



## 2016/17 to 2018/19 Aboriginal Service Plan



On October 29th, 2003  
the Aboriginal and UCC communities  
came together to honour this Aboriginal Cultural Centre  
and to dedicate it Cplūl'kw'ten  
The Gathering Place



Thompson Rivers University  
900 McGill Road,  
Kamloops, BC  
V2C 5N3

**Date:** February 5, 2016  
(Resubmitted July 29, 2016)

# Thompson Rivers University

## Aboriginal Service Plan 2016/17 to 2018/19

### TABLE OF CONTENTS

1. Letter from the President.....	3
2. Acknowledgement of Traditional Territory/ Territories.....	4
3. Situational Context.....	5
4. Institutional Commitment.....	7
5. Engagement: .....	8
A. Description of Student Engagement	
B. Description of External Engagement	
6. Traditional Knowledge and Indigenous Intellectual Property.....	12
7. Overview of Proposed Plan.....	13
8. Proposed Programs and Activities 2016/17 to 2018/19.....	14
9. Overall Budget.....	42

#### Appendices

Appendix I:	Supporting Documents from Aboriginal students, Aboriginal partners and stakeholders
Appendix II:	Aboriginal Statistics: Thompson Rivers Aboriginal and National Survey of Student Engagement
Appendix III:	Cultural Intellectual Property
Appendix IV:	Thompson Rivers University Partnership Agreements
Appendix V:	Bachelor of Indigenous Leadership
Appendix VI:	First Nations Aboriginal Advisory Committee
Appendix VII:	Retention Research
Appendix VIII:	Cplul'Kw'ten Statistics, Draft On-Line Survey, and Williams Lake Tutoring Report
Appendix IX:	Aboriginal Events
Appendix X:	2016 Environmental Scan

February 5, 2016

The Honourable Andrew Wilkinson, M.L.A.  
Minister of Advanced Education  
PO Box 9080 Stn Prov Govt  
Victoria BC V8W 9E2

Dear Minister,

**Re: Thompson Rivers University Aboriginal Service Plan 2016/17 to 2018/19**

Thompson Rivers University (TRU) is located on the traditional territory of the Secwepemc Nation and serves First Nations and Aboriginal post-secondary needs throughout the British Columbia Interior, the Province and Canada. Aboriginal Service Plan (ASP) funds and their subsequent programs and activities provide valuable support for our partners that include Aboriginal learners, First Nations Bands, Aboriginal organizations, Elders, and Aboriginal communities.

The attached ASP 2016/17 to 2018/19 addresses transition, recruitment, retention and graduation rates for our Aboriginal learners and it strengthens our partnerships and collaborations with Aboriginal communities. TRU supports Indigenization and this ASP will increase the receptivity and the relevance of our programs for Aboriginal learners, including providing support for activities that address systemic barriers.

TRU fully endorses this submission and we continue to utilize the ASP funds to develop effective programs and services oriented towards Aboriginal needs. In this ASP 2016/17 to 2018/19 we created powerful student support services, empowering Aboriginal events, enhancement of partnerships & engagement, strengthened curricula, promoted indigenization, and focused on achieving ASP goals.

Please do not hesitate to contact me if you have any questions related to this ASP 2016/17 to 2018/19 report.

Sincerely,



ALAN SHAVER  
President and Vice-Chancellor

## 2.ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY/TERRITORIES

Thompson Rivers University (TRU) is located in the Southern Interior of British Columbia, on the traditional territory of the Secwepemc Nation. The Kamloops and Williams Lake campuses serve the Secwepemc people as well as learners from the Nlaka’pamux, St’at’imc, Tsilhqot’in and Carrier Nations. Within the region served by TRU there are also significant populations of Metis and Aboriginal people from other parts of BC and Canada. The university has had a long history of involvement with First Nations’ Tribal Councils, Bands, as well as Cultural and Educational Organizations, first as Cariboo College, then as the University College of the Cariboo, and now as Thompson Rivers University. Over the past four decades, the institution has provided education and training services to thousands of First Nations and Aboriginal learners, both on and off campus.

The **Academic Vision** of Thompson Rivers University includes the recognition and celebration of our location, including the main and regional campuses which are in the traditional territories of Aboriginal people: the Kamloops campus is situated in Tk’emlups territory; the Williams Lake campus is situated in T’excelcenc; the 100 Mile House regional centre is situated in Tsq’escenenc; the Ashcroft Regional centre is situated in the Ashcroft First Nation, belonging to the Nlaka’pamux Nations; the Barriere and Clearwater regional centres are situated in the Simpcw territory; and the Lillooet regional centre is situated in the St’at’imc Nation, which includes Bridge River (Nxwisten), Pavilion (Ts’kw’aylacw), Cayoose Creek (Sekw’el’was), Mount Currie (Lil’wat), Seton Lake (Chalath), Lillooet (T’it’q’et), Fountain (Xaxl’ip), Anderson Lake (N’quatqua), Douglas (Xa’xtsa), Skatin and Samahquam. Thompson Rivers University recognizes the need to include learning opportunities for all Aboriginal students, including First Nations, Inuit, and Metis learners. We pride ourselves on our continued commitment to, and support of, Aboriginal learners, as we synergize with the bands and communities in our region to develop relevant programs and initiatives.

This academic year 2015/16 Thompson Rivers University has started to acknowledge the traditional territories on our course syllabus. The Thompson Rivers University Faculty Association President has encouraged instructors to include the following respectful statement on the course syllabus for courses taught in Kamloops: “Thompson Rivers University is located on the Tk’emlups te Secwepemc territory that is situated in the Southern interior of British Columbia within the unceded tradition lands of the Secwepemc Nation.” Many Thompson Rivers University course syllabuses now include this respectful acknowledgement. The goal is to have all Thompson Rivers University course syllabuses reflect this acknowledgement by 2016/17.

Secwepemc artists Rod and Ron Tomma along with Mike Peters, created this territorial marker. (The Secwepemc Territorial Marker was installed and celebrated during the opening of the faculty of Law’s new space, June 14, 2016 in Old Main).



### **3.SITUATIONAL CONTEXT**

Based on the feedback and response from Aboriginal communities, students, partners, and gathering place staff, the Aboriginal Service Plan activities/programs proposed by Thompson Rivers University (TRU), whether continuing or new, are designed to grow and develop the Aboriginal community on campus, including students, staff, faculty, community groups, organizations, and other stakeholders. The goal is to create an intercultural institution that celebrates the region we thrive in and the Aboriginal people that hail from near and far. Intercultural Understanding is part of Thompson Rivers University's "5 Strategies in 5 Years 2014-2019." Indigenization, respecting/honoring Aboriginal Ways of Knowing, and strengthening Aboriginal partnerships are key components of our strategic vision. As one of the fastest growing demographics in Canada, Aboriginal learners represent a valuable resource for the future of British Columbia. However, certain barriers to education still exist for many Aboriginal students so TRU is attempting to provide the best support systems, cultural events, and strategic initiatives possible to make success a reality. Based on the successes and learnings from the past year, ASP activities / programs have been adjusted to provide the best possible chance at success (Please see Appendix X: Environmental Scan).

Thompson Rivers University provides comprehensive student support services with an eight member Gathering Place staff, four staff at Aboriginal Education, a full-time Aboriginal Counsellor, a full-time Aboriginal recruiter, upwards of fifteen Aboriginal mentors, twenty Aboriginal faculty, an Indigenous Dean of Education, and an Indigenous Research Chair in Aboriginal Maternal Health, all alongside programming that includes the TRU Start Program (Aboriginal High School dual credits), delivery of specialized Aboriginal Trades training, Aboriginal Women in Trades, the Secwepemc Language Coordinator, and the Ch'nook program (3 Aboriginal scholars). In addition, the 2014 National Student Survey of Student Engagement shows that Thompson Rivers University ranks the highest for fourth year Aboriginal students in quantitative reasoning, reflective and integrative learning, effective teaching practices, student-faculty interactions, and number of high impact practices. Particularly notable is the number of fourth year Aboriginal students that engage in high impact practices, including meaningful interactions between faculty & student, volunteering, workshop presentations, cultural sharing/events, student engagement activities, research and other learning opportunities outside the classroom (See Appendix II).

According to our records at TRU, Aboriginal students have strong enrollment in the Faculty of Arts (14%), the Faculty of Human Social & Education Development (26%), the Faculty of Nursing (13%), and the School of Trades and Technology (13%). There is lower Aboriginal enrollment in the Faculty of Adventure, Culinary Arts & Tourism (5%) and the Faculty of Law (4%) (See Appendix II).

Our proposed Aboriginal Service Plan activities/ programs will continue to bridge cultural divides and help students receive the guidance and support that they used to depend on in their home communities, fostering an environment that celebrates Aboriginal culture and initiates the campus community in its many facets. In 2014-15 Thompson Rivers University had the highest number of Aboriginal students by headcount (self-declared) with 2849 (Appendix II). Moreover, Thompson Rivers University has maintained the Aboriginal student body at 11-12% of TRU domestic students over the last four years (See Appendix II). Our Aboriginal students are mainly enrolled in trades foundation courses, the Bachelor of Arts and the Bachelor of Education. A challenge for TRU is to get more Aboriginal enrollment in Law and the Faculty of Adventure, Culinary & Tourism.

There is a continuing need in Aboriginal Communities and organizations for trained personnel in many areas such as health, education, social services, economics, and administration. It is important to involve Aboriginal people in the creation, and implementation of post-secondary programs to ensure

participation and relevancy. TRU continues to prioritize Aboriginal programs, services and initiatives that will improve the recruitment; retention and completion rates for Aboriginal learners (see Appendix X).

Externally, Kamloops has a population of 87,000 and as the gateway to the Interior of British Columbia it has ranked as one of BC's most competitive business communities (KPMG audit firm). Recently, Kamloops City projections highlighted industry employment growth in the service-producing and resource extraction industries. Kamloops businesses have prioritized the hiring of Aboriginal employees as part of their diversity enhancement in the sustainable urban development, trades, tourism, sports, arts & culture, and resource industries. The Thompson Rivers University (TRU) Aboriginal Service Plan will enable our graduates to seek productive, dynamic and rewarding employment in the various industries that our region has to offer.

Internally, TRU has 2849 (11%) Aboriginal students, representing 16 First Nation and Aboriginal peoples, enrolled in new, continuing, open learning and trades programs (Appendix II). TRU is committed to serving our Aboriginal communities by offering quality student, faculty, staff and administration interaction; Faculty and student engagement in scholarly research; innovative, interdisciplinary and experience-based learning environments; open and flexible learning environments; Aboriginal education, culture and traditions opportunities and partnerships; environmental, economic, social, cultural and creative sustainability; and international opportunities in programs like Study Abroad. TRU prioritizes Indigenization of our campus through the strategic goal of Increasing Intercultural Understanding. The TRU Aboriginal Service Plan continues to drive these strategic visions.

TRU acknowledges that many powerful lessons have been learned through the implementation of past Aboriginal Service Plan activities. We have learned that there is a high level of interest, participation, and involvement from Aboriginal students, elders, and community members for Aboriginal Service Plan activities. In reviewing our Aboriginal Service Plan programs, we learned that we must remain diligent, respectful, and attentive to our Aboriginal partners. We also realized that continued efforts must be made to support Aboriginal students, and services need to be extended to TRU's community centers, particularly in the peer mentoring, traditional/cultural, academic programming and post-secondary transition areas. Ultimately, we have learned that our Aboriginal Service Plan activities support TRU's transformation towards excellence in Aboriginal learning, teaching, student support services, community partnerships, research, and Indigenization. The programs/activities outlined in this proposal are true to these commitments.

In this year's Aboriginal Service Plan submission 2016/17 to 2018/19 we have learned from our partners that we must create powerful student support services, empowering Aboriginal events, enhance partnerships & engagement, strengthen curricula, promote indigenization, and focus on Aboriginal Service Plan goals.

In this year's submission, Thompson Rivers University has created Aboriginal Support Services that will provide dynamic student services. Thompson River's University has enhanced partnerships with Secwepemc Cultural Education Society (IAHLA member), Shuswap Nation Tribal Council, Cariboo Chilcotin Aboriginal Training Employment Centre, Northern Shuswap Tribal Council, Tulo Centre of Indigenous Economics, and Lil Michif Otipemisiwak. Our plan has also strengthened curricula in the areas of Secwepemc language, the Office Medical Transition Program, Indigenous Leadership and the School of Nursing. Overall, Thompson Rivers University has submitted our Aboriginal Service Plan to honour Indigenization and the Aboriginal Service Plan goals.

#### **4. INSTITUTIONAL COMMITMENT**

Supporting Aboriginal learners and their communities is integral to the identity of TRU. We even have an Interculturalization Coordinator who is working to develop the entire campus into an intercultural hub. She provides workshops, resources, and innovative ideas to faculty, staff, and students who wish to make TRU intercultural. Thus, the Aboriginal Service Plan is a vital aspect in our delivery of supportive and engaging programs, events and services for Aboriginal students. A commitment to Aboriginal learners and their communities permeates all that we do.

