



2019 2020

INSTITUTIONAL
ACCOUNTABILITY
PLAN & REPORT



**JUSTICE
INSTITUTE**
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.

June 4, 2020

Honourable Melanie Mark
Ministry of Advanced Education, Skills and Training
Parliament Buildings
PO Box 9080 Stn Prov Govt
Victoria, BC V8W 9E2

Dear Minister Mark;

Following on the heels of its 40th anniversary celebrations, the Justice Institute of British Columbia (JIBC) continued to build on its reputation as Canada's leading public safety educator.

By the end of the 2019-2020 fiscal year, that reputation took on new meaning when the COVID-19 pandemic was declared and first responders, emergency managers and other public safety personnel were recognized along with health care workers as the heroes that they are.

As of this writing, for weeks people across British Columbia and beyond have been taking to their doorsteps and balconies at 7 p.m. each night to cheer and bang pots and pans in tribute to our front-line workers. JIBC takes great pride in the role we play in educating and training many of those being celebrated—from paramedics to firefighters and law enforcement officers.

That pride turns to appreciation for all they do, and for all our students do as they prepare to join their professional ranks.

In addition to front-line workers, the Institute also provides unparalleled education in conflict resolution, mediation, leadership, counselling, intelligence analysis, and emergency management, and there has never been a time when these skills and services were more important.

On behalf of the Board of Governors and the employees of JIBC, we are pleased to report on our successes over the past year as we conclude the implementation of our 2015-2020 Strategic Plan and chart our future direction. Our new 2020-2025 Strategic Plan, Relevant & Responsive Education, outlines ambitious strategies and practical objectives that will shift our results, producing even greater value for our stakeholders. Aligning our plans with government priorities across all the Ministries we serve is our commitment. This plan will help ensure we continue to meet those expectations now, and in the years to come.

We are thankful for the dedication of JIBC staff and faculty, and the support of JIBC donors and stakeholders, for all they have done to contribute to our collective success. We want to express our particular appreciation for everyone's support and willingness to adapt to maintain the Institute's operations during the COVID-19 crisis, a challenging time in our history.

As Board Chair and President, we hereby affirm our commitments and accountabilities for this plan and report. We look forward to continuing to work with the Ministry, and all our partners in government, to meet the complex and evolving needs of the public safety professions and the educational and training requirements of their personnel.

Sincerely,



A handwritten signature in blue ink, appearing to read "Stephen Gamble".

Dr. Stephen Gamble
Chair, Board of Governors



A handwritten signature in blue ink, appearing to read "Michel Tarko".

Dr. Michel Tarko
President and CEO



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INSTITUTIONAL OVERVIEW



JIBC AT A GLANCE



Our People

| | |
|--------------------------------|------------------|
| 36,089 students | 3,781 FTE |
| 888 staff & faculty | 329 FTE |



Our Education

| | |
|------------------------------------|------------|
| On-campus | 35% |
| Off-Campus | 49% |
| Online & Correspondence | 16% |
| Satisfaction with courses | 94% |



Our Graduates

| | |
|---|------------|
| Satisfaction with the quality of instruction | 95% |
| Employed in a permanent job 6-12 months after graduation | 90% |

Justice Institute of British Columbia (JIBC) is Canada's leading public safety educator with a mission to develop dynamic justice and public safety professionals through its exceptional applied education, training and research.

The Institute offers internationally recognized education that leads to certificates, diplomas, bachelor's degrees and graduate certificates; continuing education for work and career-related learning and development; and customized contract training to government agencies and private organizations worldwide.

Our pioneering approach to education emphasizes realistic simulations and applied learning delivered by over 500 instructors who are experienced practitioners. The curriculum emphasizes real-life learning that students can immediately apply in the workplace. Various methods of experiential learning enable students to experience the stress and chaos of incidents and other real-world situations, and develop the judgment and critical thinking necessary to make sound decisions under stress.



Each year, over 36,000 students study at JIBC. With six campuses in B.C., robust online offerings, and training in more than 150 B.C. communities each year, the Institute strives to provide equitable and affordable access to education for all learners, regardless of location.

A JIBC education provides professionals with the knowledge, skills and abilities to excel at every stage of their careers and make a difference 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, and; negotiators, mediators, and other conflict management professionals.

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



01

STRATEGIC DIRECTION



JIBC was established in 1978 as a public post-secondary provincial institute with the unique mandate of providing education and training to public safety professionals. Since then, the world has constantly changed, and it is our responsibility to stay relevant and be responsive to the most pressing needs of society, together with government and its agencies. JIBC is agile and this strength will be needed more than ever as the pace of change continues to increase.

JIBC has launched a new five-year strategic plan, Relevant & Responsive Education, that sets our priorities and identifies the outcomes we are striving for in 2020 to 2025. The plan outlines pathways towards JIBC's aim of meeting the complex and evolving needs of the public safety professions and the educational and training requirements of their personnel. This course of action gives JIBC focus and buttresses our ability to anticipate changing needs, adapt methodically, and respond effectively to the labour market demands of the future.

The plan is the culmination of more than a year of extensive consultation and reflection to determine the strategic direction of the Institute's future, set objectives, and devise an action plan to achieve them. We have engaged stakeholders, including JIBC's Board of Governors, JIBC Foundation Board of Directors, staff, faculty, students, community partners, and local First Nations elders, to provide input. Below are the foundational pieces to JIBC's 2020-2025 Strategic Plan.

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.

RESULTS JIBC WANTS TO ACHIEVE:

- Graduates work in the profession of their choice
- More students graduate from JIBC
- JIBC addresses evolving public safety challenges



VALUES

Service: We are passionate in delivering educational experiences that foster a more just society and make a difference to our learners and to the communities in which we serve.

Integrity: We uphold the principles of respect, honesty, and fairness as we build relationships grounded in trust and accountability.

Diversity: We commit to the principles of equity, diversity, and inclusion and we are inspired by the inherent strengths of our collective differences.

1.1 STRATEGIC PILLARS

JIBC's strategic pillars show how we build the bridge from our mission to our vision. Four themes show where JIBC will focus its strategic efforts over the next five years.

PURSUING EXCELLENCE IN EDUCATION

At JIBC, we have a responsibility to our disciplines and the communities they serve to inspire and prepare our students for justice and public safety careers. Our graduates work in a complex world with high stakes; they must be ready for any situation.

Through our experiential learning environments, we ensure our students are prepared for their first day on the job and to work in a rapidly-changing world. We are committed to a culturally responsive and inclusive mindset, with emphasis on Indigenous truth and reconciliation, within both our learning and our working environments.

JIBC continues to enhance its curriculum through applied learning approaches, educational technologies, and research. We identify emerging trends and respond to market demands with new programs ahead of community needs. JIBC aims to revitalize how we work with our community partners to ensure we are providing the workforce of the future.

TRANSFORMING THE STUDENT EXPERIENCE

Encountering people in challenging and vulnerable situations is an everyday occurrence for justice and public safety professionals. Through experiential learning, JIBC nurtures its students' desire to make a difference, and supports their capacity to feel, think, and act professionally within these environments.

JIBC invests in learning and wellness supports, increasing access to the resources students need as they transition from the person who first enters our doors to the graduate working and serving in their communities. We will continue to immerse all of our students—online, in class, and in the workplace—in real-world situations and practices across their entire JIBC experience. We encourage and support all JIBC employees to positively influence students' transformation and educational experience.

INVESTING IN PEOPLE

JIBC's success is rooted in the experience and dedication of its staff and faculty who are committed to its vision of safer communities and a more just society. As such, it is critical that we continuously improve how we recruit, support and celebrate our employees. Our approach to identifying prospective talent, as well as building our skills and processes



for selecting and onboarding employees, is reflective of our professional reputation.

We empower employees to participate in decision-making, and recognize them for contributing to and exemplifying JIBC's values of service, integrity and diversity. We continuously support our faculty who are experts in their fields, helping them to advance their skills as teachers while remaining current within their disciplines.

ADVANCING OPERATIONS

At JIBC, we expect everyone who interacts with us to have a seamless experience. We continually advance our operational processes that underlie how we accomplish our work and make decisions in support of our students and stakeholders. Continual review and revision of operations leads to more efficient and effective processes, systems and security. This positively impacts our students' experience and employee success, while freeing up resources to meet current and future needs.



PILLAR RESULTS

Each strategic pillar has specific outcomes in mind. JIBC's strategic results show specific end-states that are measured regularly to ensure we are always achieving the excellence we envision and the improvements we plan.

PURSUING EXCELLENCE IN EDUCATION

Employers and students value JIBC's quality of education

Students return for further studies

Employers send their employees to JIBC

Programming meets employers' needs

The education we provide is accessible to all B.C. residents

TRANSFORMING THE STUDENT EXPERIENCE

Students experience good customer service

Students easily access the services they need at JIBC

Students complete their programs

Graduates are prepared for practice in their profession

INVESTING IN PEOPLE

Faculty are both experts in their fields and excellent instructors

JIBC retains and recruits the best people

Reflect the diversity of the communities JIBC serves through its staff and faculty

ADVANCING OPERATIONS

Resources are allocated according to strategic priorities

Decisions are data informed

Processes are more efficient

02

STRATEGIC CONTEXT



2.1 EXTERNAL SCAN

2.1.1 COVID-19 PANDEMIC

The virus causing the COVID-19 communicable disease began to emerge as a threat to the health of Canadians in January 2020. By the end of April, there were over 3 million confirmed cases worldwide and almost a quarter of a million deaths.

On March 16th, B.C.'s Provincial Health Officer issued the first public order, limiting the size of public gatherings in the province to reduce the risk of an outbreak. Since that time, 16 additional orders have been issued restricting travel, operation of some businesses, staff assignments in long-term care facilities, and imposing isolation for certain individuals. Organizations and citizens responded by working remotely, suspending non-essential services, curtailing travel, and reducing risk through hygiene, cleaning, and personal protective equipment. By April 30th, B.C. had reported 2,112 cases of COVID-19 and 111 deaths due to the virus.

Post-secondary institutions responded swiftly to reduce the risk of an outbreak, putting the safety of students, staff, and faculty at the forefront of planning and response.

JIBC RESPONSE AND RECOVERY PLAN

On March 13, 2020, JIBC initiated its emergency response to the COVID-19 pandemic. The JIBC Emergency Operations Committee (EOC) and Senior Management Council (SMC) met daily to provide updates and implement the guidelines provided by the Provincial Health Officer and the Ministry of Advanced Education, Skills and Training.

All undergraduate programming offered face-to-face transitioned to online or alternative delivery methods and short course offerings were deferred to a later date. Police and sheriff recruits, in their initial block of training, completed required certifications on a compressed schedule before returning to their departments.

Beginning March 18th, employees transitioned to working from home with intensive technical support to ensure a smooth shift. The MoveSafe® program was adapted to help staff and faculty set up an ergonomic home office and maintain good health while working remotely. Additional wellness supports, including an Employee Assistance Program and weekly meditation, are available to staff and faculty who may be experiencing stress and isolation. A small contingent of staff rotate back to campus to maintain essential business operations.

JIBC is working on a plan that will be safe, practical and sustainable for the coming 12 to 18 months during which it is hoped a vaccine for the virus can be developed and distributed to create greater immunity for the general population.

JIBC will not be returning to pre-COVID-19 levels of face-to-face classes and programs during this period. Instead, we are developing a plan with the following approach:

- Courses will continue to be conducted online wherever possible.
- For programs that require some face-to-face instruction and evaluation, all theory instruction will be online where possible to minimize the amount of time students will be on our campuses.



Any plans for students, staff, and faculty to return to our campuses will be subject to safety and risk assessments according to the guidelines set out by the B.C. government, Provincial Health Officer and WorkSafeBC. COVID-19 mitigation measures are being put in place on campuses, including procedures, training materials, equipment, and signage to facilitate physical distancing. Measures being considered include directional signage, one-way traffic flow, and adjusting the setup and capacity of classrooms.

JIBC is leveraging its strengths as an internationally recognized leader in online education to adapt face-to-face courses in a manner that is faithful to our educational promise of evidence-based applied learning that prepares students for real-world challenges. JIBC has made additional investments in online learning to ensure that students continue to have enriching and challenging course work that is learner-centred, collaborative, and facilitated by our excellent instructors. The Collaborate tool was licensed to create streamlined and reliable virtual classrooms for online teaching and teleconferencing. Integration with JIBC's learning management system creates a streamlined experience where students and faculty have only one place to go for classes, content, assignments, tests, and grades. The Learning Hub was launched as a central resource for faculty, with access to training, best practices, and guidance for teaching online. Drop-in sessions are held each week to support all instructors who are transitioning to online delivery.

JIBC's program managers and instructional designers are adapting additional face-to-face courses for online delivery to ensure that students and their employers can pursue continuing education and develop new skills during this



period of rapid change. As an example, an accelerated online offering of JIBC's Emergency Management Certificate was launched to support organizations struggling to adapt their operations during a fluid and prolonged emergency.


2.1.2 THE ECONOMY

Even after the health threats from COVID-19 retreat, the economic and social repercussions will be widespread and significant. Almost half of B.C.'s businesses that are closed due to the pandemic are not sure they will ever re-open.

In March and April, there were 400,000 job losses in B.C., signaling the worst economic decline in the province's history. Most of the job losses were in the private sector but the public sector also experienced a 2.8 percent decline in April. Governments have announced tax breaks, subsidies, and grants to mitigate the impact on households and businesses, and they are now projecting epic deficits and a deep recession.

The Business Council of B.C. expects the economy to contract by 8-10 percent in 2020, exceeding the 6.4 percent contraction experienced during the 1982 recession. Employment will start to rise as pandemic restrictions are lifted, but lessons from previous recessions show that the recovery will be measured in years. Unlike past recessions, COVID-19 is a natural disaster that is pausing the economy until the danger subsides. The longer the pause, the longer the recovery.

Economic recovery in B.C. will be aided by a \$1.5 billion fund. A taskforce of representatives from government, business, labour, First Nations, and non-profits will advise the government on development of response strategies.



