Response to the Truth and Reconciliation Commission’s Calls to Action
Overview

For more than 54 years, Cambrian College has been a leading postsecondary institution known for its commitment to its Indigenous learners and the many communities it serves. Its partnerships, governance, relationships, and initiatives have earned it local and national recognition, including a Colleges and Institutes Canada (CICan) Silver Award for Indigenous Education Excellence. In 2016, Cambrian became the first college in Ontario to work in partnership with the National Centre for Truth and Reconciliation (NTRC) at the University of Manitoba.

Today, Cambrian has become the college of choice for Indigenous students. Annually, approximately 700 self-identified Indigenous students enroll at Cambrian, which represents around 20 percent of its domestic student population.
At Cambrian, we are known for being a safe, caring, and respectful community for Indigenous students – and a place where students can reach their full potential.

We:

- **Respect Indigenous Culture as a strategic priority** – Indigenous education is intrinsic to what we do. Cambrian College’s Strategic Plan – Further Together (2020-2025) contains objectives that, in the coming years will: support actions toward reconciliation; celebrate the richness of Indigenous culture and diversity; create a more flexible, inclusive, and responsive learning experience; and create a culture of safety, belonging, support, and wellness through the teaching and learning experience.

- **Nurture Indigenous student leadership** – Cambrian Indigenous Student Circle (CISC) is a student-driven, elected association that assists and supports students by promoting Indigenous culture. The association is comprised of the President, Vice-President, Indigenous Student Life Coordinator, and two student representatives. By organizing events and activities highlighting Indigenous culture, language, traditions, stories, and ceremonies, their focus is on introducing, educating, and sharing aspects of the Indigenous way of life with the entire student body. By inviting everyone into the circle, CISC offers the entire Cambrian community the opportunity of learning and understanding with the goal of reconciliation. We have always ensured that CISC has equal voting rights with other student government bodies at Cambrian.

- **Embed an Indigenous focus within our governance model** – Cambrian’s Board of Governors has a Circle for Indigenous Education (CIE), which was formed to provide strategic direction, leadership, and advice regarding Indigenous-specific programming and to ensure that students obtain the utmost educational experience.

- **Elder Support on campus** – Cambrian College has two Elders who are available for students for guidance, cultural teachings, and support.

- **Create and sustain meaningful partnerships** – The College signed a Memorandum of Understanding with our host community, Atikamekwsheng Anishnawbek First Nation, that serves as a framework for strengthening our working relationship and addressing the educational needs of Indigenous students. Other key partnerships are included below.

- **Celebrate ceremony, traditions, and culture** – Cambrian’s Wabnode Centre for Indigenous Services and the Cambrian Student Indigenous Circle not only help Indigenous students transition to College life, but they also help keep a connection to their community and culture throughout their College journey. Some of the events and activities that are held each year include the Moose Hide Campaign and Red Dress Project, an annual Pow Wow, special ceremonies and smudging, as well as meditation sessions.

  Ceremonies include but are not limited to:
  - Feasting of the Makwa (Bear) Ceremony;
  - Feasting of the Manidook (Ancestors) Ceremony;
  - Full Moon Ceremonies (Dbiki-Gизis Moshkinesh Manidookewin);
  - Change of Season’s Ceremonies; and
  - Remembrance Day Ceremony (Zhmaagnishii Giizhigak).

  Activities include but are not limited to:
  - medicine garden;
  - drumming circle;
  - beading and pouch making socials;
  - painting with an Elder;
  - PowWow N’ Groove dancing classes;
  - tutoring and homework group;
  - Orange Shirt Day (September 30);
  - Anishinaabemowin language courses;
  - Cultural teaching in the cultural room;
  - Tea, Bannock, and Bingo;
  - Louis Riel Day and the Métis Nation of Ontario; and
  - Rock Your Moccas Hike.
• Cambrian also has a Sacred Fire Arbour that gives students, staff, and members of the community a sacred place where they may practice their culture, communicate through story and with ancestors, and honour traditions that support health, healing, and well-being.

• Inclusive and welcoming environments for students completing courses with Indigenous content – Classroom 4226 mainly used for the Social Services Worker – Indigenous Specialization program was modified to include a dedicated sharing circle area inspired by the colours of the medicine wheel, natural cedar wood finish on exposed beams as well as a kitchenette area where traditional cooking recipes can be prepared and shared. In addition, another classroom is being transformed which includes a large circular table with seating for 40 people, a decorative mural and a traditional wigwam. This classroom will also be used as a meeting space and an open area for traditional teachings.

• Indigenous library collection – A collection of Indigenous resources is provided through the College’s library for Indigenous students, faculty members and the Cambrian community as a whole. Resources include the McIntyre video collection, a documentary series about harnessing Indigenous knowledge and Indigenizing the future; access to online and hard-cover books for language learning; and an Indigenous Studies Guide geared toward faculty members who want to incorporate Indigenous content into their lesson plans.

