

The BCIT logo consists of the letters "BCIT" in a bold, white, sans-serif font, enclosed within a dark blue square. A registered trademark symbol (®) is positioned at the top right of the square. The background of the entire page is a photograph of a modern building interior with a perforated ceiling and walls that create a starry, light-filled effect. In the foreground, four people are engaged in a conversation. The ceiling and walls are made of a material with many small, irregular holes, through which light is passing, creating a pattern of bright spots. The floor is a smooth, light-colored material. In the background, there are stairs and a glass-walled area where other people can be seen. The overall color palette is dominated by blues and greys, with the yellow text box providing a strong contrast.

A PARTNER IN FUTURE-PROOFING BC

Institutional Accountability Plan and Report
2023/24 Reporting Cycle



Accountability Statement: Letter to the Minister

July 12, 2024

Honourable Lisa Beare
Minister of Post-Secondary Education and Future Skills
PO Box 9080 Stn Prov Gov't
Victoria, BC, V8W 9E2

Dear Minister:

We are pleased to submit the British Columbia Institute of Technology (BCIT) Institutional Accountability Plan and Report (IAPR) to the Ministry of Post-Secondary Education and Future Skills for the 2023/24 reporting cycle. This report has been prepared in accordance with the Budget Transparency and Accountability Act and has been reviewed and approved by the BCIT Board of Governors. BCIT is committed and accountable for meeting the objectives outlined in this plan.

Over the past year, while working in a climate of fiscal restraint, BCIT has incorporated many initiatives and strategies that align with government priorities and support a sustainable future. Our report highlights BCIT's commitment in meeting the priorities, expectations, and overarching principles identified in the [Ministry's Mandate Letter](#) to the institution. This includes delivering education and training in support of the [StrongerBC Future Ready Action Plan](#), incorporating feedback to ensure Indigenous voices are reflected in trades training programming, continuing to implement education related to the Truth and Reconciliation Commission's Calls to Action and In Plain Sight recommendations, and introducing protections for international students to ensure fair treatment.

We are honoured to introduce the [BCIT Accessibility Plan 2023](#), released in September 2023, in support of the Accessible British Columbia Act. The Accessibility Plan includes BCIT's framework, approach, work to date, and next steps. A monitoring report will be produced and shared annually with the community, along with a commitment to review the Plan itself at minimum every three years. The Plan also outlines actions that will be considered to make BCIT campuses inclusive, barrier-free environments for our community. We continue to strive to make BCIT campuses inclusive for all.

BCIT connects education, industry, and government in building an agile workforce. We provide career-ready, skilled graduates to a diverse range of industry sectors. In doing so, we make a unique and important contribution to the economic and social prosperity of British Columbia.

We are proud of the past year's achievements and intend to build on the initiatives outlined in BCIT's plan in the coming years.

A handwritten signature in black ink, appearing to read "MB", written over a horizontal line.

Michael Bonshor
Chair, Board of Governors

A handwritten signature in black ink, appearing to read "J. Zabudsky", written over a horizontal line.

Dr. Jeff Zabudsky
President

Table of Contents

Strategic Direction and Context	2	BCIT Performance Plan	19
Strategic Direction	2	Performance Measures, Targets and Results	30
External Scan	3		
Internal Scan	4	Consolidated Financial Statements	33
Mandate Priority Reporting	11	Appendix B:	
		Template for Reporting on Lasting and Meaningful	
		Reconciliation.....	34

Vision

EMPOWERING PEOPLE. SHAPING BC. INSPIRING GLOBAL PROGRESS.

Mission

PARTNERING LEARNERS AND INDUSTRY FOR SUCCESS THROUGH WORKFORCE DEVELOPMENT.

Values

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.



The British Columbia Institute of Technology is grateful to be located on the unceded territory of the Sḵwx̱wú7mesh [Squamish], səf ilwətaʔ [Tsleil-Waututh], and xwməθkwəy’əm [Musqueam] First Nations.

Strategic Direction and Context

Strategic Direction

Established in 1964, BCIT is provincially mandated under the *BC College and Institution Act* ([Bill 26-2004](#)) to act as a polytechnic institution for British Columbia by offering technological and vocational instruction, as well as baccalaureate and applied master's degree programs.

In 1964, BCIT's guiding philosophy was to develop job-ready graduates. Since that time the Institute has seen many changes, all while upholding this key philosophy. With a fundamental commitment to graduates' career success driving the Institute's approach for sixty years, graduates of BCIT trades, apprenticeship, technology, and professional programs remain some of the most sought-after talent in Canada. BCIT's distinct position can be attributed to the core business of delivering applied education and training in support of British Columbia's economic development. The Institute continues to cultivate partnerships with business, industry, high schools, and other post-secondary institutions, which supports the advancement of the Institute's vision in several ways, including improving core offerings, increasing the number of degree programs, enhancing applied research to support advanced studies, strengthening work-integrated learning (WIL) opportunities, and expanding partnerships to include foreign post-secondary institutions.

Continuing support for the Ministry of Post-Secondary Education and Future Skills (PSFS) in fulfilling their mandate commitments, and high-level internal alignment with the changing needs of industry is of great importance to BCIT. In response to the Truth and Reconciliation Commission's of Canada (TRC) Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), as well as the Declaration on the Rights of Indigenous People's Act, BCIT is actively creating opportunities, building capacity for Indigenous learners, and supporting their success through the **Indigenous Vision**. To support equitable access to education, the Institute is also improving access to education for vulnerable and underrepresented students such as former youth in care, and expanding programming related to the trades, technology, and health sectors.

The Institute is now nearing the end point of its BCIT Strategic Plan 2019-2024. This plan has guided the Institute through a significant phase, leading BCIT through a transformative period and setting the groundwork for the future. At present, community engagement and consultations are underway to refresh the BCIT Strategic Plan, with a formal release anticipated in December 2024.

BCIT will continue to build on its firm foundation of applied education by embedding work-integrated learning (WIL) in its education model and remains committed to active collaboration and engagement with both PSFS and the BC post-secondary system towards implementing a common application system for the province.

External Scan

BC's Economic Performance

BC's gross domestic product (GDP) grew moderately by 3.9% in 2022¹, with the service industry being the primary contributor.² Key industries driving this growth included transportation and warehousing; accommodation and food services; professional, scientific, and technical services; and healthcare and social assistance services. Economic expansion is anticipated to decelerate in 2023 and 2024, reflecting the delayed impacts of substantial central bank interest rate hikes.³ Despite this economic forecast, there are signs that inflationary pressures are subsiding with core inflation measures stabilizing close to 3%.⁴ This trend could suggest that the cost of living is becoming more manageable and interest rates are likely to remain steady, laying the groundwork for a stable economy toward the latter half of 2024 and into 2025. The GDP per capita is also expected to improve in the latter half of 2024 due to the diminishing effects of past interest rate increases and increasing business consumer confidence.⁴ As businesses become more optimistic about future growth prospects, they are likely to increase investment and hiring.

Employment in British Columbia grew 3.2% in 2022, adding 84,000 jobs, and is expected to grow moderately at 1.2% annually through 2033.⁵ According to the 2023 Edition of the BC Labour Market Outlook, five industries are expected to generate the majority (55%) of job openings over the next decade: health care and social assistance (17%), professional, scientific and technical services (14%), retail trade (10%), educational services (7%), and construction (7%). In addition to this, BC's sustainable energy sector continues to see expansion with BC Hydro issuing a call for power for the first time in 15 years, with the intention to increase supply by 5%.⁶ This is expected to lead to increases in private capital spending and to generate approximately 800-1500 jobs annually.⁶ Additionally, BC Hydro's updated 10-year capital plan will see almost \$36 billion in infrastructure investments from 2024-2034.⁷ This substantial investment in infrastructure comes in response to population growth, housing construction, and industrial development and is expected to support 10, 500-12, 500 jobs annually.⁷

Over the next 10 years, artificial intelligence (AI) and automation will impact many occupations, enhancing economic growth and labour productivity, and while not expected to significantly affect job openings in the near future, they will primarily transform jobs rather than create or replace them. As technology evolves, it's clear that educational institutions must adapt by providing practical learning opportunities for both incoming students and those looking to update their skills to meet the changing demands of the job market. As a polytechnic institute, BCIT is ideally situated to meet those upskilling and job market needs.

Polytechnic Education

The Institute's continuous dedication to experiential post-secondary education focused on hands-on, practical learning in programs that are industry-driven has far reaching impacts. The polytechnic education the Institute provides enhances productivity, growth, and innovation here in BC and throughout Canada, developing human capital, promoting technological development, and fostering innovation.

BCIT is a founding member of [Polytechnics Canada](#), a not-for-profit association that represents Canada's 13 leading research-intensive, publicly supported polytechnics, colleges and institutes of technology. Polytechnics Canada and its member institutions place a strong focus on Research and Innovation, Skills and Talent, and Diversity and Inclusion. The association works to raise awareness of the impact of the applied, industry-focused education provided by its members.

Changing Demographics

BC continues to experience high levels of international immigration. As of January 1, 2024, the provincial population was 5.61 million. During 2023 the population grew by an estimated 3.0%.⁹ International immigration continues to be the largest driver of

¹ Statistics Canada. [Table 36-10-0402-01. Gross domestic product \(GDP\) at basic prices, by industry, provinces and territories](#)

² Government of BC. [2023 British Columbia Financial and Economic Review](#)

³ TD. [Provincial Economic Forecast](#)

⁴ Bank of Canada. [Monetary Policy Report - April 2024](#)

⁵ Government of BC. [2023 British Columbia Financial and Economic Review](#), WorkBC. [BC Labour Market Outlook: 2023 Edition](#)

⁶ Government of BC. [BC Hydro issues call for new clean electricity to power B.C.'s future](#)

⁷ Government of BC. [Premier announces new actions to build electricity system, create jobs](#)

⁸ WorkBC. [BC Labour Market Outlook: 2023 Edition](#)

⁹ BC Stats. [Population Estimates & Projections for British Columbia](#)

population growth, with an estimated net addition of 128,141 non-permanent residents.¹⁰ In 2023, a net total of 8,624 Canadians relocated from the province, predominantly moving to Alberta. This is the first net outflow since 2012.¹¹ Meanwhile, the natural population change as a result of births and deaths reduced the population by 3,103 people.¹² These statistics once again confirm BC's heavy reliance on international migration for economic and labour force growth.

BC Stats' projections indicate that BC's senior population will grow by 63% between 2020 and 2041, the proportion of working age population will decline over the next 20 years, and will account only for 58% of all residents. The 2023 BC Labour Market Outlook indicates that over the coming decade, nearly half of the new job seekers, approximately 47%, will be young individuals joining the workforce. Immigrants are projected to make up another 46%, with the remaining percentage representing job seekers relocating from other regions within Canada.¹³

With continuing international and interprovincial migration trends, BC will see an expansion of the labour force and a more ethnically and culturally diverse society. Post-secondary institutions in the Lower Mainland will continue to cater to college-age students, while also having to meet the needs of older workers and aging professionals and preparing for an increasing number of female students entering new fields such as trades. In order to better integrate new immigrants into the job market, the BC government is investing in career supports that provide language training, career counselling, and financial and educational services related to certification or recertification in various fields.¹⁴ Meanwhile, post-secondary institutions such as BCIT are expanding opportunities to offer existing and mature professionals the tools to upgrade their skills through a wide variety of [micro-credentials](#). Furthermore, the province is promoting opportunities for women to [explore trades training](#), and BCIT is offering inclusive trade programs as well as exclusive [exploratory trade program for women](#).

In response to these shifting demographics towards a more diverse and maturing population, BCIT will continue its efforts to cater to a diverse student body, and seek opportunities to support the education and training needs of older workers.

Internal Scan

BCIT Students

BCIT's mission is to deliver quality education and training to support student career goals, and to provide BC with the skills for a productive economy. The programs offered at BCIT are designed to support the Ministry of Post-Secondary Education and Future Skills in meeting its mandate commitments, and offer future-proof workplace skills.

The Institute continues to draw students from large school districts across BC, and accepts applications from international students across the globe. During the 2023/24 fiscal year, close to 43,000 students¹⁵ were enrolled at BCIT. Included in these enrolment numbers were about 1,750 Indigenous students¹⁶ and approximately 4,350 international students¹⁷ coming from approximately 100 countries.

The Student Check-in Survey, first launched in Fall 2020, is administered annually to all Flexible Learning (formerly Part-time Studies) and full-time students, to better understand their needs and concerns. Results from the Winter 2024 term showed that 85% of respondents were satisfied with their education, Flexible Learning participants reported a slightly higher level of satisfaction (85%) than full-time students (84%). Apprentices reported the highest satisfaction (87%), whereas Trades and Technical Studies reported their satisfaction at 82%. The results show that students overwhelmingly agree that BCIT is a diverse and inclusive environment, with over one-third of respondents (37%) identifying themselves as a member of a visible minority group. When asked about the overall quality of the learning environment, respondents showed a preference for in-person learning (80%) over online learning (72%), with a notable portion expressing satisfaction with the resources and facilities related to their program or course.

