



**Justice  
Institute**  
BRITISH COLUMBIA

**LEARNING THAT TAKES YOU BEYOND**

2022 Public Post-Secondary Funding Review Submission

June 30, 2022

Dr. Don Wright, Engagement Lead  
Post-Secondary Funding Formula Review  
c/o Ministry of Advanced Education and Skills Training

**Re: Public Post-Secondary Funding Review**

Dear Dr. Wright,

Thank you for meeting with the Justice Institute of British Columbia (JIBC) on May 25, 2022, to discuss the goals of the Public Post-Secondary Funding Review. We applaud the Provincial Government and Minister of Advanced Education and Skills Training (AEST), the Honourable Anne Kang, for undertaking this exploration and the collaborative approach you have conceived to carry out this essential work. We appreciate the opportunity to provide this written submission to augment our earlier discussion.

We understand the primary goal of the exploration will be to establish a Post-Secondary Institution (PSI) funding model that fairly and impartially distributes provincial financial resources across the public post-secondary sector. It will also facilitate aligning provincial funding with the education and skills training needs of British Columbians and the communities served by the 25 PSIs. The aim is to support student success by ensuring access to affordable, high-quality post-secondary education and expanding key student supports.

To prepare for this review, JIBC invested considerable time and effort in pre-work to ensure we are ready to answer your questions promptly and transparently. Part of that work included an external review in 2021 of the full costs of delivering our programming. Our external consultant, using AEST-supported methodology, examined every dollar spent in support of education and training pre-COVID-19. This data will help us make informed choices and strategic decisions on funding/revenue allocation across the Institute in a post-pandemic world.

The full-cost funding model review also highlighted the significant funding gaps JIBC has been operating under for quite some time. By way of background, JIBC did not receive any additional full-time equivalent (FTE) funding in the early 2000s when 25,000 new seats were added to the sector. Funding gaps have led to severe operational lags that ultimately impact support and service to students and staff/faculty as well as tuition fees that are higher than at other PSIs. Given the essential service programming we provide to British Columbia, I am sure you can appreciate how this exploration is welcome news to us and to our many public safety and justice partners and stakeholders.

The Province of British Columbia estimates there will be more than one million job openings over the next 10 years and that almost 80 per cent of these will need some form of education or training. About 63 per cent of the openings will replace retirees, and another 37 per cent will be new jobs through COVID-19 recovery or new economic growth. Further, labour market outlook (2021) estimates a shortage of personnel in key occupations, including first responders such as firefighters, police, and paramedics. JIBC, with its provincial mandate by Order-in-Council and through AEST, must be able to respond given the critical and essential training we provide in support of British Columbia's public safety

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and justice structures. **The current funding model for JIBC is unsustainable and will not support the increased need for training in response to the labour market outlook for 2031.**

With that in mind, we share your enthusiasm in exploring how the funding formula can be modified to ensure that B.C.'s public post-secondary system continues to provide the best possible returns for the public funds invested in it. In JIBC's case, we believe the health and public safety of British Columbians depends on it.

Lastly, in 2021, JIBC undertook an extensive revitalization of its strategic plan, culminating in a series of strategic commitments in support of the Greater Good. We see these commitments directly tying to the work of this engagement and the questions you have posed to us. Our 2022-2027 commitments are:

1. Putting Students First
2. Pursuing Education & Training Excellence
3. Living Indigenous Ways of Thinking, Being, Relating and Doing
4. Fostering the Success of Our People
5. Championing Equity, Diversity & Inclusion
6. Elevating Organizational Effectiveness

We have included a copy of this plan with our submission for your information.

Learners who attend JIBC are people who desire purpose in their lives and refuse to settle for the status quo in society. They want to leave school with not only a profession but an opportunity to make a meaningful impact in the lives of others and the communities they serve. Our students do not come here just to get a job; they come here because they are driven to make a difference: To be part of shaping a better future.

We wish you a successful review process and look forward to your recommendations and insights. We are available to answer questions at any time.

Sincerely,



Dr. Michel Tarko  
President & CEO  
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## JIBC Overview

Since 1978, the Justice Institute of British Columbia (JIBC) has been an integral part of our province's public safety and justice structures 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. JIBC's offerings are informed by research and experience, supporting public safety and justice professionals at every stage of their careers.

Our curriculum emphasizes real-world, hands-on experiential learning and training that has an immediate and lasting impact. More than 30,000 students study at JIBC every year, benefiting from instructors who understand the critical professions for which we train. That's because they have been on the front lines, doing the jobs themselves.

Our critical function is to provide education and training in support of public safety and justice programming across B.C., together with lifelong learning through continuing education offerings, including applied undergraduate and post-baccalaureate diplomas and graduate certificates in cybersecurity, business intelligence, and tactical criminal analysis. JIBC also provides training to provincial ministries and agencies, local government and Indigenous communities on emergency and disaster management (prevention, response, recovery), emergency operations centres, search and rescue, and emergency support services.

JIBC's role in training those who help keep communities safe and healthy — municipal police officers, paramedics, firefighters, sheriffs, correctional and probation officers, emergency managers and search-and-rescue personnel — is a significant responsibility and one we are honoured to share with our many partners and stakeholders. We are equally proud of the distinctive community care and social justice curriculum we have developed, our online and applied education and research, and our notable conflict resolution, counselling, and leadership programming.

### JIBC Revenue sources<sup>1</sup>:

1. Tuition (36%, of which 13% is derived from international offerings)
2. Ministry of Advanced Education and Skills Training (28%)
3. Customized Contract Training (19%)
4. Core Client 11% (PSSG, MCFD)
5. Other 6%

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<sup>1</sup> Fiscal 23 Budget

## Key Points:

### 1. JIBC is unique in what we do and how we do it.

JIBC was created by a 1978 Provincial Government Order in Council<sup>2</sup> to specifically support justice and public safety. This remains our core purpose today.

