



A PARTNER IN FUTURE-PROOFING BC

Institutional Accountability Plan and Report
2024/25 Reporting Cycle





Accountability Statement: Letter to the Minister

Friday, July 11, 2025

Honourable Anne Kang
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 2024/25 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. This includes:

- Delivering education and training in support of the [StrongerBC Future Ready Action Plan](#);
- Incorporating feedback to ensure Indigenous voices are reflected in BCIT programming and trades training;
- 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](#). Building on our history of innovation and resilience, the Plan is a bold commitment to lead, innovate, and transform the future of education. The Plan—rooted in our vision of empowering people, shaping BC, and inspiring global progress—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.

Through these commitments, the Plan positions BCIT to lead positive changes and to deliver graduates who are prepared to make a lasting impact.

As BCIT plays a vital role in connecting education, industry, and government to meet the evolving needs of the workforce, we make a unique and important contribution to the economic and social prosperity of British Columbia.

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

A handwritten signature in black ink, appearing to read "MBonshor".

Michael Bonshor [Gixkan'dzi], CPA
Chair, Board of Governors

A handwritten signature in black ink, appearing to read "Jeff Zabudsky".

Dr. Jeff Zabudsky
President

Table of Contents

Strategic Direction and Context	3	BCIT Performance Plan	20
Strategic Direction	3	Performance Measures, Targets and Results	30
External Scan	4	Consolidated Financial Statements	33
Internal Scan	6	Appendix B:	
Mandate Priority Reporting.....	15	Template for Reporting on Lasting and Meaningful	
		Reconciliation.....	34

Vision

EMPOWERING PEOPLE. SHAPING BC. INSPIRING GLOBAL PROGRESS.

Mission

PARTNERING LEARNERS AND INDUSTRY FOR SUCCESS THROUGH WORKFORCE DEVELOPMENT.

Values

At BCIT, we strive to:

ACHIEVE EXCELLENCE

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

EMBRACE INNOVATION

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

CHAMPION DIVERSITY AND INCLUSION

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

PURSUE COLLABORATION

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

ENGAGE WITH RESPECT

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



The British Columbia Institute of Technology is grateful to be located on the unceded territory of the Skwxwú7mesh [Squamish], səf ilwətaʔ [Tsleil-Waututh], and xwməθkwəy'əm [Musqueam] First Nations.

Strategic Direction and Context



Strategic Direction

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

In 1964, BCIT's guiding philosophy was to develop job-ready graduates. Since that time the Institute has seen many changes, all while upholding this key philosophy. With a fundamental commitment to graduates' career success driving the Institute's approach for 60 years, graduates of BCIT trades, apprenticeship, technology, and professional programs remain some of the most sought-after talent in Canada. BCIT's distinct position can be attributed to the core business of delivering applied education and training in support of British Columbia's economic development. The Institute continues to cultivate partnerships with business, industry, high schools, and other post-secondary institutions. These collaborations help advance the Institute's vision by improving 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.

Continuing support for the Ministry of Post-Secondary Education and Future Skills (PSFS) in fulfilling their mandate commitments, and high-level internal alignment with the changing needs of industry is of great importance to BCIT. In response to the Truth and Reconciliation Commission 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 new BCIT Strategic Plan 2025-2030 builds on BCIT's legacy as a beacon of innovation and resilience and is centered around empowering learners in a complex world. By accelerating digital modernization, developing transformative teaching and learning experiences, cultivating vibrant and inclusive communities, and deepening strategic partnerships, the Strategic Plan ensures that graduates are job-ready to lead with creativity and confidence. At the same time, the Plan's anchor in sustainable growth and adaptive agility empowers BCIT to navigate change and drive lasting impact.

External Scan

BC's Economic Performance

BC's gross domestic product (GDP) grew moderately by 2.4% in 2023¹, with the service industry being the primary contributor². Key industries driving this growth included transportation and warehousing; public administration; professional, scientific, and technical services; healthcare and social assistance services; and real estate, rental, and leasing. Economic growth slowed in 2024 but is expected to rebound in 2025. There are some uncertainties with ongoing trade tensions. However, BC's well-diversified global trade is expected to help mitigate some of the potential impacts³. Inflationary pressures remain complex in Canada. While core inflation measures remain stable in the 2.5–3.0% range, short-term inflation expectations have risen due to household expectations of prices rising due to the trade conflict; longer-term inflation expectations remain unchanged⁴.

There are expected to be just over 1.1 million job openings in British Columbia over the 10-year period from 2024 to 2034⁵. Of the total projected job openings, approximately 60%, or 671,000, will be due to the need to replace workers leaving the labour force, primarily due to retirement as BC's population ages. The remaining 40%, or 449,000, will be new jobs created through economic growth. Employment in the province is expected to grow at an annual average rate of 1.4% from 2024 to 2034, increasing from 2.8 million people employed in 2024 to 3.3 million by 2034. Over the next decade, five industries are projected to generate more than half of the total job openings in British Columbia. These top industries are health care and social assistance [16%], professional, scientific and technical services [13%], retail trade [11%], construction [9%], and educational services [7%]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, since 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 36-10-0402-01 Gross domestic product (GDP) at basic prices, by industry, provinces and territories (x 1,000,000)**

² Government of BC. **2024 British Columbia Financial and Economic Review**

³ TD. **2025 British Columbia Budget**

⁴ Bank of Canada. **Monetary Policy Report - April 2025**

⁵ Government of BC. **Labour Market Outlook: 2024 Edition**

⁶ Government of BC. **Labour Market Outlook: 2024 Edition**

Polytechnic Education

BCIT's unwavering commitment to experiential post secondary learning—rooted in hands on and industry focused programs—delivers profound benefits. The Institute's polytechnic approach drives productivity, growth, and innovation across BC and Canada by developing skilled talent and advancing technological breakthroughs.

As a founding member of [Polytechnics Canada](#), a not-for-profit association representing Canada's 13 leading research-intensive, publicly supported polytechnics, colleges, and institutes of technology, BCIT collaborates with peer institutions to champion research, innovation, workforce development, and diversity and inclusion while highlighting the impact of applied, industry-focused education.

Changing Demographics

BC continues to experience high levels of international immigration. As of January 1, 2025, the provincial population was 5.72 million⁷. During 2024, the population grew by an estimated 1.7%.⁸ International migration continued to be the primary driver of population growth in British Columbia, adding 100,303 individuals to the population during 2024. In 2024, British Columbia saw a net loss from interprovincial migration, which contributed to a net decrease of 5,912 in its population. The largest contributor to this decrease was relocations to Alberta. Natural population change as a result of births and deaths resulted in a small net decline of 34 individuals⁹. These statistics once again confirm BC's heavy reliance on international migration for economic and labour force growth.

Across BC, the proportion of people aged 65 and older relative to those aged 15 to 64 is expected to increase from 31% in 2024 to 38% in 2034, though this impact varies regionally¹⁰. This indicates a growing proportion of seniors relative to the working-age population. The 2024 BC Labour Market Outlook indicates that over the coming decade, nearly half of the new job seekers, approximately 47%, will be young individuals joining the workforce. Immigrants are projected to make up another 46%, with the remaining percentage representing job seekers relocating from other regions within Canada.

