Indigenous Awareness Week

3rd week of November

Everyone welcome! An annual week-long event that offers many opportunities for current and prospective students, faculty, staff, and community partners to come together and celebrate Indigenous peoples’ contributions to postsecondary learning through cultures, arts, and scholarship. It is also an opportunity to learn and share information about Indigenous perspectives and initiatives and engage with Indigenous communities and allies both on and off campus.

Highlights include:
- Sunrise Ceremony
- Community Breakfast
- Youth Day
- Indigenous Literature Workshop
- Haudenosaunee Social
- Indigenous Language Workshop
- Indigenous Film Festival
- Indigenous Student Association 12th annual Pow Wow

For more information visit indigenousweek.uwo.ca
Western University is home to a growing Indigenous population. Every year, Western welcomes a large number of incoming Indigenous students pursuing diverse fields of study at the undergraduate, graduate, and professional school levels, returning to their communities as powerful leaders and role models for the next generation.

Acknowledging Traditional Territory

Western University is located in close proximity to three vibrant local First Nations who have longstanding relationships with the land and place we now recognize as London, Ontario:

- Chippewas of the Thames First Nation (part of the Anishinaabe Nation)
- Oneida Nation of the Thames (part of the Haudenosaunee Six Nations)
- Munsee Delaware Nation (part of the Leni-Lunaape Nation)

Historically, the Attawandaron (Neutral) peoples once settled this region alongside the Algonquin and Haudenosaunee peoples, and used this land as their traditional beaver hunting grounds. Today, a diverse and growing Aboriginal population lives in London and the surrounding areas.

Indigenous Services

Vision

Indigenous peoples nourish their Learning Spirit and are actively engaging in the Western community through Indigenous knowledge exchanges, fostering lifelong learning and shaping leaders of tomorrow.

Purpose

Inspire Indigenous students to realize their full potential through services, culturally responsive space, and advocacy that encourage holistic and strength-based approaches to learning.

Goals

- Increase Indigenous presence and inclusion across the University
- Increase Indigenous outreach, access, and engagement with Indigenous communities
- Increase Indigenous student transition, retention, graduation, and advancement

City of London

London offers the best of both worlds – big city excitement with a small-town feel!

- London and region population of 430,000+
- In close proximity to three vibrant First Nations communities, only 20 minutes outside the city
- Home to a growing Indigenous population with an estimated 12,000 Indigenous people living in the greater London area
- An affordable city in comparison to other major Canadian cities
- Student-centred and student-friendly
The Wampum Belt design arose from Indigenous students who were tasked to create a new design for Indigenous Services. Through creative and consultative processes, these students wanted to revitalize the longstanding practice of creating and using a Wampum agreement as a way to guide relationships. Since time immemorial, Wampum Belts have been used by diverse Indigenous groups across Turtle Island. Wampum Belts are traditionally made of quahog shells designed to symbolically represent shared values and understandings between two or more parties, ranging from the simplest agreement between two people to more complicated agreements between Nations. Indigenous Services Wampum design exemplifies the guiding principles/values necessary to uphold its vision, mission and goals through an Indigenous approach.

About the Creators
Lori Nicholas and Jason George are Western Alumni from the First Nations Studies Program in the Faculty of Social Science. Lori is Haudenosaunee from Oneida Nation of the Thames, and Jason is Pottawatomi from Stoney Point (Aazhoodenong). They are loving parents to two beautiful daughters, and both active in the local Indigenous community at Western.

Our Campus Space
The Learning Resource Centre is the central hub for Indigenous students, staff, faculty and communities to gather and find a sense of belonging in the larger institution. The space was designed with Indigenous elements in mind inspired by Brian Porter at Two Row Architects from Six Nations of the Grand River.

- Student lounge, study space, and a quiet area with after-hour access for registered students
- Communal gathering space
- Computer lab with 10 stations and limited complimentary printing, photocopying, and telephone
- Fully equipped and stocked kitchen facilities
- Elders’ office/quiet meditation room

Our Guiding Principles
AN INDIGENOUS APPROACH TO SELF-DETERMINATION
Indigenous Services Programs & Services

Cultural and Social Programming
- Visiting Elders available to provide cultural supports and teaching by appointment and drop-in
- Daily smudging, Indigenous language, drumming/singing groups, teaching/sharing circles
- Monthly corn soup lunches, and dinners/socials

