

# INSTITUTIONAL ACCOUNTABILITY PLAN & REPORT

## 2024-2025



**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 11, 2025

Honourable Anne Kang  
Minister of Post-Secondary Education and Future Skills  
Parliament Buildings  
Victoria, BC V8V 1X4

Dear Minister Kang:

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 2024-2025 reporting period.

Over the last year, we focused our collective energies on evaluation and planning to support our ongoing adaptation to change. A new data-informed educational growth strategy will be actioned in 2026 along with recommendations that renew how we work with employers through educational service contracts. Underlining our commitment to equitable access to education and supportive learning environments, JIBC launched our first Equity, Diversity and Inclusion Action Plan. We also assessed how we provide services for learners and developed a new model that will make student support more accessible and responsive. As we implement our strategies over the coming years, a new enterprise reporting and analytics system will help monitor the impact of change and accelerate insights so we can adapt more quickly to evolving conditions.

Responding to changes already upon us, we reshaped our International Plan to align our activities with core objectives and respond to rapid changes in Canada's immigration strategy that put both our programs and students at risk. We also worked with our partners to address worker shortages in critical public safety professions including paramedicine, security, and policing. This period of introspection and transformation underlines our critical need for more space, optimized to meet the evolving needs of the justice and public safety sectors.

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 students, whose leadership, compassion, and skill make our communities safer and stronger every day.

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.

Sincerely,



A handwritten signature in black ink that reads "Jim Wishlove".

**Jim Wishlove**  
Chair, Board of Governors

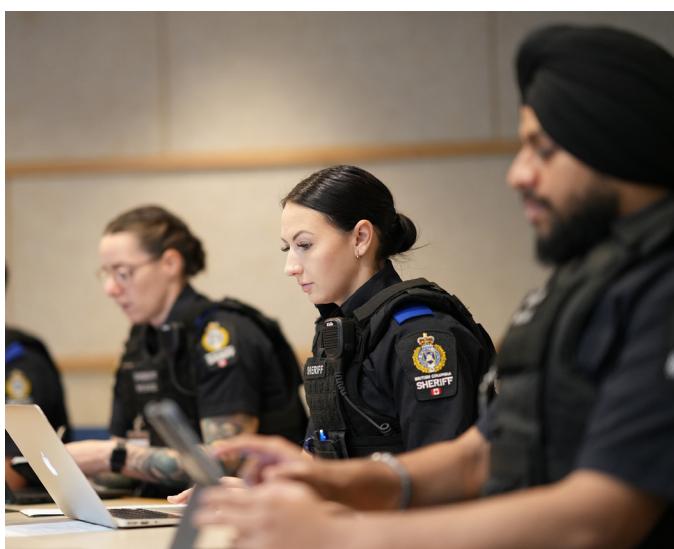


A handwritten signature in black ink that reads "Len Goerke".

**Len Goerke**  
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 40,000 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 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

40,000 students 3,871 FTE

633 faculty 125 FTE

383 staff 245 FTE



### OUR EDUCATION

Domestic	85%	↓
International	15%	↓
Online	30%	↑
In-person	70%	↓



### 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** | qicéy̓ (Katzie) and qʷa:n̓ən̓ (Kwantlen) unceded Traditional Territories.

**Pitt Meadows Campus** | qicéy̓ (Katzie) and qʷa:n̓ən̓ (Kwantlen) unceded Traditional Territories.

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

**Vancouver Island Campus** | Traditional Territories of the lək̓ʷəŋən Peoples of the Songhees and Esquimalt Nations and the 'W̱SÁNEĆ 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.



# 2025-2026 PRIORITIES

JIBC's annual plan is a roadmap of initiatives and milestones that carry us forward in achieving our goals. Each division also creates a cascaded plan to ensure resources are aligned to deliver on our strategic priorities and make the improvements our plans envision. Priorities for 2025-2026 include:

## PUTTING STUDENTS FIRST

- Implement recommendations from the assessment of service to students.

## PURSUING EDUCATION & TRAINING EXCELLENCE

- Operationalize the education growth strategy.
- Implement recommendations to advance contract training services.
- Enhance the functionality of the student information system.
- Increase police recruit training spaces by 50 per cent.

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

- Incorporate Indigenous perspectives into curriculum.

## FOSTERING THE SUCCESS OF OUR PEOPLE

- Redevelop a new intranet.

## CHAMPIONING EQUITY, DIVERSITY & INCLUSION

- Implement the EDI Action Plan.

## ELEVATING ORGANIZATIONAL EFFECTIVENESS

- Build a data governance program and expand reporting and analytics services.
- Develop an environmental sustainability strategy and plan.
- Plan for campus expansions and execute campus relocations.



# 02

## STRATEGIC CONTEXT

### INTERNAL SCAN

#### PROGRAMMING

Three programs completed comprehensive program reviews in 2024.

#### ADVANCED CARE PARAMEDIC

The Advanced Care Paramedic (ACP) program is an advanced diploma program that underwent an accreditation review in 2023 and a comprehensive review in 2024. The review confirmed that the program successfully supports student achievement and provides ample practice opportunities to consolidate skills and achieve competencies. Priorities for improvement include: a formal process for actioning feedback from students, faculty and industry; including patient partners to share lived experience; and ensuring students have access to adequate support and assessment during labs. While most ACP graduates become licensed in the province and go on to work for B.C Emergency Health Services, it is not a job training program; the program intends to ensure its continued focus on meeting the National Occupational Competency Profile, which may differ from the needs of employers.

#### EMERGENCY AND SECURITY MANAGEMENT

The comprehensive review of the Emergency and Security Management degree and diploma programs found that the broad focus limits the depth with which topics can be explored and this creates a mismatch with career opportunities. Despite significant strengths in student and faculty satisfaction, and Indigenous representation, the review recommends the development of new or substantially revised programs. The department will conduct a needs assessment for emergency and disaster management education, renew the pedagogical

model, and define the target market to align with employer needs. The new program intends to provide enhanced applied learning, work-integrated learning, more employer engagement and profession-specific applied research opportunities. An Indigenization strategy will be developed to more fully incorporate Indigenous perspectives in the curriculum and increase the number of Indigenous learners in these programs.

#### LEADERSHIP AND CONFLICT RESOLUTION

The Leadership and Conflict Resolution associate certificate program prepares students with essential leadership and conflict resolution skills that are relevant across many roles and industries. There is potential for the program's growth and an opportunity to more closely align educational practices with progressive and inclusive pedagogies. The department intends to renew the program's learning outcomes and assessment practices to align with universal design for learning principles and incorporate Indigenous ways of leading and resolving conflict into the curriculum.

#### ADMISSIONS

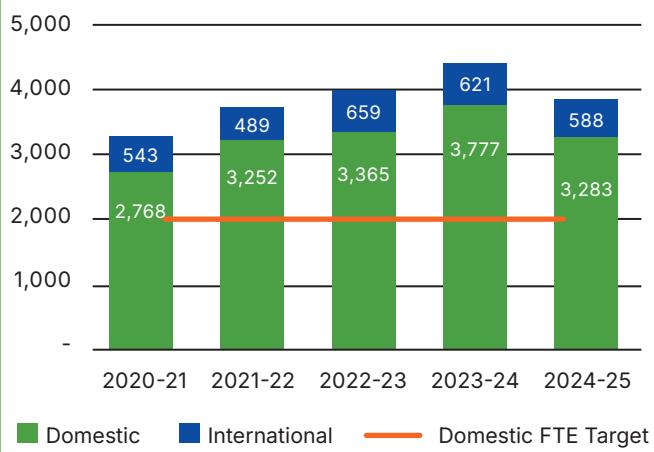
In 2024-2025, JIBC continued to streamline admission processes to eliminate documentation that is not essential to decision-making for program applications. Reference letters are no longer required for the Law Enforcement Studies diploma and degree programs and admission requirements in the Complex Trauma program were simplified to remove barriers to students.

## ENROLMENTS

Almost 40,000 learners chose JIBC for their justice and public safety education in 2024-2025, and JIBC now has one of the largest student bodies amongst B.C. public post-secondary institutions. JIBC has a unique mix of students, with almost half studying full-time or part-time and an equivalent number taking short courses. This unique profile reflects a focus on providing training to justice and public safety professionals across their entire career, including 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.



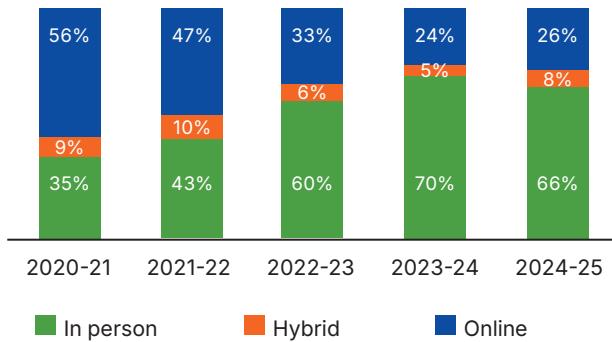
### ENROLMENTS (FTE) BY STUDENT TYPE



Source: Central Data Warehouse, 2025

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, many offerings were moved online due to the COVID-19 pandemic, followed by a gradual return to on-campus activity.

### ENROLMENTS (FTE) BY DELIVERY MODE



Source: Central Data Warehouse, 2025

## CAMPUSES

JIBC campuses are undergoing considerable change following several years of planning and analysis. Primary among them is developing a plan to build a new public safety applied training centre on our New Westminster campus. Over the last eight years, there has been a 61 per cent increase in the total instructional hours at our main campus and a corresponding 29 per cent increase in the number of employees. It is imperative that we expand our instructional space to meet the growing demand, and we plan to create a business plan in 2025 to guide the design and development of a new tactical training centre at our New Westminster site.

Upgrading our New Westminster campus to improve accessibility, safety, and the student experience was a focus in 2024-2025. We renewed our closed-circuit television technology to improve safety and made our washrooms and parking lot more accessible for our community. The targeting system for the gun range was modernized, and new gun lockers were installed to ensure ongoing safety and security. Renovation of the Rix building was completed, including a new sprung floor in the gym to prevent injuries for learners taking part in use-of-force training.

JIBC has actively been searching for a new campus location in the Okanagan region for several years as our current lease with the City of Kelowna expires in December 2025. We are pleased to be able to co-locate with Okanagan College on their Vernon campus and lease negotiations are currently underway to finalize the arrangement for fall 2025.

JIBC students have been fortunate to study at Royal Roads University's Colwood campus as an interim location while we await the opening of the new West Shore Campus in Langford. Arrangements are being finalized that outline JIBC's physical access to the facility and related services, and we expect to begin moving into the new building in the summer. Paramedic students will be the first group of JIBC students who will use the new space, which is a joint venture between Royal Roads, University of Victoria and Camosun College with JIBC and School District #62 as additional tenants.

The Maple Ridge campus is situated on Crown land and a new lease was negotiated with the Ministry of Water, Land & Resource Stewardship for an additional 30-year term. A new management plan is now in place that includes new portable classrooms, a guardhouse, a replacement smokehouse, a storage container, and the removal of the tower crane prop.