Respect of Indigenous Culture is Embedded into our Strategic Plan

Indigenous education once again is reflected within Cambrian College’s Strategic Plan – Further Together (2020-2025). Respect Indigenous Cultures forms one of Cambrian’s eight strategic objectives.

“Actions toward reconciliation continue to move slowly across our country. There is so much more to do, including much better listening. The postsecondary sector can play an important role. Honouring and respecting the lands on which we teach and learn will always be a foundational value of our College. But more, we will celebrate the richness of Indigenous culture on campus and continue to listen and grow together.”

Our commitments include:

Foundational – Advance our commitments to the Indigenous Education Protocol.

Transformational – Provide a learning environment that celebrates and respects Indigenous culture and the diversity of our Indigenous learners, by building upon the Indigenous Education Protocol.

Aspirational – Be the number one college in Ontario for Indigenous learners.
Indigenous Education Protocol

Cambrian College signed an Indigenous Education Protocol on June 20, 2018. This Protocol was signed publicly by our President, Bill Best, and the Chair of the Circle for Indigenous Education, Ron Sarazin. This Protocol, along with our Strategic Plan, guide our actions related to Indigenous education and states, “Cambrian College of Applied Arts and Technology recognizes its responsibility and obligation to provide a learning environment that celebrates culture and the cultural diversity of our Indigenous learners. Indigenous education will strengthen the learning environment for both Indigenous and non-Indigenous students.”

The Protocol was established to strengthen Cambrian’s commitment to improving and better serving Indigenous education.

Cambrian College commits to:

- Focus on Indigenous education as a strategic priority and ensure Cambrian’s governance structure supports Indigenous education.
- Integrate Indigenous education into academic programming.
- Provide ongoing education to faculty and staff on Indigenous culture, traditions, and history.
- Provide cultural, academic, and counselling support for our Indigenous learners.
- Acknowledge the Truth and Reconciliation Commission of Canada: Calls to Action.
- Use evidence-based research to identify and increase Indigenous student success.
- Strengthen relationships and be accountable to Indigenous communities in support of Indigenous education.
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Acknowledgement of Traditional Lands

Land acknowledgement is a tradition that has dated back centuries for Indigenous people. Today, at Cambrian, it serves as a reminder that we are accountable to the Indigenous communities on whose territory we are operating, and it marks a small but essential step toward reconciliation.

Also, this year, we added the land acknowledgment to every course outline, meetings of the Board of Governors and of the Cambrian Foundation, and before all major events and activities.

Supporting the Truth and Reconciliation Commission’s Calls to Action

The Truth and Reconciliation Commission (TRC) of Canada was established in 2008 to explore and document the history and legacy of the residential school system and to make recommendations on healing and reconciliation. The Commission released 94 Calls to Action in June 2015.

The TRC has recognized the important role that educational institutions play in implementing the Calls to Action contained in their final report. Cambrian College, for its part, has created a committee that has addressed 14 Calls to Action as related to education and Cambrian’s responsibility to its students, staff, and the communities it serves.

Cambrian College’s Truth and Reconciliation Task Force Members

- Ron Sarazin
  Director, Indigenous Student Success and Services, Wabnode Centre for Indigenous Services
- Rosalie Henderson
  Indigenous Community Development Officer, Wabnode Centre for Indigenous Services
- Jessica Chapados-Duchesne
  President, Cambrian Student Indigenous Circle (CISC)
- June Raymond
  Dean, School of Health Sciences, Nursing, and Emergency Services
- Janice Clarke
  Dean, School of Justice, Community Services and General Studies
- Mélanie Silver
  Executive Assistant
- Gloria Staskus
  TRC Calls to Action Report Writer
- Alison De Luisa
  Vice-President, Human Resources and Student Services
Our role in responding to the Truth and Reconciliation Calls to Action includes educating, guiding, and inspiring those who study, live, and work at Cambrian. Moving forward, we will champion the reconciliation process and support the renewal of relationships based on mutual understanding and respect. We also recognize the impact of residential schools and intergenerational trauma and provide our students with counselling through our Wabnode Centre for Indigenous Services, the Glenn Crombie Centre for Accessibility and Wellness, as well as supports through our Elders program. Staff members can also access cultural teachings, smudging, and guidance from our elders through the Wabnode Centre. Additional supports for employees and their families are provided through the Employee and Family Assistance Program (EFAP).

The journey towards truth and reconciliation is a continual process and a significant focus during the next phase of our 2020-2025 Strategic Plan.

The following Calls to Action have been identified by the members of Cambrian’s TRC task force. They outline the steps Cambrian has taken to implement the vision of the TRC.

