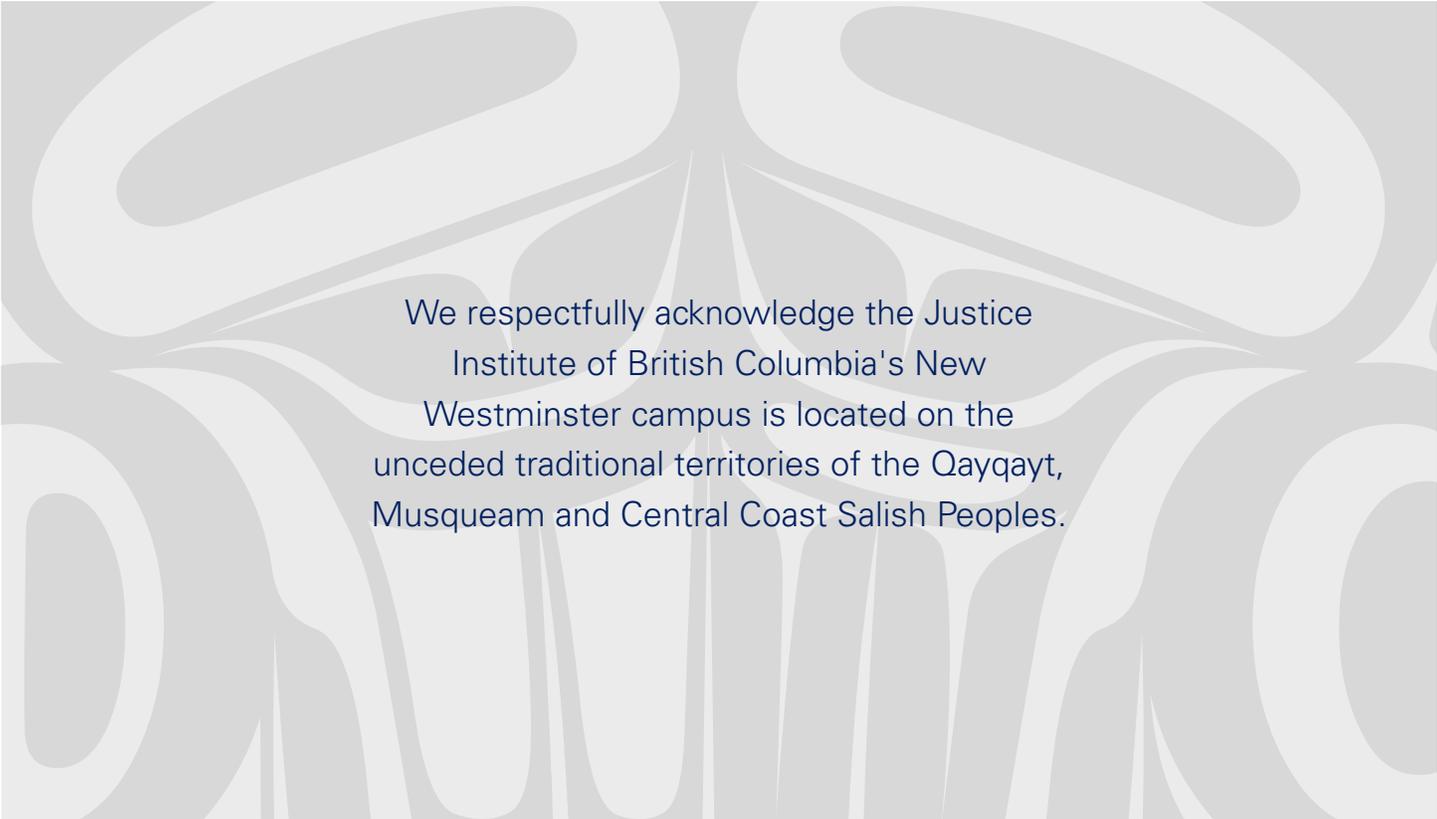




**JUSTICE
INSTITUTE**
of BRITISH COLUMBIA

**INSTITUTIONAL
ACCOUNTABILITY
PLAN AND REPORT
2020-2021**





We respectfully acknowledge the Justice
Institute of British Columbia's New
Westminster campus is located on the
unceded traditional territories of the Qayqayt,
Musqueam and Central Coast Salish Peoples.

July 15, 2021

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

Dear Minister Kang:

Just a few weeks into the 2020-2021 fiscal year, JIBC, along with all other post-secondary institutions, found itself grappling with a global pandemic, further shining a light on the essential nature of our work and the crucial contribution we make to the health and safety of communities across British Columbia.

The battle against COVID-19 saw first responders, emergency managers and other public safety personnel, recognized along with health care workers as the everyday heroes among us. While many people, including JIBC staff and faculty, were directed to work from home for the safety of themselves and others, these public safety professionals continued to work the front-lines.

JIBC is proud of the role we play in educating and training those who continue to serve our communities, from paramedics and firefighters to law enforcement officers. The Institute's educational offerings also produce many others who serve behind the scenes – in conflict resolution, mediation, leadership, counselling, intelligence analysis and emergency management – wielding the skills they learned at JIBC in roles that have never been more necessary to the community as we manage this pandemic together.

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 responded to the crisis and began charting our future direction through the implementation of our 2020-2027 Strategic Plan—Relevant & Responsive Education. 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, producing even greater value for our stakeholders.

Throughout this past year, JIBC has adapted and adjusted wherever necessary to continue to provide the high quality of post-secondary education and training for which we are known. For that, we must acknowledge and thank the commitment and dedication of our staff and faculty and the ongoing support of the Ministry of Advanced Education and Skills Training, Ministry of Health, and the ongoing support of JIBC donors and partners, for their willingness to meet the challenges of COVID-19 head on. We are confident we will emerge from the pandemic stronger for the experience.

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 black ink, appearing to read 'S. Gamble'.

Dr. Stephen Gamble
Chair, Board of Governors



A handwritten signature in black ink, appearing to read 'M. Tarko'.

Dr. Michel Tarko
President and CEO

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01

INSTITUTIONAL OVERVIEW

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, with its provincial mandate, offers internationally recognized education and professional training 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.

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.

Our pioneering approach to education emphasizes realistic simulations and applied learning delivered by over 500 instructors who are experienced practitioner scholars. 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.

Almost 30,000 students studied at JIBC in 2020-21. With six campuses in BC, robust online offerings, and training in more than 90 BC communities, the Institute strives to provide equitable and affordable access to education for all learners, regardless of location.

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, where business and industry can thrive.

JIBC AT A GLANCE



Our People

29,106 students	3,311 FTE
632 faculty	131 FTE
307 staff	210 FTE

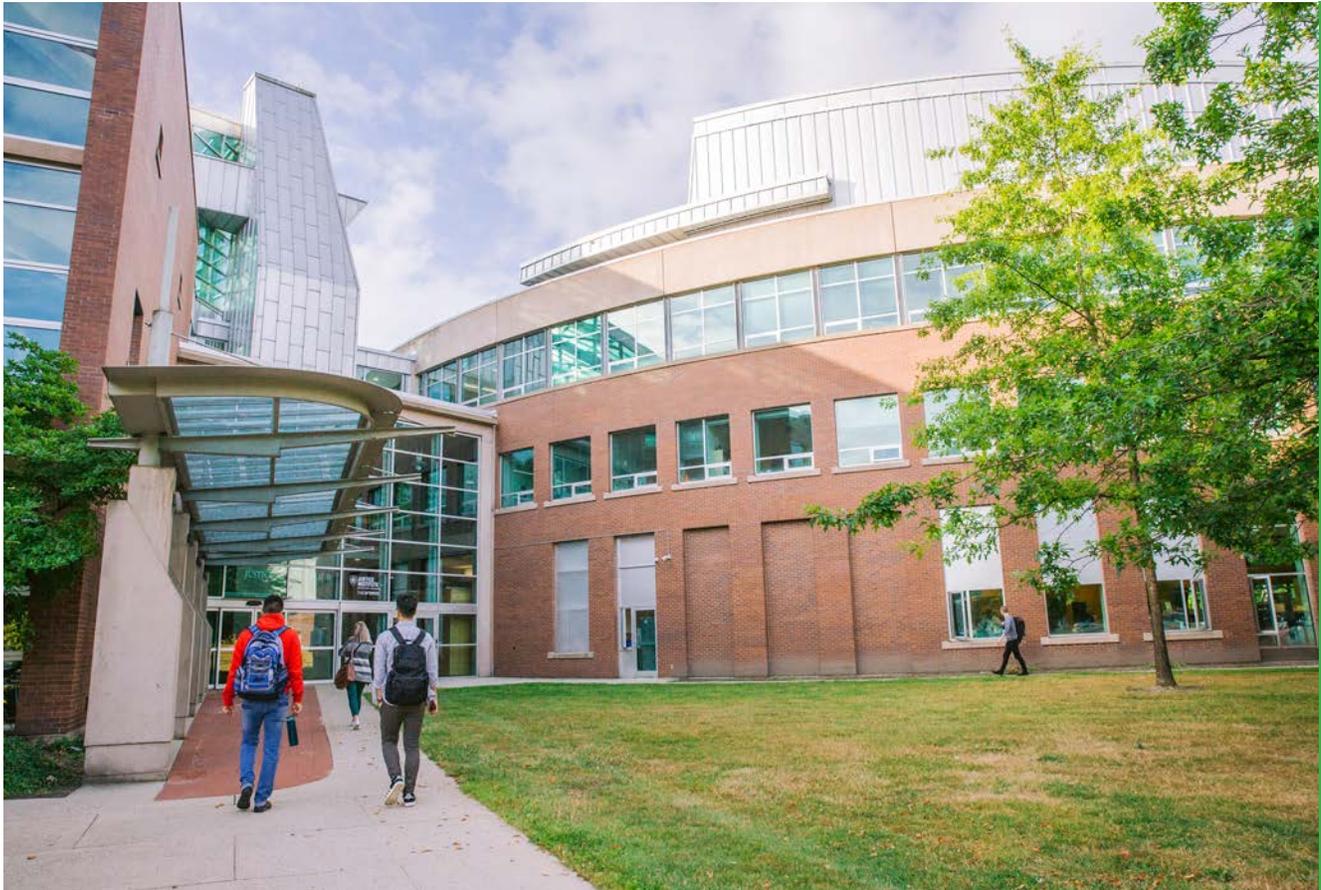


Our Education

Domestic	84%	↓14% change from 2019-20
International	16%	↓1% change from 2019-20
Online	63%	↑161% change from 2019-20
In-person	37%	↓62% change from 2019-20

Our Campuses

- New Westminster
- Chilliwack
- Maple Ridge
- Pitt Meadows
- Okanagan
- Victoria



02

STRATEGIC DIRECTION AND CONTEXT

2.1 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's new strategic plan, Relevant & Responsive Education, sets our priorities and identifies the outcomes we are striving for in 2020 to 2027. 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.

RESULTS JIBC WANTS TO ACHIEVE:

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

VISION

Safer communities and a more just society.

MISSION

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

MANDATE

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

VALUES

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.

2.1.1 STRATEGIC PRIORITIES

To realize JIBC’s vision and mission, the 2020-2027 Strategic Plan—Relevant & Responsive Education—underscores our commitment to remain at the forefront of justice and public safety applied education, training, and research. JIBC’s strategic pillars show how we build the bridge from our mission to our vision and where JIBC will focus its strategic efforts over the next four 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 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.



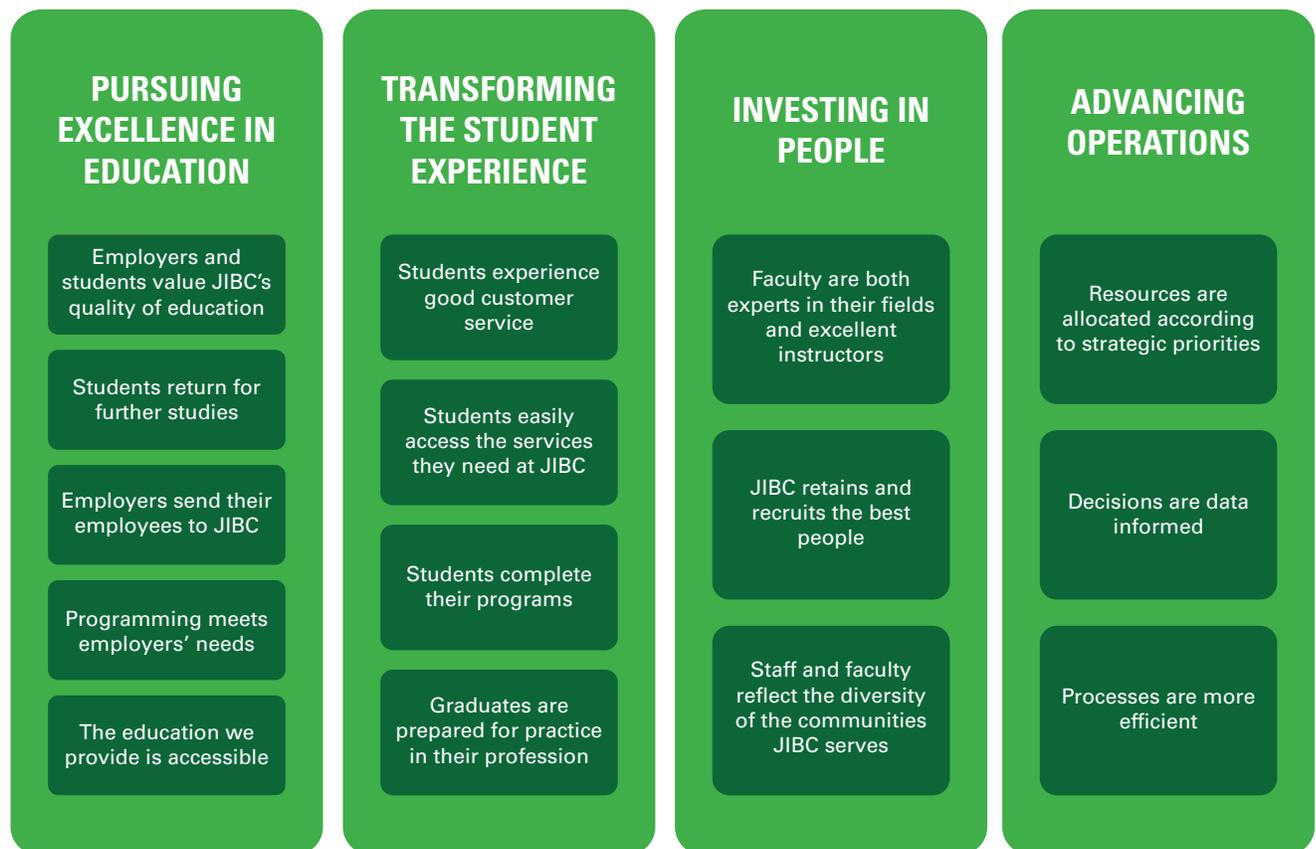
We empower employees to participate in decision-making, and recognize them for contributing to and exemplifying JIBC's values of service, integrity and diversity. We continuously support our faculty who are experts in their fields, helping them to advance their skills as teachers while remaining current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

2.1.2 STRATEGIC 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.



2.2 STRATEGIC CONTEXT

2.2.1 RESPONSE TO THE COVID-19 PANDEMIC

The 2020-21 fiscal year began with the institution focused on its emergency response to the COVID-19 pandemic. The Emergency Operations Centre (EOC) Committee and Senior Leadership Council met regularly to provide updates and collaborate on the implementation of the guidelines provided by the Provincial Health Officer, WorkSafe BC, and the Ministry of Advanced Education and Skills Training. Pivoting to online delivery of programming and working from home was a successful initial response, followed by intensive safety planning and risk management activities to ensure a successful return to campus for police, sheriff, paramedic, firefighting and other students requiring in-person instruction and practice opportunities. JIBC committed to a plan with safety at the forefront, providing educational continuity for students and the employers that rely on JIBC to train their workforce:

- Courses are delivered online whenever possible.
- Programs requiring face-to-face instruction and evaluation provide theory instruction online wherever possible, to minimize the amount of time on campus.
- Visits by students, staff, and faculty to campus are subject to safety and risk assessments, safety training, health monitoring, and compliance processes.

