



JUSTICE
INSTITUTE
of
BRITISH
COLUMBIA

ACADEMIC PLAN 2010–2015 (Revised)



OUR DIRECTION


→ A MESSAGE FROM LAUREEN STYLES,
VICE-PRESIDENT, ACADEMIC

REVISING THE ACADEMIC PLAN

I am pleased to introduce our revised Academic Plan that will provide guidance and direction over the next two years. The last Academic Plan covered the years 2010-2013 and so we have undertaken a process of revising this Plan for 2010-2015.

Our collective work to revise the Academic Plan has had multiple sources of input and consultation, and I would like to thank both the members of the Academic Plan Working Group, and the Academic Plan Steering Team for their invaluable contributions. The Steering Team oversaw a consultation process for the revision and provided valuable perspectives to support the Working Group activities that have culminated in this Academic Plan 2010-2015 (Revised). The two overarching goals identified in our Strategic Plan of *educational excellence* and *student success* have also been important in grounding our deliberations and developing the revised plan.

The Academic Plan only becomes a living document when it is taken up in actions and activities by all of us involved with our institute and beyond. I look forward to working with our committed team of faculty and staff, our clients, and our communities to continue our path forward to best contribute to justice and public safety through training, education, and applied research.



Dr. Laureen Styles,
Vice-President, Academic





JUSTICE INSTITUTE OF BRITISH COLUMBIA: INSTITUTIONAL OVERVIEW

JIBC’s programs and our graduates are critically important to B.C. as communities continue to focus on individual and societal safety and security. In addition to educating individual police, fire, paramedic, corrections, courts and emergency preparedness / management professionals, JIBC prepares counselors and other providers to assist survivors, facilitate restorative justice practices and resolve conflicts for organizations and professionals in both the public and private sectors. JIBC has transitioned from a specialized training institution to a comprehensive public post-secondary educational institute with a continued focus on justice, public and community safety consistent with our mandate. Our training and education ranges from short duration community-based courses to recruit/post-hire training through to graduate certificates with more recent programming in areas of advanced law enforcement, specialized counseling such as complex trauma and sexual abuse, intelligence analysis, and tactical crime analysis.

In recent years, the public’s perceptions and expectations of the professions we serve have changed. This has come about because of technological advancements and a wider understanding of how complex and dynamic the issues can be in justice and public safety. We have responded to those changes by sharpening our focus on professionalism, to help ensure that every student has more than simply an optimum base level of knowledge and a basic competency. JIBC students have the opportunity to acquire a measure of professionalism that goes beyond skills training and is associated with a broader competency base gained through their post-secondary education. Additionally, JIBC recognizes the unique identity and educational needs of Aboriginal learners, and works to enhance equitable and collaborative partnerships with Aboriginal Peoples in support of culturally appropriate education, training and research.

VISION, MISSION, AND VALUES (STRATEGIC PLAN 2010 – 2015)

OUR VISION

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

OUR MISSION

Innovative education for those who make communities safe.

OUR VALUES

Learning that is:

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

Service that is:

- High quality
- Respectful
- Responsive

Integrity in:

- Education and research
- Business practices
- Relationships



OVERARCHING GOALS

Educational Excellence:

- Experiential learning informed by theory, research and professional practice.

Student Success:

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



EDUCATIONAL PHILOSOPHY AND LEARNING MODEL

OUR EDUCATIONAL PHILOSOPHY (VALUES AND BELIEFS)

TEACHING

We believe and value:

- Learning environments facilitated by expert practitioners as faculty who create meaningful experiential, practical, and contextually-based learning activities rooted in theory and research.
- Flexible teaching approaches and methods to support a variety of learning preferences.
- Everyone has the potential to succeed by introducing learners to new concepts, constructs and theories that move from simple to complex ideas.
- Expert practitioners become expert leaders and educators with additional opportunities for professional development including the acquisition of relevant graduate level preparation.

LEARNING

We believe that:

- Teaching and learning is a life-long process and occurs when students feel comfortable in their learning environment.
- Learning is enhanced when students have reflective time to develop their critical thinking skills as “self-guided, self-disciplined thinking which attempts to reason at the highest level of quality in a fair-minded way” (Elder, 2008).
- Learning is enhanced with timely feedback in relation to performance and building on student’s strengths.

