

INDIGENOUS  
STUDENT  
HANDBOOK

# TRU



THOMPSON  
RIVERS  
UNIVERSITY



# Hello! Welcome!

## **Weyt-kp**

*Secwepemctsin*

## **hunilht'ih**

*Tsilhqot'in*

## **Dahooja**

*Southern Dakelh*

## **Hadih**

*Northern Dakelh*

## **k'althwá7acw**

*Lillooet/Státimcets*

## **way'**

*Syilx*

## **Yaw**

*Nuxalk*

## **ʔéx k'w'ń**

*Nlaka'pamux*

## **Tawnshi**

*Michif*

## **Atelihai**

*Inuit/Inuktitut*

## **Tansi**

*Cree*

## **Aniin**

*Ojibway/Anishinaabe*

### **Territorial Acknowledgment**

Thompson Rivers University campuses are on the traditional lands of the Tk'emlúps te Secwépemc (Kamloops campus) and the T'exelc (Williams Lake campus) within Secwepemcúlcw, the traditional and unceded territory of the Secwépemc. The region TRU serves also extends into the territories of the St'át'imc, Nlaka'pamux, Nuxalk, Tsilhqot'in, Dakelh, and Syilx peoples.

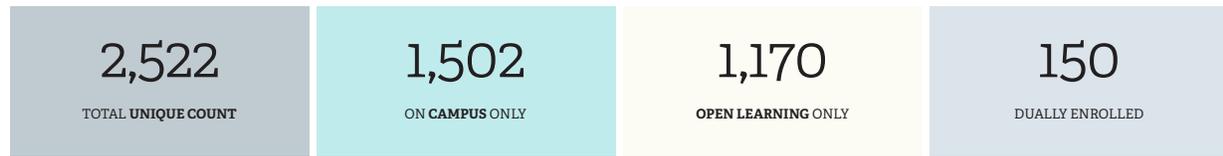
We acknowledge and give honour to the Secwépemc—the ancestral peoples who have lived here for thousands of years—upon whose traditional and unceded land Thompson Rivers University is located. The Secwépemc maintain a strong connection to the land, water, air, animals, plants and all things needed for life on Mother Earth. It is with that in mind that we owe this debt of gratitude.

## Feel at home here

You are not alone in your journey at TRU. Located in south-central BC and surrounded by numerous First Nations, our university continues to build its network of supports and services. While many of our students come from the region and are Secwépemc, Dakelh, Tsilhqot'in, St'át'imc, Okanagan, Nuxalk, Nlaka'pamux, as well as students of Métis and Inuit ancestry, we welcome Indigenous students from across the country and around the globe. We are right here for you.



# Self-identified Indigenous Students



## Percent of Total Student Population

- 11%**  
Kamloops
- 25%**  
Williams Lake
- 6%**  
Open Learning

## Origins

- 89%**  
from BC
- 50%**  
from TRU region
- 11%**  
from out of province

## Identity

- 68%**  
First Nations
- 31%**  
Métis
- 1%**  
Inuit

*\*Per data as of July 2022 from TRU Integrated Planning & Effectiveness (IPE)*

### Message from the Chancellor

Weytk-xwexweytp!

Welcome to Thompson Rivers University, either as a new or returning Indigenous Student. Our goal is to provide programs of relevance tailored to your post-secondary education aspirations whether it be through our in-person classes at our Kamloops or Williams Lake campuses or our on-line offerings through Open Learning. We also provide academic, social and cultural supports through the Cplul'kw'ten House 5 and our Indigenous Education office. Please take advantage of the several Indigenous social and cultural events that take place throughout the academic year.

Enjoy your stay with us!

**Nathan Matthew,**  
Chancellor



## Message from the President



Weyt'k.

Making the decision to attend university is a big step. I want to commend you for taking this step, as a university education has lasting impacts—not only for you but for those around you, including your family, friends, and community.

At TRU, we are committed to the success of First Nations, Métis, Inuit and all Indigenous learners. One of our distinctive characteristics is the strength of our connection to Indigenous communities and students. Our Coyote Project unites all of TRU—nine faculties as well as TRU World, Open Learning and the Library—in creating a campus that is welcoming and supportive to all, especially Indigenous students and staff.