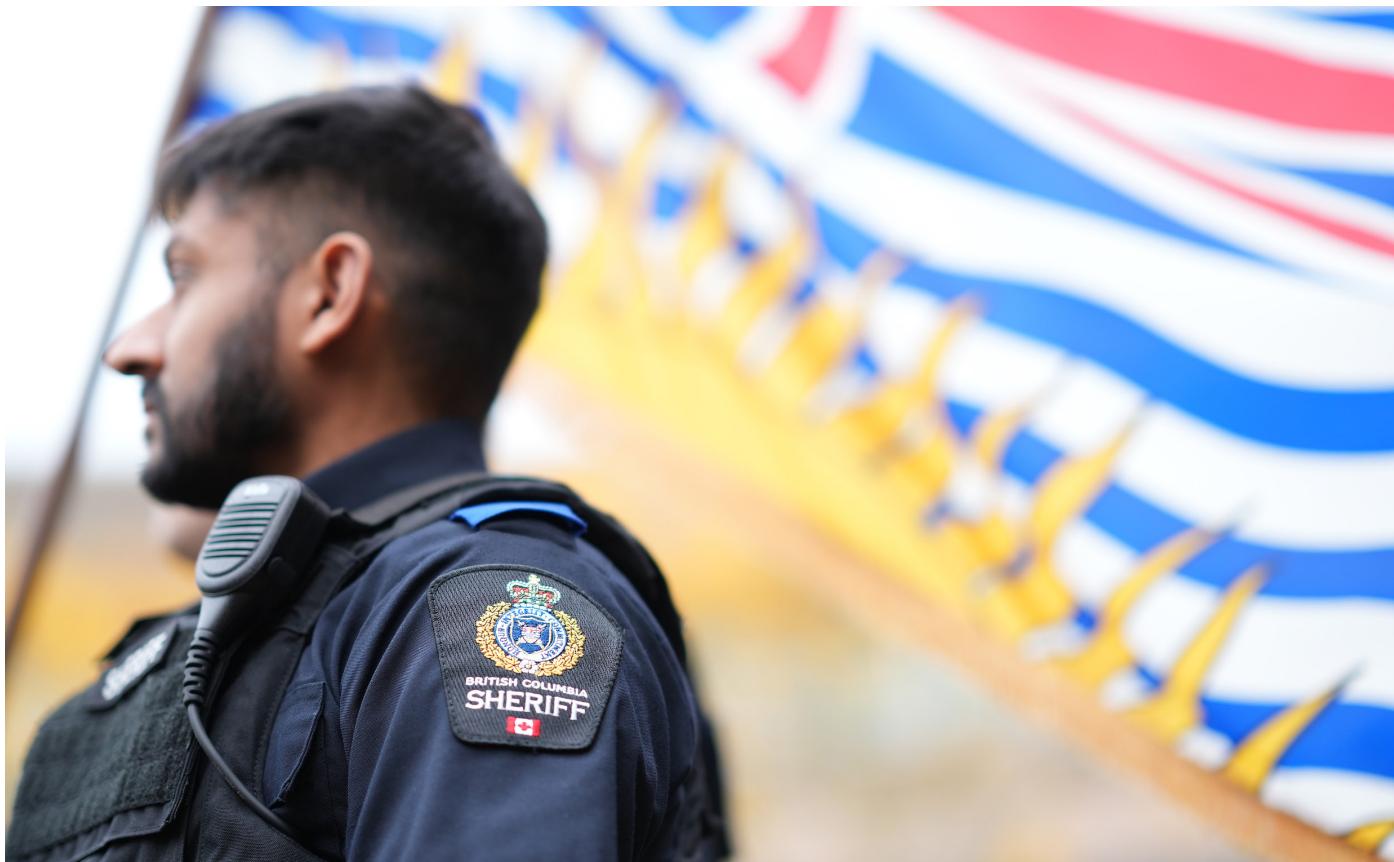
The Real Estate Services Branch of the Ministry of Citizen's Services is managing the disposition of JIBC's Chilliwack campus. The Ministry of Indigenous Relations and Reconciliation and the Ministry of Education submitted a joint business case to purchase the property, which is dependent on obtaining funding from the province.



## EXTERNAL SCAN

### IMPACT OF CLIMATE CHANGE ON HUMAN AND NATIONAL SECURITY

Climate change is considered a "threat multiplier" because it degrades the social, economic, and environmental fabric of nations. As extreme weather events cause more drought and floods and rising oceans contribute to a loss of arable lands, competition for scarce resources like food and water will increase. Rhetoric from the U.S. President expressing a desire to annex Canada and Greenland is an early signal of a coming wave of geo-political shifts as nations jockey to gain and retain the resources they need to sustain their people and industries. Increasing environmental stresses compound vulnerabilities and contribute to social unrest and upheaval. Modelling predicts that up to 1.2 billion people may be displaced around the world by 2050 due to extreme weather and natural disasters. Most refugees are resettled within their own country or an adjacent country, and these areas are typically also at risk from climate change. As security risks increase, vulnerable populations with pre-existing inequities will be disproportionately impacted. Canada's defence policy highlights a renewed assertion of sovereignty, especially in the Arctic, and a stronger and more integrated security infrastructure. This includes more civilian specialists and an investment in Canada's domestic defence industries. A new NATO Climate Change and Security Centre of Excellence began operations in Montreal to focus on mitigation measures for the inevitable security challenges that are emerging from climate adaption.



## JUSTICE AND PUBLIC SAFETY REFORM

The Justice and Public Safety Council is tasked with setting the strategic direction for the B.C. justice and public safety sectors. Their 2025-2028 strategic plan recognizes the importance of cultural safety in all services and commits to fair and accessible services that deliver outcomes without delay. Intervening early to resolve conflicts and embracing alternative processes including restorative justice is part of the future direction. Early crime prevention and intervention services that support behavioural change, addressing racism, and supporting the rights of victims are additional priorities. By acknowledging how intersecting identities can increase vulnerabilities, the plan hopes to improve services for people in crisis. Additionally, the government will take action to support the development of First Nations' systems of justice. Some specific opportunities include coordinating more support services for inmates transitioning out of correctional centres.

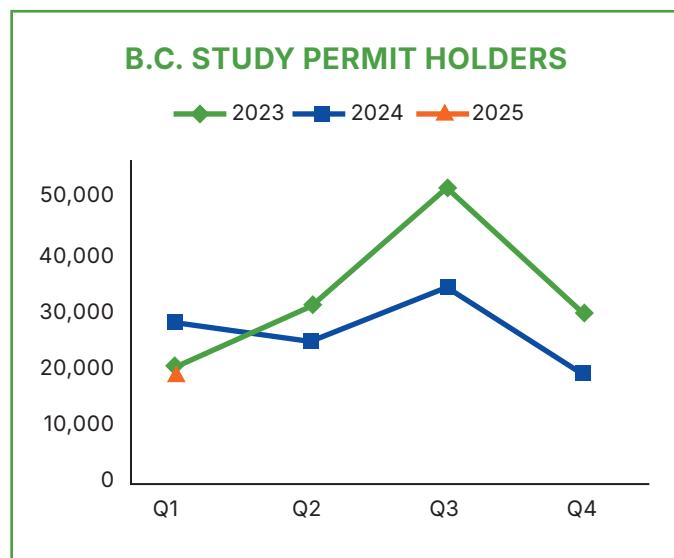
The 2025 mandate for all B.C. ministries includes a holistic review of all programs and initiatives to ensure they are relevant, efficient and timely. Additional B.C. government priorities include:

- Protecting the public from violent and prolific offenders by keeping them in custody after arrest.

- Supporting individuals affected by mental health disorders, addictions and brain injuries, including improvements to the intersecting services of police, health care, and social services.
- Meeting the needs of survivors of gender-based violence.
- Improving the quality of living of people living in Indigenous communities and building partnerships that advance reconciliation.
- Fighting racism, discrimination and hate crimes, aided by a new Parliamentary Secretary for Anti-Racism Initiatives.
- Strengthening border security with federal, provincial and territorial partners.
- Improving the coordination between provincial regulatory enforcement agencies and police authorities.
- Dedicating resources to enforcement related to shoplifting and protecting retail workers.
- Permitting the use of technology to facilitate law enforcement that keeps riders safe on public forms of transportation.

## CANADIAN IMMIGRATION AND INTERNATIONAL STUDENTS

In 2023, Canada set its most aggressive immigration targets, with a goal of welcoming over 500,000 new Canadians a year for the next three years. However, peak immigration coincided with a period of high inflation and soaring housing costs and public perception began to sour on immigration. In tandem, there was growing concern about bad actors in the international education field who were luring foreign students to Canada with promises of quality education or jobs that were not as promised.



Source: *Study Permit Holders – Monthly IRCC Updates, April 2025*

The Canadian government took a hard pivot, lowering immigration levels for new permanent residents as well as placing limits on the number of temporary residents for the first time, including international students. The number of temporary residents will decrease by 445,900 in 2025 and then decrease again by a similar amount the following year. The Canadian population is expected to decline by two per cent a year for the next two years and then return to eight per cent annual growth in 2027.

The number of international student study permits issued in B.C. declined by 32 per cent in the first quarter of 2025 compared to the previous year. Numbers began declining in spring 2024 when post-secondary institutions were allocated a limited number of provincial attestation letters (PALs) which must accompany offers of admission and study visa applications. Limits were then placed on post-graduate work permits in September, where college students were only eligible to work in Canada after graduation from programs in five fields of study: agriculture, health care, science and technology, skilled trades, and transportation. A further 10 per cent reduction in PALs was announced in September, including graduate students for the first time. The Council of Ontario Universities projects that the province's 20

universities will lose close to \$900 million in revenue from international students as enrolment rates plummet and other provinces project similar losses. Rapid changes in immigration policies have hurt Canada's educational brand overseas and created an environment of uncertainty for learners. Many post-secondary institutions are cancelling programs and cutting staff in response to the financial crisis.

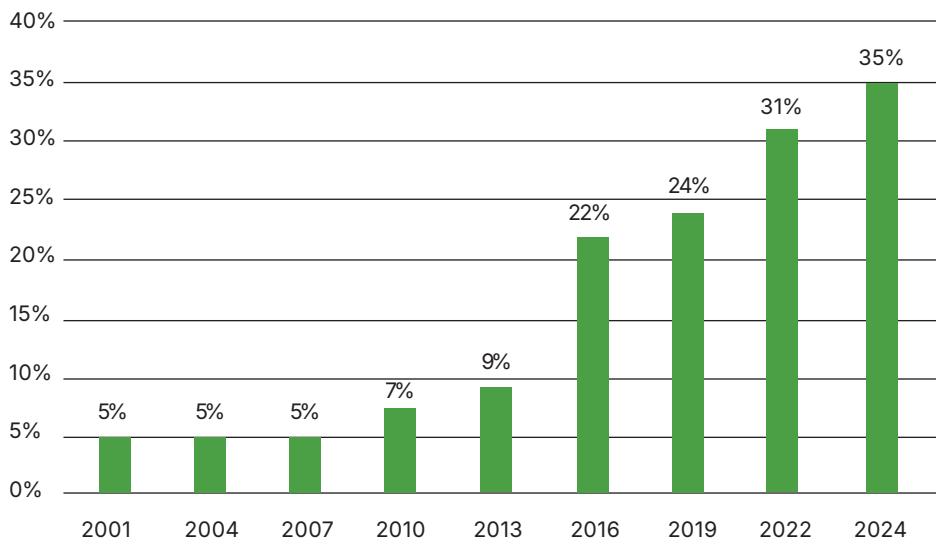
The labour market still requires high levels of immigration to fill jobs as baby boomers move into retirement and Canada continues to experience a negative birthrate, without enough births to maintain the natural population. B.C. forecasts that new immigrants will fill up to 47 per cent of job openings over the next 10 years, an increase over the 2023 projection.



## INCLUSIVE LEARNING ENVIRONMENTS

Over 25 per cent of Canadians have a disability and half require some sort of assistance or accommodation to complete their education. The B.C. Representative for Children and Youth released the Still Left Out report in 2023, which highlights significant challenges children and their families face trying to access assessments and accommodations for their disabilities from birth into adulthood. The demand for support consistently outstrips supply, and the report estimated that over 80,000 B.C. children with disabilities are not receiving any support because they did not have an eligible diagnosis.

### FIRST-YEAR UNIVERSITY STUDENTS REPORTING DISABILITY



Source: *The State of Postsecondary Education in Canada, 2024*

UNESCO reports that 146 countries have 'inclusion' as a goal in their national education strategy, a commitment to ensuring students from diverse backgrounds have equitable access to success in higher education. Post-secondary institutions typically require a diagnosis from a physician as a first step in requesting academic accommodations such as more time on tests, a note taker, or accessibility equipment. While accommodations do foster inclusion, there are significant barriers to accessing services, including inability to provide documentation of a disability and attitudinal biases, especially in public safety education where learners may not feel safe requesting personal supports.