Rather than investing in status quo infrastructure projects to stimulate the economy, some governments are kickstarting the Green Economy and investing for sustainability. New Zealand, South Korea, and Europe will tie stimulus spending to reducing greenhouse gases and building cleaner energy solutions.

The technology sector is already emerging as the success-story of the pandemic, enabling continuity in business, entertainment, and social connections. Data is at the heart of managing an uncertain future and predicative modelling is helping us understand the trajectory of infections and testing the impact of different courses of action. Technology is the enabler that is allowing us to access essential services, but technology disruptions of the past have proven that inequality emerges as some people are left behind without the devices, connectivity, skills, and education required to benefit from technological advancements or contribute to the tech economy. The COVID-19 pandemic is accelerating the shift to a more digital economy.

2.1.3 Post-secondary Enrolments

The impact of the pandemic has hit international students particularly hard. Students who returned home are finding challenges in attending online classes scheduled for a different time zone, sometimes without adequate technology and connectivity to participate in learning. According to a recent study, over 50 percent of international students intending to study in Canada in fall 2020 now plan to defer their admissions by a year; an additional 15 percent no longer intend to come at all.

Deferring enrolment is on the minds of Canadian students as well. At the beginning of April, 30 percent of Canadian

students were unsure whether they would return in fall 2020 and 10 percent had already decided not to return to their studies.

With the possibility of so many admission deferrals, institutions are already thinking about fall 2021 and the possibility of a double cohort of new admissions plus the deferred students from the previous year.

JIBC predominantly trains personnel for the public service, many of whom provide essential services. These workforces have not been as devastated by layoffs as others, and education has been postponed during the pandemic rather than cancelled. As the COVID-19 crisis subsides and Canadians get back to work, governments will be looking for opportunities to balance budgets and reduce expenditures. Any significant contractions to training and development budgets in the public service will result in lower enrolments at JIBC during the economic recovery period.

2.1.4 Educational Delivery Methods

Online learning at Canadian post-secondary institutions has been evolving and increasing, but in 2019, most institutions still did not have institutional strategies for online delivery nor open educational resources. The Survey of Online and Digital Learning found that online course offerings are growing by ten percent a year at Canadian institutions, with less than five percent of enrolments coming from students in another province. Faculty training and support for online delivery methods were perceived as the greatest barrier to growth.

Hybrid courses that blend online and face-to-face learning, were offered at over 75 percent of Canadian institutions





in 2019, with the number of offerings expected to grow. This format provides flexibility for students and provides opportunities to develop hands-on skills with a cohort of peers. Hyflex learning is a blended teaching model that allows students a choice between in-person instruction, attending the same lectures online, or catching up later at a time and place of their choosing. Students may be flexible in their choices day-to-day or take advantage of one mode that suits them best. The model is gaining attention as a method that supports the physical distancing required during the COVID-19 pandemic. Even outside of emergency situations, hyflex learning design may provide more flexibility to students and make learning available to a wider group of individuals including those in remote communities.

The rapid switch to online learning has opened conversations about the quality and value of digital education. The Survey of Online and Digital Learning found that only one-third of Canadian post-secondary institutions perceived that their students were as satisfied with online learning as they were with face-to-face instruction. At JIBC, there is an equally high degree of student satisfaction with courses and programs across all delivery methods.

The opportunity for the future is to build more connection between the physical campus, where student support services are more readily available, and the virtual world, where more and more learning is taking place. As an example, JIBC's library moved more content and services online in 2019-20, including course reserves, streaming video collections, and library instruction. This put them in an excellent position to continue supporting online students and remote faculty during the COVID-19 crisis.



2.1.5 Missing and Murdered Indigenous Women

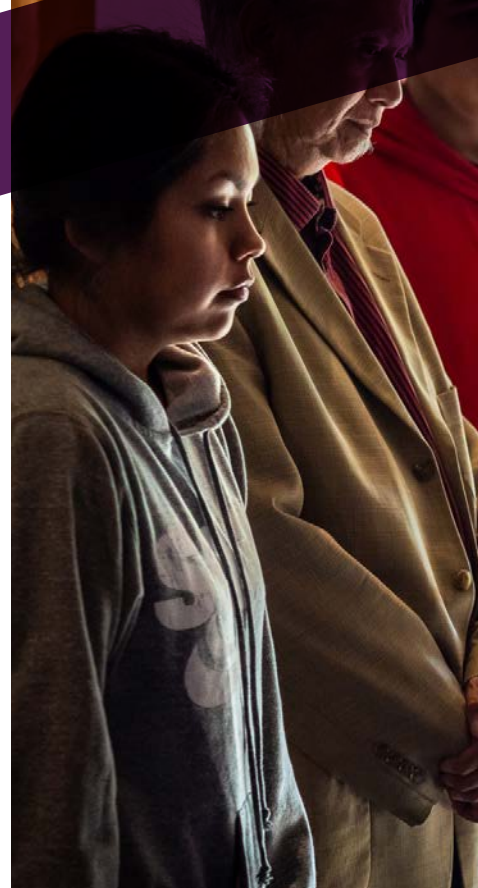
The final report of the National Inquiry into Missing and Murdered Indigenous Women and Girls (MMIWG) documented alarming levels of violence experienced by Indigenous women, girls, and two-spirit peoples in Canada. The lived experiences of survivors and their families testified to a genocide of racialized, sexualized, disproportionate, and systemic violence that forms a persistent legacy of colonialism in Canada. Indigenous communities and governments have committed to working together to dismantle the laws, policies, practices, and beliefs that perpetuate gendered oppression of Indigenous women and girls.

JIBC is working with government to implement the MMIWG calls for justice, especially those for police services, educators, social workers, and corrections. We are helping to build education and training that develops the knowledge, skills, and beliefs required to build respectful working relationships with Indigenous Peoples.

The specific calls for all educators are:

11.1 Educate and provide awareness to the public about missing and murdered Indigenous women, girls and 2SLGBTQQIA people, and about the issues and root causes of violence they experience.

11.2 Develop and implement awareness and education programs for Indigenous children and youth on the issue of grooming for exploitation and sexual exploitation.

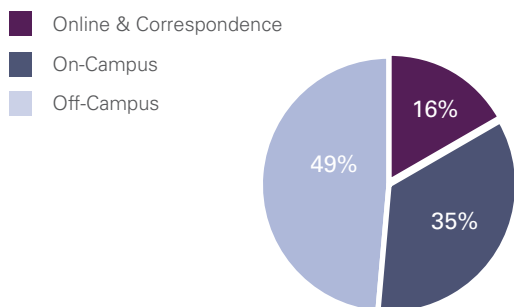


2.1.6 New Indigenous Justice Strategy

In March 2020, the BC First Nations Justice Council (BCFNJC) and the province endorsed the BC First Nations Justice Strategy. It will create a new legal system for First Nations with a goal of reducing the disproportionate number of Indigenous people involved in the criminal justice system. Strategies include training more Indigenous people to work within the justice system, increasing cultural competencies, and incorporating more Indigenous legal concepts and structures to re-build Indigenous systems of justice.

The First Nations Justice Strategy will begin implementation in 2020-21. JIBC is committed to working with our First Nations partners, government, and the BCFNJC to implement the training and education recommendations, including new curriculum, and furthering the goals articulated in the strategy.

Course Delivery Locations



Sources: Central Data Warehouse, May 2020

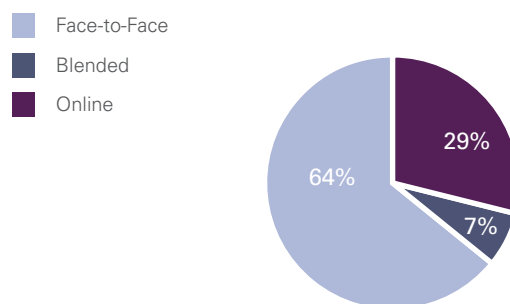
Note: based on the percentage of FTEs delivered at each location

2.2 INTERNAL SCAN

2.2.1 Instructional Delivery

JIBC delivers education and training at its six campus locations and in over 150 additional communities throughout British Columbia. Using multiple delivery modes helps keep education accessible and affordable. In 2019-20, 2,350 courses were delivered, entirely or in part, through distance learning.

Instructional Delivery Methods



Sources: Central Data Warehouse, May 2020

Note: based on the percentage of course sections of each type



In 2019-20, JIBC awarded over 2,000 credentials—short certificates, certificates, diplomas, and degrees—to both learners embarking on their chosen career path and experienced professionals advancing in their careers.

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.

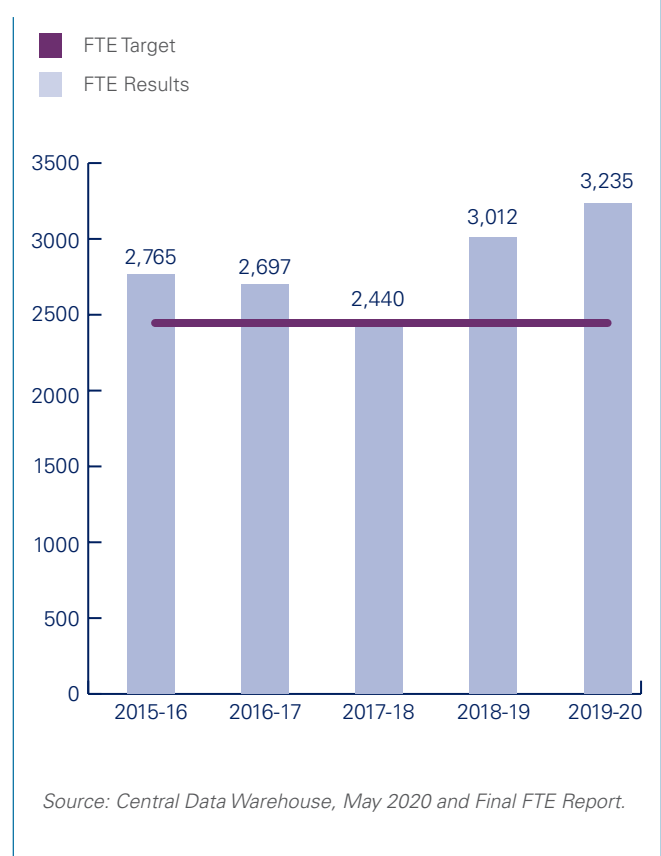
JIBC offers a wide range of shorter programming to meet continuing education needs across all public safety professions. These programs and courses help professionals develop advanced specialty skills, train to meet new workplace requirements, and increase their leadership competencies as they pursue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

| CREDENTIALS AWARDED | | | | | |
|---------------------|---------|----------|--------------|-----------------------|--------------------|
| Fiscal Year | Degrees | Diplomas | Certificates | Graduate Certificates | Short Certificates |
| 2015-16 | 8 | 153 | 738 | 33 | 1,350 |
| 2016-17 | 33 | 155 | 721 | 9 | 887 |
| 2017-18 | 34 | 172 | 681 | 21 | 1,198 |
| 2018-19 | 49 | 159 | 594 | 31 | 1,577 |
| 2019-20 | 30 | 136 | 480 | 21 | 1,335 |



Accountability targets are created for each post-secondary institution in B.C., specifying the number of full-time equivalent students (FTE) to be produced annually. The utilization rate is the ratio of the actual number of FTEs produced relative to the target set by AEST. JIBC continues to surpass Ministry targets for FTE with a 135 percent utilization rate for domestic students in 2019-20. The headcount was 36,089 domestic and international learners. The consistently high headcount demonstrates very impressive reach for the Institute, whose reputation and unique programming attracts students from all over B.C., Canada, and internationally.

Domestic Student Enrolments (FTE)





2.2.2 Investing in People

The health and safety of employees was a significant focus in 2019-20. In 2018, JIBC entered into a voluntary program with WorkSafeBC called PACE (Program and Committee Evaluation). The purpose of the program is to work in partnership with WorkSafeBC to identify and effectively address any potential safety issues in the workplace. Activities included training for Occupational Health & Safety (OH&S) Committee members and JIBC supervisors, establishing and implementing an OH&S policy, and developing a central repository for tracking all activities related to health and safety. In late 2019, WorkSafeBC confirmed that JIBC had successfully completed PACE.

JIBC introduced and implemented MoveSafe®, a program which provides employees with the knowledge, skills and tools to improve their movement safety and avoid unnecessary strains and injuries. MoveSafe® leaders from within the organization were appointed and trained to support employees in learning and utilizing the skills and exercises introduced through MoveSafe®.

In addition to the physical health and safety of employees, the mental health and well-being of employees continued to be a focus with programs such as “Not Myself Today” which helps de-stigmatize mental health and “Starling Minds”, an online training program which builds mental health and resiliency.

FACULTY SUPPORT

Given JIBC’s flexible models for educational delivery, the Institute has corresponding faculty models that include full- and part-time instructors plus current practitioners who

teach on a contract basis. Learners benefit from faculty whom are both excellent educators and current within their field.

The Centre for Teaching, Learning & Innovation (CTLI) leads the creation of high-quality development opportunities for JIBC faculty and staff. The team works collaboratively to provide support for delivery and maintenance of online courses, training in the use of educational technology tools, and workshops to introduce new educational trends. The team was heavily involved in facilitating the transition to online learning in spring 2020 to provide safe learning options during the COVID-19 pandemic.

Throughout the year, CTLI hosted short courses and workshops to improve support for students with disabilities, encourage the development of open textbooks, and facilitate the use of student e-portfolios to highlight learning progress.

In 2019-20, JIBC sponsored enrolments for faculty and staff in the Essential Skills for Training and Facilitation to provide employees with the fundamentals to design, facilitate and assess effective training. This is the first course in the Associate Certificate in Training and Facilitation, a JIBC program created to offer both new and experienced trainers and facilitators comprehensive knowledge, skills, and experience in adult education practice.