**STRATEGIC PRIORITIES:** TRU's Strategic Properties, outlined in the Redefining the Modern University document ([http://www.tru.ca/shared/assets/2014-2019\\_StrategicPriorities\\_PDF31428.pdf](http://www.tru.ca/shared/assets/2014-2019_StrategicPriorities_PDF31428.pdf)), identify TRU's traditional foundations of serving our Aboriginal, local, regional, national and global communities. More specifically, the "Increasing Intercultural Understanding" priority serves to underpin TRU's commitment to prioritizing programs and practices that support diversity, inclusion and intercultural understanding between our Aboriginal, local, regional and global communities. When TRU first engaged in the process of identifying these Strategic Priorities, there was strong Aboriginal representation on the steering committee and several forums were held to obtain Aboriginal and public input.

**ACADEMIC PLAN:** TRU continues its support for Aboriginal education by commitments made in its Academic Plan (<http://www.tru.ca/about/academics/academicplan.html>). Immediately in its opening statement, the plan states that the "Academic Vision of TRU includes the recognition and celebration of the location of our main and regional campuses in the traditional territories of Aboriginal people." The plan also "recognizes the need to include learning opportunities for all Aboriginal students."

**ABORIGINAL TEACHING AND LEARNING:** TRU continues to develop Aboriginal centric credentials and learning opportunities. Current connections include the Master of Education Program, which has direct links to Aboriginal communities through the learner centered concentrations; TRU senior scholars engaged in Masters and Doctoral supervisions relevant to Aboriginal success in higher education; the Aboriginal Studies Certificate; the Aboriginal Tourism Certificate; the TRU-OL Certificate in First Nations Applied Economics; the TRU-OL Certificate in First Nation Taxation Administration; Aboriginal Pathways to Health Career Programs; the Developmental Standard Term Certificate for First Nations Language Teachers; the Aboriginal Services team; the First Nations Collective; Aboriginal Scholarships and bursaries; over 50 courses; the Centre for Student Engagement and Learning Innovation; connections with school-based programs; and the Bachelor in Indigenous Leadership (under development).

**GOVERNANCE:** TRU has established an Aboriginal seat on the Board of Governors. The current Aboriginal Board member is Bonnie Leonard, the Tribal Director for the Shuswap Nation Tribal Council. As well, the TRU Senate has established a Sub-Committee (First Nations, IAHLA, Metis and Friendship representations') on First Nations and Aboriginal Affairs that has responsibilities related to promoting, supporting and celebrating the success of Aboriginal students; advising Senate on measures to ensure linkage and alignment of academic, budgetary and other priorities with its efforts in connection with aboriginal affairs at the University; and advising Senate on measures to assist the University in meeting the Aboriginal centric goals set out in its Strategic Plan. The Sub-Committee meets quarterly (minimum) and reports to the Senate twice per year.

**ABORIGINAL FINANCIAL COMMITMENT:** Thompson Rivers University Aboriginal Education's core funding of \$690,000 encompasses Aboriginal Education, Gathering Place staff, the First Nations Language coordinator, counseling, recruitment, the elders-in-residence program, student support services, the trades coordinator, knowledge makers (Aboriginal research), and Aboriginal conferences/events. These aspects are all in addition to our funding from the Aboriginal Service Plan. In addition to this \$690,000 core funding, \$121,000 of our funding directly supports Thompson Rivers University Aboriginal Service Plan programs and activities for 2016/17 to 2018/19.

## 5.ENGAGEMENT

Thompson Rivers University Engagement

### (A)STUDENT ENGAGEMENT

<b>Student Group</b>	<b>Engagement Activities (include month/ year)</b>	<b>Interests</b>	<b>Outcomes</b>
Aboriginal Tutors	Cplul'Kw'ten Gathering Place staff work on strategic planning with Tutors at the main and Williams lake campuses. Jan 17/16.	Assist with term papers, grammar, 1 <sup>st</sup> year mathematics, and establishing mid-term studying skills. 20 Aboriginal tutors.	The key issues were addressed by daily tutoring sessions, weekly drop-in sessions, and consistent tutor availability.
Aboriginal Mentors	Mentors report on activities to Coordinator 2 times per Month Sept 2015 to Feb 2016.	On a daily basis, 15 Aboriginal Mentors help new, transitioning and transfer students with academic & social challenges.	Aboriginal students are matched with an Aboriginal Mentor to help with successful transition to TRU.
Aboriginal Awareness & Powwow Group	Planning meeting for Mar 2016 Aboriginal Awareness & Powwow. 2 meetings in January 2016.	Week long planning will took place from February 29 to March 11, 2016. A variety of activities was scheduled.	The outcome was the variety of relevant events planned for Feb 29 to Mar 11, 2016.
First Nations Language Group	17 students have enrolled in classes that began Jan 18. Meeting w/Dean of Education on Jan 19.	An Aboriginal coordinator helped recruit 17 students for our Language groups.	Winter Semester 2016 is the expected completion for all 17 Secwepemc Language students.
Sweat Lodge Group	There are 10 members that meet four times a semester to discuss the TRU Sweat Lodge. The last meeting was on January 18, 2016.	This group includes Aboriginal students, Aboriginal staff/ administration/ faculty, and the Thompson Rivers University wider community discussing the creation of a traditional Sweat Lodge.	Funds are being identified to help with the creation of a traditional Sweat Lodge. Approximately \$30,000 has been raised thus far.
Elders Council	4 Elders are scheduled to interact with Aboriginal Students at the Gathering Place.	Elders participate in daily activities including the weekly soup luncheon, student meetings and mentorship guidance.	4 Elders-In-residence are employed. Plans are underway to appoint them as Adjunct Professors.
Truth & Reconciliation Nursing	3 Nursing students and Nursing faculty are planning a Truth and Reconciliation event. Jan 18, 2016.	A March 3, 2016 event will invite Nursing Faculty to a Truth and Reconciliation event on Aboriginal healing.	\$2,000 in funds has been put toward this creative and educational event on March 3, 2016



**(B) EXTERNAL PARTNERSHIP ENGAGEMENT**

Partner	Engagement Activities (include month/ year)	Interests	Outcomes
Lill'wat Nation - Bridge River (Xwisten), Pavilion (Ts'kw'aylaxw), Cayoose Creek (Sekw'al'was), Mt. Currie (Lil'wat), Lillooet (T'it'q'et), Fountain (Xaxli'p), Anderson Lake (N'Quatqua), Douglas (Xa'xtsa), Skatin and Samahquam and Seton (Tsal'alh)	Ongoing communication and the dissemination of the Aboriginal Service Plan for Lill'wat First Nations. Strategic Planning is scheduled with all of the St'at'imc (Lill'wat) Chiefs, Councilors and Educators on April 11, 2016	Thompson Rivers University have identified that developmental programs for St'at'imc learners is essential for their successful transition to our university. The key issues are regional programs, enrollment numbers and lack of funding.	St'at'imc Chief, Council and Educators have been requesting a meeting since October 2015. One has been scheduled for April 11, 2016. The delay was due to our current negotiations with Faculty (Faculty could not confirm attendance).
Secwepemc Nation – Adams Lake (Hustalen), Tk'emlups Te Secwepemc, Simpcw, Neskanlith, Little Shuswap, Whispering Pines, Bonaparte and High Bar.	Ongoing communication and the dissemination of the Aboriginal Service Plan for Secwepemc communities. Strategy meetings were on November 23/24, 2015 and January 23/24, 2016. Strategic Planning is scheduled with all of the Secwepemc Chiefs, Councilors and Educators on May 16, 2016	Thompson Rivers University has identified that developmental programs for Secwepemc learners are essential for successful transition to our university. The key issues are language programs, enrollment and lack of funding.	Ongoing strategic meeting are scheduled at least once every semester. In the Fall Semester, the meeting was on November 23/24, 2015 and in the Winter semester it was on January 23/24, 2016.
Thompson Rivers University Aboriginal Education Advisory	An 8-member Advisory Group that meets twice per semester. A meeting was held on September 21, 2015, with the next meeting scheduled for February 29, 2016.	Key issues include Indigenization, Aboriginal student support services and Aboriginal completion rates. Aboriginal Education advisory also approves the Aboriginal Service Plan every year. There are key Aboriginal members on this committee that represent urban Metis & Aboriginal, and First Nation communities.	Ongoing stakeholder meetings that help guide Aboriginal initiatives on-campus. Full Voting rights are held by Lil Michif Otipemisiwak (Metis), the Secwepemc Cultural Education Society (IAHLA), and the Kamloops Interior Indian Friendship Center.

Tulo Centre of Indigenous Economics	Ongoing meetings to develop support for Tulo. Meetings were on January 1 & 21, 2016.	Collaborative partnerships for Aboriginal student engagement related to Indigenous Economics programming.	Ongoing Aboriginal Service Plan planning will be created with the Tulo Center.
School District #73 (Kamloops), #74 (Gold Trail), and #58 Nicola/Similkameen.	Ongoing meetings to develop School District Transition Days. With School District #73, we had six meetings from May 2015 to November 2015. With School District #74, we had three meetings on January 12, 23, and 29, 2016. With School District #58, we had one meeting on January 29, 2016.	Six Thompson Rivers University Transition Day planners met with three different School Districts' Aboriginal Education representatives. These meetings were a collaboration to bring Aboriginal High School students to the main campus to learn about educational opportunities.	These collaborations and partnerships with School District #73, #74 and #58 have created three separate Transition Days at the university: November 23, 2015, April 18, 2016 and May 25, 2016.
Northern Shuswap Tribal Council  Tsq'escen' (Canim Lake), Stswecem'c/Xgat'tem (Canoe & Dog Creek), Xat'sūll (Soda & Deep Creek), and T'exelc (Williams Lake a.k.a. Sugar Cane).	Williams Lake Campus representatives meet with the Northern Shuswap Tribal Council on a regular basis. Their last meeting was on January 8, 2016. A comprehensive Northern Shuswap plan was discussed with senior administration at Thompson Rivers University.	The Northern Shuswap Tribal Council is in Treaty Negotiations and they are attempting to ratify their Treaty. Thompson Rivers University wants to ensure opportunities for collaboration and partnership to meet their educational goals.	A comprehensive planning meeting on Aboriginal Education is scheduled for March 10/11, 2016. Representatives from First Nation Bands and Aboriginal Organizations will attend.
Shuswap Nation Tribal Council and Shuswap Nation Tribal Council Youth	Thompson Rivers University hosted a President's Lecture on October 26, 2015 that featured The Honourable Justice Murray Sinclair, Chair of Canada's Truth and Reconciliation Commission. The Shuswap Nation	Fourteen Aboriginal Youth participated in our historic presentation by Justice Murray Sinclair on October 26, 2015. The youth participated in the event and were acknowledged for their efforts. The youth	Thompson Rivers University is collaborating with the Shuswap Nation Tribal Council Youth to encourage them to attend more events on campus. Our next event is the Intellectual Cultural Property Symposium

	Tribal Council and Youth were in full attendance.	ranged from 14 to 17 years of age.	on February 16, 2016 and the youth are invited to the evening celebration.
Secwepemc Cultural Education Society	The Secwepemc Cultural Education Society continues to meet twice per semester to discuss planning and partnerships. The last meeting was on October 21, 2015.	The key issue is the development of transitional education programs for Aboriginal learners in Kamloops. In addition, there is also a focus on Secwepemc language.	Thompson Rivers University and the Secwepemc Cultural Education Society continue to work in partnership on developing relevant programming for Aboriginal learners.
Kamloops Interior Indian Friendship Center	Continual representation of the First Nations Aboriginal Affairs Committee (Aboriginal Education Advisory) and also community meetings with Thompson Rivers University	The Kamloops Interior Indian Friendship Center continues to work closely with our Cplul'kw'ten (Gathering Place) staff to ensure quality student services for urban Aboriginal students.	The Kamloops Interior Indian Friendship Center is a full partner in the development and approval of the Aboriginal Service Plan for Thompson Rivers University
Lil Michif Otipemisiwak and Two Rivers Metis	Thompson Rivers University meets with Lil Michif Otipemisiwak and Two Rivers Metis four times per year	Lil Michif Otipemisiwak and Two River Metis have interest in promoting Metis students on campus both with academic success and cultural revitalization	Lil Michif Otipemisiwak and Two Rivers Metis fully support the Elders Luncheon with cultural performances and Metis elder participation. In addition, Metis jigging/dancing practices are conducted in partnership with TRU Aboriginal Education

## **6. POLICIES AND PROCESS(ES) TO ENSURE RESPECTFUL USE OF TRADITIONAL KNOWLEDGE AND/OR INDIGENOUS INTELLECTUAL PROPERTY**

TRU acknowledges the Traditional knowledge and Indigenous Intellectual Property of our Aboriginal community, and has a Fair Dealing Policy that defines its protection, preservation and fair use.

**RESEARCH:** TRU is cognizant of respecting Traditional Knowledge and Indigenous Intellectual Property in relation to research, with respectful methodologies currently adhered to by faculty. The general process is that if a subject area has Aboriginal connections, the researcher will contact the appropriate First Nations to gain community respect for research conducted in their traditional area.

