Indigenous Viewbook 2016

indigenous.uwo.ca
Western University Campus

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, and 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 3 vibrant local First Nations who have longstanding relationships with the land and place we now recognize as London, Ontario:
1. Chippewas of the Thames First Nation (part of the Anishinaabe Nation)
2. Oneida Nation of the Thames (part of the Haudenosaunee Six Nations)
3. Munsee Delaware Nation (part of the Leni-Lunaape Nation)

Historically, the Attawandaron (Neutral) peoples also 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 live in London and the surrounding areas.

Ontario’s 4th largest university with 38,000+ students

Priority in residence for Indigenous students

200+ clubs and student groups

Situated on 1,200 acres of land on the Thames River

400+ different specializations, majors & minors

A growing Indigenous presence with 400+ Indigenous students
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 3 vibrant First Nations communities only 20 minutes outside the city
• Home to a growing Aboriginal population with an estimated 12,000 Aboriginal people living in the greater London area
• An affordable city in comparison to other major Canadian cities
• Student-centred & student-friendly

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 wholistic 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
Indigenous Logo & Wampum Design - Background

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 IS vision, mission and goals through an Indigenous approach.

About the Creators

Lori Nicholas and Jason George are undergraduate students in 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.
Indigenous Services — 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 free printing, photocopying and telephone;
- Fully equipped and stocked kitchen facilities;
- Elders’ office/quiet meditation room.
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 dinner/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 complimentary lunch 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 (ISCP) — 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 — a student-led outdoor space dedicated to revitalizing Indigenous plants and medicine practices.

Student Work Opportunities and Skills Development

- Extensive work-study opportunities available;
- Summer job opportunities in the areas of Youth Outreach programs;
- Volunteers in Progress;
- Employment listing, career counselling, workshops and training;
- Transition support to careers.

Indigenous Student Groups

- First Nations Students Association (FNSA) assists in raising awareness of Indigenous postsecondary matters. (fnssa.exec@uwo.ca)
- Supporting Aboriginal Graduate Enhancement (SAGE) provides a culturally supportive network for Indigenous graduate students to build relationships that support research and degree completion. (indigenoussage@uwo.ca)
- Infinite Reach: Métis Student Solidarity Network is a group of students who work together to enrich and enhance their postsecondary education experience.
Indigenous Services Staff

Indigenous Services' friendly and welcoming staff pride themselves on offering wholistic 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.

Candace Brunette
(Mushkego Cree from Fort Albany/Cochrane)
Manager

Sean Hooterg
(Anishinaabe from Walpole Island First Nation, Bkejwanong Territory)
Learning Resource Centre Coordinator

Mandy Bragg
(Lenape from Munsee Delaware Nation)
Access Transition Opportunities Counsellor

Amanda Myers
(Anishinaabe/Potawatomi/Métis from Blenheim)
Youth Outreach Program Coordinator

Erik Mandawe
(Cree from Beaver Lake)
Liaison Admission Coordinator

Kelly Nicholas
(Onkewhonwe from Oneida Nation)
Administrative Assistant

Genevieve Fisher
(Ojibway from Chippewas of the Thames First Nations)
Learning Resource Centre Assistant Coordinator

Visiting Elders:

Myrna Kicknosway, Anishinaabe from Walpole Island First Nation
Bruce Elijah, Oneida from Oneida Nation of the Thames
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.

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

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

indigenous.uwo.ca
519-661-4095 | Toll free: 1-888-661-4095
is.access@uwo.ca

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:

- Orientation workshops;
- Academic counselling and advocacy through individual meetings with a Counsellor every term;
- Tutor support available through drop-in and by appointment;
- Indigenous Circles of Support Program peer support;
- Academic related workshops, information and training sessions;
- Indigenous Leadership Certificate Program
- 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
abrugg22@uwo.ca
519-661-4095
Indigenous Youth 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.

Recipient of the Diversity, Race Relations Inclusivity Award from the City of London in 2013.
Indigenous Awareness Week

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.

Visit indigenousweek.uwo.ca

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.

Two (2) 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.

2014 - 2015 Award Recipients

Shyr Barberstock (Undergraduate)

Pauline Johnson (Graduate)
First Nations Studies Program

Faculties of Social Science, Health Sciences, and Arts and 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 more wholistic understanding of the factors that impact local and global First Nations peoples. At Western, we utilize a model that focuses upon the local as the main point of reference to better understand the world.

