

The World Needs More

# BCIT

BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY  
STRATEGIC PLAN 2014 – 2019






ON THE COVER: ROBYN WORCESTER, BCIT ALUMNA  
CONSERVATION PROGRAMS MANAGER, STANLEY PARK ECOLOGICAL SOCIETY

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BRITISH COLUMBIA





# Message from the BCIT Leadership Team

The development of this strategic plan started when our then-president, Don Wright, published a white paper focused on one fundamental question: “Why BCIT?” Since that time, we have had many discussions, both inside and outside the institute, about why BCIT is so vital to a prosperous British Columbia.

There is a consistent thread in our answers. We all believe that BCIT plays a distinct role in the larger educational system of the province. We believe that we deliver our programs within a distinct educational model designed for the types of students we serve. And we believe that we have a shared goal and understanding: we work to meet the needs of students, industry, and business in BC. These discussions confirmed, once again, that we are integral to the economic, social, and environmental prosperity of this province. For this reason, our vision remains unchanged. It has meaning, it rings true, it provides ongoing challenges, it feeds our aspirations every day, and it continuously sets the bar a little higher.

To reach that bar, it is crucial that we continue to consult within our community — starting with our students and their future employers. It is our responsibility to create as many successful graduates as we can, building expertise and not merely filtering the talent that comes through our door.

This plan speaks to how we can deliver education and provide services to our students in a caring manner. It also focuses on areas of need: our buildings and infrastructure are aging; our funding sources need to be diversified; and the learning experience for full-time, part-time, and international students needs to be delivered in a consistent, high-quality manner that meets the needs and aspirations of our stakeholders.

Each of the seven strategic priorities outlined in this plan is a product of our ongoing discussions, and we sincerely thank everyone who provided input. For every comment you made, every question you asked, and every idea you contributed, we extend our sincere gratitude. A plan provides little value unless there are people ready and willing to implement it and bring it to life. We invite you to take an active role in making our next five years—and the start of our next 50—a testament to why BCIT exists and an integral part of the answer to the question, “Why BCIT?”

## *Leadership Team*

British Columbia Institute of Technology







DILLON FOERSTER, BCIT ALUMNUS  
FOREMAN, IRONWORKERS UNION LOCAL 97

# Framework of the Strategic Plan

## THE PROCESS

The 2014–2019 strategic plan was built through a consultative process initiated with a white paper, written by then-president Don Wright, entitled “Why BCIT?” Feedback was collected through a series of president’s forums, focus group meetings in each of our five major campuses, and FiveForward—our strategic planning website. Based on feedback, a strategic framework document was written and presented to the community for further input. Seven strategic initiatives were identified and a number of working groups were formed to articulate tactical objectives designed to achieve each of the initiatives. A draft strategic plan was written, presented to the community for feedback, and then endorsed by the Board of Governors.

## THE PLAN

The Strategic Plan is presented in three sections:

### *Vision and Guiding Statements*

This section outlines the institute’s vision, mission, and mandate, as well as a set of commitments we make to ourselves and to our stakeholders. These statements—at the highest level—define who we are, why we exist, who we serve, and the principles we use to guide how we deliver education and serve our students and the employers who hire our graduates.

### *Context for Planning*

Context for the plan is provided in the second section. It outlines environmental factors impacting BCIT, our students, and the industries we serve.

### *Strategic Goals*

In the last section, seven strategic goals are described, each with a list of associated objectives and high-level tactics. These goals are considered high priority and strategically important to the institute. Each will require special attention over the next five years. The goals will be realized and implemented through the annual operational plans of the schools and departments of BCIT, and in some cases, through the individual actions of our employees.



# Since 2009

In 2009, BCIT published a comprehensive strategic plan with 24 high-level goals and over 300 objectives. To date, over 205 objectives have been completed, while 102 remain active throughout the plan's final year. Since 2009, we have developed a sustainable financial strategy that allows us to serve the success of our students, staff, and community. We have renewed and developed interdisciplinary, internationally focused programs that address changing demographics, economics, environmental trends, and the needs of our students and employers. We have implemented innovative practices and programs that allow us to recruit and retain excellent employees, and were recognized as one of BC's Top Employers for 2011, 2012, and 2013, and selected as one of Canada's Best Diversity Employers for 2013.

With the launch of our 2009–2013 strategic plan, BCIT set out to be an objectives-driven institute with processes in place to ensure that our programming was of the highest quality. We committed to more closely attend to the stewardship of the institute to ensure we were proactive and responsible. We made commitments to listen—carefully and thoughtfully—to one another and to our stakeholders. We agreed to plan together, to take action, and to track our progress and successes. Above all else, we committed to continue to teach and graduate a gifted group of career-ready alumni who today make a substantive contribution to the BC economy.

In this strategic plan, we will build on these commitments and accomplishments. We will do more of what we do best and extend ourselves in ways that will make us even better.

## Three Fundamental Aims

BCIT exists within the British Columbia system of education to deliver something unique.

Through our graduates, our researchers, our faculty, and our staff we help create great employees, professionals, leaders, and entrepreneurs who will contribute to the economic, social, and environmental prosperity of British Columbia. BCIT fosters productivity, innovation, and success in BC and around the world. We see challenge and opportunity all around us and we embrace it. We teach our students to see the world in a similar, unfettered way, ensuring that they can make their own unique mark in their chosen career.