*THE JUSTICE INSTITUTE OF BRITISH COLUMBIA, being a Provincial Institute, shall perform the following functions:*

1. Identify courses of instruction that are consistent with identified needs specifically for, but not limited to, police, corrections, courts and sheriffs
2. Provide the educational and specific training needs for all components of the British Columbia Justice System, including fire services
3. Develop a co-operative system of coordination between our programmes and those of other institutes, colleges, universities, public schools and community-based organizations
4. Providing a provincial forum for discussion and examination of justice and socially-related issues

Other provinces segment their justice and public safety education across many independent agencies, making JIBC unique in the delivery of public safety/justice education and applied research.

JIBC educational offerings are a mix of pre-employment academics for essential professions, post-hire training, advanced training, and academic programs. JIBC programs operate on a 100-per-cent, cost-recovery basis as JIBC receives no program base grant funding from the Ministry of Advanced Education and Skills Training.

Our fire and health sciences programs are accredited, and we work diligently to support the professionalization of the occupations we serve through ongoing education. Only JIBC offers courses and programs that meet a professional's needs at every stage of their public safety career.

**Our curriculum is designed for high-risk and high-consequence careers.**

### 2. JIBC – Experiential learning provided by those who know.

Our program offerings provide first-hand knowledge and experience rather than theory alone, which is critical to ensuring public safety professionals have the skills to act in emergency situations. JIBC has very few permanently employed instructors, instead utilizing professionals who do and have

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<sup>2</sup> [Order in Council 1023/1978 \(gov.bc.ca\)](https://www.gov.bc.ca/1023/1978)

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done the job (“practitioner scholars”) as instructors. This is a significant differentiator among other PSIs.

We are leaders in real-life instruction utilizing realistic scenarios and applied learning. For example, in 2019 only four per cent of Canadian post-secondary institutions were using augmented and virtual reality simulations. JIBC was among the first to adopt these important education technologies.

We learn and train indoors, outdoors, in front of computers, in burning buildings, on roadways and with stretchers, utilizing role plays and high-stakes scenarios.

Our content and approach are informed by the work we do in applied research. JIBC’s applied research goals are:

1. To advance the knowledge, theory and practice supporting the justice and public safety professions (best practices that inform curriculum evaluation and curriculum change)
2. To examine the role and functions of, and the stressors on, justice and public safety practitioners
3. To provide evidence supporting the experiential learning used to create transformational learning environments

### **3. JIBC serves all areas of British Columbia through campus, community, and robust online learning programs.**

JIBC's six campuses are 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.

More than 30,000 students study at JIBC each year, and over the past five years, the Institute has welcomed more than 5,800 Indigenous learners. In 2020-2021, Indigenous student enrolments represented almost five per cent of total domestic, full-time equivalent students.

We deliver training in approximately 100 communities (including 30 Indigenous communities) annually. Operating multiple campuses and locations across B.C. is costly given the specialized space, equipment (e.g., burn buildings, vehicle training, mock apartments, physical training) required for the professions for which we train.

Further, technology requirements and innovations to support accessible, flexible, online learning across the province are rapidly outpacing available funding, which impacts our value proposition and competitive advantage over out-of-province and other available international training choices.

#### **4. JIBC is committed to meaningful Truth and Reconciliation.**

One important message we continue to advocate is that we first need to know, understand, and recognize the Truth before we can move toward genuine Reconciliation. The Truth is about the factual history of Indigenous Peoples in Canada, which involves many unsettling realities.

It is incumbent upon JIBC to recognize how our origins and mandate contributed to colonization efforts and how still today, both can undermine any genuine progress towards Truth, Justice, and Reconciliation. Therefore, our motivation is very high to address historical injustices through Indigenizing curriculum across the Institute. We are aware that the professions we train for have had a role in historic harms and this galvanizes our efforts to create impactful change.

As a result, our new [JIBC Living Indigenization Plan 2021-2027](#) has stated Truth and Reconciliation as one of its core values. This plan lays out a framework and actions in support of both.

At JIBC, we rely on the wisdom of our four Elders-In-Residence and the program of teachings that has been established in collaboration with our Office of Indigenization (OI). The Elders offer various learning throughout the year. With their help and guidance and that of the OI, we observe and provide educational opportunities about specific Indigenous occasions and culture. These include National Day of Awareness and National Day of Action for Missing and Murdered Indigenous Women and Girls, National Indigenous History Month, National Indigenous Peoples Day, and the National Day for Truth and Reconciliation (Orange Shirt Day).

We are implementing Ministry of Advanced Education and Skills Training policy frameworks and other Indigenous-specific protocols and recommendations into our day-to-day operations. Still, we know we need to do more. With that in mind, we have elevated our efforts by introducing a strategic commitment in JIBC's new 2022-2027 strategic plan that fully supports our goal of Living Indigenous Ways of Thinking, Being, Relating and Doing.

#### **5. JIBC has a higher student headcount than most PSIs.**

More than 30,000 students learn at JIBC each year, with approximately 3,300 in full-time-equivalent (FTE) programming. This results in a headcount-versus-FTE for students of ~ 30,000: 3,300 or 10:1. Most PSIs are at 3:1. The unique high volume of students and transactions comes with a high utilization of resources and administration.

#### **6. JIBC has a high impact return on investment for British Columbia.**

JIBC has a substantial impact across B.C. as measured by headcount, full-time-equivalent students and public safety and social justice program offerings. JIBC's graduates are highly visible in our communities, patrolling our streets, leading in our workplaces, and attending at emergencies.

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JIBC's emphasis on social justice is broad: our training has a far reach and supports vulnerable people through complex trauma training and trauma-informed practice, child welfare and corrections, as well as the substantive areas of conflict resolution, mediation, negotiation, and dispute resolution. JIBC has extensive experience and expertise in workforce skills training, including re-skilling for changes to occupational requirements.

