

INSTITUTIONAL ACCOUNTABILITY PLAN & REPORT

2021-2022



**Justice
Institute**
BRITISH COLUMBIA



We respectfully acknowledge the
Justice Institute of British Columbia's New Westminster campus is
located on the unceded Traditional Territories of the qiqéyt (Qayqayt),
x^wməθk^wəyəm (Musqueam) and Coast Salish Peoples.



June 8, 2022

Honourable Anne Kang
Minister of Advanced Education and Skills Training
PO Box 9080 Stn Prov Govt
Victoria, B.C. V8W 9E2

Dear Minister Kang:

On behalf of the Board of Governors and the employees of JIBC, we are pleased to submit the Justice Institute of British Columbia's (JIBC) Institutional Accountability Plan and Report for the 2021-2022 fiscal year.

Together with our many public safety and justice partners, JIBC continued to respond to the demands of the global pandemic to ensure the delivery of the essential education and training that supports safer communities in our province. For the second year, we were able to maintain on-campus learning and add back the vibrant presence of more students, staff, and faculty in fall 2021 without any COVID-19 outbreaks on our campuses. This is a testament to the flexibility and teamwork exhibited by the entire JIBC community and the clear direction provided by the Provincial Health Officer, the Ministry of Health, and the Ministry of Advanced Education and Skills Training. We are grateful for this guidance as it fuelled the robustness of our safety plans, which kept our people safe.

We would be remiss if we did not mention that student satisfaction with programming barely wavered during this period of change, as our resilient faculty adapted coursework and facilitation methods to meet the needs of all learners. Other highlights include academic policy changes that enhance quality assurance processes, the development of micro-credentials, and the termination of programming for which there is declining market demand. JIBC also focused on developing a long-range facilities plan, introducing curriculum improvements, and supporting students through financial aid and mental wellness supports.

Through the efforts of our staff and faculty, we managed to support more than 34,000 students this fiscal year, 86 per cent of whom reside in British Columbia. JIBC experienced a 17 per cent increase in domestic student enrolment, primarily due to our ability to adapt our programming for online delivery to keep learning accessible throughout the province. We are proud of the agile and creative ways our staff have worked in partnership with employers to address staff shortages and the changing workforce needs brought on by the pandemic.

To ensure JIBC is ready to respond to present-day opportunities and challenges and those of the future, considerable effort was undertaken in 2021-2022 to revitalize and restate our strategic plan. For the Greater Good underscores our continuing focus on pursuing education and training excellence and meeting the goals government has set for us. We are pleased to share our plan within this report.

As Board Chair and President, we affirm our commitments and accountabilities for this plan and report. There are many challenges in front of JIBC as we work toward our vision of safer communities and a more just society. We hope this report does justice to the strength and efforts of the JIBC community and demonstrates the enthusiasm we have in fulfilling our mission.

Sincerely,



A handwritten signature in black ink, appearing to read 'Stephen Gamble', written in a cursive style.

Dr. Stephen Gamble
Chair, Board of Governors



A handwritten signature in black ink, appearing to read 'Michel Tarko', written in a cursive style.

Dr. Michel Tarko
President and CEO

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01

INSTITUTIONAL OVERVIEW

The Justice Institute of British Columbia (JIBC) is Canada's leading public safety educator, responsible for identifying and meeting the educational and training needs of the justice and public safety sectors across British Columbia.

JIBC offers exceptional applied education and professional training to domestic and international students that leads to certificates, diplomas, bachelor's degrees, and graduate certificates. JIBC is also known for providing advanced and specialized courses to meet career-related learning and development goals and customized contract training aligned with the needs of government agencies and private organizations worldwide.

With six campuses in B.C., robust online offerings, and training in more than 160 B.C. communities over the last five years, the Institute strives to provide equitable and affordable access to education for all learners, regardless of their location. Our curriculum emphasizes real world, hands-on experiential learning and training that has an immediate and lasting impact. More than 30,000 students study at JIBC every year, benefiting from instructors who understand the critical professions we train for because they have been on the front lines, doing the jobs themselves.

A JIBC education provides professionals with the knowledge, skills, and abilities to excel at every stage of their careers and make a difference each and every day. Our graduates include paramedics, law enforcement officers, firefighters, emergency management professionals, correctional officers, probation officers, security guards, bylaw enforcement officers, intelligence analysts, search-and-rescue technicians and volunteers, deputy sheriffs, trauma counsellors, negotiators, mediators, and other conflict management professionals.

JIBC's graduates are highly visible in the community, patrolling our streets, leading in our workplaces, attending to emergencies — wherever and whenever they are needed. They are the ones who make sure our communities are as safe and secure as possible, where business and industry can thrive.



JIBC AT A GLANCE



Our People

| | |
|------------------------|------------------|
| 34,304 students | 3,741 FTE |
| 654 faculty | 120 FTE |
| 306 staff | 204 FTE |



Our Education

| | | |
|----------------------|------------|----------------------------|
| Domestic | 87% | ↑17% from 2020-2021 |
| International | 13% | ↓10% from 2020-2021 |
| Online | 56% | ↓6% from 2020-2021 |
| In-person | 44% | ↑17% from 2020-2021 |

Our Campuses

New Westminster Campus | qiqéyt (Qayqayt), x^wme0k^weyem (Musqueam) and Coast Salish Traditional Territories.

Chilliwack Campus | Stó:lō Traditional Territories.

Maple Ridge Campus | áícéý (Katzie) and q^wa:ńł'əń (Kwantlen) Traditional Territories.

Pitt Meadows Campus | áícéý (Katzie) and q^wa:ńł'əń (Kwantlen) Traditional Territories.

Okanagan Campus | Syilx Okanagan Traditional Territories.

Victoria Campus | Traditional Territories of the of the lək^wəŋən Peoples of the Songhees and Esquimalt Nations and the 'WSÁNEĆ Peoples.



02

STRATEGIC DIRECTION AND CONTEXT

2.1 STRATEGIC DIRECTION

Since 1978, JIBC has been an integral part of our province's public safety and justice sector by providing the education and training necessary to help people in the direst of circumstances, including when life, health, safety, or property are in jeopardy. Our goal is simple. To help our students fulfill or advance their career aspirations in service to the people of British Columbia.

VISION

Safer communities and a more just society.

MISSION

Developing dynamic justice and public safety professionals through exceptional applied education, training, and research.

MANDATE

Unique among post-secondary institutions in Canada, the Justice Institute of British Columbia offers specialized, applied education, training, and research in conjunction with our community partners in the fields of justice and public safety.

VALUES

Integrity | Service | Diversity

2.1.1 2022-2027 STRATEGIC PLAN

The Institute's strategic plan was redeveloped to more boldly convey JIBC's vision for the future in a post-pandemic world, integrating new priorities for government, society, students, and the Institute that have emerged over the past two years. For the Greater Good communicates the Institute's 2022-2027 strategic plan and underscores our continuing focus on pursuing education and training excellence. It upholds our obligation to Truth and Reconciliation through the establishment of a standalone commitment focused on Indigenization. Our plan also establishes JIBC's commitment on equity, diversity, and inclusion, focused on building the most inclusive learning and working environments. Rounding out our pledges are commitments to operating efficiently and responsibly, including doing our part to address climate change by meeting our targets for reducing greenhouse gas emissions, and the need to put people first — our students and our staff — to create the best learning and working experiences.

We believe our plan provides clear direction, measurable goals, and realistic strategies for achieving these commitments and responding to the many demands facing the extraordinary professions we prepare our students to enter.

STRATEGIC PRIORITIES

Each of the six key commitments is supported by an overarching objective and supporting strategies that link to our aspirations and core purpose. Our commitments are our principal ambitions, each with specific and measurable goals.

Putting Students First

Support students throughout their educational journey through services and support systems that are responsive, easy to access, and easy to use.

Foster a student-centred customer-service culture.

Embed student health and safety into campus life.

Enhance campus culture and the student experience.

Pursue, leverage and steward philanthropic opportunities that support student success.

Deepen relationships with core clients to support the successful transition of public safety trainees to their first day of work.

Elevate relationships with employers and communities to support job opportunities and career progression for students.

Pursuing Education & Training Excellence

JIBC students and trainees are the beneficiaries of in-depth, unique educational experiences that are responsive to student and stakeholders' needs and contribute to the safety, security, well-being and social fabric of British Columbia, Canada, and the world.

Provide experiential, evidence-informed education and training based on best practices and learning outcomes that support the JIBC mandate.

Ensure programming and teachings mirror current and emerging trends and meet the needs of the public safety and justice communities.

Ensure education and training opportunities are accessible to B.C. residents.

Prioritize relationships with stakeholders to develop collaborative partnership opportunities and/or to address any inadequacies with programming and/or training.

Living Indigenous Ways of Thinking, Being, Relating and Doing

Indigenous perspectives are considered, recognized, included, and celebrated in JIBC education and workplace practices.

Increase knowledge and literacy about Indigenous culture and history.

Reflect Indigenous perspectives across JIBC curriculum, practices, and spaces to support all students in their chosen professions and instructors within the justice community.

Form strong relationships with the Indigenous community, professional partners, and governments to ensure understanding of Indigenous educational and training needs.

Ensure campuses and communication materials reflect world views and include high-visibility art and items symbolizing our commitment to Indigenous education.

Fostering the Success of Our People

JIBC offers a purposeful, professional, and contemporary work experience and environment that values and supports its people.

Ensure a respectful, transparent, and flexible work environment that supports a positive culture.

Provide JIBC staff and faculty with the tools, supports and skills necessary to excel in their roles.

Provide staff and faculty with opportunities to learn and grow professionally.

Ensure there is a clear and competitive Employee Value Proposition.

Empower staff and faculty to nurture engagement, recognition, and innovation.

Ensure JIBC wellness is rooted in both physical and psychological safety.

Championing Equity, Diversity & Inclusion

JIBC is a respectful, progressive, and inclusive institution of higher learning where students and staff have equal access to opportunity.

Embed Equity, Diversity, and Inclusion philosophies and practices in all aspects of our educational offerings and in our workplace.

Elevating Organizational Effectiveness

Consistently strengthen our operational support structure to ensure financial sustainability, administrative effectiveness, risk mitigation, and future innovation.

Ensure all funding models support current and future service delivery needs and costs.

Transform existing operational processes and services through technology.

Align resources with priorities that increase effectiveness, lower risk, or promote innovation.

Embed a safety culture, including health, security, emergency preparedness/response capacity, and business continuity, into JIBC work life.

Maintain and develop actions to minimize our ecological footprint.

Prioritize stakeholder relationships to advance effectiveness in meeting stakeholder needs.



2.1.2 STRATEGIC PRIORITIES

JIBC’s annual business plan is a roadmap of initiatives and milestones that will carry us forward in achieving our goals. Each division creates a cascaded business plan to ensure resources are aligned to deliver on our strategic priorities and make the improvements our plans envision. Priorities for 2022-2023 include:

PUTTING STUDENTS FIRST

1. Review, analyze and implement recommendations for changes to services for students and how they are delivered.

PURSUING EDUCATION & TRAINING EXCELLENCE

1. Establish or update physical learning environments to support optimal in-person learning.
2. Develop an integrated growth strategy for domestic and international education and training.

LIVING INDIGENOUS WAYS OF THINKING, BEING, RELATING AND DOING

1. Begin implementing the new Living Indigenization Plan.

FOSTERING THE SUCCESS OF OUR PEOPLE

1. Enhance organizational design processes to improve workforce planning, sustainable workloads, organizational productivity, and employee engagement.

CHAMPIONING EQUITY, DIVERSITY & INCLUSION

1. Establish a comprehensive action plan for JIBC-wide assessment and action on equity, diversity, and inclusion.

ELEVATING ORGANIZATIONAL EFFECTIVENESS

1. Deliver enhancements to enterprise resource planning systems to transform existing operational processes.
2. Begin implementing the Long-range Facilities Plan.
3. Conduct an environmental sustainability gap analysis.

2.2 STRATEGIC CONTEXT

2.2.1 INTERNAL SCAN



COVID-19 RESPONSE AND RECOVERY (ML)¹

In March 2021, JIBC shifted from an Emergency Operations Centre to a Go Forward Oversight Working Group, tasked with scenario planning and change management to maintain safety, mitigate challenges, and plan to return to full on-campus activities. Principles were developed to inform course delivery decisions for fall 2021 to meet student and employer needs, achieve learning outcomes, and deliver quality experiences. Student satisfaction with online learning was very high during the pandemic, due to the continuing excellence of instruction and the investments we made in curriculum redesign and learning management system enhancements. We planned for a higher level of online instruction in fall 2021, compared to pre-pandemic, to enable greater student access to our programming across the province and a corresponding reduction in travel costs for students.

¹An icon is used to identify sections that address specific mandate letter priorities.



A number of JIBC's full-time in-person programs continued on campus throughout the pandemic, including police recruit training, firefighting, paramedicine, and sheriff recruit training. JIBC was one of the first B.C. post-secondary institutions with COVID-19 safety protocols that allowed in-person learning with hands-on instruction in spring 2020. The efforts and vigilance of the entire JIBC community were responsible for safe, healthy, and effective learning environments throughout the pandemic, with no on-campus outbreaks.

Over the course of the year, emerging disease variants, waves of high transmission, and vaccine uptake rates created an opportunity for collaboration across the post-secondary sector, and JIBC was active in a wide variety of sector-wide organizations, committees, and working groups. Maintaining a proportional response to the risk was JIBC's primary consideration, in addition to maintaining continuity of learning and quality programming throughout the pandemic. JIBC deepened consultation and engagement with staff, faculty, and students to learn about the impacts of the pandemic and address challenges. The JIBC Students' Union surveyed their members to gain feedback about the emergency shift to online learning at the start of the pandemic, and academic leaders responded with changes to improve students' experiences in 2021-2022. A survey of all staff, faculty and students found very high vaccination rates within the JIBC community, and this data helped the Institute determine that mandatory vaccinations and rapid testing were not required to maintain safety.

With a loosening of restrictions in July, and further changes rolled out in early September, JIBC developed protocols based on guidance from the Ministry, WorkSafeBC, and the Fraser Health Authority. Students were updated regularly through email, social media, website alerts, and online campus communities created for students within the learning



management system. A Communicable Disease Plan was rolled out in September to coincide with a general return to campus for students, staff, and faculty, replacing the COVID-19 Safety Plan first developed in summer 2020. JIBC managed different requirements at the Okanagan campus, where more stringent health orders required additional safety protocols. A vaccination clinic was held on campus to further support safe work and learning environments.

Throughout the pandemic, personal safety measures were reinforced with regular encouragement to keep a safe distance, complete a daily health assessment, wash hands, and get vaccinated. Student Ambassadors were hired to remind students, staff, and visitors of COVID-19 safety protocols, such as the need to wear masks in indoor public spaces and to check vaccine passports for non-essential activities on campus.

The fall 2021 term saw a return of more students to campus. Each program designed its ideal delivery model to meet student demand, pedagogical best practices, and safety requirements. JIBC hired additional instructional designers to build high-quality online courses that support JIBC's experiential learning model, providing a high degree of engagement and practice opportunities. A number of programs piloted HyFlex learning, where students could choose to attend class face-to-face with an instructor or virtually. In addition to supporting a variety of student preferences, HyFlex classrooms allowed students and faculty to continue learning during periods of mandatory self-isolation and accommodated international students who were unable to travel to Canada. The Institute invested in portable 360° videoconferencing within classrooms to enable flexibility.

The library resumed evening and weekend in-person hours, and students continued to benefit from the provincial AskAway

virtual chat reference service. Through the B.C. Electronic Library Network, post-secondary libraries collaborate across the province to provide 73 hours per week of free research support to all students. JIBC's usage of the service doubled since the beginning of the pandemic, and friendly and professional library services are always just a click away, regardless of student location.

The emergence of the fourth wave of transmission due to the Omicron variant over the December holiday required a shift to online learning for the start of the winter semester as a precautionary measure, and all on-campus activities resumed three weeks later. JIBC was able to move to a mask-supportive environment in March when the provincial face coverings order was lifted.

Employer, Government, and Community Support

Ensuring that governments, employers, and communities could continue hiring and training in-demand justice and public safety workers required ingenuity and effort across the Institute.

JIBC streamlined its registration process for security training programs to manage a significant increase in applications for Gaming Security Officer training. Working collaboratively with B.C. Lottery Corporation and gaming centres, JIBC helped meet the training needs of an influx of new hires — estimated at 200 to 300 jobs across the province — to refill security positions vacated due to COVID-19 closures.

The Government of Nunavut was without adult corrections officer training since the start of the pandemic. A hiring initiative added 100 new staff across all facilities in the territory, and an equivalent number were hired to staff a new maximum security and remand facility that opened in fall 2021. JIBC's Corrections Division provided training to these newly hired staff in Iqaluit under an accelerated recruit training schedule.