Our main goal, however, is helping you find a place of belonging at TRU that reflects who you are and what you believe is important. I encourage you to explore all that TRU offers, both in learning opportunities and support.

Kukwstsétsemc.

**Brett Fairbairn,**  
*TRU President and Vice-Chancellor*

## Message from the Provost



Weyt'kp. Thank you for choosing TRU as your place to learn and grow. We are committed to ensuring your educational journey will be meaningful as we work with you to provide skills and knowledge that will help you find your path in life.

As an Indigenous learner, you are part of a special community with a long and rich history and a special relationship to the lands on which TRU is located. We recognize and honour Indigenous rights and values and strive to incorporate Secwépemc knowledge and wisdom into who we are as an institution.

The Secwépemc people respect the concept of k'wselktnéws—we are all connected. In the spirit of k'wselktnéws, I urge you to join our community and find your place in it. Our academic programs, courses and support services are designed to help you do so, in a way that enriches all by the effort. Kukwstsétsemc.

**Gillian Balfour,**  
*Provost and  
Vice-President Academic*

## Message from Special Advisor to the President on Indigenous Matters



Weyt'kp Xwexwet'tep.

As Special Advisor to the President on Indigenous Matters, I focus on leading the development of a collective vision, set of values and strategic direction for indigenization at TRU. I work within the university and externally with the community to ensure the implementation of dynamic and transformative Indigenous initiatives. Most importantly, at TRU we honour and implement Truth and Reconciliation (TRC) recommendations and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) for universities in a manner that is aligned with TRU's strategic priorities related to indigenization.

As a member of the Secwépemc community of Cst'elen (Adams Lake), I fully recognize the traditional territories of Tk'emlups te Secwépemc (Kamloops) and T'exelc (Williams Lake First Nation) on whose traditional lands our two campuses are situated. TRU continues to work in partnership with Indigenous communities to successfully recruit, retain and graduate Indigenous learners.

**Paul Michel,**  
*Special Advisor to the President  
on Indigenous Matters*

## Message from Executive Director of Indigenous Education



Weytk -xwexwéytp!

Tina Matthew ren skwekst te Simpcw re st7é7kwen. I am from Simpcw First Nation, which means "People of the Rivers." Both of TRU's campuses are located in Secwépemc'ulucw, the traditional and unceded territory of the Secwépemc nation. I would like to thank our first house Tk'emlúps te Secwépemc, and our second house T'exelc (Williams Lake First Nation) for allowing us as guests in their beautiful territories.

The Indigenous Education office is the academic administrative department that supports TRU with implementing the TRC 94 Calls to Action, and UNDRIP, into all levels of the university. We are broad-based and work closely with TRU faculties specifically on indigenization and research efforts. We support Indigenous Student Development (Cplul'kw'ten House 5) to ensure students receive the spiritual, emotional, academic and financial supports to succeed. We host Indigenous cultural events throughout the year and we work closely with local Indigenous communities to ensure training needs are being addressed.

**Tina Matthew,**  
*Executive Director Indigenous Education*

# Services for Indigenous Students

There is support for you throughout your entire journey with TRU.

## Cplul'kw'ten

kuh · plul · kuh · tin

At the Kamloops campus, your home away from home as an Indigenous student is Cplul'kw'ten, which means "The Gathering Place" in Secwepemctsin.

[tru.ca/house5](https://tru.ca/house5)  
[indigenous@tru.ca](mailto:indigenous@tru.ca)



### HEALTH AND WELLNESS

On-site counselling is offered three days a week at Cplul'kw'ten and all week long in Old Main. You'll also find a social support system to help enhance your sense of community at TRU, and advocates on important issues like discrimination and harassment. As well as potlucks, social events and other fun events in a culturally-safe space.

Service only available at Cplul'kw'ten

### WEDNESDAY SOUP CIRCLES

Soup Circle Wednesdays are a weekly opportunity to connect with fellow students and enjoy free food.

### MEET WITH A LIBRARIAN

TRU Librarians are a great resource to get help with your research, and you can make an appointment online to meet and discuss your project.