These arrangements are still in place as we plan for a safe return to campus in Fall 2021 based on discussions and guidance from the Ministry, Provincial Health Officer, and WorkSafeBC.

JIBC developed and managed the Covid-19 Safety Plan by engaging all administration and program areas in the creation and application of risk management strategies to insure the safety of in-person activities. Processes and organizational communications focused on educating and empowering employees to ensure safety compliance, allowing business continuity across the full range of JIBC operations, and developing new levels of fluency and ownership of safety in general throughout the Institute. Business continuity was enabled by moving all staff to work from home during the pandemic and technology investments in video conferencing, cybersecurity, and online exam proctoring. JIBC renewed work agreements, introduced new processes, and provided cross-functional guidance and support to staff and faculty. Remote work for all but essential workers will continue until public health guidance recommends return to full in-person capacity on our campuses. There is ongoing engagement with the Ministry and collaboration with other post-secondary institutions in response to COVID-19, with ongoing adaptations as the risk-levels and guidance change. JIBC is leveraging learnings from the last year to shift focus to the mitigation of other safety-risks and supporting future remote work arrangements.

JIBC was among the first post-secondary institutions



to welcome students back to campus in June 2020 and continues to operate essential face-to-face activities, with no cases of COVID-19 transmission at any of our six campus locations, aided by the robust mitigation plans and safety protocols that are in place. Creating safe spaces has involved signage, reconfiguring and renovating classroom spaces, adjusting room capacities, and introducing mitigation measures such as personal protective equipment, frequent handwashing, disinfection of training equipment, and Plexiglas shields. Students were often split into groups, with staggered start times and limits on close contact during training simulations.

JIBC leveraged its expertise as a 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 made significant 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 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. JIBC's instructional designers worked tirelessly to redesign face-to-face courses for online delivery to ensure that students can continue their education and develop new skills during this period of rapid change, with the same or superior quality that students have come to expect from JIBC. Ensuring that the BC government could continue to hire and train in-demand justice and public safety workers required ingenuity and effort across the Institute. For example, there was an extensive transition of in-service training for the Ministry of Children and Family Development to synchronous and asynchronous online classes, and training for firefighters, police officers, and paramedics blended theory delivery online and practice in-person.

Prioritizing the voice of our students was paramount, and JIBC sought feedback on the pivot to online learning in the spring of 2020. The survey confirmed students were planning to continue their education during the pandemic, predominantly driven by their desire to complete their program in the safest environments possible. Employer financial support for training was already declining and students were concerned about balancing their time and financial commitments. Student recommendations were incorporated into curriculum design, delivery, marketing, and communications. Collaboration with the Justice Institute Students' Union drove additional changes to support online learners. All student services shifted to remote access and the JIBC Library provided new and updated services to support students in their transition to online learning, including curbside pickup for print books, DVDs and laptops. Librarians are engaging with students directly through the discussion forums embedded in online courses and setting up virtual appointments to provide personalized guidance and research support.

The Learning Hub is a central source of support for JIBC faculty, providing guidance, training, and support for teaching during the pandemic. Weekly virtual drop-in sessions are available for personal support along with a collection of curated resources and promotion of BCcampus events. Training is available to learn how to navigate successfully through the online learning landscape including the learning management system and virtual classroom.

JIBC is contributing to the growing COVID-19 research-base, exploring the challenges and innovations resulting from Canadian paramedics' response to the pandemic, with funding support from the federal government's Tri-agency Applied Research Rapid Response to COVID-19 grant initiative. The study is collecting and rapidly sharing examples of how paramedic services across the country addressed challenges raised by the pandemic, highlighting their role in providing essential access to health care. Praxis, a JIBC-developed simulation technology, will be used in knowledge dissemination activities and the analysis of the data will focus on developing lessons learned, identifying ongoing challenges, and sharing evolving strategies and practices.

Many classes were suspended at the start of the pandemic, just as many aspects of the economy and society were paused to slow the spread of the virus. Expense mitigation strategies were launched immediately as JIBC forecasted reduced revenues for 2020-21. A review of our programs was conducted, with a focus on labour market needs, student demand, educational quality, and financial viability. Several smaller programs will be terminated and JIBC is updating its programming mix to ensure we are responsive to emerging needs and opportunities for justice and public safety education. JIBC received permission from the government to incur a deficit in the 2020-21 and 2021-22 fiscal years.

The speed of change during the pandemic has been unprecedented and our strong accomplishments are the result of the ongoing commitment and dedication of JIBC staff and faculty. Their work has not only met the increased demand for classes held virtually, but allowed us to offer and market more accessible instruction to prospective students much farther afield than before. With the resilience demonstrated by our students, staff and faculty, there is little doubt that we will emerge stronger together for the experience.

2.2.2 SOCIO-DEMOGRAPHICS FACTORS

Over three-quarters of the 861,000 projected job openings over the next ten years will require post-secondary education and training. Young people entering the labour force for the first time are expected to fill 56% of these openings and over 30% are expected to be filled by immigrants. As demographics change, meeting the labour market demand requires lifelong learners willing to be re-trained for occupations that are continually adapting to environmental, economic, and technological change. The post-secondary system needs to be equitable for individuals regardless of how and when they are entering

education.

Always of concern, the digital divide is growing. While most students were prepared to shift to online learning during the pandemic, post-secondary institutions were also trying to support students who only had a cell phone to access their education. A quarter of Canadian low-income households use smartphones as the primary form of internet access and 4% do not have any access to the Internet at home. The pandemic has highlighted the cracks in supporting off-campus learning where students are facing a variety of pressures. Retaining learners in online programs is a bigger challenge, with students typically experiencing higher drop-out rates compared to on campus learners. Interdependent factors may be at play, including academic readiness, instructional design, learner support, and competing commitments. During the pandemic, many JIBC students reported that they were working overtime in emergency response, with more unpredictable work schedules, and greater responsibilities for caring for children at home.

The pandemic has disproportionately affected individuals who are already marginalized in our society—women and girls, racialized people, Indigenous people, the poor, homeless, and disabled. These groups are more likely to have lower job security, less education, and unequal access to education.

Young women have been increasing their post-secondary enrolment since the start of the pandemic, especially those aged 17-24. Immigrant women and Indigenous youth continued to have higher rates of not being employed or in education or training in the same period. Jobs in human services are likely to remain in demand and justice and public safety occupations provide opportunities for full-time work with good pay and job security. Addressing the gender imbalance in many of these careers is a priority for employers, in addition to ensuring these public service professions have wider representation from diverse groups.

JIBC STUDENTS

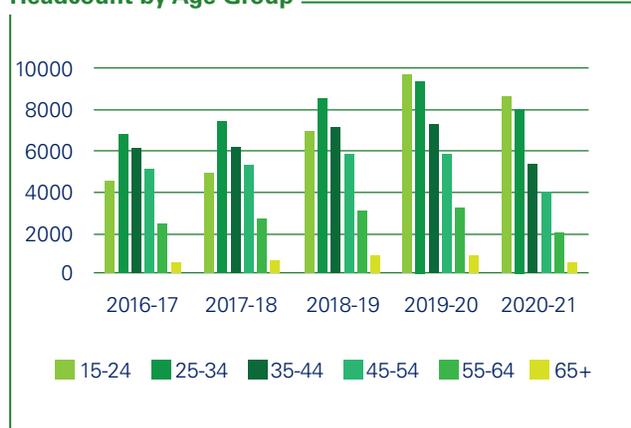
JIBC educates students across their entire career in justice and public safety. In recent years, more youth are enrolling, attracted to a variety of programs including the diploma and bachelor degree programs in Law Enforcement Studies, Primary Care Paramedic, Adult Correctional Officer training, and firefighting. Mid-career professionals are interested in programs that offer more advanced training, such as Fire Officer, or new specializations like Emergency Management. Many JIBC programs are cohort-based, where a group of students progress through all courses together, typically in small classes of 15-40 students, accommodating a high degree of interaction and practice opportunities.

Reflecting the gender distributions within the occupations



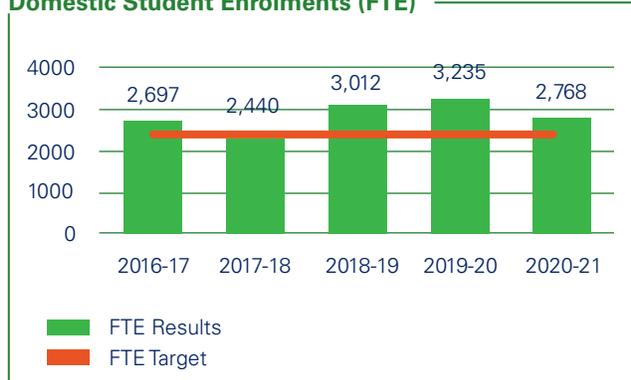
served by JIBC, over 60% of students are men, with an even higher proportion in Fire & Safety at 88%. However, representation of males and females is balanced in paramedicine and skews strongly female in community and social justice.

Headcount by Age Group



Source: Central Data Warehouse, May 2021

Domestic Student Enrolments (FTE)



Source: Central Data Warehouse, May 2021

The number of unique students in 2020-21 was just over 29,000, a 20% reduction from the previous year due to lower enrolments in continuing studies during the pandemic. JIBC consistently has a 10 to 1 ratio of headcount to FTE, which is unprecedented in the BC post-secondary sector, where the ratio is typically no larger than 3 to 1. The number of students makes JIBC the third largest public post-secondary institution in the province by headcount but it is mid-sized in terms of full-time equivalent enrolment (FTE).

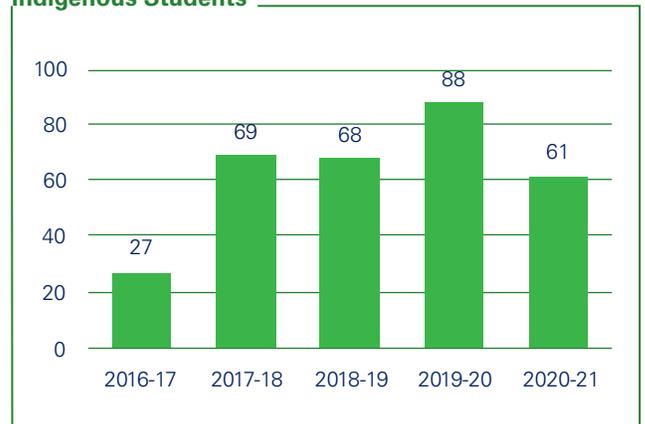
Indigenous students

JIBC serves communities across British Columbia located in the traditional unceded territories of First Nations Peoples, and the Institute has welcomed more than 5,800

Indigenous learners in the last five years. In 2020-21, Indigenous student enrolments represented almost five percent of total domestic FTEs.

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.

Credentials Awarded to Indigenous Students



Source: Central Data Warehouse, May 2021 and Student Transitions Project Aboriginal Spool, 2019-20.

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

Indigenous Student Enrolments



Source: Central Data Warehouse, May 2021 and Student Transitions Project Aboriginal Spool, 2019-20.

Note: based on self-declaration as an Aboriginal person at JIBC or any BC K-12 or post-secondary institution.

International students

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 BC 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 BC's rising labour force demand for diverse and highly-skilled workers. Two post-baccalaureate diploma programs in Law Enforcement Studies and Disaster Management were created in the last two years to provide a broad range of transferable knowledge and specialized skills especially suited to international students who are interested in pursuing education aligned with in-demand occupations that is grounded in the Canadian context.

International Student Enrolments (FTE)



Source: Central Data Warehouse, May 2021

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. Over 75% of international educational activity is conducted offshore, primarily in Singapore and Hong Kong where the Health Sciences Division has long-standing relationships training paramedics.

Offshore enrolments began to decline in 2018 due to geopolitical unrest in the Middle East. New post-degree diploma programs began attracting more international students to JIBC in 2019, and strong demand is anticipated to continue.



2.2.3 PROGRAMMING

JIBC delivers education and training at its six campus locations and in over 90 additional communities throughout British Columbia. To keep education accessible and affordable, JIBC has long been a champion of online delivery, regularly winning awards for excellence in interactive digital education. Now that every post-secondary has the capability to offer online learning, competition is expected to be greater in the future. According to the National Survey of Online and Digital Learning, 23% of post-secondary institutions in Western Canada reported that over one-fifth of their online students resided outside of the province in 2019. Despite a rocky transition during the pandemic, administrators and faculty across Canada predict that higher levels of digital learning will persist after the pandemic subsides. Delivering unique online offerings that provide job-ready skills that are in-demand is expected to be the differentiator students are looking for in a more crowded marketplace for online education. This is something JIBC is well-positioned to provide.

