# Senate

# Notice of Meeting

Ronald D. Schmeichel Entrepreneurship and Innovation, Room 4106

Friday, June 5, 2026, 1:30 p.m. - 4:30 p.m.

Senate attendees are reminded that as per section IV.6 of the Senate By-Laws, only Senators or official Senate Observers may speak at Senate.

The By-laws provide a process where, in exceptional circumstances, a guest may be granted speaking privileges at Senate.

The Senate By-Laws are available on the Secretariat website:
https://uwo.ca/univsec/pdf/senate/bylaws.pdf

Western UNIVERSITY · CANADA

**Senate - June 5, 2026**

**Agenda**

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| **1.0 Land Acknowledgement** | |
| **2.0 Approval of the Minutes of the Previous Meeting** | Approval |
| **3.0 Report of the President** | Information |
| **3.1 Report of the Board Chair** | Information |
| **4.0 Report of the Provost** | Information |
| **5.0 Report of the Vice-President (Research)** | Information |
| **6.0 Report of the Operations /Agenda Committee (S. Roland)** | Information |
| **6.1 School of Graduate and Postdoctoral Studies: Revisions to the Faculty Council Constitution** | Approval |
| **6.2 Questions for Senate** | Information |
| **7.0 Report of the Nominating Committee (G. Little)** | |
| **7.1 Membership – Senate Committee on Academic Curriculum and Awards (ACA)** | Action |
| **7.2 Membership – Subcommittee on Undergraduate Academic Courses (SOC)** | Action |
| **7.3 Membership – Senate Committee on University Planning (SCUP)** | Action |
| **7.4 Membership – University Research Board (URB)** | Action |
| **7.5 Membership – Senate Review Board Academic (SRBA)** | Action |
| **7.6 Membership – Distinguished University Professor Selection Committee** | Action |
| **8.0 Report of the Senate Committee on Academic Policy (K. Yeung)** | |
| **8.1 Introduction of a Policy on Western International College** | Approval |
| **8.2 School of Graduate and Postdoctoral** | Approval |

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| **Studies: Introduction of a Policy on Academic Consideration – Graduate Students** | |
| **9.0 Report of the Senate Committee on Academic Curriculum and Awards (A. Johnson)** | |
| **9.1 School of Graduate and Postdoctoral Studies: Introduction of a Master of Physician Assistant Studies** | Approval |
| **10.0 Report of the Senate Committee on University Planning (S. Schmid)** | |
| **10.1 Campus Development and Open Space Strategies** | Approval |
| **11.0 Report of the University Research Board (P. Pexman)** | |
| **11.1 Annual Report of the Vice-President (Research)** | Information |
| **12.0 Report of the Academic Colleague (S. Roland) - No Report** | |
| **13.0 Unanimous Consent Agenda** | Approval |
| **13.1 Items from the Operations/Agenda Committee** | |
| **13.1(a) Revisions to the Appointment Procedures for Senior Academic and Administrative Officers of the University** | Approval |
| **13.1(b) Revisions to the Senate Election Procedures** | Approval |
| **13.1(c) Senate Membership – Vacancies Filled by Appointment** | Information |
| **13.1(d) Senate membership – Graduate Student** | Information |
| **13.2 Items from the Senate Committee on Academic Policy** | |
| **13.2(a) Revisions to the Policy on "Letter of Permission"** | Approval |
| **13.2(b) Revisions to the "General Policy on Scholarships, Awards, Prizes"** | Approval |
| **13.2(c) School of Graduate and Postdoctoral Studies: Revisions to the Procedure for Thesis Formats and Content** | Information |

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| **13.2(d) Faculty-Specific Undergraduate Sessional Dates (2026-2027): Honours Business Administration, Ivey Business School** | Information |
| **13.3 Items from the Senate Committee on Academic Curriculum and Awards** | |
| **13.3(a) Faculty of Arts and Humanities:** | |
| **13.3(a)(i) School for Advanced Studies in the Arts and Humanities: Renaming of and Revisions to the Major in SASAH and the Honours Double Major with SASAH/HBA** | Approval |
| **13.3(a)(ii) Department of English and Writing Studies: Withdrawal of the Diploma in Writing and the Diploma in Professional Communication** | Approval |
| **13.3(b) Schulich School of Medicine & Dentistry: Transfer of One Health Modules and Courses from the Department of Pathology and Laboratory Medicine to the Department of Epidemiology and Biostatistics** | Information |
| **13.3(c) School of Graduate and Postdoctoral Studies:** | |
| **13.3(c)(i) Major Modification to the Doctor of Education** | Approval |
| **13.3(c)(ii) Major Modification to the Doctor of Philosophy in English** | Approval |
| **13.3(c)(iii) Major Modification to the Master of Environment and Sustainability** | Approval |
| **13.3(c)(iv) Major Modification to the Master of Science and Doctor of Philosophy in Epidemiology and Biostatistics (Biostatistics Field of Study)** | Approval |
| **13.3(c)(v) Major Modification to the Master of Physical Therapy** | Approval |
| **13.3(d) Introduction of an Articulation Agreement for Admission of Graduates from the Nutrition and Healthy Lifestyle** | Approval |

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| **Promotion Diploma Program at Humber College into the Bachelor of Science (Foods and Nutrition) Program at Western** | |
| **13.3(e) Introduction of an Articulation Agreement for Admission of Graduates from the Food and Nutrition Management Diploma Program at Humber College into the Bachelor of Science (Foods and Nutrition) Program at Western** | Approval |
| **13.3(f) Report of the Subcommittee on Undergraduate Academic Courses (January-May 2026)** | Information |
| **13.3(g) New Donor-Funded Scholarships, Awards and Prizes** | Information |
| **13.3(h) New Western-Funded Scholarships, Awards and Prizes** | Information |
| **13.4 Items from the Senate Committee on University Planning** | |
| **13.4(a) Name Change Proposal for the Department of Languages and Cultures** | Approval |
| **13.4(b) Report on Promotion, Tenure and Continuing Appointment** | Information |
| **13.4(c) Annual Report on Information Security** | Information |
| **13.5 Items from the University Research Board** | |
| **13.5(a) Annual Report on Research Ethics and Compliance** | Information |
| **13.6 Announcements and Communications** | |
| **13.6(a) Election Results** | Information |
| **14.0 Items Removed from the Consent Agenda** | |
| **15.0 Question Period** | |
| **16.0 New Business** | |

## Land Acknowledgement

**Action:** ☐ Approval ☒ Information ☐ Discussion

Laura Graham will offer a land acknowledgement or other observance.

Offering a land acknowledgment was adopted as a standard practice at Senate on December 9, 2016.

Dr Christy Bressette, the Vice-Provost and AVP (Indigenous Initiatives), has indicated that it is important to remind ourselves regularly of our commitment to reconciliation and decolonisation, and to ensure that these objectives remain central in our collegial decision-making.

In the spring of 2021, the recommendation to offer a land acknowledgement was extended to Senate's committees.

Members of OAC were broadly supportive of this practice, while also being mindful that land acknowledgments should be meaningful and dynamic, and not simply a rote exercise.

Some suggestions for practices that might be most meaningful and relevant to Senate and committee meetings are:

- a land acknowledgement
- a reminder of one or more of the TRC Calls to Action, particularly those relating to education
- a reminder of elements of Western's Indigenous Strategic Plan
- a reference to local Indigenous culture or narratives

## Minutes of the Meeting of May 15, 2026

**Action:** ☒ Approval ☐ Information ☐ Discussion

**Recommended:** That the minutes of the meeting held on May 15, 2026, be approved as circulated.

**Documentation Provided:**

Minutes of the May 15, 2026 Meeting

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# MINUTES OF THE MEETING OF SENATE

*Unofficial Until Approved*

**May 15, 2026**

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The meeting was held at 1:33 at the Ronald D. Schmeichel Entrepreneurship and Innovation Building, Room 4106

**SENATORS**:

Y. Al-Ani
C. Alcantara
A. Ali
A. Awawdeh
K. Backtash
P. Barmby
C. Barteet
B. Begg
K. Big-Canoe
S. Boe
A. Bryson
N. Campbell
K. Choi
C. Chung
S. Clarke
K. Coley
S. D'Arcy
L. Davis
M. Davison
M. El-Sakka
G. Fanchini
D. Ferri
R. Gillis
C. Giannacopoulos
L. Graham
M. Green-Barteet
N. Haggerty
N. Harney
D. Heap
J. Herrera
A. Hearn
B. Hill
M. Joanisse
D. Kotsopoulos
M. Kim
M. S. Kim
H. Kirk
M. Khimji
S. Knabe
T. Layton
G. Little
L. Lingard
M. Lebo
B. Lovie
A. Lukawski
J. Makaran
T. Mantler
G. McAuley
L. Melnyk Gribble
M. Modeski
I. Namukasa
A. Nocilla
V. Parsa
A. Pero
R. Ramachandran
W. Ritchie
J. Redden
S. Roland
A. Shchepetkina
N. Silvester
F. Strzelczyk
L. Waller
J. H. Wright
J. Yoo
N. Zabian

**Observers**: S. Hayne Beatty, S. Hendrikx, J. Hutter, S. Lewis, E. Marshall, M. McGlynn, M. Sanita Lima, V. Sarkany, J. Scott, S. Xia

In the absence of the Chair of Senate, Sophie Roland, Vice-Chair of Senate, presided over the meeting.

## LAND ACKNOWLEDGEMENT

J. Makaran offered a Land Acknowledgement.

## MINUTES OF PRIOR MEETING

### ITEM 2.0 – Minutes of the Meeting of April 17, 2026

It was moved by B. Hill, seconded by B. Lovie,

> That the minutes of the meeting of April 17, 2026, be approved as circulated.

CARRIED

It was moved by G. Little, seconded by Y. Al-Ani,

> That M. Joanisse, Vice Chair of the Operations/Agenda Committee be appointed as Chair of Senate for item 6.3.

CARRIED

## REPORT OF THE PRESIDENT

The written report was provided as part of the agenda package and distributed prior to the Senate meeting.

## REPORT OF THE PROVOST

In addition to the written report provided in advance of the meeting, F. Strzelczyk, Provost & Vice-President (Academic), offered a verbal update on several matters, opening with the announcement of the appointment of the incoming Dean of the Faculty of Arts and Humanities, Brett Buchanan, effective August 15, 2026. The Provost also expressed gratitude to I. Paul for her leadership as Acting Dean of the Faculty of Arts & Humanities.

F. Strzelczyk continued her report with an update on the ongoing work toward launching Western International College, including admissions, site preparation and progress made to date. The Provost informed Senate that a small cohort is anticipated for the upcoming intake and reported on the current volume of applications and offers. Further updates on admissions outcomes and related planning will be brought forward at the next Senate meeting in June.

In response to a question received in advance of the Senate meeting, the Provost stated that Western International has no role in student recruitment, which falls under the purview of the Office of the Registrar. Additionally, she clarified that Western International College will not replace the direct admissions pathway to the University.

In response to a request to revisit Western International College enrollment projections in comparison with current numbers, and to a request for available international enrollment

data from peer institutions engaged in similar partnerships with Navitas, the Provost advised that available information will be shared with Senate at the next meeting.

Additionally, the Provost addressed questions concerning the launch and first-year operations of Western International College, including the recruitment process for instructors, minimum class sizes for the inaugural cohort, details on ancillary fees and student orientation.

**ITEM 4.1 – Future of Teaching and Learning: Strategic Action Areas**

S. Lewis, Vice-Provost (Academic Programs), provided an update on the Future of Teaching and Learning Strategic Action Areas, outlining the project's primary goals and objectives. She commented on the work conducted by the Steering Committee and outlined the main recommendations and strategic action areas.

S. Lewis addressed a question of clarification regarding the piloting of a new digital assessment platform and emphasized the importance of having a wide range of assessment tools, while allowing faculty members the flexibility to choose preferred methods.

A question was submitted in advance concerning transparency in the use of generative AI. S. Lewis clarified that this recommendation was made in response to a request from students for greater transparency regarding whether generative AI was used in the development of courses, assessments, or other academic activities.

S. Lewis responded to a question regarding potential resources and supports available for faculty members in implementing the recommendations and stated that the recommendations and proposed actions outlined in the report will serve as the foundation for an operational plan aimed at advancing teaching and learning.

In response to questions of clarification, S. Lewis commented on the responsible and sustainable use of generative AI and reported on consultations with Indigenous faculty members as part of the review and implementation process, noting the importance of incorporating Indigenous perspectives and pedagogical approaches. Additionally, she clarified that a first-year student success toolkit is intended for use by faculty members and commented on the exploration of new assessment platforms and the associated risk assessment process related to their implementation and use.

Lauretta Frederking, Associate Vice-Provost (Graduate and Postdoctoral Studies), addressed a question regarding the strategic action area focused on advancing graduate student success and commented on planned initiatives to enhance student support, including expanded orientation activities and additional resources aimed at improving the graduate student experience. S. Lewis addressed a question on student-supervisor relationships for graduate students, referencing an environmental scan of best practices from peer institutions to identify effective approaches.

In closing her presentation, S. Lewis commented on accessibility and the role of universal design for learning (UDL) and addressed the use of metrics to evaluate the effectiveness of

accessibility and UDL practices, including engagement data, students' feedback and use of flexible assessments and completion rates.

## REPORT OF THE VICE-PRESIDENT (RESEARCH)

A. Allan, Associate Vice-President (Research) provided a report on behalf of the Vice-President (Research) and informed Senate of the appointment of Valerie Oosterveld and the reappointment of Bryan Neff as Associate Vice-Presidents (Research). Additionally, she provided an overview of the main areas within their portfolios, outlining key responsibilities and new priorities, and expressed gratitude to Jacquie Burkell for her service as Associate Vice-President (Research) since 2019.

A. Allan concluded her report by providing an update on the Animal Ethics and Care Program Review, including progress to date and key areas under consideration. In response to a question regarding the reviews and surveys that are planned, A. Allan commented on recent power outages and efforts to minimize their implications for animal care facilities.

## REPORT OF THE OPERATIONS / AGENDA COMMITTEE

On behalf of the Operations/Agenda Committee (OAC), M. Joanisse presented the report of the Committee.

### ITEM 6.1 – Membership – Nominating Committee

Bruce Morton was nominated by OAC and Michael Fox, Rory Gillis, Jose Herrera and Jan Minac were nominated from the floor. An election was held following the Senate meeting and Michael Fox and Rory Gillis were elected to the Nominating Committee as faculty members of Senate for terms from July 1, 2026 to June 30, 2028, and Jose Herrera and Jan Minac were elected to the Nominating Committee as faculty members of Senate for terms from July 1, 2026 to June 30, 2027.

### ITEM 6.2 – Faculty of Social Science: Revisions to the Faculty Council Constitution

It was moved by M. Joanisse,

> That on the recommendation of the Operations/Agenda Committee, Senate approve that effective May 15, 2026, the Council Constitution of the Faculty of Social Science be revised as shown in Item 6.2.

CARRIED

### ITEM 6.3 – Final Report and Recommendations of the *ad hoc* Working Group for the 2025-2026 Governance Review

S. Roland, Chair of the *ad hoc* Working Group for the 2025-2026 Governance Review presented the final report and recommendations of the *ad hoc* Working Group to Senate for its consideration.

In her presentation, S. Roland focused on the goals and objectives of the review, role and engagement of the external governance experts, and extensive consultation processes undertaken. She presented areas considered by the *ad hoc* Working Group and its findings and recommendations. The subsequent discussion highlighted the following points:

- A Senator commented on the recommendation related to student representation on committees and stated that student Senators have support of their constituency and are more engaged and experienced in governance. A. Bryson provided additional context, explaining representation on Senate committees is addressed in their Terms of Reference, where some committees require Senator participation while others do not. She further noted that this approach is intended to distribute workload and ensure broader representation across committees.

- A Senator commented on the recommendation concerning Senators' role and responsibilities, noting that Senators are elected by their constituents and expressing concerns with acting solely in the best interest of the University. A. Bryson clarified that the responsibility of a Senator is to bring forward the perspective of their constituents but when making decisions, they must do so with the best interest of the whole University in mind.

- A Senator raised concerns with respect to the scope of the review and why broader community consultation was not conducted. S. Roland stated that the mandate of the *ad hoc* Working Group and the scope of the review was approved by Senate and commented on the diversity of the groups engaged in consultation, particularly on their experience and knowledge of Senate governance.

- Discussion around concerns regarding the framing of the term "effective" and the absence of explicit reference to "collegial governance," observing that the 2017 review had focused primarily on collegial governance. In a follow-up, a Senator raised concerns that opportunities for improvement had not been addressed. A. Bryson stated that the *ad hoc* Working Group was tasked to assess whether the Senate has the optimal governance structure in place to fulfill its mandate and the term "effective" reflects overall assessment that Senate is functioning well in fulfilling its mandate, while still acknowledging that opportunities for improvement exist.

- In response to a question received in advance, S. Roland explained that the Working Group recommended deferring the review of the new Question Period rules for one year because they were only recently implemented in Spring 2025.

- In response to a question regarding the confidentiality of committees, S. Roland noted that this issue had already been reviewed in 2017, when Senate decided that committee meetings would remain closed, and therefore it was not revisited in the current review.

- In response to a question received in advance, S. Roland clarified that "disengagement" was referenced only in relation to a potential risk based on observed behaviors during the Senate meetings and confirmed that no data were

collected on individual Senator participation or speaking frequency by the Secretariat.

It was moved by D. Ferri, seconded by D. Kotsopoulos,

That Senate receive the Final Report and Recommendations of the *ad hoc* Working Group for the 2025-2026 Governance Review as presented in Item 6.3 and direct the Operations/Agenda Committee to proceed with implementing the recommendations therein.

CARRIED

**ITEM 6.4 – Questions for Senate**

No questions were submitted in advance of the Operations/Agenda Committee meeting for consideration at the May 15, 2026 Senate meeting.

**REPORT OF THE SENATE NOMINATING COMMITTEE**

On behalf of the Senate Nominating Committee, G. Little provided the Nominating Committee report.

**ITEM 7.1 – Membership – Senate Committee on Academic Curriculum and Awards (ACA)**

Elizabeth Finneron-Burns was acclaimed to the Senate Committee on Academic Curriculum and Awards (ACA) as a faculty member for a term from July 1, 2026 to June 30, 2027.

**ITEM 7.2 – Membership – Subcommittee on Undergraduate Academic Courses (SOC)**

No nominations were received for a faculty position on the Subcommittee on Undergraduate Academic Courses (SOC).

**ITEM 7.3 – Membership – Senate Committee on University Planning (SCUP)**

No nominations were received for a faculty position on the Senate Committee on University Planning (SCUP).

**ITEM 7.4 – Membership – University Research Board (URB)**

No nominations were received for the faculty positions on the University Research Board (URB).

**ITEM 7.5 – Membership – Senate Review Board Academic (SRBA)**

No nominations were received for the faculty positions on the Senate Review Board Academic (SRBA).

**ITEM 7.6 – Membership – Distinguished University Professor Selection Committee**

No nominations were received for the faculty positions on the Distinguished University Professor Selection Committee.

**ITEM 7.7 – Selection/Review Committee for the Vice-Provost (Academic Programs)**

Jasmine Antonelli was nominated by the Nominating Committee and Asad Awawdeh was nominated from the floor of Senate to the Selection/Review Committee for the Vice-Provost (Academic Programs). An election was held following the Senate meeting and Jasmine Antonelli was elected on the Selection/Review Committee for the Vice-Provost (Academic Programs).

Shaun Boe, Kate H. Choi, Alfonso Nocilla and Jan Plug were acclaimed to the Selection/Review Committee for the Vice-Provost (Academic Programs).

**REPORT OF THE SENATE COMMITTEE ON ACADEMIC POLICY**

On behalf of the Senate Committee on Academic Policy, N. Campbell presented the Policy report.

**ITEM 8.1 – Revisions to the Policies on "Requests for Relief from Academic Decisions" (and its Associated Procedures), "Scholastic Offences", and "Senate Review Board Academic Appeals" (and its Associated Procedure)**

It was moved by N. Campbell,

> That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 1, 2026, the following policies be revised as shown in Item 8.1.
>
> Requests for Relief from Academic Decisions
> Scholastic Offences
> Senate Review Board Academic Appeals

CARRIED

**ITEM 8.2 – Policy Amendments Relating to Western International College**

It was moved by N. Campbell,

> That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 1, 2026, the following policies be revised as shown in Item 8.2.
>
> Structure of the Academic Year
> Registration and Progression in Three-Year, Four-Year and Honours Programs

Academic Advising for Undergraduate Students
Course Load

CARRIED

**REPORT OF THE UNIVERSITY RESEARCH BOARD**

On behalf of the University Research Board (URB), A. Allan presented the URB report and commented on the work conducted at the last URB meeting, including the updates on the Western Postdoctoral Fellowship Program and the Western Research Scholars Academy.

**ITEM 12.0 – Academic Colleague Report**

The written report was provided as part of the agenda for the meeting.

**CONSENT AGENDA ITEMS**

**REPORT FROM THE OPERATIONS/AGENDA COMMITTEE**

**Information Items Reported by OAC on Unanimous Consent:**

- Item 13.1(b) – Senate Membership – Vacancies Filled by Appointment

**REPORT FROM THE SENATE COMMITTEE ON ACADEMIC POLICY**

**ITEM 13.2(a) – Faculty of Law: Revisions to the Policy on "Admission – Law"**

It was moved by S. Boe, seconded by Y. Al-Ani,

> That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 1, 2026, the policy on "Admission – Law" be revised as shown in Item 13.2(a).

CARRIED BY UNANIMOUS CONSENT

**ITEM 13.2(b)(i) – Faculty of Health Sciences, Arthur Labatt Family School of Nursing: Revisions to the Policy on "Nursing Applicants"**

It was moved by S. Boe, seconded by Y. Al-Ani,

> That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective May 1, 2026, the policy on "Nursing Applicants" be revised as shown in Item 13.2(b)(i).

CARRIED BY UNANIMOUS CONSENT

**ITEM 13.2(b)(ii) – Faculty of Health Sciences, Arthur Labatt Family School of Nursing: Revisions to the Policy on "Progression Requirements – Nursing"**

It was moved by S. Boe, seconded by Y. Al-Ani,

> That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 1, 2026, the policy on "Progression Requirements – Nursing" be revised as shown in Item 13.2(b)(ii).

CARRIED BY UNANIMOUS CONSENT

**ITEM 13.2(d) – Revisions to the Policy on "Definitions of Types of Examinations"**

It was moved by S. Boe, seconded by Y. Al-Ani,

> That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 1, 2026, the policy on "Definitions of Types of Examinations'" be revised as shown in Item 13.2(d).

CARRIED BY UNANIMOUS CONSENT

**ITEM 13.2(e) – Revisions to the Policy on "Certificates, Diplomas and Micro-credentials"**

It was moved by S. Boe, seconded by Y. Al-Ani,

> That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective May 15, 2026, the policy on "Certificates, Diplomas and Micro-credentials" be revised as shown in Item 13.2(e).

CARRIED BY UNANIMOUS CONSENT

**ITEM 13.2(f)(i) – School of Graduate and Postdoctoral Studies: Revisions to the Policy on "Graduate Degree Admissions"**

It was moved by S. Boe, seconded by Y. Al-Ani,

> That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective May 15, 2026, the policy on "Graduate Degree Admissions" be revised as shown in Item 13.2(f)(i).

CARRIED BY UNANIMOUS CONSENT

**ITEM 13.2(f)(ii) – School of Graduate and Postdoctoral Studies: Withdrawal of the Policy on "Interdisciplinary Combined PhD Option" and Revisions to "Registration in Graduate Programs", "Convocation; Graduation Diplomas and Certificates", and "Assessing Student Progress in Multi-Year Research-Based Graduate Programs"**

It was moved by S. Boe, seconded by Y. Al-Ani,

> That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 1, 2026, the policy on "Interdisciplinary Combined PhD Option" and its associated Procedure for the Interdisciplinary Combined PhD Option be withdrawn; and
>
> That the policy on "Registration in Graduate Programs" be renamed as the policy on "Registration and Progression in Graduate Programs" and that the policy be revised as shown in Item 13.2(f)(ii); and
>
> That the policies on "Convocation; Graduation Diplomas and Certificates" and "Assessing Student Progress in Multi-Year Research-Based Graduate Programs" be revised as shown in Item 13.2(f)(ii).

CARRIED BY UNANIMOUS CONSENT

**Information Items Reported by Policy Committee on Unanimous Consent:**

- Item 13.2(c) – Schulich School of Medicine & Dentistry: Revisions to the Policy on "Progression Requirements – Dentistry"
- Item 13.2(f)(iii) – School of Graduate and Postdoctoral Studies: Revisions to the SGPS Regulation: Supervision
- Item 13.2(f)(iv) – School of Graduate and Postdoctoral Studies: Revisions to the SGPS Regulation: SGPS Membership

**REPORT FROM THE SENATE COMMITTEE ON ACADEMIC CURRICULUM AND AWARDS**

**ITEM 14.3(a) – Faculty of Health Sciences, Brescia School of Food and Nutritional Sciences: Revisions to Family Studies and Human Development Modules**

It was moved by S. Boe, seconded by Y. Al-Ani,

> That on the recommendation of ACA, Senate approve that effective September 1, 2026, the following Family Studies and Human Development modules, offered by the Brescia School of Food and Nutritional Sciences in the Faculty of Health Sciences, be revised as shown in Item 13.3(a).
>
> Honours Specialization in Family Studies and Human Development – BA (Human Ecology)
> Specialization in Family Studies and Human Development – BA (Human Ecology)
> Major in Family Studies and Human Development – BA (Human Ecology)

Minor in Family Studies and Human Development

CARRIED BY UNANIMOUS CONSENT

**ITEM 14.3(b) – Schulich School of Medicine & Dentistry: Revisions to the Doctor of Dental Surgery Program**

It was moved by S. Boe, seconded by Y. Al-Ani,

> That on the recommendation of ACA, Senate approve that effective September 1, 2026, the Doctor of Dental Surgery program, offered by the Schulich School of Medicine & Dentistry, be revised as shown in Item 13.3(b).

CARRIED BY UNANIMOUS CONSENT

**ITEM 14.3(c) – School of Graduate and Postdoctoral Studies: Major Modification to the Master of Science in Occupational Therapy**

It was moved by S. Boe, seconded by Y. Al-Ani,

> That on the recommendation of ACA, Senate approve that effective May 1, 2027, the Master of Science in Occupational Therapy be revised as shown in Item 13.3(c).

CARRIED BY UNANIMOUS CONSENT

**ITEM 14.3(d) – Introduction of an Articulation Agreement for Admission of Graduates from the Nutrition and Food Service Management Diploma Program at Conestoga College into the Bachelor of Science (Foods and Nutrition) Program at Western**

It was moved by S. Boe, seconded by Y. Al-Ani,

> That on the recommendation of ACA, Senate approve that effective May 1, 2026, an articulation agreement for admission of graduates from the Food Service Management Diploma Program at Conestoga College into the Bachelor of Science (Foods and Nutrition): Honours Specialization in Nutrition and Dietetics, Honours Specialization in Foods and Nutrition, or Specialization in Foods and Nutrition at Western be introduced as shown in Item 13.3(d).

CARRIED BY UNANIMOUS CONSENT

**Information Items Reported by ACA on Unanimous Consent:**

- Item 13.3(e) – Report of the Subcommittee on Program Review – Undergraduate: Cyclical Review of the Undergraduate Program in Disability Studies (King's University College)
- Item 13.3(f) – Report of the Subcommittee on Program Review – Graduate: Cyclical Review of the Graduate Program in Biology
- Item 13.3(g) – New Donor-Funded Scholarships, Awards, and Prizes

## ANNOUNCEMENTS AND COMMUNICATIONS

**The following items reported through Announcements and Communications were received for information by unanimous consent:**

- Item 13.4(a) – Election Results – Senate Committees
- Item 13.4(b) – Academic Administrative Appointments

## QUESTION PERIOD

The full text of the questions submitted in advance of the meeting was posted in the Agenda at Item 15.0 prior to the meeting. The questions were addressed during the agenda.

## ADJOURNMENT

The meeting adjourned at 3:45 p.m.

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| S. Roland | A. Bryson |
| Chair | University Secretary |

To: Senators

From: Alan Shepard

Date: May 29, 2026

Re: Monthly report for June 2026

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Dear Senators,

Following are some noteworthy developments since my last report for the Senate meeting of May 15, 2026.

**New provincial funding:** on May 27, the Ontario government announced funding for an additional 40,000 new spaces across the province in high-demand programs such as health care, teaching, science, technology, engineering, and skilled trades. This is on top of funding previously announced to expand programs by 30,000 seats. The Ministry has requested proposals from institutions by the end of June.

**Western joins Distributed Storage and Compute Grid:** Western is one of seven institutions across Canada that will host new shared research infrastructure through a pilot project led by the Digital Research Alliance of Canada. The grid will deliver a secure, modern, and connected research data ecosystem for Canadian scholars and innovators. It will provide a foundation to improve how research data is received, organized, shared, prepared and analyzed, with a particular focus on artificial intelligence systems.

**Two new Canada Research Chairs, three renewed: Alice Boyle** (Science) was named new CRC in Global Animal Movement Ecology and **Amir Mirzaei** (Science) was named new CRC in Protective Coatings and Functional Thin Films. Three additional CRCs were renewed: **Barbara Fenesi** (Education), **Marco Prado** (Schulich), and **Jessica Prodger** (Schulich).

**Western joins NeurotechEU alliance:** the first non-European university to become part of NeurotechEU as a global partner, Western has joined nine European universities focused on neurotechnology, an emerging field of research that involves the development of new interventions and innovations to understand the brain and diseases affecting it.

**Spring Convocation 2026** is June 8 to 12 at Canada Life Place. More than 6,300 graduands are registered to attend and over 21,000 tickets have been distributed. The program, livestream, and other details are available on a new comprehensive convocation website. Members of the

Western community who wish to join the academic procession are asked to register by **June 1, 2026**.

**Accolades:** Congratulations to the following Western community members who, among others, have received special honours and awards in recent weeks:

- **Miriam Capretz** (Engineering) and **Girma Bitsuamlak** (Engineering) named Fellows of the *Canadian Academy of Engineering*.
- **Joanna Langille** (Law) and **Ryan Liss** (Law) elected to prestigious visiting fellowships at Oxford University.
- **Tarun Katapally** (Health Sciences) appointed to the *Council of Canadian Academies* Expert Panel on the State of Citizen Science in Canada.
- **Ruban Chelladurai** awarded the Marty England Memorial Award from the *Council on University Planning and Analysis*.
- Postdoctoral scholar **Alyssa Cottle** (Music) awarded the 2026 Society for American Music's Cambridge University Press Award.
- Master's students **Emily Moore** and **Chibudo Nwabuisi** received Research Impact Canada Engaged Scholarship Awards, recognizing community engaged research.
- **Derek Adam** (MBA'26) named to *Poets & Quants* 2026 Best & Brightest MBA Students.
- **Kevin Auckland** (BMus'97) appointed new CEO of Thames Valley District School Board.
- **Michael Branco** (BA'99, MBA'10) elected Mayor of the City of Hamilton, Ontario.

**Leadership Updates**

**Brett Buchanan** (MA'99) has been appointed the next Dean of the Faculty of Arts and Humanities, effective August 15, 2026. Thank you to Professor Ileana Paul who will continue as Acting Dean until Professor Buchanan's term begins.

Active academic leadership selection committees are underway for the Deputy Provost, Dean of the Don Wright Faculty of Music, Dean of the Faculty of Information & Media Studies, and Dean of the Faculty of Social Science.

## Report of the Board Chair

**Action:** ☐ Approval ☒ Information ☐ Discussion

With a view to enhancing the relationship between Western's Board of Governors and Senate, and with the recommendation of the Board and the Operations/Agenda Committee, the Chair of the Board presents a report to Senate in respect of matters that have been forwarded to the Board from Senate and other non-confidential matters (i.e., items on the open session agenda) under the Board's consideration in the past months.

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Matters sent to the Board from Senate since the previous report on January 16, 2026:

The Board approved the following, on the recommendation of Senate:

- The introduction of a Doctor of Health Sciences in Interdisciplinary Health Sciences effective September 1, 2026.

The Board received the following reports, providing advice:

- Advice re: Western's Responsible Investing Policy
- Advice re: 2026-27 University Operating and Capital Budgets

The Board received (or will receive by the end of the academic year) the following reports, for information, from Senate:

- Western Libraries Annual Report
- Annual Report on Faculty Recruitment and Retention
- Annual Report of the Office of Academic Quality and Enhancement
- Annual Report of the Vice-President (Research)
- Subcommittee on Enrolment Planning and Policy (SUEPP) Report
- Report of the Subcommittee on Teaching Awards (SUTA): Recipients of Western's Excellence in Teaching Awards for 2025-26
- Honorary Degree Recipients – Spring 2026
- Report of the Academic Colleague
- Academic Administrative Appointments

## Report of the Provost

**Action:** ☐ Approval ☒ Information ☐ Discussion

**Executive Summary:**

Florentine Strzelczyk, Provost & Vice-President (Academic) will provide a verbal report.

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## Report of the Vice-President (Research)

**Action:** ☐ Approval ☒ Information ☐ Discussion

**Executive Summary:**

Penny Pexman, Vice-President (Research), will provide the Annual Report of the Vice President (Research) for the period from July 1, 2024 to June 30, 2025 under item 11.1.

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## School of Graduate and Postdoctoral Studies: Revisions to the Faculty Council Constitution

**Action:** ☒ Approval ☐ Information ☐ Discussion

**Recommended:** That on the recommendation of the Operations/Agenda Committee, Senate approve that effective June 5, 2026, the School of Graduate and Postdoctoral Studies and Graduate Education Council Constitution be revised as shown in Item 6.1.

**Executive Summary:**

These revisions provide more clarity on the role and authority of the School of Graduate and Postdoctoral Studies and the Graduate Education Council in relation to Western's Senate.

Upon review, an unintended omission was realized in postdoctoral scholarship which is the purview of the School of Graduate and Postdoctoral Studies along with graduate education.

Finally, the revised name of a subcommittee of the Graduate Education Council has also been updated.

**Documentation Provided:**

Revisions to the School of Graduate and Postdoctoral Studies and Graduate Education Council Constitution

## SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES AND GRADUATE EDUCATION COUNCIL

**Effective Date:** June 5, 2026 ~~November 14, 2025~~

**Supersedes:** November 14, 2025; April 21, 2023; June 2014

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## SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES (the School)

1.0 The academic and administrative head of the School shall be the Vice-Provost (Graduate and Postdoctoral Studies) (the Vice-Provost). The Vice-Provost shall be assisted by Associate Vice-Provosts whose appointments shall be recommended by the Vice-Provost following selection in accordance with the *Appointment Procedures for Senior Academic and Administrative Officers of the University* and approved by the President & Vice-Chancellor.

2.0 Members in the School shall normally be those persons with an academic appointment at The University of Western Ontario and its Affiliated University Colleges who have been approved for membership in accordance with the policies and guidelines established and approved by the Graduate Education Council. They shall normally be of the rank of assistant professor or above and shall be of such academic achievement, experience, and distinction as to enable them to undertake the instruction and/or supervision of students registered in the nominating graduate program.

2.1 Recommendations for membership in the School shall be upon nomination from the chair or director of the graduate program to the head of the nominee's home unit(s) or designate.

3.0 Graduate students in the School shall be those students who are registered in the School, having been admitted to an approved program at The University of Western Ontario. Admission to such programs is in accordance with the admission requirements of the School and the graduate program as approved by Senate ~~and the policies and guidelines established and approved by the Graduate Education Council~~.

## GRADUATE EDUCATION COUNCIL (the Council)

4.0 There shall be a Graduate Education Council of the School responsible and advisory to the Senate. The Council shall~~:~~

a) Advise Senate on all matters under the jurisdiction of the Senate which are pertinent to graduate education or which are referred to the Council by the Senate, and shall determine policy on all such matters if so delegated by the Senate.

b) serve as a central forum to approve or recommend to Senate academic policies as determined by Senate and set out in the "Approving Authority Document".

c) provide a representative and open forum for discussion and sharing of information and topics related to graduate education and postdoctoral scholarship. ~~and give advice on any aspect of graduate education~~.

4.1 The Council shall be composed of:

a) the following ex officio (voting) members:
   (i) Vice-Provost (Graduate and Postdoctoral Studies), who shall be Chair
   (ii) Associate Vice-Provosts (Graduate and Postdoctoral Studies)
   (iii) President & Vice-Chancellor *(or designate)*
   (iv) Provost & Vice-President (Academic) *(or designate)*
   (v) Associate Dean-Graduate *(or equivalent)* from each Faculty
   (vi) President, Society of Graduate Students (SOGS)
   (vii) President, Postdoctoral Association at Western (PAW)
   (viii) Vice-Provost & Associate Vice-President (Indigenous Initiatives) *(or designate)*
   (ix) Associate Vice-President (Equity, Diversity & Inclusion) *(or designate)*
   (x) University Registrar *(or designate)*
   (xi) Vice-Provost (Western International) *(or designate)*
   (xii) Vice-President (Research) *(or designate)*

b) the following ex officio (non-voting) members
   (i) Vice-Provost & Chief Librarian *(or designate)*
   (ii) Director, Centre for Teaching and Learning *(or designate)*
   (iii) Program Specialist, Graduate Student Life, Student Experience
   (iv) Associate Director, Careers & Experience, Student Experience *(or designate)*
   (v) Director, Academic Quality & Enhancement, Office of Vice-Provost (Academic Programs)

(vi) Communications Specialist, Office of Associate Vice-President (Equity, Diversity and Inclusion)
(vii) Postdoctoral Services Coordinator, School of Graduate and Postdoctoral Studies

c) the following (voting) members, elected/appointed by each Faculty* ++:
(i) One Faculty Member who is a member of the School
(ii) One Graduate Chair (or equivalent from non-departmental faculties) who is a member of the School (see 2.0)
(iii) One Graduate Assistant (or comparable role with responsibility for graduate program administration)
(iv) One Graduate Student
* Every effort must be made to have an equitable and transparent process for identification of candidates, to ensure breadth of disciplinary representation and that the elected/appointed members reflect Western's commitment to Equity, Diversity, Inclusion, Accessibility, Decolonizing-Indigenization.
++ To the extent possible, representation from Faculties should be elected/appointed by peer constituents.

d) the following elected/appointed (voting) members:
(i) One member of an Affiliated University College, appointed by the Affiliated University Colleges on a rotating basis (2 year cycles)
(ii) One Postdoctoral Scholar, chosen by the Postdoctoral Association at Western in consultation with Postdoctoral Services Coordinator of the School

e) the following guests:
(i) Resource persons, as needed, will also be invited
(ii) Any member of the university community with an interest in graduate education is considered an observer member and may participate in the discussion but shall neither move/second motions nor vote

4.2 The term of office for elected members shall be one-year (renewable) for students and two years (renewable) for faculty/others, as set out in Senate By-Laws. The term of office for elected members shall normally be renewable once for a maximum of two sequential terms.

The membership terms shall be so staggered that approximately even proportions of the faculty/other members retire each year.

4.3 The seat of an appointed or elected member of Council may be declared vacant if the member during a membership year is

absent from three regular meetings without having been granted Leave of Absence.

4.4 The Council shall meet as required but at least twice annually: once in the fall term and once in the winter term, and at such other times as the Council, Chair, or Senate may prescribe.

4.5 As set out in Senate By-Laws, **quorum** shall be one-half of the voting members, including at least one-half of the elected or appointed members.

4.6 Approval of resolutions shall require a **majority of those voting** in a regularly constituted meeting of the Council.

4.7 Senate delegates authority to the Council to approve and recommend ~~policies~~ regulations as detailed in the September 16, 2022 Senate minutes. All ~~policy~~ regulation changes shall be reported to Senate for information. ~~annually at the June meeting of Senate.~~

4.8 The Council may establish such committees as it considers necessary. The Council may delegate authority to its committees, but such committees shall be responsible to the Council.

5.0 The following standing committees of the Council shall~~,~~ assist and advise the Vice-Provost on graduate affairs related to graduate education and postdoctoral study, including policy:

- Academic Policy Committee
- Supervision and Mentorship Advisory Committee
- Postdoctoral Affairs Advisory Committee
- Professional Development Advisory Committee

The terms of reference and composition of the standing committees are accessible on the SGPS website: grad.uwo.ca. They may be revised and committees added or deleted by the Graduate Education Council as it deems necessary.

The Vice-Provost or an Associate Vice-Provost shall chair the Academic Policy Committee. The Chairs of the Professional Development Advisory Committees, the Mentorship Advisory Committee, and the Postdoctoral Affairs Advisory Committee shall be appointed by the Vice-Provost.

## PROGRAM GRADUATE AFFAIRS COMMITTEES

6.0 Each graduate program within the School shall establish a graduate affairs committee constituted in accordance with the size and needs of the graduate program to be administered. Such committees shall be responsible to the program concerned.

6.1 The membership of a graduate affairs committee must include:

a) one or more graduate students elected or appointed, according to procedures determined by the program concerned,

b) a faculty member with membership in the School and who is actively engaged in graduate education to chair the committee, preferably for a period of two years or more,

c) the Graduate Chair (or equivalent), who may also be the chair of the committee,

d) sufficient faculty members with membership in the School to reflect the size and scope of the graduate program.

6.2 Consultation with students about matters of program policy is expected.

6.3 Student members of the committee will be required to withdraw when matters concerning individual students are concerned.

7.0 The by-laws and regulations for the conduct of the proceedings of the Council, the standing Committees, and all other committees or subcommittees within the School shall be, where practicable, those adopted by Senate.

8.0 Proposed amendments to the Composition shall be circulated to all members of Council along with the agenda, at least one week in advance of the meeting in which approval will be sought. Approval shall be by a majority vote. If approved, the amendments shall be recommended to Senate for final approval.

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**Last Reviewed:** June 5, 2026 ~~November 14, 2025~~

# Questions for Senate

**Action:** ☐ Approval ☒ Information ☐ Discussion

**Executive Summary:**

Senate's Adopted Policies and Procedures provide the following:

> 4.2.1 Questions and Issues for Discussion
>
> (a) Questions and issues for discussion shall be submitted to the Operations/Agenda Committee (OAC), through the University Secretariat. OAC will determine whether to route the question or issue to Senate or redirect it to an appropriate unit on campus for a response.
>
> (b) The Chair of OAC shall submit a Chair's report to Senate detailing all questions and issues received, the decision of OAC in respect of routing each question or issue, a brief explanation as to why a question or issue was not routed to Senate (where applicable), and information on the unit to which a question or issue was redirected for a response (where applicable).

OAC has reviewed the questions and considered whether the submitted questions fall within the scope of Senate's mandate.

In considering Senate's mandate, OAC has referred to Sections 29 and 30 of the UWO Act.

Questions routed to Senate in the chart below will be addressed at the Question Period.

| | **Question Submitted** | **Routing** |
|---|---|---|
| 1. | *(Submitted on May 19, 2026)*<br><br>**Miranda Green-Barteet, Senator:** Are there plans to develop an AI policy at Western? Currently, there is no uniform policy regarding AI use, either for students, for faculty, or for staff. Individual faculty members and individual departments have been allowed to develop their own policies regarding student AI usage, and this has resulted in significant confusion on the part of both faculty and students. | Senate |

## Membership – Senate Committee on Academic Curriculum and Awards (ACA)

**Action:** ☒ Action ☐ Information ☐ Discussion

*Workload: ACA meets monthly on Tuesdays at 9:30 a.m.*
*Meetings scheduled for the week prior to Senate.*

**Composition:** Thirteen members elected by Senate:
• Eleven (11) faculty members, at least seven (7) of whom are members of Senate. No more than two (2) faculty members may be from the same Faculty, School, or Affiliated University College. No more than one faculty member may be a Dean. At least four (4) faculty members must have membership in the School of Graduate and Postdoctoral Studies.
• Two (2) students: one (1) graduate and one (1) undergraduate.

**2026-2027 Senate-Elected Members:**

| Name | Constituency | Faculty/School/ Affiliated College | Term Ending | Compliance with Terms of Reference |
|---|---|---|---|---|
| **Students:** | | | | |
| Hanna Thummel | UNDG | | June 30, 2027 | UNDG rep. |
| Antonia Yip | GRAD | | June 30, 2027 | GRAD rep. |
| | | | | |
| Vacancy | Faculty Member | | June 30, 2027 | Vacancy; Senator |
| Vacancy | Faculty Member | | June 30, 2027 | Vacancy |
| Ruramisai Charumbira | Faculty Member | Social Science | June 30, 2028 | Faculty; Senator |
| Fred Dick | Faculty Member | Schulich | June 30, 2028 | Faculty; Senator |
| Adam Fremeth | Faculty Member | Ivey | June 30, 2028 | Faculty; Senator |
| Laura Graham | Faculty Member | Health Sciences | June 30, 2028 | Faculty; Senator |
| Anton Puvirajah | Faculty Member | Education | June 30, 2028 | Faculty |
| Yi Zou | Faculty Member | Ivey | June 30, 2028 | Faculty |
| Adam Ali | Faculty Member | Health Sciences | June 30, 2027 | Faculty; Senator |
| Elizabeth Finneron-Burns | Faculty Member | Social Science | June 30, 2027 | Faculty |
| Rithwik Ramachandran | Faculty Member | Schulich | June 30, 2027 | Faculty; Senator |

**Membership Summary:**
**Faculty Members:**

- **Required**: 11 faculty members. Nine (9) filled. Two (2) positions vacant.

- **Faculty Representation**: Representatives may be from: AH (2), Edu (1), Eng (2), FIMS (2), Law (2), Music (2), Sci (2), Huron (2), King's (2).
- **Senate Membership Compliance**: One (1) additional faculty member must be a Senator to meet the required total of 7.
- **SGPS Membership Compliance**: At least four (4) faculty members have membership in the School of Graduate and Postdoctoral Studies.

**Required:** Two (2) faculty members, representatives may be from: AH (2), Edu (1), Eng (2), FIMS (2), Law (2), Music (2), Sci (2), Huron (2), King's (2):

- One (1) faculty member Senator, term from July 1, 2026 to June 30, 2027.
- One (1) faculty member, term from July 1, 2026 to June 30, 2027.

| | | | |
|---|---|---|---|
| **Nominees:** | TBD | (Faculty Senator) | Term from July 1, 2026 to June 30, 2027 |
| | TBD | (Faculty) | Term from July 1, 2026 to June 30, 2027 |

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## Membership – Subcommittee on Undergraduate Academic Courses (SOC)

**Action:** ☒ Action ☐ Information ☐ Discussion

*Workload: SOC meets monthly on Wednesdays at 10:00 a.m.*

**Composition:** Six (6) members elected by Senate: Four (4) faculty members, one (1) of whom is familiar with course/module development or has served as an Undergraduate Chair (or equivalent).
Two (2) undergraduate students.

**2026-2027 Senate-Elected Members:**

| Name | Constituency | Faculty/School/ Affiliated College | Term Ending | Compliance with Terms of Reference |
|---|---|---|---|---|
| **Students:** | | | | |
| Cristina Masciantonio | UNDG | | June 30, 2027 | UNDG rep. |
| Olivia Matthews | UNDG | | June 30, 2027 | UNDG rep. |
| **Faculty Members:** | | | | |
| Vacancy | Faculty Member | | June 30, 2028 | Vacancy |
| Selma Purac | Faculty Member | FIMS | June 30, 2028 | Faculty |
| Amy Horton | Faculty Member | Health Sciences | June 30, 2027 | Faculty |
| Derek McLachlin | Faculty Member | Schulich | June 30, 2027 | Faculty, has served as UG chair |

**Membership Summary:**
**Faculty Members:**

- **Required**: Four (4) faculty members. Three (3) filled. One (1) position vacant.
- **Terms of Reference Compliance**: One (1) faculty member of whom is familiar with course/module development or has served as an Undergraduate Chair (or equivalent).

**Required:** One (1) faculty member, terms from July 1, 2026 to June 30, 2028

**Nominees:** TBD (Faculty) Term to June 30, 2028

## Membership – Senate Committee on University Planning (SCUP)

**Action:** ☒ Action ☐ Information ☐ Discussion

*Workload: SCUP meets monthly on Mondays at 3:00 p.m.*
*Meetings scheduled for the week prior to Senate.*

**Composition:** 12 members elected by Senate as follows:
- Six (6) members of faculty who are members of Senate at the time their term on the Committee begins, only one of whom may be a Dean
- Two (2) graduate students (the President of the Society of Graduate Students shall qualify as a student for this purpose)
- One (1) undergraduate student Senator who is a member of Senate at the time their term on the Committee begins
- Two (2) members of administrative staff
- One (1) postdoctoral scholar

**2026-2027 Senate-Elected Members:**

| Name | Constituency | Faculty/School/ Affiliated College | Term Ending | Compliance with Terms of Reference |
|---|---|---|---|---|
| **Students:** | | | | |
| Joanne He | UNDG | | June 30, 2027 | UNDG rep. Senator |
| Maxwell Campbell | GRAD | | June 30, 2027 | GRAD rep. |
| Antonia Yip | GRAD | | June 30, 2027 | GRAD rep. |
| **Faculty Members:** | | | | |
| Vacancy | Faculty Member | | June 30, 2027 | Faculty Vacancy |
| Vacancy | Faculty Member | | June 30, 2027 | Faculty Vacancy |
| Rithwik Ramachandran | Faculty Member | Schulich | June 30, 2028 | Faculty |
| Min Xia | Faculty Member | Engineering | June 30, 2028 | Faculty |
| Susanne Schmid | Faculty Member | Schulich | June 30, 2027 | Faculty |
| Xianbin Wang | Faculty Member | Engineering | June 30, 2027 | Faculty |
| **Admin. Staff** | | | | |
| Kristin Hoffmann | Admin. Staff | | June 30, 2028 | Admin. Staff rep. |
| Sarah Padfield | Admin. Staff | | June 30, 2027 | Admin. Staff rep. |
| **Post-Doc** | | | | |
| Julianne Burgess | Post-Doc | | June 30, 2028 | Post-Doc rep. |

**Membership Summary:**

**Faculty Members:**

- **Required**: Six (6) faculty members. Four (4) filled. Two (2) positions vacant.
- **Terms of Reference Compliance**: Members of faculty who are members of Senate at the time their term on the Committee begins, only one of whom may be a Dean.

**Required:** Two (2) members of faculty who are members of Senate at the time their term on the Committee begins:

- One (1) member for a term from July 1, 2026 to June 30, 2027.
- One (1) member for a term from September 1, 2026 to June 30, 2027.

| | | | |
|---|---|---|---|
| **Nominees:** | TBD | (Senator in 2026-27, Faculty) | Term July 1, 2026 to June 30, 2027 |
| | TBD | (Senator in 2026-27, Faculty) | Term September 1, 2026 to June 30, 2027. |

## Membership – University Research Board (URB)

**Action:** ☒ Action ☐ Information ☐ Discussion

*Workload: URB meets Tuesdays at 1:00 p.m., approximately eight times per year. Meetings scheduled for the week prior to Senate.*

**Composition:**

- Eleven (11) members of faculty (one from each faculty/school, excluding the School of Graduate and Postdoctoral Studies), at least one of whom occupies a senior position in a Research Centre or Institute as defined under MAPP 7.9 (Establishment, Governance and Review of Research Institutes, Centres and Groups)
- One (1) undergraduate student
- Two (2) graduate students
- Up to two (2) postdoctoral representatives
- One (1) senior member of administrative staff serving in a leadership position with a research focus

**2026-2027 Senate-Elected Members:**

| Name | Constituency | Faculty/School/ Affiliated College | Term Ending | Compliance with Terms of Reference |
|---|---|---|---|---|
| **Students:** | | | | |
| Zahra Nadeem | UNDG | | June 30, 2027 | UNDG rep. |
| Colleen Van Loon | GRAD | | June 30, 2027 | GRAD rep. |
| Fuhad Ogunsanya | GRAD | | June 30, 2027 | GRAD rep. |
| **Faculty Members:** | | | | |
| Vacancy | Faculty Member | | June 30, 2028 | Vacancy Music rep |
| Vacancy | Faculty Member | | June 30, 2028 | Vacancy Edu rep. |
| Shawn Whitehead | Faculty Member | Schulich | June 30, 2028 | Schulich rep. |
| Alina Shchepetkina | Faculty Member | Science | June 30, 2028 | Sci rep. |
| Wade Wright | Faculty Member | Law | June 30, 2028 | Law rep. |
| Ingrid Johnsrude | Faculty Member | Social Science | June 30, 2027 | SS. rep. |
| Klaus Meyer | Faculty Member | Ivey | June 30, 2027 | Ivey. rep. |
| Shannon Sibbald | Faculty Member | Health Sciences | June 30, 2027 | HS rep. |
| Kim Solga | Faculty Member | Arts & Humanities | June 30, 2027 | AH rep. |
| Luke Stark | Faculty Member | FIMS | June 30, 2027 | FIMS rep. |
| Ana Luisa Trejos | Faculty Member | Engineering | June 30, 2027 | Eng rep. |
| **Admin. Staff** | | | | |
| Mariam Hayward | Admin. Staff | | June 30, 2027 | Admin. Staff rep. |

| **Post-Doc** | | | | |
|---|---|---|---|---|
| Julianne Burgess | Post-Doc | | June 30, 2028 | Post-Doc rep. |
| Idowu Olawoye | Post-Doc | | June 30, 2027 | Post-Doc rep. |

**Membership Summary:**

**Faculty Members:**

- **Required**: Eleven (11) members. Nine (9) filled. Two (2) positions vacant.
- **Terms of Reference Compliance**: One (1) member from each faculty/school, excluding the School of Graduate and Postdoctoral Studies.

**Required:** Two (2) faculty members, terms from July 1, 2026 to June 30, 2028:

- One (1) member from Faculty of Education
- One (1) member of the Don Wright Faculty of Music

**Nominees:** TBD (Faculty, Edu) Term to June 30, 2028

TBD (Faculty, Music) Term to June 30, 2028

## Membership – Senate Review Board Academic (SRBA)

**Action:** ☒ Action ☐ Information ☐ Discussion

*Workload: Individual SRBA appeal meetings and hearings are arranged by the University Secretariat as required.*

**Composition:** A Chair and 37 voting members, elected by Senate: Twenty members of faculty. No more than two faculty members may be from the same Faculty, School, or Affiliated University College (excluding the School of Graduate and Postdoctoral Studies). Seventeen students: 10 undergraduates and seven graduates. No more than two undergraduate students and no more than one graduate student may be from the same Faculty, School, or Affiliated University College (excluding the School of Graduate and Postdoctoral Studies).

**2026-2027 Senate-Elected Members:**

| Name | Constituency | Faculty/School/ Affiliated College | Term Ending | Compliance with Terms of Reference |
|---|---|---|---|---|
| Lina Dagnino | Faculty Member | Schulich | June 30, 2027 | |
| **Undergraduates:** | | | | |
| Jasmine Antonelli | UNDG | Science | June 30, 2027 | |
| Asad Awawdeh | UNDG | Social Science | June 30, 2027 | |
| Jeff Binoy | UNDG | Health Sciences | June 30, 2027 | |
| Kiranvir Gill | UNDG | Social Science | June 30, 2027 | |
| Sameer Hafeez | UNDG | FIMS | June 30, 2027 | |
| Jack Harris | UNDG | Huron | June 30, 2027 | |
| Amrithaa Logeswaran | UNDG | Engineering | June 30, 2027 | |
| Nadith Ranasinghe | UNDG | Schulich | June 30, 2027 | |
| Sara Sharma | UNDG | Schulich | June 30, 2027 | |
| Youssef Seleem | UNDG | Ivey | June 30, 2027 | |
| **Graduates:** | | | June 30, 2027 | |
| Maxwell Campbell | GRAD | Engineering | June 30, 2027 | |
| Aoife Hawthorne | GRAD | Education | June 30, 2027 | |
| Rayyan Kamal | GRAD | Schulich | | |
| Alexandra Lukawski | GRAD | Arts and Humanities | June 30, 2027 | |
| Yuen Ki Ng | GRAD | Science | June 30, 2027 | |
| Fuhad Ogunsanya | GRAD | Ivey | June 30, 2027 | |
| Era Rana | GRAD | Social Science | June 30, 2027 | |
| **Faculty:** | | | | |
| Vacancy | Faculty Member | | June 30, 2028 | Vacancy |

| | | | | |
|---|---|---|---|---|
| Vacancy | Faculty Member | | June 30, 2026 | Vacancy |
| Vacancy | Faculty Member | | June 30, 2028 | Vacancy |
| Vacancy | Faculty Member | | June 30, 2028 | Vacancy |
| Vacancy | Faculty Member | | June 30, 2028 | Vacancy |
| Torin Chiles | Faculty Member | Music | June 30, 2028 | Faculty |
| Caroline Dick | Faculty Member | Social Science | June 30, 2028 | Faculty |
| Heather Kirk | Faculty Member | Arts and Humanities | June 30, 2028 | Faculty |
| Ken Kirkwood | Faculty Member | Health Sciences | June 30, 2028 | Faculty |
| Ruth Ann Strickland | Faculty Member | Social Science | June 30, 2028 | Faculty |
| Yi Zou | Faculty Member | Ivey | June 30, 2028 | Faculty |
| Miriam Capretz | Faculty Member | Engineering | June 30, 2027 | Faculty |
| Randal Graham | Faculty Member | Law | June 30, 2027 | Faculty |
| Laura Melnyk Gribble | Faculty Member | King's | June 30, 2027 | Faculty |
| Roula Hawa | Faculty Member | Health Sciences | June 30, 2027 | Faculty |
| Kathy Hibbert | Faculty Member | Education | June 30, 2027 | Faculty |
| Stephen Renaud | Faculty Member | Schulich | June 30, 2027 | Faculty |
| Nikki Rotas | Faculty Member | Education | June 30, 2027 | Faculty |
| Robert Stainton | Faculty Member | Arts and Humanities | June 30, 2027 | Faculty |
| John Wilson | Faculty Member | Ivey | June 30, 2027 | Faculty |

**Membership Summary:**
**Faculty Members:**

- **Required:** 20 faculty members. 15 filled. Five (5) positions vacant.
- **Faculty Representation:** No more than two faculty members per Faculty/School/Affiliated College.
- **Representative may be from:** Eng (1), FIMS (2), Law (1), Schulich (1), Sci (2), Music (1), Huron (2), King's (1)

**Required:** Five (5) faculty members, term from July 1, 2026 to June 30, 2028.

Representative may be from**:** Eng (1), FIMS (2), Law (1), Schulich (1), Sci (2), Music (1), Huron (2), King's (1).

| | | | |
|---|---|---|---|
| **Nominees:** | TBD | (Faculty) | Term to June 30, 2028 |
| | TBD | (Faculty) | Term to June 30, 2028 |
| | TBD | (Faculty) | Term to June 30, 2028 |
| | TBD | (Faculty) | Term to June 30, 2028 |
| | TBD | (Faculty) | Term to June 30, 2028 |

## Membership – Distinguished University Professor Selection Committee

**Action:** ☒ Action ☐ Information ☐ Discussion

**Composition:** Four (4) senior scholars at Western, elected by Senate (once renewable).

**2026-2027 Senate-Elected Members:**

| Name | Constituency | Faculty/School/ Affiliated College | Term Ending | Compliance with Terms of Reference |
|---|---|---|---|---|
| **Faculty Members:** | | | | |
| Vacancy | Faculty Member | | June 30, 2028 | Vacancy |
| Kate Choi | Faculty Member | Social Science | June 30, 2028 | Senior Scholar |
| Steven Laviolette | Faculty Member | Schulich | June 30, 2027 | Senior Scholar |
| Valerie Oosterveld | Faculty Member | Law | June 30, 2027 | Senior Scholar |

**Membership Summary:**
**Faculty Members:**

- **Required:** Four (4) senior scholars at Western. One (1) position vacant.
- **Terms:** Renewable once.

**Required:** One (1) faculty member, terms from July 1, 2026 to June 30, 2028.

**Nominees:** TBD (Senior Scholar, Faculty) Term to June 30, 2028

## Introduction of a Policy on "Western International College"

**Action:** ☒ Approval ☐ Information ☐ Discussion

**Recommended:** That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective June 5, 2026, a policy on "Western International College" be introduced as shown in Item 8.1.

**Executive Summary:**

In June 2025, following Senate endorsement, the Board of Governors approved an affiliation with Navitas to establish Western International College substantially on the terms identified in the proposal presented with the recommendation. The initial student intake is scheduled for September 2026.

Western International College will offer a program equivalent to a first-year university experience for international undergraduate students. Students will complete Year 1 of their undergraduate degree at Western International College, taking a combination of credit and non-credit courses. Students who meet progression requirements will transition into Year 2 of their selected program (initially, Management and Organizational Studies, Science, or Social Science) at the Main Campus of Western University (the University).

Western International College will also offer a pathway for international graduate students into a professional master's program. Students will complete one to three terms (depending on the pathway option) at Western International College, consisting of a combination of non-credit preparatory courses, prerequisite undergraduate courses, and for-credit graduate courses. Students who meet the specified requirements will progress into their selected master's program.

As contemplated in the proposal, students will be recruited and admitted to Western International College through collaboration of Western International College and the University's Office of the Registrar and/or the School of Graduate and Postdoctoral Studies. Students admitted to Western International College will be integrated into the University community and student experience from the start. They will be students of both Western International College and the University while studying at Western International College.

Also as contemplated in the proposal, all for-credit curricula offered by Western International College will be University curriculum. All non-credit curricula will be the responsibility of Western International College, except English language training which is the responsibility of the University.

Consequently, Western International College will be required to comply with the University's policies and procedures with respect to the implementation of for-credit

curriculum and Western International College students will also be required to abide by all applicable University policies and procedures.

A new policy is proposed to establish the framework for the application of the University's policies and procedures to the Western International College and the students registered there, and the admission and progression requirements for those students.

**Documentation Provided:**

Policy on "Western International College"

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# Western International College

**Subject:** Western International College

**Sections:** *

**Approving Authority:** Senate

**Responsible Committee:** Senate Committee on Academic Policy

**Related Procedures:** *

**Officer(s) Responsible for Procedure:** *

**Related Policies:** *

**Effective Date:** June 5, 2026

**Supersedes:** (NEW)

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## 1.0 PREAMBLE

Western International College offers a program equivalent to a first-year university experience for international undergraduate students. Students complete Year 1 of their undergraduate degree at Western International College, taking a combination of credit and non-credit courses. Students who meet progression requirements transition into Year 2 of their selected program at the Main Campus of Western University (the University).

Western International College also offers a pathway for international graduate students into professional master's programs. Students typically complete one to three terms (depending on the Senate-approved pathway option) at Western International College, consisting of a combination of non-credit preparatory courses, prerequisite undergraduate courses, and for-credit graduate courses. Students who meet the specified requirements progress into their selected master's program on Main Campus.

Students are admitted to Western International College through collaboration of Western International College and the University's Office of the Registrar and/or the School of Graduate and Postdoctoral Studies (SGPS). Students are also admitted to

the University in their program of study.

All for-credit curricula offered by Western International College is University curriculum. All non-credit curricula are the responsibility of Western International College, with the exception of English language training programming which is the responsibility of the University.

## 2.0 COMPLIANCE WITH UNIVERSITY POLICIES

Western International College is required to comply with the University's policies and procedures with respect to the implementation of for-credit curriculum and Western International College students are required to abide by all applicable University policies and procedures.

## 3.0 ADMISSION REQUIREMENTS FOR UNDERGRADUATE STUDENTS AT WESTERN INTERNATIONAL COLLEGE

Students must meet the admission requirements as stated in the policy on Undergraduate Degree Admissions. Applicants must be 17 years old by the first day of their first term to be admitted.

Applicants who do not meet the English language requirement must complete English language training as part of their program at Western International College.

## 4.0 ADMISSION REQUIREMENTS FOR GRADUATE STUDENTS AT WESTERN INTERNATIONAL COLLEGE

For admission to a master's program through a graduate pathway at Western International College, applicants must possess an undergraduate degree (four-year or equivalent) from a recognized university. Applicants with a three-year undergraduate degree are eligible to apply, provided that they complete additional undergraduate coursework at Western International College to achieve four-year equivalency. SGPS requires at least a 70% average in senior level academic courses, as determined by SGPS, taken in the last two full-time years of the undergraduate degree.

Applicants whose first language is not English must meet the English language requirements as set out in the policy on Graduate Degree Admissions.

Applicants who do not meet the English language requirement must complete English language training as part of their program at Western International College.

## 5.0 PROGRESSION REQUIREMENTS FOR UNDERGRADUATE STUDENTS AT WESTERN INTERNATIONAL COLLEGE

Progression to a degree program at Main Campus requires a minimum cumulative average of 60% on at least 5.0 courses numbered 1000-1999, as well as the satisfactory completion of all non-credit courses required by Western International College. Some modules may require a higher cumulative average as well as minimum achievement in specific courses.

Additionally, students must meet progression requirements as stated in the policy on Registration and Progression in Three-Year, Four-Year and Honours Programs.

## 6.0 PROGRESSION REQUIREMENTS FOR GRADUATE STUDENTS AT WESTERN INTERNATIONAL COLLEGE

Students taking courses at Western International College must meet their graduate program's progression requirements, including the satisfactory completion of non-credit courses, in order to progress to subsequent terms.

Additionally, students must meet progression requirements as stated in the policy on Registration and Progression in Graduate Programs.

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**Last Reviewed:** *

**School of Graduate and Postdoctoral Studies:**
**Introduction of a Policy on "Academic Consideration – Graduate Students"**

**Action:** ☒ Approval ☐ Information ☐ Discussion

**Recommended:** That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective January 1, 2027, a policy on "Academic Consideration – Graduate Students" be introduced as shown in Item 8.2.

**Executive Summary:**

While there is an existing policy for academic consideration for undergraduate students in first-entry programs, there has not been a similar policy for graduate students. Graduate students experience similar challenges which motivates the introduction of this academic consideration policy along with accompanying procedures for graduate students. Through much consultation, the School of Graduate and Postdoctoral Studies has learned these requests are addressed differently across programs and within programs. The process is unclear to students and faculty are also uncertain how to handle requests around submitting confidential documentation. Often students reach out to Accessible Education for support or approach individual faculty with their requests. The particular milestones and academic activities that are available for academic consideration will be up to the individual programs. Tracking student academic consideration requests can also be an important signal for additional support, bringing earlier attention to student challenges that can be addressed in milestone meetings.

**Documentation Provided:**

Policy on "Academic Consideration – Graduate Students"

Procedure for Academic Consideration – Graduate Students *(for information)*

# Academic Consideration – Graduate Students

**Subject:** Academic Consideration – Graduate Students

**Sections:** Purpose; Statement of Principles; Policy; Appeals

**Approving Authority:** Senate

**Responsible Committee:** Senate Committee on Academic Policy

**Related Procedures:** Procedure for Academic Consideration – Graduate Students
Student Medical Certificate

**Officer(s) Responsible for Procedures:** Vice-Provost (Graduate & Postdoctoral Studies)

**Related Policies:** Accommodation for Religious Holidays;
Academic Accommodation for Students with Disabilities;
Structure of the Academic Year;
Requests for Relief from Academic Decisions

**Effective Date:** January 1, 2027

**Supersedes:** (NEW)

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## I. PURPOSE

This policy sets out the parameters for graduate students to be excused from academic responsibilities for extenuating circumstances (i.e., personal circumstances beyond the student's control that have a substantial but temporary impact on the student's ability to meet essential academic requirements). Students experiencing longer-term impacts on their academic responsibilities as a result of a disability should consult Accessible Education about academic accommodation or consult their graduate program about a leave of absence.

Students who are registered with/have accessed support from Accessible Education for absences related to a disability condition on file with the unit should continue to seek support from Accessible Education (see policy on Academic Accommodation for Students with Disabilities).

## II. STATEMENT OF PRINCIPLES

This policy on academic consideration reflects the following principles and aims:

1. A consistent and fair approach that is appropriate for the academic activities within the graduate program and recognizes the common learning experience and expectations for all graduate students.

2. There is no expectation that a student must be in optimum physical or mental condition to carry out their academic responsibilities. Graduate programs may provide different specific expectations for particular academic activities, milestones, and/or professional experiential learning.

3. There is an expectation that students approach their graduate studies with professionalism and take responsibility with integrity and honesty for their decisions about absences and missed work due to extenuating circumstances.

4. Students may informally discuss and resolve academic consideration requests with the relevant individual or body overseeing the academic activity (e.g. course instructor, thesis or project supervisor, supervisory or examination committee) without sharing any formal documentation. If the matter is not resolved from the student's perspective, or if the program requires, they may submit a formal request for academic consideration as per the program's process. Individual graduate programs may request reporting of informal resolutions.

5. Students must demonstrate mastery of the learning outcomes and meet all academic requirements within their program. Graduate programs may designate some academic requirements in courses, milestones, and/or other academic activities as essential. In such instances, if the academic consideration request is approved, the student shall be provided with another opportunity to demonstrate proficiency in the content relevant to the missed academic activity within the time frame expectations identified by the graduate program.

6. Academic consideration is a formal mechanism for facilitating student well-being and academic fairness while acknowledging the integrity of relationships and interactions that students have with individuals and services on campus.

7. Graduate programs must articulate explicitly in their handbook and/or on the program website about their process for academic consideration in relevant academic activities, the type(s) of documentation required (e.g. formal supporting documents, self-declaration, etc.) and the procedure for submitting documentation. Programs may allow or restrict academic consideration requests without supporting documentation for particular academic activities.

8. Programs must designate a decision maker (typically the program's Graduate Chair or Associate Dean (Graduate)) in the Faculty on academic consideration requests. This designated individual will receive the student's documentation, including a Western Student Medical Certificate (SMC) (if applicable) that indicates the student's ability to engage academically.

9. Students, faculty, staff, and administrators are expected to approach requests for academic consideration as being made and assessed in good faith, recognizing that evidence to the contrary (including false statements or altered forms or documents) may be liable to investigation as either a Scholastic Offense or a violation of the applicable Code of Student Conduct.

   When a student is allowed academic consideration for an academic activity, the individual(s) or body responsible for overseeing the academic activity (e.g. course instructor, thesis or project supervisor, supervisory or examination committee) must determine how the student is expected to meet the relevant learning outcomes.

10. Where multiple requests for academic consideration are made with sufficient frequency, as determined by the graduate program, which may suggest an ongoing or longer-term challenge, Graduate programs may consider the following options:
    - Restrict continued academic consideration
    - Refer the student to Accessible Education
      Discuss alternative options such as a leave of absence or withdrawal from the program

## III. POLICY

1. Requests for academic consideration are made to the designated individual for each program.

2. Requests for academic consideration must include the components listed in the program-specific process, which may include:

   a) Self-attestation signed by the student
   b) Indication of the academic activity (e.g. course(s), milestone) for which the request has been made
   c) Supporting documentation as outlined in program's process

   Documentation for medical illness, when required, must include the completion of an SMC or, where that is not possible, equivalent documentation by an Indigenous Elder or registered health care practitioner, or confirmation by Accessible Education where documentation is already on file to support the request.

3. Students must request academic consideration as soon as possible and no later than 48 hours after the missed academic activity. Program response times to academic consideration requests may vary.

   This policy does not apply to post-hoc requests for academic consideration submitted for attempted or completed work, whether online or in-person.

4. Once the request and supporting documents have been received and reviewed, appropriate academic consideration, if granted, shall be determined by the individual or body responsible for overseeing the academic activity (e.g. course instructor, thesis or project supervisor, supervisory or examination committee).

5. The Program Designate may deny academic consideration for any academic activity that is not required for progression or where flexibility is already in place.

## IV. APPEALS

A student may appeal a decision on academic consideration as set out in the policy on *Requests for Relief from Academic Decisions* and *Procedure for Graduate Student Academic Requests for Relief*.

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**Last Reviewed:** *

# Procedure for Academic Consideration – Graduate Students

| | |
|---|---|
| **Governing Policy:** | Academic Consideration – Graduate Students |
| **Sections:** | Introduction; Request for Academic Consideration Submission Process; Graduate Programs; Program Designates; Students; Privacy and Release of Information |
| **Officer(s) Responsible for Procedures:** | Vice-Provost (Graduate & Postdoctoral Studies) |
| **Effective Date:** | January 1, 2027 |
| **Supersedes:** | (NEW) |

## I. INTRODUCTION

This procedure provides instruction to students, staff, and faculty on the submission of a request for academic consideration in academic activities in graduate programs.

Throughout this document, reference to “Program Designate” is to be interpreted as the Graduate Chair or Associate Dean (Graduate) (or designate) identified as the decision maker on academic consideration requests.

## II. REQUEST FOR ACADEMIC CONSIDERATION SUBMISSION PROCESS

Requests for academic consideration are made to the Program Designate through a secure portal (“the Portal”).

Prior to initiating a request for academic consideration, students are required to review the relevant policies, conditions, and other important information.

Requests for academic consideration include information on the type of absence (medical consideration, undocumented absence, for instance), reason for the request, information on the academic activity, and may include supporting documentation as per the requirements specified by the graduate program’s process for academic consideration.

## III. GRADUATE PROGRAMS

It is the responsibility of each graduate program to adhere to the principles of the policy and articulate the process for academic consideration which must include following information:

- The Program Designate who receives, assesses relevant documents and makes the decision
- Identification of academic activities that require the academic consideration formal process and the type(s) of supporting documentation

The process information shall be available in the program handbook and on the program website.

## IV. PROGRAM DESIGNATES

Requests for academic consideration go directly to Program Designates. Program Designates receives an email notification if there are requests awaiting their review.

## V. STUDENTS

Students upload supporting documentation, as relevant, through the Portal. Students may be asked by the Program Designate reviewing the request to provide additional relevant supporting documentation before the request for academic consideration is processed.

Requests for academic consideration may include completion of the self-attestation or student good-faith acknowledgement. Students must declare that they have read and understood the policies regarding academic consideration and confirm that the information that they have provided within their request for academic consideration is accurate and true and submitted in good faith. They also acknowledge that the University may verify the authenticity of any documentation by directly contacting the issuing office. The declaration includes an acknowledgement that the submission of any fraudulent documentation or information as part of a request for academic consideration will be treated as a scholastic offence.

## VI. PRIVACY AND RELEASE OF INFORMATION

Student Medical Certificates and other documentation from a medical professional may require verification. The Program Designate may contact the office of the medical professional to verify supporting documentation provided with a request for

academic consideration.

The individual or body overseeing academic activity (e.g. course instructor, thesis or project supervisor, supervisory or examination committee) are prohibited under Senate policy from collecting medical documentation from students seeking academic consideration. Medical documentation uploaded to the Portal in support of a request for academic consideration is sent directly to the Program Designate of the student's home program for review and verification, and this documentation is held in confidence.

The Portal contains sensitive student information. All information contained within the Portal is governed by the Code of Behaviour for Use of Computing, Technology, and Information Resources (contained in MAPP Policy 1.13 – Computing, Technology & Information Resources).

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**Last Reviewed:** *

**School of Graduate and Postdoctoral Studies:**
**Introduction of a Master of Physician Assistant Studies**

**Action:** ☒ Approval ☐ Information ☐ Discussion

**Recommended:** That on the recommendation of ACA, and conditional on approval by the Quality Council, Senate approve and recommend to the Board of Governors, that effective September 1, 2026, a Master of Physician Assistant Studies be introduced as shown in Item 9.1.

**Executive Summary:**

The Master of Physician Assistant Studies is a two-year (six-term) professional graduate program designed to prepare students for clinical practice and interprofessional collaboration in various healthcare settings. The program emphasizes advanced education in medical foundations, clinical skills, professional competencies, and research, enabling graduates to become competent and compassionate Physician Assistants.

The Subcommittee on Program Review – Graduate requested an external review of the program per Western's Institutional Quality Assurance Process for the introduction of new programs. The Final Assessment Report from the external review is attached.

The proposed Master of Physician Assistant Studies (MPAS) degree designation will require approval by Western's Board of Governors.

**Documentation Provided:**

*Extracted from the* Proposal for a Master of Physician Assistant Studies

Final Assessment Report

***Extracted from the***
**Proposal for a Master of Physician Assistant Studies**

The Master of Physician Assistant Studies (MPAS) is a two-year (six-term) professional graduate program designed to prepare students for clinical practice and interprofessional collaboration in various healthcare settings. The program emphasizes advanced education in medical foundations, clinical skills, professional competencies, and research, enabling graduates to become competent and compassionate Physician Assistants (PAs). The program will be offered exclusively as a full-time program**.**

The program includes extensive experiential learning opportunities during the clerkship year (Year 2). These opportunities are mandatory for all students and involve immersive clinical rotations across various medical specialties, such as family medicine, internal medicine, pediatrics, emergency medicine, surgery, and more. Clerkship placements will be conducted locally and through the Schulich School of Medicine & Dentistry's distributed medical education network.

The program will primarily be delivered in-person through synchronous on-campus sessions, interactive group discussions, hands-on laboratory sessions, clinical skills training, and simulations. Some asynchronous learning materials will also be made available online to support flexible, self-directed learning. During the clerkship year, students will integrate into clinical settings for experiential learning.

The MPAS program prepares students for advanced clinical roles while fostering interprofessional collaboration, research literacy, and evidence-based practice. This program is set to be the first Master's level Physician Assistant program in Ontario, addressing a critical need for highly trained PAs in Canada's healthcare system.

**Program Description and Major Objectives**

The MPAS program is a comprehensive professional program that prepares students to become competent physician assistants capable of providing quality care across a wide variety of health care settings, while under the supervision of a physician. The program will span over 6 terms (2-years), the first three terms consisting of the Pre-clerkship Year, and the last three terms consisting of the Clerkship Year.

The Pre-clerkship year will be further broken down into four main components, all of which will run longitudinally throughout Pre-clerkship: 1) medical foundations; 2) clinical skills; 3) professional competencies; and 4) research.

*Pre-clerkship Year:*

The Medical Foundations component is a key component of the MPAS program and is structured to provide an in-depth understanding of core medical sciences through a systems-based approach. Spanning the first three terms, the component is divided into three courses. Each grouping relates to organ systems for focused study. Medical

Foundations 1 will cover cardiology, respirology, nephrology, and gastroenterology. Medical Foundations 2 will focus on hematology, musculoskeletal, and neurology. Finally, Medical Foundations 3 will explore psychiatry, endocrinology, reproductive health, special senses and an integrative module. Each course will examine these systems across the lifespan, encompassing pediatric, adult, and geriatric considerations. This approach ensures a comprehensive and integrated understanding of medical conditions and their management, preparing students for effective clinical practice in diverse healthcare settings.

The clinical skills curriculum will provide the opportunity for the development of the physical skills required by a PA. These include primarily patient history taking, physical exam skills, and interpretation of results. The clinical skills curriculum will align with the Medical Foundations content. For example, during their “cardiology” block (in Medical Foundations 1), students will simultaneously learn how to perform a focused cardiology history and physical examination, and will learn how to interpret relevant investigations, such as an electrocardiogram (ECG).

The professional competencies curriculum will encompass content related to professional regulations, ethics, professionalism, and personal wellness. Some professional competencies will be delivered in collaboration with other health care disciplines within Schulich School of Medicine & Dentistry, fostering a supportive interprofessional health care culture from the outset.

The research curriculum will equip students with the essential skills to critically evaluate foundational research methodologies and best practice guidelines, ensuring they can apply evidence-based practices in clinical settings.

*Clerkship Year:*

During Clerkship, students will undergo rotations in various medical specialties, including family medicine, internal medicine, pediatrics, psychiatry, emergency medicine, obstetrics and gynecology, surgery, and anesthesia. These rotations will provide students with practical, hands-on experience in different clinical settings, allowing them to apply their knowledge and skills gained in pre-clerkship to a supervised clinical setting, and to further expand the clinical competencies required for professional practice as a physician assistant.

In addition to the clinical rotations, students will engage in group research projects which they will complete throughout their second year. Projects will be selected from the most feasible proposed projects from the Pre-clerkship research course. The number of group projects available each year will be determined based on the number of students in the program and the resources available for the proposed projects. This group activity will enable students to apply their critical appraisal knowledge and their research methodology skills, in a team setting, to a research project that could contribute to the field of physician assistant studies. Completion of this group research project will be a program milestone.

**Evidence to Support the Introduction of the Program**

PAs have the potential to improve the access to, and the efficiency of health care in Canada. The profession remains relatively new in Canada. The MPAS program addresses a need to grow this profession, with well-trained graduates, in order to address a compelling societal need.

The societal need for the MPAS program is driven by a growing recognition of the critical role PAs play in addressing healthcare system challenges. With increasing demands on Canada's healthcare infrastructure caused by an aging population, rising chronic disease rates, and physician shortages, PAs provide a cost-effective solution by improving access to care, reducing patient wait times, and enabling physicians to focus on more complex cases. The Ontario government has identified PAs as vital to enhancing healthcare delivery and is offering substantial financial support to expand educational opportunities for this profession.

Graduates of the McMaster University and University of Toronto Physician Assistant programs boast a 100% employment rate, further underscoring the high demand for PAs in the healthcare system. While exact figures are unavailable, there are numerous job postings for PA roles at London Health Sciences Centre (LHSC) and across the Southwestern Ontario region that remain unfilled, emphasizing the urgent need for skilled professionals. The proposed MPAS program at Western University would address this regional demand as the first of its kind in Ontario, preparing graduates for certification and practice while contributing to a more efficient and resilient healthcare system.

The proposed curriculum of the MPAS program is designed to address the current state of the discipline and profession of physician assistants. It incorporates the latest advancements in medical knowledge, clinical practices, and research methodologies. The program ensures that graduates are equipped with the necessary competencies and skills to successfully complete their Physician Assistant Certification exam (PA Cert Exam), administered by the Physician Assistant Certification Counsel of Canada (PACCC), and thereafter contribute meaningfully to their profession.

The clinical rotations during the clerkship year will provide students with exposure to various medical specialties, enabling them to gain practical experience and develop specialized knowledge in different areas of healthcare. This prepares graduates to work collaboratively with physicians and other healthcare professionals, delivering comprehensive patient care across a range of medical settings.

By producing highly competent and well-rounded physician assistants with exposure to research, the program will contribute to the growth and development of the profession. Graduates will play a vital role in addressing the healthcare workforce challenges and improving access to high quality care for diverse populations.

Canada's healthcare system is facing increasing demands due to factors such as an aging population, rising chronic disease rates, and healthcare workforce shortages. PAs can help alleviate this strain by providing high quality, efficient, and accessible care. As a result, there is a demand for well-trained PAs who can contribute to meeting the healthcare needs of Canadians.

PAs are recognized and integrated into various healthcare settings across Canada, and increasingly within Ontario. These settings include hospitals, primary care clinics, specialty practices, and rural or underserved areas. Their ability to provide comprehensive care, work collaboratively with physicians and other health care professionals, and bridge the gap in healthcare delivery makes PAs valuable assets to healthcare teams.

Many healthcare organizations in Canada have recognized the benefits of employing PAs. They value the ability of PAs to enhance patient care and improve workflow efficiency. A growing number of healthcare organizations are actively seeking to hire PAs and support the establishment of PA roles within their institutions.

Provincial governments across Canada have taken significant steps to expand and support MPAS programs, including increasing student numbers within existing programs, regulating and integrating PAs into healthcare systems, and establishing licensing frameworks and funding mechanisms to enhance the utilization of PAs.

**Objectives of the Program**

The MPAS program at Western University is designed to prepare students for advanced clinical roles, interprofessional collaboration, and contributions to healthcare improvement. Below are the overall objectives of the program:

*1. Develop Competent and Compassionate Physician Assistants*

- Prepare graduates to deliver patient-centered, safe, ethical, and culturally competent medical care across diverse healthcare settings.
- Equip students with the necessary competencies to pass the Physician Assistant Certification Exam (PA Cert Exam) administered by the Canadian Association of Physician Assistants (CAPA).

*2. Build Strong Foundations in Medical Knowledge and Clinical Skills*

- Ensure students gain an in-depth understanding, and application of core medical sciences through a systems-based approach.
- Develop clinical skills such as patient history-taking, physical examinations, interpretation of diagnostic results, diagnosis and development of a treatment plan in collaboration with their supervising physician.

*3. Foster Interprofessional Collaboration*

- Promote teamwork and collaboration across various healthcare disciplines, including physicians, nurses, and allied health professionals.

- Facilitate participation in interprofessional education activities, such as Schulich's Interprofessional Health Disciplines Day.

*4. Emphasize Research Literacy and Evidence-Based Practice*

- Develop students' ability to critically appraise clinical research and integrate evidence-based practices into patient care.
- Provide training in research methodologies, culminating in a group research project focused on Quality Improvement (QI) or PA-related issues.

*5. Prepare Students for Diverse Clinical Settings*

- Provide extensive experiential learning during the Clerkship Year (Year 2) through:
    - Clinical rotations in specialties such as family medicine, internal medicine, surgery, pediatrics, emergency medicine, psychiatry, obstetrics & gynecology, geriatrics, and more.
    - Exposure to academic, community, rural, and underserved healthcare environments.

*6. Promote Professionalism and Ethical Practice*

- Integrate a Professional Competencies curriculum to instill ethical decision-making, professionalism, and personal wellness.
- Encourage students to adhere to national standards, including the Canadian Physician Assistant Competency Framework (2021).

*7. Address Societal Healthcare Needs*

- Respond to the growing demand for highly trained Physician Assistants in Canada's healthcare system due to an aging population, rising rates of chronic diseases, and physician shortages.
- Equip graduates to improve access to care, reduce patient wait times, and enhance healthcare efficiency.

*8. Support Lifelong Learning and Continuous Improvement*

- Encourage lifelong learning by integrating principles of quality improvement, reflective practice, and scholarship into the curriculum.
- Instill the ability to adapt to evolving healthcare challenges and contribute to the advancement of the PA profession.

**Goals of the MPAS Program**

The MPAS will follow the learning objectives approved by the Canadian Association of Physician Assistants (CAPA). In 2021, CAPA adopted the Canadian Physician Assistant Competency Framework 2021 (Canadian EPA-PA). The Canadian EPA-PA is a merger between the previous Physician Assistant CanMEDS objectives and the current Competency Based Medical Education (CBME) objectives.

The *CanMEDS framework*, developed by the Royal College of Physicians and Surgeons of Canada, outlines the essential competencies that medical professionals, including Physician Assistants (PAs), must demonstrate to provide high-quality, patient- centered care. It emphasizes the integration of various roles that healthcare providers fulfill in their practice, ensuring that they are well-rounded and capable of meeting diverse patient needs within the healthcare system.

There are 7 CanMEDS roles. They are listed in the table below, along with their definitions and role descriptions.

**CanMEDS Roles, Definitions and Descriptions**

| CanMEDS Role | Definition | Roles/Description |
|---|---|---|
| Medical Expert | Integrates knowledge and skills across all domains to deliver comprehensive, safe, and effective patient care. | Utilizes core medical knowledge and clinical skills to assess, diagnose, and manage patient health needs. |
| Communicator | Engages in effective and compassionate communication to foster therapeutic relationships with patients and healthcare teams. | Facilitates shared decision-making, actively listens to patient concerns, and conveys information clearly. |
| Collaborator | Works collaboratively within interprofessional teams to enhance patient outcomes. | Engages with other healthcare professionals to coordinate care, address complex health issues, and resolve conflicts. |
| Leader | Demonstrates leadership in healthcare settings to promote quality improvement and efficient resource use. | Participates in decision-making processes and advocates for sustainable practices within healthcare organizations. |
| Health Advocate | Advocates for the health needs of individuals and communities to promote health equity. | Identifies and addresses social determinants of health, ensuring access to care and resources for all patients. |
| Scholar | Commits to ongoing learning and the application of evidence-based practices to improve patient care. | Engages in critical appraisal of research, contributes to knowledge advancement, and applies findings to clinical practice. |
| Professional | Upholds ethical standards and demonstrates accountability in all professional interactions. | Maintains integrity, respects patient confidentiality, and commits to lifelong professional development and quality improvement. |

Competency-Based Medical Education (CBME) revolves around designing educational content that centers on activities leading to specific outcomes or predetermined medical

practice abilities. It aims to enhance proficiency in essential skills, knowledge, and professional behavior among learners. CBME prioritizes the desired performance outcomes, beginning with a clear understanding of what learners need to be able to do. The curriculum, instruction, and assessment are then organized to ensure that graduates have acquired the necessary knowledge and skills. CBME emphasizes the defined end goal associated with the medical role.

Entrustable Professional Activities (EPA) are at the core of CBME. An EPA is an essential task that an individual can be trusted to perform. EPAs identify the desired competencies and the outcome of the PA's academic education. Canadian EPA-PAs outline the tasks and/or responsibilities entrusted to the PA once they have attained competence.

To summarize, the curriculum is competency-based. The Canadian EPA-PA (as shown in table below) are standalone competencies, while the CanMeds roles are embedded within them. There are 12 EPAs within the Canadian EPA-PA, which align with the program-level learning outcomes:

| CANADIAN PA ENTRUSTABLE PROFESSIONAL ACTIVITIES | |
|---|---|
| EPA 1 | Practices patient-focused, safe, ethical, professional, and culturally competent medical care across the healthcare continuum. |
| EPA 2 | Obtains histories and performs physical examinations, demonstrating the clinical judgement appropriate to the clinical situation. |
| EPA 3 | Formulates clinical questions and gathers required clinical evidence to advance patient care and communicates those results to the patient and medical team. |
| EPA 4 | Formulates and prioritizes comprehensive differential diagnoses. |
| EPA 5 | Develops and implements patient-centered, evidence-based treatment plans within the formalized physician, clinical team and caregiver relationship. |
| EPA6 | Accurately documents the clinical encounter incorporating the patient's goals, caregiver goals, decision-making, and reports into the clinical record. |
| EPA 7 | Collaborates as a member of an inter-professional team in all aspects of patient care including transition of care responsibility. |
| EPA 8 | Recognizes a patient requiring immediate care, providing the appropriate management and seeking help as needed. |
| EPA 9 | Plans and performs procedures and therapies for the assessment and the medical management appropriate for general practice. |
| EPA 10 | Engages and educates patients on procedures, disease management, health promotion, wellness, and preventive medicine. |
| EPA 11 | Recognizes and advocates for the patient concerning cultural, community, and social needs in support of positive mental and physical wellness. |
| EPA 12 | Integrates continuing professional and patient quality improvement, lifelong learning, and scholarship. |

**Program Learning Outcomes**

1) Comprehensive knowledge of medical foundations and clinical skills
    a. Perform comprehensive and focused patient assessments tailored to the clinical context
    b. Adapt communication and examination techniques to effectively address diverse patient populations
    c. Perform core clinical procedures skillfully and safely, adapting techniques to patient needs and clinical contexts

2) Integration of professional competencies, ethics, and interprofessional collaboration
    a. Demonstrate culturally competent care that incorporates diverse social, cultural, and linguistic needs
    b. Demonstrate effective teamwork and role clarity within interprofessional healthcare teams
    c. Advocate for equitable access to healthcare resources and culturally appropriate care

3) Rotational exposure to diverse medical specialties and clinical settings
    a. Formulate evidence-based clinical questions to guide patient management
    b. Identify and respond to urgent and emergent clinical conditions with appropriate interventions
    c. Collaborate with interprofessional teams to align treatment plans with patient goals and guidelines

4) Development of critical appraisal skills for clinical research
    a. Analyze diagnostic and screening test results to inform decision-making
    b. Critically evaluate health-related research and literature for reliability and applicability
    c. Apply quality-improvement principles to identify and correct gaps in care

5) Application of evidence-based practices in clinical settings
    a. Design and execute patient-centered management plans incorporating pharmacologic and non-pharmacologic treatments
    b. Provide patient-centered education on wellness and disease prevention
    c. Use evidence-based strategies to engage patients in shared decision-making and self-management

6) Application of medical knowledge in clinical settings
    a. Apply clinical knowledge appropriate to patient care
    b. Develop and implement patient-specific management plans in collaboration with supervising physicians
    c. Integrate medical knowledge and clinical reasoning to prioritize patient needs and determine next steps

7) Development and implementation of patient-centered care plans
    a. Perform procedural interventions safely and obtain informed consent
    b. Tailor health education and counseling to individual literacy, culture, and needs
    c. Collaborate with patients, families, and healthcare teams to create shared plans of care

8) Development of professional behaviors and ethical practice
    a. Apply ethical principles and professional standards to ensure patient safety and quality care
    b. Produce clear and compliant clinical documentation incorporating patient preferences
    c. Demonstrate insight into personal limitations and seek consultation when needed

9) Ability to work independently and as part of a healthcare team
    a. Demonstrate effective teamwork and role clarity within interprofessional teams
    b. Facilitate safe, effective transitions of care through structured handover communication
    c. Recognize and respond appropriately to urgent or emergent conditions

10) Effective communication with patients, families, and healthcare teams
    a. Develop therapeutic relationships built on rapport, trust, and ethics
    b. Accurately elicit and synthesize relevant information from patients and colleagues
    c. Convey accurate oral, written, and electronic information to optimize safety and decision-making

11) Recognition of personal limits and seeking consultation when needed
    a. Synthesize patient data to generate and prioritize differential diagnoses
    b. Reflect on cognitive biases and diagnostic reasoning to improve accuracy
    c. Seek timely consultation and arrange appropriate follow-up for optimal care

**Program Design**

Courses: 8.25 credits

| **REQUIRED COURSES (6.75 Credits)** | | | Each course must be completed by all students | |
|---|---|---|---|---|
| **Subject** | **Course #** | **Length (in terms)** | **Course Title** | **Course Weight** |
| | TBD | 1 term | MPAS Medical Foundations I | 1.0 |
| | TBD | 1 term | MPAS Clinical Skills I | 0.5 |
| | TBD | 1 term | MPAS Professional Competencies I | 0.5 |
| | TBD | 1 term | MPAS Research I | 0.5 |
| | TBD | 1 term | MPAS Interprofessional Education I | 0.25 |
| | TBD | 1 term | MPAS Medical Foundations II | 1.0 |
| | TBD | 1 term | MPAS Clinical Skills II | 0.5 |
| | TBD | 1 term | MPAS Professional Competencies II | 0.5 |
| | TBD | 1 term | MPAS Research II | 0.5 |
| | TBD | 1 term | MPAS Interprofessional Education II | 0.25 |
| | TBD | 1 term | MPAS Medical Foundations III | 1.0 |
| | TBD | 1 term | MPAS Clinical Skills III | 0.5 |
| | TBD | 1 term | MPAS Professional Competencies III | 0.5 |
| | TBD | 1 term | MPAS Research III | 0.5 |
| | TBD | 1 term | MPAS Interprofessional Education III | 0.25 |

For new courses, once the course numbers are assigned, they will be reported to SUPR-G for information.

Milestones

- Academic Integrity Milestone
- EDI Unconscious Bias module
- Research Project (equivalent to 1.0 course credit)
- Year 2 Clerkship blocks:
    - Family Medicine (8 weeks)
    - Internal Medicine (6 weeks)
    - Surgery (6 weeks)
    - Emergency Medicine (4 weeks)
    - Psychiatry (4 weeks)
    - Obstetrics/Gynecology (4 weeks)
    - Pediatrics ( 4 weeks)
    - Geriatrics (4 weeks)
    - Elective (4 weeks)
    - Elective (4 weeks)

Template of MPAS Year 1 & Year 2

<table>
<tr><td colspan="3">Year 1: Pre-clerkship (3 terms)</td><td colspan="3">Year 2: Clerkship (3 terms)</td></tr>
<tr><td>Fall term 1</td><td>Winter term 1</td><td>Spring term 1</td><td>Fall Term 2</td><td>Winter Term 2</td><td>Spring Term 2</td></tr>
<tr><td>MPAS Medical Foundations I</td><td>MPAS Medical Foundations II</td><td>MPAS Medical Foundations III</td><td colspan="3" rowspan="3">MPAS Core Clinical Blocks (48 weeks)<br>1. Family medicine (8 weeks)<br>2. Internal medicine (6 weeks)<br>3. Surgery (6 weeks)<br>4. Emergency medicine (4 weeks)<br>5. Psychiatry (4 weeks)<br>6. Obs/Gyn (4 weeks)<br>7. Pediatrics (4 weeks)<br>8. Geriatrics (4 weeks)<br>9. Electives (4 weeks)<br>10. Electives (4 weeks)</td></tr>
<tr><td>MPAS clinical skills I</td><td>MPAS clinical skills II</td><td>MPAS clinical skills III</td></tr>
<tr><td>MPAS Professional competencies I</td><td>MPAS Professional Competencies II</td><td>MPAS Professional Competencies III</td></tr>
<tr><td colspan="3">Research Course (3 terms)</td><td colspan="3">Research Project (milestone)</td></tr>
<tr><td colspan="6">MPAS Interprofessional Education (6 terms)</td></tr>
</table>

*MPAS Medical Foundations I, II, III will share content and sessions with Undergraduate Medical Education, assessments will be graduate level, MPAS-specific. Other courses and milestones will be graduate level, MPAS-specific.

The research curriculum will emphasize the importance of research and evidence-based practice in the field of physician assistant studies. The research curriculum includes the following two components:

Year 1 – Research Course (I, II, III): a longitudinal series of courses (3 terms) designed to develop students' critical appraisal skills when assessing clinical research. This component will also introduce students to research methodology and statistical analyses. The focus will be applied rather than theoretical, and at the end of the third term (Research III) students will be required to:

- Develop a proposal of a Quality Improvement (QI) project, or
- Develop a proposal of a research project related to the Physician Assistant field.

Development of the project proposals (both QI and research) will be supervised by the designated Research Lead.

Year 2 – Research Project: This milestone, equivalent to 1.0 course credit, is a final outcome that must be completed by all students. Students will be placed in groups of 4-5 people. Each group will select one of the previously developed proposals from Year 1, whether a Quality Improvement (QI) project or a research project. Throughout Year 2, students will engage in collaborative efforts to complete this project, applying their knowledge and skills acquired during the program. The final deliverable will be a comprehensive presentation of their completed research project to the remaining class. This experience will enable students to effectively apply literature search techniques,

research methodologies, data collection and basic statistical analysis, culminating in a well-structured conclusion, written report, and presentation of their research study. The Research Project will be assessed by the Year 2 Research Project Chair, and the outcome will be pass/fail.

Shared course learning with UME will occur in the MPAS Medical Foundations I, II, III courses. Other courses in Year 1, clinical rotations (clerkship) in Year 2, and the Research Project in Year 2 will be designed as graduate level, MPAS-specific. At Western University, the Research Project is designated as a milestone, but is equivalent to 1.0 course credit. Therefore, the MPAS program design meets the two-thirds graduate level course requirement.

**Progression Requirements**

A Competence Committee (CC) will be formed. It will include the CC chair, the Program Director, the program's administrator, the assistant dean, and the chairs of foundational medicine course, the clinical skills course, the professional competencies course, the research course and the clinical clerkship coordinator (for 2nd year students). The CC committee will meet at the end of each of the terms in Year 1. During this meeting, each student will be reviewed, focusing on their respective assessments. Assessment data for the first three terms will include formative quizzes/exams, summative exams, clinical skills exams, group presentation scores, and mandatory attendance logs. Progression requirements will be met with a satisfactory passing grade of 70% on all summative tests and the successful completion of all formative assessments.

Second-year assessment data will include the practicum logbook, EPA completion, and the final Year 2 presentation of the completed group research project (milestones). Systematic and standardized review protocols will be developed and implemented for student evaluations. Specific program requirements will include a satisfactory number of logged cases, an "Achieve" status for all EPAs.

At the end of each review session, the CC Chair will email each student confidentially to update them on their performance status, and to highlight action items if needed. If a learner in difficulty is identified, the CC committee will develop a learning plan, along with the learner, and together implement the plan with clear learning outcomes. If a student is not successful on a summative exam, a remediation plan will be developed and implemented.

**Accreditation**

The MPAS program will pursue accreditation from Accreditation Canada EQual, an independent organization dedicated to assessing the quality and safety of healthcare professions. However, it's important to note that the accreditation from EQual will commence after the graduation of the program's first cohort, starting in its third year of operation.

While Accreditation Canada EQual is not affiliated with CAPA, the Canadian Association of Physician Assistants' credentialing body, CAPA will grant a "pending accreditation" status to the program until full accreditation is achieved. This designation allows the first graduating cohorts of the program to be eligible to write the PA qualifying exam administered by CAPA.

**Admission Requirements**

The MPAS at Western University seeks diverse, motivated candidates with a strong academic background and a commitment to advancing patient care. Admission is competitive and based on the following criteria:

1. Degree Requirement:

- A four-year undergraduate degree from a recognized institution.
- Preferred fields of study include health sciences, biological sciences, nursing, or other health care related disciplines.

2. Minimum GPA:

- A minimum cumulative GPA of 3.0/4.0 (75%) in the last two full-time years (or 20 half-courses) of undergraduate study.

3. Prerequisite Courses:

While there are no prerequisite courses, applicants with prior coursework in the following areas will be considered stronger candidates and given preference:

- Human Anatomy
- Human Physiology
- Statistics or Biostatistics

4. Healthcare Experience:

Although not required, prior healthcare experience and volunteer experience will be considered in the admissions process. Examples of notable experiences include:

- Roles in healthcare settings such as clinical assistant, paramedic, nurse, or other allied health professions.
- Volunteer work in community health initiatives, hospitals, or underserved communities.

5. Additional Requirements:

Applicants must submit the following supporting documents:

1. *Online Supplemental Application:* Completion of an online supplemental application, such as Kira Talent or the CASPer Test (specific platform TBD). This will assess essential skills such as professionalism, ethical decision-making, and critical thinking.
2. *Resume or CV:* Highlight academic achievements, healthcare-related experience, volunteer activities, leadership roles, and other relevant accomplishments.
3. *Letters of Reference:* Two references (academic and/or professional)

6. English Language Proficiency:

Applicants whose first language is not English must demonstrate proficiency in English through one of the following:

- *TOEFL:* Minimum score of 86 (with no individual score below 20 on the iBT).
- *IELTS:* Minimum overall score of 6.5, with no band below 6.0.
- *CAEL:* Minimum score of 60.

7. Additional Requirements for Admission:

- Immunization records (to meet clinical placement requirements).
- Current CPR certification.
- Current First Aid certification.
- Criminal record check (including vulnerable sector screening) - to be submitted upon acceptance.

8. Selection Process:

- Applicants will be shortlisted based on the admission requirements
- Shortlisted candidates will be invited to participate in an MMI (Multiple Mini Interview) to assess interpersonal and critical thinking skills.

# Physician Assistant Studies
## Final Assessment Report & Implementation Plan
## April 2026

| | | |
|---|---|---|
| **Faculty / Affiliated University College** | Schulich School of Medicine & Dentistry | |
| **Degrees Offered** | Master of Physician Assistant Studies (MPAS) | |
| **Date of Introduction** | September 1, 2026 | |
| **External Reviewers** | Dr. Trustin Domes<br>Academic Director, MPAS Program<br>University of Saskatchewan | Dr. Jeff Golisky<br>Director, MPAS Program<br>University of Toronto |
| **Internal Reviewers** | Dr. Immaculate Namukasa<br>Associate Dean, Graduate<br>Faculty of Education | Maxwell Campbell,<br>PhD Student |
| **Date of Site Visit** | March 23 and 24, 2026 | |
| **Date Review Report Received** | April 13, 2026 | |
| **Date Program/Faculty Response Received** | Program: April 24, 2026<br>Decanal: April 24, 2026 | |
| **Evaluation** | Approved to Commence | |
| **Approval Dates** | SUPR-G: May 11, 2026<br>ACA: May 26, 2026<br>Senate: | |
| **Year of First Review** | 2033-2034 | |
| **Progress Report** | June 2029 | |

## Overview of Western's Cyclical Review Assessment Reporting Process

In accordance with Western's Institutional Quality Assurance Process (IQAP), the Final Assessment Report (FAR) provides a summary of the new program proposal, report prepared by external reviewers, internal responses and assessment and evaluation of the proposed Master of Physician Assistant Studies (MPAS) to be delivered by the Schulich School of Medicine & Dentistry.

This FAR considers the following documents:

- the program's proposal brief;
- the external reviewers' report;
- the response(s) from the academic unit; and
- the response from the Dean, Schulich School of Medicine & Dentistry

This FAR identifies the strengths of the proposed program and opportunities for program enhancement and improvement, and details the recommendations of the external reviewers – noting those recommendations to be prioritized for implementation.

The Implementation Plan details the recommendations from the FAR that have been selected for implementation, identifies who is responsible for approving and acting on the recommendations, specifies any action or follow-up that is required, and defines the timeline for completion.

The FAR (including Implementation Plan) is sent for approval through the Subcommittee on Program Review – Graduate (SUPR-G), the Senate Committee on Academic Curriculum and Awards (ACA) and Senate. Following institutional approval, it is then submitted for approval to the Ontario Universities' Council on Quality Assurance.

## Executive Summary

The proposed professional Master of Physician Assistant Studies (MPAS) is a two-year (six-term) full-time professional graduate program designed to prepare students for clinical practice and interprofessional collaboration in various healthcare settings. The program emphasizes advanced education in medical foundations, clinical skills, professional competencies, and research, enabling graduates to become competent and compassionate Physician Assistants (PAs).

The Pre-Clerkship Year (Year 1) is comprised of four main components; 1) medical foundations; 2) clinical skills; 3) professional competencies; and 4) research, all of which will run longitudinally throughout the year. The Clerkship Year, (Year 2) includes extensive experiential learning opportunities that are mandatory for all students and

involves immersive clinical rotations across various medical specialties, such as family medicine, internal medicine, pediatrics, emergency medicine, surgery, and more.

The program will primarily be delivered in-person through synchronous on-campus sessions, interactive group discussions, hands-on laboratory sessions, clinical skills training, and simulations. Some asynchronous learning materials will also be made available online to support flexible, self-directed learning.

Enrollment is targeted at 24 students per-year, with the goal to expand to and intake of 40 students per year beginning in the third cohort (2028-2029) corresponding to the accreditation process.

**Innovative Features Identified by the Program**

- The proposed MPAS program is set to be the first Master's level Physician Assistant program in Ontario, with current offerings in Ontario limited to Undergraduate degrees.
- Curriculum will emphasize inter-professional collaboration, particularly through the integration of the Professional Competencies component and the Schulich Interprofessional Education (IPE) day.
- Emphasis on clinical rotations and practical experience aligns with Schulich's commitment to experiential learning and preparing graduates who are ready to meet the healthcare needs of the community.
- A Competence Committee will be formed from members of the program and the decanal office. The committee will meet at the end of each term in Year 1 to review students' progress and confidentially communicate their progress to them.
- A student association will be established for each class cohort within the program to foster community building, enhance the student experience and act as the foundations for an alumni network.
- The program will host a PA Research Retreat at Western University, during which the Year 2 PAs will present their completed group research projects to their peers.

**Proposal Preparation and Review Process**

In preparing the brief for the proposed professional MPAS program, a comprehensive consultation process took place, involving key stakeholders both external and internal to Schulich School of Medicine & Dentistry. Professionals and practicing PAs were consulted to gather insights on the evolving healthcare landscape, employment opportunities, and the competencies expected of PAs in different practice settings, in addition to program relevance and alignment with clinical practice needs.

To inform the development of the proposed program, the following key stakeholders were consulted:

- Professionals and Practicing PAs;
- Canadian Association of Physician Assistants (CAPA);
- Ministry of Health and Long-Term Care:
- New and Existing Canadian programs of Physician Assistant Studies;
- Faculty of Health Science Nurse Practitioner leadership;
- Schulich School of Medicine & Dentistry (Dean, Chief Administrative Office, Associate Dean, Graduate and Postdoctoral Studies, Program Administrator);
- Undergraduate Medical Education Program (Vice-Dean, Associate Director, Assistant Dean, Distributed Medical Education, Academy of Educators);
- Basic Medical Sciences (Vice-Dean, Program Chairs; Anatomy and Cell Biology, Physiology and Pharmacology, Epidemiology and Biostatistics, Masters of Pathology Assistant);
- Facilities Director; and
- Collections & Content Strategies Librarian

Following approval to proceed with an external review, a review committee was struck comprising two external reviewers, one internal reviewer and one student reviewer. Reviewers were provided with the program proposal brief in advance of the scheduled review and then met in-person over two days with the:

- Vice-Provost, Graduate & Postdoctoral Studies
- Associate Vice-Provost, Graduate & Postdoctoral Studies
- Vice-Provost, Academic Planning, Policy & Faculty
- Director of Academic Quality and Enhancement
- Administrative Coordinator, School of Graduate and Postdoctoral Studies
- Dean, Schulich School of Medicine & Dentistry (SSMD)
- Assistant Dean (Program Review and Development) SSMD
- Associate Dean (Research), Graduate and Postdoctoral Studies, SSMD
- Assistant Dean, McMaster University PA Ed program
- Director, Master of Physician Assistant Studies
- Associate Director, Basic Medical Sciences, SSMD
- Teaching and Learning Librarian and Collections & Content Strategies Librarian Faculty Members
- Staff Members

Following the site visit, the external reviewers produced a comprehensive external reviewer report with recommendations which was sent to the academic unit and to the Dean of the Schulich School of Medicine & Dentistry for review and response. These formative documents, including the new major proposal document, the external reviewer report, and the Program and Faculty responses, have formed the basis of this assessment report of the proposed Master of Physician Assistant Studies.

**Summative Assessment – External Reviewers' Report**

External reviewers shared that "*The proposed Master of Physician Assistant Studies (MPAS) program at Western University represents a timely and strategically important initiative that is well aligned with institutional priorities, provincial healthcare needs, and national trends in Physician Assistant education."*

**Strengths and/or Unique Aspects of the Program Mentioned by Reviewers**

- The faculty, both in the clinical and basic science fields, have a solid track record of innovation required to sustain the program.
- A robust pre-clerkship curriculum integrating medical foundations, clinical skills, professional competencies, and research. The inclusion of detailed curriculum mapping to competency frameworks adds clarity to the program's design.
- The inclusion of both formative and summative assessment strategies supports effective monitoring of student progression.
- The inclusion of a longitudinal research component, culminating in a group-based scholarly project, reflects an innovative approach to embedding research literacy and quality improvement within a professional graduate program.
- The proposed integration with the existing Undergraduate Medical Education (UME) infrastructure offers potential efficiencies and opportunities for shared learning.

**Opportunities for Program Improvement Mentioned by Reviewers**

- Further strengthen program objectives and regional human health resource planning, especially through the lens of admissions, program development, program evaluation and future work-force planning.
- More explicitly align admissions processes with the program's social accountability mandate by prioritizing applicants with strong regional connections to improve retention and workforce outcomes.
- Refinement and clarification of the admissions timeline and requirements, including: the addition of required pre-requisite courses in Anatomy and Physiology and Statistics; and the weighting of healthcare and other experiences in the adjudication process.
- In Year 2, have additional assessments beyond just a logbook in-rotational assessments (quizzes, etc.) to allow for broader assessment of core knowledge and competencies.
- Clarity on the assessment of individual competencies for the proposed Group Research project, the MPAS Interprofessional Education Course, and on how assessment data will be used systematically in program improvement.
- More regular reviews with students (formal or informal) prior to the end of the term. Feedback only at the end of the term is difficult to integrate into the program and makes degree progression challenging for students at risk.

## Summary of the Reviewers' Recommendations and Program/Faculty Responses

The following are the reviewers' recommendations in the order listed by the external reviewers.

| Reviewers' Recommendations | Program/Faculty Responses |
|---|---|
| **Recommendation #1: Delay Program Launch.** Delay program launch to Fall of 2027 with the inaugural admissions window to open in Fall of 2026. | **Program:** The program acknowledges the scale of development required and confirms sustained progress toward a September 2026 launch, as directed by MCURES. Since January 2026, an experienced and highly engaged leadership team, including an external MPAS Program Development Consultant with national PA program expertise, has advanced program advertising, course and assessment design, and an abbreviated admissions process. Strategic use of existing UME resources and strong collaboration with UME leadership and clinical stakeholders support timely implementation. Additional project management and administrative roles will be filled in May 2026 to ensure effective admissions coordination and curriculum delivery for the inaugural cohort.<br><br>**Faculty:** The decanal team unequivocally supports the program's response and is confident in the ability of the program leadership to successfully launch the MPAS program for September 2026. The Dean's Office will provide all required resources and assistance to support and facilitate admissions, ongoing curriculum development, learner support mechanisms (Learner Experience Office), and faculty development related to PA education, as detailed in the program's responses to Recommendations 1, 2, 7, 8, and 10. |
| **Recommendation #2: Create Faculty Positions and Pathways.** Create faculty positions and pathways for Physician Assistant educators, administrative leaders and scholars. | **Program:** The Program Director has requested that the Dean's Office facilitate PA appointments as instructors, which the reviewers refer to as 'faculty'. However, PAs are not required as instructors for the launch of the program, because existing UME instructors (a pool of 900 faculty members in the Clinical Departments within SSMD) can fulfill all requirements for MPAS instruction. As the program grows, and the local complement of qualified PAs becomes established, the program will consult with the Dean and Vice Dean of Basic Medical Sciences regarding the appointment of experienced PA educators as administrative leaders and scholars. Nevertheless, a local PA will be appointed as a clinical skills instructor for the launch of the program (see response to Recommendation 5).<br><br>**Faculty:** The decanal team supports the program's response. The Dean's Office is in consultations with the Vice-Provost of Academic Planning, Policy & Faculty regarding the appointment of PAs as Adjunct Clinical Professors (limited duties instructors) for the launch of the program (see response to Rec #5). As the program |

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|---|---|
| | grows, and the local complement of qualified PAs becomes established, the program will further consult regarding the appointment of experienced PA educators as administrative leaders and scholars. |
| **Recommendation #3: Link Program to Health Authorities.**<br>Create a deliberate link between this new educational program's outputs and the human resource needs of London Health Sciences Centre (LHSC), other health authorities in Southwestern Ontario and the Ministry of Health. | **Program:** The Dean has initiated discussions with LHSC and SJHC senior-most leadership. The Integrated Vice President of Medical Affairs and the Dean are developing a strategy on how best to align graduating PA expertise with the needs of the LHSC and other Southwestern Ontario health authorities.<br><br>**Faculty:** The decanal team echoes and supports the program's response. |
| **Recommendation #4: Better Define Director Role.**<br>The Academic Director role needs to be more defined, developed and resourced appropriately at a minimum of 0.5 FTE. | **Program:** The role description for the Program (Academic) Director has been comprehensively defined according to Western University Human Resource requirements. The role is currently defined at 1.5 days per week (0.3 FTE). The Program Director will discuss with the Dean and Vice Dean whether 0.3 FTE will be sufficient for the role once students are enrolled. To complement the 0.3 FTE commitment of the Program Director, the Dean has assembled a team to ensure the successful development and launch of the program, including the MPAS Program Development Consultant (external hire, see response to Recommendation 1), the Associate Dean of Graduate and Postdoctoral Studies, the Assistant Dean of Program Review and Development, and the Associate Director of Basic Medical Science. Additional roles will soon be filled to further assist the Program Director, including a Project Manager for Curriculum Development and a Program Administrator (see response to Rec #1).<br><br>**Faculty**: The decanal team supports the program's response. The Dean and Chief Administrative Officer have approved the immediate hiring of a Project Manager for Curriculum Development and a Program Administrator, to further support the Program Director in the launch of the program. Institutional approval for these hires has been obtained. A MPAS Program Development Consultant has been hired since January 2026 and has been collaborating on a daily to weekly basis with the Program Director and relevant stakeholders. |

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|---|---|
| **Recommendation #5: Introduce PA Faculty Members into Program Design.**<br>Introduce PA faculty member(s)/educator(s) early into the program design and implementation to incorporate more of the PA lens. | **Program:** The Program Director has identified a local PA who will be appointed as a clinical skills instructor for the launch of the program. Additionally, a survey has been created and posted on the Canadian Association of Physician Assistants (CAPA) board soliciting interest in becoming involved in the Western MPAS program. As new PAs are identified for specific teaching roles within the program, they will be considered for appointment through discussion with the Dean's Office.<br><br>**Faculty:** The decanal team supports the program's response. The Dean, Vice Dean of Basic Medical Sciences, and Chief Administrative Officer have approved the hiring of the identified PA as a clinical skills instructor for the launch of the program. The Dean's Office is in consultation with the Vice-Provost of Academic Planning, Policy & Faculty regarding the appointment of PAs. |
| **Recommendation #6: Interprofessional Education.**<br>Intentionally ensure interprofessional education is occurring between PA and UME learners that goes beyond simply co-learning the same material. | **Program:** The program leadership is currently, and will continue, working closely with the leadership of UME (Vice and Associate Deans of Undergraduate Medical Education) to identify and implement opportunities for shared interprofessional education between medical and PA learners during MPAS Year 1 (2026-27). Unlike other graduate programs, it is critical that this learning is shared between UME and MPAS students because they will work in the same medical care environments and with the same patients, as a team. The program is currently collaborating with UME's Professionalism, Career, and Wellness (PCW) Curriculum Chair to develop integrated, in-person learning sessions involving both PA and UME learners for Year 1. These sessions will be scheduled within the first two weeks of the MPAS and UME program starting in September. It is expected that during Year 2 (2027-28), when PAs experience clinical rotations alongside medical learners, shared interprofessional learning will occur daily.<br><br>**Faculty:** The decanal team supports the program's response and further emphasizes the unique requirement for coordinated UME/MPAS interprofessional education. This aspect of the MPAS program must occur in an integrated manner with UME to meet Canadian Association of Physician Assistants (CAPA) accreditation requirements. |

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|---|---|
| **Recommendation #7: Consider Human Resources into High-Need Areas.**<br>For instance: a) Program manager; b) Program administrative assistant; c) Admissions administrator; d) Clinical skills course chair; e) Clinical skills standardized patient educator; f) Medical Foundations faculty course chair; g) MPAS Professional Competencies course chair; h) Research faculty course chair; i) Learner Experience Office student support advisor specific to MPAS students; j) Distributed medical education administrator (year 2 focus); and k) Departmental faculty leads for MPAS program (year 2 focus) | **Program:** The Program Director is working closely with the Dean and Chief Administrative Officer to align hiring priorities with program development, launch, and delivery needs for Years 1 and 2. Institutional approval has been secured for a Project Manager for Curriculum Development and a Program Administrator to support admissions, as well as a Simulated Patient Educator and Anatomy Laboratory Technician. Additional recommended roles will be coordinated through established UME recruitment processes or fulfilled through sessional appointments. Discussions are underway to secure dedicated learner support, and approval for a Distributed Medical Education Administrator is anticipated as a Year 2 requirement.<br><br>**Faculty:** The decanal team supports the program's response and is working closely with the Program Director on the suite of hires. |
| **Recommendation #8 Access to Student Support.**<br>PA learners require access to student support through the Learner Experience Office (LEO). | **Program:** The program leadership is working with the Dean's Office and leadership of the Learner Experience Office to provide a PA-dedicated staff member within LEO. Additional student supports, including Health and Wellness, will be available through Graduate Student Life.<br><br>**Faculty:** The decanal team supports the program's response. The Dean and Chief Administrative Officer will facilitate the appointment of a PA- dedicated staff member within LEO. |

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| **Recommendation #9 Changing the Pass Mark for Summative Assessments.**<br>Strongly consider changing the pass mark for summative assessments from 75% to no more than 70%. Introducing a competency-based (nongraded marks) framework would complement the program structure and philosophy. | **Program:** The pass mark for summative assessments is now set at 70%. The program proposal has been updated to reflect this change. A competency-based assessment framework, to complement grading, will be designed with the assistance of the Project Manager for Curriculum Development, in consultation with the Program Director and MPAS Program Development Consultant.<br><br>**Faculty:** The decanal team supports the program's response. |
| **Recommendation #10 Develop MPAS-Program Specific Faculty Development Framework**<br>Develop an MPAS-program specific faculty development framework to address faculty concerns regarding PA learner considerations and opportunities and challenges of PA integration into the healthcare system. | **Program:** For Year 1, all clinical faculty involved in teaching PA students—whether through live synchronous sessions, development of pre-existing asynchronous materials, or small group facilitation—will be informed of the presence of the MPAS cohort. Faculty will also be provided with Continuing Professional Development opportunities to ensure they are equipped to address the specific learning needs of this group. Programming on PA learner considerations and opportunities/challenges of PA integration into the healthcare system, to support faculty involved in clerkship PA education (Year 2) will be in development shortly. This programming will be made available by September 2027, when the inaugural cohort enters Year 2, and will interact with clinical faculty preceptors during clinical rotations.<br><br>**Faculty:** The decanal team supports the program's response. The Dean will communicate with the Associate Dean of Continuing Professional Development and Faculty Development to indicate that development of programming related to PA learner considerations is a priority for 2027. |
| **Recommendation #11 Clarity of Admissions Requirements**<br>More clearly articulate admissions requirements based on the needs of the program and the social accountability mandate of Southwestern Ontario, including strongly considering adding pre-requisites courses in Anatomy and | **Program:** Admission requirements, including preference for applicants who have completed university-level coursework in Human Anatomy, Human Physiology, and Statistics, and with an academic background in health, and biomedical, are now indicated in the program proposal. Given the abbreviated admissions process for September 2026, the program will delay consideration of a preference for local applicants until the launch of the second recruitment cycle (January 2027). For the second admissions cohort, we anticipate introducing a Southwestern Ontario pathway, a Black student pathway, and an Indigenous student pathway. These pathways will align with the SSMD Social Accountability mission |

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| Physiology as well as voicing a strong preference for applicants with local roots. | and will be developed in coordination with existing UME pathways to ensure consistency, equity, and institutional alignment.<br><br>**Faculty:** The decanal team supports the program's response. |

## Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. In each case, the Program Director, and the Dean of the Faculty are responsible for enacting and monitoring the actions noted in Implementation Plan.

Recommendation 9 consisted of areas in need of clarification in the proposal brief. These have been addressed, as articulated in the Program responses above. Therefore, this recommendation is not prioritized for follow-up in the Implementation Plan below.

| Recommendation | Proposed Action and Follow-up | Responsibility | Timeline |
|---|---|---|---|
| **Recommendation #1:** Delay Program Launch | • Significant progress has been made since the site visit re: course and assessment design, the admissions process and bringing together a program launch team.<br>• Complete remaining hires.<br>• The timing of admissions is compressed. However, it is expected that students who were not accepted to other, extremely high-demand Ontario PA or Medical programs will apply to MPAS as soon as applications open. | • Program Director<br>• Dean's Office | Final program developments by Aug 2026; Admissions in Aug 2026; Launch in Sept 2026 |
| **Recommendation #2:** Create Faculty Positions and Pathways | • Appoint a clinical skills instructor for the launch of the program<br>• Consult regarding the appointment of additional experienced PA educators as administrative leaders and scholars once the program is running. | • Program Director<br>• Dean's Office | By Aug 2026 |
| **Recommendation #3:** Link Program to Health Authorities | • Develop a strategy on how best to align graduating PA expertise with the needs of the LHSC and other Southwestern Ontario health authorities. | • Dean's Office | By July 2026 |

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| **Recommendation #4:** Better Define Director Role | • Currently defined at 1.5 days per week (0.3 FTE). For the development and launch phase, the Dean has assembled a leadership team to ensure success.<br>• Finalize hires for a Project Manager for Curriculum Development and a Program Administrator. | • Dean's Office | By July 2026 |
| **Recommendation #5:** Introduce PA Faculty Members into Program Design | • Appoint a local PA to serve as a clinical skills instructor.<br>• Identify PAs for specific teaching roles within the program, discuss additional appointment options with the Dean's Office. | • Program Director<br>• Dean's Office | By Aug 2026 |
| **Recommendation #6:** Interprofessional Education | • Develop integrated, in-person learning sessions involving both PA and UME learners for Year 1. These sessions will be scheduled within the first two weeks of the MPAS and UME program starts in September. | • Program Director<br>• Vice and Associate Deans of UME | By June 2026 |
| **Recommendation #7:** Consider Human Resources into High-Need Areas | • Finalize the sequence of approved hires (e.g., Program Manager, Program Administrator, Simulated Patient Educator, Laboratory Technician and limited duties instructors). | • Program Director<br>• Dean's Office | By June 2026 |
| **Recommendation #8** Access to Student Support | • Provide a PA-dedicated staff member within LEO. | • Dean's Office | By June 2026 |
| **Recommendation #10** Develop MPAS-Program Specific Faculty Development Framework | • Develop programming for faculty on PA learner considerations and opportunities/challenges of PA integration into the healthcare system. | • Program Director<br>• Associate Dean of Continuing Professional Development | By June 2026 |

| | | | |
|---|---|---|---|
| **Recommendation #11**<br>Clarity of Admissions Requirements | • Delay consideration of a preference for local applicants until the launch of the second recruitment cycle (January 2027).<br>• Introduce a Southwestern Ontario pathway, a Black pathway, and an Indigenous pathway as part of admissions. | • Program Director<br>• Dean's Office | By January 2027 |

## Campus Development and Open Space Strategies

**Action:** ☒ Approval ☐ Information ☐ Discussion

**Recommended:** That, on the recommendation of the Senate Committee on University Planning, Senate provide advice to the Board of Governors, through the President and Vice-Chancellor, recommending the approval of the Campus Development Strategy.

That, on the recommendation of the Senate Committee on University Planning Senate provide advice to the Board of Governors, through the President and Vice-Chancellor, recommending the approval of the Open Space Strategy.

**Executive Summary:**

Senate may provide advice to the Board of Governors in respect of the Campus Development and Open Space Strategies. Under the authority of Section 30(f) of the *UWO Act*:

> The Senate may ... pass resolutions and make recommendations to the Board with respect to any matter connected with the administration of the University and the promotion of its affairs but this clause shall not be construed to subtract from the powers and duties conferred on the Board elsewhere in [the] Act.

**Documentation Provided:**

Campus Development Strategy

Open Space Strategy

Presentation Slide Deck

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# WESTERN UNIVERSITY

## Campus Development Strategy

URBAN STRATEGIES INC.

Western

May 2026

We acknowledge that Western University is located on the traditional territories of the Anishinaabek (Ah-nish-in-a-bek), Haudenosaunee (Ho-den-no-show-nee), and Lūnaapéewak (Len-ahpay- wuk) Nations, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. This land continues to be home to diverse Indigenous Peoples (First Nations, Métis and Inuit) whom we recognize as contemporary stewards of the land and vital contributors of our society.

We respect the enduring relationship Indigenous Peoples have with this land and recognize their longstanding stewardship and deep knowledge of place, and responsibilities of care. This relationship continues to shape understandings of land, landscape, and the role of open spaces in supporting cultural, ecological, and community wellbeing.

Western recognizes that there is much to learn from Indigenous knowledges. The Campus Development Strategy seeks to create an integrated campus landscape informed by placekeeping practices that support health and wellbeing, honour cultural values, promote ecological integrity and sustainability, and strengthen identity and belonging.

# Acknowledgements


## Western University Project Team

Lynn Logan, Vice-President, Operations & Finance
Andrew Konowalchuk, Associate Vice-President (Facilities Management)
Mike McLean, Director, Facilities Planning & Design

## Committee Members

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Leigh McGrath
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Heather Brown

URBAN STRATEGIES INC.

# Executive Summary

Since the completion of Western's 2015 Campus Master Plan, the University has continued to experience significant growth and transformation. More than 550,000 square feet of academic space has been delivered, with an additional 2.1 million square feet of academic, student housing, administrative, and structured parking projects currently in the planning and design stages. This sustained growth, combined with evolving institutional priorities, updated development initiatives, and the integration of West Campus, the former Brescia University College lands, has created the need for an updated Campus Development Strategy.

This Strategy establishes an updated vision and framework to guide the long-term physical development of Western's Main Campus, West Campus, Advanced Manufacturing Park, Discovery Park, and adjacent housing lands. It builds on established planning principles and campus heritage while responding to emerging opportunities, continued enrolment growth, and the expansion of the campus west of Western Road. The framework reinforces a cohesive campus structure supported by clear development direction, enhanced public realm investment, and improved connectivity.

The Strategy prioritizes continued intensification of the core campus through identified Primary Development Sites, supporting near- to mid-term infill and redevelopment. Secondary Development Sites identify longer-term development capacity, generally beyond a ten-year horizon. Key structuring elements, including open space systems, ecological systems, and mobility networks, guide the integration of potential development within the broader campus environment.

The Primary and Secondary Development Sites collectively represent more than 4 million square feet of potential future development, equivalent to more than 50 years of growth at current rates. This long-term capacity supports a phased implementation approach that balances near-term intensification of the instructional core with longer-term expansion into West Campus and other campus areas. Effective infrastructure planning, particularly in relation to transit, mobility, accessibility, servicing, and ecological considerations, will be essential to supporting this growth in a sensitive and coordinated manner.

Successful development will support a pedestrian-priority campus with strengthened connectivity, improved mobility, and continued investment in high-quality public realm and landscape systems. Western will continue to collaborate with the City of London to align planning and mobility goals, including matters related to transit, cycling, pedestrian connections, infrastructure, and campus edges. Western will also continue to work with the Upper Thames River Conservation Authority and the City of London on watershed health, floodplain management, aquatic ecosystem protection, and trail planning. Together, these strategies will help Western accommodate long-term growth while maintaining a connected, accessible, and cohesive campus that preserves its distinct identity and character.

As a planning framework, this Strategy is intended to function as a living document that will evolve alongside the University and its changing priorities. The development sites, diagrams, and concepts identified in this Strategy are notional and are intended to guide future planning; they do not represent final project designs or approvals. As individual projects move forward, Western will undertake more detailed review and approval process, with consideration for the needs and experiences of our broader community.

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**Appendix**



# 01 The Evolution of Western

# 1.1 Purpose of the Campus Development Strategy
## Building on Growth and Change since 2015

*In 2015, Western University completed a Campus Master Plan that identified key primary and secondary development opportunities and major open space initiatives. Since that time, several of these identified developments have been completed and many more are in the planning and development stage. Development since 2015 has included over 550,000 SF of academic space, with another 2.1 million SF of academic, student housing, administration and structured parking, currently in the design and concept stage. The completion of many projects, updates to University objectives, and new property acquisition has led to the need for an updated strategy to guide future development for the campus. The scope of this Campus Development Strategy includes Western's Main Campus, West Campus, Advanced Manufacturing Park, Discovery Park, and housing adjacent to the campus. It generally does not address remote properties that are not directly connected to the core campus system.*

*Western is concurrently developing an updated Open Space Strategy that, when completed, should be read as a complementary document to the Campus Development Strategy.*




2015 Campus Master Plan

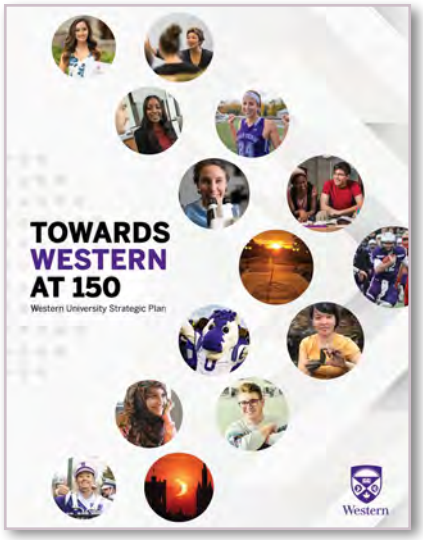



2018 Open Space Strategy

The 2021 Western Strategic Plan, *Western Towards 150*, identifies key ambitions for the University to prioritize in response to changing needs of the student body and an evolving world. The three overarching themes include Greater Impact: prioritizing strategic growth with a focus on stimulating research, promoting future teaching and learning, and enriching the student experience; People, Community, and Culture: focusing on advancing Reconciliation with Indigenous communities, creating more belonging, equity and inclusivity; and Western's Place in the World: concentrating on reinforcing Western's relationship to the City of London, the world, and recognizing the critical role sustainability has in the future of the planet.

Another substantial change for Western since the time of the 2015 Campus Master Plan (CMP) is the 2024 Memorandum of Agreement (MOA) with Brescia University College that integrates Brescia's lands as a part of the University's overall campus. The Brescia lands are largely undeveloped and provide a significant strategic opportunity for short- and long-term growth while enhancing the overall connectivity of the campus. Throughout this document this area will be referred to as the West Campus.

The 2026 Campus Development Strategy brings together the key themes of Western's 2021 Strategic Plan, the emerging Open Space Strategy principles, recent campus development and new land acquisitions into a comprehensive vision that will guide future growth and respond to the next decade of opportunities and challenges. This Development Strategy is intended to be read as a living document that sets out the future framework of the physical campus while maintaining flexibility to adapt to changing objectives and priorities in the upcoming years.







2021 Strategic Plan

# 1.2 Updated Campus Planning Principles
## Reaffirming + Redefining Western's Development Goals

*The 2015 CMP reaffirmed the continuation of the 2007 Campus Planning Principles to guide the development of campus. Many of these principles are still relevant and important to Western's goals and objectives; however, an update is required to reflect Western's Strategic Plan. Alignment with the Sustainability Goals and Policy (Policy 1.48), the 2026 Climate and Sustainability Strategy, the Indigenous Strategic Plan and the Equity, Diversity, Inclusion, Decolonization, and Accessibility (EDIDA) Strategic Plan, Advancing Inclusive Excellence will be required in order to ensure the Development Strategy responds to broader global initiatives such as pandemic preparedness and responsiveness, diversity and inclusion, and climate resilience.*

**1. Respond to Changes in Academic Priorities and Technological Innovations** - Create flexible plans that can accommodate innovation and changing needs in teaching, research and technology and support life-long learning for all students.

**2. Integrate Existing Natural Features and Maintain and Enhance Landscaped Open Spaces** - Commit to collaborative, interdisciplinary action that responsibly stewards Western's natural systems and advances sustainability, including the Thames River Watershed ecosystem that runs through campus. Integrate opportunities to advance reconciliation through Indigenous involvement in defining ways of knowing the land.

**3. Provide Direction for University Growth and Change** - Consolidate future academic and student-related growth of the core campus for incremental long-term expansion. Promote the efficient and strategic use of land, buildings, and space through integrated planning and design.

**4. Invest in the Quality of the Campus** - Continue to enhance campus open spaces as a fundamental investment in Western's future. Incorporate an intentional greening of the campus alongside new development.

**5. Preserve and Enhance Architectural Integrity** - Maintain and enhance the unique architectural character of the campus by adhering to the scale, form, and common elements established by existing buildings. Ensure opportunities for new buildings to integrate into historic campus with contemporary designs that reflect a focus on the future.

**6. Improve Academic Interaction and Core Campus Flow** - Find a balance between maintaining academic character areas and enhancing the functionality of central campus spaces to provide better social and working environments.

**7. Interdisciplinary Studies and Research** - Plan space for emerging interdisciplinary studies and ensure linkages and interactions for students, faculty and academic precincts – more flexible, collaborative student-focused spaces.

**8. Continued Foucs on the Student Experience** - Preserve Western as a cohesive residence-based campus with core academic programs located in close proximity, while responding to the evolving campus structure that recognizes development potential in the West Campus.

**9. Enhance University/City Relationships** - Maintain important neighbouring relationships with communities by strengthening connections and recognizing the importance of coordinated planning decisions.

**10. Achieve Barrier-Free Accessibility** - Design for new and renovated buildings and public realm initiatives must ensure usability and accessibility by utilizing universal design principles.

**11. Ensure Safety, Security, and a Healthy Campus** - Promote physically and culturally safe and healthy environments for students, faculty, staff and alumni and foster inclusivity and belonging for all equity-deserving groups and individuals through design excellence.

**12. Transportation and Movement** - Prioritize safe and efficient active transportation networks through campus including pedestrian, bicycle, and transit networks, and locate parking to the campus perimeter to minimize cut-through vehicular activity and improve walkability.

**13. Sustainability and Climate Resilience** - Commit to continued sustainable design for new buildings and deep-energy retrofits for poorly performing existing buildings. Prioritize energy conservation, alternative transportation, and protection and connection to natural areas into the planning and design of the campus. Implement a Regenerative Campus approach, by completing ecological assessments for priority natural areas, achieving net-zero operational emissions by 2050 with a 45% reduction by 2030 (from 2005 levels), reaching 60% waste diversion by 2035 through circular practices, and establishing a Scope 3 emissions baseline and reduction plan.

# 1.3 Campus History and Heritage
## Evolution Along the Thames

Western University is situated just south of the merging of the Thames River and Medway Creek and surrounded by the Thames River Watershed and naturalized riparian corridor, roughly 4.3 kilometers north of the downtown of the City of London. The University land is built upon the traditional lands of the Anishinaabek, Haudenosaunee, and Lūnaapéewak Nations. First Nations peoples nurtured and cared for the land, with longstanding relationship and respect for it.

The first Western campus buildings appeared in the 1920s and since the 1940s, the University has experienced about a thirty-fold increase in student enrollment and in campus space. The accompanying campus plans and aerial photographs provide a fascinating record of the pattern of that growth, starting on University College Hill, organizing around Oxford Drive and most recently expanding across Western Road. Over the last 40 years, the campus has consistently added an average of 130,000 square metres per decade, and in the 10 years since 2015 the campus has expanded by 51,000 square metres.

The Covid-19 pandemic in 2020 created changes in the types of academic space required as the increase of online learning reduced the needed amount of physical lecture space needed per student. While formal lecture space needs decreased, there has been an increase in a need for flexible student learning and collaboration spaces and tailored, specialized environments, such as research space and laboratories.



