

## 2015/16 Aboriginal Service Plan Final Report



900 McGill Road, Kamloops, BC V2C 5N3

June 24, 2016 (Revisions July 15, 2016)

**Thompson Rivers University  
Aboriginal Service Plan 2015/2016**

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June 23, 2016

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

Dear Minister,

Thompson Rivers University is pleased to submit our Aboriginal Service Plan Final Report for 2015/2016. Thompson Rivers University (TRU) is located on the traditional territory of the Secwepemc Nation and services First Nations and Aboriginal Post-Secondary needs throughout the British Columbia interior, the Province and Canada.

Our Thompson Rivers University Aboriginal Service Plan and their subsequent 21 programs and activities provide valuable support for our partners that include Aboriginal learners, First Nation Bands, Aboriginal organizations, Elders, and Aboriginal communities.

The attached Aboriginal Service Plan Final Report for 2015/2016 shows Thompson Rivers University focus on increasing access, retention, transition and completion rates for our Aboriginal students and on strengthening our community partnerships.

We are grateful for the Aboriginal Services Plan funding and we continue to improve the quality of education for our Aboriginal learners. Please do not hesitate to contact me if you have any questions related to this report.

Sincerely,



ALAN SHAVER  
President and Vice-Chancellor

Attachment

cc: Mr. Paul Michel, Executive Director for Aboriginal Education

## 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, and 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 the location of our main and regional campuses in the traditional territories of Aboriginal people: the Kamloops campus is situated in Tk'emlups territory; the Williams Lake campus is situated in T'exelcenc; 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 (Nxxwisten), 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.

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).



## OVERVIEW AND SUMMARY ASSESSMENT

The Aboriginal Service Plan is the backbone of Aboriginal Support Services at Thompson Rivers University (TRU). Receiving \$265,000 from the Ministry of Advanced Education meant that twenty-one Aboriginal Service Plan programs and activities moved forward and had direct impacts on our Aboriginal students, the entire university community, the City of Kamloops, regional communities, regional Aboriginal bands, and nearby school districts. Due to our impactful work, Thompson Rivers University has support from Aboriginal students, First Nation Bands, Metis organizations, Indigenous Adult and Higher Learning Associations (Secepemc Cultural Education Society, Tl'azt'en, Gitxsan-Wet'suwet'en Education Society, Ittatsoo Learning Centre), and the Kamloops Friendship Centre. Our Thompson Rivers University First Nations and Aboriginal Affairs Committee that approves our Aboriginal Service Plan has Aboriginal community representation on this committee from the Kamloops Interior Indian Friendship Society, Kamloops Metis, Secwepemc Cultural Education Society, and Tk'emlups te Secwepemc. Moreover, 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, the \$154,500 directly supports Thompson Rivers University Aboriginal Service Plan programs and activities.

### a) Major Achievements

The three most important outcomes of the Aboriginal Service Plan were our School District Transition Days, the Cplul'kw'ten (Gathering Place) student services, and community forums.

- Thompson Rivers University hosted three School District Transition Days with School District #73 (Kamloops), School District #74 (Gold River – Ashcroft) and School District #58 (Merritt). 270 Aboriginal High School students attended three full days of activities planned by Cplul'kw'ten (Gathering Place) staff, TRU Aboriginal Education, TRU Recruitment and TRU Counselling

- Cplul'kw'ten (Gathering Place) staff, including the transition planner, the life skills planner, the mentorship coordinator, and Aboriginal recruitment, continue to provide high level comprehensive Aboriginal student services through over 10,000 appointments, emails and meetings throughout the year. Cplul'kw'ten staff assist, empower, guide, and motivate Aboriginal students in their academic transition, growth, and completion at TRU.

- Our community forums and activities saw overwhelming support with over 350 in attendance for our Elders gathering, 80 for our First Friends Feast, 160 for our Intellectual Cultural Property gathering, and 60 for our community engagement forums. Aboriginal Education at Thompson Rivers University continues to provide informative, dynamic and respectful community forums in response to community needs.

- Aboriginal Service Plan programs and activities at Thompson Rivers University have increased our Aboriginal partnerships, enhanced our knowledge around First Nations worldviews, strengthened Aboriginal student support services, taught TRU students about Truth & Reconciliation, facilitated Aboriginal student engagement, instilled students with Aboriginal self-awareness & pride, promoted Aboriginal completion & success, and facilitated Aboriginal students' understanding of inclusiveness/interconnectedness.

### b) Leading Practices

The Cplul'kw'ten (Gathering Place) staff are leaders among their industry peers. The team has established a welcoming atmosphere and forged an excellent reputation in the delivery and breadth of support services offered to Aboriginal students on and off campus. This year, the activities and contact hours with the Cplul'kw'ten staff were monitored by recording the appointments, emails, and meetings that were conducted with Aboriginal students throughout the year.

- TRU continues to deliver Secwepemc language courses on campus, which have helped with our Shuswap Language revitalization efforts. Our First Nations Language Teacher Program Coordinator worked closely with the Dean of Education offering three fully enrolled courses in the Winter semester 2016: First Nations language 1100 (Introduction to First Nations Language II), FNLG 1110 (First Nations Language Immersion II) and First Nations Language 2200 (Oral Traditions).

## **Lessons Learned:**

### **Creation of relevant, dynamic and powerful Aboriginal Student Support Services**

TRU has learned that our Cplul'kw'ten (Gathering Place) staff must remain respectful, available and helpful for our Aboriginal students. The staff have identified that an on-line survey administered to students in the fall of 2016 will help guide and improve their comprehensive student services.

### **Empowering Aboriginal Events**

The Aboriginal graduation and the Elders Luncheon saw tremendous support from Aboriginal students, families, and community members. The Aboriginal graduates had 160 Aboriginal community, TRU faculty, TRU students, and family members in attendance. 350 Aboriginal elders and TRU students attended the Elders Luncheon, which this year featured elders sharing their wisdom, First Nations drumming/singing, and Metis jigging. Our takeaways were that we must continue to have elder presentations, student emcees, and cultural performances. Aboriginal events will be successful if all of the key stakeholders are involved in the planning; working collaboratively and respectfully with the same goal in mind.

### **Partnerships and Engagement**

TRU has seen an excellent response from School District #73, #74 and #58 for our School District Transition Day. School District #73 brought 160 Grade 10-12 Aboriginal students, while School District #74 and #58 brought an average of 60 Grade 8 Aboriginal students. Through these partnerships, we learned that targeting grade 8 Aboriginal students worked best because they were highly active, energized, and positive in regards to the Transition Day.

### **Curricula Development**

Due to the success of the three courses in the Winter of 2016, we have learned that language courses are important in this region and four more have been planned for Fall 2016 and Winter 2017. In addition, two new Stat'imc Language courses are tentatively scheduled for Winter 2017.

### **Indigenization**

Indigenization is conducive to increasing Intercultural Understanding at TRU. Events related to our Indigenization efforts were Aboriginal Awareness Week, the Elders Luncheon, Metis Cultural Celebrations, Orientation and the First Friends Feast. TRU has learned that Indigenization needs to be a fundamental aspect of our strategy moving forward, and thus, it is part of our 5 Strategies in 5 Years initiative.

### **Focus on Aboriginal Service Plan Goals**

TRU has learned that it is important to align our Aboriginal Service Plan activities with the three main Aboriginal Service Plan goals. To that end, TRU will actively infuse these goals into all Aboriginal Service Plan initiatives and programs: Increase access, retention, completion and transition opportunities for Aboriginal learners; Strengthen partnerships and collaborations in Aboriginal Post-Secondary education; and Increase the receptivity and relevance of post-secondary institutions and programs for Aboriginal learners.

1. Feedback from Aboriginal students,

The Cplul'kw'ten (Gathering Place) staff includes a transition planner, a life skills planner, and a mentorship coordinator, who have connected with students a total of 6,796, 2,142 and 2,248 times respectively via appointments, emails, and meetings. These numbers demonstrate Aboriginal students' strong support for these positions.

"The staff at house five [Gathering Place] are helpful, understanding and caring to everyone that walks through the door. Since my first day at university in 2011 they have helped me and I really do not know what I would do without them."

Mathilda Chillihitzia, Okanagan - Upper Nicola

BA – Geography, Aboriginal Mentor & Study Abroad Ambassador (Please see Appendix 1)

2. Retention rates for Aboriginal students from Fall 2014 (first fall) to Fall 2015 (second fall) were 48%.
3. The enrolment of Aboriginal students (FTE) as a percentage of overall enrolment was 12%, and 268 credentials were earned by Aboriginal students in 2014-2015. This was 10% of the total credentials earned at Thompson Rivers University.