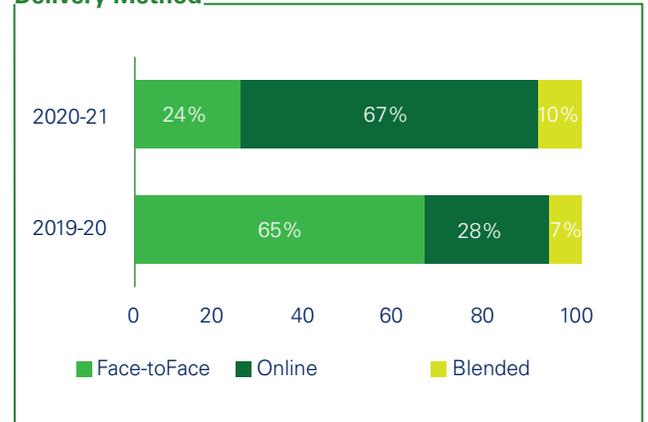
The JIBC student experience focuses on real world practice intended for real world application. The level of simulation and immersive experiences integrated into programming is extensive and more intensely applied than in any other post-secondary institution in the province. Simulations are used extensively to provide realistic experiences, sometimes incorporating actors and virtual reality applications into scenarios. JIBC's promise of evidence-based applied learning is facilitated through a unique instructional model that relies on faculty who are leaders in their field with recent practice experience and the expertise to deliver excellent instruction.

Fields of study at JIBC	2020-21 FTE
Justice & Public Safety	1,015
Health Sciences	757
Fire & Safety	348
Corrections & Community Justice	318
Emergency Management	314
Liberal Studies	153
Police Academy	131
Conflict Resolution	97
Counselling & Community Safety	83
Sheriff Academy	50
Leadership	26
Court Administration	6
Driver Education	6

Source: Central Data Warehouse, May 2021. Includes domestic and international students.

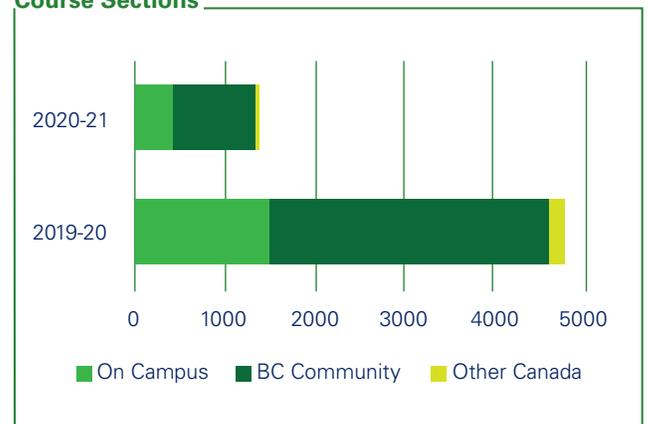
The impact of the COVID-19 pandemic at JIBC is evident in the flip that occurred in face-to-face and online deliveries, with a reduced number of in-person course deliveries both on campus and in the community. Just over 3,200 course sections were delivered, entirely or in part, through distance learning in 2020-21.

Course Sections by Delivery Method



Source: Central Data Warehouse, May 2021

Face-to-Face and Blended Course Sections



Source: Central Data Warehouse, May 2021

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

JIBC offers a wide range of shorter programming to meet continuing education needs across all public safety professions. These programs and courses help professionals develop advanced specialty skills, train to meet new workplace requirements, and increase their leadership competencies as they pursue senior positions. In some cases, short certificates provide entry into practice, with opportunities to ladder into higher professional credentials as individuals advance in their careers.

In 2020-21, JIBC awarded over 1,300 credentials—short certificates, certificates, diplomas, and degrees—to both learners embarking on their chosen career path and experienced professionals advancing in their careers.



CREDENTIALS AWARDED

	Degrees	Diplomas	Certificates	Graduate Certificates	Short Certificates
2016-17	33	156	756	9	891
2017-18	34	162	727	21	1251
2018-19	49	154	636	31	1834
2019-20	30	154	597	21	1787
2020-21	44	161	354	32	732

Source: Student Information System, May 2021. Includes credentials awarded to domestic and international students.

Note: The TaxiHost program was cancelled in 2020 and this program produced close to 700 short certificate graduates annually.

2.2.4 FUTURE-READY SKILLS

The COVID-19 pandemic has affected every facet of life over the past year and will leave society changed in profound ways for the future. The pandemic has highlighted that the pace of technological innovation is accelerating and some service jobs are disappearing. The rate of technology adoption has grown during the COVID-19 pandemic as businesses were forced to invest in IT infrastructure and technologies to quickly adapt to new ways of doing business. Intelligent technologies are expected to displace some workers in the future or change their roles.

Over 7% of British Columbians were out of work in April 2021, with many looking for new opportunities. The economic slowdown caused by the pandemic, coupled with the changing employment landscape, will require many workers to retrain for new careers. Some of the jobs in-demand will be those requiring high-level skills and creativity to work with technology. In addition to technical or engineering skills, workers will also need high socio-emotional intelligence and multi-disciplinary skills. Demand for skills in complex analysis and reasoning are also increasing, and this is already a strength for JIBC graduates across all justice and public safety programs. The ability to lead is also a competency that will be in high demand.

How people learn new skills is also changing. There is greater interest in experiential learning where skills are developed, tested, and refined through real-world practice and workplace experiences. This is a key strength of JIBC education, but no longer the differentiator it once was as more post-secondary institutions incorporate active and work-integrated learning into their programs.

Before the pandemic, more than half of post-secondary institutions in Western Canada were using video technology and 31% used simulations in their education according to the National Survey of Online and Digital Learning. JIBC is combining the two to create digital learning environments that are as close as possible to the real-world, providing critical preparation for the realities of occupational practice. Virtual reality (VR) uses three-dimensional computer-generated simulations to allow individuals to feel that they are moving and operating in a real physical space. Augmented reality (AR) layers computer enhancements on top of real environments and the technology is beginning to be employed in forensics to help police capture and assess critical information at crime scenes and construct digital recreations without interfering with the physical environment. JIBC began developing VR and AR applications in 2019, with two projects complete and one in development. Experiential learning has always been an essential part of in-person instruction, providing practice with real equipment in realistic environments. VR and AR are increasingly being used in trades and health education where students can practice in a simulated environment but experience lifelike conditions, including all the stressors that test critical decision-making while working under pressure.



03

PERFORMANCE PLAN AND REPORT

3.1 JIBC GOALS AND OBJECTIVES

The Institute’s Strategic Plan guides the development of cascaded goals and initiatives that are aligned with BC Ministry Service Plans and the objectives outlined in JIBC’s annual Mandate Letter. Integrated planning helps the Institute build on its strong foundation as a public post-secondary institution and aligns the organization to adapt to change. Planning is coordinated across the Institute to ensure efforts are cohesive and sustainable.

JIBC’s strategic plan goals align with the five strategic objectives of BC’s public post-secondary system that form the foundation of post-secondary institutional accountability:

	Pursuing Excellence in Education	Transforming the Student Experience	Investing in People	Advancing Operations
Capacity	 Enhance Engagement and Relationships with Community and Professional Partners		 Enhance Support for Staff and Faculty	 Align Resources with Strategic Priorities
Access	 Embed Equity, Diversity and Inclusion in our Education	 Enrich Campus Life		
Quality	 Ensure Relevant and Responsive Programming and Delivery		 Strengthen Staff and Faculty Engagement, Recognition and Empowerment	 Foster a Culture of Continuous Improvement
Relevance	 Enhance Indigenous Education		 Improve Staff and Faculty Retention and Recruitment	
Efficiency		 Enhance Student Success		 Transform Our Processes and Services with Technology

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

3.2 REPORT ON 2020-21 PERFORMANCE

3.2.1 PURSUING EXCELLENCE IN EDUCATION

ENSURE RELEVANT AND RESPONSIVE PROGRAMMING AND DELIVERY



Programming aligned with labour market and economic needs

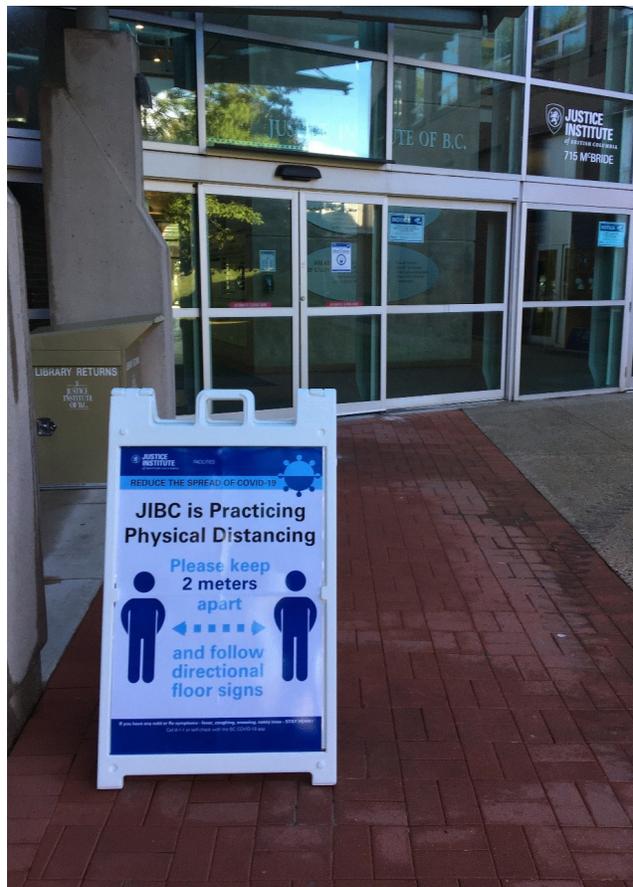
In 2020, JIBC conducted a review of academic programming, analyzing offerings to ensure JIBC education continues to be relevant, valuable, and sustainable to students and employers. The review and prioritization process looked at labour market needs, employer feedback, changes in the professions we serve, and student demand. The financial challenges of the COVID-19 pandemic created a pressing need to examine the portfolio of programming and adjust the mix to ensure programs are optimized to contribute to our mission and vision. Several smaller programs will be terminated and a number of new programs will be developed to provide the skills required for future-focused careers.

In 2021-22, we will develop a new activity-based costing model that captures all the direct and indirect costs of programming to support decisions regarding tuition, student fees, government grants, and pricing for contract training. The model will add to our understanding of our margins and help JIBC and its funders make decisions based on greater knowledge regarding the financial viability of our programs.

The greatest training needs to emerge in 2020-21 were in emergency management and business continuity. As many people stepped into new or more intensive responsibilities to manage the pandemic response, JIBC stepped up in a big way to meet training needs. The Certificate in Emergency Management was adapted to increase access to students and provide flexible options to meet the urgent need for training across the province. When the pandemic hit, the program was already well positioned, with most courses already available online. In April 2020, the Emergency Management Division converted courses to online that are essential to activating, operating and managing an emergency operations centre (EOC), the common framework used across government and within



This icon identifies sections that report how JIBC addressed specific Mandate Letter priorities in 2020-21.



many private sector organizations. In tandem, course scheduling was modified to allow students to complete the entire certificate in four months, where previously it took students roughly a year to complete the 15-credit program. The accelerated schedule, combined with online delivery, has been incredibly successful. Program enrolments have more than doubled in the last year. JIBC is the sole provider of undergraduate credentials in emergency management in BC and benefits from support and close collaboration with Emergency Management BC to provide a wide variety of flexible training options, from specialized courses to a bachelor's degree. The online program will continue to run on the accelerated schedule, to meet labour market demand.



Pathways for lifelong learning

JIBC offers various programming models to satisfy regulatory and accreditation standards and fulfill employers' needs within each justice and public safety profession we serve. 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.

The Bachelor of Law Enforcement Studies (BLES) began implementing changes in 2020 to provide more flexibility, providing a degree completion path for students who completed a related diploma or associate degree program at other colleges and universities. The pandemic hastened the plan to offer a stream of part-time, online programming to expand access to diploma graduates across the province who are interested in continuing their education while working. Beginning in January 2021, the BLES asynchronous online offering had 45 students enrolled, taking two to three courses each. Use of new technologies has enriched and enhanced student satisfaction and improved access to a degree that aligns fully with the needs of Canada's law enforcement and security employers. Course conversion to online will continue into 2021-22.

JIBC regularly partners with government to address emerging issues in justice and public safety, filling knowledge and skills gaps in the workforce. In 2020-21, JIBC partnered with the Specialized Intervention and Youth Justice Branch to host a series of webinars on youth gangs. Experts from across Canada joined virtually to promote networking and provide skills training to individuals working with youth currently involved in gangs or at risk of joining. These online seminars were well attended, reaching 300-500 youth justice professionals in each of the 10 sessions.



Align programming with high opportunity and priority 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 ten of the top 100 occupations that are expected to experience higher demand in the next ten years. Because of its unique mandate, JIBC is typically the main provider of occupational training for these positions in BC.

HIGH OPPORTUNITY PROFESSIONS 2019-2029

Occupation	Job openings	Median wage
Family, marriage and other related counsellors	2,480	\$25.00
Fire chiefs and senior firefighting officers	300	\$57.87
Firefighters	1,420	\$40.88
Human resources managers	2,360	\$38.46
Managers in social, community and correctional services	2,360	\$37.26
Natural and applied science policy researchers, consultants and program officers	1,240	\$42.86
Paramedical occupations	1,320	\$27.00
Police officers (except commissioned)	2,950	\$40.00
Senior managers - health, education, social and community services and membership organizations	2,380	\$45.96
Social and community service workers	11,020	\$20.00

Source: Labour Market Outlook. High Opportunity Professions: BC and Regions, 2020

Family, marriage and other related counsellors

The Family Law Act regulation designates JIBC as one of two training institutes responsible for developing professional competencies for family law mediators, arbitrators, and parenting coordinators. Significant changes to the Divorce Act came into force in March 2021, requiring extensive curriculum updates and instructor training to prepare for delivery of updated courses to support family justice professionals.

JIBC's Corrections and Court Services Division adapted the provincial Parenting After Separation courses to online delivery, winning two Horizon Interactive Awards for excellence in interactive media production. The course is provided without cost to the public to fulfill court requirements for separating parents and JIBC has worked in partnership with the Family Justice Services Division, Ministry of Attorney General on this initiative. The project continues to expand, with a version for Punjabi-speaking parents now in development.

Firefighters, fire chiefs and senior firefighting officers

To prepare for the post-pandemic economic recovery, JIBC is participating in the Skills Training for Economic Recovery program that provides short-term skills training to individuals impacted by unemployment due to COVID-19. Thirty-three eligible students began their studies in the Firefighting Technologies Certificate program in January 2021. This program is the most extensive fire training available in Western Canada. Graduates stand-out with National Fire Protection Association certification and excellent employment prospects in the BC fire service. 100% of recent program graduates found full-time employment, with a median wage of \$32 per hour. Enrolments in the program doubled between the 2019 and 2020 academic years and the Institute projects continued strong enrolment.

