIATORS

- **Applied learning:** Learn by doing. Whether it's applied and natural sciences, business and media, computing and IT, engineering, health sciences, or trades, apprenticeships, or technician programs, BCIT students learn through practical, hands-on experience in unique spaces that integrate real world settings, equipment, and technology from the workplace. These include state-of-the-art classrooms, shops, labs, simulators, broadcast studios, green roofs, energy grids, forests, and waterways.
- **Team-based:** Learn as a team. Students in full-time programs learn with the same group of peers throughout their educational journey at BCIT. This supports developing essential soft skills for the workplace, such as problem solving and collaboration.
- **Industry-focused:** The BCIT curriculum is developed through close consultation with industry, and delivered by instructors with direct, hands-on experience in their fields.

BCIT also provides applied research and industry services, such as customized training opportunities for industry, government, and organizations.

- **Flexible Learning:** Learning is flexible, customizable, and accredited. BCIT part-time courses and microcredentials are flexible learning options for professionals looking to upskill or reskill at their own pace and path. Many of these courses could ladder into a certificate, diploma, or degree. Information on courses, programs, and options can be found on the BCIT website (<https://www.bcit.ca>). Microcredential, program, and course offerings, timing, and delivery mode options may be unavailable, conflict or vary, and are subject to change at BCIT's discretion without notice.
- **Workforce development:** As the only BC post-secondary with a provincial mandate for strategic workforce development, BCIT connects education, industry, and government in support of building an agile workforce with sustained and meaningful impact to meet the labour market needs of today and tomorrow.
- **Work-integrated learning:** BCIT provides opportunities for students to gain real-world industry experience and connections before they graduate. These include partnering with industry to offer co-ops, practicums,

internships, Industry Sponsored Student Projects, Capstone Projects, and field experiences.

BCIT PROGRAM SECTORS AND VALUE PROPOSITION

APPLIED AND NATURAL SCIENCES

- Offers more than 30 applied and natural science programs – from Chemical and Environmental Technology to Sustainable Energy Management.
- Offers the most comprehensive Forensic Science and Technology program of its kind in Western Canada.
- Offers the only master's degree and one of the very few bachelor's degrees in Ecological Restoration in Canada.

BUSINESS + MEDIA

- One of the largest business and media schools in Western Canada.
- Over 100 programs offered, with full- and part-time options available.
- Offers unique programs in Operations Management, Supply Chain, and Logistics.



COMPUTING AND IT

- The largest provider of computing and IT diploma grads in BC.
- Offers the largest selection of Flexible Learning IT courses in the province.
- Industrial Network Cybersecurity diploma is the first program of its kind in Canada.

ENGINEERING

- Accredited training in four branches of engineering: civil, electrical, mechanical, and mining.
- The only provider in Western Canada to offer Bachelor of Engineering in Mining and Mineral Resource Engineering, Master of Engineering in Building Science, and Master of Applied Science in Building Engineering/Building Science.

HEALTH SCIENCES

- Offers one of the largest nursing programs in BC.
- Offers 34+ programs that strengthen the foundations of the BC healthcare system.
- Offers the only clinical genetics, cardiovascular perfusion, and electroneurophysiology programs in Western Canada.
- Offers the only nuclear medicine, magnetic resonance imaging, and radiation therapy specialist programs in the province.

TRADES AND APPRENTICESHIP

- The largest trades training provider in Western Canada, with programs in construction, mechanical, and transportation trades.
- 98% of apprenticeship completers are employed.
- The national leader in trades programming for women.
- Gain access to approximately 15 different trades through BCIT Trades Discovery programs.

AGILE LEARNING

- BCIT is a leader in flexible, modular, and applied learning.
- The BCIT Agile Learning framework and organizational structure brings together complementary learning components to ensure the Institute remains responsive to industry needs and at the forefront in polytechnic education.
- In many cases, students can ladder their diploma into an expedited bachelor's degree.
- Lifelong and alternative learning experiences are recognized through Prior Learning.
- Assessment and Recognition [PLAR] providing advanced placement pathways for experienced learners.

WORKFORCE DEVELOPMENT

- BCIT is a key driver of strategic workforce development and will leverage its unique expertise and resources to support economic recovery, growth, and resilience in BC.
- BCIT works to power the province in development and innovation.
- Offers opportunities for upskilling and reskilling to meet the learning needs of workers and the workforce needs of employer.

APPLIED RESEARCH

Applied Research at BCIT is exciting. It creates practical learning opportunities for BCIT's students, provides innovative solutions to industry challenges, and produces new, commercially relevant technology products and applications. Whether referred to as experiential learning, work-integrated learning, capstone projects, directed studies, or industry sponsored student projects, applied research gives students the opportunity to work on real-life problems.

BCIT researchers and research groups have been working with industry clients for 30 years, helping companies and organizations develop new technologies, products and services. The practical solutions range from process improvements for small businesses to changing provincial building codes for the construction industry to a collaborative research network involving students, researchers, companies and government organizations from across Canada.

BCIT Applied Research is:

- A hands-on experience for students and invaluable to future careers.
- Collaboration between faculty and industry in pursuit of new methodologies and technologies.
- The development of new teaching methods and associated tools
- A conduit for assisting Canadian companies and communities to innovate for a better economy.

EDUCATION SUPPORT AND INNOVATION

BCIT Education Support and Innovation includes Library Services, the Learning and Teaching Centre, High School Partnerships, and the Summit Centre.

- The Learning and Teaching Centre [LTC] supports instructional development of courses and curricula, online course development, and training and technical support for educational technology, multimedia production, and 3D simulation.
- BCIT Libraries are some of the busiest locations on campus, with almost 1 million visits from students and faculty each year.

- The Summit Centre is a collaboration between BCIT and the BCIT Student Association, providing workshops, events, mentorship, programs, and courses to ensure that all students in all programs are able to succeed as entrepreneurs. Institutional partners include the School of Business, Library Services, and Applied Research.
- The Mediaworks Makerspace is an interdisciplinary drop-in service for students and faculty, providing expertise and support for media and video production, 3D printing, graphic and poster design, presentations, augmented and virtual reality applications, and large format printing.
- The Learning Commons employs over 90 exceptional students in Peer Tutoring and the Writing Centre.
- BCIT is currently involved in over 25 initiatives with school districts across the province, including a pre-health program with the Burnaby School District, and a STEM program at Templeton Secondary.
- Approximately 300 students in programs with school districts throughout the province are enrolled in a high school dual credit partnership with BCIT.
- BCIT is one of the largest providers of online courses in Western Canada, serving students domestically and internationally.*
- The Learning and Teaching Centre Is one of Canada's most comprehensive, full-service centres providing instructional design, media production, multimedia development, state-of-the-art simulations, editing, ed-tech support, course production, graphic design, and audio-visual design and support.

*Canadian Digital Learning Research Association National Survey of Online and Digital Learning (2019)

FOUNDATION

- BCIT Foundation is dedicated to contributing to the prosperity of the province by raising funds to support the learning experience of students, and increasing public awareness of BCIT and the role it plays in the economic and social well-being of BC.
- By investing in BCIT, the Institute's philanthropic partners are driving the future of innovation and creating a strong and sustainable future for the province and the world.
- In philanthropic partnership with donors and industry leaders, BCIT Foundation is committed to supporting three priority areas:
 - Investing in **campus redevelopment** to ensure BCIT continues to be a leading educational institution whose graduates are in high demand.
 - Supporting **access and inclusion** by providing awards, bursaries, and scholarships to help ease the financial hardships some of our students face.
 - Supporting **teaching and learning innovation**, by funding state-of-the-art teaching tools for faculty and students.



ALUMNI ASSOCIATION

BCIT Alumni Relations fosters a strong partnership between the BCIT Alumni Association (BCITAA) and BCIT, aligning the two organizations' goals and strategies to enhance alumni engagement in BC, nationally, and abroad. The BCITAA is a registered, non-profit society governed by a volunteer Board of Directors, and financed by affinity partnerships, sponsorship, and Institute support.

- The vision of the BCIT Alumni Association is to build a global community of passionate alumni who promote the excellence of BCIT.
- The mission of the BCIT Alumni Association is to foster alumni success, give back to our BCIT community, and engage alumni for life.
- Nearly 200,000 alumni are making an impact on the economic, social, and environmental prosperity of their communities in BC, and across the globe.

INDIGENOUS INITIATIVES AND PARTNERSHIPS

- BCIT is located on the unceded territory of the Skwxwú7mesh (Squamish), səlilwətaʔ (Tsleil-Waututh), and xwməθkwəy̓əm (Musqueam) First Nations. BCIT has been educating and inspiring students for over half a century on their traditional and unceded lands and for that, we are grateful.
- BCIT is guided by the Truth and Reconciliation Commission's Calls to Actions, the United Nations Declaration on the Rights of Indigenous People, and the Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan: 2020 Vision for the Future by the British Columbia Ministry of Advanced Education, Skills, and Training. Reconciliation and Indigenization are priorities for BCIT, and we are grateful for our relationships with Indigenous Peoples at all levels, across all campuses, throughout the province, and beyond.
- BCIT is committed to ensuring systemic change and supporting Indigenous education, recognizing and respecting Indigenous Peoples, authentic engagement, and Indigenous partnerships. Holistic support of Indigenous learners promotes student success and improves the student experience by identifying and reducing barriers and improving pathways through BCIT.
- The Indigenous Initiatives team is available to support and assist all members of the BCIT community through Indigenizing education, sourcing Indigenous community partners for programs/initiatives, connections with elders, and answering questions.
- The Indigenous Gathering Space serves as a welcoming 'home away from home' by providing many supports and services for students such as peer-to-peer mentorship,

traditional ceremonies, cultural workshops, Indigenous history teachings and Elders in Residence.

- About 1,650 Indigenous students are enrolled at BCIT.
- In 2019/20 BCIT delivered the most Trades and Engineering & Applied Sciences undergraduate full-time equivalencies to Indigenous students province-wide.
- Partnering with Aboriginal Community Career Employment Services Society (ACCESS), BCIT hosts a number of Indigenous cohorts in Foundation trades programs.
- BCIT Burnaby Campus houses a Traditional Coast Salish House Post, welcoming all people to BCIT – designed and crafted by the artist Aaron Nelson-Moody (Squamish Nation) in honour of BCIT's 50th anniversary.
- BCIT is a signatory of the CIGan Indigenous Education Protocol, providing a vision of how colleges and institutes can strive to improve their practices and better serve Indigenous peoples.
- Indigenous 101 training has been delivered to nearly 1,000 employees across the Institute to support understanding and reciprocity among Indigenous and non-Indigenous People.
- Three Indigenous Awareness Modules have been designed and are available for all to use at BCIT.
- An Indigenous Wellness Toolkit is currently being created for roll-out to the community in 2021.

INTERNATIONAL

The newly launched Internationalization Plan 2021 – 2024 empowers BCIT International as the guardian of international competency for the Institute, so as to ensure BCIT meets all compliance requirements of federal and provincial governments related to international students, international partnership, and the wellbeing of BCIT students, faculty, and staff. We do so through three distinct channels:

- **People** – We establish provincial and international communities of practice, and foster diversity and creativity.
- **Projects** – We draw attention to the values of sustainability in the pursuit of international projects for mutual benefit and global prosperity.
- **Partnerships** – We acquire knowledge as we seek to extend the reach and impact of our curricula and pedagogy, and conduct research alongside world class partners, and share our practices.

HIGHLIGHTS OF OUR GLOBAL ACHIEVEMENTS:

- About 5,200 international students from nearly 100 countries attended BCIT in 2020/2021, despite the pandemic, comprising about 11% of BCIT's total student population.

- BCIT has delivered its international diploma programs through more than 20 overseas partner institutions in South Korea, China, Brazil, Chile, and Vietnam, to approximately 6,000 students over the past decade.
- BCIT has sent over 200 faculty and students to more than 20 countries over the past five years, to participate in teaching/learning and applied research initiatives.
- BCIT has established agreements with more than 200 institutions/organizations worldwide, for student and faculty mobility, and industry training initiatives.
- BCIT International provides a 'one-stop shop' for international students through its international recruitment and admission function, and international student service and support centres.
- BCIT International provides credential evaluation for international students, foreign workers, and landed immigrants, not only generating industry service revenues, but also promoting BCIT's branding both nationally and internationally – more than 12,000 foreign credentials have been evaluated annually since 2018.

These achievements reflect our three priority areas articulated in the Internationalization Plan 2021–2024 for the institute in the next three years:

- **Diversity** – We attract and support international students and faculty to enrich our learning environment. Bolstered by federal work permits and immigration policies, international mobility remains a prevailing dynamic in post-secondary education, with Canada—and BC—being persistently attractive destinations.
- **Experience** – We enrich students and employee experiences through international engagement in campus interactions, outbound experiences, and intercultural development, as well as through opportunities to work abroad and host international colleagues.
- **Development** – We strengthen connections that build global and provincial capacity and advance the internationalization of education, and we deliver and manage programs that empower students around the world with polytechnic credentials. From customized consulting and industry training programs to large-scale initiatives with multiple stakeholders that help strengthen economies, BCIT has earned a sterling reputation among international business partners.

BCIT's strong global partnerships, and strong demand for our unique applied education model from international students, create a significant opportunity to play an important and sustained role in post-pandemic recovery here in BC, across Canada, and internationally.

STUDENT SERVICES

BCIT is committed to creating an environment that enriches well-being and leads to academic, professional, and personal success of students.

- Innovative service delivery to support student success, such as virtual appointments, means students do not have to spend time travelling to appointments in person.
- BCIT supports and reinforces the well-being of all students through programs and services that focus on the eight dimensions of wellbeing; intellectual, financial, spiritual, social, psychological, physical, occupational, and environmental.
- The BCIT Early Assist program is a way for students, staff, and faculty to promptly identify and connect students with appropriate resources to help them thrive in their studies.
- BCIT involves students in the planning, development, and evaluation of services, including working closely with the Student Association.
- BCIT students have access to robust professional services such as counselling, and a health clinic including physicians, nurses, and a psychiatrist.
- BCIT students have access to on-campus housing, including a new student housing project valued at \$115 million.
- The 464-bed, 12-storey student housing project at the BCIT Burnaby campus will be designed to reflect Indigenous culture in the region and support Indigenous learners by providing community spaces on the ground floor.
- The new building will be constructed using mass timber, a sustainable product that is cost-effective, quicker to build, and has a lower carbon footprint compared to traditional concrete construction.
- Recreation Services provides a fitness centre at each BCIT campus, including intramural sports leagues, fitness classes, and drop-in activities.
- BCIT works with students to create inclusive learning environments where students' individual needs are accommodated through the Accessibility Services team, and central testing facilities at the Burnaby and Downtown campuses providing invigilated exams.
- Student Financial Aid and Awards offers guidance regarding financial aid options, as well as dispenses over \$1.5 million annually in scholarships and bursaries supporting students formerly in foster care.
- BCIT has disbursed over \$1 million in COVID-19-related funding for students since April 2020.

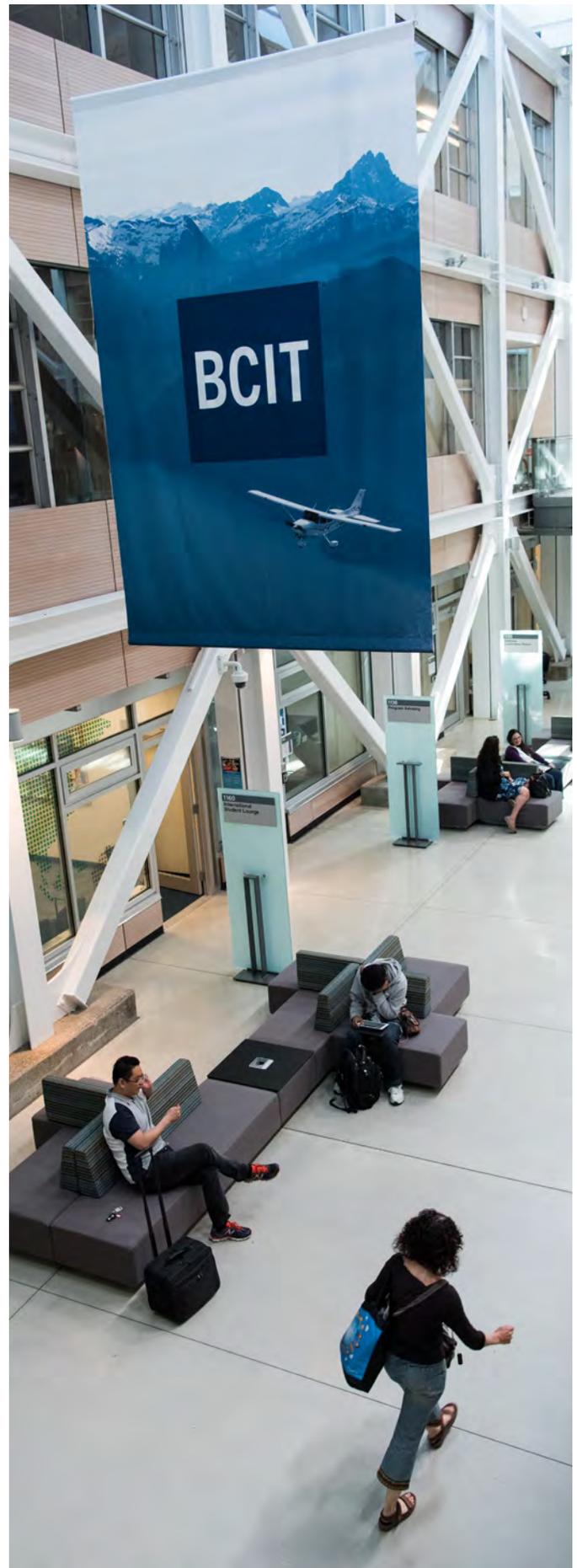
SUSTAINABILITY

BCIT fosters the development of sustainability skills through access to campus infrastructure and information, demonstration of leading-edge technologies and equipment, and opportunities to conceptualize, design, and implement solutions.

- BCIT's Sustainability Vision defines sustainability as 'living socially just lives within ecological limits.'
- BCIT is home to the world's first Centre for Ecocities, which builds the bridge to socially just and ecologically sustainable cities through applied research, education, resource development, and other services.

THE CENTRE FOR ECOCITIES:

- is a legacy of the 2019 Ecocity World Summit in Vancouver hosted by BCIT.
- anchors BCIT's global leadership in restructuring cities to reduce their carbon and ecological footprints while simultaneously regenerating natural habitats.
- serves as the academic lead in developing the International Ecocity Standards.
- BCIT pioneered the concept of campuses as Living Laboratories of Sustainability, which means the campus serves as a vehicle to engage people in solving real-world challenges through a hands-on learning approach.
- In 2021, BCIT's first institute-wide sustainability report was submitted to the Association for the Advancement of Sustainability in Higher Education [AASHE] Sustainability Tracking, Assessment, and Rating System [STARS].
- The BCIT Burnaby Campus is home to one of Canada's first net-zero buildings and is a leader in zero-energy construction education in BC.
- BCIT's High Performance Building Lab is the first facility of its kind in Canada to provide a hands-on training facility for zero-emissions buildings and provides training to the construction industry in support of the BC Energy Step Code.
- BCIT is home to Canada's first campus-wide smart micro-grid, containing the Energy OASIS project—a solar-powered electric car—charging station.
- BCIT's Factor Four initiative is demonstrating how to achieve 75% reductions in energy and materials consumption on our campuses without compromising service levels. Since 2009, the initiative has achieved a 50% reduction in energy and greenhouse gas emissions in seven buildings on the Burnaby Campus.
- The Advancing Green Value Strategies in Development Fund is a \$1 million applied research endowment that supports BCIT School of Construction and the Environment faculty and staff in pursuing sustainable initiatives.



- BCIT has taken actions to reduce greenhouse gas emissions by installing a solar hot water system at its Marine campus, completing LED lighting retrofits, upgrading several fleet vehicles to low- or zero-emission models, replacing approximately 50 drinking fountains with canteen-filling models, adding 200 mason bee cocoons to its bee shelter, and implementing the use of cleaning products that are UL EcoLogo certified.
- In 2019, UI Green Metric ranked BCIT's energy and greenhouse gas management performance in the global top 20 of participating post-secondary institutions.
- BCIT was awarded a prestigious Envision Gold award for the North Campus Infrastructure Project, recognizing a collaborative approach to constructing a key piece of electrical infrastructure with sustainable building methods and materials.
- BCIT has transitioned to zero waste in all food service and retail operations by adopting compostable cutlery, and encouraging customer-supplied cutlery, in addition to the full implementation of reusable bags, thereby eliminating single use waste items.
- BCIT's Wood-Waste-to-Energy System has a biomass boiler that will burn wood waste from the Carpentry and Joinery programs, to heat Building NE1 at the Burnaby Campus. Currently, the boiler serves as an educational tool, but once operational, it will reduce emissions between 70% and 90%.
- BCIT degree graduates have a 98% employment rate.*
- BCIT diploma and certificate graduates have an 90% employment rate.**
- BCIT apprentice completers have a 97% employment rate.***
- BCIT trades foundation and trades-related vocational graduates have an 91% employment rate.****
- 91% of employed apprentice completers and 78% of employed diploma and certificate graduates are employed in a training-related job.*
- Flexible studies learners comprise 83% of students taking 1 to 3 courses at BCIT, of which 57% are working full time.
- 61% of flexible learning students began their post-secondary education elsewhere but chose to continue their studies at BCIT.
- Obtain or update job-related/professional skills 48%, Obtain BCIT credential 42%, for personal interest/enrichment 37% were rated highest among the objectives in registering for flexible learning

*BC Student Outcomes, Baccalaureate Graduates Survey, prepared by BC Stats (2022)

**BC Student Outcomes, Diploma, Associate Degree, and Certificate Survey, prepared by BC Stats (2022)

***BC Student Outcomes, Apprenticeship Survey, prepared by BC Stats (2022)

****BC Student Outcomes, Trades Foundation and Trades-related vocational Survey, prepared by BC Stats (2022)

*****Part-time Studies Engagement Student Survey (2022)

ANTI-RACISM

- The BCIT community is made up of individuals from every ability, background, experience, and identity, each contributing uniquely to the richness and diversity of the BCIT community.
- BCIT is committed to eliminating racism within the BCIT community, and in 2021 launched its first Anti-Racism Framework covering four priority action areas: Education and Awareness; Data Collection; Human Resources; and Inclusive Learning Environments.