The B.C. community and custody corrections training programs also experienced a one-year hiatus due to the pandemic. Working in partnership with BC Corrections, JIBC redesigned the in-person programs to provide four months of virtual training in spring 2021. Instructors in the Adult Probation Officer program assisted with the design and delivery of the training. As a result of converting to an online model, JIBC has now been contracted to deliver this training to the Yukon and Northwest Territories governments.

A contract to deliver the Critical Incident Stress Management certificate program to the Provincial Overdose Mobile Response Team was completed in June. The team, operated by the Provincial Health Services Authority, offers counselling support to first responders and frontline workers who experience distress and mental health concerns due to their work responding to the provincial overdose public health emergency and the COVID-19 pandemic.

JIBC's Health Sciences Division was recognized for its partnership with Fraser Health Authority to support the rollout of mass-vaccination clinics in the Fraser Health Region. The JIBC partnership in training firefighters to support the regional immunization strategy resulted in 476 firefighters completing the labs and passing proficiency checks. Through

this involvement, JIBC helped Fraser Health deliver more than 1.4 million doses of COVID-19 vaccine to local communities by June, a number that continued to increase, helping bend the curve of transmission in a region heavily impacted by the pandemic.

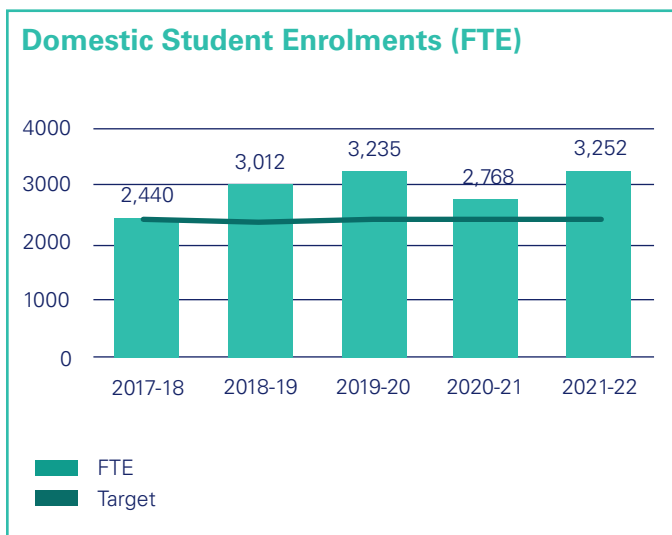
JIBC also contributed to the growing COVID-19 research base. Dr. Ron Bowles disseminated the results from his research on the Canadian Paramedic Services Response to COVID-19. This applied research project, funded through a National Sciences and Engineering Research Council grant, explored the challenges, innovations, barriers, and strategies employed by paramedic services across Canada in the initial wave of the COVID-19 pandemic. Project partners included B.C. Emergency Health Services, Alberta Health Services Emergency Medical Services, University of Toronto, Urgences-Santé, and Nova Scotia Emergency Health Services.





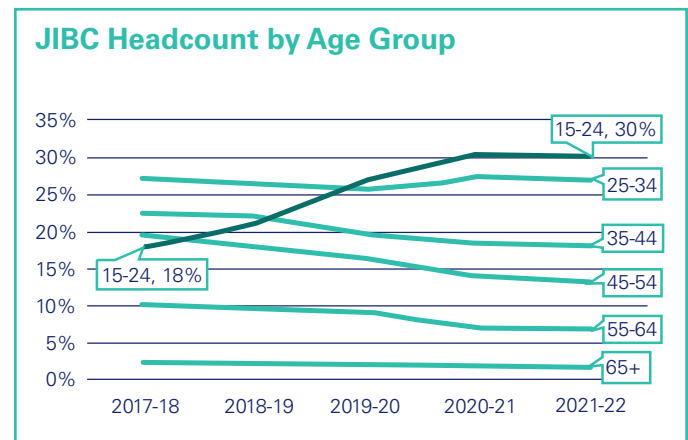
JIBC STUDENTS

There were just over 34,000 students enrolled in courses at JIBC in 2021-2022, an 18 per cent increase from 2020-2021. JIBC is one of the largest public post-secondary institutions in the province by student headcount but is in the middle in terms of full-time equivalents. With almost 3,750 FTE students in 2021-2022, JIBC had nearly a 10-to-1 headcount-to-FTE ratio, like previous reporting years. This is unique in the B.C. post-secondary sector, where the ratio is typically no larger than 3 to 1 and reflects JIBC's investment in ongoing skills training to help public safety and justice professionals develop new competencies throughout their careers.



Source: Central Data Warehouse, May 2022

JIBC's student body has become younger in recent years. The 15-24 age group now accounts for almost one third of the JIBC student body. While older age groups have seen a decrease in their proportion of the student population, the headcount in these age groups has remained fairly stable. Many JIBC students are mid-career professionals pursuing advanced specialty training in public safety fields and developing their leadership competencies as they advance in their careers.



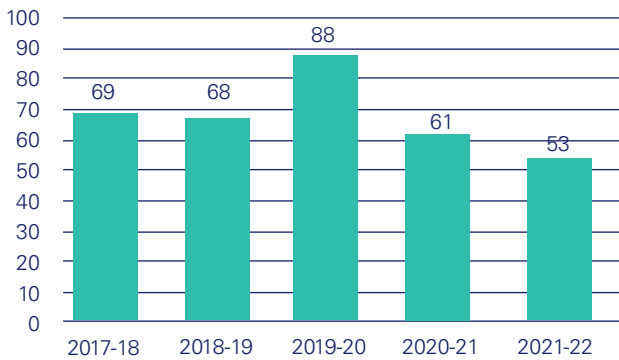
Source: Central Data Warehouse, May 2022

About 60 per cent of JIBC students in 2021-2022 identify as male. Reflecting the demographics of some public safety occupations, a higher percentage of men were enrolled in Fire & Safety programming (86 per cent) and the Police Academy (71 per cent). However, over the past five years, more than 50 per cent of students identified as female in leadership, counselling, community safety, and conflict resolution.

Indigenous Students

JIBC serves people across the province situated on Traditional, Unceded, and Treaty Territories and the many Nations who are represented by the urban Indigenous population in British Columbia. The Institute has welcomed more than 6,200 Indigenous learners in the last five years. In 2021-2022, Indigenous student enrolments represented about four per cent of total domestic FTEs.

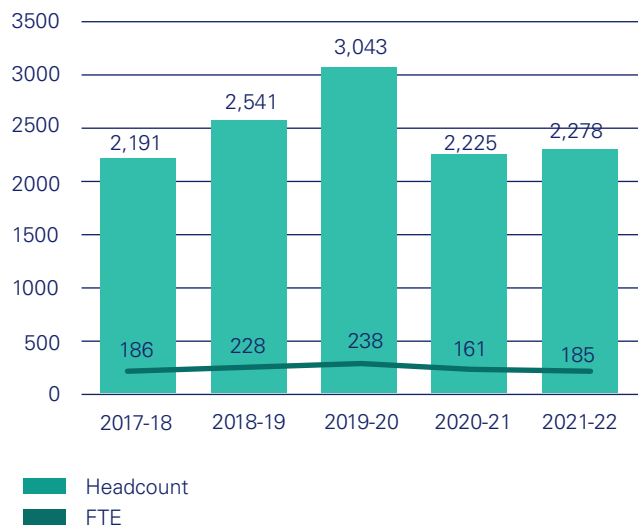
Credentials Awarded to Indigenous Students



Source: Central Data Warehouse, May 2022, and Student Transitions Project Aboriginal Spool, 2020-2021.

Note: Includes short certificates. Based on self-declaration as an Indigenous person at JIBC or any B.C. K-12 or post-secondary institution.

Indigenous Student Enrolments



Source: Central Data Warehouse, May 2022, and Student Transitions Project Aboriginal Spool, 2020-2021.

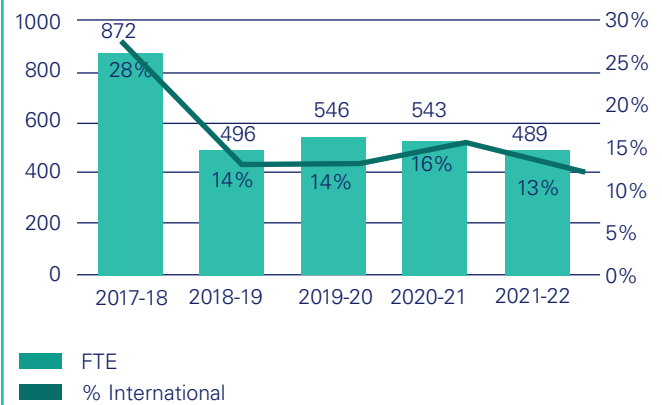
Note: Based on self-declaration as an Indigenous person at JIBC or any B.C. K-12 or post-secondary institution.

Indigenous students complete academic and professional programs, particularly paramedicine and firefighting, and take courses to advance in their careers. JIBC consistently partners with over 30 Indigenous communities and organizations every year to provide training, research, and expertise in support of community development and safety initiatives. Indigenous student headcount varies year-to-year based on these contracts for skills training, and student enrolments and program completions decreased during the pandemic due to barriers to delivering training in communities.

International Students

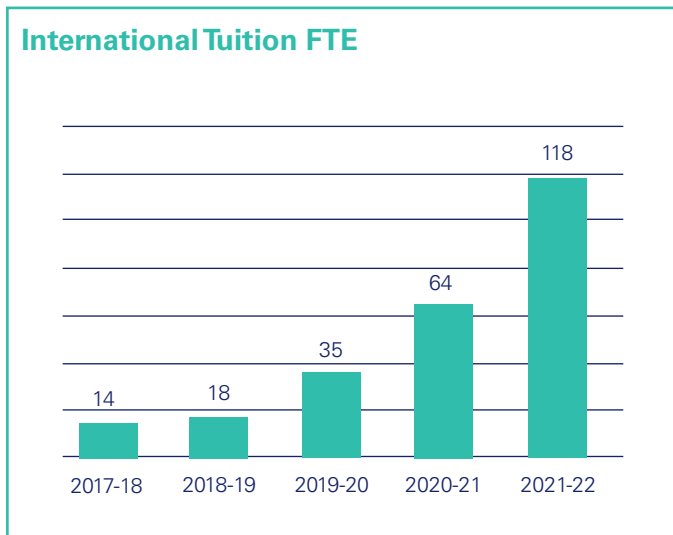
JIBC's international strategy envisions a balanced expansion of learning opportunities for international students from diverse countries, both at JIBC and in their home communities. The impact of immigration has transformed B.C. communities culturally, linguistically, and economically, and public safety employers want their workforces to reflect the rich diversity of their communities. JIBC is increasing the recruitment of international students to meet B.C.'s rising labour force demand for diverse and highly skilled workers.

International Student Enrolments (FTE)



Source: Central Data Warehouse, May 2022

Prior to 2019-2020, much of JIBC's international enrolments were related to contract training activity in Singapore and Hong Kong, where the Health Sciences Division has long-standing relationships educating paramedics. However, JIBC's international activity attributable to academic programs offered in B.C. has grown considerably the past three years, reaching almost 120 FTE in 2021-2022.



Source: Central Data Warehouse, May 2022

Accounting for a substantial proportion of international tuition FTE in 2021-2022 are the Post-Baccalaureate Diploma in Law Enforcement Studies (70 FTE) and the Post-Baccalaureate Diploma in Disaster Management (32 FTE), both recently launched. JIBC has significantly expanded its international base by offering international students a pathway to permanent residency in occupations with high demand.

The Emergency Management Division is embarking on a one-year project with the Association of Southeast Asian Nations (ASEAN) EOC Network for Public Health, supported by funding from Global Affairs Canada. The project strengthens these nations' coordination and collaboration efforts in response to and recovery from major emergencies and disasters. The first phase will include the delivery of online training to a select group of participants. The focus will be on identifying and reporting on curriculum adaptation and contextualization needs and developing a sustainable delivery model.

PROGRAMMING

JIBC delivers education and training at its six campus locations and over the past five years, in more than 160 additional communities throughout British Columbia. To keep education accessible and affordable, JIBC has long been a champion of online delivery, regularly winning awards for excellence in interactive digital education.

The JIBC student experience focuses on real world practice intended for real world application. The level of simulation and immersive experiences integrated into programming is extensive to provide realistic experiences, sometimes

incorporating actors and virtual reality applications into scenarios. JIBC's promise of evidence-based applied learning is facilitated through a unique practitioner-scholar instructional model that relies on faculty who are leaders in their field with recent practice experience and the expertise to deliver excellent instruction.

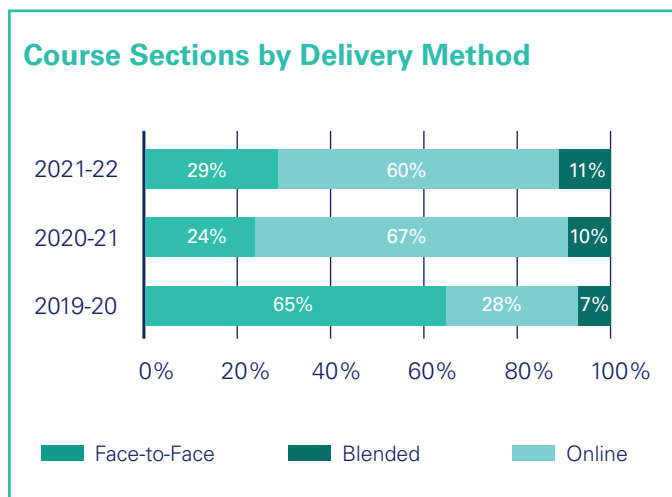
| Fields of study at JIBC | 2021-2022 FTE |
|---------------------------------|---------------|
| Justice & Public Safety | 1,181 |
| Health Sciences | 779 |
| Fire & Safety | 424 |
| Emergency Management | 358 |
| Corrections & Community Justice | 305 |
| Police Academy | 226 |
| Liberal Studies | 163 |
| Conflict Resolution | 119 |
| Counselling & Community Safety | 92 |
| Leadership | 42 |
| Sheriff Academy | 31 |
| Court Administration | 15 |
| Driver Education | 12 |

Source: Central Data Warehouse, May 2022. Includes domestic and international students.

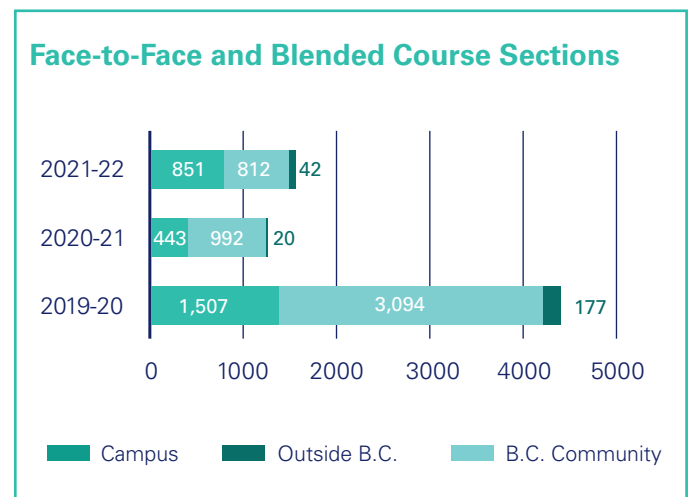




The impact of the COVID-19 pandemic is evident in the flip that occurred in face-to-face and online deliveries, with a reduced number of in-person course deliveries both on campus and in the community. Just over 3,000 course sections were delivered, entirely or in part, through distance learning in both 2020-2021 and 2021-2022. However, the 2021-2022 fiscal year shows signs of a return to greater on-campus education at JIBC, with an increased number and proportion of course sections being either in-person or hybrid delivery. The large number of deliveries in community are still lagging, reflecting less activity in customized contract training for employers and organizations in the last two years. However, some of this activity has shifted to online delivery.