¹⁰ Statistics Canada. [Table 17-10-0040-01 Estimates of the components of international migration, quarterly](#)

¹¹ Statistics Canada. [Canada's population estimates: Strong population growth in 2023](#)

¹² Statistics Canada. [Table 17-10-0059-01 Estimates of the components of natural increase, quarterly](#)

¹³ WorkBC. [BC Labour Market Outlook: 2023 Edition](#)

¹⁴ WelcomeBC. [Career Paths for Skilled Immigrants](#)

¹⁵ BCIT Student Information Systems, fiscal year 2023/24 [distinct student headcount]

¹⁶ Student Transitions Project. Fall 2023 Enrolment Dashboard

¹⁷ BCIT Student Information Systems, Fiscal year 2023/24 [distinct international student headcount]

Of BCIT's Flexible Learning students, who make up about 33% of Full-time Equivalent (FTE) students¹⁸, 41% cited a "flexible schedule" as their primary reason for choosing BCIT; followed by 40% who indicated "reputation"; 31% selected "availability of online option for the course/program; and 30% because the "program/course only offered at BCIT".¹⁹ Working full-time was the top reason cited for choosing to study on a part-time basis [57%].¹⁷

Indigenous Students at BCIT

Acknowledging the Coast Salish territories, the Nations of Tsleil-Waututh, Musqueam, Squamish, Sto:lo, and Tsawwassen on which BCIT campuses are located, the Institute's Indigenous Vision, introduced in 2019, provides a platform to strengthen the Institute's 25-year commitment to the enrolment and success of Indigenous learners. In 2022/23, BCIT delivered more trades (807 students), and engineering and applied sciences (374 students) undergraduate programming to Indigenous students than any other non-research post-secondary province-wide.²⁰ Business and management were also areas of higher enrolment. Enrolment activity of Indigenous students is anticipated to increase over the coming years as BCIT continues on the path of reconciliation and works to strengthen its relationships with Indigenous communities.

Student Well-Being

BCIT is committed to creating physical, social, and educational environments that enrich the well-being of students. The BCIT **Student Well-being and Resilience Framework**, introduced in 2020, is currently being revised to better align collaborative initiatives and engagement for student well-being, increase student engagement, and build institution-wide accountability for student health and well-being. In the updated framework, the Student Well-being Advisory Committee will report to the Associate Vice-President of Students, and Provost and Vice-President, of Academic to guarantee that well-being is considered both inside and outside of the classroom.

The Canadian Campus Well-being Survey was conducted in 2023 to gather data on student well-being and to complete a current state assessment. Through a variety of methods, the results were communicated out to the campus – including to senior leadership, the academic schools, and the Student Association. This data continues to be used to inform the revision of the Student Well-being and Resilience Framework, as well as help drive new programming to support students.

BCIT Student Success continues to offer broad and holistic approaches to support students using the Eight Dimensions of Well-being. This approach is guided by Indigenous perspectives of wellness, the mental health dual continuum model, and the socio-ecological model, which encourages the Institute to create an environment that focuses on individuals in addition to promoting positive well-being at a community and population level.

Student Financial Aid and Awards has increased service accessibility through the launch of its first ever online award application for bursaries, which students can now complete on their mobile device, as well as a drop-in financial aid advising program offered both in-person and remotely during the first few weeks of each term.

Mental Health Supports

Supporting students' mental health is one of the main priorities of the BCIT Student Well-being and Resilience Framework. In alignment with the priority of providing flexible and accessible services, Counselling and Student Development have extended their hours into the evening. Student Health Services psychiatry services have also evolved, with increased case consultation, integrated case management support, and expanded collaboration with various campus stakeholders on health promotion initiatives.

BCIT Student Health Services, Counselling and Student Development, Early Assist, and other support services at BCIT continue to deliver remote and in-person appointments. BCIT is committed to providing a supportive, safe, and inclusive learning and working environment for all community members. Student Health Services has recently adjusted physician schedules to introduce a daily urgent care appointment option, readily available to any student in need, without the requirement for a prior appointment. This initiative has proven beneficial for students experiencing urgent and mental distress-related needs, and has enhanced overall experience with the service.

Training and education have also been a priority. One of the foci of BCIT's Health Promotion Strategist is education for suicide

¹⁸ BCIT Student Information Systems, fiscal year 2023/24

¹⁹ BCIT 2023 Part-time Studies Engagement Survey Results

²⁰ Student Transitions Project. Fall 2023 Enrolment Dashboard

prevention for faculty and staff, and Institute-wide initiatives. A range of educational opportunities for students, staff, and faculty have been and continue to be offered, including Capacity to Connect, Let's Talk About Suicide, Insights into Behaviour, Starting a Conversation about Mental Health, Foundational Training for Students, and more. Recent programming offered to faculty and staff has focused on building trauma-informed practices for students.

Finally, BCIT policies currently being revised are reviewed with a student well-being lens [e.g. conduct policies]. The Indigenization, Inclusion, Diversity, Equity, Accessibility, Sustainability and Student Well-being [IDEAS Guiding Document](#), an internal collaboration across four departments, is undergoing a pilot phase to facilitate faculty and staff in programming initiatives. Aiming to encourage self-reflection on the alignment of academic programs with these values and foster recommendations to advance them within the Institute, this initiative equips Self-Study Teams with guiding questions and practical examples.

Student Housing

More than 750 students occupy 329 rooms each year in BCIT Student Housing. A flexible model of continuous intake for both short- and long-stay residents allows the operation to support both full-time technology students and short-term apprenticeship students throughout the year. To meet student needs, Student Housing has also continued to increase gender inclusive housing options. These options remain the top choice for housing applicants. The province is investing \$108.5 million towards the Tall Timber Student Housing project, which will conclude in early 2025 and will create 470 new beds for students. This new building is being constructed using mass timber and will meet BC Energy Step Code 4. The increase in housing supply from the Tall Timber Student Housing project will enable BCIT to better serve a larger portion of its student population, decrease waitlists, and contribute to more affordable student housing in Burnaby.

BCIT Student Housing continues to prioritize housing access for Indigenous learners, former youth in care, and students that have a housing-related accommodation through Accessibility Services. This year, Student Housing fully implemented the provincial Leading Practices on Priority Housing. This is in recognition of the importance of housing security to student success and development, particularly for equity-deserving populations. Student Housing has also worked to align with [Leading Practices In Housing Agreements](#) to improve our rental agreement and support student rights regarding on-campus housing.

Recognizing that many post-secondary learners experience homelessness during their studies, BCIT launched the Student Housing Working Group last year. This group focuses on ways to identify and decrease barriers that BCIT students may face to finding housing in the lower mainland. This has led to an increase in off campus housing resources as well as a continued focus on ways to decrease financial barriers for students in securing on-campus housing.

BCIT and the Technology Industry

BCIT continues to grow and enhance its computing and IT programs in support of the technology industry, as well as all other industries who now rely on technology – adding more courses and new program intakes to accelerate the provision of needed talent. Supported by Program Advisory Committees, BCIT's computing and IT programs evolve in response to the specific needs of industry, delivering the career-ready graduates necessary for success. Key highlights for 2023/24 include:

- Expanded seats in [Bachelor of Science in Applied Computer Science \(BScACS\)](#) – Network Security Applications Development Option.
- Added offerings to meet demand for the popular 6-month fast track [Front-End Web Developer Certificate](#), now offered both fully online and in person.
- Launched a new series of integrated Cloud based technology courses to meet market demand. Students now have options to learn the latest Cloud Computing skills in server administration, data analytics, and DevOps entirely online, nights and weekends.
- Introduced the following new micro-credentials: [Data Visualization with MS Power BI](#), [Web Development Foundations](#) and [Introduction to Full-Stack Web Development](#).
- Received approval from the Ministry in April 2024 for the proposed Master of Science in Applied Computing. This program will facilitate students access to deep interdisciplinary work in industry, and harness innovation in technology across sectors.
- Announced Dr. Aaron Hunter as the new [Mastercard Chair in Digital Trust](#), who now oversees a team of students currently:
 - developing software for malware detection,

- conducting foundational research for modelling trust and detecting deception in online communication, and
- publishing results in the area of AI applied to computer systems security.
- Profiling successful grads and faculty to help build prospective student interest in emerging areas including [cybersecurity](#), [integration of AI in computing](#) and [in the workplace, cloud technology](#), and opportunities to harness [data in healthcare](#) and [other sectors](#).
- Piloting offerings of online training open to multiple Indigenous communities in Northern BC with partner Contact North BC, including introductory workshops on hardware, troubleshooting, IT security, web development, and Machine Learning and AI.
- Released a new micro-credential in [Fraud and Financial Crime Investigation](#) in response to the increase in frauds, particularly fraud using technology.
- Working with local partners, including non-profits, connected many student projects to real-world applications by running over 125 [computing student industry projects](#) throughout the year, and offered drop-in project showcases at the Downtown Campus in the 5th Floor TEC Hub and 2nd floor Tech Collider.
- Computing students [applying their AI skills](#) to power web applications, and successfully competing at hackathons, including:
 - first and second place at [YVR's Smart Airport Hackathon](#),
 - competing nationally at CyberSci Canada's National Cyber Security Challenge,
 - [hosting their own hackathon](#), and
 - [Digital Forensics and Cybersecurity](#) students competed internationally in an invitational in Florida event to practice defending against hacking.
- Featuring industry and graduates interacting with students in the Downtown Campus Tech Collider on the cover of both the widely-circulated [BCIT Future Student Guide](#) and [BCIT Year in Review](#).
- Working to encourage women and underrepresented groups to pursue tech education and careers by:
 - supporting the Women in Computing student club,
 - leading and mentoring Technovation Girls BC, and
 - leading sessions for high school girls at events including Science World's Girls and STEAM Summit.
- Profiling successful students, graduates, and faculty from underrepresented groups including:
 - [women](#),
 - [women pursuing careers in computing](#),
 - [BIPOC leaders](#), and
 - [newcomers to Canada](#) who have retrained for tech careers.
- Sharing stories of program changes that [reduce barriers to learning](#).
- Raised awareness in high school students' about pursuing careers in tech by:
 - offering sessions with high school teachers and counsellors,
 - hosting information sessions,
 - providing invitations to project showcases, and
 - profiling interesting [student activities](#) and [recent graduates](#).
- Launched the Digital Health program in Spring 2023, garnering significant interest from health authorities.
- Exploring innovative teaching methods in medical laboratory sciences and in diagnostic imaging programs with a focus on increased simulation-based learning.

Extending inclusivity initiatives across various programs in School of Health Sciences. Notably, in the Diagnostic Imaging and Advanced Therapeutics programs: designated three seats in Sonography, two each in medical radiography and radiation therapy, and one each in electroneurophysiology, magnetic resonance imaging, nuclear medicine, cardiac sciences, and perfusion. Within the Lab and Allied Health portfolio: Indigenous students are provided with one seat each in environmental public health, food technology, and occupational health and safety, along with five seats in medical laboratory sciences.

BCIT Programming

With its guiding philosophy focused on developing graduates poised to add immediate value in employment and entrepreneurial activity throughout BC, Canada, and the world, BCIT's applied, experiential education model prepares graduates to launch successful careers as leaders in their fields and to continue their education through ladder credential pathways and just-in-time options such as micro-credentials. [The Indigenization, Inclusion, Diversity, Equity, Accessibility, Sustainability and Student Well-being \(IDEAS\)](#) lens provides programs the opportunity to consider each of these important perspectives and how they can be reflected in curriculum, admissions, teaching methods, and other aspects of programs.

During the past year the Institute prioritized review and renewal of our existing programs. A significant number of BCIT programs completed the institution's rigorous program review process, focused on ensuring alignment with student and industry needs, curricular innovation, and excellence in teaching and learning. The Master of Science in Ecological Restoration (jointly offered with SFU until this year), Bachelor of Engineering in Civil Engineering, Bachelor of Architectural Science, Bachelor of Interior Design, Bachelor of Science in Geomatics, and several diploma programs such as Forest and Natural Areas Management, Television and Video Production, and Electrical and Computer Engineering Technology recently underwent the program review cycle and established action plans for curricular renewal. As an outcome of recent program reviews, many programs implemented significant changes to ensure they are current, up to date and relevant. These programs include: the Bachelor of Technology in Forensic Investigation, Bachelor of Science in Geomatics, and a number of diploma programs such as Accounting, Finance, Financial Planning, Fish Wildlife and Recreation, Telecommunication Systems, and Business Information Technology Management.

In addition, BCIT is proud of recently launched new programs, including the Certificate in Payroll Administration and Advanced Certificate in Building Energy Modelling and Performance Analysis. These programs are based on rigorous needs assessments to align with industry and student needs, and have been designed to prepare graduates as leaders in these in-demand fields and contribute to the local, provincial, and national economies.

In keeping with BCIT's commitment to staff development, the Institute also developed and launched a new program focused on Polytechnic Teaching. This associate certificate provides current and future faculty members the opportunity to enhance their teaching skills in a polytechnic environment, learn new and emerging theories, strategies and technologies to benefit students, and cultivate their own reflective practices as educators.

Applied Research, Innovation, and Industry Relationships

Providing practical experience through various projects and collaborations with industry, BCIT's unique focus on conducting applied research prepares students to thrive. These projects and collaborations are informed by local and global trends and cover a wide range of fields critical to the provincial economy including health, natural resources, and information technology. Students gain invaluable experience from the opportunities to apply their education to real-life, relevant, and timely problems.

BCIT's Strategic Plan and Education Plans include initiatives to establish the Institute as a leader in applied research through the

- Teck Copper Innovation Hub
- Building Science Centre of Excellence
- Rehabilitation Engineering Design Lab
- Rivers Institute
- Centre for Ecocities
- Centre for Applied Research and Innovation
- Spartan Controls Centre for Energy Education and Research
- Emission Reduction and Research Test Hub
- Language Success Team
- Centre for Architectural Ecology
- Remotely Piloted Aircraft Systems Hub
- Smart Microgrid
- Centre for Internet of Things
- Centre for Digital Tools and Social Transformation
- Polytechnic Research Institute for Simulation
- Diversity Circles

With more than 900 collaborative projects and over 5,000 faculty and students working on applied research annually, BCIT is committed to research that supports companies to develop new products and services. BCIT’s Research Chairs have brought in over \$10 million in total grant funding since their initial appointments:

- Dr. Jaimie Borisoff, former Canada Research Chair, Rehabilitation Engineering Design, and Director, MAKE+ Research Group
- Dr. Paula Brown, Canada Research Chair, Phytoanalytics and Director, Natural Products Research Group
- Dr. Aaron Hunter, Mastercard Chair in Digital Trust and Director, Centre for Cybersecurity
- Dr. Mathew Smith, Metallurgy Research Chair and Director, Centre of Welding Technologies
- Dr. Fitsum Tariku, Research Chair in Advanced Building Technology and former Canada Research Chair, Whole Building Design

In addition to the research occurring in research centres and BCIT’s Schools, the Centre for Applied Research and Innovation (CARI) is home to the Institute’s dedicated research groups:

Centre for the Internet of Things (IoT) keeps BCIT at the forefront of this emerging technology with advanced hands-on education and training, industry collaboration, and research.

