



INSTITUTIONAL ACCOUNTABILITY PLAN AND REPORT

2025/26 Reporting Cycle





Accountability Statement: Letter to the Minister

July 10, 2026

Honourable Jessie Sunner
Minister of Post-Secondary Education and Future Skills
Parliament Buildings
Victoria, BC, V8V 1X4

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 2025/26 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 to 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 by the Ministry, including:

- Delivering education and training in support of the StrongerBC *Future Ready Action Plan*;
- Incorporating feedback to ensure Indigenous voices are reflected in trades training and programming;
- Continuing to implement education related to the *Truth and Reconciliation Commission of Canada's Calls to Action*, as well as recommendations from *In Plain Sight: Addressing Indigenous-specific Racism and Discrimination in BC Health Care* report; and
- Introducing protections for international students to ensure fair treatment.

In January 2025, the Institute released the *Strategic Plan 2025-2030: Future Ready: Student Success for a Complex World*. The Plan reaffirms our commitment to preparing job-ready graduates while securing long-term financial sustainability for the Institute. It is built around four key commitments: transforming teaching and learning experiences, catalyzing digital modernization, fostering vibrant communities, and enriching partner and industry engagement.

To actively advance the *Strategic Plan's* commitment to transform teaching and learning, BCIT launched the *Education Plan 2026-2031*. This comprehensive framework establishes a clear focus on creating meaningful, applied learning experiences for every student. It is realized through three core commitments to empower educators, ensure real-world-aligned evaluation, and support student success. By addressing the increasing complexity of the post-secondary landscape, shaped by rapid technological shifts and changing industry needs, the *Education Plan* reinforces the Institute's role as a premier force for strategic workforce development in 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.

Don Matthew, CPA, CA, ICD.D
Chair, Board of Governors

Dr. Jeff Zabudsky
President

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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 traditional territories of the Coast Salish Nations of the Skwxwú7mesh [Squamish], səf ilwətaʔ4 [Tsleil-Waututh], and xwməθkwəy̓əm [Musqueam].

Strategic Direction and Context



Strategic Direction

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

Since its inception, BCIT's guiding philosophy has been to develop job-ready graduates. For over 60 years, despite many changes, this fundamental commitment to graduates' career success has ensured that 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. Through sustained partnerships with business, industry, high schools, and other post-secondary institutions, BCIT continues to improve its core offerings, expanding the number of degree programs, enhancing applied research to support advanced studies, strengthening work-integrated learning (WIL) opportunities, and furthering partnerships to include foreign post-secondary institutions.

The Institute places great importance on collaborative action that supports the Ministry of Post-Secondary Education and Future Skills (PSFS) in fulfilling their mandate commitments and ensuring high-level internal alignment with the changing needs of industry. In response to the *Truth and Reconciliation Commission of Canada's Calls to Action*, and the *United Nations Declaration on the Rights of Indigenous Peoples Act*, BCIT is actively creating opportunities and building capacity for Indigenous learners, while supporting their success through *An 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 *BCIT Strategic Plan 2025-2030* builds on our legacy of innovation and resilience and is centered around empowering learners in a complex world. The Plan is organized around four key pillars: digital modernization, transformative teaching and learning experiences, inclusive communities, and strategic partnerships. These pillars ensure graduates are prepared for the workforce while emphasizing sustainable growth and adaptive agility to allow the Institute to navigate change and maintain a lasting impact.

Strategic Context

External Scan

BC's Economic Performance

BC's gross domestic product (GDP) grew moderately by 1.2% in 2024.¹ This rate reflects the delayed impacts of substantial central bank interest rate hikes intended to address the high-inflation environment of previous years. Service producing industries, which make up 78% of BC's economy, maintained their position as the primary contributor to economic growth. Key industries driving this growth included real estate, rental and leasing, and health care and social assistance services.² Trade uncertainty, along with repeated shocks to the global supply chain, is expected to continue to impede economic expansion through 2026,³ however growth is forecasted to return to the historical average in 2027.⁴

Employment in BC grew 2.3% in 2024, adding 66,100 jobs, and is expected to grow moderately at 1.2% annually through 2035.⁵ According to the 2025 edition of the *BC Labour Market Outlook*, five industries are expected to generate the majority (58%) of job openings over the next decade: health care and social assistance [19%], professional, scientific and technical services [15%], retail trade [10%], construction [8%], and finance, insurance and real estate [7%]. The health care and social assistance and the professional, scientific and technical services industries are expected to have the highest number of job openings over the next 10 years.⁶

Technology is advancing rapidly across all sectors, and artificial intelligence (AI) and automation are set to transform a wide range of jobs, including many that require higher education. Although the full economic impact of generative AI has yet to emerge, significant labour market disruptions remain a real possibility and demand ongoing attention. At the same time, these shifts are creating strong growth in demand for skilled professionals in the natural and applied sciences, as well as technology fields. Addressing these challenges means investing in skills training and reskilling, as most future job openings will require post-secondary education, specialized training, or management experience. As a polytechnic institute, BCIT is uniquely equipped to deliver the practical training and reskilling programs individuals need to succeed in an evolving labour market.



1 Statistics Canada. *Table 36-10-0711-01 Gross domestic product (GDP) at basic prices, by industry, provinces and territories (x 1,000,000)*.

2 Government of BC. *Financial and economic review 2025*.

3 Government of BC. *2025-26 second quarterly report*.

4 TD Economics. [2026, March 24]. *Provincial economic forecast*.

5 Government of BC. *Labour Market Outlook 2025*.

6 Government of BC. *Labour Market Outlook 2025*.

Polytechnic Education

The Institute remains committed to experiential post-secondary education defined by hands-on, industry-driven learning. This polytechnic model yields significant economic and social dividends by driving productivity, growth, and innovation throughout BC and Canada. Through the development of expert talent, the Institute serves as a cornerstone of the province’s workforce.

As a founding member of **Polytechnics Canada**, the Institute belongs to a national coalition of 13 leading research-intensive, publicly supported institutions. Polytechnics Canada and its member institutions place a strong focus on research and innovation, skills and talent, and diversity and inclusion. Through this collective effort, the Institute reinforces the visibility and measurable impact of applied, industry-focused education within the Canadian landscape.

Changing Demographics

Following an estimated increase of 3% in 2024, BC’s population growth eased in 2025.⁷ As of January 1, 2026, the provincial population was estimated to be 5.66 million.⁸ While the natural population change [births minus deaths] added 469 people to the province between Q3 2024 and Q2 2025,⁹ interprovincial migration during the same period saw a net loss of 2,392 Canadians relocating from BC, predominantly moving to Alberta.¹⁰ Driven by federal immigration policy changes, the province saw an estimated outflow of over 25,000 international migrants in the fourth quarter of 2025 alone.¹¹ These figures underscore BC’s sensitivity to international migration as the primary driver of both demographic stability and labour force growth.

The *2025 BC Labour Market Outlook* indicates that, over the coming decade, there are an anticipated 687,000 job openings to replace retiring workers, yet there are only 510,000 young people expected to enter the labour force for the first time.¹² This potential gap in the domestic talent pipeline is intensified by the additional 365,000 new jobs expected as a result of economic expansion. Due to the policy shifts at the federal level which constrain the traditional immigration streams, these projections highlight a pressing need for increased workforce participation and targeted upskilling to fill the anticipated job openings over the coming decade.

Compounding these demographic pressures is the adoption of artificial intelligence, which the 2025 outlook identifies as a primary economic uncertainty. While AI is expected to drive productivity and potentially help offset labour shortages, its impact remains uneven across industries,¹³ accelerating the demand for specialized technical literacy and high-level credentials.

In this environment, the post-secondary sector serves as a critical factor for market resilience, bridging the gap between existing labour constraints and the high-credential requirements of BC’s growth sectors. By facilitating targeted upskilling and aligning educational pathways with shifting industrial needs, institutions are essential to mitigating the impacts of these demographic transitions and ensuring the long-term stability of the provincial workforce.

7 BC Stats. *Population Estimates & Projections for British Columbia*.
8 BC Stats. *Quarterly Population Highlights*.
9 Statistics Canada. *Table 17-10-0008-01 Estimates of the components of demographic growth, annual*.
10 Statistics Canada. *Table 17-10-0022-01 Estimates of interprovincial migrants by province or territory of origin and destination, annual*.
11 Statistics Canada. *Table 17-10-0040-01 Estimates of the components of international migration, quarterly*.
12 Government of BC. *Labour Market Outlook 2025*.
13 Government of BC. *Labour Market Outlook 2025*.

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 2025/26 fiscal year, over 41,000 students were enrolled at BCIT.¹⁴ Included in these enrolment numbers were over 1,850 Indigenous students¹⁵ and approximately 4,900 international students¹⁶ 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 in order to better understand their needs and concerns. Results from the Winter 2026 term showed that 87% of respondents were satisfied with their education. Flexible Learning and Trades and Technical Studies participants reported the highest levels of satisfaction at 89%. Full-time students reported an 87% satisfaction rate, while apprentices reported 79%. The results show that students overwhelmingly agree that BCIT is a diverse and inclusive environment, with over one-third of respondents (39%) 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 (81%) over online learning (75%), with a notable portion expressing satisfaction with the resources and facilities related to their program or course.¹⁷

BCIT Flexible Learning students make up about 34% of full-time equivalent (FTE) students. In the *2025 Flexible Learning Student Engagement Survey*, 44% of respondents identified a "flexible schedule" as their primary reason for choosing BCIT. Other significant factors included "reputation" (39%), the "online option for the course/program I wanted" (29%), and that the "program/course [is] only offered at BCIT" (28%). Additionally, working full-time was the leading driver for pursuing part-time studies, cited by 52% of participants.¹⁸



¹⁴ BCIT Student Information Systems. *Fiscal year 2025/26 (distinct student headcount)*.

¹⁵ Student Transitions Project. *Fall 2024 Enrolment Dashboard*.

¹⁶ BCIT Student Information Systems. *Fiscal year 2025/26 (distinct international student headcount)*.

¹⁷ Student Check in Survey. *BCIT 2026 Student Check in Survey*.

¹⁸ Flexible Learning Engagement Survey. *BCIT 2025 Flexible Learning Student Engagement Survey*.

Indigenous Students at BCIT

BCIT acknowledges the unceded traditional territories of the Coast Salish Nations of the Skwxwú7mesh [Squamish], sə́ilwətaʔ4 [Tsleil-Waututh], and xwməθkwəy̓əm [Musqueam], on which our campuses are located. *An 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 2023/24, BCIT delivered more trades [934 students] and engineering and applied sciences [443 students] undergraduate programming to Indigenous students than any other non-research post-secondary in BC.¹⁹ 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 Wellbeing

In March 2025, BCIT launched the [Student Wellbeing Action Plan](#) [the *Action Plan*] alongside the signing of the *Okanagan Charter*, marking a significant institutional commitment to integrating health and wellbeing into all aspects of campus life. Over the past year, BCIT has moved from planning to active implementation, advancing a whole campus approach that embeds wellbeing into institutional culture, policies, and practices.