Labour market outlook (2021) estimates a shortage of personnel in key occupations including first responders such as firefighters, police, and paramedics. We are poised to support training that will address the gap for first responders, however, current funding is insufficient to sustain these critical training programs to help keep communities safe as a provincial institute.

### **7. JIBC has a multilayered stakeholder environment.**

JIBC has three primary Provincial funders: (1) Ministry of Advanced Education and Skills Training, (2) Public Safety and Solicitor General, and (3) Attorney General and Minister responsible for Housing, covering core clients such as Emergency Management BC, BC Corrections, BC Sheriff Service, Court Services, and municipal, transit and tribal police agencies. Within the core client area (11 per cent of total revenue), a fourth ministry, Ministry of Children and Family Development (children, youth, and families), accounts for approximately 10 per cent of JIBC core client funding.

JIBC also has a strong connection and a high degree of collaboration with various employers through contract training.

Key stakeholders include:

- Provincial Government
- Municipal Governments
- Federal government
- Regulators
- First Nations
- Communities in which our campuses reside
- Students
- Staff
- BCGEU
- JIBC Student Union
- Donors
- Board of Governors
- JIBC Foundation Board of Directors

### **8. JIBC is underfunded and provincially mandated programs are unsustainable.**

Our funding review in 2021 confirmed that the AEST grant does not cover infrastructure costs, leaving a shortfall of approximately \$6M. This compels the education divisions to not only cover their costs, but close this gap through customized contract training, international education, and higher tuition rates; there is no AEST block funding support for the delivery of academic programs.

Unallocated annual AEST Grant	\$13M
Indirect Costs (Infrastructure)	(\$11M)
Overhead Costs (Infrastructure)	(8M)
Shortfall	(\$6M)

The results of underfunding and ongoing utilization of contract training and tuition to make up for the funding gap are that our student services levels are below what we expect to provide, tuition rates are higher than other PSIs in B.C., and organizational infrastructure is not keeping pace with core operational needs. Staff across the organization, including in the Academic Divisions, are spending a disproportionate amount of time and energy on administrative processes that have yet to be modernized and automated.

Details within the costing results demonstrate that the contracts with Core Client areas (Ministries of PSSG, AG, and MCFD) consume approximately \$3.8M in unfunded resources. JIBC has been offsetting this funding gap through customized contract training revenue, and domestic and international tuition.

Further, each year, JIBC is unable to fund operating initiatives that enhance student supports and education and training delivery, or to fund the critical capital training equipment needs that are required for the quality and safety of training in our Fire & Safety Division and Health Sciences Division. JIBC has high costs for unique training requirements:

- Firefighting
- Paramedicine
- Fleet of emergency training vehicles (fire trucks, ambulances, police, and sheriff vehicles)
- Emergency driving track and driver training vehicles
- Costs of operating and delivering training at multiple campus locations to meet provincial needs
- Travel and logistics related to in-community training

It is important to also address the high cost of the design, development, and delivery of our well-established online programs which consistently score very high in the BC Student Outcomes Surveys. Online education keeps our offerings accessible for learners across British Columbia, representing 63 per cent of JIBC total deliveries in 2020-2021; a 28 per cent increase over 2019-2020.

While the pandemic contributed to this significant increase there is evidence this trend will continue.

Creating online/blended/hybrid/HyFlex courses requires a team of specialists who define and design engaging, interactive and immersive learning experiences. This includes project managers, instructional

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designers, subject matter experts, media developers, simulation developers, web specialists, and graphic designers. Each of these specialities requires specific digital development and production tools to create the learning content in a modern, post-pandemic world.

Although JIBC's design, development, and use of educational technologies in support of teaching and learning has consistently been recognized for excellence in award competitions, we are unable to keep up with the demand and cost of these important learning tools.

### 9. The ultimate cost of JIBC underfunding.

Our systemic underfunding is now affecting our long-term sustainability. The cost of delivering critical programs has surpassed available funding for many years, requiring us to offset gaps to cover critical infrastructure upgrades, technology improvements, staff, and faculty support, and fully answering the calls of our mandate. JIBC has been operating with antiquated systems and tools, which directly impacts our ability to serve students and trainees in the ways we should be and want to be doing.

By way of background context, JIBC did not receive any additional FTE funding in the early 2000s when the province funded 25,000 new seats for the sector. Therefore, our open academic diploma and bachelor programs are more costly to students which reflects higher tuition fees than students at other PSIs.

JIBC has limited capacity to keep pace with the expectations of learners, expectations of employees, expectations of justice and public safety employers, additional mandate items, regulatory requirements, processes, customer service, and automation. This creates sustainability challenges and introduces financial, operational, and reputational risks. Staff overwork and burn-out are demonstrated in Post-Secondary Employer Association benchmarking and internal employee engagement surveys.

## Additional information

In response to questions outlined in the April 22, 2022, correspondence from Don Wright:

### *1. What are the most important contributions your institution makes to the economic, social, and environmental health of British Columbia?*

- JIBC educates and trains for public safety and social justice roles that are essential to the health, safety, and well-being of British Columbians, including some of our province's most vulnerable. For example, graduates of our Bachelor of Emergency & Security Management Studies program who are employed as **emergency managers play a pivotal role in their communities in mitigating the economic, social, and environmental impacts of natural and person-made disasters**. And when disasters do happen, they lead the economic, social, and environmental

recovery of the community. **In the context of climate change, emergency management is a growing area of importance to the province.**

- Our graduates include paramedics, law enforcement officers, firefighters, emergency management professionals, correctional officers, probation officers, security guards, bylaw enforcement officers, intelligence analysts, search-and-rescue technicians and volunteers, deputy sheriffs, trauma counsellors, negotiators, mediators, and other conflict management professionals.
- All graduates and the professions they serve within support safer communities and a more just society, where business and industry can thrive. This all helps to create a prosperous economy for all the citizens of B.C.
- JIBC employs approximately 300 staff and 600 faculty (or 130 FTE faculty).
- JIBC has a direct role in meeting labour market demand and employer needs.
- JIBC has six campuses across British Columbia contributing to local economies.