MAKE+ is an interdisciplinary research group focused on product development, applied research, and education. The team optimizes the functionality, user experience, value, and commercial success of emerging health, consumer, and industrial products. This team is capable of taking complex projects and ideas from requirement to discovery and concept development.

Natural Products Research Group (NRG) concentrates on issues related to natural health and food product quality, process improvement, and human health. NRG’s goal is to ensure that all Canadians can achieve the potential health and economic benefits offered by natural health products, medicinal plants, and food products.

Smart Microgrid Applied Research Team (SMART) converges expertise in the information technology, communications engineering, and energy management fields to develop prototypes and solutions for complex applied research problems. SMART has a reputation for unique experience in three strategic research themes: smart microgrid and energy management systems, electric vehicle infrastructure, and critical infrastructure cybersecurity.

BCIT Employees

With approximately 2,200 full-time and over 900 part-time faculty and staff, BCIT is one of the largest employers among post-secondary institutions in BC.²¹ BCIT prides itself on offering competitive salaries and generous benefits, and ranked as one of BC’s Top Employers in 2024.²¹ BCIT’s Total Compensation Package offers a comprehensive range of employer paid benefits to eligible employees and their dependents. BCIT believes in balance, so along with generous vacation entitlements, BCIT makes financial investment in health and welfare, income protection, and retirement. Professional Development (PD) is available to staff including tuition waivers to take BCIT courses, PD resources for faculty and staff, and ongoing workshops online and in person offered by a variety of BCIT groups including Diversity Circles, BCIT Respect, Diversity, and Inclusion Office, Indigenous Initiatives and Partnerships, Organizational Development, and online Human Resources training.

All new employees must take Occupational Health and Safety, and Respectful Workplace training. A gym, free fitness workshops, and on-site childcare are also available to faculty and staff.

BCIT Governance

BCIT is governed by two bodies: the Board of Governors and the Education Council.

The Board of Governors is comprised of elected and appointed members, all representing different interests. Members interpret the provincial government’s requirements and objectives to the Senior Team and report to the province on its stewardship of the Institute’s resources. The Board is accountable to the province and the public for the achievement of the public policy objectives of the Institute set by the government. Board meetings are open to all, and past meeting minutes are available on the [BCIT website](#).

²¹ British Columbia’s Top Employers [2024], Mediacorp Canada Inc.

The BCIT Education Council [EdCo] focuses on academic matters, including: setting policies, criteria, and procedures for awards, academic standing, appeals, and examinations; defining curriculum content for courses; and advising the Board of Governors on developing educational policies, programs, or priorities. Past meeting minutes are available on the [BCIT website](#).

Physical Infrastructure

BCIT has five campuses across the Metro Vancouver region as well as several satellite locations. The Burnaby Campus is the largest site, and serves the majority of full-time students. The Downtown Campus, located in Vancouver’s business core, is the hub for Flexible Learning courses and programs. The Aerospace Technology Campus in Richmond features state-of-the-art facilities with over 20 training aircraft. The BCIT Marine Campus in North Vancouver delivers specialized marine engineering training and features the Marine Engine Room simulator, the only one of its kind in Western Canada. BCIT’s Annacis Island Campus, located in Delta, contains the Motive Power Centre of Excellence, an innovative centre for delivering heavy-duty transportation programming and the applied research facility Emission Reduction and Research Test Hub [ERRTH], both of which are essential for the province’s workforce needs.



The Beedie Plaza, located at the entrance of Gaord Way at Willingdon Avenue, provides a welcoming experience for pedestrians and transit users who are traveling to and from the BCIT Burnaby Campus.

Mandate Priority Reporting

BCIT continues to maintain strong commitments to supporting the Province of British Columbia and the Ministry of Post-Secondary Education and Future Skills in achieving and contributing to their key priorities. The following sections outline the responses to these priorities as stated in the 2023/24 Mandate Letter:

Delivering educational and training programming as described in the StrongerBC Future Ready Action Plan to equip British Columbians to capitalize on new opportunities and remain resilient in the face of unprecedented change, including the continued expansion of access to affordable, accessible and relevant training, such as through micro-credentials and expanded health seats.

Micro-credentials

Agile learning is one of the top priorities and deliverables under BCIT's Strategic Plan, and is being implemented through the renewal and growth of Flexible Learning (formerly Part-time Studies) and micro-credentials. Since BCIT launched its first micro-credential program in early 2021, with funding provided by the Province and the Canada-BC Workforce Development agreement, about 80 micro-credential programs and 250 micro-credential courses have been developed. These short, stackable skill- and knowledge-gaining opportunities are available across all BCIT schools in support of both industry and community needs.

BCIT has formed several key partnerships to ensure that these micro-credential programs meet the needs of various industries and sectors. For instance, BCIT incorporated micro-credentials in the MTU Gas Turbine Certificate program, funded by Employment and Social Development Canada (ESDC), to fill the technician gap in this sector. Graduates from this program now receive five digital badges related to precision engine measurement, inspection, and testing, plus a digital badge for completing a work practicum in the industry.

Another example of BCIT's micro-credential initiative success is its partnership with the Canadian Colleges for Resilient Recovery (C2R2) in the funded delivery of micro-credential programs supporting sustainable jobs. Through this C2R2 initiative, hundreds of students from across Canada have received training, enabling them to significantly contribute to Canada's carbon reduction goals.

To date, BCIT has issued over 6,000 digital course badges and over 1,200 digital program micro-credentials. The Institute is committed to supporting lifelong learning in the public post-secondary system through the different models and pathways of education provided, and continues to seek further opportunities for growth.

Expanded health seats

In early 2022, the Province announced additional funding for health-related seats to be added to public post-secondary institutions. Since September 2022, BCIT has provided 96 additional seats in the Bachelor of Nursing program, 16 more seats in the Medical Laboratory Science program, 8 seats in Radiation Therapy, and a new cohort of 12 seats in Magnetic Resonance Imaging. Of the 132 seats added to these health programs in the 2023/24 academic year BCIT has filled 125, and looks forward to growing this number in the coming year.

Additional tech-relevant seat expansions

Building on the success of efforts from the previous technology-relevant program expansion, the institution has identified eight programs with further opportunities for growth. These eight programs include the existing programs: Chemical and Environmental Technology Diploma, New Media Design and Web Development Diploma, Digital Forensics and Cybersecurity Bachelor of Technology, Applied Computer Science Degree, and Digital Design and Web Development Diploma, and three new programs currently under development: Masters in Applied Science in Applied Computing, Creative Industries Degree, and Biomanufacturing Operator Certificate. With funding support from the Ministry, BCIT is committed to increasing capacity across these eight programs by 268 full-time equivalents (FTEs) over the next five years. In 2023/24, BCIT exceeded its target of 324, ultimately delivering 483 FTEs in support of the tech-relevant expansion.

A New BC National Biomanufacturing Training Centre will support this initiative, and will aid companies in addressing some of

the world's most pressing health-care challenges. BCIT looks forward to offering the first intake of a new Biomanufacturing Operator Certificate, in partnership with the Canadian Alliance for Skills and Training in Life Sciences.

Future skills grant

Through the [StrongerBC future skills grant](#), students can receive up to \$3,500 in ministry funding for eligible short-term program offerings in support of skills training, with nineteen of BCIT's programs eligible in 2023/24, ten of which were micro-credentials and the other nine being short certificates. The future skills grant provided 779 learners the opportunity to attend BCIT and advance their skills and knowledge.

TradeUpBC

BCIT has worked closely with the BC Government since 2023 to develop, pilot and launch [TradeUpBC](#), a province-wide professional development hub for trades professionals who wish to advance their careers and prepare for future opportunities. TradeUpBC connects tradespeople to BC public post-secondary institutes offering trades aligned micro-credentials and flexible short-term courses to ensure experienced tradespeople stay resilient and adaptable to changing technology, addressing climate change, building leadership skills and promoting inclusive workplaces and reconciliation. These offerings will assist tradespeople and employers in advancing their careers, strengthening their businesses, creating welcoming worksites for everyone, and ensuring tradespeople and employers are future ready.

BCIT continues to seek and respond to opportunities to expand delivery of training across all sectors, in support of the StrongerBC: Future Ready Action Plan. BCIT's growing number of micro-credential course and program offerings and engagement in initiatives such as Tech Expansion, [Skilled Trades Certification](#), the future skills grant, and TradeUpBC exemplify the Institute's commitment to increasing training opportunities. Ongoing campus development projects aim to increase training spaces, allowing BCIT to further expand and meet the needs of students and the province in high-demand areas.

Working with Skilled Trades BC, Indigenous leadership and partners to ensure Indigenous voices are reflected in trades training decision-making that impacts Indigenous workers, businesses, and communities.

Trades training programming

A joint commitment between SkilledTradesBC and BCIT is included in the annual Letter of Agreement that outlines how together, and in collaboration with system partners, they will proactively seek and provide opportunities for Indigenous people to access quality trades education on or off-campus, and deliver programming that aligns with the Declaration on the Rights of Indigenous Peoples Act (DRIPA) and the Truth and Reconciliation Commission's (TRC) Calls to Action. BCIT and SkilledTradesBC will also support and deliver trades programs that are culturally responsive, supportive of Indigenous students' success, and that work to counter socio-economic gaps to enable participation in the community and economy.

Based on this shared commitment, BCIT has developed a close working relationship with Aboriginal Community Career Employment Services Society (ACCESS) over the years. In 2023/24, multiple intakes across six different trades were delivered for ACCESS. These trades included: Metal Fabricator Foundation, Piping Foundation, Carpentry Framing and Forming Foundation, Sheet Metal Worker Foundation and Marine Fitter.

BCIT delivered six intakes of the Bridge Watch Rating program, of which two intakes were run at BC's Western Arctic Marine Training Centre. This centre is located in Hay River, Northwest Territories, which is a large Indigenous community. As well, an intake of this program was offered in Kitimat, British Columbia, to further support Indigenous learners accessing education and training in their communities.

Clear Seas' Indigenous Internship

BCIT continues to serve as the main educational partner for Clear Seas' Indigenous Internship Program in collaboration with Mitacs. The program builds capacity in Indigenous communities by providing opportunities for students and prioritizes the inclusion of Traditional Knowledge in research on impacts of marine shipping on coastal communities in Canada.

SkilledTradesBC Trades Training Seats

In 2023/24, BCIT ran 452 trades training intakes and ended the year with an overall utilization rate of 90% for its trades training plan. BCIT's SkilledTradesBC reconciled utilization rates by program type were: 92% for Apprenticeship, 91% for Foundation and 72% for Non-SkilledTradesBC designated programs.

Continuing to provide culturally sensitive and safe learning environments for Indigenous learners to maximize their participation and success in post-secondary education.

Indigenous spaces

A four-storey mural by Musqueam artist Chase Gray covers the main interior wall of the new Health Sciences Centre, and the building's rooftop garden highlights native plants, particularly those used by Indigenous communities, and development of the new Trades and Technology Complex will incorporate inclusive and culturally appropriate spaces for Indigenous students. In addition to this, an entire exterior wall of an adjacent building features a mural by Musqueam artist Kelly Cannell. This mural overlooks the newly completed Beedie Plaza, complementing the Indigenous motifs of the nearby Health Sciences Center. Student Housing is also in the continued process of working with BCIT Indigenous Initiatives and Partnerships to rename the current Student Housing buildings with culturally appropriate Indigenous names, and to extend that naming to the new housing tower. This collaboration will also include emphasizing Indigenous elements in both the creation and naming of student spaces, as well as in the landscaping and building design.

Indigenous training and cultural competency

BCIT has been working with Lil'wat First Nation and the Whistler Institute to offer Indigenous training and cultural competency. Two Indigenous and Intercultural Awareness courses have been developed in partnership with the Lil'Wat First Nation, with several offerings delivered in the Sea-to-Sky Corridor. The courses aim to build lasting sustainable relationships through educating individuals and employers on the culture, history, and traditions of the Lil'wat, as well as the history and effects of colonization in Canada and the residential school system, and to provide employers the tools to support local Indigenous community members at work. A similar programming opportunity is currently being explored with the Squamish First Nation. A separate micro-credential is under development for delivery to Lil'wat Nation community members and to high school students in the area; this micro-credential will aim to deliver life and employment skills, including topics on effective communication, employment readiness, and more.

Implementation of Truth and Reconciliation Commission Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples and In Plain Sight

Please refer to Appendix B – Template for Reporting on BCIT initiatives towards a Lasting and Meaningful Reconciliation.



The Keepers of the Land mural by Coast Salish artist Kelly Cannell tells the story about the woven history of the land and its surroundings.



The Indigenous Youth Gathering is a testament to the unwavering commitment of BCIT in supporting Indigenous communities through education and training opportunities.

Developing and implementing protections for international students that support their fair treatment.

International Education Strategic Plan

Rooted in BCIT's Strategic and Education Plans, the Internationalization Plan 2021-2024 creates a complementary narrative, reflecting and refining BCIT's intentions through the global lens. To forge a comprehensive Internationalization Plan, it was critical to engage with all perspectives. Over the course of 2020, the Institute engaged with students, faculty, staff, visitors, global businesses, consular and academic partners, and alumni stationed abroad. Their broad insights and recommendations have been crucial to the development of this plan and BCIT is grateful for their commitment and contributions.

The Internationalization Plan outlines a three-year program of work that aligns with other Institute endeavours, and is a collective assessment of both the opportunities and challenges. Given the dynamic context, there is need to be agile and responsive. Informed by the Institute's discourse and analysis during the planning process, three themes were identified that characterize internationalization at BCIT: diversity, experience, and development. Using these three themes to frame BCIT's priorities, five strategies have been outlined in each of the priority areas, creating the framework for activity over the duration of the plan.