Though this strategic plan outlines our vision, mission, mandate, and values, and specifies seven high-level strategic initiatives, all support three fundamental aims:

### WE WILL NURTURE TALENT AND BUILD EXPERTISE

- We will graduate more students to our high standard.

### WE WILL EXTEND OUR REACH

- We will tell our story to the world and extend our community at home and around the globe.

### WE WILL NEVER BE COMPLACENT

- We will constantly renew the BCIT learning experience so it exceeds our students' expectations.





ONE OF BCIT'S MORE-THAN 145,000 GRADUATES.



*As a model for other  
parts of Canada  
and the globe,  
we believe the world  
needs more BCIT.*

# Principles

## PARTNERING WITH EMPLOYERS

Our credentials are highly valued by employers, providing superior returns on our graduates' educational investments. Launching and advancing careers is at the core of our model:

- Our emphasis on matching theoretical knowledge with hands-on application means our graduates retain maximum theoretical learning and know how to apply it in the real world.
- Faculty members have strong academic credentials but are recruited with as much emphasis on industry experience and connections, and for the value that experience brings to our students and their future careers.
- We work with the employer community to ensure that the knowledge, skills, and work habits instilled by a BCIT education will make our graduates productive and an ongoing asset to industry.
- Our graduates value teamwork and have a strong work ethic, a sense of confidence, the ability to solve problems, and the ability to manage time and projects: all traits that will be valuable for the duration of their careers.

## AN INSTITUTE OF INCLUSION

BCIT is an institute of inclusion. We strive to make the opportunities provided by the BCIT model of education available to all who could benefit from it:

- Our primary focus is building expertise, not merely filtering it.
- We provide a wide array of programming so people with diverse interests and aptitudes can build rewarding careers in an equally diverse and changing economy.
- Inclusiveness does not, however, mean a lowering of our standards. Our credentials are highly valued by employers because they know our graduates bring knowledge, skills, and strong problem-solving abilities to the workplace.
- Our commitment to inclusion extends to the BCIT community; ensuring that students, faculty, staff, and management have the opportunity to engage in the development of the institute's future.



## PROGRAMS AND VIABLE CAREERS

In order to launch and advance rewarding careers, we must analyze employment prospects and career viability to determine which programs we will offer:

- We evaluate programs to ensure strong employment prospects for graduates.
- We assess whether those employment prospects promise a good livelihood over time, and whether employment prospects are forecast to continue to be strong.
- We question whether the trade or profession makes a valuable contribution to society.

## HELPING CREATE A PRODUCTIVE SOCIETY

Our country and our province need to do a better job of creating the right kinds, quality, and quantities of skilled employees. We passionately believe that the BCIT model of education is critical to answering these challenges.

Our strong connection with the employer community—which shapes the knowledge, skills, and work habits instilled by a BCIT education—gives us a direct connection to the productivity agenda. Our commitment to building expertise means we are contributing to a more productive economy.

The BCIT model of education, with its focus on launching and advancing careers, broad availability, and time efficiency, will be a critical instrument in ensuring that a large percentage of British Columbia's population is equipped with the tools to earn a good standard of living.

While our focus is correctly on the prosperity of the province, our thinking is even bolder. As a model for other parts of Canada and the globe, we believe the world needs more BCIT.





A photograph of a person wearing a pink shirt, partially visible on the right side, working with a large pile of cut branches and brush in a wooded area. The background is filled with green foliage and trees, with sunlight filtering through the leaves.

# Vision

BCIT: Integral to the economic,  
social, and environmental prosperity  
of British Columbia.







# Guiding Statements

## MISSION

BCIT exists to serve the success of learners and employers:

- BCIT is an institute of higher education that exists to serve the citizens of British Columbia and its partners around the world, and to educate and train graduates who are career-ready, who are immediately productive in their chosen workplace, and who are ongoing assets to their employers.
- BCIT is an institution of inclusion. We strive to make the benefits of a BCIT education available to all who come to the institute prepared to meet our high standards. We educate, support, and care about our students and strive to graduate as many as possible.
- BCIT credentials are highly valued by business and industry. Our graduates receive a superior return on their investment in a BCIT education.
- BCIT exists to create the right kinds, quality, and quantities of skilled employees in professions that are in demand and can support a decent standard of living.
- The BCIT model of education focuses on launching and advancing careers, on the broad availability of its programs, and on the provision of education and training that can be accessed in an efficient amount of time.

## MANDATE

- BCIT's foundation is comprised of certificates, diplomas, and both undergraduate and graduate degrees: the entry-to-practice credentials that lead to rewarding careers. These are enhanced by programs and courses that are aligned with career development and growth, and include industry services, advanced studies, and continuing education.
- BCIT offers experiential and contextual teaching and learning with interdisciplinary experiences that model the evolving work environment.
- BCIT conducts applied research to enhance the learner experience and advance the state of practice.
- BCIT exercises its provincial mandate and priorities as well as its internationalization initiatives by collaborating globally with post-secondary systems and employers in activities that improve learner access and success.

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***BCIT is committed to being responsive and adaptive  
to the evolving needs of British Columbia.***



## COMMITMENTS TO OUR STAKEHOLDERS

BCIT is committed to:

- providing a learner experience that supports students as individuals, provides a superior return on investment, and actively supports lifetime career success;
- educating and training practitioners who can support the success of employers by being immediately productive, be a source of new ideas, and advance the state of practice;
- being responsive and adaptive to the evolving needs of British Columbia;
- prudently stewarding resources entrusted to us in a manner that provides the citizens of British Columbia with the best possible return on their investment;
- fulfilling the goals that were set out for us by the Government of British Columbia, as outlined in its annual Letter of Expectations;
- providing a consistent level of quality of education and services for both full-time and part-time students; and,
- listening to our students so we can support them as learners and as people, ensuring they have every opportunity to reach our high standards, to graduate, and become alumni.

