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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 level; 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 Indigenous 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 a culturally responsive space, services, 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 engage 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 logo 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 Indigenous Services’ vision, purpose and goals through an Indigenous approach.

About the Creators
Lori 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 Aazhoodenong (Stony Point). They are loving parents to two beautiful daughters, and both active in the local Indigenous community.
Indigenous Services Centre is the central hub for students, staff, faculty, and communities to gather and find a sense of belonging at Western. 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 Campus Space

All new self-identified Indigenous Students at Western, King’s, Brescia and Huron can register with Indigenous Services! Registering will set you up with after-hour access to our space and complimentary printing. Registration can be found on our website at indigenous.uwo.ca.
PROGRAMS & SERVICES
OFFERED BY INDIGENOUS SERVICES

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
- First Year Orientation events in September

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
- Counselling Services available on site by appointment

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 aid advisor available to assist students with funding, student loans, bursaries and scholarships
- Residence referrals and relocation support
- Childcare referrals

For more information, please contact us at is.staff@uwo.ca or call 519-661-4095. We would love to hear from you!
Mentorship and Leadership Opportunities

- Indigenous Circles of Support Program — provides opportunities for developing positive relationships and a sense of community between new and upper year 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

- Work-study opportunities available
- Summer job opportunities with our youth outreach programs
- Volunteers in Progress
- Employment listings, career counselling, workshops, and training
- Support for post-grad career transitions
- Support for Second Entry programs and Grad School admissions

Indigenous Student Groups

- Indigenous Student Association (ISA) is an undergraduate club that assists in raising awareness of Indigenous postsecondary matters indigenousstudent.club@westernusc.ca
- Supporting Aboriginal Graduate Enhancement (SAGE) provides a culturally supportive network for Indigenous graduate students to build relationships that support research and degree completion sagewestern@uwo.ca
- Infinite Reach: Metis Student Solidarity Network is a group of students who work together to enrich and enhance their postsecondary education
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 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
- Indigenous Leadership Certificate Program
- Visiting Elders and Traditional Helper supports
- Access to Indigenous Services Centre and kitchen facilities
- 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
Donna Noah | dnoah@uwo.ca

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 Living-Learning Community. 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. Please contact Indigenous Services for more information 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 not be 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.

residence.uwo.ca
FINANCIAL AID

Our goal at Indigenous Services is to make looking for financial aid as easy and effortless as possible. On our website you will find up to date information on local and popular scholarships and bursaries available to Indigenous students here at Western. Additionally our Financial Aid Advisor, Danielle Robinson, a current PhD student herself, works with students one-on-one to find and aid in the application process of scholarships, bursaries, funding, and OSAP.

For more information contact:
Danielle Robinson | drobin56@uwo.ca

High School Graduates

These are scholarships and bursaries for students who have just recently graduated high school and will be attending post-secondary in the fall. Every area has their own awards available and these can be found either on google or by asking your guidance counsellor.

indigenous.uwo.ca/about%20is/financial_aid.html

WORK STUDY OPPORTUNITIES WITH INDIGENOUS SERVICES

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 Indigenous Services Centre. Indigenous students who wish to gain administrative experience while enrolled at Western are encouraged to apply.
INDIGENOUS SERVICES STAFF

MANDY BRAGG
LUNAAPAEW FROM MUNSEE-DELAWARE NATION
Academic Advisor | abragg22@uwo.ca

DANIELLE ROBINSON
OJIBWAY FROM BIIGTIGONG NISHNAABEG
Financial Aid Advisor | drobin56@uwo.ca

GENEVIEVE SHAW
OJIBWAY FROM CHIPPEWAS OF THE THAMES FIRST NATIONS
Administrative Coordinator | gfisher8@uwo.ca

ZEETA LAZORE-CAYUGA
ONONDAGA FROM SIX NATIONS OF THE GRAND RIVER
Indigenous Liaison Admissions Coordinator | zlazorec@uwo.ca

APRIL JONES
OJIBWAY ANISHINAABE FROM NEEYASHINGNIMING (CAPE CROKER FIRST NATION)
Cultural Counsellor | ajone242@uwo.ca

DONNA NOAH
LUNAAPAEW FROM MUNSEE-DELAWARE NATION
Academic Transition Opportunities Assistant | dnoah@uwo.ca

is.staff@uwo.ca
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.