### ACADEMIC SUPPORTS

If you need support on a particular subject, guidance on an essay or just a hand in navigating the world of academic journals, you can arrange to have a subject librarian work with you one-on-one. Tutoring can also be arranged. Computers are available if you simply want a quiet, familiar place to work.

### INDIGENOUS MENTOR PROGRAM

This program makes the transition to university easier for new students, and provides training to more experienced students who wish to share their knowledge. Mentorship can range from one-on-one to group activities.

### ELDER IN THE HOUSE PROGRAM

The importance of learning from our Elders spans across First Nations, Métis and Inuit cultures. Our Elders provide traditional consultation, conversation and guidance.

### COUNSELLING SERVICES

TRU counsellors promote and support the career development, academic success and personal growth of all TRU students. Students can request to meet with an Indigenous counsellor who can provide professional services firmly rooted in Indigenous culture.

### WRITING CENTRE

Book an appointment or drop in for feedback on your writing at any stage of the writing process—from assignment interpretation and idea generation, to sentence structure and grammar, and research and citation.

### MATH HELP CENTRE

Find math and statistics help from TRU faculty and upper-level students, available during any of your courses at TRU.

## The Gathering Place

The Gathering Place, located on the Williams Lake campus, provides a safe, supportive environment and culturally appropriate services to all students. Designed to welcome Indigenous students, the Gathering Place sponsors positive academic, personal, and community outcomes with all the same supports listed above (with the exception of on-site counselling).

[tru.ca/wl-gatheringplace](https://tru.ca/wl-gatheringplace)  
[gbob@tru.ca](mailto:gbob@tru.ca)



# COYOTE PROJECT

The Coyote Project is TRU's roadmap to achieving the Truth and Reconciliation Commission's calls to action. It has united all of TRU in creating a campus that is welcoming and supportive to all, especially Indigenous students and staff. Faculties and departments are addressing barriers to recruitment, retention and completion for Indigenous students.

[tru.ca/coyote](http://tru.ca/coyote)

## Faculty of Adventure, Culinary Arts and Tourism

Adventure guide program students worked with Simpcw First Nation to develop mountain bike trails. Students also examined cultural aspects of fishing, canoeing and other activities with Indigenous youth. Culinary Arts students have opportunities to work with Elders and Indigenous culinary experts to learn about Indigenous culture and practices related to food.

## Faculty of Arts

The faculty is recruiting Indigenous faculty members, indigenizing course content, building a language and culture course, creating a cultural camp designed by elders and developing a peer support/mentorship program to increase retention rates for Indigenous students by hiring student mentors (most of whom are Indigenous).

## Bob Gaglardi School of Business and Economics

Aiming to improve Indigenous student enrolment and completion of programs. Working towards one Indigenized course in every major. Partnerships with the Tulo Centre of Indigenous Economics, NVIT/TRU MBA partnership, and the Ch'nook Scholars Program.

## Faculty of Education and Social Work

Rewriting curriculum to indigenize readings, course content, assessments and learning outcomes. A minimum of three new courses relevant to Indigenous advancement in education and social work professions are under development. With the Bachelor of Education Indigenous cohort, there are learning opportunities for practicum placements in Indigenous schools and also working with Elders.

## Faculty of Law

Achieved 100 percent completion rate since opening in 2011. Faculty members take first- and second-year students to First Nations communities to put Indigenous issues into context.

## School of Nursing

Promotes Indigenous and cultural safety and is one of the first university programs in Canada to do so. Initiated a research project called *Indigenous Knowledge in Nursing: Coyote's Teaching*. The school expects to enhance its teaching and learning environments so Indigenous students feel welcome and non-Indigenous students are more culturally aware.

## Faculty of Science

Mentors go to elementary schools to bring more Indigenous students to summer camps, aiming to take the mystery and intimidation out of science and provide engaging and experiential learning.

## Faculty of Student Development

To best support the academic, personal and career success of Indigenous students, Student Development staff and faculty are focusing their professional development on the impact of residential schools on current Indigenous students.