Western University Campus Drawing, 1930s



Thames River and University College, 1934



Western University Aerial Photograph, 1960s

*London Free Press Collection/Western Archives, flickr.com*

## Growth of Western's Campus since the 1920's



### 1920s

NEW: 14,000 m²
TOTAL: 14,000 m²



### 1930s

NEW: 5,600 m²
TOTAL: 19,600 m²



### 1940s

NEW: 7,500 m²
TOTAL: 27,100 m²



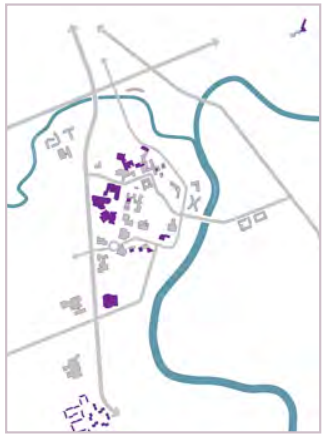
### 1950s

NEW: 45,500 m²
TOTAL: 72,600 m²



### 1960s

NEW: 250,000 m²
TOTAL: 322,600 m²



### 1970s

NEW: 126,000 m²
TOTAL: 448,600 m²



### 1980s

NEW: 40,000 m²
TOTAL: 488,600 m²



### 1990s

NEW: 96,000 m²
TOTAL: 584,600 m²



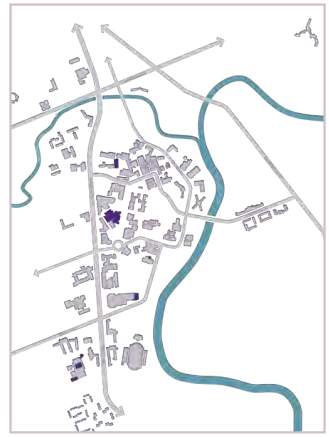
### 2000s

NEW: 144,000 m²
TOTAL: 728,600 m²



### 2010s

NEW: 115,000 m²
TOTAL: 843,600 m²



### 2020-2026

NEW: 51,300 m²
TOTAL: 894,900 m²

# 1.4 Emerging Campus Initiatives

## Sustainability, Indigeneity, Equity, Diversity, Inclusion, Decolonization, and Accessibility

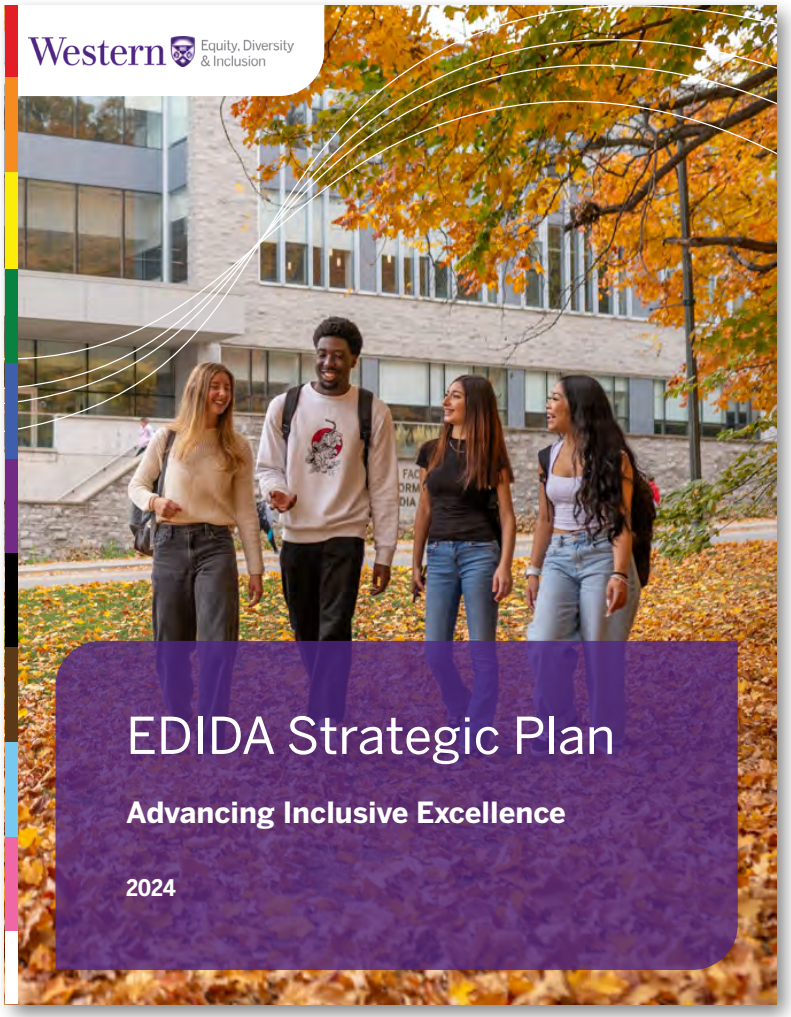
In the past decade, three critical initiatives have been brought to the forefront of Western's priorities. These include:

1. *Combat the climate crisis through aggressive sustainability goals;*
2. *Recognize the imperative to confront and advance Truth and Reconciliation with Indigenous Peoples;*
3. *Foster safe, accessible and equitable places, spaces and experiences where every person belongs and feels empowered to achieve their full potential.*

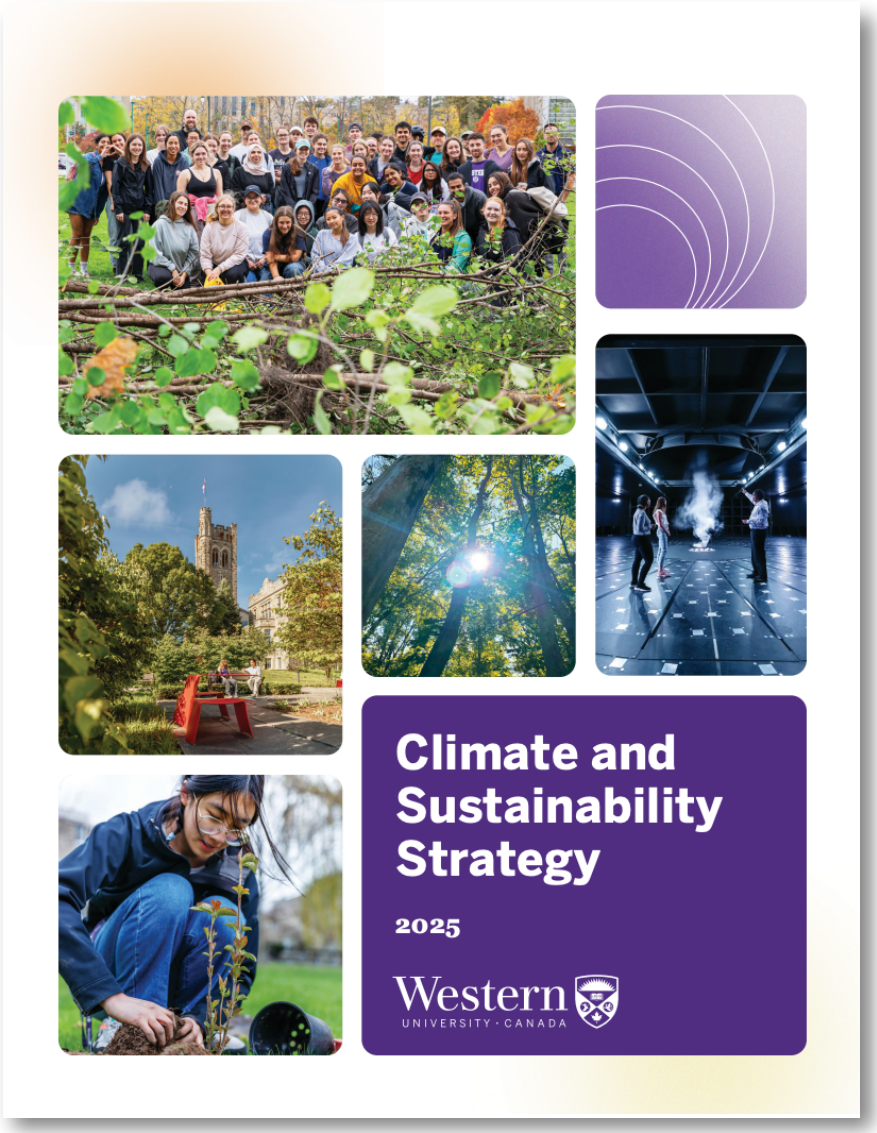
These priorities held significance in the 2021 Western University Strategic Plan, along with other more specific University documents and policies, and have been considered into the development of this Campus Development Strategy.

Future campus development should look to align with the sustainability, accessibility, diversity and inclusion priorities of Western University. There is potential for ongoing engagement as development and public realm projects become reality. The 2016 Indigenous Strategic Plan, the 2012 PACES Report, and the 2024 EDIDA Strategic Plan are guiding documents that can help initiate future engagement and discussion.

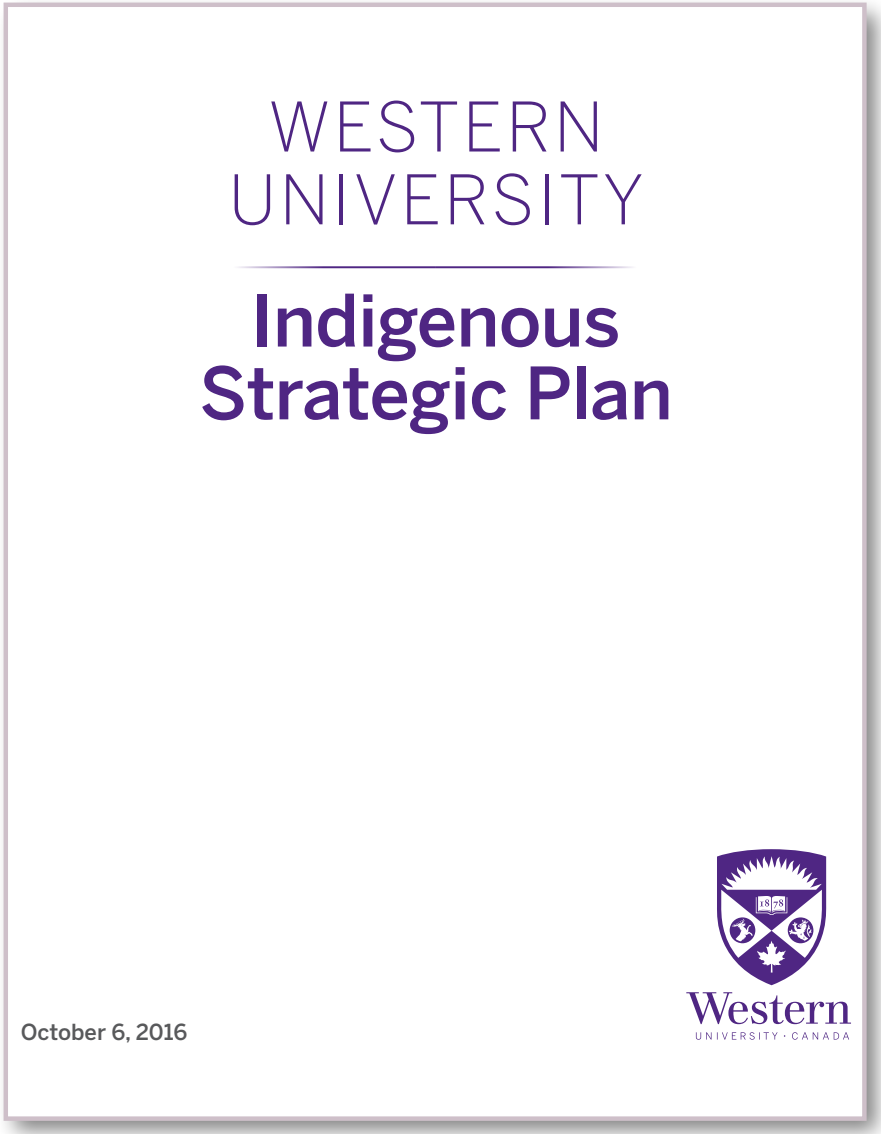
Western's Climate and Sustainability Strategy was approved in February 2026, and the goals and objectives in this report should be integrated in all future campus development.




2024 EDIDA Strategic Plan




2026 Climate and Sustainability Strategy




2016 Indigenous Strategic Plan

# 1.5 Progress Since 2015
## Development and Open Space Investment

The 2015 Campus Master Plan has served the University well, outlining a clear path for priority development sites on the campus and broader open space initiatives. The 2018 Open Space Strategy further developed the key priority public realm investments for the campus in the upcoming years.

A significant amount of growth and change has occurred on campus since the 2015 Campus Master Plan. A total of 11 new academic projects (new build and renovation) have been realized and there are an additional 16 capital projects that are currently in the design and development or concept stage.

Many of the completed or planned projects have been on primary development sites identified in the 2015 CMP, focusing on infilling underutilized sites or surface parking lots in the Main Campus. Projects such as the FIMS and Nursing Building and the Western Interdisciplinary Research Building have added needed academic and research space in the campus core. Infill development along the eastern edge of Western Road, including the Amit Chakma Engineering Building and the Schmeichel Building for Entrepreneurship and Innovation, have responded to the goal of improving the pedestrian character and University presence along this major campus road.

Additionally, several recent projects have focused on existing buildings, including revitalizing portions to improve their functionality such as the Weldon Library Revitalization, and the adaptive reuse of Thames Hall or adding needed space, such as the LHSB Classroom Addition.
The transformation of surface parking lots into structured parking facilities


Ronald D. Schmeichel Building for Entrepreneurship & Innovation


Amit Chakma Engineering Building


FIMS and Nursing Building

## Western Campus Development Projects: Completed Since 2015




**DEVELOPMENT PROJECTS SINCE 2015**

A. Biomedical Research Facility – 53,000 SF
B. Western Interdisciplinary Research Building - 119,400 SF
C. Schmeichel Entrepreneurship & Innovation -104,500 SF
D. Amit Chakma Engineering Building - 104,600 SF
E. FIMS & Nursing Building - 139,000 SF
F. LHSB Classroom Addition - 3,680 SF
G. WSRC Gym Addition – 8,390 SF
H. Wampum Learning Lodge *
I. Faculty of Education Courtyard Addition – 9,900 SF
J. Weldon Library Revitalization *
K. Child & Youth Development Clinic Addition – 9,500 SF
L. Thames Hall Adaptive Reuse

TOTAL - 551,970 SF

** Alteration / Renovation projects with no additional floor area.*

contributes to broader goals of prioritizing pedestrians and reducing surface parking in the campus core. One parking structure is in the design and planning stage: the Fieldhouse structure just north of the Western Alumni Stadium, where flood plain restrictions limit the development of buildings. Other structures are being considered on the existing Chemistry Lot and at the Springett Lot.

Other future projects that will contribute to the academic offerings and student experience at Western include the Bioconvergence Centre along Middlesex Drive and Western Commons (currently paused) along Perth Drive, the New Engineering Building along the extension of Oxford Drive, and Faculty of Heath Sciences expansion, adding to the intensification of South Valley.

In response to future student enrollment needs, several projects in the planning or concept stages will increase residence offerings for students, including a 300,000 SF residence on University Drive, and a multi-phase graduate residence expansion at Platt's Lane East (currently paused). This Development Strategy indicates potential development sites for student housing in the longer-term.

Current projects also focus on existing buildings in West Campus. They include the St. James Building and the Beryl Ivey Library that will become home to Western International College, and Ursuline Hall that will house the Ursuline Museum and Brescia Archives, as well as the relocated McIntosh Gallery. Also, the Bioconvergence Centre will replace the existing lecture theatre in the Natural Sciences Addition; however Alumni Hall is being adapted to accommodate lectures over the course of the next five years, while Bioconvergence is under construction.



University Drive Residence



New Engineering Building



Bioconvergence Centre

## Western Campus Development Projects: Completed Since 2015, In Design and In Concept




### DEVELOPMENT PROJECTS SINCE 2015

A. Biomedical Research Facility – 53,000 SF
B. Western Interdisciplinary Research Building - 119,400 SF
C. Schmeichel Entrepreneurship & Innovation -104,500 SF
D. Amit Chakma Engineering Building - 104,600 SF
E. FIMS & Nursing Building - 139,000 SF
F. LHSB Classroom Addition - 3,680 SF
G. WSRC Gym Addition – 8,390 SF
H. Wampum Learning Lodge (renovation)
I. Faculty of Education Courtyard Addition – 9,900 SF
J. Weldon Library Revitalization (renovation)
K. Child & Youth Development Clinic Addition – 9,500 SF
L. Thames Hall Adaptive Reuse

**TOTAL 551,970 SF**

### DEVELOPMENT PROJECTS IN DESIGN

M. Fieldhouse Parking Structure – 110,000 SF (Design)
N. Western Commons – 125,000 SF (Paused)
O. New Engineering Building – 100,000 SF (Construction)
P. Social Science Atrium – 20,000 SF (Paused)
Q. Platts Lane East Apartments – 188,675 SF (Paused)
R. University Drive Residence – 304,000 SF (Construction)
S. Pathogen Research Facility - 20,000 SF (Construction)
T. Bioconvergence Centre – 375,000 SF (Design)
U. Health Sciences Centre – 65,000 SF (Design)
V. Ursuline Hall Museum Archives & McIntosh Gallery (Design)

**TOTAL 1,307,675 SF**

### DEVELOPMENT PROJECTS IN CONCEPT

W. Chemistry Parking Structure - 75,000 SF
X. Ivey Business School Expansion - 100,000 SF
Y. Perth Hall Expansion – 78,000 SF
Z. New Residence – BAHR – 180,000 SF
AA. Platts Lane Apartments (Phase 2 + 3) – 330,000 SF

Updates to the 2018 Open Space Strategy, show substantial improvements to the character open spaces in the historic campus core have been completed, with several additional public realm improvement projects planned for the upcoming years.

The planned twinning of the University Drive bridge will improve access to the campus from the east, creating separated access for vehicular, cycling and pedestrian traffic. This investment will promote pedestrian safety, and rectify existing traffic flow issues, while maintaining the historic character views to UC Hill and University College and creating an opportunity for a new, expansive welcome plaza on the west side of the Thames River.

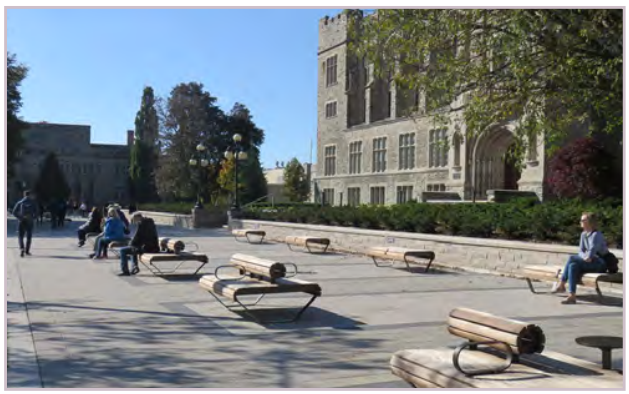
This Development Strategy recognizes that built form needs and public realm investments on campus will continue to evolve. This document identifies areas for potential new investment along with conceptual development yields for potential development sites, while purposely allowing for flexibility in the use and form of new buildings and open space opportunities.



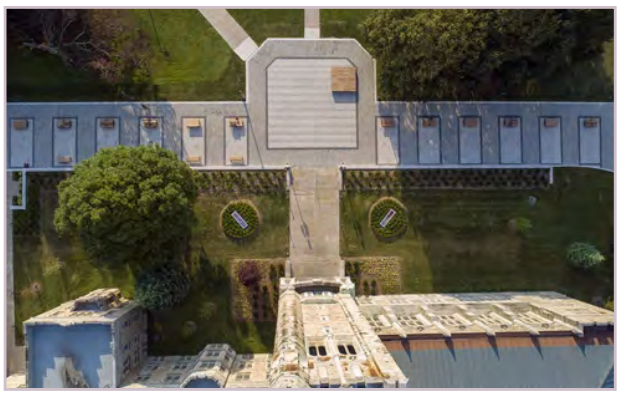
UC Hill Walkway



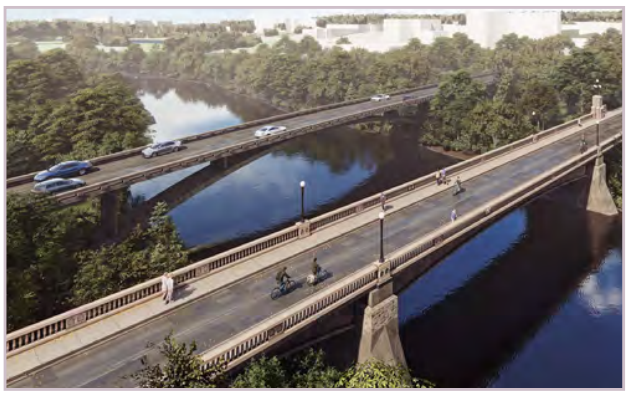
Welcome Plaza



University College Plaza



University College Plaza



University Drive Bridge (concept rendering)



Kent Walk North

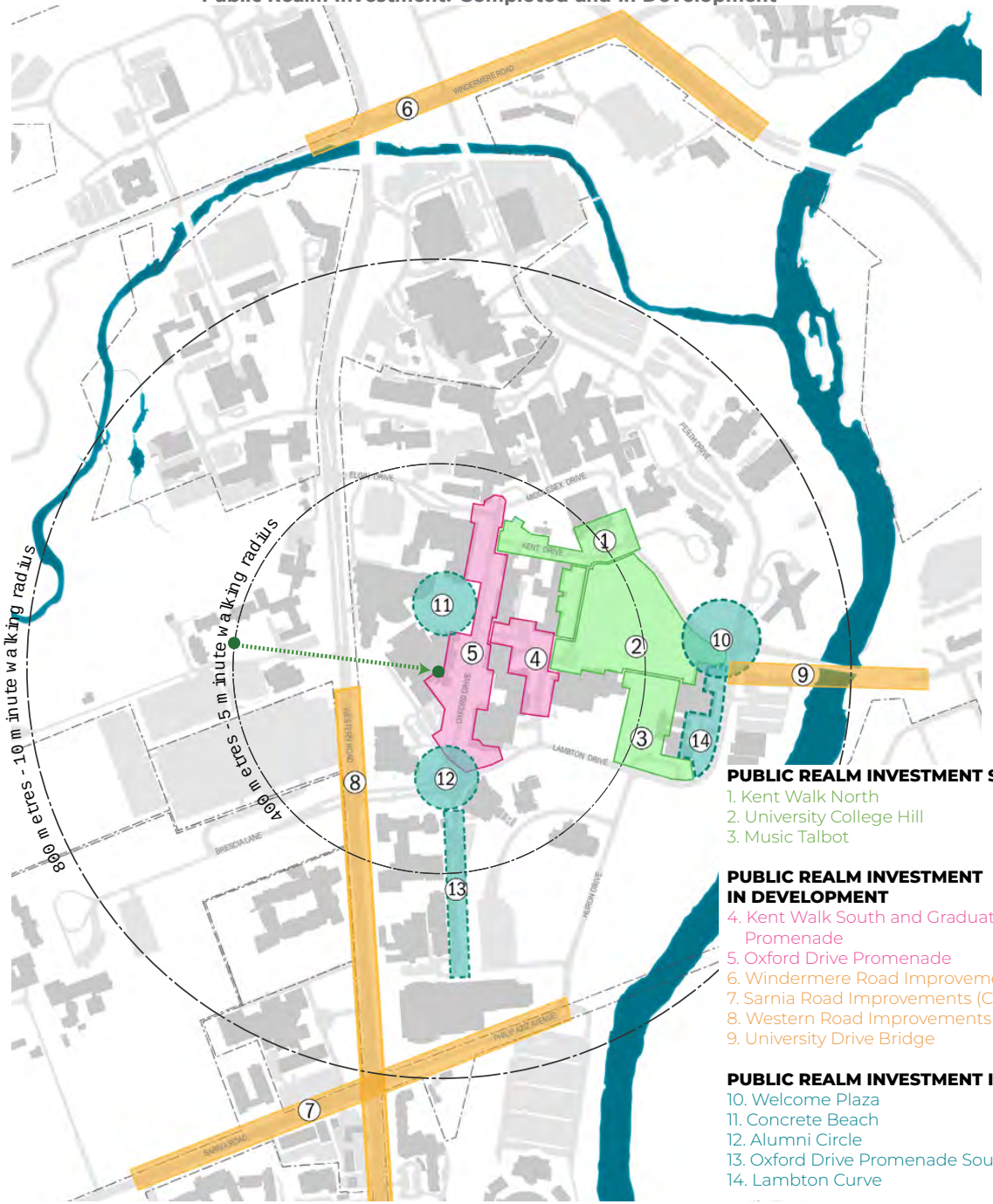


Oxford Drive Promenade (concept rendering)



Proposed Open Space Network (2026)

## Public Realm Investment: Completed and In Development




**PUBLIC REALM INVESTMENT SINCE 2015**

1. Kent Walk North
2. University College Hill
3. Music Talbot

**PUBLIC REALM INVESTMENT IN DEVELOPMENT**

4. Kent Walk South and Graduate Promenade
5. Oxford Drive Promenade
6. Windermere Road Improvements (CoL)
7. Sarnia Road Improvements (CoL)
8. Western Road Improvements (CoL)
9. University Drive Bridge

**PUBLIC REALM INVESTMENT IN CONCEPT**

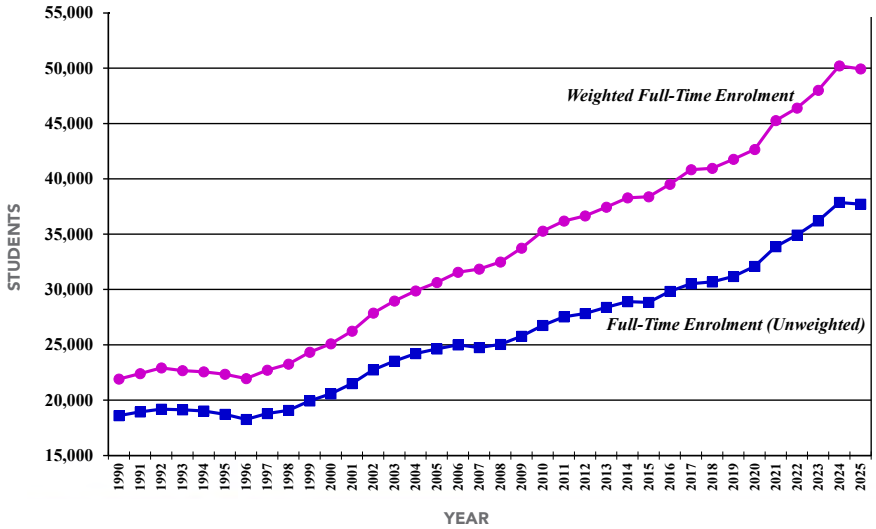
10. Welcome Plaza
11. Concrete Beach
12. Alumni Circle
13. Oxford Drive Promenade South
14. Lambton Curve

# 1.6 Enrollment + Growth Projections
## Planning for the Future

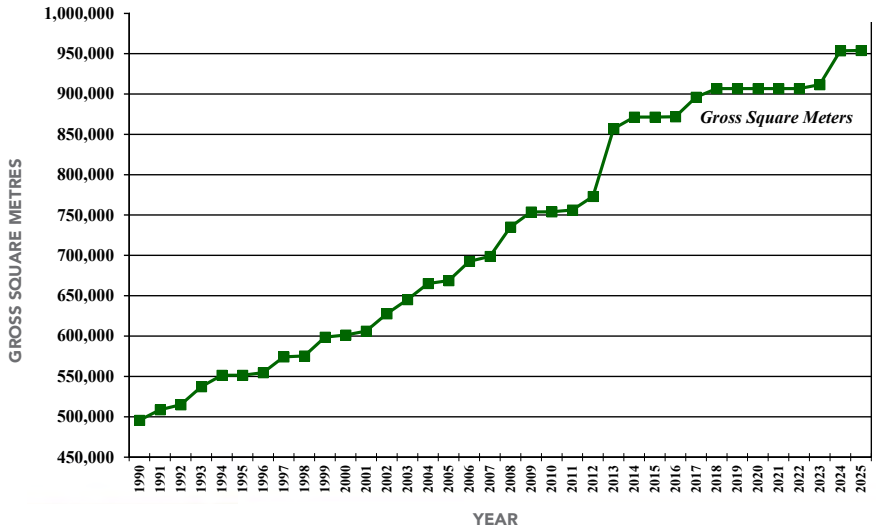
The following graphs from the 2015 Campus Master Plan illustrate historic patterns of spatial needs on campus per student. Following a period of sustained increase from the 1920s through the 1960s, the amount of space required per student has generally plateaued since that time.

The 2015 Campus Master Plan did not establish specific targets for growth, recognizing the challenges of anticipating patterns of growth in undergraduate and research activity and their associated space needs. Student growth projections are available for the 2025-2026 academic year, however projecting beyond that timeframe would not provide an accurate picture of need. There was an increase of just over 1,400 students in 2024-25, which includes about 700 students from Brescia University College. In the 2025-2026 academic year, there has been a decrease in international student enrolment, as indicated in the adjacent figure.

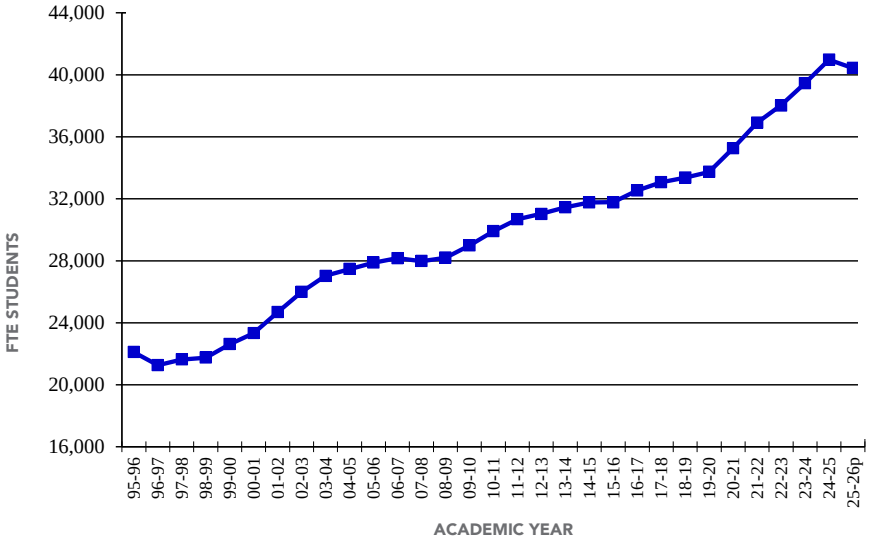
Similar to the 2015 approach, this Campus Development Strategy identifies where campus growth can take place; the calculated potential of development sites; and design opportunities and priorities that should guide future growth.



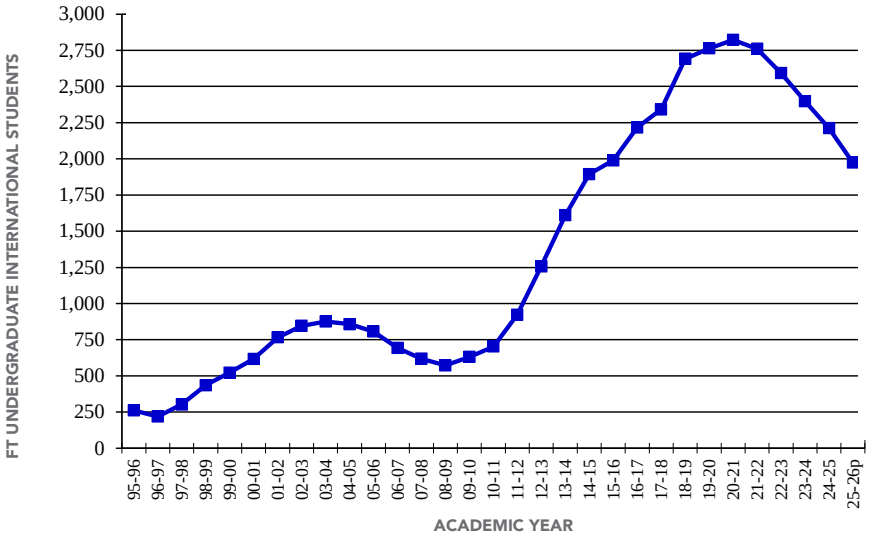

Enrolment at Western (1990 - 2025)




Historical Square Meterage and Enrolment Growth (2015)




Total Full-time Enrolment (1990 - 2026)




Full-time Undergraduate International Enrolment

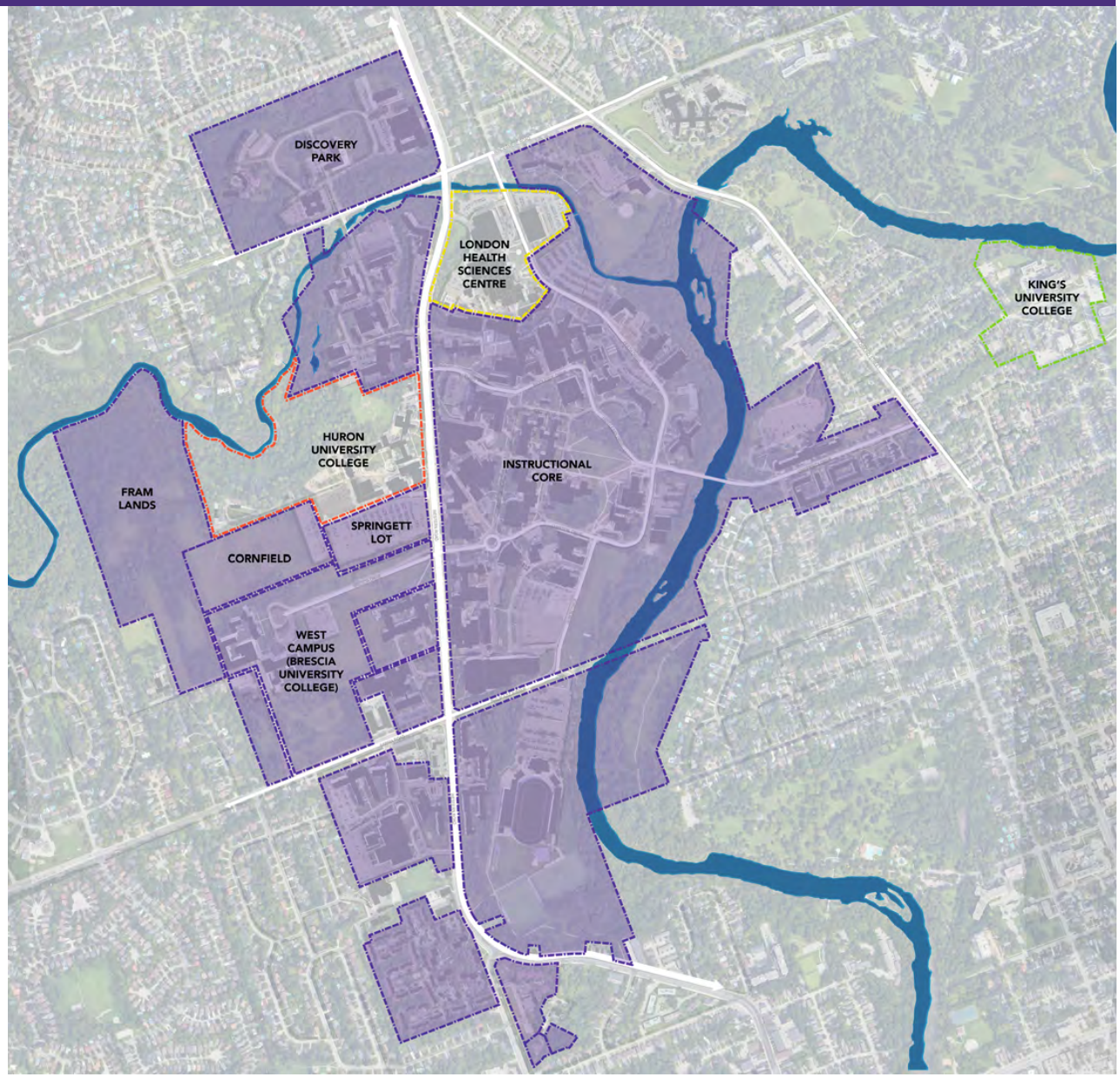


# 1.7 Core Campus and Beyond
## The Big Opportunity

### Main Campus

Western University's Main Campus is made up of roughly 238.6 hectares in north London, comprised of the areas shown in purple on the adjacent map. Through over a century of growth, the campus has evolved to its current size and is made up of a number of zones defined by their character and use. The core campus area is centered around the first buildings on campus and is primarily instructional. It is highly pedestrian focused, with a number of small and large gathering spaces that define the image of the University.

Surrounding the instructional core, there are groupings of student residence areas, to the northwest, east and south. Surrounding affiliated colleges include Huron University College and King's University College.

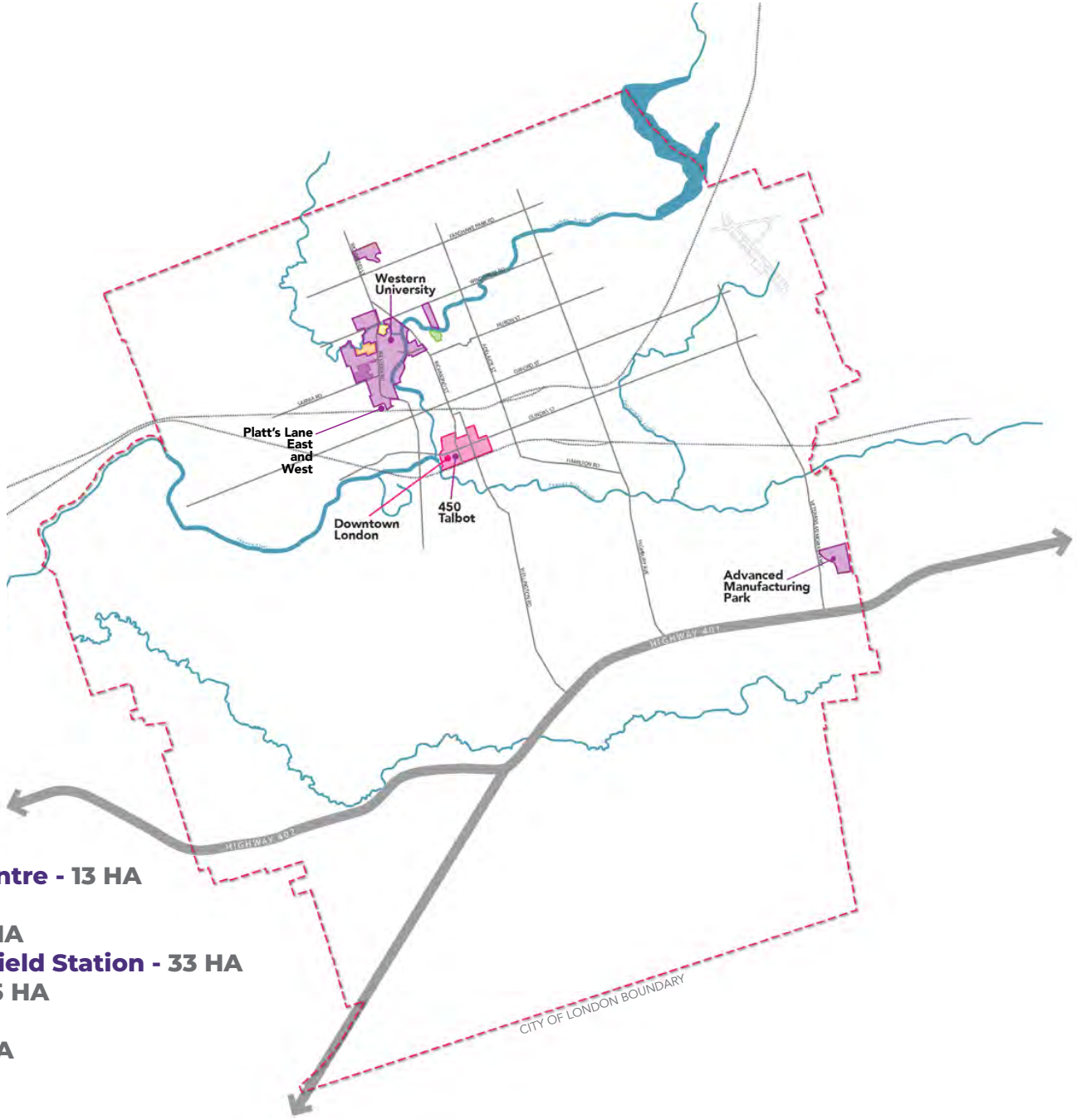



**Western University Main Campus Areas**

## Areas Beyond Main Campus

Western has expanded within the City of London, beyond the traditional Main Campus area, most notably with the research-focused Discovery Park and Advanced Manufacturing Park. These areas present excellent opportunities to align with Strategic Plan goals of advancing research and strengthening the University's presence in the City of London. Western has an opportunity to strengthen its presence at 450 Talbot Street in Downtown London.

Western University Areas Beyond Main Campus




**Spencer Hotel and Conference Centre - 13 HA**
**Elginfield Observatory - 120 HA**
**Delaware Radio Observatory - 51 HA**
**Environmental Science Western Field Station - 33 HA**
**Advanced Manufacturing Park - 15 HA**
**Gibbon's Lodge - 18 HA**
**Charlton Property (Ilderton) - 21 HA**
**Platt's Lane East and West - 12 HA**
**450 Talbot**

## West Campus (formerly Brescia University College)

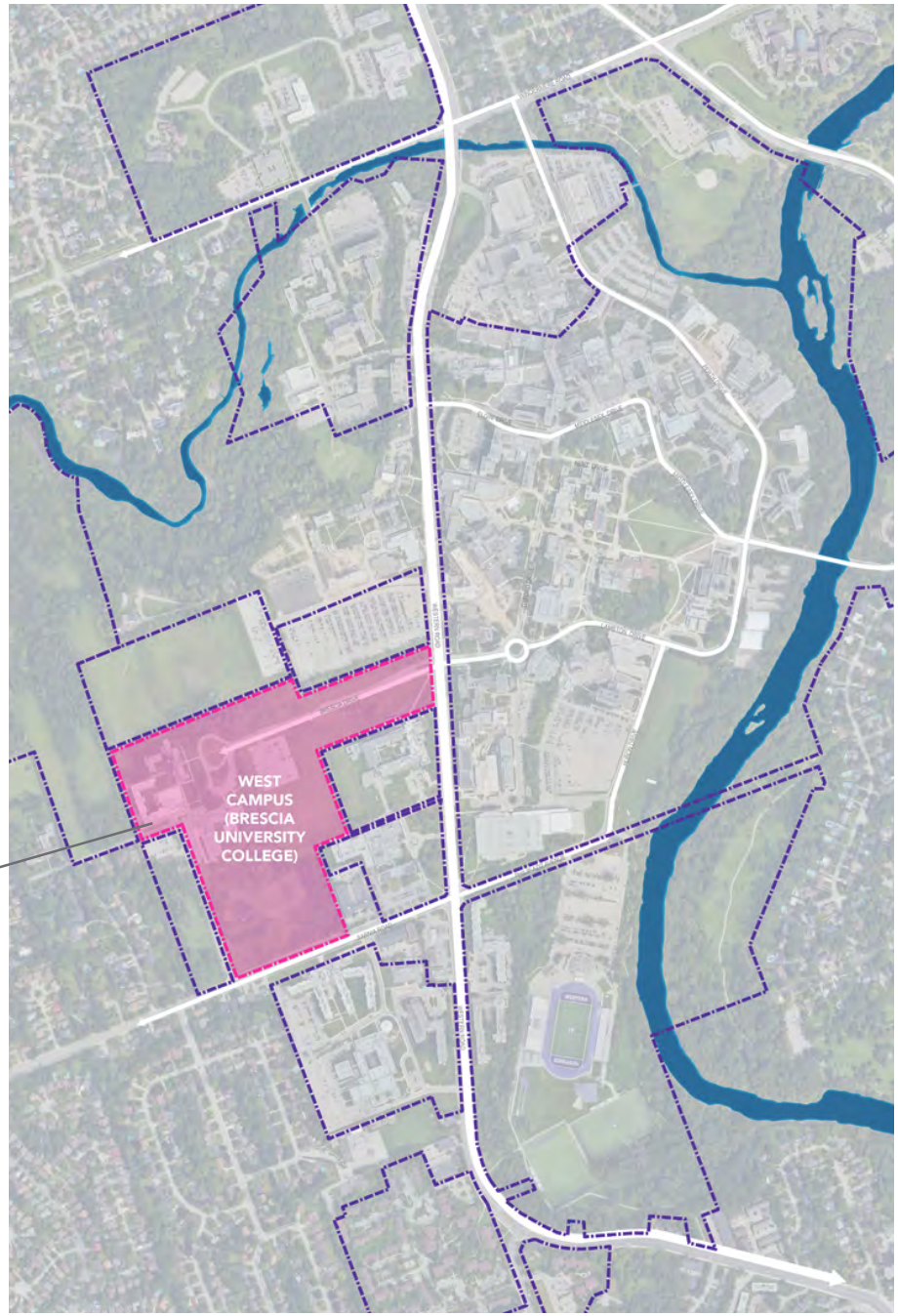
In early 2024, Western University reached an agreement with Brescia University College, resulting in the integration of the 21 hectare parcel with Western University.

This significant piece of land is adjacent to Western property. The integration opens up new opportunities to stitch the campus together, north-south and east-west. The property is largely undeveloped though there are several existing buildings that can evolve with Western academic programs. There are opportunities to create large landscape and open space connections through the West Campus from the Main Campus, tying into the natural landscape and unlocking the potential of lands to the north.

**West Campus - 21 HA**



West Campus (Brescia University College)

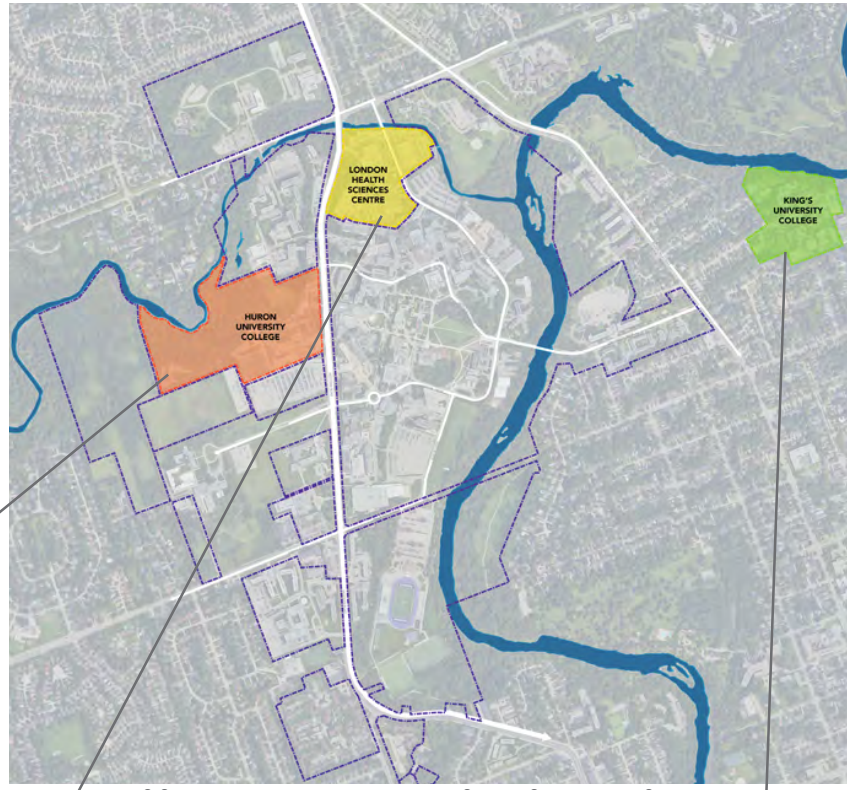



**West Campus (Brescia University College) Map**

## Affiliated Colleges + University Hospital

Western University is affiliated with two colleges in the near proximity, Huron University College and King's University College, as well as London Health Sciences Centre, located just north of core campus. There are opportunities for Western's future development to be coordinated with the affiliated colleges and hospital to create more cohesion and connectivity between the campus and the surrounding area. For example, creating shared vehicular access, such as the Huron University College entry, that may improve overall connectivity, traffic flow and pedestrian safety.

**King's University College - 8 HA**
**Huron University College - 18 HA**
**London Health Sciences Centre - 11 HA**




**Affiliated Colleges and University Hospital Map**



Huron University College



London Health Sciences Centre



King's University College

# Natural and Open Space Amenities

Western benefits from a spectacular natural setting that has defined the character of the campus for a century. Western is surrounded by a natural setting that has become one of the character defining images of the campus. The Thames River and Medway Creek Watershed, including a connected multi-use trail network extends around the campus, acting as a backdrop as the University has grown over the last 100 years. There are opportunities to enhance the University's relationship and connection to the Thames River and Medway Creek by improving access from campus to existing trail networks and incorporating new, continuous landscape systems through campus that connect to the river and creek. This can be achieved by creating unique places for nature to engage campus culture and by providing infrastructure that supports health and wellness.

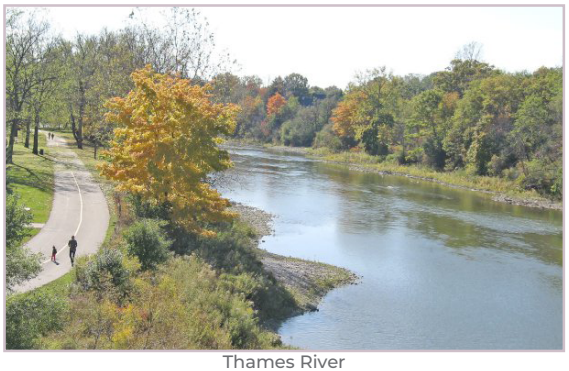
The Thames River's 100-year and 250-year floodlines place constraints on development within or adjacent to them and have been taken into account in the updated development sites described in this plan. Restrictions on development enable the preservation of the natural landscape and requires thoughtful consideration of how buildings and public spaces interface with and respond to the river.

The historic character of the landscape and open space within the campus itself is significant, with green spaces sloping from the core down to the river, established tree coverage, playing fields along the river's edge, wide pedestrian priority boulevards, and smaller courtyards that create a network of special campus open spaces. Several of the core campus open spaces have been reinvigorated over the last decade and continue the tradition of creating excellent campus places.

Preservation of the natural landscape represents over one third of Western's campus lands and, as noted in the Open Space Strategy, diverse ecological systems plays a crucial role in supporting biodiversity, managing stormwater, and creating a distinct campus identity.



UC Hill

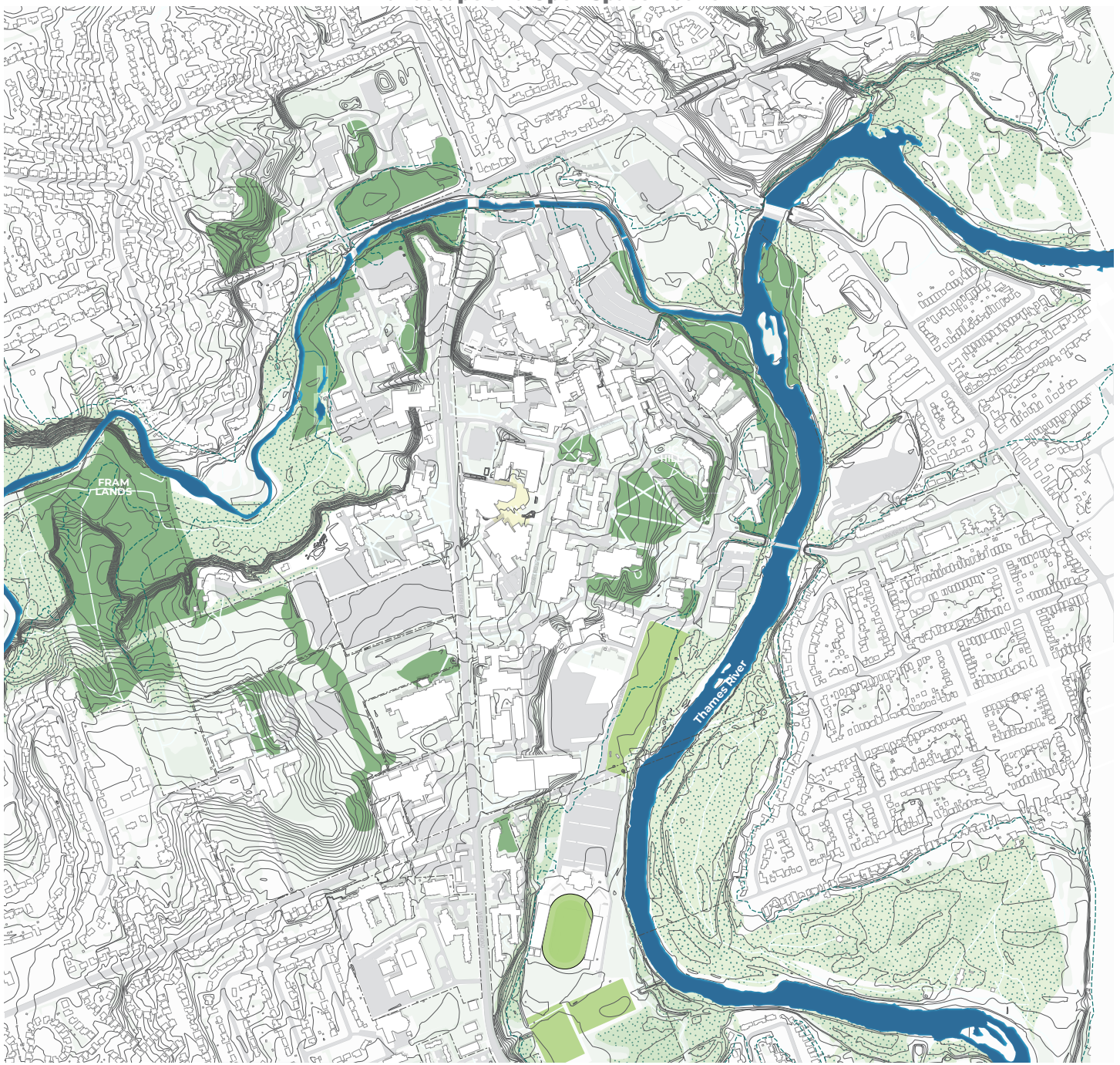


Thames River




Playing Fields

## Landscape and Open Space Network




Legend

- Woodlots
- Natural Areas
- Sportsfields
- Plazas



# 02 A Vision for Western's Future

# 2.1 Updated Campus Development Initiatives
## Key Priorities for Future Campus Growth

*Focus on "the ability to accommodate continuing growth while respecting the essential qualities of the campus and ensuring an efficient use of space and adequate access and movement" is a significant goal. The addition of the former Brescia lands the University now has significantly more space to grow and needs a long term development strategy that reflects this change. The 2026 Campus Development Strategy has adapted the key development initiatives proposed in 2015 to align with updated University priorities and changes in learning as well as to be reflective of new land acquisitions that have occurred in the last decade:*

### 1. Continue to Intensify the Core

While there has been significant intensification of Main Campus in the last decade, the heart of the Western campus continues to be a number of sites that are ideal for infill with new or renovated buildings. These priority development sites have been identified and design objectives proposed for each, recognizing the constraints and opportunities for each site. The development of these core sites should include strategies for consolidating fragmented service drives and improving the at-grade pedestrian experience.

### 2. Strategic Planning for Long-term Growth

Expansion of the campus across Western Road began in the 1960's and continued in the early 2010's with the development of Ivey Business School. The addition of the West Campus to the University's property on the west side of the road presents incredible opportunity for long-term growth and connectivity of previously disconnected sites. Creating a rational framework of roads and infrastructure to support future development should be prioritized in the upcoming years.

### 3. Invest in High-Quality Landscape and Public Realm

Western is a beautiful and well-situated campus, with many historic open spaces and a rich natural landscape. Investment in the improvement of several of the principal public spaces has been prioritized over the last decade and should be a continued priority going forward. Additionally, there are many opportunities outside the historic core to create a network of high-quality public spaces that reflect Western's rich history and future objectives, while preserving the natural landscape.

## 4. Redefine the Character of Western Road

As Western Road changes from a boundary street to become more internal to the campus, its pedestrian quality must be improved through public realm investment, creating additional safe pedestrian crossings, and continued reinforcement of the built edge along the road.

## 5. Enhance New + Existing Campus Gateways

The sense of place and arrival at Western can be enhanced through open space and built form investment. Key development sites, open space and pedestrian improvements can emphasize the principal gateways and entrances to the core campus and the expanding campus to the west of Western Road and north at Westminster. Gateway improvements and pedestrian safety are being advanced with development plans for the intersection of Richmond and University Drive; however there remain additional priority development sites on campus that can enhance the sense of arrival at the University.

## 6. Pedestrian Priority Campus

Much of the intensification of the core campus, expansion across Western Road and open space improvement will be undertaken on land now used for surface parking. A comprehensive strategy to reduce overall parking demand, increase utilization, and provide new underground and structured parking, along with appropriate parking pricing, will be required. This should also include a strategy to potentially increase the number of roads on campus that are reserved for service vehicles only, and limit the use of personal vehicles within the core.

## 7. Improve Campus Connectivity

Reducing vehicular traffic and parking within the Main Campus will require a stronger commitment to improved connectivity. Emphasis on improving pedestrian and bicycle networks within the campus, to the surrounding natural landscape and to the broader city, and on planning for consolidated transit infrastructure including the potential for a primary transit stop, designed to support the expansion of transit routing around campus.

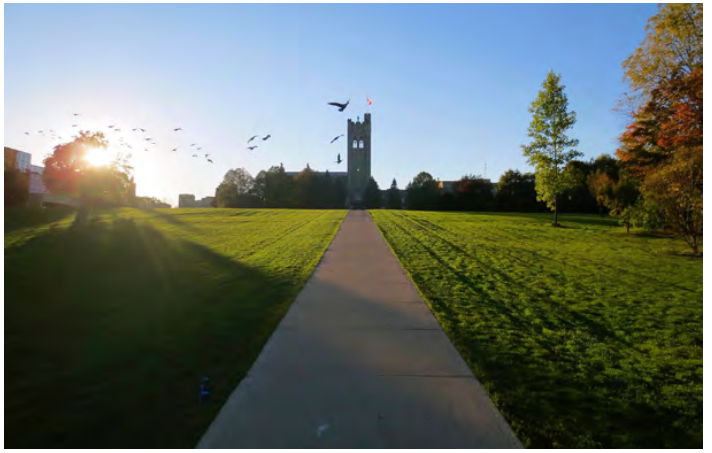
# 2.2 Key Structuring Moves
## Reinforcing and Expanding Western's Core Campus

### "Hill to Hill, River to Creek"

The future western expansion of the University should anticipate a 'mirrored' campus of equal beauty, aligned with the goals of the Strategic Plan. This area can extend the existing campus landscape system, with an opportunity to create a pedestrian boulevard that links UC Hill to a new West Campus Hill.

A formalized street network within West Campus, along with improved pedestrian connectivity along Lambton Drive and Brescia Drive, will help integrate the Western Road frontages and support continued campus growth. This also reinforces Western Road as a key transit and movement corridor through the campus.

A series of linked campus landscapes form a bigger circuit offering recreation, health and wellness, and amenity for students and faculty, connecting to the surrounding Thames River and Medway Creek conservation areas.

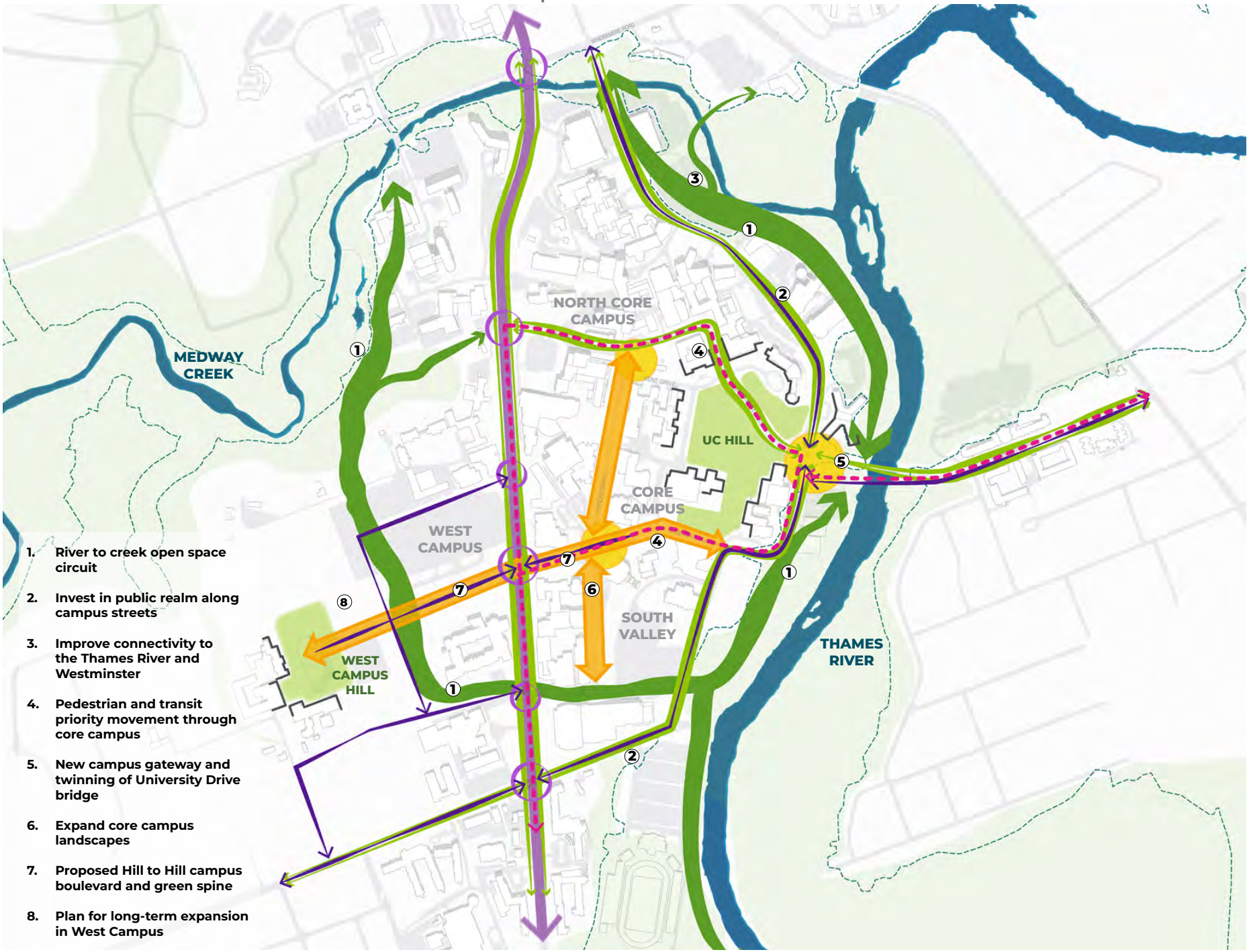


UC Hill view to University College



Ursuline Hall on West Campus

## Campus Framework Plan



# 2.3 Campus Design Framework
## Circulation + Open Space + Development

## OPEN SPACE + PUBLIC REALM

### 1. The Big Picture (Hill to Hill, River to Creek)

- Recognize the significant potential to create a campus-wide open space circuit with the inclusion of the West Campus property;
- Embrace the existing Thames River Watershed and Medway Creek sub-watershed that surround the campus as a character natural landscape;
- Create open space links from the historic UC Hill to a new, complementary "West Campus Hill" framed by Ursuline Hall and future surrounding development (Hill to Hill) and from the Thames River to Medway Creek (River to Creek).

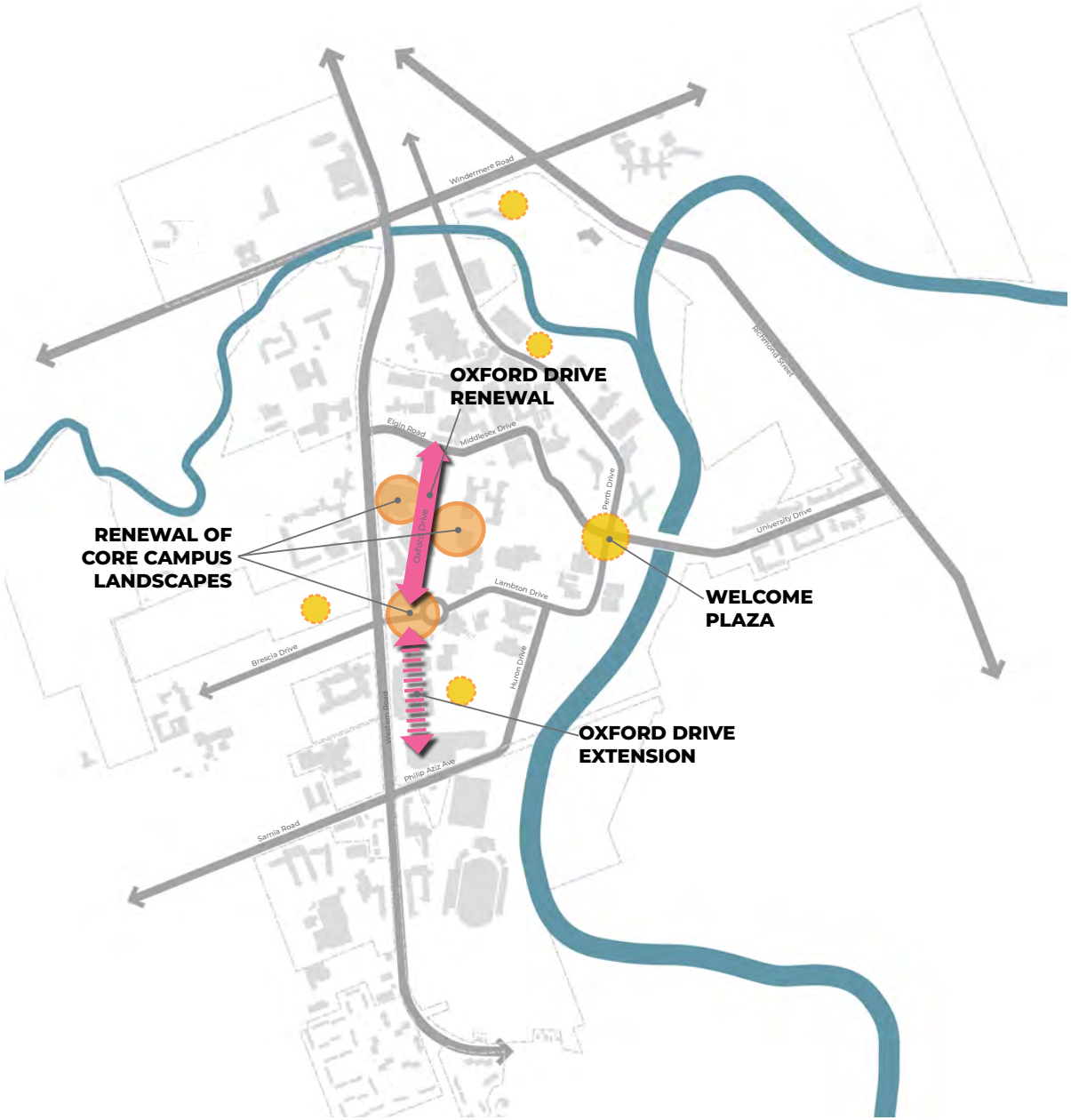



Campus Open Space Circuit
Campus Hills
Proposed Campus Boulevard and Green Spine

Legend

## 2. Renew and Expand Western's Campus Places

- Continue to invest in improving existing character open spaces and adding new areas;
- Create pedestrian priority connections throughout campus, both within buildings and through pedestrian priority streets, crossings and walkways;
- Continue to expand the network of campus open spaces by including new smaller quads and high quality open spaces along with each new development;
- Resolve traffic and transit considerations on Middlesex Drive prior to the realization of the planned Welcome Plaza at the base of UC Hill and the planned twinning of University Drive bridge.



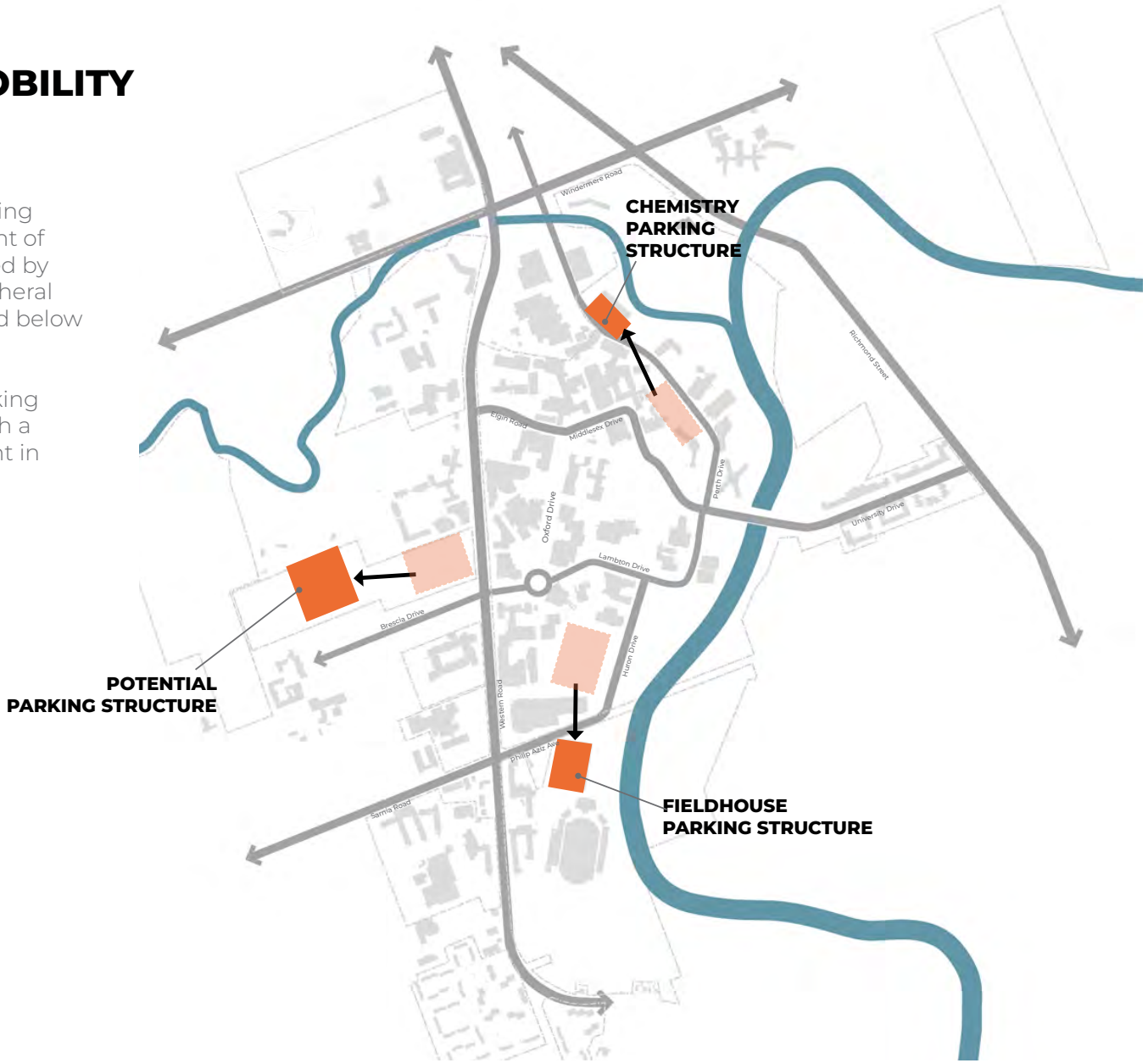
## Emerging Campus Open Space and Public Realm Framework



# CIRCULATION + MOBILITY

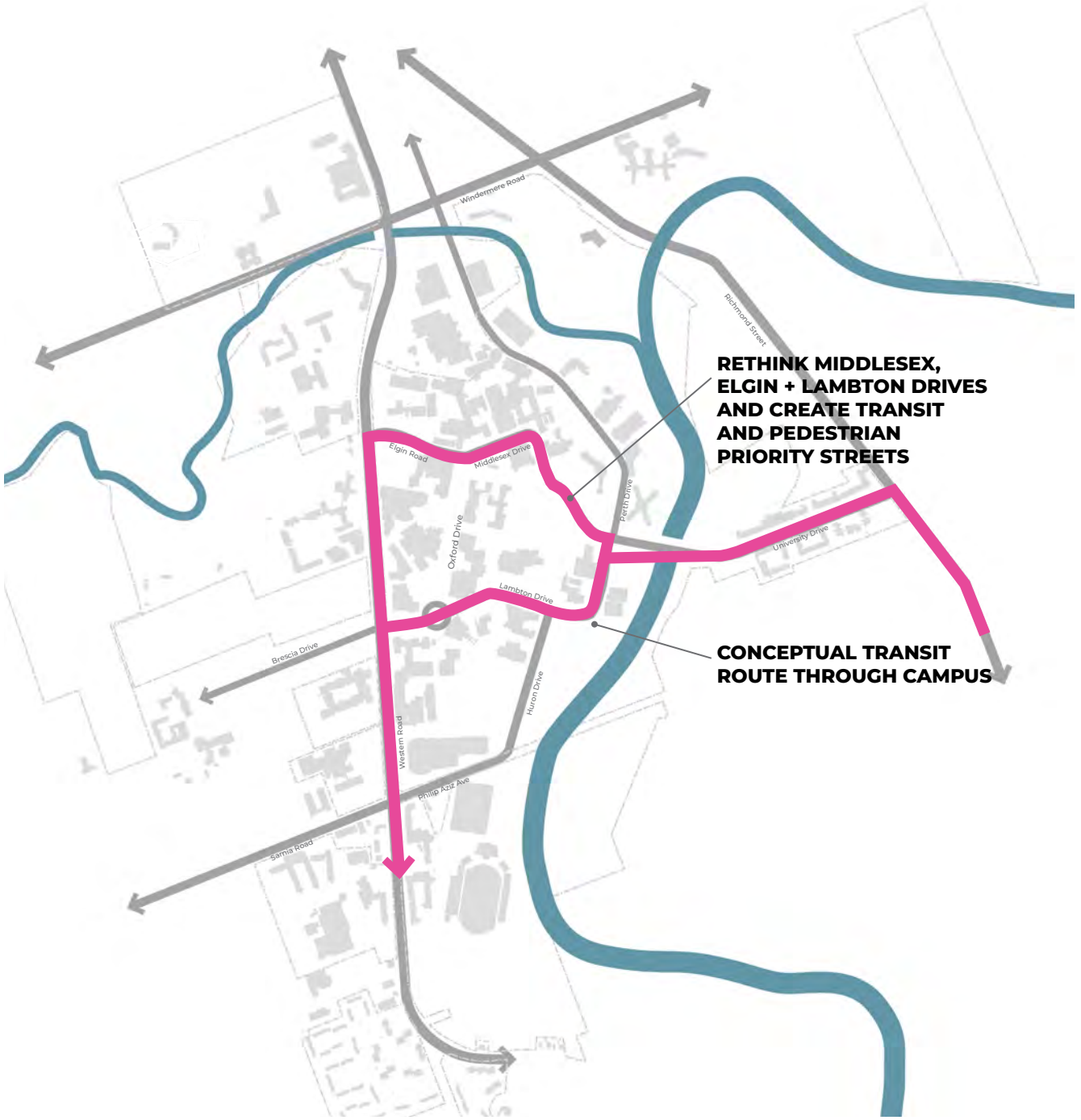
## 1. De-centralize Parking

- Create a comprehensive parking strategy for the redevelopment of existing surface lots, supported by consolidated parking in peripheral structured parking (above and below grade);
- Relocate existing surface parking on Springett further west, with a structured parking investment in the long term.



## 2. Prioritize Transit

- Invest in a transit-rich campus that relieves core campus congestion, and can be coordinated with potential LTC service changes;
- Control traffic within the campus core, while increasing transit access and coverage.

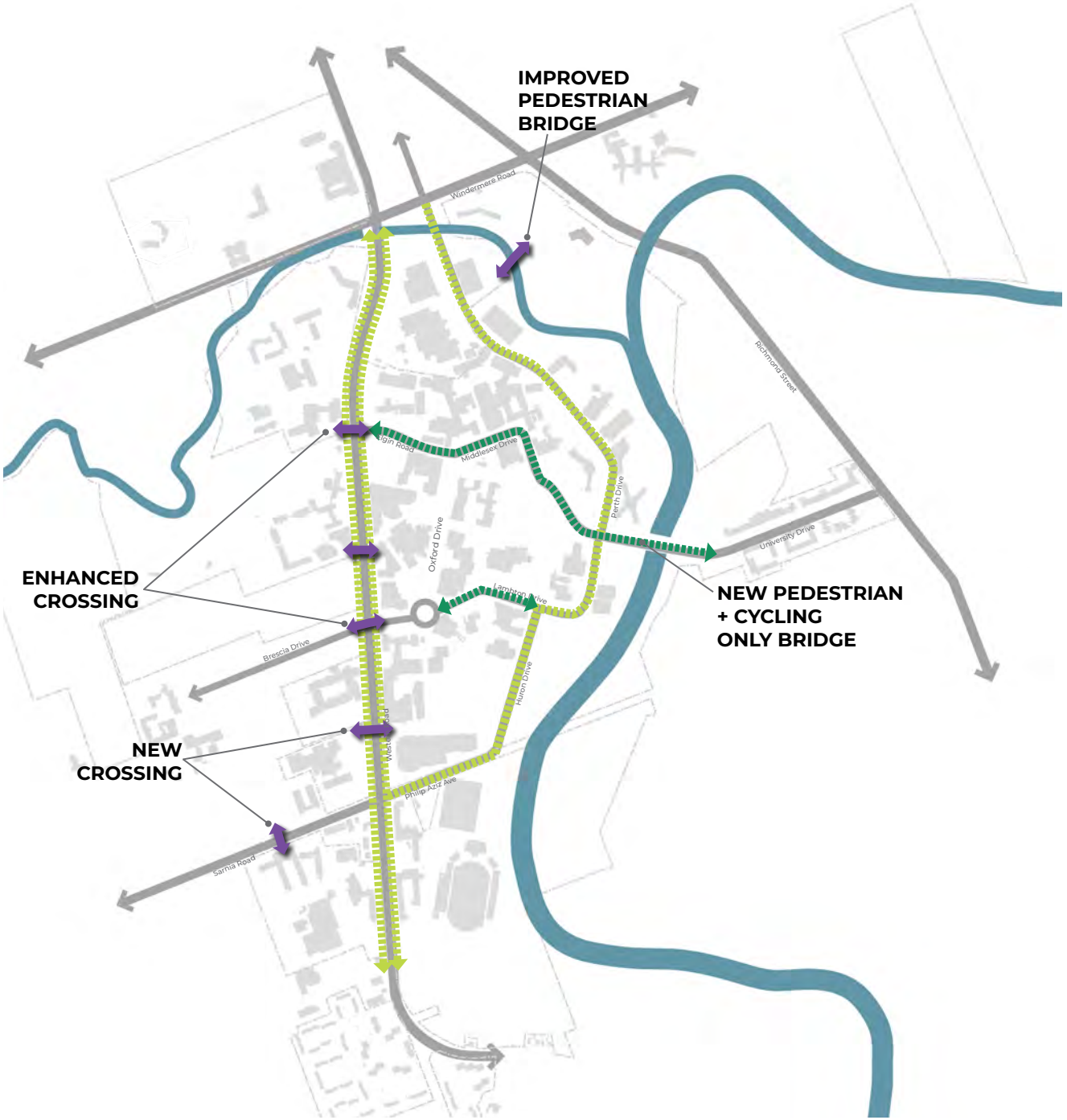



Potential Transit Route

Legend

## 3. Strengthen Connections to the Core

- Improve safe pedestrian movement along and across Western Road with new connections and public realm investment;
- Enhance bridge connections across the Thames River with pedestrian priority twinning of University Drive bridge and improved connectivity between Westminster and Perth Drive;
- Prioritize safe crossing of Western Road from South Valley to West Campus;
- Prioritize pedestrians in the core along Middlesex Drive and a portion of Lambton Drive.
- In the long term, consider opportunities to create a building-to-building bridge connection across Sarnia Road to connect student residences on the south to fully developed West Campus buildings.



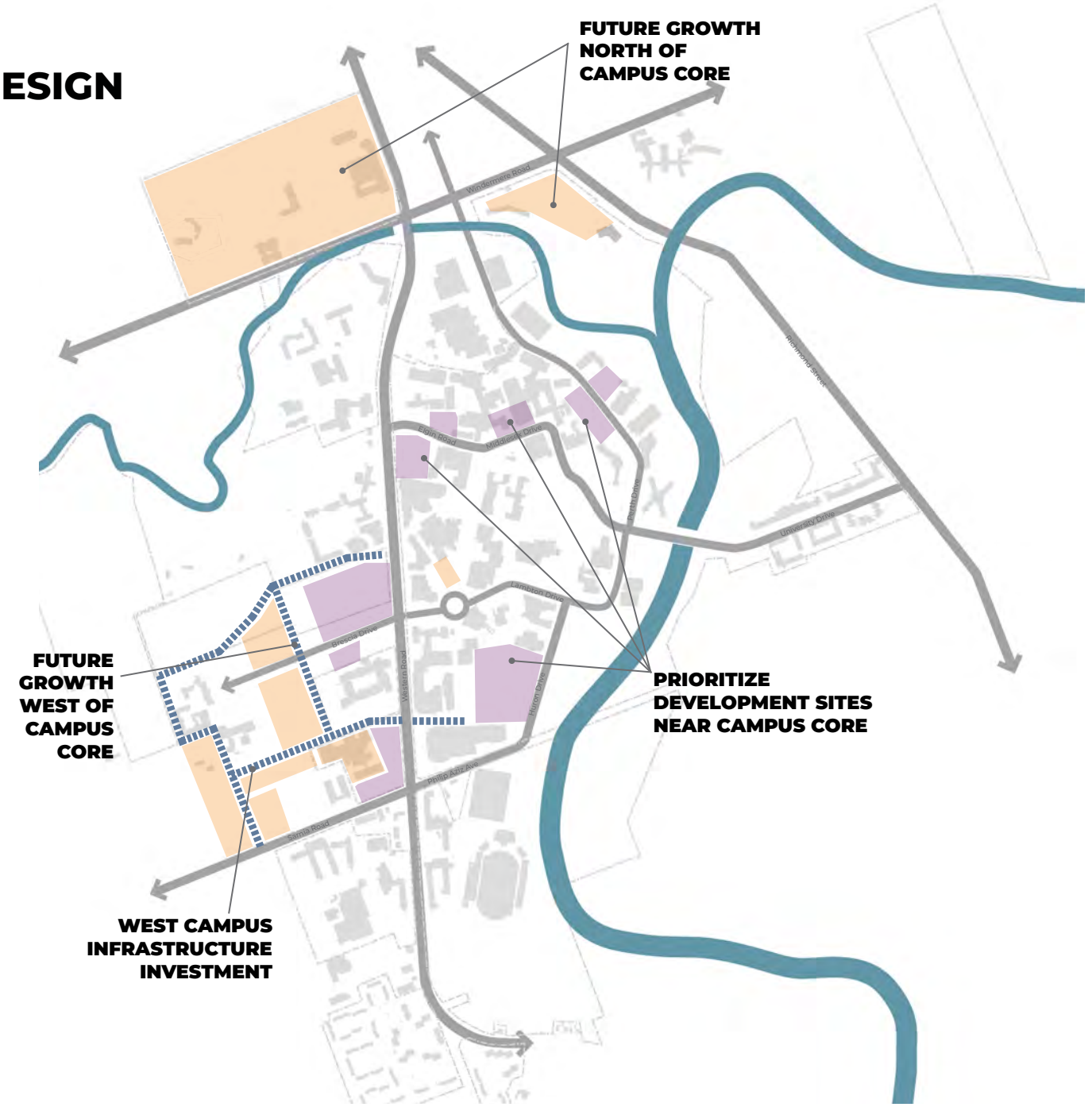
## Emerging Campus Circulation and Mobility Framework



# BUILT FORM + URBAN DESIGN

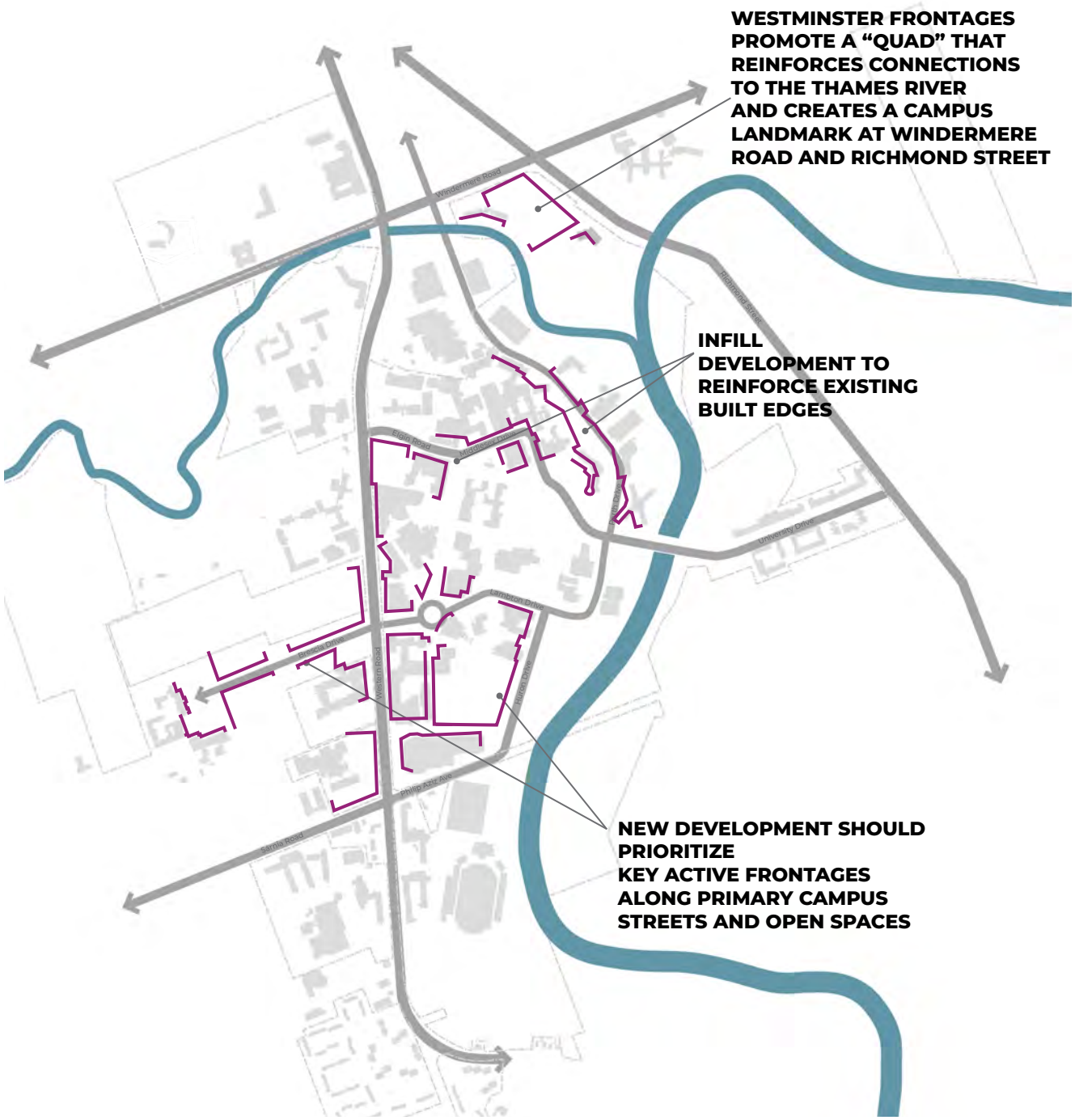
## 1. Plan for Near + Long Term Growth

- Prioritize the development of primary sites in the core campus to continue infilling existing underutilized areas and create a more cohesive campus experience;
- Create a comprehensive framework of infrastructure to support the longer term expansion outwards with the future development of West Campus / FRAM;
- Continue to prioritize accessible design and expand the network of interior connections that provide comfortable all-season movement, particularly in areas of campus with grade changes.



## 2. Architectural Excellence + Activation

- Demonstrate continued commitment to architectural excellence to ensure a cohesive and complementary campus character that respects the historic Collegiate Gothic style;
- Continue to prioritize leading sustainable design as a core principle;
- Prioritize the public realm interface and engaging active frontages of new buildings to enhance the overall pedestrian experience of the campus.



## Emerging Campus Built Form and Urban Design Framework





# 03 Development Strategy

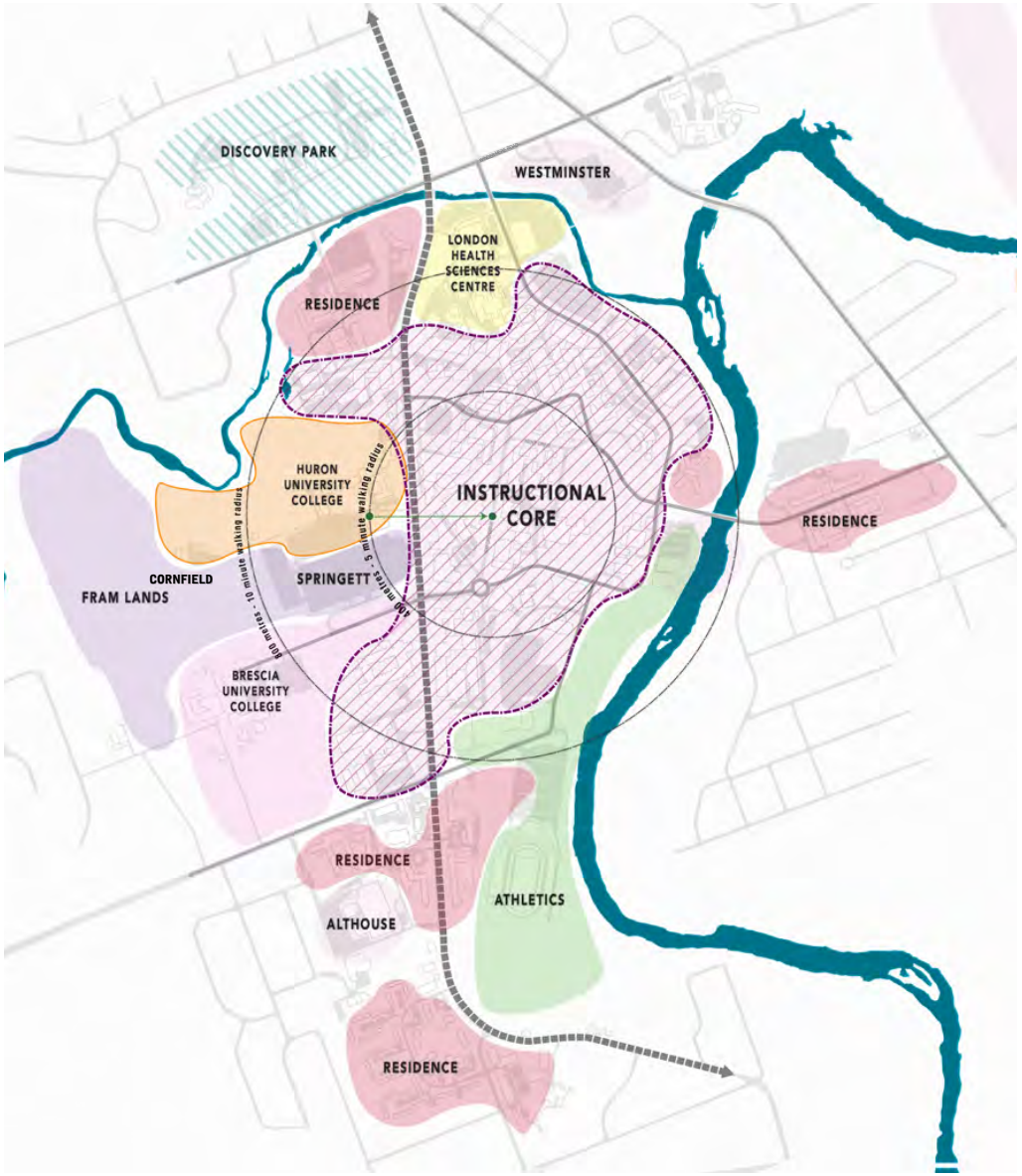
# 3.1 Evolving Character Areas
## Expanding the Instructional Core

Western University's Main Campus is made up of established character areas that define the relationships between different uses and contribute to the overall campus experience. The 2015 Campus Master Plan mapped these areas, and development since that time has continued to reinforce the established character of the campus.

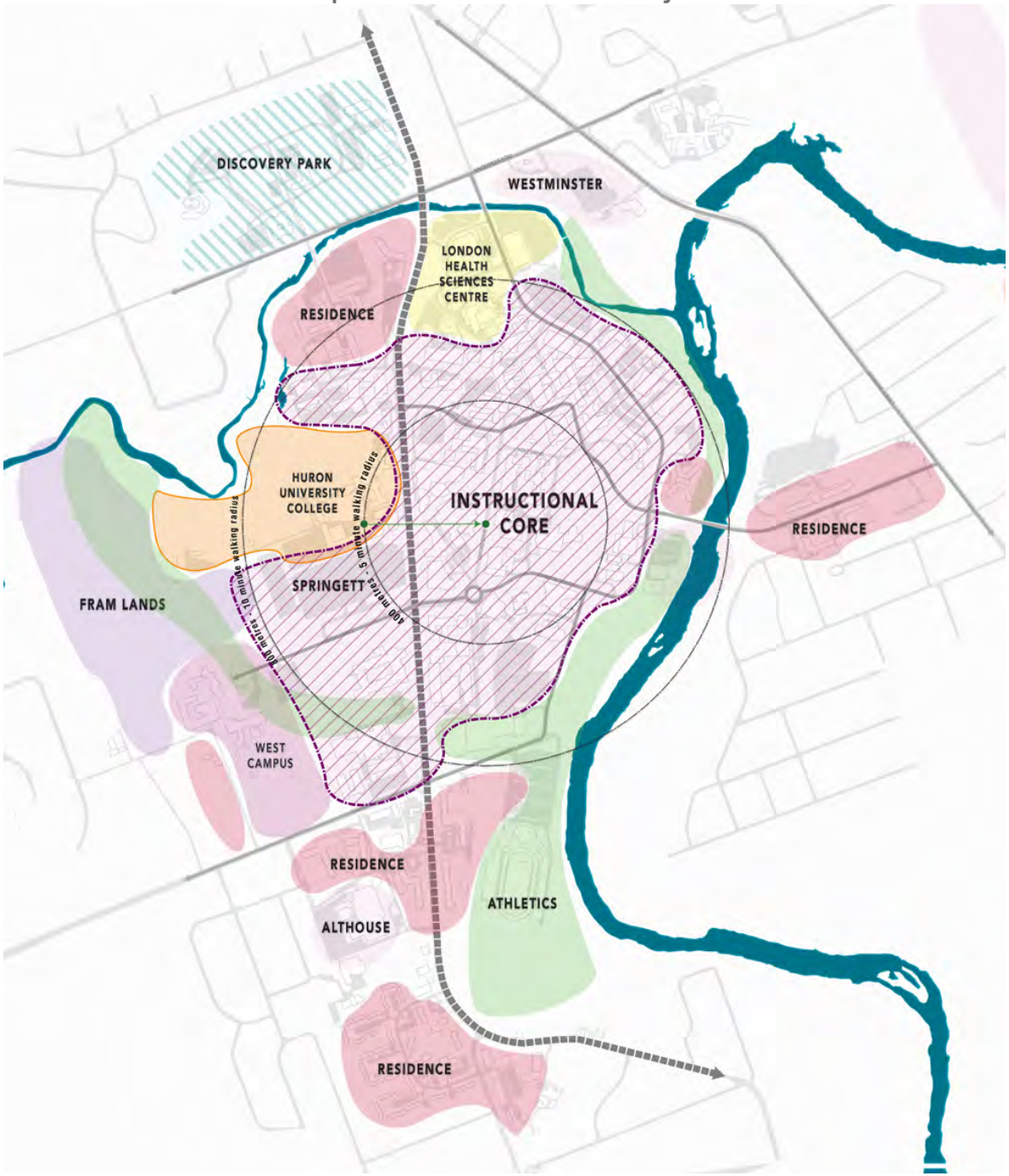
The inclusion of West Campus as a part of Western University initiates an evolved future concept of the campus structure and character, one where Western Road no longer acts as the boundary of the Instructional Core. With the consolidation of West Campus, Springett and Ivey properties, there is potential for the Instructional Core to expand and bridge Western Road with future development.

The established residence areas of the campus have continued to intensify, with several new developments in the design and construction stages. In the longer term there may be opportunities for new student residences along the southwestern edge of West Campus and at Westminster College.

**Campus Character Areas 2015**



## Campus Character Areas 2026 and Beyond



# 3.2 Campus Intensification Areas

*Aligning with the Campus Character Areas, there are a number of sites in Main Campus that present significant opportunity for future academic development or redevelopment. Recognizing the importance of creating a cohesive campus experience and the need to plan long-term for how development will fit into its context, these sites have been grouped by proximity to create emerging campus intensification areas that fit within the broader character areas. Grouping development sites into intensification areas recognizes the benefits of planning for adjacencies, and how the longer term success of an area of campus will be achieved by the careful planning and coordination of all sites in close proximity.*

**Thames River Intensification Area:**

These development sites are linked across the Thames River, with potential for sites along Perth Drive to act as a gateway that connects Westminster to the core campus. Several sites within this area are affected by floodplain restrictions that require consideration. The design of buildings and open spaces should respect and respond to the natural heritage systems along the Thames river, creating connections, views and amenity spaces within the landscape.

**Core Campus Intensification Area:**

This area is made up of smaller infill sites located in the campus core. These sites have challenging service, parking, and access considerations; however there is potential for these to be consolidated through infill development. Development in this area creates opportunities for a new campus gateways at Elgin and Lambton Drives and a stronger architectural presence along Western Road. While they are smaller sites, they present opportunities to activate the in-between places of the developed core and provide needed expansion of existing facilities and amenities.

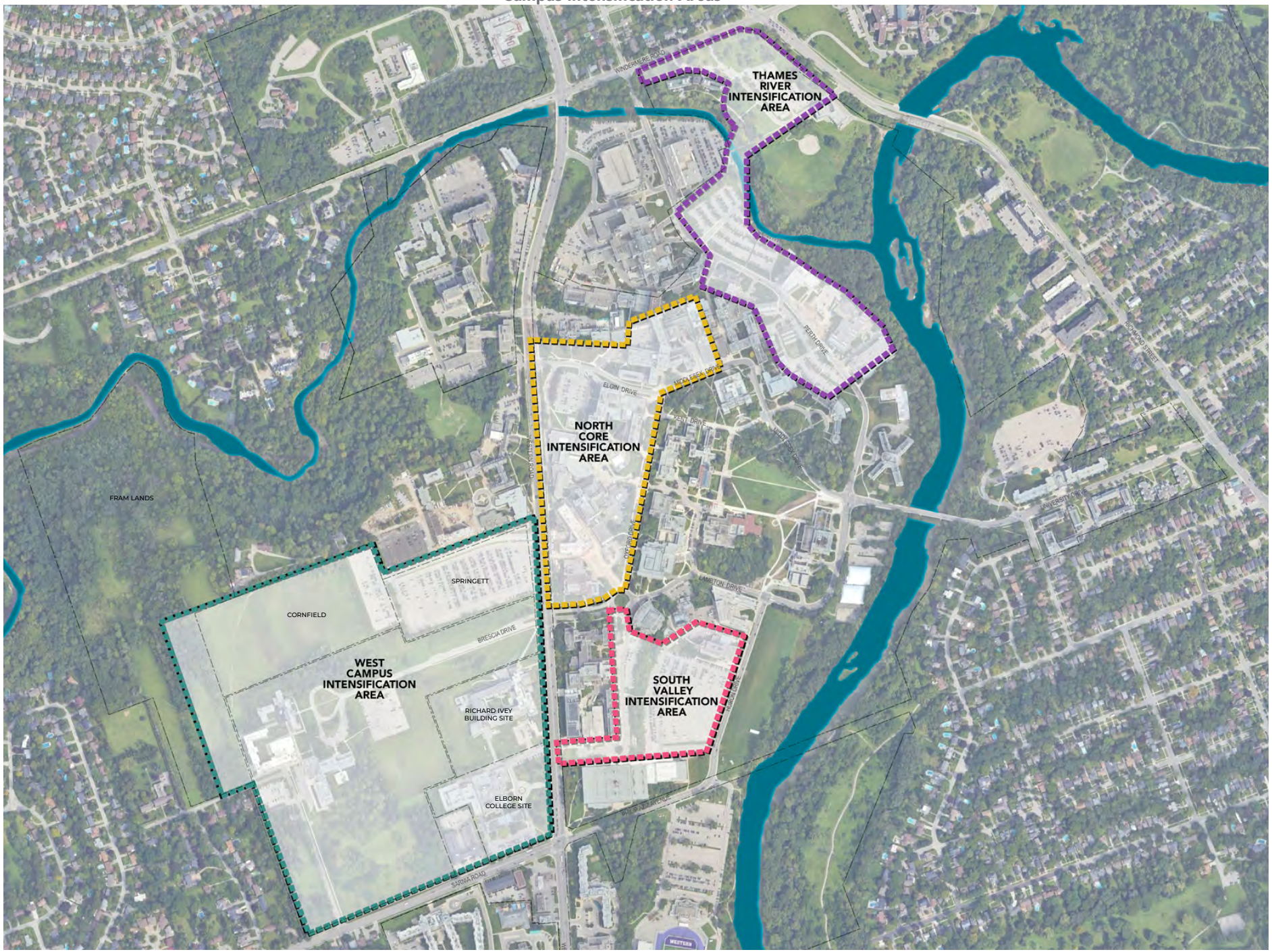
**South Valley Intensification Area:**

South Valley is the largest remaining core campus development site. Its success is linked to the realization of large open space investments, such as a new east-west link across Western Road to Ivey and the southern extension of the Oxford Drive promenade. Broader coordination is needed related to grade-change accessibility and mediating service access and public realm along Oxford Drive South.

**West Campus Intensification Area:**

The West Campus Intensification Area is made up of West Campus, Springett, the FRAM Lands, the Cornfield, the Ivey Building site, and the Elborn College site. This area is the largest piece of mostly vacant land on campus. Development in this area will require investment in safe pedestrian movement and transit connectivity. Development should be based on a long-term strategy for phased growth and investment in an internal road network to improve access. Early stage development should be focused on the eastern properties that have closer proximity to the core campus and can improve frontage along Western Road.  Floodplain restrictions on the FRAM lands limit development potential; however can advance large open space connections from the campus to Medway Creek and the Cornfield property can be utilized for parking in the longer-term.

## Campus Intensification Areas



# 3.3 Primary Development Sites
## 10 Year Potential

The 2015 Campus Master Plan identified key primary and secondary development sites for the campus. Since that time, most completed and planned development has occurred on those identified sites. This Campus Development Strategy has revised the previous development sites to reflect recent development, flood plain restrictions, other natural environment considerations and, most substantially, incorporate the inclusion of West Campus as a part of the Western University campus.

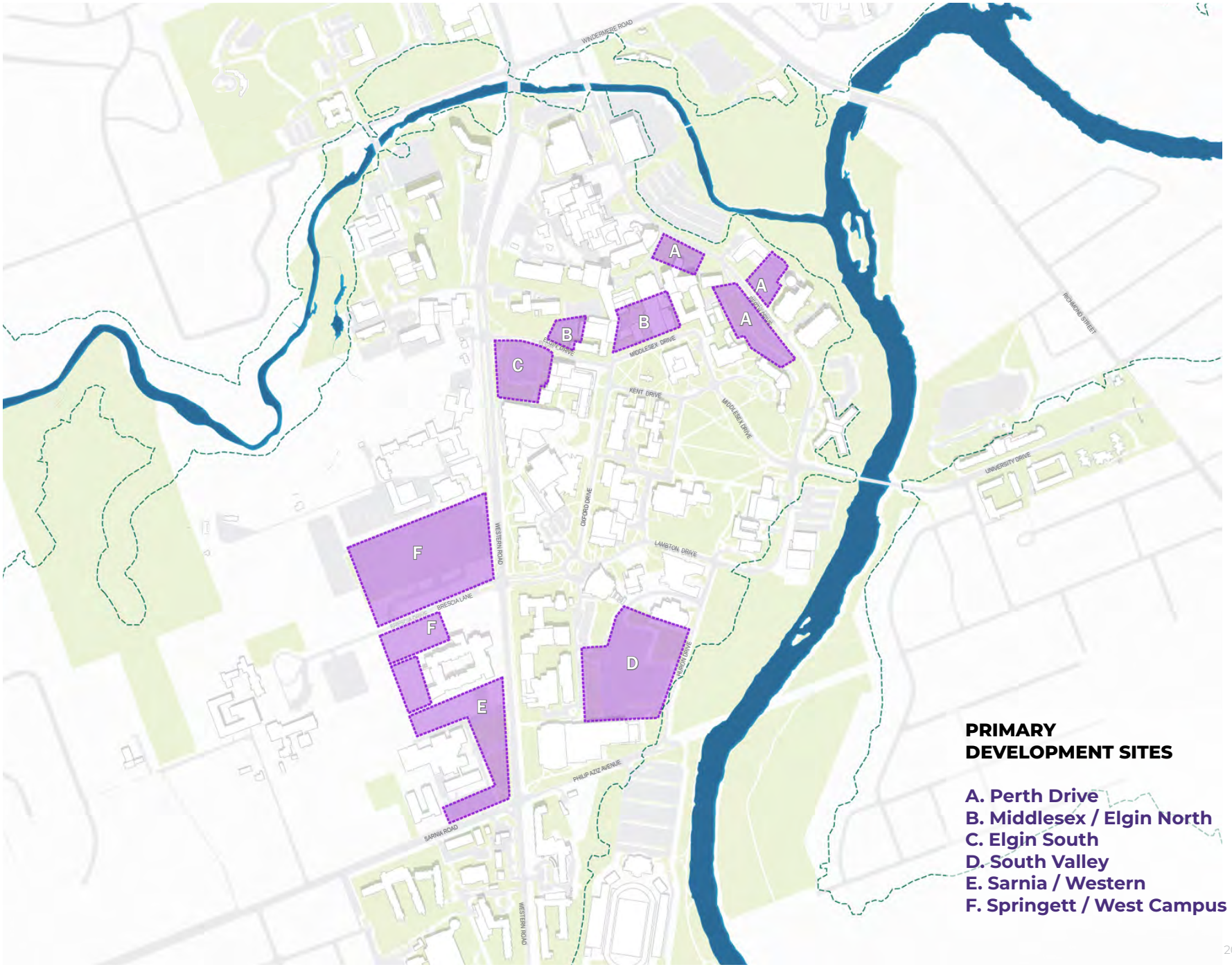
The following sites are identified as Primary Development Sites, those that are closest to the campus core and that should generally be prioritized for development within the next ten years. These sites are considered Primary due to their close proximity to the campus core, and the timeframe within which they will be considered for redevelopment.

- **Perth Drive**
- **Middlesex / Elgin North**
- **Elgin South**
- **South Valley**
- **Sarnia / Western**
- **Springett / West Campus East**

**Primary Development Sites: 2015**



## Primary Development Sites: 2026



# 3.4 Secondary Development Sites
## Greater Than 10 Years

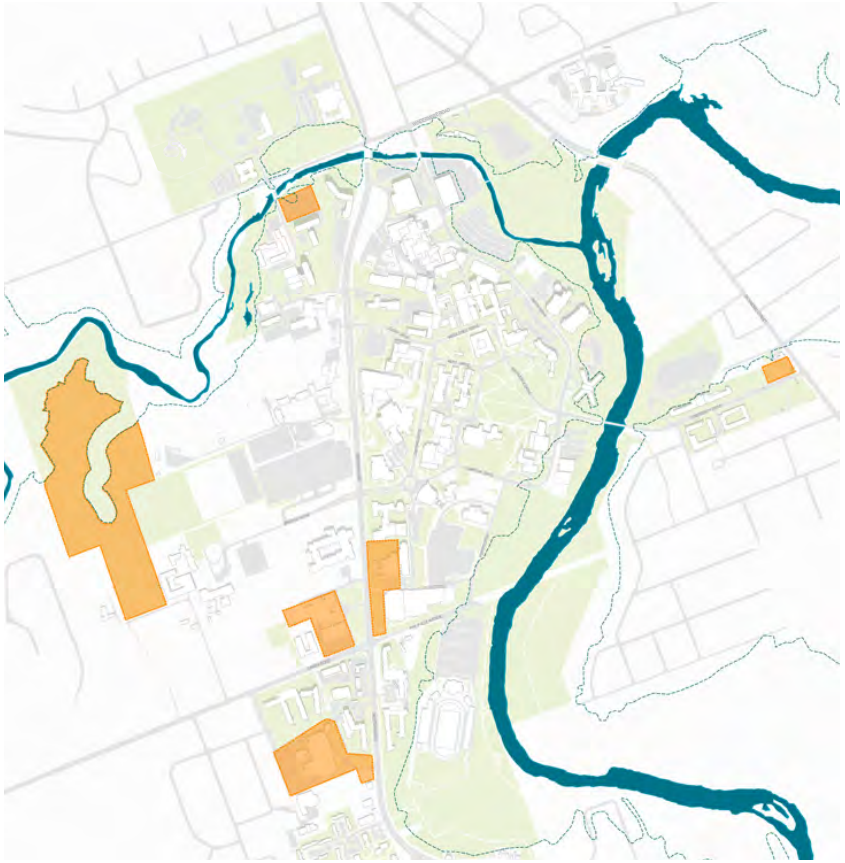
As the campus has grown and evolved, the sites that should be considered for longer term development have also changed. The opportunity to develop a significant portion of land on the west side of Western Road has allowed for future connections to previously isolated secondary development sites and has somewhat shifted the focus of where to develop first.

The Secondary Development Sites should generally be considered for development in the longer term, beyond 10 years, however, infrastructure such as road networks, bridge connections and open space investments should be developed in the early stages to create stronger connections to these areas from the rest of the campus.

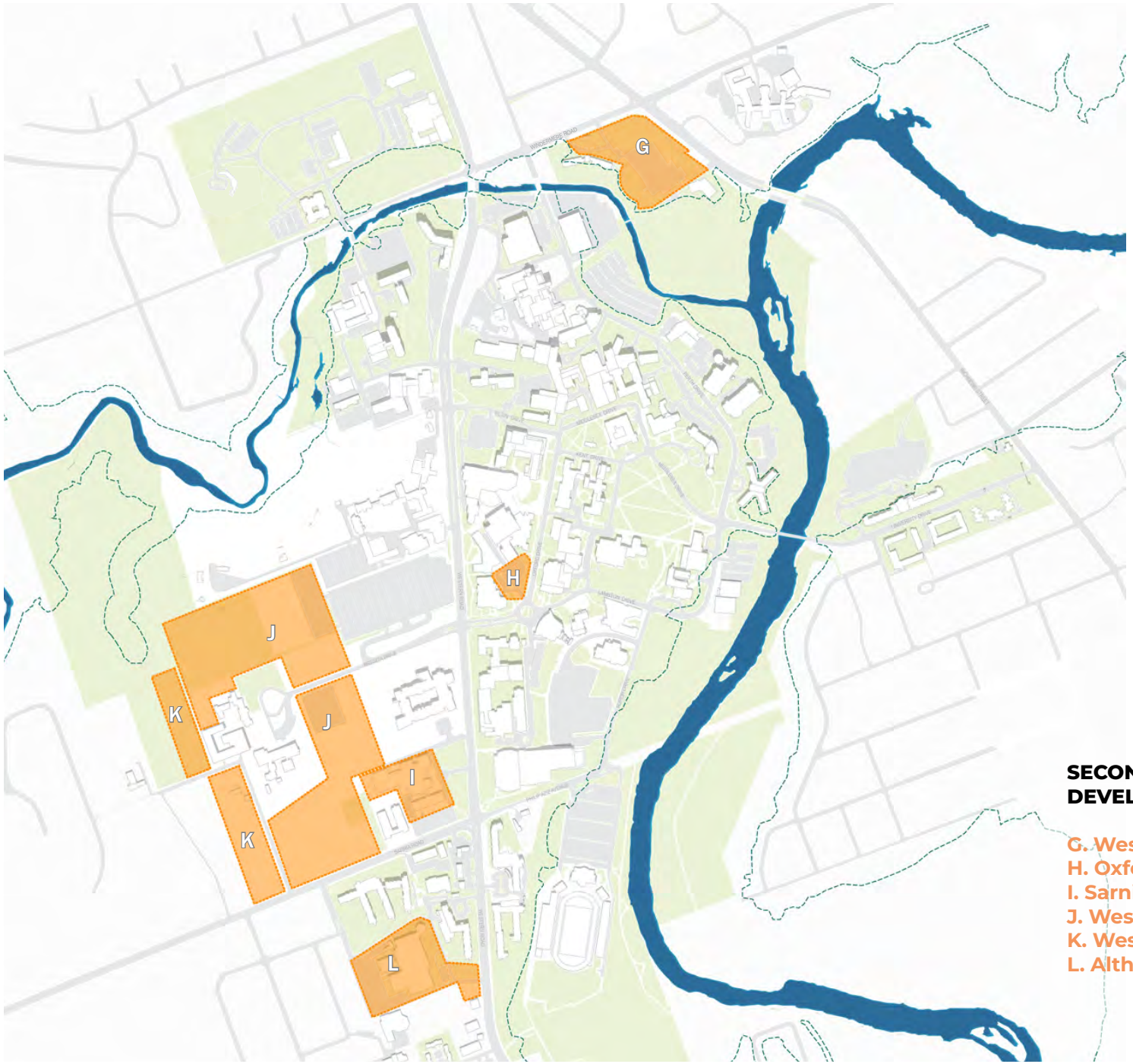
A Secondary Site may be considered for development before a Primary Development Site, if the proposed use is suitable for being located away from the campus core. Focus should be on developing sites closer to the campus core for academic uses, and the potential for research or residence uses will need to be in response to future need. The following sites are considered Secondary Development Sites:

- **Westminster**
- **Discovery Park**
- **Oxford Drive**
- **Sarnia / Western Phase 2**
- **West Campus Central**
- **West Campus / FRAM**
- **Althouse**

**Secondary Development Sites: 2015**



## Secondary Development Sites: 2026



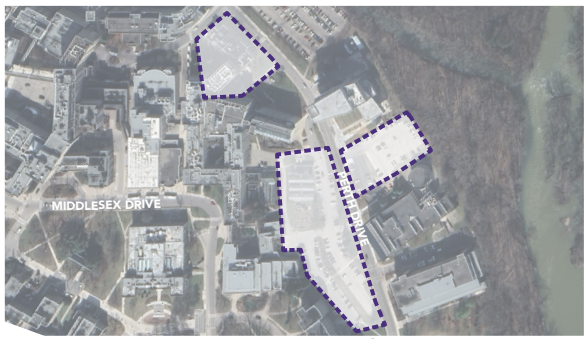

**SECONDARY DEVELOPMENT SITES**

G. Westminster
H. Oxford Drive
I. Sarnia / Western Phase 2
J. West Campus / Cornfield
K. West Campus / FRAM
L. Althouse

# 3.5 Primary Development Opportunities
## PERTH DRIVE

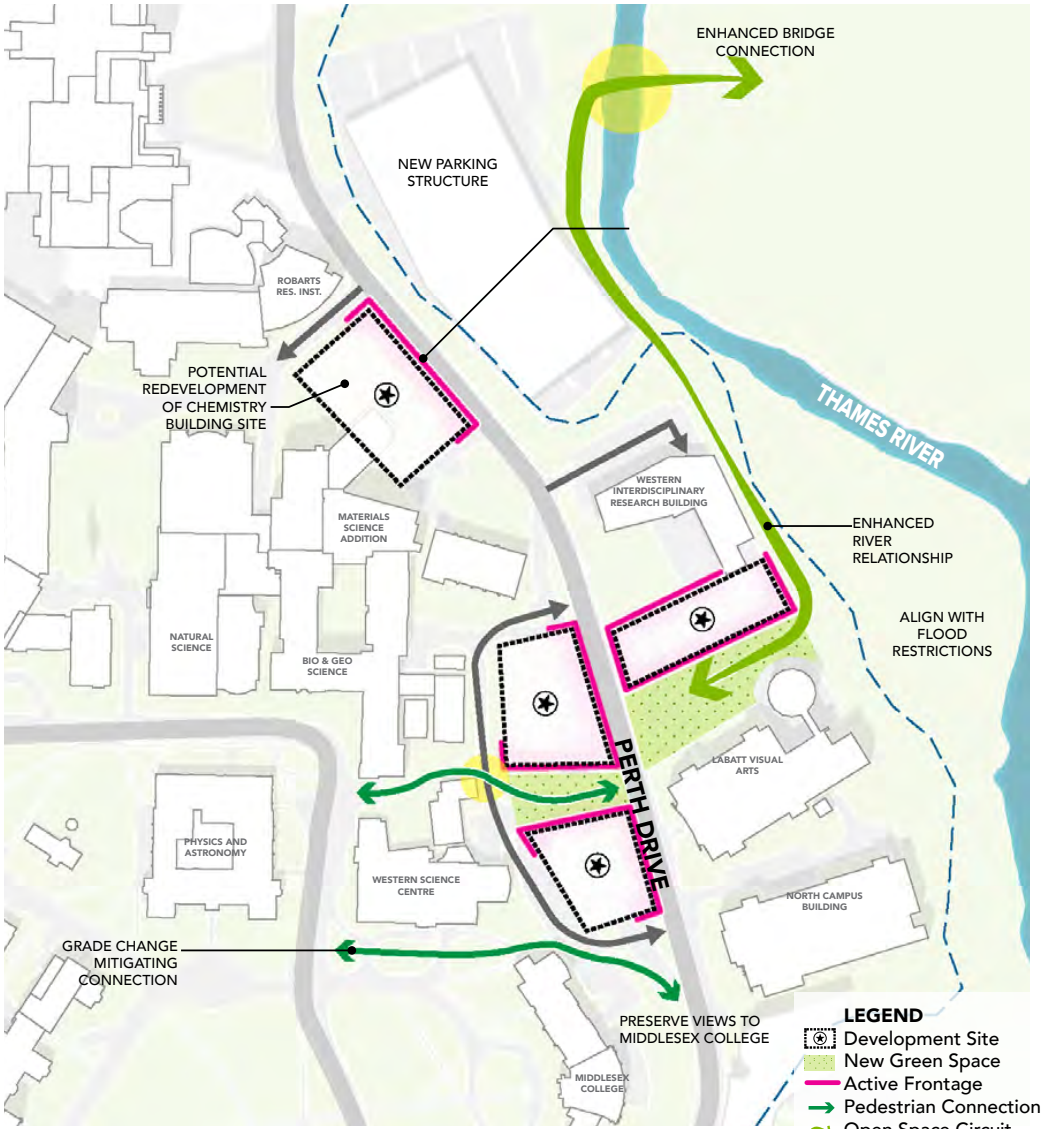
### Existing Conditions and Considerations:

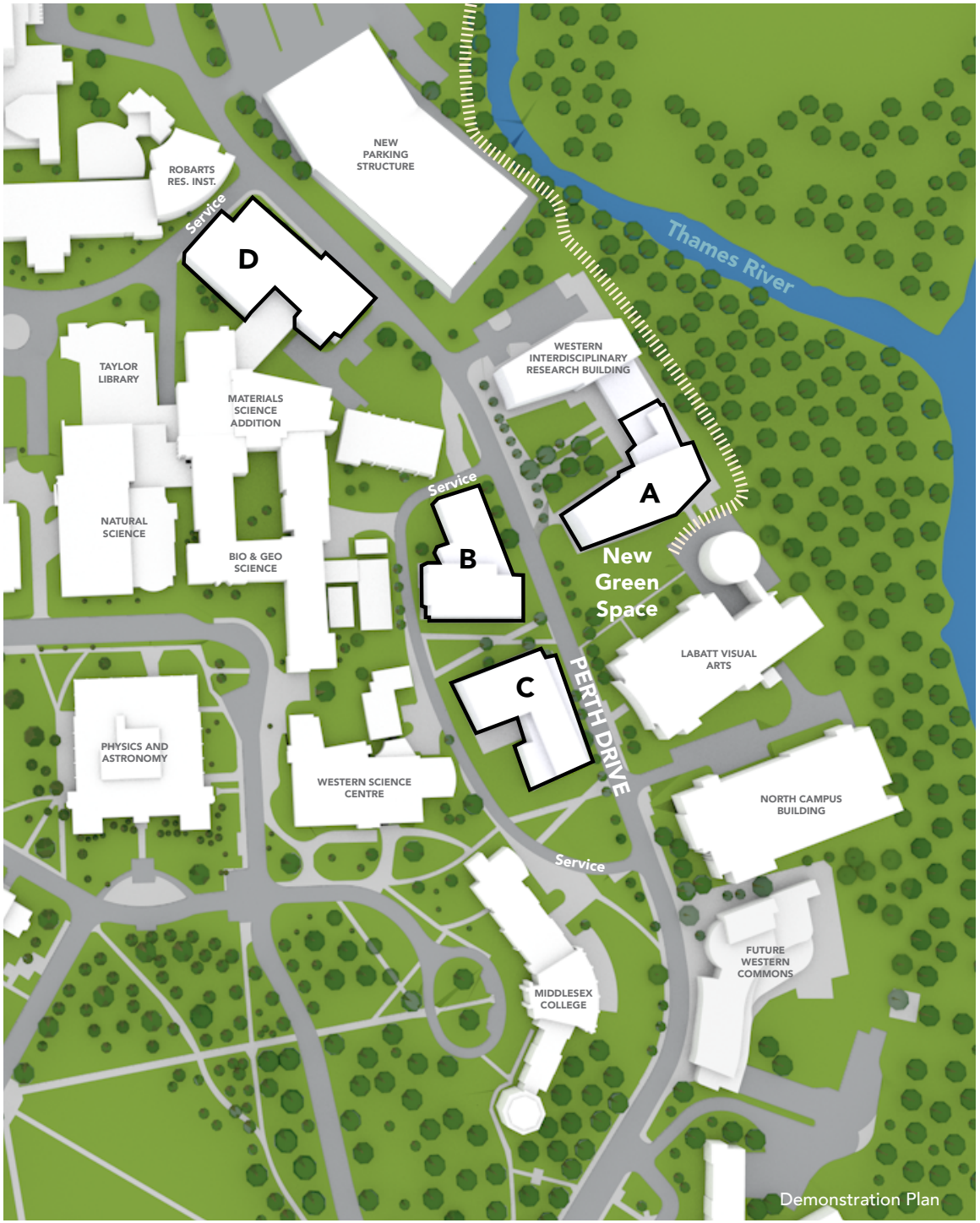
- New Western Interdisciplinary Research Building completed, and Western Commons to be completed.
- Planned Chemistry Parking Structure will support development on existing surface parking lots.
- Greenhouses are nearing end of life-cycle and site can be redeveloped with potential to include greenhouse space and community gardens within.
- Relationship to and access along the Thames River and connection to Westminster can be improved.
- Back-of-house condition along Perth Drive for Western Commons Middlesex College can be consolidated behind a new development fronting the road.
- The CDS acknowledges that existing gardens and living labs, pollinator gardens and community-managed landscapes will be considered in future site planning. Consider a diversity of appropriate landscapes, low impact development elements, and restorative human-centered spaces as part of landscape design practices.




Existing Site Aerial

Site Opportunities






Demonstration Plan

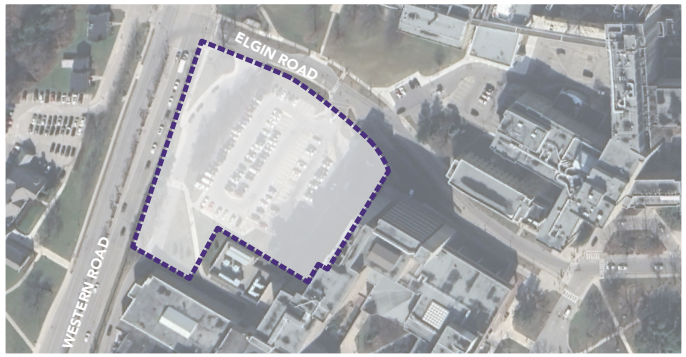
## Design Objectives and Opportunities:

- Create a strong connection between Middlesex and Perth Drive to improve site accessibility, weather protection and grade transition.
- Consolidate existing fragmented building service drives into one direct loop to serve all buildings and create a stronger built frontage along Perth Drive.
- Incorporate new open spaces that enhance relationship to the Thames River.
- Consider including active frontage along planned Chemistry Parking Structure in response to development site across the street building investment, with consideration for flood plain restrictions.
- Replace and expand existing greenhouses within new development areas that can be directly incorporated with science and lab programs and enjoyed by students.
- Consider Heritage Impact on Middlesex College in the design and siting of new buildings.

# ELGIN DRIVE SOUTH

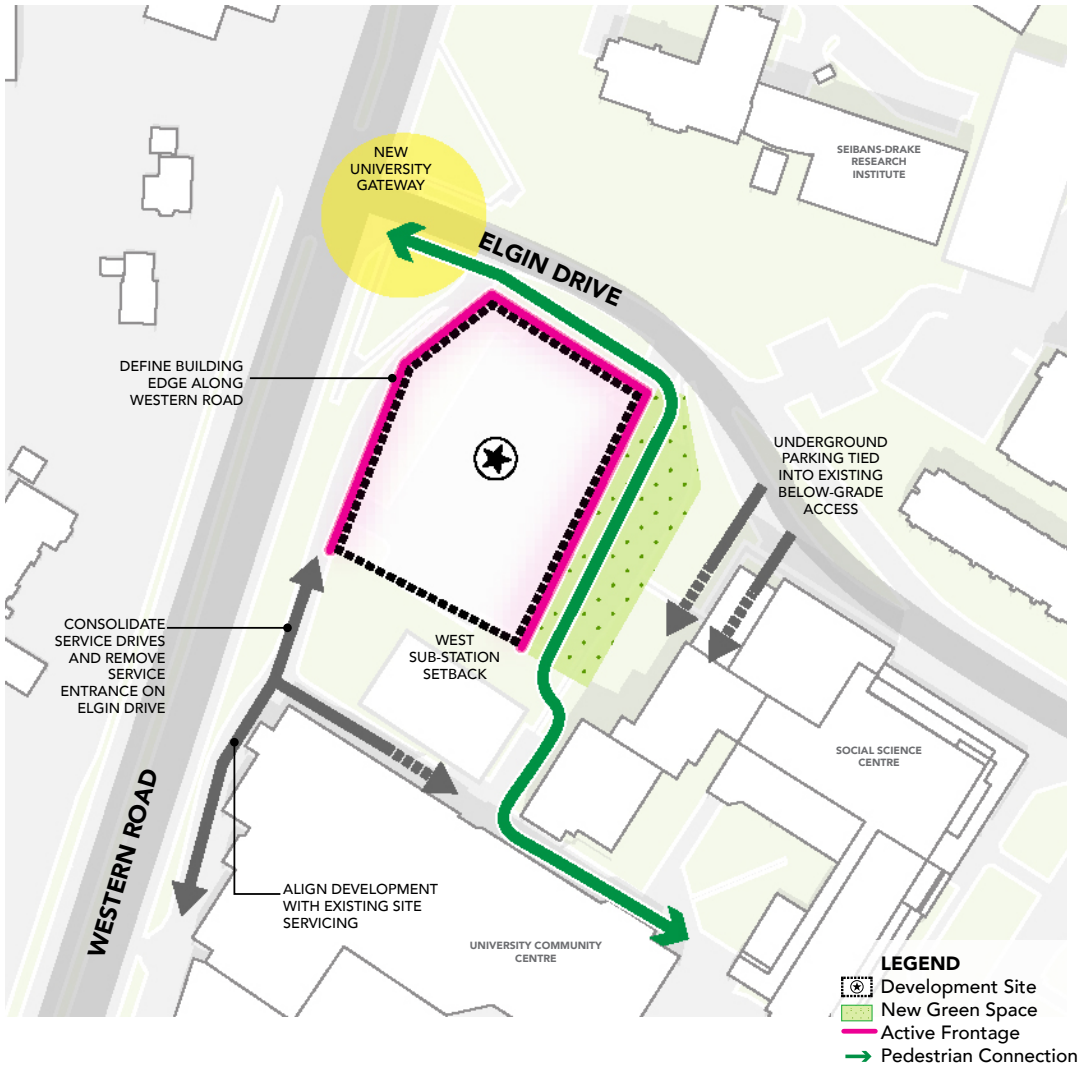
## Existing Conditions and Considerations:

- Planned Social Science Centre Atrium renovations.
- Focus on development parcel south of Elgin Drive and continue to examine infill opportunities at Social Science Centre.
- Consider site servicing restrictions related to west sub-station.
- Existing traffic congestion related to entry for parking lot, service and drop-off create difficulties for pedestrian movement. There are plans to incorporate a round-about in the next 12 months to help resolve traffic issues.
- Consider if underground service entrances at Social Science Centre and University Community Centre can be better utilized.
- Site is positioned to continue built edge of Western Road and create a campus landmark gateway.




Existing Site Aerial

Site Opportunities






Demonstration Plan

**Design Objectives and Opportunities:**

- Unlock the Elgin / Western frontage by reducing existing service entrance on Elgin Drive just east of Western Road intersection and utilize existing service behind University Community Centre to service new development and extend underground.

- Remove existing surface parking lot and use new development on the south side of Elgin to frame Western Road and better integrate the substation. Consider an underground parking investment to replace removal of surface lot and tie into underground service.

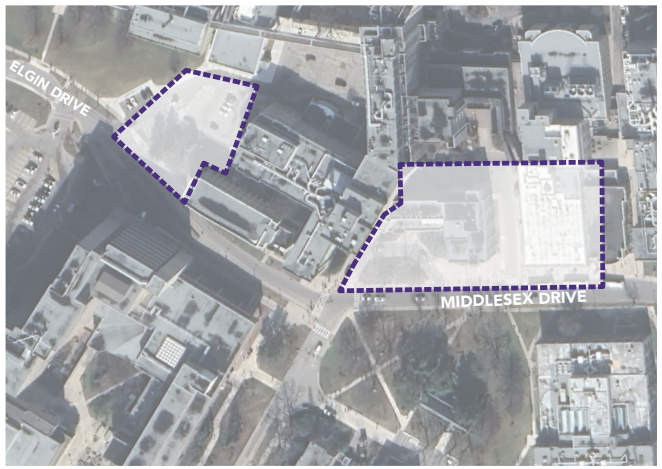
- Formalize pedestrian connections to Concrete Beach and create a new quad south of Elgin Drive.

- Consolidate existing underground service entrance for Social Science Centre with new entrance for proposed underground parking beneath largest development parcel.

# MIDDLESEX / ELGIN DRIVE NORTH

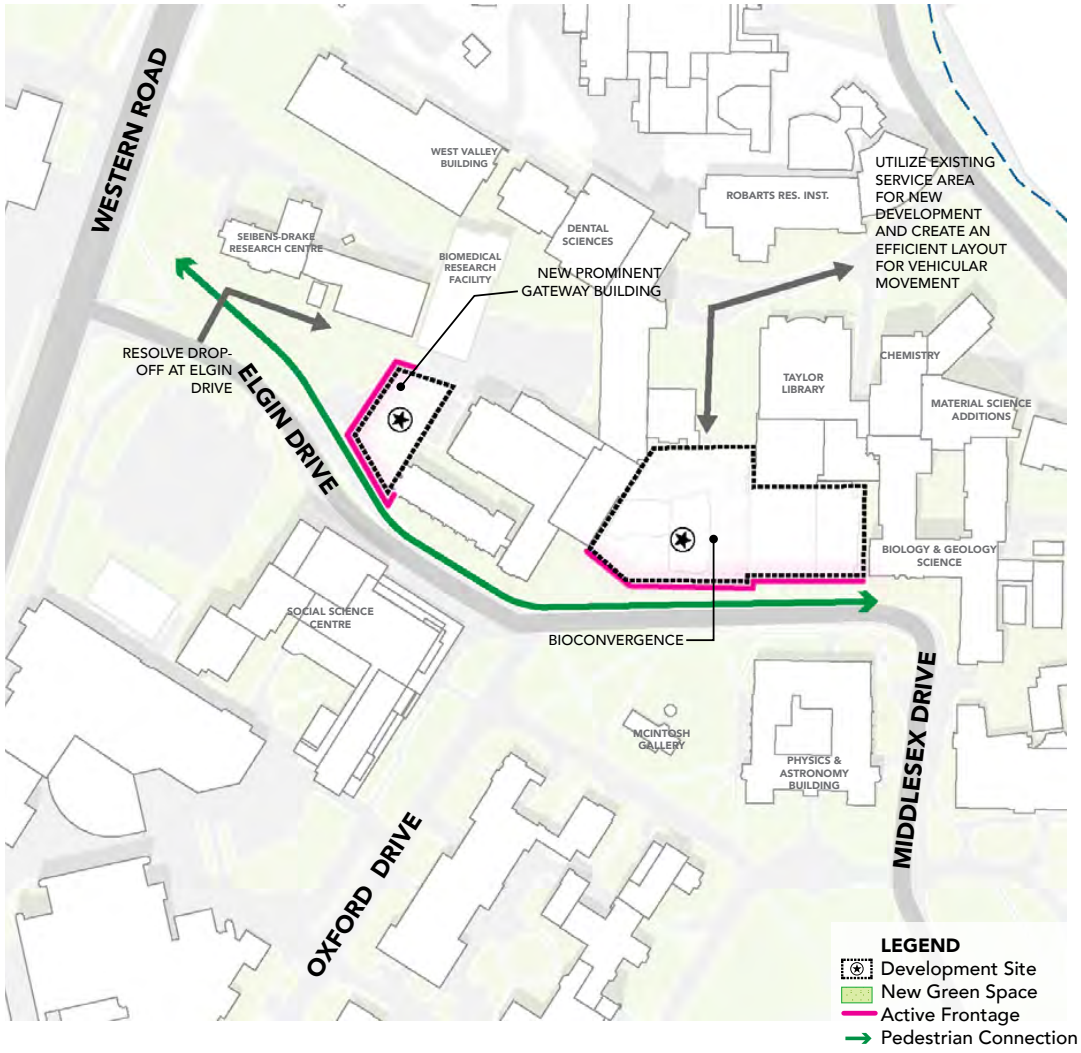
## Existing Conditions and Considerations:

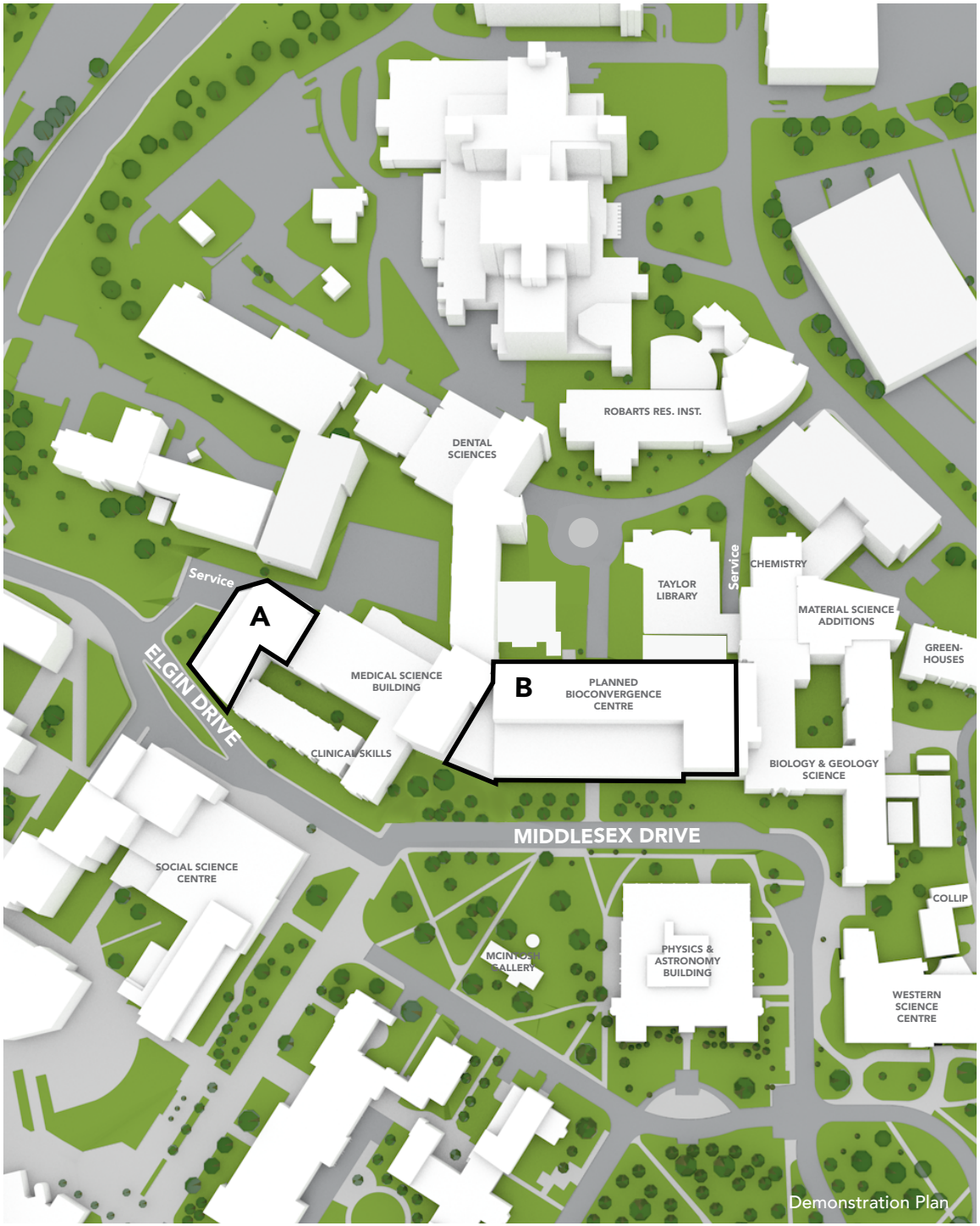
- Recently completed Biomedical Research Facility has intensified the site.
- Two sites are available for development, including the surface lot north of Elgin Drive and the planned Bioconvergence Centre on the north side of Middlesex Drive. The Schulich School of Medicine and Dentistry is in need of modernization.
- Sites have the potential to better frame Elgin and Middlesex Drives and integrate into existing buildings.




