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 three vibrant local First Nations who have longstanding relationships with the land and place we now recognize as London, Ontario:

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

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

**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 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 and student-friendly
Our Guiding Principles

AN INDIGENOUS APPROACH TO SELF-DETERMINATION

Indigenous Logo & Wampum Design

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

- Student lounge, study space, and a quiet area with after-hour access for registered students
- Communal gathering space
- Computer lab with 10 stations and limited complimentary printing, photocopying and telephone
- Fully equipped and stocked kitchen facilities
- Elders’ office/quiet meditation room
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 limited complimentary meal options for students. Students are welcome to energize and engage with one another in a home kitchen community setting with our weekly grocery purchase
- Financial advice/referrals
- Housing/residence referrals and relocation support
- Childcare referrals

For more information, please contact us at is.staff@uwo.ca or call 519-661-4095. We’d 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 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.

Indigenous Student Groups

- First Nations Students Association (FNSA) assists in raising awareness of Indigenous postsecondary matters (fnsa.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.

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 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.

is.staff@uwo.ca

Brent Stonefish
Lunaapæw from the Delaware Nation at Moraviantown
Acting Director
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Myrna Kicknosway
Anishinaabe from Walpole Island First Nation

Bruce Elijah
Ukweh•wé from Oneida Nation

Liz Akiwenzie
Anishinaabe from Chippewas of Nawash

— VISITING ELDERS —

Myrna Kicknosway
Anishinaabe from Walpole Island First Nation

Bruce Elijah
Ukweh•wé from Oneida Nation

Liz Akiwenzie
Anishinaabe from Chippewas of Nawash
Aboriginal Admission Access Category

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

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

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

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

Academic Transition Opportunities (ATO) Program

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

ATO Programming includes:

- Academic counselling and advocacy through individual meetings with a counsellor every term
- Tutor support available through drop-in and by appointment
- Indigenous Circles of Support Program peer support
- Orientation workshops
- 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 | abragg22@uwo.ca | 519-661-4095
Indigenous Community Outreach

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

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.

indigenousweek.uwo.ca

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.

2015 - 2016 Award Recipients

Danielle Robinson (Undergraduate)
Amya Bimashka Pucan (Graduate)
First Nations Studies Program

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

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

As an interdisciplinary program, it provides scholars with multiple points of reference to examine key issues such as history, language, politics, psychology, cultural studies, health, environment, sociology, arts, economics and education. This approach attempts to reach a greater 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
firstnationsstudies.uwo.ca
Dr. Susan M. Hill
*Mohawk Nation, Six Nations of the Grand River*

*Associate Professor, History and 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.”

Logan Smith
*Mohawk Nation, Six Nations of the Grand River*

*First Nation Studies and Political Science*

“She:kon, I am Kanyen:kéhaka (Mohawk), my clan is a’ńo:wara (turtle), and I come from Six Nations of the Grand River Territory. My faculty is Social Science and I am currently completing a double major in First Nations Studies and Political Science. I’m attending Western University because of two goals that I have laid out for myself: the first being that I was going to do something important for my own people; and the second being that I was going to help create a better life for all Indigenous people as a whole. Completing my undergraduate degree is the first step that will help me achieve the two goals that I have laid out for myself. Lastly, I would like to say that I am very appreciative of Indigenous Services and all of their staff for helping me succeed in university, Nia:wen.”
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
Indigenous Students

Keesis Nadjiwon
Chippewas of Nawash First Nation at Neyaashiinigmiing

Faculty of Arts and Humanities, Women’s Studies

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

Maria Sinclair
Pimicikamak Cree Nation

Faculty of Education, Bachelor of Education program

“Tansi! My name is Maria Sinclair and I am First Nations Cree from Pimicikamak First Nation (Northern Manitoba). I am currently in my second year of the 2-year Bachelor of Education program at Western University and I am hoping to apply for the Masters of Professional Education the following year. I am blessed that I was introduced to the Indigenous Services here at Western because I somehow didn’t feel complete when I was working only on my Childhood and Social Institutions Honors Specialization Major at King’s University College. After visiting Indigenous Services, they asked me why I wasn’t doing a minor or major in First Nations Studies. They made me believe that it was very possible for me to do a double major and now I am a proud owner of a unique degree of an Honors Specialization in Childhood and Social Institutions, and a Major in First Nations Studies. I aspire to become a primary/junior school teacher in my home community.”