With ongoing international and interprovincial migration, BC's labour force will continue to grow and become more diverse. Post secondary institutions across the Lower Mainland will not only serve traditional college age students but also support mid career and seasoned professionals, alongside a rising number of women entering the trades. To help newcomers integrate smoothly, the provincial government is expanding language training, career counselling, and financial and educational supports for certification and re credentialing.

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



⁷ Statistics Canada. [Table 17-10-0009-01 Population estimates, quarterly](#)

⁸ BC Stats. [Quarterly Population Highlights](#)

⁹ BC Stats. [Quarterly Population Highlights](#)

¹⁰ WorkBC. [BC Labour Market Outlook: 2024 Edition](#)

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 2024/25 fiscal year, over 44,000 students were enrolled at BCIT¹¹. Included in these enrolment numbers were over 1,850¹² Indigenous students and approximately 6,300 international students¹³ coming from approximately 100 countries.

The Student Check-in Survey, first launched in Fall 2020, is administered annually to all Flexible Learning (formerly Part-time Studies) and Full-time students, to better understand their needs and concerns. Results from the Winter 2025 term showed that 86% of respondents were satisfied with their education. Flexible Learning participants reported the highest level of satisfaction at 87%. Full-time students reported an 84% satisfaction rate, while apprentices reported 83%, and Trades and Technical Studies reported 82% with their education. The results show that students overwhelmingly agree that BCIT is a diverse and inclusive environment, with over one-third of respondents (38%) 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 (82%) over online learning (71%), with a notable portion expressing satisfaction with the resources and facilities related to their program or course¹⁴.

BCIT Flexible Learning students, make up about 34% of full-time equivalent (FTE) students. During the last Flexible Learning Engagement survey in 2023, 41% cited a "flexible schedule" as their primary reason for choosing BCIT; followed by 40% who indicated "reputation"; 31% selected "availability of online option for the course/program; and 30% because the "program/course only offered at BCIT". Working full-time was the top reason cited for choosing to study on a part-time basis (57%).¹⁵



¹¹ BCIT Student Information Systems, fiscal year 2024/25 (distinct student headcount)

¹² Student Transitions Project. Fall 2024 Enrolment Dashboard

¹³ BCIT Student Information Systems, fiscal year 2024/25 (distinct international student headcount)

¹⁴ Student Check in Survey. [BCIT 2025 Student Check in Survey](#)

¹⁵ Flexible Learning Engagement Survey. [BCIT 2023 Flexible Learning Student Engagement Survey](#)

Indigenous Students at BCIT

BCIT acknowledges the unceded traditional territories of the Coast Salish Nations of *Skwxwú7mesh* (Squamish), *səlilwətaʔ* (Tsleil-Waututh), and *xwməθkwəy̓əm* (Musqueam), on which BCIT's 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 BC¹⁶. 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 the path of reconciliation and works to strengthen its relationships with Indigenous communities.

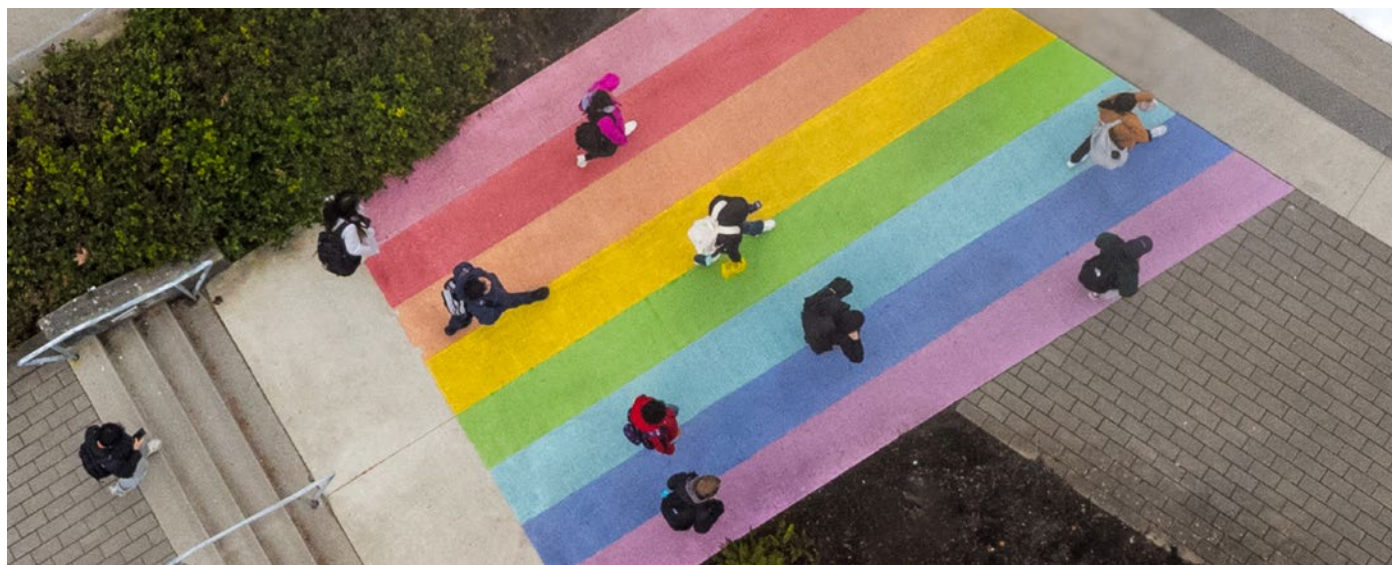
Student Wellbeing

In March 2025, BCIT launched the [Student Wellbeing Action Plan](#) (the Action Plan) alongside the signing of the [Okanagan Charter](#)—marking a significant step toward integrating health and wellbeing into all aspects of campus life. The Action Plan builds on the Student Wellbeing and Resilience Framework released in 2020 and emphasizes a whole-campus approach to student wellbeing by embedding community wellbeing into BCIT's ethos, culture, policies, and processes. The Action Plan will guide and support current and future initiatives that promote student health and wellbeing across all levels of the Institute.

The Action Plan focuses on fostering a shared responsibility for wellbeing, ensuring that the BCIT community works together to enhance student wellbeing and health equity. It includes the following guiding principles:

1. Creating a culture that promotes wellbeing: Encouraging a positive and supportive environment where wellbeing is prioritized across the Institute.
2. Equipping BCIT community members to maintain supportive environments for wellbeing: Ensuring that both students and employees have the tools and training to create and sustain environments conducive to wellbeing.
3. Enhancing literacy and competencies to support oneself and others: Building awareness of the importance of wellbeing and mental health, while providing resources to that empower students and employees to support themselves and one other.
4. Increasing awareness and equitable access to services and supports: Ensuring that students know where to access wellbeing resources and that these resources are accessible to all, especially equity-deserving groups.

The Action Plan is a living document that evolves as student's needs shift and new challenges arise. An evaluation plan, along with regular reporting, will help measure the impact of the initiatives and identify areas for improvement. The Action Plan aligns with BCIT's broader strategic goals and values, including engaging with respect, pursuing collaboration, and championing diversity and inclusion.



¹⁶ Student Transitions Project. Fall 2024 Enrolment Dashboard

Student Success

- **Accessibility Services' exam registration update:**

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. While this increase was observed, it is important to acknowledge that a variety of factors likely contributed to this trend, including BCIT's continued commitment to improving accessibility and support for students with accommodations.