Requests for accommodations are growing at post-secondary institutions, which is drawing focus to alternative ways to foster inclusion and support student success. Awareness training for staff and faculty helps rally more allies who can help make institutions more inclusive and learning more accessible. It is also

important to include neurodiverse learners and students with disabilities in planning and evaluation of policies and practices related to equity, diversity, inclusion and accessibility. Universal design for learning (UDL) is perhaps the most promising approach, which changes the learning environment itself to suit all learners, removing barriers to success that have been baked into traditional instructional design. UDL supports all learners by providing multiple means of engaging with learning, knowing, and expressing their skills. Designing curriculum and pedagogies in this way provide authentic learning experiences where students can capitalize on their strengths and find their personal pathway to success.

# 03

## REPORT ON 2024-2025 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 trains workers in over 30 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 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

### MENTAL HEALTH AND WELLBEING

In 2024-2025, JIBC continued to expand its mental health supports through peer-led initiatives and interactive wellness programming, thanks largely to the ongoing use of the \$100,000 Bell Let's Talk grant. Building on past success, the Institute's Mental Health and Wellness Ambassadors delivered a new series of workshops and activities focused on mindfulness, clarity, self-care, and resilience. These included Mindfulness vs. MindFULLness, Journaling for Clarity, and Kick Away Homesickness – programming designed to reduce student stress, increase self-awareness, and build community connections. Mental Health Day and the Bell Let's Talk event remained central to our annual wellness calendar, offering stigma-reduction messaging and peer-led discussions. Additional sessions on positive psychology and crafting a vision board gave students practical tools to support personal growth and goal setting. These events reflect our ongoing commitment to fostering a caring and connected campus environment where students are equipped with strategies to navigate academic and personal challenges.

We promoted inclusion through numerous cultural events and celebrated our diverse student body by marking International Pronoun Day, Transgender Day of Remembrance, and Transgender Day of Visibility, further embedding our commitment to diversity, equity, and inclusion into our wellness programming. In addition to group programming, we continue to support individual students with mental health concerns, providing one-on-one guidance, referrals, and care tailored to their specific needs.

### SEXUALIZED VIOLENCE PREVENTION AND RESPONSE INITIATIVES

JIBC made significant progress in 2024-2025 toward strengthening education and awareness related to consent and prevention of sexualized violence. As part of Consent Awareness Week, we introduced a comprehensive suite of activities aimed at increasing student engagement and understanding of healthy relationships and consent. These included:

- What Does Consent Look/Sound Like workshop.
- MythBusters game table to challenge misconceptions around consent.
- Consent & Healthy Relationship workshop, using trauma-informed, inclusive facilitation.
- 'FRIES' giveaway that promoted the characteristics of consent – freely given, reversible, informed, enthusiastic, and specific.

In addition to student-led activities, we partnered with community speakers and organizations to lead campus events, including a film screening on consent and safety, fostering broader dialogue on sexualized violence from both educational and cultural perspectives. Events were intentionally designed to respond to cultural challenges specific to both the first responder and post-secondary environments, recognizing the need for tailored approaches that reflect the unique contexts in which our students live, study, and work. These initiatives were designed to be accessible, engaging, and informative, helping students internalize consent principles in a variety of interpersonal contexts. Programming emphasized the importance of active communication, respect, and boundaries, with support from trained staff and peer facilitators. In alignment with our commitment to continuous improvement, JIBC has also begun assessing student engagement and knowledge retention following these events to inform future practices. In 2026, we will assess our progress and review our policies through a lens of equity and inclusion and remain focused on supporting survivors and preventing harm across our campus community.

## ENHANCE SKILLS TRAINING FOR PEOPLE FACING COMPLEX BARRIERS

### SUPPORTING ACCESS TO AFFORDABLE EDUCATION

The Institute received 1,401 applications for financial assistance in 2024-2025 and disbursed \$ 2,024,100 to 791 students in awards, bursaries, and scholarships ranging from \$300 to \$22,000.

Providing emergency financial aid to students provides critical support to ensure they can meet their financial obligations and continue their educational journey at JIBC. There were 27 bursaries and emergency assistance grants awarded to JIBC students in 2024-2025 funded by the province and through JIBC donor support.

In 2024-2025, a new award was created for Indigenous students enrolled in the Law Enforcement Studies diploma and degree programs. The E-Comm 9-1-1 Team Bursary provides \$1,000 annually to a learner with financial needs that cannot be fully met through other funding sources.

### GOVERNMENT BURSARIES FOR STUDENTS

In 2024-2025, 311 JIBC students were supported by the StrongerBC future skills grant to complete skills training programs in paramedicine, cybercrime defence, emergency management, 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. This funding program has been a key strategy to meet the need for more entry-level paramedics across B.C., with 141 new emergency medical responders eligible for licensing.

The Emergency Medical Assistants Education Fund opens up pathways to paramedic careers by providing

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

substantial financial support for individuals pursuing JIBC training that leads to paramedic licensing. The funding was renewed in 2024 and supported an initial cohort of 189 students enrolled in the Primary Care Paramedic and Advanced Care Paramedic programs. This ongoing funding is critical for students taking these intensive programs to allow them to focus full-time on their education as they train for in-demand careers in health care.

## 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.

## 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 2024-2025, 22 JIBC learners received a B.C. government tuition waiver with a total of \$144,966 distributed, representing a 54 per cent increase in funding compared to 2023-2024.

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. We were able to connect 21 students with this grant opportunity in 2024-2025.

JIBC provides additional wrap-around supports for students with disabilities and 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 and 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 studies. In 2024-2025, 185 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.

A cross-functional team recently began development of a framework for dual-credit programming at JIBC to ensure priorities are aligned with government direction. We will develop opportunities that are mutually beneficial for high school students, employers, and JIBC.

## 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 continues to be an enthusiastic partner with EducationPlannerBC and an early-adopter of expanded functionality. In 2024-2025, we used the application to meet new requirements for international students, collecting details about agents and gaining their consent to share information with the Ministry and Immigration, Refugees and Citizenship Canada. We also engaged in robust testing for a new feature that supports transcript exchange between post-secondary institutions. In 2025-2026, we plan to introduce a new feature that allows applicants to attach supporting documents at the time of application, streamlining the process for students. Vouchers will also be introduced to allow former youth-in-care to apply to our programs at no cost.

## 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. 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 the last year, 1,418 students participated in WIL opportunities as part of their coursework, and most of these were clinical or field placements.

In 2024-2025, JIBC created over 100 new WIL placements for students, which will continue to be available for future learners. We also increased our community partnerships by 10 per cent with organizations such as Community-Based Research Canada, Hogan's Alley Society, City of Surrey, Mediate BC, Night Hoops, and Umbrella Health Co-op.

Students studying Collaborative Conflict Resolution gained a new opportunity to engage in work experiences with community organizations that specialize in the field. Conflict in Practice is a new course within the program that allows learners to synthesize their conflict resolution skills, enhance their expertise, and connect with a community of practice.

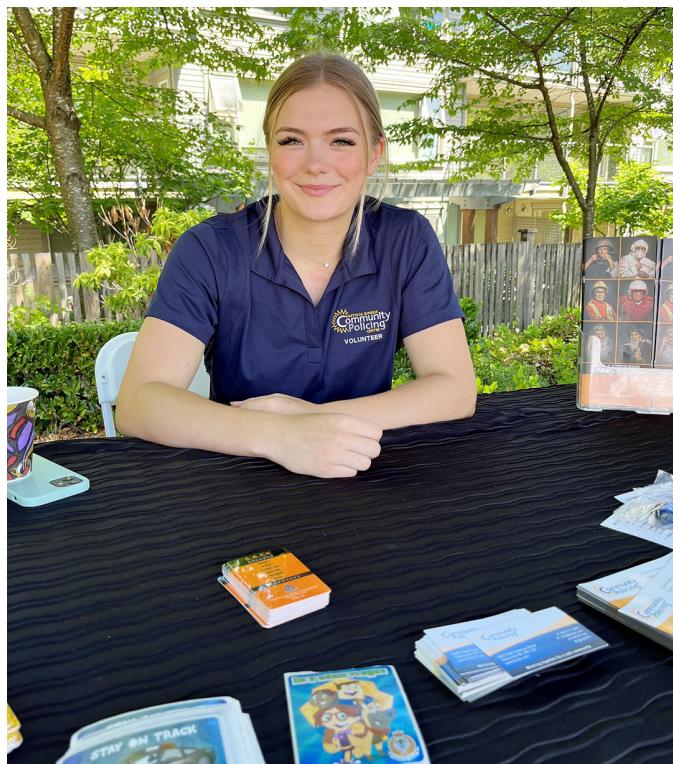
JIBC's Law Enforcement Studies students deepened their engagement with Vancouver's community policing in 2024, as 52 international students completed a new community-engaged learning project in partnership with the Chinese Community Policing Centre. They participated in community cultural activities as well as neighborhood clean-up events. In addition, 26 Law Enforcement Studies students completed a public safety workshop and planning activity for the City of Surrey.

Emergency management students engaged in applied research projects with community partners to address a question or issue they wished to investigate. Topics included food security, supporting vulnerable populations in an emergency, access to health services, and community advocacy.

We celebrated WIL month with three workshops to support faculty who are interested in implementing more real-world experiences into their courses. These focused on funding opportunities, learning from peers, and best practices in reflection-based learning. The Centre for Teaching, Learning & Innovation also developed a special WIL edition of The Learning Hub, an online publication.

New funding was secured to support students in the Community Care Licensing Officer program as they completed their work-integrated learning course where they gain work experiences through practicums and community projects.

In 2025-2026 we will continue to increase the number of WIL placements available to JIBC students and engage additional employers and community partners. In addition to our new website presence, the WIL office will develop a system to post and promote opportunities for students.



## FAIR TREATMENT FOR INTERNATIONAL STUDENTS

As we reflect on what B.C. communities will need from JIBC in the future to develop the workers who keep our communities safe, equitable, and prosperous, JIBC introduced a new International Plan 2025-2027. There are two over-arching goals:

1. JIBC engages internationally to enhance the quality of our education and training programs with diverse international perspectives and global expertise to prepare learners to be global citizens.
2. Attracting international students and faculty increases our ability to supply qualified justice and public safety professionals into the B.C. labour market.

## OBJECTIVES AND STRATEGIES

### **1. Enhance the quality of our education and training programs with diverse international perspectives and global expertise to enrich the communities we serve.**

- 1.1. Build greater cultural competency by bringing the diverse perspectives and experiences of people from other countries into the classroom.
- 1.2. Ensure that diverse cultural competencies and anti-racism are embedded in programming for students, staff, and faculty to promote an inclusive culture across the learning environment.
- 1.3. Partner with leading international organizations to offer JIBC education in foreign countries and bring back new ideas and innovations that advance the education and training we deliver in B.C.

### **2. Increase our ability to supply qualified justice and public safety professionals into the B.C. labour market.**

- 2.1. Attract international students from diverse countries to study on campus to help meet the needs of B.C.'s public safety labour market.
- 2.2. Strengthen pathways for temporary residents to train for B.C. careers in justice and public safety by leveraging bridging programs and transfer arrangements.
- 2.3. Help international students develop Indigenous competency by weaving Truths and Indigenous Knowledges into courses and co-curricular learning opportunities.
- 2.4. Promote study abroad opportunities and assess the program to ensure it is delivering value to students, employers, and the Institute.
- 2.5. Manage risks related to international education to ensure programs meet B.C. labour needs and enhance the development of diverse cultural competency for all students.

### **3. Ensure the safety, well-being and success of international students throughout their educational journey with JIBC.**

- 3.1. Help international students gain Canadian employment in their field of study by illuminating pathways to jobs, enhancing career services, and increasing work-integrated learning opportunities with B.C. employers.
- 3.2. Expand the information available to help international students settle in B.C. and cope with the challenges of student life.

## ETHICAL RECRUITMENT

The Institute is committed to ethical recruitment of international students, and we have agreements with 69 agents working in over 50 foreign countries. We assess agent relationships regularly to ensure they are recruiting highly qualified candidates who are successful in obtaining Canadian study permits. 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.

In the 2024-2025 academic year, JIBC admitted 67 international students with approved student visas, a drastic reduction compared to 285 international students in 2023-2024. In 2024, Immigration, Refugees and Citizenship Canada (IRCC) 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. However, further changes to the immigration landscape for international students reduced their interest in Canada as a preferred educational destination.