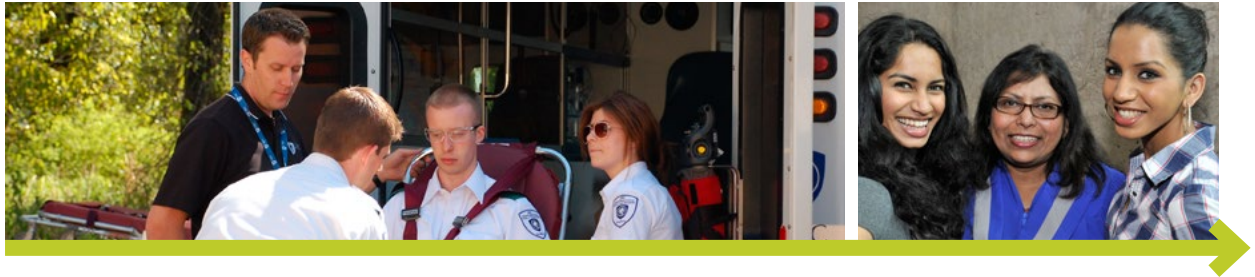
ADULT EDUCATION

We believe that:

- Adults engaged in training and education have a responsibility for their own shared learning and are responsive to flexible approaches to teaching and learning.
- Learning is enhanced when situated within a meaningful context and allows for experiential learning through simulations, building upon the experiences of the learners.

OUR LEARNING MODEL

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



WHERE WE ARE

At JIBC, it is our people, our culture and our mandate that makes us unique. We provide education and training to approximately 27,000¹ students annually as a justice and public safety post-secondary institution for all of British Columbia. As noted in the institutional overview, we prepare students for what we believe in: a safe, civil, and just society.

JIBC trains and educates students for challenging careers and continued professional development in justice and public safety by offering an array of courses and programs that meet current and future labour market needs and lead to certificates, diplomas, bachelor's degrees and graduate credentials.

Our curriculum is grounded in the latest research and theory and it emphasizes real-life, experiential learning that students can immediately apply in the workplace. Learning through simulations enhances our students' competencies to better prepare them for similar situations in their work environment.

JIBC also offers a diverse, inter-professional learning environment that brings together students and faculty from different public safety and justice fields, instilling the value of communication and teamwork across jurisdictions. Students are taught by expert faculty who are active in their professions, and have the knowledge and experience to prepare students for the complexities of their chosen careers.

Partnerships with other educational institutions, government and government agencies, businesses, non-profit organizations and communities enable us to reach out and provide courses and programs in over 150² communities in BC, across Canada and internationally.



WHERE WE ARE GOING

The 2010-2015 Academic Plan (Revised) identifies training and education priorities for the next two years, thus extending the last plan through to 2015. This plan considers progress made over the last three years, and continues to align with the 2010-2015 Strategic Plan in order to better coordinate planning that guides our education, training, teaching and learning initiatives, and applied research efforts.

Key to the foundation of this Academic Plan is the Strategic Plan that identifies four action areas derived from goals of *educational excellence* and *student success*:

- Achieve educational excellence through experiential learning informed by theory, research, and professional practice.
- Promote student success built on the benefits of our unique learning environment.
- Use our unique capabilities to lead through innovation.
- Enhance organizational effectiveness and efficiency.

The most recent Academic Plan served JIBC well by providing direction and guidance for training, education and applied research priorities. The 2010-2015 Academic Plan identifies *three academic priorities* for the next two years:

- 1 Support diversity amongst our student population.
- 2 Enhance evidence-informed education and training.
- 3 Maximize our contributions in a rapidly changing world.



ACADEMIC PRIORITIES

SUPPORT DIVERSITY AMONGST OUR STUDENT POPULATION

Students are at the heart of all that matters at JIBC. Our students are our current and future public safety providers, and it is to them that we all go to in times of the greatest need. Our students are diverse coming from broad social, demographic, educational and professional histories. While they are here, JIBC endeavours to ensure that their experiences are inclusive, high quality, and meaningful.

*"I am a mature student
so my needs are different
from a younger learner."*

(JIBC Student)

ACTIVITIES TOWARD SUCCESS:

1. Improve and sustain student and faculty engagement

Success indicators: Increase avenues for enhanced faculty-student interactions; ensure the governance of education and training at JIBC is informed by students and faculty perspectives; celebrate and showcase successes and achievements.

2. Further engage with diverse learners to enhance their learning

Success indicators: Provide greater access to programs and courses for Aboriginal students and increase numbers of international students who enhance the campus experience; offer appropriate and relevant supports for regional students; focus recruitment efforts to diversify our student population to be reflective of the communities graduates serve.

