Board of Governors Meeting (Public) - June 18, 2026

Notice of Meeting

Thursday, June 18, 2026

10 a.m. to 12 p.m.

Western Interdisciplinary Research Building, Room 3000

Members of the community who wish to view the open session remotely may request the Zoom meeting details by contacting secretariat@uwo.ca.

Board of Governors Meeting (Public) - June 18, 2026

AGENDA

	1.0 Land Acknowledgement	
5 min	**2.0 Approval of Agendas and Minutes**	
	2.1 Adoption of Agenda - Open Session	Approval
	2.2 Approval of the Open Session Minutes of the Previous Meeting	Approval
	2.3 Business Arising from the Minutes	No Report
15 min	**3.0 Report of the President**	Information
	4.0 Committee and Senate Reports	
	4.1 Report of the Property and Finance Committee	
45 min	4.1(a) Campus Development and Open Space Strategies	Approval
	4.2 Report of the Governance and By-Laws Committee	
5 min	4.2(a) Revisions to the Board of Governors Election Procedures re: Campaigning	Approval
	4.3 Report of the Senior Policy and Operations Committee	
15 min	4.3(a) Annual Report on Student Mental Health	Information
	4.4 Report of the Senate	
5 min	4.4(a) School of Graduate and Postdoctoral Studies: Introduction of a Master of Physician Assistant Studies	Approval
5 min	**5.0 Unanimous Consent Agenda**	Approval
	5.1 Items from the Property and Finance Committee	
	5.1(a) New Scholarships, Awards, and Prizes	Approval
	5.1(b) 2025-2026 Operating Budget (Preliminary Year-End) as at April 30, 2026	Information
	5.1(c) 2025-2026 Ancillary Financial Report (Preliminary Year-End) as at April 30, 2026	Information
	5.1(d) Semi-Annual Ratio Report on Non-Endowed Funds	Information

5.1(e) Investment Committee Membership	Information
5.1(f) Report on Western University's Compliance with the Revised Directive on the Costs of Educational Material under the Ministry of Training, Colleges and Universities Act	Approval
5.2 Items from the Audit Committee	
5.2(a) Western Retirement Plans Report	Information
5.2(b) Annual Report on the Non-Discrimination/Harassment/Sexual Misconduct Policy	Information
5.3 Item from the Governance and By-Laws Committee	
5.3(a) Board Workplan for 2026-27	Information
5.4 Items from the Senior Policy and Operations Committee	
5.4(a) Annual Report on the Code of Student Conduct	Information
5.4(b) Annual Report on Gender-Based and Sexual Violence	Information
5.4(c) Staffing Report	Information
5.4(d) University Discipline Appeal Committee Membership	Approval
5.5 Items Referred by Senate	
5.5(a) Annual Report of the Vice-President (Research)	Information
5.5(b) Activities of the Research Ethics Board	Information
5.5(c) Administrative Assignments	Information
5.5(d) Report of the Academic Colleague	Information
5.5(e) Revisions to the Appointment Procedures for Senior Academic and Administrative Officers of the University	Approval
5.5(f) Senate Advice re: Campus Development and Open Space Strategies	Information
6.0 Items Removed from the Consent Agenda	
7.0 Questions from Members for the Open Session	
8.0 Other Business	
9.0 Adjournment to the Closed Session	

Board of Governors Meeting
Land Acknowledgement Volunteer Schedule 2025-2026

September 25 – Michelle Banik
November 20 – Terry Rice
February 5 – George McAuley
April 30 – Leslie Oliver
June 18 – Terry Rice

Terry Rice will offer a land acknowledgement or reflection.

Executive Summary:

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 decolonization, 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 the Board's committees.

Members of the Governance and By-Laws committee 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 the Board and committees 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

Western Land Acknowledgement:

We/I acknowledge that Western University is located on the traditional lands of the Anishinaabek (Ah-NISH-in-a-bek), Haudenosaunee (HO-den-no-SHOW-nee), Lūnaapéewak (Len-AHPAY-wuk) and Chonnonton (Chun-ONGK-ton) 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 (e.g., First Nations, Métis and Inuit) whom we recognize as contemporary stewards of the land and vital contributors of our society.

Adoption of Agenda – Open Session

Action: ☒ Approval ☐ Information ☐ Discussion

Recommended: That the agenda for the open session be approved as circulated.

MINUTES OF THE MEETING OF THE BOARD OF GOVERNORS

APRIL 30, 2026 – OPEN SESSION

The meeting was held at the Western Interdisciplinary Research Building, Room 3000 and on Zoom.

PRESENT: Sarah Shortreed, Chair
Amy Bryson, Secretary

Cameron Bailey	Josh Morgan
Michelle Banik	Lesley Oliver
Susan Clarke	Geoff Pollock
Greg Dick	Stephen Poloz
Ed Goehring	Terry Rice
Lee Greenberg	Alan Shepard
Ayesha Hassan	John Simcoe
Lori Higgs	David Simmonds
Elizabeth Maccabe	Jane Toswell
Beth MacDougall-Shackleton	Joel Welch
George McAuley	Ken Yeung
Marlene McGrath (Vice-Chair)	Noah Zabian

Regrets: Kelly Meighen

By Invitation: Martin Bélanger, Karen Bertrand, Althea Blackburn-Evans, Bill Chantler, Ruban Chelladurai, Paul Eluchok, Dave Foster, Louise Koza, Eric Mallory, Jane O'Brien, Penny Pexman, Florentine Strzelczyk, Caroline Whippey

Secretariat Resource: Bonnie Brown

Chair S. Shortreed called the meeting to order at 10:00 a.m.

S. Shortreed thanked Joel Welch for his service on the Board of Governors noting that this was his last meeting.

1.0 Land Acknowledgement

L. Oliver offered a land acknowledgement.

2.0 Approval of Agendas and Minutes

2.1 **Adoption of Agenda – Open Session**

Moved by J. Simcoe, seconded by M. McGrath:

That the agenda for the open session be approved.

CARRIED

2.2 **Approval of the Open Session Minutes of the Meeting of February 5, 2026**

Moved by J. Toswell, seconded by L. Olver:

That the open session minutes of the meeting of February 5, 2026 be approved, as circulated.

CARRIED

2.3 **Business Arising from the Minutes** – None.

3.0 Report of the President

In addition to the written report provided in advance of the meeting, A. Shepard, President & Vice-Chancellor, reported on several positive stories including the recent hosting of Nobel Laureate Peter Howitt, the opening of Ivey's new Donald K. Johnson Centre in Toronto, and Western's recent recognition as a top regional employer and one of Canada's greenest employers.

A. Shepard reported on the Open Space Strategy currently out for consultation; the volume of student application numbers for the fall; the positive feedback received about Western's open house events; the successes of the *All In* communications strategy and Alumni engagement; and recent media coverage in relation to the Artemis expedition.

S. Shepard advised that the recent Federal budget update did not reflect a decrease in grant funding that is available through the tri-agency. In reference to this funding, A. Shepard reported on the Canada Impact Chair Program noting Western has nominated 8 applicants to date; funding announcements are expected in June. A. Shepard commented on his meeting in Ottawa this week with individuals in the Federal government.

In concluding his report, A. Shepard recognized Western Alumni, Cameron Bailey and Darryl White who were named to the CUSMA Advisory Committee; and Terry Rice for being named as a Change Maker by United Way. It was noted that Western is the leading university in Canada for its donations to United Way. Cameron Bailey further was recognized for his appointment to the Order of Ontario.

4.0 COMMITTEE AND SENATE REPORTS

4.1 REPORT OF THE PROPERTY AND FINANCE COMMITTEE

4.1(a) Introduction of MAPP Policy 2.32- Responsible Investing

J. Parr, Chair of the Investment Committee, joined the meeting.

G. Dick presented for approval MAPP Policy 2.32 – Responsible Investing.

L. Logan and J. Parr presented the *Responsible Investing Policy Consultation Report*. The presentation included an overview of Western's investments, governance and policy structure, the evolution of the responsible investing policy, and the recent consultation completed to gather community feedback on the new policy.

On behalf of the Investment Committee, J. Parr, summarized the themes distilled from the community consultation process, the fiduciary responsibilities of the Investment Committee and that of the Board of Governors, the relevance of ESG factors in investment decisions, the response of the Investment Committee to the Senate's advice, the policy revisions made to the draft policy in response to the community feedback through the consultation process, and conveyed the unanimous support of the Investment Committee for the new Responsible Investing policy.

The approval of MAPP Policy 2.32 – Responsible Investing was duly moved by G. Dick.

Amendments to the policy were moved by N. Zabian, seconded by A. Hassan and CARRIED as follows:

That under section 2.0, paragraph 2 be reworded as follows:

The Board has a Fiduciary Duty. Investment decisions must be made by investment professionals and guided by financial risk and return assessments. Incorporating RI and ESG factors into investment financial risk assessment is in keeping with this duty.

That under section 3.7, paragraph 3, the word "only" be struck:

If a Manager's stance on ESG factors is not compatible with the University's goals in those matters, demonstrated through persistent, systemic misalignment, the Investment Committee will consider replacing the Manager, but such a decision will be guided ~~only~~ by the Investment Committee's Fiduciary Duty.

In response to questions, Administration provided the cost modeling

completed to move away from pooled investments noting the reduction in the value of the portfolio would be substantive.

Administration further advised on the various examples provided in the Annual Responsible Investing reports to demonstrate the effectiveness of manager engagement.

Moved by G. Dick:

> That, on the recommendation of the Property and Finance Committee, the Board of Governors approve MAPP Policy 2.32 – Responsible Investing, as amended.

CARRIED

Those speaking in favour of the recommendation identified the importance and value of the consultation process, the balance of the community feedback with the Board's fiduciary responsibilities, the inclusion of responsible investing factors in investment decisions, and their agreement with the decision to not use the policy as a tool for addressing geopolitical issues.

Those speaking against the motion identified concerns with the process, a lack of actionable commitments to human rights, and the separation of politics from an investment strategy.

4.1(b) **Revisions to MAPP Policy 2.26 – Statement of Investment Objectives, Policies and Governance for the Short-Term Portfolio, Mid-Term Portfolio and Operating and Endowment Fund**

Moved by G. Dick:

> That, on the recommendation of the Property and Finance Committee, the Board of Governors approve the revised MAPP Policy 2.26 - Statement of Investment Objectives, Policies and Governance for the Short-Term Portfolio, Mid-Term Portfolio and Operating and Endowment Fund.

CARRIED

The comments made both in favour and against this motion are reflected under Item 4.1(a).

4.1(c) **University Operating and Capital Budgets for 2026-2027**

On behalf of the Property and Finance Committee, G. Dick presented for approval Western's operating and capital budgets; and program

specific fees and other supplemental fees for 2026-2027.

4.1(c)(i) **2026-2027 Operating and Capital Budgets**
4.1(c)(ii) **2026-2027 Program Specific Fees and Other Supplemental Fees**

F. Strzelczyk, Provost & Vice President (Academic), presented the 2026-2027 operating budget. She began her presentation by highlighting the major investments included in the $985.5M budget.

The increase to base funding for faculties and support units, due to the 2% domestic tuition increase, was described. F. Strzelczyk advised that increased grant revenues will be folded into the budget once details are confirmed.

F. Strzelczyk presented data on student FTE enrolment for both domestic and international students over the last 20 years; and the student to faculty ratios in the U6.

F. Strzelczyk detailed the operating revenue forecast and expenditures for 2026-27 resulting in an in-year position of $9.5M.

L. Logan, Vice-President (Operations & Finance), provided an overview of the 2026-27 capital budget noting it supports Western's Long-Range Space Plan. She described the major capital projects underway and those in the advanced planning phase. L. Logan described the funding mechanisms used to support capital projects and outlined the 2026-27 capital budget for new construction, major renovations and other.

Administration responded to questions of clarification regarding recent electrical outages, the relocation of the McIntosh Gallery, the integration of budget planning with risk management oversight, and the Huron/King's shuttle service.

A comment was received on the amount of capital investments Western can make because of its good financial planning practices.

Moved by G. Dick:

> That the Board of Governors approve the 2026-2027 University Operating and Capital Budgets and the proposed Program Specific Fees and Other Supplemental Fees for 2026-27.

CARRIED

4.1(c)(iii) **Student Fee Funded Units, Ancillaries, Academic Support Units and Associated Companies: 2026-2027 Budgets**

On behalf of the Property and Finance Committee, G. Dick presented the 2026-2027 budgets for student fee funded units, ancillaries, academic support units and associated companies.

Moved by G. Dick:

> That the Board of Governors approve the 2026-2027 budgets for Student Fee Funded Units, Ancillaries, and Academic Support Units, and Associated Companies as shown in Item 4.1(c)(iii), Table 1,
>
> And,
>
> That the ancillary fees collected by the University will be as detailed in Item 4.1(c)(iii), Table 2 for full-time students and Table 3 for part-time students as supported by the Student Services Committee.

CARRIED

4.1(c)(iv) **Annual Report and Recommendations of the Student Services Committee**

The annual report of the Student Services Committee regarding full-time student activity fee rates was received for information.

4.1(d) **Revisions to Resolution re: Banking**

Moved by G. Dick:

> That, on the recommendation of the Property and Finance Committee, the Board of Governors approve the revisions to the Resolution re: Banking.

CARRIED

4.1(e) **Campus Development and Open Space Strategy Updates**

L. Logan introduced the planned updates to the Campus Development and Open Space Strategies by describing their history, purpose, rationale for review, and objectives. The consultation process and timelines for review were described.

Board members were encouraged to attend an upcoming presentation.

4.2 **REPORT OF THE AUDIT COMMITTEE**

4.2(a) **Campus Safety and Emergency Services Annual Report**

L. Higgs presented the Campus Safety and Emergency Services Annual Report that was presented to the Audit Committee.

In her report, L. Higgs highlighted the various software and hardware updates being completed.

4.2(b) **Health, Safety and Employee Well-being Annual Report**

L. Higgs presented the Health, Safety and Employee Well-being Annual Report that was presented to the Audit Committee.

In her report, L. Higgs highlighted the low incident rates and the annual savings on long-term disability noting Western continues to have the best performance relative to peers on the time it takes to return to work.

5.0 UNANIMOUS CONSENT AGENDA

Moved by M. McGrath, seconded by L. Oliver:

That the items listed in the consent agenda, with the exception of Items 5.1(b), 5.1(c), and 5.3(b) be approved or received for information by the Board of Governors by unanimous consent.

CARRIED

5.1 ITEMS FROM THE PROPERTY AND FINANCE COMMITTEE

5.1(a) **New Scholarships, Awards, and Prizes**

The report on the terms of reference approved by the Property and Finance Committee for the new donor-funded scholarships, awards, and prizes was received for information.

5.1(b) **Standard and Poor's (S&P) Global Ratings Report**

Removed from consent. See Item 6.1

5.1(c) **Annual Public Report re: Bill S-211 – Fighting Against Forced Labour and Child Labour in Supply Chains Act**

Removed from consent. See Item 6.2.

5.1(d) **Chair in Leader Character**

A report advising the Board of Governors on the establishment of the Chair in Leader Character in the Ivey Business School was received for

information.

5.3 ITEMS FROM THE SENIOR POLICY AND OPERATIONS COMMITTEE

5.3(a) University Discipline Appeals Committee (UDAC) Membership

On the recommendation of the Senior Policy and Operations Committee, the Board of Governors acclaimed the following appointments to UDAC:

Chris Sherrin (faculty) to the role of Chair for the term July 1, 2026 to June 30, 2027; Brooklin Begg, Jack Harris, Zahra Nadeem (undergraduate students) for the term July 1, 2026 to June 30, 2027; Randal Graham (faculty) for the term July 1, 2026 to June 30, 2029.

5.3(b) Rescission of MAPP 1.7 – Chaplains to the University Community

Removed from consent. See Item 6.3.

5.4 ITEMS REFERRED BY SENATE

5.4(a) Advice re: 2026-2027 University Operating and Capital Budgets

A report advising the Board of Governors on Senate's review of Western's operating and capital budgets for 2026-2027 and their advice that the Board approve the budgets was received for information.

5.4(b) Subcommittee on Enrolment Planning and Policy (SUEPP) Report

The annual report on targets and processes for first-year undergraduate enrolment and overall enrolment projections for Western and its Affiliated University Colleges was received for information.

5.4(c) Report of the Academic Colleague

A report summarizing the December 2025 and February 2026 meetings of the Academic Colleague was received for information.

5.4(d) Academic Administrative Appointments

A report on the academic administrative appointments, as of March 13, 2026, was received for information.

5.4(e) Western Libraries Annual Report

The annual report on Western Libraries was received for information.

5.4(f) **Annual Report on Faculty Recruitment and Retention**

The annual report on faculty recruitment and retention was received for information.

5.4(g) **Honorary Degree Recipients – Spring 2026**

A report listing the Honorary Degree recipients for the 2026 Spring convocation was received for information.

5.4(h) **Report of the Subcommittee on Teaching Awards (SUTA): Recipients of Western's Excellence in Teaching Awards for 2025-26**

A report listing the recipients of Western's Excellence in Teaching Awards for 2025-26 was received for information.

5.4(i) **Annual Report of the Office of Academic Quality and Enhancement**

The annual report of the Office of Academic Quality and Enhancement was received for information.

5.4(j) **School of Graduate and Postdoctoral Studies: Introduction of a Doctor of Health Sciences in Interdisciplinary Health Sciences**

On the recommendation of Senate and by unanimous consent, the Board of Governors approved the introduction of a Doctor of Health Sciences in Interdisciplinary Health Sciences effective September 1, 2026.

6.0 ITEMS REMOVED FROM THE CONSENT AGENDA

6.1 Standard and Poor's (S&P) Global Ratings Report

In response to questions, Administration clarified the language/content presented in the report under the 'downside' and 'upside' scenarios.

6.2 Annual Public Report re: Bill S-211 – Fighting Against Forced Labour and Child Labour in Supply Chains Act

There were no questions. A comment was received suggesting the principles reflected in the report ought to be similarly reflected in the Responsible Investing policy.

Moved E. Maccabe, seconded by N. Zabian:

That, on the recommendation of the Property and Finance Committee,

the Board of Governors approve the 2026 Public Report submission to comply with Bill S-211; and

Grant the President & Vice-Chancellor the authority to approve and attest to the report, on behalf of the Board of Governors.

CARRIED

6.3 **Rescission of MAPP 1.7 – Chaplains to the University Community**

In response to a question, A. Shepard described the rationale for rescinding the policy and implementing the operating guideline noting it provides an enhanced process for appointing spiritual advisors.

7.0 QUESTIONS FROM MEMBERS FOR THE OPEN SESSION

None.

8.0 OTHER BUSINESS

None.

9.0 ADJOURNMENT TO CLOSED SESSION

On motion, the meeting adjourned at 12:06 p.m.

_____ _____

S. Shortreed
Chair

A. Bryson
University Secretary

Business Arising from the Minutes

Action: ☐ Approval ☐ Information ☐ Discussion

Executive Summary:

There is no business arising from the minutes of the previous meeting.

Report of the President

Action: ☐ Approval ☒ Information ☐ Discussion

Executive Summary:

In addition to the written report provided, A. Shepard, President & Vice-Chancellor, will provide a verbal report.

Documentation Provided:

Report of the President

Report of the President

To: Board of Governors

From: Alan Shepard

Date: June 11, 2026

Re: Report for June 2026

Dear Members of the Board,

Following are some of the noteworthy developments since my last report for the Board meeting of April 30, 2026.

Spring Convocation: From June 8-12, we celebrated more than 6,700 new graduates and nine honorary degree recipients, including: **Nancy Reid (DSc), Richard McLaren (DCL), Daniel Haas (DSc), Richard Rooney (LLD), Kevin Sullivan (LLD), Elizabeth Akiwenzie (LLD), Sukhinder Singh Cassidy (LLD), Dave Wessinger (DSc) and Mike Wessinger (DSc)**. Thank you to the Board members who participated and to the hundreds of faculty and staff volunteers for supporting Western's 327th Convocation.

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. Western is preparing its proposal and growth plan for the Ministry for this funding (due July 7), which will be distributed through a competitive bid process.

Recent rankings: The *2026 Center for World University Rankings* positioned Western as 187 among 21,291 universities (top 0.9%), placing sixth in Canada and 67th regionally (US and Canada). Western scored high once again for employability. Western's ranking has improved in the *QS 2027 World University Rankings* to be released June 18, 2026. Improvements were measured in sustainability, employer reputation, international research network, and academic reputation. More details will be shared at the Board meeting.

AI strategies released: on June 4 the federal government released its national strategy, *AI for All*, highlighting the importance of research and talent development, including creating additional research chairs in AI. On May 29, the Council for Ontario Universities released its report, *Charting a Path Forward for Ontario Universities in the Age of AI,* outlining recommendations on preparing students for an AI-enabled world. Both documents will guide universities in playing a central role in an AI-enabled society, including responsibly integrating AI into teaching, research, and operations, and informing and supporting society's overall

approach to thoughtful and ethical AI adoption. Western's Chief AI Officer, Mark Daley, was Vice-Chair of the task force for the COU report and played a key role in its development.

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.

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 and provide a foundation to improve data collection, organization, analysis, and collaboration, with a focus on AI systems.

Undergraduate Summer Research Internships: 322 undergraduate students from 11 faculties, four institutes, and WAFAR are engaged in Undergraduate Summer Research Internships. An additional 96 undergraduate students were funded through the Tri-agencies' Undergraduate Student Research Award program, which focuses on engaging underrepresented groups.

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

- **2025-26 Western Teaching Awards**
    - Edward G. Pleva Award for Excellence in Teaching:
      Felix Lee (Science), **Tara Mantler** (Health Sciences)
    - Marilyn Robinson Award for Excellence in Teaching:
      Christina Booker (Science), **Lesley Gittings** (Health Sciences),
      Soheila Esfahani (Arts & Humanities)
    - Angela Armitt Award for Excellence in Teaching for Part-Time Faculty:
      Denise Grafton (Health Sciences)
    - Western Award for Innovations in Technology-Enhanced Teaching:
      Joshua Foster (Ivey)
    - Vice-Provost (Academic Programs) Award for Excellence in Collaborative Teaching: **David Sandomierski** (Law)

- **Miriam Capretz** (Engineering) and **Girma Bitsuamlak** (Engineering) named Fellows of the *Canadian Academy of Engineering*.

- **Joanna Langille** (Law) and **Ryan Liss** (Law) elected to visiting fellowships at Oxford.

- **Tarun Katapally** (Health Sciences) appointed to the *Council of Canadian Academies* Expert Panel on the State of Citizen Science in Canada.

- **Andrew Sargent** (Huron, Arts & Humanities) awarded the 2025 John Charles Polyani Prize in Literature from the *Council of Ontario Universities*.

- **Mary Crossen** (Ivey) named a recipient of the *International Leadership Association*'s 2026 Lifetime Achievement Award.

- **Cody Groat** (Social Science) appointed to UNESCO's International Advisory Committee on the Memory of the World Programme.

- **Jim Weese** (Health Sciences) received the L.B. "Mike" Pearson Award from *USPORTS* in recognition of outstanding lifetime achievements in support of university athletics.

- **Vickie Croley** (former Mustangs track and field head coach) received the Jean-Marie de Koninck Award from *USPORTS* for outstanding contribution to university sport.

- **Ruban Chelladurai** awarded the Marty England Memorial Award from the *Council on University Planning and Analysis*.

- **Western Communications** won three golds and a silver in the National Magazine Awards (B2B) for 2025 issues of *Western Alumni Magazine*. The magazine also received an honourable mention for national Best Magazine: News, Business, General Interest.

- Mustangs Football player, **Keegan O'Neil,** signed to the Toronto Argonauts.

- 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.

- **Louise Arbour** (DCL'00) appointed Canada's next Governor-General.

- **Linda Hasenfratz** (BSc'89, MBA'97, LLD'19), former Chancellor, selected to receive Lifetime Achievement award, and **John Graham** (PhD'99) selected to receive a Canada Business Leader of the Year award from the *Canadian Chamber of Commerce.*

- **John Chayka** (BA'14) named General Manager of the Toronto Maple Leafs.

- **Carrie Tait (**MA'04) named 2025 Journalist of the Year in the National Newspaper Awards.

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.

Bryan Neff has been reappointed as Associate Vice-President (Research) and **Professor Valerie Oosterveld** has been newly appointed as Associate Vice-President (Research), both for five-year terms beginning July 1, 2026.

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.

Campus Development and Open Space Strategies

Action: ☒ Approval ☐ Information ☐ Discussion

Recommended: That, on the recommendation of the Property and Finance Committee, the Board of Governors approve the Campus Development Strategy.

That, on the recommendation of the Property and Finance Committee, the Board of Governors approve the Open Space Strategy.

Executive Summary:

The Campus Development Strategy (2015; formerly Campus Master Plan) and the Open Space Strategy (2018) have been updated to reflect Western's emerging needs.

Both strategies remain focused on advancing the teaching and research missions, enriching experiences for students, faculty, and staff, and responsibly stewarding Western's campus land and evolving infrastructure.

The Campus Development Strategy helps guide how development decisions are made now and into the future. It builds on key ideas like sustainability, connectivity, inclusivity, and resilience, while highlighting Western's commitment to its campus environment, architectural excellence, and strategic priorities.

The Open Space Strategy guides how we approach our outdoor spaces. Aligned with current priorities, including the Campus Development Strategy, it addresses growth, changing mobility patterns – walking, cycling, transit and vehicles – and our evolving public space needs. It strengthens the pedestrian priority core, coordinates capital projects, and reflects recent updates to the City of London's mobility and transit plans.

The Senate, at its meeting on June 5, 2026, reviewed the Campus Development and Open Space Strategies and offered its advice to the Board by recommending approval of these strategies. See Item 5.5(f).

Documentation Provided:

Campus Development Strategy

Open Space Strategy

Slide Deck Presentation

WESTERN UNIVERSITY

Campus Development Strategy

URBAN STRATEGIES INC.

Western

June 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

Lynn Logan, Vice-President, Operations & Finance (Chair)
Andrew Konowalchuk, Associate Vice-President (Facilities Management)
Chris Alleyne, Associate Vice-President (Housing & Ancillary Services)
Ali Springate, Director, Stakeholder Relations, Western Communications
Ruban Chelladurai, Associate Vice-President (Institutional Planning & Budgeting)
Jeff Hutter, Acting Deputy Provost
Julian Birkinshaw, Dean, Ivey School of Business
Mike McLean, Director (Facilities Planning & Design)
Susanne Schmid, Chair, SCUP
Bryan Neff, Associate Vice-President (Research)
Cherin Chung, President, Society of Graduate Students
Melissa Steadman, Associate Director, Off-Campus Housing & Apartments
Lesley Oliver, Specialist in Equity, Diversity and Inclusion
Bill Chantler, Director, Campus Safety & Emergency Services
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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. This Strategy will help Western accommodate long-term growth while maintaining a connected, accessible, and cohesive campus that preserves its distinct identity and character. Stewardship in this strategy is aligned with Indigenous-informed principles and supports Western's commitment to advancing Truth and Reconciliation. As the strategy is implemented, Western will seek opportunities to reflect the local Indigenous nations, territories, and languages.

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. This Strategy has been refined based on consultation feedback, while operational or project-specific items will be carried forward through future studies, capital planning, detailed design, Transportation Demand Management work, accessibility planning, or implementation

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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.

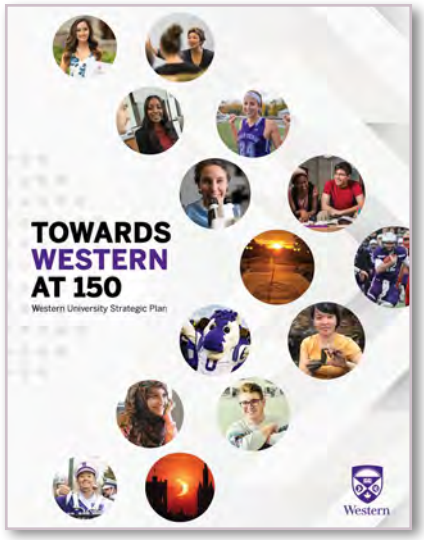
2015 Campus Master Plan

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

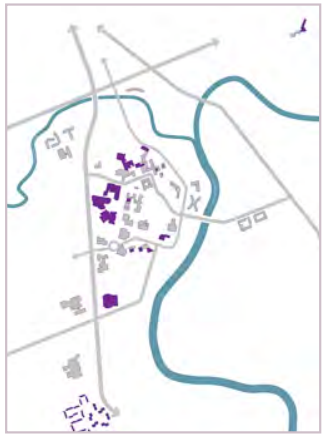
NEW: 7,500 m²
TOTAL: 27,100 m²

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

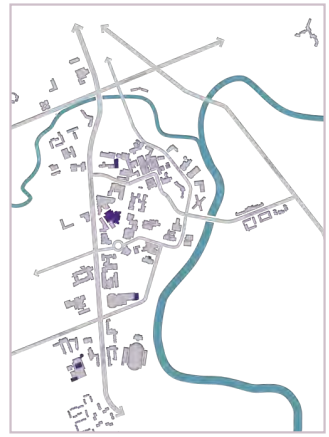
NEW: 96,000 m²
TOTAL: 584,600 m²

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

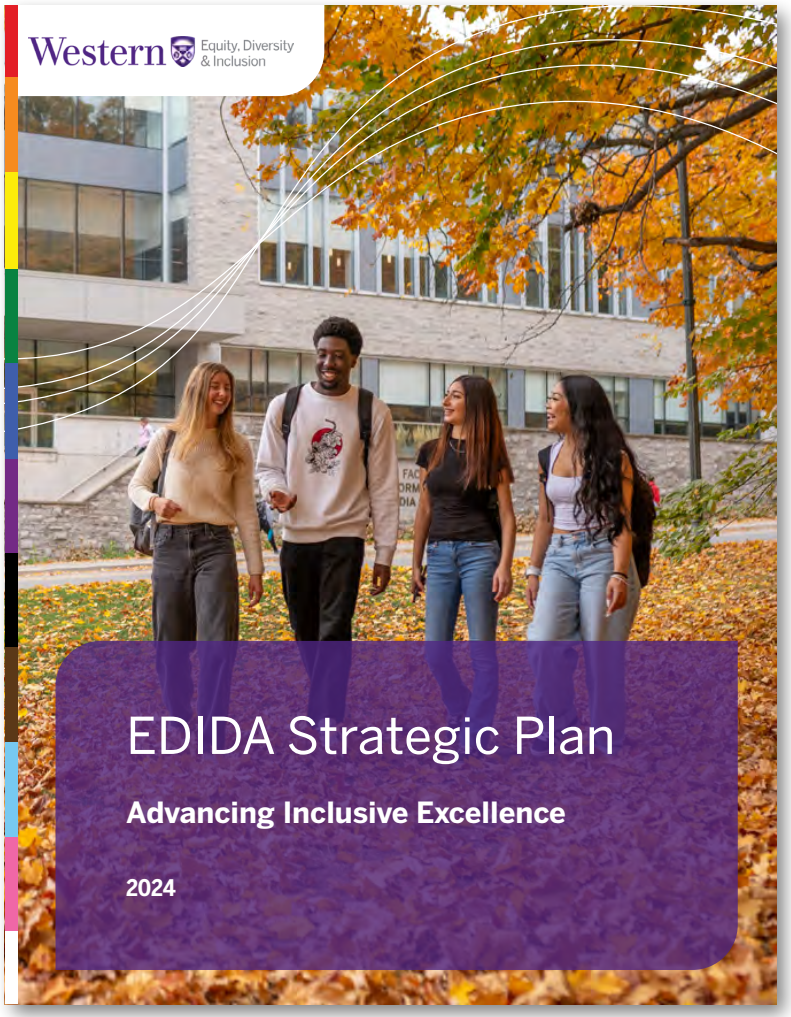
In the past decade, three critical initiatives have been brought to the forefront of Western's priorities. These include:

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.*

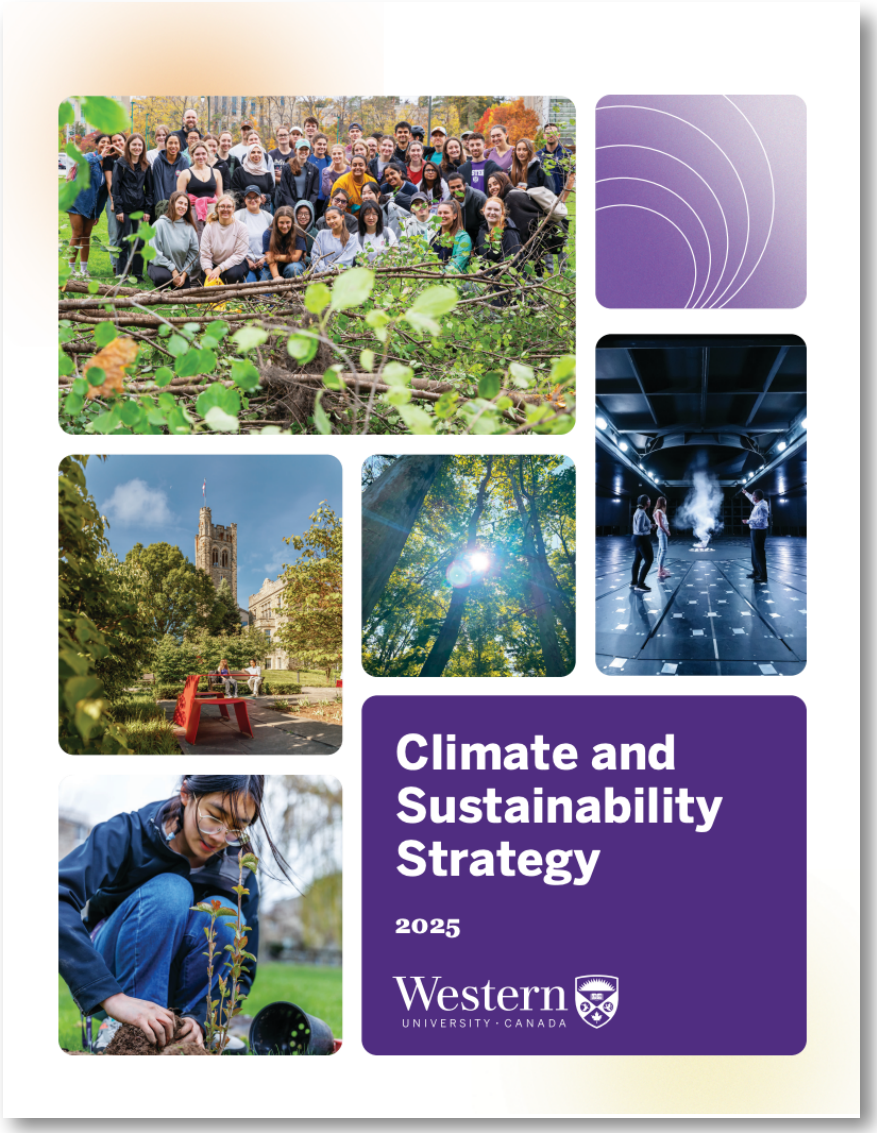
These priorities held significance in the 2021 Western University Strategic Plan, along with other more specific University documents and policies, and have been considered into the development of this Campus Development Strategy.

