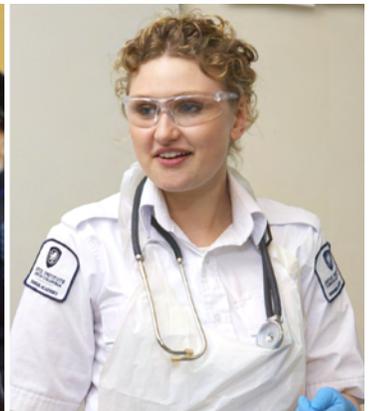




**JIBC**

CANADA'S *leading*  
PUBLIC SAFETY  
EDUCATOR

# ACADEMIC PLAN 2010-2013



**NEW DIRECTIONS →**

# → JIBC ACADEMIC PLAN

The 2010–2013 Academic Plan builds upon the strengths of the previous Education Plan (2006–2009) and the Education Plan Update (2008–2010).

The purpose of the 2010–2013 Academic Plan is to expand upon the vision, mission, values, trends and strategic directions outlined in JIBC’s 2010–2015 Strategic Plan, as they apply to our teaching and learning initiatives, so that those efforts are:

- **grounded in the needs of the professions we serve**
- **aligned across the Institute**
- **enhanced by an externally focused, cross-Institutional foundation.**

The former Education Plans have served JIBC well. In the intervening years however, there have been many important changes to the context of post-secondary education environments within which JIBC operates. JIBC has responded creatively to accommodate and take advantage of these changes with the expansion of academic credentials and training at the undergraduate and graduate levels, and by building applied research capacity across the Institute.

Four thematic goals have been developed in relation to the 2010–2015 JIBC Strategic Plan, the 2010–2013 Ministry of Advanced Education and Labour Market Development Service Plan, and in response to the environmental scan that extends the Institute's mission and vision to guide development of academic programming over the next three years.

### **THEMATIC GOALS**

- JIBC will work toward increasing student access to programs regionally, provincially, nationally, and internationally;
- JIBC will expand academic programs to include both undergraduate and graduate studies and applied research;
- JIBC will focus on inter-professional education programming that is flexible and responsive to future labour market needs; and
- JIBC will focus on enhanced learning technology in all program areas.





## JIBC: INSTITUTIONAL OVERVIEW

The Justice Institute of British Columbia (JIBC) is Canada's leading public safety educator – a public post-secondary educational institution that has earned a worldwide reputation for excellence and innovation.

The BC Government established JIBC in 1978 as a Provincial Institute through an Order-In-Council that mandated the Institute to “perform the following functions”:

- “(a) provide courses of instruction which are consistent with identified needs specifically for, but not limited to, Police, Corrections, Courts and Sheriffs;
- (b) identify the educational and specific training needs for all components of the British Columbia Justice System, including fire services;
- (c) develop a co-operative system of co-ordination between its own programmes and those of the other Institutes, colleges, universities, public schools and community-based organizations; and
- (d) provide a provincial forum for discussion and examination of justice and socially-related issues.”

More than 30 years after those beginnings, JIBC has evolved into an Institute delivering education and training to about 30,000 BC students annually. That evolution continues today. In 2006, the Ministry of Advanced Education urged JIBC to “adopt and implement” the following mandate:

- “The objects of the JIBC are to act as a justice and public safety institution for British Columbia by:
- (a) providing courses of instruction in justice and public safety;
  - (b) providing courses of instruction at the baccalaureate and applied master's degree levels, and
  - (c) performing other functions as designated by the Minister.”

In 2009 and 2010, the Ministry gave further direction to the JIBC Board of Governors for the Institute to expand its post-secondary role.

The justice and public safety field has changed significantly since JIBC was created. The growing sophistication of crime and scale of natural and

human-caused disasters are among the complex challenges faced today by emergency responders and their leaders. JIBC is rigorously discharging its renewed mandate to prepare students for those challenges by offering a growing number of comprehensive programs that meet labour market needs and lead to certificates, diplomas, bachelor's degrees, and graduate programs for public safety professional disciplines. JIBC is building on its acclaimed approach to experiential education in justice and public safety and expanding its reach by delivering more programs – both post-secondary and core training – in distant communities across the province to live up to its reputation as Canada's leading public safety educator. Thus, JIBC is at an exciting turning point.

Students take a wide range of academic and professional programs and courses in three schools:

- **School of Community & Social Justice:** conflict resolution, mediation, negotiation, counselling, leadership, instructor development, and Aboriginal programs;
- **School of Health Sciences:** paramedicine, professional health education and continuing medical education for physicians and nurses;
- **School of Public Safety & Security:** policing, sheriffs, security, investigation, enforcement, corrections, fire fighting, emergency management, and driver education.

As a result of our broad reach, every day JIBC graduates in BC, throughout Canada and abroad make a difference. When there is an accident, a natural disaster, violence, and a conflict that needs resolving, justice and public safety professionals educated at JIBC are there for people in need. Our graduates significantly contribute to a continuum of safety – from prevention to response to recovery – that supports safer communities for families and creates the environment that allows families, communities and businesses to thrive and prosper economically.