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**Child Welfare**

We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by:

1. **iii.** Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools.
   
   iv. Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.
   
   v. Requiring that all child-welfare decision makers consider the impact of the residential school experience on children and their caregivers.

3. We call upon all levels of government to fully implement Jordan’s Principle.

5. We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally-appropriate Parenting Programs for Aboriginal families.
Students in Cambrian’s Social Service Worker, Social Service Worker – Indigenous Specialization, Child and Youth Care, Early Childhood Education, and Community and Health Services Navigation programs are provided with Indigenous cultural training. Each term, students explore the richness of Indigenous culture and gain a better understanding of the values and spiritual beliefs of Indigenous peoples. The focus is on respect and awareness and ensuring students have an understanding of the residential school experience and its impact on the family fabric of Indigenous people. This ensures that as graduates and professionals in their field, they have the proper understanding of the need to move forward with the spirit and intent of reconciliation based on the TRC’s Calls to Action.

Students in Cambrian’s Bachelor of Science in Nursing program also receive cultural training and, over the course of their studies, are provided with the Indigenous Prospective on Care. Students examine Indigenous Peoples’ health and well-being (Mino-Bimaadiziwin) from creation to today and into the future. Students also learn about Indigenous culture, spirituality, and traditional ways of healing and wellness. Students gain an understanding of determinants of Indigenous Peoples’ health and cultural safety when working with Indigenous clients, communities, and/or service providers.

Promoting Health in Multicultural Population is also studied by students in the Dental Hygiene, Magnetic Resonance Imaging, Massage Therapy, and Occupational Therapy Assistant and Physiotherapy Assistant programs. Students examine health promotion in the context of culture, cross-cultural concepts in health and disease, health literacy, principles of health promotion within multicultural populations, and the various theories and models of culturally-sensitive practice.

1. iv. Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.

5. Developing culturally-appropriate Parenting Programs for Aboriginal families.

Wholistic client care is at the heart of a number of Cambrian’s programs, including its Early Childhood Education, Child and Youth Care, Social Service Worker, and Nursing programs. It ensures that as students, and as professionals working in their field, they will be mindful and respectful of both the Indigenous and non-Indigenous cultures, beliefs, and family practices.

During their studies, students learn that relationship building and a deep understanding of parenting styles and family dynamics will be key to their practice when developing parenting plans for individuals or families. And by incorporating their education and training into their practice, Cambrian graduates will be able to learn from and “walk” alongside the people they serve.

Whether they find themselves working in health, child protection, justice, education, or other fields, Cambrian grads will incorporate strategies that aim to increase awareness of Indigenous cultures and communities.

Student in the Community and Justice Services program benefit from Indigenous content, experiences, and partnerships with the following organizations:

- Policing influenced by the Task Environment – Policing in Iqaluit in Nunavut Territory (Includes class, video, discussion, and a case study)
- Restorative Justice (Healing Circle) (Includes class discussion and a case study)
- Experiences of Indigenous persons and the Legacy of Colonization (residential schools) (Includes class and discussion)
- Indigenous Policing NISHNAWBE-ASKI Police Service (Includes class and video)
- Indigenous, Vulnerable, and Marginalized Women – Pickton Case BC (Includes class video and discussion)
- Indigenous Courts – Gladue decision and Gladue Reports (Includes class, videos, and discussion)
- Sentencing Indigenous Offenders – The Gladue Report (Includes presentation, video and discussion)
- Custody Options for Indigenous Persons including restorative justice, healing lodges, and use of the Gladue report
- Risk, need, and responsivity model as applied to persons who are Indigenous
- Specialized programming in corrections for Indigenous Persons
The Police Foundations programs regularly interacts with the Anishnabek Police Service, Wikwemikong Tribal Police Service and the Nishnawbe Aski Police Service as part of their recruitment process. The students also do a research project on Wikwemikong every year as part of their Community Policing II course. Students also participate in “ride-alongs” with the Wikwemikong Tribal Police Service and the Anishnabek Police Service on a voluntary basis, for which they receive credit.

As part of their learning experience, many students at Cambrian participate in placements relevant to their studies. These placements are immensely beneficial to their professional development and help to prepare them for their chosen careers. During their placements, students apply the knowledge and skills they have learned in the classroom while working with individuals, families, and communities.

A number of Cambrian students, particularly those who deal with child welfare, complete placements with various Indigenous agencies and in First Nations communities. Every effort is made to accommodate student requests for Indigenous placements so that students can best achieve their educational goals and learning objectives.

