

INSTITUTIONAL ACCOUNTABILITY PLAN & REPORT 2022-2023



**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.



June 15, 2023

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

Dear Minister Robinson:

At the wrap-up of the 2022-2023 fiscal year, the Justice Institute of British Columbia (JIBC) has emerged from the pandemic stronger for the experience. We are moving forward, keeping a vigilant eye upon our risks, and addressing the inequities that have become even more apparent within our society. Our new decolonized visual identity shows resolve in our eagle's eye and a wide-open wingspan, signalling that the justice and public safety professions we train demand not only fortitude but openness and empathy.

On behalf of the Board of Governors and the employees of JIBC, we are pleased to affirm our commitments and accountabilities for this plan and report our achievements over the last year. Aligning our plans with government priorities across all the ministries we serve is our commitment. Providing top quality education and training for the justice and public safety sectors requires unwavering focus on the most important outcomes for students, employers, and communities. In this, we are guided by JIBC's 2022-2027 strategic plan, For the Greater Good, and the 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 20 high-opportunity occupations and provides the ongoing skills training to help public safety and justice professionals develop new competencies throughout their careers. Our new micro-credentials in cybercrime 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. In 2022-2023, we continued working with our partners to decolonize correctional services for inmates, foster cultural safety in policing, and Indigenize a new health sciences diploma program.

At JIBC, we listened to our community, reflected on our results, and adapted wherever necessary to continue to provide the high quality post-secondary education and training for which we are known. Our first quality assurance process audit confirmed that we are on the right track, and we will continue our focus on continuous improvement with the introduction of an annual program review process. We are also proud of our progress in providing flexible work arrangements for our staff and the improvements we made to major administrative processes. JIBC thrives when everyone is supported to do their best work every day.

For our achievements and progress, we must acknowledge the commitment and dedication of our staff and faculty and the ongoing support of the Ministry of Post-Secondary Education and Future Skills, our donors, and training partners. We are confident that we will meet the future together as we adapt to ensure justice and public safety employers have a future-ready workforce.

Sincerely,



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

Dr. Stephen Gamble
Chair, Board of Governors



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

Dr. Michel Tarko
President and CEO

TABLE OF CONTENTS

1. STRATEGIC DIRECTION	5
ORGANIZATIONAL OVERVIEW	6
STRATEGIC PRIORITIES	7
2. STRATEGIC CONTEXT	11
INTERNAL SCAN	11
EXTERNAL SCAN	17
3. REPORT ON 2022-2023 PRIORITIES	21
PUTTING STUDENTS FIRST	21
PURSUING EDUCATION & TRAINING EXCELLENCE	25
LIVING INDIGENOUS WAYS OF THINKING, BEING, RELATING AND DOING	30
FOSTERING THE SUCCESS OF OUR PEOPLE	33
CHAMPIONING EQUITY, DIVERSITY & INCLUSION	34
ELEVATING ORGANIZATIONAL EFFECTIVENESS	35
4. PERFORMANCE PLAN AND REPORT	37
JIBC GOALS AND OBJECTIVES	37
PERFORMANCE MEASURES, TARGETS AND RESULTS	38
5. FINANCIAL INFORMATION	43
6. APPENDIX: PROGRESS REPORT ON ANSWERING THE TRC CALLS TO ACTION AND IMPLEMENTING UNDRIP	44

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 learning 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 each and every day.

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

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

With six campuses, robust online offerings, and training in more than 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

41,028 students	4,024 full-time equivalents (FTE)
565 faculty	132 FTE
285 staff	203 FTE



Our Education

Domestic	84%	↑3% from 2021-2022
International	16%	↑35% from 2020-2021
Online	38%	↓27% change from 2020-2021
In-person	62%	↑51% from 2020-2021

Our Campuses

New Westminster Campus | qiqéyt (Qayqayt), x^wməθk^wəyəm (Musqueam) and Coast Salish Traditional Territories.

Chilliwack Campus | Stó:lō Traditional Territories.

Maple Ridge Campus | qícey (Katzie) and q^wa:ńł'əń (Kwantlen) Traditional Territories.

Pitt Meadows Campus | qícey (Katzie) and q^wa:ńł'əń (Kwantlen) Traditional Territories.

Okanagan Campus | Syilx Okanagan Traditional Territories.

Victoria Campus | Traditional Territories of the of the lək^wəŋən Peoples of the Songhees and Esquimalt Nations and the 'WSÁNEĆ Peoples.

STRATEGIC PRIORITIES

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

Putting Students First

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

- Foster a student-centred customer-service culture.
- Embed student health and safety into campus life.
- Enhance campus culture and the student experience.
- Pursue, leverage and steward philanthropic opportunities that support student success.
- Deepen relationships with core clients to support the successful transition of public safety trainees to their first day of work.
- Elevate relationships with employers and communities to support job opportunities and career progression for students.

Pursuing Education & Training Excellence

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

- Provide experiential, evidence-informed education and training based on best practices and learning outcomes that support the JIBC mandate.
- Ensure programming and teachings mirror current and emerging trends and meet the needs of the public safety and justice communities.
- Ensure education and training opportunities are accessible to B.C. residents.
- Prioritize relationships with stakeholders to develop collaborative partnership opportunities and/or to address any inadequacies with programming and/or training.

Living Indigenous Ways of Thinking, Being, Relating and Doing

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

Increase knowledge and literacy about Indigenous culture and history.

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

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

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

Fostering the Success of Our People

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

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

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

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

Ensure there is a clear and competitive Employee Value Proposition.

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

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

Championing Equity, Diversity & Inclusion

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

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

Elevating Organizational Effectiveness

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

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

Transform existing operational processes and services through technology.

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

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

Maintain and develop actions to minimize our ecological footprint.

Prioritize stakeholder relationships to advance effectiveness in meeting stakeholder needs.



2023-2024 PRIORITIES

JIBC's annual business plan is a roadmap of initiatives and milestones that will carry us forward in achieving our goals. In addition, each division creates a cascaded business plan to ensure resources are aligned to deliver on our strategic priorities and make the improvements our plans envision. Priorities for 2023-2024 include:

PUTTING STUDENTS FIRST

1. Implement recommendations for changes to services for students and how they are delivered.

PURSUING EDUCATION & TRAINING EXCELLENCE

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

LIVING INDIGENOUS WAYS OF THINKING, BEING, RELATING AND DOING

3. Increase formal opportunities for staff and faculty to discuss ways to Indigenize curriculum and pedagogy and access resources to utilize and embed in teaching and programming.
4. Increase engagement and partnership with Indigenous and non-Indigenous post-secondary institutions to enhance Indigenous learner accessibility to and success in higher education.

FOSTERING THE SUCCESS OF OUR PEOPLE

5. Develop and implement an internal communication strategy.

CHAMPIONING EQUITY, DIVERSITY & INCLUSION

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

ELEVATING ORGANIZATIONAL EFFECTIVENESS

7. Deliver enhancements to enterprise resource planning systems to transform existing operational processes.
8. Develop an environmental sustainability strategy and action plan.
9. Develop an enterprise reporting and analytics strategy.



02

STRATEGIC CONTEXT

INTERNAL SCAN

NAVIGATING THE COVID-19 PANDEMIC ¹

JIBC was working at full capacity throughout 2022-2023, delivering education and training in B.C. and beyond. Our programming delivery mix has shifted over the last three years, settling into a comparatively higher level of online, hybrid, and hyflex learning that meets student demand for greater flexibility. At the same time, there is increasing demand for classroom space at our main campus as face-to-face programs in policing and law enforcement continue to expand. The Institute returned to full room capacities in January, as the need for physical distancing waned.

Safety protocols in 2022-2023 focused on managing our mitigation measures to keep our community safe and ensure the continuity of education and training. In the fall, we communicated our expectations on self-management of illness within the JIBC community and continued to promote vaccination and staying away from campus while ill. We promote communicable disease prevention measures and ensure a mask-supportive environment. JIBC's communicable diseases prevention plan will remain current and ready for re-activation during cold and flu season and future virus outbreaks.

In reviews of pandemic learnings across the sector, we have all come to appreciate the value of the coordinated efforts of the B.C. post-secondary emergency planners in planning and executing a well-reasoned response in the face of a constantly evolving emergency situation.

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

PROGRAMMING

JIBC delivers education and training at its six campus locations and in more than 200 additional communities throughout British Columbia over the last five years. The JIBC student experience focuses on real world practice intended for real world application. The extensive levels of simulation and immersive experiences provide realism, sometimes incorporating actors and virtual reality applications into scenarios. Delivering on the JIBC promise of evidence-based applied learning is facilitated through a unique practitioner-scholar instructional model that relies on faculty who are leaders in their field with recent practice experience and the expertise to deliver excellent instruction.

FIELDS OF STUDY - 2022-2023

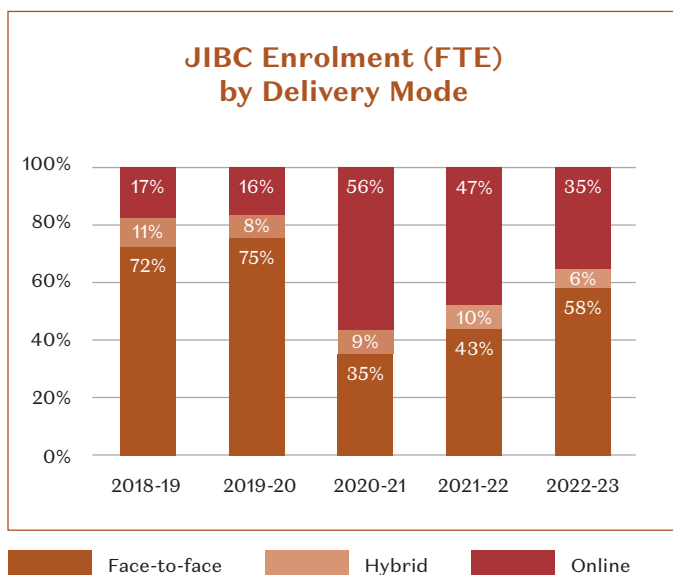
Departments	Enrolment (FTE)
Justice & Public Safety	1,544
Health Sciences	733
Emergency Management	361
Fire & Safety	335
Police Academy	288
Corrections & Community Justice	221
Liberal Studies	177
Centre for Conflict Resolution	115
Centre for Counselling & Community Safety	112
Sheriff Academy	44
Centre for Leadership	35
Centre for Court Administration	25
Driver Education Centre	16

Source: Central Data Warehouse, May 2023. Includes domestic and international students.

EDUCATIONAL DELIVERY METHODS (🏠)

To keep education accessible and affordable, JIBC has long been a champion of online delivery, regularly winning awards for excellence in interactive digital education. During 2020-2021, much of JIBC's offerings were moved online due to the COVID-19 pandemic.

The 2021-2022 fiscal year shows signs of a return to greater on-campus education at JIBC, with an increased number and proportion of course sections being either in-person or hybrid delivery. The Institute is settling into a higher level of online learning, reflecting a preference of both learners and their employers, who appreciate the greater flexibility, accessibility and affordability of online learning.



Source: Central Data Warehouse, May 2023. Includes domestic and international students.

CREDENTIALS AWARDED

In 2022-2023, JIBC awarded over 1,500 credentials — short certificates, certificates, diplomas, and degrees — to both learners embarking on their chosen career path and experienced professionals advancing in their careers. The first class of graduates from the Post-Baccalaureate Diploma in Disaster Management and the Graduate Certificate in Cybercrime Analysis completed their studies in 2022-2023.

	Degrees	Diplomas	Certificates	Graduate Certificates	Short Certificates
2018-19	49	154	636	31	1,834
2019-20	30	154	597	21	1,787
2020-21	44	161	354	32	732
2021-22	41	190	482	29	808
2022-23	45	177	586	38	708

Source: Student information system, May 2023

QUALITY ASSURANCE

For the first time, JIBC undertook a quality assurance process audit (QAPA) with the Degree Quality Assessment Board to examine how well the Institute's policies and procedures support successful programs and the achievement of learner and labour market goals. The QAPA process proved to be invaluable and gratifying from both a learning and outcomes perspective. The audit criteria were a helpful guide in the redevelopment of our quality assurance processes over the last three years, supporting our desire to improve accountability and continue to build our culture of educational and training excellence. The commendations, affirmations, and recommendations from the site visit validated that we are on the right track to continue improving our program quality assurance processes. We have committed to an action plan that will incorporate even more perspectives into our program development and review processes, focus on more faculty development, and continue to manage change as we fine tune our quality assurance processes.

Eight programs completed a new comprehensive program review process in August and six additional programs embarked on their reviews in September. The process brings more evidence to the assessment and incorporates a greater variety of viewpoints to ensure programs continue to meet labour force needs, produce excellent outcomes for learners, and remain financially viable.

The Institute launched a complementary annual program review process that combines program assessment with enrolment planning to inform plans for the coming year. Programs are measured against appropriate benchmarks and action plans are developed to achieve continuous quality improvement.

ACCREDITATION

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

Fire & Safety Division programming was re-accredited by the International Fire Service Accreditation Congress (IFSAC) and ProBoard in 2022 to certify that candidates have met fire service professional qualifications and standards.

NEW PROGRAMS

The Justice & Public Safety Division introduced three new micro-credential programs to provide the basic knowledge and skills required to investigate and defend against cybercrime, a growing threat to global businesses and organizations. The programs employ an asynchronous online micro-learning design to provide flexibility for busy professionals who seek an introduction to the field.