Key areas of progress this year include:

- **Institution wide coordination and shared responsibility:** Implementation of the *Action Plan* has strengthened collaboration across academic and student support units, reinforcing wellbeing as a shared responsibility rather than the role of any single department. Wellbeing principles are increasingly reflected in planning conversations, policy development, and operational processes.
- **Capacity building and wellbeing literacy:** BCIT has expanded opportunities for students and employees to build awareness, skills, and competencies related to mental health and wellbeing, supporting a more informed and compassionate campus environment. For example, BCIT recently launched a new [response guide for employees on supporting students in distress](#), which was designed to help employees recognize signs of students in distress, respond with care, and refer students to the appropriate supports.
- **Improved visibility and access to supports:** Efforts have been made to enhance communication and awareness of existing wellbeing services and resources. BCIT produced brief peer-to-peer videos for social media and instructors to embed in courses that showcase important services matching the student life-cycle.
- **Embedding equity and inclusion:** Consistent with the *Okanagan Charter*, implementation of the *Action Plan* has emphasized health equity, cultural safety, and inclusion, ensuring that wellbeing initiatives are responsive to the varied needs and experiences of BCIT students. For instance, BCIT recently developed an [IDEAS Lens in Policy and Procedure Guide](#).

The *Action Plan* implementation remains thoughtful and fluid, evolving in response to emerging student needs, sector wide challenges, and ongoing engagement with the BCIT community. Collectively, this work advances BCIT's broader *Strategic Plan*, which focuses on student success for a complex world and commits to fostering vibrant communities.



Student Success

BCIT's approach to student success recognizes that learning is shaped by more than the classroom alone. Over the past year, the Institute has continued to strengthen a coordinated network of supports that promote student wellbeing, reduce barriers to persistence, and help learners thrive academically and personally. Through expanded health promotion capacity, enhanced mental health services, financial wellbeing initiatives, food security efforts, and ongoing overdose prevention work, BCIT is advancing a more holistic, proactive, and inclusive model of student support.

- **Expansion of health promotion capacity:** In response to student feedback regarding barriers associated with previous exam registration processes, Accessibility Services launched an online exam registration software in November 2024. This initiative aims to increase the ease and efficiency with which students access accommodated exams. During the final exam period in December 2024, there was a 65% increase in the number of accommodated exams, noting that a variety of factors likely contributed to this trend, including BCIT's continued commitment to improving accessibility and support for students with accommodations.
- **Expanded psychiatric care provision:** This past year, Student Health Services has welcomed a psychiatric fellow through a new partnership with UBC's Adolescent Psychiatry program, expanding our capacity for timely psychiatric consultation and improving care pathways for students with complex mental health needs.
- **Financial wellbeing:** BCIT continues to advance a coordinated and multi-faceted approach to financial wellbeing and food security, recognizing that financial stress and unmet basic needs can significantly impact student wellbeing, persistence, and academic success. This work is anchored within the [Student Wellbeing Action Plan](#) and delivered through collaboration across Student Success teams, the BCIT Student Association (BCITSA), and other campus partners.
 - **Financial Literacy:** Over the past year, BCIT has strengthened its focus on [student financial wellbeing and literacy](#), responding to sector wide increases in student financial pressure. Efforts have concentrated on improving awareness of financial supports, reducing barriers to access, and embedding financial wellbeing into broader student success initiatives.
 - **Food Security:** Food security remains a key institutional priority, with BCIT advancing both immediate access to food supports and longer term, systems level responses. Over the past year, BCIT has strengthened collaboration and planning with the aim of improving student access to consistent, dignified food supports.
- **Overdose Prevention Response:** Since the launch of BCIT's [Overdose Prevention Response](#) in October 2024, efforts over the past year have focused on embedding harm reduction education and emergency preparedness across the Institute.

Key areas of progress include:

- Expanded naloxone and harm reduction training offered regularly to students and employees, strengthening community readiness and awareness. BCIT has trained and distributed kits to 753 individuals since January 2025. An additional 176 kits were distributed via Student Health Services and Safety, Security, and Emergency Management. At workshops and booths, BCIT has engaged 1,615 individuals for education and awareness on overdose prevention and response.
- Strengthened student housing protocols, including continued training for Student Housing staff and Resident Advisors, and clear communication to students regarding emergency procedures and naloxone access.
- Inclusion of amnesty provisions in student housing guidelines and forthcoming updates to the student conduct policy.
- The **Healthier Substance Use and Harm Reduction Working Group** continued to provide learning and engagement opportunities focused on harm reduction, stigma reduction, and diverse recovery pathways. The group supports a campus culture that prioritizes compassion, safety, and informed decision making related to substance use and wellbeing.

Student Housing

The opening of Tall Timber Student Housing in August 2025 positively transformed the student housing experience at BCIT. The addition of 469 beds has helped address the demand for affordable, on-campus accommodations. Studio units, which include a private washroom and kitchen, have shown the highest level of interest from students and are particularly effective in meeting the needs of BCIT's mature residence population, including those pursuing technology and trades certifications. Meanwhile, the legacy Townhouses continue to offer 300 beds at highly affordable rates. With a broader range of living options and price points, BCIT is better positioned to provide safe, inclusive housing that meets their needs to students.

Student responses from the *2025 BCIT Student Housing Survey* show high levels of satisfaction, with 95% of students agreeing or strongly agreeing that they feel safe in residence and 95% feel safe on campus.²⁰ Similarly, 88% of students agree they enjoy living in student housing and 87% agree that on-campus living has a positive impact on their academic performance.²¹

Moving forward, BCIT is committed to developing a comprehensive residential curriculum to support the learning of residents in a way that is developmentally and socially appropriate for a diverse campus population. Drawing upon existing survey data, the knowledge of our campus partners, and guidance from sector experts, new programming will be developed and piloted in the year ahead.

With increased capacity in student housing, BCIT is beginning to offer accommodations to a broader population of students, including international students enrolled in full-time Flexible Learning programs, students taking credentials with short practicum placements on-campus, and students pursuing graduate programs. Seeking to leverage the capabilities of facilities, both extended-stay and short-stay programs have been expanded with room allocations flexing to maximize occupancy throughout the year.

Overall, Burnaby has a vacancy rate of up to approximately 5% across studio-type units, with lower vacancy rates in the areas close to BCIT. The average rent rate for private off-campus studio units is approximately \$1,300.²² BCIT's studio units are priced slightly above the private rental average but include utilities, services, and programming. All other BCIT housing units are priced below and substantially below this benchmark.

BCIT continues to prioritize Indigenous learners, former youth in care, and students with accessibility needs for access to housing. This approach reflects BCIT's commitment to fostering inclusive and supportive environments where all students, particularly those facing systemic barriers, can thrive. BCIT also added urgent short-stay housing services this year to support students experiencing immediate challenges accessing safe accommodations. Working closely with the broader Student Success team, this program helps students in crisis transition into stable housing, either on-campus or through other safe lodging options.



20 Student Housing Survey. *2025 BCIT Student Housing Survey*.

21 Student Housing Survey. *2025 BCIT Student Housing Survey*.

22 Canada Mortgage and Housing Corporation. *CMHC Housing Market Information Portal*.

BCIT and the Technology Industry

BCIT continues to enhance its computing and IT programs to meet the needs of the technology sector and other industries increasingly reliant on digital solutions. The Institute is refreshing courses and revising programs to ensure development of in-demand talent. Program Advisory Committees and standardized program reviews support BCIT as it continually evolves its computing and IT programs to meet industry's changing needs, as well as to ensure graduates are job-ready.



Key highlights for 2025/26 include:

- Mitacs made its **biggest internship funding commitment** in BCIT history, offering pre-approval for up to 50% salary support grants for 90 Master of Science in Applied Computing [MSc in Applied Computing] internships focused on technology for disaster resilience and infrastructure management. BCIT MSc in Applied Computing Program Head Dr. Michal Aibin provided regional thought leadership on innovation in tech for disaster resilience through panel presentations and outreach, including Vancouver Tech Journal and the Tri-Cities Chamber of Commerce.
- Worked with local partners, including non-profits, and connected many student projects to real-world applications by running over 125 **computing student industry projects**.
- Computing students successfully competed at hackathons, including diploma student teams that placed first and third at the **Red Team Hackathon Series** at UBC. A Computer Information Technology Diploma team project received **Most Scalable and Most Responsive Project** recognition from CityStudio Vancouver. Another diploma student competed in Victoria at the Ocean Hackathon which led to an **international second-place finish** at the final round in France. Computing students also **organized their own hackathons**.
- Participated in regional and national activities relating to AI in education, including co-organizing an AI teaching and learning workshop for STEM instructors with SFU, and developing pilot course and AI literacy materials with **Alberta Machine Intelligence Institute [Amii]**.

- Offered insight through news blogs on AI impacts in a range of areas including the necessary [human role in communication](#), [AI impacts in software development](#), [AI in web development](#), and [cybersecurity and AI](#).
- The Forensic Department celebrated retired faculty [Sheila Early receiving the Order of Canada](#), profiled its [covert surveillance techniques course](#), warned of [digital security threats](#), explained [advanced techniques in Investigative Genetic Genealogy](#), launched a new course in [Financial Cybercrime Investigation](#), discussed the [impact of AI on forensic science](#), and celebrated [crime and intelligence leadership](#).
- Encouraged women and underrepresented groups in technology and science by supporting the Women in Computing Student Club, Indigenous Youth Gathering workshops, and providing mentorship through the Science World Girls and STEAM event.
- Driven by the increasing focus on AI, Computing is realigning its program offerings to meet evolving industry expectations. This includes expanding the Bachelor of Science in Applied Computer Science (BScACS) while adjusting diploma and certificate intakes to better match industry demands. The Institute is working to ensure that graduates are well positioned to [use AI safely and effectively](#) as a tool in their work, as well as build AI systems, while continuing to track changing industry expectations.
- New sets of full-time Bachelor of Technology in Forensic Investigation [Digital Forensics and Cybersecurity Option](#) and BScACS [Database Option](#) continue to be popular as more students wish to ladder to a degree.
- The first intake of the Master of Science in Applied Computing in Fall 2025 met its first year target intake, with students now beginning internships in sectors from banking to computer vision.

In the School of Health Sciences, key highlights for 2025/26 include:

- The School of Health Sciences provided dedicated Indigenous seats across its program areas, including Diagnostic and Advanced Practice [12 seats], Laboratory and Allied Health [9 seats], and Nursing [5 seats].
- BCIT expanded Cardiovascular Perfusion by two seats in 2025, with another two seats planned for 2026. The Bachelor of Science in Nursing also completed its three-year expansion to 96 seats in April 2026.
- The simulation and student spaces expansion on the BCIT Burnaby Campus is now complete and fully operational.
- The following programs received accreditation in 2025: Diagnostic Medical Sonography, Diagnostic Medical Sonography Advanced Diploma, Medical Radiography Technology, and the Simulation Program. These accreditations reflect the Institute's commitment to high-quality education and training.