Through a partnership with the Canadian Gas Association (CGA), JIBC students will be able to benefit from enriched online training and information resources on the emergency response considerations of natural gas. This partnership will improve first responder training in natural gas safety and the handling of related emergencies. Working with industry stakeholders like the CGA helps JIBC develop and deliver relevant and responsive programming and curriculum to our students. This agreement will ensure that JIBC students have access to the most current information and best practices developed and used in industry.

Human resources managers

JIBC's Centre for Conflict Resolution is developing a new part-time certificate program to reflect current influences in theory and practice, with a variety of delivery options to increase accessibility to students across the province. The Certificate in Collaborative Conflict Resolution (20 credits) provides graduates with a unique combination of theoretical knowledge and applied capabilities to effectively participate in a collaborative, interest-based



conflict engagement and resolution process. Conflict resolution is a key competency for human resource professionals and managers, who are responsible for providing coaching, guidance and support for managing and preventing workplace conflict. HR professionals are a key demographic for this new program.

Managers in social, community and correctional services

Since the start of the pandemic, Nunavut Corrections has been without critical training for 100 new corrections personnel, which is urgently needed as they prepare to open a new maximum security and remand correctional facility in the fall of 2021. JIBC entered into an agreement with the Government of Nunavut to provide training beginning in February 2021 in Iqaluit.

In 2020-21, JIBC completed a review of all adult probation officer basic training with BC Corrections to update the curriculum with Indigenous Justice Partners to respond to the Truth and Reconciliation Commission (TRC) Calls to Action and implement the UN Declaration on the Rights of Indigenous Peoples (UNDRIP). This work will continue with similar updates to the Advanced Training curriculum and revised sex offender training in 2021-22.

Natural and applied science policy researchers, consultants and program officers

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, increasingly in demand to reduce risks and vulnerabilities that will emerge as effects of climate change.

The Emergency Management Certificate is an entry-to-practice certification that ladders into a diploma and degree program at JIBC. It has consistently been a popular program for individuals interested in a career in emergency management, those currently working as an emergency manager, and public safety professionals taking on new emergency management roles for their organization. Typically, there have been approximately 65 new students enrolled in the program each year but the COVID-19 pandemic has increased enrolment to over 100, with 130 individuals already enrolled for 2021, and future intakes planned. The program was adapted to online, with an option to accelerate learning and complete the program in four months to support the professionals responsible for developing and maintain safety and response during the pandemic.

The Emergency Management Division welcomed its first online cohort of 21 international students in the Post-Baccalaureate Diploma in Disaster Management in January 2021. With a further 28 students admitted for fall 2021, the program meets government and industry demand for a

unique combination of theoretical knowledge and applied skills to prepare to deal with local and global emergencies, from climate change and natural disasters to pandemics and other public health and safety threats.

JIBC has continued to scale-up the Rural Disaster Resilience Program, providing expert- and community-informed tools, training, and strategies for rural, remote, and Indigenous communities that lack adequate resources to plan and respond to large-scale natural disasters. This work is made possible through a \$300,000 grant from the Vancouver Foundation to The JIBC Foundation. The research team developed and launched the Community Disaster Resilience Planning website in February 2021. (cdrp.jibc.ca). This platform combines and upgrades the Rural Disaster Resiliency Planning (RDRP) and Aboriginal Disaster Resiliency Planning (ADRP) platforms and improves usability for communities. As the project continues into its final stage in 2021-22, the Emergency Management Division will pilot and test the platform with Strathcona Regional District and the Village of Pemberton, developing a workshop to train individuals and communities on the use of the site.

On a wider scale, disaster preparedness in the province has been improved with the help of a team of experts, including JIBC faculty and staff who helped research and develop a system to support the quick assessment of buildings that have been damaged due to a disaster to ensure the safety of their occupants. The project was spearheaded by BC Housing in partnership with JIBC, Engineers and Geoscientists British Columbia, and the Architectural Institute of British Columbia. The collective expertise of the group helped develop the Post-Disaster Building Assessment (PDBA) Framework and Recommendations that communities across Canada can use in planning their response to natural disasters or other major emergencies.

Paramedical occupations

There is a serious shortage of Advanced Care Paramedics (ACPs) in BC and internationally-educated ACPs are facing several barriers in trying to obtain licensure in the province. A micro-credential for internationally-educated ACPs to bridge them to the BC standards of practice is a solution that has support from the Ministry of Advanced Education and Skills Training, and JIBC has been invited to submit a proposal for the development and delivery of such a micro-credential.

The strong demand for ACPs in British Columbia is being met with the help of changes that are making the program, currently the only one accredited in BC, more flexible and accessible for students. The pandemic helped prioritize the conversion of courses to online formats. The inclusion of more online content, while maintaining adequate hands-on instruction for new skill development, will help JIBC meet the continued demand for this higher-level qualification of paramedics in the province. Collaborations and creative solutions from B.C. Emergency Health Services and the province's health authorities helped keep students moving forward in their practicum training despite

new challenges presented by the pandemic. ACP students in BC are typically already employed as Primary Care Paramedics (PCPs) and take educational leave to attend the two-year JIBC program, while continuing to work as PCPs when they can to make ends meet. Prior to the change in the advanced diploma program, ACP students were required to be on campus for lectures and practical training three days a week. Today, the program starts off with four weeks of online classes, followed by alternating two-week periods of online-only classes and hands-on training and assessments held at the New Westminster campus. The changes make it easier for students to work, reducing their travel, and providing better work-life balance. In addition to the change to the delivery model, JIBC is also updating its ACP curriculum to include expanded content on intercultural communication, leadership and teamwork, and evidence-based clinical approaches to patient care being introduced in the province. The ACP program is offered at the New Westminster and Victoria campuses, and an offering is planned for the Kelowna campus with a cohort to start in September 2021.

Paramedic training around the world is moving towards a model more focused on higher learning—with increased participation in research, and academic credentials—and JIBC is preparing to adapt to these changes. Student interest in higher-level academic credentials is evident through increasing enrollments and graduation rates in the Diploma in Health Sciences (EMS) program. The Primary Care Paramedic program ladders into the EMS diploma and JIBC's Paramedic Academy is planning to increase the length and rigour of the PCP program to meet the expanding expectations for pre-hospital health care.

Technology occupations

To help meet the growing demand for professionals with the skills to enhance cybersecurity in Canada, JIBC has launched a new online Graduate Certificate in Cybercrime Analysis. This new post-graduate program is designed to provide advanced knowledge and applied analytical skills required to prevent, detect, and respond to the constantly evolving threats of cybercrime that transcend national borders. The graduate certificate will be offered part-time, fully online, to provide accessibility across Canada to students interested in pursuing a career as a cybersecurity analyst and mid-career professionals looking to expand their skillset to advance their careers. In addition to providing foundational intelligence analysis skills, the program will offer students a broad understanding of cybercrime analysis and enable them to conduct intelligence investigations that can be used and applied in various court proceedings. Courses are taught by leading industry specialists with extensive experience in their respective fields. The program is designed to meet the needs of various public security and law enforcement agencies and is highly relevant to a variety of industry sectors including banking, finance, accounting and other related business sectors. The first cohort of the program is scheduled to begin studies in September 2021.



A grant from the Ministry of Advanced Education and Skills Training contributed funding to develop the cybercrime curriculum and will be used to support software upgrades to benefit students studying in allied programs in intelligence and tactical criminal analysis. JIBC graduates have the option to continue their studies with JIBC partner, Mercyhurst University, to earn a Master of Science (Applied Intelligence Analysis) degree. In 2021-22, we will continue developing micro-learning modules to support agencies and their workers who are conducting cybercrime investigations, advancing technological capabilities and contributing to a safer online environment for all Canadians.

Police officers

The COVID-19 pandemic impacted the training of new recruits, who completed required certifications on an accelerated schedule and returned to their police departments to aid with early pandemic response in spring 2020. The Police Academy resumed recruit training in mid-June after a nine-week closure.

Planning continues to support the City of Surrey as it transitions from the RCMP to a new municipal police force, the Surrey Police Service (SPS). JIBC anticipates a surge in demand for training of new recruits and in-service experienced officers over several years with a higher level of demand to remain to fulfill the operational police training requirements for the second most populous city in the province.

Work has been underway to implement significant curriculum changes for the BC Police Recruit Training program with support of the Policing and Security Branch, guided by the Implementation Committee. This work follows a comprehensive review by external stakeholders and addresses twenty recommendations from the 2019 Opal Report. Updates include a focus on vulnerable populations, Indigenous peoples, and fair and impartial policing. There were significant modifications to Indigenous content to improve awareness and understanding and enhanced training to develop a trauma-informed-practice (TIP). All modifications were made with stakeholder engagement, including recommendations from Indigenous advisory committees to individual police departments and consultation with the Vancouver Police Department's Aboriginal Policing Centre. Work is ongoing and recruits will begin engaging with elements of the renewed curriculum in May 2021, with a goal to complete the updates by January 2022.

The program plans to begin collaborations with all Indigenous communities served by municipal police in BC to incorporate teachings from elders and knowledge keepers into the police recruit training program, with the support of a grant from the Civil Forfeiture Office.



Re-skilling to support employment and career transitions

JIBC offers 25 short certificate programs that provide learners with opportunities to develop new competencies

in leadership, conflict resolution and counselling, or gain entry to new careers in firefighting, emergency management, family justice, or investigations and enforcement. Most fields of study provide opportunities to ladder these shorter certificates into a series of longer programs, often on a part-time basis so learners can continue to advance in their careers. Half of the education JIBC provides is a mix of continuing education and advanced skills training that is developed to respond to the needs of justice and public safety employers and support professional development across the entire career.

JIBC is providing tuition funding for 33 students who began the Fire Fighting Technologies Certificate in Winter 2021 thanks to a Community Workforce Economic Recovery Grant (CWERG) administered through Work BC. The program is open to learners affected by the pandemic and provides an excellent opportunity to re-train for a new career.

Basic Security Training provides the qualifications required to enter the security profession and the course provides the training required for a provincial Security Worker License. Graduates work as security guards, locksmiths, in-house security, and armoured car guards. Demand grew 3% in 2020-21 as maintaining security was an important objective for many businesses shuttered by the pandemic. Close to 9,000 students were enrolled in 2020-21 across the province and 60% were international students. This program provides an important path for newcomers to gain Canadian work experience in a field that is critical to the safety and security of businesses and residences across BC. The course is offered online at JIBC and through collaborative deliveries with private training colleges and security employers that are licensed, trained, and supported by the Institute to provide the training. Innovations in online testing were required during the pandemic and JIBC introduced proctoring software in 2020 to continue assessing the knowledge and skills of students who were unable to travel to testing facilities during the pandemic.

ENHANCE INDIGENOUS EDUCATION



Lasting reconciliation with Indigenous Peoples

The creation of a unique Indigenous presence has been a priority at JIBC, where art and cultural items create a welcoming environment for Indigenous people and foster Indigenous cultural awareness, appreciation, and respect. The latest installation was a trilogy mural by Anishinaabe artist Sharifah Marsden from the Scugog Island First Nation, installed at the New Westminster campus in August 2020.

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. In addition to speaking to classes, supporting students and their families, and advising in curriculum development, Elders introduced online workshops in 2020-21 to share traditional teachings

and introduce learners to the diverse cultures and histories of Indigenous Peoples. Elders have a significant role at the institution. Through education and relationship building, they help enact change.

JIBC officially recognizes days dedicated to building Indigenous awareness and education. In 2020-21, the Institute organized online events to recognize Orange Shirt Day, National Indigenous Peoples Day, and National Indigenous History Month. Offering learning sessions with Indigenous teachings helps JIBC staff, faculty, and students learn about the rights, recognition, and sovereignty of Indigenous Peoples and increase cultural competencies. Highlighting and recognizing the persistence of violence against Indigenous women and girls are objectives of both the Moose Hide Campaign and observances for Missing and Murdered Indigenous Women and Girls and 2SLGBTQQIA.

The National Day of Action for Missing and Murdered Indigenous Women and Girls (MMIWG), held annually on October 4, is an important date for JIBC to reflect on the central role justice and public safety professionals play in ending violence against Indigenous women, girls and 2SLGBTQQIA, and the importance of positive relationships between law enforcement and women and families who have experienced violence. In 2020, the Honourable Judge Marion Buller, Chief Commissioner for the National Inquiry into Missing and Murdered Indigenous Women and Girls, presented a keynote address on JIBC's unique role and responsibilities in ending violence against Indigenous women, girls and members of our 2SLGBTQQIA communities, and in advancing the Calls for Justice. Judge Buller provided the context and history that led to the creation of the national inquiry, the process that occurred because of its mandate, and the published findings. Elaine Alec, who is from the Sylix (Okanagan) and Secwepemc (Shuswap) Nations held Cultivating Safe Spaces, a workshop which showed participants how to create safe spaces in which they can promote diversity and inclusion in planning, governance and business, and enable healing, change and justice to take place. Elders also held a virtual candlelight vigil in remembrance.

Improving educational access and outcomes for Indigenous learners, is a central goal across the post-secondary system. JIBC is conducting research to identify successful practices in the development, implementation, and on-going maintenance of credit-transfer pathways. The Pathway Partnerships with Indigenous Post-Secondary Institutes project will support transitions of Indigenous learners across the post-secondary landscape, supported by a research grant from the British Columbia Council of Admissions and Transfer (BCCAT).

JIBC helps government partners improve outcomes for their clients and in 2020-21, the Corrections and Courts Services Division assisted in the design and development of the Online Parenting After Separation Course for Indigenous Families with the Family Justice Services Division, Ministry of Attorney General. This free online course 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. The online course was recognized with two Horizon Interactive Awards for excellence in interactive media production.

Several Truth and Reconciliation Commission (TRC) Calls to Action highlight the requirement for skills-based training in conflict resolution as a foundational skill for reconciliation with Indigenous Peoples. JIBC's Centre for Conflict Resolution has developed a new part-time certificate program to reflect current influences in theory and practice and expand delivery options to increase accessibility to students across the province. The Certificate in Collaborative Conflict Resolution (20 credits) provides graduates with a unique combination of theoretical knowledge and applied capabilities to effectively participate in a collaborative, interest-based conflict engagement and resolution process. The program supports learners to reframe previously held concepts of conflict and purposefully apply communication skills and a collaborative process to build trust, find common ground and create a path forward together. The program equips learners to engage this way by fostering the integration of the theory and skills into practice. Considering the implications of Indigeneity, gender, and mental health on the equity, diversity and inclusion of people and perspectives are key themes woven through all courses. All program courses rely on the input of the Office of Indigenization, Elders and Indigenous faculty to indigenize the curriculum.