BY THE NUMBERS

- With five campuses and over 45,000 students enrolled each year, BCIT is one of BC's largest post-secondary institutes.
- BCIT offers over 300 programs—from certificates and diplomas to bachelor's and master's degrees—in areas such as Applied and Natural Sciences, Business and Media, Computing, Engineering, Health Sciences, and Trades and Apprenticeship.
- BCIT contributed over \$800 million dollars to BC's economy in 2017 alone.

VALUES

Our values guide our behavior – our interactions, our approaches to teaching and learning, and our responses to each other. Ultimately, our values must inform how we work and how we make decisions.

AT BCIT WE STRIVE TO:

Achieve Excellence

We strive to achieve excellence in everything we do and to accomplish real and measurable results.

Embrace innovation

We embrace innovation, ignited by imagination and creativity, to improve our approaches, opportunities, and outcomes.

Champion diversity and inclusion

We champion diversity of experiences, ideas, cultures, and perspectives, fostering a community permeated with equality and inclusivity.

Pursue collaboration

We believe in the power of collaboration to amplify our efforts.

Engage with respect

We work from a position of respect for others' expertise, insight, and inherent worth, and we reflect a respect for future generations in our passion for sustainability.



CHAPTER 2: INSTRUCTOR ADMINISTRATIVE INFORMATION

TELEPHONE DIRECTORY FOR FREQUENTLY DIALED NUMBERS

Burnaby Campus	604.434.5734	Instructor Resource Centres	
CARI Campus	604.432.8761	<i>Burnaby Campus</i>	
Aerospace Technology Campus	604.419.3777	SE6-211	604.432.1132
Downtown Campus	604.412.7602	NE1-202c	604.451.7008
Marine Campus	604.453.4100	SE14-139 ehPod	604.454.2239
Annacis Island Campus		<i>Downtown Campus</i>	
Security Desk	604.453.4031	DTC-250	604.412.7609
Accessibility Services	604.451.6963	Lunch Room	604.412.7616
Audiovisual Services		Learning and Teaching Centre	604.432.8406
Burnaby Campus	604.412.7444 [Option 3]	Library	604.432.8370
Downtown Campus	604.412.7620	Lost and Found	604.451.6856
Evenings & weekends	604.412.7780	Parking Office	604.436.8719
BCIT Imaging	604.451.7017	Flexible Learning Operations	604.453.4058 or 604.432.8784
Bookstore		Recreation Services	604.432.8287
Burnaby Campus	604.432.8379	Room Bookings	
Downtown Campus	604.412.7799	Burnaby Campus	604.432.8451
Custodial Services [Burnaby campus only]		Downtown Campus	604.412.7676
Classroom/Facilities Maintenance Hotline	604.432.8777	Room bookings can be made directly from your Outlook Web	
Counselling & Student Development	604.432.8608	Safety, Security & Emergency Management	604.432.8796
Finance	604.432.8823	<i>Burnaby Campus</i>	
Payroll	604.432.8670 or 604.432.8714	24 Hours	604.451.6856
First Aid		Emergency	604.451.6826
<i>Burnaby Campus</i>		In-house Emergency Line	local 2248
Emergency	604.432.8820	Safer Walk	604.451.6856
Non-emergency	604.432.8872	Keys	604.432.6856
Call Security after hours	604.451.6826	<i>Downtown Campus</i>	
<i>Downtown Campus</i>		Security Desk	604.412.7600
Emergency	604.412.7600	Student Association	604.432.8600
Food Services [Catering]	604.451.6720	Convenience Stores	
Technology Service Desk	604.412.7444	Pavilion	NE1, 2nd floor 604.432.8271
		The Stand	SE2, 2nd floor 604.451.7040
		The Stand	SE12 604.432.8527
		Student Health Services	604.432.8608
		Student Judicial Affairs	604.456.1174
		Student Life Office	604.451.6863

2.1: FLEXIBLE LEARNING INSTRUCTOR EMPLOYMENT INFORMATION

COLLECTIVE AGREEMENTS

Collective agreements are the basis for harmonious relations between employees and the employer. For additional information, please read the FSA and the BCGEU Vocational Instructors agreements located at <https://www.bcit.ca/hr/resources/policies.shtml>

AGREEMENT TO PERFORM SERVICES

All Flexible Learning employees are hired via electronic Agreement to Perform Services contracts.

Employees receive notification by email of contracts waiting for acceptance in their myBCIT Faculty Self-Services. Before accepting any contract, the instructor should read the details carefully to ensure that the contract information is correct.

Returning Flexible Learning faculty retain their current employee status for one year after the end date of the last course taught. If an instructor decides not to teach for a term or two, they are still considered a current employee and keep their access to BCIT resources during their time away.

PAY INFORMATION

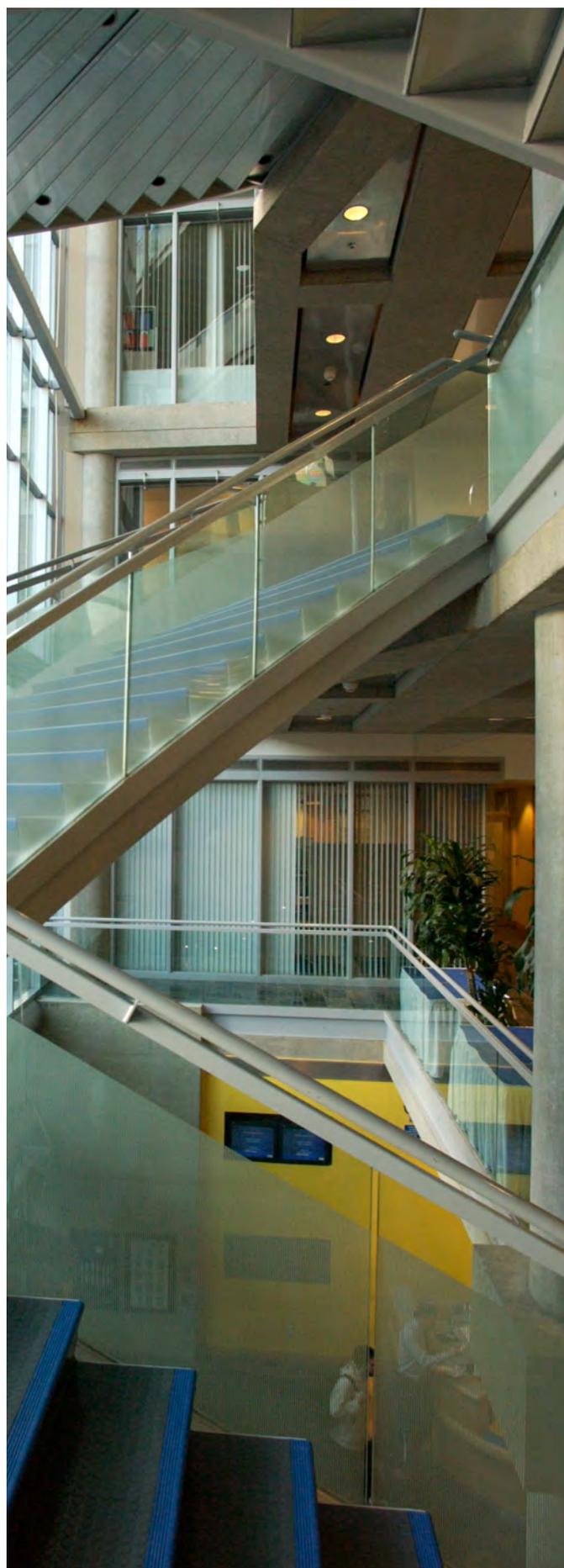
All employees are paid bi-weekly. Payday is every other Friday and payment is via direct deposit. It is therefore very important that a bank deposit authorization form be submitted to the Payroll Department as soon as possible. Payroll related forms along with pay schedules can be found online at <https://www.bcit.ca/financial-services/faculty-staff/payroll>. Extensive pay information including T4's is available online on the myBCIT Employee Self Service secure site at <https://my.bcit.ca>

PAY RATES

Hourly pay rates are paid in accordance with the current FSA and BCGEU collective agreements. For information about current rates, refer to the appropriate collective agreements online (<https://www.bcit.ca/human-resources/employee-resources/policies-collective-agreements>). Flexible Learning instructor rates include payments for course preparation, instruction and evaluation. Vacation pay and statutory holiday pay are included in the hourly rates. There are different pay structures for instructional and non-instructional work. Non-instructional work can range from curriculum development, marking, lab assistants and administration.

DEDUCTIONS

Employees wishing to have additional income tax deducted should contact Flexible Learning Payroll directly at PTS_Payroll@bcit.ca



COLLEGE PENSION PLAN

All employees who are currently active members in the College Pension Plan with BCIT or another employer must contribute to the College Pension Plan on all Flexible Learning earnings. New employees who are not currently active members of the College Pension Plan can choose to waive enrolment in the plan within the first 30 days of employment with BCIT. Please note, however, that once an employee has earned 50% of Canada Revenue Agency's yearly maximum pensionable earnings [YMPE], enrolment becomes mandatory and the employee will automatically be enrolled.

For pension and payroll information, please contact Part-time Payroll at PTS_Payroll@bcit.ca

RETIREES RETURNING TO WORK

As a retiree, you may be in receipt of your College/Canada Pension benefits and will need to contact PTS Payroll directly at PTS_Payroll@bcit.ca regarding additional paperwork required.

BENEFITS

<https://www.bcit.ca/human-resources/services-benefits>

To be eligible for benefits, Flexible Learning employees must accrue 250 qualifying hours in the previous calendar year, and must not have group benefits coverage through another employer. Check out the FAQs by visiting <https://www.bcit.ca/files/hr/pdf/benefits-flexible-learning-employee-faq-october-2022.pdf>. For additional information on eligibility and benefits, please contact Human Resources at 604.432.8384 or by email at hrassist@bcit.ca.

SICK LEAVE FOR FLEX FACULTY

After 90 consecutive days of employment with BCIT, BCGEU Faculty and FSA Flexible Learning employees are eligible for up to five [5] days of paid leave and three [3] days of unpaid leave for personal injury or illness in each calendar year per the Employment Standards Act.

Alternatively, note that eligible FSA Flex employees are to draw from the FSA Flexible Learning Sick Leave Fund for personal injury and illness. You are eligible if you:

- Have accrued 150 Flexible Learning contact hours in the previous year [June 1 – May 31] and not subsequently have 5 months in a row where no FL contract hours are credited;
- Not entitled to sick leave benefits available to employees under Article 9.3; and
- Currently sick and unable to instruct a Flexible Learning course per Article 15.8.1 [FL curriculum, markers, lab assistant, or admin contracts are not covered by this fund]

Funds will be available on a first come, first serve basis. When the fund is exhausted and the employee has not, in the past



calendar year, drawn on the fund in excess of five (5) days for personal injury or illness, they may be eligible for five (5) days of paid leave for personal injury or illness per the Employment Standards Act.

If you have any questions about the Flexible Learning Sick Leave fund, please contact Dennis Leung at dm@bcit.ca

FLEX EVENING/WEEKEND PARKING PERMITS (OPTIONAL)

Parking for employees is available at reduced rates. BCIT employee parking is treated as a taxable benefit, according to the Canada Revenue Agency (CRA). The amount of the benefit is based on the fair market value of the parking, minus any payments made by the employee for parking. Employee parking at BCIT is optional and those who participate have the ability to opt out any time during the year. Further information can be found in Chapter 5 under Institutional Services.

TEXTBOOKS

Complimentary desk/instructor copies of texts are normally ordered through the publisher. To obtain a copy of a course textbook, consult your program area staff.

LATE REGISTRATIONS IMPORTANT INFORMATION

For classroom-based courses which are ten weeks or more in length, students can register through Student Information and Enrolment Services (SIES) after the first course session without obtaining program area approval. If you do not want students to register for your course after missing the first session, you must ensure that you inform your program area as soon as possible, and in advance of the course start date.

For classroom-based courses that are seven weeks or less, students must receive special approval from the program area to late register. Note: Courses which run twice per week for six weeks (i.e., a regular twelve-week course compressed into six weeks) will have the same late registration rules as a regular Flexible Learning twelve-week course.

For term-based online courses, students are permitted to register up to and including the first day of class. If you want to accept registrations past the course start date, you will need to discuss with your program area staff.

For continual entry distance education courses, students can register at any time as long as the section has not reached maximum capacity.

Flexible Learning instructors need to identify any non-registered students and inform them that they must register through SIES or they will be unable to attend any further sessions.

AUTHORIZATION AND CANCELLATION OF COURSES

The institute will make every effort to offer all advertised courses. Nevertheless, the institute reserves the right to limit



enrolment, set prerequisites, cancel the course, change the times or location of instruction. Generally, a course that has not reached its minimum number of registrations can be cancelled no less than two days prior to the scheduled course start date.

CLASSROOM LOCATIONS AND CHANGES

Classrooms are identified by building and room number. For example, SW1-1015 is located in building Southwest 1, room 1015. Classroom assignments for Flexible Learning courses may be found online at <https://www.bcit.ca/rooms>

Please be advised that Flexible Learning instructors are not authorized to make changes in the assigned classrooms for their courses. Classroom assignments are handled by the Timetabling Department at BCIT and decisions are made in collaboration with the Flexible Learning community. If you have a major concern regarding your classroom assignment, please contact your program area.

CLASSROOM ACCESS

If a classroom is locked, contact Security at 604.432.6856 for assistance; be prepared to provide photo identification (e.g., your BCIT ID card).

CLASSROOM FURNISHINGS

Classroom furniture should not be removed from its assigned classroom for any reason. If you choose to rearrange the furniture during the scheduled class, please remember to ask your students to move the furniture back to its original layout before they leave the room. The layout is posted on the wall at the front of each classroom.

CLASSROOM CLEANLINESS

Please remind your students that classroom cleanliness is everyone's responsibility and to ensure that they remove all of their items at the end of the class.

STUDENT ATTENDANCE

Regular attendance in lectures, seminars, labs, clinicals, etc. is integral to student success, and may be monitored by faculty. Similarly, presence — or regular participation through prescribed forms of electronic communication — may be required in an online course. Faculty should ensure that students are advised of attendance and all other requirements at the beginning of the course and in the course outline.





In certain courses, special regulations may apply that govern attendance, or in the case of online learning, presence. These regulations must be stated in the course outline. In some courses, attendance may be part of the evaluation that determines the final grade.

NOTE: In situations having a requirement for in-person attendance, instructors must be seen by the students to be documenting attendance. For more information on BCIT policy refer to Policy 5101, Section 1: Attendance [<https://www.bcit.ca/files/pdf/policies/5101.pdf>].

COURSE AUDITS

A student may audit a course with permission from the program area. A written request to the program area must be submitted by the second class. Auditing students are not formally evaluated and do not write examinations; however, they are expected to take part in classroom discussions and laboratory exercises, maintain satisfactory attendance and pay the full course fee. Auditing students do not receive credit for the course, but receive an AUD final grade indicated on their transcript. Once a student has declared audit status for a particular course, he or she may not change back to credit status at any point during the course for the term in which the student registered.

COURSE HOURS

Flexible Learning (FL) in-class and online synchronous classes at BCIT are scheduled at various times depending on the program. Live lectures are to be delivered by the instructor in accordance with the schedule established by the program area. Early termination of a class is not permitted unless the prior approval from the program area has been received.

Evening classes for regular Flex courses are usually three hours in duration, with a 15-minute break.

Week-long and compressed time frame courses are normally scheduled Monday to Friday at various times depending on the program. Full days usually allow for a one-hour break at lunch time and two 15-minute breaks.

COURSE RECORDS

Course records include attendance sheets, marked exams and any other evaluated student works in the instructor's possession.

Students have the right to request a review of their final examination with their instructor or designate.

[<https://www.bcit.ca/files/pdf/policies/5103.pdf>, Sect. 2]

Departments are responsible for ensuring that written final examinations (paper and electronic) are retained and available at any time during business hours for a minimum of thirteen months following the conclusion of a course.

[<https://www.bcit.ca/files/pdf/policies/5103.pdf> Sect. 6.2]

Instructors should therefore surrender marked final exams and all other course records to their program area staff for secure retention and destruction at the end of the course.

To view the full policy and associated procedures, visit 5103 Student Evaluation [<https://www.bcit.ca/files/pdf/policies/5103.pdf>].



COPYRIGHT

What is “fair dealing” and how does it apply at BCIT?

The fair dealing provision in the Copyright Act permits use of a copyright-protected work without permission from the copyright owner or the payment of copyright royalties. To qualify for fair dealing, two tests must be passed.

First, the “dealing” must be for a purpose stated in the Copyright Act: research, private study, criticism, review, news reporting, education, satire or parody. Educational use of a copyright-protected work passes the first test.

The second test is that the dealing must be “fair.” In landmark decisions in 2004 and in 2012, the Supreme Court of Canada provided guidance as to what this test means in educational institutions:

- Teachers, instructors, professors, and staff may communicate and reproduce, in paper or electronic form, short excerpts from a copyright-protected work for the purposes of research, private study, criticism, review, news reporting, education, satire or parody.
- Copying or communicating short excerpts from a copyright-protected work under this Fair Dealing Policy for the purpose of news reporting, criticism or review must mention the source and, if given in the source, the name of the author or creator of the work.
- A copy of a short excerpt from a copyright-protected work may be provided or communicated to each student enrolled in a class or a course:
 - as a class handout

- as a posting to a learning or course management system that is password protected or otherwise restricted to students of the Institute.
- as part of a course pack

A short excerpt means:

- up to 10% of a copyright-protected work (including a literary work, musical score, sound recording, and an audiovisual work)
- one chapter from a book
- a single article from a periodical
- an entire artistic work (including a painting, print, photograph, diagram, drawing, map, chart, and plan) from a copyright-protected work containing other artistic works
- an entire newspaper article or page
- an entire single poem or musical score from a copyright-protected work containing other poems or musical scores
- an entire entry from an encyclopedia, annotated bibliography, dictionary or similar reference work provided that in each case, no more of the work is copied than is required to achieve the allowable purpose.
- Copying or communicating multiple short excerpts from the same copyright-protected work, with the intention of copying or communicating substantially the entire work, is prohibited.
- Copying or communicating that exceeds the limits in this Fair Dealing Policy may be referred to the Copyright Office for evaluation. An evaluation of whether the proposed copying or communication is permitted under fair dealing will be made based on all relevant circumstances.

- Any fee charged by the Institute for communicating or copying a short excerpt from a copyright-protected work must be intended to cover only the costs of the Institute, including overhead costs.

BCIT COPYRIGHT WEBSITE

<https://www.bcit.ca/library/copyright>

The BCIT Copyright website can help you determine if a work that you want to copy/reproduce is covered by an existing BCIT licensing agreement, including the BCIT Access Copyright agreement and Print and Digital Copying guidelines.

If you have a question about copyright compliance or need assistance with checking for existing permissions or determining copying/reproduction limits, email copyright@bcit.ca.

BCIT ID CARD

<https://www.bcit.ca/card>

The BCIT ID card is the official identification for the campus community. This single-card solution can be used as photo ID, or for a variety of other purposes including A/V equipment loans, and library privileges. Employee cards are valid for five years and must be returned upon termination of employment. A complete list of services and discounts that are available both on and off campus can be accessed on our website.

BURNABY CAMPUS

Flexible Learning instructors' BCIT ID cards are activated for resource rooms situated at NE1-202C, NE1-299, SW3-2089, SE6-211, SE14-201B and SE14-139 Eh-Pod automatically. Contact your program area staff for confirmation that your contract has been processed in Banner so you can have your BCIT ID card produced. Please note that you must visit the Safety, Security and Emergency Management office located at SW1-1000 and show government-issued photo identification to receive your BCIT ID card

DOWNTOWN CAMPUS (DTC) AND AEROSPACE TECHNOLOGY CAMPUS (ATC)

Instructors may opt to have their picture taken by Security at the ATC (Richmond) or the DTC (Vancouver). The information is then forwarded to Safety, Security and Emergency Management (Burnaby campus) for card production. The cards can be picked up at the campus where your picture was taken in about a week.

