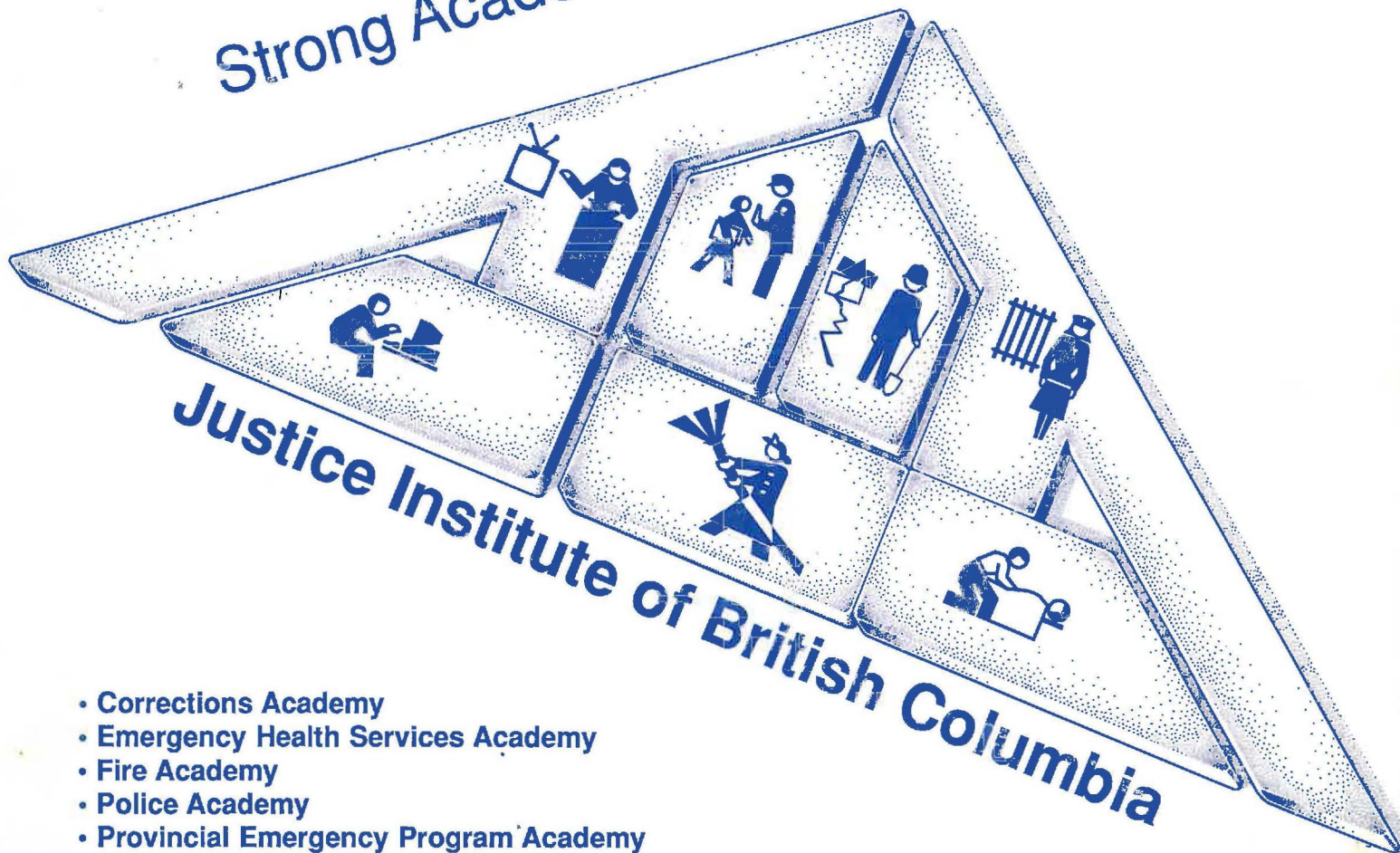


Strategic Plan 1990 - 1994

Strong Academies - Strong Institute



Justice Institute of British Columbia

- Corrections Academy
- Emergency Health Services Academy
- Fire Academy
- Police Academy
- Provincial Emergency Program Academy
- Educational Services Division
- Finance and Administration Division

JUSTICE INSTITUTE OF BRITISH COLUMBIA

STRATEGIC PLAN 1990 - 1994

ACKNOWLEDGEMENTS

We would like to extend sincere thanks to the many individuals and groups who have participated in the preparation of this Strategic Plan.

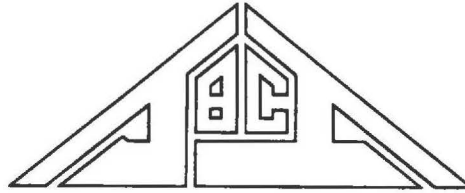
Special thanks is extended to the members of the Strategic Planning Committee:

Raymond Penner - Strategic Action Group Ltd.

Paul Dampier - Educational Services Division, JIBC

Irwin DeVries - Fire Academy, JIBC

As an outside consultant Raymond Penner provided overall co-ordination to the project and, along with Paul and Irwin, managed the process from its earliest stages to the completion of the final written plan.



MESSAGE FROM THE CHAIRMAN AND THE PRINCIPAL

The purpose of this strategic plan is to provide guidance and a sense of direction for the Justice Institute over the next five years.

The exercise begins by recognizing and building on the strong foundation that was established in the late 1970's and throughout the 1980's. But this is a plan for the 1990's. Where are we going, what do we need to get there and how will we know when we have arrived? These are the questions raised during the strategic planning process and answered in the written plan.

Over a six month period, data was collected in a variety of ways from a number of different groups involved with the Justice Institute. The Strategic Planning Committee, working with the Justice Institute Executive Committee, condensed this information into 14 key strategic issues.

Developing these issues with accompanying goals and strategies is basically what the plan is all about. The success of the plan involves a further implementation strategy including specific actions to be taken by people concerned and involved in the future of the Justice Institute.

The uniqueness of the Justice Institute requires that we continue to build strong academies and divisions within a sound and effective corporate institute. The vision for the future must encompass the hopes and concerns of all of the groups and individuals involved in the Justice Institute. It must provide more opportunities for involvement in key decisions, more open communication of what is happening and a greater willingness to measure the results we attain.

The strategic plan is addressed to these ends and with the support of all Justice Institute Board members, staff, client groups, students and the community we will continue to work toward our mission: *"To improve the quality of justice and public safety by developing and delivering training programs and educational services to professionals and the public."*

R.J. Stewart
Chairman of the Board

L.E. Goble
Principal

September, 1989

TABLE OF CONTENTS

Section One - Executive Summary.....	1
Section Two - Who We Are and What We Do.....	5
I. The Justice Institute of British Columbia.....	5
II. Academies and Divisions.....	7
A. Corrections Academy.....	7
B. Emergency Health Services Academy.....	9
C. Fire Academy	11
D. Police Academy.....	13
E. Provincial Emergency Program Academy.....	15
F. Educational Services Division.....	17
G. Finance and Administration Division.....	19
Section Three - Strategic Plan.....	21
I. Key Strategic Issues.....	21
II. Strategies Organized by Strategic Issue and Goal.....	22
A. Leadership.....	23
B. Finances.....	29
C. Marketing.....	33
D. Policy and Operational Roles.....	35
E. Integrated Resources and Activities.....	37
F. Quality.....	39
G. Physical Plant/Location.....	45
H. Mission and Goals.....	47
I. Human Resources.....	49
J. Students.....	55
K. Corporate Image.....	59
L. Service to Clients.....	61
M. Research and Development.....	65
N. Technology.....	67

Appendices

Section Four - I. Strategic Planning Process.....	69
Phase 1. Preparation for Planning.....	71
Phase 2. Building the Foundations for Planning.....	72
Phase 3. Strategic Planning.....	72
Phase 4. Strategic Implementation.....	73
 Section Five - II. Environmental Scan.....	 75
 Section Six - III. Strategic Actions By Responsibility and Year.....	 81
Board.....	83
Board and Executive Committee.....	85
Executive Committee.....	87
Principal.....	105
Principal and Bursar.....	107
Bursar.....	109
Directors.....	111
Executive Committee and Marketing Committee.....	115
Marketing Committee.....	117
Media Advisory Committee.....	119

EXECUTIVE SUMMARY

The Justice Institute of British Columbia is a unique post-secondary education and training institute, committed to improving the quality of justice and public safety in this province. We recognize the need to constantly ensure that we are moving in the right direction. We must take advantage of the many opportunities open to us and ensure that we are properly understood and supported in our efforts to do the best job possible for our clients, our students and the people of British Columbia.

In addressing these needs we asked individuals and groups representing key Justice Institute stakeholders to identify weaknesses, strengths, blocks and opportunities that lie ahead for us.

This process has resulted in the following fourteen areas being decided upon as the key strategic issues facing the Justice Institute over the next five years.

A. Leadership

It must be evident that the Justice Institute is carrying out a vital leadership role in the training of justice and public safety personnel. This can best be done by the Board, the Principal and the Executive becoming more proactive in promoting the corporate identity of the Justice Institute to government, a variety of client groups, staff, students and the community.

B. Finances

The several financial arrangements which enable the Justice Institutes to carry out its activities need to be strengthened so as to ensure the delivery of efficient and cost-effective training. This should be captured in the development of a long term financial plan to be updated on an annual basis.

C. Marketing

With the ongoing emphasis on entrepreneurship, the opportunity for the Justice Institute to market its products, programs and services needs to be expanded through a comprehensive Justice Institute Marketing Plan.

D. Policy and Operational Roles

The Justice Institute's diverse organizational structure requires that its policy and operational roles and processes be clarified, published and communicated to staff and be reviewed annually.

E. Integrated Resources and Activities

All opportunities for the development and delivery of shared Justice Institute programs and services should be utilized wherever possible. Successes in this area must be promoted to senior levels of government and the community.

F. Quality

A paramount concern for all program areas must be to deliver training consistent with high standards of instruction. This begins by encouraging all client groups to develop job competencies as a basis for setting course training standards. The Institute must ensure that established guidelines are in place for curriculum design, instructor credibility and program evaluation.

G. Physical Plant/Location

Work needs to begin immediately on establishing and implementing a site and facilities plan that will enable the Justice Institute to conduct its activities in the most efficient and cost-effective manner.

H. Mission and Goals

The developing nature of the Justice Institute suggests that, in order to guide growth, the mission statement and goals must be reviewed on a yearly basis.

I. Human Resources

The ability of the Justice Institute to carry out its mission and goals is dependent upon having a proficient workforce which is managed by way of enlightened personnel practices and within a consistent organizational structure.

J. Students

The learning environment at the Justice Institute must be enhanced so that students can optimize their time spent in training. More opportunities must be made available to increase student involvement and feedback related to the facilities, programs and policies.