JIBC is uniquely positioned as a leader in conducting and supporting applied research in justice and public safety, which has led to enhanced curriculum, development of resources and evidence-based policy change. While the Institute's curriculum is grounded in the latest research and theory, it emphasizes real-life experiential learning that students can immediately apply in the workplace. Our pioneering

simulations enable students to experience the stress and chaos of emergency incidents and to develop the judgment needed to make decisions in critical situations.

JIBC also offers a diverse, inter-professional learning environment that brings together students from different disciplines, instilling the value of communication and teamwork across jurisdictions. They're taught by expert faculty who are active in their professional fields and have the knowledge and experience to prepare students for complex scenarios.

Another area of growth has been the development of new educational delivery methods to meet the needs of students and clients. While face-to-face education in the classroom setting is still at the core of our delivery methods, where the critical value of the procedure must be demonstrated with precision

and where judgment and specific responses must be observed, the Institute has greatly increased capacity for online and technology-enabled learning and teaching. JIBC now serves more than 8,000 online/distance education students annually.

Further extending our reach is JIBC's ongoing commitment to be an active partner in joint programs with other BC educational institutions, businesses, non-profit organizations and communities. Partnerships enable JIBC to deliver programs and courses in about 170 BC communities. JIBC also collaborates on programming with institutions in other provinces and internationally, and works together with our clients in developing customized education solutions for their employees.

JIBC's evolution as a degree-granting institution honours and is built upon a foundation of experiential learning that lies at the heart of our recruit and

### OUR VISION

A world leader in justice and public safety education and research.

### OUR MISSION

Innovative education for those who make communities safe.

### OUR VALUES

#### LEARNING THAT IS:

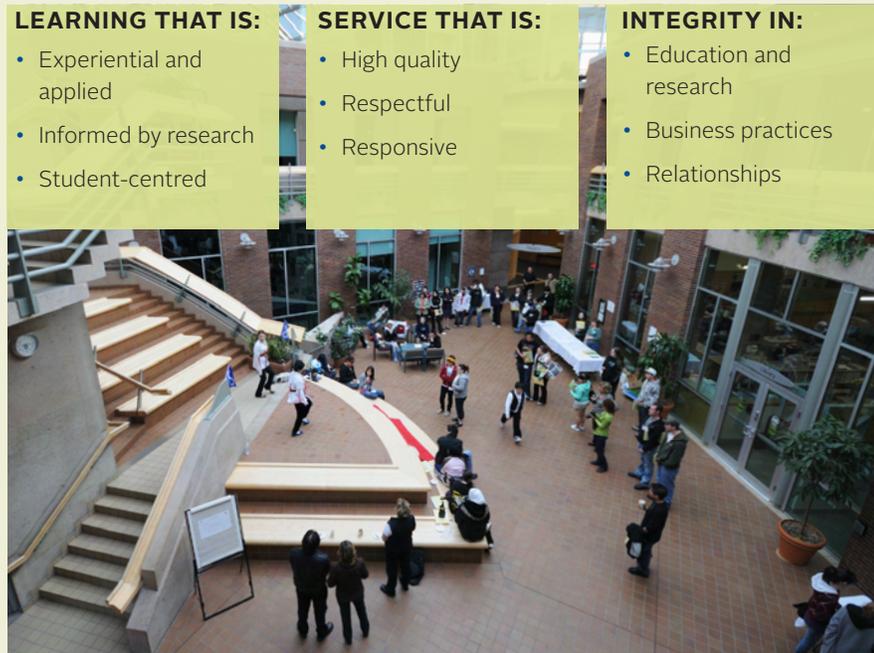
- Experiential and applied
- Informed by research
- Student-centred

#### SERVICE THAT IS:

- High quality
- Respectful
- Responsive

#### INTEGRITY IN:

- Education and research
- Business practices
- Relationships





## OVERARCHING GOALS

### Educational Excellence

Experiential learning informed by theory, research and professional practice.

### Student Success

Built on the strengths of our educational philosophy and learning environment.

advanced training programs. Our proactive planning model responds to future labour market demand identified by municipal, provincial, federal and private sector employers, as well as the students themselves.

We focus on interdisciplinary learning, technology-enabled learning and teaching, collaborative partnerships, and applied research – reflecting our goals to achieve educational excellence and support student success to prepare them for the challenges they will face as practitioners and leaders.

Achieving our goals translates into safer communities for families in BC and high rates of success for our alumni to attain good jobs upon graduation. Moreover, our graduates – working as justice and public safety professionals such as police, firefighters, correctional officers, sheriffs, paramedics, mediators, victim service counselors and emergency managers – create a safe and secure environment that fosters a strong economy by allowing families, business and communities the freedom to prosper and thrive.

### Vision, Mission, and Values

The 2010 - 2013 Academic Plan is directly linked to the 2010 – 2015 JIBC Strategic Plan. At the heart of that plan are JIBC's vision, mission and values.

JIBC's 2010 – 2015 Strategic Plan acknowledges these trends. JIBC's programs and graduates are critically important to B.C., as the world adapts to the reality of increased concern over individual and societal safety and security. In addition to educating individual police, fire, paramedic, corrections, courts and emergency preparedness/management professionals, JIBC prepares counselors to assist survivors, facilitate restorative justice practices and resolve conflicts for organizations and individual professionals, in both the

public and private sectors. Increasingly, employees and leaders at all levels of the public and private sectors want knowledge about justice and public safety so that they can help their organizations continue to operate during and after crises.

