

**TERMS OF REFERENCE****INDIGENOUS EDUCATION COUNCIL****Preamble**

The Indigenous Educational and Training Strategy (IETS), as established by the Ministry of Training, Colleges and Universities (MTCU), is Ontario's Indigenous Education Strategy and was launched in January 2007 with the release of the First Nation, Métis and Inuit Education Policy Framework. Its purpose is to help close the educational gap between Indigenous and non-Indigenous students and to increase knowledge and awareness about Indigenous histories, cultures and perspectives among all students.

The Indigenous Education Councils (IEC) were established to assist individual Colleges and Universities in implementing this strategy. The Terms of Reference for each IEC are based on the IETS Terms of Reference.

**1. Relationship of the Indigenous Communities with the College (First Nations, Inuit and Metis Communities)**

It is the intention of this partnership between Algonquin College and the Indigenous communities to serve the needs of the Indigenous communities by identifying and articulating priorities for programs and services intended to enhance the successful recruitment, admission, retention, graduation and employability of Indigenous students.

**2. Relationship to the College**

The Indigenous Education Council is established to work in partnership with the President, and the Administration of Algonquin College on educational issues affecting the Indigenous student population and the relationship between the College and the Indigenous community at large. The Council shall serve as a resource on all subjects relating to the education and support needs of the College's Indigenous learner population, both in Indigenous-specific and mainstream programming and services. The IEC shall work in partnership with the college, from a consensus-based approach, to serve as a resource on all subjects relating to the education and support needs of the Indigenous learner population.

**3. Membership**

The Council shall consist of 4 representative members of Algonquin College\*; a minimum of 2 Student representative members (preferably one new student, and one returning student or alumni); 4 representative members of Indigenous organizations and 3 representative members from Indigenous communities. (See list of Indigenous organizations and Indigenous communities, Appendix II.)

\*Vice President of Truth, Reconciliation and Indigenization; Director of Indigenous Initiatives; Manager of Mamidosewin Centre; Academic Administrative Representative

Elders are *ex officio* members of the Council and are non-voting.

Membership shall be for a three (3) year staggered term for representatives of the Indigenous organizations and communities, appointed by member organizations; and a one or two year term Indigenous student representative(s) with possible extension.

The President of the College will be represented on an ongoing basis by his/her designate, from Algonquin College.

Faculty and staff of the College shall function as resource personnel to provide advice and information when officially invited by the Co-Chairs of the IEC.

#### **4. Leadership**

The Algonquin College IEC shall have two Co-Chairs. One Co-Chair will be drawn from representatives of the Indigenous organizations or communities who are members of the IEC and the other being a representative member of Algonquin College. The Indigenous Co-Chair will be chosen by nomination and election by the representative members of the Indigenous organizations and communities present. The Indigenous Co-Chair may not be an employee of the college.

The length of the term for the Indigenous Co-Chair position is a two-year term with possibility for renewal for an additional two-year period. The College Co-Chair is the President's designate. The Co-Chairs will be confirmed at the first meeting of the academic year (Fall Term). The duties of the Co-Chairs are listed in Appendix I.

#### **5. Role of the Task Group of the Council**

The Task Group of the Council (TG) is a 5-member Task Group composed of the Co-Chairs and three representative members of the Indigenous organizations or communities. The TG meets as and when required to advance the agenda of the IEC. The members of the TG are selected by the IEC as a whole, with the exception of the President's designate, and serve at the discretion of the IEC. Generally the TG assists in defining the mission, scope and overall strategy of the IEC. The TG receives and acts upon recommendations from the IEC on activities conducted and establishes the priorities for the year. The TG provides guidance to the IEC on focusing the measurement of the organization's results in the community. Ultimate decisions are made by the IEC with the TG providing a rapid response capacity.

#### **6. Representation and Advice**

The representative members of the designated Indigenous organizations and communities (Appendix II) shall be selected by each organization according to the process most appropriate to their organizational structure and operations. While these representatives are not speaking officially for their stakeholder populations, they are

expected to represent the perspectives of their respective organizations/communities in the deliberations of the IEC.

The Indigenous representatives should be in a position to know and reflect the concerns and educational needs of their constituents, to bring these needs and concerns to the attention of both the IEC and their organization, and, by these actions, to influence senior management and thereby the delivery of programs and services offered by the College.