TERMINATED PROGRAMS

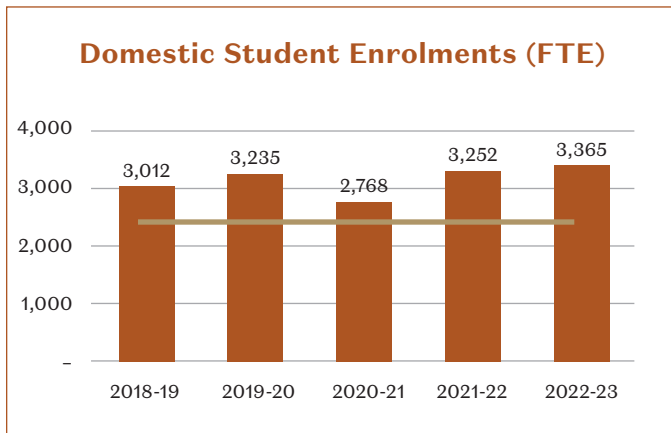
The Fire & Safety Studies Diploma was terminated in November 2022 following suspension of new admissions in February. The credential provided a diploma completion pathway for students who had earned Fire Officer or Fire Prevention Officer certificates and was designed to ladder into the terminated Bachelor of Fire & Safety Studies degree. Consistent low admissions over its 11 years of existence made the program unsustainable, with only four graduates on average each year.

The Certificate in Aboriginal Focusing-Oriented Therapy & Complex Trauma benefited Indigenous and non-Indigenous counsellors, therapists, frontline workers, and others who were interested in developing clinical treatment techniques and strategies essential to healing of traumatic life situations. The curriculum and pedagogy were fully designed and owned by a highly respected practitioner in the field and JIBC could not fully ensure the academic quality nor control the delivery to ensure program completion opportunities for students. All students in the program were able to complete in January 2023 and it will no longer be offered to future cohorts.



JIBC STUDENTS

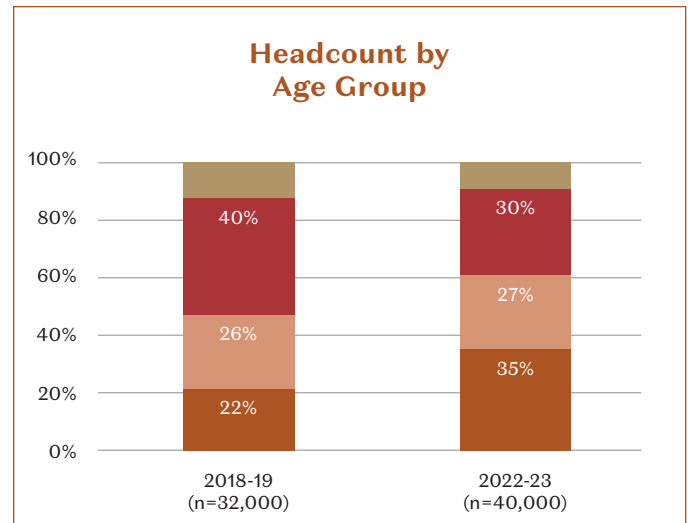
The number of unique students at JIBC in 2022-23 was just over 41,000, a 20 per cent increase from 2021-2022, and JIBC now has one of the largest headcounts amongst B.C. public post-secondary institutions. With just over 4,000 domestic and international FTE in 2022-2023, JIBC had a 10 to 1 headcount to FTE ratio, something unparalleled in the B.C. post-secondary sector, where the ratio is typically no larger than three to one. This unique profile reflects a focus on providing training to justice and public safety professionals across their entire career – entry to practice, leadership development, and the wide variety of training courses required to keep skills fresh as regulations, techniques, and technologies transform professional practice.



Legend: FTE (dark orange), Ministry target (light orange line)

Source: Central Data Warehouse, May 2023

JIBC'S student body has become younger in recent years. In 2022-2023, just over one third of the JIBC student body was under 25 years of age, compared to less than one quarter in 2018-2019. Furthermore, the total headcount of students under 25 doubled from about 7,000 to 14,000 in the last five years. A major driver of this trend is increased enrolments in Basic Security Training, the course required for a security worker licence in the province.



Legend: Under 25 (dark orange), 25-34 (light orange), 35-54 (red), 55+ (olive)

Source: Central Data Warehouse, May 2023
Note: Excludes students with no birth date in the Student Information System

Overall, just over 60 per cent of JIBC students in 2022-2023 identified as men. The most gender-balanced area of study was allied health care. Within the criminal justice and corrections area, approximately 70 per cent of learners in B.C. Police Recruit Training and Law Enforcement Studies Diploma identified as men. However, about 50 per cent of students identified as women in the Bachelor of Law Enforcement Studies and the Post-Baccalaureate Diploma in Law Enforcement Studies. In 2022-2023, 17 per cent of learners in fire protection identified as female, exceeding the proportion of currently practicing female fire-fighters.

Ensuring that education and training is accessible to B.C. residents is a top priority in executing our provincial mandate to provide justice and public safety instruction throughout the province. About 90 per cent of JIBC'S domestic students in 2022-23 were from B.C. The proportion of students from each region aligns with the B.C. population distribution, showing excellent accessibility to programming in every corner of the province.

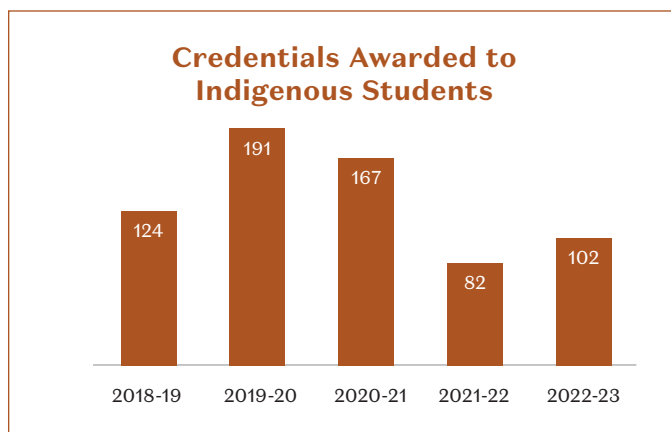
DOMESTIC ENROLMENT BY REGION OF RESIDENCE, 2022-2023

B.C. Development	JIBC Headcount	B.C. Population
Cariboo	4%	3%
Kootenay	3%	3%
Mainland/ Southwest	64%	61%
Nechako	1%	1%
North Coast	1%	1%
Northeast	2%	1%
Thompson-Okanagan	11%	12%
Vancouver Island/ Coast	14%	17%

Source: Central Data Warehouse, May 2023, BC Stats 2022 projections

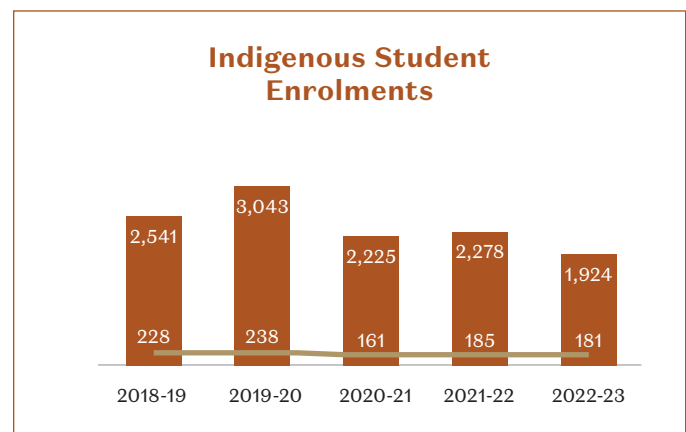
INDIGENOUS STUDENTS (🏠)

JIBC serves communities across British Columbia located in the traditional unceded territories of First Nations Peoples, and the Institute has welcomed more than 6,300 Indigenous learners in the last five years. In 2022-2023, Indigenous student enrolments represented about four per cent of total domestic FTE.



Source: Student information system, May 2023, and Student Transitions Project Aboriginal Spool, 2021-22.

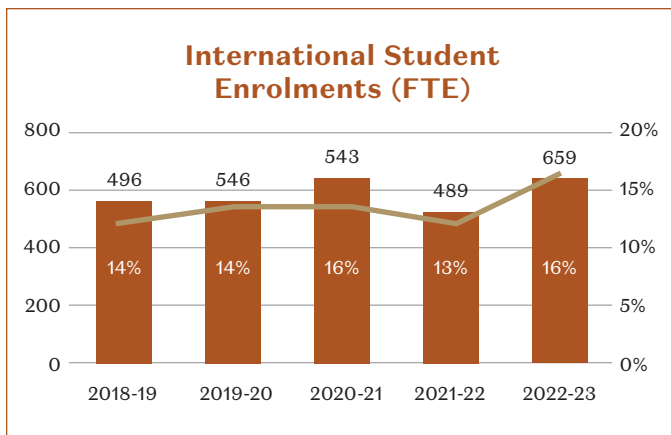
Note: Includes short certificates. Based on self-declaration as an Indigenous person at JIBC or any BC K-12 or post-secondary institution.



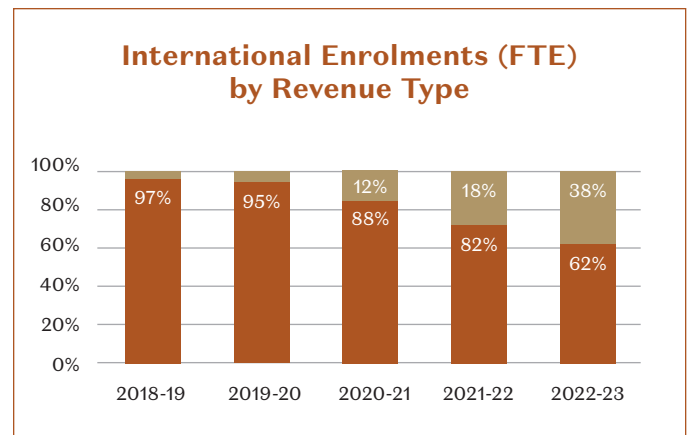
Legend: Headcount (dark blue), FTE (light blue)

Source: Central Data Warehouse, May 2023, and Student Transitions Project Aboriginal Spool, 2020-21.

Indigenous students complete academic and professional programs, particularly paramedicine and fire-fighting, and take courses to advance in their careers. JIBC consistently partners with over 30 Indigenous communities and organizations every year to provide training, research, and expertise in support of community development and safety initiatives. Indigenous student headcount varies year-to-year based on these contracts for skills training, and student enrolments and program completions decreased during the pandemic due to barriers to delivering training in communities.



Source: Central Data Warehouse, May 2023



Source: Central Data Warehouse, May 2023

INTERNATIONAL STUDENTS (🏠)

JIBC’s international strategy envisions balanced expansion of learning opportunities for international students both at JIBC and in home communities. International enrolment in tuition programs reached over 200 FTE in 2022-2023, approaching the 227 FTE in paramedic programs offered under contract in Asia, which had historically contributed most of JIBC’s international students.

The impact of immigration has transformed B.C. communities culturally, linguistically, and economically, and public safety employers want their workforces to reflect the rich diversity of their communities. JIBC is increasing the recruitment of international students to meet B.C.’s rising labour force demand for diverse and highly skilled workers.

We have modified our recruiting efforts to ensure there is increasing diversity among our international student body to provide a truly global experience on campus and manage geo-political risks. We are seeing a slow but steady increase in the mix of nationalities within our on-campus international student population. In 2022-2023, our students came from 71 nations, with 65 per cent of students in tuition programs coming from India. Our two post-baccalaureate diploma programs in law enforcement studies and disaster management attract the most international students, and all learners take a course in Reconciling Colonial Practices in Justice & Public Safety to prepare them to advance reconciliation with Indigenous Peoples in their work and personal lives. Overseas, nearly all 380 students being trained in contract programs in 2022-2023 had Singaporean citizenship, reflecting JIBC’s longstanding role in educating paramedics in that country.

JIBC has ongoing relationships with the University of Portsmouth and South East Technical University that provide law enforcement studies students with international exchange opportunities in the U.K. and Ireland. Several students also took advantage of a new University Mobility in Asia and the Pacific opportunity to attend a discovery camp in Indonesia where they were able to observe and explore the conservation of flora and fauna. These opportunities are in high demand by our students, and we are grateful for the ongoing support of donors to offset the student expenses.

In 2022-2023, the Emergency Management Division completed a one-year project with the Association of Southeast Asian Nations EOC Network for Public Health, supported by funding from Global Affairs Canada. The project aims to strengthen these nations’ coordination and collaboration efforts in response to and recovery from major emergencies and disasters. The first phase delivered three online emergency operations courses to a select group of participants, focused on identifying contextualized needs and curriculum adaptations. The next phase of the project will create customized curriculum, course delivery, and instructor training to develop a sustainable delivery model.

CAMPUSES AND FACILITIES

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

The Board of Governors approved a plan to dispose of the Chilliwack campus property and the Institute is working with government and Indigenous communities to develop a path forward. We intend to explore options to participate with new owners in a development opportunity or identify alternative locations in the community. The Institute is also scouting alternative locations for the Okanagan campus as the lease is expiring and the owner has plans for the site. Opportunities to expand training spaces at the main New Westminster campus was a focus in 2022-2023 as our building approaches full capacity. As funding becomes available, JIBC plans to develop a concept proposal to expand learning spaces on the main New Westminster campus to accommodate growth in policing and paramedic programming and provide the latest in tactical training environments.

JIBC will be joining Royal Roads University, University of Victoria and Camosun College to offer our programming in the new Westshore Learning Centre in Langford. The five-storey mass timber building will meet the Zero Carbon Building design standard and aim for LEED Gold certification. Collaborative and flexible learning spaces, student supports, and space for Indigenous gatherings will be available in the new building. JIBC students in the Greater Victoria area transitioned to a temporary campus in the Cedar Building on the Royal Roads University campus in January 2023 and programming will continue there until the new Westshore location is ready in fall 2024.