Program Director, Dr. Susan Hill
Associate Director, Dr. Rick Fehr

firstnationsstudies.uwo.ca
Dr. Susan M. Hill

Mohawk Nation, Six Nations of the Grand River

Associate Professor, History & First Nations Studies
Director, First Nations Studies

"Teaching in First Nations Studies at Western brings a great deal of purpose to my career and my life. I greatly value the opportunity to meet and work with Indigenous and non-Indigenous students from across Ontario and the world. I especially appreciate that we get to work with local Indigenous communities in research and teaching.

My academic background is in Native Studies and History and as such I teach from an interdisciplinary base. I have also been fortunate enough to learn from many wonderful Indigenous Knowledge holders, mostly amongst my own Haudenosaunee people, and I attempt to integrate those lessons into my courses, research and community service work.

I choose to teach in First Nations Studies because I believe all people can benefit from knowing about historic and contemporary Indigenous experiences in local, regional, national, and global contexts. In our increasingly integrated world, Indigenous societies comprise a key aspect of global diversity that is essential to human survival."

Ashley Deacon

Opaskwayak Cree Nation, Manitoba

First Nations Studies & History

“My name is Ashley Deacon and I am a Cree woman from the Opaskwayak Cree Nation in Manitoba. I am a mother to five children and I am currently working towards a Double Major in First Nations Studies and History. In the future I hope to teach a First Nations class at the high school level. I enjoy playing sports, fishing, and spending time with my family.”
Pathways to Western University
Fanshawe College Articulation Agreement

The Fanshawe-Western First Nations Studies Articulation Agreement was developed to define pathways for students in the General Arts and Science – First Nations Studies Major at Fanshawe College to the First Nations Studies Major or Honors Specialization at Western University.

First Nations Studies at Western is an interdisciplinary program of study, examining topics relevant to Indigenous peoples’ realities. The program allows students to focus on Indigenous issues or to combine their program with another area of interest.

For more information visit: firstnationsstudies.uwo.ca.

Admission Requirements
- Two-year General Arts & Science Diploma – First Nations Studies Major at Fanshawe College
- Minimum GPA of 3.0 (B)
- No more than five years since conferral of diploma at Fanshawe and admission to Western. Exceptions considered on an individual basis.

Transfer Credits
- Applicants may receive up to 5.0 transfer credits (equivalent to one full year)
- A minimum grade of “C” or 60% in each course approved by Western for transfer credit
- Fanshawe courses eligible for consideration for transfer credit are:
  a. 7000 level courses in English, First Nations Studies, Sociology, Philosophy, Psychology, Women’s Studies and History of Western Art
  b. Fanshawe College ABST 3002/3003. Transferred as a generic second year level First Nations Studies course worth 1.0 credit.
  c. Other courses constituting the First Nations Studies Major at Fanshawe may also be considered for transfer credit

For more information please contact:

Indigenous Admissions Coordinator:
is.access@uwo.ca

Western Indigenous Services:
indigenous.uwo.ca

Aboriginal Outreach and Transitions Advisor:
d_kennedy2@fanshawec.ca

Fanshawe’s First Nations Centre:
fanshawec.ca/fnc
Photos taken at the Fall Equinox ceremony at Fanshawe College where the Articulation Agreement was renewed.

David Kanatawakhon Maracle
Indigenous Students

Brandon Barberstock
Tyendinaga Mohawk Territory
Faculty of Social Science, First Nations Studies

“My name is Brandon Barberstock, and I’m in second-year studying Kinesiology and First Nations Studies. After graduating, I hope to pursue a Master’s degree in Physiotherapy and establish my own practice so that I can help individuals lead a healthy and active life. I enjoy reading, creating music and spending time with my friends and family. My biggest passion in life is sports and culture, and each day I’m lucky enough to be immersed in sport as a member of the men’s varsity lacrosse team and as a singer of the purple spirit singers through Indigenous Services. I believe that, with a little passion, an optimistic attitude and hard work, anything is possible.”

Sabrina Muise
Qalipu Mi’kmaq First Nation
Faculty of Science, Geology & Psychology

“Kwe, hello. I’m a third year student doing a double major in Geology and Psychology. I am interested in the environmental effects of mental health and plan to write a thesis about it someday! I am also an out-of-province student, Mi’kmaq, from out east, and the first in my family to pursue a post-secondary education. That being said, Indigenous Services has definitely provided me with a home away from home. Their welcoming smiles and consistent support have made my university experience easier, and all the better.”