BCIT Programming

Guided by a philosophy of preparing graduates to make an immediate impact in the workforce, BCIT's applied, hands-on education model equips students to launch successful careers, become industry leaders, and pursue further learning through ladderized credentials and flexible options like microcredentials.

The **IDEAS Lens**—Indigenous, Inclusion, Diversity, Equity, Access, Sustainability, and Student Wellbeing—provides a foundation to guide how we do our work, how we collaborate, and how we relate at BCIT. Program teams have been considering each of these important perspectives and how they can be reflected in curriculum, admissions, teaching methods, and other aspects of programs. Some specific examples from the past year include finding new opportunities to respectfully engage and collaborate with Indigenous communities, creating culturally safe learning environments for diverse learner groups, implementing flexible admissions models to reduce barriers for equity-deserving groups, and implementing flexible delivery and re-entry models to allow students better workload balance and improve the overall learning experience.

Program Review

BCIT's programming is guided by its commitment to transforming teaching and learning to equip students with the skills needed in a rapidly evolving world. A significant number of programs completed BCIT's rigorous program review process, which ensures programming meets student and industry needs, curricular innovation, and excellence in teaching and learning.

Programs that underwent the program review cycle and established actions plans for curricular renewal included the following during fiscal year 2025/26:

- Bachelor of Science, Combined Honours in Biochemistry and Forensic Science (joint program with UBC)
- Bachelor of Science in Ecological Restoration
- Bachelor of Accounting
- Bachelor of Environmental Public Health
- Diploma in Biomedical Engineering Technology
- Diploma and Advanced Diploma in Diagnostic Medical Sonography
- Diploma in Power and Process Engineering
- Diploma in Mechatronics and Robotics
- Certificate in Ironworker Foundation
- Certificate in Operations Management

As an outcome of recent program reviews, many programs implemented changes to ensure they remain current, relevant, and responsive to community needs and the Institute's mandate. These programs include the Diplomas in Broadcast and Online Journalism, Business Operations Management, Human Resources Management, and Forest and Natural Areas Management, as well as the Certificate in Construction Supervision.

BCIT is proud to have launched new programs in 2025/26, including:

- Diploma in Construction Management
- Advanced Certificate in Bridging Medical Radiography
- Certificate in Professional Remotely Piloted Aircraft Systems
- Associate Certificates in Artificial Intelligence Management, Business Data Management, and Business Intelligence

BCIT also launched a series of new microcredentials to respond rapidly to industry-identified skills gaps and expand our offerings as a leader in applied, workforce-aligned training. Microcredentials launched this year include Forensic Injury Evaluation, Applied Mass Timber for Engineers, Sustainable Battery Materials and Recycling for Electric Vehicles, Early Recognition Rapid Action (ERRA) for Deteriorating Patient, Biotechnology Essentials Bench to Therapies, AI Fluency Foundations for Business Microcredential, and Fundamentals in Polytechnic Teaching.

All BCIT programs are developed based on rigorous needs assessments to align with both industry and student needs. They are designed to prepare graduates to become leaders in in-demand fields and to contribute meaningfully to the local, provincial, and national economies.



Applied Research, Innovation, and Industry Relationships

BCIT's unique focus on applied research provides students with practical experience through industry projects and collaborations. 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. By working on real-world, timely challenges, students gain invaluable experience applying their education in meaningful ways.

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

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

With more than 700 collaborative projects and over 2,000 students, alongside faculty, working on applied research annually, BCIT is committed to research that supports companies to develop new products and services. In the past, BCIT 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+
- Dr. Paula Brown, former Canada Research Chair, Phytoanalytics, and Director, Natural Products Research Group [NRG]
- Dr. Aaron Hunter, former Mastercard Chair in Digital Trust, and Associate Dean, Graduate Studies, and Technology Professional Programs
- Dr. Mathew Smith, Metallurgy Research Chair, and Director, Centre for Welding Technologies and Metallurgy

In addition to the research occurring in research centres and across BCIT Schools, the Centre for Applied Research and Innovation [CARI] is home to the Institute's dedicated research groups:

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 600 part-time faculty and staff,²³ BCIT is one of the largest employers among post-secondary institutions in BC. BCIT prides itself on offering competitive salaries and generous benefits, and is ranked as one of BC's Top Employers in 2026.²⁴ BCIT's Total Compensation Package offers a comprehensive range of employer paid benefits to eligible employees and their dependents.

BCIT values work-life balance and provides generous vacation entitlements alongside financial support for health and wellness, income protection, and retirement. Professional development (PD) opportunities include tuition waivers for BCIT courses, dedicated PD resources, and ongoing workshops (both online and in person) delivered by groups including Diversity Circles, the Respect, Diversity, and Inclusion Department, Indigenous Initiatives and Partnerships, People, Culture, and Inclusion. All new employees are required to complete the *Occupational Health and Safety*, and *Respectful Workplace* training sessions. Access to gym, free fitness workshops, and on-site childcare are also available to employees.

23 BCIT Human Resources. *Facts & figures: HR employee counts 2025*.

24 Mediatrix Canada Inc. (2026). *British Columbia's Top Employers (2026): BCIT*

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 who represent a variety of interests and perspectives. Members communicate the provincial government's requirements and objectives to the BCIT Senior Leadership Team and report to the Province on its stewardship of the Institute's resources. The Board is accountable to both the Province and the public for meeting the public policy objectives of the Institute set by the provincial government. Board meetings are open to all, and past meeting minutes are available on the [BCIT website](#).

The **BCIT Education Council** [EdCo] focuses on academic aspects of BCIT, including setting policies, criteria, and procedures for awards; overseeing 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 operates five main campuses across Metro Vancouver, supported by several satellite locations.

The **Burnaby Campus**, the Institute's largest site, accommodates mostly Full-time students.

The **Downtown Campus**, situated in the heart of Vancouver's business district, focuses on Flexible Learning programs and courses.

In Richmond, the **Aerospace Technology Campus** is centered on a 40,000-square-foot hangar and includes corporate aircraft, as well as light and medium helicopters.

North Vancouver's **Marine Campus** is the centre of maritime training in Western Canada. It offers programs in navigation, marine engineering, maritime safety, and ship handling and management. With bridge, engine, and high-voltage simulators, as well as an indoor training tank, students gain experience with realistic scenarios in a safe learning environment.

Finally, the **Annacis Island Campus** in Delta is home to the Motive Power Centre of Excellence, BCIT's heavy duty transportation training hub, and the Emission Reduction and Research Test Hub [ERRTH], both crucial to meeting the province's workforce demands.



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 provide updates to priorities outlined in the Ministry's 2025/26 mandate letter.

Work with the Ministry to explore and implement strategies that support efficiency and service optimization, reduce expenses, generate revenues and help ensure long-term financial sustainability of the sector while enhancing access to high quality learning opportunities.

Enhancing Operational Efficiency and Growth Opportunities

The Institute is refining its program costing model to provide more accurate and timely insights into the financial performance of both existing and proposed programs. This work helps BCIT make evidence-based decisions about program planning and resource allocation.

The expansion of microcredential offerings and coordinated industry services training directly supports revenue growth and labour market responsiveness. This includes tailoring programs in partnership with employers to deliver targeted upskilling and reskilling opportunities for the workforce. Additionally, in response to increased federal investment in areas such as defence and infrastructure, BCIT is working closely with the Canadian Armed Forces and industry partners to explore opportunities to access additional funding in these sectors.

As part of a developing land asset strategy, the Institute is exploring the best use of its campuses, including identifying potential revenue-generating opportunities that align with its educational mission.

BCIT continues to closely monitor expenses and maintain disciplined financial oversight. Current-year budgets and the five-year financial outlook do not indicate a need for targeted cost-cutting measures. Ongoing review processes ensure that expenditures remain aligned with institutional priorities and long-term sustainability.



The post-secondary education system is critical to supporting a prosperous, diverse and growing economy and a strong, secure British Columbia. I expect that your institution's policies and programs ensure that post-secondary education and training in British Columbia remains relevant and accessible.

Expanded Health Seats

In early 2022, the Province announced additional funding for health-related seats to be added to public post-secondary institutions. Since then, the Cardiovascular Perfusion program has expanded by two seats in 2025, with another two scheduled for 2026. Additionally, the Bachelor of Science in Nursing reached its three-year expansion goal of 96 seats in April 2026. To support this growth, the simulation and student spaces on the BCIT Burnaby Campus are now complete and fully operational.

Microcredentials

BCIT continues to expand its portfolio of [microcredentials and badged courses](#), offering for-credit, modular pathways designed to meet immediate industry demands. These competency-based learning experiences allow learners to quickly master specialized knowledge and bridge critical skills gaps in the workforce in a flexible and affordable way.

Within the School of Health Sciences, this expansion is reflected in a diverse range of recently launched and upcoming programs. Specifically, newly introduced microcredentials include:

- Pediatric Cardiac Care Nursing Essentials
- Early Recognition Rapid Action (ERRA) for Deteriorating Patient
- Nerve Conduction Studies/Electromyography
- Electroencephalography (EEG)
- Bridging Medical Radiography)

Complementing these are several distinct badged courses, including:

- Network Cybersecurity in Healthcare
- Thermoplastic Forming Techniques for Orthotics Hybrid
- Artificial Intelligence in Healthcare
- Biotechnology Essentials-Foundational Science
- Preparation for Nursing Education
- Specialized Advanced Perioperative Nursing streams in Gastrointestinal Surgery, Obstetric and Gynecological Surgery, and Genitourinary Surgery

The School also offers Canadian Nursing: Legal, Ethical and Equity-Oriented Perspectives, as well as the Healthcare Horizons: Career Explorations online course.

Beyond Health Sciences, BCIT also launched a series of new microcredentials to respond rapidly to industry-identified skills gaps and expand our offerings as a leader in applied, workforce-aligned training. Microcredentials launched this year include:

- Forensic Injury Evaluation
- Applied Mass Timber for Engineers
- Sustainable Battery Materials and Recycling for Electric Vehicles
- AI Fluency Foundations for Business Microcredential
- Fundamentals in Polytechnic Teaching

BCIT is also developing numerous microcredentials to advance practices in circular economy, passive house construction, electric vehicle maintenance, greenhouse gas emissions, and ecological footprint analysis. Additionally, BCIT continues to strengthen industry partnerships to ensure students gain the hands-on skills necessary to become Red Seal Certified Automotive Service Technicians specializing in electric vehicles.