JIBC’s schools also focus on faculty development. In 2019-20, the Emergency Management Division conducted a series of faculty development webinars to support the ongoing professional development of instructors. Online seminar topics included creating the space for engaged discussions, anatomy of a lesson plan, cultural competency in the classroom, human performance in emergency

management, engaging first nations communities, becoming an effective online instructor, and experiential learning in the classroom. Other faculty development supports included continued improvements to the online instructor portal.

2.2.3 High-opportunity Occupations

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 trains workers in 11 of the top 100 occupations that are expected to experience higher demand and often offer higher pay. Because of its unique mandate, JIBC is typically the main provider of occupational training for these positions in B.C.

B.C. Job Openings 2019-2029 (with Top 100 in-demand jobs highlighted)

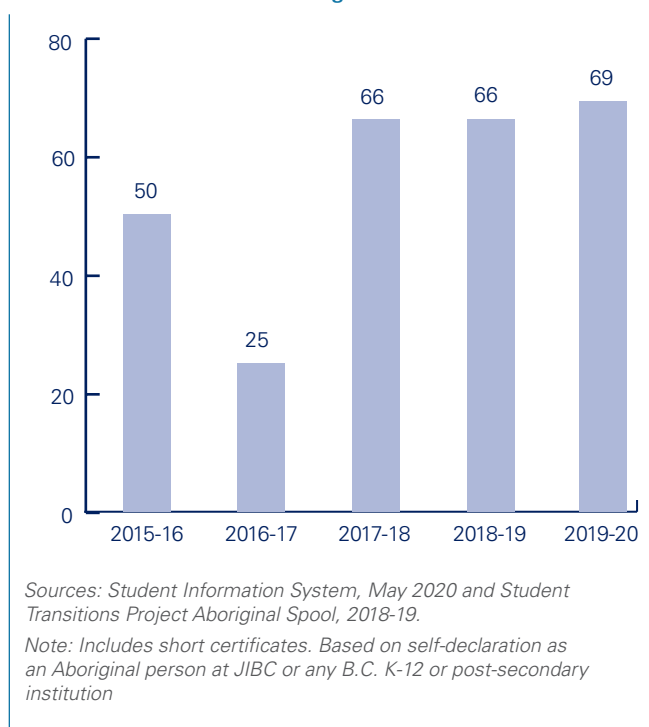
| OCCUPATION | JOB OPENINGS |
|--|--------------|
| By-law enforcement and other regulatory officers | 480 |
| Commissioned police officers | 110 |
| Correctional service officers | 930 |
| Family, marriage and other related counsellors | 2,480 |
| Fire chiefs and senior firefighting officers | 300 |
| Firefighters | 1,420 |
| Government managers - health and social policy development and program administration | 250 |
| Inspectors in public and environmental health and occupational health and safety | 1,590 |
| Managers in social, community and correctional services | 2,360 |
| Natural and applied science policy researchers, consultants and program officers (includes emergency managers) | 1,240 |
| Other managers in public administration | 440 |
| Paramedical occupations | 1,320 |
| Police officers (except commissioned) | 2,950 |
| Program officers unique to government (includes intelligence) | 380 |
| Security guards and related security service occupations | 5,610 |
| Sheriffs and bailiffs | 170 |
| Social and community service workers | 11,020 |
| Social workers | 2,760 |
| Taxi and limousine drivers and chauffeurs | 2,860 |
| College and other vocational instructors (2019) | 4,380 |



2.2.4 Indigenous Education

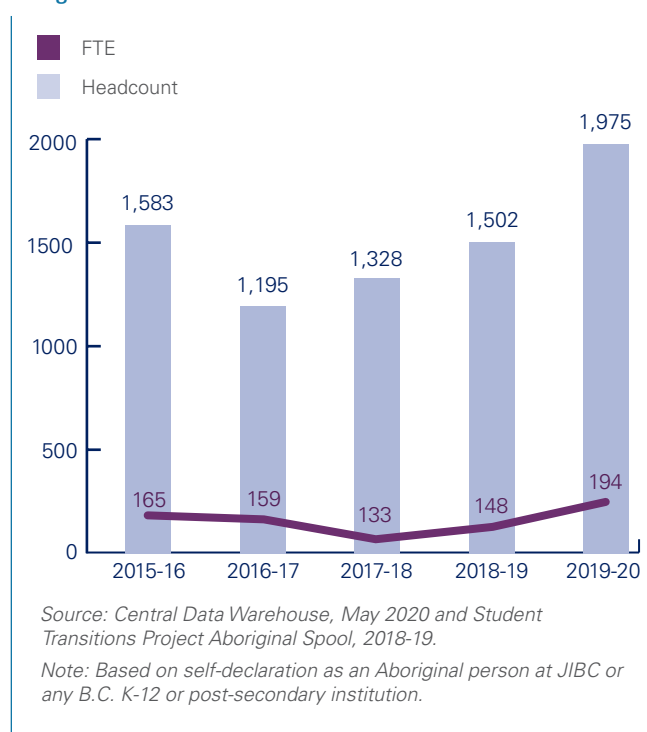
JIBC serves the people of communities located in the ancestral and unceded territories of First Nations peoples across British Columbia, and the Institute has welcomed more than 5,500 Indigenous learners in the last five years. In 2019-20, Indigenous student enrolments represented six percent of total FTEs.

Credentials Awarded to Indigenous Students



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.

Indigenous Student Enrolments





JIBC's Office of Indigenization (OI) was created in 2012 to provide services that support and enhance Indigenization across all facets of the Institute. OI has been working to foster cross-cultural learning and knowledge exchange that promote respect and understanding of the cultures, traditions, languages and protocols of Indigenous Peoples. Accomplishments of the OI have included creation of the Aboriginal Gathering Place, the Indigenous Health Garden, and new curriculum for Indigenization courses. A key priority is collaborating with, and providing expertise to, individual program leaders who are responsible for integrating Indigenous history, worldviews, and practices into teaching and learning activities.

To raise awareness regarding Indigenous issues and culture, JIBC students, faculty, and staff gathered together to mark National Indigenous Peoples Day, Orange Shirt Day, and the Moose Hide Campaign. These events introduce us to the rich culture and traditions of Indigenous Peoples and remind us about the challenging history of colonialism and the work we must all take on to advance reconciliation.

JIBC believes bringing Indigenous people and perspectives into justice, public safety and health is essential to achieve truth and reconciliation. As the fastest growing demographic in Canada, Indigenous youth will make up a significant portion of British Columbia's future workforce. The JIBC Indigenous Youth Career Camp, Building Bridges, Breaking Barriers, Encouraging Connections, gave 15 Indigenous youth from across the Lower Mainland the chance to gain a hands-on introduction to various justice and public safety careers. The Summer 2019 camp experience was possible through a generous \$40,000 grant from the RBC Foundation and support from the Ministry of Advanced

Educations, Skills and Training. Activities included trying out the Correctional Officer's Physical Abilities Test, working with police dogs, learning CPR and basic firefighting skills, and engaging in team building and conflict resolution group work. Indigenous Elders and knowledge keepers provided cultural teachings and activities to strengthen understanding and knowledge of the learners' heritage.

The Justice and Public Safety Career Preparatory Certificate concluded its second offering in summer 2019. It 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 was designed to provide culturally relevant experiences, knowledge, and supports. Students benefitted from customized supports designed to address systemic access and achievement barriers, including regular individual and group support from Elders, counsellors, and peers.

These programs give Indigenous youth a chance to learn and see others like them in public safety professions. The complex colonial relationships between law enforcement and Indigenous Peoples present barriers to student recruitment, and it is imperative that the Institute provide positive experiences and pathways that are built on the principles of truth and reconciliation. In 2020-21, JIBC plans to develop an Indigenous admissions policy designed to provide flexibility in meeting program admission criteria and remove any systemic access barriers.

JIBC's Indigenization Plan (2015-2020) provides the vision for ongoing development of Indigenous programs and services,



ensuring culturally appropriate education incorporating Indigenous culture, history and knowledge with goals to increase student success and Indigenous community engagement. The plan is being updated to strengthen and coordinate institutional response to critical responsibilities stemming from:

- Truth and Reconciliation Commission's (TRC) Calls to Action;
- Nations Declaration on the Rights of Indigenous Peoples (UNDRIP);
- Reclaiming Power and Place: Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls (MMIWG); and
- BC First Nations Justice Strategy

APPENDIX B of this report provides an inventory of the work being done across the JIBC community to answer the TRC Calls to Action and implement UNDRIP.

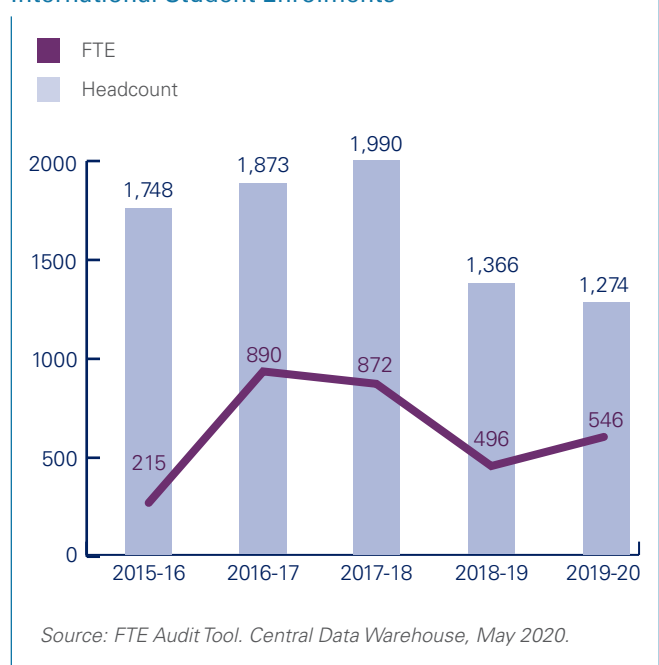
2.2.5 International Strategy

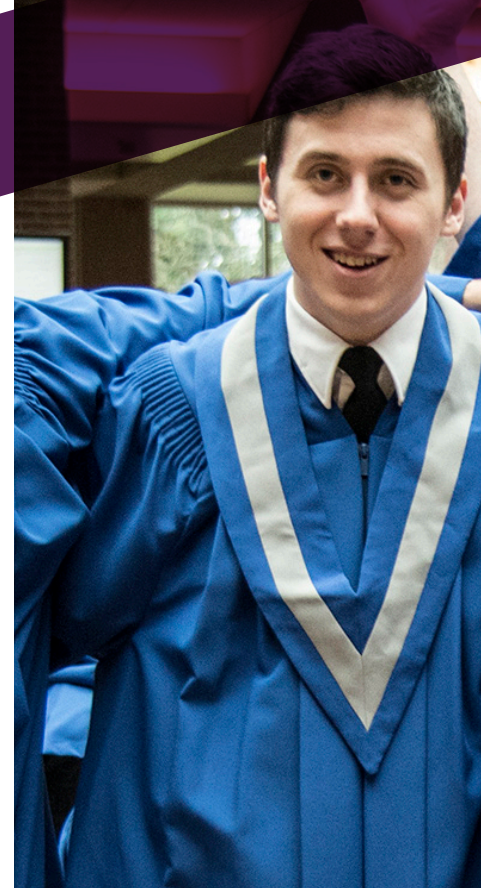
JIBC's international strategy envisions balanced expansion of learning opportunities for international students both at JIBC and in home communities. The impact of immigration has transformed B.C. communities culturally, linguistically, and economically, and public safety employers want their workforces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

The strategy requires widespread staff and faculty engagement in the internationalization process, leveraging existing international partnerships, and identifying new markets to expand JIBC's global involvement.

JIBC has a well-developed reputation across the globe and linkages with international partners. The Institute helps nations develop their capacity to increase security and respond to emergencies by educating their workforce to internationally recognized standards of excellence.

International Student Enrolments





The first cohort of the Post-baccalaureate Diploma in Law Enforcement began studies at the New Westminster campus in September 2019. The program allows international students to gain a broad range of transferable and specialized skills in leadership, management and law enforcement grounded in a modern understanding of the Canadian justice system. The JIBC Board of Governors approved an additional Post-baccalaureate Diploma in Disaster Management in November 2019. Students will have the opportunity to gain a unique combination of theoretical knowledge and applied skills to be prepared to deal with issues from climate change and natural disasters to pandemics and other public safety threats.

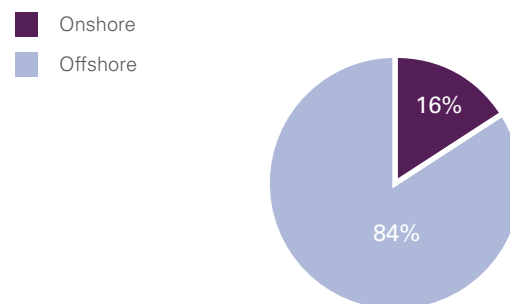
Setting up services to support the success of JIBC's international students was a focus in 2019-20. Starting in September 2020, all new students will be automatically enrolled in a temporary medical insurance plan to bridge their eligibility waiting period to Medical Services Plan coverage. JIBC's Writing Centre was recently expanded with more peer tutoring options, and the JIBC Foundation provided generous support, creating an emergency funding award to support International students affected by the COVID-19 pandemic.

International tuition fees must reflect the full cost of education as the government provides no grants to non-Canadian residents. JIBC policy sets international tuition rates at three-times the domestic rate so increases stay in-line with the 2 percent annual increase experienced by JIBC's domestic students.

JIBC expanded partnerships with 14 educational agents from multiple countries who are actively promoting JIBC as a study option for students from across the globe. These

strategic partners are instrumental to our international outreach strategy and are playing an important role in building a sustainable and diverse international community on campus.

International Student Training Location



Source: Central Data Warehouse, May 2020.

Note: Offshore students are those whose campus location is outside of Canada. 2019-20 data.



International applicants can now meet our English language proficiency admission requirements by improving their English skills at one of our internationally-acclaimed ESL partners through articulated pathways. These pathways allow students to seamlessly enter JIBC without having to take additional English entrance tests.