**Kelly Nicholas**  
Ukwehu·wé from Oneida Nation  
Administrative Assistant  
kjnichol@uwo.ca

**Amanda Myers**  
Anishinaabe/Potawatomi/Métis from Blenheim  
Community Enhancement Coordinator  
amanda.myers@uwo.ca

**Ashley Kewayosh Samuel**  
Anishinaabe from Walpole Island First Nation  
Program Coordinator  
akewayos@uwo.ca

**Visiting Elders**

**Myrna Kicknosway**  
Anishinaabe from Walpole Island First Nation

**Irene Peters**  
Lunaapew from Moraviantown First Nation

**Bruce Elijah**  
Ukwehu·wé from Oneida Nation

**Liz Akiwenzie**  
Anishinaabe from Chippewas of Nawash
Western Undergraduate Admissions

Looking to apply to Western University? Your application process will differ depending on your previous or current educational background and whether you would like to study on a full-time or part-time basis. Full time applicants will use the Ontario University Application Centre (OUAC).

For more information please visit welcome.uwo.ca or contact:
Zeeta Lazore Cayuga | zlazorec@uwo.ca | 519 661 2111 ext. 88567

Ontario Secondary School Full Time Applicants

Students should apply using the 101 Ontario University Application Centre (OUAC) form by January 16th. Depending on your program of study you may be required to submit a supplementary application or portfolio. To be considered for admission you must have a minimum of six Grade 12 U or M level course and the prerequisites required for your desired program. Prerequisites will be included in the calculations of your admissions average.

Canadian Provincial (Non-Ontario) Full Time Applicants

Students should apply using the 105D OUAC application form. To be considered for admission you must have a minimum of six Grade 12 U or M level course and the prerequisites required for your desired program. Prerequisites will be included in the calculations of your admissions average.

Full Time Mature Applicants

Students should apply using the 105D OUAC application form. Full time applicants will also need to submit a Mature Applicants Supplementary Form. Please contact our staff before applying.

For admission purposes, Western will consider you under our Mature Student admission regulations if you:
- Are a Canadian citizen or permanent resident at the time of application.
- Will be at least 21 years of age in the calendar year in which admission is sought.
- Do not have a formal basis of admission (applicants having previously attended a university or community college will be reviewed under those regulations).
- Have not normally been in full-time attendance at an educational institution within the previous four years.
- Have achieved at least a “C” (60%) standing in ALL academic work attempted within the previous four years.
Canadian College Students Full Time Applicants

Students should apply using the 105D OUAC application form. This basis of admissions applies to students who are currently attending or have attended a certificate or diploma program at a college in Ontario, or at a College of Applied Arts and Technology or Institute of Technology outside of Ontario, please follow the requirements listed below. Students applying to Western must present one the following to be considered for admission

- Minimum cumulative average of at least 78% in a two-or three-year Diploma program, or
- Minimum cumulative average of at least 80% in the first year of an acceptable General Arts and Science program.

There may be secondary school level prerequisite courses necessary to be eligible for registration in some Western courses or to be eligible for admission to some programs. Please contact our staff for more information before applying.

If you are completing a two- or three-year diploma program and meet the admission criteria, you may be eligible for admission with transfer credit. Western has also partnered with a number of Ontario Colleges to create pathways through transfer credit agreements. Please review the details of Transfer Credit Eligibility at welcome.uwo.ca for more information on transferring credits and a complete list of Western’s articulation agreements.