Additional Tech-Relevant Seat Expansions

This year, BCIT advanced the Ministry's technology expansion initiative through the successful implementation of new programs: The Master of Science in Applied Computing and the Bachelor of Creative Industries. This resulted in measurable growth in full-time equivalents (FTEs).

BCIT was targeted to deliver an additional 71 FTEs through the new and expanded programs, contributing to ongoing progress toward multi-year expansion targets.

In 2025/26, BCIT exceeded its target of 453 FTEs, ultimately delivering 637 FTEs in support of the tech-relevant expansion.

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. Of the 14 BCIT programs and courses eligible in Fall 2025 and Winter 2026 four were microcredentials, five were short certificates, and the other four were Flexible Learning courses in the automotive and nursing fields. The future skills grant provided 142 learners the opportunity to attend BCIT and advance their skills and knowledge.

Expanding Access to High-Demand Trades

BCIT continues to support a relevant and accessible post-secondary education system by responding to strong demand for skilled trades training across British Columbia. Through funding provided under BC's *Look West* strategy, BCIT will increase trades training capacity by more than 14% from 2025/26 level, creating additional opportunities for learners to access high-demand skills training. To ensure continued responsiveness to evolving labour market needs, BCIT is developing a comprehensive expansion plan that includes both traditional classroom delivery and blended learning models. This growth is strategically aligned with sectors critical to British Columbia's economy, including marine, aerospace, and construction. Additionally, BCIT will increase participation from Canadian Armed Forces personnel over the next five years, further supporting talent development in priority sectors across BC.



I expect your institution to develop and implement strategies that ensure safety, protection, and fair treatment on campuses for students, staff, and faculty.

Equity, Diversity, Inclusion, and Anti-Racism Work

The Respect, Diversity, and Inclusion (RDI) department has a crucial role in cultivating vibrant and inclusive communities, guided by our Anti-Racism Framework and focusing on education, data collection and analysis, policies, and inclusive learning environments. The following demonstrates our work this past year:

- Updated Policy 7507 [Prevention of Discrimination, Harassment, and Bullying] and associated Procedure was in force January 5, 2026, providing clarity on definitions, roles, and responsibilities, as well as streamlining existing processes. Updated mandatory Respect in the Workplace training to reflect policy changes and best practices.
- Awarded a new \$50,000 Canada Research Chairs' (CRC) Equity, Diversity, and Inclusion grant from the Tri-Agency Institutional Programs Secretariat to deliver EDI-related training and education to staff and faculty.

- Previous CRC EDI grant was used to deliver workshops on neurodiversity, mediation, foundational accessibility knowledge, and equity in the trades, with attendees coming from all the Schools and several administrative units.
- Updated RDI website to include additional resources and guides on conflict resolution, giving and receiving feedback, disagreeing respectfully, and revamping our information to supporting 2S/LGBTQIA+ communities.
- Facilitated 25+ workshops and presentations to students and employees on respect in the work and learning environment, addressing conflict, introduction to RDI, and unconscious bias.
- Collaborated through the IDEAS Working Group with Indigenous Initiatives and Partnerships, Institute Sustainability, and Student Success to refine our free, online learning modules delivered to the BCIT community, and facilitated IDEAS workshops to students and employees.
- The Accessibility Steering Committee has five active working groups and is currently engaged in updating our *Accessibility Plan* which will be completed out by the end of 2026. New accessibility guides have been published like obtaining ASL interpreters. There is also ongoing work in promoting Universal Design for Learning and increasing physical accessibility across our campuses.
- Diversity Circles events to promote sharing of knowledge and build community on topics including conflict resolution, Black Excellence Day, Pink Shirt Day, gender diversity in STEM, reframing masculinity, and body inclusivity.

Campus Safety and Student Wellbeing

BCIT continues to advance a coordinated approach to ensuring safety, protection, and fair treatment across our communities. Guided by the *Student Wellbeing Action Plan* and adoption of the *Okanagan Charter*, the Institute has focused on building capacity and embedding health equity into institutional operations. Over the past year, this included strengthening support networks through a new response guide for employees to assist students in distress, expanding health promotion capacity, and establishing a partnership with UBC to provide timely psychiatric care.

To address systemic barriers to fair treatment and academic success, BCIT enhanced financial literacy education, delivered targeted emergency financial assistance, and expanded food security initiatives with the BCIT Student Association. Furthermore, ongoing overdose prevention work has actively strengthened emergency preparedness and physical safety on our campuses through regular campus-wide naloxone training, and updated student housing protocols.

International Education Strategic Plan

The *BCIT International Education Strategic Plan 2025-2030* guides the Institute's global activities by delivering high-quality, ethical, and inclusive applied education that equips students to contribute meaningfully to the workforce in British Columbia and worldwide. The plan is dedicated to advancing positive student outcomes, supporting global competency and reconciliation, reinforcing academic and credential integrity, and balancing enrolment to maintain public trust across all recruitment, delivery, and program outcome practices. These commitments are focused around six core strategic goals:

- Delivering Quality and Ethical Education for All
- Advance Sustainable Development
- Balancing Enrolment through Transparent Planning
- Diversifying Markets and Reducing Risk
- Enhancing Outbound and Inbound Cross-Cultural Opportunities
- Investing in Faculty Capacity and Pedagogical Innovation

Implementation is structured across enrolment planning, tuition transparency, student services, mobility programs, faculty development, and agent management. BCIT coordinates transparent, data-informed Provincial Attestation Letter (PAL) allocations, provides four-year tuition increase forecasts to assist student budgeting, and conducts targeted regional outreach to diversify

source countries. The Institute delivers comprehensive student supports, including transition and orientation programming, immigration advising, peer mentorship, wellbeing services, and expanded on-campus housing. Operations are reinforced by foreign credential assessments through the International Credential Evaluation Service (ICES), faculty development through the Polytechnic Academy, and mandatory contractual compliance standards for recruitment agents. Progress is transparently tracked and evaluated against key performance indicators spanning graduate employment, student satisfaction, enrolment proportions, mobility participation, and agent compliance to ensure international education serves as a transformative force for students, the institution, and communities locally and globally.

Tuition Transparency for International Students

Beginning in late 2022, BCIT began developing 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 them plan for the cost of their education while studying at BCIT over the next four years. The proposed plan was shared with both the BCIT Student Association and the Ministry of Post-Secondary Education and Future Skills to gather further feedback. During the 2023/24 and 2024/25 consultations with the BCIT 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.

Indigenous Spaces

A four-storey mural by Musqueam artist Chase Gray adorns the main interior wall of the Health Sciences Centre, while the building's rooftop garden showcases native plant species, in particular those traditionally used by Indigenous communities.

The upcoming Trades and Technology Complex will feature inclusive and culturally appropriate spaces for Indigenous learners.

Just steps away, an exterior wall facing the new Beedie Plaza is brought to life by a vibrant mural from Musqueam artist Kelly Cannell, echoing the Indigenous motifs inside the Health Sciences Centre.

In partnership with the Indigenous Initiatives and Partnerships team, Student Housing is also working to rename existing residence buildings, including the Tall Timber Student Housing, with Indigenous names that honour cultural heritage. This collaboration extends beyond naming—Indigenous design elements have also been woven into the landscaping, interior spaces, and overall building aesthetics to reflect cultural traditions and stories.

Underlying our work is a continued commitment to lasting and meaningful reconciliation with Indigenous partners by supporting opportunities for First Nations self-determination in the post-secondary sector leading to greater access to relevant programs for Indigenous learners.

See Appendix B.



Reporting on Strategic Initiatives

Sexualized Violence Prevention and Response Initiatives

BCIT continues to demonstrate a strong commitment to addressing and preventing sexualized violence. The Institute is working to reduce the risk of sexualized violence through research, education, reporting, and policy. These include:

Governance and Structure

- The Sexualized Violence Prevention and Education Committee meets regularly to provide strategic guidance on policy and programming, and ensure training, communications, and support services reflect the latest best practices.
 - The Committee finalized and implemented updated Terms of Reference to clarify mandate, membership, reporting, and alignment with anticipated legislative changes.
- The Sexualized Violence Response Team communicates regularly in response to reports of sexualized violence at BCIT, ensuring that appropriate supports and accommodations are provided to affected individuals.

Education and Awareness

- Launched a small poster campaign on sexualized violence for Housing, Recreation Services, and Safety, Security, and Emergency Management bulletin boards.
- Updated the [Sexualized Violence website](#) to increase clarity, accessibility, and understanding of options for disclosure and reporting, including clearer distinctions between disclosures and formal reports.
- Updated the online learning module *Safer Campuses for Everyone—Preventing and Responding to Sexual Violence*, with new content and information about technology-facilitated sexualized violence. The current course has been accessed by 217 employees, and 88 have completed it.
- Delivered sexualized violence prevention and response workshops and presentations for BCIT employees and student-staff, reaching over 2,300 attendees through 44 sessions.
 - The Student Life Office presents on *Student Rights and Responsibilities* to classrooms throughout the year and includes content on sexual violence. This year, 29 presentations were delivered to over 2,000 students.
 - The Respect, Diversity, and Inclusion (RDI) department delivers presentations on respectful environments and communication to employees and students, which includes a section on sexual violence. This year, RDI delivered 10 presentations to over 200 attendees.
 - Delivered five workshops and trainings to over 100 participants, primarily employees, to better prevent and respond to sexual violence. Topics included bystander intervention, de-escalation strategies, microaggressions, and the impacts of toxic masculinity.
- BCIT-specific results from the *Student Perceptions of Sexual Violence Survey* highlighted promising data compared to other institutions, including perceived lower prevalence of sexual violence, higher perception of safety, and higher trust among students that BCIT is doing enough to address sexual violence. Areas of improvement focused on the need to address everyday sexualized behaviours like jokes and comments, as well as increased training. In response, BCIT has:
 - Launched a small poster campaign for Housing and Recreation Services to raise awareness about sexual violence and address more nuanced forms of sexual violence.
 - Added new content on technology-facilitated sexual violence to existing online course available to the BCIT employees and students.
 - Engaged with trades faculty and students to better understand experiences of women and gender-diverse students and explore ways to foster more respectful environments.
 - Connected with industry partners to identify opportunities to better support women and gender-diverse trades faculty, acknowledging the disproportionate impacts of sexual violence experienced by these communities.

- Networked with other post-secondary institutions to learn different approaches to student engagement and training.
- Planned additional training for the BCIT community, including an event to commemorate the National Day of Remembrance and Action on Violence Against Women.

Accountability and Reporting

- An annual report is delivered to the Board of Governors each Fall term and is published publicly on the BCIT website. The [most recent update covers 2024/25](#) and the next annual update will be released in Fall 2026.

BCIT remains committed to ensuring that anyone affected by sexualized violence can access timely support and make informed choices about reporting, academic adjustments, or workplace accommodations. In alignment with this commitment, and once guidance from the Province has been received, BCIT will be undertaking a review of its Sexualized Violence Policy and procedures.