Most international students studying at JIBC are temporary residents in Canada with a variety of visa types who do not pay international tuition; instead, they take JIBC courses and programs under contract with employers who want to train all their staff regardless of residency status in Canada. Authorized provider agreements also permit other agencies to train on JIBC's behalf, and over 9,300 temporary residents were enrolled in Basic Security Training, a 42-hour course required for a security worker license in B.C.; under this type of contractual relationship, learners do not pay international tuition.

## FAIR TUITION AND FEES

JIBC's policy on international tuition sets the amount at three times the domestic tuition rate and JIBC raises fees 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. In contrast, Statistics Canada highlights that average B.C. undergraduate tuition fees are set at 5.6 times domestic rates for the 2024-2025 academic year.

## 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 grew over the last five years, we have been building out student supports. International admissions specialists provide guidance and support to applicants and agents and an international student services coordinator provides comprehensive support, ensuring that every international student can 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 portal 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.

In fall 2024, the Library received a small grant to explore best practices in helping international students develop research skills at JIBC and other B.C. post-secondary institutions. Through a literature review, surveys, and interviews, the project aims to identify knowledge gaps that may hinder the effective development of library research skills for international learners and improve how librarians instruct and support this student population in the future.



## ENHANCING SERVICES TO STUDENTS

To ensure all students receive consistent high-quality information and support across diverse programs, JIBC engaged in a cross-functional review of the services provided to students. Student survey results illustrated opportunities to improve learner access to support and consistency in response. An evaluation of the roles and staffing structures involved in delivering the services illustrated opportunities to re-organize the work to improve customer service, streamline processes, and create better jobs for staff. The recommendations from the assessment are being developed, along with strategies to implement and manage change in how we provide information and support to students throughout their educational journey.

An additional initiative focuses on streamlining students' access to the online services and resources they need and ensuring they are appropriately offboarded from systems when they have completed their educational journey with JIBC. An institute-wide assessment was conducted to identify opportunities to streamline management of the digital lifecycle of learners. Foundational work is planned for 2025-2026 to streamline business rules for student data management and segment educational programming to facilitate automation.



## 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.

### STRONGERBC 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 30 high-opportunity occupations and provides 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.

### CLARIFYING OUR EDUCATIONAL GROWTH STRATEGY

An integrated strategy and plan are being developed to set the future direction for education and training at JIBC. Our focus in 2024-2025 was to develop evidence for decision-making, including research on job futures, competition within our fields of study, student demand, educational trends, graduate outcomes, as well as threats and opportunities facing the justice and public safety sectors. Over 1,000 insights about our sectors, professions, partners, and fields of study were contributed by JIBC's educational leaders and these themes are contributing to the development of goals and strategies.

In spring 2025, we will be synthesizing what we have learned to produce a renewed strategy that provides direction on future growth including the fields and markets JIBC will be targeting with educational services. Providing clarity around the value proposition of JIBC education and training as well as our educational promises to students, communities, and employers will be key deliverables, along with principles for decision-making and key performance indicators. Detailed action plans will be developed as well as a change management plan to ensure staff are supported in implementing change.

## DEVELOPING A CONTRACT TRAINING STRATEGY

Employers looking to re-skill and up-skill their workforce depend on JIBC to help workers gain skills and knowledge that is critical as professions change and adapt to future needs. Close to one-third of JIBC's annual revenues come from contracts with employers and communities, yet we lack a coordinated strategy to ensure that we have the capacity and processes required to proactively serve this market. In 2024, we examined the scope of our contract training business and identified opportunities to develop more streamlined and collaborative practices that will make us more effective in meeting the needs of the labour market. The project team reviewed feedback from staff involved in contract training and attended discovery meetings with other post-secondary institutions. A quantitative analysis of activity and revenues also contributed to draft recommendations that will be prioritized for implementation over the next two years.

## ADDRESSING WORKER SHORTAGES

### EXPANDING PARAMEDIC SCOPE OF PRACTICE

New orders from the Minister of Health significantly increased the scope of practice for paramedics in B.C. to enhance patient care by expanding the range of assessment and treatment options available outside of hospitals. JIBC worked closely with the Ministry of Health and the Provincial Health Services Authority to create new curriculum for three levels of paramedic practice.

The new curriculum was introduced for students in the Emergency Medical Responder (EMR) program in 2023 by adding an extra week of full-time training. JIBC has trained 1,231 students to meet the new scope of practice since September 2023, most of whom benefited from free tuition under the Future Skills Grant. Learner feedback highlighted the need to redesign the curriculum and assessments to enhance learning and skills performance. Beginning in May 2025, learners will engage with new curriculum in a nine-credit associate certificate program that is designed holistically to meet their needs.

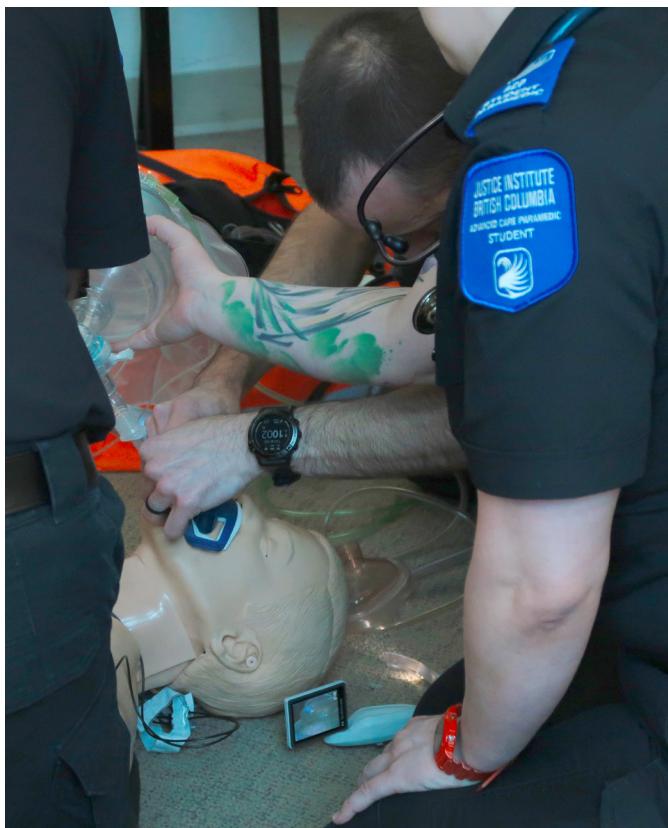
Incorporating the new scope of practice into the existing Primary Care Paramedic (PCP) program proved even more challenging, and the program was re-launched in January 2025 as an intensive 48-credit certificate program offered at four campuses over 12 months. The program provides space for 200 domestic students who will benefit from Ministry funding that helps sustain the program.

Work has also progressed to completely redevelop the Advanced Care Paramedic (ACP) Advanced Diploma program. A new conceptual proposal is being developed for the program as well as specialized programming to bridge international paramedics to meet ACP licensing requirements in the province.

These program changes represent a significant pivot from our multi-year initiative to re-imagine and redesign all levels of paramedic education with our partners to respond to fundamental changes in paramedic practice. Increasingly, paramedics are taking on new responsibilities in pre-hospital health care including management of chronic diseases in homes, communities, and clinics. A new Competency Framework for Paramedics and recommendations to reduce Indigenous-specific racism and inequity require additional post-secondary education as paramedics evolve from a skilled technician to a health-care professional essential to emergency and community care.

Faculty recruitment and development has ramped up as the Health Sciences Division took on the responsibility to ensure instructors were ready to teach the new programs. New hiring guidelines were created, and PCP instructors piloted a new faculty training program. Hiring and retaining paramedicine faculty has become increasingly difficult over the last few years, and JIBC is discussing strategies with government partners to recruit paramedic instructors from other jurisdictions who have the advanced credentials required to teach and mentor our students.

In 2025-2026, we will continue our collaboration with B.C. Emergency Health Services to explore dual-credit opportunities for high school students who are interested in a paramedic career. By offering the Emergency Medical Responder credential during high school, students may begin their career immediately after graduation or enter directly into the Primary Care Paramedic program.





## EXPANDING POLICE RECRUIT TRAINING

JIBC is increasing capacity to train police recruits by 50 per cent in 2025 to enhance community safety and respond to growing demand for new personnel in municipal police departments. Each year, 288 police recruits will begin their training at JIBC's New Westminster campus starting in September 2025. The provincial Labour Market Outlook projects close to 4,500 job openings over the next 10 years, with about 40 per cent trained at JIBC for municipal police services and 60 per cent trained by the RCMP for other roles within the province.

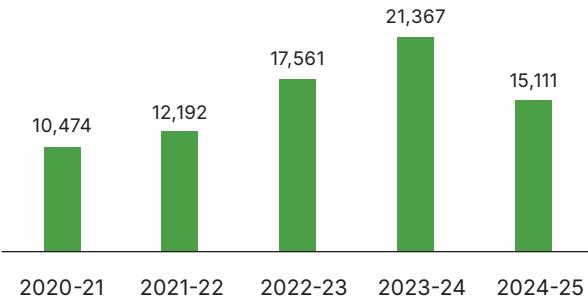
Three classes of 96 recruits will have staggered starts throughout the year. Segmenting each class into smaller cohorts will ensure recruits continue to receive intensive supervised practice under the mentorship of an expanded cadre of experienced police instructors. In addition to recruiting and training new instructors and simulation role players, we are developing additional support positions to ensure the program runs smoothly. Portable classrooms are being added to the New Westminster and Maple Ridge campuses to provide required teaching spaces and renovation of the Rix gym will provide additional space for use-of-force training.

The expansion of seats in Police Recruit Training is based on the needs of existing municipal police services, including Surrey which has been transitioning from an RCMP detachment for the last few years. It does not consider additional transitions that may occur in the future if B.C. moves to a model of municipal and regional forces and the RCMP concentrates more on its national police jurisdiction. Kelowna is currently examining the future of their police service, which is one of the largest RCMP detachments in Canada with 325 members.

## RENEWING SECURITY TRAINING PRACTICES

Basic Security Training is required education for a security worker license in B.C. and demand expanded significantly over the last four years. In 2022-2023 and 2023-2024, the number of people we trained exceeded the number of security positions in the province, indicating that employers were unable to retain staff. Our data shows that 62 per cent of trainees are temporary residents, with 80 per cent in Canada on student visas. The contraction of student visas due to immigration policy change will undoubtedly contribute to the continuing shortage of workers.

### BASIC SECURITY TRAINING STUDENT HEADCOUNT



*Source: Central Data Warehouse, May 2025*

In 2024-2025, we re-structured our relationships with authorized providers of security training in B.C. to heighten quality assurance measures and ensure alignment with JIBC's policies and provincial standards. Agencies that are authorized to provide basic security training must renew their agreement annually, provide proof of insurance, and instruct according to the training standards. An auditing process was established at JIBC to track compliance and provide opportunities to support and assist training providers with course delivery.

## CAREER LADDERING

The Emergency Management Division is designing a series of micro-credentials that provide entry-level pathways to build a career in emergency and disaster management. The micro-credentials will stack to a certificate, which covers the core competencies required for professional practice in emergency management. The certificate will then ladder into diploma and degree programs to support individuals who wish to further their studies and expand their practice. These programs meet needs from a variety of sectors that engage in emergency management practices, including government, First Nations, first response agencies, private companies, and non-governmental organizations.

A new micro-credential was added to the stack in 2024-2025 that began with the micro-credential in Crisis Communications. The micro-credential in Exercise Design equips professionals with the essential skills to design and lead effective emergency management simulation exercises that help communities and companies prepare for natural and man-made disasters. Participants will acquire hands-on knowledge in designing comprehensive emergency exercises that improve operational readiness, from concept development to facilitating multi-agency exercises. This program supports Clean BC strategies to reduce risk from climate adaptation and help develop climate resilience through improved emergency preparedness.