Megan Nahmabin
Aamjiwnaang First Nation

Faculty of Social Science, First Nations Studies and Thanatology

“Aanii, Boozhoo! My name is Megan and I am from Aamjiwnaang First Nation. I am currently entering the third year of my Social Science degree with a double major in First Nations Studies and Thanatology. Upon the completion of my degree, I plan to further my studies at the University of Toronto where I hope to be accepted into the Masters of Social Work, Indigenous Trauma and Resiliency program. My interest in the study of Thanatology (death) began after having the opportunity to work at St. Joseph’s Hospice in Sarnia, Ontario as a summer student. My entire perspective on life changed during those summers and my long term aspirations were no longer shielded by uncertainty. When all is said and done, my goal is to become a Bereavement/Grief Counselor for First Nations youth. Words of advice to always remember: It’s never too late to pursue your educational career. Never give up!”
Gordon Paquette  
Slate Falls First Nation  
First Nation Studies, Social Justice and Peace program

"I am from the remote northern Nishinaabe (Ojibway) community of Slate Falls First Nation and am in the First Nations Studies and the Social Justice and Peace Studies programs. Growing up in an isolated community then moving to London, presented unique challenges to me as an Indigenous person. My decision to attend Western was a way to try and learn and understand how Western and Indigenous world views can better relate. I have met many interesting people from different walks of life throughout all of my classes. Indigenous Services has been invaluable to me as an Indigenous student because it has provided me with a place to go where there are other Indigenous students and faculty and where I could feel a vibe that felt closer to home. Attending Western to study has had a very positive effect in my life."

Kelly Geris  
Oneida Nation of the Thames  
King’s University College, Bachelor of Social Work program

"My name is Kelly and I am entering my 4th year of studies. I am wolf clan from the Oneida Nation of the Thames. I recently completed three years at Western’s main campus studying First Nations Studies. This year I am a student at King’s University College in the Honors Bachelor of Social Work program. I hope to eventually work in a First Nations community with individuals struggling with addictions and mental illness. Indigenous Services has supported me in my educational journey by helping me set goals and achieve them. I am forever grateful for all of the support that Indigenous services and their staff have offered me on this journey."

Katrina Petahtegoose  
Atikameksheng Anishnawbek  
Faculty of Engineering

"My name is Katrina Petahtegoose and I am a First Nation Ojibway from the Atikmeksheng Anishnawbek band. My community is in Whitefish Lake, Ontario; however, I was born and raised in Leamington, Ontario. I’m currently in my second year studying Chemical Engineering in the Faculty of Engineering. My goal is to become an accredited Professional Engineer (P.Eng.). My passion focuses on waste-water management, as well as the development of cosmetic and hygienic products we use in our everyday lives. In the future I would like to pursue a career in either of these fields. My transition into university during first year was filled with challenges and personal hardships, but thanks to Indigenous Services I have been shown immense amounts of support and found my “home away from home.” I am forever thankful for the support I receive at Indigenous Services and the lifelong friendships I’ve made."
Indigenous Faculty Members

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. Brent [Ahnunganhs] 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. 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 – ivery.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.”

Faculty of Law

Indigenous Pathways

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

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

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

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

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

Students who have completed an undergraduate degree can pursue advanced studies and focus on specific academic areas or professions through our School of Graduate & Postdoctoral Studies. Western offers more than 70 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.

Stephanie McConkey
Oneida, Six Nations of the Grand River
Masters of Science, Epidemiology

“She:koli! Hello! My name is Stephanie McConkey. I am mixed-blood, Oneida nation and a member of Six Nations of the Grand River. I was born and raised in Brantford, Ontario and have been a student at Western University for the past six years. I have completed a Bachelor of Arts with an Honors Specialization in Kinesiology and a Master’s in Public Health (MPH). I am currently in my second year of a Master’s of Science in Epidemiology developing a thesis project on my biggest passion – Indigenous health. I am hoping to analyze quantitative data from a larger community project to understand whether the integration of traditional medicines and healing practices and conventional medicine would benefit Indigenous health (perceived health status and health balance). After I complete my second Master’s degree, I am hoping to continue on to complete a PhD.”