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 undergraduate 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.
INDIGENOUS STUDENTS LEADERS

KIERSTIN WILLIAMS
GARDEN RIVER FIRST NATION

Faculty of Science and the Schulich School of Medicine and Dentistry, Basic Medical Sciences

Aaniin boozhoo, my name is Kierstin Williams and I am an Ojibway from Garden River First Nation, a small community about nine hours north of London. I am very excited to be entering my second year of Medical Sciences at Western and for all of the new opportunities this year will bring. I have dreams of attending medical school and connecting the teachings of traditional medicine with the knowledge and technologies explored in western medicine. I am so grateful for Indigenous Services and everyone who is a part of it. It was very hard to have moved so far from my family and friends but Indigenous Services has provided me with continuous support, connections, a sense of community, and made Western feel more like home. Through IS, I have learned more about myself, my culture, and the role I play within the community at Western as an Indigenous student. Chi Miigwetch!

STEPHANIE ADAMS
HURON-WENDAT FIRST NATION

Concurrent Engineering and Law Degrees BESc and JD 2021

I grew up in London, Ontario and began my journey at Western in 2015 as an Engineering student. I chose to pursue Civil and Environmental Engineering as my focus, and I am now in my first year of Western Law, pursuing a concurrent degree. I hope to pursue both of my passions in the future by working in Environmental Law and development of regulation. I am especially passionate about developing secure access to clean drinking water on reserves. In my spare time I enjoy hiking and spending time outdoors, as well as with my family, friends, and two dogs.

DAVE MONTOUR
SIX NATIONS OF THE GRAND RIVER

Faculty of Arts and Humanities, Creative Writing and English and Literature

Dave Monture is a Bear Clan Mohawk who grew up at Six Nations of the Grand River. He also has family at Akwesasne and Tyendinaga. Returning to Ontario after 10 years of community development work in Kodiak, Alaska, he chose to complete his social science degree at Western. He is now working on an Honors Degree in Creative Writing and a novel. His interests include circumpolar affairs, food security and taking back the Americas intellectually.

“Do not be afraid to make all the right mistakes...”
- From the Journals of the Pine Tree Chief, a novel in progress
Hi my name is Donika Stonefish and I am Potawatomi and Lenaapew from Walpole Island and I am suckerfish clan. I am going into my final year of First Nations Studies and Health Sciences, once finished I want to bridge the knowledge I gained here with traditional Potawatomi and Lenaapew teachings within the health care sphere. Indigenous Services has had such a huge impact on my educational journey, from when I attended Mini-University and now help coordinate, to making sure I always have food, and finally creating such a welcoming environment that has become my second home.

My name is Jacob Renaud and I am entering my fourth year of Health Sciences, honours in Rehabilitation Sciences. I grew up off reserve, so coming to Western University I felt disconnected from my culture. Indigenous services staff and students helped me feel welcome and provided me opportunities to get involved with the community and learn about myself. Upon my graduation I plan on pursuing a Masters in Rehabilitation Science (Physiotherapy or occupational therapy). I hope to one day apply my cultural knowledge as a clinician to create a welcoming environment for all.

My name is Karsyn Summers and I am Wolf clan from Chippewas of the Thames First Nation. I will be going into my third-year of my undergraduate program, with an Honours Specialization in Consumer Behaviour. After obtaining my bachelor’s degree, I hope to continue my education with a Master’s in Business Administration at Ivey. I also hope to encourage future Indigenous students at Western to pursue an education in Business. During my time spent at Western, I’ve relied on Indigenous Services on a daily basis. I’m so grateful for all of the support from staff and students at the centre, they have made it so much easier to reach my educational goals as an on-reserve student.

Want to talk to our Indigenous Student Leaders about Life at Western?  
Email is.studentleaders@uwo.ca to connect!
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.

INDIGENOUS PATHWAYS

Schulich School of Medicine & Dentistry

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).

Faculty of Law

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 communities. 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.

School of Social Work

The School of Social Work at King’s University College recognizes and acknowledges that we are located in the traditional territories of Indigenous peoples. Given this complex history, we will treat the land and Indigenous people with respect and care, and the School of Social Work will continue to enlarge its commitment to incorporating Indigenous knowledge and practice into the curriculum (approved by School Council, January 22, 2009). The School of Social Work celebrates the gifts that Indigenous students bring to post-secondary education. We also recognize the discrimination and systemic barriers that Indigenous learners have faced and continue to face in the pursuit of education. In accordance with the UN Declaration on the Rights of Indigenous Peoples and Calls to Action from the Truth and Reconciliation Commission of Canada, the School has designated two places in its Bachelor of Social Work (BSW) program for Indigenous learners who meet all admission requirements for the program.

