

# INSTITUTIONAL ACCOUNTABILITY PLAN & REPORT 2023-2024



**Justice  
Institute**  
BRITISH COLUMBIA



We respectfully acknowledge that the Justice Institute of British Columbia serves people across the province situated on Traditional, unceded, and Treaty Territories and the many Nations who are represented by the urban Indigenous population in British Columbia.



July 12, 2024

Honourable Lisa Beare  
Minister of Post-Secondary Education and Future Skills  
PO Box 9080 Stn Prov Govt  
Victoria, B.C. V8W 9E2

Dear Minister Beare:

The Justice Institute of British Columbia's Institutional Accountability Plan and Report shares our progress in advancing justice and public safety education and achieving the priorities government has set out for us in the 2023-2024 reporting period.

JIBC is committed to putting students first, and we have increased the wrap-around supports available to students, with a strong focus on mental health and well-being. Our new office for work-integrated learning is increasing the number and variety of work experiences available to students, helping to ensure they are ready to solve real-world challenges. Streamlining the student experience is a key objective in our automation projects that included upgrades to the online learning management system, improved website accessibility, and expansion of electronic transcript exchange between post-secondary institutions.

Our determined pursuit of excellence in education and training underscores our new annual program review process that supports our continuous improvement. This year we continued to develop new micro-credentials and introduced digital badges to help graduates profile their in-demand competencies to employers. We also continued our journey of decolonization, Indigenization and Truth and Reconciliation.

Labour shortages are increasing across the professions we serve, and the training requirements are growing to ensure justice and public safety workers are prepared to deal with increasingly complex social and environmental issues. The StrongerBC future skills grant provided financial support to almost 400 Emergency Medical Responder students who are now providing an expanded standard of pre-hospital health care in communities across B.C. In 2023-2024, JIBC delivered 58 per cent more education than our funding envisioned, and we are developing an educational growth strategy to chart our future course as the demand for new and innovative training continues to increase.

We recognize and thank our staff, faculty, and donors for their initiative and support in providing high quality education and training experiences for JIBC's learners, who are addressing B.C.'s toughest challenges in public safety, health care, and the administration of justice.

We are proud to be accountable for this plan and report that profiles how JIBC works in partnership with government, industry, and students to contribute to safer communities and a more just society. As we welcome our new President and CEO, Len Goerke, we look confidently towards our next chapter.

Sincerely,



A handwritten signature in black ink that reads "M. Prevolos".

Maria Prevolos  
Chair, Board of Governors



A handwritten signature in black ink that reads "C. Vaughan".

Colleen Vaughan  
Interim President and CEO

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# 01

## STRATEGIC DIRECTION

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

### VISION

Safer communities and a more just society.

### MISSION

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

### MANDATE

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

### VALUES

Integrity | Service | Diversity



# ORGANIZATIONAL OVERVIEW

JIBC provides real world, hands-on experiential education and training to more than 45,000 students every year, leading to micro-credentials, certificates, diplomas, bachelor's degrees, and graduate certificates. We also provide advanced and specialized courses to meet career-related learning and development goals and customized contract training aligned with the needs of government agencies and private organizations worldwide. A JIBC education provides professionals with the knowledge, skills, and abilities to excel at every stage of their careers and make a difference each and every day.

We take seriously our responsibility to keep communities safe and just. Keeping communities safe and healthy goes beyond training for responsive roles like municipal police officers, sheriffs, paramedics, correctional officers, and firefighters. We also consider the importance of prevention and support systems through our emergency management, community care, leadership, and social justice curriculum, including programming in conflict resolution, counselling, and mediation.

We believe experiential learning is the best means of preparing learners for the demands of the high-stakes public safety situations for which they are training. This hands-on approach is taken with confidence and certainty, knowing our instructors and many of our staff have been on the front lines, doing the jobs themselves. Their experience directly informs our approach.

With six campuses, robust online offerings, and training in 200 B.C. communities over the last five years, the Institute strives to provide equitable and affordable access to education for all learners, regardless of their location.

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

# JIBC AT A GLANCE



## Our People

45,868 students    4,398 full-time equivalents (FTE)

565 faculty    132 FTE

285 staff    203 FTE



## Our Education

Domestic    86%    ↑

International    14%    ↓

Online    29%    ↓

In-person    71%    ↑

## Our Campuses

**New Westminster Campus** | qiqéyt (Qayqayt), xʷməθkʷəy̓əm (Musqueam) and Coast Salish unceded Traditional Territories.

**Chilliwack Campus** | Stó:lō unceded Traditional Territories.

**Maple Ridge Campus** | qičəy̓ (Katzie) and qʷa:ɬł'əh (Kwantlen) unceded Traditional Territories.

**Pitt Meadows Campus** | qičəy̓ (Katzie) and qʷa:ɬł'əh (Kwantlen) unceded Traditional Territories.

**Okanagan Campus** | Syilx Okanagan unceded Traditional Territories.

**Vancouver Island Campus** | Traditional Territories of the ləkʷəŋən Peoples, the Songhees and Esquimalt Nations, and the ʷSÁNEĆ Peoples.

# STRATEGIC PRIORITIES

JIBC's 2022-2027 strategic plan, For the Greater Good, boldly conveys JIBC's vision for the future, integrating priorities for government, society, students, and the Institute. Each of the six key commitments is supported by an overarching objective and supporting strategies that link to our aspirations and core purpose. Our commitments are our principal ambitions, each with specific and measurable goals.

## Putting Students First

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

Foster a student-centred customer-service culture.

Embed student health and safety into campus life.

Enhance campus culture and the student experience.

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

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

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

## Pursuing Education & Training Excellence

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

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

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

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

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

## Living Indigenous Ways of Thinking, Being, Relating and Doing

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

Increase knowledge and literacy about Indigenous culture and history.

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

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

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

## Fostering the Success of Our People

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

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

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

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

Ensure there is a clear and competitive Employee Value Proposition.

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

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

## Championing Equity, Diversity & Inclusion

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

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

## Elevating Organizational Effectiveness

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

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

Transform existing operational processes and services through technology.

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

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

Maintain and develop actions to minimize our ecological footprint.

Prioritize stakeholder relationships to advance effectiveness in meeting stakeholder needs.



## 2024-2025 PRIORITIES

JIBC's annual plan is a roadmap of initiatives and milestones that will carry us forward in achieving our goals. In addition, each division creates a cascaded plan to ensure resources are aligned to deliver on our strategic priorities and make the improvements our plans envision. Priorities for 2024-2025 include:

### PUTTING STUDENTS FIRST

1. Implement recommendations for changes to services for students and how they are delivered.
2. Integrate fundraising into JIBC operations and accelerate philanthropic support.

### PURSUING EDUCATION & TRAINING EXCELLENCE

3. Develop an integrated growth strategy for domestic and international education and training.

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

4. Increase formal opportunities for staff and faculty to discuss and implement ways to Indigenize curriculum and pedagogy and access resources to embed in teaching and programming.
5. Increase engagement with current and potential Indigenous students and Indigenous communities.

### FOSTERING THE SUCCESS OF OUR PEOPLE

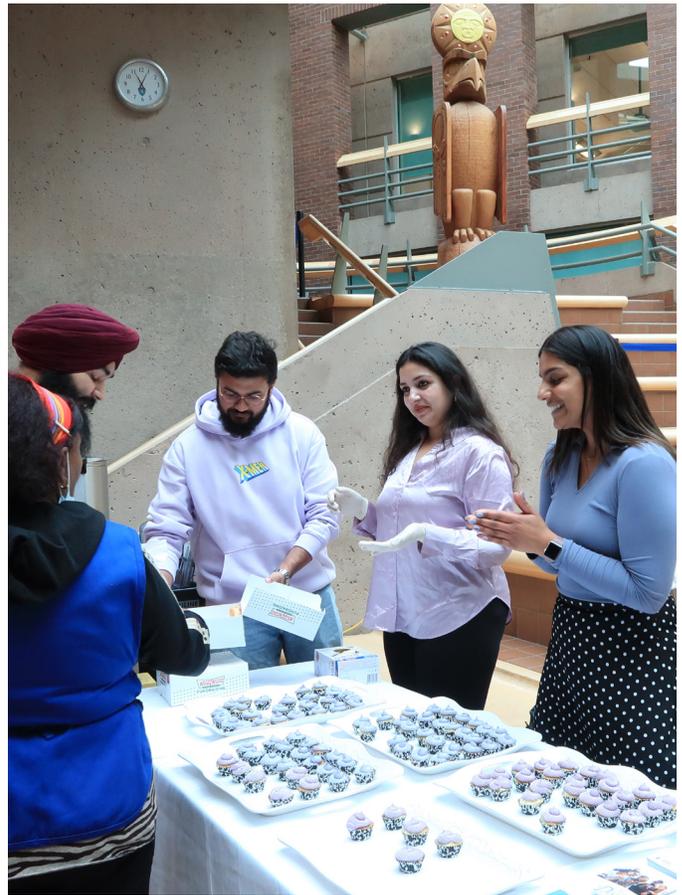
6. Deliver enhanced learning opportunities for staff and faculty.

### CHAMPIONING EQUITY, DIVERSITY & INCLUSION

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

### ELEVATING ORGANIZATIONAL EFFECTIVENESS

8. Implement enhanced cybersecurity tools, protocols and measures.
9. Deliver enhancements to enterprise resource planning systems to transform existing operational processes.
10. Develop an environmental sustainability strategy and action plan.
11. Implement a new enterprise reporting and analytics system.



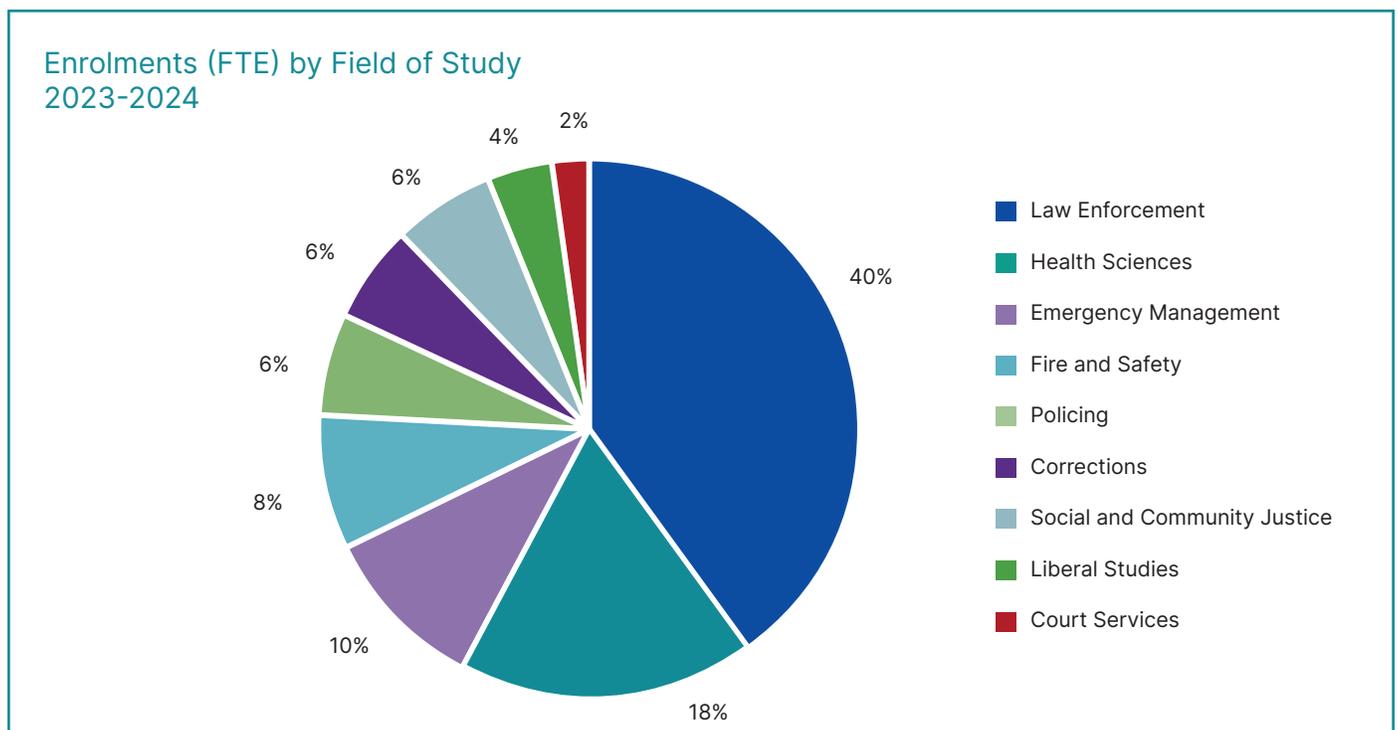
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## STRATEGIC CONTEXT

### INTERNAL SCAN

#### PROGRAMMING

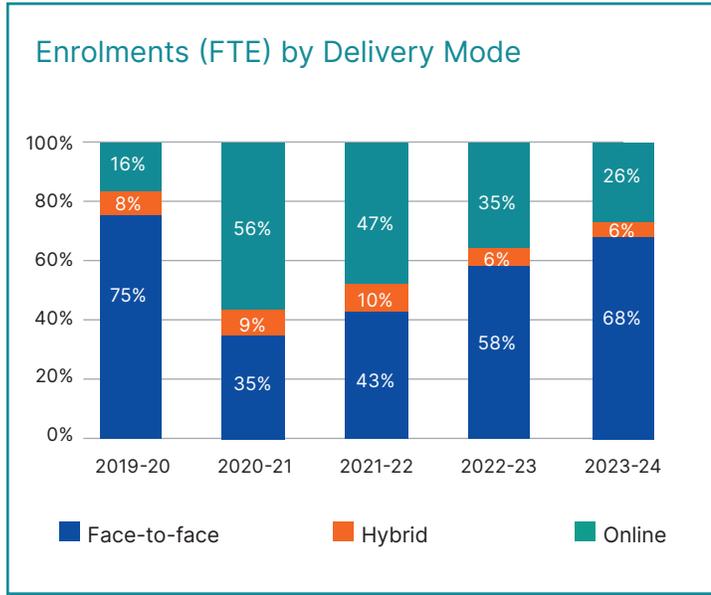
Teaching and learning at JIBC focus on real world practice intended for real world application. The extensive levels of simulation and immersive experiences provide realism, sometimes incorporating actors and virtual reality applications into scenarios. The JIBC promise of evidence-based applied learning is facilitated through a unique practitioner-scholar instructional model that relies on faculty who are leaders in their field with recent practice experience and the expertise to deliver excellent instruction.



Source: Central Data Warehouse, May 2024. Includes domestic and international students.

## EDUCATIONAL DELIVERY METHODS

To keep education accessible and affordable, JIBC has long been a champion of online delivery, regularly winning awards for excellence in interactive digital education. During 2020-2021, much of JIBC's offerings were moved online due to the COVID-19 pandemic, followed by a return to on-campus activity. In 2023-2024, there was growth in several face-to-face programs, including Emergency Medical Responder, B.C. Police Recruit Training, Basic Security Training, and Ground Search and Rescue. The Institute is settling into a higher overall level of online learning, reflecting a preference of both learners and their employers, who appreciate the greater flexibility, accessibility, and affordability of online learning.



Source: Central Data Warehouse, May 2024. Includes domestic and international students.

## CREDENTIALS AWARDED

In 2023-2024, JIBC awarded over 2,100 credentials — short certificates (including micro-credentials), certificates, diplomas, and degrees — to both learners embarking on a new career path and experienced professionals advancing in their careers.

	Degrees	Diplomas	Certificates	Graduate Certificates	Short Certificates
2019-20	30	154	597	21	1,787
2020-21	44	161	354	32	732
2021-22	41	190	482	29	808
2022-23	45	177	586	38	708
2023-24	41	252	550	31	1,275

Source: Student information system, May 2024.

## QUALITY ASSURANCE

JIBC's quality assurance program includes both comprehensive program reviews and an annual process that ensures evidence is reviewed and action plans continue to make meaningful change. In 2023–2024, three programs conducted comprehensive reviews and 31 programs completed the annual program review process. The Institute also maintains Educational Quality Assurance (EQA) designation from the Ministry, demonstrating that we meet or exceed provincial post-secondary education standards.

We continue to action recommendations from last year's provincial quality assurance process audit to engage the JIBC community more widely in the program review and development processes. Learners now receive an annual survey to assist us in learning how we can better support their success. In spring 2024, another new semi-annual survey will be launched to learn more about the educational and employment outcomes of graduates who completed micro-credentials, associate certificates, and other short programs. Our quality assurance processes now require greater participation from students, graduates, and faculty as partners in the program review process. Further plans are also underway to develop more robust processes to document faculty credentials and the currency of their skills.

## ACCREDITATION

Both the Primary Care Paramedic and Advanced Care Paramedic programs are certified by Accreditation Canada following a six-stage process conducted over a six-year cycle. In 2023, programs were accredited with conditions, and recommendations are being actioned to formalize our various methods of gathering and acting on stakeholder feedback. The Emergency Medical Assistants Licensing Board reviews JIBC paramedic programs for delivery and medical content according to a fixed schedule, and both JIBC's regular and accelerated Emergency Medical Responder courses were re-accredited in 2022.

JIBC is the only entity in British Columbia dually accredited by both the National Board on Fire Service Professional Qualifications (commonly known as The ProBoard®) and the International Fire Service Accreditation Congress (IFSAC). In 2022, Fire & Safety Division programming was re-accredited by both agencies, allowing JIBC to certify that learners have met rigorous fire service professional qualifications and standards.

## NEW PROGRAMS

The Health Sciences Division redesigned the Search & Rescue Technician Medical Training: Team Leader program that is offered to medics in the Canadian Armed Forces. Learners develop advanced knowledge and skills in pre-hospital medical and trauma management and patient care. Learners engage in clinical education in a variety of settings where they are exposed to patients with injuries and conditions under medical supervision.

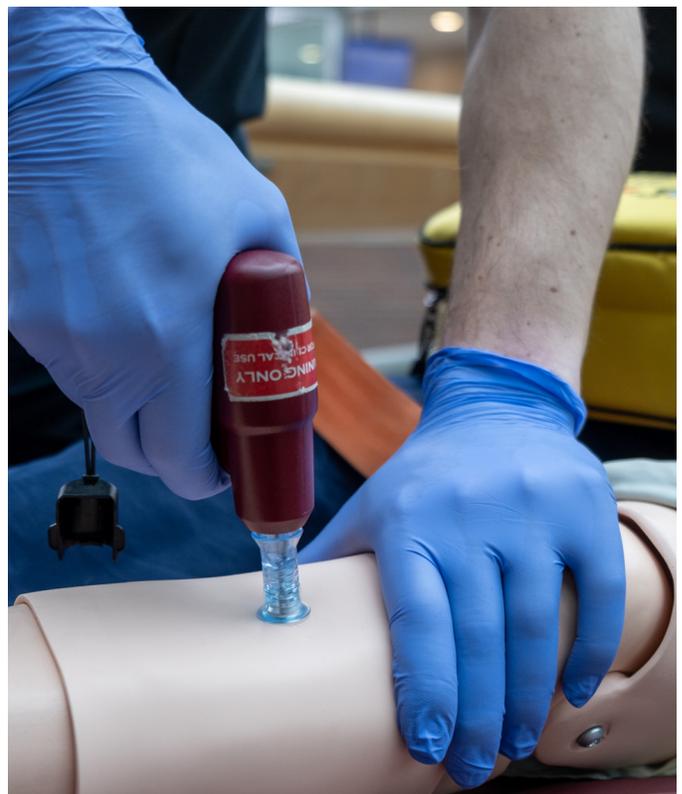
A new Crisis Communications micro-credential program was introduced in fall 2023. Students learn specialized skills required to communicate effectively with communities and organizations affected by crises and disasters as well as with elected officials and the media. The program provides knowledge and practical skills in managing information and relationships, as well as developing and implementing a crisis communications plan.