- **Community of Practice for Universal Design:**

In 2024, Accessibility Services partnered with the Learning and Teaching Centre to establish a Community of Practice for Universal Design, bringing together members from various BCIT programs and schools. The community focuses on exploring teaching and learning approaches that promote student access, inclusion, and wellbeing. This initiative enhances the academic experience by fostering more inclusive and accessible learning environments across BCIT, with the goal of ensuring that all students can fully engage in their learning journeys.

- **Counselling Practicum Program expansion:**

In September 2024, the Counselling and Student Development Department successfully expanded its Counselling Practicum Student program, increasing the number of practicum students from one to two. This expansion enhances BCIT's ability to provide high-quality, hands-on training for future counsellors, while also strengthening partnerships with other post-secondary counsellor training programs. By ensuring the counselling team includes newly trained professionals skilled in the latest practices, BCIT can offer students more comprehensive mental health support. This initiative positively impacts student wellbeing by increasing the availability of counselling services and integrating innovative approaches to support students' mental health needs.

- **Accessibility Services' Student Open House launch:**

In collaboration with the Student Entry and Transition Coordinator, Accessibility Services launched the first Accessibility Services Student Open House in 2024. This event provided 25 new and incoming students with a comprehensive overview of available resources and services. By offering a streamlined opportunity for students to learn about the supports available to them from the start of their academic journey, the event helped students feel informed and supported. Plans are already underway for a second Open House in July 2025, which will include transition workshops for students with accommodations entering BCIT. This further promotes a smooth and well-supported transition to post-secondary education.

- **Health promotion and harm reduction initiatives:**

In October 2024, BCIT launched its Overdose Prevention Response in efforts to raise its community's awareness about emergency procedures, harm reduction resources, and risks associated with substance use. This initiative supports student wellbeing through several key actions:

- **Regular naloxone and harm reduction training:** Offered to students and employees to ensure the BCIT community is prepared to respond to emergencies, as well as to reduce the risks of substance-use related incidents.
- **Overdose response awareness:** Through class presentations and digital/print materials provided by the Student Life Office, students have access to important information about substance use and wellbeing.
- **Emergency protocols for student housing:** Student Housing staff and Resident Advisors are trained on emergency protocols, while students in residence are informed about naloxone location and usage through in-suite posters and ongoing suite meetings.
- **Healthier Substance Use and Harm Reduction Working Group:** Provides learning opportunities focused on harm reduction, stigma reduction, and exploring diverse recovery pathways. The group fosters an environment of support for students who are exploring recovery or seeking guidance.

- **Expansion of Health Promotion Specialist role:** BCIT hired a second Health Promotion Specialist focused on promoting overall student health and wellbeing, with an emphasis on healthier substance use, harm reduction, sexual violence prevention, and financial wellbeing. This role is already contributing to the delivery of educational events, including naloxone training, overdose prevention, and other wellness workshops. These initiatives provide students, faculty, and staff with the knowledge and resources needed to support their wellbeing.

The Health Promotion Specialist also works closely with departments across the Institute to integrate substance use education, sexual violence prevention, and financial wellness initiatives into BCIT's student services – supporting a holistic approach to student health.

Student Housing

More than 750 students currently occupy 329 rooms each year in BCIT Student Housing. With the opening of a new 469-bed Tall Timber Student Housing building in Fall 2025, BCIT will be able to support over 1,500 students annually through a flexible, year-round housing model. This includes expanded capacity for both short-term apprenticeship students and long-term technology students, helping to meet the diverse needs of the BCIT student community. This substantial growth in housing supply will offer more students access to safe, affordable, and stable on-campus housing—key components of student wellbeing and academic success. The Province's investment in the new Tall Timber Student Housing building supports BCIT's ongoing commitment to sustainability and innovation. Constructed using mass timber and designed to meet BC Energy Step Code 4, this new facility reflects BCIT's commitment to environmental responsibility and thoughtful infrastructure planning. With this expansion, BCIT is better equipped to reduce housing waitlists, ease financial pressures for students, and contribute to more affordable housing options in the Burnaby area.

BCIT Student Housing continues to support equity-deserving students—particularly Indigenous learners and former youth in care—by prioritizing them for on-campus housing. This approach helps ease the challenge of finding affordable accommodations in an increasingly competitive off-campus market. This approach reflects BCIT's commitment to creating inclusive and supportive environments where all students, particularly those facing systemic barriers, can thrive. To further reduce financial barriers, the Student Housing Bursary has been expanded. This funding supports students who may otherwise face challenges staying in on-campus housing, fostering a more equitable student experience by improving housing stability and retention.

The student housing application process has also been enhanced to offer a more personalized experience. Students can now choose their rooms and request roommates, helping to foster a sense of belonging and community from the start. In response to strong demand, BCIT continues to grow its gender-inclusive housing options. These spaces remain among the most requested by applicants and will be expanded with the opening of the Tall Timber Student Housing building. Gender-inclusive housing is an essential part of BCIT's commitment to providing affirming and inclusive living environments for all students.

Off-campus housing resources have also been significantly expanded this year. BCIT now offers curated housing support for all five campuses, including guidance on rental rights, budgeting, and finding suitable accommodations in the Lower Mainland. These tools are designed to support both domestic and international students in making informed and empowered decisions about their housing situations.

BCIT and the Technology Industry

BCIT continues to expand and 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 completing the rollout of new program intakes to accelerate the 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 2024/25 include:

- New set of Full-time Bachelor of Technology in Forensic Investigation: [Digital Forensics and Cybersecurity Option](#) and Bachelor of Science in Applied Computer Science [BScACS] – Database Option were offered for the first time in January 2025.

- Introduced a new microcredential in [Techniques for Crime & Intelligence Analysts](#), which covers the latest technologies in crime analysis and prevention.
- Profiled successful graduates and faculty to help build prospective student interest in all areas of tech, including: [AI in wildfire management](#), [AI in app development](#), [cybersecurity](#), [tech leadership](#), [ethics and values in technology](#), [Internet of Things \(IoT\)](#), [web development](#), [applied student projects](#), [computer basics](#), and [intro courses](#).
- Offered introductory Machine Learning workshops to Indigenous K-12 students, and connecting with an Inuit community on a language preservation app project.
- Worked with local partners, including non-profits, and connected many student projects to real-world applications by running over 125 [computing student industry projects](#) throughout the year. Also offered drop-in public project showcases at the Downtown Campus TEC Hub (fifth floor) and Tech Collider (second floor).
- Computing students successfully competed at hackathons, including teams that placed first, third, and fourth place at [YVR's Smart Airport Hackathon](#)
- [Digital Forensics and Cybersecurity](#) students competed internationally in an invitational Capture the Flag cybersecurity event in Florida, practicing their skills in defending against hacking.
- Encouraged women and underrepresented groups to pursue tech education and careers by supporting the Women in Computing student club and providing mentorship through the Science World Girls and STEAM event. Successful students, graduates, and faculty from underrepresented groups were also featured: [women pursuing careers in cybersecurity](#) and [cybersecurity consulting](#), and [BIPOC leaders in technology](#).