## COMMITMENTS TO OURSELVES

BCIT is committed to:

- treating all employees with dignity and respect, understanding that they are the primary determinants of BCIT's current and future success;
- promoting the physical and psychological health and well-being of all employees, and championing activities that support individual development, professional growth, and work-life balance;
- building a diverse workforce that is reflective of the communities we serve, and fostering an environment where every employee receives fair treatment and equal opportunity;
- recognizing and rewarding employee achievements and innovations—sharing our challenges and celebrating our successes;
- promoting strategies that ensure we remain appropriately resourced, actively pursuing public and private funding, developing entrepreneurial approaches, and making decisions that best support our mandate;
- teamwork and transparent decision making based upon engagement with stakeholders; and
- defining success outcomes, measuring results, and striving for excellence within a culture of continuous improvement.



# Context for Planning

The following outlines some of the factors that play a major role in BCIT's institutional planning.

## *Population and Student Diversity*

The latest population projections indicate that over the next 25 years, BC's population will grow, get older, be more diverse, and become more urban. Remarkable demographic transformation will take place, with international and interprovincial migration accounting for almost all of the population growth projected in BC. We expect BCIT to continue to draw local students, however, the future student body will be more ethnically and culturally diverse, consisting of more out-of-province and international students as well as immigrants.

## *Mobility and Transferability*

Post-secondary students are increasingly mobile, both domestically and internationally. Within BC, there is growing student mobility between types of institutions and regions. The focus on internationalization is also expanding, adding complexity to mobility issues. Seamless transferability of students' credits and their rich academic experiences at domestic and international institutions will continue to be important, as will intergenerational mobility, or the need to accommodate the desires of individuals and workers for lifelong learning and training throughout their careers.

## *BC's Economic and Labour Market Challenges*

Economic performance in BC has not truly picked up after the recession of 2008-2009, but the outlook for the medium and long term looks brighter, with the structure of the population, the economy, and the job market transforming. Two-thirds of available jobs over the next decade will be replacement positions for retiring workers. More than three-quarters of the job openings over the next decade will require a college diploma, trade certificate, or degree, and many will require advanced competencies, including science and technology skills. Institutions like BCIT that focus on skill development and career-ready graduates will continue to play an important role in BC's economy and labour market.

## *High-Demand Sectors*

Growing demand for professionals will be a key driver of economic and labour market growth in the province. According to current labour market projections, jobs in health care, business, finance, administration, trades, and transportation will be among the fastest-growing areas. BCIT plays an important role in filling the employment needs in these areas and will continue to serve these needs with upgraded curriculum, training facilities, application of innovative instructional methods, and programs that are accredited by industry and regulatory bodies.

## *The Growing Productivity Gap*

Labour productivity is a major challenge facing Canada and the provinces that, if not addressed, may translate into low rates of gross domestic productivity and income growth. This is particularly important in BC, which has had comparatively lower growth rates in labour productivity. Developing a skilled workforce, investing in physical capital, and promoting technological progress and innovation are critical to improving productivity in the province. BCIT and other polytechnic institutions continue to have a role in enhancing the productivity growth and innovation agendas in the country through our research and development, by forging closer working relationships with business and industry, by emphasizing applied research, and by finding innovative solutions for small and medium enterprises.

### ***Fiscal Imperatives and Other Government Policies***

In light of recent financial crises, there is growing pressure on provincial governments to maintain fiscal conservatism. With our aging population, a higher share of government budgets will continue to go toward health care. The consequence of these factors is likely to be flat or declining public funding for post-secondary institutions. A complementary issue is the middle-class squeeze and rising socio-economic inequalities that add to financial pressures on students and their families to pay for higher education. Meanwhile, the labour market outlook is leading the government to focus on specific sectors such as health care, trades, and technical fields. Public policy will stress the importance of expanding international education and providing more opportunities for Aboriginal students in higher education.

### ***Disruptive Innovation in Higher Education***

In an era of information abundance, the higher-education sector is facing significant upheaval. Student and faculty expectations are being shaped by an evolving culture of choice, mobility, and accessibility, which together challenge our existing education model. Digital technologies are at the heart of that paradigm shift and arguably represent the predominant disruptive force in education.

### ***Meeting Student Expectations***

Students are attracted to BCIT for its reputation as an institute that provides practical skills to prepare graduates for the workforce. While our graduates indicate high satisfaction with their education, earnings, and employers, many find their time at BCIT very challenging. Providing programs in a manner that challenges, yet also supports and encourages our students, will help them meet our high standards and also help build loyalty with our alumni.

### ***Attracting and Retaining Excellent Employees***

The challenge to attract, retain, and engage a highly qualified workforce is exacerbated by the global competition for scarce talent and a shrinking pool of qualified candidates. In a competitive labour market where employees will have more options, the need to increase internal leadership capacity, offer a competitive total compensation package, and maintain a positive brand is becoming more critical. An aging demographic, a more diverse workforce, and rising salary and benefit pressures will add to an increasingly complex workplace. The adoption of innovative human resources strategies will help ensure that we have the necessary workforce to be an important contributor to the BC economy.

