Western University is home to a growing and promising Indigenous student, faculty and staff population. Every year, the University welcomes a large number of incoming Indigenous students who are pursuing studies in diverse fields and returning to their communities to act as powerful leaders and role models for the next generation.

Acknowledging Traditional Territory

Western University is located in London in the heart of southwestern Ontario in close proximity to three 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.

Western University Campus

- Often referred to as Canada’s most beautiful campus
- Situated on 1200 acres of land along the Thames River
- Ontario’s fourth largest university with over 36,000 students in total
- 400 different undergraduate specializations, majors and minors
- Fourth largest library collection in Canada
- A leader in Canada’s research-intensive institutions
- A wide range of competitive sports and recreational activities to enhance student experience
- A growing Indigenous student population that will be reaching the 500 mark
- Priority in residence for Aboriginal students
- Over 200+ clubs and student groups

London Highlights

- London offers the best of both worlds – big city excitement with small town feel
- London and region population of more than 430,000
- In close proximity to 3 vibrant First Nations communities only 20 minutes outside of the city
- Canada’s 11th largest city
- London is home to a growing Aboriginal population with an estimated 12,000 Aboriginal people living in the London and surrounding areas
- London is an affordable city in comparison to other major Canadian cities

For more information about Western campus and academic programs, visit www.uwo.ca
Vision
Indigenous peoples are fully engaging in learning communities across Western University, contributing Indigenous Knowledge, supporting the development of cultural intelligence, and shaping leaders of tomorrow.

Mission
Indigenous Services is committed to supporting Indigenous students in reaching their highest potential through a culturally-responsive space, programs, and services that provides holistic and strength-based approaches to supporting Indigenous students’ self-determination.

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
Our Guiding Principles

Indigenous Logo & Wampum Design Background

The Wampum Belt design embedded in the new Indigenous Services logo and model arose from Indigenous students who were tasked to design a new logo in 2012-13. Through the creative and consultative processes, these students were inspired 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 larger more complicated agreements between Nations. Indigenous Services Wampum design symbolically exemplifies the guiding principles/values necessary to uphold IS vision, mission and goals through a strength-based approach to supporting Indigenous peoples’ self-determination.

About the Creators

Lori Nicholas and Jason George are undergraduate students in the First Nations Studies Department in the Faculty of Social Science. Lori is Haudenosaunee from Oneida Nation of the Thames, and Jason is Pottawatomi from Stony Point (Aazhoodena). They are loving parents to two beautiful daughters, and both active in the local Indigenous community at Western.
The Learning Resource Centre (LRC) is a vital space that acts as a central hub for Indigenous students, staff, faculty and communities to gather and find a sense of belonging in the larger institution. The new space was designed with Indigenous elements in mind inspired by Brian Porter at Two Row Architects from Six Nations of the Grand River. The Learning Resource Centre (LRC) is currently nestled on the 2nd floor of Western Student Services (WSS) building between the Weldon Library and University Community Centre (UCC) on main campus.

**Indigenous Services Space offers:**

- Student lounge, study space, and a quiet area with 24 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.
Support Staff

Indigenous Services’ friendly and welcoming staff pride themselves on offering holistic student support based on the values of helping and serving through Indigenous ways. These staff members provide support to prospective and current Indigenous students through drop-in services and by appointment.

Amanda Aikens, Anishinaabe/ Métis

Candace Brunette, Mushkego Cree/ Métis from Fort Albany

Mandy Bragg, Lenape from Munsee Delaware Nation

Kelly Nicholas, Onkewhonwe from Oneida Nation

Naomi Mishibinijima, Ojibwe from Wikwemikong

Candace Brunette, Mushkego Cree/ Métis from Fort Albany

Teresa Kwissiwa, Ojibwe from Pic Mobert

Wanda King, Oneida from Akwesasne

Visiting Elders:
Myrna Kicknosway, Anishinaabe from Walpole
Bruce Elijah, Oneida from Oneida of the Thames

Student Work Opportunities and Skills Development

- Extensive work-study opportunities available throughout the year;
- 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 Services Programs and Services

Cultural and Social Programming
- Visiting Elders are available to provide cultural supports and teaching by appointment and drop-in;
- Daily smudging, Indigenous language, drumming/singing groups, teaching/sharing circles, and many more cultural programs;
- Monthly corn soup lunches, and monthly dinner/socials.