In the School of Health Sciences, key highlights for 2024/25 include:

- Ongoing exploration of innovative teaching methods in [Medical Laboratory Sciences](#) and in Diagnostic Imaging programs, with a focus on increased simulation-based learning.
- To support workforce development, BCIT continued with seat expansion in the [Bachelor of Science in Nursing \(BSN\) program](#). In addition, the following programs expanded to help address the growing demand for Diagnostic Technologists in BC:
 - [Radiation Therapy](#) now offers 35 seats
 - [Nuclear Medicine](#) now offers 20 seats
 - [Magnetic Resonance Imaging \(MRI\)](#) now offers 16 seats
- To help address the critical shortage of qualified Perfusionists in Canada, the Cardiovascular Perfusion program launched the [International Perfusion Equivalency Assessment \(IPEA\)](#) in collaboration with the Canadian Society of Clinical Perfusion (CSCP). This initiative provides a streamlined pathway for internationally certified Perfusionists—who have graduated from accredited programs, hold a Canadian job offer, and are in good standing with select global associations—to have their academic and clinical competencies assessed, enabling them to fill Canadian roles in as little as five months.
- Specialty Nursing developed three new microcredentials: [Sexual Health and Reproductive Health Foundations](#), [Sexual Health Rehabilitation](#) and Post-Anesthetic Recovery for Adolescents. These courses were designed to meet the needs of community and industry partners. In addition, Equity-Oriented Care curriculum was developed in the Specialty Nursing programs, including Social Determinants of Health, Equity-Oriented Healthcare, Trauma and Violence Informed Care, among others.
- Development of [Occupational Health and Safety Essentials microcredential](#).
- [Advanced Medical/Surgical Nursing](#) stream was launched within High Acuity, Specialty Nursing.

- The [BCIT Occupational Health and Safety program](#) is the first Institution of Occupational Safety and Health [IOSH] accredited program in North America.
- The School of Health Sciences is home to one of the largest [simulation](#) spaces in Canada, designed to enhance experiential learning. The School is in the process of preparing for International Simulation Accreditation.
 - The Health Sciences Centre features 64 state-of-the-art simulation spaces, with an additional 30 spaces in the newly renovated SE12 building.
 - Equipped with advanced technology, including high-fidelity patient simulators and realistic clinical environments, these spaces provide students with immersive, hands-on training that mirrors real-world healthcare settings. New simulation equipment to mimic the hospital setting in Diagnostic Imaging programs were also undertaken, such as mock MRI simulator and LINAC couch in Radiation Therapy. This cutting-edge approach in simulation throughout the School of Health Sciences ensures graduates are well-prepared to meet the evolving demands of the healthcare industry.
- The School of Health Sciences continues to demonstrate excellence in health education through recent accreditations across multiple programs, including [Magnetic Resonance Imaging](#) (November 2024), [Cardiovascular Perfusion](#) (February 2025), [Environmental Health](#) (February 2025), [Bachelor of Science in Nursing](#) (March 2025), and the [Perinatal Nursing Specialty](#) (2025)—further validating the quality and national recognition of BCIT's health sciences programs.
- The School of Health Sciences piloted a 12-week Mental Fitness Program designed to strengthen mental health, build mental resilience, and support overall wellbeing for employees.
- The [Western Canada Collaborative of Health Science Educators Society 2024 Conference](#) was hosted in the Health Sciences Centre in May 2024.
- [Environmental Public Health](#) participated in the [Girls in STEAM](#) event at Science World.

BCIT Programming

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

The [Indigenization, Inclusion, Diversity, Equity, Accessibility, Sustainability and Student Wellbeing \[IDEAS\]](#) lens provides programs the opportunity to consider each of these important perspectives and how they can be reflected in curriculum, admissions, teaching methods, and other aspects of programs.

BCIT's programming is guided by the institutional 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 alignment with student and industry needs, curricular innovation, and excellence in teaching and learning.

The Bachelor of Technology in Technology Management, the Bachelor of Engineering in Mining and Mineral Resource Engineering, the Advanced Certificate in Cardiovascular Perfusion, and numerous diploma programs such as Prosthetics and Orthotics, Broadcast and Online Journalism, Business Operations Management, and Architecture and Building Technology recently underwent the program review cycle and established action plans for curricular renewal.

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:

- Master of Science in Ecological Restoration (now offering both thesis and course-based pathways)
- Bachelor of Engineering in Civil Engineering (now integrating co-op)
- Diplomas in Nuclear Medicine; Nautical Sciences; Food Processing, Safety and Quality; Global Supply Chain Management
- Certificate in Event Marketing and Management Strategy

In addition, BCIT is proud to have launched new programs, which include:

- Diploma in Graphic Design and Interactive Media
- Associate Certificate in Engine Room Rating
- Associate Certificate in Business Analysis
- An apprenticeship in Aircraft Structural Technician

BCIT also introduced the innovative Certificate in Essential Technical Skills for Architecture, Construction, and Engineering with comprehensive work-integrated learning components that allow students to explore career options in these high-demand sectors.

All BCIT programs are developed based on rigorous needs assessments to ensure alignment with 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 – such as 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, as well as 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
- Emission Reduction and Research Test Hub
- Language Success Team
- Centre for Architectural Ecology
- Remotely Piloted Aircraft Systems Hub
- Smart Microgrid
- Centre for Internet of Things
- Centre for Digital Tools and Social Transformation
- Polytechnic Research Institute for Simulation

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

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

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

Centre for the Internet of Things (IoT) keeps BCIT at the forefront of this emerging technology with advanced hands-on education and training, industry collaboration, and research.	MAKE+ is an interdisciplinary research group focused on product development, applied research, and education. The team optimizes the functionality, user experience, value, and commercial success of emerging health, consumer, and industrial products. This team is capable of taking complex projects and ideas from requirement to discovery and concept development.	Natural Products Research Group (NRG) concentrates on issues related to natural health and food product quality, process improvement, and human health. NRG’s goal is to ensure that all Canadians can achieve the potential health and economic benefits offered by natural health products, medicinal plants, and food products.	Smart Microgrid Applied Research Team (SMART) converges expertise in the information technology, communications engineering, and energy management fields to develop prototypes and solutions for complex applied research problems. SMART has a reputation for unique experience in three strategic research themes: smart microgrid and energy management systems, electric vehicle infrastructure, and critical infrastructure cybersecurity.
---	---	---	---

BCIT Employees

With approximately 2,200 full-time and over 900 part-time faculty and staff, BCIT is one of the largest employers among post-secondary institutions in BC. BCIT prides itself on offering competitive salaries and generous benefits, and is ranked as one of BC’s Top Employers in 2025.¹⁷ 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 Office, Indigenous Initiatives and Partnerships, Organizational Development, and Human Resources.

All new employees are required to complete the Occupational Health and Safety, and Respectful Workplace training sessions. A gym, free fitness workshops, and on-site childcare are also available to employees.



¹⁷ British Columbia’s Top Employers [2024], Mediacorp Canada Inc.

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 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 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
- 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 throughout Metro Vancouver, plus several satellite sites. Its largest location, Burnaby Campus, accommodates mostly Full time students. The Downtown Campus, situated in the heart of Vancouver's business district, hosts Flexible Learning courses and programs. In Richmond, the Aerospace Technology Campus offers cutting edge facilities and more than 20 training aircraft. North Vancouver's Marine Campus provides specialized marine engineering instruction and houses Western Canada's only Marine Engine Room simulator. 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 which were outlined in the 2023/24 mandate letter.