## TERMINATED PROGRAMS

With the introduction of a new Collaborative Conflict Resolution certificate program in 2021, three related programs were suspended. The remaining students in Conflict Resolution: Mediation/Third Party Intervention, Conflict Resolution: Negotiation, and Family Mediation were able to complete their studies in February 2024 and these programs are now terminated.

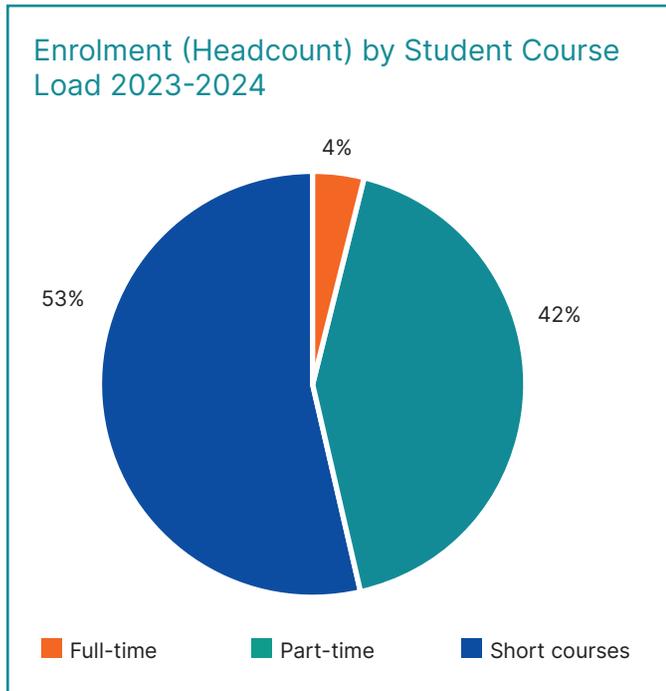
Following a detailed assessment, a decision was made to terminate the Associate Certificate in Conflict Coaching. This short program is a sub-set of the longer Collaborative Conflict Resolution Certificate and demand has been declining for the shorter credential. Although the program will be terminated after a teach-out for registered students, new students may continue to access skills training courses in conflict coaching.

The Youth Probation Officer professional certificate program was suspended in March 2024. This long-standing program trains new probation officers on behalf of the Ministry of Children and Family Development, and they have decided to train their employees in-house in the future.



# JIBC STUDENTS

Almost 46,000 learners chose JIBC for their justice and public safety education in 2023-2024, and JIBC now has one of the largest student bodies amongst B.C. public post-secondary institutions. With 4,400 domestic and international FTE in 2023-2024, JIBC has a unique mix of students, with almost half studying full-time or part-time and an equivalent number taking short courses.

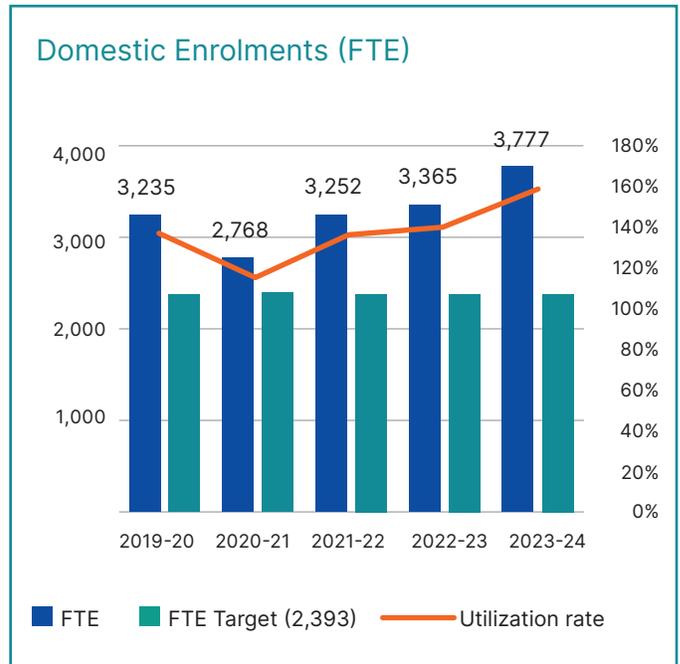


Source: Central Data Warehouse, May 2024. Includes domestic and international students. Students taking short courses complete less than three credits or 42 hours of instruction in the fiscal year.

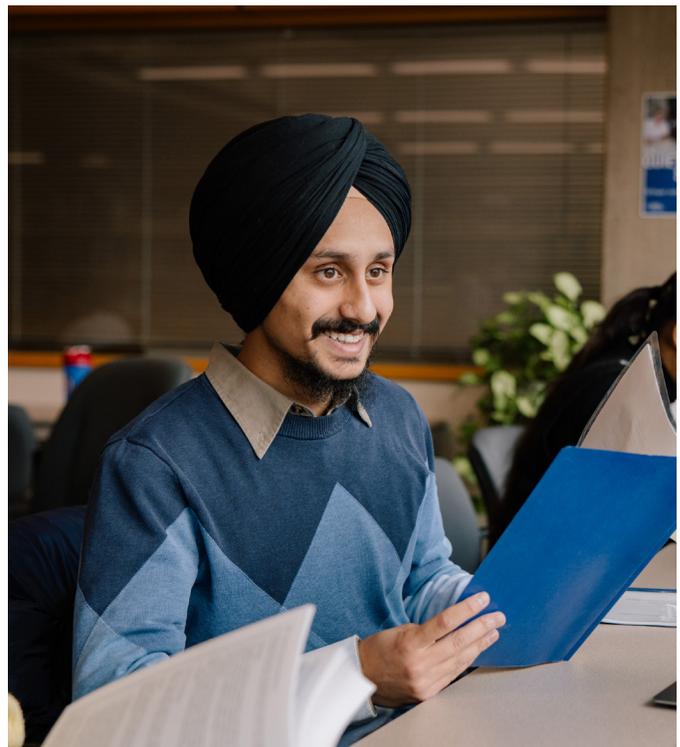
This unique profile reflects a focus on providing training to justice and public safety professionals across their entire career — entry to practice, leadership development, and the wide variety of training courses required to keep skills fresh as regulations, techniques, and technologies transform professional practice.

In 2023-2024, JIBC exceeded the target enrolment set in our budget letter by 58 per cent. The Institute has seen no lift in 10 years to its base provincial operating grant and corresponding FTE target set by the Ministry. In fact, JIBC was already exceeding FTE targets 10 years ago by 24 per cent and domestic student enrolments have continued to grow, reflecting an increasing demand for justice and public safety education in B.C.

Ensuring that education and training is accessible to B.C. residents is a top priority in executing our provincial mandate to provide justice and public safety instruction throughout the province. In 2023-2024, 95 per cent of JIBC's domestic students were from B.C. The proportion of students from each region aligns with the B.C. population distribution, showing excellent accessibility to programming in every corner of the province.



Source: Central Data Warehouse, May 2024.



## DOMESTIC ENROLMENT BY REGION OF RESIDENCE, 2023-2024

B.C. Development Region	JIBC Headcount	B.C. Population
Cariboo	4%	3%
Kootenay	3%	3%
Mainland/ Southwest	61%	62%
Nechako	2%	1%
North Coast	2%	1%
Northeast	2%	1%
Thompson-Okanagan	11%	12%
Vancouver Island/ Coast	15%	17%

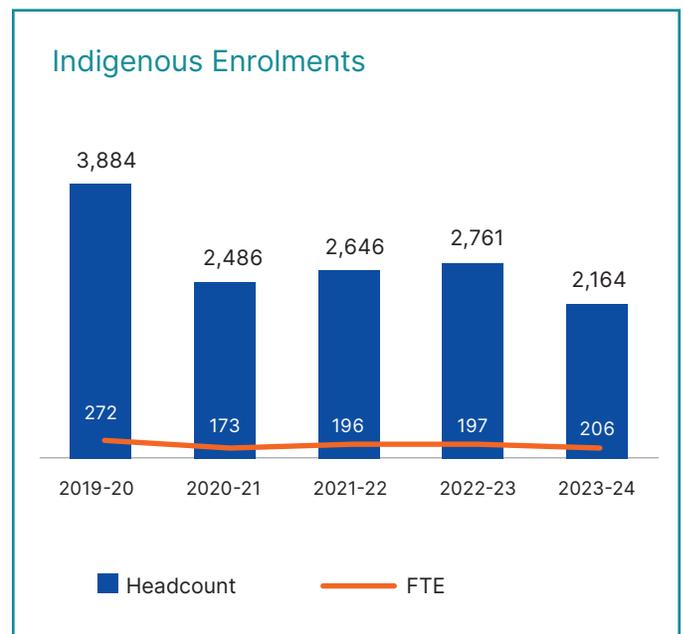
Source: Central Data Warehouse, May 2024, BC Stats 2024 population projections

## INDIGENOUS STUDENTS

JIBC serves communities across British Columbia located in the Traditional unceded and Treaty Territories of First Nations.

The Institute has welcomed more than 8,500 Indigenous learners — First Nations, Inuit and Métis — in the last five years. In 2023-2024, Indigenous student enrolments represented 5.4 per cent of total domestic FTE.

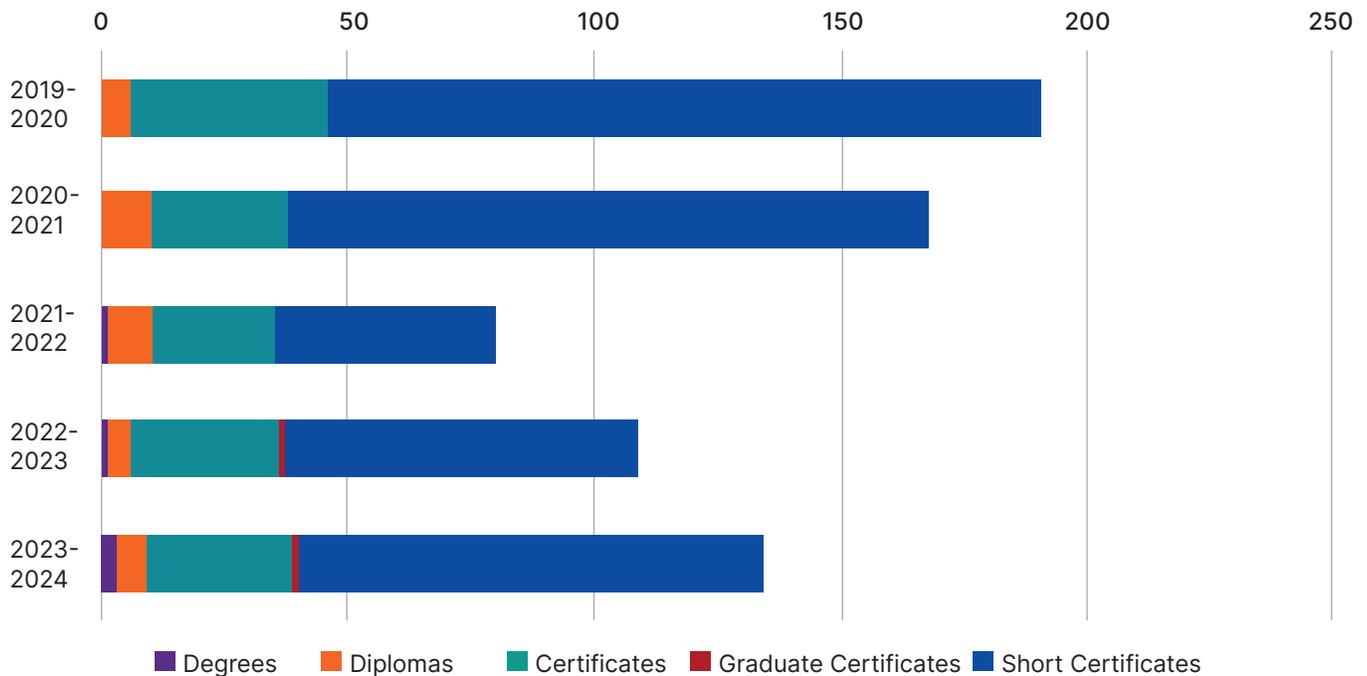
Indigenous students complete academic and professional programs, particularly paramedicine, basic security training, and firefighting. Students also take courses to advance in their careers in a variety of fields including emergency management, corrections, and counselling. JIBC consistently partners with over 30 Indigenous communities and organizations across Canada every year to provide training, research, and expertise in support of community development and safety initiatives.



Source: Central Data Warehouse, May 2024, and Student Transitions Project Aboriginal Spool, 2023.

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

## Credentials Awarded to Indigenous Students



Source: Student information system, May 2024, and Student Transitions Project Aboriginal Spool, 20234. By fiscal year (April-March)

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

The number of Indigenous students studying with JIBC varies year-to-year based on these contracts for skills training. JIBC is working to provide greater opportunities for individuals to self-declare their Indigenous identity while engaged in employee-sponsored training. This can help JIBC ensure Indigenous communities have more control over their education and improve our understanding of student needs. Student enrolments and program completions decreased during the pandemic due to barriers to delivering training in communities.



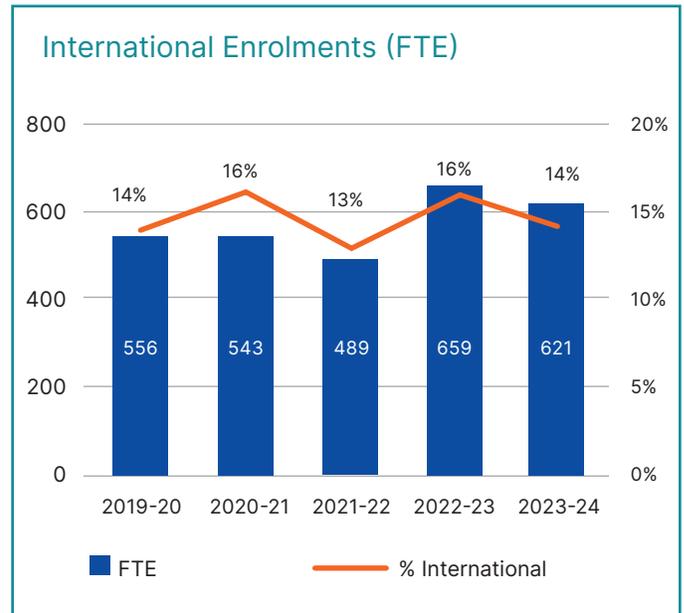
## INTERNATIONAL STUDENTS

In 2023-2024, there were 15,041 international students studying at JIBC, with 386 studying on campus in full-time programs. JIBC has maintained longstanding relationships with international public safety agencies around the world, and in 2023-2024, there were 264 learners studying offshore, mainly in Singapore.

We have over 20 years of experience partnering with the Singapore government and the Singapore University of Social Sciences to support their provision of paramedic training. A new relationship with the Association of Southeast Asian Nations (ASEAN) EOC Network for Public Health began in 2021, supported by funding from Global Affairs Canada. The project aims to strengthen these nations' coordination and collaboration efforts in response to major public health emergencies. In 2023-2024, we focused on customizing curriculum, course deliveries, and instructor training, and we will continue to build local instructor capacity over the next two years so that the 10 ASEAN member nations can sustain their own delivery of local and regional training on emergency operations centres for the public health sector.

Over 14,000 additional international students were temporary residents in Canada under a variety of visa types, with over 13,000 studying Basic Security Training, a 42-hour course required for a security worker license in B.C.

JIBC has ongoing relationships with the University of Portsmouth and South East Technological University that provide law enforcement studies students with international exchange opportunities in the U.K. and Ireland. Students may also choose to participate in the University Mobility in Asia and the Pacific opportunity. In 2024, five law enforcement studies students attended an international field school focused on youth crime in Australia through our partnership with Charles Sturt University. These opportunities are in demand by our students, and we are grateful for the ongoing support of donors to offset the student expenses.



Source: Central Data Warehouse, May 2024.



## CAMPUSES AND FACILITIES

After developing the Long-Range Facilities Plan in 2021, JIBC has been exploring student and community needs across the province and developing renewal plans for several regional campuses to support and fulfill our mandate as a provincial institute.

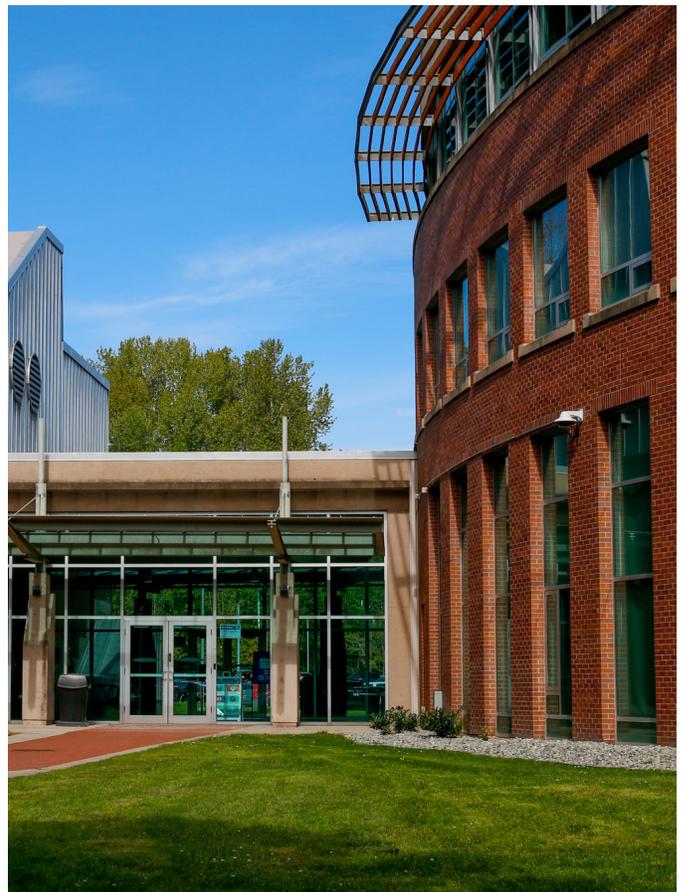
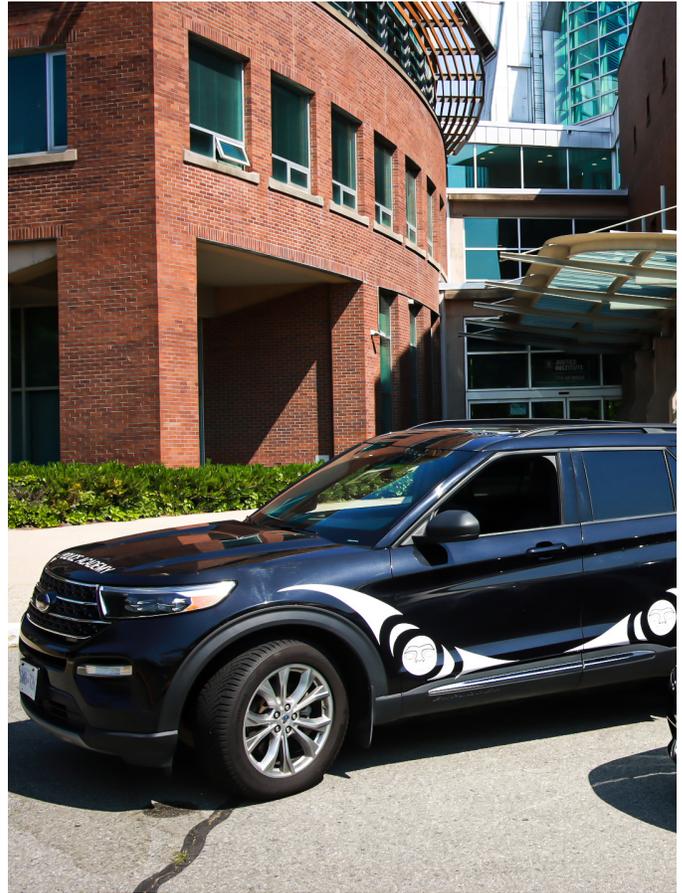
JIBC will be joining Royal Roads University, University of Victoria, and Camosun College to offer our programming in the new Westshore Learning Centre in Langford. The partners are working on a framework agreement to outline the vision and principles for participation in the venture, which will be managed by Royal Roads. Further agreements will be developed to manage access, activities, and services. JIBC students in the Greater Victoria area transitioned to a temporary campus in the Cedar Building on the Royal Roads University campus in January 2023, and programming will continue there until the new Westshore location is ready to open.