## School of Trades and Technology

Offers trades and technology sampler and foundation programs in communities beyond Kamloops, reducing the need for transportation to, or accommodations on, campus.

## Open Learning

Promotes the indigenization of the Open Learning curriculum by developing an open textbook on Indigenous histories. The online and distance division of TRU is also working to identify technology-enhanced teaching and learning practices that support and promote Indigenous teaching and learning.

## Library

Some Library signage was made bilingual, in English and Secwepemctsin, and more bilingual signs are planned. Acquiring new Indigenous resources will support on-campus indigenization of curriculum. Off campus, the Library is developing partnerships with nearby First Nations to provide preservation and archival expertise of information, knowledge and special collections.



## Coyote Brings Food from the Upper World

This story tells how Coyote brought to earth the plants that the Secwépemc use for food and medicine, and how animals and fish got their special shape and features. The story closes with Coyote gathering all the people together and reminding them to enjoy the environment where they are, to share what they have, and to not ruin or destroy.

*“It is your job to care for the land and to protect all living things. You are its caretaker.”*



WATCH: Paul Michel shares the Secwépemc story of Coyote the transformer



# Beyond the Classroom

We embrace inclusiveness and celebrate Indigenous cultures with events, clubs and many other ways for you to get involved with your campus community.

---

Indigenous Awareness Week

---

Study Abroad

Indigenous-focused opportunity with universities/  
communities in New Zealand and Australia

---

Orange Shirt Day

---

TRUSU Board of Directors  
Indigenous Representative  
Qelmúcw Affairs Committee

---

Drumming circle  
Indigenous Culture Club  
Indigenous Law club  
House 5

---

IDays

---

Intercultural Ambassador

---

National Indigenous Peoples month (June)

---

Annual TRU powwow

---

Intramural sports

---

Indigenous graduation ceremony

---

Cultural activities

---

Free WolfPack Athletics tickets  
for students

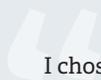
---



I have attended TRU for two years and I'm currently a fifth-year student athlete playing for the TRU WolfPack men's basketball team. I am pursuing a Bachelor of Arts with a major in psychology. Being an individual who identifies as Indigenous has allowed me to connect with a variety of resources on campus. I have also met tons of great, friendly people during my time at TRU. As an Indigenous student athlete, I've been able to share my unique experiences with others and promote athletics events for my teams. I am honoured to be a student athlete and an Indigenous individual representing TRU.

– **Kyrin Cybenko**





I chose TRU because I wanted to study computer science and be close to my family at an affordable university. I am from Mount Currie/Lil'wat Nation. Cplul'kw'ten was essential for me when I first arrived at TRU. Without it, I might not have succeeded in fitting in at university, which is a very different environment.

I spent most of my first semester in The Gathering Place (Cplul'kw'ten) and got help from many people, including some that are still my friends today. I have recommended TRU to my nephews and other First Nations from the Mount Currie area. I tell them about The Gathering Place (Cplul'kw'ten) and about the many great people you meet in Kamloops. – **Melvin James**



It brought me a great sense of pride to represent TRU throughout my education journey. I spent many years working in the field of education. This made the final achievement that much more special—a Master of Education. I will continue to encourage our Indigenous students to get an education, whether it's in academics or trades. Follow your dreams "believe & achieve".

*You're only given a little spark of madness, you mustn't lose it. Robin Williams*

– **Geraldine Bob**





“

I'm a geography student studying to become an elementary school teacher. I am Nlaka'pamux—originally from Boston Bar. Some of my interests include powwow dancing, travelling, photography and playing fetch with my cat. Along with being an Indigenous mentor on campus, I am also a member-at-large in the TRU Students' Union equity committee, and a member of Kappa Beta Gamma (TRU's sorority). As a mentor at Cplul'kw'ten, my goal is to do my best to help make university life a bit more fun, and hopefully a lot less stressful. When you see me around, feel free to come ask me anything or simply say hello! – **Lesley Campbell**



“

Being a student at TRU is an experience I will never forget. At first it was hard, I did not know where to go, or about the supports available. I would go to class and then go straight back home. Academically, I was doing ok, then eventually I found House 5 (Cplul'kw'ten). That is where I found the support I needed to get through university and with family support from home I started to show improvement. By the end of my studies, I flourished. I studied abroad in Australia for a semester, came back and became a TRU World ambassador and an Indigenous mentor. – **Mathilda Chillihitza**



# Indigenization at TRU

Good work takes time, and at TRU, indigenizing initiatives are wide-ranging and ongoing.