LOCATIONS

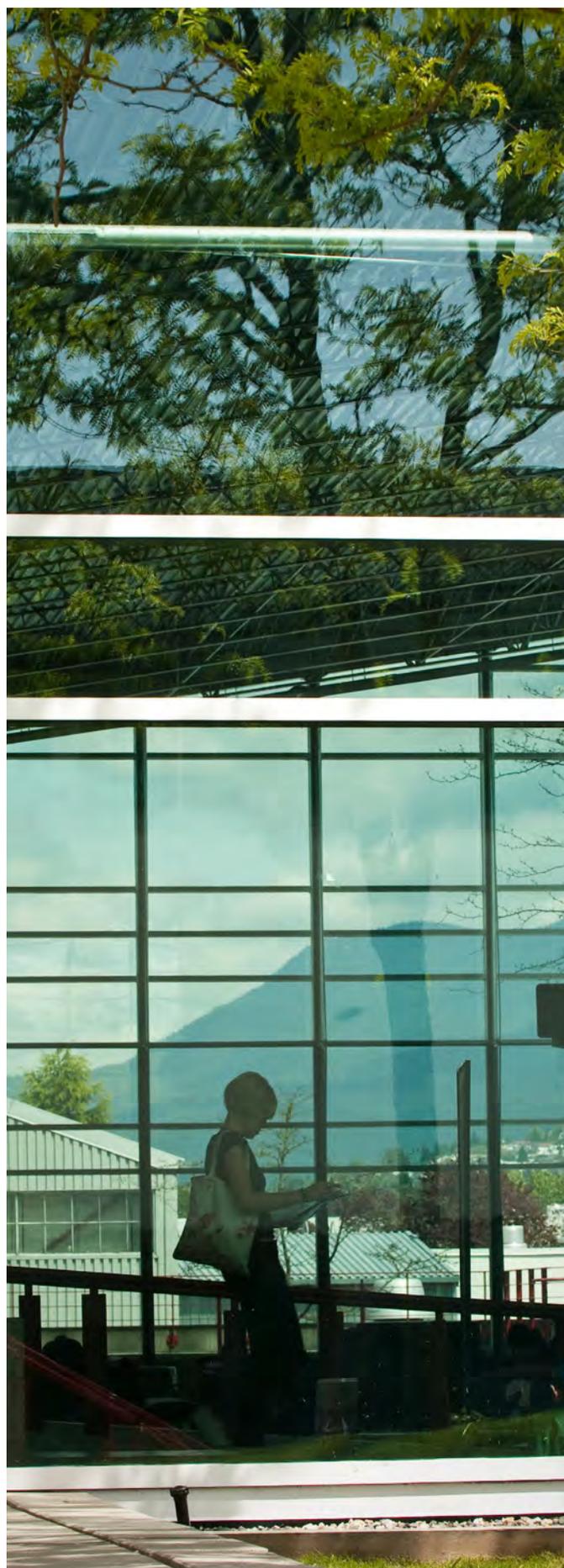
BCIT Downtown Campus

555 Seymour Street, Vancouver, British Columbia
24/7 service

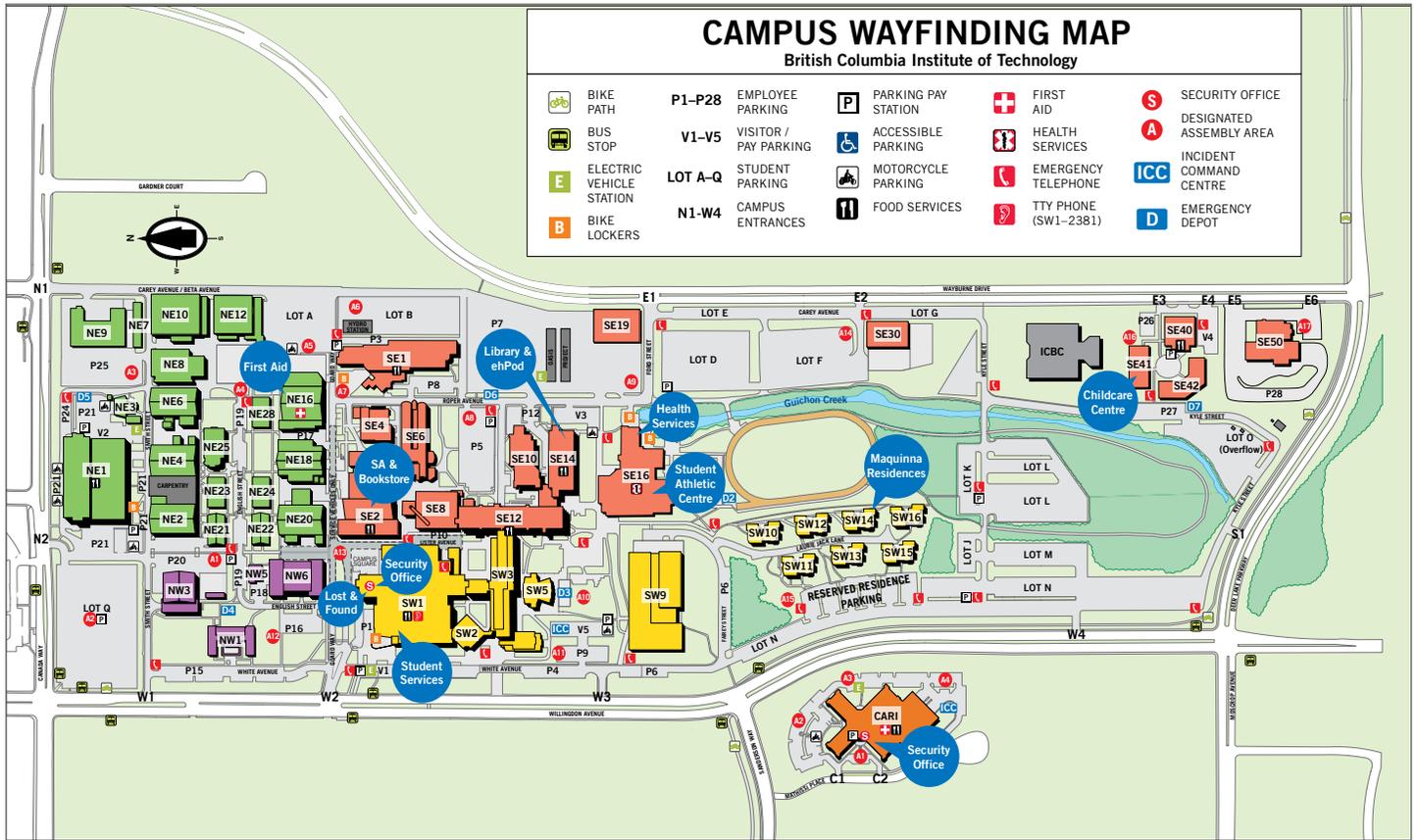
Aerospace Technology Campus

3800 Cessna Drive, Richmond, British Columbia
7:00am to 7:00pm, Monday to Friday

Please note that you must show government-issued photo identification in order to receive your BCIT ID card.



BURNABY CAMPUS MAP



DOWNTOWN CAMPUS MAP



EXAMINATIONS/STUDENT EVALUATIONS

Final examinations can be conducted either online via the Learning Hub or in-class, except for qualifying exams for industry certification where in-person exam sessions are warranted.

For information on how to create exams online, please see the information posted on the Learning & Teaching Centre website at <https://www.bcit.ca/learning-teaching-centre/services/education-technology-support>. There is also the possibility to use the BCIT Test Centre to invigilate your exam. Please visit <https://www.bcit.ca/test-centre/bcit-students-instructors> for further information.

Evaluations of students shall be based on the learning outcomes prescribed in the course outline. The relative weighting of assignments, quizzes, tests, and midterm / final examinations, as well as the minimum pass standard, shall be contained in the course outline. It is the instructor's responsibility to ensure that they are employing equitable, consistent and fair marking practices.

Evaluation of a student's achievement of learning outcomes is normally based on objective criteria. Although subjective assessments are discouraged, they will be allowed if justified, and if the course outline indicates that part of the mark comprises a subjective evaluation; the criteria to be used will be detailed in the course outline.

Final exams should not be weighted in excess of 50% of the final grade.

DOWNTOWN CAMPUS

The BCIT Downtown Campus is located at 555 Seymour Street in Vancouver. For more information please visit the BCIT website at <https://www.bcit.ca/about/visit/campuses-directions/downtown>. Please see the online **Tip Sheet for Instructors teaching at the Downtown Campus** (https://www.bcit.ca/files/pts/pdf/dtc_instr_tips.pdf).

STUDENT ILLNESS

When a BCIT student is absent during a mid-term, final examination, or other important form of evaluation due to medical reasons, the student must produce a valid medical certificate (at the student's own expense) showing that the examination or evaluation was missed due to medical reasons.

A valid medical certificate is a note signed by a medical doctor as defined by the Medical Practitioners Act, which is written on the doctor's letterhead, and which is specific and detailed with respect to the following:

1. Dates during which the student was under the doctor's care for the particular medical problem.
2. Dates on which the student was seen by the doctor for the particular medical problem.

3. A statement regarding the seriousness of the student's medical problem (without compromising the confidentiality of the student's medical record).
4. A statement outlining the actual or potential impact of the condition on the student's ability to complete the course.

Please refer to Policy 5103, Student Evaluation (<https://www.bcit.ca/files/pdf/policies/5103.pdf>) for more information.

MANDATORY RESPECTFUL WORKPLACE TRAINING

As part of BCIT's ongoing commitment to provide a respectful learning and working environment, BCIT has implemented a mandatory respectful workplace training program that is required for all employees. This program has been developed with extensive input from, and collaboration with, each of the employee stakeholder groups at BCIT, including the BCGEU Support Staff and Instructional units, and the Faculty and Staff Association (FSA).

All Flexible Learning instructors are required to complete, "Respect in the Workplace" — an interactive online training course that provides information about your rights and responsibilities in responding to discrimination, bullying and harassment. The course takes approximately forty-five minutes to one hour to complete, including a final assessment on which you must score a minimum of 80%. Credit for completion of the online training and assessment is sent to Human Resources. Human Resources receives confirmation of completion only; they do not receive your score, or the number of attempts to successfully complete the assessment.

Please note that you are only required to take the online training course once.

Flexible Learning Instructors will receive one hour of pay at the instructional rate for completing the online training.

Access the course is through the BCIT Employee Learning Centre. Please login at <https://pd.bcit.ca> with your myBCIT or BCIT email address and your password.

INSTRUCTOR ABSENCES

If an instructor is unable to teach a class or a particular session, advise the program area staff and students of the cancellation or postponement as far in advance as possible using your class distribution list(s) on myBCIT (My Courses tab). The missed session must be made up at a time suitable to all students once a room has been confirmed.

In the event of extreme weather conditions, a notification will be posted on myBCIT for both faculty and students. Flexible Learning instructors are encouraged to contact their students as soon as they can to confirm arrangements for their specific classes. If Flexible instructors must make alternate arrangements for their classes, they must communicate those arrangements to students via email, myBCIT, course

website, or other communication tools that have been arranged with their classes. Students are encouraged to check those communication tools to see if there is any additional information from their instructor[s].

In the case of last-minute emergencies, [i.e., when it is too late to notify all students in a class of the delay or postponement], instructors should notify BCIT to indicate their absence or delay in arrival. When possible, this notification should be sent to [see the phone list at the start of this chapter]:

- BCIT Security at the campus where the class takes place
- Program head
- Program assistant
- BCIT switchboard
- Student Information and Enrolment Services

INSTRUCTIONAL ASSESSMENTS ONLINE (IAO)

<https://www.bcit.ca/instructional-assessment-online>

IAO conducts your student feedback process automatically and is simple to use.

SURVEYS GO OUT WHEN?

Even if you do not change a thing, your students will receive a survey link two weeks before your course end date.

WHAT DO I HAVE TO DO?

Nothing really. If you want, you can edit your survey dates and questions. For more details please visit [bcit.ca/instructional-assessment-online](https://www.bcit.ca/instructional-assessment-online) or contact feedback@bcit.ca

WHAT IF MY STUDENTS SAY THAT THEY DIDN'T RECEIVE THE LINK?

Please have them close their browser and go directly to <https://bcit.bluera.com/bcit> [Note: MFA is required]. Surveys close on the course end date. Giving students time in class to complete the survey before then is recommended.

WHAT HAPPENS TO THE FEED-BACK?

You receive your survey results a couple weeks after your course finishes. At the same time, your managers receive their report.

INSTRUCTOR RESOURCE CENTRES

Flexible Learning instructors have full access to the four BCIT 'all-schools' Instructor Resource Centres. Each centre is equipped with computers, printer, telephone and other office essentials (stapler, paper cutter, etc.). Additionally, there may be dedicated workspace reserved for Flexible Learning instructors within your school; please ask your program area.

There are three Instructor Resource Centres located on the Burnaby campus, and one downtown:

BURNABY

NE1-202C	604.451.7008
SE6-211	604.432.1132
SE14-139 ehPOD	604.454.2239

There are more Instructor Resource Rooms available in the new Health Sciences Building (NW04):

NW04-2090	Faculty Resource Room with telephones, kiosk seating, plug-ins for laptop power and ethernet connections and photocopying [must have your BCIT ID Card activated; please contact your program assistant for further information].
NW04-4112	Staff Room with microwave, kiosk seating, plug-ins for laptop power and ethernet connections.

DOWNTOWN

DTC-250	604.412.7609
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Please be respectful of others when using these facilities:

- Do not have lengthy telephone conversations when others are working in the room
- Tidy the area you have been working in before you leave
- Do not use the facilities for personal printing, web surfing, or as a lunch room
- Be aware that others in the room may be trying to concentrate on their work

All centres have secure card access; therefore, instructors must have an active BCIT Employee ID card to enter.

2.2: STUDENT CONDUCT AND ACADEMIC INTEGRITY

2.2.1: STUDENT CONDUCT

In support of Institutional commitments, student conduct policies balance the rights and responsibilities of students with the standards and expectations characteristic of the educational environment.

Questions about student conduct policies and processes are handled through the Student Life Office. The Student Life Office:

- Fields questions from faculty, staff, and students about conduct policies and procedures
- Provides education regarding academic and non-academic misconduct
- Liaises with the department to determine options for informal resolution to alleged non-academic misconduct
- Processes the results of academic misconduct investigations
- Provides information regarding appeal processes

- Coordinates BCIT appeal processes
- Refers to campus-based resources for support or assistance
- Maintains confidential student disciplinary records

The Student Life Office staff do not investigate allegations of academic or non-academic misconduct, and do not make disciplinary decisions.

Non-academic conduct allegations and investigations are handled through the Director, Student Success or Associate Director, Student Life, who:

- Address suspected violations of the Student Code of Conduct [Non-academic]
- Provides consultation and disciplinary follow-up
- Review, revise and interpret Institute policies pertaining to student responsibilities

EDUCATION AND TRAINING

The Student Life Office provides consultation, advice, education and training on student conduct management to the BCIT community.

Need advice? Want to “trouble-shoot” a student conduct concern? Could your students or department benefit from training?

Contact the Student Life Office at student_life@bcit.ca to discuss your needs.

EARLY INTERVENTION

BCIT officials provide early intervention and correction when student behaviour violates safety requirements, disrupts the learning environment or breaches academic or non-academic codes of conduct.

The purpose of early intervention is to alert or remind students of BCIT’s expectations around safe, respectful, productive and ethical conduct.

REPORTING CONCERNING BEHAVIOUR

Concerning behaviour that may not meet the threshold of a conduct violation can be referred to Early Assist. Early Assist is a confidential online platform that provides BCIT faculty, staff and students an opportunity to identify students who may be struggling personally or academically, and offer them appropriate support and services at an early stage. Early Assist is not disciplinary and is a support and referral system only. Student case managers through the Student Life Office work with faculty, staff, and students to provide service referrals and to explore informal resolutions to behavioural concerns.

REPORTING NON-ACADEMIC CONDUCT VIOLATIONS

Any member of the BCIT community may report violations of the Student Code of Conduct [Non-academic]. (<https://www.bcit.ca/files/pdf/policies/5102.pdf>).

Students and employees are asked to report concerns in writing by using the online BCIT Student Conduct Report Form (https://bcit-advocate.symlicity.com/public_report/index.php). Reports will be forwarded to the Director, Student Success or delegate for follow-up.

Any and all reports that involve threats of violence or emergencies are to be forwarded immediately to Safety, Security, and Emergency Management [SSEM].

INVESTIGATION

When a report is received, the Director, Student Success or delegate will contact the student to discuss the allegations and, if appropriate, undertake an investigation into the details of the claim. An investigation will include a review of all relevant documents and evidence, and any prior disciplinary record. The student has a right to respond to the claim. Every effort is made to find a mutually agreeable resolution to the concerns before a disciplinary decision is made.

DISCIPLINE DECISIONS

If a violation of the Code is confirmed and depending on the nature of the infraction, the Director, Student Success will make a decision on the appropriate administrative resolution and notify the student in writing of the decision.

SUSPENSION

Where a disciplinary suspension is recommended, the student will be notified of the decision in writing by the President.

For more information see: Procedure for Violations of the Student Code of Conduct [Non-academic] https://www.bcit.ca/files/pdf/policies/5102_pr1.pdf. For further information, please contact Krista Lambie, Associate Director–Student Life at 604.451.6841 or email krista_lambie@bcit.ca

2.2.2: ACADEMIC INTEGRITY

BCIT supports and encourages integrity and ethical conduct in all areas of academic work, research and scholarship. Students are expected to conduct themselves with the highest level of academic integrity.

ACADEMIC HONESTY

Academic honesty includes trustworthiness and adherence to facts. It is a central element of learning and intellectual activity at all institutes of higher learning. Academic honesty includes:

- Independently producing work submitted under one’s own name.
- Acknowledgment of any and all individuals who have contributed to a piece of work in any manner.
- Properly and appropriately referencing all work.
- Acknowledging all sources used.

- Completing examinations without giving or receiving assistance, except for those students who have received authorization from the Institute to obtain accommodation through BCIT Accessibility Services.
- Respecting the integrity of examination materials and /or the examination process.
- Respecting the integrity of computer security systems, software copyrights and the privacy of others' files.

RESEARCH ETHICS

The Institute expects all students engaged in research, whether funded or not, and whether a course requirement or not, to adhere to the principles prescribed by the Institute and contained in Policy 6500, Research Ethics for Human Participants (<https://www.bcit.ca/files/pdf/policies/6500.pdf>); and Policy 6600, Integrity in Research (<https://www.bcit.ca/files/pdf/policies/6600.pdf>).

PLAGIARISM

Academic integrity requires that students do not falsely claim credit for the ideas, writing, or other intellectual property of others, either by presenting such works as their own or through impersonation.

CHEATING

The following activities are examples (not all-inclusive) of cheating:

- Using cheat sheets or other sources of information in an examination, without authorization.
- Communicating, in any way, with other students during an examination, to give or receive answers to exam questions.
- Preparing work in whole or in part, with the expectation that this work will be submitted by another student for appraisal.
- Offering for sale essays or other assignments, in whole or in part, with the expectation that these works will be submitted by a student for appraisal.
- Submitting the work one has completed for one class, either at BCIT or elsewhere, for appraisal in a second class without prior authorization by the instructor.
- Impersonating another student in an exam, test or interview.
- Changing the score on an examination, test, or any assignment.
- Encouraging, enabling or causing others to do or attempt any of the above.

SAFETY VIOLATIONS

Students are responsible to carry out their work in accordance with the established occupational health and safety policies and programs which include:

- Using personal protective equipment, devices, and clothing as required.
- Not engaging in horseplay or similar conduct that may endanger themselves or any other person.
- Protecting their ability to work safely by avoiding impairment by alcohol, drugs, or other causes.
- Reporting any hazards and incidents to the supervisor.

INVESTIGATIONS AND SANCTIONS

For more information about how prospective incidents of academic misconduct are investigated and what outcomes are possible should a student be found to have violated the Student Code of Academic Integrity, visit the Reporting Academic Misconduct page at <https://www.bcit.ca/student-conduct/academic-integrity/reporting-academic-misconduct>

2.3: WEB-BASED ENTERPRISE TOOLS & RESOURCES

BCIT provides all faculty and staff with the tools necessary to perform their duties. Below is a list of tools that are available to you; including a short description of what they do, and how they are accessed. This is not an exhaustive list; there are many stand-alone software applications optionally available to BCIT employees for both professional and personal use. Please view Chapter 4.2: Optional Software Resources for further information.

DUO MULTI-FACTOR AUTHENTICATION

<https://www.bcit.ca/it-services/services/information-security/mfa-for-employees>

Multi-Factor Authentication (MFA) at BCIT improves our cybersecurity posture and is necessary to remain in compliance with our cyber security policies. MFA has been deployed for all faculty, staff, and contractors since September 28, 2022.

Duo is the vendor for MFA at BCIT. Whether you have a BCIT issued device or are using your own personal device, Duo may be installed. MFA hardware tokens will be available for those without BCIT issued corporate mobile devices and who do not wish to use their own device.

All BCIT Faculty, Staff, and Contractors will be required to enroll in MFA to access the following services:

- BCIT Central Login
- Exchange Online
- Workspace

MYVPN

<https://www.bcit.ca/it-services/services/network-wifi/remote-access-myvpn>

Students and employees can use myVPN to remotely access secured BCIT systems and resources such as:

- Departmental Shared Network Folders
- Course Folders: Share In/Out
- Some AppsAnywhere applications (that require on-site licensing restrictions)
- Banner, Cognos, and other business applications (BCIT Employees only)
- Remote printing to BCIT printers for students and employees

Features:

- myVPN is automatically provisioned for all current BCIT students and employees
- Uses split-tunnelling which only accesses the BCIT network for BCIT resources while allowing you to use your personal connection for non-BCIT related connections (e.g. internet)
- Can be used on both computers and mobile devices

MYBCIT

<https://my.bcit.ca>

The myBCIT portal is your access point to many online tools, applications and content that support students, faculty and staff in their life at BCIT. A myBCIT instructor account has been set up for you — log in at <https://my.bcit.ca> using your primary email (user@bcit.ca, and myBCIT password – your default initial password is your birthdate in format YYMMDD). New instructors should login with their myBCIT email (user@my.bcit.ca). Once logged on, you will be asked to change your password.

myBCIT can be used to support your existing course delivery with a rich set of functions that allow students and faculty to communicate using a number of different methods. It is also your access to your Faculty Self Service portal, where you can

- Accept your instructor contracts
- Set up gradable components using Banner Gradebook
- Enter student marks into Gradebook
- Access Flexible Learning Final Grades Entry
- Check your pay stub
- Keep your personal information up-to-date
- Change your password

Some of the features that are built into the myBCIT portal include:

EMAIL

A personal myBCIT email account has been set up for you. myBCIT is the official BCIT communication tool between instructors and their students. myBCIT email allows communication with students without encumbering instructors' personal email.