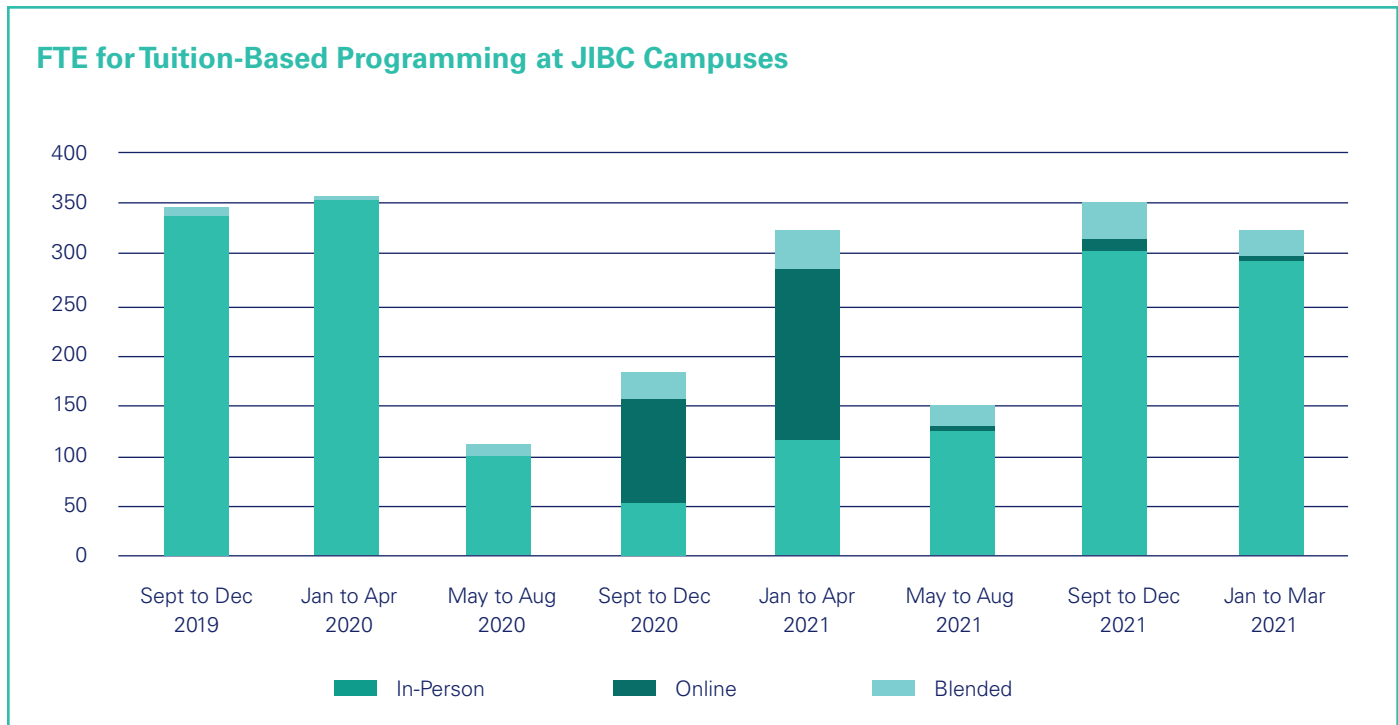


Source: Central Data Warehouse, May 2022



Source: Central Data Warehouse, May 2022

Following the onset of the COVID-19 pandemic, much of the tuition-based programming that would have taken place in person on a JIBC campus shifted to online. The shift back to more in-person learning is evident in the fall 2021 and winter 2022 semesters, showing a pattern of delivery much closer to pre-pandemic semesters.



Source: Central Data Warehouse, May 2022.

The figure above excludes contract training.

JIBC offers various programming models to satisfy regulatory and accreditation standards and fulfill employers' needs within each profession. In some cases, individuals are recruited into positions and then enter a rigorous training program at JIBC to acquire the knowledge, skills, and aptitudes required for success within their new occupation and workplace. For other professions, students apply to JIBC programs in pursuit of a career path, attracted by the opportunity to learn from experienced practitioners, practice in real-world environments, and gain excellent prospects for employment after graduation.

JIBC offers a wide range of shorter programming to meet continuing education needs across all public safety professions. These programs and courses help professionals develop advanced specialty skills, train to meet new workplace requirements, and increase their leadership competencies as

they pursue senior positions. In some cases, short certificates provide entry into practice, with opportunities to ladder into higher professional credentials as individuals advance in their careers.

In 2021-2022, JIBC awarded over 1,500 credentials — short certificates, certificates, diplomas, and degrees — to both learners embarking on their chosen career path and experienced professionals advancing in their careers. Among 2021-2022 graduates were the first cohort of JIBC's Post-Baccalaureate Diploma in Law Enforcement Studies.

CREDENTIALS AWARDED

| | Degrees | Diplomas | Certificates | Graduate Certificates | Short Certificates |
|----------------|---------|----------|--------------|-----------------------|--------------------|
| 2017-18 | 34 | 162 | 727 | 21 | 1251 |
| 2018-19 | 49 | 154 | 636 | 31 | 1834 |
| 2019-20 | 30 | 154 | 597 | 21 | 1787 |
| 2020-21 | 44 | 161 | 354 | 32 | 732 |
| 2021-22 | 41 | 190 | 482 | 29 | 808 |

Source: Student Information System, May 2022. Includes credentials awarded to domestic and international students.

Academic Policy Changes

A new Program Completion and Credentials Policy was developed, introducing two new program types. Associate Certificates are short certificate credentials that are generally less than three months of full-time equivalent study with fewer than 20 credits. Professional certificates are issued upon successful completion of a program offered at JIBC under a service contract where learning is evaluated but no credits are granted. Associated policies and procedures related to program development, change, suspension, and termination were updated and approved by the Board of Governors.

The Institute also enhanced its academic quality assurance policies and processes to ensure program reviews better support continuous improvement and meet best practices. Annual reviews will be introduced to inform annual business planning for all programs. Comprehensive reviews are scheduled every five to seven years, or earlier at the discretion of the Dean, and include a self-study, external review, action plan, and annual follow-up. Nine programs began comprehensive reviews in 2021-2022 and eight are expected to complete the new process by fall 2022. A decision was made early in the review process to recommend termination of the Fire & Safety Studies Diploma due to consistently low enrolment, and the program review did not proceed further.

The International Education Activities Policy and Procedure was approved by the Board of Governors in September 2021. These provide formal guidelines for evaluating international education activities to ensure they align with JIBC's strategic direction, minimize risk, and support compliance with domestic and international obligations, including human rights. An International Education Activities Committee considers new international opportunities, providing coordination and leadership on international education decision-making within JIBC.

Accreditation

Both the Primary Care Paramedic and Advanced Care Paramedic programs are certified by Accreditation Canada until 2023. The Emergency Medical Assistants Licensing Board reviews JIBC paramedic programs for delivery and medical content according to a fixed schedule, and both JIBC's regular and accelerated Emergency Medical Responder courses were re-accredited.

Fire & Safety Division programming was assessed for re-accreditation by the International Fire Service Accreditation Congress (IFSAC) and ProBoard in 2021-2022 to certify that candidates have met fire service professional qualifications and standards. Final decisions are expected in spring 2022.

New Programs

A new Certificate in Collaborative Conflict Resolution was launched in fall 2021, replacing JIBC's respected programs in conflict resolution, negotiation, and mediation. The new program provides students with experiential learning in foundational theory and skills of collaborative conflict engagement and resolution that are then applied to the processes of negotiation, conflict coaching and mediation. Learners explore the role of important social justice issues such as Indigenization, equity, diversity, and inclusion in conflict engagement. Seventy-five students joined the program in its first year of offering.

The Health Sciences Division has released a concept proposal to create a new diploma program for Primary Care Paramedics (PCP). The proposal envisions major structural and curricular change to the existing PCP Certificate program to address the expanded scope of responsibilities, knowledge, and capabilities required by paramedics in B.C., now and in the

future. The goal of the new diploma program will be to provide learners with a strong health sciences foundation informed by the Paramedic Association of Canada education guidance, B.C. paramedic scope of practice, and occupational needs of current and emerging roles in out-of-hospital emergency healthcare.

The Critical Incident Stress Management program was significantly revised and relaunched as the Associate Certificate in Trauma and Crisis Intervention. The 5.5-credit program helps individuals from various professional backgrounds support people experiencing psychological and emotional stress in the immediate aftermath of a traumatic event or critical incident. The program is taught by experts in the field and provides a unique mix of theory and practical skills in a supportive environment.

Terminated Programs

The 10-credit program in Substance Use was terminated in 2021. It was designed for counsellors, management and staff of health, criminal justice, and social service agencies who have client populations using substances. The program provided learners with theoretical overviews of key concepts, models and principles guiding the assessment, treatment, and prevention of substance use/misuse, grounded in a harm-reduction approach. Enrolment had been declining over several years as the education level and needs of students had changed. External consultation with instructors and stakeholders indicated an entry-level certificate in substance use is no longer needed as most health authorities, not-for-profit organizations and government organizations provide in-house training.

Admissions to the Bachelor of Public Safety Administration were suspended in 2016 and a subsequent program review found student numbers too low to sustain the program. It was designed as a two-year degree completion program for diploma graduates, but other JIBC degree programs in Law Enforcement Studies and Emergency and Security Management Studies provided more popular pathways to a degree, with significant overlapping content. The program was taught out over the last four years and the program was approved for termination by the Board of Governors.

The Graduate Certificate in Complex Trauma and Child Sexual Abuse Intervention was condensed to a 10-credit associate certificate, removing the focus on sexual abuse intervention. The program takes an integrative approach to the assessment and treatment of complex trauma, drawing on the most current clinical and evidence-based material on effective intervention and the most recent research on attachment, neurobiology, memory, and dissociation. Courses are embedded within an understanding of cultural competence and how multiple identities, social locations, and historical contexts inform theory and practice. Registrations in the sexual assault intervention courses were consistently low, limiting student progression to graduation. Consultation indicated that child sexual abuse intervention is sufficiently integrated into complex trauma courses and does not warrant specialized curriculum.

The Certificate in Justice and Public Safety Career Preparation

was offered twice in partnership with Native Education College (NEC), Vancouver Aboriginal Friendship Centre Society, and Metro Vancouver Aboriginal Executive Council to provide Indigenous learners with post-secondary education leading to direct employment opportunities and education pathways to careers in justice and public safety. The full-time program was delivered at NEC and JIBC, providing students with a culturally relevant applied educational experience. The program was conceived in 2009 but was not able to attract sufficient enrolment until funding was provided by AEST, with in-kind contributions made by both JIBC and NEC. After a low completion rate for the first offering, additional wrap-around supports were incorporated, including Elder support on campus, access to a clinical counsellor, and peer tutoring. While only 30 per cent of students completed the program, most students achieved professional certifications including First Responder, Occupational First Aid Level 2, Basic Security Officer, and Gaming Security Officer. Overall, students found the full-time program to be a challenge without financial support for childcare, housing, and expenses despite the free tuition. The Board approved termination of the program and the Office of Indigenization will continue to offer a career camp for high school students to introduce Indigenous youth to careers in justice and public safety.

The Certificate in International Law Enforcement Studies was designed to provide international students with a general overview and understanding of the Canadian criminal justice system. The program was delivered on a contract basis for international law enforcement colleges interested in studying for a semester abroad in the area of law enforcement in our Canadian context. JIBC's international strategy focuses on an expansion of higher-level programming that helps recruit highly qualified students to fulfil the needs of the B.C. labour market. The Institute introduced a two-year Post-Baccalaureate Diploma in Law Enforcement Studies that qualifies students to stay in Canada under the Graduate Work Permit Program for two years upon program completion. Since the introduction of the post-baccalaureate diploma, there has been little interest for this contract program from potential partners in JIBC's international network, so a decision was made to terminate this program.

JIBC's 28-year history of supporting the delivery of paramedic training in Hong Kong wrapped up in 2021-2022. The Hong Kong Fire and Ambulance Services Academy is adopting a new locally developed paramedic curriculum to replace JIBC's Emergency Medical Attendant II curriculum. JIBC will no longer support the development of the Hong Kong Ambulance Command through the provision of paramedic and instructor training. The success of the long-standing collaboration leaves open possibilities for partnership in the future.

CAMPUSES AND FACILITIES

A Long-Range Facilities Plan was approved in September, providing a planning framework to guide decision-making regarding physical infrastructure over the next 25 years. It sets out strategic planning principles to help achieve the goals, objectives, and strategies expressed in JIBC's strategic and Indigenization plans. It also identifies how Institute lands and facilities should be developed and outlines the planning work and guidelines that will direct such developments.

JIBC has started work on detailed recommendations for each campus including the acquisition, disposal and leasing of properties and the development of capital plans. It includes:

- Engaging relevant ministries for discussions on Maple Ridge campus lands and a new multi-year lease.
- Board and AEST approval for a new multi-year lease for the Pitt Meadows campus.
- Continuing discussions with other post-secondary institutions regarding opportunities for sharing space for regional campuses in the Greater Victoria and Okanagan areas.
- Developing a concept plan, subject to funding availability, for additional building(s) at the New Westminster campus and submitting it as part of an updated five-year capital plan.
- Providing options regarding the future of the Chilliwack campus.

The plan also includes strategies to address the Indigenization of campus spaces, accessibility, sustainability of facilities and equipment, workspace management, and parking demand at the New Westminster campus.

Several major infrastructure projects were launched in 2021-2022. Replacing the Atrium glass roof at the New Westminster campus commenced in March 2022 following recommendations from a condition assessment of the glass roof system in August 2020. The Facilities Division also completed major renovations expanding existing classroom spaces at the New Westminster and Maple Ridge campuses. Walls were removed between adjacent classrooms to create larger spaces to both increase occupancy and improve flexibility. Additional renovations to the Library and Registration Office at the New Westminster campus were completed to enhance staff safety in frontline service areas and create efficient and effective points of service for students and the public.

The administration building at the Maple Ridge campus sustained water damage after two floods occurred within a single week in December due to frigid temperatures. Remediation and restoration work was completed in February. In the process, end-of-useful-service-life building systems and components were replaced with more resilient infrastructure. Flexibility of staff ensured that the impact to program delivery was minimized.





2.2.2 EXTERNAL SCAN

POLICING REFORM

In spring 2022, the Special Committee on Reforming the Police Act released its report. Tasked with undertaking a broad inquiry and developing recommendations respecting the modernization and sustainability of policing under the BC Police Act, the report was informed by over 400 submissions from leaders in policing, victim services, justice, health care, Indigenous relations, and public safety. JIBC presented to the Committee in April 2021. The Committee distilled the findings from the inquiry into 11 interconnected recommendations that will transform policing and community safety in the province, built on shared values of decolonization, anti-racism, community, and accountability.

To create consistency in services, oversight, training, and accountability, the Committee has recommended a new provincial police force to replace RCMP services in communities and some regional service amalgamations to enhance equitable service-levels. Indigenous communities will have input into the governance and structure of policing in the province and may choose to create their own police services, such as the St'at'imx Tribal Police Service. Implementing new provincial and Indigenous police services would create a need for significant expansion of the Police Academy and campus training spaces.

There is a need for more integration with health, community, and social service professionals, given the significant intersection of policing with social and health issues. A tiered response is envisioned, where these professionals respond to non-violent calls with the police or instead of the police. More standardization of wellness checks, trauma-informed interviewing, and sexual assault investigative procedures are

also proposed. JIBC's School of Health, Community & Social Justice is well positioned to partner with the Police Academy in providing education for these new roles.

Recommendations regarding police training and education are centred around rebuilding police culture to enhance public trust. Training has not always resulted in the desired culture shift, so ongoing assessment of training against benchmarks is proposed. A submission from S.U.C.C.E.S.S. suggested that short skills training workshops for in-service officers were not conducive to culture change, and a more comprehensive educational approach would provide more time for unlearning and integrating related topics to achieve behaviour change. This suggests there could be opportunities to combine in-service training curriculum into programs or micro-credentials that integrate learning outcomes and support the development of inter-related competencies.

Standardizing and increasing the training for police recruits is proposed to build skills in cultural competency, anti-racism, and trauma-informed practices. JIBC has already launched some new updates to police recruit training in 2021 to achieve these goals. Regular professional development on these topics is also recommended for in-service officers. A survey of frontline officers found that most respondents were satisfied with the amount and types of training they received. Topics that may require more focus include de-escalation, mental health, cultural diversity, the Criminal Code, driving, use of force, defensive tactics, conflict resolution, police history, interpersonal skills, and community relations. Sustainable funding for JIBC's Police Academy was also highlighted as critical to ensuring the quality and availability of training and education to support public trust.

CLIMATE CHANGE

Canada introduced the 2030 Emissions Reduction Plan, the country's first plan under the Canadian Net-Zero Emissions Accountability Act. It recognizes that there will be a shift towards sustainable jobs and a greater need to fight inequality because marginalized peoples will be disproportionately affected by climate change.

The plan will affect the production and use of clean fuels, changing how we heat and cool our campuses, fuel our fleet of cars, create controlled fires in our firefighting program, and teach about the safety risks of new sources of energy.

Training people for clean jobs is a key mitigation strategy for the upheaval of climate change, and a critical opportunity to provide jobs for equity-seeking groups and displaced workers. Post-secondary institutions will need to provide education and retraining to help Canadians transition to net-zero jobs.