Providing students and instructors with opportunities to gain an international perspective is the primary goal of JIBC's partnerships with international post-secondary institutions and training academies. In 2019, two JIBC firefighter students completed a study-abroad program at the UK Fire Service College (FSC). The FSC is the only centre in Europe accredited to the US-based National Fire Protection Association (NFPA) standards and this partnership provides the college with access to JIBC expertise to help build their own NFPA program.

International educational activity began declining in 2018-19 due to a variety of geopolitical factors including conflict in the United Arab Emirates and Canada's diplomatic disputes with China and the Kingdom of Saudi Arabia. Offshore and onshore activities continued to be affected into 2019-20.

JIBC is closely monitoring the impacts of the COVID-19 pandemic in the countries where we have existing international partnerships. JIBC postponed the May 2020 intake of the Post-baccalaureate Diploma in Law Enforcement Studies, and student travel from China for a spring offering of the International Law Enforcement Studies program was suspended. Student exchanges planned for spring and summer 2020 with the University Kebangsaan in Malaysia and UK Fire College have also been postponed.



03

PERFORMANCE PLAN



To realize JIBC's vision and mission, the 2015-2020 Strategic Plan—Relevant, Focused, Ready—underscores our commitment to remaining at the forefront of justice and public safety applied education, training, and research. The plan identifies four strategic priorities that guided institutional activity in 2019-20:

- 1. Be relevant and impactful:** Offer focused, specialized, and applied education, training, and research across economic sectors.
- 2. Increase engagement and awareness:** Expand stakeholder engagement and actively market programs and capabilities.
- 3. Create exceptional environments:** Cultivate outstanding working and learning places.
- 4. Be effective and accountable:** Enhance organizational effectiveness and expand public accountability.

These strategic goals guide the development of cascaded objectives, actions, and initiatives at the operational level. Schools and divisions develop coordinated tactics and ensure these are in alignment with the Institute's Strategic Plan, Education Plan, B.C. Ministry Service Plans, and objectives outlined in JIBC's Mandate Letter. Integrated planning helps the Institute build on its strong foundation as a public post-secondary institution and adapt to change.

The Education Plan 2016-2020 guides, motivates and inspires our academic activities and provides context for planning and prioritizing within school and divisional operating plans. Three objectives support the Strategic Plan:

1. Support and advance our disciplines.
2. Create transformative learning environments.
3. Foster excellence in educational programming and delivery.



3.1 JIBC ALIGNMENT WITH GOVERNMENT GOALS

The Ministry of Advanced Education, Skills and Training has three goals outlined in the 2019-20 – 2021/22 Service Plan:

| GOALS | |
|--------|---|
| Goal 1 | Lasting Reconciliation with Indigenous Peoples in British Columbia through post-secondary education and skills training. |
| Goal 2 | British Columbians have increased access to post-secondary education and training across the province that helps them reach their full potential. |
| Goal 3 | British Columbians are prepared for and connected to current and emerging opportunities in B.C.'s economy. |

The following table shows how JIBC's strategic goals, as outlined in the 2015-2020 Strategic Plan, are in alignment with the Ministry's goals.

| MINISTRY GOALS | OBJECTIVES | JIBC STRATEGIC GOALS |
|----------------|--|--|
| Goal 1 | <ul style="list-style-type: none"> Implement the Truth and Reconciliation Commission's Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples in the post-secondary education and skills and trades training system. | <ul style="list-style-type: none"> Expand engagement with communities, organizations and stakeholders. Increase learning opportunities across the province through collaboration with post-secondary institutions, communities, and other organizations. Enhance working and learning places by relentlessly pursuing inclusiveness and engagement. |
| Goal 2 | <ul style="list-style-type: none"> Ensure affordable and equitable access to quality post-secondary education and skills training. Respond and adapt to the needs of under-represented and vulnerable populations to improve educational access and inclusivity in post-secondary education and training, and increase their participation in the skilled workforce. | <ul style="list-style-type: none"> Create a responsive service culture. Increase financial sustainability through fiscal discipline and new revenues. Increase inter-professional applied training, education, and research. |
| Goal 3 | <ul style="list-style-type: none"> Post-secondary education, skills and trades training prepares British Columbians for current and emerging opportunities in the B.C. economy. Labour market information connects British Columbians to current and emerging career opportunities. | <ul style="list-style-type: none"> Ensure programs reflect current and emerging labour market and educational needs/trends. Improve long-term planning. Improve data-informed decision-making built on effective business systems. Optimize technology to support high quality programming and services. |

3.2 REPORTING ON STRATEGIC PRIORITIES

3.2.1 Be Relevant and Impactful

JIBC's programming is designed to provide the educational foundation required to enter practice and meet the ongoing professional development needs across careers in law enforcement, security, corrections, fire protection, paramedicine, and emergency management. Ensuring that communities are inclusive, safe, and secure—both physically and psychologically—is the focus of social justice programming in conflict resolution, leadership, counselling, and community safety.

Learning is facilitated by a faculty of over 500 instructors who engage and educate students through extensive use of case studies, problem-based activities, scenarios, simulations, and field placements. Reliance on a diverse cadre of practitioner scholars to teach and supervise work-integrated learning ensures that students are well-prepared for challenging careers in justice and public safety.

HEALTH PROGRAMMING

In 2019-20, the Paramedic Academy conducted an extensive stakeholder engagement to begin the renewal of the Primary Care Paramedic Program. Employers, regulators, instructors, students, and academic partners provided advice and feedback through many forums to inform a program proposal that will transform the training to meet current and future needs.

A continuing priority is the training of paramedics in rural and remote regions of the province, achieved by developing partnerships with regional colleges and sourcing additional community spaces. Modifying the faculty model to include more full-time instructors was a focus in 2019-20, improving faculty retention and investing in the development of highly-qualified educational leaders in paramedicine.

PROGRAMMING FOR HIGH OPPORTUNITY OCCUPATIONS

Students studying emergency and disaster management in Canada enter seven high demand occupations in roles such as emergency management analyst, emergency preparedness planner, business continuity analyst, emergency safety manager, and managers in local government and First Nations. Almost all these occupations are expected to have higher than average job opportunities in the next decade. The Ministry of Public Safety & Solicitor General's Service Plan provides further support for a growing job market.

The JIBC Board of Governors approved a new program, the Post Baccalaureate Diploma in Disaster Management. The program is tailored to students, both international and Canadian, with previous success in achieving an undergraduate degree who wish to develop an understanding and foundation in emergency and disaster management in Canadian and international contexts. Admissions for the first intake in September 2020 were deferred due to the COVID-19 pandemic.

JIBC's Certificate in Emergency Management is a flexible part-time entry-level credential that can ladder into diploma and bachelor degree programs. A new accelerated online delivery was offered in spring 2020 to help meet Canada's need for qualified emergency management professionals. In addition to the new accelerated online path, the program plans to launch new online courses, micro credentials, and on-campus intensives in 2020-21.

JIBC trains all new municipal, transit, and First Nations police officers in B.C. and provides advanced training to in-service officers. The demand for new recruit training is growing as the number of police officers in the province has not been increasing in proportion with population growth. The B.C. Police Recruit Training program will accept 142 students in 2020, compared to a historical average of 108. Discussions and planning are underway with the City of Surrey to develop a plan to train their recruits as they transition from the RCMP to an independent police service. Collaborating on a training and recruitment plan for Surrey police will continue into 2020-21.

An external curriculum review of the B.C. Police Recruit Training program was completed in November 2019 and a steering committee established to implement the recommendations. Recommendations for program improvements include enhanced content on vulnerable populations, Indigenous and TRC policing, bias-free and trauma-informed practices, and fair and impartial policing. Planning is underway to identify additional resources required to support the program and these curriculum changes.

Changes to the Passenger Transportation Act and Regulation in September 2019 to support the introduction of Transportation Network Services in British Columbia eliminated jurisdictional-specific training requirements for taxicab drivers. As a result, JIBC's Driver Education Centre suspended delivery of TaxiHost. For 22 years, JIBC offered the TaxiHost program—a structured pre-employment program all taxicab drivers were required to complete prior to being approved to pick up passengers throughout the Lower Mainland and the Fraser Valley. The training program was 30 hours distributed over three courses: Taxi Industry and Driver Safety; Service Excellence and Accessibility in Transportation; and Collision Avoidance Driving. Tourism Vancouver, YVR, and ICBC spearheaded its creation to introduce a standardized, professional, independently verifiable training program for chauffeur applicants within the taxi and limousine industry. In its years of operation, approximately 19,000 learners completed TaxiHost.

The Fire & Safety Division re-aligned and re-organized vocational firefighter programming to be more streamlined and responsive to feedback from fire departments. This programming meets the B.C. Fire Service Minimum Training Standard ("The Playbook") offered through three ladder programs: Exterior Fire Fighter Operations, Interior Fire Fighter Operations, and Full Service Fire Fighter Operations. Responding to changes in accreditation standards, JIBC's hazardous materials curriculum transitioned to a new NFPA Standard.



TECHNOLOGY-RELATED PROGRAMMING

JIBC is at the forefront of education in intelligence analysis—making sense of the massive footprint of data and information related to cybercrime, financial fraud, organized crime, and terrorism. The Institute offers two graduate certificates, one in intelligence analysis and one in tactical criminal analysis. Both programs are delivered online over a 16-month period, and graduates are in high demand in fields such as banking, security, insurance, the military, and all levels of government. The program began eight years ago at the request of the B.C. Ministry of Justice, in response to the epidemic of missing and murdered women on Vancouver's Downtown Eastside and the Robert Pickton trial.

JIBC has begun developing a third stream of programming related to cybercrime investigation and analysis. The need for education and training in cybercrime is becoming urgent for governments and businesses worldwide, and the timely introduction of this new credential is being anticipated by several agencies. The Institute continues to enjoy a partnership with Mercyhurst University, providing JIBC graduates with direct entry to an MSc in Intelligence Analysis through its world-renowned Institute of Intelligence Studies.

INDIGENOUS EDUCATION

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. The Fire Division has also supported The Mohawk and Cree Peoples in Quebec and First Nations elsewhere in Canada with basic and specialized training.

In 2019-20, JIBC partnered with the Cree First Nations in Quebec to deliver Interior and Full Service Fire Fighter Operations and develop their instructor capacity to support future local deliveries.

A new course was developed to increase awareness of Fetal Alcohol Spectrum Disorder (FASD), and delivered online to both community and custody staff at B.C. 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 Indigenous persons affected by FASD.

JIBC's Corrections and 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 the 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 the input and approval of an Indigenous advisory committee.

In 2020-21, plans are underway to update all advanced Adult Probation Officer training, with focus on sexual offence



training, the incorporation of trauma-informed practice, and building additional understanding regarding Indigenous history and worldviews.

In 2020-21, the Emergency Management Division will be offering Together for Reconciliation, a new short course that provides JIBC instructors with an introduction to Indigenous histories, perspectives, worldviews and approaches. It serves to enhance cultural safety, humility, and respect in working with Indigenous Peoples and communities within a teaching and learning setting.

ONLINE LAW ENFORCEMENT EDUCATION

JIBC created more flexible pathways to obtain a Bachelor of Law Enforcement Studies degree through recognition of prior learning and development of part-time online options to allow professionals to learn while continuing their work in the field. Articulation agreements with five colleges allow students to enter the program upon successful completion of a related diploma. Law enforcement professionals who have completed their professional training and have three years of relevant work experience may apply to obtain advance standing in the program. Introducing part-time online study options increases accessibility for diploma graduates and experienced law enforcement professionals to complete a four-year degree in law enforcement, beginning in September 2020.

RENEWING COMMUNITY AND SOCIAL JUSTICE PROGRAMMING

An extensive review of programming in conflict resolution, leadership, and community and social justice began in 2019-20, to inform plans for longer term growth, sustainability

and relevance. Working together with program advisory committees and faculty working groups, programming content and delivery methodologies in Conflict Resolution, Critical Incident Stress Debriefing, Bylaw, and Applied Leadership are being modernizing to ensure quality learning experiences for students and clients.

OPEN EDUCATION

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

The Institute received several multi-year grants to expand and sustain our open education projects and activities. Initiatives have focused on professional development for staff and faculty to transfer knowledge and expertise into schools and divisions, creating additional OER champions to expand the implementation of open learning. Throughout the year, JIBC's OER experts hosted workshops and an Open Education Showcase. As the project expands over the next two years, staff and faculty will benefit from:

- JIBC Open Education website
- Support for implementation of universal design for learning (UDL) to support diverse learners
- JIBC Open Education professional development day
- Workshop series
- Research projects and presentations at open education conferences



- Development of new OER projects

In April 2019, JIBC was again honoured with three Horizon Interactive Awards for a website and instructional video produced for the Paramedic Academy. The awards were both related to the Foundations of Emergency Medical Services course, providing an online preview into the field of emergency healthcare for rural Indigenous learners. Development of the course was supported through funding from Indigenous Services Canada and executed in partnership with Huu-ay-aht First Nations and community elders.

RURAL DISASTER RESILIENCE PLANNING RESEARCH

JIBC has embarked upon a three-year project, funded through the Vancouver Foundation, to scale-up the Rural Disaster Resiliency Planning (RDRP) tool using lessons learned from the Aboriginal Disaster Resilience Planning (ADRP) project. This resource will provide expert- and community-informed tools, training, and strategies for rural and remote communities that lack adequate resources to plan and respond to large-scale natural disasters.

In the project's first year, the team completed a review of the existing tool, identifying potential barriers to its use. These insights led to a redesign that simplifies the current process and tool, and makes it easier for communities 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.

3.2.2 Increase Engagement and Awareness

JIBC's close partnerships with employers and government are a key differentiator for the Institute, and these connections enable our timely response to new opportunities that address emerging issues and challenges facing our communities. Over 150 industry, community, government, and Indigenous leaders were invited to collaborate with staff, faculty, and students in the development of JIBC's new strategic plan. Participants in the engagement shared 381 ideas that informed the development of objectives that Institute will pursue over the next five years.