3. Enhance meaningful supports for students' experiences and learning

Success indicators: Maintain high levels of student satisfaction with their education and training; increase support structures for assessment of quality of student learning; create additional opportunities for student involvement in student affairs and activities; strengthen access to and provision of relevant learning supports for all students.

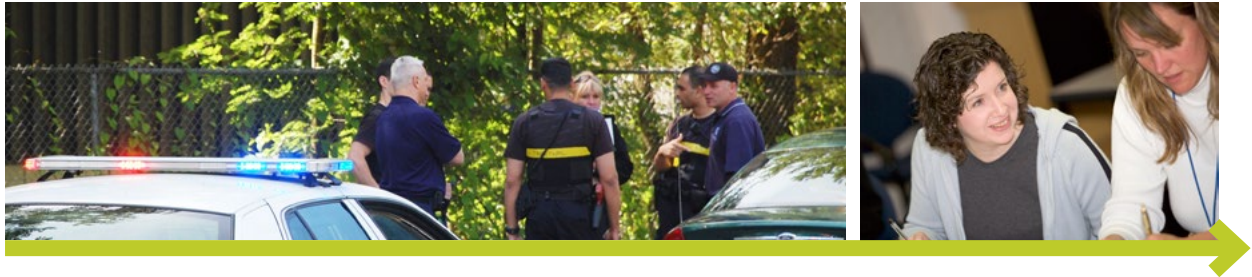
4. Maximize core competencies to benefit student success

Success indicators: Improve understanding and value of core competencies within and outside our organization; further facilitate core competency development amongst students through appropriate teaching practices; increase integration of core competencies across all programs.

5. Support mobility of learning

Success indicators: Provide more provincial, interprovincial and international pathways and transferability of learning; create more exchange opportunities for students in specific educational and training programs.

¹ Source: CDW Standard Reports, December, 2013
² Source: Training Partner, December 2013



ENHANCE EVIDENCE-INFORMED EDUCATION AND TRAINING

Our students, and the clients with whom we work, desire and deserve up-to-date reality-based training and education. With increased technology and a global knowledge-based economy, information is developed and shared from around the world instantaneously. This information often makes us examine whether there are better ways of doing things. At JIBC, training and education strives to reflect and incorporate current evidence-informed best practices while remembering even best practices are ‘best’ only at the time they were created.

“Investigate and deploy interactive participative learning at a distance.”

(JIBC Faculty)

ACTIVITIES TOWARD SUCCESS:

- 1. Advance high quality teaching and learning through scholarship and applied research**
Success indicators: Further embed research outputs in curriculum to influence change; utilize evidence from research to support changes in policy, procedure and practice; engage more faculty in scholarly activity to enhance the quality of teaching and learning.
- 2. Accelerate use of innovative technologies and open resources**
Success indicators: Increase use of open source training and education material; new and adapted development of course material on multiple platforms for multiple student populations integrating multiple applications; adopt new technologies in education and training.

- 3. Enhance experiential learning**
Success indicators: Increase use of JIBC technologies including Praxis; increase number of programs and classes using simulations; increase number of faculty using experiential and applied methodologies; generate new simulations using new and emerging technologies.
- 4. Respond to stakeholder and community needs**
Success indicators: Focus additional education and training on new opportunities in current and emerging public safety areas such as cyber security, cyber-crime analysis, and restorative justice; institute new training to address any gaps identified by stakeholders; undertake applied research that contributes to the enhancement of justice and public safety, including decision making.



MAXIMIZE OUR CONTRIBUTION IN A RAPIDLY CHANGING WORLD

So much of what JIBC does on behalf of its students is shaped by the world around us. In order for our students and graduates to understand and respond to current trends and future changes, and be successful in their professional roles and lives, JIBC will continue to engage and challenge itself to keep ahead of these trends and changes. We will ensure our education and training perspectives and activities keep our students at the forefront of their professions.

“I encourage JIBC to continue its progressive thinking and support of transferrable credits.”