Recruitment, Admission and Transition
- Pre-application and admissions support for prospective students
- Customized individual or group campus tours, community visits, and school presentations to learners at all levels
- Proactive outreach and admission advocacy for Indigenous applicants

Current Student Support
- Academic advice and advocacy
- Tutors/Graduate Teaching Assistants
- Community Kitchen Program provides limited complimentary meal options for students. Students are welcome to energize and engage with one another in a home kitchen community setting with our weekly grocery purchase
- Financial advice/referrals
- Housing/residence referrals and relocation support
- Childcare referrals

Mentorship and Leadership Opportunities
- Indigenous Circles of Support Program — provides opportunities for developing positive relationships and a sense of community between new Indigenous students and senior Indigenous students
- Indigenous Leadership Certificate Program — provides Indigenous students with opportunities to enhance and develop their leadership skills within a culturally responsive environment
- Indigenous Food and Medicine Garden— an outdoor space dedicated to revitalizing Indigenous plants, medicine, and practices

Student Work Opportunities and Skills Development
- Extensive work-study opportunities available
- Summer job opportunities with our youth outreach programs
- Volunteers in Progress
- Employment listing, career counselling, workshops, and training
- Support for post-grad career transitions

Indigenous Student Groups
- Indigenous Student Association (ISA) assists in raising awareness of Indigenous postsecondary matters
- Supporting Aboriginal Graduate Enhancement (SAGE) provides a culturally supportive network for Indigenous graduate students to build relationships that support research and degree completion
- Infinite Reach: Métis Student Solidarity Network is a group of students who work together to enrich and enhance their postsecondary education experience

For more information, please contact us at is.staff@uwo.ca or call 519-661-4095. We'd love to hear from you!
Indigenous Services’ friendly and welcoming staff pride themselves on offering holistic student support based on the values of helping and serving through Indigenous ways of knowing. These staff members provide support to prospective and current Indigenous students through drop-in services and by appointment.

— VISITING ELDERS —

Myrna Kicknosway  
Anishinaabe from  
Walpole Island First Nation

Bruce Elijah  
Ukwehu•wé from  
Oneida Nation

Liz Akiwenzie  
Anishinaabe from  
Chippewas of Nawash

Indigenous Services Work Study Opportunities

Western’s Work Study program offers an opportunity for students to work part-time, on campus in jobs that accommodate their studies. The objectives of the Work Study program are: to assist students in financial need with a regular source of income that does not add to their debt load, offer students training and experience that will assist them in further studies and their eventual entrance into the workforce, and to help staff and faculty.

Financial need is determined in a manner similar to the Canada and Ontario Student Loans assessment. It involves assessing the costs of the program the student is registered in, based on advice from our students, and the resources available to them.

Indigenous Services provides Work Study placements throughout the year in our Learning Resource Centre. Indigenous students who wish to gain administrative experience while enrolled at Western are encouraged to apply.

Aboriginal Admission Access Category

Western University is committed to increasing access to post-secondary education for Aboriginal learners. This commitment involves offering accessible admission pathways for Aboriginal applicants. The purpose of the Aboriginal Admission Access Category is to encourage applications from Aboriginal* individuals while offering these individuals, once they become students with extended academic, personal, and cultural supports necessary for transition and success.

For questions or to find out more about Indigenous Services at Western, please visit our website

indigenous.uwo.ca

or call us at:  
519-661-4095 | Toll free: 1-888-661-4095

is.access@uwo.ca

* Aboriginal as defined based on the Canadian Constitution Act 1982 as First Nations, Métis, and Inuit people in Canada.

Academic Transition Opportunities (ATO) Program

The ATO program is designed to assist Indigenous students in undergraduate programs at Western University. As a selected ATO student, you will be given intensive academic, cultural, and personal supports during your first two years of study and thereafter. The goal of the ATO program is to ensure successful transition and completion of your degree.

ATO Programming includes:

- Academic counselling and advocacy through individual meetings with an advisor every term.
- Tutor support available through drop-in and by appointment.
- Indigenous Circles of Support Program.
- Orientation workshops.
- Academic related workshops, information and training sessions.
- Access to Visiting Elders and Traditional Helper supports.
- Access to Indigenous Services Learning Resource Centre and kitchen facilities.
- Access to cultural programming (e.g. drum making, drumming/singing, beading, language classes, and cooking).
- Work-study opportunities.