School of Physical Therapy

The School of Physical Therapy is dedicated to enhancing functional mobility for the attainment of health and wellness of First Nation, Inuit, and Métis People in Canada. To encourage more Indigenous individuals to consider a career in physical therapy, our School has created a pathway to increase enrollment into the Master of Physical Therapy (MPT) 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 if they have a GPA of 3.4 over their last 10 full time credits (or 20 half credits), have earned a grade of at least 70% in each of the required pre-requisite courses, are ranked above average on the CASPer situational judgement test, and are ranked highly by reviewers (who are evaluating the content of reference letters, the applicant statement, paid and unpaid physical therapy related and community experience, and accomplishments).

westernu.ca/fhs/pt/programs
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 emphasis on organizational 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.

[Link to program information]

**KĀH ENTI:NE MARCY MARACLE**  
**WOLF CLAN, MOHAWKS OF THE BAY OF QUINTE, TYENDINAGA MOHAWK TERRITORY**

Schulich School of Medicine and Dentistry, Class of 2021

Shé:kon! My community-given name is Kāh enti:ne, and I grew up in Tyendinaga Mohawk Territory. All my life I’ve loved learning, and so after high school I attended McGill University; I graduated with a BSc in Ecological Determinants of Health in 2015. After that, I enrolled in OCAD University where I studied digital media and video game design until 2017 when I was accepted into the MD program at the Schulich School of Medicine. I’ve been in school for most of my life, but that hasn’t stopped me from finding adventure—I’ve volunteered extensively, which has taken me to a lot of exciting places, from South America to the Arctic, and many places in between. A few highlights of the past few years include performing surgery on mice during an internship at Harvard Medical School, teaching science in Kawawachikamach, shadowing a liver transplant surgeon, and helping deliver essential health services in rural Nicaragua. Looking back on everything I’ve had the privilege to do and see reminds me that it’s important to work hard, but just as important to do what makes you happy. I’m glad to say that I’m doing both now at Schulich—another great adventure in the making!

**MASTER OF PROFESSIONAL EDUCATION (MPED) PROGRAM**  
**ABORIGINAL EDUCATIONAL LEADERSHIP**

**DR. GAIL LAFLEUR**  
**ANISHINAABEKWE FROM NIPISSING FIRST NATION**

Indigenous Support Coordinator - Graduate Studies - Faculty of Education

Gail is an Anishinaabekwe from Nipissing First Nation. 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, Metis, 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.
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 sagewestern@uwo.ca

The Society of Graduate Students (SOGS)

The Society of Graduate Students, represents about 5,000 graduate students across more than 60 departments at Western University. We are proud to represent a dedicated and diverse student body, and are committed to the well-being of our membership. An Indigenous commissioner role has been implemented to ensure that Indigenous voices are included in the Graduate student experience.

For more information contact:
Tara Hedican | indigenous@sogs.ca

KIA PETERS
Caldwell First Nation
PhD Student: Physiology and Pharmacology, Schulich School of Medicine & Dentistry

“My name is Kia and I am an Anishnabek Kwe from Caldwell First Nation, turtle clan. I’m going into the 3rd year of my PhD in Physiology and Pharmacology. My project focuses on naturally occurring compounds and their effects on blood vessel regrowth during diseases prevalent to Indigenous people, such as obesity and diabetes. My long term career goal is knowledge translation related to Indigenous health and wellness. After I graduate I want to work alongside Indigenous communities and government to further develop health and wellness programs. I want to provide guidance on my own Nation’s policies, with an emphasis on wellness education and on writing grant applications for program funding central to obesity and diabetes awareness. I’m extremely thankful for all the opportunities I’ve been offered and the guidance I have received from all my mentors at Indigenous Services and the University. I couldn’t have made it through all these years without the comfort provided by IS. “

SÂKIHITOWIN AWÂSIS
Michif Anishinaabe
PhD student: Geography, Faculty of Social Science

