

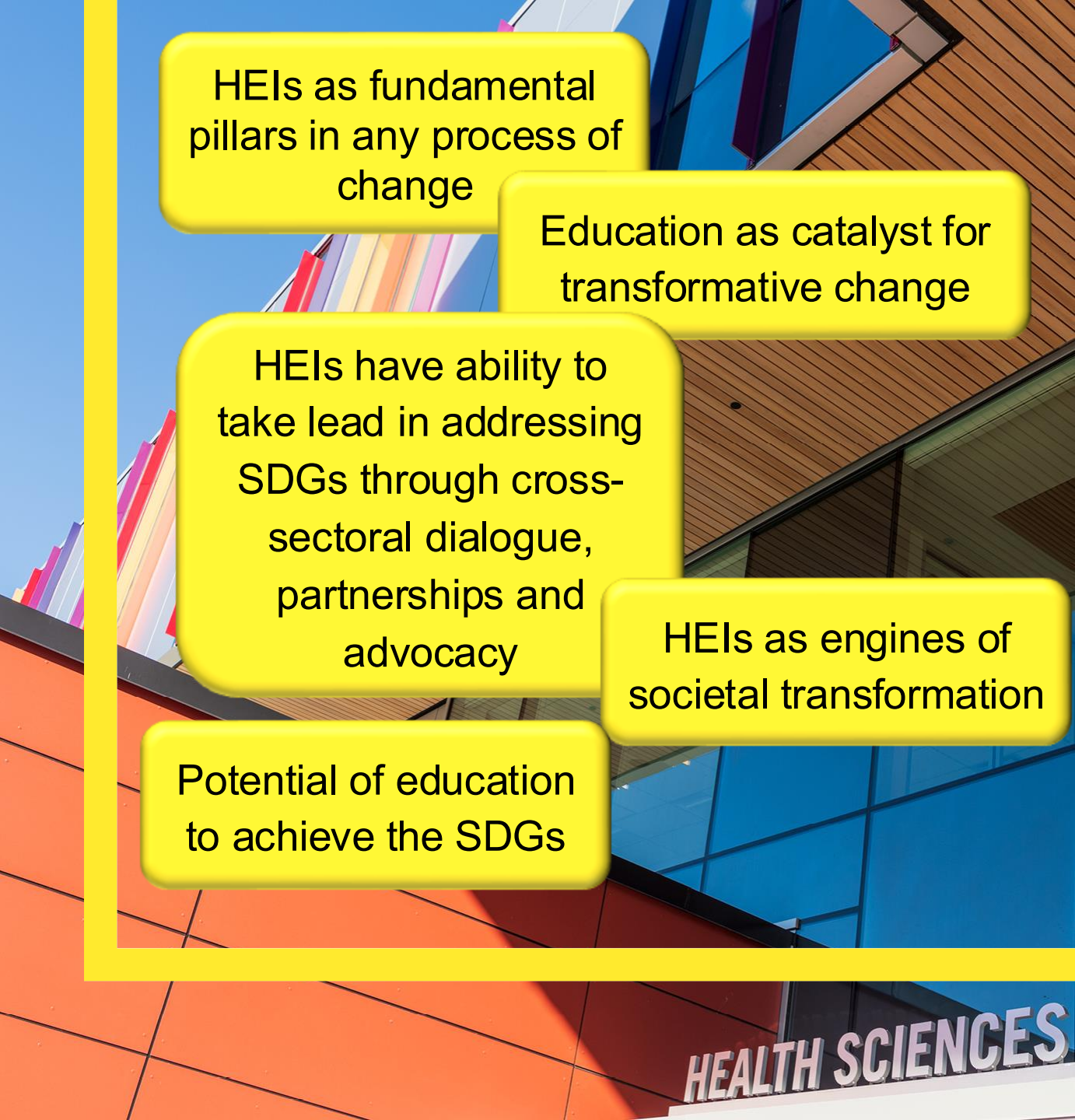
Keeping QA processes in step with institutional priorities around SDGs

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The British Columbia Institute of Technology acknowledges that our campuses are located on the unceded traditional territories of the Coast Salish Nations of **Skwxwú7mesh** [Squamish], **səlilwətaʔ** [Tsleil-Waututh], and **xwməθkwəyəm** [Musqueam].