Faculty in the Corrections and Court Services Division are collaborating with probation officers in the field to renew the training for community corrections staff who work with clients convicted of sexually motivated offences. The training materials will be decolonized and re-written using prosocial modelling and strengths-based language. In 2021-22, a grant will facilitate additional partnerships with Indigenous Elders and knowledge-keepers who will provide knowledge and guidance to the project.

JIBC is updating the Indigenization Plan to align with the new Strategic Plan and formalize our framework for responding to the TRC Calls to Action, United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), the MMIWG Calls for Justice, and the First Nations Justice Strategy.

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

ENHANCE ENGAGEMENT AND RELATIONSHIPS WITH COMMUNITY AND PROFESSIONAL PARTNERS

JIBC aims to revitalize how we work with our community partners to ensure we are providing the requisite training for the workforce of the future. Developing evidence to help advance our professions is one way we support our professional partners. The Centre for Research, Scholarship & Innovation led two national applied research projects in 2020-21: The Canadian Paramedic Information System (CPIS) project and the Canadian Response to COVID-19 (CPRC). CPIS is a three-year project, funded by the Canadian Safety & Security Program, that identifies and describes key aspects of paramedicine in Canada, creating a framework that forms the foundation of a standard being developed in partnership with the Canadian Standards Association Group and national professional bodies. CPRC, funded through the Natural Sciences and Engineering Research Council, is exploring the response of Canadian paramedic service organizations to COVID-19. The study will collect and rapidly share examples of how paramedic services across the country addressed challenges raised by the pandemic, highlighting their role in providing essential access to health care. Both projects will extend into 2021-22, with the national standard slated for publication in March 2022.

Forming partnerships with government agencies, non-profit organizations and private businesses is facilitated by JIBC's flexibility and responsiveness in providing customized training that fits the needs of employers with excellence in educational design, delivery, and instruction. Working with existing clients to update and adapt contract curricula for online delivery was a major focus in 2020-21. This included the leadership workshop series that JIBC delivers to BC Housing staff, the BC Non-Profit Housing Association, and the Non-Profit Partners RENT conferences.

JIBC's partnership with the Community Safety and Crime Prevention (CSCP) Branch on the ground-breaking Trauma-Informed Practice (TIP) for Justice, Public Safety and Anti-Violence Community Sectors in British Columbia project is a model that has delivered exceptional results. JIBC's Centre for Counselling and Community Safety was selected to develop and deliver the provincial TIP curriculum, the first of its kind in Canada. 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. Cross-sector coordination remains one of the most significant challenges to trauma support work, and CSCP leadership deliberately built partnerships into the TIP project, with cross-sector representation on the working group and steering committee and collaboration with the Canadian Police Knowledge Network and JIBC. This strategic approach has resulted in an unprecedented provincial outcome of a unified, foundational, common language, direction, and approach to TIP across the five justice, public safety and anti-violence project sectors (JPSAV) by providing a suite of foundational

learning opportunities including online, in-person and virtual courses, webinars, videos and print resources. This project may continue into 2021-2022, with the delivery of both online and classroom-based course delivery across the Province.



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. JIBC has been working for the past two years to connect emergency and security management diploma and degree students with employers, resulting in students securing part-time or seasonal student jobs in the field. Several students have been offered full-time employment by these agencies upon completion of their studies.

The Work Integrated Learning: System Framework & e-Portfolio initiative was launched in 2020 to complete a comprehensive needs analysis of current and future WIL priorities. Deliverables for this initiative include a business case for an enterprise-level framework for WIL and student e-Portfolios to help generate deeper learning and make connections to career goals. This project will lead to the identification of administrative and operational supports required to create a foundation for growth of WIL across multiple programs. A new e-Portfolio system has been selected and will be available to students in 2021. Progress so far has highlighted both the quality and quantity of existing WIL activity and the wide range of opportunities to increase WIL across JIBC programs. The project has built additional awareness and shared interest in WIL in all program areas and will extend into 2021-22. Securing sustainable funding for WIL and e-Portfolios will be a priority to increase the opportunities we provide for students to integrate and consolidate their learning in the workplace and through practice.



Engagement with school districts

During the pandemic, new strategies were employed to introduce high school students and other potential learners to careers in justice and public safety. We introduced a 360-degree virtual tour of the New Westminster campus, where viewers can experience campus life. Hotspots on the tour include descriptions and videos of learning demonstrations, practice simulations and classroom settings. JIBC also participated in sector-wide online recruitment events and hosted virtual interactive information sessions for prospective students. The Education & Career Fair has a mission to facilitate connections that drive career decisions and inspire growth



for individuals and organizations in an evolving economy and job market. This includes secondary students planning for higher education and exploring career options; young adults looking to transfer their work experience and skills to a different industry; and new immigrants seeking employment and further training to settle in Canada. In 2020, these events were replaced with virtual and regional events. The virtual booth was populated with JIBC program information and program representatives attended to chat with perspective students. These fairs allowed JIBC to inform high school students about careers in justice and public safety as well as the financial supports available to them.

JIBC also encourages students to explore careers in justice and public safety through dual credit programs. School districts on Vancouver Island and in the Okanagan offer JIBC’s Emergency Medical Responder (EMR) qualification, preparing students for a community-focused position in emergency health care. The EMR qualification also provides the prerequisite required to apply for the Primary Care Paramedic (PCP) program; 65% of PCP students also completed their EMR training through JIBC. High school students can also begin preparing for careers in public safety through volunteer positions in the BC fire service and with some search and rescue teams across the province. JIBC foundational theory courses are taught to students 16 years and over in partnership with local training officers who are also JIBC instructors.

EMBED EQUITY, DIVERSITY AND INCLUSION IN OUR EDUCATION

JIBC’s commitment to social justice is central to our vision. Achieving change is built on inclusive and equitable programming and learning environments that respect and support our diverse student body and the communities they serve. The Institute plans to review and revise education policies, procedures, core competencies, and curriculum to reflect the principles of equity, diversity, and inclusion beginning in 2021-22. This initiative will ensure we build the future on a stronger foundation focused on dismantling the legacies of colonialism and systemic oppression built on gender, race, Indigeneity, disability, and sexuality. Work is already underway to provide students with more inclusive opportunities to self-disclose gender and preferred names.



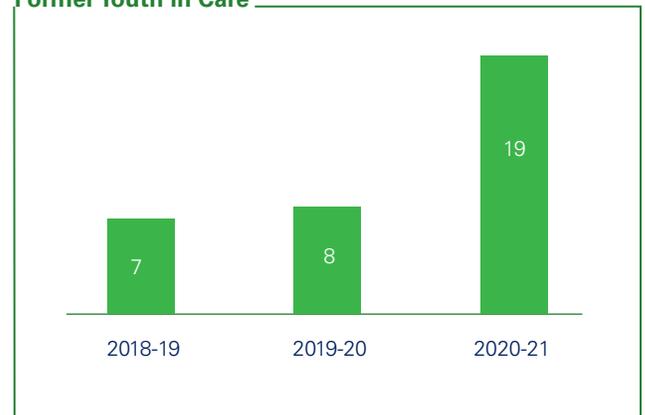
Access and success for vulnerable and underrepresented students

JIBC students were financially impacted by the pandemic, with one-third feeling worried about their ability to pay tuition in Fall 2020. The Financial Aid and Awards Office adjudicated more than 330 awards and bursaries that were funded through the support of JIBC, its donors, and the province, ranging from \$500 to \$22,000 each. The number of applications was double that of the previous year for awards based on outstanding academic achievement, financial need, and as a recruitment incentive for students that may have systemic access barriers to higher education, including Indigenous people and women

interested in firefighting.

JIBC continues to participate in the provincial initiative to support former youth in care with tuition waivers, supporting 19 students through the process in 2020-21. Two of those students were also awarded emergency bursaries through the Youth Futures Program. 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.

Tuition Waiver Program Former Youth in Care



Close to 150 students accessed the provincial COVID-19 Emergency Fund with an additional 11 disbursements from the Indigenous Emergency Assistance Fund. JIBC was also able to extend internal bursary funding to 16 international students. Emergency funding during the pandemic was critical in allowing students to continue their education and meet extraordinary costs and financial shortfalls. Emergency assistance will continue to be available after the pandemic ends to assist students who are facing financial hardships that threaten to take them off course with their studies.

Justice and public safety employers have an interest in addressing gender imbalance in public safety professions and the Fire & Safety Division has been running the Hands-on Fire Fighting Workshop for Women since 2019 to provide an introductory hands-on firefighting experience at the Maple Ridge Campus for individuals 16 years of age or older. Over the course of a weekend, participants are introduced to essential skills that are needed to become a firefighter from career female firefighters who are currently serving in Lower Mainland Fire Departments. Participants can speak with various fire departments representatives to discover what it takes to become a firefighter. These sessions will be offered again once the Institute resumes normal levels of face-to-face activities. The division is also pursuing research opportunities to examine equity, diversity, and inclusion in the recruitment, training and retention of firefighters in BC.

For four years, the Institute has been celebrating International Women’s Day (IWD) to recognize the achievements of women in first responder and social justice roles and inspire others by their calls to action. The theme for 2021 was Choose to Challenge, recognizing that a challenged world is an alert world, and from challenge comes change. The Honourable Judge Marion Buller was the keynote speaker, highlighting the special opportunity the COVID-19 pandemic has created to help us see the inequalities and inequities present in our society, particularly regarding the well-being of women, and how we can move forward to effect positive change. Many attendees contributed to the establishment of the new Choose to Challenge Award, recognizing JIBC students who are supporting equality and inclusion.

3.2.2 TRANSFORMING THE STUDENT EXPERIENCE

ENHANCE STUDENT SUCCESS

Students are our priority and it is imperative that decision-making is informed by what is best for their success. The pace of change was fast in 2020-21 and the engagement of our students helped JIBC make iterative improvements that will have long-term impacts on their education and student experience.

Making things easier for students is a big driver and we are examining a new platform that can offer different payment options for domestic students. Once the new platform is implemented, students will be able to pay for their tuition online using familiar options like debit card or electronic fund transfer. The Institute implemented Pay My Tuition for international students last year with positive results.

Donors to The JIBC Foundation’s Giving Tuesday campaign in December helped raise more than \$20,000 to fund vital digital resources for the library. The demand for these resources continues to grow, and last year more than 30,000 articles and eBooks were downloaded by JIBC students and faculty. The Peter & Joanne Brown Foundation generously donated \$50,000 for the library, a portion to support the Giving Tuesday campaign, and the rest to fund additional priority needs.

All library instruction sessions are now online and are in high demand. At the beginning of the term in January 2021, close to 450 students attended instruction sessions, twice as many as in the same period in 2019. The JIBC Library is also collaborating with the JIBC Writing Centre to host online sessions on formatting papers and citing sources.





Student-Centred International Education

Ensuring that JIBC's international students were supported and safe during the pandemic required collaboration across the Institute and with our government and international training partners.

With international travel restrictions in place for much of 2020-21, many processes and supports needed to shift to provide continuity of education. With most education transitioning to online delivery, international students were at risk of losing important post-graduation immigration benefits that were only available through in-person programming. Some students chose to defer their program start and JIBC delayed the first intake of a new Post-Baccalaureate Diploma in Disaster Management from Fall 2020 to Winter 2021 term in response. The Institute developed a Virtual International Student Campus where students get important announcements, relevant information about pre-departure, temporary medical insurance, important dates and deadlines, and study permit information. Travel guidelines and expectations for international students who were eligible to travel to Canada to take online courses within the country was one of the first pieces of information provided. JIBC continues to closely monitor and report on the health and wellbeing of international students and provide supports, including a new International Buddy Program that pairs new international students with current JIBC students to promote a first friendship and extend linguistic, cultural, and social support.

Student exchange programs were suspended during the COVID-19 pandemic. JIBC has joined the Virtual Mobility Space in Higher Education (eMOVIES) program, led by the Inter-American Organization for Higher Education, to give our students the chance to participate in online classes from member institutions without having to travel internationally. This is a great opportunity during the pandemic and will remain an affordable option to gain global perspectives and expand international learning opportunities. Future student and faculty exchanges will be facilitated by a new Memorandum of Understanding with Security Sciences University of Nuevo Leon State in Mexico. The partnership will support collaborations such as student and faculty exchanges, research, and knowledge sharing in many areas such as security, emergency management, and scenario-based training.

Considerable innovation and collaboration were required to maintain the training progression of medics and paramedic instructors in Singapore and Hong Kong, where JIBC provides significant educational programming. Using a hybrid format, JIBC faculty provided asynchronous instruction to instructor candidates in Hong Kong, who recorded their face-to-face practice labs and submitted them overnight for review and feedback. Synchronous remote instruction from BC to classes of students in Singapore identified a need for more local classroom support and upgrades to technology. JIBC faculty also conducted a virtual site visit to support a program review, interviewing staff leaders, students, and graduates in Hong Kong by videoconferencing. The lessons learned during the

pandemic provide us with valuable insight into possible future projects with international partners.

JIBC continues to collaborate with government and post-secondary institutions to renew BC's International Education Strategy. The Institute engages through initiatives led by the BC Council for International Education and advocates for a balanced system of international education in partnership with the British Columbia Association of Institutes and Universities (BCAIU) and Colleges and Institutes Canada (CICan). We appreciate the leadership of the Ministry of Advanced Education and Skills Training and Immigration, Refugees and Citizenship Canada (IRCC) to help ensure that our international students stayed safe during the pandemic, continued their education, received VISAs and permission to enter Canada, and maintained work permit eligibility post-graduation. In 2020-21, JIBC reviewed its own framework for international education and added a policy to formalize the risk management processes we employ when engaging in international activities to ensure alignment with our mission, vision, values, and strategic goals.



Open learning resources

Serving diverse student populations throughout BC 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.

Through a multi-year BC Campus Open Education Sustainability funding grant, JIBC continues to champion open education initiatives through development of internal processes, staff and faculty development, and OER development projects. Being able to sustain our commitment to OER depends on building expertise across the Institute so we have focused on professional development for staff and faculty to transfer knowledge into schools and divisions, creating additional OER champions to expand the implementation of open learning. Some planned events, including the 2020 Open Ed Pro-D Day, were postponed due to the Pandemic so faculty development opportunities pivoted to being virtual, with a well-attended workshop for staff and faculty from five institutions.