Sâkihitowin Awâsis is a Michif Anishinaabe two-spirit writer and spoken word artist from the pine marten clan. She is a PhD student in the Geography Department at Western University who has been active in various grassroots environmental and social justice movement building projects. Centering Anishinaabe ways of knowing, her work as a geographer and community organizer draws connections between self-determination in energy decision making and the health and well-being of Indigenous Nations. As a writer, she has contributed to the books ‘A Line in The Tar Sands’ and ‘Forever Loved: Exposing the Hidden Crisis of Missing and Murdered Indigenous Women and Girls in Canada’. Her poetry has also been awarded by the Ontario Native Women’s Association.
Founded in 1919, Brescia University College is Canada’s only women’s university. With a population of 1,500, Brescia’s approach to education is student-centered and personalized. Brescia also offers a University Preparatory Program, Preliminary Year, open to female and male students who do not have the senior academic qualifications for entrance into first-year university studies.

**Programs Offered:**
- Community Development
- Criminal Justice
- Not For Profit Management
- Foods & Nutrition (BSc)
- Health Sciences
- Kinesiology (BA)
- University Preparatory Program, Preliminary Year

For more than 150 years, Huron University College has delivered an elite university experience. Huron integrates social responsibility, ethical leadership, and community engagement with the traditional advantage of the Liberal Arts.

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

King’s University College is a Catholic university affiliated with Western University. With approximately 3,500 students, the average first-year class is 50. King’s supports Indigenous Students by offering drop-in sessions with Western’s visiting elder Liz Akwenzie and the Guadium Award, a first-year award for incoming Indigenous students.

**Programs Offered:**
- Management & Organizational Studies (MOS)
- Arts & Humanities
- Childhood & Social Institutions
- Social Justice & Peace Studies
- Social Science
- Social Work (BSW - third-year entry only)
First Nations Studies Program
Faculty of Social Science

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.

firstnationsstudies.uwo.ca
**FIRST NATIONS STUDIES COURSES 2018-2019**

**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 3142G: Doing Research with Indigenous Communities (In a Good Way)**

In this interactive course students will learn the theoretical and practical foundations for conducting research with Indigenous communities. Discussions will focus on the history of research with Indigenous peoples; ethics, especially as it relates to protocols for using Indigenous knowledge(s); Indigenous research models; research agreements; and data governance.

**FNS 2213F: Historical Issues: From Pre-Contact to the 1969 White Paper**

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.

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**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 THAMES**

**Program Coordinator, First Nations Studies**

“Shekoli Swake-ku! (Greetings everyone) Tsyá wuu yukyáts ukwehuwehnhé-ha? ("ja wal” is what they call me) Ursula yukyáts oʔsluniʔkhéne (Ursula is what they call me in English) Okwali ni wakiʔtalóʔ-ta (bear is my clan) Onytaʔa-ká niwakuhu-tyşóʔ-ta (Oneida is my Nation/Territory).

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 FACULTY MEMBERS

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 Yeliwi:saks.

DIANA LEWIS
MI’KMAQ FROM Sipekne’katik First Nation

Assistant Professor in the Department of First Nations Studies and the Department of Geography

Kwe. I am Mi’kmaq from the Sipekne’katik First Nation in Nova Scotia. I am excited to be teaching at Western University, and offering courses in Indigenous history, contemporary Indigenous issues, and Indigenous research practices. I hold a Master of Resource and Environmental Management degree from Dalhousie University, where my focus was on environmental assessment and how our communities could more effectively participate in this process. My doctoral research has developed this expertise further, focusing on environmental health, specifically as it concerns the impacts from resource or industrial development. I look forward to being able to share the experiences I have had with the students I meet. Wela’lin.
**ERICA NEEGANAGWEDGIN TAIÑO**

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**

Caribou 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. 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.

**2017 - 2018 Award Recipients**

- Adrien RaoPeters (Undergraduate)
- Sâkihitowin Awâsis (Graduate)

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**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.

- Ethan Thomas
- Adrien RaoPeters
- Candace Brunette -Debassige
- Kia Peters

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### INDIGENOUS GRADUATION CEREMONY

Every year, Indigenous Services hosts an annual ceremony to celebrate our graduating Indigenous students with friends, family and community.