- Faculty can benefit from a myBCIT email address to allow for targeted course and institute-based communications.

Note the following:

- Email lists of students are automatically generated for each course.
- Email can be accessed from any web browser.

COURSE HOME PAGES

- Each course has its own course home page which is automatically generated.
- Many tools are built-in, including: course announcements, file sharing, article submission, and a message board.
- You can customize your course home page to use as many or as few tools as you like.
- Communicate to one student, a whole class, or an entire group of students through a single interface.

CALENDAR

Calendars are automatically generated for each course. Note that your my.bcit.ca calendar does not automatically update your Outlook Web calendar.

- Create events and post reminders for students.
- Track any events you like using personalized calendars.

GROUPS

- Groups can be created by anyone for almost any subject groups.
- Group pages are very similar to course home pages, but groups can be open to anyone or made private access groups.
- Groups are also useful for creating a study group or project site.

For more information on how myBCIT can enhance your instructional strategy, search the Knowledge Base (<https://kb.bcit.ca>) for myBCIT, or call the Technology Service Desk toll-free at 1.800.351.5533 (within Canada/US) or locally at 604.412.7444.

BANNER GRADEBOOK

This is not the Gradebook found in the Learning Hub. Banner Gradebook is accessed through your myBCIT (<https://my.bcit.ca>) Faculty Self-Service > Grades Menu > Set up Gradebook for CRN.

Banner Gradebook is a tool for instructors to record students' assignment marks and calculate their final grades. The instructor builds a gradebook for their course by adding all gradable components (assignments and exams), and applying the assignment weightings (the percentage of the final grade that the assignment or exam is worth) to each component.

Gradebook will then calculate a composite final grade based on the component marks entered into the system.

The benefits of using Banner Gradebook include the ability for students to view their assignment and mid-term marks in their myBCIT Student portal during their course, and that instructors have a full record of student marks for each class in Banner (no need to keep a ledger or Excel file). Plus, Banner Gradebook automatically copies the gradable component marks and calculated final grade to the Final Grades Entry system—this is functionality that is not available to the Learning Hub Gradebook. To take advantage of both Gradebooks, you will need to set each up, and perform double entry of student's marks. Gradebook simplifies the production of failure reports, which must show all gradable components and marks for each unsuccessful student. Setting up Banner Gradebook takes the same time to create just one failure report. This tool will potentially save you a lot of time when preparing and submitting your final grades.

A short 'how to' video on Setting Up Gradebook can be viewed at <https://www.youtube.com/watch?v=aZID4q1B3Y4>. An online reference sheet on how to set up Gradebook is available at https://www.bcit.ca/files/pts/pdf/grd_bk_reference.pdf

FINAL GRADES ENTRY

All final grades (with the exception of continual-entry courses) must be submitted online using the Flexible Learning Final Grades Entry system. Final grades for continual-entry courses should be submitted to your program area manually as your students complete their course.

When a Gradebook is set-up for a CRN, it will automatically transfer students' final grades to Final Grades Entry. However, the instructor must still access the system via their myBCIT Faculty Self-Service to add any attendance and/or failure reports (if required) and to submit their final grades for approval. A short 'how-to' video on entering marks in Gradebook and final grades submission can be viewed at <https://www.youtube.com/watch?v=rsS-bvdprnl>

Choosing the appropriate final grade is important. For information on choosing the appropriate final grade, please refer to the information posted at https://www.bcit.ca/files/pts/pdf/choos_final_grade.pdf. For quick instructions on using this system, please review the information at https://www.bcit.ca/files/pts/pdf/pts_grade_entry.pdf

Flex final grades should be submitted within two weeks following the course end date.



BCIT EMPLOYEE EMAIL – USING MS OUTLOOK CLIENT OR OUTLOOK WEB

<https://webmail.bcit.ca>

All BCIT employees are provided with an Outlook Web email account. Outlook Web is a personal information manager web app from Microsoft. It includes a web-based email client, a calendar tool, a contact manager, and a task manager. Once you receive your BCIT email address, you will use this to log-on to all BCIT web pages that require user name and password

- Outlook Web can be used for finding and communicating with other BCIT employees, creating distribution lists, creating meetings, booking rooms (not to be used for hosting classes or booking workspace), tracking tasks and time, etc.
- You will have two BCIT email addresses: your user@my.bcit.ca address for communicating with your students; and your user@bcit.ca address to communicate with other BCIT employees. This is the intended use of this email address; however, you should determine the best use of your email accounts for you.
- For new Flex instructors, access will be provided once your contract has been completed in PTS payroll. Returning instructors will have been already set-up. Your Outlook Web will be available to you for one year following the end date of the last course taught. So even if you do not instruct for a term or two, as long as you receive a contract with a start date within that one year following the end of your last course, you will continue to retain your access.

Log in with your BCIT email address (user@bcit.ca) and password at <https://webmail.bcit.ca>

Instructions on how to set-up and use the features of Outlook Client/Outlook Web is available from the BCIT Knowledge Base at <https://kb.bcit.ca/faculty-staff/about-outlook-2907>

THE LEARNING HUB

<https://learn.bcit.ca>

For assistance:

Job Aids: <https://www.techhelpbcit.ca>

Email: techhelp@bcit.ca

Phone: 604.412.7444 or toll-free 1.800.351.5533 [option 2]

In-person: BBY SE12-101

The Learning Hub is BCIT's online learning management system. Every BCIT course automatically has an online course, regardless of the course's regular delivery method. The Learning Hub provides instructors with tools to enhance their classroom courses with web-based content, discussions, videos, assessments, grades, interactivity, and more. To login to the Learning Hub, choose one of the following:

- <https://www.bcit.ca> – click on the shortcut at the top of the screen: Learning Hub

- <https://id.bcit.ca> – click on the Learning Hub application
- <https://learn.bcit.ca>

Educational Technology Services (ETS) supports the BCIT community in the use of BCIT's educational technologies. ETS empowers instructors and staff to make the most of the Learning Hub through casual chats about available options, training or reviewing your current online course. For information on the many functions including set-up, please visit the Job Aid library located at <https://www.techhelpbcit.ca>

ONEDRIVE

<https://www.bcit.ca/it-services/services/productivity-collaboration/personal-file-storage-onedrive>

Microsoft OneDrive is a secure file-hosting service for storing and sharing your personal files.

Features:

- Stores up to 1TB of free online file storage
- Automatically store, share, and synchronize your individual files and folders from any connected device
- Access files from anywhere
- Work together in real-time on Office documents
- View and restore previous versions of files
- Share files with members of the BCIT community or people external to BCIT
- Files are secured with modern encryption standards
- Share files that are typically too large to be sent via email
- Ability to work with your files offline to be synced once you reconnect to the internet

COGNOS – CLASS LISTS

Your Program Assistant generally will provide you with your class list for your first class, either by email, or placed in your mailbox. You can print subsequent class lists whenever you want during the term using the BCIT Cognos Web Reports application (or request an updated class list from your program assistant). The following conditions must be met to do so:

- You will be provided with a Cognos Web password once your contract has been approved.
- You must either be on a BCIT campus and logged on to a BCIT computer; or if logging on with a personal device, using myVPN or other BCIT VPN software. For information on installing and using myVPN, please visit <https://kb.bcit.ca/student/connecting-to-myvpn-2988>
- You must have Microsoft Edge installed on your device, and be used to access the Cognos reports at <https://reports.bcit.ca>. Login using your BCIT email address and password.

- Information on configuring and using Cognos Web is available by visiting <https://kb.bcit.ca/faculty-staff/logging-into-bcit-reporting-cognos-436>

THE LOOP

<https://loop.bcit.ca>

What is The Loop?

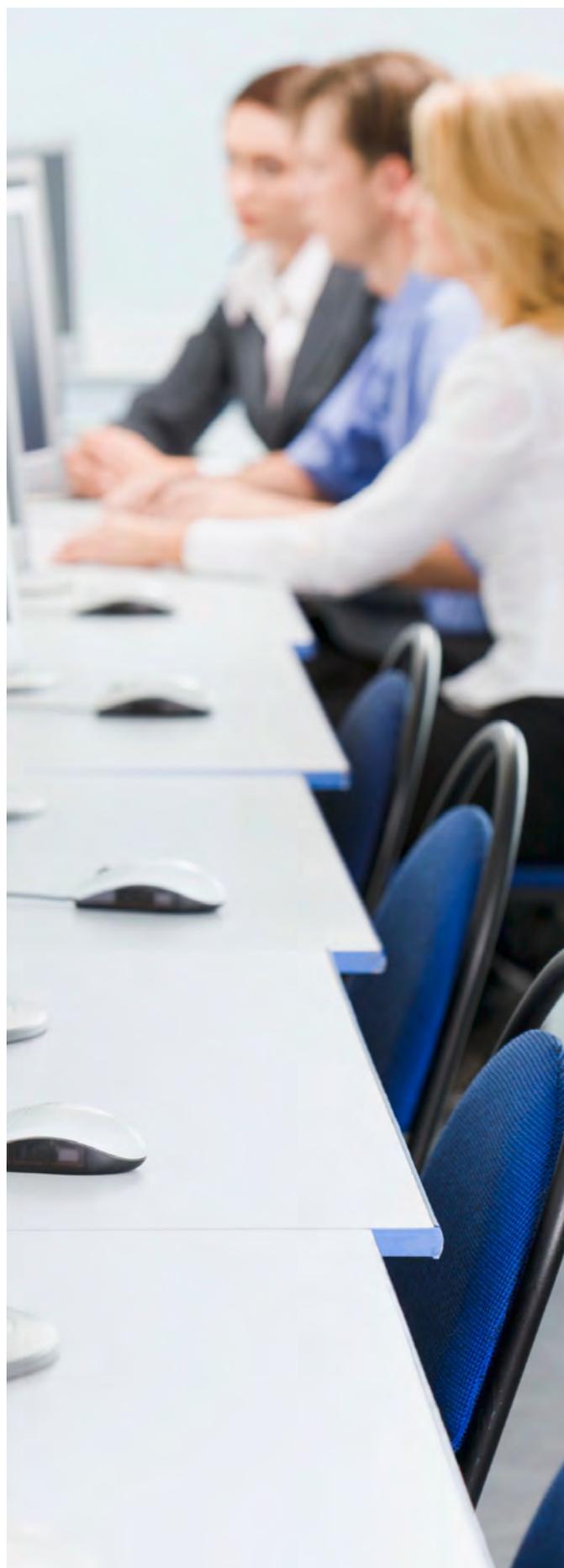
The Loop is an online collaboration and file storage tool designed to help you find and connect with BCIT colleagues, share content and collaborate on projects. It's all about getting your work done more effectively and efficiently.

With The Loop, BCIT is trying to address several business problems. Here are some things The Loop can do:

- Make it easier to connect with other employees. BCIT has more than 2,700 staff and faculty which is a big pool of expertise to draw from. But, it's impossible to know everything there is to know about every person who works here. The Loop is a good place to start when looking for someone with a specific skill set or area of knowledge.
- Make it easier to find the right content. The Loop is the one-stop shop where you can post content so that it isn't instead spread across countless systems — or even trickier — inside people's brains. If we all use the loop, we can spend less time surfing through different systems looking for information and can instead use the search tools in The Loop.
- Lets you see the big picture. We typically know a lot about our own department or school, and maybe a few peripheral areas. With The Loop, we can also get a sense of community across the whole institute and see the big picture of what we do.
- Facilitate collaboration. Unless we all get together in the same room, it can sometimes be hard to collaborate effectively. Email threads quickly become unwieldy and make it almost impossible to bring new people up to speed, and it can be a hassle to repeatedly edit and re-save documents. The Loop solves those problems.
- Reduce the total number of tools being used for the same tasks: Outlook, OneDrive, the public website, the Update blog, all-staff emails, departmental project management tools, myBCIT and so on. There are just so many different tools creating inefficiency and confusion. To reduce this, use The Loop as your starting point for collaboration and document storage

You will receive access to The Loop once your instruction contract has been approved, and you will retain access for up to one year after your last course end date.

Please log on to The Loop at <https://loop.bcit.ca> and follow or subscribe to the Flexible Learning Community to stay informed on changes and updates to Flexible Learning procedures and



new additions. You will receive notification in your Outlook email [xxx@bcit.ca] account.

2.4: OPTIONAL SOFTWARE RESOURCES

Current employees have free, personal use of many of the software titles used at BCIT. This is made possible through the licensing concessions negotiated with the software manufacturer or vendor. You are welcome to download and install on your own computer [some software allows for installation on multiple devices]; and retain the software for

the duration of your current employee status at BCIT. For information on the software available and installation directions, please refer to the chart below. Further information can be found on the Knowledge Base at <https://kb.bcit.ca/faculty-staff/software-licensing-bcit-staff-resource-171>

Note that these software packages are not supported by the BCIT Technology Service Desk. However, there may be user guides and video tutorials included with the software download. Download and install at your own risk.

Software Package	Agreement	Office Use	Laptop Use	Home Use	Approximate Cost	How To / More Info
Zoom! (Institute standard for live lectures in synchronized distance course delivery)	Full site licensing	Yes	Yes	Yes	Free use on up to two devices, including your BCIT-issued device	Using Zoom (installation and user guide)
Adobe Creative Cloud Pro (including Acrobat Pro, InDesign, Photoshop, and others)	Adobe Standing Agreement	Yes	Yes	Yes	Free use on up to two devices, including your BCIT-issued device	About Adobe Software and Employee Access
AutoCAD	Autodesk Agreement	Yes	Yes	Yes	[\$0] Licensed for current version only (no previous versions)	Autodesk
Autodesk Inventor	Autodesk Agreement	Yes	Yes	Yes	[\$0] Licensed for current version only (no previous versions)	Autodesk
Autodesk Architectural, Electrical, Building	Autodesk Agreement	Yes	Yes	Yes	[\$0] Licensed for current version only (no previous versions)	Autodesk
Autodesk Map3D	Autodesk Agreement	Yes	Yes	Yes	[\$0] Licensed for current version only (no previous versions)	Autodesk
Autodesk Survey, Revit, DGN	Autodesk Agreement	Yes	Yes	Yes	[\$0] complete form and sign out CD if eligible	Autodesk
Autodesk Raster Design	Autodesk Agreement	Yes	Yes	Yes	[\$0] complete form and sign out CD if eligible	Autodesk
Autodesk Productstream	Autodesk Agreement	Yes	Yes	Yes	[\$0] Licensed for current version only (no previous versions)	Autodesk
Autodesk VIZ	Autodesk Agreement	Yes	Yes	Yes	[\$0] Licensed for current version only (no previous versions)	Autodesk
Mathworks Matlab	Total Faculty Headcount license	Yes	Yes	Yes	[\$0] Available for faculty and staff while employed at BCIT	Download and install instructions
Microsoft SQL Server	Azure Dev Tools for Teaching	Yes	Yes	Yes	Visit the link in the next column to see if you qualify	Azure Dev Tools for Teaching
Microsoft Project (with Microsoft Azure Dev Tools for Teaching)	Azure Dev Tools for Teaching	Yes	Yes	Yes	[\$0] Restrictions apply by department – contact software@bcit.ca to ask if you qualify	Azure Dev Tools for Teaching
Microsoft Visio (with Microsoft Azure Dev Tools for Teaching)	Azure Dev Tools for Teaching	Yes	Yes	Yes	[\$0] Restrictions apply by department – contact software@bcit.ca to ask if you qualify	Azure Dev Tools for Teaching
Microsoft Windows 7	Azure Dev Tools for Teaching only	Yes	Yes	Yes	Visit the link in the next column to see if you qualify	Azure Dev Tools for Teaching
Microsoft Windows 8	Azure Dev Tools for Teaching only	Yes	Yes	Yes	Visit the link in the next column to see if you qualify	Azure Dev Tools for Teaching

Microsoft Windows Server (with Azure Dev Tools for Teaching)	Azure Dev Tools for Teaching	Yes	Yes	Yes	Visit the link in the next column to see if you qualify	Azure Dev Tools for Teaching
Microsoft Visual Studio	With Azure Dev Tools for Teaching	Yes	Yes	Yes	[\$0] Restricted to 2012 Premium version only	None
Microsoft Visual Studio (with Azure Dev Tools for Teaching)	Without Azure Dev Tools for Teaching	Yes	Yes	Yes	Visit the link in the next column to see if you qualify	Azure Dev Tools for Teaching
Microsoft Office 360 (Full Office suite)	Microsoft campus agreement	Yes	Yes	Yes	[\$0] If you choose, you can download MS Office Pro 2019	Click for information on downloading and installing

Please remember to login to any software download site with your primary BCIT email address (xxx@bcit.ca) and password.

Software availability will change due to licensing renewals. For the latest information on site and other licensing, please visit <https://kb.bcit.ca/faculty-staff/software-licensing-bcit-staff-resource-171>



—
BCIT Aerospace Campus,
Richmond

CHAPTER 3: STARTING OFF ON THE RIGHT FOOT

3.1: CLASSROOM INSTRUCTORS

BEGINNINGS ARE IMPORTANT

What happens in the first few classes can affect the entire course. It affects the success of your students and whether the course can continue to attract and retain capable students. Students decide very early in a course whether they will like the content, the way it is delivered, the instructor, and their fellow students. You set the tone and expectations in the first few weeks of classes and make the biggest impression at the first class. So, make sure you start off right.

BEFORE CLASSES START

Make sure that you are completely prepared to deliver this course. When you are prepared, classes go more smoothly and productively for you and for your students.

- Check that your course outline is complete and that your evaluation plan is in place. If you need help developing learning outcomes, planning your classes, involving your students actively in their learning, or writing suitable tests, seek help from an instructional development consultant in the Learning and Teaching Centre or use other job aids available from the LTC website at <https://www.bcit.ca/learning-teaching-centre/resources>.
- Make sure that the assigned texts for the course are in stock in the bookstore. If not, you may have to change your reading assignments or temporarily supply copies of the sections of text.
- Go over the list of students and any information you might have on their previous learning.
- Check out the classroom you will use—check its seating capacity for the expected class and ensure that the necessary equipment is in place and working.
- Prepare any presentations, videos or handouts you need for the first class.
- Have a pack of file cards or writing paper ready, if you wish to collect information from the students.

Checklist for FLEXible learning classroom instructors

This checklist (https://www.bcit.ca/files/pts/pdf/checklist_for_pts_instructors.pdf) has been developed to help Flex classroom instructors be organized for their first class.

ON THE FIRST DAY

Start on time if you expect students to arrive on time. After your introductions, don't make the mistake of dismissing students early at the first class. It throws away a perfect opportunity to get to know your students, show your enthusiasm for your



subject, and clarify expectations. Start the first class with substantial content. Explain how you will help the students to learn and how they can improve their learning. Include an assignment due at the next class and start your exercises and lab experiments at the first opportunity.

INTRODUCE YOURSELF AND THE STUDENTS

Start by introducing yourself to your students and your students to each other. Take attendance by using a roll call. Have the students make folded card name tags to display on their desks to help you learn the students' names.

Give your students some details about yourself. Let them see your enthusiasm for your subject. Tell them about your current professional interests and describe how or why you chose your career path. Share with them your love of learning and your philosophy of teaching.

Let the students get to know each other. There are various types of "ice-breaker" exercises that you can use to set a participatory tone in the class. For example, you might ask them to interview each other in pairs and introduce each other to the class. Larger groups might be divided into small groups and asked to share their individual backgrounds and interests.

INTRODUCE YOUR COURSE

Describe the course and what you expect from the students.

Describe the course

- Hand out a standard BCIT course outline. Ask the students to review it [maybe in pairs or small groups] and answer any questions they have. Briefly describe the rationale for the way the course is organized

Clarify expectations

- Tell your students how much time they will need for the course. Include assignments, reading time, class and lab time, and field work. Remind them that their time in school must be divided among studying, working, and socializing. They will have to make tough choices.
- Give them a list of ground rules regarding absence, late work, tests, grades, and classroom and lab behaviour. You may wish to have students negotiate some rules regarding classroom behaviour. Be specific and then be consistent in applying the rules.
- Explain how collaboration and teamwork differ from dishonestly using someone else's work. Be clear about when collaboration is expected and how shared work will be graded.
- Tell students how they should study for this course.
- Explain how to study for the kinds of tests you will give. Describe [in writing too] good study habits, such as previewing scheduled topics. Hand out any supplemental

study aids such as hints on library use or practice exercises. [Continue to do this throughout the course.]

- Inform your students if you will be available outside scheduled class hours or if you prefer contact via myBCIT email only.

CHECKLIST FOR THE FIRST DAY OF CLASS

As you prepare for the first day of a new class, use the following checklist.

To establish relationships, you need to:

- Introduce yourself and your enthusiasm for the subject
- Begin the process of getting to know the students
- Use a group exercise to introduce the students to each other
- Establish office hours or inform students how they can contact me through myBCIT

To describe the course, you need to:

- Post the day's agenda
- Describe the course goals
- Hand out the course outline
- Hand out learning aids such as glossaries or practice exercises

To clarify expectations, you need to:

- Hand out and discuss expectations for student work
- Hand out or negotiate expectations for student behaviour in class and lab
- Hand out and discuss ground rules for absences and late work
- Describe how course work will be evaluated
- Describe how group work will be organized and graded
- Discuss good study habits

ESTABLISH A GOOD ENVIRONMENT FOR LEARNING

You will establish the pattern of learning for your students in the first couple of weeks of classes. Make sure that these early classes establish a pattern that you have planned for and wish to continue.