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

Expanded health seats

In early 2022, the Province announced additional funding for health-related seats to be added to public post-secondary institutions. Since September 2022, an additional 96 seats per year in the Bachelor of Nursing program were added annually, and now approaching the last year of a three-year expansion. For fiscal 2024/25, an additional 15 seats were added in Radiation Therapy, along with an additional four seats in Magnetic Resonance Imaging and four seats in Nuclear Medicine.

Additional tech-relevant seat expansions

This year, BCIT continues to support the Ministry's expansion of tech-relevant programming. The Master of Science in Applied Computing and the Bachelor of Creative Industries have been successfully developed and are set to launch in Fall 2025. Meanwhile, full-time equivalents (FTEs) continue to increase in existing programs, such as:

- Bachelor of Technology in Forensic Investigation (Digital Forensics and Cybersecurity option)
- Bachelor of Science in Applied Computer Science
- Diploma in Digital Design and Web Development
- Certificate in Digital Health
- Diploma in Digital Communications and Wireless Technologies

With continued funding support from the Ministry, BCIT is committed to increasing capacity across ten programs by 314 FTEs over the next five years. In 2024/25, BCIT exceeded its target of 382 FTEs, ultimately delivering 871 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, with twelve of BCIT's programs eligible in Fall 2024 and Winter 2025, seven of which were micro-credentials and the other five being short certificates. The future skills grant provided 472 learners the opportunity to attend BCIT and advance their skills and knowledge.

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

Indigenous spaces

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

The upcoming Trades and Technology Complex will feature inclusive, 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 and to name the soon-to-open Tall Timber Student Housing building with Indigenous names that honour cultural heritage. This collaboration extends beyond naming—Indigenous design elements will also be woven into the landscaping, interior spaces, and overall building aesthetics to reflect cultural traditions and stories.

Indigenous training and cultural competency

BCIT has been working with Lil'wat First Nation and the Whistler Institute to offer Indigenous training and promote cultural competency. Two Indigenous and Intercultural Awareness courses have been developed in partnership with the Lil'Wat First Nation, with several offerings delivered in the Sea-to-Sky Corridor.

These courses aim to build lasting and sustainable relationships by educating individuals and employers about the culture, history, and traditions of the Lil'wat, as well as the history and effects of colonization and the residential school system in Canada. They also equip employers with the tools to support local Indigenous community members in the workplace.

A similar program is currently being explored in partnership with the Squamish First Nation. Additionally, a separate microcredential is in development for delivery to Lil'wat Nation community members and local high school students. The microcredential will focus on life and employment skills, including effective communication, employment readiness, and more.



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

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 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.

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

Sexualized violence prevention and response initiatives

As the first post-secondary institution in the province to establish sexualized violence regulations, BCIT demonstrates a strong commitment to addressing and preventing sexualized violence. The Institute is working to reduce sexualized violence through research, education, reporting, and policy. These include:

- In February 2025, BCIT partnered with the Ministry of Post-Secondary Education and Future Skills to participate in the Student Perceptions of Sexualized Violence Survey. The survey responses are currently being analyzed and will guide BCIT in taking concrete actions to better support the community.
- Developed and launched the online learning module Safer Campuses for Everyone—Preventing and Responding to Sexual Violence, which emphasize consent, intervention strategies and pathways to support.
- Launched the anonymous [Reporting Platform for Sexualized Violence Incidents](#) in April 2024, backed by a comprehensive communication plan for faculty, staff, students and the Student Association.
- Designed a 90-minute sexualized violence prevention and response workshop for BCIT staff and faculty.

A dedicated Sexualized Violence Prevention Committee meets three to four times a year to oversee these initiatives, provide strategic guidance on policy and programming, and ensure training, communications and support services reflect the latest best practices. The Committee will be holding its first strategic planning meeting in May 2025 to explore priorities for prevention and education resources, and programming for the upcoming academic year.

BCIT remains committed to ensuring 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, BCIT is undertaking a review of its Sexualized Violence Policy and procedures, with an updated policy planned for completion by the end of 2026.

Former youth in care

In 2024/25, BCIT saw 85 former youth in care benefit from the BC Government's tuition waiver program, with a total of \$471,962 distributed—an increase of 108% in spending over 2023/24. This also represents a 85% increase in the number of students supported at BCIT compared to the previous year. Additionally, in 2024/25, BCIT saw 92 former youth in care benefited from the BC Government's Learning for Future Grant, with a total of \$876,960 distributed. This marks a 340% increase in spending and a 61% increase in the number of students supported compared to 2023/24.

At BCIT, every student enrolled in the government tuition waiver program is supported by a Student Financial Aid and Awards Advisor who provides proactive assistance. This includes access to the Youth Futures Education Fund, general check-ins, and reminders about important deadlines. Additionally, students receive information and referrals to other support services, including Indigenous Initiatives for those who self-identify as Indigenous.

BCIT is represented in the Ministry-led Campus Navigator Community of Practice, supporting former youth in care to access post-secondary education and achieve positive learning outcomes. Within the Community of Practice, BCIT actively collaborates, builds strong relationships, and shares knowledge and resources to advance best practices that effectively support former youth in care.

BCIT currently relies on self-declaration to identify Former Youth in Care [FYIC]. While EducationPlannerBC [EPBC] applications provide students with the option to declare, this information is not yet collected in BCIT's admissions process. As the information becomes available with future updates to the process, BCIT plans to connect with new FYIC students through orientation-style outreach highlighting available supports. Additional strategies in development include providing application fee waiver codes to prospective FYIC students who meet with BCIT's advisors, this initiative is anticipated to be in place by Winter 2026, and producing a testimonial video featuring an FYIC graduate to showcase student success and highlight the supports offered at BCIT.

K-12 Transitions and Dual Credit Programming



Dual credit trades enrolment

In 2024/25, BCIT saw a 51% increase in dual credit student participation, with enrolment rising to 355 students from 235 the previous year. Of these, 75 students attended the inaugural trades training intakes funded by the Dennis and Phylliss Washington Foundation, in conjunction with Seaspac ULC and Southern Railway of British Columbia [SRY].

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 first intake of the Essential Technical Skills for Architecture, Construction, and Engineering Certificate program concluded in August 2024, with 11 students successfully graduating.

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. The program delivers a series of part-time courses, starting with three in-person classes at the Burnaby Campus in July and August, followed by 12 months of online learning combined with internships and work placements.

Student Success pilot workshop launched

As part of the Student Success pilot workshop launched last year, the Trades Success Starts Here: Accessibility, Wellbeing, and Student Support Workshop was introduced to 32 New Westminster and Coquitlam dual credit students in the Carpentry Framing Foundation program. The workshop aimed to enhance students' educational experiences and support their smooth transition to post-secondary education. Topics included effective study strategies, tutoring resources, and Student Life programs. Accessibility Services also guided students in transitioning from Individual Education Plans [IEPs] in K-12 to Individual Accommodation Plans [IAPs] at the post-secondary level.

Jill of All Trades expands

In response to high demand, BCIT increased participation in its Jill of All Trades event from 80 to 140 seats. This hands-on, in-shop event is designed for grade 9–12 students who identify as women or gender diverse. It encourages the exploration of careers in the skilled trades through interactive workshops and real-world experiences. Participants accessed cutting-edge facilities, connected with industry professionals, and engaged in hands-on workshops in trades such as Ironworking, Machining, Cabinetmaking, Motorcycle Technology, Digital Communications and Wireless Technologies, Sheet Metal, Auto Body and Collision Repair, and more.