We should expect new K-12 curriculum to focus on climate science, climate action, and environmental studies. JIBC should be prepared for increased interest from high school graduates in related occupations, such as disaster and emergency management.

Collaborations with Indigenous Peoples in developing Canada's emission reduction plan have identified educational priorities including the following:

- Improving Inuit health and environmental health outcomes through integrated wellness, education, climate policies, and related initiatives.
- Conducting research and collecting data to guide Métis policy.
- Supporting Métis education and training opportunities in climate change.
- Addressing Métis emergency management and disaster-risk mitigation requirements.
- New mandatory training will also be introduced for federal executives on climate change and net-zero responsibilities.

VIRTUAL SERVICE LEARNING

Students who want to make a difference are drawn to JIBC. Collaborating with the community on projects of mutual interest is one way that JIBC makes an impact and involving students in these projects widens the benefits. Service learning is an educational practice involving action and reflection, connecting students with meaningful community service opportunities to enrich their learning and develop civic engagement. It creates mutual benefits for the learner, community partners, and the post-secondary institution. Students exercise their problem-solving skills in environments rich with complexity, develop cultural competencies, and inject optimism and purpose into their educational journey.

Virtual service learning is a good fit for JIBC, with a large population of remote learners who are working while studying and often unable to complete a co-op semester or full-time work placement. Generation Z students — born between 1995

and 2012 — are especially entrepreneurial and attracted to independent learning opportunities, especially those online.

The COVID-19 pandemic has demonstrated the need to adapt service learning to virtual environments and create more engaging learning experiences for online students. Service learning can help online students make connections in their own communities or provide service virtually through digital platforms and online communities. Service learning opportunities are most common in education programs focused on international development but there are growth opportunities in all disciplines. Broadening opportunities for online students to partner with virtual communities or work locally with organizations in their area has the potential to make learning more meaningful and expand the community impact of post-secondary institutions.



03

PERFORMANCE PLAN AND REPORT

3.1 JIBC GOALS AND OBJECTIVES

The Institute’s Strategic Plan guides the development of cascaded strategies and initiatives that are aligned with B.C. Ministry Service Plans and the objectives outlined in JIBC’s mandate letter. Integrated planning helps the Institute build on its strong foundation as a public post-secondary institution and align the organization to adapt to change. Planning is

coordinated across the Institute to ensure efforts are cohesive and sustainable.


The strategies outlined in Planning for the Greater Good serve as our roadmap — the approach and methods JIBC will use to achieve our mission and vision. They align with the five strategic objectives of B.C.’s public post-secondary system that form the foundation of post-secondary institutional accountability:

| | Capacity | Access | Quality | Relevance | Efficiency |
|-------------------------------|---|---|---|---|--|
| Students First | | Pursue, leverage and steward philanthropic opportunities that support student success. | Foster a student-centred customer-service culture. Enhance campus culture and the student experience. | Deepen relationships with core clients to support the successful transition of public safety trainees to their first day of work. | Elevate relationships with employers and communities to support job opportunities and career progression for students. |
| Education Excellence | Prioritize relationships with stakeholders to develop collaborative partnership opportunities and/or to address any inadequacies with programming and/or training. | Ensure education and training opportunities are accessible to B.C. residents. | Provide experiential, evidence-informed education and training based on best practices and learning outcomes that support the JIBC mandate. | Ensure programming and teachings mirror current and emerging trends and meet the needs of the public safety and justice communities. | |
| Living Indigenous | Form strong relationships with the Indigenous community, professional partners, and governments to ensure understanding of Indigenous educational and training needs. | | Reflect Indigenous perspectives across JIBC curriculum, practices and spaces to support all students in their chosen professions and instructors within the JIBC community. | Increase knowledge and literacy about Indigenous culture and history in support of Truth and Reconciliation and the United Nations Declaration on the Rights of Indigenous Peoples. | |
| Success of Our People | Provide staff and faculty with opportunities to learn and grow professionally. | | Provide JIBC staff and faculty with the tools, supports and skills necessary to excel in their roles. | | Empower staff and faculty to nurture engagement, recognition, and innovation |
| Equity, Diversity & Inclusion | | Embed Equity, Diversity, and Inclusion philosophies and practices in all aspects of our educational offerings and in our workplace. | | | |
| Organizational Effectiveness | Ensure all funding models support current and future service delivery needs and costs. | | | Prioritize stakeholder relationships to advance effectiveness in meeting stakeholder needs. | Transform existing operational processes and services with technology. Align resources with priorities that increase effectiveness, lower risk or promote innovation. |

3.2 REPORT ON 2021-2022 PERFORMANCE

JIBC is committed to working alongside government to develop and deliver the educational services needed for a strong recovery post-pandemic. JIBC is responsible for training workers in 12 high-demand occupations and is well positioned to expand skills training to help British Columbians get back to work and increase the overall capacity of the workforce. Our specialized programming in social justice and emergency management will be essential contributors to building stronger communities that are just, equitable, and resilient.

What follows is a report on JIBC's progress in advancing its strategic priorities, arranged by strategic plan commitments.

An icon  is used to identify sections that address specific mandate letter priorities.

3.2.1 PUTTING STUDENTS FIRST



STUDENT SAFETY AND WELL-BEING

JIBC is committed to creating and maintaining an environment characterized by mutual respect, safety, civility, and free inquiry. Helping students develop personal resiliency and supporting students in crisis are continuing priorities for JIBC. Seeking to normalize a culture of self-care, peer support, and willingness to ask for help, coursework in building resiliency is woven into courses to prepare first responders to address occupational mental health concerns. In 2022-2023, JIBC will assess our services to students and identify opportunities to improve how they are delivered.

To help students navigate services, both on campus and in the community, students have access to guidance and support through the Manager of Student Learning Supports and Disability Resources and staff within the Office of Indigenization. Regular communications with students have been consistently promoting mental health resources including Here2Talk, the Crisis Line, and resources on Adapting to COVID-19 provided by BCcampus. JIBC continues to learn through participation in the Best Practices in Canadian Higher Education Network to make a positive impact on student mental health. A grant from Bell Let's Talk will help the Institute implement the Canadian Mental Health Association (CMHA) standards for post-secondary institutions in 2022-2023.

Suicide Prevention

JIBC has embarked on several projects aimed at reducing the risk of suicide on campuses, facilitated by a grant from the CMHA in partnership with the B.C. Ministry of Mental Health and Addictions. We are working with Capilano University to create shared assets for suicide prevention for B.C. post-secondary institutions, including videos and social media collateral to help reduce the stigma associated with mental health concerns. Additionally, the grant supported the development of a faculty training guide highlighting how to recognize and refer students who may be struggling with suicide ideation. Working with the Healthy Minds | Healthy Campuses community of practice network promotes collaborative evidence-based responses applied across campuses to create lasting benefits for student mental health and wellness.

Preventing and Responding to Sexual Violence

JIBC's current students were invited to participate in a provincial survey on perceptions of sexual violence in February to help inform strategies for safer and healthier learning environments. There were 108 JIBC students who shared their perspectives, and we are looking forward to applying the findings to continue developing a respectful and safe environment for students.

Sustaining a safe environment depends on regular education for the JIBC community. A workshop was held in November entitled, "Responding to Disclosures of Sexualized Violence," to help faculty and staff know how best to handle disclosures and to help connect students to appropriate resources and interventions. More workshops are planned for students, faculty, and staff in 2022-2023.

In collaboration with BCcampus, the Centre for Teaching, Learning & Innovation designed and developed a self-paced sexual violence prevention and response course for staff and students. The course is free to all institutions through a Creative Commons License and will be adopted by many other B.C. post-secondary institutions. The course includes an implementation guide to facilitate seamless integration of this online course into various learning management systems.

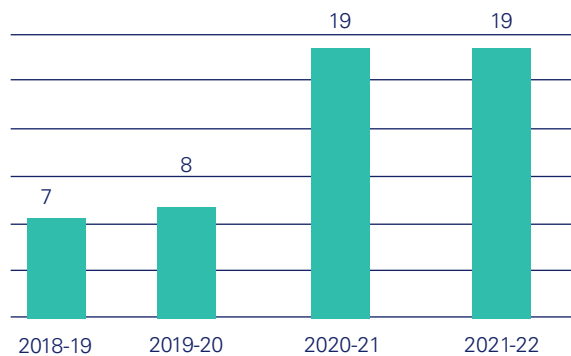


SUPPORTING VULNERABLE AND UNDERREPRESENTED GROUPS

The Institute received over 600 applications for financial assistance in 2021-2022 and disbursed close to \$1,340,000 to 217 students in awards, bursaries, and scholarships ranging from \$320 to \$22,000. Interest in financial aid during the pandemic has increased significantly from students in programs with high labour market demand such as bylaw enforcement and emergency medical responders. JIBC is fortunate to be able to offer some innovative donor-funded awards for shorter programs, but there continues to be more demand than support available.

JIBC continues to participate in the provincial initiative to support former youth-in-care with tuition waivers, supporting 19 students through the process in 2021-2022. Six of those students were also awarded emergency bursaries through the Youth Futures Program, a three-fold increase over the previous year. Participating in the Ministry-led Campus Navigator Community of Practice helps the Institute stay abreast of best practices in providing wrap-around supports for vulnerable students and provides new strategies to connect former youth-in-care with the support they need to be successful in their education and future career aspirations.

Tuition Waiver Program for Former Youth in Care



Close to 150 students accessed the B.C. Provincial Emergency Assistance Fund with an additional 14 disbursements from the Indigenous Emergency Assistance Fund. With donor support, JIBC was able to extend bursary funding to international students. Emergency funding has become increasingly important for JIBC students, providing critical support to allow learners to continue their education and meet extraordinary costs and financial shortfalls during tough economic times.

Occupational training in firefighting is a good fit for youth whose employment prospects were negatively affected by the pandemic. Twenty students began training for this in-demand profession in February 2022, made possible by full funding from the Canada-British Columbia Workforce Development Agreement.

In 2021-2022, the first award at JIBC for international students was established through donor support. The new \$1,000 International Academic Excellence Award is open to students enrolled in the Post-Baccalaureate Diploma in Disaster Management or the Primary Care Paramedic program.

Donor gifts supported Indigenous learners through:

- The Blackbird Security Indigenous Bursary that covers the cost of Basic Security Training.
- The Safetek Profire Bursary, providing \$1,000 for up to four students each year in the Fire Fighting Technologies Certificate program, with a preference for Indigenous learners.

Additionally, long-time donor Marvin Storrow, QC, LLD, OBC, contributed to new initiatives for Indigenous learners.

EDUCATIONPLANNERBC AND TRANSCRIPT EXCHANGE SERVICE

In fall 2021, JIBC began using the provincial electronic post-secondary transcript exchange to recognize post-secondary credits and credentials students earned at other post-secondary institutions. Student biographical and course data from transcripts are imported directly into JIBC's student information system for use and reference by JIBC admissions, records, and program area staff. The new functionality means

that both B.C. high school and post-secondary transcripts can be ordered online and sent immediately to support student applications and transfers, with same-day confirmation.

JIBC is one of the first post-secondary institutions to move forward in EducationPlannerBC to a new application format and the collection of expanded gender categories. Implementing the new provincial Gender Identity and Sex Information Data Standard ensures that all applicants feel seen and supported at JIBC and across the B.C. public post-secondary sector. This initiative expands gender beyond the binary terms and is in keeping with the new human rights legislation, which includes gender as protected grounds for discrimination.

EducationPlannerBC is moving forward with the myCREDS digital wallet for students, a service of the Association of Registrars of the Universities and Colleges of Canada. The service will enable a wider Canadian network for electronic document exchange and enable secure issuing and verification of digital credentials, micro-credentials, and badges. Putting power in the hands of the learner, individuals can share certified documents from their wallet with post-secondary institutions, employers, immigration authorities, and other parties. JIBC's participation will commence in 2022.

3.2.2 PURSUING EDUCATION & TRAINING EXCELLENCE

COLLABORATING WITH GOVERNMENT, COMMUNITIES, AND EMPLOYERS

Industries and workplaces are evolving rapidly and post-secondary institutions need to be adaptive and agile partners, capable of re-aligning the curriculum and pedagogy to be responsive to change. JIBC has a mandate to work in collaboration with government, employers, and communities to provide dynamic justice and public safety education and training — this is part of our DNA. In 2021-2022, half of all enrolments (FTE) involved partnership agreements with every level of government, First Nations, non-profit organizations, and for-profit industries.

HIGH-OPPORTUNITY JOBS

Over the last five years, JIBC graduates were employed in 80 of the top 100 occupations that are expected to experience higher demand in the next 10 years. Because of its unique mandate, JIBC is typically the main provider of occupational training for public safety positions in B.C.

TOP OCCUPATIONS FOR JIBC GRADUATES

High-opportunity occupation

| Occupation | Employment in 2021 | Employment in 2031 | Job openings 2021-2031 | Net supply 2021-2031 |
|---|--------------------|--------------------|------------------------|----------------------|
| Paramedical occupations | 3,662 | 4,143 | 1,295 | 1,289 |
| Police officers (except commissioned) | 11,027 | 11,365 | 3,380 | 3,292 |
| Security guards and related security service occupations | 15,014 | 17,420 | 5,791 | 5,665 |
| Sheriffs and bailiffs | 606 | 650 | 205 | 202 |
| Firefighters | 4,563 | 4,938 | 1,623 | 1,602 |
| Fire chiefs and senior firefighting officers | 456 | 497 | 372 | 372 |
| Correctional service officers | 3,221 | 3,356 | 1,080 | 1,062 |
| Social and community service workers | 28,523 | 33,462 | 12,1611 | 11,991 |
| Family, marriage, and other related counsellors | 6,075 | 7,018 | 2,677 | 2,646 |
| College and other vocational instructors | 13,104 | 14,862 | 5,260 | 5,121 |
| Non-commissioned ranks of the Canadian Forces | 4,588 | 4,531 | 987 | 937 |
| Probation and parole officers and related occupations | 1,108 | 1,164 | 352 | 345 |
| Inspectors in public and environmental health and occupational health and safety | 4,503 | 4,982 | 1,654 | 1,620 |
| By-law enforcement and other regulatory officers | 1,362 | 1,498 | 529 | 524 |
| Commissioned officers of the Canadian Forces | 1,000 | 989 | 407 | 397 |
| Other managers in public administration | 986 | 1,049 | 539 | 530 |
| Administrative officers | 38,012 | 42,981 | 18,921 | 18,665 |
| Natural and applied science policy researchers, consultants, and program officers (includes emergency managers) | 3,984 | 4,429 | 1,391 | 1,357 |
| Social policy researchers, consultants, and program officers | 4,478 | 4,980 | 1,722 | 1,686 |
| Managers in social, community and correctional services | 5,051 | 5,969 | 2,834 | 2,813 |
| Human resources professionals | 8,783 | 10,009 | 3,321 | 3,266 |
| Human resources managers | 6,045 | 6,884 | 2,889 | 2,844 |

Sources: B.C. Labour Market Outlook 2021; Diploma, Associate Degree, and Certificate Student Outcomes Survey 2017-2021; Baccalaureate Graduates Survey 2017-2021.



Paramedics

JIBC's proposal to develop a bridging program for internationally trained advanced care paramedics (ACPs) was recently funded to support the development of curriculum required to meet licensing requirements in B.C. This initiative of the Health Sciences Division is in response to a significant shortage of qualified ACPs in the province and expanding need for highly qualified paramedics in pre-hospital healthcare. Additional strategies to address the shortage of skilled ACP workers are new offerings in the Okanagan and a program redesign that makes training more accessible and flexible for prospective students.

The paramedic shortage was also impacting the speed at which JIBC could train students because of a lack of preceptors to supervise clinical practice education. BC Emergency Health Services responded with a mass hiring initiative and new preceptor ambulances where all paramedics are qualified to teach and supervise JIBC's students.

To accelerate entry-to-practice for new paramedics, the Emergency Medical Assistants Licensing Board is allowing Primary Care Paramedic (PCP) students to begin working as Emergency Care Paramedics after completing their PCP classroom course work. This pilot program streamlines licensing and the onboarding process with BC Ambulance, allowing students to gain valuable experience while they complete their PCP clinical practice rotations and the national licensing exams required to qualify as PCPs.

In 2022-2023, the Health Sciences Division will continue to work with BC Emergency Health Services and BC Ambulance on their hiring initiatives. JIBC is taking the Emergency Medical Responder program to small B.C. communities that have critical shortages of paramedics. We are also holding on-

campus job fairs, inviting graduates of our paramedic programs back to campus to meet with BC Ambulance managers for fast-track hiring opportunities.