REINFORCE RELATIONSHIPS WITH AND AMONG YOUR STUDENTS

If the class is not too large, greet students at the door when they enter the classroom. Try to meet individual students in the first few weeks and find out something about each of them. If they are working, ask for how many hours a week and at what types of jobs.

Encourage students to post a photo of themselves to a class web page [using myBCIT or the Learning Hub].

Regularly remind students of your availability outside class hours and contact information [if applicable].

Students may wish to set up a buddy system to contact each other about assignments and course work. Encourage the use of study groups outside the classroom.

Where students are required to work in groups, be clear about the importance of full participation. Explain how team work will be assessed and graded.

AVOID DIFFICULTIES WITH STUDENTS

Always go to class well prepared and expect the best from your students. Try to appear calm and confident. Make sure the students know what you want—ask students to paraphrase your directions for activities and assignments. Wherever appropriate, use humour, but avoid sarcasm and put-downs. Compliment students for jobs well done, when appropriate.

As you work, keep students involved. Be respectful of their ideas and use techniques to involve all students in answering questions [such as “thumbs up if you agree”].

Make sure your feedback is informative and explicit but don't try to be the perfect expert. Saying, “I don't know, but I'll find out for the next class” is liberating for you and for your students. Give up some control—let the students have some say in how the class is run.

KEEP YOUR CLASSES INTERESTING

If the class is very large, make a grand entrance to get their attention. Create energy by moving around as you speak—be animated and show your enthusiasm. Varying your vocal inflections helps maintain student interest.

Show the organization of your class by posting the day's agenda and learning outcomes before you start. Refer to each point as you cover it in your presentation.

It's a good idea to involve the students in an activity at the beginning of class. This helps them to focus on the topic. You could begin a class with a puzzle, question, scenario (real or imagined), paradox, cartoon or picture that introduces the topic. Ask for student reactions or interpretations as a way to get them interested.

Engage students with different learning styles by varying class activities. Change the pace and include some pauses. Get the students involved by using exercises and small group work frequently—you could pose a question or ask students to reflect on the main thing they've just learned in the last fifteen minutes or so, then share it with their neighbour. Also, try to include relevant references to current events and tie them to the course materials to demonstrate the link between what students are learning to their future careers.

KEEP TRACK OF STUDENT LEARNING

Students require frequent feedback on what they are learning. Some ideas for obtaining informal feedback include:

At the beginning:

- Give a pre-test on the day's topics.
- List students' questions on the board.

As the class proceeds:

- Give the students instant feedback whenever you can.
- Answer the listed questions.

Near the end:

- Do a brief post-test.
- Invite the students to identify any points they found vague or difficult.

For more formal feedback:

- Give a test early in the term and return it graded at the next class meeting. Review any points that the students found particularly difficult. After the first test have students complete the sentence “I could have done better on this test if....”
- Gather feedback from students about the content and delivery of the course after the first few weeks. Their views may help to improve your instruction and their learning during the term. One way to do this is to use Small Group Instructional Feedback (SGIF). The Learning and Teaching Centre at BCIT can facilitate this process for you.

CHECKLIST FOR ESTABLISHING A GOOD ENVIRONMENT FOR LEARNING

In the first few classes of your course, use the following checklist to ensure you are on the right track.

To reinforce relationships, you need to:

- Greet students personally whenever possible; use their names
- Interview as many as possible and find out more about them
- Encourage informal study groups (or buddy system)
- Be sure students set ground rules when working in groups

To keep classes interesting and engaging, you need to:

- Be energetic and enthusiastic; vary the pace
- Post the agenda and learning outcomes for each class and refer to them
- Start each lesson with a question or scenario requiring student input
- Give students useful handouts to guide their note-taking
- Vary presentation techniques by using exercises, audiovisual displays, group work, discussions and brief written tests

To keep track of learning, you need to:

- Give pretests and post-tests on the lesson's topics
- Allow for sufficient time to deal with student questions
- Use various techniques to check understanding throughout the class—give instant feedback wherever possible
- Give a test early in the term, grade it for the next class, and use the results to guide instruction and student learning
- Gather student feedback about course content and delivery before mid-term and use the results to improve instruction and learning

To avoid difficulties with students, you need to:

- Be well prepared for all classes
- Involve the students in their learning
- Be respectful of the students and their ideas
- Give up some control—it's not necessary or possible to be perfect

3.2: ONLINE INSTRUCTORS

There are three distinct methods of online instruction available: Asynchronous online delivery for course sections that have been developed for 'distance' delivery; synchronous delivery, where instructors deliver scheduled, live lectures using Zoom or Virtual Classroom, and provide real-time interaction between students and the instructor; and hybrid, which is the combination of in-class sessions and either synchronous or asynchronous online delivery. All courses sessions are scheduled.

ASYNCHRONOUS DELIVERY

Ensuring that the online environment is ready for the start of the course is critical. Make it clear to students when and where to begin so they have a good overview of the course, a good understanding of the structure and the expectations, and a sense of you and your teaching style.

One of the differences instructors often notice when teaching asynchronously is that written instructions have to be exceptionally clear online, since you are not in the 'room' with the students to walk them through the information.

Another difference is that all [or most] of the weekly course materials must be prepared and posted online ahead of the start date of the course, so that during the course you can focus on facilitating students' learning. As you prepare to teach a new asynchronous online course, use the following checklist:

To make sure your students will have a good understanding of the online course, you need to:

- Post instructions on how to get started [i.e., what to do first]
- Post an introduction to the course explaining its structure and your expectations
- Include a description/tour of where to find various course components

- Post the course outline and course schedule outlining key events in the course [assignment due dates, weekly topics, etc.]
- Post information on the course evaluation criteria and any assignment/discussion submission requirements.
- If there is an evaluation for participation, explain to students how the mark will be derived.
- Provide information about any additional resources that students will need to get for the course
- Include information on BCIT's Academic Integrity Policy, as well as other important BCIT policies that affect students.
- Post a welcome message with some information about yourself
- Have an activity prepared asking students to introduce themselves to the class [often in a discussion forum]
- Decide how much of the course content should be available to students on Day 1 [and let students know when new content will be made available to them]
- Have all course materials and communication forums prepared and posted online
- Be familiar with the online instruction environment
- Provide information on how to access technical help during the first week of an online course.

Once your course starts, it's important to establish a feeling of community. This can be done in a variety of ways, but it always involves communication. It's often effective to provide a way for students to communicate with each other [e.g., with discussion forums], and also directly with you for any individual concerns.

The first week, you need to make sure that students are connecting with the course. If some are not, you need to contact them [usually by email through the Learning Hub or through myBCIT] since they may be having difficulty connecting. This is also a good time to go over expectations and field any questions from students about any aspect of the course.

In the first week of a course, use the following checklist to establish a feeling of community

In the first week of the course, you need to:

- Monitor who logs on and posts their introduction
- Respond to the introductions by welcoming students individually
- Contact students by email if it appears that they are not connecting with the course
- Post a new announcement to let students know what's coming next in the course
- Provide information on how students can ask questions about the course structure, schedule, etc.
- Provide or collaboratively develop a set of group norms for communicating effectively, if discussion forums are a major component in the course
- Introduce the 'netiquette' you expect from your students when communicating with you and each other

- Provide information on how you will connect with the students and for them to connect with each other, including information on handing in assignments.
- Establish synchronous communication options, depending on student schedules
- Establish communication guidelines to make clear when and how you will be available (chats, email, discussion forums, office hours, etc.)

SYNCHRONOUS DELIVERY

A synchronous online course runs very much like an in-class course. Instructors lecture live on the same schedule as they would if they were in a classroom, and students can ask questions and interact with each other and the instructor in real-time. There are many tools on the Internet that support live 'streaming'; however, the BCIT standard for live lectures is our full-featured, fully licensed ZOOM!, which can be downloaded from the BCIT website at <https://kb.bcit.ca/faculty-staff/using-zoom-2982>

Synchronous online courses allow instructors to be more spontaneous than pre-developed asynchronous online courses do. It is easier to develop a sense of community with your students, and provides you the ability to use the many tools available in the Learning Hub (e.g., whiteboard, virtual clickers, etc.). Similar to in-class lectures, lesson plans based on the course outline should be developed ahead of time so that your course stays on schedule for the topics being covered.

Class management is key to a good synchronous online course.

- Go through the class, requesting that each student introduce themselves (you will have to unmute each student in turn using Zoom).
- Respond to the introductions by welcoming each student
- Contact students by email if it appears that they are not connecting with the course
- Stay on schedule for the duration of the course
- At the first meeting you will need to establish with your students:
- How you prefer students to indicate they have a question during the lecture
- Be familiar with the audio controls in your teleconferencing software to prevent students from over-talking one another
- Be clear that you are prepared to call 'time' on students monopolizing discussions during your lecture
- Inform your students how to submit assignments, and the format that is required (i.e., Word, PDF, etc.)
- Discuss BCIT's Academic Integrity Policy and the consequences of not submitting original work on assignments and in exams.



- Provide information on evaluation criteria, including participation.
- Provide information on how students should communicate with you and each other, including dedicated course discussion forums
- Introduce the 'netiquette' you expect from your students when communicating with you and each other
- Inform students if you will be available for 'office hours' and how to contact you
- Ensure that your student know where to find the course outline
- Establish a good environment for learning
- Make sure that the early classes in a course establish a pattern that you have planned for and wish to continue.

HYBRID DELIVERY

Hybrid courses are the combination of scheduled in-class and online sessions. Generally, the first class and the last class should be scheduled as in-class sessions. This provides the instructor the opportunity to provide the information students will require to successfully navigate the course; and then use the final in-class session to hold the final exam. However, there is no prescribed template for the delivery of hybrid courses. It is up to the instructor to determine how and when the online environment is used, and whether it will be synchronous or asynchronous.

- If asynchronous, all online course content will have to be developed prior to the course start. Please refer to the information regarding asynchronous online course in the information above. Note that the posting online of PDF reference and reading materials or pre-recorded lectures is considered to be supplemental to the course, and does not constitute asynchronous online course content.



3.3: BEST PRACTICES FOR ONLINE INSTRUCTORS

Adapted from BCIT from Penn State Online: Faculty Competencies for Online Teaching Penn State Online Faculty Engagement Subcommittee – 2011

Online instruction can be considerably different in nature than teaching in the classroom. These best practices are intended to provide an understanding of the instructional requirements to be successful teaching online.

Instructional Requirements	Additional Guidelines	Examples & Best Practices	
1	Attend to the unique challenges of distance learning where learners are separated by time and geographic proximity and interactions are primarily asynchronous in nature	Online course content is typically developed in advance of the course's start date. In effect, the "lecturing" has already been done! As a result, the role of the online instructor shifts from "the sage on the stage" to "the guide on the side." Teaching online focuses one's efforts on facilitating, guiding, and directing learning, as well as assessing progress.	Instructors should strive to adhere to the published course schedule to ensure that all course goals are met by the end of the term. This is especially important for synchronous online course instructors. A lesson plan for each lecture will help to keep lectures focused, and on schedule.
2	Be familiar with the unique learning needs and situations of both traditional age and adult learners, providing an educational experience that is appropriate for both.	Adult learners bring a different perspective, motivation, and set of experiences to the classroom than traditional college learners. Online courses are apt to attract working adult professionals who need the flexibility that online learning can afford. Faculty may find, however, that traditional college learners also populate their courses, so it is important to be aware of the learning needs of both audiences.	There are many resources available to help you understand the principles of teaching adults. There is a huge number of articles available by Googling 'Engaging Adult Learners'.
3	Have mastery of course content, structure, and organization.	For asynchronous online courses, review all course materials, as well as the structure and organization of course environment in order to become comfortable with all aspects of the teaching and learning environment. For synchronous online courses, a good working knowledge of the teleconferencing software in order to moderate class discussions during lectures is key to a successfully run course.	Instructors should be familiar with all course materials, structure, and organization before the course begins. The 'Fostering Learning Online' workshop is offered by the Learning and Teaching Centre – for more information or to register go to https://www.bcit.ca/learning-teaching-centre/ltc-workshops/fostering-learning-online-fl0
4	Respond to student inquiries.	Guide student inquiries towards a positive learning outcome.	Instructors are encouraged to respond to student inquiries within 12-24 hours.
5	Provide detailed feedback on assignments and exams.	Facilitate student understanding and progress by providing learners with timely, formative, and meaningful feedback that communicates areas of strength and areas for improvement.	Feedback on assignments and exams should be returned to learners as soon as possible in order to help learners to improve on subsequent learning tasks.
6	Communicate with learners about course progress and changes.	Post periodic announcements that remind learners of upcoming topics and due dates, as well as any modifications that may have been made to the course.	Weekly announcements are recommended. Learners studying online are typically juggling busy lives. Communicating progress, as well as any changes to assignments or schedules, is an important way to keep learners progressing toward goals.
7	Promote and encourage a learning environment that is safe and inviting and mutually respectful.	Communicate with learners in a positive tone and follow and promote Netiquette guidelines.	Include a course policy on Netiquette on the course outline, such as: "The term 'Netiquette' refers to the etiquette guidelines for electronic communications, such as email and bulletin board postings. Netiquette covers not only rules to maintain civility in discussions, but also special guidelines unique to the electronic nature of forum messages."
8	Communicate course goals and outcomes	This is typically done at the start of the course, via course announcements and/or the course outline.	"Action verbs" help articulate clear learning goals and outcomes. See https://www.bcit.ca/files/ltc/pdf/ja_learningoutcomes.pdf
9	Provide evidence to students of their presence in the course on a regular basis	Provide students with an instructor "presence" in the course by posting periodic course announcements, participating in discussion forums, sending individual student emails, holding office hours, etc.	Ideally, instructors should be interacting with students in their course on a daily basis. Simple audio and video communications can significantly add to a sense of instructor presence. For an easy way to add audio and/or video to a course, see the Tips and Tricks section on the Learning Hub home page at https://learn.bcit.ca
10	Demonstrate sensitivity to disabilities and diversities including aspects of cultural, cognitive, emotional and physical differences.	Provide a statement about accessibility on the course outline, be aware of institutional policies regarding accommodations, and be sensitive to cultural and geographic perspectives. Information about Accessibility Services is located at https://www.bcit.ca/accessibility	BCIT is legally obligated to accommodate students with physical and/or cognitive disabilities through the Accessibility Services Office. Where a student has been assessed, the instructors will be provided with the student's accommodation plan which detail the conditions that must be provided to the student for the duration of the course.

TECHNICAL ABILITIES

	Ability	Additional guidelines
1	Complete basic computer operations.	Know how to create and manipulate documents, manage files and folders, and work with multiple windows.
2	Successfully log into the Learning Hub and access the course	
3	Successfully navigate the course space.	Know how to locate critical course elements, such as course outline, lessons, Learning Hub Gradebook, and email.
4	Set-up and manage student grades.	See https://www.bcit.ca/files/pts/pdf/grd_bk_reference.pdf . For general information on BCIT grade policies, see https://www.bcit.ca/files/pdf/policies/5103_pr1.pdf
5	Effectively use course communications systems.	Be able to converse via email, chat, use web conferencing software, discussion forums, and announcements as needed.
6	Manage the course roster.	Know how to set-up and manage teams/groups within a course and add instructors, teaching assistants, and outside guests with the appropriate permissions.
7	Manage student submissions	Know how to upload and download submissions via Learning Hub drop-box, or other student submission tools.
8	Synchronous online course set-up	Know how to schedule lectures using Zoom! or other teleconferencing software; and post the link to the lectures in your welcome letter or other conspicuous location in the course shell that will be obvious to students when they log in.
9	Manage the course files and folders within the Learning Hub [when appropriate]	Be able to create and manipulate files and folders, as well as set release dates when documents will become available to students in the later weeks of the course.

ADMINISTRATIVE REQUIREMENTS

	Activity	Additional Guidelines	Examples & Best Practices
1	Log-in to the course and actively participate	Be able to confidently use a variety of communications tools within the online environment.	Log in a minimum of once per day in order to respond to student inquiries, monitor student progress, engage in student activities, etc.
3	Provide a comprehensive course outline that adheres to BCIT's course outline policy: https://www.bcit.ca/files/pdf/policies/5403.pdf	BCIT Policy 5403 requires that the course outline include a course schedule, evaluation criteria, learning outcomes and may contain policies relating to attendance, academic integrity, human rights, and accommodation.	Guidelines for creating a comprehensive course outline are located at https://www.bcit.ca/files/pdf/policies/5403.pdf
4	Mediate course-related student conflicts	See: https://www.bcit.ca/files/pdf/policies/7507.pdf and/or https://www.bcit.ca/student-conduct and/or https://www.bcit.ca/respect	Course-related conflicts should be mediated promptly and closely monitored through to resolution.
5	Adhere to the institutional policies regarding Student Rights and Responsibilities. See http://www.bcit.ca/files/judicial/pdf/student_rights.pdf	See also https://www.bcit.ca/respect	Familiarize yourself with student rights, as well as BCIT's policies on harassment, discrimination and bullying: https://www.bcit.ca/respect
6	Revise course content and instructional materials based on student feedback	Any problems with course content should be fixed as soon as possible (broken links, typos, etc.).	Instructors who do not have editing access to course materials should work closely with the program coordinator and/or program assistant to make revisions in a timely manner.
8	Communicate expectations of student course behavior	At a minimum, Netiquette guidelines should be provided to students. See below	Describe expectations for student behavior in the course outline and the online course introduction, and also include a description of what students can expect from you, the instructor.
9	Be aware of, inform students about, and monitor compliance to institutional academic integrity policies.	See https://www.bcit.ca/files/pdf/policies/5104.pdf	Discuss academic integrity with your class or post policy 5104 in the Learning Hub course.

3.4: ONLINE COURSE ETIQUETTE (“NETIQUETTE”)

Adapted for BCIT from Netiquette by Virginia Shea; Albion.com — 1990-2011

It is just as important for instructors to establish rules of conduct for online students as it is for students in a face-to-face classroom. These online rules of engagement are referred to as ‘Netiquette’. The purpose of Netiquette is to establish a safe, respectful environment in which students can learn and instructors can teach.

As mentioned above, the use of Netiquette for your online course should appear in your course outline, and a definition and description of each of the “graces” should be provided in a document posted to the course home page. Please see the sample below.

IN GENERAL

PARTICIPATING

Time and time again it has been proven that you only get out of an online course what you put into it. To fully realize the benefits of your learning experience, don’t sit by passively reading only what other people contribute. Get involved in the class.

ABS O.K. IFF EVRY1 NOS THM

Abbreviations are fine, if everyone reading your message speaks the language. Try to limit your shorthand to commonly used abbreviations and standards used in your industry. Saving typing time won’t accomplish anything if people can’t understand what you wrote.

AS A MATTER OF FACT, SPELLING AND PUNCTUATION DO MATTER

Take time to check your grammar, punctuation, and spelling. Poorly written messages are not only hard to read [and therefore might not be read], but also open the door to misinterpretation. Take time to proofread what you wrote. If you find spelling and grammar difficult, compose your message in a word processing application that has spelling and grammar checking. Then, cut and paste your composition into email or the Learning Hub.

RESPECT

Do not “flame” other members of the class. Remember that online exchanges are meant to remain constructive. Treat others as you would want them to treat you.

DON’T YELL!

Using UPPER CASE text in an email or discussion posting is the same as yelling at someone. YELLING is rude and accomplishes nothing constructive when talking face to face. It will accomplish even less online. Your message will simply get trashed.

SAVE A TREE

One of the ideas behind computers is that they can be environmentally friendly, at least to the extent that we don’t need to shuffle as much paper (in theory). Having said that, the intention is only as good as the execution. Statistics indicate that we might as well build computers out of wood for all the trees we are saving. Instead of printing off every message, organize yourself by setting up directories and storing digital copies. Remember to spring-clean every so often to rid yourself of old files.

DISCUSSION AREA

UNDERSTAND WHAT YOU ARE DOING

Make sure you read the instructions posted in the course. Your instructor may wish you to use a discussion forum for a specific purpose, or establish other guidelines for use. If you are constantly posting to the wrong forum, or are not following the purpose of the discussion, you will start to get on the nerves of the other members of the class. Knowing how the technology works is also critical. Don’t waste everyone’s time. Learn the technology, read the instructions, and think before you post. Your contributions may be for marks.

CONSIDER YOUR CLASSMATES

Read the profiles posted by your classmates. Understand that you may be participating in class with learners from many countries, cultures, or backgrounds. Not everyone will understand references to TV, movies, pop culture, or current events in your country. If you must use this type of reference, please explain it. Don’t assume that everyone will understand geographical or political references that are local or national.

STAY FOCUSED

Keep your questions and comments relevant to the focus of the discussion forum and make sure that you are posting to the right forum. If another person posts a comment or question that is off-topic, do not reply. A reply will keep the off-topic conversation going.

TO SIMPLY REPLY OR TO QUOTE? THAT IS THE QUESTION

Using the Quote function includes the full body of the original message in your reply to an e-mail or posting. This is not always appropriate. If you do need to reference the original in some way, copy the necessary bits, or quote the original using the Quote function and cut out unnecessary parts. The idea here is to keep the messages as concise as possible. Consider file size and readability issues.

EMAIL

PATIENCE IS A VIRTUE

Unlike telephone or a face-to-face conversation, e-mail does not provide instant feedback. Although computer technologies do set us up with higher expectations for response times, it is important to remember that there is a person at the other end of your e-mail. They'll get back to you as soon as possible.