### ***Building Research and Industry Relationships***

Economic growth, productivity, and greater competitiveness will require expanding skill development, creating new knowledge, and solving business and industry problems through applied research. Through our programming and applied research in strategic areas, BCIT will remain at the forefront of technological change and the state of practice to meet the needs of industry partners and maximize the institute's impact on economic development and environmental sustainability.

### ***The Renewal, Maintenance, and Operation of the Physical Infrastructure***

The majority of the existing building and underground infrastructure on the Burnaby Campus is more than 50 years old, while support funding for capital projects and renewal from provincial sources has been greatly reduced over the last five years. Without major renewal, annual operating and maintenance costs greatly increase because building components reach the end of their life and require more extensive repair. These facility renewal issues challenge our efforts to support quality education.



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Digital  
Animation

STRATEGIC GOAL ONE:

# Foster Student Success

Improving our capacity to retain and graduate  
successful students





## 1.0 Increase Our Number of Graduates

The world needs more BCIT, and particularly, more of our uniquely qualified graduates. We exist to educate and graduate as many capable applicants as possible for rewarding careers. In that effort, we will strive to retain and graduate more students to our high standard and deliver our programs internationally.

### 1.1 Increase utilization of existing and future space.

- 1.1.a. Ensure programs are designed to fully use our current space, particularly in the summer.
- 1.1.b. Maximize classroom and learning space capacity. Create learning spaces that allow for multiple uses and changing needs.

### 1.2 Expand our reach.

- 1.2.a. Lead in the delivery of practical, skill-based online and blended delivery.
- 1.2.b. Increase the national and global recognition of a BCIT credential through development of international academic and industry partnerships.
- 1.2.c. Develop pathways for each student to obtain a credential that is recognized both at home and abroad.
- 1.2.d. Better serve the needs of the non-traditional learner through prior education assessment and recognition of workplace-based skills.

### 1.3 Graduate more students who study off-site by strengthening external linkages and recognition.

- 1.3.a. Develop recognized linkages to future learners by strengthening our K-12 system-wide partnerships.
- 1.3.b. Leverage our full range of educational products as a means of driving revenue growth and productivity by being the training solution partner for industry.
- 1.3.c. Meet the requirements of non-traditional students through external agency partnerships, community outreach programs, and—in communities where there is a demonstrated need—programming.

## 2.0 Increase Internationalization

Economic prosperity and globalization go hand in hand. International education enhances the trade of goods and services through the global exchange of intellectual capital, state-of-the-art knowledge, best practices, innovative ideas, and advances in technology. We aim to increase internationalization of our programs and curriculum to help ensure the future prosperity of British Columbia.

### 2.1 Improve BCIT's delivery model through program and curriculum internationalization.

- 2.1.a. Establish an international professional development fund to support faculty teaching and applied research activities.
- 2.1.b. Support faculty and staff in furthering their knowledge and skills so they may successfully undertake international initiatives.
- 2.1.c. Develop curriculum with a broad, international perspective.

### 2.2 Increase our students' ability to work and study in the global context.

- 2.2.a. Develop international internships that allow domestic students to gain overseas work experience and international students to acquire Canadian work experience.
- 2.2.b. Provide opportunities for domestic students to study abroad.

### 2.3 Create more seats for international students.

- 2.3.a. Optimize international enrolment while meeting government commitments to British Columbians.
- 2.3.b. Enhance BCIT's ability to provide better support and services for international students so they can participate fully in the BCIT student experience.

### 2.4 Establish BCIT programs internationally through partnering institutes.

- 2.4.a. Identify overseas partnerships with organizations that are able to meet BCIT standards of good practice.

### 2.5 Develop innovative models of delivery for international students and clients.

- 2.5.a. Develop and implement a means to deliver the BCIT student experience anywhere and anytime through the use of advanced technologies.

### 3.0 Increase Student Retention

It is our mandate to graduate as many first-rate students as possible. Student retention is about the moral and ethical commitment that BCIT and its faculty and staff make to each student who enrolls here—a commitment to engage them in the intellectual, social, and developmental aspects of BCIT. If we improve aspects of our education and services, and show our students that we care about their experience at BCIT, we can not only improve the student experience, but also increase student retention and graduation rates.

#### 3.1 Develop an institutional strategic plan for student retention and success.

3.1.a. Establish a retention analysis council to gather and interpret school and program enrolment data.

#### 3.2 Evaluate the effectiveness of existing retention activities and processes.

3.2.a. Provide reliable student retention information to the schools, allowing them to act strategically, measure the success of those actions, and continuously improve their retention and graduation rates.

#### 3.3 Promote and support the key roles that faculty and staff play in retention and student success.

3.3.a. Create a thriving learning community that encompasses in- and out-of-class environments as well as services that support student success.

3.3.b. Support faculty and staff in their roles as outlined in the institutional strategic plan for student retention and success.

### 4.0 Increase the Graduation Rate of Aboriginal Students

Aboriginal access to higher education is a primary goal of the provincial government, and while BCIT has more Aboriginal students than any other post-secondary institution in British Columbia, we will focus on substantially increasing their rate of graduation.

#### 4.1 Increase the graduation rate of Aboriginal students at BCIT in each of the next five years.

4.1.a. Establish academic programs and training courses that prepare Aboriginal students for employment in both urban and rural communities.

4.1.b. Determine realistic, measurable Aboriginal student enrolment targets.

4.1.c. Ensure employment prospects for Aboriginal students are fully identified and evaluated prior to program development and delivery.

