



Comprehensive Program Review
Final Summary Report (FSR)
Associate Certificate in Leadership and Conflict

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1. Self-Study Report Summary

Conclusions

This program effectively prepares students with essential leadership and conflict resolution skills that are highly relevant across a variety of sectors. These skills are not only practical but also highly adaptable, proving effective in diverse settings as evidenced by the broad range of our student and client demographics.

The Centres for Leadership and Conflict Resolution emphasize continuous improvement and curriculum adaptation to maintain leading-edge status. Our faculty and staff are constantly refining and advancing our curriculum to ensure our offerings remain at the forefront of the latest trends in leadership, conflict resolution, and adult education, providing our students with the most relevant and impactful learning experiences.

We are deeply committed to the integration of Indigenous perspectives and methodologies, recognizing their importance as a foundational aspect of our curriculum development. While we are very invested in this goal, we acknowledge that it has not yet been fully achieved, primarily due to resource constraints. We are committed to see it through, but we understand that realizing this vision will require extra time during the curriculum development phase as well as additional funding.

The self-study conducted as part of the comprehensive program review process indicated potential for



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and because it's the right thing to do. This requires the expertise of Indigenous subject matter experts and elders.

To enhance faculty professional development in the LCRE1 program, it is recommended to provide

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Future Directions

We hope to expand both nationally and internationally, identifying new markets and extending the program's reach beyond British Columbia..

We recognize that we need to s

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knowing, being, doing, and relating into the curriculum. Additionally, assessments should be updated to include diverse methods, such as video submissions and face-to-face coaching, to accommodate all students.

Action Items:

- Internal consultations with staff, PAC, and JIBC Office of Indigenization
- Develop and review draft Program Learning Outcomes
- Align assessment with UDL, Indigenization, and EDI practices

Decolonize and Indigenize Programming

The program will promote opportunities for faculty and staff to engage in learning that supports the work of decolonizing and Indigenizing the program. The curriculum and pedagogical approaches will be reviewed and adjusted to reflect Indigenous knowledges (ways of thinking, being, relating and doing).

Action Items:

- Research professional development opportunities and promote these to staff and faculty
- Review and adjust the curriculum to reflect Indigenous knowledges.

Targeted Marketing and Recruitment Strategy

The SSR originally proposed collaborating with institutional resources to create a targeted marketing strategy, using creative approaches to enhance enrollment, and conducting a thorough environmental scan for recruitment opportunities. The ERT recommended using ONET data for targeted marketing campaigns and developing an infographic to summarize the learning journey and program impact. Hence, the updated recommendation is to create a targeted marketing strategy using ONET data, pinpoint sectors needing LCRE1 skills, and develop an infographic to illustrate the learning journey and program impact.

Action Items:

- Explore micro-credentialing and badging to attract more students
- Reconsider target demographics and marketing approach based on current trends
- Develop an engaging strategy to communicate the benefits of being a student in the Associate Certificate

Student Engagement and Support

The SSR suggested forming a working group to assess faculty satisfaction, surveying new students and graduates, and considering a micro-

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