Existing Site Aerial

Site Opportunities






Demonstration Plan

## Design Objectives and Opportunities:

- Infill and redevelopment to extend active frontage along Elgin and Middlesex for planned Bioconvergence Centre.
- Improve currently fragmented Schulich buildings for more cohesive circulation.
- Consider increased height along Elgin Drive to create a landmark at the entrance from Western Road.
- The extent of development intensification should reflect future need for the Medical and Science faculties and the planned Bioconvergence Centre needs.

# SOUTH VALLEY

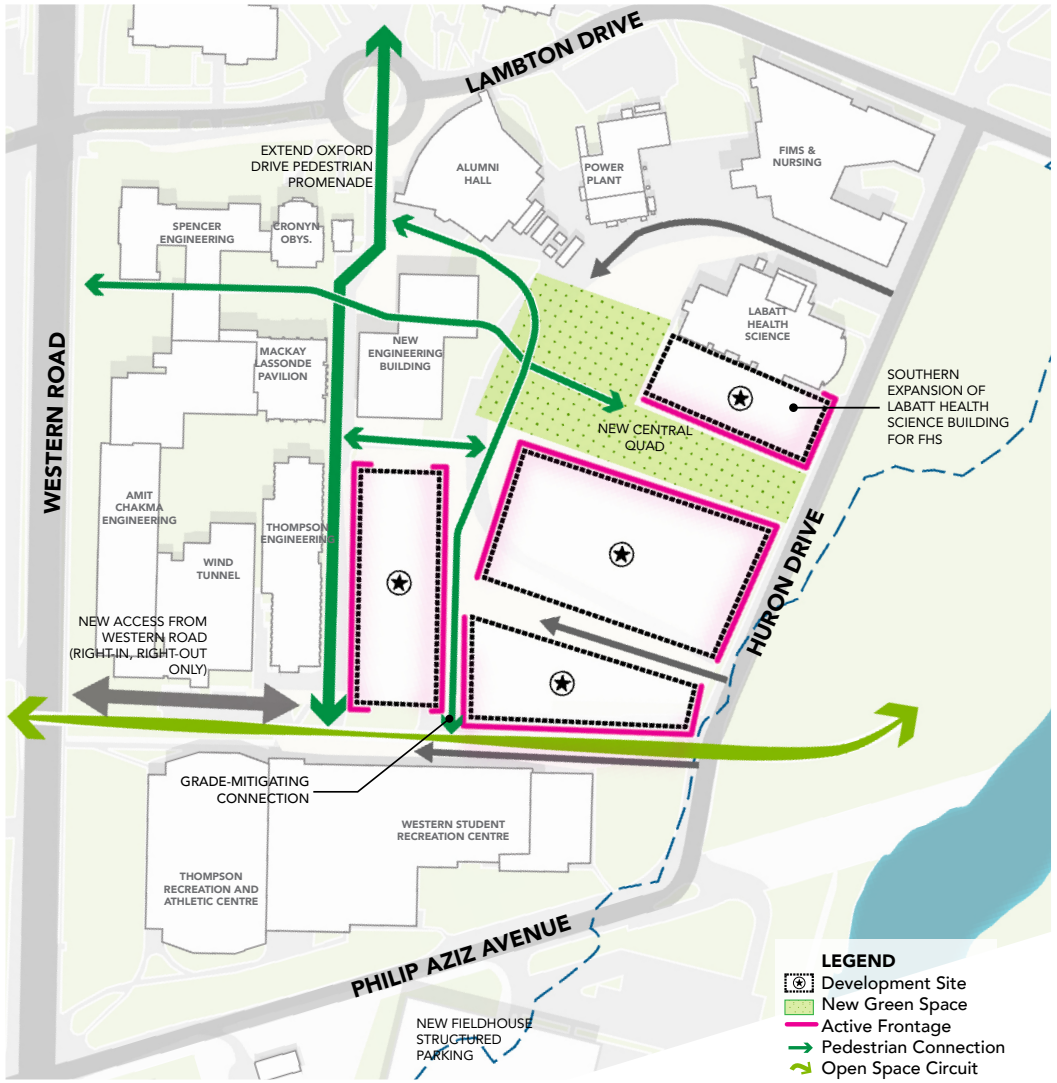
## Existing Conditions and Considerations:

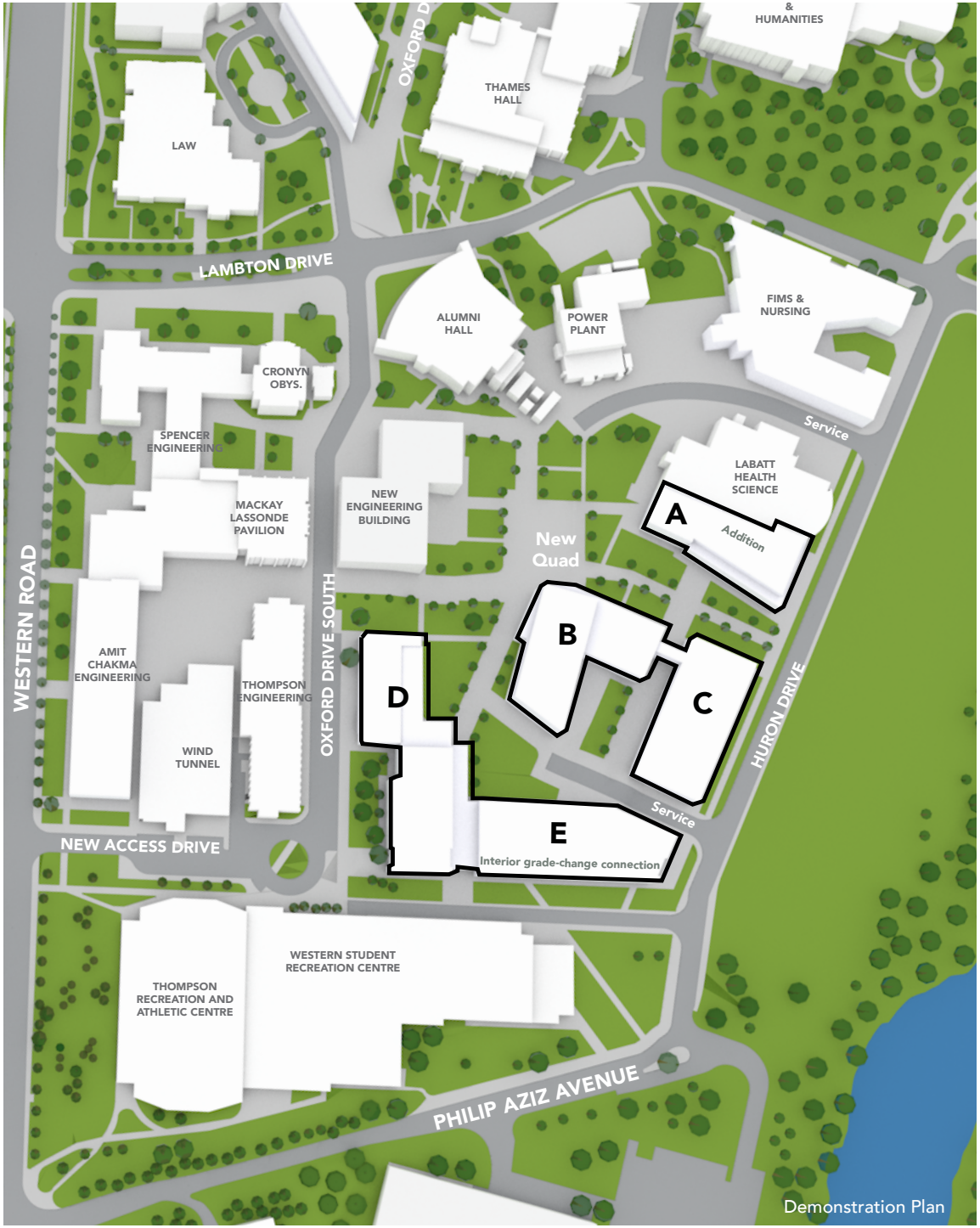
- FIMS & Nursing Building, LHSB Classroom Addition, Western Student Recreation Addition completed.
- New Engineering Building to be completed.
- Development in South Valley lot continues to be a large opportunity.
- Grade change from Oxford Drive South can be mitigated through accessible development and open space investment.




Existing Site Aerial

Site Opportunities





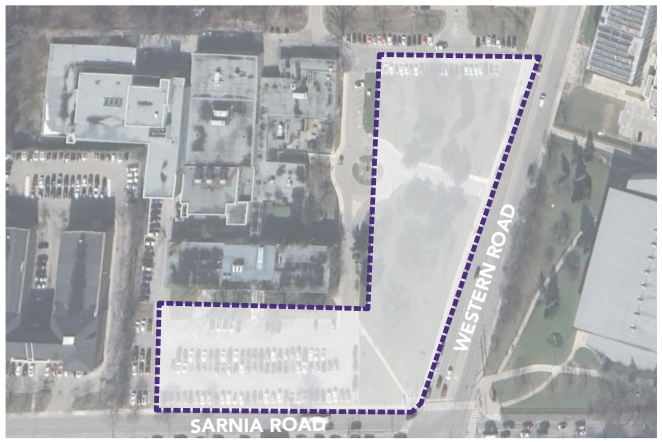

## Design Objectives and Opportunities:

- Prioritize development in South Valley as one of the largest sites on Main Campus.
- Utilize planned Fieldhouse Parking Structure to develop existing surface parking area.
- Create service entrances at north and south ends of the site, positioning primary frontages of buildings facing new green quad and pedestrian connections.
- Consider locating 75,000 SF expansion for FHS on the south of Labatt Health Sciences to extend frontage along Huron Drive and frame new quad.
- Extend improved Oxford Drive pedestrian realm south to Western Student Recreation Centre and create a formalized east-west interior / exterior promenade from Huron Drive across Western Road.
- Create new entrance from Western Road for Student Recreation Centre drop-off to limit vehicular traffic on Oxford Drive South.
- Extend interior grade-mitigating design principles from New Engineering Building to new development areas to improve accessibility.

# SARNIA WESTERN PHASE 1

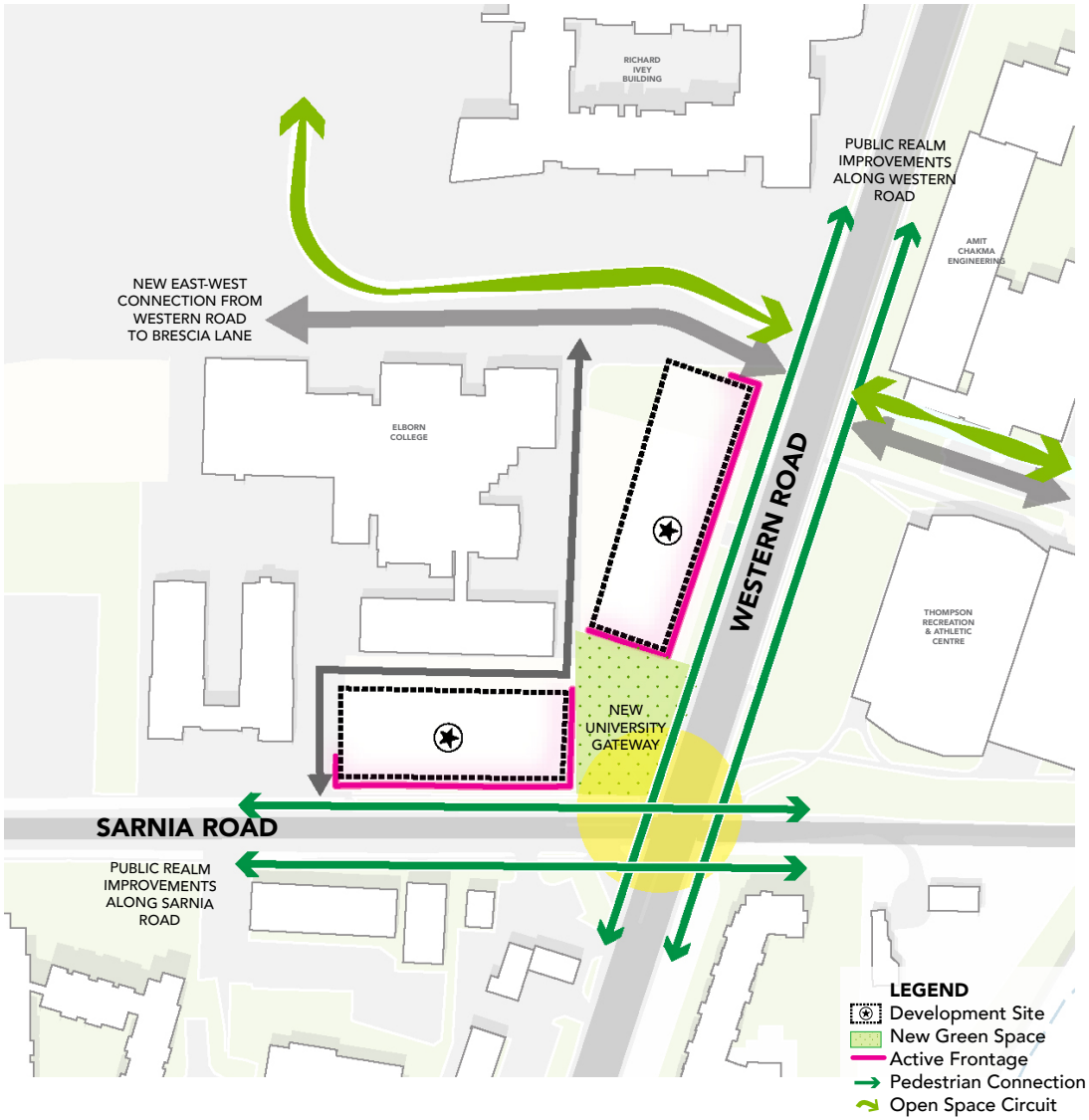
## Existing Conditions and Considerations:

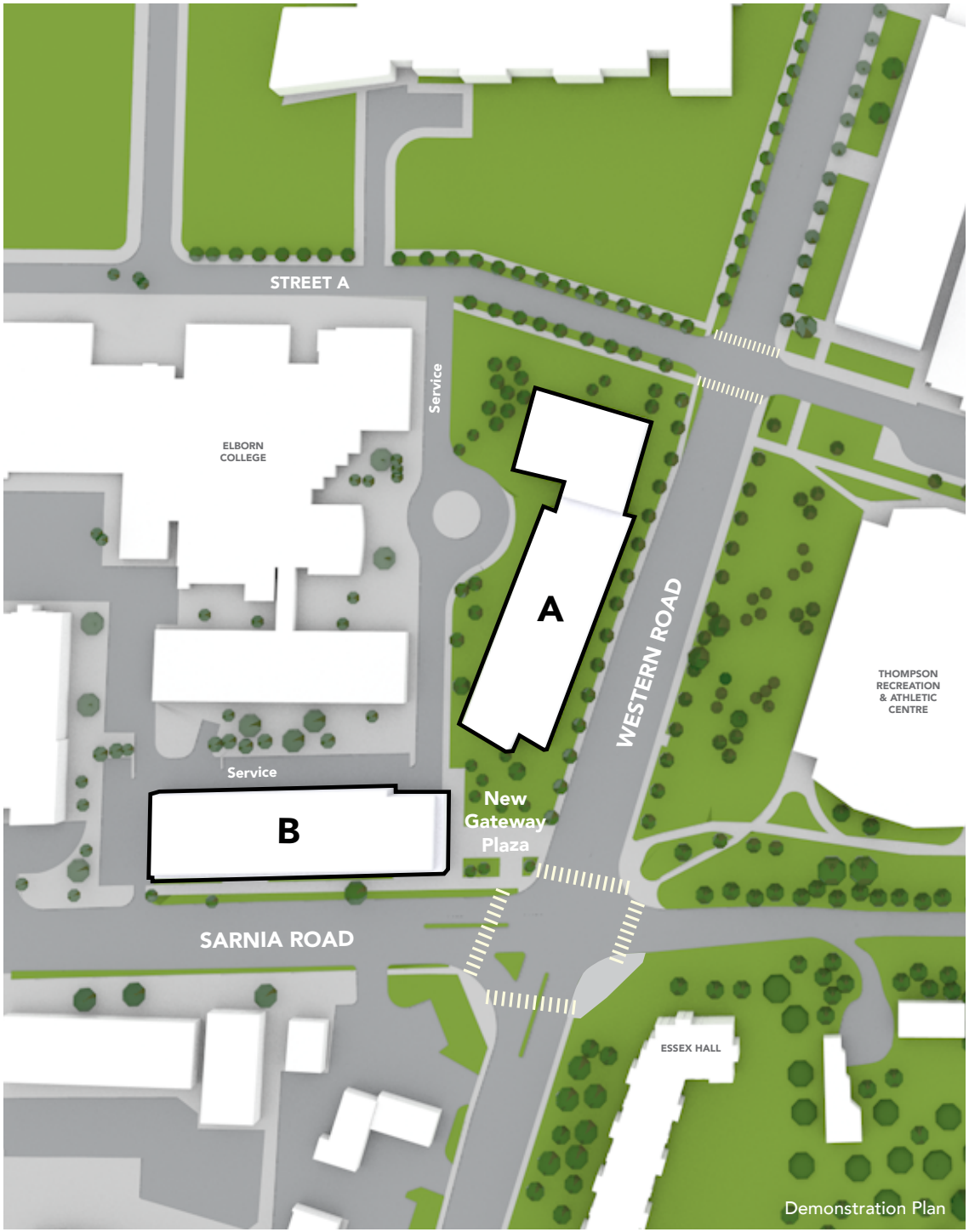
- Infill opportunities at the corner of Sarnia Road and Western Road to better define the gateway corner.
- New access to Western south of Ivey can be used to remove service entrances on major roads.
- Longer term opportunities for more fulsome redevelopment.




Existing Site Aerial

Site Opportunities






Demonstration Plan

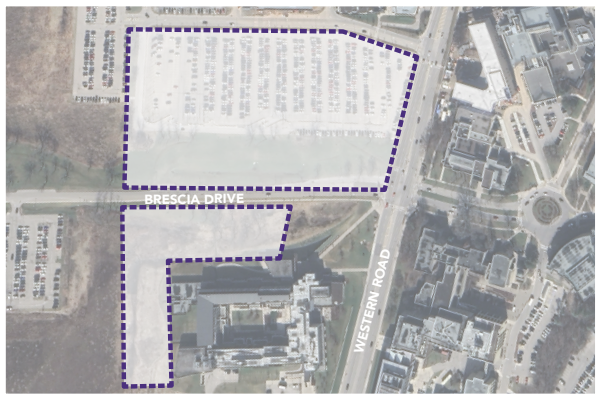
**Design Objectives and Opportunities:**

- Consolidate service entrances and use new east west road south of Ivey to minimize disruption of pedestrians along Western Road.
- Create two new buildings along Western and Sarnia and incorporate an appropriate setback at the corner to ensure safe crossing for pedestrians.
- Coordinate future development with City of London streetscape improvements for Western Road and Sarnia Road

# SPRINGETT / WEST CAMPUS EAST

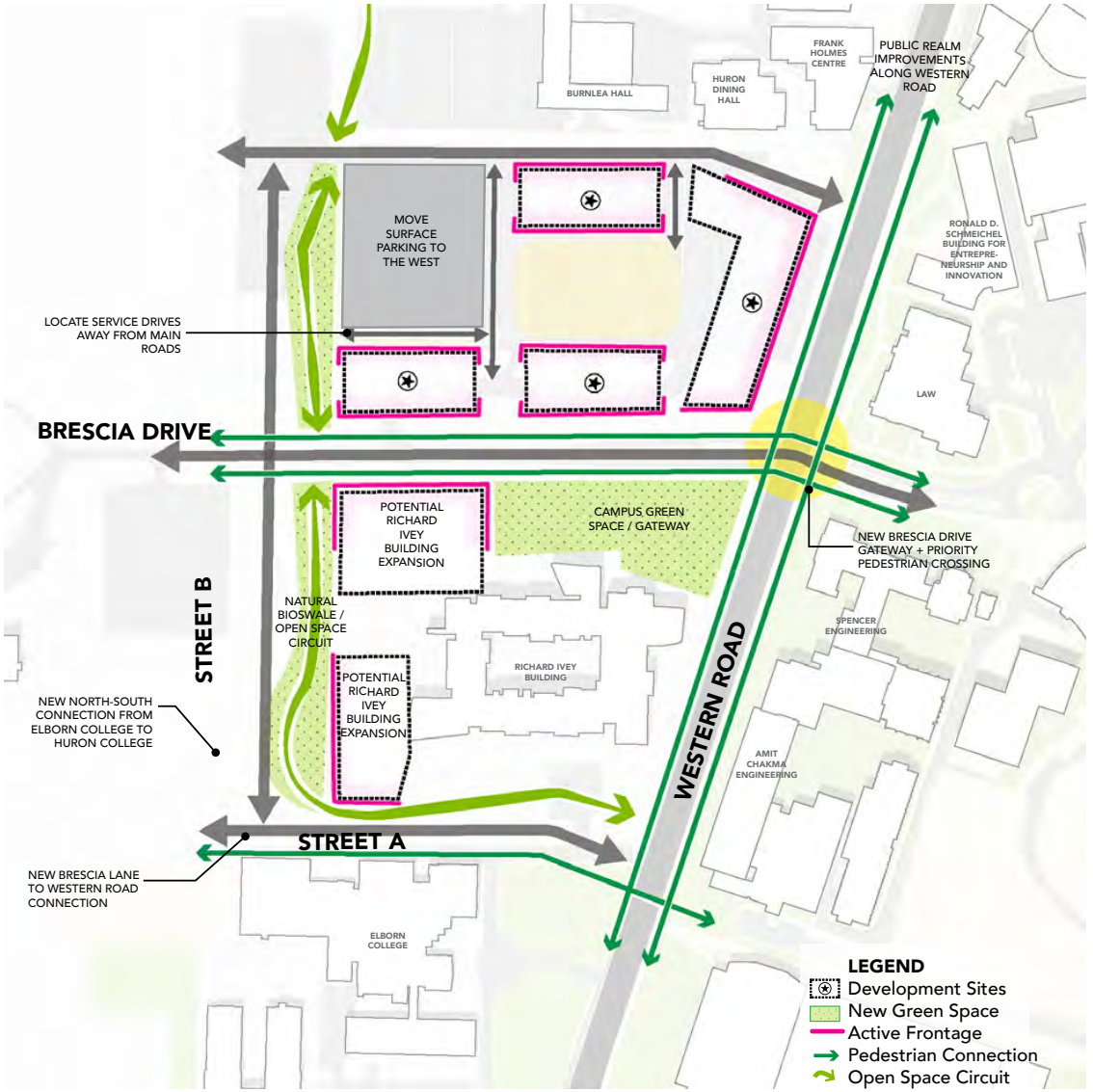
## Existing Conditions and Considerations:

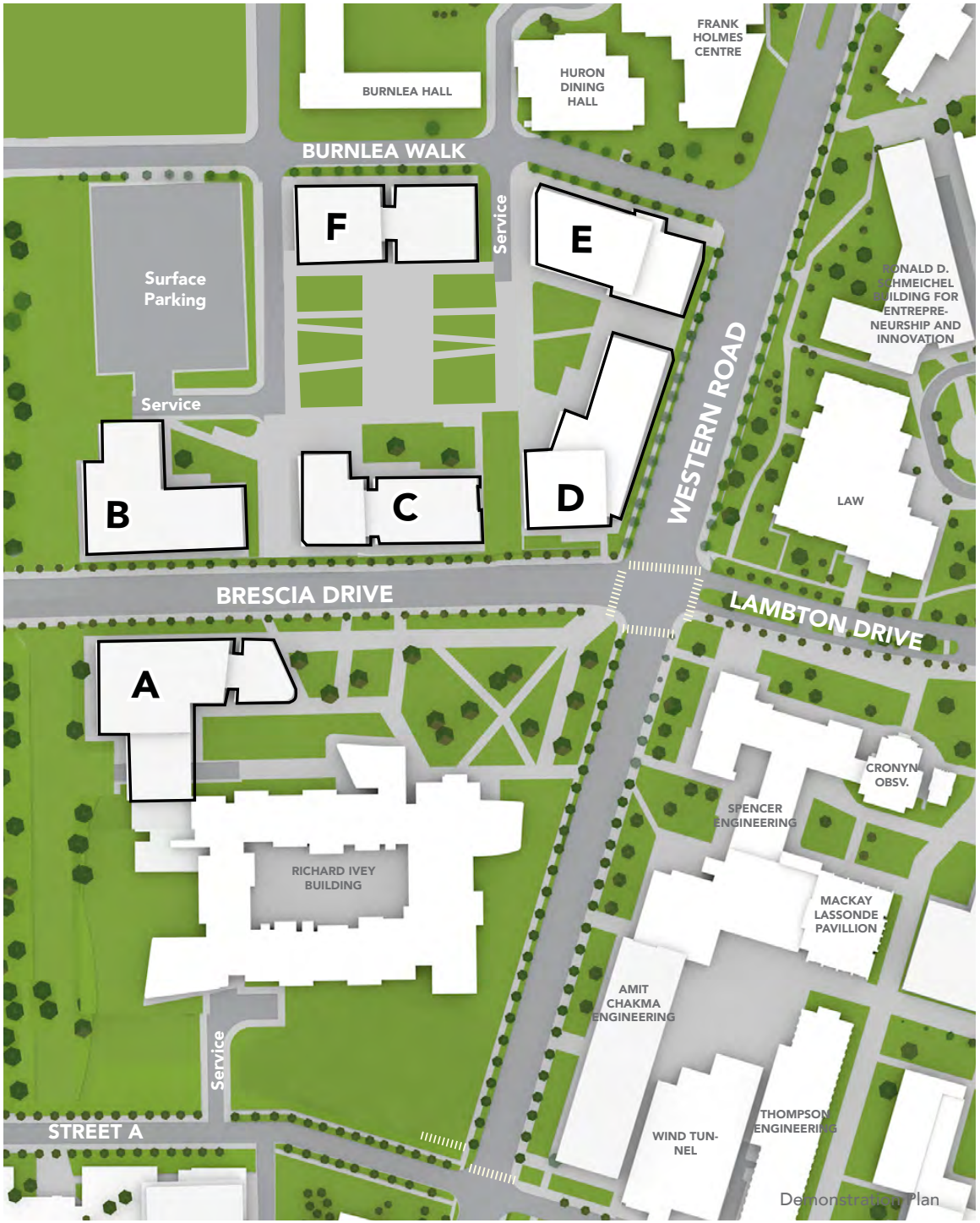
- Consider retaining the legacy drive approach and enhance core West Campus buildings.
- Large expanses of undeveloped land should be phased and used to create opportunities to celebrate relationship with the natural environment.
- Create a longer-term growth strategy and set up road infrastructure and connectivity for future expansion. Circulation can tie into existing Huron College entrance and Brescia Lane to complete a transportation loop.
- Shift surface parking west to reinforce development along Western Road and coordinate parking replacement with Open Space Strategy update.
- Evaluate development opportunities around Ivey, recognizing the future potential for West Campus.




Existing Site Aerial

Site Opportunities






## Design Objectives and Opportunities:

- Improve traffic flow and circulation with a new internal road network that connects to existing Huron University College entry and a new Western Road entrance south of Ivey.
- Incorporate big public realm moves such as mirroring UC Hill relationship for a new “West Campus Hill” (Hill to Hill) and creating an expansive naturalized green connection (and potential stormwater swale) from South Valley to existing trail network and creek behind Support Services Building (River to Creek).
- Maintain clear postcard views along Brescia Drive, framed by new development along the north and south of the road.
- Prioritize early development of the sites closest to Western Road, formalizing a new road network, shifting surface parking further west and creating a new “West Campus Hill”.
- Consider utilizing parcels on the south side of Brescia Drive and behind the Ivey building for an Ivey expansion.
- Create a naturalized connection from Elborn College north to Medway Creek.

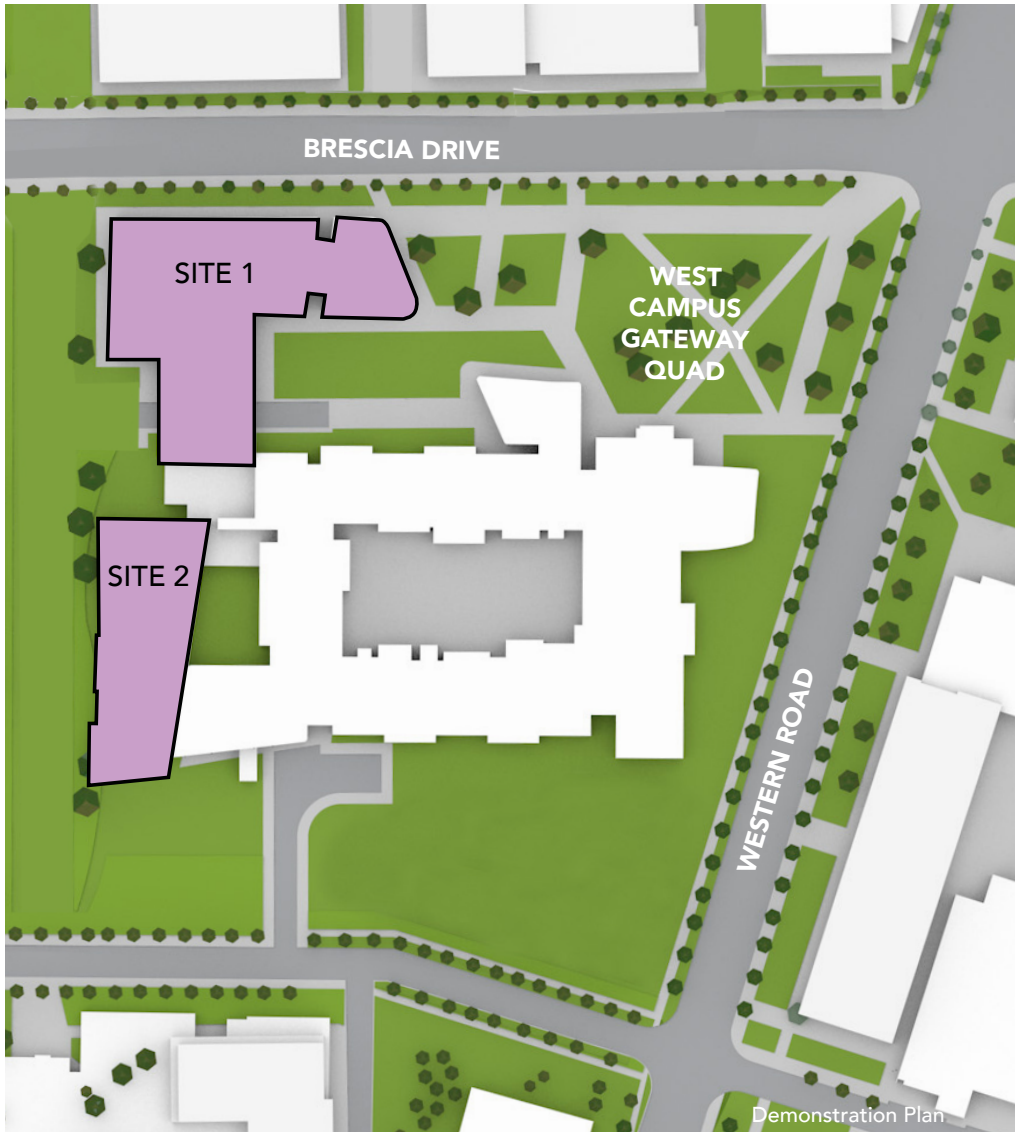
# IVEY EXPANSION OPTIONS

## Existing Conditions and Considerations:

The 2013 construction of the Ivey Business School was the first major development project that began to shift the campus core to extend across Western Road. More than 20 years later, Ivey has the potential to increase academic space with an expansion to the existing building.

The inclusion of the West Campus opens up two sites that are suitable for the expansion of this landmark University building. The expansion sites identified in the adjacent figure are both able to accommodate roughly 100,000 SF of new academic area that can be tied into the existing building's circulation.

Sites 1 and 2 would be suitable for a potential Ivey expansion and the opportunities and constraints for both site options should be explored. It is recommended that the property northeast of Ivey be left free from infill development and be formalized as an open space quad, framing the gateway to West Campus.



# 3.6 Secondary Development Opportunities
## WESTMINSTER

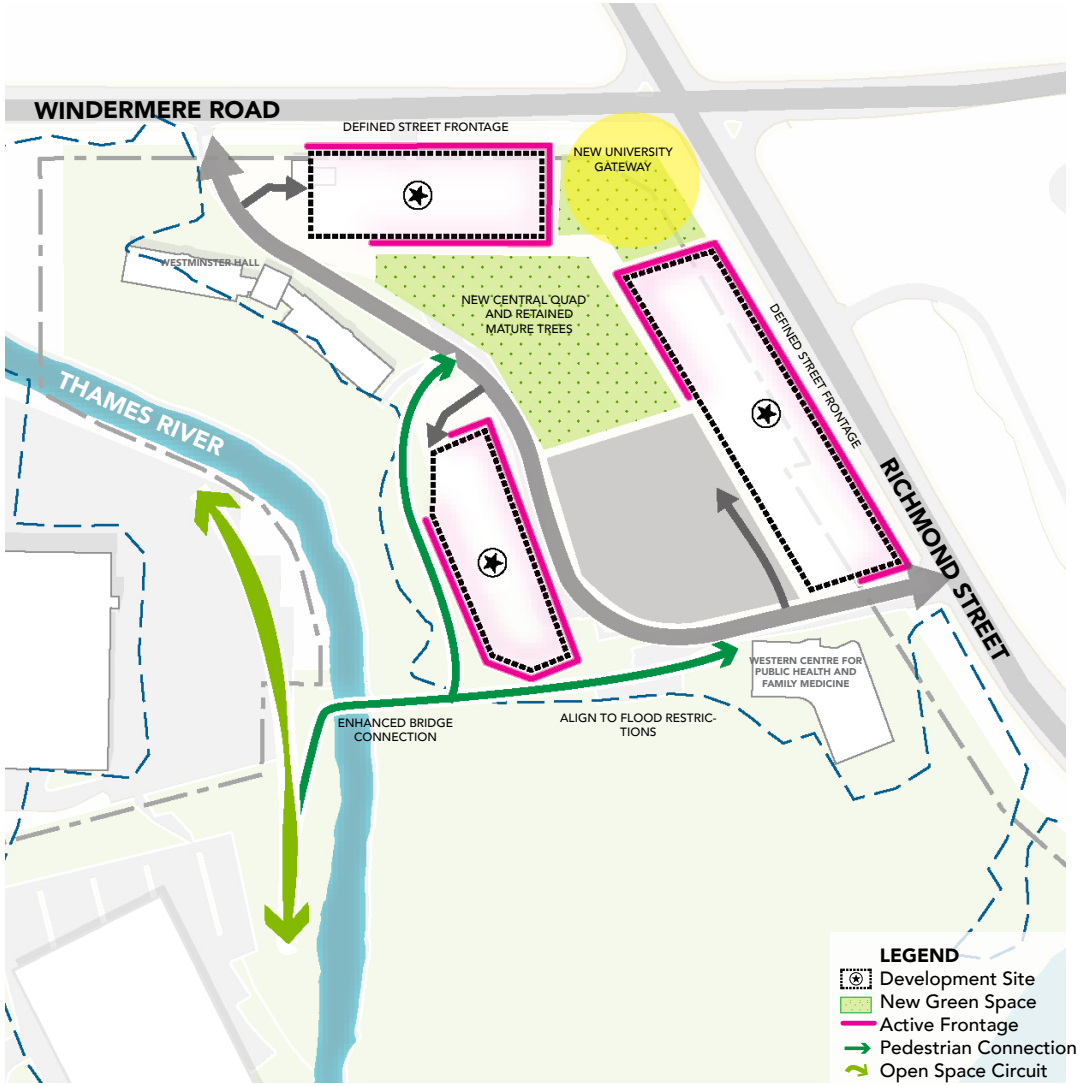
### Existing Conditions and Considerations:

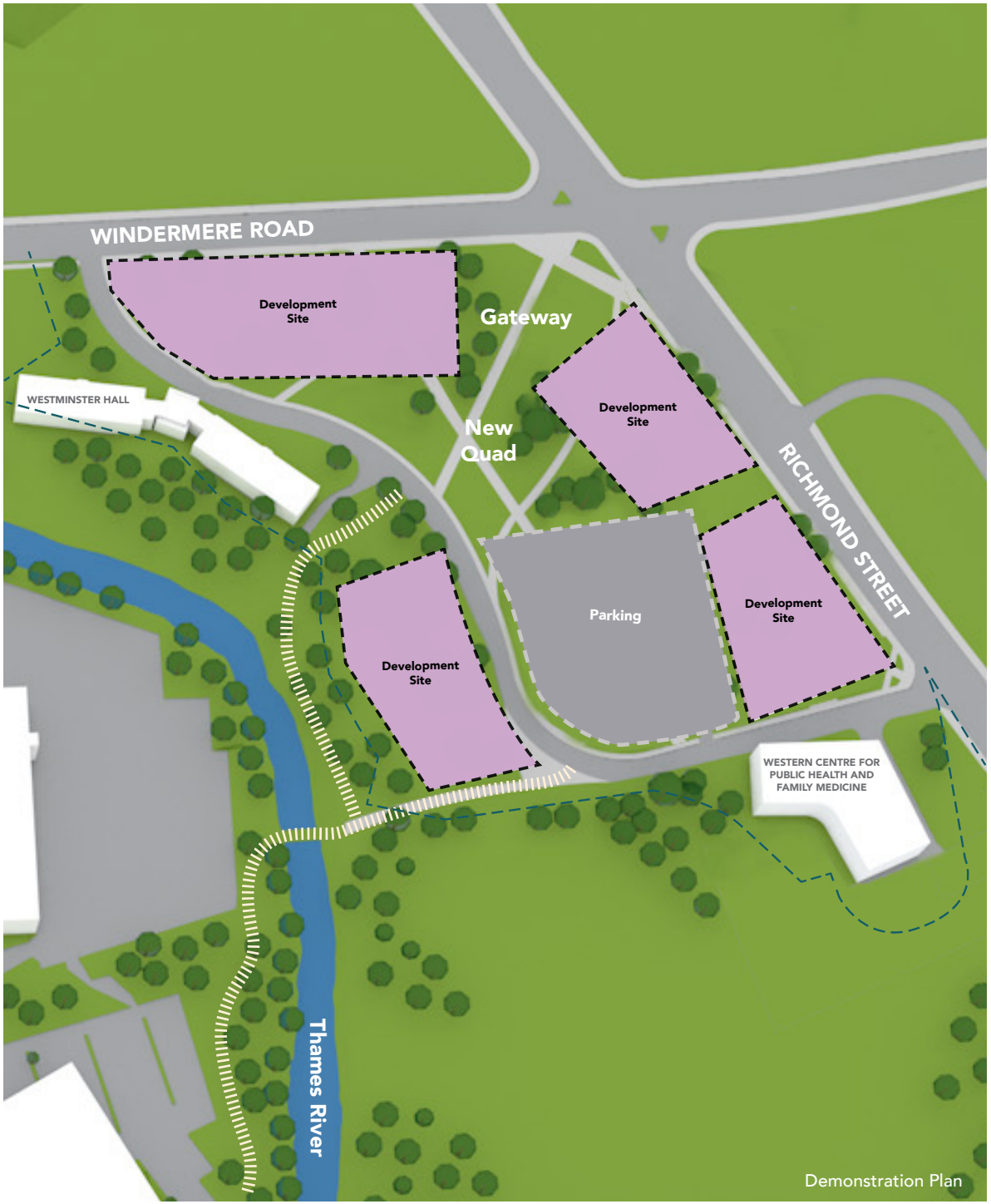
- Lands continue to provide ample development opportunities and opportunities to create a stronger University presence along Richmond and Windermere.
- Western Centre for Public Health and Family Medicine began intensification of the area.
- Thames River flood plain restricts development on portion of the site, however, can be used for surface or structured parking.
- Protecting and preserving existing mature trees should be considered in the development of the site.
- Opportunities to improve the link from Westminster to Main Campus with more significant public realm and bridge investments.




Existing Site Aerial

Site Opportunities





Demonstration Plan

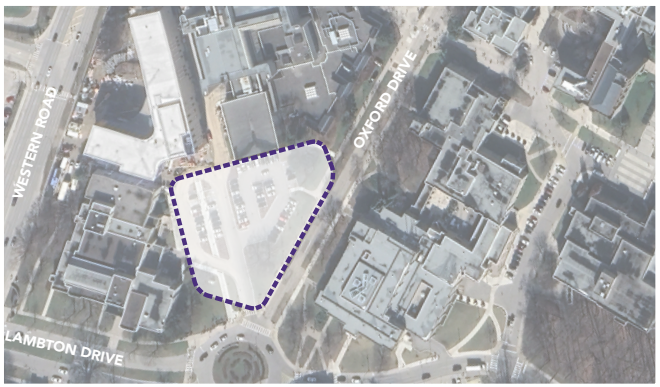
## Design Objectives and Opportunities:

- Create a new gateway to Main Campus at Windermere and Richmond and new arrival point for the University.
- Develop along Windermere and Richmond to enhance campus street frontage.
- Create a new campus quad and surface parking area, recognizing flood plain considerations and limitations.
- Consolidate service entrances to minimize disruption of the public realm and prioritize active frontages along Richmond Street and Windermere Road.
- Enhance existing bridge connection and public realm investment to create more cohesion between Main Campus and Westminster.
- Opportunities for potential future student residences, if access to Main Campus is improved.
- Coordinate future development with City of London streetscape improvements for Windermere Road and Richmond Street.

# OXFORD DRIVE

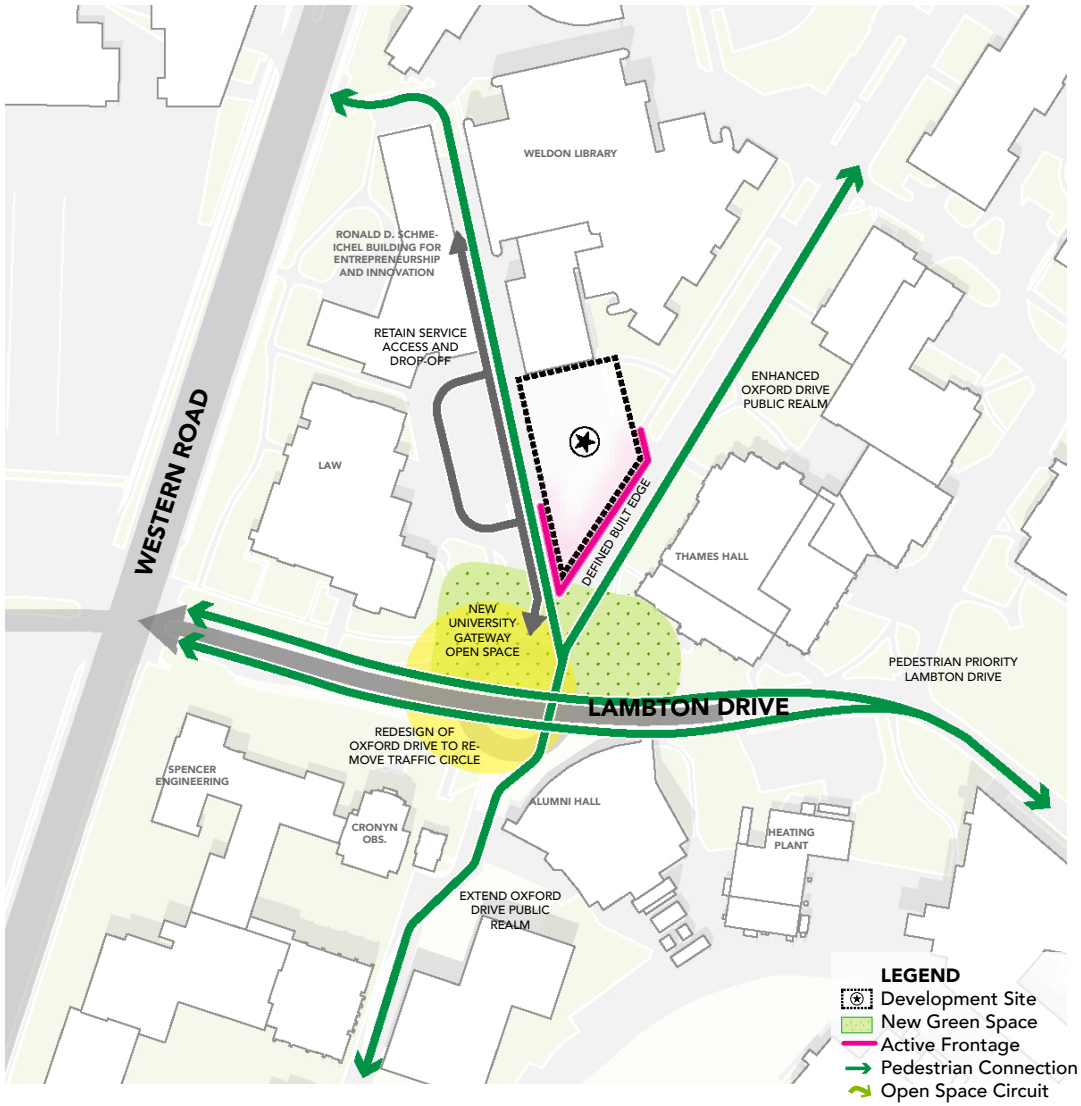
## Existing Conditions and Considerations:

- Ronald D. Schmeichel Building for Entrepreneurship and Innovation is now completed.
- Ongoing improvements to Weldon Library.
- Infill development potential still exists adjacent to Weldon Library while accommodating a strong campus open space towards Alumni Circle. Consideration should be given for Alumni Hall parking.
- Potential to remove Alumni Circle and create a more expansive public space along Lambton Drive.
- Consideration should be given for preserving service access to Weldon Library from Lambton




Existing Site Aerial

Site Opportunities






Demonstration Plan

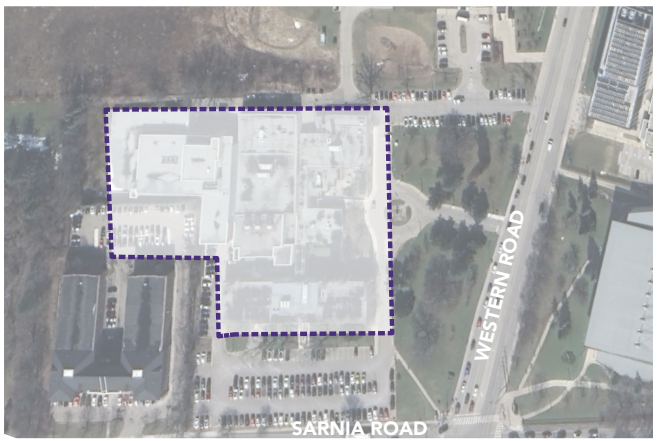
## Design Objectives and Opportunities:

- Remove Alumni Circle and create a new Western Road campus gateway at Brescia Drive.
- Create an addition to Weldon Library and utilize existing service drive serving Weldon Library and Ronald D. Schmeichel Building for Entrepreneurship and Innovation.
- Create a new gateway plaza at Oxford Drive and Lambton Drive that includes service access.
- Formalize diagonal pedestrian connection from the pedestrian underpass at Western Road to Oxford Drive.
- Create a landmark anchor where Oxford Drive, Lambton Drive and Brescia Drive meet.

# SARNIA WESTERN PHASE 2

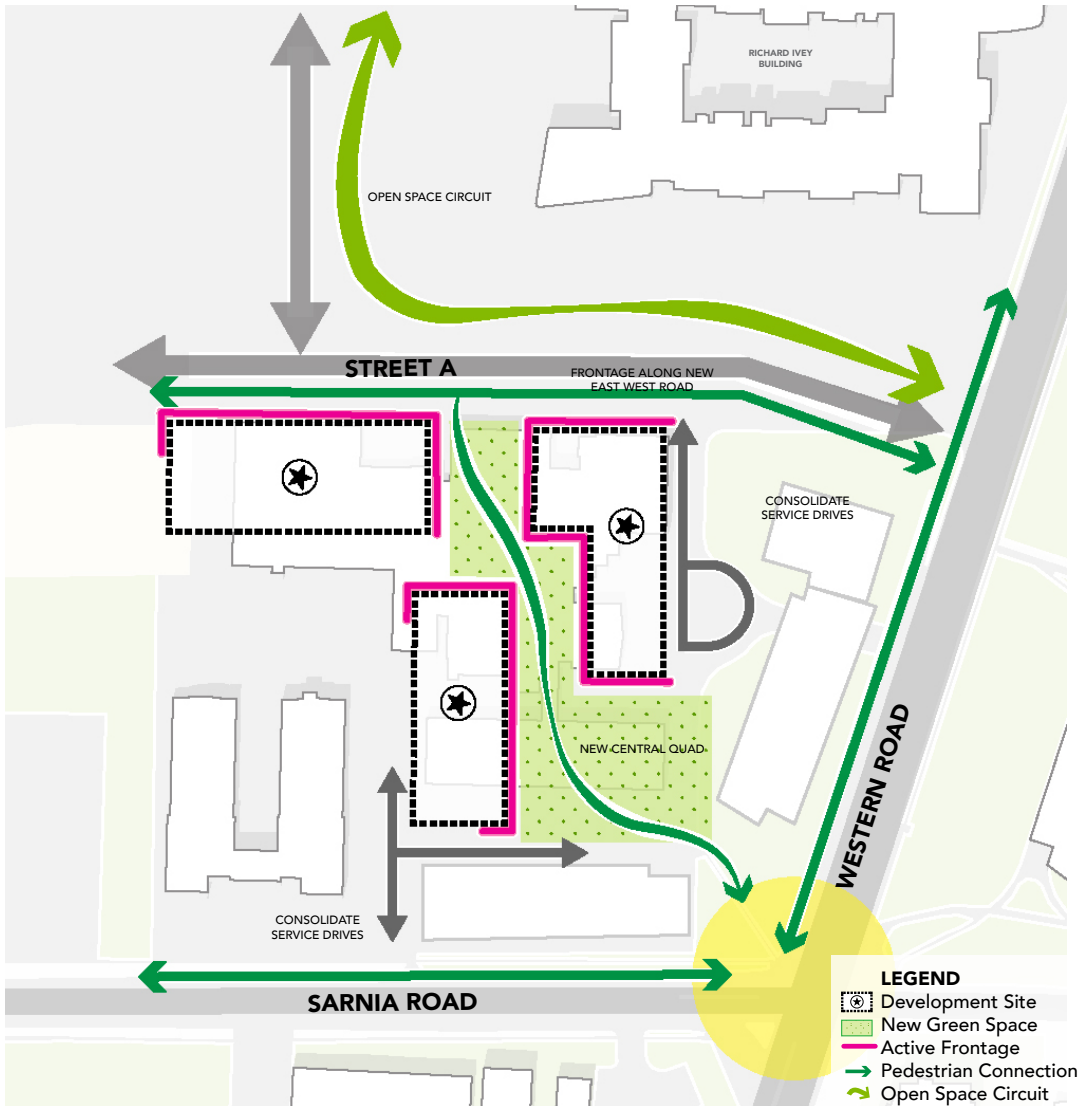
## Existing Conditions and Considerations:

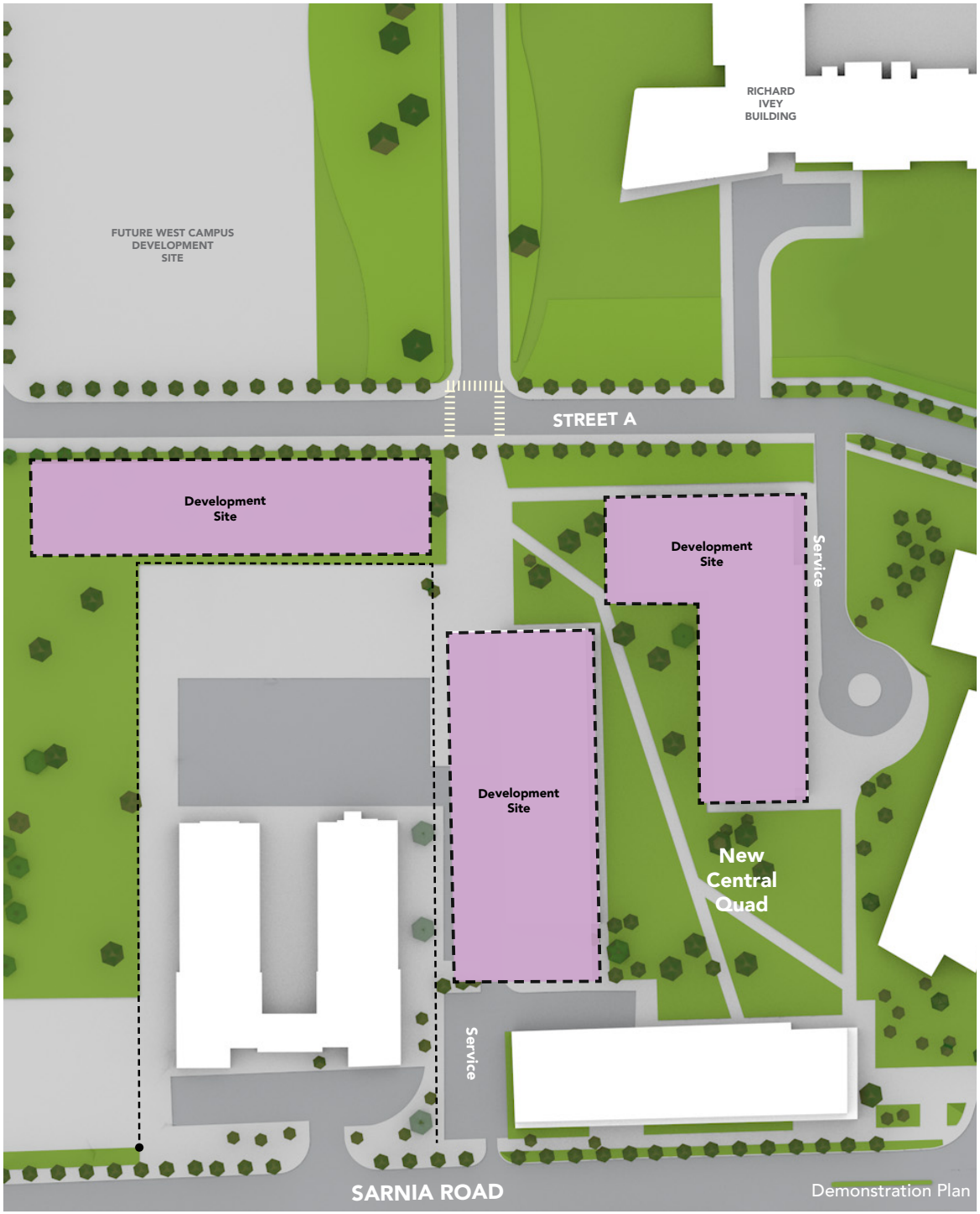
- Infill opportunities at the corner of Sarnia Road and Western Road to better define the gateway corner.
- New access to Western south of Ivey can be used to remove service entrances on major roads.
- Longer term opportunities for more fulsome redevelopment.




Existing Site Aerial

Site Opportunities





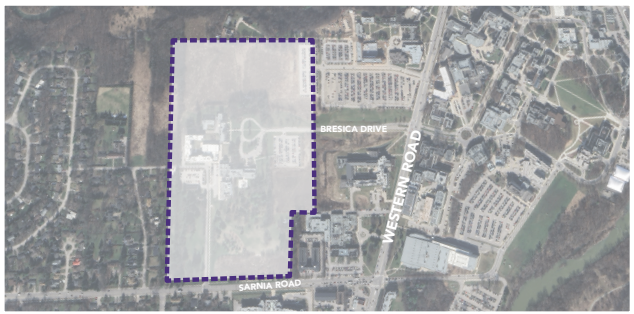

**Design Objectives and Opportunities:**

- Consolidate service entrances and use new east west road south of Ivey to minimize disruption of pedestrians along Western Road.
- Redevelop existing Elborn College building and create three new buildings framing new east west road south of Ivey
- Coordinate future development with City of London streetscape improvements for Western Road and Sarnia Road
- Incorporate larger open space connections from South Valley to West Campus to create Thames River to Medway Creek active mobility circuit.

# WEST CAMPUS / CORNFIELD

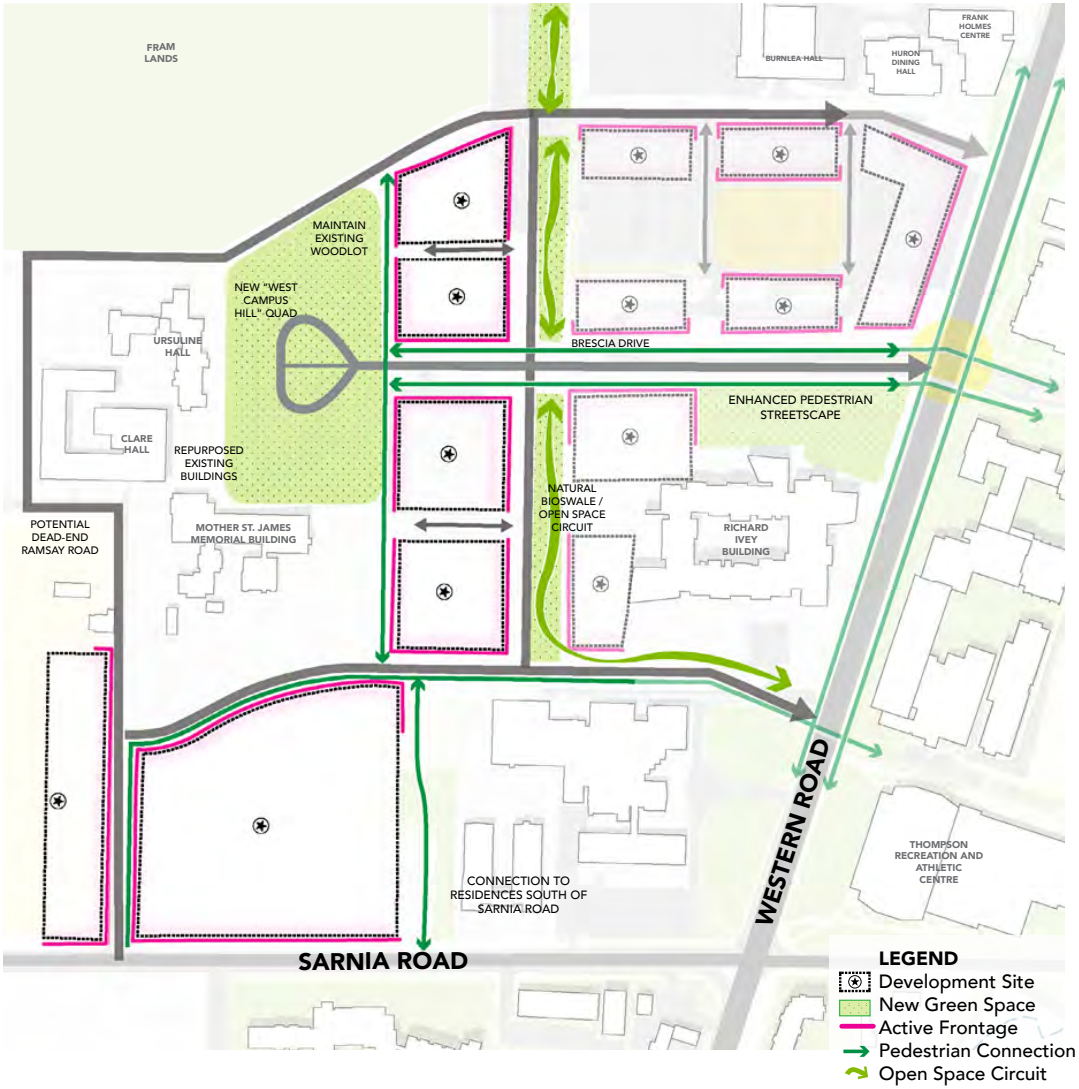
## Existing Conditions and Considerations:

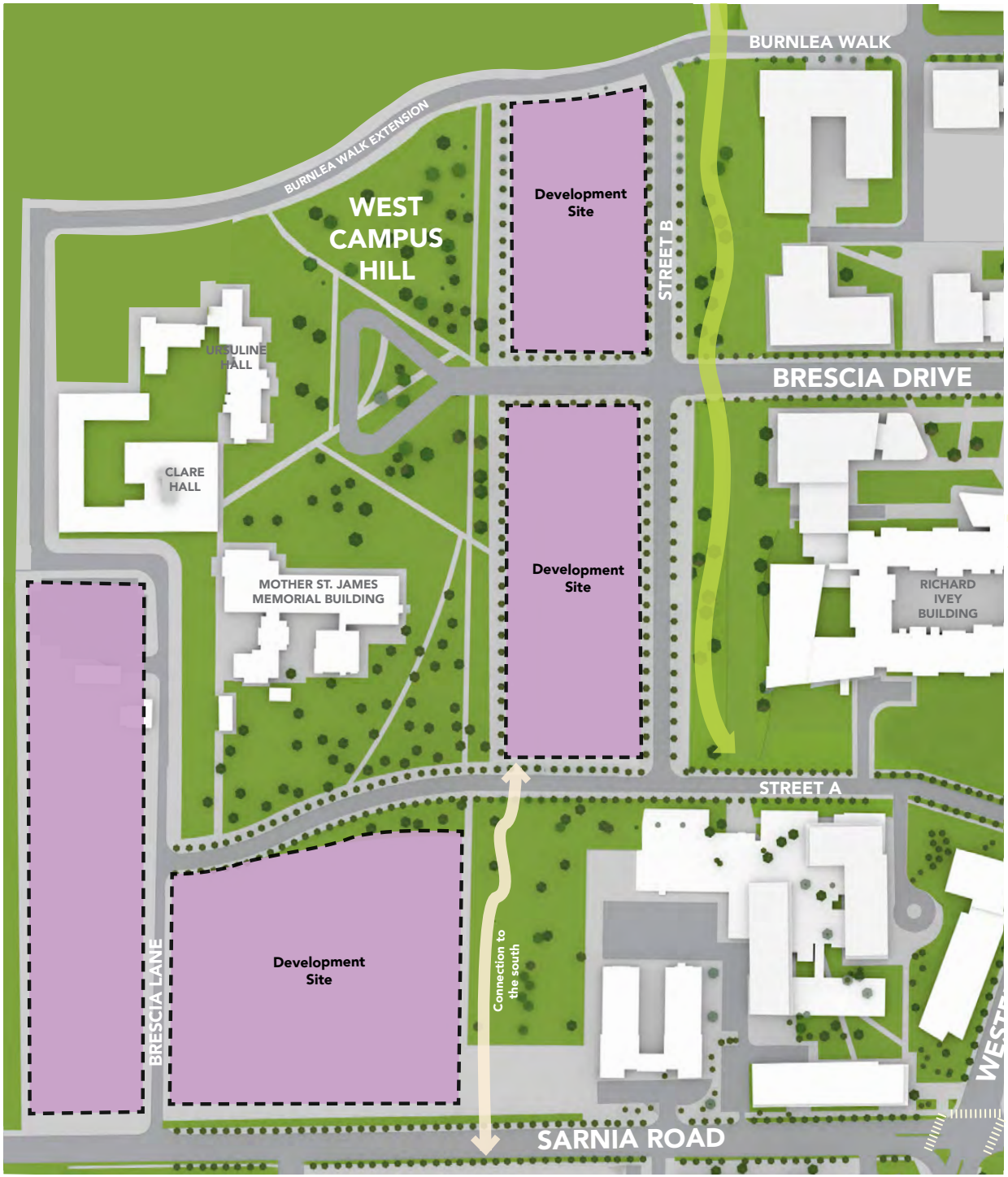
- Consider for longer-term development (20+ years), with a focus on new programming for existing West Campus buildings, creating a new road network, and utilizing sites for surface parking until investment in structured parking is feasible.
- Parcel of land at the south-west corner of the West Campus is zoned for residential and can be considered for future residences, either apartments or townhouses.
- Opportunities to connect to residences on the south side of Sarnia Road.
- Terrain challenges should be incorporated into road network planning, new development and open space.
- Opportunities to infill around existing buildings and create a new formalized quad, West Campus Hill.
- Review Brescia's building condition assessment for re-use potential.




Existing Site Aerial

Site Opportunities






## Design Objectives and Opportunities:

- Full build out of West Campus would include formalizing a new West Campus Hill, and introducing new development around existing West Campus buildings.
- If needed, student housing can be incorporated along Brescia Lane in residential zoned parcel.
- Potential to create a connection from residences on the south side of Sarnia Road to fully developed West Campus property that will prioritize safety of pedestrians and improve connectivity.
- Consider longer-term investment of a parking structure to reduce the need for surface parking.
- Centralize long-term development sites and around existing buildings and maintain key open space areas including the FRAM Lands, Thames River Area, West Campus Hill, and north-south naturalized corridor.
- Work with the City of London to promote dead-ending of Ramsay Road to ensure no cut-through traffic.

# FUTURE RESIDENCE SITES

## Existing Conditions and Considerations:

- As the campus continues to expand, there will be evolving need for student residences located in close proximity to the core campus
- Aligning with the established campus structure, the campus core should remain as the Academic and Student core, with future residences located in the peripheral areas of Main Campus
- Parcel of land at the south-west corner of the West Campus is currently zoned for residential and can be considered for future residences, either apartments or townhouses
- Opportunities to establish a residence cluster along Brescia Lane and create bridge connections to existing on the south side of Sarnia Road
- Terrain challenges should be incorporated into the design of potential residences
- Westminster development sites have the potential to accommodate future student residence needs and create a new University gateway at Richmond and Windermere. Residences at this location would require investment in improving pedestrian bridge connections across the Thames River to ensure sites are not isolated.



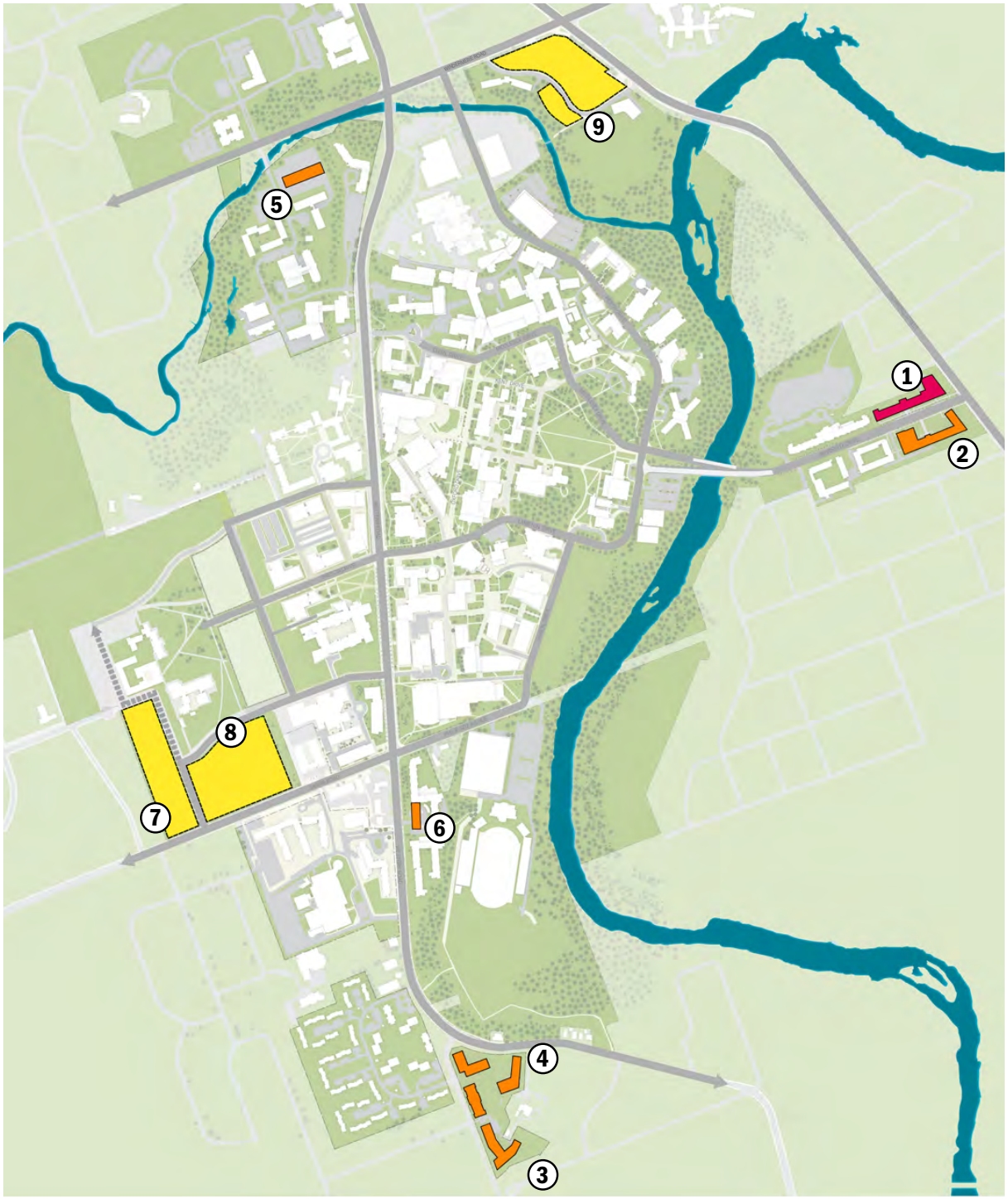

University Drive Student Residence




Richmond Gates Student Residence



Platt's Lane East Residence




**RESIDENCES IN CONSTRUCTION**

1. University Drive Student Residence

**RESIDENCES IN PLANNING OR CONCEPT**

2. Richmond Gates Student Residence
3. Platt's Lane Apartments (Phase 2 and 3)
4. Platt's Lane East Student Residence
5. Bayfield Residence Expansion
6. Perth Hall Addition

**POTENTIAL FUTURE RESIDENCE SITES**

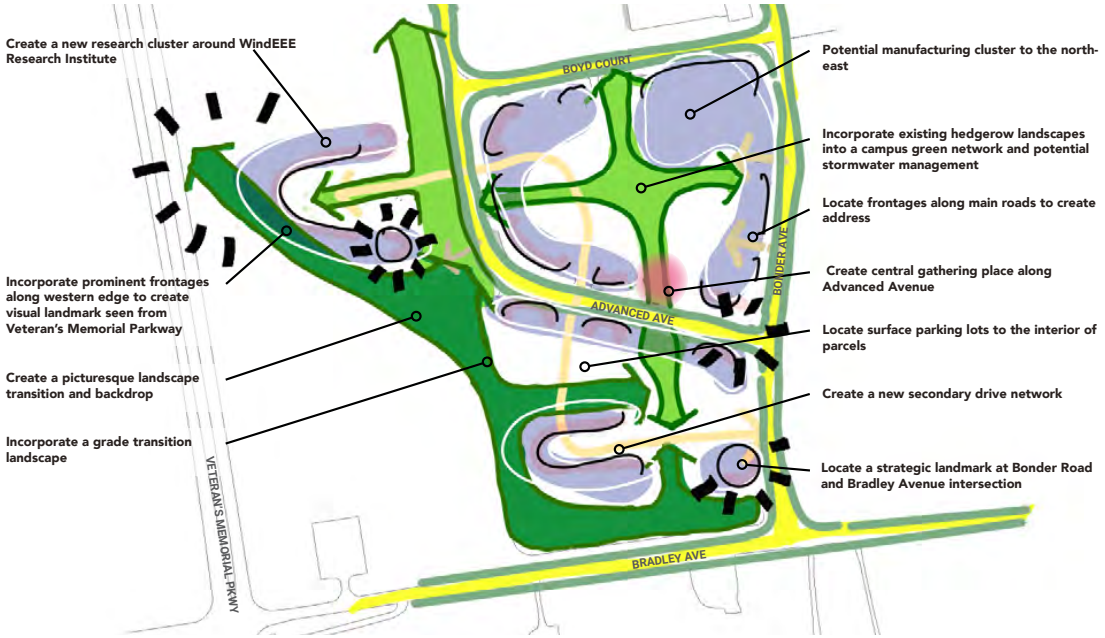
7. Brescia Lane East (conceptual)
8. Brescia Lane West (conceptual)
9. Westminster (conceptual)

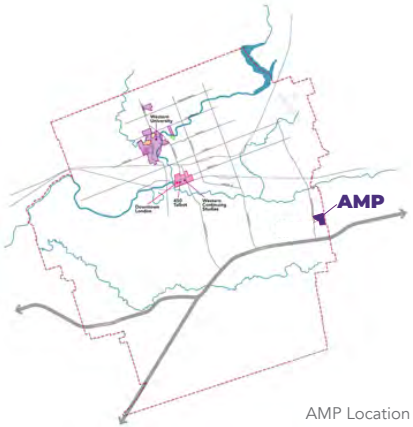
# ADVANCED MANUFACTURING PARK

## Existing Conditions and Considerations:

- Advanced Manufacturing Park (AMP) is an off-campus site, established as a joint venture between Western University, Fanshawe College, and City of London. AMP is a cooperative, research-driven advanced manufacturing park intended to attract world-class research, innovation, and high-technology manufacturing.
- AMP is open to research and training centres, advanced manufacturing firms, and related incubator facilities, supporting commercialization and collaboration. AMP intends to promote high-skilled employment, research, and training across sectors.
- AMP's core objective is to function as a high-quality, environmentally sustainable research and manufacturing campus where academic and economic principles intersect.
- An integrated open space and stormwater management approach will help define campus identity, establish AMP as a regional symbol of innovation, connect with surrounding natural heritage features, and provide a clear design vision for future development phases.
- WindEEE Dome, The Collider, the Fraunhofer Innovation Platform, and Fanshawe Advanced Business and Industry Solutions facilities have already been constructed, with WindEEE serving as a globally unique wind engineering resear

AMP Site Opportunities




AMP Location



WindEEE Dome

## Design Objectives and Opportunities:

AMP Concept Rendering




- Establish a research cluster around the WindEEE Research Institute to anchor innovation on campus.
- Activate western edge frontages with prominent buildings to create a landmark visible from Veterans Memorial Parkway.
- Develop a landscaped transition and backdrop, using grade changes to enhance campus character.
- Support advanced manufacturing uses in the northeastern portion to create a complementary cluster.
- Integrate existing hedgerows into a connected campus green network and incorporate them into stormwater management.
- Orient building frontages along primary streets to define addresses and strengthen the public realm.
- Create a central gathering space along Advanced Avenue as a focal point for campus activity.
- Locate surface parking in interior parcels to reduce visual impact along streets.
- Build a secondary internal road network to improve circulation and access across the campus.
- Incorporate a landmark feature at Bonder Road and Bradley Avenue to reinforce campus identity and wayfinding.

# ADVANCED MANUFACTURING PARK

**Phasing Approach:**

- Short-term phasing should include formalizing the entrance to AMP with a gateway building at the corner of Bonder Avenue, infilling between The Collider and Fanshawe Advanced Business and Industry Solutions building and extending development west to create frontage along Advanced Avenue.
- Mid-term development should focus on introducing secondary circulation infrastructure and larger open space and stormwater management investments, along with continued development of parcels along Bonder Avenue and Advanced Avenue.
- Long-term development should look to complete the development the remaining pieces of AMP, including the WindEEE cluster and the northeast corner.
- This proposed phasing strategy is intended as an overarching framework and should be adapted as development unfolds, considering the types of uses, sector needs, and ideal adjacencies.



## AMP Potential Development Yields




Legend

## Potential Development Yields:

- The full development potential for Advanced Manufacturing Park is approximately 800,000 square feet of new research and manufacturing space. This estimate includes the provision of surface parking lots for each new building, at a ratio of +/- one parking space per 100 square feet of building area.

| BUILDING | GCA (m2) | GCA (ft2) | GFA (m2) | GFA (ft2) | STOREYS | FLOORPLATE (ft2) | PARKING PROVIDED |
|---|---|---|---|---|---|---|---|
| EXISTING | | | | | | | |
| WindEEE Research Institute | 1,700 | 18,299 | 1,445 | 15,554 | 1 | 1,700 | |
| Fraunhofer Innovation Platform for Composites Research at Western University | 3,400 | 36,597 | 2,890 | 31,108 | 3 | 1,133 | |
| The Collider | 4,000 | 43,056 | 3,400 | 36,597 | 3 | 1,333 | |
| Fanshawe Advanced Business and Industry Solutions | 5,000 | 53,820 | 4,250 | 45,747 | 3 | 1,667 | |
| TOTAL EXISTING | 14,100 | 151,771 | 11,985 | 129,005 | | | --- |
| PROPOSED | | | | | | | |
| A | 3,010 | 32,399 | 2,559 | 27,539 | 3 | 1,003 | 36 |
| B | 2,800 | 30,139 | 2,380 | 25,618 | 2 | 1,400 | 37 |
| C | 4,120 | 44,347 | 3,502 | 37,695 | 3 | 1,373 | 38 |
| D | 2,900 | 31,215 | 2,465 | 26,533 | 2 | 1,450 | 30 |
| E | 3,320 | 35,736 | 2,822 | 30,376 | 2 | 1,660 | 35 |
| F | 3,940 | 42,410 | 3,349 | 36,048 | 3 | 1,313 | 40 |
| G | 2,850 | 30,677 | 2,423 | 26,076 | 2 | 1,425 | 34 |
| H | 3,820 | 41,118 | 3,247 | 34,950 | 3 | 1,273 | 50 |
| I | 3,680 | 39,611 | 3,128 | 33,670 | 3 | 1,227 | 45 |
| J | 3,510 | 37,781 | 2,984 | 32,114 | 3 | 1,170 | 50 |
| K | 3,320 | 35,736 | 2,822 | 30,376 | 3 | 1,107 | 42 |
| L | 2,370 | 25,510 | 2,015 | 21,684 | 2 | 1,185 | 40 |
| M | 2,400 | 25,833 | 2,040 | 21,958 | 2 | 1,200 | 46 |
| N | 3,530 | 37,997 | 3,001 | 32,297 | 3 | 1,177 | 40 |
| O | 3,900 | 41,979 | 3,315 | 35,682 | 3 | 1,300 | 30 |
| P | 4,010 | 43,163 | 3,409 | 36,689 | 3 | 1,337 | 38 |
| Q | 2,870 | 30,892 | 2,440 | 26,259 | 2 | 1,435 | 20 |
| R | 3,420 | 36,813 | 2,907 | 31,291 | 3 | 1,140 | 30 |
| TOTAL PROPOSED | 59,770 | 643,359 | 50,805 | 546,855 | | | 681 |
| TOTAL AMP DEVELOPMENT | 73,870 | 795,130 | 62,790 | 675,861 | | | 681 |



# 04 Implementation

# 4.1 Phasing Future Growth & Change

### Short-term Development, Roadways + Public Realm Investment

With a significant amount of developable land available to the University, a strategic approach to the phasing of new buildings, open spaces and mobility will be critical for the successful future growth of the campus.

In the short term, there are several development projects that are currently in the design and planning stage and are expected to be completed in the next 5 years. Aligned with the identified priority development sites, short-term planned academic projects are located within the core campus, such as South Valley and Perth Drive, infilling currently vacant areas. Advancing Western's priorities to minimize surface parking lots and vehicular traffic on campus, the planned Fieldhouse Parking Structure will allow for future redevelopment of existing surface parking lots.

A significant change to the core campus, the planned twinning of University Bridge will increase safe pedestrian movement and improve traffic flow to the campus.

While short-term development continues to infill voids within the core campus, short-term investment should begin the creation of road infrastructure through West Campus to enable the future development of these sites and potentially relieve some existing traffic congestion along Western Road.



## Short-term Development

**A** Bioconvergence Centre + Schulich Redevelopment - 375,000 SF

**B** University Drive Residence - 304,000 SF

**C** New Faculty of Health Sciences Building - 75,000 SF

**D** New Engineering Building - 100,000 SF

**E** Fieldhouse Parking Structure - 111,000 SF

## Short-term Roadways + Public Realm

**1** Pedestrianized University Bridge

**2** Twinned Vehicular University Bridge

**3** Brescia Drive to Burnlea Walk north-west Connection

**4** Ivey to Brescia Drive north-west Connection

**5** Western to Brescia Lane east-west Connection

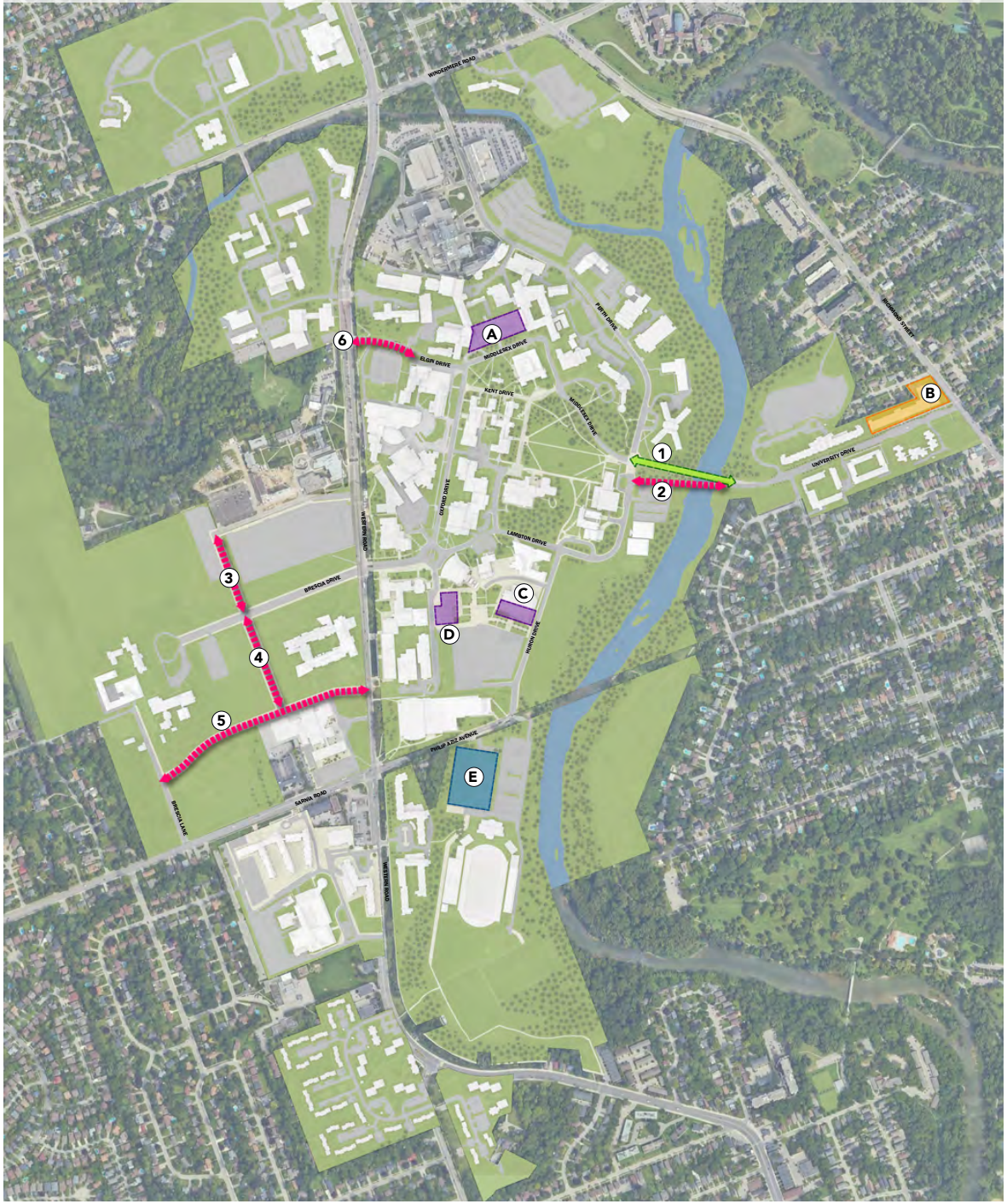
**6** Elgin Drive Modification

**ACADEMIC / ADMIN - 550,000 SF**

**RESIDENCE - 304,000 SF**

**PARKING - 111,000 SF**

**Short-term Development, Roadways, and Public Realm Investment**



## Mid-term Development, Roadways + Public Realm Investment

Mid-term campus growth and change refers to projects in the next 5 - 10 years. These projects anticipate additional infill of core campus development sites, including Perth Drive, South Valley, and Elgin Drive. These sites continue the pattern of infilling existing surface parking lots to create a more cohesive and pedestrian priority campus. The planned parking structure at the existing Chemistry lot will provide additional structured parking in the north portion of the campus and facilitate the development of existing surface lots in the vicinity. Combined with the Fieldhouse Parking structure, core campus will be provided with over 185,000 square feet of structured parking in the mid-term.

The investment in twinning University Drive Bridge enables renewed investment in character landscapes, such as Kent Drive South, and will enhance the pedestrian experience of campus and continue connectivity between east and west parts of campus over the Thames River.

Mid-term campus change also anticipates the University initiating the development of the furthest east site, on the west side of Western Road. This development continues the expansion of the core campus across Western Road. This phase of development should continue to expand the road infrastructure through the West Campus to anticipate future long-term development.



## Mid-term Development

**A** Springett West Campus East - 235,000 SF

**B** Elgin Drive North - 100,000 SF

**C** Chemistry Parking Structure - 75,000 SF

**D** Perth West - 100,000 SF

**E** Western Commons - 125,000 SF

**F** South Valley North - 225,000 SF

**G** Platts Lane East Apartments - 188,675 SF

## Mid-term Roadways + Public Realm

**1** Student Recreation Centre entrance drive

**2** Burnlea Walk Extension

**3** Kent Walk South Improvements

**4** University Welcome Plaza

**ACADEMIC / ADMIN - 785,000 SF**

**RESIDENCE - 188,675 SF**

**PARKING - 75,000 SF**



## Long-term Development, Roadways + Public Realm Investment

As Western looks to the long-term, the potential for campus development and expansion is significant. Strategic growth will be critical and will need to be aligned with increased transit service and public realm investment to ensure a cohesive and engaging pedestrian experience and broader connectivity within London.

Long-term development could see the completion of infilling existing Primary Development sites within the core campus, and further renewal of character landscapes, including reinvestment in Concrete Beach and reinvestment and expansion of Oxford Drive.

Beyond core campus, long-term development could include the further infill of West Campus development sites, and establishment of key West Campus open spaces. Extending the University fabric across Western Road will require careful coordination with the City to ensure that the function and design of the road recognizes its evolved role within the expanding campus, one that is integrated into the campus, rather than along the periphery. There will also need to be consideration for clustering of academic programs and inclusion of new student amenities to ensure that an expanded campus continues to be functional and walkable.



## Long-term Development

**A** West Campus A - 550,000 SF

**B** West Campus B - 100,000 SF

**C** Elborn Phase 1 - 210,000 SF

**D** Elgin Drive South - 205,000 SF

**E** South Valley - 235,000 SF

**F** Perth Drive North - 150,000 SF

**G** Perth Drive South - 195,000 SF

**H** Richmond Gates - 200,000 SF

**I** Platt's Lane E - 411,250 SF

## Long-term Roadways + Public Realm

**1** Sarnia Road to Fram Connection

**2** Northern East-west Connection

**3** West Campus Hill Open Space

**4** Concrete Beach Renewal

**5** Oxford Drive Renewal

**6** Oxford Drive Extension

**ACADEMIC / ADMIN - +/- 1,645,000 SF ***

**RESIDENCE - +/- 611,250 SF ***

*** Additional very long-term (more than 20 years) development sites are identified. Some have the potential to be developed as academic buildings, student residences or structured parking depending on need.**



# 4.2 Considerations

## Implementing Campus Growth and Change

Western University has ample opportunities for growth over the coming decades. With the potential for over 4 million square feet of development potential, the University has the capacity for over 50 years of expansion at the current rate of growth.

This Development Strategy outlines design principles and development sites that should be considered as the campus continues to expand. Infill of Primary Development Sites on the Main Campus should be prioritized first, while infrastructure investment and long-term planning is put in place for the West Campus. Secondary development sites are located farther from the campus core and are generally anticipated to be developed beyond the ten-year timeframe, however, there may be instances where a secondary site is advanced earlier if institutional priorities and program opportunities support it.

The success of campus expansion from the historic core campus will require a careful phasing approach along with a coordinated and long-term strategy for parking, transit and open space systems to ensure that the expanded campus remains accessible, pedestrian friendly and preserves the cohesive character that is unique to Western.

Western takes a balanced approach to addressing mobility needs of the campus community. In the short-term, parking expansion will be informed by parking reduction for planned capital projects and current demand. Future parking supply, surface-lot expansion, structured parking, peripheral parking, and mode-shift targets will be informed through a Transportation Demand Management Study.

Future development, parking relocation, and transportation demand management decisions should consider lived accessibility impacts, including how people move between parking, transit, open spaces, and building entrances.

Existing Western University Campus



## Long-term Western University Campus Potential




WEST CAMPUS
SOUTH VALLEY
Sarnia Road
Philip Aziz Avenue
Brescia Drive
Huron Drive
Lambton Drive
Thames River


FRAM LANDS
Medway Creek
HURON UNIVERSITY COLLEGE
DISCOVERY PARK
Western Road
INSTRUCTIONAL CORE
Elgin Drive
Oxford Drive
LONDON HEALTH SCIENCES CENTRE
Middlesex Drive
Windermere Road
Perth Drive
WESTMINSTER


Western
URBAN
STRATEGIES
INC .

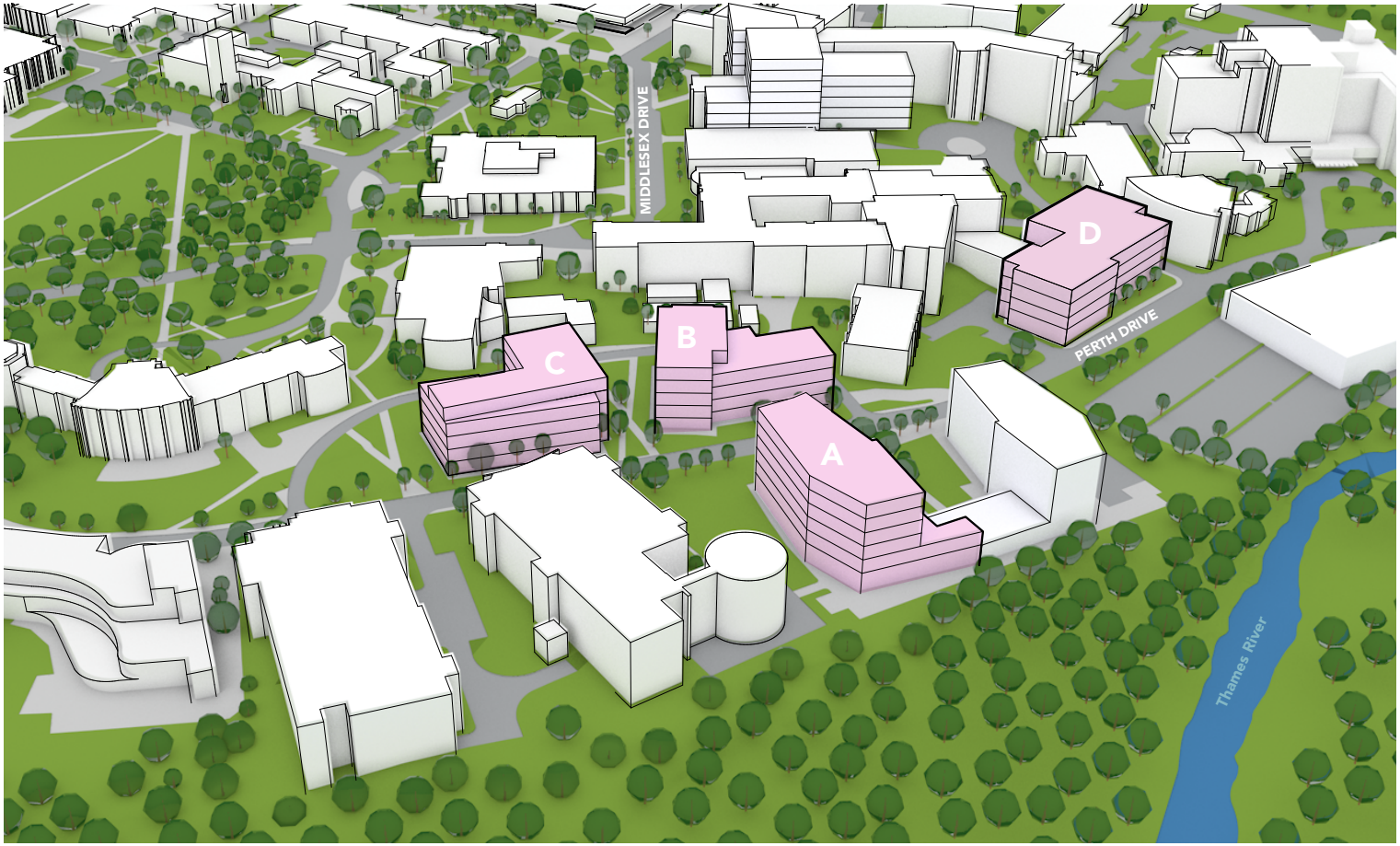


# Appendix

# Development Potential
## Primary Development Site Yields

As an extension of the conceptual demonstration plans developed for the Primary Development Sites, preliminary 3D massing studies were undertaken to further determine future growth potential and anticipated development yields of each site. These massing studies were informed by typical campus building footprints, heights, and planning assumptions, as well as best practices for site design, circulation, and open space integration.

# PERTH DRIVE




Conceptual Massing

Building A - 100,000 SF

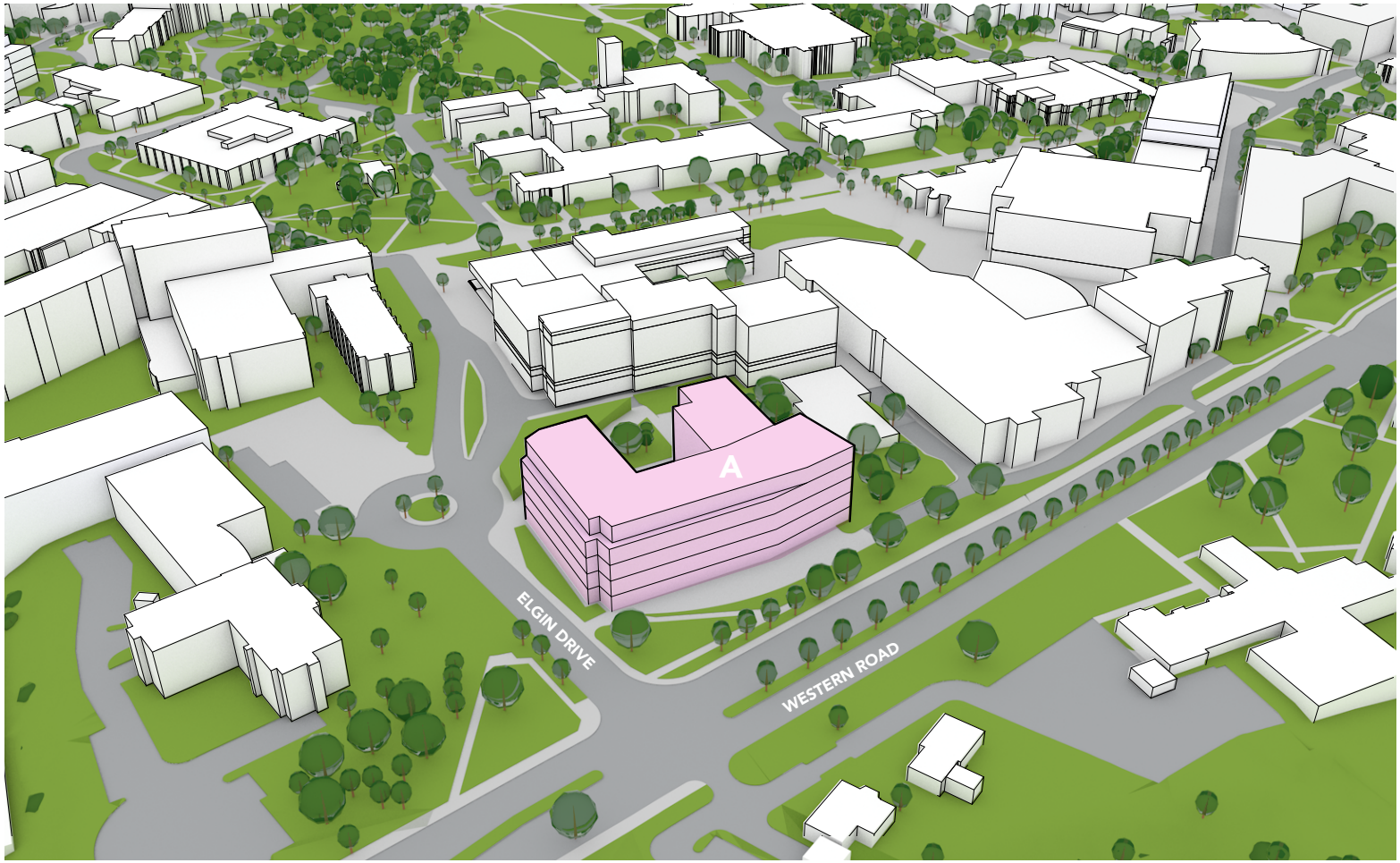
Building B - 95,000 SF

Building C - 100,000 SF

Building D - 150,000 SF

**TOTAL Gross Construction Area (GCA) - 445,000 SF**

# ELGIN DRIVE SOUTH

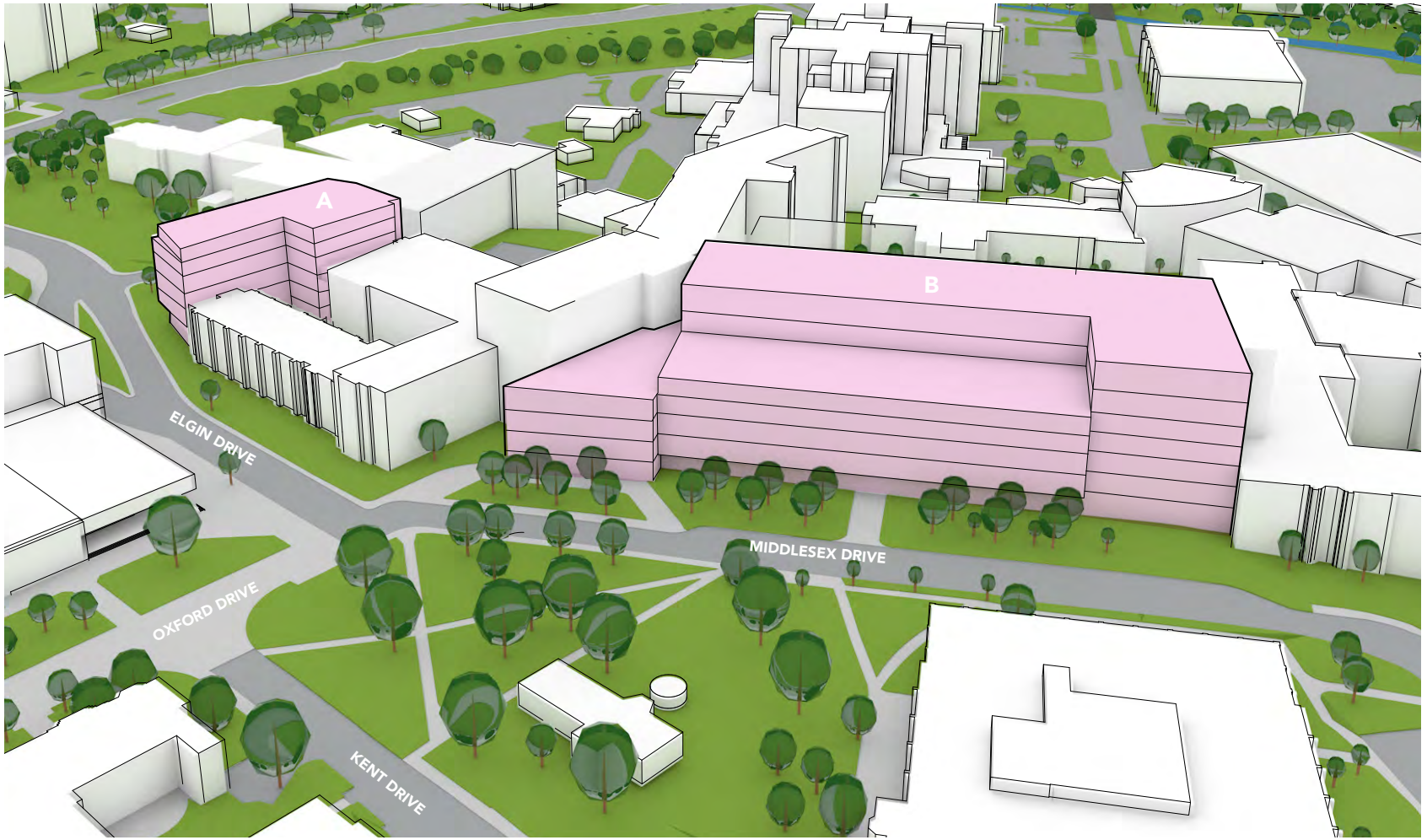



Conceptual Massing

Building A - 205,000 SF

**TOTAL GCA - 205,000 SF**

# MIDDLESEX / ELGIN DRIVE NORTH



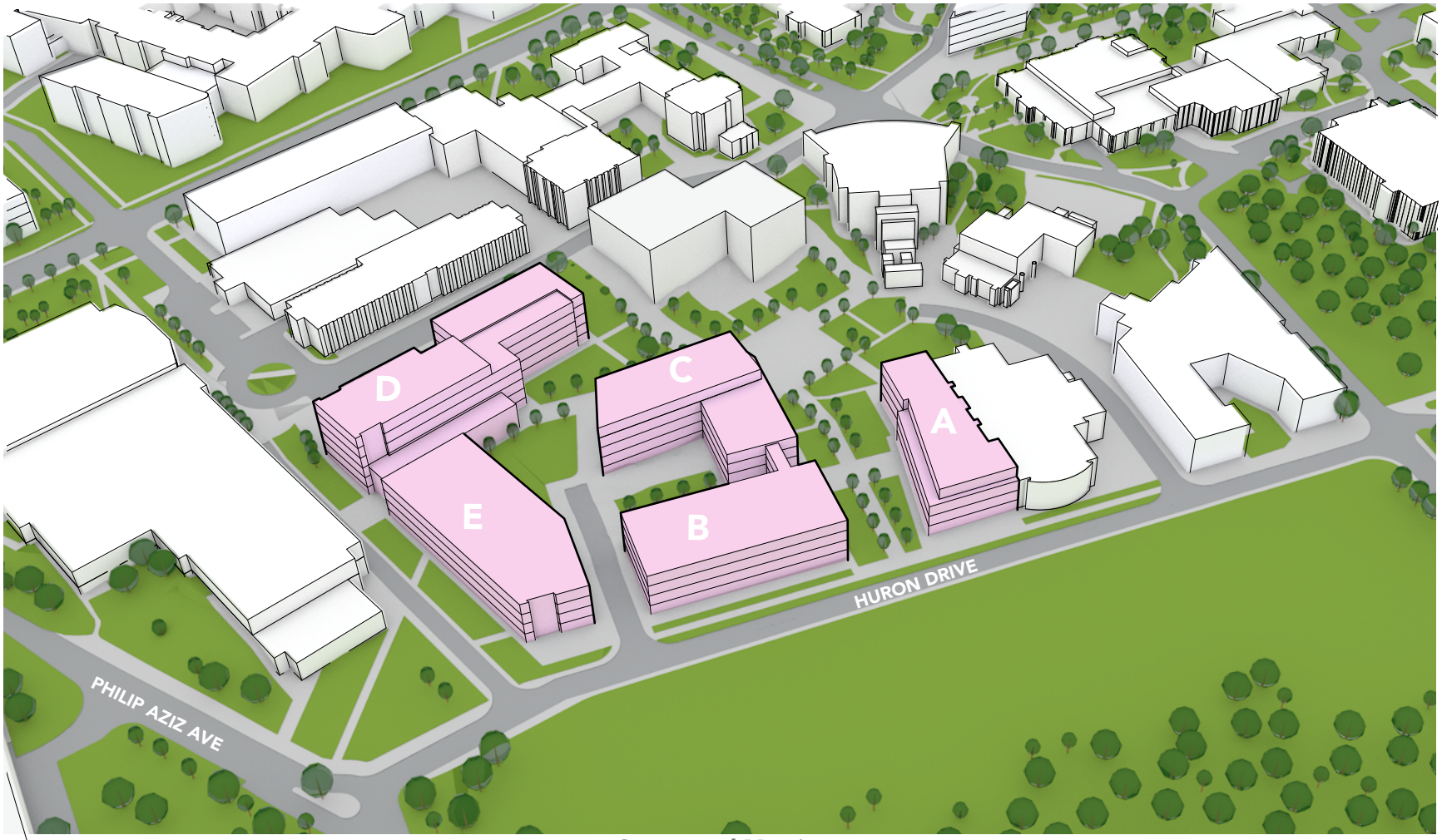

Conceptual Massing

Building A – 105,000 SF

Building B – 300,000 SF

**TOTAL GCA - 405,000 SF**

# SOUTH VALLEY




Conceptual Massing

Building A - 75,000 SF

Building B - 100,000 SF

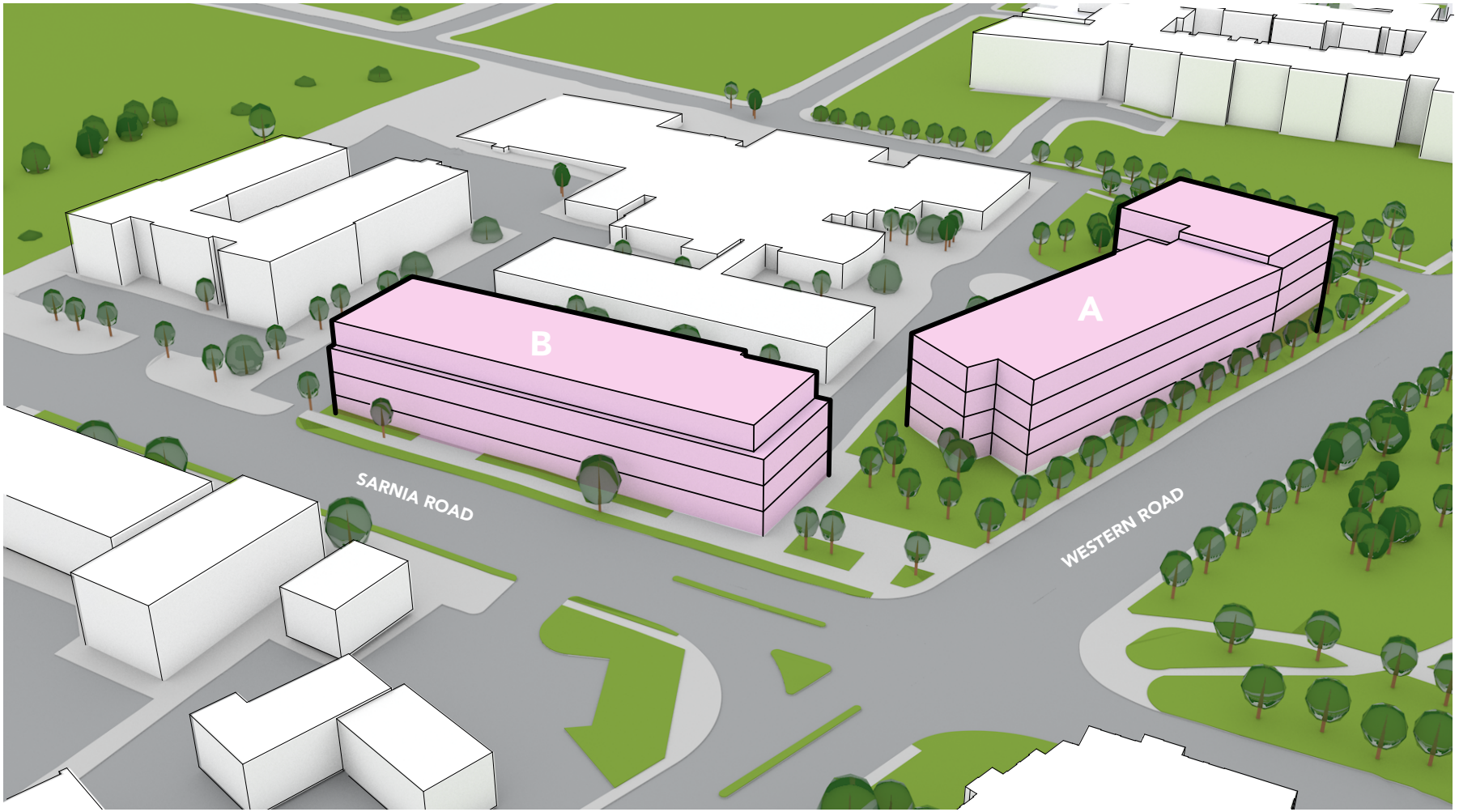
Building C - 125,000 SF

Building D - 125,000 SF

Building E - 110,000 SF

**TOTAL GCA - 535,000 SF**

# SARNIA WESTERN PHASE 1



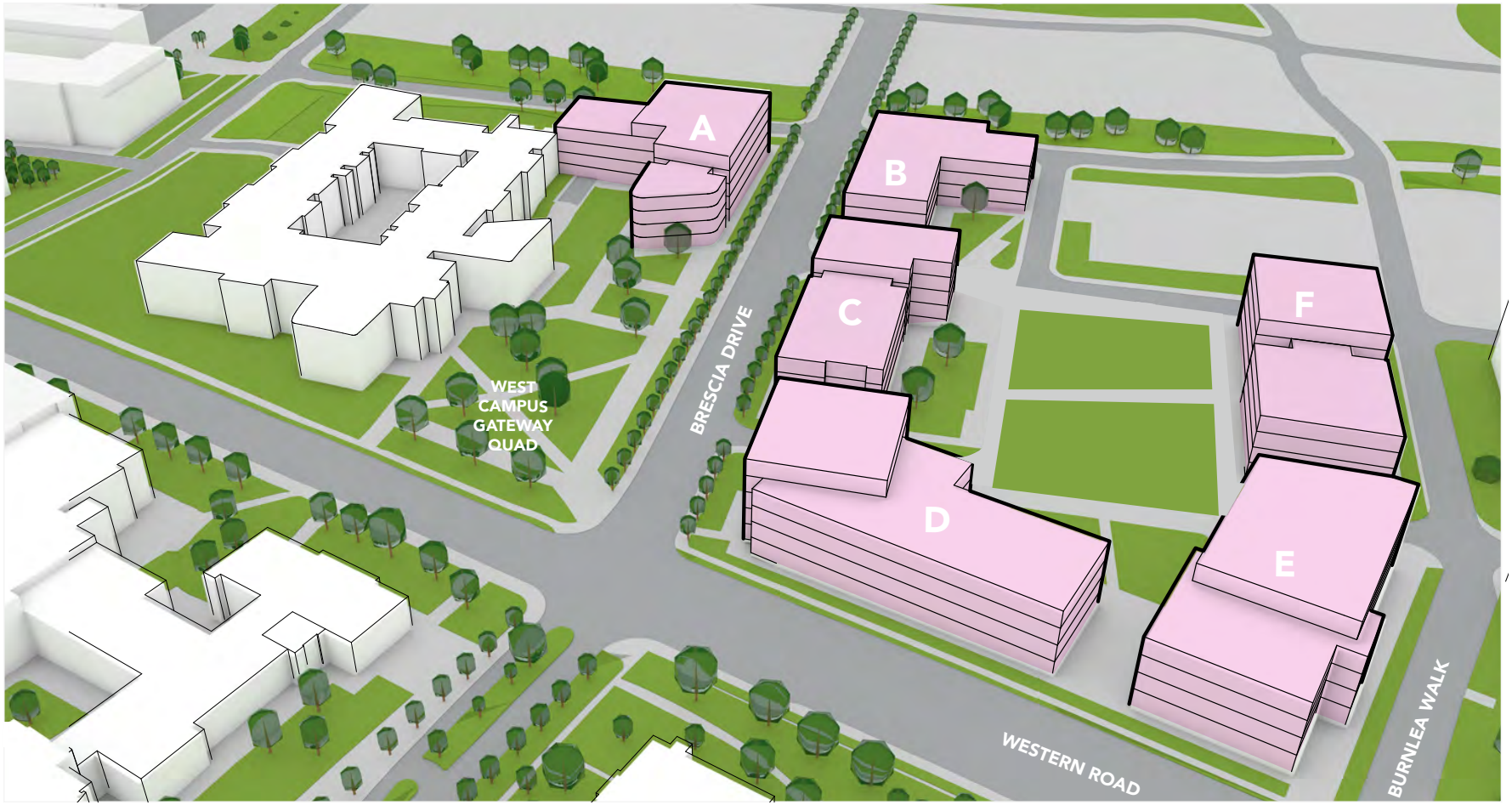

Conceptual Massing

Building A - 100,000 SF

Building B - 110,000 SF

**TOTAL GCA - 210,000 SF**

# SPRINGETT / WEST CAMPUS EAST




Conceptual Massing

Building A - 100,000 SF

Building B - 100,000 SF

Building C - 125,000 SF

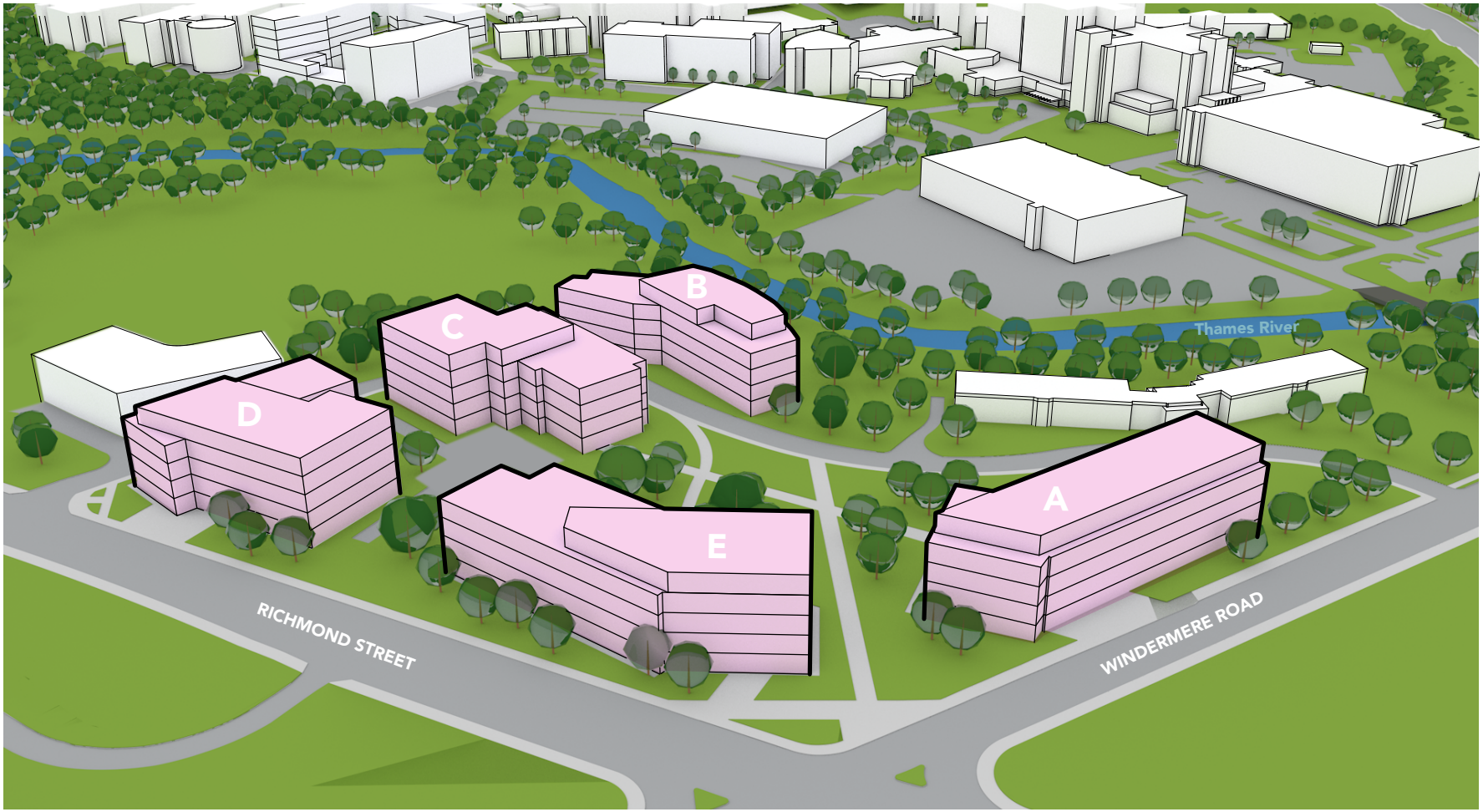
Building D - 110,000 SF

Building E - 100,000 SF

Building & - 100,000 SF

**TOTAL GCA - 665,000 SF**

# SPRINGETT / WEST CAMPUS EAST




Conceptual Massing

Building A - 100,000 SF

Building B - 95,000 SF

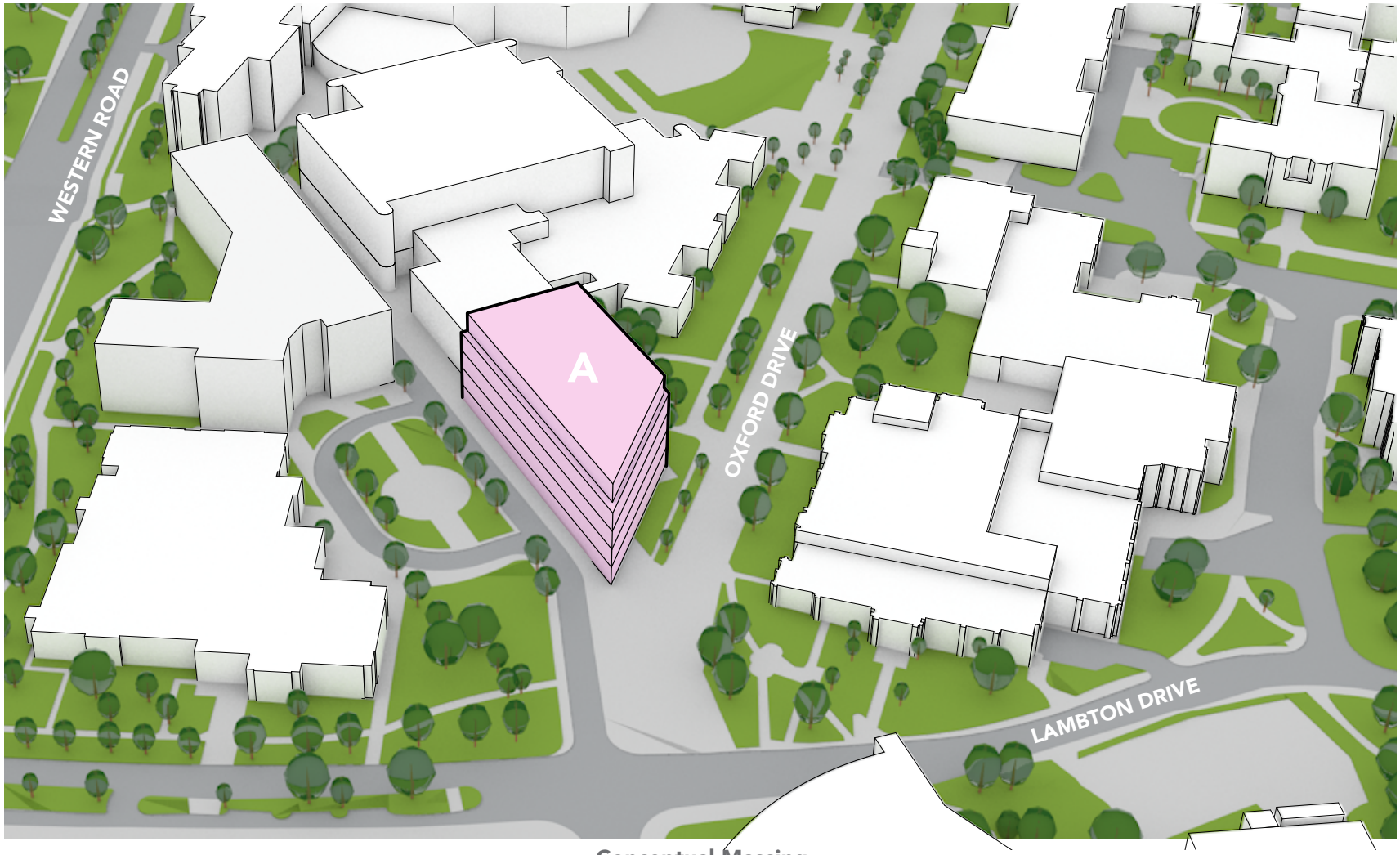
Building C - 95,000 SF

Building D - 100,000 SF

Building E - 100,000 SF

**TOTAL GCA - 490,000 SF**

# OXFORD DRIVE

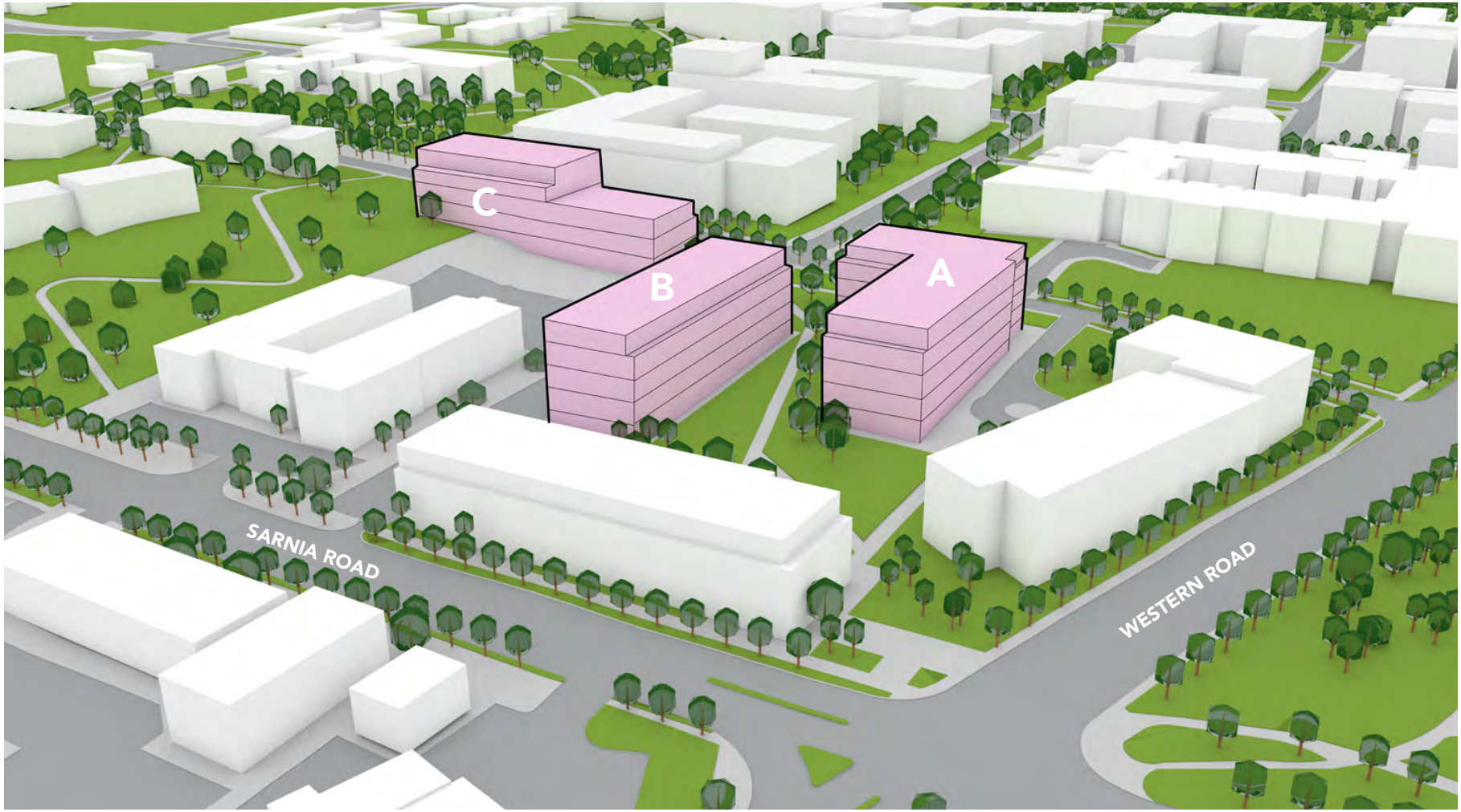



Conceptual Massing

Building A - 70,000 SF

**TOTAL GCA - 70,000 SF**

# SARNIA WESTERN PHASE 1




Conceptual Massing

Building A - 110,000 SF

Building B - 95,000 SF

Building C - 120,000 SF

**TOTAL GCA - 325,000 SF**

# IVEY EXPANSION OPTIONS




Site 1: Ivey Expansion
NORTHWEST




Site 2: Ivey Expansion
SOUTHWEST




West Campus Gateway Quad
NORTHEAST

# Western's Open Space Strategy

## FINAL REPORT

May 2026

Perkins&Will

WESTERN'S OPEN SPACE STRATEGY

# Land Acknowledgment

We acknowledge that Western University is located on the traditional territories of the Anishinaabek (Ah-nish-in-a-bek), Haudenosaunee (Ho-den-no-show-nee), and Lūnaapéewak (Len-ahpay- wuk) Nations, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. This land continues to be home to diverse Indigenous Peoples (First Nations, Métis and Inuit) whom we recognize as contemporary stewards of the land and vital contributors of our society.

We respect the enduring relationship Indigenous Peoples have with this land and recognize their longstanding stewardship and deep knowledge of place, and responsibilities of care. This relationship continues to shape understandings of land, landscape, and the role of open spaces in supporting cultural, ecological, and community wellbeing.

Western recognizes that there is much to learn from Indigenous knowledges. The Open Space Strategy (OSS) seeks to create an integrated campus landscape informed by placekeeping practices that support health and wellbeing, honour cultural values, promote ecological integrity and sustainability, and strengthen identity and belonging.



*Figure 1. Thames River, London, Ontario. Source: Tourism London*

# Acknowledgments

## Western University Project Team

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**Appendix**

A. Parking and Demand Management

# Executive Summary

## Rationale

Western's academic priorities are intrinsically tied to the landscape within which it exists. The campus landscape shapes its public image, pedagogical approach and physical growth. This landscape is changing as the university continues to grow and expand; mobility patterns on and off campus are shifting; and attitudes to the surrounding natural environment evolve. The update to the Western Open Space Strategy aims to anticipate these changes and position Western for future growth and success.

## Purpose and Process

This report provides an update to Western's 2018 Open Space Strategy, which outlines the university's long-term campus planning vision. The original strategy was developed through extensive consultation and collaboration between the University and the consultant team and maps out a vision to accommodate future growth on campus, increase pedestrian safety and eventually integrate rapid transit through campus.

This version was developed in tandem with Western's Campus Development Strategy (CDS) (2026). That companion document outlines a flexible framework for how the university will grow over time. It identifies proposed sites for future buildings, complemented by the open spaces, streets, paths, and supporting infrastructure proposed in this document.

This Strategy started with an exhaustive inventory of existing conditions that identified key opportunities to improve the campus including the need to improve pedestrian safety, accommodate rapid transit and improve the quality of open spaces. A series of Principles were developed in consultation with the campus community, followed by a comprehensive Strategy in 2018.

## The Changes

Since 2018, the campus has undergone significant physical and organizational changes, which the updated Open Space Strategy seeks to address while charting a path toward a more resilient campus future. The changes include:

- **Integration of the West Campus Lands:** The former Brescia University College lands are being fully incorporated into Western's campus, following the official integration of Brescia into Western as of May 1, 2024.
- **Changes in Transit Planning:** The updated strategy reflects that the City did not move forward with the Bus Rapid Transit project through campus as well as shifts in mobility patterns. This also includes twinning the University Drive bridge.
- **New Developments:** Completion of several academic buildings across the campus
- **Implementation of Landscape Recommendations:** Several proposed projects from the strategy, such as rain gardens and the Kent North (formerly Kent Drive) redevelopment and Music garden have been completed.
- **Projected Campus Growth:** The strategy anticipates future spatial expansion and development across campus.
- **Continued Focus on Sustainability:** There is a growing emphasis on ecological design, native plantings, stormwater management, and other sustainability initiatives.

## The Plan

The updated Western Open Space Strategy consists of:

- **1 Vision;**
- **6 Principles and**
- **10 Big Moves**

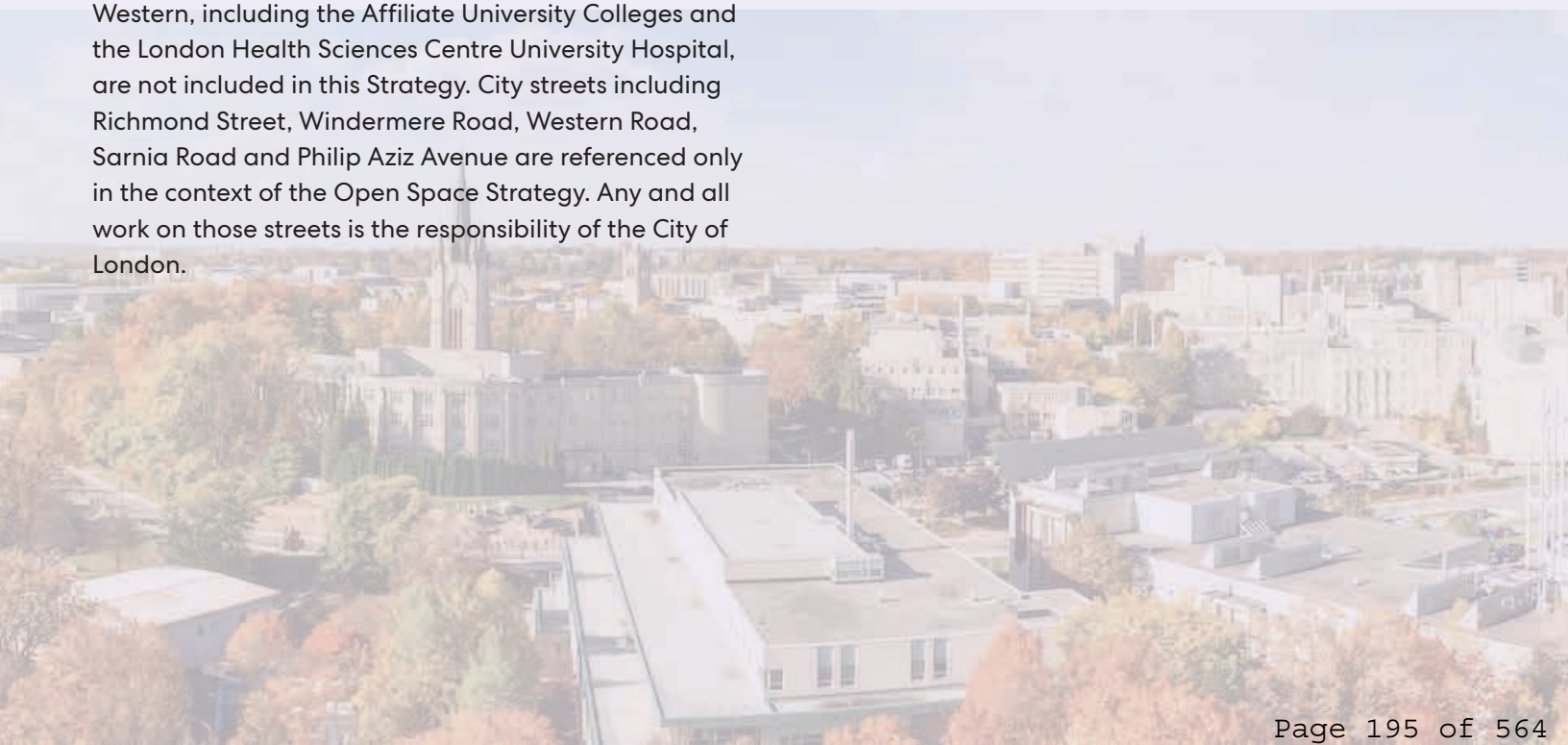
Collectively, these elements outline a long-term vision for a pedestrian priority campus that provides a safe and beautiful environment in support of Western's academic mission. A series of Strategies and Design Guidelines provide additional direction for on-going maintenance and implementation. The Western Open Space Strategy is a complementary document to the Campus Development Strategy.

## Scope

The updated Open Space Strategy (referred to as "the strategy") focuses on the main campus, including areas owned by Western on the west side of Western Road, including the former Brescia lands, now referred to as West Campus. It does not specifically address Discovery Park or Platts Lane Estates. Properties not owned by Western, including the Affiliate University Colleges and the London Health Sciences Centre University Hospital, are not included in this Strategy. City streets including Richmond Street, Windermere Road, Western Road, Sarnia Road and Philip Aziz Avenue are referenced only in the context of the Open Space Strategy. Any and all work on those streets is the responsibility of the City of London.

## Next Steps

The proposed Strategy establishes a broad vision that allows for immediate and on-going incremental implementation. A series of short-term 'quick wins' can be implemented immediately, while other projects can be tested and evaluated through a pilot-project process. Medium and long-term capital projects will be incorporated into the development program, in conjunction with funding strategies. An ongoing monitoring program will be established to ensure compliance.



# 1 Vision

**The Western Open Space Strategy will build on the natural beauty of Western's campus and legacy of landscape stewardship to deliver a safe, inclusive and a sustainable campus that will foster learning and promote Western as a destination of choice for world class education and research.**

# 6 Principles

**Human Place**

**Mobility**

**Sustainability and Resilience**

**Access to University**

**Equity**

**Pedagogy**

# 10 Big Moves

- Prioritize Pedestrians
- Integrate West Campus
- Reduce Cut-through Traffic
- Position Parking on the Perimeter
- Maintain Vehicle Access
- Maintain Convenient Transit Access
- Allow for Service Access
- Improve Accessibility
- Complete Bicycle Network
- Emphasize Landscape and Connect to the River



*Figure 2. University College during Winter Source: Western University*

# 01
# Introduction

## 1.1 Introduction and Purpose

Western University is situated within a rich and varied landscape that spans over 250 acres. The campus is uniquely positioned between the Thames River to the east and Medway Creek to the west, creating a setting defined by its natural features and scenic beauty. The terrain is characterized by significant elevation changes, from the prominent hill at University College in the main campus to another at West Campus. A gentle north-to-south slope extends from Windermere Road down to Philip Aziz Avenue along Western Road, shaping the campus's distinct topography and offering a series of dynamic and picturesque landscapes.

The Western Open Space Strategy (OSS) presents a long-term vision for the university's open spaces, public realm, and transportation networks. It establishes a clear yet adaptable framework to guide the campus's holistic and sustainable growth. The recommendations outlined in the Strategy look ahead to 2036 to envision how the campus will evolve to support its academic, social, and environmental goals over the next 10 years and beyond. This updated Strategy builds on the original plan developed in 2018 by the university and its consultant team, aligning with and complementing other key campus initiatives and planning frameworks.

Working alongside other campus-wide strategies, the Open Space Strategy plays a vital role in advancing Western University's Strategic Plan supporting sustainability and climate leadership, enhancing campus experience and well-being, shaping the public realm, improving mobility and connectivity, and influencing infrastructure.

## 1.2 History, Evolution and Growth of the Campus

Western University is situated on lands traditionally inhabited and cared for by the Anishinaabek (Ah-nish-in-a-bek), Haudenosaunee (Ho-den-no-show-nee), and Lūnaapéewak (Len-ah-pay-wuk) Nations. These lands are tied to several treaties, including the London Township Treaty, the Sombra Township Treaty of 1796, and the Longwoods Treaty (Treaty 21) of 1822, which encompassed approximately three million acres in the region surrounding London. Western also recognizes the "Dish with One Spoon" Wampum Covenant, a historical peace and sharing agreement among Indigenous Nations of the Great Lakes as well as the "Deshkan Ziibiing (Antler River)," a tributary flowing through campus that connects many Nations and ways of knowing.

Since its opening, the Western campus has been shaped by the land upon which it is founded. Located outside the built-up area of London at the time, the early campus of the 1920s was oriented towards the Thames River, and the new bridge on University Drive. The first buildings – University College and the Physics Building – were located at the most prominent position on the prow of University College Hill with a view to the river and the morning sun. In the 1930s, the University engaged in a concerted effort to transform the old farms into an English style landscaped campus. Existing woodlots were rehabilitated and another 12,000 trees were planted, setting the tone for the high-quality landscapes that continues to this day.