The Law Enforcement Studies Diploma is using a zero textbook cost model (ZTC) to make education more affordable for students. In 2020-21, JIBC faculty produced a new open textbook in policing, adding to the growing collection of law enforcement texts available through Pressbooks. Next year, we will be working with Kwantlen Polytechnic University to develop ancillary supports for an open textbook such as instructional slides and exam question banks.





Career planning resources

JIBC launched its new website JIBC.ca, providing a more seamless, mobile experience just when the shift to digital became an imperative. Designed with input and feedback from students, staff, and clients, the new site is the go-to source for information about JIBC and the place to register for courses. Student success stories are profiled to highlight the achievements of graduates and the compelling career opportunities available through JIBC's unique programming. The new website's architecture is focused on helping prospective and current students, clients, and staff find the information they need, with pages devoted to profiling the careers that are possible through a JIBC education. Career overviews are based on the provincial Labour Market Outlook and the excellent results of a JIBC education shared by graduates through the BC Student Outcomes surveys. Links are provided to connect prospective students with more information from WorkBC and relevant licensing bodies and government employers.

ENRICH CAMPUS LIFE

JIBC students deserve spaces and services that promote belonging, wellbeing and academic success. Indigenization of space is one aspect of celebrating the culture, identity and connection to the land of Indigenous People, on whose unceded territories the JIBC community learns, works and plays. In August 2020, JIBC unveiled Indigenous mural artwork at the New Westminster campus. Anishinaabe artist Sharifah Marsden from the Scugog Island First Nation in Ontario, created a trilogy mural with three different meanings, with one story that connects them all.

To create better spaces for students and faculty, several major renovations were completed to expand existing classroom spaces at the New Westminster campus. Walls were removed between adjacent classrooms to create larger spaces to accommodate more students and improve flexibility of use. The renovations included the addition of hand-washing facilities and water bottle-filling stations in dedicated learning spaces.



Student safety and inclusion

JIBC is committed to creating and maintaining an environment characterized by mutual respect, safety, civility, and free inquiry—Physical and emotional safety is always a priority at JIBC. The COVID-19 pandemic has challenged our community and JIBC appreciates how the entire community stepped into the challenge to prioritize the wellbeing of our people.

Helping students develop personal resiliency and supporting students in crisis are continuing priorities for JIBC, taking on new importance during the pandemic. 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.

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. Regular communications with students throughout 2020-21 have been consistently promoting mental health resources including Here2Talk, the Crisis Line, and resources on Adapting to COVID-19 provided by BCcampus. JIBC continues to learn through participation in the Best Practices in Canadian Higher Education Network to make a positive impact on student mental health. In 2020-21, JIBC will develop additional initiatives and resources related to suicide prevention and student mental health promotion, including a program to engage faculty in identifying risks and developing supportive responses.

Staff, faculty, and students marked the Bell Let's Talk day with conversations highlighting mental health. JIBC President and CEO, Dr. Michel Tarko discussed why mental health matters to JIBC and shared details of his career and academic journey in the field of psychiatric nursing and higher education. He briefly explored mental health as being holistic in nature, with spirituality as a central pathway to mental wellness, based upon his doctoral research and clinical work experience in forensic nursing, psychiatric nursing and palliative care. Elder-in-Resident, Phillip Gladue spoke on introductory concepts of mental wellness from an Indigenous perspective and shared three Indigenous models that take a holistic approach to health. He shared stories of his work in BC forensic psychiatric services as a Resident Elder and offered participants a different way to think and talk about health and healing.

JIBC received a \$50,000 grant from the Canadian Mental Health Association to improve mental health services on campus. This will allow the Institute to build additional supports for students and address concerns related to social isolation due to COVID-19. The grant supported research on Universal Design for Learning (UDL), producing a practical guide and additional strategies for blended and online learning in partnership with and BCcampus. The UDL approach identifies how curriculum is disabled and uncovers the barriers that impede student success. Universal design provides multiple paths to the same learning outcomes and teaches to students on the margins rather than the ideal student. JIBC is embracing the UDL approach to design learning that works for all learners, reducing the accommodations required to support success for disabled students.

In collaboration with Selkirk and Camosun Colleges, JIBC developed a course and website to educate instructors on disability issues in the classroom. In 2020-21, JIBC partnered with Vancouver Community College (VCC) to help their faculty support students with disabilities. VCC is the fourth institution to collaborate with JIBC to deliver a course on accommodating students with disabilities

in the classroom. JIBC's Centre for Teaching, Learning & Innovation helps faculty get started with UDL and builds the principles into curriculum design for new and updated courses. A workshop series continued in 2020-21, focusing on blended and online learning environments.

In 2020, the Sexual Violence and Misconduct – Students policy and procedure was updated to clarify JIBC's ability to act to ensure the safety of the JIBC community. The changes expand the scope to allow the Institute to take reasonable and appropriate actions in the absence of a disclosure or a complaint or when allegations of SVM occur outside of JIBC-related activity and there is a potential risk of harm to the JIBC community. JIBC participates in the sexualized violence and misconduct community of practice and benefits from the fundamental resources produced that help the Institute provide education to its community members.

3.2.3 INVESTING IN PEOPLE

IMPROVE STAFF AND FACULTY RETENTION AND RECRUITMENT

As an initial step to improving our effectiveness at retaining and recruiting the best people, JIBC reviewed the compensation practices for excluded employees to ensure alignment with best practices and standards within the post-secondary education sector. JIBC adopted the PSEA excluded compensation plan in 2018 and the review identified several opportunities to continue modernizing practices. Further consultation will take place in 2021-22.

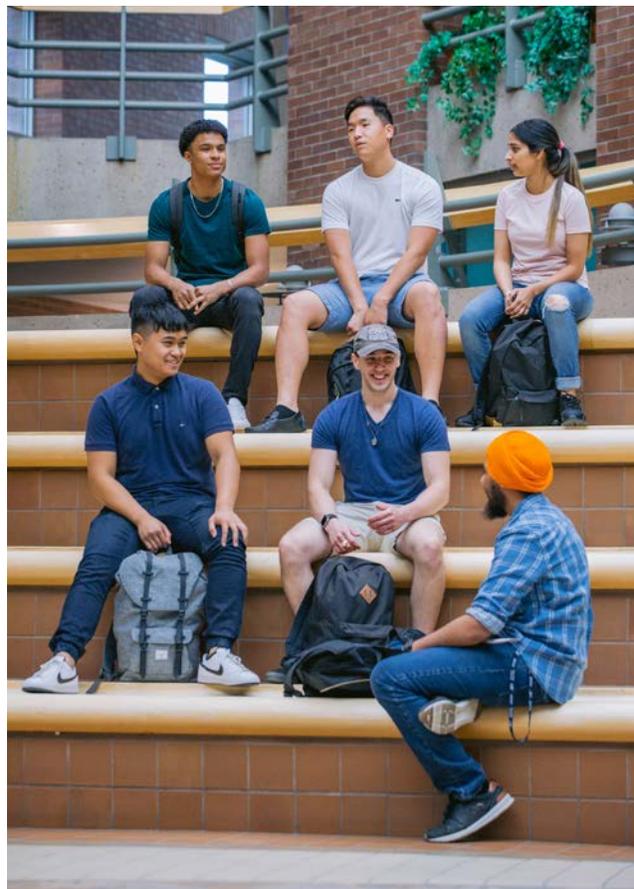
The pivot to working from home during the pandemic has pushed forward more formalized policies to support continued remote work opportunities across the organization to support greater flexibility and work-life balance for staff. This initiative is now a part of the Go Forward Return to Campus planning and work is underway to create a remote work framework that will be implemented before a general return to campus in Fall 2021.

ENHANCE SUPPORT FOR STAFF AND FACULTY

Change management has been identified as an area where JIBC needs to increase capacity. In 2020-21, close to 100 employees attended sessions to gain awareness of change management practices with more in-depth training for project sponsors and project teams. Project managers are pursuing certification to lead the overarching change management initiative and new processes are being piloted in major projects to build a stronger foundation for success.

STRENGTHEN STAFF AND FACULTY ENGAGEMENT, RECOGNITION AND EMPOWERMENT

JIBC's focus on improving internal communications is a multi-year initiative to promote more transparent information flows between and across all people in the organization. A review is underway to identify best practices and current strengths for JIBC's Communications



and Marketing Division, based on feedback and insights of both receivers and producers of information.

Employee engagement is essential to developing the insights that will focus new plans on the shifts and changes that will serve JIBC well into the future. The planning process to create a Long-Range Facilities Plan included multiple online visioning sessions with employee groups, interviews with each school, office, and division, and a survey sent to over 4,000 internal and external stakeholders. The draft plan will be shared through virtual open houses where the project team will gather additional feedback from this final public engagement session before finalizing the future direction for our campus spaces. The organizational review conducted in 2020-21 also heard directly from over 50 employees representing all roles and responsibilities. The focus of the review shifted significantly based on these interviews, highlighting strong desire to address resourcing, administrative processes, change management, and planning.

Keeping people connected during the pandemic was essential to ensuring continuity of the work and maintaining a culture where staff feel supported. Remote working arrangements were facilitated through an array of tools that provided a seamless experience to support the close collaborations and teamwork required to provide services online to students, employers, and clients. Maintaining engagement was still challenging and teams employed many creative methods to build connections and show appreciation for the incredible job our employees are doing to provide programming and services while changing up many facets of how the work gets done. As one example, the Fire & Safety Division started a monthly learning series to promote wellness, create awareness around change, solicit participation in planning, and keep staff connected across campuses and home offices.

3.2.4 ADVANCING OPERATIONS

ALIGN RESOURCES WITH STRATEGIC PRIORITIES

Organizational review

The Institute needs to be able to re-organize its resources from time-to-time to achieve its mission and sustain change. In 2020-21, we began an organizational review to identify opportunities to improve our organizational structures, create efficiencies, seize revenue opportunities, and fill gaps in capacity. The review will continue in 2021-22, turning attention to our models for providing administration and support services. The immediate catalyst for the review was pressures created by COVID-19, but there was also a need to review how we organize ourselves in response to the degree of change we have undergone in the last decade. Some of the recommendations have been acted on, with additional changes planned for the coming years including immediate focus on communications and change management.

Changes from a 2019 business process review in School of Public Safety are continuing to be implemented, resulting

in re-organization of roles and responsibilities in the Fire & Safety Division to create efficiencies and improve services for students and clients. Project management and faculty scheduling were facilitated by technology improvements.

Government funding

JIBC continues to pursue increases in funding for its core training programs from the BC government. A proposal to increase funding to the Police Academy is being reviewed and evaluated by the Ministries of Public Safety & Solicitor General and Advanced Education and Skills Training (AEST). All parties are collaborating to identify sustainable solutions that meet the needs for municipal police training now and into the future. A similar process is underway with the Ministry of Health (MOH) to review program costs for paramedic education programs. The Primary and Advanced Care Paramedic programs are running significant deficits and MOH and AEST are engaged with the Institute to ensure sustainability of health education programs. This is critical to meet the urgent demand for more paramedics in BC, equipped with higher levels of academic preparation.



Environmental sustainability

The annual update to the Strategic Energy Management Plan (SEMP) was completed in October 2020. The SEMP includes a specific energy reduction target and an action plan for achieving the target. By implementing the action plan, JIBC demonstrates leadership through innovation and accountability for the resources it uses as an organization. The Institute is also reducing its exposure to energy cost escalations, demonstrating environmentally-responsible development, and reducing its reliance on the Province's energy infrastructure. Operational changes implemented over the last decade produced more than \$1.17 million in energy cost savings. JIBC is meeting energy reduction targets and the Province's commitments to reduce greenhouse gas emissions. This momentum will continue through applying a strategic approach to energy management.

Campus 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. A broad engagement with stakeholders and analyses of relevant data and information were completed in 2020-21. A discussion draft of the plan is expected to be released and workshopped in Spring 2021.

TRANSFORM OUR PROCESSES AND SERVICES WITH TECHNOLOGY

Enterprise resource planning applications

The Unit4 Business World enhancement project is a multi-year project to deliver enhanced functionality for our enterprise financial and human resource information

systems, with a completion date of 2023. The initiative will implement system and process improvements that will reduce effort and errors and create more timely information to support decision-making. The project will target many processes including accounts receivable, payroll, position management, employee leave, vendor and customer communications, workflow, and reporting. Future years will have a greater emphasis on budget, accounts payable, and fixed assets. Improvements will simplify how staff and faculty complete financial and human resource transactions. Change management is a key to success and JIBC will be using this project to drive better practices in support of our people who make change happen to benefit our students and clients.

Information security

JIBC continues to prioritize cybersecurity risk management, the importance of which is growing with increased security breaches of BC public bodies in the past year. We received \$15,000 in funding for cybersecurity initiatives from Canada's National Research and Education Network to strengthen processes, expertise, and technologies. Increasing security for Colleague, the student information system, was achieved by moving to a more secure platform and changing the support model to mitigate risks.



System innovation and a shared digital strategy

JIBC has completed the transition for all program applications to EducationPlannerBC (EPBC), the centralized education planning and application service for all post-secondary institutions in the province. The Institute also completed the ministry-mandated transcript exchange project in 2020-21. Students can now send their transcripts electronically to all post-secondary institutions in BC from a centralized student transcript service. The streamlined process also creates some efficiencies for the Institute, with a more streamlined application process for students. A future enhancement will permit electronic sharing of post-secondary transcripts between BC institutions, further streamlining the application process for students. Progress continues on the technical conversion of EPBC application data to enrich the description and structure of the information to support data exchange and reporting.

Colleague, the student information system, is adding more self-service options for students to provide more 24/7 services. Projects are underway to make it easier for students to update their personal information, request and pay for an official transcript, enroll online, and waitlist for courses that are full. Providing more virtual services to students was also a focus for the Library, which embedded research and reference services directly into students' online classrooms. Through collaborations with post-secondary libraries across the province, JIBC students have access to AskAway, a virtual chat reference service that is open weekday, evenings. This is invaluable for students, especially during hours that the JIBC Library is not open and also for students studying in different time zones.



Digital learning and simulations

In response to the COVID-19 pandemic, JIBC redeveloped programming to an emergency remote delivery in Spring 2020. The focus then turned to developing more robust synchronous and asynchronous online curricula, with a state-of-the-art online learning experience for students. 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. JIBC also introduced remote exam monitoring for assessment requiring invigilation.

Providing quality online learning experiences during the pandemic involved weaving together curriculum development with ongoing faculty and student support. Over 200 in-person courses were redesigned and transitioned to online or blended delivery.