## ABORIGINAL SERVICE PLAN PROGRAM AND ACTIVITIES

Activity/Program Title	Aboriginal Student Services – Transition Planner																																																																																				
Description	<p>The Transition Planner facilitates successful transition of Aboriginal students to Thompson Rivers University (TRU) by developing and implementing individual transition plans for students in collaboration with the Life Skills Planner, Aboriginal Education Coordinators, Aboriginal communities and organizations. Further support initiatives include triaging with other service areas on-campus (Counselling, Academic Advising, Writing Centre and more), connecting students with community resources (Metis Nation of BC - MNBC, SD #73 – Street School, Aboriginal Training and Employment Centre – ATEC, Kamloops Sexual Assault Centre, ASK Wellness, Elizabeth Fry Society), offering guidance and direction through developing individualized plans, and coaching on strategies to support students. This unique position facilitates transition for Aboriginal first year students, transfer students, trades students, and part-time students. The Transition Planner is available to students on a full-time basis for all internal TRU questions and challenges. Initially, this position focused on Aboriginal first year students; however, now it includes a broader range of student support for Aboriginal learners.</p> <p>The planner helps students become aware of different sources of funding through internal community resources, as well as TRU adjudicated scholarships, grants and bursaries, and various departments at TRU.</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 transition seamlessly from K-12 to post-secondary education, which are respectively the third and fourth goals of the Framework.</p>																																																																																				
Measuring Success	<p style="text-align: center;">ASP Statistics June 1<sup>st</sup>, 2015 – May 31<sup>st</sup>, 2016</p> <table border="1" data-bbox="326 1157 1526 1398"> <thead> <tr> <th>2015/6</th> <th>June</th> <th>July</th> <th>Aug</th> <th>Sept</th> <th>Oct</th> <th>Nov</th> <th>Dec</th> <th>Jan</th> <th>Feb</th> <th>Mar</th> <th>Apr</th> <th>May</th> <th>Totals</th> </tr> </thead> <tbody> <tr> <td>Apt</td> <td>119</td> <td>29</td> <td>124</td> <td>192</td> <td>164</td> <td>159</td> <td>97</td> <td>116</td> <td>142</td> <td>203</td> <td>198</td> <td>127</td> <td>1,670</td> </tr> <tr> <td>Email</td> <td>219</td> <td>42</td> <td>155</td> <td>249</td> <td>208</td> <td>195</td> <td>153</td> <td>189</td> <td>159</td> <td>168</td> <td>150</td> <td>235</td> <td>2,122</td> </tr> <tr> <td>Tele</td> <td>124</td> <td>130</td> <td>337</td> <td>429</td> <td>361</td> <td>391</td> <td>115</td> <td>159</td> <td>109</td> <td>187</td> <td>294</td> <td>290</td> <td>2,926</td> </tr> <tr> <td>Meeting</td> <td>4</td> <td>2</td> <td>6</td> <td>9</td> <td>8</td> <td>7</td> <td>6</td> <td>6</td> <td>8</td> <td>5</td> <td>6</td> <td>11</td> <td>78</td> </tr> <tr> <td>Totals</td> <td>466</td> <td>203</td> <td>622</td> <td>879</td> <td>741</td> <td>752</td> <td>371</td> <td>470</td> <td>418</td> <td>563</td> <td>648</td> <td>663</td> <td>6,796</td> </tr> </tbody> </table> <p>The success of this activity has been measured by the increased number of First Nation, Metis, and Inuit students accessing support at Cplul’kw’ten (Gathering Place). During the 2015/2016 academic year, there were 6,796 Aboriginal student appointments, emails, telephone correspondences, or meetings with the Transition Planner. This data demonstrates the importance of continuing this support, as it greatly influences the students’ motivation to continue and complete their academic studies. This support continues post-graduation, helping with letters of reference, apprenticeships, master’s program information, and on campus job market information/referrals.</p> <p>Once again, 71 Aboriginal students from the Gathering Place, in a series of engagements, between February 1 – 3, 2016, substantiated the quality of service in support of the Transition Planner, the Life Skills Planner and the Mentorship Coordinator. Feedback from Aboriginal students and the Cplul’kw’ten staff supports a transition planner. An Aboriginal student comments, “I feel that the aboriginal transition planner is an essential role for our university, for any aboriginal students entering or</p>	2015/6	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Totals	Apt	119	29	124	192	164	159	97	116	142	203	198	127	1,670	Email	219	42	155	249	208	195	153	189	159	168	150	235	2,122	Tele	124	130	337	429	361	391	115	159	109	187	294	290	2,926	Meeting	4	2	6	9	8	7	6	6	8	5	6	11	78	Totals	466	203	622	879	741	752	371	470	418	563	648	663	6,796
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Activity/Program Title	Aboriginal Student Services – Transition Planner		
	<p>returning to university. This position eases the transition into studies for students and ensures success by providing support in most areas needed by each student. I know that without an aboriginal transition planner, my entrance to TRU would have been much more stressful. I am thankful to have an amazing support system and wonderful staff available at TRU. “ Megan Minde, Metis 1<sup>st</sup> year BSc-Nursing student (Please see Appendix 1)</p> <p>Using the Activity Reports from 2015 as a baseline, the aim is to maintain and streamline services in the coming years. Service success and impact will be gathered by administering Service Feedback Forms each semester and conducting an annual Service for Aboriginal Services Survey. Open and closed-ended questions will be used to gather student data, narratives and testimonials that measure services utilized, quality of service, access to transitional supports, ease of accessibility of programming and services, and program completion/ retention. Success will be measured based on the responses, feedback, and metrics. Through accessing the support of the Transitional Planner, students will have greater knowledge of campus and community resources, enhanced cultural and self-awareness and improved independent academic study skills. (This applies to the Transition Planner, the Life Skills Planner and the Mentorship Coordinator activities).</p> <p>Our quality measure has resulted in our Aboriginal students participating in a greater number of high impact practices than their peers. According to our National Survey of Student Engagement (NSSE) our Aboriginal students have a very high level of impact practices. They demand considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions with faculty and students, and encourage collaboration with diverse groups. Moreover, our students continue to be fully engaged in activities and interactions with faculty, and encourage collaboration with diverse groups. In addition, we have learned that our Gathering Place staff have helped increase our ‘Ever Aboriginal’ graduate numbers from 234 in 2012/13 to 268 in 2014/15. (This applies to the Transition Planner, the Life Skills Planner and the Mentorship Coordinator activities).</p> <p>Due to limited faculty job action in January and February 2016, and the threat of a faculty strike, we were unable to conduct our Aboriginal student survey in January 2016. Currently we have scheduled a comprehensive Aboriginal Student Survey for the Fall semester 2016. We are obtaining ethics approval and we are finalizing our Aboriginal Student Survey questions by the start of the Fall 2016 semester. Aboriginal Education in collaboration with TRU student services and institutional planning has already developed a draft survey. (This applies to the Transition Planner, the Life Skills Planner and the Mentorship Coordinator activities).</p>		
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	One year	
Budget and Expenditures		Budget 2015/16	Expenditures 2015/16
	Ministry (ASP)	\$57,000	\$57,000
	Institution Contribution	\$10,000	\$10,000
	Other or In-Kind (Identify Source)	\$	\$
	Total	\$67,000	\$67,000
Comments and Lessons Learned	It was learned that there is a need for full participation, collaboration, and informed consent of Aboriginal Peoples in further development of existing governance structures, which includes post-secondary policies, services for Aboriginal students, and education program advancement. A welcome presence of inclusiveness is of utmost importance, as the “unspoken residue” of distrust towards		

Activity/Program Title	Aboriginal Student Services – Transition Planner
	<p>educational systems remains a barrier due to the intergenerational trauma of residential schools and ethnocentric practices.</p> <p>The Transition Planner offers students the opportunity to create mutually supportive relationships with other TRU students, peers, staff, Elders, Aboriginal student mentors, and faculty. Social support increases retention through the sharing of Indigenous knowledge, academic skill building, individual success planning, soup day events, access to emergency funds, and Elders’ teachings. This creates the foundation for a nurturing environment.</p> <p>We have also learned that increased funds for tutoring would create a smaller student-to-tutor ratio and thus greatly improve academic success, as well as increasing academic skills, self-efficacy, and overall perseverance. Tutoring builds essential peer relationships, thus enhancing the learning curve.</p> <p>A challenge has been meeting the immediate demands of students as the services are primarily on a drop-in basis, thereby causing wait-times. A consequence of drop-ins is line-ups during peak times. This means that students wait to access support and in many cases leave for classes or other personal matters. The supports range from fielding faxes and telephone calls (academic/financial planning), to financial emergencies, to deaths in families or communities. Aboriginal students come to rely on the services at Cplul’kw’ten as a home away from home in terms of support: mentally, physically, emotionally and spiritually (smudging, referrals to sweat lodges, Elders, and community wellness programs). In the coming year, we hope to address these challenges by offering an online appointment booking system and a kiosk to offer support for “quick” questions where an appointment may not be required.</p>

Activity/Program Title	Aboriginal Student Services – Life Skills Planner
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, diet, childcare, and other external challenges or issues in collaboration with the Transition Planner, the Aboriginal Education Coordinators, Aboriginal communities and organizations, such as the local food bank, the Aboriginal training and Employment Centre, the Aboriginal Friendship Centre, and the BC Native Women’s Association and others. These entities help students reach out and get the support they need, ultimately leading to increased student success.</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, health, mental health, emergency care and 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 the students can remain focused on their studies.</p>
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>

Activity/Program Title	Aboriginal Student Services – Life Skills Planner													
Measuring Success	ASP Statistics June 1 <sup>st</sup> , 2015 – May 31 <sup>st</sup> , 2016													
	2015/6	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Totals
	Apt	43	42	21	43	71	112	41	61	30	30	22	23	539
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	Tele	61	57	31	62	64	60	40	44	92	127	53	112	803
	Meeting	6	7	5	10	9	11	5	18	10	5	10	9	105
Totals	115	161	129	154	212	231	198	171	189	223	158	205	2142	
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											
Budget and Expenditures			Budget 2015/16						Expenditures 2015/16					
	Ministry (ASP)		\$54,000						\$54,000					
	Institution Contribution		\$10,000						\$10,000					
	Other or In-Kind (Identify Source)		\$						\$					
	Total		\$64,000						\$64,000					
Comments and Lessons Learned	Lessons learned include the fact that a student is more likely to focus on their educational goals if they are not worried about housing, rent, food, and/or money. Problems and issues that arise during the school year are brought to the attention of the Life Skills Planner by the student or by referral													

<b>Activity/Program Title</b>	<b>Aboriginal Student Services – Life Skills Planner</b>
	<p>from other TRU staff. The role of the Life Skills Planner is to neutralize and alleviate the stresses of daily living for students while they attend school.</p> <p>We know the importance for students to be made aware of, and introduced to, various people and resources within the community through the Life Skills Planner. Resources include the food bank, local funding agencies such as the Aboriginal Training and Employment Centre and the BC Native Women Association, the Aboriginal Friendship Centre, and other Aboriginal organizations that assist with housing, childcare, addictions and counselling.</p> <p>We have learned that, amongst other things, financing an education can be a barrier for students. There are a number of other avenues that can be accessed to cover the costs of school when students are not eligible for funding through First Nations Bands, Metis organizations, or Inuit governments. The Life Skills Planner makes students aware of the plethora of scholarships, grants and bursaries that are available as well as the numerous Aboriginal organizations that can provide funding. In addition, support is also given during the often complex and labour intensive application process.</p> <p>We have also learned that TRU must address Aboriginal student transportation issues and be a strong advocate for students to learn the Kamloops transit system. At times, students require assistance communicating with various agencies and feel that the Life Skills Planner can best voice their situation and help their efforts. The success of this position continues to be demonstrated through the gratitude that students express when they are supported with financial assistance from the Emergency Fund, provided transportation to appointments, guided to access community resources, and helped to locate housing. The students have articulated that they are able to focus on their studies and are not stressed about daily life.</p> <p>A challenge this year was getting students to commit to the <i>Food Skills for Families</i> program that was meant to educate students on healthier eating, cooking and meal planning. The classes ran once a week for six weeks and each class was 4 hours in length, which made it difficult for students to attend. In addition, the minimum number of students required to run the program was an issue. To overcome this challenge, we spoke with the program coordinators in Vancouver about modifying the program to meet the needs of students; however, the response was that it is not possible as the guidelines are set in place with no room for deviation. We are exploring working with the Canadian Diabetes Association of Canada to develop a program that could work more effectively for our students. Another challenge has been raising awareness regarding available scholarships, grants and bursaries. To do this, the Life Skills Planner uses social media, posters and announcements; however, the numbers of students applying could still be higher. Students have mentioned being put off by the applications, so we will put on several small 30-45 minute workshops to support students as they work on applications.</p>

<b>Activity/Program Title</b>	<b>Aboriginal Student Services – Mentorship Coordinator</b>
Description	The Mentorship Coordinator works directly with 20 Aboriginal Mentors to provide peer support to Aboriginal student mentees at TRU, particularly First-Generation students. As well, Aboriginal students involved in the Mentorship Program lead and promote many Aboriginal activities at the TRU campus.
Related Goals	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