4.1.d. Promote available post-secondary funding opportunities for Aboriginal individuals.

4.1.e. Provide and adequately finance proactive and reactive, culturally appropriate personal and academic support services that focus on the needs of Aboriginal people.







BCIT AEROSPACE TECHNOLOGY CAMPUS





STRATEGIC GOAL TWO:

# Financial Sustainability

Ensuring future success by diversifying funding



## 1.0 Develop Scalable Industry Services

“More BCIT,” in some cases, requires more funding. Establishing new, non-traditional sources of revenue, such as corporate training, is key to ensuring we can establish and maintain an innovation agenda and renew our infrastructure. BCIT, by design, has a mutually beneficial partnership with the industries and businesses that hire our students, and expanding our commercial offerings is important to our shared future success.

### 1.1 Recognize Industry Services as part of BCIT’s core business.

- 1.1.a. Develop administrative processes and services that support Industry Services.
- 1.1.b. Communicate consistently with all stakeholders involved in the delivery of full-time, part-time, and custom industry services.

### 1.2 Become corporate BC’s first choice for customized training and talent.

- 1.2.a. Conduct a market analysis to better understand our competitors and our competitive advantages.
- 1.2.b. Launch domestic and international marketing campaigns to promote the custom training opportunities available through BCIT.

### 1.3 Ensure Industry Services meets or exceeds the institute’s standard of educational quality.

- 1.3.a. Recruit and retain qualified part-time instructors interested in providing custom training and delivery.
- 1.3.b. Establish procedures for training and upgrading the skill sets of industry professionals who teach BCIT’s custom programs.

### 1.4. Cultivate a workplace culture of growth, business, and educational innovation.

- 1.4.a. Create incentive programs that encourage faculty to develop new business and initiatives.
- 1.4.b. Use our faculty and staff reward and recognition program to celebrate best practices in the area of new initiatives and non-traditional revenue source development.
- 1.4.c. Develop a training program to arm staff and faculty with the skills to qualify business opportunities, write proposals, negotiate, and win bids.

## 2.0 Strengthen Stakeholder Engagement and Investment

To foster innovation and growth in a landscape where traditional sources of funding are decreasing, BCIT will need to increase diverse sources of revenue through partnerships, sponsorships, and donations. We have a compelling story to tell, and that story is a key element in establishing BCIT as a unique and valuable asset within Canada. Our brand, our community relationships, and our ability to substantiate the unique value we bring to the citizens of BC must garner stronger and broader engagement, leading to substantial financial investment.

### 2.1 Increase brand presence and regard for BCIT in provincial, national, and international markets.

- 2.1.a. Attract highly respected and well-known corporations and individuals to partner and invest in BCIT.
- 2.1.b. Develop and deliver a third-party endorsement campaign.
- 2.1.c. Develop international education strategies to expand corporate partnerships with multinational companies.

### 2.2 Foster strong alumni engagement, advocacy, and investment in BCIT.

- 2.2.a. Align annual alumni campaign efforts with institutional fund development priorities.
- 2.2.b. Expand our alumni donor base.
- 2.2.c. Create alumni and student networks in partnership with schools.

### 2.3 Develop a comprehensive fund development campaign to focus on building infrastructure and meeting the institute’s equipment and support service needs.

- 2.3.a. Support the government relations advocacy strategy.
- 2.3.b. Conduct a fundraising feasibility study.
- 2.3.c. Develop, market, and execute the capital campaign strategy.

### 2.4 Support the institution’s business development strategies by having the BCIT Foundation co-chair a revenue-generation steering committee.

- 2.4.a. Support Industry Services in client recruitment.
- 2.4.b. Facilitate volunteer involvement of business development experts.
- 2.4.c. Introduce sponsorship and advertising as a significant institutional revenue stream.



JONATHAN BECKER, BCIT ALUMNUS  
OWNER AND PRINCIPAL, THRIVE DIGITAL





STRATEGIC GOAL THREE:

# Change the Student Experience

Meeting the needs of all students through innovation and exemplary service







*Meeting our students' needs—at the time and place they need it and in a timely and cost-effective manner—is critical to our goal of providing responsive, interactive, integrated services.*

## 1.0 Build a Pervasive and Consistent BCIT Experience

The student experience extends well beyond the classroom. Application processes, financial aid, technology services, counselling, and recreation and food services are among the services students rate as critical to their BCIT experience.

Regardless of which campus they attend, what time of day they attend, or what mode of study they undertake, students deserve an exemplary level of service. Meeting our students' needs—at the time and place they need it and in a timely and cost-effective manner—is critical to our goal of providing responsive, interactive, integrated services.

### 1.1 Connect students with the specific services they need, by the most appropriate and effective means, without compromising choice or access.

**1.1.a.** Develop a comprehensive suite of online tools and services—with a particular emphasis on mobile use—that supports and augments the services traditionally offered face to face.

**1.1.b.** Remove the complexity of existing processes to improve access to quality services.

**1.1.c.** Analyze existing data, in combination with campus-specific data, to support our understanding of what we know about our students and their interactions with BCIT in order to provide a personalized, context-sensitive range of services.

## 2.0 Integrate Innovative Teaching and Learning Technologies

In our increasingly digital world, students bring a growing expectation that their school life will easily integrate with their personal life. An increasing emphasis on choice, mobility, personalization, accessibility, and relevance challenges our existing delivery methods. As an institute of technology, we must pioneer innovative approaches to teaching and learning by harnessing the potential of our digital assets to support advances in education while also maintaining the uniqueness of our programs. Teaching simulations, interactive learning objects, and collaboration platforms—accessible from a variety of devices—will shape much of the learning experience, not to replace human interaction, but to augment and support the student experience.