B.C. Corrections Branch conducted a review to assess the transitioning of the modular Adult Probation Officer training from face-to-face to virtual. The review and feedback from the JIBC's core client were very positive, confirming that staff in training continue to receive a high level of instruction and follow up. JIBC instructors have adapted the delivery to ensure it continues to engage learners and they have also reported positive feedback in teaching and learning outcomes.

Collaboration continued in 2020-21 with the Centre for Digital Media, a partnership between Emily Carr University, UBC, SFU, and BCIT, to develop a virtual reality (VR) simulation to prepare students for investigating a fire. The curriculum requires hands-on fire investigation with a building fully-furnished with burn cubicles for small groups of students to investigate. To address high costs and increase accessibility to this important training, students will interact with a digital simulation that has all the critical reality of a real fire investigation. The fire investigation simulation will be incorporated into several courses in 2021-22. The initial VR project conducted with the Centre for Digital Media and funded by The JIBC Foundation was the production of VR and augmented reality activities that allow paramedic students to apply critical assessment and decision-making skills in a simulated scene with an unconscious patient. A third project will begin development in 2021-22, using these experiences to develop internal capacity, resources, and additional partnerships.

JIBC continues to develop its own simulation application. Praxis will add video-conferencing capabilities to its online, interactive simulation-training environment that is used to deliver experiential learning through scenario- and problem-based exercises. The Praxis system is used across JIBC programs, in applied research, and is also licensed

to external organizations in public safety, education, government, finance, energy, and property management.

FOSTER A CULTURE OF CONTINUOUS IMPROVEMENT

Enterprise risk management

An enterprise risk management (ERM) program is under development to define meaningful risk parameters and provide processes that empower everyone in the organization to identify and escalate potential enterprise-level risks. The framework facilitates the stratification and prioritization of risks that relate to the JIBC's strategic priorities to help us quickly mitigate issues that threaten to push us off-track with key objectives. The risk rating table has been finalized and staff and faculty will be invited to interact in the next phases of the project over the summer.

Creating a more robust system of performance measurement will also help JIBC achieve our goals sooner by focusing our attention on the things that are most important to our success. Creating metrics to evaluate our progress in implementing our new strategic plan was a priority in 2020-21 and work will continue to identify additional metrics for all processes that roll-up to create critical results for our students, employers, government partners, staff, and faculty. To ensure decisions are truly data-informed across all aspects of our business, the Institute is exploring self-service business analytical tools and processes.

Quality assurance

JIBC is renewing its quality assurance processes, starting with an updated policy and procedure for program reviews to create a timelier cycle of improvements. Annual reviews will dovetail with planning cycles and comprehensive reviews will occur every five to seven years to facilitate a deeper and broader assessment. Additional policies and procedures were reviewed and updated in 2020-21 to ensure a strong foundation for financial management.

3.3 PERFORMANCE MEASURES, TARGETS AND RESULTS

To assess performance against strategy in the 2020-27 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% or more
Substantially Achieved	90% - 99%
Not Achieved	Less than 90%

3.3.1 STANDARD PERFORMANCE MEASURE RESULTS

	2019-20 Actual	2020-21 Target	2020-21 Actual	2020-21 Assessment
STUDENT SPACES				
Total student spaces	3,235	2,393	2,768	Achieved
Allied health programs	326	313	225	Not achieved

JIBC continues to exceed overall FTE targets. Allied health programs, however, experienced unanticipated disruptions due to the pandemic. Paramedic students experienced educational delays due to the COVID-19 pandemic in 2020. Clinical placements were postponed due to a shortage of personal protective equipment across B.C. Emergency Health Services, delaying the start for a new class of Advanced Care Paramedic students from Fall 2020 to Winter 2021. Primary Care Paramedic students experienced similar delays and those in progress at the start of the pandemic faced a gap in their training while JIBC developed and implemented its safety plan to permit a return to face-to-face training in summer 2020. The Community Care Licensing Program increased enrolment during 2020-21.

	2019-20 Actual	2020-21 Target	2020-21 Actual	2020-21 Assessment
CREDENTIALS AWARDED				
Number	843	906	782	Not achieved

JIBC’s credential target is increasing due to a growing number of FTEs in 2018-19 and 2019-20. However, student enrolments in programs where students can earn a credential has decreased since 2016-17. Enrolments in skills training courses, taken through General Studies, has increased in the same period and now accounts for 49% of total domestic enrolment.

The growth in enrolment has been in large part due to the addition of non-credentialed 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. 655 FTE was the total for all provincial deliveries of BST in 2020-21.

Credentials are also decreasing since 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.

	2019-20 Actual	2020-21 Target	2020-21 Actual	2020-21 Assessment
ABORIGINAL STUDENT SPACES				
Total	230	168	260	Achieved

The 2020-21 target is 5.2% of domestic enrolment (FTE) in 2019-20. 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. Aboriginal people make up 5.2% of the adult BC population (ages 15 and over) according to the 2016 Census.

	2019-20 Actual	2020-21 Target	2020-21 Actual	2020-21 Assessment
STUDENT SATISFACTION WITH EDUCATION				
Former diploma, associate degree and certificate students	87.4% +/- 2.1%	≥ 90%	83.5% +/- 2.1%	Substantially achieved
Bachelor degree graduates	N/A	≥ 90%	90.5% +/- 9.4%	Achieved

Overall satisfaction declined in 2020-21 for graduates of paramedic training programs. The Advanced Care Paramedic program delivery methods were changed in 2020 and student feedback has already been very positive. Primary Care Paramedicine is undergoing a significant redesign to improve student satisfaction and better align education with provincial needs for pre-hospital health care. Curriculum updates for BC Police Recruit Training were introduced beginning in May 2021 to address recommendations from an external stakeholder review.

	2019-20 Actual	2020-21 Target	2020-21 Actual	2020-21 Assessment
STUDENT ASSESSMENT OF THE QUALITY OF INSTRUCTION				
Former diploma, associate degree and certificate students	94.5% +/- 1.4%	≥ 90%	93.6% +/- 1.4%	Achieved
Bachelor degree graduates	N/A	≥ 90%	95.2% +/- 6.8%	Achieved

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

	2019-20 Actual	2020-21 Target	2020-21 Actual	2020-21 Assessment
STUDENT ASSESSMENT OF SKILL DEVELOPMENT				
Former diploma, associate degree and certificate students	80.7% +/- 2.3%	≥ 85%	80.1% +/- 2.4%	Substantially achieved
Bachelor degree graduates	N/A	N/A	N/A	Not assessed

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 and scores are beginning to show some improvement. In applied training for public safety professionals, these skillsets are not a primary focus. JIBC students excel in “analyse and think critically, “work effectively with others” and “resolve issues or problems.”

	2019-20 Actual	2020-21 Target	2020-21 Actual	2020-21 Assessment
STUDENT ASSESSMENT OF USEFULNESS OF KNOWLEDGE AND SKILLS IN PERFORMING (MAIN) JOB				
Former diploma, associate degree and certificate students	86.9% +/- 2.2%	≥ 90%	90.1% +/- 1.9%	Achieved
Bachelor degree graduates	N/A	N/A	N/A	Not assessed

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.

	2019-20 Actual	2020-21 Target	2020-21 Actual	2020-21 Assessment
UNEMPLOYMENT RATE				
Former diploma, associate degree and certificate students	1.3% +/- 0.7%	≥ 17.7%	3.2% +/- 1.1%	Achieved
Bachelor degree graduates	N/A	N/A	0.0% +/- 0.0%	Achieved

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

3.3.2 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.

	2019-20 Actual	2020-21 Target	2020-21 Actual	2020-21 Assessment
GRADUATES IN A TRAINING-RELATED JOB				
Former diploma, associate degree and certificate students	76.4%	N/A	85.0%	Not assessed

Students expect to practice in their profession of choice upon completion of their training at JIBC. In half of JIBC's certificate and diploma programs, all of the graduates report working in a training-related job. Some of these are training programs for individuals newly recruited to their occupation and some are advanced training programs for individuals ready to advance in their careers. Volunteer firefighters often report that their main job is not related to their training, even if they have related work within the fire service.

	2019-20 Actual	2020-21 Target	2020-21 Actual	2020-21 Assessment
CREDENTIALS AWARDED				
Total	2572	≥ 1487	1320	Not achieved
Graduate Certificates	21	≥ 30	32	Achieved
Bachelor Degrees	30	≥ 38	44	Achieved
Advanced Diplomas	15	≥ 18	22	Achieved
Advanced Certificates	12	≥ 11	6	Not achieved
Diplomas	122	≥ 140	136	Substantially achieved
Certificates	585	≥ 470	348	Not achieved
Short Certificates	1787	≥ 780	732	Substantially achieved

The COVID-19 pandemic impacted many programs. There were delays in program completion for health science and sheriff recruit training students. Lower enrolments impacted graduation rates for shorter programming leading to certificates and short certificates in 2020-21, with some training postponed by public safety professionals highly engaged in pandemic response.

	2019-20 Actual	2020-21 Target	2020-21 Actual	2020-21 Assessment
REPRESENTATIVE STUDENT BODY (FTE)				
Domestic Indigenous	6.0%	≥ 5.8%	4.7%	Not achieved
Domestic BC outside the Lower Mainland	28.8%	≥ 41%	36.9%	Substantially achieved
Domestic online or correspondence	19.1%	≥ 20%	66.6%	Achieved

A diverse student body that is representative of the overall BC population helps to confirm that education is accessible across the province. JIBC conducted less face-to-face training overall due to the pandemic and significantly less outside of the Lower Mainland due to travel restrictions. Indigenous student enrolments were also lower in 2020-21 due to a decrease in contract training activity delivered in communities. The pivot to online education that occurred due to the pandemic is also reflected.

	2019-20 Actual	2020-21 Target	2020-21 Actual	2020-21 Assessment
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CONTRACT COURSE REGISTRANTS				
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Registrants	62.5%	N/A	46.4%	Not assessed
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Because JIBC educates justice and public safety professionals across their whole career, we expect employers to send their employees back to JIBC to continue their education, renew skills, and retrain as occupational standards change. Almost half of course enrolments in 2020-21 were from contract training, where employers partner with the Institute to educate their workforce.

	2019-20 Actual	2020-21 Target	2020-21 Actual	2020-21 Assessment
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RETURNING STUDENTS				
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Headcount	38.5%	N/A	38.8%	Not assessed
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Another success measure is whether JIBC alumni return to the Institute for further training. In 2020-21, almost 40% of students were returning, continuing multi-year programs or registering for new training and education opportunities.

	2019-20 Actual	2020-21 Target	2020-21 Actual	2020-21 Assessment
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FIRST YEAR RETENTION				
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Headcount	67.8%	N/A	66.0%	Not assessed
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First year retention measures the percentage of students who return for their second year of studies or were awarded a credential before the end of their second year. JIBC is exploring ways to increase student persistence in part-time and online programs, which provide flexible options to make education accessible to working professionals across BC.

	2019-20 Actual	2020-21 Target	2020-21 Actual	2020-21 Assessment
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EMPLOYEE TURNOVER				
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Regular employees with less than 5 years of service	24.7%	N/A	11.5%	Not assessed
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Attracting and retaining new staff helps JIBC achieve its mission. The measure includes all regular employees who left employment for a variety of reasons, including resignation, retirement, termination, or completion of a temporary assignment.

04

FINANCIAL INFORMATION

JIBC is facing a deficit over two years, a situation that has been approved by the Ministry of Advanced Education and Skills Training (AEST) considering the unprecedented situation around COVID-19.

The audited financial statement for 2020-21 is available at:
<https://www.jibc.ca/about-us/strategic-plans-reports>.

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APPENDIX A

5 APPENDIX A – PERFORMANCE MEASURE RESULTS

Performance measure ¹	Reporting year					
	2019/20 Actual	2020/21 Target	2020/21 Actual	2020/21 Assessment		
Student Spaces²						
Total student spaces	3,235	2,393	2,768	Achieved		
Nursing and other allied health programs	326	313	225	Not achieved		
Credentials awarded³						
Number	843	906	782	Not achieved		
Aboriginal student spaces⁴						
Total Aboriginal student spaces	230	TBI	260	TBI		
Ministry (AEST)	230		260			
Industry Training Authority (ITA)	N/A		N/A			
Student satisfaction with education^{5,6}						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	87.4%	2.1%	≥ 90%	83.5%	2.1%	Substantially achieved
Bachelor degree graduates	N/A	N/A		90.5%	9.4%	Achieved
Student assessment of the quality of instruction^{5,6}						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	94.5%	1.4%	≥ 90%	93.6%	1.4%	Achieved
Bachelor degree graduates	N/A	N/A		95.2%	6.8%	Achieved
Student assessment of skill development^{5,6}						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	80.7%	2.3%	≥ 85%	80.1%	2.4%	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	86.9%	2.2%	≥ 90%	90.1%	1.9%	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	1.3%	0.7%	≤ 17.7%	3.2%	1.1%	Achieved
Bachelor degree graduates	N/A	N/A		0.0%	0.0%	Achieved

NOTES:

N/A - Not assessed

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

¹ Please consult the 2020/21 Standards Manual for a current description of each measure.

² Results from the 2020/21 reporting year are based on data from the 2020/21 fiscal year; results from the 2019/20 reporting period are based on data from the 2019/20 fiscal year. 2020/21 actuals and targets are as of June 1, 2021.

³ Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2020/21 reporting year are a three-year average of the 2017/18, 2018/19, and 2019/20 fiscal years.

⁴ Results from the 2020/21 reporting year are based on data from the 2019/20 fiscal year; results from the 2019/20 reporting period are based on data from the 2018/19 fiscal year.

⁵ Results from the 2019/20 reporting year are based on 2019 survey data; results from the 2020/21 reporting year are based on 2020 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.

TARGET ASSESSMENT SCALE	DESCRIPTION
Achieved	100% or more of the target
Substantially achieved	90% to <100% of the target
Not achieved	<90% of the target
Not assessed	Measures without targets or survey results with less than 20 respondents or a margin of error of 10% or greater

Performance measure	Reporting year					
	2019/20 Actual		2020/21 Target	2020/21 Actual		2020/21 Assessment
Former diploma, associate degree and certificate students' assessment of skill development						
	%	+/-		%	+/-	
Skills development (avg. %)	80.7%	2.3%	≥ 85%	80.1%	2.4%	Substantially achieved
Written communication	61.4%	3.8%		66.5%	3.2%	
Oral communication	78.3%	2.9%		74.7%	2.9%	
Group collaboration	87.4%	2.1%		86.1%	2.0%	
Critical analysis	89.6%	1.9%		89.9%	1.8%	
Problem resolution	86.3%	2.2%		83.6%	2.2%	
Learn on your own	74.8%	2.8%		77.0%	2.6%	
Reading and comprehension	81.3%	2.6%		77.3%	2.5%	

06

APPENDIX B

6 APPENDIX B – IMPLEMENTATION OF TRUTH AND RECONCILIATION COMMISSION CALLS TO ACTION AND THE UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES

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.