Activity/Program Title	Aboriginal Student Services – Mentorship Coordinator																																																																																				
	<p>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.</p>																																																																																				
Measuring Success	<p>Throughout the year, there have been numerous tours, walk-ins, and events where the 16 TRU Aboriginal Mentors were represented. The Mentorship Coordinator and the Mentors hosted the Annual TRU summer science camp where we had 16 young Aboriginal Students (between grades 8-10) attend at a subsidized cost to experience programming that honored the Indigenous ways of knowing and being. This was a partnership between the Faculty of Nursing, the Faculty of Science, Student Development, TRU Aboriginal Education and School District 73. The Mentorship Coordinator actively planned and organized Secusent Orientation with Services for Aboriginal Students. The Mentorship Coordinator attended “Strengthening Connections” events in the Kamloops region as well as schools in Kelowna, Vernon, Salmon Arm, and Penticton. The Coordinator also collaborated with School District partners in the planning of the Annual Transition to Post Secondary Day with School District 73 (~160 students), as well as Transition Days with School District 74 (~80 students) and School District 58 (~50 students). (Please see Community Forum Schedule of Events, Appendix 5).</p> <p>In addition, the Mentorship Coordinator, worked with School District 73 on the Aboriginal TRUSTART cohort program (~8 students); Traveled to the Williams Lake Campus to connect with staff, Elders and students, many of who eventually transfer over to the Kamloops Campus. Hosted events that promote TRU’s image as a welcoming institution for Aboriginal learners; A Round Dance hosted on the T’Kemplups te Secwepemc community (200+ participants), the TRU Traditional Powwow (600+ participants), and Aboriginal Awareness Week, which was open to the community. Assisted the Faculty of Human, Social and Educational Development in starting off the inaugural Knowledge Makers program launch, which supports Indigenous students in doing and learning about Indigenous Research here at TRU. The program will promote TRU’s Indigenization and undergraduate research. And toured potential students/parents/support workers around campus (8-10 tour groups throughout the year and about 20 drop-ins seeking information). ASP Statistics June 1<sup>st</sup>, 2015 – May 31<sup>st</sup>, 2016</p> <table border="1" data-bbox="358 1205 1523 1419"> <thead> <tr> <th>2015/6</th> <th>June</th> <th>July</th> <th>Aug</th> <th>Sept</th> <th>Oct</th> <th>Nov</th> <th>Dec</th> <th>Jan</th> <th>Feb</th> <th>Mar</th> <th>Apr</th> <th>May</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td><b>Apt</b></td> <td>6</td> <td>2</td> <td>4</td> <td>17</td> <td>15</td> <td>22</td> <td>10</td> <td>31</td> <td>18</td> <td>24</td> <td>14</td> <td>15</td> <td>178</td> </tr> <tr> <td><b>Email</b></td> <td>127</td> <td>91</td> <td>47</td> <td>91</td> <td>128</td> <td>106</td> <td>41</td> <td>145</td> <td>133</td> <td>83</td> <td>107</td> <td>122</td> <td>1221</td> </tr> <tr> <td><b>Tele</b></td> <td>16</td> <td>67</td> <td>22</td> <td>71</td> <td>63</td> <td>86</td> <td>15</td> <td>71</td> <td>70</td> <td>84</td> <td>50</td> <td>65</td> <td>665</td> </tr> <tr> <td><b>Meeting</b></td> <td>16</td> <td>5</td> <td>8</td> <td>15</td> <td>20</td> <td>22</td> <td>12</td> <td>25</td> <td>20</td> <td>22</td> <td>13</td> <td>16</td> <td>194</td> </tr> <tr> <td><b>Total</b></td> <td>165</td> <td>165</td> <td>81</td> <td>194</td> <td>226</td> <td>236</td> <td>78</td> <td>272</td> <td>226</td> <td>213</td> <td>184</td> <td>218</td> <td>2258</td> </tr> </tbody> </table> <p>Mentors keep Cplul’kwt’en open in the evenings so that students have direct contact with Mentors and with the computer lab for academic purposes. The weekly averages are about 20-25 individual students in the day and about 10-12 per evening throughout the semester. During the 2015/2016 academic year, there were 2,258 Aboriginal student appointments, emails, telephone correspondences, or meetings with the Mentorship Coordinator.</p> <p>The success of this program will be measured by Activity Reports that measure 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>	2015/6	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Total	<b>Apt</b>	6	2	4	17	15	22	10	31	18	24	14	15	178	<b>Email</b>	127	91	47	91	128	106	41	145	133	83	107	122	1221	<b>Tele</b>	16	67	22	71	63	86	15	71	70	84	50	65	665	<b>Meeting</b>	16	5	8	15	20	22	12	25	20	22	13	16	194	<b>Total</b>	165	165	81	194	226	236	78	272	226	213	184	218	2258
2015/6	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Total																																																																								
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Activity/Program Title	Aboriginal Student Services – Mentorship Coordinator		
	<p>The Mentor Program will be measured by increasing the number of mentees and measuring impact through a Mentor and Mentee survey that asks closed and open-ended questions about training, service quality and learnings. Adding the number of new to TRU Aboriginal students with the number of mentees each year will help us see how many new Aboriginal students are accessing the Mentor Program. An annual Survey for Aboriginal Services will be conducted with the other Cplul'kw'ten programs that will have open and closed-ended questions to gather student data, narratives and testimonials that measure: services utilized, quality of service, transitional supports, ease of accessibility, and program completion. Success will be measured based on the responses, feedback, and metrics.</p> <p>Feedback from Aboriginal students, The Cplul'kw'ten (Gathering Place), "The Aboriginal Mentor Coordinator for Services for Aboriginal Students is a great resource for TRU students. During my first year as a student at TRU, the Aboriginal Mentor Coordinator had set me up with a mentor who would check in with me from time to time and ask how my courses were going. I found this very helpful, although we mostly just talked about school. She made me feel welcome at the Cplul'kw'ten Gathering Place, which I find very important since it gives you a sense of community when you are living away from home. The Aboriginal Mentor Program is a great resource for any student transitioning into post-secondary and I am very thankful that I am a part of this wonderful program that the Aboriginal Mentor coordinates. I hope to provide the same successful transition to new students that the Aboriginal Mentor and my former mentor had provided me." Tatyana Daniels, Gitxsan First Nation, 3<sup>rd</sup> year Bachelor of Science in Cellular, Molecular and Microbial Biology.</p>		
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	
Budget and Expenditures		Budget 2015/16	Expenditures 2015/16
	Ministry (ASP)	\$19,000	\$19,000
	Institution Contribution	\$10,000	\$10,000
	Other or In-Kind (Identify Source)	\$	\$
	Total	\$29,000	\$29,000
Comments and Lessons Learned	<p>Successes this year were that the mentors were able to support the Cplul'kw'ten team by being available to support students in ways such as walking them to advising, helping them with logging into mytru (Thompson Rivers University computer) accounts, providing information about other services on campus, offering guidance with scheduling, course changes, opting out of health and dental and more.</p> <p>Challenges were a reduction in the funds available for the mentors. This resulted in a decrease in the number of mentors receiving honoraria and a need to take on volunteer mentors, which created a dichotomy between mentors who were receiving honoraria and those who were not. The volunteer mentors' commitment to the program was less than the mentors receiving honoraria. To overcome this in the coming years, incentive will be built for the volunteers by asking them for a concrete commitment in hours and participation in one project that if met, we will honour volunteer mentor participation by providing a <i>Certificate of Appreciation</i>, acknowledgments throughout the year and at the end of the year at the TRU Peer Mentor Appreciation Breakfast. A further challenge was meeting the increase in activity requests such as Transitions Days, Orientation and more. To meet these needs, the creation of pan-campus working group has been implemented.</p>		

<b>Activity/Program Title</b>	<b>Williams Lake Tutoring</b>		
Description	<p>Williams Lake tutors assist Aboriginal students enrolled in Math, Science, English and Social Science courses at the TRU-Williams Lake campus.</p> <p>Williams Lake tutors have excellent 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. They are key to the success of Aboriginal students at the Williams Lake campus.</p>		
Related Goals	<p>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 ensure 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.</p>		
Measuring Success	<p>Within 2015/2016, there were more than 231 active students that received services from tutors and staff at the Williams Lake Gathering Place. Individual student files have been created to track their progress and planning. 138 of the students self-identified as Aboriginal students. The successes were measured through students' academic achievement. Two tutors worked with students at the Gathering Place (20 hours/tutors). They were busy with students, consistently tutoring at least one, and up to eight, students at a time. Students were mostly taking university preparation and college courses both on campus and through Open Learning. Sometimes, tutors also helped Continuing Studies students. The Math tutor worked with more than 28 students and 16 successfully completed their courses. The English tutor worked with more than 31 students and 18 successfully completed their courses. Successful students are now taking the next step in their educational journey. For example, two students graduated with BAs and continued onto Law School, some were accepted to Practical Nursing and Bachelor of Science in Nursing programs, and others are taking Trades programs. Please note that those who did not successfully complete their courses either found employment, were in difficult life situations, and/ or were registered special need students with high demands.</p> <p>Due to our limited job action from our faculty in January and February 2016, and with the potential threat of a faculty strike, we were unable to conduct our Aboriginal student survey in January 2016. Currently we have scheduled a comprehensive Aboriginal Student Survey for the Fall semester 2016, we are obtaining ethics approval and we are finalizing our Aboriginal Student Survey questions by start of the Fall 2016 semester. Aboriginal Education are collaborating with TRU student services and institutional planning and we have already developed a draft survey. Our Fall survey will ask the Aboriginal students how these services have improved their experience or outcomes at Thompson Rivers University.</p>		
Location(s)	The Williams Lake Campus, Thompson Rivers University		
Timing	Start Date	April 1 of each year	
	End Date	March 31 of each year	
	Duration	Ongoing	
Budget and Expenditures		Budget 2015/16	Expenditures 2015/16
	Ministry (ASP)	\$30,000	\$30,000

<b>Activity/Program Title</b>	<b>Williams Lake Tutoring</b>		
	Institution Contribution	\$30,000	\$47,331.69
	Other or In-Kind (Identify Source)		
	Total	\$60,000	\$77,331.69
	Budget	\$30,000 ASP = .4 FTE \$47,331 = .6 FTE TRU  Salary \$60,000 (ASP and TRU) Benefits \$17,331.09 TRU  Total \$77,331.09	
Comments and Lessons Learned	<ul style="list-style-type: none"> <li>• Organizational reframing: We need to see a plan of where we are going in Aboriginal Education. The vision needs to be in place so that all stakeholders can align.</li> <li>• Indigenize courses, curricula and campuses.</li> <li>• Cross-cultural training for all staff.</li> <li>• Tracking and follow-ups with students must continue (see Appendix 3).</li> </ul>		

<b>Activity/Program Title</b>	<b>Indigenization – Community Engagement Forums</b>
Description	<p>Transformative community forums were 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 invited all of the surrounding Aboriginal Bands, organizations and offices to these community forums, in order for there to be many voices represented.</p> <p>The purpose of these Community Engagement Forums is to create an opportunity for our First Nations and Aboriginal partners to bring forth agenda items that will enhance our Indigenization efforts at Thompson Rivers University. Thompson Rivers University Aboriginal Education compiles the results of these forums, shares them with our student services, academic, trades, administration, foundation, and open learning units. We also invite presentations from our different departments to share Aboriginal updates with our partners.</p> <p>These Community Engagement Forums allow Thompson Rivers University to maintain our partnerships, collaborations and engagements with Aboriginal education leaders in our catchment area. Strategic planning includes academic programs, trades, student support services, and open learning.</p> <p>TRU has established Indigenization as a priority through Aboriginal strategic meetings with Aboriginal students, faculty, staff, First Nations Bands, and Aboriginal organizations. These Indigenization community engagement forums 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>
Related Goals	The Community Engagement Forums fulfill the second and third Aboriginal Service Plan goals. The forums strengthen partnerships and collaborations in Aboriginal post-secondary education, and