A plan is being developed to renew the Maple Ridge campus. In 2023-2024, new funding from the Ministry helped modernize some of the training facilities by demolishing the tower crane and replacing the smokehouse that is used as a firefighting and search and rescue training facility. This work is continuing, as well as upgrades to the burn building and ship mock-up. An application to renew the lease with the province was submitted in 2022 and consultation continues as the government and the Kwantlen First Nation consider all operational and development needs for the site. The long-range plans include a new academic and student housing centre.

The lease for the Okanagan campus in Kelowna has been renewed. The Institute is considering options beyond the lease's end date such as partnering with other educational institutions or leasing alternative locations.

The Board of Governors approved a plan to dispose of the Chilliwack campus property, a process that is being managed by the strategic real estate services branch of the Ministry of Citizens' Services in consultation with other interested partners. An offer to purchase the property was submitted and a decision is expected in 2024.

JIBC's main campus in New Westminster is beyond capacity and the current focus is to re-fit the Rix Building gym and classroom areas. Strategies for improving building accessibility have been prioritized in the five-year maintenance plan and planning is underway to improve informal learning spaces to make them more comfortable and useful for students. The five-year capital plan includes a new tactical and health sciences building for the site to accommodate growth in policing and paramedic programming and provide the latest in tactical training environments.





## EXTERNAL SCAN

A variety of trends and developments — social, technological, economic, environmental, and political — have implications for JIBC and the post-secondary sector. Below are some of the emerging trends we are following as we plan for the future.

### GENERATIONAL SHIFTS

The Canadian population is undergoing changes that are affecting the labour market and the post-secondary education system.

The baby boom generation is aging and transitioning into retirement. More than 20 per cent of all Canadian workers are aged 55-64, and their continuing wave of retirements is a factor in the labour force shortages faced by many industries. Millennials, aged 26-42, are the fastest-growing population in Canada due to immigration, which attracts new Canadians in this age group more than any other. British Columbia's Labour Market Outlook forecasts that 46 per cent of job seekers over the next 10 years will come from immigration and this holds true for justice and public safety occupations.

The second fastest growing segment is Generation Z, aged 10-25, which includes recent high school graduates who are now transitioning into the post-secondary system. The rate at which B.C. high school graduates are transitioning

into higher education in the province has declined from a high of 54 per cent in 2009 to 49 per cent in 2021. Institutes, like JIBC, have more delayed entry students, who enrol in post-secondary later in their career.

Millennials and Gen Z make up 72 per cent of JIBC's student population, and their influence will continue to increase as immigration pushes their number upwards. There are key differences in these generations that post-secondary institutions need to attend to when designing education and services. Having a purpose is a key driver and they are inheriting a world with many pressures including a high cost of living and climate change. These individuals are demonstrating their commitment to living life with a smaller ecological footprint, fighting against injustice, and preparing for a much changed world; they also expect their institutions to undertake action to address these challenges.

### DECLINING MENTAL HEALTH OF CANADIANS

The mental health of Canadians has been declining for the past decade, with mental health disorders most prevalent in youth, aged 15-24. The situation has worsened over the last three years, especially depression and anxiety disorders.

A 2020 survey of B.C. post-secondary students found that more than 40 per cent of students reported poor or fair mental health in the months leading up to the pandemic.

Individuals who struggle with their mental health face often face a profound lack of support. There is a large unmet need for counselling and psychotherapy, and individuals face many access barriers, including affordability. These barriers result in treatment delays and exacerbation of symptoms, and individuals often reach crisis before receiving support.

Faculty can play an important role in creating a positive and supporting learning environment, and they are being called upon more than ever to identify and support students in crisis. However, the majority do not feel equipped to provide mental health support and few have received any formal training. About 20 per cent of professors in the U.S. report that supporting students in crisis has negatively impacted their own mental health.

The Canadian Mental Health Association has been partnering with the post-secondary sector to create standards and approaches to create strong campus communities that foster health, well-being, and learner success. However, there is no sustainable funding model to provide transformative supports and services at post-secondary institutions.

## UPSKILLING AND RESKILLING

The pace of technological and climate change dovetails with generational trends, and education now has a much shorter shelf life than in the past. Decades ago, a post-secondary education could prepare an individual for a whole career but currently, the average half-life of a skillset is five years, and considerably less in the technology sector. This means that skills may be half as useful five years after they were acquired.

The number of jobs requiring post-secondary education is increasing and 75 per cent of job openings over the next 10 years will require training and education beyond high school. Within the occupations related to justice and public safety, 48 per cent will require a degree and 43 per cent will require a diploma or certificate.

In 2019 the Organisation for Economic Co-operation and Development forecast that automation would eliminate 14 per cent of jobs and transform 32 per cent more over the next two decades. The local labour market is counting on automation and other innovation to help address growing labour shortages, and the education system will need to provide both upskilling as jobs evolve and reskilling for displaced workers. Jobs requiring a high degree of judgment, decision-making, personal interactions, emotional intelligence, manual skill, and contextual knowledge are at a lower risk from automation. Working in complex and unstructured environments also makes automation less of a risk. Most occupations in public safety and human services will be less impacted by automation, but regular skill renewal will still be required with the high pace of regulatory and technological change.

More organizations are taking action to develop their workforce by creating partnerships with the education sector, and the post-secondary education system is evolving to meet the need for shorter and faster programming. Micro-credentials are a higher education strategy to keep skills fresh in an era of rapid technological change.

## MENTAL HEALTH AND SUBSTANCE USE CRISIS RESPONSE

B.C. police reform recommendations identified a need for more integration with health, community, and social service professionals. Currently one in five police interactions involve individuals with mental health disorders and expanded community crisis response services are expected to divert these cases away from police intervention.

New civilian-led mental health crisis teams are being funded across the province. Peer Assisted Care Teams (PACT) dispatch a mental health worker and peer support counsellor with police to respond to mental health crisis calls. Health authorities are funding new mental health worker positions including a non-police de-escalation team in Vancouver and a police and mental health clinician co-response team in Victoria.

There is concern amongst mental health advocates that co-response with police is not the right way to address mental health crises, especially given highly publicized deaths in Canada during police wellness checks. There is limited evidence-based research on effective mental health crisis intervention and studies of police-civilian mental health response show mixed success.

## SUPPORTING INDIGENOUS SELF-DETERMINATION

Indigenous Peoples have always been recognized as sovereign nations with their own forms of government by French and English colonizers. However, their rights and decision-making authority have been eroded over time by federal and provincial laws, policies and practices, including the Indian Act that replaced Indigenous governance systems with federal powers to control Indigenous Peoples in 1876 and is still in force today.

In June 2021, the Canadian government passed an act to bring the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) into force. British Columbia released its Action Plan in March 2022, identifying 89 priority actions the province plans to take over the next five years. One of the four main themes is support for Indigenous self-government and the inherent right to self-government.

The province has committed to a distinctions-based approach that respects the uniqueness of Indigenous Peoples and their culture, laws, rights, history, and governments. A one-sized fits all approach is not supported.

Two of the outcomes outlined in the province’s action plan relate to JIBC’s mandate: Indigenous systems of justice and cooperative emergency management. Education outcomes within the Action Plan include the co-development of a policy framework for Indigenous post-secondary education and skills training and support for Indigenous learners to pursue their own excellence in relevant and responsive education and skills training.

## MUNICIPAL POLICE REFORM

Police services in B.C. are undergoing change, and several assessments and studies signal that more change may be coming that will impact the provincially approved training provided by JIBC’s Police Academy for all municipal, First Nations, and transit police in the province.

New legislation was introduced in October 2023 to amend the Police Act to address transitions from RCMP contracted police services to a municipal police department. Municipalities are now required to follow through with a transition after they receive approval from the Minister of Public Safety and Solicitor General. Transitioning away from the RCMP is a major theme of the report on Transforming Policing and Community Safety in British Columbia, released by the Special Committee on Reforming the Police Act in April 2023.

To create consistency in services, oversight, training, and accountability, the committee recommended a new provincial police force to replace RCMP services in communities and some regional service amalgamations to ensure equitable service-levels. Indigenous communities will have input into the governance and structure of policing in the province and may choose to create their own police services.

A public inquiry into a mass shooting incident in Nova Scotia called for a review and restructuring of the RCMP, suggesting it focus on its federal responsibilities such as national security and trans-Canadian crime. Media have reported a desire by the prime minister, public safety minister, and RCMP commissioner to transform the RCMP into a national investigation force which would build on existing mandates (organized crime, cybersecurity, intelligence, national security, protective services, etc.) minus municipal contract policing.

### B.C. Municipal Police Positions by Training Institution





# 03

## REPORT ON 2023-2024 PRIORITIES



JIBC is committed to working alongside government to develop and deliver the educational services people need to be successful in a changing economy. JIBC is responsible for training workers in 22 high-opportunity occupations and is well positioned to meet evolving skill gaps in justice and public safety professions. Our specialized programming in social justice and emergency management will be essential contributors to building stronger communities that are just, equitable, and resilient.

What follows is a report on JIBC's achievements in advancing B.C. government priorities and the Institute's

strategic plan, with a preview of our plans to continue the progress in the coming year.

### PUTTING STUDENTS FIRST

Ensuring students are well taken care of during their JIBC learning journey better positions them to take care of others after they graduate and to enjoy long and rewarding careers. JIBC is focusing on supporting students throughout their educational journey with services and supports that are responsive, easy to access, and easy to use.

## SUPPORTING STUDENT HEALTH, SAFETY AND WELL-BEING <sup>1</sup>

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

### MENTAL HEALTH AND WELLBEING

JIBC was fortunate to again receive \$100,000 in funding from Bell Let's Talk to support student mental health. Student ambassadors were hired and trained to promote student mental health and well-being, and they began delivering peer mental health programming to students in the fall. The Mental Health and Wellness Ambassadors focus on raising awareness about mental health issues, providing peer support, and organizing events that educate students on health and wellness. They ensure that students are well-informed about the available supports and resources, creating a supportive environment where mental health is prioritized. Additionally, they support the operation of the student union food pantry. Additionally, the Student Social Ambassadors enhance the social aspects of student life by organizing various social events and activities, fostering a sense of community and belonging. By creating opportunities for connection and friendship, these ambassadors help mitigate feelings of isolation and stress, contributing significantly to the holistic well-being of the student body. Through their dedicated efforts, both ambassador groups help create a nurturing and inclusive campus environment that supports the mental health and overall well-being of all students.

### SEXUALIZED VIOLENCE PREVENTION AND RESPONSE INITIATIVES

Program Council supported revisions to the Sexual Violence and Misconduct Policy and Procedure and these were approved by the Board of Governors. Faculty and more than 50 students provided feedback on proposed amendments to JIBC's sexual violence policy, designed to strengthen alignment with best practices in addressing this critical issue. Students were very supportive of the updates that aim to create a more inclusive and responsive framework that ensures survivors from diverse backgrounds are heard and supported. Updates also acknowledge and honour Indigenous perspectives and Traditional Knowledge when addressing sexualized violence. The Discrimination and Harassment Policy and Procedure are currently being updated to align processes and safeguards for students.

In 2024-2025, we plan to increase our training and awareness efforts. We are adapting BCcampus' Active

Bystander Intervention course for the JIBC community. This 90-minute workshop is designed for all students, faculty, administrators and staff, and equips participants with the knowledge and skills necessary to recognize and intervene in incidents of sexual violence. It also promotes strategies for fostering a safer campus environment. The workshop utilizes the 4Ds Active Bystander Intervention Model — direct, distract, delegate, delay — to empower individuals to take effective action. By offering tailored sessions for both students and staff, we aim to create a comprehensive and supportive approach to sexual violence prevention and response at JIBC.

### TRAUMA-INFORMED TEACHING

In March 2024, faculty were invited to a workshop to help integrate knowledge about how people are affected by trauma into their teaching and facilitation practices. Many of JIBC's learners work in careers where they frequently encounter traumatic situations that have pervasive impacts in daily life. The workshop introduced trauma-informed practice as a way of teaching that emphasizes safety, trustworthiness, choice, connection, strengths, skills building, and self-care. There was significant demand for the training, which will continue to be offered in the future to help instructors support the mental health and well-being of students.

### INJURY PREVENTION

Fitness levels amongst Canadian youth have been declining for years, with further impacts stemming from the COVID-19 pandemic. Being in good physical shape helps reduce injuries for students practising use-of-force techniques; excellent fitness also correlates with better decision-making during incidents. To counter the trends and encourage ongoing fitness development, the Police Academy developed new fitness testing based on four evidence-based tests. Recruits track their fitness across their entire program and use the information to develop the skills required for effective and safe use of force. In addition, plans are being developed to update space to include a matted sprung floor to reduce injuries in police use-of-force training.

## SUPPORTING ACCESS TO AFFORDABLE EDUCATION

The Institute received 1,657 applications for financial assistance in 2023-2024 and disbursed \$2,268,375 to 818 students in awards, bursaries, and scholarships ranging from \$140 to \$22,000. We received three times the typical number of applications due to the availability of the Ministry-funded future skills grant, which provided students with more than \$1.3 million in support.

Providing emergency financial aid to students provides critical support to ensure they are able to meet their financial obligations and continue their educational journey at JIBC. There were 30 bursaries and emergency assistance grants awarded to JIBC students in 2023-2024 funded by the province and through JIBC donor support.

<sup>1</sup> An icon  is used to identify sections that address specific Mandate and Minister Letter priorities.

## TUITION INCREASES

Annual tuition increases are limited to two per cent to help keep education affordable. JIBC continues to comply with the provincial Tuition Limit Policy.

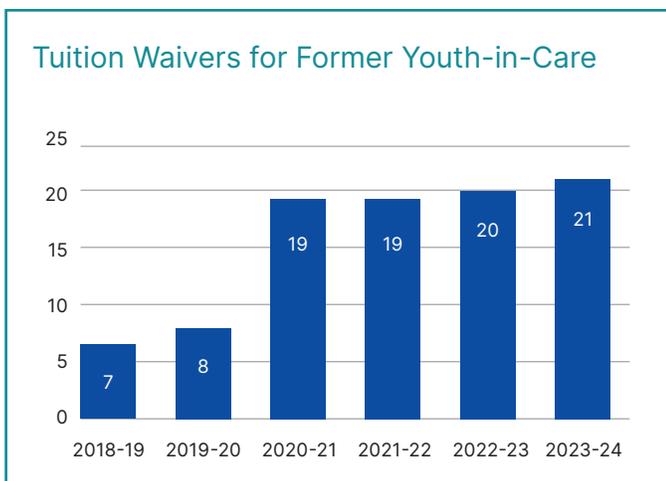
## FUTURE SKILLS GRANT

In 2023-2024, 488 JIBC students were supported by the StrongerBC future skills grant to complete skills training programs in cybercrime defence, crisis communications, paramedicine, counselling, leadership, and conflict resolution. Eligible B.C. residents were supported to apply for up to \$3,500 of funding to cover tuition, fees and materials for seven programs in the fall. The Emergency Medical Responder program was also approved to continue offering grant-funding opportunities into the winter term.

This funding program has been a key strategy to meet the need for more entry-level paramedics across B.C. and provide in-demand skills required by justice and public safety employers. JIBC was able to provide high-touch support to students interested in the grant to help them plan their pathway to completion and dynamically manage enrolments to fill seats. Taking advantage of EducationPlannerBC to funnel joint grant and program applications to admission specialists was an early win that streamlined processes for students and staff.

## SUPPORTING FORMER YOUTH-IN-CARE

JIBC continues to participate in the provincial initiative to assist former youth-in-care with accessing the B.C. government's tuition waiver program. In 2023-2024, 21 JIBC learners received a BC government tuition waiver with a total of \$58,200 distributed, representing a slight increase over the previous year.



Source: Student Information System

In August the Ministry announced a new funding program for youth aging out of care. The Learning for the Future Grant program provides \$3,500 annually to any student who has expenses that are education-related but not covered under any other funding program. The intention is to remove any barriers these students might face while pursuing their education. We were able to connect 17 students with this grant opportunity in 2023-2024.

JIBC added a new position to build additional wrap-around supports for students with disabilities and to coordinate supports for former youth-in-care. We alert potential students to funding and support opportunities through social media and digital displays on campus. Participating in the Ministry-led Campus Navigator Community of Practice helps the Institute stay abreast of best practices in providing wrap-around supports for vulnerable students and provides new strategies to connect former youth-in-care with the support they need to be successful in their education and future career aspirations.

## SUPPORTING K-12 TRANSITIONS

### DUAL CREDIT PROGRAMMING

Dual credit partnerships with high schools allow students to earn post-secondary credits or credentials while completing their grade 11 or 12 studies. The Ministry is redeveloping policy in this area, and JIBC struck a working group to explore how the Institute can enhance learning opportunities for high school students. In 2023-2024, over 100 high school students took the Emergency Medical Responder course, which is required for licensing as an entry-level paramedic and is a pre-requisite for the Primary Care Paramedic program.

Several municipal fire services also provide youth firefighting opportunities that introduce high school students to the realities of a fire and safety career. Registering these youth into the introductory JIBC courses that are required for practice gives them a head start in training for a rewarding and challenging career.