Some of these agencies/communities include:
- N’Swakamok Native Friendship Centre
- Sagamok First Nation
- NAANDWECHIGE-GAMIG
- Our Children Our Future
- Better Beginnings Better Future
- Jubilee Heritage Family Resource Centre
- Garden River Child Care First Nation
- Sault Ste Marie – Child Care Algoma
- Gore Bay Child Care
- Little Current Child Care
- Minemcya Child Care
- Shki Waase Aabandinojinh Gamik – Sagamok Education
- M’Chigeeng Binojinh Gagoonhs First Nation
- Massey – Our Children Our Future – Sacred Heart
- Temiskaming Shores – Keepers of the Circle (Indigenous Hub)
- Serpent River First Nation Daycare
- Gwekwaadziwin Mikani – Youth Mental Health and Addiction Program
- M’Chigeeng Health Centre
- Aundeck Omni Kaning Health Centre
- Kina Gbezhgomi Child and Family Services
- Nogdawindamin Family and Community Services
- Ngwaagan Gamig Recovery Centre Inc.
- Rainbow Lodge in Wikwemikong
- Correctional Services Canada

3. Implementing Jordan’s Principle

Jordan’s Principle makes sure that all First Nation’s Children living in Canada can get the services and supports they need... when they need them. Funding can help with a wide range of health, social and educational needs that First Nations Two Spirit and LGBTQ children and youth and those with disabilities may have. The focus is on equality, culturally-appropriate services, and safeguarding the best interests of the child.

Jordan’s Principle is named in memory of Jordan River Anderson who was a young boy from Norway Cree House in Manitoba.

At Cambrian, the Jordan Principle is taught in various programs. It is covered in the Nursing, Social Service Worker, Child and Youth Care, Early Childhood Education, Developmental Services Worker, Addictions and Mental Health, and Community and Health Services Navigator programs. The goal is to engage students in critical learning that enables them to better understand the situations that Indigenous children and youth often face and the difficulties they have in accessing necessary education, health, and social services. Included in the learning is how historical inequities have created contemporary issues, so that as graduates, they will be prepared to understand and deal with these issues.

Jordan’s Principle is taught within programs when there is the expectation that as graduates working in service roles within the community, they would need to understand the Principle and how to apply it.
While at Cambrian, Wabnode is a “home away from home” that supports a student’s sense of belonging and is a place where students can forge and maintain family, cultural, and spiritual connections with support from the staff at Wabnode as well as their peers. At Wabnode, respect, trust, and positive relationships are foundational so that students feel confident and welcome while on campus, particularly those who may be away from their home community for the first time.

AT WABNODE:

- Cultural activities and traditions are integrated into the College experience, including smudging on campus, ceremonies in the Sacred Fire Arbour, workshops, gatherings, feasts, and prayer, to name but a few. This ensures that students are connected to their identity and have a heightened sense of community while on campus.
- Supports include Elders on campus, a Cultural Coordinator, an Indigenous Community Development Officer, an Indigenous Student Success Navigator, and an Engagement Officer.
- Students can find out how to access bursaries, scholarships, and awards as well as other means of financial support.
- Students can be connected with Cambrian’s Glenn Crombie Centre for Accessibility and Wellness, which supports overall wellness and whose staff can work with students to provide learning supports and accommodations, as well as counselling. Access to external resources can also be provided, as needed.
- Students can find out about how to access on- and off-campus employment opportunities.
- Languages spoken include Cree, Ojibwe, and French.

Cambrian, like other colleges in Ontario, understands that it has a major role to play in reconciling with Indigenous students and communities. Achieving parity in graduation and post-graduate employment with the current 11,000 students within the College system is a goal that is desirable and achievable. Cambrian’s Wabnode Centre for Indigenous Services has become a successful model when it comes to supporting the TRC’s Call to Action regarding the elimination of educational and employment gaps between Indigenous and non-Indigenous Canadians. It plays a key role in ensuring that Indigenous students can achieve a high level of success. It provides access to necessary resources before and during their studies and helps to remove any educational barriers so that the transition to college life is smooth and seamless and their time at Cambrian is a positive and rewarding experience.

7. To develop with Aboriginal groups a joint strategy to eliminate educational and employment gaps between Aboriginal and non-Aboriginal Canadians.
Cambrian and Wabnode are continuously engaged in establishing partnerships and developing initiatives that will support students, help shape the future of the College, and fulfill our commitment towards reconciliation. Partnerships that have been forged over the years have facilitated access to education, reduced barriers to learning, and provided important resources for students during their studies. Some of the partnerships and initiatives include:

- **N’Swakamok Education Initiative.** Through a partnership, Cambrian College, Collège Boréal, and Laurentian University are creating pathways to postsecondary education and research for Indigenous youth. As part of the N’Swakamok Education Initiative, information about Greater Sudbury was gathered and posted to their website. The aim is to provide students with information about lifestyle, tourist attractions, outdoor activities, shopping and more, which helps to position Sudbury as a desirable destination and an educational hub.