For more information contact:  
Mandy Bragg | abragg22@uwo.ca | 519-661-4095
Indigenous Community Outreach

Proactive outreach initiatives for Indigenous youth held on-campus including Annual Track and Field Day, and Annual Mini University program. Leadership and culture-based teachings at local First Nations community schools.

Indigenous Graduation Stoles

Each graduate receives a handmade Stole with an Indigenous motif created by Tammy Beauvis Designs of Kahnawake. The stoles are a gift to all grads. Stoles are worn during convocation to identify indigenous ancestry and pride. We are proud to support our indigenous students and their choice to express and share their identity.

Dr. Valio Markkanen Aboriginal Award of Excellence

Awarded annually to one Aboriginal undergraduate and one Aboriginal graduate student (First Nations Métis and/or Inuit ancestry) who has achieved excellence in academics, and has actively contributed to the Aboriginal/Indigenous community.

Two awards (one undergraduate, one graduate) valued at $1,000 each.

This award was established thanks to a generous gift from the estate of Dr. Valio Markkanen.

2016 - 2017 Award Recipients

- Alana Pawley (Undergraduate)
- Natahnee Winder (Graduate)

Indigenous Achievements & Awards

Dr. Valio Markkanen Aboriginal Award of Excellence

Awarded annually to one Aboriginal undergraduate and one Aboriginal graduate student (First Nations Métis and/or Inuit ancestry) who has achieved excellence in academics, and has actively contributed to the Aboriginal/Indigenous community.

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2016 - 2017 Award Recipients

- Alana Pawley (Undergraduate)
- Natahnee Winder (Graduate)

Interdisciplinary Initiatives (IDI)

2017 Student Scholarships for students making a difference in their community.

These awards are intended to support indigenous students who are pursuing academic studies with the future goal of utilizing their degree within an applied Indigenous community context.

- Marley Fisher
- Alana Pawley
- Cortney Dakin
- Paulina Johnson
- Natahnee Winder
First Nations Studies Program

Faculties of Social Science, Health Sciences, and Arts & Humanities

First Nations Studies is an interdisciplinary program of study, examining topics relevant to Indigenous peoples’ realities. The program allows students to either specifically focus on Indigenous issues or to combine their program with any other undergraduate degrees.

As an interdisciplinary program, it provides scholars with multiple points of reference to examine key issues such as history, language, politics, psychology, cultural studies, health, environment, sociology, arts, economics and education. This approach attempts to reach a greater holistic understanding of the factors that impact local and global First Nations peoples. At western, we utilize a model that focuses on the local communities as the main point of reference to better understand the world.

Program Director, Dr. Janice Forsyth
fisn213sfstudies.uwo.ca

First Nations Studies Course Samples

FNS 1020E: Introduction to First Nations Studies
First Nations issues will be examined from academic and community perspectives. Students will learn key terms, facts, events, issues, worldviews and lifestyles of First Nations peoples in Canada. Students will be introduced to current Indigenous scholarship, cultural experts, Elders, and researchers.

FNS 2113: Algonquian Language & Culture
In this course, students will learn Ojibway through oral presentations, the sound system, vocabulary, and sentence structure of the language. Storytelling, songs, dances, plays, and cultural teachings throughout the course are used to illustrate the relationships of the language and cultural concepts.

FNS 2110: Indigenous Knowledge & Traditions
Indigenous knowledge, as a distinctive field of study, is emerging as an important tool in the movement toward self determination and empowerment. This course will examine Indigenous beliefs, ways of knowing, and worldviews to understand their differences and similarities, while exploring contemporary expressions through a variety of sources and interpretations.

FNS 2901E: First Nations in Canadian History
First Nations peoples are the original inhabitants of Canada. This course will examine history recorded since European contact with all possible efforts to privilege an Aboriginal point of view and the contribution Aboriginal peoples have made and continue to make to Canada as a nation-state and as a cultural community.

FNS 3140F: Indigenous Knowledge & Traditions
Indigenous knowledge, as a distinctive field of study, is emerging as an important tool in the movement toward self determination and empowerment. This course will examine Indigenous beliefs, ways of knowing, and worldviews to understand their differences and similarities, while exploring contemporary expressions through a variety of sources and interpretations.

Janice Forsyth
Fisher River Cree Nation, Manitoba
Director, First Nations Studies
Associate Professor, Department of Sociology.