In recent years, the public's perceptions and expectations of the professions we serve have changed. This has come about because of technological advancements and a wider understanding of how complex and dynamic the issues can be in justice and public safety. We have responded to those changes by sharpening our focus on professionalism, to help ensure that every student has more than simply an optimum base level of knowledge and a basic competency. JIBC students have the opportunity to acquire a measure of professionalism that goes beyond skills training and is associated with a post-secondary academic education, from academic certificates, diplomas, advanced diplomas, baccalaureate degrees to graduate level preparation. JIBC will continue to expand the graduate level programs for public safety and security professionals.

JIBC recognizes the unique identity and educational needs of Aboriginal Learners, and will work to enhance equitable and collaborative partnerships with Aboriginal Peoples to provide culturally appropriate education, training and research.

Finally, we recognize that the operational effectiveness of emergency services in the 21st century will depend increasingly on interdependence and interoperability. JIBC's career-focused diplomas and degrees help generate a common understanding among the professional services that will enhance their ability to work together more collaboratively in the future.



## EDUCATIONAL PHILOSOPHY AND LEARNING MODEL

### OUR EDUCATIONAL PHILOSOPHY

#### TEACHING

We believe and value small learning environments with expert practitioners as faculty through meaningful experiential and practical learning activities that are rooted in theory and research that is contextually focused using enhanced learning and operational technologies. We believe in flexible teaching styles to support a variety of learning styles. Embedded in our philosophy of teaching is the notion that everyone has the potential to succeed by introducing learners to new concepts, constructs and theories that move from simple to complex ideas. We believe that expert practitioners become expert leaders, with additional opportunities for professional development, with the acquisition of advanced graduate level preparation.

#### LEARNING

We believe that teaching and learning is a lifelong process and occurs when students feel comfortable in their learning environment. Learning is enhanced when students have reflective time (praxis) to develop their critical thinking skills in order to make sense of the concepts and the meaning they have in relation to their respective professional/academic programs of study. Critical thinking “is self-guided, self-disciplined thinking which attempts to reason at the highest level of quality in a fair-minded way” (Elder, 2008). Learning is enhanced with timely feedback in relation to performance, which builds on students’ strengths.

#### ADULT EDUCATION

We believe that adults engaged in adult education have a responsibility for their own shared learning and are responsive to flexible approaches to teaching and learning. We believe that learning is enhanced when it is situated within a meaningful context and allows for experiential learning through simulations, building upon the experiences of the learners.

#### EDUCATIONAL LEARNING OUTCOMES

JIBC learners acquire new knowledge, attitudes and competencies that they can immediately apply to their professional roles in promoting safe communities.

### OUR APPLIED LEARNING MODEL

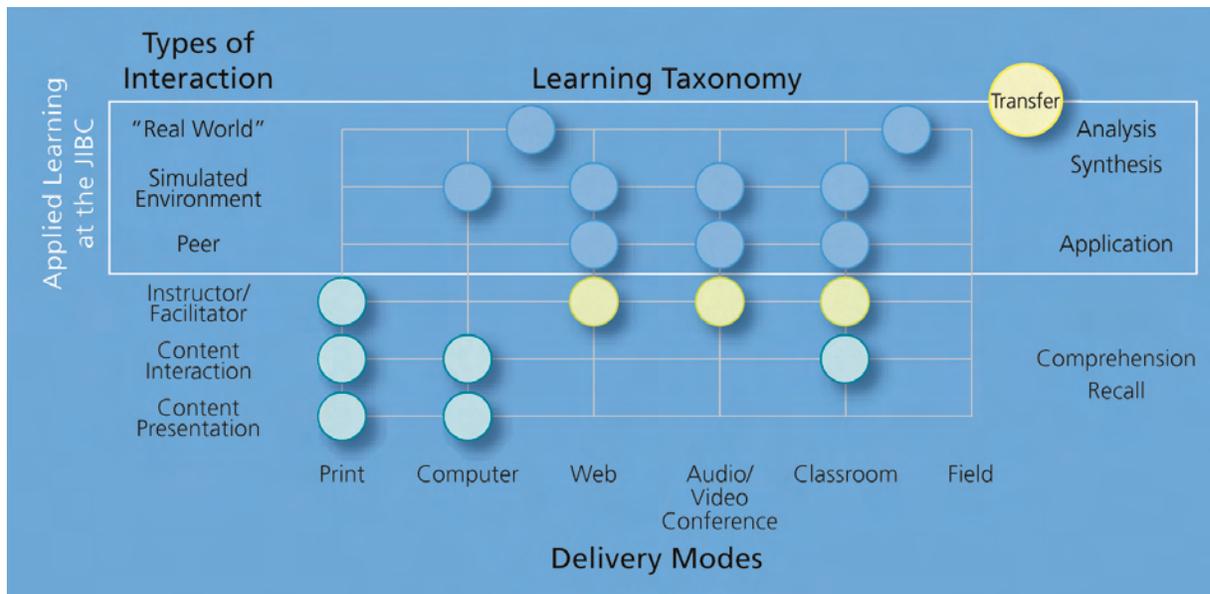
The JIBC approach to learning includes a focus on:

- **Experiential learning** with a strong emphasis on role-playing, simulations, use of practicum settings, and interoperability, grounded in theory and informed by research.
- **Competency-based instructional design** with measurable standards of performance that are outcomes-based and reflect expectations of performance in a work role.
- **Extended learning** in which the classroom serves as “home base” and is augmented by various forms of distance learning, including online and web-based delivery. There is substantial interaction and communication between learners and faculty, and among learners themselves.
- **Practitioners as faculty** in a unique instructional model with faculty drawn from justice, community and public safety professionals.
- **Learning linked to employers and the community** to ensure that programs are current and relevant. JIBC maintains strong links with justice, public and community safety employers, professional associations, communities, and agencies.

A range of delivery modes and types of interaction are used to help learners achieve transfer of learning and acquire the skills, knowledge and judgment they require. In particular, this model focuses on the active learning layer. As the chart on the following page demonstrates, applied learning at JIBC uses peer-based interactions, role playing, simulations and workplace learning to ensure that learners develop and demonstrate the critical skills and decision-making abilities they require for their work and community roles.



**We believe that learning is enhanced when it is situated within a meaningful context and allows for experiential learning through simulations, building upon the experiences of the learners.**



Source: Ron Bowles, JIBC

With this approach, learners interact with faculty and peers through simulated experiences and the “real” world examining new concepts and theories that are informed by research. Interacting with a variety of learning materials (e.g. self-study of texts, periodicals, videos, World Wide Web, or multimedia material,) assists students build a solid theoretical foundation of knowledge and comprehension. Interactions with faculty help students make sense of new concepts and theories studied and interactions with peers assists students with integrating new skills and knowledge into the context of their communities of practice.

JIBC is at the forefront with the use of simulations for community, justice and public safety education. Through simulation and immersive experiential scenarios, students have the opportunity to practice responses in a realistic but safe learning environment. Subject-matter experts in relevant areas of justice, public and community safety help with exercise design, delivery and debriefing. JIBC has specialized simulation-training facilities at its New Westminster and Maple Ridge campuses.

Using newly developed behavioural simulations, Centre for Leadership students at the New Westminster campus develop their critical reasoning skills that inform their ability to make critical decisions in support of developing stronger leadership skills.

Simulation technology at the New Westminster campus immerses Emergency Management students in a crisis scenario such as an earthquake or a bridge collapse. Students work in teams that mirror their working environment and they receive both tactical

and strategic management training for both large-scale critical incidents and major investigations. Exercises are built around the core component of facilitated plenary sessions, which allow students to review and reflect on their actions and decisions.

The student teams manage an incident within a dedicated room, monitored by training staff and subject-matter specialists, who provide meaningful feedback. The system also has the capacity to be used for a real-time command simulation. This allows a simulated incident/emergency incident to unfold from the point of first arrival on the scene, to the point at which the situation is under control. Real-time information about how the crisis is unfolding is conveyed to each team remotely, with the aid of video clips, audio clips, computer communications, and documents. In addition, the system has the capacity to monitor and record all the activities, communications, decisions and rationales that are reviewed in the plenary session.

In the Dr. Donald B. Rix Public Safety Simulation Building located at the New Westminster Campus, through simulation technology, students are able to immerse themselves in crisis scenarios, such as earthquakes and hostage-takings. Students work in teams that mirror their working environment and they receive tactical and strategic management training for both large-scale critical incidents and major investigations. Exercises are built around the core component of facilitated plenary sessions, which allow students to review and reflect on their actions and decisions.

## → EDUCATIONAL FRAMEWORK

In recent years, JIBC has transitioned from a specialized training institution to a comprehensive post-secondary educational institution that focuses on undergraduate and graduate education for justice, public and community safety professionals. With this change has come an evolution from non-credit, undeclared programs, to an integrated and coordinated range of academic credit programs leading to academic certificates, diplomas, advanced diplomas, undergraduate degrees and graduate level preparation in JIBC's areas of specialization.

While JIBC has delivered programs since 1978 for probation officers and social workers with a prerequisite of a relevant Bachelor's degree, there has been a need to increase the range of programming at the Masters level. The demand for higher levels of education has led JIBC to transition into undergraduate and graduate studies in the justice and community safety disciplines, such as advanced law enforcement; specialized counseling such as complex trauma and sexual abuse; child protection services; intelligence analysis; tactical crime analysis; and applied research.

This educational framework will allow JIBC to expand and diversify, within its mandated areas, to meet the justice and community safety needs of British Columbia.