K. Corporate Image

The Justice Institute must present itself in a conscious manner and must be purposeful in promoting itself to interest groups. This can best be done by creating established standards for presenting all Institute products, programs and services and becoming more proactive in communicating Institute successes and directions externally.

L. Service to Clients

The Justice Institute must constantly strive to meet and anticipate the needs of its various clients and promote to them and other potential clients the resourcefulness of the Institute.

M. Research and Development

The Justice Institute is in an ideal position to conduct research and development projects in the broad field of justice and public safety. Funds must be identified to explore this opportunity.

N. Technology

The application of technology to the activities of the Justice Institute both instructional and administrative, must be actively pursued so as to enhance efficiency and effectiveness.

SECTION TWO WHO WE ARE AND WHAT WE DO

I. THE JUSTICE INSTITUTE

Mission

The Justice Institute of B.C. is dedicated to improving the quality of justice and public safety by developing and delivering training programs and educational services to professionals and the public.

Goals

- 1) To develop and deliver programs and services in the area of justice and public safety consistent with the identified needs of the Ministries of the Attorney General, Solicitor General, Health, and Municipal Affairs, Culture and Recreation.
- 2) To develop and deliver programs and services consistent with the identified needs of other government ministries, private agencies, community groups and others engaged in justice and public safety.
- 3) To engage in partnerships with other organizations in pursuit of the Justice Institute mission.
- 4) To share services, resources and expertise among Academies/Divisions to achieve more effective delivery of programs.
- 5) To heighten awareness of the unique nature and structure of the Justice Institute and its services.

Other information . . .

The Justice Institute is a post-secondary educational institution similar to other colleges and institutes in B.C. The Justice Institute trains municipal police officers, provincial corrections staff, fire fighters, ambulance personnel, court services staff, employees from private agencies and the public.

The Justice Institute is unique in North America in a number of respects. The Justice Institute provides training for the justice and public safety system in one institution, whereas in other provinces and states the training is done by a mix of organizations. The Institute ensures its training programs are relevant and state-of-the-art by making extensive use of experienced personnel from the field who are seconded to the Institute as instructors. The various vocations share all educational and support services, including a library, media centre, physical education facilities, program development expertise and other services. This sharing enriches all programs while making them very cost effective.

Last year, the Justice Institute registered 22,500 students, for a total of 86,932 training days. In 1988-89 the Institute's budget was just under \$7 million.

The Justice Institute is governed by a Board of Directors and managed by the Principal and Executive Committee. It is organized under two divisions and five academies; Educational Services and Extension Programs Division; Finance and Administration Division; Fire Academy; Police Academy; Corrections Academy; Emergency Health Services Academy and Provincial Emergency Programs Academy (added in 1989).

As a provincial institute under the College and Institute Act the Justice Institute reports to the Government of B.C. through the Ministry of Advanced Education and Job Training, which provides the Institute with its core budget. It also receives funding from three other provincial Ministries for training in their areas of responsibility and generates additional revenue through other training contracts and fee-for-service programs.

II. ACADEMIES AND DIVISIONS

A. CORRECTIONS ACADEMY

Mission

The mission of the Corrections Academy is to provide a range of training courses and services to ensure that Corrections employees are able to carry out the duties of their positions in a competent, professional manner and are provided with opportunities for growth and advancement.

Programs

The Corrections Academy programs include the following:

- a) *Security Officer/Youth Supervisor Recruit Training.* This is a 6 week competency-based training program which includes both on-the-job and classroom training to prepare new security officers and youth supervisors for their responsibilities in provincial correctional centres and youth detention centres.
- b) *Probation Officer Recruit Training.* This 16 week program is also comprised of a series of competency-based modules which includes both classroom and on-the-job training. The course prepares probation officers and family court counsellors to carry out their professional responsibilities as adult and youth probation officer and as family court counsellors in over 80 locations in the province.
- c) *Basic Supervisory Competency Training.* This 10 day training course is required by all new supervisors and includes topics such as leadership, conflict resolution, performance planning, financial management and labour relations.
- d) *Advanced Correctional Officer Training.* A variety of courses are offered annually for the professional development of Corrections institutional staff.

- e) *Probation Officer Advanced Professional Training.* A variety of courses are offered annually for probation officers and family court counsellors who wish to improve their skill and knowledge levels.
- f) *Advanced Management Training.* A variety of management courses are offered for management and supervisory personnel in areas such as media relations, labour relations, contract management, financial management and performance planning and review.

Other information . . .

In addition to offering a variety of training courses, the Corrections Academy assists the Corrections Branch of the Ministry of Solicitor General in areas of policy development, research reports, administering tuition subsidy funds and training relief expenditures, developing training videotapes and assisting in facilities planning projects.

The Corrections Academy works closely with the Branch Staff Training Committee to identify and prioritize training needs for the over 2,400 employees of the Corrections Branch. In addition to standard course offerings, the Academy must be capable of responding to emerging training needs and to adjust training content to reflect new philosophies such as the institutional "living unit" concept. The Academy also must respond to changes in technology (computer training courses) and new policies (training in use of chemical agents, training courses on dealing with infectious diseases and training in contract administration).

B. EMERGENCY HEALTH SERVICES ACADEMY

Mission

The mission of the Emergency Health Services Academy is to improve the overall pre-hospital and emergency medical care provided to the sick and injured through the provision of high quality, relevant, experiential training.

Programs

Academy programs are divided into technical, managerial and professional sections.

- a) *Technical Programs.* The technical programs train Emergency Medical Attendants to three levels. The first two levels provide broad general skills in pre-hospital emergency medicine and the third level provides advanced "paramedic" skills in cardiac and respiratory distress management.
- b) *Managerial Programs.* Our managerial programs train lower, middle and senior managers in emergency medical services. They are part of certificate, diploma and degree pathways in Emergency Medical Services Management.
- c) *Professional Programs.* Our professional programs provide upgrading to physicians and nurses in cardiac arrest management and trauma care.

Other information . . .

The Emergency Health Services Academy has a staff of fifteen full-time and seconded instructors augmented with up to 40 contracted instructors. B.C. Ambulance Service provides 95% of the Academy funding. Other sources included fee-for-service programs and the sale of products.

The Academy's primary client is the B.C. Ambulance Service, a division of the Emergency Health Services Commission. Their employees take all levels of technical and managerial training: 750 full time, 2,500 part time. Secondary clients include out-of-province students, physicians and nurses.

The Academy makes extensive use of experiential learning in the form of simulated patient encounters and hospital and ambulance practicums. This is supplemented with print, video and formal classroom instruction. Academy programs are delivered both at the central campus and in communities throughout the province.

C. FIRE ACADEMY

Mission

The mission of the Fire Academy is to develop and provide training programs and services consistent with the needs identified by the Fire Commissioner and the Fire Services Community of British Columbia.

Programs

- a) *Volunteer Firefighter Programs.* Programs are developed to meet the basic fire fighting needs of the 6,000 volunteers.
- b) *Fire Service Programs.* Numerous programs have been developed for many components of the paid fire service.
- c) *Industrial Fire Service.* Training is provided for industrial fire service personnel.

Other information . . .

The fire service of the Province has approximately 10,000 plus fire fighters. In addition to the client population, the Academy provides basic fire fighter training through contract for the Native fire departments of British Columbia and Saskatchewan. In a like manner, training in basic fire safety, portable fire extinguishers and self-contained breathing apparatus is conducted for different Ministry groups at the Provincial level and the Federal level of governments.

Within the Justice Institute, cross-systems training in fire safety is conducted. Simulations involving other Academies (police, ambulance) are held for senior officers within the fire service.

D. POLICE ACADEMY

Mission

The mission of the Police Academy is to develop and provide police training programs and ancillary staff development services to meet the needs of British Columbia's municipal police community in accordance with the standards and rules established by the provincial Police commission and the Police Act.

Programs

- a) *Qualified Municipal Constable and Certified Municipal Constable Programs.* Currently, training at the Police Academy is post employment. Consequently, the training standards and rules mentioned direct the Municipal Police Boards that municipal constables in their employ must attain the status of "Qualified Municipal Constable" prior to the first anniversary of their appointment and "Certified Municipal Constable" prior to the fourth such anniversary. The former status is attained by successfully completing a 32 week "Peace Officers' Basic Training Program" and the latter by completion of these levels is Provincial and has created greater mobility possibilities for municipal police personnel.
- b) *Advanced, Refresher and Specialist Programs.* The Police Academy also offers an extensive advanced training program (the calendar lists 43 different courses) and is responsible for the continuing refresher and specialist training of the B.C. police community with respect to new techniques, legislation and judicial precedents affecting police procedures. The latter mandate is often met by joint efforts of the Academy and the R.C.M.P. training division, as is the training of auxiliary police in the Province.

Other information . . .

The community consists of 1,850 sworn peace officers plus a growing number of civilian support staff whose paraprofessional duties call for special training programs not available through any other institute or agency.

In addition to the programs listed, the Academy assists the Municipal Police forces with their professional development programs and in the selection of personnel. This includes the assessment of prospective and serving staff for the purpose of recruitment and promotion respectively. The "Research, Development and Assessment Section" of the Academy, which provides these services, also administers a Provincial certificate program for educational programs completed by police personnel in universities and community colleges. Counselling is available for these personnel to select the combination of courses most suited for the individual, considering his or her goals and the needs of the police service.

Police departments have also come to rely on the Academy for a range of ancillary staff development functions including performance appraisal systems, promotion examinations, research and consultation services. The Academy is responsible for coordinating the allocation of Canadian Police College course positions.

Future growth of programs will depend on decisions surrounding such issues as Regional Policing, contracts for the training of Native Peacekeeping bodies and the status of contract policing with the R.C.M.P. vis-a-vis reversion to a B.C. Provincial Force.

E. PROVINCIAL EMERGENCY PROGRAM ACADEMY

Mission

The mission of the Provincial Emergency Program (PEP) Academy is to conduct training to support the Provincial Emergency Program mission to develop and maintain effective provincial emergency preparedness, response and recovery measures with a view to mitigating the human suffering and loss of property caused by actual or imminent emergencies and disasters in British Columbia.

Programs

The areas of training include:

- a) *Search and Rescue (Lost Person)*
- b) *Urban Search and Rescue (Collapsed Structure)*
- c) *Dangerous Goods*
- d) *Municipal Emergency Preparedness*
- e) *Government Emergency Staff Development*

Other information . . .

The mandate for the PEP Academy is granted by the Ministry of the Solicitor General.

The PEP Academy is very proactive in ensuring the maximum effort is gained in the co-location of the first responders: Police, Fire and Emergency Health Services Academies.

In addition to the listed programs, the PEP Academy conducts seminars and workshops in emergency response and disaster mitigation and registers provincial applicants for Canadian Emergency Preparedness College courses. The Academy supports the 7,300 volunteers in the program with the provision of training at the Justice Institute as well as activities at local centers.