EXTERNAL SCAN

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

TRAINING FOR SOCIAL JUSTICE (🏠)

Current social, economic, political, environmental and cultural tides are highlighting the distinctions and connections between criminal justice and social justice. These fields have traditionally occupied different areas of study, research, and policy. However, over the last decade, conversations about criminal justice and social justice education have changed significantly and become significantly intertwined. As a public post-secondary institute, providing education and training within a mandate of justice and public safety, JIBC has a unique and heightened responsibility to highlight and explore the connections and contrasts between the worlds of criminal and social justice.

Our post-pandemic world has created a social imperative to create a more equitable society that values the contributions of all people and enables their success and well-being. These principles cut across the StrongerBC for Everyone plan, outlining government's transformative strategies to advance the rights of British Columbians and provide equitable services that make our society safer, healthier, more sustainable, and more affordable. Training and education are central strategies to ensuring the province has the workforce it needs to action these transformative changes. This includes introducing mandatory training for B.C. police to address systemic biases and racism and providing skills-based training for public servants on intercultural competency, conflict resolution, human rights, and anti-racism.

New training initiatives are spreading across the post-secondary sector, designed to foster anti-racist behaviour and promote social justice within existing programs and as stand-alone offerings. Most anti-racism training involves leading yourself to stand up to injustice, yet research shows

that anti-racism training alone does not lead to greater diversity and inclusion in organizations. Management guru Peter Drucker declared that “culture eats strategy for breakfast,” eluding to the futility of pursuing new goals in a culture that is unable to accommodate new ways of thinking and being. Culture is the most effective pathway to organizational success or failure and is notoriously hard to change. However, that is precisely what leaders in the public sector must accomplish to address systemic racism and achieve decolonialization goals. Learning transfer researchers point to culture as being the most critical factor in training success.

Management theory outlines a number of models to change a culture, and this kind of leadership training is essential to changing our institutions. Coupled with anti-racism and anti-bias training, organizations need new knowledge and skills to develop deeper coordinated strategies to effect transformative change including methods for addressing resistance, supporting affinity groups, and creating meaningful inter-group collaboration.

SUPPORTING YOUTH MENTAL HEALTH (🏠)

Canada was not faring well in supporting youth mental health before the COVID-19 pandemic and the situation has worsened over the last three years. Statistics Canada reports that only 40 per cent of Canadians aged 15-24 report excellent or very good mental health compared to 62 per cent in 2018. The majority of mental health and substance use disorder in children and youth emerge in the mid-teens, leading to significant disability and interference with academic achievement. Post-secondary students need more supports than ever before across family, social, and academic domains, including preventive and treatment strategies.

Although the availability of publicly supported services is growing, there are still too many barriers that leave vulnerable students without affordable and accessible options. The Canadian Mental Health Association has been partnering with the post-secondary sector to create standards and approaches to create strong campus communities that foster health, well-being, and learner success. However, there is no sustainable funding model to provide transformative supports and services at post-secondary institutions. Increasingly, there is a reliance on e-mental health supports which are accessible digital resources for self-help, crisis intervention, and counselling. However, these accessible resources do not always provide opportunities for deep connection, trust-building, and privacy required by some learners with complex concerns.

JIBC has been relying on grants to build out supports, especially those that can benefit all post-secondary institutions. It is a priority for the JIBC Students' Union to receive access to more robust student support services, including counselling support.



INCREASING DIGITAL COMPETENCIES IN THE FACE OF ARTIFICIAL INTELLIGENCE (🚧)

The topic rippling across academia in 2023 was undoubtedly the introduction of sophisticated artificial intelligence (AI) tools capable of generating original research, content, and analysis – all higher-level skills we expect post-secondary learners to develop from the ground up. Applications such as ChatGPT are seen both as a threat to teaching and learning and a tool for providing faster feedback and support.

AI has promise to provide greater personalization of learning experiences and assist with the most time-consuming instructor tasks such as giving feedback, conducting assessments, and providing student support. However, concerns about bias, ethics, and accuracy abound. Just as AI applications have promise to help busy faculty, they provide the same opportunities to students, who may rely on the tools to do the tasks they are expected to do unassisted, in an undetectable manner. These tools undoubtedly have the potential to help derive insights faster from the exponentially expanding world of data, and we should expect increasingly rapid advances in AI technology and applications in the coming years. Being playful in developing appropriate and ethical uses is a current challenge facing higher education, and this is a topic of ongoing collaboration amongst JIBC faculty.

Predictive AI is already in use in the public safety sector to analyze and prevent diverse threats including crime and climate impacts. Equipping learners with the skills required to derive insights from big data has been a focus within graduate-level intelligence training at JIBC. The introduction of more smart devices – buildings, traffic

systems, environmental sensors, etc. – will also require more advanced data literacy skills to use information ethically and effectively for diverse activities such as situational awareness and emergency response. The province plans more widespread use of geospatial tools to help prevent fire-related deaths and injuries especially in neighbourhoods with the greatest risks. JIBC's graduates already excel in problem-solving skills but most are not yet prepared for new analytical responsibilities that require more sophisticated data literacy and quantitative research skills.

STABILIZING THE HEALTH CARE WORKFORCE (🚧)

Working under prolonged stress has taken its toll on health care workers who have been on the front lines of dual public health emergencies for over three years: the COVID-19 pandemic and overdose deaths from a toxic drug supply. Coupled with a shortage of family doctors, now spanning decades, health care professionals are leaving practice in droves.

Although JIBC continues to produce new paramedics at a steady rate, the attrition from the profession hit critical numbers in 2022. Later that year, Ambulance Paramedics of B.C. stated that 30 per cent of members were off work or in treatment for mental health-related injuries. BC Emergency Health Services (BCEHS) has been implementing a series of workforce changes to improve working conditions and plan for scope of practice changes that will increase the competencies required for all paramedic roles. Mutual cooperation between JIBC and BCEHS has been critical to developing new curriculum to support greater responsibilities, creating an entry-to-practice pathway for

foreign-trained advanced care paramedics, and helping to recruit trained emergency medical responders to staff vacancies.

As paramedics continue to assume greater responsibilities within the health care system, JIBC is designing new credentials to reflect the competencies required for paramedics working on ambulance and in the community. A new diploma program for primary care paramedics is currently in development.

MODERNIZING EMERGENCY MANAGEMENT

The province is modernizing emergency management legislation to implement the Sendai Framework for Disaster Risk Reduction. Developed by the United Nations Office for Disaster Risk Reduction, the framework intersects with several of Canada's international obligations, including the Sustainable Development Goals and the Paris Agreement on Climate Change. It guides the management of risks from disasters of all sizes and frequencies in cooperation with communities and all levels of government. The new legislation implements the lessons learned from the pandemic, unprecedented wildfires and flooding in recent years. Taking a "four-pillar approach," the new regulatory regime will cover all phases of emergency management: mitigation, preparedness, response and recovery. Building the capacity of local and Indigenous governments to enhance their capabilities to reduce disaster risk and increase resiliency will require more tools, information, and expertise. Supporting ongoing training, sector collaboration, and tools development will be a focus in the implementation of new regulations and practices. An enforcement and compliance regime will also be introduced to support continuous improvement after the new legislation is adopted in 2023.

The legislative change will have an impact on operational practice within the field of emergency management. JIBC will need to revise curriculum and reflect the new regime within our plans to redevelop emergency management training into stackable competency-based micro-credentials. The emergency management division is the key training partner with the Ministry of Emergency Management and Climate Readiness, and JIBC's complementary expertise and extensive experience supporting the development of enforcement and compliance skills across a wide variety of regulatory regimes will help support the future direction of emergency management in B.C.

SAFER COMMUNITIES ACTION PLAN

The StrongerBC for Everyone Plan includes a Safer Communities Action Plan to increase safety and security across the province.

Improved cell phone service in rural and remote areas will ensure access to emergency services while driving on major routes and provide continuous coverage on the Highway of Tears, the site of so many missing and murdered Indigenous women.

The repeat violent offending intervention initiative will provide dedicated teams of police, probation officers and prosecutors who will develop coordinated response and services focused on prevention. Improving transitions of offenders into the community will help support mental health and focus on reducing recidivism. Introducing mental-health crisis response teams into more communities will be a focus to provide earlier intervention and support.

Upgrading the province's aging 911 communication system will provide a modernized system capable of using modern phone technologies including text response and location services. A major training initiative will be coordinated through the Union of BC Municipalities.

It is a priority to improve police strength and reduce vacancy rates especially in rural, remote and Indigenous communities, bringing the Provincial RCMP Service back to its authorized strength of 2,602 members. Developing more specialized units will also be a focus to address major crimes, the sexual exploitation of children, and highway safety.

New legislation will help protect individuals who have had intimate images shared without their consent, create new tools for regaining control, and mechanisms for holding individuals accountable. Non-consensual sharing of images is increasing, with youth most often victimized by a partner or friend. Additional supports for sexualized violence victims will include an online portal to help victims define the issues, access help, and connect to community supports.



03

REPORT ON 2022-2023 PRIORITIES

JIBC is committed to working alongside government to develop and deliver the educational services needed for a strong recovery post-pandemic. JIBC is responsible for training workers in 20 high-opportunity occupations and is well positioned to expand skills training to help British Columbians get back to work and increase the overall capacity of the workforce. Our specialized programming in social justice and emergency management will be essential contributors to building stronger communities that are just, equitable, and resilient.

What follows is a report on JIBC's achievements in advancing B.C. government priorities and the Institute's strategic plan, with a preview of our plans to continue the progress in the coming year.



PUTTING STUDENTS FIRST

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

SUPPORTING STUDENT SAFETY AND WELL-BEING (🏠)

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

SEXUALIZED VIOLENCE PREVENTION

Orientations for new students introduce topics and supports to help learners cope with common stressors and learn to be allies to others. The Safer Campuses for Everyone online course was added to the orientation in 2022. This course developed by JIBC faculty and BCcampus won a bronze Horizon Interactive Media Award in 2022 and helps empower students to prevent and respond to sexualized violence. In 2022-2023 we collaborated with the Ministry to ensure effective policies are in place, and our involvement in sector-wide networks, such as the Sexual Violence Prevention and Response Community of Practice, provides additional opportunities for learning and collaboration within higher education.

Over 100 JIBC learners shared their perceptions on sexualized violence policy implementation through the provincial Student Perceptions of Sexual Violence Survey. Overwhelmingly, learners feel safe from sexual violence at JIBC and prepared to speak up and intervene. While JIBC is showing considerably stronger than average performance in promoting and providing resources and education on sexualized violence and its prevention, there are opportunities to do more. In 2023-2024, we will update our policy and procedures to make it easier to get support and increase education and training opportunities for all students.

The Institute will also continue to participate in the Intersectional Sexualized Violence Project that focuses on the impacts on specific student populations, which should conclude in 2024.

SUICIDE PREVENTION

JIBC launched new training and resources in suicide prevention to prepare instructors and staff to prevent and intervene when they recognize warning signs. Using open education resources developed at the University of Victoria and new materials developed cooperatively with Capilano University, the toolkit includes a faculty training guide and sessions are planned for spring 2023 to train JIBC staff and faculty. Our continuing work with the Healthy Minds | Healthy Campuses community of practice network further promotes collaborative evidence-based responses that create lasting benefits for student mental health and wellness.

STUDENT MENTAL HEALTH AND WELL-BEING

Student Services offered four online workshops designed to help learners deal with the everyday challenges of being a student with a focus on mental health and well-being. Designed from the information available through BCCampus, these workshops targeted students who may be feeling overwhelmed with the approaching end of term. In December, a self-care celebration for students was held, providing interactive experiences reminding students to

relax and take care of themselves. Participants explored all aspects of their wellness based on the wellness wheel concept.

Holistic student supports include sustaining social connections that foster a sense of belonging. A new social space for students was established that will become a centre for student-led activities. An upcoming capital project was approved to further develop the area by enhancing furniture, fittings, and equipment.

SUPPORTING VULNERABLE AND UNDERREPRESENTED GROUPS (🏠)

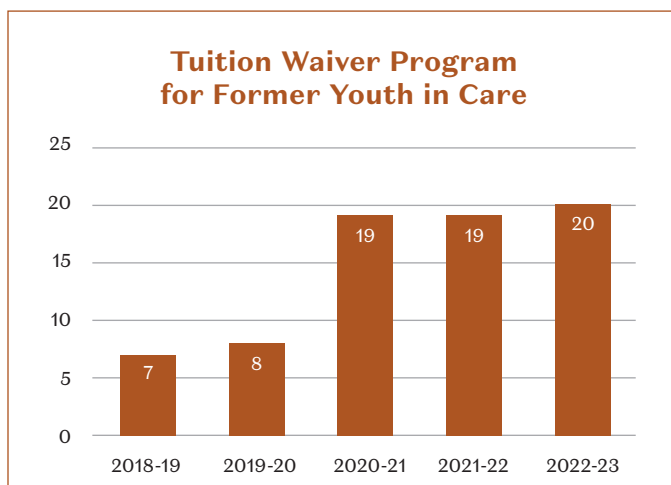
The Institute received over 500 applications for financial assistance in 2022-2023 and disbursed just over \$1,360,000 to 265 students in awards, bursaries, and scholarships ranging from \$100 to \$22,000. Student demand for financial aid is down slightly from last year, but the number of awards disbursed has continued to increase.

JIBC continues to participate in the provincial initiative to assist former youth-in-care with accessing the B.C. government's tuition waivers program. In 2022-2023, 20 JIBC learners received the grant, a slight increase over the previous year, and three of those students were also awarded emergency bursaries through the Youth Futures Program. Participating in the Ministry-led Campus Navigator Community of Practice helps the Institute stay abreast of best practices in providing wrap-around supports for vulnerable students and provides new strategies to connect former youth-in-care with the support they need to be successful in their education and future career aspirations. JIBC will be adding new positions in 2023-2024 to build additional wrap-around support for students with disabilities and international students and to help coordinate supports for former youth-in-care.