- **Cambrian developed a four-week Transition Program for Indigenous students who wish to make the transition to study at a post-secondary institution.** The first intake of this program was implemented in August 2021. The wholistic transition program exposes students to Sudbury and campus life and provides cultural teachings and supports students with math and English upgrading to increase their proficiency in these areas. The program also has an exploratory component where the students work in a different ‘School of’ each week doing hands-on activities. This helps students decide on the type of program that they may wish to pursue at the postsecondary level. Also, the program includes cultural teachings and information about supports for students during their time in college. Students who live outside of Sudbury have the option to stay in residence.

- **Wabnode is developing a plan to provide additional outreach to students who are in their first semester at Cambrian.** The goal is to provide cultural and student supports during a time when students tend to struggle, and exit rates for students are high. Through these additional supports, it is predicted that retention rates and student success rates will increase. Of note is the fact that 10.1 percent of Indigenous first-semester students leave their studies at Cambrian before or during their first semester in comparison to the non-Indigenous student exit rate of 6.7 percent (Indigenous Student Support Report, 2020). The goal will be to reduce student exits in the first semester so that they are on par with non-Indigenous students. Targeted supports will include cultural teachings, tutoring, and information pertaining to scholarships and bursaries and other financial support; the many social connections available; and other supports such as the student food bank, tutoring, career options, and hardship bursaries.

- In addition, Cambrian College, along with the five other northern Ontario colleges, developed an Indigenous Quality Assurance Standards, a first among Ontario colleges. The 2018 document, *Building a Strong Fire* outlines the standards that reflect and respond to the worldviews, educational needs, and priorities of diverse northern Ontario Indigenous peoples, specifically Anishinaabeg, Mushkegowuk, and Métis communities on whose traditional lands the colleges reside. The standards were created to respect “weweni” (embodying the concepts of the good way and looking after something properly) by working together to meet community expectations in culturally responsive, responsible, and respectful ways.

- **BuildingAStrongFire_WEB.pdf (northernC.on.ca)**

10. iii. We call on the federal government to draft new Aboriginal education legislation with the full participation and informed consent of Aboriginal peoples. The new legislation would include a commitment to sufficient funding and would incorporate the following principles: Developing culturally appropriate curricula.

Cambrian does not receive federal funding to develop curricula. However, the College will continue to work with Indigenous Peoples Education Circle (IPEC), which is the provincial Indigenous Education Circle for leaders in the Ontario College Sector, to develop new funding models that would address this Call to Action.

iv. Protecting the right to Aboriginal languages, including the teaching of Aboriginal languages as credit courses.

Cambrian understands that Indigenous languages are a fundamental and valued element of Canadian culture and society, and there is a need to revitalize and preserve them. As such:

- One of Cambrian College’s elders is currently offering non-credit language courses in Ojibwe.
- The College is currently developing two languages courses for the Winter 2022 semester – one in Cree and the other in Ojibwe. The courses, Ojibway – Anishinaabemowin 1 and 2 and Cree – Nehiyawemowin 1 and 2, will be offered as one-credit courses as part of the College’s stackable credential and as part of the Indigenous General Arts and Science Certificate program.
- Cambrian’s library recently introduced a new resource, Transparent Language Online, a web-based application that provides an engaging and effective environment for language learning. Among the 100 languages that are available are Ojibwe (three dialects), Oji-Cree, and Cree.
- During the pandemic period, the College created a virtual Elder’s Corner. The Corner enabled Elders to reach out to students, staff, and faculty and to share with them a cultural teaching in both English and Ojibway, which serves to introduce an Indigenous language to the Cambrian community.
11. We call upon the federal government to provide adequate funding to end the backlog of First Nations students seeking a post-secondary education

Going to college is a significant investment for Indigenous learners. Cambrian understands that students need to have access to information and adequate resources so that they can focus on their studies without worrying about financial challenges. The College provides information and resources that can help students plan and fund their education, but is aware that there are a number of challenges and barriers facing Indigenous students.

Funding sources for Indigenous students include the Ontario Student Assistant program (OSAP), the federal Postsecondary Student Support Program, Métis and Indigenous student bursaries, and Indspire, a national Indigenous-led registered charity that provides scholarships, bursaries, and awards. The College also has numerous awards, bursaries, and scholarships that can supplement a student’s finances. Funding may also be available through First Nation Band offices. However, students who exit a program or want to change their course of study often become a low priority with their Band Offices for further funding. The College is working with First Nations to address this issue.

On a positive note, changes to the Ontario Student Assistance Plan (OSAP) will help Indigenous students and provide equal access to financial resources. Students who identify as Indigenous and provide documentation confirming their Indigenous identity are exempt from the $3,600 student fixed contribution, which includes student assets, parental income, spousal income, and spousal assets. The Ontario Government also created the Indigenous Student Bursary, a non-repayable bursary, which varies between $1,000 to $3,500. Eligible students must be registered at an approved postsecondary institution in an approved academic program, identify as Indigenous, be a resident of Ontario, and demonstrate financial need. In addition, Indigenous students can apply for the First Generation Bursary, which provides financial aid for those who are the first in their families to attend postsecondary studies and who demonstrate financial need.