Dan Moreau
Métis, Whitby, Ontario
Faculty of Health Sciences, Kinesiology

“My name is Dan and my hobbies are playing intramural/competitive volleyball while staying active and learning about health benefits from fitness. Postsecondary education is important to me as it allows me to pursue my interests. Indigenous Services helps give a voice to Indigenous student needs.”
Together, we can!

Kelly Geris  
Wolf Clan, Oneida Nation of the Thames  
Faculty of Social Science, First Nations Studies  

“She:kolı my name is Kelly and I am Wolf Clan from the Oneida Nation of the Thames. I am entering my third year studying First Nation Studies and Social Work and I aspire to be a Social Worker with and in First Nations communities. When I first came to Western, Indigenous Services welcomed me with open arms to campus and also to the Indigenous population at Western. Indigenous Services kept me in balance by offering mentorship programs and cultural programming like the Visiting Elders Program, and the First Nations Student Association. At Indigenous Services I met some of my very best friends and I am forever grateful for all the support.”

Lillian Woroniuk  
Moose Cree First Nations  
Faculty of Social Science, Political Science & First Nations Studies  

“My name is Lilian Woroniuk and I am a Moose Cree First Nation’s band member. Presently I am in my final year of my degree in Social Science here at Western. My major is in Political Science and my minor is in First Nations studies. Upon completion of my degree, it is my goal to attend Western Law to become a lawyer. Being a mature student and a mother has had its difficulties but with the help of Indigenous Services my experience at Western University has been successful. My dream is to be able to represent my community Moose Factory Ontario or the Indigenous community as a whole in the field of law.”

Alicia McGraw  
Aundeck Omni Kaning First Nation  
Faculty of Social Science, First Nations Studies & Political Science  

“Indigenous Services at Western has helped me succeed tremendously in my field of study. They introduced me to great peer support, excellent cultural experiences, and personalized educational counselling. The Indigenous Learning Resource Center offers family friendly resources. The family gatherings they provide throughout the year like the annual powwow, Thanksgiving dinner, and Halloween party, have helped me transition by allowing my family to become a part of my educational pathway. My experience with Indigenous Services has been amazing and I feel that it has more than prepared me to continue my research and excel in my studies.”
Indigenous Faculty Members

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) program

“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. Janice Forsyth
Fisher River Cree First Nation, Manitoba

Director of International Centre of Olympic Studies and Assistant Professor, School of Kinesiology, Faculty of Health Sciences

“My research experience lies in history and sociology, where I employ different concepts of power to identify and analyze the conditions that give rise to specific cultural practices related to the physically active body. In particular, I focus on the social and political factors that have enabled and constrained opportunities for Aboriginal people to engage in sport and recreation. The main questions that guide my thinking are: What historical conditions gave rise to the practice(s) being studied? How did Aboriginal people respond to these conditions? And, how do these conditions help or hinder Aboriginal people from using physical culture to achieve healthy lifestyles today? By studying the genealogy of physical practices, I press history into service of the present to create more and better opportunities for Aboriginal people to engage in activities that are important to them.”
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.
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.

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 - kings.uwo.ca

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 wholistically, 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.”

Amanda Sauvé
Métis
Medical Student

“Since becoming a medical student at Western in September 2014, I’ve been provided with extraordinary opportunities and met some of the most interesting, positive, and caring lifelong friends. The connectedness I felt as a member of the Indigenous Services community during undergrad, and the encouragement and support I was provided ignited the confidence and drive I needed to fulfill my educational dreams of pursuing a career in medicine. My cultural knowledge is valued and respected by my peers and superiors who genuinely express desire to learn about Indigenous experiences. My passion is to improve health and wellness among Aboriginal people and communities, which I plan to contribute to through my advocacy efforts and individual service as a physician. I wholeheartedly encourage all Indigenous students to dream big and believe in their ability to achieve their goals. Go for it!”
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 & Post Doctoral Studies. Western offers more than 70 master’s 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 the SAGE Coordinator at indigenoussage@uwo.ca.