## TOWARDS INDIGENIZING HIGHER ED

A four-part online storytelling series that studies what it means to indigenize higher education.

## INDIGENOUS INSTITUTIONAL LEARNING OUTCOMES

To support student success, TRU identified eight institutional learning outcomes (ILO) that all baccalaureate degree students will achieve as part of completion of their degree. These ILOs ensure students will graduate with a well-rounded base of knowledge in a variety of areas, including indigenization, in addition to the specialized knowledge they acquire in their degree.

## FREE SECWPEMĆ LANGUAGE CLASSES

Classes offered once a year give faculty and staff an opportunity learn the basics of Secwepemć language—introductions, greetings and pronunciation—and culture.

## TULO CENTRE OF INDIGENOUS ECONOMICS

In partnership with the Bob Gaglardi School of Business and Economics, the Tulo Centre, located in Kamloops, works to develop and deliver three courses: First Nations Applied Economics, First Nations Land Management and First Nations Taxation Administration.

## CH'NOOK SCHOLARS PROGRAM

Indigenous students enrolled in business studies can apply for this program. Ch'nook Scholars receive a \$2,000 scholarship, two expenses-paid trips to provincial gatherings, business cards, professional head-shot, and many other opportunities to meet industry professionals and network with other scholars.

## INDIGENOUS BOOK CLUB

This campus-wide club meets to discuss interesting and thought-provoking books on Indigenous topics. It's an open and empowering space with room for discussions, questions and reflections.





Dr. Rod McCormick, an internationally recognized scholar on Indigenous wellness, leads the All My Relations Research Centre at TRU. The centre works in partnership with communities to advance Indigenous health and healing. McCormick is also a mentor with TRU's Knowledge Makers program, which creates pathways for Indigenous undergraduate students to engage in research. McCormick is shown here collaborating with Indigenous students on a research project.

# Indigenous Research at TRU

## OMBAASHI NETWORK

Provides opportunities for Indigenous students to access international Indigenous mentors through online workshops, one-on-one relationships, and speakers at the National Gathering. Ombaashi is the national coordinating centre for the Indigenous Network Mentoring Program and provides access and funding for Indigenous Healing Summer Schools at TRU or in students' own territories.

## KNOWLEDGE MAKERS

Indigenous students learn how to research and publish as Indigenous researchers. Up to 15 Indigenous undergraduate students each year form a research network and learn how to "make knowledge" from diverse and unexpected places. Knowledge Makers receive a \$1,000 award and may participate in the Indigenous Cultural Education Exchange program.

## UNDERGRADUATE CIRCLE

The Knowledge Makers Undergraduate Circle is a four-month annual program that is in-person and online and transforms university teaching and learning. Since 2015, more than 65 Indigenous students from at least 30 nations and bands have completed the program and published their first reviewed journal articles in the Knowledge Makers Journal. Knowledge Makers receive a \$1,000 award at a dinner celebration concluding their experience and achievements.



## KW'SELTKTNEWS & INDIGENOUS CULTURE EXCHANGE PROGRAM

Kw'selktknews is centered on providing TRU Indigenous undergraduate students and Indigenous peers from our partnering universities the opportunity to work with Indigenous faculty members, and access mentorship from Elders to write and publish peer-reviewed articles. TRU students are then eligible to participate in a three-week international mobility opportunity to travel, connect and engage with peers in Australia, New Zealand, and the United States with a focus on Indigenous knowledge and shared issues.



# Meet your Elders

Valued for their wisdom, insight and knowledge of tradition and spirituality, Elders are available at the Kamloops and Williams Lake campuses to provide guidance, mentorship, personal consultation or simply conversation through the Elder in the House program.