During the same period, the campus expanded around University College Hill, establishing the core of the current campus. Expansion of the campus accelerated in the 1950s and 1960s with new buildings spreading to the east of the river and south of Philip Aziz/Sarnia Road. At that time, the City of London expanded to the boundaries of the campus and eventually to the north and west. Increased automobile use and the need for parking led to a steady growth in the number of surface parking lots that now characterize large portions of the campus and the widening of roads for use as serving and on-street parking facilities.

Recent growth has concentrated along the Western Road corridor, shifting the centre of gravity of the campus away from the river. This trend is expected to continue as future growth is targeted towards surface parking lots at South Valley and Huron Flats, further shifting the campus' relationship to its landscape.

Western University lands are tied to several treaties, including the London Township Treaty, the Sombra Township Treaty of 1796, and the Longwoods Treaty (Treaty 21) of 1822,



The official opening of the present day campus takes place on October 16th and 17th, 1924.



**1924**



12,000 trees are planted for a cost of under $2,000 under the direction of William Marsden. 10,000 trees gifted by the Forestry Department of Ontario.

**1929**



The 1937 spring flood threatens the stability of the original university bridge. In 1955, the Fanshawe dam is built to prevent floods and regulate flow along the course of the Thames river.

**1937**

The rem
down t
constru
School
Building



**1956**

**1916**

Western University's Board of Governors purchase the 150 acre Kingsmill Farm property just beyond the northern limits of the City of London. A year later, they purchased the adjacent 36-acre Flanagan-Fitzgerald farm.

**1925**

First graduating class from the new campus, Arts '25, originates the long lasting tradition of planting a tree to commemorate the occasion - a Ginkgo tree is planted at the North West end of University College.



**1930**

J.B. Maclean (President of the Maclean Publishing Company, Toronto) is intrigued by the possibilities of landscape development offered by the campus landscape contours and remnants of forest, and decides to finance a plan to fix the location of future buildings and landscaping.



Maclean commissions Gordon Culham of Toronto, a pupil of Olmsted, to design the campus landscape in the style of English landscape.

Landscaping implementation is carried out under the unemployment relief system and supported by the municipal, provincial and federal governments.

Woodlots are cleared of dead trees, river bank is improved to prevent erosion, main approach is filled and replaced.

**1935**

The Thames River banks naturalization and reforestation begins in 1935.

**1947**

Graduating Class
procession from U
College to the JW
Memorial Stadium





mainder of the forest cut
o make space for the
ction of the Richard G Ivey
of Business Administration
g.





Graduating Class in Medicine organizes the first official planting of a Plane tree on Campus, and later on officially catalogued as part of the Sherwood Fox Arboretum.

**1973**



Western's first Open Space Strategy was developed, and the street and parking area on Kent Drive were redesigned as a pedestrian plaza with stone pavers in 2018.

**2018**



University College (UC) Hill walkways were upgraded to improve accessibility and create a gathering plaza near University college.

**2023**

Update to the Open Space Strategy under development

**2025**

niversity
Little
.



**1959**

London Hunt Club and golf course remains an integral part of the campus grounds until 1959, when the rise in student enrolment leads to campus expansion. Over two acres of sod are removed from the old 10th hole fairway and used in landscaping around Middlesex College.



**2001**



JW Stadium is replaced by the Alumni Stadium south of the Huron Flats following a successful bid for the 2001 Summer Canada Games. The Little stadium is demolished in 2002 to make space for the new Health Sciences Building.

**2021**

Kent drive North was completed with paving stone walkway. The design also includes benches for gathering and LID infrastructure.

**2024**

Brescia University College integration

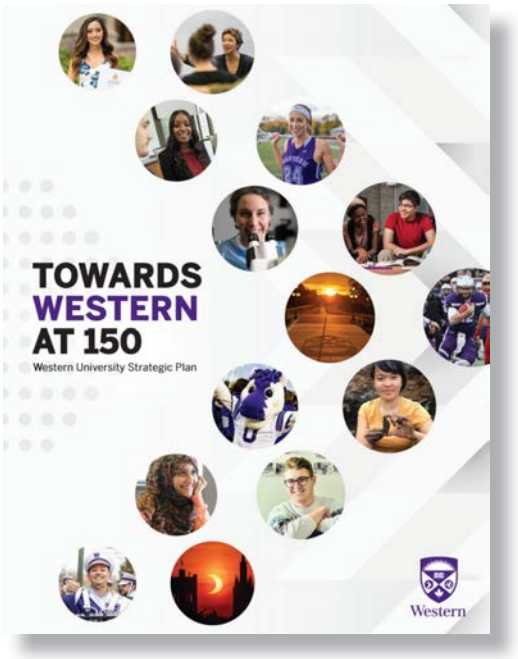


# 1.3 Planning Summary

This Open Space and Landscape Plan builds on a number of recent initiatives, strategies and plans, including:

## Western University Strategic Plan

Western University's strategic plan, *Towards Western at 150*, outlines a bold vision for the university's future as it approaches its 150th anniversary in 2028. The plan focuses on strengthening Western's global impact through research, teaching, and innovation; fostering an inclusive, equitable, and culturally rich campus community; and advancing sustainability and climate leadership across all operations. It emphasizes meaningful partnerships with Indigenous communities, deeper local and global engagement, and creating a modern, welcoming campus that supports well-being and collaboration. Together, these priorities guide Western's efforts to shape a resilient, connected, and forward-looking institution for the decades ahead.




## Western Campus Development Strategy (2026)

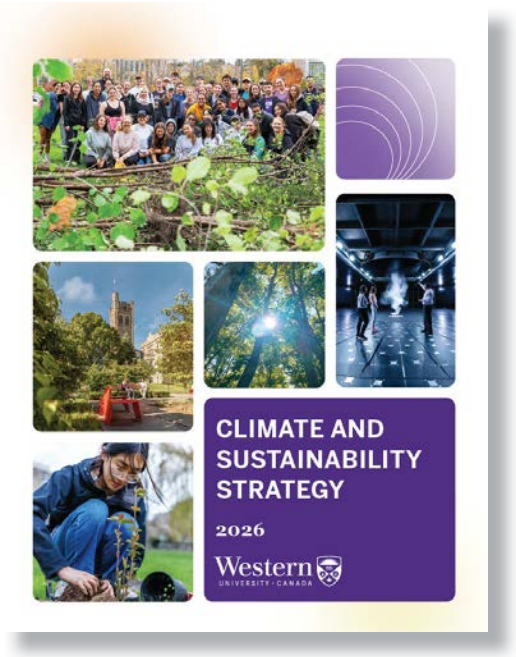
The Campus Development Strategy (2026) sets out a vision for the development potential of Western over the next 25+ years. It is rooted in the principles of master planning, space planning, and sustainability.

While focusing on the development potential on the campus, the Campus Development Strategy also outlines preliminary strategies for open space on campus. This includes a series of transformations to transportation corridors like Oxford Drive and Western Road, as well as key open spaces like Alumni Circle and Social Science Plaza. The Western Open Space Strategy complements this work by elaborating upon these preliminary strategies to articulate a comprehensive vision for open space and mobility that supports the anticipated development and growth of the campus, while simultaneously supporting academic experience.



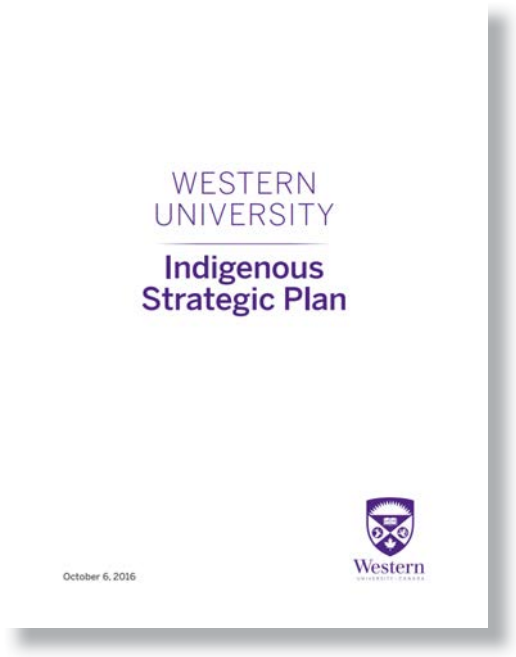
## Climate and Sustainability Strategy (2026)

Western University's Climate and Sustainability Strategy outlines a comprehensive approach to reducing the university's environmental impact while embedding sustainability into campus culture, operations, and academics. The strategy aligns with the Strategic Plan in committing to significant greenhouse-gas reductions, improved energy efficiency through deep building retrofits, and the adoption of sustainable design standards for all new development. It also emphasizes enhancing ecological health and biodiversity and the use of Western's campus as a Living Laboratory for climate innovation. Through collaboration with students, faculty, and staff, the strategy strengthens Western's leadership in climate action and supports its long-term goal of achieving a resilient, low-carbon, and environmentally responsible campus. The principles from this strategy are referenced throughout the Open Space Strategy to put forward a stronger focus on sustainability.



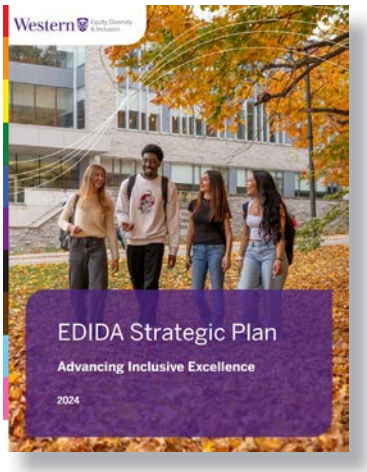

## Indigenous Strategic Plan (2016)

Western University's Indigenous Strategic Plan commits to reconciliation, Indigenous self-determination, and increasing Indigenous presence and leadership across campus. It outlines goals such as strengthening relationships with Indigenous communities, boosting recruitment and retention of Indigenous students, faculty, and staff, embedding Indigenous ways of knowing in curriculum and research, and creating meaningful Indigenous spaces and programming, including a dedicated Indigenous Learning Space. The Indigenous Placekeeping Special Area of Focus within the Open Space Strategy draws from and builds on the Indigenous Strategic Plan.



## EDIDA Strategic Plan

Western University's EDIDA (Equity, Diversity, Inclusion, Decolonization, and Accessibility) Strategy directs the university's efforts to foster an inclusive, equitable, and accessible campus. It emphasizes increasing representation and support for underrepresented groups, embedding decolonization and accessibility across policies, programs, and curricula, and cultivating a culture of belonging. By advancing systemic change and social justice, the strategy ensures Western is welcoming for all. The Open Space Strategy incorporates these EDIDA principles to guide the design of the campus's open spaces and mobility network.




## Student Mental Health Strategy

Western University's Student Mental Health Strategy aims to enhance well-being, resilience, and support for students. It focuses on improving access to mental health services, fostering a culture of awareness and prevention, integrating wellness into campus life, and promoting collaboration among students, staff, and faculty to create a supportive and inclusive environment. The Open Space Strategy complements this by promoting the design of accessible, safe, and engaging outdoor spaces that promote social interaction, physical activity, and mental well-being across campus.




## City of London Mobility Master Plan

The City of London's Mobility Master Plan guides the city's transportation future, emphasizing sustainable, safe, and efficient movement for all users. It prioritizes active transportation, transit, and road improvements, supports population and employment growth, and aligns with environmental and equity goals, ensuring accessible, connected, and resilient mobility across London, including areas surrounding Western University.





# 02
# Existing Conditions

Western University is comprised of a wide range of high-quality open space and landscape character, which provides students, faculty, staff, alumni, and visitors with a distinct experience and impression for the overall campus. The integration of the natural environment, existing site topography, and organization of built form provides a unique set of influences, challenges and opportunities for the organization, design, and maintenance of the open spaces and circulation network across the campus. The following section is an inventory of Western's existing open space and circulation networks. The observations have been organized into a series of categories that chronicle the existing conditions and evolution of the campus. These observations contributed to design solutions, guidelines and strategies outlined in later chapters of this report.

## 2.1 Campus Ecosystem

Western University's campus is defined by a rich and diverse ecological system shaped by the Thames River corridor, extensive naturalized landscapes, and mature tree canopies. The campus sits within the Medway Creek Watershed and its open spaces play a crucial role in supporting biodiversity, managing stormwater, and creating a distinct campus identity.

The North Branch of the Thames River runs through the heart of campus and its riparian edges support native vegetation, provide wildlife habitat and serve key floodplain areas. These spaces also function as natural buffers between academic, residential, and recreational zones. Within this ecological landscape, there are several woodlots within the campus that also support regionally significant flora and fauna. The open spaces within the campus adds to the ecological framework of the campus that consists of natural and restored landscapes that promote pollinator habitats and low maintenance vegetation.

The topography and the river valley shape campus drainage patterns. Naturalized stormwater management features within the campus, including features implemented through the recommendations in the 2018 Open Space Strategy, such as ponds, wetlands, rain gardens and bioswales, work together to reduce runoff, improve water quality, and mitigate flood risk.

Trails, footpaths, and open green spaces integrate ecological systems with daily campus life. These environments enhance student well-being, support outdoor learning, and reinforce the university's identity as a campus embedded in nature.

## 2.2 Campus Character

The campus' collection of historic buildings, natural amenities and public open spaces are fundamental to the image of Western and are highly valued. Although the campus is well established, maintained and cared for by the university and campus communities, changes to the open spaces will be necessary to ensure Western continues to provide a collective and cohesive network of connected, sustainable and attractive outdoor spaces to meet the demands of pedestrians and cyclists as they move through campus.

Improvements to Western's public open spaces will evolve with ongoing campus development and the reorganization of parking, traffic and transit, to prioritize safe pedestrian movement, connectivity and comfort across the campus. While ensuring that all changes are sensitive to the program and use requirements of the existing spaces, the implementation of these recommendations will enhance the collective connectivity, experience and image of Western University's public realm.




*Figure 3. Map showing comparison between existing green space and hard surfaces on campus*



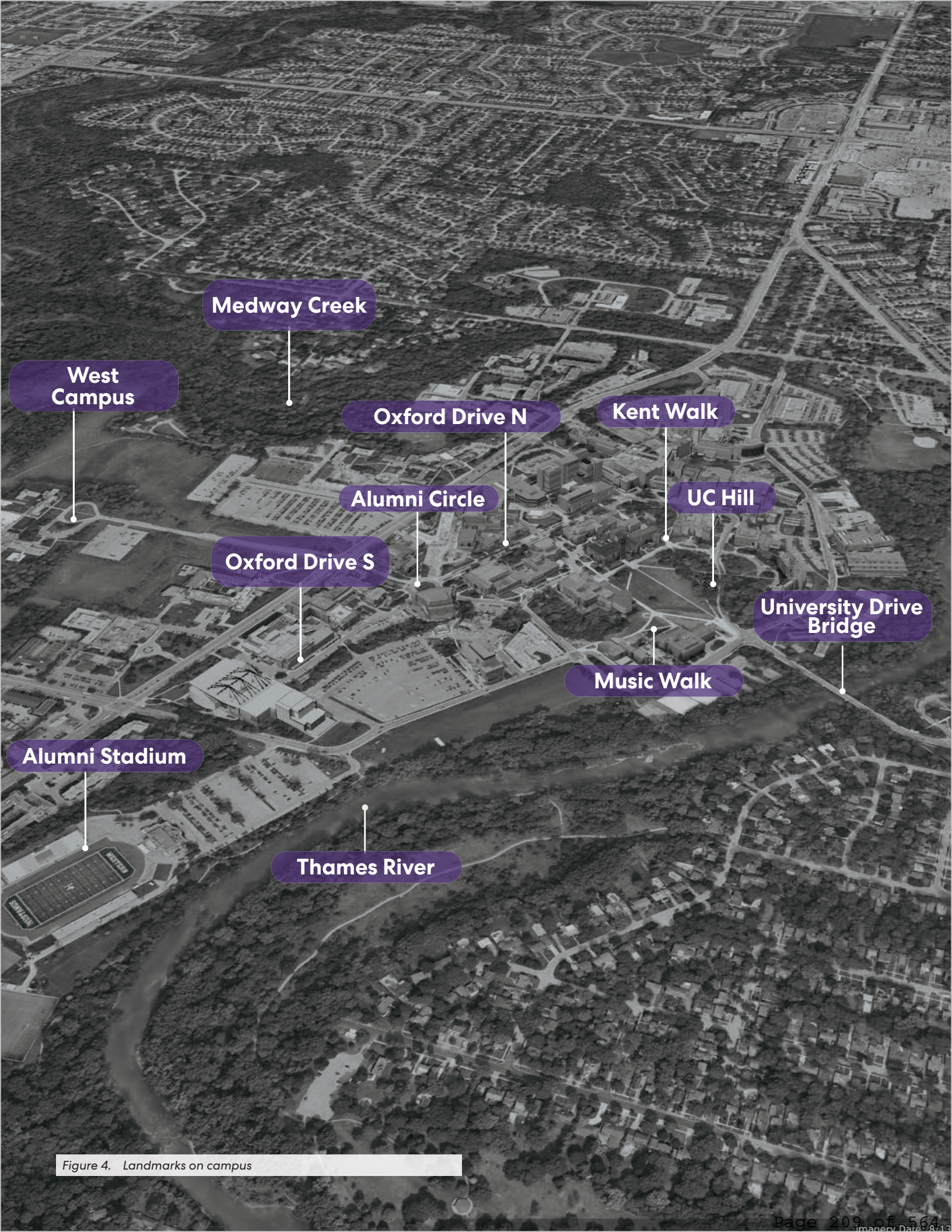



*Figure 4. Landmarks on campus*

# 2.3 New Developments

The current campus of Western University spans from Windermere Avenue to the north, the Thames River to the east, Medway Creek to the west, and extends southward towards Platt's Lane. The campus is undergoing substantial growth, with several new buildings currently under construction and many more proposed. These structures are designed with high architectural quality, creating opportunities for new open spaces. Brescia University College, previously an affiliated institution, has now been fully integrated into Western University, allowing the open space plan to extend west of Western Road, incorporating the lands now called West Campus.

## Existing Buildings

The buildings at Western University showcase a range of architectural styles, from Collegiate Gothic to Modernist, all set within a vibrant network of open spaces that span across a diverse and dynamic topography.

## Recently Completed, Under Construction, and Proposed Buildings

Since 2015, buildings 1-7 as shown below have been built on campus. Buildings 8-10 are under construction, and buildings 11-17 have been proposed on campus.

1



*Amit Chakma Engineering Building*

2



*Wampum Learning Lodge Alterations*

3



*Western Interdisciplinary Research Building*

4



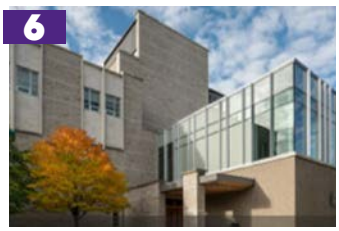
*FIMS and Nursing Building*

5



*Schmeichel Entrepreneurship and Innovation Building*

6



*LHSB Classroom Addition*

7



*WSRC Gym Addition*

8



*University Drive Residence*

9



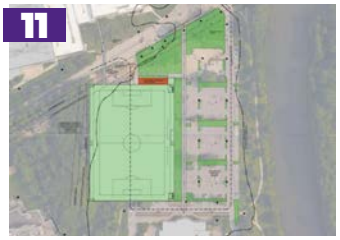
*New Engineering Building*

10



*Pathogen Research Centre*

11



*Fieldhouse/Parking Structure*

12



*Western Commons*

13



*Faculty of Health Sciences Buildings*

14



*Bioconvergence Centre*

15 *Social Science Centre Atrium Addition*

16 *Platt's Lane East Residence*

17 *Ursuline Museum & Archives (adaptive reuse of Ursuline Hall) and Relocation of McIntosh Gallery*

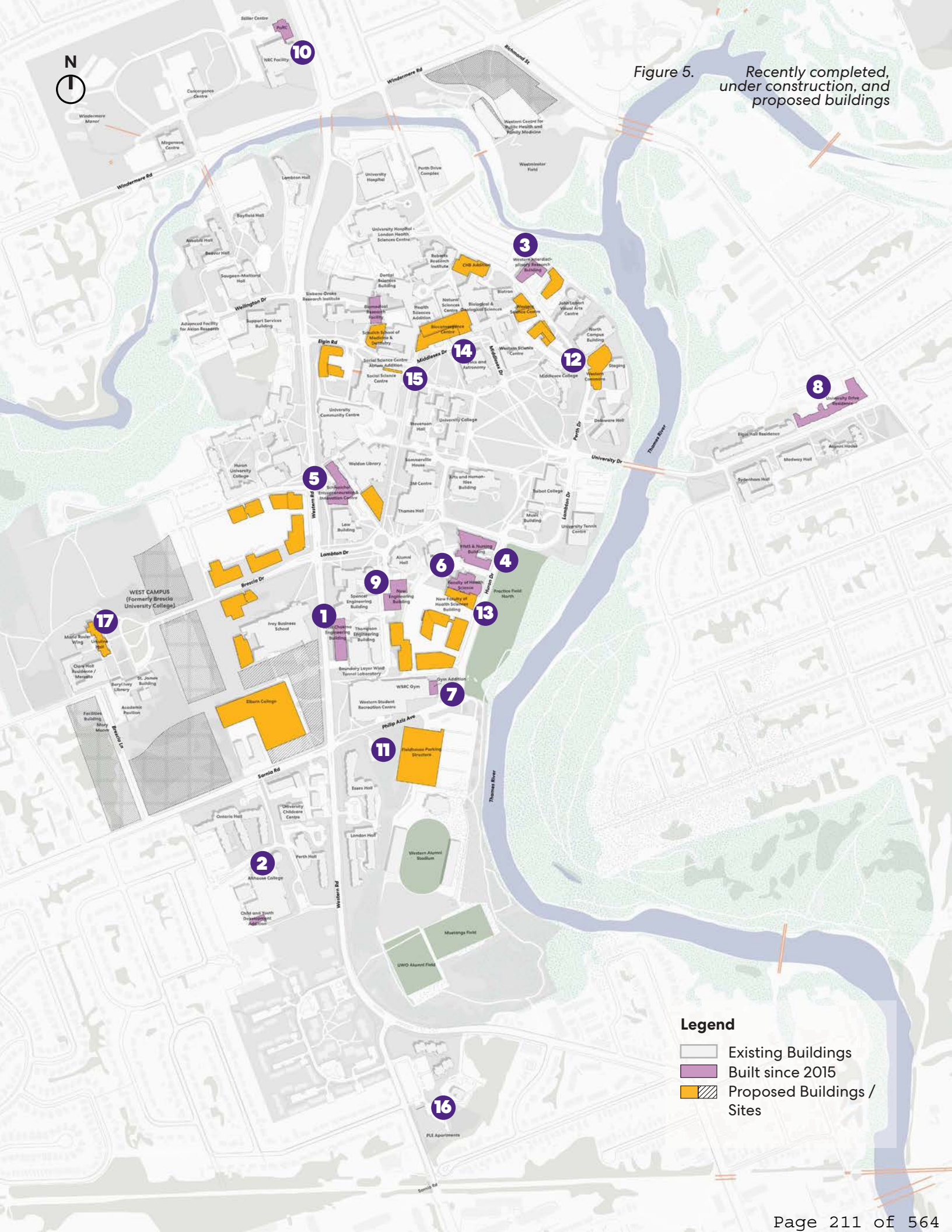



*Figure 5. Recently completed, under construction, and proposed buildings*

## Potential Development Sites

The following are the proposed development sites based on recent growth, floodplain constraints and most importantly, the integration of the West Campus lands into the Western University campus in the 2026 Campus Development Strategy. These sites are regularly maintained and not planned for preservation as naturalized spaces

### Primary Development Sites

The following locations are designated in the Campus Development Strategy as Primary Development Sites, areas closest to the campus core that should generally be prioritized for development over the next decade:

- Perth Drive
- Middlesex / Elgin North
- Elgin South
- South Valley
- Sarnia / Western
- Springett / West Lands East

### Secondary Development Sites

Secondary Development Sites are intended for longer-term development; however, supporting infrastructure such as road networks, bridge connections, and open space improvements should be implemented beforehand to strengthen connections between these areas and the rest of the campus.

- Westminster
- Discovery Park
- Oxford Drive
- Sarnia / Western Phase 2
- West Lands Central
- West Lands / FRAM · Althouse



*Figure 6. View of Middlesex College and Delaware Hall*

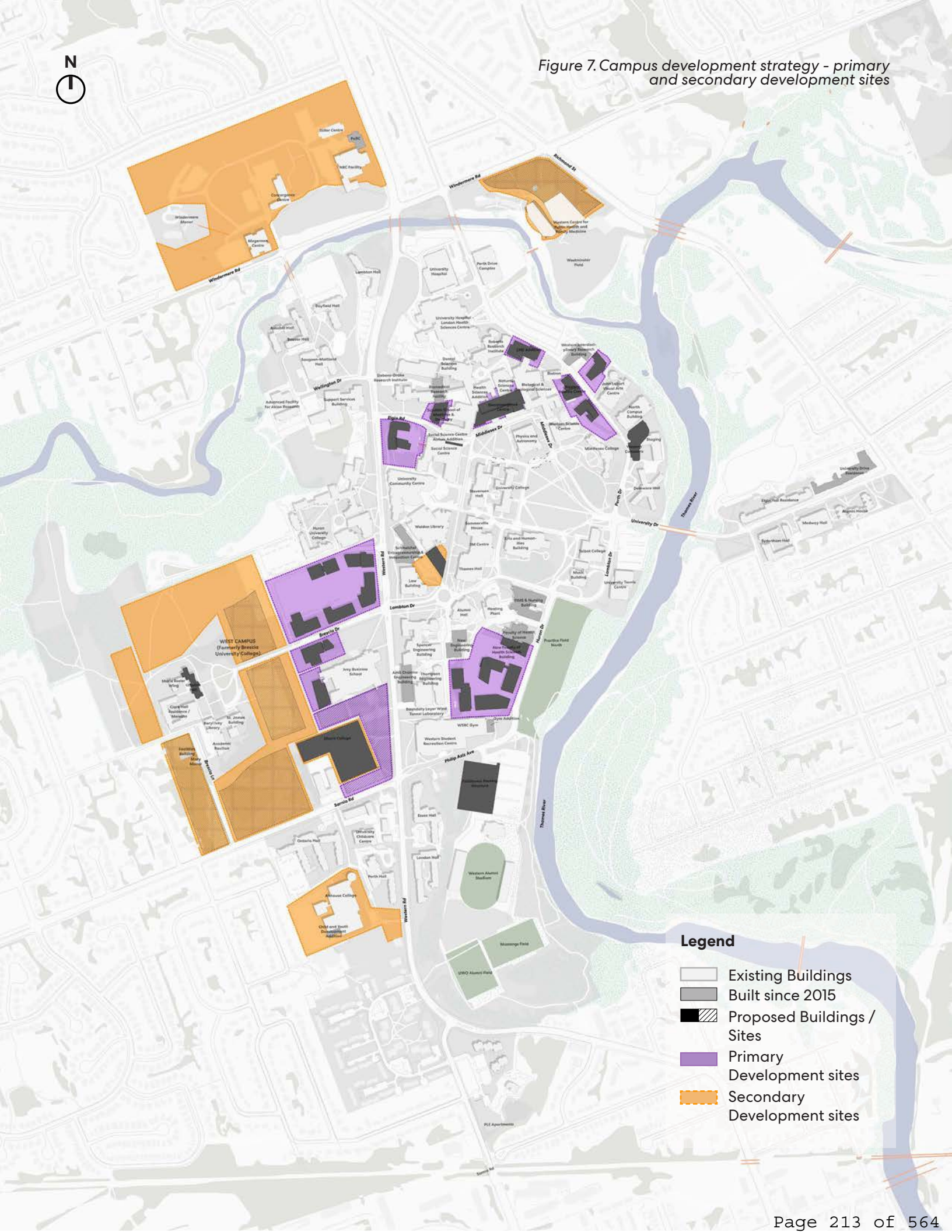



*Figure 7. Campus development strategy - primary and secondary development sites*

# 2.4 Landscape and Open Spaces

The landscape of a university campus plays an important role in creating engaging, functional and sustainable environments for learning and socializing. The sense of heritage and history of Western is reinforced not only by built form, but also by established landscapes and tree canopy across the campus. The wide variety of open spaces within the campus can be categorized as follows:

**Open Spaces:** The campus boasts a variety of open spaces, both softscape and hardscape including grass lawns, landscaped planters, and other open spaces nestled between buildings, framed by a rich canopy of trees. There have been recent improvements to some of the green spaces across campus including:

**1. Kent Walk:** The street and parking area on Kent Drive were redesigned as a pedestrian plaza with stone pavers in 2018.

**2. Kent Walk North:** Completed in 2021, Kent Walk North walkway includes improvements to Kent Drive North that will extend the paving stone walkway from University College north to the Physics and Astronomy Building and west between Stevenson Hall and McIntosh Gallery. The design also includes benches for gathering and Low Impact Development (LID) infrastructure.

**3. University College (UC) Hill walkway:** Building on the recommendation of the Open Space Strategy(2018), the walkways at UC Hill were upgraded to improve accessibility and create a gathering plaza near University College in 2023.

**4. Music Walk:** Walkway improvements with continuous paving and landscape features including raingardens on the west side of Talbot College and the Music Building.

**Courtyards and Plazas:** The campus's open space network is further enriched by a series of interconnected courtyards and plazas that seamlessly link outdoor spaces with internal areas. These spaces serve as vital "third places," fostering community within the campus. They support academic activities, serve as cultural hubs, and function as key nodes that unify the broader open space network. Featuring a mix of hardscaped and softscaped elements, these spaces are versatile and integral to campus life. Figure 12 shows the courtyards and plazas on campus, including:

- Engineering Building Courtyard
- Thames Hall / 3M Courtyard
- Jancey Garden
- Collip Courtyard
- Beryl Ivey Garden
- University College Courtyard

**Potential Development Sites:** Figure 12 shows lands that presently function as landscaped areas. These spaces serve interim campus needs and are maintained accordingly; however, they are not intended for permanent open space use or naturalization. Over time, these sites may be developed to support future projects and services consistent with the Campus Development Strategy.

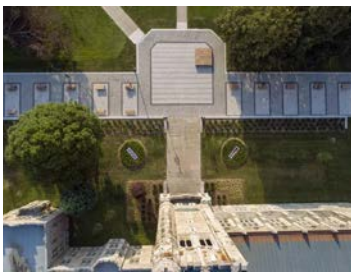


*Figure 8. Kent Walk plan view (Source: Western University)*



*Figure 9. University College (UC) Hill walkway (Source: Western University)*

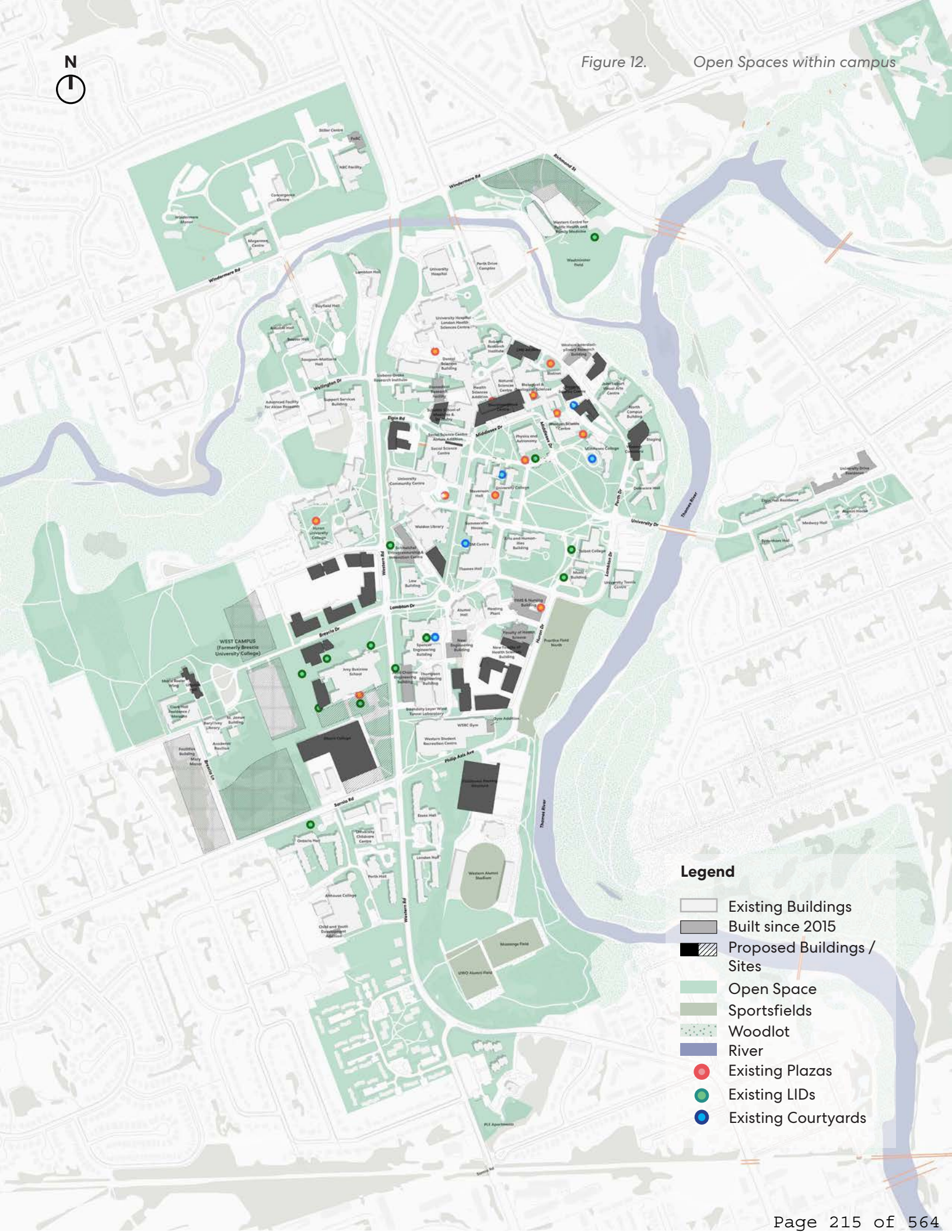


*Figure 10. Kent Drive North (Source: Perkins&Will)*



*Figure 11. Music Walk (Source: Western University)*

*Figure 12. Open Spaces within campus*



**Landscaping along streets:** The campus's current landscape consists of planting along the edges of its streets, ranging from a continuous canopy of mature trees to smaller planter beds with ornamental vegetation. However, this kind of intentional, well-structured streetscape planting is limited and is primarily found along Oxford Drive and Western Road.

**Woodlots:**
The variety of mature trees in the woodlots and plantings across the campus are the backdrop for Western's natural character. Protection of the existing canopy to avoid further fragmentation of natural areas by development, and opportunities to enhance these areas with additional plantings of broad-leaf species such as oak, maple, beech and other indicator species of Carolinian Forest ecosystems will be important to provide greater connectivity and strengthen the natural environment along the riverfront and throughout the campus.

**LID infrastructure:** LID infrastructures are landscape features that play an essential role in collecting and infiltrating stormwater into the ground. Coming out of the Open Space Strategy (2018) rain gardens with several native species were installed as part of the following recently completed open space improvements within campus such as Kent Drive North and Music walk.




*Figure 14. Western Alumni Stadium (Source: Macleans.ca)*

**River:**
The existing campus provides an array of natural areas including the Thames River, Medway Creek, and remnant woodlots along the river corridor and through the campus. Trails through the river areas area provided in some locations; however, they are currently not-defined as a continuous network with the campus and are underutilized by pedestrians.

**Sports fields:** Sports fields are essential elements of a university campus, offering spaces for physical activity, social interaction, and community building. Currently, the campus includes several sports fields located in its southern area, such as Alumni Stadium, Mustangs Field, and Alumni Field. Additionally, the open space east of Huron Drive, situated between Huron Drive and the Thames River, is also utilized as sports fields. These fields are interconnected by a network of trails that link them to the broader campus and the surrounding street network.

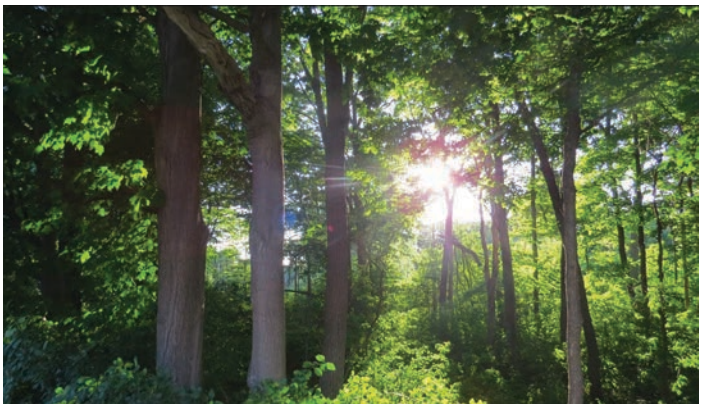


*Figure 13. Existing Woodlots (Source: Western University)*



*Figure 15. Rain garden in front of Physics and Astronomy building (Source: Western University)*

# 2.5 Signage and Wayfinding

The current organization of the campus' signage and wayfinding system varies across the campus. Gateway signage associated with the entrance piers at the Lambton Drive and University Drive entrances are a contemporary approach adding purple coloured paneling on the historic stone piers to establish the brand and identity of the campus. Many of the other entrances to the campus are without branding elements, and offer an opportunity to extend levels of this treatment to all gateways across the campus.

Wayfinding signage within the campus is provided through campus key maps that are provided at three locations across the campus: at the Lambton Drive entrance, on University Drive, and on Elgin Road. These signage elements are located at lay-bys along the roadways with focus towards driver use. Additional wayfinding signage is provided as pole mounted directional signage, or backlit street signs to orient visitors across the campus. Moving further into the core of the campus, ground-mounted building demarcation signage helps to orient pedestrians on campus.

The recommendations and guidelines within this Western Open Space Strategy will outline opportunities to implement a consistent standard of wayfinding elements at all entrances and key nodes of the campus to assist with pedestrian orientation.



*Figure 16. Gateway signage at the Lambton and University Drive gateways.*



*Figure 17. Campus maps at the Lambton, University Drive and Elgin Drive entrances.*




*Figure 18. Directional pole-mounted signage.*




*Figure 19. Street signs with backlit decals provided within the campus.*




*Figure 20. Signage elements common at each building location.*



*Figure 21. Directional signage with similar style to the building signage features.*



*Figure 22. Directional signage implemented in the Western Discovery Park.*



*Figure 23. Street flag signage to indicate campus area.*




*Figure 24. Walkway location indicator found throughout the campus.*



*Figure 25. Moveable signage panels found throughout the campus.*

## 2.6 Accessibility Across Campus

The existing topography of the campus creates challenges which limit Western's ability to provide pedestrians with a fully barrier-free network of travel routes. Although overall grade change occurs in both the north-south and east-west directions of the campus, it is most evident when traveling from west (high) to east (low), falling towards the Thames River. Areas with significant changes in vertical elevation, such as the western edge of the South Valley parking lot, and along the east side of Alumni Hall and the Power Plant, create barriers and are disruptive to the user journey. The existing buildings, including Natural Sciences, Biological and Geological Sciences, the Collip Building, and Middlesex College, retain the variations in grade between Middlesex Drive, Dental Circle and Perth Drive to the east.

Stairs and steeply sloped walkways such as the ones connecting Essex and London Hall Residences to Alumni Stadium present significant accessibility challenges. Although handrails are provided in these and other localized grade change areas, the slopes exceed current AODA public space standards of 6.7% for exterior walkways.

Accessibility improvements on campus remain a priority. This is exemplified by the recent walkway improvements from Talbot College to the Arts & Humanities Building. With a slope of 5% or less, the new wider walkway is a longer, gentler ramp. In addition, regrading is considered on a case-by-case basis as new buildings are being developed on campus, such as the new Engineering Building in the academic core. Other accessibility provisions are evident across the campus including drive lanes and crosswalk locations, where audible tones are provided at signalized intersections, and a mix of tactile detection strips and pavement markings (generally surface painted) are provided to define crossings.

Buildings across the campus have a range of standards for ramping at entrances set forth by the university. Locations such as the Physics and Astronomy Building, Delaware Hall Residence and Richard Ivey Building provide excellent precedents of how accessible design can be integrated into building entrance ways. Stairways across the campus also vary in standard with some instances providing tactile or coloured banding along treads and top landings.



*Figure 26. The bright red plates and yellow concrete ramps located at the edge of road crossings provides aid for the visually impaired. (Source: Western University)*



*Figure 27. Street pedestrian ramp path connecting Essex Hall Residence (EHR) to Alumni Stadium Lot. (Source: Western University)*



*Figure 28. Curb cuts provide accessible routes (Source: Western University)*

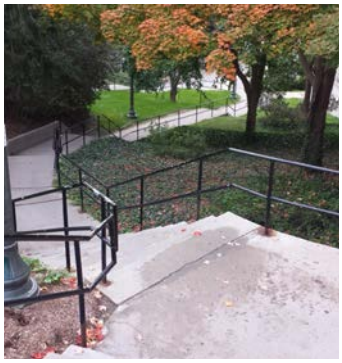


*Figure 29. Staircase running between Alumni Hall and the power plant. (Source: Western University)*

# 2.7 Lighting and Safety

Western's campus provides a completely different experience during evening hours, as the character and experience of the campus changes dramatically at night. The majority of the pedestrian areas across the campus are lit with older high pressure sodium fixtures, which emit a lower level of light, and cast a dull orange colour on the spaces around it. When put in contrast against the modern higher output metal halide or LED lighting that is provided within portions of the Western Road right-of-way, along University Drive, in parking areas or at the University Community Centre, these high pressure sodium lit areas appear much darker and can create dark pockets along walkways or around corners. Lighting is generally provided along all internal roadways and walkways, but there are noticeable dark areas along major pedestrian routes and open spaces including the South Valley/Engineering Drive, along Lambton Drive between Thames Hall and the Music Building, University Hill and the open space between the Weldon Library and Western Road. The intersection at Philip Aziz Avenue is as a major pedestrian gateway, which will be seeing upcoming improvements led by the City of London. These improvements will include right-of-way widening to accommodate sidewalks, a separated cycling facility, and upgraded lighting.



*Figure 30. Existing light standards at Talbot Parking Lot (Left) and University Drive (Right). (Source: Western University)*



*Figure 31. Difference between LED and High Pressure Sodium fixtures on Oxford Drive. (Source: Western University)*



*Figure 32. Nighttime lighting conditions at the U.C. Hill walkway. (Source: Western University)*



*Figure 33. Bollard lighting at Ontario Hall Residence. (Source: Western University)*

## 2.8 Landscape and Open Space Issues

**Open Space Network Issues**

- Need for cohesive open space identity: Historic buildings and landscapes are valued, but updates are required to maintain a unified, connected, and pedestrian-focused campus
- Impact of campus growth: New and proposed buildings require coordinated open-space planning, including integration of the former West Campus
- Variation in landscape quality: Open spaces vary widely in character, condition, and function; recent improvements exist and provide a template for future improvements
- Underutilized natural areas: Trails along the Thames River and Medway Creek lack continuous, defined networks and are underused

**Accessibility Issues**

- Challenging topography: Steep grade changes especially west to east toward the Thames River limit barrier-free travel
- AODA non-compliant slopes: Many heavily used paths exceed 6.7% maximum slope (e.g., University Hill, routes to Alumni Stadium).
- Dependence on stairs: Key connections rely on stairs or steep walkways, creating barriers for many users
- Inconsistent accessibility features: Variable quality of ramps at building entrances and uneven standards for tactile indicators and stair banding
- Fragmented accessible routes: Grade-retaining buildings in the north create separated pedestrian levels
- A consistent, cohesive approach to campus accessibility is required, supported by ongoing audits

**Signage and Wayfinding Issues**

- Inconsistent gateway branding: Only some entrances use updated branding (purple panels on stone piers); many lack cohesive identity
- Driver-oriented wayfinding: Key maps are designed for vehicles and provided at only three locations
- Fragmented signage system: Mix of pole-mounted, backlit, and ground-mounted signs creates inconsistency
- Lack of unified standards: No campus-wide approach to signage at entrances or major nodes

**Lighting and Safety Issues**

- Aging lighting infrastructure: Widespread use of high-pressure sodium fixtures creates dim, orange illumination
- Uneven lighting levels: Contrast between older and newer LED/metal halide lighting creates dark pockets
- Poorly lit major routes, including noticeable dark areas at:
  - South Valley / Engineering Drive
  - Lambton Drive (Thames Hall to Music)
  - University Hill
  - Space between Weldon Library and Western Road



# 2.9 Mobility

Students, faculty, staff, alumni, and visitors access Western University through the multimodal mobility network on and around the campus. Both campus streets and services, as well as those provided by the City of London and the London Transit Commission (LTC), contribute to the mobility choices and experiences of commuters. This section summarizes key elements of the mobility network today and the issues and opportunities it presents. Key conditions at the individual street level are highlighted along with the associated recommendations in the Recommendations chapter.

## Street Types

The existing mobility network at Western University includes several types of streets and paths, varying by level of access and types of users:



### Full Access Streets

These streets are open to users of all modes, including pedestrians, bicyclists, private vehicles, buses, and service vehicles. Today they are typically designed with vehicle lanes and sidewalks, and dedicated bicycle lanes are not common on Western's campus. Some of these streets are owned by the university, such as Lambton Drive, and others are owned by the City of London, like Western Road, Philip Aziz Avenue, and Brescia Lane.



### Pedestrian and Bicycle Only Streets

Some streets on campus have been converted to allow pedestrian and bicycle access only, such as Oxford Drive between Middlesex Drive and Lambton Drive. Today, gates prohibit vehicles from entering these streets. Service vehicles are permitted access to serve adjacent buildings, as needed.



### Pedestrian Paths

Off-street sidewalks and unpaved paths connect pedestrians directly to campus buildings, often tying in from streets, parking lots, or crisscrossing campus greens, as well as a mix of paved and unpaved walking trails along the Thames River. Only pedestrians are allowed on these paths.



### Service Access Streets

Many buildings on campus have alleys providing direct access to building loading docks for service vehicles. Private vehicles are typically prohibited. In some cases, such as on Kent Drive, a limited amount of parking is provided on these streets, and security booths are installed at the entrances to provide restricted access to these small lots. Pedestrians and cyclists may also use service access streets.




*Figure 34. Existing Street Network Map*

## Network Design

The main campus of Western University is organized with four primary north-south streets:

- **Western Road** is a full access city street on the western edge of campus, connecting Western University to the surrounding area. It leads to residential neighborhoods and the shopping centers at Masonville to the north, and toward Downtown London heading south. It is a four-lane divided street, with additional turn lanes at major intersections. It serves as the primary front door to campus for the community.
- **Oxford Drive** runs north-south through the center of campus. Between Middlesex Drive and Alumni Circle, it was closed to vehicular through traffic and now serves pedestrians, cyclists, and service vehicles only. South of Alumni Circle, it is gated, with access limited to service vehicles and permitted parking access.
- **Perth Drive/Huron Drive** is a full access campus street looping along the eastern edge of the main campus. It connects to Windermere Road and Richmond Street on the north end and curves west becoming Philip Aziz Avenue/Sarnia Road on the south end. It is a two-lane road, with additional turn lanes as needed. It is a key connection to University Hospital and provides access to most of the hospital's parking. From the hospital to Windermere Road, Perth Drive is hospital property.
- **Richmond Street** is a full access city street the far eastern edge of campus, connecting to the residence halls along University Drive. Like Western Road, it connects the campus to residential and shopping areas to the north and Downtown London to the south. It is a four-lane road with additional turn lanes as needed.

There are four primary east-west streets:

- **Windermere Road** is a full access city street on the north end of campus. It connects to residential neighborhoods and the Medway Valley Heritage Forest to the west and residential neighborhoods and the Stoney Creek recreation area to the east.
- **Elgin Road/Middlesex Drive/University Drive** is a full access campus street running east-west from Western Road to Richmond Street. In the campus core, it provides direct access to many primary academic buildings. A portion of the street is one-way. To the east, it is the only street on campus to cross the Thames River, connecting to residence halls, Richmond Street, and King's University College to the east.
- **Lambton Drive/Brescia Drive** is the primary entrance to West Campus. It is the primary entrance to the main campus from Western Road. On the eastern end, it curves into Perth Drive.
- **Philip Aziz Avenue/Sarnia Road** is a full access street on the southern edge of Western University. To the west, Sarnia Road—a city street—extends to residential neighborhoods. To the east, Phillip Aziz Avenue is a city street that curves and turns into Huron Drive. The City is reconstructing it as a complete street in 2026, including directional bicycle lanes and continuous sidewalks. The proposed Fieldhouse and Parking Structure will be accessed via Philip Aziz Avenue.

Between these primary streets, most connections in the campus core are pedestrian-only paths. Smaller service alleys and restricted access streets—typically cul-de-sacs—provide direct access to buildings, loading docks, and parking lots across campus. The Thames River borders the eastern edge of campus, bringing natural beauty to Western University and significantly restricting east-west connections to the surrounding community to two bridges: one on Richmond Street and another at University Drive.

Brescia University College became fully integrated with Western University in May 2024. Today, its street network is limited to **Brescia Drive**—a full-access cul-de-sac connecting the primary building entrances and parking lots to Western Road—and **Brescia Lane**, a full-access street on the western edge of campus that provides access to additional parking and secondary building entrances. Future development of West Campus is a key consideration of the Campus Development Strategy and integration of the street network as that property develops will be a key consideration of this plan.

## Speeds

Western recently reduced posted speeds on campus streets to 30 kilometers per hour (km/h). Reduced speeds are associated with reduced crash rates. When crashes may occur, they are less likely to result in serious injuries or fatalities at lower speeds. This change supports a safer environment for all road users and reduces the speed differential between bicyclists and vehicles, making it more comfortable to bike in shared lanes.

## Pedestrian Flows

### Walking to Campus

Most people walking to campus live nearby in surrounding residential areas to the southwest (Western Road at Philip Aziz Avenue), east (University Drive), and northwest (Western Road at Wellington Drive). Sidewalks on Western Road are actively used by pedestrians on both sides of the street, and high volumes of pedestrians were observed at intersections including Philip Aziz Avenue, Lambton Drive, and Elgin Drive. For those walking to campus from the east, the intersections of University Drive and Richmond Street and University Drive and Lambton Drive/Middlesex Drive are busy areas for pedestrian activity.

### Walking Around Campus

- **Between Campus Destinations:** On campus, the flow of pedestrians generally follows a north-south movement along Oxford Drive (between the Thompson Recreation and Athletic Centre, Alumni Hall, the Weldon Library, University Community Centre (UCC) and the Natural Sciences transit hub along Oxford Drive), and an east-west direction between the UCC and across University Hill down to University Drive.
- **Access to Parking Facilities:** Even those driving to campus become pedestrians from the parking facility to their destination. Parking areas on the west side of Western Road generate pedestrian traffic at signaled intersections, and through the pedestrian tunnel leading to the Entrepreneurship Centre, UCC, and Weldon Library. Other large parking areas include the Huron Flats Lot and the South Valley Lot on the south end of campus and the Chemistry Lot on the north end.



*Figure 35. People walking on Middlesex Drive*



*Figure 36. Pedestrian pathways*




*Figure 37. Eastern crosswalk at Alumni Circle*

## Pedestrian Infrastructure

Most streets on and around campus provide standard sidewalks for pedestrians on both sides of the street. Exceptions include:

- Philip Aziz Avenue – Both sides (Western Road to Huron Flats Lot), currently undergoing a Complete Street transformation in 2026 by the City of London, including new sidewalks
- Middlesex Drive – Temporary walking lane provided on the north side of the street using concrete jersey barriers
- Brescia Drive – North side
- Wellington Drive – East side (Support Services Building to Windermere Road)
- Huron University College Entry – North side (Maintained by Huron University College)

In addition to filling in these gaps in the sidewalk network, there are opportunities to upgrade sidewalks to improve pedestrian comfort. Most sidewalks are a minimum width (about 1.5 m) and do not have buffers between the sidewalk and vehicle lanes. Widening the sidewalk and adding a buffer where possible would be especially helpful on major roads like Western Road with higher pedestrian volumes, along with higher vehicle volumes and speeds.

### Pedestrian-Only Zones

In the car-free campus core, pedestrian pathways and plazas are provided between streets to connect directly to buildings and other destinations.

### Crossings

On primary streets surrounding the campus, pedestrian crossings are provided at signalized intersections. These are typically standard, high-visibility crosswalks in good to fair condition. There is an opportunity to enhance these crossings with features like pedestrian refuges. In locations where high-visibility striping has not been used—such as at Western Road and Elgin Road—it should be added to make the crosswalks more prominent.

In addition to these at-grade crossings, there is a tunnel under Western Road just north of Huron University College Entry, which connects from the UCC to the Huron Dining Hall and Springett Parking Lot. On campus streets, crossings are typically standard unsignalized crosswalks. In some locations, pedestrian refuges or push-button activated flashing beacons have been added to prioritize pedestrians at unsignalized crossings on Huron Drive and Perth Drive.

### Trails

Trails provide a natural setting to walk along the Thames River, with a mix of paved and unpaved facilities. There are continuous trails on both sides of the river along most of the campus, with a notable gap on the west bank from the practice fields to University Drive.

Situated in scenic parklands on the east side of the river, the Thames Valley Parkway (TVP) is the City's premier trail. The TVP is an accessible, asphalt trail, which extends 45 kilometres and connects to riverfront parks, Downtown London, and 150 kilometres of additional paths linking all areas of London. Beyond its recreational role, the TVP functions as a major active transportation corridor, supporting daily walking and cycling commutes to campus, particularly from the east and south.

### Traffic Calming & Pedestrian Safety

Prioritizing pedestrians was the primary Big Move from the 2018 Open Space Strategy, with pedestrian safety as a central principle. Over the last several years, Western has installed traffic calming features to encourage slower driving and a more comfortable walking environment. Recent changes have included speed bumps and raised crosswalks in areas where roadway geometry may encourage speeding. Medians and curb extensions were installed on Huron Drive to narrow lane widths, reduce vehicle speeds, and shorten pedestrian crossing distances.

In some cases, temporary materials like concrete jersey barriers have been used to quickly implement traffic calming measures.

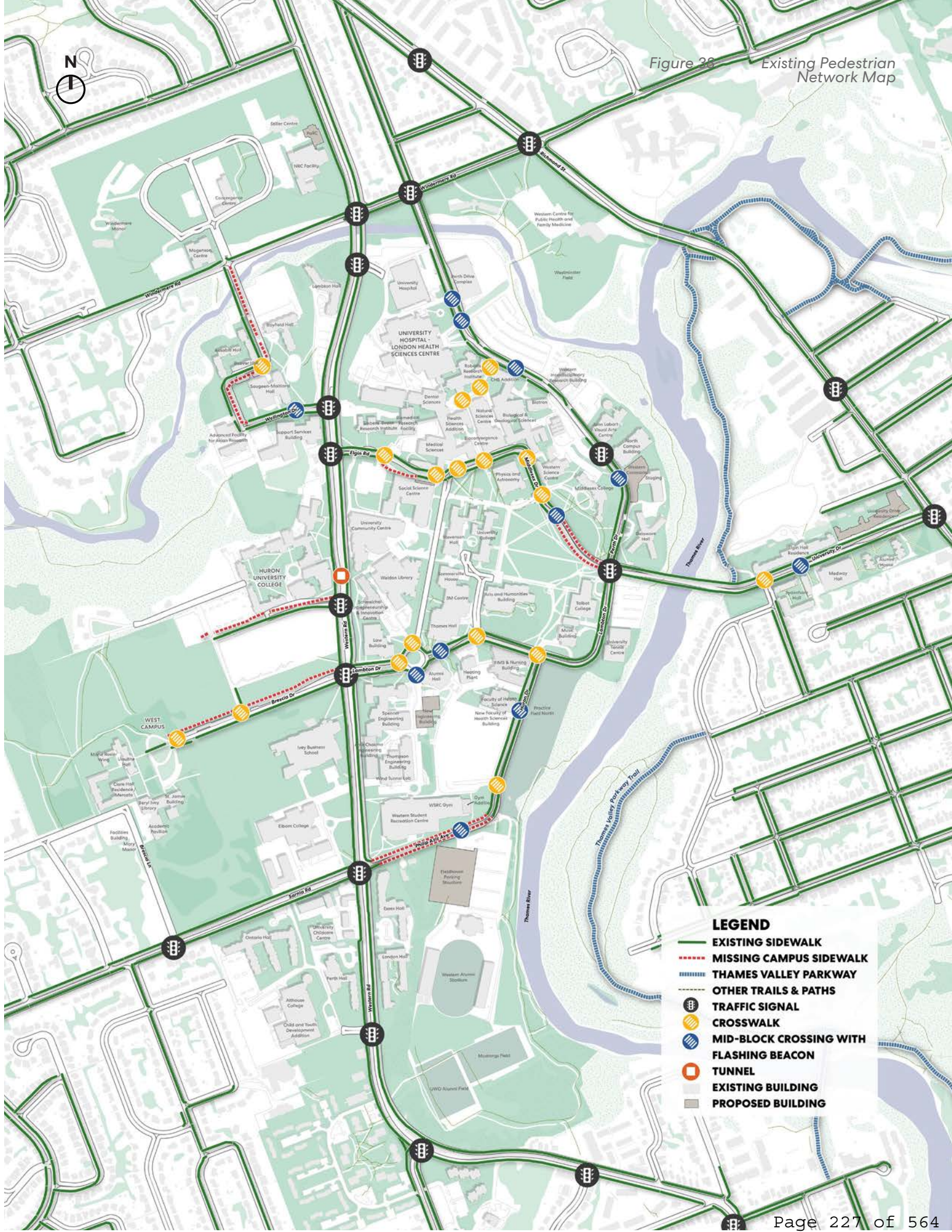



*Figure 28* *Existing Pedestrian Network Map*

## Bicycling

### Bicycle Infrastructure

The Western University campus and surrounding neighborhoods have a limited but growing network of bicycle infrastructure, including pedestrian- and bicycle-only streets, along with:

- **Shared Cycling Facilities:** Most existing campus bicycle routes have "sharrows," painted markings indicating vehicles should share the lanes with cyclists, often accompanied by "share the road" signs. These include portions of Lambton Drive and Perth Drive. Western recently reduced the campus speed limit to 30 km/h, which supports safer and more comfortable cycling conditions in shared lanes, reduces the likelihood of crashes, and reduces crash severity.
- **Bicycle Lanes:** Portions of Western Road and University Drive have on-street bicycle lanes. They are typically 5 to 6 feet wide, meeting minimum width standards, but do not have buffers separating them from vehicle lanes.
- **Physically Separated Bikeways:** In the campus core, Oxford Drive (Middlesex Drive to Lambton Drive) and parts of Middlesex Drive have two-way bikeways separated from vehicle lanes by a concrete curb. On the east end of Middlesex Drive, the facility meets minimum width requirements, but a wider facility is preferred for two-way operations. On the west end of Elgin Road/Middlesex Drive, there is a mix of a sharrow and a substandard width two-way separated bikeway, with no transition between the facilities. The separated bikeway on Oxford Drive is also significantly narrower than minimum standards. It is marked as a two-way facility, but at 6 feet wide, it is only sufficient for a single direction of travel.

  The City of London is working on complete street projects for portions of Western Road, Sarnia Road, and Philip Aziz Avenue, which will bring separated bickeways to these streets in 2026.

Low-stress facilities—such as off-street trails, shared use paths, separated bikeways, and routes on low-volume, low speed streets— should be prioritized as the network is developed to attract the widest range of potential cyclists and create a safe, comfortable place to ride. The system should be developed as a continuous network without gaps to maximize its utility.

### Bicycle Parking and Shelters

Covered parking for up to 60 bicycles was available in a shelter in the Alumni Thompson parking lot. Permits at the popular facility sold out in prior years. With the construction of the New Engineering Building on that lot, the bicycle parking shelter is being relocated elsewhere on Oxford Drive South.

Additional bicycle lockers are available at UCC Concrete Beach, the Health Sciences Building, and behind the Support Services Building.

The Western Active Transportation Society survey (Fall 2021) indicated respondents would be more likely to frequently bike to campus if more secure bicycle parking was available. They prefer multiple, smaller bicycle parking shelters dispersed across campus in convenient, visible locations, rather than fewer, consolidated locations.

### Shared Micromobility Programs

Western supports the City of London in pursuing a regional bike share program that could cover campus and supporting greater mobility for the campus community.



*Figure 39. Two-way cycle track on Middlesex Drive near Perth Drive*

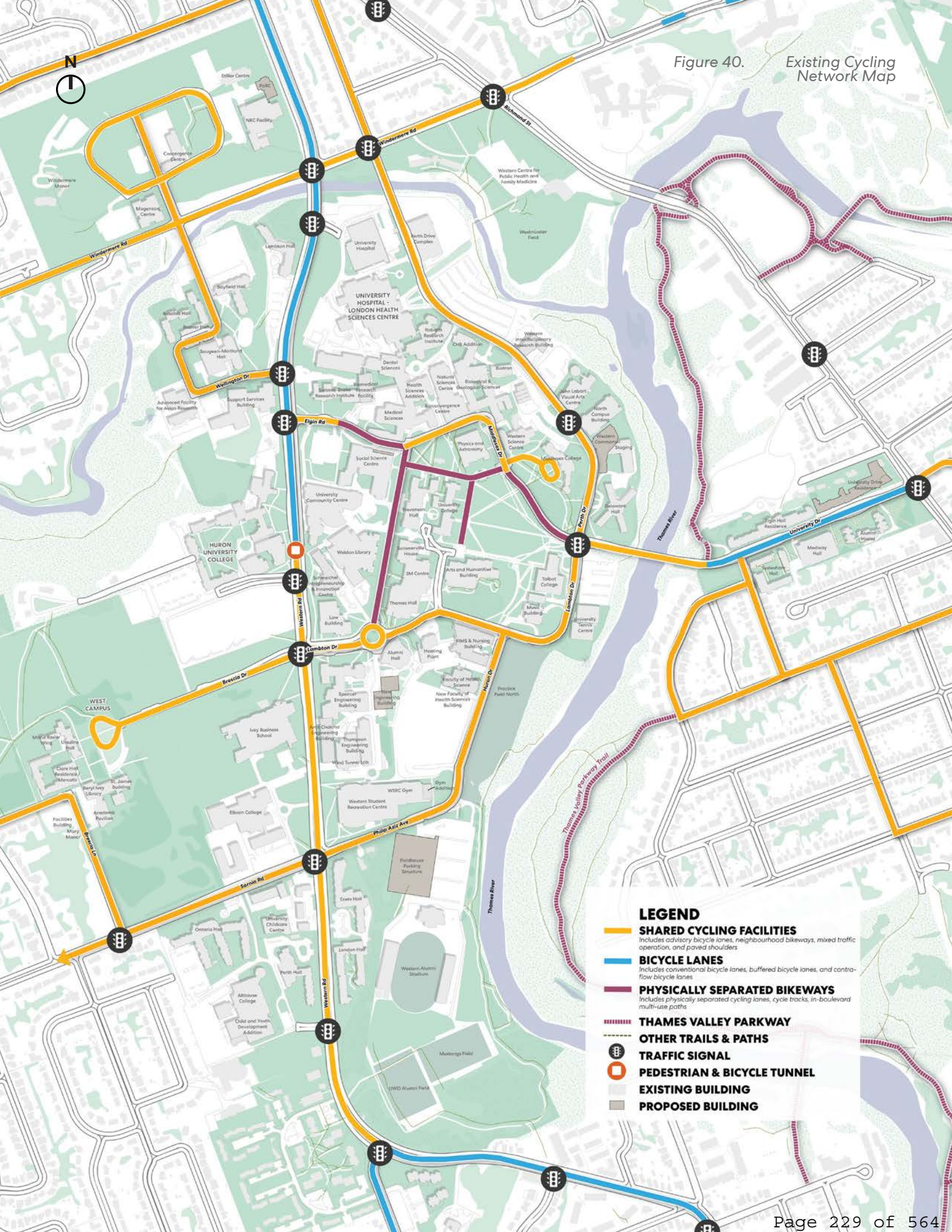



*Figure 40. Existing Cycling Network Map*

## Transit

Many students, faculty, and staff at Western University access the campus via transit.

### London Transit Commission (LTC)

Most transit to campus is provided by LTC, which provides transit services for the London area. All undergraduate students receive an LTC bus pass as part of their tuition. Routes with service to campus include:

- Route 2: Natural Science-Trafalgar Heights/ Bonaventure*
- Route 6: University Hospital-Parkwood Institute*
- Route 9: Downtown – Whitehills
- Route 10: Natural Science/Masonville Place Barker at Huron
- Route 13: Masonville Place-Barker at Huron
- Route 27: Fanshawe College-Capulet
- Route 31: Alumni Hall-Hyde Park Power Centre*
- Route 33: Alumni Hall-Proudfoot*
- Route 34: Masonville Place-Alumni Hall/Natural Science*
- Route 90: Express Masonville Place White Oaks Mall
- Route 93: White Oaks Mall-Masonville
- Route 94: Express Natural Science-Argyle Mall
- Route 102: Downtown-Natural Science
- Route 106: Downtown – Natural Science

**Western University is the end of the line for these routes.*

### Mustang On-Demand

Western provides Mustang On-Demand (MOD) service to help students get around campus at night. This free, on-demand service is available through the MOD mobile application during the academic year on Thursday, Friday, and Saturday nights, starting at 12:00 a.m. until 3:00 a.m.




*Figure 41. Buses picking up passengers on Middlesex Drive near the Natural Sciences Building*




*Figure 42. Buses near crosswalk at Alumni Circle*




*Figure 43. LTC bus on Middlesex Drive near Middlesex College*




*Figure 44. Riders boarding an LTC bus on Western Road*

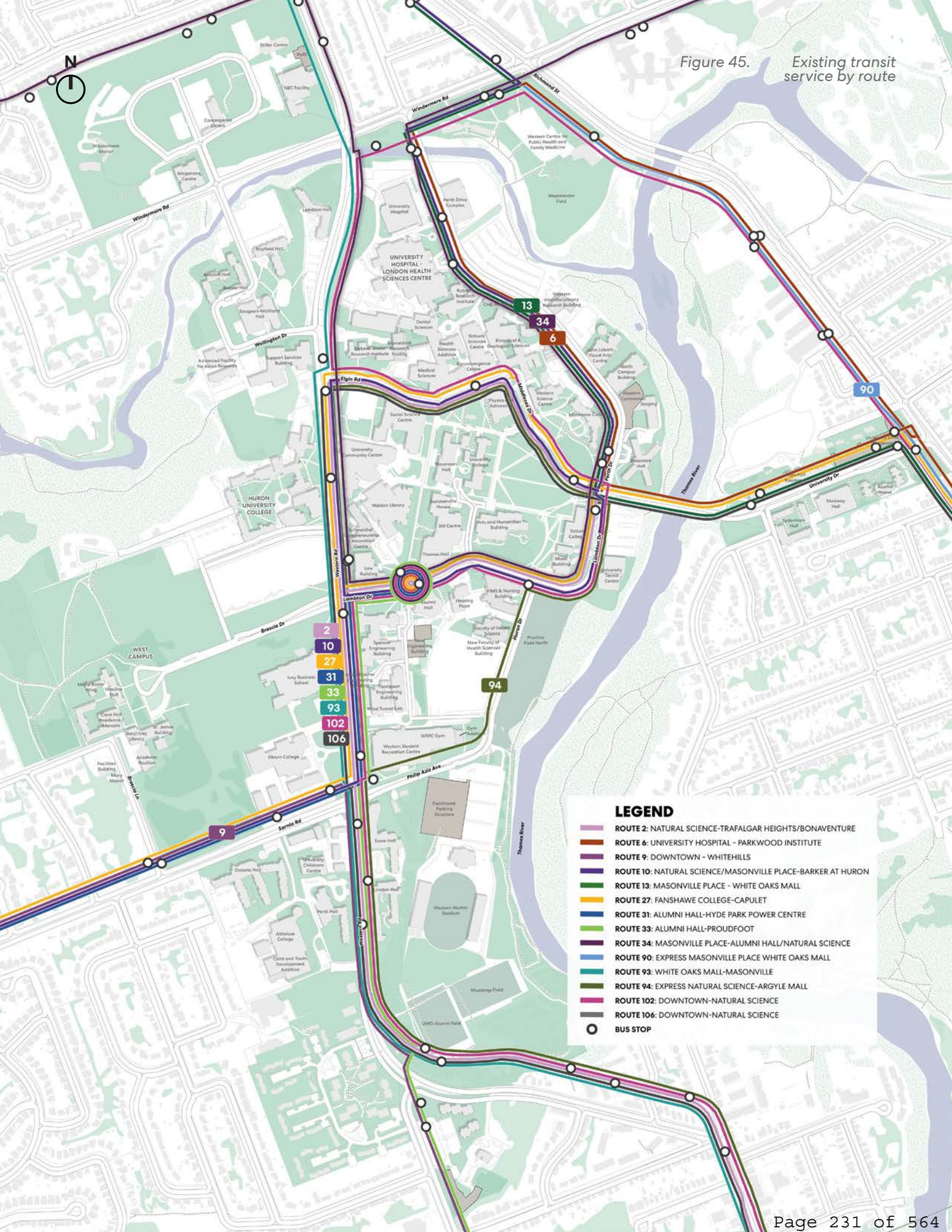



*Figure 45. Existing transit service by route*

### Transit Streets

On campus, transit service operates on Western Road, Philip Aziz Avenue, Lambton Drive/Alumni Circle, Perth Drive, University Drive, and Middlesex Drive/Elgin Road. Transit activity is heaviest along Western Road (up to eight routes operating) and in the central campus loop of Lambton Drive/Alumni Circle, Perth Drive, and Middlesex Drive/Elgin Road (six to eight routes operating).

### Primary Transit Stops

Most transit activity on campus is concentrated at the Natural Sciences Building and Alumni Hall:

- **Natural Sciences Building:** This stop is centrally located on Middlesex Drive, providing convenient access to nearby academic buildings, research facilities, and the hospital. It has the highest average weekly ridership on campus, with more than 33,000 riders. Because a portion of Middlesex Drive is a one-way street, all buses approach from the east at Middlesex Drive and Perth Drive and head west to Western Road. Today, seven LTC routes (Routes 2, 10, 27, 34, 94, 102, and 106) stop at this location, loading on the north side of the street. This stop is the end of the line for five of these routes, meaning operators are often scheduled to layover in this location, resulting in longer dwell times. LTC reports up to seven buses at a time stage in this location, dwelling for up to 10 minutes each.

- **Alumni Hall:** About 0.46 kilometre to the south, pair of stops at Alumni Hall is nearly tied for the highest ridership on campus, with just over 33,000 combined average weekday riders. Seven routes stop at this location (Routes 2, 10, 27, 31, 33, 34, and 102). They stage along the Alumni Circle roundabout. Routes 31 and 33 lay over in this location for up to five minutes. Because curb space along this multi-leg roundabout is limited, these buses have been observed to park too close to crosswalks, limiting visibility of approaching pedestrians. A new design is recommended for this location to address safety concerns.

*Table 1. LTC Average Weekly Ridership by Stop (2023)*

| Rank | Location | Weekly Ridership |
|---|---|---|
| 1 | Natural Science | 33,054 |
| 2 | Alumni Hall EB | 17,949 |
| 3 | Alumni Hall WB | 15,219 |
| 4 | Western Road North of Philip Aziz SB | 13,935 |
| 5 | Western Road at Sarnia Road SB | 12,235 |
| 6 | Sarnia Road at Western Road SB | 9,571 |
| 7 | Western Road at Lambton Drive SB | 8,918 |
| 8 | Talbot College | 6,895 |
| 9 | Delaware Hall SB | 6,885 |
| 10 | Delaware Hall NB | 5,862 |

In addition to these public transit routes, private charter companies informally pick up and drop off passengers in various parking lots on campus. These companies offer intercity bus service from london to destinations like Toronto, Pearson International Airport, and other cities in Ontario. This new service is occurring on an ad hoc basis and additional coordination with these companies is needed to regulate and improve the organization of bus staging.

## Gateways

- **Pedestrian Gateways**: The major pedestrian gateways into the campus are at:
  - Philip Aziz Avenue and Western Road at the south end of campus;
  - Lambton Drive where it meets Western Road;
  - Through the pedestrian tunnel beneath Western Road connecting the Springett Lot with the Student Services Building, Weldon Library, and the Entrepreneurship Building;
  - The Elgin Drive entrance from Western Road which collects traffic from the residences and Support-Services buildings at the north end of the campus; and
  - The University Drive and Richmond Street entrance which collects traffic from the east side of the campus.

  Other connections including locations where fence breaks are provided along Western Road, trail access points on the south end of campus from Western Road, or Perth Drive from the London Health Sciences Centre (LHSC) provide secondary pedestrian entrance points to the campus. Pedestrians also walk between the Westminster site and the main campus via the pedestrian footbridge.

- **Bicycling Gateways:** Gateways for cyclists are provided via dedicated bike lanes that extend from Windermere Road at the north end of campus, which continue along Western Road to entrances at Elgin Drive and the Springett Parking Lot, and south along Wellington Drive into the student residence area. On-street bicycle lanes which extend from Richmond Street along University Drive creates a gateway for cyclists on the east side of the campus. The Thames Valley Parkway which connects with University Drive on the east side of the Thames River also creates a gateway onto the campus for cyclists.

- **Vehicular Gateways:** Vehicular connection points are provided at gateway entrances at the intersection of Philip Aziz Avenue and Western Road, Lambton Drive and Western Road, Richmond Street and University Drive at the east side of the campus, and Perth Drive from the north. Accesses to parking areas or student residences off of Western Road and Windermere Road via Wellington Drive provide secondary vehicular access.

The bridge on University Drive was the original gateway to campus from the east and frames the iconic view towards University College. Although the campus has expanded and it is now internalized, it will continue to serve as an important threshold on the campus.




*Figure 46. Campus gateways at Lambton Drive at Western Road*



*Figure 47. Campus gateways at University Drive at Richmond Street*

# 2.10 Parking

The Parking Services team are an ancillary unit, which means that they are self-funded for investment in services such as License Plate Reader (LPR) equipment, access infrastructure and all maintenance (i.e., asphalt, lighting, potholes etc.). The remaining revenue is provided back to the University general fund which contributes approximately $3.3 million annually. The development of new parking facilities such as surface lots or garages would go through the University Capital Infrastructure Program.

Western has 6,752 parking spaces. Parking at Western University is managed through a permit system including faculty and staff permit lots, student parking, visitor parking, patient lots, university apartment parking as well as HONK Mobile parking spaces and Pay & Display meters. Western University's lots range from very small (less than 10 spaces) to very large. The Springett Staff lot and South Valley lots are the two largest on campus, with 1,110 spaces and 703 spaces respectively.

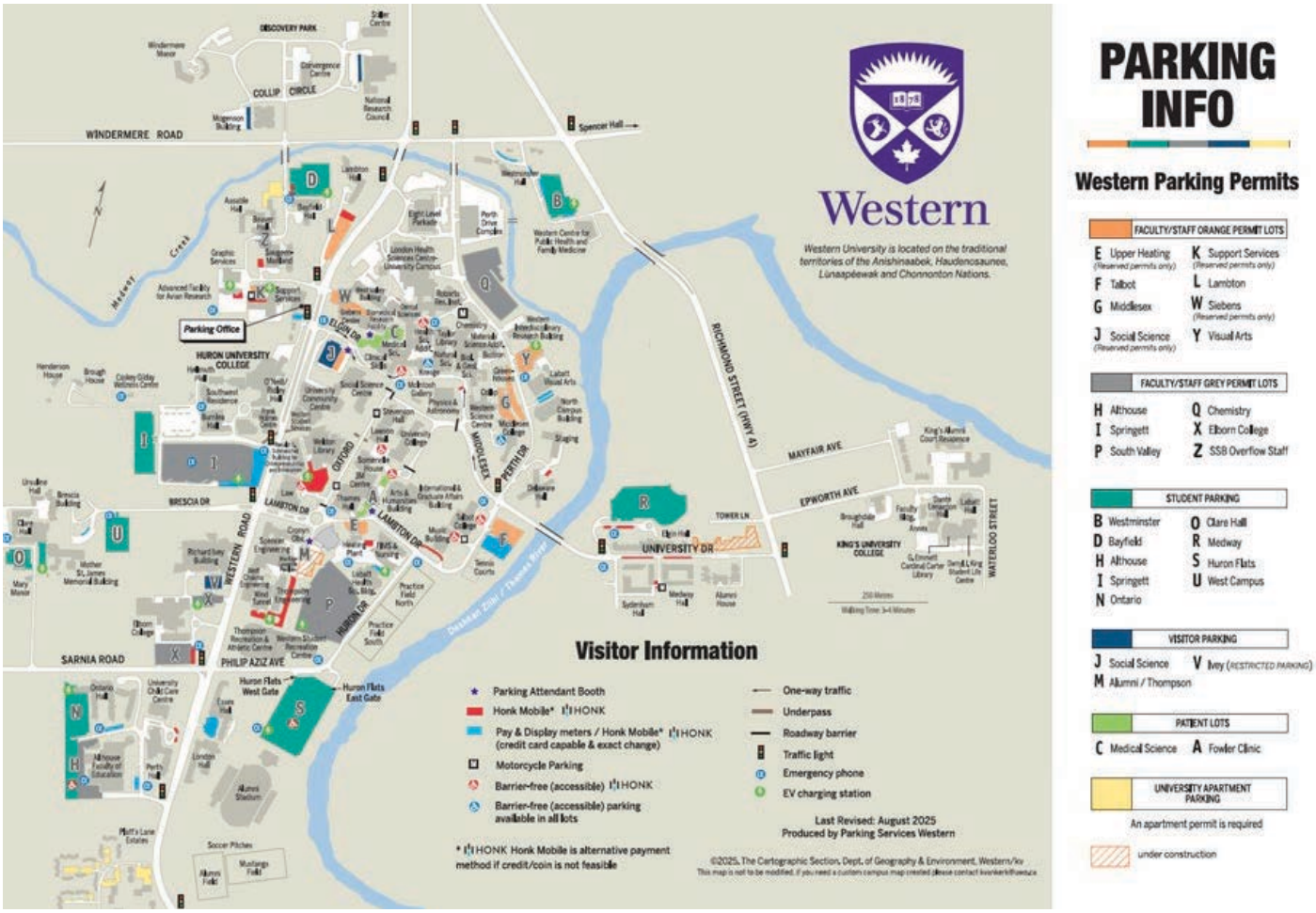





*Figure 48. Medical Dental Lot entrance*

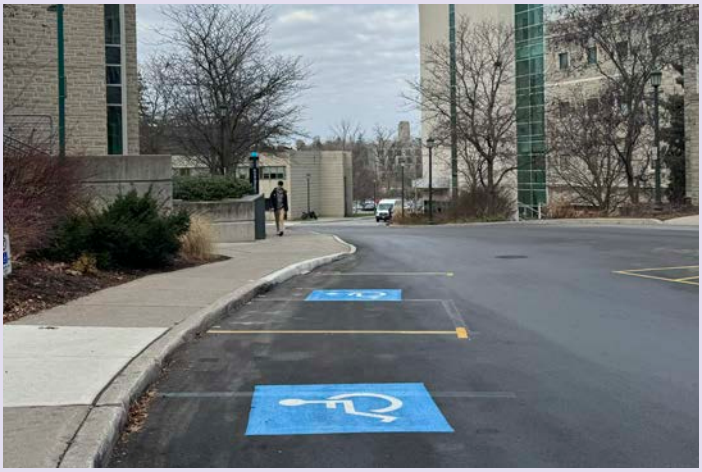


*Figure 49. Accessible parking spaces*



*Figure 50. Springett Parking Lot*



*Figure 51. Alumni Thompson Parking Lot*

## 2.11 Mobility Issues & Opportunities

Based on the existing conditions, user experiences, and campus priorities, the following issues and opportunities to enhance the mobility network stand out as key directives for the mobility recommendations of this plan: •

### Walking

- Western's campus is relatively compact. Most destinations are within a 10- to 15-minute walk of the center of campus.
- Recent upgrades to Kent Walk model a high-quality pedestrian experience that contributes to an iconic campus environment. Oxford Drive presents an opportunity to extend this design through Western's primary north-south route for pedestrians.
- Several locations have been identified as concerns for pedestrian safety due to crossing design, limited sight lines, and other issues, including Alumni Circle and the bend in Lambton Drive.
- Sidewalks are missing in some locations. Design is underway to install portions of missing sidewalks, such as along Philip Aziz Avenue.
- Western's campus is hilly in some areas, which makes it challenging to provide direct, accessible pedestrian routes.
- Western Road creates a significant barrier to walking between Main and West Campus. This street is controlled by the City of London, requiring partnership with the city to improve walking and biking conditions. This is a particular challenge for students living in residence halls west of Western Road.
- The City has interim plans for improvements to pedestrian and cycling infrastructure on Western Road from Platt's Lane to Burnlea Walk that will be realized in 2026. These improvements are interim, pending the outcomes of plans for Bus Rapid Transit.

### Biking

- The existing bicycling network is fragmented, and in many cases, cyclists must ride in vehicle lanes. While confident cyclists will bike in these conditions, most people do not feel comfortable biking without dedicated lanes and, preferably, a buffer from vehicles on high-volume, high-speed roads. This partial network will not appeal to many potential cyclists. A connected network of dedicated or off-street bicycle facilities is needed to attract more people to bike.
- Some existing bicycle facilities—such as the cycle track on Oxford Drive—are too narrow and do not meet recommended design standards for safe operations.
- Covered or secure bicycle parking is not available in all areas of campus.
- Biking is more challenging during the winter months, and consistent snow removal is needed to make it feasible in London.
- With the proposed University Drive bridge twinning project, the historic bridge will become pedestrian- and bicycle-only, offering a high-quality active transportation connection to campus across the Thames River.

## Transit

- Transit is the primary mode of transportation to campus for many students, faculty, staff, and visitors. Continuing to provide convenient access to buses in the heart of campus is essential.
- Western provides paratransit services and Mustang On-Demand service at night.
- LTC provides general transit services between the campus and the surrounding community.
- The former King's Shuttle is ending its service in April 2026.
- LTC and the City of London are planning for future BRT service on Western Road, which would improve convenient transit access to campus. However, implementation is not expected to occur in the near term. To allow for future dedicated bus lanes, right-of-way must be preserved.
- Based on recent discussions, LTC does not expect significant changes to its service to campus over the next five years.
- Bus staging areas near Alumni Circle and the Natural Sciences Centre are active with multiple buses throughout the day. Better organization is needed to improve sight lines and reduce conflict points.

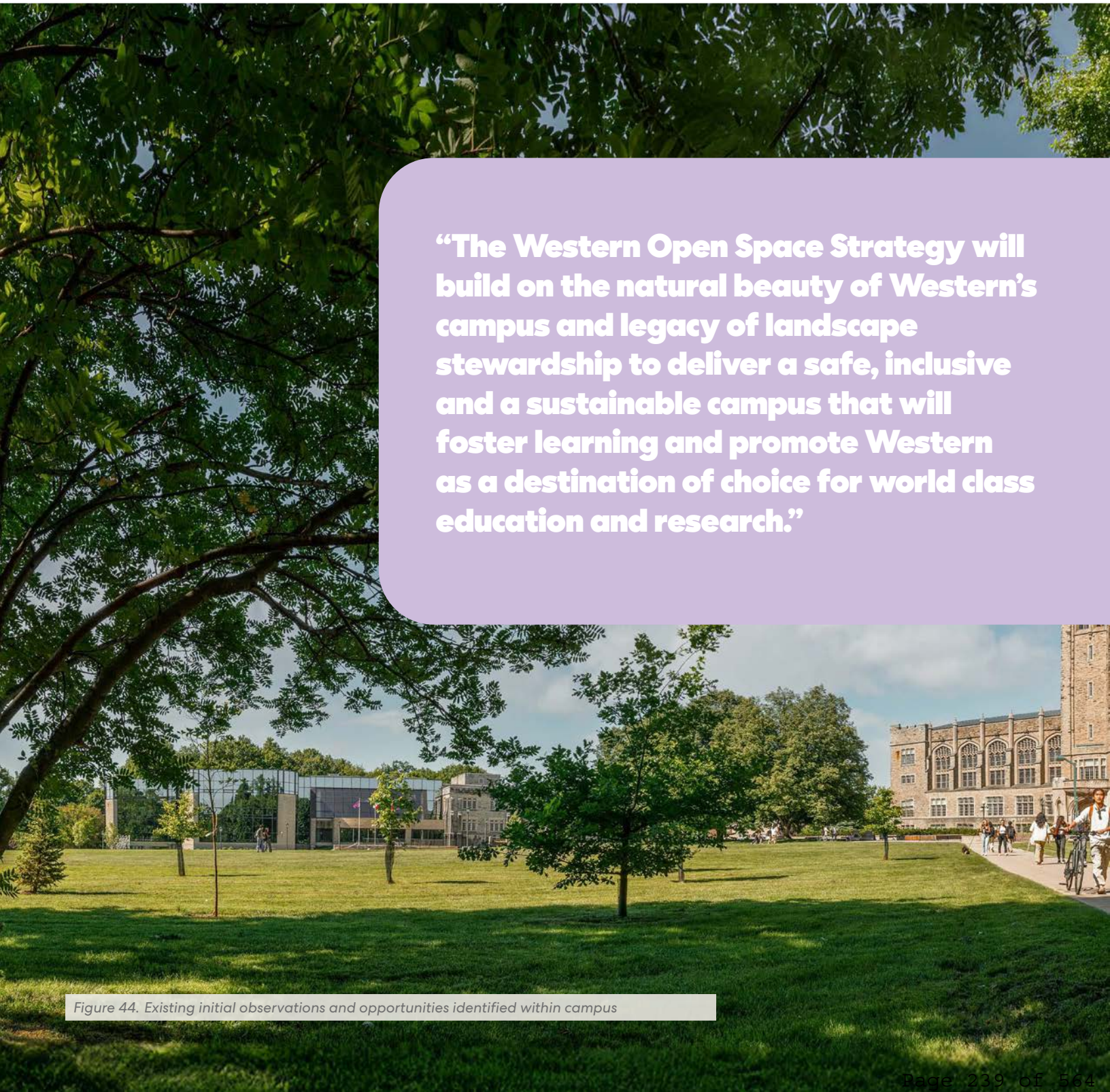
## Driving and Parking

- Western does not have enough parking for all students, faculty, staff and visitors to drive to campus, nor does it have the space or funds to construct sufficient parking for everyone. As of 2024, there were enough parking spaces on campus for just 12% of the population to drive on a given day. While driving is one way to get to campus, it cannot be the primary mode for most people.
- The Thames River runs east of the main campus, limiting street connections to the east to University Drive and Windermere Road and placing pressure on these routes.
- As the campus continues to prioritize walking, biking, and transit in the heart of campus and shifts vehicle travel and parking toward the periphery, some central streets may be closed to vehicular through traffic. This will contribute to additional demand for vehicular turnarounds and pick-up and drop-off (PUDO) locations for passengers and deliveries.
- As central lots on campus are developed over time, as outlined in the Campus Development Strategy, replacement parking will need to be considered, particularly for accessible spaces.
- Over the medium to long term, Western is planning new parking garages on the Chemistry Lot and Huron Flats Lot, which will help address replacement parking needs over the long-term. Travel patterns may change as more drivers head toward these garages.

# 03
# Vision & Principles

## 3.1 Vision

The Western Open Space Strategy is founded on a Vision and a series of Principles developed in consultation with staff, faculty and students. The Vision and Principles serve as a touchstone for detailed decision-making as the Plan works its way through implementation over the coming years. This vision was established as part of the 2018 OSS and has carried forward in this updated plan.



**"The Western Open Space Strategy will build on the natural beauty of Western's campus and legacy of landscape stewardship to deliver a safe, inclusive and a sustainable campus that will foster learning and promote Western as a destination of choice for world class education and research."**

*Figure 44. Existing initial observations and opportunities identified within campus*

## 3.2 Principles



### Human Place

+ Prioritize pedestrians and encourages accessibility throughout the campus
+ Encourage safety and comfort through environmental design
+ Create a sense of place and history
+ High quality spaces for a variety of uses and functions



### Equity

+ Equal opportunities for the University community to experience the campus regardless of gender, age, background, ability
+ Recognize cultural differences and how they impact transportation and mobility choices.
+ Provide access to the public offerings on campus; democratize access
+ Access for all ages and abilities that reduces transportation burden on the most vulnerable campus community members
+ Prioritize an inclusive campus that values people from all backgrounds



### Sustainability and Resilience

+ Support Health and Wellness of the university community
+ Provide efficient and cost effective Operations and Maintenance of the open space system
+ Create a sustainable environment (economically, socially, physically)
+ Ability to recover as a campus from weather events related to climate change



## Mobility

+ Maximize connectivity and accessibility by providing clear and efficient routes for all travel
+ Minimize unnecessary vehicle trips, reduce traffic cutting through the campus, and enhance public safety
+ Create a safe pedestrian environment across campus
+ Improve multi-modal connections and expanded choices




## Access to University

+ Provide strong bus connectivity to the campus
+ Integrate the campus with its surrounding context
+ Connect he City and the community
+ Create porosity in the University borders and encouraging access and collaboration with industry partners



## Supporting Pedagogy and Research

+ Create campus spaces that support its academic mission
+ Educate students through environmental design
+ Provide positive environments and open spaces that foster creativity and organic learning spaces
+ Investigate ways in which indoor and outdoor spaces can enhance the learning environment on campus, including Campus as a Living Lab
+ Investigate the impact of outdoor and public spaces and the role it plays in student experiences and mental health

## 3.3 Big Moves

The Western Open Space Strategy is comprised of these respective "Big Moves" that serve to turn the Vision and Principles into physical reality on campus. The Big Moves together, form the structure of the transformation that the campus will experience over the coming years.

Most of these Big Moves have been retained from the 2018 OSS. This plan outlines the next set of projects and policies Western will use to continue advancing these goals over the next 10 years, considering what has been accomplished since the last plan, integration of the former Brescia lands on West Campus, and alignment with ongoing initiatives by the city and other partners.

A notable change is the shift from a focus on Bus Rapid Transit through campus toward a focus on convenient access to local bus service during this planning period, reflecting the anticipated timeline for BRT in this area.

### Prioritize Pedestrians



Establish a core precinct on campus, where priority in design, function and use will be given to pedestrians.

### Emphasize Landscape & Connect to the River



Focus on the spaces between buildings and how they contribute to learning, mental health and well-being and campus identity. Connect the campus to nature, including the Thames River and Medway Creek.

### Reduce Cut-through Traffic



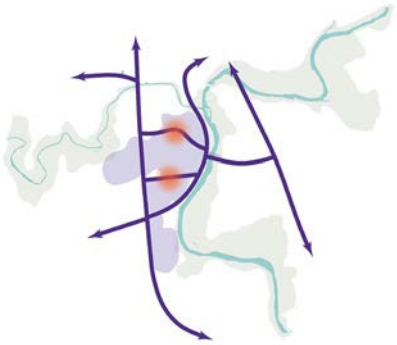
Restrict non-university private vehicle traffic on campus by limiting access on key routes.

### Integrate West Campus



Seamlessly integrate West Campus with the rest of the campus by extending key landscape and mobility strategies to support a more unified campus experience.

## Maintain Convenient Access to Transit



Continue to partner with the London Transit Commission to ensure transit is a sustainable and easy way to travel to campus, with high-quality stops near primary destinations.

## Improve Accessibility



Provide a high level of access to members of the Western campus community with disabilities. Preserve accessible parking in the core.

## Complete the Bicycle Network



Establish a comprehensive network of safe bike routes. Support this initiative with a comprehensive bicycle program.

## Maintain Vehicle Access



Implement multiple drop-off facilities to reduce both core campus traffic and overall campus parking demand, while maintaining access.

## Allow for Service Access



Use a permitting strategy that considers vehicle types, campus locations, and the time of day to facilitate service and emergency functions.

## Position Parking on the Perimeter



Consolidate surface parking outside the core and construct parking structures on existing perimeter lots including the Chemistry, Huron Flats and Springett lots.

# 04 Campus Circulation & Landscape and Open Space Plan

Western University's evolving campus framework envisions a more connected, accessible, and sustainable environment through coordinated mobility and open space strategies. The Mobility Plan refines campus circulation to enhance safety, encourage active transportation, and reduce through-traffic, while the Landscape and Open Space Plan outline a layered system of natural and built spaces that shape the campus experience. Together, these components establish the foundation for a cohesive, resilient, and people-focused campus.

## 4.1 Landscape and Open Space Network

The open space network at Western University is a layered system of natural and built landscapes that together support a vibrant, inclusive, and sustainable campus environment. The objective of the open space strategy is to strengthen ecological corridors, improve walkability and active transportation routes, enhance access to natural features such as the Thames River, and provide high-quality outdoor spaces for teaching, wellness, recreation, and social life. It also aims to unify different parts of the campus through a coherent landscape structure, support climate resilience through green infrastructure, and create a welcoming public realm that reflects Western's identity and long-term vision.

### The goal of the Landscape and Open Space network is to

**Strengthen placekeeping by celebrating Western's natural and cultural identity**

**Improve accessibility and promote inclusive access for all users**

**Enhance thermal comfort at the street level through high-quality, climate-resilient design**

**Promote safety across all outdoor environments**

**Support education and research by further integrating learning opportunities into the landscape**

The Landscape and Open Space network can be broken down into the following elements, each serving a key role in contributing to a well-connected open space system across the campus.

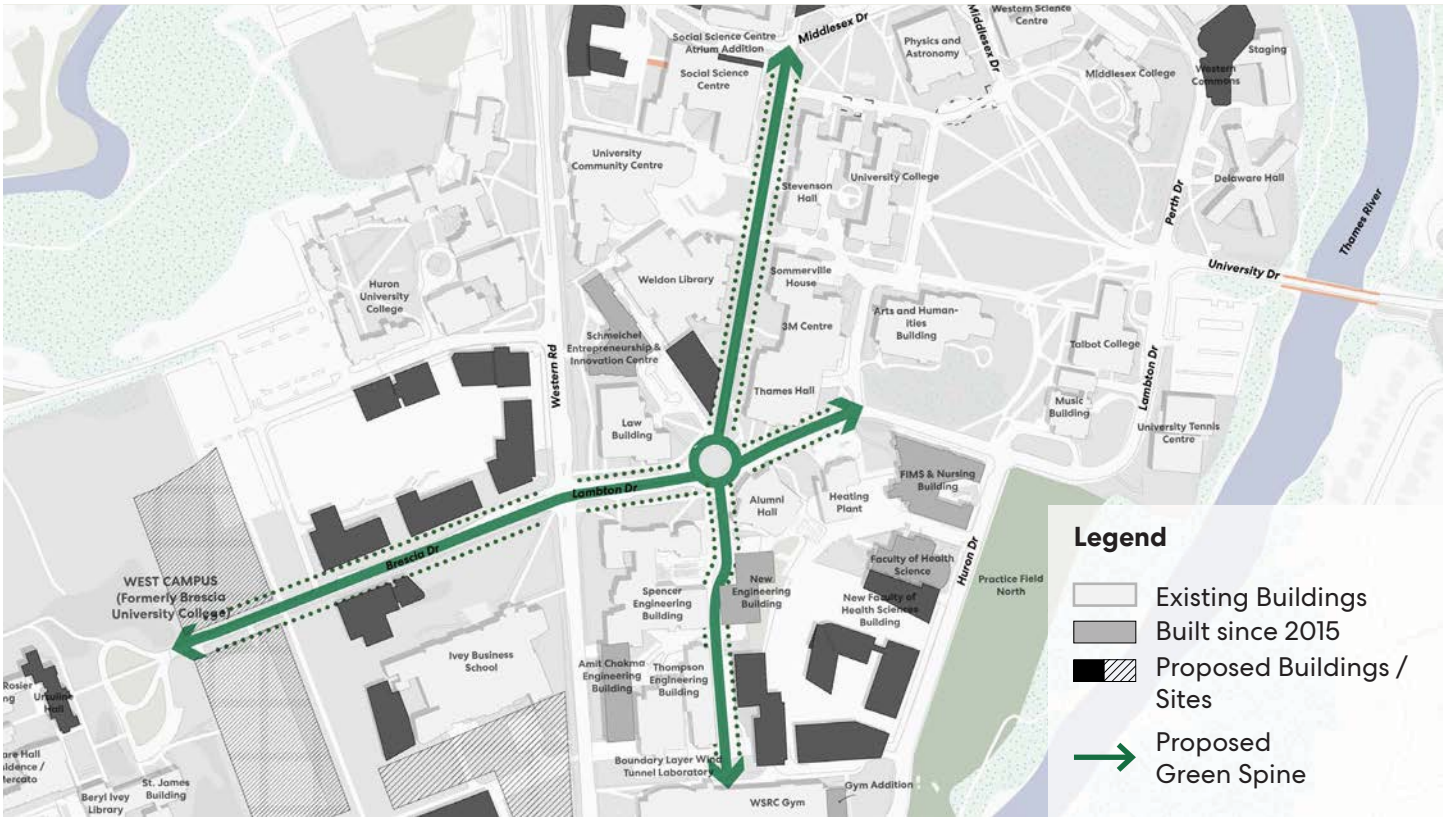
## Green Spine

At the core of the landscape framework are two proposed Green Spines, which function as major ecological and social connectors, establishing a sense of continuity and openness throughout the campus. The first Green Spine runs along Oxford Drive, extending from Middlesex Drive to the Western Student Recreation Centre and Thompson Arena via Alumni Circle. The second follows Brescia Drive and Lambton Drive, also passing through Alumni Circle. Together, these corridors strengthen north–south pedestrian and cycling movement and link the Main Campus with the West Campus through the "Hill to Hill" connection identified in the 2026 Campus Development Strategy.

General Recommendations for the enhancement of the Green Spine are as follows:

- Develop a consistent design language across the Green Spines using coordinated streetscape design while allowing each spine to maintain its own unique character. This cohesive approach will support intuitive wayfinding and encourage movement throughout the campus
- Consolidate separate walkways and hard surface areas into one single pedestrian promenade and maintain a flush condition to reinforce shared pedestrian and cycling movement in a north-south corridor through the campus
- Introduce a continuous planted understory with native or climate-resilient species to reinforce ecological connections and enhance seasonal interest

*Figure 45. Map showing proposed Green Spines*



- Integrate stormwater features such as bioswales or rain gardens as part of the street planting along the corridor to manage runoff and support biodiversity
- Add comfortable, well-distributed seating areas with shade, integrating them into planted zones to create moments of rest, gathering, and informal study along the Green Spine
- Enhance year-round usability with improved lighting, wayfinding, and winter-friendly design strategies, ensuring the spine remains safe and inviting in all seasons
- Provide pedestrian amenities including benches, waste receptacles and bike racks provided at regular intervals along Oxford Drive including all building entrance connections
- Incorporate public art, interpretive elements, and storytelling opportunities particularly those reflecting Indigenous place keeping and campus heritage to strengthen cultural identity. These public art elements could also incorporate commemorative features
- Create designated micro-mobility zones for bikes and e-scooters, balancing circulation needs while keeping the promenade pedestrian-priority

## Oxford Drive

- The design of Oxford Drive should build on the recent improvements to Kent Walk and Unversity College Hill that include stone pavers, pedestrian-scale lighting and seating areas
- Prioritize the preservation of existing healthy trees and expand tree planting south toward Lambton Drive, ensuring adequate soil volumes and conditions to support long-term tree health
- All trees should be planted in areas with adequate soil volumes. Where root zone areas may be constrained due to paving treatments, root growth conduits or soil cells to increase soil provisions should be provided
- Integrate stormwater management features into the Oxford Drive streetscape, taking advantage of its north-to-south slope toward the South Valley to provide additional filtration and improved runoff management during storm events

## Brescia Drive

- The streetscape design along Brescia Drive will establish a unique streetscape character
- New continuous canopy of trees to be added along Brescia Drive and Lambton Drive
- Bioswale and raingardens to be incorporated within the landscape as the Spine drains into Thames River
- The crossing of Brescia Drive with Western Road to be coordinated with the designs developed by City of London for Western Road.

## Alumni Circle:

- Reconfigure Alumni Circle by removing the roundabout to prioritize pedestrian and cyclist movement, shorten crossing distances, and address sightline challenges created by buses near crosswalks
- Align the redesign of Alumni Circle with the streetscape character and design language established for the two Green Spines
- Extend the landscaped median east toward Thames Hall to strengthen the corridor's identity and improve safety
- *Refer to Section 4.2 for further mobility recommendations on Alumni Circle*



*Figure 46. Image of a Green Spine at University of Birmingham (Source: University of Birmingham)*

## Pedestrian Paths

The Open Space Strategy prioritizes pedestrian and cyclist access by establishing a network of wide sidewalks and bicycle paths throughout the campus including pedestrian-only zones outlined in Section 2.9. There are additional paths that include a range of streets and mid-block connections that further support and improve pedestrian movement across campus. These paths connect key academic, residential, and recreational landmarks, weaving through open spaces to foster a walkable and bike-friendly campus. Emphasis is placed on safety, accessibility, and seamless movement for all users. Figure 48 shows all the pedestrian paths within the campus.

General recommendations to enhance these paths:

- Recognize that while pedestrians, cyclists, transit, and service vehicles may share certain corridors, pedestrians should have separate, wide sidewalks or dedicated paths to ensure safety and comfort
- Remove curbs on streets such as Oxford Drive to create a flush, shared-street environment that prioritizes non-motorized users
- Use distinctive paint patterns or textured paving to create a visually engaging environment that can serve as a signature public space
- Widen pathways in areas where pedestrian circulation is constrained to improve walking comfort and reduce conflicts between different modes of shared pathways
- Enhance shared corridors with street furniture such as benches and bollards to clearly define pedestrian-priority areas
- Introduce continuous tree plantings along routes to provide shade, comfort, and a cohesive streetscape.
- Incorporate pedestrian-scale lighting to improve safety and visibility along pathways
- Provide seating at key intersections of pedestrian paths with courtyards and plazas to encourage rest, gathering, and social interaction

## Huron University College Entry Corridor

- Enhance the pedestrian connection between West Campus and University College Hill with a coordinated, high-quality streetscape
- Upgrade the tunnel beneath Western Road by improving lighting, incorporating public art, and enhancing visibility to ensure safety and comfort
- Introduce gateway signage and a cohesive material palette within the tunnel to create a sense of familiarity and further reinforce safety
- Implement a continuous tree canopy and consistent landscape design along the route to strengthen character and provide a comfortable, shaded experience for pedestrians



*Figure 47. Image of a pedestrian path in Buffalo Niagara Medical Campus, Buffalo, NY (Source: SCAPE)*

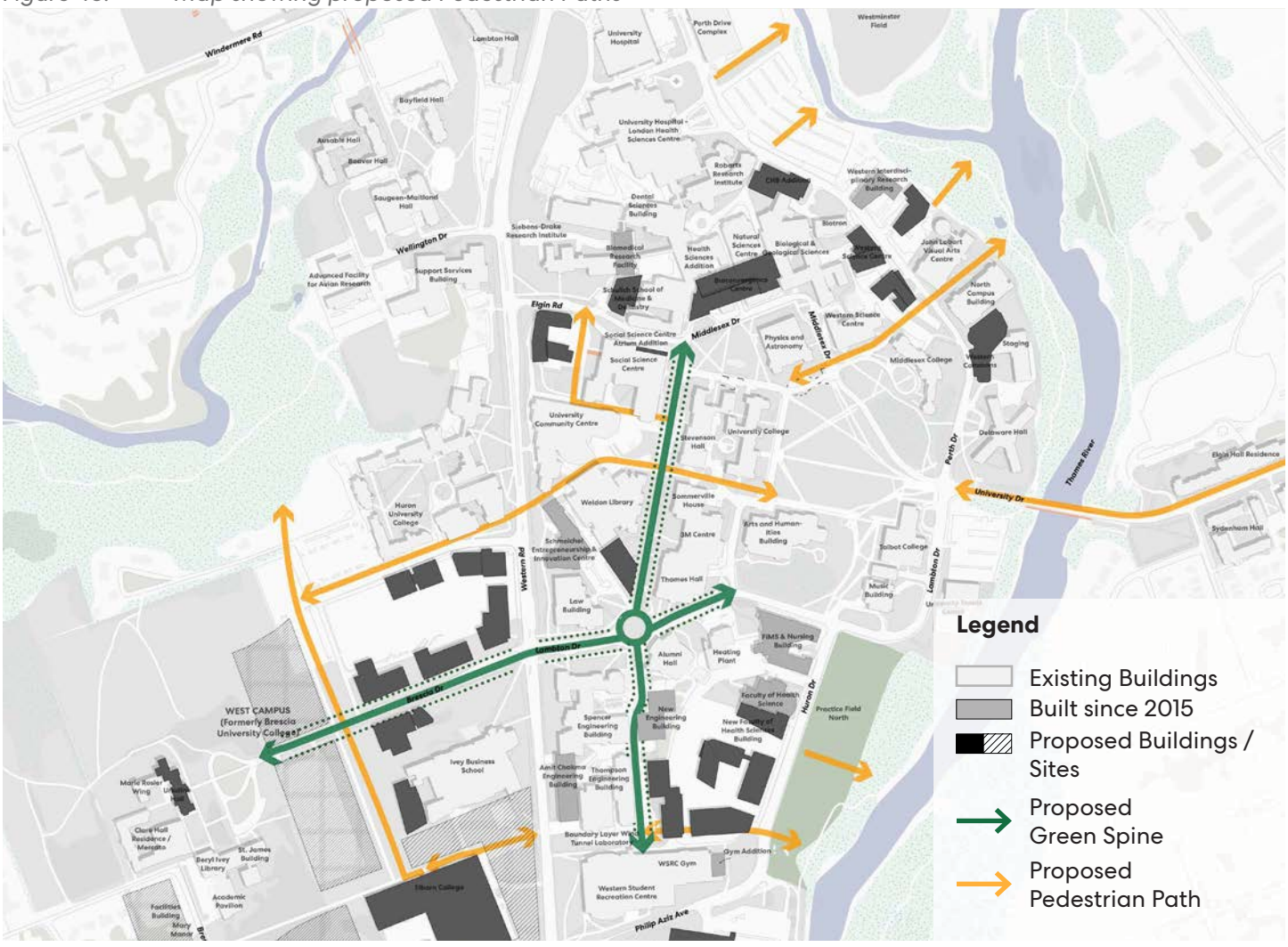
## Sarnia Road to Medway Creek

- Establish a strong pedestrian spine along the West Campus edge to connect existing buildings with future West Campus development, while respecting stormwater drainage functions and enhancing ecological value
- Preserve clear sightlines along the corridor to maintain visibility and safety for all users
- Ensure vehicular and service access is maintained, while prioritizing pedestrian movement
- Design the corridor to accommodate stormwater drainage, considering its slope north toward Medway Creek and south toward Sarnia Road

## University Drive

- Strengthen University Drive's role as a primary campus gateway through enhanced landscaping, lighting, and signage
- Incorporate a flush condition with dedicated paths for pedestrian and bicycle movement into the redesign of the existing heritage bridge structure
- Align the design with the Welcome Plaza at Lambton Drive/Perth Drive and University Drive by coordinating material selection and spatial layout
- Preserve and enhance sightlines to key campus landmarks and the river valley

*Figure 48. Map showing proposed Pedestrian Paths*



## Primary Green Spaces

Primary Green Spaces are large, high-value open areas that serve as key destinations within the campus landscape. They are designed to support a range of activities, including recreation, social gatherings, outdoor learning, and campus events, while also enhancing ecological health and biodiversity. These spaces act as focal points within the campus, providing visual and physical connections between buildings, circulation routes, and natural features.

To complement the existing "Green Heart" at the University College Hill, a new Primary Green Space is proposed within the West Campus lands. This large open area will serve as a major outdoor destination for students, staff, and visitors, supporting recreation, relaxation, and large campus events while enhancing biodiversity. These two Primary Green Spaces along with the Green Spine along Brescia Drive will further strengthen the "Hill to Hill" connection identified in the Campus Development Strategy.

The following are the general recommendations to enhance the Primary Green Spaces:

- Provide direct pedestrian connectivity to the Primary Green Spaces through the Green Spine to strengthen the open space network within the campus
- Design lawns to support recreation, passive gathering, outdoor study, and campus events.
- Integrate flexible-use areas that can accommodate both informal activities and programmed events
- Define lawn edges with low planting, permeable pathways, or seating walls to create a sense of place while maintaining openness
- Use tree alignments or shrub groupings to frame views and form outdoor "rooms" without limiting flexibility
- Provide infrastructure for outdoor teaching, performances, or seasonal events, including power access and integrated lighting
- Support temporary programming, such as art installations, pop-up seating, or wellness activities, to keep spaces dynamic
- Provide accessible pathways that follow natural desire lines while protecting lawn areas from excessive wear
- Employ permeable paving or reinforced turf at high-traffic nodes to enhance durability and manage stormwater
- Add pedestrian-scale lighting to enhance safety and comfort while preserving nighttime views and ecological sensitivity
- Incorporate smart lighting that adjusts based on activity patterns and seasonal changes.
- Integrate campus-specific storytelling, Indigenous placekeeping elements, interpretive signage, and site-specific art
- Use materials, patterns, and landscape features that reflect Western University's character, history, and sense of place



*Figure 49. Existing "Green Heart" at UC Hill (Source: Western University)*



*Figure 50. Naturalized edge surrounding the main lawn with a network of small gardens, footpaths, and seating areas at University of Toronto (Photo Credit: Tom Ridout)*

## University College Hill

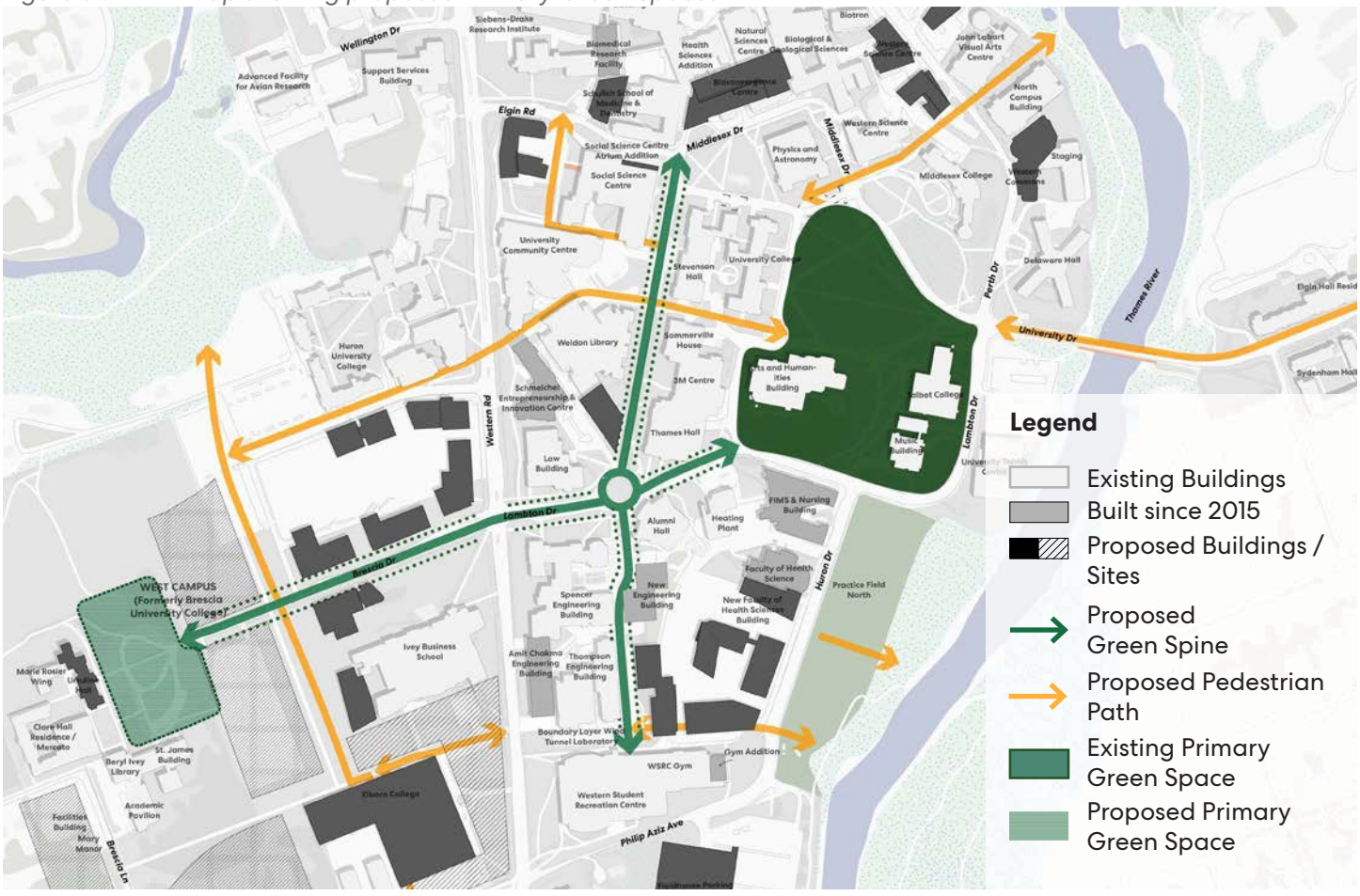
The walkways around UC Hill recently went through upgrades based on the recommendations in the 2018 Open Space Strategy. The following are additional recommendations for improvement

- Preservation of the central lawn space, heritage trees and commemorative walk up to University College, and the linear connection to Middlesex College
- Provide continuous and consistent pedestrian lighting to frame major walkways around the space, while not detracting from the sight line up to University College
- Reconfiguration of the existing walkways connecting University Drive, Middlesex College and Delaware Hall to remove redundant connections and direct pedestrian travel to dedicated crosswalks in order to cross the roadway
- Monitor and repair of existing stairways in highly sloped areas which connect Middlesex College to Middlesex Drive and University Hill to ensure their safe use by pedestrians

## Proposed Primary Green Space (West Campus)

- Provide green character due to its proximity to Medway Creek, blend within the naturalized context and further strengthen it since the area is just developing
- Create edge conditions along future development sites mapped out in the Campus Development Strategy
- Enhance the view, direct line of sight from Western Road, establish symmetry to the naturalized landscape, and provide a large gathering space

*Figure 51. Map showing proposed Primary Green Spaces*



## Secondary Green Spaces

A network of smaller green areas will be developed or revitalized throughout the campus. These Secondary Green Spaces including lawns, gardens, and shaded pockets will provide informal areas for study, rest, and social interaction, enriching the everyday campus experience. General recommendations include:

- Use consistent landscape materials, lighting, furniture, and planting palettes to unify open spaces across campus
- Prioritize universal accessibility to the greatest extent possible, ensuring paths are barrier-free with appropriate grades, surfacing, and seating intervals
- Integrate sustainable design strategies, including native planting, rain gardens, and permeable surfacing to enhance stormwater performance and biodiversity
- Improve safety and comfort through enhanced visibility, layered lighting, and active edges near buildings
- Design flexible spaces that can adapt to informal student use, programmed events, and future campus growth
- Strengthen tree canopy coverage to provide shade, support climate resilience, and create comfortable microclimates

### Alumni Circle

The area in front of Alumni Circle where the two Green Spines intersect serves as a key campus gateway and organizing node.

- Refer to Section 4.4 for recommendations regarding the reconfiguration of the Alumni Circle intersection
- Enhance the surrounding open spaces to better interface with adjacent buildings, including Thames Hall, the Ronald D. Scheimichel Entrepreneurship & Innovation Building, the Law Building, Alumni Hall, and the south side of Lambton Drive
- Redesign landscaping to align with the future intersection configuration and support smoother transitions between building entrances and the public realm
- Provide direct, accessible paths of travel to all building entrances
- Establish clear, coordinated wayfinding to reinforce navigation at this major campus crossroads
- Integrate planting, seating, and lighting to create a cohesive and welcoming gathering environment.

### South Valley Parking Lot

Future development area for the campus with manu primary development sites as shown in the Campus Development Plan.

- Establish a direct open space connection from Oxford Drive to the river's edge, improving ecological and recreational access
- Incorporate the future indoor pedestrian connection through the proposed New Engineering Building into broader circulation planning
- Create a direct path of travel from Huron Drive, supported by future buildings that front onto the proposed open space to create an active, pedestrian-oriented edge
- Clearly define building entrances and strengthen sightlines to improve legibility and safety
- Introduce naturalized planting, stormwater features, and shaded social areas to transform the former parking zone into a functional landscape corridor

### Social Science Centre Building

- Provide a continuous, direct pedestrian route connecting the river's edge to UC Hill
- Enhance landscape character and planting structure to create a cohesive experience along this east-west connection
- Integrate rest areas, seating, and wayfinding to support daily movement and informal gathering

### Elborn College to Medway Creek

- Strengthen the connection between Elborn College and Medway Creek by tying into the primary Green Spine in such a way that also supports future development
- Create a naturalized open-space corridor that reinforces ecological systems and serves as a gateway between the West Campus and the creek environment
- Incorporate overlooks, pathways, and habitat-supportive landscapes to promote both recreational and ecological value

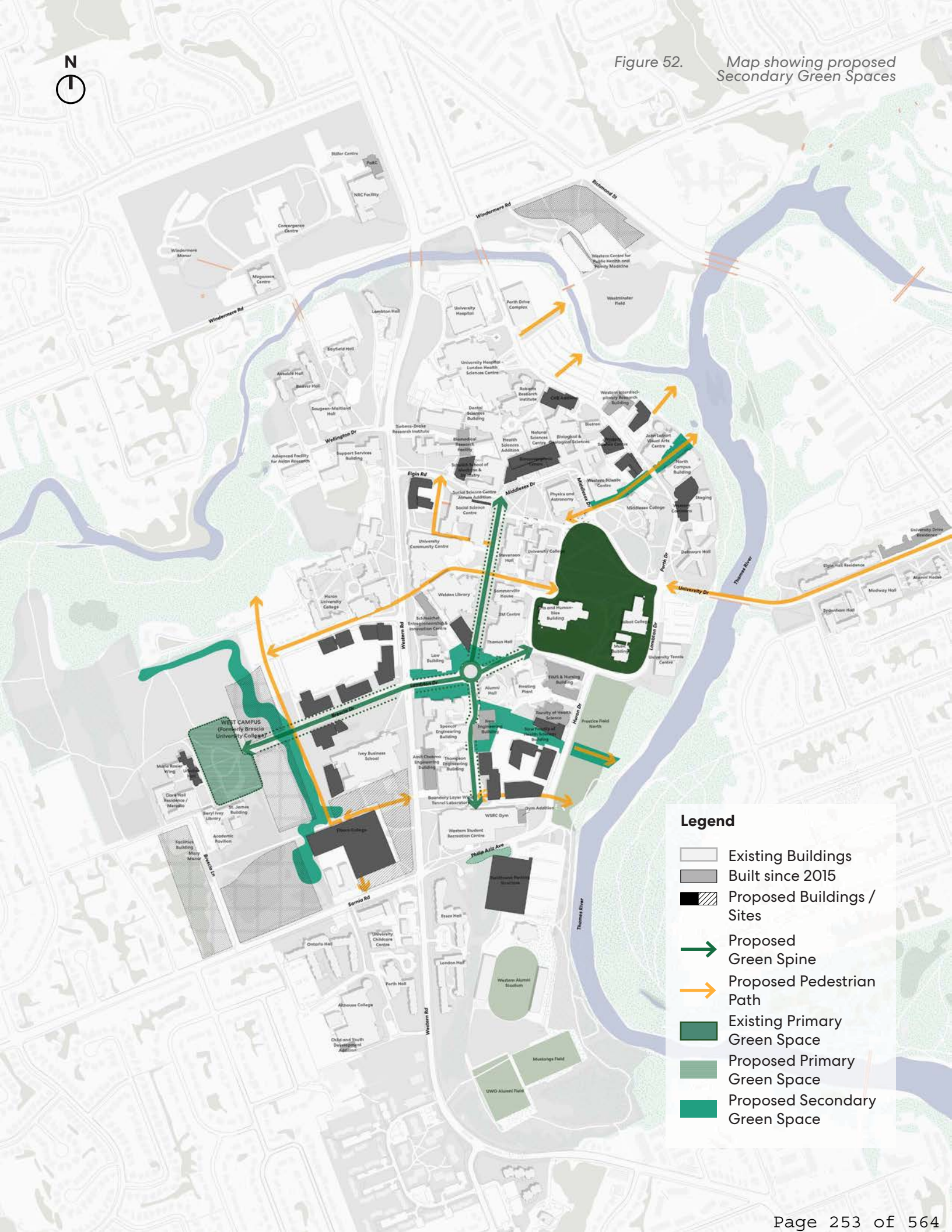



*Figure 52. Map showing proposed Secondary Green Spaces*

## Courtyards & Plazas

To enhance social engagement and architectural cohesion, new plazas and courtyards are envisioned. These spaces will be designed to complement existing plazas, providing a variety of settings for community events, casual meetings, and outdoor learning, including Campus as a Living Lab. Recommendations for courtyards and plazas include:

- Courtyards should provide pedestrians with a variety of seating options which cater to varying levels of use. A mix of benches, chairs, or cluster table seating should be provided to offer pedestrians options for use
- A standard provision of 25% of all seating within courtyard areas provided should be barrier-free, and where fixed seating is provided, should be spaced far enough apart to provide adequate space for maneuvering assistance devices
- Moveable furnishings such as free-standing chairs or tables should be encouraged to allow users the ability to manipulate these spaces to meet their needs
- Seating areas should also provide plug-in opportunities for charging devices. These should be located in a highly visible location, and should take advantage of sunny areas for the potential of solar powered units which do not rely on hard line connections to power sources
- Waste receptacles should be located away from proposed seating areas and ensure that they have a minimum 30 gallon capacity where deep well units cannot be accommodated
- Where maintenance access is limited, concrete paving materials are recommended for surface treatments due to durability and longevity. Textured surface treatments, which provide tonal contrast should be provided at the entrance to all ramps, or where surface paving is adjacent planting beds to assist with wayfinding and visibility
- Bike storage in courtyard areas is encouraged only where cyclists can enter the courtyard directly without entry to the building;. Storage locations should take advantage of building overhangs, or be placed beneath canopy structures for protection from the elements
- Plant materials proposed for use in courtyards should be appropriate for their conditions, and provided interest through the year
- Preference for plant species that can survive without irrigation and periodic maintenance should be considered for use. Where possible, impervious surfacing should be removed or replaced to reduce the scale of the space and increase permeability
- Lighting within the spaces should be provided which highlights entrance points and specific points of interest, such as memorial elements, signage, or specimen tree plantings to create interest in the spaces during both daytime and evening hours
- On-going maintenance and plant monitoring to ensure garden does not become overgrown
- Implement group-seating opportunities to encourage outdoor learning/teaching opportunities.

## Welcome Plaza (Middlesex Drive and Perth Drive)

- Establish a clear, unobstructed sightline toward UC Hill to reinforce a strong visual connection and sense of arrival
- Provide comfortable waiting and gathering areas equipped with seating, shade, and weather protection where feasible
- Coordinate planting, paving, and overall landscape character with UC Hill to create a unified campus gateway experience
- Design the plaza to seamlessly support pedestrian, cyclist, and vehicular movement, ensuring safe crossings and intuitive circulation
- Incorporate signature lighting elements that highlight key architectural and landscape features while improving safety at night
- Install distinctive wayfinding signage to orient visitors and emphasize the plaza as a primary entry point
- Introduce high-quality paving and landscape materials that reflect the campus identity and distinguish the plaza as a special space
- Integrate opportunities for public art or sculptural elements to reinforce campus identity and create a memorable landmark

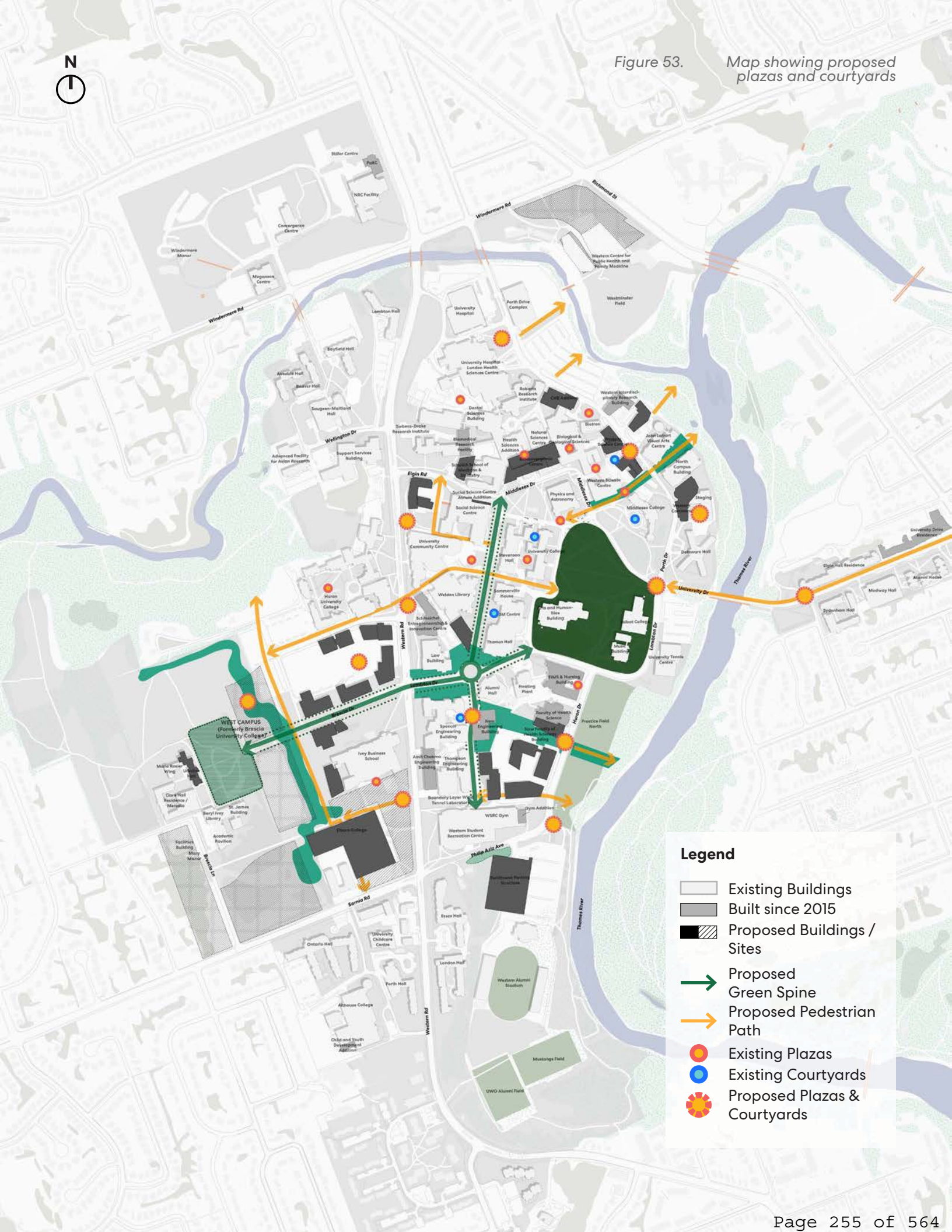



*Figure 53. Map showing proposed plazas and courtyards*

- Add seasonal planting and canopy trees to enhance microclimate, provide shade, and improve the overall aesthetic year-round
- Promote universal accessibility through barrier-free routes, clear sightlines, and adequate maneuvering space
- Consider space for short-term drop-offs, micro-mobility parking, or transit stops to support multimodal access
- Provide lighting and design cues that improve visibility and safety at dusk and nighttime, especially near busy intersections

## Engineering Building Courtyard

- Animate the edge of the space along Engineering Drive
- Implement a group seating element such as a seatwall or podium along the front of the garden to create a formal edge and frame the space from Engineering Drive

## Thames Hall /3M Courtyard

- Reconfigure pedestrian access off of Oxford Drive to provide barrier free access to the courtyard
- Provide bicycle storage within the at-grade level of the courtyard

## Jancey Garden

- Identify opportunities for commemorative or memorial installations which are integrated into the Jancey Garden landscape

## Collip Courtyard

- Remove stairway leading into the courtyard from Middlesex Drive
- Remove and reconfigure, and widen the existing walkway running from the Collip Courtyard to the B&G Greenhouses to reduce the existing slope and make it easier to access for pedestrians and maintenance vehicles

## Beryl Ivey Garden

- Opportunities to extend the courtyard walkways directly to the East/West walk on Kent Drive

## University College Courtyard

- The courtyard should be appealing with treatments extending to Kent Drive and the Beryl Ivey Garden for visual connectivity

## Western Commons Plaza

- The plaza should provide a visual connection to the Thames River
- Opportunities to explore high-quality landscaping which responds to the adjacent natural environment



*Figure 54. Central Courtyard at Macquarie University Australia (Source: World Landscape Architect)*



*Figure 55. Hayden Library Courtyard at MIT, Boston (Source: MIT)*

## Sportsfields

Sports fields are essential elements of a university campus, offering spaces for physical activity, social interaction, and community building. Currently, the campus includes several sports fields located in its southern area, such as Alumni Stadium, Mustangs Field, and Alumni Field. Additionally, the open space east of Huron Drive, situated between Huron Drive and the Thames River, is also utilized as sports fields. These fields are interconnected by a network of trails that link them to the broader campus and the surrounding street network. General requirements for improvement include

- Provide clear, accessible pedestrian and cycling routes linking the sports fields to nearby academic buildings, residences, parking areas, and transit stops. Ensure barrier-free access to spectator areas and field entrances
- Establish well-designed perimeter treatments such as low planting, pathways, lighting, and seating to frame the sports fields while maintaining open views. Create identifiable entry points with signage and wayfinding
- Incorporate shaded seating areas, rest zones, and viewing platforms. Provide amenities such as water stations, bike racks, and accessible seating
- Given the existing sportsfields' proximity to the river's edge, install efficient, glare-controlled sports lighting to support evening use while minimizing light spill into adjacent natural areas or residences. Provide pathway lighting to improve safety and visibility around the fields
- Integrate proper drainage, soil engineering, and irrigation to support year-round playability.
- Use native and drought-tolerant planting around the fields to reduce maintenance and create visual buffers. Reinforce connections to nearby ecological features, such as creeks or woodlots
- Integrate bioswales, permeable surfaces, and low-impact drainage strategies in adjacent open spaces. Consider capturing and reusing stormwater for irrigation
- Install coordinated signage that clearly identifies field names, building connections, circulation routes, and accessible entries. Use consistent campus branding elements
- Maintain open sightlines, avoid hidden corners, and ensure 24-hour visibility through lighting, planting strategies, and passive surveillance from adjacent buildings



*Figure 56. Shaded areas with stormwater management features at Bentinckspark, The Netherlands (Source: Landezine)*



*Figure 57. Open sight lines and ample lighting at Bentinckspark, The Netherlands (Source: Landezine)*

## Low Impact Development Infrastructure

Low Impact Development (LID) infrastructure are landscape features that play an essential role in collecting and infiltrating stormwater into the ground. Coming out of the Open Space Strategy (2018) rain gardens with several native species were installed as part of the recently completed open space improvements within campus such as Kent Walk North and Music Walk. Further potential locations for future LID infrastructure have been identified in Figure 60.

- Treat LID systems such as bioswales, rain gardens, permeable pavements, and green roofs as standard elements of all new development, retrofits, and open-space upgrades
- Use above-ground, landscape-based LID features where possible to make stormwater management visible, educational, and ecologically beneficial. Highlight naturalized planting, infiltration zones, and water-movement patterns
- Link LID features to form a campus-wide green stormwater network that slows, filters, and infiltrates runoff before it reaches creeks and drainage channels. Coordinate with major corridors such as Green Spines, quads, and pedestrian routes.
- Use native, drought-tolerant, and pollinator-supportive plant species in all LID installations. Encourage habitat creation through varied planting layers, micro-topography, and seasonal water-holding zones
- Establish clear maintenance plans, including seasonal cleaning, vegetation management, and sediment removal. Design systems to be easily accessible for upkeep and resilient to winter conditions
- Incorporate LID at the building scale through green roofs, rainwater harvesting systems, downspout disconnections, and integrated planting beds that manage runoff at the source
- Design LID features with clear edges and appropriate slopes, avoiding hidden water pockets or overly dense vegetation near high-traffic areas. Ensure good visibility for all users

Priority locations for LID infrastructure on campus include several low-lying areas where enhanced stormwater management is essential:

- Along both Green Spines, with continuous LID features on Oxford Drive and a larger facility positioned at the southern end
- Within the South Valley parking lot, where significant elevation changes create opportunities for capture, filtration, and retention
- Along Huron Drive, Lambton Drive, and Perth Drive to provide additional filtration as stormwater flows toward the river
- In proximity to the sports fields south of Philip Aziz Avenue, where high-use open spaces can integrate LID systems to manage runoff and improve drainage.
- Along the West Campus to support infiltration and reduce runoff toward adjacent low points and natural systems



*Figure 58. Rainwater management feature at University of British Columbia (Source: UBC)*



*Figure 59. Rain garden at Cornell University (Source: Cornell.edu)*

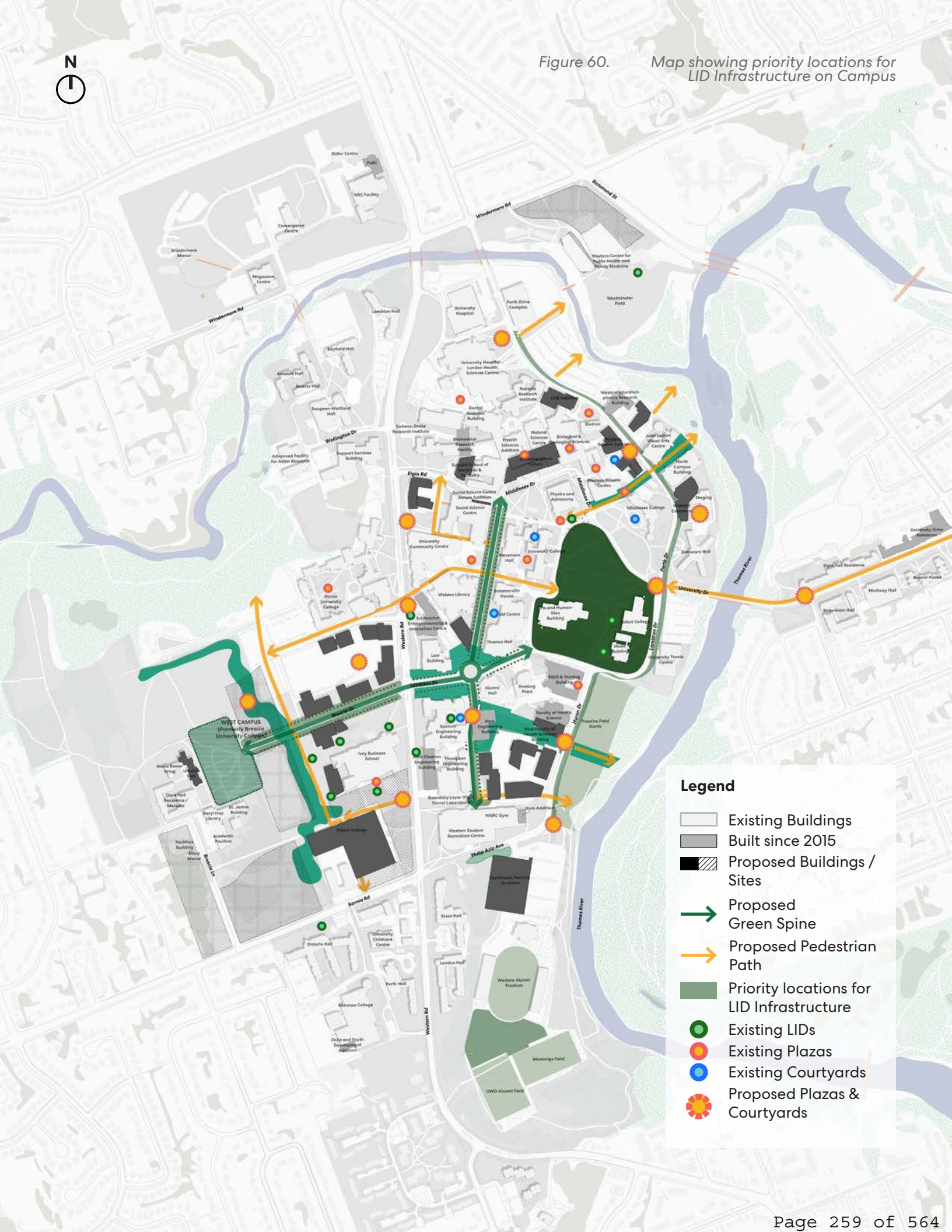



*Figure 60. Map showing priority locations for LID Infrastructure on Campus*

## Natural Green Spaces

Natural Green Spaces are the primary areas of ecological importance on campus and these are landscapes that are intentionally protected from development pressures to allow natural systems to flourish. These spaces support biodiversity, enhance habitat connectivity, and contribute to the campus's overall environmental resilience. Within the campus, Natural Green Spaces include a range of landscape types, such as the following:

### River's edge:

Improved pedestrian and recreational access to the campus's natural features will be achieved through multi-use trails along the River and Creek. These trails will integrate with the broader green network, offering scenic routes for walking, cycling, and ecological appreciation, while enhancing the connection between urban life and natural landscapes.