## *2. What is your institution doing to promote Reconciliation with Indigenous People and First Nations?*

- Through our Office of Indigenization, numerous learning sessions and events are provided to staff, faculty, and students in support of deepening awareness, providing education, implementing the tenets of the B.C. Indigenous Peoples Act, Canada's Truth and Reconciliation Calls to Action, the United Nations Declaration on the Rights of Indigenous Peoples, and the Missing and Murdered Indigenous Women and Girls Calls for Justice.
- Mandatory Reconciling Colonial Practices education is included for all domestic and international students enrolled in our undergraduate and post-baccalaureate diploma programs.
- Indigenization of curriculum in core training programs (e.g., police recruit, paramedic programs, emergency support services) is underway with support from our Office of Indigenization, Elders-in-Residence program, and Indigenous Advisory Council to the Office of the President.
- The launch of JIBC's Living Indigenization Plan 2021-2027 is aligned with our new 2022-2027 Strategic Plan and a new strategic commitment to Indigenization as one of our six strategic priorities.
- JIBC and the Office of Indigenization annually offer a week-long camp for Indigenous Youth, ages 15 to 20. The camp promotes interest in careers in justice, public safety, and paramedicine through applied education, cultural experiences and connections, and engagements with a wide range of community partners at multiple JIBC campuses.
- JIBC provides emergency management and disaster management training to Indigenous communities.
- JIBC annually partners with over 30 Indigenous communities and organizations every year to provide training, research, and expertise in support of community development and public safety initiatives. This in turn supports self-determination.
- JIBC is currently examining all policies and procedures to identify and address any unintended systemic discrimination for Indigenous students and staff.



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- A review of all events is underway to ensure that Indigenous students feel welcome (i.e., decolonizing convocation, modernizing our brand identify, and retiring the JIBC Coat of Arms with its roots in colonial history).
- JIBC has delivered training on Cultural Safety and Humility to support JIBC faculty development.

### *3. What is your institution doing to promote equitable access for people who come from disadvantaged socio-economic circumstances?*

- JIBC is committed to creating accessible programming, workplaces and learning spaces that reflect the global community. We continuously and actively learn about any systemic barriers to equitable access, and work to close gaps to create an environment that fully meets our definitions of diversity, equity, and inclusion in all aspects of our educational offerings and in our workplace.
- We provide in-community training to facilitate access in over 100 communities each year.
- JIBC offers a full complement of services to students with disabilities.
- Multiple professional development workshop offerings for faculty are provided to promote universal design for learning, with an intention to reduce barriers to success for all students.
- JIBC online offerings are designed to meet accessibility standards.
- Courses that are designed for learners in rural and remote areas consider bandwidth and internet connectivity challenges. This can include managing the size of videos and making transcripts available.
- Online offerings facilitate access – currently 63 per cent of JIBC total deliveries are through online delivery.
- JIBC participates in the provincial tuition-waiver program and emergency bursary for students aging out of care.
- JIBC participates in the allocation of funds from the emergency fund for Indigenous students.
- Our JIBC General Student Bursary policy provides a general student bursary, which is an annual percentage of tuition that is awarded based on financial need.
- JIBC participates in the provincial emergency fund for all students who have emergency financial issues during their studies.
- JIBC is a provincial leader on the implementation of the new and expanded gender data standards, which recognizes students' gender beyond the former binary categories.
- Law enforcement programs (diploma and bachelors) are working toward zero textbook costs to make the programs more affordable and accessible.
- We know diversity, equity, and inclusion drive organizational success. We continuously strive towards a culture in which everyone feels safe, accepted, and valued; everyone has an equal opportunity to grow and succeed.

*4. What are your major challenges in enhancing the contribution your institution makes to the economic, social, and environmental health of British Columbia?*

- Funding constraints have resulted in under-investments in critical infrastructure/administration and services that support students and staff, and we now must accelerate efforts related to automation and increasing efficiencies.
- Funding shortfalls negatively affect our ability to improve and evolve our curriculum and education practices.
- JIBC students pay higher tuition because unlike other PSIs, the AEST grant does not support programming for any undergraduate degrees, post-baccalaureate diplomas nor graduate certificates. JIBC academic arts tuition is above the averages for colleges, institutes, and teaching-intensive universities.
- Pre-COVID-19, tuition from domestic and international enrolments and customized training contracts (domestic and international) were covering provincial Ministry core client training program full costs; however, contract training has not fully recovered and reliance on this revenue source is not sustainable in the long term.
- JIBC has been challenged to offer co-operative education program options because we do not have the funding to build and maintain the necessary support infrastructure. For example, a co-op option could be very valuable in emergency and security management where students could support emergency management-related projects and programs in communities.

*5. What are the most significant contributions your institution makes in collaboration with other parts of BC's PSE system?*

- At JIBC students can access our Bachelor of Law Enforcement Studies degree upon completing either a relevant diploma or associate degree from other PSIs.
- JIBC has developed partnerships for graduates from Nicola Valley Institute of Technology (NVIT) and Native Education College (NEC) to have advanced credit into our Law Enforcement Studies Diploma program.
- JIBC is represented on the steering committee for Education Planner BC and is a strong advocate for the systems to support small and unique institutions.
- JIBC has acted as a provincial leader and advocate for the sector on the adoption and implementation of the Ministry's new gender data standards.
- JIBC collaborated in the development of, and now hosts, a website that helps faculty understand our duty to accommodate students with disabilities. This was created through a collaboration among three post-secondary institutions and is now used by many institutions as a resource for faculty.
- JIBC is working with the Provincial working group to harmonize the provincial request for implementation of an anonymous reporting software for sexual violence disclosure on campuses.
- JIBC collaborated with other PSIs to produce collateral, including educational videos, to educate students, staff and faculty on mental health and wellness for students.
- We are providing leadership to a sector working group on Mental Health in the Workplace through Post-Secondary Employers Association, and actively participate in working groups on remote work, Indigenization, and Equity, Diversity, and Inclusion.