(JIBC Student)

ACTIVITIES TOWARD SUCCESS:

- 1. Strengthen engagement with community and stakeholders**
Success indicators: Active and informed program advisory committees; increase activity in support of Indigenization including integrating cultural teachings and Aboriginal history; robust opportunity for community engagement; increase formal and specific activity-based linkages with stakeholders and potential partners; sustain focus on BC Jobs Plan and applicable BC Ministry Service Plans.
- 2. Integrate student focused educational technology**
Success indicators: Increase application of emerging technologies across all educational and operational service areas; increase student participation by aligning all forms of educational technology to support our provincial mandate.
- 3. Invest in our people and our systems**
Success indicators: Increase opportunities for broad participation of all staff and faculty in the continued development of a quality teaching and learning culture; strengthen understanding of and participation in quality assurance practices; develop an integrated literacy of and approach to internationalization and Indigenization across all programs; improve educational and training processes and practices ensuring they are time sensitive and responsive to justice and public safety current and future needs.
- 4. Expand transferability of courses and programs**
Success indicators: Increase the number of articulation agreements with other post-secondary institutions; increase the number of admitted students through improved recognition of prior learning processes and practices; enhance sharing of curriculum across the Institute to meet current and emerging training and education; more active participation in the BC admission and transfer system; increase the number of laddering pathways between programs within JIBC.



WHAT'S NEXT

The revision of the Academic Plan builds upon the four thematic goals from the previous three years with *three academic priorities* ensuring our efforts are grounded in the current and future needs of the justice and public safety professions we serve, aligned across the Institute, and enhanced by an externally focused, collaborative approach:

- 1 Support diversity amongst our student population.
- 2 Enhance evidence-informed education and training.
- 3 Maximize our contributions in a rapidly changing world.

JIBC will continue to plan and respond creatively to students, employers, and clients to best fulfill our mandate in the context of our Strategic Plan through training, education and applied research that benefits our students, thus fostering alumni being valuable contributors to justice and public safety locally, provincially, nationally and internationally.

ACADEMIC PLAN STEERING TEAM:

- Dr. Greg Anderson, Dean, Office of Applied Research & Graduate Studies
- Dave Burgess, Program Coordinator & Instructor, Fire & Safety Division
- Diana Craig, Executive Assistant to Vice-President, Academic
- Emily Freer, Instructor, Adult Probation, Corrections & Court Services Division
- April Haddad, Institute Librarian
- Cheryl Matthew, Associate Director, Indigenization
- Dr. Tannis Morgan, Associate Dean, Centre for Teaching, Learning & Innovation
- Gary Munro, Director, Technology Services & Chief Information Officer
- Dr. Laureen Styles, Vice-President, Academic
- Colleen Vaughan, Dean, School of Public Safety
- Peter Walsh, Manager, Student Advising & Learning Strategies
- Nathan Wright, Program Manager, School of Health Sciences & Community Education

ACADEMIC PLAN WORKING GROUP:

- Dr. Greg Anderson, Dean, Office of Applied Research & Graduate Studies
- Diana Craig, Executive Assistant to the Vice-President, Academic
- Emily Freer, Instructor, Adult Probation, Corrections & Court Services Division
- Dr. Stuart Ruttan, Associate Dean, Centre for Graduate Studies & Academic Planning
- Dr. Laureen Styles, Vice-President, Academic



OUR COMMITMENT TO STUDENTS AND STUDENT SUCCESS

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

CRITICAL THINKING

Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.

COMMUNICATION, ORAL AND WRITTEN

Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.

LEADERSHIP

Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.

INDEPENDENT LEARNING

Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.

PROBLEM SOLVING

State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.

INTERPERSONAL RELATIONS

Know and manage ourselves; recognize and acknowledge the needs and emotions of others including those with diverse cultures, backgrounds and capabilities.

INTER-PROFESSIONAL TEAMWORK

Understand and work productively within and between groups, respect others' perspectives and provide constructive feedback with special attention to inter-professional relationships.

INFORMATION LITERACY

Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve information; evaluate it and its sources critically, and use information effectively and ethically.

GLOBALLY-MINDED

Self-aware of own identity and culture; recognize the interconnectedness of world events and issues; interact respectfully and authentically across cultures; value multiple perspectives; utilize curiosity to learn with and from others.



JUSTICE
INSTITUTE
of
BRITISH
COLUMBIA

715 McBride Boulevard
New Westminster, BC
V3L 5T4 Canada

Tel. **604.525.5422**
Fax. **604.528.5518**
Email info@jibc.ca

jibc.ca



Chilliwack Campus
5470 Dieppe Street
Chilliwack, BC V2R 5Y8
Tel. 604.847-0881

Maple Ridge Campus
13500 256th Street
Maple Ridge, BC V4R 1C9
Tel. 604.462-1000

Okanagan Campus
825 Walrod Street
Kelowna, BC V1Y 2S4
Tel. 250.469.6020

Pitt Meadows Campus
18799 Airport Way
Pitt Meadows, BC V3Y 2B4
Tel. 604.528.5891

Victoria Campus
810 Fort Street
Victoria, BC V8W 1H8
Tel. 250.405.3500