Indigenous Viewbook 2015

indigenous.uwo.ca
Western University is home to a growing Indigenous population. Every year, Western welcomes a large number of incoming Indigenous students pursuing diverse fields of study and returning to their communities 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 presence to over 500 Indigenous students
- 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 greater London area
- London is an affordable city in comparison to other major Canadian cities

For more information about Western’s campus and academic programs, visit www.uwo.ca
**Vision**

Indigenous peoples are engaged 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 throughout the University
- Increase Indigenous outreach, access, and community engagement
- 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 design a new logo for Indigenous Services. 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 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 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.
Indigenous Services — Our Campus Space

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 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 Staff

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

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

Indigenous Viewbook 2015 | Western University
Indigenous Services Programs and 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, and much more;
- 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.

Recruitment, Admission and Transition
- Pre-application and admissions support for prospective students;
- Customized individual or group campus tours, 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

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 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.
Indigenous Youth Outreach

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

Indigenous Services was the recipient of the Diversity, Race Relations Inclusivity Award from the City of London in 2013.
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.

If you have any questions or to find out more about Indigenous Services at Western, please visit our website or call us at:

Website: indigenous.uwo.ca
Telephone: 1-519-661-4095
Toll free: 1-888-661-4095
Email: is.staff@uwo.ca

Academic Transition Opportunities 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 Peer Mentoring Program peer support;
- Academic related workshops, information and training sessions;
- Access to Visiting Elders and Traditional Helper supports;
- Access to Indigenous Services Learning Resource Centre and kitchen facilities;
- Access to cultural programming (e.g. drum making, drumming/singing, beading, language classes, and cooking);
- Work-study opportunities.

For more information contact:

Mandy Bragg
abragg22@uwo.ca
519-661-4095
First Nation Studies Program

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

First Nation 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 Fehr**

[firstnationsstudies.uwo.ca](http://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, Alumni
Mohawk from Tyendinaga, Mohawk Territory
Honours Specialization, First Nations Studies

Future Plans: Land Claim Negotiations
Passions and Interest: Learning my language and Mixed Martial Arts (MMA) training
Indigenous Students

Gabrielle Heil
Oneida Nation of the Thames
Faculty of Health Science enrolled in the Bachelor of Science in Nursing program
“I have been a student at Western since 2010 and I love it here! I enjoy scrap booking, reading, and being active. I often volunteer with various events/organizations and I am a big sister through Big Brothers and Big Sisters. After completing my degree and writing a licensing exam, I will be a Registered Nurse (RN). I plan to further my education within the health care field by completing a Masters in Nursing or the Nurse Practitioner program. It is my dream to use my medical knowledge combined with an understanding of traditional teachings and to help my community and other First Nations communities optimize their health and well-being. Being a part of the Indigenous community at Western University means having a place to call home and people to call your family.”

James Dent
Algonquin First Nation
Faculty of Engineering Specializing in Electrical
“I am interested in maintaining a healthy lifestyle through sports such as hockey and spending time outdoors and with family. Post-secondary is important to me because it gives the best opportunity to succeed and advance in the real world. It helps you develop problem solving skills along with the proper ethics needed to be successful in the workforce.”

Mercedes Bomberry
Six Nations of the Grand River
Faculty of Science, Medical Sciences
“My hobbies are reading, music, sports, and graphic design. My future goals are to complete medical school and specialize as a surgeon. I thoroughly enjoy learning and postsecondary education is preparing me for the challenges I will face in my career. I stand proud of who I am and where I come from. It also gives me a sense of unity and support with others in Indigenous Services.”
Genevieve Fisher, Alumni
Ojibway from Chippewas of the Thames First Nation
Bachelor of Arts Degree, Popular Music Studies and First Nations Studies
“For those of you who don’t know me, I am a Canadian country singer. During my educational studies I continued to focus on my music career. During my four years at Western I released 3 songs to Canadian Country radio, all of which hit the top 50 on the National charts. Being able to follow my dream while studying made me aware that anything is possible. Although there were moments of stress, I had such wonderful support from the staff at Indigenous Services. My hope is to inspire people with my music and become a highly recognized international country artist. I love music, and I love performing. I am proud to be an Indigenous woman and encourage all to follow your dreams. Anything is possible!”

Zeeta Lazore-Cayuga
Mohawk and Bearfoot Onondaga from Six Nations and Akwesasne
Double Major in First Nation Studies and Political Science, Faculty of Social Science
“I love music and singing and I have been part of the Women’s Indigenous Singing Group at Western, which has been one of the best experiences of my life. My long-term goals are still unfolding with hope to either go to Law school or take time off to work with the Indigenous community. I believe education is a tool that fosters positive change and presents us with opportunities. Indigenous Services has been instrumental during my time at Western. Through relationships with staff and students who utilize the space, I have felt a sense of community that is supportive and inclusive.”

Dan Moreau
Métis, Whitby, Ontario
Kinesiology: Honors Double Major with the Faculty of Health Sciences
“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.”
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. Brent [Ahnungoonh] Debassige, Caribou Clan
Anishinaabe of MíChigeeng 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. 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 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.”
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 Métis People in Canada. Our School has made an effort to encourage more Indigenous individuals to consider a career in medicine and dentistry. We do this by providing pathways to increase the enrolment of Indigenous students into the Doctor of Medicine and Doctor of Dental Surgery Program. We work closely with Western’s Indigenous Services to provide prospective and current students with support and counselling to facilitate their success.

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

For more information about applying to Schulich’s MD and DDS programs, please visit: [http://schulich.uwo.ca/medicine/undergraduate/future_students/index.html](http://schulich.uwo.ca/medicine/undergraduate/future_students/index.html) for Medicine and [http://www.schulich.uwo.ca/dentistry/dds#Admission](http://www.schulich.uwo.ca/dentistry/dds#Admission) for Dentistry.

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 experiences. 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.

Bimadoshka Pucan
Anishinaabe-kwe from Saugeen First Nation #29.
Masters in Public Health

“My plans are to complete a PhD in Medical Anthropology. My hobbies are War of 1812 research and re-enactments, jingle dress dancing, history and storytelling. I want my children to see the importance of education. I want to show them that anything is possible when we are determined to be the change we want to see in the world. I am proud to be Anishinsabe-kwe and I want other Indigenous people to know that we can build connections while we are away from our home communities. I have excelled at Western because of the support I received through Indigenous Services.”

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

Brescia University College
brescia.uwo.ca

Huron University College
huronuc.ca

King’s University College
kings.uwo.ca
Leadership in Aboriginal Education, Master of Professional Education Program (MPEd.)

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.

“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
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.”

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.
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
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 will engage 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).

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.

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 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.
indigenous.uwo.ca
www.facebook.com/WesternUIS
#WesternUIS

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:
  - 8:30 am - 4:30 pm

- May - August:
  - 8:30 am - 4:00 pm

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