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.

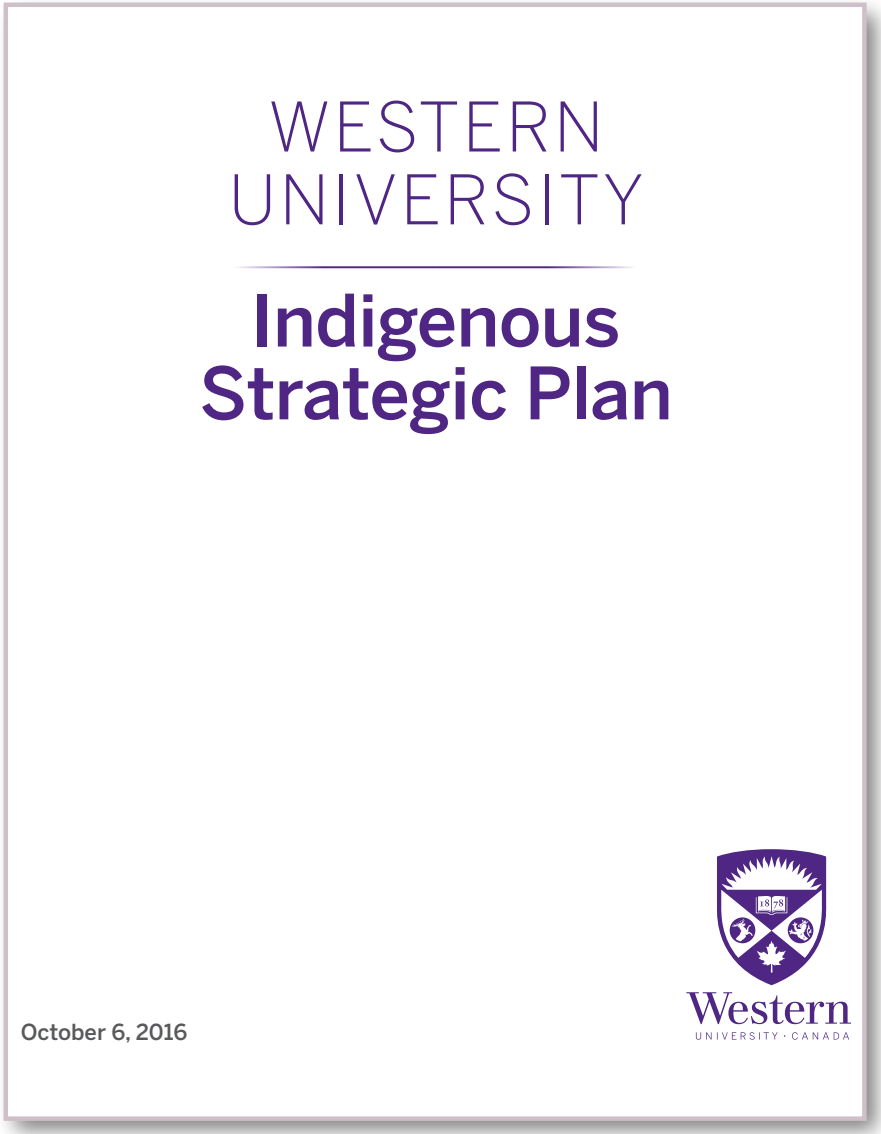
Western's Climate and Sustainability Strategy was approved in February 2026, and the goals and objectives in this report should be integrated in all future campus development.



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

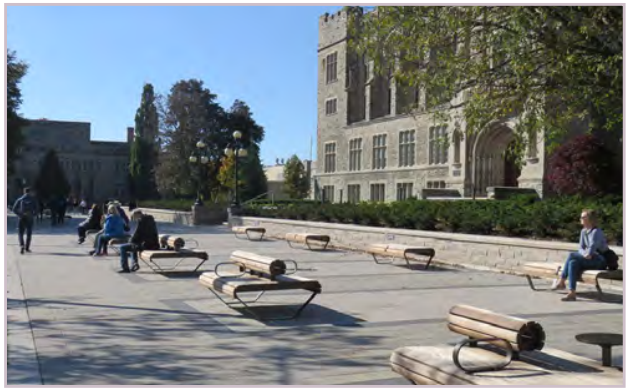
Updates to the 2018 Open Space Strategy, show substantial improvements to the character open spaces in the historic campus core have been completed, with several additional public realm improvement projects planned for the upcoming years.

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.

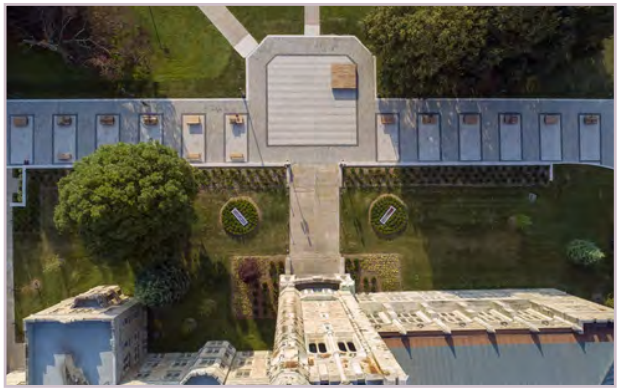
This Development Strategy recognizes that built form needs and public realm investments on campus will continue to evolve. This document identifies areas for potential new investment along with conceptual development yields for potential development sites, while purposely allowing for flexibility in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

UC Hill Walkway

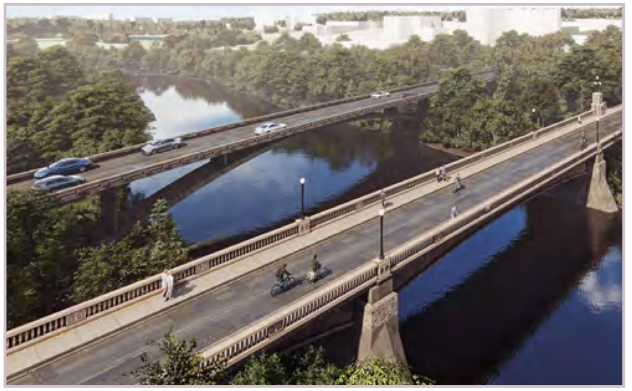
Welcome Plaza



University College Plaza



University College Plaza



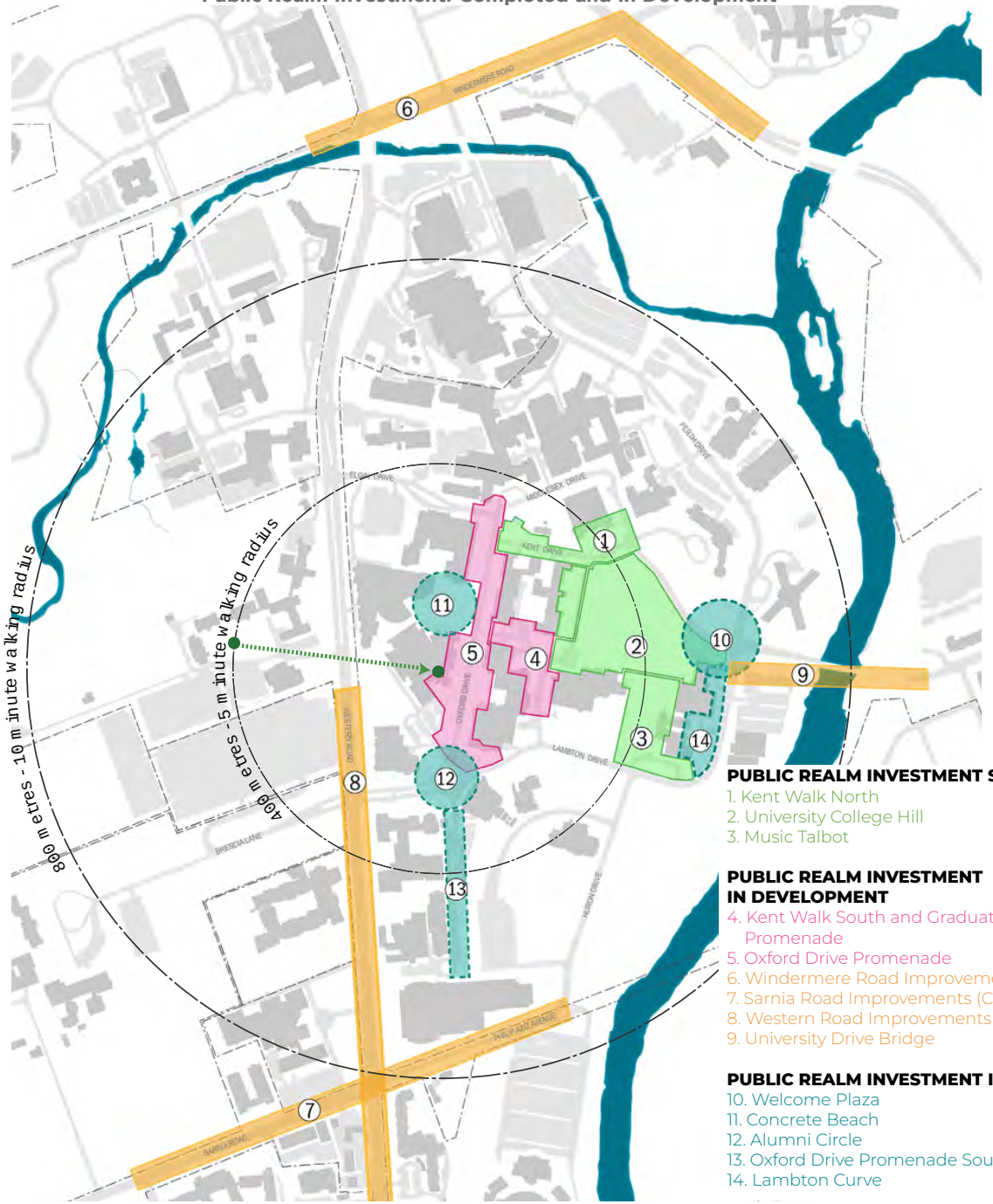
University Drive Bridge (concept rendering)

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

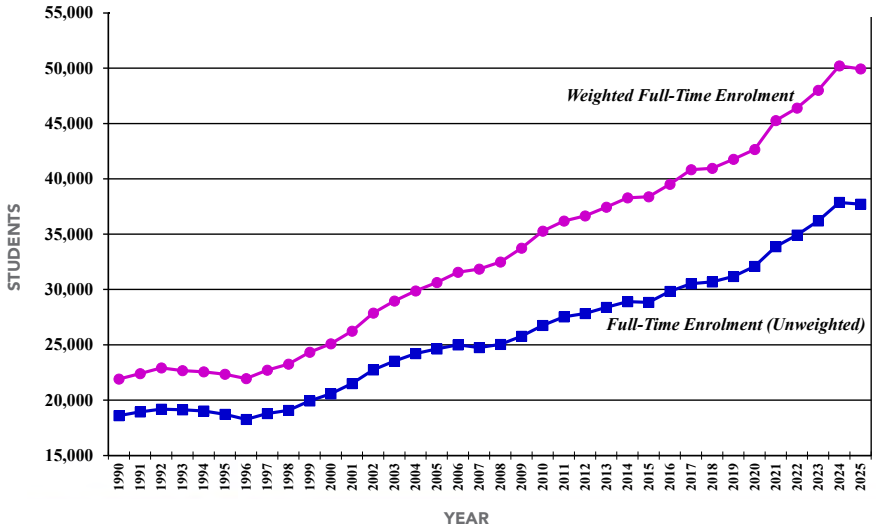
10. Welcome Plaza
11. Concrete Beach
12. Alumni Circle
13. Oxford Drive Promenade South
14. Lambton Curve

1.6 Enrollment + Growth Projections
Planning for the Future

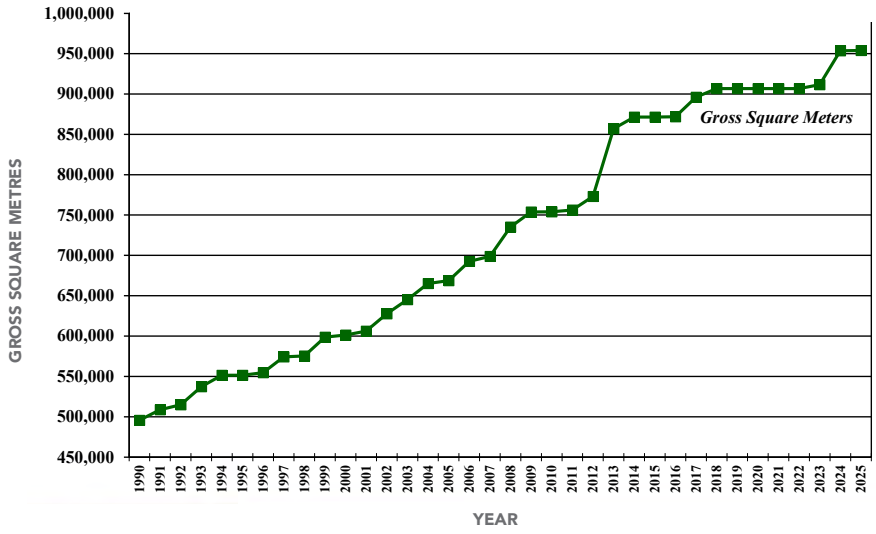
The following graphs from the 2015 Campus Master Plan illustrate historic patterns of spatial needs on campus per student. Following a period of sustained increase from the 1920s through the 1960s, the amount of space required per student has generally plateaued since that time.

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.

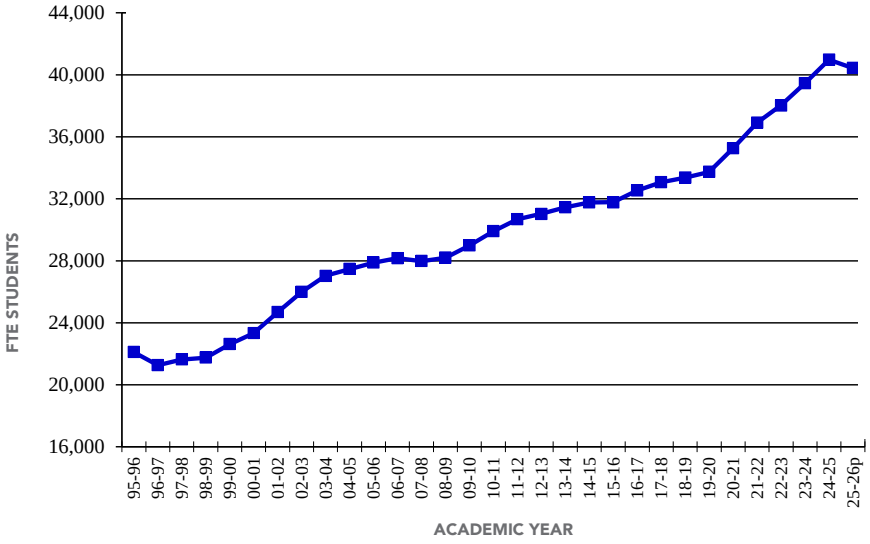
Similar to the 2015 approach, this Campus Development Strategy identifies where campus growth can take place; the calculated potential of development sites; and design opportunities and priorities that should guide future growth.



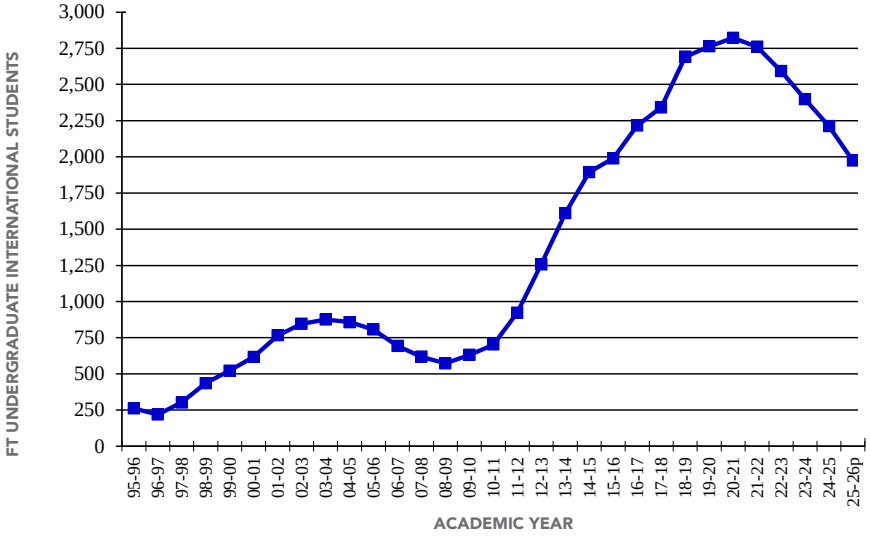
Enrolment at Western (1990 - 2025)



Historical Square Meterage and Enrolment Growth (2015)



Total Full-time Enrolment (1990 - 2026)



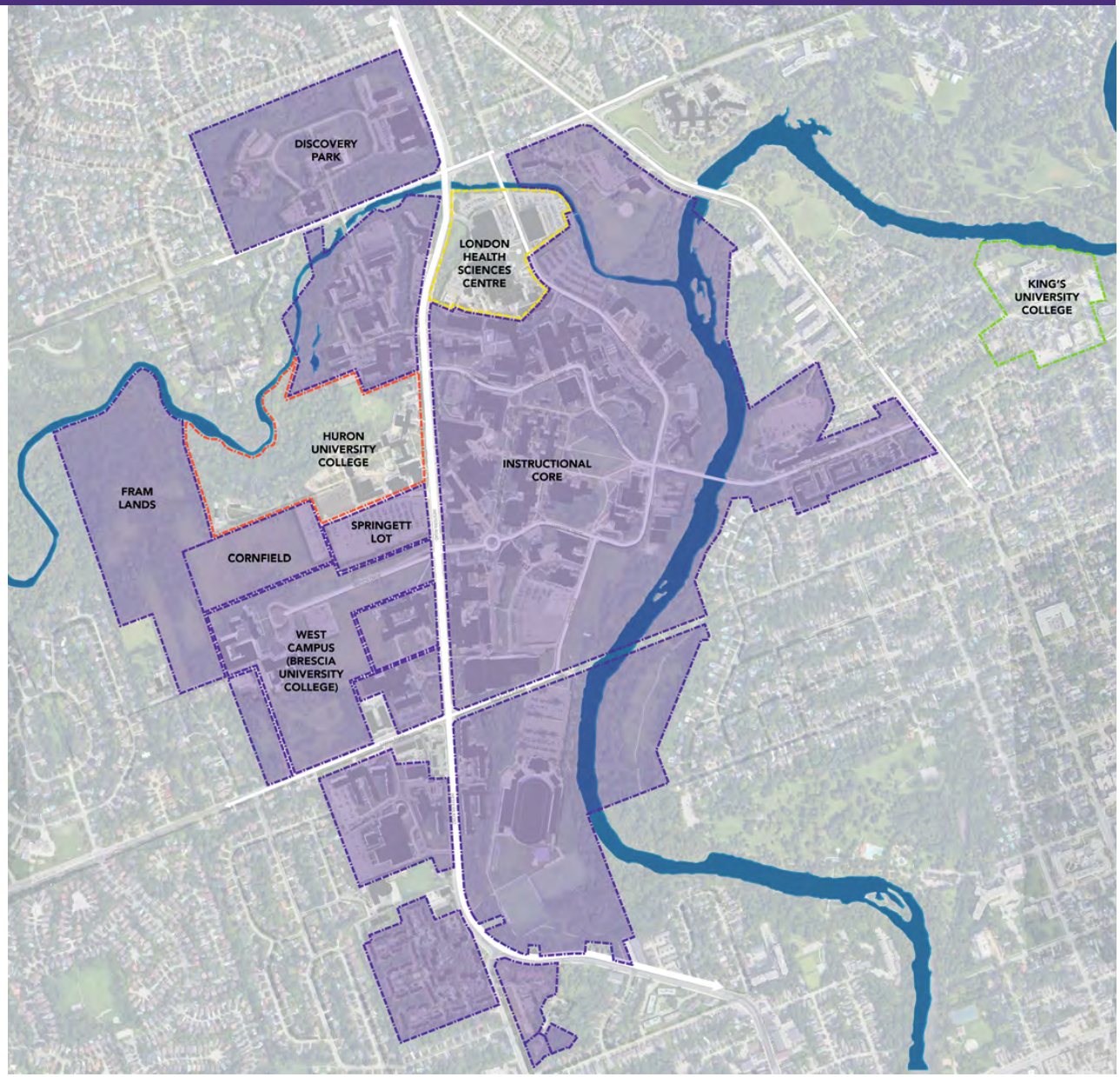
Full-time Undergraduate International Enrolment

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.

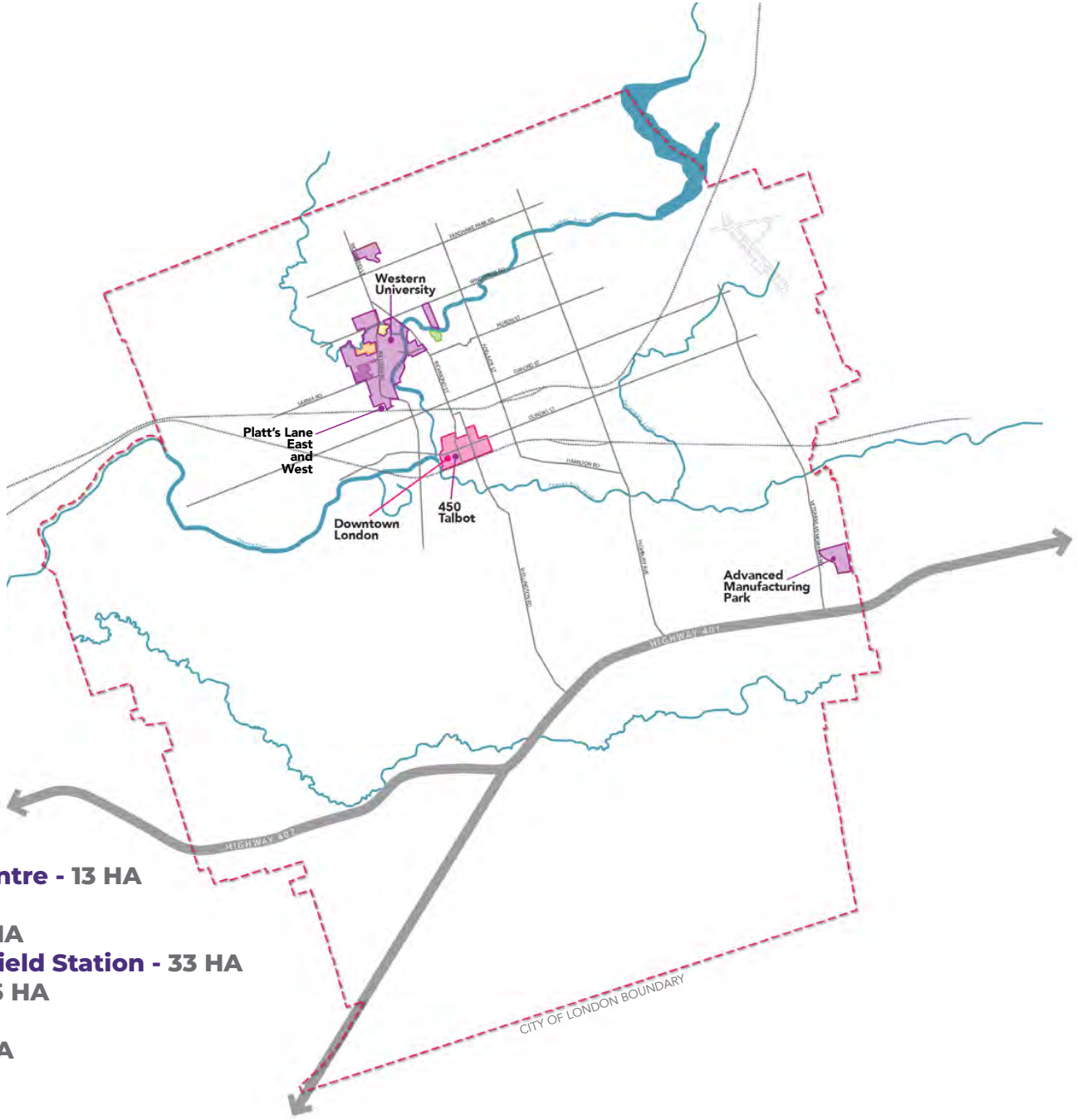


Western University Main Campus Areas

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

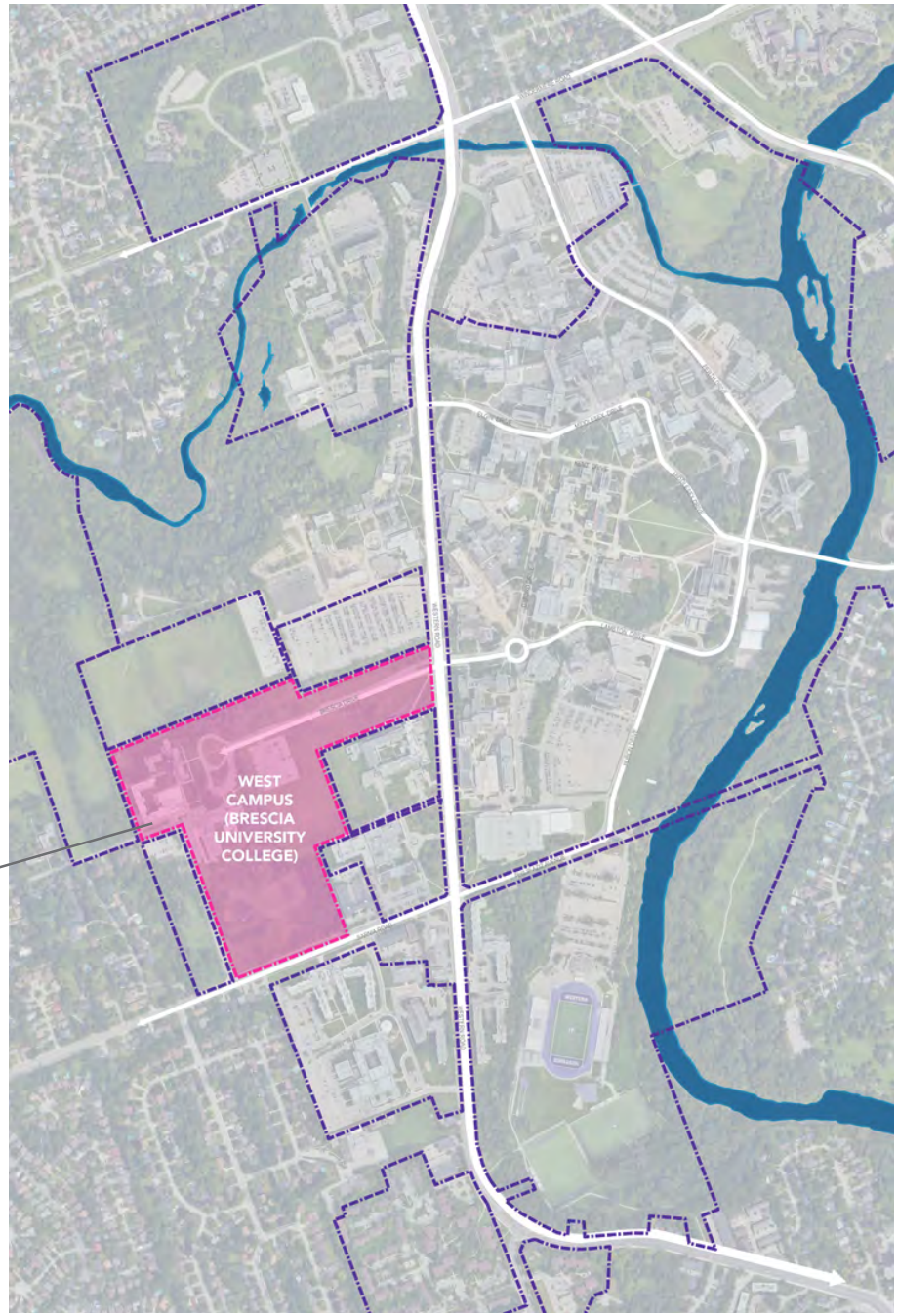
West Campus (formerly Brescia University College)

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)

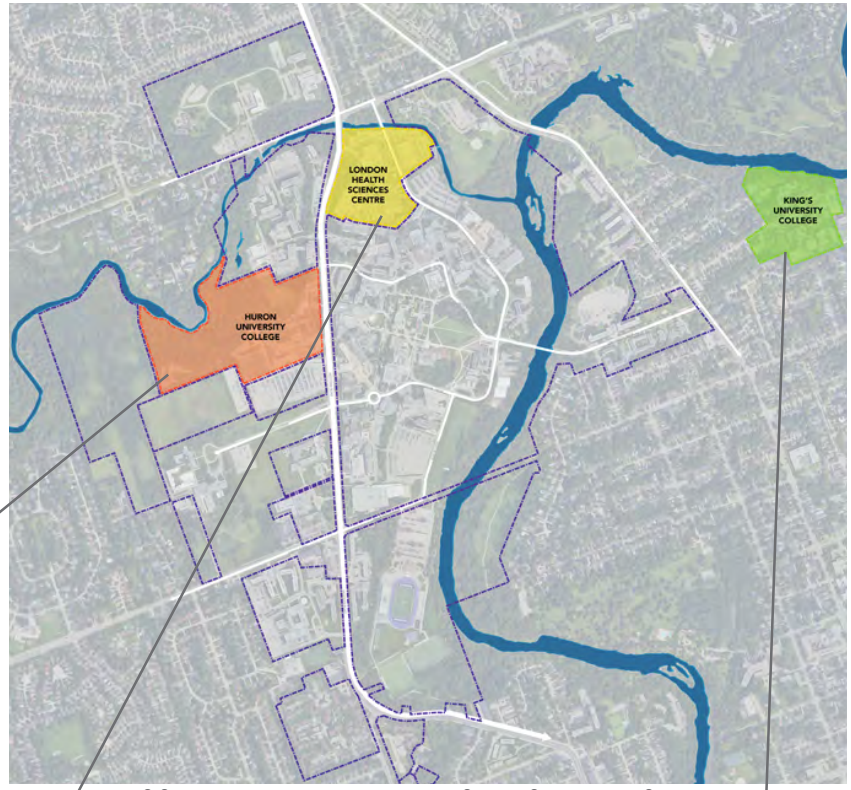


West Campus (Brescia University College) Map

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

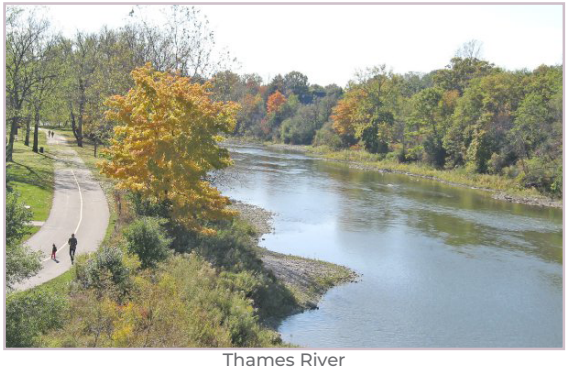
Western benefits from a spectacular natural setting that has defined the character of the campus for a century. Western is surrounded by a natural setting that has become one of the character defining images of the campus. The Thames River and Medway Creek Watershed, including a connected multi-use trail 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.