**ABORIGINAL PROGRAMS AND CURRICULUM DEVELOPMENT:** TRU has a First Nations Advisory Council comprised of faculty, administration, students, elders, and Aboriginal community members that help guide Aboriginal programs and curriculum development ensuring that the appropriate Aboriginal knowledge holders are involved, that Aboriginal protocols and practices are followed, and that TRU is respectful to Aboriginal works, artwork, themes, images, artifacts and traditional knowledge.

**PROMOTIONAL MATERIAL:** TRU has a conscientious communications and marketing office that works closely with the Executive Director of Aboriginal Education and the Gathering Place Coordinator to ensure that there is respect, consent and approval of all Aboriginal images and aspects related to Aboriginal knowledge. When appropriate, other Aboriginal knowledge-holders are consulted.

At TRU, the process concerning Traditional Knowledge and Indigenous Intellectual Property is still emerging. Respect for research in Indigenous communities, Aboriginal curricula development, and Aboriginal promotional materials are not codified in a formal policy; however, there are procedures in place to protect them. Overseeing adherence is the responsibility of the First Nations Advisory Committee and the Executive Director of Aboriginal Education. The timeline for policy implementation is ongoing as TRU continues to work closely with Aboriginal partners, faculty, students and administration to establish appropriate rules and regulations that underwrite the current mechanisms.



### **Policies and Processes:**

The First Nations Aboriginal Affairs Committee that consists of Thompson Rivers University Aboriginal Education, the Cplul'kw'ten Gathering Place, Aboriginal Faculty, the TRU Student Union, Tk'emlups te Secwepemc, the Interior Indian Friendship Center, Lil Michif Otipemisiwak, and other Aboriginal representation will fully review policies and processes for the protection of cultural intellectual property rights, traditional knowledge, elder support services, and Tk'emlups te Secwepemc protocols. The First Nations Aboriginal Affairs Committee is a Sub-Committee of the Thompson Rivers University Senate, and all matters that require Senate approval will be brought forth for approval. In the fall of 2016, there are policies and processes being brought forward for approval regarding Tk'emlups te Secwepemc protocol and cultural intellectual property.

## **7. OVERVIEW OF PROPOSED PLAN**

Overall, the focus of Thompson Rivers University (TRU)'s Aboriginal Service Plan is to satisfy three broad Aboriginal Education goals: Goal 1 - Increase Access, retention, completion and transition opportunities for Aboriginal learners; Goal 2 - Strengthen partnerships and collaborations in relation to TRU and Aboriginal communities; and Goal 3 – Increase the receptivity and relevance of TRU and our programs for Aboriginal learners. This includes providing support for initiatives that address systemic barriers. These TRU objectives align with the Ministry of Advanced Education Aboriginal Service Plan goals (See Appendix X). As well, our ASP was approved by the TRU First Nations and Aboriginal Affairs Committee (See Appendix VI) that has representation from Tk'emlups te Secwepemc, the Secwepemc Cultural Education Society, Metis, the Interior Indian Friendship Center, and other Aboriginal organizations.

Thompson Rivers University continues to engage with Aboriginal students and Aboriginal communities. Partnership engagement meetings occurred on November 16 and 17, 2016, and had First Nations Bands, Aboriginal organizations and the British Columbia Aboriginal Learning Centers in attendance to help develop our current Aboriginal Service Plan. Follow-up meetings were conducted on January 21 and 22, 2016, and included First Nations Bands and Aboriginal organizations, to discuss our draft Aboriginal Service Plan for 2016/17 to 2018/19 that was developed with Aboriginal input. Future meetings and events with Aboriginal communities include the February 15/16, 2016 Aboriginal Cultural Intellectual Property Symposium; the February 29 – March 5, 2016 Aboriginal Awareness event; an Elders Luncheon; the Powwow,; the March 14, 2016 Indigenous Health Committee meeting,; the March 15/16, 2016 Williams Lake Aboriginal Agency meeting; the April 12, 2016 Lill'wat Chief & Educator's strategic planning session; the April 18, 2016 School District #74 Transitions Day; and the May 15, 2016 School District #58 Transitions Day.

At its core, our Aboriginal Service Plan is designed to recruit Aboriginal High School students to our campus and to keep them here. Broadly, TRU has engaged School District Aboriginal youth with our Summer Science Camps (18 Aboriginal youth per year) at our main campus and also our Eureka Summer Science Camps (15 Aboriginal youth) at Soda Creek First Nations. In addition, Thompson Rivers University will collaborate with three School Districts (#73 – Kamloops, #74 – Gold River, and #58 Nicola-Similkameen) to host Transition Days where the Aboriginal High School students can tour the main campus

From February 1, 2016 to February 3, 2016, 72 Aboriginal students participated in reviewing, providing feedback, and signing a support letter for the Aboriginal Service Plan. The Aboriginal students gave full support for the Transition Planner, the Life Skill Planner, the Mentorship Coordinator, Mentorship Leadership, the First Friends Feast, and the Elders-In-Residence program

The overall strategic direction and focus of the Thompson Rivers University plan is to increase the transition, retention, completion and graduation rates of Aboriginal students through excellent student services with the Cplul'kw'ten staff, enhancement of Metis and Elder cultural celebrations, tutoring retention research, career planning, and First Nations Curricula development.

The priorities in our plan align with the Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan (2020 Vision for the Future) by promoting systemic change with our Gathering Place staff that will enable relevant, responsive, respectful and receptive programming for Aboriginal learners; by honoring community based partnerships with Lil Michif Otipemisiwak and Aboriginal elders; by offering academic tutoring support for our Williams lake Aboriginal students; by furthering our retention research & sharing of leading practices; and by strengthening our commitment to revitalizing Aboriginal languages. Moreover, Thompson Rivers University continues to develop respectful, ethical, and informed decision-making processes.

## 8. TRU PROGRAMS AND ACTIVITIES FOR 2016/17 TO 2018/19

<b>Title</b>	<b>Aboriginal Student Services – Transition Planner</b>
Minimum or Additional Funding	Minimum Funding
Priority Ranking	Base Funding
New or Continuing	Continuing
Category	Student Support Services and Initiatives
Description	<p>The Transition Planner facilitates the successful transition of Aboriginal students to Thompson Rivers University (TRU) by developing and implementing student transition plans in collaboration with the Life Skills Planner, and the Aboriginal Education Coordinators, as well as Aboriginal communities and organizations. This unique position facilitates transition for Aboriginal first year students, transfer students, trades students, and part-time students. The Transition Planner is available to Aboriginal students on a full-time basis for all internal Thompson Rivers University Aboriginal student services (as opposed to the Life Skills Planner who provides external Thompson Rivers University Aboriginal student services).</p> <p>The Transition Planner has evolved into a new position that has broadened its role to beyond first year students and this Transition Planner now assists transfer, trades, open learning and part-time students. This is different from the base funded programming in 2007 because the job description, the duties and the responsibilities have changed. Thompson Rivers University has retained its base funding for core student support services related to first year students; however, this position extends to additional transition planning with a broader range of students.</p> <p>The Transition Planner makes students aware of different sources of funding, utilizing internal community resources, as well as the Thompson River University awards site that features adjudicated scholarships, bursaries and awards.</p>
Rationale	<p>The Transition Planner addresses transition, retention, completion and success issues and provides a way for Aboriginal students to overcome systemic barriers to education. The Transition Planner actively assists Aboriginal students, provides advocacy, and offers successful referrals. This activity is being continued due to the overwhelming support demonstrated by the Cplul'kw'ten (Gathering Place) student support.</p> <p>Given that students are most likely to be attending TRU for multiple semesters, it is important that they can go to someone they trust and respect for assistance with transition planning. The Transition Planner continually provides vital Aboriginal student services, which is why it has a first position ranking in base funding.</p>
Related Goals	<p>The Aboriginal Transition Planner fulfills the Aboriginal Service Plan's goal of increased access, retention, completions and transition opportunities for Aboriginal learners. In line with the first 2012 Aboriginal Policy Framework goal, this position also provides a systemic change for TRU and ensures that our processes are relevant, responsive, respectful and receptive to Aboriginal learners and communities. In addition, this student support service helps Aboriginal learners reduce financial barriers to education, and to</p>

Title	<b>Aboriginal Student Services – Transition Planner</b>			
	transition seamlessly from K-12 to post-secondary education, which are the third and fourth goals of the Framework respectively.			
Measuring Success	<p>The success of this program will be measured by Activity Reports that record the number of appointments, emails, telephone calls and meetings conducted; Service Feedback Forms each semester; and an annual online Services for Aboriginal Students Survey.</p> <p>Using the Activity Reports from 2015 as a baseline (see Appendix VIII); the aim is to maintain and streamline services in the coming years. Success will be measured by maintaining or increasing the number of appointments each year.</p> <p>Service success and impact will be gathered by administering Service Feedback Forms each semester. After an appointment with the Transition Planner, students will be given a short questionnaire to fill out. The questions in the Service Feedback Forms will be:</p> <ol style="list-style-type: none"> <li>1. How often have you connected with the Transition Planner?</li> <li>2. How has the Transition Planner impacted your move to post-secondary?</li> <li>3. How have you found the service quality of the Transitions Planner? (Excellent, Very Good, Good, Ok, not so Good) Explain.</li> <li>4. Please provide further feedback comments or suggestions.</li> </ol> <p>The annual online Services for Aboriginal Students Survey will ask respondents to indicate which services they have utilized and define their level of satisfaction. The Transition Planner will be among these services. Open-ended questions will be used. Such as:</p> <ol style="list-style-type: none"> <li>1. Please describe the most positive or valuable experience that you had at Cplul'kw'ten (Gathering Place) or at an Aboriginal Education event.</li> <li>2. What is one thing that should change at Cplul'kw'ten (Gathering Place) or at an Aboriginal event? How could it be made better?</li> <li>3. Which of the Aboriginal Education staff, events or activities were the <u>most</u> helpful for you and why?</li> <li>4. Which of the Aboriginal Education staff, events or activities were the <u>least</u> helpful for you and why?</li> <li>5. What could we do to improve Aboriginal staff, events or activities at Thompson Rivers University?</li> </ol>			
Location(s)	The Cplul'kw'ten (Gathering Place) at the Thompson Rivers University main campus in Kamloops, BC.			
Timing	Start Date	April 1 of each year		
	End Date	March 31 of each year		
	Duration	Ongoing		
Future Plans	This ongoing activity has been identified as the top priority for our Aboriginal Service Plan. With the interest and demand by the Aboriginal students, the Transition Planner will be continued, as Aboriginal students need to access the support of the Planner with regard to finding further on-campus supports and services. The effectiveness and efficiencies of this activity will be reviewed annually.			
Budget		2016/17	2017/18 (Estimate)	2018/19 (Estimate)
	Ministry (ASP)	\$57,000	\$57,000	\$57,000
	Institution Contribution	\$10,000	\$10,000	\$10,000

<b>Title</b>		<b>Aboriginal Student Services – Transition Planner</b>		
	Other or In-Kind (Identify Source)	\$	\$	\$
	Total	\$67,000	\$67,000	\$67,000
Expense Breakdown for 2016/17 activities/programs greater than \$20,000 (Ministry funding)	Item	Amount		
	Salary .85 FTE =	\$57,000		
	Vac. & Ben .15 FTE =	\$10,000		
	Total	\$67,000		
<b>Activities/ Programs Delivered in Aboriginal Communities (where applicable)</b>				
Support, capacity and readiness of the Aboriginal community	Cplul’Kw’ten Gathering Place Students (See Appendix I, pages 1-11) General Letters of Support from Nicomen, Neskanlith, Tk’emlups, Simpcw, the Citxw Nlaka’pamux Assembly, Splatsin, and the Secwepemc Cultural Education Society (IAHLA) (See Appendix I, pages 16-29).			