HEIs as fundamental pillars in any process of change

Education as catalyst for transformative change

HEIs have ability to take lead in addressing SDGs through cross-sectoral dialogue, partnerships and advocacy

HEIs as engines of societal transformation

Potential of education to achieve the SDGs

Role of higher education in SDGs

- HEIs can and must play a significant role
- Social responsibility
- Institutional capability
- Shaping future leaders
- QA processes to align with institutional direction

Agenda

- Context
- BCIT quality framework
- BCIT commitment to SDGs
- IDEAS framework
- Implementing IDEAS in our programs
- QA in supporting IDEAS
- Considerations
- Future directions

British Columbia Institute of Technology

- One of Canada's largest polytechnic institutions
- Provincial mandate
- Certificates through master's degrees
- Applied, experiential learning model
- Teaching and training experts, professionals, and innovators who shape BC's economy

Campuses

5

Programs

300+

Students

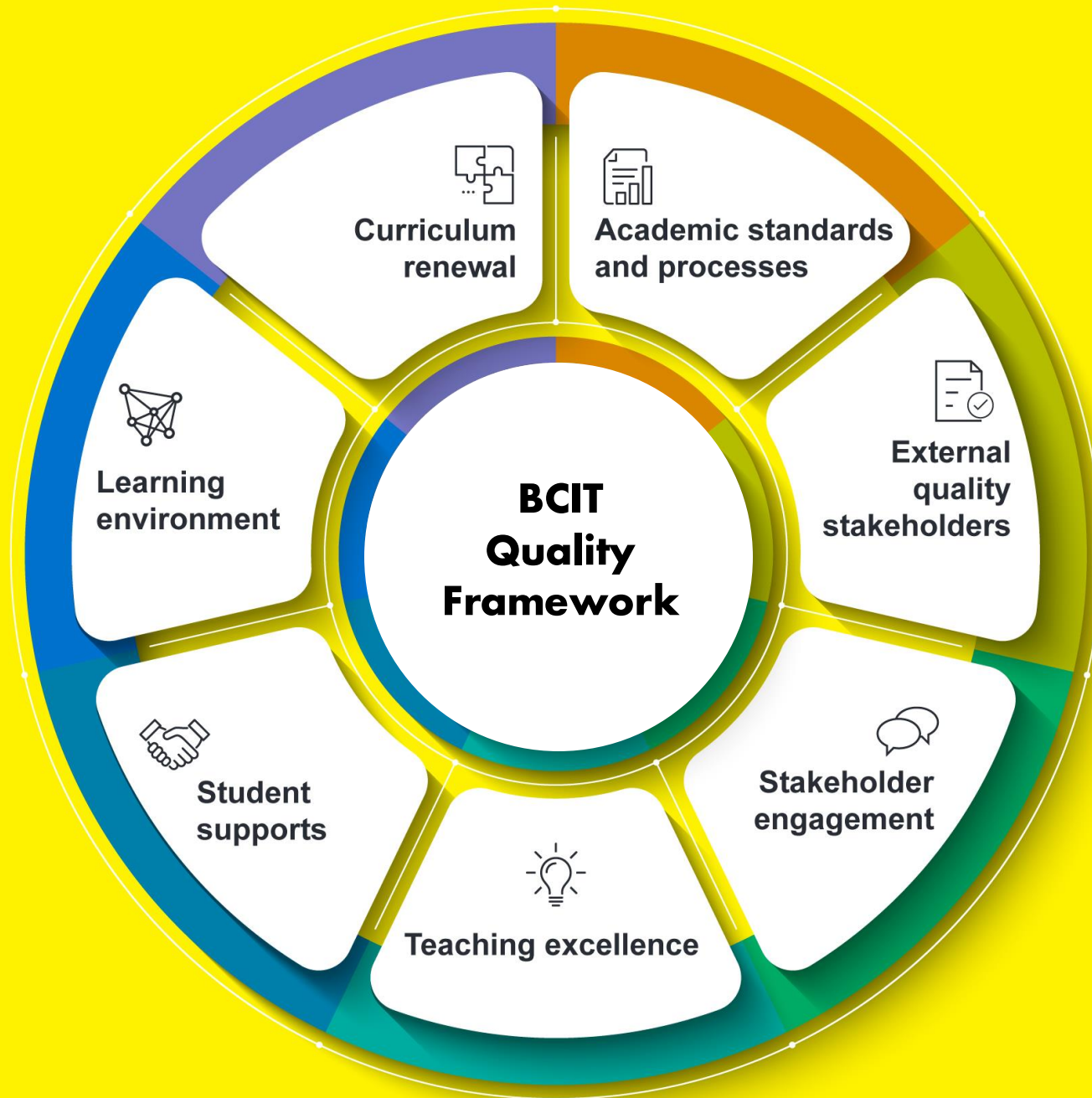
42,500+



External QA Context

- Education is provincial responsibility