Another new micro-credential in Geospatial Technologies will first be offered in January 2026. It guides learners to understand and use geospatial data and information systems in emergency planning, response and recovery operations. Students develop their ability to collect, validate, and use geospatial data to support evidence-informed decision-making, plan responses, and maintain situational awareness using off-the-shelf and easily accessible tools and applications.

## DEVELOPING DIGITAL LITERACY

JIBC has been a leader in the digital learning space for decades, and the 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 leads implementation of the Digital Literacy Framework at JIBC.

## 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. JIBC's Krista Lambert was honoured with the BC Open Education Award in 2024 in recognition of her contributions to open learning at JIBC and her influence throughout the province.

A new open [research tutorial](#) was voted best open educational resource (OER) at JIBC in 2024. It includes seven modules that teach the research process through engaging information and online activities. The guided process includes advice on using artificial intelligence tools in research, evaluating information sources and other topics that help build digital literacy skills while helping learners complete research assignments.

## VIRTUAL REALITY 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.



## EVIDENCE-INFORMED JUSTICE AND PUBLIC SAFETY

A new web presence will help JIBC's applied research reach new audiences who can benefit from our focus on practical solutions to complex justice and public safety challenges facing B.C. society. We also use the site to invite organizations to partner with us to leverage our research capabilities to solve real-life problems together.

JIBC is fortunate to be the recipient of funding from Canada's Research Support Fund to help us build applied research capacity and support projects. In 2024-2025, five new research initiatives were awarded Explore and Exchange grants valued at \$30,000.

Two major research studies were completed in 2024-2025: a study on exposure to gender-based violence in first response and a project to develop a mass care framework for B.C.

A scoping study on gender-based violence amongst first responders found considerable exposure to physical and sexualized violence through their interactions with patients and clients. Male-centric workplace cultures tend to normalize bullying and discrimination, which hinders accountability and facilitates violence that disproportionately affects women working in first response roles. Women in these professions experience career-limiting impacts and a culture that values silence over reporting. These findings point to pervasive effects that impact the delivery of public safety services.

An applied research initiative, launched in 2021 and completed 2025, developed principles supporting the interpretation and operationalization of mass care in British Columbia. Project outputs include definitions, practices, models, and roles for a mass care incident that go beyond current practices in providing emergency social services for smaller events. These outputs guide provincial agencies in understanding their role in mass care events and empower communities in transforming their practices during major emergencies.

The Peace Hub was another initiative that fosters partnerships with other institutions that share an interest in dispute resolution and peace studies. Several knowledge exchange activities attracted 12 participants and culminated in a joint statement of purpose. JIBC has also established new community partnerships that may foster collaboration on future restorative justice programming.

Two new research studies will begin in 2025, funded by grants from the Natural Sciences and Engineering Research Council's College and Community Innovation Program. The first study will explore how paramedic students engage with the social determinants of health during their practice education and create a framework that embraces broader social and health factors to improve patient care and promote equity in practice. Another study examines the placement of JIBC's Law Enforcement Studies students in Vancouver's community policing centres and the impact of these work-integrated learning experiences on public safety, collaboration, and competencies to work with diverse communities.





## 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. Elders lead and participate in events, provide guidance and Teachings to our students in classrooms, and hold drop-in hours within the Gathering Place. Guidance from Elders is woven into our police, fire, and corrections training programs.

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 where Elders, Knowledge Keepers, performers and academics share their culture, lived experiences, and Truths. A Métis beadwork workshop provided the JIBC community with an opportunity to recognize Louis Riel Day and learn about his legacy as the founder of Manitoba and advocate for Métis rights and culture.

Staff and faculty are committed to learning about Indigenous history and culture. Three professional development circles were held to invite curiosity and identify ways to engage in work together in Living Indigenization. Participants shared ideas, questions, observations, and were given a model for L.E.A.R.N. — Listen. Engage. Act. Right Now. This model invites participants to reflect on Living Indigenization's root values and the calls to action as introduced in the new resource, to personalize pathways for Living Indigenization through guided inquiry. A new Shared Journey Indigenous Discussion Group was launched in 2024 to promote conversation and awareness. Each session has a theme, interaction with a piece of content (article, podcast, video, etc.), and a different leader to facilitate the discussion. These sessions deepen our understanding of the Truth and invite reflection on how we can contribute to Reconciliation.

Various activities throughout the year deepen our collective understanding, and the Community & Social

Justice Division was fortunate to engage in the Paddle Journey, led by Elder Faye Halls, where they moved through the history of Indigenous Peoples in Canada including the impacts of colonialism on their culture and community.

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



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 Elders-In-Residence. We hosted a Truth and Reconciliation kiosk where JIBC students, staff and faculty engaged with information displays and made their personal pledge to learn the Truth and advance Reconciliation. In addition, the JIBC community was invited to witness an unforgettable cinematic VR experience called This is Not a Ceremony where they were guided by tricksters, matriarchs and buffalo to confront some of the darker Truths of living in Canada while Indigenous.

The Moose Hide Campaign (MHC) Day was May 16, and JIBC ran a social media campaign featuring staff and faculty 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 and in-class activities to learn more about the issue. JIBC was formally recognized as a Moose Hide Campaign Ambassador Campus for our commitment to helping end gender-based violence.

JIBC honoured the Day of Action for Missing and Murdered Indigenous Women, Girls, and 2SLGBTQQIA+ Peoples (MMIWG2S+) with a REDress installation and ceremonies where we displayed red dresses to honour the Stolen Sisters and raise awareness about the crisis of MMIWG2S+. Instructors accompanied their classes to learn and reflect on their responsibility to take action to ensure the safety and equality of Indigenous women, girls, and 2SLGBTQQIA+ people.

## INDIGENIZING TRAINING AND EDUCATION



We began an initiative in the fall to formalize processes and develop resources to help faculty incorporate Indigenous perspectives into curriculum. A needs analysis highlighted opportunities to strengthen curriculum policies to clarify expectations regarding the incorporation of Indigenous perspectives. The [Living Indigenization Engagement Protocols & Guidelines](#) expand on our values of respect, cultures, relationships, and Truth and Reconciliation that are outlined in the Living Indigenization Plan. The document provides practical advice in values-based approaches to working effectively with Indigenous Peoples and engaging with the Office of Indigenization. To practice these values is to support the Institution's commitment to Truth, Justice, and Reconciliation.

Two-Eyed Seeing is a key principle in the redevelopment of curriculum design resources. A new [Guide to Developing Course and Program Goals and Learning Outcomes](#) promotes frameworks for writing learning outcomes that promote greater inclusion and equity, including the holistic Indigenous Medicine Wheel. Further resources will be developed in 2025-2026 that will incorporate Indigenous perspectives into learning assessments and curriculum review.





## WEAVING DECOLONIZATION AND INDIGENIZATION INTO PROGRAMS

Development of Indigenous cultural safety training for police was completed in spring 2025, and will become part of the provincially approved training program in B.C. This multi-year project was funded by the Department of Justice as a joint initiative of the JIBC Police Academy and the Office of Indigenization to address Indigenous overrepresentation in the criminal justice system and create change informed by Gladue Principles. In the first stage, the project team focused on a review of the literature, conducting small-scale surveys, and developing relationships with Indigenous communities. The training centres Indigenous perspectives and first-person accounts from 34 diverse Indigenous territories and will replace San'yas Indigenous Cultural Safety Training which is offered through the Provincial Health Services Authority. The project team travelled to Indigenous communities throughout the province to build relationships, listen, and collaborate in development of this new training that will be essential for policing in British Columbia moving forward.

A key project is a series of 23 short videos featuring Elders and Knowledge Keepers from diverse Indigenous communities served by municipal police in B.C. to support relationships that embody the values of respect, relevance, reciprocity and responsibility. Police recruits

watch a different video weekly as they prepare for their training, based on stories and teachings Indigenous Elders and Knowledge Keepers felt were important for new police officers.

The Centre for Leadership developed a new Inclusive Leadership program for the B.C. public and non-profit sectors that weaves decolonization, Indigenization, principles of equity, diversity and inclusion (EDI), and trauma-informed practice across the curriculum. The Living Indigenization Plan 2021-2027 and Indigenous advisors provided guidance throughout the process.

Bylaw officers are increasingly called on to enforce bylaws in communities impacted by social upheavals related to poverty, addictions, mental health crises and homelessness. This led to a redesign of the advanced bylaw training course. An Indigenous helper reviewed the curriculum and developed new decolonized programming that incorporates Indigenous perspectives and principles of equity, diversity and inclusion throughout the course.

Indigenization of family justice courses has been a multi-year project involving relationship building and professional development. Three foundational training courses for family justice counsellors were revised through a decolonization lens and now introduce personal and professional accountability for advancing Truth and Reconciliation.

## INDIGENOUS PARTNER AND COMMUNITY ENGAGEMENT



In the fall, JIBC's Office of Indigenization visited high schools and communities in Prince George and the Kootenays in partnership with Strengthening Connections, a group of Indigenous recruiters and advisors from B.C. post-secondary institutions. Working as a team, we helped connect Indigenous students with options to pursue higher education, fostering more equity and inclusion in access to B.C. public post-secondary institutions.

In January, JIBC hosted Ministry staff who oversee the Indigenous Pathways and Partnerships grant, with discussions centred on collaborative funding opportunities for JIBC's Elders-In-Residence Program and the annual Indigenous Youth Career Camp.

In March, Office of Indigenization staff attended the annual Gathering Our Voices Conference in Kamloops to connect with Indigenous youth from around the province, providing information on educational pathways to justice and public safety careers. They connected with many Nations regarding their training needs and visited the First Nations Emergency Services Society's training site to learn about the fire boot camps that host Indigenous youth.

JIBC partnered with Vancouver Aboriginal Child and Family Services Society (VACFSS) to co-create and deliver a Collaborative Leadership Program for staff.

Designed to align with VACFSS's values and grounded in relational practice, the program helped build leadership capacity through courses on conflict resolution, emotional regulation, and trauma-informed leadership. It supported staff by strengthening culturally rooted leadership aligned with VACFSS's restorative supervision model and core cultural competencies. The program culminated in a celebration of learning that brought together Elders from both the community and JIBC.

The First Nations Health Authority (FNHA) supports Indigenous communities in B.C. and is the only health authority of its kind in Canada. FNHA brought staff from across the province to JIBC for one week of critical incident stress management training. Multiple rural communities now have the skills to provide critical support at times of crisis and loss. FNHA sponsored the training and allowed communities access to crisis response training.

The Gitanyow Nation has been experiencing great loss in their community, including a high rate of suicide. JIBC was invited to work with resource workers in community, to provide training in managing crisis situations. This approach allowed the community to build its own capacity, rather than call outside supports. The training gave them the skills to offer debriefings to people involved in a crisis immediately with no delays. By training community members, they have rapport and trust built right away, and community members understand who they can turn to in a crisis. The training allowed the Gitanyow Nation to create a crisis response team.





## 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 continued to enhance our health, safety and emergency planning program by conducting an internal audit to identify and close gaps in compliance with standards and prioritize continuous improvement initiatives. Priorities for 2024-2025 included consistent processes for identifying, preventing, and managing hazards involving chemicals, noise, lighting, and sharps. This information will be incorporated into a refresh of the Institute's emergency management plans. In addition, development of a resource library for safe work procedures and standards is underway. In 2024-2025, site safety rules and a daily communications process were consolidated for the Maple Ridge campus, as well as a training program for instructors who supervise ladder access on our firefighting props.

JIBC|SAFE is a mobile application launched in 2025 to increase safety on campus and for employees working alone. The app provides safety alerts, direct dial links for emergency services, guidelines for handling crisis situations such as fire or drug overdose, access to safe walk escorts, and a check-in process for employees working alone. Community training for staff and students was offered in October and an evaluation of this new resource is scheduled for spring 2025.

### EMPLOYEE LEARNING AND DEVELOPMENT

To facilitate training for all employees, the People & Culture team introduced JIBC PD, a new online learning

management system that automates the delivery and tracking of all internal learning activities. Training opportunities are based on job roles and responsibilities and mandatory training activities can be managed effectively within the application. Initial deliverables included annual training on respect in the workplace as well as safety training. The system will also be an essential element for JIBC's annual professional development day in May 2025.