JIBC successfully applied for six Community Workforce Response Grants providing over \$1.7 million in financial support to students training in the Primary Care Paramedic and Emergency Medical Responder programs. The funding was an important investment in the development of these emergency health care workers who provide quality care and support in a high-demand profession, with current worker shortages especially in rural and remote regions.

In 2023-2024, JIBC students will benefit from up to \$3,500 of funding to cover tuition, fees and materials in seven programs approved for the new StrongerBC future skills grant. These short-term skills training programs in cybercrime, crisis management, paramedicine, counselling, leadership and conflict resolution will help learners adapt and succeed in a rapidly changing work climate.

New approaches to student award funding are being developed to better support students from Indigenous and other marginalized groups. Two one-year \$1,000 bursaries were established for Indigenous students in the Fire Fighting Technologies Certificate and the Law Enforcement Studies diploma or degree programs. Another new multi-year bursary for Indigenous Law Enforcement Studies students will provide two \$1,000 bursaries per year through generous donor support.



Source: Student Information System

PURSUING PHILANTHROPIC OPPORTUNITIES THAT SUPPORT STUDENT SUCCESS

There was an increase in donor support for student awards and bursaries in 2022-2023 which help make education more affordable. The JIBC Foundation received more than \$680,000 and disbursed almost \$655,000 in support of justice and public safety education and students at JIBC. Through generous donations, \$50,000 will be endowed to fund awards for students in law enforcement studies, and an additional \$33,000 was pledged to fund awards in the upcoming years.

Nine new awards and bursaries were established for students in a wide range of degree, diploma and certificate programs. BC Hydro continued its support of the JIBC Community Public Safety Award, helping 50 individuals in three B.C. communities receive specialized JIBC training partly funded by the \$3,000 award.

The JIBC Foundation's 2022 year-end appeal funded a birthing simulator for training students in the Emergency Medical Responder, Primary Care Paramedicine (PCP) and Advanced Care Paramedicine programs at the New Westminster campus. In addition, PCP training in Chilliwack was enhanced through a \$9,100 grant from the Chilliwack Foundation, which funded equipment used in cardiopulmonary resuscitation training.

ENHANCING THE STUDENT EXPERIENCE

JIBC develops standard curriculum for security guard training in B.C. and oversees instruction at over 50 approved security training schools throughout the province. Over 14,000 learners take their basic security exam at JIBC each year, and successful completion is required for a security worker licence in B.C. In 2022-2023, we undertook a comprehensive review of this growing program to identify opportunities to improve the student experience with their assessment. Over half of the learners each year are in Canada on a visa, and translating communications was a key deliverable, as well as reinstating face-to-face exams to provide more personal support. We are continuing to work with authorized training schools to create a seamless experience.

In 2023, we will continue our initiative to review our services to students and make improvements in how they are delivered. The project involves a holistic study that analyzes how students currently receive support, determines how well we are meeting their needs, and explores the best practices for providing consistent and high-quality services.

SUPPORTING K-12 TRANSITIONS ()

EDUCATIONPLANNERBC AND TRANSCRIPT EXCHANGE SERVICE

In October, JIBC went live on a new EducationPlannerBC platform which is the provincial website used to apply to education and training programs. This new platform allows us to self-manage and change our profile on EPBC with ease to be more responsive in managing new and unique programs. Additional innovations include improved identity management for learners by supporting authentication with the BC Services Card. JIBC was a provincial leader in implementing the province's new Gender Data Standard on the site, and we are working with other institutions to extend high school transcript access for Ontario, Alberta, and Nova Scotia graduates.

DUAL CREDIT PROGRAMMING

Dual credit partnerships with high schools allow students to earn post-secondary credits or credentials while completing their grade 11 or 12 studies. In 2022-2023, we partnered with the Burnaby School District to help equip students with skillsets to handle conflicts and gain knowledge about the theory and practice of conflict resolution. There were 24 students who successfully completed Introduction to Collaborative Conflict Resolution, and we expect future collaborations. Almost 100 high school students took the Emergency Medical Responder course, which is required for licensing as an entry-level paramedic and is a pre-requisite for the Primary Care Paramedic program. In addition, several municipal fire services provide youth fire-fighting opportunities that introduce high school students to the realities of a fire and safety career. Registering these youth into the introductory JIBC courses that are required for practice gives them a head start in training for a rewarding and challenging career.

INDIGENOUS YOUTH CAREER CAMP

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



SUPPORTING GRADUATES' CAREER TRANSITIONS (🏠)

WORK-INTEGRATED LEARNING AND CAREER PLANNING

JIBC's approach to work-integrated learning (WIL) builds upon its long history of incorporating workplace practice into public safety education and training to consolidate learning and apply knowledge in real-world situations. Across the Institute, programs are deepening relationships with communities and employers to support student jobs and careers. Our focus for 2022-2023 was building WIL processes and placement opportunities to better prepare students to work in the professions of their choice.

An online survey on work-integrated learning gathered information on students' current knowledge of WIL opportunities at JIBC, and perceptions on how WIL adds value to their investment in attending JIBC and better prepares them for job opportunities after graduation. Of the respondents, 85 per cent were very interested in finding a WIL opportunity that would enhance their field-specific skills and knowledge.

A WIL preparation course for participants was developed and several placement opportunities were piloted in 2022-2023. Students studying the youth justice system participated in a community placement where they were able to tour a facility, learn about the services provided, and interview staff. Community partners were invited to attend student presentations, and all are interested in continuing their collaboration with the Law Enforcement Studies program. Other students completed summer placements in community policing centres where they were able to integrate their classwork with real-world experience in community safety. Additional programs are exploring how to introduce WIL into their curriculum.



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 future workforce needs.

ALIGNING EDUCATION FOR A STRONGER B.C. (🏠)

JIBC strives to ensure programming and teachings mirror current and emerging trends and meet the needs of the public safety and justice communities.

B.C.'S ECONOMIC PLAN

In 2023-2024, the Institute will be developing a new growth strategy to develop and maintain optimal enrolments required to fulfill our mission and meet the needs of the sectors we serve. This will align with the StrongerBC Economic Plan, focusing on inclusive and clean growth.

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

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

HIGH-OPPORTUNITY JOBS

Over the last five years, JIBC graduates were employed in 80 of the top 130 occupations that are expected to experience higher demand in the next 10 years. Because of its unique mandate, JIBC is typically the main provider of occupational training for public safety positions in B.C.

TOP OCCUPATIONS FOR JIBC GRADUATES

Occupation	Employment 2022	Job Openings 2022-2032	10-year Growth
Administrative officers	39,057	19,537	1.3%
By-law enforcement and other regulatory officers	1,387	593	1.3%
College and other vocational instructors	13,396	5,302	1.3%
Commissioned officers of the Canadian Forces	994	510	0.7%
Correctional service officers	3,629	1,429	1.0%
Family, marriage and other related counsellors	6,405	2,503	1.2%
Fire chiefs and senior firefighting officers	443	391	1.4%
Firefighters	4,517	1,957	1.4%
Human resources managers	6,205	3,021	1.3%
Human resources professionals	9,082	3,359	1.3%
Inspectors in public and environmental health and occupational health and safety	4,565	1,704	1.1%
Managers in social, community and correctional services	5,320	2,753	1.3%
Natural and applied science policy researchers, consultants and program officers	3,951	1,447	1.3%
Non-commissioned ranks of the Canadian Forces	4,625	1,434	0.7%
Other managers in public administration	1,014	616	1.1%
Paramedical occupations	3,685	1,266	1.3%
Police officers (except commissioned)	11,500	4,120	0.7%
Probation and parole officers and related occupations	1,201	432	0.9%
Security guards and related security service occupations	15,471	5,154	1.2%
Sheriffs and bailiffs	624	227	1.0%
Social and community service workers	29,208	11,460	1.4%
Social policy researchers, consultants and program officers	4,671	1,828	1.2%
Social workers	8,577	3,039	1.1%

High Opportunity Occupation

Source: B.C. Labour Market Outlook 2022; BC Student Outcomes

PARAMEDICS

A new Diploma in Health Sciences: Paramedicine is being developed to introduce new curriculum to meet the evolving needs of emergency health services in B.C. The proposal envisions major structural and curricular change to primary care paramedic training to address their expanded scope of responsibilities, and advanced knowledge and capabilities required by paramedics now and in the future. The goal of the new diploma program will be to provide learners with a strong health sciences foundation informed by the Paramedic Association of Canada education guidance, B.C. paramedic scope of practice, and occupational needs of current and emerging roles in out-of-hospital emergency health care. Indigenizing the curriculum has been a significant focus that will weave Indigenous knowledges and decolonialized practices across the whole curriculum with the support and leadership of the Indigenous Advisory Council, Elders-in-Residence and the Office of Indigenization.

Scope of practice changes were announced in September 2022 to expand the responsibilities of emergency responders to provide more advanced health care. BC Emergency Health Services has asked JIBC's Health Sciences Division to create new provincial curriculum to bridge the gap between the old and new practice requirements for emergency medical responders, primary care paramedics, and advanced care paramedics. All licensed paramedics in the province will be required to upgrade their training and re-license, and training for new paramedics will need to be modified to incorporate the new standards of practice. All JIBC paramedic faculty will also need training to enable them to teach the new curriculum. We expect to begin submitting bridging curriculum to the Emergency Medical Assistants Licensing Board for approval in summer 2023. JIBC's leadership in supporting these changes is evidence of the value we place on collaborating with all partners in the health care system, working together to support the advancement of the profession and patient wellbeing.

A new bridging program was developed with Ministry support to provide internationally educated advanced care paramedics with the knowledge and skills required for licensing in B.C. Three courses were developed that include an orientation to the health care system, the B.C. scope of practice, hands-on skill development and assessment, and supervised practice education to demonstrate advanced skills in a variety of clinical environments. This is an important strategy to increase the number of qualified paramedics available to practise in the province.

POLICE OFFICERS

Field training is an essential part of police training where recruits return to their police service after their initial 13 weeks at JIBC. For the next five months, recruits are supervised, mentored and guided on the job by specially trained field trainers who ensure they are exposed to a wide range of police work and can apply the knowledge they gained in their initial training. Given the importance of this work-integrated learning, the Police Academy developed a new course designed to strengthen the coaching, mentoring, assessing, and leadership skills of serving police officers to assist them in effectively supporting the development of new police recruits on the job.

The Police Academy successfully launched a two-day training program to create and certify use-of-force role players. Police training routinely uses actors to add realism to exercises that challenge judgment and decision-making under stress. The enhanced program will improve recruit learning outcomes and reduce occupational safety risks. By participating in role-plays as actors, recruits develop behavioural, tactical, and teamwork skills and gain tacit knowledge from observing the mistakes and successes of more senior students.

CORRECTIONAL SERVICES OFFICERS

JIBC continued to provide security officer training for Nunavut Corrections. Training is ongoing in Rankin Inlet and Iqaluit, with new deliveries for the first time in Kugluktuk. The partnership with JIBC provides Nunavut Corrections staff with quality training to assist in their work with individuals in custody in the territory.

SHERIFFS

The Sheriff Recruit Training program is undergoing an evaluation to explore options for potential changes to the training model, with particular focus on currency, flexibility, sustainability, and Indigenization. During the first phase, focus groups with BC Sheriff Service staff were conducted to gain insights on training successes, challenges, and emerging needs. This information will be incorporated into proposed program changes that will be developed in 2023-2024.



FAMILY, MARRIAGE AND OTHER RELATED COUNSELLORS

The School of Health, Community & Social Justice developed curriculum and processes for preparing advanced practitioners in counselling and psychotherapy for mindful, effective, and ethical supervision practice. Completion of these courses will prepare students for application to the BC Association of Clinical Counsellors as part of the requirements for becoming an approved clinical supervisor. This new designation allows qualified practitioners to access certification that recognizes their training and experience and provides a pathway to upgrading within the profession.

COURT CLERKS AND OFFICERS

Creation of a staff training program for the Court Services Branch, Ministry of Attorney General was completed in winter 2023. The new programming provides professional training curriculum with online delivery for court administrators, managers, and registrars, and delivery began in spring 2022. In-person leadership development training is also part of the new programming to support collaboration and effective access to justice across B.C.

PARTNERING WITH GOVERNMENT, COMMUNITIES, AND EMPLOYERS (🏠)

Evacuee Registration & Assistance is the new web-based system for registering evacuees and providing Emergency Support Services in B.C. The Emergency Management Division created two self-directed online training modules to train workers and managers in the use of the system. Pilot courses were delivered successfully in Q1. Training was available in time to support the provincial government's training requirements in advance of the summer wildfire season.

INTRODUCING MICRO-CREDENTIALS (🏠)

Micro-credentials are competency-based learning opportunities designed to provide in-demand training quickly and flexibly to learners across the province. In 2022-2023, JIBC developed two new law enforcement micro-credentials to meet industry, employer and community needs related to cybercrime investigation and protection. Cybercrime is an increasingly pervasive threat and almost one-fifth of Canadian businesses experienced cybersecurity incidents in 2021 that included attempts to steal money and personal data, malware attacks, and ransom demands. Over \$600 million was spent on recovery, and JIBC has responded with a suite of micro-credentials designed to introduce skills in high demand.

The Ministry provided funding to JIBC in support of the development of three micro-credential programs: Basics of Defending Against Cybercrime, Essentials of Investigating Cybercrime, and Malware Detection & Protection Basics. All programs are part-time and delivered online asynchronously to allow students to learn at their own pace.