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- JIBC participates multiple post-secondary consortiums communities of practice groups.
- JIBC has been sharing our knowledge and experiences through BCcampus for over a decade (leading sector projects and sharing know-how). For example, for the last 2.5 years, two of our Centre for Teaching, Learning & Innovation (CTLI) team members were on secondments to advocate and support open education initiatives in the province. Our team has benefited from four secondments in total with BCcampus over the last four to five years.

### *6. What stands in the way of you collaborating more with the rest of BC's PSE system?*

- JIBC's unique programs and Provincial mandate are such that we are often the only provincial provider of many of our programs.
- Our staffing complement and model can limit our ability to collaborate and participate or take advantage of revenue-generating opportunities. Where most PSIs have cadres of individuals with varying skillsets, JIBC has very small teams who are required to balance multiple responsibilities and priorities. This is especially magnified when there are unplanned vacancies.
- Our unique faculty model (practitioner scholars) means that we have very few full-time faculty to take on additional duties outside of classroom teaching, and the availability of practising instructors to engage in collaborations is limited – and an additional expense. We value collaboration with other PSIs and look to both contribute and benefit from the synergies where we can.

### *7. What are the key economic, demographic, social and technological trends that will unfold over the next 30 years that will impact British Columbia's PSE system?*

- Social trends regarding Indigenization and Equity, Diversity, and Inclusion (EDI) will increase the urgency for both PSI culture change (employee and student experience) and incorporation into curriculum and continued decolonization of education, our structures, and processes.
- Future legal imperatives related to the calls to action from Canada's Truth and Reconciliation Commission, the United Nations Declaration on the Rights of Indigenous People the British Columbia Declaration on the Rights of Indigenous Peoples and the National Inquiry into Missing and Murdered Indigenous Women and Girls Commission.
- Indigenous post-secondary institutions/organizations will have a stronger voice.
- Potentially more and better connectivity for rural and remote communities, and Indigenous communities, which will extend reach and the opportunity for high-level online learning experiences.
- Indigenous youth will continue to be the fastest growing segment of the Canadian population.
- Affordable housing and food security will continue to be issues. Students will continue to be squeezed financially as the cost of living and education continues to rise. The effect of this is financial and mental stress, which impacts learning.
- Increased demand for public safety driven by the effects of climate change on the environment, changing/elevated service demands, and growth of B.C. communities.
- Labour market outlook (2021) estimates a shortage of personnel in key occupations including first responders such as firefighters, police, and paramedics.
- Continued high levels of immigration to meet labour market demands

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- Some of the professions we train for are becoming less appealing to young people entering the labour market; we can help to influence the value proposition in how we promote the training and the professions.
- Increasing use and availability of Virtual Reality and Artificial Intelligence in the delivery of first responder applied training will make the training more accessible and sustainable.
- Increased complexity of student needs means PSIs will need to provide more supports, and more customization of accommodations.
- Student expectations are changing and increasing: more expectations for virtual and remote learning, access to their records and information in a 24-7 fashion
- Increased use of mobile as the go-to device for students will impact how PSIs design information platforms, enrollment, and engagement processes, learning management systems, and learning content.
- The 2022 Horizon Report includes these relevant trends:
  - Social (hybrid and online learning, skills-based learning, remote work)
  - Technological (learning analytics and Big Data, redefining instructional modalities, cybersecurity)
  - Economic (cost and value of degrees, sustainable development, planetary health)
  - Political instability driving uncertainty in higher education, ideology impacting pedagogy, and decreases in public funding
  - Shorter, more industry-relevant training in the form of micro credentials.

### *8. How do you think the PSE system needs to evolve in response to those trends?*

- Decolonizing and bringing an EDI lens to all curriculum to address racism and discrimination in our work and learning environments.
- Increased focus on the affordability of education through open education initiatives (free textbooks) which will help to address the cost barrier by providing more free, accessible, and equitable learning.
- Creating more skills-based training that supports workers, micro-credentials, etc.
- Invest in educational technology that supports the transition into VR and AI in curriculum.
- Supporting open platforms and collaboratives like WordPress and OpenETC.
- Providing support for faculty development on hybrid/HyFlex learning. Increased wrap-around services to students to support access by vulnerable students and students with high-support needs.
- Developing, supporting, and implementing universal design for learning principles to support a diverse and distributed learner.
- Be prepared for digital currencies and online sharing of information between and among institutions globally and be prepared for students to expect this level of access to their information.

*9. How does your institution need to evolve in response to those trends?*

- Capacity - we need to grow our resources to support operations, curriculum development and delivery, and we need to invest in technology and stay abreast of advances with VR and AI and cybersecurity of our data.
- Maintain a proactive approach to thought leadership in public safety and social justice training and applied research.
- International-focused programming – leads to immigration and therefore supports labour market demands.
- Better anticipate needs of students and make all learning more accessible (for example, using universal design to eliminate barriers for the majority rather than putting accommodations in for specific learners).