Priority 1: Diversity

BCIT will:

1. Recruit and admit qualified international students, consistent with the principles and practices of the Strategic Enrolment Management Plan.
2. Continue to develop and tailor supports and services for international students to enhance their success and well-being.
3. Expand our faculty roster to include members of a diverse range of ethnicities and cultures to make it a true reflection of the world.
4. Explore new opportunities created by remote teaching and working to expand our circle of experts for the benefit of both BCIT and its wholly-owned subsidiary – TTA Technology Training Associates Ltd. [TTA].
5. Consistent with our commitment to accelerated growth in e-learning, extend remote access to BCIT offerings, enabling students to enrol and engage meaningfully from afar.

Priority 2: Experience

BCIT will:

6. Extend and support study abroad, offshore field schools, student ambassador programs, and other global mobility options with partner institutions, enabled by scholarships and financial assistance.
7. Create and promote opportunities for BCIT students to pursue work-integrated learning abroad, enhancing their international employability and building global entrepreneurial acumen.
8. Review and adapt BCIT program structures and delivery models to enable students to participate in academic exchanges more readily, leveraging the flexibility afforded by online learning.
9. Expand opportunities for faculty to pursue international teaching and applied research, as well as for BCIT to host visiting faculty, in pursuit of far-reaching professional networks.
10. Foster a diverse and inclusive community that embraces and protects ethnic and other minorities through active interculturalization.

Priority 3: Development

BCIT will:

11. Promote applied research and other collaborations with partners to support international development, create meaningful experiences for faculty and students, and deepen BCIT's relationships.
12. Bolster technical and industry training services to support the skill development needs of global clients, leveraging BCIT's

sector expertise.

13. Engage with partners and peers worldwide to advance collective knowledge in areas of focus, including Indigenization and environmental sustainability.
14. Expand the delivery of BCIT's unique competency-based education across international markets, and reinforce knowledge transfer through robust quality assurance.
15. Support foreign credential assessment and authentication for international students and immigrants, enabling them to gain the academic recognition they need to pursue their careers as new Canadians.

Tuition Transparency for International Students

Beginning in late 2022, BCIT began to develop a plan for transparency around international tuition and fees. The intention of this plan was to provide international students with the necessary information to help plan for the cost of their education while studying at BCIT over the next four years. Notice of this plan was shared with both the Student Association and the Ministry of Post-Secondary Education and Future Skills to further capture additional feedback. During the 2023/24 and 2024/25 consultations with the Student Association on tuition and fee increases, BCIT engaged directly on the proposed increases for the upcoming academic years and provided advance notice of the [outyear increases](#) for the international differential factor.

Meeting or exceeding the financial targets identified in the Ministry's Service Plan tabled under Budget 2023.

Financial targets

The financial targets identified in the Ministry's Service Plan are a system target, with each post-secondary institution helping to achieve this target by operating within a balanced budget.

Student Full-time Equivalents (FTEs)

In 2023/24, BCIT delivered 12,633 student FTEs, achieving an overall utilization rate of 98% towards the Ministry target. This is a 5% increase over last year's utilization rate, with both full-time and Flexible Learning experiencing enrolment growth. Factors contributing to this growth were future skills grant funding, the TradeUpBC initiative, plus the ramp-up of health and technology-related program expansions.

Complying with the Tuition Limit Policy, which sets a two percent cap on tuition and mandatory fee increases for domestic students to ensure programs are affordable.

Domestic tuition and fee increases

To uphold program affordability, BCIT complies with the Ministry's Tuition Limit Policy (TLP) and increased the 2023/24 tuition and mandatory fees by two percent for domestic students. In preparation for 2023/24, BCIT conducted thorough consultation with Ministry and the BCIT Student Association regarding implementation of a new mandatory fee to recover costs related to student technology.

To ensure compliance with the Tuition Limit Policy, when programs are substantially revised, BCIT will submit program information to the Ministry for determination of whether it can be considered new for the purpose of the TLP; this would then allow a new level of tuition and fees to be set.

Annual tuition and mandatory fee data

The Institute continues to submit its annual tuition and mandatory fee data to the Ministry of Post-Secondary Education and Future Skills each year.

Reporting on Ministry of Post-Secondary Education and Future Skills Strategic Initiatives

Sexualized Violence Prevention and Response Initiatives

As the first post-secondary institution in the province to establish sexualized violence regulations, BCIT takes sexualized violence seriously. The Institute is working to reduce sexualized violence through research, education, reporting, and policy. BCIT has contributed to the Ministry's engagement on their sexualized violence policy review by participating in a province-

wide survey, which researched sexualized violence in post-secondary institutions. The survey results are being reviewed and acted upon to prevent and respond to sexualized violence within the BCIT community.

The survey results broadly indicated that, while BCIT students report perceiving sexualized violence less commonly at BCIT, and being slightly less likely to feel unsafe than the province-wide results show, the issue of sexualized violence is still present and concrete for some students at the Institute. The survey report calls upon BCIT, and all post-secondary institutions, to do more. Student responses to the survey indicated a high level of interest in receiving more information on sexualized violence and BCIT has responded by completing the following:

- Updating webpages on sexualized violence to reflect changes in how the Institute provides support and accommodation to its community.
- Adapting other training and resources with clear messaging to improve education and awareness for preventing sexualized violence. Strengthening trust, including reviewing Be More Than a Bystander training, consent and first responder trainings. The ongoing review and reflection ensure content will remain current and meaningful for BCIT's multi-faceted community.
- Developing and launching employee and student online learning modules, Safer Campuses for Everyone – Preventing and Responding to Sexual Violence — to raise awareness about the meaning and impact of sexualized violence. These modules emphasize the importance of consent in all relationships and outline how to intervene in preventing sexualized violence. These modules also provide information on how students can seek support for themselves and how to support others who have experienced sexual violence. To date, over 80 employees and close to 560 students have completed these modules.
- Launched the [Reporting Platform for Sexualized Violence Incidents](#) in April 2024, an anonymous reporting tool. A comprehensive communication plan was developed and extended to various stakeholders across the Institute, including faculty and staff, students, and the Student Association.
- Ongoing participation and engagement towards the validation of the draft Sexualized Violence Action Plan. BCIT, along with other post-secondary institutions, participated in the August 2022 focus group. Following this, reflected on the "What We Learned Summary" that was released in October 2023 and subsequently invited BCIT employees to contribute to the Sexualized Violence Action Plan this past April.

BCIT is committed to assisting individuals who experienced sexualized violence to ensure they receive the support and resources to make an informed choice about their options. Regardless of whether an individual chooses to make a report under BCIT's Sexualized Violence policy about their experience, BCIT helps students and staff, through academic and workplace accommodations.

A review of BCIT's Sexualized Violence policy was completed in 2023, with the Board of Governors approving it on December 5, 2023.

Former Youth in Care

In 2023/24, BCIT saw 46 former youth in care benefit from the BC Government's tuition waiver program, with a total of \$226,544 distributed, representing an increase in spending of 40% over 2022/23. Additionally, BCIT saw 57 former youth in care benefit from the BC Government's Learning for Future Grant, with a total of \$199,500 distributed in 2023/24 (a new funding program launched on Aug 1, 2023). At BCIT, each student on the government tuition waiver program is supported by a Student Financial Aid and Awards (SFAA) Coordinator and is provided with proactive supports including access to the Youth Futures Education Fund, general check-ins, and reminders of upcoming deadlines. These students are also reminded of and provided with referrals to other support services, including Indigenous Initiatives for those who self-identify as Indigenous.

Over the past year, the Institute initiated work to better identify and support former youth in care students on BCIT campuses through the following ways:

- Provided contact information of the Provincial Tuition Waiver Program (PTWP) students to BCIT's Student Life Office, who then reached out to students individually to conduct a needs assessment regarding the types of support desired. Student Life Managers then followed up to provide information about available resources and upcoming events for former youth in care students.
- Building upon these connections, the Student Life Office then piloted a series of drop-in events throughout Winter 2024 designed to allow PTWP students to connect with staff and each other. Three events were hosted across two different

campuses.

- Aiming to extend additional targeted programming for PTPW students over the coming year.

BCIT is represented in the Ministry-led Campus Navigator Community of Practice, supporting former youth in care to access post-secondary education and achieve positive learning outcomes. Within the Community of Practice, BCIT participates in ongoing dialogue about best practices by collaborating and building relationships, and sharing knowledge and resources to help resolve issues related to supporting former youth in care.

K-12 Transitions and Dual Credit Programming

For over 25 years, BCIT's High School Partnership department has actively engaged with school districts across BC to build and maintain relationships that enable the Institute to support students in earning post-secondary credits prior to graduating high school. In 2023/24, 235 students coming from 16 School District partners, participated and earned post-secondary credit across 65 High School Dual Credit programs at BCIT, primarily in trades.

As well as the Dual Credit programming, High School Partnership is also collaborating on the following projects:

Essential Skills for Architecture, Construction, and Engineering (ACE) – program in development.

The pilot intake of ACE will be completed in August 2024 with strong indications this innovative model has incredible potential. The ACE program introduces students to the design and technical skills that are highly sought after by today's top employers in these fields. It is very encouraging to observe that 12 students, to date, from the pilot intake have applied to BCIT programs in related fields of study. The Institute is currently working with lower mainland School District partners to support future recruitment of the ACE program.

Exploration in Aviation Careers

Developed with the Surrey School District and launched in 2021, this aviation-based program includes career exploration and student work placements. Taught at North Surrey Secondary, the students also attend five weeks at BCIT's Aerospace Technology Campus where they explore programs, including Aircraft Maintenance Engineer-Category M, Aircraft Gas Turbine Technician, Aircraft Avionics, Airline and Flight Operations Commercial Pilot and Airport Operations. Now in its fourth year, the program has seen participation from 24 students in the Aviation Explorer stream and 11 students in the Aircraft Maintenance Engineer-Category M stream. About 29% of students continue their education at BCIT in the Avionics field. Many other students are hired into the aviation industry directly after graduating because of their training and work experience placements. Currently this program does not qualify for Dual Credit funding, though under the revised guidelines it could be possible.

Student Success

The creation of a pilot program is underway to better connect students with the specific resources they need to foster their success. These resources will include academic supports, such as the online Math platform [Build Your Skills Learning Hub - YouTube](#), modules to build resilience and grit, and streamlining the transition of Individual Education Plans from secondary to post-secondary. BCIT is also collaborating with programs including [CAPER-BC](#), [PRCVI](#), [ARC-BC](#), [ACE-BC](#), to ensure transition processes align with the Accessible British Columbia Act and that students have equal and fair access to post-secondary education.

Jill of All Trades

The Jill of All Trades, all-day event held on April 4, 2024, was led by female mentors to inspire young women or those who identify as female in Grades 9 through 12 to pursue careers in the Skilled Trades. Over 80 high school students experienced a fun-filled day of practical, in-the-shop sessions. Students toured BCIT facilities, interacted with industry professionals, and joined a series of workshops in several disciplines: Ironworker, Machinist, Cabinetmaker (Joiner), Motorcycle Technician, Power Engineer, Digital Communications and Wireless Technologies, Sheet Metal, Auto Body and Collision Technician, and Welding.

Co-op and Work Integrated Learning

BCIT continues to offer and expand on a range of WIL opportunities for students including apprenticeship, co-operative education (co-op), practicums, clinical placements, internships, directed studies, and capstone projects with industry. In programs with co-op, the Institute's Centre for Workplace Education facilitated over 590 work terms in various industries in

2023, including 120 co-op students working in industries affected by skilled trades labour shortages.

WIL is a core component of BCIT's applied educational model and programming. New WIL opportunities have recently been developed for programs such as the Aviation Management Diploma, the Graphic Communications Diploma, and the BSc Applied Computing Degree. Additionally, BCIT continues to seek opportunities to expand, including securing funding such as a grant from the BC Energy Regulator to support Trades co-op programs. BCIT is also a member of the national Business/Higher Education Roundtable [BHER], where post-secondary advocates work with key business leaders across all sectors to expand WIL opportunities.

Digital Services

On April 2, 2024, BCIT successfully launched EducationPlannerBC. Throughout 2024 and early 2025, programs will continue to transition from the current BCIT application to EducationPlannerBC, on a monthly basis. In May 2024, BCIT commenced planning to connect to EducationPlannerBC XML Highschool Transcript Exchange.

BCIT has continued to enhance its cybersecurity posture while ensuring measures are aligned with the provincial directives. Leveraging resources, processes, and standards from the Information Security Branch of the Office of the Chief Information Officer [ISB/OCIO]. BCIT has:

- Updated governance with a dedicated leader as BCIT's first Chief Information Security Officer [CISO] reporting to Chief Financial Officer and Vice-President, Administration.
- Expanded cybersecurity awareness trainings through refreshed Cyber Awareness Program website; and conducted regular simulated phishing campaigns and security threat risk assessments.
- Implemented enhanced cloud security tools to mitigate endpoint and identity-based threats.
- Improved cybersecurity risk assessments with integrated Enterprise Risk Management [ERM] framework, completed threat hunting engagement and a tabletop exercise, integrated Cyber Incident Response plan with Emergency Management Program.
- Published Security and Technical Standards for BCIT users and technical staff and management.

Climate Change Accountability Act

As a signatory to the [SDG Accord](#), BCIT collaborated with the Student Association, also a signatory, to deliver information about the UN Sustainable Development Goals to students at several orientation events. BCIT hosted a round table with the Honourable George Heyman, Minister of Environment and Climate Change Strategy to explore challenges and identify further opportunities to implementing CleanBC. This discussion translated into a subsequent round table discussion with the Minister and staff from over twenty municipalities about what is needed at the local level and how it can be scaled to achieve the CleanBC Roadmap to 2030.

With support from the Real Estate Foundation of BC, the BCIT Centre for Ecocities is developing a BC-based guide for addressing consumption-based, greenhouse gas emissions inventories while simultaneously advancing equity. The BCIT Centre also published two reports on living within earth's carrying capacity. Staff also created a Climate Changemakers Leadership Training micro-credential. This will be offered to participants in the BC Youth Climate Corp among others.