Co-op and 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 2024 calendar year, the Institute's Centre for Workplace Education (CWE) facilitated over 590 co-op work terms across various industries, including more than 150 placements in sectors impacted by skilled trades labour shortages.

In the 2024 academic year, 423 co-op student placements were made in technology and 154 were in trades. Of those co-op placements, diplomas accounted for 459 placements and degrees for 118. The largest shares came from the School of Computing and Academic Studies (266), the School of Transportation (188), and the School of Energy (90).

WIL is a core component of BCIT's applied educational model and programming. In 2024, new co-op programs were developed in the Graphic Communications Diploma and the Bachelor of Science in Applied Computing Science programs.

BCIT continues to expand applied industry learning, with over 150 programs now 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
	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	▪ Investment in people ▪ Advancement of respect, diversity, and inclusion ▪ Operational effectiveness
	FOSTER VIBRANT COMMUNITIES	▪ Employee recognition and development ▪ Campus development and accessibility ▪ Comprehensive student engagement and support	Access Quality Relevance	▪ Industry collaboration ▪ Extent of Indigenization ▪ BCIT brand strength
	ENRICH PARTNER EXPERIENCES	▪ Integrated curriculum development ▪ Industry partnership accelerator ▪ Educational and curriculum development	Capacity Quality Relevance Efficiency	▪ Campus sustainability ▪ Fiscal sustainability

Strategic Goals and Directives

The newly launched BCIT Strategic Plan was shaped through a comprehensive and inclusive engagement process, grounded in a commitment to reflect the needs and aspirations of BCIT's 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.

Strategic Priorities Underway

Equity, diversity, inclusion, and anti-racism work

BCIT continues to build on the work guided by the Anti-Racism Framework, with a focus on education, data collection and analysis, policy enhancement, and the promotion of inclusive learning environments. The following reflects ongoing commitment to fostering equity, diversity, inclusion, and anti-racism among BCIT's students and employees:

- Received a \$50,000 Canada Research Chairs EDI grant to enhance training and education for employees on equity, diversity, and inclusion topics.
- Facilitated multiple workshops and presentations for students and employees on topics related to respect in the work and learning environment, as well as unconscious bias.
- Developed a Massive Open Online Course, Navigating Conflict in Working and Learning Environments.
- Celebrated Pink Shirt Day by organizing a variety of student and employee activities, including an employee group photo to show solidarity.
- Delivered in-person Conflict Resolution training sessions.
- Developed campaign materials, resources, and tools to promote a culture of care and consent in efforts to prevent incidents of sexualized violence.
- Developed a tool on creating team and project charters to prevent and reduce conflict amongst students and employees.
- The Accessibility Committee has created three additional working groups to further BCIT's commitment to increasing accessibility in all areas of its work.
- Contributed to the development and implementation of IDEAS as a working group, which includes facilitating IDEAS workshops.
- Consulted with Human Resources to enhance data collection for better understanding of employee identities and experiences.
- The Respect, Diversity, and Inclusion Office continued to create and distribute monthly e-newsletters focused on various EDI-related themes.
- Diversity Circles hosted events to promote knowledge sharing and community building, including:
 - Navigating the big divides
 - Celebrating Black Excellence
 - Body inclusivity and anti-fat bias
 - Building a neuroinclusive campus: A panel discussion
 - Indigenous knowledge: Land restoration
 - Supporting student accommodations

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 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 people.



An *Indigenous Vision* complements the three commitments of the previous BCIT Strategic Plan which was in place at the time of 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.

Education Plan (2019-2022)

BCIT launched its current Education Plan in 2019, following an extensive community engagement process known as Ed Talks. Through these facilitated discussions, BCIT employees discussed both the imminent challenges and the opportunities facing the Institute. A key takeaway was the need to actively develop new products and methodologies to preserve BCIT's distinction as BC's premier polytechnic institute. This vision is captured in the theme: "Distinction through Differentiation."

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

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

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

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

Following the launch of the new Strategic Plan, the Vice President, Academic has been leading development of a new Education Plan, which was approved by the Education Council and will be launched in Fall 2025.

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 [CCAR] and three voluntary self-reporting frameworks for higher education institutions: the Sustainability Tracking, Assessment, and Rating System [STARS]; the Sustainable Development Goals [SDG] 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 again been named one of Canada’s Greenest Employers for 2025 by Canada’s Top 100 Employers. As well, BCIT has been listed multiple times by the Association for the Advancement of Sustainability in Higher Education [AASHE] as a top performer in the 2024 Sustainable Campus Index [SCI], tying for fifth with the University of California, Berkeley, in the category of Wellbeing and Work. BCIT has achieved a Silver rating in AASHE’s STARS performance reporting system. BCIT has also been awarded a prestigious Clean Energy Champion award from BC Hydro. This award recognizes businesses, homes, and institutions for reducing their reliance on fossil fuels. Specifically, BC Hydro recognized BCIT for its 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.

International Education Strategic Plan

BCIT is in the final stages of developing a new International Education Strategic Plan to guide its activities from 2025 to 2030. The plan will outline a comprehensive and ethical approach to international education, grounded in institutional frameworks such as the Indigenous Vision, the Anti-Racism Framework, the People Vision, Student Wellbeing and Resilience Framework, and Learning and Teaching Framework. It applies the IDEAS lens to ensure holistic, ethical and inclusive outcomes.

The plan will focus on six strategic goals: delivering quality and ethical education for all, advancing sustainable development, balancing enrolment through transparent planning, diversifying markets and reducing risk, enhancing outbound and inbound cross-cultural opportunities, and investing in faculty capacity and pedagogical innovation. The strategy is expected to be finalized and begin implementation by the end of 2025, with clear performance measures to ensure alignment with institutional and provincial priorities.

INSPIRE—The most comprehensive fundraising campaign for BCIT

The INSPIRE Campaign [the Campaign] is the largest and most comprehensive fundraising initiative in BCIT history. With a focus on access and inclusion, teaching and learning innovation, and campus redevelopment, the Campaign is helping to shape BCIT into a leading destination for applied education. By aligning education with industry's evolving needs, INSPIRE equips students with the skills, experience, and opportunities they need to thrive in a changing world. With continued support from industry partners, alumni, and donors, the BCIT Foundation is helping students succeed and strengthen the workforce that drives British Columbia's economy.

The campaign focuses on three key pillars:

- **Access and inclusion:** Provide meaningful funding for life transforming education, with a commitment to fostering an inclusive environment, improving access to education for students in remote communities, and providing holistic support for Indigenous learners.
- **Campus redevelopment:** Advance the vision to transform the BCIT Burnaby Campus into a vibrant community of next-generation learning spaces that foster collaboration, research, and innovation.
- **Learning and Teaching Innovation:** Invests in new technologies and fields of study to prepare students for success in tomorrow's world—using virtual and augmented reality and other immersive tools to simulate real-world environments and develop job-ready skills.

Since its launch in 2014, the comprehensive INSPIRE Campaign has gained significant momentum in securing transformative gifts in recent years. The BCIT Foundation has strengthened donor stewardship and recognition efforts to highlight the Institute's alignment with both industry and philanthropic partners. In recent years, the Foundation has received more than 18 seven-figure gifts, underscoring the campaign's strong resonance with industry and community partners. Through INSPIRE, BCIT has also reinforced its position as a premier post-secondary institution in British Columbia.