### INDIGENOUS YOUTH CAREER CAMP

JIBC continues to hold an annual week-long day camp each summer to introduce Indigenous youth aged 18-24 to potential careers in justice, public safety and health care. JIBC's Elders-In-Residence provided essential cultural support throughout the week, and participants received an applied educational experience grounded in Indigenous cultures. In addition to learning about potential careers, the youth made new connections with each other, JIBC staff, and a wide range of community partners.

### EDUCATIONPLANNERBC AND TRANSCRIPT EXCHANGE SERVICE

JIBC was pleased to continue its progress in providing students with streamlined processes for sending and receiving transcripts. Our participation in a sector initiative to broaden the exchange of post-secondary transcripts helped improve the receipt and sharing of student records to support faster admission decisions.

## WORK-INTEGRATED LEARNING

JIBC's approach to work-integrated learning (WIL) builds upon its long history of incorporating workplace practice into public safety education and training to consolidate learning and apply knowledge in real-world situations. Across the Institute, programs are deepening relationships with communities and employers to support student jobs and careers.

Our focus in 2023-2024 was to consolidate a variety of past initiatives into our first WIL office with a permanent manager. Multi-year funding from the Ministry is supporting the expansion of WIL at JIBC to provide relevant work experiences that align with B.C. employer needs.

In 2023-2024, JIBC continued to build WIL programming in a variety of ways. The Bachelor of Law Enforcement degree program and the post-baccalaureate diploma programs implemented community engagement projects that allow students to connect with community partners working in the fields of youth justice and law enforcement. The WIL office also piloted a job readiness series that focuses on resume writing, networking and interview skills.

A new 2.5-credit elective course option was added to the new Certificate in Collaborative Conflict Resolution to meet student demand for real-world experiences connected to their field of practice. The Institute also created an applied studies course that supports innovative WIL opportunities for students in many programs as either an elective or a required course.

There was a three per cent increase in the number of students participating in WIL, from 1,157 to 1,195 individuals across 14 programs. Most opportunities are mandatory clinical placements or work experiences.

In 2024-2025, we will increase our focus on building relationships with community partners who may be willing to host students. We also plan to develop a practicum for students enrolled in our law enforcement studies diploma and degree programs.

## PURSuing PHILANTHROPIC OPPORTUNITIES THAT SUPPORT STUDENT SUCCESS

There was an increase in donor support in 2023-2024 for student awards and bursaries which help make education more affordable. The JIBC Foundation received just over \$864,000 and disbursed more than \$920,000 in support of justice and public safety education and students at JIBC. Through generous donations, \$15,000 was added to an existing endowed fund supporting students in law enforcement studies, and an additional \$36,000 is pledged to fund awards in the upcoming years.

The Foundation is using its \$1.3 million endowment to disburse more support to students. The new Helping Hand Bursary provided three students with \$2,000 each through disbursement from a major endowment. The Rix Family Foundation Award also provided \$2,000 in

2023. In addition, the Rix Family Foundation endowment empowered the creation of six new entrance awards for full- and part-time studies that can be renewed for future years as long as the recipients maintain their academic achievement. These are the first entrance awards of this kind at JIBC and serve to provide a level of financial security for students as they embark on their studies.

The JIBC Foundation's year-end appeal to fund specialized training equipment and resources for paramedic and firefighting students raised \$7,350. This was matched with \$5,000 provided by the Foundation resulting in \$6,710 being contributed for paramedic training and \$5,640 contributed for firefighting training.

## ENHANCING THE STUDENT EXPERIENCE

In 2023-2024, we continued our initiative to review our services to students and make improvements in how they are delivered. The project involves a holistic study that analyzes how students currently receive support, determines how well we are meeting their needs, and explores the best practices for providing consistent and high-quality services. The importance of services to students was evaluated through an initial survey that also asked about satisfaction with services and supports accessed in the last six months. Information will also be gathered from those employees who provide support and assistance to students. A plan will be developed that ensures we have the right supports, processes, tools, and roles to deliver excellent service to students.





## PURSuing EDUCATION & TRAINING EXCELLENCE

JIBC graduates work in a complex world with high stakes where they must be ready for any situation. JIBC is committed to providing unique educational experiences that are responsive to the needs of students and communities, and contribute to the safety, security, well-being and social fabric of British Columbia, Canada, and the world. Through applied learning approaches, educational technologies, and research, we respond to labour market demands and emerging trends with programming that provides for current and future workforce needs.

### STRONGER-BC FUTURE READY ACTION PLAN



We are making post-secondary education more affordable, accessible and relevant by continuing to advocate for fair and equitable funding that puts students first. Our post-pandemic shift to more online learning offers students and employers more flexibility and balance in meeting all of life's demands. Building out a variety of student supports — financial grants, sexualized violence and suicide prevention education, social spaces, and work-integrated learning — breaks down barriers and fosters inclusive learning environments where students can explore their personal strengths and prepare for their chosen careers.

JIBC trains workers in 22 high-opportunity occupations and provides the ongoing skills training to help public safety and justice professionals develop new

competencies throughout their careers. Our new micro-credentials all focus on in-demand competencies that support the safety and resilience of B.C. businesses and communities.

We are taking definitive actions to advance efforts of Indigenization across all facets of our institute. We are moving forward with the guidance and support of Indigenous educators, Elders, and Knowledge Keepers who are helping us develop diverse learning experiences that centre the voices of Indigenous Peoples and weave Indigenous Knowledges throughout our programs.



## EDUCATIONAL GROWTH STRATEGY

JIBC strives to ensure programming and teachings mirror current and emerging trends and meet the needs of the public safety and justice communities. In the fall, work began to develop a strategy that supports JIBC faculty and staff in making informed decisions about the relevance and sustainability of the Institute's programs and courses. It will provide focus and direction for tuition-based programming as well as contract training and will align with the StrongerBC Economic Plan, focusing on inclusive and clean growth.

Ensuring that justice and public safety education is available to all British Columbians has driven our excellence in online education and community engagement, bringing learning to the student, where they live. Our new growth strategy will examine student success and address opportunities to ensure all learners have the supports they need to complete their educational journey.

The Education Growth Strategy is being developed through intentional and meaningful collaboration, drawing on the insights and expertise of our faculty and staff. It will be informed by relevant data and evidence, considering future needs, current trends, emerging information, and anticipated changes in the post-secondary sector and professions we serve.

Expanded opportunities for education and training will include Ministry-supported expansion of high-tech training to help prevent and investigate crime, providing learners with the cutting-edge tools and environments required to collect intelligence and investigate digital crime. The growth strategy will also explore training required to respond to and manage climate-related emergencies and address the fire and safety implications of green technology and alternative energy sources. In addition, JIBC will continue to expand training for paramedics to prepare them for new responsibilities and roles within the health-care system.

## HIGH-OPPORTUNITY JOBS

Over the last five years, JIBC graduates were employed in 79 of the top 125 occupations that are expected to experience strong demand and good salaries in the next 10 years. Because of its unique mandate, JIBC is typically the main provider of occupational training for public safety positions in B.C.



## TOP OCCUPATIONS FOR JIBC GRADUATES

Occupation	Employment 2023	Job Openings 2023-2033	10-year Growth
Administrative officers	43,654	18,527	1.1%
Social and community service workers	42,879	14,935	1.6%
Security guards and related security service occupations	14,205	3,987	0.8%
Police officers (except commissioned)	11,994	4,359	1.3%
Human resources professionals	11,523	3,973	1.2%
Therapists in counselling and related specialized therapies	10,767	3,773	1.7%
Social workers	10,151	3,367	1.5%
Human resources managers	7,768	3,372	1.3%
Managers in social, community and correctional services	7,023	2,917	1.3%
Social policy researchers, consultants and program officers	5,922	1,859	1.2%
Natural and applied science policy researchers, consultants and program officers (includes emergency management)	5,827	1,783	1.2%
Firefighters	5,439	1,959	1.3%
Paramedical occupations	4,337	1,476	1.6%
Correctional service officers	3,761	1,226	1.1%
Occupational health and safety specialists	2,853	990	1.0%
Cybersecurity specialists	1,912	730	2.3%
Border services, customs, and immigration officers	1,852	546	1.3%
By-law enforcement and other regulatory officers	1,798	602	1.2%
Commissioned officers of the Canadian Armed Forces	1,662	597	0.9%
Program officers unique to government	1,051	382	1.1%
Probation and parole officers	963	292	0.8%
Court clerks and related court services occupations	708	201	0.8%
Sheriffs and bailiffs	684	203	0.9%
Police investigators and other investigative occupations	553	269	1.3%

Occupation	Employment 2023	Job Openings 2023-2033	10-year Growth
Fire chiefs and senior firefighting officers	524	378	1.5%
Other managers in public administration	298	618	1.1%
Commissioned police officers and related occupations in public protection services	161	122	1.4%

High Opportunity Occupation

Source: B.C. Labour Market Outlook 2023; BC Student Outcomes

## EXPANDING PARAMEDIC SCOPE OF PRACTICE

The scope of practice for paramedics has grown to provide more treatment options for patients in B.C. In response, the Health Science Division has been working with the Ministry of Health to develop curriculum and programming to meet the new requirements of Ministerial Order 292. The Emergency Medical Responder program was the first to implement the new curriculum for students in the fall at all JIBC campuses, and the upskilling of British Columbia Emergency Health Services employees commenced in November. Further scope of practice changes are being developed for primary care and advanced care paramedics and plans are underway to incorporate them into existing JIBC programs. Extensive training was undertaken with JIBC faculty to provide the knowledge and expertise required to teach the new curriculum.

Our proposal for a new Diploma in Health Sciences: Paramedicine introduces new curriculum to meet the evolving needs of emergency health services in B.C. The goal of the new diploma program will be to provide learners with a strong health sciences foundation informed by the Paramedic Association of Canada education guidance, B.C. paramedic scope of practice, and occupational needs of current and emerging roles in out-of-hospital emergency health care. Indigenizing the curriculum is a significant focus that will weave Indigenous Knowledges and decolonized practices across the whole curriculum with the support and leadership of the Indigenous Advisory Council, Elders-in-Residence and the Office of Indigenization.

While the diploma continues to be developed, JIBC has proposed extending the Primary Care Paramedic program from 670 to 986 hours of full-time study over a 12-month period to incorporate the additional knowledge, skills and abilities required under Ministerial Order 292 and other Indigenous-specific education requirements. We will continue working with our partners in health care and government to explore this new model and the funding required to keep the program affordable for students.

## POLICE OFFICERS

The police recruit training program is challenged to meet the current and future demand of police agencies in B.C. The JIBC Police Academy has been engaging with partners to develop a plan to increase the number of seats available. In June 2023, a concept proposal was shared that could increase seats in recruit training from 192 to 288 per year, meeting 96 per cent of the demand. This model envisioned six intakes of 48 recruits per year, up from three intakes of 64, with training activity on campus seven days per week. This model did not move forward due to lack of support for increased costs to municipal police agencies. The Police Academy is currently exploring alternative models to increase recruit training numbers.

In 2023, the Police Academy introduced a novel mentoring model to address a shortage of use-of-force instructors in the province. Municipal officers who wish to teach these skills attend the academy full-time for 14 weeks to learn and model correct teaching techniques while being supported by JIBC faculty. The model was piloted in the fall and was well received by the B.C. Association of Municipal Chiefs of Police, who support wider participation.

## SHERIFFS

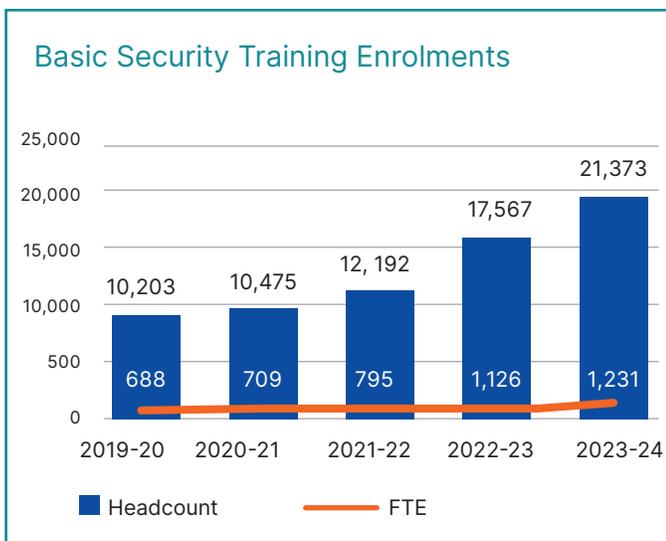
JIBC is responding to a critical shortage of sheriffs in B.C. that is contributing to trial delays. In 2024-2025, we will be training an additional cohort of 36 new recruits on top of the regularly scheduled training. Collaboration on managing a shortage of space is our focus for the next year, especially because the expansion in sheriff recruit training is coinciding with plans to expand police recruit training.

Last year, the Sheriff Recruit Training program underwent an evaluation with its advisory committee to explore options for potential changes to the training model, with particular focus on currency, flexibility, sustainability, and Indigenization. The changes will be phased in over time, and the advisory committee supported a plan to pilot some changes in summer 2024. Recruits will start their training at their courthouse, engaged in virtual learning with JIBC instructors and on-site orientations with their team.

## SECURITY WORKERS

In partnership with the B.C. security program division, new curriculum was completed for Basic Security Training, which provides the required education for all individuals applying for a security worker license in the province. The redesigned course includes new online curriculum, participant manual, instructor manual and assessment. Students will begin the new training starting in spring 2024. In addition to student and instructor materials, a new model is being developed to facilitate delivery across the province with accredited providers.

Training has doubled in the last five years, and three-quarters of learners are temporary residents. Over 65 per cent are in B.C. on a student visa, mostly connected to other post-secondary institutions. Retaining workers in security professions is an ongoing problem for employers, and the 35 per cent reduction in B.C. study permits may deepen this challenge.



Source: Central Data Warehouse, May 2024

## MICRO-CREDENTIALS

Micro-credentials are competency-based learning opportunities designed to provide in-demand training quickly and flexibly to learners across the province.

The Emergency Management Division is designing a series of micro-credentials that provide entry-level pathways for learners to build a career in emergency and disaster management. The micro-credentials will ladder into certificate-level programs that cover all the competencies required for professional practice. The first micro-credential in crisis communications was launched in September with financial support from the Ministry. Crisis communications requires a specialized skillset to effectively support communities and businesses responding to crises and disasters. This micro-credential educates learners in both the knowledge and practical skills involved in developing tools, communications, and programs in all industries.

Work has started on two more micro-credentials in the series. One will introduce learners to the technologies used in managing emergency and humanitarian events, while the other will teach students to design and run emergency management exercises as part of a preparedness program.

JIBC will offer digital badges for graduates of micro-credential programs, beginning in 2024. A badge is a digital indicator of accomplishment or skill that can be displayed, accessed, and verified online. JIBC badges are approved by Program Council and are available to micro-credential graduates in addition to their program completion credential.

In 2023-2024, JIBC will further develop policies and processes for micro-credentials. Continuing to operationalize the provincial framework will involve best practice research, policy review, and creation of guidance for staff and faculty.

**Justice Institute of British Columbia** / Associate Certificate in Crisis Communications

**Associate Certificate in Crisis Communications**

The Associate Certificate in Crisis Communications is a 3-credit micro-credential that provides professionals with practical skills to develop and maintain relevant communication tools, develop crisis communication plans and programs, develop public and media relations interview skills, and... [\[more\]](#)

Created on: Apr 29, 2024

Achievement type: Competency

**Badge Details**

**EARNING CRITERIA**  
Recipients must complete the earning criteria to earn this badge

To receive a badge for this micro-credential, students must successfully complete the following courses:

- EMRG-1520 Fundamentals of Crisis Communications
- EMRG-1522 Developing Crisis Communications Plans
- EMRG-1524 Crisis Communications Spokesperson

[View External Criteria](#)

## DEVELOPING DIGITAL LITERACY

JIBC has been a leader in the digital learning space for decades, and the new provincial Digital Learning Strategy provides opportunities for continued enhancement of the digital aspects of teaching and learning. Our faculty have been key contributors to collaborative initiatives across the sector through BCcampus, and the Administrative Services Collaborative. Implementing the B.C. Post-Secondary Digital Literacy Framework helps ensure that JIBC graduates have all the competencies required to continue their learning journey throughout their careers and possess in-demand competencies that employers value.

Online learning continues to be a key strategy at JIBC to keep education affordable and accessible and to equitably support the learning goals of individuals and communities throughout the province. Our educational technology leaders help guide the institution to ensure we are supporting the development of digital competencies for

all learners and meeting program needs with excellence. Relationships with employers, learners, communities, and other post-secondary institutions underpin our approach.

JIBC faculty are collaborating with other institutions as digital resource evaluators, using the Digital Literacy Framework to assess new resources developed throughout the sector. JIBC's librarians support both learners and educators by providing workshops and resources on information literacy, digital scholarship, academic integrity, and intellectual property protections. The Centre for Teaching, Learning & Innovation supports and promotes open education and introduced the JIBC community to the Digital Literacy Framework in June.

## OPEN-LEARNING

JIBC is a long-time advocate for open education, creating and using open-source teaching, learning and research resources to provide cost-effective education to students across B.C. and beyond. The Law Enforcement Studies diploma program was Canada's first zero textbook cost program. In 2023-2024, the Centre for Teaching, Learning & Innovation led the adaptation of an introductory psychology textbook for BCcampus to ensure its content, design, and pedagogical approach is accessible, inclusive, and centres on diversity and equity. The project was completed with the contributions of authors and editors from four other B.C. post-secondary institutions. The textbook was published in Pressbooks and will be accessible without cost worldwide.

## ARTIFICIAL INTELLIGENCE IN TEACHING AND LEARNING

Staff and faculty have been engaged in conversations at the Institute and with colleagues in other institutions to explore the role of artificial intelligence (AI) in education. We believe that JIBC's existing policies provide sufficient guidance around academic integrity and support our community in understanding expectations around the production of original work. Resources were developed for faculty to address AI in the classroom by taking proactive steps in communicating expectations around student conduct and acceptable uses of AI tools in their course work. A resource centre for faculty provides courses and best practices in teaching with AI.

JIBC is developing an AI web application that supports individuals who are preparing for a conflict conversation. Using JIBC's unique five-stage conflict resolution model, the software uses generative AI to help craft conversation prompts that are relevant to a user's situation.

## VIRTUAL REALITY (VR) SIMULATIONS

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

and skills assessment. In 2023-2024, a new 3D simulation was created for the Sheriff Recruit Training program, where learners can practice all the steps involved in an arrest situation. The simulation allows the learner to have a conversation with a suspect, read them their rights, present warrants, and complete all the steps in a cooperative arrest situation. This prototype may be used in a future immersive courthouse experience where we develop more simulations.

## EVIDENCE-INFORMED JUSTICE AND PUBLIC SAFETY

JIBC was awarded a \$1-million federal grant that will serve as a catalyst for an enriched and expanded applied research program focused on justice and public safety. The grant provides base funding over five years to develop applied research capacity that benefits our community partners and provides research opportunities to students. Part of the Tri-Agency's College and Community Innovation program, the Mobilize Grant will be used to explore the interface between public safety and social justice and its role in facilitating a more diverse, equitable, and just society.