Working in partnership with public safety professions helps mobilize ideas from research to practice. JIBC hosted the Paramedics Connecting Through Applied Research conference in spring 2021 to highlight the wide range of applied research activity involving paramedics and paramedicine. A two-day partnership and planning follow-up meeting brought together JIBC, B.C. Emergency Health Services, Alberta Emergency Medical Services, University of Waterloo, the Paramedic Association of Canada, and Canadian Standards Association.

Police Officers

JIBC's Police Recruit Training program provides education and supervised practice for all new municipal, transit, and Stl'atl'imx tribal police officers in B.C. Two weeks of training were added to the program in May 2021 to implement curriculum changes recommended following an external program review. All police recruits complete qualifications in fair and impartial policing, crisis intervention, cultural safety, and trauma-informed practice. New lessons on procedural fairness have also been added to the program.

During 2021-2022 police recruit classes continued training in smaller teams with COVID-19 protocols in place. Class sizes increased from 48 to 64 recruits starting in fall 2021 to respond to increased training demand.

In-service police in B.C. will be getting a refresh of mandatory training in 2022 to provide an enhanced response to cases where people are suffering from intimate partner violence. The update in coursework has taken place over the past two years and involved consultation with police, non-police

experts, and Indigenous partners. This response training will help improve the practice of front-line officers and further protect survivors' safety, including disproportionate impacts on Indigenous women and 2SLGBTQ+ people. The core training modules have gone over a decade without updates, and now four existing standards have been revamped to align with best practices and emerging research. The full intimate partner violence course will be integrated into JIBC's Police Recruit Training program.

Security Guards and Related Security Service Occupations

The Basic Security Training curriculum has been updated and is awaiting approval by the Security Programs Division of the Ministry of Public Safety and Solicitor General. The course provides the training required for a provincial Security Worker License. It is offered at JIBC and through collaborative deliveries with private training colleges and security employers that are licensed, trained, and supported by the Institute to provide the training. Graduates work as security guards, locksmiths, in-house security, and armoured car guards. Close to 11,500 individuals took the training in 2021-2022, with demand increasing 17 per cent since the start of the pandemic. Over 50 per cent of students are temporary residents, and this program provides an important path for newcomers to gain Canadian work experience in a field that is critical to the safety and security of people and property across B.C.

Correctional Services Officers

The Corrections Academy is working with the Centre for Teaching, Learning & Innovation and BC Corrections to develop online Intensive Case Management training for correctional officers to support them in working with high-risk persons in custody. This includes people with significant mental health needs, risk of suicide and self-harm, risk of challenging or violent behaviours, or any other risk or need that requires additional interventions and supports.

The Evidence-Based Correctional Practice course being developed provides a general overview of the practice including an exploration of how research informs BC Corrections practices. It also looks at how delivering programs and interventions that are focused on reducing risk factors and supporting behavioural change contribute to the safety of the community by reducing recidivism.

Family, Marriage, and Other Related Counsellors

In partnership with the Ministry of Attorney General, JIBC is developing a Punjabi Parenting After Separation course. The free online course provides parenting education for families experiencing a breakup, providing support for co-parenting, family law information, and applications to the Provincial Family Court. The Punjabi course is expected to launch in fall 2022.

The Parenting After Separation – Indigenous Families course, developed by JIBC in 2020-2021 with BC Corrections, was recognized with two Horizon Interactive Awards, recognizing excellence in government and human services websites.



Emergency Managers

The Emergency Management Division provided training in Kamloops and Vernon in August to support Emergency Support Services in their response to wildfires. A new online course for emergency support services directors was also offered to prepare them for their role in coordinating and managing support for evacuees. This three-day course is traditionally offered at the New Westminster campus for participants from all over the province. Given COVID-19 travel restrictions, redesigning it for online delivery was critical in preparing communities to respond to summer wildfires.

Managers in Social, Community and Correctional Services

JIBC staff were among those recognized with an Attorney General-Public Safety and Solicitor General (AG and PSSG) Excellence Award for Innovation for the Trauma-Informed Practice cross-sector course created in partnership with justice agencies and government. The course combined subject matter experts from crime prevention, victim services, police, Crown prosecutors, legal services, and corrections. It highlights the complexities of trauma and its impacts in the justice system. The project was funded by the Canadian Police Knowledge Network and is now considered mandatory training for B.C. Community Corrections staff.

Court Clerks and Officers

The Court Services Branch recently chose to partner with JIBC for all staff training. The Courts Academy was one of the founding schools at JIBC in 1978 and was disbanded after 20 years when the courts moved training in-house. The new programming will provide professional training curriculum with online delivery for court administrators, managers, and registrars beginning in spring 2022. In-person leadership development training is also part of the new programming.



INCREASE ACCESS TO POST-SECONDARY EDUCATION AND SKILLS TRAINING

Improving access to education and training requires cross-sector collaboration and JIBC has been negotiating articulation and transfer agreements with other post-secondary institutions to provide opportunities for students. Recent graduates from Northern Alberta Institute of Technology's Diploma in Disaster and Emergency Management program may now enroll in JIBC's four-year Bachelor of Emergency & Security Management Studies program with two full years of advanced credit.



MICRO-CREDENTIALS

The Justice and Public Safety Division has advanced a concept proposal for micro-credentials to support development of the competencies required for investigation and prevention of cybercrime. Topics include the basics of cybercrime, malicious software, and open-source investigations, and this programming was informed by the Competency-Based Management Framework for Digital Competencies in Canadian Policing. Work is underway to engage with industry, law enforcement partners, and Indigenous communities to ensure programming is aligned with their needs and the B.C. Micro-credentials Framework.



CO-OP, WORK INTEGRATED LEARNING AND CAREER PLANNING

JIBC's approach to work integrated learning (WIL) builds upon its history of incorporating workplace practice into public safety education and training to consolidate learning and apply knowledge in real-world situations. With funding from AEST, a WIL framework was developed in 2021 to expand opportunities for students. It outlines the key principles, philosophies, and next steps for JIBC to guide growth and development of curricular experiential education experiences for students. It envisions a formal policy, defined roles

and responsibilities, dedicated resources, new curriculum, quality assurance, partnership development, and relationship management. Work will continue in 2022-2023 to develop a policy and guide.

A WIL coordinator was hired to develop the program, and a survey was launched soliciting feedback from over 400 students regarding their experience with WIL, interests in future work placements, preferences, and success factors. The consultation found that 80 per cent of students are interested in completing a WIL placement as part of their JIBC studies to help improve their employment prospects, provide opportunities to apply what they have learned in the workplace, and explore career interests. Exciting opportunities are in development to connect law enforcement studies students with community partners to conduct research projects, and eight students will be working in community policing centres this summer. Emergency management students will also be connecting with community partners for capstone projects.





DIGITAL TOOLS FOR LEARNING

Recognizing that JIBC has a provincial mandate, the Institute has developed deep experience in designing digital experiential learning experiences that are accessible and affordable for learners across B.C. and around the world. Our work receives accolades from our partners and international recognition for excellence by the Horizon Interactive Awards, the most prestigious awards in the field of interactive, web design and creative media.

Our staff work collaboratively with BCcampus to advance innovations in teaching and learning that benefit the whole post-secondary sector and help create excellent student experiences in B.C.

PebblePad is a new electronic portfolio platform introduced in 2021 that supports alternate methodologies in assessing students' knowledge and experiences both inside and outside of the classroom. It documents the student learning journey across a variety of experiential learning initiatives that are a cornerstone of JIBC's teaching approach and provides an opportunity to showcase achievements within a course or across a program. The platform has been integrated with the learning management system and launched across several courses in three subject areas. The system has demonstrated positive outcomes for over 150 students and there are plans to introduce student ePortfolios for programs in conflict resolution and emergency management pending an assessment of the first-year pilot.

Open-learning Resources

Serving diverse student populations throughout B.C. with high quality, relevant, and cost-effective education and training has fuelled JIBC's excellence in educational technology and learning design. JIBC's well recognized achievements in open education and open education resources are facilitated through an educational technology infrastructure to support these efforts.

The Centre for Teaching, Learning & Innovation completed the first part of a criminology ancillary project in November with funding from the BCcampus Grant for Open Education. It supported the development of ancillaries — instructor PowerPoint presentations, Testbank materials, style guides — for each chapter of a criminology textbook that Kwantlen Polytechnic University authors produced. The final deliverables will be open education resources to be used within JIBC's Law Enforcement Studies degree, diploma, and post-baccalaureate diploma programs as well as any other post-secondary institutions around the world utilizing open education practices. The Law Enforcement Studies Diploma program is using a zero textbook cost model to make education more affordable for students.

The Centre for Teaching, Learning & Innovation also worked collaboratively across the sector to create an open educational resource on Sexual Violence Prevention and Response. The work was a culmination of three years of work with institutions across B.C., BCcampus, and the Ministry of Advanced Education and Skills Training to address sexual violence on campuses.

Next year, JIBC staff will also be authoring two chapters for an open textbook on critical learning design, contributing their expertise on designing course materials with open resources and designing simulations.

Virtual Reality (VR) Simulations

The JIBC student experience focuses on real world practice to prepare learners for the realities of the front lines, and the level of simulation and immersive experiences integrated into programming is extensive. The Institute has been exploring the potential of virtual reality to provide realistic experiences that mimic real-world challenges and provide new opportunities for practice and skills assessment.

Primary Care Paramedic students and instructors provided content and testing expertise for a project which recently won a gold Horizon Interactive Award. Training for a Virtual Future was a collaboration between JIBC and students from the Centre for Digital Media made possible through funding from The JIBC Foundation. In this VR experience, students are required to identify all the hazards and follow the correct steps to treat an unconscious patient, applying critical thinking in a simulated assessment and treatment scenario. The training tool allows instructors to analyze students' decision-making and provide feedback.

Fire & Safety Division completed a second project in partnership with JIBC's Centre for Teaching, Learning & Innovation and the Centre for Digital Media. The VR town simulator project created a VR environment for incident-level critical decision-making scenarios by fire service and emergency management leaders. JIBC instructors gain a deeper understanding of their students' critical decision-making and delegation skills in real-time through their use of the VR simulation. The first project completed in May 2021 — a digital interactive fire scene — has been embedded in an online course on the causes and origins of fires. The Fire & Safety Division is exploring additional opportunities to develop VR experiences for higher-level fire investigation courses. The use of VR could potentially reduce course delivery costs, environmental impact, and ecological safety risks for students and instructors.

Planning has begun on the development of a paramedic training exercise simulating a mass-casualty incident using JIBC's award-winning online simulation-training environment, Praxis. The training, made possible by gifts from Peter W. Webster, will incorporate virtual reality and 360° video. Once the paramedic training template is completed, it could be adapted to include other emergency responders.

Specialized and costly equipment is required for VR simulations and the JIBC Foundation's Giving Tuesday Campaign in November raised \$13,000 from donors for additional immersive training resources for students at JIBC. The Foundation contributed a further \$10,000 in matching funds for a total of \$23,000 to fund the purchase of virtual reality headsets and specialized laptops and camera equipment.



3.2.3 LIVING INDIGENOUS WAYS OF THINKING, BEING, RELATING AND DOING

LIVING INDIGENIZATION PLAN

Living Indigenization 2021-2027 is JIBC’s Indigenization strategy, building upon the foundational work of the 2015-2020 Indigenization Plan. The plan helps JIBC continue to move forward in the areas of Indigenization, Truth, Reconciliation, and decolonization. Living Indigenization is both a concept and a framework to guide our Institution — living Indigenization authentically takes all of us.

The plan honours our past, acknowledges our present, and provides pathways that will help us journey forward in a good way. The Institute is committed to advancing Indigenous education holistically through all facets of JIBC, and the plan advances a decolonized inquiry, asking critical questions to guide our actions to ensure we consistently respect and reflect the needs of First Peoples. A mixed methods assessment framework was created to evaluate our progress across the physical, mental, emotional, and spiritual domains in four areas of institutional distinction:

- Transformational Leadership and Governance.
- Holistic Services and Supports.
- Indigenous Ways of Life in Programming and Research.
- Indigenous Community Capacity and Relationships.

An action plan communicates priorities within and across the four areas to advance Indigenization. It articulates the steps we will take in partnership with Indigenous Peoples, to make measurable change that addresses the harms of colonialism and creates environments where Indigenous Peoples thrive.

Implementation of the plan will be a focus in 2022-2023, with input from the Indigenous Advisory Council.

INDIGENIZING CAMPUS SPACES

As part of JIBC’s priority to Indigenize campus spaces, artworks by Indigenous artists have been commissioned and installed at the New Westminster campus beyond the Aboriginal Gathering Place with funding support from AEST. The Welcome Post was created by Brent Sparrow from the Musqueam Nation and installed in the Atrium at the New Westminster campus in June. With an eagle and sun design, the post provides guidance, strength, protection and warmth to staff, faculty, students, and all visitors.

JIBC has recently issued a call for Indigenous artists to design artwork that will express our commitment to strengthening our relationships with Indigenous communities that are served by the police agencies whose personnel we train. The art will be displayed alongside the JIBC logo on the Police Academy’s small fleet of training vehicles, acknowledging the diverse communities served by the police.

INCREASING INDIGENOUS CULTURAL COMPETENCY

The Office of Indigenization (OI) provides professional development training for JIBC staff and faculty to increase Indigenous cultural competency. We are fortunate for the guidance and truth-telling of our Elders-in-Residence and other guests who generously share their knowledge, perspectives, and experiences.

Marking the Day of Action for Missing and Murdered Indigenous Women and Girls (MMIWG) in October, the Honourable Marion Buller, retired judge, and former Chief Commissioner for the National Inquiry into MMIWG shared her insights through a taped address on moving forward



as individuals, and as an institution, to end violence against Indigenous women, girls, and members of the 2SLGBTQIA+ community. Elaine Alec of the Syilx and Secwépemc Nations provided a workshop on Cultivating Safe Spaces, providing concrete tools to promote diversity, inclusion, professional resiliency, communication and conflict resolution skills, and confidence in working from trauma-informed facilitation techniques. A virtual candlelight vigil was also held. This sacred circle was led by Elder-In-Resident Phillip Gladue of the Métis Nation and by Elder Betty Gladue of the Saúlteau First Nation.

The Every Child Matters flag was raised on Sept. 27 at New Westminster campus to honour the Indigenous children who lost their lives during the time of residential schools. The flag was flown for the week in recognition of the National Day for Truth and Reconciliation. To commemorate Canada's first-ever National Day for Truth and Reconciliation, Elder Caroline Buckshot and Lorelei Boyce, a Survivor of St. Joseph's Mission in Williams Lake, B.C., provided education and ceremony to ground attendees and unify the JIBC community in a vision for Truth and Reconciliation. They shared stories and facts for greater understanding of the history of residential schools and the enduring legacy of colonization and discussed steps, big and small, for advancing social justice.

International Day of the World's Indigenous Peoples was celebrated in August with an online event to inform staff of the occasion. This information was amplified on all JIBC social media channels. Staff and faculty were sent a communication about the day, which provided JIBC with an opportunity to acknowledge its obligation to uphold the B.C. Declaration on the Rights of Indigenous Peoples Act.

Events were held throughout National Indigenous History Month in June. Opportunities for learning and celebration included:

- Learning and sharing circles about the doctrine of discovery with Tina Stevens and all my relations teachings with Mary-Anne Kecheho.
- Land-based teachings with Elders Larry Grant and Phil Gladue.
- Traditional and contemporary dance performances with V'ni Dansi, Wild Moccasin Dancers, and Spakwus Slolem (Eagle Song Dancers) of the Squamish Nation.
- Vigil honouring the buried children at residential schools led by Lorelei Boyce.
- Introduction to medicine wheel teachings with Elder Phil Gladue.
- Inuit storytelling session with Michael Arvaarluk Kusugak.
- Introduction to the Métis Peoples with Elder Ken Pruden.
- Quill and beaded earring-making workshop facilitated by Sharifah Marsden.

INDIGENOUS YOUTH CAREER CAMP

The five-day Indigenous Youth Career Camp included a blend of in-person and online activities. The camp provides Indigenous high school students with opportunities for career exploration and engagement in experiential activities. Each day was supported by one of JIBC's four Elders-in-Residence, and students were introduced to the Emergency Medical Responder program, firefighting, emergency management,

corrections, and policing. Next year's cohort will benefit from an introduction to the Ministry of Children and Family Development's Specialized Intervention and Youth Justice Branch.

INDIGENIZING TRAINING AND EDUCATION

JIBC is embarking on a 30-month project entitled, "Developing Indigenous Cultural Safety Training for Municipal Police in British Columbia." The project is funded by the Department of Justice and will be a joint initiative of the Police Academy and the OI to address Indigenous overrepresentation in the criminal justice system, and create change informed by Gladue Principles.