Mentorship and Leadership Opportunities
- Indigenous Peer Mentoring Program — pairs incoming Indigenous students with senior Indigenous students to offer support through cultural and academic support programming;
- Canadian Roots Exchange (CRE) — a cross-cultural leadership initiative that educates all students about Our Shared History in an effort to build national reconciliation;
- Indigenous Food and Medicine Garden — a student-led outdoor space dedicated to revitalizing Indigenous plants and medicine practices.

Youth Outreach
- Proactive outreach initiatives geared toward Indigenous youth held on-campus including Annual Track and Field Day, Annual High School Basketball tournament, and Annual Mini University program.

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

Current Student Support
- Academic advice and advocacy
- Financial advice/referrals
- Housing/residence referrals and relocation support
- Childcare referrals

Indigenous Student Groups
- First Nations Students Association (FNSA) Assists in raising awareness of Indigenous postsecondary matters.
- Supporting Aboriginal Graduate Enhancement (SAGE) Provides a support network for Indigenous graduate students to build relationships and 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.
Academic Program Options

First Entry Undergraduate Programs

In many of Western’s undergraduate programs and faculties, you do not have to pick your major area of interest until your second year. In your first year you will take introductory courses to broaden your knowledge. At the end of your first year, you will be able to make a more informed decision.

First Entry Undergraduate Programs are:
- Arts and Humanities
- Engineering
- Health Sciences
- Kinesiology
- Information and Media Studies (including Media, Information and Technoculture and Media Theory and Production)
- Management and Organizational Studies
- Music
- Nursing
- Science (including Science and Biological Sciences, and Medical Sciences)
- Social Science

Western offers a variety of modules, including Honors Specialization, Specialization, Major, and Minor. Go to www.uwo.ca for more details about each area.

Aboriginal Admissions and Support

Special admissions consideration for Aboriginal self-identified applicants. For more information contact Indigenous Services.

Access Transition Opportunities (ATO)

ATO is a unique opportunity for Indigenous students to gain accessible admission to one of the partnering undergraduate faculties within Western University. The faculty partners are:
- Faculty of Arts and Humanities
- Faculty of Health Sciences
- Faculty of Social Science
- Faculty of Science

The ATO pathway provides extended academic support once admitted. ATO supports include:
- Access to an extended peer support network;
- Extended and sometimes mandatory tutors and/or teaching assistants for specific courses;
- Regular and proactive communication including ongoing academic advocacy;
- Academic counselling including support with course registration, selection/drop dates, academic planning, and transitioning to workplace;
- Orientation programming, and much more.
- General supports include: academic advice, accommodation support, degree planning, etc.
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 holistic 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
Acting Director, Dr. Rick Ferh
firstnationsstudies.uwo.ca

Dr. Susan Hill
Professor and Director of the First Nations Studies Program

“At First Nations Studies, we are committed to developing graduates who in a rapidly changing global environment will acquire a sound foundation for pursuing careers in the private, non-profit and government sectors. An undergraduate degree in First Nations Studies will also equip them with the opportunity to gain admission into professional schools such as law, medicine, health science, education and business.”

Jordan Brant
Mohawk from Tyendinaga, Mohawk Territory
Honours Specialization, First Nations Studies
Future Plans: Land Claim Negotiations
Passions and Interest: Learning my language and MMA training
Indigenous Students

Colin Jackson
Métis-Cree, Northern Saskatchewan
Faculty of Health Sciences
2nd year student

“Tansi. I am very passionate about health and well-being, in all aspects of self, and at the community level. I am currently working towards a Bachelor of Arts degree in the Kinesiology program at Western.