*10. Considering the above, what modifications to the funding formula would you recommend?*

- Look at alternate measures for the funding formula, such as headcount or contact hours versus FTEs.
- Consider a scorecard approach with points awarded for scope of mandate, number of campuses, community-based training, training input costs, complexity, unique curriculum vs cross-curriculum, models of education (three credit course per term vs customized and ad hoc).
- Create a distinction between large lecture format delivery versus hands-on small group experiential learning through simulations and scenario-based programming; consider a differentiation grant for delivery models that are more expensive to provide.
- Look at adding in points for re-skilling and career progression education (i.e., not just new workers or new credentials).
- Take a holistic approach. In cases where multiple provincial ministries or agencies are funding the institution, ensure that total costs of education, training, services, and supports are funded. Funding agencies should not assume another agency is providing funding that covers full costs of delivery
- Provide funding support for incremental mandate items such as addressing the TRC, UNDRIP and the MMIWG Calls to action.
- Reconsider the approach whereby government funds new program development but not ongoing operational costs.
- Consider a funding model that acknowledges support for both student learning (academic) and corporate supports and services (infrastructure).

## APPENDIX JIBC STRATEGIC PLAN 2022-2027




STRATEGIC PLAN 2022-2027

# FOR THE GREATER GOOD



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Thank you to the JIBC Office of Indigenization for permission to feature elements of its logo throughout this plan. The logo artwork was created by Haida Gwaii artist James Cowpar. The design reflects a concept of social justice and acknowledges the diversity of Indigenous Peoples.

We respectfully acknowledge JIBC campuses are located 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 WSÁNEĆ Nations.

Our goal is simple.  
To help our  
students  
fulfill or advance  
their career  
aspirations in  
service to the  
people of  
British Columbia.

## ABOUT JIBC

Since 1978, the Justice Institute of British Columbia (JIBC) has been an integral part of our province's public safety and justice structures 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.

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JIBC is an internationally recognized leader in designing and delivering online and applied education and research. Our curriculum emphasizes real-world, hands-on experiential learning and training that has an immediate and lasting impact. More than 30,000 students study at JIBC every year, benefiting from instructors who understand the critical professions for which we train. That's because they've been on the front lines, doing the jobs themselves.

JIBC's role in training those who help keep communities safe and healthy—municipal police officers, paramedics, firefighters, sheriffs, correctional and probation officers, emergency managers and search-and-rescue personnel—is a significant responsibility and one we are honoured to share with our many partners and stakeholders. We are equally proud of the distinctive community care and social justice curriculum we have developed, our online and applied education and research, and our notable conflict resolution, counselling, leadership, and mediation programming. As we like to say, "when the going gets tough, JIBC graduates are ready."



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# MESSAGE FROM LEADERSHIP

*For the Greater Good underscores our continuing focus on pursuing education and training excellence that reflects labour market needs.*

Developing a roadmap for the future is no easy undertaking. It takes the knowledge, commitment, and determination of many. It also requires equal parts pragmatism and imagination to prepare for today and tomorrow. And these days, tomorrow can feel more uncertain than ever.

To ensure JIBC is ready to respond to present-day opportunities and challenges and those of the future, we have developed a strategic plan that is both relevant and responsive by making six key commitments to our students, staff, faculty and stakeholders.

Building upon our previous strategic plans, *For the Greater Good* underscores our continuing focus on pursuing education and training excellence. It also upholds our obligation to Truth and Reconciliation through the establishment of a standalone commitment focused on Indigenization. Through this commitment we are working with Indigenous Peoples and government to implement the tenets of the B.C. Declaration on the Rights of Indigenous Peoples Act, the articles of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and to answer the Truth and Reconciliation Commission of Canada's Calls to Action.

Further, our plan also establishes its first-ever individual commitment on equity, diversity, and inclusion, focused on building the most inclusive learning and working environments possible. Rounding out our pledges are commitments to operating efficiently and responsibly, including doing our part to address climate change by meeting our targets for reducing greenhouse gas emissions, and the need to put people first—our students and our staff—to create the most positive learning and working experiences that we can. We believe our plan provides clear direction, measurable goals, and solid strategies for achieving these commitments and responding to the many demands facing the extraordinary professions we prepare our students to enter.

The world is complex, its challenges are many, and there is no single pathway on our journey to safer communities and a more just society. Our strategic plan provides the guidance JIBC needs to remain flexible to evolving conditions and reach its full potential. We are pleased to share the overarching direction that will steer our decisions and lead our actions for years to come and to share the story of our new brand identity, a stylized version of the bald eagle, known for its strong vision, tenacity and nurturing abilities.

On behalf of the Board of Governors, we thank all who have contributed to JIBC over our multi-decade history, those who have helped develop this strong strategic plan and all those who will help bring it to life and reach our goals.



Dr. Stephen Gamble  
Chair, Board of Governors



Dr. Michel Tarko  
President & CEO



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We are committed to Truth and Reconciliation efforts through the leadership and work of our Elders-In-Residence, our Indigenous Advisory Council and Office of Indigenization.

# STRATEGIC CONTEXT

The process of developing JIBC's strategic plan creates consensus on the direction we will move in and the actions we will take to support our students, staff and faculty. Members of the JIBC community have come together to provide input in the development of this plan, which includes a recalibration of needs in a post-pandemic world.

Our plan directly connects to our mandate letter from the Government of British Columbia and the five key areas of expectation it has for JIBC:

- 1. Putting people first**
- 2. Lasting and meaningful Indigenous Reconciliation**
- 3. Equity and anti-racism efforts**
- 4. A better future through fighting climate change**
- 5. A strong, sustainable economy that works for everyone**

We are dedicated to ensuring JIBC programming reflects current and emerging labour market and education and training needs, especially among underrepresented groups. We want to support economic recovery and help to grow career opportunities in British Columbia, setting our students up for success in the long run. We are committed to and invested in Truth and Reconciliation efforts through the leadership and work of our Elders-In-Residence, our Indigenous Advisory Council and Office of Indigenization, and to support all staff and faculty so they can do the best job possible for our students and to enjoy fulfilling careers themselves.