## KAMLOOPS CAMPUS

---



**Sandi Hendry, Métis, Lac La Biche, AB**

Providing guidance and mentorship, Elder Sandi shares her knowledge of Métis culture by offering traditional and modern education to youth in community spaces, such as the Two Rivers Métis Society and local schools. She has facilitated cultural events on campus for high school students with Métis Nation BC. Connections are very important to Sandi and she enjoys helping Indigenous students on their journey forward. Sandi exemplifies the lifelong pursuit of knowledge as she is currently learning how to bead and speak the Michif language.



**Mike Arnouse, Adams Lake Indian Band**

Elder Mike offers spiritual advice and guidance for everyone at Cplul'kw'ten through his knowledge of ancestral songs, ceremonies and smudges. Elder Mike had the unfortunate experience of attending the Kamloops Indian Residential School (KIRS) until his grade 11 year. Survivor and storyteller, Elder Mike offers an honest perspective of the many issues that impact Indigenous people in Canada. He is known to be humble, welcoming, respectful, soft-spoken and witty.



**Joanne Mary Brown, Cheslatta Carrier Nation, L'silu clan**

Elder Joanne is a member of the Cheslatta Carrier Nation, L'silu clan, born and raised in her home territory near Burns Lake, British Columbia. She moved to Secwépemc'ulucw from Prince George in 1996. Joanne's previous work with Employment and Immigration Canada, as well as her studies in geography and anthropology (TRU) made a natural fit with an occupation in Indigenous post-secondary education. She is grateful for her amazing community, especially working with neighbours and friends. Elder Joanne strives to make sure that everyone is welcomed, and ensures they feel special in a way that is unique and unforgettable.



**Leona (Doe) Thomas, Tk'emlups te Secwépemc**

Elder Leona is a mother and grandmother, and spent several years with First Nations in Alberta developing, implementing and reporting on health programs in those nations. She is happily retired and active in her community as an Elder with the Kamloops First Nations court.



**Diena Jules, Tk'ém'lups te Secwépemc**

Elder Diena's relatives have deep roots in the Secwépemc community and Kamloops Indian Band. She is a survivor of the Kamloops Indian Residential School, as a day student until grade six and later living at the Residential School in 1971—the years she considers the dark ages of her life. She travelled as far as Quebec as a Paul Creek Tribal Dancer in her teenage years and pow-wow traditional dancer in BC. Elder Diena first completed a Bachelor of Education, followed by a Master of Arts where she wrote her thesis *Traditional Ways Shuswap People Identified and Nurtured Gifted and Talented Girls*. She worked as a librarian, educational researcher, teacher and department leader before moving into natural resource management and a cultural heritage study and genealogy research project in her home community. Elder Diena strives to be a good role model through her healthy lifestyle and respect for the natural world, by taking time to love and value those closest to her, and her belief that everyone is responsible for being the change we wish to make in the world.



**Jo-anne Gottfriedson, Tk'ém'lups te Secwépemc**

Elder Joanne is a proud mother and grandmother of both her two daughters and their children, as well as many adopted children and grandchildren from nations across Canada and the US. She credits her “traditional” education to the commitment of her parents, grandparents, and the various other elders and teachers encountered on her journey—and believes that knowledge of traditions, beliefs, teaching and language is an important compliment to a formal education. She exemplifies this holistic teaching approach, combining traditional and modern approaches to passing on language and culture during her years teaching the Secwépemc language. Elder Joanne is passionate about preserving and evolving Secwépemc language and culture, and an advocate for Indigenous justice and wellness.

## WILLIAMS LAKE CAMPUS

---



**Cecilia DeRose, Alkali Lake Indian Band**

An expert in Secwépemc language and culture, and in traditional and medicinal plants, Elder Cecilia is also known for her handiwork with hides, birch-bark baskets and beads, and for sharing that knowledge with others.



# Funding your education

There are many avenues for funding your education. Some Indigenous students are eligible to receive support from their band or other organizations to pay for post-secondary education.