Each graduate receives a handmade Stole with an Indigenous motif created by Tammy Beauvis Designs of Kahnawake. The stoles are a gift to all grad. Undergraduate students receive white stoles, graduate students and those from professional and second entry Undergraduate program receive silver. Gold stoles are for students who have completed their PhD. 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.
Indigenous Community Outreach

Indigenous Services hosts proactive outreach initiatives for Indigenous youth held on-campus including leadership and culture-based teachings at local First Nations community schools.

Mini University 2019: Year of the Earth

Indigenous youth are encouraged to apply to our Summer Mini-University Program! To get the full university experience youth live on campus at the Ontario Hall residence for a week. During the day we get to meet with different faculty partners and explore Western’s campus. Each year the youth participate in a Water Walk along the river as well as a Haudenosaunee social.

- Otters (11-13)
- Cranes (14-17)

Track and Field Annual Event

Every year, Indigenous Services welcomes grade 7–8 Indigenous students from across Southwestern Ontario to Western’s campus to enjoy an exciting day of athletic activity with Mustang varsity athletes. Activities include:

- Long jump
- High jump
- Shot put
- Running & relay
- Varsity Athlete demonstrations
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:**

- Indigenous Student Association 13th annual Pow Wow on November 24th
- Indigenous Film Festival
- Haudenosaunee Social
- Indigenous Language Workshop
- Community Breakfast

For more information visit [indigenousweek.uwo.ca](http://indigenousweek.uwo.ca)
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).

Ontario’s Indigenous Mentorship Network (IMN-Ontario)

With its home base in the Indigenous Health Lab at Western University, IMN-Ontario is an interdisciplinary collaboration involving 13 research institutions in Ontario, including the province’s leading Indigenous health scholars and research centres. IMN-Ontario is governed by a sub-regional structure that includes Northern Ontario, Central Ontario and Eastern Ontario and is guided by a Community Advisory and Elders Council, who support the program in its mission to serve community research needs and capacities. Over the next five years, IMN-Ontario’s activities will be focused on networking, skill development and capacity building, as well as research innovation. Quarterly webinars will be developed by researchers, trainees and community partners to share knowledge, advice, and best practices. Other key activities include an annual scholarship and seed grant program; an annual community-based summer school; opportunities to publish; and the provision of locally available cultural, social and academic tools and resources.

The Indigenous Strategic Plan

The Provost’s Task Force on the Implementation of the Indigenous Strategic Plan concluded its work in June with the submission of its Final Report. First and foremost, the report acknowledged that the fundamental understanding of “nothing about us without us” is a key guiding principle for how Indigenization activities must be undertaken to ensure their greatest opportunity for success.

Among its key conclusions, the Task Force recommended that a “Special Advisor to the Provost” be immediately recruited as an interim measure prior to hiring into a permanent senior administrator role which will provide ongoing leadership and counsel, in partnership with other University leaders, to support unit-level efforts to implement the strategies and goals of the Indigenous Strategic Plan. This led to the appointment of Candace Brunette-Debassige who assumes her new role effective September 1, 2018.

The Task Force also recommended that new funding ear-marked for an Indigenous cluster hire initially be prioritized for initiatives and units that have demonstrated a commitment to Indigenous hiring and Indigenous-focused programming, courses and initiatives (e.g., the First Nations Studies Program, Indigenous Services, the Faculties of Education and Social Science, and the Schulich School of Medicine & Dentistry). Prioritizing funding in this manner will leverage existing strengths, add value to signature areas, and motivate other units and departments to reallocate funding to meet ISP outcomes.

INDIGENOUS STUDENT ASSOCIATION

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 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.

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 garden promotes 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.

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
The Indigenous Food and Medicine Garden is located next to the greenhouses.

Ayukwanaktyi’yóhake’ Living-Learning Community is located in Delaware Hall.

Indigenous Services Centre is located in room 2100, on the second floor of Western Student Services building.
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  May - August
8:30 a.m. - 4:30 p.m.  8:30 a.m. - 4:00 p.m.