Since my enrolment, I have become involved in a number of programs and initiatives offered by Indigenous Services. I was a Program Counsellor for the 2013 Indigenous Services Mini-University Summer Program for youth aged 12-16. These experiences have helped me in my development as a leader, trainer, coach, and student.”

Shawn Johnston
Ojibwe, Couchiching First Nations
King’s College Social Work Program Graduate

“Boozhoo. Hello. I am a recent graduate from the Bachelor of Social Work (Honors) program at King’s University College at Western University. My goal is one day work with Indigenous youth in the field of addictions.

I started volunteering at Indigenous Services during my first year and by doing so, built a system of support that was needed when attending university. I was the Unit Leader for Mini University 2013. I am grateful for this opportunity to work with a number of Indigenous youth from across the country. I was also recently the recipient of the London Council for Adult Education Adult Learner award in year. I could not have made it this far without the support from the staff and services offered by the Centre.”

Adamina Partridge
Inuit, Nunavik
Faculty of Social Science

“Indigenous Services helped ease the transition into student life by offering social and academic support services. IS has also helped me connect with the Indigenous community on-campus by providing a safe and open space.”
Amber Albert
Ojibwe, Chippewas of the Thames
3rd year, Environmental Science
Faculty of Science

“Coming to Western has been a truly positive life changing experience. Western has become my home away from home with the help of all the amazing first year residence and Indigenous Services staff. Both of these welcoming services have supported me throughout my time here and I am confident that they will continue to do so beyond undergrad. I have had an incredible opportunity to explore my interest in dance with various classes offered at the recreation centre. I have had the privilege of training with the Western Dragon Boat team as a member of the Western Dragon Boat Club. I am also passionate about the natural environment and health. In the future I would like to work in the World Health Organization specifically with the Public Health and Environment department. I have also considered becoming an Environmental Analyst for First Nation Métis and Inuit communities.”

Sheree Plain
Ojibwe/Cree (Oji-Cree)
Aamjiwnaang First Nation
First Nation Studies, Faculty of Social Science

“I plan to work with First Nation communities in healing intergenerational trauma resulting from residential schools. I am a single mother of two beautiful children and any free time from my studies is devoted to them.”

Quinn Smallboy
Cree, Moose Factory

“My name Quinn Smallboy. I am entering my 5th year in the Visual Arts program in the Faculty of Arts and Humanities at Western. I live in London and I am originally from Moose Factory Ontario. My interest in art originates from the fact that I have many artistic uncles that draw, paint and carve soapstone. I am married with 3 kids age 6 and twins ages 3. The things I enjoy the most are spending time with my family and playing with my kids. My plans for the future are to continue on to graduates studies and someday teach others what I have learned.”
Dr. Brent [Ahnungoonhs] Debassige, Caribou Clan Anishinaabe of MiChigeeng 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 teaching in the pre-service 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 the foundation for a decolonizing and critically engaged approach 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. To all of those who I have had the good fortune to meet along my journey, I say, miigwetch (thank-you) and see you later; to all of those who are on their way: boozhoo (hello), welcome, and see you soon.”

Dr. Chantelle Richmond
Anishinaabe of Pic River First Nation

Assistant Professor, Department of Geography
Cross-appointments in the First Nations Studies Program 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.