HEY BUDDY, YA WANNA BUY...

Formality in communication tends to be lost in the fast-paced virtual world of e-mail. This is fine if you are dropping a note to a friend, but if you are asking for a raise, making a business proposal, or stating your case for a higher mark, try to use the appropriate "voice" when drafting your message. In the case of important correspondence, it is always a good idea to save your draft and come back to it the next day. It is amazing how different a note reads the next day. You may find yourself saying, "I can't believe I was going to say that!"

WHO SENT ME THIS THING?

Not all emails include your full name. Many company email and ISP email addresses use short forms of names. So, unless

Anna-Lee Smith-Robins signs her note, we might not know who anlsmrob@sympatico.com is. Many users like to include a signature line or quirky phrase at the end of their notes. The personal touch in email goes a long way towards making sure proper attention is paid to your message.

IF YOU WANT PRIVACY, LOCK YOURSELF IN A ROOM SOMEWHERE

Although most email systems are secured with passwords, don't assume that everything you write will be viewed only by your intended recipient. This is the digital age and accidents can, and do, happen. Your note may be misdirected, read by someone else in the office, opened by a systems or email administrator, and more. If it needs to be said in private, use the appropriate technology—the phone.

A PICTURE'S WORTH...???

Generally speaking, the attention span of our society is decreasing. If you want your email to be read, master the art of economy of words. Use the attachment feature of email to send larger documents, and the e-mail message itself only to introduce the file you are sending or entice the reader to open it.



CHAPTER 4: PROFESSIONAL DEVELOPMENT

BCIT is committed to your success in your Flex instructor role. There are countless professional development opportunities available that help to support your instruction, and enhance your students' learning experience. BCIT has adopted a four-pillar approach for Flex instructor development for industry professionals like you who are subject matter experts but have no post-secondary teacher training:

1. Currently under re-development. The online Flexible Learning Instructor Orientation was developed to introduce new instructors to the institute, and provide detailed information on the policies, processes and systems-based tools that Flex faculty use to administer their courses. Participants learn how to use BCIT's computerized resources, and are familiarized with the support services available for both instructors and their students. The Orientation has been developed in two streams (one for in-class instruction, and one for online instruction) to maximize the relevance of the information. The Orientation can be completed all at once, or a little at a time.
2. The Instructional Skills Workshop (ISW) is provided through the BCIT Learning and Teaching Centre at various times though out the school year, and is an introduction to instructional methodology for non-teachers. For more information, please visit the BCIT website at <https://www.bcit.ca/learning-teaching-centre/ltc-workshops/instructional-skills-workshops-isw>

The Learning and Teaching Centre offers a variety of workshops for improving teaching and learning skills of both new and experienced instructors. These workshops are free of charge, and are scheduled throughout the year.

Following is a list of currently scheduled workshops and events:

- Instructional Skills Workshops
 - Polytechnic Academy
 - Teaching Squares
 - Fostering Learning Online
 - Educational Technology Workshops (Learning Hub, etc.)
 - Lesson Study
3. BCIT's Polytechnic Academy is an integrated program of support, services, and lifelong learning opportunities for faculty. The academy provides a foundation for applied, hands-on polytechnic teaching and learning, supporting BCIT faculty to enhance their skills and expand their practice as exceptional educators.

Academy Features

- Teaching specialization—advanced courses in polytechnic instructional design, available with a tuition waiver for BCIT faculty and staff

- Scholarship of Learning and Teaching—resources and academic services that promote educational research and innovation, including Learning and Teaching Innovation Grants
- E-learning championship—promotion of the latest in educational technology, remote learning, and blended learning
- Open education—promotion of open resources and teaching methods that facilitate collaboration and reduce costs for students
- Professional development events—Annual Learning and Teaching Summit/BCIT Professional Development Day

For more information on BCIT's Polytechnic Academy, please visit <https://www.bcit.ca/learning-teaching-centre/polytechnic-academy>

4. Further professional development opportunities and events:

LINKEDIN LEARNING (FORMERLY LYNDA.COM)

Full online courses are available when you want to learn a new skill (such as HTML editing, Coding, etc.) or even a new language. Visit the BCIT Library website at <https://www.bcit.ca/library/linkedin-learning> for more information.

FLEXIBLE LEARNING INSTRUCTORS PD DAY

Traditionally held on the first Saturday of June at the Burnaby campus, this event provides an opportunity for Flex faculty to come together, participate in a variety of PD sessions, and network over a deliciously prepared lunch and throughout event. The day is fun as well as informational; the programming is well planned, and the food is catered by our long-time Student Association colleagues.

EMPLOYEE LEARNING CENTRE (ELC)

<https://pd.bcit.ca>

The ELC site is for all BCIT employees, and the course listings you will see in your My Courses area will depend on a variety of criteria, for example:

- Your start dates
- Your role
- Your department
- The types of sites you'll find here may include:
 - An entire online self-paced course.
 - A supplemental site to a face-to-face workshop.
 - A just-in-time resource site.
 - A Community of Practice site.

Your personal **myCourses** list will change from time to time, but some will remain so you can use the information as just-in-time resources.

The courses will be offered by a range of departments across BCIT including:

- Flexible Learning
- Human Resources
- Indigenous Initiatives and Partnerships
- IT Services
- Safety, Security and Emergency Management
- Student Success

You are welcome to participate in any course that interests you. The only course that is currently mandatory is the Respect in the Workplace training, for which you will receive one hour pay at the top tier instructor rate on successful completion.

FLEXIBLE LEARNING INSTRUCTORS PROFESSIONAL DEVELOPMENT FUND

Have something else in mind? The Flex PD Committee coordinates the allocation of professional development funds under BCIT/FSA Collective Agreement Article 10.11 for the following FSA employees: Flexible Learning Instructors/ Lecturers, Lab Assistants/Demonstrators, Curriculum Writers and Administration.

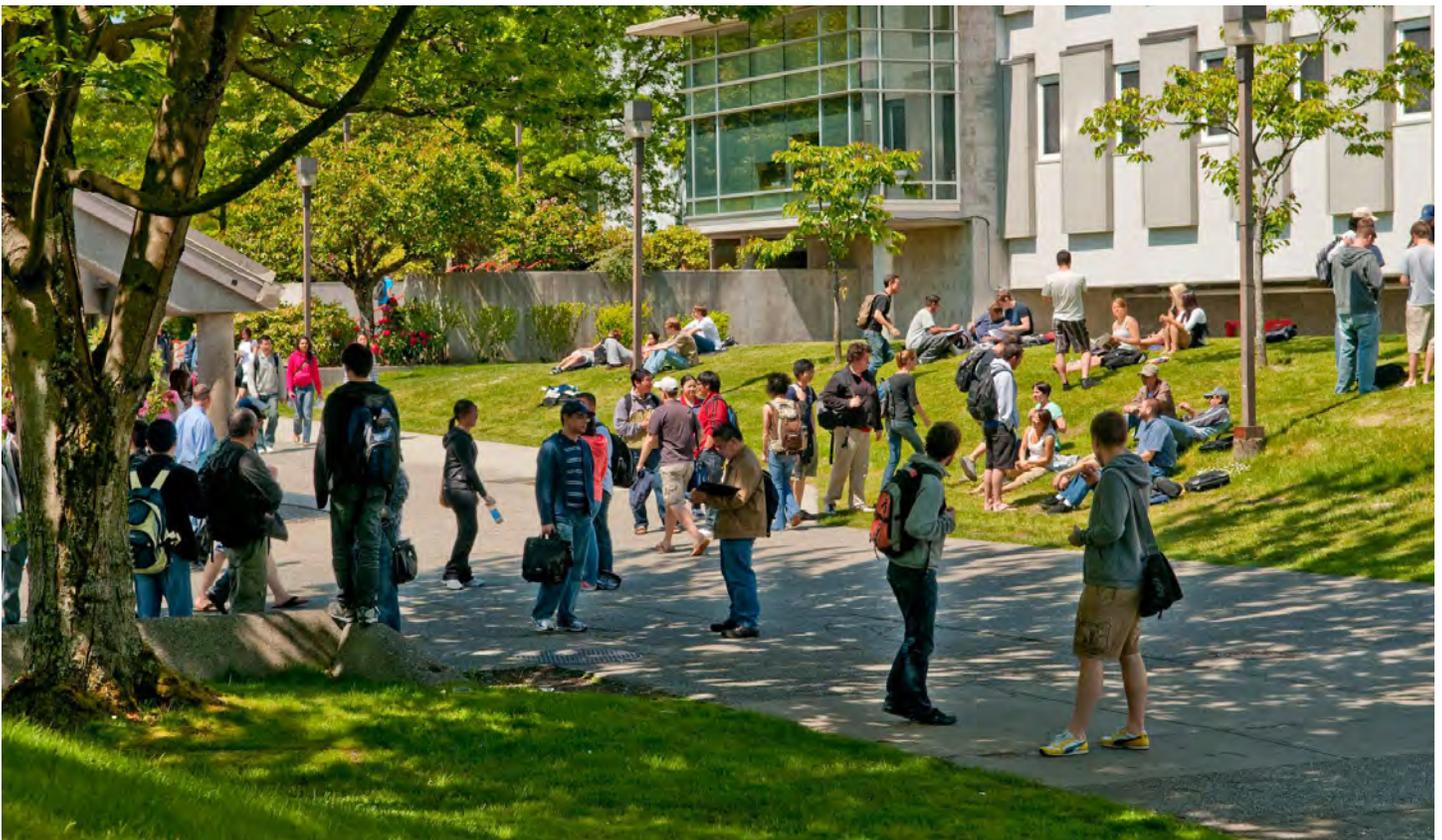
WHO IS ELIGIBLE FOR FSA 10.11 FLEX PD FUND?

Part-time Studies faculty must accrue one-hundred and fifty (150) Part-time Studies contract hours in the previous calendar year, June 1 to May 31. Flexible Learning faculty that have access to Article 10.3 are not entitled to access this fund. Access will cease when a Flexible Learning faculty has no contract hours credited for five (5) consecutive months.

Important Information:

- If your submission represents the start of a program or activity which you anticipate will require several years to complete (e.g. Degree program), funding for subsequent years of the program will require a new application. Support in future years is not guaranteed and is subject to availability of funds, eligibility, and consideration of all applications received.
- Approvals for PD funding are not available retroactively (i.e. after commencement of program, course, and conference).
- If you submit applications for more than one PD activity, please indicate on each application your preference regarding their relative priority.
- Please visit the Loop at <https://loop.bcit.ca/docs/DOC-27537> for further information.

Should you have any questions with the Flex PD Application form/process, please contact Denisse Hernandez Navarro, FLEX PD Administrator at FSA_PTS_PD_Fund@bcit.ca



CHAPTER 5: BCIT SERVICE AREAS

5.1: INSTITUTIONAL SERVICES

AUDIOVISUAL SERVICES

<https://www.bcit.ca/av-services>

BCIT Audio Visual Services supplies AV equipment and related services for instructional and administrative purposes throughout BCIT.

There are two groups that provide coordinated AV services on behalf of the Institute:

- Burnaby Campus AV Services (part of the Learning and Teaching Centre)
- Downtown Campus AV Support (part of BCIT Administrative Services)

The following services are available to faculty, staff and students:

- Circulation of loaned AV equipment for both students, and instructors and staff
- Help desk for AV equipment issues
- Assistance with equipment setup
- Service, maintenance and installation of Institute AV equipment
- Upgrade of installed and circulating AV equipment
- Maintain an inventory of institute AV equipment
- Staging & technical support for special events
- Product purchase evaluations & recommendation

Departments are encouraged to consult with AV Services when planning new AV equipment purchases to ensure that, where possible, the product is compatible with existing equipment, it can be maintained and repaired by AV Services staff and it has been tested/ evaluated for use in a teaching and learning environment.

- Instructions and demonstrations are provided for use of AV equipment at time of loan. If you need further assistance, please request this when booking equipment or contact us via email to request on site technical assistance for your event.

LENDING GUIDELINES

- Reservations for AV equipment are taken on a first come – first serve basis.
- While some AV equipment resides in various academic departments, storage rooms and classrooms, the remainder is available for short term loan at no charge.

INSTRUCTORS, STAFF & STUDENTS

- Equipment reservations can be made via email, phone or in person. One-time, recurring or long-term bookings may

be accommodated depending on the equipment type & availability.

Visit our website borrowing FAQ for more information:

<https://www.bcit.ca/av-services>

CONTACT INFORMATION:

Location: Circulation and support SE12-104

E-mail: avserves@bcit.ca

Telephone: 604-412-7444 (Option 3)

Website:

BCIT BOOKSTORE

Burnaby Campus: SE2 ground floor, north side

Downtown Campus: Second floor

bookstore@bcit.ca | <https://www.bcit.ca/bookstore>

THE BCIT BOOKSTORE IS THE MANDATED SOURCE FOR YOUR COURSE MATERIALS.

The bookstore's primary role is to efficiently procure and retail course materials to support the educational goals of BCIT. The bookstore and the instructor work together to ensure availability of instructor-specified course materials such as textbooks, school supplies, and printed manuals for your students to purchase.

Course materials for the Aerospace, Marine and Annacis Island campuses are available at the Burnaby location or online.

ENSURING COURSE MATERIAL AVAILABILITY

The selection of course materials is the responsibility of the academic departments. The bookstore's role is to source stock for resale, but not to select stock. The selection of course materials follows one of three models:

- The academic department has a selection committee that makes departmental choices after review copies are analyzed.
- The academic department leaves selection of the course materials to the individual instructor.
- In the trades areas, there may be industry committees mandating provincial or industry specific materials.

In all cases, an instructor should consult with the appropriate associate dean or program lead to determine which selection model your department uses. All other questions about stock availability can be directed to the BCIT Bookstore buyers:

Course materials buyer: Cameron Sanford 604.451.6907

Bookstore print materials, such as lecture notes and lab manuals, are also handled by the buyers. Compliance to copyright of intellectual property is a critical component of BCIT Bookstore's service. The bookstore must obtain copyright

clearance before printing your retail course materials; please allow a five-week lead time. Please contact Elena at 604.456.1077 for further information regarding copyright compliance. The procurement of course materials can be complex and time-consuming; the more lead time you give us, the better our turnaround, and better-served your students will be.

CRITICAL POINTS TO REMEMBER

- Stocking course materials starts with the faculty; course materials will NOT be automatically stocked or rolled over from term to term.
- Course materials should be adopted each term.
- Bookstore staff cannot make assumptions regarding choices, as faculty may change or publishers may update materials.
- Bookstore staff can work with you to make this an almost seamless process, but co-operation and communication is required so that your students are not disappointed. Because BCIT is on the trimester schedule, the course book adoption forms are circulated to the academic departments three times per year.

Other BCIT Bookstore services are available through email:

- Special order service — send an email and your request will be sourced, before you have to make a commitment.

CLASSROOM SALES PROHIBITED

BCIT faculty, instructors and staff are prohibited from selling any materials in the classroom, or privately, at BCIT. All institute-sanctioned retail sales of educational materials are through the BCIT Bookstore.

BCIT Bookstore is institutionally owned and operated. All revenues generated by the Bookstore are used by BCIT to support BCIT's educational goals.

BCIT IMAGING

NE9-140

604.451.7017

9:00am to 4:00pm, Monday to Friday

imaging@bcit.ca | Digital Storefront: <https://imaging.bcit.ca>

CORE SERVICES

- Bulk printing of course modules, exams and large run handouts/brochures (most modules are retailed via BCIT Bookstore).
- Procurement and disposition of a fleet of networked multi-functional devices (MFDs) that integrate copiers, printers, fax machines, and scanners.
- Various specialty products and services from business cards and engraving to large size posters.

- Design of posters, signage, forms and miscellaneous materials. Call 604.454.2259 for information.

NEW ACCOUNTS

To submit a print order, you will need to set up an account. Please send an email to imaging@bcit.ca with the following information: A00#, first and last name, building and room number for deliveries, phone number, job title, department, and organization code.

BULK PRINTING OF COURSE MATERIALS

BCIT Imaging is a busy production facility working to serve the needs of instructors on all campuses. Term start-up is always hectic so please order well in advance of class start. Please visit our Digital Storefront (DSF) online ordering system to place your orders. Both digital files (pdf format) and hard copy originals can be submitted through this system (digital files are recommended and appreciated).

For the Downtown Campus, email your documents at least one week in advance to DTC_Copy_Centre@bcit.ca. Completed print jobs will be placed in the instructor's mail slot.

DELIVERIES

Pick up hours are 9am to 4pm. We understand many part-time instructors can't pick up during these hours so delivery can be provided by BCIT Logistics. Please confirm with your program area the best location for deliveries and include this information in your order.

BUSINESS CARDS FOR INSTRUCTORS

All BCIT instructors qualify for a set of BCIT business cards. Please visit the Digital Storefront (DSF) to place your order.

PHOTOCOPYING

BCIT Imaging coordinates the self-serve instructor copy centres. These are for instructors to do any ad hoc copying in the various locations below (locations marked with an asterisk require a BCIT ID card for access):

NE1-306A	SW2-212	NE1-202C*
SW3-2089*	NE1-299*	SW3-4705
NE12-304	SE6-356	NE21-107
SE6-211		

Please note that any bulk printing/course manuals should not be done through these copy centres as we have encountered copyright issues in the past. Course packs/manuals allow the institute to recover the costs associated with copyright, labour, and materials. Please contact the bookstore for bulk printing of course materials.

SPECIALTY PRINTING

Imaging can also design and print (and laminate if required) large size posters (larger than 13"x19") for instructional use or

conference display/presentation. Printing/lamination quotes provided upon request; there is no charge for design services.

If you require design services please contact Imaging for information on what is needed to produce your poster. If you are supplying artwork, you can place your order on the Digital Storefront. Attach a high-resolution pdf file to your order.

Please contact Imaging 10 working days prior to delivery of the project. Permission via email from your program area is required prior to arranging imaging services (include your department's org/account code).

IT SERVICES

<https://www.bcit.ca/it-services>

IT Services is responsible for providing technology services and support programs for the advanced technology and computing needs of learners, faculty, and staff. IT Services supports BCIT office and lab computers with BCIT-standard software images.

HOW TO CONTACT THE IT SERVICE DESK

- Create a request by logging into the self-service portal: <https://techhelp.bcit.ca/CherwellPortal/itservices?>, or
- Call **604.412.7444 (option 1)** or toll-free (Canada and US only) at **800.351.5533 (option 1)**, or
- Use option 4 for the instructor hotline for urgent assistance in a classroom or a computer lab, or
- Email us at techhelp@bcit.ca, or
- Visit us in person:

BURNABY CAMPUS

- SE12-205 (Between the library and Tim Horton's)
September to May (except Christmas break)
Monday to Friday: 8:00 a.m. to 9:30 p.m.
Saturday: 8:30 a.m. to 2:00 p.m. (phone and email support only)
Sunday: 8:30 a.m. to 12:30 p.m. (phone and email support only)

DOWNTOWN CAMPUS

- DTC-559
Phone: 604.412.7632
September to May (except Christmas break)
Monday to Friday: 8:30 a.m. to 9:30 p.m.
Saturday: 8:30 a.m. to 4:30 p.m.

Before contacting us, please have the following information readily available:

- Your full name and your BCIT ID (e.g., A01234567).
- Be prepared to describe the problem clearly.
- What are you trying to accomplish?
- What exactly is happening (or not happening)?

- If your computer is displaying an error message, record the exact text of the message.
- If possible, be at the location of the affected computer.
- The BCIT asset number of the affected computer (look for the BCIT sticker with a barcode).

AFTER HOURS

- Check our full hours of operation: <https://www.bcit.ca/it-services/getting-help>
- Visit the Knowledge Base for answers to common solutions: <https://kb.bcit.ca>
- Check our status page to keep up-to-date on maintenance events and system outages: <https://status.bcit.ca>.
- Leave a voicemail with the Technology Service Desk at 604.412.7444 or toll-free at 800.351.5533 (option 1).

LEARNING AND TEACHING CENTRE (LTC)

<https://www.bcit.ca/learning-teaching-centre>

SE12-203

General Information: 604.432.8406

The Learning and Teaching Centre (LTC) designs and develops instructional materials and provides educational technology support. The LTC offers integrated services for curriculum and instructional development with the mandate to help BCIT Schools develop and deliver quality teaching and learning that meets the needs of students and industry.

Here's a brief selection of what the LTC offers:

- Assistance developing new and existing programs, curricula, and courses
- Conversion of courses to a blended or fully online environment
- Technology support for the Learning Hub
- Video creation, graphic design, and animation

Multimedia objects and 3D simulation

- Audiovisual equipment and support
- Workshops for instructional development and teaching excellence

Please check the LTC website for more information:

<https://www.bcit.ca/learning-teaching-centre/resources>

LTC SERVICE PROVIDERS

AV SERVICES

<https://www.bcit.ca/av-services> (see information above)

INSTRUCTIONAL DEVELOPMENT CONSULTANTS

<https://www.bcit.ca/instructional-development/resources-links>

COURSE AND PROGRAM DEVELOPMENT

- Designing / developing and revising courses
- Maintaining curriculum
- Developing programs
- Reviewing programs

INSTRUCTIONAL MATERIALS DEVELOPERS

The LTC instructional materials developers (IMDs) are experienced editors and writers who can help with the wordsmithing of your text. We'll ensure that your instructional materials are easy to understand, grammatically correct, and appropriate for your audience.