The PEP Academy utilizes distance learning programs and entry level training for federally funded training.

F. EDUCATIONAL SERVICES DIVISION

Mission

The mission of Educational Services Division is to support, integrate and initiate programs and services on behalf of the Justice Institute.

Programs

The Division provides a range of instructional services to Justice Institute academies and other justice and public safety groups.

- a) *Media Services.* The media centre staff are responsible for the Justice Institute's audio visual equipment and train all Justice Institute staff in its use and care. As well, the media technicians work with academy staff to produce training videotapes for use by Justice Institute students and field personnel.
- b) *Library Services.* The library provides services to staff and students at the Justice Institute including the maintenance of a 10,000 volume library specializing in justice and public safety. The staff also provide a specialized on-the-job library service to client groups.
- c) *Program Development Services.* Program development staff undertake contracts both within the Justice Institute and with outside organizations to design new courses and manuals.
- d) *Faculty Development Program.* The faculty development program provides orientation and instructional development training for Justice Institute faculty.
- e) *Physical Education and Lifestyle Counselling.* The physical education unit coordinates physical education programs at the Justice Institute and provides physical education courses, testing, research, recreational and life style counselling.
- f) *Registration Services.* The central registration office provides a registration service for all fee-for-service courses offered through any academy or division of the Justice Institute, handling tuition of over one-half million dollars annually.

- g) *Extension Programs.* Through Extension Programs, Educational Services provides a range of interdisciplinary and contract courses, workshops and conferences. In 1988/89 over 200 courses were provided involving approximately 5,000 students and 12,225 student training days. Personnel with government organizations, private agencies, the corporate sector and members of the public participate in sessions on a range of topics and issues such as a conflict resolution, family assault and sexual violence, crime prevention, management and victim services.
- h) *Court Services Training.* Court Services training for court registry and Deputy Sheriff personnel is provided under an annual contract with the Ministry of Attorney General.

Other information . . .

As the Justice Institute continues to provide services and programs to a wider range of individuals and organizations, the requirement for instructional services grows. As academies and projects are added to the Justice Institute, each new group wants to access resources such as the resource centre and the registration office. Demand for Extension Programs courses continues to grow; last year Extension Programs experienced a 17% expansion in training. Increasingly Extension Programs is being approached to offer courses to individuals organizations on a contract basis.

G. FINANCE AND ADMINISTRATION DIVISION

Programs

The Division provides a range of finance and administration services to the Justice Institute's Board, Principal, Academies/Divisions. These include:

- a) *Finance and Accounting*
- b) *Facilities Management*
- c) *Personnel Services*
- d) *Purchasing*
- e) *Stores*
- f) *Communications System Support*
- g) *Student Support for Food Services and Accommodation*

Other information . . .

The Finance and Administration Division is responsible for the Institute's physical facilities, personnel, financial and accounting practices and procedures regarding monthly financial reports, budget information, purchasing, receiving and stores and communications system support to all Divisions and Academies. In addition, the Bursar provides advice to the Justice Institute's Board on all financial matters. This Division is responsible for the business aspects of the Institute's operations. Responsibilities include budgets, accounts, purchases, employee relations, communications, physical plant, student support for food and services and accommodation.

I KEY STRATEGIC ISSUES

As a result of the extensive data gathering described in the Executive Summary, these fourteen areas were decided upon as the key strategic issues facing the Justice Institute over the next five year period.

- A. LEADERSHIP
- B. FINANCES
- C. MARKETING
- D. POLICY AND OPERATIONAL ROLES
- E. INTEGRATED RESOURCE AND ACTIVITIES
- F. QUALITY
- G. PHYSICAL PLANT/LOCATION
- H. MISSION AND GOALS
- I. HUMAN RESOURCES
- J. STUDENTS
- K. CORPORATE IMAGE
- L. SERVICE TO CLIENTS
- M. RESEARCH AND DEVELOPMENT
- N. TECHNOLOGY

II. STRATEGIES ORGANIZED BY STRATEGIC ISSUES, GOALS AND ACTIONS

The following section outlines the goals which have been chosen for each of the key strategic issues facing the Justice Institute. Attached to each goal are strategic actions to be implemented during 1990 - 1994. The name of the main person or group responsible for ensuring that these targets are met appears to the right of each strategic action. It is important to note that most of these actions will take the effort of many individuals and will in general be completed through delegation.

A. LEADERSHIP

1. Provide a leadership role for justice and public safety training in B.C.

Year 1

- | | | |
|-----|---|---------------------|
| (a) | Develop a complete listing of all organizations providing justice and public safety training in B.C. <i>[See E. Integrated Resources and Activities 1. Year 1(a)]</i> | Executive Committee |
| (b) | Initiate an annual process to identify trends and issues in the justice and public safety fields. | Executive Committee |

Year 2

- | | | |
|-----|---|---------------------|
| (a) | Establish a network with organizations providing justice and public safety training in B.C. and across Canada which are not currently clients of the Justice Institute. | Executive Committee |
| (b) | Commence annual identification of targets of appropriate professional groups, associations and societies for establishment of jointly sponsored programs. <i>[See E. Integrated Resources and Activities 1. Year 1(a) and 1. Year 2(b)]</i> | Executive Committee |
| (c) | Develop and sponsor forums, symposia, workshops and seminars on important justice and public safety issues <i>[See E. Integrated Resources and Activities 1. Year 2(a), L. Service to Clients 1. Year 2(a)]</i> | Executive Committee |

1. (Continued) Provide a leadership role for justice and public safety training in B.C.

- | | | |
|-------------------|---|---------------------|
| (d) | Publish and distribute papers and create a/v productions on topical issues associated with Justice Institute research and activities. | Executive Committee |
| (e) | Initiate an ongoing communication plan with previously established justice and public safety organization network. <i>[See L. Service to Clients 1. Year 1(a)]</i> | Executive Committee |
|
Year 3 | | |
| (a) | Develop regular provincial conferences to discuss current trends and issues in all aspects of justice and public safety training. <i>[See L. Service to Clients 1. Year 2(a)]</i> | Executive Committee |
|
Year 4 | | |
| (a) | Evaluate effectiveness of the communication network. | Executive Committee |

2. Establish the Justice Institute Board's role in proactively promoting the goals of the Institute.

Year 1

- | | | |
|-----|---|---------------------|
| (a) | Commence an annual meeting of the Board with the Cabinet Sub-Committee on Social Issues. | Board |
| (b) | Establish a Board Public Relations Committee. | Board |
| (c) | Establish a process to involve the Board in the annual review of the strategic plan. <i>[See H. Mission and Goals 1. Year 1(b)]</i> | Principal |
| (d) | Identify possible new sources of funding for the Justice Institute. <i>[See B. Finances Year 3 1.(a), M. Research and Development 1. Year 2(a)]</i> | Board |
| (e) | Identify new program opportunities. | Board |
| (f) | Provide opportunities for Board members to be involved in Justice Institute activities. | Executive Committee |

Year 2

- | | | |
|-----|------------------------------------|-------|
| (a) | Review fund source identification. | Board |
|-----|------------------------------------|-------|

3. Increase communication between the Principal and senior levels of Government to further awareness and understanding of the Justice Institute.

Year 1

- | | | |
|-----|--|-----------|
| (a) | Establish a schedule and terms of reference to meet annually with the Minister responsible for the Justice Institute and the appropriate Deputy Minister or Assistant Deputy Ministers from each of the funding Ministries. <i>[See H. Mission and Goals 2. Year 1(a), L. Service to Clients 1. Year 2(a)]</i> | Principal |
| (b) | Commence inclusion at P.A.C. meetings of an Academy Director on a rotating basis. | Principal |
| (c) | Establish new communication links with senior Ministry officials on Justice Institute programs, projects and items of special interest. <i>[See L. Service to Clients 1. Year 1(a)]</i> | Principal |

Year 2

- | | | |
|-----|--|----------------------------|
| (a) | Review Year 1 outcomes of Principal's meetings with Minister, Deputy Ministers and Assistant Deputy Ministers of funding Ministries and establish new strategies based on results. | Board, Executive Committee |
| (b) | Evaluate liaison with P.A.C. | Principal |
| (c) | Evaluate new communication linkages with senior Ministry officials. | Executive Committee |

4. Promote the Justice Institute's corporate identity (internally and externally) through the Executive.

Year 1

- | | | |
|-----|---|---------------------|
| (a) | Design a Justice Institute orientation process and materials for all new employees and secondees. <i>[See I. Human Resources 1. Year 2(a)]</i> | Executive Committee |
| (b) | Establish guidelines for media relations in terms of executive representation and media coverage of Justice Institute events and activities. <i>[See C. Marketing 2. Year 1(b), D. Policy and Operational Roles 1. Year 2(a)]</i> | Executive Committee |
| (c) | Develop a standard Justice Institute format name and logo for all Justice Institute materials and products. <i>[See K. Corporate Image 1. Year 1(a)]</i> | Executive Committee |

Year 2

- | | | |
|-----|---|---------------------|
| (a) | Examine the effectiveness of the Justice Institute orientation process and materials. | Executive Committee |
|-----|---|---------------------|

B. FINANCES

1. Link the Justice Institute core budget to Academy/Division budgets.

Year 1

- | | | |
|-----|--|---------------------|
| (a) | Initiate a system which involves the Academy Director, Principal and Bursar in establishing budgets and reviewing core funding needs with Academy clients. | Executive Committee |
|-----|--|---------------------|

Year 2

- | | | |
|-----|--|---------------------|
| (a) | Eliminate the need to use prior year's interest income to finance following year's operating expenditures. | Principal, Bursar |
| (b) | Establish quarterly review process of the Justice Institute Program Development Fund to ensure required support for new program development initiatives not supported in existing budgets. | Executive Committee |

2. Develop a long term Justice Institute financial plan.

Year 1

- | | | |
|-----|--|---------------------|
| (a) | Develop a comprehensive five year financial plan to be updated on an annual basis. | Executive Committee |
|-----|--|---------------------|

Year 2

- | | | |
|-----|---|--------|
| (a) | Establish Justice Institute annual income over expenses of up to 2% (based on total revenue) with the funds to be used for new opportunities and/or unknown expenses. | Bursar |
|-----|---|--------|

3. Strengthen the Justice Institute's overall financial base.

Year 1

- | | | |
|-----|---|---------------------|
| (a) | Develop plans to increase core funding to meet all needs identified by the Executive Committee. <i>[See A. Leadership 1. Year 2(d), M. Research and Development 2. Year 1(a)]</i> | Bursar |
| (b) | Identify other sources of funds available to Academies/Divisions over and above major client contracts. <i>[See M. Research and Development 2. Year 1(a)]</i> | Executive Committee |

Year 2

- | | | |
|-----|---|---------------------|
| (a) | Implement plans to increase core funding support to required level from both major client contracts and other sources of revenue. | Executive Committee |
|-----|---|---------------------|