After completing all three programs, the credits earned may be applied toward an academic program in either law enforcement studies or emergency management at JIBC.

Another micro-credential in crisis communication is being developed with additional financial support from the Ministry. Crisis communications requires a specialized skillset to effectively support communities and businesses responding to crises and disasters, and this micro-credential educates learners in both the knowledge and practical skills involved in developing tools, communications, and programs in all industries. This is the first in a suite of new competency-based micro-credentials that will address disaster preparedness, response, and recovery skills. These will ladder into certificate-level programs, providing an entry-level pathway for learners to build a career in emergency and disaster management.

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

DEVELOPING DIGITAL LITERACY (🏠)

JIBC has been a leader in the digital learning space for decades, and the new provincial Digital Learning Strategy provides opportunities for continued enhancement of the digital aspects of teaching and learning. Our faculty have been key contributors to collaborative initiatives across the sector through BCcampus, and the Administrative Services Collaborative.

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 helps 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, and the establishment of a digital learning advisory body will ensure we formalize the guidance and wisdom we receive from diverse perspectives. JIBC faculty will be collaborating with other institutions as digital resource evaluators, using the digital literacy framework to assess new resources developed throughout the sector.

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.

E-PORTFOLIOS

With financial support from the Ministry, JIBC embarked upon a pilot project to introduce electronic portfolios to support reflective learning in courses and programs. Students curate their learning journey, reflect on their experiences, integrate real-world and classroom experiences, and produce a portfolio that shares their experiences, competencies, skills and aspirations. Some programs had students develop their e-portfolio across their entire program, while others were more focused to specific course work that showcased their abilities to potential employers. More program areas are interested in jumping on board as the tool, PebblePad, supports JIBC's experiential learning model and helps learners demonstrate their readiness to join their profession. E-portfolios are also an avenue for developing digital literacy skills across several competencies including content creation and curation, collaboration and communication, digital scholarship, and ethics.

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. In 2022-2023, the Centre for Teaching, Learning & Innovation completed initiatives funded by the three-year BCcampus Open Education Sustainability Grant. This funding has been critical to supporting curriculum and faculty development in the areas of open education, open education resources, and open pedagogy. The grant funding enabled numerous professional development opportunities for JIBC staff and faculty as well as significant curriculum development initiatives. The Open Textbook on Criminology Ancillary project was completed in 2022-2023, providing instructor PowerPoint presentations, test-bank materials, and style guides for each chapter of a criminology textbook that Kwantlen Polytechnic University authors produced. Such projects adapt to student needs and individual learning styles through flexible educational materials and teaching practices.

In 2022, the Justice Institute Students' Union surveyed their members, finding significant support for open learning resources with 85 per cent saying they would use these resources if available. Close to 50 per cent of JIBC students spend over \$300 on textbooks and they identify OER as a way to reduce financial stress and increase education affordability. The Law Enforcement Studies program was Canada's first Zero-Cost Credential program in Canada and a 2019 research study confirmed that students experienced reduced financial stress and greater opportunities to redirect savings to health and well-being.

In May, six JIBC faculty completed two chapters of an innovative, online and open textbook about learning design. The open textbook will be integrated into our resources for providing all JIBC faculty with tools, supports and skills to excel in their roles.

VIRTUAL REALITY (VR) SIMULATIONS

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

In December 2022, police recruits and instructors piloted a new VR active shooting experience as a part of their initial training. This training is typically conducted in person using actors and simulated ammunition for senior recruits who have completed field training. Since active shooter situations are infrequent but high-risk, new recruits are still expected to possess a fundamental understanding of how to respond to such events. The VR simulation provides an immersive, first-person perspective to recruits using an office building scenario. The project was developed by JIBC's Centre for Teaching, Learning & Innovation in partnership with the Centre for Digital Media and won a gold Horizon Interactive Media Award in 2022. The Police Academy is now working to incorporate this VR training tool into the BC Police Recruit Training curriculum.

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. Still, we know we need to do more to ensure that 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 — living Indigenization authentically takes all of us.

INCREASING INDIGENOUS CULTURAL COMPETENCY (🏠)

The Office of Indigenization (OI) provides professional development training for JIBC staff, faculty and students to increase Indigenous cultural competency. 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.

ENDING VIOLENCE TOWARDS INDIGENOUS WOMEN, CHILDREN, AND 2SLGBTQIA

In May, Sage Lacerte, a spokesperson for the Moose Hide Campaign, was the keynote speaker for an online event in recognition of the National Day of Awareness for MMIWG. Lacerte’s father and sister, Paul and Raven Lacerte, started the Moose Hide Campaign 11 years ago to bring awareness to the issue of violence towards women and children. The Office of Indigenization staff held Moose Hide Campaign virtual workshops and visited classrooms. Students, staff and faculty were asked for pledges to end violence towards women and children and a social media campaign further spread the messages to encourage everyone to take action.

To mark the National Day of Action for Murdered and Missing Indigenous Women and Girls (MMIWG) on Oct. 4, the Office of Indigenization hosted a screening of Caribou Legs. Following the film, a vigil was hosted by Elder Ken Pruden where participants installed LED candles to symbolize their commitment to personal actions for MMIWG2S+. In the afternoon, the JIBC community held a REDress ceremony in the courtyard at the New Westminster campus where we displayed four red dresses to honour the Stolen Sisters and raise awareness about the crisis of MMIWG.



DOCUMENTARY CREATED FOR NATIONAL INDIGENOUS VETERANS' DAY

To recognize and honour National Indigenous Veterans' Day and Remembrance Day, the Office of Indigenization and Centre for Teaching, Learning & Innovation collaborated with veteran and Resident Elder Ken Pruden, Métis Nation, to create a short documentary film titled, A Soldier's Story. 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 and shared with the JIBC community.

NATIONAL DAY FOR TRUTH & RECONCILIATION

The orange Every Child Matters flag was flown on JIBC campus in September to recognize the second National Day for Truth & Reconciliation. Students, faculty and staff shared their personal commitments to Truth and Reconciliation on social media throughout the week and Office of Indigenization staff and Elders hosted informational kiosks to share information about the history of Orange Shirt Day with the JIBC community.

NATIONAL INDIGENOUS HISTORY MONTH

Throughout the month, there were 10 events, lectures and performances to celebrate Indigenous history, heritage, resiliency and diversity. A learning series hosted by the Elders-in-Residence provided the first opportunity for many staff and faculty to engage with the Living Indigenization plan, learn about land-based teachings, and explore perspectives on Indigenous Justice.

FACULTY DEVELOPMENT

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.

Educational workshops were hosted throughout the year with Elders-in-Residence on a variety of topics including land-based teachings and Indigenous perspectives on Indigenous justice. Elders host regular office hours where they provide consultation and guidance to faculty, staff and students.

During Indigenous History Month in June, 80 staff and faculty attended a webinar on decolonizing work-integrated learning (WIL). The presentation demonstrated a commitment to Indigenizing WIL as well as the importance and significance of providing justice and public safety students with opportunities to engage in WIL in ways that answer the Truth and Reconciliation Commission Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

INDIGENIZING TRAINING AND EDUCATION (🏠)

INDIGENOUS PERSPECTIVES WOVEN INTO HEALTH SCIENCE PROGRAMS

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.

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 provided critical guidance on approaches to Indigenous the program and the curriculum.

INDIGENIZATION OF ADULT CUSTODY TRAINING

The Corrections & Court Services Division continues to Indigenous its training content. A course currently under development is the “Six Rs of Trauma for Indigenous People,” highlighting the colonial methods used to gain political and economic control over Indigenous territories: racism, religion, reservations, residential schools, RCMP, and removal. The new course aims to increase awareness for correctional staff of trauma for Indigenous Peoples, including those in custody.

INDIGENIZATION OF PROBATION OFFICER TRAINING CURRICULUM

In collaboration with BC Corrections, JIBC’s Corrections & Court Services Division is working on a significant re-write of the sexually motivated offence training for probation officers. Part of that initiative is to ensure 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. Outside of written curriculum, centering the voice of Indigenous Peoples has been a priority and we have sought the assistance of Elders, Indigenous educators, and Indigenous community justice partners. Adding first-person voice through video and recruiting the assistance of a writer who is committed to inclusion of Indigenous worldviews and teachings were also essential to communicating essential Truths about the intersection of Indigeneity and sexually motivated offences.

INDIGENOUS CULTURAL SAFETY TRAINING FOR POLICE RECRUITS

A multi-year project is underway to explore developing Indigenous cultural safety training for municipal police in B.C. The project is funded by the Department of Justice and will be a joint initiative of the Police Academy and the Office of Indigenous to address Indigenous overrepresentation in the criminal justice system, and create change informed by Gladue Principles. In 2022-2023, the project team focused on a review of the literature, conducting small-scale surveys, and developing relationships with Indigenous communities.

JIBC is also developing a series of short videos with Elders and Knowledge Keepers of diverse Indigenous communities served by municipal police in B.C. Several are in post-

production and will be integrated into the police recruit training curriculum as part of the effort to help learners develop cultural humility and the competencies required for respectful engagement in an environment free of discrimination.

AGREEMENT COMPLETED WITH NATIONAL INDIGENOUS FIRE SAFETY COUNCIL

The Emergency Management and Fire & 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.

INDIGENIZING CAMPUS SPACES (🏠)

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.



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.

ENHANCING FLEXIBLE, RESPECTFUL AND TRANSPARENT WORK ENVIRONMENTS

The Institute formalized its remote work arrangements with employees following a successful pilot program begun in 2021. An assessment of our hybrid working environment was launched in 2022 to identify ways we can go even further to increase connectivity, collaboration, innovation and engagement. A remote work pilot assessment survey for staff was conducted in October 2022 with the goal of assessing staff perceptions of JIBC's remote work pilot. A second survey of leader perceptions is planned for summer 2023.

LEARNING AND DEVELOPMENT FOR STAFF AND FACULTY

In addition to the focus on learning and development delivered under JIBC's Indigenization initiatives, other events and workshops were offered to staff and faculty to share knowledge and underpin our commitment to help build a more just society.

DemoFest 2022, a two-day event, took place in October to celebrate innovation at JIBC. A virtual session featured three keynote speakers presenting on ethical educational technology, B.C. Open Collection, and 'SPLOTS', a web-authoring tool for learners. An on-site event showcased 17 initiatives featuring educational technologies, curriculum development and student support initiatives from across JIBC.

JIBC held an event for employees marking the 33rd anniversary of the 1989 Montreal Massacre, where 14 women were murdered and 10 injured. The event was held online and featured guest speaker Kate Rossiter, of Ending Violence Association of BC & the FREDA Centre.

Focusing on ongoing faculty development, the Centre for Teaching, Learning & Innovation publishes a quarterly newsletter and holds regular workshops to provide learning opportunities for faculty to help build knowledge and instructional skills. Topics from the last year included accessibility, teaching and learning innovation, creating engaging media, and course planning and design. Creating a more formal plan for faculty development will be a focus in 2023-2024.

ENHANCING PHYSICAL AND PSYCHOLOGICAL SAFETY

JIBC's People & Culture Division began implementing a new violence prevention program that addresses staff and student needs and meets regulatory requirements to support safe operations. A comprehensive violence prevention assessment was launched in spring 2023, and an action plan will be developed to build out the program. The goals for this initiative are to have a program in place that effectively identifies and mitigates risk, establishes a threat assessment team, and incorporates violent incident scenarios into emergency response drills.

Building out JIBC's safety infrastructure is further focused on developing and enhancing key policies, procedures, tools, and processes. This work addresses outstanding compliance issues, builds greater metrics and reporting capacity, and engages staff and leaders across JIBC in safety practices.

Work is underway to implement a new JIBC-branded safety app to make safety information easily accessible for staff and students. It will broadcast notifications, such as campus closures or emergency situations, facilitate work-alone check-ins, and introduce additional safety functions. The launch is anticipated in summer 2023.

JIBC is leading a post-secondary sector committee on Minding the Mental Health of our Workplace, in partnership with the Post-Secondary Employers' Association. The goals of the committee include capturing information on practices for supporting mental health in the workplace, identifying both successes and barriers, and looking at ways to collaborate to address common challenges. The committee has summarized sector practices that will be included in a report and resource list and identified opportunities for cost-sharing and collaboration. Outcomes of this work will inform future wellness strategies at JIBC.

CHAMPIONING EQUITY, DIVERSITY & INCLUSION

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

DEVELOPING AN EQUITY, DIVERSITY AND INCLUSION PLAN (🏠)

The EDI Strategic Commitment Standing Committee has finalized an EDI framework and work is underway to launch JIBC's first EDI Action Plan in fall 2023. The action plan targets seven focus areas where equity, diversity and inclusion need to be purposefully considered and integrated: student experience, curriculum/pedagogy/faculty, client/partner relationships and contracts, culture and leadership, employee experience, brand and promotion, and facilities. These are supported by awareness and training, measurement and benchmarking, and communications.

Key to the plan's success are the JIBC community members who have stepped forward to lead the development and implementation of EDI strategies. Each area of focus has a lead and working groups will form around our commitments, guided by an EDI advisory group. To ground ourselves in the experiences of our community, our EDI Insights Advisory Committee was launched in early 2023 to provide input and feedback throughout the development and implementation of the action plan. With a mix of faculty, staff and students, the committee will bring forward a rich tapestry of lived experience and expertise to help JIBC embed an inclusive and diverse culture within the JIBC community, where everyone feels safe, accepted, and valued and has access to the same opportunities.

To help assess our progress, a new EDI Index was added to the employee engagement survey to measure staff and faculty perspective on equity, diversity and inclusion. Our index score of 69 per cent sets our benchmark to monitor the progress of the plan. A similar index will be developed in 2023, focused on the student experience.