Here's a sampling of what we can do:

- Copy editing for grammar, punctuation, and spelling
- Stylistic editing for clarity, syntax, and flow
- Editing for plain language
- Establishing the appropriate tone and reading level for a specific student audience
- Developing or organizing material
- Ensuring consistency in terminology, organization, and voice
- Ensuring sensitivity to cultural and gender inclusiveness
- Matching visual and written content
- Developing video scripts— "writing for the ear"

For more information or to request writing or editing services, please contact Barb Adamski, IMD Coordinator, at Barbara_Adamski@bcit.ca or 604.454.2283.

EDUCATIONAL TECHNOLOGY SERVICES

<https://www.bcit.ca/learning-teaching-centre/services/education-technology-support>

Daytime: 604.412.7444 option 2

Education Technology Services (ETS) supports faculty in their use of BCIT's educational technologies including the Learning Hub. Services include Education Technology Helpdesk, consultation, drop-ins, one-on-one and group orientations and training, and new technology research and implementation.

VIDEO AND DIGITAL MEDIA PRODUCTION

Video and Digital Media Production is responsible for creating

marketing, informational and instructional content for BCIT. They are a professional in-house team with three producers offering 'concept to completion' solutions in various formats including:

- HD/4K video, photography
- Audio recording
- Unmanned Aerial Vehicle (UAV) services including aerial video/photos and specialized payloads
- Producing instructional, promotional and marketing programs
- Creating video, photo and media segments for the classroom, on-line, and TV

WORKSHOPS AND POLYTECHNIC ACADEMY

<https://www.bcit.ca/learning-teaching-centre/ltc-workshops>
<https://www.bcit.ca/learning-teaching-centre/polytechnic-academy>

The Learning and Teaching Centre offers a variety of workshops for improving the teaching and learning process for new and experienced instructors. These workshops are free of charge, and are scheduled throughout the year.

BCIT's Polytechnic Academy is an integrated program of support, services, and lifelong learning opportunities for faculty. The academy provides a foundation for applied, hands-on polytechnic teaching and learning, supporting BCIT faculty to enhance their skills and expand their practice as exceptional educators.

OTHER LTC SERVICES

- Instructional assessment and exam marking
- Surveys
- Graphic design
- Multimedia
- 3D modelling

LIBRARY

SE14

604.432.8370

<https://www.bcit.ca/library/services-for-faculty-staff>

Current employees are entitled to full library privileges at all three campus libraries and through the library website. The BCIT Library includes the main library at the Burnaby campus as well as specialized libraries at BMC and ATC. Instructors at DTC and AIC can place requests to have books, DVDs and videos from any library location delivered to their home campus.

The Burnaby Campus Library has laptops, iPads, Go Pros, HoloLenses, Oculus Go and Rift, calculators, chargers, battery packs and e-readers available for loan from the Service Desk.

SE14-139 at the Burnaby Campus library is designated for use by part-time instructors. It is equipped with two network

accessed computers, a printer, a phone, and basic office equipment. It is located on the 1st floor in the ehPod area. This location offers 24 hours 7 days per week access for part-time instructors. A staff photocopier is accessible during library opening hours. To obtain an access code please visit the Service Desk.

The library website provides access to the library catalogue, article databases, e-journals and e-books. Services available to faculty include research assistance, library instruction for their students, interlibrary loans and media bookings.

MEDIAWORKS

Mediaworks provides free assistance with graphics, video or audio editing, and support for PC and Mac users. Expert staff are available to help, and consultations are free.

Explore new technologies and bring your ideas to life with the Library's 3D printers, plotter printer, HoloLens, Vive, Oculus Go and Rift, and 3D scanning services. More information on MediaWorks can be found at <https://www.bcit.ca/library/mediaworks>

CIRCUIT — BCIT'S RESEARCH REPOSITORY

BCIT's research repository is BCIT's digital collection of openly accessible students and faculty research, including theses, graduate research papers, journal articles, capstone papers and undergraduate journals. For information on submissions, go to <https://circuit.bcit.ca/repository>

PARKING OFFICE

<https://www.bcit.ca/parking> | parking@bcit.ca

Burnaby Campus SW1-1019

7:30am to 2:30pm, Monday through Thursday

7:30am to 2:00pm on Friday

604.436.8719

BCIT provides paid parking facilities for employees, students, and visitors at all campuses. Paid parking is in effect 24 hours a day, seven days a week. All vehicles parked on campus must have a valid BCIT parking permit or a valid ticket purchased from a parking ticket dispenser.

Any motor vehicles parked, operated, or driven on a BCIT campus shall be solely at the risk of the owner and the operator. BCIT shall not be liable for any damage occurring to any such motor vehicle, vehicle contents, operator, or any other person.

Employees and students are encouraged to use public transportation and car pools whenever possible. For further carpool or transit information please refer to carpool.ca and translink.bc.ca websites.

NOTE: To help prevent theft from vehicles, please ensure that valuables are not left in vehicles or are locked in the trunk. Even better, leave valuables at home.

FLEXIBLE LEARNING — EVENING PERMITS (PARKING PERMIT VALIDATION PERIODS)

If you have an evening teaching contract at the Burnaby campus, you will be offered a Flex parking permit when you accept your contract. Eligibility for Flexible Learning parking permits is such that the course must be held on Monday through Friday evenings after 4:30pm or anytime on Saturday and/or Sunday and must be more than seven contact hours in duration. If your contract does not include an offer of parking, you can contact the Parking Office at parking@bcit.ca

A Flexible Learning parking permit is optional and subject to a taxable benefit. The cost is \$5 per term plus additional taxes. Generally, if you park at the Burnaby campus more than six times a month, depending on your individual tax circumstances, purchasing a permit will likely result in less out of pocket cost than purchasing a ticket each time you park.

Starting in Fall 2023 term, the Parking Office has implemented a virtual parking permit system for Flexible Learning instructors. If you opt for a Flex parking permit, you must enter the license plate number of the primary vehicle you will be driving to BCIT. Once the parking request has been processed, you will receive a notification informing you of the license plate you have registered, and your virtual permit number. Please make sure you notify the Parking Office during regular operating hours (7:45am to 2:30pm – 2pm on Fridays) if you are driving a different vehicle. There is no longer any need to pick up a permit hanger from your PA or the Parking Office. If you have accepted parking on your contract but did not receive a notification email, please contact your program assistant.

Flex parking permits are valid from the first day of the month in which your contract begins to the last day of the month in which your contract ends.

Please note that if you have multiple mixed contracts (evening and day classes) and require a parking pass, you will have to visit the Parking Office.

DAY-TIME MONTHLY PERMITS (PARKING PERMIT VALIDATION PERIODS)

If the scheduled day/time of your course makes you ineligible for a Flex parking permit, you will need to either obtain a monthly parking permit, or pay the daily parking fee per visit. Unlike with a Flex permit, there is no way to electronically enroll for monthly parking. Flex instructors must attend the Parking Office in SW01-1018 during regular office hours to purchase and collect their permit hanger. The cost is \$5.00 per month plus the applicable taxes. Monthly parking permits allow all-day parking.

Monthly parking permits are valid from the first day of the month in which your contract begins to the last day of the month in which your contract ends. A monthly parking permit is also subject to a taxable benefit, as above.

For information regarding parking as a taxable benefit at BCIT, please visit <https://loop.bcit.ca/docs/DOC-15053>

RESPECT, DIVERSITY AND INCLUSION OFFICE (RDI)

SW1-1550

<https://www.bcit.ca/respect>

Tel. 604.432.8409

rdi@bcit.ca

BCIT is committed to providing a respectful and inclusive learning and working environment that is free from discrimination, bullying and harassment where everyone feels included and respected. RDI works to further this goal through education, events, training, and tools on topics such as anti-racism, unconscious bias, accessibility, and conflict resolution. RDI also acts as a confidential resource – providing assistance and support to departments, and individuals (staff and students), with concerns of bullying, harassment, and discrimination. Under BCIT’s Harassment and Discrimination Policy, RDI can provide confidential advice and information to assist in the informal resolution of concerns and can also accept formal complaints for mediation or investigation.

SAFETY, SECURITY AND EMERGENCY MANAGEMENT<https://www.bcit.ca/safety-security>

SW1-1016

CONTACT INFORMATION**AEROSPACE TECHNOLOGY CAMPUS (ATC)**

Emergency number: Local 3705
 Non-emergency number: Local 3704 or
 604.419.3704 when calling from outside the campus

ANNACIS ISLAND CAMPUS (AIC)

Emergency number: Local 1115
 Non-emergency number: Local 4031 or
 604.453-4031 when calling from outside the campus

MARINE CAMPUS (BMC)

Dayshift Security (7am – 3pm): 778-928-2330
 Afternoon Security (3pm – 11pm): 778-928-2329

BURNABY CAMPUS (BBY)

SW01-1016 (24/7/365 staffing)

Emergency number: Local 2248 (BCIT)
 Non-emergency number: Local 6856 or
 604.451.6856 when calling from outside the campus

CARI CAMPUS (CARI)

Emergency number: Local 1256
 Non-emergency number: Local 1255 or
 604.456.1255 when calling from outside the campus

DOWNTOWN CAMPUS (DTC)

Emergency number: Local 7602
 Non-emergency number: Local 7600 or 604.412.7600 when

calling from outside the campus

911 EMERGENCY

Calling 911 is the best option when faced with a crime in progress or if a person requires immediate medical intervention of a serious nature at any BCIT campus. When you call 911 from a BCIT landline, security is notified of the 911 location automatically and will respond as well to provide support to external responders.

If you call 911 from a cell phone, please call your campus security office or advise them in person so they are prepared to meet emergency services.

Regardless, when 911 is contacted, the next call should be to Campus Security immediately.

INFORMATION & SERVICES**ROAD AND TRAFFIC REPORTS**

During events of extreme weather and road safety hazardous conditions, BCIT will inform all employees, students and visitors of the closure of institute operations using the BCIT ALERT system (<https://www.bcit.ca/safety-security/emergency-management/planning-preparedness-mitigation/bcit-alert/>). This information will also be communicated to local media stations and posted on the BCIT website. More information regarding institute closures due to inclement weather is available at the BCIT Safety, Security and Emergency Management (SSEM) website or through the BCIT SafetyWise mobile app, available through your phone’s app store.

Information about local weather conditions can be found at the following sites:

- Provincial Highways Road Report
<http://www.drivebc.ca/mobile/events/index.html>
- The Weather Network
<https://www.theweathernetwork.com>
- Weather Conditions – Environment Canada
https://weather.gc.ca/city/pages/bc-74_metric_e.html

KEYS AND CARD ACCESS

If you require keys or card access to your office, photocopy rooms, building entrances or other areas of campus please contact your program/school administration. They will make the request on your behalf via the SSEM Storefront (<https://www.bcit.ca/ssemhelp>) and inform you when the keys are ready for pick up from Security. Your program/school administration will issue keys for supply cabinets and assignment boxes where applicable. If a classroom is locked or you are locked out of your office, contact your campus-specific Security office for assistance; you will need to provide identification (BCIT ID card).

SAFER WALK

BCIT provides a Safer Walk program to accompany employees, students and visitors to their destination on campus. To request a Safer Walk for yourself or your students please contact your campus-specific Security office.

EMERGENCY MANAGEMENT

BCIT continues to be a leader in emergency management for post-secondary institutions in Canada. The BCIT Emergency Program and associated equipment and supplies as well as the number of dedicated and well-trained volunteers support disaster resiliency across the institute.

Most students will look to their instructors for direction during an emergency; please visit the BCIT Emergency Management website at <https://www.bcit.ca/safety-security/emergency-management/planning-preparedness-mitigation/emergency-guides> for more information so that you can appropriately provide this direction should an emergency occur.

For further information or if you want to get involved, we invite you to join a BCIT Emergency Response Team. Please visit Upon joining, the appropriate training will be provided to you. Contact emergency_management@bcit.ca for more information.

Individuals play a key role in the response to an emergency, whether it is an earthquake, fire, explosion, or other unfortunate situation. The Emergency Preparedness and Response Guide is available at the BCIT Safety, Security & Emergency Management website at <https://www.bcit.ca/safety-security/emergency-management/planning-preparedness-mitigation/emergency-guides> and contains very useful information about the BCIT Emergency Management Program, emergency and medical emergency contact numbers, personal preparedness, and procedures and information for specific emergency events.

The Emergency Management Program is responsible for the Fire Warden portfolio. If you would like to know details about fire warden coverage for your area visit <https://www.bcit.ca/ssemhelp>.

HEALTH, SAFETY AND ENVIRONMENT

Health, Safety and Environment is a division of the BCIT Safety, Security and Emergency Management department, strives to continually advance the safety culture of BCIT by providing guidance, training and technical consultation to the institutional community to ensure a healthy and safe environment for staff and students.

We aim to be a leader in best practices for health, safety and environment; offering important resources and fostering an attitude of awareness for health, safety and environment throughout the entire BCIT community.

The safety culture reflects the value, attitude and priority placed on the safety by everyone at every level within our institute. It refers to the extent to which members of our community commit to a personal responsibility for safety, act to preserve safety, communicate safety concerns, and adapt from lessons

learned. This includes reporting hazards, injuries and close calls to their supervisor/manager, wearing personal protective equipment as required, and taking OHS education/training when provided.

Organizations with positive safety cultures are characterized by having effective engagement and communication from its membership, founded on trust, a shared perception on the importance of safety and confidence in the efficacy of preventive measures.

The foundation of our Safety culture is structured with our BCIT OHS Policy [<https://www.bcit.ca/files/pdf/policies/7150.pdf>] and OHS Matrix of Responsibility [PDF], developed to provide all members of the BCIT community with an understanding of their related responsibilities and needed compliance to all regulatory requirements and BCIT safety policies/procedures. Further information about BCIT Health and Safety can be found at <https://www.bcit.ca/safety-security/health-safety> or by contacting ssemhse@bcit.ca

5.2: STUDENT-CENTRED SUPPORT SERVICES

Many of the services listed above can be accessed by both instructors and students (with some exceptions e.g., Learning & Teaching Centre), and are the most commonly accessed by Flexible Learning instructors. The following services are similar where both instructors and students have access, but are for the most part considered student-centric (e.g., Financial Aid and Awards, Student Association).

ACCESSIBILITY SERVICES

<https://www.bcit.ca/accessibility>

SW1-2360

Accessibility Services provides educational support and services to students, faculty, staff and administrators at BCIT. Students may be eligible for services when their limitations affect academic performance related to a documented temporary or permanent medical condition or disability. Students seeking an accommodation are to book an initial appointment with Accessibility Services. While all students must satisfy the essential requirements for courses and programs, BCIT provides reasonable accommodation to ensure that students with medical conditions or disabilities have fair and equal access to educational programs. Faculty and staff are provided with documentation of the required accommodations in the form of an electronic individual accommodation plan (IAP). If you have questions about implementing the IAP, please contact your program head or the vocational rehabilitation specialist listed on the IAP.

Please also review our sample class announcement below for use at term start. You may also checkout our information about strategies to include every student, details on the accommodation process and Services for Students with

Disabilities policy.

Students sometimes don't access supports that they would otherwise qualify for and benefit from because they are unclear about the nature of the services, who qualifies for them and how the services can help. For these reasons, it is important to let them know about Accessibility Services and how students with a medical condition or disability that impacts their learning have a right to a fair opportunity to demonstrate their knowledge and abilities. Receiving this message from an instructor can be especially important for a student, as the instructor is often someone the student knows, trusts and respects. We suggest that instructors make a class announcement at the beginning of each term and post on the course outline. An example of what might be said is as follows:

“All students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability or health consideration that may require accommodations, please feel free to approach Accessibility Services located in SW1 room 2360, [bcit.ca/accessibility](https://www.bcit.ca/accessibility), 604.451.6963, as soon as possible. The Accessibility Services staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. Students are encouraged to connect with Accessibility Services as early as possible to allow time for assessment and planning related to their needs.”

Later in the term, if you should observe academic or other difficulties, you have a platform to which you can refer back in speaking to the student about an issue. We also encourage you to mention our colleagues in Counselling and Student Development, and Recreation Services at the same time. We do refer to Counselling and Student Development as needed, so if a student is referred to one department, the counsellor will determine if the student may benefit from the other department's services.

You may want to check <https://pd.bcit.ca/d21/home/736525> on Employee Learning Centre (<https://pd.bcit.ca>). Note that MFA is required.

For more information on how to accommodate disabled students, please visit <https://loop.bcit.ca/groups/disability-resource-centre/overview> [MFA is required].

COUNSELLING AND STUDENT DEVELOPMENT

<https://www.bcit.ca/counselling>

Burnaby: SE16-127 604.432.8608

Downtown: By appointment 604.432.8608

Professional counselling for students is available by phone, video, and in-person.

Counselling can help students overcome obstacles to their success and sort through personal concerns such as anxiety, depression, perfectionism, assertiveness, relationships, and more.

If you are concerned about a student, a consultation with a counsellor may help you clarify relevant issues, explore options, and identify resources.

Visit <https://www.bcit.ca/counselling> to learn more about Counselling and Student Development's free, confidential services for students and resources for faculty and staff.

Students can book an appointment with a counsellor by calling 604.432.8608.

FINANCIAL AID AND AWARDS

<https://www.bcit.ca/finaid> | finaid@bcit.ca

SW1-2132

604.432.8555

The Student Financial Aid and Awards office helps full- and part-time students access financial assistance. Assistance programs available to part-time students in eligible credential programs include:

- Government-subsidized student loans and grants for credit and non-credit courses
- Tuition fee deferrals
- Emergency funding
- Information on funding sources
- Student budgeting information

Contact the Student Financial Aid and Awards office for information about assistance programs available to part-time students. All student inquiries should be referred to Student Financial Aid and Awards through the contact information above.

INDIGENOUS INITIATIVES AND PARTNERSHIPS

<https://www.bcit.ca/indigenous>

604.432.8474

Indigenous Initiatives and Partnerships is a service department providing support to people of Indigenous ancestry including; First Nation (Status and Non-Status), Métis, and Inuit.

Services include student advising, advocacy, resource referrals and, cultural and traditional support and teachings. This service is provided with the goal of increasing retention and success of Indigenous people at BCIT. The services are unique and are offered, where possible, from an Indigenous perspective with emphasis on traditional and holistic practices relating to intellectual (academic), emotional, spiritual, and physical well being.

To help you, the instructor, Indigenous Initiatives and Partnerships advocates for and assists Indigenous students in your classroom. They provide a supportive bridge from your learning environment to BCIT and BCIT Student Services. Department staff includes an Executive Director, Associate Director, Advisor, Elders and an Administrative Assistant.

The department welcomes all questions, and invites you to drop into the Gathering Place regularly and often.

Resources available to instructors:

- Indigenous community resources and contacts
- Cultural awareness and sensitivity training
- Program orientation assistance
- Partnership Development and Support

Services available to the Indigenous students:

- Peer-to-peer mentorship program
- Indigenous student circle/council — student association
- Elders on Campus program
- Tutoring services
- Assistance with sponsoring agencies
- Referrals to potential Funders
- Internal and external referrals
- Housing information
- Student lounge
- Kitchen access
- Student Events scheduled throughout the year
- Computer access, phone, photocopier and printer access
- Indigenous grads celebrations [Honouring our Leaders]
- Connections to employment

LEARNING COMMONS

<https://www.bcit.ca/learning-commons>

The BCIT Learning Commons is a collaborative learning space located in the BCIT Library. The Learning Commons offers both peer-led services and faculty consultations to increase academic success and student retention. Most of these services are free.

PEER TUTORING

Peer tutoring takes place in the Learning Commons on the main floor of the Burnaby Library or online. Successful students from diverse BCIT programs are employed by the Learning Commons to provide free peer tutoring in course concepts as well as study skills.

WRITING CENTRE

The Writing Centre operates on the main floor of the Burnaby Library. Writing peer tutors provide one-to-one writing support, free of charge to all BCIT students on technical, business, and academic writing required in the classroom. Tutors will assess a student's writing needs and develop a plan to improve a student's capacity to plan, organize, write, and revise assignments. While the Writing Centre will help work out

strategies for writing problems, the Centre will not proofread or edit assignments. BCIT students can also access free online writing support through WriteAway (<https://writeaway.ca>), a service offered in collaboration with almost 20 other post-secondary institutions. See <https://writeaway.ca> for more details.

LEARNING SKILLS

A study skills drop-in lab operates throughout the term on Wednesday afternoons at the Burnaby library, and Tuesday afternoons at the Downtown Campus. Sessions are led by a faculty advisor. Drop by to ask questions about anything study related, including time management, exam preparation, revision strategies, note-taking strategies, or anything else. Upon request, we are also available to lead in-class sessions on anything study skills or writing related.

LEARNING STRATEGIST

If you have a student who is worried about their ability to meet the demands of your course, a Learning Strategist can help. Learning Strategists are BCIT Faculty members who provide individual support to help students develop skills and strategies to learn effectively. Students can get support in areas such as time management, organizational skills, avoiding procrastination, test preparation and more.

Check our website for details: <https://www.bcit.ca/learning-commons> or contact us directly learningcommons@bcit.ca

PROGRAM ADVISING

<https://www.bcit.ca/advising>

SW1-1130

604.434.1610 [Options 1, 2, and 1 to leave a message]

Flexible Learning Program Advisors can provide information on:

- Determining the right program to meet specific career goals
- Program declaration process, course options and selection for Flexible Learning programs
- Applying for transfer credit and advanced placement
- Work and life balance while attending BCIT Flexible Learning programs
- Making changes to your approved program plan
- Program laddering options
- Program and course costs

FLEXIBLE LEARNING ADVISING SERVICES

EMAIL ADVISING

Send an email inquiry to program_advising@bcit.ca with the BCIT program or course name in the subject line.