Shelley White
Qalipu Mi’Kmaq First Nations Band in Newfoundland.
Doctor of Dental Surgery, Schulich School of Medicine and Dentistry

“Hello! I am a third year student attending Schulich School of Dentistry working towards a Doctor of Dental Surgery (DDS) degree. I hope to one day work alongside the men and women of the Canadian Armed Forces as a Dental Officer. Previously, I spent 13 years working with the Canadian Forces as a civilian dental assistant and returned to school as a mature student to fulfill my dreams to become a dentist. When I am not spending time with my husband and two children, I enjoy spending time outside running, camping and gardening. For any students considering dentistry at Western, I would say that being a part of the Indigenous Services student community has many benefits. It has provided me with a quiet, relaxed study location as well as mentorship and support both academically and emotionally.”
Master of Professional Education (MPEd) Program - Leadership in Aboriginal Education

This course-based master’s program prepares educators for a range of leadership roles in schools, school systems, colleges, adult learning settings, and related agencies. In addition to a thorough grounding in the theories and practices of leadership, graduates of the program will have a comprehensive understanding of Indigenous knowledge and pedagogy, and the historical and contemporary conditions of Aboriginal education in Canada. A specific 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

Juanita Muise
Qalipu Mi’Kmaq First Nation, NL
Faculty of Education, Master of Professional Education, Leadership in Aboriginal Education

“My name is Juanita Muise, my spirit name Shining Moon Woman, and I’m currently completing the second year of my master’s in the field of Aboriginal Educational Leadership. I am interested in how Indigenous knowledge systems are being accessed, gathered, and used by educational leaders in the public school system. My research focus is on the role Ontario principles play in integrating Indigenous Perspectives into their school culture. After I complete my master’s, I plan on developing an urban Indigenous organization that uses the arts as an educational tool to break down community barriers towards reconciliation. In my journey at Western, IS has not only been supportive but also a place to connect spiritually with elders, students and staff.”

Natalie Fletcher
Turtle Clan, Caldwell First Nation
Faculty of Education, Master of Professional Education, Leadership in Aboriginal Education

“Aanii, my name is Natalie Fletcher and I am Turtle Clan from Caldwell First Nation. I am currently in my second and final year of the Aboriginal Educational Leadership, Master of Professional Education program. I work full time as a Post-Secondary Counsellor with Southern First Nations Secretariat. Over the years I have come to know the staff at Indigenous Services and I admire their dedication to the students and their success. As a Western graduate student, I appreciate the support that is available to me through Indigenous Services and through the Faculty of Education. I have the honour of being with an amazing cohort of learners in the MPEd program, who have become my second family and cherished friends. I have so many people to thank for contributing to my educational journey and for making it a truly rewarding experience.”

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

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

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

Vision

The Indigenous Food and Medicine Garden is an outdoor space that aims to foster a welcoming and inclusive community within Western University.

The vision is to promote Indigenous presence, Indigenous Knowledge exchanges, community involvement, and cross-cultural relationship building, while engaging in growing Indigenous organic and sustainable foods and plants for future generations. The garden also aims to promote farming practices and sharing teachings of Indigenous peoples of the local region. This student-led initiative is supported through Indigenous Services.

Goals

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

Indigenous Postsecondary Education Council (IPEC)

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

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). The Indigenous Strategic Plan is currently in its final draft stages, and will launch early 2017.

For more information: 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 across Canada.

We urge all interested in attending to apply. For more information, visit ihwi.uwo.ca.
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?
- If you are a Western student, you may wish to participate and count yourself in by logging into student.uwo.ca.

3 Easy Steps:

1. Choose to self-identify as an Aboriginal student
2. Complete the online survey
3. Visit Indigenous Services (optional)

Why?
- Help Indigenous Services gain a greater understanding of Aboriginal students at Western and be in a better position to enhance programs and services
- Connect with the Aboriginal community on-campus by receiving regular updates regarding Indigenous Services’ events and news
- 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.
indigenous.uwo.ca
www.facebook.com/westernuIS
#westernuIS

Contact Indigenous Services by:

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

**Fax:**
519-850-2578

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

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

**Photography:**
Spirit Hands Photography (Robert Snache)
Piyesiwak Music, Film, & Photography
www.piyesiwak.com