IMPROVING ACCESSIBILITY (🏠)

Accessibility has been gaining profile in our society, challenging us to design places and services that are optimized for everyone, not just the 'average' or most dominant groups. The province introduced the Accessible British Columbia Act to start a culture shift with emphasis on working closely with our communities, internal and external, to ensure that people with disabilities can meaningfully participate in all aspects of life. In post-secondary environments, we need to make changes so that everyone can access their education, and learning design and instruction needs to be inclusive of all learner profiles.

Universal Design for Learning (UDL) is a framework embraced by JIBC to create learning approaches and assessment that meet the needs of all learners. UDL provides more choice and flexibility for students by providing several pathways to content and multiple options to demonstrate learning. Students with extra support needs can typically work more independently in UDL courses and require no accommodations. We remain committed to expanding the application of UDL principles in public safety training and assessment.

In 2023-2024, JIBC will continue its work to establish an accessibility committee, provide confidential and anonymous means to provide feedback on accessibility at JIBC, and develop our first institute-wide accessibility plan.

EXPLORING GENDER-BASED VIOLENCE (🏠)

A JIBC faculty member was awarded a Social Sciences and Humanities Research Council grant to study gender-based violence among first responders during training and in the workplace. The project will systematically explore available evidence related to gender-based violence in police, fire and paramedic training and work environments and how that might impact gender diversity in these professions. Statistics examining gender equity in these historically male-dominated, hierarchical organizations demonstrate that the percentages of members who self-identify as other than male are very low and efforts to improve gender diversity within these fields have had very little impact on the numbers. This study will inform JIBC's work on building curriculum and educational models that are culturally aware and ensure students meet the required EDI competencies.



ELEVATING ORGANIZATIONAL EFFECTIVENESS

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

ENSURING SUSTAINABLE FUNDING FORMULAS (🏠)

The Institute provided a written submission to the Public Post-Secondary Funding Formula Review in June that highlighted JIBC's critical role in developing the province's justice and public safety workforce. It highlighted how the current funding model for JIBC is unsustainable and will not support the increased need for training in response to the labour market outlook over the next 10 years. There is already high demand in key occupations that we train including fire-fighters, police, and paramedics, and our current funding levels are insufficient to sustain these and other critical training programs that keep communities safe.

It is ultimately our learners who are affected, paying higher tuition, using outdated equipment, and going without the supports they require for success. The JIBC Students' Union submitted their own brief to the funding review that highlighted the burden on students who pay more than their fair share of costs and struggle without needed supports, especially mental health services. JIBC looks forward to continuing its engagement in the funding review to help shape the future of fair and impartial block funding that aligns with the needs of students, communities, and employers.

In addition to the annual operating grant received annually from the Ministry of Post-Secondary Education and Future Skills, the Institute receives a targeted grant from the Ministry of Public Safety and Solicitor General to support municipal police training. We also work collaboratively with additional ministries to train workers under contractual agreements, most notably with BC Corrections, BC Sheriff Services, Court Services, Child and Family Development, and Emergency Management and Climate Readiness. Our comprehensive program costing analysis, completed in 2021, confirmed that our primary post-secondary funding only covers 70 per cent of our infrastructure costs, leaving an annual shortfall of \$6 million. Our core government training is consuming \$3.8 million in unfunded resources each year, and changes to overhead charges were introduced in 2022-2023 to help close that gap. All partners have appreciated the additional transparency into program costs and revenues.

SUPPORTING A CLEAN ECONOMIC FUTURE (🏠)

The Institute's Strategic Energy Management Plan (SEMP) has been updated. The SEMP supports JIBC's commitment to energy efficiency and conservation by providing a framework for reducing energy consumption and its associated environmental impact. By implementing the actions detailed in the SEMP, JIBC is demonstrating leadership through innovation and accountability for the resources it uses as an organization. Further, JIBC is also reducing its exposure to energy cost escalations, demonstrating environmentally responsible development, and reducing its reliance on the province's energy infrastructure. Operational changes implemented between 2009-2022 have led to actual energy savings of 20,912,851 kWh, representing over \$1.4 million in energy cost avoidance for the Institute. Based on this achievement, JIBC is certainly meeting energy reduction targets, and this momentum will continue using a strategic approach to energy management.

JIBC's Climate Change Accountability Report was completed in June 2022. In 2021, JIBC's total greenhouse gas (GHG) emissions requiring offsets totalled 571tCO₂e, the second-lowest amount reported since 2010, and continues to trend downward. The reduction in activities in the first eight months of the calendar year, due to the COVID-19 pandemic, resulted in lower fuel, office paper and energy usage. All public sector organizations are required to report their GHG emissions and arrange for the retirement of offset obligations under the Climate Change Accountability Act and Carbon Neutral Government Regulation. JIBC paid \$14,275 to the Ministry of Environment and Climate Change Strategy to retire offsets for 2021.

Work commenced in spring 2023 to conduct an environmental sustainability gap analysis. Using the Sustainability Tracking, Assessment and Rating System, the Institute will assess its performance using a global tool designed for higher education that will help us chart and share our sustainability journey.

MANAGING ENTERPRISE RISK

A new enterprise risk management process completed its first year of implementation. The Senior Leadership Council regularly identifies and rates potential risks that could prevent us from delivering on our mission and meeting our strategic commitments. These are prioritized by the executive and the Board, then the senior leadership team monitors mitigation strategies. Formalizing risk management across the Institute has resulted in greater awareness and more collaboration in prioritizing activities that remove potential barriers to our success.

A key risk-mitigation activity in 2022 was development of an annual legal compliance report for the Board of Governors. Management from across the institution identified their legal requirements and will certify annually that they are staying abreast of changes, managing risks, and creating controls to maintain compliance with our legal obligations. If there are any gaps, these are identified so action plans can be developed.

IMPROVING PROCESSES WITH TECHNOLOGY

In late November JIBC launched a new self-service instant enrolment application for students. New features include online transcript ordering and automating receipts. Additional functionality is now possible to better manage student demand for courses. Students may now self-manage their personal information and take care of most of their student business on one platform.

The Institute continued improving financial and workforce processes as part of a three-year investment in enterprise resource planning automation. Self-management of staff leaves with approval workflows has significantly reduced processing time and increased transparency for employees. Budgeting processes were also significantly changed by implementing specialized financial planning and analysis software to streamline budget planning and forecasting. Improving our collections processes were achieved by automating notices, reminders, and print-on-demand client statements that summarize outstanding charges. All of these initiatives eliminated multi-stepped manual tasks that were spread over a wide variety of roles and the changes resulted in higher efficiencies, more transparency, and better data quality. Priorities for 2023-2024 include further development of financial planning and analysis and a new procurement process to streamline purchasing procedures.

Work is underway to replace the Mitel/Allstream phone system with a cloud-based Microsoft Teams solution with built-in contact centre support in spring 2023. This new phone system supports the Institute's hybrid working arrangements and keeps communications flowing smoothly regardless of physical location or calling device. Consolidating all communications activities – voice, chat, email, video calls – into a single application improves productivity and customer service.

A focus in 2023-2024 will be aligning the people, process, and technologies that manage the student lifecycle from first enquiry to alumni. Many improvements have been made over the years and this will be an opportunity to look at the learner's digital journey to ensure there is a seamless experience every step of the way.

ENSURING CYBERSECURITY (🏠)

Checkpoint Research highlighted that the education and research sectors are the top industries targeted globally, with a 43 per cent increase in attacks in 2022 compared to the previous year. JIBC continues to address its cybersecurity risks through sector collaboration, best practices, services, and infrastructure. The Technology Services Division follows provincial CIO directives and participates in vulnerability and risk management services offered by the B.C. and federal governments. Regular security awareness training helps all staff and faculty do their part to lower our risk.

RENEWING MARKETING AND COMMUNICATIONS STRATEGY

JIBC launched a new brand identity in September to reflect our organizational evolution. We retired the heraldic griffin, a symbol of colonialism, from our logo in keeping with our duty to learn and evolve thoughtfully and openly as educators and allies. Our new, modernized identity has transformed into a stylized eagle. Found throughout the province, eagles are known for their vision, determination and unwavering but nurturing commitment to teaching their young how to fly above the clouds. The JIBC eagle represents a balance of strength, courage, and empathy – the foundation of our vision and programming.

Our new tagline – Learning That Takes You Beyond – represents both the individual learning journey as well as JIBC's outstanding training and educational offerings and all we have to offer prospective learners who are pursuing meaningful professions and career advancement. A brand awareness campaign launched in January to market the Institute to prospective learners and increase our profile as the educator of choice for justice and public safety.

Work also continued in the first part of 2022 to refine, communicate and implement new communications and marketing structures and approaches in response to the 2021 external review of core functions. These changes are helping to build internal relationships and provide a more efficient approach. The mandate of the division was recently expanded, and a new vice-president position was created to lead brand and marketing, communications, and stakeholder engagement.



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	Efficiency
Students First		Pursue, leverage and steward philanthropic opportunities that support student success.	Foster a student-centred customer-service culture. Enhance campus culture and the student experience.	Deepen relationships with core clients to support the successful transition of public safety trainees to their first day of work.	Elevate relationships with employers and communities to support job opportunities and career progression for students.
Education Excellence	Prioritize relationships with stakeholders to develop collaborative partnership opportunities and/or to address any inadequacies with programming and/or training.	Ensure education and training opportunities are accessible to B.C. residents.	Provide experiential, evidence-informed education and training based on best practices and learning outcomes that support the JIBC mandate.	Ensure programming and teachings mirror current and emerging trends and meet the needs of the public safety and justice communities.	
Living Indigenization	Form strong relationships with the Indigenous community, professional partners, and governments to ensure understanding of Indigenous educational and training needs.		Reflect Indigenous perspectives across JIBC curriculum, practices and spaces to support all students in their chosen professions and instructors within the JIBC community.	Increase knowledge and literacy about Indigenous culture and history in support of Truth and Reconciliation and the United Nations Declaration on the Rights and 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		2020/21	2021/22	2022/23	Target 2022/23	Assessment 2022/23
Student Spaces (FTE)	Total student spaces	2,768	3,252	3,365	≥ 2,393	Achieved
	Allied health programs	225	313	574	≥ 313	Achieved
Domestic enrolment continues to increase due to continued growth in basic security training across the province and expansion of police recruit training, disaster management, and law enforcement studies. The increase in allied health in 2022-2023 reflects the addition of programming that has no targets, including the Health Sciences Diploma, Emergency Medical Responder training, and new bridging courses for foreign-trained advanced care paramedics.						
Credentials Awarded	Credentials	782	749	721	≥ 880	Not Achieved
The number of credentials awarded has been relatively stable for the last three years, with a dip in 2021 due to pandemic-related training delays. There have been almost 60 additional credentials added for 2022/23 that missed the reporting period as we worked through issues with our new graduation audit process. The target was 669 last year and it has climbed to 880 due to increasing enrolments from security training students who do not earn a credential.						
Indigenous student spaces	Total Indigenous student spaces	260	164	191	189	Achieved
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.						

Measure		2020/21	2021/22	2022/23	Target 2022/23	Assessment 2022/23
Student satisfaction with education	Former diploma, associate degree and certificate students	83.5% +/- 2.1%	85.5% +/- 2.2%	88.4% +/- 2.3%	≥90%	Achieved
	Bachelor's degree graduates	90.5% +/- 9.4%	N/A	100.0% +/- 0.0%	≥90%	Achieved
JIBC has been proactive in taking steps to ensure students have a fulfilling learning experience that will prepare them for their future careers. A new data-driven annual program review process launched in 2022 that will ensure continuous improvement in all programs is actioned every year.						
Student assessment of the quality of instruction	Former diploma, associate degree and certificate students	93.6% +/- 1.4%	91.2% +/- 1.8%	95.6% +/- 1.5%	≥90%	Achieved
	Bachelor's degree graduates	95.2% +/- 6.8%	N/A	100.0% +/- 0.0%	≥90%	Achieved
Most instructors at JIBC are practitioner scholars with deep and current experience in their field. Students consistently express high satisfaction with instructor knowledge of the subject matter in course evaluations.						
Student assessment of skill development	Former diploma, associate degree and certificate students	80.1% +/- 2.4%	81.9% +/- 2.5%	82.7% +/- 2.4%	≥85%	Achieved
	Bachelor's degree graduates	N/A	N/A	91.4% +/- 5.8%	≥85%	Achieved
The DACSO survey highlights lower scores in “write clearly and concisely” and “learn on your own.” JIBC faculty are working on both skill sets in diploma and degree programs and scores are beginning to show steady improvement. In applied training for public safety professionals, these skillsets are not a primary focus. JIBC students excel in “analyse and think critically,” “work effectively with others,” and “resolve issues or problems.”						
Student assessment of usefulness of knowledge and skills in performing job	Former diploma, associate degree and certificate students	90.1% +/- 1.9%	87.3% +/- 2.4%	85.5% +/- 2.7%	≥90%	Substantially Achieved
	Bachelor's degree graduates	N/A	N/A	90.5% +/- 9.3%	≥90%	Achieved
JIBC results include a significant number of responses from volunteer fire-fighters who earned JIBC credentials for skills and knowledge not used in performing their main paid jobs. Seventy- five per cent of British Columbia's fire fighters are volunteers. This year's dip in performance was due to an increase in the number of fire-fighters in the survey cohort compared to the previous year.						
Unemployment rate	Former diploma, associate degree and certificate students	3.2% +/- 1.1%	3.2% +/- 1.2%	3.7% +/- 1.4%	≤8.7%	Achieved
	Bachelor's degree graduates	0.0% +/- 0.0%	N/A	0.0% +/- 0.0%	≤8.7%	Achieved
JIBC continues to exceed this performance measure, continuing to demonstrate the employability of its students and its student profile that includes many working professionals.						