→ **In recent years, JIBC has transitioned from a specialized training institution to a comprehensive post-secondary educational institution that focuses on undergraduate and graduate education for justice, public and community safety professionals.**



## OUR COMMITMENT TO STUDENTS AND STUDENT SUCCESS

**JIBC promotes the development of core and specialized competencies in its programs. Graduates of our programs will demonstrate high levels of competence in the following areas:**

- **Critical thinking**  
Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.
- **Communication, oral and written**  
Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.
- **Leadership**  
Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.
- **Independent learning**  
Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.
- **Problem solving**  
State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.
- **Interpersonal relations**  
Know and manage ourselves; recognize and acknowledge the needs and emotions of others including those with diverse backgrounds and capabilities.
- **Inter-professional teamwork**  
Understand and work productively within and between groups, respect others' perspectives and provide constructive feedback with special attention to inter-professional relationships.
- **Information literacy**  
Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve information; evaluate it and its sources critically, and use information effectively and ethically.



## JIBC PROGRAM ADVISORY COMMITTEES

All new academic programs are guided by JIBC's Aboriginal Education Advisory Council and all academic programs have Program Advisory Committees comprised of external representatives, (employers, regulatory bodies, professional practice associations, practitioners, educators, researchers, unions, community leaders,) and expert stakeholders, provincially, nationally and internationally.

The primary purpose of the Program Advisory Committees is to provide JIBC with advice and feedback to ensure:

1. Relevance of academic program curriculums to labour markets, and;
2. Programs remain current in the context of shifting trends in the variety of professions we serve.



**→ OUR COMMITMENT TO ACADEMIC EXCELLENCE**

**SCHOOL OF COMMUNITY & SOCIAL JUSTICE**

**The School of Community & Social Justice will: Increase student access to programs, regionally, provincially, nationally, and internationally.**

- Explore opportunities for strategic alliances with other post-secondary institutions, governments, communities and organizations for program development, recognition and transferability.
- Recognize and support cultural understanding and diversity throughout our education programs.
- Explore opportunities to increase the diversity of our learners and clients.
- Recognize the unique identity and educational needs of Aboriginal learners and seek collaborative partnerships with Aboriginal leaders and communities to provide culturally appropriate education.
- Support applied research activities to inform curriculum and improve practice in the areas of leadership, conflict, counseling, community safety and Indigenization.
- Identify and pursue new target markets currently underrepresented in programs and courses offered, locally and internationally (e.g. students, governments, organizations and communities).

**Expand academic programs to include both undergraduate and graduate studies.**

- Explore, develop and implement additional certificates, diplomas, and degrees to continue to respond to the academic, community and organizational needs of existing and prospective learners and clients.
- Expand applied research initiatives in collaboration with other JIBC Schools and external partners.
- Support the development and implementation of JIBC's Masters Degrees and other JIBC interdisciplinary credentials at the certificate, diploma, undergraduate and post-graduate levels.
- Support the inclusion of conflict and leadership studies in all JIBC certificates, diplomas and degrees.

**Focus on inter-professional programming that is flexible and responsive to future labour market needs.**

- Include in our education programs the knowledge and skills to work effectively in organizational, government and community settings.
- Develop inter-professional education solutions and technologies that reflect changing needs of organizations, communities and government.
- Utilize simulations and other interactive teaching tools to create opportunities for learners and clients to practice critical decision making and thinking in a multidisciplinary environment.
- Work with JIBC's Advancement Office and the Foundation to involve external partners in support of interoperability, to ensure our continued financial sustainability as well as to reinvest into our core programming and infrastructure.



- Work to achieve a balance in our funding sources to ensure our continued financial sustainability by linking non-traditional funding in support of wide range of learning opportunities.
- Explore opportunities to better utilize SCSJ faculty knowledge and skills, courses and educational technology across our various Centres within SCSJ and across JIBC.
- Enhance teaching excellence by providing opportunities for faculty development and supporting JIBC wide faculty development initiatives.

**Focus on enhanced learning technology in all program areas.**

- Explore, develop and implement new opportunities for technology supported learning and other distance learning strategies.
- Encourage greater consistency and collaboration in the use of technology enhanced learning practices across our school and JIBC.
- Utilize technology to enhance student success by making learning opportunities more flexible and accessible to our students.

**SCHOOL OF HEALTH SCIENCES**

**The School of Health Sciences will:**

**Increase student access to programs, regionally, provincially, nationally, and internationally.**

- Explore opportunities for strategic alliances with other post-secondary institutions for program recognition and transferability between institutions.
- Recognize, support and embed cultural diversity throughout SOHS programming.
- Make JIBC SOHS a global education destination of choice for international students looking for careers in health sciences.
- Work with provincial Health Care partners to create a work force strategy to address BC's current and future labour force challenges (right skills, right place at the right time).
- Ensures SOHS programming meets Provincial labour mobility regulations.
- Build strategic alliances with key professional bodies to deliver and promote relevant CME opportunities through the SOHS.

**Expand academic programs to include both undergraduate and graduate studies.**

- Continue to explore, develop and implement Academic Programs (diplomas, degrees, graduate certificates) to fit emerging health care sector needs and JIBC's Strategic Plan.
- Foster career paths to align with JIBC Master of Arts — Community Safety and Security Program.
- Participate with JIBC Faculty development initiatives while advancing SOHS faculty to meet the requirements for JIBC's strategic educational model (degrees, masters, post graduate certificates).