“I am excited to be joining the First Nations Studies program, where there is a lively interdisciplinary culture that has been fostered over the years. In my short time here, I can see that the program offers exciting opportunities to engage in important and meaningful dialogues about a whole host of issues that are important to Aboriginal people locally and throughout the country; and do so in a structured environment that leads to a better understanding of how to work together in a more responsible and ethical way. I grew up in small towns and cities in northern Ontario, and at one point, Alberta, which means I bring a rural and urban perspective with me wherever I go. I mesh that perspective with my ties to my home communities, the Fisher River and Pequis Cree Nations in Manitoba, creating for me a breadth of lived experience that allows me to identify with student experiences on a number of levels. I am also a former Western graduate, having completed all three degrees here (BA, MA, PhD), as well as a former varsity athlete (badminton, cross-country running, track and field). I aim to help students see their potential at Western so they can enjoy their experience as much as I did.”

Ursula Doxtator
Oneida Nation of the Thanes
Program Coordinator, First Nations Studies

“Shelihi Swake·ku (Greetings everyone) Tsy° wi yu kỳats o’łnusìnàhënde (Ursula is what they call me) Ursula yu kyäts o’łnusìnàhënde. I work over in the First Nations Studies Office (FNS), located in the Social Sciences building on the 3rd floor; room 3207, be sure to drop by and say hi! I am the Program Coordinator, which means I help with the administration work in the FNS office and I am the person of contact for help and support for our program instructors and our FNS students. There are many challenges when pursuing a postsecondary education; study hard, engage with your peers, reach out for help when you need it (there are many supports here at Western to help you get through) and don’t forget to find some time to have some fun. As always, we here at FNS and Indigenous Services are here to help in any way we can. I truly believe education is ‘key’ to the changes we want. Happy Studying!”
Indigenous Students

Fawn Porter
Six Nations of the Grand River
Faculty of Health Sciences, Kinesiology

“My name is Fawn and I am a Cayuga Wolf from the Six Nations Reserve. Currently, I am entering my second year of Kinesiology. It is also my second year of playing in the women’s varsity lacrosse team. I hope to eventually become a physiotherapist and work in a variety of rehabilitation clinics with a variety of clients from athletes to patients recovering from surgery. After, I wish to bring back my knowledge to my community. One day, I hope to open a clinic on my reserve to help with the load of patients that are need physiotherapy.

When I transitioned into University, there were struggles and moments of disarray, although with Indigenous Services help, I was able to connect people from all fields of study. It was great for diverse conversation. Furthermore, the food and events have made my time here so much fun!”

Jessica Hay
Oneida Nation of the Thames
King’s University College, Social Justice and Peace Studies and Women’s Studies

“My name is Jessica Hay and I’m going into the third year of my undergraduate. I’m Wolf clan from Oneida Nation of the Thames. I was born in London but I’ve moved all around the Great Lakes area on both sides of the border. I’m specializing in Social Justice and Peace Studies at King’s with a second major in Women’s Studies on main campus. My plan is to obtain a Master’s of Education at U of T after my undergrad. I hope to become a teacher first, then to advance into the administration of education in order to make structural changes within the system. I feel that Indigenous Services has been one of the biggest supports in my student career at Western. Being able to connect people from all fields of study is great for diverse conversation. Furthermore, the food and events have made my time here so much fun.”

Ethan Thomas
Six Nations of the Grand River
Faculty of Social Science, First Nations Studies

“My English name is Ethan Thomas. I was born in Brantford, Ontario and grew up on Six Nations of the Grand River reserve. I was enrolled in immersion, which is how I have learned a lot about my own traditions, culture, history and languages. I am currently in my last year of my undergraduate degree and am in honors specialization in First Nations Studies. I plan to go to Teachers College after I complete my undergraduate degree and become a Cayuga/Mohawk language teacher.”

Jana George
Kettle and Stony Point First Nation
Faculty of Social Science, First Nations Studies

Hello, my name is Jana George and I am a Potawatomi woman from Kettle and Stony Point. I am in my final year majoring in First Nation Studies. After originally starting my studies in a different program, I switched my major in my second year and could not be happier with the teachings and knowledge I have acquired. I hope to continue my studies and one day acquire a Masters in Indigenous Governance. I am extremely grateful for the support and services that Indigenous Services has provided me. From personal guidance to helping me obtain tutors in areas I needed further support in, Indigenous Services has made my experience at Western University full of positive experiences.