<b>Activity/Program Title</b>	<b>Indigenization – Community Engagement Forums</b>		
	they 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 also provide a systemic change for TRU and ensure that our processes are relevant, responsive, respectful and receptive to Aboriginal learners and communities.		
Measuring Success	<p>The community engagement agenda is created by Thompson Rivers University Aboriginal Education asking our First Nations and Aboriginal partners to determine our discussion items and this multi-strategic approach has included topics like Truth &amp; Reconciliation, Aboriginal Service Plan strategic planning, Thompson Rivers University Conferences, Aboriginal Language, Trades, and Open Learning. The objectives for the Community Engagement Forums change every year and the purpose is to address plans, ideas, and action plans that are generated from First Nations and Aboriginal community partners. In our Community Engagement Forums, Thompson Rivers University has participation from Student Services, Administration (Provost), Trades, Foundation Programs, Academic Faculty and Open Learning.</p> <p>The success of the community engagement forums is measured by the number of First Nations and Aboriginal organizations that attend. These meetings (four throughout the year) had representation from Tla'zten Nation (IAHLA), Williams Lake campus, Splatsin, Kanaka Bar First Nations, the Cariboo Chilcotin Aboriginal Training &amp; Employment Centre, Nicomen First Nations, Adams Lake First Nations, Lil Michif Otipemisiwak, Two Rivers Metis, School District #73, School District #74, School District #58, the Kamloops Friendship Centre, the Tk'emlups, Secwepemc Cultural Education Society (IAHLA), Xwist'en, Xaxlip, T'itq'et, Tsal'alh, and Lillooet in a series of community engagement meetings on November 16 &amp; 17 (2015), January 27 (2016) and April 7, 2016 (Please see Community Forum Schedule of Events, Appendix 5).</p>		
Location(s)	Kamloops, Williams Lake and Lillooet.		
Timing	Start Date	September 1 of each year	
	End Date	March 31 of each year	
	Duration	1 one-day forum at both the Williams Lake campus (Fall Semester) and in Lillooet (Fall Semester); and 2 one-day forums at the Kamloops campus (Winter Semester).	
Budget and Expenditures		Budget 2015/16	Expenditures 2015/16
	Ministry (ASP)	\$10,000	\$10,000
	Institution Contribution	\$10,000	\$9,261.29
	Other or In-Kind (Identify Source)		
	Total	\$20,000	\$19,261.29
Comments and Lessons Learned	The issues brought forth by community members were that we must remain diligent in our communication with Aboriginal organizations and First Nation communities. Priority programs include business fundamentals, adult basic education, environmental monitoring, trades, education, recreation/tourism, and arts. In addition, TRU must ensure success on the accuplacer test (assessment tool) with support from our Plato learning systems. Aboriginal organizations and First Nations want TRU to continue to create cohorts and offer courses/ programs in the communities. TRU must be flexible, innovative, and responsive to community needs and all courses must have academic credit.		

<b>Activity/Program Title</b>	<b>School District Transition: School District #73</b>		
Description	The School District #73 Transition 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. School District #73 Transition Day sees between 138 – 160 participants each year.		
Related Goals	The School District #73 Transition 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	The success of the School District Transition Day was measured by the partnership with School District #73 and the 160 Aboriginal High School Aboriginal students that attended this career-planning day at Thompson Rivers University. The Transition Day consisted of a traditional welcoming, Aboriginal TRUStart presentation, Trades tour, Zombie Apocalypse (Innovative career planning exercise), student engagement, and Honoring Your Spirit presentation. The day began at 8:30 AM and went until 2:30 PM. The event was well received and the Aboriginal students were active all day.		
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	
Budget		Budget 2015/16	Expenditures 2015/16
	Ministry (ASP)	\$4,000	\$4,091.36
	Institution Contribution	\$2000	\$2000
	Other or In-Kind (Identify Source)		
	Total	\$6,000	\$6,091.36
Comments and Lessons Learned	The expenses are for morning food & drinks, lunch for 160 Aboriginal High School students and chaperones, and afternoon snacks. In addition, it was important to provide door prizes for the Aboriginal High School students at the end of the day. Upon reflection, it was determined by the School District Transition Day personnel, TRU Aboriginal Education, and the Transition team (Cplul’kw’ten Gathering Place, Counselling, and Recruitment) that we must continue to meet and discuss successful strategies. The challenge is to keep the day exciting for the Aboriginal students and to make sure that we have a relevant, effective and innovative Transition Day for next year.		

<b>Activity/Program Title</b>	<b>Retention Research</b>		
Description	The retention research examines the reasons why Aboriginal students stay, stop-out, or leave once enrolled at Thompson Rivers University (TRU).  This retention research is a joint program with the TRU Department of Institutional Planning and Analysis and Aboriginal Education. Aboriginal undergraduate students were surveyed to determine the essential factors that are related to Aboriginal retention at TRU.		
Related Goals	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 also provides support for initiatives that address systemic barriers. In line with the fifth 2012 Aboriginal Policy Framework goal, this initiative allows TRU to make continuous improvements based on research and data tracking.		

Activity/Program Title	Retention Research		
Measuring Success	<p>The strategy for this year was to share the results of this Retention Research within Thompson Rivers University and with other Universities/Colleges. Our Retention Research found that Aboriginal student stay or leave Thompson Rivers University based on the level of student services, welcoming environment, tutoring, financial supports, and computer assistance is available. The key findings included that Aboriginal students strongly seek a learning environment that is collaborative, respectful, and supportive. During the year, the retention research was presented at an Aboriginal Distance Education conference at Royal Roads on November 6, 2015; at an Aboriginal Learning Center conference at Thompson Rivers University on November 16, 2015; and at CUVIC conference at the University of Victoria on June 6, 2016. The results of these conferences was the sharing of our research questions with two universities and two colleges so that they can administer their own survey. In addition, we had excellent responses to our survey presentations and many commented that our finding will help change approaches to Aboriginal Education and it will motivate institutional change. At Thompson Rivers University, our Open Learning will implement changes that include creating collaborative cohorts, financial support and computer support for our Aboriginal Learning Center partnerships.</p> <p>Talking circles were held with education representatives from two Aboriginal communities. One community had an online course completion rate of over 80% while the second community had a completion rate of only 3% in some programs. Twenty online Aboriginal students were also interviewed and a report of those findings was submitted to First Nations and Aboriginal Advisory Committee (FNAAC) and to Open Learning in November 2015. The online survey was then sent to all TRU Aboriginal online students in the spring of 2016 and we now have survey results for over 230 online students. We are currently writing up those results for a second and more comprehensive report, which will be submitted by August 2016.</p>		
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	
Budget and Expenditures		2015/16	2016/17 (Estimate)
	Ministry (ASP)	\$3000	\$3000
	Institution Contribution	\$2000	\$2000
	Other or In-Kind (Identify Source)		
	Total	\$5000	\$5000
Comments and Lessons Learned	<p>Course designers and administrators at TRU Open Learning have been very supportive of this research and are looking at how to enhance current online courses with Aboriginal students in mind. An interesting point is that course designers thought the findings would likely apply to all students taking online courses (e.g., facilitate small group communication among students, more media and virtual environments).</p>		

<b>Activity/Program Title</b>	<b>Aboriginal Mentorship and Leadership</b>		
<b>Description</b>	<p>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 operate a successful program.</p> <p>Aboriginal Mentorship and Leadership activities include: Strengthening Aboriginal academic skills, assessing academic challenges, issues or concerns; encouraging student responsibility, creating the Aboriginal student action plan; enhancing self-assessment and identification of issues or challenges, managing of time and resources; encouraging students to join study groups, volunteer groups or activity groups and supporting students through encouragement, leadership and assistance.</p>		
<b>Related Goals</b>	<p>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.</p>		
<b>Measuring Success</b>	<p>Mentors worked with a number of Aboriginal students throughout the year on a case-by-case basis as the needs arose. Mentors attended the following training activities: Aboriginal mentor program training, mentor training, tutoring, tour guide training, and study skills.</p> <p>There was 14 Mentees matched with Mentors with a reduction of two mentees due to changes in their educational plans. Mentors also worked with a number of unofficial mentees throughout the year on a case-by-case basis as the needs arose. Mentors attended the following training opportunities: Aboriginal Mentor Program Training, Mentor Training, Tutoring, Tour Guide Training, Study Skills. Mentors were also encouraged to participate in events, training, and conferences, which enhance their skills and abilities, as well as connecting them with the community and enriching their Post-Secondary experience. Some of those events included: Aboriginal Nurses Association of Canada Conference, Knowledge Makers (Indigenous Research), 1<sup>st</sup> Aid (Kamloops Friendship Centre), Ch'nook Scholars conference, Dum and Powwow Club, TRU Traditional Powwow Committee, IDays Workshops and Aboriginal Awareness week events, together with Transition to Post-Secondary Day (School Districts #73, #74, &amp; #58); Elders Luncheon and Soup Circle.</p>		
<b>Location(s)</b>	Thompson Rivers University – Kamloops Main Campus		
<b>Timing</b>	Start Date	April 1 of each year	
	End Date	March 31 of each year	
	Duration	Ongoing	
<b>Budget and Expenditures</b>		Budget 2015/16	Expenditures 2015/16
	Ministry (ASP)	\$5,000	\$5,000
	Institution Contribution	\$2,000	\$2,000
	Other or In-Kind (Identify Source)		
	Total	\$7,000	\$7,000
<b>Comments and Lessons Learned</b>	<p>Going forward, we will need to invest more time in finding creative ways for Mentors to interact with each other and feel valued.</p>		

<b>Activity/Program Title</b>	<b>Metis Cultural Collaborations</b>		
Description	<p>The Thompson Rivers University (TRU) Aboriginal Education Department collaborated with the 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 two events were to enhance Metis cultural identity and to share Metis ways with our general population.</p> <p>Each event had approximately 200 TRU community members in attendance and were widely promoted throughout TRU and the Tk'emlups Aboriginal community. Our previous event that had Maria Campbell presenting had over 200 people in attendance.</p> <p>Metis Cultural Events are 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>		
Related Goals	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 assists TRU with systemic change that makes the university more relevant, responsive, respectful and receptive to Metis learners and communities.		
Measuring Success	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 at TRU, 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.		
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	
Budget		Budget 2015/16	Expenditures 2015/16
	Ministry (ASP)	\$3,000	\$3,000
	Institution Contribution	\$2,000	\$2,000
	Other or In-Kind- Lil Michif Otipemisiwak	\$2,000	\$2,000
	Total	\$7,000	\$7,000
Comments and Lessons Learned	Thompson Rivers University recognizes the importance in working with Lil Michif Otipemisiwak and Two Rivers Metis. We have learned that it is important to invite Metis Elders to our Elders' luncheon, support Metis jigging, encourage Metis jigging practice, and host Metis days. Our challenge is to meet regularly with these two Metis organizations, to make sure that we support Metis students at TRU and that we also support Metis cultural celebrations throughout the year. Through meetings we were able to find out that their current Jigging practice space was inappropriate, so we responded by providing practice space at TRU.		