4. Demonstrate efficiency and cost effectiveness in delivery of programs and services.

Year 1

- | | | |
|-----|--|---------------------|
| (a) | Develop measures that fully indicate the level of work completed by Academies and Divisions. | Executive Committee |
| (b) | Identify and deliver additional programs and services that can be delivered more cost-effectively on an Institute-wide basis. <i>[See E. Integrated Resources and Activities 1. Year 1(a)]</i> | Executive Committee |

Year 2

- | | | |
|-----|---|---------------------|
| (a) | Review mechanisms for measuring the cost-effectiveness of training. | Executive Committee |
| (b) | Review Institute-wide programs and services to determine efficiency and cost-effectiveness. | Executive Committee |

Year 3

- | | | |
|-----|---|---------------------|
| (a) | Identify and implement additional opportunities for cost-effective Institute-wide programs and services. <i>[See E. Integrated Resources and Activities 1. Year 1(c)]</i> | Executive Committee |
|-----|---|---------------------|

C. MARKETING

1. Develop a comprehensive marketing plan.

Year 1

- | | | |
|-----|--|---|
| (a) | Develop a Justice Institute Marketing Plan that will include a variety of marketing initiatives to support the overall operation of the Justice Institute. | Marketing Committee |
| (b) | Develop a marketing image which builds on the concept "Strong Academies - Strong Institute". | Marketing Committee,
Executive Committee |
| (c) | Incorporate profit and loss projections in the Justice Institute marketing plan. | Marketing Committee |
| (d) | Investigate additional appropriate accreditation and articulation of programs with other post-secondary institutions. <i>[See E. Integrated Resources and Activities 1. Year 1(b)]</i> | Executive Committee |
| (e) | Continue to engage in partnerships with other organizations in pursuit of the Justice Institute mission. <i>[See E. Integrated Resources and Activities 3. Year 1(a)]</i> | Executive Committee |

1. (Continued) Develop a comprehensive marketing plan.

Year 2

- | | | |
|-----|--|---------------------|
| (a) | Revise "products" marketing contract with OLA to include "programs" and "services" outside B.C. <i>[See D. Policy and Operational Roles 1. Year 2(a)]</i> | Marketing Committee |
| (b) | Establish a media program to promote Justice Institute programs and services to existing and potential clients. <i>[See A. Leadership 1. Year 4(b)]</i> | Executive Committee |
| (c) | Implement additional accreditation and articulation programs with other post-secondary institutions. <i>[See E. Integrated Resources and Activities 2. Year 1(b) and 3. Year 1(a)]</i> | Executive Committee |

D. POLICY AND OPERATIONAL ROLES

1. Consolidate and publish the Justice Institute's policy-making process.

Year 1

- | | | |
|-----|---|---------------------|
| (a) | Develop procedures identifying how new policies and procedures are formulated through to the point where they are passed by the Board for implementation. | Executive Committee |
| (b) | Establish a process for communicating policies and procedures to staff. <i>[See I. Human Resources 1. Year 1(h)]</i> | Executive Committee |

Year 2

- | | | |
|-----|---|---------------------|
| (a) | Establish an annual review process to confirm the suitability and currency of all existing policies and procedures. | Executive Committee |
|-----|---|---------------------|

2. Establish Justice Institute committees with clear mandates and provide documentation of these mandates to appropriate groups or individuals.

Year 1

- | | | |
|-----|--|---------------------|
| (a) | Review and/or develop written terms of reference for all current Justice Institute committees and task forces and communicate to all staff.
<i>[See A. Leadership 1. Year 4(b), C. Marketing 2. Year 1(a), G. Physical Plant/Location 1. Year 1(c), J. Students 1. Year 3(b), N. Technology 1. Year 2(a)]</i> | Executive Committee |
| (b) | Appoint new Justice Institute committees as required with written terms of reference. | Executive Committee |
| (c) | Identify and publish membership of Justice Institute staff on client and community related committees. | Executive Committee |

Year 2

- | | | |
|-----|--|---------------------|
| (a) | Initiate annual review to determine the need for continuance of existing committees and task forces and/or the need for new committees or task forces. | Executive Committee |
| (b) | Establish terms of reference regarding membership of Justice Institute staff on client and community related committees. | Executive Committee |

Year 3

- | | | |
|-----|---|---------------------|
| (a) | Review membership of Justice Institute staff on all external committees to ensure that terms of reference are being followed. | Executive Committee |
|-----|---|---------------------|

E. INTEGRATED RESOURCES AND ACTIVITIES

1. Integrate Justice Institute programs where feasible.

Year 1

- | | | |
|-----|--|----------------------------|
| (a) | Identify possibilities and develop integrated programs in addition to those already established. <i>[See A. Leadership 1. Year 1(a) and 2. Year 1(b), B. Finances 1. Year 4(b)]</i> | Executive Committee |
| (b) | Promote Justice Institute successes with integration to senior levels of government, clients, prospective clients and Justice Institute. | Board, Executive Committee |
| (c) | Develop mechanisms to assist with the sharing of materials and expertise between Academies and Divisions where integrated programs are not feasible. <i>[See B. Finances 3. Year 4(a)]</i> | Executive Committee |

Year 2

- | | | |
|-----|--|---------------------|
| (a) | Establish integrated forums, conferences and seminars related to justice and public safety. <i>[See A. Leadership 2. Year 1(c), L. Service to Clients 2. Year 1(a)]</i> | Executive Committee |
| (b) | Identify additional opportunities to integrate Justice Institute programs and services with other appropriate organizations and groups. <i>[See A. Leadership 2. Year 1(b), C. Marketing 1. Year 1(d)]</i> | Executive Committee |

1. (Continued) Integrate Justice Institute programs where feasible.

Year 3

(a)

Integrate additional Justice Institute programs and services with other appropriate organizations and groups. *[See C. Marketing 1. Year 1(e), C. Marketing 2. Year 1(c)]*

Executive Committee

F. QUALITY

1. Encourage clients to develop job competencies as a basis for setting course training standards.

Year 1

- | | | |
|-----|---|-----------|
| (a) | Assist clients in identifying job competencies. <i>[See L. Service to Clients 2. Year 1(b)]</i> | Directors |
|-----|---|-----------|

Year 2

- | | | |
|-----|---|-----------|
| (a) | Assist clients in reviewing job competencies. | Directors |
|-----|---|-----------|

2. Assist professional groups, associations, societies or other jurisdictions involved in justice and public safety training to pursue the development of course training standards.

Year 2

(a)

Offer training for setting job competencies and course training standards to professional groups, associations, societies or other jurisdictions involved in justice and public safety.

Directors

3. Establish guidelines for curriculum design and program evaluation.

Year 2

- | | | |
|-----|---|---------------------|
| (a) | Enhance Justice Institute staff competency in curriculum design and program evaluation. | Executive Committee |
|-----|---|---------------------|

Year 3

- | | | |
|-----|---|---------------------|
| (a) | Establish a process for all Divisions and Academies to ensure curriculum design quality and program delivery standards are met. | Executive Committee |
|-----|---|---------------------|

4. Undertake pilot programs to explore and evaluate new delivery methods.

Year 2

(a)

Establish a process to conduct pilot programs in new training delivery methods and communicate the results of such pilots among all Academies and Divisions. *[See N. Technology 1. Year 1(b)]*

Executive Committee

5. Strengthen the use of secondments and term appointments to ensure a high credibility of instructional staff.

Year 1

- | | | |
|-----|---|---------------------|
| (a) | Establish a regular process for reviewing performance of instructional staff and identifying professional development needs. <i>[See I. Human Resources 1. Year 1(c)]</i> | Executive Committee |
|-----|---|---------------------|

Year 2

- | | | |
|-----|---|---------------------|
| (a) | Review the benefits of secondments versus alternative employment models. <i>[See I. Human Resources 1. Year 1(d)]</i> | Executive Committee |
| (b) | Enhance the existing program for ongoing staff development in instructional techniques. <i>[See J. Students 1. Year 3(c), N. Technology 1. Year 2(b)]</i> | Executive Committee |

Year 3

- | | | |
|-----|---|---------------------|
| (a) | Develop guidelines to increase the flexibility of the secondment model. | Executive Committee |
|-----|---|---------------------|

6. Establish a post-course evaluation process regarding the effectiveness of training.

Year 1

- | | | |
|-----|---|---------------------|
| (a) | Develop guidelines for an internal evaluation of training effectiveness. | Executive Committee |
| (b) | Establish a data collection system to support post-course evaluation. <i>[See L. Service to Clients 2. Year 1(c)]</i> | Executive Committee |

Year 2

- | | | |
|-----|---|---------------------|
| (a) | Establish a process used by each Division and Academy for collecting, reviewing and utilizing post-course feedback. | Executive Committee |
|-----|---|---------------------|

Year 5

- | | | |
|-----|---|---------------------|
| (a) | Conduct an external evaluation of training effectiveness and establish this as a regular process. | Executive Committee |
|-----|---|---------------------|

G. PHYSICAL PLANT/LOCATION

1. Establish a site and facilities plan for the Justice Institute.

Year 1

- | | | |
|-----|---|----------------------------|
| (a) | Determine, together with B.C.B.C., the elements to be considered in a site and facilities study for the Justice Institute. | Board, Executive Committee |
| (b) | Form a Site and Facilities Committee comprised of members of the Board and the Executive Committee. | Board, Executive Committee |
| (c) | Develop detailed alternative strategies to bridge major gaps between current facilities and necessary facilities. <i>[See D. Policy and Operational Roles 1. Year 2(a)]</i> | Board, Executive Committee |

Year 2

- | | | |
|-----|---|----------------------------|
| (a) | Complete feasibility report regarding site and facilities. | Board, Executive Committee |
| (b) | Obtain commitment regarding the site and facilities plan by all key stakeholders and decision makers. | Board, Executive Committee |
| (c) | Commence financial plan to prepare for taking appropriate action on site and facilities plan. | Board, Executive Committee |

Year 3

- | | | |
|-----|-------------------------------------|----------------------------|
| (a) | Implement site and facilities plan. | Board, Executive Committee |
|-----|-------------------------------------|----------------------------|

H. MISSION AND GOALS

1. Review/adjust goals to reflect the changing nature of the Justice Institute mandate, needs of the client and public and the need for the Justice Institute to accept new responsibilities.