Keesis Nadjiwon
Chippewas of Nawash First Nation at Neyaashiinigmiing
Faculty of Arts and Humanities, Women’s Studies

“My Nokomis reminds me all the time of what is most important. To treat all things with respect and great feelings of love. My studies are broad but my focus is on how we can continue to all sit together as people with kindness and respect and not just as individuals but as a society. Women’s Studies is deeply important and I encourage every student to take at least one course during their studies at Western. It will strengthen you academically but it will also strengthen your spirit. I primarily focus on issues concerning Sexuality and Gender in hopes to one day educate people on important topics which affect us everyday but are rarely talked about. I study what I do because it fits with my original teachings of how all people should live and be with one another, with dignity kindness and respect for all people. I want to be a professional Ojibway, continuing to teach, dance, and laugh with stories and music.”

Kelsie McGregor
Whitefish River First Nation
Faculty of Social Science, Psychology with a Minor in Health Sciences

“My name’s Kelsie and I am Ojibway from Whitefish River First Nation, a small reserve just off Manitoulin Island. This year I’m going into my 3rd year of a 4-year program. I hope to eventually pursue a Master’s in Public Health, then work within First Nations Communities to help build more health-related programs. Moving to London from a small reserve was intimidating, especially since I didn’t know the area or anyone here. Indigenous Services provided me with support and sense of community that has helped Western feel like a home away from home for me. I’m forever thankful for everything they’ve helped me accomplish and the help they provided me on my journey.”
Indigenous Faculty Members

Erica Neeganagwedgin
Taino
Assistant Professor, Indigenous Education, Critical Policy, Equity and Leadership Studies

Erica’s areas of teaching and research interests include Indigenous knowledge systems and intellectual traditions, Indigenous epistemologies; Indigenous history and educational policies; history of Indigenous Education in North American contexts, and comparative historical race/cultural relations in the North American context. Erica has taught and engaged in curriculum design and program development at a number of higher education institutions in Canada including Athabasca University, University of Toronto, George Brown Community College, Ryerson University, and Humber College.

Dr. Brent [Ahnungoonhs] Debassige
Canbou Clan, Anishinaabe of M’Chigeens First Nation
Director of Aboriginal Education and Assistant Professor, Faculty of Education Lead, Aboriginal Educational Leadership, Master of Professional Education (MPEd)

“As an Anishinaabe inni and Indigenous faculty member, I am deeply grateful for the opportunity to work with current and future educators. My experiences of teaching in the preservice and graduate education programs in the Faculty of Education have been extremely rewarding. In my approaches to pedagogy and research, I have gained significantly from my learning in Anishinaabe traditional knowledge environments and from the literature in the areas of Indigenous Knowledge, Indigenous research methodologies, and Aboriginal Education. Collectively, these sources of knowledge provide a foundation for the decolonizing and critically engaged approaches used in my teaching and research. Throughout my educational experiences, I feel I have gained so much more than I will ever be able to return. Miigwetch (thank-you) to all of those who I had the good fortune to meet along my journey, and I send my greetings to all of those who are on their way.”

Dr. Chantelle Richmond
Anishinaabe of Pic River First Nation
Associate Professor, Department of Geography Cross-appointed with the First Nations Studies and the Department of Family Medicine

“As an Indigenous scholar, I am privileged to work with the Western University community, as well as local First Nation communities and organizations, and those from the policy realm. My research and teaching is focused on understanding how processes of environmental change relate to contemporary patterns of Indigenous health and well-being. These are complex issues, with many political, social and economic dimensions. In doing this work, I see that my role as a teacher is as much about helping to refine attitudes, ideas and beliefs as it is about imparting skills and fact, and this is an exciting part of my job.”

Dr. Lina Sunseri
Oneida Nation of the Thames, Turtle Clan
Associate Professor in the Department of Sociology, Brescia University College

Dr. Sunseri received her PhD at York University in Toronto. She teaches various courses such as Sociological Theory, Sociology of Gender, Sociological Perspectives of Indigenous Women and also teaches in the Community Development Program at Brescia University College. Her research interests deal with Indigenous issues and more specifically the intersectionality of Indigeneity, nationalisms, and gender, and Indigenous young women’s experiences in family and intimate relationships. Her Longhouse name is Yekwtsaks.
Second Entry Undergraduate Programs

Some specialized programs at Western do not begin in first-year and require two to four years of university study prior to entry. These programs require certain university pre-requisites, admission or aptitude tests, interviews and supplementary information depending on the program. Once admitted, the length of study for second entry professional undergraduate programs may take anywhere from 1-4 years of additional university study depending on the program.