A BCIT Stormwater Design Strategy was developed to support the campus design guidelines and long-range planning on Burnaby Campus. It emphasizes the importance of implementing green stormwater management infrastructure. The Institute completed a Decarbonization Roadmap to meet BCIT's long-term greenhouse gas emissions reduction goals to achieve 50% reduction or better below 2007 levels by 2030, 80% by 2040, and net-zero by 2050.

BCIT has ongoing industry and community partnerships with a climate and sustainability focus; in collaboration with industry, the Institute's Emission Reduction and Research Test Hub [ERRTH] is an applied research facility concerned with reducing and cleaning exhaust from heavy duty machinery. The Institute also works with municipalities to explore and advise on approaches and technologies for more sustainable cities. This action is based on a promise made at the Eco Cities conference as well as on one of the Institute's Interdisciplinary Centres of Competence, which is focused on sustainability. BCIT's Acting Director of Institute Sustainability served as a member of the Academic Committee for the 2023 Ecocity World Summit, developing programming for and chairing sessions at the three-day event. BCIT previously hosted this event in 2019.

BCIT Performance Plan

BCIT Alignment with Ministry Strategic Directives

The table below provides an overview of the BCIT Strategic Plan’s three commitments and nine initiatives, and how those align to support the system’s strategic objectives as outlined in the Accountability Framework.

		BCIT STRATEGIC INITIATIVES	SYSTEM STRATEGIC OBJECTIVES	BCIT HIGH-LEVEL PERFORMANCE INDICATORS
BCIT COMMITMENTS	PEOPLE-FOCUSED ORGANIZATION	<ul style="list-style-type: none"> Strengthen support and services for learners to promote success, well-being, and resilience. Invest in faculty and staff development to advance our practice and encourage a dynamic culture of learning. Redesign processes, systems, and structures to enhance our agility and effectiveness and to embed sustainability. 	Capacity Access Quality	<ul style="list-style-type: none"> Learner demand Quality of educational experience Investment in people
	FUTURE-PROOF APPLIED EDUCATION	<ul style="list-style-type: none"> Reimagine flexible studies and extend offerings and credential models to facilitate reskilling and improve learner access. Anchor BCIT as a leader in interdisciplinary and integrative learning methodologies that ensure job readiness and career mobility. Cultivate exceptional learning environments and communities through technology and sustainable campus development. 	Capacity Relevance Quality Efficiency	<ul style="list-style-type: none"> Advancement of respect, diversity, and inclusion Operational effectiveness Industry collaboration Extent of Indigenization
	GLOBALLY RELEVANT CONNECTIONS	<ul style="list-style-type: none"> Infuse Indigenous knowledge and practices throughout the organization and within our partnerships to mobilize broader societal change. Reinvent how we work with industry and peers to drive economic, social, and environmental prosperity in BC and beyond. Foster and sustain an open, engaged, and multicultural community of BCIT learners, faculty, staff, and alumni. 	Capacity Access Efficiency	<ul style="list-style-type: none"> BCIT brand strength Campus sustainability Fiscal sustainability

Strategic Goals and Directives

The BCIT Strategic Plan, initially launched in 2019, is the result of a comprehensive engagement process. Surveys, community consultations, workshops, stakeholder interviews, and open houses were conducted as part of the engagement and information gathering process. Over 9,000 stakeholders took part, including BCIT Indigenous leaders, students and alumni, donors, faculty and staff, employers, government, peers, and union partners.

Several trajectory-setting initiatives contributed to the start of the Strategic Plan 2019–2024. The Education Plan and Strategic Enrolment Management Plan were created in alignment with the direction of the Strategic Plan commitments. The creation of the Learning and Teaching Framework, together with the Campus Development Plan and INSPIRE fundraising campaign, also informed the Strategic Plan. The BCIT rebrand and the distillation of the Institute’s values were other important components.

In the context of rapid change, employers are seeking a combination of technical skills and practical experience. BCIT’s unique education model aligns to deliver on these expectations. In addition, BCIT has the ability and the commitment to advance environmental health, and to enrich the community through Indigenization, reconciliation, and anti-racism.

Times of inflection are also times for reflection. As BCIT and the world emerged from the COVID-19 pandemic, the Institute conducted a significant review of the existing strategic plan and made the determination to extend the plan, and articulated three Institute priorities: Agile Learning; Digital Transformation; and Partnership in Provincial Resilience. Each represents a response to the requirements of learners, employees, and industry at this juncture. Each also represents not only an opportunity to mitigate

immediate risk, but an opportunity for BCIT to optimally position the Institute for the long term.

BCIT therefore makes three commitments. Each commitment will be met through three initiatives.

COMMITMENT 1:

BCIT is people-focused. Investing in learner success, employee talent, and an enabling infrastructure is fundamental to its vision of empowering people. BCIT will:

- strengthen support and services for learners to promote success, well-being, and resilience;
- invest in faculty and staff development to advance our practice and encourage a dynamic culture of learning; and,
- redesign processes, systems, and structures to enhance our agility and effectiveness and to embed sustainability.

COMMITMENT 2:

BCIT provides future-proof applied education. The urgent need for renewal is explicitly acknowledged. BCIT's first Education Plan provides an evidence-informed roadmap for change. BCIT will:

- reimagine flexible studies and extend offerings and credential models to facilitate reskilling and improve learner access;
- anchor BCIT as a leader in interdisciplinary and integrative learning methodologies that ensure job readiness and career mobility; and,
- cultivate exceptional learning environments and communities through technology and sustainable campus development.

COMMITMENT 3:

BCIT contributes through globally relevant connections, focusing effort on collaborations that will be of greatest value both to society and to those collaborating. BCIT will:

- infuse Indigenous knowledge and practices through the organization and within our partnerships to mobilize broader societal change;
- reinvent how we work with industry and peers to drive economic, social, and environmental prosperity in BC and beyond; and,
- foster and sustain an open, engaged, and multicultural community of BCIT learners, faculty, staff, and alumni.

Strategic Priorities Underway

Anti-Racism Framework

During the past year, BCIT has built on previous work to further equity, diversity, inclusion and anti-racism amongst students and staff. In addition to continuing several initiatives initiated as priority actions in the Anti-Racism Framework, such as the Anti-Racism and Human Rights 101 training modules, some of the new activities undertaken this past year include:

- Created plain language guides on a variety of topics including:
 - Inclusive Event Checklist
 - Am I being bullied?
 - Supporting Gender Diverse Folks
 - Creating Team and Project Charters
- Hosted several events (with or via Diversity Circles), including:
 - Body Inclusivity and Anti-Fat Bias
 - Creating Safe® Spaces: Trauma-Informed Practice
 - Issues Facing International Workers in Canada
 - Access for All: Barriers to Accessibility
 - Positionality, Privilege, Power
 - Student Voices: Gender and BCIT
 - Celebrating Black Excellence
- The Respect Diversity and Inclusion office issued their first [Annual Report](#)
- Created a framework through which to identify which Days of Significance the Institute will publicly recognize. Completed an [EDI assessment](#) which included targeted focus groups, staff, student and alumni surveys, and a review of BCIT policies. This information will be used to develop an institute-wide EDI strategy.

An Indigenous Vision: A Framework for Action and Accountability

BCIT is deeply committed to Truth, Reconciliation, and Indigenization. The introduction of **An Indigenous Vision: A framework for action and accountability**, introduced in 2019, provides a focal point for the celebration of BCIT's 25-year commitment to the enrolment and success of Indigenous learners. To date, the Indigenous 101 training and modules have been accessed by approximately 5,000 BCIT community members. A new Allyship module has been developed and is pending launch; these modules are also being translated into additional languages. The Pathways program is nearing completion, Indigeneity is increasingly reflected in the curriculum and teaching practices at BCIT. The Institute is active in community outreach and program delivery across the province.

An Indigenous Vision is the culmination of a year-long, in person consultation process that was augmented with responses to a written survey. The response was truly inspiring and reassuring, not only in terms of the scale of engagement, but because it became clear that Indigenization was already well underway in many areas of the BCIT community.

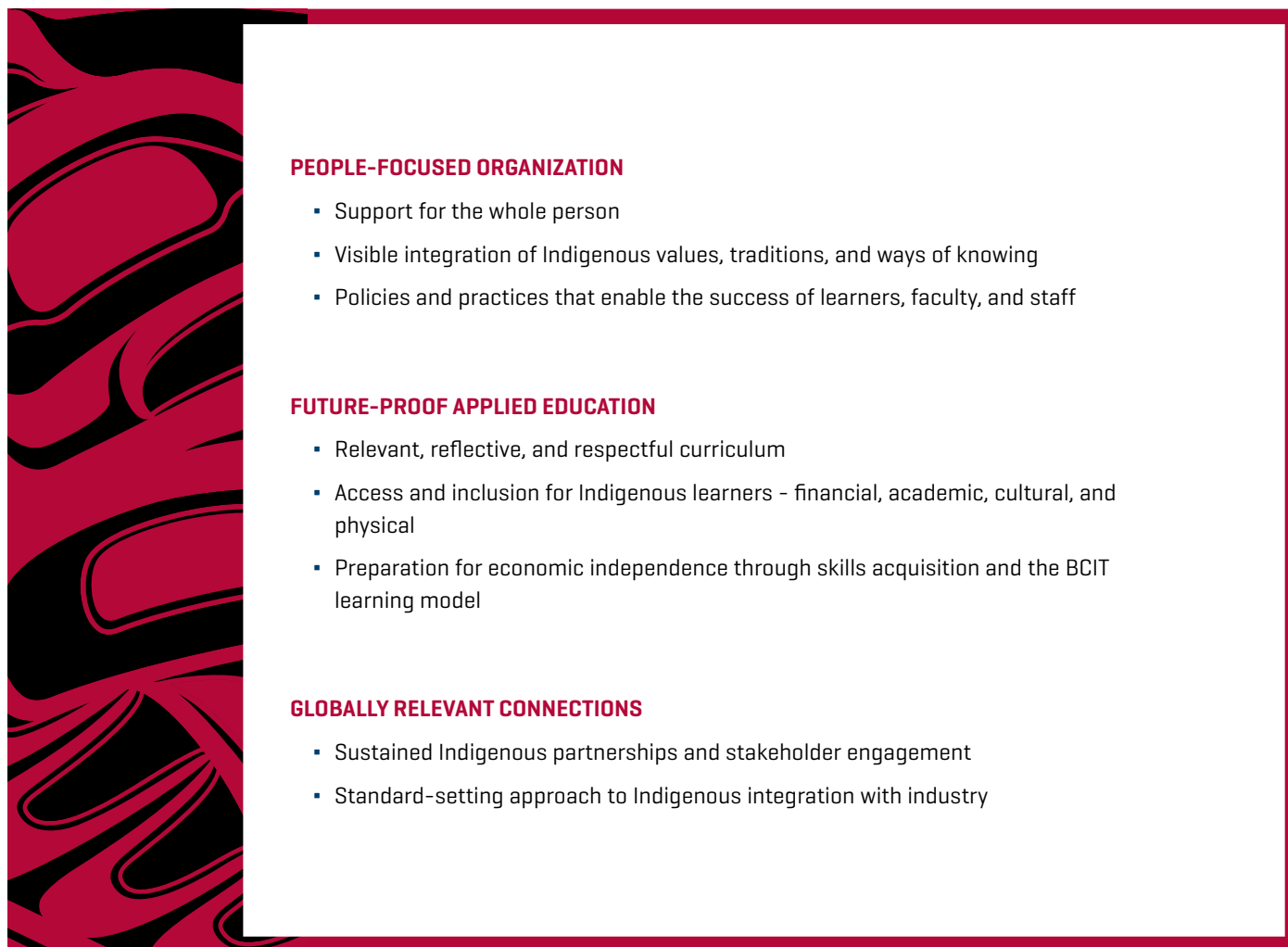
Bold and ambitious, An Indigenous Vision is also concise. BCIT aspires to a future in which:

- BCIT is the first-choice post-secondary institution for Indigenous learners in BC;
- well-developed pathways exist to support Indigenous learner transition to and from BCIT; and,
- Indigeneity is embedded and active across BCIT.

The Institute's main areas of focus in operationalizing the Vision align with both the Colleges and Institutes Canada principles and the Vision objectives. With the learner at the center of planning, the Vision identifies three types of actions:

- **Inclusion actions** are people-focused and intent on building awareness and understanding around Truth, Reconciliation, Indigenization, the legacy of colonization, and the contemporary reality of Canada and Indigenous people.
- **Accountability actions** strive to create an environment in which all learners, and specifically Indigenous learners, find themselves reflected across the Institute and supported by programs, policies, and services designed to meet their needs.
- **Relationship actions** foster a culture in which respect and collaboration underpin all that we do. Based on authentic and sustainable partnerships, these actions represent progress towards a future in which we work together to promote the place and space of Indigenous people.

The Vision complements the three commitments in the BCIT Strategic Plan, as reflected in the objectives of An Indigenous Vision:



PEOPLE-FOCUSED ORGANIZATION

- Support for the whole person
- Visible integration of Indigenous values, traditions, and ways of knowing
- Policies and practices that enable the success of learners, faculty, and staff

FUTURE-PROOF APPLIED EDUCATION

- Relevant, reflective, and respectful curriculum
- Access and inclusion for Indigenous learners - financial, academic, cultural, and physical
- Preparation for economic independence through skills acquisition and the BCIT learning model

GLOBALLY RELEVANT CONNECTIONS

- Sustained Indigenous partnerships and stakeholder engagement
- Standard-setting approach to Indigenous integration with industry

People Vision

In January 2022, BCIT launched its first People Vision, which describes the people goals and priorities of the Institute. Developed through extensive consultative and collaborative work with stakeholders across the Institute since 2019, the People Vision is representative of the community that helped create this shared vision, and will guide BCIT over the coming years.