Year 1

- | | | |
|-----|---|---------------------|
| (a) | Establish an annual process to review the mission statement and establish annual goals in relation to the strategic plan. | Executive Committee |
| (b) | Establish an annual process for Board review and confirmation of the mission statement and annual goals submitted by the Executive Committee. <i>[See A. Leadership 1. Year 2(c)]</i> | Principal |

Year 2

- | | | |
|-----|--|-----------|
| (a) | Establish an annual process for communicating Board approved goals to the appropriate Ministers of all funding Ministries. <i>[See A. Leadership 1. Year 3(a)]</i> | Principal |
|-----|--|-----------|

I. HUMAN RESOURCES

1. Ensure a high standard of staff performance through effective human resource management processes and practices.

Year 1

- | | | |
|-----|--|---------------------|
| (a) | Review salaries and employee benefits for staff to ensure competitive hiring and retention. | Executive Committee |
| (b) | Establish comprehensive hiring process for Justice Institute staff positions. | Executive Committee |
| (c) | Reinforce the regular use of performance planning and review process to motivate staff. <i>[See F. Quality 1. Year 5(a), J. Students 3. Year 1(c)]</i> | Executive Committee |
| (d) | Establish a common term for secondments. <i>[See F. Quality 2. Year 5(a)]</i> | Executive Committee |
| (e) | Develop a process and criteria to recognize staff for achievements and exemplary performance. | Executive Committee |
| (f) | Encourage staff involvement in professional development opportunities. <i>[See M. Research and Development 2. Year 1(b)]</i> | Executive Committee |

1. (Continued) Ensure a high standard of staff performance through effective human resource management processes and practices.

- | | | |
|-----|---|---------------------|
| (g) | Provide and encourage Justice Institute social events and activities. | Executive Committee |
| (h) | Ensure good communication and consistent application of Justice Institute policies. <i>[See D. Policy and Operational Roles 1. Year 1(b)]</i> | Executive Committee |

2. Ensure that all new employees are oriented to the Justice Institute.

Year 1

- | | | |
|-----|--|---------------------|
| (a) | Establish an orientation process for all new Justice Institute staff in terms of mission, goals, policies, organization structure, activities and key staff. <i>[See A. Leadership 1. Year 4(a)]</i> | Executive Committee |
|-----|--|---------------------|

3. Establish hiring practices which will consider gender balancing and representation of ethnic minorities.

Year 1

(a)	Review hiring practices of other justice and public safety jurisdictions and organizations related to ethnic minorities and gender balancing.	Executive Committee
-----	---	---------------------

Year 1

(b)	Reinforce hiring practices regarding gender balancing and ethnic minority representation.	Executive Committee
-----	---	---------------------

Year 2

(a)	Review success re hiring for gender balancing and ethnic minority representation.	Executive Committee
-----	---	---------------------

4. Establish a consistent organizational structure.

Year 1

- | | | |
|-----|--|---------------------|
| (a) | Review Academy and Division structures to develop a consistent model with minimal classification layers. | Executive Committee |
| (b) | Complete the BCGEU classification review by the Joint Job Evaluation Committee. | Executive Committee |

Year 2

- | | | |
|-----|--|---------------------|
| (a) | Complete adjustments required by each Academy and Division to adhere to the accepted structural model. | Executive Committee |
| (b) | Initiate a classification review of Fair Comparison positions and establish benchmarks. | Executive Committee |

J. STUDENTS

1. Increase student interaction among Academies.

Year 1

- | | | |
|-----|---|---------------------|
| (a) | Establish class representatives (for courses of at least 4 weeks) and processes to involve the representatives in organizing recreational activities and obtaining feedback on Justice Institute facilities, programs and policies. | Executive Committee |
|-----|---|---------------------|

Year 2

- | | | |
|-----|---|---------------------|
| (a) | Review class representative system to ensure that this process is leading to increased student interaction. | Executive Committee |
|-----|---|---------------------|

2. Promote excellence through recognition of exemplary student performance.

Year 1

- | | | |
|-----|--|---------------------|
| (a) | Establish annual Principal's Award program to recognize exemplary students. | Executive Committee |
| (b) | Establish top student award program for each Academy's recruit program where such programs are not currently in existence. | Directors |

3. Create and maintain a learning climate conducive to students' satisfaction and achievement.

Year 1

- | | | |
|-----|---|--------------------------|
| (a) | Review room usage to support learning tasks. | Executive Committee |
| (b) | Determine requirements for additional audio visual equipment.
<i>[See D. Policy and Operational Roles 1. Year 2(a), N. Technology 1. Year 1(a)]</i> | Media Advisory Committee |
| (c) | Review instructional techniques regularly to ensure a variety of techniques are used to stimulate learning. <i>[See F. Quality 2. Year 5(b), I. Human Resources 1. Year 1(c)]</i> | Directors |
| (d) | Identify key factors for supporting student achievement when open learning methods are used. | Directors |

Year 2

- | | | |
|-----|---|-----------|
| (a) | Identify open learning opportunities which improve students' access and have a positive cost-benefit result to the Justice Institute. | Directors |
|-----|---|-----------|

Year 3

- | | | |
|-----|---|-----------|
| (a) | Develop appropriate open learning programs. | Directors |
|-----|---|-----------|

K. CORPORATE IMAGE

1. Establish presentation standards for all Justice Institute products, materials and publications.

Year 1

- | | | |
|-----|--|---------------------|
| (a) | Establish standards and review process for all Justice Institute products, materials and publications.
<i>See A. Leadership 1. Year 4(c)]</i> | Executive Committee |
|-----|--|---------------------|

Year 2

- | | | |
|-----|--|---------------------|
| (a) | Revise, where required, Justice Institute products, materials and publications to meet presentation standards. | Executive Committee |
|-----|--|---------------------|

2. Communicate successes and directions of the Justice Institute externally.

Year 1

(a)	Identify options for improving corporate image.	Board, Executive Committee
-----	---	----------------------------

Year 2

(a)	Select and implement options for improving corporate image.	Board, Executive Committee
-----	---	----------------------------

L. SERVICE TO CLIENTS

1. Communicate and reinforce instructional and non-instructional services to existing and potential client groups.

Year 1

- | | | |
|-----|---|---------------------|
| (a) | Provide regular information to current and potential client groups regarding Justice Institute services. <i>[See A. Leadership 3. Year 1(a) and 3. Year 1(c)]</i> | Executive Committee |
|-----|---|---------------------|

Year 2

- | | | |
|-----|--|-----------|
| (a) | Establish high visibility of Academies by offering high profile seminars and conferences on topical issues and, where appropriate, participation in client committees. <i>[See A. Leadership 1. Year 3(a) and 2. Year 1(c), E. Integrated Resources and Activities 1. Year 2(a)]</i> | Directors |
| (b) | Establish an annual training and services plan which responds to clients' needs and proactively identifies potential training needs and services. <i>[See F. Quality 1. Year 1(a)]</i> | Directors |
| (c) | Establish an annual process to solicit major client feedback regarding Justice Institute programs and services. <i>[See F. Quality 1. Year 6(b)]</i> | Principal |

2. Promote Academies as the prime training resource for respective client groups.

Year 1

- | | | |
|-----|---|-----------|
| (a) | Confirm and reinforce client group commitment to the Justice Institute as primary training resource by regular meetings with primary client contact and representative training committees. <i>[See A. Leadership 1. Year 3(a)]</i> | Directors |
|-----|---|-----------|

Year 2

- | | | |
|-----|--|-------|
| (a) | Host an annual Board function for all major client groups and the Executive Committee. | Board |
|-----|--|-------|

3. Respond to client needs in relation to unsalaried recruit training.

Year 1

- | | | |
|-----|--|-----------|
| (a) | Provide information to clients regarding unsalaried recruit training initiatives in other Academies and jurisdictions. | Directors |
| (b) | Prepare reports and feasibility studies on unsalaried recruits as requested by clients. | Directors |

M. RESEARCH AND DEVELOPMENT

1. Establish a research and development capability to anticipate and explore justice and public safety issues.

Year 1

- | | | |
|-----|---|---------------------|
| (a) | Establish terms of reference and goals for research and development activities. | Executive Committee |
|-----|---|---------------------|

Year 2

- | | | |
|-----|---|---------------------|
| (a) | Identify funding sources and obtain funding for research and development initiatives. <i>[See A. Leadership 1. Year 2(d), B. Finances 3. Year 1(a) and Year 1(b)]</i> | Executive Committee |
| (b) | Implement plans for professional staff engagement in research and development activities. <i>[See I. Human Resources 1. Year 1(f)]</i> | Executive Committee |
| (c) | Establish linkages with Ministry policy analysts, universities and professional groups to promote joint research and development initiatives. | Executive Committee |

N. TECHNOLOGY

1. Utilize technology in a proactive manner to improve efficiency and effectiveness of training.

Year 1

- | | | |
|-----|---|---------------------|
| (a) | Investigate applications of technology in other training environments which have potential for improvement in Justice Institute activities. <i>[See J. Students 1. Year 3(b)]</i> | Executive Committee |
| (b) | Develop proposals for pilot projects utilizing new technologies. <i>[See F. Quality 2. Year 4(a)]</i> | Executive Committee |
| (c) | Encourage clients to utilize Justice Institute for computer training and training in use of specialized equipment. | Directors |

Year 2

- | | | |
|-----|--|---------------------|
| (a) | Experiment with application of new technology in programs. | Directors |
| (b) | Develop a process to share new technological initiatives related to training among Academies and Divisions. <i>[See F. Quality 2. Year 5(b)]</i> | Executive Committee |

2. Develop internal information systems and communication systems using advanced technology to improve the efficiency and effectiveness of the Justice Institute's operation.

Year 1

- | | | |
|-----|--|---------------------|
| (a) | Enhance the use of the Information Systems Group for information sharing, planning equipment needs, rationalizing future purchases and identifying and offering cross-system training for Justice Institute in use of advanced technologies. <i>[See D. Policy and Operational Roles 1. Year 2(a)]</i> | Executive Committee |
| (b) | Develop a system plan to link all Justice Institute computers. | Executive Committee |
| (c) | Review phone system needs and alternatives to answer these needs. | Executive Committee |
| (d) | Review print duplicating services and equipment. | Executive Committee |

Year 2

- | | | |
|-----|---|---------------------|
| (a) | Establish a computer network to link all Justice Institute computers. | Executive Committee |
| (b) | Establish electronic mail capability with client groups and within Justice Institute. | Executive Committee |
| (c) | Replace existing phone system with more advanced technology. | Executive Committee |

APPENDIX I
STRATEGIC PLANNING PROCESS

STRATEGIC PLANNING PROCESS

Developing a strategic plan is a critical process for any organization. In order to ensure that the strategic plan for the Justice Institute matched the organization's needs, the Executive Committee utilized a phased process to:

- . initially determine what the requirements for plan usage were;
- . institute a dynamic planning process and calendar for ongoing strategic planning;
- . develop a strategic direction which took into account the key issues facing the Justice Institute; and
- . translate the strategic direction into meaningful yearly strategies as the framework for effective short term and contingency planning.

The Executive Committee was committed to a strategic planning process which was interactive rather than something developed in isolation. This has resulted in the development of strategic direction, goals and objectives which represent a commitment by the people who work at the Justice Institute plus the numerous stakeholders in our environment. The Executive Committee believed that it was critical that the strategic plan be a practical tool for its users and that to do so, it must reflect the input of all relevant groups and individuals.