### 2.1 Ensure that students can connect to the BCIT network of services, safely and securely, using their own preferred digital devices.

**2.1.a.** Upgrade and expand the BCIT network infrastructure to provide the capacity to accommodate every student connecting with at least three mobile, wireless, digital devices simultaneously.

**2.1.b.** Create a virtual BCIT desktop experience capable of replicating the typical software applications and services currently offered in computer labs.

**2.2 Provide students the means to collaborate with their peers and instructors, share internal and external resources, and engage with industry subject-matter experts.**

2.2.a. Develop a collaborative online learning space that is focused on individual students as part of the broad BCIT community, regardless of their geographic location.

2.2.b. Establish an open approach to learning materials for faculty and students so they can more easily access and incorporate current, relevant, evidence-based, quality online materials into their learning activities in real time.

**2.3 Create an environment that promotes and supports teaching and learning in an adaptable environment.**

2.3.a. Develop training opportunities to increase faculty awareness and knowledge of new methodologies and technologies that support teaching and learning.

### **3.0 Listen to the Student Voice**

We have a reputation for setting high goals for our students and ensuring that our graduates are ready for the workplace. Still, our mandate is to graduate as many superb students as possible, not simply filter talent.

Our students are diverse in terms of gender, age, nationality, culture, and language, as well as individual goals and aspirations. We need to develop a true partnership with our students—based upon mutual understanding—to create a single, inclusive community where all students have an equal opportunity for success.

Students can encounter a broad range of barriers while they study. Some are academic in nature, but others relate to our services, our facilities, and the challenges students might face financially or personally. Capable potential graduates who might face a singular barrier to their studies can often be helped to succeed through the support and care of the BCIT community.

**3.1 Actively listen to the student voice in our efforts to define, create, and sustain a student community that supports inclusiveness and fosters success.**

3.1.a. Embrace the diversity that exists within our student body, ensuring that all students feel part of and can participate fully in the BCIT experience.

3.1.b. Partner with our students to define values and standards that support student success.

3.1.c. Actively partner with our students to improve services where there is the greatest need.

3.1.d. Individually, seek opportunities to support student success in our daily work.

3.1.e. Engage in leadership training for our employees that promotes a variety of leadership styles.











STRATEGIC GOAL FOUR:

# Program and Credential Recognition

Improving the quality of our educational programming, delivery, and support to aid recognition and transfer



## 1.0 Better Integrate Part-Time Studies Activities within the Overall Delivery of a BCIT Education

Part-time Studies courses at BCIT should fully align with their full-time counterparts, right down to learning outcomes and course descriptions. Our part-time courses and associated business processes must support a cohesive collection of credentials that are recognized nationally and internationally, and delivered in a flexible yet consistent manner.

### 1.1 Ensure Part-time Studies quality meets or exceeds both BCIT full-time education quality and competitor standards.

- 1.1.a. Integrate all part-time activities into each school's quality review processes.
- 1.1.b. Ensure part-time instructional staff meet BCIT hiring and qualification guidelines and are provided with an appropriate level of orientation and instructional resources to succeed.

### 1.2 Align business processes to ensure Part-time Studies activities are integrated into BCIT service models.

- 1.2.a. Integrate and resolve operational issues associated with part-time activities within the appropriate BCIT working committee or group.
- 1.2.b. Update information systems to ensure business processes supporting part-time activities are as effective and efficient as possible.

### 1.3 Develop a structure of accountability that ensures commitments for change within Part-time Studies activities are effectively acted upon and sustained.

- 1.3.a. Identify systems support for maximizing enrolments and enrolment planning, including monitoring and measurement of results.
- 1.3.b. Ensure part-time operational issues and associated activities are integrated into the BCIT operational planning cycle.
- 1.3.c. Update individual roles and responsibilities across BCIT to support the achievement of the strategic objectives for part-time activities.

## 2.0 Strengthen Credential Recognition and Transfer

BCIT is part of a global educational network. At the institute level, we want to enable our students to transfer from one program to another. Externally, we want to encourage students to transfer into BCIT, but also have our graduates easily transfer into other institutes, colleges, and universities around Canada and the world. Credential recognition and transfer acknowledges BCIT's commitment to continuous learning and confirms our international perspective. The means to supporting transferability is through programs that are outcomes based, consistently delivered, regulated when necessary, and aligned both internally and externally.

### 2.1 Award broadly recognized credential types.

- 2.1.a. Through BCIT's program development and program review processes, ensure the credential types proposed or in use comply with BCIT-approved credential types and meet external peer institutions' practice and standards.
- 2.1.b. Ensure BCIT non-degree credentials—such as diplomas and certificates—align with Ministry of Advanced Education, Innovation, and Technology standards.
- 2.1.c. Develop new credentials that meet evolving market needs.

### 2.2. Ensure BCIT's institutional status is appropriate and broadly recognized for the quality and range of education delivered.

- 2.2.a. Consult with key stakeholders on issues and options regarding BCIT's institutional status.
- 2.2.b. Determine implications of preferred institutional status and, if necessary, develop an implementation plan.