Student engagement is also a strategic focus, and JIBC is paying attention to the behavioural, emotional, and cognitive factors that impact student success and wellbeing.

STUDENT MENTAL HEALTH

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 prepares first responders to address occupational mental health concerns. JIBC offers resiliency training to all paramedic students at JIBC through an evidence-based online course developed through applied research at JIBC.

This year JIBC designed and developed a Mental Health Report Card to gauge our performance against the Student Mental Health Framework (CMHA Framework), evaluating the broad areas that create a systemic approach to post-secondary student mental health. We confirmed that JIBC is doing well in providing services and supports that are



preventative in nature and available to all students. Policies are in place that promote student wellness, and the majority of faculty and staff surveyed believe that JIBC promotes an inclusive environment. The Institute has more work to do to develop appropriate supports that identify and respond to students' signs of deteriorating mental health. Faculty and staff expressed their desire for more resources to help them prepare to assist and intervene when students show signs of needing help.

JIBC students participated in the Canadian Campus Wellbeing Survey in spring 2020, a research tool that also measures against the CMHA Framework. The results will help identify priorities for student mental health and wellbeing at JIBC and help us strengthen our supports. JIBC's participation in the Healthy Minds, Healthy Campuses community of practice is also a source of strength in identifying best practices and strategies to promote mental health on campus and online.

The Institute began providing mental health first aid training to students in 2019-20, and it is a priority to continue to help students recognize issues related to mental health and refer appropriately. Student leaders are creating programming that supports all students holistically. This year JIBC became a practicum site for Langara College's massage therapy program, and intermural sport and fitness opportunities are increasing.

More resources are available to JIBC students who are concerned about coping. 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. JIBC has been

promoting Here2Talk, the provincial 24/7 counselling and referral help line, through the website and in all email communications to students regarding the impacts of the COVID-19 pandemic.

JIBC provides significant support to justice and public safety employers, helping them increase the safety, wellness, and mental wellbeing of their staff and clients. In 2019-20, we updated the curriculum for B.C. Corrections' administrative staff courses on bullying, discrimination, harassment prevention, professional ethics and personal safety. A course on mental health needs and community corrections was developed and delivered to B.C.'s adult probation officers. Developing additional curriculum to support the mental wellbeing of all B.C. Corrections' administrative staff will be a focus in 2020-21.

A Mental Health Peer Network is in the planning stages. The Institute is also developing additional wrap-around supports for vulnerable students to help prevent mental health crises.

STUDENT SAFETY

JIBC is committed to creating and maintaining a learning environment characterized by mutual respect, safety, civility and free inquiry. Safety at JIBC is a priority and any form of sexualized violence or misconduct (SVM) will not be tolerated.

JIBC conducted an extensive engagement of students, staff, and faculty to learn how to strengthen our policies and procedures, and improve the information provided to the JIBC community to help prevent SVM. The policy review process began with an assessment of our experience applying the procedures, first established in 2017, and an



environmental scan of best practices in post-secondary institutions. We consulted with subject-matter experts, legal counsel, and the Ministry to broaden our perspectives and learn more about opportunities for improvement. Staff and faculty commented on an early draft of revisions to the policy and procedures, and their feedback was incorporated into the documents brought to students for consultation.

Students studying in the Fall 2019 and Winter 2020 semesters were invited to provide feedback on a revised SVM policy and procedure in spring 2020. 262 students responded, with equal representation from male and female students, and those studying face-to-face and online. Most students had a very good or excellent understanding of the policy and procedure as written, and only 7 percent struggled to comprehend its full meaning.

Specific improvements made to the SVM policy and procedure, based on the finding of the review process and student consultation include:

- Clarified what survivors of sexual violence or misconduct, and those who are accused of breach of this policy, can expect from JIBC.
- Updated the policy scope to be inclusive of contract training situations.
- Added additional sections to the policy regarding student awareness, employee awareness, confidentiality, documentation, and no retaliation.
- Introduced an appeal process to improve procedural fairness.
- Added a prevention and response program section to align with the policy's purpose.

- Clarified the difference between a disclosure and a complaint, and how they are handled differently. Added information about circumstances under which JIBC would be required to act upon a disclosure.
- Added a section to encourage survivors to seek assistance immediately.
- Aligned the formal resolution and investigation process with the one developed for the student code of conduct, and clarified the informal resolution options and process.
- Added the option for survivors to seek support and accommodation without having to disclose an incident.
- Clarified the roles of those involved in the various stages of the process.
- Added section on disciplinary or corrective measures.
- Added language around informing survivors of the results of an investigation.
- Applied gender neutral language.

Students felt positively about attending training to increase their understanding and personal competencies regarding SVM. The strongest interest was in training to strengthen students' abilities to support survivors (72% would likely attend), followed by responding to a disclosure, and bystander intervention. Students expressed the strongest interest in training that was pushed to them through online modules and face-to-face workshops rather than passive content through brochures and the website.

JIBC participated in the provincial Sexualized Violence Prevention campaign in the fall and winter terms. We communicate our expectations regarding student conduct at



all orientations, and conducted several workshops this year to increase student competencies regarding their role as a bystander. Staff and faculty attended workshops on how to hear a complaint, and senior managers at JIBC continue to participate in provincial SVM committees and the community of practice.

Priorities for 2020-21 include the implementation of the revised policy and procedure and expanding awareness and training opportunities. Development of plain language materials is underway. Results from the Canadian Campus Wellbeing Survey and the upcoming Climate Survey will provide further opportunities to improve student safety and prevent sexual violence and misconduct.

WORK-INTEGRATED LEARNING (WIL) OPPORTUNITIES

Providing students with real experiences during their studies in their chosen field helps develop career-ready graduates with stronger employability and personal agency. JIBC has 40 years of experience in evaluating, consolidating, and extending student's skills, knowledge, and attitudes through on-the-job learning, which remains a critical component of most JIBC programs.

Providing students who are not already employed in their field of study with similar opportunities is a priority, and JIBC schools are collaborating in support of building capacity and opportunity for a range of WIL opportunities, including work-placements and applied research projects.

Increasing the volume and variety of paramedic practice education environments for Primary Care, Advanced Care, and Canadian Forces Search and Rescue Medical Technician learners is a continuing priority. The Health Sciences Practice



Education team works tirelessly to build relationships with new clinical sites and recruit new clinicians to work with our paramedic and medical technician students. Learners in the diploma and degree programs in Emergency and Security Management were similarly supported by connecting them to work experience opportunities with local, provincial, and federal government and their agencies.

In 2019-20, the Institute delivered an exploratory project to expand JIBC's WIL infrastructure. We reviewed existing policy and procedures, identifying gaps and opportunities to support future WIL initiatives. Web-based resources designed to support health sciences clinicians who work with our students in the field were enhanced and extended, creating a model to support wider WIL programming at JIBC.

A business plan and proposal to expand WIL was developed and funded for 2020-21. The project provides the resources to develop and implement an institution-wide WIL philosophy and approach, creates infrastructure and resources to support existing and future WIL learning activities, and trials the use of online student portfolio systems.

FORUMS AND EVENTS

The ninth annual Applied Research Day highlighted 31 research projects by undergraduate students, faculty and staff at JIBC. Students are required to complete a capstone research project on a relevant issue or topic of interest as part of the applied nature of JIBC's degree programs. The event featured research from Bachelor of Law Enforcement Studies and Bachelor of Emergency and Security Management Studies programs. Students' presentations

and posters demonstrated their knowledge, confidence, and ability to present material in a meaningful way. Keynote speaker Bob Downie, Chief Constable of the Saanich Police Department, was pragmatic in explaining the importance of research and evidence-based decision-making to policing.

JIBC celebrated International Women's Day with its third annual forum highlighting women's accomplishments in social justice and public safety at the New Westminster campus. This year's theme, *Our Time, Our Journey*, was a reminder that women's stories and voices need to be shared and heard. Women are underrepresented in many justice and public safety professions, and JIBC is committed to raising awareness and encouraging women to explore opportunities in these fields. The keynote speaker, spoken word artist Meredith Graham, spoke about her experience growing up in government care, living with mental illness, facilitating mental health and spoken-word workshops, as well as advocating for systemic change.

Taking part in the Moose Hide Campaign Day allowed 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 Indigenous 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. highway where dozens of women have gone missing, many later found murdered.

In 2019, JIBC developed the Trauma-Informed Practice Foundations Curriculum for justice, public safety, and anti-violence community sectors in British Columbia. It provides a foundational, cross-sector online and in-person trauma-

informed practice curriculum for the province. Expanding on that work, JIBC's Centre for Counselling and Community Safety hosted a trauma-informed practice event in February 2020 called *Building a Trauma Informed Organization*. The event, delivered by Dr. Nancy Poole, Director of the British Columbia Centre of Excellence for Women's Health, focused on equipping leaders with the knowledge and skills required to support organizations to become trauma-informed.

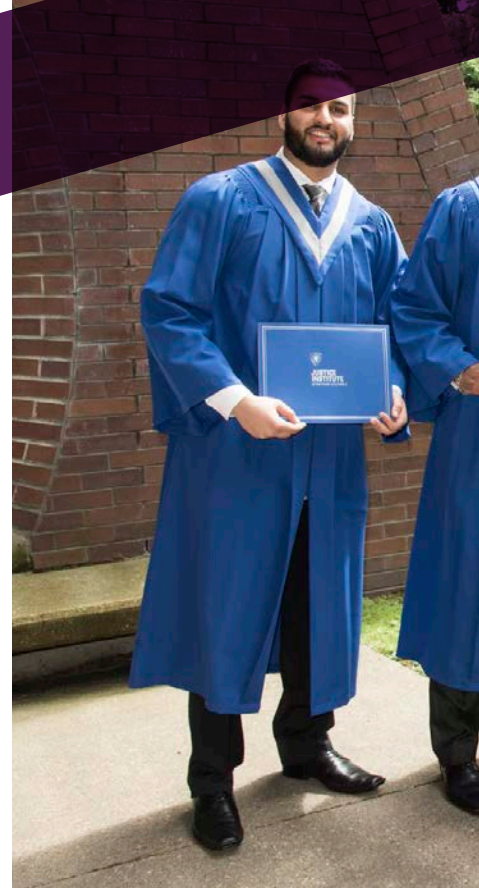
JIBC hosted the TEDxJIBC event at the New Westminster campus, aimed at providing a platform for members of the JIBC community to be inspired and have the opportunity to inspire others. The event's theme, *Small Ripples, Big Waves*, reflects the work of everyone connected to JIBC, whether it's training individuals who make our communities safer, or individuals who are working in their own way to contribute to a more sustainable and just world. The event included presenters from Vancouver Island, Seattle, and across Metro Vancouver, and highlighted a similar vision of making a large impact through small dedicated ideas put to action.

3.2.3 Create Exceptional Environments

Outstanding environments for learning are engaging and positive, where all students can succeed. Student achievement depends on a complex interplay between learner characteristics, educational goals, teaching activities, place, and culture. Social, physical, psychological, and cultural factors all impact a learner's ability to gain new knowledge and skills.

INCLUSION AND DIVERSITY

The Institute is continuing to develop recruitment strategies to attract, retain, and support diverse learners who are





pursuing careers in justice and public safety.

Employers have an interest in addressing gender imbalance in public safety professions and JIBC is responding. Recruitment efforts, such as the Hands-on Firefighting Workshop for Women, are providing opportunities to find out what it takes to pursue careers in justice and public safety. Working in collaboration with fire departments and other agencies, the Fire & Safety Division will target other underrepresented groups in the fire service and this will be a focus for an upcoming review of the pre-employment program that trains individuals who wish to make a career in fire service and safety.

Inclusion is built on seeing and accepting people as their true selves and making everyone feel welcome. The institute began collecting information on transgender identity ten years ago but found that information systems and data standards were not inclusive of gender diversity. Expanding gender categories and practices to collect and communicate preferred names and pronouns helps to create a more inclusive and responsive environment for transgender, non-binary, and two-spirit students. JIBC has already implemented many of the recommendations within the BCCAT report, Being Seen, Being Counted: Expanding Gender and Naming Declarations. We are awaiting release of the B.C. government's Gender Identity and Sex Information Data Standard and plan to expand collection of gender categories, preferred names, and pronouns in 2020-21.

SUPPORTING STUDENTS WITH DISABILITIES

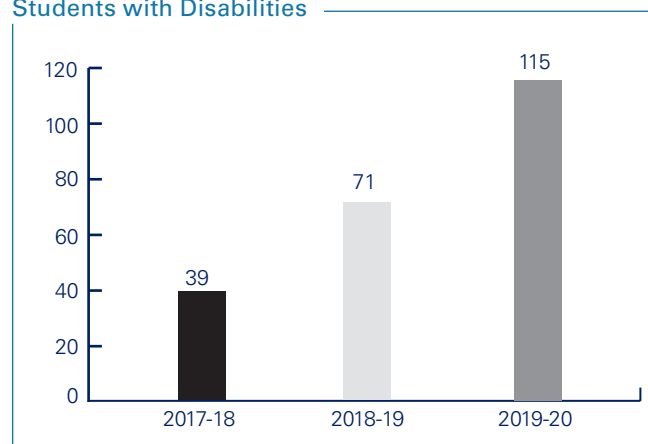
JIBC is seeing a significant increase in the number of students seeking accommodations for disabilities, stemming from efforts to increase awareness of supports



and reduce stigma. Revised policies and procedures on accommodations for students were approved in 2019.

JIBC's Centre for Teaching, Learning & Innovation offers faculty courses on accommodating students with disabilities. In 2019-20, they led three faculty development workshops to expand the application of universal design for learning (UDL) at JIBC. Employing UDL in curriculum design and teaching makes education more inclusive and engaging for all learners, removing limits, and reducing the need for student-specific accommodations. Curriculum is designed for students on the margins without reducing academic challenge and support. The resulting courses provide equal opportunities for all learners, eliminating barriers while keeping the challenge. JIBC will be partnering with Langara College in 2020-21 to transfer knowledge and practices for faculty development in UDL.