The representation of Indigenous organizations/communities shall also be responsible for forwarding information on the activities of the College to the appropriate individual at each organization/community. The individual representative, the College, and the Indigenous organization/community shall all benefit from the establishment and maintenance of such an information and communication network.

## **7. Quorum**

A quorum shall be 50% of the Council members in attendance. As a matter of practice, the IEC will always attempt to reach decisions by consensus. When consensus cannot be reached, a vote will take place. A member's vote cannot be delegated.

## **8. Attendance**

Where a member does not attend two consecutive meetings, one of the Co-Chairs will make an effort to contact the individual to determine if he/she wishes to remain a member. If the person wishes to be removed, and has been holding an Indigenous organization/community seat, one of the Co-Chairs will contact the relevant organization/community and ask that it nominate a new representative.

## **9. Responsibilities**

The IEC shall:

1. Promote the educational needs and interests of Indigenous students and communities at all times and put forward policies for adoption by the IEC, the President, and ultimately the Board of Governors.
2. Provide advice and support to the Indigenous student body, as necessary.
3. Promote Indigenous representation on governing bodies at Algonquin College.
4. Review data and statistics on the recruitment and retention of Indigenous students to better meet the needs of Indigenous students. The IEC shall assist the College in gathering the appropriate data so as to identify Indigenous priorities.
5. Receive and exchange information on new and existing programs and services provided by the College that have particular relevance for Indigenous students.
6. Promote the College programs and services in the Indigenous organizations and communities.

7. Develop a three-year plan of action to implement the IEC's mandate, and review/revise the Action Plan of action on an annual basis.
8. Maintain a liaison with Indigenous communities and their educational organizations.
9. Be informed of financial planning with regards to all externally-generated funds designated for Indigenous education, research, programs and services throughout the College.
10. Periodically review and revise the Terms of Reference in order to better meet its needs and mandate.

#### **10. Meetings**

The Council shall meet during the following months:

- Late September
- Early November
- Early December
- Late January
- Early March
- Mid-May

Specific calendar dates will be set as soon as the student representative members' timetables are known for each academic term.

Algonquin College shall provide appropriate administrative support services and meeting expenses for the IEC for the purpose of developing minutes, agendas and materials for IEC meetings.

Minutes and attachments from all meetings shall be distributed to the members of the Council.

#### **11. Decision-Making**

Motions require a proposer, a seconder, and a vote. In the event of a tie, a decision will be deferred and a second vote held at the next meeting.

Only those who are identified representative members of the IEC shall vote and participate in deliberations.

#### **12. Accountability**

An annual report on IEC activities is to be prepared by the Co-Chairs and presented to the President of Algonquin College.

## **Appendix I – Duties of the Co-Chairs**

The Co-Chairs of the Indigenous Education Council:

- Set the agenda for the meeting;
- Keep the meeting on time so the agenda can be completed;
- Ensure that action points are acted on;
- Ensure that motions have a proposer, a seconder, and a vote. In the event of a tie, a decision will be deferred and a second vote held at the next meeting;
- Represent the group in other forums, as required;
- Represent the voice of the IEC;
- Act as facilitators of the meeting, focusing on the flow of the meeting and encouraging the participation of everyone. As facilitators, some of what the Co-Chairs will focus on includes:

- Keeping the meeting focused;
- Facilitating open discussion among the Council members;
- Encouraging constructive discussion and debate;
- Allowing new ideas or points to be raised without judgment;
- Maintaining order so only one person speaks at a time;
- Maintaining balance so everyone participates;
- Dealing with challenges should any arise during the meeting;
- Ensuring that views, positions and arguments are understood;
- Recognizing contributions and participation;
- Evaluating the meeting effectiveness and how it could be improved.

## **Appendix II – Listing of Indigenous Organizations and Communities**

### **Indigenous Organizations**

Cree School Board  
Tungasuvvingat Inuit  
Métis Nation of Ontario  
Odawa Native Friendship Centre

### **Indigenous Communities**

Ahkwesahsne Mohawk Board of Education  
Algonquins of Pikwakanagan  
Kitigan Zibi Education Sector