Work continues on the Indigenization of BC Corrections Adult Probation Officer curriculum. This collaboration included:

- First-person interviews with Indigenous people to inform a Mental Wellness and Addiction course.
- Platform for Indigenous voices to reach learners in training.
- Elder visits in the classroom.
- Speaking engagements with Indigenous educators, which will also be offered directly to all BC Corrections' staff.
- Teaching aids and reference materials for the instructors and staff in training.
- Videos to be integrated into online training courses.

The Centre for Counselling & Community Safety has been awarded a contract for a one-year delivery of the Indigenous Focusing-Oriented Therapy (IFOT) training within the Northern Region for the First Nations Health Authority in Prince George. JIBC will provide 20 seats for the IFOT training to communities to support the development of local crisis first response teams. These teams will help their communities during times of crisis and act as surge capacity for community mental health and substance programs. The program will be delivered in person in Prince George and will consist of seven modules through 21 days.

The OI is consulting and collaborating on the Primary Care Paramedic program to Indigenize new curriculum and weave Indigenous ways of thinking, being, relating, and doing into the courses of the new program. The new course descriptions and course outlines reflect Indigenous history, TRC Calls to Action, the recommendations from the In Plain Sight report, UNDRIP, and other sources that work to eliminate racism and decolonize education and access to healthcare. The next step is to seek guidance from JIBC Elders in Residence for their input and wisdom.

FACULTY DEVELOPMENT

The Emergency Management Division created a short course for faculty called Strengthening Indigenous Relations: Cultural Safety and Humility. A collaboration between emergency management faculty and the Office of Indigenization, the modules were launched in 2021-2022 and will be updated to incorporate feedback from Elders and released to instructors across JIBC.





3.2.4 FOSTERING THE SUCCESS OF OUR PEOPLE

Providing more flexible work options for employees was a priority at JIBC before the pandemic. As the Institute prepared to transition from emergency remote working back to normal work arrangements, a remote work pilot program was offered to full-time employees in fall 2021. Each business unit determined their requirements for in-person work, with a focus on meeting students' needs, facilitating teamwork and cooperation, and maintaining a vibrant campus community. Over half of JIBC's employees chose a remote work schedule, paired with renewed safety requirements and guidance to ensure both staff and supervisors were set up for success. The pilot will be evaluated in summer 2022.

JIBC also developed a tool to assess and define its relationships with contractors and sessional employees. The assessment tool provides a scorecard and guidance to help determine whether the relationship is one of employee-employer or that of an independent contractor. This will provide additional assistance to ensure that JIBC's relationships with sessional employees and contractors are always aligned with Canada Revenue Agency regulations.

In 2022-2023, JIBC will be enhancing its organizational design processes to propel improvements to workforce planning, sustainable workloads, organizational productivity, and employee engagement.

3.2.5 CHAMPIONING EQUITY, DIVERSITY & INCLUSION (EDI)

A working group has begun an environmental scan as a first step to support the development of JIBC's EDI strategy. Educational sessions on equity, diversity, and inclusion were delivered to all School Curriculum Committees to initiate conversations on how JIBC could begin to address EDI in curriculum development and across the Institute more generally. In 2022-2023, the Institute will establish a comprehensive action plan for JIBC-wide assessment and action on equity, diversity, and inclusion.

In August, the B.C. government released new data standards that expanded the choices for gender identities to include non-binary and an option to choose not to disclose any gender information. Three education sessions were attended by over 150 staff and faculty to ensure that the JIBC community was aware of the standards, and storytelling was employed by individuals with trans experience to demonstrate the power of inclusion on student safety and well-being.

JIBC configured its student information system to accept non-binary and undisclosed genders in 2021 and provides the option to disclose cis- or transgender identities. Sex-assigned-at-birth information is being phased out and will no longer be collected once integrated systems, such as the Personal Education Number database, can accept inclusive gender identity categories.



UNIVERSAL DESIGN FOR LEARNING

Universal Design for Learning (UDL) is a framework embraced by JIBC to create learning approaches and assessment that meet the needs of all learners. UDL provides more choice and flexibility for students by providing several pathways to content and multiple options to demonstrate learning. Students with extra support needs can typically work more independently in UDL courses and require no accommodations.

A virtual workshop series on UDL principles concluded in June. Hosted by the Centre for Teaching, Learning & Innovation, and open to all post-secondary institutions, the faculty development workshops were designed to expand the application of UDL principles in public safety and assessment. The series consisted of three workshops and open resources including UDL guides and workbooks are available through BCcampus.

3.2.6 ELEVATING ORGANIZATIONAL EFFECTIVENESS

EMBEDDING A SAFETY CULTURE

JIBC's focus on occupational health and safety is critical in a workplace that prepares learners to work with confidence in high-risk environments.

Policies and procedures to support individuals working alone were updated in 2021 to ensure the well-being of JIBC's staff and faculty, and emergency procedures were also updated. A central resource centre for the JIBC community has been created to support a safe working environment at all locations — on campus, on the road, and while remote working. We are exploring a new safety management data system to help manage and report on inspections, investigations, and safety risk analyses.

Each campus has its own risks that must be monitored and mitigated. A consultant was hired to evaluate the potential for pesticide exposure at the Pitt Meadows campus, situated in an agricultural area. The study found no expectation of exposure exceeding occupational limits. Site sampling will monitor the risk to ensure exposures are as low as possible.



SUPPORTING A CLEAN ECONOMIC FUTURE

JIBC's 2020 Climate Change Accountability report was submitted to government in May 2021. Total greenhouse gas emissions requiring offsets amounted to 547tCO_{2e}, the lowest reported since 2010, predominantly due to pandemic-related reductions in on-campus activities and resource consumption. JIBC paid \$13,675 to the Ministry of Environment and Climate Change Strategy to retire offsets on our behalf for the calendar year 2020.

JIBC is committed to reducing its carbon footprint and improving sustainability through environmentally responsible practices. These efforts have reduced energy consumption significantly over the last decade. JIBC participates in BC Hydro's Energy Wise Network Program and Energy Manager Associate Program. This assistance helps the Institute develop its strategic energy management plan, raise awareness, and

creates opportunities for learning and collaboration with other organizations also committed to energy conservation.

Further work will start in 2022 to begin developing JIBC's environmental sustainability strategy. Planning is already underway to replace fleet vehicles with more fuel-efficient models, reduce paper usage, replace end-of-life equipment with more energy efficient models, and invest in high-efficiency infrastructure.

JIBC is an important partner in the implementation of B.C.'s Climate Preparedness and Adaptation Strategy, providing critical training and research to help the province mitigate and address the impacts of climate change. The Community Disaster Resilience Planning website was developed over three years to provide rural, remote, and Indigenous communities with tools and resources to develop and implement a resiliency plan. A new three-year project, in partnership with Emergency Management BC, will develop a provincial framework and guidelines for mass care to support evacuees following large-scale catastrophic disasters.

ENTERPRISE RISK MANAGEMENT

The development of an enterprise risk management program advanced significantly in 2021-2022. JIBC identified what constitutes an enterprise-level risk, with qualitative and quantitative factors that will be regularly assessed. The senior management team and executive brought forward potential obstacles that could impede the execution of JIBC's strategic plan, and each risk was rated for likelihood and impact with mitigation strategies and controls documented. Many of the Institute's priorities for 2022-2023 will create additional controls and mitigations for the Institute's residual risks.

IMPROVING PROCESSES WITH TECHNOLOGY

The Unit4 Business World enhancement project is a multi-year initiative to deliver enhanced functionality for our enterprise financial and human resource information systems, with projected completion in 2023. The initiative is implementing system and process improvements that will reduce effort and errors and create more timely information to support decision-making. The project targeted the re-engineering of many processes including accounts receivable, accounts payable, payroll, position management, vendor and customer communications, workflow, and reporting. In 2022-2023, the focus will be on budget, employee leave management, and fixed assets. Improvements will simplify how staff and faculty complete financial and human resource transactions. Change management is a key to success and JIBC is using this project to drive better practices in support of our people who make change happen to benefit our students and clients.

Improving the student experience with our learning management system (LMS) and related applications was also a focus in 2021-2022. JIBC set up a framework to perform regular feature and function review for all applications, so the systems are utilized to their fullest potential. The LMS was migrated to the cloud to enable features designed to improve the user experience including a common course layout and mobile adaptive web interface so students can use any device to access online learning. In 2022-2023, we will be

designing a greater degree of automation in course creation and tighter integration with the student information system. These improvements will ensure a common look and feel in all courses, designed with a high degree of usability and accessibility for learners.



SUSTAINABLE FUNDING MODELS

JIBC completed development of a costing model with consulting support. The model provides a process to determine the direct, indirect, and overhead costs of producing JIBC's full portfolio of programming. Providing accurate program costs will help each department make more informed decisions about contract prices and tuition rates for new programs.

The model provides reliable and transparent information to share with government funding partners and highlights that delivering our highly successful experiential education and training pushes our staff and faculty to over-deliver within an environment characterized by austerity and cross-subsidization inequities. Further steps to improve our program costing and pricing requires collaboration with JIBC's government funders to develop sustainable grant funding that aligns with our mandate. We will be fully participating in the sector-wide public post-secondary funding review that is reflected in Minister Anne Kang's mandate from the Premier. An additional initiative will also see our business development experts develop more standardized methodologies for contract training costing and pricing to ensure that specialized training for employers and communities cover the costs of the programming.

Collaboration with government on Police Academy financial sustainability resulted in direction to accelerate the introduction of a new cost-recovery fee structure in 2022-2023 that will require municipalities to contribute funding for each police recruit sent for training.

To increase philanthropic revenue, the Office of Development is shifting focus to grant-based fundraising. Priorities have been established, focused primarily on the needs of the Paramedic Academy due to projected growth in this program area and significant public awareness and support for pre-hospital healthcare in communities. Donor funding focuses primarily on training equipment, innovation, and student financial assistance.



CYBERSECURITY

The pandemic has highlighted how a shift to online teaching and working has the potential to heighten cybersecurity risks as online environments become more critical to service delivery. JIBC addresses this risk through sector collaboration, best practices, services, and infrastructure.

The Technology Services division follows provincial CIO directives and participates in vulnerability and risk management services offered by the B.C. and federal governments. Security improvements and initiatives in 2021-2022 included:

- Cybersecurity posture review and internal audit.
- Incident response plan in collaboration with BCNet and a third-party vendor.

- Cybersecurity committee collaboration on security initiatives regarding the student information system.
- New authentication tool that allows secure single sign-on access to enterprise applications.
- Additional use of two-factor authentication.
- Network segmentation to limit potential spread of a cyber-attack.

RENEWING MARKETING AND COMMUNICATIONS STRATEGY

An external review of JIBC's communications and marketing functions was completed in 2021, resulting in changes to the department's structure and approach. Objectives include enhancing strategy, creativity, and capacity through the implementation of more efficient processes. This work will continue in 2022-2023.

Renewing JIBC's brand and communicating our unique value proposition were key initiatives that began in 2021-2022. The work includes a complete re-design of JIBC's brand identity to modernize and decolonize plus an external JIBC awareness campaign, scheduled for September 2022.



3.3 PERFORMANCE MEASURES, TARGETS, AND RESULTS

To assess performance against strategy, JIBC developed a series of key performance indicators to ensure the Institute's resources are being deployed in alignment with strategic priorities, results are regularly reviewed, and action plans are developed when necessary. The Board of Governors reviews these Institute-wide measures twice a year.

The following scale is used by the Ministry and JIBC to assess actual performance relative to targets:

| TARGET ASSESSMENT CATEGORY | % OF TARGET PERFORMANCE |
|----------------------------|-------------------------|
| Achieved | 100% or more |
| Substantially Achieved | 90% - 99% |
| Not Achieved | Less than 90% |

3.3.1 STANDARD PERFORMANCE MEASURE RESULTS

| | 2020-21 Actual | 2021-22 Target | 2021-22 Actual | 2021-22 Assessment |
|-----------------------------|-------------------|-------------------|-------------------|-----------------------|
| STUDENT SPACES (FTE) | | | | |
| Total student spaces | 2,768 | ≥ 2,393 | 3,252 | Achieved |
| Allied health programs | 225 | ≥ 313 | 313 | Achieved |

Domestic enrolment increased in 2021-2022 as customized contract training continued to be re-developed for online delivery to increase access and reduce travel costs. Most programs increased their enrolment during the pandemic.

| | 2020-21 Actual | 2021-22 Target | 2021-22 Actual | 2021-22 Assessment |
|----------------------------|-------------------|-------------------|-------------------|-----------------------|
| CREDENTIALS AWARDED | | | | |
| Number | 782 | ≥ 669 | 749 | Achieved |

JIBC exceeded its credentials-awarded target in 2021-2022, and the Institute expects the number of graduates to grow slightly in the next few years due to new programming including the Graduate Certificate in Cybercrime Analysis and two Post-Baccalaureate Diplomas in Law Enforcement Studies and Disaster Management. The credential target decreased this year due to lower enrolments during the first year of the COVID-19 pandemic and changes to the programming mix that included termination of a number of programs with declining demand.

| | 2020-21 Actual | 2021-22 Target | 2021-22 Actual | 2021-22 Assessment |
|----------------------------------|-------------------|-------------------|-------------------|-----------------------|
| INDIGENOUS STUDENT SPACES | | | | |
| Total | 260 | 144 | 164 | Achieved |

Recognizing JIBC's mandate to provide justice and public safety education throughout the province and the need to improve levels of participation for Indigenous learners, the Institute is committed to continued achievement of a representative student body. Many Indigenous learners receive JIBC training in their own communities through partnerships with First Nations, Indigenous organizations, and governments. This activity decreased during the pandemic, so the number of Indigenous learners is expected to be lower than average for the next few years.

The target is 5.2 per cent of domestic enrolment (FTE), reflecting the adult B.C. population of Indigenous people according to the 2016 Census.

| | 2020-21 Actual | 2021-22 Target | 2021-22 Actual | 2021-22 Assessment |
|---|-------------------|-------------------|-------------------|------------------------|
| STUDENT SATISFACTION WITH EDUCATION | | | | |
| Former diploma, associate degree and certificate students | 83.5% +/- 2.1% | ≥ 90% | 85.5% +/- 2.2% | Substantially achieved |
| Bachelor degree graduates | 90.5% +/- 9.4% | ≥ 90% | N/A | N/A |

JIBC has been proactive in taking steps to ensure students have a fulfilling learning experience that will prepare them for their future careers. Changes are underway in paramedicine and policing to improve student satisfaction and better align education with provincial needs. Evidence from the B.C. Student Outcome Survey suggests these changes have already had positive effects on the Primary Care Paramedicine and Police Recruit Training programs.

| | 2020-21 Actual | 2021-22 Target | 2021-22 Actual | 2021-22 Assessment |
|---|-------------------|-------------------|-------------------|-----------------------|
| STUDENT ASSESSMENT OF THE QUALITY OF INSTRUCTION | | | | |
| Former diploma, associate degree and certificate students | 93.6% +/- 1.4% | ≥ 90% | 91.2% +/- 1.8% | Achieved |
| Bachelor degree graduates | 95.2% +/- 6.8% | ≥ 90% | N/A | N/A |

Most instructors at JIBC are practitioner scholars with deep and current experience in their field. Students consistently express high satisfaction with instructor knowledge of the subject-matter in course evaluations.

| | 2020-21 Actual | 2021-22 Target | 2021-22 Actual | 2021-22 Assessment |
|---|-------------------|-------------------|-------------------|------------------------|
| STUDENT ASSESSMENT OF SKILL DEVELOPMENT | | | | |
| Former diploma, associate degree and certificate students | 80.1% +/- 2.4% | ≥ 85% | 81.9% +/- 2.5% | Substantially achieved |
| Bachelor degree graduates | N/A | N/A | N/A | Not assessed |

The DACSO survey highlights lower scores in “write clearly and concisely” and “learn on your own”. JIBC faculty are working on both skill sets in diploma and degree programs and scores are beginning to show some improvement. In applied training for public safety professionals, these skillsets are not a primary focus. JIBC students excel in “analyse and think critically, “work effectively with others”, and “resolve issues or problems”.

| | 2020-21 Actual | 2021-22 Target | 2021-22 Actual | 2021-22 Assessment |
|--|-------------------|-------------------|-------------------|------------------------|
| STUDENT ASSESSMENT OF USEFULNESS OF KNOWLEDGE AND SKILLS IN PERFORMING (MAIN) JOB | | | | |
| Former diploma, associate degree and certificate students | 90.1% +/- 1.9% | ≥ 90% | 87.3% +/- 2.4% | Substantially achieved |
| Bachelor degree graduates | N/A | N/A | N/A | Not assessed |

JIBC results include a significant number of responses from volunteer firefighters who earned JIBC credentials for skills and knowledge not used in performing their main paid jobs. Seventy-five per cent of British Columbia's firefighters are volunteers. This year's dip in performance was due to an increase in the number of firefighters in the survey cohort compared to the previous year.

| | 2020-21 Actual | 2021-22 Target | 2021-22 Actual | 2021-22 Assessment |
|---|-------------------|-------------------|-------------------|-----------------------|
| UNEMPLOYMENT RATE | | | | |
| Former diploma, associate degree and certificate students | 3.2% /- 1.1% | ≤ 11.6% | 3.2% +/- 1.2% | Achieved |
| Bachelor degree graduates | 0.0% +/- 0.0% | N/A | N/A | Achieved |

JIBC continues to exceed this performance measure, continuing to demonstrate the employability of its students and its student profile that includes many working professionals.