As of March 30, 2025, the INSPIRE Campaign has raised \$131.3 million, surpassing its original goal of \$125 million. The funds have been allocated to the three campaign pillars as follows:

- Access and Inclusion: \$40.9 million;
- Campus Redevelopment \$54.3 million; and,
- Learning and Teaching Innovation: \$36.1 million.

Notably, over \$33 million of the total funds raised through the INSPIRE Campaign has been designated to the Trades and Technology Complex, aimed at enhancing and expanding the educational experience of BCIT students.

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

Health Sciences Centre

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

Tall Timber Student Housing

The Tall Timber Student Housing project will provide 469 much-needed student housing beds with self-contained studio and communal living units. The 12-storey building will also provide a variety of student lounges, project rooms, and outdoor student commons to support student life for all students living on campus. The project supports BCIT's ambitious goals to reduce its Institute carbon footprint and to showcase innovative building techniques like mass timber construction. The completed building, which is set to welcome students in summer 2025, will meet the BC Energy Step Code 4 and will be one of the largest mass timber structures in BC.

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 Workshop to create a new trades identity. The project will also support women and Indigenous students in trades programs by creating inclusive and culturally appropriate spaces.

Sustainability and infrastructure renewal

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 the Guichon Creek continues through the Concert Properties Centre for Trades and Technology project, as well as 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, is in progress. This electrification is expected to reduce BCIT's greenhouse gas emissions by 28%.

New Childcare Facility

In addition, development plans for a new 62-space childcare facility is in progress. This space, once completed, will provide additional childcare support to students, employees, and the broader community.

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.

BCIT and industry

- BCIT researcher Dr. Michal Aibin received a two-year Natural Sciences and Engineering Research Council of Canada [NSERC] grant with industry partner Spexi Geospatial. The project aims to improve how we map forest fires and potential fire locations. Drones are used to take detailed images of forests, which are then analyzed and labelled for fire risks to help forestry managers understand and predict where fires might start.

- BCIT hosted an event with INITIO Medical Group to recognize their donation of \$150,000 in support of Full-time students in the Nuclear Medicine program. Each student in the 2022 and 2023 cohort received a \$1,000 bursary. Additionally, eligible students can apply for additional financial support ranging from academic achievement awards, larger bursaries, and an entrance award.
- The School of Energy's Power Engineering department, in partnership with Wood Fiber LNG, has successfully completed the first phase of the Readiness Program for Indigenous students in the Power Engineering program. Ten students finished the program and will continue their education in Power Engineering.
- BCIT and the Canadian Alliance for Skills and Training in Life Sciences (CASTL) celebrated the development of the BC Biomanufacturing Training Facility (BCBTF), located at the BCIT Aerospace Technology Campus (ATC). The facility will play a pivotal role in addressing skills shortages in the biopharmaceutical industry while supporting life sciences businesses as the fastest growing sector in BC. The facility will provide training for more than 700 people annually by 2026.
- The Marine department continues to deliver tailored training programs for the marine industry, including LNG bunker training for Seaspan and the Port of Vancouver. In addition, on-site training is provided to clients seeking Transport Canada (TC) approved certifications, such as those for oil and chemical barge operations. These customized training solutions are designed to equip both current and future mariners with the skills needed to navigate the growing adoption of alternative fuels, as the industry works toward decarbonization and sustainability.
- The Heavy Mechanical Trades department at the Annacis Island Campus received a rail speeder from the South Coast British Columbia Transportation Authority. This new addition enhances training resources and provides students with valuable hands-on experience.
- BCIT celebrated its first-ever participation in the Disney Cultural Exchange Program with an inaugural group of 20 students selected to embark on a three-month, paid summer internship at the Walt Disney World Resort in Orlando, Florida, in early June 2024.

Post-secondary partnerships

- BCIT is proud to be one of 38 post-secondary institutes across Canada participating in the creation of the College-University Network for Entrepreneurship and Research Commercialization [the Network] funded by \$24.1 million from the Government of Canada over five years. This network focuses on increasing entrepreneurship and research commercialization, supporting Indigenous business, and driving economic growth
- In collaboration with BCIT partners Indigenous Initiatives, Student Life Office, Student Association, Alumni Association, Learning and Teaching Centre, International Student Centre, Pride Committee, RDI, Green Team, faculty and instructors and the community co-hosts City of Burnaby, Simon Fraser University and many more, Library Services organized 88 events attended by 2,568 enthusiastic participants. These events include Food for Thought, AI Literacy: AI Webinar Series, Stories Untold by Generative AI, National Indigenous Peoples Day, 3D Printed Personalized Assistive Devices, Time Management and Learning Strategies, (Em)powering Efficiency, EV Charging Stations and Accessibility, Exam Jam, ConnectFest [formerly known as Burnaby Learning Festival], Metacognition for Engineers and Writing Seminars, just to name a few.
- The SoE hosted a delegation from the Dresden University of Applied Science (HTW Dresden) as part of an exploration to collaborate on student exchanges in Mechanical Engineering. The SoE has connected with Dresden University of Applied Sciences (HTW Dresden) and Berlin University of Applied Sciences (HTW Berlin) to learn about their programs in engineering and technology education.



Performance Measures, Targets, and Results

The performance measures listed below align with the Ministry goals and objectives as defined by the 2024/25 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)	2023/24 ACTUAL	2024/25 TARGET	2024/25 ACTUAL	2024/25 ASSESSMENT
Total Student Spaces	12,633	13,175	12,912	Substantially Achieved
Nursing and other allied health programs	2443	3,186	2,744	Not Achieved
Developmental	239	224	227	Achieved
Performance measure description: The number of full-time equivalent [FTE] student enrolments delivered overall and in designated program areas.				

Historically, BCIT has consistently achieved and exceeded the Ministry’s target for total student spaces. In 2024/25, BCIT’s utilization remain stable while still substantially achieving the target and ultimately delivering 98% utilization on the Ministry’s total student spaces. In recent years, the softening demand of domestic students along with steady increases of international students have impacted BCIT’s utilization rates. Actions are currently underway to help increase domestic activity to enable 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 Future Skills Grant and TradeUpBC, have contributed to increased student participation in Flexible Learning courses and programs.

BCIT delivered 2,744 student FTEs in Nursing, Specialty Nursing, and Allied Health programs in 2024/25, which is an increase of 10% from the previous year.

CREDENTIALS AWARDED	2023/24 ACTUAL	2024/25 TARGET	2024/25 ACTUAL	2024/25 ASSESSMENT
Total Credentials	6,368		6,035	Not Assessed
Graduate, First Professional and Post-Degree	55	≥52	62	Achieved
Bachelor	842	≥850	823	Substantially Achieved
Diploma	2,052	≥2,135	2,014	Substantially Achieved
Certificate	2,922	≥2,845	2,694	Substantially Achieved
Short Certificate	453	≥467	373	Not Achieved
Developmental	44	≥41	69	Achieved
Performance measure description: The average number of credentials awarded to domestic students by public post-secondary institutions in the most recent three years.				

Short certificate credentials awarded were not achieved in 2024/25, mainly due to the expansions in microcredentials, which is 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 Capacity is designed to ensure the BC public post-secondary system has sufficient capacity to meet the evolving needs of the province.