<b>Title</b>		<b>Aboriginal Student Services – Life Skills Planner</b>
Minimum or Additional Funding	Minimum Funding	
Priority Ranking	Base Funding	
New or Continuing	Continuing	
Category	Student Support Services and Initiatives	
Description	<p>The Life Skills Planner provides essential skills support for Aboriginal students at Thompson Rivers University (TRU) in the areas of funding, budgeting, housing, childcare, and other external challenges or issues in collaboration with the Transition Planner and the Aboriginal Education Coordinators, as well as Aboriginal communities and organizations. The Life Skills Planner is available to Aboriginal students on a full-time basis for all external Thompson Rivers University Aboriginal student services (As opposed to the Transition Planner who provides internal Thompson Rivers University Aboriginal student services).</p> <p>This position ensures that Aboriginal Students are provided with life skills support while they are enrolled at TRU. Students may encounter problems with external funding, budgeting, housing, childcare, medical, mental health, emergency care and many other external issues. The Life Skills Planner is available to Aboriginal students on a full-time basis for all external (outside TRU) life skills questions, challenges and issues, so they can remain focused on their studies.</p>	
Rationale	<p>There is an essential need for a Life Skills Planner because this position supports Aboriginal students in two key areas:</p> <ol style="list-style-type: none"> <li>1. Identifying and completing external scholarship and bursary applications and other funding opportunities; and</li> <li>2. Accessing appropriate resources within the community that can help them overcome the daily life challenges they encounter outside of their academic endeavors.</li> </ol> <p>Thompson Rivers University Aboriginal students are usually new to the Tk’emlups te Secwepemc area so it is extremely important that we have a Life Skills Planner to assist them on a daily basis. The second ranking of this position in base funding reflects its priority.</p>	



<b>Title</b>	<b>Aboriginal Student Services – Life Skills Planner</b>	
Related Goals	<p>The Life Skills Planner fulfills the Aboriginal Service Plan’s goal of increased access, retention, completions and transition opportunities for Aboriginal learners. In line with the first 2012 Aboriginal Policy Framework goal, this position also provides a systemic change for TRU and ensures that our processes are relevant, responsive, respectful and receptive to Aboriginal learners and communities. In addition, this student support service helps Aboriginal learners reduce financial barriers to education, which is the third goal of the Framework.</p>	
Measuring Success	<p>The success of this program will be assessed through Activity Reports that measure the number of appointments, emails, telephone calls and meetings; Service Feedback Forms each semester; and an annual online Services for Aboriginal Students Survey. In addition, we will begin to see if we can generate data that shows the number and purpose of appointments and the number of bursaries applied for by Aboriginal students. Comparing these numbers over the years would show the impact that the advising of the Life Skill Planner has had with relation to students’ access to scholarships and bursaries.</p> <p>Using the Activity Reports from 2015 as a baseline (see Appendix VIII), the aim is to maintain and streamline services in the coming years. Success will be measured by maintaining or increasing the number of appointments each year.</p> <p>Service success and impact will be gathered by administering Service Feedback Forms each semester. After an appointment with the Life Skills Coach, students will be given a short questionnaire to fill out. The questions in the Service Feedback Forms will be:</p> <ol style="list-style-type: none"> <li>1. How often have you connected with the Transition Planner?</li> <li>2. How has the Transition Planner impacted your move to post-secondary?</li> <li>3. How have you found the service quality of the Transitions Planner? (Excellent, Very Good, Good, Ok, not so Good) Explain.</li> <li>4. Please provide further feedback comments or suggestions.</li> </ol> <p>The annual online Services for Aboriginal Students Survey will ask respondents to indicate which services they have utilized and define their level of satisfaction. The Life Skills Coach will be among these services. Open-ended questions will encompass questions such as</p> <ol style="list-style-type: none"> <li>1. Please describe the most positive or valuable experience that you had at Cplul’kw’ten (Gathering Place) or at an Aboriginal Education event.</li> <li>2. What is one thing that should change at Cplul’kw’ten (Gathering Place) or at an Aboriginal event? How could it be made better?</li> <li>3. Which of the Aboriginal Education staff, events or activities were the <u>most</u> helpful for you and why?</li> <li>4. Which of the Aboriginal Education staff, events or activities were the <u>least</u> helpful for you and why?</li> <li>5. What could we do to improve Aboriginal staff, events or activities at Thompson Rivers University?</li> </ol>	
Location(s)	The Cplul’kw’ten (Gathering Place) at the Thompson Rivers University main campus in Kamloops, BC.	
Timing	Start Date	April 1 of each year
	End Date	March 31 of each year
	Duration	Ongoing

<b>Title</b>		<b>Aboriginal Student Services – Life Skills Planner</b>		
Future Plans	This ongoing activity has been identified as the second priority for our Aboriginal Service Plan. The Life Skills Planner will be continued as Aboriginal students continue to access the Life Skills Planner’s support with regards to their daily life activities and community supports. The effectiveness and efficiencies of this activity will be reviewed annually.			
Budget		2016/17	2017/18 (Estimate)	2018/19 (Estimate)
	Ministry (ASP)	\$54,000	\$54,000	\$54,000
	Institution Contribution	\$10,000	\$10,000	\$10,000
	Other or In-Kind (Identify Source)	\$	\$	\$
	Total	\$64,000	\$64,000	\$64,000
Expense Breakdown for 2016/17 activities/programs greater than \$20,000 (Ministry funding)	Item	Amount		
	Salary .85 FTE =	\$54,000		
	Vac. & Ben. .15 FTE =	\$10,000		
	Total	\$64,000		
<b>Activities/ Programs Delivered in Aboriginal Communities (where applicable)</b>				
Support, capacity and readiness of the Aboriginal community	Cplul’Kw’ten Gathering Place Students (See Appendix I, pages 1-11) General Letters of Support from Nicomen, Neskanlith, Tk’emlups, Simpcw, the Citxw Nlaka’pamux Assembly, Splatsin, and the Secwepemc Cultural Education Society (IAHLA) (See Appendix I, pages 16-29).			

<b>Title</b>		<b>Aboriginal Student Services – Mentorship Coordinator</b>		
Minimum or Additional Funding	Minimum Funding			
Priority Ranking	Base Funding			
New or Continuing	Continuing			
Category	Student Support Services and Initiatives			
Description	The Mentorship Coordinator works directly with 16 Aboriginal Mentors to provide peer mentorship to Aboriginal transitioning, new, and/or transfer students. The Aboriginal Mentorship Coordinator helps the mentors by providing appropriate education, training, and development for their Mentorship skills. Throughout the year, the Aboriginal Mentorship Coordinator assists in the development of orientation activities, Aboriginal events, weekly soup meetings, Elder gatherings and other Aboriginal events on campus.			
Rationale	<p>This ongoing activity has been identified as the third priority for our Aboriginal Service Plan. The Aboriginal Mentorship Coordinator helps educate our Aboriginal Mentors. Based on the response of students, it is clear that our Mentorship Program is essential for our Cplul’Kw’ten student services. The Aboriginal Mentorship Coordinator actively motivates the Aboriginal Mentors to provide excellent student services. We are intent on continuing this position due to this overwhelming support. The Mentorship Coordinator is a part-time position; however, it provides vital cultural, academic and mentorship leadership at TRU.</p> <p>The success of this program has been determined by Cplul’Kw’ten student support and by analysis of the progress reports submitted by the Mentorship Coordinator. Progress reports are reviewed and assessed by the Cplul’kw’ten Aboriginal Coordinator, the Dean</p>			

<b>Title</b>	<b>Aboriginal Student Services – Mentorship Coordinator</b>
	of Students and the Executive Director of Aboriginal Education. The Mentorship Coordinator position continues to achieve successful growth and student coordination within the Aboriginal Mentorship Program. The effectiveness and efficiencies of this activity will be reviewed annually.
<b>Related Goals</b>	The Mentorship Coordinator fulfills the Aboriginal Service Plan’s goal of increased access, retention, completions and transition opportunities for Aboriginal learners. In line with the first 2012 Aboriginal Policy Framework goal, this position also provides a systemic change for TRU and ensures that our processes are relevant, responsive, respectful and receptive to Aboriginal learners and communities. In addition, this student support service helps Aboriginal learners transition seamlessly from K-12 to post-secondary education, which is the fourth goal of the Framework.
<b>Measuring Success</b>	<p>The success of this program will be assessed through Activity Reports that measure the number of appointments, emails, telephone calls and meetings; the number of participants and mentors/mentees in attendance to the cultural and educational events and activities; an annual Mentor and Mentee Feedback Survey; data on the number of new students and mentees each year; and an annual online Services for Aboriginal Students Survey.</p> <p>Using the Activity Reports from 2015 as a baseline (see Appendix VIII), the aim is to maintain and streamline services in the coming years. Cultural and educational activities will be measured through using baseline numbers from 2015 with the goal of increasing the number of participants, mentors and mentees in the coming year.</p> <p>The Mentor Program will be measured by tracking the number of mentees and also by measuring the impact through a Mentor and Mentee survey that asks closed and open-ended questions about the training, service quality and learnings.</p> <p>Investigating the number relation of new TRU Aboriginal students to the number of mentees each year will help us see the percentage of Aboriginal students accessing the Mentor Program.</p> <p>The annual online Services for Aboriginal Students Survey will ask respondents to indicate which services they have utilized and define their level of satisfaction. The Life Skills Coach will be among these services. Open-ended questions will encompass questions such as</p> <ol style="list-style-type: none"> <li>1. Please describe the most positive or valuable experience that you had at Cplul’kw’ten (Gathering Place) or at an Aboriginal Education event.</li> <li>2. What is one thing that should change at Cplul’kw’ten (Gathering Place) or at an Aboriginal event? How could it be made better?</li> <li>3. Which of the Aboriginal Education staff, events or activities were the <u>most</u> helpful for you and why?</li> <li>4. Which of the Aboriginal Education staff, events or activities were the <u>least</u> helpful for you and why?</li> <li>5. What could we do to improve Aboriginal staff, events or activities at Thompson Rivers University?</li> </ol>
<b>Location(s)</b>	The Cplul’kw’ten (Gathering Place) at the Thompson Rivers University main campus in Kamloops, BC.

<b>Title</b>	<b>Aboriginal Student Services – Mentorship Coordinator</b>			
Timing	Start Date	April 1 of each year		
	End Date	March 31 of each year		
	Duration	Ongoing		
Future Plans	This is an ongoing activity that has been identified as the second priority. The support program of the Mentorship Coordinator will be continued as Aboriginal students continue to access the Aboriginal Mentors, and attend Aboriginal events and activities. The effectiveness and efficiencies of this activity will be reviewed annually.			
Budget		2016/17	2017/18 (Estimate)	2018/19 (Estimate)
	Ministry (ASP)	\$19,000	\$19,000	\$19,000
	Institution Contribution	\$10,000	\$10,000	\$10,000
	Other or In-Kind (Identify Source)	\$	\$	\$
	Total	\$29,000	\$29,000	\$29,000
Expense Breakdown for 2016/17 activities/programs greater than \$20,000 (Ministry funding)	Item	Amount		
	Salary .3 FTE =	\$19,000		
	Vac. & Ben. .15 FTE =	\$10,000		
	Total	\$29,000		
<b>Activities/ Programs Delivered in Aboriginal Communities (where applicable)</b>				
Support, capacity and readiness of the Aboriginal community	Cplul'Kw'ten Gathering Place Students (See Appendix I, pages 1-11) General Letters of Support from Nicomen, Neskanlith, Tk'emlups, Simpcw, the Citxw Nlaka'pamux Assembly, Splantsin, and the Secwepemc Cultural Education Society (IAHLA) (See Appendix I, pages 16-29).			

<b>Title</b>	<b>Williams Lake Tutoring</b>
Minimum or Additional Funding	Minimum Funding
Priority Ranking	Base Funding
New or Continuing	Continuing
Category	Student Support Services and Initiatives
Description	<p>Two Williams Lake tutors assist Aboriginal students enrolled in Math, Science, English and Social Sciences course at the Williams Lake campus.</p> <p>Williams Lake tutors have excellent levels of knowledge and experience in Mathematics, Physics, French, Academic Advising, English, Research Writing, Adult Education, Education studies, Human Resources, First Nations Studies, First Nations Research, Anthropology, Psychology, Life-Skills, and Educational Leadership. Aboriginal tutor services also include academic planning, programming assistance, academic workshops, funding advice and cultural event planning.</p>
Rationale	The Aboriginal tutors in Williams Lake provide academic assistance in flexible, dynamic and accessible ways. One tutor provides support in Math & Sciences and the other tutor provides English & Academic Writing Support. The Aboriginal tutors assist students on an individual basis, in small groups, after-hours, and online. The Aboriginal tutors work 20 hours per week at the Williams Lake Gathering Place; however, they also respond to email enquiries from Open Learning Aboriginal students in the region.