The Social Sciences and Humanities Research Council Institutional Grant was launched in the fall, providing support to JIBC faculty and staff to pursue research and knowledge mobilization in the social sciences and humanities discipline. Supported by a grant writing workshop hosted by the Centre for Research, Innovation & Scholarship, 18 applications were submitted which resulted in \$32,000 in funding provided for three exchange grants and four explore grants.

In spring 2023, JIBC hosted the first International Use-of-Force Experts Conference, bringing together top legal and law enforcement scholars and experts to share research, information and trends on police use-of-force issues. The Police Academy will host the conference again in 2024 to offer an in-depth and unique educational experience of importance to our faculty, students, and law enforcement agencies.





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

JIBC's commitment to Living Indigenization recognizes how our origins and mandate contribute to colonization efforts and can undermine any genuine progress towards Truth, Justice, and Reconciliation. We are implementing the Ministry's policy frameworks and other Indigenous-specific mandates and recommendations into our day-to-day operations. We recognize that we have more work to do to ensure Indigenous perspectives are considered, recognized, included, and celebrated in JIBC education and workplace practices. JIBC's Living Indigenization Plan is both a concept and a framework to guide our Institution as Living Indigenization authentically takes all of us.

### INCREASING CULTURAL SENSITIVITY AND SAFETY

The Office of Indigenization (OI) provides learning opportunities for JIBC staff, faculty and students to increase Indigenous cultural competency; for a cumulative report of our actions, please see the appendix to this report.

We are fortunate for the guidance and Truth-Telling of our Elders-in-Residence and other guests who generously share their knowledge, perspectives, and experiences. The Elders-in-Residence have a growing impact as their involvement increases. Elders lead and participate in

events, provide guidance and Teachings to our students in classrooms, and hold drop-in hours within the Gathering Place.

Throughout the year, the Office of Indigenization organizes a variety of events and workshops to bring awareness to the real history and impacts of colonization, celebrate the diversity of Indigenous Peoples, and help the JIBC community increase their cultural capacity. There is a month-long series of events, exhibitions, and workshops offered each year to celebrate National Indigenous History Month. In June 2023, the Salish Thunderbird group, Love Medicine Singers, Coastal Wolfpack, and Spakwus Slolem (Eagle Song Dancers) performed for the JIBC community. Workshops were held on Cedar Teachings, Métis beadwork storytelling, drum making, Indigenous spirituality and medicine, and Indigenous anti-racism. Resident Elder Ken Pruden also premiered his two new films, produced in partnership with JIBC: *The Métis and Children of The Fur Trade*. Law enforcement studies students invited others to share their opportunity to experience the Kairos Blanket Exercise, which is a powerful participatory experience where learners explore the historic and contemporary relationship between Indigenous and non-Indigenous Peoples.

L.E.A.R.N — Listen, Engage, Act, Right Now! — is a new collaboration of the Library, Office of Indigenization, and Centre for Teaching, Learning and Innovation that puts action into allyship and helps the JIBC community rise and deliver on JIBC's Strategic Plan commitments with an emphasis on Living Indigenous Ways of Thinking, Being, Relating and Doing, and Championing Equity, Diversity, and

Inclusion. The first three events focused on accessibility, climate action and Indigenization where participants engaged in learning, reflection, and action planning.

In August, artist James Groening, Kahkewistahaw, provided a workshop in recognition of the International Day of the World's Indigenous Peoples. Within the context of art and history, James Groening demonstrated Indigenous pedagogy via storytelling where participants had the opportunity to listen and share various experiences and discuss topics from the meaning of artistic representations to individual and structural racism.

## ENDING VIOLENCE TOWARDS INDIGENOUS WOMEN, CHILDREN, AND 2SLGBTQQIA+

The Moose Hide Campaign (MHC) Day was May 11, and JIBC ran a social media campaign featuring students holding their MHC pledge to end violence towards women and children. Elders raised the MHC flag on campus, and students, faculty and staff wore pins to show support and attended workshops to learn more about the issue.

JIBC honoured the National Day of Awareness for Missing and Murdered Indigenous Women, Girls, and 2SLGBTQQIA+ Peoples (MMIWG2S+) with a REDress ceremony, led by Resident Elder Caroline Buckshot, where we displayed red dresses to honour the Stolen Sisters and raise awareness about the crisis of MMIWG2S+. After a week of events, Elder Buckshot led a circle where staff and faculty were able to share their thoughts and feelings about the week and day of awareness for MMIWG2S+.

Each year the JIBC community remembers the Survivors of residential schools and those children who never made it home. We raised the Every Child Matters flag on two campuses, with ceremonies facilitated by Resident Elders Phil Gladue and Ken Pruden. The Student Union hosted an interactive kiosk with Resident Elder Larry Grant where people posted pledges of action for Reconciliation. Chas Coutlee, from the Indian Residential School Survivors Society, presented a history of residential schools and highlighted the decisions and actions that led to the creation of the residential school system.

## INDIGENIZING TRAINING AND EDUCATION



### WEAVING DECOLONIZATION AND INDIGENIZATION INTO LEADERSHIP TRAINING

The Centre for Leadership is undertaking a redesign of the Associate Certificate in Applied Leadership. The main objective is to weave decolonization, Indigenization, principles of equity, diversity and inclusion (EDI), and trauma-informed practice into both the process of creating the new program and into the program design itself. The *Living Indigenization Plan 2021-2027* and Indigenous advisors are providing guidance throughout the process. Curriculum development will continue throughout 2024-2025.



## INDIGENOUS PERSPECTIVES WOVEN INTO HEALTH SCIENCES PROGRAMS

Development of a new health sciences diploma for primary care paramedics will be the first in Canada to weave in Indigenous ways of knowing. JIBC Elders-in-Residence and the Office of Indigenization provided critical guidance on approaches to Indigenization of the program and curriculum. Work continues as we grow together in capacity to co-create new approaches for curriculum development, teaching and evaluation. Twice a month, the Office of Indigenization holds a learning circle to help the health sciences team better understand decolonization, Truth and Reconciliation, and Indigenous ways of knowing and being.

## INDIGENIZATION OF PROBATION OFFICER TRAINING CURRICULUM

Our commitment to the Indigenization of training content for probation officers endeavors to centre the priorities of Indigenous Peoples and communities, strengthen relationships with Indigenous clients, and support the resurgence of Indigenous intellectual traditions.

In collaboration with BC Corrections, JIBC's Corrections & Court Services Division completed a significant re-write of the sexually motivated offence training for probation officers. The training now ensures there is understanding of the impacts of colonization and residential schools on Indigenous communities and Peoples, and the legacy of relational and sexual violence that has resulted. The course was delivered to 45 probation officers and will continue to be offered in the future.

Additional courses were enhanced in 2023-2024. A new Mental Health Needs and Community Corrections course incorporates video guidance from an Indigenous Elder who is also a mental health and wellness specialist. A learning module on sentencing considerations for indigenous clients was updated to include additional videos with Indigenous Knowledge Keepers and an advanced course on the same topic will be updated in the next year. Elder visits were introduced into the cognitive behavioural therapy Core Training program, and additional curriculum is being reviewed, re-written, and re-built to focus on decolonization and centering Indigenous Knowledge and world views. In 2024-2025, the Mental Health Awareness for Administrative Staff course will also be re-developed to incorporate Indigenous ways of knowing and being and first-person Indigenous perspectives.

## INDIGENOUS CULTURAL SAFETY TRAINING FOR POLICE RECRUITS

A multi-year project is underway to explore developing Indigenous cultural safety training for municipal police in B.C. The project is funded by the Department of Justice and will be a joint initiative of the Police Academy and the Office of Indigenization to address Indigenous overrepresentation in the criminal justice system, and create change informed by Gladue Principles.

A key project is a series of short videos featuring Elders and Knowledge Keepers from diverse Indigenous communities served by municipal police in B.C. Police recruits watch a different short video weekly as they prepare for their training. They are encouraged to reflect on what the Elder or Knowledge Keeper chose to share with them in the video and consider these insights when they develop their individual training plans. Engaging often with diverse Indigenous perspectives will help police recruits succeed, both at JIBC and in their communities.

## ADDRESSING INTERGENERATIONAL TRAUMA IN THE WORKPLACE

A new workshop was offered in March called Intergenerational Trauma in the Workplace, designed to create work or learning environments where all people can thrive, especially Indigenous Peoples. This online seminar explored how intergenerational trauma impacts Indigenous Peoples and how those effects are felt in the workplace or in school. This workshop is rooted in understanding the effects of colonization on the physical, mental, emotional, and spiritual well-being of generations.

## INDIGENIZING CAMPUS SPACES

Indigenizing campus spaces makes JIBC more welcoming for Indigenous People and reflective of the value placed on Indigenous cultures, perspectives, and knowledge. Incorporating Indigenous art, architecture, and landscaping into campus design, creating spaces for Indigenous ceremonies and gatherings, and recognizing the traditional territories of Indigenous Peoples are all methods of Indigenizing spaces at JIBC. The Institute has created an approach that utilizes a comprehensive and structured framework for incorporating Indigenous perspectives, cultures, and knowledges into campus environments. This framework is just the start of our approach to decolonizing campus spaces and ensuring an inclusive and respectful environment for Indigenous communities and cultures.

In 2023, the Indigenous Garden was expanded to enhance this learning space at the New Westminster campus, where we grow Indigenous plants to use in ceremony at the Institute and share as gifts to Elders.

JIBC also unveiled new artwork on its police vehicles in 2023. Designed by Musqueam artist Kamryn Sparrow, the decal across the side of each vehicle recognizes the territories served by the police recruits who attend JIBC. Sparrow's design features two Salish eyes with two center faces that symbolize moving from one journey to the next, with the protection of the Salish eye to guide students as they move from one part of their life to the next.

## FOSTERING THE SUCCESS OF OUR PEOPLE

JIBC's success is rooted in the experience and dedication of our staff and faculty, who live and breathe our vision of safer communities and a more just society. It is critical that we continuously strive to offer a purposeful, professional, and contemporary work experience and environment that values and supports its people.

### SUPPORTING EMPLOYEE HEALTH, SAFETY AND WELL-BEING

JIBC's People & Culture Division began implementing a new violence prevention program that addresses staff and student needs and meets regulatory requirements to support safe operations. A comprehensive violence prevention assessment was launched in spring 2023, and an action plan was developed to build out the program. A new threat assessment team will help monitor and manage risk and incorporate violent incident scenarios into emergency response drills.

Work this year to further build out JIBC's safety infrastructure was focused on developing and enhancing key policies, procedures, tools, and processes to meet and exceed compliance requirements. Enhancements to the program increase our metrics and reporting capacity and engage staff and leaders across JIBC in safety practices.

In 2023-2024, a key safety risk mitigation strategy involved an assessment of all potentially serious hazards in the workplace and enhancement to the safe work procedures for all high-risk operations and educational activities at JIBC.

Supporting our safety culture, we launched new and improved orientation courses. All employees and faculty complete Safety Orientation and Respect in the Workplace courses, and managers have new tools and processes to help them review all job-specific safety risks with new staff.

Work is underway to implement a new JIBC safety app to make information easily accessible for staff and students. It will broadcast notifications, such as campus closures or emergency situations, facilitate work-alone check-ins, and introduce additional safety functions. The launch is anticipated in summer 2024.

### ATTRACTING A STRONG AND DIVERSE WORKFORCE

Ensuring JIBC's job applicants have a great first experience starts with their application experience, and the Institute launched a new online applicant tracking system to enhance our recruitment processes. The system improves internal efficiency and the candidate experience, while enabling recruitment reporting and metrics. It also sets us up to increase accessibility and EDI in the recruitment process. During the launch, all JIBC managers were trained in the best practices for recruitment.

## LEARNING AND DEVELOPMENT FOR STAFF AND FACULTY

JIBC's instructional staff includes full-time faculty, sessional instructors, seconded faculty, contractors, and training officers from other agencies. The Institute is focusing on ways to increase engagement with this diverse instructional workforce and support faculty learning and development needs to maintain and enhance the quality of education they provide to our students.

The Centre for Teaching, Learning & Innovation has been developing a forum for faculty to discuss curriculum development and teaching practice. They publish a quarterly newsletter, curate an online resource centre, and hold regular workshops to help faculty build knowledge and instructional skills. In 2023, a three-day workshop focused on essential skills for training and facilitation, with attendance from across the province. Additional presentations and workshops were held on digital literacy, artificial intelligence, universal design for learning, and Indigenization. Skills training for the upgraded learning management system were also held over many months and will continue as the project progresses.

To support new and returning faculty, the JIBC Faculty Orientation Guide streamlines the onboarding process, ensuring they have all the necessary resources to be successful in their role at JIBC. The guide covers important topics such as JIBC's mandate and core values, policies and procedures, technology resources, central services, and faculty expectations.





## CHAMPIONING EQUITY, DIVERSITY & INCLUSION

Equity, diversity, and inclusion (EDI) reflect representation, a level playing field, and an active response to diversity and equity awareness. A culture that effectively recognizes the unique experiences, viewpoints, and identities of all members of our community and beyond is critical for success at JIBC. We acknowledge that we can and must do more to ensure JIBC is a respectful, progressive, and inclusive institution of higher learning where students and staff have equal access to opportunity, and systemic barriers to success are identified and removed.

### DEVELOPING AN EQUITY, DIVERSITY AND INCLUSION PLAN

The EDI Strategic Commitment Standing Committee finalized an EDI framework in 2023, and a comprehensive action plan is under development to create change and monitor our progress. The EDI Insights Group supports the process, bringing a wide cross-section of backgrounds, lived experiences, and expertise to guide assessment and action planning. The action plan targets seven focus areas where equity, diversity and inclusion need to be purposefully considered and integrated: student experience, curriculum/pedagogy/faculty, client/partner relationships and contracts, culture and leadership, employee experience, brand and promotion, and facilities. These will be supported by awareness and training, measurement and benchmarking, and communications. While completion of the full plan is anticipated for the end of 2024, all areas are taking action and moving initiatives forward.

### EMBEDDING EDI PHILOSOPHIES AND PRACTICES

EDI awareness was a focus for JIBC's annual staff development day, highlighting how bias, beliefs, and attitudes can block effective inclusion in systems and processes.

Measuring the impact of our efforts to increase equity, diversity and inclusion will provide key information on progress and help us identify areas for improvement. The measures we have established reflect both representation and perception of staff, students and faculty on equity, inclusion and belonging. We have also established processes and tools for the collection of detailed identity data for staff and students to support the assessment of needs and experiences of equity-deserving groups.

The Library and Disability Services have collaborated to offer a new assistive technology collection that is available to the entire JIBC community. New equipment is now available to borrow through the library, including noise-cancelling headphones, white noise machines, digital recorders, and text scanning pens. Regardless of disability status, anyone can borrow equipment to help make learning more accessible. The equipment has been in high demand, demonstrating an unmet student need, and more devices were purchased to ensure availability.

### IMPROVING ACCESSIBILITY

Improving accessibility requires that we design places and services that are optimized for everyone, not just the 'average' or most dominant groups. The province introduced the Accessible British Columbia Act to remove barriers, with emphasis on working closely with our communities, internal and external, to ensure that all people can meaningfully participate in all aspects of life. In post-secondary environments, we need to make changes so that everyone can access their education, and learning design and instruction needs to be inclusive for all learners.

JIBC was a leader in meeting the initial compliance requirements set forth in the Act, and we continue to share learnings and best practices with other post-secondary institutions. The JIBC Accessibility Plan was created in collaboration with JIBC's Accessibility Advisory Committee and Accessibility Steering Committee members.

# JIBC'S ACCESSIBILITY GOALS AT A GLANCE

The JIBC Accessibility Plan goals are focused on five key areas, each with a set of recommendations and accountabilities across the Institute.

 <p><b>BUILT ENVIRONMENT</b></p>	 <p><b>DELIVERY OF SERVICES</b></p>	 <p><b>EDUCATION</b></p>	 <p><b>EMPLOYMENT</b></p>	 <p><b>INFORMATION &amp; COMMUNICATIONS</b></p>
<p>Provide barrier-free access for all intended users across JIBC's campuses.</p>	<p>Provide everyone with equitable access to JIBC services.</p>	<p>Be a leader in inclusive, equitable and accessible education.</p>	<p>All JIBC employees feel accepted and valued, and have equal opportunity to grow and succeed.</p>	<p>Everyone can receive, understand and share information provided by JIBC.</p>

The Act requires that JIBC establish a mechanism for receiving comments from the public on its accessibility plan and barriers to individuals interacting with JIBC. In the spring, we sought student feedback on accessibility for the first time through the Current Learner Survey.

In 2023, JIBC engaged the Rick Hansen Foundation, a Canadian organization dedicated to creating a more inclusive and accessible society, to conduct an accessibility assessment of the New Westminster campus. The Rick Hansen Foundation Accessibility Certification (RHAC) process involves an on-site assessment that covers various aspects of accessibility, including entrances, parking, elevators, washrooms, signage, and more. JIBC's New Westminster campus scored 66 per cent, which is within the 60-79 per cent range required for certification.

The Long-range Facilities Plan recommends campuses be designed for universal accessibility in terms of physical access, multiple modes of transportation, ease of facility access, clarity of location, and movement in accordance with universal design principles. The Facilities Division has incorporated the recommendations of the accessibility assessment into the five-year maintenance plan for all campuses.

Universal Design for Learning (UDL) is another framework embraced by JIBC to create learning approaches and assessments that meet the needs of all learners. UDL

provides more choice and flexibility for students by creating several pathways to content and multiple options to demonstrate learning. Students with extra support needs can typically work more independently in UDL courses and often require no accommodations. We remain committed to expanding the application of UDL principles in public safety training and assessment.

In 2023-2024, many divisions actioned accessibility priorities. Our branding and communications were reviewed and updates were made to colours and fonts to increase legibility for readers with visual impairments. The Corrections & Court Services Division focused on improving the accessibility of curriculum materials by including closed captioning on videos and transcripts of recordings. The Library examined the accessibility of its spaces and installed a new security gate that removed physical barriers and implemented technological improvement.

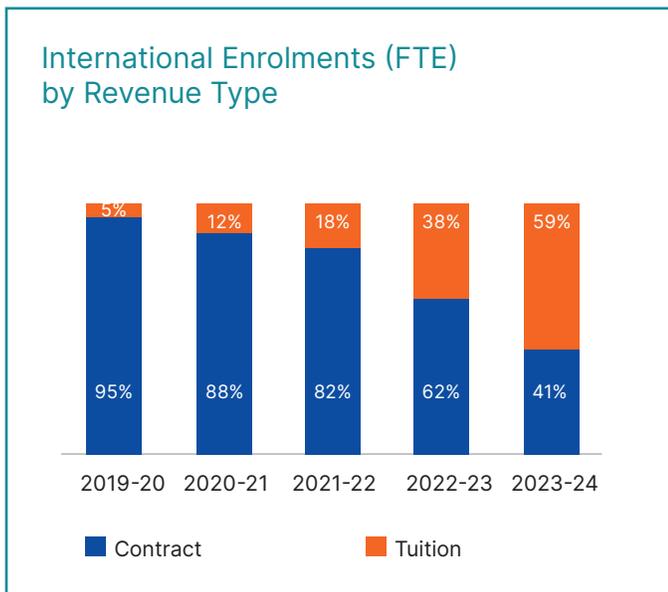
In the coming year, the Accommodation of Students with Disabilities Policy and Procedure will undergo a review. This review aims to ensure that processes reflect the best practices in accessibility and inclusion. By reassessing these guidelines, JIBC reaffirms its commitment to providing equitable support and resources to students with disabilities, fostering an inclusive educational environment where all students can succeed.