Former Youth in Care (FYIC)-Supports for Students who are FYIC, Including Participation in the Provincial Tuition Waiver Program

In 2025/26, BCIT continued expanding support for former youth in care through provincial funding programs. A total of 147 students benefited from the BC Government's Provincial Tuition Waiver Program, with \$568,193 distributed, while 135 students received \$336,420 through the Learning for Future Grant. Participation and funding levels remain strong, reflecting sustained demand and continued access to living-support funding.

At BCIT, all students in the tuition waiver program are supported by a Student Financial Aid and Awards Advisor who provides proactive, individualized assistance, including access to the Youth Futures Education Fund, regular check-ins, deadline reminders, and referrals to additional services such as priority housing and Indigenous Initiatives.

BCIT remains an active participant in the Ministry-led Campus Navigator Community of Practice, collaborating with post-secondary institutions to share knowledge and strengthen supports for former youth in care.

In January 2026, BCIT completed a video highlighting the lived experience and success of a graduate who identifies as a former youth in care. The video showcases available supports and pathways to success, and is scheduled for release as part of broader recruitment and student support communications.

Additionally, BCIT is refreshing its former youth in care web resources, with updates expected by the end of summer. The revised webpage will provide clearer, more accessible information on financial supports, advising services, and referral pathways, further strengthening BCIT's commitment to student-centred support.

K-12 Transitions and Dual Credit Programming

Dual Credit Trades Enrolment

In 2025/26, BCIT saw a 1% decrease in dual credit student participation, with enrolment dropping to 351 students from 355 the previous year. Of these, 75 students attended the inaugural trades training intakes funded by the Dennis and Phylliss Washington Foundation, in conjunction with Seaspun ULC and Southern Railway of British Columbia.

This multi-year funding initiative supports technical training in high-demand skilled trades—Piping, Electrical, Metal Fabrication, and Marine Fitter—across four high schools located in Vancouver, Surrey, Coquitlam, and Maple Ridge school districts. It aims to provide access to essential skills and credentials for students, including those from underrepresented groups such as low-income families, newcomers to BC, and individuals facing other educational barriers.

Essential Technical Skills for Architecture, Construction, and Engineering (ACE) Pilot Program

The Essential Technical Skills for Architecture, Construction, and Engineering Certificate program continued to expand following its initial intake in August 2024. In July 2025, BCIT launched two new cohorts at the Burnaby Campus, one for recent high school graduates (11 students) and another for newcomers to Canada (9 students). In addition to this, the certificate launched its first Okanagan College cohort in July with nine students.

This unique certificate program offers foundational knowledge, skills, and experience for those exploring careers in the design-build sector. It welcomes all qualified applicants, including graduating Grade 12 students, and especially supports individuals without defined educational or employment goals. All 29 students complete an in-person summer intensive followed by two internship placements and five online BCIT courses. BCIT plans to add another BC Post-Secondary Institution partner for a Summer 2026 cohort.

Pathways in Health Sciences

BCIT continues to expand pathways for secondary school students to explore careers in health sciences through targeted short courses and early exposure opportunities. In June and July 2025, BCIT launched the first offering of Preparation for Nursing Education, a one-week, in-person badged course designed for Grade 11 and 12 students. The course provides participants with foundational insight into the nursing profession and supports informed decision-making about future education and a career in health care.

In addition, Healthcare Horizons: Career Explorations was developed as a fully online course for students in Grades 10 to 12. This course introduces learners to a broad range of health care career pathways, helping to build early awareness and interest in opportunities across the health sciences field.



Driving Early Awareness Through High School Outreach

To build early awareness of post-secondary options, BCIT proactively connects with prospective students through **high school visits**. Through coordinated outreach, BCIT instructors and recruitment specialists deliver presentations on programs, industries, and career opportunities, either in-person or **virtually**, helping students make informed decisions about their future pathways. These sessions provide accessible, tailored information on offerings across BCIT's Schools, as well as specific program details, including course overviews, entrance requirements, and career pathways. In 2025, more than 100 high school visits were conducted, reflecting continued engagement with secondary students and supporting increased awareness of post-secondary opportunities and pathways.

Marine Career Exploration

The BCIT Marine Campus utilized interactive demonstrations and targeted outreach to introduce K-12 students to maritime careers. In separate visits, the Marine Campus hosted tours for grade 10 and 11 students from Whytecliff Agile Learning Centres, and grade 7 students from Lena Shaw Elementary School through the Cmolik Foundation's Expanding Horizons program. During these events, students engaged with instructors through hands-on activities and marine engineering and navigation simulator demonstrations.

To support youth marine organizations, the Marine Campus opened its seamanship and lecture facilities to host a specialized night training event for 105 Captain Vancouver Sea Cadets and 40 Vancouver Navy League Sea Cadets. Additionally, the Bridge Watch Rating Program Coordinator travelled to the Bella Coola Career Fair to discuss marine career opportunities directly with School District 49 high school students and the public.

Connecting Youth to Trades, Technology, and Business

BCIT supported regional youth transitions by hosting specialized STEM and business initiatives across its campuses. The Computing Department hosted over 120 high school students at the Downtown Campus for the BC Youth Developer Collective Daydream Hackathon. At the Aerospace Technology Campus, the School of Transportation teamed up with UBC Geering up to host a five-day STEM summer camp, providing elementary and high school students a safe learning environment to investigate STEM subjects. Additionally, the School of Business + Media partnered with Enactus BCIT to host the High School Case Competition. Bringing nine teams from Burnaby and New Westminster to campus, the event paired high school students with BCIT student mentors to tackle real-world challenges in marketing, business strategy, and budgeting, helping students build confidence and advance their professional skillsets in public speaking, teamwork, and problem-solving.

Off-campus, faculty and staff actively engaged local students through technology events and career showcases. Mechatronics and Robotics faculty coordinated and judged the VEX Provincial Championship and FIRST Tech Challenge, while Graphic Communications faculty led an interactive *Pretty in Print: Technology in Design* workshop for 12- to 14-year-olds at Science World's Girls and STEAM Summit. To introduce trades career pathways, the School of Transportation provided Caterpillar heavy-duty machinery simulators at the Maple Ridge School District's Skilled Trades Showcase, allowing high school students to operate equipment and discuss trades careers directly with instructors. Furthermore, Transportation staff attended the NHRA Youth and Education Services Day at Mission Raceway Park to present applied STEM and motorsports career pathways to 200 middle school students.



Work-Integrated Learning

BCIT continues to offer and expand on a range of **work-integrated learning** (WIL) opportunities for students including apprenticeships, co-operative education (co-op), practicums, clinical placements, internships, directed studies, and capstone projects with industry. During the 2025 calendar year, the Institute's Centre for Workplace Education (CWE) facilitated over 620 co-op work terms across various industries, including more than 160 placements in sectors impacted by skilled trades labour shortages.

In the 2025 academic year, 467 co-op student placements were made in technology and 162 were in trades. Of those co-op placements, diplomas accounted for 504 placements and degrees for 125. The largest shares came from the School of Computing and Academic Studies (272), the School of Transportation (229), and the School of Energy (95).

WIL is a core component of BCIT's applied educational model and programming. In 2025, CWE expanded to also support the new Master of Science in Applied Computing Science program with its internship offering.

BCIT continues to expand on applied industry learning, with over 150 programs offering WIL opportunities. BCIT's CWE is represented on the Board of Directors for the Association for Co-operative Education and Work Integrated Learning (ACE-WIL) BC, and on the BC WIL Council. 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.

BCIT Performance Plan

BCIT Alignment with Ministry Strategic Directives

The table below provides an overview of the *BCIT Strategic Plan*'s four commitments and 13 initiatives, as well as how they 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	TRANSFORM TEACHING AND LEARNING	▪ Educational innovation and real-world learning ▪ Holistic Student Development ▪ Relevant Education and Sustainable Practices	Quality Relevance	▪ Learner demand ▪ Quality of educational experience ▪ Investment in people ▪ Advancement of respect, diversity, and inclusion ▪ Operational effectiveness ▪ Industry collaboration ▪ Indigenization ▪ BCIT brand strength ▪ Campus sustainability ▪ Fiscal sustainability
	CATALYZE DIGITAL TRANSFORMATION	▪ Connect in a culture of change ▪ Empower digital infrastructure ▪ Advance process efficiency ▪ Enhance cybersecurity and foster cyber culture	Capacity Access Quality Efficiency	
	FOSTER VIBRANT COMMUNITIES	▪ Employee recognition and development ▪ Campus development and accessibility ▪ Comprehensive student engagement and support	Access Quality Relevance	
	ENRICH PARTNER EXPERIENCES	▪ Integrated curriculum development ▪ Industry partnership accelerator ▪ Educational and curriculum development	Capacity Quality Relevance Efficiency	

Goals and Objectives

BCIT Strategic Plan 2025-2030

Launched in 2025, the *BCIT Strategic Plan 2025-2030* was shaped through a comprehensive and inclusive engagement process, grounded in a commitment to reflect the needs and aspirations of our community. Consultations with a diverse group of community members, including BCIT leaders, students, alumni, donors, employees, and industry partners were essential in developing a shared vision for BCIT's future in an increasingly complex world.

COMMITMENT 1:

TRANSFORM TEACHING AND LEARNING EXPERIENCES TO CONTINUOUSLY EQUIP STUDENTS WITH FUTURE-PROOF SKILLS FOR A RAPIDLY CHANGING WORLD.

Educational Innovation and Real-World Learning: Equip students and faculty with up-to-date curriculum, responsive teaching practices, and modern learning spaces and tools.

Holistic Student Development: Deepen the student experience by proactively promoting and supporting mental health and wellbeing.

Relevant Education and Sustainable Practices: Integrate awareness of contemporary challenges into our curriculum. Enable a teaching and learning environment where faculty and students can engage with societal issues through BCIT's IDEAS Lens, applied learning, and cross-discipline collaboration. Infuse Indigenous knowledge and practices through the organization and within our partnerships to mobilize broader societal change.

COMMITMENT 2:

CATALYZE DIGITAL TRANSFORMATION TO MODERNIZE AND STREAMLINE SYSTEMS, SECURE DATA, AND IMPROVE EXPERIENCES AND EFFICIENCY.

Connect in a Culture of Change: Cultivate a culture of institutional accountability and innovation and enhance interdepartmental collaboration. Ensure all employees are equipped to take initiative, fostering a solution-oriented work environment.

Empower Digital Infrastructure: Develop a robust technology strategy and roadmap that includes modernized business management practices and enhanced technical support to streamline operations and meet user expectations.

Advance Process Efficiency: Implement a standardized approach to improve and manage processes through workflow automation, redundancy elimination, and institutional accountability.