The People Vision communicates the objectives and priorities for empowering BCIT employees. It focuses on three objectives that fall under the themes of Growth, Effectiveness, and Culture. Foundational, but also aspirational, these objectives create the focal points for the People Vision.

To advance these objectives and priorities, five core areas were identified as being fundamental to BCIT employees and to the institution's commitment to be a people-first organization:

WELLNESS	Support for our people in prioritizing their health by leading a balanced lifestyle, underpinned by the creation of a workplace where employees can thrive.
EMPOWERMENT	An approach that equips and enables employees to work productively and confidently in ways that advance the mission of BCIT.
ACCOUNTABILITY	Systems that motivate and support responsibility and initiative in how employees fulfill their current roles and prepare themselves for future roles.
TALENT	Practices that help BCIT attract, develop, promote, and retain employees - enabling both personal growth and institutional capacity building.
CONNECTEDNESS	Mechanisms that leverage individual employee contributions in ways that yield more than the sum of the parts - inspiring a shared sense of purpose.

Education Plan [2019-2022]

BCIT launched its current Education Plan in 2019, following extensive community conversation, known as Ed Talks. Through these talks, BCIT faculty and staff discussed both the imminent challenges and the opportunities facing the Institute. To preserve BCIT's distinction as BC's premier polytechnic institute, it was noted that there is a need to actively develop new products and methodologies. "Distinction through Differentiation" captures this theme.

The core strategy in reaching this goal has been an increased emphasis on interdisciplinarity, the blending and collaboration between two or more different fields of knowledge.

This core strategy is being realized through three areas of focus:

- **Interdisciplinary programming:** The development of new programs in a collaborative and shared manner across several BCIT schools to address emerging fields such as Digital Health or Smart Cities. This creates an opportunity for students to customize a part of their education through electives and content from other subject areas.
- **Open multi-disciplinary credentials:** The opportunity to achieve academic standing by accumulating credits through discrete, non-related courses.
- **Shared centres of competence:** Interdisciplinary teams and distinct faculties that provide leadership, best practices, research, support, and education for a focus area. In conjunction with external partners, the centres pursue global recognition and serve as a hub for BCIT's technological expertise.

The above strategies recognize that BCIT continues to support the province in an environment of ever-increasing complexity. Methodologies and approaches must be developed and, in some instances, improved to complement the Institute's existing business model. As the future of work changes, BCIT is committed to remaining the best choice for strategic workforce development.

With the appointment of a new President and new Provost and Vice President, Academic, in summer 2023, the Institute is embarking on the development of a new education plan, to be launched in 2025.

Agile Learning

The vision for Agile Learning is for BCIT to become a recognized leader in providing personalized education, relevant in an everchanging global context. The key components include:

- continued renewal and growth in Flexible Learning offerings;
- rapid development and launch of micro-credentials;

- adapted and expanded models of WIL;
- new peer and industry partnerships to enhance and expand BCIT’s offerings; and
- recognition of prior learning achieved through employment and non-traditional education pathways.

The first three components target the sharp growth in demand for learning that is modular, flexible, and applied – all of which are areas of differential strength for BCIT and more important than ever as the economy reshapes and rebounds. In addition to customized industry training, the fourth element may include collaborations through which BCIT works with peer institutions in new ways to educate learners across the province as the sector settles post-pandemic. Finally, the fifth element recognizes that both skill and knowledge are acquired through lived experience and industry training; BCIT works to assess and recognize this knowledge for accelerated pathways to credentials. “Agile Learning” will likely be a highly contested domain as other institutions recognize the trends, but BCIT is equipped with the ability and credibility to prevail. With outstanding education and student experience as the primary objectives, and employers being the key beneficiary, success in Agile Learning will also lead recruitment and retention of highly skilled instructors.

Sustainability Vision

BCIT’s Sustainability Vision is an exercise in tenacity and change management, underpinned by cross-functional and interdisciplinary collaboration, which draws from the Strategic Plan. The key initiatives are:

- Process and system redesign: redesign processes, systems, and structures to enhance BCIT’s agility and effectiveness and to embed sustainability.
- Augmented and sustainable environments: cultivate exceptional learning environments and communities through technology and sustainable campus development.
- New models of collaboration: reinvent how BCIT works with industry and peers to drive economic, social, and environmental prosperity in British Columbia and beyond.

The Sustainability Vision and its key initiatives are being implemented through nine strategies that are linked to BCIT’s Strategic Plan and priorities. These nine strategies ensure action in every aspect of the institution, including its influence on the broader world.

People-focused Organization:

- Changes in day-to-day practice that support our people in reducing their environmental footprints.
- Demonstrably sustainable procurement of goods and services across BCIT, in partnership with our suppliers.
- Steady evolution in governance processes to signal and ensure institutional focus on sustainability.

Future-proof Applied Education:

- Renewal and development of curriculum and credentials that integrate sustainability across BCIT programs.
- Channeling of applied research to advance knowledge and practice in areas in which BCIT can contribute to meaningful socio-ecological change.
- Harmonization of built and natural learning systems and spaces that transform our campuses as living labs.

Globally Relevant Connections:

- Accountability reporting through active participation in post-secondary sustainability programs.
- Development of the Centre for Ecocities to advance BCIT research and leadership.
- Facilitation of dialogue and mobilization of collective action, both internally and beyond, to embed and advance the sustainability agenda.



Guichon Creek is one of the most significant tributaries of Still Creek, running directly through the BCIT Burnaby Campus. It serves as a sustainable living lab for teaching, learning, and applied research.

A concerted effort was made this year to develop tools to support faculty in implementing sustainability through education, including applying the IDEAS Lens that emphasizes the importance of an ethic of care and accountability as a basis for ongoing educational development planning. BCIT is also piloting various approaches to support faculty and staff in building deeper awareness about the underpinnings of sustainability through professional development activities, workshops, lunch-and-learn lectures, and on-campus tours featuring sustainability-oriented initiatives such as stream daylighting, pollinator habitat, and smart-micro-grid installations. BCIT is providing students with real-time learning about innovative design and construction approaches, including mass timber and passive house buildings, in partnership with leading industry consultants through its “Campuses as Living Labs of Sustainability”. This includes a variety of lectures and on-site class visits focused on the design and construction of BCIT led development projects and sites where new technologies are being tested with existing infrastructure.

Through the BCIT Centre for Ecocities, in collaboration with York University and the University of Iceland, BCIT launched the International Ecological Footprint Learning Lab, a seven-year project funded by the Social Sciences and Humanities Research Council to improve methodologies, knowledge, and student training in ecological footprinting at the urban scale.

BCIT’s Green Team comprising staff volunteers continues to elevate sustainability awareness and practice across the Institute, including at the annual Sweater Day event, and Go-By-Bike Week.

BCIT is developing numerous micro-credentials to advance the state of practice in circular economy, passive house construction, electric vehicle maintenance, greenhouse gas emissions and ecological footprinting analysis. BCIT continues to collaborate with the Greater Vancouver Board of Trade to deliver Environmental, Social, and Governance (ESG) training for business. BCIT also partners with Tesla to provide students with hands-on, and industry-focused skills to become Red Seal certified automotive service technicians specializing in electric vehicles.

BCIT staff and faculty participated in industry conferences and events including presentations at Metro Vancouver Zero Waste Conference; Fully Charged: Home Energy and Electric Vehicle Show; Women in STEM panel discussion hosted by the consulates of France, Germany, and Switzerland; and Ecocity World Summit.

INSPIRE – The Comprehensive Campaign for BCIT

The INSPIRE Campaign is BCIT's largest campaign and is integral in supporting BCIT as it ushers in a new era for students, faculty, and the province. The campaign provides a broad range of entry points for donors – from individuals and alumni to corporate donors, making modest to transformational donations. The campaign focuses on three key pillars:

- **Campus Redevelopment:** The INSPIRE Campaign is integral in facilitating the renewal of 40+ year-old structures at the end of their lifespans with thoughtfully designed and state-of-the-art equipped spaces built to expose students to various disciplines, inspire curiosity, promote collaboration, and breakdown academic and programmatic silos.
- **Learning and Teaching Innovation:** The INSPIRE Campaign invests in innovative teaching methods to create immersive, interactive, experiential learning opportunities that integrate real-world environments, workflows, and interdisciplinary interactions into the classroom.
- **Access and Inclusion:** The INSPIRE Campaign provides meaningful funding that is vital in removing financial and other barriers that prevent students from receiving an education, with a commitment to provide holistic support for Indigenous learners, foster an inclusive environment, help remote students access education, and provide a safe environment for Indigenous students.

With the success of fundraising in 2021 and 2022, the Campaign team added substantive stewardship and donor recognition activities. Celebrations of these gifts was publicly leveraged to highlight alignment with industry and philanthropists and showcase BCIT's importance in the community as a premier post-secondary institute. The increase of 7-figure gifts to the BCIT Foundation, with more than 70% of all gifts above \$1 million realized in the past five years, is a testament to a well-thought-out campaign that has resonated with industry and the community.

Total funds raised to date, as of March 31, 2024, for the INSPIRE Campaign are \$116.3 million, with a further \$1.8 million verbally committed to, in progress to finalize with gift agreements. The funds have been designated to the three campaign pillars as follows:

- Campus Redevelopment \$52.4 million;
- Learning and Teaching Innovation: \$27.1 million; and,
- Access and Inclusion: \$36.8 million.

The INSPIRE Campaign saw a peak in fundraising during the 2022/23 fiscal year and is now in the final stretch to raise \$6.6 million to complete the \$125 million campaign.

Burnaby Campus Development Plan

Campus development is a key focus area for BCIT. A vital component of this initiative is advancing a viable Campus Development Plan for the Burnaby Campus. In addition to major changes to campus infrastructure, streetscapes, and land use, the plan informs the development of capital projects such as the Health Sciences Centre (HSC), Tall Timber Student Housing (TTSH), and the Trades and Technology Complex (TTC).

The Health Sciences Centre is now well established as a unique space for healthcare education experience that integrates the simulation of direct patient care, indirect patient care, and allied health and laboratory science. Following up on this project, BCIT has undertaken upgrades to existing facilities that further expand teaching and learning capacity in this crucial field.

The Tall Timber Student Housing project will provide 470 much-needed student housing beds with self-contained studio and communal living units. The 12-storey building will also provide a variety of student lounges, project rooms, and outdoor student commons to support student life for all students living on campus. The project supports BCIT's ambitious goals to reduce its institutional carbon footprint and to showcase innovative building techniques like mass timber construction. The completed building, which is set to welcome students in 2025, will meet the BC Energy Step Code 4 and will be one of the largest mass timber structures in BC.

The Trades and Technology Complex is an integrated, multi-phase project that supports the growing demand for trades training in support of industry-driven labour demand. At the heart of the project is the new Concert Properties Centre for Trades and

Technology, which will be augmented by the Robert Bosa Carpentry Pavilion and a Marine and Mass Timber Workshop to create a new trades identity.

The project supports women and Indigenous students in trades programs by developing inclusive and culturally appropriate spaces. The project and consultant teams have been showcasing the unique features of the projects to current students through BCIT's Living Labs program. While the Community Benefit Agreement offers opportunities for both students and recent graduates to be a part of project delivery.

BCIT is currently working with consultant teams on design for these projects in consultation with internal stakeholders before breaking ground on the first projects later this year.

Like Tall Timber Student Housing, the completed buildings will demonstrate leadership in mass timber design and meet leading standards for accessibility and sustainability, including Rick Hansen Foundation Accessibility Certification, BC Energy Step Code 4 and the CaGBC Net Zero standard certification.

BCIT has also completed major upgrades to the public realm with the opening of Beedie Plaza. The Plaza is a modern gateway to the campus with a walkway designed by Indigenous Elder Deanna B. George and a mass timber canopy creating a social hub with areas for relaxation, reflection, or places for gathering. Providing seamless access for pedestrians and weather protection for public transport users, the landscaped green spaces feature a sustainable irrigation system and rain garden.

The space is further enhanced by a major new mural by Musqueam artist Kelly Cannell that covers the entire wall of one of the buildings overlooking the plaza. The "Keepers of the Land" mural depicts a land, sea and skyscape of the traditional territories of the Musqueam, Squamish, and Tsleil-Waututh nations, and was designed as part of the 2023 Vancouver Mural Festival.

BCIT has completed daylighting of a major section of Guichon Creek. This is a significant milestone in the Institute's efforts to environmentally restore the creek to its natural condition including daylighting and natural habitat restoration. This project will bring back the salmon for the first time after 60 years. Campus-wide environmental restoration of the Guichon Creek is continuing with the Concert Properties Centre for Trades and Technology project as well as campus infrastructure renewal program, where more Guichon creek will be ecologically restored and daylit. BCIT is in the process of certifying this project by the Institute of Sustainable Infrastructure - targeting platinum level of Envision.

Replacement of aging infrastructure in this area of campus is central to the upcoming South Campus Infrastructure Project (SCIP), a multiphase initiative that will upgrade ageing and failing infrastructure on the south side of the Burnaby Campus. Improving infrastructure is essential to enable the Institute to continue to deliver outstanding applied education and will support future developments. The project will also provide a unique opportunity to enhance public spaces and design a more vibrant and pedestrian friendly campus.

BCIT and Industry

- BCIT Marine Campus (BMC) has joined the Workforce Recruitment and Retention Committee (WRRC) through the Western Marine Community Coalition (WMCC) to be part of a working group that promotes marine careers on Canada's West Coast.
- BCIT Marine Campus has built a collaborative partnership with SAAM Towage to provide customized training to SAAM Towage onboard and on shore staff related to their new all electric tugs (expected to operate in Vancouver harbour by spring 2024). The customized training package will cover basic and technical parts of the electric tugs raising the knowledge base of current SAAM Towage employees.
- RBC donated \$200,000 towards School of Transportation's electric vehicle (EV) program. The funding will make an immeasurable difference in the education and training of BCIT students, equipping them with the knowledge and practical skills necessary to excel in the rapidly evolving field of electric vehicles. The impact of the donation extends far beyond the walls of the institution. It will empower BCIT students to be leaders in the transition towards a greener, more sustainable future.
- School of Transportation has received donated marine engines and parts from Volvo and North Shore Marine. Their donations will help BCIT marine programs immensely by providing students with more opportunities to learn new diagnosing

techniques on a variety of marine equipment.