## FAIR TREATMENT FOR INTERNATIONAL STUDENTS

The impact of immigration has transformed B.C. communities culturally, linguistically, and economically, and public safety employers want their workforces to reflect the rich diversity of their communities. For the last five years, JIBC's objective has been to increase the recruitment of international students to meet B.C.'s rising labour force demand for diverse and highly skilled workers in law enforcement, disaster management and paramedicine.

Additional objectives are to advance the education we deliver through engagement with international thought-leaders and best practices, establish JIBC as a global leader in our specialized fields of study, and enrich JIBC through the diverse perspectives and experiences brought from other countries.

JIBC is renewing its international strategy along with our initiative to create an educational growth strategy for the whole institution. Goals will consider offshore and onshore activities, student recruitment numbers and programming mix in alignment with Canadian and provincial policies and guidance. JIBC envisions balanced expansion of learning opportunities for international students both at JIBC and in home communities.



Source: Central Data Warehouse, May 2024

## ETHICAL RECRUITMENT

BC will remain highly dependent upon immigration to fill jobs and international students are a key source of talent. Canada is renewing its international education strategy and ethical recruitment of international students is a central pillar. JIBC actively recruits students for careers in law enforcement, paramedicine and disaster management through agreements with 69 agents working in over 50 foreign countries. The Institute develops student qualification requirements for each country and assesses agent relationships regularly to ensure they are recruiting highly qualified candidates who are successful in obtaining Canadian study permits.

In 2023, there were 202 JIBC student visa approvals by Immigration, Refugees, and Citizenship Canada (IRCC) and 67 per cent of international students with offers of admission received a study permit. The IRCC recently capped the number of student visa applications it will process based on a target national approval rate of 60 per cent. In spring 2024, JIBC began a new process of applying to the Ministry for attestation letters for admitted international students which are now required to accompany students' visa applications. The Ministry allocated JIBC with 364 attestation letters for 2024 with a target yield of 242 study permits to permit modest growth.

We have modified our recruiting efforts to ensure there is increasing diversity among our international student body to provide a truly global experience on campus and manage geo-political risks. We are seeing a slow but steady increase in the mix of nationalities within our on-campus international student population. In 2023-2024, our international students were citizens of 87 nations, with 78 per cent of students in tuition programs coming from India. Our two post-baccalaureate diploma programs in law enforcement studies and disaster management attract the most international students, and all learners take a course in Reconciling Colonial Practices in Justice & Public Safety to prepare them to advance Reconciliation with Indigenous Peoples in their work and personal lives.

## FAIR TUITION AND FEES

JIBC's policy on international tuition sets the amount at three times the domestic tuition rate and JIBC raises them annually at the same rate permitted for domestic tuition, currently two per cent. Application fees are double the domestic rate and other fees are typically identical to domestic rates. Students from the United States who self-identify as Indigenous pay domestic tuition and fees in alignment with the Jay Treaty.

## INTERNATIONAL STUDENT SERVICES

The practice of setting international tuition at a higher rate than domestic recognizes that international students must pay for the full cost of their education and cannot benefit from the provincial financial support JIBC receives from the Ministry. As the population of international students on campus has grown over the last five years, we have been building out student supports. An international admissions specialist provides guidance and support to applicants and agents, and a new role created in 2023 is designed to deliver wrap-around supports for international students.

The International Student Services Coordinator role has significantly enhanced the support and fair treatment of international students. This role is dedicated to providing comprehensive support, ensuring that every international student has the opportunity to thrive. The coordinator offers mental health and well-being support, addressing any challenges students may face during their academic journey. In addition, they offer workshops on life skills, job readiness, and wellness strategies that are tailored to meet the specific needs of international students, equipping them for personal and professional success. Cultural events and community engagement initiatives foster cross-cultural learning and networking, helping students build meaningful connections. The coordinator also assists with navigating various resources at JIBC and in the community, ensuring students have access to necessary support.

All international students have access to an orientation and an online campus that supports community-building, communications and student success. A buddy program pairs new international students with current students to provide a first friendship, and events such as International Week invite the whole JIBC community to engage with students and broaden their cultural knowledge and experiences.

## EMPLOYMENT OUTCOMES

JIBC graduates have some of the best employment outcomes in the province and international students are no exception. Most international students with study permits pursue two-year programs, and 94% of international diploma graduates were working 6-12 months after completing their studies. However, only 60 per cent were employed in a permanent job and working in a job related to their studies, compared to 100 per cent of domestic students graduating with a diploma.

Providing international students with work-integrated learning experiences is critical to closing the employment gap. In 2024-2025, we are piloting workshops for international law enforcement studies students in career planning and job search skills. There is also a plan to develop work experience opportunities with Canadian employers to help students graduate with relevant Canadian experience in their field and make connections with potential employers.



## ELEVATING ORGANIZATIONAL EFFECTIVENESS

JIBC is committed to fostering a culture of continuous improvement that positively impacts our students' experiences and employee success while freeing up resources to meet current and future needs. We are committed to strengthening our operational support structure to ensure financial sustainability, administrative effectiveness, risk mitigation, and future innovation.

### ENSURING SUSTAINABLE FUNDING MODELS

The Institute has launched an initiative to develop program costing models that allocate relevant costs and revenues to each program to provide greater transparency into the financial health of our programming. An inventory of economic costing models used in higher education is underway, and we completed an exploration of the revenues and expenditures in paramedic programming in response to the expanded scope of training required for all paramedic roles.

### SUPPORTING A CLEAN ECONOMIC FUTURE



While the Institute has been working on developing a more sustainable infrastructure for years, we are now developing a broader strategic environmental sustainability plan. The first phase of the project is to gain comprehensive understanding of our current state. We are using the Sustainability Tracking, Assessment & Rating System (STARS), a self-reporting framework to measure sustainability performance for post-secondary institutions and identify gaps in environmental sustainability practices. We have completed the academic assessment and will continue with the remaining data gathering and a gap analysis in 2024-2025.

The Institute's Strategic Energy Management Plan (SEMP) supports JIBC's commitment to energy efficiency and conservation by providing a framework for reducing energy consumption and its associated environmental impact. The SEMP provides a pathway to net-zero emissions, and JIBC's goal is to reduce energy intensity by 44 per cent from 2009 to 2030. By implementing the actions detailed in the SEMP, JIBC is demonstrating leadership through innovation and accountability for the resources it uses as an organization. Further, JIBC 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 between 2009-2023 have led to actual energy savings of 22,339,300 kWh, representing over \$1.6 million in energy cost avoidance for the Institute. By the end of 2022-2023, the cumulative greenhouse gas emission avoidance is approximately

1,642 tonnes of eCO<sub>2</sub>. The priority for the next two years is to upgrade mechanical and electrical systems at two campuses.

### MANAGING ENTERPRISE RISK

JIBC has successfully implemented all phases of the enterprise risk management cycle, from the creation of the risk rating table to the risk identification, assessment, mitigation and reporting processes. These are foundational activities for the longer-term effectiveness of the process. With continued effort and support from the executive team, the information and value generated from the program will continue to grow.

In 2023-2024, several new legal obligations were introduced for JIBC. JIBC's privacy officer enhanced the Institute's privacy management program in compliance with recent updates to the Freedom of Information and Protection of Privacy Act. Widespread consultation led to the development of a new policy and procedures that were approved by the Board. In addition, the Public Interest Disclosure Act becomes applicable to JIBC in June 2024, and the Safe Disclosure Policy and Procedure were developed to protect JIBC employees who report serious wrongdoing within the organization. Employee training on the new policies and procedures will be offered beginning in 2024-2025.

### IMPROVING PROCESSES WITH TECHNOLOGY

JIBC's CIO renewed the Institute's information technology strategy and recommended new technology governance measures to improve prioritization, accountability and decision-making. Governance lies at the heart of decisions that ensure the best technology investments are made at the right time to advance the mission of the organization. An immediate goal was to make technology support services more accessible and the Registrar's Office collaborated with the Technology Services Division to develop a pathway for students to access technical support for JIBC systems and applications. A successful soft launch was completed in the fall.

Our multi-year focus on streamlining business processes is increasing our need to integrate data across multiple systems to reduce redundant data entry. We recently licensed Workado and will use it to design workflows that seamlessly integrate and share information across multiple systems. Our pilot project will be employee onboarding in 2024.

Integrating data will also create efficiencies and deeper insights into our performance. In 2023-2024, the Institutional Research Division undertook a needs assessment to explore JIBC's desire for more insightful reporting and business intelligence. A new analytics environment will be created in 2024 that automates the importation of data from all enterprise systems, creates pipelines of clean and reliable data, and produces analytics, visualizations, and reports for all decision-

makers. Having 24/7 access to high quality analytics will help JIBC prioritize initiatives that address our biggest risks and drive us towards achievement of our strategic objectives.

JIBC continued to improve financial and workforce processes as part of a three-year investment in enterprise resource planning automation. Priorities for 2023-2024 included financial planning and analysis and online leave management improvements. Staff feedback underlines the value of the work, with 90 per cent of staff agreeing that the leave management automation was positive and easy to use. The projects for 2024-2025 will be automation of JIBC's procurement processes, payroll workflows, and improvements to accounts payable processes.

Upgrading our learning management system to provide a more accessible and user-friendly experience for students has been a major undertaking to convert 450 courses to Blackboard Learn Ultra. The conversion has been an opportunity to introduce a common design that is optimized for student success. Three programs have completed their conversions and the roll-out will continue throughout 2024-2025.

In 2023-2024, Institutional Research undertook extensive analyses regarding course evaluations, which resulted in recommendations for new software solutions to be implemented in 2024-2025. Institutional research leaders from all B.C. post-secondary institutions are now working with BCNET to explore consortium licensing options for survey software, and JIBC hopes to be able to license a new course evaluation tool through this collaboration.

Significant changes were introduced to the JIBC website to improve navigation, design and accessibility. Design changes made the site more accessible for individuals with sensory impairments, and major updates were made to connect users with in-demand content more seamlessly.

A focus in the next year will be automation of student account provisioning, including streamlined onboarding, offboarding, and student access to applications. The initiative will increase our understanding of the diverse pathways JIBC students take as more than 60 per cent return for further education. Many improvements have been made over the years and this will be an opportunity to look at the learner's digital journey to ensure there is a seamless experience every step of the way.

## ENSURING CYBERSECURITY

JIBC continues to address its cybersecurity risks through sector collaboration, best practices, services, and infrastructure. The Technology Services Division follows provincial CIO directives and participates in vulnerability and risk management services offered by the B.C. and federal governments. Regular security awareness training helps all staff and faculty do their part to lower our risk.

JIBC mapped its cybersecurity maturity against the NIST Cybersecurity Framework, a set of best practices and recommendations from the National Institute of Standards

and Technology. The assessment was done across the public post-secondary sector and the results provide important metrics to monitor performance. In addition, new processes for identity management and firewalls were implemented in 2023-2024.

## IMPROVING INTERNAL COMMUNICATIONS

To empower staff collaboration and engagement, JIBC has developed an internal communications framework to help foster a culture of shared purpose, where staff and faculty feel well-informed, supported, valued and engaged in JIBC's mission and goals. The first objective was to realign staff roles and responsibilities and introduce new digital displays at the New Westminster campus. A roadmap is being developed that explores needs, builds on existing channels, and introduces new communication best practices.





# PERFORMANCE PLAN AND REPORT

## JIBC GOALS AND OBJECTIVES

### PROGRAMMING

The Institute’s Strategic Plan guides the development of cascaded strategies and initiatives that are aligned with B.C. Ministry service plans and the direction received by JIBC’s Board on Ministry mandate priorities. Integrated planning helps the Institute build on its strong foundation

as a public post-secondary institution and align the organization to adapt to change. Planning is coordinated across the Institute to ensure efforts are cohesive and sustainable.

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

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

# PERFORMANCE MEASURES, TARGETS AND RESULTS

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

## STANDARD PERFORMANCE MEASURE RESULTS

Measure		2021-22	2022-23	2023-24	Target 2023-24	Assessment 2023-24
<b>Student Spaces (FTE)</b>	Total student spaces	3,252	3,365	3,777	≥2,393	Achieved
	Allied health programs	313	574	688	≥313	Achieved
Domestic enrolment continues to increase due to continued growth in basic security training across the province and expansion of police recruit training, disaster management, and law enforcement studies. The increase in allied health in 2022-2023 reflects the addition of programming that has no targets, including the Health Sciences Diploma, Emergency Medical Responder training, and new bridging courses for foreign-trained advanced care paramedics.						
<b>Credentials Awarded</b>	Total Credentials	749	721	1,521		Not assessed
	Bachelor			46	≥37	Achieved
	Certificate			582	≥502	Achieved
	Diploma			151	≥155	Substantially achieved
	Graduate, First Professional and Post-Degree			39	≥27	Achieved
	Short Certificate			703	≥1,183	Not achieved
Over the last three years, JIBC terminated a number of short certificate programs, which led to a decline in credentials awarded. We have been creating new associate certificates and micro-credential programs, and we have already seen an increase in the number of short certificate graduates. Note that 2021-2022 and 2022-2023 results do not include short certificates in the total.						

Measure		2021-22	2022-23	2023-24	Target 2023-24	Assessment 2023-24
<b>Indigenous student spaces</b>	Total Indigenous Student Spaces	164	191	194	≥188	Achieved
<p>Recognizing JIBC's mandate to provide justice and public safety education throughout the province and the need to improve levels of participation for Indigenous learners, the Institute is committed to continued achievement of a representative student body. Many Indigenous learners receive JIBC training in their own communities through partnerships with First Nations, Indigenous organizations, and governments. The target is 5.8 per cent of domestic enrolment (FTE), reflecting the B.C. adult population of Indigenous people according to the 2021 Census.</p>						
<b>Student satisfaction with education</b>	Former diploma, associate degree and certificate students	85.5% +/- 2.2%	88.4% +/- 2.3%	88.9% +/- 2.3%	≥90%	Achieved
	Bachelor's degree graduates	N/A	100% +/- 0.0%	N/A	≥90%	Not Assessed
<p>JIBC has been proactive in taking steps to ensure students have a fulfilling learning experience that will prepare them for their future careers. A data-driven annual program review process helps ensure continuous improvement is actioned for all programs.</p>						
<b>Student assessment of the quality of instruction</b>	Former diploma, associate degree and certificate students	91.2% +/- 1.8%	95.6% +/- 1.5%	95.5% +/- 1.5%	≥90%	Achieved
	Bachelor's degree graduates	N/A	100% +/- 0.0%	N/A	≥90%	Not Assessed
<p>Most instructors at JIBC are also practitioners with deep and current experience in their field. Students consistently express high satisfaction with instructor knowledge of the subject matter in course evaluations.</p>						
<b>Student assessment of skill development</b>	Former diploma, associate degree and certificate students	81.9% +/- 2.5%	82.7% +/- 2.4%	82.4% +/- 2.5%	≥85%	Substantially achieved
	Bachelor's degree graduates	N/A	91.4% +/- 5.8%	N/A	≥85%	Not Assessed
<p>The DACSO survey highlights lower scores in "write clearly and concisely" and "learn on your own." JIBC faculty are working on both skill sets in diploma and degree programs and scores are beginning to show steady 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."</p>						
<b>Student assessment of usefulness of knowledge and skills in performing job</b>	Former diploma, associate degree and certificate students	87.3% +/- 2.4%	85.5% +/- 2.7%	87.5% +/- 2.7%	≥90%	Achieved
	Bachelor's degree graduates	N/A	90.5% +/- 9.3%	N/A	≥90%	Not Assessed
<p>Seventy- five per cent of British Columbia's firefighters are volunteers whose firefighting knowledge and skills are not used in performing their main paid jobs. The variability year-to-year is due to the number of firefighters in the survey cohort.</p>						

Measure		2021-22	2022-23	2023-24	Target 2023-24	Assessment 2023-24
<b>Unemployment Rate</b>	Former diploma, associate degree and certificate students	3.2% +/- 1.2%	3.7% +/- 1.4%	4.6% +/- 1.6%	≤9.2%	Achieved
	Bachelor's degree graduates	N/A	0.0% +/- 0.0%	N/A	≤9.2%	Not Assessed
JIBC continues to exceed this performance measure, continuing to demonstrate the employability of its students and its student profile that includes many working professionals.						
<b>Former diploma, associate degree and certificate students</b>	Skill development	81.9% +/- 2.5%	82.7% +/- 2.4%	82.4% +/- 2.5%	≥85%	Substantially Achieved
	Written Communication	66.9% +/- 3.7%	72.9% +/- 3.7%	71.6% +/- 4.0%		
	Oral Communication	74.9% +/- 3.1%	76.8% +/- 3.4%	77.0% +/- 3.5%		
	Group collaboration	88.2% +/- 2.1%	87.6% +/- 2.5%	86.4% +/- 2.6%		
	Critical Analysis	88.4% +/- 2.0%	89.4% +/- 2.3%	89.9% +/- 2.3%		
	Problem resolution	85.0% +/- 2.3%	87.2% +/- 2.4%	86.8% +/- 2.6%		
	Learn on your own	78.5% +/- 2.7%	79.9% +/- 3.0%	79.9% +/- 3.2%		
	Reading and comprehension	84.5% +/- 2.4%	83.3% +/- 2.8%	80.2% +/- 3.1%		
<b>Bachelor's degree graduates</b>	Skill development	N/A	91.4% +/- 5.8%	N/A	≥85%	Not Assessed
	Written Communication	N/A	95.7% +/- 5.9%	N/A		
	Oral Communication	N/A	90.9% +/- 8.7%	N/A		
	Group collaboration	N/A	N/A	N/A		
	Critical Analysis	N/A	95.7% +/- 5.9%	N/A		
	Problem resolution	N/A	90.9% +/- 8.7%	N/A		
	Learn on your own	N/A	95.5% +/- 6.3%	N/A		
	Reading and comprehension	N/A	91.3% +/- 8.1%	N/A		

# JIBC KEY PERFORMANCE INDICATORS

In addition to the measures identified in the Accountability Framework, JIBC tracks key performance indicators to measure performance related to strategic plan commitments.