### FACULTY DEVELOPMENT

JIBC has an incredibly diverse cadre of faculty, spread across the province and working under different arrangements including regular employment, temporary teaching assignments, secondment from partner institutions, and authorized instructional providers. Ensuring everyone is onboarded appropriately and supported to develop their instructional skills throughout their tenure has been a priority for JIBC. A faculty development program is being developed and this year we reviewed faculty development programs at peer institutions and consulted widely to understand the opportunities at JIBC. A new framework outlines and prioritizes topics and delivery methods. Work will continue into 2025-2026 to develop a full proposal, implementation plans, and an evaluation framework.

Several initiatives focused on fundamental instruction and learner support skills. Faculty from four different divisions participated in a facilitation development workshop, where they expanded their teaching practice as preparation to teach the Essential Skills for Training and Facilitation course to instructors in their program area. Another collaboration amongst conflict resolution coaches resulted in new coaching guidelines to provide guidance and support to new and experienced faculty. Additional workshops supported trauma-informed teaching practices, work-integrated learning, virtual-reality in the classroom, and transition to a new version of the learning management system.



## 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.

### LAUNCHING THE EQUITY, DIVERSITY AND INCLUSION PLAN

[Empowering Every Voice](#) was launched in March 2025, articulating JIBC's shared commitment to create a more inclusive, equitable, and supportive community for everyone. Developed through consultation with the JIBC community, including the EDI Insights Advisory Group, it lays out clear steps we will take to embed EDI in our work to ensure every student, employee, and partner are valued and empowered to achieve their goals. It is centred around awareness, training, and communications to affect change across seven key areas:

1. Student experience
2. Curriculum, pedagogy and faculty
3. Client/partner relationships and agreements

4. Culture and leadership
5. Employee experience
6. Communications and engagement
7. Built environment

An action plan for each domain identifies work that will make JIBC a more diverse, equitable, and inclusive environment for all. Sample actions include policy work, education, accessibility and inclusion frameworks, teaching resources, leadership competencies, inclusive hiring practices, technological accessibility, and universal design.

### IMPROVING ACCESSIBILITY

The Library expanded their collection of accessibility equipment. New ergonomic office equipment, including keyboards, mice and monitors, can be signed out by employees to help determine their suitability to relieve muscular-skeletal strain and prevent injury before purchasing. In addition, JIBC was able to provide additional pen scanners through generous donor support that empower learners who require reading support.

In 2025-2026, we will develop a new accessible learning policy to align the Institute with universal design principles to improve the experiences for students, staff and faculty with disabilities.



## 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.

### ADVOCATING FOR SUSTAINABLE FUNDING



Like all post-secondary institutions, JIBC has been pivoting to respond to new requirements for international students. We are fortunate that our programming in criminology, emergency management and paramedicine continues to allow international graduates to apply for a post-graduation work permit; however, our learners have been negatively impacted with uncertainty for their futures, and we have experienced lower interest in studying at JIBC from international students.

Our memberships in groups such as Colleges & Institutes Canada and the Pacific Association of Canadian Institutes and Universities have been instrumental in adding our voice to sector-wide advocacy with the federal government. We feel the new rules unfairly restrict access to education and jobs for international learners and penalize institutions like JIBC who are doing all the right things to find and educate promising foreign students who contribute to the economic success of British

Columbia. As the rule changes have negatively impacted our financial position, JIBC is also focused on boosting other sources of revenue.

### FOCUSING ON FUND DEVELOPMENT

JIBC is building its fundraising capacity to increase the impact of donor support for students. The functions of the JIBC Foundation have been folded into operations and fundraising priorities are being developed to help advance JIBC's strategic plan. An increase in staff will enable a renewed focus on connecting major donors with key opportunities at JIBC and providing exceptional stewardship of these relationships that are critical to our future success.

### REFINING PROGRAM COSTING ANALYSIS

JIBC has refined our analysis of program costs and potential revenue streams, and this information is aiding our funding discussions with government. We secured an agreement in principle with the Ministry of Public Safety and Solicitor General to fund an expansion of training for police recruits. The Ministries of Health and Post-Secondary Education and Future Skills were key partners in developing a sustainable funding model for an extended program to train primary care paramedics to take on an expanded scope of practice within the provincial health-care system.

## SUPPORTING A CLEAN ECONOMIC FUTURE



JIBC began developing an environmental sustainability plan in 2025, starting with an assessment and gap analysis. JIBC is using the Sustainability Tracing, Assessment and Rating System (STARS) to gauge our current state against a global sustainability standard designed specifically for post-secondary institutions. STARS measures environmental sustainability performance for academics, engagement, operations, planning administration, and innovation leadership. The process will allow us to learn from peers and set continuous achievement objectives that support our journey towards a more sustainable institution.

Our [Strategic Energy Management Plan](#) supports JIBC's commitment to energy conservation and provides pathways to reducing our energy consumption and its associated greenhouse gas (GHG) emissions. As of 2024, JIBC has reduced energy intensity in existing buildings by 27 per cent and GHG emissions by 19 per cent from 2009 levels. This work has saved approximately \$1.8 million in energy costs since 2009. JIBC is currently carbon neutral based on the purchase of offsets annually. Our pathway to net zero emissions will require continuing our focus on energy efficiency and behavioural changes and investing in alternative fuels and renewable energy sources. We are considering future projects to adapt to climate change including a vulnerability assessment.

Decarbonization and continuous optimization studies are underway at the New Westminster and Maple Ridge campuses to identify opportunities to reduce carbon footprints and improve energy efficiency. Upon completion, these studies will recommend

potential measures that will drive innovative solutions and meaningful progress toward achieving JIBC's environmental goals over the next three years.

JIBC's annual [Climate Change Accountability Report](#) provides further details about our emissions profile, including offsets and actions taken to reduce GHG emissions. Increasingly, our campuses are experiencing the impacts of climate events such as flooding, wildfires, and extreme temperatures. Mitigating the impact of these events is an important part of our climate risk management strategy.

## IMPROVING INTERNAL COMMUNICATIONS

Work is underway to replace JIBC's intranet with a new platform. Cross-institutional collaboration is helping to develop a user-friendly and useful staff website and communication platform through user experience research, content migration planning, and change management strategies. The new intranet should be ready to launch in summer 2025. In preparation, JIBC's internal weekly newsletter, *The JustInTimes*, was redesigned to increase its relevance to staff and faculty.

## ENSURING CYBERSECURITY

In 2024-2025, JIBC implemented new tools to monitor, detect, and respond to cybersecurity threats. CrowdStrike provides proactive security, expert analysis, and real-time monitoring services to provide comprehensive security coverage across JIBC's onsite, online, and cloud infrastructure. Simultaneously, progress was made in developing our roadmap to continue advancing cybersecurity through development of additional standards, policies and procedures.



## TRANSFORMING OPERATIONS AND SERVICES THROUGH TECHNOLOGY

JIBC's CIO introduced a new process for governing technology where a committee of cross-functional leaders is charged with making recommendations on key technological investments according to the operational, legal, and strategic needs of the organization. Processes are being developed that ensure technology investments are always aligned with business needs and effectively drive efficiency for the organization.

## STREAMLINING HUMAN RESOURCE AND FINANCIAL PROCESSES

In 2024, we completed a multi-year project to improve our finance and human resources processes through development of online functionality in the Unit4 Business World enterprise resource and planning platform. The goals were to improve access to information, automate processes, eliminate paper forms, and reduce work duplication. Online processes were developed in 2024-2025 to improve leave management, sales orders and customer invoices, and employee expense reporting. We are continuing in 2025 to automate timesheet processes. With fewer manual processes, we are saving time, preventing errors, as well as enabling staff to complete their business processes with transparency and efficiency.

Work is underway to centralize and automate staff and faculty onboarding processes to ensure employees are set-up appropriately within our systems and provided with workspaces, computer accounts, and training. The initiative began by documenting current processes and consulting with various groups to gather requirements and open dialogue. New processes have been designed, and we are currently developing an implementation plan to automate workflows that are specific to various roles within the Institute. In parallel, Technology Services is moving forward with implementation of Workato, a new service that seamlessly connects disparate applications,

systems and data sources and streamlines workflows. This application will accelerate processes and reduce resource-intensive administration work, including employee onboarding and offboarding.

## ACCELERATING INSIGHTS

A new data analysis platform was implemented in spring 2025 that integrates enterprise databases and provides self-serve access to actionable insights that inform business decisions and improve organizational performance. Microsoft Fabric provides end-to-end data management capabilities with a modern and efficient data lakehouse and reporting system. One pilot project was completed that combines faculty teaching and compensation information from multiple systems to showcase the new platform's capabilities. The analytics program will continue to build new reports and dashboards that inform key business decisions. Older reporting systems will be decommissioned, and training is being developed to support the transition to Microsoft Fabric.

## EXPLORING CURRICULUM MANAGEMENT APPLICATIONS

JIBC is collaborating with 14 other post-secondary institutions to explore procurement of curriculum and catalogue management software in partnership with the British Columbia Council on Admissions and Transfer, EducationPlannerBC, the Ministry, and BCNET.

This initiative pilots a collaborative model for the procurement, implementation, and management of complex, enterprise-scale technologies, and will support the post-secondary system in leveraging similar collaborative processes in future to realize the benefits of scale and reduce the costs on individual institutions. JIBC is contributing to the project's steering and requirements committees. The objective is to license one application for the province, and provide implementation support for institutions that choose to participate.



# 04

## PERFORMANCE PLAN AND REPORT

### JIBC GOALS AND OBJECTIVES

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

# 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	2022-23	2023-24	2024-25	Target 2024-25	Assessment 2024-25
Student Spaces (FTE)	Total student spaces	3,365	3,777	3,283	$\geq 2,393$ Achieved
	Allied health programs	574	688	577	$\geq 313$ Achieved
Domestic enrolment decreased in 2024-2025 as basic security training is returning to normal levels. Enrolments in paramedic training decreased in 2025-2026 as we delayed offerings to provide time to transition to new programming.					
Credentials Awarded	Total Credentials	721	1,521	2,047	Not assessed
	Bachelor		46	46	$\geq 42$ Achieved
	Certificate		582	549	$\geq 499$ Achieved
	Diploma		151	147	$\geq 161$ Substantially achieved
	Graduate, First Professional and Post-Degree		39	30	$\geq 33$ Substantially achieved
	Short Certificate		703	1,275	$\geq 823$ Achieved
We have been creating new short training programs over the last three years and the financial support from the future skills grant has helped more students complete these programs. We are expecting a decline in diploma graduates next year, corresponding to a decline in applications from international students. Note that the 2022-2023 total does not include short certificates.					

Measure	2022-23	2023-24	2024-25	Target 2024-25	Assessment 2024-25
<b>Indigenous student spaces</b>	Total Indigenous student spaces	191	194	217	≥219
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.					
<b>Student satisfaction with education</b>	Former diploma, associate degree and certificate students	88.4% +/- 2.3%	88.9% +/- 2.3%	88.3% +/- 2.4%	≥90%
	Bachelor's degree graduates	100% +/- 0.0%	N/A	N/A	≥90%
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. For example, the three programs with the lowest scores in 2023 have all improved by 15 per cent or more the following year.					
<b>Student assessment of the quality of instruction</b>	Former diploma, associate degree and certificate students	95.6% +/- 1.5%	95.5% +/- 1.5%	94.4% +/- 1.8%	≥90%
	Bachelor's degree graduates	100% +/- 0.0%	N/A	N/A	≥90%
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.					
<b>Student assessment of skill development</b>	Former diploma, associate degree and certificate students	82.7% +/- 2.4%	82.4% +/- 2.5%	83.5% +/- 2.4%	≥85%
	Bachelor's degree graduates	91.4% +/- 5.8%	N/A	N/A	≥85%
JIBC students excel in "analyse and think critically," "work effectively with others," and "resolve issues or problems." The DACSO survey highlights lower scores in "write clearly and concisely" and "learn on your own," and "read and comprehend materials," in applied training for public safety professionals where these skillsets are not a primary focus; graduates in diploma and degree programs exceed the target.					
<b>Student assessment of usefulness of knowledge and skills in performing job</b>	Former diploma, associate degree and certificate students	85.5% +/- 2.7%	87.5% +/- 2.7%	87.0% +/- 2.6%	≥90%
	Bachelor's degree graduates	90.5% +/- 9.3%	N/A	N/A	≥90%
Although half of JIBC programs have a perfect score on this measure, students from programs in intelligence analysis and firefighting take longer to find jobs in their fields after graduation, and they are asked to rate the usefulness of their education against a job unrelated to their studies. We have begun offering Emergency Medical Responder training to firefighting graduates immediately following their program to help them gain all the credentials required for employment in municipal fire services.					