- Jen Kong from School of Computing and Academic Studies' Basic Health Sciences has continued her side project of leading a free Open Education text on Pathology with a wide network of contributors, including most recently, internal help from School of Health Sciences' faculty Emily Frawley, Heather McMullen, and Julien Pho, and Lindsay Belloc in BCIT Video and Media Production. One of two newly released chapters – on anemia, leukemia, and blood tests – includes a video tour of LifeLabs' Burnaby facility. The news of the education-industry collaboration was shared by LifeLabs and covered nationally. Pathology has had over 6,000 users from all over the globe, extending BCIT's reach worldwide.
- The Centre for Applied Research and Innovation have been the recipient of a number of projects and funding to support work happening there:
 - PacifiCan announced \$1.9 million for BCIT's Advanced Additive Manufacturing Technology Hub (AAMTECH).
 - BCIT received funding to help raise EV awareness in underrepresented communities towards a Zero Emissions Future.
 - The multidisciplinary researchers at BCIT MAKE+ have built a special kind of small pedal bike for patients to use during dialysis treatments.
 - BCIT Natural Health and Food Products Research Group [NRG] researcher Dr. Anika Singh has been awarded a 5-year NSERC Discovery Grant of \$177,500 for her research on lipid digestion and human satiety.
- School of Computing and Academic Studies Faculty Dr. Michal Aibin and Erika Ram have been offering free online introductory technology workshops, supported by TD Bank, to clients of Contact North BC, which provides technology classrooms in rural areas of BC to support remote and Indigenous communities in online learning. Topics have ranged from Build your First Webpage to Inside the Machine Workshop #1: The Hardware Hunt.
- BCIT's Natural Health and Food Products Research Group [NRG], in collaboration with FeedBC and the Ministry of Agriculture and Food, co-hosted the seventh annual Pitch and Plate event at BCIT Burnaby campus. Pitch and Plate is a Dragon's Den style Feed BC initiative aimed at fostering innovation in the food industry. BCIT has been supporting Feed BC's initiatives for the past six years.
- The first offering of the School of Transportation's Advanced Gas Turbine Industry Partnership Certificate, in partnership with MTU Canada, commenced on January 22. This program facilitates work integrated learning experiences.

Post-Secondary Partnerships

- The BCIT Centre for Ecocities is collaborating with York University, University of Iceland, the Global Footprint Network, and forty other researchers on an international effort to improve ecological footprinting methodologies, applications, and student training. This seven-year project is supported by a \$2,486,161 Partnership Grant from the Social Sciences and Humanities Research Council [SSHRC], of which BCIT will receive \$180,000 to support master's students in learning ecological footprinting and sustainability analytics at the urban scale.
- The School of Transportation Marine campus and the Justice Institute of British Columbia [JIBC] have been successful in obtaining the contract to provide LNG bunkering training for Haisea Marine [a part of Seaspan marine transportation]. BCIT will be providing LNG basic and advanced training to crew scheduled to operate Seaspan's new LNG dual fuel tugs in Kitimat.
- The School of Transportation Automotive program agreed to license its EV curriculum to members of the Canadian Colleges for a Resilient Recovery [C2R2]. Mohawk College, Northwest Polytechnic, and Holland College have signed agreements to deliver BCIT's EV Technology and Service course.
- School of Construction and the Environment is providing technical and curriculum assistance to Kenya Vocational Training Colleges. The global new initiative helps the Kenyan college to create new Electrical programs which aims to increase employment opportunities for Kenyan young people. Electrical trades instructors and BCIT Learning Teaching Centre conduct ongoing weekly virtual meetings to provide curriculum and Kenyan teaching activities feedback. In October, three Kenyan Electrical trades instructors visited BCIT for a week to learn the BCIT Electrical Trades competency-based training and diversity and inclusion.

- School of Energy hosted the Competency Based Educational Pedagogy and curriculum development training sessions in September 2023. In collaboration with Vancouver Island University (VIU), two faculty members from Kisii National Polytechnic of Kenya visited BCIT to participate in institutional partner professional development in advanced mechanical plant operation.
- BCIT International has entered into a Memorandum of Understanding with the French University, École Pour l'Informatique et les Techniques Avancées (EPITA), to bring EPITA students to BCIT Flexible Learning programs and attend computing courses under a Study Abroad agreement.
- Krystal Seko and Dr. Nathan Devos, School of Computing and Academic Studies faculty, collaborated on a nationwide project with Colleges and Institutes Canada (CICan) to create three digital credentials for newcomers to Canada. The curriculum was validated by a national employer advisory group, and the development phase concluded in June.



BCIT is the only post-secondary Institute in North America delivering globally-recognized accreditation in all modes of transportation: air, sea, road, and rail.

Performance Measures, Targets, and Results

The performance measures listed below align with the Ministry goals and objectives as defined by the 2023/24 Accountability Framework. Measures are provided along with a brief summary of the results.

SYSTEM OBJECTIVE 1: CAPACITY

The Ministry's Strategic Objective of Capacity is designed to ensure the BC public post-secondary system has sufficient capacity to meet the evolving needs of the province.

STUDENT SPACES (FTE)	2022/23 ACTUAL	2023/24 TARGET	2023/24 ACTUAL	2023/24 ASSESSMENT
Total Student Spaces	11,941	12,956	12,633	Substantially Achieved
Nursing and other allied health programs	2,424	3,025	2,443	Not Achieved
Developmental	242	224	239	Achieved
<i>Performance measure description: The number of full-time equivalent (FTE) student enrolments delivered overall and in designated program areas.</i>				

Historically, BCIT has consistently achieved and exceeded the Ministry's target for total student spaces. In 2023/24 BCIT saw a slight increase in utilization while still substantially achieving the target, ultimately delivering 98% utilization on the Ministry's total student spaces. In recent years, the softening demand of domestic students along with steady increases of international students have impacted BCIT's utilization rates. Enrolment had further been affected by COVID-19. Actions are currently underway to help increase domestic activity to enable BCIT to achieve and exceed its target over the next few years. Some of these actions include: expanding industry services opportunities, increasing recruitment efforts, and actively managing capacities to accommodate additional students where there is strong demand. Recent government initiatives such as the future skills grant and TradeUpBC helped to generate student activity in Flexible Learning courses and programs.

BCIT delivered 2443 student FTEs in Nursing, Specialty Nursing, and Allied Health programs in 2023/24, which is a slight increase of 0.8% from the previous year.

CREDENTIALS AWARDED	2022/23 ACTUAL	2023/24 TARGET	2023/24 ACTUAL	2023/24 ASSESSMENT
Total Credentials	5,895			Not Assessed
Graduate, First Professional and Post-Degree		≥51	55	Achieved
Bachelor		≥867	842	Substantially Achieved
Diploma		≥2,125	2,052	Substantially Achieved
Certificate		≥2808	2,922	Achieved
Short Certificate		≥444	453	Achieved
Developmental		≥44	44	Achieved
<i>Performance measure description: The average number of credentials awarded to domestic students by public post-secondary institutions in the most recent three years.</i>				

SYSTEM OBJECTIVE 2: ACCESS

The Ministry’s Strategic Objective of Access ensures that the BC public post-secondary system provides equitable and affordable access for residents.

INDIGENOUS STUDENT SPACES	2022/23 ACTUAL	2023/24 TARGET	2023/24 ACTUAL	2023/24 ASSESSMENT
Total Indigenous Student Spaces ²²	830	815	869	Achieved
Ministry [PSFS]	439		417	
SkilledTradesBC	391		453	
<i>Performance measure description: The number of full-time equivalent (FTE) enrolments of Indigenous students delivered in all program areas.</i>				

²² Results from the 2023/24 reporting year are based on data from the 2022/23 fiscal year; results from 2022/23 reporting year are from the 2021/22 fiscal year.

SYSTEM OBJECTIVE 3: QUALITY

The Ministry's Strategic Objective of Quality ensures that the BC public post-secondary system provides quality through enriched educational experiences that meet the learning objectives of students.

STUDENT SATISFACTION WITH EDUCATION	2022/23 ACTUAL		2023/24 TARGET	2023/24 ACTUAL		2023/24 ASSESSMENT
	%	+/-		%	+/-	
Former diploma, associate degree, and certificate students	91.1%	0.7%	≥ 90%	91.9%	0.9%	Achieved
Trades foundation and trades-related vocational graduates ³⁹	88.8%	1.9%		92.0%	1.7%	Achieved
Former apprenticeship students	83.7%	2.2%		85.4%	3.3%	Substantially Achieved
Bachelor degree graduates	92.6%	1.8%		93.3%	2.2%	Achieved
<i>Performance Measure description: percentage of students who were very satisfied or satisfied with the education they received.</i>						

STUDENT ASSESSMENT OF THE QUALITY OF INSTRUCTION	2022/23 ACTUAL		2023/24 TARGET	2023/24 ACTUAL		2023/24 ASSESSMENT
	%	+/-		%	+/-	
Former diploma, associate degree, and certificate students	93.8%	0.6%	≥ 90%	94.5%	0.7%	Achieved
Trades foundation and trades-related vocational graduates	94.4%	1.3%		95.2%	1.3%	Achieved
Former apprenticeship students	88.6%	1.9%		89.5%	2.9%	Achieved
Bachelor degree graduates	91.9%	1.9%		91.2%	2.5%	Achieved
<i>Performance Measure description: percentage of students who rated the quality of instruction in their program positively.</i>						

STUDENT ASSESSMENT OF SKILL DEVELOPMENT (OVERALL)	2022/23 ACTUAL		2023/24 TARGET	2023/24 ACTUAL		2023/24 ASSESSMENT
	%	+/-		%	+/-	
Former diploma, associate degree, and certificate students	87.1%	0.7%	≥ 85%	86.9%	0.9%	Achieved
Trades foundation and trades-related vocational graduates	86.8%	1.8%		88.1%	1.6%	Achieved
Former apprenticeship students	79.2%	2.1%		82.2%	3.0%	Achieved
Bachelor degree graduates	87.4%	2.0%		87.7%	2.3%	Achieved
<i>Performance Measure description: percentage of students who indicated their education helped them to develop various skills.</i>						

SYSTEM OBJECTIVE 4: RELEVANCE

The Ministry's Strategic Objective of Relevance ensures that the BC public post-secondary system is relevant, having the breadth and depth of programming to meet the evolving economic needs of the province.

STUDENT ASSESSMENT OF THE USEFULNESS OF KNOWLEDGE AND SKILLS IN PERFORMING JOB	2022/23 ACTUAL		2023/24 TARGET	2023/24 ACTUAL		2023/24 ASSESSMENT
	%	+/-		%	+/-	
Former diploma, associate degree, and certificate students	86.9%	1.0%	≥ 90%	88.2%	1.2%	Substantially Achieved
Trades foundation and trades-related vocational graduates	88.3%	2.2%		89.2%	2.2%	Achieved
Former apprenticeship students	89.9%	1.9%		87.7%	3.2%	Achieved
Bachelor degree graduates	90.8%	2.1%		91.6%	2.6%	Achieved
<i>Performance Measure description: percentage of employed graduates who indicated the knowledge and skills they acquired through their education was useful in performing their job.</i>						

UNEMPLOYMENT RATE	2022/23 ACTUAL		2023/24 TARGET	2023/24 ACTUAL		2023/24 ASSESSMENT
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	8.6%	0.7%	≤ 9.2%	10.2%	1.0%	Achieved
Trades foundation and trades-related vocational graduates	9.1%	1.8%		5.7%	1.6%	Achieved
Former apprenticeship students	3.4%	1.1%		3.5%	1.7%	Achieved
Bachelor degree graduates	2.2%	1.0%		4.2%	1.8%	Achieved
<i>Performance Measure description: percentage of graduates who were unemployed at the time of the survey, compared with the percentage of unemployed individuals with high school credentials or less.</i>						

Consolidated Financial Statements

For the most recent financial information, please see the Audited Financial Statements at bcit.ca/financial-services/financial-reports

Appendix B – Template for Reporting on Lasting and Meaningful Reconciliation

Progress on implementation of Truth and Reconciliation Commission (TRC) Calls to Action, articles of the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, and In Plain Sight: Addressing Indigenous-specific Racism and Discrimination in BC Health Care Report

Recommendations for Public Post-Secondary Institutions in BC

The provincial government is committed to implementing the UN Declaration on the Rights of Indigenous Peoples, the TRC Calls to Action, and In Plain Sight Report Recommendations. Institutions will have addressed relevant TRC Calls to Action and articles of the UN Declaration on the Rights of Indigenous Peoples, and In Plain Sight Report recommendations to varying degrees. Please complete the following table to provide an at-a-glance summary of your institution’s progress. If there is no relevant program/initiative show as N/A.

TRC CALL TO ACTION AND UN DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES ARTICLE	
1: SOCIAL WORK	
We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
N/A	
12: EARLY CHILDHOOD EDUCATION	
We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
N/A	
16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS	
We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
N/A	BCIT does not yet offer language degree and diploma programs. BCIT engaged a Tsleil-Waututh Hul’q’umn’num Language Consultant to support language initiatives at BCIT, however this consultant was unable to fulfill this commitment due to a personal project that took them out of the country. It was recommended that we engage representatives from the three local First Nations to work as a collaborative. We are currently working with Culture and Language representatives of all 3 First Nations to secure consultants from these Nations to engage in the work. The scope of the project remains the same.
23: HEALTH-CARE PROFESSIONALS	
We call upon all levels of government to increase the number of Aboriginal professionals working in the healthcare field, ensure the retention of Aboriginal healthcare providers in Aboriginal communities, and provide cultural competency training for all healthcare professionals.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
N/A	See initiatives undertaken in other departments within BCIT School of Health Sciences
24: MEDICAL AND NURSING SCHOOLS	
We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.	