2.5.2 JIBC KEY PERFORMANCE INDICATORS

In addition to the measures identified in the Accountability Framework, JIBC tracks key performance indicators to measure performance against the Strategic Plan. These measures are reviewed by the Board of Governors twice a year and published internally every quarter.

| | 2020-21 Actual | 2021-22 Target | 2021-22 Actual | 2021-22 Assessment |
|---|-------------------|-------------------|-------------------|-----------------------|
| GRADUATES WORKING IN A TRAINING-RELATED JOB | | | | |
| Former diploma, associate degree and certificate students | 85.0% | N/A | 79.1% | Not assessed |

In many of JIBC's certificate and diploma programs, almost all graduates report working in a training-related job. Some of these are training programs for individuals newly recruited to their occupation and some are advanced training programs for individuals advancing in their careers. Volunteer firefighters often report that their main job is not related to their training, even if they have related work within the fire service. Senior public safety professionals may also report that their main job is not related to the emergency management training they received at JIBC when they have other primary responsibilities such as fire chief or city manager.

| | 2020-21 Actual | 2021-22 Target | 2021-22 Actual | 2021-22 Assessment |
|----------------------------|-------------------|-------------------|-------------------|------------------------|
| CREDENTIALS AWARDED | | | | |
| Total | 1320 | ≥ 1487 | 1550 | Achieved |
| Graduate Certificates | 32 | ≥ 30 | 29 | Substantially achieved |
| Bachelor Degrees | 44 | ≥ 38 | 41 | Achieved |
| Advanced Diplomas | 22 | ≥ 18 | 20 | Achieved |
| Advanced Certificates | 6 | ≥ 11 | 11 | Achieved |
| Diplomas | 136 | ≥ 140 | 158 | Achieved |
| Certificates | 348 | ≥ 470 | 471 | Achieved |
| Short Certificates | 732 | ≥ 780 | 808 | Achieved |
| Post-Degree Diplomas | N/A | N/A | 12 | Not assessed |

The Primary Care Paramedic program had over 210 graduates in 2021-2022, showing a typical pattern of program completions compared to 2020-2021 when students experienced pandemic-related delays. JIBC also graduated its first cohort of students in the Post-Baccalaureate Diploma in Law Enforcement Studies in 2021-2022, a number expected to grow in the coming years.

| | 2020-21 Actual | 2021-22 Target | 2021-22 Actual | 2021-22 Assessment |
|--|-------------------|-------------------|-------------------|-----------------------|
| REPRESENTATIVE STUDENT BODY (FTE) | | | | |
| Domestic Indigenous | 4.7% | ≥ 5.8% | 4.2% | Not achieved |
| Domestic BC outside the Lower Mainland | 30.8% | ≥ 41% | 33.2% | Not achieved |
| Domestic online or correspondence | 66.6% | ≥ 20% | 53.8% | Achieved |

A diverse student body that is representative of the overall B.C. population helps to confirm that education is accessible across the province. The proportion of Indigenous student enrolments remains below the target for a second year due to continuing barriers to delivering training in communities. However, total Indigenous student activity was higher in 2021-2022 (36 FTE) than in 2020-2021 (24 FTE). As off-campus contract training deliveries increase post-pandemic, JIBC expects additional in-person training outside the Lower Mainland. The pivot to online education that occurred due to the pandemic is still reflected in 2020-2022.

| | 2020-21 Actual | 2021-22 Target | 2021-22 Actual | 2021-22 Assessment |
|------------------------------------|-------------------|-------------------|-------------------|-----------------------|
| CONTRACT COURSE REGISTRANTS | | | | |
| Registrants | 46.4% | N/A | 47.1% | Not assessed |

Because JIBC educates justice and public safety professionals across their whole career, we expect employers to send their employees back to JIBC to continue their education, renew skills, and retrain as occupational standards change. Almost half of course enrolments in 2020-2021 and 2021-2022 were from contract training, where employers partner with the Institute to educate their workforce.

| | 2020-21 Actual | 2021-22 Target | 2021-22 Actual | 2021-22 Assessment |
|---------------------------|-------------------|-------------------|-------------------|-----------------------|
| RETURNING STUDENTS | | | | |
| Headcount | 38.8% | N/A | 39.2% | Not assessed |

Alumni returning to the Institute for further training demonstrates that they value their JIBC education. In 2021-2022, almost 40 per cent of students were returning, continuing multi-year programs, or registering for new training and education opportunities.

| | 2020-21 Actual | 2021-22 Target | 2021-22 Actual | 2021-22 Assessment |
|-----------------------------|-------------------|-------------------|-------------------|-----------------------|
| FIRST YEAR RETENTION | | | | |
| Headcount | 66.0% | N/A | 68.5% | Not assessed |

First year retention measures the percentage of students who return for their second year of studies or were awarded a credential before the end of their second year. JIBC is exploring ways to increase student persistence in part-time and online programs, which provide flexible options to make education accessible to working professionals across B.C.

| | 2020-21 Actual | 2021-22 Target | 2021-22 Actual | 2021-22 Assessment |
|---|-------------------|-------------------|-------------------|-----------------------|
| EMPLOYEE TURNOVER | | | | |
| Regular employees with less than 5 years of service | 11.5% | N/A | 13.4% | Not assessed |

Attracting and retaining new staff helps JIBC achieve its mission. The measure includes all regular employees who left employment for a variety of reasons, including resignation, retirement, termination, or completion of a temporary assignment.

04

FINANCIAL INFORMATION

The audited financial statement for 2021-2022 is available at:
<https://www.jibc.ca/about-us/strategic-plans-reports>.

05

APPENDIX: PROGRESS REPORT ON ANSWERING THE TRC CALLS TO ACTION AND IMPLEMENTING UNDRIP

JIBC is taking definitive actions to shape its delivery of excellence in Indigenous education and advance efforts of Indigenization across all facets of institutional life. Realizing JIBC’s vision of safer communities and a more just society must start within the mind and heart of each person in our organization. Transforming external organizations and communities in this vision counts on justice, public safety, and health care professionals shaped by an institutional experience that lives social justice, peace, and harmony. One pathway towards this vision has been the active pursuit of Indigenization by our Institution.

Indigenization is a long-term process to achieve an environment that values and prioritizes Indigenous ways of living in all areas of our work. JIBC has been living Indigenization long before this terminology was introduced as it has committed itself to excellence in Aboriginal higher education and training for the past two decades. JIBC consistently partners with over 30 Indigenous communities and organizations every year to provide training, research, and expertise in support of community development and safety initiatives. Our focus on Indigenous education will provide JIBC faculty, staff, and students with greater cultural sensitivity, understanding of the history and impacts of colonialism, and knowledge to incorporate Indigenous worldviews, ways of being, and traditional practices into our work.

JIBC is committed to working in partnership with Indigenous Peoples and government to implement the UN Declaration on the Rights of Indigenous Peoples (UNDRIP) and answer the Truth and Reconciliation Commission’s (TRC) Calls to Action.

This progress report provides an at-a-glance summary of JIBC’s progress.

TRC CALL TO ACTION² 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.

² "...“ represents omitted text not related to post-secondary education from the original Call to Action.

| PROGRESS | NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS |
|---|--|
| Ongoing | JIBC delivers the Child Welfare Practitioner Training Program on behalf of the Ministry of Child and Family Development to prepare individuals for child safety practice in B.C. This partnership includes additional training for B.C.'s adoption workers and child and youth mental health professionals. Instruction regarding Indigenous child welfare is woven throughout the program and students learn how to build cultural safety practices into their daily work. |
| Ongoing In progress Ongoing | <p>The Indigenous Focusing-Oriented Therapy and Complex Trauma certificate is a 10.5 credit program that uses Focusing-Oriented Therapy as a safe and effective method of working with clients who experience complex trauma. The program emphasizes both knowledge and application through classroom instruction, clinical practice, and clinical supervision. A variety of Indigenous treatment modalities are woven throughout the courses, including experiential exercises, storytelling, ceremonial processes, and land-based healing techniques.</p> <p>JIBC is working with the First Nations Health Authority in the northern region to support the development of local crisis first response teams. These teams will help their communities during times of crisis and act as surge capacity for community mental health and substance programs. The program will be delivered to 20 individuals in Prince George.</p> <p>Open admission to the certificate program is currently suspended as the Centre for Counselling & Community Safety explores development of a new credential in treating Indigenous trauma.</p> |
| New | The Associate Certificate in Complex Trauma provides advanced knowledge and skill development in working with children, youth, and adults who have experienced complex trauma. Designed for psychologists, social workers, and therapists, the 10-credit program takes an integrative approach to the assessment and treatment of complex trauma. Learners gain knowledge and understanding of culturally relevant practice and how multiple identities, social locations and Indigenous historical contexts inform theory and practice. Instruction regarding Indigenous communities and child welfare are woven throughout the program. |
| Implemented | The Graduate Certificate in Complex Trauma & Child Sexual Abuse Intervention was an extension of the Associate Certificate program that included an additional focus on child sexual abuse. Interest in this content has declined as it has been added to other professional curriculum, and a stakeholder consultation recommended removing it from the program. The graduate certificate transitioned to a shorter associate certificate program in 2021, removing the focus on sexual abuse intervention. |

| PROGRESS | NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS |
|----------|--|
| Ongoing | JIBC developed a new three-day course, A Systemic Approach to Celebrating Indigenous Families that encompasses traditional knowledge and family systems training. There are many courses and resources on family systems with a colonial lens but very few that offer the view of Indigenous families through the traditional systemic lens with its foundational focus on attachment and relationships. |
| Ongoing | <p>The Centre for Counselling & Community Safety offers courses in trauma-informed practice (TIP) to provide opportunities for social workers and mental health professionals to gain knowledge and experience with new interventions and Indigenous approaches to healing.</p> <p>Widening the Frame: Towards an Indigenous Violence and Trauma-Informed Practice is a two-day credit course centered on a diversity of indigenous approaches to wellness, mental health, and trauma, incorporating the knowledge of Elders, Indigenous healers, and healthcare workers alongside the work of Indigenous critical theorists, mental health practitioners, and allied critical trauma scholars. Students begin to develop their trauma practice framework that is anti-colonial, intersectional and holistic, considering how experiences of trauma and healing are shaped by the interlocking impacts of Indigeneity, age, gender, sexuality, and ability.</p> <p>Indigenous Trauma-informed Practice with Youth is another two-day course that assists learners in the development of a trauma-informed practice framework that supports rather than pathologizes Indigenous children and youth, helping them improve their coping and responses to daily triggers that include the impact of experiences with racism, colonialism, poverty, and sexism.</p> |

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 | |

23: HEALTH-CARE PROFESSIONALS

We call upon all levels of government to increase the number of Aboriginal professionals working in the health-care field, ensure the retention of Aboriginal health-care providers in Aboriginal communities, and provide cultural competency training for all healthcare professionals.

| PROGRESS | NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS |
|-------------|--|
| Implemented | The Justice and Public Safety Career Preparatory Certificate provided Indigenous learners with an opportunity to seek knowledge and skills in justice and public safety and prepare for careers working in paramedicine, firefighting, corrections, policing, and law enforcement. This 30-credit full time program was offered in partnership with Native Education College and the Vancouver Aboriginal Friendship Centre and provided culturally relevant experiences, knowledge, and supports. Students benefited from customized supports designed to address systemic access and achievement barriers, including regular individual and group support from Elders, counsellors, and peers. The program was retired in 2022 due to a lack of funding and complexities in providing the wrap-around supports, such as childcare, that students needed to complete the program. |
| Ongoing | The JIBC <u>Indigenous Youth Career Camp – Building Bridges, Breaking Barriers, Encouraging Connections</u> , is a funded camp for Indigenous youth to explore employment opportunities in health, justice, and public safety, develop important applied skills, and make lasting personal and community connections in a culturally appropriate environment. To achieve Truth and Reconciliation, JIBC recognizes that more Indigenous people and perspectives are needed in the fields of justice and public safety. |
| Implemented | JIBC adapted the camp to provide a blend of online and campus-based activities in 2021. This new format supports the engagement a greater number of youth, spread over different traditional territories, and profiled the simulation tools and technologies that make JIBC a renowned leader in applied education. The camp is transitioning back to in-person in 2022 as safety guidelines allow larger gatherings. |
| In Progress | JIBC plans to develop an Indigenous admission policy that removes systemic barriers and increases the number of Indigenous students in JIBC programs. |

34. FETAL ALCOHOL SPECTRUM DISORDER

We call upon the governments of Canada, the provinces, and territories to undertake reforms to the criminal justice system to better address the needs of offenders with Fetal Alcohol Spectrum Disorder (FASD)...

| PROGRESS | NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS |
|----------|--|
| Ongoing | A new course was developed to increase awareness of Fetal Alcohol Spectrum Disorder (FASD) and delivered online to both community and custody staff at BC Corrections. In addition to exploring the neurodevelopment disabilities and best practices for supporting people with FASD within the criminal justice system, the course makes connections to the history of intergenerational trauma experienced by Indigenous Peoples. Offenders with FASD are believed to be overrepresented in correctional settings and the disorder is a significant public health issue in many Indigenous communities. The course includes culturally appropriate advice for working with an Indigenous person with FASD. |

36: CORRECTIONAL SERVICES

We call upon the governments of Canada, the provinces, and territories to undertake reforms to the criminal justice system to better address the needs of offenders with Fetal Alcohol Spectrum Disorder (FASD)...

PROGRESS

NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

Ongoing

JIBC is committed to training corrections professionals equipped with trauma-informed and culturally grounded skills and approaches necessary to achieve the best outcomes possible for Indigenous people currently involved in the correctional system. Through the Corrections Academy and Office of Indigenization, JIBC has supported the Indigenization of the core cognitive behavioural programs offered through all custody centres and community corrections offices in B.C. JIBC has not only supported Indigenizing the content and delivery of these programs but has Indigenized the process of training the correctional staff who facilitate and deliver these programs. The primary purpose of JIBC's collaboration with BC Corrections in Indigenizing these programs is to provide more culturally relevant services to the individuals under the supervision of BC Corrections on issues such as substance abuse, family, and domestic violence.

Implemented

In 2020-2021, JIBC reviewed and updated the adult probation officer basic training with BC Corrections' Indigenous Justice Partners to address the TRC Calls to Action and UNDRIP and set expectations for BC Corrections Community staff in terms of their role in meeting these goals in their day-to-day work. Indigenous ways of being, knowing, and doing were incorporated into pedagogy, evaluation, and scholarship. We continue to build and develop our relationships with Indigenous Justice Partners who continue to influence and shape our work.

In progress

Work continues on the Indigenization of BC Corrections Adult Probation Officer curriculum. This collaboration included:

- First-person interviews with Indigenous people to inform a Mental Wellness and Addiction course.
- Platform for Indigenous voices to reach learners in training.
- Elder visits in the classroom.
- Speaking engagements with Indigenous educators, which will also be offered directly to all BC Corrections' staff.
- Teaching aids and reference materials for the instructors and staff in training.
- Videos to be integrated into online training courses.

Implemented

Faculty in the Corrections & Court Services Division collaborated with probation officers in the field to renew the training for community corrections staff who work with clients convicted of sexually motivated offences. The training materials were decolonized and re-written using prosocial modelling and strengths-based language. In 2021-2022, a grant facilitated additional partnerships with Indigenous Elders and Knowledge-Keepers who will provide wisdom and guidance to the project.

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

The Health Sciences Division is designing a new program for primary care paramedics in BC. The Office of Indigenization is consulting and collaborating to Indigenize new curriculum and weave Indigenous ways of thinking, being, relating, and doing into the courses of the new program. The new course descriptions and course outlines reflect Indigenous history, TRC Calls to Action, the recommendations from the In Plain Sight report, UNDRIP, and other sources that work to eliminate racism and decolonize education and access to healthcare. The next step is to seek guidance from JIBC Elders-in-Residence for their input and wisdom.