#### Thames River

- Partner with the City of London and Upper Thames River Conservation Authority (UTRCA), emphasize connectivity with the river to increase interaction with pedestrians and enhance the community's connection to the natural environment and support its ecological, cultural, and wellness benefits
- Create a connected network of pedestrian trails and outlook areas along the river corridor that spans the periphery of the campus
- Improve visual connectivity with the river through removal of invasive species to open sightlines to the river, and provide seating opportunities at key areas to promote health and wellness within a natural setting
- Trail layout and surfacing strategy including:
- Enhance existing trails through resurfacing;
- Define routing along the west side of the Thames to reduce shoreline and slope disturbance, providing a direct connection from Western Road to the Western Interdisciplinary Research Building (WIRB) and connection to the Medway Creek trail
- Demarcation and enhancement of trail entry points, including proposed seating opportunities along trail routings
- Resurfacing of the trail for consistency along its length in compliance with trail best practices and standards of the Environmentally Sensitive Area (ESA)
- Lighting provision at key nodes or maintained sections of the trail, emphasis of where trails are to be used during evening hours
- Signage: Lighting provision at key nodes or maintained sections of the trail, emphasis of where trails are to be used during evening hours
- Wayfinding at campus entrance points at Western Road and University Drive; and Trail signage markers denote areas of steep grade, surfacing changes, etc.
- Future consideration of a pedestrian bridge extending from the Baldwin Flats to Alumni Stadium to add a second pedestrian connection point from the surrounding community on the east side of campus

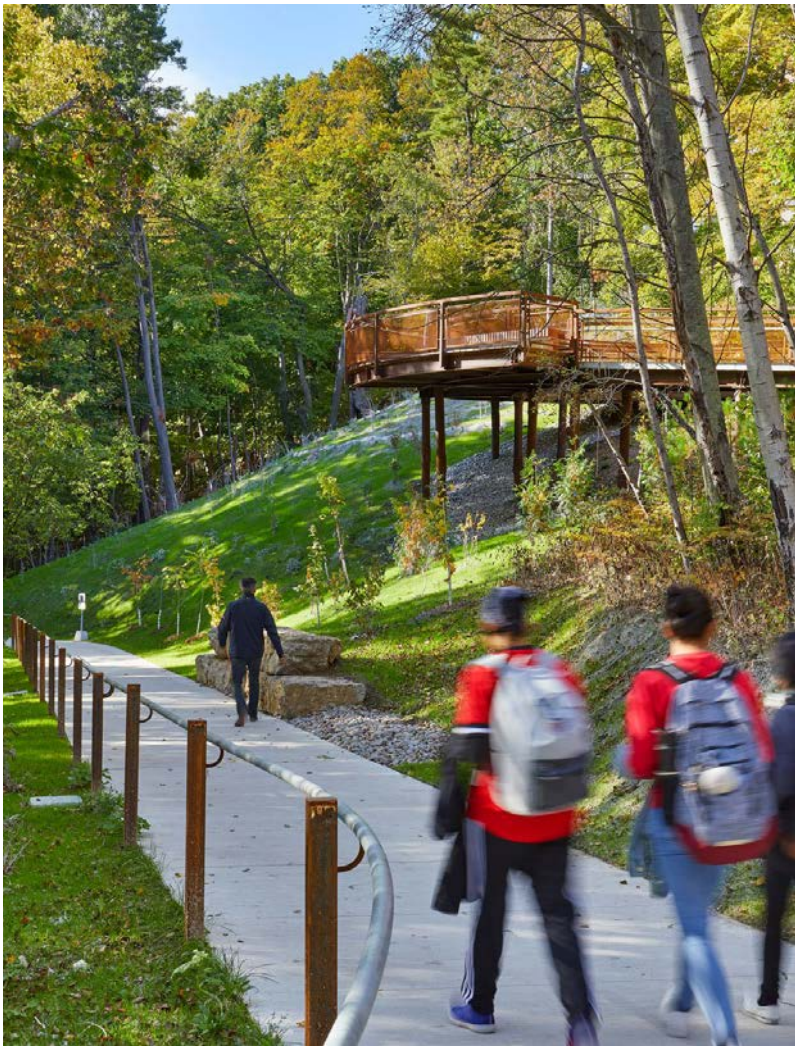


*Figure 61. University of Toronto Scarborough Valley Land Trail (Source: Landezine)*

**Medway Creek**

- Emphasize connectivity with the creek to increase interaction with the natural environment for pedestrians and capitalize on the benefits of the natural environment experience of the campus
- Remove invasive species along the existing footpaths which fall on Western University property
- Partner with the City of London and UTRCA to create a continuous pedestrian trail extending along portions of Medway Creek to create a continuous pedestrian loop including:
    - Widen the existing walkway connecting the Westminster pedestrian bridge to Westminster College, and extending that walkway north to connect with Windermere Road
    - Partner with the City of London to widen the existing municipal walkway between Perth Drive to Western Road before tying in to the multi-use trail east of Western Road to Wellington Drive
    - Utilize the existing sidewalk along Wellington Drive to Beaver Hall, and implement new walkway connections to link to the Avian Research Building;
    - Partner with Huron University College to resurface the existing footpath extending west from the Avian Research Parking Lot and provide an intermediate connection to Burnlea Walk
    - Continue to resurface the existing footpath southward to Ramsay Road
    - Extend the trail to link with Brescia Lane and extend to Western Road
- Partner with the City of London to extend the trail southward along Western Road and link with the existing connection to the Huron West practice field, and/or the trail connection opposite Hollywood Crescent to connect with the trail network along the Thames River



*Figure 62. University of Toronto Scarborough Valley Land Trail (Source: Landezine)*

- Trail layout and surfacing strategy including:
    - Enhance existing trails through resurfacing appropriate for the various segments along the trail network
    - Demarcation and enhancement of trail entry points
    - Resurfacing of the trail for consistency along its length in compliance with trail best practices and standards of the ESA.

## Woodlots

Building upon the natural amenities of the campus which contribute to the sense of place and character of the campus, the existing woodlots reinforce the natural beauty of Western's campus, and provide visual interest throughout the year. The forested areas of the campus for the purposes of this Western Open Space Strategy have been classified into two categories including natural woodlots, which include those areas along the riverfront areas including the Baldwin Flats and remnant woodlots, and manicured woodlots including portions of University Hill, McIntosh Gallery Green, and the Weldon Library Open Space. Each area contributes to the natural character of the campus, and each will require attention to the sensitive protection and enhancement opportunities to for the canopy coverage of the campus.

**Recommendations:**

**Natural Woodlots:**

The natural woodlots generally consist of mature forested areas with undisturbed understory areas, or understory areas with limited design influence such as trails or informal walkways. These areas on campus are generally located along the banks of the Thames River and Medway Creek, within remnant pockets of Carolinian Forest on Lambton Drive and along areas of high slopes framing South Valley, Middlesex College, and on the west side of the campus.

- Maintenance and succession strategies to ensure long term health
- Limit impact of development by:
- Restricting future development in areas outside of the floodplain where not permitted though the municipal zoning by-law
- Maintaining existing pedestrian connection points or removing those pedestrian routes which are redundant
- Maintaining existing edge conditions and extend treatments into existing landscaped areas where possible to buffer from adjacent developed sites or cut-through pedestrians traffic
- Removal of any invasive species and continued monitoring
- Protection and enhancement of corridor connections where possible to link natural areas (patch connectivity)
- Develop and implement a reforestation plan including initiatives to reduce maintenance, implement native species, increase ecological value within these spaces, and establish potential outreach partnership opportunities
- Provide protection and preservation of woodlot during building project construction to reduce negative impact

**Manicured Woodlots:**

- Develop a tree inventory of these areas, including monitoring of tree conditions and identification of reforestation opportunities
- Tree selections should provide a variety of form, colour and flowering to provide interest through the year and enhance the character of the campus as a natural arboretum
- Fruit bearing trees should be avoided near pathways and pedestrian areas;
- Tree plantings placed in a manner which frames open spaces and pathways
- Over time, those areas which are pedestrian focused should be planted so that they create the feeling and impression of manicured woodlots;
- Explore opportunities to increase naturalized understory areas
- Walkways, where provided, and significant wear beyond the width of the path is noted, should be either removed to deter pedestrian use, or be widened to accommodate travel volumes, in order limit damage to surrounding natural or landscaped areas

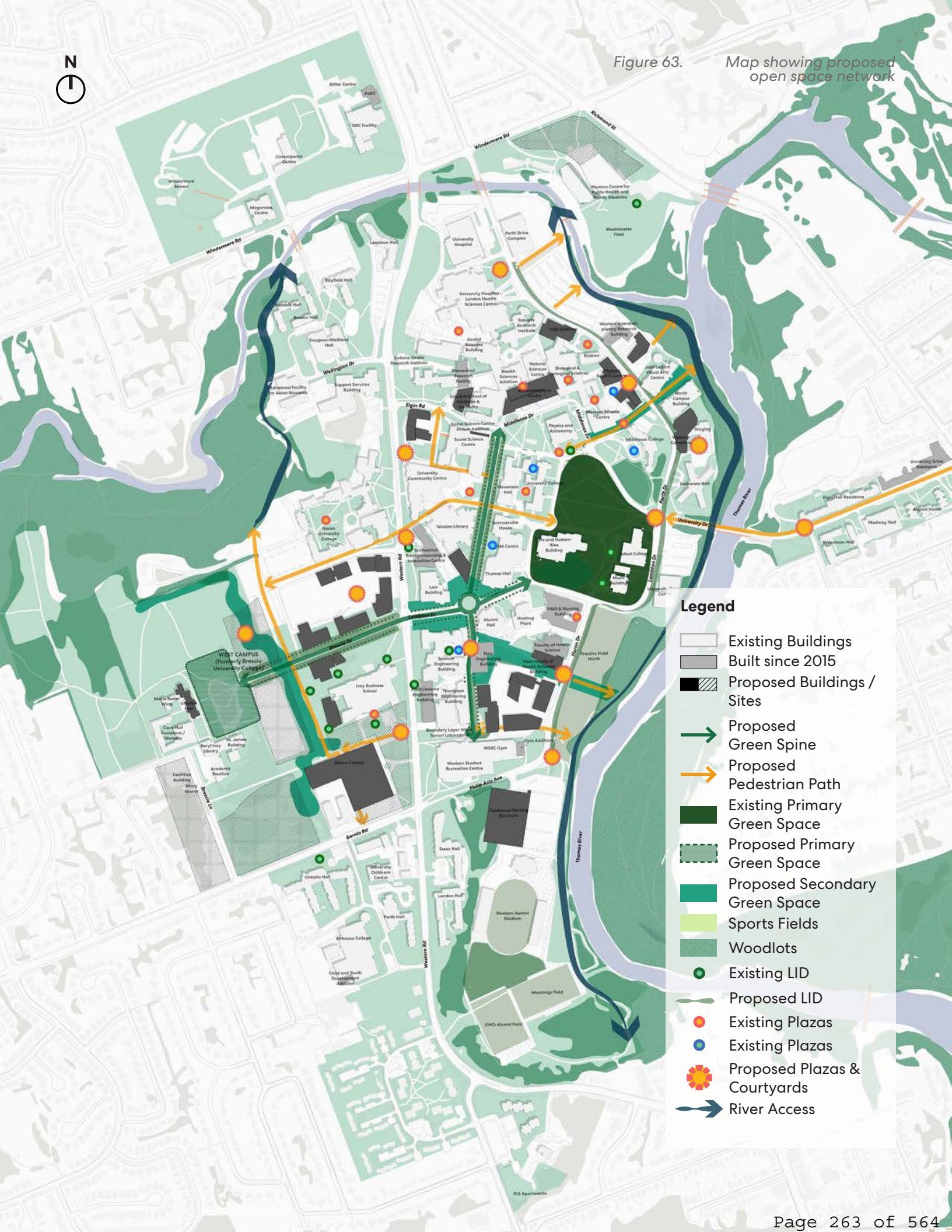



*Figure 63. Map showing proposed open space network*

# 4.2 Mobility Framework

Western's mobility framework connects students, staff, and visitors to and around campus through a multimodal network. As the university grows, this framework must evolve to support safe and convenient access along the way. This section begins by outlining the planned direction for campus mobility at a network level. Additional detail on recommended design principles and street-by-street recommendations are provided beginning on page 92, and the action plan in Chapter 5 breaks these into key project recommendations over the short-, mid-, and long-term to work toward this vision.

## Access Restrictions

In service of the university's goals to prioritize pedestrians in the campus core and reduce vehicular traffic in this area, the proposed street network limits vehicular traffic in select locations in the campus core, while continuing to allow full access on peripheral streets. New parking facilities will be located along the edge of campus on streets that allow full access for vehicles and minimize the number of vehicles in the campus core. The table below and the map on the next page summarize the proposed street types for all campus streets.

### Expanding Pedestrian- and Bicycle-Only Streets

Western will continue to build out its network of pedestrian- and bicycle-only streets in the campus core, using Kent Walk as a model design. Service and emergency vehicles will be permitted on these streets as needed. The pedestrian- and bicycle-only section of Oxford Drive will be extended south of Lambton Drive to the Western Student Recreation Centre. Parking will be relocated and new access to the recreation centre roundabout will be provided via Western Road. As the new vehicular bridge over the Thames River is constructed, the historic bridge on University Drive will become a pedestrian- and bicycle-only bridge.

### Introducing Pedestrian-, Bicycle-, and Bus-Only Streets

Convenient transit access is also essential to provide convenient, sustainable travel options for people who do not live within walking or biking distance of campus or who have limited mobility. Buses will continue to be permitted on all streets where they operate today. A new street type will be introduced on campus, which allows pedestrians, bicyclists, buses, and service vehicles, but prohibits access for private vehicles. This classification will be applied to Middlesex Drive (Social Science Centre to Perth Drive) and a portion of Lambton Drive (Thames Hall to Huron Drive). These sections do not provide access to parking facilities, and alternative PUDO zones will be provided on full access streets nearby.

*Table 1: Street Access Types*

| Permitted Users | Full Access Streets | Pedestrian-, Bicycle-, and Bus-Only Streets | Pedestrian- and Bicycle-Only Streets | Pedestrian Paths | Service Access Streets |
|---|---|---|---|---|---|
| Pedestrians | ■ | ■ | ■ | ■ | ■ |
| Bicyclists | ■ | ■ | ■ | | |
| Buses | ■ | ■ | | | |
| Private Vehicles (General Public) | ■ | | | | |
| Private Vehicles (Western Students, Faculty, and Staff) | ■ | | | | |
| Service Vehicles | ■ | ■ | ■ | | ■ |
| Permitted Parking Access | ■ | | | | ■ |
| Campus Streets | Perth Dr, Huron Dr, Philip Aziz Ave, Lambton Dr (Western Rd to Thames Hall), University Dr, Elgin Rd | Middlesex Dr (Social Science Centre to Perth Dr), Lambton Dr (Thames Hall to Huron Dr) | Kent Walk, Kent Walk North, Oxford Dr North, Oxford Dr South, Historic University Dr Bridge | Pathways across campus greens, natural trails | Alleys, Dental Circle |

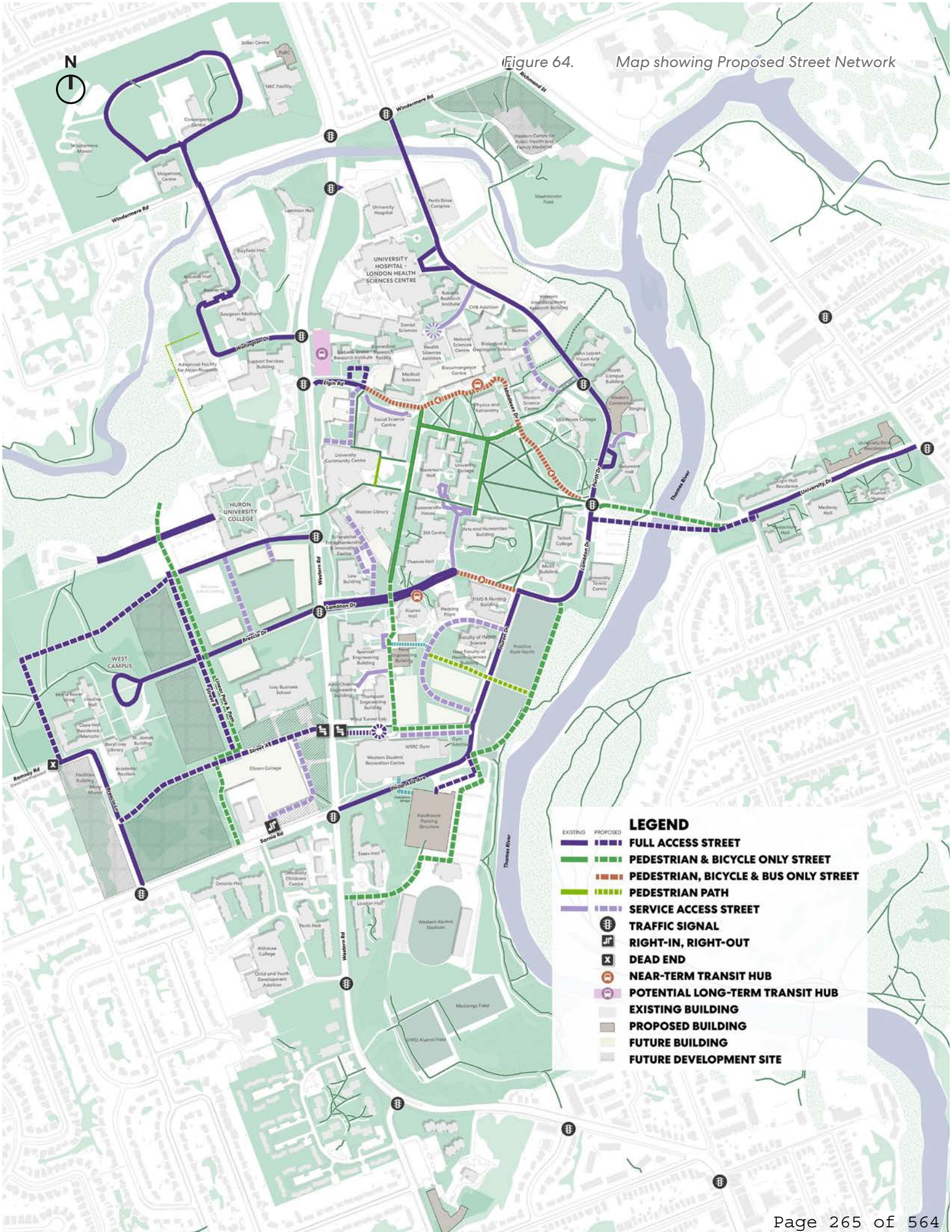



*Figure 64. Map showing Proposed Street Network*

## Cycling Network

Bicycling is an efficient, flexible, and sustainable transportation choice for students, faculty, staff, and visitors. Western aims to expand its network of comfortable bicycling facilities to create a safe and inviting place to bike and attract more people to choose bicycling as a form of travel to campus.

This will require upgrading some existing bicycle facilities, installing new bicycle facilities to fill network gaps, and installing additional bicycle parking. The map on the next page illustrates the envisioned campus bicycle network, which will be built out over time.

Key proposed projects include:

- Supporting the City of London's project to install bicycle lanes on Philip Aziz Avenue and portions of Sarnia Road and Western Road
- Enhancing visibility of existing bicycle facilities with green conflict markings
- Extending the bi-directional cycle track on Middlesex Drive/Elgin Road west toward Western Road
- Redesigning Oxford Drive as a pedestrian- and bicycle-only street
- Creating a bi-directional cycle track on Lambton Drive from Western Road to Huron Drive
- As the South Valley area is developed, install bicycle lanes along Huron Drive/Lambton Drive, or create a parallel off-street path on the east side of the practice fields
- Adding a bi-directional cycle track on the university-owned portion of Perth Drive, where the space between existing buildings allows
- As new West Campus streets are designed, use a Complete Streets approach with bicycle facilities where indicated on the proposed bicycle network map, including a linear park with a multi-use path parallel to proposed Street B

## Transit Network

Western will continue to work with LTC to ensure convenient access to campus via transit. The agency has not identified significant planned changes to its service on Western's campus over the next ten years. This plan anticipates buses will continue to operate as they do today through the mid-term. At this time, the university will focus on supporting safe operations of transit vehicles on campus and ensuring a comfortable waiting experience for riders. The proposed designs for Lambton Drive and Middlesex Drive, where the greatest number of LTC routes pick up and drop off riders, will help clarify bus staging areas, reduce conflicts with pedestrians and cyclists, and improve visibility around bus stops.

Western will coordinate regularly with LTC and the City of London to stay ahead of future changes to transit service and advocate for the highest quality service available for the campus community, including the planned BRT on Western Road. LTC does not anticipate this service or associated infrastructure will be implemented in the near- or mid-term.

This plan does not propose a specific design for BRT on Western Road, but highlights design features the university should advocate for to support pedestrians, bicyclists, and safety for all as the design is developed in the future.

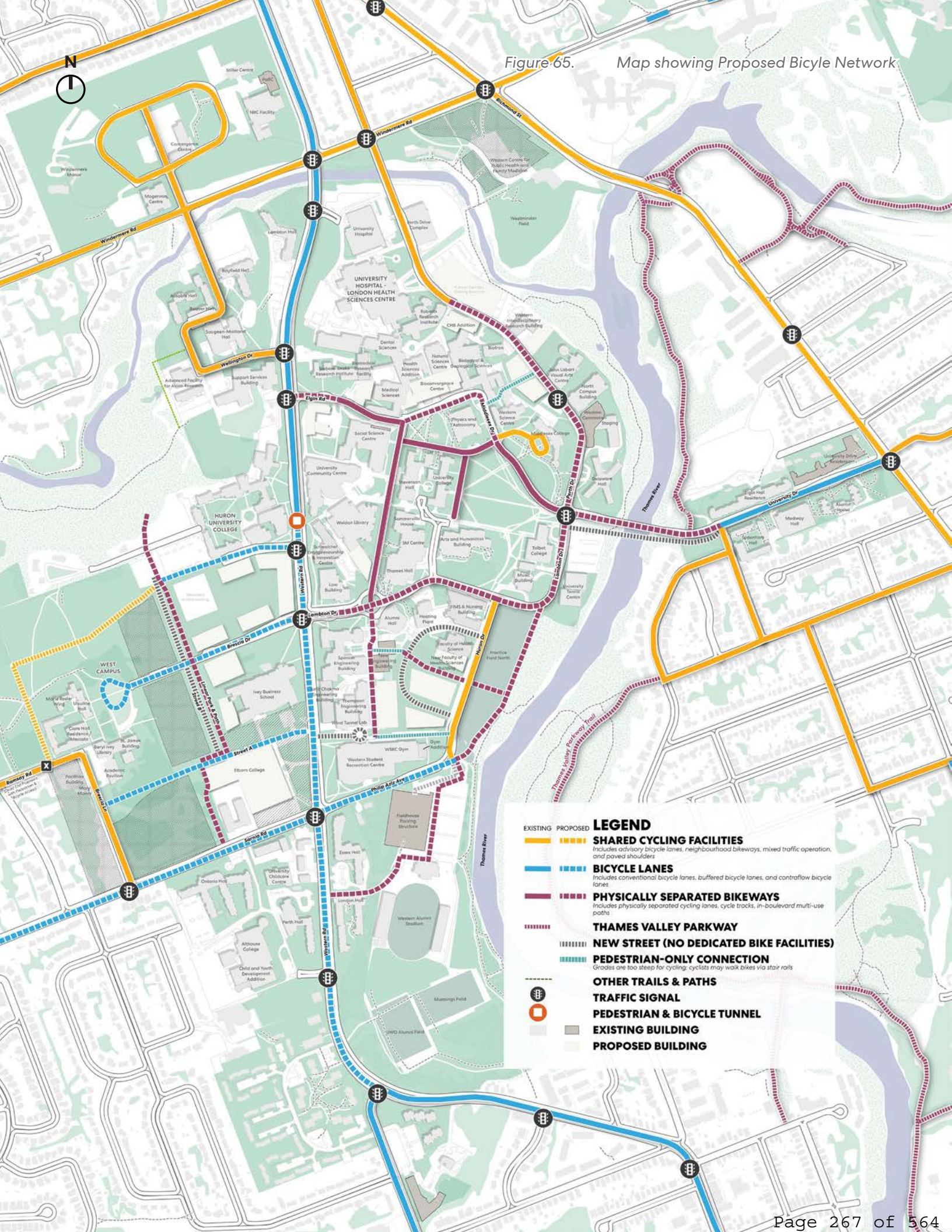



*Figure 65. Map showing Proposed Bicyle Network*

## Pick-up/Drop-off Zones (PUDO)

Pick-up and drop-off activities are an active part of campus life, including friends dropping each other off, catching a ride from rideshare providers, or receiving food deliveries and packages.

When formal pick-up/drop-off (PUDO) areas are not provided, drivers will often stop and sometimes park in a vehicle lane or bicycle lane, slowing operations and causing safety hazards. Short-term parking for passenger pick-up and drop-off, as well as deliveries, provides a safe place for these activities to happen without disrupting travel flows or blocking visibility.

Formal PUDO areas should be distributed across campus to provide reasonable access to all campus buildings and facilities. Table 1 summarizes the proposed PUDO zones for each area of campus, including those to be retained, removed, or added.

As access restrictions are implemented for portions of Middlesex Drive, Lambton Drive, and Oxford Drive South, new turnarounds and PUDO zones will be needed to help drivers return to full access streets and replace select existing PUDO zones that will no longer be accessible.

PUDO zones on Oxford Drive South at the recreation center and on Lambton Drive near the Spencer Engineering Building will be modified as part of adjacent street redesigns.

Key proposed new PUDO zones include:

- Elgin Road at the Siebens-Drake Research Institute
- Philip Aziz Avenue at the new Fieldhouse and Huron Flats Parking Structure
- Sunset Drive at University Drive, as part of the University Drive Bridge project
- New Western Commons building (current Staging Building site)

As new development is constructed in areas like West Campus and at the South Valley parking lot, PUDO facilities should be added to support activity in these precincts.

### PUDO Policies and Strategies

- Create formal PUDO zones at regular intervals near campus entrances, at high-demand locations, at residence halls, and near limited access points to prevent drivers from blocking vehicle lanes and/or bicycle lanes.
- Where full access streets terminate or transition to limited access streets, design PUDO zones to allow drivers to turn around and easily return to the full access network.
- Install wayfinding signage at PUDO zones, marking them as such and providing a unique location name or number to help drivers, riders, and delivery recipients to easily coordinate a meetup point. Consider including QR codes linking to the mapped location for users to share with each other, as well as to building access instructions for delivery drivers.
- Work with ridehailing services to geofence pick-up and drop-off points, encouraging riders to use formal PUDO zones and prohibiting trips from starting or ending in the middle of streets in high-activity areas.
- Install “no parking or standing” signs in locations where pick-up/drop-off activity is common but not desired.
- Work with Western Special Constable Services (WSCS) to enforce no parking areas and redirect drivers to nearby PUDO zones.

*Table 2: Proposed PUDO Zones*

| Existing PUDO to be Retained | Existing PUDO to be Removed | Proposed PUDO |
|---|---|---|
| **Northeast Campus & University Hospital Area** | | |
| University Hospital Main Entrance on Perth Drive<br>Dental Circle<br>Delaware Hall | N/A | Western Commons |
| **Northwest Campus** | | |
| Saugeen-Maitland Hall | N/A | N/A |
| **Central East Campus** | | |
| Talbot College<br>Music Building<br>Spencer Engineering Building (modified design) | Middlesex College (Middlesex Drive to become bus-only)<br>Kresge Building (Middlesex Drive to become bus-only) | Elgin Road at Siebens-Drake Research Institute<br>Additional location near Talbot Visitor Lot |
| **Southeast Campus** | | |
| FIMS Nursing Building<br>Lambton Drive at Spencer Engineering Building (to be extended)<br>Redesign Western Student Recreation Centre roundabout PUDO with access to Western Road instead of Oxford Drive<br>Essex Hall/London Hall | N/A | Huron Flats Parking Structure/ Stadium<br>New development on South Valley Parking Lot |
| **University Drive** | | |
| Elgin Hall<br>Sydenham Hall<br>Medway Hall<br>Alumni House | N/A | Sunset Drive at University Drive |
| **Southwest Campus** | | |
| Althouse College<br>Perth Hall<br>Ontario Hall | N/A | N/A |

# 4.4 Recommendations

## General Recommendations

As Western University maintains and upgrades its mobility network, the following general recommendations should be applied across projects. More detailed design guidance is available in the Design Guidelines appendix.

### Access Restrictions

Access restrictions limit which types of users may use streets and paths on Western's campus. Proposed changes aim to prioritize safety and comfort for people walking and biking in the campus core and continue to allow reasonable access to campus for people driving.

To accommodate the university's desire to limit vehicular traffic in the heart of campus while continuing to allow direct, convenient transit service near key destinations, a new street type will be introduced.

- Full access streets, pedestrian- and bicycle-only streets, pedestrian paths, and service access streets will all continue to play a role on campus.
    - Bus-, pedestrian-, and bicycle-only sections will also be introduced to the network. These streets will allow transit vehicles, as well as service vehicles. All other vehicles will be prohibited.
    - Full public access will be permitted on all street segments that connect to publicly-accessible parking lots and pick-up/drop-off areas.
- As new parking facilities are constructed, they will be located along the perimeter of campus to reduce the need for full public access streets in the center of campus.
- Additional, temporary access restrictions may be needed during select times of year or select times of day, such as during campus move-in days. Placement of additional access restrictions should consider the locations of available vehicle turnarounds and provide sufficient notice for drivers to turn around in a convenient location.

### Gateways

Campus gateways are the first impression of Western University's campus. They should be designed to create a sense of clear arrival with a distinctly recognizable aesthetic. The entrance at Western Road and Lambton Drive sets the standard for gateway features and materials.

Standard elements of gateways to Western University's campus include:

- Masonry seat wall with branded sign
- Masonry pedestrian gateway pillars
- Enhanced landscaping around masonry features
- Reduced speed limit sign (30 km/h)
- Transition to campus streetlight fixtures
- Pedestrian-oriented wayfinding signs

In some cases, gateways may have additional features that relate to nearby facilities, such as event venues or major parking facilities. These may include:

- Electronic message boards
- Vehicular wayfinding to parking facilities and pick-up/drop-off (PUDO) areas
- Uplighting of features like masonry pillars and signs to enhance nighttime presence and warmth

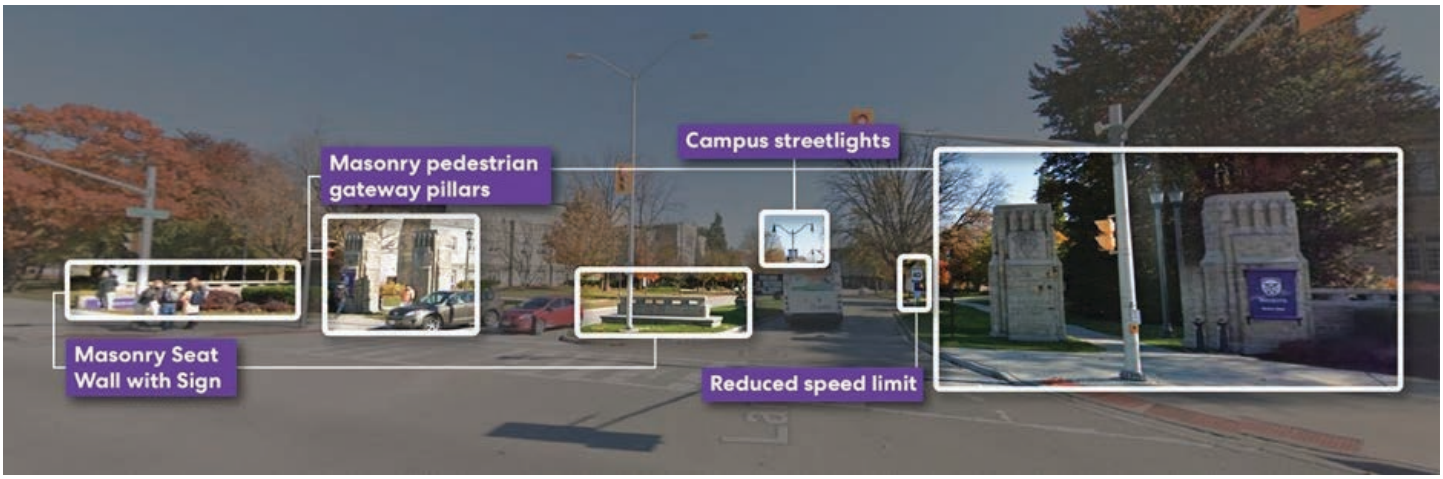



*Figure 66. Gateway features at Lambton Drive today*

Table 3 summarizes the features that exist at campus gateways today and where new features are recommended to enhance the sense of arrival on campus and consistency across gateways.

*Table 3. Gateway Features by Location*

✔ **Existing** ☐ **Partially Existing** ■ **Proposed**

| | Feature | Elgin Rd at Western Rd | Lambton Dr at Western Rd | Brescia Dr at Western Rd | Philip Aziz Ave at Western Rd | University Dr at Richmond St | Perth Dr at Windermere Rd | Wellington Dr at Western Rd | Perth Hall at Western Rd |
|---|---|---|---|---|---|---|---|---|---|
| **Core Features** | Masonry seat wall with branded sign | ☐ | ✔ | ■ | ✔ | ✔ | ■ | ■ | ■ |
| | Masonry pedestrian gateway pillars | ■ | ✔ | ■ | ■ | ✔ | ■ | ■ | ■ |
| | Enhanced landscaping around masonry features | ☐ | ✔ | ■ | ☐ | ☐ | ■ | ■ | ■ |
| | Reduced speed limit sign | ■ | ✔ | ■ | ■ | ■ | ✔ | ■ | |
| | Transition to campus streetlight fixtures | ✔ | ✔ | ✔ | ■ | ✔ | ■ | ■ | |
| | Pedestrian-oriented wayfinding signs | ■ | ■ | ■ | ■ | ☐ | ■ | ✔ | ■ |
| **Optional Features** | Electronic message boards | | | ✔ | ✔ | | | | |
| | Vehicular wayfinding to parking and PUDO | ■ | | ■ | ■ | | ■ | | ■ |
| | Uplighting of masonry features and signs | ■ | ■ | | | ■ | ■ | | ■ |

## Paving and Materials

Material selection for streets and pathways impacts functionality and accessibility, and it is an opportunity to reinforce a dignified campus aesthetic. Consistent material selection contributes to a continuous and recognizable experience across campus.

- All surface paving should be limited to durable materials with surface finishes that comply with AODA requirements.
- Concrete is preferred for sidewalks and pedestrian pathways to promote durability, reduce maintenance needs, and foster a consistent campus aesthetic. Wherever possible, they should be separated from the roadway by a landscaped buffer.
- Permeable pavers, unit pavers, and decorative concrete may be used in pedestrian spaces such as courtyards, plazas, and building entrance areas. Standard pavers should be used across campus for consistency.
- Narrow medians should be hard surfaced with decorative paving treatments that are durable and attractive.

See the Design Guidelines appendix for additional detail on paving and material selection.

## Sidewalks and Pedestrian Pathways

The Western University campus should be comfortable to cross on foot, easily navigated, and leave a lasting impression of a welcoming collegiate environment. Every effort should be made to create an environment that is accessible for all, including people using wheelchairs and other assistive devices, as they traverse the rolling topography of Western's campus. Both sidewalks along roadways and off-street pedestrian pathways in the heart of campus will play a role in the pedestrian experience. Guidance for sidewalks and pedestrian pathways includes:

- Follow Accessibility for Ontarians with Disabilities (AODA) guidelines, including:
    - Provide 1.8 m standard sidewalks or wider, with a minimum 1.5 m pedestrian clear zone at pinch points. Provide 3 m sidewalks in high pedestrian activity areas.
    - Provide tactile warning strips to define crossings at curb ramps and to transition between pedestrian-only and mixed zones at the same level.
    - Locate obstacles, such as utility poles and street furniture, outside of the pedestrian clear zone.
    - All newly installed or retrofitted walkways should have grades of less than 5% slope, with cross slopes no greater than 2%. Where slopes of less than 5% are not achievable, ramps with appropriate handrails should be provided per AODA guidelines, where no other accessible walkway is provided.
    - Ensure audible tones are provided at signalized intersections and mid-block Rectangular Rapid Flashing Beacons (RRFB).
- As sidewalks are reconstructed—such as due to adjacent building construction projects—or as new sidewalks are built, aim in increase sidewalk width from 1.8 m to 3 m where feasible.
- All sidewalks and pedestrian paths should be free of encumbrances such as pavement upheaval, physical obstructions, stairway barriers, and other chronic maintenance issues such as foliage overgrowth.
- Pedestrian-oriented wayfinding signs should be placed at the top and bottom of exterior staircases, highlighting destinations on either end of the stairs and directing pedestrians toward the nearest accessible route toward these destinations. Tactile banding should also be provided along treads and top landings.
- A connected network of pathways should be provided along the Thames River and in natural areas across campus to encourage connections with the landscape. These should be designed to protect the natural features to ensure the long-term success of the campus' natural environment and enjoyment of its features by the campus community.

*See the Design Guidelines appendix for additional detail on pathway design.*

## Crossings

Highly visible, regularly spaced crossings with manageable crossing distances are essential for pedestrian and bicycle connectivity. Guidance for retrofitting existing crossings and installing new crossings includes:

- Ensure all crosswalks have AODA-accessible curb ramps with brick red tactile warning strips and follow AODA guidelines for appropriate grading and tonal contrast of paving where required.
- Signalized intersections should be furnished with signal recall devices, audible signal features, and pedestrian signal heads with countdowns.
- Upgrade all crosswalks to use high-visibility markings. Where pavers or decorative paint is used in crosswalks, high-contrast, white banding and ladder striping should still be provided to ensure visibility.
- Install median refuges where feasible when pedestrians must cross more than two travel lanes.
- Consider using raised crosswalks or raised intersections to highly-prioritize pedestrians and encourage drivers to yield at high-volume pedestrian crossings.
- Prohibit on-street parking or PUDO within 6 m of a crosswalk, driveway, or intersection to ensure clear sight lines.
- Avoid planting trees or tall shrubs next to crosswalks, driveways, or intersections to ensure clear sight lines.
- Consider installing curb extensions to reduce crossing distances at crosswalks where feasible, such as when adjacent to on-street parking or PUDO areas.
- Install marked crosswalks with regular frequency and at key desire lines to encourage pedestrians to cross in marked locations, preferably at least every 150m on campus streets.
- Provide pedestrian-scale lighting at crosswalks for good nighttime visibility.
- Provide audible tones at signalized crossings.



*Figure 67. Tactile warning strips mark the raised intersection of a pedestrian and bicycle only street at Georgia Tech where it meets a standard street (Source: Nelson Nygaard)*

## Accessibility

Western is committed to being a campus where people of all abilities enjoy equal, dignified access to all of its buildings, facilities, and public spaces. A fully accessible campus must accommodate people with impaired vision or hearing, developmental disabilities, or who use wheelchairs or other mobility aids. In addition to following AODA guidance as all facilities are designed or modified, the university should take the following proactive measures to move toward greater campus accessibility.

The first step to fostering a universally accessible campus is to understand where barriers exist. Western should periodically update accessibility studies and ensure the following steps are being taken:

- Inventory non-compliant features and facilities through a comprehensive campus review of the dimensions and conditions of all access points.
- Create physical and online maps displaying accessible routes and barriers due to existing features where detours are needed.
- Install clear wayfinding signage directing people toward accessible routes.

In addition to following guidance for accessible pathways and crossings as noted above, the university should ensure:

- Accessible pathways should be provided from sidewalks to bus stops.
- All bus stops should have paved, level boarding platforms.
- Accessible pathways should be provided to reserved AODA parking spaces.
- Wayfinding signage should be provided guiding users toward accessible routes and building entrances.

*See the Design Guidelines appendix for additional accessibility guidance.*




*Figure 68. Wayfinding posts highlight accessible routes and entrances on UNC Charlotte's hilly campus (Source: Nelson Nygaard)*

## Bicycle Facilities

Bicycling is a sustainable, low-cost form of transportation that supports Western University's goals. To encourage more students, staff, and visitors to bike to and around campus, more continuous and inviting bicycle facilities are needed. As streets are modified or added, they should be designed to include bicycle facilities in accordance with this plan and should consider the following guidance:

- As facilities are designed, designers should consult detailed design guidance such as the NACTO Bikeway Design Guide and the City of London's Complete Streets Design Manual (2018).
- Different people have different bicycling abilities and risk tolerances. To welcome the widest range of potential cyclists, the university should prioritize building "all ages and abilities" facilities, those that provide the maximum protection and separation from vehicles possible within a given context.
- A variety of bicycle facilities may be used throughout campus, depending on available space and contextual factors like vehicle volumes and speeds and presence of driveways. Bicycle facility types may include:
    - **Bicycle Lanes:** Standard bicycle lanes are designed at street level, typically part of the same asphalt paving used for vehicle lanes. A bicycle lane is provided on each side of the street in the same direction as vehicular travel. Bicycle lanes should be a minimum of 1.5 m wide in each direction, with 1.8 m preferred for cyclist operations and snow clearing.
        - **Unbuffered Bicycle Lanes:** In cases with low vehicle volumes and speeds, unbuffered bicycle lanes may be sufficient.
        - **Protected Bicycle Lanes:** Where vehicle volumes and speeds are higher, a buffer to separate cyclists from vehicular traffic improves safety and comfort. This may be a painted buffer or a vertical buffer to provide greater protection, with designs such as with a concrete median or pre-cast curbs and bollards. Where feasible, protected bicycle lanes are preferred to maximize safety and comfort and attract a wider range of potential cyclists.
    - **Bi-Directional Cycle Tracks:** Two-way facilities may be used in cases where directional bicycle lanes do not fit on both sides of the street, where there is enough space for a buffer on one side of the street but not both, or on streets with few curb cuts. Bi-directional cycle tracks should be a minimum of 3 m wide, with 3.7 m preferred cyclist operations and snow clearing.
        - Like bicycle lanes, bi-directional cycle tracks may be unbuffered or protected. Protected cycle tracks are preferred. A minimum 0.5m buffer is recommended, and 1 to 1.5 m (or wider) is preferred.
        - Bi-directional cycle tracks are not preferred in locations with frequent driveways or intersections. Use access management to consolidate driveways where possible on streets with bi-directional cycle tracks.
    - **Multi-Use Paths:** Multi-use paths provide a shared space for pedestrians and cyclists. These are typically concrete paths running parallel to an adjacent roadway, usually separated by a landscaped buffer. Both pedestrians and cyclists move in both directions. For multi-use paths, a minimum of 3 m is needed and 4 m is preferred. These work well in areas where there is a low to moderate amount of people walking and biking. Where volumes are higher, separate facilities are preferred.

- **Trails:** Off-street trails provide space for people to walk and bike away from vehicles. When not located in environmentally sensitive areas, these may be paved trails with designs similar to multi-use paths but in off-street settings. They should be designed to be fully accessible and to accommodate pedestrians and cyclists. Access points should be regularly spaced and wayfinding signs should be provided at adjacent streets and paths.
  Additionally, Western's natural, unpaved trails along the Thames River and through wooded areas offer space to connect with nature and enjoy the beauty of the campus setting. While these are not suited to biking, they should be made accessible wherever possible, using compact surfaces. In instances where a route cannot be made accessible, wayfinding signage should be provided to notify users of upcoming inaccessible sections and direct them to accessible routes and overlooks.
- **Shared Lane Markings ("Sharrows"):** Where space constraints do not allow for dedicated bicycle facilities, sharrows may be painted in vehicle lanes to indicate to drivers that they should expect to share the road with cyclists. These can be appropriate on low-speed (< 40 km/h), low-volume roads (<~3,000 AADT).

- Aim to maximize continuity of facility types. While there are cases where a facility type will have to shift along a corridor due to space constraints, a consistent facility type should be used along a corridor wherever possible to create consistent behavioral expectations for cyclists and drivers and to minimize forced street crossings to transition between directional and bi-directional facilities.
- Green paint should be used to draw attention to bicycle facilities as they approach intersections and driveways and green striped conflict markings should indicate the cyclist's route through an intersection.
- To further support cycling options, Western should work with the City of London to support a bicycle and/or scooter sharing program in the area.

## Bicycle and Scooter Parking

Convenient, secure parking for bicycles and scooters is essential to supporting cycling as a realistic and attractive alternative to driving to campus. Most bicycle parking on campus today is uncovered, outdoor bicycle racks. While this style of bicycle parking is cost effective and can work well for shorter periods of time, more covered and secure bicycle parking is needed to support longer stays, especially with inclement weather.

- **Standard Bicycle Racks:** Maintain existing standard bicycle racks throughout campus. These work well in high-turnover locations where cyclists will not be staying for an extended period of time. In areas where riders will be staying for much of the day, consider upgrading to covered or secure parking.
- **Covered Bicycle Parking:** Where feasible, retrofit existing outdoor bicycle racks to add overhead shelters to provide protection from rain and snow.
- **Secure Bicycle Parking:** Continue to build out Western's supply of secure bicycle parking areas.
    - Leverage a range of secure parking facilities, including bike rooms within buildings, bicycle cages within parking garages, bike lockers, and purpose-built bicycle parking facilities like the one at the Alumni Thompson Parking Lot.
    - Distribute these facilities around campus, especially in areas with high concentrations of destinations. Aim to have secure bicycle parking within a 10-minute walk of all campus buildings, gradually increasing the supply and convenience over time.
    - As new residence halls and academic buildings are designed, encourage them to include indoor bicycle rooms on the ground floor, which should be accessible from the exterior.
    - Consider collocating secure bicycle facilities near primary bus stops, offering a convenient multimodal option for transit riders to leave a bicycle or scooter on campus for use at Western during the day.
    - Continue to require free registration of bicycles and scooters to park in secure facilities.
- **Bicycle and Scooter Registration:** Continue to encourage all cyclists and scooter riders to register their devices through the 529 Garage program.
- **Electric Device Parking:** To support fire safety, continue to require battery-powered devices to be Underwriters Laboratory (UL) certified. Consider requiring a registration sticker for battery-powered devices to streamline Western Fire Safety's compliance spot checking process.
- **Summer Semester Bicycle Parking:** Consider establishing a program to offer long-term, indoor bicycle and scooter storage over the summer semester to simplify logistics for students who may want to leave their devices in London for the following school year. Temporarily repurposing space in an unused residence hall or academic building could offer a low-cost solution, with students checking their device in at the end of the spring semester and retrieving them at the start of the fall semester.



*Figure 69. Standard bicycle racks at Georgia Tech (Source: Nelson Nygaard)*



*Figure 70. Covered bicycle racks at UNC Charlotte (Source: Nelson Nygaard)*

## Bus Stops

Buses provide critical access to campus for students, faculty, staff and visitors. To ensure a quality waiting experience, Western should:

- Continue to install shelters and seating at bus stops across campus, with a goal of providing amenities at all stops at Western.
- Assess lighting at all bus stops to make sure they are well lit at night.
- Where bicycle lanes cross in front of bus stops, consider opportunities to install floating bus stops (also known as boulevard island stops) or sections of raised bicycle lanes with conflict markings to facilitate accessible, level boarding and manage conflict zones.

## Street Signs

- Create branded "Western University" plaques to add to the top of standard street name signs to reinforce the campus identity.




*Figure 71. Western branded street sign topper mockup*

## Lighting

Lighting dramatically affects the experience on campus after dark, which is particularly important during the winter months. Maintaining clear visibility on roadways and pedestrian paths is essential for safety and comfort, and additional ambient lighting can help create a warm, welcoming character.

Western University has historically used high-pressure sodium lights throughout campus, which offer relatively dim light levels and cast an orange colour on the surrounding area. The university is currently in the process of upgrading all fixtures to LED to increase lighting levels.

As lighting, open space, and street projects are designed, the following lighting principles should be incorporated:

- Use pedestrian-scaled lighting along all sidewalks, pedestrian pathways, and plazas.
- Use taller, vehicle-oriented lighting fixtures in parking lots.
- Ensure even spacing of light fixtures to avoid dark zones.
- Install uplighting at monument signs, pedestrian gateway pillars, signature architectural features, art installations, and high-quality landscaped areas to add warmth and distinction.
- Locate key wayfinding signs next to light fixtures or add directed light.
- Ensure bus stops are well lit to support a comfortable waiting area.
- Ensure building and parking lot signs and entrances are well lit to ease nighttime navigation.
- Install lighted bollards or standard bollards with uplighting at the entrances to pedestrian- and bicycle- only streets and wide pathways to draw driver attention at night.
- Select fixtures with full cutoff options for dark skies compliance, with photo cell and time control options.
- Place light fixtures with sufficient offsets from walkways, bicycle lanes, and vehicle lanes to avoid conflicts.

## Service Access

Limited vehicular access to all campus facilities is needed to perform service functions such as material loading, waste removal, and emergency safety services.

- All streets—including pedestrian- and bicycle-only spaces like Kent Walk and Oxford Drive—should be designed to accommodate emergency service vehicles.
- Service vehicle permits should be required to use limited access streets.
- Physical interventions should be used to regulate access to spaces where only service vehicles are permitted, such as mountable curbs, retractable bollards, and gates.
- Service vehicle parking spaces should be provided at loading docks or nearby parking facilities to prevent service vehicles from obstructing pedestrian and bicycle routes.
- Deliveries and scheduled service activities in pedestrian- and bicycle-only spaces should be timed to avoid coincidence with peak pedestrian activity periods, such as during class change periods.

## Building Entrances

To help people navigate to and access building entrances, the following guidance should be considered:

- Ensure a direct, well-lit pathway from the building entrance to the nearest sidewalk.
- Use lighting to highlight building entrances at night for visibility and safety.
- Building names should be lit and easily visible from approaching pedestrian routes to support natural wayfinding, including channel signage mounted to buildings, post signs, and/or blade signs.
- Plantings should be used to frame and draw attention to building entrances.
- Wayfinding signage should identify accessible building entrances and routes.
- Bicycle racks and waste receptacles should be placed near building entrances for convenience.
- Where space permits, seating areas may be provided near building entrances.

## Existing Street and Pedestrian Path Recommendations

This section highlights the desired conditions for the primary campus streets today, noting the changes needed for each street to achieve the overall vision. Together, these recommendations will realize the proposed campus mobility framework by:

**1** Filling in the gaps to create continuous and comfortable pedestrian and bicycle facilities.

**2** Limiting vehicular traffic in the heart of campus.



**3** Encouraging slower speeds and careful driving.

**4** Ensuring sufficient space for buses to load and unload passengers.

**5** Creating a regular cadence of formal pick-up/drop-off (PUDO) areas across campus.



**6** Enhancing campus gateways.

**7** Improving safety for all modes.

## Middlesex Drive/Elgin Road

Middlesex Drive/Elgin Road is the primary street running east-west through the north end of main campus. It connects to academic buildings like the Natural Sciences Centre, the Social Science Centre, and other classroom and research buildings. Six LTC buses run westbound here, dropping off passengers at a convenient location in the heart of campus.

Today, Middlesex Drive has one westbound asphalt lane for buses and other vehicles, with sidewalks on both sides of the street in most locations. A section of sidewalk is missing on the northeast side near Perth Drive; a temporary walking lane is delineated on the asphalt by concrete barriers. A bi-directional cycle track is provided on the southwest side from Perth Drive to Kent Walk, separated from the vehicle lane by concrete curb stops with flex posts.

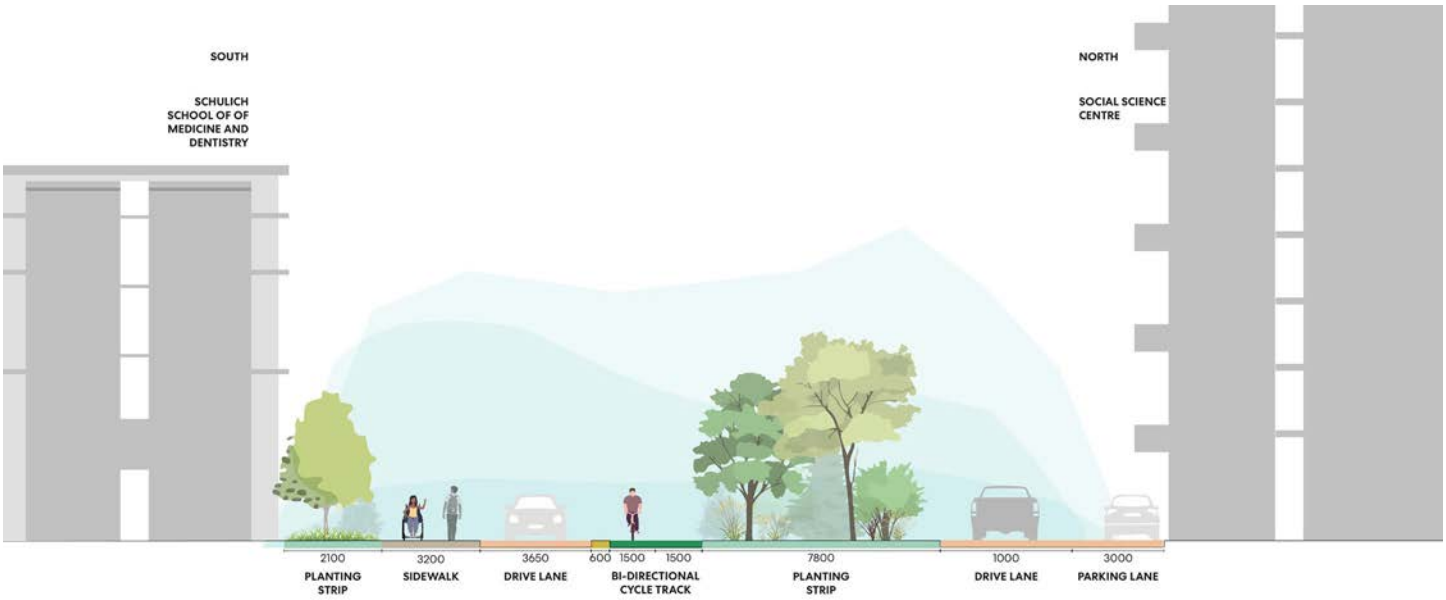
The street becomes Elgin Road west of Oxford Drive.

Between Oxford Drive and the Social Sciences Parking Lot, it has a wide, one-way westbound lane (up to 7.3 m) for vehicles and a one-way, westbound bicycle lane. A one-way eastbound service lane runs parallel to Elgin Road in this area, sloping down toward the Social Science Centre loading dock. West of the Social Science Parking Lot, it operates as a two-way street. Vehicles experience challenges turning around to return to Western Road when Elgin Road becomes one-way westbound at this point.

The following changes are proposed for Middlesex Drive/Elgin Road to better serve the high volume of pedestrians and buses in this area, provide safe and continuous bicycling facilities, continue to allow service access to buildings, and enhance aesthetics:

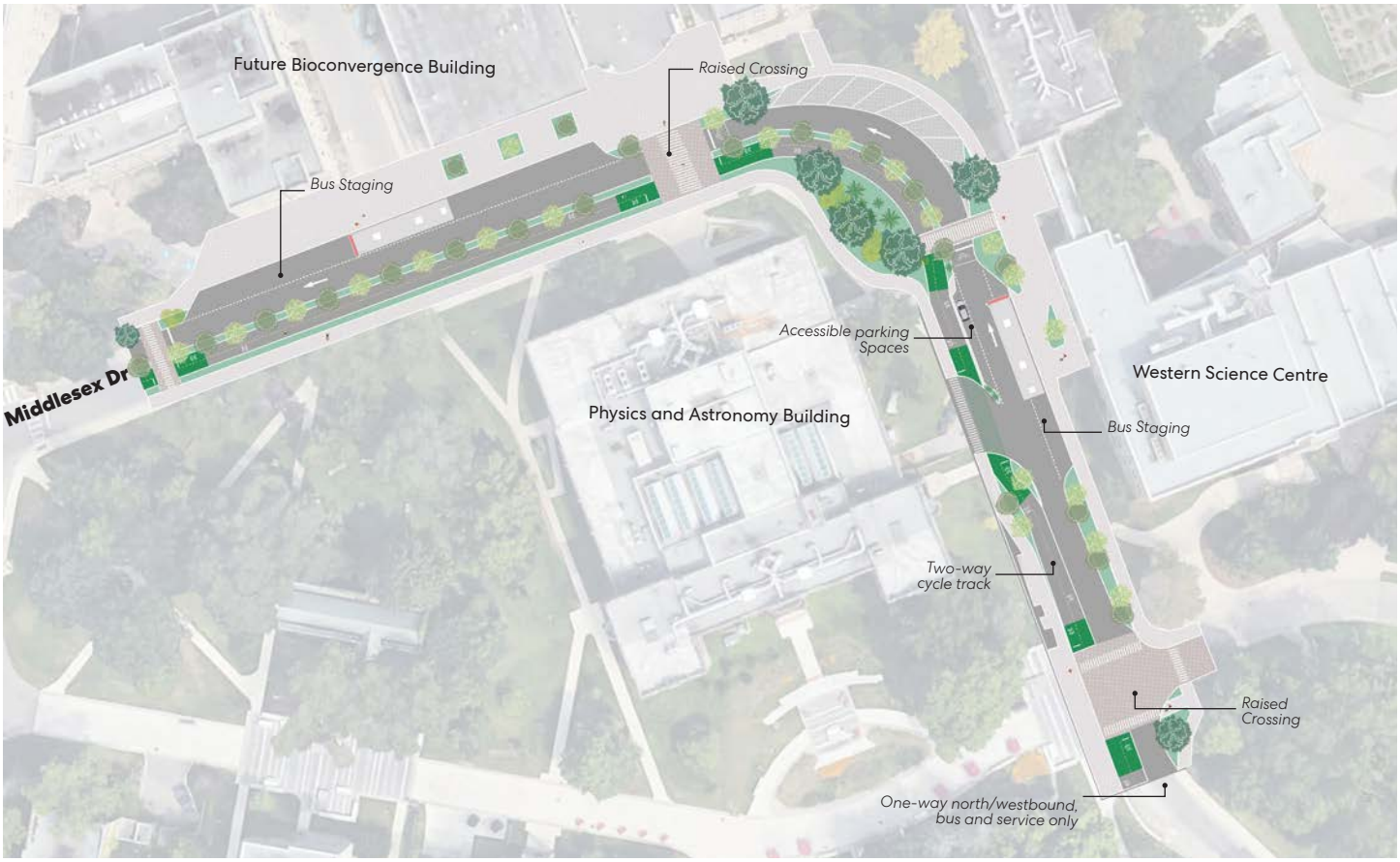
- Elgin Road will continue to operate as a two-way street from Western Road to the Social Science Parking Lot. East of this point, it will continue to be one-way westbound.

*Figure 72. Cross Section showing Elgin Road at Social Science Centre (Facing East)*



- Create a new PUDO facility on the west end of Elgin Road to create designated space for passenger pickup and drop-off and vehicle turnarounds to return to Western Road as they reach the one-way westbound section.
- Prohibit private vehicles on Middlesex Drive from Perth Drive to the new Elgin Road turnaround. Pedestrians, cyclists, buses, campus service vehicles, and emergency service vehicles will be permitted.
- Extend the existing bi-directional cycle track west toward Western Road to create a continuous facility.
- Narrow the one-way westbound vehicle lane from Perth Drive to the Social Science Parking lot to 3.65 m to encourage slower driving and make space for the extended cycle track.
- Fill in the missing sidewalk gap on the southeast end of Middlesex Drive.
- Enhance crosswalks with wider, raised crosswalks with a prominent design to prioritize pedestrian crossings.
- Shift and define bus pickup/drop-off areas near the Natural Sciences building to avoid conflicts with primary pedestrian crossings.
- As sidewalks are reconstructed, such as for the new turnaround facility or new buildings, widen the pedestrian walkway and add pedestrian-scale lighting and shade trees.
- Consider repaving the limited access portion of Middlesex Drive using concrete to distinguish it from full access streets.

*Figure 73. Conceptual Sketch of Middlesex Drive at the Natural Sciences Building*



## Elgin Road Gateway

Elgin Road is a campus access point for pedestrians, bicyclists, and motorists arriving at Western University, as well as an exit point for westbound buses. Drivers may enter Elgin Road at Western Road via a short two-way, publicly accessible section to reach nearby parking lots and service roads. They must turn around and return to Western Road when they reach the one-way westbound portion at Middlesex Drive. To improve the sense of arrival and clarify operations at this gateway:

- Pedestrian Gateway: Install masonry pedestrian gateway pillars to better define and frame the entry and create a sense of arrival.
- Western University Monument Sign: Install a monument sign with a low masonry wall at the campus entrance, including surrounding landscaping and uplighting to enhance nighttime visibility. Gateway feature placement should consider the potential expansion of Western Road to accommodate future BRT, which could widen the intersection at Elgin Road and shift a gateway feature to the east.
- Wayfinding: Install pedestrian-oriented wayfinding signage, as well as signs directing drivers to parking, the new PUDO area, and the turnaround to Western Road. Install signs showing Middlesex Drive is for westbound buses only and other vehicles are not permitted.
- Enhanced Landscaping: Add decorative plantings to enhance the masonry gateways.

## Elgin Road PUDO

As Middlesex Drive becomes one-way westbound for buses only, existing PUDO loops along that portion of the street will not be accessible to private vehicles and a new PUDO zone will be needed in the fully accessible portion of Elgin Road to accommodate that demand and to help drivers turn around and return to Western Road. Two potential configurations are being considered near the Siebens-Drake Research Institute, with convenient access to Western Road:

- **Option 1 – Front Loop:** Drivers would enter at the Western Road and Elgin Road signal and turn into a one-way westbound loop on the north side of Elgin Road in front of Siebens-Drake, with driveways aligned to the existing service lane and parking lot entrance on the south side. The loop will include short-term spaces for approximately six vehicles to wait. Drivers would exit using the same signal. The design would also include a prominent crosswalk for pedestrians and a potential raised intersection to encourage slower driving.
- **Option 2 – West Side Pull Through:** An alternative design locates the PUDO area on the west side of the Siebens-Drake building. In this version, drivers would enter at the intersection of Wellington Drive and Western Road, turn south into a one-way, southbound PUDO area, and turn right at Elgin Road to exit back to Western Road. This design would accommodate short-term spaces for approximately eight vehicles. Because Western Road may be widened by the City of London in the future to accommodate dedicated BRT lanes, this design keeps the PUDO as far to the east as possible to maintain the necessary right-of-way.

*Figure 74.* *Conceptual Sketch of New PUDO/Turnaround at the Siebens-Drake Research Institute – Option 1 – Front Loop*

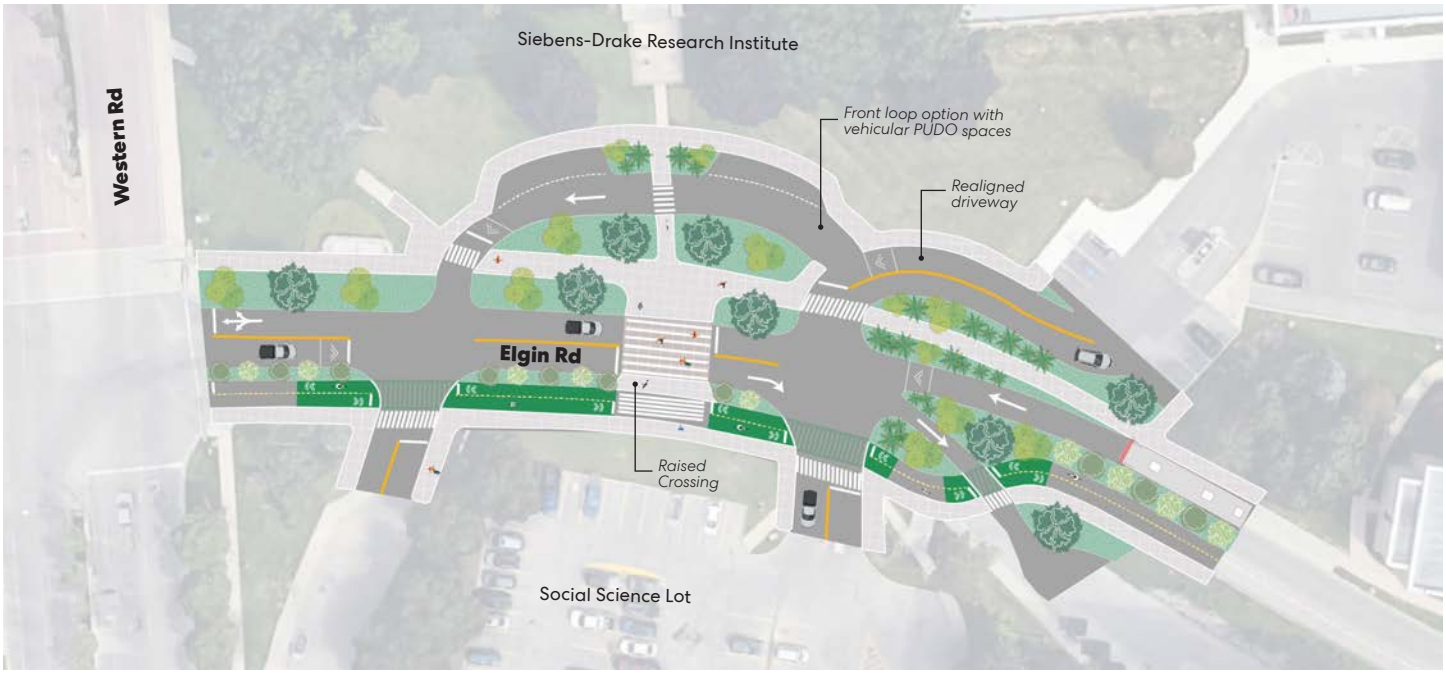
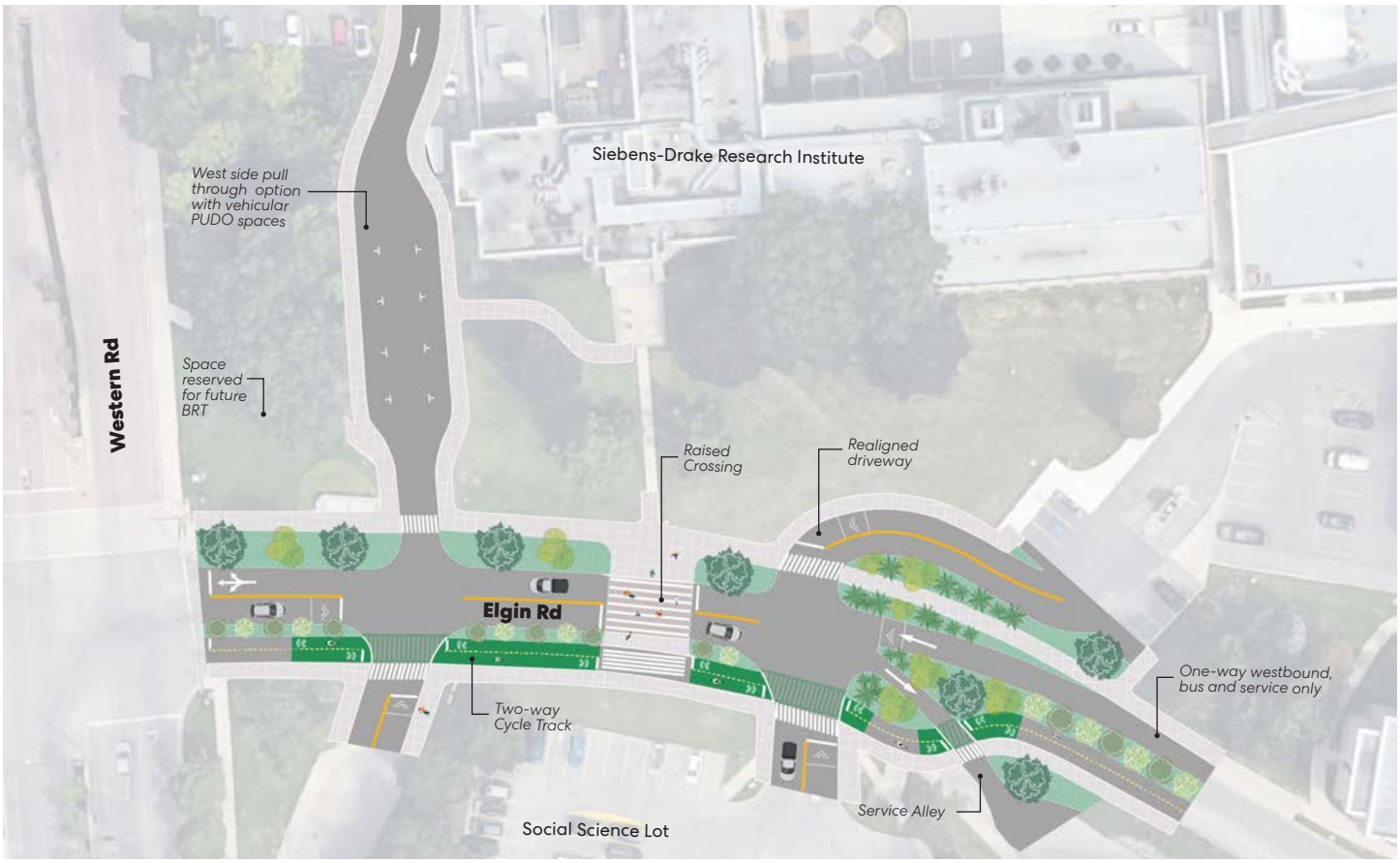



*Figure 75.* *Conceptual Sketch of New PUDO/Turnaround at the Siebens-Drake Research Institute – Option 2 – West Side Pull Through*



## Lambton Drive/Alumni Circle

Lambton Drive/Alumni Circle is the primary east-west route through the south end of main campus. It intersects with Oxford Drive—the north-south pedestrian and bicycle spine—at the Alumni Circle roundabout, where they must cross multiple legs of a roundabout. LTC buses also pick up and drop off passengers at the roundabout, in some cases obstructing the view of pedestrians at crosswalks.

Proposed changes to Lambton Drive/Alumni Circle aim to highly prioritize pedestrians and cyclists on Oxford Drive as they cross Lambton Drive, continue to allow buses to serve the center of campus, create a continuous east-west bicycle facility, and minimize private vehicles traveling through this part of campus:

- Redesign Alumni Circle, removing the roundabout to prioritize pedestrian and bicyclist crossings at Oxford Drive, shorten crossing distances, and eliminate sight line conflicts with buses parked next to crosswalks.
- Extend the landscaped median east toward Thames Hall.
- Add a bi-directional cycle track on the north side of Lambton Drive from Western Road to Huron Drive.
- Limit access east of Thames Hall to become one-way eastbound for buses only to discourage vehicular through traffic in the center of campus.
- Create a new turnaround at Thames Hall for all private vehicles to return to Western Road. Only buses may continue east beyond this point. The turnaround must accommodate bus turning movements, as some LTC buses turn around at Alumni Hall and return west toward Western Road.
- Consider repaving the limited access portion of Lambton Drive using concrete to distinguish it from full access streets.

From Huron Drive to University Drive, the design will change to:

- Transition to directional bicycle lanes on both sides of the street, with vertical separation to protect cyclists on the southeast side of the street.
- Remove the sidewalk on the southeast side of Lambton Drive from Huron Drive to Talbot College to encourage pedestrians to walk on the northwest side.
- Add a new mid-block crosswalk at Talbot College and the University Tennis Centre.
- Add tactile warning strips where missing at curb ramps and add high-visibility crosswalk striping at all driveways.

### Lambton Drive PUDO

The PUDO area on Lambton Drive near Western Road will be extended to create additional space for passenger and delivery pick-up and drop-off for drivers coming from Western Road.

### Lambton Drive Bus Stop

Buses will continue to pick up and drop off passengers on Lambton Drive near Alumni Hall. A new pull-off area will provide space for up to three buses to stage. A new covered bus shelter is recommended east of Alumni Hall.

### Lambton Drive Gateway

The gateway at Lambton Drive is a recognizable front door into the main campus from Western Road. The combination of archways, scale, colour, landscaping and lighting, provide a distinguished sense of entry into the campus, a model for other campus gateways. This entrance provides a clear delineation of vehicular and pedestrian routing through existing paving and surfacing treatments for crosswalks and walkways.

*Figure 76.* *Cross Section showing Lambton Drive at Western Road (Facing East) – Proposed*

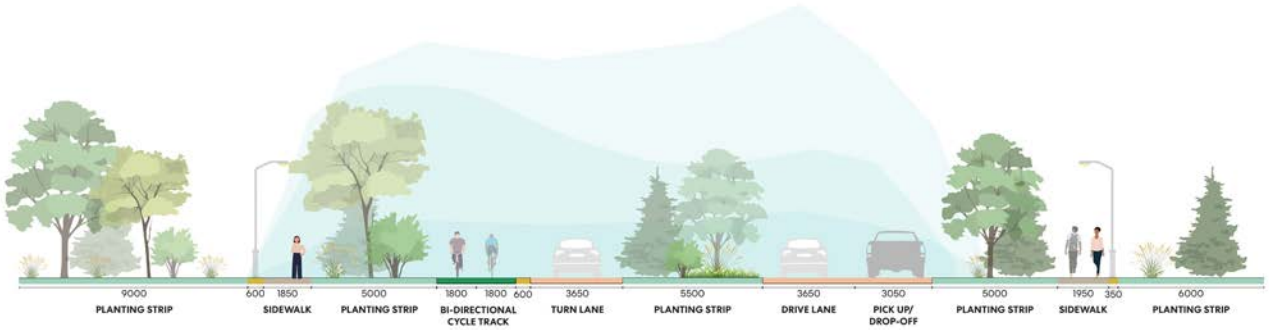



*Figure 77.* *Cross Section showing Lambton Drive at FIMS Nursing Building (Facing East) – Proposed*

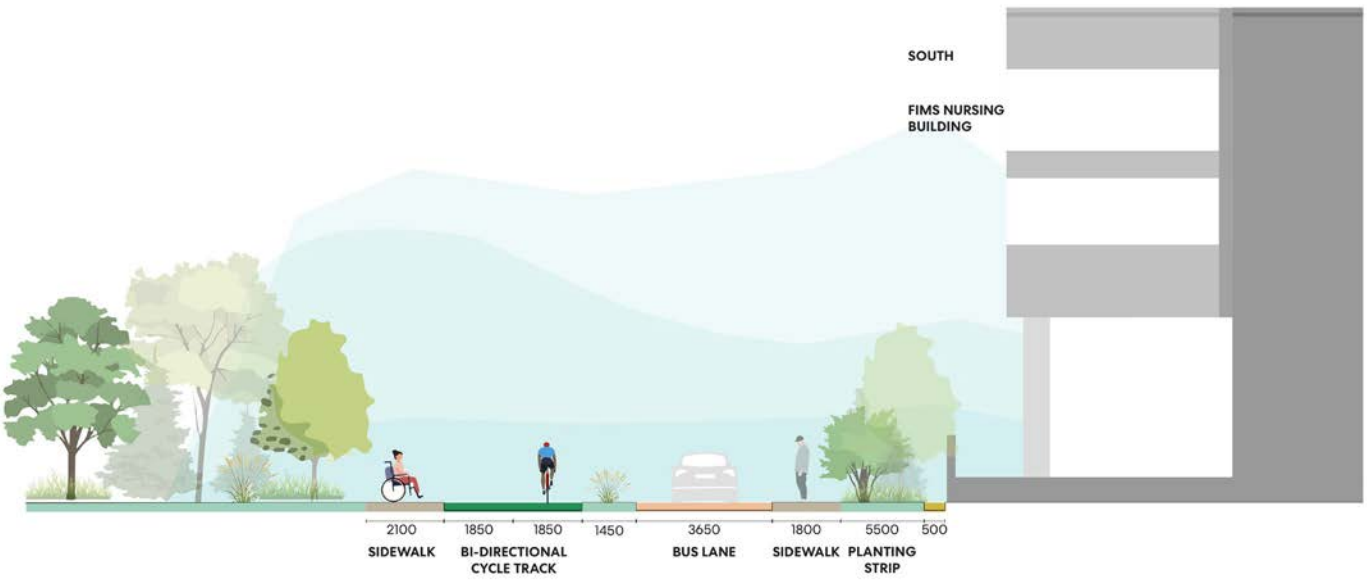


*Figure 78.* *Cross Section showing Lambton Drive at Talbot College (Facing North) – Proposed*

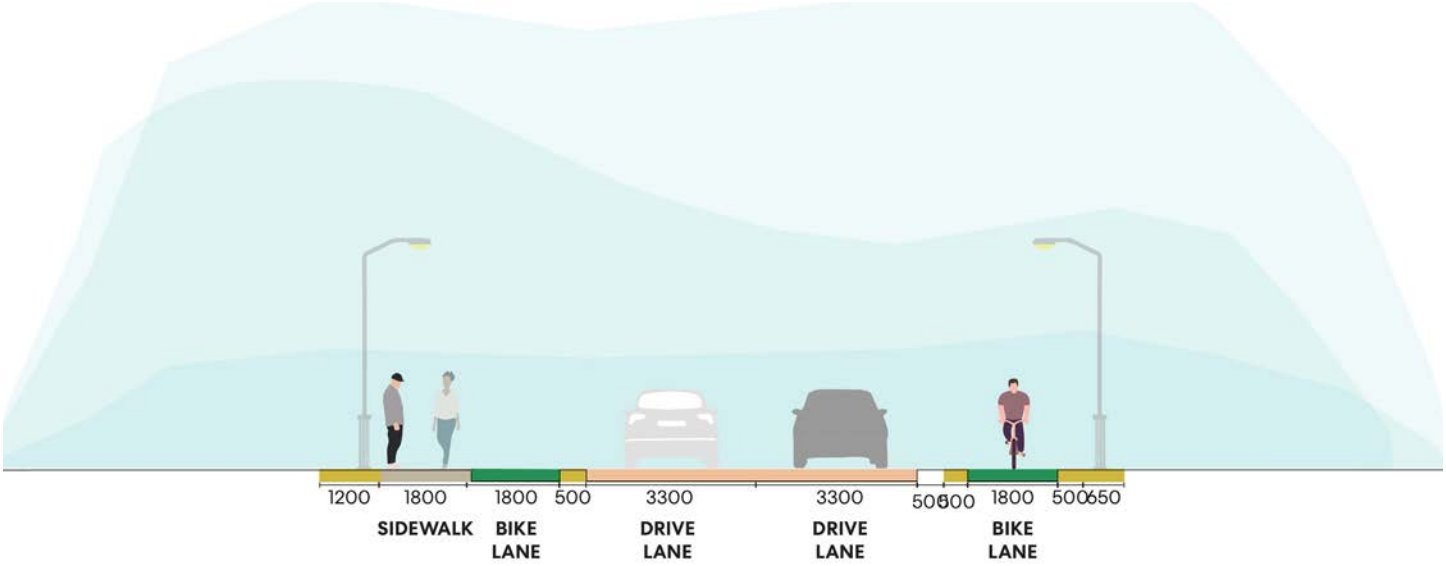
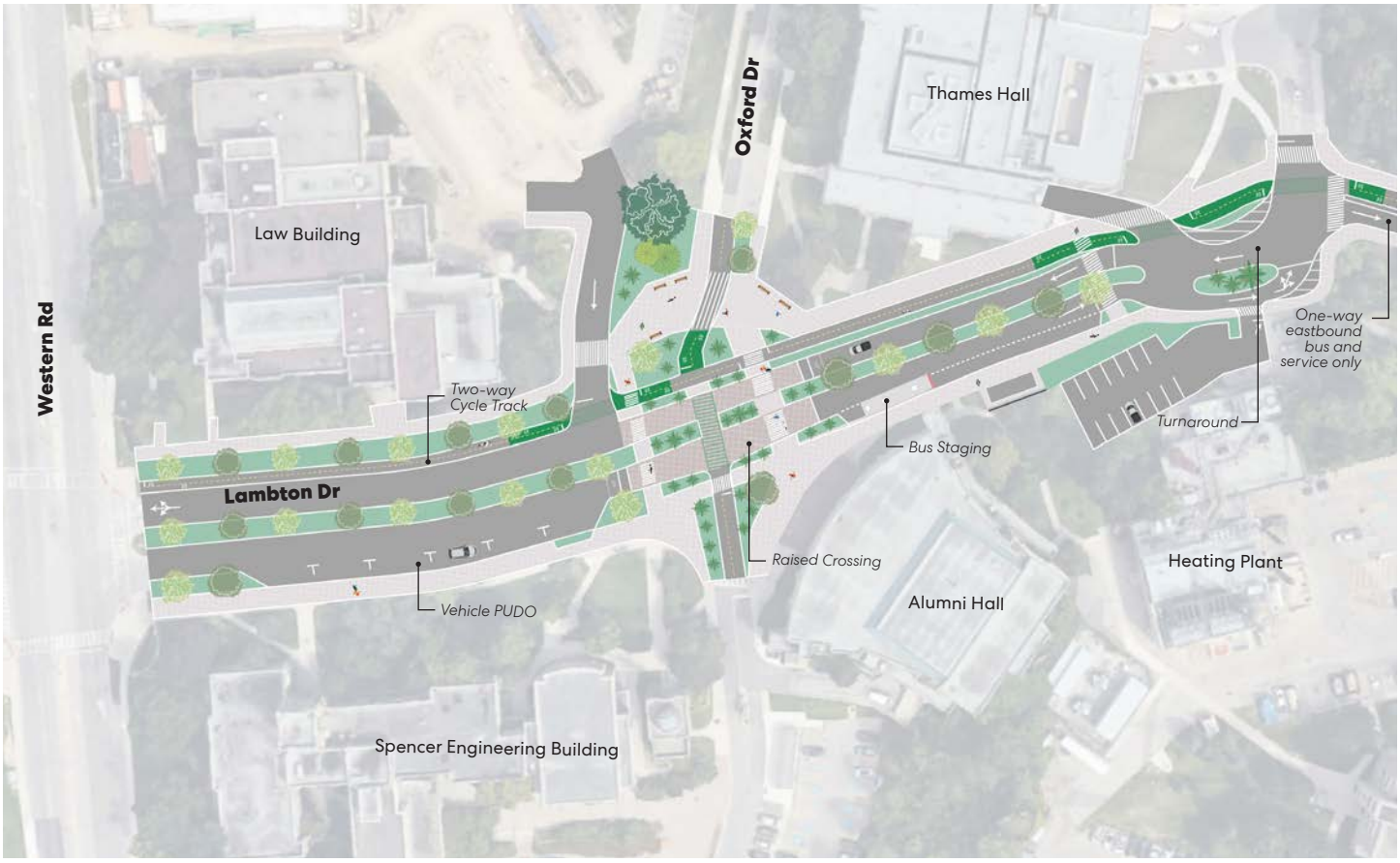



*Figure 79.* *Conceptual Sketch of Lambton Drive at Oxford Drive*



## Kent Walk

Western University transformed Kent Drive into Kent Walk, a pedestrian promenade in front of University College from the Physics and Astronomy Building to the International and Graduate Affairs Building. The new design elevates the aesthetic of one of the university's most iconic destinations and prioritizes a safe, comfortable experience for pedestrians and bicyclists. It features a plaza with interlocking pavers, natural stone retaining walls, upgraded landscaping, pedestrian-scale and ambient lighting, and benches throughout, creating an inviting overlook to take in the beauty of University Hill. Today, it serves as a point of pride for the campus and a model design for future pedestrian- and bicycle-only spaces, like Oxford Drive.

To achieve this condition, an asphalt roadway and small surface parking lot were removed, and private vehicles are no longer permitted. Service vehicles may use Kent Walk as needed, and the space was designed to accommodate their weight.

The promenade experience was further extended to Kent Walk North, the east-west connection between Oxford Drive and Middlesex Drive south of the Physics and Astronomy Building. This section features a similar plaza design, along with Western's first rain garden, which uses native, low-maintenance plantings as a filtration system for rain and snow runoff.

## University Hill Pathways

Western recently upgraded a series of pathways to improve the pedestrian experience through University Hill from Lambton Drive to Kent Walk and along the Music Building from University Hill to Huron Drive. The project resurfaced walkways, modified grading to improve accessibility, and enhanced the environment with additional seating, landscaping, and a rain garden. The new design offers a safer, more attractive pedestrian route from Huron Drive to University Hill, separate from vehicular traffic. This continuous route allows pedestrians to avoid walking along the bend in Lambton Drive.





*Figure 80. Left to Right: 1) New pedestrian pathways at University Hill, 2) Kent Walk at University College Tower*

## Oxford Drive

Oxford Drive is the primary north-south pedestrian and bicycle route through East Campus. Today, it is closed to vehicular traffic, except for service access, providing a comfortable place to walk and bike. It largely retains its original design as standard street with separate sidewalks and asphalt lanes, which are now divided by a concrete curb into a walking lane and a two-way cycle track. The existing cycle track is too narrow to safely accommodate bidirectional bicycle travel and a wider operating area is needed for cyclists. Metal gates are used to prohibit vehicles from entering Oxford Drive, which effectively limit their access but disrupt the campus aesthetic.



*Figure 81. Custom granite pavers mark pedestrian and bicycle areas on Atlantic Drive at Georgia Tech, a core street converted to pedestrian and bicycle only use (Source: Nelson Nygaard)*

### Oxford Drive North Renewal

The northern part of Oxford Drive from Middlesex Drive to Alumni Circle will be redesigned to enhance pedestrian and bicyclist comfort and to upgrade aesthetics of this signature space. Recent upgrades to Kent Walk serve as a model for the future design of Oxford Drive, using stone pavers, pedestrian-scale lighting, and seating areas to create an inviting pedestrian promenade.

- The existing roadway will be elevated to create a flush condition.
- Paving depths should be suitable to accommodate periodic use by service and emergency vehicles.
- Space for pedestrians and bicyclists will be delineated using different paving materials.
- Masonry pillars and lit bollards can be used to define the entrance to Oxford Drive and prevent vehicles from entering the space.
- The new design should prioritize preservation of existing trees in good condition. Additional tree plantings should be extended further south toward Lambton Drive, ensuring sufficient soil volumes to avoid root zone compaction.
- Buildings with entrances oriented to Oxford Drive should have direct, well-lit pathways to the main walkway.
- Amenities like benches, waste receptacles, and bicycle racks should be provided at regular intervals.
- In addition to standard pedestrian-scale lighting, additional light sources like uplighting on landscaping and buildings, lit bollards, or lit art installations should be used to create a warm ambiance at night.

The crossing at Oxford Drive and Lambton Drive/Alumni Circle will be redesigned as part of the Lambton Drive project, removing the roundabout, extending Oxford Drive, and extending the median to provide shorter, more direct connections for people walking and biking on this central route. The new design creates space for a plaza at near the intersection, with room for seating, landscaping, wayfinding signage, and a landmark art installation.

## Oxford Drive South Extension

Today, Oxford Drive South largely serves a back of house function, providing access to service entrances for adjacent buildings and several small parking lots. It has a sidewalk with shade trees on the west side, connecting pedestrians to the Spencer Engineering Building, the Cronyn Observatory, the Claudette MacKay-Lassonde Pavilion, the Thompson Engineering Building, and the Western Student Recreation Centre on the south end. This street is at a higher elevation than the South Valley Parking Lot to the east, connected by staircases at the midpoint and on the south end.

The new Engineering Building is being constructed in place of the surface parking lot south of Alumni Hall. It will feature an accessible pedestrian connection through the building with elevator access to the South Valley Parking Lot below. The Campus Development Strategy identifies the South Valley Parking Lot as a development expansion area for Main Campus.

As the South Valley area is developed, the nature of Oxford Drive South will shift. The pedestrian promenade experience on Oxford Drive North will be extended south through this area, permitting only pedestrians and cyclists, with limited access for service vehicles. The material selection, landscape palette, and design principles for the Oxford Drive North renewal should continue through this section for a cohesive experience.

The remaining parking spaces along Oxford Drive South will be removed, creating space for a plaza with shade trees and seating. The secure bicycle parking facility has been relocated from the Alumni/Thompson parking lot to allow for construction of the New Engineering Building. It has been permanently relocated at the south end of Oxford Drive South, adjacent to the Western Student Recreation Centre.



*Figure 82. Custom granite pavers mark pedestrian and bicycle areas on Atlantic Drive at Georgia Tech, a core street converted to pedestrian and bicycle only use (Source: Nelson Nygaard)*

Access to the roundabout and PUDO area for the Western Student Recreation Centre is currently provided via Oxford Drive South by way of Lambton Drive. To retain this functionality for the centre—particularly for athletes dropping off equipment—this roundabout will remain; however, the access point will need to shift when Oxford Drive South is redesigned. A new driveway should connect the existing surface parking lot west of the roundabout to Western Road, likely as a right-in, right-out design.

# Philip Aziz Avenue/Huron Drive

## Philip Aziz Avenue

The City-owned Philip Aziz Avenue is the southernmost east-west street on east campus, bending north into Huron Drive, which is a Western street. Today, the topography creates a pinch point near the Student Recreation Centre, where it is too narrow to fit sidewalks or bicycle lanes. This limits connections between the residence halls to the southwest to academic buildings and recreation facilities to the north.

The City of London is currently redesigning the intersection of Western Road and Philip Aziz Avenue to Huron Drive. Construction will take place in 2026. The new design includes:

- Retaining walls to widen the narrowest portion of Philip Aziz Avenue
- Continuous sidewalks
- Pedestrian-scale lighting
- Directional, sidewalk-level cycle tracks, which will continue west on Sarnia Road
- Traffic signal updates with a leading pedestrian interval, lagging left turn phases, and no right turns on red

## Huron Drive

The City's project does not include Huron Drive as it turns north toward Lambton Drive by the South Valley parking lot. Flexibility to widen Huron Drive in this area constrained by the practice fields on the east side, which cannot be narrower than the existing field lighting poles. Proposed changes in this area include:

- Assess pedestrian travel patterns and consider installing new mid-block crossings:
    - At the Arthur and Sonia Labatt Health Sciences Building, connecting the new pathway from Oxford Drive through the new Engineering Building across Huron Drive to the Practice Fields.
    - Near the Western Student Recreation Centre Driveway, where a pedestrian path toward Oxford Drive is planned. Ensure placement considers sight lines around the curve to the south.
- As the South Valley parking lot is developed on the west side of Huron Drive, modify the curb to include space for:
    - Directional bicycle lanes on both sides of the street, preferably at sidewalk level to match the new design for Philip Aziz Avenue;
    - A wider sidewalk (3m) on the west side of Huron Drive;
    - Street trees and additional landscaping; and
    - A potential new PUDO zone on the west side of the street.

As an alternative to bicycle lanes on Huron Drive, an off-street path could be constructed parallel to the street and the Thames River on the east side of the practice fields.

*Figure 83. Cross Section showing Philip Aziz Avenue at Western Road (Facing East) – Proposed*

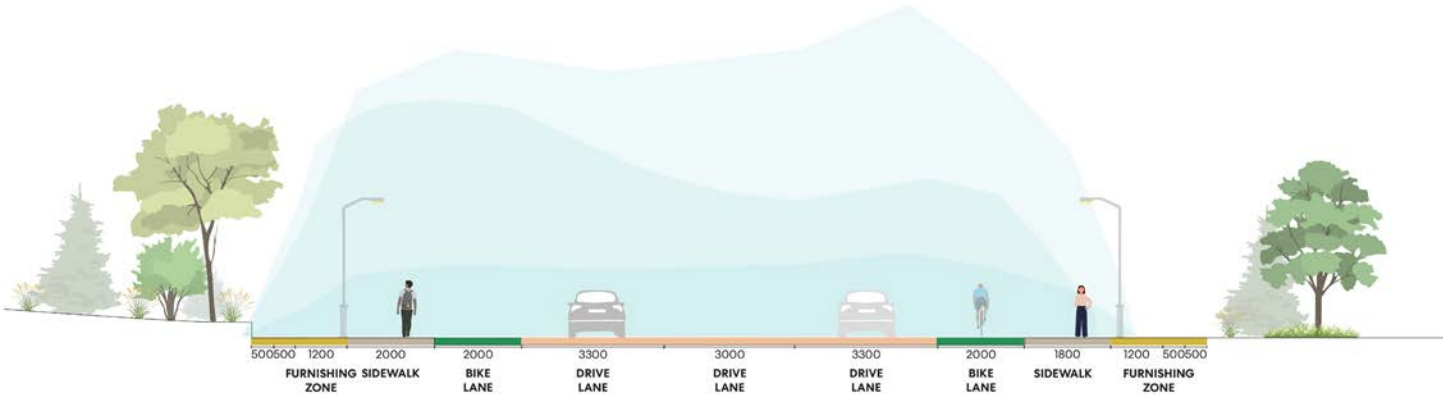
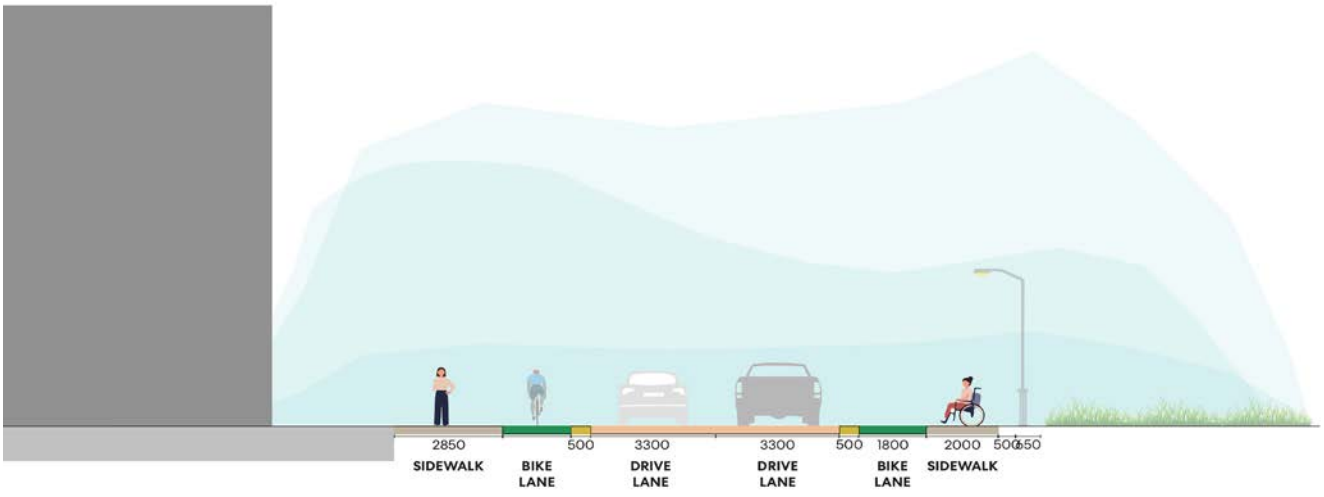



*Figure 84. Cross Section showing Huron Drive at South Valley Parking lot - Proposed*



## Fieldhouse Parking Structure and PUDO

A new fieldhouse and parking structure is being designed to replace the surface parking lot at Huron Flats next to the Western Alumni Stadium.

The new parking structure will include a pedestrian bridge to the Western Student Recreation Centre, providing a more direct, level connection from the new parking spaces to the instructional core.

The site design should include a PUDO area next to Philip Aziz Avenue, including space that can accommodate school buses picking up and dropping off students for camps in this location.



*Figure 85. Philip Aziz Avenue at Western Road Gateway today*

## Philip Aziz Avenue Gateway

This campus entrance is framed by an existing masonry pier and digital signboard welcoming pedestrians to the campus, with concrete walkways extending towards the southwest entrance of the Thompson Arena and Western Student Recreation Centre. Recommendations to enhance this gateway include:

- **Consistent Materials and Fixtures:** Although the westernmost part of Philip Aziz Avenue is a city street, it serves as a functional gateway to campus. Western should work with the City as it finalizes the street design to ensure its materials and fixtures align with campus street design standards, such as the use of decorative streetlights with pedestrian-scale fixtures, signaling arrival to campus.
- **Pedestrian Gateway:** Create a pedestrian gateway framing the new sidewalks on Philip Aziz Avenue at Western Road and the sidewalk to Elborn College at Sarnia Road and Western Road. Incorporate similar materials, colour, form and landscaping provided at the Lambton Drive entrance off Western Road for visual connectivity between all gateways locations
- **Wayfinding:** Install pedestrian-oriented wayfinding signage, as well as signs directing drivers to the new fieldhouse and parking structure at Huron Flats.
- **Enhanced Landscaping:** Add decorative plantings to enhance the masonry gateways.

## Perth Drive

Perth Drive runs north-south along the eastern side of main campus, parallel to the Thames River from Windermere Road to University Drive, continuing on as Lambton Drive/Huron Drive/Philip Aziz Avenue to form a loop around campus. It provides access to the University Hospital, academic buildings, and parking lots. Today, it is a two-lane road with shared lane markings, center turn lanes in key locations, and sidewalks on both sides of the street.

The Campus Development Strategy recommends a new parking structure on the south end of the Chemistry Parking Lot. It will provide approximately 215 spaces along the perimeter of the campus.

### Perth Drive Typical Sections

While some areas have ample space to add features like bicycle lanes or wider sidewalks, existing buildings create pinch points in some locations, limiting options for adding continuous bicycle facilities along Perth Drive.

In the near term, the existing condition is proposed to be retained while the university focuses on priority improvements in other parts of campus. In the long term, a dedicated bicycle facility is desired to build out the campus network and connect to Windermere Road. Due to building placement constraints, a two-way cycle track is recommended on the west side of Perth Drive from University Drive to Dental Circle. A limited number of parking spaces must be removed to accommodate the facility.

*Figure 86. Cross Section showing Perth Drive at University Drive (Facing North) – Proposed – Near Term*

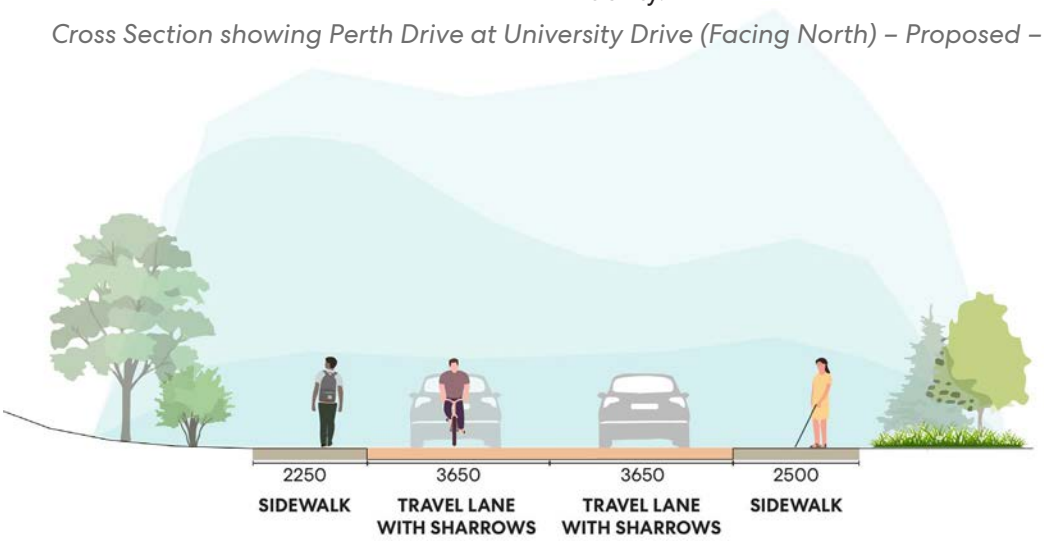
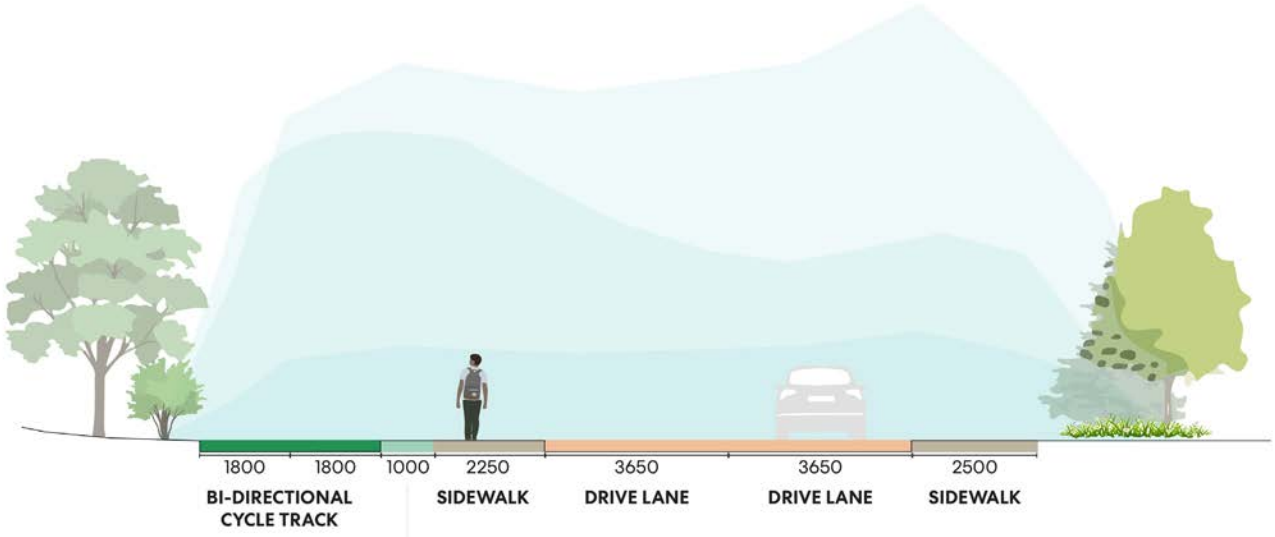



*Figure 87. Cross Section showing Perth Drive at University Drive (Facing North) – Proposed – Long Term*



From Dental Circle north to Windermere Road, the bi-directional cycle track will have to transition to shared lane markings due to street width constraints from existing structures.

Additional minor improvements include:

- Consider installing raised medians rather than striped medians to encourage slower driving
- Upgrade all crosswalks to high-visibility markings
- Install tactile warning strips where missing at curb ramps to crosswalks
- Install a median refuge at the crosswalk by the southern entrance to the Perth Drive Complex
- Extend shared lane markings north toward Windermere Road, centering them in the lanes
- Observe pedestrian travel patterns and consider installing a mid-block crosswalk between the bus stop at Delaware Hall and the staircase on the west side of Perth Drive.
- When the historic bridge becomes pedestrian- and bicycle-only, remove the southbound left turn lane on Perth Drive at University Drive and install a pedestrian refuge or curb extensions to shorten the crossing distance
- Consider installing pedestrian-scale lighting on the north end of Perth Drive
- Add shelters at bus stops

## Perth Drive Gateway

Perth Drive at Windermere Road is the northeast gateway to campus and the primary access point for University Hospital. Today, there is a monument sign for the hospital with direction to the emergency room, but none of the standard Western University gateway features are present.

Additional gateway features could either be located at Windermere Road or further south on Perth Drive at the edge of Western's property, just south of the Perth Drive Complex garage. Coordination with University Hospital is needed.

Recommendations to enhance this gateway include:

- **Pedestrian Gateway:** Create a pedestrian gateway with masonry pillars framing the sidewalks on Perth Drive at Windermere Road. Incorporate standard materials, colour, form, and landscaping.
- **Western University Monument Sign:** Install a monument sign with a low masonry wall at the campus entrance, including surrounding landscaping and uplighting to enhance nighttime visibility.
- **Wayfinding:** Install pedestrian-oriented wayfinding signage, as well as signs directing drivers to parking facilities, particularly visitor parking for the hospital.

# University Drive

University Drive connects Western's main campus to residence halls and neighborhoods the east. It is the only campus street that crosses the Thames River, connecting to Richmond Street.

## University Drive Bridge Typical Sections

The existing bridge over the Thames River was built in the 1920s and continues to serve pedestrians, cyclists, and vehicles. The viewshed from this historic bridge heading west into campus strategically frames a signature view of the Middlesex County Memorial Tower at University College.



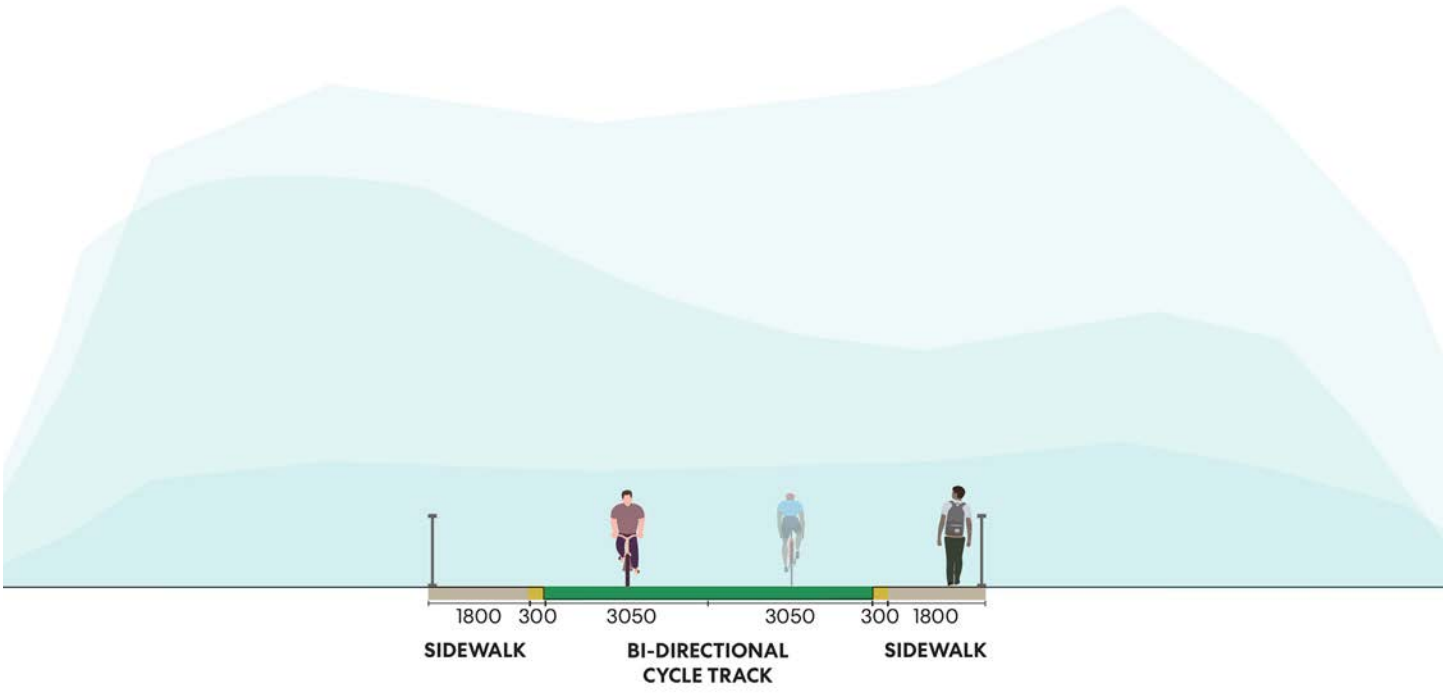
To accommodate modern needs while respecting the character of the 100-year-old bridge, the university is adopting a conserve and twin approach. Per the Environmental Assessment (EA), the historic bridge will be retained for pedestrians and cyclists and a new bridge will be constructed for vehicles.

In the immediate term, the raised sidewalks on both sides of the bridge will be used as Thames River overlooks. Half of the street-level portion of the bridge will be used as a sidewalk (2.5 m) and the other half will be marked as a two-way cycle track (3 m).

The historic bridge should be studied to assess if it can handle the weight of additional concrete and other materials. If it can, the design should be modified in the future to:

- Remove the barrier along the edge of the sidewalks
- Widen the sidewalk on the north side of the bridge for a more generous pedestrian walkway and space to add benches overlooking the Thames River
- Retain a standard width two-way cycle track
- Consider adding uplighting along the historic railing
- Add bollards and signage on both ends of the pedestrian- and bicyclist-only section to prevent vehicles from driving on the bridge

*Figure 88. Cross Section showing University Drive Bridge (Facing East) - Proposed (Near-Term)*



ONGOING PROJECT SPOTLIGHT

## University Drive Bridge Environmental Assessment (EA)

An EA Study is being completed to develop a bridge management plan for the University Drive Bridge across the North Thames River The existing bridge is nearing the end of its service life as a vehicular bridge and has insufficient width to suitably accommodate the number of vehicles, pedestrians and cyclists. The EA has considered a range of improvement alternatives to address the University's transportation requirements.

This study considers how to provide a structure that can address the active and vehicular transportation requirements of a growing campus to maintain access from both sides of the river, while respecting the 100-year-old landmark character of the bridge framing the view that is synonymous with Western University. Existing Conditions have been defined to establish a baseline of existing conditions:

- Transportation demand – All modes;
- Natural Environment – Aquatic and Terrestrial - environmental surveys;
- Archaeology – Phase 1 and future Phase 2 and marine assessments;
- Infrastructure – Private and public utilities; and
- Regulatory agencies have been contacted and will review the Study recommendations.

The EA requires that all reasonable and feasible Planning Solutions be identified and evaluated. Alternative planning solutions carried forward for further evaluation included two options for a new bridge on the alignment of the existing bridge, and a conserve and twin option with a new bridge for vehicular traffic.

The conserve and twin alternative is recommended. It exhibits the best transportation characteristics and minimizes the impacts to the natural, cultural and social environments, land use and property. It also avoids impacts to infrastructure and a species at risk species found at the existing bridge's northwest abutment.

Conservation of the existing structure and construction of a new bridge on an adjacent alignment will:

- Safely accommodate active transportation with separated space for each mode of travel, leading to Western's future Welcome Plaza.
- Create an opportunity for gathering and engaging with the river.
- Maintain a gateway into campus and compliment the view to the University College Tower.
- Follow conservation best practices for the existing bridge.

The bridge design is consistent with the CDS.



*Rendering of the proposed University Drive bridge twinning, with the new vehicular bridge in the background and the historic bridge serving pedestrians and bicyclists in the foreground*




*Wayfinding signage highlighting a hidden greenway at UNC Charlotte (Source: Nelson Nygaard)*

## University Drive from the Bridge to Richmond Street

East of the bridge, University Drive has one travel lane in each direction; unbuffered, directional bicycle lanes; space for vehicular and bus pick-up and drop-off; and sidewalks set back from the street with generous tree cover. The design serves the existing needs and is proposed to remain largely as-is during this planning period.

As part of the University Drive Bridge project, the intersections of University Drive with Sunset Street and the Medway Parking Lot driveway will be aligned and the intersection will be raised to indicated pedestrian and cyclist priority.

On the west end of the bridge, the intersection of University Drive, Perth Drive, Lambton Drive, and Middlesex Drive will also become a raised intersection, connecting the pedestrian and bicycle bridge to the cycle track on Middlesex Drive.

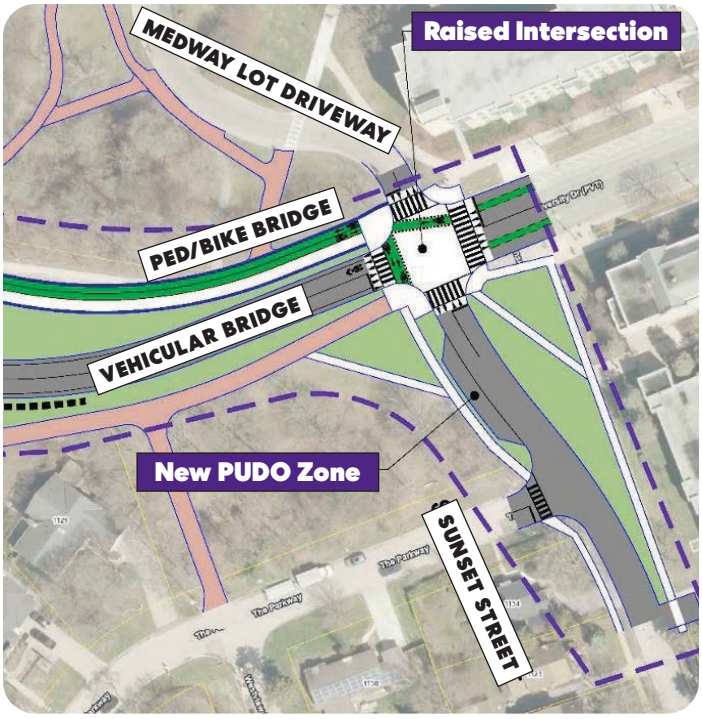
In the future, additional minor changes to improve multimodal safety and comfort on the east end of University Drive include:

- Install entrance signage with wayfinding where the Thames Valley Parkway trail connects to University Drive at the bridge, highlighting access to the citywide trail system
- Add shelters at bus stops
- Add green conflict marking where bicycle lanes pass through driveways
- Install accessible curb ramps where missing, such as at one leg of the Sunset Street crosswalk
- Observe typical pedestrian crossing locations and install one or two mid-block crossings between residence halls, including curb extensions to define the crossings and shorten pedestrian crossing distances

## University Drive PUDO

As the eastern access to campus, University Drive is a prime opportunity for passengers to be picked up or dropped off and switch to walking as they enter the campus core. Upgrading the existing PUDO areas and adding new ones will help make this a more functional and attractive place for this activity.

- ***Upgrading Existing PUDO:*** The existing PUDO areas along University Drive serve private vehicles and buses, and they support moving day activities for the adjacent resident halls. They should be retained. Proposed upgrades include:
  - Seating should be provided to improve the passenger waiting experience.
  - Additional wayfinding signage should be provided to help delivery drivers more easily find nearby destinations and connect with their customers (see General Recommendations section).
- ***New PUDO at Sunset Street:*** When the University Drive bridge is twinned, the intersection of Sunset Street and University Drive will shift slightly to the west, creating a safer, standardized intersection with the Medway Parking Lot driveway. This shift creates space to add a new PUDO zone on Sunset Street just south of University Drive, as shown in the drawing at right.




*Draft concept for the University Drive Bridge project (May 2026) shows an opportunity for new PUDO spaces on the west side of Sunset Street*

## University Drive Gateway

The University Drive gateway at Richmond Street creates a defined sense of entry to Western's campus from the east. This entrance already features many of the standard campus gateway features, including masonry pedestrian gateway pillars, a low stone wall, and a monument sign. Proposed improvements include:

- **Enhanced Landscaping:** Plant additional landscaping at the gateway pillars, mirroring the planting palette and treatment at the Lambton Drive gateway.
- **Gateway Lighting:** Install uplighting to highlight the gateway features and sign at night.

# Western Road

Western Road is a city street, managed by the City of London. The City's Mobility Master Plan recommends classifying Western Road as a Rapid Transit Corridor with dedicated bus lanes. Implementation is planned within the next 10 years, but exact implementation timing has not yet been determined.

## Near-Term Upgrades

The City is planning interim improvements for pedestrians and cyclists in 2026, prior to the Rapid Transit project. This project will include a two-way bicycle path on the east side of Western Road from Platts Lane to Burnlea Walk, as well as an extension of the southbound right turn lane at Sarnia Road. North of Burnlea Walk, the two-way cycle track will transition to directional bicycle lanes on either side of Western Road. The same project will include sanitary water infrastructure upgrades and improvements to the intersection with Philip Aziz Avenue and along Philip Aziz Avenue and Sarnia Road (see page 103). At the intersection, it will include a no-right-on-red sign and a leading pedestrian interval (LPI) to give pedestrians a head start before vehicles begin moving.

In addition to this planned City project, other interventions can improve the pedestrian experience on Western Road in the near term, north of the project terminus at Burnlea Walk. These relatively low-cost treatments would not preclude a future BRT design and are a modest expenses prior to a more significant street redesign project. Potential upgrades could include:

- Refresh existing crosswalks with high-visibility markings and upgrade crosswalks to high-visibility markings where needed, such as at the Elgin Road intersection.
- Install tactile warning strips at curb ramps where they are missing, such as on the south side of the Wellington Drive intersection.
- Consider extending the center median at crosswalks to provide a more defined pedestrian refuge.
- Assess signal timing at all intersections and install LPIs where possible.
- Add green conflict striping where bicycle lanes cross intersections, driveways, and bus pull-offs.
- Add transition signage and shared lane markings where the existing bicycle lanes end next to the Springett Parking Lot and cyclists must suddenly merge with vehicles.

These changes would need to be implemented in partnership with the City of London, which controls Western Road.

## Future Bus Rapid Transit

In the long term, the City of London and LTC plan to provide bus rapid transit (BRT) service on Western Road. This project would include infrastructure to prioritize transit along the corridor, such as dedicated bus lanes, and transit signal priority to help buses move faster through intersections. A detailed street design to support the BRT has not yet been developed and will be led by the City of London. To accommodate dedicated bus lanes, the design would need to either repurpose a vehicle lane in each direction or widen Western Road with an additional lane on each side. The design may have curbside bus lanes or center-running bus lanes, depending on the selected design for the broader BRT corridor.

As plans for the BRT and associated infrastructure move forward, Western University will be an active stakeholder in the design process, advocating for the City of London to select an approach that maximizes safety, comfort, and access for the campus community. Key advocacy goals for the future design of Western Road include:

- The current sidewalks along much of Western Road are on the back of the curb, with no separation from high-speed vehicular traffic. To improve pedestrian safety and comfort, the future design should set sidewalks back from the roadway, separated by a landscaped buffer.
- Street trees should be provided along the sidewalks to provide shade in the warmer months, with adequate soil areas for root zone development.
- Provide pedestrian-scale lighting along the corridor.

- This area does not have an alternative, continuous north-south street for cyclists to use. The future design should include continuous, protected bicycle facilities along Western Road. Because of the volume and speed of vehicular traffic, these should be separated from the roadway by a landscaped buffer, rather than the painted, unbuffered bicycle lanes present today. These may be raised bicycle lanes next to the sidewalk with a shared buffer from the roadway.
- Provide pedestrian refuge medians wherever possible to reduce pedestrian crossing distances.

### Pedestrian Tunnel

Burnlea Walk and the pedestrian tunnel under Western Road connect the Springett Parking Lot on West Campus to the University Community Centre area on main Campus. An at-grade crossing is also available at the intersection of Western Road and the Huron University College Entry. As a primary entrance point for people who park on West Campus, this tunnel is an opportunity to provide a greater sense of arrival and reinforce the campus character. As West Campus continues to develop, more students, staff, and visitors will be moving between Main and West Campus and the importance of this crossing will grow. Potential ways to upgrade the pedestrian tunnel include:

- Install wayfinding signage at the northeast corner of the Springett Parking Lot directing drivers toward the pedestrian tunnel.
- Install wayfinding signage on the east side of the tunnel directing pedestrians toward the Springett Parking Lot, West Campus, and Huron College University.
- Consider cladding the tunnel with a masonry façade consistent with other campus gateway features, as well as installing uplighting to bring warmth to the tunnel and improve the user experience.
- Consider installing branded university signage over the tunnel entrances to reinforce campus identity.
- Upgrade the landscape treatment on the west side of the tunnel to match the new plantings on the east side.

### Southern Gateway

The southern entrance to the Western University along Western Road is currently undefined, with an opportunity distinguish a greater sense of arrival on campus. Gateway features can be installed on either side of Western Road near the entrance to Perth Hall, where campus building begin to appear on both sides of Western Road. This new gateway would require partnership from the City of London, which controls Western Road, or set back from the street on university property. Proposed improvements include:

- **Pedestrian Gateway:** Create a pedestrian gateway with masonry pillars framing the sidewalks on Western Road. Incorporate standard materials, colour, form, and landscaping. Depending on cooperation with the City of London, these pillars may only be feasible on the back side of the sidewalk on Western University property. Future street widening should also be considered when placing these gateway elements.
- **Western University Monument Sign:** Install a monument sign with a low masonry wall, including surrounding landscaping and uplighting to enhance nighttime visibility. Placement of all gateway features should consider the future right-of-way needs for the proposed BRT on Western Road to avoid constructing gateway elements in areas that will likely be used for street expansion.
- **Wayfinding:** Install pedestrian-oriented wayfinding signage, as well as signs directing drivers to parking facilities, particularly toward the new Huron Flats garage.

## Brescia Drive

Brescia Drive is the primary east-west street on West Campus today, connecting Western Road to the former Brescia University buildings and two small parking lots. A new street will be constructed from the Springett Parking Lot to the north to Brescia Drive, providing another access point for drivers using that lot and increasing the utility of Brescia Drive. A potential parking garage for Western University is being considered west of the Springett Parking Lot.

Western University's Campus Development Strategy outlines a framework for future campus expansion on West Campus. As this framework is built out, new street connections and buildings will be introduced surrounding Brescia Drive and its prominence will rise, serving as the main pedestrian route between East and West Campus.

## Brescia Drive Typical Sections

In the near term, the number of trips on Brescia Drive will remain modest, with a limited number of facilities bringing activity to West Campus. The existing two-lane street and sidewalk on the south side of Brescia Drive will likely meet the near-term needs for this facility. As a new north-south street connection from Springett Lot to Brescia Drive is made, changes to traffic patterns should be assessed and minor modifications, such as an extension of the left turn lane onto Western Road or signal timing adjustments may be warranted.

As West Campus is developed, Brescia Drive will be upgraded as the central spine connecting Main and West Campus, part of the "Hill to Hill" strategy outlined in the Campus Development Strategy. The exact design of Brescia Drive will be determined as West Campus is developed. It should have tree-lined sidewalks on both sides of the street, framing the view of Ursuline Hall. Wider sidewalks (3m) should be used on this prominent street, and bicycle facilities should be provided, such as an extension of the bi-directional cycle track on Lambton Drive. It should be designed to accommodate LTC buses, which may serve a future transit stop on West Campus.

## Brescia Drive Gateway

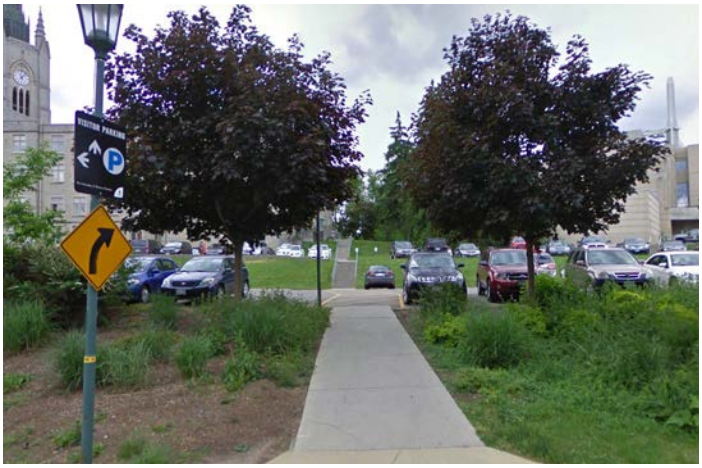
This gateway to West Campus will be upgraded to reflect the historic character of Western University and maintain continuity between East and West Campus. Recommendations to enhance this gateway include :

- **Pedestrian Gateway:** Create a pedestrian gateway with masonry pillars framing the sidewalks on Brescia Drive, mirroring the materials and style of the Lambton Drive pedestrian gateway across the street.
- **Western University Monument Sign:** Upgrade the monument sign, mirroring the one on Lambton Drive on the east side of the intersection.
- **Wayfinding:** Install pedestrian-oriented wayfinding signage, as well as signs directing drivers to the parking areas, including the potential new garage.
- **Enhanced Landscaping**: Add decorative plantings to enhance the masonry monument sign and gateways.

## Additional Projects

In addition to modifications to these primary campus roadways, select projects are recommended in additional locations to support campus mobility:

- **Middlesex Parking Lot Walkway:** Upgrade the staircase and walking path from Middlesex College through Middlesex Parking Lot to Perth Drive with improvements like:
  - Add pedestrian wayfinding signs at the top and base of the stairs, including direction toward accessible routes.
  - Repaint the parking lot walkway with high-visibility markings and add stop bars for drivers to yield to pedestrians.
  - Ensure nighttime lighting levels are adequate.
  - Assess sight lines of pedestrians in crosswalks and remove adjacent parking spaces where vehicles block visibility of pedestrians, installing curb extensions to prevent drivers from parking in these locations.
- **Windermere Road at Wellington Drive Crossing:** Study pedestrian crossing activity at this intersection and meet with users of the Western Research Parks campus to better understand the need for a pedestrian crossing. As needed, work with the City of London to install a traffic signal, rectangular rapid flashing beacon (RRFB), or other treatment to make this a safe and accessible crossing.
- **Wellington Drive Sidewalks and Crosswalks:** Conduct a series of minor pedestrian improvements to improve the experience walking to and from residence halls in the northwest part of campus:
  - Fill in missing sidewalk gaps along Wellington Drive.
  - Add a crosswalk and accessible curb ramps at the intersection near the Graphic Services Building.
  - Add pedestrian-oriented wayfinding signs at the top and bottom of staircases along pedestrian pathways, including direction toward accessible routes.



*Walkway and stairs through Middlesex Parking Lot*

  - Assess lighting levels for the off-street, wooded pathways from Beaver Hall to the Western Road and Wellington Drive intersection, adding additional pedestrian-scale lighting as needed.
  - Evaluate sight lines approaching the crosswalk at the curve by Beaver Hall and Saugeen-Maitland Hall, shifting the crosswalk location as needed to ensure visibility of pedestrians.
  - Consider adding a marked crosswalk at the driveway to Bayfield Hall.
- **Lambton Hall Accessibility:** This residence hall is in an elevated location and both the Bayfield Parking Lot and the sidewalk on Western Road are only accessible via stairs. To improve AODA access:
  - Evaluate options for an accessible pedestrian walkway from Lambton Hall to Western Road.
  - Evaluate options for an accessible pedestrian walkway from Lambton Hall to Bayfield Parking Lot. Accessible spaces are located in the Lambton parking lot next to the building, so this is a lower priority, but still recommended to promote access between residence halls and social connections.
- **Ramsay Road Dead End:** As new streets are built out on West Campus, Western will advocate to the City of London to create a dead end on Ramsay Road west of Brescia Lane to limit the impacts to neighborhoods west of West Campus.

## Parking Recommendations

Parking is an important part of the transportation system for students, faculty, staff, and visitors who drive to campus. The Parking Management Plan (included as an appendix) outlines change, for proactive management of the parking system, and ways forward to accommodate this change as well as future campus growth.

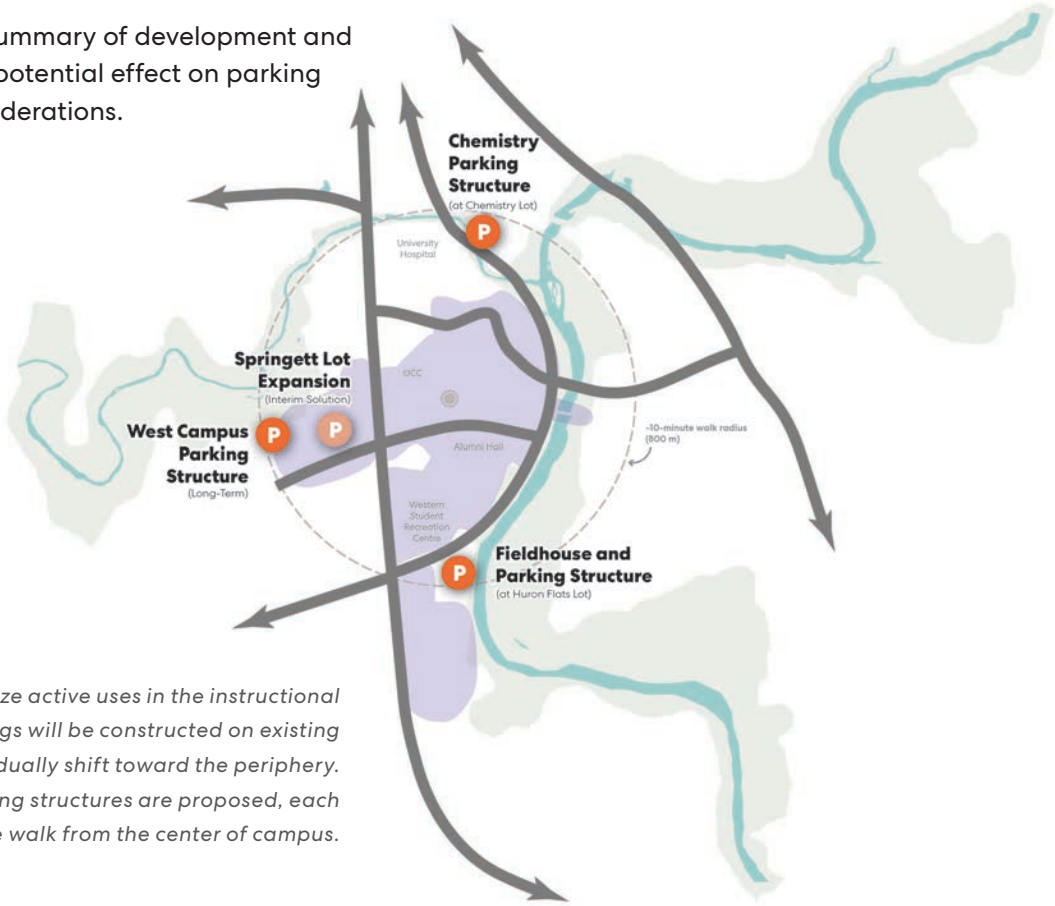
The findings strive to create a complete picture of the supply and use of parking at Western and includes the following elements:

- **Background –** A summary of current and historical campus parking operations, services and management.
- **Parking Inventory –** A review of all parking spaces affiliated with Western described by location, regulation, and operational status.
- **Parking Utilization –** Observed use of existing parking through the course of available data pre- and post-COVID-19.
- **Future Demand –** A summary of development and enrollment and their potential effect on parking system capacity considerations.
- **Recommendations –** Recommended parking management strategies and actions and Transportation Demand Management (TDM) program updates.

  These recommendations include:

  - **Operational recommendations**, such as changes to parking permits, fees, technology like license plate recognition, enforcement, communications, and staffing.
  - **Physical recommendations** for the future parking supply, such as planned removals of surface parking lots to accommodate proposed development in the instructional core, proposed new parking facilities, and signage.

Parking recommendations that physically relate to the Open Space Strategy are summarized in the following table. For more information about proposed operational strategies, refer to the appendix.




*As Western continues to prioritize active uses in the instructional core, some new buildings will be constructed on existing parking lots. Parking will gradually shift toward the periphery. Three potential future parking structures are proposed, each within about a 10-minute walk from the center of campus.*

*Table 4 Key Parking Recommendations*

| Category | Recommendations |
|---|---|
| **Technology** | |
| **Electronic Wayfinding Signs** | • Install Dynamic Signage at the major Portals to the campus, identifying directions to key destinations and parking availability |
| **Real-Time Parking Information** | • Improve parking availability guidance technology at garages/lots and Campus Portals to identify locations for visitors, students, ADA, and/or employees<br>• Replace static parking maps with interactive maps with filtering capabilities to depict buildings, parking facilities, and/or parking type (permit, EV charging, visitor, ADA, etc.). Display real-time parking availability data. |
| **Facilities** | |
| **Prioritize Campus Core for Instructional Use** | • As new buildings are constructed in the campus core in places like the South Valley area, parking lots will be removed.<br>• Where physically and financially feasible, ground level or underground parking may be considered as part of select new construction projects, such as the proposed development on the Social Science Parking Lot. |
| **Expand Parking Supply on the Periphery** | • To offset surface parking spaces that will be replaced by new development, construct parking structures and/or expand lots on the periphery, as identified in the Campus Development Strategy. These will include:<br>1. Fieldhouse and Parking Structure on Huron Flats Lot<br>2. Chemistry Parking Structure<br>3. Interim expansion of Springett Parking Lot<br>4. Potential West Campus Parking Structure (Long-Term)<br>Include recommended pedestrian projects between the new facilities and the campus core as these are constructed to ensure easy access. |
| **Safety & Security** | • Enhance the sense of safety at parking facilities with lighting upgrades, emergency call boxes or alert systems, increased security patrols, and a safety escort program. |
| **Maintenance & Capital Improvement Program** | • Capital investments are only useful to the extent they are maintained; keeping track of aging infrastructure, identifying deficiencies and scheduling and completing regular maintenance can keep facilities in proper working order, reducing long-term capital costs. |

# 05
# Implementation

This Open Space Strategy outlines Western University's vision for its future mobility network and open spaces. The changes proposed in this document will be rolled out over time, in keeping with campus priorities, available resources, strategic interdependencies between projects, and internal approvals. This section highlights key projects that will occur in the short, medium, and long-term.

Tables 5-8 provide a more detailed action plan for these key projects and additional projects needed to realize Western's vision. It is focused on projects that will occur in the short- and medium-term horizons. This action plan should be updated over time to reflect shifting priorities and conditions.

For reference, quick wins can be considered in the next 12-18 months, while short-term priorities would be within five years. Medium-term priorities are those that may require pre-design planning, or have other factors that must be addressed prior to implementation. Medium-term priorities, then, fall within the five- to nine-year timeframe. Longer term priorities will be influenced by other strategic development, and other campus priorities as they arise over time. As a result, long-term priorities reach ten years and beyond.

Priorities for mobility, parking, and open space have different timelines than the Campus Development Strategy. Scopes are typically smaller, require smaller capital outlay and have shorter durations than building development.

**TIMEFRAMES**

**Quick Wins**
*< 18 months*

**Short-Term**
*<5 years*

**Mid-Term**
*5-9 years*

**Long-Term**
*10+ years*

## 5.1 Quick Wins

### Mobility

- Collect updated traffic counts for campus streets and conduct a traffic study to clarify anticipated impacts of closing portions of Middlesex Drive and Lambton Drive to through traffic. *(Completed during the course of this project.)*
- Install reduced speed limit signs at all campus gateways. *(Completed during the course of this project.)*
- Install minor safety improvements on University Drive.
- Create branded "Western University" plaques as street sign toppers.
- Install wayfinding signage at PUDO zones, marking them as such and providing a unique location name or number. Consider including QR codes linking to the mapped location for users to share with each other.
- Work with ridehailing services like Uber and Lyft to geofence pick-up and drop-off points.
- Increase snow removal on pedestrian pathways and at bus stops in the winter.

### Parking

- Provide consistent, clear, and complete information on parking and mobility policies, programs, and services to employees, students, visitors, leadership, and the community at large.

### Open Space

- Develop a consistent campus-wide palette of site furnishings benches, waste bins, bike racks to strengthen place identity and simplify maintenance.
- Removal of redundant walkways at northwest corner of Physics and Astronomy Building and replace with seeded meadow area.
- Improve snow clearing and winter maintenance for major open-space paths to support safe, all-season access.
- Install wayfinding signages and maps at primary trailheads of existing trails and green corridors to orient users.
- Limit the use of individual commemorative plaques and instead consolidate recognition within unified story panels or digital maps.

# 5.2 Short Term Priorities (<5 years)

## Mobility

- Construct a new road connecting the Springett Parking Lot to Brescia Drive *(completed during the course of this project),* as well as a connection to Brescia Lane.
- Coordinate with the City of London on the final designs for Philip Aziz Avenue/Sarnia Road/Western Road. Upgrade the campus gateway at Philip Aziz Avenue as construction is complete.
- Construct a new PUDO zone and turnaround on Elgin Road at the Siebens-Drake Institute.
- Finalize the design and construct the new vehicular bridge over the Thames River at University Drive. When the new bridge is completed, install bollards and signage to prohibit vehicles from using the historic bridge.
- Study structural constraints to modify the historic University Drive bridge. If allowable, update the design to better serve pedestrians and cyclists, such as removing the sidewalk barriers, widening the sidewalk or creating a flush condition, adding uplighting, and installing seating for an overlook of the Thames River.
- Construct a new road through West Campus that connects to Brescia Lane.
- Conduct a review of cycling infrastructure, including secure enclosed bike storage facilities.
- Develop a strategy to regulate, distribute, and organize private charter bus activity on campus.
- Install a series of minor safety and comfort upgrades on University Drive from Sunset Street to Richmond Street, including adding green conflict markings where bicycle lanes pass through driveways, installing accessible curb ramps where missing, adding 1-2 new mid-block crossings with curb extensions, adding shelters at bus stops, and installing wayfinding signs to highlight the Thames Valley Parkway.
- Install traffic calming measures on Perth Drive.
- Work with the City of London to shift access to the Western Student Recreation Centre roundabout to Western Road.

## Parking

- Invest in enhanced technologies to support license plate recognition (LPR) technology, transition to virtual parking permits, and real-time capacity information.
- Install dynamic signage at the major portals to the campus, identifying directions to key destinations and parking availability.
- Expand the Springett Parking lot to accommodate interim parking needs during garage construction period.
- Begin construction of the Fieldhouse and Parking Structure on the Huron Flats lot.
- Upgrade parking access control and revenue control systems.
- Develop a campus-wide Transportation Demand Management (TDM) plan, to include strategies, programs, and measures of effectiveness. This plan should integrate with broader campus sustainability goals and plans.

## Open Space

- Widening of heritage walk running through the centre of the hill, leading to University College.
- Addition of benches and trails at Huron Flats recreation fields.
- Improved or realigned trails in the woodlots.
- Improve trail connectivity and routing, and invasive species control.
- Incorporate rain gardens along Oxford Drive for stormwater drainage.
- Improvement of Welcome Plaza at Middlesex Drive and Perth Drive at the foot of University Hill.
- Implementation of Green Spine along Brescia Drive.
- Install clear, co-developed land acknowledgement signage at major gateways, key open spaces, and building entrances.