Schulich School of Medicine & Dentistry

Indigenous Pathways

The Schulich School of Medicine & Dentistry is committed to making a difference in the health of First Nation, Inuit, and Métis People in Canada. Our School has made an effort to encourage more Indigenous individuals to consider a career in medicine and dentistry. We do this by providing pathways to increase the enrolment of Indigenous students into the Doctor of Medicine and Doctor of Dental Surgery Program. We work closely with Western’s Indigenous Services to provide prospective and current students with support and counselling to facilitate their success.

Applicants who self-identify as Indigenous persons may be considered for designated seats where they will be considered holistically, taking into account their academic performance as well as their community contributions and personal motivations for entering the program(s).

For more information about applying to Schulich’s MD and DDS programs, please visit: schulich.uwo.ca and click “Future Students.”

Erik Mandawe

Woods Cree from Beaver Lake Cree Nation

Schulich School of Medicine and Dentistry, Class of 2021

Tansi, my Cree name is Piyesiwak. I’m from the Beaver Lake Cree Nation in the Northeastern part of Alberta and grew up in Toronto. I graduated from the University of Toronto in 2010 with a degree in Medical Anthropology, where I had the opportunity to travel to Siberia. After graduating, I joined the Indigenous Services team as the Indigenous Liaison Admission Coordinator, where I then enrolled in the Don Wright Faculty of Music. In 2017 I graduated from the Composition program, earning Western’s Gold Medal for my academic achievements. I’ve always had aspirations to go to medical school and I’m excited to start my journey at the Schulich School of Medicine and Dentistry in the Class of 2021, with hopes of becoming a physician.

The second entry programs are:
- Ivey Business School – ivey.uwo.ca
- Schulich School of Medicine & Dentistry – schulich.uwo.ca
- Faculty of Education – edu.uwo.ca
- Western Law – law.uwo.ca
- School of Social Work, King’s University College – socialwork.kings.uwo.ca

Faculty of Law

Indigenous Pathways

The Faculty of Law recognizes that members of First Nations, Inuit and Métis are not adequately represented within the legal profession and therefore strongly encourages applications from these groups. Aboriginal candidates may be admitted unconditionally, or subject to the successful completion of the Program of Legal Studies for Native People at the University of Saskatchewan. Upon successful completion of the program, credit will be given for Property Law.

A competitive candidate in the Aboriginal category will have an overall average of B+ (78% / 3.3 GPA) and an LSAT score above the 60th percentile. Applicants are also required to provide proof of status. A minimum of three years of full-time (or equivalent) undergraduate university study is required.

Financial assistance is available for Métis and Non-Status Indians through the Department of Justice Canada’s Legal Studies for Aboriginal People Program.

Further information about Aboriginal Law Studies at Western go to law.uwo.ca/future_students/indigenous_initiatives.html

Master of Professional Education (MPEd)

Program - Leadership in Aboriginal Education

This course-based master’s program prepares educators for a range of leadership roles in schools, school systems, colleges, adult learning settings, and related agencies. In addition to a thorough grounding in the theories and practices of leadership, graduates of the program will have a comprehensive understanding of Indigenous knowledge and pedagogy, and the historical and contemporary conditions of Aboriginal education in Canada. A specific focus on organization and pedagogical strategies to improve Aboriginal student success is included as part of a broader consideration of the social, political, and economic context of education.

The Leadership in Aboriginal Education Master’s program brings together students from a diverse range of ancestries and workplace backgrounds to critically engage with relevant issues in Indigenous education. The program is designed around a cohort model that promotes peer support, class cohesion, high completion rates, and a continuity of learning from one course to the other.

indigenous.uwo.ca/academic_programs/masters_in_leadership_in_aboriginal_education.html

Dr Gail Lafleur

Anishinaabekwe from Nipissing First Nation

Indigenous Support Coordinator - Graduate Studies - Faculty of Education.

Gail has worked in Indigenous education and student services for over 30 years as a teacher, counsellor and manager at the post secondary level. She is experienced in successfully serving First Nations, Métis, and Inuit students with administrative, educational, and student support services, as well as serving Indigenous students’ personal, cultural, and academic needs. Gail holds a Doctorate of Philosophy in Education with a thesis focusing on Indigenous education and knowledge, and a Master of Education which focused on Aboriginal student identity as it relates to successful university experiences.

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Graduate Programs

As one of Canada’s leading research-intensive Universities, Western boasts researchers, teachers, and graduate students who are leaders in their fields and conduct innovative research in exciting and emerging areas.

