

Background note on draft TRC College Reporting Framework:

To all IPEC members,

After receiving direction from college presidents, Colleges Ontario began consulting with the system on the creation of a report for government that would summarize the ways in which colleges are responding to the recommendations of the Truth and Reconciliation Commission. As part of this process, a working group of IPEC members was formed in order to help develop the reporting framework from which the report will be based on.

The working group met several times in the fall and winter and developed a draft framework based on the Medicine Wheel (see attached). We would now like to share the draft framework with IPEC in order to get the group's feedback. We also invite people, should they wish, to gather feedback from their AECs, recognizing that this input may not be ready in time for the IPEC meeting.

I also wish to express my thanks to everyone on the working group for their time and effort putting the framework together.

Thanks,

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Draft TRC College Reporting Framework

Organizing Principle: Medicine wheel

Centre of circle: Success of Indigenous Peoples

East: Ongoing Research and Development

- Develop and support Indigenous experts and knowledge related to:
 - o Curriculum development
 - o Policy development
 - o Educational Processes
 - o Student resilience
- Foster partnerships
 - o Local Indigenous communities (capacity building)
 - o Local industry (educate and inform)

South: Curriculum design and development

- Academic departments utilize Indigenous experts in curriculum development
- Culturally appropriate curriculum and credentials:
 - o Medical/nursing
 - o Legal
 - o Education
 - o Media
 - o Social work
 - o Early childhood educators
 - o Business
 - o Environmental studies
 - o Languages
- Indigenous learning outcomes
- Core or mandatory Indigenous courses
- Experiential learning opportunities
- Partnering with Aboriginal Institutes
- Quality assurance reflects Indigenous knowledge/practices
- Indigenous representation on Program Advisory Committees

West: Indigenous resources

- Physical space (Culturally safe and welcoming environments)
- Wrap around student services
- Transition services/programs
- Pathways
- Medicines
- Hiring Indigenous instructors
- Hiring Indigenous experts, knowledge keepers into senior positions
- Indigenous representation on decision-making bodies (e.g., academic councils)
- Support for Indigenous staff professional development
- Instructional resources
- Mentoring opportunities for Indigenous staff

North: Institutional framework

- Institutional investments
- Student retention and attainment
- Professional development for all staff
- Partnerships with local Indigenous communities
- Partnerships with local industry to improve employment outcomes
- Evaluation and assessment of progress