- No national/provincial accreditation
- Institutional mandate letters (annual)
- In BC: Quality Assurance Process Audit
- Degree Quality Assessment Board
- Accountability reporting





WHAT WE ASPIRE TO ACHIEVE

UN Sustainable Development Goals at BCIT

We define sustainability as “enabling people to lead socially just lives within ecological limits.”

Transforming our world: the 2030 Agenda for Sustainable Development

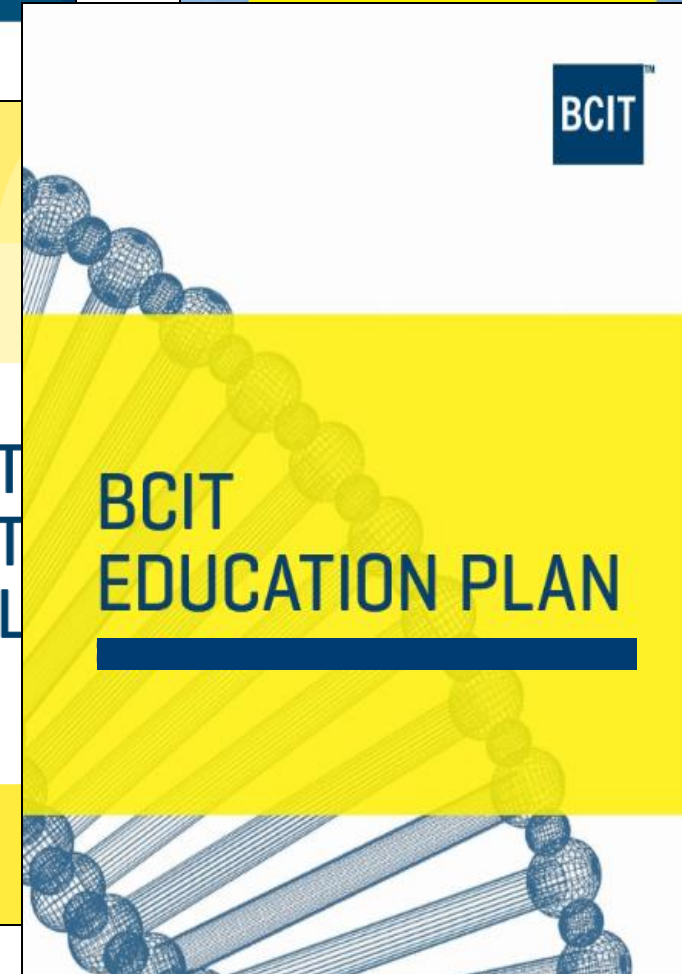
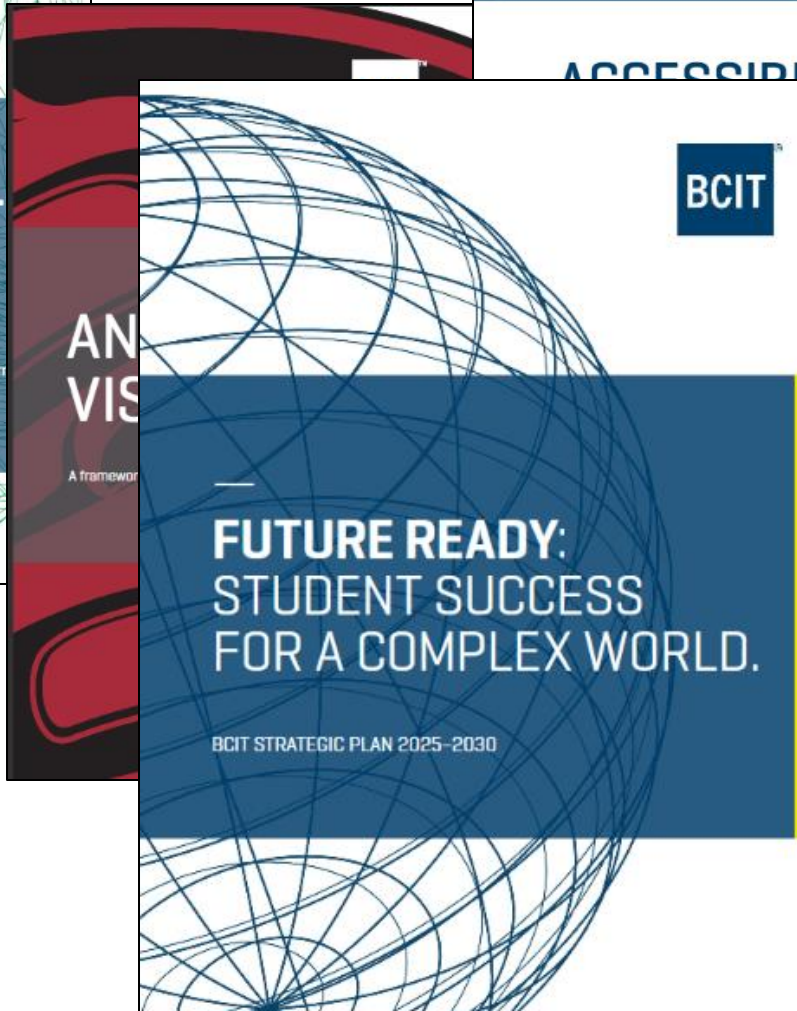
BCIT Commitment to SDGs