Strategic planning is conceptually similar to other planning processes in that it is a proactive attempt to capitalize on future opportunities. The importance of the strategic direction and the major decisions regarding use of Justice Institute resources to pursue some goals and not others means that careful attention had to be paid to the process. The Executive Committee approached this process with the awareness that the plan must allow for decisive action and at the same time be flexible for changing conditions.

PHASE 1 PREPARATION FOR PLANNING

The first phase began with the development of a plan to create a successful strategic plan. This preparation for planning ensured that all relevant organization conditions were primed to begin building the initial foundations for planning.

A planning process was given approval by the Executive Committee. A key element was the formation of a Strategic Planning Committee comprised of the Principal, management representatives and an external consultant to prepare a strategic file for use by the Executive in developing the actual strategic plan. This included determining documentation needs, setting key milestones, setting a planning calendar and clarifying roles. Their preparation also included determining a communications strategy for each part of the Justice Institute regarding the process and making suggestions regarding initial data gathering.

After the Strategic Planning Committee completed the plan to develop the strategic plan and received approval from the Executive Committee, the work began.

PHASE 2 BUILDING THE FOUNDATIONS FOR PLANNING

Based on the draft plan, the collection of key data began. The Strategic Planning Committee sought to systematically assess information needs and sources, gather the necessary information and put this information in a format which would allow the Executive Committee to make quality decisions regarding strategic directions for the Justice Institute.

Initial input was gathered from the Board of Directors, members of the Executive Committee and the Policy Advisory Committee regarding perceptions of current goals, strategies, strengths, weaknesses, opportunities and threats. This data was analyzed and used to help guide additional data collection from other stakeholders including Justice Institute staff and students.

The data gathered was organized and amalgamated into the strategic file as a basis for the creation of the strategic plan.

PHASE 3 STRATEGIC PLANNING

The translation of the strategic file into a strategic plan began with a group retreat of the Executive Committee and the Strategic Planning Committee.

At this retreat, an analysis of external threats and opportunities and internal strengths and weaknesses was conducted to determine what were the key

strategic issues which must be included in the strategic plan. Once these were identified, key decisions could be made to maximize key strengths to take advantage of the most important opportunities for the Justice Institute while overcoming some weaknesses and protecting against some threats. Alternative five year goals were considered and key strategic decisions were made regarding which goals to pursue.

Following the retreat, alternative strategies were developed for each year. These alternatives were weighed and decisions made. The overall approach was to front end load the plan by organizing most strategies to take place in the first three years and have few projected into the following two years. This will allow for selection of appropriate actions depending upon many circumstances which are beyond the Executive Committee's direct control while maintaining a proactive stance.

Once the plan was developed, it was presented in draft form to the Board of Directors for their approval.

PHASE 4 STRATEGIC IMPLEMENTATION

A strategic plan's use is in its implementation. There were some intrinsic benefits in the process of developing the plan as many people focused on the future of the Justice Institute and contributed their thoughts to the plan. However, the strategic plan must guide operational plans. This is the live phase and the one that will continue throughout the life of this plan. Throughout this period a key role of the Executive Committee will be to reinforce the strategic planning process and attitude. The Executive will ensure that current control and information procedures are enabling the Justice Institute to accomplish the goals set out in this plan. The Executive will also reinforce systems which ensure early identification of problems, opportunities and important changes taking place in relation to efficient and effective goal accomplishment.

Finally, as part of the implementation phase, this strategic plan will be re-examined each year and an annual supplement issued to make sure it is a living document.

APPENDIX II

ENVIRONMENTAL SCAN

ENVIRONMENTAL SCAN

In developing the 1990 - 1994 Strategic Plan it was necessary to consider what the future holds in store for the Institute. This involved speculating on how present trends and indicators will most likely manifest themselves over the next five years. The environmental scan assisted the Executive Committee to plan on as informed a basis as possible. Not only did it identify issues which are just over the horizon but also it identified opportunities to be proactive and to exercise leadership.

The Institute's environment comprises our total society and specifically the areas in which justice and public safety personnel work. Events and changes in the society can significantly impact the managing of the Institute's training mandate. The introduction of the controversial *Young Offenders Act* in 1985 is an example of this.

The following environmental scan notes were developed as part of the strategic planning process and are recorded here for reference and future elaboration. There are two scans, one of society in general and the second of the Justice Institute in particular.

SOCIETAL

Sociological

- . society's concern with anti-social behaviour will stretch the limits of toleration
- . the multicultural composition of our society will increase, much of it from immigration
- . basic values within a pluralistic society will on occasion be in conflict
- . the gap between the have's and the have not's will widen
- . the movement for women's equality will continue
- . Canada is no longer free of cultural conflict; Canada is even a "battleground" for offshore disputes

- . the fact of an aging population, will possibly lead to a decrease in crime rates
- . society's high expectations will be placed on vocational groups, which then must be reflected in training, e.g. competence, humanism, ethnic make-up, gender make-up

Technological

- . accelerating advances mean that a greater number of sophisticated "tools" will be available to the criminal element and enforcement agencies alike

Informational

- . information systems will employ high technology
- . decision making analysis will be more comprehensive

Economic

- . the prevailing conservative, free enterprise philosophy will continue
- . environmental concerns will come into conflict with economic development
- . budget restraint will continue, as will the move to privatize public sector operations
- . the number of women in the workforce will increase

Political

- . numerous issues, and particularly moral issues, will be debated using confrontational techniques
- . aboriginal self determination will be heightened
- . legislation will continue as the means to accommodate Canadian society's diverse interests

JUSTICE INSTITUTE ENVIRONMENT

Competition

- . there will be increased competition within the justice and public safety training field:
 - from other educational institutes
 - from private concerns
 - from other public bodies

Standards

- . there will be the requirement for high standards on the part of practitioners in both vocational practice and ethical behaviour:
 - qualified, representative, trained staff
 - experiential training
 - use of research information in the setting of training standards

Entrepreneurship

- . opportunities continue and even increase for the Justice Institute to assert its reputation as an unique, creative institution of justice and public safety
- . continuing express demand from government for entrepreneurship in order to compensate for limited core resources, including budget
- . tendency toward pre-employment training

Federal/provincial relations

- . continuing shifting of responsibilities by the Federal government onto the provincial jurisdictions, and even provincial government off-loading onto the municipal governments

Focus

- . the "justice" component of the Institute's training activity will diminish as the "public safety" component increases
- . the Justice Institute will assume more human resource management responsibilities within major client groups

Campus location

- . the continued tenancy of the Justice Institute on its current site is in question
- . the strong practical training emphasis of the Justice Institute requires increased use of satellite training areas, e.g. driving, shooting, fire burn site, practical exercise area
- . self directed learning has the potential to relieve some of the facility pressures at the Institute

Justice Institute Staff

- . the issues to which the Institute must address itself means that its staff must be briefed and sensitized to these issues

APPENDIX III

STRATEGIC ACTIONS BY RESPONSIBILITY AND YEAR

STRATEGIC ACTIONS BY RESPONSIBILITY AND YEAR

BOARD

YEAR 1 STRATEGIC ACTIONS

- | | |
|-------------------------------------|--|
| A. LEADERSHIP - 2. Year 1(a) | Commence an annual meeting of the Board with the Cabinet Sub-Committee on Social Issues. |
| A. LEADERSHIP - 2. Year 1(b) | Establish a Board Public Relations Committee. |
| A. LEADERSHIP - 2. Year 1(d) | Identify possible new sources of funding for the Justice Institute.
<i>[See B. Finances Year 3 1.(a), M. Research and Development 1. Year 2(a)]</i> |
| A. LEADERSHIP - 2. Year 1(e) | Identify new program opportunities. |

YEAR 2 STRATEGIC ACTIONS

- | | |
|---|--|
| A. LEADERSHIP - 2. Year 2(a) | Review fund source identification. |
| L. SERVICE TO CLIENTS
- 2. Year 2(a) | Host an annual Board function for all major client groups and the Executive Committee. |

BOARD AND EXECUTIVE COMMITTEE

YEAR 1 STRATEGIC ACTIONS

- | | |
|--|--|
| E. INTEGRATED RESOURCES
AND ACTIVITIES - 1. Year 1(b) | Promote Justice Institute successes with integration to senior levels of government, clients, prospective clients and Justice Institute. |
| F. PHYSICAL PLANT/LOCATION
- 1. Year 1(a) | Determine, together with B.C.B.C., the elements to be considered in a site and facilities study for the Justice Institute. |
| G. PHYSICAL PLANT/LOCATION
- 1. Year 1(b) | Form a Site and Facilities Committee comprising of members of the Board and the Executive Committee. |
| G. PHYSICAL PLANT/LOCATION
- 1. Year 1(c) | Develop detailed alternative strategies to bridge major gaps between current facilities and necessary facilities. [See D. Policy and Operational Roles 1. Year 2(a)] |
| K. CORPORATE IMAGE
- . Year 1(a) | Identify options for improving corporate image. |

YEAR 2 STRATEGIC ACTIONS

A. LEADERSHIP - 3. Year 2(a)

Review Year 1 outcomes of Principal's meetings with Minister, Deputy Ministers and Assistant Deputy Ministers of funding Ministries and establish new strategies based on results.

G. PHYSICAL PLANT/LOCATION - 1. Year 2(a)

Complete feasibility report regarding site and facilities.

G. PHYSICAL PLANT/LOCATION - 1. Year 2(b)

Obtain commitment regarding the site and facilities plan by all key stakeholders and decision makers.

G. PHYSICAL PLANT/LOCATION - 1. Year 2(c)

Commence financial plan to prepare for taking appropriate action on site and facilities plan.

K. CORPORATE IMAGE - 2. Year 2(a)

Select and implement options for improving corporate image.

YEAR 3 STRATEGIC ACTIONS

G. PHYSICAL PLANT/LOCATION - 1. Year 3(a)

Implement site and facilities plan.

EXECUTIVE COMMITTEE

YEAR 1 STRATEGIC ACTIONS

- | | |
|------------------------------|---|
| A. LEADERSHIP - 1. Year 1(a) | Develop a complete listing of all organizations providing justice and public safety training in B.C. <i>[See E. Integrated Resources and Activities 1. Year 1(a)]</i> |
| A. LEADERSHIP - 1. Year 1(b) | Initiate an annual process to identify trends and issues in the justice and public safety fields. |
| A. LEADERSHIP - 2. Year 1(f) | Provide opportunities for Board members to be involved in Justice Institute activities. |
| A. LEADERSHIP - 4. Year 1(a) | Design a Justice Institute orientation process and materials for all new employees and secondees. <i>[See I. Human Resources 1. Year 2(a)]</i> |
| A. LEADERSHIP - 4. Year 1(b) | Establish guidelines for media relations in terms of executive representation and media coverage of Justice Institute events and activities. <i>[See C. Marketing 2. Year 1(b), D. Policy and Operational Roles 1. Year 2(a)]</i> |

A. LEADERSHIP - 4. Year 1(c)

Develop a standard Justice Institute format name and logo for all Justice Institute materials and products. *[See K. Corporate Image 1. Year 1(a)]*

B. FINANCES - 1. Year 1(a)

Initiate a system which involves the Academy Director, Principal and Bursar in establishing budgets and reviewing core funding needs with Academy clients.