<b>Activity/Program Title</b>	<b>Elders and Students: Sharing Cultural Traditions</b>		
<b>Description</b>	<p>In March every year, Thompson Rivers University (TRU) will host an Elder’s 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 community members. There will also be 8 smaller luncheon events throughout each year.</p> <p>The plan for the academic year is to have 8 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 to 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.</p> <p>Aboriginal students will be able to learn from the Elders who will pass on cultural knowledge, traditional wisdom, and encouraging support. 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> <p>This event is different from our previous funded Elders-in-House program from 2007. Our Elders-in-House program has now become part of our based funded programs at Thompson Rivers University in addition to the Elders program.</p>		
<b>Related Goals</b>	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 assists TRU with systemic change that will make the university more relevant, responsive, respectful and receptive to Aboriginal learners and communities.		
<b>Measuring Success</b>	The success of this initiative was measured by the breadth of the agenda that included a student emcee, First Nations Elders, Metis Elders, a First Nations keynote address by a Secwepemc Elder, First Nations cultural demonstrations, TRU student drumming/singing, Metis jigging, and a First Nations fiddler. Our President helped welcome the Elders and the event had over 350 people in attendance. Elders from Canim Lake, Bridge River, Skeetchetsn, Simpcw, Tk’emlups, Lil Michif Otipemisiwak, Two Rivers Metis, Bonaparte, Xaxlip, Sexqeltqin, Neskanlith, Little Shuswap, Splatsin, Lower Nicola, Whispering Pines, the Kamloops Friendship Centre and other Aboriginal organizations attended this event (Please see Community Forum Schedule of Events, Appendix 5).		
<b>Location(s)</b>	Thompson Rivers University – Kamloops Main Campus		
<b>Timing</b>	<b>Start Date</b>	Monthly events throughout the Fall Semester	
	<b>End Date</b>	Monthly events throughout the Winter Semester	
	<b>Duration</b>	8 events throughout the year and 1 large elders luncheon event	
<b>Budget</b>		<b>Budget 2015/16</b>	<b>Expenditures 2015/16</b>
	<b>Ministry (ASP)</b>	\$5,000	\$5,000
	<b>Institution Contribution</b>	\$3,000	\$5,470.01
	<b>Other or In-Kind (Identify Source)</b>		

<b>Activity/Program Title</b>	<b>Elders and Students: Sharing Cultural Traditions</b>		
	Total	\$8,000	\$10,470.01
Comments and Lessons Learned	This Activity was delivered as planned. The challenges for this event is to make sure that our invitations connect with First Nation Bands, First Nation organizations, Metis organizations, Friendship Centres and other Aboriginal organizations. Adjustments to be made in the future are to send out an agenda at least one month in advance and to ask Aboriginal Elders if they want to present during this day. In addition, an important aspect of the Elders days is to include TRU Aboriginal students and to make sure that they are represented at each Elder's table.		

<b>Activity/Program Title</b>	<b>First Nations Language Curricula Development and Community Engagement</b>		
Description	<p>The First Nations Language Curricula Development and Community Engagement initiative 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 explores various language learning models, proven language development, fluency effectiveness and teaching efficiency.</p> <p>Community engagement activities keep our Aboriginal partners informed of TRU progress in First Nations language curricula development. The eventual goal seeks language fluency in the region and the development of language teachers for School District #73 and surrounding Districts.</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 assists TRU with systemic change that will make the university more relevant, responsive, respectful and receptive to Aboriginal learners and communities. In addition, this initiative builds the educational infrastructure for community based delivery of programs, which is the second goal of the Framework.		
Measuring Success	<p>Two First Nations language courses were offered in the Spring 2016 semester. The enrollment increased from 12 students in the previous fiscal year to 19 students this year, with interest from International students and Faculty who also registered. It is by word of mouth that enrollment increased, and TRU successfully recruited 2 outstanding First Nations language instructors. A First Nations Oral Traditions course was very successful this year as well, as the students enjoyed learning about Secwepemc traditional storytelling in this class. The First Nations Oral Traditions student project was to re-tell a story from the Secwepemc tradition. Several of the students chose to re-tell "How the Bear Lost its Tail" and "How Night and Day Began" in several different formats.</p> <p>In the future, we will work to develop a video to display the success of the First Nations Oral Traditions class. Students were invited to perform their storytelling talents to a group of visiting First Nations language scholars from New Zealand and Northern British Columbia. Interest in First Nation's language is continuing to expand. We will be meeting with different First Nations communities to discuss having the language courses in their areas. Thompson Rivers University is discussing the Developmental Standard Term Certificate courses for online delivery method to meet the needs of students throughout British Columbia. To date, we have 1 student whose been accepted into the Bachelor of Education program, laddering from the First Nations Language Teachers program - Developmental Standard Term certificate. The First Nations</p>		

<b>Activity/Program Title</b>	<b>First Nations Language Curricula Development and Community Engagement</b>		
	<p>Language Teacher Program coordinator position is integral to the success of this program. The faculty of education has been an excellent fit for the program. The Faculty of Education and Social Work Dean, Airini and the Chair of Education, Carol Rees are extremely supportive and helpful with the First Nations Language Teacher program.</p> <p>Thompson Rivers University Development Standard Term Certificate (DSTC) will provide successful students the opportunity to reinforce their knowledge and understanding of a First Nations culture; and teach the First Nations language and culture to future generations. The DSTC program will provide opportunities for students to earn BC Teacher Regulation Branch Certification to teach First Nations Language and Culture.</p>		
<b>Location(s)</b>	Thompson Rivers University – Kamloops Main 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>Budget</b>		<b>Budget 2015/16</b>	<b>Expenditures 2015/16</b>
	Ministry (ASP)	\$10,000	\$10,000
	Institution Contribution	\$40,000	\$40,000
	Other or In-Kind (Identify Source)		
	<b>Total</b>	<b>\$50,000</b>	<b>\$50,000</b>
<b>Comments and Lessons Learned</b>	<p>First Nations language and First Nations teacher education courses should be part of the core curriculum for TRU. All of the First Nations Language Teachers program courses should be available through online course delivery to make them more accessible to students in outlying communities. We must make sure that these students also have broadband internet access and computers to access courses. TRU continues to work with the Secwepemc Culture Education Society (IAHLA) to ensure the delivery of the Developmental Standard Term Certificate (DSTC). As well, the coordinator position needs to be part of core staffing in the Faculty of Education and Social Work. Finally, some of the First Nations language and culture classroom resource materials must be updated in both written and electronic formats. All of the above challenges are being discussed and solutions are being sought within the Faculty of Education and Social Work.</p>		

<b>Activity/Program Title</b>	<b>Aboriginal Career Planning and Employment</b>		
<b>Description</b>	<p>The Thompson Rivers University (TRU) Aboriginal Education department hosted an Aboriginal Career Planning and Employment Workshop at the Cplul'kw'ten Gathering Place. Various organizations were invited to our campus to display career/employment information, including all organizations with Aboriginal employment opportunities for TRU students. Many of the organizations conducted 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.</p>		
<b>Related Goals</b>	<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 assists TRU with systemic change that makes the university more relevant, responsive, respectful and receptive to Aboriginal learners and communities.</p>		

<b>Activity/Program Title</b>	<b>Aboriginal Career Planning and Employment</b>		
Measuring Success	<p>Through the Aboriginal Graduation Celebration Activity with over 190 honoured students and guests, were motivated by the keynote speaker, a Metis Registered Nurse, who graduated from TRU in 2015. The speaker told a student's story of being excited and terrified to leave his community of family and friends to attend university. The Aboriginal student explained how he overcame the difficult transition and the hardships through the support of Elders, faculty, and friends. He demonstrated courage and determination, shared a message of authenticity, and highlighted the importance of strength and being genuine. Through his educational path and lessons learned, he was able to find his heritage and culture, which allowed him to find his voice. Since graduating, he has been able to secure a full time position, along with a learning endeavor. The graduate is working on developing a program with a special focus on recruitment and retention of Indigenous nursing students with the former President of the Canadian Nursing Students Association. We will follow-up with this student to learn how the new program is progressing, and to pursue future opportunities for collaboration and resource sharing.</p> <p>Due to our limited job action from our faculty in January and February 2016, and with the potential threat of a faculty strike, we were unable to conduct our Aboriginal student survey in January 2016 and we will follow-up with questions on our Aboriginal Career Planning initiatives. Our goal is to determine how many Aboriginal students found employment during this summer 2016 and to ask whether the Aboriginal Career Planning event helped them find employment.</p>		
Location(s)	Thompson Rivers University – Kamloops Main Campus		
Timing	Start Date	June 7, 2016	
	End Date	June 7, 2016	
	Duration	One Day event	
Budget		Budget 2015/16	Expenditures 2015/16
	Ministry (ASP)	\$1,000	\$1,000
	Institution Contribution	\$500	\$500
	Other or In-Kind (Identify Source)		
	Total	\$1500	\$1500
Comments and Lessons Learned	The Aboriginal Career Planning and Employment event had a tremendous number of attendees and allowed us to highlight student achievement and motivation. We will continue to honor past and present graduates and track lessons learned to build on the workshops/career development activities as well as our Newsletter (200+ printed), to share with our respective communities, Elders and students.		

<b>Activity/Program Title</b>	<b>Williams Lake Elder Engagement and Student Leadership</b>		
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 also organizes library workshops, traditional performances, writing workshops, and other leadership activities. During these activities, Aboriginal elders share their storytelling, which provides the teaching of traditions, ceremonies, cultural practices, philosophies, spiritual knowledge and ways of knowing.</p> <p>This Williams Lake Elder Engagement and Student Leadership is different than what was based funded in 2007. Thompson Rivers University still base funds elder honorariums, elder travel, and</p>		

<b>Activity/Program Title</b>	<b>Williams Lake Elder Engagement and Student Leadership</b>		
	elder presentations; however, this Elder Engagement is an additional project associated with our Eureka Science camps for Aboriginal youth.		
<b>Related Goals</b>	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 assists TRU with systemic change that makes the university more relevant, responsive, respectful and receptive to Aboriginal learners and communities.		
<b>Measuring Success</b>	The Activity sponsored a Summer Science Program camp, in Williams Lake, for approximately 10 camp bursaries, along with an instructor and student lead. During the week, Secwepemec Elders were engaged with the learning and student activities. The camp focused on areas of science, technology, engineering, and math (STEM) through-the use of hands-on experiments and activities. The focus is to engage youth in STEM, allowing them to see the role it plays in their lives. The university student instructor provides an excellent role model for the youth, allowing them to not only become interested in science concepts, but also consider the possibilities of post-secondary education in general, as well as STEM post -secondary education careers specifically.		
<b>Location(s)</b>	Thompson Rivers University – Williams Lake Campus		
<b>Timing</b>	Start Date	April 1 of each year	
	End Date	May 31, 2016	
	Duration	Ongoing	
<b>Budget</b>		Budget 2015/16	Expenditures 2015/16
	Ministry (ASP)	\$8,000	\$8,000
	Institution Contribution	\$2,000	\$2,000
	Other or In-Kind (Identify Source)		
	Total	\$10,000	\$10,000
<b>Comments and Lessons Learned</b>	Eureka has expanded their programming to include Aboriginal communities such as Williams Lake, T'kemlups, Simpcw, Lillooet, and Lytton. The lesson learned is that it is important to reach out to Aboriginal students in science to understand the awareness and opportunities of post-secondary education.		