# 5.3 Medium Term Priorities (5-9 Years)

## Mobility

- Redesign Oxford Drive North as a flush condition pedestrian promenade, similar to the design of Kent Walk.
- Redesign Lambton Drive/Alumni Circle to prioritize pedestrians and bicyclists, improve visibility, reduce conflict points, and limit vehicular through traffic.
- Redesign Middlesex Drive to narrow the bus-only lane, extend the bi-directional cycle track, fill in the sidewalk gap, and upgrade pedestrian crossings.
- Redesign Oxford Drive South as a flush condition pedestrian promenade, similar to the design of Kent Walk.
- Upgrade Perth Drive with minor improvements such as high-visibility crosswalk markings, installing missing tactile warning strips, adding pedestrian refuges, extending shared lane markings, and a potential mid-block crossing near the bus stop at Delaware Hall.
- Continue to advocate to the City of London to include safe, comfortable facilities for walking and biking as part of its design to accommodate a BRT on Western Road.
- Upgrade the pedestrian tunnel under Western Road with façade, landscape, lighting, and signage improvements.

## Parking

- Identify transit gaps to connect to the surrounding community to reduce auto dependency and slow the growth of parking demand.
- Capital investments are only useful to the extent that they are maintained; keeping track of aging infrastructure, identifying deficiencies and scheduling and completing regular maintenance can keep facilities in proper working order, reducing long term capital costs.

## Open Space

- Western frontage and parking area improvements at Thompson Recreation Hall and Athletic Centre
- Landscape and hardscape improvements to Alumni Circle including pathway enhancements to nearby building entrances
- Improve pedestrian paths.
- Hardscape improvements to Concrete Beach with improved lighting, seating and coordinated paving to Oxford Drive and Kent Walk.
- Medway Creek
    - Phase 1: Entrance at Avian Research Building - extend sidewalk from Beaver Hall residence to Avian Research Building / SSB Parking lot to tie into existing footpath
    - Phase 2: Formalize paths to Ramsay Road / Brescia College Lane, link to Western Road

# 5.4 Long Term Priorities (10+ Years)

## Mobility

- As the South Valley Parking Lot is developed, modify Huron Drive to better accommodate pedestrians and bicyclists.
- Build out a network of complete streets on West Campus as it is developed.
- Study an upgraded pedestrian crossing at Windermere Road at Wellington Drive.

## Parking

- Construct new parking structures on the Chemistry Lot and West Campus, west of the Springett Parking Lot.
- Continue to monitor parking demand, facility conditions, technologies to ensure a State of Good Repair and that the Parking Services programs continue to meet the needs of the Campus and its community.

## Open Space

- Unified streetscape improvements on Huron Drive and Perth Drive as South Valley Precinct develops.
- Build out a network of streets and pedestrian paths in west campus to reinforce permeability as development advances.
- Conduct a study to understand stormwater drainage potential to build out a system of stormwater features across campus to strengthen campus resiliency.
- Develop long-term strategies for expanding district energy, renewable power generation, and building-scale sustainability upgrades to advance climate-action goals.
- Implement phased upgrades to the campus green network, including expanded tree canopy, native planting zones, and restoration of riparian areas along the river.
- Undertake a campus-wide lighting master plan to improve safety, reduce light pollution, and transition infrastructure to energy-efficient systems.
- Undertake large-scale habitat restoration of river edges, woodlots, or meadows guided by Indigenous ecological knowledge and stewardship practices.

*Table 5. Mobility Projects Action Plan*

| Project Name | Project Type | Notes | Timeframe |
|---|---|---|---|
| Coordinate with the City of London on the final design for Philip Aziz Avenue, Sarnia Road, and the southern portion of Western Road | Mobility - City Coordination | Ensure the final design reflects campus street design standards, such as decorative streetlights | Short Term |
| Collect updated traffic counts | Mobility - Data & Analyses | Collect updated traffic counts— including turn movement volumes and pedestrian and bicycle counts— at key locations on campus to inform design decision | Short Term (Completed) |
| Construct a new Elgin Drive PUDO and upgrade the gateway at Western Road | Mobility - PUDO & Gateway | Select and construct a preferred design for the new PUDO/turnaround. Upgrade the gateway at Elgin Drive/Western Road as part of the project. | Short Term |
| Conduct a traffic analysis to assess the impact of the desired limited access sections of Middlesex Drive and Lambton Drive | Mobility - Data & Analyses | Evaluate the impacts of proposed closures on Lambton Drive (Thames Hall to Huron Drive) and Middlesex Drive (Elgin Road to Perth Road) to vehicles other than buses | Short Term |
| Install reduced speed limit signs at all campus entrances | Mobility - Gateways | Ensure all entry points transition to 30 km/h or slower | Short Term (Completed) |
| Create branded Western University plaques as street sign toppers | Mobility - Branding and Wayfinding | | Short Term |
| Construct a new road connecting the Springett Parking Lot to Brescia Drive | Mobility - Street Design | | Short Term (Completed) |
| Work with the City of London to install minor pedestrian and bicycle safety improvements on Western Road (Burnlea Walk to Wellington Drive) | Mobility - Street Design | Minor improvements to be implemented prior to the BRT redesign may include refreshing crosswalk markings; upgrading all crosswalks to high-visibility markings; installing missing tactile warning strips; extending center medians for better defined pedestrian refuges; adding green conflict striping where bicycle lanes cross driveways and intersections; adding transitional signage and markings where the bicycle lane ends; and installing LPIs. | Short Term |
| Develop a strategy to regulate and distribute charter bus activity | Mobility - Transit | Establish requirements for charter buses operating on campus and work with private charter bus providers to better distribute and organize their pick-up and drop-off locations | Short Term |

*Table 5. Mobility Projects Action Plan (Continued)*

| Project Name | Project Type | Notes | Timeframe |
|---|---|---|---|
| Minor safety improvements on University Drive | Mobility - Street Design | Install a series of minor safety and comfort upgrades on University Drive from Sunset Street to Richmond Street, including adding green conflict markings where bicycle lanes pass through driveways, installing accessible curb ramps where missing, adding 1-2 new mid-block crossings with curb extensions, adding shelters at bus stops, and installing wayfinding signs to highlight the Thames Valley Parkway. | Short Term |
| Install traffic calming measures on Perth Drive | Mobility - Street Design | | Short Term |
| Upgrade Philip Aziz Avenue gateway | Mobility - Gateways | As the new street design is completed, upgrade the gateway to include masonry pillars framing the sidewalks, pedestrian-oriented wayfinding, and enhanced landscaping | Short Term |
| Relocate Western Student Recreation Centre roundabout entrance | Mobility - Street Design | Work with the City of London to shift access to the Western Student Recreation Centre roundabout to Western Road | Short Term |
| Conduct a review of cycling infrastructure, including secure enclosed bike storage facilities | Mobility - Street Design | | Short Term |
| Oxford Drive North renewal | Mobility - Street Design | Redesign this street as a flush pedestrian promenade. Include seating areas, lighting, enhanced landscaping, and a secure bicycle parking facility. | Medium Term |
| Redesign Lambton Drive/ Alumni Circle | Mobility - Street Design | Redesign Alumni Circle as a boulevard with an extended landscape median with shorter crossing distances rather than the current roundabout. Add designated bus loading area, turnaround, and two-way cycle track on the north side. Make Lambton Drive one-way eastbound from Thames Hall to Huron Drive. | Medium Term |
| Coordinate with the City of London on the final design for Western Road as BRT is introduced | Mobility – City Coordination | Advocate for the design to include buffers between vehicle lanes and sidewalks/bicycle lanes, continuous bicycle lanes, street trees, pedestrian-scale lighting, and pedestrian refuges to reduce crossing distances. | Medium Term |
| Redesign Middlesex Drive | Mobility – Street Design | Redesign Middlesex Drive to narrow the bus-only lane, extend the bi-directional cycle track, fill in the sidewalk gap, upgrade pedestrian crossings, and better define bus loading areas. | Medium Term |

*Table 5. Mobility Projects Action Plan (Continued)*

| Project Name | Project Type | Notes | Timeframe |
|---|---|---|---|
| Oxford Drive South extension | Mobility – Street Design | Redesign this street as a pedestrian promenade. Remove remaining surface parking. Include seating areas, lighting, enhanced landscaping, and a secure bicycle parking facility. | Medium Term |
| Western Student Recreation Centre roundabout access via Western Road | Mobility – Street Design | As Oxford Drive South is redesigned to limit vehicular access, work with the City of London to create a new access point to the Western Student Recreation Centre roundabout and PUDO zone via Western Road | Medium Term |
| Upgrade the pedestrian tunnel under Western Road | Mobility – Pedestrian Pathways | Upgrade the pedestrian tunnel and approach sidewalks with wayfinding signage, masonry façade cladding, ambient lighting, and enhanced landscaping. | Medium Term |
| Upgrade Brescia Drive gateway | Mobility - Gateways | Upgrade the gateway to mirror the design of the gateway across Western Road at Lambton Drive. | Medium Term |
| Middlesex Parking Lot Pedestrian Path Upgrade | Mobility – Pedestrian Paths | Add pedestrian wayfinding signs at the top and base of the stairs, repaint the walkway with high-visibility markings, and assess sight lines of pedestrians in crosswalks and remove adjacent parking spaces where vehicles block visibility. | Medium Term |
| As the South Valley Parking Lot is developed, modify Huron Drive to better accommodate pedestrians and bicyclists | Mobility – Street Design | The design should include bicycle lanes, wider sidewalk on the west side, street trees and additional landscaping, and new PUDO zone. | Long Term |
| Build out a network of complete streets on West Campus as it is developed. | Mobility – Street Design | Streets to be phased and designed as new West Campus buildings are prioritized. | Long Term |
| Upgrade Perth Drive gateway | Mobility - Gateways | Install a Western University monument sign with a low masonry wall at the campus entrance, frame the sidewalks with masonry pillars, add enhanced landscaping, and install wayfinding signage for pedestrians and to nearby parking facilities. | Long Term |
| Study pedestrian crossing at Windermere Road at Wellington Crossing | Mobility – Street Design | Study pedestrian crossing activity at this intersection and work with the City of London to install a traffic signal, Rectangular Rapid Flashing Beacon (RRFB), or other treatment to make this a safe and accessible crossing. | Long Term |

*Table 6. Parking Projects Action Plan*

| Project Name | Project Type | Notes | Timeframe |
|---|---|---|---|
| Finalize design of the new garage at the Huron Flats Lot | Mobility – Parking & PUDO | | Short Term |
| Expand the Springett Parking lot to accommodate interim parking needs during garage construction period | Mobility – Parking | Project must include a new outlet to Sarnia Road, per requirements from the City of London. As this new connection is constructed, advocate to the City of London to make Ramsay Road a dead end just west of Brescia Lane to limit impacts to the neighborhood. | Short Term |
| Upgrade Parking Access Control and Enforcement | Mobility – Parking | Access control is essential in managing the system, as it ensures the right users are in the facility. Access control can also streamline enforcement and generate vital parking data. | Short Term |
| Continue to invest in license-plate-recognition technology, transition to virtual permits. | Mobility – Parking | LPR systems allow campus parking managers to transition from physical/ displayed permits to "virtual" permits that are linked to registered license plates | Short Term |
| Refine coordinated maintenance and capital improvement program | Mobility - Parking | Capital investments are only useful to the extent that they are maintained; keeping track of aging infrastructure, identifying deficiencies and scheduling and completing regular maintenance can keep facilities in proper working order, reducing long term capital costs | Short Term |
| Create a unified and comprehensive communications program | Mobility – Parking | Provide consistent, clear, and complete information on parking and mobility policies, programs, and services to employees, students, visitors, leadership, and the community at large | Short Term |
| Transportation Demand Management Plan - Goals, Performance Measures, and Monitoring | Mobility – TDM | Adopting official mobility goals and performance measures will not only facilitate implementation of the TDM Plan, but will also allow Western University to better track the impacts of its programs and investments | Short Term |

*Table 7. Policy & Transportation Demand Management Action Plan*

| Project Name | Project Type | Notes | Timeframe |
|---|---|---|---|
| Finalize design of the new garage at the Chemistry Lot | Mobility – Parking | | Medium Term |
| Supportive TDM Policies and Workplace Culture and Training | Mobility – Policy | Adopt official policies that support an active work environment that makes it easy to walk, bike, share rides, or take transit to and from campus.<br>Enhance executive and management training to ensure that campus leaders fully and consistently integrate mobility programs and policies into their departments. | Medium Term |

*Table 8. Open Space Action Plan*

| Project Name | Project Type | Notes | Timeframe |
|---|---|---|---|
| University College Heritage Walk | Open Space – Pedestrian Paths | Widen the heritage walk that runs through the centre of the hill leading to University College to accommodate higher pedestrian volumes and improve accessibility. | Short Term |
| Huron Flats Recreation Fields Furnishing | Open Space - Furnishing | Add benches and formalized trails at the Huron Flats Recreation Fields to support passive recreation. Provide rest points for field users and create a stronger connection between athletic spaces and the surrounding natural areas. | Short Term |
| Woodlot Trails | Open Space – Woodlots Management | Improve or realign trails within the woodlots to address erosion, enhance safety, and better protect sensitive ecological areas while preserving the character of the natural landscape. | Short Term |
| Naturalized Areas Improvement | Open Space – Naturalized Areas Management | Strengthen trail connectivity, refine routing, and implement invasive species control to support habitat health, improve user experience, and ensure the long-term ecological integrity of the campus's naturalized areas. | Short Term |
| Stormwater Management along Oxford Drive | Open Space – Storm Water Management | Incorporate rain gardens along Oxford Drive for stormwater management to naturally capture, filter, and detain runoff, while enhancing the corridor with native plantings and improved seasonal interest. | Short Term |
| Welcome Plaza | Open Space – Courtyards and Plazas | Enhance the Welcome Plaza at Middlesex Drive and Perth Drive at the foot of University Hill to create a more inviting arrival space, integrate seating and wayfinding, and strengthen the visual connection to key campus landmarks. | Short Term |
| East – West Green Spine | Open Space – Green Spine | Implement the Green Spine along Brescia Drive as a continuous linear landscape corridor that prioritizes pedestrians, integrates ecological features, and unifies open spaces across the western campus precincts. | Short Term |
| Land Acknowledgement Signage | Open Space – Indigenous Placekeeping | Install clear, co-developed land acknowledgement signage at major gateways, key open spaces, and building entrances. Introduce Indigenous language signage, and cultural markers at key gateways, entries, and campus nodes in collaboration with Indigenous partners. | Short Term |

*Table 8. Open Space Action Plan (Continued)*

| Project Name | Project Type | Notes | Timeframe |
|---|---|---|---|
| Western Frontage & Parking Area Improvements at Thompson Recreation Hall and the Athletic Centre | Open Space – Streetscape Improvement | Enhance the building frontage and adjacent parking areas to improve circulation, safety, and campus presence. Upgrades may include revised driveway geometry, improved pedestrian crossings, coordinated planting, and clearer wayfinding to sports and recreation facilities. | Medium Term |
| Alumni Circle Improvements | Open Space – Streetscape Improvements | Landscape & Hardscape Improvements to Alumni Circle, including pathway enhancements to nearby building entrances. Reconfigure planting beds, paving, and seating within Alumni Circle to create a more functional and welcoming gathering space. Improve pathway alignments and accessibility to adjacent buildings to strengthen connectivity and enhance the overall campus experience. | Medium Term |
| Improve Pedestrian Paths | Open Space – Pedestrian Paths | Upgrade surface materials, width, lighting, and drainage along key pedestrian routes to address current deficiencies and support safer, more comfortable daily movement across campus. | Medium Term |
| Concrete Beach | Open Space – Courtyards and Plazas | Hardscape improvements to Concrete Beach with improved lighting, seating, and coordinated paving to Oxford Drive and Kent Walk. Redesign the plaza to introduce a cohesive paving language, modern site lighting, and additional seating options. These improvements will strengthen visual continuity with adjacent corridors and transform Concrete Beach into a more inviting, flexible-use space. | Medium Term |
| Medway Creek Improvements | Open Space – Naturalized Areas Management | Phase 1: Entrance at Avian Research Building – extend the sidewalk from Beaver Hall to the Avian Research Building / SSB parking lot to establish a continuous, accessible connection that links to the existing informal footpath network along the creek.<br>Phase 2: Formalize Paths to Ramsay Road / Brescia College Lane and Link to Western Road – Convert informal trails into stable, well-defined pathways with appropriate surfacing, drainage, and wayfinding. This will improve safety, support year-round use, and create a stronger ecological and recreational corridor along Medway Creek. | Medium Term |

*Table 8. Open Space Action Plan (Continued)*

| Project Name | Project Type | Notes | Timeframe |
|---|---|---|---|
| Huron Drive and Perth Drive Streetscape Improvements | Open Space – Streetscape Improvements | Unified streetscape improvements on Huron Drive and Perth Drive as the South Valley Precinct develops. Coordinate roadway geometry, sidewalks, lighting, planting, and furnishing standards to create a cohesive streetscape identity. Improvements should support multimodal mobility, reinforce gateway functions, and align with future building and open space layouts within the precinct. | Long Term |
| West Campus Streetscape Improvement | Open Space – Streetscape Improvements | Build out a network of streets and pedestrian paths in West Campus to reinforce permeability as development advances. Establish a clear framework of connected streets, shared-use paths, and green corridors that improve access, reduce block lengths, and support future academic, residential, and research development. This network will guide incremental growth while maintaining strong connections to the campus core. | Long Term |
| Stormwater Management Study | Open Space – Stormwater Management | Conduct a study to understand stormwater drainage potential across campus and develop a coordinated system of stormwater features to strengthen resiliency. Assess hydrological conditions, identify opportunities for infiltration and detention, and map priority areas for green infrastructure. The study should inform a long-term strategy for implementing bioswales, rain gardens, constructed wetlands, and other LID systems across campus. | Long Term |
| District Energy Strategy | Open Space – Sustainability & Resilience | Develop long-term strategies for expanding district energy, renewable power generation, and building-scale sustainability upgrades to advance climate-action goals. Evaluate opportunities to expand centralized heating and cooling systems, integrate geothermal or solar technologies, and retrofit existing buildings for energy efficiency. These measures will reduce carbon emissions and support the university's long-term sustainability targets. | Long Term |

*Table 8. Open Space Action Plan (Continued)*

| Project Name | Project Type | Notes | Timeframe |
|---|---|---|---|
| Campus Green Network | Open Space – Green Network | Implement phased upgrades to the campus green network, including expanded tree canopy, native planting zones, and restoration of riparian areas along the river. Prioritize projects that enhance ecological connectivity, improve habitat quality, and increase climate resilience. Phased enhancements may include reforestation, invasive species removal, pollinator-supportive landscapes, and improved access to riverfront areas. | Long Term |
| Campus-wide lighting Strategy | Open Space – Lighting Strategy | Undertake a campus-wide lighting master plan to improve safety, reduce light pollution, and transition to energy-efficient systems. Develop lighting guidelines that address pathway hierarchy, open spaces, building façades, and key intersections. The plan should prioritize LED retrofits, smart controls, dark-sky–friendly fixtures, and consistent design standards to improve visibility while supporting sustainability goals. | Long Term |
| Indigenous Habitat Restoration | Open Space – Indigenous Placekeeping | Undertake large-scale habitat restoration of river edges, woodlots, or meadows guided by Indigenous ecological knowledge and stewardship practices. | Long Term |
| Campus Cultural Corridor | Open Space – Indigenous Placekeeping | Create a continuous cultural and ecological corridor across campus that links significant sites, integrates gathering spaces, and expresses enduring Indigenous presence through landscape and built form. | Long Term |

# 06
# Special Areas of Focus

## 6.1 Indigenous Placekeeping

Western University is committed to fostering a campus environment that respects, reflects, and celebrates Indigenous peoples, cultures, and ways of knowing. Building on the principles of the 2016 Indigenous Strategic Plan, this document outlines recommendations to enhance Indigenous presence, access, and engagement across the campus. The initiatives focus on strengthening relationships with Indigenous communities, creating culturally meaningful spaces, supporting Indigenous food sovereignty, integrating outdoor teaching and learning areas, and promoting Indigenous art and naming practices. These efforts aim to cultivate an inclusive, accessible, and culturally rich campus for all members of the Western community.

### Recommendations:

### Improving access to the river

- Developing a continuous trail network along the Thames River to create a continuous and accessible path for pedestrians and cyclists, enhancing connectivity & recreational opportunities along the riverfront.
- Enhancing current access points to the river and establishing new entryways to improve connectivity and ease of access. This includes improving existing access points, identifying new access points ensuring that these access areas are welcoming and functional for a variety of users, such as pedestrians and cyclists.
- Identifying locations along the river for potential cultural markers.



## Establishing Indigenous food sovereignty through edible native planting on campus

- Continue to steward edible native plantings at the Wampum Learning Lodge to promote local biodiversity and support sustainable food practices.
- Continue to look for opportunities to integrate indigenous food sovereignty principles.
- These initiatives will not only support the cultivation of native, edible plants, providing ecological benefits but also provide hands-on educational resources. This initiative aims to honor traditional food practices, contribute to urban agriculture, and enhance the campus's sustainability efforts.

## Outdoor Teaching Spaces/ Teaching Lodge spaces

- Identifying locations for potential outdoor learning lodges

## Public Art

- Continue to enrich the campus environment with culturally significant and visually impactful pieces through Western's upcoming Public Art Strategy, which will include strategies to showcase indigenous art.



**The Ceremonial Arbour at the Wampum Learning Lodge is a sacred space for observing Indigenous ways of knowing and being.**

# 6.2 Commemoration

Western University values the recognition and remembrance of individuals who have made meaningful contributions to the campus community. Commemorative landscape features provide a lasting way to honor these members while enhancing the campus environment. This policy establishes consistent guidelines for the installation, care, and maintenance of such features, ensuring they are thoughtfully integrated into the landscape, sustainable over time, and reflective of Western's commitment to inclusivity, stewardship, and the natural beauty of its grounds.

**The strategy aims to:**

- **Establish clear and consistent practices for commemorating members of the campus community.**
- **Enhance and maintain the natural beauty of the campus landscape.**
- **Create sustainable practices for the installation and care of commemorative features.**

## Eligibility

- Commemorative Landscape Features must honor individuals connected to Western, typically for Graduation, Retirement, or Death.
- Fundraising initiatives or "Adopt a ..." programs may be permitted at the discretion of Western Facilities Management.

## Location

- Placement of new commemorative features is determined by Western Facilities Management and/or the Sherwood Fox Arboretum (SFA) for tree-related features.
- Whenever possible, clustering methods such as commemorative walls, engraved pavers, or floor placards should be used.

## Recommendations:

**Short Term Strategies (1-2 years)**

- **Consolidated Plaques:** Reduce scattered individual plaques by integrating commemorative content into interpretive signage and story panels at key campus nodes such as UC Hill, Alumni Circle and West Campus Lawn
- **Digital Recognition:** Introduce QR codes on existing markers that link to online histories, biographies, or stories, reducing physical clutter while enhancing accessibility.

**Medium Term Strategies (3-6 years)**

- **Themed Gathering Spaces:** Create small plazas, gardens, or seating clusters dedicated to groups, individuals, or milestones, combining narrative, landscaping, and durable materials as courtyards and plazas on campus get renovated.
- **Heritage & Memory Trails:** Develop curated walking routes highlighting campus history, architecture, and ecological heritage, supported by signage, maps, or digital apps.
- **Interactive Storytelling Nodes:** Install multimedia or QR-enabled installations at high-traffic points such as Welcome Plaza, Concrete Beach and Alumni Circle, allowing visitors to explore campus stories and legacies.
- **Digital Tree Archive:** Incorporate commemorative information into the existing digital tree inventory of the Sherwood Fox Arboretum.

**Long-Term Strategies (7+ years)**

- Signature Art & Sculptural Installations: Commission landmark public art, statues, or sculptural landscapes to celebrate historical milestones, notable individuals, or Indigenous and community contributions.
- **Commemorative Wall**: Install Commemorative walls either as standalone structures or integrated with a building to provide a dedicated space for recognizing individuals, groups, events, or milestones significant to the campus community.
- **Commemorative Policy & Framework:** Develop an overarching policy guiding recognition practices, including naming, signage, artwork, and maintenance standards, ensuring consistency, inclusivity, and long-term sustainability.

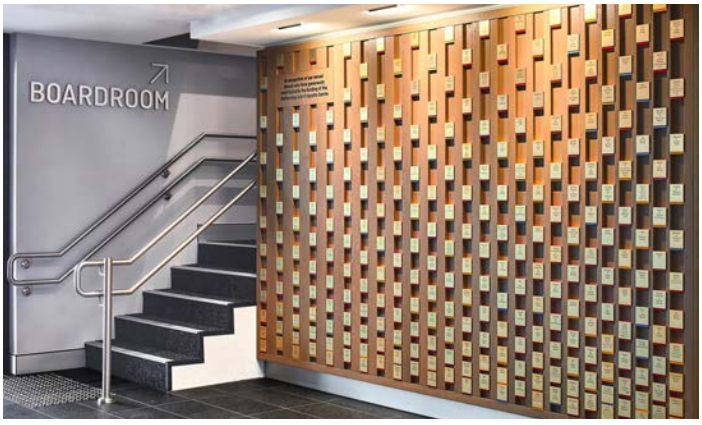



*Figure 86. Donor Wall at St Catherine's School (Source: brandculture.com)*



*Figure 87. Memorial Wall at Kansas University (Source: The Business Journal)*

## Operational & Maintenance Guidelines:

**Existing Commemorative Features**

- Existing plaques, trees, and benches remain in place until relocation or removal is required.
- Building projects, damage, or loss of trees may require removal; plaques may be relocated to commemorative walls with wording preserved whenever possible.
- Damage or theft of plaques will be documented in a digital database.
- Original requesters will be notified when feasible if features are damaged, removed, or relocated.

**Plaques**

- Plaques must conform to design standards (size, font, color) of the placement feature.
- Wording requires approval by Western University and must comply with Policy 1.50 – Signage Policy.
- Plaques are only allowed on designated commemorative features and may be purchased for a fixed cost.

**Landscape**

- No individual commemorative trees will be planted; donations to the Sherwood Fox Arboretum (SFA) can support the campus tree inventory.
- Donations may be recognized on the SFA website.

**Benches**

- Commemorative benches, including plaques, may be requested for preferred locations, subject to approval by Facilities Management based on site furnishing needs.
- Denied requests may be waitlisted.
- Costs are fixed; a portion supports ongoing maintenance.

# 6.3 Wayfinding

University campuses serve multiple user groups. Each of these groups require specific information and visual cues to reach destinations. A campus with consistent and easily understood signage ensures that students, staff, faculty, alumni, and visitors are able to easily navigate corridors and locate facilities. Wayfinding signage is considered a campus' first opportunity to provide high-quality customer service.

- All signage for the university should be appropriate to the scale of the use and user – pedestrian signs vs. vehicular signs.
- All signage should share a cohesive design, creating a uniform signage family and indicating they represent the university.
- The sign design should draw inspiration from the university's rich history while also introducing thoughtful innovation. They must feel contemporary yet still align seamlessly with the university's established character.
- To enhance signage, use materials for colour, texture, light, sound and scale when appropriate.
- When placing wayfinding signage, be strategic and only place what is required. These elements can become intrusive and redundant when multiple signs are located in one area that could otherwise be consolidated into one sign.
- Signage relies on communication and must communicate effectively. In order to achieve this, signs must indicate only important information or what is necessary. An overabundance of information can create confusion with users.
- The information presented must be clear and legible for the intended user.
- Signage should clearly differentiate parking areas between public and pass holder lots, with directional signage to public parking areas provided from points of entry into the campus from public streets.
- Directional signage should be placed where major pedestrian paths of travel intersect to direct pedestrians across the campus.
- In order to achieve and maintain a campus wide wayfinding strategy which is unique to the university, a plan must be created, adopted and implemented, while ensuring maintenance and consistency are met.
- All signs should be constructed of durable materials.
- Consider incorporating lighting fixtures at key intersections to strengthen wayfinding and visibility at night.
- Conformance with OPS Design Standards for all traffic and pedestrian oriented signage.
- Compliance with City of London Bylaws for signs and parking.
- Campus Wayfinding Signage should be categorized into 9 main groups:
    - Primary Gateway;
    - Secondary Gateway;
    - Parking and Vehicular directional Wayfinding;
    - Pedestrian Wayfinding;
    - Building Identification Markers;
    - Trail Markers;
    - Kiosks;
    - Interpretive Signage and
    - Temporary Signages.




*Figure 88. Well lit directional signage at Glendale College, California (Source: RSM Designs)*

# 6.4 Campus Ecology

The preservation and protection of Western's natural environment is paramount to maintaining the outdoor character and sense of place of the campus. The following design guidelines are provided to assist with the protection of the natural amenities of the campus, including:

- Preservation of existing woodlots as a priority for determination of suitable development areas outlined in the Campus Master Plan to avoid fragmentation of remaining natural areas;
- Preservation of the 100-year floodplain where development is not permitted, with consideration for conditional development permits in floodplain fringes;
- Emphasis on opportunities to increase canopy coverage for the campus by planting trees in appropriate spaces, or enhance existing canopied areas with succession plantings;
- Landscape approaches including form, placement and planting species proposed for a particular area should complement the natural environment and contribute positively to natural processes;
- Opportunities such as extending woodlot coverage through new tree massings, or replicating understory conditions with groundcover plantings should be considered.
- Ornamental landscaping should be limited to campus gateways, to frame and direct routes of travel across the campus, or to highlight significant points of interest on campus such as building entrances, wayfinding signage, or other focal locations on campus where they are easily maintained;
- Landscaping should prioritize the use of species that are appropriate for the conditions where they are proposed to reduce long-term maintenance requirements and upkeep;
- The understory of woodlots and natural areas along river corridors should be reviewed to identify and remove any potential invasive species that may harm local plant communities;
- Where subject to future development, trees should be preserved where possible. Any distinctive trees (those with calipers of 50 cm or greater) that may be influenced by the limits of proposed development should be evaluated by a certified arborist to determine appropriate tree preservation opportunities including protection or relocation measures to ensure existing trees are preserved, and to meet Western's Master Development Agreement with the City of London, and their Tree Protection By-Law for protection of forest health;



- Where distinctive trees must be removed for future development, site planting designs should look to replace (at a minimum) or exceed the number of trees removed. The development of standards for canopy coverage of new development sites should be considered. Where the minimum standard cannot be accommodated on site, the equivalent amount of canopy coverage should be planted elsewhere to contribute to the overall canopy of the campus;
- Trail enhancements along the Thames River and Medway Creek corridors should be limited to those areas already disturbed by pedestrian traffic to prevent additional encroachment into understory areas;
- Trail enhancement areas should consider layout options which reduce future opportunity for erosion of potentially sensitive slopes within the river corridor;
- Trail surfacing in natural areas should conform with the City of London's trail design standards, with preference for use of natural surfacing materials such as stone dust or mulch for permeability; and
- Placement of seating elements within the river corridors should be limited to natural elements such as stone or wood structures, and be placed in areas which take advantage of vistas of the river / creek.
- Promote a campus-wide culture of land stewardship by encouraging ongoing monitoring, adaptive management, and community education. Stewardship initiatives should engage students, staff, and faculty in restoration activities, ecological monitoring, and responsible use of natural areas, helping to ensure the long-term health and resilience of the campus landscape.

***"Incorporate ecological health and biodiversity into overall campus planning, in alignment with the Open Space Strategy, Campus Development Strategy, and other planning guidelines."***

***- Western University Climate and Sustainability Strategy (2026)***

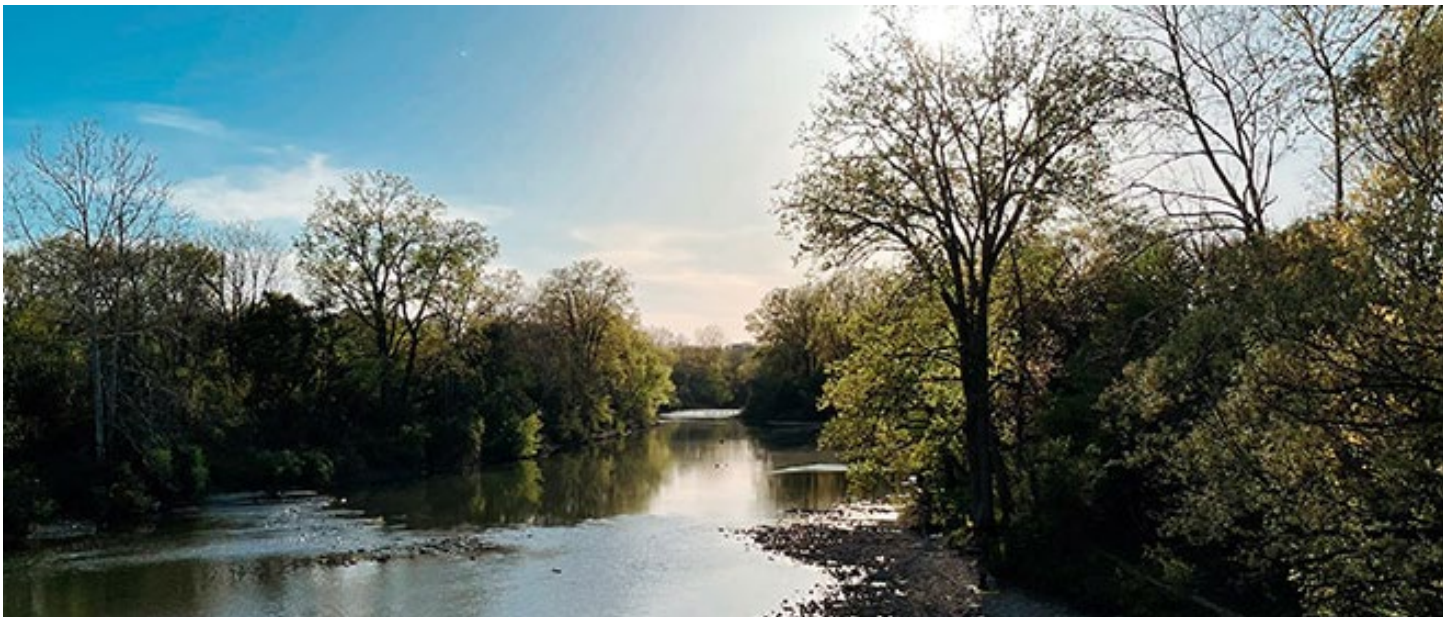


*Figure 89. Thames River at Western University (Source: Western University)*

# 6.5 Stormwater Management

As the impermeable surfaces created by built form and hardscape paving areas increase the potential for stormwater runoff, it will be important to implement an overall strategy to increase permeable surfacing for stormwater infiltration or collection as Western transitions to a transit/pedestrian-oriented campus. The strategy to capture, treat, and infiltrate through site design and implementation of at-point solutions will help to reduce stormwater runoff volumes generated.

## Building Solutions:

- Where new buildings on campus are proposed, consider providing rooftop greenroof areas to capture rainfall; and
- Implementation of outdoor cisterns should be provided for collection of stormwater from rooftops for re-use, including watering of grade-landscaped areas, courtyards and plazas, as well as greenroofs, where provided.



*Figure 90. URBAN FARM, a rooftop farm at Toronto Metropolitan University (Source: Toronto Metropolitan University)*

## At-Grade Paving Recommendations:

- Strive to remove redundant sidewalks, parking areas, and reduce existing roadway widths that will become pedestrian only areas to increase landscape coverage of the campus;
- Implementation of permeable paving solutions for pedestrian corridors or parking lot areas associated with future development should be considered only for areas which are easily accessible by maintenance vehicles for periodic upkeep;
- Permeable paving use is not recommended for smaller courtyard areas where maintenance access is limited. In these areas, surface runoff should be diverted to infiltration beds or swales where possible;
- New parking areas, or existing parking areas that are to be resurfaced should be graded in a manner which directs water to overland drainage swales or detention basins for temporary storage;
- Implementation of open bottom storage tanks and prefabricated soil cell units below grade should also be considered for the collection and slow release of stormwater runoff from large paved areas including parking lots, roadways, pedestrian corridors and plazas or covered bike parking areas to promote infiltration and reduce requirements for servicing infrastructure; and
- Curb cuts, or perimeter trench drains which outlet to drainage swales or infiltration beds should be provided around the perimeter of paved areas such as parking lots and plazas.



*Figure 91. Permeable Paving at Ursinus College (Source: Ursinus College)*

## At-Grade Planting Recommendations:

- Strategies for new developments should include the implementation of rain gardens at downspouts and bioswales along parking areas or pedestrian paved areas where space and drainage intent permit;
- Increase tree canopy coverage where possible on campus, including new plantings in underutilized landscaped areas, or succession plantings in established canopy areas; and
- Planting strategies for landscaped beds, swales, and open spaces not deemed as 'pedestrian spaces' should aim to replicate natural meadow or woodlot understory conditions to decrease runoff volumes generated and increase maintainability.

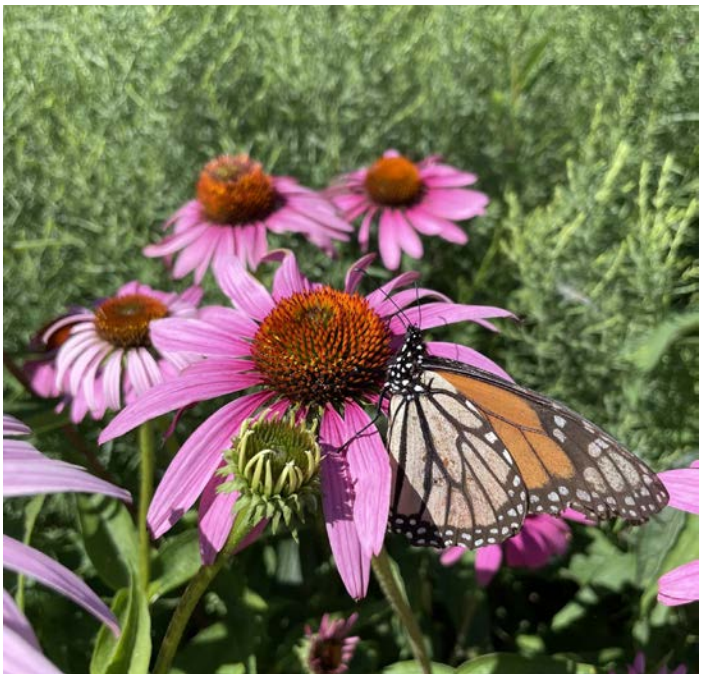


*Figure 92. Pollinator garden at Middlesex Parking Lot at Western University (Source: Bee City Canada)*



*Figure 93. Rain garden serving as landmark water feature at University of British Columbia (Source: University of British Columbia)*

Perkins&Will

WESTERN'S OPEN SPACE STRATEGY



# Campus Development and Open Space Strategies

**Senate – June 5, 2026**

# Presentation Overview

1. Introduction to Campus Development Strategy & Open Space Strategy
2. Consultation Process
3. Feedback & Themes
4. Summary of Changes



# Introduction to Campus Development Strategy & Open Space Strategy

Western

# Campus Development  & Open Space Strategy

**Objectives**

The Campus Development Strategy will provide a renewed framework for making ongoing development choices and decisions within the context of the long-term vision.

The Open Space Strategy will reaffirm the university's commitment to a pedestrian-first core campus, integrate current and planned capital projects, and develop a campus mobility strategy.



# Existing Conditions

New content to reflect the **current campus conditions and ongoing projects**, both on and off campus.

## Recently Completed Buildings, Open Spaces, Paths & Street Projects

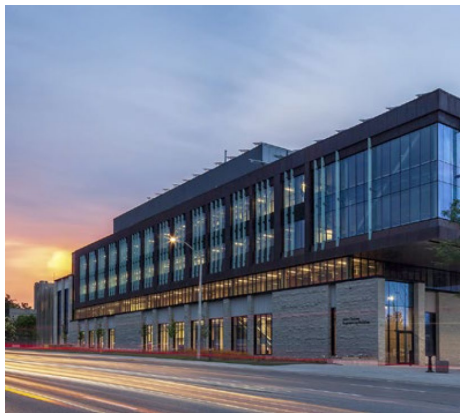
EXAMPLES



WSRC Gym Addition



Schmeichel Entrepreneurship and Innovation Building



Amit Chakma Engineering Building



Kent Walk



University Hill Pathways

# Existing Conditions

EXAMPLES

## Current Campus Projects



New Engineering Building



Fieldhouse/Parking Structure



Bioconvergence Centre



Faculty of Health Sciences Buildings

## Transit Service Direction

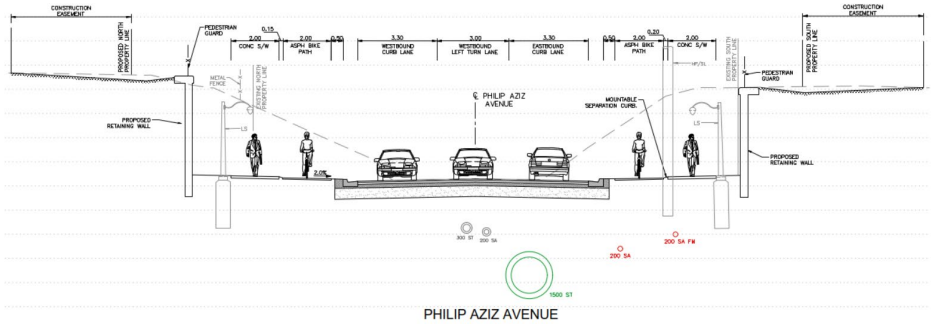



BRT no longer routed through campus and not likely in the near term, but still planned
Local bus service likely to remain as-is for at least 5 years

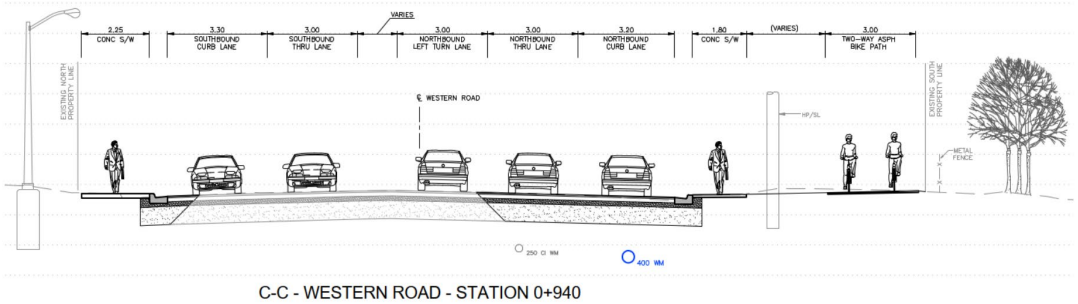
Western

# Existing Conditions

## Mobility – Upcoming City Projects



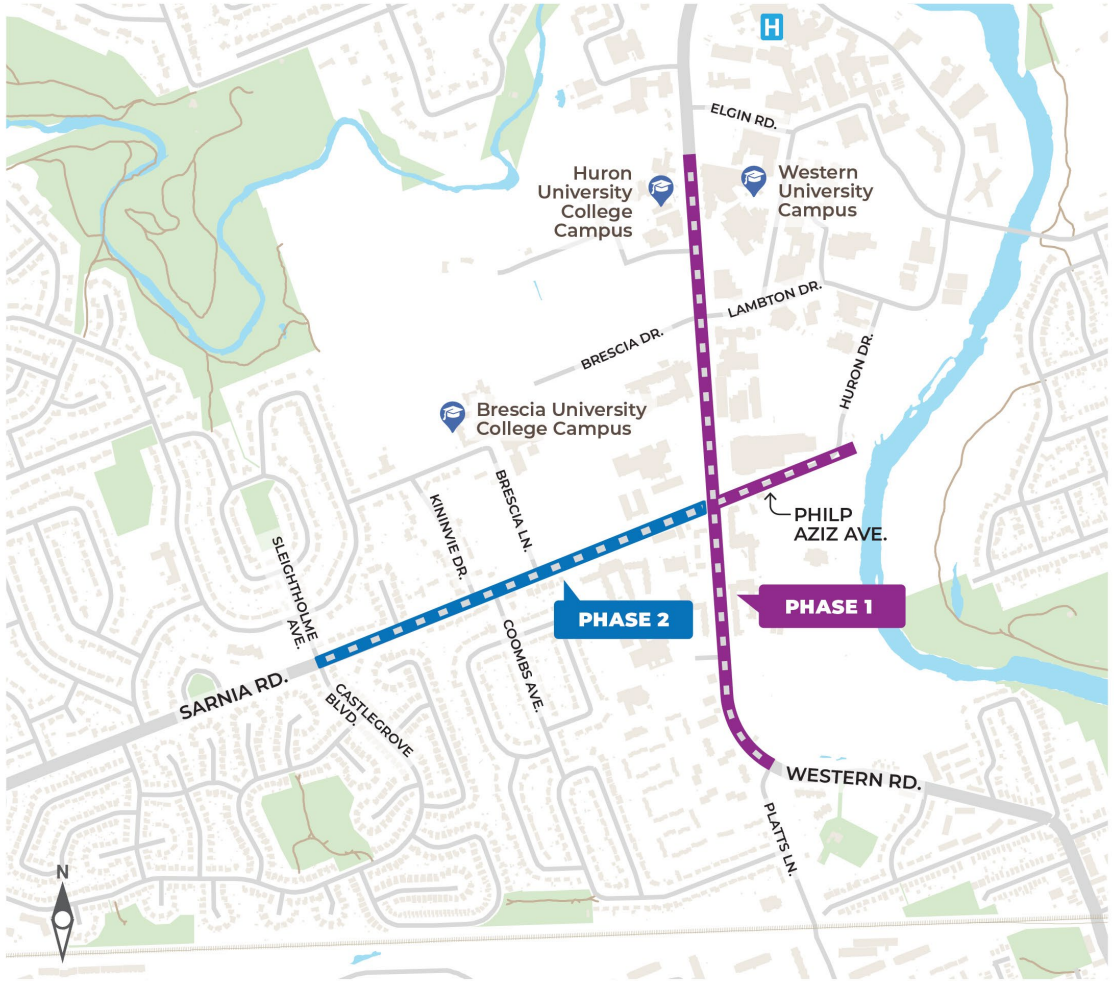

**Philip Aziz Avenue (2026)** – New sidewalks, bicycle lanes, curb, and gutter, LPIs




**Western Road (2026)** – Interim design with bicycle lanes on east side, extended SB right turn lane to Sarnia Road (WB)

**Sarnia & Western Road Intersection (2026)** – Cyclist crossings, wider pedestrian crossings and waiting areas, and leading pedestrian intervals (LPI)

Dedicated bus lanes for Rapid Transit are planned for the future



# Existing Conditions

## Natural & Open Space Amenities



UC Hill



Thames River




Playing Fields



# Campus Development Strategy

# Campus Development Strategy

## Campus Design Framework

### Circulation and Mobility



### Open Space and Public Realm

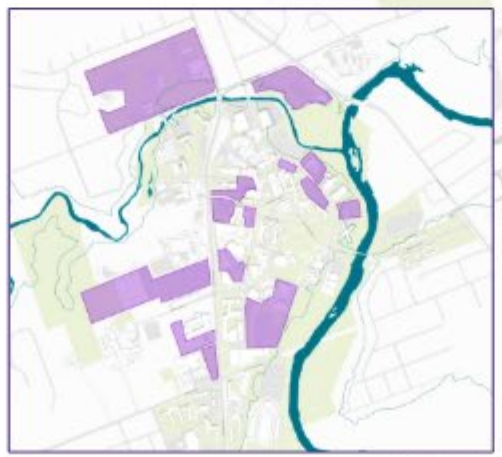


### Built Form and Design



# Campus Development Strategy

**Primary Development Sites**

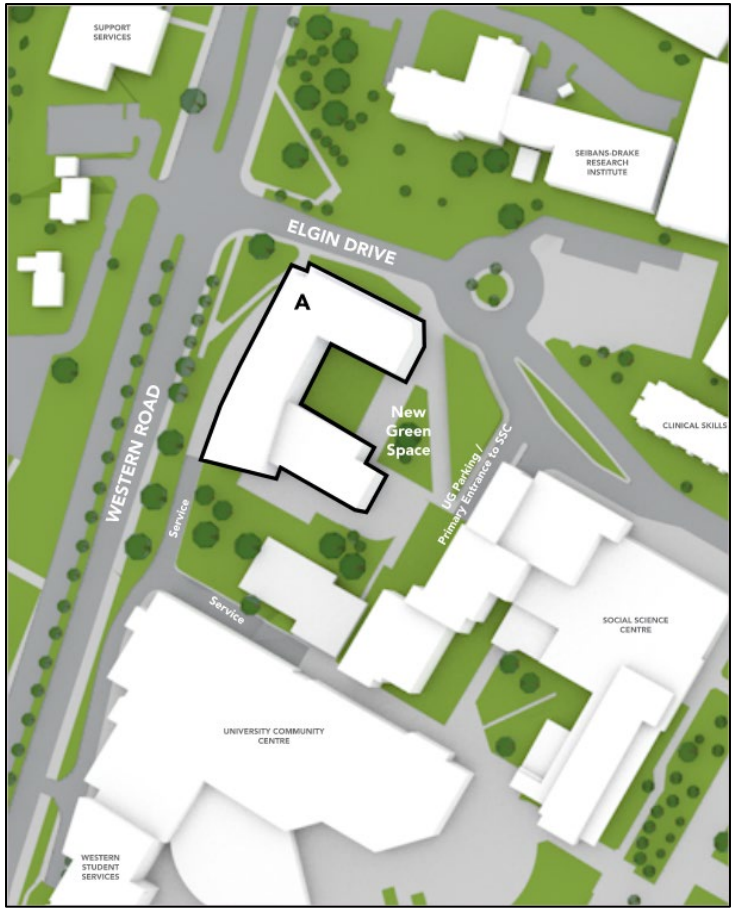


2015

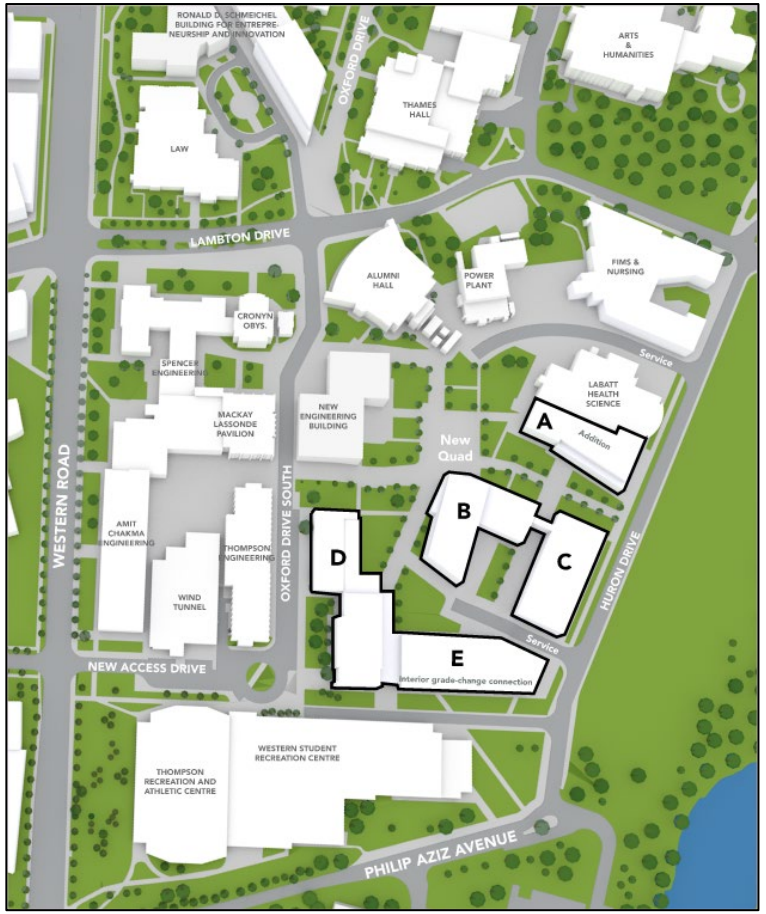
A. Perth Drive
B. Middlesex / Elgin North
C. Elgin South
D. South Valley
E. Sarnia / Western
F. Springett / West Campus East

# Campus Development Strategy

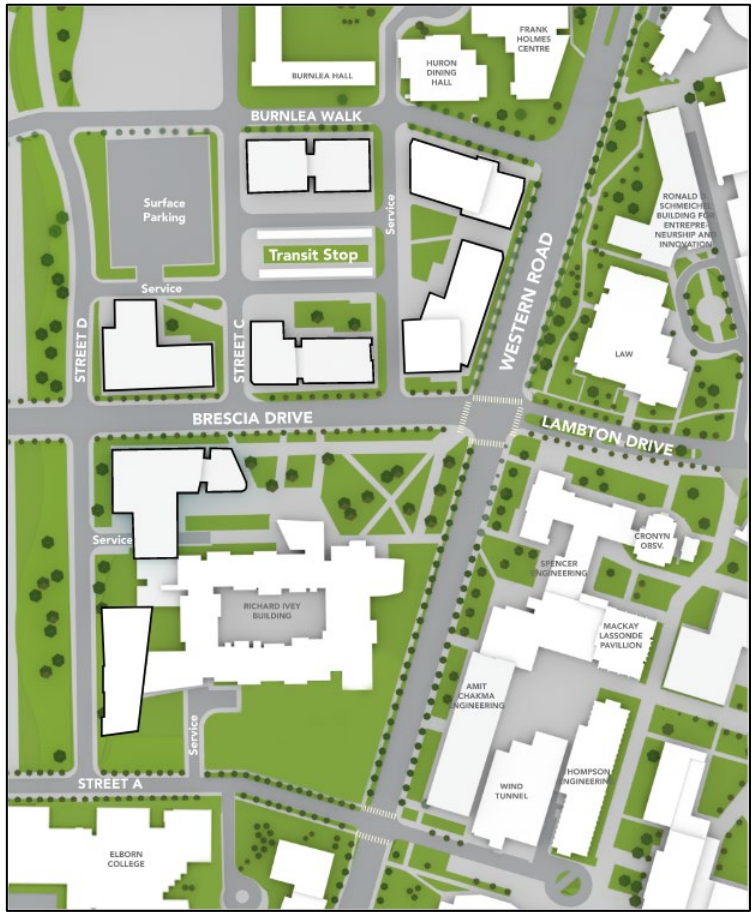
## Primary Development Opportunities – Demonstration Plans




Elgin Drive South – North Core Precinct



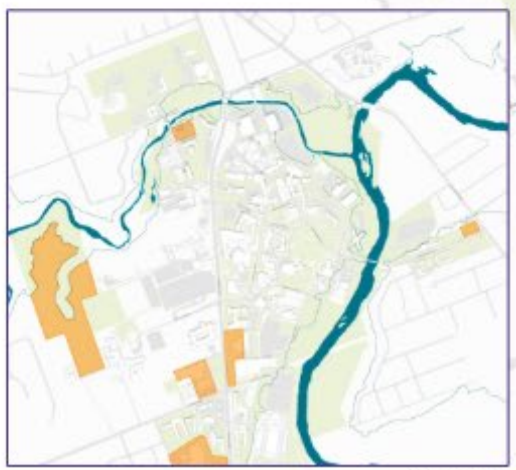

South Valley – South Valley Precinct




Springett / West Campus East – West Campus Precinct

# Campus Development Strategy

## Secondary Development Sites



2015

2026

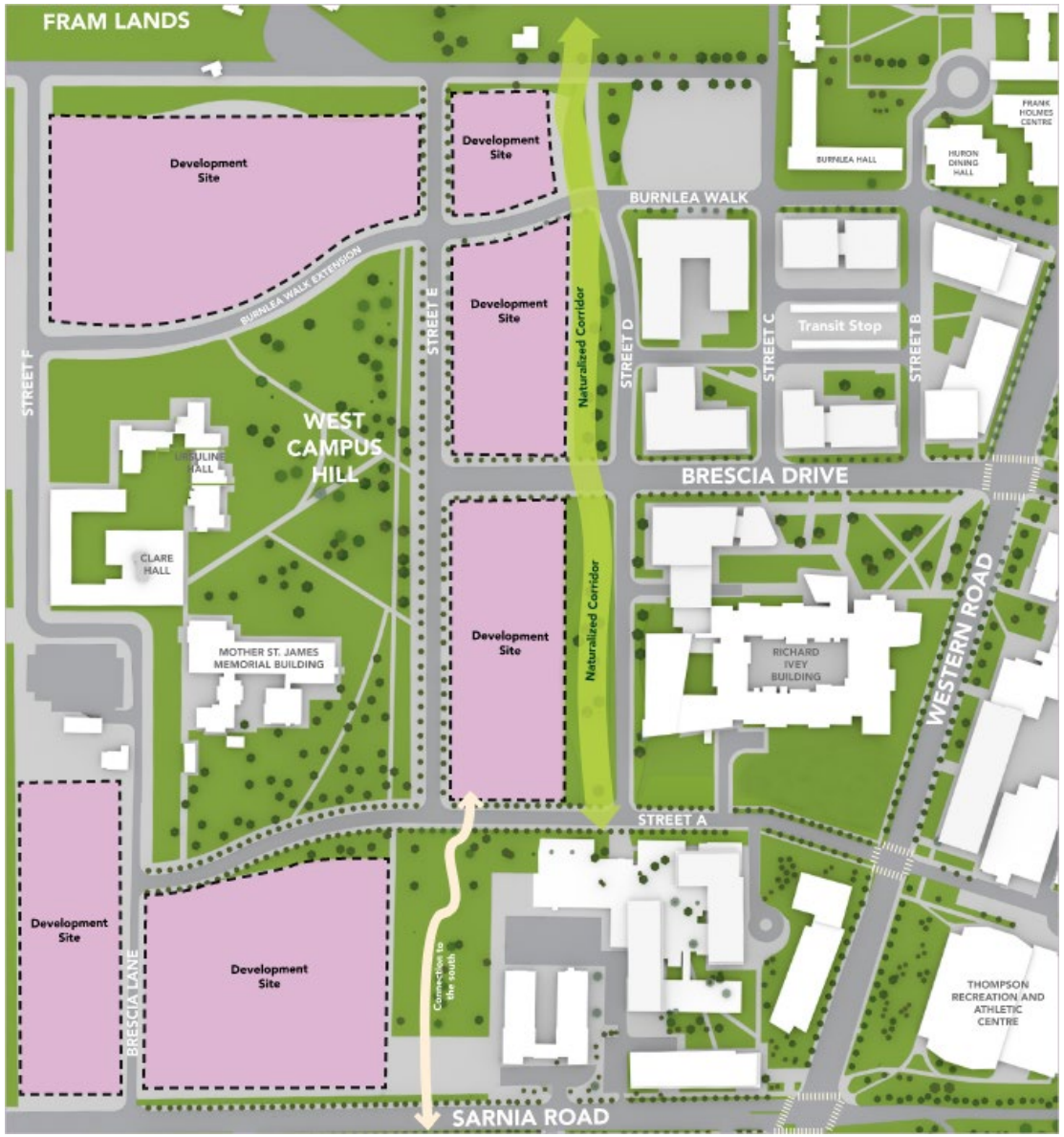
G. Westminster
H. Oxford Drive
I. Sarnia / Western Phase 2
J. West Campus Central
K. West Campus West
L. Althouse

# Campus Development Strategy

## Secondary Development Opportunities



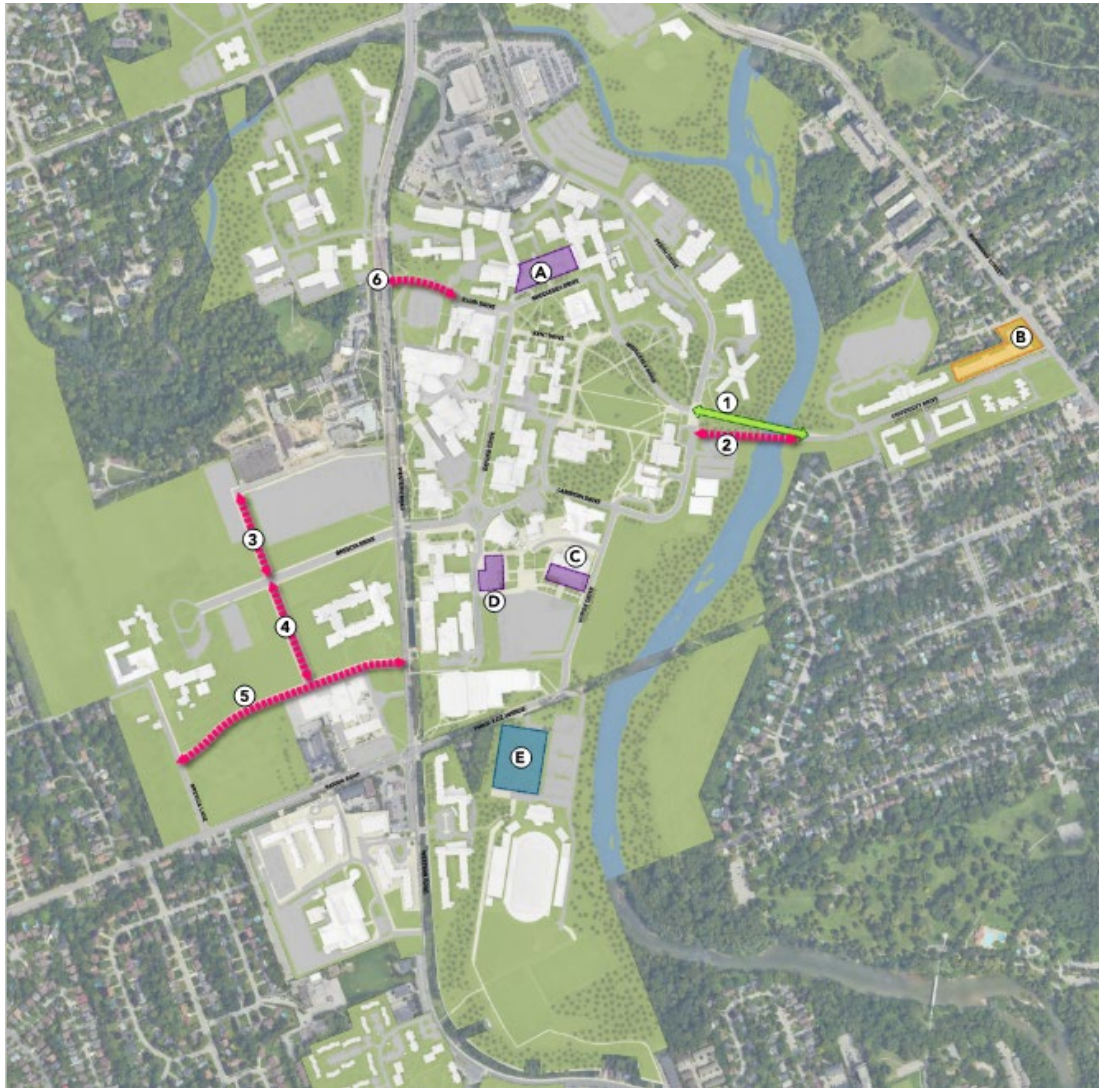

Westminster – Thames River Precinct




West Campus Precinct

# Campus Development Strategy

## Phasing Future Growth & Change




**Short-term Development**




**Long-term Development**

# Open Space Strategy

# Open Space Strategy



## *Vision*

"The Western Open Space Strategy will **build on the natural beauty** of Western's campus and legacy of landscape stewardship to deliver a **safe, inclusive, and a sustainable** campus that will foster learning and promote Western as a **destination of choice** for world class education and research."

We are still working toward the **same vision from the 2018 plan**!

# Open Space Strategy

## Guiding Principles



### Human Place

*No change to 2018 supporting details*



### Equity

*No change to 2018 supporting details*



### Mobility

*No change to 2018 supporting details*



### Sustainability & Resilience

***Updated** to align with Climate and Sustainability Strategy*

- Support Health and Wellness of the university community
- Provide efficient and cost-effective Operations and Maintenance of the open space system
- Create a sustainable environment (economically, socially, physically)
- Ability to recover as a campus from weather events related to climate change



### Access to University

*No change to 2018 supporting details*



### Supporting Pedagogy & Research

*No change to 2018 supporting details*

We've **updated the principles** to match the Climate and Sustainability Strategy.

# Open Space Strategy

## 10 Big Moves

**Prioritize Pedestrians**



**Improve Accessibility**



**Emphasize Landscape & Connect to the River**



**Integrate West Campus**



**Maintain Convenient Access to Transit**



**Complete the Bicycle Network**



**Maintain Vehicle Access**



**Reduce Cut-Through Traffic**



**Position Parking on the Perimeter**



**Allow for Service Access**



We've **updated the Big Moves** to fit the current context.

# Open Space Strategy

## 10 Big Moves

Prioritize Pedestrians

Improve Accessibility

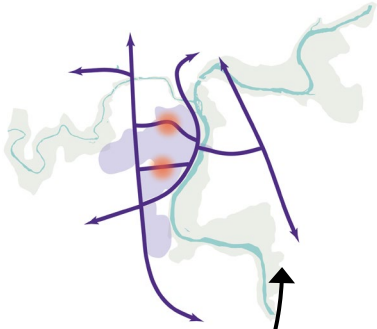
**Emphasize Landscape & Connect to the River**



**Integrate West Campus**



**Maintain Convenient Access to Transit**



Complete the Bicycle Network

Maintain Vehicle Access

Reduce Cut-Through Traffic

Position Parking on the Perimeter

Allow for Service Access

**Combined two 2018 moves**

**Brescia integration**

**Shift from BRT to local bus**

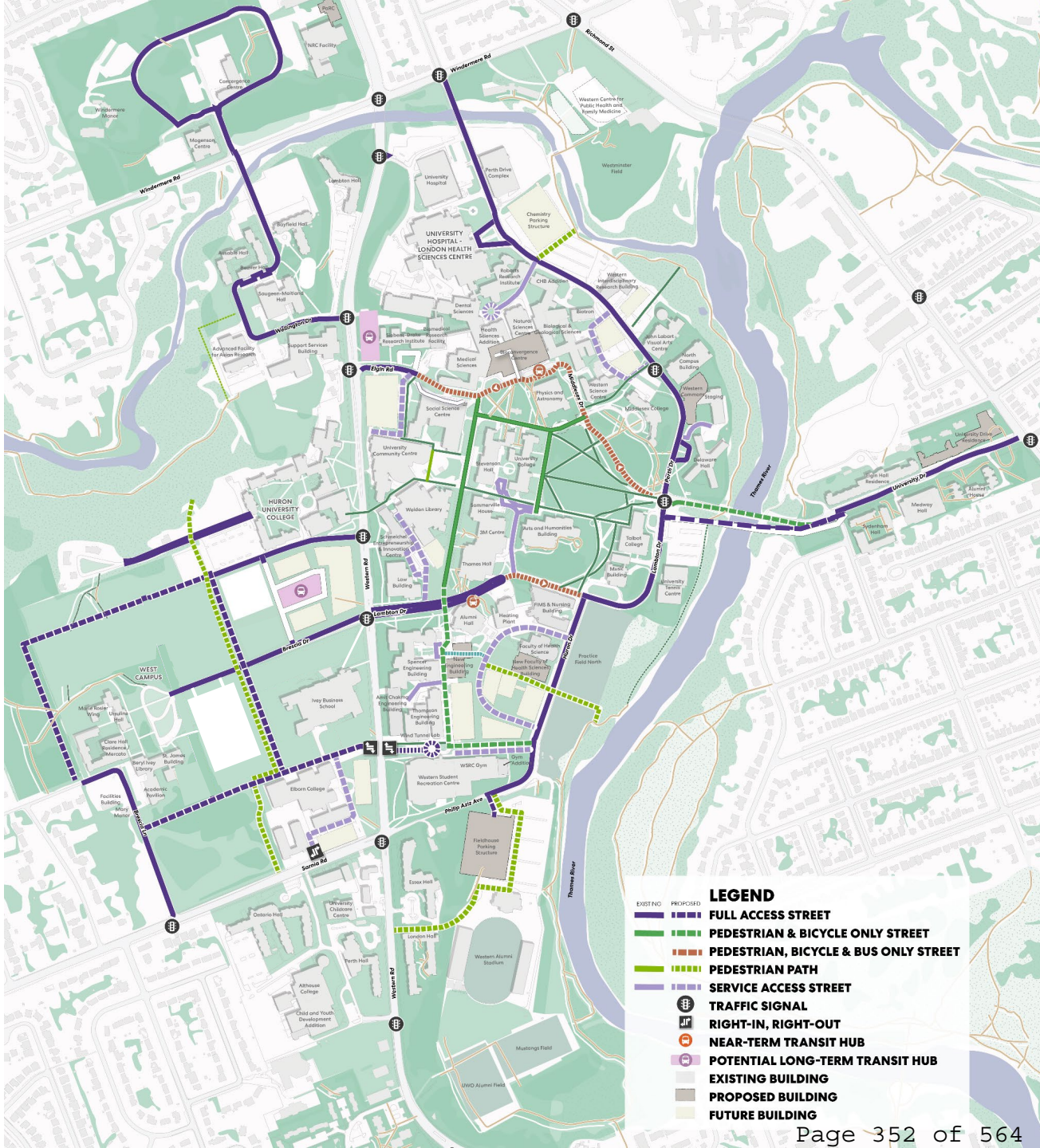
We've **updated the Big Moves** to fit the current context.

# Open Space Strategy

## Campus Circulation & Landscape Plan

### *Mobility Overview*

- Upgrading and extending Oxford Drive North and South as a primary north-south spine
- Twinning University Drive bridge
- Limiting vehicular through traffic on Lambton Drive and Middlesex Drive
- Redesigning Alumni Circle for safer crossings
- Filling in missing sidewalks and gaps in the bicycle network
- Building structured parking on the periphery

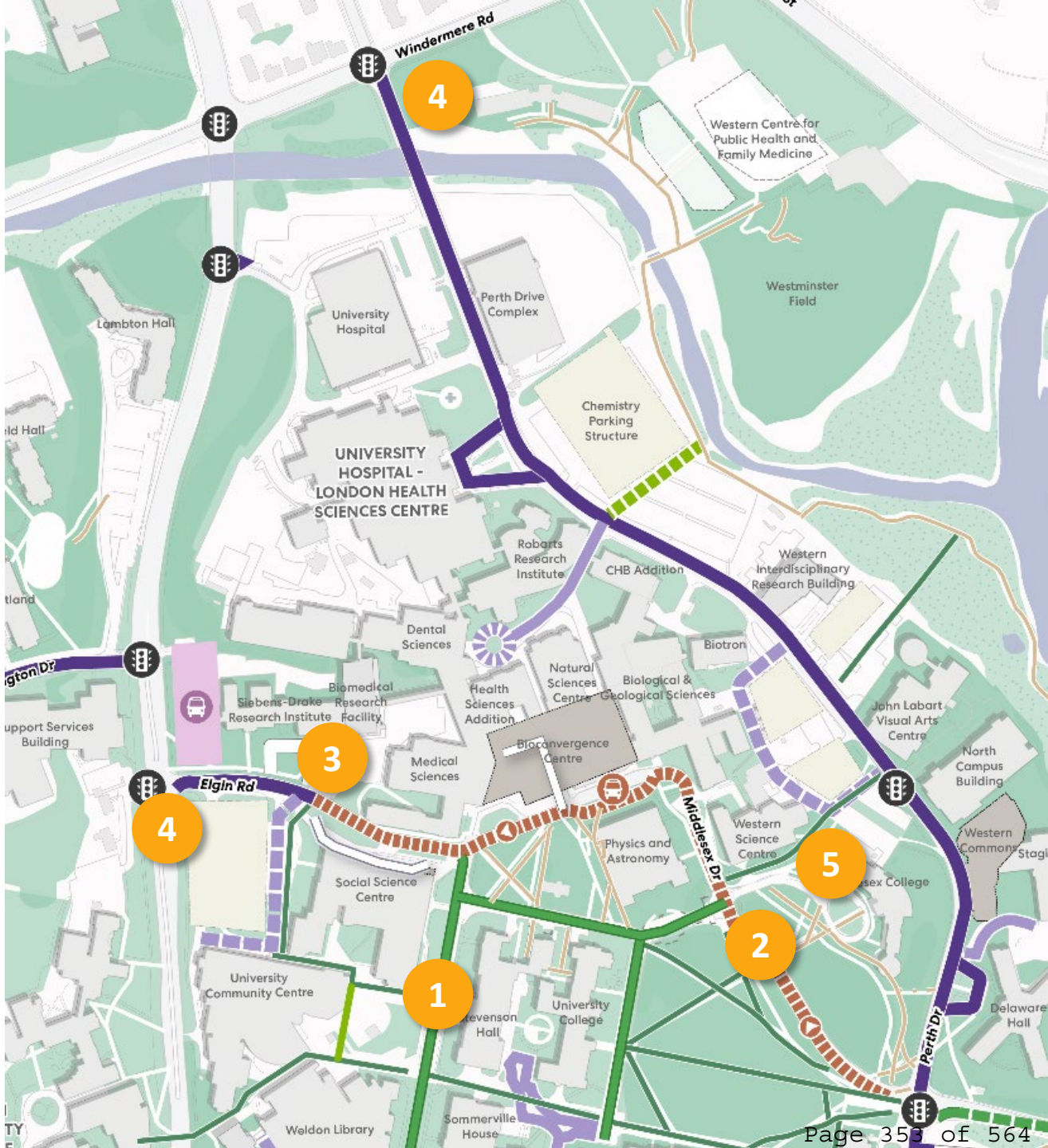


# Open Space Strategy

## Campus Circulation & Landscape Plan

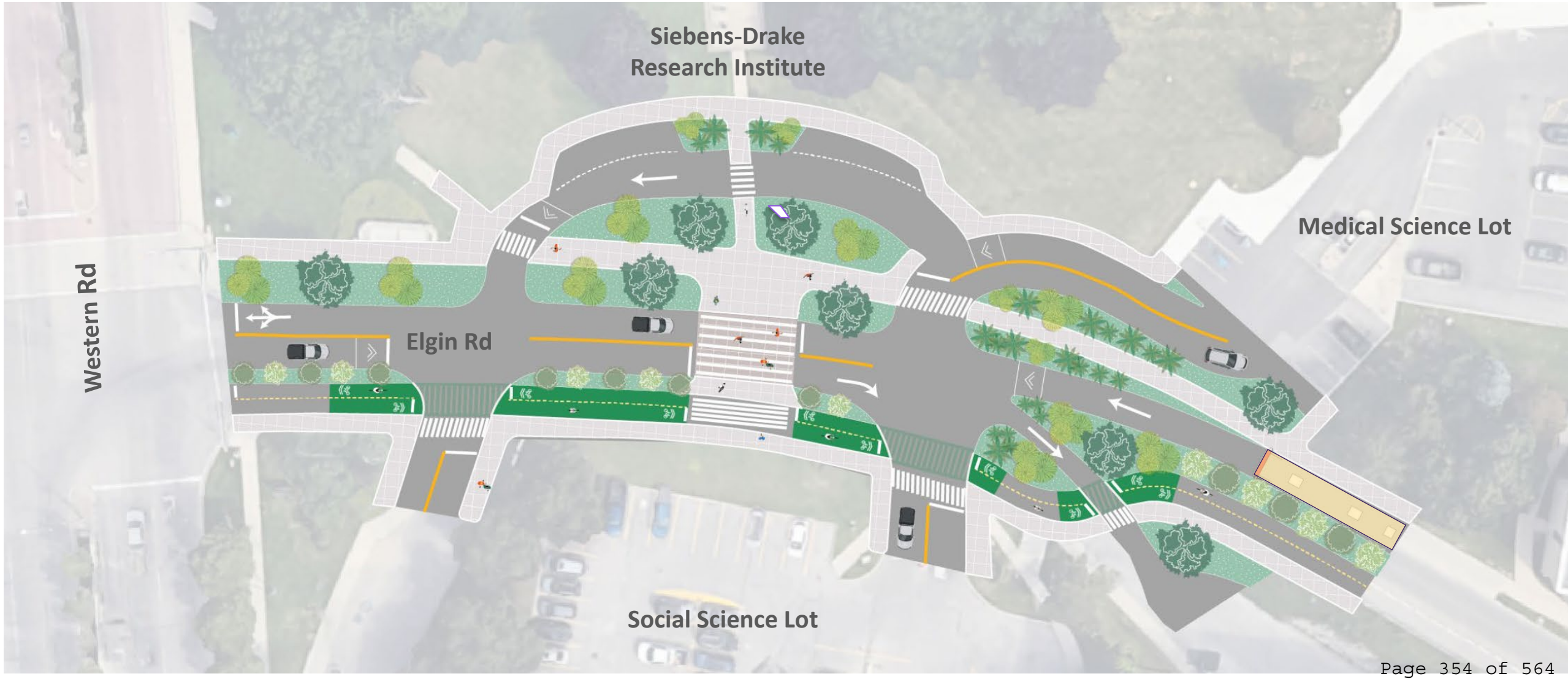
### *Mobility – Key North End Projects*

1. Oxford Drive North renewal, upgrading to a similar condition to Kent Walk
2. Middlesex Drive (Social Science Centre to Perth Drive) becomes one-way WB for buses and service only (no through traffic)
3. Designing a new turnaround and PUDO on Elgin Road at Siebens-Drake to return private vehicles to Western Road
4. Upgraded gateways at Elgin Road and Windermere Road
5. Upgraded walkway through Middlesex Parking Lot



# Open Space Strategy

***Elgin Road PUDO Draft Concept – Option 1 – Front Loop***

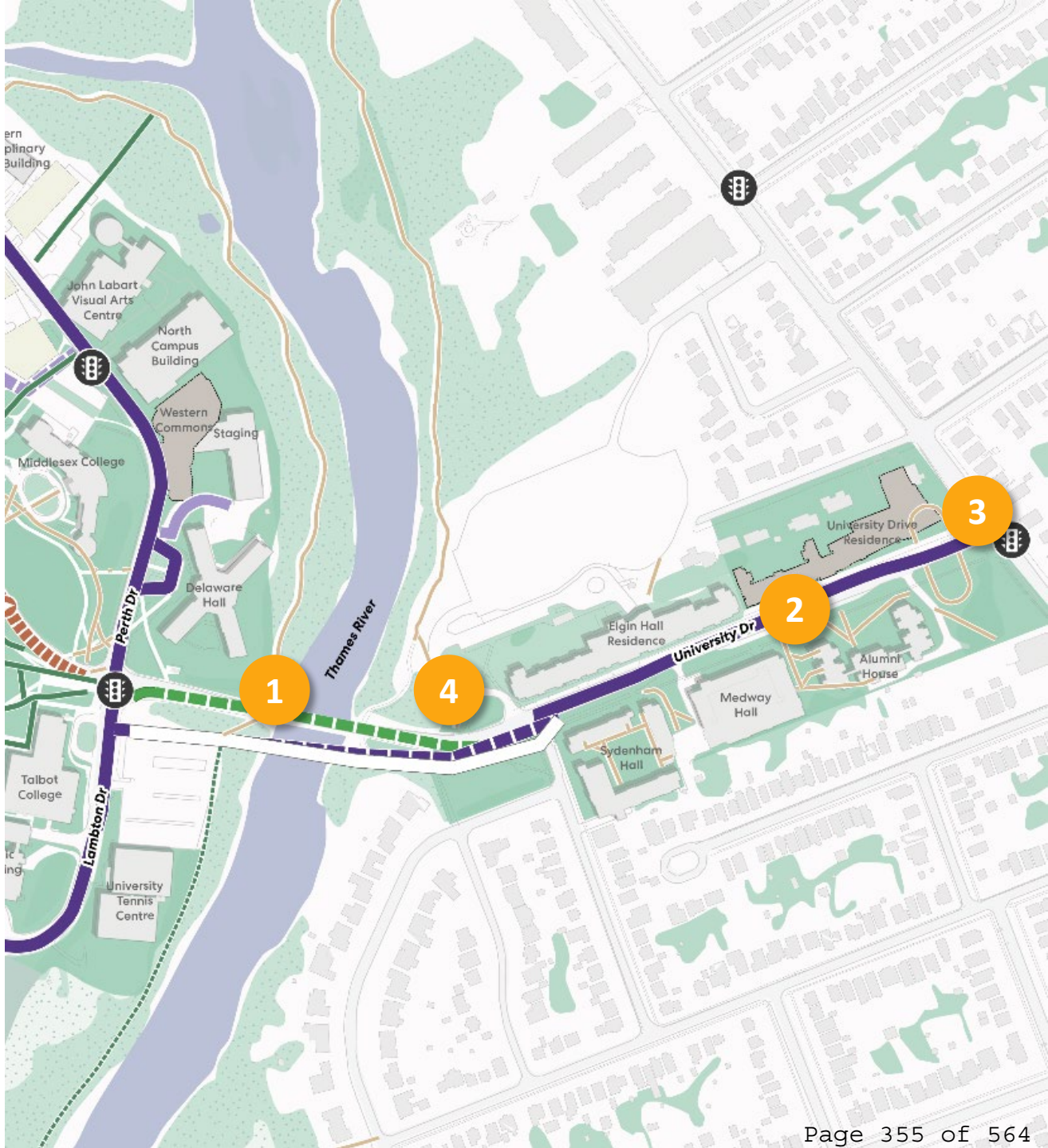


# Open Space Strategy

## Campus Circulation & Landscape Plan

### *Mobility – Key East Side Projects*

1. Twin University Drive bridge, converting the historic bridge to a pedestrian- and bicycle-only street and adding a new vehicular bridge
2. Minor safety improvements along University Drive (e.g. curb extensions at crossings, fixing curb ramps, green conflict paint at driveways, etc.)
3. Upgrade University Drive gateway
4. Increase visibility of Thames Valley Parkway access points

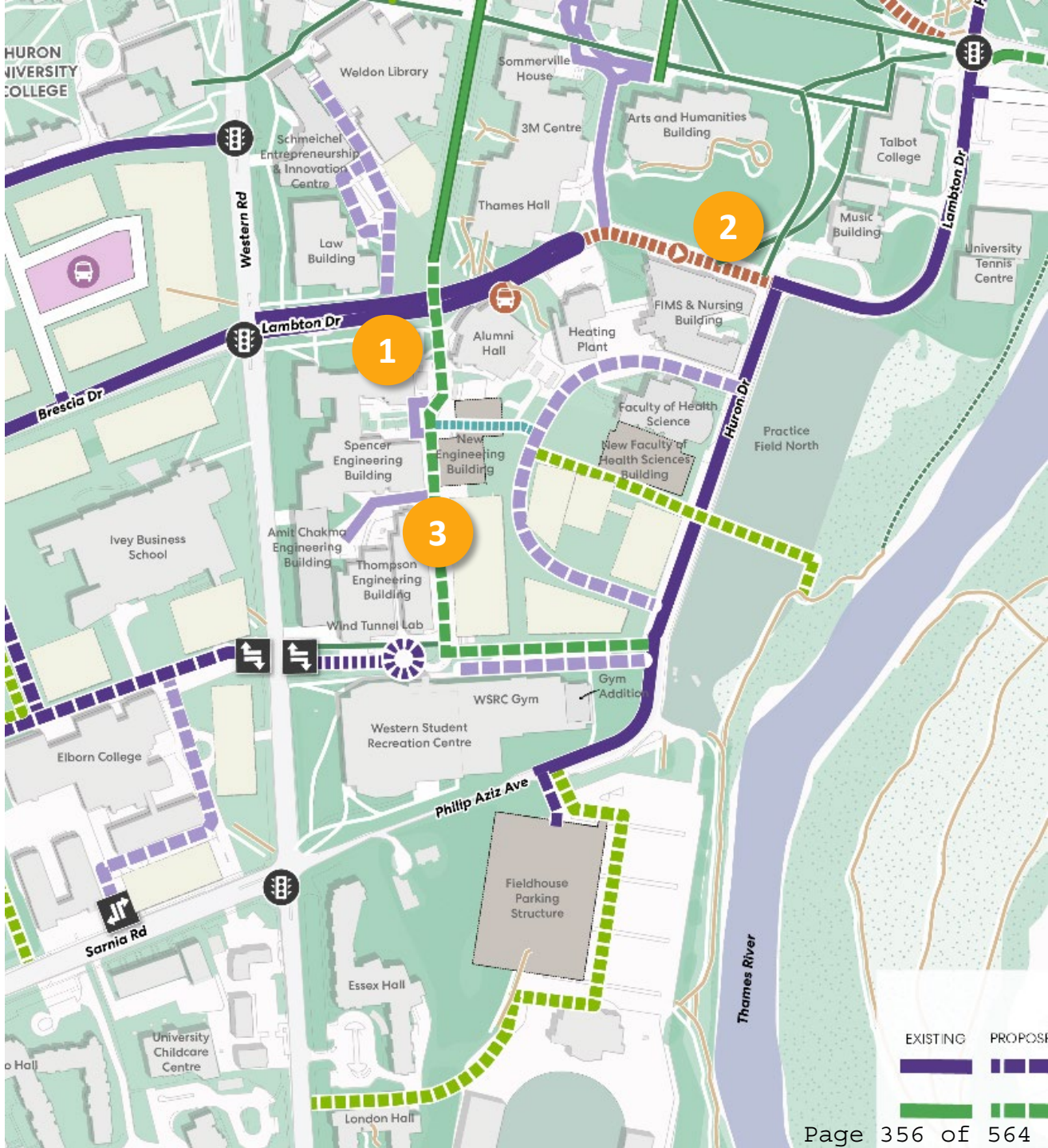


# Open Space Strategy

## Campus Circulation & Landscape Plan

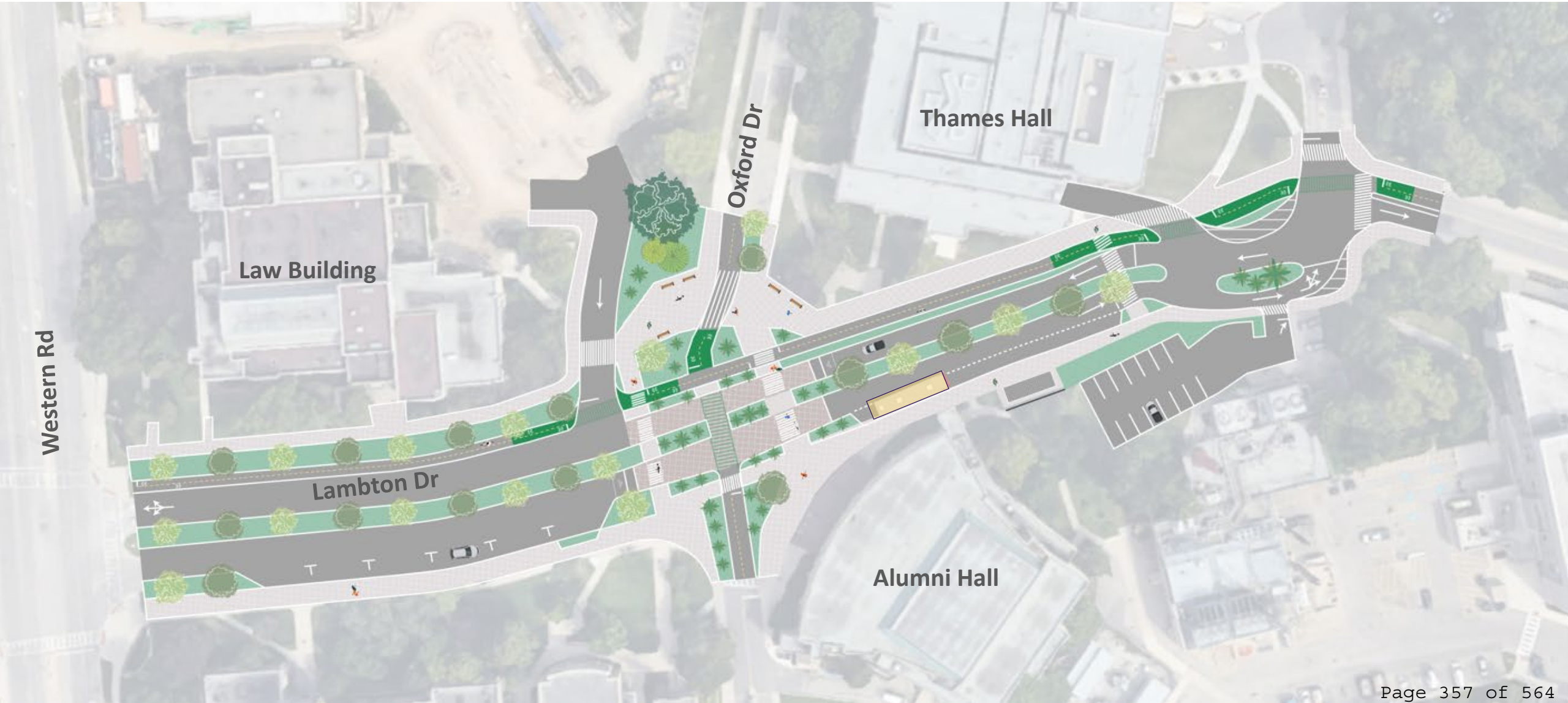
### *Mobility – Key South End Projects*

1. Redesign Lambton Drive to:
    - Remove the roundabout to shorten pedestrian crossing distances at Oxford Drive and improve visibility and bus staging
    - Add a new turnaround
    - Add a two-way bicycle facility
2. Make Lambton Drive bus- and service-only from Thames Hall to Huron Drive
3. Redesign Oxford Drive South as a pedestrian- and bicycle-only space like Kent Walk



# Open Space Strategy

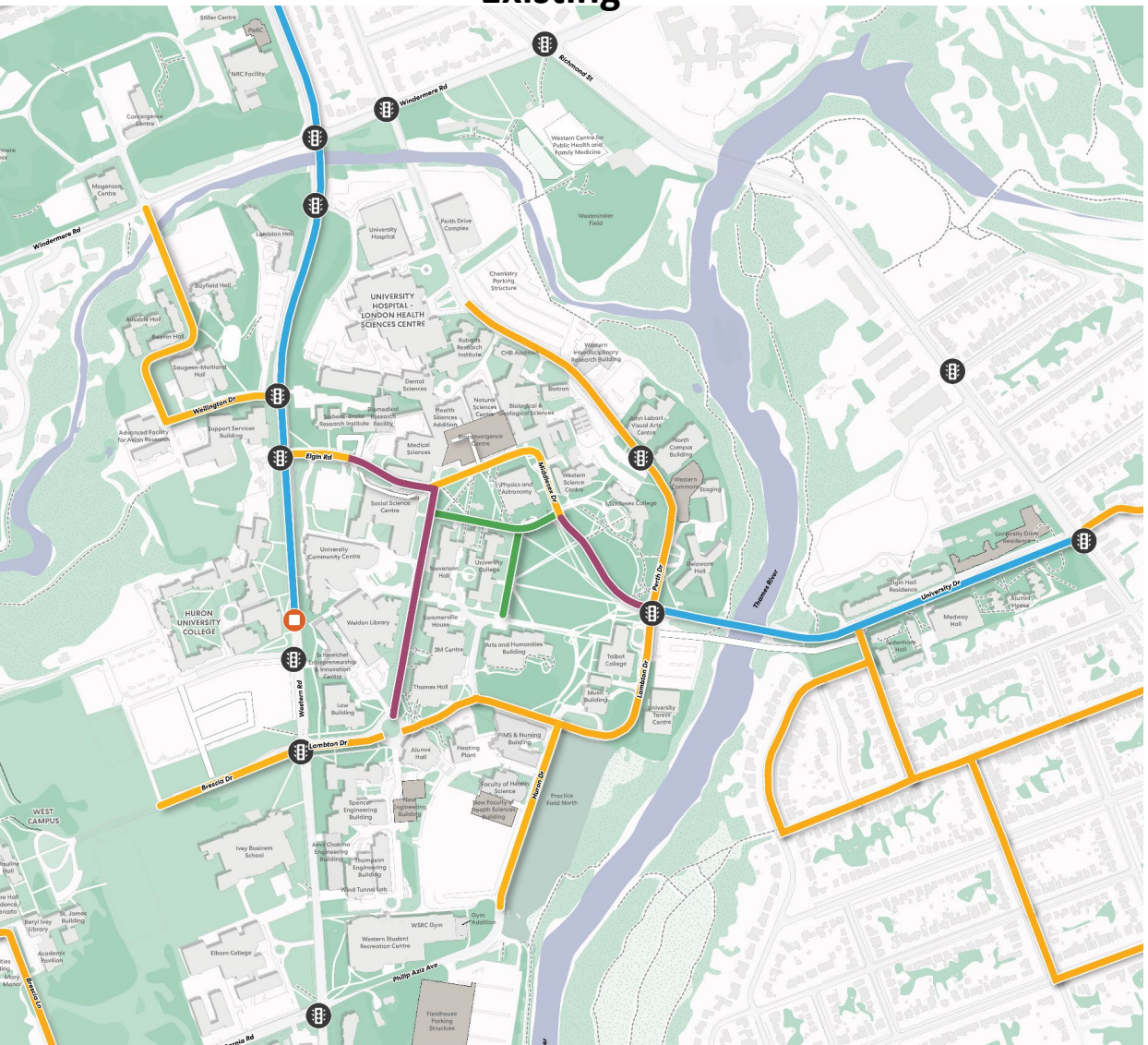
***Lambton Drive Draft Concept***



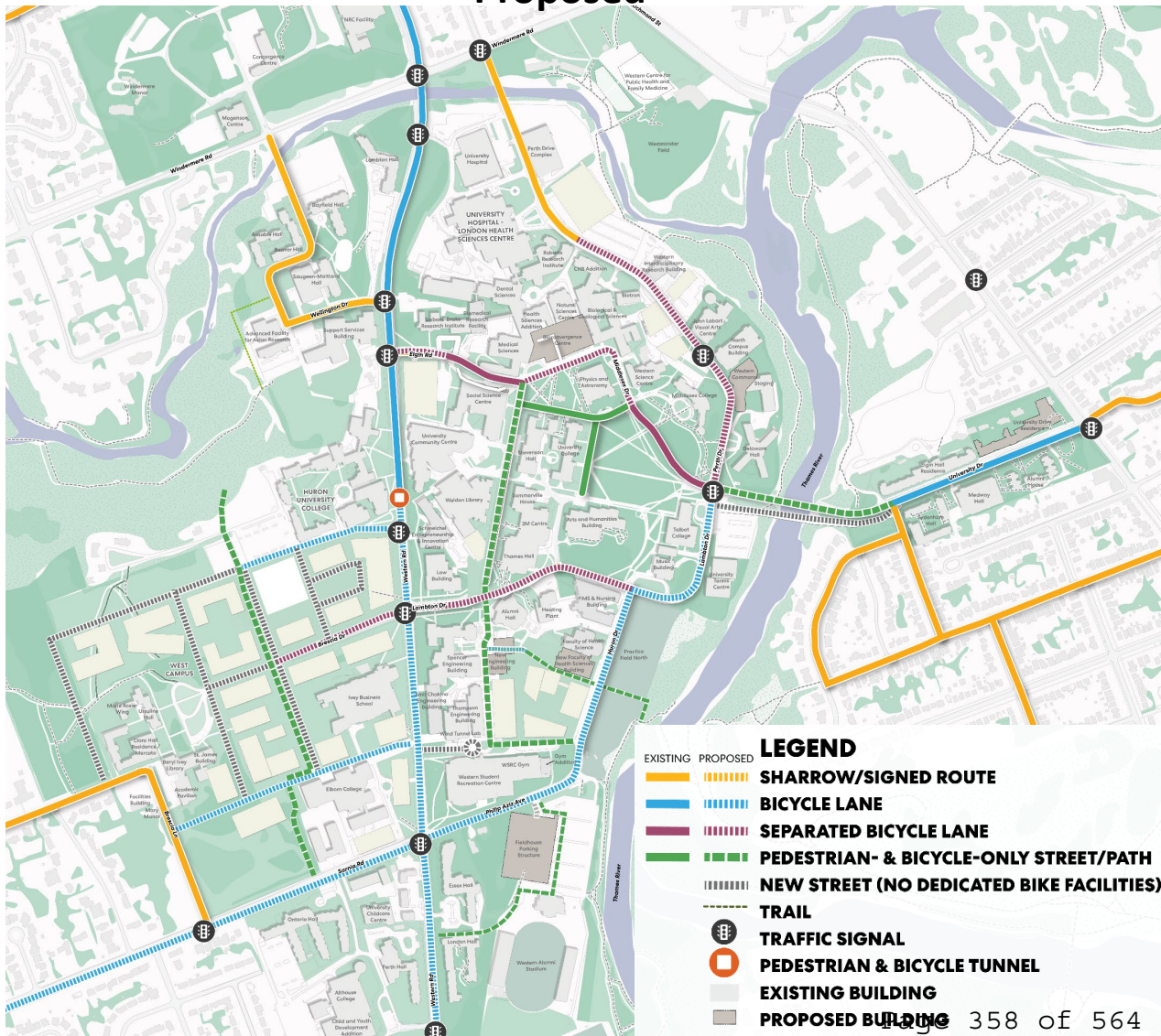
# Open Space Strategy

## *Bicycle Network*

### Existing




### Proposed

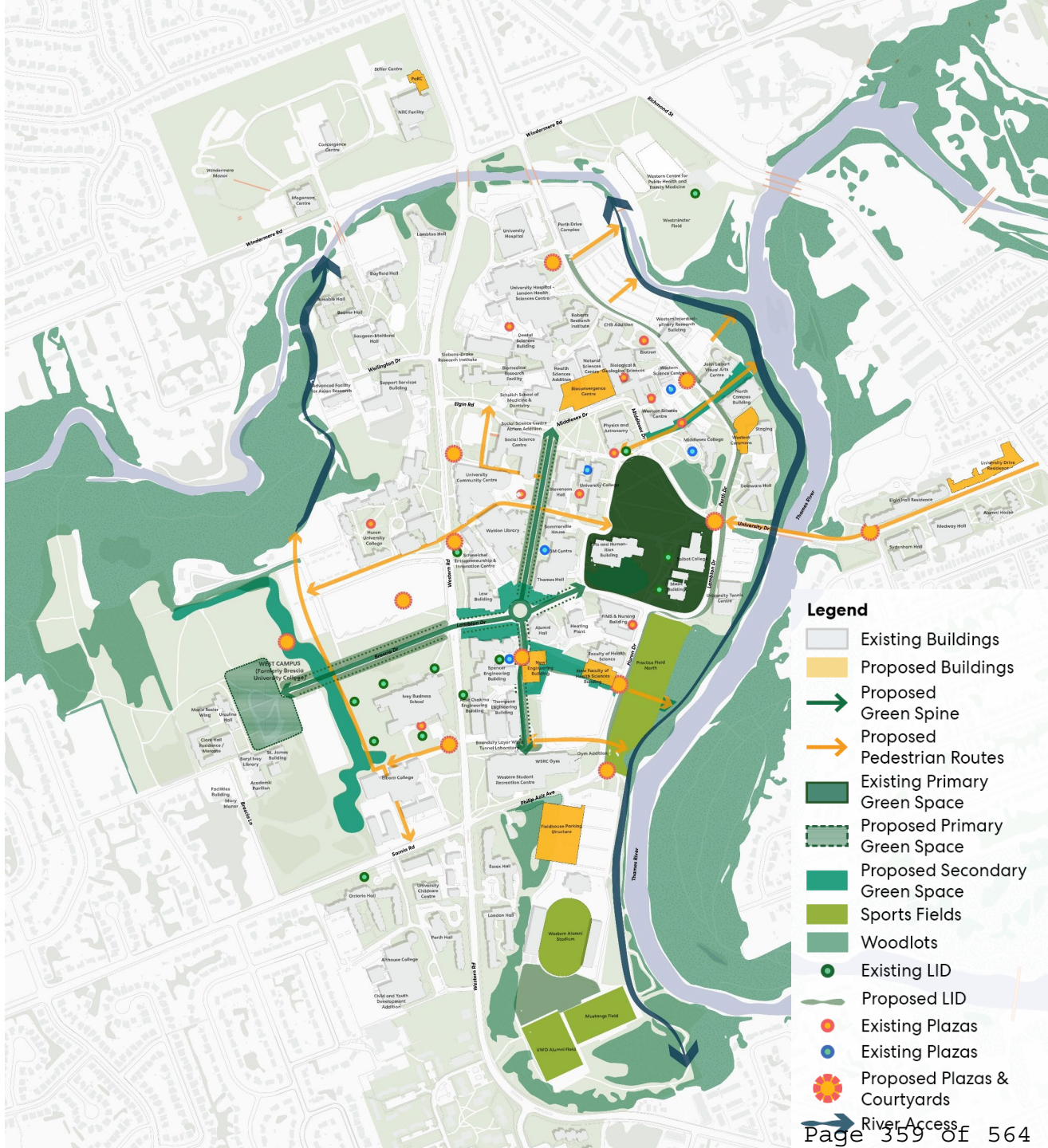


# Open Space Strategy

## Landscape & Open Space Structure

***Overview***

- Green Spine
- Pedestrian Routes
- Primary and Secondary Green Space
- Sports Fields
- Low Impact Development Infrastructure
- Courtyards and Plazas
- Woodlots
- River Access



# Open Space Strategy

## Campus Circulation & Landscape Plan

### *Sports Fields and Low Impact Development (LID) Infrastructure*

LIDs: landscape features that play an essential role in collecting and infiltrating stormwater into the ground.

Priority LID locations:

1. Along both Green Spines
2. Within the South Valley parking lot
3. Along Huron Drive, Lambton Drive, and Perth Drive
4. In proximity to the sports fields south of Philip Aziz Drive
5. Along the West Campus corridor to support infiltration

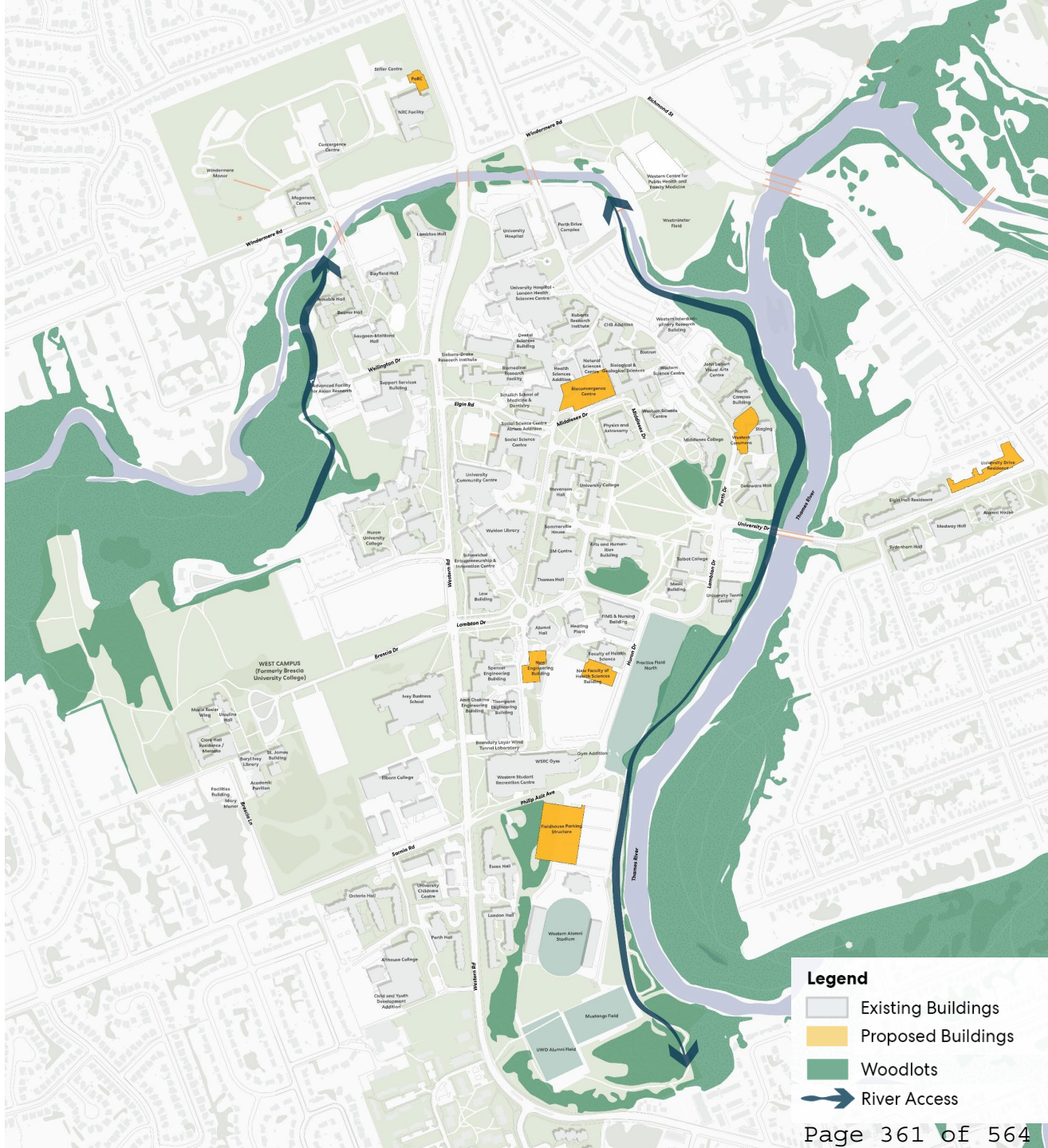


# Open Space Strategy

## Campus Circulation & Landscape Plan

### *Woodlots and River Access*

1. River's edge: Improved pedestrian and recreational access to the campus's natural features will be achieved through multi-use trails along the Thames River and to the Medway Creek
2. Woodlots: Protect and maintain mature woodlots as much as possible



# Open Space Strategy

## Implementation

**Updated the work program** to reflect recent accomplishments and add new project priorities

### Retained from 2018 OSS

- Still organized with quick wins, short-term priorities, medium-term priorities, and long-term priorities

### Key Changes

- Added an Action Plan table with additional detail on proposed phasing for discrete projects, organized by topic (mobility, open space, parking, policies)

**Action plans organized by topic**



*Table 4. Mobility Projects Action Plan*

| Project Name | Project Type | Notes | Timeframe |
|---|---|---|---|
| Coordinate with the City of London on the final design for Philip Aziz Avenue, Sarnia Road, and the southern portion of Western Road | Mobility – City Coordination | Ensure the final design reflects campus street design standards, such as decorative streetlights. | Short Term |
| Collect updated traffic counts | Mobility – Data & Analyses | Collect updated traffic counts—including turn movement volumes and pedestrian and bicycle counts—at key locations across campus to inform design decisions | Short Term |
| Construct a new Elgin Drive PUDO and upgrade the gateway at Western Road | Mobility – PUDO & Gateway | Select and construct a preferred design for the new PUDO/turnaround. Upgrade the gateway at Elgin Drive/Western Road as part of the project. | Short Term |
| Conduct a traffic analysis to assess the impact of the desired limited access sections of Middlesex Drive and Lambton Drive | Mobility – Data & Analyses | Evaluate the impacts of proposed closures of Lambton Drive (Thames Hall to Huron Drive) and Middlesex Drive (Elgin Road to Perth Road) to vehicles other than buses | Short Term |
| Install reduced speed limit signs at all campus entrances | Mobility - Gateways | Ensure all entry points transition to 40 km/h or slower | Short Term |
| Create branded "Western University" plaques as street sign toppers | Mobility – Branding and Wayfinding | | Short Term |
| Construct a new road connecting the Springett Parking Lot to Brescia Drive | Mobility – Street Design | | Short Term |
| Work with the City of London to install minor pedestrian and bicycle safety improvements on Western Road (Burnlea Walk to Wellington Drive) | Mobility – Street Design | Minor improvements to be implemented prior to the BRT redesign may include refreshing crosswalk markings, upgrading all crosswalks to high-visibility markings, installing missing tactile warning strips, extending center medians for better defined pedestrian refuges, adding green conflict striping where bicycle lanes cross driveways and intersections, adding transitional signage and markings where the bicycle lane ends, and installing LPIs. | Short Term |
| Minor safety improvements on University Drive | Mobility – Street Design | Install a series of minor safety and comfort upgrades on University Drive from Sunset Street to Richmond Street, including adding green conflict marking where bicycle lanes pass through driveways, installing accessible curb ramps where missing, adding 1-2 new mid-block crossings with curb extensions, and adding shelters at bus stops. | Short Term |

# University Drive Bridge

# Existing Condition



# Preferred Conserve & Twin Option



# Active Transportation Bridge



# University Drive Bridge - Proposed



# Consultation Process

# Campus Development & Open Space Strategy Committee

| Members | |
|---|---|
| Lynn Logan, Vice President (Operations & Finance) - Chair | Gregory Kopp, Professor (Faculty of Engineering) |
| Andrew Konowalchuk – AVP (Facilities Management) – Vice Chair | Mike McLean, Director (Facilities Planning & Design) |
| Chris Alleyne – AVP (Housing & Ancillary Services) | Bryan Neff, AVP (Research) |
| Julian Birkinshaw – Dean, Ivey Business School | Lesley Oliver, Specialist (Equity, Diversity, Inclusion) |
| Christy Bressette - Vice-Provost & AVP, Indigenous Initiatives | Susanne Schmid, Chair (Senate Committee on University Planning) |
| Bill Chantler – Director (Campus Safety & Emergency Services) | Alison Springate, Director (Stakeholder Relations, Western Communications) |
| Ruban Chelladurai, AVP (Institutional Planning & Budgeting) | Melissa Steadman, Associate Director (Off-campus Housing & Apartments) |
| Cherin Chung, President (Society of Graduate Students) | Geoff Wild, Associate Dean (Infrastructure, Faculty of Science) |
| Jessica Farmer-Bosma, Director (Government Relations) | Stephen Ledgley, Senior Media Relations Officer (Western Communications) |
| Kathleena Henricus, President (University Student's Council) | Danielle Ward, Executive Specialist (Operations & Finance) |
| Jeff Hutter, Acting Deputy Provost | Allison Wright, Executive Director (Operations & Finance) |
| Heather Hyde, Director (Sustainability) | |

# Consultation Process





- Consultation period: April 9, 2026 – May 29, 2026
- Mix of in-person consultation sessions, in-person and virtual Town Halls
- Access to feedback form online
- 280 community members shared their feedback

**April 9**

**Consultation Begins**
Constituted groups and community partner sessions

**April 22**

**Public Launch**
Consultation website live
Draft strategies released
Feedback form opens

**April 28-May 14**

**Town Halls**
In-person and online consultation sessions

**May 29**

**Consultation Closes**
Feedback period ends

**June 18**

**Governance Review**
Board of Governors consideration and approval

# Constituted Groups

| Campus Community | Community Partners |
|---|---|
| Campus Council | Affiliated University Colleges |
| Campus Safety & Emergency Services | City of London |
| Dean's Council | London Health Sciences Centre |
| Housing Office | London Transit Commission |
| Human Rights Office | Neighbourhood Associations |
| Office of Equity, Diversity & Inclusion | |
| Office of Indigenous Initiatives | |
| Parking Services | |
| Society of Graduate Students | |
| University Student's Council | |
| Vice Provosts | |

# Over the consultation period...

**96**

community members responded to the feedback form



**23**
students

**30**
faculty

**21**
staff

**22**
community members

**+ 184 community members through in-person or virtual consultation sessions**

Western

# Feedback & Themes

# Consultation Themes



**Pedestrian Priority**

- Vehicles on campus
- Safety



**Active Mobility**

- Cycling infrastructure
- Pedestrian-only zones/walkways



**Ecological Stewardship**

- Green/open space
- Biodiversity




**Accessibility**

- Parking
- Transit
- Navigation



**UDR Bridge**

- Comments specific to the University Drive Bridge

# Reflections on Themes

- General support for strategy updates
- Diversity of Opinion
  - Parking
  - Cut-through traffic
  - UDR Bridge
- Strategic vs. Operational
- Issues outside of Western University purview
  - Transit, city cycle infrastructure, non-campus street speed limits, traffic-calming on non-Western streets
- Implementation timing

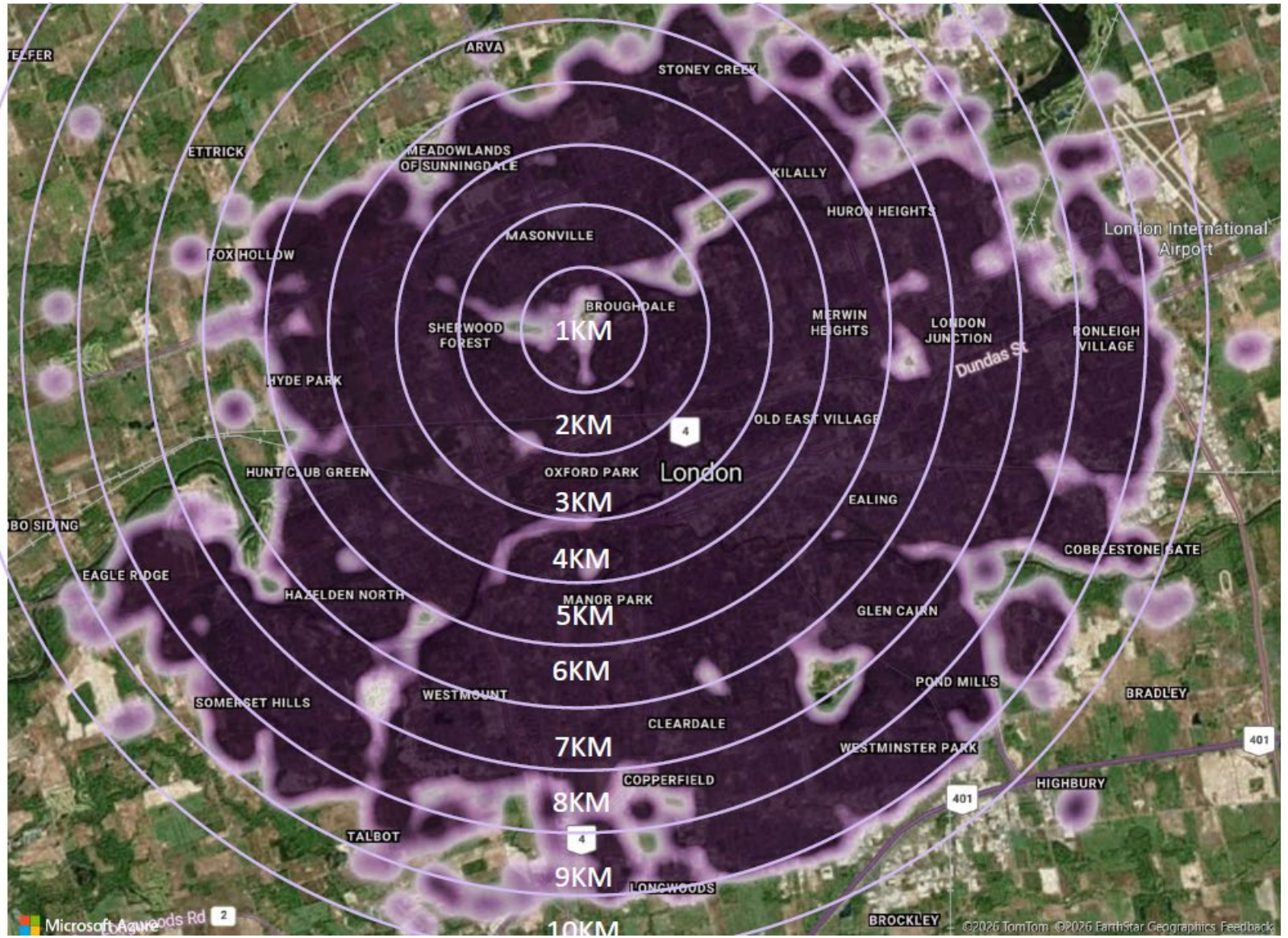


# Student Housing

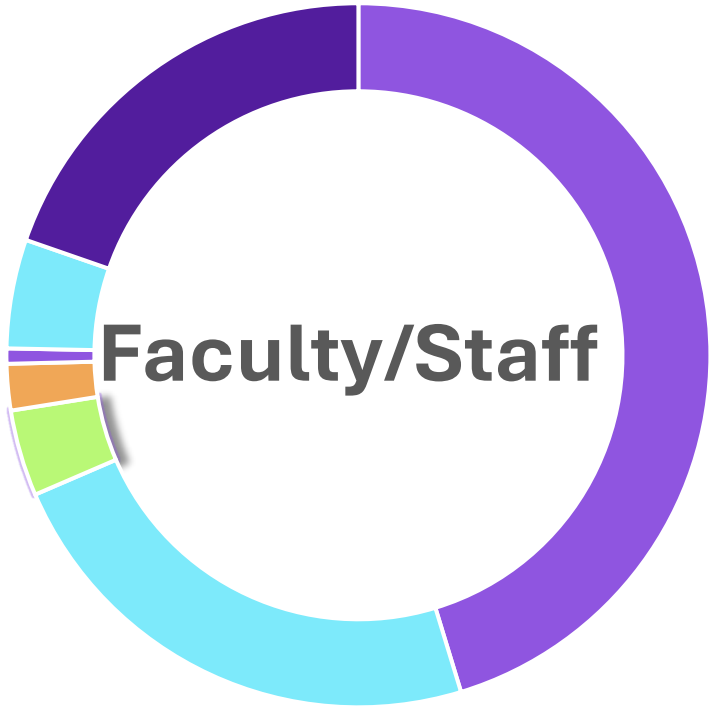
## Heat Map

**% of Students by Radius**

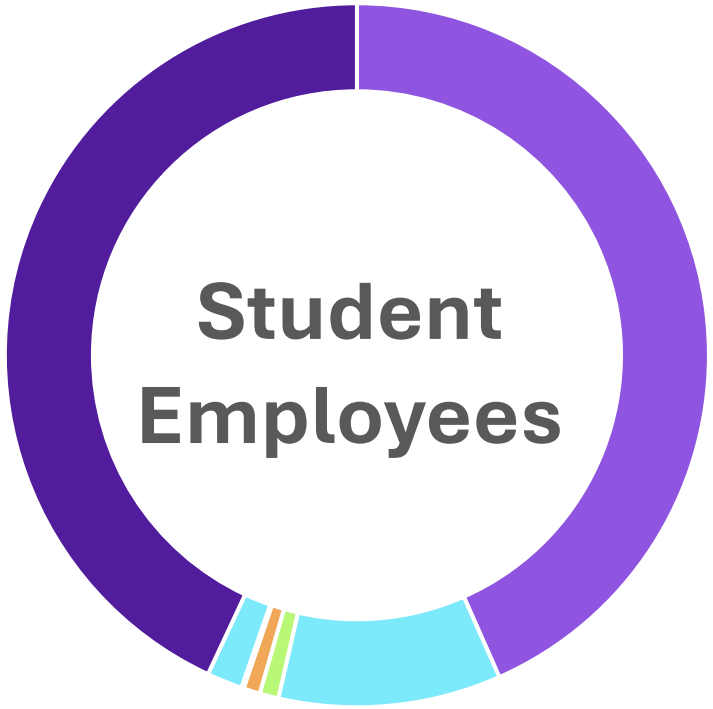
- 1KM – 4.29%
- 2KM – 17.9%
- 3KM – 33.48%
- 4KM – 51.54%
- 5KM – 62.14%
- 6KM – 69.83%
- 7KM – 74.52%
- 8KM – 80.64%
- 9KM – 86.84%
- 10KM – 92.22%



# Active Employees




< 5 km
5 to 10 km
10 to 15 km
15 to 20 km
20 to 25 kms
25 to 50 km
> 50 km






# Active Employees as of April 1, 2026

| Distance from Campus | # Faculty/Staff | % Faculty/Staff | # Student | % Student | # of Total Employees | % of Total Employees |
|---|---|---|---|---|---|---|
| < 5km | 4,790 | 45% | 1,996 | 43% | **6,785** | **45%** |
| 5 to 10 km | 2,457 | 23% | 470 | 10% | **2,927** | **19%** |
| 10 to 15 km | 419 | 4% | 40 | 1% | **459** | **3%** |
| 15 to 20 km | 225 | 2% | 35 | 1% | **260** | **2%** |
| 20 to 25 km | 74 | 1% | 5 | 0% | **79** | **1%** |
| 25 to 50 km | 529 | 5% | 75 | 2% | **604** | **4%** |
| > 50 km | 2,082 | 20% | 1,979 | 43% | **4,062** | **27%** |
| **Total** | **10,576** | | **4,600** | | **15,176** | **100%** |

Reading the data example:
- 23% of faculty/staff (2,457/10,576) home addresses are between 5 and 10 km from campus
- 43% of students (1,996/4,600) home addresses are less than 5km from campus

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# Summary of Changes

# Summary of Changes from Feedback Received

- Alignment between CDS & OSS (including timelines)
- Inclusion of rationale for UDR bridge conserve & twin option
- Expand definition of ecology, include stronger emphasis on sustainability
- Identify natural spaces, and desired green spaces that will be preserved
- Raised profile of accessibility and clarity around access
- Clarification regarding Western/City trails
- Include acknowledgement of Campus as a Living Lab, existing gardens, community-managed landscapes
- Additional PUDO considerations
- Review of accessibility impacts

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# Summary of Changes from Feedback Received

Short-term considerations:

- Undertake review of bicycle storage facilities on campus
- Perth Drive and University Drive traffic calming measures
- Traffic Demand Management study
- Roundabout at Thompson Recreation Centre



# Thank you.

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Western

## Annual Report of the Vice President (Research)

**Action:** ☐ Approval ☒ Information ☐ Discussion

**Executive Summary:**

The Annual Report of the Vice President (Research) for the period from July 1, 2024 to June 30, 2025 is presented to Senate for information in accordance with the University Research Board Terms of Reference.

**Documentation Provided:**

Annual Report of the Vice President (Research)



Western

# 2026 Year-in-Review

## Senate

**Penny Pexman**
Vice-President (Research)

June 5, 2026

1

# Progress on Strategic Objectives

# Tackle the Grand Challenges of our Time

- Research Institutes
- Western Academy for Advanced Research
- Institutional Core Research Facilities
- Bioconvergence Centre
- Canada Impact+ Research Chairs



# Connect our Work to the World

- External Research Partnerships
- Global Engagement Plan
- Health Research
- Strategic Research Communications



# Enhance Research Support

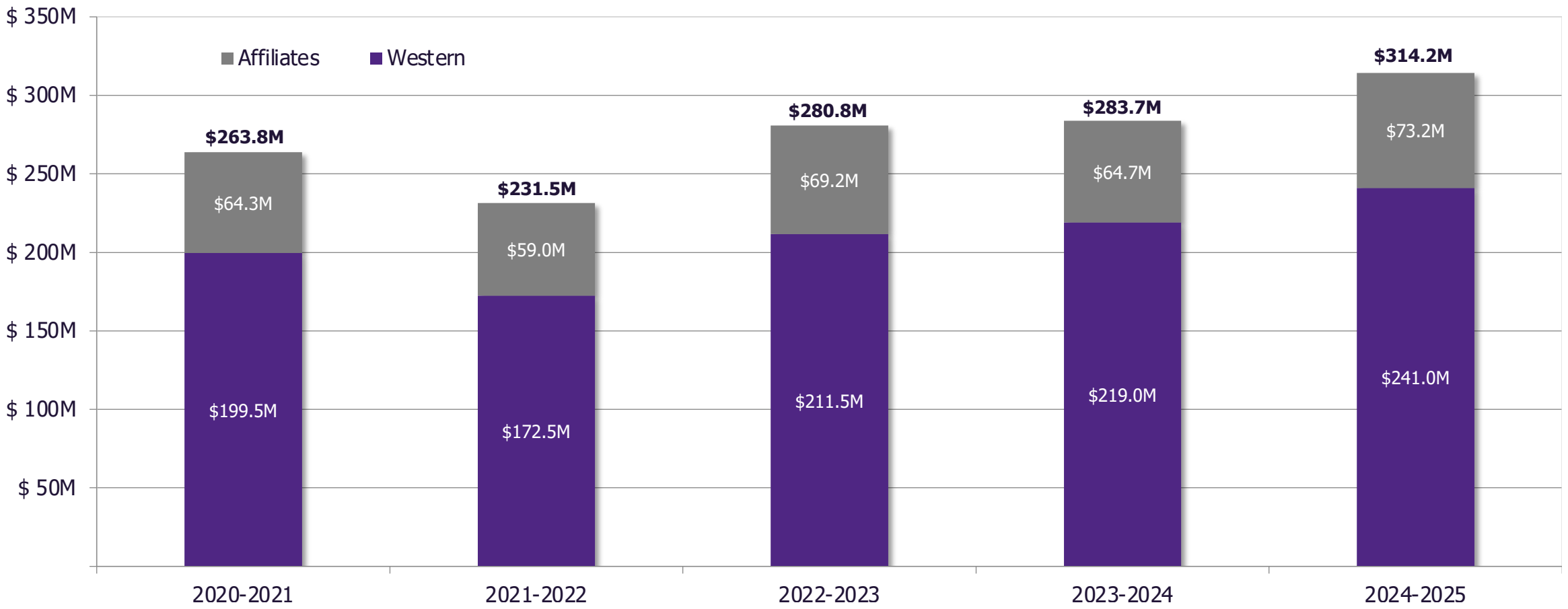
- Human Research Ethics
- Animal Care & Veterinary Services
- Defence & Dual-Use Research
- AI in Research Support



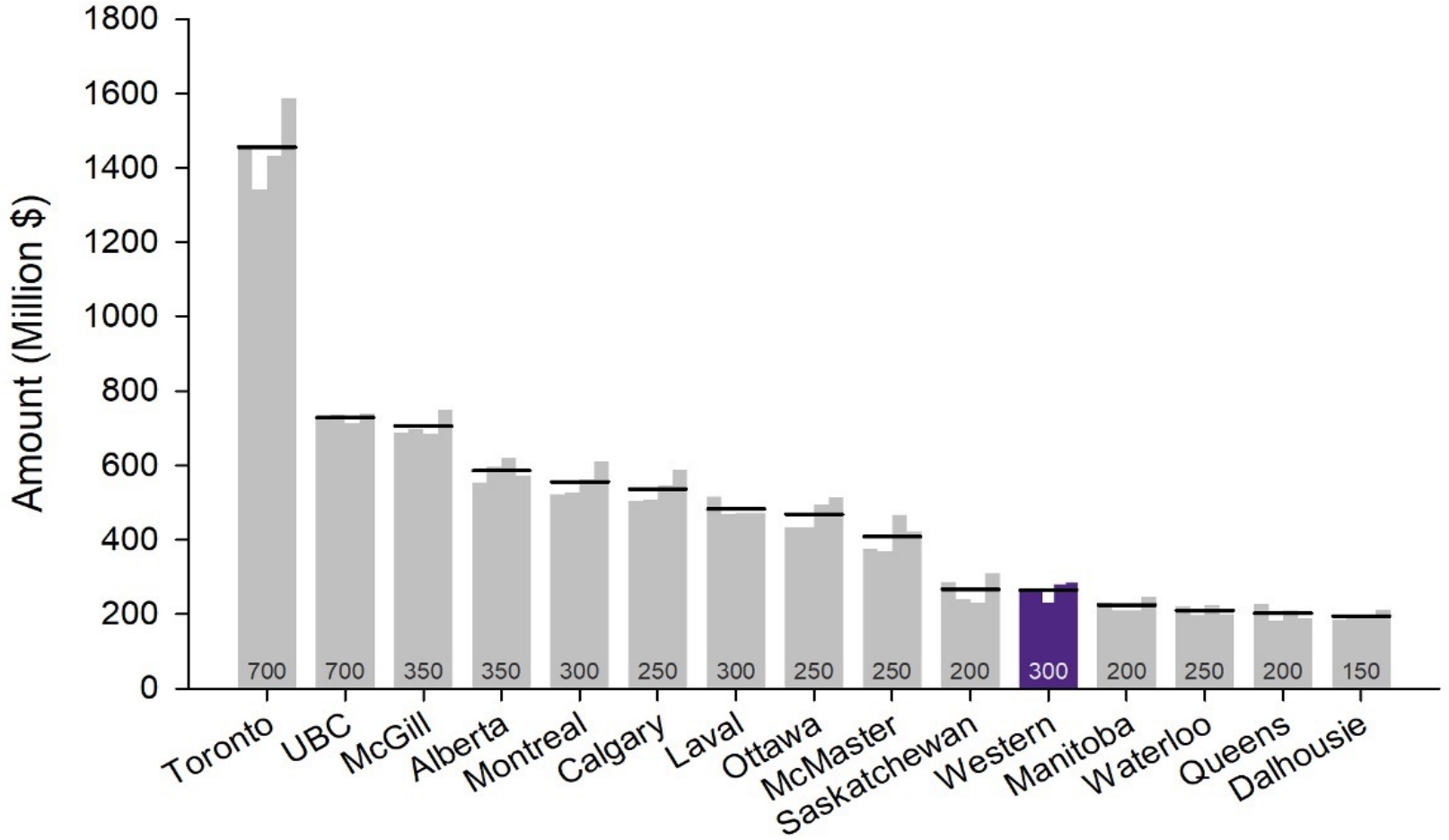
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# Progress on Research Funding

# Research Funding :: 2020-2025



# Sponsored Research Income :: 2021-2024




**$265M**

4-year average

**11th**

U15 Rank

# Funding Sources :: 2024-2025

**$31.7M | 13.2%**

Foundations, Associations & Societies

**$27.2M | 11.3%**

Natural Sciences & Engineering Research Council

**$27.2M | 11.1%**

Canadian Institutes of Health Research

**$15.6M | 6.5%**

Canada Foundation for Innovation

**$11.7M | 4.9%**

Canada Research Chairs + Canada Excellence Research Chairs

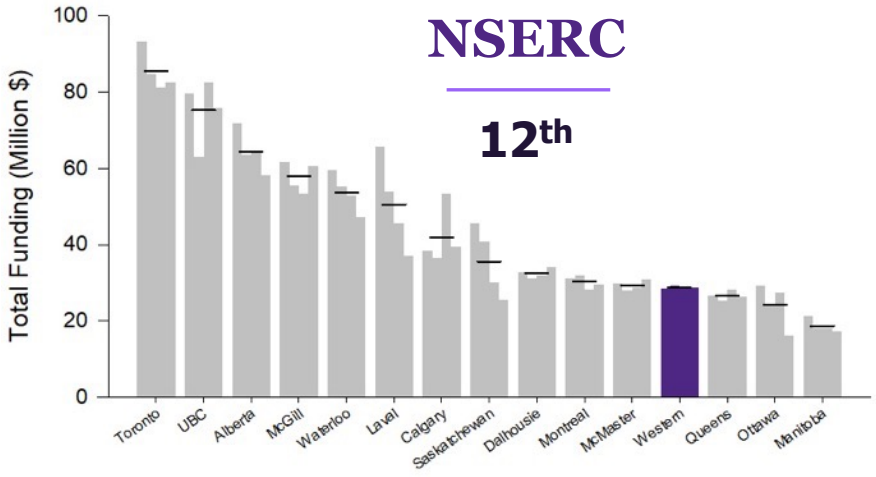
**48.7%**

Federal Research Funding Programs

# U15 Tri-Agency & CFI Funding :: 2021-2024

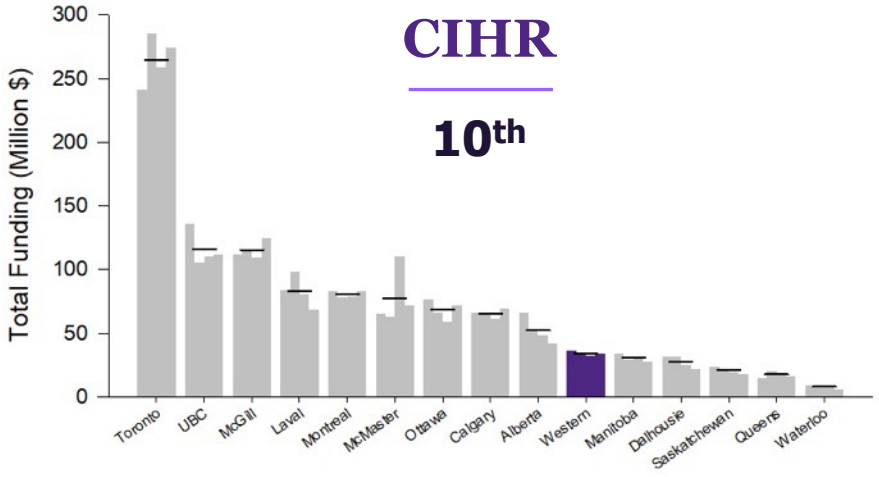
## NSERC

**12th**



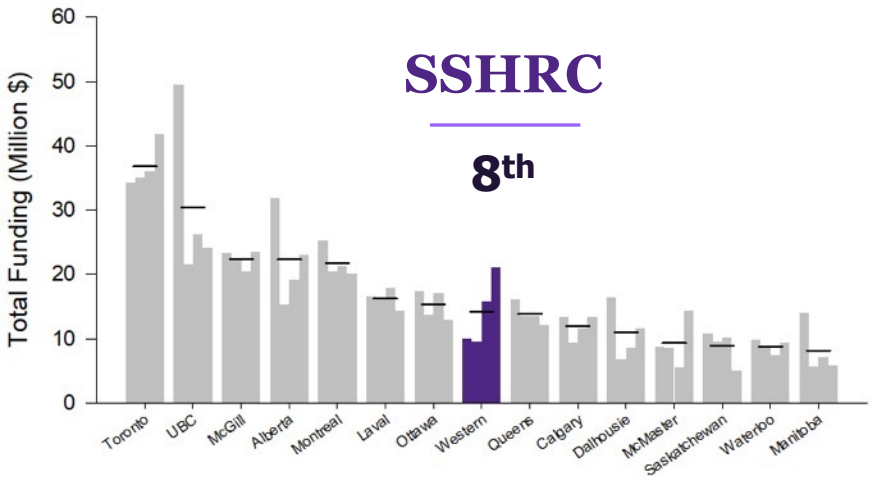

## CIHR

**10th**



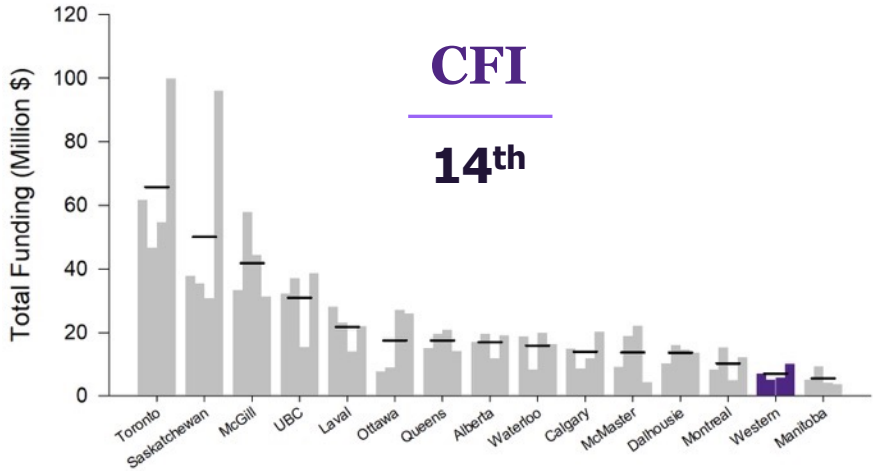

## SSHRC

**8th**




## CFI

**14th**



# NSERC :: 2023-2025

## 2023

**233**
Applications

**55%**
Success Rate

**$26.5M**
Amount Awarded

## 2025

**255**
Applications

**57%**
Success Rate

**$26.4M**
Amount Awarded

# SSHRC :: 2023-2025

## 2023

**103**
Applications

**54%**
Success Rate

**$7.0M**
Amount Awarded

## 2025

**191**
Applications

**44%**
Success Rate

**$10.0M**
Amount Awarded

# CIHR :: 2023-2025

## 2023

**119**
Applications

**25%**
Success Rate

**$23.0M**
Amount Awarded

## 2025

**213**
Applications

**26%**
Success Rate

**$36.0M**
Amount Awarded

3

# Looking Ahead

# Life Sciences Innovation District

- Strategic, focused corridor linking assets at Western & hospitals
- Capitalizes on strengths in life sciences research, training & translation
- Coalescing at Discovery Park, sets the stage for success of the Bioconvergence Centre
- Strong ties between Morrissette, technology transfer office & MedTech startups

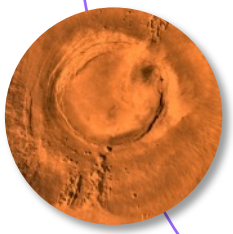


# Strategic Global Engagement

- Developing strategies with key partners for Horizon Europe success
- Establishing an international research team
- Strengthening research institutes to expand international research reputation
- Exploring emerging opportunities in East Africa & India









# Questions & Comments


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## The Unanimous Consent Agenda

**Action:** ☒ Approval ☐ Information ☐ Discussion

**Recommended:** That the items listed in the Consent Agenda be approved or received for information by the Senate by unanimous consent.

The Senate's parliamentary authority - *American Institute of Parliamentarians Standard Code of Parliamentary Procedure* (formerly called *Sturgis Standard Code of Parliamentary Procedure)* - explains the consent agenda:

> Organizations having a large number of routine matters to approve often save time by use of a *consent agenda*, also called a *consent calendar* or *unanimous consent agenda*. This is a portion of the printed agenda listing matters that are expected to be non-controversial and on which there are likely to be no questions.
>
> Before taking the vote, the chair allows time for the members to read the list to determine if it includes any matters on which they may have a question, or which they would like to discuss or oppose. Any member has a right to remove any item from the consent agenda, in which case it is transferred to the regular agenda so that it may be considered and voted on separately. The remaining items are then unanimously approved *en bloc* without discussion, saving the time that would be required for individual votes.

A number of Canadian university governing bodies have employed the consent agenda format to include not only routine approval items, but also information items. One reason for using this format is to allow the governing body to focus on major items of business. While approval of an omnibus motion saves time at meetings, members will want to review the agenda materials carefully in order that they properly discharge their responsibilities.