Students with Disabilities





FINANCIAL AID

JIBC awarded 250 students with scholarships, bursaries, and awards. JIBC offers awards to students with outstanding academic achievement, financial need, and as a recruitment incentive for students that may have systemic access barriers to higher education. Three student awards are available to Indigenous students and two are available to women enrolled in firefighting programs. In 2019-20, two new awards were created through generous donor support. Furthermore, the website was enhanced to highlight and market financial aid opportunities for students.

JIBC continues to participate in the provincial initiative to support former youth in care with tuition waivers. JIBC supported eight students through the process in 2019-20 and seven students in 2018-19. Participating in the Ministry-led Campus Navigator Community of Practice will provide additional strategies to help connect former youth in care with the support they need to be successful in their education and future career aspirations.

Emergency assistance is available to students who are facing financial issues that threaten to take them off course with their studies. The Indigenous Emergency Assistance Fund provided support to four students in financial need and the Provincial Tuition Waiver Program supported three students in 2019-20. New emergency awards for students affected by the COVID-19 pandemic were also critical to allowing students to continue their education and meet extra-ordinary costs and financial shortfalls.

Maintaining existing support for student awards and generating new funding to support student needs during the COVID-19 pandemic, are priorities for 2020-21.

SEAMLESS ACCESS FROM HIGH SCHOOL

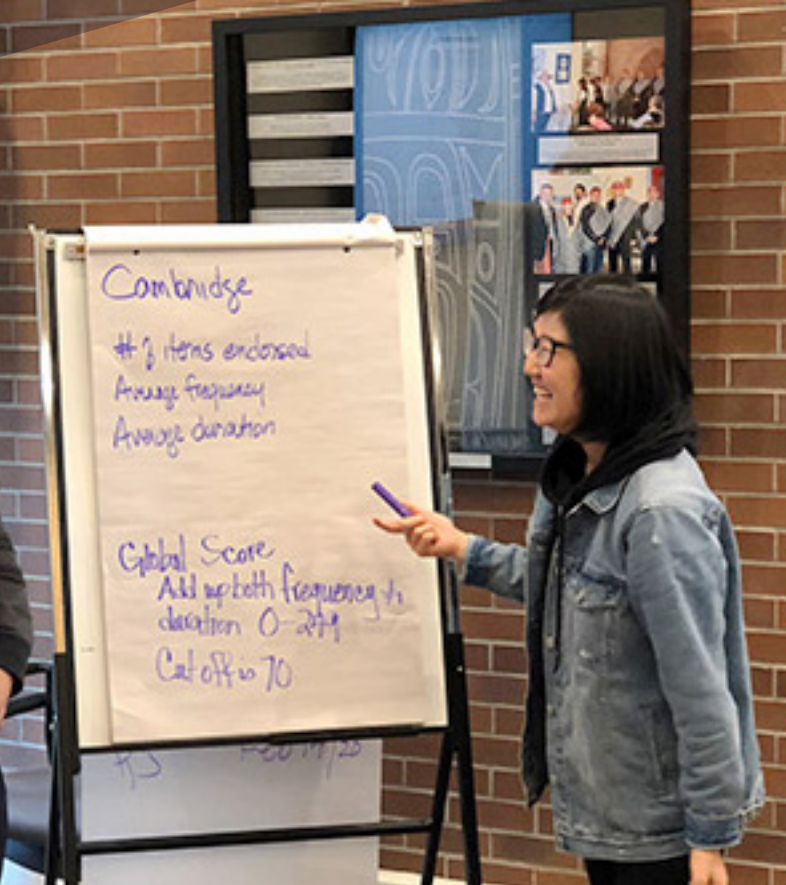
In July 2019, JIBC completed its work to map the new B.C. Graduation Program to high school equivalencies in all Canadian provinces and territories. The English admission requirements for international students were also re-aligned to the new B.C. curriculum and raised to reflect the knowledge and skills required to be successful in JIBC programs.

In 2019-20, JIBC schools evaluated program entrance requirements to determine if there were any barriers to access. Many programs removed admission requirements to create a more streamlined admissions process with less steps and costs for applicants. Ensuring that we are recruiting students who can be successful in their careers and will be eligible to meet the admission to practice standards that are set for each profession continues to be a primary driver.

In 2019-20, JIBC hosted a very successful open house and career fair where 600 high school students and their counselors toured the campus, experienced our hands-on training, and learned about the programs offered at JIBC. Job recruiters were also on campus to discuss employment opportunities with the top justice and public safety employers in the province. In 2020-21, we will focus on virtual student recruitment, joining other post-secondary institutions in virtual visits to BC high schools and hosting online information sessions at JIBC.

FLEXIBLE LEARNING PATHWAYS

JIBC mapped student pathways, showing the routes students take within and between specific disciplines (e.g.,



policing, paramedicine, fire, etc.). The Institute is exploring recommendations from this project, including:

- Developing flexible programs that have a set of core public safety courses, with multiple elective clusters to create specialty credentials that meet the needs of students, employers, and professional bodies.
- Laddering from existing graduate certificates into an Applied Master's degree
- Engaging employers and alumni to help identify opportunities for programming and credentials that help develop advanced and speciality practice, as well as administrative and leadership competencies required to advance into senior roles.
- Developing strategies to support interprofessional practice and education, including joint programming and electives.

WRITING CENTRE

In November 2020, JIBC opened a Writing Centre to support students' academic success. Former services to support student literacy had marginal success: external services had poor understanding of the professional and technical writing requirements within the justice and public safety sector, and student needs outstripped the availability of peer tutors. The new service, staffed by a facilitator and peer tutors, is available to students three days a week and provides face-to-face and online tutoring, workshops, and online guides. Working with faculty, students can access course-specific support including assignment feedback, assignment upgrading advice, and writing workshops. The uptake in services has been good and the feedback, outstanding. Faculty noted a marked and lasting improvement in students



who had accessed services, with higher grades resulting.

SIMULATING REAL-WORLD PRACTICE

Faculty employ various methods of experiential learning to enable students to experience the stress and chaos of incidents and other real-world situations, and develop the judgment and critical thinking necessary to make sound and appropriate decisions. Creating learning environments that are as close as possible to the real-world is critical preparation for the realities of occupational practice.

In 2019-20, JIBC began exploring how contemporary evidence-based teaching practices and emerging technologies may improve the development of immersive learning experiences for students. The Simulation Working Group developed a plan to explore and extend the use of simulation at JIBC. The initial step identified the type, range, and approaches to simulation used across the Institute.

Research proposals are being developed to build onto this work. One project will extend JIBC's survey of simulation-based learning to other health, justice, and public safety programs, with the goal of developing descriptive taxonomies. The second will seek funding to develop a simulation lab supporting face-to-face ("live") simulation, media-enhanced immersive simulation environments, augmented reality, and virtual reality simulation spaces.

In 2019-20, JIBC collaborated with the Centre for Digital Media to simulate public safety training by creating an immersive virtual reality. Virtual reality uses three-dimensional computer-generated simulations to allow individuals to feel that they are moving and operating in a real physical space.



The prototype provides both experiential and reflective learning opportunities for trainees to apply critical assessment and decision-making skills, leading to better response when real events occur. In addition to the realism of the scenario, the prototype tracked, analyzed and reviewed how trainees made their decisions during the simulation. The experience is accessible via a simple interface that provides excellent user experience. The final package is easy to install and can be used in a variety of physical settings.

The prototype modelled paramedic examination scenarios, providing situational awareness where paramedic students assess and identify potential hazards before taking actions as they follow step-by-step instructions to treat patients. Realistic sound effects and dialogue combine with peripheral events and ambient sounds to simulate real-world situations. Virtual reality headsets track eye and head movements and collect reaction times.

At JIBC, we aim to provide a learning environment that reflects real-world working conditions as closely as possible. Give a Lift to Learning was JIBC's Giving Tuesday campaign in 2019. The JIBC Foundation successfully reached its \$25,000 goal to fund JIBC's first power stretcher for paramedic training. Power stretchers help reduce the risk of injury to paramedics and patients, and for paramedics, they help reduce the physical impact of manually moving and lifting patients.

3.2.4 Be Effective and Accountable

JIBC graduates are responsible for preserving lives, property, and security for all British Columbians. Ensuring

they are trained to the highest standards, and can deliver when called upon, is our primary accountability. As the world around us changes, we must continuously re-align the people, processes, spaces, and technologies we use to create quality educational experiences that meet or exceed professional standards and students' expectations.

FACILITIES PLANNING

The Institute is developing a long-range facilities plan to create a framework that will guide decision-making regarding physical infrastructure over the next 25 years. The plan will identify planning principles that integrate future investments in our campus spaces with the Institute's Strategic Plan. Identifying the planning guidelines and initiatives that will direct future developments is also a key deliverable. A broad engagement with stakeholders and analyses of relevant data and information are the first deliverables.

With support from the Ministry, a facility condition assessment of physical infrastructure at all campuses was completed in 2019. The results of the audit determined the need for \$26M in funding to meet maintenance requirements over the next five years. A five-year maintenance plan was developed to provide for the systematic maintenance, repair and renovation of facilities. Several end-of-life building systems and components were replaced in 2019 to reduce deferred maintenance and upgrade to more efficient alternatives. Plans for 2020 include working with the Ministry to improve the allocation of routine capital funding for the Institute to reduce the amount of deferred maintenance.



ALIGNING OPERATIONS WITH THE CLIMATE PLAN

Throughout the year, JIBC implemented operational changes and carried out projects that resulted in significant reductions in energy consumption. Energy consumption is monitored at all campuses to ensure buildings operate at optimal conditions for the season. Tracking energy usage gauges the effectiveness of implemented energy-efficient strategies designed to achieve carbon neutrality through the reduction of greenhouse gas (GHG) emissions. Projects undertaken in 2019 to reduce GHG emissions included: retrofitting interior lighting to LED as part of a rolling replacement program; installing additional direct digital controls for heating/cooling plants and lighting systems; and conducting an energy audit and retro-commissioning study then implementing the recommended energy savings strategies.

In 2019, JIBC joined B.C. Hydro's Energy Manager Associate Program. The program provides opportunities to participate in networking opportunities with industry subject matter experts, access targeted funding for energy conservation projects, and obtain support for the development of a strategic energy management plan (SEMP) for the Institute. The SEMP will provide a strategic approach to energy management and organizational change to reduce energy waste and improve energy intensity by setting goals, objectives, and targets to align with the Climate Plan.

EDUCATIONPLANNERBC

EducationPlannerBC (EPBC) allows students to research educational opportunities and apply to JIBC programs on the same website used to apply to other post-secondary institutions in B.C. JIBC onboarded 12 programs to EPBC in

2018 and added three more in 2019; all JIBC programs will be accessible through the site by May 2020.

Using the platform for program admissions has resulted in some processing efficiencies. The website provides an additional marketing opportunity, helping to bring more student awareness and interest in JIBC programs and careers in justice and public safety.

JIBC implemented the EPBC transcript exchange in spring 2020 to automate the sending and receiving of B.C. high school transcripts. The transcript exchange provides a higher level of service to students, ensuring that their Ministry transcript requests are processed quickly and seamlessly through an electronic data interchange. Focus for ongoing improvements has now turned to automating the exchange of post-secondary transcripts within B.C. and across Canada.

PROCESS IMPROVEMENTS

The Emergency Management and Fire & Safety Divisions completed a process improvement initiative that reviewed a number of business processes connected to course and program administration and the management of contracts. The purpose was to identify ineffective or inefficient processes, with the goal of improving the ongoing workload challenges of many employees. By March 2020, work was underway to review these recommendations and implement changes within the divisions.

In 2020-21, JIBC will undertake the development of an enterprise risk management (ERM) framework. As we implement our new strategic plan, the ERM program will ensure that we identify and reduce or remove obstacles as we progress in realizing our strategic goals. A program that

is agile and nimble will support an organizational culture prepared to take and manage smart risks to achieve our critical priorities.

3.3 PRIORITIES FOR 2020-21

Since setting the vision for the next five years through JIBC's new strategic plan, focus has shifted to ensuring that vision is realized. Moving forward with the implementation of JIBC's priorities requires collaboration, communication, alignment, and change leadership at all levels of the organization. The process is complicated in 2020 by the volume of tactical planning and response required to maintain business continuity in the face of risks from the COVID-19 pandemic.

Our stakeholders provided clear direction to guide the implementation of the plan and the following 12 objectives will drive the development of cascading initiatives and performance measures in 2020-21.

3.3.1 Objectives

PURSUING EXCELLENCE IN EDUCATION

1. Ensure relevant and responsive programming and delivery

2. Enhance indigenous education
3. Enhance engagement and relationships with community and professional partners
4. Embed equity, diversity and inclusion in our education

TRANSFORMING THE STUDENT EXPERIENCE

1. Enhance student success
2. Enrich campus life

INVESTING IN PEOPLE

1. Improve staff and faculty retention and recruitment
2. Enhance support for staff and faculty
3. Strengthen staff and faculty engagement, recognition, and empowerment

ADVANCING OPERATIONS

1. Align resources with strategic priorities
2. Transform our processes and services with technology
3. Foster a culture of continuous improvement



3.4 PERFORMANCE MEASURES, TARGETS AND RESULTS

To assess performance against strategy in the 2015-2020 Strategic Plan, JIBC developed a series of key performance measures (KPI) 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% - 109% |
| Substantially Achieved | 90% - 99% |
| Not Achieved | Less than 90% |

3.4.1 Standard Performance Measure Results

Ministry Objective: Capacity

| TOTAL STUDENT SPACES | | | | |
|----------------------|----------------|-------------|----------------|----------------|
| 2019-20 Target | 2019-20 Actual | Performance | 2018-19 Target | 2018-19 Actual |
| 2,393 | 3,235 | Achieved | 2,393 | 3,011 |

JIBC continues to exceed FTE targets.

| ALLIED HEALTH SPACES | | | | |
|----------------------|----------------|-------------|----------------|----------------|
| 2019-20 Target | 2019-20 Actual | Performance | 2018-19 Target | 2018-19 Actual |
| 313 | 326 | Achieved | 313 | 312 |

The Primary Care Paramedic program exceeded the target, including rural deliveries. The Community Care Licensing Officer program is attracting more students as awareness of this program grows. Advanced Care Paramedic cohort numbers vary year-to-year due to student recruitment challenges. In addition to these priority health programs, JIBC delivered an additional 310 FTE of health education through programs (Emergency Medical Responder, First Responder, Health Sciences (EMS) Diploma, and Substance Use) and continuing education.

| CREDENTIALS AWARDED | | | | |
|---------------------|----------------|--------------|----------------|----------------|
| 2019-20 Target | 2019-20 Actual | Performance | 2018-19 Target | 2018-19 Actual |
| 1,007 | 843 | Not achieved | 765 | 816 |

JIBC's credential target is increasing due to a growing number of FTEs over the past two years. However, student enrolments in programs where students can earn a credential has decreased by 8.5% in the last fiscal year.