Our vision—*Safer Communities and a More Just Society*—combined with our mission of developing dynamic justice and public safety professionals through exceptional applied education, training, and research underpin all that we do at JIBC. Therefore, each of our core commitments is supported by an overarching objective and supporting strategies that link to our aspirations and core purpose. Our commitments are our principal ambitions, and in the context of planning, our objectives are the specific and measurable goals that connect to each commitment. The strategies serve as our roadmap—the approach and methods JIBC will use. Our desired outcomes are the results JIBC wants to achieve, and our values of *Service, Integrity and Diversity* fuel how we conduct ourselves.

Supporting our strategic plan is a series of organizational initiatives that form our business plans. Each of these initiatives has a pan-institute impact and is considered a top priority. Additional divisional and future initiatives, including many already underway, are crucial to JIBC's long-term success. They will either be taken on by divisions or become organizational initiatives in future years.

# KEY COMMITMENTS

- 1 Putting Students First**  
Helping every student and trainee be successful while at JIBC and beyond.
- 2 Pursuing Education & Training Excellence**  
Delivering relevant, inclusive, and responsive education, training, and research.
- 3 Living Indigenous Ways of Thinking, Being, Relating and Doing**  
Respecting and weaving Indigenous knowledges into our experiences.
- 4 Fostering the Success of Our People**  
Advancing a healthy, diverse, empowered, and thriving workplace.
- 5 Championing Equity, Diversity & Inclusion**  
Creating accessible programming, workplaces and spaces that reflect the global community.
- 6 Elevating Organizational Effectiveness**  
Supporting a culture of continuous improvement in every area of JIBC.



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# PUTTING STUDENTS FIRST

## HELPING EVERY STUDENT BE SUCCESSFUL WHILE AT JIBC AND BEYOND.

Encountering people in challenging and vulnerable situations is an everyday occurrence for justice and public safety professionals, which is why we're focused on creating the most supportive experience possible for students headed for these roles. 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.

### PRIMARY OBJECTIVE

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

### KEY STRATEGIES

- 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.

### DESIRED OUTCOMES

- 1** Students complete their programs and are well-prepared for their chosen professions.
- 2** Students are satisfied with the quality of student services and support systems available to them.
- 3** Students feel supported and connected to JIBC, becoming our best ambassadors, and engaged lifelong JIBC learners.





Encountering people in challenging and vulnerable situations is an everyday occurrence for justice and public safety professionals, which is why we're focused on creating the most supportive experience possible for students headed for these roles.



# PURSUING EDUCATION & TRAINING EXCELLENCE

## *DELIVERING RELEVANT, INCLUSIVE, AND RESPONSIVE EDUCATION, TRAINING AND RESEARCH.*

JIBC graduates work in a complex world with high stakes; they must be ready for any situation. Beyond preparing students for their first day on the job and adapting to the challenges of a rapidly changing world, we are committed to a culturally responsive and inclusive mindset, emphasizing Indigenous Truth and Reconciliation within our learning and our working environments.

Further, JIBC enhances its curriculum through applied learning approaches, educational technologies, and research. We identify emerging trends and respond to labour market demands with programming that provides for future workforce needs.

### *PRIMARY OBJECTIVE*

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.

### *KEY STRATEGIES*

- 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.

### *DESIRED OUTCOMES*

- 1** Students value their investment in attending JIBC, becoming lifelong JIBC learners.
- 2** Employers see return on their investment by sending employees to JIBC and supporting them in returning for further studies.
- 3** JIBC is recognized as an exceptional school of learning.
- 4** Stakeholders trust JIBC.
- 5** JIBC students and trainees are prepared for job opportunities after graduation and/or to advance in their current professions.



We identify emerging trends and respond to labour market demands with programming that provides for future workforce needs.



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

## *RESPECTING AND WEAVING INDIGENOUS KNOWLEDGES INTO OUR EXPERIENCES.*

The privilege of being situated on Traditional, unceded, and Treaty Territories of the many Nations represented by the urban Indigenous population in British Columbia, together with the nature of JIBC's education and training, compels us to be leaders in Truth and Reconciliation. Therefore, it is incumbent upon JIBC to recognize how our origins and mandate contribute to colonization efforts and can undermine any genuine progress towards Truth, Justice, and Reconciliation.

As such, we are implementing Ministry of Advanced Education and Skills Training policy frameworks and other Indigenous-specific mandates and recommendations into our day-to-day operations. Still, we know we need to do more. With that in mind, we have elevated our efforts by introducing a strategic direction that fully supports our goal of Living Indigenous Ways of Thinking, Being, Relating and Doing.

### *PRIMARY OBJECTIVE*

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

### *KEY STRATEGIES*

- 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 JIBC 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.

### *DESIRED OUTCOMES*

- 1** Indigenous students feel acknowledged, welcomed, and supported at JIBC.
- 2** Staff and faculty have heightened awareness of Indigenous history, culture and perspectives.
- 3** JIBC responds to the Calls to Action of Canada's Truth and Reconciliation Commission, the B.C. Declaration on the Rights of Indigenous Peoples Act, and the articles of UNDRIP.
- 4** JIBC is a desirous place for Indigenous Peoples to work, teach and learn.



It is incumbent upon JIBC to recognize how our origins and mandate contribute to colonization efforts and can undermine any genuine progress towards Truth, Justice, and Reconciliation.



# FOSTERING THE SUCCESS OF OUR PEOPLE

## *ADVANCING A HEALTHY, DIVERSE, EMPOWERED & THRIVING WORKPLACE.*

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 improve how we recruit, support, and celebrate our employees to maintain momentum and ensure a successful future.

We continue to drive toward a culture and working environment where every employee is set up to navigate and influence change and to have an impact through the work they do.

### *PRIMARY OBJECTIVE*

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

### *KEY STRATEGIES*

- 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.