<b>Title</b>	<b>Williams Lake Tutoring</b>	
	Aboriginal students have reported that the Aboriginal Tutors provide excellent tutoring and with their assistance they are more prepared for courses, have enhanced computer knowledge, improved grades, and increased confidence (See Appendix VIII). The ranking of this activity in the fourth position in base funding reflects its importance.	
<b>Related Goals</b>	The Williams Lake tutors fulfill the Aboriginal Service Plan’s goal of increased access, retention, completions and transition opportunities for Aboriginal learners. In line with the first 2012 Aboriginal Policy Framework goal, these positions also provide a systemic change for TRU and ensures that our processes are relevant, responsive, respectful and receptive to Aboriginal learners and communities. In addition, this student support service helps Aboriginal learners transition seamlessly from K-12 to post-secondary education, which is the fourth goal of the Framework.	
<b>Measuring Success</b>	<p>Thompson Rivers University-Williams Lake campus works closely with their Aboriginal partners throughout the year to provide feedback and guidance on the tutoring program. The high number of students that continually access this support service demonstrates the success of the program.</p> <p>Every year, there will be a comprehensive Aboriginal Student Survey conducted that will measure the effectiveness of Aboriginal tutoring for the Williams Lake campus. Survey question will assess the impact on student transition, retention, completion and graduation rates. Anecdotally, students have commented that Williams Lake tutoring has helped with course completion and retention rates; however, the Aboriginal Student Survey will ask specific questions to support these student testimonials.</p> <p>Thompson Rivers University (TRU) Aboriginal Tutors are assessed based on their Aboriginal Tutor report of activities in the Williams Lake Gathering Place. Specific measures will monitor the number of students who access tutoring, the impact that tutoring has on the respective students, and the relationship between tutoring visits and student success.</p> <p>TRU will measure the following by student surveys and observation:</p> <ul style="list-style-type: none"> <li>• Students’ understanding and mastery of content from their courses.</li> <li>• Students’ improved grades.</li> <li>• Aboriginal students remaining in their courses or programs.</li> <li>• Students noticeably improving in study skills, abilities, and confidence in relation to their current and future academic courses.</li> </ul> <p>In the 2015 report, it was observed that Aboriginal Tutors worked with 10 – 14 Aboriginal students on a daily basis. Specific tutoring courses included 1<sup>st</sup> year English (English 1100), Grade 12 English, Literary English (English 1001, English 1110), Biology (0601), and Chemistry (0501). Aboriginal tutors also continue to help Aboriginal students in tutoring, community visits, access or mobility issues, and computer skills (See Appendix VIII).</p>	
<b>Location(s)</b>	The Williams Lake Campus, Thompson Rivers University	
<b>Timing</b>	Start Date	April 1 of each year
	End Date	March 31 of each year
	Duration	Ongoing

Title	Williams Lake Tutoring			
Future Plans	This is the fourth year of this ongoing activity. Success will be monitored annually. Due to the importance of this program to the success of Aboriginal students at the Williams Lake campus, it is imperative that this activity is supported on an ongoing basis and that we continue to support the program through internal and external funding.			
Budget		2016/17	2017/18 (Estimate)	2018/19 (Estimate)
	Ministry (ASP)	\$30,000 F/W	\$30,000 F/W	\$30,000 F/W
	Institution Contribution	\$30,000 F/W	\$30,000 F/W	\$30,000 F/W
	Other or In-Kind (Identify Source)			
	Total	\$60,000	\$60,000	\$60,000
Expense Breakdown for 2016/17 activities/programs greater than \$20,000 (Ministry funding)	Item	Amount		
	Main Aboriginal tutor wages and ben. (2 pos.)	\$25,000	P/T Aboriginal tutor wages and ben. (2 pos.)	\$25,000
	Salary .5 FTE = Vac. & Ben 15 FTE=	\$5,000	Salary .5 FTE = Vac. & Ben. 15 FTE=	\$5,000
	Total	\$30,000	Total	\$30,000
<b>Activities/ Programs Delivered in Aboriginal Communities (where applicable)</b>				
Support, capacity and readiness of the Aboriginal community	See Williams Lake Students Letters of Support: Appendix I, pages 36-42.			

Title	Indigenization – Community Engagement Forums
Minimum or Additional Funding	Minimum Funding
Priority Ranking	Base Funding
New or Continuing	Continuing
Category	Partnerships and Engagement
Description	<p>Transformative community forums will be undertaken between Thompson Rivers University (TRU) and the communities of Kamloops, Williams Lake and Lillooet to engage in education, understanding, shared cultural knowledge, dialogue, strategies and enhancement in the areas of Indigenization. TRU and our Aboriginal partners will invite all of the surrounding Aboriginal Bands and organizations to these engagement forums.</p> <p>These Community Engagement Forums allow Thompson Rivers University to maintain their partnership, collaboration and engagement with Aboriginal education leaders within our catchment area. Strategic planning includes academic programs, trades, student support services, and open learning. Our Aboriginal partners have set the agenda for the Aboriginal Community Engagement Forums, which have included Indigenization strategies, truth &amp; reconciliation event planning, language revitalization, Aboriginal Service Plan partnerships, and the enhancement of Aboriginal Education initiatives. The objective of these forums is to address Aboriginal community issues and concerns; knowing that they will vary according to the Aboriginal community priorities.</p>

Title	<b>Indigenization – Community Engagement Forums</b>
	<p>Community Engagement Forums promote the Thompson Rivers University strategic priority to enhance Intercultural Understanding in the areas of Aboriginal knowledge, cultural competency &amp; sensitivity, and Aboriginal ways of knowing.</p> <p>TRU has established Indigenization as a priority through strategic meetings with Aboriginal students, faculty, staff, First Nations Bands, and Aboriginal organizations. These Indigenization community engagement forums will further our goal to Indigenize TRU. In the past, we have stated, “Thompson Rivers University is respectful and welcoming to all Aboriginal learners.” This activity fully supports this vision.</p>
Rationale	<p>Community engagement forums centered on Indigenization will strengthen partnerships, collaborations, and shared strategic planning between TRU and Aboriginal communities. Indigenization is a concept that is still new for TRU and these collaborative forums with our Aboriginal partners will inspire dialogue and debate on how TRU can “indigenize” our campuses. Indigenization includes dialogue around a unique way to know and understand the world, ethical space, ways of knowing, transforming TRU, amicable relationships, respectful co-existence, decolonization, honouring respect, relevance, reciprocity, responsibility, and protecting intellectual cultural property.</p> <p>This program is needed to drive Thompson Rivers University’s continued leadership as a trailblazer in Aboriginal education. The priority was identified by TRU’s Aboriginal leadership and administration based on the need for systemic change that will be the driver of an overall acceptance and celebration of indigenous culture at TRU. With these forums, TRU will be in a position to develop further programs and support systems that will be the foundation of a positive educational experience for Aboriginal students, faculty and partners.</p>
Related Goals	<p>The Community Engagement Forums will fulfill the second and third Aboriginal Service Plan goals. The forums will strengthen partnerships and collaboration in Aboriginal post-secondary education, and they will increase the receptivity and relevance of post-secondary institutions and programs for Aboriginal learners, including providing support for initiatives that address systemic barriers. In line with the first 2012 Aboriginal Policy Framework goal, these forums will also provide a systemic change for TRU and ensure that our processes are relevant, responsive, respectful and receptive to Aboriginal learners and communities.</p>
Measuring Success	<p>The intent is to have the forums attended by TRU, First Nation Bands and Aboriginal organizations (First Nations and Metis). After each forum, the participants will also provide feedback by completing an evaluation form. A report will be developed that will summarize and organize the responses during these Indigenization forums, and participants will be provided updates from TRU on the strategic plans derived. The final report will be shared widely. Attendance and engagement at the forums will also be used to measure the success of these initiatives.</p> <p>There are two ways success will be measured at the Community Engagement Forums there will be feedback surveys given at each event and there will be follow-up submissions and Aboriginal community responses collected after each event. The feedback will help</p>

<b>Title</b>	<b>Indigenization – Community Engagement Forums</b>			
	in the implementation of actions regarding transition, truth & reconciliation, indigenization, and retention. Between January and December 2015, there were 350 Elders at our Elders Gathering (March 2015), 300 students at our Aboriginal Awareness Week (March 2015), 250 at our Aboriginal Powwow, 750 at our Justice Sinclair Truth and Reconciliation event (October 2015), and 32 Aboriginal representatives at a Strategic Planning Meeting (November 2015).			
Location(s)	Engagement activities for Kamloops, Williams Lake and Lillooet.			
Timing	Start Date	September 1 of each year		
	End Date	March 31 of each year		
	Duration	Various Engagement Activities throughout the year.		
Future Plans	This is the fourth year of this ongoing activity, with success being measured annually. In the upcoming year, Thompson Rivers University will establish an Indigenous strategic plan that will include the vision, values and intent derived from these community forums. TRU currently has a 5-year strategic plan that includes enhancement of intercultural understanding and sustainability. These community forums will help strengthen these efforts and act as the foundation for a culture of indigenization at the university.			
Budget		2016/17	2017/18 (Estimate)	2018/19 (Estimate)
	Ministry (ASP)	\$10,000	\$10,000	\$10,000
	Institution Contribution	\$10,000	\$10,000	\$10,000
	Other or In-Kind (Identify Source)			
	Total	\$20,000	\$20,000	\$20,000
Expense Breakdown for 2016/17 activities/programs greater than \$20,000 (Ministry funding)	Item	Amount		
	N/A	N/A		
<b>Activities/ Programs Delivered in Aboriginal Communities (where applicable)</b>				
Support, capacity and readiness of the Aboriginal community	General Letters of Support from Nicomen, Neskanlith, Tk'emlups, Simpcw, the Citxw Nlaka'pamux Assembly, Splatsin, and the Secwepemc Cultural Education Society (IAHLA) (See Appendix I, pages 16-29).			



<b>Title</b>	<b>School District Transitions: School District #73</b>
Minimum or Additional Funding	Minimum Funding
Priority Ranking	Base Funding
New or Continuing	Continuing
Category	Outreach activities and events.
Description	The School District #73 Transitions Day is an opportunity for Kamloops Aboriginal high school students to visit Thompson Rivers University (TRU) and learn about the wide range of academic programs/services available. This one-day event is filled with keynote speakers, workshops, interactive events, and TRU academic booths. The School District #73 Transitions Day sees between 138 – 160 participants each year.
Rationale	<p>The School District #73 Transitions Day is designed for Aboriginal high school students to learn about TRU student services including the Gathering Place, advising, the TRU foundation &amp; alumni, Co-op &amp; student employment, leadership, mentorship, supplemental learning programs, study abroad, the wellness center, the writing center, the math center, and disability services. The School District #73 Transitions Day supports Aboriginal student recruitment at TRU.</p> <p>This activity was determined as a priority through Aboriginal strategic meetings with TRU and the School District #73 First Nations Education Council. Representatives have indicated that Aboriginal students in School District #73 are highly interested in learning more about TRU. Thus, an exciting and focused day of immersion has been developed as the perfect way to engage the learners with the various opportunities and support systems available at TRU. Success of this program is catalogued in the School District Transitions report. According to this report, Transitions Day has been very successful, meeting established goals each year, which is why we have put a request in to TRU to have it base funded.</p>
Related Goals	The School District #73 Transitions Day fulfills the Aboriginal Service Plan’s goal of increased access, retention, completions and transition opportunities for Aboriginal learners. In line with the fourth 2012 Aboriginal Policy Framework goal, this initiative also helps Aboriginal learners transition seamlessly from K-12 to post-secondary education.
Measuring Success	<p>TRU will have the School District Transitions report, which will outline the day’s activities, agenda, participation, schools that attend, and any other aspects of the School District Transition #73 Transitions Day. The impact and success of the day will be reviewed and analyzed, with suggested improvements discussed with the Aboriginal Affairs Advisory committee.</p> <p>Our analysis of this event will include the number of students in attendance, the number targeting Thompson Rivers University for enrollment after graduation, and the number of successful transitions from High School to Thompson Rivers University. We can follow-up with Aboriginal student surveys on-campus that will ask how many of our current students also attended the Transitions Day when they were in high school.</p> <p>In addition, we will survey our new Aboriginal students from Kamloops and ask whether they attended this event prior to choosing to come to TRU. We will keep track of these records over a given period to determine the success rate of the transitions events.</p>

<b>Title</b>	<b>School District Transitions: School District #73</b>			
	Aboriginal Education will strengthen our records to indicate the transition rate from Aboriginal high school students that attended the event to enrollment at TRU.			
Location(s)	The Thompson Rivers University main campus in Kamloops, BC.			
Timing	Start Date	October of each year		
	End Date	October of each year		
	Duration	Full one day event		
Future Plans	This is the fourth year for this activity. In partnership with School District #73, a student survey will be given each year and anecdotal feedback will be received.			
Budget		2016/17	2017/178(Estimate)	2018/189(Estimate)
	Ministry (ASP)	\$4,000	\$4,000	\$4,000
	Institution Contribution	\$2,000	\$2,000	\$2,000
	Other or In-Kind (Identify Source)			
	Total	\$6,000	\$6,000	\$6,000
Expense Breakdown for 2016/17 activities/programs greater than \$20,000 (Ministry funding)	Item	Amount		
	N/A	N/A		
<b>Activities/ Programs Delivered in Aboriginal Communities (where applicable)</b>				
Support, capacity and readiness of the Aboriginal community	See School District #58, #73, and #74 Letters of Support, Appendix I, pages 30-32.			