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 antiracism.

PROGRESS

NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

N/A

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 |
|----------|---|
| Ongoing | <p>In response to this Call to Action, JIBC developed a new three-credit Indigenous cultural competency training course, <i>Reconciling Colonial Practices in Justice and Public Safety</i>. This course provides learners with an overview of colonization in Canada, with a specific focus on the involvement and role of the justice and public safety professions within this history. Students are introduced to the complex Indigenous systems of health, governance, and justice and the impacts of their displacement through contact and colonization. Students explore the contemporary context of reconciliation through nation-to-nation relationships and the Indigenization of complex systems in British Columbia and Canada today. Concepts of decolonization and reviewing the work of the TRC is introduced. Students have opportunities to reconcile colonial practices and perspectives while developing concrete skills, strategies, and techniques to improve their professional interactions and outcomes with Indigenous Peoples, organizations, and communities. JIBC is working towards the inclusion of this course in all diploma and degree programs.</p> <p>In 2020, the course was redeveloped for asynchronous online delivery. It is now incorporated into all JIBC degree programs and post-baccalaureate diplomas.</p> |
| Ongoing | <p><i>Indigenous Trauma-Informed Practice — Justice/Public Safety</i> is a three-credit course that provides an overview of the history of relationships between Indigenous Peoples and justice and public safety professionals. Learners develop an understanding of the current overrepresentation of Indigenous Peoples in the justice and public safety system and the lived, vicarious, and intergenerational trauma that is experienced by Indigenous Peoples. Learners are introduced to the field of trauma and trauma-informed practice from an Indigenous perspective and learn concrete tools and approaches to use for self-care and in daily work as a justice and public safety professional.</p> |

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|-------------|---|
| Ongoing | JIBC has worked to Indigenize curriculum within the Police Academy, integrating trauma-informed perspectives, and creating opportunities for every B.C. Police Recruit to engage directly with residential school survivors through Circles of Understanding delivered by the Vancouver Aboriginal Policing Centre Society. |
| New | In 2021, JIBC launched enhanced curriculum for police recruits with a focus on vulnerable populations, Indigenous Peoples, and fair and impartial policing. There were significant modifications to Indigenous content to improve awareness and understanding and enhanced training to develop a trauma-informed-practice (TIP). All modifications were made with stakeholder engagement, including recommendations from Indigenous advisory committees to individual police departments and consultation with the Vancouver Police Department's Aboriginal Policing Centre. Work is ongoing and recruits will begin engaging with elements of the renewed curriculum in May 2021. |
| In progress | JIBC is embarking on a 30-month project entitled, "Developing Indigenous Cultural Safety Training for Municipal Police in British Columbia." The project is funded by the Department of Justice and will be a joint initiative of the Police Academy and the Office of Indigenization to address Indigenous overrepresentation in the criminal justice system, and create change informed by Gladue Principles. |
| Implemented | Trauma-informed practice is an essential approach to working with victims of crime, and JIBC's Centre for Counselling & Community Safety was selected to develop and deliver a Trauma-Informed-Practice Curriculum for Justice, Public Safety and Antiviolence Sectors in B.C. This curriculum is the first of its kind in Canada, developed with cross-sector collaboration to deliver common learning and a specific focus on trauma-informed-practice within Indigenous communities and with Indigenous victims of crime. The goal of the common educational curriculum is to ensure public servants can recognize and understand trauma and its effects on victims and witnesses, understand how violence and abuse shape victim responses, use skills to assess practices through a trauma-informed lens, and reduce the potential to re-victimize. |
| Ongoing | <p>Several TRC Calls to Action highlight the requirement for skills-based training in conflict resolution as a foundational skill for reconciliation with Indigenous Peoples.</p> <p>JIBC's Centre for Conflict Resolution launched a new certificate program in 2021 to reflect current influences in theory and practice and expand delivery options to increase accessibility to students across the province. The Certificate in Collaborative Conflict Resolution (20 credits) provides graduates with a unique combination of theoretical knowledge and applied capabilities to effectively participate in a collaborative, interest-based conflict engagement and resolution process. The program supports learners to reframe previously held concepts of conflict and purposefully apply communication skills and a collaborative process to build trust, find common ground and create a path forward together. The program equips learners to engage this way by fostering the integration of the theory and skills into practice. A key theme woven across courses is engagement with, and consideration of the implications for practice of key social justice issues such as Indigenization, gender, mental health, equity, diversity, and inclusion. All program courses rely on the input of the Office of Indigenization, Elders, and Indigenous faculty to Indigenize the curriculum.</p> |

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

Ongoing

In 2020-2021, the Emergency Management Division developed a course on Strengthening Indigenous Relations. The purpose of the course is to provide instructors and faculty with an introduction and overview of Indigenous histories, perspectives, worldviews, and approaches that can be incorporated into engagement in the classroom and with organizations and communities. These learning modules are beneficial to anyone working with Indigenous communities and organizations, as they serve to enhance cultural safety, humility, and knowledge. The course emphasizes strengthening relationships through reconciliation by changing environments and practices. The course was developed based on the B.C. Campus Indigenization Guides.

In progress

Forming Strong Cultural Identities in an Intersecting Space of Indigeneity and Autism is a research project that provides a voice and leadership opportunity for Indigenous students with autism through participatory action research to inform and ask how B.C. post-secondary teaching and learning practices and policy can better integrate Indigenous knowledge in education and arts programming and disrupt patterns of social injustice, exclusion, and cultural genocide while promoting positive identity formation, pride, and resilience for Indigenous persons with autism.

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

N/A

92: BUSINESS SCHOOLS

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

PROGRESS

NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

N/A

UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION

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

Article 14

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

Article 15

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

Article 21

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 |
|-------------|---|
| New | <u>Living Indigenization 2021-2027</u> is JIBC's Indigenization strategy, building upon the foundational work of the 2015-2020 Indigenization Plan. The plan helps JIBC continue to move forward in the areas of Indigenization, Truth, Reconciliation, and decolonization. Living Indigenization is both a concept and a framework to guide our Institution — living Indigenization authentically takes all of us. The plan honours our past, acknowledges our present, and provides pathways that will help us journey forward in a good way. The Institute is committed to advancing Indigenous education holistically through all facets of JIBC, and the plan advances a decolonized inquiry, asking critical questions to guide our actions to ensure we consistently respect and reflect the needs of First Peoples. |
| In progress | An action plan communicates priorities within and across the four areas to advance Indigenization. It articulates the steps we will take in partnership with Indigenous Peoples, to make measurable change that addresses the harms of colonialism and creates environments where Indigenous Peoples thrive. |
| Ongoing | JIBC is the training institution chosen to deliver B.C. police recruit training and advanced training courses to the Stl'atl'imx Tribal Police Service, the only First Nations administered police force in British Columbia. |
| Ongoing | JIBC has been working with the Cree First Nations in Quebec since 2016 to support their need to develop emergency protection in their own communities. JIBC has helped meet the challenges for First Nations first responders in the north to acquire accredited, recognized, and reliable training. In 2019-2020, JIBC partnered with the Cree First Nations to support their implementation of B.C.'s Structure Firefighter Competency & Training Playbook. JIBC instructors delivered Interior and Full-Service Fire Fighter Operations programs and helped develop instructor capacity to support future local deliveries. |

| | |
|---------|---|
| Ongoing | The <u>Elders-in-Residence Program</u> is integral to increasing knowledge and literacy about Indigenous culture and history. Elders pass on traditional knowledges to the JIBC community and promote understanding and respect for Indigenous perspectives, culture, and values. In addition to speaking to classes and advising in curriculum development, Elders lead online workshops to share traditional teachings and introduce learners to the diverse cultures and histories of Indigenous Peoples. |
| Ongoing | The <u>Indigenous Advisory Council</u> was formed to create a link to Indigenous communities while guiding their learners. The Council provides guidance and recommendations to the Office of the President and the Office of Indigenization to help ensure the success of Indigenous learners at JIBC. The membership was reviewed and revitalized in 2019 and includes Elders and members of diverse Indigenous communities including, students, alumni, staff, and public safety professionals. |
| Ongoing | The Aboriginal Gathering Place opened in May 2016 and serves as an inclusive Indigenous space to support instruction, cultural exchange, and community engagement. The space is a centre of support for Indigenous students and a venue of learning and dialogue where all students, staff, faculty, and the wider community can expand their knowledge and appreciation of Indigenous culture and history. |
| Ongoing | In 2009, the JIBC community planted an Indigenous Health Garden to help reconnect and restore our relationships to lands and generations that came before. The garden provides materials integral to ceremony, learning, and healing. A group of Indigenous Elders and Knowledge-Keepers lead workshops using traditional Indigenous protocols and collective learnings to plant, gather and make medicines for communities, especially survivors of residential schools and keepers of ceremony, language, and culture. The Office of Indigenization is the caretaker of the Indigenous garden, growing tobacco, sweetgrass and a variety of edible and medicinal Indigenous plants. These medicines are used to provide cultural support and land-based teachings to students, staff, and faculty. They have also been used for smudging and gifting. |

| | |
|--|--|
| <p>New</p> <p>Implemented</p> <p>In progress</p> | <p>The creation of a unique Indigenous presence has been a priority at JIBC, where art and cultural items create a welcoming environment for Indigenous people and foster Indigenous cultural awareness, appreciation, and respect.</p> <ul style="list-style-type: none"> • The Welcome Post was created by Brent Sparrow from the Musqueam Nation and installed in the Atrium at the New Westminster campus in June 2021. With an eagle and sun design, the post provides guidance, strength, protection and warmth to staff, faculty, students, and all visitors. • A trilogy mural by Anishinaabe artist Sharifah Marsden from the Scugog Island First Nation was installed at the New Westminster campus in August 2020. • JIBC has recently issued a call for Indigenous artists to design artwork that will express our commitment to strengthening our relationships with Indigenous communities that are served by the police agencies whose personnel we train. The art will be displayed alongside the JIBC logo on the Police Academy’s small fleet of training vehicles. |
| <p>Ongoing</p> | <p>Taking part in the Moose Hide Campaign Day allows staff, faculty, and students to bond together and speak out against violence. The Moose Hide Campaign is a growing annual initiative asking people to pledge their commitment to stand up against violence towards women and children. Everyone in the JIBC community has a part to play in nurturing safe, just, and respectful relationships, spaces, and environments. The campaign has its genesis on the Highway of Tears, a section of B.C. highways where dozens of women have gone missing, many later found murdered.</p> |
| <p>Ongoing</p> | <p>JIBC observes the National Day of Action for Missing and Murdered Indigenous Women and Girls (MMIWG), held annually on Oct. 4, by highlighting and recognizing the persistence of violence against Indigenous women, girls, and 2SLGBTQIA. This is an important date for JIBC to reflect on the central role justice and public safety professionals play in ending violence against Indigenous women and girls and in facilitating positive relationships between law enforcement and women who have experienced violence and families of missing and murdered Indigenous women.</p> |
| <p>New</p> | <p>JIBC officially recognizes the National Day for Truth and Reconciliation, providing education and ceremony to ground attendees and unify the JIBC community in a vision for Truth and Reconciliation. Elders and guests share stories and facts to foster greater understanding of the history of residential schools, the enduring legacy of colonization, and the steps we can all take to advance social justice.</p> |
| <p>Ongoing</p> | <p>Annual celebrations of National Indigenous Peoples Day and National Indigenous History Month provide many opportunities for staff, faculty, and students to access a variety of Indigenous teachings to learn about the rights, recognition and sovereignty of Indigenous Peoples and increase cultural competencies. Events include learning and sharing circles with Elders-in-Residence, traditional and contemporary performances by Indigenous artists, story-telling, and workshops.</p> |

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| Ongoing | Emergency Management BC (EMBC) and JIBC collaborate to develop relevant and effective emergency management training, based on the unique needs of First Nations. Training with First Nations communities in B.C. includes fundamentals of establishing an emergency operations centre and planning community response. In 2019-2020, JIBC provided an online seminar for EMBC entitled, Integrating Cultural Safety and Humility Skills in Emergency Management Services. Additional training is provided through contracts with other Canadian Indigenous communities and Indigenous Services Canada. The COVID-19 pandemic suspended community-based training in Indigenous communities. However, Indigenous learners switched to online offerings during the provincial emergency, representing over 15 per cent of all enrolments in EMBC-sponsored training in 2020-2021. |
| Ongoing | With support from Indigenous and Northern Affairs Canada and collaboration with Wilfred Laurier University, JIBC developed the <u>Aboriginal Disaster Resilience Traditional Knowledge Toolkit</u> to help First Nations decide how to best incorporate knowledge of past disasters, existing risks, and traditional practices in their plans to mitigate and prepare for emergencies. Elements include storytelling and talking circles as well as community-based teams to promote knowledge sharing between First Nation community emergency management practitioners. Multi-year implementation has included train-the-trainer sessions with regional emergency management practitioners in First Nation communities and the development of a web-based Aboriginal Disaster Resilience Planning (ADRP) Tool. The ADRP provides communities with a comprehensive capacity and strength-based process to identify potential hazards that could lead to a disaster, and tools to identify risk, community strengths, and gaps. |
| Ongoing | JIBC has embarked upon a three-year project, funded through the Vancouver Foundation, to scale-up the <u>Rural Disaster Resilience Planning</u> (RDRP) tool using lessons learned from the Aboriginal Disaster Resilience Planning (ADRP) project. In the project's first year, the team completed a review of the existing tool, which identified potential barriers to communities with its use. This led to a redesign in process and usability. By simplifying the current process and tool, communities will find it easier to understand potential hazards and prepare for them. All rural, remote, and Indigenous communities will be supported through access to one succinct tool that combines the RDRP and the ADRP: The Community Disaster Resilience Planning tool. Following community testing and adaptation of the tool, this project will enhance and scale its implementation across B.C. |
| Implemented | JIBC supported the development of the Inventory of Emergency Management Capabilities in Indigenous Communities. JIBC facilitated pilot workshops with Indigenous communities in B.C. |
| Ongoing | JIBC partners with the First Nations Emergency Services Society to deliver vocational firefighter training to First Nations communities in B.C. and train Exterior Firefighting Team Leaders. Specialized coursework has been developed such as Exterior Team Leader for Indigenous Communities. |

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| Ongoing | JIBC created a part-time faculty position in 2020 to build relationships and training opportunities with Indigenous fire services. The incumbent is Coast Salish with many relationships including the Canadian Indigenous Fire Marshal, Fire Nations Emergency Services Society, B.C. Office of the Fire Commissioner, and Indigenous fire departments throughout B.C. and across Canada. Through this new position, JIBC will continue to build partnerships and explore opportunities to support the delivery of firefighter training and programs in Indigenous communities. |
| Ongoing | JIBC's Corrections & Court Services Division completed the development of the Parenting After Separation (PAS) for Indigenous Families free online course in partnership with Family Justice Services Division. It provides information to help Indigenous parents navigate challenging issues such as parenting time and child support. Drawing connections between the intergenerational impact of trauma from colonization and experiences of separation, the course provides strategies for managing stress and honouring children during this period. Content is provided in multiple formats, includes advice from Elders, and was developed with advice and approval of an Indigenous advisory committee. |
| Implemented | In 2020-2021, the course was adapted for online delivery, winning two Horizon Interactive Awards for excellence in interactive digital design. |
| Ongoing | JIBC's Emergency Management Division is engaging with The Coastal Nations Coast Guard Auxiliary, Canada's first Indigenous-led volunteer marine search and rescue team. The collaboration began with a JIBC-hosted webinar in spring 2021 to introduce B.C.'s emergency management community to the Auxiliary, highlighting the unique opportunities for building community resilience along B.C.'s coast with the strong and lasting partnerships between maritime First Nations and the Canadian Coast Guard. |
| New | To improve educational access and outcomes for Indigenous learners, JIBC is conducting research to identify successful practices in the development, implementation, and on-going maintenance of credit-transfer pathways. The Pathway Partnerships with Indigenous Post-Secondary Institutes project will support transitions of Indigenous learners across the post-secondary landscape, supported by a research grant from the British Columbia Council of Admissions and Transfer (BCCAT). |

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JIBC.ca



JIBC's six campuses are located in New Westminster, Maple Ridge, Pitt Meadows, Chilliwack, Kelowna and Victoria on the unceded Traditional Territories of the Qayqayt, Musqueam, and Coast Salish Peoples, the Katzie and Kwantlen First Nations, the Stó:lō Nation, the Sylix/Okanagan Nation, and the Traditional, Treaty Territories of the Songhees, Esquimalt, and WSÁNEC Nations.