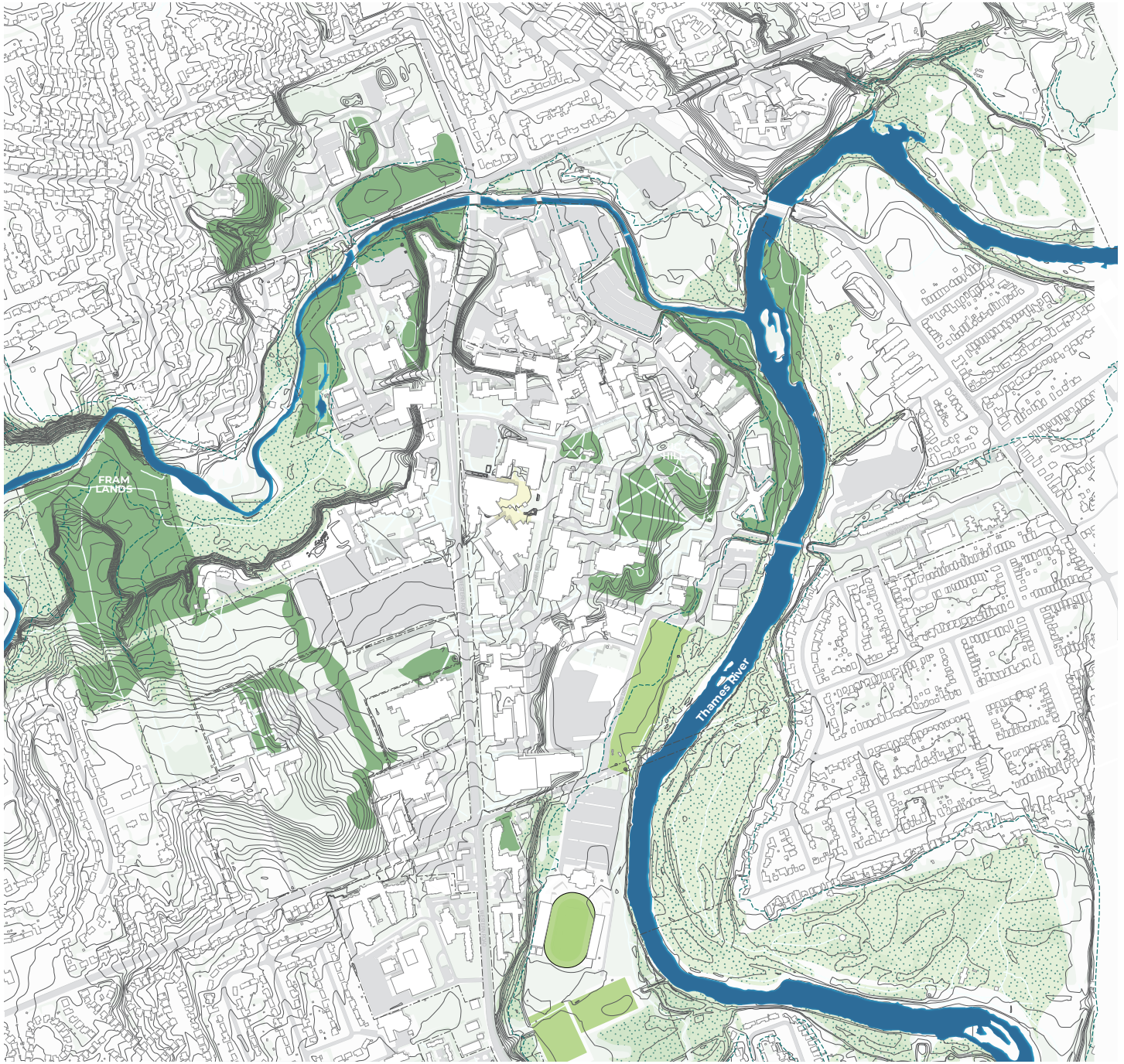
UC Hill



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.

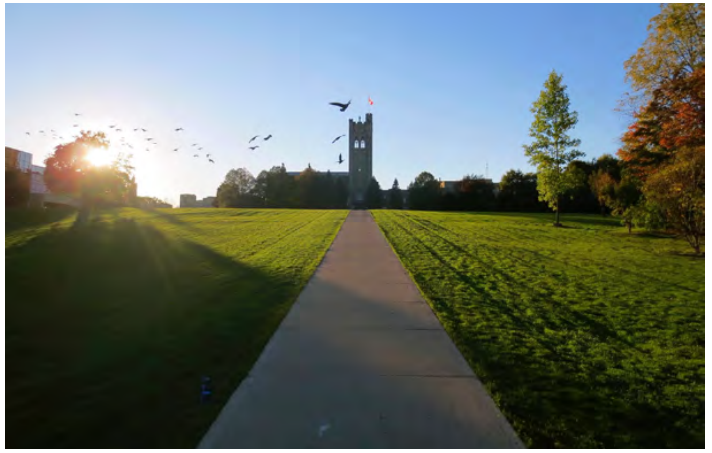
2.2 Key Structuring Moves
Reinforcing and Expanding Western's Core Campus

"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.

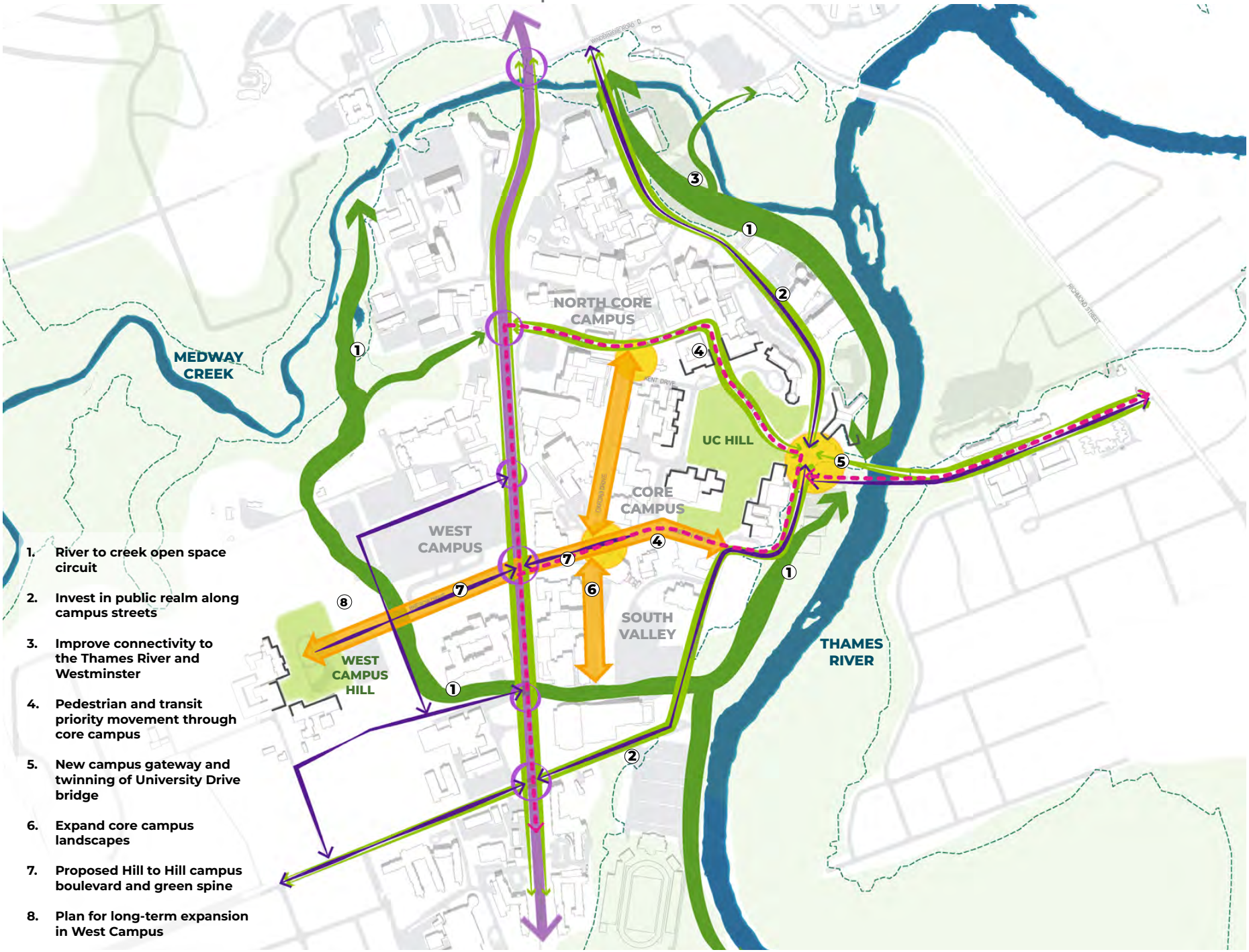
A series of linked campus landscapes form a bigger circuit offering recreation, health and wellness, and amenity for students and faculty, connecting to the surrounding Thames River and Medway Creek conservation areas.



UC Hill view to University College

Ursuline Hall on West Campus

Campus Framework Plan

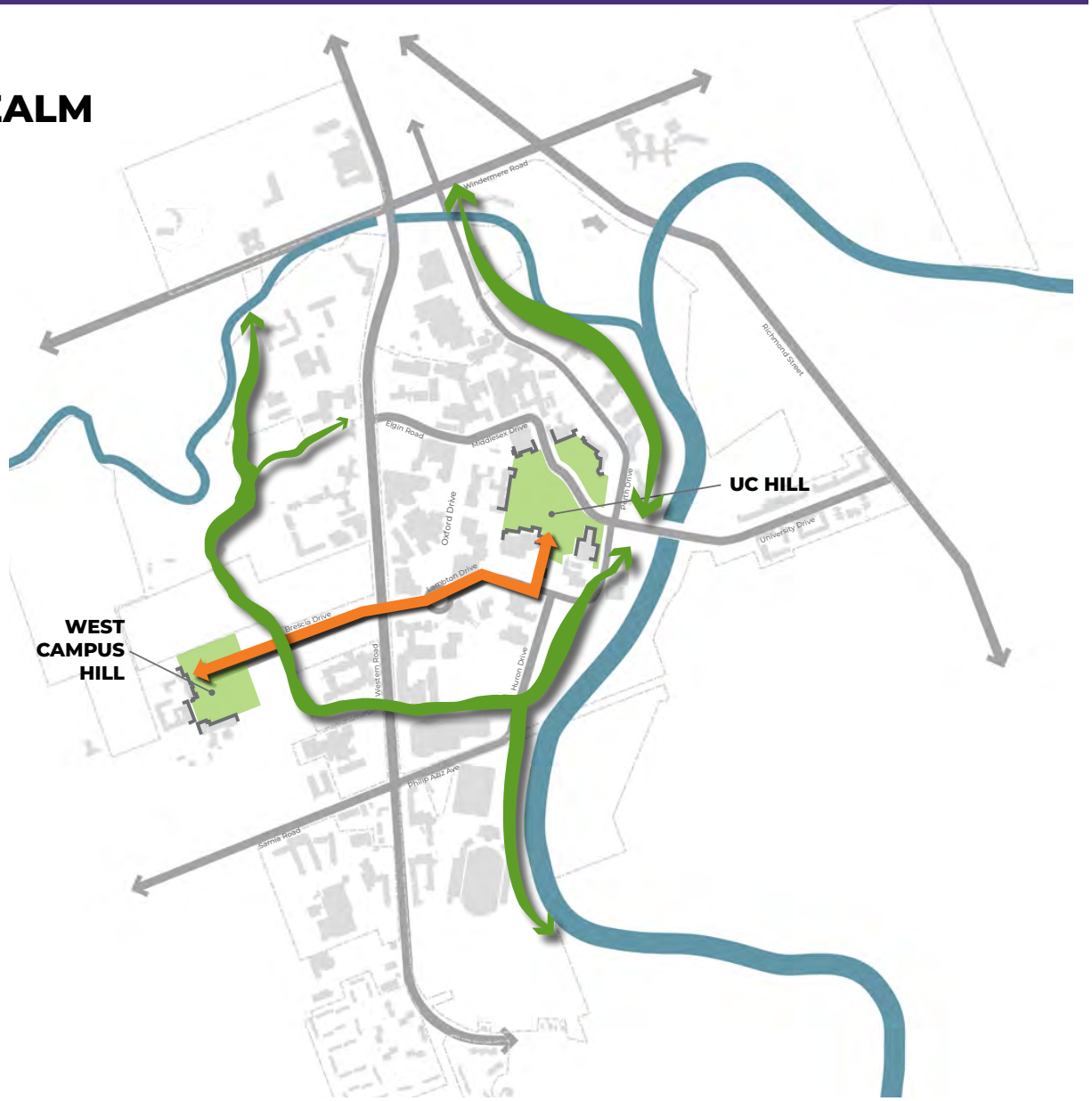


2.3 Campus Design Framework
Circulation + Open Space + Development

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 Subwatershed 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).

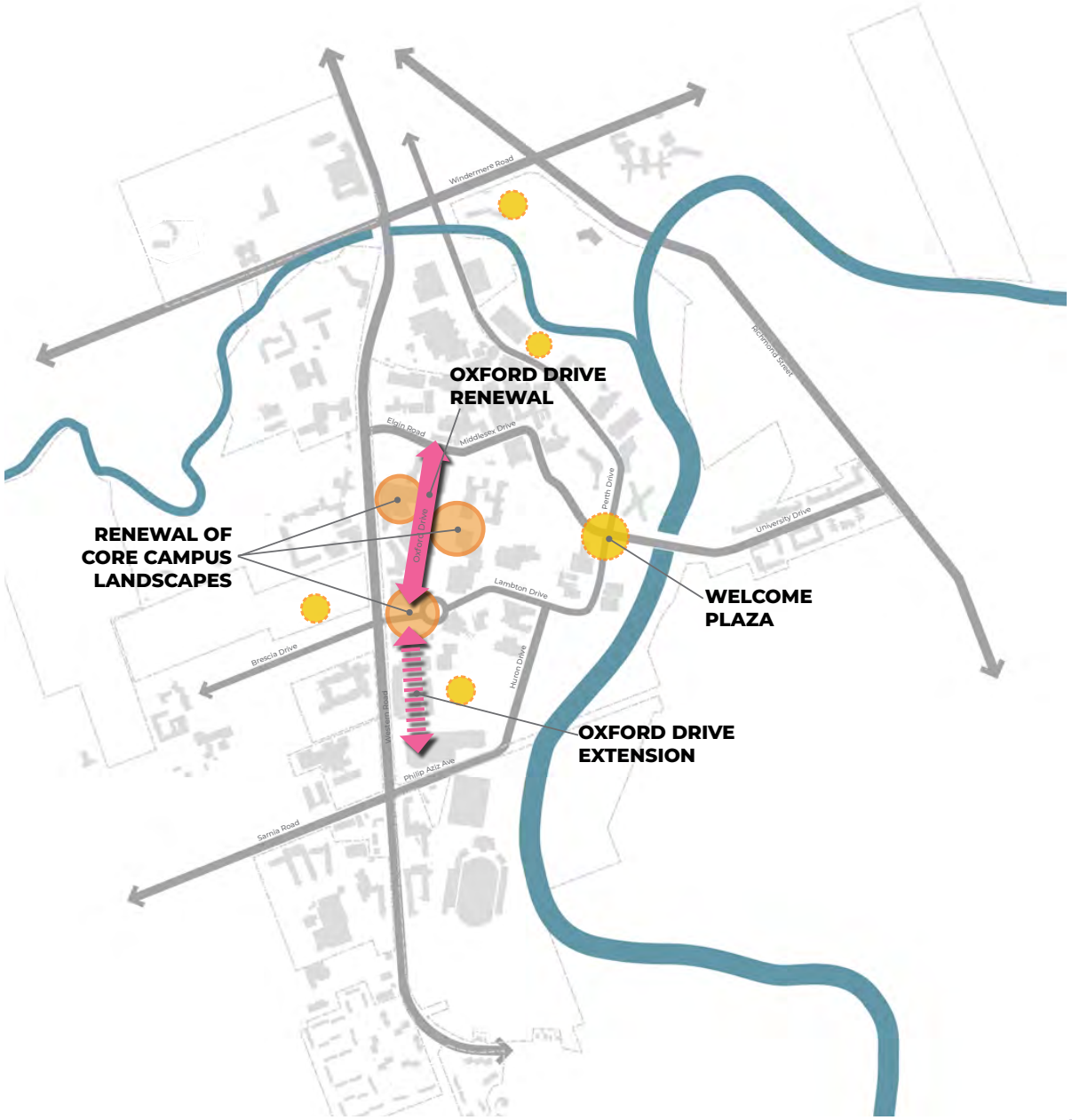


Campus Open Space Circuit
Campus Hills
Proposed Campus Boulevard and Green Spine

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.



Public Realm Renewal
Public Realm Extension
Core Campus Open Spaces
New Campus Open Spaces

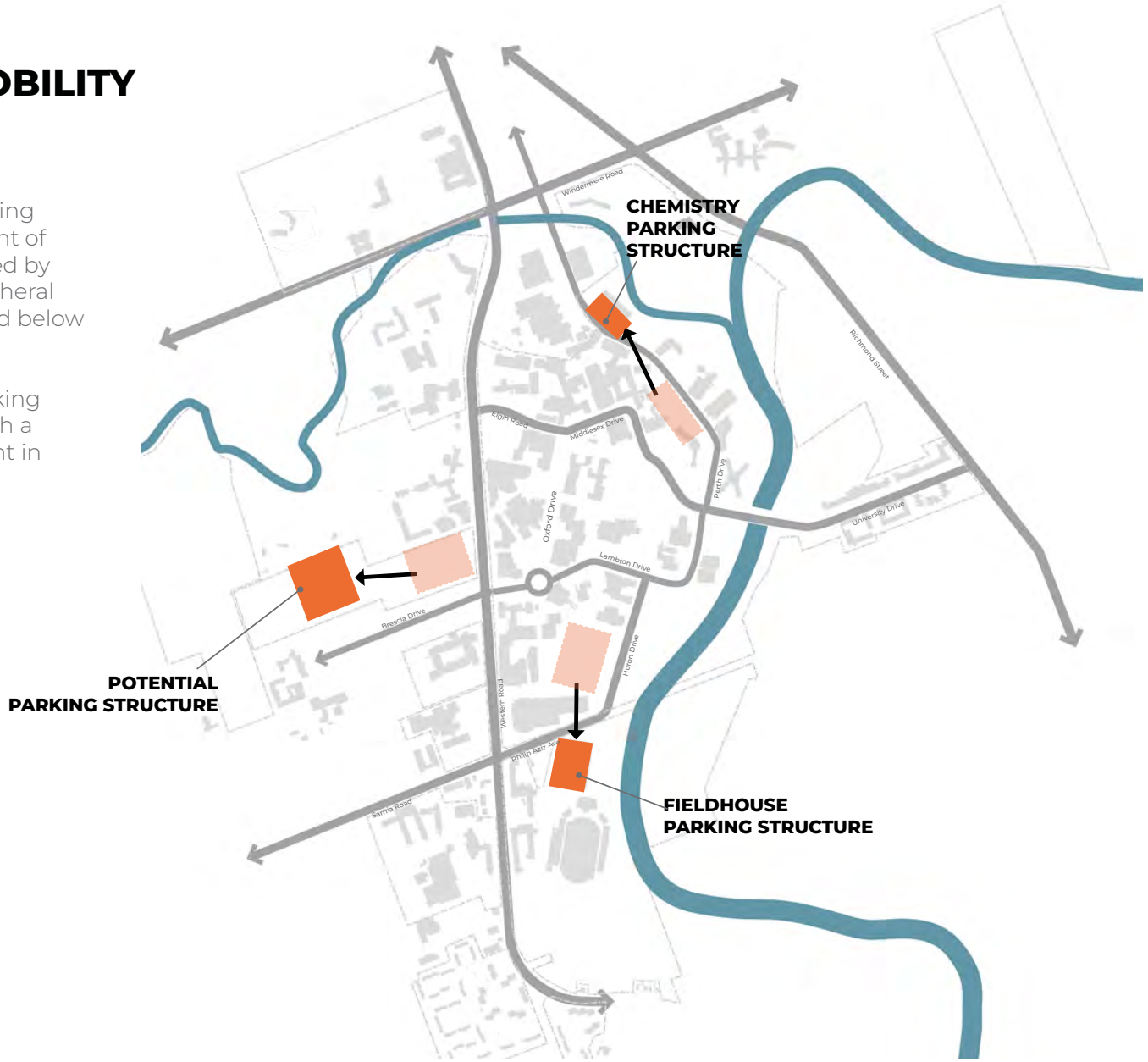
Legend

Emerging Campus Open Space and Public Realm Framework

CIRCULATION + MOBILITY

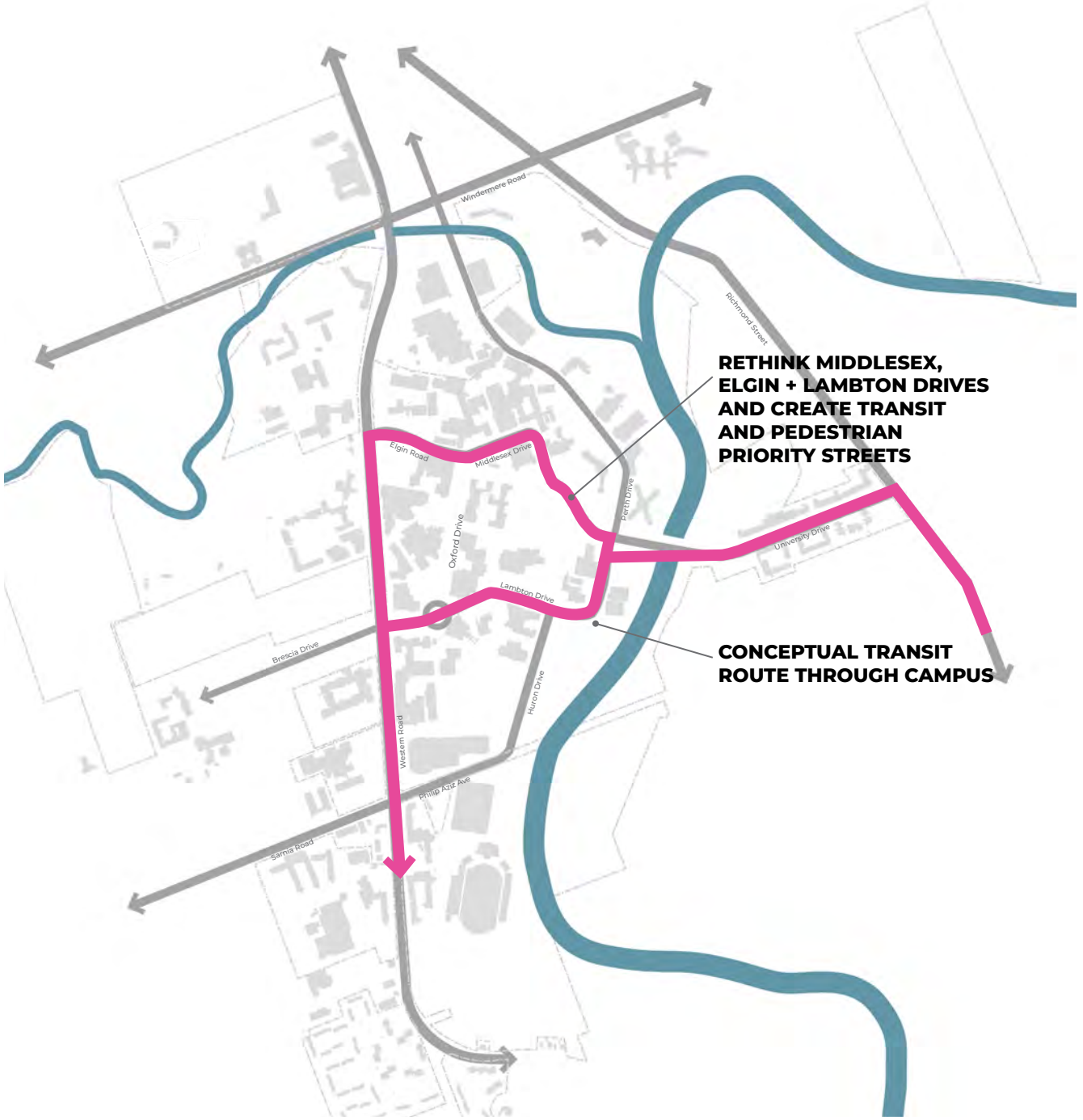
1. De-centralize Parking

- 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.

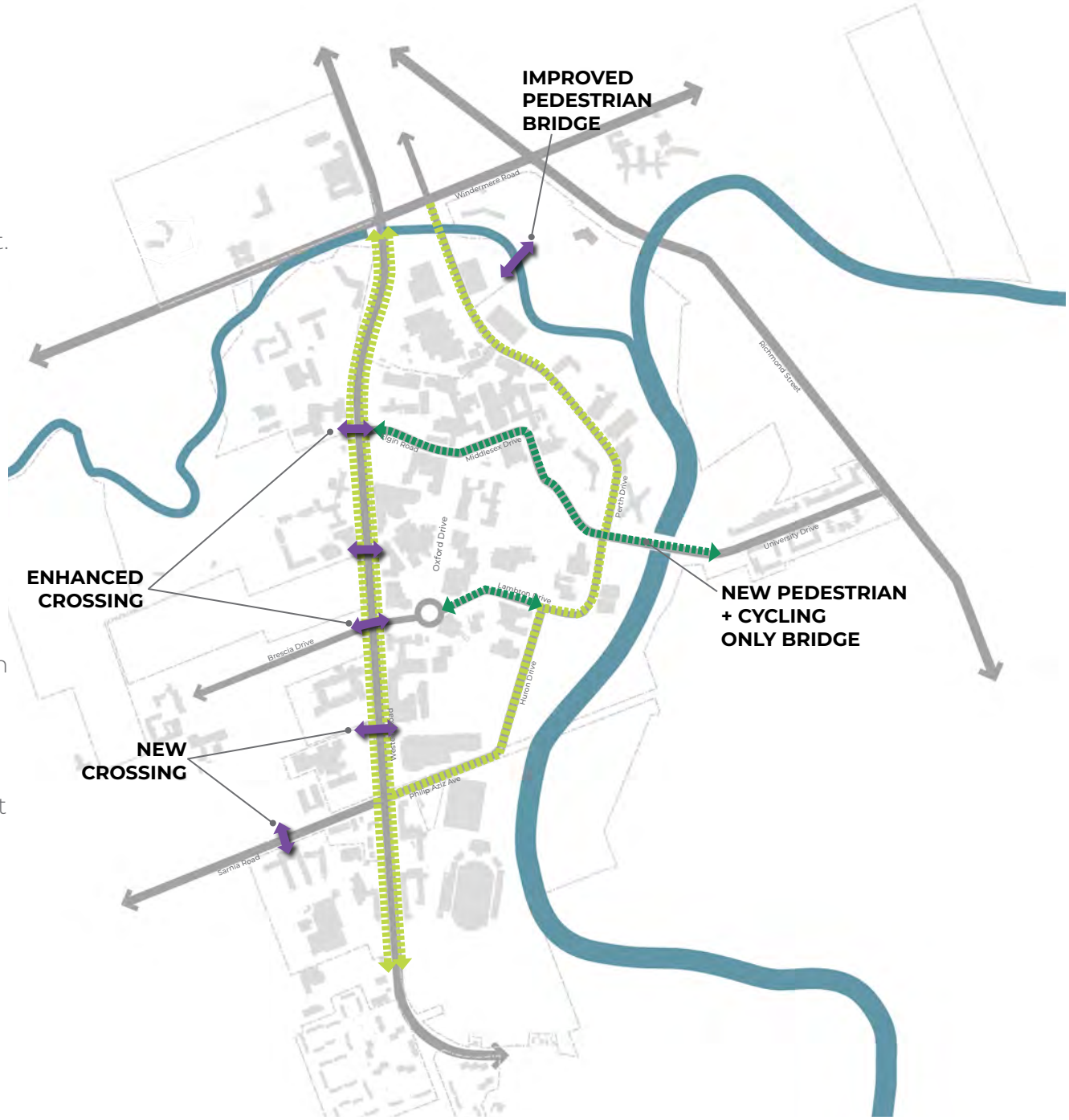


Potential Transit Route

Legend

3. Strengthen Connections to the Core

- Improve safe pedestrian movement along and across Western Road with new connections and public realm investment. Improvements involving Huron lands or shared routes will be advanced in collaboration with Huron;
- 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.