Measure		2022-23	2023-24	2024-25	Target 2024-25	Assessment 2024-25
Unemployment Rate	Former diploma, associate degree and certificate students	3.7% +/- 1.4%	4.6% +/- 1.6%	1.5% +/- 0.3%	≤11.8%	Achieved
	Bachelor's degree graduates	0.0% +/- 0.0%	N/A	N/A	≤11.8%	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.						
Former diploma, associate degree and certificate students	Skill development	82.7% +/- 2.4%	82.4% +/- 2.5%	83.5% +/- 2.4%	≥85%	Substantially Achieved
	Written Communication	72.9% +/- 3.7%	71.6% +/- 4.0%	71.4% +/- 3.8%	≥85%	Substantially Achieved
	Oral Communication	76.8% +/- 3.4%	77.0% +/- 3.5%	75.9% +/- 3.5%	≥85%	Substantially Achieved
	Group collaboration	87.6% +/- 2.5%	86.4% +/- 2.6%	89.0% +/- 2.4%	≥85%	Substantially Achieved
	Critical Analysis	89.4% +/- 2.3%	89.9% +/- 2.3%	90.6% +/- 2.2%	≥85%	Substantially Achieved
	Problem resolution	87.2% +/- 2.4%	86.8% +/- 2.6%	87.6% +/- 2.5%	≥85%	Substantially Achieved
	Learn on your own	79.9% +/- 3.0%	79.4% +/- 3.2%	82.0% +/- 3.0%	≥85%	Substantially Achieved
	Reading and comprehension	83.3% +/- 2.8%	80.2% +/- 3.1%	84.6% +/- 2.8%	≥85%	Substantially Achieved
Bachelor's degree graduates	Skill development	91.4% +/- 5.8%	N/A	N/A	≥85%	Not Assessed
	Written Communication	95.7% +/- 5.9%	N/A	N/A	≥85%	Not Assessed
	Oral Communication	90.9% +/- 8.7%	N/A	N/A	≥85%	Not Assessed
	Group collaboration	N/A	N/A	N/A	≥85%	Not Assessed
	Critical Analysis	95.7% +/- 5.9%	N/A	N/A	≥85%	Not Assessed
	Problem resolution	90.9% +/- 8.7%	N/A	N/A	≥85%	Not Assessed
	Learn on your own	95.5% +/- 6.3%	N/A	N/A	≥85%	Not Assessed
	Reading and comprehension	91.3% +/- 8.1%	N/A	N/A	≥85%	Not Assessed

# 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	2022-23	2023-24	2024-25	Target 2024-25	Assessment 2024-25
Putting Students First	First-year retention rate	73.6%	75.7%	78.7%	≥75%
	Satisfaction with student services	N/A	65.4%	60.2%	≥70.4%
	Supportive learning environment	N/A	76.0%	73.70%	≥80%
More JIBC students are returning or completing their programs in a timely manner. This is due, in part, to annual quality assurance action planning for all programs. In 2025-2026, we will be implementing changes to the organization of student support services to better meet the need of learners.					
Fostering the Success of Our People	Employee engagement index	75.5	74.5	75.8	75-85
	Culture index	65.2	N/A	65.8	Increase
The proportion of positive ratings increased across the board for the survey questions that make up the employee engagement and culture indexes. There was also a small shift from 'strongly agree' to 'agree,' which may indicate reactions to change as we deliver improvements in internal communications, automation, integrated planning, Indigenization, and equity, diversity and inclusion.					
Pursuing Education & Training Excellence	Satisfaction with education	89%	89%	88%	≥90%
	Quality of instruction	96%	95%	95%	≥90%
	Usefulness of knowledge and skills in performing main or most related job	86%	88%	87%	≥90%
JIBC's quality of instruction has been continually rated high, and satisfaction with education remains strong. Graduates in firefighting and intelligence analysis are taking longer to find a job in their field compared to other programs, and there is also a significant delay between graduation and licensing for primary care paramedics. These delays in securing a job related to their education are the primary reason for lower ratings in the usefulness of knowledge and skills.					

Measure	2022-23	2023-24	2024-25	Target 2024-25	Assessment 2024-25
<b>Living Indigenous Ways of Thinking, Being, Relating and Doing</b>	Satisfaction with Indigenous student services and supports	N/A	56.5%	41.6%	Increase
	Percent Indigenous student FTE	5.4%	5.4%	5.3%	≥5.8% Substantially Achieved
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.					
JIBC's number of Indigenous learners dropped over the pandemic and the percentage of Indigenous domestic FTE fell below the target of 5.8 per cent due to a decrease in contract activity in communities. JIBC will be setting new goals for Indigenous student enrolments next year as part of our education growth strategy.					
<b>Championing Equity, Diversity and Inclusion</b>	Student EDI index	N/A	81.2	80.8	≥80 Achieved
	Employee EDI index	69.0	N/A	68.0	Increase Substantially achieved
JIBC's EDI Action Plan has been launched to build continuous improvement across seven focus areas with the participation and leadership of staff, faculty, students, and partners.					
The student EDI index is based on student survey responses to six questions related to representation, institutional values, equal opportunities, inclusion, belonging, and respect. The employee EDI index assesses five questions measuring equity, diversity and inclusion in the workplace.					
<b>Elevating Organizational Effectiveness</b>	Total expenses per student FTE	\$14,576	\$14,265	\$17,042	N/A Baselining
	Revenue per employee FTE	\$169,770	\$175,739	\$176,516	N/A Baselining
Student FTE decreased 12 per cent due to reduced demand for security guard training, while overall expenses increased 5 per cent. 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.					

# 05

## FINANCIAL INFORMATION

The audited financial statement for 2024-2025 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 ... 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	JIBC delivers the Child Welfare Practitioner Training Program on behalf of the Ministry of Child and Family Development to prepare individuals for child safety practice in B.C. This partnership includes additional training for B.C.'s adoption workers and child and youth mental health professionals. Instruction regarding Indigenous child welfare is woven throughout the program and students learn how to build cultural safety practices into their daily work.
Ongoing	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.
Implemented	The Graduate Certificate in Complex Trauma & Child Sexual Abuse Intervention was an extension of the Associate Certificate program that included an additional focus on child sexual abuse. Interest in this content has declined as it has been added to other professional curriculum, and a stakeholder consultation recommended removing it from the program. The graduate certificate transitioned to a shorter associate certificate program in 2021, removing the focus on sexual abuse intervention.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	<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>
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>

## 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: INDIAN 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
New 2024-2025	JIBC collaborates with the First Nations Emergency Service Society to enrol Indigenous learners in the Emergency Medical Responder (EMR) program and provide wrap-around supports through the Office of Indigenization. FNess solicits expressions of interest for individuals to come forward for training opportunities, and JIBC trains around 10 Indigenous students each year as a result of this partnership.
In Progress	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.  This initiative is currently on hold as we focus on expanding the Primary Care Paramedic program to meet new regulations for increased scope of practice.
In Progress	JIBC plans to develop an Indigenous admission policy that removes systemic barriers and increases the number of Indigenous students in JIBC programs.
Ongoing	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.
Implemented	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.

## 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 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.
Ongoing	Corrections & Court Services Division continues to Indigenize its training content. The "Six Rs of Trauma for Indigenous People," is a course 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.

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>

## 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 B.C. 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
New 2024-2025	Development of Indigenous Cultural Safety Training for police was completed in spring 2025, which will become part of the provincially-approved training program in B.C. This multi-year project was funded by the Department of Justice as a joint initiative of the JIBC Police Academy and the Office of Indigenization to address Indigenous overrepresentation in the criminal justice system and create change informed by Gladue Principles. In the first stage, the project team focused on a review of the literature, conducting small-scale surveys, and developing relationships with Indigenous communities. The training centres Indigenous perspectives and first-person accounts from 34 diverse Indigenous territories and will replace San'yas Indigenous Cultural Safety Training which is offered through the Provincial Health Services Authority. The project team travelled to Indigenous communities throughout the province to build relationships, listen, and collaborate in development of this new training that will be essential for policing in British Columbia moving forward.
New 2024-2025	A key project is a series of 23 short videos featuring Elders and Knowledge Keepers from diverse Indigenous communities served by municipal police in B.C. to support relationships that embody the values of respect, relevance, reciprocity and responsibility. Police recruits watch a different video weekly as they prepare for their training, based on stories and teachings Indigenous Elders and Knowledge Keepers felt were important for new police officers. Recruits 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. We appreciate the contributions of Odd Squad Productions in producing videos of such lasting value.

## 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
New 2024-2025	The Centre for Leadership developed a new Inclusive Leadership program for the B.C. public service and non-profit sector that weaves decolonization, Indigenization, principles of equity, diversity and inclusion (EDI), and trauma-informed practice across the curriculum. The Living Indigenization Plan 2021-2027 and Indigenous advisors provided guidance throughout the process.
New 2024-2025	Indigenization of family justice courses has been a multi-year project involving relationship building and professional development. Three foundational training courses for family justice counsellors were revised through a decolonization lens and now introduce personal and professional accountability for advancing Truth and Reconciliation.
New 2024-2025	Bylaw officers are increasingly called on to enforce bylaws in communities impacted by social upheavals related to poverty, addictions, mental health crises and homelessness. This led to a redesign of the advanced bylaw training course. An Indigenous helper reviewed the curriculum and developed new decolonized programming that incorporates Indigenous perspectives and principles of equity, diversity and inclusion throughout the course.
Ongoing	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.
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
Ongoing	<p>Several TRC Calls to Action highlight the requirement for skills-based training in conflict resolution as a foundational skill for reconciliation with Indigenous Peoples.</p> <p>JIBC's Centre for Conflict Resolution launched a new certificate program in 2021 to reflect current influences in theory and practice and expand delivery options to increase accessibility to students across the province. The <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 students 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>
Ongoing	<p>A work-integrated learning placement is available to law enforcement students 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.</p>
Ongoing	<p>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.</p>

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	JIBC has worked to Indigenize curriculum within the Police Academy, integrating trauma-informed perspectives, and creating opportunities for every B.C. police recruit to engage directly with residential school survivors through Circles of Understanding delivered by the Vancouver Aboriginal Policing Centre Society.
Ongoing	A new addition to police recruit training is student participation in Elder circles during their first week back from their practice education.
Implemented	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.
Ongoing	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="#"><u>Trauma-Informed-Practice Curriculum for Justice, Public Safety and Antiviolence Sectors in B.C.</u></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.