<b>Title</b>	<b>Retention Research</b>
Minimum or Additional Funding	Minimum Funding
Priority Ranking	Base Funding
New or Continuing	Continuing
Category	Development or enhancement of programs or courses
Description	<p>The retention research will examine the reasons why Aboriginal students stay, stop-out, or leave once enrolled at Thompson Rivers University (TRU).</p> <p>This retention research is a joint program with the TRU Department of Institutional Planning and Analysis and Aboriginal Education. Over 430 Aboriginal undergraduate students will be surveyed to determine the essential factors that are related to Aboriginal retention at TRU.</p>
Rationale	<p>Past research has determined that increased academic support, more cultural support, accessible admission requirements and stronger reentry policies will need to be established to ensure Aboriginal learner succeed at TRU. However, continuation of this retention research is necessary to build on the knowledge already gathered.</p> <p>The new aspect to this Retention Research will have Aboriginal graduate students and a TRU Aboriginal professor conducting further research that provides strategic guidelines to help increase Aboriginal retention rates at TRU. New surveys and results will help the</p>

Title	Retention Research
	<p>TRU Aboriginal Education department create excellent strategic plans. As the depth and longevity of this research is built, information related to relationships with faculty, student satisfaction, reasons for retention, reasons for leaving, relationships with students, academic supports, non-academic supports, and other factors, can be utilized so that retention activities, priorities and strategies can be more effectively targeted.</p> <p>Success of Retention Research will be determined internally through reporting to the Aboriginal Affairs and Advisory Senate committee and by peer-review of the research. As well, TRU will share this research with their Aboriginal partners and with other BC Colleges &amp; Universities. This Retention Research will be completed during the 2015/2016 academic year and the results will strengthen our strategic plans to improve retention rates at Thompson Rivers University. The current research results have inspired TRU to rank this in base funding (see Appendix VII).</p>
Related Goals	<p>The Retention Research initiative fulfills the Aboriginal Service Plan's goal of increasing the receptivity and relevance of post-secondary institutions and programs for Aboriginal learners. The research will also provide support for initiatives that address systemic barriers. In line with the fifth 2012 Aboriginal Policy Framework goal, this initiative will allow TRU to make continuous improvements based on research and data-tracking.</p>
Measuring Success	<p>A comprehensive retention research report has already been developed. The initial research was conducted face-to-face, the second phase was an on-line web based survey for Thompson Rivers University students. This Retention Research extension is to implement Open Learning strategies to increase Aboriginal student course completions, more TRU personnel working together to facilitate Aboriginal learners success with Open Learning, and create new Open Learning courses.</p> <p>This retention rate research continues to create a database and the information will be used to inform strategic decisions regarding Aboriginal retention at TRU. To determine synergies with provincial and National benchmarks, the TRU Aboriginal student retention research data will be compared to Provincial reports, the National Survey of Student Engagement results, and other related Aboriginal surveys. As well, strategic and comparative results will be presented to the TRU Aboriginal Affairs and Advisory committee, which will ensure that the research continues to add knowledge to TRU's retention strategies.</p> <p>Initially, the breadth and depth of the research as well as the applicability of the findings will determine success. However, ultimately success will be based on increased retention rates for Aboriginal learners at TRU. All research results will help strengthen our strategic plans surrounding retention (See Retention Research in Appendix VII).</p> <p>The strategy for the upcoming year is to share the results of this Retention Research within Thompson Rivers University and with other Universities/Colleges. Our Retention Research found that Aboriginal students stay or leave based on the level of student services, welcoming environment, tutoring, financial supports, and computer assistance available. The key finding was that Aboriginal students strongly seek a learning environment that is collaborative, respectful, and supportive.</p>

<b>Title</b>	<b>Retention Research</b>			
	Success for this project will be measured by the number of new Indigenized courses are created, the development of Indigenous videos, and the number of Massive On-Line Open Courses (MOOC) are created.			
Location(s)	Thompson Rivers University – Kamloops Main Campus			
Timing	Start Date	April 1, 2016		
	End Date	March31, 2017		
	Duration	Project ending 2016/2017		
Future Plans	This is the fourth year for this activity. The goal is to continue to build our research knowledge base in the Aboriginal student retention realm and then to utilize that knowledge for developing and adjusting TRU strategies to help increase retention rates in the future. Each year, our data grows and we are able to be more knowledgeable in our decision making regarding Aboriginal student retention at TRU.			
Budget		2015/16	2016/17 (Estimate)	2017/18 (Estimate)
	Ministry (ASP)	\$3,000	\$3,000	\$3,000
	Institution Contribution	\$2,000	\$2,000	\$2,000
	Other or In-Kind (Identify Source)			
	Total	\$5,000	\$5,000	\$5,000
Expense Breakdown for 2016/17 activities/programs greater than \$20,000 (Ministry funding)	Item	Amount		
	N/A	N/A		
<b>Activities/ Programs Delivered in Aboriginal Communities (where applicable)</b>				
Support, capacity and readiness of the Aboriginal community	See Letter of Support from the Secwepemc Cultural Education Society in Appendix I, page 16. General Letters of Support from Nicomen, Neskanlith, Tk'emlups, the Simpcw, Citxw Nlaka'pamux Assembly, Splatins, and the Secwepemc Cultural Education Society (IAHLA) (See Appendix I, pages 16-29).			

<b>Title</b>	<b>Aboriginal Mentorship and Leadership</b>
Minimum or Additional Funding	Minimum Funding
Priority Ranking	Base Funding
New or Continuing	Continuing
Category	Student Support Services
Description	The Aboriginal Mentorship and Leadership Program enhances the support of our 16 Aboriginal mentors from the Cplul'kw'ten Gathering Place and enables the Mentor Coordinator to successfully operate this initiative. The Aboriginal Mentorship and Leadership activities are under the guidance of the Aboriginal Mentorship Coordinator.

<b>Title</b>	<b>Aboriginal Mentorship and Leadership</b>			
	<ul style="list-style-type: none"> <li>• Strengthening Aboriginal academic skills</li> <li>• Assessing Academic challenges, issues or concerns</li> <li>• Encouraging Student Responsibility</li> <li>• Creating the Aboriginal Student Action Plan</li> <li>• Enhancing Self-Assessment and identification of issues or challenges</li> <li>• Managing of time and resources</li> <li>• Encouraging students to join study groups, volunteer groups or activity groups</li> <li>• Supporting students through encouragement, leadership and assistance</li> </ul>			
Rationale	Aboriginal students, faculty, administration and staff have determined that these Aboriginal Mentorship activities are priorities that require continuation based on survey data and anecdotal feedback. Aboriginal mentors/leaders work closely with the Aboriginal Mentorship Coordinator on a range of activities under-taken during the Fall and Winter semesters.			
Related Goals	The Aboriginal Mentorship and Leadership initiative fulfills the first and third Aboriginal Service Plan goals of increasing access, retention, completion and transition opportunities for Aboriginal learners; and increasing the receptivity and relevance of post-secondary institutions and programs for Aboriginal learners. In line with the first 2012 Aboriginal Policy Framework goal, this initiative will assist TRU with systemic change that will make the university more relevant, responsive, respectful and receptive to Aboriginal learners and communities. In addition, this student support service helps Aboriginal learners transition seamlessly from K-12 to post-secondary education, which is the fourth goal of the Framework.			
Measuring Success	An Aboriginal Student survey will be conducted each year to assess the success of the program. The number of students utilizing the program and their perception of its help will be tracked so as to determine its ongoing success (See Appendix VIII).			
Location(s)	Thompson Rivers University – Kamloops Main Campus			
Timing	Start Date	April 1 of each year		
	End Date	March 31 of each year		
	Duration	Ongoing		
Future Plans	This ongoing activity has been identified as the fourth priority. The Mentorship and Leadership support program will be continued as Aboriginal students continue to access the Aboriginal Mentors and attend Aboriginal events and activities. The effectiveness and efficiencies of this activity will be reviewed annually. The goal is to continue to grow and develop this program based on the student survey, and anecdotal feedback from Aboriginal mentors/mentees and Aboriginal education leadership. Annual assessments will determine the success and viability of this program.			
Budget		2016/17	2017/18 (Estimate)	2018/19 (Estimate)
	Ministry (ASP)	\$5,000	\$5,000	\$5,000
	Institution Contribution	\$2,000	\$2,000	\$2,000
	Other or In-Kind (Identify Source)			
	Total	\$7,000	\$7,000	\$7,000
	Item	Amount		

Title	Aboriginal Mentorship and Leadership	
Expense Breakdown for 2016/17 activities/programs greater than \$20,000 (Ministry funding)	N/A	N/A
Activities/ Programs Delivered in Aboriginal Communities (where applicable)		
Support, capacity and readiness of the Aboriginal community	Cplul'Kw'ten Gathering Place Students (See Appendix I, pages 1-11) General Letters of Support from Nicomen, Neskanlith, Tk'emlups, Simpcw, the Citxw Nlaka'pamux Assembly, Splatsin, and the Secwepemc Cultural Education Society (IAHLA) (See Appendix I, pages 16-29).	

Title	Metis Cultural Collaborations
Minimum or Additional Funding	Minimum Funding
Priority Ranking	Base Funding
New or Continuing	Continuing
Category	Outreach Activities and Events
Description	<p>The Thompson Rivers University (TRU) Aboriginal Education Department will continue collaborations with Lil Michif Otipemisiwak and the White Buffalo Society to present Metis focused cultural celebrations throughout the Fall and Winter academic semesters. The goals of the Metis events are to enhance Metis cultural identity and to share Metis ways with our general population.</p> <p>Metis Cultural Events will be focused on:</p> <ul style="list-style-type: none"> <li>• Metis music, dancing and artistic expressions</li> <li>• Metis writers, playwrights, poets and spoken word</li> <li>• Metis leaders, historians and educators</li> </ul> <p>Thompson Rivers University is committed in finding practice space on campus to promote Metis jigging, dancing and music.</p>
Rationale	<p>Metis Aboriginal students make up an extremely important population at TRU. The Metis cultural collaborations will respect and honour Metis students and provide an increased respect for Metis culture. Thus, due to these activities, Metis students will be more likely to stay at TRU, thus improving our retention rates over time.</p> <p>TRU hosted strategic meetings with Aboriginal/Metis organizations within the Kamloops region where Metis Cultural collaborations were determined as a priority in order to engage the Metis youth at TRU and in the community. Metis cultural celebrations are a priority at TRU, which is why we have put them in our base funding request.</p>
Related Goals	<p>Metis Cultural Collaborations fulfill the second Aboriginal Service Plan goal of strengthening partnerships and collaborations in Aboriginal post-secondary education, in this case through connections with Metis organizations. In line with the first 2012 Aboriginal Policy Framework goal, this initiative will assist TRU with systemic change that will make the university more relevant, responsive, respectful and receptive to Metis learners and communities.</p>

Title	<b>Metis Cultural Collaborations</b>			
Measuring Success	<p>Success will be determined through collaborative and strategic assessment by TRU Aboriginal Education, Lil Michif Otipemisiwak, and the Metis Nation British Columbia. As well, attendance numbers, partner support, and anecdotal reactions to the Metis Cultural events will help us evaluate their success. In addition, our Gathering Place student survey will assess the student response to these Metis Cultural Collaborations.</p> <p>Thompson Rivers University continues to support Lil Michif Otipemisiwak and Two Rivers Metis in Kamloops, BC. These two Metis organizations are involved with our Elders luncheon, Metis jigging, and Metis Days. During the Elders and Students sharing cultural traditions luncheon we had over 350 attendees, with over 40 Metis elders attending and 8 Metis dancers and jiggers performing. In support of the tradition of Metis jigging, TRU provides free space for their Metis jigging practice at our gymnasium every week. In addition, funds have been provided for Metis Days at TRU. Metis Days are designed to inform our TRU students about the wonderful and rich history of Metis people in Kamloops.</p>			
Location(s)	Thompson Rivers University – Kamloops Main Campus			
Timing	Start Date	October: Fall Semester every year		
	End Date	March: Winter Semester every year		
	Duration	One day event in the Fall semester, and a 2 day event in the Winter semester		
Future Plans	This is the second year for this activity. In collaboration with Lil Michif Otipemisiwak & Metis Nation British Columbia, the events will be assessed and adjustments made as required. The hope is to grow these engagement events in the future with a focus on revitalizing Metis cultural knowledge.			
Budget		2016/17	2017/18 (Estimate)	2018/19 (Estimate)
	Ministry (ASP)	\$3,000	\$3,000	\$3,000
	Institution Contribution	\$2,000	\$2,000	\$2,000
	Other or In-Kind (Identify Source)	\$2,000 Lil Michif Otipemisiwak	\$2,000 Lil Michif Otipemisiwak	\$2,000 Lil Michif Otipemisiwak
	Total	\$7,000	\$7,000	\$7,000
Expense Breakdown for 2016/17 activities/programs greater than \$20,000 (Ministry funding)	Item	Amount		
	N/A	N/A		
<b>Activities/ Programs Delivered in Aboriginal Communities (where applicable)</b>				
Support, capacity and readiness of the Aboriginal community	See Metis Nation British Columbia support letter and Metis Correspondence (Lil Michif Otipemisiwak support for Elders Gathering and Maria Campbell event) in Appendix I, pages 13-15.			