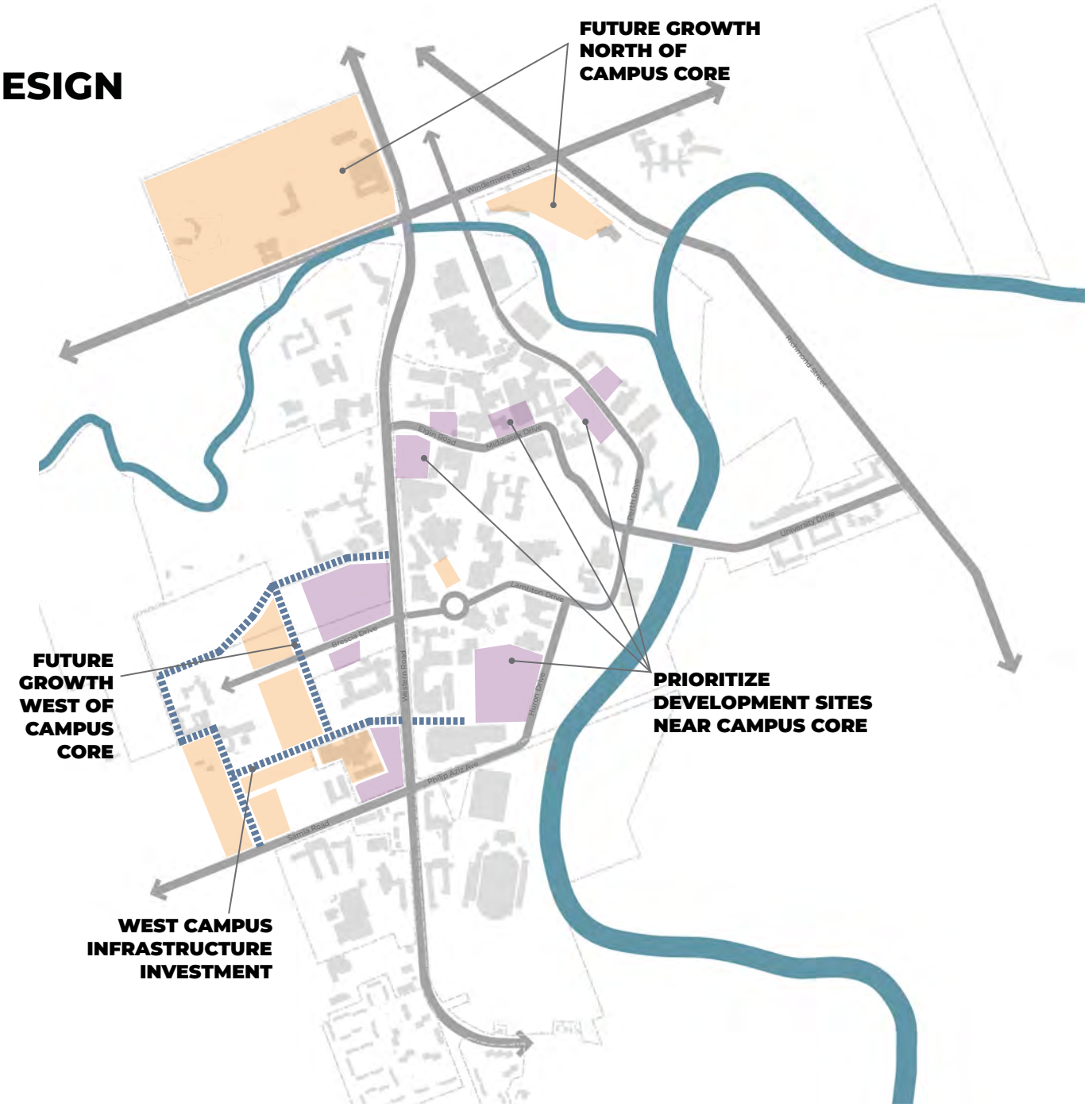


Emerging Campus Circulation and Mobility Framework

BUILT FORM + URBAN DESIGN

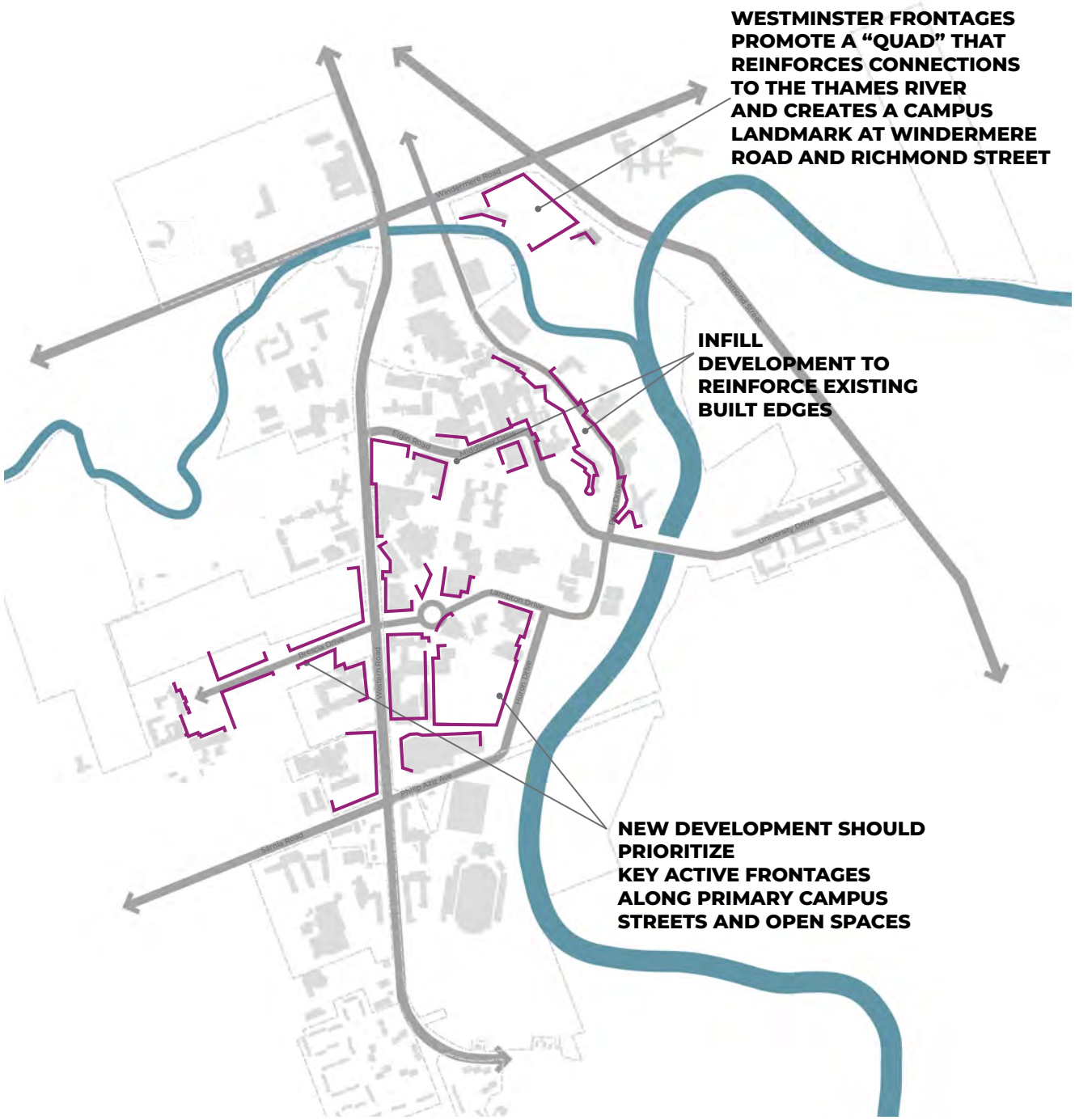
1. Plan for Near + Long Term Growth

- 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

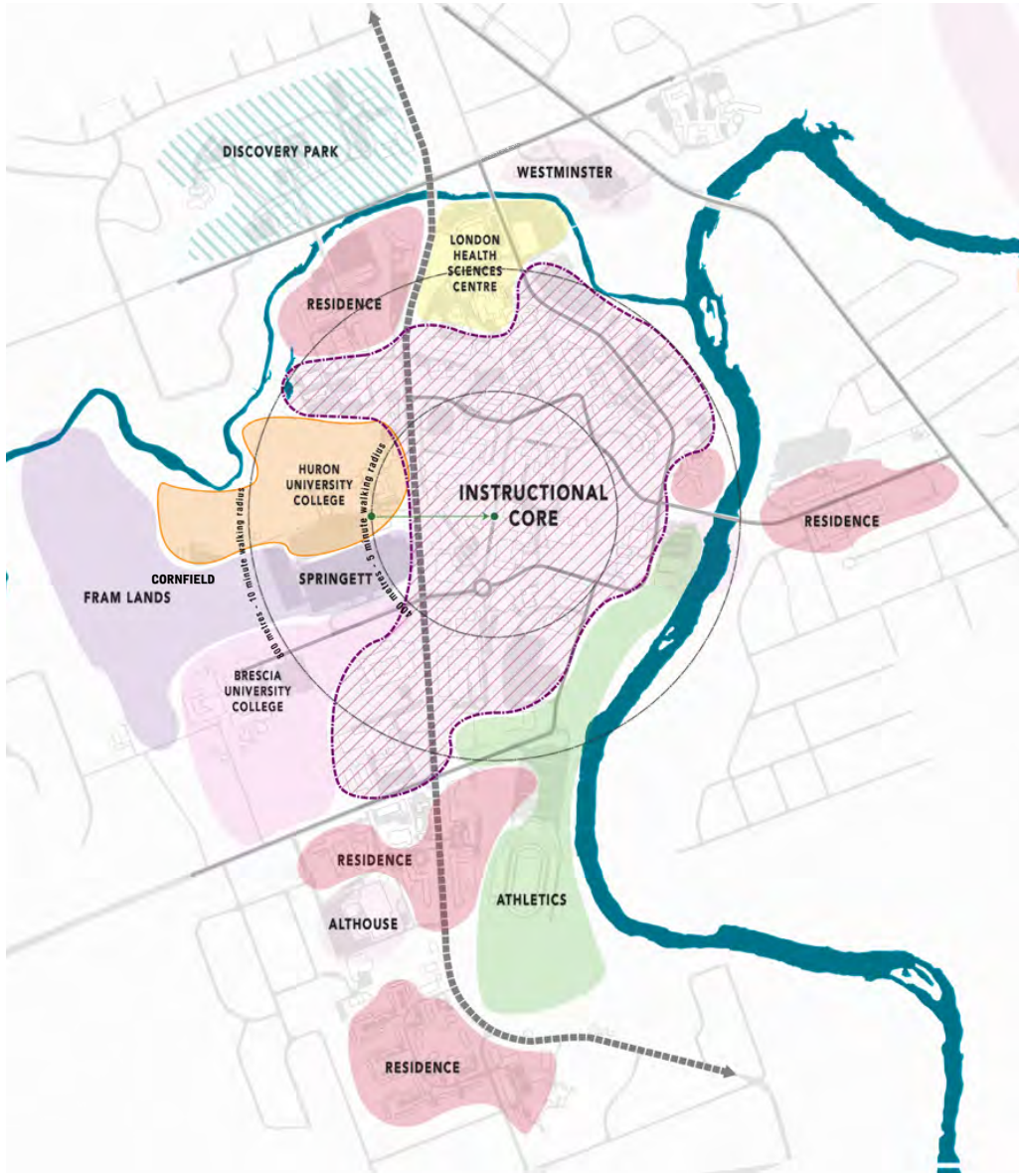
3.1 Evolving Character Areas
Expanding the Instructional Core

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.

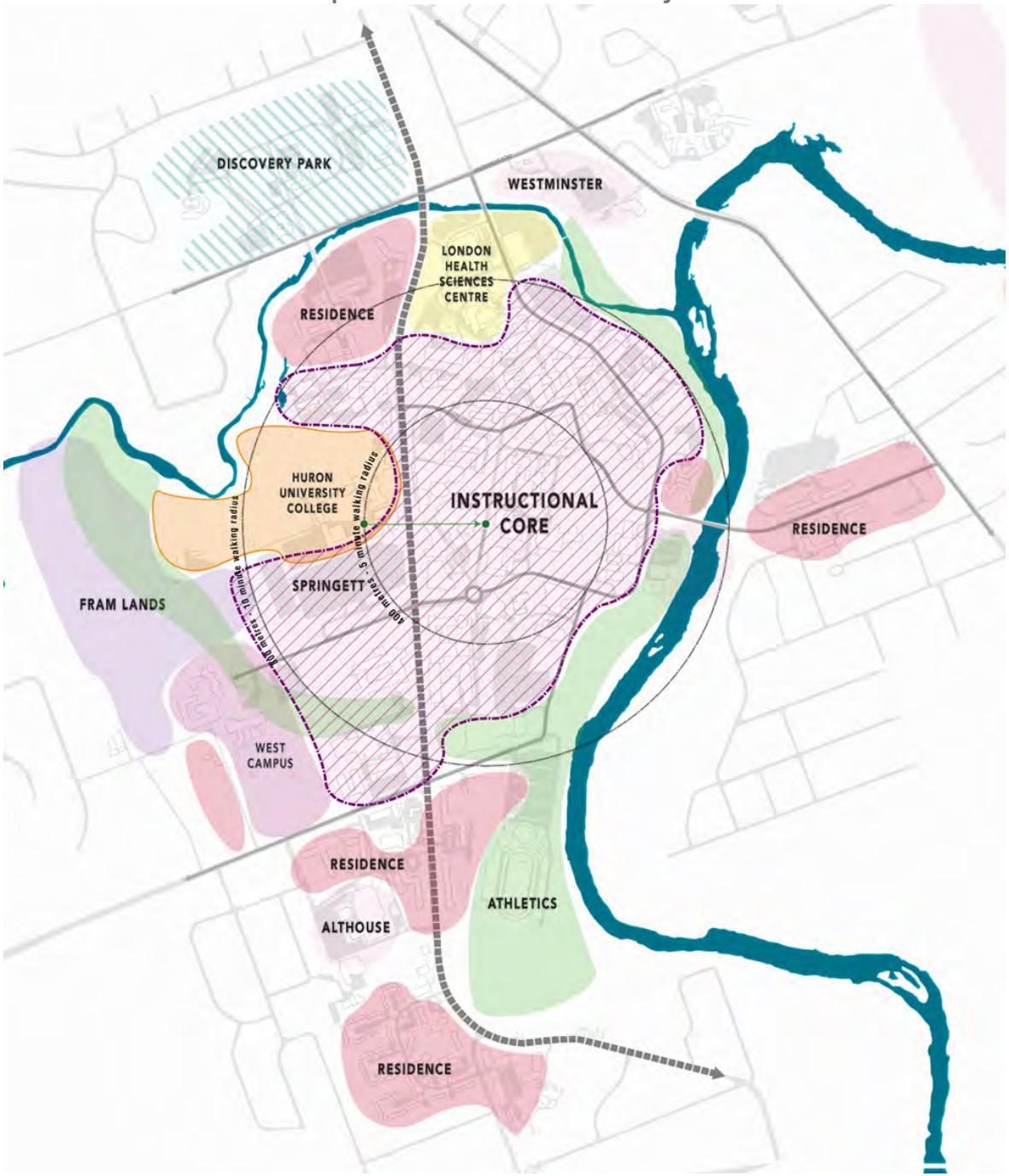
The inclusion of West Campus as a part of Western University initiates an evolved future concept of the campus structure and character, one where Western Road no longer acts as the boundary of the Instructional Core. With the consolidation of West Campus, Springett and Ivey properties, there is potential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

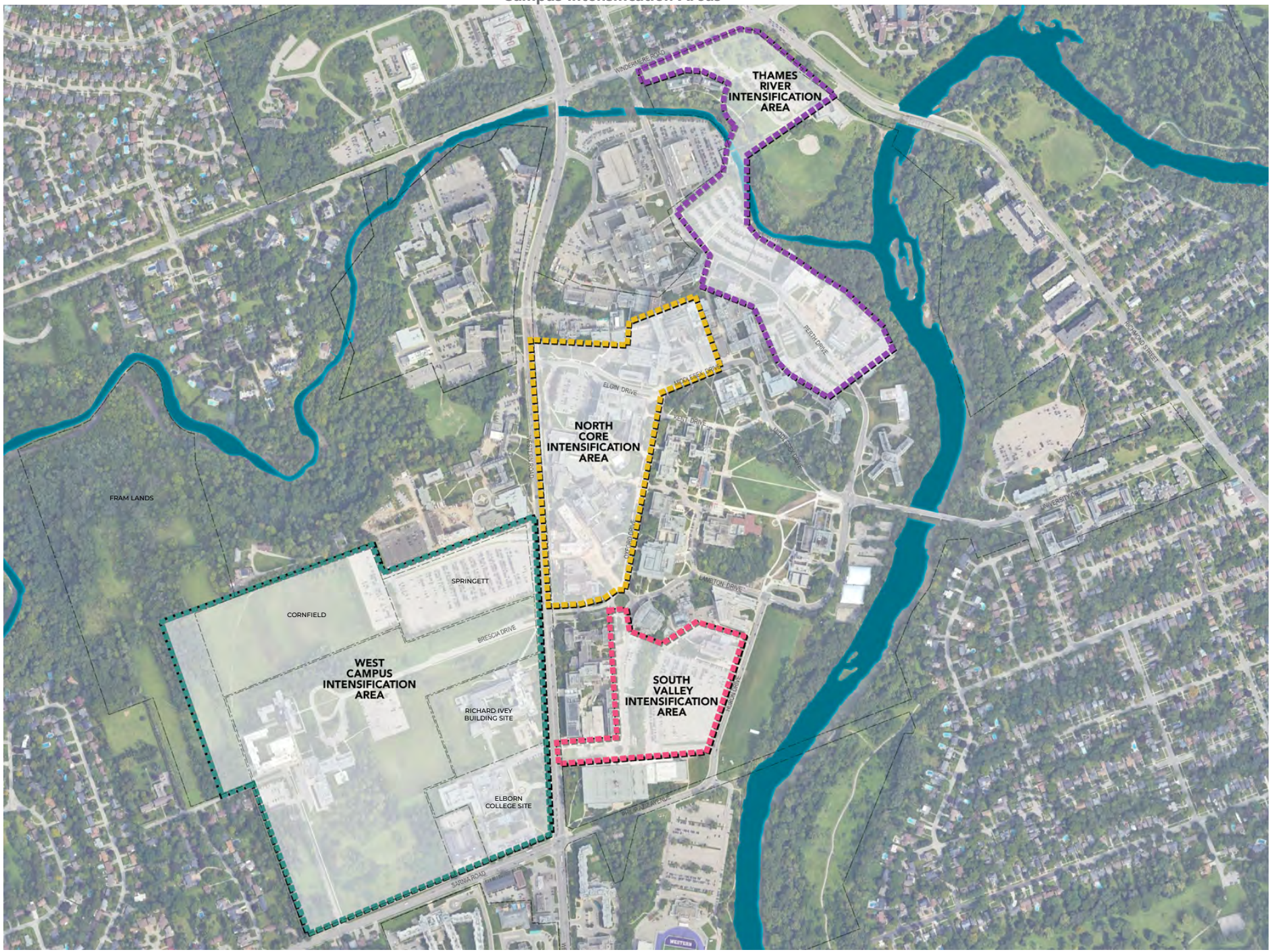
South Valley Intensification Area:

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

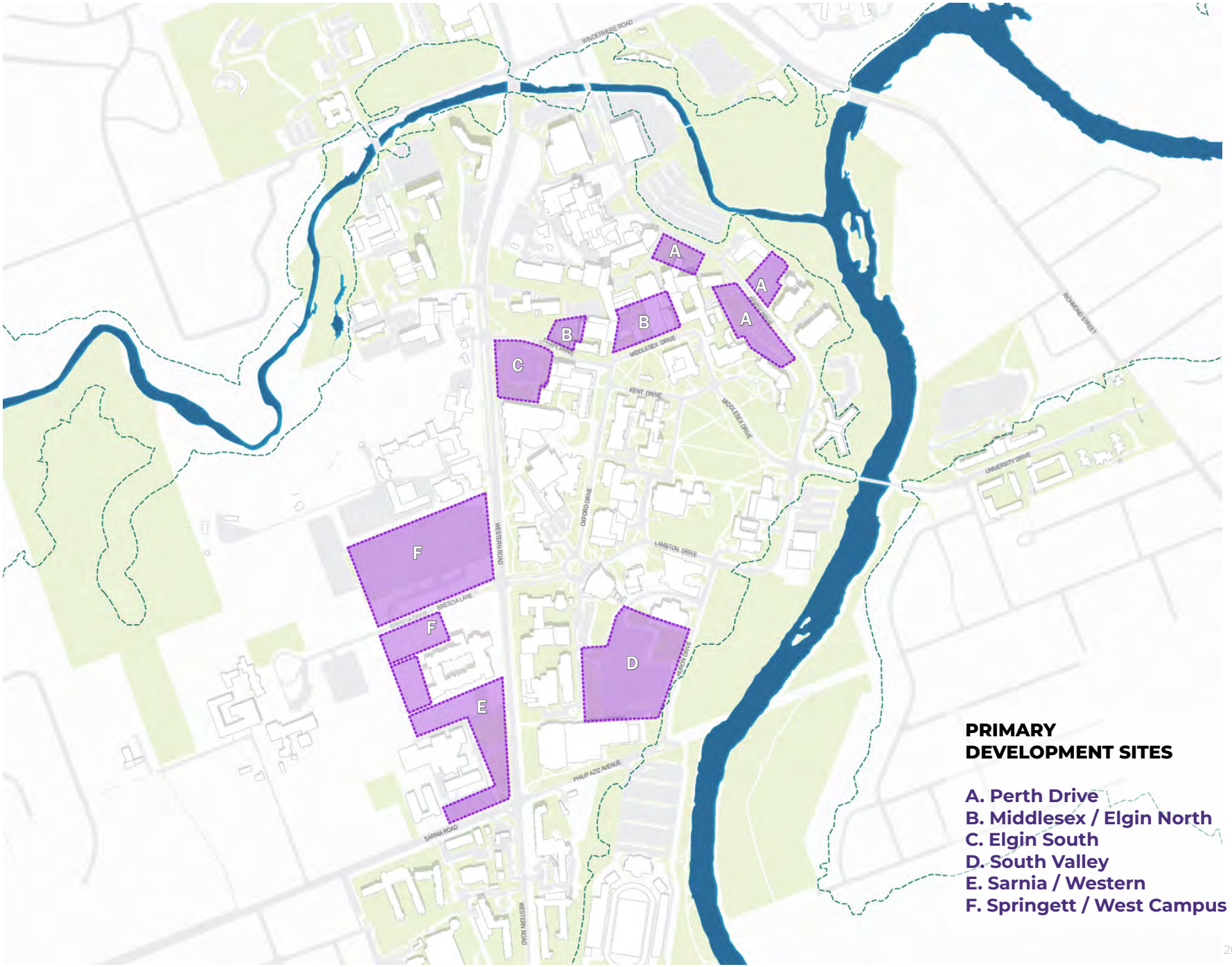
The 2015 Campus Master Plan identified key primary and secondary development sites for the campus. Since that time, most completed and planned development has occurred on those identified sites. This Campus Development Strategy has revised the previous development sites to reflect recent development, 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

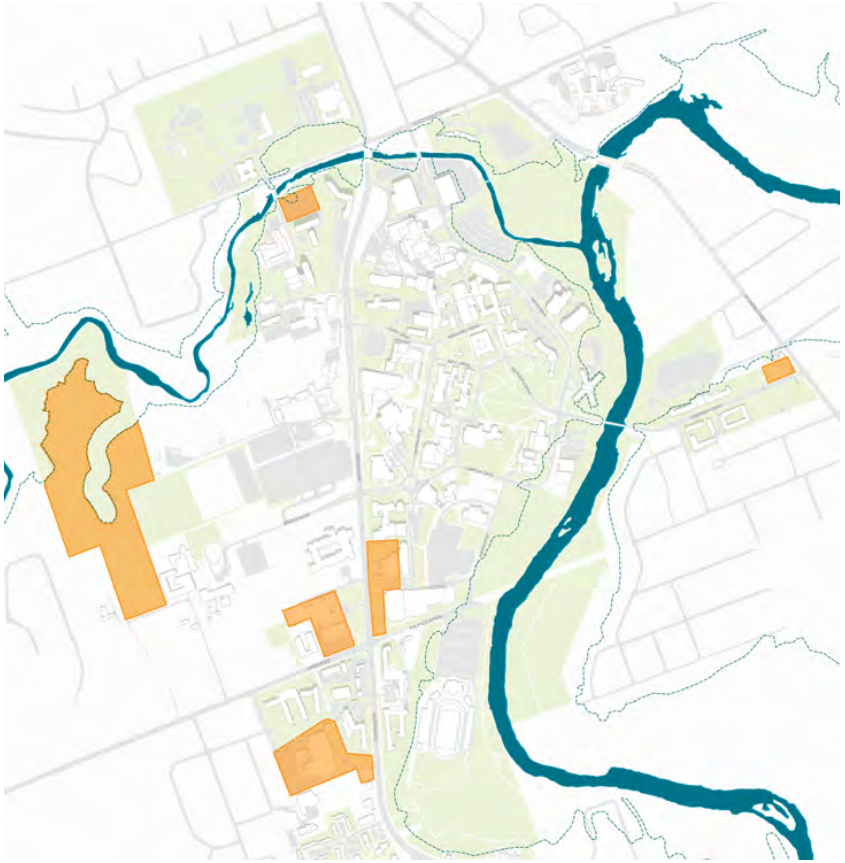
As the campus has grown and evolved, the sites that should be considered for longer term development have also changed. The opportunity to develop a significant portion of land on the west side of Western Road has allowed for future connections to previously isolated secondary development sites and has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

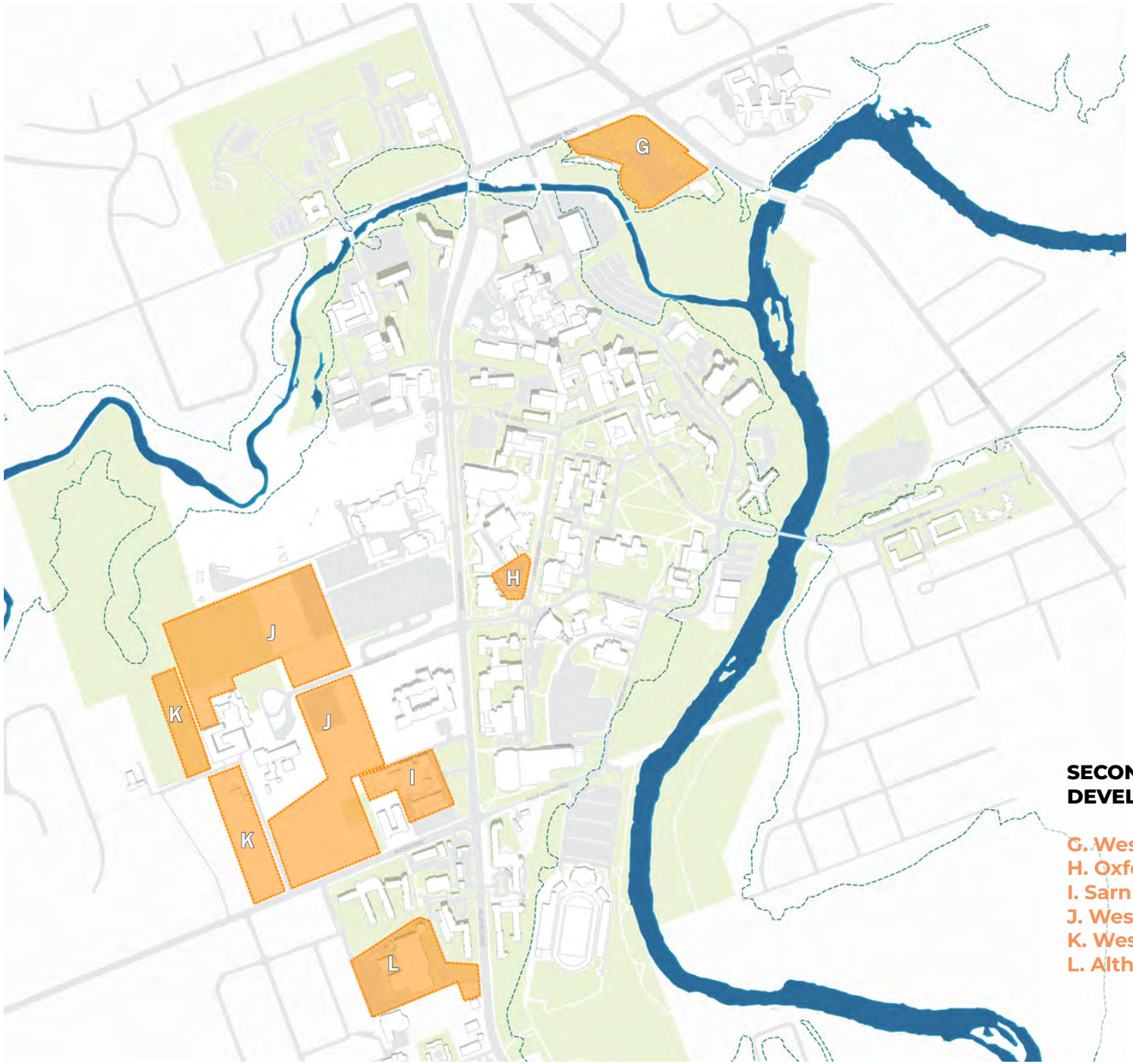
A Secondary Site may be considered for development before a Primary Development Site, if the proposed use is suitable for being located away from the campus core. Focus should be on developing sites closer to the campus core for academic uses, and the potential for research or residence uses will need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



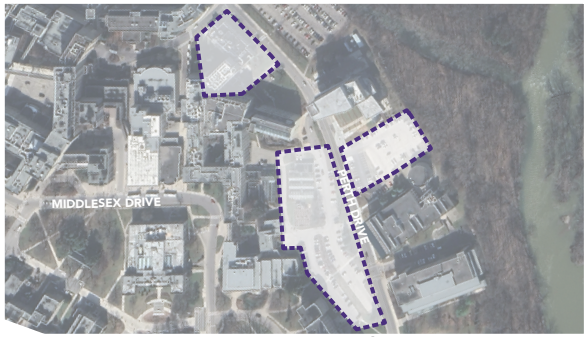
SECONDARY DEVELOPMENT SITES

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

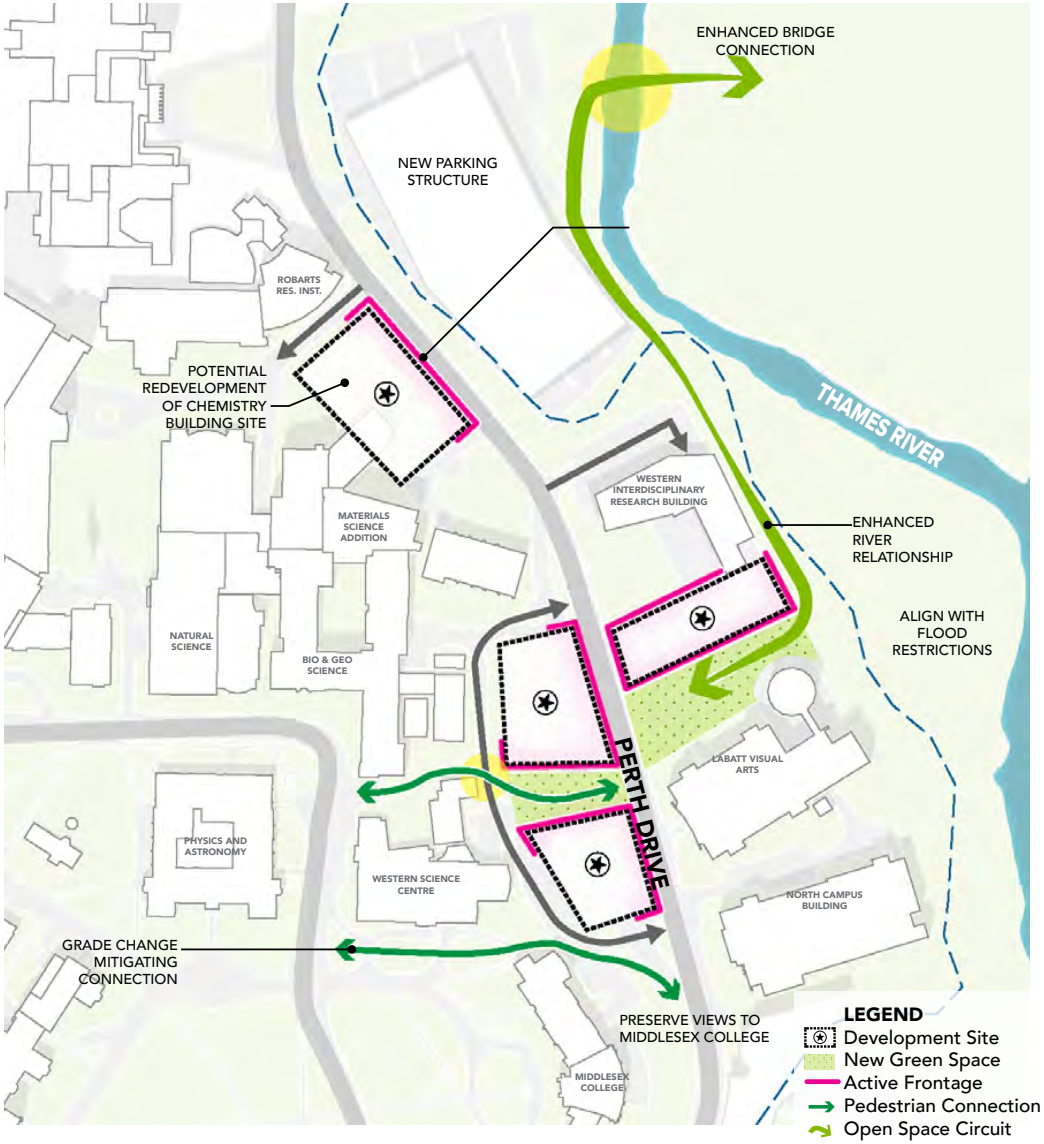
Existing Conditions and Considerations:

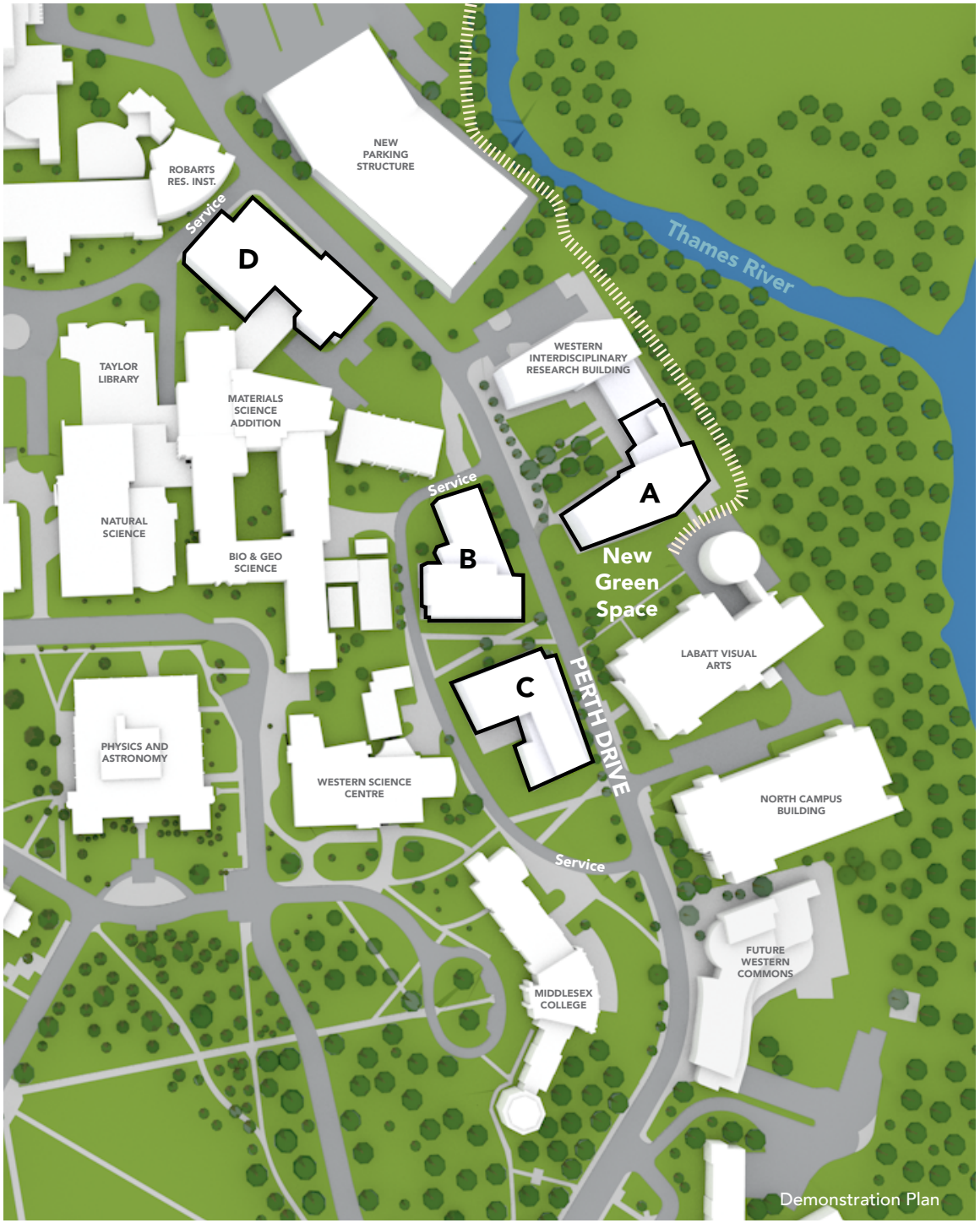
- New Western Interdisciplinary Research Building completed, and Western Commons to be completed.
- Planned Chemistry Parking Structure will support development on existing surface parking lots.
- Greenhouses are nearing end of life-cycle and site can be redeveloped with potential to include greenhouse 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

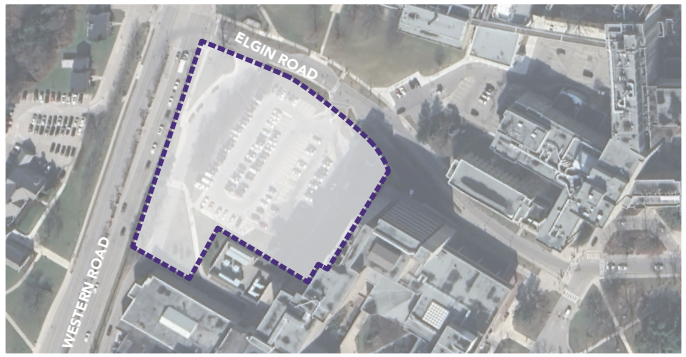
Design Objectives and Opportunities:

- 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

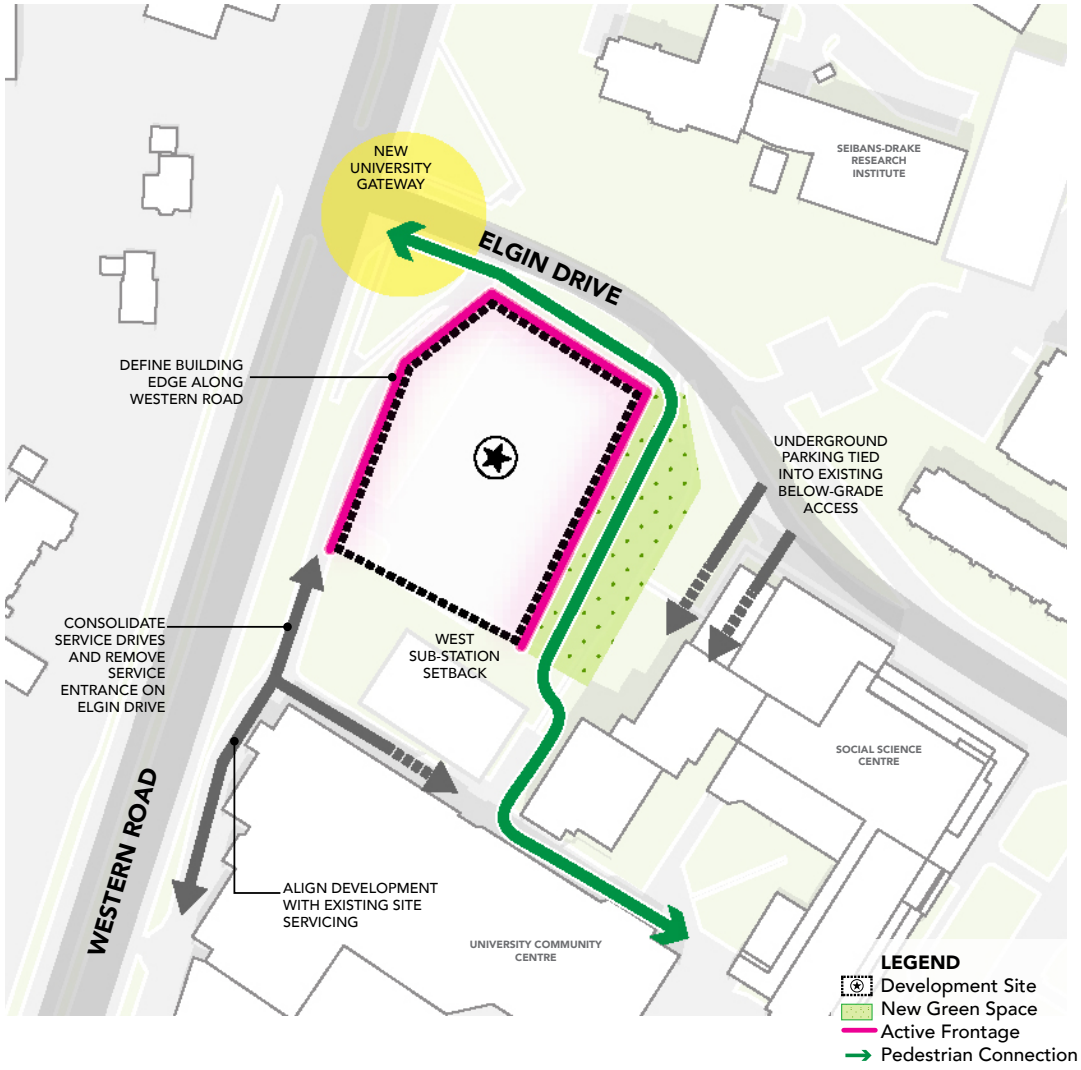
Existing Conditions and Considerations:

- 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

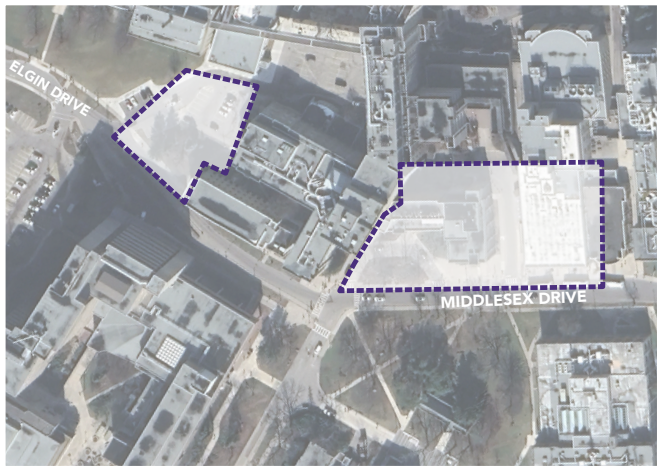
Design Objectives and Opportunities:

- 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

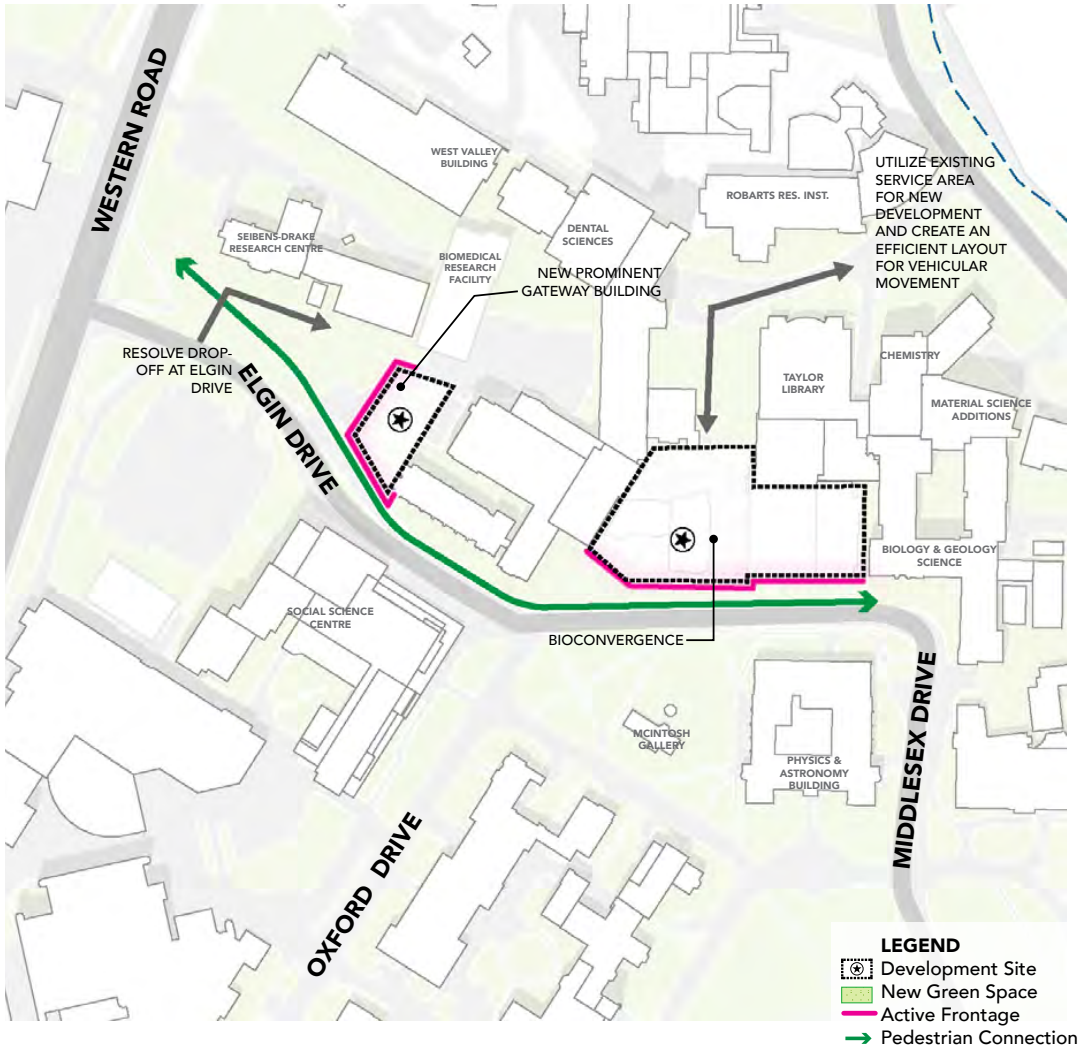
Existing Conditions and Considerations:

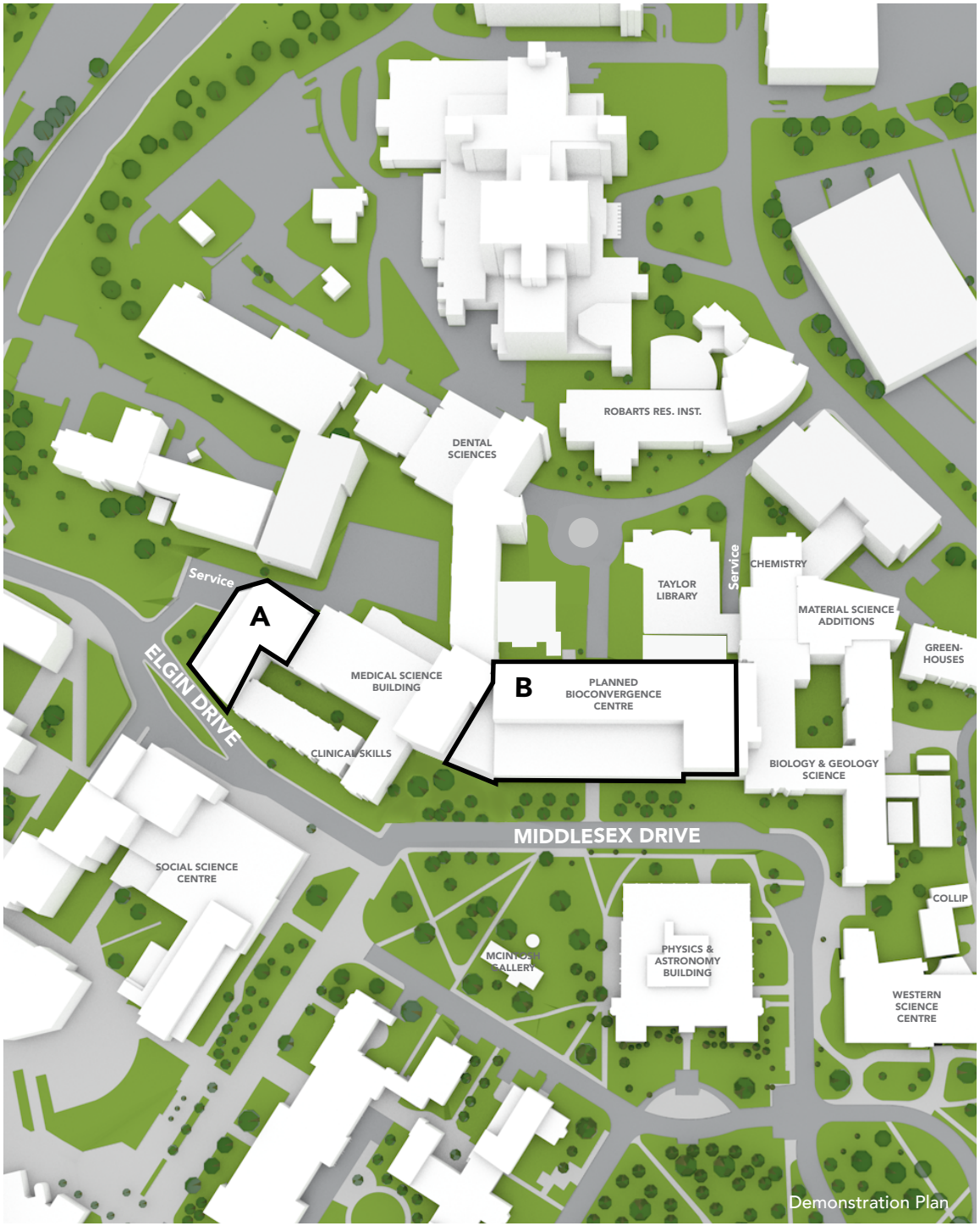
- Recently completed Biomedical Research Facility has intensified the site.
- Two sites are available for development, including the surface lot north of Elgin Drive and the planned Bioconvergence Centre on the north side of Middlesex Drive. The Schulich School of Medicine and Dentistry is in need of 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.

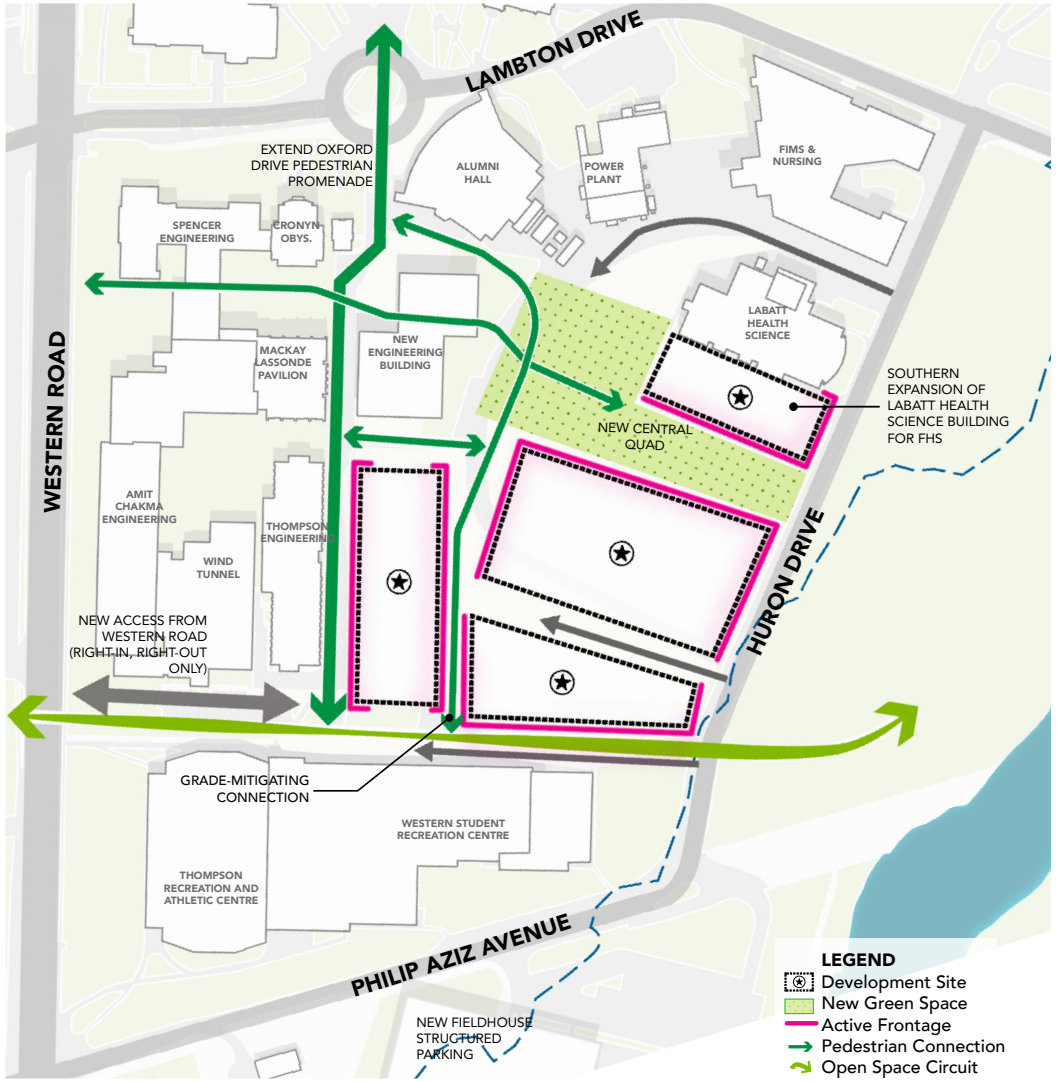
SOUTH VALLEY

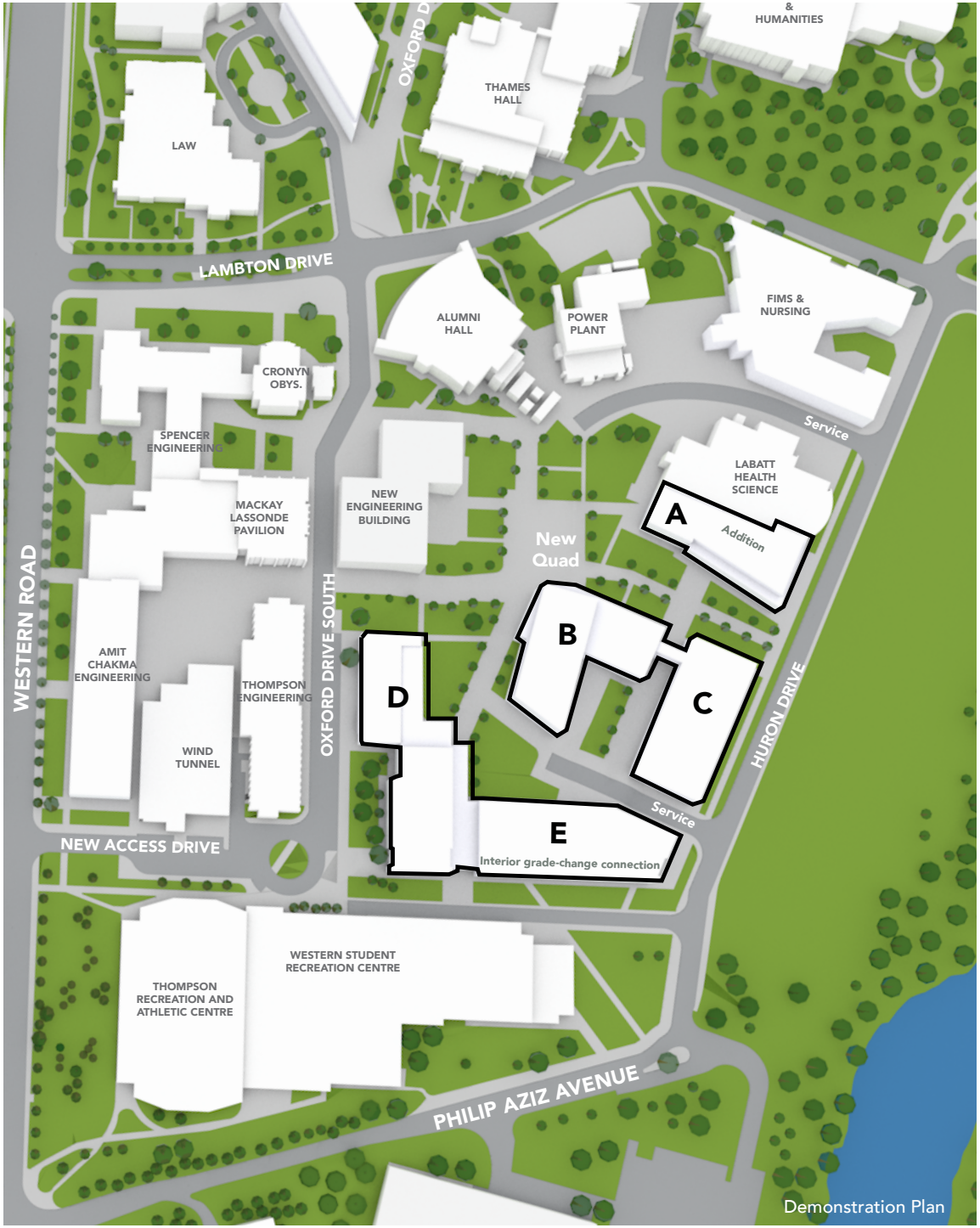
Existing Conditions and Considerations:

- 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





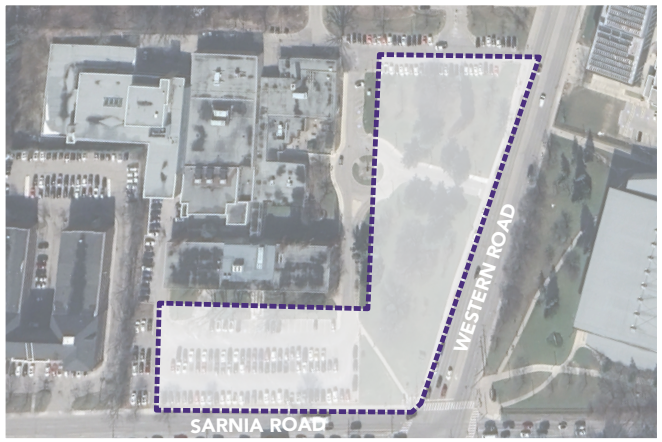
Design Objectives and Opportunities:

- 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

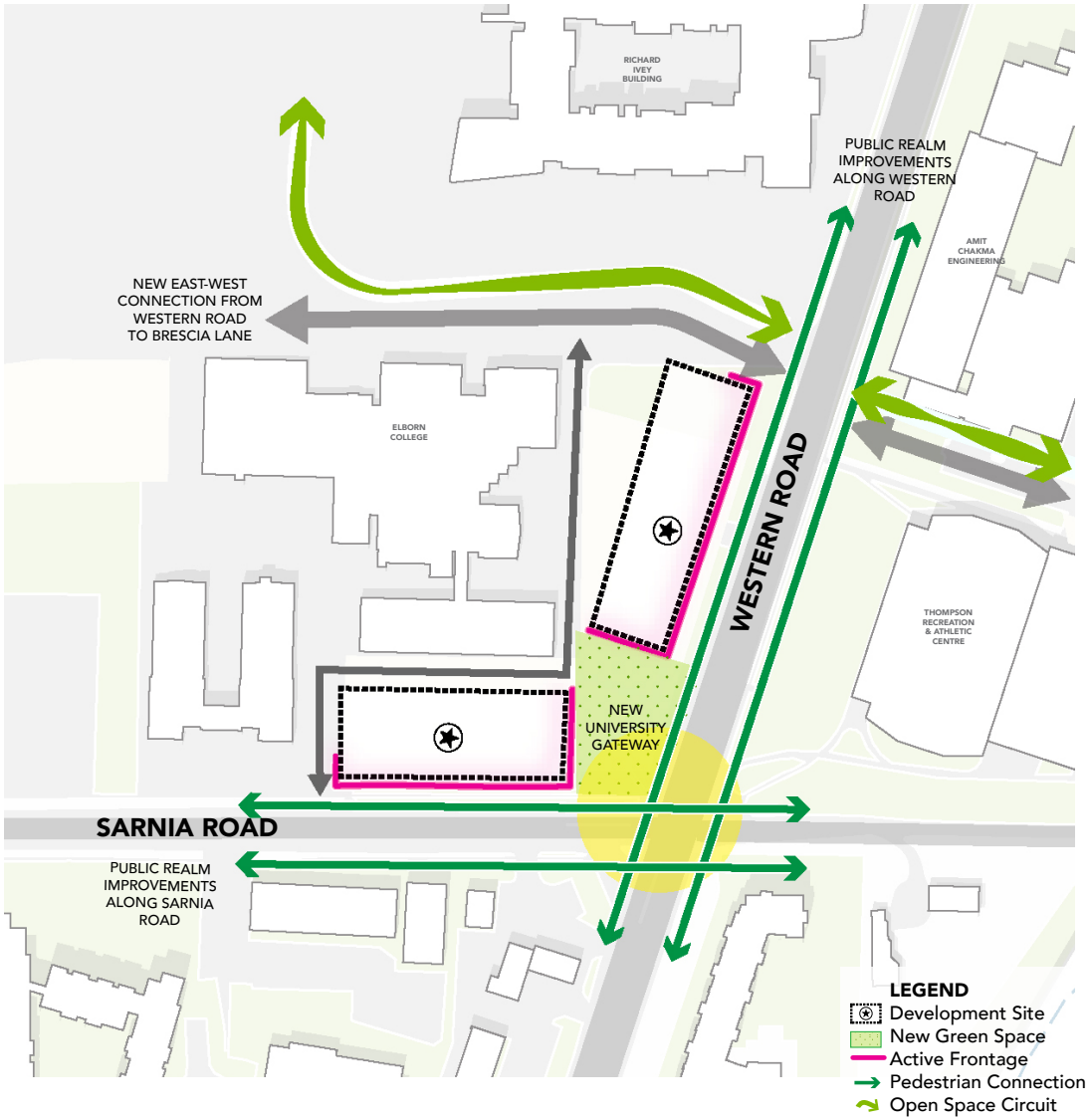
Existing Conditions and Considerations:

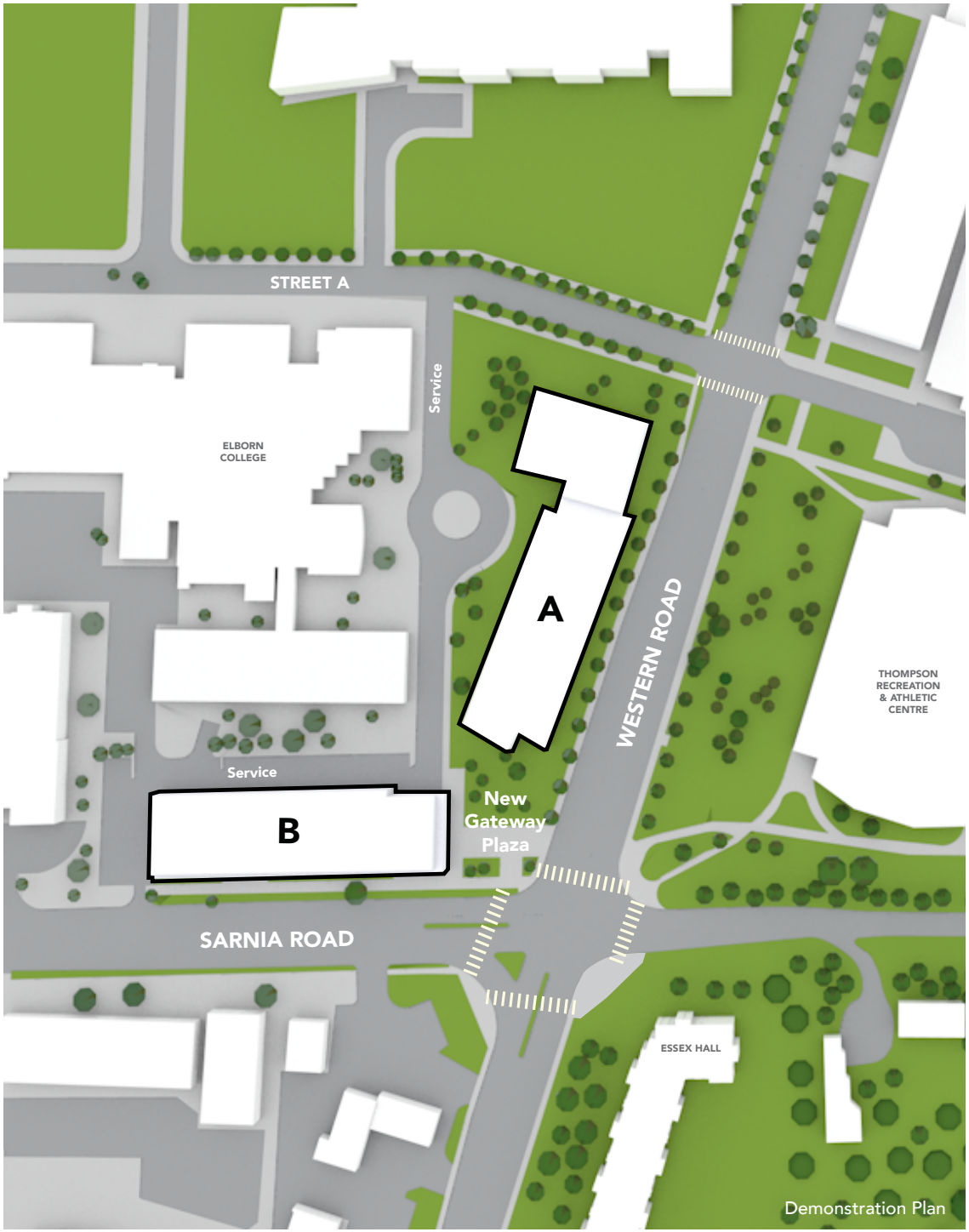
- Infill opportunities at the corner of Sarnia Road and Western Road to better define the gateway corner.
- New access to Western south of Ivey can be used to remove service entrances on major roads.
- Longer term opportunities for more fulsome redevelopment.