Measure		2020/21	2021/22	2022/23	Target 2022/23	Assessment 2022/23
Former diploma, associate degree and certificate students	Skill development	80.1% +/- 2.4%	81.9% +/- 2.5%	82.7% +/- 2.4%	≥85%	Achieved
	Written Communication	66.5% +/- 3.2%	66.9% +/- 3.7%	72.9% +/- 3.7%		
	Oral Communication	74.7% +/- 2.9%	74.9% +/- 3.1%	76.8% +/- 3.4%		
	Group collaboration	86.1% +/- 2.0%	88.2% +/- 2.1%	87.6% +/- 2.5%		
	Critical Analysis	89.9% +/- 1.8%	88.4% +/- 2.0%	89.4% +/- 2.3%		
	Problem resolution	83.6% +/- 2.2%	85.0% +/- 2.3%	87.2% +/- 2.4%		
	Learn on your own	77.0% +/- 2.6%	78.5% +/- 2.7%	79.9% +/- 3.0%		
	Reading and comprehension	77.3% +/- 2.5%	84.5% +/- 2.4%	83.3% +/- 2.8%		
Bachelor's degree graduates	Skill development	N/A	N/A	91.4% +/- 5.8%	≤85%	Achieved
	Written Communication	N/A	N/A	95.7% +/- 5.9%		
	Oral Communication	N/A	N/A	90.9% +/- 8.7%		
	Group collaboration	N/A	N/A	N/A		
	Critical Analysis	95.2% +/- 6.8%	N/A	95.7% +/- 5.9%		
	Problem resolution	N/A	N/A	90.9% +/- 8.7%		
	Learn on your own	N/A	N/A	95.5% +/- 6.3%		
	Reading and comprehension	N/A	N/A	91.3% +/- 8.1%		

JIBC KEY PERFORMANCE INDICATORS

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

Measure		2020/21	2021/22	2022/23	Target 2022/23	Assessment 2022/23
Putting Students First	First-year retention rate	66.0%	68.5%	73.6%	75%	Achieved
	More JIBC students are returning or completing their programs in a timely manner. This is due, in part, to the termination of programs with poor retention and a shift of some firefighting training to associate certificates, which are excluded from the measure. It may also show the positive impact of increasing financial aid and writing supports.					
Fostering the Success of Our People	Employee engagement index	68%	73%	75%	75-85%	Achieved
	Culture index	N/A	N/A	65.2%	Increase	Baselining
The latest Employee Engagement index shows an increase in engagement and decrease in negative responses. Our inaugural culture metric highlights a collaborative, open and supportive culture, with opportunities to continue to breakdown silos and increase connection.						
Pursuing Education & Training Excellence	Satisfaction with education	84% (+/-2.1%)	86% (+/-2.2%)	89% (+/-2.3%)	≥90%	Achieved
	Quality of instruction	94% (+/-1.4%)	91% (+/-1.8%)	96% (+/-1.5%)	≥90%	Achieved
	Usefulness of knowledge and skills in performing main or most related job	N/A	N/A	87% (+/2.7%)	≥90%	Substantially Achieved
JIBC's quality of instruction has been continually rated high, and satisfaction with education has grown despite the pandemic as challenges in paramedic and policing programs were addressed. Lower ratings in the usefulness of skills were found in post-hire programs, suggesting graduates are not always staying in the jobs they were trained for in corrections and fire-fighting. It also highlights a delay between graduation and licensing for primary care paramedics.						
Living Indigenous Ways of Thinking, Being, Relating and Doing	Satisfaction with Indigenous student services and supports	N/A	N/A	67%	Increase	Baselining
	Percent Indigenous student FTE	5.8%	5.7%	5.4%	≥5.8%	Substantially Achieved
The Office of Indigenization surveyed students in 2022 to assess their needs and satisfaction with services. The results showed a lack of awareness more than dissatisfaction. This may be due to the respondents being predominantly educated online or within their own community. JIBC's number of Indigenous learners dropped over the pandemic and the percentage of Indigenous domestic FTE fell below the target of 5.8%, the percentage of Indigenous adults in the B.C. population, due to a decrease in contract activity in communities.						

Measure		2020/21	2021/22	2022/23	Target 2022/23	Assessment 2022/23
Championing Equity, Diversity and Inclusion	Students feel they belong at JIBC	N/A	N/A	85%	84%	Achieved
	Students are respected regardless of identity or background	N/A	N/A	93%	93%	Achieved
	Employee EDI index	N/A	N/A	69%	Increase	Baselining
<p>JIBC students provided similar ratings on several measures of equity, diversity and inclusion (EDI) in the Canadian Campus Wellbeing Survey compared to students studying at seven other participating B.C. Universities and Institutes. The upcoming current learner survey will provide further opportunities to assess EDI outcomes amongst JIBC students. JIBC's EDI Action Plan is being developed to build initiatives across seven focus areas with the participation and leadership of staff, faculty, students and partners.</p>						
Elevating Organizational Effectiveness	Total expenses per student FTE	\$14,688	\$14,367	\$13,892	N/A	Baselining
	Revenue per employee FTE	\$136,243	\$150,102	\$171,608	N/A	Baselining
<p>Expense per student FTE sheds light on efficiency in producing education. If too low, quality may suffer. Revenue per employee FTE is a measure of workforce productivity and performance. Change above or below the norm informs staffing decisions and growth. Benchmarking with peer institutions will help JIBC develop target ranges.</p>						

05

FINANCIAL INFORMATION

The audited financial statement for 2022-2023 is available at:
<https://www.jibc.ca/about-us/strategic-plans-reports>

06

APPENDIX: PROGRESS REPORT ON ANSWERING THE TRC CALLS TO ACTION AND IMPLEMENTING UNDRIP

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. JIBC has been living Indigenization long before this terminology was introduced as it has committed itself to excellence in Indigenous higher education and training 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 sensitivity, understanding of the history and impacts of colonialism, and knowledge 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 answer the Truth and Reconciliation Commission's (TRC) Calls to Action.

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.
Implemented	<p>The Indigenous Focusing-Oriented Therapy and Complex Trauma certificate was a 10.5 credit program that was offered from 2010 to 2023. It used Focusing-Oriented Therapy as a safe and effective method of working with clients with complex trauma. The program emphasized both knowledge and application through classroom instruction, clinical practice, and clinical supervision. A variety of Indigenous treatment modalities were woven throughout the courses, including experiential exercises, storytelling, ceremonial processes, and land-based healing techniques.</p> <p>This program was discontinued in 2022 with a final cohort of graduates in 2023 from the First Nations Health Authority who were trained to support the development of local crisis first response teams in the northern region. The delivery of the program depended upon respected leaders in the field. However, JIBC was unable to assure the quality of the program and guarantee completion pathways for all students.</p>
Ongoing	The Associate Certificate in Complex Trauma 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.

²"..." represents omitted text not related to post-secondary education from the original Call to Action.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	JIBC developed a new three-day course, A Systemic Approach to Celebrating Indigenous Families, that encompasses traditional knowledge and family systems training. There are many courses and resources on family systems with a colonial lens but very few that offer the view of Indigenous families through the traditional systemic lens with its foundational focus on attachment and relationships.
Ongoing	<p>The Centre for Counselling & Community Safety offers courses in trauma-informed practice (TIP) to provide opportunities for social workers and mental health professionals to gain knowledge and experience with new interventions and Indigenous approaches to healing.</p> <p>Widening the Frame: Towards an Indigenous Violence and Trauma-Informed Practice is a two-day credit course centered on a diversity of indigenous approaches to wellness, mental health, and trauma, incorporating the knowledge of Elders, Indigenous healers, and 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>

12: EARLY CHILDHOOD EDUCATION

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

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

16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS

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

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

23: HEALTH-CARE PROFESSIONALS

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Implemented	<p>The Justice and Public Safety Career Preparatory Certificate provided Indigenous learners with an opportunity to seek knowledge and skills in justice and public safety and prepare for careers working in paramedicine, fire-fighting, corrections, policing, and law enforcement. This 30-credit full time program was offered in partnership with Native Education College and the Vancouver Aboriginal Friendship Centre and provided culturally relevant experiences, knowledge, and supports. Students benefited from customized supports designed to address systemic access and achievement barriers, including regular individual and group support from Elders, counsellors, and peers.</p> <p>The program was retired in 2022 due to a lack of funding and complexities in providing the wrap-around supports, such as childcare, that students needed to complete the program.</p>
Ongoing	<p>The JIBC Indigenous Youth Career Camp – Building Bridges, Breaking Barriers, Encouraging Connections, is a funded camp for Indigenous youth to explore employment opportunities in health, justice, and public safety, develop important applied skills, and make lasting personal and community connections in a culturally appropriate environment. To achieve Truth and Reconciliation, JIBC recognizes that more Indigenous people and perspectives are needed in the fields of justice and public safety.</p>
Implemented	<p>JIBC adapted the camp to provide a blend of online and campus-based activities in 2021. This new format supports the engagement of a greater number of youths, spread over different traditional territories, and profiled the simulation tools and technologies that make JIBC a renowned leader in applied education. The camp transitioned back to in-person in 2022 as safety guidelines allowed larger gatherings.</p>
In Progress	<p>JIBC plans to develop an Indigenous admission policy that removes systemic barriers and increases the number of Indigenous students in JIBC programs.</p>

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

New	In collaboration with BC Corrections, JIBC's Corrections & Court Services Division is working on a significant re-write of the sexually motivated offence training for probation officers. Part of that initiative is to ensure 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. Outside of written curriculum, centering the voice of Indigenous peoples has been a priority and we have sought the assistance of Elders, Indigenous educators, and Indigenous community justice partners. Adding first-person voice through video and recruiting the assistance of a writer who is committed to inclusion of Indigenous worldviews and teachings were also essential to communicating essential Truths about the intersection of Indigeneity and sexually motivated offences.
New	Corrections & Court Services Division continues to Indigenize its training content. A course currently under development is the "Six Rs of Trauma for Indigenous People," highlighting the colonial methods used to gain political and economic control over Indigenous territories: racism, religion, reservations, residential schools, RCMP, and removal. The new course aims to increase awareness for correctional staff of trauma for Indigenous Peoples, including those in custody.

24: MEDICAL AND NURSING SCHOOLS

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
In progress	The Division of Health Sciences is designing a new program for primary care paramedics in BC. The Office of Indigenization is consulting and collaborating to Indigenize new curriculum and weave Indigenous ways of thinking, being, relating, and doing into the courses of the new program. The new course descriptions and course outlines reflect Indigenous history, 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 provided critical guidance on approaches to Indigenize the program and the curriculum.
New	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	<p>A multi-year project is underway to explore developing Indigenous cultural safety training for municipal police in B.C. The project is funded by the Department of Justice and will be a joint initiative of the Police Academy and the Office of Indigenization to address Indigenous overrepresentation in the criminal justice system, and create change informed by Gladue Principles. In 2022-2023, the project team focused on a review of the literature, conducting small-scale surveys, and developing relationships with Indigenous communities.</p> <p>JIBC is also developing a series of short videos with Elders and Knowledge Keepers of diverse Indigenous communities served by municipal police in B.C. Several are in post-production and will be integrated into the police recruit training curriculum as part of the effort to help learners develop cultural humility and the competencies required for respectful engagement in an environment free of discrimination.</p>

57: PUBLIC SERVANTS

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	<p>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.</p>
New	<p>A new community-engaged learning event was also implemented through a collaboration with the Aboriginal Community Policing Center. This interactive lesson and group reflection focused on the curriculum from a community perspective.</p>

Ongoing	Indigenous Trauma-Informed Practice – Justice/Public Safety is a three-credit course that provides an overview of the history of relationships between Indigenous Peoples and justice and public safety professionals. Learners develop an understanding of the current overrepresentation of Indigenous Peoples in the justice and public safety system and the lived, vicarious, and intergenerational trauma that is experienced by Indigenous Peoples. Learners are introduced to the field of trauma and trauma-informed practice from an Indigenous perspective and learn concrete tools and approaches to use for self-care and in daily work as a justice and public safety professional.
Ongoing	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.
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.
Implemented	Trauma-informed practice is an essential approach to working with victims of crime, and JIBC's Centre for Counselling & Community Safety was selected to develop and deliver a Trauma-Informed-Practice Curriculum for Justice, Public Safety and Antiviolence Sectors in B.C. This curriculum is the first of its kind in Canada, developed with cross-sector collaboration to deliver common learning and a specific focus on trauma-informed-practice within Indigenous communities and with Indigenous victims of crime. The goal of the common educational curriculum is to ensure public servants can recognize and understand trauma and its effects on victims and witnesses, understand how violence and abuse shape victim responses, use skills to assess practices through a trauma-informed lens, and reduce the potential to re-victimize.
Ongoing	Several TRC Calls to Action highlight the requirement for skills-based training in conflict resolution as a foundational skill for reconciliation with Indigenous Peoples.
Ongoing	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 Certificate in Collaborative Conflict Resolution (20 credits) provides graduates with a unique combination of theoretical knowledge and applied capabilities to effectively participate in a collaborative, interest-based conflict engagement and resolution process. The program supports learners to reframe previously held concepts of conflict and purposefully apply communication skills and a collaborative process to build trust, find common ground and create a path forward together. The program equips learners to engage this way by fostering the integration of the theory and skills into practice. 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.