Enhance Cybersecurity and Foster Cyber Culture: Continue to develop a robust cybersecurity framework that prioritizes the privacy and protection of student, employee, and Institute data. Create a community of cyber awareness where responsibility is shared across all levels while increasing visibility on cybersecurity issues.

COMMITMENT 3:

FOSTER VIBRANT AND INCLUSIVE COMMUNITIES—ON AND OFF CAMPUS—TO ENHANCE EXPERIENCES OF CONNECTION, WELLBEING, AND BELONGING.

Employee Recognition and Development: Creatively recognize employees through inclusive avenues supported by management. Ensure growth opportunities exist to attract and retain top talent.

Campus Development and Accessibility: Refresh the Campus Development Plan and deliver on the Land Asset Leverage Plan to support accessibility, student engagement, and community integration—with modernized spaces that cater to a diverse community, fostering growth, safety, and Indigenization.

Comprehensive Student Engagement and Support: Implement a holistic approach to student wellbeing that considers academic, health, and wellness issues, fosters physical and cultural safety, and is informed by the lived experiences of equity-deserving students.

COMMITMENT 4:

ENRICH PARTNER AND INDUSTRY EXPERIENCES TO AMPLIFY STUDENT LEARNING AND REAL-WORLD IMPACT.

Integrated Curriculum Development: Ensure educational programs align with evolving industry needs by incorporating industry-driven experiences and real-world applications. Encourage cross-program collaboration and increase opportunities for work-integrated placements.

Industry Partnership Accelerator: Create a dynamic ecosystem of collaboration with strategic industry partners. Grow more opportunities for students to engage with the professional world and broaden their understanding of career paths.

Educational and Curriculum Development: Implement an integrated curriculum and program development strategy that promotes interdisciplinary learning, incorporates the BCIT IDEAS Lens, and enhances real-world learning opportunities with a global perspective.

An Indigenous Vision: A Framework for Action and Accountability

BCIT is deeply committed to Truth, Reconciliation, and Indigenization. Introduced in 2019, [***An Indigenous Vision: A framework for action and accountability***](#) (*An Indigenous Vision*) serves as a focal point to celebrate BCIT's 25-year commitment to supporting 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 awaiting launch, with translations underway to offer these resources in additional languages. The Pathways program is nearing completion, and Indigeneity is increasingly reflected across BCIT curriculum and teaching practices. 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 responses were 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 across 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 learners transition to and from BCIT; and,
- Indigeneity is embedded and active across BCIT.

The Institute's main areas of focus in operationalizing *An Indigenous Vision* align with both the Colleges and Institutes Canada principles and the Vision objectives. With the learner at the center of planning, *An Indigenous 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 peoples.

An *Indigenous Vision* complements the three commitments in the previous BCIT Strategic Plan, which was in place at the time of its development:

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*, outlining the Institute’s goals and priorities for its people. Developed through extensive consultative and collaborative work with community members across the Institute since 2019, the *People Vision* reflects the voices of the community that helped create this shared vision to 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 Institute’s commitment to being 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.

Over the past year, BCIT has been working to update the *People Vision* to ensure direct alignment with the new *Strategic Plan 2025–2030*. This update is the result of extensive consultation throughout the BCIT community, including engagement with students, to ensure the plan reflects current institutional priorities. The updated *People Plan* is scheduled for release to the BCIT community in June 2026.

Education Plan [2026–2031]

Launched in 2026, the [*BCIT Education Plan 2026–2031*](#) is a comprehensive framework that advances the *Strategic Plan* commitment to transform teaching and learning. The plan was developed through an inclusive engagement process with students, educators, and partners, to ensure BCIT supports the evolving needs of the modern workforce. This new plan establishes a clear focus: creating meaningful, applied learning experiences for every student.

This focus is being realized through three primary commitments:

- **Empower educators. Enable impact.**
We support faculty as applied educators and leaders—by advancing initiatives that strengthen the environments, systems, and partnerships that make great teaching possible.
- **Teach what matters. Test what’s real.**
We ensure learning is meaningful and assessment is credible—through initiatives that support fair, ethical, and real-world-aligned evaluation.
- **Clear the path. Support the climb.**
We cultivate conditions for student success by implementing initiatives that strengthen foundations, expand flexibility, and encourage every student’s effort, growth, and progress.

Grounded in these commitments, the *Education Plan* addresses the increasing complexity of the post-secondary landscape, shaped by rapid technological shifts and changing industry needs. In doing so, it empowers BCIT to support every student’s journey and reinforces the Institute’s role as a premier force for strategic workforce development in British Columbia.

The Plan entered its implementation phase in 2026, with an ongoing focus on accountability and measurable outcomes to ensure its long-term success.

Sustainability Vision

BCIT’s commitment to sustainability is formalized in the [BCIT Strategic Plan 2025-2030](#), and embedded through the [Sustainability Vision](#), the [Economic, Social, and Environmental Sustainability Policy](#), and the [IDEAS Lens](#). Sustainability is also advanced through several operational plans, including the Strategic Energy Management Plan, Decarbonization Strategy, Campus Plan [and Campus Design Guidelines], and Stormwater Design Strategy.

Progress is tracked in several ways, including the *PSO Climate Change Accountability Report* and three voluntary self-reporting frameworks for higher education institutions: the Sustainability Tracking, Assessment, and Rating System (STARS); the Sustainable Development Goals Accord; and UI GreenMetric.

The *Sustainability Vision* includes the following nine strategies, each linked to a priority from the previous Strategic Plan which was in place at the time of development. These strategies were designed to accelerate action across all areas of the Institute, 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.

BCIT’s successes have been recognized both nationally and internationally. The Institute has achieved a Silver rating in the Association for the Advancement of Sustainability in Higher Education (AASHE)’s STARS performance reporting system. BCIT has also been awarded BC Hydro’s prestigious Clean Energy Champion award for commitment to clean energy investment and greenhouse gas (GHG) emissions reduction.

Over the past year, BCIT has increased efforts to support employees in deepening their understanding of sustainability through professional development activities, workshops, lunch-and-learn sessions, and on-campus tours highlighting sustainability initiatives such as stream daylighting, pollinator habitats, and ecological restoration. The BCIT Green Team, comprised of employee volunteers, continues to elevate sustainability awareness and practices across the Institute, including at the annual Sweater Day event and Go-By-Bike Week.

In partnership with leading industry consultants through the Campuses as Living Labs of Sustainability, BCIT is providing students with real-time learning on innovative design and construction approaches, including mass timber and passive house buildings. This includes a variety of lectures and on-site class visits focused on BCIT-led development projects and sites where new technologies are being tested alongside existing infrastructure. A new interactive story map showcases Living Lab opportunities and projects on the BCIT Burnaby Campus.

The BCIT Centre for Ecocities continues to collaborate with York University and the University of Iceland on the International Ecological Footprint Learning Lab, a seven-year project funded by the Social Sciences and Humanities Research Council. This initiative aims to improve methodologies, knowledge, and student training in ecological footprinting at the urban scale. In addition, BCIT researchers continue to advance applied knowledge in areas such as microgrid planning, biosand and biochar water filtration, electric vehicle location optimization, and technical project improvements through collaboration with Indigenous communities.

BCIT is also developing numerous microcredentials to advance practices in circular economy, passive house construction, electric vehicle maintenance, greenhouse gas emissions, and ecological footprint analysis. Additionally, BCIT continues to strengthen industry partnerships to ensure students gain the hands-on skills necessary to become Red Seal Certified Automotive Service Technicians specializing in electric vehicles.

Elevate Campaign

The BCIT Foundation is preparing to launch the **Elevate Campaign**, building on the strong foundation of trust, engagement, and philanthropic momentum established through the *INSPIRE Campaign*. *Elevate* will deepen relationships with both new and existing donors while responding to the evolving needs of students, industry, and communities. This next phase of fundraising will position BCIT to expand its impact as a leader in applied education and workforce development.

Designed to offer a range of meaningful opportunities for donor engagement, the campaign will focus on the three key pillars:

- **Student Success:** *Elevate* will expand access to education and empower learners at every stage of their journey. This includes increasing financial support through awards, bursaries, and scholarships, while also enhancing wraparound student services such as mental health supports, career development, and Indigenous learner services. As part of BCIT's commitment to inclusive excellence, the campaign will help remove systemic barriers, strengthen pathways into and through education, and ensure students graduate with the skills, resilience, and real-world experience needed to succeed in a changing workforce.
- **Technology and Innovation:** To remain at the forefront of applied learning, *Elevate* will invest in emerging technologies, applied research, and experiential education opportunities that reflect the evolving needs of industry. This includes advancing digital transformation, integrating technologies such as artificial intelligence, clean energy systems, and advanced manufacturing into programming, and fostering interdisciplinary collaboration. By strengthening partnerships with industry and supporting faculty innovation, BCIT will continue to deliver hands-on, future-focused education that drives economic growth and contributes to a resilient workforce.
- **Campus Development:** *Elevate* will support the continued transformation of BCIT campuses into dynamic, sustainable hubs for learning, research, and collaboration. Investments will prioritize modern, flexible learning environments, expanded student housing, and infrastructure that supports climate action and environmental stewardship. By creating spaces that bring together students, researchers, and industry partners, BCIT will enhance the overall student experience while reinforcing its role as a destination for innovation and community impact.

Campaign Readiness

Planning for the *Elevate Campaign* is well underway, with a focus on strengthening internal alignment, refining priority projects, and enhancing stewardship and engagement strategies to support long-term campaign success. In parallel, work is underway to refresh the Foundation's website to align with the *Elevate Campaign*, ensuring a compelling digital presence that clearly communicates priorities, showcases impact, and supports donor engagement and giving. The Foundation is also working closely with the Marketing and Communications Department to develop the campaign's creative look and feel, along with a suite of supporting materials to ensure a cohesive, high-impact launch.



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).



Major Capital Projects

Trades and Technology Complex

The Trades and Technology Complex is an integrated, multi-phase project designed to meet the growing demand for trades training to support 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](#), as well as a [Marine and Mass Timber Pavilion](#) for BCIT. The project will also support women and Indigenous students in trades programs by creating inclusive and culturally appropriate spaces.

Both the **Robert Bosa Carpentry Pavilion** and the **Marine and Mass Timber Pavilion**, which are currently in construction, make use of mass timber technology. The **Robert Bosa Carpentry Pavilion** combines workshops, classrooms, and collaborative spaces where students and industry partners will learn side by side.

The design team has incorporated Passive House strategies in the **Robert Bosa Carpentry Pavilion** building's massing, glazing and insulation to ensure it meets leading edge sustainability certifications including, BC Step Code 4, and Passive House certification. The use of exposed mass timber will mean make the space a living laboratory for students.

The **Marine and Mass Timber Pavilion** showcases hybrid steel and mass timber construction with the roof supported by glulam beams on a steel column. The building is naturally ventilated and building systems are 100% electrified.