Existing Site Aerial

Site Opportunities





Demonstration Plan

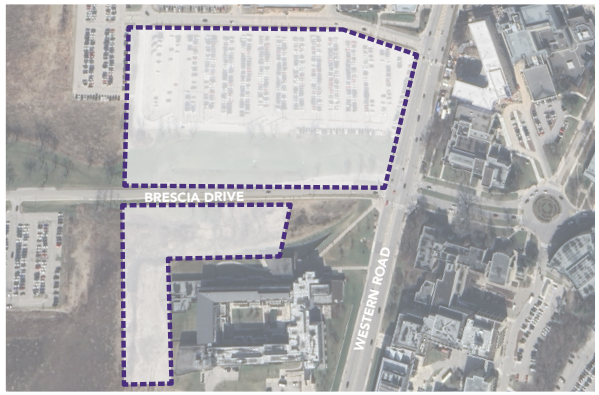
Design Objectives and Opportunities:

- 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

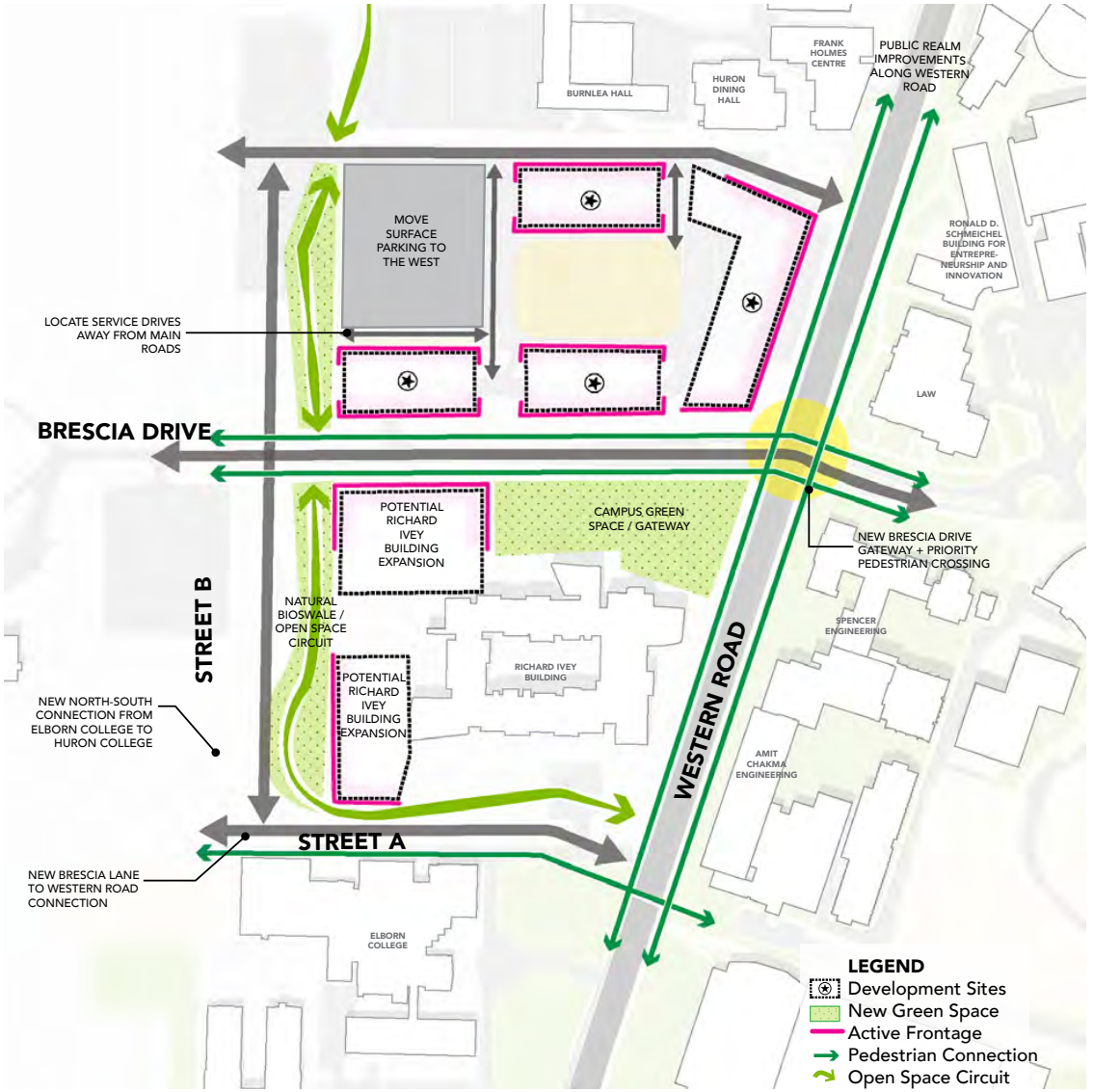
Existing Conditions and Considerations:

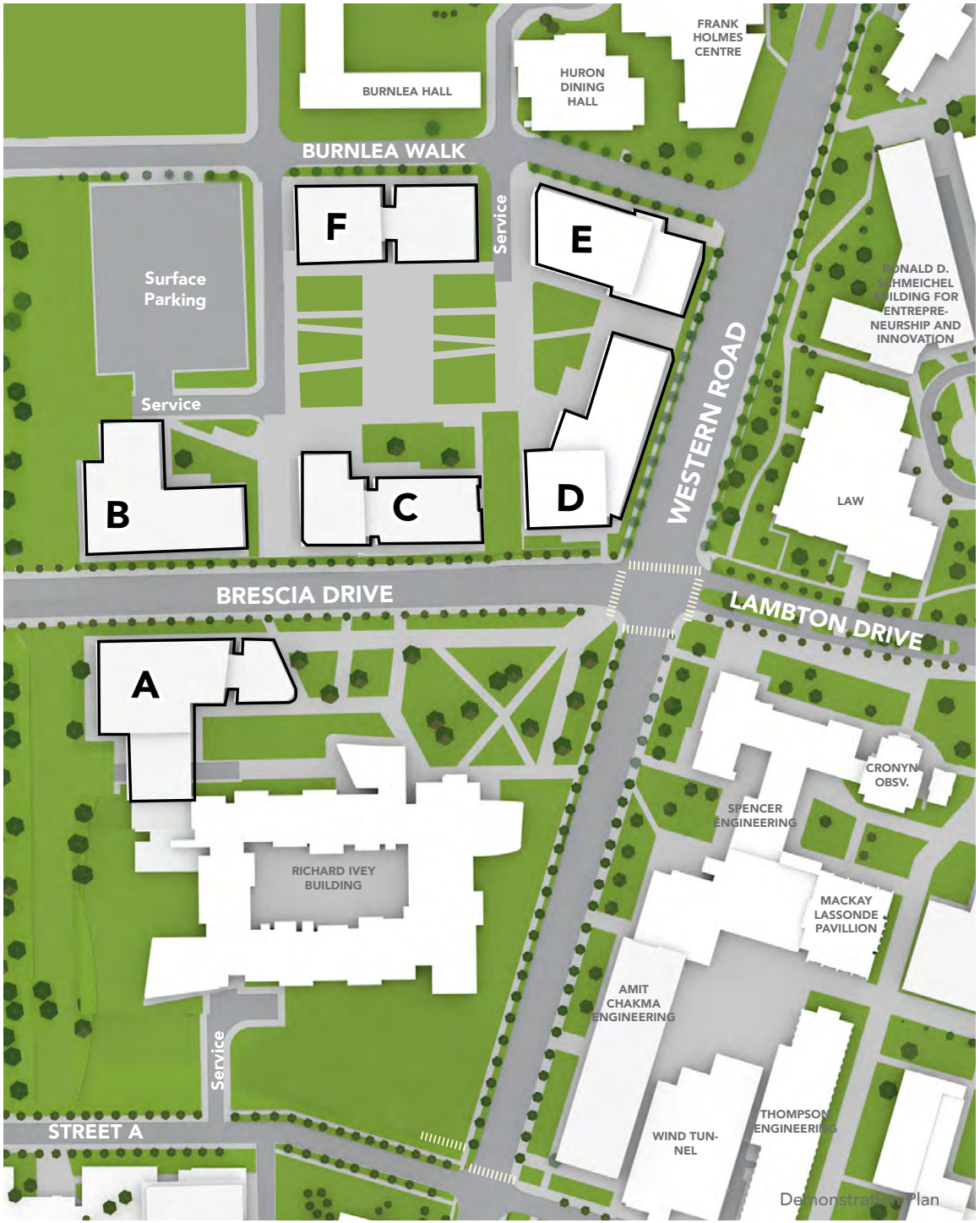
- Consider retaining the legacy drive approach and enhance core West Campus buildings.
- Large expanses of undeveloped land should be phased and used to create opportunities to celebrate relationship with the natural environment.
- Create a longer-term growth strategy and set up road infrastructure and 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 Medway Creek trail access west of Huron’s Wellness Centre (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.

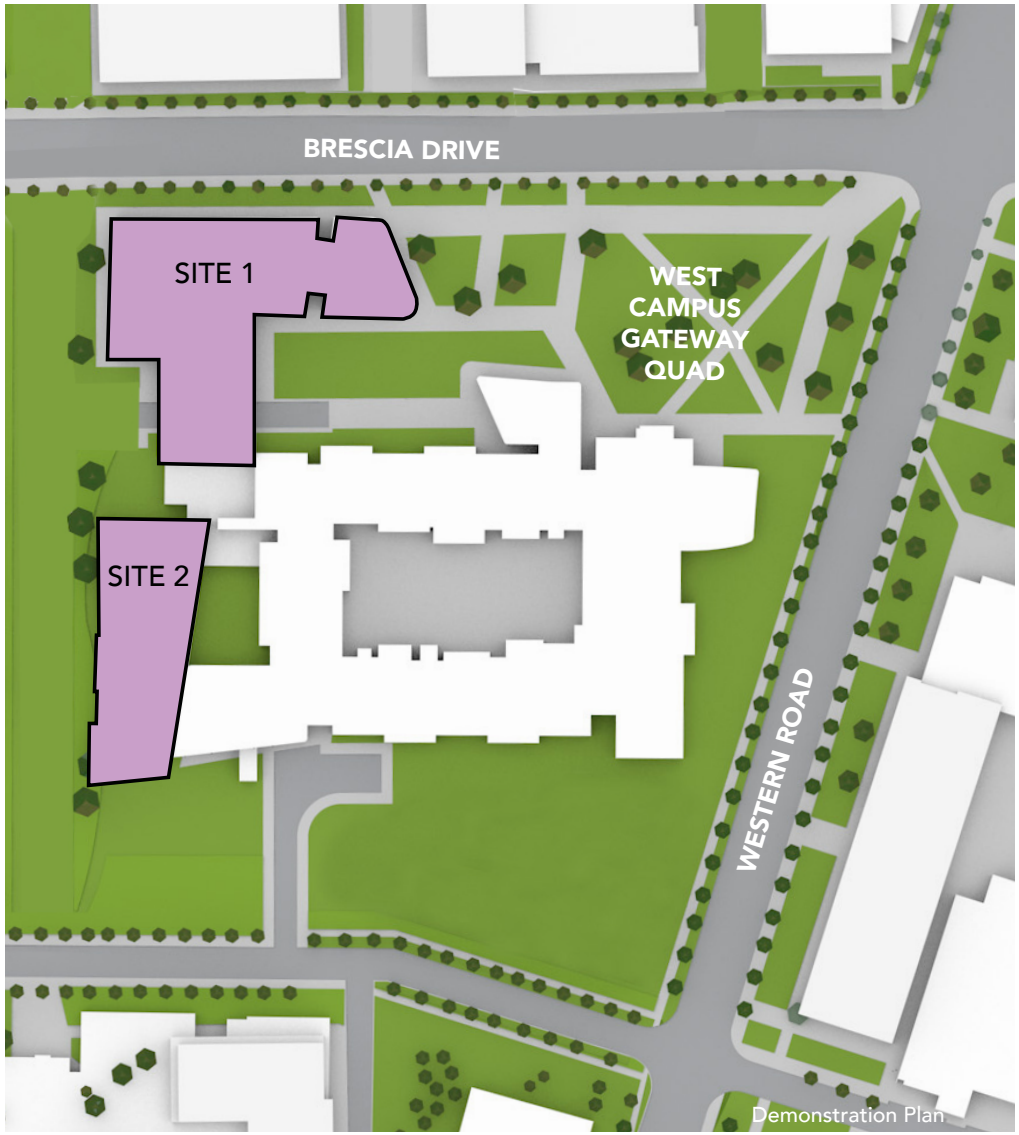
IVEY EXPANSION OPTIONS

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.



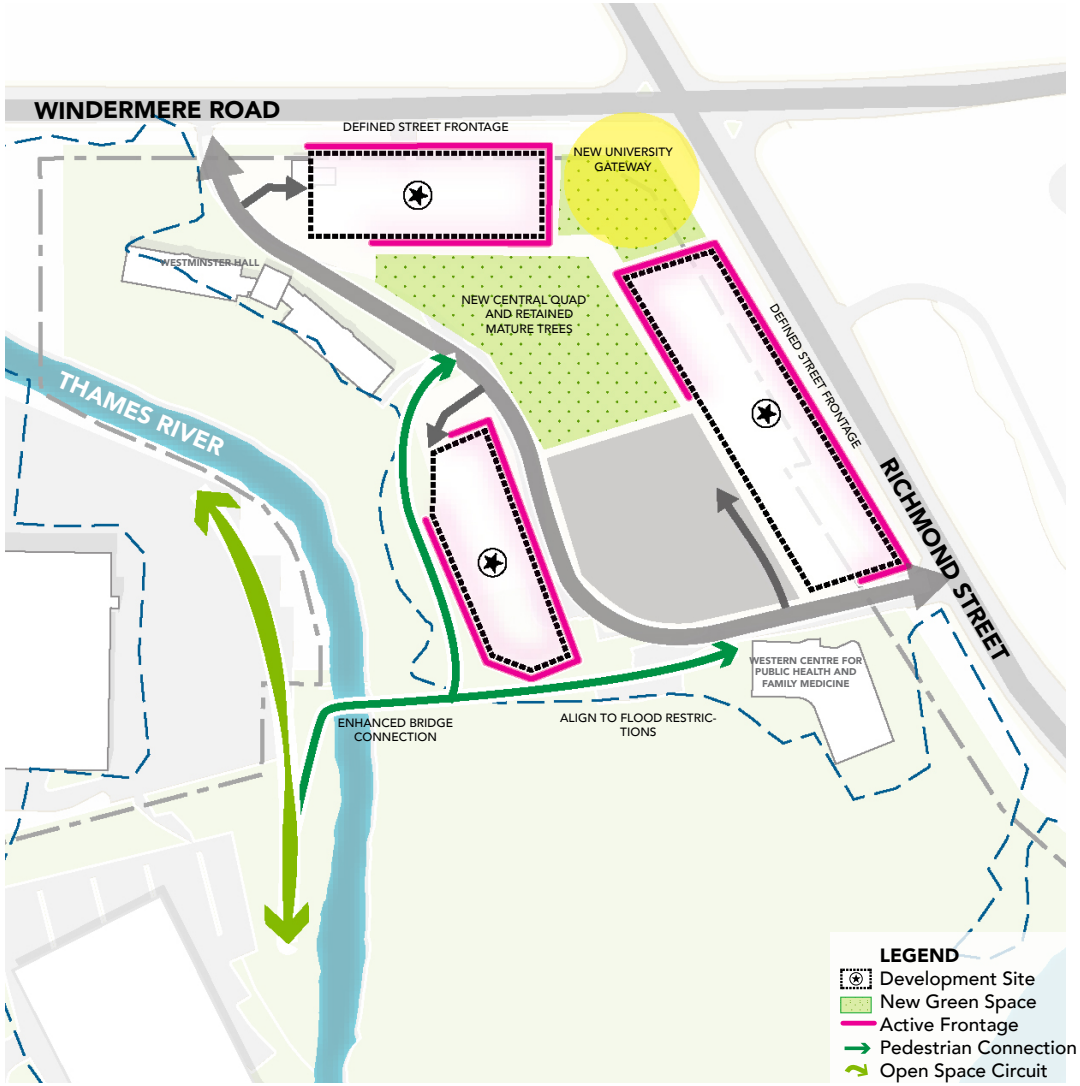
3.6 Secondary Development Opportunities
WESTMINSTER

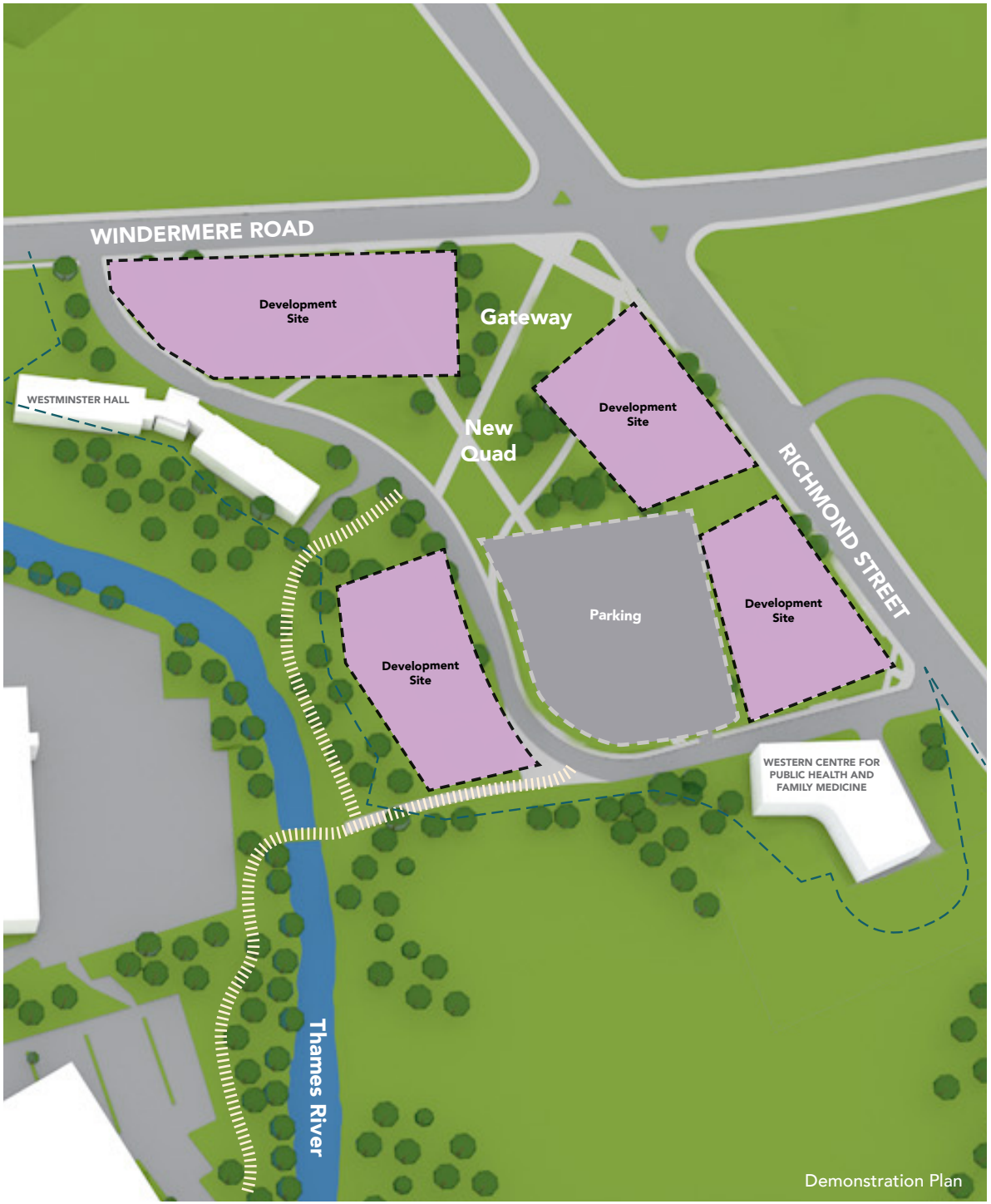
Existing Conditions and Considerations:

- 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

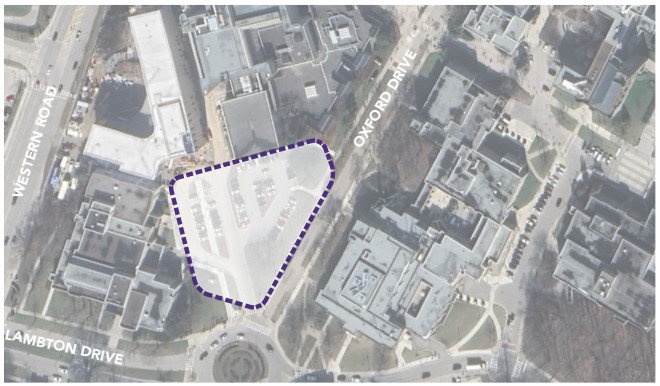
Design Objectives and Opportunities:

- 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

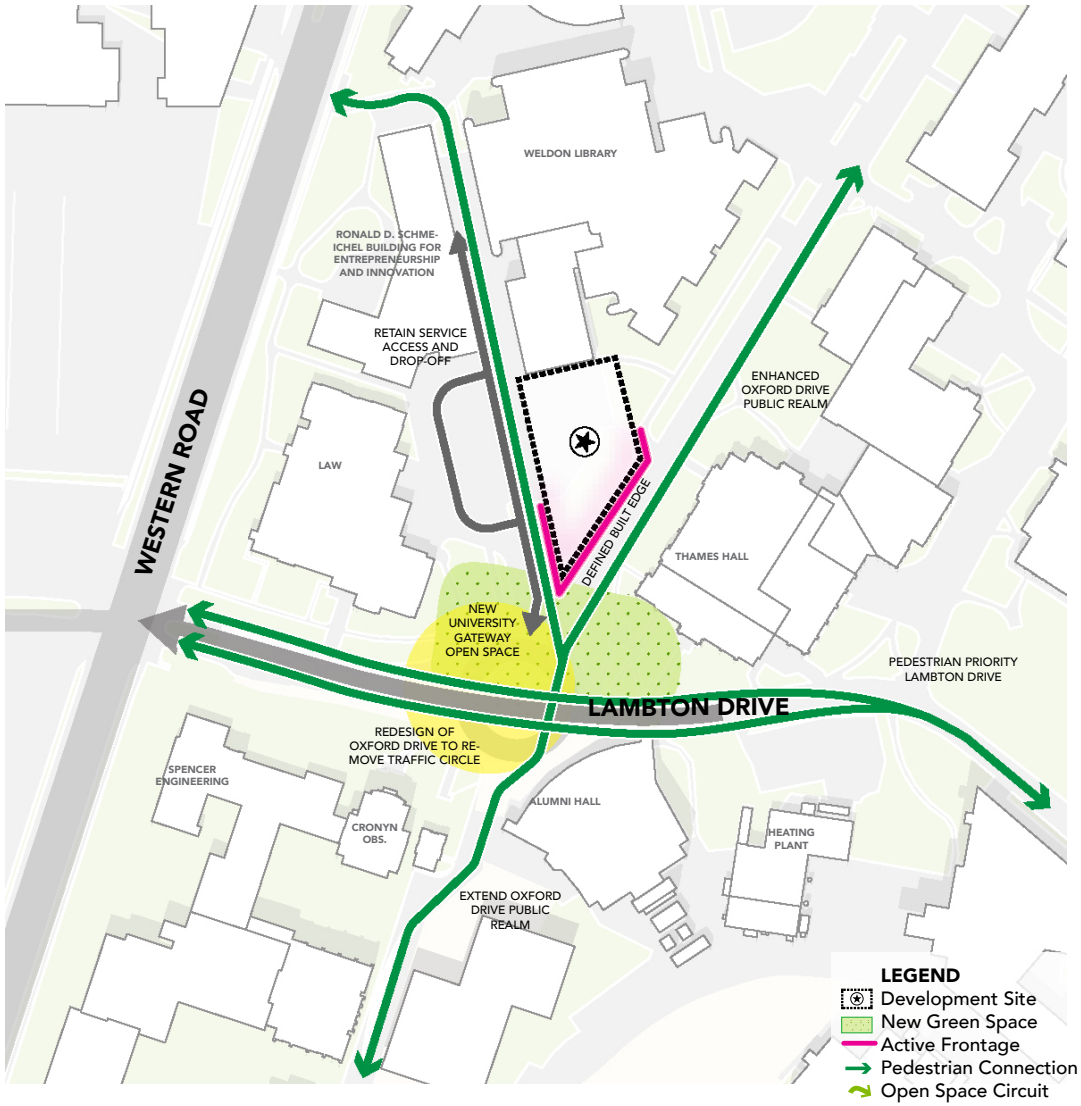
Existing Conditions and Considerations:

- 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

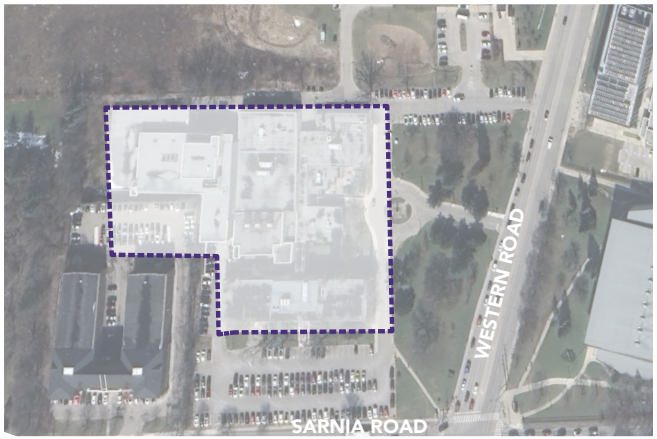
Design Objectives and Opportunities:

- 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

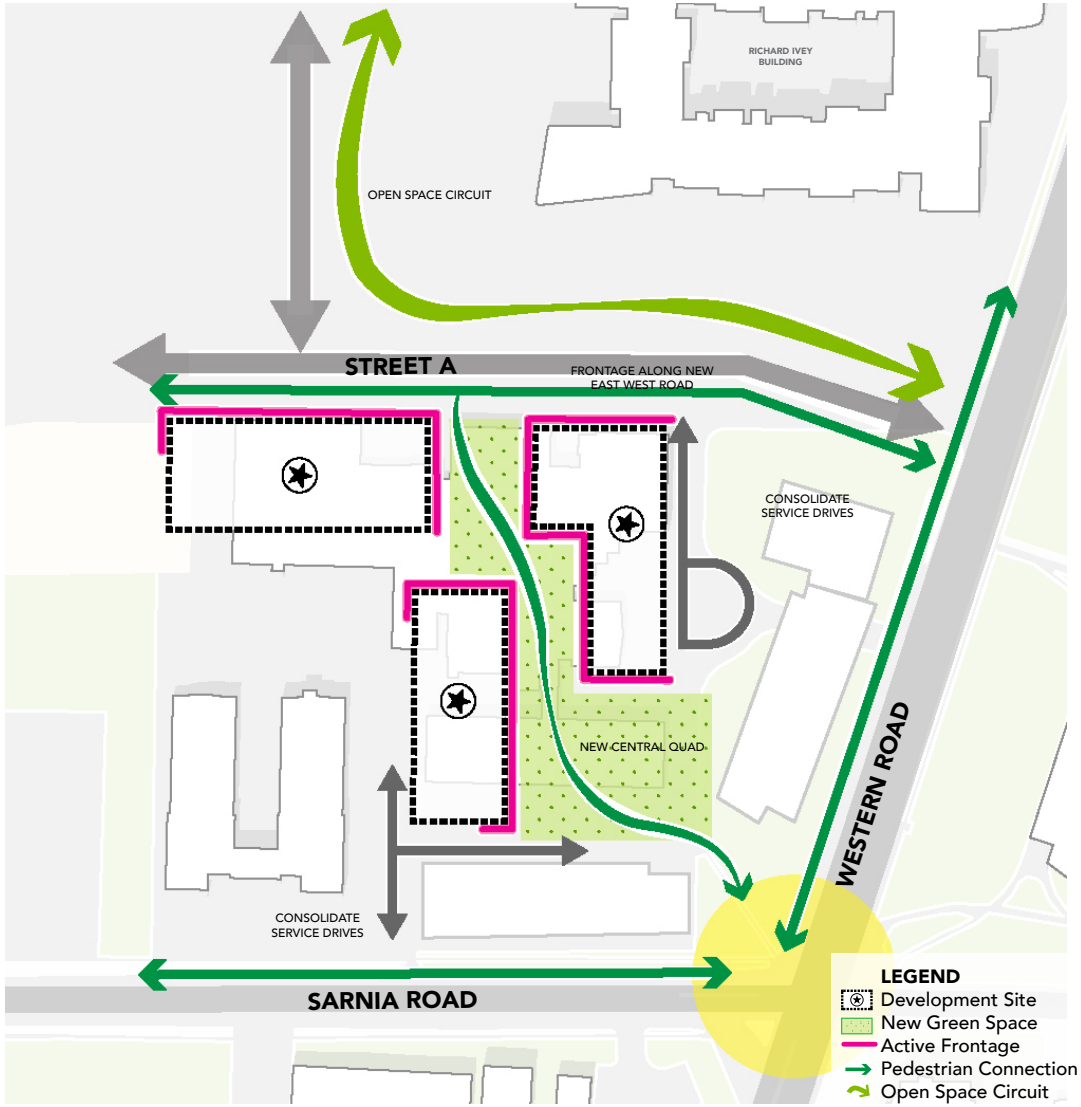
Existing Conditions and Considerations:

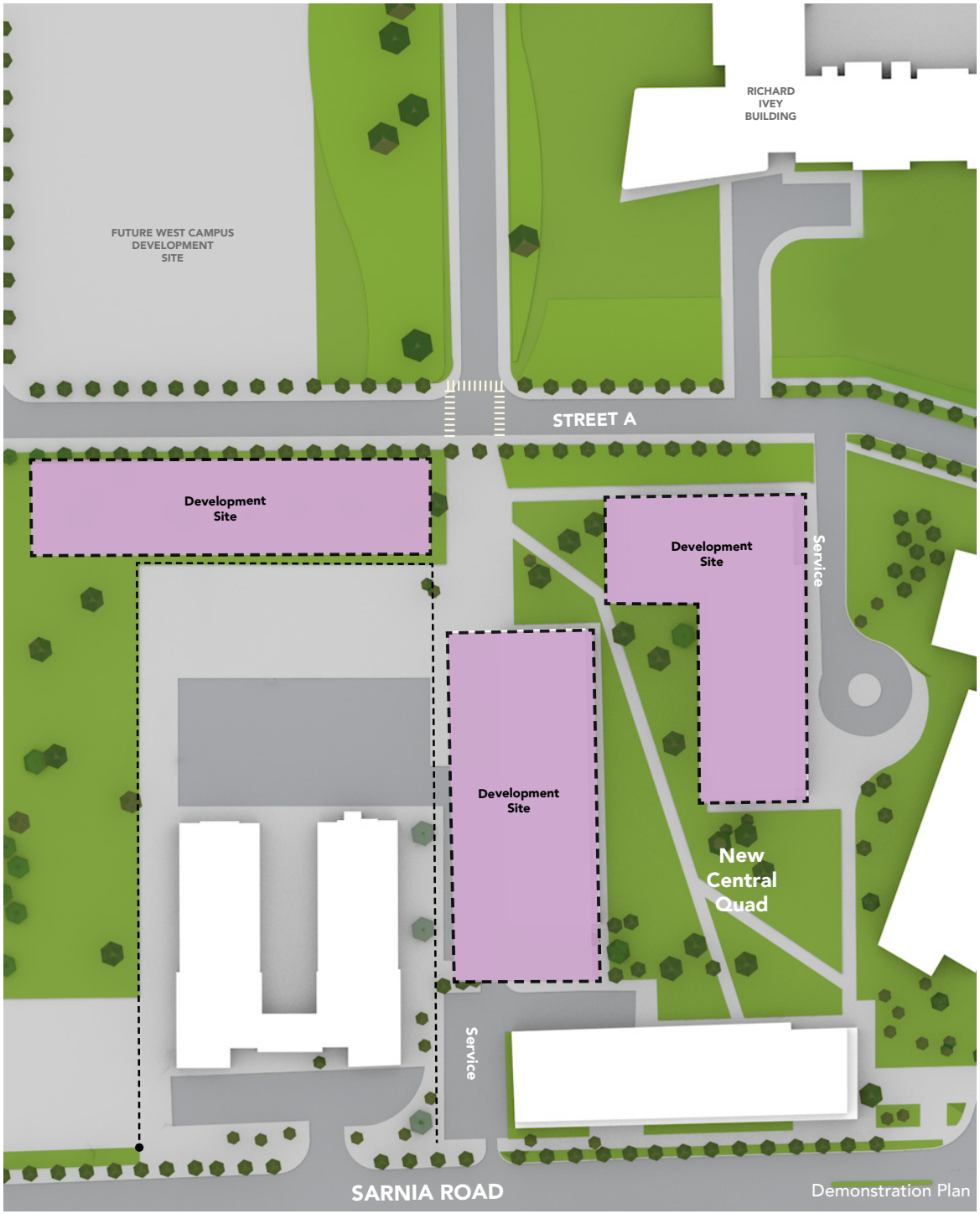
- Infill opportunities at the corner of Sarnia Road and Western Road to better define the gateway corner.
- New access to Western south of Ivey can be used to remove service entrances on major roads.
- Longer term opportunities for more fulsome redevelopment.