**Focus on inter-professional programming that is flexible and responsive to future labour market needs.**

- Continue to work with Ministry of Health and health authorities to integrate paramedicine into the evolving health care system.
- Informed decision making using measurable reliable data. Implement Balanced Score Card (BSC).
- Continue to imbed a culture of Continuous Quality Improvement (CQI) to the development and delivery of SOHS programs.
- Align with JIBC's Research Commons to promote SOHS as being recognized for having the capacity for applied research in health care education and paramedic sciences.
- Continue to provide a governance model which is aligned with JIBC's structural model and flexible to meet the school's expanding vision.

**Focus on enhanced learning technology in all program areas.**

- Increase technology enhanced learning within our graduate programs by 30%.
- Explore, develop and implement new opportunities for online programs.
- Enhance interactive virtual learning activities (gaming industry concept).
- Create virtual classrooms to enhance student learning, and increase rural and remote student enrolment to meet JIBC's provincial mandate.
- Support JIBC's vision of Technology-Enabled Learning & Teaching (TELT) centralized eLearning technology.

**SCHOOL OF PUBLIC SAFETY & SECURITY**

**The School of Public Safety & Security will: Increase student access to programs regionally, provincially, nationally, and internationally.**

- Explore opportunities for strategic alliances with other post-secondary institutions for program development, recognition and transferability.
- Recognize and support cultural understanding and diversity throughout our education programs.
- Work with our clients and other stakeholders to address BC's and Canada's current and future labour force challenges.
- Recognize the unique identity and educational needs of Aboriginal learners and seek out collaborative partnerships with First Nations to provide culturally appropriate education.
- Explore and expand opportunities to train and educate community safety and security students from other countries and encourage international students to take our educational programs.
- Work with local and regional partners to make effective use of local training facilities and resources to increase the availability and accessibility of JIBC education and training programs across the province.
- Support applied research activities to inform curriculum and improve practice in the areas of community safety and security.

**Expand academic programs to include both undergraduate and graduate studies.**

- Explore, develop and implement additional certificates, diplomas, and degrees to continue to respond to the academic needs of the professions we educate.
- Expand applied research initiatives in collaboration with other JIBC Schools and external partners.



- Support the development and implementation of JIBC's Master of Arts and other post graduate educational programs.
- Integrate, where appropriate, post employment training to align with JIBC academic programs.

**Focus on inter-professional programming that is flexible and responsive to future labour market needs.**

- Include in our education programs the knowledge and skills to work effectively with other community safety and human service systems.
- Develop inter-professional education solutions and technologies that reflect changing needs of organizations, communities and government.
- Utilize simulations and other interactive teaching tools to create opportunities for community safety and security personnel to practice critical decision making and action in a multidisciplinary environment.
- Work with JIBC's Advancement Office and the Foundation to involve external partners in support of interoperability, to ensure our continued financial sustainability as well as to reinvest into our core programming and infrastructure.
- Work to achieve a balance in our funding sources to ensure our continued financial sustainability by linking non-traditional funding in support of wide range of learning opportunities.
- Explore opportunities to better utilize SPSS Faculty knowledge and skills, courses and educational technology across our various Divisions.

**Focus on enhanced learning technology in all program areas.**

- Explore, develop and implement new opportunities for technology supported learning and other distance learning strategies.
- Encourage greater consistency and collaboration in the use of technology enhanced learning practices across our school and JIBC.
- Utilize technology to enhance student success to make learning opportunities more flexible and accessible to our students.



## OFFICE OF GRADUATE STUDIES & ACADEMIC SERVICES

The Office of Graduate Studies & Academic Services works with all JIBC Schools and Divisions to create new programs, practices and infrastructure that advance academic and applied student competencies at the graduate and undergraduate levels, and works to establish and maintain the conditions necessary to sustain high quality education in support of the Institute's Academic Plan and Strategic Plan.

The Office accomplishes these goals by providing collaborative leadership and coordination for educational policy and procedure development, new program development, faculty development, program review, liberal studies instruction, shared course management, technology enabled learning and teaching, and institutional research analysis. The major part of the Office's work is directly focused on the institute's four major thematic goals of improving student access, expanding academic programs, supporting inter-professional learning and enhancing use of learning technologies.

**Specifically, the Office of Graduate Studies & Academic Services contributes to student success and educational excellence in the following ways:**

### Graduate studies

- Provides collaborative leadership, consultation and practical assistance in policy, procedure and process development related to educational matters at the graduate and undergraduate level.
- Oversees standards for all graduate programs, and plans, delivers and evaluates selected inter-professional graduate programs.

### Academic services

- Ensures academic procedures and processes are current and reflect the infrastructure needs of the institute at both the graduate and undergraduate level to advance JIBC's academic plan and strategic plan.
- Provides leadership to Program Council in fulfilling its oversight mandate.
- Coordinates internal and external articulation agreements, partnerships and educational opportunities.
- Writes and maintains academic and teaching faculty handbooks.
- Manages a funding program for the development of innovative courses, programs and services.

### Credential development

- Ensures new programs meet the standards of the ministry responsible for higher education.

### Liberal studies

- Plans, develops and delivers liberal studies courses in support of Institute programs.

### Faculty development

- Conducts faculty learning needs assessments.
- Plans, facilitates & implements strategic faculty development initiatives.