### *DESIRED OUTCOMES*

- 1** JIBC culture is grounded in its core values.
- 2** JIBC is viewed as a fantastic place to work.
- 3** Trust is elevated throughout JIBC.
- 4** Employees are JIBC brand ambassadors.



We continue to drive toward a culture and working environment where every employee is set up to navigate and influence change, and to have an impact through the work they do.

# CHAMPIONING EQUITY, DIVERSITY & INCLUSION

## *CREATING ACCESSIBLE PROGRAMMING, WORKPLACES AND SPACES THAT REFLECT THE GLOBAL COMMUNITY.*

Equity, Diversity, and Inclusion (EDI) are a way of being and a continual journey.

At JIBC, we are committed to ensuring we do all that we can to recognize the unique experiences, viewpoints, and identities of all members of our community and beyond.

We want everyone to have fair access to participate and succeed in all that JIBC offers—a campus where all people are welcomed, respected, and feel that they belong.

This is our renewed commitment to EDI and an acknowledgement that we know we can and must do more to incorporate EDI into everything we do, including recognizing and removing any systemic barriers to success.

### *PRIMARY OBJECTIVE*

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

### *KEY STRATEGIES*

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

### *DESIRED OUTCOMES*

- 1** Staff, faculty, and students feel they belong and are treated without bias.
- 2** A culture of inclusion and belonging is present in all educational efforts, removing any systemic barriers and biases.
- 3** JIBC graduates are representative of the communities they serve as public safety professionals.
- 4** JIBC is a desirous place for people from underrepresented groups to work, learn and teach.





We do all that we can  
to recognize the unique  
experiences, viewpoints, and  
identities of all members of  
our community and beyond.

# ELEVATING ORGANIZATIONAL EFFECTIVENESS

## *FOSTERING A CULTURE OF CONTINUOUS IMPROVEMENT IN EVERY AREA OF JIBC.*

Continual review, revision and automation of operations leads to more efficient and effective processes, systems, and security. This positively impacts our students' experiences and employee success while freeing up resources to meet current and future needs.

We are committed to ensuring resources are allocated according to strategic priorities, decisions are data-informed, and processes are as efficient as possible. Above all else, we are focused on fostering a culture of continuous improvement.

### *PRIMARY OBJECTIVE*

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

### *KEY STRATEGIES*

- 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.

### *DESIRED OUTCOMES*

- 1** JIBC maintains long-term financial stability.
- 2** JIBC operates effectively and resiliently.
- 3** JIBC adapts and responds to opportunities and challenges.
- 4** JIBC is socially responsible.
- 5** Stakeholders trust JIBC.





Above all else, we are focused on fostering a culture of continuous improvement.





As we continue to respond to our mandate from Government, we are working to ensure that our teams have the capacity and capability to execute across our portfolio of initiatives.

## MEASURING OUR SUCCESS

The objectives found within our strategic plan are results-based and stated in terms of the behaviours and beliefs JIBC expects to see with the successful execution of the plan. The strategies outlined provide the direction for initiatives JIBC will employ in support. Each strategy is action-oriented, representing an overarching statement of what needs to happen for achieving objectives.

JIBC uses key performance indicators (KPIs)—quantifiable performance measurements—to define success factors and measure progress toward objectives. Performance results are reported to the Board of Governors twice a year and through our Institutional Accountability Plan and Report to the Government of British Columbia.

As we continue to ensure we respond to our mandate from Government, we are working to ensure that our teams have the capacity and capability to execute across our portfolio of initiatives.

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## ACKNOWLEDGEMENTS

The Executive Team of JIBC wishes to express our gratitude and appreciation to the Ministry of Advanced Education and Skills Training for its leadership and support.

We would also like to acknowledge and thank the JIBC Board of Governors, the JIBC Foundation Board of Directors, the Senior Leadership Council and staff who have contributed to the development of this strategic plan and who work so hard every day to help create safer communities and a more just society.

Respectfully,

Dr. Michel Tarko, President & CEO  
Cindy Dopson, Vice-President, People & Culture  
Mike Proud, Vice-President Finance & Operations  
Colleen Vaughan, Vice-President, Academic



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# LEARNING THAT TAKES YOU BEYOND



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More than an emblem, an organization's visual identity tells a story. It should invite connection, evoke emotion and link to organizational purpose.

With that in mind, and in tandem with the development of the six commitments within this plan, we understand the need to take bold steps to move JIBC forward.

We start by removing a heraldic symbol of colonialism from our visual identity—the griffin, a mythical half-eagle, half-lion creature dating back 3,000 years. This is one step toward decolonization and represents the considerable duty we have to learn about the impacts of colonialism—past and present—thoughtfully and openly. This is part of our journey to being better educators and allies for safer communities and a more just society for all British Columbians.

Our new, modernized identity has transformed into a stylized eagle. Eagles, found throughout British Columbia, are known for their vision, determination, and unwavering but nurturing commitment to teaching their young how to fly above the clouds.

The JIBC eagle's soft curves represent comfort, safety, and openness. Its stance is bold and noble yet dynamic in forward momentum. The expansive wingspan symbolizes flying to new heights—to go above and beyond, as do the professions for which we train.

The JIBC eagle represents a balance of strength, courage, and empathy, the foundation of our vision and programming. Its bright and youthful colour represents the future and is purposefully nestled within a shoulder patch in honour of the justice and public safety professions we serve.





**JUSTICE  
INSTITUTE**  
*of* BRITISH COLUMBIA

**PARAMEDIC  
ACADEMY**

Dr. Andrew Sutton, LL.D.

Justice  
Institute Foundation

By



## VISION

Safer communities and a more just society.

## MISSION

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

## VALUES

Integrity, Service, Diversity

To learn more about JIBC and our offerings:

**[JIBC.ca/areasofstudy](https://jibc.ca/areasofstudy)**



*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.*