Existing Site Aerial

Site Opportunities





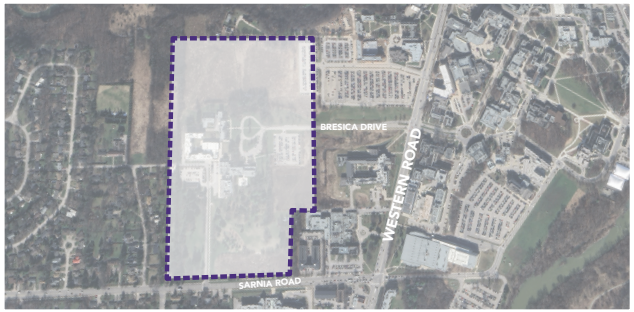
Design Objectives and Opportunities:

- 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

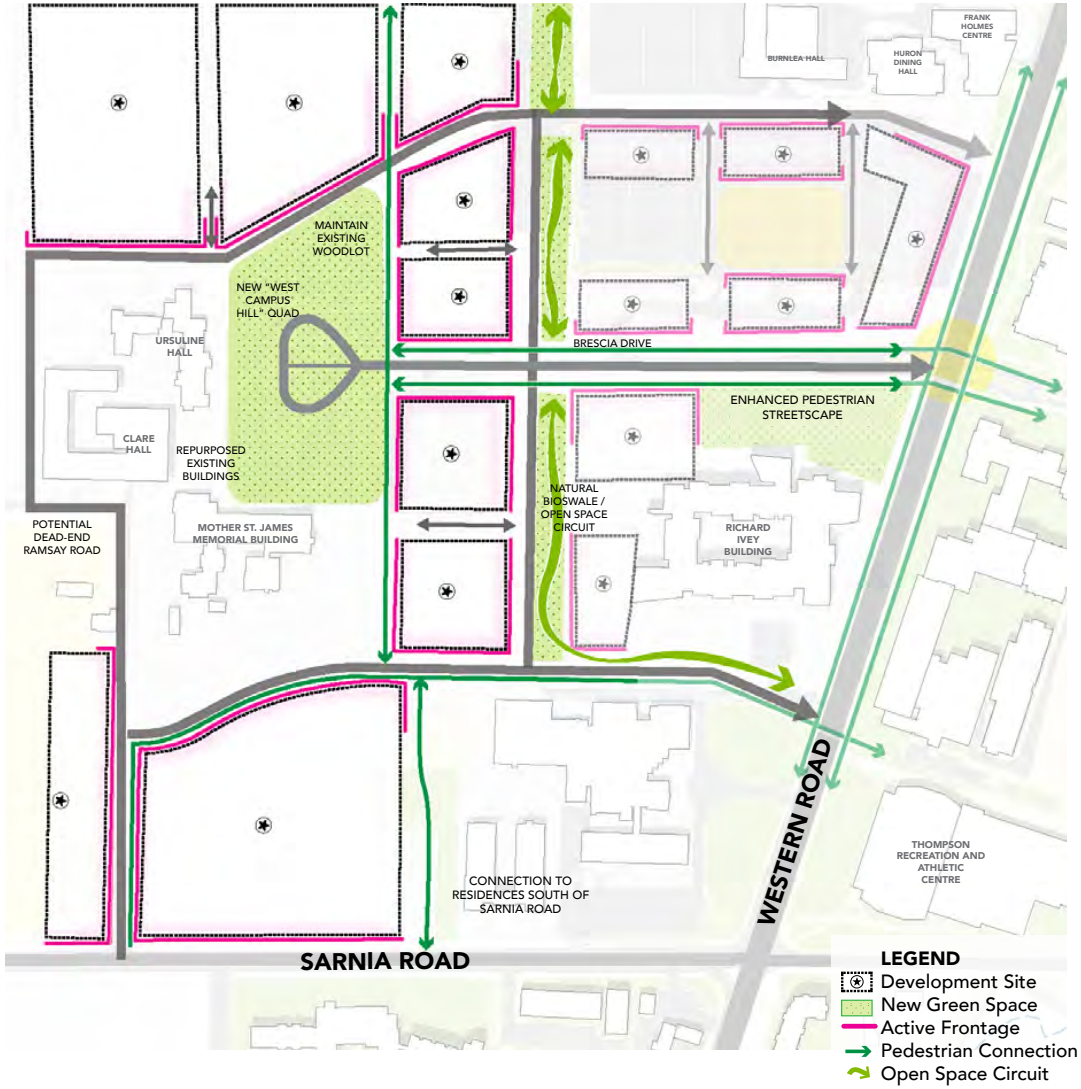
Existing Conditions and Considerations:

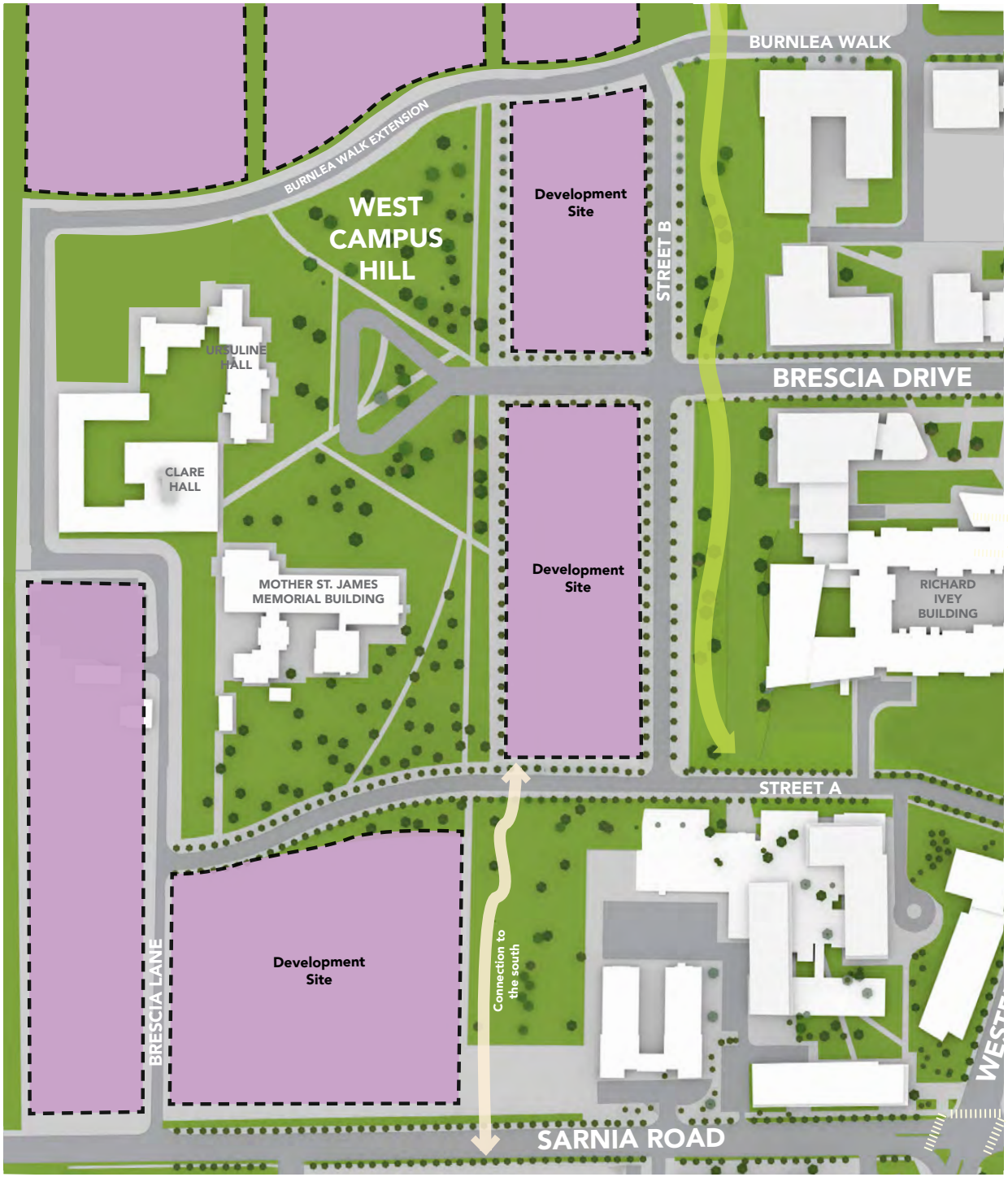
- Consider for longer-term development (20+ years), with a focus on new programming for existing West Campus buildings, creating a new road network, and utilizing sites for surface parking until investment in structured parking is feasible.
- Parcel of land at the south-west corner of the West Campus 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:

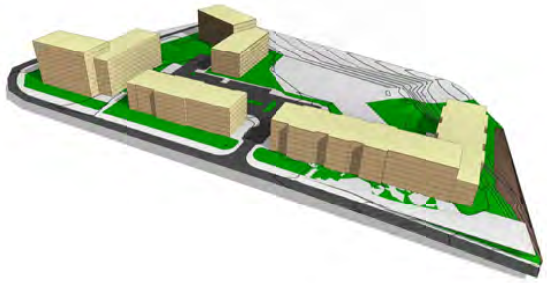
- Full build out of West Campus would include formalizing a new West Campus Hill, and introducing new development around existing West Campus buildings.
- If needed, student housing can be incorporated along Brescia Lane in residential zoned parcel.
- Potential to create a connection from residences 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:

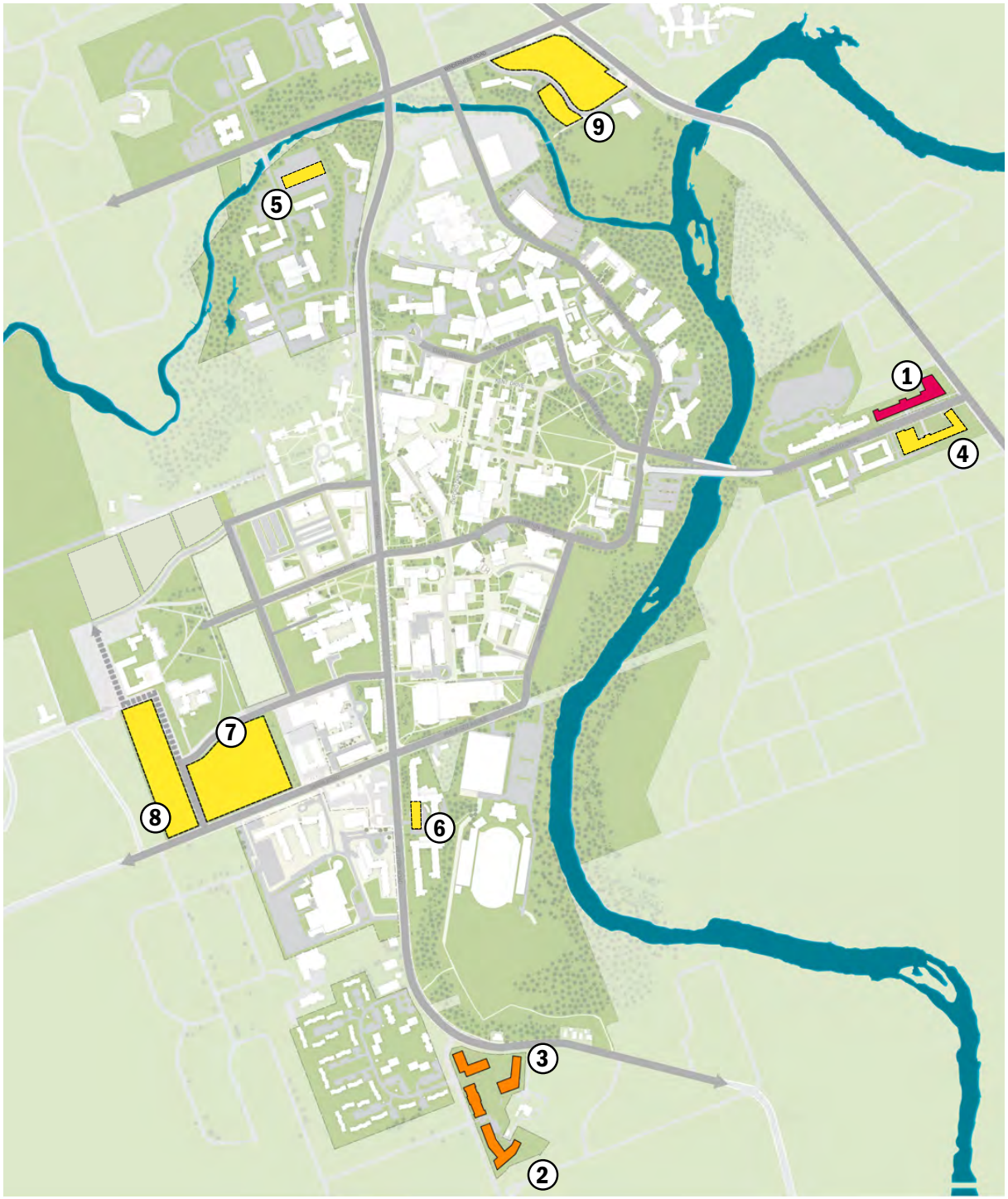
- As the campus continues to expand, there will be evolving need for student residences located in close proximity to the core campus
- Aligning with the established campus structure, the campus core should remain as the Academic and Student core, with future residences located in the peripheral areas 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.
- Along with new construction, explore feasibility of increasing capacity of current residences, with additions to Perth Hall & Bayfield Hall"
- With the new UDR Residence opening in 2027, potential densification of the Alumni House site further establishes a residence neighbourhood on the east side of campus.

Richmond Gates Student Residence



Platt's Lane East Residence

University Drive Student Residence



RESIDENCES IN CONSTRUCTION

1. University Drive Student Residence

RESIDENCES IN PLANNING OR CONCEPT

2. Platt's Lane Apartments (Phase 1)
3. Platt's Lane Apartments (Phase 2)

POTENTIAL FUTURE RESIDENCE SITES

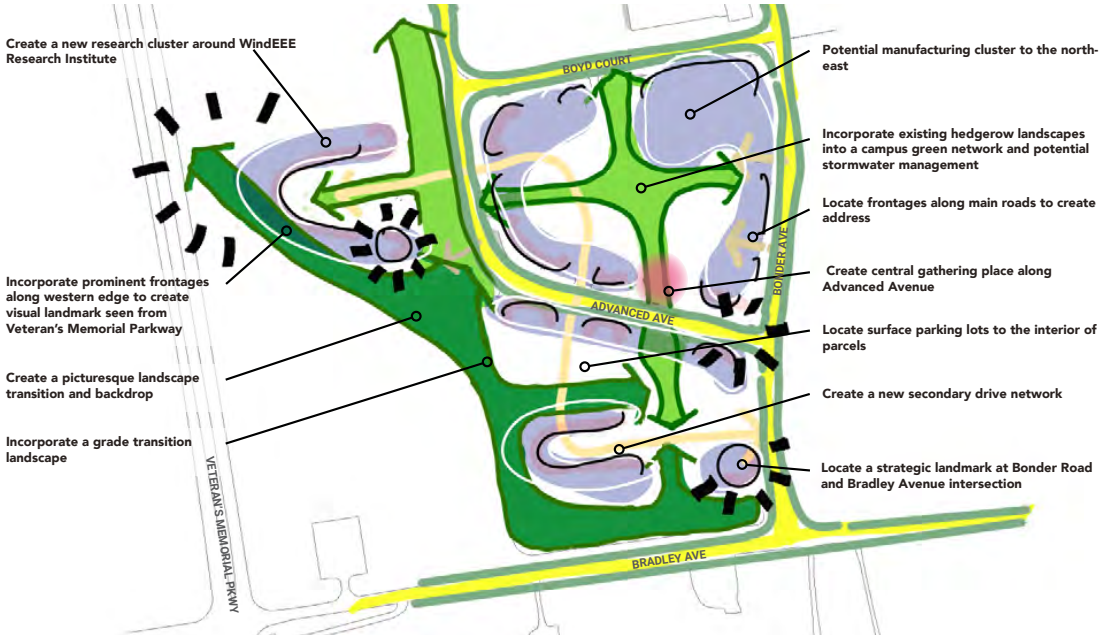
4. Richmond Gates Student Residence
5. Bayfield Residence Expansion
6. Perth Hall Addition
7. Brescia Lane East (conceptual)
8. Brescia Lane West (conceptual)
9. Westminster (conceptual)

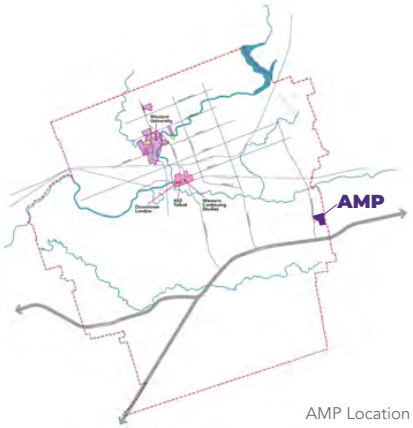
ADVANCED MANUFACTURING PARK

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.

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.

AMP Potential Development Yields

Legend

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

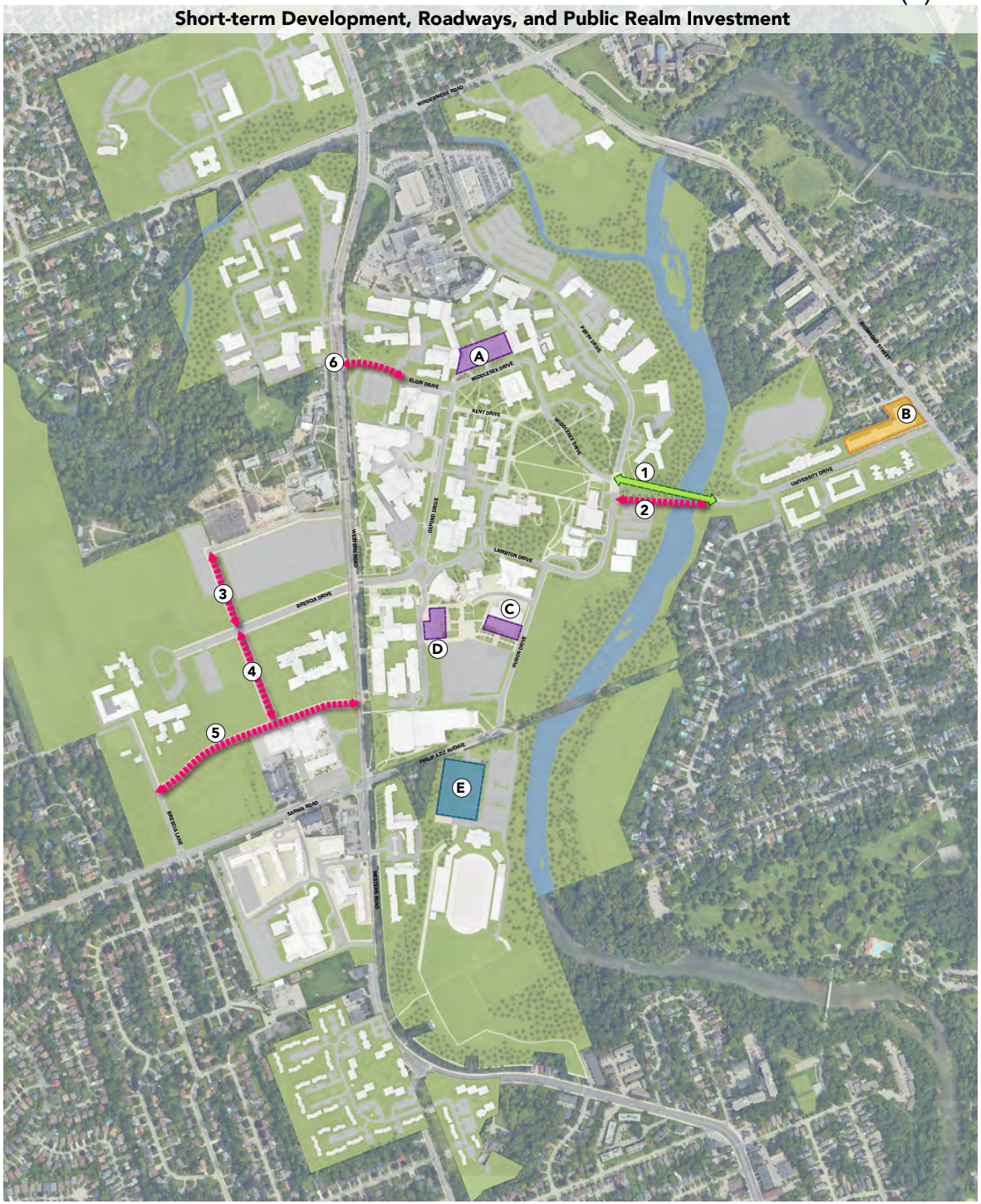
5 Western to Brescia Lane east-west Connection