**How it works for Senate:**

In consultation with Committee chairs and principal resource persons, the University Secretary identifies action and information items that are routine and/or likely non-controversial. Action and information items on the agenda that are not noted on the consent agenda will be presented singly for discussion and voting (when appropriate).

When members receive their meeting agendas, they should review all reports in the usual manner. **If any member wants to ask a question, discuss, or oppose an item that is marked for the consent agenda, they can ask to have it removed from the consent agenda** by contacting the University Secretary (at senate@uwo.ca) prior to the meeting or by asking that it be removed before the Chair calls for a mover and seconder for the motion to approve or receive, by unanimous consent, the items listed.

At the Senate meeting, before the unanimous consent motion is presented for approval, the

Chair of Senate (1) will advise the Senate of items that are to be removed from the list based on prior requests from Senate members; and (2) will ask if there are any other items that should be removed from the list. The remaining items are then unanimously approved *en bloc* without discussion. Those matters that have been struck from the consent agenda will be handled in the usual way.

The minutes of the Senate meeting will report matters approved as part of the consent agenda as "carried by unanimous consent". Information items received as part of the consent agenda will be reported as received.

## Revisions to the Appointment Procedures for Senior Academic and Administrative Officers of the University

**Action:** ☒ Approval ☐ Information ☐ Discussion

**Recommended:** That on the recommendation of the Operations/Agenda Committee, Senate approve and recommend to the Board of Governors, that effective September 1, 2026, the Appointment Procedures for Senior Academic and Administrative Officers of the University be revised as shown in Item 13.1(a).

**Executive Summary:**

The role of Vice-Provost & Chief Librarian is referenced in the UWO Act as “Director of Libraries”. In 2000, the Appointment Procedures were amended to reflect a change of title from the “Director of Libraries” to “University Librarian.” In 2014, this role was retitled as “Vice-Provost & Chief Librarian”.

This proposal seeks to amend the Appointment Procedures for Senior Academic and Administrative Officers of the University to reflect a further change in title from “Vice-Provost & Chief Librarian” to “Vice-Provost & University Librarian”.

**Documentation Provided:**

Appointment Procedures for Senior Academic and Administrative Officers of the University

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**APPOINTMENT PROCEDURES**

**FOR SENIOR ACADEMIC AND ADMINISTRATIVE OFFICERS OF THE UNIVERSITY**


A Introduction

B General
- Selection Committees
- Academic Tenure and Senior Appointments

C Rules for the Operation of Selection Committees
- The Committee
- Review of the Incumbent
- Advertisement of Vacancies
- Selection

D Study Leave and Modified Alternative Workload


**Selection Committees**


E President & Vice-Chancellor

F Provost & Vice-President (Academic)

G Vice-President (Operations & Finance)

H Vice-President (Research)

I Vice-President (Western Advancement)

J Vice-Provost (Academic Programs)

K Associate Vice-President (Equity, Diversity & Inclusion)

L Vice-Provost (Students)

M University Registrar

N Vice-Provost (Academic Planning, Policy & Faculty)

O Vice-Provost (Graduate & Postdoctoral Studies)

P Vice-Provost and Associate Vice-President (Indigenous Initiatives)

Q Vice-Provost and Associate Vice-President (International)

R Deans of Faculties

S Associate Deans and Associate Vice-Provosts

T Associate Vice-Presidents (Research)

U Vice-Provost and ~~Chief~~ University Librarian

## V University Secretary

*Enacted by the Senate (January 19, 2001) and the Board of Governors (January 25, 2001)*
*Revisions (Board on recommendation of Senate): April 29, 2010; June 23, 2011; April 24, 2014; June25, 2015; June 23, 2016; November 21, 2019; January 21, 2021; February 3, 2022*

## W Deputy Provost

*Enacted by the Senate (September 19, 2025) and the Board of Governors (September 25, 2025).*

# APPOINTMENT PROCEDURES
# FOR SENIOR ACADEMICAND ADMINISTRATIVE OFFICERS OF THE UNIVERSITY

## A. INTRODUCTION Back to top

The University of Western Ontario Act (1982) empowers the Board of Governors, on the recommendation of the President, to appoint senior academic and administrative officers to the University, provided that all such appointments are in accordance with the policies and procedures established by Senate and recommended to the Board.

## B. GENERAL Back to top

Selection Committees

The composition and terms of reference for Selection Committees, as determined by the Senate and Board of Governors, are set out in these *Appointment Procedures for Senior Academic and Administrative Officers of the University*.

Academic Tenure and Senior Appointments

1. Where appropriate, a person appointed to a senior administrative position shall also be accorded an academic appointment. The Selection Committee shall recommend the appointment of the successful candidate at an appropriate rank with tenure in an appropriate academic unit.

2. A person appointed to an administrative position with an academic appointment shall retain the privileges of tenure and academic freedom.

3. Where a person holding an academic appointment with tenure relinquishes his/her administrative duties, he/she may assume duties in the academic unit on a full-time basis following Study Leave (where relevant).

## C. RULES FOR THE OPERATION OF SELECTION COMMITTEES Back to top

The Committee

1. Wherever possible, the appropriate Selection Committee shall be established at least twelve months, but no more than twenty months, prior to the end of any term of office.

2. Where a body, such as the Board of Governors, Senate, Faculty, or Department is responsible for the election of persons to a Selection Committee, that body shall determine the method of electing its representatives.

3. Following the first meeting of the Selection Committee, the Chair shall notify the Secretary of Senate of

the names of the members of the Committee for the information of Senate.

4. The incumbent shall not be a member of the Selection Committee for any office, but this restriction in no way precludes a selection Committee from seeking the advice of the person retiring from the office in question.

5. The composition of a Selection Committee in no way precludes the appointment of a person not associated with the University as a full voting member of any Selection Committee. If such a person is not appointed to a Selection Committee, it is strongly urged that the Committee seek outside advice.
6. Where a member of a Selection Committee consents to be a candidate for the position under consideration, he/she shall cease to be a member of the Committee.

7. Where a member of a Selection Committee ceases to be a member of the Committee for any reason, a successor shall be chosen in the same manner as the person withdrawing, unless in the judgment of the Committee Chair the selection process is so far advanced that a new appointment to the Committee would be dysfunctional, in which case the seat shall remain vacant.

8. A member of a Selection Committee by virtue of his/her office shall remain a member of that Committee until such time as the task of the Committee is completed, provided that he/she remains a member of the University. In instances where an *ex officio* member is unable to act, Senate shall appoint an alternate member to exercise the same functions, unless in the judgment of the Committee Chair the selection process is so far advanced that a new appointment to the Committee would be dysfunctional, in which case the seat shall remain vacant.

9. All Selection Committees shall meet *in camera* and their deliberations shall be strictly confidential.

10. One-half of the membership of the Committees shall constitute a quorum, except at a meeting when a final decision is reached, in which case at least two-thirds of the members must be present.

11. All members of the Selection Committee shall have one vote, including the Chair and *ex officio* members, but the Chair shall not have a second or casting vote.

12. The Selection Committee may seek nominations by whatever means it considers appropriate.

13. The Selection Committee may consult with any person who is not a member of the Committee and, where appropriate, with special groups of faculty, alumni, and students.

14. The Selection Committee may invite to the University for formal consultation eminent persons not associated with the University but who, in the opinion of the Selection Committee, are in a position to offer wise, expert advice on the appointment in question.

Review of the Incumbent ([1])

1. The Committee will assume the incumbent to be a candidate unless the Selection Committee is informed otherwise.

2. When the incumbent has indicated willingness to be a candidate, the Selection Committee will first review the incumbent's performance, with a view to possible reappointment.

3. In the case of selection of Deans, this review shall involve an assessment by external consultants.

4. The Selection Committee will inform the University community that a review of the incumbent will be conducted and invite submissions, as the Committee shall deem appropriate.

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[1] The review of an incumbent President is governed by the Board of Governors **Presidential Review protocol**.

5. After it reviews the performance of the incumbent, the Committee will determine whether it will recommend reappointment of the incumbent or conduct a search and interview other candidates.

Advertisement of Vacancies

Except when the Selection Committee recommends reappointment of the incumbent, all senior administrative openings must be advertised internally and externally unless the Selection Committee concerned deems that external advertising is unnecessary and obtains approval from the President to that effect. In those instances where advertising is required, placement of external advertising in "University Affairs" and /or "CAUT Bulletin" will be the responsibility of the Chair of the Selection Committee following the approval of the Provost & Vice-President (Academic). Internal advertising will be the responsibility of the Office of the Provost & Vice-President (Academic). A short version of the ad will appear in *Western News* and the complete ad will be available on the University's Website.

Selection

1. The decision of the Selection Committee shall be determined by a majority vote of the whole Committee.

2. The University officer negotiating with the prospective appointee shall make known to him/her any policy with respect to the term of the appointment and any collective agreement which may apply to the successful candidate. At the time a formal offer of appointment is made, the University officer shall inform the candidate of the term of the appointment and relevant policies, in writing.

3. The Selection Committee shall recommend one name to the President & Vice-Chancellor. Where the Selection Committee fails to reach a decision, it shall report to Senate for further instructions.

## D. STUDY LEAVE and MODIFIED ALTERNATIVE WORKLOAD Back to top

1. The purpose of Study Leave and Modified Alternative Workload is to re-establish a faculty member's abilities as a scholar and teacher following a period of administrative service which has been of such length and intensity that his/her scholarship and teaching might have suffered.

2. Study Leave may be taken while holding a senior administrative appointment, subject to the provisions of this Section D.

3. Modified Alternative Workload, consistent with the UWOFA Collective Agreement, may be agreed to at the conclusion of administrative service.

4. Only those senior administrators holding academic appointments are eligible for Study Leave.

5. Study Leave/Modified Alternative Workload shall be negotiated with the selected candidate at the time of the appointment. The duration and terms of the Study Leave shall be included in the letter of appointment.

6. In no circumstances may the Study Leave/Modified Alternative Workload be more than twelve months duration.

## E. PRESIDENT & VICE-CHANCELLOR

Back to top

Composition of Selection Committee

Pursuant to Section 19(a) of the *UWO Act*, a committee to select a President & Vice-Chancellor shall consist of:

(a) 5 members of the Board of Governors, named by the Board
(b) 5 persons named by the Senate, at least one of whom must be a student

Procedure

- The Chair of the Board of Governors shall convene the Committee.
- The Committee shall select its own Chair.
- The Committee shall determine its own procedure.
- The Chair shall undertake negotiations with prospective candidates.
- Any recommendation of the Committee shall be made in writing signed by at least eight members and delivered to the Board within nine months of the date on which the Board names five members to the committee or the date on which the Board requests the Senate to name five persons to the committee, whichever date is later, and, failing a recommendation within that period, the Board may appoint the President.

## F. PROVOST & VICE-PRESIDENT (ACADEMIC)

Back to top

Composition of Selection Committee

A committee to select a Provost & Vice-President (Academic) shall consist of:

(a) the President & Vice-Chancellor, who shall be Chair
(b) a Vice-President, Dean, or member of Faculty appointed by the President & Vice-Chancellor
(c) 5 persons elected by the Senate, one of whom shall be a student. Of those elected, no two members of faculty may be from the same Faculty, and only one may be a Dean.
(d) 1 person elected by the Board of Governors

Procedure

- The Chair shall convene the Committee
- The Chair shall undertake negotiations with prospective candidates.
- The Chair shall report to Senate.

Terms

The term for the Provost & Vice-President (Academic) is five years and may be renewed

## G. VICE-PRESIDENT (OPERATIONS & FINANCE) Back to top

Composition of Selection Committee

A committee to select a Vice-President (Operations & Finance) shall consist of:

(a) The President & Vice-Chancellor, who shall be Chair
(b) a Vice-President, Dean, or member of Faculty appointed by the President & Vice-Chancellor
(c) 4 persons elected by the Board of Governors, one of whom shall be a member of the administrative staff
(d) 4 persons elected by the Senate, one of whom shall be a student. Of those elected, no two members of faculty may be from the same Faculty.

Procedure

- The Chair shall convene the Committee.
- The Chair shall undertake negotiations with prospective candidates.
- The Chair shall report to Senate.

Terms

1. If the appointee to this office has an academic appointment with tenure, the term shall be five years and may be renewed.
2. If the appointee is not an academic person with tenure, the Selection Committee may recommend appointment for a term, or may recommend appointment for an indefinite period, the termination of which shall be subject to the discretion of the Board.

## H. VICE-PRESIDENT (RESEARCH) Back to top

Composition of Selection Committee

A committee to select a Vice-President (Research) shall consist of:

(a) the President & Vice-Chancellor, who shall be Chair
(b) a Vice-President, Dean, or member of Faculty appointed by the President & Vice-Chancellor
(c) 5 persons elected by the Senate, one of whom shall be a student. Of those elected, no two members of faculty may be from the same Faculty, and only one may be a Dean.
(d) 1 person elected by the Board of Governors

Procedure

- The Chair shall convene the Committee.
- The Chair shall undertake negotiations with prospective candidates.
- The Chair shall report to Senate.

Terms

The term for the Vice-President (Research) is five years and may be renewed.

## I. VICE-PRESIDENT (WESTERN ADVANCEMENT) Back to top

Composition of Selection Committee

A committee to select a Vice-President (Western Advancement) shall consist of:

(a) the President & Vice-Chancellor, who shall be Chair
(b) a Vice-President, Dean, or member of Faculty appointed by the President & Vice-Chancellor
(c) 4 persons elected by the Board of Governors, two of whom will be alumni
(d) 4 persons elected by the Senate, one of whom shall be a student. Of those elected, no two members of faculty may be from the same Faculty.

Procedure

- The Chair shall convene the Committee.
- The Chair shall undertake negotiations with prospective candidates.
- The Chair shall report to Senate.

Terms

1. If the appointee to this office has an academic appointment with tenure, the term shall be five years and may be renewed.
2. If the appointee is not an academic person with tenure, the Selection Committee may recommend appointment for a term, or may recommend appointment for an indefinite period, the termination of which shall be subject to the discretion of the Board.

## J. VICE-PROVOST (ACADEMIC PROGRAMS) Back to top

Composition of Selection Committee

A committee to select a Vice-Provost (Academic Programs) shall consist of:

(a) the Provost & Vice-President (Academic), who shall be Chair
(b) the Vice-Provost (International)
(c) 4 faculty elected by Senate, one of whom shall be a dean, and at least one of whom shall be an associate dean (academic).
(d) 1 student Senator elected by Senate

Procedure

- The Chair shall convene the Committee.
- The Chair shall undertake negotiations with prospective candidates.
- The Chair shall report to Senate through the President & Vice-Chancellor.

Terms

The term of the Vice-Provost (Academic Programs) is five years and may be renewed.

## K. ASSOCIATE VICE-PRESIDENT (EQUITY, DIVERSITY & INCLUSION) Back to top

Composition of Selection Committee

A committee to select an Associate Vice-President (Equity, Diversity & Inclusion) shall consist of:

(a) the President & Vice-Chancellor, who shall be Chair
(b) a Vice-President selected by the President & Vice-Chancellor
(c) Vice-Provost (Students)
(d) the Associate Vice-President (Human Resources)
(e) 2 faculty members elected by Senate, one of whom shall be a Dean
(f) 1 staff member elected by Senate
(g) 1 undergraduate student elected by Senate
(h) 1 graduate student elected by Senate

Procedure

- The Chair shall convene the Committee.
- The Chair shall undertake negotiations with prospective candidates.
- The Chair shall report to Senate.

Terms

It is intended that the candidate be appointed for a five year term, with the opportunity for renewal.

## L. VICE-PROVOST (STUDENTS) Back to top

Composition of Selection Committee

A committee to select a Vice-Provost (Students) shall consist of:

(a) the Provost & Vice-President (Academic), who shall be Chair
(b) the University Registrar
(c) three faculty elected by Senate, one of whom shall be an associate dean (academic)
(d) two other members of the university community elected by Senate
(e) one other member of the university community selected by the Chair
(f) one undergraduate and one graduate student nominated by the USC and SOGS respectively

Procedure

- The Chair shall convene the Committee.
- The Chair shall undertake negotiations with prospective candidates.
- The Chair shall report to Senate at the conclusion of the search.

Terms

It is intended that the candidate be appointed for a five-year term, with the opportunity for renewal.

## M. UNIVERSITY REGISTRAR

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Composition of Selection Committee

A committee to select a University Registrar shall consist of:

(a) the Provost & Vice-President (Academic) who shall be Chair
(b) the Vice-Provost (Academic Programs)
(c) Vice-Provost (Students)
(d) 3 members elected by Senate, one of whom must be an associate dean (academic)
(e) 1 Student Senator elected by Senate

Procedure

1. The Chair shall convene the Committee
2. The Chair shall undertake negotiations with the prospective appointee
3. The Chair shall report to Senate through the President & Vice-Chancellor

Terms

1. If the appointee to this office has an academic appointment with tenure, the term shall be five years and may be renewed.
2. If the appointee does not have an academic appointment with tenure, the Selection Committee may recommend appointment for a term, or may recommend appointment for an indefinite period, the termination of which shall be subject to the discretion of the Board.

## N. VICE-PROVOST (ACADEMIC PLANNING, POLICY & FACULTY)

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Composition of Selection Committee

A committee to select a Vice-Provost (Academic Planning, Policy & Faculty) shall consist of:

(a) the Provost & Vice-President (Academic), who shall be Chair
(b) the Vice-President (Research)
(c) 3 persons elected by Senate, one of whom shall be a Dean
(d) 1 faculty member nominated by the University of Western Ontario Faculty Association

Procedure

- The Chair shall convene the Committee.
- The Chair shall undertake negotiations with prospective candidates.
- The Chair shall report to Senate through the President & Vice-Chancellor.

Terms

The term of the Vice-Provost is five years and may be renewed.

## O. VICE-PROVOST (GRADUATE & POSTDOCTORAL STUDIES) Back to top

Composition of Selection Committee

A committee to select a Vice-Provost (Graduate & Postdoctoral Studies) shall consist of:

(a) the Provost & Vice-President (Academic), who shall be Chair
(b) the Vice-President (Research)
(c) 5 persons elected by Senate, one of whom shall be a Dean and one of whom shall be a graduate student

Procedure

- The Chair shall convene the Committee.
- The Chair shall undertake negotiations with prospective candidates.
- The Chair shall report to Senate through the President & Vice-Chancellor

Terms

The term for the Vice-Provost (Graduate & Postdoctoral Studies) is five years, renewable. In the case of renewal of an appointment where the incumbent takes a Study Leave at the end of the first term, the term of reappointment will be six years.

## P. VICE-PROVOST AND ASSOCIATE VICE-PRESIDENT (INDIGENOUS INITIATIVES) Back to top

Composition of Selection Committee

A committee to select a Vice-Provost and Associate Vice-President (Indigenous Initiatives) shall consist of:

(a) the Provost & Vice-President (Academic), who shall be Chair
(b) the Vice-President (Research)
(c) 3 faculty members elected by Senate, one of whom shall be a Dean
(d) 1 member of the Indigenous faculty or staff university community to be appointed by the Provost & Vice-President (Academic)
(e) 1 undergraduate student elected by Senate
(f) 1 graduate student elected by Senate
(g) Community Co-Chair of the Indigenous Postsecondary Education Council (IPEC) or designate

Procedure

- The Chair shall convene the Committee
- The Chair shall undertake negotiations with prospective candidates
- The Chair shall report to Senate through the President & Vice-Chancellor

Terms

The term of the Vice-Provost and Associate Vice-President (Indigenous Initiatives) is five years, renewable. In the case of renewal of an appointment where the incumbent takes a Study Leave at the end of the first term, the term of reappointment will be six years.

## Q. VICE-PROVOST AND ASSOCIATE VICE-PRESIDENT (INTERNATIONAL) Back to top

Composition of Selection Committee

A committee to select a Vice-Provost and Associate Vice-President (International) shall consist of:

(a) the Provost & Vice-President (Academic), who shall be Chair
(b) the Vice-President (Research)
(c) 3 faculty elected by Senate, one of whom shall be a Dean
(d) 1 Student Senator elected by Senate

Procedure

- The Chair shall convene the Committee
- The Chair shall undertake negotiations with prospective appointee
- The Chair shall report to Senate through the President & Vice-Chancellor

Terms

The term for the Vice-Provost and Associate Vice-President (International) is five years, renewable. In the case of renewal of an appointment where the incumbent takes a Study Leave at the end of the first term, the term of reappointment will be six years.

## R. DEANS OF FACULTIES Back to top

Composition of Selection Committee

A committee to select a Dean of a Faculty shall consist of:

(a) the Provost & Vice-President (Academic), who shall be Chair
(b) the Vice-President (Research)
(c) 6 persons, one of whom shall be an undergraduate student enrolled in the Faculty and one of whom shall be a graduate student enrolled in a program housed in the relevant Faculty, elected by the Council of the Faculty concerned
(d) 3 faculty or staff elected by Senate, who are from outside of the Faculty concerned, and only one of whom may be a Dean,
(e) for Medicine & Dentistry, the President and Chief Executive Officers of the London Health Sciences Centre and St. Joseph's Health Care or designates, one Robarts Scientist identified by the Robarts Scientists, and one additional student and faculty member elected by the Council of the Schulich School of Medicine & Dentistry
for Engineering, one member of the Advisory Council of Western Engineering, named by the Advisory Council;
for Business, two members of the Ivey Advisory Board, named by the Advisory Board;
for Law, one member of the Law Alumni Association, named by the Association.

Procedure

- The Chair shall convene the Committee.
- The Chair shall undertake negotiations with prospective candidates.
- The Chair shall report to Senate through the President & Vice-Chancellor.

Terms

The term for Deans of Faculties is five years, renewable. In the case of renewal of an appointment where the incumbent takes a Study Leave at the end of the first term, the term of reappointment will be six years.

## S. ASSOCIATE DEANS AND ASSOCIATE VICE-PROVOSTS

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Each Faculty Council shall determine the procedure for the selection of an Associate Dean. In the School of Graduate and Postdoctoral Studies (SGPS), the procedure for selection of an Associate Vice-Provost shall be determined by the Graduate Education Council. The selection of a suitable candidate may be by a standing Appointments Committee or by an ad hoc Selection Committee.

The position of Associate Dean and Associate Vice-Provost requires the incumbent to devote more than half time to decanal duties and to be involved in setting policy, and to have management responsibilities.

Associate Deans and Associate Vice-Provosts shall be appointed for a specified term. In general it is not anticipated that persons will serve in these positions for long periods of time.

In case of Associate Deans, the Dean shall undertake negotiations with prospective candidates. In case of Associate Vice-Provosts in SGPS, the Vice-Provost (Graduate and Postdoctoral Studies) shall undertake negotiations.

Initial appointments and changes in title shall be reported to Senate by the Dean/Vice-Provost through the Provost & Vice-President (Academic) and the President & Vice-Chancellor.

## T. ASSOCIATE VICE-PRESIDENTS (RESEARCH)

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Composition of Selection Committee

A committee to select an Associate Vice-President (Research) shall consist of:

(a) the Vice-President (Research), who shall be Chair
(b) 4 persons elected by the Senate, one of whom shall be a graduate student
(c) 2 persons elected by the Board of Governors

Procedure

- The Chair shall convene the Committee.
- The Chair shall undertake negotiations with prospective candidates.
- The Chair shall report to Senate through the President & Vice-Chancellor.

Terms

An Associate Vice-President (Research) may be a member of faculty or a member of staff.

If appointed from the faculty, the term for an Associate Vice-President (Research) is five years, renewable. In the case of renewal of an appointment where the incumbent takes a Study Leave at the end of the first term, the term of reappointment will be six years.

If appointed from the staff, the term for an Associate Vice-President (Research) will be agreed upon between the Vice-President (Research) and the appointee at the time of the initial appointment, with such terms to include provision for review and renewal as appropriate.

## U. VICE-PROVOST AND ~~CHIEF~~ UNIVERSITY LIBRARIAN

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Composition of Selection Committee

A committee to select a University Librarian/conduct a five-year review of the Library shall consist of:

(a) the Provost & Vice-President (Academic), who shall be Chair
(b) the Vice-President (Research)
(c) the Vice-Provost (Graduate & Postdoctoral Studies)
(d) 3 members of the full-time library staff, one of whom must be a professional librarian, elected by the full-time library staff
(e) 3 members of faculty and 1 student, elected by Senate

Procedure

- The Chair shall convene the Committee.
- The Chair shall undertake negotiations with prospective candidates
- The Chair shall report to Senate through the President & Vice-Chancellor.

Terms

1. The term for the Vice-Provost and ~~Chief~~ University Librarian is seven years and may be renewed.
2. The Vice-Provost and ~~Chief~~ University Librarian may or may not come from the academic ranks. If the appointee is not an academic person with tenure, the Selection Committee may recommend appointment for an indefinite period, the termination of which shall be subject to the discretion of the Board.

## V. UNIVERSITY SECRETARY

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Composition of Selection Committee

A committee to select a University Secretary shall consist of:

(a) the President & Vice-Chancellor, who shall be Chair
(b) the Provost & Vice-President (Academic)
(c) the Vice-President (Operations & Finance)
(d) 4 members of Senate elected by Senate
(e) 2 members of the Board elected by the Board

Procedure

- The Chair shall convene the Committee.
- The Chair shall undertake negotiations with prospective candidates.
- The Chair shall report to Senate.

## W. DEPUTY PROVOST

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Composition of Selection Committee

A committee to select a Deputy Provost shall consist of:

(a) the Provost & Vice-President (Academic), who shall be Chair
(b) the Vice-President (Research) or designate
(c) 1 Vice-Provost appointed by the Provost
(d) 3 faculty elected by Senate, one of whom may be a Dean

(e) 1 administrative staff member elected by Senate
(f) 1 student elected by Senate

Procedure

- The Chair shall convene the Committee.
- The Chair shall undertake negotiations with prospective candidates.
- The Chair shall report to Senate through the President & Vice-Chancellor.

Terms

The term of the Deputy Provost is five years and may be renewed.

# Revisions to the Senate Election Procedures

**Action:** ☒ Approval ☐ Information ☐ Discussion

**Recommended:** That on the recommendation of the Operations/Agenda Committee, Senate approve that effective June 5, 2026, the Senate Election Procedures be revised as shown in Item 13.1(b).

**Executive Summary:**

*Issues Identified*

In recent Senate elections, candidates have raised questions regarding campaigning in the faculty, administrative staff, and graduate student constituencies (undergraduate student campaigning is supervised by the USC's Electoral Board). Two key issues have been identified:

1. **Campaigning Timelines**

   While the University Secretary has authority to set campaigning timelines, these have not historically been included in election schedules for faculty, administrative staff, or graduate student constituencies.

   To address this, campaigning timelines will be included in the Election Schedules beginning in 2027. Campaigning may begin the day following the posting of nominations and end at the close of voting.

2. **Campaigning Guidelines and Processes**

   The current Senate Election Procedures provide that student candidates are required to adhere to the campaign guidelines established by the Operations/Agenda Committee when the USC or SOGS processes are not employed but are silent with respect to campaign guidelines and processes for faculty and administrative staff candidates.

   While the University Secretary commonly employs the USC to supervise campaigning of undergraduate students (as the USC has an established process), the University Secretary does not typically employ SOGS to supervise campaigning of candidates (with one reason being that the Senate and SOGS elections do not typically occur at the same time).

   In recent Senate elections, candidates in the faculty, administrative staff, and graduate student constituencies have requested guidance on campaigning requirements.

*Recommendations*

It is recommended that the Senate Election Procedures be revised to require faculty and administrative staff candidates to adhere to campaign guidelines and processes established by the Operations/Agenda Committee. Proposed revisions to the Senate Election Procedures to this effect are attached.

Additional proposed amendments to the Senate Election Procedures include:

- A change in terminology from “normally” to typically”.
- The addition of a provision that the University Secretary may disqualify a candidate or candidate(s) and/or declare the election void if, in the opinion of the University Secretary, activities are contrary to the good conduct of an election.
- A revision to section C.5.(c) to provide that the name of a Senator-elect filling a vacancy occurring subsequent to April 30 and prior to July 1 will be submitted to Senate for information. Names of replacements are submitted to Senate for information in all other circumstances.

In the event that Senate approves the revisions to the Senate Election Procedures, OAC will develop campaign guidelines in the fall.

**Documentation Provided:**

Revisions to the Senate Election Procedures

# Senate Election Procedures

**Effective Date:** June 5, 2026 ~~September 19, 2025~~

**Supersedes:** September 19, 2025; May 17, 2024; October 13, 2023; July 1, 2023; October 14, 2022; October 15, 2021; November 13, 2020; March 2019

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The University of Western Ontario Act 1982 as amended in 1988 and 2016 (hereinafter referred to as the Act), in Sections 24 and 25 defines the composition of Senate and sets out general provisions for election of members, including eligibility for candidacy and voting, the establishment of a staggering of terms at the time of first elections, and a provision for the designation of constituencies within units.

For purposes of these Senate Election Procedures, "the University" means Western University, excluding the Affiliated University Colleges; and

The "Affiliated University Colleges" means Huron University College and King's University College.

## THE ELECTION OF FACULTY, ADMINISTRATIVE STAFF, UNDERGRADUATE STUDENT AND GRADUATE STUDENT MEMBERS

### A.1 General

1. The University Secretary shall have responsibility for overseeing all aspects of Senate elections including engaging and promoting the electoral process, administering elections including voting, ruling on election matters in accordance with these Procedures, and communicating information to the public and candidates.

2. The schedule for calling for nominations, publication of candidates' names, and timelines for campaigning and balloting shall be as published by the University Secretary on or before November 30 each year. ~~Normally~~ Typically, nominations are open for approximately two weeks in early January, followed by a campaign period.

3. Elections of faculty members from the Affiliated University Colleges are conducted by each Affiliated University College, with the names of those elected being forwarded to the University Secretary.

4. With the exception of faculty elected from the Affiliated University Colleges, candidates for election must be nominated by means of an official nomination form available from the University Secretary and accessible on the University Secretariat website.

5. Nomination forms for administrative staff and students must be supported by three persons eligible to vote in the unit or constituency to be represented.

6. Nomination forms for faculty members shall be supported in one of the following ways:

   (a) by three members eligible to vote in the academic unit or constituency to be represented; or
   (b) by the Nominating Committee of the Council of the Faculty or School through the Chair of the Nominating Committee, the Dean, or in the case of the School of Graduate and Postdoctoral Studies (SGPS), the Vice-Provost.

7. Candidates must declare on the nomination form:

   (a) that they are willing to stand as candidates for election and to serve if elected;
   (b) that they meet the eligibility requirements for the unit or constituency; and
   (c) that they are validly supported in their nomination, including the specifics of that support (such as the names of nominators).

8. Candidates must submit with the nomination form a statement of interest up to a limit of 200 words and may submit a digital photograph for publication. Statements may not contain hyperlinks. The statement and the digital photograph (if provided) of the candidate will be posted on the election website and linked to the ballot, and by submitting the statement and photograph, candidates agree to such posting.

9. Errors or irregularities on a nomination form constitute grounds for rejection of the nomination by the University Secretary.

10. When only sufficient nominations to fill the vacancies for any unit or constituency are received, the University Secretary shall declare the person or persons nominated elected by acclamation.

11. Except where election is by acclamation, election shall be by secret ballot by those eligible to vote in the unit or constituency concerned.

12. Balloting will be conducted during a designated period using a secure electronic platform. Names shall be listed on the ballot by last name alphabetically.

13. Where more than one seat is vacant in any unit or constituency, voters may vote for candidates up to the maximum number of seats available. Candidates with the most votes will fill the vacant seats in order of votes received from most to least.

14. If in any election there is a tie vote, the election shall be determined by lottery conducted by the University Secretary in the presence of the candidates concerned or their agents.

15. An election shall not be invalidated by any irregularity which, as determined by the University Secretary, does not affect the outcome. Notification of any irregularity must be received by the University Secretary within five business days of the closing of the polls.

16. Activities that, in the opinion of the University Secretary, are contrary to the good conduct of an election may result in a candidate or candidate(s) being disqualified and/or the election being declared void by the University Secretary.

~~16~~ 17. The results of the election shall be announced as soon as possible after the close of balloting. The number of votes received by each candidate will be made public.

~~17~~ 18. A list of voting results, validated by the University Secretary, and nomination forms shall be retained for a period of two years.

~~18~~ 19. In accordance with the Act, the following pertains with respect to terms for the various constituencies represented on Senate:

(a) Faculty members, administrative staff, and members of the general community are elected to two-year terms. They may serve two consecutive terms, following which they are not eligible for further election for two years.

(b) Students are elected to one-year terms. They may serve four consecutive terms, following which they are not eligible for further election for two years.

(c) When an individual is elected to complete the term of another Senator, that time is not included in the individual's eligibility to serve in their own right.

(d) Eligibility for re-election to Senate is unaffected by a Leave of Absence taken during a regular membership term, which shall not be construed as a break in the continuity of a regular membership term.

## A.2 Elected Representatives – Distribution of Seats

### A.2.1 *Faculty Members*

| Constituency | Seats |
|---|---|
| School of Graduate and Postdoctoral Studies<br>(One from each of the following disciplinary groupings:<br>Law/Information and Media Studies/Music;<br>Arts and Humanities;<br>Education;<br>Engineering;<br>Health Sciences;<br>Business;<br>Medicine & Dentistry;<br>Science;<br>Social Science;<br>SGPS At-Large) | 10 |
| Faculty of Arts and Humanities | 5 |
| Schulich School of Medicine & Dentistry<br>(4 from and elected by Medicine & Dentistry;<br>1 from and elected by Dentistry) | 5 |
| Faculty of Science | 5 |
| Faculty of Social Science | 5 |
| Faculty of Health Sciences | 4 |
| Faculty of Information and Media Studies | 2 |
| Faculty of Education | 2 |
| Faculty of Engineering | 2 |
| Faculty of Law | 2 |
| Don Wright Faculty of Music | 2 |
| Ivey Business School | 2 |
| Each Affiliated University College | 2 |

### A.2.2 *Full-time Administrative Staff*

Two members of the full-time administrative staff elected thereby.

### A.2.3 *Students*

| Constituency | Seats |
|---|---|
| *Undergraduate Students*: | |
| Faculty of Social Science | 2 |
| Faculty of Science (incl. Bachelor of Medical Sciences (BMSc) years 1 & 2) | 2 |
| Faculty of Arts and Humanities, Don Wright Faculty of Music, and Faculty of Information and Media Studies | 1 |
| Faculties of Education, Engineering and Law, and the Ivey Business School | 1 |
| Faculty of Health Sciences | 1 |
| Schulich School of Medicine & Dentistry (incl. BMSc years 3 & 4) | 1 |
| Huron University College | 1 |
| King's University College | 1 |
| At-Large | 4 |
| *Graduate Students* | 4 |

## A.3 Eligibility

### A.3.1 *Faculty Members*

(a) To be eligible for election to the Senate, a faculty member (including those holding Clinical Academic appointments) must be a member, either full-time or part-time, at the rank of Assistant Professor or higher, of the academic unit or constituent parts thereof as designated by the Senate or Affiliated University College to be represented, and must have held an academic appointment in the University or Affiliated University College for at least two academic years. Elected faculty whose employment status at the University or Affiliated University College ends during their term shall cease to be Senators.

(b) To vote for representatives of Faculties and Schools, members of faculty of the University (including those holding Clinical Academic appointments), at the rank of Assistant Professor or higher, must be listed as such in the records of Human Resources. To vote for faculty representatives of the Affiliated University College, members of the faculty of the Affiliated University Colleges, at the rank of Assistant Professor or higher, must be listed as such in the relevant records of the Affiliated University College in question.

(c) A member of faculty holding an appointment in more than one academic unit (or constituency within that unit) other than the School of Graduate and Postdoctoral Studies may be nominated only in the unit designated as the "Home Faculty/School". Such a member of faculty is, however, eligible to vote in each academic unit in which they are a member.

### A.3.2 *Full-time Administrative Staff*

All employees of the University who are recorded in Human Resources as holding a full-time continuing position and who are not members of the faculty (excluding limited duties appointments) are eligible for election and to vote. A member of full-time administrative staff who is registered as a student is not eligible to vote in the undergraduate or graduate student constituencies. Elected administrative staff whose employment status at the University ends during their term shall cease to be Senators.

### A.3.3 *Students*

Any full- or part-time student who is registered, at the time of the call for nominations, in one of the academic units comprising the constituency is eligible to be a candidate and to vote in their academic unit of registration constituency except that those who are otherwise included in a faculty or administrative staff constituency shall not be eligible to be a candidate for election or vote. In any given Senate election, a student may not be a candidate in more than one constituency. Elected individuals who cease to have the status of a registered student at the University during their term shall cease to be Senators.

Western University students on exchange are eligible to vote in the constituency in which they were registered at the time of leaving for an exchange.

## A.4 Procedures

### A.4.1 *Faculty Members and Full-time Administrative Staff*

(a) The University Secretary shall call for nominations, ~~normally~~ typically within the first three weeks of January each year.

(b) Completed nomination forms must be submitted to the University Secretary within the nominations period as posted by the University Secretariat. The University Secretary shall publish official lists of the valid nominations on the University Secretariat website within two business days after the close of nominations. The official lists shall be organized by constituency and by last name alphabetically, showing the rank (for faculty), title and academic/administrative unit of each candidate.

(c) Candidates are required to adhere to the campaign guidelines and processes established by the Operations/Agenda Committee of Senate.

(~~c~~ d) Elections shall be conducted by electronic ballot.

(~~d~~ e) If at any annual election no nominations are received for a faculty constituency, Senate will appoint a member upon the recommendation of the

unit concerned based on the unit's internal nomination procedures. The name of the member will be submitted to Senate for information through the Operations/Agenda Committee.

(~~e~~ f) If at any annual election no nominations are received for the administrative staff constituency, the University Secretary shall issue as soon as possible after the close of nominations a second call for nominations, followed by a by-election. The timeline and procedures for the by-election will be as given in paragraphs (b), (c), (d) and (~~f~~ g) of this section. In the event that a by-election fails to yield a candidate, the seat(s) shall be filled in accordance with the procedures for filling of mid-year vacancies (see section B.6, below).

(~~f~~ g) The University Secretary shall publish the names of the successful candidates on the University Secretariat website, as soon as possible after the close of the balloting. The successful candidates for each unit/constituency shall be those who obtain the largest number of votes in each unit/constituency concerned.

### A.4.2 *Students*

(a) When possible, elections to the undergraduate and graduate student constituencies are timed to run in conjunction with the University Students' Council (USC) and Society of Graduate Students (SOGS) presidential elections. Calls for nomination will be issued in accordance with the posted Election Schedule.

(b) Students registered in Years 1 and 2 of the Bachelor of Medical Science (BMSc) program will be nominated and vote in the "Faculty of Science constituency", while students registered in Years 3 and 4 of the BMSc program will be nominated and vote in the "Schulich School of Medicine & Dentistry constituency".

(c) If, at any annual election, an Affiliated University College constituency fails to nominate a representative, the seat thus unfilled shall migrate to the other Affiliated University College for that year only and be filled by election from the nominations for that Affiliated University College.

(d) Notwithstanding A.4.2(c) If, at any annual election, an undergraduate academic constituency fails to nominate a representative(s), the seat(s) thus unfilled shall migrate to the undergraduate "At Large" constituency for that year only and be filled by election from the "At Large" nominations.

(e) If one or more "At Large" seats are not filled, the required members shall be determined by the USC and provided to Senate for information through the Operations/Agenda Committee.

(f) If at any annual election insufficient nominations are received for the graduate student constituency, the required members shall be determined as outlined in the procedure for the Filling of Mid-Year Vacancies and Appointment of Alternates (see section C.5(c)).

(g) A mandatory all-candidates meeting will be scheduled for undergraduate student candidates. Undergraduate student candidates who do not attend or do not make arrangements to send a designate will be disqualified from candidacy. The University Secretary shall publish official lists of the valid undergraduate and graduate student nominations on the University Secretariat website within two business days after the close of nominations. The official list shall be by last name alphabetically~~,~~ and show for each candidate the academic program as recorded in the official student records of the University or the relevant Affiliated University College.

(h) For undergraduate students, the University Secretary may employ the USC Electoral Governance Board to supervise campaigning by candidates but any decision that a candidate be disqualified may be appealed to the University Secretary by 4:00 p.m. of the second working day following the date of the letter notifying the candidate of the Electoral Governance Board's decision that the candidate be disqualified. Where there is inconsistency between the policies and procedures stated in USC By-Law #2 and those of the Senate, the policies and procedures of the Senate shall take precedence and the final authority for resolving all disputes in such matters shall rest with the University Secretary.

(i) For graduate students, the University Secretary may employ the SOGS Chief Returning Officer and Appeals Review Commission to supervise campaigning by candidates but any decision that a candidate be disqualified may be appealed to the University Secretary by 4:00 p.m. of the second working day following the date of the letter notifying the candidate of the Appeals Commission's decision that the candidate be disqualified. Where there is inconsistency between the policies and procedures stated in the SOGS election regulations and those of the Senate, the policies and procedures of the Senate shall take precedence and the final authority for resolving all disputes in such matters shall rest with the University Secretary.

(j) When either the USC or SOGS processes are not employed, candidates will be required to adhere to the campaign guidelines ~~requirements~~ and processes established by the Operations/Agenda Committee of Senate.

(k) The University Secretary shall publish the names of the successful candidates on the University Secretariat website as soon as possible after the close of the balloting. The successful candidates shall be those who obtain the largest number of votes in each constituency concerned.

## B. REPRESENTATIVES OF THE GENERAL COMMUNITY

1. Senate membership includes five persons from the general community, one of whom shall be active in or associated with the field of secondary school education, consisting of:

    (a) the President of the Alumni Association of the University or a person designated by the President of the Alumni Association, and two members of the Alumni Association appointed by the Alumni Association; and

    (b) two persons appointed by Senate pursuant to the following provisions.

2. The Senate Nominating Committee shall select representatives from the general community to serve on the Senate in accordance with Section 24(1)(g)(ii) of the Act.

3. The Senate Nominating Committee shall, after receiving advice from such bodies or individuals as it may deem appropriate and in knowledge of the appointments to be made by the Alumni Association, present to Senate for information the names of the representatives of the general community.

4. Members of the General Community are elected to two-year terms. They may serve two consecutive terms, following which they are not eligible for further election for two years.

## C. FILLING OF MID-YEAR VACANCIES AND APPOINTMENT OF ALTERNATES

1. Vacancies may occur for various reasons, including through resignation or requests for leaves of absence. In the case of absences or leaves of absence granted in accordance with Senate By-Laws, the appointment of a replacement or alternate will follow the procedures outlined below.

2. The appointee to fill a vacancy must meet all criteria for Senate membership as defined in the Act and these Procedures.

3. Where a vacancy occurs before the term of office for which a person has been appointed or elected has expired,

    (a) if the vacancy is that of an appointed member, the vacancy may be filled by the same authority which appointed that member;

    (b) if the vacancy is that of an elected member, the provisions below apply, depending on the relevant constituency;

(c) a person appointed or elected to fill a vacancy shall hold office for the remainder of the term of office of the person who is replaced.

4. *Faculty*

Senate will appoint a member upon the recommendation of the unit concerned based on the unit's internal nomination procedures. The name of the member will be submitted to Senate for information through the Operations/Agenda Committee.

5. *Students*

(a) In the case of a vacant seat in an undergraduate student constituency, if the vacancy occurs between July 1st and April 30th, the Senate Nominating Committee shall select a replacement from the constituency. The name of the replacement shall be submitted to Senate for information.

(b) In the graduate student constituency, if the vacancy occurs between July 1st and April 30th the Senate Nominating Committee shall select a replacement from the constituency. The name of the replacement shall be submitted to Senate for information.

(c) If a student vacancy occurs subsequent to April 30th and prior to July 1st of the same year, the Senator-elect in the constituency will be invited by the University Secretary to assume the vacant seat. In the case of constituencies where there is more than one Senator-elect, the invitations will be extended to candidates in an order determined by their votes received from most to least in that election. The name of the replacement shall be submitted to Senate for information.

6. *Full-time Administrative Staff*

The Senate Nominating Committee shall select a replacement. The name of the replacement shall be submitted to Senate for information.

7. *General Community Members Elected by Senate*

The Senate Nominating Committee shall select a replacement. The name of the replacement shall be submitted to Senate for information.

## Senate Membership – Vacancies Filled by Appointment

**Action:** ☐ Approval ☒ Information ☐ Discussion

**Executive Summary:**

The Senate seats listed below were filled by appointment for the term indicated at the recommendation of the units concerned in accordance with the Senate Election Procedures.

| **FACULTY OF HEALTH SCIENCES** | |
|---|---|
| Anushka Ataullahjan<br>*(replacing Rachel Forrester-Jones)* | September 1, 2026 – June 30, 2027 |

| **SCHULICH SCHOOL OF MEDICINE & DENTISTRY** | |
|---|---|
| Susanne Schmid | July 1, 2026 – June 30, 2027 |

## Senate Membership – Graduate Students

**Action:** ☐ Approval ☒ Information ☐ Discussion

**Executive Summary:**

In accordance with the procedure for the Filling of Mid-Year Vacancies outlined in the Senate Election Procedures, if a student vacancy occurs subsequent to April 30th and prior to July 1st of the same year, the Senator-elect in the constituency will be invited by the University Secretary to assume the vacant seat.

**Grace Malheiro**, incoming graduate student Senator, has agreed to fill the vacant Senate seat beginning May 7, 2026.

## Revisions to the Policy on "Letter of Permission"

**Action:** ☒ Approval ☐ Information ☐ Discussion

**Recommended:** That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 1, 2026, the policy on "Letter of Permission" be revised as shown in Item 13.2(a).

**Executive Summary:**

The proposed revisions to the "Letter of Permission" policy have been brought forward on the recommendation of Associate Deans (Undergraduate) and Faculty Academic Advising Units. These groups have reported an increase in the number of Letter of Permission requests from students seeking to complete modular courses at other institutions, even when equivalent courses are available at Western.

The proposed revisions to the "Letter of Permission" policy introduce language specifying that courses available at Western and reasonably accessible to the student – whether offered in-person, online, or through Distance Studies – will not be approved for completion at another university on a Letter of Permission.

An eligibility requirement is also introduced, stipulating that students must be in good academic standing in the session preceding their request to enroll in a course at another university on a Letter of Permission.

Editorial amendments are also included.

**Documentation Provided:**

Revisions to the Policy on "Letter of Permission"

# Letter of Permission

**Subject:** Letter of Permission

**Sections:** Letter of Permission: Transfer of Credit to Western

**Approving Authority:** Senate

**Responsible Committee:** Senate Committee on Academic Policy

**Related Procedures:** *

**Officer(s) Responsible for Procedures:** *

**Related Policies:** *

**Effective Date:** September 1, 2026 ~~March 2020~~

**Supersedes:** March 2020 ~~*~~

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## LETTER OF PERMISSION: TRANSFER OF CREDIT TO WESTERN

A Letter of Permission is a document that enables a Western University (Western) undergraduate student to enroll in one or more specific courses at another university without having to apply for formal admission to the other institution. Upon completion, the courses are transferred to the student's record at Western. The Letter of Permission supports degree completion by providing students with access to courses that are unavailable at Western; accordingly, where a course is available at Western in-person or through online/Distance Studies and is reasonably accessible to the student, a request to complete that course at another university on a Letter of Permission will not be approved.

Students apply to the Dean of their Faculty for a Letter of Permission to take courses at another university.* Approval shall be at the discretion of the Dean, who shall base the decision on the applicant's overall academic record, the appropriateness of the particular course to the applicant's program at Western ~~University~~, and on any other factors ~~he/she~~ they may deem relevant. For substitution of required, principal or prerequisite courses, the Dean will also obtain approval of the relevant Department at Western. Note that each request is considered individually; that is, approval of a particular course by one Faculty at Western does not guarantee the

approval of that, or any other course, by another Faculty at Western. Following authorization, the ~~Registrar's~~ Office of the Registrar will issue to the university concerned a Letter of Permission that is contingent upon successful completion of progression requirements.

* A non-refundable fee is charged for Letters of Permission.

Students granted permission to take the final course(s) of their program during a **Fall/Winter Session** may not graduate until the next Autumn Convocation, unless marks, in the form of an official transcript, are received by the ~~Registrar's~~ Office of the Registrar by May 15. Students who receive permission to take the final course(s) of their program during a **Spring/Summer Session**~~,~~ must submit an official transcript to the ~~Registrar's~~ Office of the Registrar by October 1; otherwise, their graduation may be postponed until the next Spring Convocation.

Non-graduating students must ensure that the ~~Registrar's~~ Office of the Registrar receives, no later than November 1, an official transcript for any course attempted on a Letter of Permission in the previous Fall/Winter and Spring/Summer Sessions. Courses for which no transcript is submitted shall be awarded a failing grade.

Courses taken at another university on a Letter of Permission during a Spring/Summer Session are included within the maximum permissible academic load for the period, May to August.

Not more than ~~five~~ 5.0 Western-equivalent courses may be taken at another university on a Letter of Permission to fulfil graduation requirements for any baccalaureate program at Western.

Students must be in good academic standing in the session prior to enrolment in a course at another accredited university in order to be considered for an approved Letter of Permission.

It is the student's responsibility to ensure that an official transcript for any courses attempted on a Letter of Permission is submitted to ~~the~~ Academic Records - ~~Registrar's~~ Office of the Registrar.

For Letter of Permission courses, grades will be included in average calculations for progression and graduation in the same manner as Western courses. In order to accomplish this, grades presented on the ~~LOP~~ Letter of Permission transcripts as non-percentage or under a different grading scale than Western, will follow the normal conversion practices used by the Western Admissions Office. When this occurs, failing grades presented as non-percentage will be converted to “F’ on the Western record, and ~~it~~ will be included in averages as 40%.

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**Last Reviewed:** June 5, 2026

## Revisions to the "General Policy on Scholarships, Awards, Prizes"

**Action:** ☒ Approval ☐ Information ☐ Discussion

**Recommended:** That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 1, 2026, the "General Policy on Scholarships, Awards, Prizes" be revised as shown in Item 13.2(b).

**Executive Summary:**

While registered at Western International College, students are not eligible for scholarships and awards granted by Western University. A statement to this effect is added to the policy.

**Documentation Provided:**

Revisions to the "General Policy on Scholarships, Awards, Prizes"

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# ~~General Policy on~~ Scholarships, Awards, Prizes

| | |
|---|---|
| **Subject:** | ~~General Policy on~~ Scholarships, Awards, Prizes |
| **Sections:** | Eligibility and Tenability of Scholarships, Awards and Medals; Awarding Scholarships, Awards, Medals and Prizes in the Case of Exact Ties; Prizes and Awards Payment – Registration Requirement; Payment of University Administered Scholarships and Awards; Withdrawal or Reduced Course Load After Receiving University Administered Scholarships and Awards; Policy on Scholarships – Industry Internship Programs; Scholarships and Prizes – Medicine; Continuing Scholarships – Retention Requirements in Medicine; Scholar's Electives Program – Eligibility for Scholarships, Awards Prizes; Dentistry – Eligibility for Scholarships and Prizes; Eligibility for Scholarships for Students in Combined Honours Programs; Eligibility Requirements for OSOTF Awards; Scholarship Appeals |
| **Approving Authority:** | Senate |
| **Responsible Committee:** | Senate Committee on Academic Policy |
| **Related Procedures:** | * |
| **Officer(s) Responsible for Procedures:** | * |
| **Related Policies:** | MAPP Policy 2.1 – Gift Acceptance; MAPP Policy 2.10 – Student Scholarships, Awards and Prizes |
| **Effective Date:** | September 1, 2026 ~~September 1, 2025~~ |
| **Supersedes:** | September 1, 2025 ~~May 2018~~ |

## 1.0 ELIGIBILITY AND TENABILITY OF SCHOLARSHIPS, AWARDS AND MEDALS

Eligibility and tenability of all scholarships and awards granted by Western University are reserved for students registered at the Constituent University only, unless the provisions of a particular scholarship or award state otherwise. Eligibility for medals cannot be extended to graduating students of the Affiliated University Colleges. While registered at Western International College, students are not eligible for scholarships and awards granted by Western University.

If a student is found responsible for misconduct under the Code of Student Conduct, or commits a scholastic offence as defined by the policy on *Scholastic Offences* and corresponding procedures, they may become ineligible for consideration or continuation of University awards, prizes, or scholarships at the discretion of the Dean or designate of the student's home faculty.

## 2.0 AWARDING SCHOLARSHIPS, AWARDS, MEDALS AND PRIZES IN THE CASE OF EXACT TIES

Scholarships, awards, medals or prizes may not be split, i.e., awarded to multiple recipients. Awards may not be granted "in name only".

## 3.0 PRIZES AND AWARDS PAYMENT – REGISTRATION REQUIREMENT

Students receiving an award or prize should receive payment regardless of future enrolment of the recipient.

## 4.0 PAYMENT OF UNIVERSITY ADMINISTERED SCHOLARSHIPS AND AWARDS

Any Western administered scholarship/award/prize will be automatically applied to the recipient's tuition account. Credit balances will be issued in the form a cheque by October 31st and mailed to the sessional address.

## 5.0 WITHDRAWAL OR REDUCED COURSE LOAD AFTER RECEIVING UNIVERSITY ADMINISTERED SCHOLARSHIPS AND AWARDS

Scholarship/Award recipients who withdraw or reduce their course load to less than 3.5 courses after registration shall be entitled to the prorated value of the scholarship/award only for the number of weeks attended full-time in the academic term. The number of weeks will be calculated using the date of course change or withdrawal.

## 6.0 POLICY ON SCHOLARSHIPS – INDUSTRY INTERNSHIP PROGRAMS

Students are not permitted to receive scholarships in the academic year in which they participate in an Industry Internship Program. Students who qualify to retain a continuing scholarship in the academic year in which they participate in an Industry Internship Program are not permitted to receive the scholarship while participating in the Industry Internship Program, but are permitted to defer receipt of the continuing scholarship for one year.

## 7.0 SCHOLARSHIPS AND PRIZES – MEDICINE

The following was approved for the preamble to Medicine's Scholarships and Prize list:

"Recommendations to the Council of the Faculty concerning the assigning of academic awards will be made by the appropriate Teaching Committees, who may at their discretion recommend reversion of some awards. The possibility of reversion will not apply to competitive essay prizes and certain other prizes awarded by selection. The University reserves the right to modify or cancel Scholarship offerings after the date of printing of this publication."

## 8.0 CONTINUING SCHOLARSHIPS – RETENTION REQUIREMENTS IN MEDICINE

Students in the Doctor of Medicine (MD) program are required to achieve a passing grade (without benefit of supplemental examinations) in all courses of the academic year to be eligible for awards in that year.

## 9.0 SCHOLAR'S ELECTIVES PROGRAM – ELIGIBILITY FOR SCHOLARSHIPS, AWARDS PRIZES

Students in a Scholar's electives program may compete for "In-Course" awards/scholarships/prizes.

## 10.0 DENTISTRY – ELIGIBILITY FOR SCHOLARSHIPS AND PRIZES

Students in Dentistry are required to achieve a passing grade (without benefit of supplemental examination(s)) in all courses of the academic year to be eligible for awards in that year.

## 11.0 ELIGIBILITY FOR SCHOLARSHIPS FOR STUDENTS IN COMBINED HONOURS PROGRAMS

Students in combined honours programs are eligible for scholarships unless departments request that the conditions of the scholarship be changed.

## 12.0 ELIGIBILITY REQUIREMENTS FOR OSOTF AWARDS

(The criteria for OSOTF Awards are the same as that of OTSS (Ontario Trust for Student Support) awards.)

Following are the Ontario Student Assistance Program (OSAP) residency guidelines which also apply to students receiving Ontario Student Opportunity Trust Fund (OSOTF)-funded student awards:

To be eligible for Ontario Student Loan funding, a student and/or their family must meet one of the following criteria:

- Student has lived in Ontario for at least twelve months in a row up to the beginning of his/her full-time post secondary studies
- Student's spouse has lived in Ontario for at least twelve months in a row up to the beginning of student's current period of studies, and student's spouse was not enrolled in full-time post secondary studies during this twelve-month period
- Student(s) parent(s), stepparent(s), legal guardian(s) or official sponsor(s) have lived (or maintained the family home) in Ontario for at least twelve months in a row up to the beginning of the student's current period of studies

Students living abroad are considered to be residents of Ontario if they (or in the case of single dependent students, their parents) last lived in Ontario for at least twelve consecutive months before going abroad.

Single dependent students whose parents are separated or divorced will be considered to be residents of Ontario if Ontario is the province of residence of the parent with whom the student normally resides.

## 13.0 SCHOLARSHIP APPEALS

Students whose overall average during the academic year (September – April) falls within 2% of the normal minimum standard for retaining a Continuing Scholarship may appeal in writing to the Office of their Dean outlining the basis of the appeal and any special circumstances which warrant consideration.

While individual faculties may create committees to review appeals, the decision regarding eligibility to retain the scholarship will be the responsibility of the Dean of the Faculty.

Students requesting an appeal to retain their Continuing Scholarship must do so within six weeks from the date of the notification.

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**Last Reviewed:** June 5, 2026

## School of Graduate and Postdoctoral Studies: Revisions to the Procedure for Thesis Formats and Content

**Action:** ☐ Approval ☒ Information ☐ Discussion

**Executive Summary:**

The Procedure for Thesis Formats and Content is associated with the policy on "Thesis – Graduate Studies". The Procedure is under the authority of the Vice-Provost (Graduate & Postdoctoral Studies).

Effective June 5, 2026, the Procedure will be revised to include a section for a statement on the use/non-use of Generative Artificial Intelligence (GenAI).

Such a statement aligns with practices at other U15 universities with the goal of transparency and to guard against threats to the integrity of the thesis work. In the Fall of 2025, the Centre for Teaching and Learning generated a working paper on practices at the above-mentioned universities as the basis for discussion and consultation. The consensus in consultation was to proceed with an addition to the Procedure for Thesis Formats and Content to disclose use and non-use of GenAI. It is expected that program norms will guide how the new section 4.7 is completed.

**Documentation Provided:**

Revisions to the Procedure for Thesis Formats and Content *(for information)*

# Procedure for Thesis Formats and Content

**Governing Policy:** Thesis – Graduate Studies

**Sections:** Thesis Format Options and the Thesis Proposal; Length; Copyrighted Material and Permissions; Contents; Electronic Thesis and Dissertation (ETD); Style

**Officer(s) Responsible for Procedures:** Vice-Provost (Graduate & Postdoctoral Studies)

**Effective Date:** June 5, 2026

**Last Revised:** October 11, 2024

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## 1. Thesis Format Options and the Thesis Proposal

- The thesis format must enable a coherent account of a unified research, scholarship, and/or creative activity. All theses, regardless of format, must display a thorough knowledge and scholarly understanding of the subject.
- It is expected that supervisors are open to considering a variety of format options, including culturally relevant approaches, as they support the development of a student's innovative research, scholarship, and/or creative activity.
- Before undertaking their research, scholarship, and/or creative activity, each student, in consultation with their supervisory committee and Graduate Chair (or equivalent), should decide which format option is appropriate to present the work. This should include consideration of the following:
    - how the proposed format best accomplishes the scholarly goals of the thesis
    - how and if the proposed format can be achieved within the program duration
    - availability of appropriate examiners
    - how the work will be disseminated
    - any issues of long-term storage and public availability, and any other considerations relevant for the discipline and/or format
    - issues relating to shared authorship and/or intellectual property

- The proposed format option (monograph, integrated article, and diverse) shall not be rejected without due consideration of the proposed format in relation to the proposed content.
- The thesis proposal must describe the proposed format, focus, and scope. Normally, the thesis proposal is approved by the supervisory committee with the approval recorded by the program. For research, scholarship, and creative activities pertaining to Indigenous Peoples, it is imperative that the supervisory committee be informed of, and follow, Indigenous data, research, and community protocols.

**Format Options**

The following are three formats that guide the presentation of the research, scholarship, and/or creative activity. Optional elements may be included at the discretion of the student and supervisory committee as appropriate.

**1.1 Monograph**

- The monograph format organizes chapters around a central problem or focus.

**1.2 Integrated Article**

- In the integrated-article format, the chapters address discrete but related problems or topics.
- The work must include connecting materials to provide logical bridges between the different chapters, thereby achieving an integration of information.
- Chapters may include content from, or entire, published articles, submitted articles, and unpublished work for which the student was the principal contributor. The number of chapters or papers to be included is not specified.
- Publication or acceptance for publication of research results before presentation of the thesis in no way supersedes the University's evaluation and judgment of the work during the thesis examination process. The criteria that determine whether an article is suitable for publication are not identical to the academic requirements for a thesis.

**1.3 Diverse Formats**

- The monograph and/or integrated-article thesis are the traditional Euro-Western formats in many disciplines and therefore are not inclusive of all ways of knowing, being and doing, and all forms of research, scholarship, and/or creative activity. Diverse formats are encouraged to support the multitude of ways of knowing, being, and doing. A diverse format shall be approved by the supervisory committee in consultation with the student, the Graduate Chair (or

equivalent), the School of Graduate and Postdoctoral Studies (SGPS), and the Offices of Indigenous Initiatives and Equity, Diversity and Inclusion, as appropriate. It is recommended that diverse format artifacts include the following supplemental material: Titling, Title Page, Abstract and Keywords, Summary for Lay Audience, (maximum 350 words) CV, or resume, and as appropriate, authorship statement, and ethics approval.

## 1.4 Format Requirements for Monograph and Integrated Article Thesis Artifacts

Front Matter:

- Title Page (provided by Scholarship@Western upon upload)
- Abstract and Keywords
- Summary for lay audience (maximum 350 words)
- Co-Authorship statement (where applicable)
- Epigraph (optional)
- Dedication (optional)
- Acknowledgments (optional)
- Table of Contents
- List of Tables (where applicable)
- List of Figures and/or Illustrations (where applicable)
- List of Appendices (where applicable)
- List of Abbreviations, Symbols, Nomenclature (where applicable)
- Preface (optional)

The Body of the Thesis:

- Introductory chapter to the entire thesis
    - This must address the objectives of the work.
    - For an integrated-article or alternative-format thesis this may explain how the work forms a coherent thesis.
- Literature review and/or research methods
    - This may take the form of a stand-alone chapter or may be integrated into the introductory or middle chapters as appropriate for the discipline and the format of the thesis.
- Middle chapters
    - For an integrated-article thesis each article is presented without an abstract. Each chapter should contain connecting materials to provide logical bridges between the articles. A thesis consisting solely of published articles without connecting elements is not acceptable.
- Conclusion
    - For an integrated-article thesis this may relate the separate studies to each other and to a relevant discipline or field of study.

Bibliography:
- There may be a single bibliography for the entire thesis, or each chapter may have its own individual bibliography, depending on the norms of the discipline.

Appendices:
- Details of methodology, tabulated data, and other pertinent data not provided in detail in previous chapters (where applicable).
- Ethics Approval (where applicable).
- Copyright releases from publications (where applicable).

Curriculum Vitae (optional)
- Appendices: As appropriate (see thesis guide)

## 2. Length

- Programs may have regulations that limit length. Students should contact their program for these regulations.

## 3. Copyrighted Material and Permissions

- The student must ensure that the work does not contain a substantial amount of copyrighted material that is not their own and ensure this material compiles with the Copyright Act.
- For extensive quotation/images/diagrams, students should reach out to copyright@uwo.ca.
- If the student wishes the work to include text that they have already published as a journal article or book chapter, they may need to obtain permission from the publisher and include this permission in the appendices (contact copyright@uwo.ca). Seeking advice is of utmost importance.
- Any chapters that have been published, accepted for publication, or submitted for publication must carry the following footnote: A version of this chapter has been published/accepted for publication/submitted for publication (Cite the reference).

## 4. Contents

### 4.1 Titling

- An effective title makes the thesis accessible to other scholars. The title must provide an accurate description of the thesis content. Thus, if possible, the title should include key words that link the thesis to literature on its topic. Use word substitutes for formulas, symbols, superscripts, subscripts, Greek letters, and so on.

## 4.2 Title Page

- A title page is generated and attached to the front of a thesis after it is uploaded to Scholarship@Western. It contains the copyright notice and information to identify the thesis.

## 4.3 Abstracts and Keywords

- The abstract provides a succinct summary of the work. The abstract must be no longer than 350 words for a doctoral thesis and 150 words for a master's thesis.
- The abstract must give enough information about the thesis to allow a potential reader to decide whether or not to consult the complete work. The student must ensure that the abstract refers to all the elements that would make the thesis worth consulting. The abstract should include important place names and proper nouns because these can be significant key words for electronic retrieval. It should not include graphs, charts, illustrations, or tables. The expected content of an abstract varies among disciplines, but all abstracts can be expected to include the following:
    - a statement of the research problem or question
    - an indication of the research method(s) used or theoretical orientation taken
    - findings or major discoveries made
    - conclusions and significance.
- The abstract should have the same line spacing as the text of the body of the thesis.
    - At the end of the Abstract should appear a list of keywords. The student, as the person most familiar with the research and its significance, selects the terms that help other scholars get access to their work, for example, via Google and Google Scholar. As an example, the following keywords could be used for a thesis studying fuzzy relational modeling: fuzzy relational modeling, fuzzy simulation, fuzzy c-Means, Centre of Gravity, Centre of Area, Weighted Average of Cluster Centres, Polyline algorithm.

## 4.4 Summary for Lay Audience

- The summary for lay audience is a brief (maximum 350 words) and accessible summary of a research project that is used to explain complex ideas, technical writing, and scientific terms to people who do not have prior knowledge of the subject. While the abstract is designed with subject peers in mind, the Summary for Lay Audience is an opportunity to translate the importance, impact, and content of the work to a broader audience.

### 4.5 The Co-Authorship Statement (where applicable)

- In the case of co-authored papers (chapters), the student must include a **statement of co-authorship** for each paper included in the thesis, describing the nature and extent of contributions by the student and by others. This must include a detailed description of the work (in conducting the research and preparing the manuscript) for which the student was solely responsible. An estimate of the percentage of the work conducted solely by the student must be included. The goal is to make clear to the examiners the student's contribution to the work. The publication status of each paper must be indicated (i.e., not submitted for publication, submitted (where and when), published (with full citation).
- Although SGPS allows co-authorship of chapter materials, the student must be the principal contributor to the work and to the manuscript. Authorship conventions vary by discipline, and so the order of authors cannot be taken as an indicator of the significance of an author's contribution to the work.
- At the time of approving the preliminary submission of the thesis, the supervisor(s) will be asked to confirm the accuracy of the statement of co-authorship.
- For further guidelines on authorship, see MAPP 7.0.

### 4.6 Acknowledgement (where applicable)

- The acknowledgments recognize help received from the supervisor(s), staff, co-authors and co-researchers, fellow students, technicians, relevant communities, and/or others throughout the thesis process.

### 4.7 Statement on the use/non-use of Generative Artificial Intelligence

- This section must include a high-level overview of the use or non-use of Generative Artificial Intelligence (GenAI) in the thesis. Non-use of AI should be stated explicitly.
- The use of GenAI must not undermine the integrity of the research and the thesis including the originality of the student's work.
- In addition to this high-level overview, any use of GenAI in the generation, interpretation, or presentation of research content or knowledge must be appropriately documented or acknowledged throughout the thesis in accordance with disciplinary standards.

### ~~4.7~~ 4.8 Table of Contents

- The table of contents provides a listing of the main elements in the thesis.

### ~~4.8~~ 4.9 Ethics Approval

- If the thesis has involved the use of animal or human subjects, the student must provide evidence of the necessary ethics approval from the appropriate committee, such as a copy of the Office of Research Ethics approval form in an appendix.
- For more information on research involving humans consult Western Research Human Research Ethics website https://www.uwo.ca/research/ethics/human/index.html). For information on the use of animals consult the Western Research Animal Ethics website ( https://www.uwo.ca/research/ethics/animal/index.html

### ~~4.9~~ 4.10 Appendices (where applicable)

- The purpose of an appendix is to include supporting material within the thesis that is not an essential part of the text itself. For example, in a thesis that involves a survey, letters of information to subjects, questionnaires, or other research instruments may appear in an appendix. In a thesis that analyzes a rare or inaccessible text, that text may be included in an appendix. An appendix also may include raw data on which analysis has been performed. Contact information and signatures are not permitted in the Appendices.

### ~~4.10~~ 4.11 Curriculum Vitae

- The vita should be a brief document and include only public information: name, post-secondary education and degrees, awards, related work experience, and relevant publications. It is not intended to be a job resumé. The Vita is the last page(s) of the thesis.

## 5. Electronic Thesis and Dissertation (ETD)

### 5.1 Digital File Formats

- Students must present their work in an acceptable file format type. These acceptable types are:
  - Portable Document Format (.pdf)
  - Word Document (.doc)
  - Rich Text Format (.rtf)
- Note: students are encouraged to use the Portable Document Format (.pdf) as all documents received through the Scholarship@Western Electronic Thesis and Dissertation repository are automatically converted to .pdf. Using the .pdf format allows the student to verify the appearance and organization of the document as it will be presented to the examiners.

### 5.2 Supplementary Content on EDT

- Students who would like to include supplementary multimedia to accompany their work may do so in the Supplementary Content section of the submission process. These files may have any file format. Students should be aware that the content should be in a universally accessible format – this is required in order to ensure that examiners will be able to access the content.

## 6. Style

### 6.1 Style for headings, subheadings, references, figures, tables, spelling, punctuation, and bibliographic citations

- The form and location of notes and the presentation of references/bibliographies must be consistent throughout the thesis and conforms to a style appropriate to the research, scholarship, and/or creative activity.

### 6.2 Typescript and point size

- The style of font, font size, footnote/reference method, pagination, margins, and any other aspects of production are to be consistent throughout the thesis. For the text, type smaller than 12 point must not be used, but a smaller point size, not less than 9, is acceptable for footnotes, graphs, formulas, and appendices.

### 6.3 Line spacing

- All textual material (including the abstract, acknowledgments, and other preliminary material) must have 1.5 - 2 spaces between lines. The only exceptions to this requirement are references, bibliographies, and indented long quotations, which may be single-spaced.

### 6.4 Margins

- The student must observe the following specifications for margins on all copies. Leave a margin of at least 38 mm (1.5 inches) from the left-hand edge of the paper. Leave a margin of at least 25 mm (1 inch) from the top, bottom, and right edges. These margins apply equally to all illustrative material: diagrams, maps, photographs, charts, tables etc. (except as noted in section Diverse Formats).

### 6.5 Illustrative material

- Illustrative material must appear in the text, not at the end of chapters. All illustrative material, from ink drawings to printed maps, charts and graphs to photographs must be readable. Annotate appropriately coloured charts, figures, graphs or maps. When photographs are incorporated into the thesis, they should be high-contrast colour or black-and-white prints. Explanations or captions of figures and tables may appear beneath the figures and tables to which they refer or they may face them.

### 6.6 Page Numbering

- Except for the title page (provided by Scholarship@Western after upload), each page in the work must be numbered. The following system is to be used:
  - The pages of preliminary material (acknowledgment, table of contents, etc.) must be numbered with small Roman numerals (i, ii, iii) placed in the centre of the page, not less than 12.5 mm (.5 inch) from the bottom edge.
  - The body of the thesis, starting with the first page of the Introduction or Chapter One as page 1, must be numbered with Arabic numerals (1, 2, 3) placed in the upper right-hand corner, not less than 12.5 mm (.5 inch) from each edge to avoid being cut off during the binding of paper copies.
  - For page numbering of illustrative material see Illustrative Material section.

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**Last Reviewed:** June 5, 2026

## Faculty-Specific Undergraduate Sessional Dates (2026-2027): Honours Business Administration, Ivey Business School

**Action:** ☐ Approval ☒ Information ☐ Discussion

**Executive Summary:**

Per the policy on the Structure of the Academic Year, faculty-specific undergraduate sessional dates are determined for programs that do not fall under the Guidelines for the Structure of the Academic Year (established in section 4.0 of the policy).

Faculty-specific undergraduate sessional dates are determined by the relevant Faculty in accordance with Senate Academic Policy.

The 2026-2027 undergraduate sessional dates for the Honours Business Administration program at the Ivey Business School are provided to Senate for information, per the policy on the Structure of the Academic Year.

**Documentation Provided:**

Faculty-Specific Undergraduate Sessional Dates (2026-2027): Honours Business Administration, Ivey Business School

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# HBA1 ACADEMIC YEAR 2026-2027

## Fall Term 2026

| | |
|---|---|
| **September 1** | HBA1 Opening Day (Mandatory Attendance) |
| **September 4** | HBA1 Regular Class Schedule Begins |
| **September 7** | Labour Day (No Class) |
| **September 30** | National Day for Truth and Reconciliation (No Classes) |
| **October 10-18** | Thanksgiving + Reading Week (No Classes) |
| **October 26–31** | Midterm Exam Week- Weekends included |
| **December 11-22** | Final Exam Period (including potential **severe weather** and designated **make-up dates)** |

## Important Notes

- All dates are subject to change and mandatory.
- If Western closes due to severe weather, exams will be re-scheduled during the exam period.
- Fall Final Exam Makeups will be held in the New Year (2027) Please see the Exam Schedule for dates
- Plan travel for after the makeup exams, as travel is not considered a valid academic reason for accommodations

# Winter Term 2027

| | |
|---|---|
| **January 4** | Classes Return |
| **February 6-12** | Midterm Week (Including Saturday February 6 ) |
| **February 15-21** | Reading Week (No Classes) |
| **March 26** | Good Friday (No Class) |
| **April 5-18** | Final Exam Period (including potential **severe weather** and designated **make-up dates)** |

# Important Notes

- All dates are subject to change and mandatory.
- If Western closes due to severe weather, exams will be re-scheduled during the exam period.
- If you are approved for a makeup exam, you must be present on campus for these dates.  Please see the Exam Schedule for dates
- Plan travel for after the makeup exams, as travel is not considered a valid academic reason for accommodations
- Those who are scheduled to write a makeup exam may be unable to participate in an Intersession course

# 2026-2027 HBA2 Key Dates – Ivey Business School

# Honours Business Administration

| 2026 | |
|---|---|
| August 10 – September 14 | Add/Drop (A/B/Q/R/S/T courses) |
| September 8 | Elective Classes start |
| September 11 | HBA2 Welcome Back Event |
| September 25, (all day) | IFP Meetings (Client and NVP) |
| September 30 | National Day for Truth and Reconciliation – No Classes |
| October 6 | HBAA Day |
| October 12 | Thanksgiving – No Classes |
| October 12-16 | Fall Break Week – No Classes |
| October 24-30 | HBA2 Fall Midterm Exam Week (including Saturday) |
| November 11 | HBAA Day |
| November 11-13 (Times TBD) | Fall Midterm Exam Makeups |
| November 30 | Last Day to drop A (Ivey half course) without penalty |
| November 20 (all day) | 4569-IFP/NVP Workday |
| November 27 (all day) | 4569-IFP Client Workday – final deliverable due |
| November 27 (8am – 6pm) | 4569-NVP Presentations |
| December 4 (8am-6pm) | 4569-IFP Client/NVP Final Meetings |
| December 9 | HBA2 Classes End |
| December 10 | Study Day |
| December 11-22 | HBA2 Fall Final Exam Period (including Saturday and Snow Days) |
| December 23 – January 3 | Holiday Break – No Classes |

| 2027 | |
|---|---|
| January 4 | HBA2 Classes Resume |
| December 14-January 8 | Add/Drop (B/S/T courses) |
| January 13-15 (Times TBD) | Fall Final Exam Makeups |
| January 20-22 (Times TBD) | Fall Final Exam Makeups |
| February 6-12 | HBA2 Winter Midterm Exam Week (including Saturday) |
| February 15-20 | Spring Break Week – No Classes |
| February 23 | HBAA Day |
| February 24-26 (Times TBD) | Winter Midterm Exam Makeups |
| March 3-5 (Times TBD) | Winter Midterm Exam Makeups |
| March 26 | Good Friday – No classes |
| March 30 | Last day to drop B (Ivey half course) without penalty |
| March 31 | Last Lecture and Section Day |
| April 2 | HBA2 Classes End |
| April 5 – 23 | HBA2 Winter Final Exams (including Saturdays) and Makeups |

**Faculty of Arts and Humanities, School for Advanced Studies in the Arts and Humanities: Renaming of and Revisions to the Major in SASAH and the Honours Double Major with SASAH/HBA**

**Action:** ☒ Approval ☐ Information ☐ Discussion

**Recommended:** That on the recommendation of ACA, Senate approve that effective September 1, 2026, the "Major in SASAH" be renamed as the "Major in Advanced Studies in the Arts and Humanities"; and

That the "Honours Double Major with SASAH/HBA" be renamed as the "Honours Double Major in Advanced Studies in the Arts and Humanities/HBA"; and

That students currently enrolled in the module/program be permitted to graduate with the old name of the module/program on their diploma until August 31, 2028, upon request to the Office of the Registrar; and

That the module/program requirements be revised as shown in Item 13.3(a)(i).

**Executive Summary:**

The proposed module name of "Major in Advanced Studies in the Arts and Humanities" will be clearer for students than the acronym SASAH. Students graduating from this program would be recognized on the diploma as completing a "Major in Advanced Studies in the Arts and Humanities". Similarly, the proposed program name of "Honours Double Major in Advanced Studies in the Arts and Humanities/HBA" will be clearer for students than the current program name that includes the acronym SASAH.

Additionally, the Calendar copy for the Major in Advanced Studies in the Arts and Humanities will be updated to include a language requirement. The language requirement was inadvertently left off the Calendar copy for the Major during a previous revision to the module. The Faculty is merely adding that language back in.

Finally, the Calendar copy for the Major in Advanced Studies in the Arts and Humanities will be updated to make explicit the ongoing practice of allowing the Major or Honours Specialization combined with SASAH to be from other Faculties across Western. The restriction that the Major to be combined with SASAH must be from Arts and Humanities has not been enforced for some time. The program allows students with Majors from other Faculties across Main Campus to enrol in SASAH. Removing that restriction will align the Calendar copy with the program's practice.

**Documentation Provided:**

Revised Calendar Copy – Major in SASAH

Revised Calendar Copy – Honours Double Major with SASAH/HBA

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REVISED CALENDAR COPY
https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=20811

**MAJOR IN ADVANCED STUDIES IN THE ARTS AND HUMANITIES ~~SASAH~~**

**Admission Requirements**

Acceptance into the School for Advanced Studies in the Arts and Humanities (SASAH) and completion of first-year requirements with no failures. Students must have an average of at least 70% in 3.0 principal courses including SASAH 1020E or the former Arts and Humanities 1020E with a minimum grade of 75%, plus 2.0 additional courses, with no mark in these principal courses below 60%.

**Module**
6.0 courses:

**1.0 course**: SASAH 2200E (or the former Arts and Humanities 2200E).
**1.0 course** from: SASAH 2220F/G (or the former Arts and Humanities 2220F/G), SASAH 2230F/G (or the former Arts and Humanities 2230F/G), SASAH 2240F/G (or the former Arts and Humanities 2240F/G).
**0.5 course**: SASAH 3380Y (or the former Arts and Humanities 3380Y).
**1.5 courses** from: SASAH 3390F/G (or the former Arts and Humanities 3390F/G), SASAH 3391F/G (or the former Arts and Humanities 3391F/G), SASAH 3392F/G (or the former Arts and Humanities 3392F/G), SASAH 3393F/G (or the former Arts and Humanities 3393F/G).
**2.0 courses** from: SASAH 4410E (or the former Arts and Humanities 4410E), SASAH 4490F/G (or the former Arts and Humanities 4490F/G), SASAH 4491F/G (or the former Arts and Humanities 4491F/G), SASAH 4492F/G (or the former Arts and Humanities 4492F/G), SASAH 4493F/G (or the former Arts and Humanities 4493F/G), SASAH 4494W/X (or the former Arts and Humanities 4494W/X).

**Notes**

1. 1.0 course is required to fulfill the language requirement for graduation: any non-English language course at the 1000-level or above. This requirement can also be met by demonstrating competence in a language other than English.
~~1.~~ 2. 1.0 non-SASAH course may, with permission of the Director of the School for Advanced Studies in the Arts and Humanities, be substituted for 1.0 of the 6.0 courses listed above.
~~2. Students considering this Major should be advised to take a 1000-level language course in their first year if they do not already have a Grade 12U level non-English language.~~
3. This module cannot be taken on its own. It must be completed in conjunction with another Major or Honours Specialization module in an Honours ~~BA~~ degree ~~in the Faculty of Arts and Humanities~~.

**Progression Requirements**

A minimum cumulative modular average of 75% with no mark less than 60% in the courses of the module and a passing grade in each option

REVISED CALENDAR COPY
https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21694
https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21695

**HONOURS DOUBLE MAJOR WITH ~~SASAH~~ ADVANCED STUDIES IN THE ARTS AND HUMANITIES/HBA**

This is a Combined Program also featured at the following pages:

- Western Main Campus - School for Advanced Studies in the Arts and Humanities - HONOURS DOUBLE MAJOR WITH ~~SASAH~~ ADVANCED STUDIES IN THE ARTS AND HUMANITIES/HBA
- Western Main Campus - School for Advanced Studies in the Arts and Humanities - HBA/HONOURS DOUBLE MAJOR WITH ADVANCED STUDIES IN THE ARTS AND HUMANITIES ~~SASAH~~

This combined degree is administered by the Richard Ivey School of Business and the School for Advanced Studies in the Arts and Humanities (SASAH) in the Faculty of Arts and Humanities.

The combined program is a five-year program leading to a BA in Honours Business Administration (HBA) and a BA Honours Double Major with ~~SASAH~~ Advanced Studies in the Arts and Humanities and another module approved by the Faculty of Arts and Humanities. In Year 1 students complete the general first year program including the first year prerequisites for admission to the SASAH program. In Year 2 students register in the normal curriculum for the Honours Double Major in ~~SASAH~~ Advanced Studies in the Arts and Humanities and second major. In Year 3, students are registered in the HBA program. Students are registered in the combined program in Years 4 and 5. Admission requirements for the combined program are outlined below.

**Admission Requirements**

To be eligible for consideration for admission to the combined program, in the first two years students must complete a minimum of 10.0 courses including Business Administration 2257. In Year 1 they must complete the admission requirements as specified in the current Academic Calendar for entry into the Honours Double Major with ~~SASAH~~ Advanced Studies in the Arts and Humanities module offered by the Faculty of Arts and Humanities.

For admission to the SASAH program, the requirements are:

Acceptance into the School for Advanced Studies in the Arts and Humanities and completion of first-year requirements with no failures. Students must have an average of at least 70% in 3.0 principal courses including SASAH 1020E or the

former Arts and Humanities 1020E with a minimum grade of 75%, plus 2.0 additional courses, with no mark in these principal courses below 60%.

For admission to the HBA, students must attain a minimum weighted average of 78%, a minimum mark of 70% in Business Administration 2257, and no mark less than 60%, in the first two years of study. They also must gain admission to the HBA program through the regular application process. In addition, students must normally attain a minimum weighted average of 78% in the first year of the HBA.

Students apply for the combined degree program during the HBA 1 year, typically their third year of university. Applications to the combined program must be made in writing to the Director of the HBA Program, as well as the Director of the SASAH program by the deadlines published by the Ivey Business School. Entrance to the program may be limited.

**Module/Program Information**

**Year 1**

1.0 course:

- **1.0 course**: SASAH 1020E (or the former Arts and Humanities 1020E).
- ~~Students in the SASAH program must complete 1.0 course in a language other than English at the 1000-level or above prior to graduation. We strongly encourage students to complete this requirement in Year 1.~~

Notes:

- Students are encouraged to complete the Category C Breadth Requirement in Year 1.
- 1.0 course is required to fulfill the language requirement for graduation: any non-English language course at the 1000-level or above. This requirement can also be met by demonstrating competence in a language other than English.

**Year 2**

5.0 courses:

- **1.0 course**: SASAH 2200E (or the former Arts and Humanities 2200E).
- **1.0 course** from: SASAH 2220F/G (or the former Arts and Humanities 2220F/G), SASAH 2230F/G (or the former Arts and Humanities 2230F/G) and SASAH 2240F/G(or the former Arts and Humanities 2240F/G).
- **1.0 course**: Business 2257.
- **2.0 courses**: from the second Major. ~~in Arts and Humanities~~

**Year 3 (HBA 1)**

- The third year of the undergraduate program in Business Administration consists of an integrated set of courses (7.5 courses) designed to give a basic

understanding of the functions and the interrelationships of the major areas of management, as well as to develop problem-solving and action-planning skills.
- All students will take: Business Administration 3300K, Business Administration 3301K, Business Administration 3302K, Business Administration 3303K, Business Administration 3304K, Business Administration 3311K, Business Administration 3316K, Business Administration 3321K, Business Administration 3322K, Business Administration 3323K (with at least a 78% average for combined degree acceptance)

**Years 4 and 5 HBA** (Requirements can be taken over Year 4 or 5, except Business Administration 4569 which must be taken in Year 4.)

5.0 courses:

- **0.5 course**: (International Perspective Requirement) Business Administration 4505A/B.
- **0.5 course**: (Corporations and Society Perspective Requirement) At least one course from Business Administration - Corporations and Society designated electives offered during the academic year (Business Administration 4538A/B, Business Administration 4539A/B, Business Administration 4588A/B, Business Administration 4625A/B) or other business elective as determined and approved by the HBA Program Director to satisfy this requirement.
- **0.5 course**: (Managerial Accounting Requirement) Business Administration 4624A/B
- **1.0 course**: (Applied Project Requirement) Business Administration 4569.
- **2.5 additional business elective courses** (These must be taken at the Business School and cannot be substituted with other Western courses.)

**Years 4 and 5 Double Major with Advanced Studies in the Arts and Humanities ~~SASAH~~**

~~SASAH~~ **Advanced Studies in the Arts and Humanities Major:**

4.0 courses:

- **0.5 course**: SASAH 3380Y (or the former Arts and Humanities 3380Y)
- **1.5 courses from**: SASAH 3390F/G (or the former Arts and Humanities 3390F/G), SASAH 3391F/G (or the former Arts and Humanities 3391F/G), SASAH 3392F/G (or the former Arts and Humanities 3392F/G), SASAH 3393F/G (or the former Arts and Humanities 3393F/G)
- **1.0 course**: SASAH 4410E (or the former Arts and Humanities 4410E)
- **1.0 course from**: SASAH 4490F/G (or the former Arts and Humanities 4490F/G), SASAH 4491F/G (or the former Arts and Humanities 4491F/G), SASAH 4492F/G (or the former Arts and Humanities 4492F/G), SASAH 4493F/G (or the former Arts and Humanities 4493F/G), SASAH 4494W/X (or the former Arts and Humanities 4494W/X).

**Second Major:**

Please consult your faculty advisor if you have any questions about the course requirements for your second major.

**Note:** If a student is required to complete 7.0 courses ~~credits~~ for their second major, they must consider summer courses and/or overloading with approval. Students with more than 7.0 courses ~~credits~~ required for their double major will not be admitted to the program.

**Program Requirements**
Students registered in the combined program are expected to abide by all guidelines associated with each of the individual programs. The combined degree program cannot deviate from the 5 year program structure. That is, it cannot be completed in less time or extended beyond the 5 years.

## Progression

Students in the combined program must meet the progression standards of each Faculty or School. Students enrolled in HBA1 (Year 3) must attain a minimum weighted average of at least 78%. In Years 4 and 5, students must attain a minimum weighted average of 75% in their 4000-level HBA courses. They must also attain a minimum weighted average of 75% in their Honours Double Major program and meet all other progression requirements of the Honours Double Major module in which they are enrolled.

**Failure to Meet Progression Standards**
A student who fails to meet the combined program progression standards in any year must withdraw from the combined program. However, a student who has met the progression standards of either the HBA or Honours Double Major program will be allowed to proceed to the next year of that program. If the progression standards of both individual programs have been satisfied, the student may continue in either program and may petition the School or Faculty whose program was not selected for permission to complete that program at a later date. A student who is required to withdraw from the combined program and wishes to pursue either of the individual programs or both programs through a combined degree, must complete all the degree requirements of the individual program or combined programs in order to graduate from that/those program(s).

## Related Information

**Dean's Honour List**
At the Ivey Business School, students are considered for the Dean's Honour List during their first year of HBA. Students enrolled in Years 4 and 5 of the combined program are considered for the Dean's Honour List in Year 5 only. Only grades obtained in 4000-level Business courses will be used in calculating averages for the purpose of determining Dean's Honour List standing. Courses taken outside the Ivey Business School are excluded. Calculations for Ivey Scholar and Gold Medals are completed in the same way.

In the Faculty of Arts and Humanities, students will be considered for the Dean's Honour List in May and August of each year.

**Graduation**
Upon completion of this combined program, students will receive an Honours Double Major BA and a BA in Honours Business Administration.

**Graduation with Distinction**
Eligibility to graduate “With Distinction” for each degree is determined by the Faculty or School.

**International Exchange Programs**
Students in this combined degree program may be eligible to participate in academic exchange programs. Interested students should discuss exchange options with the HBA Program Office and Director of the SASAH Program. Exchange is not guaranteed and must be approved by both programs.

**Fees**
Students pay the prevailing fees as determined by the University policy on combined programs. Contact the Office of the Registrar for details.

**Faculty of Arts and Humanities, Department of English and Writing Studies: Withdrawal of the Diploma in Writing and the Diploma in Professional Communication**

**Action:** ☒ Approval ☐ Information ☐ Discussion

**Recommended:** That on the recommendation of ACA, Senate approve that effective September 1, 2026, admission to the Diploma in Writing and the Diploma in Professional Communication, offered by the Department of English and Writing Studies in the Faculty of Arts and Humanities, be discontinued; and

That students currently enrolled in the Diplomas be permitted to graduate upon fulfillment of the program requirements by August 31, 2030; and

That the Diplomas be withdrawn effective September 1, 2030.

**Executive Summary:**

The Department of English and Writing Studies is withdrawing the Diploma in Writing and the Diploma in Professional Communication due to low enrolment.

There is currently one student in each of the Diplomas. Previously, the last student to complete the Diploma in Writing was in 2022, and the last student to complete the Diploma in Professional Communication was in 2019.

All the courses required for the Diplomas are – and will continue to be – offered.

**Documentation Provided:**

Revised Calendar Copy – Diploma in Writing

Revised Calendar Copy – Diploma in Professional Communication

REVISED CALENDAR COPY
https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20920

**DIPLOMA IN WRITING – ADMISSION DISCONTINUED**

Admission to this Diploma is discontinued effective September 1, 2026. Students currently enrolled in the Diploma will be permitted to graduate upon fulfillment of the program requirements by August 31, 2030.

*The program requirements remain unchanged.*

REVISED CALENDAR COPY
https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20919

**DIPLOMA IN PROFESSIONAL COMMUNICATION – ADMISSION DISCONTINUED**

Admission to this Diploma is discontinued effective September 1, 2026. Students currently enrolled in the Diploma will be permitted to graduate upon fulfillment of the program requirements by August 31, 2030.

*The program requirements remain unchanged.*

**Schulich School of Medicine & Dentistry: Transfer of One Health Modules and Courses from the Department of Pathology and Laboratory Medicine to the Department of Epidemiology and Biostatistics**

**Action:** ☐ Approval ☒ Information ☐ Discussion

**Executive Summary:**

Effective September 1, 2026, administration of the One Health modules and courses will transition from the Department of Pathology and Laboratory Medicine to the Department of Epidemiology and Biostatistics.

The One Health modules include:

- the Honours Specialization in One Health; and
- the Major in One Health.

This administrative transfer of the One Health modules and courses is designed to improve program management and to better align the program with faculty expertise. There will be no impact to curriculum, course offerings, or degree requirements.

The main reasons for this transition are:

1. **Alignment with Disciplinary Foundations and Faculty Expertise:** The One Health approach is inherently rooted in population health, health promotion, and the prevention, surveillance, and control of diseases at the intersection of human, animal, and environmental health. These core principles, along with the study of socio-cultural-economic factors, are most closely connected to the fields of epidemiology and public health. By transitioning to the Department of Epidemiology and Biostatistics, the One Health modules align its administrative home with the core faculty expertise and disciplinary foundations that define the field. This move ensures that program leadership, teaching, and mentorship are situated within the academic environment best suited to support the interdisciplinary goals of One Health, thereby strengthening academic coordination and student support.

2. **Experience from the first six years of the One Health offering:** Evidence regarding students' career interests and pathways (during and after completing One Health modules), as well as their perspectives on environmental and social determinants of health, global health, and population health, has informed the decision to transition the One Health program to the Department of Epidemiology and Biostatistics.

Students in Medical Sciences First Entry and the Bachelor of Medical Sciences (BMSc) program were notified of the transition on April 7, 2026.

## School of Graduate and Postdoctoral Studies: Major Modification to the Doctor of Education

**Action:** ☒ Approval ☐ Information ☐ Discussion

**Recommended:** That on the recommendation of ACA, Senate approve that effective September 1, 2026, the Doctor of Education be revised as shown in Item 13.3(c)(i).

**Executive Summary:**

This modification will add a mandatory milestone to the Doctor of Education on Mandatory training on Dissertation-in-Practice (DiP) activities. This mandatory DiP training will include topics on ethical integrity, scholarly rigour and cultural safety considerations pertaining to research and non-research activities in DiP. It is designed to provide students with increased awareness to ensure that the DiPs are in compliance with the ethical, scholarly and cultural safety standards and considerations.

**Documentation Provided:**

Major Modification Proposal

## Major Modification Proposal

This modification will add a mandatory milestone to the Professional Education, Doctor of Education (EdD) in the Faculty of Education. The modification will apply to all fields.

The program is proposing a fifth mandatory milestone and associated program learning outcomes on: Mandatory training on Dissertation-in-Practice (DiP) activities. This mandatory DiP training will include topics on ethical integrity, scholarly rigour and cultural safety considerations pertaining to research and non-research activities in the DiP. It is designed to provide students with increased awareness to ensure that the DiPs are in compliance with the ethical, scholarly and cultural safety standards and considerations.

Through this milestone:

A) EdD students will receive training.
B) Compliance will be ensured.
C) New Program Learning Outcomes (PLOs) will be added.

This milestone will ensure training in:

- ethics (e.g., ethical considerations, decision-making, exemption criteria) and Research Ethics Board (REB) processes,
- effects of DiP activities (e.g., implementation) on individuals, institutions and communities,
- scholarly rigor for data and dissemination,
- cultural-safety (e.g., of Indigenous Peoples and communities) and the safety of vulnerable participants, sites, and communities.

<u>Training</u>

Western Research distinguishes between Research involving humans requiring Research Ethics Board (REB) oversight and Course-based pedagogical projects. DiP activities undertaken by EdD candidates will be restricted to activities that fall outside the scope of REB review. These exempted activities include conceptualizing, designing, or proposing research activities. Research activities that require review by the REB (e.g., collection, analysis and reporting of human participant data) will not be conducted as part of the DiP.

The new milestone will ensure training in complex considerations of DiP activities involving human participants (including data and/or biological materials) in hosting communities, cultures and institutions.

The new mandatory milestone will draw from recent Tri-Council policies, services, information, and resources. In particular, the Tri-Council Policy Statement (TCPS 2) - Ethical Conduct for Research Involving Humans (e.g., the current version; 2022), and

the Tri-agency Council information on specific research activities including research with vulnerable and cultural communities (e.g., SSHRC Definitions of Indigenous Research, 2025). The references and resources for the milestone will be regularly updated following Tri-council updates, new institutional requirements/standards, and selected discipline-specific developments recommended by researchers with field expertise and by specialists at Western Research.

DiP activities must be in compliance with TCPS and other relevant requirements. DiP research activities need to meet the exemption criteria for research involving humans detailed in TCPS2 Chapter 2 (e.g., use of publicly available information - Article 2.2; naturalistic observation - Article 2.3; secondary use of anonymous information – Article 2.4; quality assurance/quality improvement/program evaluation projects - Article 2.5; and creative practices - Article 2.6).

This milestone will comprise completion of mandatory online modules, relevant general content and associated documentation (e.g., forms, templates and checklists) which may be appended, as applicable, to students' DiPs submissions prior to evaluation.

The components of the proposed milestone will be completed at different stages of the DiP.

Compliance

Students carrying out DiP activities requiring specialized training, resources and support (e.g., in Indigenous Research; Equity Diversity and Inclusion, Knowledge Mobilization) will access this outside the proposed milestone (e.g., in available courses, through certifications, or from offices at Western). The program will provide students – whose DiP activities raise additional considerations (e.g., acknowledgement or disclosures of positions of leadership or power, statements of relational positionality, conflicts of interest) with field-specific guidelines.

Formal training in DiP activities on Indigenous topics is central in this milestone. The Indigenous Education Advisory Council in the Faculty of Education will be invited to lead the development of the content of the proposed milestone that involves the guidelines for students carrying out DiPs in Indigenous or Indigenous-focused activities.

> *Too often Indigenous Research is interpreted as only community-based research. Indigenous Research is broader. Does your research engage or have implications for Indigenous peoples, lands, cultures, knowledges and/or communities? At Western, … research partnerships and relationships with Indigenous peoples are essential to help ensure research is not only safe but also beneficial (Western Indigenous Research).*

The principles behind this statement guide this modification on DiP Activities.

Recognizing that students in the EdD are on a journey to decolonize structures to meet the needs of Indigenous trainees and communities, Indigenous topics will require specialized oversight by Indigenous Offices.

Because it is possible that requirements stated in the current version of TCPS might temporally lag behind ethical standards and cultural protocols of Western and of other institutions, jurisdictions and communities, when standards conflict or when there is doubt about the applicability of some, students and instructors will further consult within the program. The program will make the final decision. The institutional, jurisdictional, and community standards will also be cited to ensure EdD students are proceeding in a good way.

Western MAPPs related to research will be used as reference material (e.g., Western's MAPP 7.14 Research Involving Human Participants, and MAPP 7.0 – Academic Integrity in Research Activities). Students and instructors will also use the REB Requirements for Student Research and Pedagogical Activities by OHRE.

| Current program | Proposed Change(s) |
|---|---|
| **Educational Leadership Field**<br><br>Total Credits: 5.0<br>Required Elective Courses: 5.0 credits, from a set list. Program guides selection based on research objectives<br><br>Milestones: 4<br>Academic Integrity Module<br>Problem of Practice Statement Proposal<br>Dissertation in Practice | **Educational Leadership Field**<br><br>Total Credits: 5.0<br>Required Elective Courses: 5.0 credits, from a set list. Program guides selection based on research objectives<br><br>Milestones: 5<br>Academic Integrity Module<br>Problem of Practice Statement Proposal<br>Dissertation in Practice<br>Training on Dissertation-in-Practice |
| **Equity, Diversity, and Social Justice / Curriculum and Pedagogy / Applied Behaviour Analysis Fields**<br><br>Total credits: 5.5<br>Required Courses: 11<br><br>Milestones: 4<br>Academic Integrity Module<br>Problem of Practice Statement Proposal | **Equity, Diversity, and Social Justice / Curriculum and Pedagogy / Applied Behaviour Analysis Fields**<br><br>Total credits: 5.5<br>Required Courses: 11<br><br>Milestones: 5<br>Academic Integrity Module<br>Problem of Practice Statement Proposal |

| | |
|---|---|
| Dissertation in Practice<br><br>The Program milestones and their timelines are:<br><br>1. Academic Integrity Module written by the end of Fall Term Year 1.<br><br>2. Problem of Practice written by the end of Year 1.<br>3. Proposal written by the end of Year 2.<br>4. Dissertation-in-Practice completed and submitted as the culminating milestone by the end of Year 3. | Dissertation in Practice<br>Training on Dissertation-in-Practice<br><br>The Program milestones and their timelines are:<br><br>1. Academic Integrity Module completed by the end of Fall Term Year 1.<br>2. Problem of Practice completed by the end of Year 1.<br>3. Proposal completed by the end of Year 2.<br>4. Dissertation-in-Practice completed and submitted as the culminating milestone by the end of Year 3.<br>5. Mandatory training on Dissertation-in-Practice activities. The topics of this training will include ethics, effects, scholarship, and cultural safety of – research and non-research – DiP activities.<br><br>OHRE will be invited on a standing basis to provide guest training, including presentations during semesters. |

Certain Program Learning Outcome, PLOs, are already outlined regarding ethical implications, understanding own positionality, ethical approaches associated with vulnerable groups such as Indigenous communities and about awareness of limits of knowledge. New PLOs under Research and Scholarship will be added and two will be revised. The new PLOS under Research and Scholarship include:

*Research and Scholarship*

- Demonstrate individual competencies that promote cultural safety and positive partnerships with Indigenous Peoples, communities and institutions.
- Demonstrate the capacity to conceptualize, plan/design, critically reflect on, evaluate DiP activities and to develop a sustained written argument, which is original or creative in application.
- Demonstrate the capacity to disseminate DiP activities in ways geared towards applying theory and improving practice and policy in particular professional contexts.

- Demonstrate an understanding of the ethical considerations associated with DiP activities and the circumstances under which REB review would be required, recognizing that such research falls outside the scope of the EdD DiPs.
- Demonstrate an understanding of the role of REBs in overseeing research involving human participants under TCPS 2.
- Demonstrate research ethical reflexivity and an understanding of the effect of DiP activities on human participants, Indigenous Research, and specific communities or institutions.
- Critically evaluate research and literature for scholarly rigour, trustworthiness and applicability related to their problem of practice.
- Ethically collect, use, transfer, store and destruct data.
- Produce a comprehensive literature review that: synthesizes and critically evaluates the relevant literature and scholarship in their specialization area and that *is indicative of a quality standard to satisfy peer review processes and merit future publication.*

Updates to the Program Learning Outcomes and GDLEs are attached.

All new students will be required to complete this milestone; current students are encouraged to do so but may continue and complete the program under the requirements in place at the time of their admission.

**Goals and Objectives of the Program about the Graduate Degree Level Expectations (GDLE)**

The curriculum and delivery for the proposed program have been designed to meet the Graduate Level Degree Expectations detailed by Postsecondary Education Quality Assessment Board (PEQAB)

| | | **How does the program support achievement of each GDLE?** | **How does the program evaluate the achievement of each GDLE?** |
|---|---|---|---|
| 1. Depth & Breadth of Knowledge | Develop a thorough understanding of a substantial body of knowledge about the foundational knowledge, theoretical, and methodological approaches, multiple perspectives, key issues and current debates within their chosen specialization area, including, where appropriate, relevant knowledge outside the field and/or discipline.<br><br>Formulate and differentiate the intersections between different bodies of scholarship in their area of specialization, as well as the interconnections between local, national and global contexts, with respect to their specialization area.<br><br>Articulate how the contemporary and historical literature addresses the research problem. | Course progression allows for the iterative development of knowledge. The culminating milestone, the Dissertation-in-Practice (DiP), provides students with the opportunity to demonstrate their depth and breadth of knowledge as well as its application to professional practice on a problem of practice that they recognize as being an issue. | Presentations, papers, self-assessment, peer assessment, technology enhanced learning assignments, group projects, case studies, literature review, article critique, and the Dissertation-in-Practice. |
| 2. Research & Scholarship | Articulate a range of diverse and sophisticated theoretical and methodological approaches, as well as epistemological and ontological assumptions, associated with research in their specialization area.<br><br>Demonstrate the capacity to apply educational research to contribute new knowledge geared towards improving practice in particular educational contexts. | Course progression allows for iterative learning opportunities to develop sophisticated understanding of the chosen field.<br>The Problem of Practice, Proposal Dissertation-in-Practice (DiP) milestones, provide students with the opportunity to demonstrate their understanding of theory and research | Presentations, papers, self-assessment, peer assessment, critical policy and document analysis, technology enhanced learning assignments, group projects, case studies, literature review, article critique, and the Problem of Practice, Proposal |

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| | Describe, examine, and evaluate the specific requirements of the Dissertation-in-Practice (DiP) genre in terms of its form/structure (e.g. developing and supporting a Problem of Practice statement through a sustained, coherent, and complex argument and framed by relevant theory, literature and evidence) and apply this knowledge in writing of the Dissertation-in-Practice (DiP), in order to contribute to the scholarly and practitioner literature in their specialization area.<br><br>Produce a comprehensive literature review that synthesizes and critically evaluates the relevant literature and scholarship their specialization area in their specialization area; and that *is indicative of a quality standard to satisfy peer review processes and merit future publication(s)*.<br><br>Generate, apply and examine professional knowledge and practices of a quality to satisfy peer review and to merit publication.<br><br>Demonstrate individual competencies that promote cultural safety and positive partnerships with Indigenous Peoples, communities and institutions.<br>Demonstrate the capacity to conceptualize, plan/design, critically reflect on, evaluate DiP activities and to develop a sustained written argument, which is original or creative in application.<br><br>Demonstrate the capacity to disseminate DiP activities in ways geared towards applying theory and improving practice and policy in particular professional contexts.<br><br>Demonstrate an understanding of the ethical considerations associated with DiP activities and the circumstances under | processes as they relate to their area of specialization.<br><br>DiP mandatory training will support awareness, integrity, rigor, and compliance through online modules, general content, and associated documentation. | and Dissertation-in-Practice (DiP) milestones.<br><br>DiP milestone documentation, such as, checklists, forms, attestation, questionnaires, contracts,<br>and completion of certificates.<br><br>Applicable institutional, Jurisdictional and community protocol forms |

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| | which REB review would be required, recognizing that such research falls outside the scope of the EdD DiPs.<br><br>Demonstrate an understanding of the role of REBs in overseeing research involving human participants under TCPS 2.<br><br>Demonstrate research ethical reflexivity and an understanding of the effect of DiP activities on human participants, Indigenous Research, and specific communities or institutions.<br><br>Critically evaluate research and literature for scholarly rigour, trustworthiness and applicability related to their problem of practice.<br><br>Ethically collect, use, transfer, store and destruct data.<br><br>Produce a comprehensive literature review that: synthesizes and critically evaluates the relevant literature and scholarship in their specialization area and that is indicative of a quality standard to satisfy peer review processes and merit future publication. | | |
| 3. Level of Application of Knowledge | Synthesize, evaluate, and apply existing bodies of knowledge, including knowledge about the research process and knowledge mobilization/dissemination, in the study of their chosen Problem of Practice.<br><br>Assess and examine relevant and innovative literature with one's chosen field of study in order to make informed critical judgment on complex issues surfacing in practitioner and leader debates.<br><br>Evaluate the broader implications of applying knowledge to particular educational contexts. | Throughout the EdD courses, students engage with knowledge to understand and apply to contexts within and beyond the academy, culminating in the Dissertation-in-Practice. | Presentations, papers, self-assessment, peer assessment, technology enhanced learning assignments, group projects, case studies, literature review, article critique, and the Problem of Practice, Proposal and Dissertation-in-Practice milestones. |

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| 4. Professional Capacity / autonomy | Articulate the values that guide their scholarship, as well as personal practice, as educational practitioners and leaders.<br><br>Demonstrate curiosity, critical intellectual independence, and passion for their area of study.<br><br>Demonstrate through application the knowledge and skills to work both independently and collaboratively with others, as well as develop attitudes of openness and respect for others.<br><br>Articulate how their own personal and professional development has been fostered through discussion and dialogue with others, as well as through engagement with educational research.<br><br>Exercise initiative and professional responsibility in educational endeavors.<br><br>Evaluate the broad implications of applying educational knowledge to particular educational contexts, engage in problem solving and advocacy, and/or make recommendations for change. | Course progression allows for iterative learning opportunities to develop professional capacity in the educational leadership field.<br>The Dissertation-in-Practice provides students with the opportunity to demonstrate application of their knowledge in a professional capacity. | Presentations, papers, self-assessment, peer assessment, technology enhanced learning assignments, group projects, case studies, literature review, article critique, and the Problem of Practice, Proposal and Dissertation-in-Practice milestones. |
| 5. Communication skills | Effectively communicate knowledge and understanding (e.g. ideas, concepts, issues, arguments) of their specialization area using the most appropriate genres for different audiences across a variety of contexts including schools, community and government.<br><br>Master a range of oral and written skills to convey understanding and analysis of different educational/academic concepts, issues and topics. Present their scholarship to audiences and reflect appropriate understanding of their topic and its relevance to a particular educational context. | Across the spectrum of EdD courses, students engage with and apply communication skills at the doctoral level.<br>Mastery is evident in the culminating, Dissertation-in-Practice. | Presentations, papers, self-assessment, peer assessment, technology enhanced learning assignments, group projects, case studies, literature review, article critique, and the Problem of Practice, Proposal and Dissertation-in-Practice milestones. |

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| 6. Awareness of limits of Knowledge | Articulate an awareness of the philosophical assumptions associated with research as a political/contested and ethical activity with the aim to understand their own positionality and its effects in relation to their own scholarship.<br><br>Critically analyze and evaluate the values and assumptions underlying the politics of knowledge production, including how frames, filters, biases, and larger social and political contexts shape, enable, and constrain the production, legitimation, and mobilization of knowledge.<br><br>Identify the ethical implications of educational research in their specialization area, with particular attention paid to ethical approaches associated with vulnerable ~~groups such as Indigenous~~ communities. | The iterative nature of the EdD courses ensures that students develop the breadth and depth of knowledge required to recognize the gaps and limits of field-specific and individual knowledge.<br>The Dissertation-in-Practice provides students with the opportunity to demonstrate their knowledge of the limitations of their DIP. | Presentations, papers, self-assessment, peer assessment, technology enhanced learning assignments, group projects, case studies, literature review, article critique, and the Problem of Practice, Proposal and Dissertation-in-Practice milestones. |

**School of Graduate and Postdoctoral Studies:**
**Major Modification to the Doctor of Philosophy in English and Writing Studies**

**Action:** ☒ Approval ☐ Information ☐ Discussion

**Recommended:** That on the recommendation of ACA, Senate approve that effective September 1, 2026, the Doctor of Philosophy in English be revised as shown in Item 13.3(c)(ii).

**Executive Summary:**

The Department of English and Writing Studies proposes to add a professionalization milestone to the program requirements for the Doctor of Philosophy (PhD) in English.

To complete the milestone PhD students will participate in a minimum of four professionalization activities during the first four years of their degree, one of which must be during the first year. These activities may include departmental, Faculty-level, School of Graduate and Postdoctoral Studies, or other university professionalization events, workshops such as Own Your Future (OYF) or those offered by the Centre for Teaching and Learning, as well as professionalization activities outside the university (for example, academic conference or other presentations, publication, internship or community events related to their degree). Students should aim to participate in a variety of different kinds of professionalization activities. Participation is self-reported on the Pathfinder portfolio.

Professionalization activities or events outside the Department and Faculty, for consideration towards the milestone, are subject to approval by the Graduate Chair.

Workshops held by the Department focusing on success in the academic program (e.g., orientation, workshops on preparing for qualifying exams, SSHRC CGRS-D) do *not* count toward the professionalization milestone.

The Department recognizes the duty to prepare PhDs not only for an academic job market, but to help ready them for a variety of futures. The proposed milestone ensures a basic level of career preparation. The professionalization milestone will also improve students' awareness of the value and potential of their degree.

Dedicated professionalization training and opportunities are widely recommended by academic societies in the discipline such as the Modern Language Association and graduate education associations such as the Canadian Association for Graduate Studies; many recommend beginning it in the earliest phases of one's graduate career and as a formal piece in the PhD program.

| Current program | Proposed Change(s) |
|---|---|
| Total Credits: 3.0<br><br>Elective Courses: 3.0 credits<br><br>Any course offered and/or approved by the program<br><br>Milestones: 7<br><br>• Academic Integrity Module<br>• Language Requirement<br><br>• Qualifying Exam: Field Exam (written)<br>• Qualifying Exam: Thesis Topic Exam (written)<br>• Qualifying Exam: Thesis Topic Exam (oral)<br>• Thesis Chapter<br>• Thesis | Total Credits: 3.0<br><br>Elective Courses: 3.0 credits<br><br>Any course offered and/or approved by the program<br><br>Milestones: 8<br><br>• Academic Integrity Module<br>• Language Requirement<br>• Professionalization activities<br>• Qualifying Exam: Field Exam (written)<br>• Qualifying Exam: Thesis Topic Exam (written)<br>• Qualifying Exam: Thesis Topic Exam (oral)<br>• Thesis Chapter<br>• Thesis |

The program learning outcomes will not change.

The milestone requirement will start with the cohort beginning the PhD program in 2026-27. Students admitted prior to 2026-27 are not required to complete this milestone.

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**School of Graduate and Postdoctoral Studies:**
**Major Modification to the Master of Environment and Sustainability**

**Action:** ☒ Approval ☐ Information ☐ Discussion

**Recommended:** That on the recommendation of ACA, Senate approve that effective September 1, 2026, the Master of Environment and Sustainability be revised as shown in Item 13.3(c)(iii).

**Executive Summary:**

This major modification includes:

- creation of a new 0.25-credit course, ENVRSUST 9017: *Ecosystem Health*, drawing on content formerly delivered within ENVRSUST 9014;
- renaming and revision of ENVRSUST 9014 as *Environmental Data Analysis and Visualization*, removing ecosystem health content and focusing exclusively on quantitative, computational, and visualization skills; and
- renaming, revision, and re-weighting of ENVRSUST 9011: *Foundations of Sustainability* (0.5 credit) as ENVRSUST 9011: *Community-Based Sustainability* (0.25 credit), and creation a new 0.25-credit course, ENVRSUST 9018: *Indigenous-Led Approaches to Environment & Sustainability*.

These changes result in a net increase of 0.25 credits, strengthening depth and clarity in core areas while maintaining overall program coherence and structure.

**Documentation Provided:**

Major Modification Proposal

## Major Modification Proposal

This major modification includes:

- creation of a new 0.25-credit course, ENVRSUST 9017: *Ecosystem Health*, drawing on content formerly delivered within ENVRSUST 9014;

- renaming and revision of ENVRSUST 9014 as *Environmental Data Analysis and Visualization*, removing ecosystem health content and focusing exclusively on quantitative, computational, and visualization skills; and

- renaming, revision, and re-weighting of ENVRSUST 9011: *Foundations of Sustainability* (0.5 credit) as ENVRSUST 9011: *Community-Based Sustainability* (0.25 credit), and creation a new 0.25-credit course, ENVRSUST 9018: *Indigenous-Led Approaches to Environment & Sustainability*.

These changes result in a net increase of 0.25 credits, strengthening depth and clarity in core areas while maintaining overall program coherence and structure. These modifications respond directly to consistent student feedback indicating a need for greater depth, clearer instructional focus, and improved alignment between course content and learning outcomes.

Separating ecosystem health content from ENVRSUST 9014 addresses two long-standing concerns identified by students: insufficient time for technical skill development and limited engagement with ecosystem concepts. Establishing ENVRSUST 9017 creates focused space for ecosystem health while allowing ENVRSUST 9014 to fully achieve its intended technical learning outcomes.

Similarly, dividing ENVRSUST 9011 into two distinct short courses improves conceptual clarity and instructional coherence. The current course spans multiple foundational themes and is delivered by several instructors, limiting depth and continuity. The revised structure enables clearly defined learning objectives, instructor roles, and assessment alignment, while preserving the original curricular intent of Foundations of Sustainability.

Collectively, these changes strengthen student learning, improve course focus, and enhance program coherence without introducing additional resource demands.

**ENVRSUST 9017: *Ecosystem Health*** (existing content in ENVRSUST 9014) - This course focuses on the concept of ecosystem health as a framework for understanding, assessing, and managing environmental systems. Students examine ecosystem structure and function, indicators of ecological condition, and approaches used to evaluate ecosystem integrity across terrestrial and aquatic systems. Emphasis is placed on applying ecosystem health concepts to real-world environmental challenges, including monitoring, assessment, and decision-making in sustainability and conservation contexts. By separating this content into a dedicated course, students are able to engage more deeply with ecological principles while clearly distinguishing

conceptual ecosystem analysis from technical data analysis and visualization skills developed elsewhere in the program.

**ENVRSUST 9011: *Community-Based Sustainability*** - This course focuses on sustainability as it is understood and implemented at the community scale, with particular emphasis on municipal contexts, local institutions, and place-based decision-making. Students engage with sustainability challenges as they arise in communities through policies, governance structures, planning processes, and institutional frameworks. The course emphasizes applied problem-solving and decision-making at a foundational scale, providing students with practical insight into how sustainability principles are translated into action within communities, municipalities, and local organizations.

**ENVRSUST 9018: *Indigenous-Led Approaches to Environment & Sustainability*** - This applied course focuses on Indigenous-led perspectives on environment and sustainability and emphasizes respectful, collaborative engagement with Indigenous partners. Students examine environmental and sustainability issues through Indigenous worldviews by directly partnering with local First Nations communities and presenting work to them. The course provides an opportunity for students to implement and deepen learning introduced through the Indigenous Allyship milestone, applying these principles in practical contexts related to environmental management, sustainability practice, and professional engagement.

| Current program | Proposed Change(s) |
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| Expected Duration: 3 terms<br><br>Courses (4.5 Total Credits)<br><br>Required Courses (4.5 Credits):<br>- ENVRSUST 9011 (0.5)<br>- ENVRSUST 9012 (0.5)<br>- ENVRSUST 9013 (0.5)<br>- ENVRSUST 9014 (0.5)<br>- ENVRSUST 9015 (0.5)<br>- ENVRSUST 9200 (1.0)<br>- ENVRSUST 9250 (1.0)<br><br>Milestones (17 required total with 12 elective workshops)<br><br>- Academic Integrity Module<br>- MES Co-Op<br>- Community Engagement | Expected Duration: 3 terms<br><br>Courses (4.75 Total Credits)<br><br>Required Courses (4.75 Credits):<br>- ENVRSUST 9011 (~~0.5~~, 0.25)<br>- ENVRSUST 9012 (0.5)<br>- ENVRSUST 9013 (0.5)<br>- ENVRSUST 9015 (0.5)<br>- ENVRSUST 9014 (0.5)<br>- ENVRSUST 9017 (0.25)<br>- ENVRSUST 9018 (0.25)<br>- ENVRSUST 9200 (1.0)<br>- ENVRSUST 9250 (1.0)<br><br>Milestones (17 required total with 12 elective workshops)<br><br>- Academic Integrity Module<br>- MES Co-Op<br>- Community Engagement |

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| - Inclusion in the Workplace<br>- Indigenous Allyship<br><br>**Professional Development workshops**<br><br>Students will be required to take 12 of the elective workshops as part of the milestones. Students can choose 12 from the list below.<br><br>- Greenhouse Gas Accounting<br>- Using AI for a Sustainable Future<br>- International Environmental Law<br>- Environmental Assessments I<br>- Environmental Assessments II<br>- GIS (ArcGIS)<br>- GIS (ArcGIS) II<br>- ESG in the Supply Chain<br>- Waste Management (EPR)<br>- Waste Management (Audits)<br>- Sustainable Buildings (LEED training)<br>- Clean Energy Policies<br>- Applied and practical theory of Sustainability<br>- Sustainability rating systems<br>- Sustainable Finance<br>- Corporate Social Responsibility<br>- Life Cycle Assessment<br>- Sustainable Agriculture<br>- The Circular Economy<br>- Change Management<br>- Grant Writing<br>- Professional Writing I and II<br>- Team Building<br><br>*Workshops topics may change each year | - Inclusion in the Workplace<br>- Indigenous Allyship<br><br>**Professional Development workshops**<br><br>Students will be required to take 12 of the elective workshops as part of the milestones. Students can choose 12 from the list below.<br><br>- Greenhouse Gas Accounting<br>- Using AI for a Sustainable Future<br>- International Environmental Law<br>- Environmental Assessments I<br>- Environmental Assessments II<br>- GIS (ArcGIS)<br>- GIS (ArcGIS) II<br>- ESG in the Supply Chain<br>- Waste Management (EPR)<br>- Waste Management (Audits)<br>- Sustainable Buildings (LEED training)<br>- Clean Energy Policies<br>- Applied and practical theory of Sustainability<br>- Sustainability rating systems<br>- Sustainable Finance<br>- Corporate Social Responsibility<br>- Life Cycle Assessment<br>- Sustainable Agriculture<br>- The Circular Economy<br>- Change Management<br>- Grant Writing<br>- Professional Writing I and II<br>- Team Building<br><br>*Workshops topics may change each year |

While overall learning outcomes will not change, the learning outcomes will be strengthened by this redistribution of content into short courses. An updated Program Learning Outcomes (PLOs) table is attached.

**Table 1: Degree Expectation, Learning Outcomes, Mode of evaluation and Examples of Evaluation Methods**

| Master's Degree Level Expectations | Learning Outcomes | How the Program Supports and Evaluates the Outcomes | Examples of Evaluation Methods |
|---|---|---|---|
| Depth & Breadth of Knowledge | 1a. Through the courses, an integrated and multi-disciplinary perspectives (i.e., knowledge) of issues relating to the four pillars of sustainability (i.e., the economic, environmental, and social realms, plus the foundational concepts needed to address sustainability issues);<br><br>1b. The ability to synthesize knowledge and techniques from relevant allied fields; and,<br><br>1c. The ability to critically apply that knowledge and technical background to address real-world environmental and sustainability problems. | The "Community-Based Sustainability" and "Indigenous-Led Approaches to Environment & Sustainability" courses ~~"Foundations" course~~ encourage students to gain a wide-ranging knowledge of key issues in environment and sustainability research *and* be able to communicate that knowledge;<br><br>Group projects (collaborative learning) in multiple courses foster interdisciplinary learning;<br><br>"Consulting Project" course provides students a context in which they can apply their acquired knowledge;<br><br>"~~Ecosystem Health~~Environmental Data Analysis & Visualization" establishes key knowledge in environmental data analysis<br><br>Co-op term give students real-world work experience.<br><br>"Indigenous Allyship Milestone" - Students gain interdisciplinary insight into Indigenous histories, perspectives, and reconciliation frameworks. Learning includes | Critical evaluation commentaries written in relation to course readings;<br><br>Individual research papers in multiple courses;<br><br>Group projects (in-class presentations and final written reports);<br><br>"Consulting Project" demands original research on the part of the consulting teams. |

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| | | Indigenous-authored materials, the TRC's Calls to Action, and strategies for meaningful engagement across sectors. | |
| Research & Scholarship | 2a. A thorough understanding and appreciation of the inter-related nature of environmental and sustainability problems in relation to economic, environmental, and social variables;<br><br>2b. Knowledge of the analytical techniques that are appropriate for specific environmental and sustainability problems; | The "Community-Based Sustainability" and "Indigenous-Led Approaches to Environment & Sustainability" courses ~~"Foundations" course~~ encourages students to gain a wide-ranging knowledge of key issues in environment and sustainability research *and* be able to communicate that knowledge;<br><br>Multiple workshops enable students to develop a "tool-kit" of analytical techniques to apply in various contexts;<br><br>Ecosystem Health course develops core knowledge of ecosystem structure, function, indicators, and assessment frameworks<br><br>"Environmental Data Analysis & Visualization ~~Ecosystem Health~~" encourages students to source publicly accessible datasets and interpret trends and patterns in the data for their independent project<br><br>"Indigenous Allyship Milestone" - Students apply Indigenous-informed approaches to research ethics, data sovereignty, and decolonial practices. They develop the ability to integrate Indigenous | Critical evaluation commentaries written in relation to course readings;<br><br>Individual research papers in multiple courses;<br><br>Group projects (in-class presentations and final written reports);<br><br>Independent data project – students are assigned a broad topic in ecosystem health and it is their responsibility to answer that question using temporal and spatial environmental data. You will be collecting data from various sources to help answer your question and displaying your data as figures and tables. |

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| | | knowledge systems into sustainability and conservation work. | |
| | 2c. Improved skills in written and oral communication | Group projects (collaborative learning) in multiple courses foster interdisciplinary learning and in-class presentations allow students to hone their oral presentation skills;<br><br>Critical assessment written compositions help develop the writing skills of students. | Individual final examinations in ~~"Foundations"~~"Community-Based Sustainability" and "Indigenous-Led Approaches to Environment & Sustainability" courses (demonstrates command of the concepts and material);<br><br>"Consulting Project" course demands original research on the part of the consulting teams. |
| Level of Application of Knowledge | 3a. Gaining proficiency in the use of the concepts and research techniques that will allow the students to address environmental and sustainability problems during the MES Program, and as environmental professionals following graduation. | Use of case studies to illustrate the ways in which environment and sustainability issues can be tackled;<br><br>Specialized, topical workshops to provide hands-on experience;<br><br>Field trips to connect classroom concepts with real-world applications;<br><br>"Consulting Project" course provides a context in which conceptual elements from other courses are applied;<br><br>Co-op work term provides real-world, on-the-job experience as environmental professionals. | "Triple Bottom Line Performance" Project in the "Building Sustainable Business" course;<br><br>Field trip in the "Engineering Solutions" course to the City of London's Greenway Pollution Control Centre to see sewage treatment operations (with brief critical assessment report as followup). |

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| Professional Capacity / Autonomy | 4a. Development of critical-thinking, problem-solving, decision-making, team-work, and communication skills that are transferable to any employment environment | Group projects in MES courses;<br><br>Specialized workshops;<br><br>“Consulting Project” course<br><br>Co-op work term.<br><br>“Inclusion in the Workplace Milestone” - Students build inclusive leadership, allyship, and teamwork skills through collaborative learning, speaker sessions, and certificates. They explore strategies for fostering inclusion in diverse teams and complete Western’s Anti-Racism Foundations Certificate, which addresses unconscious bias, privilege, and microinterventions. | Group projects assessed in terms of both in-class group presentations and written reports; peer assessment of group work is employed in some courses;<br><br>Workshops on “Working in a Team Setting” and “Change Management”<br><br>Co-op host institutions provide feedback on each co-op intern; at completion of the co-op term, individuals deliver final presentation summarizing co-op. |
| Level of Communication Skills | 5a. The ability to clearly articulate relevant questions, analytical results, and conclusions, in both written and oral forms. | Short critical assessment compositions;<br><br>Group oral presentations;<br><br>Group written reports require editing skills to bring together the individual contributions;<br><br>“Inclusion in the Workplace” milestone - Students strengthen communication and dialogue skills through workshops and sessions that promote respectful, inclusive conversations. Activities include training on unconscious bias and courageous conversations, enhancing their ability to navigate complex interpersonal dynamics. | Critical assessment compositions are used (e.g.,) in the ~~“Foundations”~~Community-Based Sustainability” and “Indigenous-Led Approaches to Environment & Sustainability” courses and “Engineering Solutions” course;<br><br>Group oral presentations given (e.g.,) in the “Ecosystem Health” course<br><br>MES Co-op Coordinator serves as program resource person for MES interns during their co-op term |

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| | | Co-op internships require communication skills to be maximized in workplace settings. | |
| Awareness of Limits of Knowledge | 6a. Recognition of the interdisciplinary nature of environmental and sustainability problems and the need to draw on material from across several disciplines. | ~~"Foundations"~~Community-Based Sustainability" and "Indigenous-Led Approaches to Environment & Sustainability" courses ~~course~~ is inherently interdisciplinary;<br><br>"Engineering Solutions" course is not an engineering course per se – it is a course in how to communicate with professionals in the engineering sciences and how to best make use of their analyses and expertise; the course has conceptual links to the "Planning and Management" course and potential applications in both the "Consulting Project" course and the Co-op work term.<br><br>"Inclusion in the Workplace" Milestone: Students critically examine systemic inequities and their own biases, developing inclusive leadership strategies grounded in self-awareness and social responsibility.<br><br>"Indigenous Allyship" Milestone - Students explore the impacts of colonialism and racism on Indigenous Peoples and develop culturally competent approaches to allyship and reconciliation in academic and professional settings. | Critical assessment compositions confront limits of knowledge, both at the individual level as well as at disciplinary and societal levels;<br><br>Co-op term must be competed for, with interviews being conducted by potential co-op hosts; those in the MES Program have some latitude to gravitate to the type(s) of co-op opportunities for which they feel most suited (e.g., private industry, government agency or department, non-governmental organization), or to even developing their own co-op internship position in consultation with co-op host. |

**School of Graduate and Postdoctoral Studies:**
**Major Modification to the Master of Science and Doctor of Philosophy in Epidemiology and Biostatistics (Biostatistics Field of Study)**

**Action:** ☒ Approval ☐ Information ☐ Discussion

**Recommended:** That on the recommendation of ACA, Senate approve that effective September 1, 2026, the Master of Science and Doctor of Philosophy in Epidemiology and Biostatistics (Biostatistics Field of Study) be revised as shown in Item 13.3(c)(iv).

**Executive Summary:**

The proposed modification increases the required credits in the Biostatistics Field of Study of the Master of Science (MSc) and Doctor of Philosophy (PhD) in Epidemiology and Biostatistics to support enhanced student learning. The addition of an 0.5 credit elective course requirement provides students with opportunities to deepen their knowledge, enabling them to tailor their training to their academic, research, and career interests. Students can choose from existing courses to meet the additional 0.5 elective course credit. This change will also maintain consistency in academic expectations across Fields of Study within the program.

| Current program | Proposed Change(s) |
|---|---|
| **MSc students**<br>**(Biostatistics Field of Study)**<br><br>Require a total of 3.5 credits to graduate.<br><br>Required courses (2.5 credits):<br>BIOSTATS 9510 (0.50 credit)<br>EPIDEMIO 9551 (0.50 credit)<br>BIOSTATS 9521 (0.50 credit)<br>STATS 9030 (0.50 credit)<br>BIOSTATS 9541 (0.25 credit)<br>BIOSTATS 9651 (0.25 credit)<br><br>Elective Courses (1.0 credits)<br>Approved elective courses are listed on the program website. Exceptions to the course requirements may be granted, with permission from a student's supervisor and the Graduate Chair. | **MSc students**<br>**(Biostatistics Field of Study)**<br><br>Require a total of 4.0 credits to graduate.<br><br>Required courses (2.5 credits):<br>BIOSTATS 9510 (0.50 credit)<br>EPIDEMIO 9551 (0.50 credit)<br>BIOSTATS 9521 (0.50 credit)<br>STATS 9030 (0.50 credit)<br>BIOSTATS 9541 (0.25 credit)<br>BIOSTATS 9651 (0.25 credit)<br><br>Elective Courses (1.5 credits)<br>Approved elective courses are listed on the program website. Exceptions to the course requirements may be granted, with permission from a student's supervisor and the Graduate Chair. |

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| Milestones: 4<br>Academic Integrity Module<br>Introduction to Biomedical Research<br>Research Seminar<br>Thesis<br><br>**PhD students**<br>**(Biostatistics Field of Study)**<br><br>Require a total of 4.0 credits to graduate.<br><br>Required Courses (2.5 credits):<br>BIOSTATS 9510 (0.50 credit)<br>EPIDEMIO 9551 (0.50 credit)<br>BIOSTATS 9521 (0.50 credit)<br>STATS 9030 (0.50 credit)<br>BIOSTATS 9541 (0.25 credit)<br>BIOSTATS 9651 (0.25 credit)<br><br>Elective Courses (1.5 credits)<br>Approved elective courses are listed on the program website. Exceptions to the course requirements may be granted, with permission from a student's supervisor and the Graduate Chair.<br><br>Milestones: 6<br>Academic Integrity Module<br>Introduction to Biomedical Research<br>Research Seminar<br>Comprehensive Exam<br>PhD Thesis Proposal<br>Thesis | Milestones: 4<br>Academic Integrity Module<br>Introduction to Biomedical Research<br>Research Seminar<br>Thesis<br><br>**PhD students**<br>**(Biostatistics Field of Study)**<br><br>Require a total of 4.5 credits to graduate.<br><br>Required Courses (2.5 credits):<br>BIOSTATS 9510 (0.50 credit)<br>EPIDEMIO 9551 (0.50 credit)<br>BIOSTATS 9521 (0.50 credit)<br>STATS 9030 (0.50 credit)<br>BIOSTATS 9541 (0.25 credit)<br>BIOSTATS 9651 (0.25 credit)<br><br>Elective Courses (2.0 credits)<br>Approved elective courses are listed on the program website. Exceptions to the course requirements may be granted, with permission from a student's supervisor and the Graduate Chair.<br><br>Milestones: 6<br>Academic Integrity Module<br>Introduction to Biomedical Research<br>Research Seminar<br>Comprehensive Exam<br>PhD Thesis Proposal<br>Thesis |

The proposed modification will not result in any changes to the Program Learning Outcomes, rather it will enhance existing PLOs.

Current students will not be affected by this modification – it will take effect for students admitted to the program as of Fall 2026. If students are part of a Collaborative Specialization, the required course from the Collaborative Specialization could be used towards this increased elective requirement.

## School of Graduate and Postdoctoral Studies: Major Modification to the Master of Physical Therapy

**Action:** ☒ Approval ☐ Information ☐ Discussion

**Recommended:** That on the recommendation of ACA, Senate approve that effective September 1, 2026, the Master of Physical Therapy be revised as shown in Item 13.3(c)(v).

**Executive Summary:**

The School of Physical Therapy is proposing revisions to the Master of Physical Therapy Program's mission, vision, values, and program learning outcomes to ensure compliance with updated accreditation standards.

**Documentation Provided:**

Major Modification Proposal

## Major Modification Proposal

The School of Physical Therapy is proposing revisions to the Master of Physical Therapy (MPT) Program's mission, vision, values, and program learning outcomes to ensure compliance with updated accreditation standards.

Physiotherapy Education Accreditation Canada (PEAC) is the accreditation body for entry-to-practice physiotherapy programs in Canada. PEAC's 2012 Accreditation Standards were used to conduct the MPT Program's most recent accreditation review. In compliance with those standards, Western's MPT Program was assessed as being fully compliant up until February 15, 2029 (date of accreditation award: February 15, 2023).

For the next accreditation review, the MPT Program will be assessed against PEAC's 2020 Accreditation Standards. The 2020 standards include two new criteria (5.4 & 5.5) related to social justice, human rights, equity, diversity and inclusion. Criterion 5.4 requires that programs demonstrate a commitment to relational accountability to Indigenous Peoples and their communities in policies and processes related to the recruitment, admission, and retention of students, faculty, and instructors, in opportunities for professional development for faculty, and in curriculum content and clinical learning opportunities for students. Criterion 5.5 requires that programs demonstrate a commitment to educational and healthcare environments that are justice-driven and anti-oppressive in policies and processes related to the recruitment, admission, and retention of students, faculty, and instructors, in opportunities for professional development for faculty, and in curriculum content and clinical learning opportunities for students.

In preparation for meeting these new accreditation criteria and in response to ongoing advances in physical therapy practice and the natural evolution of the health care landscape in Canada, the School of Physical Therapy has continued to update the MPT program's curriculum to ensure it remains contemporary. The School is now proposing changes to the mission, vision, values, and program learning outcomes to ensure they reflect the program's current curriculum, contemporary physical therapy practice, and updated accreditation standards.

| Current program | Proposed Change(s) |
|---|---|
| **Mission:** To deliver collaborative, case-based experiential learning opportunities that prepare graduates to master the essential entry-level competencies for physical therapy practice in Canada, embrace life-long professional growth, and be leaders in the communities they serve. | **Mission:** We are leaders in physical therapy education, ~~To~~ delivering a collaborative, ~~case-based~~ experiential, case-based program ~~learning opportunities~~ that prepares graduates to ~~master the essential entry-level~~ excel in essential competencies and meet the needs of diverse communities in Canada ~~for physical therapy practice in Canada, embrace life-long professional~~ |

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| | ~~growth, and be leaders in the communities they serve~~. |
| **Vision:** Graduates of the Master of Physical Therapy program at Western are innovative master adaptive learners that are prepared to meet the health and functional needs of Canadians now and into the future. | **Vision:** Graduates who optimize the health, function and participation of people in Canada and transform the physical therapy profession ~~of the Master of Physical Therapy program at Western are innovative master adaptive learners that are prepared to meet the health and functional needs of Canadians now and into the future~~. |
| **Values:**<br>• Health and wellness, mobility and function<br>• Adaptive learning environment<br>• Patient-centered, evidence-informed, ethical clinical practice anchored in principles of social equity<br>• Clinical skills embedded within a biopsychosocial approach<br>• Strong collaborative relationships with our research, community, and academic partners | **Values:**<br>• Innovation<br>• Equity<br>• Inclusion<br>• Person-centredness<br>• Integrity<br>• Advocacy<br>• Evidence-informed<br>~~• Health and wellness, mobility and function~~<br>~~• Adaptive learning environment~~<br>~~• Patient-centered, evidence-informed, ethical clinical practice anchored in principles of social equity~~<br>~~• Clinical skills embedded within a biopsychosocial approach~~<br>~~• Strong collaborative relationships with our research, community, and academic partners~~ |
| **Program Learning Outcomes:** | **Program Learning Outcomes:** |
| Competently and safely provide physiotherapy services as defined by the scope of physiotherapy practice in Ontario for clients across the lifespan, practice settings (rural and urban, clinic, hospital, and community care) and areas of practice (neuromusculoskeletal, neurological, cardiorespiratory. | ~~Competently and safely provide physiotherapy services as defined by the~~ Function as independent and autonomous practitioners to provide safe and effective services within the scope of ~~physiotherapy~~ physical therapy practice in Canada ~~Ontario~~ for patients ~~clients~~ across the lifespan~~, practice settings (rural and urban, clinic, hospital, and community care)~~ and areas of |

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| | practice ~~(neuromusculoskeletal, neurological, cardiorespiratory~~. |
| Provide client-centred physiotherapy care that respects individual values, beliefs, and context, from within a holistic biopsychosocial framework that considers both individual (person-level) and contextual (social) determinants of health. | ~~Provide client-centred physiotherapy care that respects individual values, beliefs, and context, from~~ Employ an inclusive and affirming person-centered approach within a holistic biopsychosocial framework ~~that considers both individual (person-level) and contextual (social) determinants of health~~. |
| Appropriately communicate with all physiotherapy stakeholders, inclusive of written, verbal and non-verbal communication, that is adaptive to health literacy, culture, and expectations of the receiver. | ~~Appropriately communicate with all physiotherapy stakeholders, inclusive of written, verbal and non-verbal communication,~~ Use clear and timely communication that is adaptive across professional contexts ~~to health literacy, culture, and expectations of the receiver~~. |
| Define and function in their role as autonomous professionals in both solo practitioner and interdisciplinary team contexts. | Collaborate with patients, families, caregivers and interprofessional health care teams to deliver integrated care guided by patient needs and goals. ~~Define and function in their role as autonomous professionals in both solo practitioner and interdisciplinary team contexts.~~ |
| Complete physiotherapy administrative duties including clear and timely documentation, accurate recording of practice statistics, and efficient resource utilization to contribute to sustainable physiotherapy practice in accordance with the culture and requirements of their practice setting. | Promote safe and sustainable health care practice through effective self-management, use of resources, and supervision of individuals involved in physical therapy service delivery. ~~Complete physiotherapy administrative duties including clear and timely documentation, accurate recording of practice statistics, and efficient resource utilization to contribute to sustainable physiotherapy practice in accordance with the culture and requirements of their practice setting.~~ |

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| Endorse and contribute to high health care standards and public perception of physiotherapy practice through awareness of professional issues, social justice, and globally-minded health promotion. | Innovate and advocate to advance physical therapy in local, national and global healthcare systems using approaches that are justice-driven and anti-oppressive. ~~Endorse and contribute to high health care standards and public perception of physiotherapy practice through awareness of professional issues, social justice, and globally-minded health promotion.~~ |
| Routinely reflect upon and define their own gaps in knowledge; and seek, appraise and appropriately integrate new knowledge (including clinical experience, research, and patient values) such that their practice is in accordance with current best evidence. | Implement evidence-informed physical therapy practice that critically integrates clinical reasoning, self-reflection and external feedback. ~~Routinely reflect upon and define their own gaps in knowledge; and seek, appraise and appropriately integrate new knowledge (including clinical experience, research, and patient values) such that their practice is in accordance with current best evidence.~~ |
| Practice physiotherapy within ethical, legal and professional standards with accountability to clients, their community and the profession. | ~~Practice physiotherapy within~~ Uphold professional integrity and comply with ethical, legal and regulatory requirements of the physical therapy profession ~~professional standards with accountability to clients, their community and the profession~~. |

See the Appendix for complete information on how the program supports achievement of the updated Program Learning Outcomes.