### Technology enabled learning and teaching

- Assists divisions with course and program development and implementation using technologies for innovative simulations and online delivery.
- Fosters identification and use of innovative educational technology for learning and teaching
- Advises the institute on strategies for technology enabled learning and teaching.



### Institutional research

- Sponsors employer and market research related to potential new credentials.
- Assists divisions in conducting program evaluations.
- Provides leadership in the collection and analysis of data for institutional research and planning purposes.
- Contributes to root cause analysis for customer feedback and other continuous quality improvement initiatives.
- Contributes to preventive and corrective action in support of continuous quality improvement.

### OFFICE OF APPLIED RESEARCH

JIBC is the first Canadian institution to support transdisciplinary applied research in community safety and security. Our research addresses community safety through a lens of risk management and security science practice and technology. This work brings researchers and practitioners together: we partner with community-based public and non-governmental organizations to solve problems and circulate evidence-based results to policy audiences at all levels. This relationship-based approach ensures that problem-oriented collaborations will be highly relevant to communities, as well as cost-effective and practically designed and delivered.

#### **JIBC's applied research strategy is a key strategic initiative of JIBC's Strategic Plan. Applied research projects are typically:**

- Externally funded and supported, often by sources not generally accessed by B.C. universities and colleges (e.g. the CRTI Centre for Security Science at the Department of National Defence, and the Canadian Police Research Centre). JIBC applied research projects are financially sustainable and accountable to donors, the federal government, foundations and B.C. residents.
- Executed through designated JIBC faculty and JIBC research associates (i.e. similar to university adjunct professors).
- Responsive to the needs of B.C.'s diverse communities, including First Nations. Applied research projects engage community leaders and institutional partners.
- Designed (and delivered) to be responsive to community needs and serve the public good in all areas of community safety and security.
- Developed and designed in support of regional and national research networks.



- Delivered to ensure that applied research is relevant to the lives and wellbeing of B.C. residents, and that research addresses the emerging challenges of the 21st century (e.g. climate change, avian influenza, SARS, and internally and externally driven threats and risks).

With its complement of current faculty and staff who hold master's and doctorate degrees, along with its highly qualified research associates and research partnerships with B.C. and Canadian universities, JIBC is well positioned to apply for Tri Council applied research grants.

JIBC has developed and launched two new undergraduate programs and has a potential transdisciplinary master's degree in Community Safety and Security in the concept stage. These will give JIBC a critical mass of undergraduate and graduate students to undertake research assistantships and participate in field work and data compilation, entry, and analysis.

### Academic Priorities

- Build on JIBC's traditional and new strengths: continue to provide high-quality applied education and training for professionals in the existing and emerging justice and community safety fields.
- Expand graduate study programs (e.g. Advanced Police Studies, Specialized Clinical and Community Counselling, and Crime Prevention through Social Development).
- Continue to develop a range of interdisciplinary programs for justice and community safety professionals. A coordinated response is critical to saving lives and collaborating effectively in a crisis; JIBC programs can prepare students for these roles.

- Prepare the next generation of safety professionals to replace the thousands of provincial and municipal employees who will be retiring between now and 2020.
- Expand regional delivery.
- Through the use of new facilities, equipment and programming advance the integration of complex simulation exercise design across all JIBC program areas.
- The priorities in applied research will be to expand external funding, strengthen the research infrastructure (including recruiting 12 research associates), engaging JIBC divisions, and achieving several early successes.



## INTERNATIONAL EDUCATION

JIBC has identified International Education as one of its top five strategic initiatives for 2010-2015. JIBC intends to develop structures and clear processes to support both foreign and international students interested in pursuing a program of study in Canada or abroad. Faculty and student exchanges are being explored as well as providing access to international students interested in our academic programs of study.

International Education opportunities such as participating in One World Scholarships with “Fire Fighters Without Borders” are examples of the opportunities that JIBC students have enjoyed over the past two years.

## TECHNOLOGY ENABLED LEARNING & TEACHING

Technology Enabled Learning & Teaching (TEL) at JIBC is built upon an understanding of a relationship between the student, the instructor, the institution and its connection to the workplace and the community.

### Student

A student’s relationship with JIBC begins prior to admission through the use of social media and the World Wide Web. JIBC programming offers relevance and currency to the student, and potential students become aware of the value of JIBC programming in their learning trajectory. Throughout their learning at JIBC, students participate in an applied learning education experience, which is supported by technologies that enhance that experience, and make the experience accessible. JIBC continues to provide value to the student once they have completed their course or program, by offering laddering opportunities to other credentials, affiliation and networking with communities of practice, and by providing some portability of their digital learning artifacts and JIBC digital resources. Students later provide value to JIBC as alumni, faculty, donors, and community members.

### Instructors

Instructors are a critical part of the applied education experience, as they are the link between the student, the workplace and the community, and the institution. Instructors need to reflect the values and goals of JIBC, while providing an important catalyst for challenging JIBC to remain current in its curriculum and programming. At the same time, instructors must themselves engage in and apply current and emerging teaching and learning practices, informed by research, in order for the student to have an optimal learning experience. Increasingly, this requires that instructors have a solid understanding of how educational technology is inseparable from applied education, and be able to demonstrate this application in their teaching.