Measure		2021-22	2022-23	2023-24	Target 2023-24	Assessment 2023-24
<b>Putting Students First</b>	First-year retention rate	68.5%	73.6%	75.7%	75%	Achieved
	Satisfaction with student services	N/A	N/A	65.4%	N/A	Baselining
	Supportive learning environment	N/A	N/A	76.0%	N/A	Baselining
<p>More JIBC students are returning or completing their programs in a timely manner. This is due, in part, to the termination and redesign of programs with poor retention. It also shows the positive impact of increasing student services including financial aid, writing support, mental health support, and work-integrated learning.</p>						
<b>Fostering the Success of Our People</b>	Employee engagement index	73%	75%	74.5%	75-85%	Substantially achieved
	Culture index	N/A	65.2%	N/A	Increase	Not assessed
<p>The latest Employee Engagement index shows similar results to the previous year, with stronger results in employee autonomy and work-life balance. We did not assess our culture in 2023-2024 and expect new data next year to chart our progress.</p>						
<b>Pursuing Education &amp; Training Excellence</b>	Satisfaction with education	86% (+/-2.2%)	89% (+/-2.3%)	89.1% (+/-2.3%)	≥90%	Achieved
	Quality of instruction	91% (+/-1.8%)	96% (+/-1.5%)	95.5% (+/-1.5%)	≥90%	Achieved
	Usefulness of knowledge and skills in performing main or most related job	N/A	87% (+/-2.7%)	89.3% (+/-2.7%)	≥90%	Achieved
<p>JIBC's quality of instruction has been continually rated high, and satisfaction with education has grown. Lower ratings in the usefulness of skills were found in post-hire programs, suggesting graduates are not always staying in the jobs they were trained for in corrections and fire-fighting. It also highlights a delay between graduation and licensing for primary care paramedics.</p>						

Measure		2021-22	2022-23	2023-24	Target 2023-24	Assessment 2023-24
<b>Living Indigenous Ways of Thinking, Being, Relating and Doing</b>	Satisfaction with Indigenous student services and supports	N/A	N/A	56.5%	Increase	Not assessed
	Percent Indigenous student FTE	5.7%	5.4%	5.4%	≥5.8%	Substantially achieved
<p>The Indigenous student services and supports metric includes the percentage of full- and part-time students who were somewhat or extremely satisfied with the Indigenous student services and advising they had accessed in the previous six months. The Office of Indigenization is now providing more orientations to new students, increasing engagement opportunities with Elders, and improving awareness of their programming. The Institute is also increasing Indigenization within training programs.</p> <p>JIBC's number of Indigenous learners dropped over the pandemic and the percentage of Indigenous domestic FTE fell below the target of 5.8% due to a decrease in contract activity in communities. Indigenous enrolments have been increasing every year since the pandemic.</p>						
<b>Championing Equity, Diversity and Inclusion</b>	Student EDI index	N/A	N/A	81.2%	N/A	Baselining
	Employee EDI index	N/A	69%	N/A	Increase	Not assessed
<p>The student EDI index is like the employee index but not identical, so they are not comparable. It is based on student survey responses to six questions related to representation, institutional values, equal opportunities, inclusion, belonging, and respect. We did not assess employee perspectives on EDI in 2023-2024 and expect new data next year to track our progress.</p> <p>JIBC's EDI Action Plan is being developed to build initiatives across seven focus areas with the participation and leadership of staff, faculty, students, and partners.</p>						
<b>Elevating Organizational Effectiveness</b>	Total expenses per student FTE	\$14,589	\$14,576	\$14,227	N/A	Baselining
	Revenue per employee FTE	\$150,102	\$171,608		N/A	Baselining
<p>Expense per student FTE sheds light on efficiency in producing education. If too low, quality may suffer. Revenue per employee FTE is a measure of workforce productivity and performance. Change above or below the norm informs staffing decisions and growth. Benchmarking with peer institutions will help JIBC develop target ranges.</p>						

# 05

## FINANCIAL INFORMATION

The audited financial statement for 2023-2024 is available at: <https://www.jibc.ca/about-us/strategic-plans-reports>.



# 06

## APPENDIX: PROGRESS REPORT ON LASTING AND MEANINGFUL RECONCILIATION

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

Indigenization is a long-term process to achieve an environment that values and prioritizes Indigenous ways of living in all areas of our work and is an integral part of JIBC's journey for the past two decades. JIBC consistently partners with over 30 Indigenous communities and organizations every year to provide training, research, and expertise in support of community development and safety initiatives. Our focus on Indigenous education will provide JIBC faculty, staff, and students with greater cultural capacity, understanding of the history and impacts of colonialism, and Knowledges to incorporate Indigenous worldviews, ways of being, and Traditional practices into our work.

JIBC is committed to working in partnership with Indigenous Peoples and government to implement the UN Declaration on the Rights of Indigenous Peoples (UNDRIP) and CICAN Indigenous Education Protocol and answer the Truth and Reconciliation Commission's (TRC) Calls to Action and the MMIW2S' Calls for Justice.

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

# TRC CALL TO ACTION and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE

## 1: SOCIAL WORK

We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by ...<sup>2</sup> Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	<p>JIBC delivers the Child Welfare Practitioner Training Program on behalf of the Ministry of Child and Family Development to prepare individuals for child safety practice in B.C. This partnership includes additional training for B.C.'s adoption workers and child and youth mental health professionals. Instruction regarding Indigenous child welfare is woven throughout the program and students learn how to build cultural safety practices into their daily work.</p>
Implemented	<p>The Indigenous Focusing-Oriented Therapy and Complex Trauma certificate was a 10.5 credit program that was offered from 2010 to 2023. It used Focusing-Oriented Therapy as a safe and effective method of working with clients with complex trauma. The program emphasized both knowledge and application through classroom instruction, clinical practice, and clinical supervision. A variety of Indigenous treatment modalities were woven throughout the courses, including experiential exercises, storytelling, ceremonial processes, and land-based healing techniques.</p> <p>This program was discontinued in 2022 with a final cohort of graduates in 2023 from the First Nations Health Authority who were trained to support the development of local crisis first response teams in the northern region. The delivery of the program depended upon respected leaders in the field. However, JIBC was unable to assure the quality of the program and guarantee completion pathways for all students.</p>
Ongoing	<p>The <a href="#">Associate Certificate in Complex Trauma</a> provides advanced knowledge and skill development in working with children, youth, and adults who have experienced complex trauma. Designed for psychologists, social workers, and therapists, the 10-credit program takes an integrative approach to the assessment and treatment of complex trauma. Learners gain knowledge and understanding of culturally relevant practice and how multiple identities, social locations and Indigenous historical contexts inform theory and practice. Instruction regarding Indigenous communities and child welfare are woven throughout the program.</p>
Implemented	<p>The Graduate Certificate in Complex Trauma &amp; Child Sexual Abuse Intervention was an extension of the Associate Certificate program that included an additional focus on child sexual abuse. Interest in this content has declined as it has been added to other professional curriculum, and a stakeholder consultation recommended removing it from the program. The graduate certificate transitioned to a shorter associate certificate program in 2021, removing the focus on sexual abuse intervention.</p>

<sup>2</sup>“...” represents omitted text not related to post-secondary education from the original Call to Action.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	<p>JIBC developed a new three-day course, A Systemic Approach to Celebrating Indigenous Families, that encompasses Traditional Knowledge and family systems training. There are many courses and resources on family systems with a colonial lens but very few that offer the view of Indigenous families through the traditional systemic lens with its foundational focus on attachment and relationships.</p>
Ongoing	<p>The Centre for Counselling &amp; 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 health care 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>
New	<p>Family justice counsellors provide needs assessments and mediation to people experiencing divorce and separation throughout the province, and child support officers help parents navigate the processes involved in arranging child support. Four courses in JIBC's training programs have been redesigned to help family justice professionals broaden their perspectives regarding Indigenous worldviews, conflict resolution practices, and family structures. The curriculum now incorporates diverse Indigenous histories and supports the development of cultural competency. Working in partnership with the Office of Indigenization and the Ministry of Attorney General, we will continue to redesign all the courses in these two programs to help ensure Indigenous families can access welcoming, effective, and culturally safe legal services.</p>

## 12: EARLY CHILDHOOD EDUCATION

We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.

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

## 16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS

We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.

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

## 23: HEALTH-CARE PROFESSIONALS

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Implemented	<p>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, fire-fighting, 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.</p> <p>The program was retired in 2022 due to a lack of funding and complexities in providing the wrap-around supports, such as childcare, that students needed to complete the program.</p>
Ongoing	<p>The JIBC <a href="#">Indigenous Youth Career Camp – Building Bridges, Breaking Barriers, Encouraging Connections</a>, 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.</p>
Implemented	<p>JIBC adapted the camp to provide a blend of online and campus-based activities in 2021. This new format supports the engagement of a greater number of youths, spread over different traditional territories, and profiled the simulation tools and technologies that make JIBC a renowned leader in applied education. The camp transitioned back to in-person in 2022 as safety guidelines allowed larger gatherings.</p>
New	<p>Development of a new health sciences diploma for primary care paramedics will be the first in Canada to weave in Indigenous ways of knowing. JIBC Elders-in-Residence and the Office of Indigenization provided critical guidance on approaches to Indigenization of the program and curriculum. Work continues as we grow together in capacity to co-create new approaches for curriculum development, teaching and evaluation. Twice a month, the Office of Indigenization holds a learning circle to help the health sciences team better understand decolonization, Truth and Reconciliation, and Indigenous ways of knowing and being.</p>

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
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 ALCHOL SPECTRUM DISORDER

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

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

### 36: CORRECTIONAL SERVICES

We call upon the 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.

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Implemented	<p>In 2020-2021, JIBC reviewed and updated the adult probation officer basic training with BC Corrections' Indigenous Justice Partners to address the TRC Calls to Action and UNDRIP and set expectations for BC Corrections Community staff in terms of their role in meeting these goals in their day-to-day work. Indigenous ways of being, knowing, and doing were incorporated into pedagogy, evaluation, and scholarship. We continue to build and develop our relationships with Indigenous Justice Partners who continue to influence and shape our work.</p>
Implemented	<p>BC Corrections Adult Probation Officer curriculum was enhanced in 2023-2024, and the collaboration included:</p> <ul style="list-style-type: none"> <li>• First-person interviews with Indigenous people to inform a Mental Wellness and Addiction course.</li> <li>• Platform for Indigenous voices to reach learners in training.</li> <li>• Elder visits in the classroom.</li> <li>• Speaking engagements with Indigenous educators, which will also be offered directly to all BC Corrections' staff.</li> <li>• Teaching aids and reference materials for the instructors and staff in training.</li> <li>• Videos to be integrated into online training courses.</li> </ul>
In Progress	<p>In 2024-2025, the Mental Health Awareness for Administrative Staff course will also be re-developed to incorporate Indigenous ways of knowing and being and first-person Indigenous perspectives.</p>
Ongoing	<p>In collaboration with BC Corrections, JIBC's Corrections &amp; Court Services Division completed a significant re-write of the sexually motivated offence training for probation officers. The training now ensures there is understanding of the impacts of colonization and residential schools on Indigenous communities and Peoples, and the legacy of relational and sexual violence that has resulted. The course was delivered to 45 probation officers and will continue to be offered in the future.</p>
Implemented	<p>Faculty in the Corrections &amp; Court Services Division collaborated with probation officers in the field to renew the training for community corrections staff who work with clients convicted of sexually motivated offences. The training materials were decolonized and re-written using prosocial modelling and strengths-based language. In 2021-2022, a grant facilitated additional partnerships with Indigenous Elders and Knowledge Keepers who will provide wisdom and guidance to the project.</p>
Ongoing	<p>Corrections &amp; Court Services Division continues to Indigenize its training content. A course currently under development is the "Six Rs of Trauma for Indigenous People," highlighting the colonial methods used to gain political and economic control over Indigenous territories: racism, religion, reservations, residential schools, RCMP, and removal. The new course aims to increase awareness for correctional staff of trauma for Indigenous Peoples, including those in custody.</p>

## 24: MEDICAL AND NURSING SCHOOLS

We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
In progress	The Division of Health Sciences is designing a new program for primary care paramedics in BC. The Office of Indigenization is consulting and collaborating to Indigenize new curriculum and weave Indigenous ways of thinking, being, relating, and doing into the courses of the new program. The new course descriptions and course outlines reflect Indigenous Histories, the TRC Calls to Action, the recommendations from the In Plain Sight report, UNDRIP, and other sources that work to eliminate racism and decolonize education and access to health care. JIBC Elders-in-Residence and the Office of Indigenization provided critical guidance on approaches to Indigenize the program and the curriculum.
Ongoing	The Advanced Care Paramedic (ACP) bridging courses have been developed to orient ACPs who received their training outside of B.C. to the provincial health care system and clinical practice guidelines. Although the courses are intended to be a clinical update, the program worked with the Office of Indigenization to include an introduction and summarizing content from an Elder to help provide newcomers to B.C. with Indigenous perspectives related to health care before entering practice.

## 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	

### 30. OVERREPRESENTATION OF ABORIGINAL PEOPLE IN CUSTODY

We call upon federal, provincial, and territorial governments to commit to eliminating the overrepresentation of Aboriginal people in custody over the next decade...

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
In progress	A multi-year project is underway to explore developing Indigenous cultural safety training for municipal police in B.C. The project is funded by the Department of Justice and will be a joint initiative of the Police Academy and the Office of Indigenization to address Indigenous overrepresentation in the criminal justice system, and create change informed by Gladue Principles. In 2022-2023, the project team focused on a review of the literature, conducting small-scale surveys, and developing relationships with Indigenous communities.
In progress	A key project is a series of short videos featuring Elders and Knowledge Keepers from diverse Indigenous communities served by municipal police in B.C. Police recruits watch a different short video weekly as they prepare for their training. They are encouraged to reflect on what the Elder or Knowledge Keeper chose to share with them in the video and consider these insights when they develop their individual training plans. Engaging often with diverse Indigenous perspectives will help police recruits succeed, both at JIBC and in their communities.

### 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 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. In 2020, the course was redeveloped for asynchronous online delivery.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
New	A new work-integrated learning event was also implemented through a collaboration with the Aboriginal Community Policing Center. This interactive lesson and group reflection focused on the curriculum from a community perspective on Truth, Justice, and Reconciliation in law enforcement careers.
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.
Ongoing  New  Implemented	<p>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.</p> <p>A new addition to police recruit training is student participation in Elder circles during their first week back from their practice education.</p> <p>In 2021, JIBC launched enhanced curriculum for police recruits with a focus on vulnerable populations, Indigenous peoples, and fair and impartial policing. There were significant modifications to Indigenous content to improve awareness and understanding and enhanced training to develop a trauma-informed-practice (TIP). All modifications were made with stakeholder engagement, including recommendations from Indigenous advisory committees to individual police departments and consultation with the Vancouver Police Department's Aboriginal Policing Centre. Work is ongoing and recruits will begin engaging with elements of the renewed curriculum in May 2021.</p>
Implemented	Trauma-informed practice is an essential approach to working with victims of crime, and JIBC's Centre for Counselling & Community Safety was selected to develop and deliver a <a href="#">Trauma-Informed-Practice Curriculum for Justice, Public Safety and Antiviolence Sectors in B.C.</a> 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.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	<p>Several TRC Calls to Action highlight the requirement for skills-based training in conflict resolution as a foundational skill for reconciliation with Indigenous Peoples.</p>
Ongoing	<p>JIBC's Centre for Conflict Resolution launched a new certificate program in 2021 to reflect current influences in theory and practice and expand delivery options to increase accessibility to students across the province. The <a href="#">Certificate in Collaborative Conflict Resolution</a> (20 credits) provides graduates with a unique combination of theoretical knowledge and applied capabilities to effectively participate in a collaborative, interest-based conflict engagement and resolution process. The program supports learners to reframe previously held concepts of conflict and purposefully apply communication skills and a collaborative process to build trust, find common ground and create a path forward together. The program equips learners to engage this way by fostering the integration of the theory and skills into practice. A key theme woven across courses is engagement with, and consideration of the implications for practice of key social justice issues such as Indigenization, gender, mental health, equity, diversity, and inclusion. All program courses rely on the input of the Office of Indigenization, Elders, and Indigenous faculty to Indigenize the curriculum.</p> <p>New curriculum was developed for two conflict resolution courses that provide foundational knowledge, skills and aptitudes for student studying in three programs: Law Enforcement Studies Diploma, Bachelor of Emergency &amp; Security Management Studies and Post-Baccalaureate Diploma in Disaster Management. Introduction to Conflict Analysis and Resolution and Theoretical and Applied Perspectives on Conflict Resolution introduce learners to the study and practice of conflict resolutions through a multidisciplinary approach, with focus on theory, process, and practical skills to effectively work with conflict.</p>

## 62: TEACHER EDUCATION

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	<p>In 2020-2021, 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 BCcampus Indigenization Guides.</p>

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	All adult probation instructors and program managers are taking JIBC leadership courses and BCcampus' Indigenization for Curriculum Development training series. These training experiences teach instructors to lead themselves first and strengthen their capacity to facilitate, instruct, and write curriculum through an Indigenous and decolonizing lens.
Implemented	During Indigenous History Month in June, 80 staff and faculty attended a webinar on decolonizing work-integrated learning (WIL). The presentation demonstrated a commitment to Indigenizing WIL as well as the importance and significance of providing justice and public safety students with opportunities to engage in WIL in ways that answer the Truth and Reconciliation Commission Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).
Implemented	<a href="#"><u>Forming Strong Cultural Identities in an Intersecting Space of Indigeneity and Autism</u></a> is a research project funded by BCcampus and led by Heather Simpson Saranczak, from JIBC's Office of Indigenization. The research 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 Autistics.
New	L.E.A.R.N — Listen, Engage, Act, Right Now! — is a new collaboration of the Library, Office of Indigenization, and Centre for Teaching, Learning and Innovation that puts action into allyship and helps the JIBC community rise and deliver on JIBC's Strategic Plan commitments with an emphasis on Living Indigenous Ways of Thinking, Being, Relating and Doing, and Championing Equity, Diversity, and Inclusion. The first three events focused on accessibility, climate action and Indigenization where participants engaged in learning, reflection, and action planning.
New	Faculty in the Corrections & Court Services Division collaborated with probation officers in the field to renew the training for community corrections staff who work with clients convicted of sexually motivated offences. The training materials were decolonized and re-written using prosocial modelling and strengths-based language. In 2021-2022, a grant facilitated additional partnerships with Indigenous Elders and Knowledge Keepers who will provide wisdom and guidance to the project.
Ongoing	In August, artist James Groening, Kahkewistahaw, provided a faculty workshop in recognition of the International Day of the World's Indigenous Peoples. Within the context of art and history, James Groening demonstrated Indigenous pedagogy via storytelling where participants had the opportunity to listen and share various experiences and discuss topics from the meaning of artistic representations to individual and structural racism.

## 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
New	The Centre for Leadership is undertaking a redesign of the Associate Certificate in Applied Leadership. The main objective is to weave decolonization, Indigenization, principles of equity, diversity and inclusion (EDI), and trauma-informed practice into both the process of creating the new program and into the program design itself. The Living Indigenization Plan 2021-2027 and Indigenous advisors are providing guidance throughout the process. Curriculum development will continue throughout 2024-2025.
New	Intergenerational Trauma in the Workplace is a workshop designed to create work or learning environments where all people can thrive, especially Indigenous Peoples. This online seminar explored how intergenerational trauma impacts Indigenous Peoples and how those effects are felt in the workplace or in school. This workshop is rooted in understanding the effects of colonization on the physical, mental, emotional, and spiritual well-being of generations.