### 2.3 Become a member of, or accredited by, relevant academic and professional associations.

- 2.3.a. Achieve highest quality institutional accreditation with the BC Ministry of Advanced Education, Innovation, and Technology.
- 2.3.b. Achieve academic and professional program-level accreditation wherever appropriate.
- 2.3.c. Join AUCC (Association of Universities and Colleges Canada), and maintain membership in good standing with other academic and professional associations.



## 2.4 Fully engage with provincial and pan-Canadian post-secondary transfer councils.

- 2.4.a. Engage with BCCAT (BC Council on Admissions and Transfer) to ensure BCIT can effectively receive and transfer students.
- 2.4.b. Explore opportunities to engage with other Canadian jurisdictions through PCCAT (Pan Canadian Council on Admissions and Transfer).
- 2.4.c. Leverage affiliations through CAGS (Canadian Association of Graduate Studies) and their Western Canada chapter (Western Canadian Deans of Graduate Studies).

## 3.0 Strengthen Educational Quality

Education is the primary reason for our existence, and our future success depends upon the quality of the educational experience we offer. BCIT's education quality framework supports quality improvement across programming, program delivery, and educational support systems.

### 3.1 Offer relevant, recognized, quality programs within the scope of our institutional mandate.

- 3.1.a. Develop all new programs in accordance with BCIT's Program Development and Change Policy (Policy #5401), and with the support of the Learning and Teaching Centre.
- 3.1.b. Review all existing programs in accordance with BCIT's Program Review Policy (Policy #5402) on a systematic basis according to the schedule established by the Office of the Vice President Education, Research, and International.
- 3.1.c. Seek membership in institutional associations and achieve program-level accreditation where appropriate.

### 3.2 Ensure the delivery methods used for BCIT programming are appropriate and add value to the program content.

- 3.2.a. Support a culture of teaching excellence through customized instructional skills workshops, ongoing professional development, and scholarly activity.
- 3.2.b. Ensure we have the appropriate technology and equipment to support our mandate as a leading post-secondary education institute of technology.
- 3.2.c. Ensure our facilities meet the needs of learners and staff, and the campus embraces the concept of a "living lab."

### 3.3 Ensure appropriate support services for our educational programming.

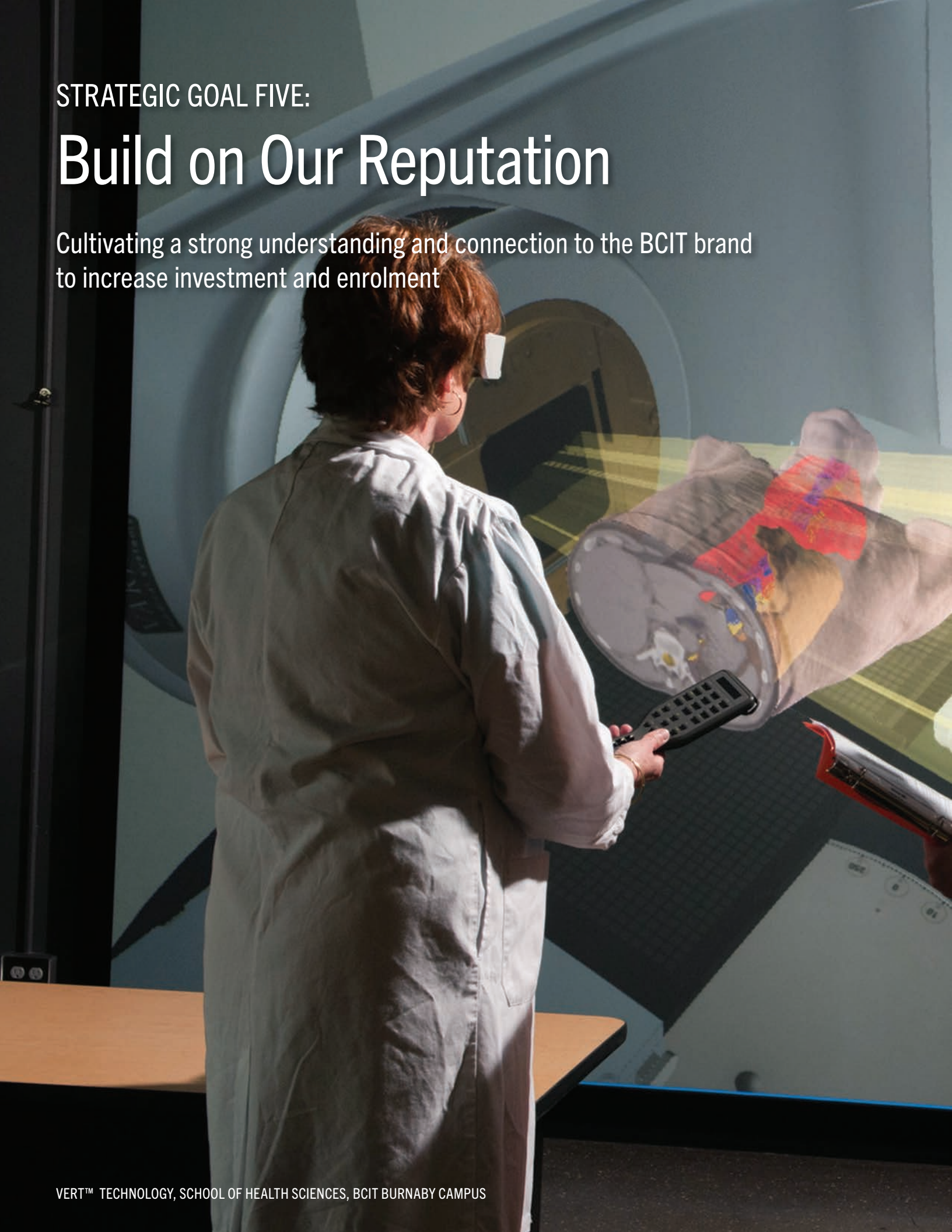
- 3.1.a. Ensure we have educational support services that are integrated and aligned with the education departments across all schools and campuses.