Students who have completed an undergraduate degree can pursue advanced studies and focus on specific academic areas or professions through our School of Graduate & Postdoctoral Studies. Western offers more than 70 Graduate and 50 Doctoral programs, including a range of professional master’s and interdisciplinary programs, providing endless opportunities to expand knowledge and push the boundaries of discovery.

For more information, visit www.grad.uwo.ca.

Supporting Aboriginal Graduate Enhancement (SAGE)

SAGE is a peer-based support network for Indigenous graduate students at Western University aimed at facilitating transition, retention, and completion of Indigenous students in graduate studies.

If you are an Indigenous graduate student at Western and you want to be added to the SAGE mailing list, please contact Maria Sinclair, SAGE Coordinator for 2017-2018 at sagewestern@uwo.ca

Ontario. I am a mother of two beautiful children. I am also a researcher and educational leader with over 15 years of experience working in Aboriginal education at the K-12 and postsecondary levels. I completed an undergraduate degree in Aboriginal Studies and a Masters degree in Aboriginal education from the University of Toronto. Currently, I am working on my Doctorate in Philosophy (PhD) within Western’s Faculty of Education. My research is exploring the stories of Indigenous women administrators involved in Indigenizing policy efforts in universities in Canada.”

Candace Brunette
Mushkego Cree
Doctorate in Philosophy (PhD)

“Wachay. Waban Geesiz Nintishikaa. Petaback nintorishi. My name is Candace Brunette. I am a Cree woman originally from Fort Albany First Nation Treaty 9 territory, but I was born and raised in small town northern Ontario. I am a mother of two beautiful children. I am also a researcher and educational leader with over 15 years of experience working in Aboriginal education at the K-12 and postsecondary levels. I completed an undergraduate degree in Aboriginal Studies and a Masters degree in Aboriginal education from the University of Toronto. Currently, I am working on my Doctorate in Philosophy (PhD) within Western’s Faculty of Education. My research is exploring the stories of Indigenous women administrators involved in Indigenizing policy efforts in universities in Canada.”

Rebecca Doxtator
On^yota’a:ka
Oneida Nation of the Thames

“She:kóli, my name is Rebecca Doxtator and I am Turtle Clan from the Oneida Nation of the Thames. I am in my final year of my Master of Arts program here at Western University. While in school I am also working as a regional representative for Inspire and an Occasional Teacher for the Thames Valley District School Board. While I make time for work and school, I also know the importance of self-care and taking time for myself through beading, reading, or spending time with family. Currently, I am starting my research about the revitalization of the Oneida language and its meaning and use by the Oneida community. In doing this research I have found I am passionate about maintaining and revitalizing the language. After I complete my program, I would like to become a full-time teacher and continue my language learning journey.”

Affiliated University Colleges

Students attending any one of our three Affiliated University Colleges also have access to Western’s facilities and Indigenous Services. Students who graduate from an Affiliate receive their degree from Western University.

Brescia University College
brescia.uwo.ca

Huron University College
huronuc.ca

King’s University College
kings.uwo.ca

Programs Offered:
- Management & Organizational Studies (MOS)
- Arts & Humanities
- Family Studies
- Foods & Nutrition (BSc)
- Health Studies
- Kinesiology (BA)
- Social Science
- University Preparatory Program, Preliminary Year

Programs Offered:
- Management & Organizational Studies (MOS)
- Arts & Humanities
- Social Science
- Theology

Programs Offered:
- Management & Organizational Studies (MOS)
- Arts & Humanities
- Childhood & Social Institutions
- Social Justice & Peace Studies
- Social Science
- Social Work (BSW - third-year entry only)
Indigenous Food & Medicine Garden

Vision
The Indigenous Food and Medicine Garden is an outdoor space that aims to foster a welcoming and inclusive community within Western University. The vision is to promote Indigenous presence, Indigenous Knowledge exchanges, community involvement, and cross-cultural relationship building, while engaging in growing Indigenous organic and sustainable foods and plants for future generations. The garden also aims to promote farming practices and sharing teachings of Indigenous peoples of the local region. This student-led initiative is supported through Indigenous Services.