Construction on the **Concert Properties Centre for Trades and Technology** is set to begin later this year. The three-storey, 7,670 sq m facility includes classrooms, labs, workshops, and maker spaces that replicate industry environments and are designed for intertrade collaboration. It will accommodate 700 additional students each term, fostering innovation and industry partnerships.

Sustainability is central to the design Centre. It uses natural ventilation strategies to provide a blend of energy efficiency and comfort for those using the building and will be pursuing LEED® Gold and Zero Carbon certification. This project will include a daylighting of a significant portion of Guichon Creek.

Campus Services Centre

The Campus Services Centre is a new, two-story administrative building currently under construction on the south side of the Burnaby Campus. This 35,000 sq ft facility is constructed of mass timber and will consolidate Campus Planning, Campus Development, Corporate Services, and Facilities Management into a single, modern site.

The Mott Electrical Pavilion

The two-storey upgrade to the existing electrical building will provide new, modern, flexible training facilities to support an increase in the electrical trades training programs and support a focus on emerging technologies.

This upgrade will expand BCIT's capacity to train electrical students by more than 250 annually and help meet BC's growing demand for skilled trades, and will provide approximately 8,000 sq ft of additional space featuring four labs and modern classrooms with industry grade tools for emerging fields like renewable energy, robotics, and automation.

New Childcare Facility

Construction is underway for a new 62-space childcare facility on the south side of the Burnaby Campus. This space, once completed, will provide additional childcare support to students, employees, and the broader community. The project will be built to Step 4 of the BC Energy Code and meet LEED Gold standards. With a light frame wood construction and a mass timber roof structure, the building will have very low embodied carbon.

Health Sciences Expansion

Work has been completed on the renovation of 31,300 sq ft of space for BCIT's Health Sciences programs. The renovation includes a mixture of simulation and teaching spaces, along with communal study areas. The renovated areas will be used by students and staff on the Bachelor of Science in Nursing and other associated programs. This newly renovated space will support the increase in 300 students over the next four years.

Sustainability and Infrastructure Renewal

South Campus Infrastructure Project

The replacement of aging infrastructure is central to the upcoming South Campus Infrastructure Project (SCIP), a multiphase initiative that will upgrade aging and failing infrastructure on the south side of the Burnaby Campus. These improvements are essential to ensuring BCIT can continue delivering outstanding applied education and will support future campus developments. The project will also provide a unique opportunity to enhance public spaces and create a more vibrant, pedestrian-friendly campus environment.

Guichon Creek Restoration

BCIT has successfully completed the 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. This project has brought salmon back to the creek for the first time in 60 years. Campus-wide environmental restoration of Guichon Creek continues through the Concert Properties Centre for Trades and Technology project, as well as the campus infrastructure renewal program. With this initiative, BCIT has received the Platinum level of Envision certification, provided by the Institute of Sustainable Infrastructure.

District Energy Plant Electrification

Renewal of the existing campus Central District Energy Plant, including its transformation from liquefied natural gas (LNG) to a renewable energy solution has been completed. This electrification is expected to reduce BCIT's greenhouse gas emissions by 28%.



BCIT and Industry

- Eight BCIT Graphic Design students spent four months working with the Burnaby Fire Department, developing and preparing a booklet for print. The finished product helps promote fire safety for young children in the community.
- In partnership with the Design Professionals of Canada, the Institute hosted the Launch! Student Conference 2025 at the Tech Collider in the Downtown Campus. The event included portfolio reviews designed for students and recent graduates aiming to pursue careers in communication design, and for individuals currently studying in design programs.
- On October 29, 30 Electrical Engineering and Master of Engineering in Smart Grid Systems and Technologies students and instructors from BCIT visited BC Hydro's Ruskin Dam Generating Station in Mission, BC, touring the hydroelectric facility, learning about generating equipment and control systems. BC Hydro experts provided instruction and introduced the CPC Apprenticeship Program, inspiring many. Organized by the Electrical Engineering and Technology Department and BC Hydro's Communications, Protection, and Control team, the trip linked classroom theory with real-world power generation and deepened students' understanding of power engineering. One student remarked, "nothing compares to standing on a running turbine and feeling the electricity in the air."
- The Marine division successfully partnered with Tricorp, an Indigenous-led development organization, to deliver a basic marine small vessel machinery operations course in Prince Rupert from November 17 to 28.
- As part of a Ministry-funded expansion of the Radiation Therapy program, BC Cancer donated a linear accelerator treatment couch to the program. This state-of-the-art equipment enables students to engage in high fidelity simulation of radiation therapy treatment set ups, closely replicating the clinical environment. By practicing on the same type of equipment used in cancer centres across the province students will build confidence and competence as they prepare for their clinical placements.
- Annacis Island Campus (AIC) continues to support the industry to implement alternative fuels and emissions, reducing technologies for commercial transportation. In collaboration with Inland Kenworth and Fortis BC, a highway truck fitted with Compress Natural Gas fuel system was made available to the AIC faculty and students for one day, on September 12. This allowed faculty and students to familiarize themselves with newer technologies being used in industry.
- In April, ConnectHER Hub [the Hub] co-led the Cheakamus Solar Training Retreat with the ZEB Learning Centre, uniting Indigenous women electricians and contractors. The Hub also began developing the Leadership Accelerator for Trade Students, supported by Embark Foundation, to enhance site leadership.

- Key industry partners—including Johnson Controls, Fortinet, Cisco Systems, and the non-profits CyberCatalyst and Tech-Vets Canada—provided funding, equipment, and curriculum support, contributing to program success and reflecting BCIT's commitment to workforce development and industry collaboration.
- From June to August 2025, the Marine Campus delivered more than 15 tailored courses to our partner, Disney Cruise Line. The two-day Basic Safety course was designed specifically for cruise crew members with no marine background, including musicians, service staff, and others. Disney has expressed interest in other safety course offerings at the Marine Campus.
- The Modern Methods of Construction Education platform was launched to connect education and industry for Canada's construction sector. Developed through the Mass Timber Training Network (MTAT) project, funded by the Green Construction Through Wood Program at Natural Resources Canada, this initiative supports wood as a low-carbon building material. MTAT prioritizes education and training to overcome mass timber adoption barriers and equip the workforce with essential modern construction skills.
- The Net-Zero Prefab Micro-Factory, building on the collaboration with the Heiltsuk Nation and their Passive House kit, directly aligns with Built Canada priorities championed by the federal government, particularly the adoption of modern methods of construction and prefabricated housing. The School of Construction and the Environment is advancing this work by embedding prefabrication and off-site construction into teaching and applied learning with a \$900,000 contribution from PacifiCan, providing critical support to advance implementation and scale impact.
- Aerospace partnered with Air Canada to deliver complimentary one-week Fam Courses (aircraft specific familiarization courses) for the A320 (in March), and A220 (in May) aircraft types. CAE will deliver the courses at the Aerospace Technology Campus; it will be opened to Aerospace students and faculty with a preference for students enrolled in the Air Canada's Work-Integrated Learning program.
- The Aerospace division had applied for a standing order with the Royal Canadian Air Force to train Aircraft Maintenance Engineers (AME). On January 9, 2026, BCIT was one of ten institutions cross Canada to be awarded a five-year standing order to train AME-M, AME-E, and AME-S staff. The division awaits the number of students to be trained at the Aerospace Technology Campus and anticipates up to six dedicated intakes starting Fall 2026, representing a 50% increase of students for the Aerospace Technology Campus.
- BCIT will be partnering with Melanie Mark, former Minister of Advanced Education and Skills Training, and her business Remarkable First Nations Regenerative Industries on an important and exciting project to recycle EV batteries. This initiative is a collaborative effort across BCIT that will bring together the Smart Microgrid Applied Research Team, the School of Energy, MAKE+, and the School of Transportation.



Post-Secondary Partnerships

- BCIT has joined the AMII AI Workforce Readiness project, enabling subject matter experts from BCIT to collaborate on AI-related open-source teaching modules with other subject matter experts from over 27 post-secondary institutions across Canada. Bahareh Shahabi, Communication Faculty, School of Computing and Academic Studies, helped initiate and is the BCIT liaison. A BCIT Workforce Readiness Curriculum Development Team has been established with internal calls for subject matter experts to identify AI-related pedagogy. BCIT has an accepted proposal for AI in Healthcare, a collaboration between School of Health Sciences faculty and School of Computing and Academic Studies faculty from the Communication Department, working alongside their counterparts from UBC Okanagan, Bow Valley College, and MacEwan University. Faculty members from the School of Computing and Academic Studies, as well as the School of Business + Media have also submitted to the next rounds of calls for proposals, scheduled for 2026.
- Medical Training Collaboration—BCIT hosted a PGY-6 Adolescent Psychiatry Fellow from UBC for a 4-to-6-week clinical rotation in January 2026. This partnership advances mental health care capacity and enhances BCIT's profile as an elective site for trainees from UBC, SFU, and nationwide, potentially decreasing student mental health wait times.
- A Letter of Intent was signed with Hochschule [HTWG] Konstanz to collaborate on applied sciences and technology. On May 20, 2025, Dr. Sabine Rein, President of HTWG Konstanz University of Applied Sciences, visited our Burnaby Campus. During her visit, she met with our senior leaders and the School of Construction and the Environment for a campus and lab tour, as well as discussion on future exchanges, joint research, and knowledge-sharing in engineering, construction, and environmental technologies.
- The Aerospace division successfully executed the agreement to swap curriculum with Southern Alberta Institute of Technology (SAIT) on September 11. BCIT Aerospace will be providing SAIT with Gas Turbine program; in return SAIT will provide their Remotely Piloted Aircraft Systems (RPAS) program. This will enable both parties to quickly implement the new programs at a minimal cost. During a recent media event with SAIT and their partner Lufthansa Technik, they stated that the program was being “developed in collaboration with BCIT” in a September 17 CBC interview. This illustrated the strong partnership between institutes and our commitment to developing qualified workers for our industry partners.
- The Forensic Summer Field School welcomed students from California State University Long Beach for an intensive international experience. The first-day mock crime scene drew media interest including a piece that aired on Global TV.