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Students can also apply for the Ontario Indigenous Travel Grant to assist with the cost of travelling between their remote First Nations community to the postsecondary institution they are attending. If they are living with their spouse and/or dependent(s), their travel expenses may also be covered under this grant.

Cambrian’s sources of funding:
- Cambrian’s Wabnode Centre receives annual provincial funding from the Ministry of Colleges and Universities Indigenous Education Branch for Indigenous services that support cultural teachings and ceremonies that are held throughout the year. This based funding has not increased to reflect increased numbers of self-identified Indigenous students at Cambrian.
- Cambrian also receives funding from the Social Science and Humanities Research Council of Canada (SSHRC) for a transition program, which provides a culturally-relevant pathway to a college education by combining Indigenous programming with other core academic courses in English and math. This three-year funding program focuses on local First Nations, and plans are underway to expand the program in year three.

Additional sources of financial supports for students:
- There are three Indigenous Bursaries that are program-specific.
  » Dr. John A. Ward Memorial Bursary
  » Métis Nation of Ontario and Ontario Power Generation Energy Sector Award
  » R. Martin Bayer Scholarship
- There is also an additional $50k in scholarships for Indigenous students that was established in 2020 from funding from Vale, which was matched by Indspire.
  » Each year, 10 first-year and 10 second- and third-year students can apply for $2,500 in scholarship funding spread over three years. Students applying from the following communities are prioritized for these scholarships:
    a. Atikameksheng Anishnawbek First Nation
    b. Sagamok Anishnawbek First Nation
    c. Wahnapitae First Nation
    d. Métis Nation of Ontario – Region 5

12. We call upon the federal, provincial, territorial
and Aboriginal governments to develop culturally-appropriate early childhood education programs for Aboriginal families.

Cambrian understands that children hold a unique and sacred place in Indigenous families and that together, children and families who are immersed in the ways of knowing can ensure the survival of Indigenous language and culture and ways of life.

Cambrian’s Early Childhood Education (ECE) program enables students and graduates to holistically support children in their development and help parents and families connect to health, education, and social resources and supports. During their studies, students learn that an understanding of Indigenous cultures and ways of knowing is critical to their profession and to healing and reconciliation.

• In first semester, Early Childhood Education students visit the Sacred Arbour, during which the Indigenous Cultural Coordinator provides a series of teachings.
• In second semester, family systems are discussed. Students explore family units that go beyond the nuclear family and their role in Indigenous children’s lives. The roots of challenging behaviour are also discussed, and students learn to identify the least intrusive methods of guidance to support a variety of familial practices such as non-interference.
• In third semester, students learn about Residential Schools in Canada and discuss Truth and Reconciliation. The Calls to Action are reviewed, and students learn to connect the role of the Early Childhood Educator to the Calls to Action. Students also explore culturally-relevant practice as a part of identity and as an integral part of curriculum and childcare environments. In addition, students explore cultural and linguistic diversity, including Indigenous peoples’ worldviews.
• In third semester, in Family Liaison, students explore family childcare rearing practices, building partnerships with all families, and developing a family-centred practice.
• Students also explore/explain how definitions of abuse reflect cultural values and beliefs.

16. We call upon post-secondary institutions to offer university degree and college diploma programs in Aboriginal languages

 Cambrian recognizes the increasing importance of developing and delivering postsecondary education that includes Indigenous knowledge systems and culture and language. The Calls to Action put forth by the Truth and Reconciliation Commission highlight the importance of implementing Indigenous curriculum within our education systems.

Today, as part of an ongoing process, students in many of Cambrian’s programs can study about Indigenous peoples, language, cultures, histories, and knowledge systems.
INDIGENOUS COURSES OFFERED AT CAMBRIAN:

Students in any of Cambrian’s 90 programs can choose to complete a stackable microcredential in Indigenous studies by taking four of the following courses over the length of their studies.

Microcredentials are a certification of learning that equip students with in-demand skills and knowledge in key areas. This focused learning adds value to a student’s existing education and enhances employability.