Goals
- To provide experiential educational opportunities with respect to Indigenous worldview and customary planting, growing, and harvesting techniques
- To offer opportunities to learn about the spiritual significance of plants based on ancient Indigenous customs
- To grow medicines, such as sage and tobacco for community members, to use for praying and smudging
- To grow vegetables such as corn, beans, and squash to be used for annual feasts and gatherings
- To share Indigenous knowledge and develop partnerships with on- and off-campus organizations

Indigenous Community Engagement

Indigenous Postsecondary Education Council (IPEC)
In recognition of Indigenous peoples’ strengths, Indigenous Knowledge(s), and self-determining rights as distinct peoples of Canada, Western University engages with the Indigenous Postsecondary Education Council (IPEC) as a formal advisory Council to the University representing the common interests and concerns of local Indigenous communities relating to postsecondary educational matters at Western. IPEC serves to support Western in fulfilling its strategic goals of “improving accessibility and success in higher education for Indigenous peoples” (Achieving Excellence on the World Stage, January 2014) and implementing the Ontario government’s Aboriginal Postsecondary Education and Training Policy Framework (MTCU, 2011).

The Indigenous Strategic Plan and what this looks like for the future...
The Provost’s Task Force on the implementation of the Truth and Reconciliation Commission (TRC) Calls to Action and the Indigenous Strategic Plan goals and priorities has been established. This task force will facilitate communication with faculties, departments and administrative units so that they will feel informed and supported when connecting their internal plans and priorities with the Indigenous Strategic Plan. Please access our strategic plan at any time with the following link: indigenous.uwo.ca/universitywide/indigenous_strategic_plan.html

Indigenous Health and Wellbeing Initiative (IHWI)
The Indigenous Health and Wellbeing Initiative (IHWI) brings together researchers trained in a broad number of disciplines, diverse theoretical frameworks, and methodological approaches to Indigenous research.

The goals are to:
- Contribute to the health and well-being of Indigenous peoples in Canada and internationally
- Make Western University and Canada an internationally renowned centre for undergraduate and graduate training and policy development in the areas of Indigenous health and well-being

IHWI Summer School
- Facilitates co-learning, discussion, and dialogue around Indigenous health and well-being issues for graduate students and postdoctoral fellows across Canada. We urge all interested in attending to apply. For more information, visit ihwi.uwo.ca.

Provost's Task Force on the Implementation of Western University's Indigenous Strategic Plan
Indigenous Student Association

isa.exec@uwo.ca

The ISA’s main goal is to maintain a sense of community amongst their peers and across campus while also attempting to provide programming, events, and workshops in order to educate Western’s Campus about Indigenous peoples, their nations/tribes and their distinct cultures alongside current issues involving Indigenous peoples presently. They plan on accomplishing these goals through various methods throughout each academic school year which may vary between years as each Executive team changes leadership.

Ayukwanaktiyóhake’
Indigenous & Ally Community In Residence

Ayukwanaktiyóhake’ is from the Oneida language and means “a safe place where we can find rest and security.”

Are you Indigenous or interested in learning more about the culture, history and identity? In collaboration with Indigenous Services, we are excited to announce a new Indigenous & Ally Community In Residence for 2018-2019. Members of the First Nations, Métis and Inuit communities as well as their Allies are invited to apply to live on this floor in Delaware Hall. The Ayukwanaktiyóhake’ community will explore culturally responsive programming, provide academic support and foster Indigenous presence and inclusion. Some examples include ceremonial celebrations, understanding Indigenous history and language, and a visiting elders program. If you are interested in learning more about Indigenous culture, this is the community for you. Please contact Indigenous Services at is.staff@uwo.ca

Living-Learning Selection Process:

If you are interested in applying to one or more of the Living-Learning Community floors, please indicate your preferences in the appropriate boxes in the online residence application. You will be placed accordingly. Students who applied to our interest-based communities answer brief questions to assist in the placement process, as part of the Residence application. All of these floors are arranged as demand dictates. Certain options may be not offered if we don’t have sufficient student interest to fill a full floor. While we do our best, we cannot guarantee placement on the floor of your choice.

The Indigenous Food and Medicine Garden is located next to the greenhouses.
indigenous.uwo.ca
facebook.com/westernuIS
#westernuIS

Contact Indigenous Services by:

**Phone:**
519-661-4095
1-888-661-4095 (Toll Free)

**Fax:**
519-850-2578

**In Person or by Mail:**
Indigenous Services
Western Student Services Building, Room 2100
Western University, London, Ontario N6A 3K7

**Hours (Monday - Friday):**
September - April
8:30 am - 4:30 pm
May - August
8:30 am - 4:00 pm