## 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

Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.

Indigenous individuals, particularly children, have the right to all levels and forms of education.

### Article 15

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

### Article 21

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
In progress	<p><a href="#">Living Indigenization 2021-2027</a> is JIBC's Indigenization strategy, building upon the foundational work of the 2015-2020 Indigenization Plan. The plan helps JIBC continue to move forward in the areas of Indigenization, Truth, Reconciliation, and decolonization. Living Indigenization is both a concept and a framework to guide our Institution — living Indigenization authentically takes all of us. The plan honours our past, acknowledges our present, and provides pathways that will help us journey forward in a good way. The Institute is committed to advancing Indigenous education holistically through all facets of JIBC, and the plan advances a decolonized inquiry, asking critical questions to guide our actions to ensure we consistently respect and listen to the needs of First Peoples.</p>
In progress	<p>An action plan communicates priorities within and across the four areas of institutional distinction to advance Indigenization. It articulates the steps we will take in partnership with Indigenous Peoples, to make measurable change that addresses the harms of colonialism and creates environments where Indigenous Peoples thrive.</p> <p>The assessment framework analyzes a range of evidence categorized by a holistic concept of self: The Physical, Mental, Emotional, and Spiritual. Four areas of institutional distinction are assessed: transformation leadership and governance, holistic services and supports, Indigenous way of life in programming and research, and Indigenous community capacity and relationships. Assessment began in 2022 with a student survey to support the assessment of holistic services and supports. This work is continuing as we develop a mixture of methods to assess our progress in Living Indigenization.</p>

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'atl'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 2019-2020, JIBC partnered with the Cree First Nations to support their implementation of B.C.'s Structure Firefighter Competency &amp; Training Playbook. JIBC instructors delivered Interior and Full-Service Fire Fighter Operations programs and helped develop instructor capacity to support future local deliveries. This work was held up by the pandemic, and the momentum was renewed in 2022. Work is continuing.</p>
Ongoing	<p>The <a href="#">Elders-in-Residence Program</a> is integral to increasing knowledge and literacy about Indigenous cultures and histories. Elders pass on Traditional Knowledges to the JIBC community and promote understanding and respect for Indigenous perspectives, cultures, 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.</p>
New	<p>Regular office hours are available to faculty, staff and students where Elders provide consultation and guidance.</p>
Ongoing	<p>The <a href="#">Indigenous Advisory Council</a> 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.</p>
Ongoing	<p>The 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.</p>
Ongoing	<p>In 2009, the JIBC community planted an Indigenous Health Garden to help reconnect and restore our relationships to lands and generations that came before. The garden provides materials integral to ceremony, learning, and healing. A group of Indigenous Elders and Knowledge Keepers lead workshops using traditional Indigenous protocols and collective learnings to plant, gather and make medicines for communities, especially survivors of residential schools and keepers of ceremony, language, and culture. The Office of Indigenization is the caretaker of the Indigenous garden, growing tobacco, sweetgrass and a variety of edible and medicinal Indigenous plants. These medicines are used to provide cultural support and land-based teachings to students, staff, and faculty. They have also been used for smudging and gifting.</p>

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
New	<p>Indigenizing campus spaces makes JIBC campuses more welcoming for Indigenous people and reflective of the value placed on Indigenous cultures, perspectives, and knowledge. Incorporating Indigenous art, architecture, and landscaping into campus design, creating spaces for Indigenous ceremonies and gatherings, and recognizing the traditional territories of Indigenous peoples are all methods of Indigenizing spaces at JIBC. The Institute has created an approach that utilizes a comprehensive and structured framework for incorporating Indigenous perspectives, cultures, and knowledges into campus environments. This framework is just the start of our approach to decolonizing campus spaces and ensuring an inclusive and respectful environment for Indigenous communities and cultures.</p> <p>The creation of a unique Indigenous presence has been a priority at JIBC, where art and cultural items create a welcoming environment for Indigenous people and foster Indigenous cultural awareness, appreciation, and respect.</p>
Implemented	<p>The Welcome Post was created by Brent Sparrow from the Musqueam Nation and installed in the Atrium at the New Westminster campus in June 2021. With an eagle and sun design, the post provides guidance, strength, protection and warmth to staff, faculty, students, and all visitors.</p>
Implemented	<p>A trilogy mural by Anishinaabe artist Sharifah Marsden from the Scugog Island First Nation was installed at the New Westminster campus in August 2020.</p>
Implemented	<p>In 2023, JIBC unveiled new artwork on its police vehicles. Designed by Musqueam artist Kamryn Sparrow, the decal across the side of each vehicle recognizes the territories served by the police recruits who attend JIBC.</p>
Ongoing	<p>Taking part in the Moose Hide Campaign Day allows staff, faculty, and students to bond together and speak out against violence. The Moose Hide Campaign is a growing annual initiative asking people to pledge their commitment to end 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>
Ongoing	<p>JIBC observes the National Day of Action for Missing and Murdered Indigenous Women and Girls (MMIWG2S+), held annually on Oct. 4, by highlighting and recognizing the persistence of violence against Indigenous women, girls, and 2SLGBTQQIA. 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, women who have experienced violence, and families of missing and murdered Indigenous women.</p>
Ongoing	<p>JIBC officially recognizes the National Day for Truth and Reconciliation, providing education and ceremony to ground attendees and unify the JIBC community in a vision for Truth and Reconciliation. Elders and guests share stories and facts to foster greater understanding of the history of residential schools, the enduring legacy of colonization, and the steps we can all take to advance social justice.</p>



PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	<p>With support from Indigenous and Northern Affairs Canada and collaboration with Wilfred Laurier University, JIBC developed the Aboriginal Disaster Resilience <a href="#">Traditional Knowledge Toolkit</a> to help First Nations decide how to best incorporate knowledge of past disasters, existing risks, and traditional practices in their plans to mitigate and prepare for emergencies. Elements include storytelling and talking circles as well as community-based teams to promote knowledge sharing between First Nation community emergency management practitioners. Multi-year implementation has included train-the-trainer sessions with regional emergency management practitioners in First Nation communities and the development of a web-based Aboriginal Disaster Resilience Planning (ADRP) Tool. The ADRP provides communities with a comprehensive capacity and strength-based process to identify potential hazards that could lead to a disaster, and tools to identify risk, community strengths, and gaps.</p>
Ongoing	<p>JIBC embarked upon a three-year project, funded through the Vancouver Foundation, to scale-up the <a href="#">Rural Disaster Resilience Planning (RDRP)</a> 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 are supported through access to one succinct tool that combines the RDRP and the ADRP: The Community Disaster Resilience Planning tool. Following community testing and adaptation of the tool, this project will enhance and scale its implementation across B.C.</p> <p>The Vancouver Foundation has committed funding to continue work on the Canadian Disaster Resiliency Plan project to develop additional resources for communities to develop resiliency plans.</p>
Implemented	<p>JIBC supported the development of the Inventory of Emergency Management Capabilities in Indigenous Communities. JIBC facilitated pilot workshops with Indigenous communities in B.C.</p>
Ongoing	<p>JIBC partners with the First Nations Emergency Services Society to deliver vocational fire-fighter training to First Nations communities in B.C. and train Exterior Operations Team Leaders. Specialized coursework has been developed such as Exterior Team Leader for Indigenous Communities. The Fire &amp; Safety Division has also supported The Mohawk and Cree Peoples in Quebec and First Nations elsewhere in Canada with basic and specialized training.</p>
Ongoing	<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, B.C. Office of the Fire Commissioner, and Indigenous fire departments throughout B.C. and across Canada. Through this new position, JIBC will continue to build partnerships and explore opportunities to support the delivery of fire-fighter training and programs in Indigenous communities.</p>



## IN PLAIN SIGHT: ADDRESSING INDIGENOUS-SPECIFIC RACISM AND DISCRIMINATION IN B.C. HEALTH CARE

The In Plain Sight report was published in 2020 after an investigation of anti-Indigenous racism in the B.C. health-care system. The report found widespread incidents of discrimination and systemic racism resulting in significant harms, including death, of Indigenous Peoples.

JIBC is committed to preparing students to take action to address and prevent racism and work towards improving equity and outcomes for Indigenous Peoples.

## IN PLAIN SIGHT RECOMMENDATION #8 - HEALTH PROGRAMS OFFERED AND ACCREDITATION STANDARDS THAT RELATE TO CULTURAL SAFETY AND HUMILITY TRAINING.

The In Plain Sight report was published in 2020 after an investigation of anti-Indigenous racism in the B.C. health-care system. The report found widespread incidents of discrimination and systemic racism resulting in significant harms, including death, of Indigenous Peoples.

JIBC is committed to preparing students to take action to address and prevent racism and work towards improving equity and outcomes for Indigenous Peoples.

PROGRAM	ACCREDITATION STANDARD DETAILS
Advanced Care Paramedic	<p><b>Accreditation body: Equal — Accreditation Canada</b></p> <p>1.1.a Maintain patient dignity.</p> <ul style="list-style-type: none"> <li>• Discuss “dignity”</li> <li>• Identify cultural characteristics that impact patient dignity.</li> <li>• Acknowledge cultural differences.</li> <li>• Acknowledge personal privacy.</li> <li>• Demonstrate empathy.</li> <li>• Integrate care appropriate to situation.</li> <li>• Adapt care appropriate to the needs of special populations.</li> </ul> <p>1.1.b Reflect professionalism through use of appropriate language.</p> <ul style="list-style-type: none"> <li>• Distinguish language appropriate for patients, peers and other professions.</li> <li>• Choose language appropriate to situation.</li> <li>• Communicate verbally using appropriate language.</li> </ul> <p>1.1.d Maintain appropriate personal interaction with patients.</p> <ul style="list-style-type: none"> <li>• Discuss appropriate personal interaction.</li> <li>• Discuss inappropriate personal interaction.</li> <li>• Demonstrate appropriate personal interaction with patients.</li> <li>• Value appropriate professional relationships with patients.</li> </ul> <p>1.1.j Function as patient advocate.</p> <ul style="list-style-type: none"> <li>• Define “patient advocacy”.</li> <li>• Discuss situations where patient advocacy is required.</li> <li>• Explain ways in which a practitioner can advocate for patients.</li> <li>• Value patient advocacy.</li> <li>• Integrate advocacy to patient care.</li> </ul> <p>2.1.d Provide information to patient about their situation and how they will be cared for.</p> <ul style="list-style-type: none"> <li>• Identify information that should be communicated to the patient.</li> <li>• Evaluate patient comprehension.</li> <li>• Communicate to patient their situation and how they will be cared for.</li> <li>• Adapt communication based on patient’s apparent comprehension.</li> </ul>

PROGRAM	ACCREDITATION STANDARD DETAILS
Advanced Care Paramedic	<p>2.1.f Speak in language appropriate to the listener.</p> <ul style="list-style-type: none"> <li>• Identify basic communication needs.</li> <li>• Describe common communication barriers.</li> <li>• Discuss methods of meeting basic communication needs.</li> <li>• Adapt communication techniques effectively.</li> </ul> <p>2.3.a Employ effective non-verbal behaviour.</p> <ul style="list-style-type: none"> <li>• Describe non-verbal behaviours.</li> <li>• Describe non-verbal behaviours.</li> <li>• List examples of non-verbal behaviours that may impact others negatively.</li> <li>• Identify cultural factors that may affect non-verbal communication.</li> <li>• Identify growth and development factors that may affect non-verbal communication.</li> <li>• Identify personal factors that may affect non-verbal communication.</li> <li>• Acknowledge the relationship between positive non-verbal behaviour and personal feelings.</li> <li>• Demonstrate non-verbal behaviour that positively impacts communication.</li> </ul> <p>2.3.b Practice active listening techniques</p> <ul style="list-style-type: none"> <li>• Define “active listening”.</li> <li>• Acknowledge the relationship between sincerity, genuine interest and active listening.</li> <li>• Perform active listening in interactions with colleagues, patients and others.</li> <li>• Communicate openly despite the impeding nonverbal behaviour of others.</li> </ul> <p>2.3.c Establish trust and rapport with patients and colleagues.</p> <ul style="list-style-type: none"> <li>• List behaviours that help establish trust.</li> <li>• List behaviours that help establish rapport.</li> <li>• Escribe feedback that indicates that trust and rapport have been established.</li> <li>• Receive feedback that indicates that trust and rapport have been established.</li> <li>• Demonstrate behaviour that promotes trust and rapport.</li> </ul> <p>2.3.d Recognize and react appropriately to non-verbal behaviours.</p> <ul style="list-style-type: none"> <li>• Distinguish threatening and non-threatening behaviours.</li> <li>• Identify behaviours that diffuse hostility.</li> <li>• Discuss behaviours that may provoke hostile behaviour in others.</li> <li>• Valuate reactions to positive and negative patient behaviours.</li> <li>• Choose appropriate patient care options.</li> <li>• Demonstrate ability to manage hostile situations.</li> </ul> <p>2.4.a Treat others with respect.</p> <ul style="list-style-type: none"> <li>• Define “respect”</li> <li>• List examples of ways to demonstrate respect.</li> <li>• Identify cultural differences that affect the demonstration of respect.</li> <li>• Value respect in patient care.</li> <li>• Demonstrate behaviour that is respectful to patients.</li> <li>• Adjust actions as appropriate, consistent with others’ expectations of respectful behaviour.</li> </ul>

PROGRAM	ACCREDITATION STANDARD DETAILS
Community Care Licensing	N/A
Emergency Medical Responder	N/A
Health Sciences (EMS) Diploma	N/A
Primary Care Paramedicine	<p><b>Accreditation body: Equal — Accreditation Canada</b>  The details regarding accreditation standards are identical to those listed above for Advanced Care Paramedic.</p>
Search & Rescue Technician Medical Training: Team Leader	N/A
Search & Rescue Technician QL5A	N/A
Trauma & Crisis Intervention	N/A

**IN PLAIN SIGHT RECOMMENDATION #14 - The B.C. government, PHSA, the five regional health authorities, B.C. colleges and universities with health programs, health regulators, and all health service organizations, providers and facilities recruit Indigenous individuals to senior positions to oversee and promote system change.**

The In Plain Sight report was published in 2020 after an investigation of anti-Indigenous racism in the B.C. health-care system. The report found widespread incidents of discrimination and systemic racism resulting in significant harms, including death, of Indigenous Peoples. JIBC is committed to preparing students to take action to address and prevent racism and work towards improving equity and outcomes for Indigenous Peoples.

PROGRAM	PROGRESS	ACTIONS
Advanced Care Paramedic	1.1.a Maintain patient dignity.	
Advanced Care Paramedic		
Community Care Licensing		
Emergency Medical Responder		
Health Sciences (EMS) Diploma		
Primary Care Paramedicine	A new Indigenous sessional faculty member was hired in April 2023.	Hire Indigenous faculty for front-line positions to inform curriculum revisions and teaching methods.
Search & Rescue Technician Medical Training: Team Leader		
Search & Rescue Technician QL5A		
Trauma & Crisis Intervention		

**IN PLAIN SIGHT RECOMMENDATION #18 - The B.C. government require all university and college degree and diploma programs for health professionals in B.C. to implement mandatory strategies and targets to identify, recruit and encourage Indigenous enrolment and graduation, including increasing the safety of the learning environment for Indigenous students.**

PROGRAM	TARGETS BY PROGRAM AREA	OUTCOMES
Offer Emergency Medical Responder (EMR) and First Responder (FR) training in Indigenous communities on contract basis.	N/A	Indigenous students obtain accessible, affordable, and culturally competent training in pre-hospital health care to support their communities.
Integrate Indigenous pedagogies, epistemologies, and Knowledges with patient-centred care paramedicine curriculum within a new primary care paramedic program. Included are two courses dedicated to learning and applying trauma-informed practice, Truth, Reconciliation, decolonization, anti-racism, and cultural safety and humility. These themes are woven throughout the courses and program as program commitments.	We are planning for implementation in 2027 if approvals for development and delivery funding are in place.	CIP51 proposal has been submitted to the Ministry for consideration.
Advanced Specialty Certificate in Community Care Licensing and the Diploma in Health Science programs include interview questions on Indigenization of curriculum and teaching and learning methodologies within the faculty recruitment process.	Included in selection criteria for hiring all new faculty.	Increase faculty with understanding and experience in Indigenous education.
JIBC supports flexible admissions for Indigenous individuals applying for admission to the Primary Care Paramedic Certificate and the Advanced Care Paramedic Diploma. Entrance requirements are adjusted for Indigenous learners on a case-by-case basis and learners are connected to the Office of Indigenization to provide student support and encourage persistence and success in the programs.	N/A	Support a variety of learning pathways and provide wrap-around care for Indigenous learners.
Offer an annual career camp for Indigenous youth to provide opportunities to learn about public safety careers, including paramedicine.	N/A	Provide an applied educational experience grounded in Indigenous cultures, where participants learn about paramedicine careers and make connections with each other, JIBC faculty, and potential employers.

**IN PLAIN SIGHT RECOMMENDATION #21 - All B.C. university and college degree and diploma programs for health practitioners include mandatory components to ensure all students receive accurate and detailed knowledge of Indigenous-specific racism, colonialism, trauma-informed practice, Indigenous health and wellness, and the requirement of providing service to meet the minimum standards in the UN Declaration.**

PROGRAM	PROGRESS	ACTIONS
<b>Advanced Care Paramedic</b>	New	Curriculum updates are being developed to increase teaching and learning regarding cultural safety, humility and sensitivity, Truth and Reconciliation, and Indigenous ways of thinking, being, relating, and doing.
	Ongoing	The Student Practice Education Core Orientation (SPECO) includes an introduction to Indigenous health that helps prepare students to delivery culturally competent patient care.
	Ongoing	Training covers National Occupational Competency Profile outcomes for paramedics including patient dignity, professionalism, patient advocacy, establishing trust, and practicing respect.
	Ongoing	Students and faculty begin the program with a smudge ceremony, where an Elder speaks about historical inequities and opportunities for Reconciliation. Students are made aware of the availability of Indigenous student services, including guidance and support from Elders.
<b>Health Sciences (EMS) Diploma</b>		The program includes the Primary Care Paramedic (PCP) certificate program and additional health and liberal studies courses.
	New	PCP curriculum updates are being developed to increase teaching and learning regarding cultural safety, humility and sensitivity, Truth and Reconciliation, and Indigenous ways of thinking, being, relating, and doing.
	Ongoing	The Student Practice Education Core Orientation (SPECO) includes an introduction to Indigenous health that helps prepare students to delivery culturally competent patient care.
	Ongoing	Training covers National Occupational Competency Profile outcomes for paramedics including patient dignity, professionalism, patient advocacy, establishing trust, and practicing respect.
	Ongoing	All students participate in an orientation with the Office of Indigenization.
<b>Primary Care Paramedicine diploma</b>	New – at CIP51 proposal stage	A new Primary Care Paramedic diploma program will integrate Indigenous pedagogies, epistemologies, and Knowledges with patient-centred paramedicine curriculum. The program will include two required courses dedicated to learning and applying trauma-informed practice, Truth, Reconciliation, decolonization, anti-racism, and cultural safety and humility. These themes are also woven throughout the courses and program as program commitments.



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