- BCIT, SAIT, and Douglas College is partnering with Gewerbliches Berufs- und Weiterbildungszentrum St.Gallen [GBS] on the International Project *LearningbyGoing VET Cooperation Canada-Switzerland* from October 2025 to October 2027. This project, under GBS, was developed to promote cooperation between Canadian and Swiss vocational training schools, creating the basis for a network of vocational schools, companies and authorities—providing both a faculty and student exchange.
- On September 16, BCIT hosted 21 nursing students from Tsuruga City Nursing University, Japan, introducing them to the Canadian healthcare system and showcasing BCIT's Nursing program and facilities. The visit included a Health Sciences Centre tour, with a focus on the simulation labs, and a presentation with Lisa Chu, Dean, School of Health Sciences, as well as Michael Galli, Director, International Recruitment Global Mobility.
- In December 2025, as part of the BC Government Expansion of the BCIT Zero Emission Vehicle [ZEV] Maintenance program for Medium and Heavy Duty Mechanics, BCIT held a Train-the-Trainer session for six instructors from Okanagan College, Vancouver Island University, and Camosun College.
- BCIT and Munster Technological University [MTU] in Ireland have entered a joint research collaboration focused on digital transformation and simulation in life sciences education. The partnership explores how advanced and virtual simulation, and immersive learning, can expand student access to high quality lab-based education while reducing reliance on costly physical infrastructure. It creates opportunities to adapt simulation and experiential learning models to areas such as medical laboratory sciences, biotechnology, and other life sciences, supporting innovation beyond traditional clinical education.
- The Marine division is starting a collaboration with Coast Mountain College [CMC] at its Prince Rupert location to deliver BCIT courses locally. This partnership is designed to meet the needs of remote communities by improving access to marine education.
- Chemistry faculty Dr. Jimmy Lowe helped organize an AI teaching and learning workshop for STEM instructors at SFU. Co-hosted by BCIT and SFU, the workshop enabled 95 participants [local and international] to learn and discuss the best practices, ethics, and issues with using genAI for student learning.



Performance Measures, Targets, and Results

The performance measures listed below align with the Ministry goals and objectives as defined by the 2025/26 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)	2024/25 ACTUAL	2025/26 TARGET	2025/26 ACTUAL	2025/26 ASSESSMENT
Total Student Spaces	12,912	13,294	12,884	Substantially Achieved
Nursing and other allied health programs	2,744	3,234	2,990	Substantially Achieved
Developmental	277	224	215	Substantially 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 2025/26, BCIT's utilization remained stable while still substantially achieving the target and ultimately delivering 97% 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. Actions are currently underway to help increase domestic activity to support BCIT in achieving and exceeding 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 StrongerBC future skills grant and TradeUpBC, have contributed to increased student participation in Flexible Learning courses and programs.

BCIT delivered 2,990 student FTEs in Nursing, Specialty Nursing, and Allied Health programs in 2025/26, an increase of 9% from the previous year.

CREDENTIALS AWARDED	2024/25 ACTUAL	2025/26 TARGET	2025/26 ACTUAL	2025/26 ASSESSMENT
Total Credentials	6,035		6,558	Not Assessed
Graduate, First Professional and Post-Degree	62	56	57	Achieved
Bachelor	823	841	855	Achieved
Diploma	2,014	2,101	2,221	Achieved
Certificate	2,694	2,854	2,945	Achieved
Short Certificate	373	455	403	Not Achieved
Developmental	69	52	77	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>				

Short certificate credentials awarded were not achieved in 2025/26, mainly due to the expansions in microcredentials, which are not accounted as a short credential but provides students with more options in diverse fields.

SYSTEM OBJECTIVE 2: ACCESS

The Ministry's Strategic Objective of Access is designed to ensure the BC public post-secondary system provides equitable and affordable access for residents.

INDIGENOUS STUDENT SPACES	2024/25 ACTUAL	2025/26 TARGET	2025/26 ACTUAL	2025/26 ASSESSMENT
Total Indigenous Student Spaces	898	869	978	Achieved
Ministry [PSFS]	417		468	
SkilledTradesBC	480		510	
Performance measure description: The number of full-time equivalent (FTE) enrolments of Indigenous students delivered in all program areas.				

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	2024/25 ACTUAL		2025/26 TARGET	2025/26 ACTUAL		2025/26 ASSESSMENT
	%	+/-		%	+/-	
Former diploma, associate degree, and certificate students	90.5%	1.0%	≥ 90%	90.3%	1.2%	Achieved
Trades foundation and trades-related vocational graduates	94.1%	1.6%		93.9%	1.6%	Achieved
Former apprenticeship students	91.1%	2.2%		89.3%	2.4%	Achieved
Bachelor degree graduates	91.5%	3.3%		93.1%	2.7%	Achieved
Performance measure description: The percentage of students who were very satisfied or satisfied with the education they received.						

STUDENT ASSESSMENT OF THE QUALITY OF INSTRUCTION	2024/25 ACTUAL		2025/26 TARGET	2025/26 ACTUAL		2025/26 ASSESSMENT
	%	+/-		%	+/-	
Former diploma, associate degree, and certificate students	94.2%	0.8%	≥ 90%	94.0%	0.9%	Achieved
Trades foundation and trades-related vocational graduates	95.9%	1.3%		95.6%	1.4%	Achieved
Former apprenticeship students	93.6%	1.9%		93.1%	2.0%	Achieved
Bachelor degree graduates	94.3%	2.7%		91.2%	3.0%	Achieved
Performance measure description: The percentage of students who rated the quality of instruction in their program positively.						

STUDENT ASSESSMENT OF SKILL DEVELOPMENT (OVERALL)	2024/25 ACTUAL		2025/26 TARGET	2025/26 ACTUAL		2025/26 ASSESSMENT
	%	+/-		%	+/-	
Former diploma, associate degree, and certificate students	87.2%	1.0%	≥ 85%	86.5%	1.1%	Achieved
Trades foundation and trades-related vocational graduates	89.3%	1.6%		90.2%	1.6%	Achieved
Former apprenticeship students	83.8%	2.4%		86.0%	2.2%	Achieved
Bachelor degree graduates	89.0%	2.7%		88.5%	2.6%	Achieved
Performance measure description: The percentage of students who indicated their education helped them to develop various skills.						

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	2024/25 ACTUAL		2025/26 TARGET	2025/26 ACTUAL		2025/26 ASSESSMENT
	%	+/-		%	+/-	
Former diploma, associate degree, and certificate students	83.3%	1.6%	≥ 90%	86.0%	1.7%	Substantially Achieved
Trades foundation and trades-related vocational graduates	91.7%	2.1%		89.4%	2.4%	Achieved
Former apprenticeship students	90.8%	2.3%		94.1%	1.9%	Achieved
Bachelor degree graduates	91.1%	3.6%		92.6%	2.9%	Achieved
Performance measure description: The percentage of employed graduates who indicated the knowledge and skills they acquired through their education was useful in performing their job.						

UNEMPLOYMENT RATE	2024/25 ACTUAL		2025/26 TARGET	2025/26 ACTUAL		2025/26 ASSESSMENT
	%	+/-		%	+/-	
Former diploma, associate degree, and certificate students	12.9%	1.2%	≤ 12.6%	15.1%	1.6%	Substantially Achieved
Trades foundation and trades-related vocational graduates	7.3%	1.9%		9.7%	2.1%	Achieved
Former apprenticeship students	3.3%	1.4%		0.7%	0.7%	Achieved
Bachelor degree graduates	7.2%	3.1%		4.9%	2.3%	Achieved
Performance measure description: The 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.						

Consolidated Financial Statements

For the most recent financial information, please see the [Audited Financial Statements](#).

Appendix B

Template for Reporting on Lasting and Meaningful Reconciliation

Progress on Implementation of Truth and Reconciliation Commission's (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

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 Squamish Nation member who will be working with us in an advising capacity including to support language initiatives at BCIT.
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	PEOPLE LEVEL - 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: - 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 Bachelor of Science in Nursing and Specialty Nursing program. - Increased awareness of events and activities [KAİROS Blanket Exercise] and information sharing related to public education events. CURRICULUM LEVEL - 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 is undertaking efforts to Indigenize department and curricula. - Exploring and implementing diversity, inclusion, and equity into simulation activities. - Work on specific land acknowledgements for 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	- 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 has provided Seaspan with our Indigenous Cultural Awareness modules for all of their employees - The Indigenous Cultural Awareness Course is now available in ten additional languages and is currently being uploaded online.
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	- We are creating campus-wide IDEAS modules for all employees and for external use. - An Allyship module is now available on the Learning Hub and is also being converted into eight of the top ten 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 about 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. - Indigenous Initiatives and Partnerships continues to collaborate with decolonizing leads in the School of Health Sciences. - New projects in partnership with Teaching and Learning include Indigenous AI, Indigenous UDL and Decolonizing Curriculum and Policy.
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	- 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 anti-racism.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
In Progress	Working towards an Indigenous Storyteller-in-residence.

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 Peoples, particularly children, have the right to all levels and forms of education.

Article 15

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

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	• The Indigenous Wellness Toolkit will be available to BCIT students in September 2026. • THRIVE will be launched in Indigenous community in September 2026. • Ongoing consultation with stakeholders and rights and title holders. • Priority seating for Indigenous students increasing across campus. • Priority housing available for Indigenous students in full-time 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)
Bachelor of Science in Nursing; Specialty Nursing; Sonography; Magnetic Resonance Imaging; Medical Radiography; Radiation Therapy; Cardiovascular Perfusion; Nuclear Medicine; Cardiac Sciences; Medical Laboratory Science; and Clinical Genetics	Accrediting bodies such as the Canadian Association of Schools of Nursing [CASN], BC College of Nurses and Midwives [BCCNM], Equal Canada, and Canadian Nurses Association [Can] 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, PHSA, 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	Institute department that is led by <i>An Indigenous Vision</i> to showcase BCIT for future students and potential employees. <i>An Indigenous Vision</i> provides a framework for action and a culture of accountability. A Curriculum Specialist, Indigenous, Learning and Teaching, supports curriculum specific work in partnership with Indigenous Initiatives and Partnerships, as well as across all Schools.
SOHS hiring	New	Within SOHS, recommendations have been made to Human Resources to update job posting language to include a commitment for all employees to cultural humility and safety. Working towards incorporating into the job profile the OPHO Recruitment and Retention resource.
SOHS and BSN program	Decolonizing leads	SOHS and BSN program has one faculty member in the position to lead efforts related to decolonization of health science education programs. This lead works in collaboration with BCIT Indigenous Initiatives and Partnerships, and their team of directors.

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
Designated Indigenous seats allocated in many School of Health Sciences programs. Promotion of seats at marketing events, websites, and distribution to band offices.	Diagnostic and Advanced Practice Programs ▪ 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 Laboratory and Allied Health Programs ▪ 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 Nursing ▪ Bachelor of Science in Nursing (BSN): 5 designated seats per cohort	In the beginning stages of recruitment and designated seat allocation for these programs; outcome numbers are not available currently.
Events for Indigenous youths to promote careers in health sciences.	All School of Health Sciences programs.	Annual Gathering Our Voices event: There was a target audience of 1,000+ Indigenous youths from communities throughout the province. This supports program awareness, and highlights the supports that BCIT offers to Indigenous students. 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.

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 and are 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: ▪ 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 employees.	Growing number of faculty have completed the online modules and are reflecting on their 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 Wellbeing], that is being implemented across the Institute to support Indigenization, sustainability, student wellbeing 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: ◦ Mandatory four-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 IPS 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.