## 62: TEACHER EDUCATION

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
New 2024-2025	<p>We began an initiative in the fall to formalize processes and develop resources to help faculty incorporate Indigenous perspectives into curriculum. A needs analysis highlighted opportunities to strengthen curriculum policies to clarify expectations regarding the incorporation of Indigenous perspectives. The <a href="#">Living Indigenization Engagement Protocols &amp; Guidelines</a> expand on our values of respect, cultures, relationships, and Truth and Reconciliation that are outlined in the Living Indigenization Plan. The document provides practical advice in values-based approaches to working effectively with Indigenous Peoples and engaging with the Office of Indigenization. To practice these values is to support the Institution's commitment to Truth, Justice, and Reconciliation.</p> <p>Two-Eyed Seeing is a key principle in the redevelopment of curriculum design resources. A new Guide to Developing Course and Program Goals and Learning Outcomes promotes frameworks for writing learning outcomes that promote greater inclusion and equity, including the holistic Indigenous Medicine Wheel. Further resources will be developed in 2025-2026 that will incorporate Indigenous perspectives into learning assessments and curriculum review.</p>
New 2024-2025	<p>A new Shared Journey Indigenous Discussion Group was launched in 2024 to promote conversation and awareness. Each session has a theme, interaction with a piece of content (article, podcast, video, etc.), and a different leader to facilitate the discussion. These sessions deepen our understanding of the Truth and invite reflection on how we can contribute to Reconciliation.</p>
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>
Ongoing	<p>Beginning in 2023, 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.</p>

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Implemented	During National 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	Forming Strong Cultural Identities in an Intersecting Space of Indigeneity and Autism 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.
Implemented	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 & 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. This program was redesigned and relaunched as a Shared Journeys discussion group in 2024.
Implemented	In August 2023, artist James Groening, Kakhewistahaw, 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
N/A	

## UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION

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

### Article 14

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
New 2024-2025	The Gitanyow Nation has been experiencing great loss in their community, including a high rate of suicide. JIBC was invited to work with resource workers in the community, to provide training in managing crisis situations. This approach allowed the community to build its own capacity, rather than call outside supports. The training gave them the skills to offer debriefings to people involved in a crisis immediately with no delays. By training community members, they have rapport and trust built right away, and community members understand who they can turn to in a crisis. The training allowed the Gitanyow Nation to create a crisis response team.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
New 2024-2025	JIBC partnered with Vancouver Aboriginal Child and Family Services Society (VACFSS) to co-create and deliver a Collaborative Leadership Program for staff. Designed to align with VACFSS's values and grounded in relational practice, the program helped build leadership capacity through courses on conflict resolution, emotional regulation, and trauma-informed leadership. It supported staff by strengthening culturally rooted leadership aligned with VACFSS's restorative supervision model and core cultural competencies. The program culminated in a celebration of learning that brought together Elders from both the community and JIBC.
New 2024-2025	The First Nations Health Authority (FNHA) supports Indigenous communities in B.C. and is the only health authority of its kind in Canada. FNHA brought staff from across the province to JIBC for one week of critical incident stress management training. Multiple rural communities now have the skills to provide critical support at times of crisis and loss. FNHA sponsored the training and allowed communities access to crisis response training.
New 2024-2025	Indigenous and other B.C. communities may apply for up to \$3,300 of <a href="#">free emergency management training</a> . The award is supported by B.C. Hydro and the training is provided by JIBC to teach communities to set-up and run an incident command or emergency operations centre.
New 2024-2025	<p>In the fall, JIBC's Office of Indigenization visited high schools and communities in Prince George and the Kootenays in partnership with Strengthening Connections, a group of Indigenous recruiters and advisors from B.C. post-secondary institutions. Working as a team, we helped connect Indigenous students with options to pursue higher education, fostering more equity and inclusion in access to B.C. public post-secondary institutions.</p> <p>In March, Office of Indigenization staff attended the annual Gathering Our Voices Conference in Kamloops to connect with Indigenous youth from around the province, providing information on educational pathways to justice and public safety careers. They connected with many Nations regarding their training needs and visited the First Nations Emergency Services Society's training site to learn about the fire boot camps that host Indigenous youth.</p>

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>
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>
Ongoing	<p>Annual celebrations of National Indigenous Peoples Day and National Indigenous History Month provide many opportunities for staff, faculty, and students to access a variety of Indigenous teachings to learn about the rights, recognition and sovereignty of Indigenous Peoples and increase cultural competencies. Events include learning and sharing circles with Elders-In-Residence, traditional and contemporary performances by Indigenous artists, storytelling, and workshops.</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 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 Canada, responsible for policing in 10 nations spread over 20,000 km.</p>
Ongoing	<p>The Fire &amp; Safety Division has been working with the Cree First Nations in Quebec since 2016 to support their need to develop fire 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>

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
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> <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>
Ongoing	<p>To recognize and honour National Indigenous Veterans' Day and Remembrance Day, the Office of Indigenization and Centre for Teaching, Learning &amp; Innovation collaborated with veteran and Resident Elder Ken Pruden, Métis Nation, to create a short documentary film titled, <i>A Soldier's Story</i>. The film shares the personal military career journey and experiences of Elder Ken, who served in the Royal Canadian Air Force from 1955 to 1981 and introduces history about Indigenous veterans such as Tommy Prince. This video was released on Nov. 8, 2022, and shared with the JIBC community.</p>

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	<p>Emergency Management BC (EMBC) and JIBC collaborate to develop relevant and effective emergency management training, based on the unique needs of First Nations. Training with First Nations communities in B.C. includes fundamentals of establishing an emergency operations centre and planning community response. In 2019-2020, JIBC provided an online seminar for EMBC entitled, Integrating Cultural Safety and Humility Skills in Emergency Management Services. Additional training is provided through contracts with other Canadian Indigenous communities and Indigenous Services Canada. Faculty have worked closely with First Nations in advance of training to structure courses around the needs of each community. Customizing our courses to meet the priorities of each Nation supports self-determination and the right to self-government.</p>
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</a> (RDRP) tool using lessons learned from the Aboriginal Disaster Resilience Planning (ADRP) project. In the project's first year, the team completed a review of the existing tool, which identified potential barriers to communities with its use. This led to a redesign in process and usability. By simplifying the current process and tool, communities will find it easier to understand potential hazards and prepare for them. All rural, remote, and Indigenous communities 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>
Ongoing	<p>JIBC partners with the First Nations Emergency Services Society to deliver vocational firefighter 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>

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
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, First Nations Emergency Services Society, B.C. Office of the Fire Commissioner, and Indigenous fire departments throughout B.C. and across Canada. Through this new position, JIBC will continue to build partnerships and explore opportunities to support the delivery of firefighter training and programs in Indigenous communities.</p>
Ongoing	<p>The Emergency Management and Fire &amp; Safety divisions completed a memorandum of understanding and authorized third-party agreement with the National Indigenous Fire Safety Council for the delivery of fire and emergency management training to Indigenous communities in Canada. This agreement will provide opportunities to collaborate on curriculum and faculty development, as well as increase capacity in Indigenous communities.</p>
Ongoing	<p>JIBC's Corrections &amp; Court Services Division completed the development of the <a href="#">Parenting After Separation (PAS) for Indigenous Families</a> free online course in partnership with Family Justice Services Division. It provides information to help Indigenous parents navigate challenging issues such as parenting time and child support. Drawing connections between the intergenerational impact of trauma from colonization and experiences of separation, the course provides strategies for managing stress and honouring children during this period. Content is provided in multiple formats, includes advice from Elders, and was developed with advice and approval of an Indigenous advisory committee. In 2020-2021, the course was adapted for online delivery, winning two Horizon Interactive Awards for excellence in interactive digital design.</p>
Ongoing	<p>JIBC's Emergency Management Division is engaging with The Coastal Nations Coast Guard Auxiliary, Canada's first Indigenous-led volunteer marine search and rescue team. The collaboration began with a <a href="#">JIBC-hosted webinar in spring 2021</a> to introduce B.C.'s emergency management community to the auxiliary, highlighting the unique opportunities for building community resilience along B.C.'s coast with the strong and lasting partnerships between maritime First Nations and the Canadian Coast Guard.</p>
Implemented	<p>To improve educational access and outcomes for Indigenous learners, JIBC led a research project to identify successful practices in the development, implementation, and on-going maintenance of credit-transfer pathways. <a href="#">The Pathway Partnerships with Indigenous Post-Secondary Institutions Report</a> supports transitions of Indigenous learners across the post-secondary landscape and was supported by a research grant from the British Columbia Council of Admissions and Transfer (BCCAT).</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>

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Implemented	<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>
Implemented	<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> <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>

## 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.

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> <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>

PROGRAM	ACCREDITATION STANDARD DETAILS
Advanced Care Paramedic	<p>2.3.a Employ effective non-verbal behaviour.</p> <ul style="list-style-type: none"> <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>• Describe 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>• Evaluate 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 Associate Certificate	N/A
Health Sciences (EMS) Diploma	N/A
Primary Care Paramedicine-Extended Certificate	<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.**

PROGRAM	PROGRESS	ACTIONS
All	In progress	Applying to the B.C. Human Rights Commission to establish a Special Program that allows preferential hiring of Indigenous staff and faculty.
Advanced Care Paramedic	Ongoing	Ongoing
Community Care Licensing	New	New faculty member hired with experience and education focused on cultural safety and humility.
	Ongoing	Program faculty and students have access to JIBC's Elders-In-Residence and senior advisors in the Office of Indigenization.

PROGRAM	PROGRESS	ACTIONS
Emergency Medical Responder (EMR)	Ongoing	Program faculty and students have access to JIBC's Elders-In-Residence and senior advisors in the Office of Indigenization.
Health Sciences (EMS) Diploma	Ongoing	Program faculty and students have access to JIBC's Elders-In-Residence and senior advisors in the Office of Indigenization.
Primary Care Paramedicine	Ongoing	An Indigenous sessional faculty member was hired in April 2023.
	Ongoing	Program faculty and students have access to JIBC's Elders-In-Residence and senior advisors in the Office of Indigenization.
Search & Rescue Technician Medical Training: Team Leader	Ongoing	Program faculty and students have access to JIBC's Elders-In-Residence and senior advisors in the Office of Indigenization.
Search & Rescue Technician QL5A	Ongoing	Program faculty and students have access to JIBC's Elders-In-Residence and senior advisors in the Office of Indigenization.
Trauma & Crisis Intervention	Ongoing	Program faculty and students have access to JIBC's Elders-In-Residence and senior advisors in the Office of Indigenization.

**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
In partnership with Strengthening Connections, a group of Indigenous recruiters and advisors from B.C. post-secondary institutions, JIBC conducts student recruitment trips to Indigenous communities. Working as a team, we help connect Indigenous students with options to pursue higher education.	Representative student body: 5.8% of domestic FTE are Indigenous.  (Based on the percentage of Indigenous adults in the B.C. population)	Increase the number of Indigenous learners in JIBC programs.
Collaborate with First Nations Emergency Services Society to enrol Indigenous learners in the Emergency Medical Responder (EMR) program and provide wrap-around supports through the Office of Indigenization.	FNESS solicits expressions of interest for individuals to come forward for training opportunities.	About 10 students each year use this pathway to complete their EMR program.
Offer Emergency Medical Responder (EMR), First Responder (FR) training and Trauma and Crisis Intervention courses 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 Sciences 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.

PROGRAM	TARGETS BY PROGRAM AREA	OUTCOMES
<p>An Indigenous admissions policy is being developed</p> <p>JIBC supports flexible admissions for Indigenous individuals applying for admission to the Primary Care Paramedicine Certificate and the Advanced Care Paramedicine Advanced 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.</p>	N/A	Support a variety of learning pathways and provide wrap-around care for Indigenous learners.
<p>Offer an annual career camp for Indigenous youth to provide opportunities to learn about public safety careers, including paramedicine.</p>	<p>One day of the camp is focused on first aid and basic life support skills, to provide an introduction to paramedic careers.</p>	<p>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.</p>

**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
Advanced Care Paramedicine Advanced Diploma	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 practising 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.

PROGRAM	PROGRESS	ACTIONS
Health Sciences (EMS) Diploma		The program includes the Primary Care Paramedicine (PCP) Certificate program and additional health and liberal studies courses.
	Ongoing	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 deliver culturally competent patient care.
	Ongoing	Training covers National Occupational Competency Profile outcomes for paramedics including patient dignity, professionalism, patient advocacy, establishing trust, and practising respect.
	Ongoing	All students participate in an orientation with the Office of Indigenization.
Primary Care Paramedicine diploma	Ongoing – at CIP51 proposal stage – on hold as JIBC focuses on implementing curriculum to support an expanded scope of practice for primary care paramedics.	A new Primary Care Paramedic diploma program is in development. It 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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JIBC's six campuses are located on the unceded Traditional Territories of the qiqéyt (Qayqayt), xʷməθkʷəyəm (Musqueam), and Coast Salish Peoples; the qic̓əy' (Katzie) and q'ʷa:nəł'ən' (Kwantlen) Peoples; the Stó:lō Peoples; the Syilx Okanagan Peoples; and the ləkʷəŋən Peoples of the Songhees and Esquimalt Nations.