<b>Title</b>	<b>Elders and Students: Sharing Cultural Traditions</b>
Minimum or Additional Funding	Minimum Funding
Priority Ranking	Base Funding
New or Continuing	Continuing
Category	Outreach Activities and Events
Description	<p>In March every year, Thompson Rivers University (TRU) will host an Elders' luncheon that will provide an opportunity for elders and Aboriginal students to share knowledge, culture, drumming and songs. Elders and students will arrive from Canim Lake, Hustal'en, Simpcw, Bridge River, Tk'emlups, Williams Lake, Little Shuswap, Metis Organizations, Bonaparte, Whispering Pines, Skeetchestn, Neskonlith, Lower Nicola, Cooks Ferry, First Nations Organizations, Cree First Nations, Esketemc, Soda Creek, and other Aboriginal communities (See Appendix IX). There will also be eight smaller luncheon events throughout the year.</p> <p>The funding of \$8,000 for elders and students sharing cultural traditions is part of the \$20,000 that we spend on nine events a year. This proposal is continuing; however, the elder groups that participate and the students that are involved change every year. Each year a unique event is planned. This year (2015/16) there was an emphasis on the Tk'emlups School of Excellence, Thompson Rivers University Shuswap Language class students, and Metis performances. Next year, we will focus on Chief Ahtam School, Thompson Rivers University research, and Metis dancing. Every year a new program is developed.</p> <p>An essential plan for the academic year is to have eight monthly soup luncheons for the Cplul'kw'ten Gathering place that will have between 25-50 Aboriginal students and elders in attendance. The March Elders luncheon will have upwards of 400 Aboriginal students and elders. The eight monthly luncheons have a small portion of the budget since they are basic soup lunches and the March Elders' luncheon has the largest portion of the budget due to the large attendance numbers. We spend over \$9,000 per year on elder/student soup lunches per year.</p> <p>Aboriginal students will be able to learn from the Elders who will pass on cultural knowledge, traditional wisdom, and supportive encouragement. Events will begin with an Elder prayer, followed by Elder drumming/songs, greetings from TRU administration and the President, a luncheon, the First Nations &amp; Metis cultural performances, and contemporary music. Currently, the plan is to welcome 400 attendees.</p>
Rationale	TRU Aboriginal Education continues to work closely with Aboriginal students, Aboriginal communities and Aboriginal organizations in the region. The strategic meetings initiated have helped us determine that there is a need for Aboriginal elders & students to engage with each other even more. Elder/student connections through the sharing of cultural traditions help with Aboriginal student recruitment and retention.
Related Goals	The Elders and Students: Sharing Cultural Traditions initiative fulfills the first and second Aboriginal Service Plan goals of increasing access, retention, completion and transition opportunities for Aboriginal learners; and strengthening partnerships and collaboration in Aboriginal post-secondary education. In line with the first 2012 Aboriginal Policy Framework goal, this initiative will assist TRU with systemic change that will make the



Title	<b>Elders and Students: Sharing Cultural Traditions</b>			
	university more relevant, responsive, respectful and receptive to Aboriginal learners and communities.			
Measuring Success	<p>The eight monthly luncheons and the large elders event will be monitored, assessed and analyzed by the Aboriginal Education Executive Director and Cplul'kw'ten Gathering Place staff. Anecdotal evidence as well as statistical data through an annual student survey will be gathered. Success will be determined by attendance and engagement rates, but ultimately by retention rate increases.</p> <p>The monthly events will have between 25 – 50 Aboriginal students in attendance and the March Elders luncheon will have upwards of 400 students and elders in attendance. The success of the events will be monitored by Cplul'kw'ten staff and Aboriginal mentors. In addition, there will be relevant responses from our Cplul'kw'ten student survey that will help assess these events (Please see Appendix IX).</p>			
Location(s)	Thompson Rivers University – Kamloops Main Campus			
Timing	Start Date	Monthly events throughout the Fall Semester		
	End Date	Monthly events throughout the Winter Semester		
	Duration	8 events throughout the year and 1 large elders luncheon event		
Future Plans	This is the second year for these elder activities. TRU's goal would be to reach all local and remote communities to provide elders and Aboriginal students the opportunity to share cultural traditions on a consistent basis and seek their interest and feedback; thus developing the framework for continuation. By establishing a pilot program of elders and students working together, the hope is that we will see Aboriginal student success rates and engagement increase in year two, allowing us to continue this Activity in year 3 and on an ongoing basis.			
Budget		2016/17	2017/18 (Estimate)	2018/19 (Estimate)
	Ministry (ASP)	\$5,000	\$5,000	\$5,000
	Institution Contribution	\$15,000	\$15,000	\$15,000
	Other or In-Kind (Identify Source)			
	Total	\$20,000	\$20,000	\$20,000
Expense Breakdown for 2016/17 activities/programs greater than \$20,000 (Ministry funding)	Item	Amount		
	N/A	N/A		
<b>Activities/ Programs Delivered in Aboriginal Communities (where applicable)</b>				
Support, capacity and readiness of the Aboriginal community	General Letters of Support from Nicomen, Neskanlith, Tk'emlups, Simpcw, the Citxw Nlaka'pamux Assembly, Splantsin, and the Secwepemc Cultural Education Society (IAHLA) (See Appendix I, pages 16-29). See Appendix VIII (Williams Lake Tutoring report).			

<b>Title</b>	<b>First Nations Language Curricula Development and Community Engagement</b>
Minimum or Additional Funding	Minimum Funding
Priority Ranking	Base Funding
New or Continuing	Continuing
Category	Delivery of Programs or Courses on Campus or in Aboriginal Communities
Description	<p>First Nations Language Curricula Development and Community Engagement involves the creation and growth of two language courses for the Development Standard Term Certificate Program. Previously, Thompson Rivers University (TRU) has developed two first year courses in fluency and immersion. This submission is intended to further develop two more courses for the Certificate program. Curricula development will explore various language learning models, proven language development methods, fluency effectiveness and teaching efficiency.</p> <p>Community engagement activities will keep our Aboriginal partners informed of TRU progress in First Nations language curricula development. The eventual goal seeks language fluency and the development of language teachers for School District #73 and surrounding School Districts</p>
Rationale	<p>TRU, through consultation with Aboriginal leaders as well as university faculty and administration, has prioritized First Nations Language development as an integral aspect of culturally relevant Aboriginal education. As well, First Nations and Metis organizations within the university catchment area have also prioritized Aboriginal language development.</p> <p>There is an extremely dire need for Aboriginal language teachers in our region because there is a growing number of School District schools that are unable to operate a First Nations Language program due to the lack of qualified teachers. There are nineteen students currently registered in the existing language courses and TRU is anticipating further enrollment to future Development Standard Term Certificate (DSTC) courses as they become available. Secwepemc Language courses are necessary for our Indigenization efforts thus we have prioritized this activity in our base funding request.</p>
Related Goals	The First Nations Language Curricula Development and Community Engagement initiative fulfills the second and third Aboriginal Service Plan goals of strengthening partnerships and collaboration in Aboriginal post-secondary education; and increasing the receptivity and relevance of post-secondary institutions and programs for Aboriginal learners. In line with the first 2012 Aboriginal Policy Framework goal, this initiative will assist TRU with systemic change that will make the university more relevant, responsive, respectful and receptive to Aboriginal learners and communities. In addition, this initiative will build the educational infrastructure for community based delivery of programs, which is the second goal of the Framework.
Measuring Success	<p>Enrollment in the Development Standard Term Certificate will be recorded and an analysis of course evaluations will be conducted each term to monitor the success of the courses and the program as a whole. To ensure relevance, continual review of the course will be undertaken throughout the three years. The target for enrollment for these First Nations Language courses is fifteen students.</p> <p>Ultimately, increases in fluent speakers, more Aboriginal language teachers, and further</p>

<b>Title</b>	<b>First Nations Language Curricula Development and Community Engagement</b>			
	In the fall of 2014, winter of 2015, and winter of 2016, we created six Secwepemc courses on campus. There has been 16-19 students in every course (see Chief Atahm Partnership & Secwepemc Language Courses in Appendix IV).			
Location(s)	Thompson Rivers University – Kamloops Main Campus			
Timing	Start Date	April 1 of each year		
	End Date	March 31 of each year		
	Duration	Ongoing		
Future Plans	With this activity in its second year, TRU's plan is to build courses for the Development Standard Term Certificate (DSTC) until a sufficient number exist to attract and fully educate learners in Aboriginal language. Once the total number of courses is developed, the credential will be funded under the same model as other programs at TRU.			
Budget		2016/17	2017/18 (Estimate)	2018/19 (Estimate)
	Ministry (ASP)	\$10,000	\$10,000	\$10,000
	Institution Contribution	\$20,000	\$20,000	\$20,000
	Other or In-Kind (Identify Source)			
	Total	\$30,000	\$30,000	\$30,000
Expense Breakdown for 2016/17 activities/programs greater than \$20,000 (Ministry funding)	Item	Amount		
	N/A	N/A		
<b>Activities/ Programs Delivered in Aboriginal Communities (where applicable)</b>				
Support, capacity and readiness of the Aboriginal community	General Letters of Support from Nicomen, Neskanlith, Tk'emlups, Simpcw, the Citxw Nlaka'pamux Assembly, Splatsin, and the Secwepemc Cultural Education Society (IAHLA) (See Appendix I, pages 16-29).			

<b>Title</b>	<b>Aboriginal Career Planning and Employment</b>
Minimum or Additional Funding	Additional Funding
Priority Ranking	1
New or Continuing	Continuing
Category	Student Support Services and Initiatives
Description	The Thompson Rivers University (TRU) Aboriginal Education department will host an Aboriginal Career Planning and Employment Workshop at the Cplul'kw'ten Gathering Place. Various organizations will be invited to our campus to display career/employment information. All organizations with Aboriginal employment opportunities for TRU students will be invited. Many of the organizations will conduct a recruitment presentation for Aboriginal students throughout the day, with key career development themes focusing on self-evaluation, exploring career options, making career choices, setting career goals, and career action plans.

Title	<b>Aboriginal Career Planning and Employment</b>			
Rationale	<p>As the fastest growing demographic in Canada, Aboriginal people are an essential pool of talent for future employment opportunities. Through this Aboriginal Career Planning and Employment event, Aboriginal students will receive interview and application skills, and employment opportunities for summer jobs and/or career positions. This day will help motivate academic success and promote retention of Thompson Rivers University students.</p> <p>The issue of transitioning students from post-secondary education to the workforce is a challenge for any university, particularly when dealing with Aboriginal students. Thus, this workshop initiative was prioritized based on students' desires to be hired once they finish their credential, and leadership's assessment of the gap in sufficient training in this area.</p> <p>This initiative is prioritized at number one because it is essential to providing the full gamut of support for Aboriginal learners from high school to the workforce.</p>			
Related Goals	<p>The Aboriginal Career Planning and Employment initiative fulfills the second and third Aboriginal Service Plan goals of strengthening partnerships and collaboration in Aboriginal post-secondary education; and increasing the receptivity and relevance of post-secondary institutions and programs for Aboriginal learners. In line with the first 2012 Aboriginal Policy Framework goal, this initiative will assist TRU with systemic change that will make the university more relevant, responsive, respectful and receptive to Aboriginal learners and communities.</p>			
Measuring Success	<p>The Cplu'kw'ten Gathering Place staff and the Aboriginal Education department will keep in contact with employment organizations and gather data the day of the event. They will measure attendance numbers, engagement statistics, and how many Aboriginal students were ultimately retained for employment. The TRU Aboriginal Education department will monitor the success of this workshop through follow-up communications with the presenting employment agencies and Aboriginal students. TRU will follow-up with the graduating students to determine how many students were gainfully employed or in the process of gaining employment. These employment results will be put in our final report.</p>			
Location(s)	Thompson Rivers University – Kamloops Main Campus			
Timing	Start Date	March every year		
	End Date	March every year		
	Duration	One Day event		
Future Plans	<p>This is a new initiative in its second year. It will be assessed and analyzed annually to ensure alignment with Aboriginal education goals, and to gauge whether sufficient successes have been achieved.</p>			
Budget		2016/17	2017/18 (Estimate)	2018/19 (Estimate)
	Ministry (ASP)	\$1,000	\$1,000	\$1,000
	Institution Contribution	\$500	\$500	\$500
	Other or In-Kind (Identify Source)			
	Total	\$1,500	\$1,500	\$1,500

<b>Title</b>	<b>Aboriginal Career Planning and Employment</b>	
Expense Breakdown for 2016/17 activities/programs greater than \$20,000 (Ministry funding)	Item	Amount
	N/A	N/A
<b>Activities/ Programs Delivered in Aboriginal Communities (where applicable)</b>		
Support, capacity and readiness of the Aboriginal community	General Letters of Support from Nicomen, Neskanlith, Tk'emlups, Simpcw, the Citxw Nlaka'pamux Assembly, Splatsin, and the Secwepemc Cultural Education Society (IAHLA) (See Appendix I, pages 16-29).	