B. FINANCES - 2. Year 1(a)

Develop a comprehensive five year financial plan to be updated on an annual basis.

B. FINANCES - 3. Year 1(b)

Identify other sources of funds available to Academies/Divisions over and above major client contracts. *[See M. Research and Development 2. Year 1(a)]*

B. FINANCES - 4. Year 1(a)

Develop measures that fully indicate the level of work completed by Academies and Divisions.

B. FINANCES - 4. Year 1(b)

Identify and deliver additional programs and services that can be delivered more cost-effectively on an Institute-wide basis. *[See E. Integrated Resources and Activities 1. Year 1(a)]*

2. MARKETING - 1. Year 1(d)

Investigate additional appropriate accreditation and articulation with programs of other post-secondary institutions. *[See E. Integrated Resources and Activities 1. Year 1(b)]*

C. MARKETING - 1. Year 1(e)

Continue to engage in partnerships with other organizations in pursuit of the Justice Institute mission. *[See E. Integrated Resources and Activities 3. Year 1(a)]*

D. POLICY AND OPERATIONAL ROLES - 1. Year 1(a)

Develop procedures identifying how new policies and procedures are formulated through to the point where they are passed by the Board for implementation.

D. POLICY AND OPERATIONAL ROLES - 1. Year 1(b)

Establish a process for communicating policies and procedures to staff. *[See I. Human Resources 1. Year 1(h)]*

D. POLICY AND OPERATIONAL ROLES - 2. Year 1(a)

Review and/or develop written terms of reference for all current Justice Institute committees and task forces and communicate to all staff. *[See A. Leadership 1. Year 4(b), C. Marketing 2. Year 1(a), G. Physical Plant/Location 1. Year 1(c), J. Students 1. Year 3(b), N. Technology 1. Year 2(a)]*

**D. POLICY AND OPERATIONAL
ROLES - 2. Year 1(b)**

Appoint new Justice Institute committees as required with written terms of reference.

**D. POLICY AND OPERATIONAL
ROLES - 2. Year 1(c)**

Identify and publish membership of Justice Institute staff on client and community related committees.

**E. INTEGRATED RESOURCES
AND RESOURCES - 1. Year 1(a)**

Identify possibilities and develop integrated programs in addition to those already established. *[See A. Leadership 1. Year 1(a) and 2. Year 1(b), B. Finances 1. Year 4(b)]*

**E. INTEGRATED RESOURCES
AND ACTIVITIES - 1. Year 1(c)**

Develop mechanisms to assist with the sharing of materials and expertise between Academies and Divisions where integrated programs are not feasible. *[See B. Finances 3. Year 4(a)]*

F. QUALITY - 5. Year 1(a)

Establish a regular process for reviewing performance of instructional staff and identifying professional development needs. *[See I. Human Resources 1. Year 1(c)]*

F. QUALITY - 6. Year 1(a)

Develop guidelines for an internal evaluation of training effectiveness.

- | | |
|---|--|
| <p>F. QUALITY
- 6. Year 1(b)</p> | <p>Establish a data collection system to support post-course evaluation. [See L. Service to Clients 2. Year 1(c)]</p> |
| <p>H. MISSION AND GOALS
- 1. Year 1(a)</p> | <p>Establish an annual process to review the mission statement and establish annual goals in relation to the strategic plan.</p> |
| <p>I. HUMAN RESOURCES
- 1. Year 1(a)</p> | <p>Review salaries and employee benefits for staff to ensure competitive hiring and retention.</p> |
| <p>I. HUMAN RESOURCES
- 1. Year 1(b)</p> | <p>Establish comprehensive hiring process for Justice Institute staff positions.</p> |
| <p>I. HUMAN RESOURCES
- 1. Year 1(c)</p> | <p>Reinforce the regular use of performance planning and review process to motivate staff. [See F. Quality 1. Year 5(a), J. Students 3. Year 1(c)]</p> |
| <p>I. HUMAN RESOURCES
- 1. Year 1(d)</p> | <p>Establish a common term for secondments. [See F. Quality 2. Year 5(a)]</p> |
| <p>I. HUMAN RESOURCES
- 1. Year 1(e)</p> | <p>Develop a process and criteria to recognize staff for achievements and exemplary performance.</p> |

I. HUMAN RESOURCES

- 1. Year 1(f)

Encourage staff involvement in professional development opportunities. *[See M. Research and Development 2. Year 1(b)]*

I. HUMAN RESOURCES

- 1. Year 1(g)

Provide and encourage Justice Institute social events and activities.

I. HUMAN RESOURCES

- 1. Year 1(h)

Ensure good communication and consistent application of Justice Institute policies. *[See D. Policy and Operational Roles 1. Year 1(b)]*

I. HUMAN RESOURCES

- 2. Year 1(a)

Establish an orientation process for all new Justice Institute staff in terms of mission, goals, policies, organization structure, activities and key staff. *[See A. Leadership 1. Year 4(a)]*

I. HUMAN RESOURCES

- 3. Year 1(a)

Review hiring practices of other justice and public safety jurisdictions and organizations related to ethnic minorities and gender balancing.

I. HUMAN RESOURCES

- 3. Year 1(b)

Reinforce hiring practices regarding gender balancing and ethnic minority representation.

- | | |
|---|---|
| I. HUMAN RESOURCES
- 4. Year 1(a) | Review Academy and Division structures to develop a consistent model with minimal classification layers. |
| I. HUMAN RESOURCES
- 4. Year 1(b) | Complete the BCGEU classification review by the Joint Job Evaluation Committee. |
| J. STUDENTS - 1. Year 1(a) | Establish class representatives (for courses of at least 4 weeks) and processes to involve the representatives in organizing recreational activities and obtaining feedback on Justice Institute facilities, programs and policies. |
| J. STUDENTS - 2. Year 1(a) | Establish annual Principal's Award program to recognize exemplary students. |
| J. STUDENTS - 3. Year 1(a) | Review room usage to support learning tasks. |
| K. CORPORATE IMAGE
- 1. Year 1(a) | Establish standards and review process for all Justice Institute products, materials and publications. <i>[See A. Leadership 1. Year 4(c)]</i> |

L. SERVICE TO CLIENTS
- 1. Year 1(a)

Provide regular information to current and potential client groups regarding Justice Institute services. *[See A. Leadership 3. Year 1(a) and 3. Year 1(c)]*

M. RESEARCH AND DEVELOPMENT - 1. Year 1(a)

Establish terms of reference and goals for research and development activities.

N. TECHNOLOGY - 1. Year 1(a)

Investigate applications of technology in other training environments which have potential for improvement in Justice Institute activities. *[See J. Students 1. Year 3(b)]*

N. TECHNOLOGY - 1. Year 1(b)

Develop proposals for pilot projects utilizing new technologies. *[See F. Quality 2. Year 4(a)]*

N. TECHNOLOGY - 2. Year 1(a)

Enhance the use of the Information Systems Group for information sharing, planning equipment needs, rationalizing future purchases, and identifying and offering cross-system training for Justice Institute in use of advanced technologies. *[See D. Policy and Operational Roles 1. Year 2(a)]*

- | | |
|------------------------------|---|
| N. TECHNOLOGY - 2. Year 1(b) | Develop a system plan to link all Justice Institute computers. |
| N. TECHNOLOGY - 2. Year 1(c) | Review phone system needs and alternatives to answer these needs. |
| N. TECHNOLOGY - 2. Year 1(d) | Review print duplicating services and equipment. |

YEAR 2 STRATEGIC ACTIONS

A. LEADERSHIP - 1. Year 2(a)

Establish a network with organizations providing justice and public safety training in B.C. and across Canada which are not currently clients of the Justice Institute.

A. LEADERSHIP - 1. Year 2(b)

Commence annual identification of targets of appropriate professional groups, associations and societies for establishment of jointly sponsored programs. *[See E. Integrated Resources and Activities 1. Year 1(a) and 1. Year 2(b)]*

A. LEADERSHIP - 1. Year 2(c)

Develop and sponsor forums, symposia, workshops and seminars on important justice and public safety issues. *[See E. Integrated Resources and Activities 1. Year 2(a), L. Service to Clients 1. Year 2(a)]*

A. LEADERSHIP - 1. Year 2(d)

Publish and distribute papers and create a.v. productions on topical issues associated with Justice Institute research and activities.

A. LEADERSHIP - 1. Year 2(e)

Initiate an ongoing communication plan with previously established justice and public safety organization network. *[See L. Service to Clients 1. Year 1(a)]*

- | | |
|-------------------------------------|--|
| A. LEADERSHIP - 3. Year 2(c) | Evaluate new communication linkages with senior Ministry officials. |
| A. LEADERSHIP - 4. Year 2(a) | Examine the effectiveness of the Justice Institute orientation process and materials. |
| B. FINANCES - 1. Year 2(b) | Establish quarterly review process of the Justice Institute Program Development Fund to ensure required support for new program development initiatives not supported in existing budgets. |
| B. FINANCES - 3. Year 2(a) | Implement plans to increase core funding support to required level from both major client contracts and other sources of revenue. |
| B. FINANCES - 4. Year 2(a) | Review mechanisms for measuring the cost-effectiveness of training. |
| B. FINANCES - 4. Year 2(b) | Review Institute-wide programs and services to determine efficiency and cost-effectiveness. |
| C. MARKETING - 1. Year 2(b) | Establish a media program to promote Justice Institute programs and services to existing and potential clients. <i>[See A. Leadership 1. Year 4(b)]</i> |

C. MARKETING - 1. Year 2(c)

Implement additional accreditation and articulation with programs of other post-secondary institutions. *[See E. Integrated Resources and Activities 2. Year 1(b) and 3. Year 1(a)]*

D. POLICY AND OPERATIONAL ROLES - 1. Year 2(a)

Establish an annual review process to confirm the suitability and currency of all existing policies and procedures.

D. POLICY AND OPERATIONAL ROLES - 2. Year 2(a)

Initiate annual review to determine the need for continuance of existing committees and task forces and/or the need for new committees or task forces.

D. POLICY AND OPERATIONAL ROLES - 2. Year 2(b)

Establish terms of reference regarding membership of Justice Institute staff on client and community related committees.