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

TRC CALL TO ACTION¹ AND UN DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES ARTICLE
1: SOCIAL WORK
We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.

¹“...” represents omitted text not related to post-secondary education from the original Call to Action.

<p>Ongoing</p>	<p>The Centre for Counselling & Community Safety offers courses in trauma-informed practice (TIP) to provide opportunities for social workers and mental health professionals to gain knowledge and experience with new interventions and Indigenous approaches to healing.</p> <p>Widening the Frame: Towards an Indigenous Violence and Trauma-Informed Practice is a two-day credit course centered on a diversity of indigenous approaches to wellness, mental health and trauma, incorporating the knowledge of Elders, Indigenous healers and healthcare workers alongside the work of Indigenous critical theorists, mental health practitioners, and allied critical trauma scholars. Students begin to develop their trauma practice framework that is anti-colonial, intersectional and holistic, considering how experiences of trauma and healing are shaped by the interlocking impacts of Indigeneity, age, gender, sexuality and ability.</p> <p>Indigenous Trauma-informed Practice with Youth is another two-day course that assists learners in the development of a trauma-informed practice framework that supports rather than pathologizes Indigenous children and youth, helping them improve their coping and responses to daily triggers that include the impact of experiences with racism, colonialism, poverty and sexism.</p>
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<p>12: EARLY CHILDHOOD EDUCATION</p>	
<p>We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.</p>	
<p>PROGRESS</p>	<p>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</p>
<p>N/A</p>	
<p>16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS</p>	
<p>We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.</p>	
<p>PROGRESS</p>	<p>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</p>
<p>N/A</p>	

23: HEALTH-CARE PROFESSIONALS

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Implemented	The Justice and Public Safety Career Preparatory Certificate provided Indigenous learners with an opportunity to seek knowledge and skills in justice and public safety and prepare for careers working in paramedicine, firefighting, corrections, policing and law enforcement. This 30-credit full time program was offered in partnership with Native Education College and the Vancouver Aboriginal Friendship Centre and provided culturally relevant experiences, knowledge, and supports. Students benefited from customized supports designed to address systemic access and achievement barriers, including regular individual and group support from Elders, counsellors, and peers.
Ongoing	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.
New	JIBC is inviting Indigenous youth to participate in a blend of online and campus-based activities to explore careers in justice and public safety in summer 2021. This new format supports the engagement a greater number of youth, spread over different traditional territories, and will profile the simulation tools and technologies that make JIBC a renowned leader in applied education.
In Progress	JIBC plans to develop an Indigenous admission policy that removes systemic barriers and increases the number of Indigenous students in JIBC programs.

34. FETAL ALCOHOL SPECTRUM DISORDER

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	A new course was developed to increase awareness of Fetal Alcohol Spectrum Disorder (FASD), and delivered online to both community and custody staff at 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.

36: CORRECTIONAL SERVICES	
<p>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.</p>	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	<p>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.</p>
Implemented	<p>In 2020-21, JIBC reviewed and updated the adult probation officer basic training with BC Corrections' Indigenous Justice Partners to address the TRC Calls to Action and UNDRIP and set expectations for BC Corrections Community staff in terms of their role in meeting these goals in their day-to-day work. Indigenous ways of being, knowing, and doing were incorporated into pedagogy, evaluation and scholarship. We continue to build and develop our relationships with Indigenous Justice Partners who continue to influence and shape our work.</p>
Planned	<p>We plan to continue this work in 2021-22, focusing on advanced training curriculum.</p>
New	<p>Faculty in the Corrections and Court Services Division are collaborating with probation officers in the field to renew the training for community corrections staff who work with clients convicted of sexually motivated offences. The training materials will be decolonized and re-written using prosocial modelling and strengths-based language. In 2021-22, a grant will facilitate additional partnerships with Indigenous elders and knowledge-keepers who will provide knowledge and guidance to the project.</p>
24: MEDICAL AND NURSING SCHOOLS	
<p>We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
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.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
N/A	

57: PUBLIC SERVANTS

We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	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.
New	In 2020, the course was redeveloped for asynchronous online delivery. It is now incorporated into all JIBC degree programs and post-baccalaureate diplomas.
Ongoing	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.

Ongoing	JIBC has worked to indigenize curriculum within the Police Academy, integrating trauma-informed perspectives, and creating opportunities for every B.C. Police Recruit to engage directly with residential school survivors through Circles of Understanding delivered by the Vancouver Aboriginal Policing Centre Society.
New	In 2020-21, JIBC enhanced the curriculum for police recruits with a focus on vulnerable populations, Indigenous peoples, and fair and impartial policing. There were significant modifications to Indigenous content to improve awareness and understanding and enhanced training to develop a trauma-informed-practice (TIP). All modifications were made with stakeholder engagement, including recommendations from Indigenous advisory committees to individual police departments and consultation with the Vancouver Police Department's Aboriginal Policing Centre. Work is ongoing and recruits will begin engaging with elements of the renewed curriculum in May 2021.
New	The program plans to begin collaborations with all Indigenous communities served by municipal police in BC to incorporate teachings from elders and knowledge keepers into the police recruit training program.
Ongoing	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.
New	Several TRC Calls to Action highlight the requirement for skills-based training in conflict resolution as a foundational skill for reconciliation with Indigenous Peoples. JIBC's Centre for Conflict Resolution is developing a new certificate program to reflect current influences in theory and practice and expand delivery options to increase accessibility to students across the province. The Certificate in Collaborative Conflict Resolution (20 credits) provides graduates with a unique combination of theoretical knowledge and applied capabilities to effectively participate in a collaborative, interest-based conflict engagement and resolution process. The program supports learners to reframe previously held concepts of conflict and purposefully apply communication skills and a collaborative process to build trust, find common ground and create a path forward together. The program equips learners to engage this way by fostering the integration of the theory and skills into practice. Considering the implications of Indigeneity, gender, and mental health on the equity, diversity and inclusion of people and perspectives are key themes woven through all courses. All program courses rely on the input of the Office of Indigenization, Elders, and Indigenous faculty to indigenize the curriculum.

62: TEACHER EDUCATION

We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to: ... Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
New	In 2020-21, the Emergency Management Division developed a micro-course on Strengthening Indigenous Relations. The purpose of the course is to provide instructors and faculty with an introduction and overview of Indigenous histories, perspectives, worldviews and approaches that can be incorporated into engagement in the classroom and with organizations and communities. These learning modules are beneficial to anyone working with Indigenous communities and organizations, as they serve to enhance cultural safety, humility and knowledge. The course emphasizes strengthening relationships through reconciliation by changing environments and practices. The micro-course was developed based on the BC Campus Indigenization Guides.
New	<u>Forming Strong Cultural Identities in an Intersecting Space of Indigeneity and Autism</u> is a research project that provides a voice and leadership opportunity for Indigenous students with autism through participatory action research to inform and ask how B.C. post-secondary teaching and learning practices and policy can better integrate Indigenous knowledge in education and arts programming and disrupt patterns of social injustice, exclusion, and cultural genocide while promoting positive identity formation, pride, and resilience for Indigenous persons with autism.

86: JOURNALISM AND MEDIA SCHOOLS

We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
N/A	

92: BUSINESS SCHOOLS

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
N/A	

UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION

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

Article 14

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

Article 15

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

Article 21

Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	JIBC is the training institution chosen to deliver B.C. police recruit training and advanced training courses to the Stl'at'imx Tribal Police Service, the only First Nations administered police force in British Columbia.
Ongoing	<p>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.</p> <p>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.</p>
Ongoing	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. In addition to speaking to classes and advising in curriculum development, Elders lead online workshops to share traditional teachings and introduce learners to the diverse cultures and histories of Indigenous Peoples.
Ongoing	The Indigenous Advisory Council was formed to create a link to Indigenous communities while guiding their learners. The Council provides guidance and recommendations to the Office of the President and the Office of Indigenization to help ensure the success of Indigenous learners at JIBC. The membership was reviewed and revitalized in 2019 and includes Elders and members of diverse Indigenous communities including, students, alumni, staff, and public safety professionals.
Ongoing	The Aboriginal Gathering Place opened in May 2016 and serves as an inclusive Indigenous space to support instruction, cultural exchange, and community engagement. The space is a centre of support for Indigenous students and a venue of learning and dialogue where all students, staff, faculty, and the wider community can expand their knowledge and appreciation of Indigenous culture and history.
Ongoing	In 2009, the JIBC community planted an Indigenous Health Garden to help reconnect and restore our relationships to lands and generations that came before. The garden provides materials integral to ceremony, learning, and healing. A group of Indigenous Elders and Knowledge-Keepers lead workshops using traditional Indigenous protocols and collective learnings to plant, gather and make medicines for communities, especially survivors of Residential Schools and keepers of ceremony, language and culture. The Office of Indigenization is the caretaker of the Indigenous Garden, growing tobacco, sweetgrass and a variety of edible and medicinal Indigenous plants. These medicines are used to provide cultural support and land-based teachings to students, staff, and faculty. They have also been used for smudging and gifting.

New	<p>The creation of a unique Indigenous presence has been a priority at JIBC, where art and cultural items create a welcoming environment for Indigenous people and foster Indigenous cultural awareness, appreciation and respect. The latest installation was a trilogy mural by Anishinaabe artist Sharifah Marsden from the Scugog Island First Nation installed at the New Westminster campus in August 2020.</p>
Ongoing	<p>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.</p>
New	<p>The Justice Institute of British Columbia (JIBC) observes the National Day of Action for Missing and Murdered Indigenous Women and Girls (MMIWG), held annually on October 4, by highlighting and recognizing the persistence of violence against Indigenous women and girls. This is an important date for JIBC to reflect on the central role justice and public safety professionals play in ending violence against Indigenous women and girls and in facilitating positive relationships between law enforcement and women who have experienced violence and families of missing and murdered Indigenous women.</p> <p>In 2020, The Honourable Judge Marion Buller, the Chief Commissioner for the National Inquiry into Missing and Murdered Indigenous Women and Girls, presented a keynote address on JIBC’s unique role and responsibilities in ending violence against Indigenous women, girls and members of our 2SLGBTQQIA communities, and in advancing the Calls for Justice. Judge Buller provided the context and history that led to the creation of the national inquiry, the process that occurred because of its mandate, and the published findings.</p> <p>Elaine Alec, who is from the Sylix (Okanagan) and Secwepemc (Shuswap) Nations held Cultivating Safe Spaces, a workshop which showed participants how to create safe spaces in which they can promote diversity and inclusion in planning, governance and business, and enable healing, change and justice to take place. Elders also held a virtual candlelight vigil in remembrance.</p>
New	<p>JIBC officially recognizes days dedicated to building Indigenous awareness and education. In 2020-21, JIBC hosted online events to recognize Orange Shirt Day, Moose Hide Campaign, observances for Missing and Murdered Indigenous Women and Girls and 2SLGBTQQIA, National Indigenous Peoples Day, and National Indigenous History Month. Offering specific learning sessions with Indigenous teachings helps JIBC staff, faculty and students learn about the rights, recognition and sovereignty of Indigenous Peoples and increase cultural competencies.</p>

Ongoing	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 BC includes fundamentals of establishing an emergency operations centre and planning community response. In 2019-20, JIBC provided an online seminar for Emergency Management BC (EMBC) entitled, Integrating Cultural Safety and Humility Skills in Emergency Management Services. Additional training is provided through contracts with other Canadian Indigenous communities and Indigenous Services Canada. The COVID-19 pandemic suspended community-based training in Indigenous communities. However, Indigenous learners switched to online offerings during the provincial emergency, representing over 15% of all enrolments in EMBC-sponsored training in 2020-21.
Ongoing	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 Resiliency 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.
In Progress	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. In the project's first year, the team completed a review of the existing tool, which identified potential barriers to communities with its use. This led to a redesign in process and usability. By simplifying the current process and tool, communities will find it easier to understand potential hazards and prepare for them. All rural, remote, and Indigenous communities will be supported through access to one succinct tool that combines the RDRP and the ADRP: The Community Disaster Resilience Planning tool. Following community testing and adaptation of the tool, this project will enhance and scale its implementation across BC.
Implemented	JIBC supported the development of the Inventory of Emergency Management Capabilities in Indigenous Communities. JIBC facilitated pilot workshops with Indigenous communities in BC.
Ongoing	JIBC partners with the First Nations Emergency Services Society to deliver vocational firefighter training to First Nations communities in B.C and train Exterior Firefighting Team Leaders. Specialized coursework has been developed such as Exterior Team Leader for Indigenous Communities. The Fire and Safety Division has also supported The Mohawk and Cree Peoples in Quebec and First Nations elsewhere in Canada with basic and specialized training.

New	<p>JIBC created a part-time faculty position in 2020 to build relationships and training opportunities with Indigenous fire services. The incumbent is Coast Salish with many relationships including the Canadian Indigenous Fire Marshal, Fire Nations Emergency Services Society, BC Office of the Fire Commissioner, and Indigenous fire departments throughout BC and across Canada. Through this new position, JIBC will continue to build partnerships and explore opportunities to support the delivery of firefighter training and programs in Indigenous communities.</p>
Ongoing	<p>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.</p>
New	<p>In 2020-21, the course was adapted for online delivery, winning two Horizon Interactive Awards for excellence in interactive digital design.</p>
New	<p>JIBC's Emergency Management Division is engaging with The Coastal Nations Coast Guard Auxiliary, Canada's first Indigenous-led volunteer marine search and rescue team. The collaboration began with a JIBC-hosted webinar in spring 2021 to introduce BC's emergency management community to the Auxiliary, highlighting the unique opportunities for building community resilience along BC's coast with the strong and lasting partnerships between maritime First Nations and the Canadian Coast Guard.</p>
New	<p>To improve educational access and outcomes for Indigenous learners, JIBC is conducting research to identify successful practices in the development, implementation, and on-going maintenance of credit-transfer pathways. The Pathway Partnerships with Indigenous Post-Secondary Institutes project will support transitions of Indigenous learners across the post-secondary landscape, supported by a research grant from the British Columbia Council of Admissions and Transfer (BCCAT).</p>



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