Current MPT students will not be affected by the modification as the current curriculum already prepares them to achieve these outcomes. To notify them of the changes, MPT students will receive communication from the MPT Program Chair.

**Appendix 1: Master of Physical Therapy Program Learning Outcomes**

| ***Ontario Graduate Degree Level Expectations*** | ***Program Learning Outcomes*** | ***How does the program support achievement of each GDLE?*** | ***How does the program evaluate the achievement of each GDLE?*** |
|---|---|---|---|
| 1. Depth & Breadth of Knowledge | ~~Competently and safely provide physiotherapy services as defined by the~~ Function as independent and autonomous practitioners to provide safe and effective services within the scope of ~~physiotherapy~~ physical therapy practice in Canada ~~Ontario~~ for patients ~~clients~~ across the lifespan ~~practice settings (rural and urban, clinic, hospital, and community care)~~ and areas of practice ~~(neuromusculoskeletal, neurological, cardiorespiratory~~.<br><br>**[**~~Expertise in Physiotherapy~~ **Physiotherapy Expertise; Professionalism]** | **PT9121:** Physical Therapy in Acute Setting I<br>**Course-level Objective:** Employ a client-centred approach to develop, implement, monitor, and evaluate evidence informed acute care physiotherapy intervention plans.<br>**Learning Activities:** Surgical Patient, Post-Op Respiratory Care & Surgical Complications Lecture; Post Abdominal Surgery Lab; Post Thoracic Surgery Lab; Clinical Decision-Making Session.<br><br>~~**PT9525**~~ **PT9122:** Physical Therapy in Rehabilitation Settings I<br>**Course-level Objective:** Be able to effectively assess, analyze assessment findings, design and carry out physiotherapy intervention plan to address disordered tone, movement impairment, postural instability, and gait deviations in neurological rehabilitation.<br>**Learning Activities:** ~~Clinical Skills Lab: Gait assessment and treatment in bilateral neurological impairment presentation~~ Facilitated Gail Retraining Lab; Upper Limb Rehabilitation Lab; In-Patient Spinal Cord Injury Treatment Demo & Case Discussion; Training for Compensation Lecture; Training for Recovery Lab<br><br>**PT9123:** Physical Therapy in Clinics Settings I (Lower Quadrant)<br>**Course-level Objective:** Demonstrate ability to formulate an evidence-informed intervention strategy in collaboration with the goals and expectations of the patient for acute and persistent nMSK conditions of the lower quadrant.<br>**Learning Activities:** Clinical Case Analysis; Interactive Clinical Reasoning Sessions (treatment) | **PT9121:** Practical Exam; Case Assignment; Final Written Exam<br>~~**PT9525:** Case-based practical Examination (OSCE: Objective standardized clinical examination).~~<br>**PT9122:** Written Exam; Practical Exam<br>**PT9123:** MCQ Quiz, Case Discussions (case participation); Summative Clinical Reasoning Assessment (written exam)<br>**PT9134:** Referral Presentation; Final Written Exam<br>**PT9151:** Group Programming Assignment; Integrated Case Management Presentation; OSCE |

| *Ontario Graduate Degree Level Expectations* | *Program Learning Outcomes* | *How does the program support achievement of each GDLE?* | *How does the program evaluate the achievement of each GDLE?* |
|---|---|---|---|
| | | **PT9134:** Physical Therapy in Community Settings I<br>**Course-level Objective:** Develop client-centered evidence-informed physiotherapy treatment plans for individuals encountered in community settings.<br>**Learning Activities:** COPD and Pulmonary Rehabilitation Session; Cardiac Rehabilitation Session; Long Term Care Session<br><br>**PT9151:** Integrated Physical Therapy Case Management<br>**Course-level Objective:** To identify, analyze and display the ability to consider evidence-informed factors which influence the assessment and management of conditions affecting young and aging populations encountered in physiotherapy practice.<br>**Learning Activity:** Behaviour Change Intervention Across Life and Contexts Session; School-aged Child Assessment/Treatment Lab; Medical Complexity Case Discussion: Group Programming Session | |
| 2. Research & Scholarship | ~~Routinely reflect upon and define their own gaps in knowledge; and seek, appraise and appropriately integrate new knowledge (including clinical experience, research, and patient values) such that their practice is in accordance with current best evidence.~~<br>Implement evidence-informed physical therapy practice that critically integrates clinical | ~~**PT9551:** Understanding Pain in Rehabilitation. **Course-level objective:** Reflect upon their own views and biases regarding pain, with specific focus on the biological, psychological, and sociological influences on the pain experience and recovery thereof. **Learning Activity:** Documentary / Class Discussion: The Mind: Pain and Healing (PT9551, Understanding Pain in Rehabilitation).~~<br><br>~~**PT9528:** Critical Appraisal and Evidence-based practice. **Course-level learning objective:** critically appraise and interpret a published research article. **Learning Activity:** Lab manual activity on questions to ask when critically appraising measurement studies.~~ | ~~**PT9551:** Reflective Diary~~<br>~~**PT9528:** Written assignment, Group presentation.~~<br>**PT9111:** Case Presentation<br>**IPE9801:** Midterm Written Exam; Final Oral Exam<br>**IPE9802:** Evidence Reasoning IPE Activity (peer evaluation); Critically Appraised Paper |

| *Ontario Graduate Degree Level Expectations* | *Program Learning Outcomes* | *How does the program support achievement of each GDLE?* | *How does the program evaluate the achievement of each GDLE?* |
|---|---|---|---|
| | reasoning, self-reflection and external feedback.<br><br>**[~~Scholarly Practitioner~~ Scholarship; Physiotherapy Expertise]** | **PT9111:** Foundations of Physical Therapy – Science and Theory of Practice<br>**Course-level Objective:** Demonstrate foundational skills in scholarly inquiry by identifying, evaluating and integrating evidence to analyze clinical cases across physiotherapy practice settings.<br>**Learning Activity:** Person Centred Pain Management Lecture<br><br>**IPE9801:** Professional Practice<br>**Course-level Objective:** Apply reflection as a tool for self-evaluation, professional reasoning and defining areas of opportunity for lifelong learning.<br>**Learning Activities:** Reflective Practice Lecture; Reflective Practice Lab<br><br>**IPE902:** Interprofessional Education Critical Appraisal<br>Apply critical appraisal skills on given scholarly information and orally present to interprofessional peers.<br>Learning Activity: IPE Journal Clubs<br><br>**PT9146:** Experiential Research in Physical Therapy<br>**Course-level Objective:** Interpret research findings and formulate implications or recommendations for practice.<br>**Learning Activities:** Applying Equity, Diversity, and Inclusion Principles in Your Research Methods Session; Communicating and Applying Research Session; Knowledge Exchange and Mobilization in Physiotherapy Session<br><br>**PT9162:** The Physical Therapist Practitioner in Global Health Care<br>**Course-level Objectives:**<br>I. Seek feedback from others on personal performance and behaviour. | **PT9146:** Research Proposal Presentation; Poster Presentation; Manuscript<br>**PT9162:** Workbook Assignment |

| ***Ontario Graduate Degree Level Expectations*** | ***Program Learning Outcomes*** | ***How does the program support achievement of each GDLE?*** | ***How does the program evaluate the achievement of each GDLE?*** |
|---|---|---|---|
| | | II. Identify learning needs based on self-reflection and external feedback; Develop and implement a plan to address learning needs.<br>**Learning Activities:** Seeing Yourself Through the Eyes of Another Session;<br>Setting Your Personal Strategic Plan, Vision, Mission, and Goals Session<br><br>**Additional Relevant Learning Activity:** MPT Program Orientation/Onboarding - All students participate in a Giving and Receiving Feedback Session. | |
| 3. Level of Application of Knowledge | ~~Provide client-centred physiotherapy care that respects individual values, beliefs, and context, from~~ Employ an inclusive and affirming person-centered approach within a holistic biopsychosocial framework ~~that considers both individual (person-level) and contextual (social) determinants of health~~.<br><br>**[~~Expertise in Physiotherapy~~ Physiotherapy Expertise; Collaboration; ~~Advocate;~~ Leadership; Professionalism]** | ~~**PT9526:** Physical therapy in acute care settings I. **Course-level learning objective:** Develop and implement an appropriate physiotherapy client-centered intervention for an acute-care patient presenting with common acute care conditions using evidence-informed practice and being aware of indications, contraindications, and principles of techniques employed. **Learning activity:** Clinical skills lab, treatment of the post-abdominal surgery patient~~<br><br>~~**PT9535:** Physical Therapy in Rehabilitation Settings II; **Course-level objective:** Identify education and compliance issues in therapeutic management, and recognize the impact of psychosocial, communication, ethical, and cultural factors to achieving satisfactory goals/outcomes. **Learning Activity:** peer-to-peer learning, case-based learning assignment~~<br><br>**PT9111:** Foundations of Physical Therapy – Science and Theory of Practice<br>**Course-level Objectives:** | ~~**PT9526:** Written midterm examination.~~<br>~~**PT9535:** Written case assignment, group presentation.~~<br>**PT9111:** Written Exam; Learning Team Assignment (case analysis)<br>**PT9123:** MCQ Quiz, Case Discussions (case participation); Summative Clinical Reasoning Assessment (written exam) |

| ***Ontario Graduate Degree Level Expectations*** | ***Program Learning Outcomes*** | ***How does the program support achievement of each GDLE?*** | ***How does the program evaluate the achievement of each GDLE?*** |
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| | | I. Recognize strategies for building therapeutic alliance, including motivational interviewing, with attention to principles of social equity and person-centered physiotherapy.<br>II. Describe pain mechanisms and the clinical relevance of the biopsychosocial model of pain, including seven drivers of the pain experience, and apply those to create a person-centered approach to pain management.<br>**Learning Activities:** Motivational Interviewing Lecture; Neurophysiology of Pain and Subgroups Lecture; Pain Clinical Application Session<br><br>**PT9123:** Physical Therapy in Clinics Settings I (Lower Quadrant)<br>**Course-level Objective:** Demonstrate the skills and applications of therapeutic alliance and behavioral change principles when working with diverse patient contexts, beliefs, supports and resources.<br>**Learning Activities:** Clinical Case Analysis; Interactive Clinical Reasoning Sessions (treatment) | |
| 4. Professional Capacity / Autonomy | ~~A) Define and function in their role as autonomous professionals in both solo practitioner and interdisciplinary team contexts.~~<br>A) Collaborate with patients, families, caregivers and interprofessional health care teams to deliver integrated care guided by patient needs and goals. | ~~**IPE Milestone, learning objective:** Learners/practitioners actively engage self and others, including the patient/client/family, in dealing effectively with interprofessional conflict. **Learning activity:** Elborn interprofessional education series, workshop 1~~<br><br>~~**PT9545:** Paediatrics; **Course-level learning objective:** Demonstrate awareness of the roles of multiple disciplines; **Learning Activity:** Lecture on transdisciplinary care in the Home Visiting Program for Infants~~<br><br>~~**PT9540:** Business and Entrepreneurship in physical therapy; **Course-level learning outcome:** demonstrate an understanding of business and practice management core principles as it relates to physical therapy service delivery; **Learning activity:** Lecture 3, 'Service delivery models'~~ | ~~**IPE Milestone:** Interprofessional Socialization and valuing scale.~~<br>~~**PT9545:** Assignment, Case 3 – assessment of and planning with a child receiving rehabilitation services (part B).~~<br>~~**PT9540:** Case Assignment~~<br>**PT9134:** Referral Presentation |

| *Ontario Graduate Degree Level Expectations* | *Program Learning Outcomes* | *How does the program support achievement of each GDLE?* | *How does the program evaluate the achievement of each GDLE?* |
|---|---|---|---|
| | **[Collaboration; ~~Management; Advocate;~~ Communication; Leadership]**<br><br>B) ~~Complete physiotherapy administrative duties including clear and timely documentation, accurate recording of practice statistics, and efficient resource utilization to contribute to sustainable physiotherapy practice in accordance with the culture and requirements of their practice setting.~~<br>B) Promote safe and sustainable health care practice through effective self-management, use of resources, and supervision of individuals involved in physical therapy service delivery.<br><br>**[Management; Scholarship]**<br><br>C) Uphold professional integrity and comply with ethical, legal and regulatory requirements of the physical therapy profession. | A) **PT9134:** Physical Therapy in Community Settings I<br>**Course-level Objective:** Prepare clients for transitions in care and complete referrals to other health care professionals and community programs.<br>**Learning Activities:** Group Workshop I (Finding available community programs); Group Workshop III (Ongoing development of collaborative patient care plan), Group Workshop IV (Consideration of social, political, economic and cultural factors)<br><br>B) **PT9121:** Physical Therapy in Acute Setting I<br>**Course-level Objectives:** Describe the roles of others in the acute care environment, discuss the supervision of physiotherapy assistants, and identify practice situations that may benefit from collaborative care.<br>**Learning Activity:** Physiotherapy Assistants Session; Interprofessional Case Study Session<br><br>**PT9163:** Physical Therapy Management and Leadership<br>**Course-level Objectives:**<br>I. Demonstrate ethical, efficient, and effective use of physiotherapy resources across the continuum of care.<br>II. Apply strategies to support organizational excellence and promote safe health care practice environments.<br>**Learning Activities:** Practice Management and Funding Session; Organizational Excellence Session; Private Practice Essentials Session<br><br>C) **IPE9801:** Professional Practice<br>**Course-level Objectives:** | **PT9121:** Final Written Exam<br>**PT9163:** Discussion Board Reflection & Reply Post; Case Discussion<br>**IPE9801:** Standards of Practice Quizzes, Midterm Written Exam; Final Oral Exam |

| *Ontario Graduate Degree Level Expectations* | *Program Learning Outcomes* | *How does the program support achievement of each GDLE?* | *How does the program evaluate the achievement of each GDLE?* |
|---|---|---|---|
| | **[Professionalism; Management]** | I. Apply professional standards of practice as they relate to privacy, confidentiality, consent and therapeutic relationships/boundaries.<br>II. Examine ethical principles and their application to practice.<br>**Learning Activities**: Privacy and Confidentiality; Relationships and Boundaries; Profession-specific Meeting with Regulatory College | |
| 5. Level of Communication Skills | ~~Appropriately communicate with all physiotherapy stakeholders, inclusive of written, verbal and non-verbal communication,~~ Use clear and timely communication that is adaptive across professional contexts ~~to health literacy, culture, and expectations of the receiver~~.<br><br>**[Communication; Physiotherapy Expertise; Professionalism]** | ~~**PT9513:** Clinically-applied functional anatomy; **Course-level learning objective:** Communicate in both written and oral from sound knowledge of the material covered n PT9513 and to be able to apply it to clinical findings and observations. **Learning Activity:** case-based learning format, in-class discussion~~<br><br>**PT9121:** Physical Therapy in Acute Setting I<br>**Course-level Objective:** Demonstrate oral, non-verbal, and written communication adapted to the acute care practice context.<br>**Learning Activities:** Acute Care Subjective History Lab; Mock Skills Check; Mock Practical Exam<br><br>**P9134:** Physical Therapy in Community Settings I<br>**Course-level Objective:** Produce appropriate clinical documentation for physiotherapy services provided in community settings.<br>**Learning Activities**: Group Workshop I (Introduction to case, assessment plan, subjective and objective for SOAP note, problem List and goals); Group Workshop II (Analysis statement and plan for SOAP note)<br>**PT9162:** The Physical Therapist Practitioner in Global Health Care<br>**Course-level Objective:** Listen actively to build trust and foster exchange of information; use and respond to body language appropriately.<br>**Learning Activity:** Shhh… Just Listen Activity Session | ~~**PT9513:** Final Practical exam~~<br><br>**PT9121:** Skills Check; Case Assignment; Practical Exam<br>**PT9134:** Referral Presentation<br>**PT9162:** Workbook Assignment |

| ***Ontario Graduate Degree Level Expectations*** | ***Program Learning Outcomes*** | ***How does the program support achievement of each GDLE?*** | ***How does the program evaluate the achievement of each GDLE?*** |
|---|---|---|---|
| 6. Awareness of Limits of Knowledge | ~~A) Practice physiotherapy within professional standards with accountability to clients, their community and the profession.~~ ~~**[Professionalism]**~~<br><br>~~B) Endorse and contribute to high health care standards and public perception of physiotherapy practice through awareness of professional issues, social justice, and globally-minded health promotion~~.<br>Innovate and advocate to advance physical therapy in local, national and global healthcare systems using approaches that are justice-driven and anti-oppressive.<br><br>**[**~~**Advocate; Professionalism;**~~ **Leadership; Communication; Collaboration]** | ~~**PT9540:** Business and entrepreneurship in physical Therapy; **Course-level learning objective:** Demonstrate an understanding of the College of Physiotherapists of Ontario legal/ethical standards of practice as they relate to physical therapy business practice in Ontario; **Learning Activity:** Lecture 4-Registered Health Professions Act; The Physiotherapy Act~~<br>~~**PT9541**: Physical Therapy in Community Settings II; **Course-level learning objective:** Discuss and understand the role of physical therapy involvement in occupational health industry; **learning activity:** Lecture, 'Return to work'~~<br><br>**PT9163:** Physical Therapy Management and Leadership<br>**Course-level Objectives:**<br>I. Discuss practice models and emerging leadership roles within physiotherapy practice settings in Canada.<br>II. Identify potential areas for health care quality improvement and propose plans to address these issues.<br>**Learning Activities:** Practice Models and Emerging Tends Session; Innovation in Physiotherapy Practice; Leadership Panel; Introduction to Quality Improvement; Quality Improvement Workshop<br><br>**PT9162:** The Physical Therapist Practitioner in Global Health Care<br>**Course-level Objective:** Maintain awareness of emerging technologies and advocate for their application to enhance physiotherapy services; maintain awareness of issues and advances affecting the health system locally, nationally, and globally; demonstrate awareness of the social determinants of health and emerging trends that may impact physiotherapy practice.<br>**Learning Activities:** The Future of Physiotherapy Discussion session; The PT as Environmental Steward | ~~**PT9540:** Written quiz~~<br>~~**PT9541:** Written quiz~~<br>**PT9163:** Discussion Board Reflection & Reply Post; Quality Improvement Pitches; Quality Improvement Presentations<br>**PT9162:** Workbook Assignment |

**Introduction of an Articulation Agreement for Admission of Graduates from the Nutrition and Healthy Lifestyle Promotion Diploma Program at Humber College into the Bachelor of Science (Foods and Nutrition) Program at Western**

**Action:** ☒ Approval ☐ Information ☐ Discussion

**Recommended:** That on the recommendation of ACA, Senate approve that effective June 1, 2026, an articulation agreement for admission of graduates from the Nutrition and Healthy Lifestyle Promotion Diploma Program at Humber College into the Bachelor of Science (Foods and Nutrition): Honours Specialization in Nutrition and Dietetics, Honours Specialization in Foods and Nutrition, or Specialization in Foods and Nutrition at Western be introduced as shown in Item 13.3(d).

**Executive Summary:**

This agreement relates to students studying in the Nutrition and Healthy Lifestyle Promotion Diploma Program at Humber College. Effective June 1, 2026, Western proposes to accept students from this program into the Bachelor of Science (Foods and Nutrition): Honours Specialization in Nutrition and Dietetics program, Honours Specialization in Foods and Nutrition, or Specialization in Foods and Nutrition as set out in an Articulation Agreement between the two institutions.

The objective of the agreement is to provide graduates from Humber College, who satisfy the criteria described in this agreement, with the opportunity to apply for admission to the Bachelor of Science (Foods and Nutrition): Honours Specialization in Nutrition and Dietetics, Honours Specialization in Foods and Nutrition, or Specialization in Foods and Nutrition program and obtain a Western degree.

**Documentation Provided:**

Articulation Agreement for Admission of Graduates from the Nutrition and Healthy Lifestyle Program Diploma at Humber College into the Bachelor of Science (Foods and Nutrition): Honours Specialization in Nutrition and Dietetics, Honours Specialization in Foods and Nutrition, and Specialization in Foods and Nutrition at Western

**ARTICULATION AGREEMENT**

**THIS AGREEMENT made BETWEEN:**

**THE UNIVERSITY OF WESTERN ONTARIO**
(hereinafter called "Western")

and

**The Humber College Institute of Technology and Advanced Learning**
(hereinafter called "Humber Polytechnic")

WHEREAS Western, and Humber Polytechnic wish to increase student mobility between Humber Polytechnic and Western, and the parties recognize that credit transfer is a key means to encourage such mobility;

AND WHEREAS the parties wish to facilitate the admission of qualified graduates of the Nutrition and Healthy Lifestyle Promotion Diploma at Humber Polytechnic to the Bachelor of Science (Foods and Nutrition) at Western: Honours Specialization in Nutrition and Dietetics, or Honours Specialization in Foods and Nutrition, or Specialization in Foods and Nutrition Program at Western by entering into an articulation agreement recognized by the Ontario Council for Articulation and Transfer (ONCAT), and they wish to set out clearly defined processes for the movement of the graduates between Humber Polytechnic and Western;

NOW THEREFORE in consideration of the mutual covenants herein, and for other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties agree as follow:

**ADMISSION**

**1.** Western agrees to consider for admission to the Bachelor of Science (Foods and Nutrition): Honours Specialization in Nutrition and Dietetics, or Honours Specialization in Foods and Nutrition, or Specialization in Foods and Nutrition Program graduates of Humber Polytechnic's Nutrition and Healthy Lifestyle Promotion Diploma who meet the following requirements:

a. Successful completion of the Nutrition and Healthy Lifestyle Promotion Diploma with a competitive overall admission average for the year in which they apply as calculated by Western;
b. Completion of the prescribed set of courses within the Nutrition and Healthy Lifestyle Promotion Diploma with a minimum grade of "C" or 2.00 GPA in each course as outlined in Appendix 1; and
c. Successful completion of Ontario Secondary School Functions (MCF3M or MCR3U), Biology (SBI4U) and Chemistry (SCH4U); or an equivalent as approved by the receiving institution.

**2.** In order to be considered for admission, Humber Polytechnic students must notify the relevant Admissions Office by March 1st of the year in which they are seeking admission of their intention to apply.

**3.** Admissions decisions are within the sole discretion of Western and are not appealable. Applicants who meet the requirements set out above are not guaranteed admission under this Agreement. The decision as to the number of students who will be accepted in any academic year may vary from year to year. Final determination of the validity of all admissions rests with the Registrar at Western.

**TRANSFER CREDIT**

**5.** Successful applicants shall receive transfer credit for the College courses in accordance with **Appendix 1**.

**6.** The course names and numbers set out in **Appendix** 1 may be revised from time to time with the agreement in writing of the parties. Failure to provide timely notification to Western of changes to Humber Polytechnic's course names or numbers may result in denial of admission and transfer credit to qualified applicants.

**7.** The parties acknowledge that the granting of transfer credit is based on an assessment of the Nutrition and Healthy Lifestyle Promotion Diploma curriculum and courses as of the date of this Agreement. It is the responsibility of the Humber Polytechnic to notify Western of any subsequent changes or anticipated changes to the curriculum or content of the courses and provide sufficient information to enable Western to decide whether transfer credit will continue to be granted for these courses.

**GENERAL**

**8.** Humber Polytechnic and Western shall provide Humber Polytechnic students with information about the transfer credit and encourage qualified students to apply.

**9.** The parties shall each designate a Program representative to assist with the operation of this Agreement. The Program representatives and other relevant staff at each institution shall meet at least once every two years to review their processes and determine if changes are needed to meet the objectives of the parties.

10. The annual review shall include marketing and advertising commitments in relationship to this Agreement.

11. Notice regarding annual review may be addressed to:

if to Humber at:

205 Humber College Blvd.
Toronto, ON M9W 5L7
Attention: Program Planning Development and Renewal
ppdr@humber.ca

if to Western at:

The University of Western Ontario
1151 Richmond Street
London, Ontario N6A 3K7
Attn: Admissions Office: Agreements
welcome@uwo.ca

**TERM AND TERMINATION**

**12.** This Agreement is effective for a period of five (5) years commencing on June 1, 2026 and ending on August 31, 2031.

**13.** Either party may terminate this Agreement upon three (3) months' written notice of termination to the other party. No applicants will be considered for admission after the date of such notice.

**14.** Notwithstanding paragraph (b), if Western decides to terminate this Agreement due to changes to Humber Polytechnic Program's curriculum or course content, this Agreement shall terminate on a date that is the earlier of three months after written notice of termination is given to Humber Polytechnic and the date

that the changes were made by Humber Polytechnic.

**15.** Students accepted into the University Program under this Agreement prior to issuance of a notice of termination shall be permitted to complete their studies under the terms of this Agreement.

GENERAL TERMS

16. The Parties shall comply with all privacy legislation which is now, or at any time become applicable to the Parties, including the *Freedom of Information and Protection of Privacy Act* (Ontario) ("FIPPA").

17. Both programs hold respective accreditation/approval in their jurisdiction. Therefore, this agreement does not change the assessment model and expectations for program completion at either Humber Polytechnic or Western.

18. The Parties hereto agree that there shall be no remuneration, costs or expenses paid by one Party to the other hereunder, save and except those expressly disclosed in the Agreement.

19. This Agreement is solely for the benefit of the Parties and no third party accrues any benefit, claim or right of any kind pursuant to, under, by or through this Agreement.

20. Delay in, or failure of a Party to carry out the duties, undertaking or obligations imposed on the Party pursuant to this Agreement shall not be deemed to be a breach under this Agreement if such delay or failure results from circumstances and conditions beyond the control of the Party affected which render it impossible for that Party to fulfill its obligations under this Agreement or which will substantially delay such fulfillment ("**Force Majeure**"). The party alleging Force Majeure shall take reasonable action and undertake necessary measures to resume as soon as possible any of its obligations under this Agreement.

21. This Agreement constitutes the entire agreement between the Parties pertaining to the subject matter of this Agreement and supersede all prior correspondence, agreements, negotiations, discussions and understandings, written or oral.

22. This Agreement may be supplemented, amended, restated or replaced only by written agreement signed by each Party.

23. This Agreement and any dispute arising from or in relation to this Agreement are governed by, and interpreted and enforced in accordance with, the laws of the Province of Ontario and the laws of Canada applicable in that province, excluding the choice of law rules of that province.

24. Within seven (7) business days of one party receiving a dispute notice from the other, an appointed senior official of each party will meet and make reasonable good faith efforts to resolve the dispute by amicable negotiation. The negotiations of the parties under this section will be without prejudice in any subsequent proceeding regarding the dispute.

    Where any dispute arising out of or relating to this Agreement cannot be resolved,
    the first party shall be entitled to submit the dispute to arbitration in accordance with the provisions of *The Arbitration Act* (Ontario) and all parties agree to cause such arbitration to be conducted in a proper and expeditious manner in accordance with the provisions of *The Arbitration Act* (Ontario) and any determination made as a result of those proceedings, including the awarding of any costs pursuant thereto, shall be conclusive and binding on the parties hereto for the purpose of this Agreement.

25. Notice

    a) Any notice, demand or other communication (in this Section, a "**Notice**") required or permitted to b`e given or made under this Agreement must be in writing and is sufficiently

given or made if delivered in person and left with a receptionist or other responsible employee of the relevant Party at the applicable address set forth below, sent by prepaid courier service or (except in the case of actual or apprehended disruption of postal service) mail, sent by facsimile transmission, with confirmation of transmission by the transmitting equipment (in this Section, a "**Transmission**"); or sent by email:

i) if to Humber at: 205 Humber College Blvd.
Toronto, Ontario M9W 5L7
Attention: Christopher Parkes, Chief Legal, Risk and Privacy Officer
Christopher.parkes@humber.ca

ii) if to Western at:
The University of Western Ontario
Room 3107, Stevenson Hall
1151 Richmond Street
London, Ontario N6A 3K7
Attn: University Legal Counsel
legalcounsel@uwo.ca

b) Any Party may change its address for Notice by giving Notice to the other Parties.

26. This Agreement is binding on, and ensures to the benefit of, the Parties and their successors and permitted assigns.

27. This Agreement may be executed in any number of counterparts, each of which shall be deemed to be an original and all of which taken together constitute one agreement. Delivery of an executed counterpart of this Agreement by facsimile or transmitted electronically in legible form, including without limitation in a tagged image format file (TIFF) or portable document format (PDF), shall be equally effective as delivery of a manually executed counterpart of this Agreement.

IN WITNESS WHEREOF the parties have executed this Agreement under the hands of their duly authorized officers.

**The Humber College Institute of Technology and Advanced Learning**

* _____ _____
Dr. Gina Antonacci, Senior Vice President Academic Date

* _____ _____
Christopher Parkes, Chief Legal, Risk and Privacy Officer Date

**THE UNIVERSITY OF WESTERN ONTARIO**

*
_____ _____
Dr. Susan Lewis Date
Vice-Provost (Academic Programs)

*
_____ _____
Dr. Shaun Boe Date
Dean (Faculty of Health Sciences)

*I have authority to bind the institution.

**APPENDIX 1**

Articulation Agreement between The University of Western Ontario and Humber College,
June 1, 2026.
Nutrition and Healthy Lifestyle Diploma

| Western Course | Western Credit Weight | Humber Course | Humber Course Title | Humber Credit Value |
|---|---|---|---|---|
| Foods and Nutrition 1070A/B | 0.5 | NUTR 110 | Fundamentals of Nutrition | 3 |
| | | NUTR 236 | Weight and Behaviour Change | 3 |
| Foods and Nutrition 1241A/B | 0.5 | NUTR 230 | Nutrition Throughout the Lifecycle | 3 |
| | | NUTR 154 | Nutrition for Healthy Living | 3 |
| Foods and Nutrition 2142A/B and Foods and Nutrition 2140A/B | 1.0 | NUTR 116 | Introductory Culinary Skills Lab | 3 |
| | | NUTR 151 | Allergens and Advanced Food Safety | 3 |
| | | NUTR 232 | Techniques of Healthy Cooking | 3 |
| Foods and Nutrition 2266F/G | 0.5 | NUTR 261 | Nutrition Coaching and Communication | 3 |
| Foods and Nutrition 3355A/B | 0.5 | NUTR 204 | Food Supply and Technology | 3 |
| | | NUTR 259 | Applied Nutrition | 3 |
| Foods and Nutrition 3339A/B | 0.5 | NUTR 203 | Exercise Science for Healthy Living | 3 |
| Writing 1020TRN | 0.5 | WRIT 100 | College Reading and Writing Skills | 3 |
| | | WRIT 200 | Workplace Writing Skills | 3 |
| Social Science 1020TRN | 0.5 | GNED 101 | An Introduction to Arts and Science | 3 |
| | | NUTR 115 | Succeed in Food and Nutrition | 3 |

**TRN indicates general transfer credit in the subject area*

**Total: 4.5 credits**

**Introduction of an Articulation Agreement for Admission of Graduates from the Food and Nutrition Management Diploma Program at Humber College into the Bachelor of Science (Foods and Nutrition) Program at Western**

**Action:** ☒ Approval ☐ Information ☐ Discussion

**Recommended:** That on the recommendation of ACA, Senate approve that effective June 1, 2026, an articulation agreement for admission of graduates from the Food and Nutrition Management Diploma Program at Humber College into the Bachelor of Science (Foods and Nutrition): Honours Specialization in Nutrition and Dietetics, Honours Specialization in Foods and Nutrition, or Specialization in Foods and Nutrition at Western be introduced as shown in Item 13.3(e).

**Executive Summary:**

This agreement relates to students studying in the Food and Nutrition Management Diploma Program at Humber College. Effective June 1, 2026, Western proposes to accept students from this program into the Bachelor of Science (Foods and Nutrition): Honours Specialization in Nutrition and Dietetics program, Honours Specialization in Foods and Nutrition, or Specialization in Foods and Nutrition program as set out in an Articulation Agreement between the two institutions.

The objective of the agreement is to provide graduates from Humber College, who satisfy the criteria described in this agreement, with the opportunity to apply for admission to the Bachelor of Science (Foods and Nutrition): Honours Specialization in Nutrition and Dietetics, Honours Specialization in Foods and Nutrition, or Specialization in Foods and Nutrition program and obtain a Western degree.

**Documentation Provided:**

Articulation Agreement for Admission of Graduates from the Food and Nutrition Management Diploma Program at Humber College into the Bachelor of Science (Foods and Nutrition): Honours Specialization in Nutrition and Dietetics, Honours Specialization in Foods and Nutrition, and Specialization in Foods and Nutrition at Western

**ARTICULATION AGREEMENT**

**THIS AGREEMENT made BETWEEN:**

**THE UNIVERSITY OF WESTERN ONTARIO**
(hereinafter called "Western")

and

**The Humber College Institute of Technology and Advanced Learning**
(hereinafter called "Humber Polytechnic")

WHEREAS Western, and Humber Polytechnic wish to increase student mobility between Humber Polytechnic and Western, and the parties recognize that credit transfer is a key means to encourage such mobility;

AND WHEREAS the parties wish to facilitate the admission of qualified graduates of the Food and Nutrition Management Diploma at Humber Polytechnic to the Bachelor of Science (Foods and Nutrition) at Western: Honours Specialization in Nutrition and Dietetics, or Honours Specialization in Foods and Nutrition, or Specialization in Foods and Nutrition Program at Western by entering into an articulation agreement recognized by the Ontario Council for Articulation and Transfer (ONCAT), and they wish to set out clearly defined processes for the movement of the graduates between Humber Polytechnic and Western;

NOW THEREFORE in consideration of the mutual covenants herein, and for other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties agree as follow:

**ADMISSION**

**1.** Western agrees to consider for admission to the Bachelor of Science (Foods and Nutrition): Honours Specialization in Nutrition and Dietetics, or Honours Specialization in Foods and Nutrition, or Specialization in Foods and Nutrition Program graduates of Humber Polytechnic's Food and Nutrition Management Diploma who meet the following requirements:

a. Successful completion of the Food and Nutrition Management Diploma with a competitive overall admission average for the year in which they apply as calculated by Western;
b. Completion of the prescribed set of courses within the Food and Nutrition Management Diploma with a minimum grade of "C" or 2.00 GPA in each course as outlined in Appendix 1; and
c. Successful completion of Ontario Secondary School Functions (MCF3M or MCR3U), Biology (SBI4U) and Chemistry (SCH4U); or an equivalent as approved by the receiving institution.

**2.** In order to be considered for admission, Humber Polytechnic students must notify the relevant Admissions Office by March 1st of the year in which they are seeking admission of their intention to apply.

**3.** Admissions decisions are within the sole discretion of Western and are not appealable. Applicants who meet the requirements set out above are not guaranteed admission under this Agreement. The decision as to the number of students who will be accepted in any academic year may vary from year to year. Final determination of the validity of all admissions rests with the Registrar at Western.

**TRANSFER CREDIT**

**5.** Successful applicants shall receive transfer credit for the College courses in accordance with **Appendix 1**.

**6.** The course names and numbers set out in **Appendix 1** may be revised from time to time with the agreement in writing of the parties. Failure to provide timely notification to Western of changes to Humber Polytechnic's course names or numbers may result in denial of admission and transfer credit to qualified applicants.

**7.** The parties acknowledge that the granting of transfer credit is based on an assessment of the Food and Nutrition Management Diploma curriculum and courses as of the date of this Agreement. It is the responsibility of Humber Polytechnic to notify Western of any subsequent changes or anticipated changes to the curriculum or content of the courses and provide sufficient information to enable Western to decide whether transfer credit will continue to be granted for these courses.

**GENERAL**

**8.** Humber Polytechnic and Western shall provide Humber Polytechnic students with information about the transfer credit and encourage qualified students to apply.

**9.** The parties shall each designate a Program representative to assist with the operation of this Agreement. The Program representatives and other relevant staff at each institution shall meet at least once every two years to review their processes and determine if changes are needed to meet the objectives of the parties.

10. The parties shall meet annually to review the success of this Agreement. The review may include marketing and advertising commitments in relationship to this Agreement.

11. Notice regarding annual review may be addressed to:

if to Humber at:

205 Humber College Blvd.
Toronto, ON M9W 5L7
Attention: Program Planning Development and Renewal
ppdr@humber.ca

if to Western at:

The University of Western Ontario
1151 Richmond Street
London, Ontario N6A 3K7
Attn: Admissions Office: Agreements
welcome@uwo.ca

**TERM AND TERMINATION**

**12.** This Agreement is effective for a period of five (5) years commencing on June 1, 2026 and ending on August 31, 2031.

**13.** Either party may terminate this Agreement upon three (3) months' written notice of termination to the other party. No applicants will be considered for admission after the date of such notice.

**14.** Notwithstanding paragraph (b), if Western decides to terminate this Agreement due to changes to Humber Polytechnic Program's curriculum or course content, this Agreement shall terminate on a date that is the earlier of three months after written notice of termination is given to Humber Polytechnic and the date

that the changes were made by Humber Polytechnic.

**15.** Students accepted into the University Program under this Agreement prior to issuance of a notice of termination shall be permitted to complete their studies under the terms of this Agreement.

**GENERAL TERMS**

16. The Parties shall comply with all privacy legislation which is now, or at any time become applicable to the Parties, including the *Freedom of Information and Protection of Privacy Act* (Ontario) ("FIPPA").

17. Both programs hold respective accreditation/approval in their jurisdiction. Therefore, this agreement does not change the assessment model and expectations for program completion at either Humber Polytechnic or Western

18. The Parties hereto agree that there shall be no remuneration, costs or expenses paid by one Party to the other hereunder, save and except those expressly disclosed in the Agreement.

19. This Agreement is solely for the benefit of the Parties and no third party accrues any benefit, claim or right of any kind pursuant to, under, by or through this Agreement.

20. Delay in, or failure of a Party to carry out the duties, undertaking or obligations imposed on the Party pursuant to this Agreement shall not be deemed to be a breach under this Agreement if such delay or failure results from circumstances and conditions beyond the control of the Party affected which render it impossible for that Party to fulfill its obligations under this Agreement or which will substantially delay such fulfillment ("**Force Majeure**"). The party alleging Force Majeure shall take reasonable action and undertake necessary measures to resume as soon as possible any of its obligations under this Agreement.

21. This Agreement constitutes the entire agreement between the Parties pertaining to the subject matter of this Agreement and supersede all prior correspondence, agreements, negotiations, discussions and understandings, written or oral.

22. This Agreement may be supplemented, amended, restated or replaced only by written agreement signed by each Party.

23. This Agreement and any dispute arising from or in relation to this Agreement are governed by, and interpreted and enforced in accordance with, the laws of the Province of Ontario and the laws of Canada applicable in that province, excluding the choice of law rules of that province.

24. Within seven (7) business days of one party receiving a dispute notice from the other, an appointed senior official of each party will meet and make reasonable good faith efforts to resolve the dispute by amicable negotiation. The negotiations of the parties under this section will be without prejudice in any subsequent proceeding regarding the dispute.

Where any dispute arising out of or relating to this Agreement cannot be resolved,
the first party shall be entitled to submit the dispute to arbitration in accordance with the provisions of *The Arbitration Act* (Ontario) and all parties agree to cause such arbitration to be conducted in a proper and expeditious manner in accordance with the provisions of *The Arbitration Act* (Ontario) and any determination made as a result of those proceedings, including the awarding of any costs pursuant thereto, shall be conclusive and binding on the parties hereto for the purpose of this Agreement.

25. Notice

a. Any notice, demand or other communication (in this Section, a "**Notice**") required or permitted to be given or made under this Agreement must be in writing and is sufficiently given or made if delivered in person and left with a receptionist or other responsible employee of the relevant Party at the applicable address set forth below, sent by prepaid

courier service or (except in the case of actual or apprehended disruption of postal service) mail, sent by facsimile transmission, with confirmation of transmission by the transmitting equipment (in this Section, a "**Transmission**"); or sent by email:

i) if to Humber at: 205 Humber College Blvd.
Toronto, Ontario M9W 5L7
Attention: Christopher Parkes, Chief Legal, Risk and Privacy Officer
Christopher.parkes@humber.ca

ii) if to Western at:
The University of Western Ontario
Room 3107, Stevenson Hall
1151 Richmond Street
London, Ontario N6A 3K7
Attn: University Legal Counsel
legalcounsel@uwo.ca

b. Any Party may change its address for Notice by giving Notice to the other Parties.

26. This Agreement is binding on, and ensures to the benefit of, the Parties and their successors and permitted assigns.

27. This Agreement may be executed in any number of counterparts, each of which shall be deemed to be an original and all of which taken together constitute one agreement. Delivery of an executed counterpart of this Agreement by facsimile or transmitted electronically in legible form, including without limitation in a tagged image format file (TIFF) or portable document format (PDF), shall be equally effective as delivery of a manually executed counterpart of this Agreement.

IN WITNESS WHEREOF the parties have executed this Agreement under the hands of their duly authorized officers.

**The Humber College Institute of Technology and Advanced Learning**

* _____ _____
Dr. Gina Antonacci, Senior Vice President Academic Date

* _____ _____
Christopher Parkes, Chief Legal, Risk and Privacy Officer Date

**THE UNIVERSITY OF WESTERN ONTARIO**

* _____ _____
Dr. Susan Lewis Date
Vice-Provost (Academic Programs)

* _____ _____
Dr. Shaun Boe Date
Dean (Faculty of Health Sciences)

*I have authority to bind the institution.

APPENDIX 1
Articulation Agreement between The University of Western Ontario and Humber College,
June 1, 2026.
Food and Nutrition Management Diploma

| Western Course | Western Credit Weight | Humber Course | Humber Course Title | Humber Credit Value |
|---|---|---|---|---|
| Foods and Nutrition 1070A/B | 0.5 | NUTR 110 | Fundamentals of Nutrition | 3 |
| | | NUTR 236 | Weight and Behaviour Change | 3 |
| Foods and Nutrition 1241A/B | 0.5 | NUTR 230 | Nutrition Throughout the Lifecycle | 3 |
| | | NUTR 154 | Nutrition for Healthy Living | 3 |
| Foods and Nutrition 2142A/B and Foods and Nutrition 2140A/B | 1.0 | NUTR 116 | Introductory Culinary Skills Lab | 3 |
| | | NUTR 151 | Allergens and Advanced Food Safety | 3 |
| | | NUTR 232 | Techniques of Healthy Cooking | 3 |
| Foods and Nutrition 2449A/B | 0.5 | MGMT 254 | Financial Management | 3 |
| | | MKTG 155 | Marketing and Health Promotion | 3 |
| Foods and Nutrition 3348A/B | 0.5 | NUTR 111 | Food Service Systems and Management | 3 |
| | | NUTR 113 | Institutional Food Production | 3 |
| | | NUTR 252 | Institutional Menu Planning | 3 |
| Foods and Nutrition 4429A/B | 0.5 | NUTR 237 | Leadership and Human Resources Management | 3 |
| | | MGMT 233 | Quality Management and Healthcare Standards | 3 |
| Writing 1020TRN | 0.5 | WRIT 100 | College Reading and Writing Skills | 3 |
| | | WRIT 200 | Workplace Writing Skills | 3 |
| Social Science 1020TRN | 0.5 | GNED 101 | An Introduction to Arts and Science | 3 |
| | | NUTR 115 | Succeed In Food and Nutrition | 3 |

**TRN indicates general transfer credit in the subject area*

**Total: 4.5 credits**

**Report of the Subcommittee on Undergraduate Academic Courses (January 2026 – May 2026)**

**Action:** ☐ Approval ☒ Information ☐ Discussion

**Executive Summary:**

The terms of reference of the Subcommittee on Undergraduate Academic Courses (SOC) include a requirement for the subcommittee to report to the Senate Committee on Academic Curriculum and Awards (ACA) at least twice annually.

The attached report detailing the work of SOC from January 2026 to May 2026 is presented to Senate for information.

**Documentation Provided:**

Report of the Subcommittee on Undergraduate Academic Courses (January 2026 – May 2026)

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**Report of the Subcommittee on Undergraduate Academic Courses (SOC)**
**January 2026 – May 2026**

This report details the work of the Subcommittee on Undergraduate Academic Courses (SOC) between January and May 2026.

SOC met 6 times between January and May 2026. The table below summarizes the proposals submitted to SOC during this period.

**January 2026 – June 2026**

| | Course Introduction | Course Revision | Course Withdrawal | Module/Program Revision | Total |
|---|---|---|---|---|---|
| **January** | 18 | 61 | 5 | 24 | 108 |
| **February** | 48 | 65 | 10 | 47 | 170 |
| **March** | 18 | 29 | 15 | 15 | 77 |
| **April 1** | 41 | 33 | 0 | 18 | 92 |
| **April 29** | 60 | 75 | 29 | 50 | 214 |
| **May** | 16 | 45 | 11 | 44 | 116 |
| **Total** | 201 | 308 | 70 | 198 | **777** |

Proposals approved by SOC are posted on the University Secretariat website here: https://www.uwo.ca/univsec/senate/committees/soc_approvals.html

## New Donor-Funded Scholarships, Awards, and Prizes

**Action:** ☐ Approval ☒ Information ☐ Discussion

**Executive Summary:**

At its meeting on May 26, 2026, ACA approved on behalf of the Senate the terms of reference for the new donor-funded scholarships, awards, and prizes shown in Item 13.3(g), for recommendation to the Board of Governors through the President & Vice-Chancellor.

**Documentation Provided:**

New Donor-Funded Scholarships, Awards, and Prizes

## New Donor-Funded Scholarships, Awards, and Prizes

### *Any Undergraduate Program*

Alumni Association Past Presidents Bursary - Honouring Melanie Peacock
Awarded to full-time undergraduate students in any year of any faculty based on financial need. Online financial assistance applications are available through Student Center and must be submitted by October 31. The Office of the Registrar will select the recipients.

Value: 4 at $5,000, awarded annually
Effective Date: 2026-2027 academic year

*This bursary is made possible by donations from alumni of Western University. The bursary is named to recognize past presidents of The Alumni Association of The University of Western Ontario for their leadership and contributions to the University community.*

### *Faculty of Education*

Anna Zuber Bursary in Education
Awarded to full-time undergraduate students in the Faculty of Education in any teaching stream based on financial need. Online financial assistance applications are available through Student Center and must be submitted by October 31. The Office of the Registrar will select the recipients.

Value: 1 at $5,040 awarded annually
Effective Date: 2026-2027 to 2030-2031 academic years inclusive

*This award was created by friends, colleagues and alumni to honour Anna's 38 year dedication to the Faculty of Education.*

## New Western-Funded Scholarships, Awards, and Prizes

**Action:** ☐ Approval ☒ Information ☐ Discussion

**Executive Summary:**

At its meeting on May 26, 2026, ACA approved on behalf of the Senate the terms of reference for the new Western-funded scholarships, awards and prizes shown in Item 13.3(h).

**Documentation Provided:**

New Western-Funded Scholarships, Awards, and Prizes

## New Western-Funded Scholarships, Awards and Prizes

***Faculty of Engineering***

Sarah J. Shortreed Award
Awarded to full-time undergraduate students in the Faculty of Engineering based on academic achievement. Preference will be given to candidates who self-identify as belonging to any equity-deserving group. The Office of the Registrar will select the recipients.

Value: 1 at $5,000, awarded annually
Effective Date: 2026-2027 to 2030-2031 academic years inclusive

*This award was established by Western University to recognize Sarah Shortreed's service to the University as past Chair of Western's Board of Governors.*

## Name Change Proposal for the Department of Languages and Cultures

**Action:** ☒ Approval ☐ Information ☐ Discussion

**Recommended:** That, on the recommendation of the Senate Committee on University Planning, Senate approve the proposed department name change from the Department of Languages and Cultures to the Department of Languages, Cultures, and Linguistics.

**Executive Summary:**

The Department of Languages and Cultures proposes a formal name change to the Department of Languages, Cultures, and Linguistics from the Department of Languages and Cultures.

This change reflects the current composition of the unit and its evolving academic profile, following the integration of faculty specializing in Linguistics.

**Current and Future Structure of the Department:** At present, the Department of Languages and Cultures includes faculty and programs in areas such as Comparative Literature, Digital Humanities, German, Italian, Spanish and Hispanic Studies. Linguistics, an interfaculty program that has been administered in the Department of French Studies, is a distinct academic area with strong teaching and research connections to the Department.

Effective July 1, 2026, Linguistics faculty will be formally integrated into the Department. The Department will continue to house its existing programs while also incorporating Linguistics as a core disciplinary area, with ongoing contributions to undergraduate and graduate teaching and research.

This structural integration reflects the Department's current academic activity and positions it for future interdisciplinary collaboration and program development.

**Rationale**: The proposed name change is intended to more accurately represent the Department's teaching, research, and programmatic strengths. Linguistics will constitute a significant and established area within the Department, both in terms of faculty complement and student enrolment. The inclusion of "Linguistics" in the Department name:

- Recognizes Linguistics as a core academic discipline within the unit
- Aligns the Department's identity with its largest and most cross-disciplinary areas
- Enhances visibility for prospective students, particularly those seeking programs in Linguistics
- Reflects the Department's contribution to undergraduate and graduate education across multiple programs, including Linguistics and Hispanic Studies

This change also follows internal approvals and reflects the structural integration of Linguistics faculty into the Department, effective July 1, 2026.

Importantly, the proposed name aligns with naming conventions at peer institutions across Canada, where integrated units increasingly reflect the combined study of languages, linguistics, and cultures. Examples include the York University Department of Languages, Literatures and Linguistics, the University of Calgary School of Languages, Linguistics, Literatures and Cultures, the Concordia University Department of Classics, Modern Languages and Linguistics, and the University of Victoria School of Languages, Linguistics, and Cultures. These comparators demonstrate a broader sectoral shift toward integrative departmental structures that explicitly include Linguistics.

**Impact on Curriculum and Programs:** The proposed name change does not entail substantive changes to existing curricula, modules, or program requirements. All current degree structures, course offerings, and learning outcomes will remain unchanged.

However, the Department will undertake minor administrative updates as needed, including:

- Updating the Department name in the Academic Calendar and related materials
- Revising departmental and program descriptions in the Academic Calendar and recruitment materials to reflect the inclusion of Linguistics as a core area of teaching and research
- Ensuring consistency across departmental communications, recruitment materials, and internal documentation

Should any additional adjustments be required at the level of modules or curriculum, the Department will consult with the appropriate academic and administrative offices to ensure alignment with Faculty and University regulations.

**Additional Considerations:** The name change supports the Department's long-term sustainability and growth by clarifying its academic identity and strengthening its positioning within the Faculty and the broader University. It also facilitates clearer communication with internal and external stakeholders regarding the Department's areas of expertise.

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# Report on Promotion, Tenure and/or Continuing Appointment

**Action:** ☐ Approval ☒ Information ☐ Discussion

**Executive Summary:**

The Annual Report on Promotion, Tenure and Continuing Appointment is presented to Senate for information in accordance with the Senate Committee on University Planning's Terms of Reference.

The Annual Report is compiled by the Office of Faculty Relations and summarizes the information requested on the designated group status of those individuals considered for Promotion, Tenure and/or Continuing Appointment under the UWOFA and UWOFA-LA Collective Agreements for 2025-2026.

These reports are provided with the following notes:

- The information related to the designated groups was provided by the Office of Faculty Relations.
- The information provided is in aggregate form only and was drawn from Western's Equity Census database and the WIDE Survey with the exception of gender which was drawn from the Human Resources Information System.
- All information in the database, with the exception of gender, is obtained through the self-identification Western Equity Census / WIDE Survey sent to employees; therefore, information is only available for those individuals who have completed the Census / Survey.
- Where the information is unknown, it is considered to be a "no response" (i.e., not a member of a designated group).
- For reasons of confidentiality, the information provided in these reports is suppressed in cases where there are fewer than 5 individuals. Data may also be suppressed where deemed necessary by the Office of Faculty Relations.

**Documentation Provided:**

Report on Promotion, Tenure and/or Continuing Appointment

**2025-2026 REPORT ON PROMOTION AND/OR TENURE OR CONTINUING STATUS CASES CONSIDERED UNDER THE FACULTY COLLECTIVE AGREEMENT**

(as required under Clause 24 in the Article *Promotion, Tenure and Continuing Status* )

***Clause 24 (a)* - Total cases considered for Promotion and/or Tenure or Continuing status (Clause 16)**

| | |
|---|---|
| Men | *34* |
| Women | *30* |
| Indigenous peoples | *0* |
| Members of racialized groups | *13* |
| Persons with Disabilities | *s* |

***Clause 24 (b) & (d)* - Probationary Assistant Professors or Probationary Assistant Professors, TS considered for Promotion and/or Tenure or Continuing Status**

| | Process initiated by Dean in the last year - Clause 18.1 | Process initiated by Dean in any year before the last year - Clause 18.3 | Process initiated by Member by March 1 of 3rd year for consideration in the 4th year - Clause 18.4 | Process initiated by Member by March 1 in the last year notwithstanding leave extensions - Clauses 18.7.1 | Positive Committee recommendation - Clause 20 | Negative Committee recommendation - Clause 20 | Positive Provost decision - Clause 21 | Negative Provost decision - Clause 21 |
|---|---|---|---|---|---|---|---|---|
| Men | *7* | *s* | *s* | *s* | *13* | *s* | *13* | *s* |
| Women | *5* | *s* | *s* | *8* | *18* | *s* | *18* | *s* |
| Indigenous peoples | *0* | *0* | *0* | *0* | *0* | *0* | *0* | *0* |
| Members of racialized groups | *s* | *s* | *s* | *s* | *s* | *s* | *s* | *s* |
| Persons with Disabilities | *s* | *s* | *s* | *s* | *s* | *s* | *s* | *s* |

**Clause 24 (c) - Probationary Associate Professors or Probationary Associate Professors, TS considered for Promotion and/or Granting of Tenure or Continuing Status**

| | Process initiated by the Dean in the last year of the appointment - Clause 18.2 | Process initiated by Dean in any year before the last year - Clause 18.3 | | Positive Committee recommendation - Clause 20 | Negative Committee recommendation - Clause 20 | Positive Provost decision - Clause 21 | Negative Provost decision - Clause 21 |
|---|---|---|---|---|---|---|---|
| Men | *s* | *0* | | *s* | *s* | *s* | *s* |
| Women | *s* | *0* | | *s* | *s* | *s* | *s* |
| Indigenous peoples | *0* | *0* | | *0* | *0* | *0* | *0* |
| Members of racialized groups | *s* | *0* | | *s* | *s* | *s* | *s* |
| Persons with Disabilities | *s* | *0* | | *s* | *s* | *s* | *s* |

**Clause 24 (e) & (f) - Tenured Associate Professors or Tenured Associate Professors, TS with Continuing Status considered for Promotion**

| | Process initiated by Dean - Clause 18.5 | Process initiated by Member no earlier than three years after promotion to Associate Professor - Clause 18.6 | | Positive Committee recommendation - Clause 20 | Negative Committee recommendation - Clause 20 | Positive Provost decision - Clause 21 | Negative Provost decision - Clause 21 |
|---|---|---|---|---|---|---|---|
| Men | *12* | *7* | | *19* | *0* | *19* | *0* |
| Women | *11* | *0* | | *11* | *0* | *11* | *0* |
| Indigenous peoples | *0* | *0* | | *0* | *0* | *0* | *0* |
| Members of racialized groups | *s* | *s* | | *7* | *0* | *7* | *0* |
| Persons with Disabilities | *0* | *0* | | *0* | *0* | *0* | *0* |

**Clause 24 (g) -Limited-Term Assistant and Associate Professors Considered for Promotion**

| | Process initiated by Dean - Clause 18.5.1 | Process initiated by Member - Clause 18.4.2 | Process initiated by Member - Clause 18.6.1 | Positive Committee recommendation - Clause 20 | Negative Committee recommendation - Clause 20 | Positive Provost decision - Clause 21 | Negative Provost decision - Clause 21 |
|---|---|---|---|---|---|---|---|
| Men | *s* | *s* | *s* | *s* | *s* | *s* | *s* |
| Women | *s* | *s* | *s* | *s* | *s* | *s* | *s* |
| Indigenous peoples | *0* | *0* | 0 | *0* | *0* | *0* | *0* |
| Members of racialized groups | *0* | *0* | 0 | *0* | *0* | *0* | *0* |
| Persons with Disabilities | *0* | *0* | 0 | *0* | *0* | *0* | *0* |

| | |
|---|---|
| **Promotion and/or Tenure** | *64* |

*The information related to the designated groups was provided by the Office of Faculty Relations. This information was provided, in aggregate form only, from the Human Resources' database. All information in this database, with the exception of gender, is obtained through the WIDE survey, or the previous census sent to employees. Gender data is obtained from HR People Data Records . Therefore, information about membership in a designated group is only available for individuals who completed the equity survey or census. Those who have not completed a survey or census and who were considered for tenure and/or promotion are counted as not being members of a designated group. For reasons of confidentiality, equity data is*

**2008-2026 REPORT ON PROMOTION AND/OR TENURE CASES CONSIDERED UNDER THE LIBRARIAN AND ARCHIVIST COLLECTIVE AGREEMENT**

(as required under Clause 27 in the Article *Promotion and Continuing Appointment*)

| **Total cases considered for Promotion and/or Continuing Appointment** | |
|---|---|
| Men | 13 |
| Women | 28 |
| Indigenous peoples | 0 |
| Members of racialized groups | *s* |
| Persons with Disabilities | *s* |

**Probationary General Rank considered for Promotion to Assistant, Assistant for Promotion to Associate, and Member at Associate Rank considered for Promotion to Senior Rank**

| | Process initiated by the Chief Librarian, Dean or Designate within the first month of the last year of probationary period | Process initiated by the Chief Librarian or Dean or Designate | Process initiated by the Member (including under Appendix B) | Positive Committee recommendation - Clause 20 | Negative Committee recommendation - Clause 20 | Positive Provost decision - Clause 23.4 | Negative Provost decision - Clause 23.4 |
|---|---|---|---|---|---|---|---|
| Men | *s* | *s* | s | s | 0 | *s* | 0 |
| Women | 5 | *s* | *s* | 10 | 0 | 10 | 0 |
| Indigenous peoples | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Members of racialized groups | 0 | *s* | 0 | *s* | 0 | *s* | 0 |
| Persons with Disabilities | 0 | *s* | 0 | *s* | 0 | *s* | 0 |

**Probationary Appointees considered for Continuing Appointment**

| | Process initiated by the Chief Librarian, Dean or Designate within the first month of the last year of the Member's probationary period at the General Rank | Process initiated by Chief Librarian or Dean within the first month of the last year of the probationary period combined with process initiated by Member | Process initiated by the Chief Librarian or Dean at any time prior to final six months of probationary period | Positive Committee recommendation - Clause 20 | Negative Committee recommendation - Clause 20 | Positive Provost decision - Clause 23.4 | Negative Provost decision - Clause 23.4 |
|---|---|---|---|---|---|---|---|
| Men | *s* | 9 | *s* | 9 | 0 | 9 | 0 |
| Women | *s* | 14 | *s* | 18 | 0 | 18 | 0 |
| Indigenous peoples | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Members of racialized groups | 0 | s | 0 | s | 0 | s | 0 |
| Persons with Disabilities | 0 | s | 0 | s | 0 | s | 0 |
| **Total cases considered for Promotion and/or Continuing Appointment** | | | | | | | 41 |

*The information related to the designated groups was provided by the Office of Faculty Relations. This information was provided, in aggregate form only, from the Human Resources' database. All information in this database, with the exception of gender, is obtained through the WIDE survey, or the previous census sent to employees. Gender data is obtained from HR People Data Records . Therefore, information about membership in a designated group is only available for individuals who completed the equity survey or census. Those who have not completed a survey or census and who were considered for tenure and/or promotion are counted as not being members of a designated group. For reasons of confidentiality, equity data is suppressed (s) in cases where there were fewer than 5 individuals.*

## Annual Report on Information Security

**Action:** ☐ Approval ☒ Information ☐ Discussion

**Executive Summary:**

The Annual Report on Information Security for the period from January 1, 2024 to December 31, 2025 is presented to Senate for information in accordance with the Senate Committee on University Planning's Terms of Reference.

**Documentation Provided:**

Annual Report on Information Security (2025)



# The Working Group on Information Security (WGIS)

## Annual Report

2025

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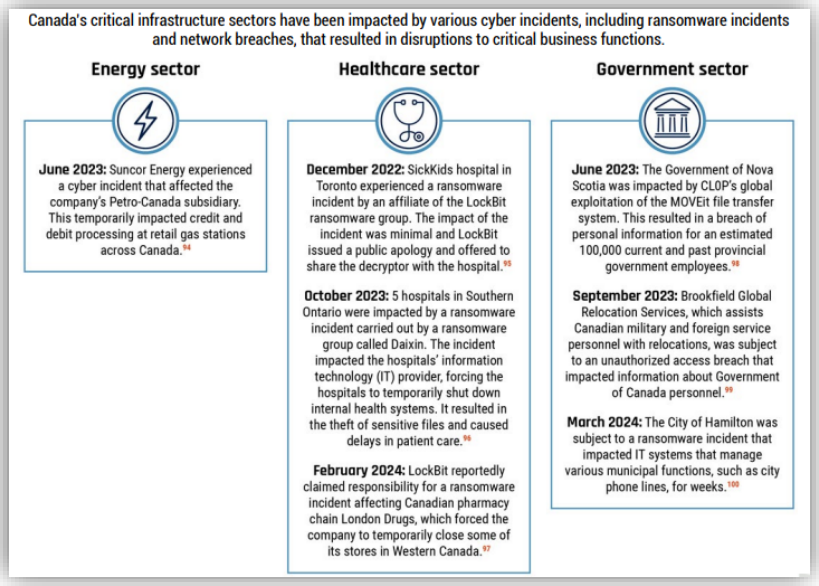
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# Executive Summary

Canada continues to face an increasingly complex and aggressive cyber threat environment driven by both state-sponsored actors and a resilient global cybercrime ecosystem. National cyber security authorities assess that ransomware, cyber-enabled fraud, phishing, and identity-based attacks remain among the most disruptive threats to organizations, while artificial intelligence is now amplifying the scale, speed, and effectiveness of cyber operations. AI-enabled tooling is improving reconnaissance, social engineering, exploit development, and data analysis for threat actors, while defenders are increasingly relying on automation and machine learning to improve detection, triage, and response.

*Figure 1 Canadian Center for Cybersecurity National Cyber Threat Assessment 2025-26*

These trends are directly relevant to higher education. Universities operate in highly distributed environments with decentralized IT, extensive third-party platforms, open collaboration models, and high-value research data. This creates a broad and dynamic attack surface that requires layered controls, coordinated governance, and stronger institutional readiness. At the same time, AI-enabled services are becoming part of both the attack surface and the defense stack, introducing new requirements for secure deployment, data governance, vendor assurance, and risk assessment.




Cybersecurity, therefore, remains a critical institutional capability that underpins Western University's ability to deliver teaching, research, student services, and administrative operations in a digital environment. It is no longer best understood as a standalone technical issue. Rather, it is embedded within broader institutional priorities, including operational continuity, research integrity, data governance, privacy, compliance, and digital modernization.

In 2025, Western continued to strengthen its cybersecurity posture through operational maturity, targeted investments, governance improvements, and enhanced coordination across the institution. Security Operations at Western is now operating at a substantial scale. Western's Managed Security Service Provider (MSSP), ReliaQuest, reports that 88% of 2025 detections were resolved without escalation and that Western's deployed security tool coverage improved from 65% in Q1 to 85% in Q4.

These outcomes reflect meaningful progress in Western's cybersecurity posture. They also highlight why this work must continue. Cyber threats are becoming faster, more automated, and harder to spot with traditional methods alone. Increasingly, threat actors are using artificial intelligence, trusted accounts, and normal-looking digital activity to move quickly and avoid detection. As a result, cybersecurity now depends on combining skilled people with strong monitoring, automation, governance, and coordinated institutional response.

Key areas of progress in 2025 included continued evolution of Security Operations through the ReliaQuest partnership, Microsoft A5 security enablement, early vulnerability management modernization through Tanium, implementation of MetaCompliance for cybersecurity awareness and simulated phishing, increased focus on research data security, early modernization of governance, risk, and compliance processes, and targeted risk reduction work identified from our 2024 Crown Jewel Assessment.

While no major cybersecurity incident required formal activation of Western's Cybersecurity Incident Response Plan in 2025, the overall threat environment remained highly active. The absence of a major incident is not a signal that risk has diminished. Continued resilience will depend on sustained investment in people, governance, technology, and institutional coordination as the threat landscape continues to evolve.

# Understanding the Threat Landscape

Cybersecurity threats are continuing to evolve in scale, sophistication, and accessibility. National reporting indicates that cybercrime remains the most likely threat to affect Canadian organizations, supported by a resilient cybercrime-as-a-service ecosystem that lowers barriers to entry for less sophisticated actors. At the same time, ransomware remains the top cybercrime threat to critical infrastructure, and phishing remains one of the most common attack vectors for initial access.

Official assessments increasingly indicate that AI is improving the speed and precision of cyber intrusion activity, especially in reconnaissance, vulnerability research, phishing, malware development, and processing of stolen information. As noted in CrowdStrike's 2026 Global Threat Report, the result is a compression of the cyber timeline, with less time between initial access, lateral movement, and operational impact.

This is not only a threat issue. It is also a defense issue. Cybersecurity agencies are increasingly emphasizing the need for secure deployment of AI systems, stronger protection of data used to train and operate AI-enabled tools, and more effective information sharing across institutions and sectors. These themes are especially relevant to higher education, where emerging AI adoption, research activity, cloud concentration, and distributed governance can quickly outpace traditional risk management approaches.

Several implications follow for Western.

- First, identity remains the primary attack surface. Credential abuse, phishing, malicious inbox rule creation, brute-force attacks, remote access abuse, and account compromise continue to dominate the operational threat landscape.
- Second, cloud and SaaS adoption continue to shift risk away from traditional perimeter models and toward identity, data governance, supplier risk, and shared responsibility.
- Third, vulnerability management must increasingly focus on exposure and exploitability, not just backlog reduction. This reinforces the need for prioritization based on active exploitation and real operational risk.
- Fourth, collaboration is becoming an operational necessity. Information sharing, trusted partnerships, and sector coordination are increasingly important in a machine-speed threat environment where no single institution has complete visibility.

These developments reinforce the need for a layered, institution-wide approach to cybersecurity that combines technical controls, governance, awareness, vendor assurance, institutional readiness, and continuous improvement.

# Cybersecurity Operations

## Security Operations Overview

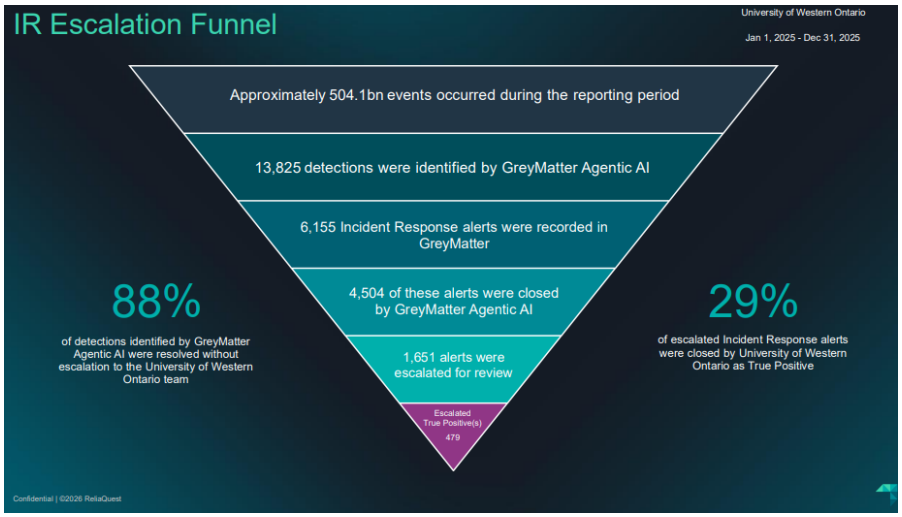
Western Technology Services Security Operations Center (SOC) continues to provide centralized coordination of cybersecurity monitoring, investigation, response, awareness, and risk management across the institution. In partnership with ReliaQuest, as Western's Managed Security Service Provider, the SOC operates a 24/7 model supported by ReliaQuest GreyMatter, CrowdStrike Falcon, Microsoft A5 Security tooling, and related logging and response capabilities.

This model remains a core institutional capability. It supports rapid detection, triage, escalation, and response while also improving Western's visibility across a distributed and evolving technology environment.

## Scale and Operational Maturity

ReliaQuest reporting shows that Western's security operations now operate at enterprise scale. During the 2025 reporting period, approximately 504.1 billion events occurred, 13,825 detections were identified, 6,155 incident response alerts were recorded, and 1,651 alerts were escalated for review. Of those escalations, 479 were identified as true positives.

A particularly important indicator of maturity is the ability to reduce noise and focus institutional effort. ReliaQuest reports that 88% of detections were resolved without escalation to Western's team, reflecting a meaningful reduction in operational burden and allowing the SOC to focus on higher-confidence threats. ReliaQuest also completed approximately 185 tuning efforts during the year, improving alert fidelity and reducing false positives.




## Threat Patterns and Observations

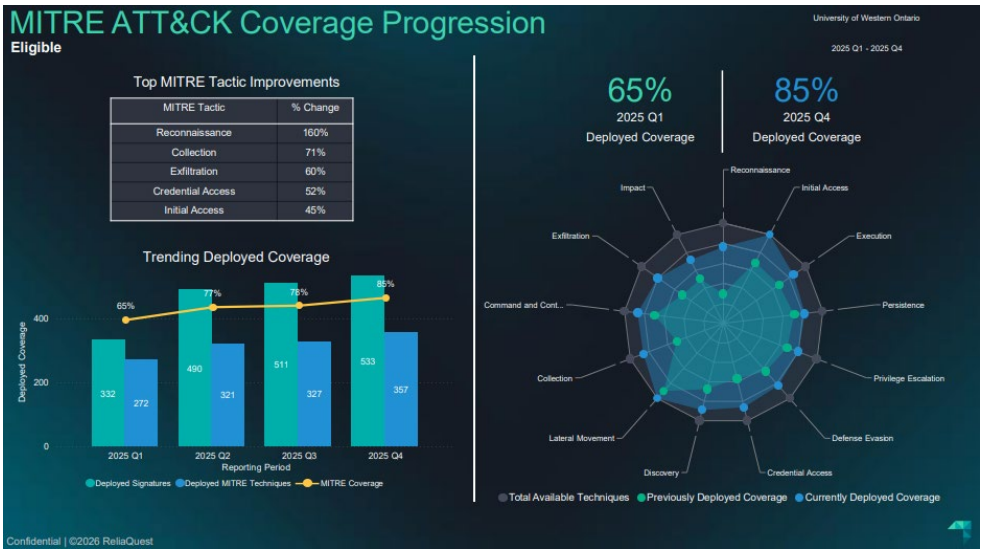
ReliaQuest's 2025 reporting highlights several recurring threat patterns in Western's environment. These include remote access software installation, remote brute-force password spraying, remote brute-force account guessing, malicious email delivery, malware detection in cloud storage, remote login from high-risk countries, privilege escalation activity, and lateral movement techniques. Risk-scenario mapping further emphasizes privilege escalation, lateral movement, exploitation via remote access, exploitation via phishing, and disruption via ransomware as major operational themes.

These patterns reinforce several institutional conclusions:

- identity remains the dominant attack surface
- email and social engineering remain high-risk initial access vectors
- remote access and privilege misuse remain persistent concerns
- Cloud and portable storage-related detections reflect the realities of distributed data use
- ransomware-related disruption remains a relevant planning assumption even when major institutional events do not occur

## Detection Capability and Coverage

Western's detection maturity also improved materially during 2025. ReliaQuest reports that eligible MITRE ATT&CK coverage improved from 65% in Q1 to 85% in Q4, with notable gains across reconnaissance, credential access, initial access, collection, and exfiltration. In Q4, Western's possible MITRE coverage was shown above the ReliaQuest education industry average.




## A Shift in Operating Reality

The most important operational takeaway from 2025 is that Security Operations are now operating in a faster, more automated environment than in prior years. AI-enabled offensive activity, increased tooling sophistication, and compressed exploit timelines mean the institution cannot rely solely on traditional human-in-the-loop processes. The future operating model must continue to combine people with automation, playbooks, threat intelligence, tuning, and machine-assisted triage.

## Key Activities in 2025

### Microsoft A5 Security Enablement

Western's move to Microsoft A5 licensing introduced additional security capabilities across the Microsoft 365 environment, including expanded Defender-related controls and improved protections across email, collaboration, identity, and cloud-connected workflows. This positions Western to better leverage Microsoft's native security capabilities in the years ahead and supports a more integrated approach to security operations.

From a broader threat perspective, this work aligns well with the shift toward identity-centered and cloud-centered defense. As attackers increasingly target mail platforms, cloud identities, and collaboration tools, improving security natively within the institution's core productivity environment becomes more important.

### Vulnerability Management and Patching Modernization

In 2025, Western Technology Services (WTS) invested in Tanium vulnerability management tooling and began piloting its use on Western-managed workstations. This work is intended to improve visibility into endpoint vulnerabilities and support more automated operating system and software patching. Over the same period, the Security Operations Center also introduced CrowdStrike Exposure Management to enhance traditional device vulnerability scanning and provide broader insight into exposure across campus-managed environments.

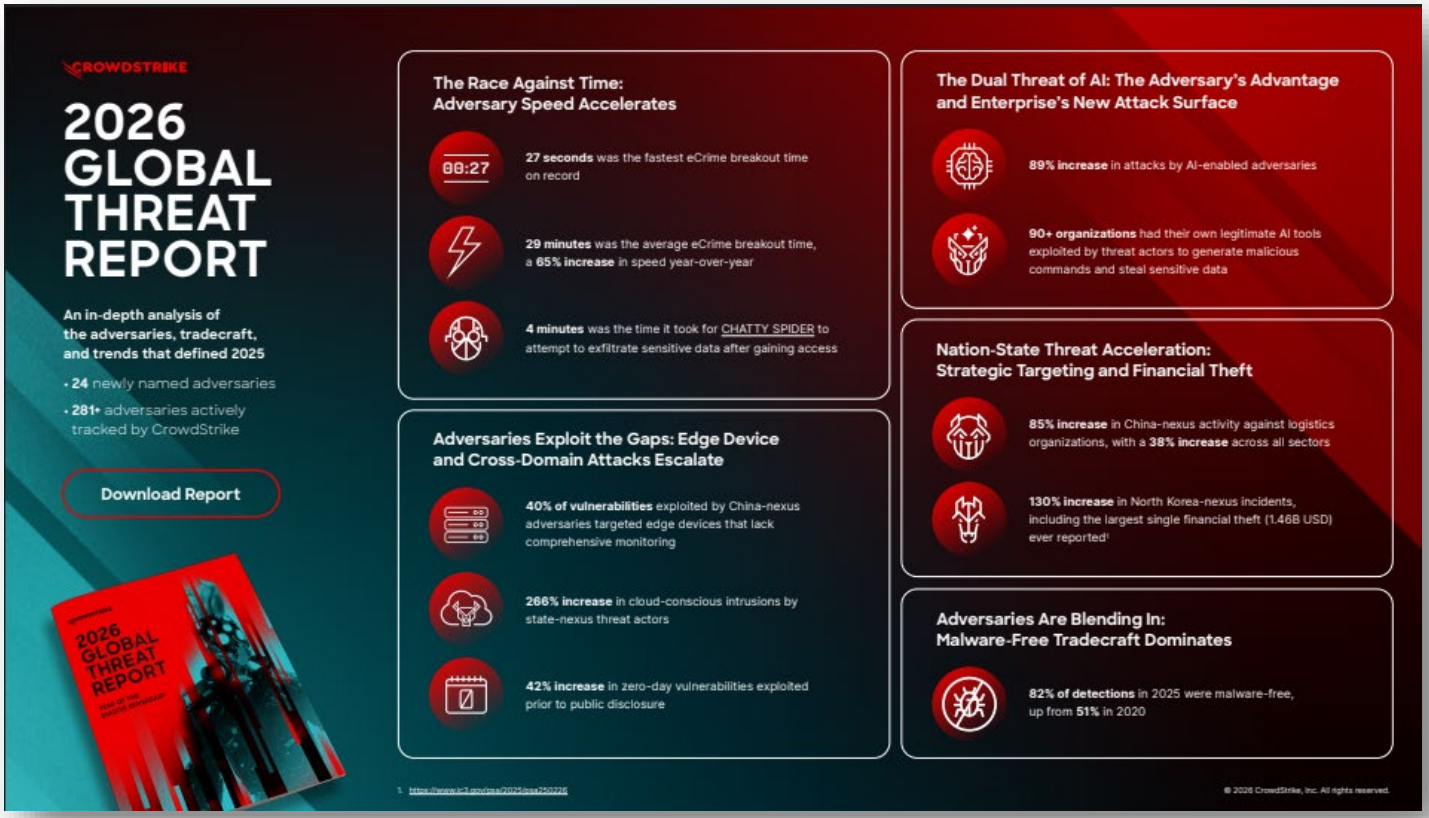
These initiatives are especially relevant in the current threat environment. As threat actors automate scanning and exploitation, and as agencies continue to highlight the importance of known exploited vulnerabilities, patching, and exposure management, these processes must become faster, more targeted, and more risk-based. Western's investment here should be framed as a foundational resilience measure rather than a routine operations project.

Industry experts expect traditional 30-day windows to address system vulnerabilities to be reduced to 2-hour windows within the next 3 years. The investment in Tanium will be the macro-enabler for this radical improvement.

### Security Monitoring and Detection Maturity

Western continued to improve its security monitoring capabilities by combining ReliaQuest GreyMatter, CrowdStrike, Microsoft security tooling, and related logging and response practices. This supports greater visibility across Western's distributed IT environment and enables faster triage, escalation, and coordinated response.

This work also reflects an important broader trend: the convergence of endpoint, identity, email, cloud, and security analytics into more unified operational models. That convergence will become increasingly important as Western nations continue to modernize their broader security architecture.



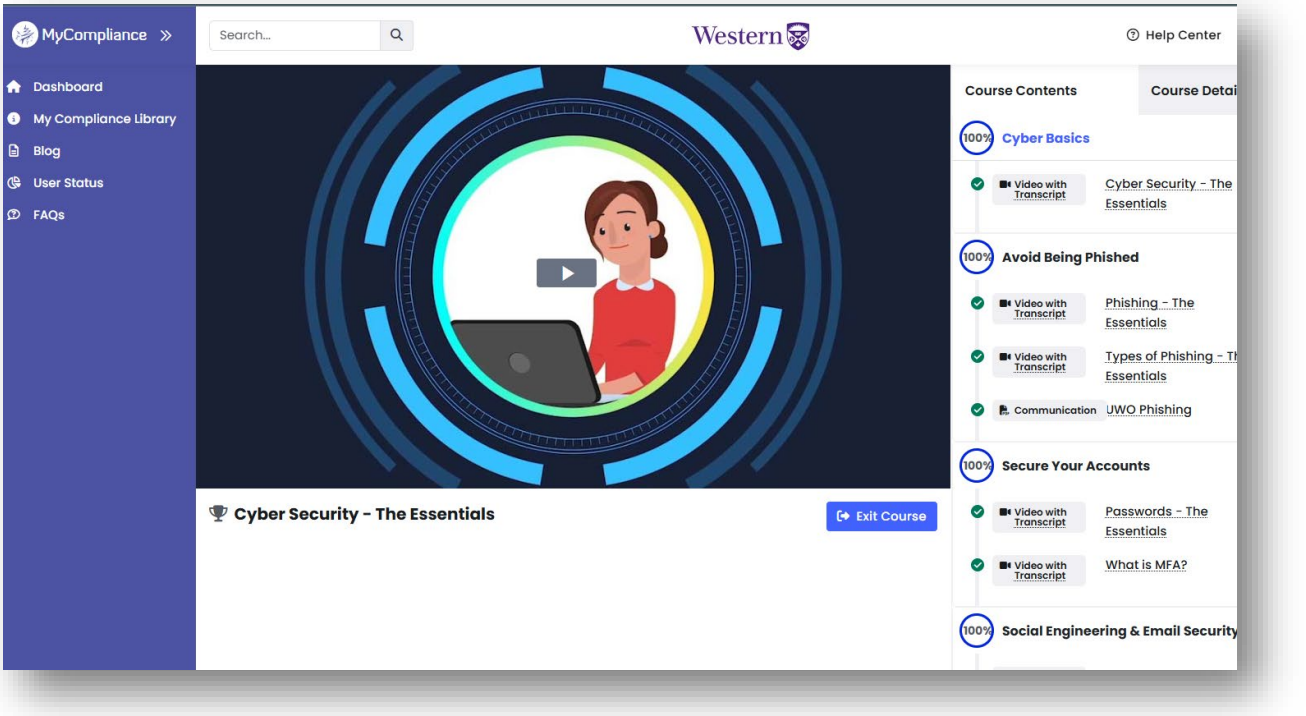

# Cybersecurity Initiatives

### Cybersecurity Awareness Training, Simulated Phishing, and CyberSmart Outreach

National reporting continues to identify phishing, cyber-enabled fraud, and identity compromise as persistent and highly successful attack vectors. At the same time, artificial intelligence is making social engineering more realistic, scalable, and difficult to detect. In this environment, cybersecurity awareness must extend beyond annual training and become a more continuous, practical, and visible part of campus culture.

In 2025, Western implemented the MetaCompliance cybersecurity awareness and simulated phishing platform. This transition reflects an important evolution in Western's awareness program. Prior approaches were effective in establishing a campus baseline, where we exceeded a 80% staff completion rate, but struggled with faculty completion at 50% and student completion below 25%. The changing threat environment now requires shorter, more accessible, and more timely learning content that can better support staff, faculty, and students throughout the year. With improved content and flexible delivery channels, we hope to significantly increase completion rates and move towards an annual cybersecurity attestation that introduces relevant security updates to campus participants on a routine basis.

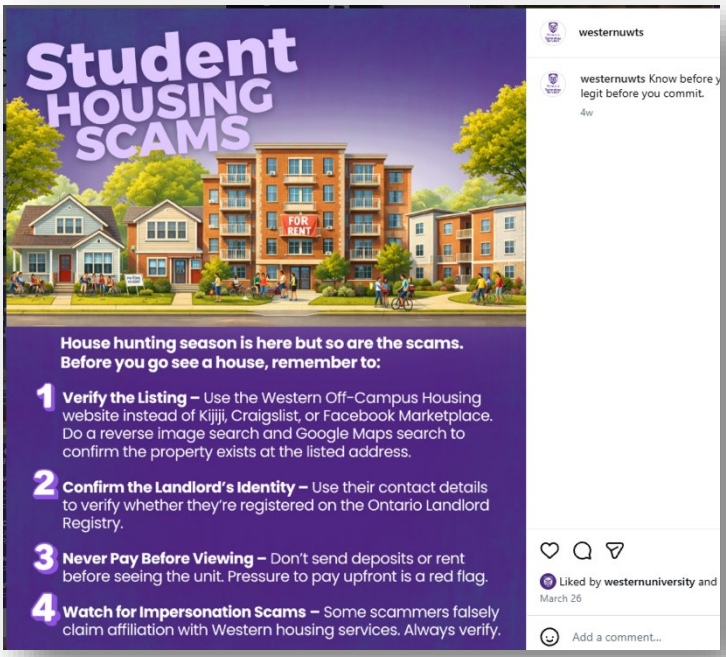
MetaCompliance provides updated content and delivery methods that are better aligned with current risks, including phishing, privacy, artificial intelligence, and emerging cyber threats, and supports a move away from intensive one-time awareness efforts toward more frequent, consumable learning. This direction had already been identified in prior WGIS reporting as an important next step in strengthening awareness across campus.




This change also aligns well with the broader institutional shift toward digital competence and shared responsibility. Effective cybersecurity awareness is no longer simply about course completion. It is about helping members of the university community recognize suspicious activity, understand how cyber risks affect their daily work and study, and respond more confidently when threats arise. In a more automated, AI-enhanced threat environment, awareness remains essential, but it must increasingly be paired with stronger technical protections, identity controls, monitoring, and rapid response capabilities.

Western's CyberSmart program (https://cybersmart.uwo.ca/) continued to strengthen our people-centered approach through social media and campus outreach. Building on prior years, the WTS Communications team engaged in focused outreach during October, Cybersecurity Awareness Month, and attended many on-campus fairs and events to maintain a consistent and engaging presence. They shared CyberSmart content targeted at students on Instagram and

at faculty and staff on X and Bluesky. This content included engaging takes on phishing, fraud, identity protection, QR code risks, and general cyber safety. The team also collaborated with Student Experience, Western Libraries, and Off-Campus Housing to address housing, cyberviolence (GBSV), financial scams, and basic cyber-safety, intersecting with the important work they do to support students. This work helped extend cybersecurity awareness beyond formal training modules and into the daily digital environments where students, faculty, and staff are most likely to encounter risk. Prior reporting has shown the value of this model, including collaboration with student-facing and community-facing groups to make cybersecurity messaging more relevant, visible, and actionable.




Simulated phishing also remains an important part of Western's awareness program. Prior WGIS reports have positioned simulated phishing as a practical learning tool that places realistic yet safe phishing scenarios in users' inboxes, allowing the institution to reinforce awareness through direct experience. Much like a fire drill, these simulations help community members test their ability to recognize suspicious messages in a low-risk environment and provide follow-up education when vulnerabilities are identified. This makes simulated phishing both a behavioral learning tool and a useful indicator of where continued awareness efforts are needed. This year's efforts also included a QR code poster phishing simulation to provide cybersecurity education in light of several posters appearing on Western's campus.

Together, MetaCompliance, CyberSmart outreach, and simulated phishing represent a more mature awareness model for Western. Formal training provides structure and baseline knowledge. Social media and outreach keep cybersecurity visible and relevant in daily campus life. Simulated phishing reinforces learning through practice. Combined, these efforts support a stronger cybersecurity culture across the institution and help reduce susceptibility to phishing, fraud, and identity-based threats that continue to dominate the higher education threat landscape.

### Research Data Security

Research security became more prominent in 2025, including the introduction of new processes to support U.S. National Institutes of Health-related data security requirements. Over a dozen Western Research groups were affected by the NIH's changes to the data-sharing agreement and met directly with the Western Security Operations Team to review the new security requirements. This reflects the growing importance of securing research data, research environments, and research collaborations in a geopolitical environment where state-sponsored actors continue to target innovation ecosystems, universities, and high-value intellectual property.

Additional engagement with Research and Library partners on storage, data management, and compute planning also points in a positive direction and will continue to be explored as 2026 research data security is shaped.

### Governance, Risk, and Compliance

Work to modernize governance, risk, and compliance began in 2025 through review of policies, procedures, and related operating processes. Improvements to the Technology Risk Assessment process are also underway to improve efficiency, reduce friction, and better support third-party risk management, procurement, privacy, legal, and institutional decision-making.

Governance must increasingly address not only conventional IT risk, but also emerging technology, AI-enabled tools, cloud concentration, data use in AI systems, vendor assurance, and the need to assess security implications earlier in the solution lifecycle.

In practical terms, Western continues to move toward a model in which cybersecurity, privacy, legal, procurement, and data governance are better integrated when reviewing technologies and services.

## Incident Response

Western did not experience a major cybersecurity incident in 2025 requiring formal activation of the Cybersecurity Incident Response Plan.

That said, this should not be interpreted as a reduction in threat activity or institutional exposure. The ReliaQuest reporting shows clearly that the underlying volume and complexity of threat activity remained high throughout the year.

An important area of maturity work in 2025 was aligning data breach, cybersecurity, and e-commerce incident protocols into a more unified response model spanning Finance, Privacy, and Security. This is a meaningful improvement. In a faster threat environment, clear coordination, defined escalation paths, and shared operating procedures matter more than ever.

Looking forward, incident response should increasingly be viewed through the lens of speed, automation, and preparedness. Human decision-making remains critical, but faster triage, repeatable playbooks, improved cross-unit readiness, and machine-assisted response will become increasingly important to maintain resilience.

# Future Plans

WGIS and WTS will focus on several cybersecurity priorities in 2026 and beyond.

A key area of focus will be improving institutional coherence in how cybersecurity risks are understood, governed, and addressed across the university. In practice, this means building greater consistency in controls, stronger shared visibility, and closer coordination across central and distributed environments.

Western will also continue evaluating cloud security and Software-as-a-Service governance capabilities. This remains an important gap area as cloud and SaaS adoption continue to expand institutional exposure. At the same time, efforts will continue to strengthen third-party risk management, governance, and oversight for high-value enterprise platforms and technology partners supporting Western.

Another priority will be the continued evolution of Western's security tooling and operating model, including incident response retainer alignment, modernization of Security Information and Event Management strategy, and further use of Microsoft, CrowdStrike, and ReliaQuest capabilities. These efforts should be understood not only as technical modernization, but also as adaptation to a threat environment in which defenders increasingly require more integrated, machine-assisted ways of working.

Additional priorities include:

- continued expansion of vulnerability and exposure management
- further deployment of Microsoft 365 security capabilities enabled through A5 licensing
- stronger identity-centered controls and response playbooks
- continued development of MetaCompliance-based awareness programming
- stronger supply chain and vendor assurance expectations
- continued governance development to address AI-enabled technologies, secure deployment of AI systems, and data security considerations for AI use cases
- visible support from senior leaders to encourage staff and faculty engagement with cybersecurity training and everyday security practices

More broadly, Western should prepare for a threat environment in which speed increasingly shapes outcomes. Sustained attention to automation, orchestration, AI governance, exposure prioritization, and institutional readiness will be necessary to maintain resilience into 2026 and beyond.



# External Recognition

In 2025, Western's CISO, Brent Fowles, was recognized nationally by the CIO Association of Canada as CanadianCIO CISO of the Year. This award reflects Western's cybersecurity leadership and the progress made in building a more mature, resilient, and collaborative cybersecurity program across the institution.

# Conclusion

Cybersecurity remains a critical institutional capability that underpins Western's ability to operate, innovate, and deliver on its academic and research mission. Indeed, cyber risk remains one of the most prominent entries into the institutional risk register.

Western made meaningful progress in 2025 through continued maturity in Security Operations, targeted investments in foundational controls, stronger awareness programming, emerging research security work, and early modernization of governance and risk processes. The ReliaQuest metrics reinforce that this progress is measurable and significant. Western's environment is operating at a substantial scale, and detection, triage, and coverage capabilities improved materially over the course of the year.

At the same time, the landscape has continued to shift. Cyber threats are becoming faster, more automated, and more adaptive. AI is amplifying both the opportunities for defenders and the capabilities available to adversaries. In that environment, resilience will increasingly depend on Western's ability to combine people, process, governance, automation, and trusted partnerships into a coherent institutional response.

Cybersecurity is not a static objective, and it is never complete. It is an ongoing institutional commitment requiring vigilance, adaptation, and continued investment.

# Appendix A – Current WGIS Members

## *About Us – WGIS*

The Working Group on Information Security (WGIS) is a multi-disciplinary group representing a broad cross-section of the University community. The primary role of WGIS is to pursue proactive strategies designed to manage security risk within our information systems and the technologies that safeguard them. WGIS also provides valuable advice and access to distributed resources to Western Technology Services (WTS) in support of implementing cybersecurity initiatives across the institution.

WGIS provides guidance and oversight on information security-related initiatives, including increasing general awareness, assisting with technical risk assessments within Faculties, Departments, and Support Units, raising awareness of Western's data and technology risk management processes, and providing a review function for ongoing cybersecurity incidents.

| WGIS Member | Role | Department \| Faculty |
|---|---|---|
| **Andrew Konowalchuk** | *WGIS Chair, Associate Vice-President* | Facility Management (FM) |
| **Brent Fowles** | *Director, Cyber Security and Infrastructure Services* | Western Technology Services (WTS) |
| **Matthew Feeney** | *Manager of Information Security, Security Operations Center* | Western Technology Services (WTS) |
| **Rob Brennan** | *Director, Application Services* | Western Technology Services (WTS) |
| **Doug Vandevrie** | Acting Director, Infrastructure Services | Western Technology Services (WTS) |
| **Chris Wedlake** | *Support Services Team Leader* | Schulich School of Medicine & Dentistry (SSMD) |
| **Colin Couchman** | *Chief Data Officer (CDO)* | Office of Institutional Planning & Budgeting (IPB) |
| **Dorukhan Turan** | *Internal Auditor* | Internal Audit (IA) |
| **Erika Basile** | *Director, Research Ethics and Compliance* | Office of Human Research Ethics (ORE) |
| **Geoff Pimlatt** | *Senior Manager, Information Systems* | University Students' Council (USC) |
| **Hosham Alimorad** | *Director, Information Technology Housing & Ancillary Services* | Housing and Ancillary Services (HAS) |
| **Jim Loupos** | *Director, Internal Audit* | Internal Audit (IA) |
| **Paul Eluchok** | *University Legal Counsel* | President's Office (OOP) |
| **Ross Beatty** | *Manager of Software Development, HAS Information Technology* | Housing and Ancillary Services (HAS) |
| **Alex Van de Vooren** | *WGIS Scribe, Security Engineer, Security Operations Center* | Western Technology Services (WTS) |

## Annual Report on Research Ethics and Compliance

**Action:** ☐ Approval ☒ Information ☐ Discussion

**Executive Summary:**

The Annual Report on Research Ethics for 2025 is presented to Senate for information in accordance with the University Research Board Terms of Reference. The Annual Report is compiled by the Director, Research Ethics and Compliance as required per MAPP Policy 7.14, Research Involving Human Participants.

**Documentation Provided:**

Annual Report on Research Ethics (2025)

# Western University
# Research Ethics Board Metrics Report 2025

May 2026

Western Research

## Executive Summary

- Western's Research Ethics Boards oversee approximately 3,500 active studies annually.
- Both Non-Medical and Health Sciences Research Ethics Boards have experienced 15% increases to overall volume since 2021.
- Western undertook an external review of its human research ethics operations last year, including review processes and administrative supports.
- Subsequent operational changes have focused on upstream process improvement, clearer communication and greater coordination.
- Review timelines improved or remained stable last year.
- On average, Western provides some of the shortest review timelines for Clinical Trials Ontario projects.

## Purpose of the Research Ethics Boards (REBs)

Western's REBs exist to impartially ensure the safety, welfare and rights of human participants in research and are guided by the ethical principles outlined in the *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans*.

## Authority and Jurisdiction

Western and its hospital affiliates authorize Western's REBs to review the ethical acceptability of all research involving humans (including their data and/or biological material) undertaken under Western's jurisdiction or auspices by faculty, staff, postdoctoral fellows or students, regardless of where the research is conducted.

The institutions have also authorized Western's Health Sciences Research Ethics Board to act as an REB of Record for multi-site research that is reviewed through Clinical Trials Ontario.

Western's REBs are accountable to the Board of Governors concerning the processes the REB follows in pursuit of its mandate; however, they must act independently of the Board of Governors when making decisions regarding the ethics of research. Neither the Board of Governors nor any other entity may override an REB decision to approve, reject, request modifications to or terminate any proposed or ongoing research.

## REB Membership

Western has two primary REBs:

### Health Sciences Research Ethics Board (HSREB)

Reviews research that takes place inside a medical or health care environment or that involves medical patients or medical patient data/biological materials.

- **Full Board Review**
  Prospective research > minimal risk
- **Delegated Level 1 (DL1) Review**
  Retrospective research ≤ minimal risk
- **Delegated Level 2 (DL2) Review**
  Prospective research ≤ minimal risk

### Non-Medical Research Ethics Board (NMREB)

Reviews research that includes social, behavioural and cultural research in a non-clinical, non-patient-based population.

- **Full Board Review**
  Prospective research > minimal risk
- **Delegated Review**
  Research ≤ minimal risk

Western also has a Cadaveric Research Ethics Sub-board (CREB), which is responsible for the oversight and review of research using cadaveric material obtained through Western's Bequeathal Program. The CREB operates under the oversight of the HSREB.

Each REB meets the REB composition requirements set out in the various regulations, policies and guidelines that govern research. Membership comprises scholars, clinician scientists, community members and affiliated and non-affiliated members from diverse backgrounds and areas of expertise.

## Office of Human Research Ethics (OHRE)

Western's REBs are supported by a dedicated team of research ethics specialists, whose tasks include:

- Facilitating REB approval and monitoring of all research processes involving human participants.
- Serving as the primary liaison between REBs, the researcher and their research team.
- Ensuring prompt processing of research protocols and conformity with Western and regulatory guidelines.
- Providing guidance and acting as subject matter experts regarding research ethics processes and requirements and delivering client-oriented services supporting the university's research initiatives and endeavours.
- Attending board meetings and participating in discussions (as non-voting members) and performing delegated reviews as authorized by REB chairs.
- Providing timely and satisfactory solutions to problems and issues arising among investigators, the REBs and funding or regulatory agencies.
- Establishing and maintaining standard operating procedures, guidance documents, templates and educational resources relating to human research ethics.
- Providing access and support for the REB management system (WREM).

Research ethics specialists are required to have human research ethics-related knowledge, experience and training comparable to what is expected of REB members.

# Key Comparisons with Historic Data (2021–2025)

At any given time, Western's REBs oversee **approximately 3,500 active, REB-approved studies**, representing a stable ongoing portfolio.

This distinction between new applications and active studies is important for understanding overall REB workload, as ethics oversight extends beyond approval, encompassing continuing review, amendments, reportable events and study closures, researcher consultations and training.

NMREB amendment volumes have remained relatively stable over the past five years, with modest year-to-year variation and **an overall increase of approximately 15% between 2021 and 2025**.

The HSREB receives a substantially higher number of amendments, as studies are often initially approved with preliminary protocols and subsequently require one or more amendments as the study design is finalized. Amendments increased from 1,542 in 2021 to 1,859 in 2025, **representing overall growth of approximately 21% over five years**.

The volume of student applications submitted to the HSREB has remained relatively consistent year over year.

Student research activity is often conducted under established research programs, with individual students added through amendments rather than submitting new applications. As a result, changes in student involvement may be reflected in amendment activity rather than in new application counts. Additionally, multiple students take part in student applications, further obscuring the level of student involvement.

***Figure 1.*** *Number of New Applications, 2021-25*

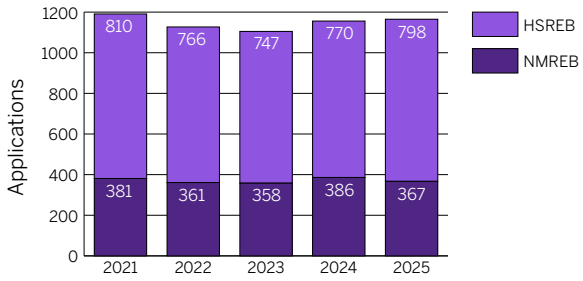



***Figure 2.*** *Number of Amendments, 2021-25*

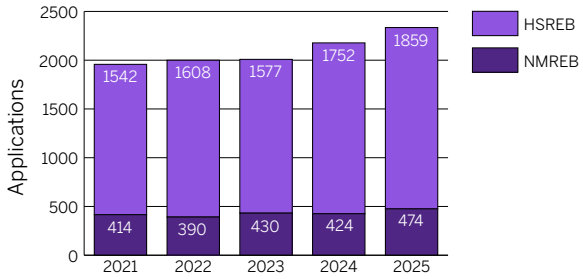
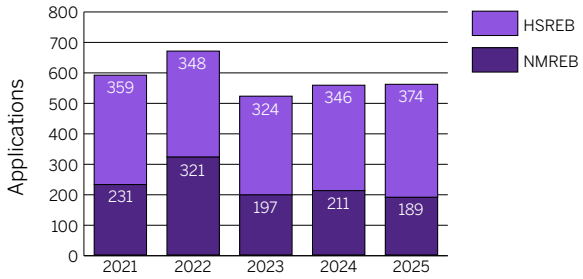



***Figure 3.*** *Number of Student Applications, 2021-25*



# 2025 External REB Review & Operational Changes

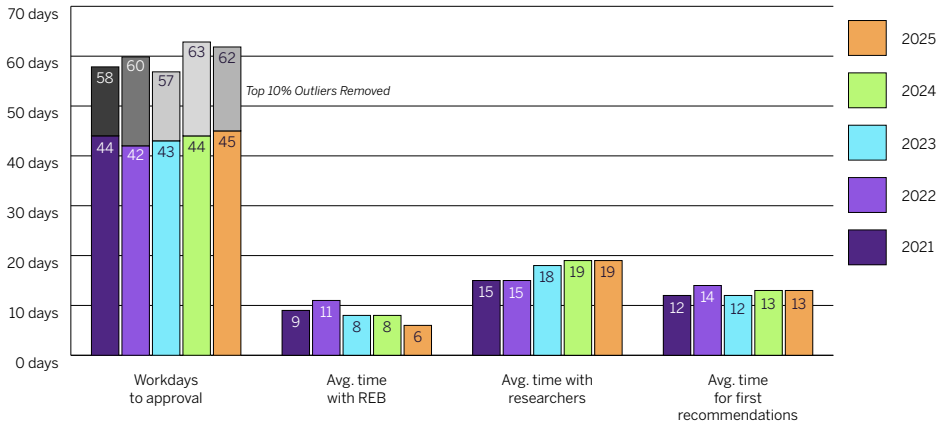
In spring 2025, Western underwent an external review of its human research ethics operations, including REB review processes and administrative supports. Overall, the review was balanced and constructive, identifying important opportunities for improvement for both the REBs and the OHRE, while also emphasizing the shared responsibility of researchers to submit timely, complete applications and to engage constructively in the ethics review process.

In response, the REB program implemented targeted short-term operational changes focused on upstream process improvement, clearer communication and strengthened coordination across REB leadership and staff. Initial performance metrics suggest that some of these changes are already contributing to improved review timelines.

The external review recommendations continue to guide both ongoing operational refinements and longer-term planning to support a sustainable, proportionate and effective ethics review program.

## HSREB Response Times

***Figure 4.*** *Researcher vs. HSREB Average Response Times (New Applications), 2021-2025*

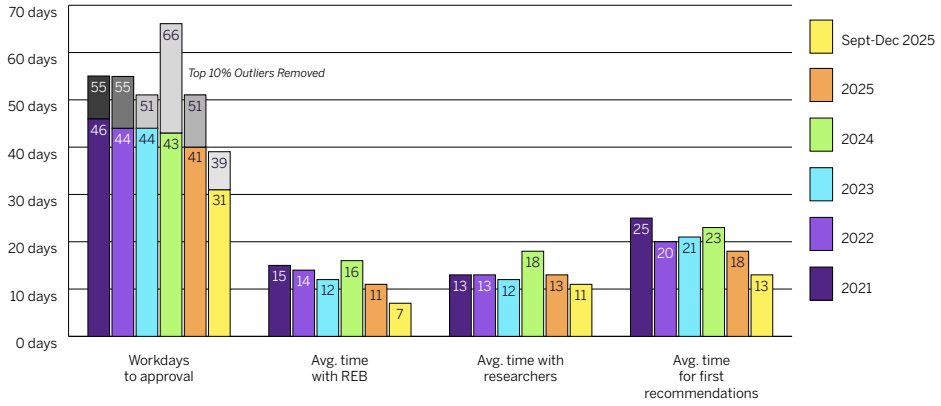



These data suggest that **improvements to investigator guidance, application quality at submission and pre-review support are likely to have a greater impact on overall timelines** than changes to HSREB operations alone.

This pattern of stable or improved REB processing time was observed despite a period of sustained reduced OHRE capacity in 2025, indicating that staffing constraints did not translate into longer average REB review times.

## NMREB Response Times

***Figure 5.*** *Researcher vs. NMREB Average Response Times (New Applications), 2021-2025*



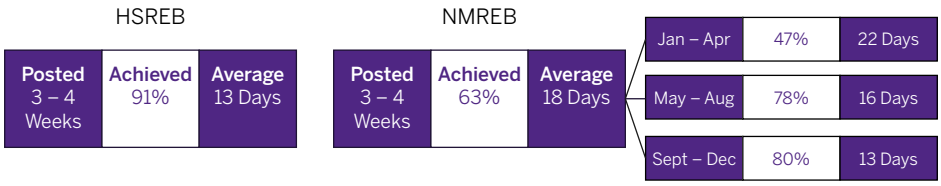

Overall, **NMREB approval timelines improved in 2025**. In the final third of 2025, following operational changes in NMREB supports based on the review, there was a 36% reduction in average REB review time, dropping from 11 to 7 days, and a nearly 28% improvement in the time to initial recommendation letters, decreasing from 18 to 13 days.

These trends also suggest that improvements in process may have contributed to faster researcher response times through clearer expectations and reduced back and forth between researchers and the NMREB.

Continued improvement is expected into 2026.

## First Review/Recommendations Timelines

***Figure 6.*** *Posted vs. Actual Workdays to First Review/Recommendations in 2025*




While HSREB posted versus actual workdays remained relatively stable throughout the year, segmented analysis shows substantial improvement in NMREB timeliness in the second and final thirds of the year. This is evidence that sufficient staff resources and operational adjustments are translating into real performance gains.

## Overall New Application Approval Timelines

***Figure 7.*** *Proportion of New Applications Approved in a Given Time Period (Months) in 2025*

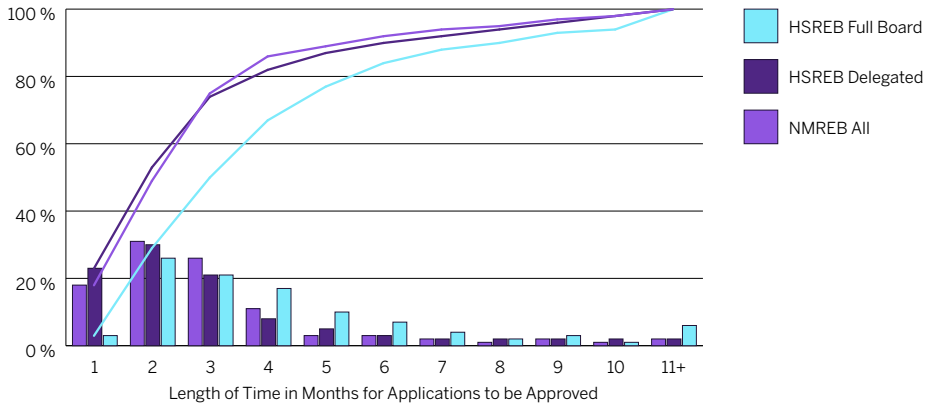



***Figure 8.*** *Comparing Proportion of New NMREB Applications Approved in 2024 vs. 2025*

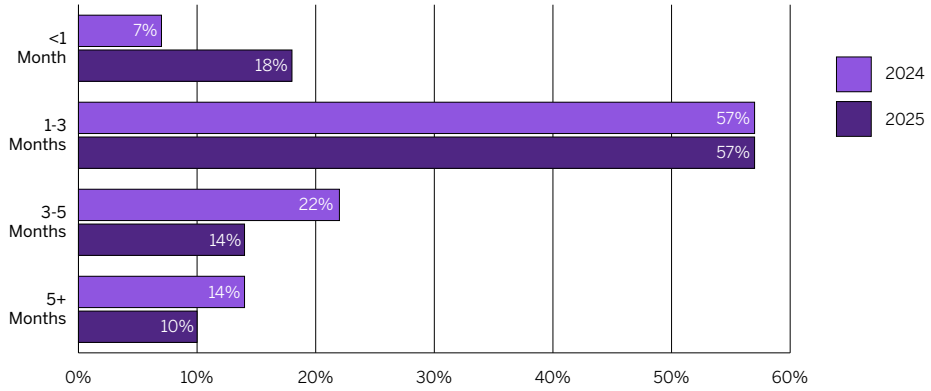



Figure 8 shows substantial improvement in early NMREB timelines between 2024 and 2025

**Approvals in less than one month increased from 7% to 18%** (≈186% relative increase).

These improvements reflect meaningful operational progress. While increased staffing supported these gains, the pattern also strongly aligns with both workflow improvements and more targeted review practices that were implemented during the second half of the year.

HSREB approval timelines remained consistent between 2024 and 2025 (comparative graph not shown but is on the Western Research website), despite sustained staffing constraints.

## Overall Amendment Approval Timelines

***Figure 9.*** *Proportion of Amendments Approved Within a Given Time Period (Business Days) in 2025*

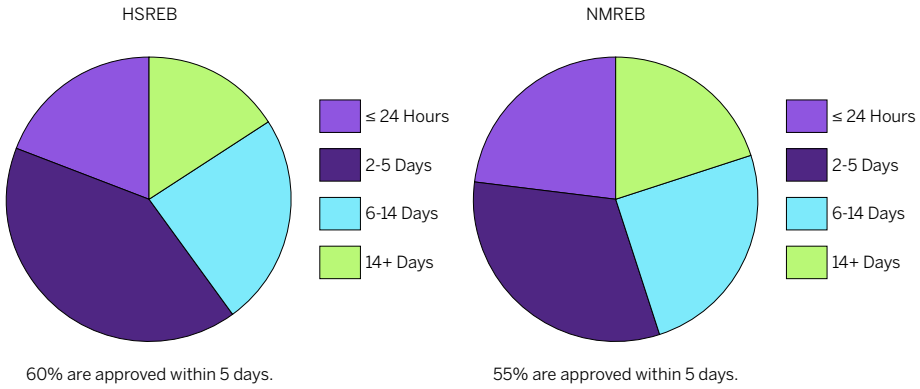



Figure 9 reflects that the majority of amendments are approved very quickly, with many approved on initial submission. Over half are approved within five business days.

This reflects risk-based review, clear thresholds, and efficient workflows.

# Industry-Sponsored Protocols

***Table 1.*** *Industry-Sponsored Protocols at Western and Hospital Affiliates, 2021-2025*

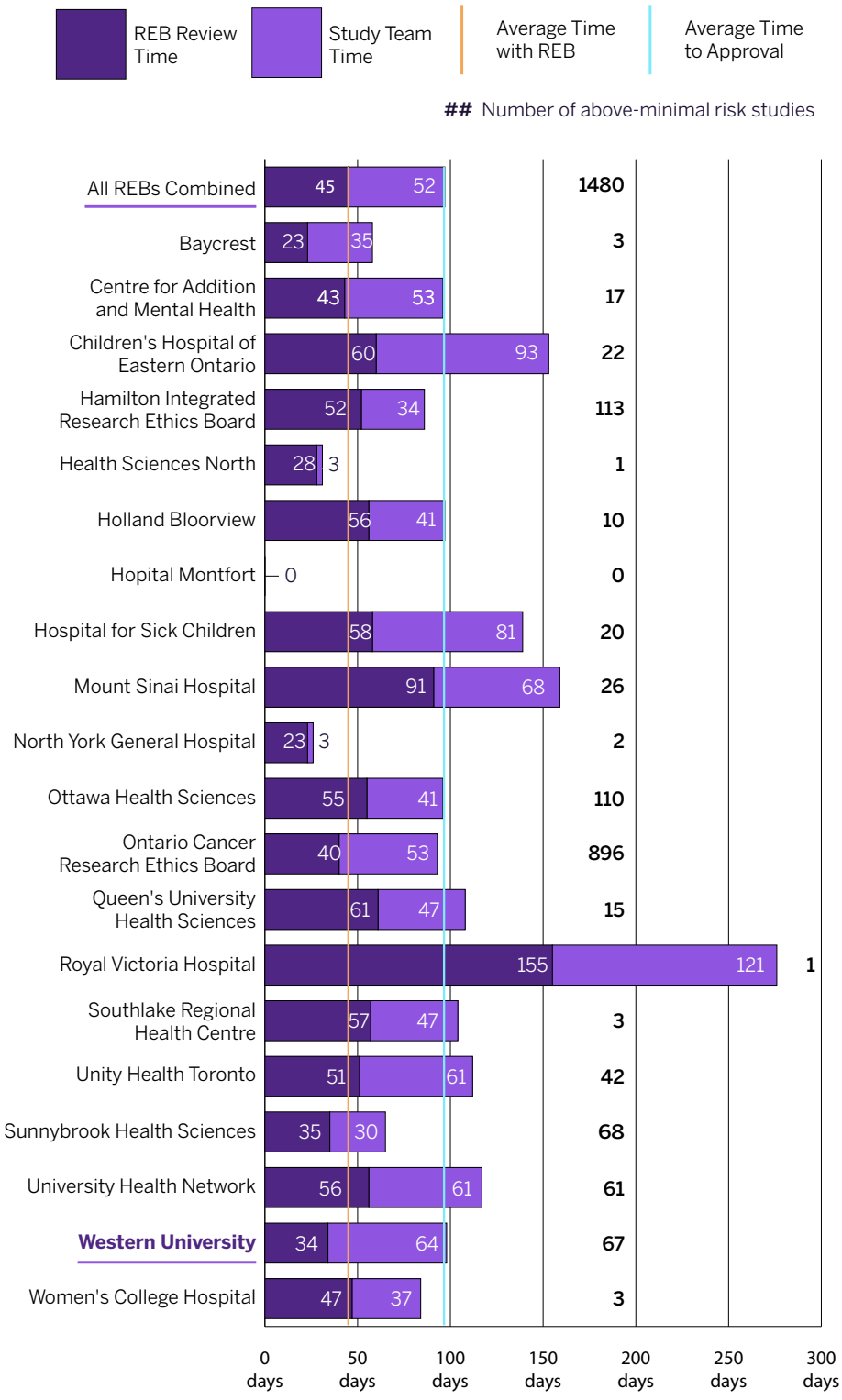
| | Western | | | | | London Hospitals | | | | | Total | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Year | 2021 | 2022 | 2023 | 2024 | **2025** | 2021 | 2022 | 2023 | 2024 | **2025** | 2021 | 2022 | 2023 | 2024 | **2025** |
| Total | 5 | 4 | 5 | 4 | **4** | 105 | 75 | 77 | 93 | **91** | 110 | 81 | 82 | 91 | **95** |

Across the period from 2021 to 2025, the volume of industry sponsored studies remains heavily weighted toward the London hospitals.

Western-based activity is comparatively small and stable year to year (4–5 files annually), while London hospitals show higher volumes with modest year-to-year fluctuation. Overall totals remain relatively stable over time, ranging from 81 to 110 files annually.

# Clinical Trials Ontario – Provincial Benchmarks

***Figure 10.*** *Researcher vs. REB Response Times (New Provincial Applications for Above Minimal Risk Projects), 2021–25*



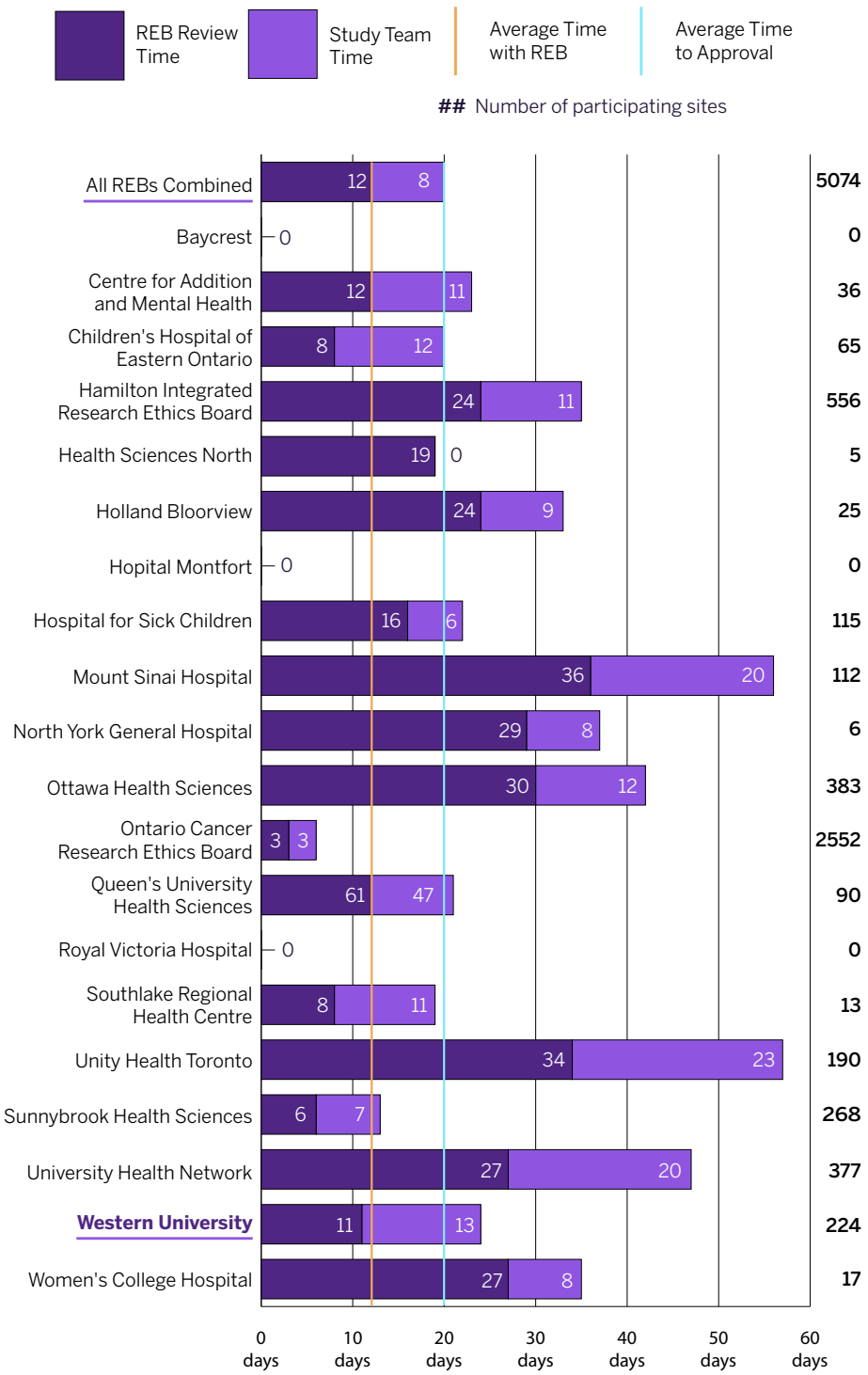

This data compares Western's HSREB to other Clinical Trials Ontario (CTO)-qualified boards.

Western's HSREB is the REB of record for 67 above-minimal-risk studies that required full-board review.

As shown in the figure, Western's average REB review time is approximately 34 calendar days, which is **substantially lower than the combined provincial average** of approximately 45 days and shorter than many peer REBs

While there is variability across institutions, Western's position toward the lower end of the distribution indicates strong REB-of-record performance in completing ethics review.

***Figure 11.*** *Researcher vs REB Response Times for New Centre Level Applications (i.e., Participating Sites) for Above Minimal Risk Projects. 2021–2025*




Across these 67 above-minimal-risk provincial studies, there are 224 participating sites whose ethics approval is overseen by Western's HSREB.

Average REB turnaround time for Western's HSREB is approximately 11 calendar days, slightly faster than the combined REB average of 12.

Western's HSREB demonstrates strong performance within the CTO framework as a whole, with efficient review timelines relative to peer REBs. This performance is achieved while HSREB concurrently manages a substantial volume of non-CTO local ethics reviews for Western and affiliated institutions outside the CTO model, suggesting that this is not about limited workload but rather efficiency being built into day-to-day operations.

***Table 2.*** *HSREB Submission by Department*

| Department | 2021 | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|---|
| Arts & Humanities - Gender, Sexuality, and Women's Studies | | | 2 | | |
| Arts & Humanities - Philosophy | 1 | | 1 | 4 | |
| Education | 3 | 1 | 6 | 5 | 4 |
| Engineering - Electrical and Computer Engineering | 2 | 1 | 1 | 2 | 2 |
| Engineering - Mechanical and Materials Engineering | 6 | 7 | 7 | 10 | 3 |
| Information & Media Studies - Media Studies | 1 | | | | |
| Information & Media Studies - Media, Information & Technoculture | | | 1 | | |
| Information & Media Studies - Health Information Sciences | | | | 3 | |
| Health Sciences - Brescia Food & Nutritional Science | 3 | 2 | 5 | 3 | 4 |
| Health Sciences - CSD | 11 | 11 | 13 | 17 | 16 |
| Health Sciences - Health & Rehabilitation Sciences | 17 | 21 | 18 | 23 | 18 |
| Health Sciences - Health Studies | 4 | 13 | 22 | 23 | 21 |
| Health Sciences - Kinesiology | 30 | 31 | 28 | 22 | 30 |
| Health Sciences - Nursing | 13 | 16 | 15 | 27 | 28 |
| Health Sciences - Occupational Therapy | 7 | 4 | 8 | 8 | 3 |
| Health Sciences - Physical Therapy | 22 | 31 | 42 | 27 | 47 |
| Law - JD Program | 1 | | | | |
| Ivey | 1 | 2 | 4 | 4 | 1 |
| Schulich - Anatomy & Cell Biology | 2 | | 5 | 5 | 11 |
| Schulich - Anesthesia & Perioperative Medicine | 14 | 17 | 16 | 12 | 15 |
| Schulich - Biochemistry | 3 | 4 | 4 | 5 | 1 |
| Schulich - Clinical Neurological Sciences | 51 | 59 | 39 | 37 | 35 |
| Schulich - Dentistry | 14 | 15 | 7 | 11 | 11 |
| Schulich - Epidemiology & Biostatistics | 10 | 10 | 6 | 5 | 8 |
| Schulich - Family Medicine | 24 | 30 | 22 | 33 | 22 |
| Schulich - Medical Biophysics | 3 | 9 | 13 | 11 | 18 |
| Schulich - Medical Imaging | 9 | 15 | 14 | 12 | 12 |
| Schulich - Medicine | 161 | 105 | 159 | 139 | 159 |
| Schulich - Microbiology and Immunology | 2 | 9 | 11 | 11 | 4 |
| Schulich - Obstetrics & Gynaecology | 11 | 11 | 6 | 8 | 6 |
| Schulich - Oncology | 24 | 30 | 25 | 31 | 26 |
| Schulich - Ophthalmology | 10 | 11 | 12 | 10 | 15 |
| Schulich - Otolarynogology | 28 | 16 | 17 | 29 | 18 |
| Schulich - Paediatrics | 90 | 76 | 70 | 60 | 75 |
| Schulich - Pathology & Laboratory Medicine | 19 | 9 | 6 | 7 | 22 |
| Schulich - Physical Medicine & Rehabilitation | 10 | 8 | 5 | 11 | 6 |
| Schulich - Physiology and Pharmacology | 8 | 5 | 1 | 3 | 3 |
| Schulich - Psychiatry | 27 | 17 | 18 | 16 | 26 |
| Schulich - Surgery | 140 | 110 | 95 | 109 | 99 |
| Science - Computer Science | 1 | 4 | 1 | 4 | 3 |
| Science - Physics and Astronomy | 1 | 1 | | | |
| Science - Biology | | | | | 1 |
| Science - Chemistry | 1 | | 1 | 1 | 1 |
| Science - Earth Science | | | | | |
| Science - Statistical and Actuarial Science | 1 | 1 | | | |
| Social Science - Anthropology | 3 | | 1 | 1 | 2 |
| Social Science - Geography | 1 | | | | |
| Social Science - DAN | | 1 | 1 | 1 | |
| Social Science - Psychology | 13 | 9 | 10 | 14 | 8 |
| Social Science - Sociology | | | | 1 | 4 |
| No Affiliation (Lawson exception) | 6 | 5 | 7 | 4 | 6 |

***Table 3.*** *NMREB Submission by Department*

| Department | 2021 | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|---|
| Arts & Humanities - Centre for Theory & Criticism | | | | 1 | |
| Arts & Humanities - English | 2 | 3 | 1 | 2 | 2 |
| Arts & Humanities - French Studies | 3 | 1 | | | |
| Arts & Humanities - Linguistics Program | | 3 | 4 | 1 | 2 |
| Arts & Humanities - Modern Languages & Literature | 7 | 6 | 4 | 7 | 4 |
| Arts & Humanities - Philosophy | 1 | 1 | | | |
| Arts & Humanities - Visual Arts | 1 | | 2 | 3 | |
| Arts & Humanities - Gender, Sexuality, and Women's Studies | 2 | 3 | 4 | 4 | 2 |
| Arts & Humanities - Centre for Theory | 9 | | | | |
| Brescia - School of Behavioural & Social Sciences | | | | 7 | 2 |
| Brescia - School of Food and Nutrition | | | 3 | 5 | |
| Music | 9 | 11 | 11 | 5 | 12 |
| Education | 66 | 57 | 61 | 54 | 59 |
| Engineering - Chemical and Biochemical Engineering | | | 2 | 1 | 1 |
| Engineering - Mechanical and Materials Engineering | | | | | 1 |
| Engineering - Electrical | | 1 | 1 | | 3 |
| Information & Media Studies - Health Information Sciences | | 1 | 1 | | 1 |
| Information & Media Studies - Journalism | | 1 | | 2 | 1 |
| Information & Media Studies - Library and Information Science | 6 | 3 | 6 | 7 | 4 |
| Information & Media Studies - Media Studies | 8 | 12 | 2 | 11 | 7 |
| Information & Media Studies - Media, Information & Technoculture | 2 | 2 | | 2 | 2 |
| Health Sciences - CSD | 2 | 2 | 2 | 3 | 3 |
| Health Sciences - Health & Rehabilitation Sciences | 3 | 3 | 2 | 3 | 2 |
| Health Sciences - Health Studies | 12 | 12 | 10 | 8 | 11 |
| Health Sciences - Kinesiology | 22 | 15 | 8 | 17 | 12 |
| Health Sciences - Nursing | 15 | 10 | 10 | 4 | 10 |
| Health Sciences - Occupational Therapy | 6 | 6 | 15 | 6 | 15 |
| Health Sciences - Physical Therapy | | | 2 | | 2 |
| Law - IPIT | | | | 1 | |
| Law - JD Program | 1 | 5 | 2 | 2 | |
| N/A | 5 | 2 | 1 | 6 | 1 |
| Ivey | 35 | 37 | 35 | 39 | 37 |
| Schulich - Anesthesia & Perioperative Medicine | | | | | |
| Schulich - Anatomy & Cell Biology | 3 | 2 | 6 | 4 | 8 |
| Schulich - Biochemistry | 1 | | | | |
| Schulich - Epidemiology & Biostatistics | 2 | | 1 | 1 | 3 |
| Schulich - Dentistry | 1 | 1 | | 4 | 1 |
| Schulich - Family Medicine | 1 | | | 2 | |
| Schulich - Medicine | | | 3 | | 3 |
| Schulich - Paediatrics | 2 | 1 | 1 | 1 | |
| Schulich - Physiology & Pharmacology | 6 | 7 | 9 | 8 | 8 |
| Schulich - Otolarynogology | | | | | |
| Schulich - Oncology | | 1 | | | 1 |
| Schulich - Opthalmology | | | 1 | | |
| Schulich - Pathology & Laboratory Medicine | 3 | 3 | 7 | 2 | 2 |
| Schulich - Psychiatry | | 4 | 2 | | 1 |
| Schulich - Surgery | | | 1 | 2 | |
| Science - Applied Mathematics | | 1 | | | |
| Science - Biology | | | 1 | 2 | 2 |
| Science - Computer Science | 3 | 1 | 3 | 3 | 6 |
| Science - Chemistry | | 3 | 2 | 1 | 1 |
| Science - Earth Science | | | | 1 | 1 |
| Science - Physics and Astronomy | | | | | 1 |
| Science - Statistical and Actuarial Science | 3 | | 3 | 1 | 6 |
| Social Science - Anthropology | 18 | 9 | 5 | 12 | 11 |
| Social Science - CAM | | | | | |
| Social Science - DAN | 18 | 19 | 23 | 22 | 21 |
| Social Science - Economics | | 2 | 1 | 1 | 1 |
| Social Science - Indigenous Studies | | | 1 | 1 | |
| Social Science - Geography | 11 | 24 | 19 | 20 | 17 |
| Social Science - History | 4 | 3 | 3 | 3 | 1 |
| Social Science - Migration and Ethnic Relations | 3 | 2 | 2 | 2 | |
| Social Science - Political Science | 12 | 7 | 9 | 8 | 9 |
| Social Science - Psychology | 73 | 73 | 52 | 72 | 58 |
| Social Science - Sociology | 5 | 12 | 17 | 16 | 11 |
| Western Libraries | 3 | 2 | 1 | 1 | 2 |

## Election Results – Senate Committees

**Action:** ☐ Approval ☒ Information ☐ Discussion

**Executive Summary:**

At the May 15, 2026 Senate meeting the following nominations were received, resulting in electronic votes:

1. Four additional nominations to serve on the Nominating Committee
2. One additional nomination to serve on the Selection/Review Committee for the Vice-Provost (Academic Programs)

An electronic vote was subsequently held on May 20-22, 2026.

The following individuals have been elected:

**Nominating Committee:** Michael Fox and Rory Gillis were elected to the Nominating Committee as faculty members of Senate for terms from July 1, 2026 to June 30, 2028

**Nominating Committee:** Jose Herrera and Jan Minac were elected to the Nominating Committee as faculty members of Senate for terms from July 1, 2026 to June 30, 2027.

**Selection/Review Committee for the Vice-Provost (Academic Programs):** Jasmine Antonelli was elected on the Selection/Review Committee for the Vice-Provost (Academic Programs).

The certified Simply Voting election results are attached.

**Documentation Provided:**

Simply Voting Certified Results

Simply Voting

5160 Decarie Boulevard, Suite 502
Montreal, QC, H3X 2H9 Canada
1 (800) 585-9694

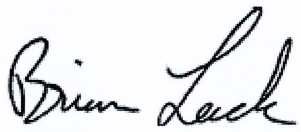
May 22, 2026

Western University Secretariat
Western University
Room 4101, Stevenson Hall
London, ON
N6A 5B8 Canada

To Whom It May Concern:

The following election results are certified by Simply Voting to have been securely processed and accurately tabulated by our independently managed service.

Respectfully yours,



Brian Lack
President
Simply Voting Inc.

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# Results - Senate - Committees - May 2026

**Start:** 2026-05-20 12:00:00 America/Toronto
**End:** 2026-05-22 12:00:00 America/Toronto
**Turnout:** 55 (57.9%) of 95 electors voted in this ballot.

**Nominating Committee - FOUR positions electable**

| Option | Votes |
|---|---|
| FOX, Michael | 43 (23.2%) |
| HERRERA, Jose | 40 (21.6%) |
| GILLIS, Rory | 37 (20.0%) |
| MINAC, Jan | 34 (18.4%) |
| MORTON, Bruce | 31 (16.8%) |

| VOTER SUMMARY | |
|---|---|
| Total Voters | 55 |
| Abstain | 1 (1.8%) |

**Selection/Review Committee for the Vice-Provost (Academic Programs) - Undergraduate student - ONE position electable**

| Option | Votes |
|---|---|
| ANTONELLI, Jasmine | 36 (69.2%) |
| AWAWDEH, Asad | 16 (30.8%) |

VOTER SUMMARY

| | |
|---|---|
| Total Voters | 55 |
| Abstain | 3 (5.5%) |




Election ID: 292892
To validate the authenticity of this report please contact Simply Voting at info@simplyvoting.com.

## Items Removed from the Consent Agenda

**Action:** ☐ Approval ☐ Information ☐ Discussion

**Executive Summary:**

Items that have been removed from the Consent Agenda will typically be included here by noon on the Thursday before the meeting.

---

# Question Period

## Questions for Senate to be addressed during the agenda.

Questions regarding matters on the agenda will typically be included here by noon on the Thursday before the meeting.

---

## Questions for Senate to be addressed during question period.

---

**1. Miranda Green-Barteet, Senator:**

Are there plans to develop an AI policy at Western? Currently, there is no uniform policy regarding AI use, either for students, for faculty, or for staff. Individual faculty members and individual departments have been allowed to develop their own policies regarding student AI usage, and this has resulted in significant confusion on the part of both faculty and students.

---

Excerpt from Senate's Adopted Policies and Procedures:

4. Questions for Senate

4.1 Questions regarding matters on the agenda

(a) It is suggested, though not required, that Senators and Official Observers (collectively "members") who wish to ask questions on matters on the agenda submit them to the University Secretary at least 48 hours prior to the meeting at which they are to be raised. The University Secretary will forward questions submitted at least 48 hours prior to the meeting to the appropriate individuals for preparation of responses and every effort will be made to have responses available at the meeting.

(b) Members may ask their questions when the relevant agenda matter is reached in the meeting.

4.2 Question Period

The Question Period has two functions:

(a) To allow members to ask questions about or re-open matters previously dealt with by Senate, and raise questions on other matters within Senate's mandate.

(b) To provide time for open discussion and debate of issues within Senate's mandate that are not on the agenda but may be of interest or concern to Senate members or their constituencies.

4.2.1 Questions and Issues for Discussion

(a) Questions and issues for discussion shall be submitted to the Operations/Agenda Committee (OAC), through the University Secretariat. OAC will determine whether to route the question or issue to Senate or redirect it to an appropriate unit on campus for a response.

(b) The Chair of OAC shall submit a Chair's report to Senate detailing all questions and issues received, the decision of OAC in respect of routing each question or issue, a brief explanation as to why a question or issue was not routed to Senate (where applicable), and information on the unit to which a question or issue was redirected for a response (where applicable).

4.2.2 General Regulations

(a) Questions and issues may be submitted at any time. Questions or issues received by the University Secretariat at least eight days prior to the next OAC meeting will be addressed at or in advance of the next Senate meeting. Questions or issues received less than eight days before the next OAC meeting will be addressed at or in advance of the Senate meeting next following.

(b) Questions and descriptions of issues should be brief and to the point (i.e. 200 words or less). Members are responsible for preparing any background documentation they wish to distribute related to the issue they are raising and must provide an electronic copy.

(c) No motions may be put forward or considered during the Question Period.

(d) The length of the Question Period is limited to 30 minutes unless extended by a majority vote of Senate.

(e) Questions or issues submitted in advance of the meeting will be dealt with before questions or issues raised from the floor.

(f) During Question Period, questions or comments on issues should be directed to the Chair who will call upon the appropriate individuals to answer or direct the discussion thereafter.

(g) A member who has submitted a question is entitled to ask one supplementary question relating to the response.

(h) If after an answer is received or discussion of an issue concluded, there are concerns or issues remaining that are within Senate's mandate, those issues will be referred to the appropriate Senate standing committee for review and a report will be made back to Senate. If the concerns or issues remaining are not within Senate's mandate, the Chair will refer the matter to the appropriate unit on campus.

(i) If there are issues or questions that have not been addressed at the end of the 30-minute period or any extension, and there is no further extension, the remaining questions or issues will be carried forward to the Question Period of

the following meeting of Senate, unless withdrawn by the member(s) who initially submitted the questions or issues.

* The deadline for submitting questions and issues for discussion for consideration by OAC is 4:00 p.m. on:

| **Submission Deadline (to OAC)** | **OAC Meeting Date** |
|---|---|
| Tuesday, September 2, 2025 | Wednesday, September 10, 2025 |
| Tuesday, September 30, 2025 | Wednesday, October 8, 2025 |
| Tuesday, October 21, 2025 | Wednesday, October 29, 2025 |
| Tuesday, November 18, 2025 | Wednesday, November 26, 2025 |
| Tuesday, December 16, 2025 | Wednesday, January 7, 2026 |
| Tuesday, January 27, 2026 | Wednesday, February 4, 2026 |
| Tuesday, February 24, 2026 | Wednesday, March 4, 2026 |
| Tuesday, March 31, 2026 | Wednesday, April 8, 2026 |
| Tuesday, April 28, 2026 | Wednesday, May 6, 2026 |
| Tuesday, May 19, 2026 | Wednesday, May 27, 2026 |

Questions or issues for discussion submitted after the deadline will be considered by OAC at a subsequent meeting.