## Institution

The institution has a responsibility to provide the necessary infrastructure and systems to support students, instructors and the Schools in providing an exceptional applied education experience. Because the institution is a part of a larger (and increasingly global) educational ecosystem that includes the workplace, the community, and other post-secondary education institutions, it is critical that JIBC be innovative in the area of technology enabled learning and teaching in order to remain competitive and relevant. Within a complex and varied technological landscape, aligning JIBC TELT priorities with the Strategic and Academic plans provides a direction for educational programming.

## TELT Goals and Priorities

The vision for TELT at JIBC is guided by five goals that build on JIBC's Strategic and Academic plans.

### Priority 1: Innovation

Educational technology innovation is an important goal because it characterizes a dynamic institution that is in tune with current practices and future needs in the workplace and the community. Innovation is also needed to ensure JIBC's relevance in the dynamic post-secondary education market.

Small innovative initiatives can become catalysts for future innovations, and ideally become absorbed as current practice within the institution. Therefore it is important to recognize and support the "innovation on the fringes" that is already occurring at JIBC.

## Key innovation strategies

### 1. Simulations

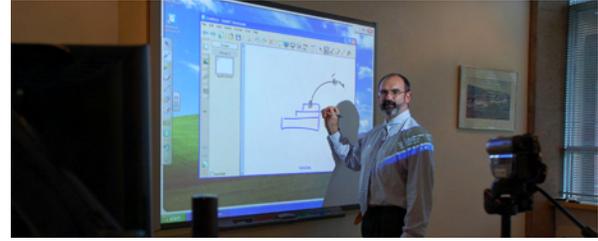
- Stimulate the development of ExPod exercise simulations in all divisions by overcoming the barriers to its adoption
- Ensure that simulation assets (media, videos, etc.) are sharable across all divisions
- Capitalize on simulation design expertise at JIBC
- Collaborate with other institutions in knowledge and resource sharing in the development of simulations
- Continually evaluate use and best practices
- Showcase ExPod within and beyond JIBC
- Embed scenarios within existing and future programs

### 2. Mobile learning

- Establish mobile learning as a pilot initiative at JIBC
- Develop applications that will be relevant to students during and beyond their JIBC education
- Collaborate with other institutions and organizations on mobile projects that have interdisciplinary relevance
- Document and circulate best practices within and beyond JIBC
- Showcase beyond JIBC

### 3. Emerging Technologies

- Provide a mechanism to assess emerging technologies and share experience
- Provide guidelines and support for instructors and programs who wish to experiment with specific emerging technologies
- Communicate experience with emerging technologies within and beyond JIBC



### **Priority 2: A Diverse and Flexible Learning Experience**

The design of the Technology Enabled Learning & Teaching (TELT) environment will respond to the evolving needs of our students, and align with broader institute priorities that include indigenization, internationalization and accessible learning.

#### **Strategy**

- Create an integrated process for the planning, development, delivery and evaluation of TELT

### **Priority 3: Student Support**

Our JIBC strategic goal of student success extends to TELT environments. Positive learning experiences are a prerequisite for successful and satisfying engagement and practice in TELT. For this goal to be achieved, we need to have a measurable understanding of the student experience, and focus our lens not only on their experiences in their courses, but with the other JIBC systems that are a part of their learning experience - library, student services, and tech support. JIBC learning environments are as varied as its student demographics. An applied learning context necessitates a range of student support approaches that are accessible and realistic within the context of the institution.

#### **Strategy**

- Establish a multi-pronged approach to student support in TELT environments

### **Priority 4: Faculty Development**

Instructors are less likely to use technology if they believe they have inadequate support. Therefore it is important to provide a supportive environment for instructors to adopt new educational technologies that can be used to efficiently and effectively enhance the student learning experience. It is also important to consider instructor experiences and practices with educational technologies to inform quality improvements in learning and teaching.

JIBC's instructors are largely contract-based faculty who spend little on campus time outside of teaching hours. This presents a challenge for faculty development around TELT, which needs to be accessible to our instructors. Creating a variety of faculty development opportunities, and motivating faculty to participate in them will be critical to the success of TELT at JIBC.

#### **Strategy**

- Expand faculty development opportunities in TELT

### **Priority 5: Research**

Research is important to continually evaluating the effectiveness of the strategy, but also for its contribution to the educational and disciplinary field and our recognition as an institution that values educational research. The research priorities will allow us to make evidence based decisions in our planning, as they are directly tied to knowledge gaps in our own institutional practices.

#### **Strategy**

- Begin research efforts in one or more of the following areas:
  1. Digital learners at JIBC
  2. Cost-benefits of TELT
  3. Applied education and the use of simulations
  4. Mobile learning

## → CAPITAL NEEDS

As is the case with other post-secondary institutions in B.C., capital equipment is required for the development and delivery of education and training programs. Examples include: Self-Contained Breathing Apparatus (SCBA), emergency vehicles (ambulances, police cars, and fire trucks) as well as high fidelity patient simulators.

Capital funding is required not only for initial acquisition of the equipment, but also for ongoing replacement. It is the responsibility of the Deans to identify capital equipment needs within the Schools and to coordinate with Finance to ensure business cases are prepared and submitted to the government for approval.





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