E. INTEGRATED RESOURCES AND ACTIVITIES - 1. Year 2(a)

Establish integrated forums, conferences and seminars related to justice and public safety. *[See A. Leadership 2. Year 1(c), L. Service to Clients 2. Year 1(a)]*

- | | |
|--|--|
| E. INTEGRATED RESOURCES
AND ACTIVITIES - 1. Year 2(b) | Identify additional opportunities to integrate Justice Institute programs and services with other appropriate organizations and groups. <i>[See A. Leadership 2. Year 1(b), C. Marketing 1. Year 1(d)]</i> |
| F. QUALITY - 3. Year 2(a) | Enhance Justice Institute staff competency in curriculum design and program evaluation. |
| F. QUALITY - 4. Year 2(a) | Establish a process to conduct pilot programs in new training delivery methods and communicate the results of such pilots among all Academies and Divisions. <i>[See N. Technology 1. Year 1(b)]</i> |
| F. QUALITY - 5. Year 2(a) | Review the benefits of secondments versus alternative employment models. <i>[See I. Human Resources 1. Year 1(d)]</i> |
| F. QUALITY - 5. Year 2(b) | Enhance the existing program for ongoing staff development in instructional techniques. <i>[See J. Students 1. Year 3(c), N. Technology 1. Year 2(b)]</i> |
| F. QUALITY - 6. Year 2(a) | Establish a process used by each Division and Academy for collecting, reviewing and utilizing post-course feedback. |

- | | |
|---|---|
| I. HUMAN RESOURCES
- 3. Year 2(a) | Review success re hiring for gender balancing and ethnic minority representation. |
| I. HUMAN RESOURCES
- 4. Year 2(a) | Complete adjustments required by each Academy and Division to adhere to the accepted structural model. |
| I. HUMAN RESOURCES
- 4. Year 2(b) | Initiate a classification review of Fair Comparison positions and establish benchmarks. |
| J. STUDENTS - 1. Year 2(a) | Review class representative system to ensure that this process is leading to increased student interaction. |
| K. CORPORATE IMAGE
- 1. Year 2(a) | Revise, where required, Justice Institute products, materials and publications to meet presentation standards. |
| M. RESEARCH AND DEVELOPMENT - 1. Year 2(a) | Identify funding sources and obtain funding for research and development initiatives. <i>[See A. Leadership 1. Year 2(d), B. Finances 3. Year 1(a) and Year 1(b)]</i> |
| M. RESEARCH AND DEVELOPMENT - 1. Year 2(b) | Implement plans for professional staff engagement in research and development activities. <i>[See I. Human Resources 1. Year 1(f)]</i> |

- | | |
|---|--|
| M. RESEARCH AND DEVELOPMENT - 1. Year 2(c) | Establish linkages with Ministry policy analysts, universities and professional groups to promote joint research and development initiatives. |
| N. TECHNOLOGY - 1. Year 2(b) | Develop a process to share new technological initiatives related to training among Academies and Divisions. <i>[See F. Quality 2. Year 5(b)]</i> |
| N. TECHNOLOGY - 2. Year 2(a) | Establish a computer network to link all Justice Institute computers. |
| N. TECHNOLOGY - 2. Year 2(b) | Establish electronic mail capability with client groups and within Justice Institute. |
| N. TECHNOLOGY - 2. Year 2(c) | Replace existing phone system with more advanced technology. |

YEAR 3 STRATEGIC ACTIONS

A. LEADERSHIP - 1. Year 3(a)

Develop regular provincial conferences to discuss current trends and issues in all aspects of justice and public safety training. *[See L. Service to Clients 1. Year 2(a)]*

B. FINANCES - 4. Year 3(a)

Identify and implement additional opportunities for cost-effective Institute-wide programs and services. *[See E. Integrated Resources and Activities 1. Year 1(c)]*

D. POLICY AND OPERATIONAL ROLES - 2. Year 3(a)

Review membership of Justice Institute staff on all external committees to ensure that terms of reference are being followed.

E. INTEGRATED RESOURCES AND ACTIVITIES - 1. Year 3(a)

Integrate additional Justice Institute programs and services with other appropriate organizations and groups. *[See C. Marketing 1. Year 1(e), C. Marketing 2. Year 1(c)]*

F. QUALITY - 3. Year 3(a)

Establish a process for all Divisions and Academies to ensure curriculum design quality and program delivery standards are met.

F. QUALITY - 5. Year 3(a)

Develop guidelines to increase the flexibility of the secondment model.

YEAR 4 STRATEGIC ACTIONS

A. LEADERSHIP - 1. Year 4(a)

Evaluate effectiveness of the network communication.

YEAR 5 STRATEGIC ACTIONS

F. QUALITY - 6. Year 5(a)

Conduct an external evaluation of training effectiveness and establish this as a regular process.

PRINCIPAL

YEAR 1 STRATEGIC ACTIONS

- | | |
|------------------------------|--|
| A. LEADERSHIP - 2. Year 1(c) | Establish a process to involve the Board in the annual review of the strategic plan. <i>[See H. Mission and Goals 1. Year 1(b)]</i> |
| A. LEADERSHIP - 3. Year 1(a) | Establish a schedule and terms of reference to meet annually with the Minister responsible for the Justice Institute and the appropriate Deputy Minister or Assistant Deputy Ministers from each of the funding Ministries. <i>[See H. Mission and Goals 2. Year 1(a), L. Service to Clients 1. Year 2(a)]</i> |
| A. LEADERSHIP - 3. Year 1(b) | Commence inclusion at P.A.C. meetings of an Academy Director on a rotating basis. |
| A. LEADERSHIP - 3. Year 1(c) | Establish new communication links with senior Ministry officials on Justice Institute programs, projects and items of special interest. <i>[See L. Service to Clients 1. Year 1(a)]</i> |

H. MISSION AND GOALS

- 1. Year 1(b)

Establish an annual process for Board review and confirmation of the mission statement and annual goals submitted by the Executive Committee. *[See A. Leadership 1. Year 2(c)]*

YEAR 2 STRATEGIC ACTIONS

A. LEADERSHIP - 3. Year 2(b)

Evaluate liaison with P.A.C.

H. MISSION AND GOALS

- 1. Year 2(a)

Establish an annual process for communicating Board approved goals to the appropriate Ministers of all funding Ministries. *[See A. Leadership 1. Year 3(a)]*

L. SERVICE TO CLIENTS

- 1. Year 2(c)

Establish an annual process to solicit major client feedback regarding Justice Institute programs and services. *[See F. Quality 1. Year 6(b)]*

PRINCIPAL AND BURSAR

YEAR 2 STRATEGIC ACTIONS

B. FINANCES - 1. Year 2(a)

Eliminate the need to use prior year's interest income to finance following year's operating expenditures.

BURSAR

YEAR 1 STRATEGIC ACTIONS

B. FINANCES - 3. Year 1(a)

Develop plans to increase core funding to meet all needs identified by the Executive Committee. *[See A. Leadership 1. Year 2(d), M. Research and Development 2. Year 1(a)]*

YEAR 2 STRATEGIC ACTIONS

B. FINANCES - 2. Year 2(a)

Establish Justice Institute annual income over expenses of up to 2% (based on total revenue) with the funds to be used for new opportunities and/or unknown expenses.

DIRECTORS

YEAR 1 STRATEGIC ACTIONS

- | | |
|---|---|
| F. QUALITY - 1. Year 1(a) | Assist clients in identifying job competencies. <i>[See L. Service to Clients 2. Year 1(b)]</i> |
| J. STUDENTS - 2. Year 1(b) | Establish top student award program for each Academy's recruit program where such programs are not currently in existence. |
| J. STUDENTS - 3. Year 1(c) | Review instructional techniques regularly to ensure a variety of techniques are used to stimulate learning. <i>[See F. Quality 2. Year 5(b), I. Human Resources 1. Year 1(c)]</i> |
| J. STUDENTS - 3. Year 1(d) | Identify key factors for supporting student achievement when open learning methods are used. |
| L. SERVICE TO CLIENTS
- 2. Year 1(a) | Confirm and reinforce client group commitment to the Justice Institute as primary training resource by regular meetings with primary client contact and representative training committees. <i>[See A. Leadership 1. Year 3(a)]</i> |

L. SERVICE TO CLIENTS
- 3. Year 1(a)

Provide information to clients regarding unsalaried recruit training initiatives in other academies and jurisdictions.

L. SERVICE TO CLIENTS
- 3. Year 1(b)

Prepare reports and feasibility studies on unsalaried recruits as requested by clients.

N. TECHNOLOGY - 1. Year 1(c)

Encourage clients to utilize Justice Institute for computer training and training in use of specialized equipment.

YEAR 2 STRATEGIC ACTIONS

F. QUALITY - 1. Year 2(a)

Assist clients in reviewing job competencies.

F. QUALITY - 2. Year 2(a)

Offer training for setting job competencies and course training standards to professional groups, associations, societies or other jurisdictions involved in justice and public safety.

J. STUDENTS - 3. Year 2(a)

Identify open learning opportunities which improve students' access and have a positive cost-benefit result to the Justice Institute.

L. SERVICE TO CLIENTS
- 1. Year 2(a)

Establish high visibility of Academies by offering high profile seminars and conferences on topical issues and, where appropriate, participation in client committees. [See A. Leadership 1. Year 3(a) and 2. Year 1(c), E. Integrated Resources and Activities 1. Year 2(a)]

L. SERVICE TO CLIENTS
- 1. Year 2(b)

Establish an annual training and services plan which responds to clients' needs and proactively identifies potential training needs and services. [See F. Quality 1. Year 1(a)]

N. TECHNOLOGY - 1. Year 2(a)

Experiment with application of new technology in programs.

YEAR 3 STRATEGIC ACTIONS

J. STUDENTS - 3. Year 3(a)

Develop appropriate open learning programs.

EXECUTIVE COMMITTEE AND MARKETING COMMITTEE

YEAR 1 STRATEGIC ACTIONS

C. MARKETING - 1. Year 1(b)

Develop a marketing image which builds on the concept "Strong Academies - Strong Institute".

MARKETING COMMITTEE

YEAR 1 STRATEGIC ACTIONS

C. MARKETING - 1. Year 1(a)

Develop a Justice Institute Marketing Plan that will include a variety of marketing initiatives to support the overall operation of the Justice Institute.

C. MARKETING - 1. Year 1(c)

Incorporate profit and loss projections in the Justice Institute marketing plan.

YEAR 2 STRATEGIC ACTIONS

C. MARKETING - 1. Year 2(a)

Revise "products" marketing contract with OLA to include "programs" and "services" outside B.C. [See D. Policy and Operational Roles 1. Year 2(a)]

MEDIA ADVISORY COMMITTEE

YEAR 1 STRATEGIC ACTIONS

J. STUDENTS - 3. Year 1(b)

Determine requirements for additional audio visual equipment.
[See D. Policy and Operational Roles 1. Year 2(a), N. Technology 1. Year 1(a)]

12
1

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