Active progress

More work to do

Many Plans



I

Indigenous, Inclusion

D

Diversity

E

Equity

A

Access

S

Sustainability, Student Well-being

IDEAS framework



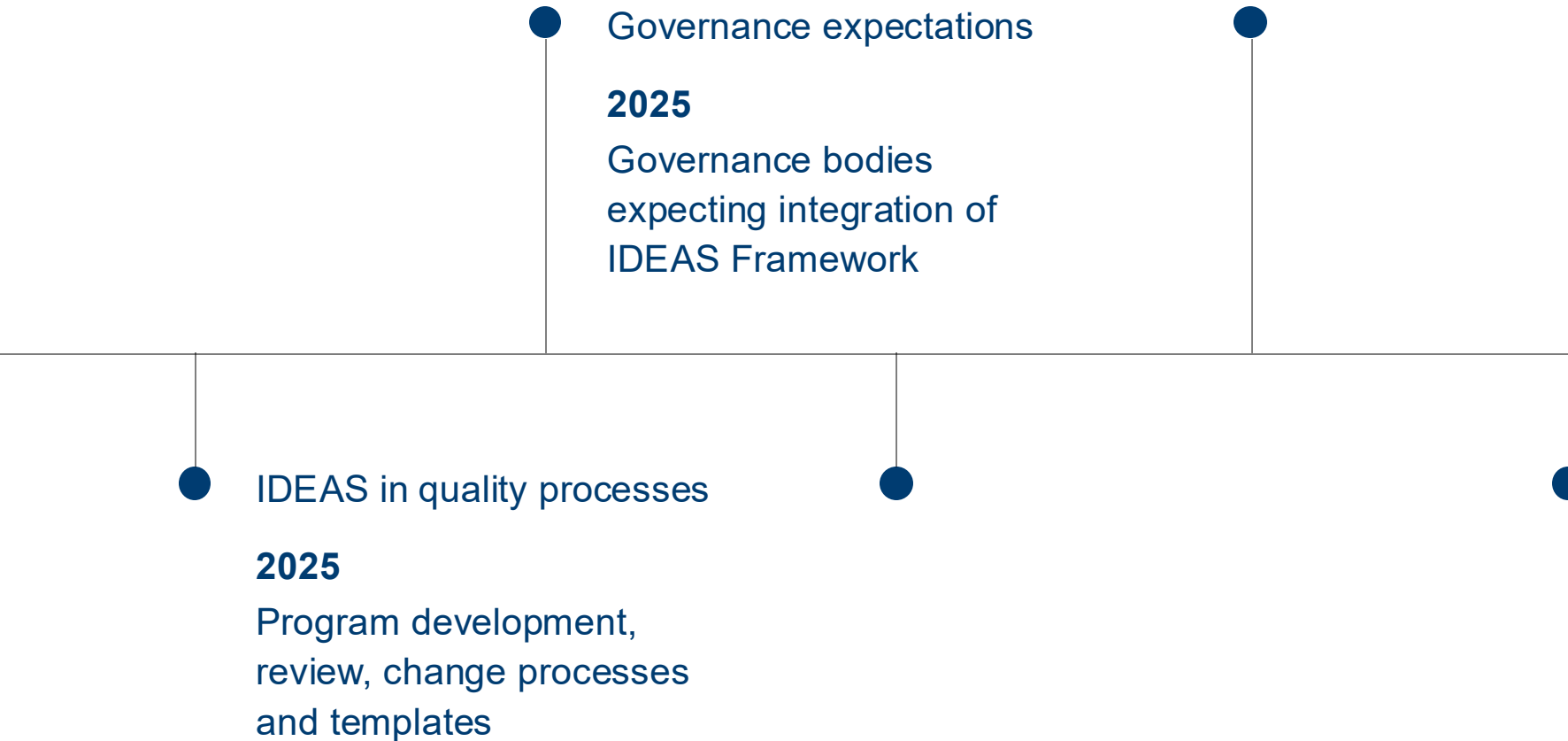
IDEAS Guiding document

Program aspect	IDEAS element	Guiding questions
Admission requirements	Indigenous, Access	Has the program considered whether the admission requirements potentially introduce barriers to Indigenous or under-served populations? What options are there for students to re-enter the program should they require an extended leave?
Delivery modes	Sustainability	How can the materials, products or technologies used to deliver the program either reduce the need for material inputs, or originate from sustainably managed and ethically sourced materials?
Faculty	Inclusion, Diversity	How can faculty be supported in increasing their collective competence and confidence in creating an inclusive and respectful learning environment?
Program relationships and connections	Equity	How can the program amplify the work of existing campus champions on equity issues? How can the program influence awareness of equity issues among industry and community partners?
Curriculum	Student wellbeing	How can we ensure knowledge and skills taught in the program are essential (i.e. “must have” rather than “nice to have”) to balance student workload?