*Credential  
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transfer acknowledges  
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STRATEGIC GOAL FIVE:

# Build on Our Reputation

Cultivating a strong understanding and connection to the BCIT brand to increase investment and enrolment







## 1.0 Build Understanding, Value, and Recognition for the BCIT Brand

We can reinforce and improve our reputation by building on our strengths. However, success and reputation are also built through innovation, by anticipating the future, and by quickly adapting to the unanticipated. Our ability to deliver “more BCIT” and realize our vision depends on our willingness to build what we don’t have and supply what our customers want or need. It is also anchored in answering the fundamental question of “why BCIT?": defining and delivering on those values, beliefs, unique services, and programs that make us integral to the prosperity of the province. A shared understanding of who we are and why it matters will guide our work every day, providing a foundation upon which we can build our story and advance our standing as an exemplary institute of higher education.

### 1.1 Develop a strong internal understanding and connection to the BCIT brand.

- 1.1.a. Complete a brand articulation with input from brand research and our internal community.
- 1.1.b. Develop marketing and communications tools for the institute to ensure consistent brand delivery.
- 1.1.c. Integrate brand awareness and engagement throughout the institute’s operations.

### 1.2 Focus brand development on building our profile and engagement externally.

- 1.2.a. Re-introduce the BCIT brand to our external market through marketing and communications vehicles.
- 1.2.b. Develop a stakeholder and community engagement strategy tied to brand.
- 1.2.c. Elevate our market presence through promotion and public recognition of faculty, students, alumni, and pan-institutional accomplishments.

### 1.3 Position BCIT as the institute of choice for students who are career-focused.

- 1.3.a. Enhance measurable communications with prospective and current students to help move them from applicants to registered students to alumni.
- 1.3.b. Ensure BCIT curricula is matched to industry’s core competencies where they exist in practice.

### 1.4 Increase investment from individuals and corporations.

- 1.4.a. Increase affiliation marketing connected to the reputation of those individuals and corporations that invest in BCIT.
- 1.4.b. Build advocacy among alumni to foster stronger connections and substantial investment with BCIT.
- 1.4.c. Increase our capacity to secure transformative gifts to support department and institute priorities.





STRATEGIC GOAL SIX:

# Build a Long-Term Educational Plan

Developing a 30-year plan to ensure we remain integral to the prosperity of British Columbia





## **1.0 Inform our Long-Term Planning From an Academic Perspective**

BCIT's role, as captured by the BCIT Works marketing campaign, reflects a brand that is critical to the sustainability of the province. In order to achieve long-term success, we need to look beyond the next five years. A long-term education plan will describe the factors we must consider to ensure our programs continue to be relevant, the institute remains highly competitive, and we can create an environment where we possess the capacity and competency to successfully meet the challenges of the future.

**1.1 Develop a long-term (30-year) education plan that ensures BCIT remains integral to the economic, social, and environmental prosperity of British Columbia by supporting annual planning as it relates to the delivery of education, campus renewal, fund development, and the conduct of research.**



STRATEGIC GOAL SEVEN:

# Campus Development

Create a campus development plan to support educational priorities





## **1.0 Develop the Framework for Major Capital Funding**

A development plan for the Burnaby Campus will support current educational priorities and future academic program initiatives. The campus development plan will guide the development of a pedestrian-oriented campus that includes a greater mix of activities—including learning, working, shopping, and living—that transforms student and staff experiences, and that enhances learning and research opportunities. The implementation of a campus development plan will include a framework for adopting comprehensive sustainable development standards, a framework for outlining priorities for major capital project funding campaigns, and the identification of revenue opportunities.

### **1.1 Translate the long-term education plan into a campus facilities strategic plan.**

1.1.a. Participate in the development of a long-term education plan for BCIT that will verify academic and virtual space requirements for the next 30 years.

### **1.2 Provide a campus image and building location plan for the academic precinct of the Burnaby Campus.**

1.2.a. Define the principles and objectives for a revitalized Burnaby Campus that will transform the student and staff experience, improve teaching and learning, enhance institute reputation, and provide state-of-the-art campus design.

### **1.3 Provide a preliminary transportation, circulation, and parking plan for the Burnaby Campus.**

1.3.a. Analyze existing traffic and parking requirements and develop a more sustainable circulation plan that both enhances alternative modes of transportation—such as pedestrian, bicycle, and transit—and consolidates land use dedicated to surface parking.

### **1.4 Provide a market analysis of mixed use development opportunities.**

1.4.a. Analyze existing market conditions in Burnaby and demonstrate the relative economic viability of commercial, retail, and office development on campus.

### **1.5 Provide a market analysis of student, faculty, and market housing development opportunities.**

1.5.a. Analyze existing market conditions in Burnaby and demonstrate the relative economic viability of student, faculty, staff, and market housing on campus.

### **1.6 Engage in a collaborative planning process with the City of Burnaby.**

1.6.a. Conduct a series of joint planning workshops with City of Burnaby representatives to reach mutual agreement on land-use planning principles and guidelines for the Burnaby Campus.





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