<b>Title</b>	<b>Williams Lake Elder Engagement and Student Leadership</b>	
Minimum or Additional Funding	Additional Funding	
Priority Ranking	2	
New or Continuing	Continuing	
Category	Student Support Services and Initiatives	
Description	<p>The Williams Lake Elder Engagement and Student Leadership initiative is being developed to host weekly activities that promote elder/student interaction and enhance student leadership at our Thompson Rivers University (TRU) - Williams Lake campus. The program will also organize library workshops, traditional performances, writing workshops, and other leadership activities. During these activities, Aboriginal elders will share their wisdom of storytelling, which provides the teaching of traditions, ceremonies, cultural practices, philosophies, spiritual knowledge and ways of knowing.</p> <p>This request is separate from elder engagement and student counselling which continues to be base-funded. Williams Lake continues to offer other elder engagement opportunities that are funded by Thompson Rivers University's core budget and are outside the Aboriginal Service Plan funding. This request is specifically for an elder-in-residence program where elders will be made available for one-on-one sessions. Other elder cultural activities such as student counselling, arts &amp; crafts, and elder guest speaking will continue to be supported by base funding.</p> <p>The Williams Lake Elder Engagement activity has changed the way that elder engagement and student leadership is accomplished. In the past, concentration was on elder-led activities; however, this year an elder-in-residence program has been designed that will allow direct one-on-one contact between elders and students. The elders involved will have a schedule for the Williams Lake Gathering Place and they will be available on a weekly basis. Last year, elder drop-in events focused on traditional crafts. However, this year the elders are expected to guide, mentor, support and assist Aboriginal students in an Elder-In-Residence Program. We are excited about this new initiative that adds to the base-funded elder and student engagement.</p>	
Rationale	These Williams Lake Elder Engagement and Student Leadership activities are being developed because they will increase student retention and promote Aboriginal recruitment at TRU-Williams Lake. Elder engagement and student leadership activities also promote Indigenization and respect for Aboriginal ways of knowing.	

<b>Title</b>	<b>Williams Lake Elder Engagement and Student Leadership</b>			
	<p>Williams Lake campus leadership has met with Aboriginal students, First Nations organizations and Williams Lake Aboriginal organizations to find support and encouragement for elder engagement and student leadership activities, concluding that these activities are important for the institution. There are a minimum of two meetings per academic semester with Aboriginal leaders to determine priorities. Elder engagement and student leadership needs having been highlighted in recent meetings.</p> <p>This initiative is prioritized second in our Additional Funding request because it is important for our Williams Lake campus to have elder engagement. As well, the initiative aligns with TRU's goals of indigenizing education and providing support services to increase Aboriginal student success.</p>			
<b>Related Goals</b>	<p>The Williams Lake Elder Engagement and Student Leadership initiative fulfills the first and third Aboriginal Service Plan goals of increasing access, retention, completion and transition opportunities for Aboriginal learners; and increasing the receptivity and relevance of post-secondary institutions and programs for Aboriginal learners. In line with the first 2012 Aboriginal Policy Framework goal, this initiative will assist TRU with systemic change that will make the university more relevant, responsive, respectful and receptive to Aboriginal learners and communities.</p>			
<b>Measuring Success</b>	<p>After every academic semester, a comprehensive report will be produced and the Williams Lake Aboriginal Coordinator and the Aboriginal Education Executive Director will monitor the success of the program. In addition, there will be strategic planning meetings that will be coordinated throughout the year that will include input from Aboriginal students, First Nations Bands, and Aboriginal organizations (First Nations and Metis). Success will be based on the participation and engagement levels of Aboriginal students with these activities. During this last year, Aboriginal students have made traditional Christmas ornaments, learned about basket-making, picked traditional berries, made dream-catchers, and learned Aboriginal elder knowledge through story-telling sessions (See Appendix VIII).</p>			
<b>Location(s)</b>	Thompson Rivers University – Williams Lake Campus			
<b>Timing</b>	<b>Start Date</b>	April 1 of each year		
	<b>End Date</b>	March 31 of each year		
	<b>Duration</b>	Ongoing		
<b>Future Plans</b>	<p>This is the second year for this activity. With the level of importance and priority assigned to this initiative, the Williams Lake campus will ensure that the effectiveness of this activity is being monitored.</p>			
<b>Budget</b>		2015/16	2016/17 (Estimate)	2017/18 (Estimate)
	Ministry (ASP)	\$8,000	\$8,000	\$8,000
	Institution Contribution	\$5,000	\$5,000	\$5,000
	Other or In-Kind (Identify Source)			
	<b>Total</b>	<b>\$13,000</b>	<b>\$13,000</b>	<b>\$13,000</b>
<b>Expense Breakdown for 2016/17 activities/programs greater</b>	<b>Item</b>	<b>Amount</b>		
	N/A	N/A		

<b>Title</b>	<b>Williams Lake Elder Engagement and Student Leadership</b>	
than \$20,000 (Ministry funding)		
<b>Activities/ Programs Delivered in Aboriginal Communities (where applicable)</b>		
Support, capacity and readiness of the Aboriginal community	See Williams Lake student support in Appendix I, pages 36-42. See Williams Lake Elder Engagement Report in Appendix VIII.	

<b>Title</b>	<b>Aboriginal Awareness Week and Powwow</b>
Minimum or Additional Funding	Additional Funding
Priority Ranking	3
New or Continuing	Continuing
Category	Outreach Activities and Events
Description	<p>Aboriginal Awareness and Powwow is an annual weeklong series of events that enhances Indigenous knowledge and Aboriginal education at the Thompson Rivers University (TRU) main campus. This unique programming is a collaborative effort between Aboriginal Education, Cplul'kw'ten staff, Aboriginal mentors, TRU elders-in-residence, International Education, and TRU student services. This new Aboriginal Awareness Week and Powwow offers interactive performances (drum making, rattle-making), artist displays &amp; sales, a lahal community tournament, and campus-wide performances.</p> <p>This request for support of the Aboriginal Awareness and Powwow is an additional request from Thompson Rivers University based on our commitment to Aboriginal Awareness. Outside of this specific and unique request, Thompson Rivers University has organized Truth and Reconciliation events, cultural days, traditional programming, Traditional round dances, and other Aboriginal Awareness events that are funded by our core budget.</p> <p>The Aboriginal Awareness and Powwow initiative has a different focus than previous years. This year all the Aboriginal Awareness activities in the Aboriginal Service Plan are student-led and the Aboriginal Powwow is no exception. The venues are located throughout the Thompson Rivers University campus and are intended for the entire Thompson Rivers community. All other Aboriginal Awareness events organized by Aboriginal Education or the Cplul'Kw'ten Gathering Place staff are supported by Thompson Rivers University core-funding. This request is for student-led events only. Thompson Rivers University continues to support other events outside the Aboriginal Service Plan funding.</p> <p>The Aboriginal Awareness Week and Powwows provides a range of student centric activities including Elders luncheons, story-telling, Lahal, Cultural Workshops, Performances, Round Dances, and Movie Nights. These events celebrate the sharing of Aboriginal cultural knowledge among Aboriginal students, faculty and staff. These activities are powerful, dynamic and educational retention activities for Aboriginal students and for Non-Aboriginal students at Thompson Rivers University (TRU).</p>

<b>Title</b>		<b>Aboriginal Awareness Week and Powwow</b>		
Rationale	Aboriginal Awareness Week and Powwow is fully supported as a priority by our Aboriginal students, the TRU community, local First Nations Bands and regional Aboriginal organizations. Ongoing strategic meetings throughout the Fall and Winter semesters have determined priority. The participation rate is anticipated to be approximately 1,200 people. This new activity will help inspire Aboriginal students to stay at TRU and complete their studies. This program has high priority (3 <sup>rd</sup> in Additional Funding Request) because increasing student success is a strategic goal of TRU, as is increasing intercultural understanding. This event addresses both of these defining TRU priorities.			
Related Goals	Aboriginal Awareness Week and Powwow fulfills all three Aboriginal Service Plan goals of increasing access, retention, completion and transition opportunities for Aboriginal learners; strengthening partnerships and collaboration in Aboriginal post-secondary education; and increasing the receptivity and relevance of post-secondary institutions and programs for Aboriginal learners. As well, the showcase of Aboriginal cultural knowledge and performances will challenge systemic barriers at TRU. In line with the first 2012 Aboriginal Policy Framework goal, this initiative will assist TRU with systemic change that will make the university more relevant, responsive, respectful and receptive to Aboriginal learners and communities.			
Measuring Success	An Aboriginal Awareness Week and Powwow committee comprised of TRU administrators, students and staff, in conjunction with Aboriginal community organizations, will assess the impact of the Aboriginal Awareness Week activities. Also, an Aboriginal Awareness Week section will be included in the Gathering Place student survey, which will determine the success, participation rates, and improvements for the Awareness Week. The event will be deemed successful if there is a high level of attendance and engagement with the activities, as well as representation from both Aboriginal and non-Aboriginal attendees (Please see Appendix IX).			
Location(s)	Thompson Rivers University – Kamloops Main Campus			
Timing	Start Date	First Week in March every year.		
	End Date	Second Week in March every year		
	Duration	Six Full Days of Activities		
Future Plans	This is the second year of this activity and the focus is on I-days (International). Currently, the Aboriginal Awareness Week is 75% funded by the Aboriginal Education department at TRU. After the initial three years of Aboriginal Service Plan funding, the goal is to receive full support from core funding at TRU. However, it is also anticipated that the event will grow and evolve, perhaps requiring further funding to achieve new aspirations.			
Budget		2016/17	2017/18 (Estimate)	2018/19 (Estimate)
	Ministry (ASP)	\$5,000	\$5,000	\$5,000
	Institution Contribution	\$7,500	\$7,500	\$7,500
	Other or In-Kind (Identify Source)			
	Total	\$12,500	\$12,500	\$12,500
Expense Breakdown for 2016/17 activities/programs	Item	Amount		
	N/A	N/A		



<b>Title</b>	<b>Aboriginal Awareness Week and Powwow</b>	
greater than \$20,000 (Ministry funding)		
<b>Activities/ Programs Delivered in Aboriginal Communities (where applicable)</b>		
Support, capacity and readiness of the Aboriginal community	Cplul’Kw’ten Gathering Place Students (See Appendix I, pages 1-11) General Letters of Support from Nicomen, Neskanlith, Tk’emlups, Simpcw, the Citxw Nlaka’pamux Assembly, Splantsin, and the Secwepemc Cultural Education Society (IAHLA) (See Appendix I, pages 16-29).	

## Overall Budget

<b>Programs and Activities Supported by Minimum Ministry Funding</b>							
<b>Activity/Program Title</b>	<b>Category</b>	<b>2016/17</b>		<b>2017/18 (Estimate)</b>		<b>2018/19 (Estimate)</b>	
		<b>Ministry</b>	<b>Institution</b>	<b>Ministry</b>	<b>Institution</b>	<b>Ministry</b>	<b>Institution</b>
Transition Planner	Student Support Services and Initiatives	\$57,000	\$10,000	\$57,000	\$10,000	\$57,000	\$10,000
Life Skills Planner	Student Support Services and Initiatives	\$54,000	\$10,000	\$54,000	\$10,000	\$54,000	\$10,000
Mentorship Coordinator	Student Support Services and Initiatives	\$19,000	\$10,000	\$19,000	\$10,000	\$19,000	\$10,000
Williams Lake Tutoring	Student Support Services and Initiatives	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000
Indigenization Community Engagement Forums	Partnerships and Engagement	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
School District Transitions: School District #73	Outreach Activities and Events	\$4,000	\$2,000	\$4,000	\$2,000	\$4,000	\$2,000
Retention Research	Development or Enhancement of Programs or Course	\$3,000	\$2,000	\$3,000	\$2,000	\$3,000	\$2,000
Aboriginal Mentorship and Leadership	Student Support Services	\$5,000	\$2,000	\$5,000	\$2,000	\$5,000	\$2,000
Metis Cultural Celebrations	Outreach Activities and Events	\$3,000	\$2,000	\$3,000	\$2,000	\$3,000	\$2,000
Elders and Students: Sharing Cultural Traditions	Outreach Activities and Events	\$5,000	\$10,000	\$5,000	\$10,000	\$5,000	\$10,000

First Nations Curricula Development and Community Engagement	Delivery of Programs or Courses on Campus or in Aboriginal Communities	\$10,000	\$20,000	\$20,000	\$10,000	\$20,000	\$10,000
<b>Sub-Total</b>		<b>\$200,000</b>	<b>\$108,000</b>	<b>\$200,000</b>	<b>\$108,000</b>	<b>\$200,000</b>	<b>\$108,000</b>

<b>Programs and Activities Requiring Additional Ministry Funding</b>								
Activity/Program Title	Category	2016/17		2017/18 (Estimate)		2018/19 (Estimate)		Priority Ranking
		Ministry	Institution	Ministry	Institution	Ministry	Institution	
Aboriginal Career Planning	Student Support Services and Initiatives	\$1,000	\$500	\$1,000	\$500	\$1,000	\$500	1
Williams Lake Elder Engagement and Student Leadership	Student Support Services and Initiatives	\$8,000	\$5,000	\$8,000	\$5,000	\$8,000	\$5,000	2
Aboriginal Awareness Week and Powwow	Outreach Activities and Events	\$5,000	\$7,500	\$5,000	\$7,500	\$5,000	\$7,500	3
<b>Sub-Total</b>		<b>\$14,000</b>	<b>\$13,000</b>	<b>\$14,000</b>	<b>\$13,000</b>	<b>\$14,000</b>	<b>\$13,000</b>	

<b>Total Funding (Minimum + Additional)</b>							
	2016/17		2017/18 (Estimate)		2018/19 (Estimate)		
	Ministry	Institution	Ministry	Institution	Ministry	Institution	
<b>Total</b>	<b>\$214,000</b>	<b>\$121,000</b>	<b>\$214,000</b>	<b>\$121,000</b>	<b>\$214,000</b>	<b>\$121,000</b>	