	New curriculum was developed for two conflict resolution courses that provide foundational knowledge, skills and aptitudes for student studying in three programs: Law Enforcement Studies Diploma, Bachelor of Emergency & 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.
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62: TEACHER EDUCATION

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	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 B.C. Campus Indigenization Guides.
New	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.
New	During Indigenous History Month in June, 80 staff and faculty attended a webinar on decolonizing work-integrated learning (WIL). The presentation demonstrated a commitment to Indigenizing WIL as well as the importance and significance of providing justice and public safety students with opportunities to engage in WIL in ways that answer the Truth and Reconciliation Commission Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).
Implemented	<u>Forming Strong Cultural Identities in an Intersecting Space of Indigeneity and Autism</u> is a research project that provides a voice and leadership opportunity for Indigenous students with autism through participatory action research to inform and ask how B.C. post-secondary teaching and learning practices and policy can better integrate Indigenous knowledge in education and arts programming and disrupt patterns of social injustice, exclusion, and cultural genocide while promoting positive identity formation, pride, and resilience for Indigenous persons with autism.

86: JOURNALISM AND MEDIA SCHOOLS

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

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

92: BUSINESS SCHOOLS

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

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

UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION

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

Article 14

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

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

Article 15

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

Article 21

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

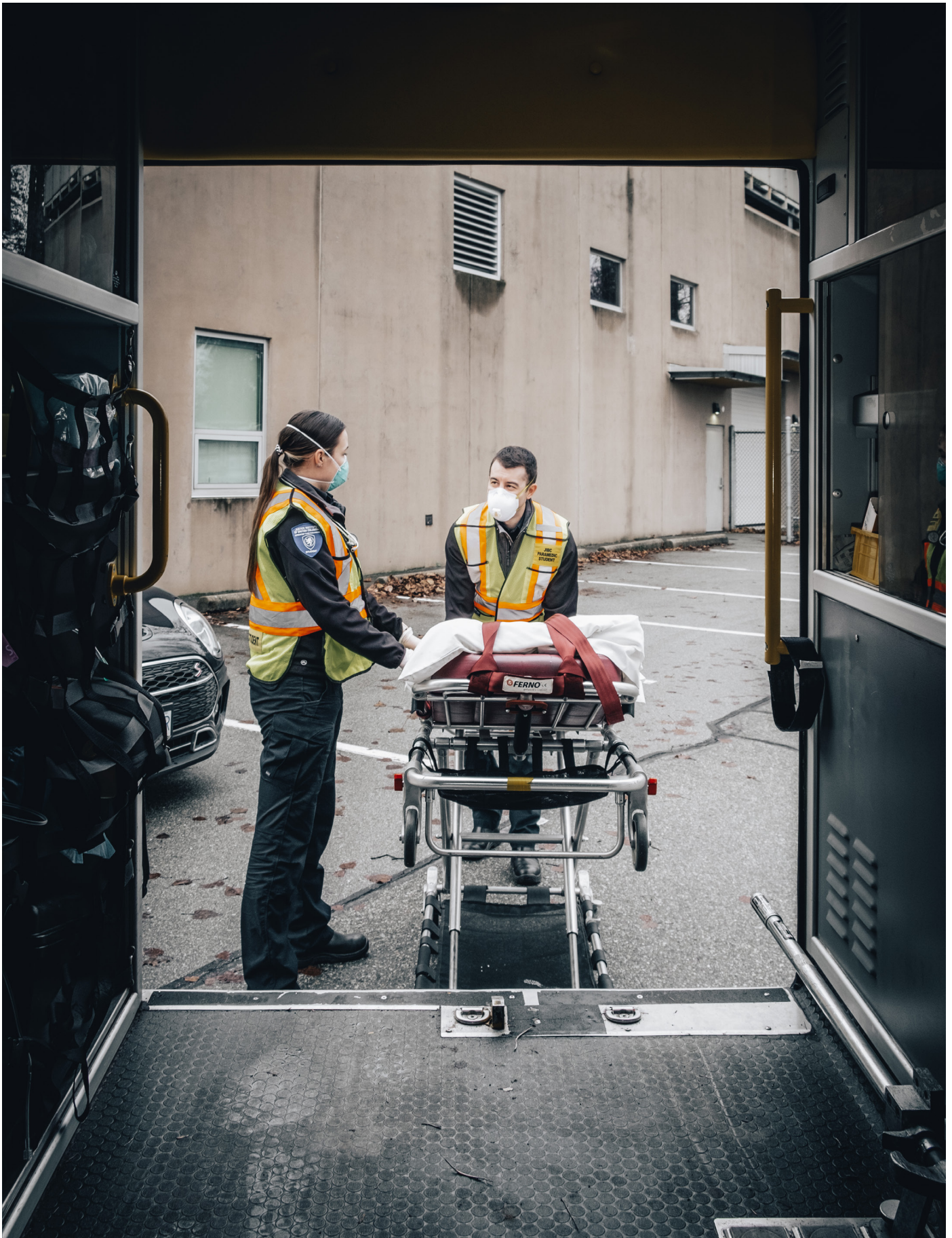
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
In progress	Living Indigenization 2021-2027 is JIBC's Indigenization strategy, building upon the foundational work of the 2015-2020 Indigenization Plan. The plan helps JIBC continue to move forward in the areas of Indigenization, Truth, Reconciliation, 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 reflect the needs of First Peoples.

In progress	An action plan communicates priorities within and across the four areas to advance Indigenization. It articulates the steps we will take in partnership with Indigenous Peoples, to make measurable change that addresses the harms of colonialism and creates environments where Indigenous Peoples thrive.
Ongoing	JIBC is the training institution chosen to deliver B.C. police recruit training and advanced training courses to the Stl'at'imx Tribal Police Service, the only First Nations-administered police force in British Columbia.
Ongoing	<p>JIBC has been working with the Cree First Nations in Quebec since 2016 to support their need to develop emergency protection in their own communities. JIBC has helped meet the challenges for First Nations first responders in the north to acquire accredited, recognized, and reliable training.</p> <p>In 2019-2020, JIBC partnered with the Cree First Nations to support their implementation of B.C.'s Structure Firefighter Competency & Training Playbook. JIBC instructors delivered Interior and Full-Service Fire Fighter Operations programs and helped develop instructor capacity to support future local deliveries. This work was held up by the pandemic, and the momentum was renewed in 2022. Work is continuing.</p>
Ongoing	The Elders-in-Residence Program is integral to increasing knowledge and literacy about Indigenous culture and history. Elders pass on traditional knowledges to the JIBC community and promote understanding and respect for Indigenous perspectives, culture, and values. In addition to speaking to classes and advising in curriculum development, Elders lead online workshops to share traditional teachings and introduce learners to the diverse cultures and histories of Indigenous Peoples.
New	Regular office hours are available to faculty, staff and students where Elders provide consultation and guidance.
Ongoing	The Indigenous Advisory Council was formed to create a link to Indigenous communities while guiding their learners. The Council provides guidance and recommendations to the Office of the President and the Office of Indigenization to help ensure the success of Indigenous learners at JIBC. The membership was reviewed and revitalized in 2019 and includes Elders and members of diverse Indigenous communities including, students, alumni, staff, and public safety professionals.
Ongoing	The Aboriginal Gathering Place opened in May 2016 and serves as an inclusive Indigenous space to support instruction, cultural exchange, and community engagement. The space is a centre of support for Indigenous students and a venue of learning and dialogue where all students, staff, faculty, and the wider community can expand their knowledge and appreciation of Indigenous culture and history.
Ongoing	In 2009, the JIBC community planted an Indigenous Health Garden to help reconnect and restore our relationships to lands and generations that came before. The garden provides materials integral to ceremony, learning, and healing. A group of Indigenous Elders and Knowledge-Keepers lead workshops using traditional Indigenous protocols and collective learnings to plant, gather and make medicines for communities, especially survivors of residential schools and keepers of ceremony, language, and culture. The Office of Indigenization is the caretaker of the Indigenous garden, growing tobacco, sweetgrass and a variety of edible and medicinal Indigenous plants. These medicines are used to provide cultural support and land-based teachings to students, staff, and faculty. They have also been used for smudging and gifting.

New	<p>Indigenizing campus spaces makes JIBC campuses more welcoming for Indigenous people and reflective of the value placed on Indigenous cultures, perspectives, and knowledge. Incorporating Indigenous art, architecture, and landscaping into campus design, creating spaces for Indigenous ceremonies and gatherings, and recognizing the traditional territories of Indigenous peoples are all methods of Indigenizing spaces at JIBC. The Institute has created an approach that utilizes a comprehensive and structured framework for incorporating Indigenous perspectives, cultures, and knowledges into campus environments. This framework is just the start of our approach to decolonizing campus spaces and ensuring an inclusive and respectful environment for Indigenous communities and cultures.</p> <p>The creation of a unique Indigenous presence has been a priority at JIBC, where art and cultural items create a welcoming environment for Indigenous people and foster Indigenous cultural awareness, appreciation, and respect.</p>
Implemented	<p>The Welcome Post was created by Brent Sparrow from the Musqueam Nation and installed in the Atrium at the New Westminster campus in June 2021. With an eagle and sun design, the post provides guidance, strength, protection and warmth to staff, faculty, students, and all visitors.</p>
Implemented	<p>A trilogy mural by Anishinaabe artist Sharifah Marsden from the Scugog Island First Nation was installed at the New Westminster campus in August 2020.</p>
New	<p>In 2023, JIBC unveiled new artwork on its police vehicles. Designed by Musqueam artist Kamryn Sparrow, the decal across the side of each vehicle recognizes the territories served by the police recruits who attend JIBC.</p>
Ongoing	<p>Taking part in the Moose Hide Campaign Day allows staff, faculty, and students to bond together and speak out against violence. The Moose Hide Campaign is a growing annual initiative asking people to pledge their commitment to stand up against violence towards women and children. Everyone in the JIBC community has a part to play in nurturing safe, just, and respectful relationships, spaces, and environments. The campaign has its genesis on the Highway of Tears, a section of B.C. highways where dozens of women have gone missing, many later found murdered.</p>
Ongoing	<p>JIBC observes the National Day of Action for Missing and Murdered Indigenous Women and Girls (MMIWG), 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>

New	To recognize and honour National Indigenous Veterans' Day and Remembrance Day, the Office of Indigenization and Centre for Teaching, Learning & Innovation collaborated with veteran and Resident Elder Ken Pruden, Métis Nation, to create a short documentary film titled, A Soldier's Story. 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.
Ongoing	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. The COVID-19 pandemic suspended community-based training in Indigenous communities. However, Indigenous learners switched to online offerings during the provincial emergency, representing over 15 per cent of all enrolments in EMBC-sponsored training in 2020-2021.
Ongoing	With support from Indigenous and Northern Affairs Canada and collaboration with Wilfred Laurier University, JIBC developed the Aboriginal Disaster Resilience Traditional Knowledge Toolkit to help First Nations decide how to best incorporate knowledge of past disasters, existing risks, and traditional practices in their plans to mitigate and prepare for emergencies. Elements include storytelling and talking circles as well as community-based teams to promote knowledge sharing between First Nation community emergency management practitioners. Multi-year implementation has included train-the-trainer sessions with regional emergency management practitioners in First Nation communities and the development of a web-based Aboriginal Disaster 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.
Ongoing	JIBC embarked upon a three-year project, funded through the Vancouver Foundation, to scale-up the Rural Disaster Resilience Planning (RDRP) tool using lessons learned from the Aboriginal Disaster Resilience Planning (ADRP) project. In the project's first year, the team completed a review of the existing tool, which identified potential barriers to communities with its use. This led to a redesign in process and usability. By simplifying the current process and tool, communities will find it easier to understand potential hazards and prepare for them. 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. 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.
Implemented	JIBC supported the development of the Inventory of Emergency Management Capabilities in Indigenous Communities. JIBC facilitated pilot workshops with Indigenous communities in B.C.
Ongoing	JIBC partners with the First Nations Emergency Services Society to deliver vocational fire-fighter training to First Nations communities in B.C. and train Exterior Operations Team Leaders. Specialized coursework has been developed such as Exterior Team Leader for Indigenous Communities. The

	Fire & Safety Division has also supported The Mohawk and Cree Peoples in Quebec and First Nations elsewhere in Canada with basic and specialized training.
Ongoing	JIBC created a part-time faculty position in 2020 to build relationships and training opportunities with Indigenous fire services. The incumbent is Coast Salish with many relationships including the Canadian Indigenous Fire Marshal, Fire Nations Emergency Services Society, B.C. Office of the Fire Commissioner, and Indigenous fire departments throughout B.C. and across Canada. Through this new position, JIBC will continue to build partnerships and explore opportunities to support the delivery of fire-fighter training and programs in Indigenous communities.
New	The Emergency Management and Fire & 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.
Ongoing	JIBC's Corrections & Court Services Division completed the development of the Parenting After Separation (PAS) for Indigenous Families free online course in partnership with Family Justice Services Division. It provides information to help Indigenous parents navigate challenging issues such as parenting time and child support. Drawing connections between the intergenerational impact of trauma from colonization and experiences of separation, the course provides strategies for managing stress and honouring children during this period. Content is provided in multiple formats, includes advice from Elders, and was developed with advice and approval of an Indigenous advisory committee.
Implemented	In 2020-2021, the course was adapted for online delivery, winning two Horizon Interactive Awards for excellence in interactive digital design.
Ongoing	JIBC's Emergency Management Division is engaging with The Coastal Nations Coast Guard Auxiliary, Canada's first Indigenous-led volunteer marine search and rescue team. The collaboration began with a JIBC-hosted webinar in spring 2021 to introduce 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.
Implemented	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. The Pathway Partnerships with Indigenous Post-Secondary Institutions Report 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).





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JIBC's six campuses are located in New Westminster, Maple Ridge, Pitt Meadows, Chilliwack, Kelowna and Victoria on the unceded Traditional Territories of the Qayqayt, Musqueam, and Coast Salish Peoples, the Katzie and Kwantlen First Nations, the Stó:lō Nation, the Sylix/Okanagan Nation, and the Traditional, Treaty Territories of the Songhees, Esquimalt, and WSÁNEC Nations.