<b>Activity/Program Title</b>	<b>Aboriginal Awareness Week</b>		
<b>Description</b>	<p>Aboriginal Awareness is an annual weeklong series of events that enhances Indigenous knowledge and Aboriginal education throughout the Thompson Rivers University (TRU) main campus. This unique programming has included 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 offers interactive performances (drum-making, rattle-making), artist displays &amp; sales, Lahal community tournament, and campus-wide performances.</p> <p>Thompson Rivers University still has base-funded Aboriginal Awareness events throughout the year and following the I-Days; however, this Aboriginal Service Plan events only include our new programming with I-Days. In essence, we continue to fund an Aboriginal Awareness Week but</p>		

<b>Activity/Program Title</b>	<b>Aboriginal Awareness Week</b>		
	<p>these Aboriginal Service Funds are for activities associated with a partnership with our International Centre.</p> <p>The Aboriginal Awareness Week 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 TRU.</p>		
<b>Related Goals</b>	<p>Aboriginal Awareness Week 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 challenges systemic barriers at TRU. In line with the first 2012 Aboriginal Policy Framework goal, this initiative assists TRU with systemic change that makes the university more relevant, responsive, respectful and receptive to Aboriginal learners and communities.</p>		
<b>Measuring Success</b>	<p>Aboriginal Awareness Week merged with IDAYS (International Student Days) so that Aboriginal students and International students would celebrate Aboriginal Awareness activities in a collaborative and informative way. The measure of success was the over 300 TRU students that attended and participated in Beading workshops, Drum-making, Intercultural Intersections a Research Symposium, Mini-Moccasin/Pouch-making, a “Reel Injun” movie discussion, and a Cedar-weaving workshop (Please see Community Forum Schedule of Events, Appendix 5).</p>		
<b>Location(s)</b>	Thompson Rivers University – Kamloops Main Campus		
<b>Timing</b>	<b>Start Date</b>	First Week in March every year.	
	<b>End Date</b>	Second Week in March every year	
	<b>Duration</b>	Six Full Days of Activities	
<b>Budget and Expenditures</b>		<b>Budget 2015/16</b>	<b>Expenditures 2015/16</b>
	Ministry (ASP)	\$2500	\$2500
	Institution Contribution	\$7500	\$7500
	Other or In-Kind (Identify Source)		
	<b>Total</b>	<b>\$10,000</b>	<b>\$10,000</b>
<b>Comments and Lessons Learned</b>	<p>The expenditures were as planned. The challenge for this year’s Aboriginal Awareness Week was to work in collaboration with our International student services department to ensure successful coordination of the Aboriginal Awareness activities. Aboriginal Education and the Cplul’kw’ten (Gathering Place) staff met four times to plan this event. The Aboriginal Awareness Week activities also helped advertise our Aboriginal Powwow that was on March 19 &amp; 20, 2016. In the future, we do plan to continue merging Aboriginal Awareness activities with IDAYS; however, we will have to remain dedicated to strengthening this partnership. Adjustments include the planning of workshops, attendance at the International research symposium, and creating interactive hands-on events. Ultimately, the goal is to enhance Aboriginal student’s awareness of Aboriginal traditions while also educating International and Non-Aboriginal students about Aboriginal culture.</p>		

<b>Activity/Program Title</b>	<b>Aboriginal Research and Intellectual Cultural Property Symposium</b>		
Description	Thompson Rivers University (TRU) hosted an Aboriginal Research and Intellectual Cultural Property Symposium, attracting TRU students, faculty, staff, administration, and numerous Aboriginal partners. During the symposium, TRU developed Aboriginal Research and Aboriginal Cultural Property guidelines, policies and procedures to strengthen the strategic plans related to Intercultural understanding and Sustainability.		
Related Goals	The Aboriginal Research and Intellectual Property Symposium 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. The symposium highlights Indigenization at TRU and addresses systemic barriers to “Aboriginal” research. In line with the first 2012 Aboriginal Policy Framework goal, this initiative assists TRU with systemic change that makes the university more relevant, responsive, respectful and receptive to Aboriginal learners and communities.		
Measuring Success	<p>The measure of success was determined by the 140 Aboriginal community members that attended the two-day Intellectual Cultural Property Symposium on February 15 and February 16, 2016. Conference participants included Seventh Generation Fund, TRU faculty, Interior Alliance, Tsilhqot’in, Haida, Mik’maq, Tseil’wau’tuth, Xaxlip, Neskonalith, Williams Lake, Treaty 8, Adams Lake, and Lower Nicola.</p> <p>The overarching theme was Aboriginal rights &amp; title as it related to the retention of Intellectual Property rights. The presenters offered insight on Aboriginal law, indigenous law, and Intellectual property. The Symposium was designed to support TRU’s efforts in forming and advancing existing relationships, and promoting future research and efforts to honor indigenous governance in the Interior of BC. It was extremely important for TRU to collaborate with BC interior First Nations, other BC First Nations, and with International scholars on Intellectual Cultural Property.</p>		
Location(s)	Thompson Rivers University – Kamloops Main Campus		
Timing	Start Date	Fall Semester, September every year	
	End Date	March 31 of each year	
	Duration	Ongoing	
Budget		Budget 2015/16	Expenditures 2015/16
	Ministry (ASP)	\$10,000	\$10,000
	Institution Contribution	\$5,000	\$6,500
	Other or In-Kind (Identify Source)		
	Total	\$15,000	\$16,500
Comments and Lessons Learned	The Intellectual Cultural Property Symposium was well attended. The challenge is for TRU to analyze the results of this symposium and to draft guiding policies and procedures for Cultural Intellectual Property in our academic programs and research efforts. However, we have learned the importance of developing Intellectual Property Policies at TRU.		

<b>Activity/Program Title</b>	<b>Aboriginal Recruitment Officer</b>		
Description	The Aboriginal Recruitment Officer is a .30 position that specializes in recruiting Aboriginal students for Thompson Rivers University (TRU). The Officer promotes, markets, recruits in small and large groups, conducts campus tours, visits Aboriginal high school students, and participates in career fairs.		
Related Goals	The Aboriginal Recruitment Officer fulfills the first Aboriginal Service Plan goal of increasing access, retention, completion and transition opportunities for Aboriginal learners. It also helps eliminate systemic barriers at TRU. In line with the first 2012 Aboriginal Policy Framework goal, this initiative assists TRU with systemic change that makes the university more relevant, responsive, respectful and receptive to Aboriginal learners and communities. In addition, this student support role helps Aboriginal learners transition seamlessly from K-12 to post-secondary education, which is the fourth goal of the Framework.		
Measuring Success	<p>Throughout the year, there have been numerous tours, walk-ins, and events where TRU had representation. We hosted the Annual TRU summer science camp where we had 16 young Aboriginal Students (Between Grades 8-10) attend at a subsidized cost and programming that honored the Indigenous ways of knowing and being. This was a partnership between the faculties of Nursing and Science, and Student Development, TRU Aboriginal Education and School District 73.</p> <p>The position actively helped plan and organize Secusent Orientation with Services for Aboriginal Students and Mentors; attended Strengthening Connections events in the Kamloops region as well as schools in Kelowna, Vernon, Salmon Arm, and Penticton; worked with School District partners in the planning of the Annual Transition To Post Secondary Days with School District 73 (~160 students), School District 74 (~80 students) and School District 58 (~50 students); worked with School District 73 on the Aboriginal TRUSTART cohort program (~8 students); traveled to the Williams Lake Campus to connect with staff, elders and students, many of which transfer over to the Kamloops Campus; hosted events that promote TRU's image as a welcoming institution for Aboriginal learners including a Round Dance hosted at the T'Kemlups te Secwepemc community (200+ Participants), the TRU Traditional Powwow (600+ participants), and Aboriginal Awareness Week; assisted the Faculty of Human, Social and Educational Development in starting off the inaugural Knowledge Makers program launch, which supports Indigenous students in doing and learning about Indigenous Research here at TRU, which promotes TRU's Indigenization and undergraduate research; and toured potential Students/parents/support workers around campus (8-10 tour groups throughout the year and about 20 drop-ins who seek information).</p>		
Location(s)	Kamloops, 100 Mile House, Williams Lake and Lillooet.		
Timing	Start Date	April 1 of each year	
	End Date	March 31 of each year	
	Duration	Ongoing	
Budget		Budget 2015/16	Expenditures 2015/16
	Ministry (ASP)	\$16,000	\$16,000
	Institution Contribution	\$5,000	\$12,448.88
	Other or In-Kind (Identify Source)		
	Total	\$21,000	\$28,448.88

<b>Activity/Program Title</b>	<b>Aboriginal Recruitment Officer</b>		
Comments and Lessons Learned	TRU Student Recruitment hired another Aboriginal Recruiter in January of 2016 who took on the workload of some of the events and job fairs. This allowed the original Aboriginal recruiter to focus more on the local recruiting events and programs. This additional recruitment position was made possible through an application to the Strategic Investment Funds (SIF), justifying the important work that an Aboriginal Recruiter does and helping reach more communities and students.		
<b>Activity/Program Title</b>	<b>First Friends Feast and Winter Feast</b>		
Description	The First Friends Feast brings together over 150 Thompson Rivers University (TRU) administrators, faculty, staff, Aboriginal students and Aboriginal community members to welcome new Aboriginal students to our campus. This empowering, dynamic, inclusive and exciting event features presentations on transition planning, academic student support services, Aboriginal mentorship, cultural support services, and other student support services. This Feast promotes cohesiveness among Aboriginal students and TRU personnel, and helps new students overcome stresses associated with transition, fast-paced urban living, anxieties, disassociation with family/friends, loneliness, fears, financial needs, accessibility of drug/alcohol, and depression. The Winter Feast is a celebration of the Fall/Winter semester ending with a promise to see one another again as the next semester begins, as we want to foster a sense of continuity and connectedness throughout the university year.		
Related Goals	The First Friends Feast fulfills the first Aboriginal Service Plan goal of increasing access, retention, completion and transition opportunities 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	The success of these activities is measured in the number of students who attend. The student attendance numbers have been increasing each year and the interactions between staff/faculty and mentor/student to student during the event are quite evident. At the First Friends Feast, 188 people were in attendance and the Winter Feast approximately 125 attendees. The main aim of these events is to foster connectedness within the Aboriginal student population at TRU.		
Location(s)	Thompson Rivers University – Kamloops Main Campus		
Timing	Start Date	September 10, 2015 and Winter - December 2, 2016	
	End Date	March 31 of each year	
	Duration	Ongoing	
Budget		Budget 2015/16	Expenditures 2015/16
	Ministry (ASP)	\$3,000	\$3,000
	Institution Contribution	\$1,000	\$1,000
	Other or In-Kind (Identify Source)		
	Total	\$4,000	\$4,000
Comments and Lessons Learned	As the results of the activities are positive, ongoing feasts are necessary and expected. As the Aboriginal unit evolves, we are planning towards building on student strengths and the importance of connectedness to positive health and academic outcomes. The larger TRU student development division (of which we are a special unit) also has a commitment to use a holistic mindset to improve student outcomes. With the goals of peer/staff/faculty supports for students, belonging to a positive peer group with a commitment to education and a positive university community		

<b>Activity/Program Title</b>	<b>Aboriginal Recruitment Officer</b>
	environment this may prove to be an important piece of retention. The feasts are the mainstays of the other events that may be a part of a series of interactions that contribute to retention.