INDIGENOUS STUDENT SPACES	2023/24 ACTUAL	2024/25 TARGET	2024/25 ACTUAL	2024/25 ASSESSMENT
Total Indigenous Student Spaces	869	815	898	Achieved
Ministry [PSFS]	417		417	
SkilledTradesBC	453		480	
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	2023/24 ACTUAL		2024/25 TARGET	2024/25 ACTUAL		2024/25 ASSESSMENT
	%	+/-		%	+/-	
Former diploma, associate degree, and certificate students	91.9%	0.9%	≥ 90%	90.5%	1.0%	Achieved
Trades foundation and trades-related vocational graduates	92.0%	1.7%		94.1%	1.6%	Achieved
Former apprenticeship students	85.4%	3.3%		91.1%	2.2%	Achieved
Bachelor degree graduates	93.3%	2.2%		91.5%	3.3%	Achieved
Performance measure description: percentage of students who were very satisfied or satisfied with the education they received.						

STUDENT ASSESSMENT OF THE QUALITY OF INSTRUCTION	2023/24 ACTUAL		2024/25 TARGET	2024/25 ACTUAL		2024/25 ASSESSMENT
	%	+/-		%	+/-	
Former diploma, associate degree, and certificate students	94.5%	0.7%	≥ 90%	94.2%	0.8%	Achieved
Trades foundation and trades-related vocational graduates	95.2%	1.3%		95.9%	1.3%	Achieved
Former apprenticeship students	89.5%	2.9%		93.6%	1.9%	Achieved
Bachelor degree graduates	91.2%	2.5%		94.3%	2.7%	Achieved
Performance measure description: percentage of students who rated the quality of instruction in their program positively.						

STUDENT ASSESSMENT OF SKILL DEVELOPMENT [OVERALL]	2023/24 ACTUAL		2024/25 TARGET	2024/25 ACTUAL		2024/25 ASSESSMENT
	%	+/-		%	+/-	
Former diploma, associate degree, and certificate students	86.9%	0.9%	≥ 85%	87.2%	1.0%	Achieved
Trades foundation and trades-related vocational graduates	88.1%	1.6%		89.3%	1.6%	Achieved
Former apprenticeship students	82.2%	3.0%		83.8%	2.4%	Achieved
Bachelor degree graduates	87.7%	2.3%		89.0%	2.7%	Achieved
Performance measure description: 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	2023/24 ACTUAL		2024/25 TARGET	2024/25 ACTUAL		2024/25 ASSESSMENT
	%	+/-		%	+/-	
Former diploma, associate degree, and certificate students	88.2%	1.2%	≥ 90%	83.3%	1.6%	Substantially Achieved
Trades foundation and trades-related vocational graduates	89.2%	2.2%		91.7%	2.1%	Achieved
Former apprenticeship students	87.7%	3.2%		90.8%	2.3%	Achieved
Bachelor degree graduates	91.6%	2.6%		91.1%	3.6%	Achieved
Performance measure description: percentage of employed graduates who indicated the knowledge and skills they acquired through their education was useful in performing their job.						

UNEMPLOYMENT RATE	2023/24 ACTUAL		2024/25 TARGET	2024/25 ACTUAL		2024/25 ASSESSMENT
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	10.2%	1.0%	≤11.8%	12.9%	1.2%	Achieved
Trades foundation and trades-related vocational graduates	5.7%	1.6%		7.3%	1.9%	Achieved
Former apprenticeship students	3.5%	1.7%		3.3%	1.4%	Achieved
Bachelor degree graduates	4.2%	1.8%		7.2%	3.1%	Achieved
Performance measure description: percentage of graduates who were unemployed at the time of the survey, compared with the percentage of unemployed individuals with high school credentials or less.						

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

Recommendations for Public Post-Secondary Institutions in BC

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

TRC CALL TO ACTION AND UN DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES ARTICLE	
1: SOCIAL WORK	
We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
N/A	
12: EARLY CHILDHOOD EDUCATION	
We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
N/A	
16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS	
We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
N/A	BCIT does not yet offer language degree and diploma programs. BCIT engaged a Squamish Nation member who will be working with us in a variety of capacities 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 BSN and Specialty Nursing program. - Increased awareness of events and activities [KBE, information sharing related to public education events] ongoing. 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 undertaking efforts to indigenize their department and curricula. - Exploring and implementing diversity, inclusion, and equity into simulation activities. - Working on specific land acknowledgements into specific simulation activities. - Investigating how to evaluate Indigenous Student experiences.
28: LAW SCHOOLS	
We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
N/A	While BCIT does not have a law school, Kory Wilson, Director of Indigenous Initiatives and Partnerships at the Institute, is a lawyer and Chair of the BC First Nations Justice Council.
57: PUBLIC SERVANTS	
We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
In Progress	- 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.
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 antiracism.	
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 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. Indigenous individuals, 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 2025 - Ongoing consultation with stakeholders and community. - 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 [MRI]; 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 an Indigenous vision to showcase BCIT for future students and potential employees. <u>BCIT Indigenous Vision</u> provides a framework for action and a culture of accountability. The School of Health Sciences [SOHS] has Indigenous leads that work in collaboration with BCIT Indigenous Initiatives and Partnerships, and their team of directors.
SOHS hiring	New	Within SOHS, recommendations have been made to Human Resources to include job posting language which includes a commitment for all employees to cultural humility and safety. Working towards incorporating into the job profile the OPHO Recruitment and Retention resource.
SOHS and BSN program	Decolonizing leads	SOHS and BSN program have two faculty members into positions to lead efforts related to decolonization of health science education programs. These leads work in collaboration with BCIT Indigenous Initiatives and Partnerships, and their team of directors.

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: ▪ <u>Electroneurophysiology</u> [Diploma]: 1 designated seat ▪ <u>Medical Radiography</u> [Diploma]: 2 designated seats ▪ <u>Magnetic Resonance Imaging</u> [Diploma]: 1 designated seat ▪ <u>Nuclear Medicine</u> [Diploma]: 1 designated seat ▪ <u>Radiation Therapy</u> [Bachelor of Science]: 2 designated seats ▪ <u>Diagnostic Medical Sonography</u> [Diploma and Ad Cert]: 3 designated seats ▪ <u>Cardiac Sciences</u> [Advanced Certificate Options]: 1 designated seat ▪ <u>Cardiovascular Perfusion</u> [Advanced Certificate Options]: 1 designated seat Laboratory and Allied Health Programs ▪ <u>Environmental Public Health</u> [Bachelor]: 1 designated seat ▪ <u>Food Technology</u> [Diploma]: 1 designated seat ▪ <u>Medical Laboratory Science</u> [Diploma]: 5 designated seats ▪ <u>Occupational Health and Safety</u> [Diploma]: 1 designated seat ▪ <u>Biomedical Engineering Technology</u> [Diploma]: 1 designated seat Nursing ▪ <u>Bachelor of Science in Nursing</u> [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 1000+ Indigenous youths from Indigenous communities throughout the province. This supports program awareness, and the supports that BCIT has to offer 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, welcome by an Elder; introduced to their Indigenous advisor and the services available at the Gathering Place.
BCIT Indigenous education course available to all staff with the goal of ensuring a baseline understanding of Canada's colonial experience and the impact this has had on the health of Indigenous peoples in Canada: ▪ 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.