The growth in enrolment has been in large part due to the addition of non-credentialled collaborative deliveries of Basic Security Training (BST). In 2018-19, we began including all enrolments throughout the province to our student records system, in addition to the approximately 60 FTE delivered on campus. 688 FTE was the total for all deliveries of BST in 2019-20.

JIBC re-designed fire programming to align with *Structure Firefighters Competency and Training Playbook*, splitting the certificate-level program into three levels of competency. Students earn a certificate only upon completion of Full-service Firefighting, the highest level of training. Many fire departments only require the first-level training, so the number of credentials is lower as short certificates are not tracked in this metric.

Ministry Objective: Access

| ABORIGINAL STUDENT SPACES | | | | |
|---------------------------|----------------|-------------|----------------|----------------|
| 2019-20 Target | 2019-20 Actual | Performance | 2018-19 Target | 2018-19 Actual |
| 157 | 230 | Achieved | 127 | 189 |

JIBC's goal for Aboriginal Student Spaces is $\geq 5.2\%$ of domestic student FTEs.

Individuals that identify as Aboriginal make up 5.2% of the adult B.C. population (ages 15-64). 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.

Ministry Objective: Quality

| STUDENT SATISFACTION WITH EDUCATION | | | | | | |
|-------------------------------------|----------------|----------|------------------------|----------------|----------------|----------|
| 2019-20 Target | 2019-20 Actual | | Performance | 2018-19 Target | 2018-19 Actual | |
| $\geq 90\%$ | 87.4% | +/- 2.1% | Substantially achieved | $\geq 90\%$ | 90.9% | +/- 1.7% |

Overall satisfaction declined slightly in 2019-20 for graduates of police recruit training, paramedicine, and fire fighting programs. Primary Care Paramedicine and Police Recruit Training have recently been reviewed, and proposals for improvements are being developed. Several Fire fighting programming will undergo a program review this year.

| STUDENT ASSESSMENT OF THE QUALITY OF INSTRUCTION | | | | | | |
|--|----------------|----------|-------------|----------------|----------------|----------|
| 2019-20 Target | 2019-20 Actual | | Performance | 2018-19 Target | 2018-19 Actual | |
| $\geq 90\%$ | 94.5% | +/- 1.4% | Achieved | $\geq 90\%$ | 95.5% | +/- 1.2% |

Many 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.

| STUDENT ASSESSMENT OF SKILL DEVELOPMENT | | | | | | |
|---|----------------|----------|------------------------|----------------|----------------|----------|
| 2019-20 Target | 2019-20 Actual | | Performance | 2018-19 Target | 2018-19 Actual | |
| ≥ 85% | 80.7% | +/- 2.3% | Substantially achieved | ≥ 85% | 80.5% | +/- 2.1% |

The DACSO survey highlights low scores in “write clearly and concisely” and “learn on your own”. JIBC faculty are working on both skill sets in diploma and degree programs. 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”.

Ministry Objective: Relevance

| STUDENT ASSESSMENT OF USEFULNESS OF KNOWLEDGE AND SKILLS IN PERFORMING JOB | | | | | | |
|--|----------------|----------|------------------------|----------------|----------------|----------|
| 2019-20 Target | 2019-20 Actual | | Performance | 2018-19 Target | 2018-19 Actual | |
| ≥ 90% | 86.9% | +/- 2.2% | Substantially achieved | ≥ 90% | 78.7% | +/- 2.5% |

JIBC results include a significant number of responses from volunteer fire fighters who earned JIBC credentials for skills and knowledge not used in performing their main paid jobs. Seventy-five percent of British Columbia’s fire fighters are volunteers. Results are increasing because the DACSO cohort includes less vocational firefighters due to credentialing changes with the Playbook programs.

| UNEMPLOYMENT RATE | | | | | | |
|-------------------|----------------|----------|-------------|----------------|----------------|----------|
| 2019-20 Target | 2019-20 Actual | | Performance | 2018-19 Target | 2018-19 Actual | |
| ≤ 8.0% | 1.3% | +/- 0.7% | Achieved | ≤ 10.6% | 2.1% | +/- 0.9% |

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

3.4.2 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.

JIBC Strategic Priority: Be Relevant and Impactful

| INSTRUCTION ALIGNED WITH BC’S TOP 100 IN-DEMAND JOBS | | | | |
|--|----------------|----------------|-------------|----------------|
| | 2019-20 Target | 2019-20 Actual | Performance | 2018-19 Actual |
| JIBC contributes skilled workers to 11 occupations in demand in B.C. | ≥25% | 47.1% | Achieved | 57.8% |

| DOMESTIC ENROLMENTS (FTE) | | | | |
|---------------------------|----------------|----------------|------------------------|----------------|
| | 2019-20 Target | 2019-20 Actual | Performance | 2018-19 Actual |
| Outside Lower Mainland | ≥41% | 47.0% | Achieved | 52.7% |
| Distributed Learning | ≥20% | 19.1% | Substantially achieved | 20.2% |

JIBC Strategic Priority: Increase Engagement and Awareness

| B.C. RESIDENTS (BY REGION) AWARE OF JIBC | | | | |
|---|----------------|----------------|-------------|----------------|
| | 2019-20 Target | 2019-20 Actual | Performance | 2018-19 Actual |
| Triennial survey not administered 2019-20 | ≥ 48% | - | - | 58% |

JIBC Strategic Priority: Create Exceptional Learning Environments

| STUDENT SATISFACTION WITH COURSES | | | | |
|-----------------------------------|----------------|----------------|-------------|----------------|
| | 2019-20 Target | 2019-20 Actual | Performance | 2018-19 Actual |
| Class Evaluations | ≥ 92% | 94.4% | Achieved | 93.8% |

| CREDENTIALS AWARDED TO ABORIGINAL STUDENTS | | | | |
|--|----------------|----------------|-------------|----------------|
| | 2019-20 Target | 2019-20 Actual | Performance | 2018-19 Actual |
| Includes short certificates. | ≥ 44 | 69 | Achieved | 53 |

| PROFILES IN JIBC AND EXTERNAL MEDIA | | | | |
|-------------------------------------|----------------|----------------|--------------|----------------|
| | 2019-20 Target | 2019-20 Actual | Performance | 2018-19 Actual |
| Students | ≥ 85 | 74 | Not achieved | 104 |
| Employees | ≥ 169 | 104 | Not achieved | 277 |

Student and employee communications in Q4 were focused on COVID-19.

| CREDENTIALS AWARDED (ALL STUDENTS) | | | | |
|------------------------------------|----------------|----------------|------------------------|----------------|
| | 2019-20 Target | 2019-20 Actual | Performance | 2018-19 Actual |
| Graduate Certificates | ≥ 30 | 28 | Substantially achieved | 38 |
| Bachelor Degrees | ≥ 50 | 30 | Not achieved | 48 |
| Advanced Diplomas | ≥ 19 | 15 | Not achieved | 15 |
| Advanced Certificates | ≥ 11 | 12 | Achieved | 13 |
| Diplomas | ≥ 171 | 120 | Substantially achieved | 144 |
| Certificates | ≥ 726 | 463 | Not achieved | 571 |
| Short Certificates | ≥ 1,008 | 1,178 | Achieved | 1,346 |

The number of certificates is decreasing due to change in fire fighting program laddering in response to new professional competencies prescribed by the B.C. government. These Playbook fire programs are currently undergoing administrative changes to better align with employer needs and this is delaying graduations.

The Advanced Diploma in Advanced Care Paramedic varies in enrolment year-to-year due to student recruitment challenges; the program targets mid-career paramedics interested in career advancement and requires two years of full-time study.

Graduation from diploma programs is lower this year due to strengthening admission standards for the Law Enforcement Studies program, resulting in lower enrolment.

The number of graduates is retracting slightly for the Bachelor of Law Enforcement Studies after discontinuance of delivery at Camosun College. The program has implemented a new accessibility strategy to attract more students.

JIBC Strategic Priority: Be Effective and Accountable

| REVENUE DIVERSITY – CONTRACT, B.C. CONTRACT, TUITION | | | | |
|---|----------------|----------------|-------------|----------------|
| | 2019-20 Target | 2019-20 Actual | Performance | 2018-19 Actual |
| Diversification index measuring the concentration of four revenue streams | ≤ 0.275 | 0.260 | Achieved | 0.259 |

| INTERNATIONAL ENROLMENTS (FTE) | | | | |
|--------------------------------|----------------|----------------|--------------|----------------|
| | 2019-20 Target | 2019-20 Actual | Performance | 2018-19 Actual |
| International Onshore | ≥ 58 | 89.2 | Achieved | 65.3 |
| International Offshore | ≥ 663 | 456.9 | Not Achieved | 430.3 |

Geopolitical factors impacted plans for international education in 2019-20. The Institute conducted less training in the Middle East due to political unrest in the region. Onshore education was similarly impacted due to China's diplomatic dispute with Canada and travel restrictions due to COVID-19.

04

FINANCIAL INFORMATION

The Institute ended Fiscal 2020 in a balanced position.
The audited financial statement for 2019-20 is available at:
<https://www.jibc.ca/about-us/strategic-plans-reports>.

05

APPENDICES

5.1 APPENDIX A – PERFORMANCE MEASURE RESULTS

| Performance measure ¹ | Reporting year | | | | | |
|---|-------------------|------|-------------------|-------------------|------|------------------------|
| | 2018/19 Actual | | 2019/20 Target | 2019/20 Actual | | 2019/20 Assessment |
| Student Spaces ² | | | | | | |
| Total student spaces | 3,011 | | 2,393 | 3,235 | | Achieved |
| Nursing and other allied health programs | 312 | | 313 | 326 | | Achieved |
| Credentials awarded ³ | | | | | | |
| Number | 816 | | 1,007 | 843 | | Not achieved |
| Aboriginal student spaces ⁴ | | | | | | |
| Total Aboriginal student spaces | 189 | | TBI | 230 | | TBI |
| Ministry (AEST) | 189 | | | 230 | | |
| Industry Training Authority (ITA) | N/A | | | N/A | | |
| Student satisfaction with education ^{5,6} | | | | | | |
| | % | +/- | | % | +/- | |
| Former diploma, associate degree and certificate students | 90.9% | 1.7% | ≥ 90% | 87.4% | 2.1% | Substantially achieved |
| Bachelor degree graduates | N/A | N/A | | N/A | N/A | Not assessed |
| Student assessment of the quality of instruction ^{5,6} | | | | | | |
| | % | +/- | | % | +/- | |
| Former diploma, associate degree and certificate students | 95.5% | 1.2% | ≥ 90% | 94.5% | 1.4% | Achieved |
| Bachelor degree graduates | N/A | N/A | | N/A | N/A | Not assessed |
| Student assessment of skill development ^{5,6} | | | | | | |
| | % | +/- | | % | +/- | |
| Former diploma, associate degree and certificate students | 80.5% | 2.1% | ≥ 85% | 80.7% | 2.3% | Substantially achieved |
| Bachelor degree graduates | N/A | N/A | | N/A | N/A | Not assessed |
| Student assessment of usefulness of knowledge and skills in performing job ^{5,6} | | | | | | |
| | % | +/- | | % | +/- | |
| Former diploma, associate degree and certificate students | 78.7% | 2.5% | ≥ 90% | 86.9% | 2.2% | Substantially achieved |
| Bachelor degree graduates | N/A | N/A | | N/A | N/A | Not assessed |
| Unemployment Rate ^{5,6} | | | | | | |
| | % | +/- | | % | +/- | |
| Former diploma, associate degree and certificate students | 2.1% | 0.9% | ≤ 9.1% | 1.3% | 0.7% | Achieved |
| Bachelor degree graduates | N/A | N/A | | N/A | N/A | Not assessed |

NOTES:

TBI - Institutions are required to include their target and assessment.

N/A - Not assessed

¹ Please consult the 2019/20 Standards Manual for a current description of each measure. See https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/accountability-framework/standards_manual.pdf

² Results from the 2018/19 reporting year are based on data from the 2018/19 fiscal year; results from the 2019/20 reporting period are based on data from the 2019/20 fiscal year.

³ Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2019/20 reporting year are a three-year average of the 2016/17, 2017/18, and 2018/19 fiscal years.

⁴ Results from the 2018/19 reporting year are based on data from the 2017/18 fiscal year; results from the 2019/20 reporting period are based on data from the 2018/19 fiscal year.

⁵ Results from the 2018/19 reporting year are based on 2018 survey data; results from the 2019/20 reporting year are based on 2019 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the margin of error is greater than 10%.

⁶ As of the 2019/20 reporting year, the trades foundation and trades-related vocational graduates have been split out from the former diploma, associate degree and certificate students. 2018/19 actuals have been restated using the revised student groupings.