<b>Activity/Program Title</b>	<b>Curriculum Development: Indigenous Leadership</b>		
<b>Description</b>	<p>Curriculum Development in Indigenous Leadership is the development of 10 courses that include Pre-Program overview, Indigenous Leadership, Self-Governance, Self-Determination, Field Experience I, Envisioning Self-Governance, Decolonization, Indigenous World Views, Advancing Self-Governance, and Field Experience II. These Arts courses will allow students to obtain academic credit for Aboriginal courses.</p> <p>At this time, the 10 Indigenous courses have complete course outlines, topics, descriptions, and rationale. This year the specific assignments for each course were completed. In addition, the Faculty of Arts presented the final 10 courses and got Aboriginal community engagement, approval and feedback. The goal for this year was to have full academic approval for these Indigenous leadership courses.</p>		
<b>Related Goals</b>	Curriculum Development in Indigenous Leadership 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 increase community-based delivery of programs, through already established partnerships with Aboriginal institutes and communities, which is the second goal of the Framework.		
<b>Measuring Success</b>	In the 2015/16 academic year, we strengthened and enhanced our Indigenous Leadership curricula development by creating an “Indigenization and Curriculum” project that builds an open online learning series that will guide our faculty on Indigenous leadership courses. Aboriginal knowledge holders and Aboriginal faculty provide their responses in a video recording format and these recordings are then edited and processed for online streaming over the Internet. The online format generates questions, comments, and discussions around Indigenous leadership topics. This is a creative and unique project that will strengthen Indigenous leadership within our TRU curricula.		
<b>Location(s)</b>	Thompson Rivers University – Main campus, 100 Mile House, Lill’wat and Williams Lake		
<b>Timing</b>	<b>Start Date</b>	April 1 of each year	
	<b>End Date</b>	May 31, 2016	
	<b>Duration</b>	Ongoing	
<b>Budget</b>		<b>Budget 2015/16</b>	<b>Expenditures 2015/16</b>
	Ministry (ASP)	\$10,000	\$10,000
	Institution Contribution	\$5,000	\$5,000
	Other or In-Kind (Identify Source)		
	<b>Total</b>	<b>\$15,000</b>	<b>\$15,000</b>

Comments and Lessons Learned	We have followed the outcomes of our Indigenous Leadership and are currently creating an “Indigenization and curriculum” project that will build on our Indigenous leadership curricula by offering an open online learning series. The challenge with this project is to have Aboriginal knowledge holders and Aboriginal faculty with a broad range of traditional knowledge to enhance our academic curricula. We will address this challenge by a comprehensive analysis of the video recordings to ensure that we are enhancing our Indigenous leadership efforts. Adjustments to our video recordings that will be made available for our online series will be made according to a review committee.
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<b>Activity/Program Title</b>	<b>School District Transition School District #74</b>		
Description	Based on the success of the School District #73 Transition Day, we have decided to collaborate with School District #74 to develop a Transition Day at Thompson Rivers University (TRU) for students in this district. This event is an opportunity for Aboriginal High School students to visit TRU to 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. School District #74 Transition Day will see between 30-50 participants each year.		
Related Goals	The School District #74 Transition 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	During the 2015/16 academic year, TRU collaborated with School District #74 (Gold River – Ashcroft) and with School District #58 (Merritt) to host Transition Days for Grade 8 Aboriginal High School students. The success was measured by 62 students from School District #74 and 47 students from School District #58 participating on this career planning day at TRU. School District #58 conducted a student survey and the results show that there was strong support for the student speakers, trades tour, campus tour, career workshop, and the overall event (Please see Community Forum Schedule of Events, Appendix 5).		
Location(s)	Thompson Rivers University – Main campus		
Timing	Start Date	April 19, 2016	
	End Date	April 19, 2016	
	Duration	Two day event	
Budget		Budget 2015/16	Expenditures 2015/16
	Ministry (ASP)	\$4,000	\$4,000
	Institution Contribution	\$1,000	\$2,400
	Other or In-Kind (Identify Source)		
	Total	\$5,000	\$6,400
Comments and Lessons Learned	The School District #74 transition event occurred as planned. However, TRU collaborated with School District #58 and created an additional Transition Day for the Merritt School District. The challenge for the School District Transition Day is to create innovative, interactive and relevant programming for Aboriginal High School students. In discussion with our School District partners, we targeted Grade 8 Aboriginal High School students because they were the group that required more career planning than students from Grades 9-12. Adjustments to our School District Transition Day was made to accommodate a younger (Grade 8) group of students. Our TRU team of Aboriginal Education, Cplul’kw’ten (Gathering Place), Recruitment, and Counselling collaborated		

	<p>with School Districts #74 and #58 to create successful Transition Days. In the future, we will continue to target Grade 8's for the School District Transition Day.</p> <p>Lessons learned, that this was a separate event than S.D. #73 Transitions Day moved from the Fall to April 19, 2016.</p>
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<b>Activity/Program Title</b>	<b>Aboriginal Graduation Ceremonies</b>
Description	<p>The Aboriginal Graduation Ceremonies recognize, celebrate and honor Aboriginal students at Thompson Rivers University (TRU). Aboriginal graduates' families, friends, and community guests join TRU students, faculty, staff, administration and the community at this special ceremony.</p> <p>In the Williams Lake area, Thompson Rivers University core funding is used for an Aboriginal graduation ceremony every spring. In previous years, Aboriginal Service Plan funds were used for Williams Lake Aboriginal graduation ceremonies; however, this is now sponsored by our TRU Williams Lake campus.</p>
Related Goals	The Aboriginal Graduation Ceremonies fulfill the first Aboriginal Service Plan goal of increasing access, retention, completion and transition opportunities for Aboriginal learners. In line with the first 2012 Aboriginal Policy Framework goal, this initiative assists TRU with systemic change that makes the university more relevant, responsive, respectful and receptive to Aboriginal learners and communities.
Measuring Success	<p>Thompson Rivers University Aboriginal Education continues to recognize the importance and success of students attending the graduation celebration: A cultural event honouring Indigenization. With 46 self-declared graduates to Cplu'kw'ten Transition Planner, there were 18 students in attendance and approximately 190 family members, friends, mentors, Elders, educators and faculty, the students were recognized for their upcoming achievements ranging from a certificate, to a master's degree. Using 2014/15 as a baseline year, with 42 students receiving degrees, with fourteen students and 109 family and friends attending graduation celebration, 2015/16 numbers were increased. It was clear the activity was significant and commemorative, with some travelling from as far as Alberta and Washington State. The evening celebration commenced with a lead drummer, followed by TRU faculty wearing full regalia, and honoured graduating students, in the Irving K. Barber Center. Students and guests were blessed by an Elder's prayer of strength and wisdom, along with a special welcome on behalf of TRU president Dr. Alan Shaver, introducing and recognizing the importance of TRU's in-house Elders, and the exceptional and dedicated staff of the Cplu' kw'ten Gathering House.</p> <p>Students and attendees experienced an exceptional and outstanding deliverance of the keynote speaker, a Metis Registered Nurse and valedictorian of the TRU graduating class of 2015.</p> <p>The celebratory dinner gave students and guests an opportunity to connect and reflect. It showed the real need to instill the continued bond and trust of family, friends, community supporters and educators.</p> <p>It was through last year's demand of the open mic forum, which students and guests were able to continue to share their passionate stories, of the long and difficult road, juggling family life and</p>

<b>Activity/Program Title</b>	<b>Aboriginal Graduation Ceremonies</b>		
	missing- out on special events; to focus on studies and seek tutor assistance, and wanting to give up when it became difficult and unbearable. This was valuable for both student and family members, to openly-share words of feelings, accomplishments and what it took to get back on track when resources such as housing, food, tutoring and transportation is needed. As the evening continued, it was apparent how necessary the event has become. The venue filled with celebration, tears, and stories. The evening closed with an encouragement to all to sign the guest book. As we continue to host the activity, it provides valuable information on the impact of the measured numbers with a positive sense of how many people it affects.		
<b>Location(s)</b>	Thompson Rivers University – Kamloops Main Campus		
<b>Timing</b>	<b>Start Date</b>	June 7, 2016	
	<b>End Date</b>	June 7, 2016	
	<b>Duration</b>	One day event and three days student coordinator	
<b>Budget</b>		<b>Budget 2015/16</b>	<b>Expenditures 2015/16</b>
	<b>Ministry (ASP)</b>	\$2500	\$2500
	<b>Institution Contribution</b>	\$2500	\$2500
	<b>Other or In-Kind (Identify Source)</b>		
	<b>Total</b>	\$5,000	\$5,000
<b>Comments and Lessons Learned</b>	<p>The continued hosting of Aboriginal Graduation Ceremonies exemplifies Indigenization within academia and provides an awareness to those unfamiliar with the meaning. Testimonies and stories of courage and determination were apparent throughout the evening as we witnessed emotions and reactions. We have learned the significance and commitment to host the activity, displayed by the impact in the numbers, and represented by the keynote speaker. The students demonstrated resilience and spirituality, some attending with more than 10 members per family, from Elders to young siblings. It is a tremendous responsibility as faculty, educators, and graduate students, to inspire the young generation and to honour Elders for their continued and arduous support. The only difficulty we foresee may be the location and time-line in which we hold the celebration to accommodate future honored guests. With the large turnout of families' it was, apparent we need to consider the interests of young Aboriginal children attending. To consider an educational hands-on project, and the potential to pilot during the celebration.</p> <p>We have learned the importance of providing students' with the necessary tools in hand, and will continue to honor them with an embossed pedova (student portfolio), to assist in their future work or continued studies. With the positive feedback of attendees, Elders, mentors, faculty, families, we will actively meet and reach out to capture insight, through one-on-one meetings and informal community visits, on how continued resources may provide assistance and support to potential graduates in local and remote communities.</p>		

<b>Activity/Program Title</b>	<b>Aboriginal Entrepreneurship Development Forum and Strategic Planning</b>
<b>Description</b>	The Aboriginal Entrepreneurship Development Forum is a collaboration between Thompson Rivers University (TRU) and our Aboriginal partners (First Nations and Metis). This Forum brings together over 100 stakeholders to strategically share visions, values and plans for Aboriginal entrepreneurship.