Dr. Janice Forsythe  
Cree, from Fisher River First Nation, Manitoba  
Director of International Centre of Olympic Studies and Assistant Professor, School of Kinesiology, Faculty of Health Sciences

Research interests include social, political, and economic aspects of the Olympic & Paralympic Games; sport, recreation, and health at Canadian Indian Residential Schools; access and equity issues in Canadian sport and Aboriginal sport and health.
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:

- Business
- Dentistry
- Education
- Law
- Medicine
- Social Work (King’s University College)

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 Mètis 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/indigenous

Halston Nepinak
Saulteaux from Pine Creek First Nation

MB DDS 2013

“Since graduating from Western in June 2013, I have spent a great deal of time reminiscing about my experience here. What a wonderful place to call “home” for four years of dental school. The community connectedness at Western is tangible, and I felt that I was swimming in a pool of positive energy from my first day. As I venture to Moose Factory’s Weeneebayko General Hospital to begin my career as a dentist, I know that I will continue to be encouraged and supported by Indigenous Services and Western. This gives me so much confidence as I take my first steps of my career as a new Western graduate.”
Affiliated University Colleges

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

Graduate Programs

As one of Canada’s leading research intensive institutions, 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

Anika Altiman
Ojibwe from Walpole First Nation
Ph.D Candidate, Faculty of Education

“Boozhoo! Indigenous Services is a home away from home for me. I appreciate the access to a study space with computers and printing, fellowship with other students, kitchen, hand drumming, Elder visits, occasional movie passes, the writing workshop with Lee Maracle, and support for Supporting Aboriginal Graduate Enhancement (SAGE) meetings. Looking forward, I am eager to witness changes based on the feedback from the Talking Circles and continuing to celebrate with others in an annual Indigenous Student Grad ceremony! Miigwech.”
Leadership in Aboriginal Education, Master of Professional Education Program (MPEd.), Faculty of 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 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.

Along with community-based partnerships with First Nations communities in southwestern Ontario, 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 collaborative learning for the whole program.

“As an instructor and lead co-ordinator, I have gained insight into how students in this program can meet the high academic standards of a master’s education, participate in culturally-responsive learning environments, and demonstrate their knowledge in their workplace settings. The graduates of this program are the leaders of today who are working to make educational environments better places for 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

Jacob Taylor, Ojibwe, Curve Lake
M.Ed. Alumni

“At last, a Western program with Indigenous values and content. The holistic learning environment enhanced my knowledge, skills, and confidence to engage in the modern landscape as a 21st Century Anishnabe.”
Starr McGahey-Albert
Ojibwe from Chippewas of the Thames
M.Ed. Alumni

Starr has been employed by the Chippewas of the Thames First Nation Board of Education for 19 years. She now holds the position of Education Coordinator. Starr served as an elected official in her community for over 10 years, eight of them as a Councillor. She is an active member of her community. A proud mother of two children, Shawnah and Richie, and wife of 16 years to a wonderful husband, Clint.

Faye Summers
Oneida Nation, Turtle Clan
M.P.Ed. student

“The M.P.Ed. program has allowed me to reflect on my own teaching practices and given me a more thorough understanding of Aboriginal Education. I believe I can help my community follow a path that is unique to our people and provides us with our own successes.”

Trisha Doxtator-Whiteye
Oneida Nation, Turtle Clan
M.P.Ed. student

“If we can use this program as a tool for creating an education system that works for our First Nations students, then maybe we will see more of our students find their own success.”
Indigenous Research

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. For more information, visit ihwi.uwo.ca

IndigiLINK

IndigiLINK is a professional online network for those interested in Indigenous research and policy worldwide. IndigiLINK is a platform for professionals, advocates, and academics alike to network, share ideas, discuss issues, and collaborate on important projects pertaining to Indigenous research and policy. Community organizations, NGOs and Indigenous services will also benefit from using this helpful tool to conduct organization-to-organization businesses and best practice sharing. IndigiLINK has several tools for collaboration and to inspire discussion, including a forum, document sharing, groups, blogs, video sharing, events, and more. indigilink.com

Aboriginal Education and Employment Council (AEEC)

AEEC was first established in 1991 as a Standing Committee operating at an institutional level, reporting to the Office of the President. AEEC members are comprised of various Aboriginal Stakeholders who provide direction and guidance to the University on Indigenous matters.
The Community
indigenous.uwo.ca

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 2100C
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)
Robin Sutherland