Adrean Angles
Oneida Nation of the Thames & Chippewa of the Thames First Nation
Master of Public Health, BHSc

“I immediately found a home at Indigenous Services when I first began university. The staff and the services that they offer are an incredible resource. There are many opportunities to participate or learn various Indigenous cultural teachings and they also offer work and volunteer opportunities that worked around my busy schedule. I also found IS to be very supportive during my academic career. The Academic Transition Opportunities (ATO) program gave me direction and made choosing my courses and staying organized a breeze. I aspire to work with and improve the health of the Indigenous population throughout Canada. Many thanks to IS.”
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.

indigenous.uwo.ca/academic_programs/masters_in_leadership_in_aboriginal_education.html

“As an instructor and lead, I have gained insight into how students in the master’s program can meet high academic standards, participate in culturally-responsive learning environments and demonstrate what they have learned in the classroom and in their workplace settings. The graduates of this program are the leaders of today who are working to make education a better place for the generations of tomorrow.”

- Dr. Brent [Ahnungoonhs] Debassige

Director of Aboriginal Education and Assistant Professor, Faculty of Education Lead, Aboriginal Educational Leadership, Master of Professional Education (MPEd) program

Jarvis Nahdee
2013 (Masters of Prof. Ed. Aboriginal Leadership)

Jarvis Nahdee, graduated from Western in 2013 with a Master of Education. Jarvis is an Instructional Leader for the Toronto District School Board at the Aboriginal Education Centre and was employed at the First Nations School of Toronto, for twenty-one years. For the past ten years he taught the Ojibwe language after graduating from the Native Language Instructors Program at Lakehead University in Thunder Bay, Ontario where he currently is a summer sessional guest lecturer.

Carolyn Henry
2015 (Masters of Prof. Ed. Aboriginal Leadership)

Carolyn Henry is a member of the Chippewas of the Thames First Nation. She completed her undergrad and grad degrees at Western; first a BA in Social Science- Criminology/ Psychology, and in 2015 a MPEd in Aboriginal Educational Leadership. Currently employed at the John Howard Society of London with the Native Services team, her interests include, Anti-Human Trafficking Initiatives, Indigenous Justice, First Nation Control of Education and Grass Roots Leadership. Her family operates a custom screen-printing company producing native art and pride wear. Carolyn was recently elected to serve her first term on Chippewas of the Thames band council.

Alexandre Nahdee
2015 (Masters of Prof. Ed. Aboriginal Leadership)

I am a graduate from the 2015 Masters of Professional Education, Educational Leadership Cohort. I am also a graduate from OCAD University 2013, with a Bachelor of Fine Art in Drawing and Painting, and a minor in Indigenous Visual Culture. I am the hereditary descendant of Chief John Oshawana Nahdee and a descendant of Portuguese nobility from the House of Frazão. I am an Artist, Educator and Knowledge Keeper. My professional practice is focused on arts based education with emphasis on collaborative learning, discovering, creating and facilitating opportunities for everyone.
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-campus and off-campus organizations

Amanda Myers, 2015
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).

Western’s Indigenous Strategic Planning Update

In 2014, Western University reaffirmed its longstanding commitment to “improving accessibility and success in higher education for Indigenous peoples.” This strategic level priority involves the commitment to develop a multi-year Indigenous Strategic Plan with key priorities over the next 5-years (Achieving Excellence on the World Stage, Western University Strategic Plan, 2014, p. 14-15).

For more information, visit: www.indigenousstrategicplan.uwo.ca

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 from across Canada. We urge all interested in attending to apply. For more information, visit ihwi.uwo.ca.

IHWI Summer Institute Class 2015
Aboriginal Student Self-Identification Survey

Stand proud and help strengthen Aboriginal Presence at Western!

What

• Fill out an online survey and help Western University provide the best programs and services to Aboriginal students. The process is voluntary and confidential.

How - 3 Easy Steps

• If you are a Western student, you may wish to participate and count yourself in by logging into student.uwo.ca

Why

• Help Indigenous Services gain a greater understanding of Aboriginal students’ on-campus and be in a better position to enhance programs and services.
• Connect with the Aboriginal community on-campus by being included in communications.
• Be part of a collective and growing Aboriginal student body on campus and help effect positive changes for future generations.

For more information and FAQs go to indigenous.uwo.ca/universitywide/selfidfaqs.html
Indigenous Services Learning Resource Centre is located in room 2100, on the second floor of Western Student Services building.

The Indigenous Food and Medicine Garden is located next to the greenhouses.
Contact Indigenous Services by:

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

**Fax:**
(519) 661-3357

**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 am - 4:30 pm  8:30 am - 4:00 pm

**Photography:**
Maingaan Productions
Spirit Hands Photography (Robert Snache)