Courses at Cambrian include:

- Introduction to Indigenous Studies
- Introduction to Powwow Culture
- Truth and Reconciliation
- Indigenous Art and Film
- Indigenous Peoples Today
- Story Telling course (oral tradition and storytelling in Indigenous culture) **Under Development**
- Taking Care of Shkagamik-Kwe (Mother Earth) **Under Development**

Health Sciences

- Indigenous Perspectives on Care – programs (medicine wheel)

Indigenous Social Service Worker

- Anishnabeg/Indigenous Social Services I
- Anishnabeg/Indigenous Social Services II
- Anishnabeg Indigenous Social Work Practice III
- Anishnabeg/Indigenous Family and Community Dynamics

General Arts – Indigenous

- Culture, Tradition, and Heritage
- Culture, Tradition and Heritage II
- Wellness and the Good Life
- Wellness and the Good Life II
- Choices of language courses (these courses may be taken by students in any of Cambrian’s programs):
  - Ojibway – Anishinaabemowin
  - Ojibway – Anishinaabemowin II
  - Cree – Nehiyawemowin
  - Cree – Nehiyawemowin II

Business Administration

- Indigenous Business and Economics

We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

Cambrian recognizes the importance of including Indigenous knowledge and perspectives in nursing education and that by teaching students about the history, culture, and knowledge systems, the College is supporting nursing’s core values and improving the quality of nursing education for all students.
In our Bachelor of Science in Nursing program, 12 courses imbed Indigenous content in course curriculum. Students examine health promotion in the context of Indigenous culture, cross cultural concepts in health and disease, health literacy, principles of health promotion within multicultural populations and the various theories and models of relevance in culturally sensitive practice with an emphasis on Indigenous culture and history.

**Indigenous Perspectives on Care –**

This course talks about Indigenous peoples’ health and well-being (Mino-Bimaadiziwin) from creation to today and into the future. Students learn about Indigenous culture, spirituality, and traditional ways of healing and wellness. Students gain an understanding of determinants of Indigenous Peoples’ health and cultural safety when working with Indigenous clients, communities and/or service providers.

Topics covered in this course include:
- Western and Indigenous ways of knowing
- Historical trauma effect on health
- Current status of Indigenous health
- Wellness and Resilience – Resurgence of Indigenous worldview within the dominant societal worldview
- Holistic approach to health, healing, and models of care
- Assessment of Needs
- Working with diverse populations
- Truth and Reconciliation and Calls to Action
- Cultural Safety

Programs that require this course include: Practical Nursing, Workplace Safety and Prevention, Community and Health Services Navigation. As of 2022 – 2023, this course will also be required for the Medical Lab Technician program.

Cambrian recognizes that the entire Cambrian community should understand, but also celebrate, the Indigenous ways of knowing and doing and learn to embrace the Seven Grandfather teachings.

Teachings help us understand the journey our spirits take in the physical realm and help us walk in balance and understand our relationship with all of creation (Words of Elder Martina Osawamick). By becoming well-informed about Indigenous peoples, knowledge, and histories, and by experiencing the Indigenous ways of knowing and doing, Cambrian and members of its diverse community can effectively respond to The Truth and Reconciliation’s 57th Call to Action.
Some of the activities and events that have served to educate the Cambrian community have included:

• In February 2020, Cambrian hosted an Indigenous Conference for faculty and staff of Laurentian University, College Boréal and Cambrian College. This conference focused on the educational journey of all three postsecondary institutions in Sudbury on Indigenous Education. The goal was for the three postsecondary institutions to collaborate on future initiatives for our Indigenous students. The focus was on developing relationships and synergies that would enhance the Indigenous student experience and provide pathways for Indigenous learners.

• Beginning in 2020, Cambrian began offering a cultural awareness training program, Four Seasons of Reconciliation. This 3-hour, 10-module online course is designed to directly respond to the Truth and Reconciliation Commission of Canada’s 94 Calls to Action. It promotes a renewed relationship between Indigenous peoples and Canadians through transformational learning about truth and reconciliation. It was specifically designed in response to Call to Action #62, which focuses on the need for institutions like Cambrian to implement curriculum and resources to help people learn about the historical and current context of Indigenous people.

• In May 2020, as a way to support our community, Cambrian offered non-credit course modules and resources for personal enrichment and enjoyment as a way to lend support and expertise during the global pandemic. Of the five courses available, one course – Living the Good Life (Mino-Bimaadiziwin) explored the Medicine Wheel, which is an ancient symbol used by some Indigenous Peoples of North and South America. The Medicine Wheel teaches us that we have four aspects of ourselves that need to be in balance and equally developed to remain healthy. In this module, examples of how to assess and create some personal goals in relation to your spiritual, emotional, physical, and mental health, and your overall well-being were explored.

• Kory Wilson, Executive Director of Indigenous Initiatives and Partnerships for the British Columbia Institute of Technology and the Chair of the National Indigenous Education Committee of Colleges and Institutions Canada, provided a session about Indigenous perspectives in postsecondary education, which was offered through Cambrian’s Teaching Excellence Advisory Committee (TEACH). Wilson spoke on the personal responsibility of non-Indigenous community members to educate themselves about equity, reconciliation, and unconscious bias.

• In 2021, Cambrian Indigenous Student Circle and Wabnode hosted Rick McLean, facilitator with McLean Consulting Group who spoke to students, faculty leaders, and staff about Indigenous history. The lecture was titled Culture History Through the Lens of Rick McLean as it relates to education.