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
In Progress	<p>PEOPLE LEVEL</p> <ul style="list-style-type: none"> • Five reserved seats in Bachelor of Science in Nursing (BSN) Program. • Five reserved seats in the Medical Laboratory Science Program. • Twelve reserved seats in Diagnostic programs: <ul style="list-style-type: none"> Cardiac Sciences - 1 seat Electroneurophysiology - 1 seat Medical Radiography - 2 seats Magnetic Resonance Imaging - 1 seat Nuclear Medicine - 1 seat Perfusion - 1 seat Radiation Therapy - 2 seats Sonography - 3 seats • Increased the number of Kairos Blanket Exercises [KBEs] to include sessions for Health Sciences faculty and students. The BSN currently runs six KBEs per academic year for students as part of the curriculum. • Faculty partnership towards formation of the Canadian Association of Schools of Nursing National Indigenous health working group; currently have one faculty member as an active member of the working group. • BSN Indigenous Circle for faculty will become part of formal committee in Fall 2024. • Faculty development through ongoing educational resources. • BSN staffing committee working with Human Resources to embed competencies related to anti-Indigenous racism and cultural safety into job postings; School of Health Sciences is working towards embedding into all postings in all programs. • Engagement with students via survey to understand their educational experiences. • Newly established anti-racism in Nursing education working group partnership between BSN and Specialty Nursing program. • Increased awareness of events and activities [KBE, information sharing related to public education events] ongoing. <p>CURRICULUM LEVEL</p> <ul style="list-style-type: none"> • Newly revised mandatory course for BSN which focuses on the history of Indigenous peoples in Canada, centered on Indigenous voices and ways of knowing that discusses culturally appropriate approaches in delivery of care for patients. • Curriculum revisioning to develop and expand awareness, understanding, and skill development towards Indigenous cultural safety, trauma informed practice, equity-oriented care, conflict resolution, human rights. • Integrating learning activities specific to new BCCNM practice standard [Indigenous cultural safety, cultural humility, and anti-Indigenous racism]. • Specialty Nursing program undertaking efforts to indigenize their department and curricula. • Exploring and implementing diversity, inclusion, and equity into simulation activities. • Working on specific land acknowledgements into specific simulation activities. • Investigating how to evaluate Indigenous Student experiences.

28: LAW SCHOOLS

We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
N/A	While BCIT does not have a law school, Kory Wilson, Director of Indigenous Initiatives and Partnerships at the Institute, is a lawyer and Chair of the BC First Nations Justice Council.

57: PUBLIC SERVANTS

We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
In Progress	<ul style="list-style-type: none"> • BCIT has provided Indigenous 101 training to many community members and organizations. • The cultural awareness course continues to be offered online and in person to the BCIT community as well as various external. • BCIT is working with Seaspan to finalize MoU permitting Seaspan to incorporate Indigenous Cultural Awareness modules into new employee orientation • The Indigenous Cultural Awareness Course is now available in two additional languages [French and Mandarin] and will soon be available in Punjabi, Farsi, Spanish, Cantonese, Arabic and Tagalog. These are 8 of the top 10 languages spoken in Canada.

62: TEACHER EDUCATION

We call upon the federal, provincial, and territorial governments, in consultation and collaboration with survivors, Aboriginal peoples, and educators to: provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
In Progress	<ul style="list-style-type: none"> An Allyship module is now available on the learning hub and is also being converted into 8 of the top 10 spoken languages in Canada Additional Indigenous Awareness Modules are still in the development stage. There are ongoing meetings and consultations with every department at BCIT and individual instructors in regard to Indigenous knowledge. An Indigenization resource was created in partnership with Academic Planning and Quality Assurance (APQA) and is available to all BCIT faculty. Sessions on advancing reconciliation across campus are ongoing. IIP continues to collaborate with decolonizing leads in School of Health Sciences.

86: JOURNALISM AND MEDIA SCHOOLS

We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
In Progress	<ul style="list-style-type: none"> With a number of staffing changes in this area, the Indigenous Circle dissolved. However, we are working with new faculty to re-establish the Indigenous Circle. The Broadcast and Online Journalism program continues to support the Indigenous Youth Gathering at BCIT - offering workshops and tours of the building.

92: BUSINESS SCHOOLS

We call upon the corporate sector in Canada to provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. This will require skills based training in intercultural competency, conflict resolution, human rights, and antiracism.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
In Progress	<ul style="list-style-type: none"> Discussion underway with BCIT School of Business + Media.

UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION

How is your institution working with Indigenous peoples and communities to implement the United Nations Declaration on the Rights of Indigenous Peoples, and in particular the articles related to education, which include the following:

Article 14
 1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.
 2. Indigenous individuals, particularly children, have the right to all levels and forms of education

Article 15
 1. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.

Article 21
 1. Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
In Progress	<ul style="list-style-type: none"> The Indigenous Wellness Toolkit will be available to BCIT students in September 2024 - in a paper version, with app version development targeted for early 2025. Ongoing consultation with stakeholders and community. Priority seating for Indigenous students increasing across campus. Priority housing available for Indigenous students in fulltime programs. Indigenous Initiatives and Partnerships is seeing an increase in Cultural Workshops across campus. Annual presentations on the progress of Indigenization and decolonization at President’s Connect and President’s Forum.

In Plain Sight Report Recommendations Reporting for Post-Secondary Institutions

IN PLAIN SIGHT RECOMMENDATION #8 - PLEASE LIST ALL HEALTH PROGRAMS OFFERED BY YOUR INSTITUTION AND ANY ACCREDITATION STANDARDS THAT RELATE TO CULTURAL SAFETY AND HUMILITY TRAINING. IF AN ACCREDITED PROGRAM DOES NOT HAVE A RELATED STANDARD, INDICATE N/A FOR THE PROGRAM.

PROGRAM NAME	ACCREDITATION STANDARD DETAILS (IF NONE EXIST, N/A)
BSN, Specialty Nursing, Sonography, MRI, Medical Radiography,, Radiation Therapy, Perfusion, Nuclear Medicine, Cardiac Sciences, Medical Laboratory Science, Clinical Genetics	Accrediting bodies such as CASN, BCCNM, Equal Canada, and CNA are working to add cultural competencies and awareness. Programs in the School of Health Sciences work closely with these accrediting bodies to ensure curricular alignment with the standard.

IN PLAIN SIGHT RECOMMENDATION #14 - THE BC GOVERNMENT, PHS, THE FIVE REGIONAL HEALTH AUTHORITIES, BC COLLEGES AND UNIVERSITIES WITH HEALTH PROGRAMS, HEALTH REGULATORS, AND ALL HEALTH SERVICE ORGANIZATIONS, PROVIDERS AND FACILITIES RECRUIT INDIGENOUS INDIVIDUALS TO SENIOR POSITIONS TO OVERSEE AND PROMOTE SYSTEM CHANGE.

For all health programs offered at your institution, please identify what new, ongoing, or completed actions have supported the recruitment of Indigenous individuals to senior positions to oversee and promote system change, and the quantitative impact of these actions.

PROGRAM	PROGRESS	ACTIONS
Indigenous Initiatives	Ongoing	<p>Institute department that is led by an Indigenous vision to showcase BCIT for future students and potential employees.</p> <p><u>BCIT Indigenous Vision</u> provides a framework for action and a culture of accountability.</p> <p>The School of Health Sciences (SoHS) has Indigenous leads that work in collaboration with BCIT Indigenous Initiatives and Partnerships, and their team of directors.</p>
School of Health Sciences (SOHS) Hiring	New	<p>Within SoHS, recommendations have been made to Human Resources to include job posting language which includes a commitment for all employees to cultural humility and safety.</p> <p>Working towards incorporating into the job profile the OPHO Recruitment and Retention resource.</p>
SOHS and BSN program	Decolonizing leads	<p>SoHS and BSN program have hired two faculty members into positions to lead efforts related to decolonization of health science education programs. These leads work in collaboration with BCIT Indigenous Initiatives and Partnerships, and their team of directors.</p>

IN PLAIN SIGHT RECOMMENDATION #18 – THE BC GOVERNMENT REQUIRE ALL UNIVERSITY AND COLLEGE DEGREE AND DIPLOMA PROGRAMS FOR HEALTH PROFESSIONALS IN BC TO IMPLEMENT MANDATORY STRATEGIES AND TARGETS TO IDENTIFY, RECRUIT, AND ENCOURAGE INDIGENOUS ENROLMENT AND GRADUATION, INCLUDING INCREASING THE SAFETY OF THE LEARNING ENVIRONMENT FOR INDIGENOUS STUDENTS.

Please identify any existing strategies your institution has, targets that have been identified by program area, and outcomes related to the identification, recruitment, and graduation of Indigenous students. Note - the BC government has not yet set mandatory strategies and targets related to recommendation #18. Information collected in the first year of In Plain Sight Reporting will be used to identify promising policies and practices that have already been implemented by post-secondary institutions.

STRATEGIES	TARGETS BY PROGRAM AREA	OUTCOMES
<p>Designated Indigenous Seats allocated in many School of Health Sciences programs. Promotion of seats at marketing events, websites, and distribution to band offices.</p>	<p>Diagnostic and Advanced Practice Programs:</p> <ul style="list-style-type: none"> ▪ Electroneurophysiology (Diploma): 1 designated seat ▪ Medical Radiography (Diploma): 2 designated seats ▪ Magnetic Resonance Imaging (Diploma): 1 designated seat ▪ Nuclear Medicine (Diploma): 1 designated seat ▪ Radiation Therapy (Bachelor of Science): 2 designated seats ▪ Diagnostic Medical Sonography (Diploma and Ad Cert): 3 designated seats ▪ Cardiac Sciences (Advanced Certificate Options): 1 designated seat ▪ Cardiovascular Perfusion (Advanced Certificate Options): 1 designated seat <p>Laboratory and Allied Health Programs</p> <ul style="list-style-type: none"> ▪ Environmental Public Health (Bachelor): 1 designated seat ▪ Food Technology (Diploma): 1 designated seat ▪ Medical Laboratory Science (Diploma): 5 designated seats ▪ Occupational Health and Safety (Diploma): 1 designated seat ▪ Biomedical Engineering Technology (Diploma): 1 designated seat <p>Nursing</p> <ul style="list-style-type: none"> ▪ Bachelor of Science in Nursing (BSN): 5 designated seats per cohort 	<p>In the beginning stages of recruitment and designated seat allocation for these programs; outcome numbers are not available currently.</p>
<p>Events for Indigenous youths to promote careers in health sciences.</p>	<p>All School of Health Sciences programs.</p>	<p>Annual Gathering Our Voices event: There was a target audience of 1000+ Indigenous youths from Indigenous communities throughout the province. This supports program awareness, and the supports that BCIT has to offer Indigenous students.</p> <p>School of Health Sciences participated in the Indigenous Youth Gathering event, an annual BCIT event that partners with local school districts to promote BCIT programs to Indigenous youth nearing high school graduation. The 2024 event highlighted BCIT’s Health Sciences programs.</p>

Introduction of Indigenous Initiatives and Partnerships' services during campus orientation for all new SOHS students.	All School of Health Sciences programs attend orientation.	Students hear protocol welcome, welcome by an Elder; introduced to their Indigenous advisor and the services available at the Gathering Place.
BCIT Indigenous education course available to all staff with the goal of ensuring a baseline understanding of Canada's colonial experience and the impact this has had on the health of Indigenous peoples in Canada: <ul style="list-style-type: none"> ▪ Indigenous Awareness ▪ Indigenous 101 School of Health Sciences programs are using a decolonizing lens to assess curriculum supports of Indigenous students to ensure success and program engagement.	All School of Health Sciences faculty and staff.	Growing number of faculty have completed the online modules and are reflecting on course delivery/student engagement.
Research – three-year longitudinal study in the BSN program to understand impact of curricular and departmental decolonization efforts on the experience of cultural safety in the classroom.	Bachelor of Science in Nursing	Pre-survey 2022 Post survey anticipated 2025

IN PLAIN SIGHT RECOMMENDATION #21 - ALL BC UNIVERSITY AND COLLEGE DEGREE AND DIPLOMA PROGRAMS FOR HEALTH PRACTITIONERS INCLUDE MANDATORY COMPONENTS TO ENSURE ALL STUDENTS RECEIVE ACCURATE AND DETAILED KNOWLEDGE OF INDIGENOUS-SPECIFIC RACISM, COLONIALISM, TRAUMA-INFORMED PRACTICE, INDIGENOUS HEALTH AND WELLNESS, AND THE REQUIREMENT OF PROVIDING SERVICE TO MEET THE MINIMUM STANDARDS IN THE UN DECLARATION.

For all health programs offered at your institution, please identify whether mandatory cultural safety and humility training components are new this year, ongoing, or fully implemented. Under actions, please list and describe the mandatory training components. If there are none, please indicate N/A for that program.

PROGRAM	PROGRESS	ACTIONS
School of Health Sciences	New	BCIT developed a guiding principle, IDEAS (Indigenization, Inclusion, Diversity, Equity, Accessibility, Sustainability, and Student Well-Being), document that is being implemented across the institute to support indigenization, sustainability, student well-being and EDI in quality initiatives. Equity-oriented walkthroughs in the clinical environment are being integrated into clinical practice. BSN – revision to curriculum to integrate a decolonized lens: <ul style="list-style-type: none"> ▪ Mandatory 4-credit course focusing on Indigenous Health and medical colonialism at the end of year one. ▪ Commitment to decolonized nursing education made on day one of the program to students. ▪ Integration of BCCNM (BC College of Nurse and Midwives) practice standards which includes the required learning as listed in the IPPS recommendation.
Specialty Nursing program	New/Ongoing (varies by specialty)	Integration of Trauma Informed practice theory into theory courses. Incorporation of an Indigenous lens into the Specialty Nursing Curriculum Framework/vision and mission.

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