<b>Activity/Program Title</b>	<b>Aboriginal Entrepreneurship Development Forum and Strategic Planning</b>		
Related Goals	The Curriculum Development in Indigenous Leadership 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 assists TRU with systemic change that makes the university more relevant, responsive, respectful and receptive to Aboriginal learners and communities. In addition, this student initiative increases community based delivery of programs, through already established partnerships with Aboriginal institutes and communities; which is the second goal of the Framework.		
Measuring Success	Three Aboriginal Ch'nook scholars (Aboriginal business students) were hired to plan an Aboriginal Entrepreneurship Development Forum that would enable TRU strategic planning for Aboriginal Entrepreneurship. These three Ch'nook students targeted Saturday September 24, 2016 for the Aboriginal Entrepreneurship Development Forum. The agenda has been set and Aboriginal organizations and First Nations have been invited to the event. The three Ch'nook scholars will help host the event and these students will monitor the success and help develop TRU's strategic plan. This event is part of our deferred funding request.		
Location(s)	Thompson Rivers University – Kamloops Main Campus, Williams Lake, and 100 Mile House		
Timing	Start Date	Fall Semester, two one day events (Williams Lake, 100 Mile House)	
	End Date	Winter Semester, one day event (Kamloops Main Campus)	
	Duration	Ongoing	
Budget		Budget 2015/16	Expenditures 2015/16
	Ministry (ASP)	\$8,000 (See Deferral Request)	\$6,800 (See Deferral Request)
	Institution Contribution	\$4,000	\$1,200
	Other or In-Kind (Identify Source)		
	Total	\$12,000	\$1,200.
Comments and Lessons Learned	The planning process with the three Ch'nook scholars (Aboriginal Business students) went extremely well and the Aboriginal Entrepreneurship Development Forum is scheduled for September 24, 2016. There was no time in the Winter semester of 2016 to schedule this event, so it was moved to the fall of 2016. During the September 24, 2016 event, the three scholars will work with the Executive Director for Aboriginal Education and a TRU Business faculty member to create a strategic plan for Aboriginal Entrepreneurship at TRU. Adjustments will be made according to our findings after the September 24, 2016 event.		

2015/16 Overall Budget and Expenditures							
Activity/Program Title	Category	Budget		Expenditure		Variance	
		Ministry	Institution	Ministry	Institution	Ministry	Institution
Transition Planner (Note 2)	Student Support Services and Initiatives	\$57,000	\$10,000	\$57,000	\$10,000	\$0	\$0
Life skills Planner	Student Support Services and Initiatives	\$54,000	\$10,000	\$54,000	\$10,000	\$0	\$0
Mentorship Coordinator (Note 2)	Student Support Services and Initiatives	\$19,000	\$10,000	\$19,000	\$10,000	\$0	\$0
Williams Lake Tutoring (Note 2)	Student Support Services and Initiatives	\$30,000	\$30,000	\$30,000	\$47,331.69	\$0	-\$17,331.69 Note 2(a)
Indigenization Community Engagement Forum (Note 2)	Partnerships and Engagement	\$10,000	\$10,000	\$10,000	\$9,261.29	\$0	\$738.71 Note 2(b)
School District Transition: School District #73	Outreach Activities and Events	\$4,000	\$2,000	\$4,000	\$2,091.36	\$0	-\$91.36 Note 2(c)
Retention Research	Development or enhancement of programs of courses	\$3,000	\$2,000	\$3,000	\$2,000	\$0	\$0
Aboriginal Mentorship and Leadership	Student Support Services and Initiatives	\$5,000	\$2,000	\$5,000	\$2,000	\$0	\$0
Metis Cultural Celebrations	Outreach Activities and Events	\$3,000	\$2,000	\$3,000	\$2,000	\$0	\$0
Elders and Students: Sharing and Cultural Traditions (Note 2)	Outreach Activities and Events	\$5,000	\$3,000	\$5,000	\$5,470.01	\$0	-\$2,470.01 Note 2(d)
First Nations Curricula Development and Community Engagement	Delivery of Programs or Courses on Campus or in Aboriginal Communities	\$10,000	\$40,000	\$10,000	\$40,000	\$0	\$0
	<b>Sub-Total</b>	<b>\$200,000</b>	<b>\$121,000</b>	<b>\$200,000</b>	<b>\$140,154.35</b>	<b>\$0</b>	<b>-\$19,154.35</b>

2015/16 Overall Budget and Expenditures							
Activity/Program Title	Category	Budget		Expenditure		Variance	
		Ministry	Institution	Ministry	Institution	Ministry	Institution
Aboriginal Career Planning	Student Support Services and Initiatives	\$1,000	\$500	\$1,000	\$500	\$0	\$0
Williams Lake Elder Engagement and Student Leadership	Student Support Services and Initiatives	\$8,000	\$2,000	\$8,000	\$2,000	\$0	\$
Aboriginal Awareness Week	Outreach Activities and Events	\$2,500	\$7,500	\$2,500	\$7,500	\$0	\$0
Aboriginal Research and Intellectual Cultural Property (Note 2)	Aboriginal Cultural Training for faculty, staff or administration	\$10,000	\$5,000	\$10,000	\$6,500	\$0	-\$1,500 Note 2(e)
Aboriginal Recruitment (Note 2)	Outreach Activities and Events	\$16,000	\$5,000	\$16,000	\$12,448.88	\$0	-\$7,448.88 Note 2(f)
First Friends Feast	Outreach Activities and Events	\$3,000	\$1,000	\$3,000	\$1,000	\$0	\$0
Curriculum Development: Indigenous Leadership	Delivery of Programs or Courses on Campus or in Aboriginal Communities	\$10,000	\$5,000	\$10,000	\$5,000	\$0	\$
School District Transition: School District #74 (Note 2)	Outreach Activities and Events	\$4,000	\$1,000	\$4,000	\$2,400	\$0	-\$1,400 Note 2(g)

2015/16 Overall Budget and Expenditures							
Activity/Program Title	Category	Budget		Expenditure		Variance	
		Ministry	Institution	Ministry	Institution	Ministry	Institution
Aboriginal Graduation	Outreach Activities and Events	\$2,500	\$2,500	\$2,500	\$2,500	\$0	\$0
Aboriginal (Note 1) Entrepreneurship Development Forum	Development of Enhancement of Programs or Courses	\$8,000	\$4,000	\$1,200	\$2,000	\$6,800 (Note 1)	\$2,000 (Note 1)
	Note 1: Deferral requested – Template 4: Aboriginal Service Plan (ASP) Funding Deferral Request.						
	<b>Sub Total</b>	<b>\$65,000</b>	<b>\$33,500</b>	<b>\$58,200</b>	<b>\$41,848.88</b>	<b>\$6,800</b>	<b>-\$8,348.88</b>
	<b>Total</b>	<b>\$265,000</b>	<b>\$154,500</b>	<b>\$258,200</b>	<b>\$182,003.23</b>	<b>\$6,800</b>	<b>-\$27,503.23</b>

#### Explanation of Variance

Note 1 As at May 31, 2016, \$6,800.00 was requested for deferral for the Fall 2016 planned event Activity - Entrepreneurship Development Forum (Pages 34 & 35) and Template 4: Aboriginal Service Plan (ASP) Funding Deferral Request.

Note 2 Expenditures were tracked to ensure monies received were allocated and disbursed, therefore variances for the following funded Activities: (a) Williams Lake Tutoring, (b) Indigenization Community Engagement Forum, (c) School District #73, (d) Elders and Students: Sharing and Cultural Traditions, (e) Aboriginal Research and Intellectual Cultural Property, (f) Aboriginal Recruitment and (g) School District Transition: School District #74. We over spent in many and added additional funds with a minor under spent of \$738.

In summary the Aboriginal Service Plan funds were utilized for 2015/2016 except for one deferred activity.

Name of

**Institution: Thompson Rivers University**

**Date: June 20, 2016**

**Contact Email:  
pmichel@tru.ca**

**Contact Name: Paul Michel**

**Planned for Delivery in 2015/16**

**Activity/Program Title: Aboriginal Entrepreneurship Development Forum and Strategic Planning**

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	<b>Approved</b>	<b>Expanded</b>	<b>Variance</b>
Ministry Contribution	\$8,000.00	\$1,200.00	\$6,800.00

New/Revised for Delivery in 2016/17

**Activity/Program Title: Aboriginal Entrepreneurship Development Forum**

**Description:**

An Aboriginal Entrepreneurship Development Forum will be a collaboration between Thompson Rivers University (TRU) and our Aboriginal partners (First Nations and Metis). This Forum will bring together over 100 stakeholders to strategically share visions, values and plans for Aboriginal entrepreneurship.

**Rationale:**

Strategic planning meetings, with our Aboriginal partners have directed us to begin developing Aboriginal Entrepreneurship and/or Economic Development programs designed for Aboriginal learners.

**Related Goals:**

The Curriculum Development in Indigenous Leadership 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 student initiative will increase community-based delivery of programs, through already established partnerships with Aboriginal institutes and communities; which is the second goal of the Framework.

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**Measuring Success:**

The success of this Aboriginal Entrepreneurship Development Forum will be measured by attendance, anecdotal feedback from participants, and Forum feedback forms. The Aboriginal Entrepreneurship Development Forum feedback will be analyzed and further actions will be undertaken to fulfill strategic goals.

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**Location:** Thompson Rivers University – Kamloops Main Campus

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**Timing:** Saturday September 24, 2016

REVENUES	Budgeted
Ministry Contribution	\$8000.00
Institution Contribution	\$4000.00
Other Contribution (Identify source)	
<b>Total</b>	<b>\$12,000.00</b>

Rationale for Deferral

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**Why is the deferral necessary?**

The deferral is necessary because the three Aboriginal Ch'nook scholars (Aboriginal Business students) developed the Aboriginal Entrepreneurship Development Forum schedule in the winter semester 2016; however, the invited community guests and keynote speakers were only available in September 2016. It was decided to move the event to September 24, 2016 to accommodate full participation by Aboriginal community members.

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**What were the unforeseen challenges or circumstances that prevented completion as planned?**

The unforeseen challenge was that the three Aboriginal Ch'nook scholars that are planning the Aboriginal Entrepreneurship Development Forum could not get commitment from Aboriginal community members and keynote speakers until September 24, 2016. It was decided to move the Aboriginal Entrepreneurship Development Forum from the winter semester 2016 to the fall semester 2016.

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**How will the institution address these challenges to ensure successful delivery in the 16/17 year?**

The schedule of events for the September 24, 2016 Aboriginal Entrepreneurship Development Forum is being finalized in July 2016. Aboriginal community members and keynote speakers will be confirmed during July/August/September 2016. The Aboriginal Entrepreneurship Development Forum has strong keynote speakers and the invitation letters are ready to be sent out, once the schedule of events and poster are completed in July 2016.

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**Has the institution's Aboriginal Service Plan Advisory Committee supported this change? (yes or no)**

Yes, support for this change has been given by the First Nations Aboriginal Affairs Committee that acts as the approval for Aboriginal Service Plan programs and activities.

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**Total deferral request: \$6800.**