62. ii. We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to: Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.

Funding for faculty education is not currently funded by the federal or provincial governments, but Cambrian will work with Indigenous Peoples Education Circle (IPEC) to discuss possible funding options with various Ministries.

Cambrian is committed to taking teaching and learning to the next level by incorporating Indigenous knowledge, perspectives, cultures and histories, and contributions to society into course curriculum and classroom learning.

63. We call upon the Council of Ministers of Education, Canada, to maintain an annual commitment to Aboriginal education issues, including:

ii. Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.

iv. Identifying teacher-training needs relating to the above

Cambrian, over the years, has taken steps to improve education and supports for Indigenous students and moving forward, will be looking to further incorporate Indigenous knowledge, perspectives, cultures and histories, and contributions to society into course curriculum and classroom learning.

Next steps also include identifying faculty training needs and assisting, guiding, and mentoring non-Indigenous faculty with an aim to increase their understanding of Indigenous peoples, perspectives, histories, and culture, so that they, in turn, can share best practices with their colleagues. In 2021, Cambrian created the position of Coordinator of Indigenous Studies who is responsible for determining the merit of all Indigenous transfer credit applications; liaising, and supporting part time Indigenous faculty (especially new members); working with Program Coordinators to integrate Indigenous content into their courses; working with Coordinators and Academic Chairs on creative ways to incorporate Indigenous knowledge into programs; and supporting programs/courses wherever required.

Cambrian recognizes that there is still work to be done, including identifying faculty training needs and curriculum development.
iii. Building student capacity for intercultural understanding, empathy, and mutual respect.

There are numerous First Nation communities and Indigenous social agencies within Cambrian’s catchment area. This provides opportunities for placements for students in Early Childhood Education, Child and Youth Care, Social Service Worker, and Nursing programs. Placements foster knowledge-building and enable students to be further immersed in Indigenous culture and practices.

Of note is the fact that Cambrian’s nursing programs have one of the highest number of Indigenous students in the province, which is a testament to the relevance of their education and the opportunities that the College provides for placements in First Nation communities.

Cambrian provides numerous opportunities for all students, staff, and faculty to learn more about Indigenous culture, values, traditions, language, and perspectives. Through events, activities, and supports, Cambrian looks to build its sense of community and ensure an inclusive and welcoming atmosphere for all who live, work, and study at the College:

- Some of the events and activities that are held each year include the Elders on Campus program, the Moose Hide Campaign, an annual Pow Wow, cultural ceremonies and smudging, as well as meditation sessions, Elder’s corner, and language courses.
- Cambrian also infuses Indigenous culture and traditions into its College-wide ceremonies such as convocation, as well as staff training and media events.

We call upon the federal government, through the Social Sciences and Humanities Research Council, and in collaboration with Aboriginal peoples, post-secondary institutions and educators, and the National Centre for Truth and Reconciliation and its partner institutions, to establish a national research program with multi-year funding to advance understanding of reconciliation.

We will continue to monitor federal government programs for funding opportunities to establish research programs that advance the understanding of reconciliation that would be applicable to Cambrian College and the surrounding communities.

77. We call upon provincial, territorial, municipal, and community archives to work collaboratively with the National Centre for Truth and Reconciliation to identify and collect copies of all records relevant to the history and legacy of the residential school system, and to provide these to the National Centre for Truth and Reconciliation.

Cambrian established a partnership with the National Centre for Truth and Reconciliation in 2016. It solidified Cambrian’s shared commitment to healing through the truth and reconciliation process. Moving forward, Cambrian will assist in documenting the impact of Residential Schools on survivors, families, communities, and others who were personally affected.
Conclusion:
The journey continues.

Cambrian has long recognized its role as a key provider of postsecondary education for Indigenous students and an important partner with First Nation, Inuit, and Métis communities. The Truth and Reconciliation Commission’s Calls to Action (2015) have reaffirmed the value of our role and the need to continue to build relationships that support the learning, training, and research needs of those we serve.

Moving forward, Cambrian will lend its voice to the growing acknowledgment of the destructive seeds of colonization and the call for national funding, policies, and actions that support reconciliation and healing. The TRC’s Calls to Action lights our journey forward and serves to strengthen our focus on including Indigenous knowledge, history, culture, and perspectives into the curriculum, training, and day-to-day activities of the College.

This response to the Truth and Reconciliation Calls to Action is designed as a framework for ongoing work that will serve as a measure of progress with bi-annual reporting embedded into our strategic plan monitoring report as it relates to Indigenization.

By honouring the past and moving forward with the spirit of reconciliation, Cambrian will continue to foster an environment of understanding and acceptance and ultimately strengthen our contributions to Indigenous communities, to student success, and to education as a whole.