As of the 2019/20 reporting year, the "exceeded" category has been re category scale: *Achieved* , *Substantially Achieved* , or *Not Achieved*.

| TARGET ASSESSMENT SCALE | DESCRIPTION |
|-------------------------|---|
| Achieved | 100% or more of the target |
| Substantially achieved | 90% - 99% of the target |
| Not achieved | Less than 90% of the target |
| Not assessed | Survey results with less than 20 respondents or a margin of error of 10% or greater, descriptive measures, and measures without targets |

| Performance measure | Reporting year | | | | | |
|--|-------------------|------|-------------------|-------------------|------|------------------------|
| | 2018/19 Actual | | 2019/20 Target | 2019/20 Actual | | 2019/20 Assessment |
| Former diploma, associate degree and certificate students' assessment of skill development | | | | | | |
| | % | +/- | | % | +/- | |
| Skills development (avg. %) | 80.5% | 2.1% | ≥ 85% | 80.7% | 2.3% | Substantially achieved |
| Written communication | 61.6% | 3.4% | | 61.4% | 3.8% | |
| Oral communication | 76.6% | 2.8% | | 78.3% | 2.9% | |
| Group collaboration | 90.3% | 1.8% | | 87.4% | 2.1% | |
| Critical analysis | 89.6% | 1.8% | | 89.6% | 1.9% | |
| Problem resolution | 85.8% | 2.1% | | 86.3% | 2.2% | |
| Learn on your own | 73.6% | 2.7% | | 74.8% | 2.8% | |
| Reading and comprehension | 78.8% | 2.5% | | 81.3% | 2.6% | |

5.2 APPENDIX B – PROGRESS REPORT ON MANDATE PRIORITY #1

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. The legacies of colonialism and residential schools are at the root of the disparities in health, education, child welfare, and incarceration facing Indigenous Peoples today. Indigenous incarceration continues to occur at a rate six times greater than expected, and the child welfare system is similarly imbalanced, where two-thirds of B.C.'s children in foster care are Indigenous. JIBC's social justice and corrections programming supports the professionals on the front lines, preventing and addressing the harms stemming from trauma and abuse.

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.

| TRC CALLS TO ACTION AND UNDRIP ARTICLES | PROGRESS | INITIATIVES AND PARTNERSHIPS |
|--|------------------------|---|
| 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. | Continuing Implemented | 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. |
| | Continuing Implemented | The Aboriginal 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, story-telling, ceremonial processes, and land-based healing techniques. |
| | Continuing Implemented | The Graduate Certificate in Complex Trauma & Child Sexual Abuse Intervention takes an integrative approach to the assessment and treatment of complex trauma and child sexual abuse. 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. |
| | New Implemented | 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. |

| TRC CALLS TO ACTION AND UNDRIP ARTICLES | PROGRESS | INITIATIVES AND PARTNERSHIPS |
|---|------------------------|---|
| 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. | 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. | 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. | Continuing Implemented | The Justice and Public Safety Career Preparatory Certificate provides 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 is offered in partnership with Native Education College and the Vancouver Aboriginal Friendship Centre and is designed to provide culturally relevant experiences, knowledge, and supports. Students benefit from customized supports designed to address systemic access and achievement barriers, including regular individual and group support from Elders, counsellors, and peers. |
| | Continuing Implemented | The JIBC Indigenous Youth Career Camp – Building Bridges, Breaking Barriers, Encouraging Connections, 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. |
| | 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)... | New Implemented | A new course was developed to increase awareness of Fetal Alcohol Spectrum Disorder (FASD), and delivered online to both community and custody staff at B.C. 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. |

| TRC CALLS TO ACTION AND UNDRIP ARTICLES | PROGRESS | INITIATIVES AND PARTNERSHIPS |
|---|------------------------|---|
| 36: CORRECTIONAL SERVICES We call upon the federal, provincial, and territorial governments to work with Aboriginal communities to provide culturally relevant services to inmates on issues such as substance abuse, family and domestic violence, and overcoming the experience of having been sexually abused. | Continuing Implemented | 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 B.C. Corrections in indigenizing these programs is to provide more culturally relevant services to the individuals under the supervision of B.C. Corrections on issues such as substance abuse, family and domestic violence. |
| | New In Progress | In 2020-21, plans are underway to update of all advanced Adult Probation Officer training, with focus on sexual offence training, the incorporation of trauma-informed practice, and building additional understanding regarding Indigenous history and worldviews. |
| 24: MEDICAL AND NURSING SCHOOLS We call upon the federal, provincial, and territorial governments to work with Aboriginal communities to provide culturally relevant services to inmates on issues such as substance abuse, family and domestic violence, and overcoming the experience of having been sexually abused. | N/A | |
| 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. | N/A | |

| TRC CALLS TO ACTION AND UNDRIP ARTICLES | PROGRESS | INITIATIVES AND PARTNERSHIPS |
|--|------------------------|--|
| 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. | Continuing Implemented | In response to this Call to Action, JIBC developed a new three-credit Indigenous cultural competency training course, Reconciling Colonial Practices in Justice and Public Safety. 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. |
| | Continuing Implemented | Indigenous Trauma-Informed Practice—Justice/Public Safety 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. In 2018-19, this course was added to the Justice and Public Safety Career Preparatory Certificate program. |
| | Continuing Implemented | 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 Progress | Continued work will begin in 2020-21 to enhance the curriculum, focused on vulnerable populations, Indigenous and TRC policing, bias-free and trauma-informed practices, and fair and impartial policing. |
| | New Implemented | Trauma-informed practice is an essential approach to working with victims of crime, and JIBC's Centre for Counselling and 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. |
| 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. | New In Progress | In 2020-21, the Emergency Management Division will be offering Together for Reconciliation, a new short course that provides JIBC instructors with an introduction to Indigenous histories, perspectives, worldviews and approaches. It serves to enhance cultural safety, humility, and respect in working with Indigenous Peoples and communities within a teaching and learning setting. |

| TRC CALLS TO ACTION AND UNDRIP ARTICLES | PROGRESS | INITIATIVES AND PARTNERSHIPS |
|--|------------------------|---|
| 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. | 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. | N/A | |
| UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION | | |
| 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 | Continuing Implemented | 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. |
| | Continuing Implemented | 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. |
| | New Implemented | In 2019-20, 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. |

| TRC CALLS TO ACTION AND UNDRIP ARTICLES | PROGRESS | INITIATIVES AND PARTNERSHIPS |
|---|------------------------|---|
| 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. | Continuing Implemented | The Elders-in-Residence Program 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. |
| | New In Progress | In addition to speaking to classes and advising in curriculum development, Elders will be leading online workshops in 2020 to share traditional teachings and introduce learners to the diverse cultures and histories of Indigenous Peoples. |
| | Continuing Implemented | The Indigenous Advisory Council provides advice 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. |
| | Continuing Implemented | 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. |
| | Continuing Implemented | 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. |
| | New Implemented | Taking part in the Moose Hide Campaign Day allowed 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. |

| TRC CALLS TO ACTION AND UNDRIP ARTICLES | PROGRESS | INITIATIVES AND PARTNERSHIPS |
|---|------------------------|--|
| Article 21 1. Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security. | Continuing Implemented | Emergency Management B.C. 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 2019-20, 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. |
| | Continuing Implemented | With support from Indigenous and Northern Affairs Canada and collaboration with Wilfred Laurier University, JIBC developed The Aboriginal Disaster Resilience Traditional Knowledge Toolkit 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 Tool (ADRP). 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. |
| | New In Progress | <p>JIBC has embarked upon a three-year project, funded through Vancouver Foundation, to scale-up the Rural Disaster Resilience Planning (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.</p> <p>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.</p> |

| TRC CALLS TO ACTION AND UNDRIP ARTICLES | PROGRESS | INITIATIVES AND PARTNERSHIPS |
|---|------------------------|--|
| | New 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. |
| | Continuing Implemented | 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. The Fire Division has also supported The Mohawk and Cree Peoples in Quebec and First Nations elsewhere in Canada with basic and specialized training. |
| | New Implemented | JIBC's Corrections and 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. |

5.3 APPENDIX C – MANDATE LETTER PRIORITIES INDEX

| REPORT: MANDATE LETTER PRIORITIES 2019-20 | PAGES |
|--|--------------------------------|
| 1. Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security. | 21–23; 30–31; Appendix B |
| Align JIBC operations with the government's new climate plan. | 40–41 |
| 2. Work closely and in collaboration with government to support the implementation of priority initiatives, including those outlined in the Minister's mandate letter. Specific action includes, but are not limited to: | |
| a. Improving access to post-secondary education with a focus on vulnerable and under-represented students | 16; 22; 36–39 |
| b. Expanding programming aligned with high demand occupations and priority sectors such as trades, technology and health | 20; 29–32 |
| c. Expanding co-op and work-integrated learning opportunities for all students | 35; 39–40 |
| 3. Improve student safety and overall well-being in the areas of mental health and the prevention of sexual violence and misconduct, including creating greater awareness of available supports. | 32–35 |
| 4. Ensure that students are able to seamlessly transition into post-secondary education with the implementation of the new B.C. Graduation Program. | 38 |
| 5. Continue to actively participate in the implementation of the EducationPlannerBC common application system for all undergraduate applicants. | 41 |
| 6. Work closely with the Ministry to develop a balanced approach to international education, participating in the development and implementation of a provincial framework for international education. | 23–25 |
| 7. Meet or exceed the financial targets identified in the Ministry's three-year Service Plan tabled under Budget 2018, including maintaining balanced or surplus financial results. | 48 |
| 8. Comply with the Tuition Limit Policy, which sets a two percent cap on tuition and mandatory fee increases for domestic students to ensure courses and programs are affordable. | 24 |

| PLAN: MANDATE LETTER PRIORITIES 2020-21 | PAGES |
|---|--|
| 1. Support lasting reconciliation with Indigenous peoples, through initiatives that increase the participation and success of Indigenous learners and implementation of the education-related Calls to Action of the Truth and Reconciliation Commission. | 15–16; 21–23; 30–31; Appendix B |
| 2. Contribute to an accessible and relevant post-secondary system by: | |
| a. Implementing initiatives to increase participation and success of students, including vulnerable and underrepresented groups, and promoting gender parity; | 22–23; 36–39 |
| b. Ensuring student safety and inclusion; | 32–35 |
| c. Enhancing system innovation through participating in a post-secondary digital system strategy, including delivery of Education Planner and other digital learning activities and initiatives; | 10; 12–15; 41 |
| d. Providing programming that meets local, regional or provincial labour market and economic needs; and | 20; 29–32 |
| e. Working with the Ministry to implement a student-centred international education framework that supports the success of domestic and international students. | 24–25 |
| 3. Develop and recognize flexible learning pathways for students to access postsecondary education and skills training including: | |
| a. Actively engaging with your local school districts to expand dual credit opportunities for students; | 38 |
| b. Supporting lifelong learning pathways across the public postsecondary system; and | 38–39 |
| c. Advancing and supporting open learning resources. | 31–32 |
| 4. Strengthen workforce connections for student and worker transitions by: | |
| a. Aligning programming with high opportunity and priority occupations (such as trades, technology, early childhood educators and health); | 20; 29–31 |
| b. Increasing co-op and work-integrated learning opportunities; | 35; 39–40 |
| c. Responding to the reskilling needs of British Columbians to support employment and career transitions; and | 17; 38 |
| d. Supporting students' awareness of career planning resources (such as the Labour Market Outlook). | |

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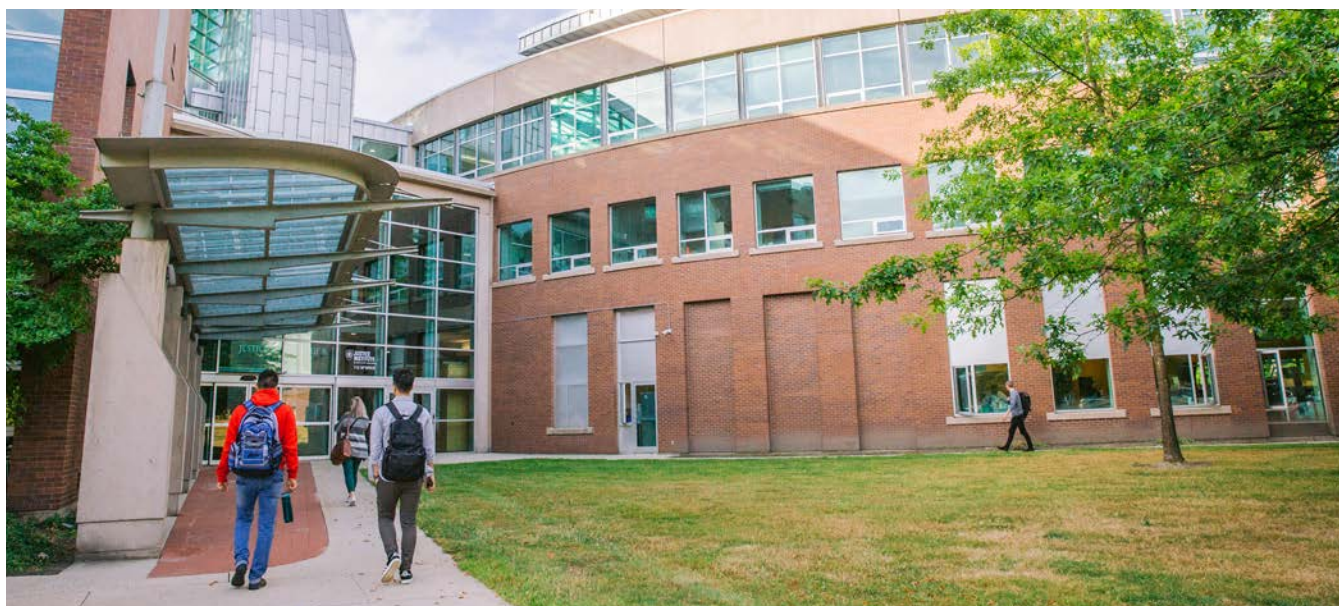
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