ADVISING BY PHONE

Phone: 604.434.1610
Toll-free: 1.866.434.1610 [USA & Canada] — Options 1, 2, and 1 to leave a message.

IN-PERSON ADVISING BY APPOINTMENT

Monday to Friday — BCIT Burnaby Campus
Building SW1, Room 1130.

Wednesdays — Downtown Campus
Room #305

Please check <https://www.bcit.ca/advising> for any changes to schedule.

RECREATIONAL SERVICES

<https://www.bcit.ca/recreation>
SE16

Recreation is an integral and dynamic piece of BCIT campus life. BCIT's Recreation Services is a community that inspires balance and active living. Whether you are interested in any of their six intramural sport leagues or taking advantage of the newly-renovated fitness centre, Recreation Services offers a fun and inclusive environment for everyone. Take advantage of the many programs offered in the mind and body studio, the boxing studio, the spin studio, and the activity room where you'll find a variety of dynamic fitness classes. Hang out in the sprawl, catch the game on TV, play foosball, ping pong, board games or Xbox, and meet some new friends!

Recreation Services has so much to offer, and want to make it as easy as possible for you to participate. Complimentary spaces (lounge and study areas, steam-room, sauna and showers) and purchasable services (lockers, laundry and towel service) are sure to help you tackle your day!

Come chat with any of their dedicated and friendly staff members in SE16.

#recwithus

STUDENT LIFE

Supporting Student Wellbeing

EARLY ASSIST

<https://www.bcit.ca/earlyassist>

Life at BCIT is unique – keeping up with the Institute's demanding curriculum, balancing personal lives, and achieving academic goals can be challenging. BCIT has a wide range of student services and resources in place across all our

campuses. Early Assist is a system that helps faculty, staff, and students identify and reach out to a student who could benefit from such services and connect them with appropriate support.

Early Assist provides an opportunity for students to get help at an early stage. The earlier a student gets connected with appropriate supports, the better chance they have to improve their performance and wellbeing.

Early Assist provides a clear, centralized place where BCIT faculty, staff, and students can report their concerns. A Case Manager will be assigned the referral and will follow-up accordingly.

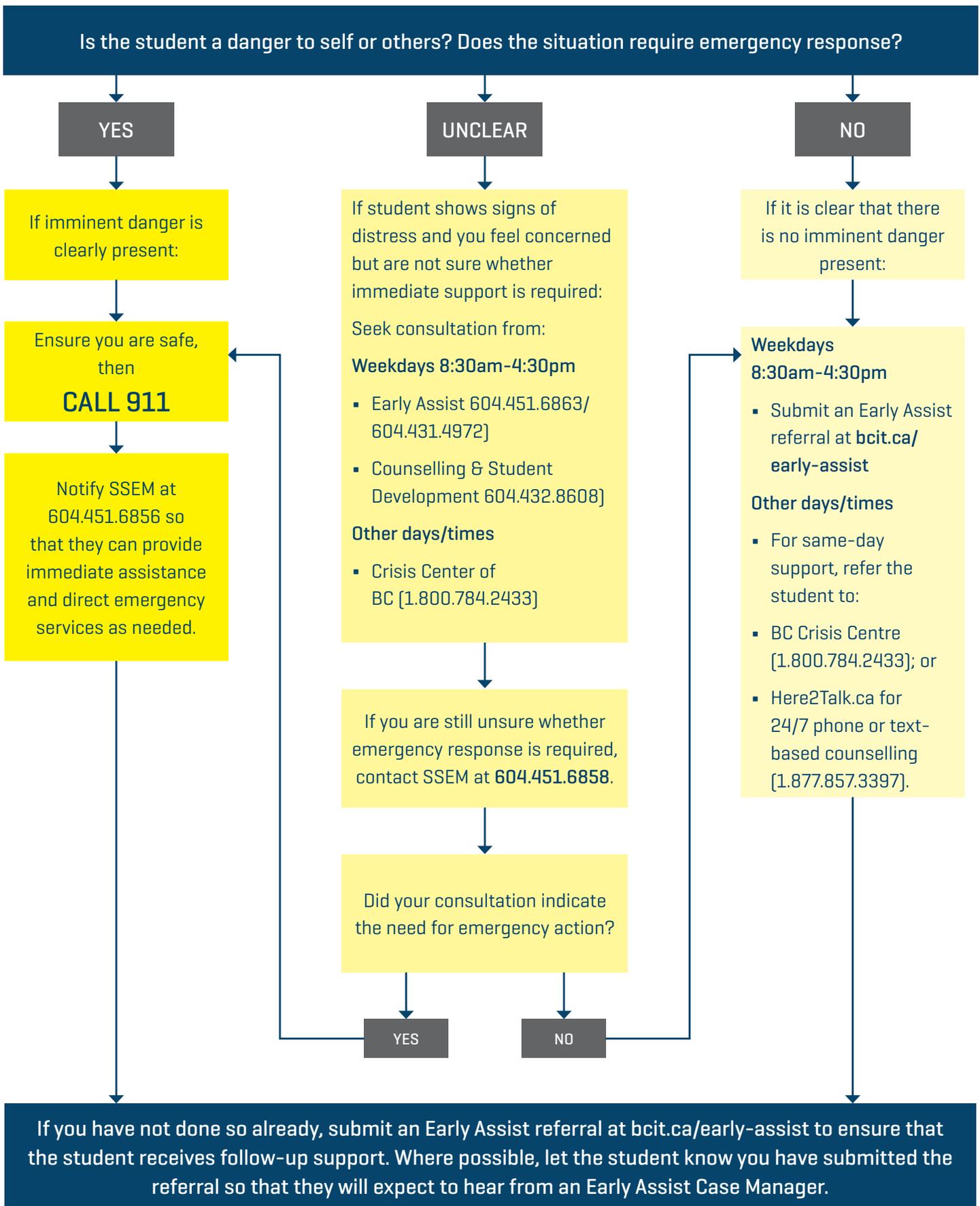
To submit an Early Assist referral, go to https://bcit-advocate.symplicity.com/care_report

RESPONDING TO STUDENTS IN DISTRESS

As a Flex instructor, you will want to take steps to ensure your students' well-being is supported from the first class. A Student Well-being Toolkit for Instructors is available on The Loop (<https://loop.bcit.ca/groups/student-well-being-toolkit-for-instructors>). Note: MFA is required. The toolkit provides resources that are quick and easy for you to use in your classes to help support student well-being before it becomes an issue.

Despite taking these steps, you may occasionally encounter a student who is either asking for help or showing signs of distress. Signs of distress might include: unexpected absences, concerning appearance, distracting or disruptive behaviour, unexpected displays of emotion, comments about being hopeless, overwhelmed, etc. Here are some ways to respond effectively:

- Responding in a timely way is key to supporting the student's well-being as well as their academic success. If you need to respond in the moment, you could assign a reading to the class while you direct the student to a private place in person or online.
- Remain calm.
- Listen carefully to the student's concerns. Refrain from passing judgment, diagnosing, or drawing conclusions about the student's experience.
- Comment only on objective, observable patterns and be direct about your concerns. For example, "I've noticed that you've missed the last three lectures." vs. "You don't seem very engaged."
- Be authentic and empathic, avoiding unrealistic sayings intended to "cheer them up".
- Be clear about the scope of your role. Let the student know you are happy to listen, but would like to put them in touch with those who have the skills and authority to provide appropriate support.



- Refer the student to appropriate student services, community supports, or after-hours supports. A list of supports is included in the Responding to Students in Distress Employee Guide (<https://loop.bcit.ca/docs/DOC-28647>). Note: MFA is required.
- Try to follow-up with the student at the next class session.

SOME SITUATIONS MAY BE MORE URGENT THAN OTHERS. THIS FLOW CHART CAN HELP YOU DETERMINE APPROPRIATE NEXT STEPS:

- A full updated flowchart, list of resources, as well as details on what to do in emergency, high concern, and moderate concern situations, is included in the Responding to Students in Distress Employee Guide on The Loop (<https://loop.bcit.ca/docs/DOC-28647>) Note: MFA is required..

BCIT STUDENT ASSOCIATION

info@bcitsa.ca | <https://www.bcitsa.ca>



The BCIT Student Association (BCITSA) is an independent student-led non-profit organization that produces programs, services, and events to enhance student life. We are dedicated to making the experience at BCIT the best it can be. Our services include:

Campus Print & Copy

print@bcitsa.ca

604.451.7039

Located in SE2 for all your printing and project needs. Now offering large format scanning and copying.

LINK Magazine

<https://www.linkbcit.ca>

News and updates from BCIT's campuses and local community

- Distributed monthly to all campuses
- Available online at

Pavilion

Located in NE1, the Pavilion serves up fresh pizza, carvery sandwiches, and a selection of entrees and breakfast items daily. You can also find a variety of school or office supply items at this location.

The Stand Convenience Stores

Located in SE2 and SE12

- Fill up on snacks, food, hot and cold beverages! Open late for part-time students and instructors.

Habitat — Pub·Kitchen·Patio

<https://www.bcitsa.ca/campus-life/habitat>

- Located in SE2. Open daily Monday to Friday. Visit their website for hours and specials!

- This is the best place on campus for a bite to eat before you head off to teach your part-time classes. Specials offered daily!

BCITSA CATERING SERVICES

<https://www.bcitsa.ca/food/#catering>

- Now available across Burnaby Campus. Consider us for your next staff meeting or larger formal events. View our menu at the above link.

SA CENTRE

The SA Centre provides student-centred support services, including:

- Career Services
- Free computer use
- Wellness programs
- Over 30 student clubs
- Bursaries and awards
- Extended hours to accommodate Flexible Learning students

ADVOCACY

advocate@bcitsa.ca

The BCITSA Advocacy provides support, guidance, referrals, and information for academic and non-academic grievances, policy inquiries, personal issues, and more.

CAREER SERVICES

careerservices@bcitsa.ca

604.451.7087

BCITSA Career Services are available across BCIT campuses, although the main career centre is in SE2 at the SA Centre. They offer online workshops, flexible hours and availability at each campus.

CAREER SERVICES FOR BCIT STUDENTS AND ALUMNI

- Career Track: online job board
- Online and face-to-face workshops
- Job search support
- Industry Days career fairs
- Employer information sessions
- Industry Connections events
- Networking events
- Mentorship program
- Peak Leadership program

CAREER SERVICES FOR EMPLOYERS

- Industry-specific and customized networking events
- Sponsorship and advertising
- Mentorship opportunities
- Industry Days career fairs
- Employer information sessions
- Recruitment tables
- Free job postings

More information on all of our services and events is available at <https://www.bcitsa.ca/careerservices>

Please encourage your students to connect with us.

ENTREPRENEURIAL SERVICES

beaboss@bcitsa.ca

<https://www.bcitsa.ca/entrepreneur>

Inspiring and supporting students and alumni in starting up their own businesses and developing entrepreneurial skills for the workplace. Most of our workshops and events are held after 5:30pm to accommodate Flexible Learning students. In addition to the programs below:

- Ask an Expert series
- Just Sayin' Entrepreneur panel series

- Mentorship
- Podcasts
- E-for-All program

Get social with us **@BCITSA**

Stay in touch with your BCIT Student Association on Facebook, Twitter, LinkedIn, Instagram and YouTube by searching BCITSA. Contests, info and more!

EJOBS

<https://www.bcit.ca/workplace-education/ejobs>
604.432.8666

eJOBS is BCIT's web-based, job posting system. It's a way for industry to connect with BCIT students and alumni. Employers can post jobs targeting students and alumni by program area. Encourage your students to register for an account to view the latest opportunities:

- Students can view current job postings and connect with employers directly
- Students can sign up for alerts and see jobs related to their program
- Students can view part-time, full-time, and summer jobs plus internships and practicums

To find out more information, please contact: employ@bcit.ca



CHAPTER 6: BCIT POLICY

In accordance with BCIT Policy 1000 Policy Development, all policies and associated procedures and guidelines passed by the Board of Governors or approved by the BCIT Leadership Team which are currently in effect are listed below.

In the event of any discrepancies between the PDF versions published via this web site and other versions, the PDF version on this site is the official version of a BCIT policy.

Questions or inquiries about policy development and approvals and retired BCIT policies may be sent to policy@bcit.ca

All the policies linked below are PDF files. To view the files, your computer must have the free Acrobat Reader installed. Download Acrobat Reader (<https://get.adobe.com/reader/?promoid=TTGWL47M>). All policy files can be found by visiting <https://www.bcit.ca/about/leadership-vision/policies>

POLICIES

Policies are developed to support BCIT's mandated goal of providing quality applied education. All policies are approved by either the Board of Governors or the Education Council. All policies are provided as PDFs.

BCIT policies are reviewed in accordance with BCIT Policy 1000: Policy Development and Maintenance (PDF).

QUESTIONS?

Contact the Policy Management Office.

On May 30, 2023 the following revised policies were approved:

[Policy 7110 – Emergency Management](#)

[Policy 7130 – Filming on Campus](#)

[Policy 7170 – Protection of Property and Equipment](#)

On April 4, 2023 the following revised policies and procedures were approved:

[Policy 1004 – BCIT Corporate Seal and Academic Seal](#)

[Procedure 1004 – BCIT Corporate Seal and Academic Seal](#)

[Policy 2004 – Capital Assets](#)

[Procedure 2009 – Cash Collection and Handling](#)

[Policy 2020 – Restricted Funds](#)

[Procedure 2020 – Restricted Funds](#)

[Policy 7518 – Insurance](#)

On February 28, 2023 the following revised policy and procedures were approved:

[Policy 7150 – Occupational Health & Safety](#)

[Procedure 7150-PR1 – Matrix of Responsibilities](#)

[Procedure 7150-PR2 – Radiation Safety](#)

[Procedure 7150-PR3 – Environmental Protection](#)

[Procedure 7150-PR4 – Smoking Locations](#)

[Procedure 7150-PR5 – Workplace Violence Prevention](#)

On December 6, 2022 the following new policy was approved:

[Policy 1300 – Enterprise Risk Management](#) (new)

On October 4, 2022 the following new and revised policies and procedures were approved:

[Policy 1200 – Fraud](#) (new)

[Policy 1500 – Code of Conduct](#) (revised)

[Procedure 4501-PR1 – Requests for Accommodation](#) (revised)

Policy 1504, Standards of Conduct and Conflict of Interest Policy was revoked on October 4, 2022. Its content now appears in [Policy 1500 – Code of Conduct](#).

CURRENT POLICIES

ADMINISTRATION

[1000 – Policy Development and Maintenance](#)

[1000-PR1 – Policy Development and Maintenance](#)

[1010 – Economic, Social, and Environmental Sustainability](#)

[7540 – Retailing of Course Materials](#)

EDUCATION

[5003 – Admissions](#)

[5003-PR1 – Admission Procedure](#)

[5012 – Assigning of Credits to Courses](#) (under review)

[5101 – Student Regulations](#)

[5101-PR1 – Implementation of Student Regulations](#)

[Form – Institutional Repository Non-Exclusive Distribution License](#) (form LIB-73)

[Form – Student Report Confidentiality Agreement](#)

[5102 – Student Code of Conduct \(Non-Academic\)](#)

[5102-PR1 – Procedure for Violations of the Student Code of Conduct \(Non-Academic\)](#)

[5103 – Student Evaluation](#)

[5103-PR1 – Grading](#)

[5103-PR2 – Grade Reassessment](#)

[Form – Request for Grades Reassessment](#)

[5104 – Student Code of Academic Integrity](#)

[5104-PR1 – Procedure for Violations of Code of Academic Integrity](#)

[Report Academic Misconduct Online](#)

[5104-PR2 – Decision Review Board](#)

[Form – Decision Review Board Hearing Application](#)

[5104-PR3 – Institutional Appeal Tribunal](#)

[Form – Appeal Tribunal Hearing Application](#)

[5201 – Recording in the Classroom](#)

[5201-PR1, Recording in the Classroom](#)

[5401 – Program Development and Credentials](#)

[5401-PR1 – Credentialing of Program](#)

[5401-PR2 – Program Development and Change Processes](#)

[5401-PR3 – Requesting Exemption from Education Policies](#)

[Form – Requesting Exemption from Education Policy](#)

[5402 – Program Review](#)

5402–PR1 – Program Review Process

5403 – Syllabus and Course Outline

5403–PR1 – Syllabus and Course Outline Development, Change, and Archiving

5403–PR2 – Course Names

5404 – Program Advisory Committees

5404–PR1 – Program Advisory Committee Processes

5405 – Program Suspension and Cancellation

5405–PR1 – Program Suspension and Cancellation Procedure

5501 – Honorary Awards

5501–PR1 – Honorary Awards

Form – Distinguished Service Awards Nomination

Form – Honorary Doctorate of Technology Nomination

5505 – Emeritus Faculty

Form – Emeritus Faculty Nomination Form

5601 – Faculty Qualifications

5701 – Academic Freedom

5801 – Educational Affiliations

5801–PR1 – Education Affiliation Development Process

5900 – Educational Technology Policy

5900–PR1 – Educational Technology Selection and Implementation Procedures

5900–PR2 – Educational Technology Selection Criteria

5900–PR3 – Educational Technology Privacy Compliance

6400 – Authored Books

FINANCE & SUPPLY MANAGEMENT

1004 – BCIT Corporate and Academic Seal

1004–PR1 – Corporate and Academic Seal Procedure

2003 – Purchasing

2004 – Capital Asset

2005 – Travel and Professional Development Expense Reimbursement

2005–PR1 – Travel and Professional Development Expense Claim

2009–PR1 – Cash Collection and Handling

2010 – Banking Policy [new]

2010–PR1 – Banking Procedures [new]

2020 – Restricted Funds

2020–PR1 – Restricted Funds Procedure

2030 – Investments Policy [updated]

2030–PR1 – Investment Standards [new]

2040 – Borrowing Policy [new]

2300 – Fees and Charges [under review]

2501 – Contracts

2501–PR1 Contract Preparation

7518 – Insurance

FOUNDATION & INDUSTRY LIAISON

3002 – Naming Privileges

3020 – Foundation Investment Management

3021 – Endowment Management

Endowed Fund Agreement

7000 – Gift Acceptance

7000–PR1 – Gift Acceptance Process

Form – Gift Acceptance

7002 – Corporate Sponsorship

GOVERNANCE

1200 – Fraud [new]

1300 – Enterprise Risk Management [new]

HUMAN RESOURCES

1100 – Whistleblower [under review]

1500 – Code of Conduct [revised]

1502 – Guidelines for Serving on External Bodies as they Relate to BCIT [under review]

1508 – Moving Expenses

7507 – Harassment and Discrimination

7507–PR1 – Harassment and Discrimination

7511 – Employment and Educational Equity

INFORMATION MANAGEMENT

3501 – Acceptable Use of Information Technology

3502 – Information Security

Information Security Standard

3502–PR1 – Information Security Procedure

6700 – Freedom of Information and Protection of Privacy

6700–PR1 – Information Access

6700–PR2 – Privacy Incident Response

Form – Authorization for Disclosure of Personal Information to 3rd Party

Form – Authorization for Disclosure of Personal Information to Self

6701 – Records Management

6701–PR1 – Records Management

6701–PR2 – Digital Records Preservation

6702 – Archives and Special Collections

Form – Archives Box Inventory List

7506 – Use of Materials Protected by Copyright

7506–PR1 – Copyright Fair Dealing Guidelines

7506–PR2 – Granting Permission for Use of BCIT Copyright Materials

Form – Copyright Clearance Request

RESEARCH & INTERNATIONAL

5050 – International Education

6500 – Research Ethics for Human Participants

6500–PR1 – Ethical Practice for Research Involving Human Participants

6600 – Integrity in Research

6601 – Intellectual Property

6601–PR1 – Intellectual Property

SAFETY, SECURITY & EMERGENCY MANAGEMENT

7100 – Safety and Security [under review]

7100–PR1 – Response to Abusive or Threatening Behaviour
[under review]

7100–PR2 – Critical Incident Response [under review]

7100–PR3 – Fire Prevention and Preparedness [under
review]

7100–PR4 – Response to Bomb Threat [under review]

Form – Bomb Threat Checklist

7100–PR5 – Response to Inclement Weather [under review]

7100–PR6 – Closed Circuit Camera [under review]

7100–PR7 – Locking Mechanisms – Card Access and Keys
[under review]

7100–PR8 – Threat Assessment and the Threat Assessment
Team [under review]

7100–PR9 – Lost and Found [under review]

7100–PR10 – Remotely Piloted Aircraft Systems [under
review]

7100–PR11 – Lockers [under review]

7100–PR12 – Bicycles, Rollerblades, Kick Scooters,
Skateboards & Personal Mobility Devices [under review]

7103 – Sexual Violence and Misconduct

7103 – PR1 – Response to Sexual Violence and Misconduct

7110 – Emergency Management

7130 – Filming on Campus

7140 – Travel – Risk and Security [under review]

7150 – Occupational Health & Safety

7150–PR1 – Matrix of Responsibilities

7150–PR2 – Radiation Safety

7150–PR3 – Environmental Protection

7150–PR4 – Smoking Location

7150–PR5 – Workplace Violence Prevention

7160 – Parking [under review]

7170 – Protection of Equipment and Property

7200 – Cannabis Use

7504 – Liquor Consumption on Campus [under review]

7504–PR1 – Liquor Consumption on Campus – Procedure
[under Review]

STUDENT SERVICES

4113 – Convocation

4501 – Accommodation for Students with Disabilities

4501–PR1 – Requests for Accommodation [revised]

4600 – Student Financial Awards

4600–PR1 – Student Financial Awards Selection Process

7003 – Advertising



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bcit.ca/pts/instructors.shtml