## SPONSORSHIP

Confirm the process your Nation follows for post-secondary funding, then connect with us. Contact your band, Métis or other organization for information regarding the application process. You will need to submit a *Consent to Release Personal Information Form (Third Party)* so your sponsor has access to your TRU information. Your sponsor will need to submit the *TRU Sponsorship Application* form before your registration date, otherwise you will have to pay the necessary commitment fee to complete your registration. It will take approximately two weeks for TRU to set up your tuition sponsorship contract. It is your responsibility to ensure your sponsor receives your course registration data form, which is their invoice for your costs.

## ENTRANCE SCHOLARSHIPS AND AWARDS

Every year TRU rewards first-time students with over \$400,000 in entrance scholarships and awards. The minimum academic requirement for scholarships is an 80 percent average in four grade 12 academic subjects including English.

## ONGOING SCHOLARSHIPS, BURSARIES AND AWARDS

There is more than \$1,000,000 available in scholarships, bursaries and awards for TRU students who have completed at least one full-time semester.

## LOANS AND GRANTS

Many students need additional support in funding their education. Government student loans and grants are available.

## WORK STUDY

Work Study is a TRU-funded financial assistance program which offers an opportunity for Canadian students to work part-time on campus in positions that accommodate their studies.



**Talk to your Qelmúcw student recruiter advisor for more information, or if you are interested in diploma or certificate programs, because funding schedules may differ.**



**For more information, connect with TRU's Student Awards & Financial Aid office at [tru.ca/awards](http://tru.ca/awards)**

# Indigenous Experiential Learning

Career and Experiential Learning (CEL) is a welcoming campus resource designed to support you to locate internships, experiential learning, and co-op opportunities while enrolled in your academic program. CEL hosts events and workshops throughout the year and maintains the online Career Connections job board to connect you with employers wanting to hire students and recent graduates.

Get the support you need from our Indigenous Experiential Learning Coordinator as well as your program's Co-op Coordinator throughout the entire process of your co-op program.

**Our Indigenous Experiential Learning Coordinator can assist you with:**

- Searching culturally relevant summer jobs, co-op work terms, internships and other opportunities.
- Connecting you with Indigenous organizations and First Nations community positions.

- Locating funding and wage subsidies for summer employment.

**For more information email Robbi Davey at [careereducation@tru.ca](mailto:careereducation@tru.ca) or visit [tru.ca/cel](http://tru.ca/cel)**



The first circle (top left) shows *Seklép* (Creator, Trickster, teacher) on his educational journey at TRU. This image is synonymous with Indigenization and represents working in partnership and supporting one another.

*Dark blue on the outside represents Séwllkwe (Water)*

*Green represents Specéc (Air)*

*Brown represents the Tmicw (Land)*

*Orange represents the Skwékw7es (Sun)*

*Yellow represents the Mégcen (Moon)*

## KAMLOOPS CAMPUS

The roof line of the Old Main building on the Kamloops campus, as well as the hills in front of the Campus Activity Centre (CAC), were designed in the shape of Mt. Peter and Mt. Paul.

The two walkways that meet in the center of the Campus Commons represent the confluence of the North and South Thompson rivers.

Stop signs on TRU's Kamloops campus include *Estíl*, *Secwepemctsin* for "stop,"—a public indicator that TRU is located in the heart of *Secwépemc* territory.

### EAST GATE ROUNDABOUT

*Mélemstye (Wolves)*

### HOUSE OF LEARNING

*Carved doors (HL 190, Cover photo)*

*Seklép (Coyote)*

*Rattles and baskets*

*Tapestry*

### KEN LEPIN SCIENCE BUILDING

*Painting*

### OLARA

*Pictographs*

### OLD MAIN

*Territorial Marker*

## WILLIAMS LAKE CAMPUS

### THE GATHERING PLACE

*Carved entry doors*

*Salmon*



Түтүсүмүнтө ре стселхмем





**THOMPSON  
RIVERS  
UNIVERSITY**

Indigenous Student Development  
Phone: 250-371-5854  
Fax: 250-377-6077  
Email: [indigenous@tru.ca](mailto:indigenous@tru.ca)

**tru.ca**



@ThompsonRiversU

**zer** 100%  
carbon  
neutral

by Hemlock Printers [www.hemlock.com/zero](http://www.hemlock.com/zero)