IDEAS framework



IDEAS framework, continued



Considerations

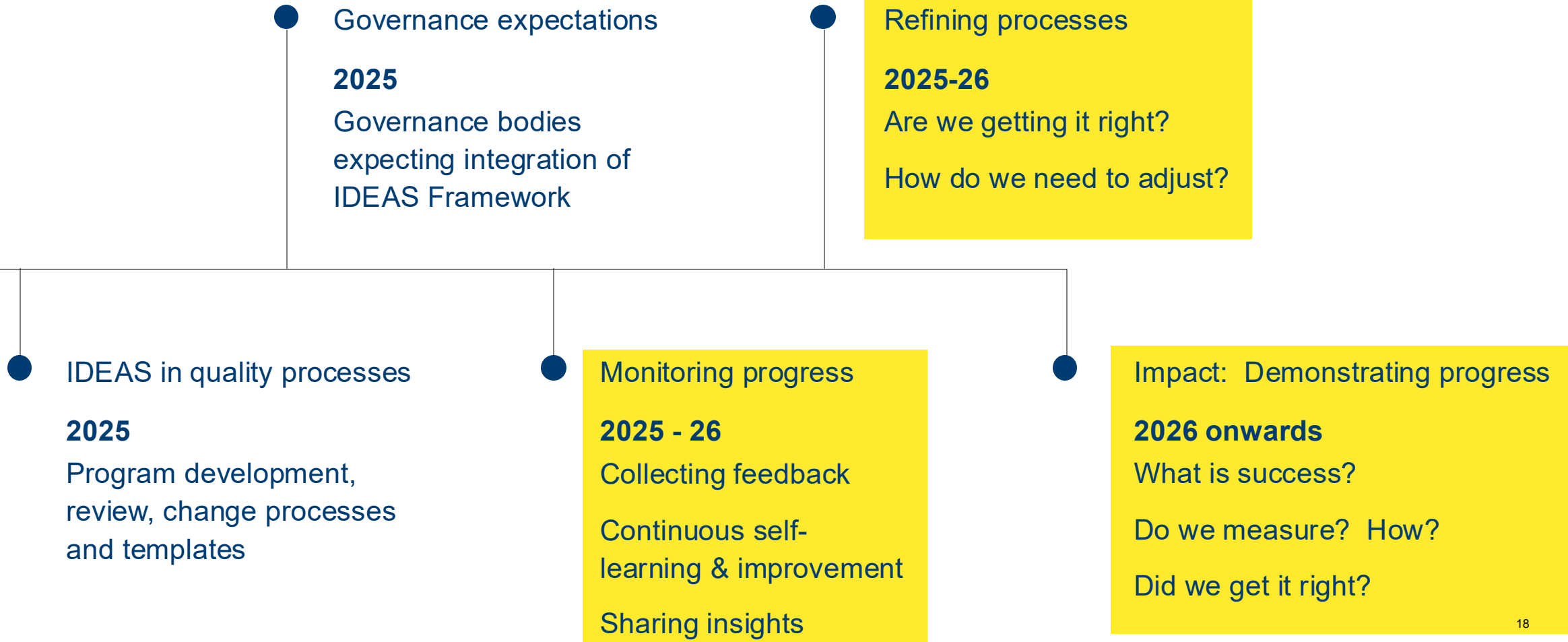
- Potential barriers: personal, organizational, external
- Experience at BCIT:
 - Faculty readiness, interest, mindset
 - Diversity in program types/sizes – what's expected
 - Program capacity (e.g. small programs)
 - Competing with other program and institutional priorities
 - Avoiding “checkbox” response
 - Anticipating some resistance (yet another new thing we have to do – “imposed burden” vs common institutional value)
 - Did we get it right?

Considerations - Your perspective

Questions for you:

1. How have you dealt with these types of considerations when implementing similar initiatives? (SDGs or others)
2. What other considerations are important and what are some strategies you have used to deal with them?
3. How have your QA processes contributed to meaningful engagement on these types of initiatives?

IDEAS framework – what's next



Conclusions

- Case study of how our institution leveraged QA processes as part of moving us forward in our commitment to align with SDGs (through our IDEAS framework)
 - If we got it right, demonstrates contribution of QA processes to moving initiatives forward
- QA processes can't stay static, need to ensure alignment with institutional priorities
 - External QA as catalyst
 - Internal QA to embed sustainable practices

Conclusions

- Our hope:
 - Collective efforts/processes (IDEAS framework, guiding documents, QA processes, broad community engagement, etc.)
 - Will ensure sustained focus on the core principles in our IDEAS framework and provide momentum to make meaningful progress towards achieving the UN SDGs.
 - Importance of demonstrating that we are “living our values”, beyond having institutional documents/reports/policies
 - Need to be actioned
 - QA as one mechanism to action
 - Eventually hope it becomes “just the way we do things” as our educational model
 - Overall, through our educational programs, hope is that we will be creating future leaders committed to and knowledgeable in principles integral to SDGs

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Questions



Thank you!