6 Elgin Drive Modification

ACADEMIC / ADMIN - 550,000 SF

RESIDENCE - 304,000 SF

PARKING - 111,000 SF



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
MUSTANGS
WESTERN

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

Western

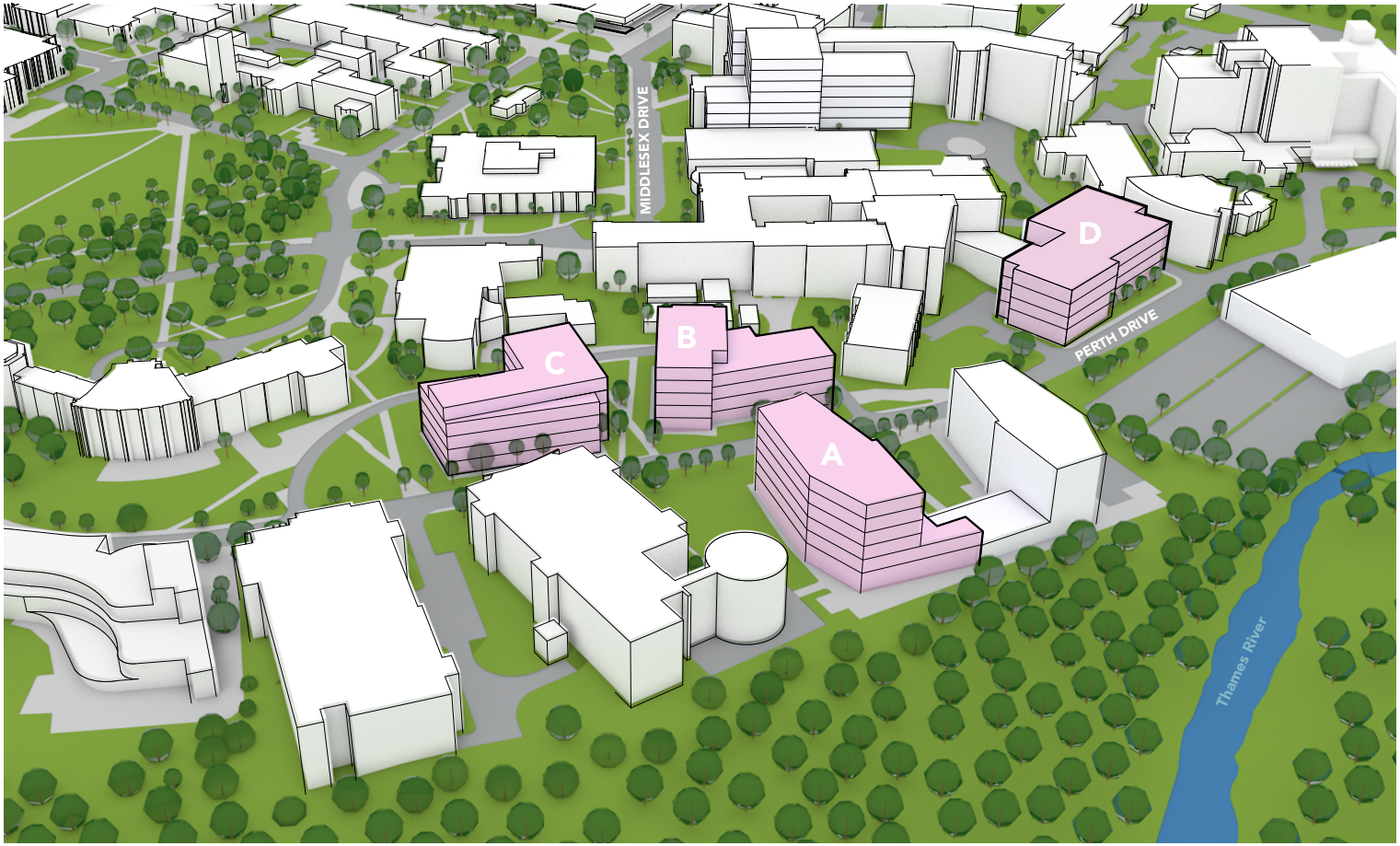
URBAN STRATEGIES INC

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

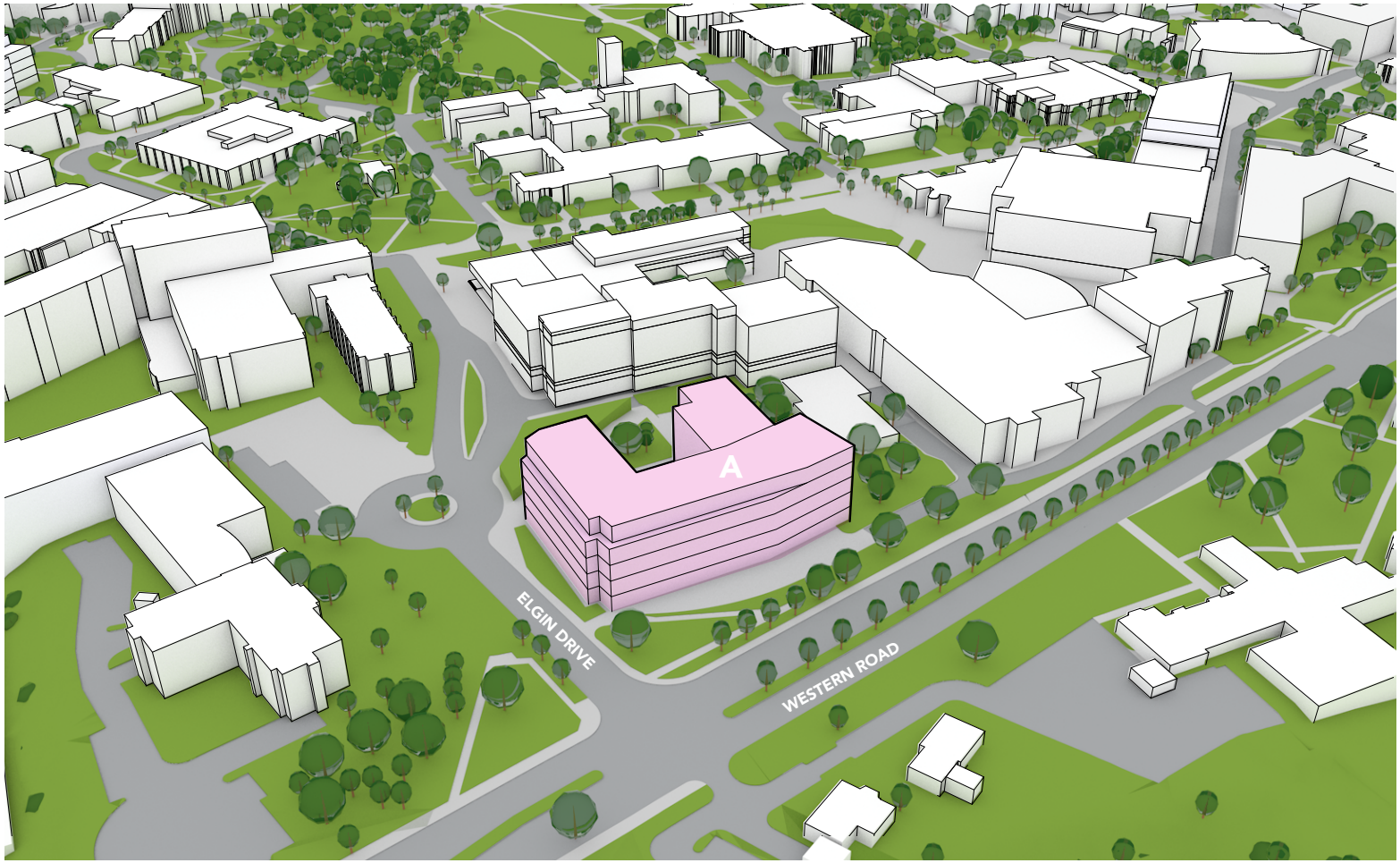
Building B - 95,000 SF

Building C - 100,000 SF

Building D - 150,000 SF

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

ELGIN DRIVE SOUTH

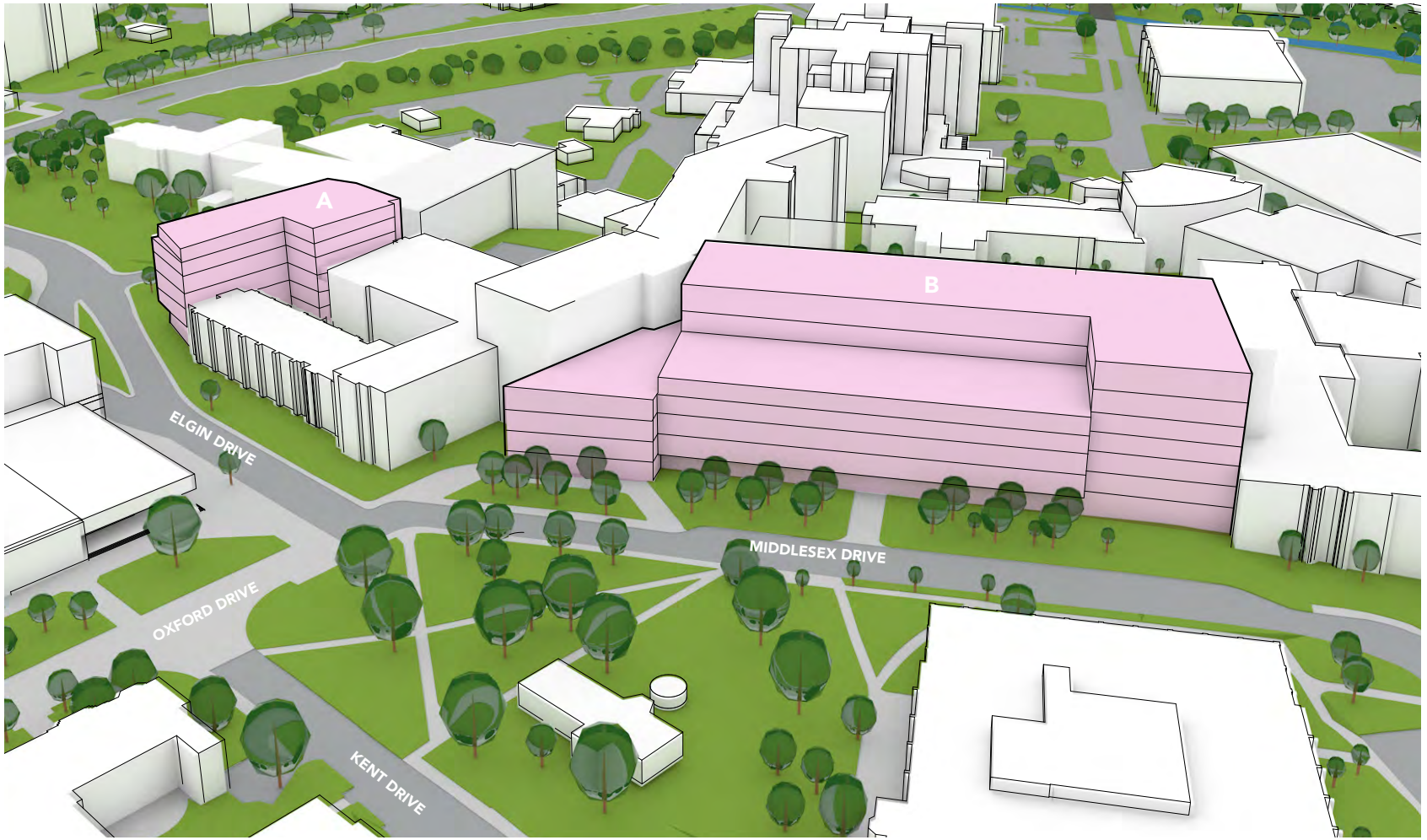


Conceptual Massing

Building A - 205,000 SF

TOTAL GCA - 205,000 SF

MIDDLESEX / ELGIN DRIVE NORTH



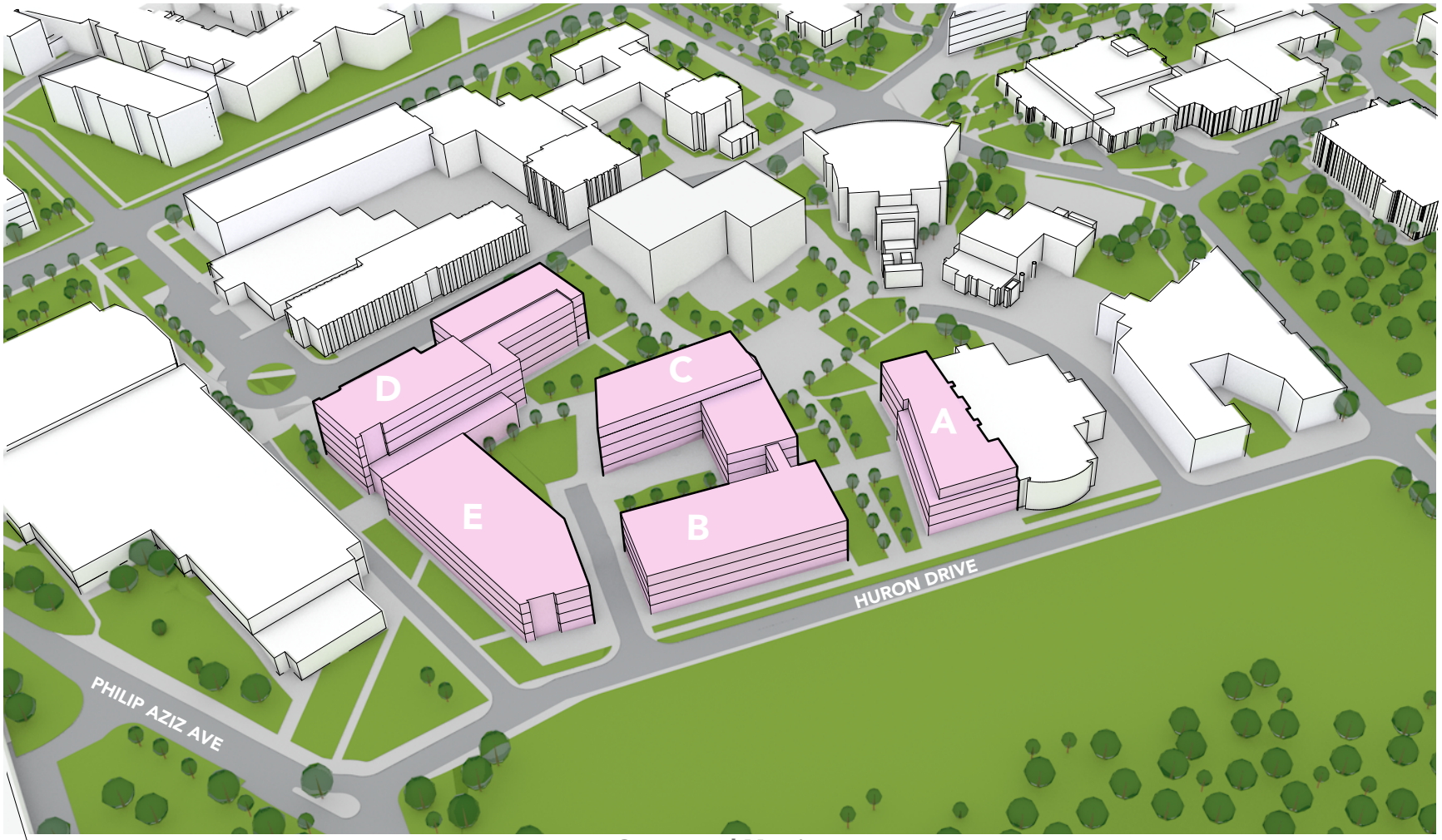
Conceptual Massing

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

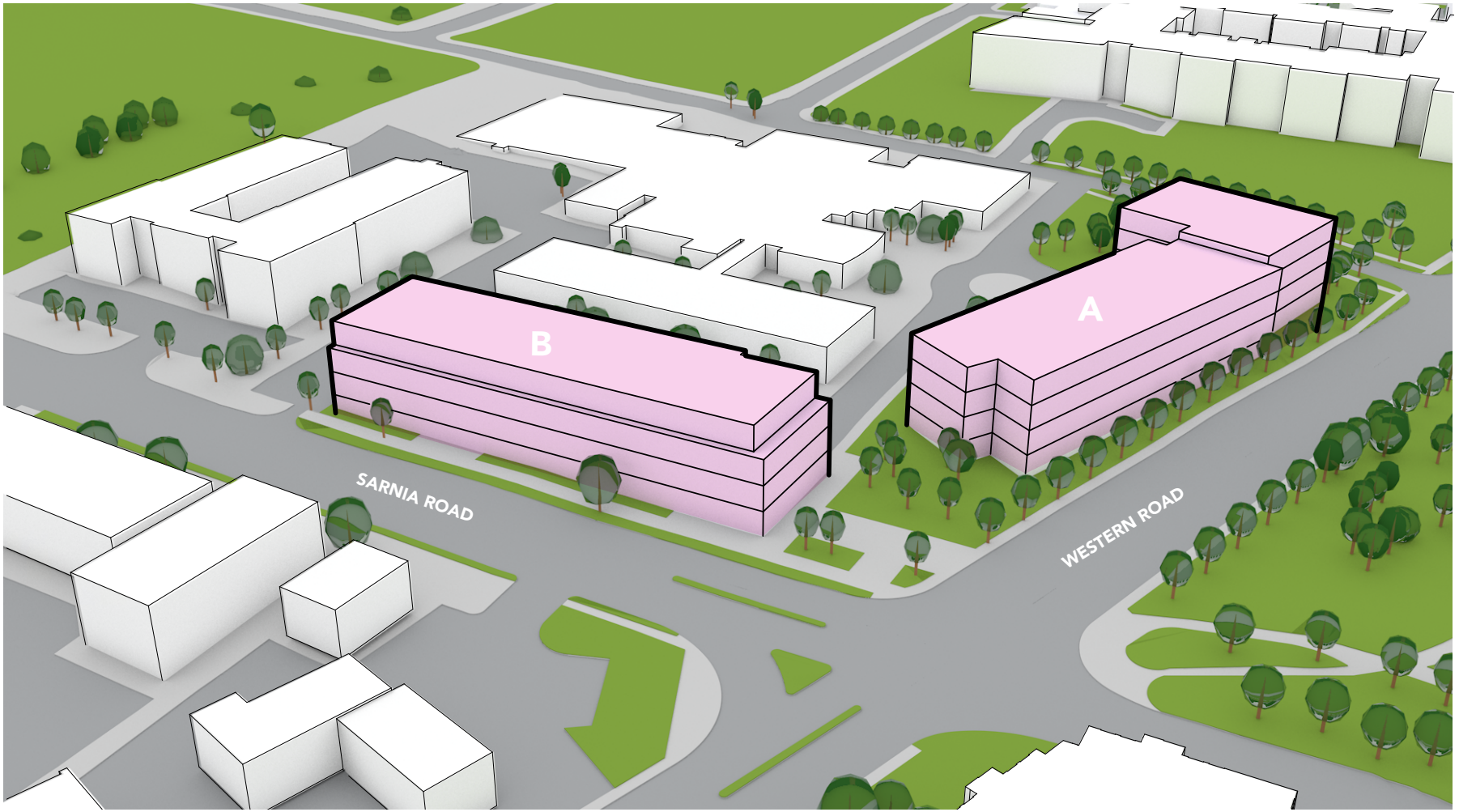
Building C - 125,000 SF

Building D - 125,000 SF

Building E - 110,000 SF

TOTAL GCA - 535,000 SF

SARNIA WESTERN PHASE 1



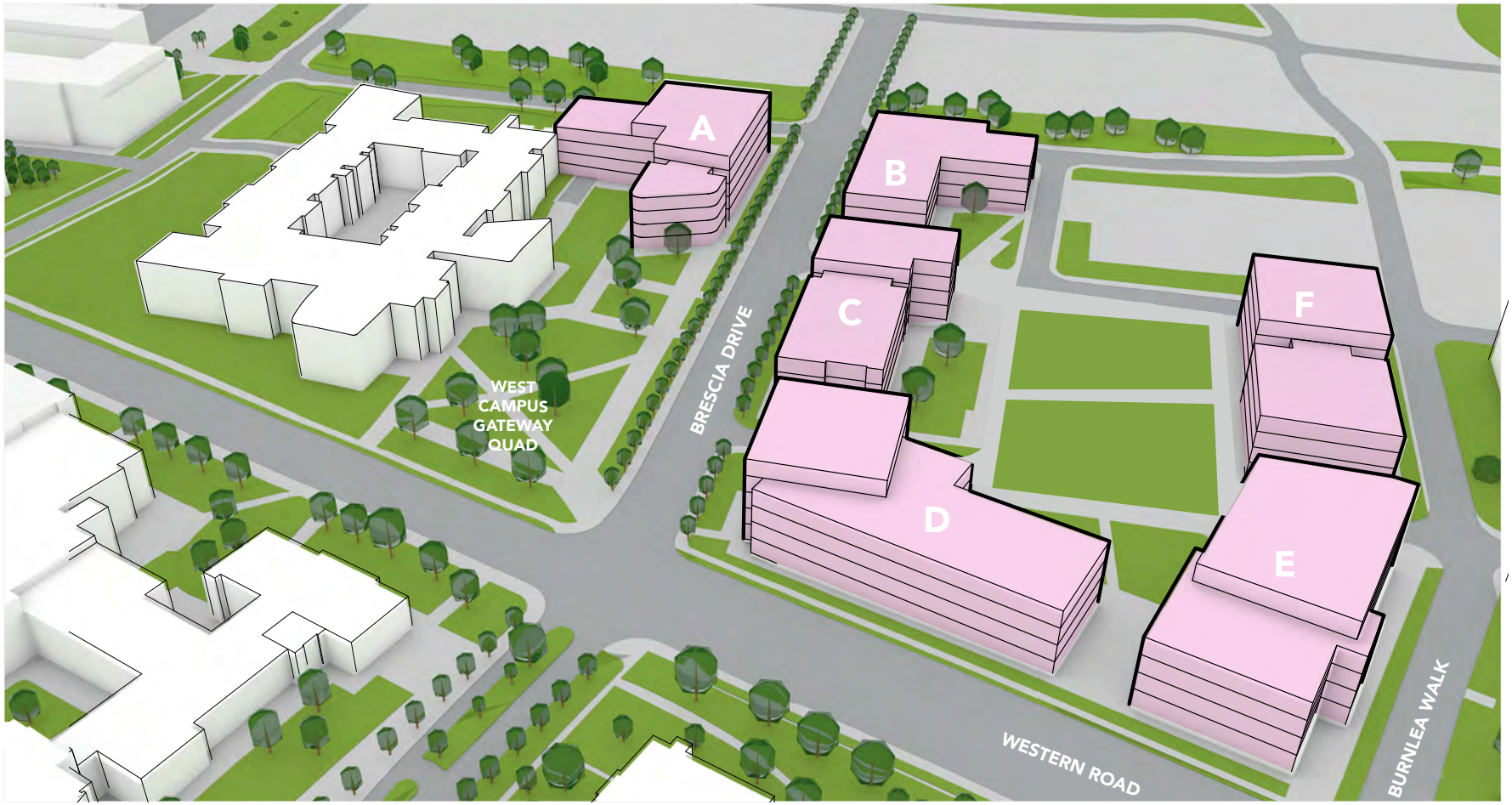
Conceptual Massing

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

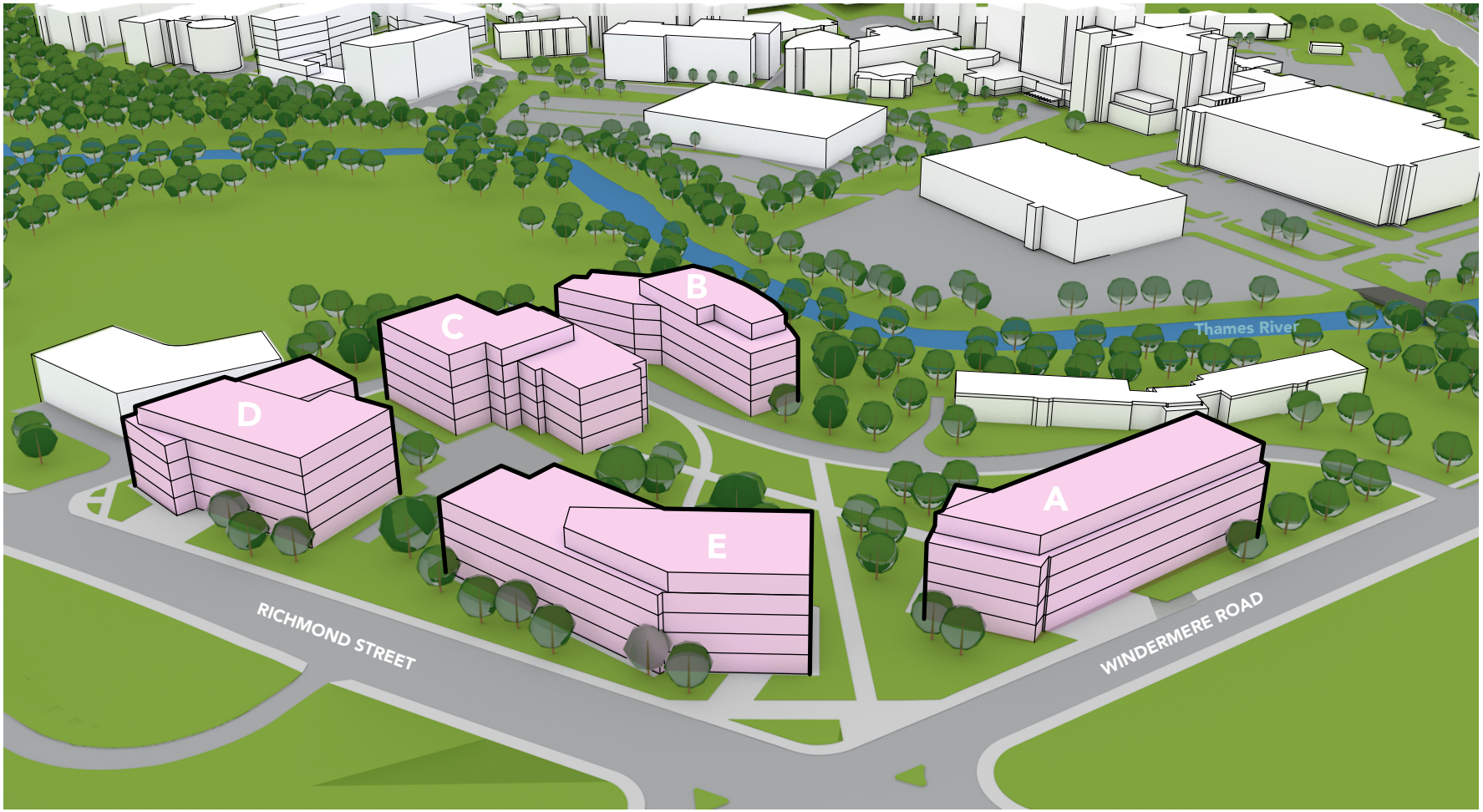
Building D - 110,000 SF

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

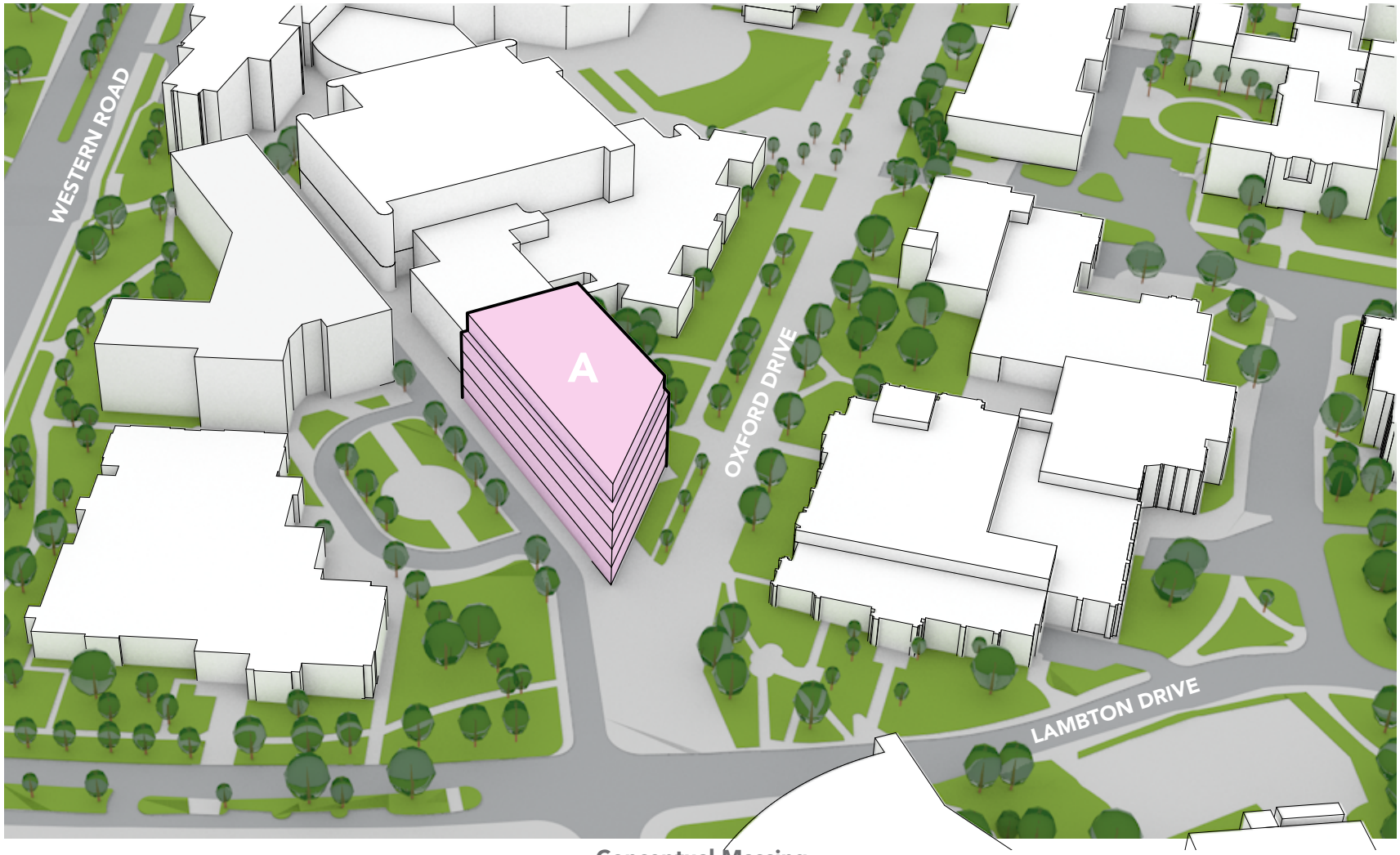
Building C - 95,000 SF

Building D - 100,000 SF

Building E - 100,000 SF

TOTAL GCA - 490,000 SF

OXFORD DRIVE

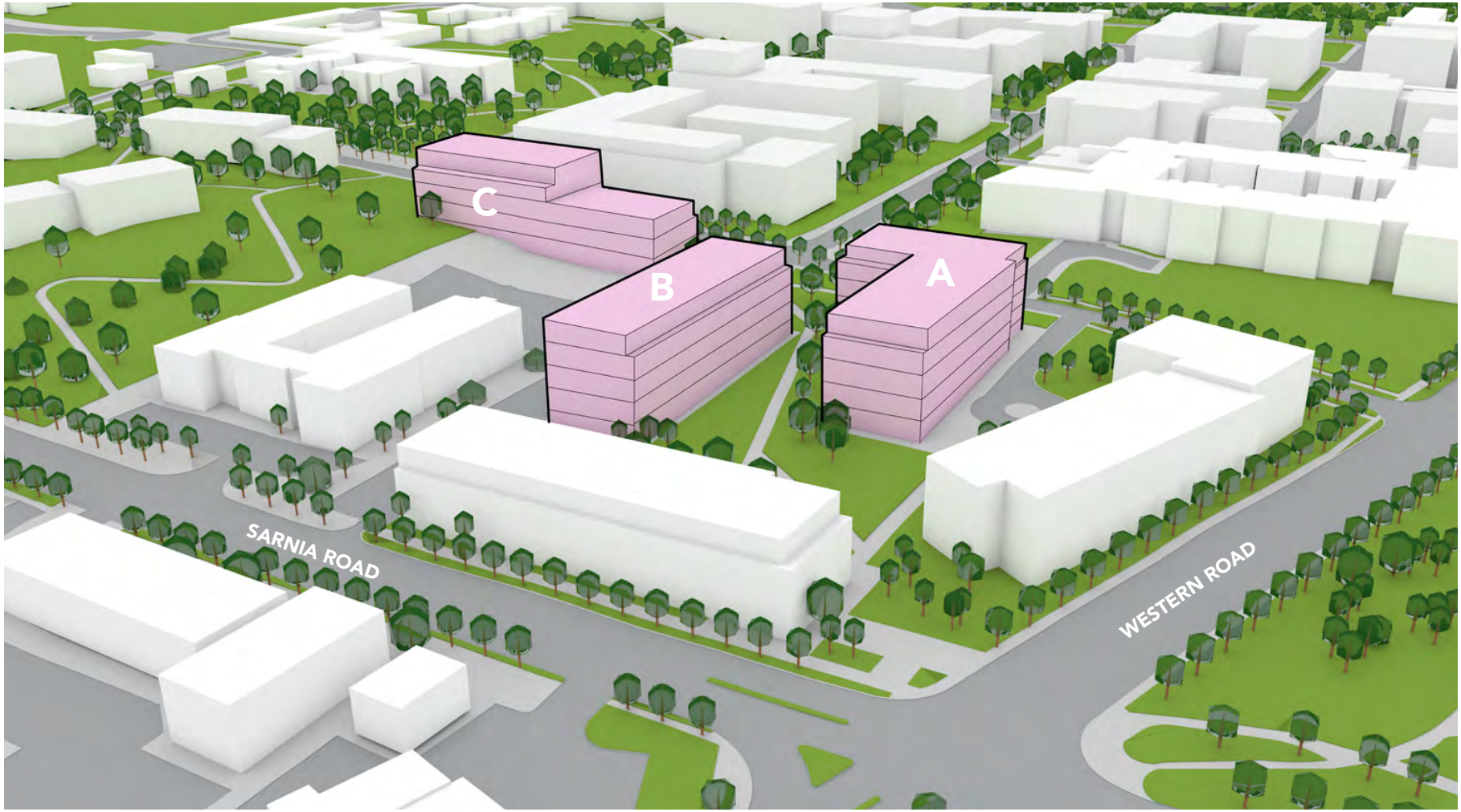


Conceptual Massing

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

June 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

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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.

Stewardship in this strategy is aligned with Indigenous-informed principles and supports Western's commitment to advancing Truth and Reconciliation. As the strategy is implemented, Western will seek opportunities to reflect the local Indigenous nations, territories, and languages.

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 Open Space Strategy has been refined based on consultation feedback, while operational or project-specific items will be carried forward through future studies, capital planning, detailed design, Transportation Demand Management work, accessibility planning, or implementation.

The Plan

The updated Western Open Space Strategy consists of:

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

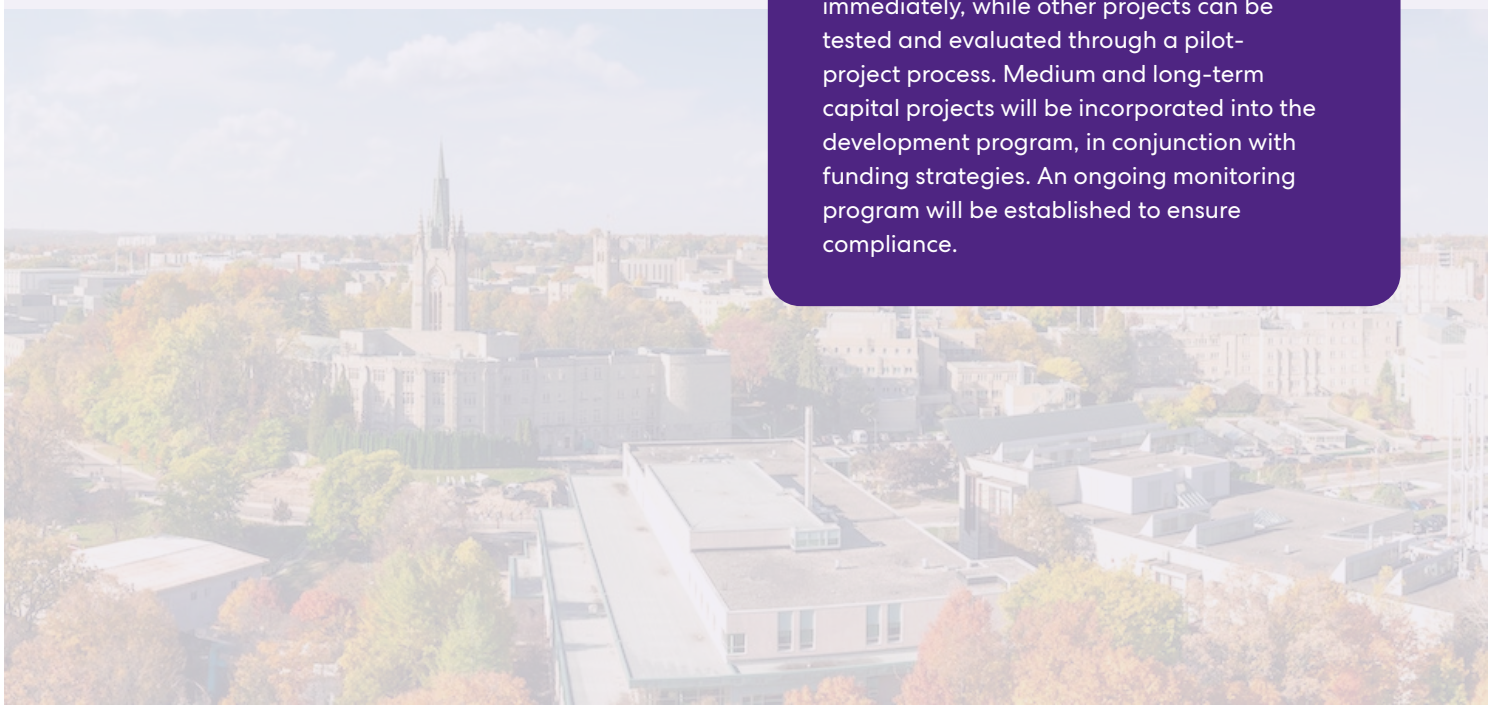
Collectively, these elements outline a long-term vision for a pedestrian priority campus that provides a safe and beautiful environment in support of Western's academic mission. A series of Strategies and Design Guidelines provide additional direction for on-going maintenance and implementation. The 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**
- **Access to University**
- **Mobility**
- **Equity**
- **Sustainability and Resilience**
- **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
Buildin

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

ainder of the forest cut
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

2024

Brescia University College integration

2021

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

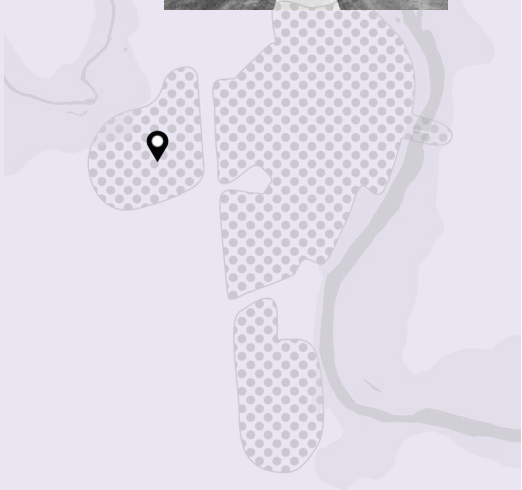
1959

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.

niversity
Little
.

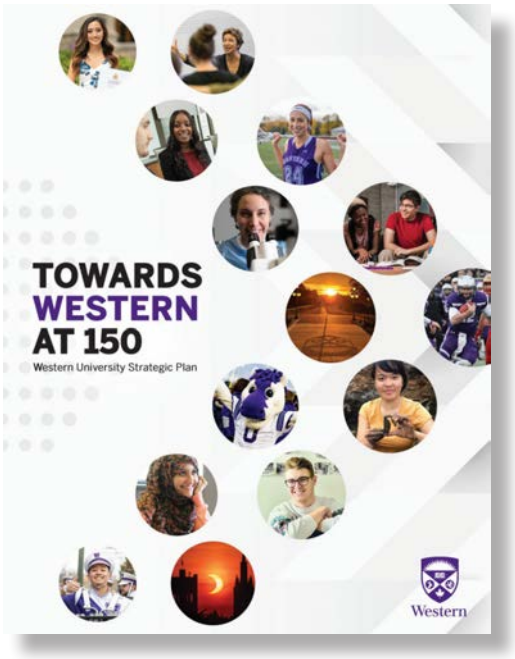


1.3 Planning Summary

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.



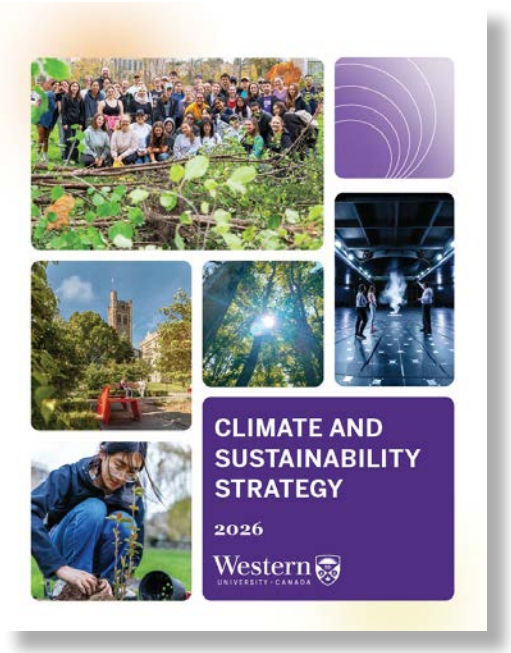
Western Campus Development Strategy (2026)

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.

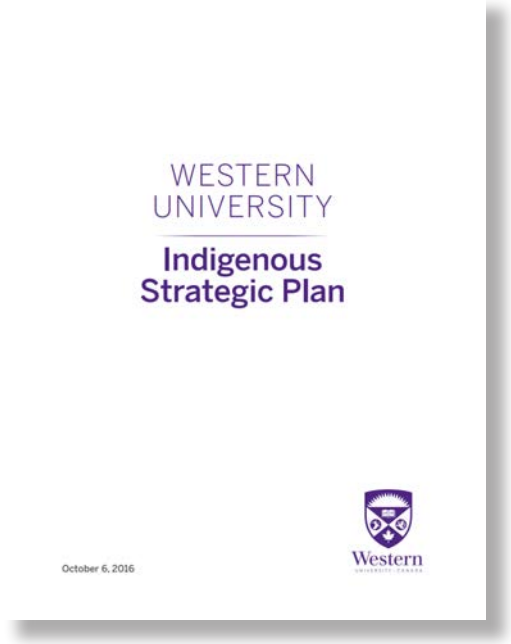
Climate and Sustainability Strategy (2026)

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.

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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.

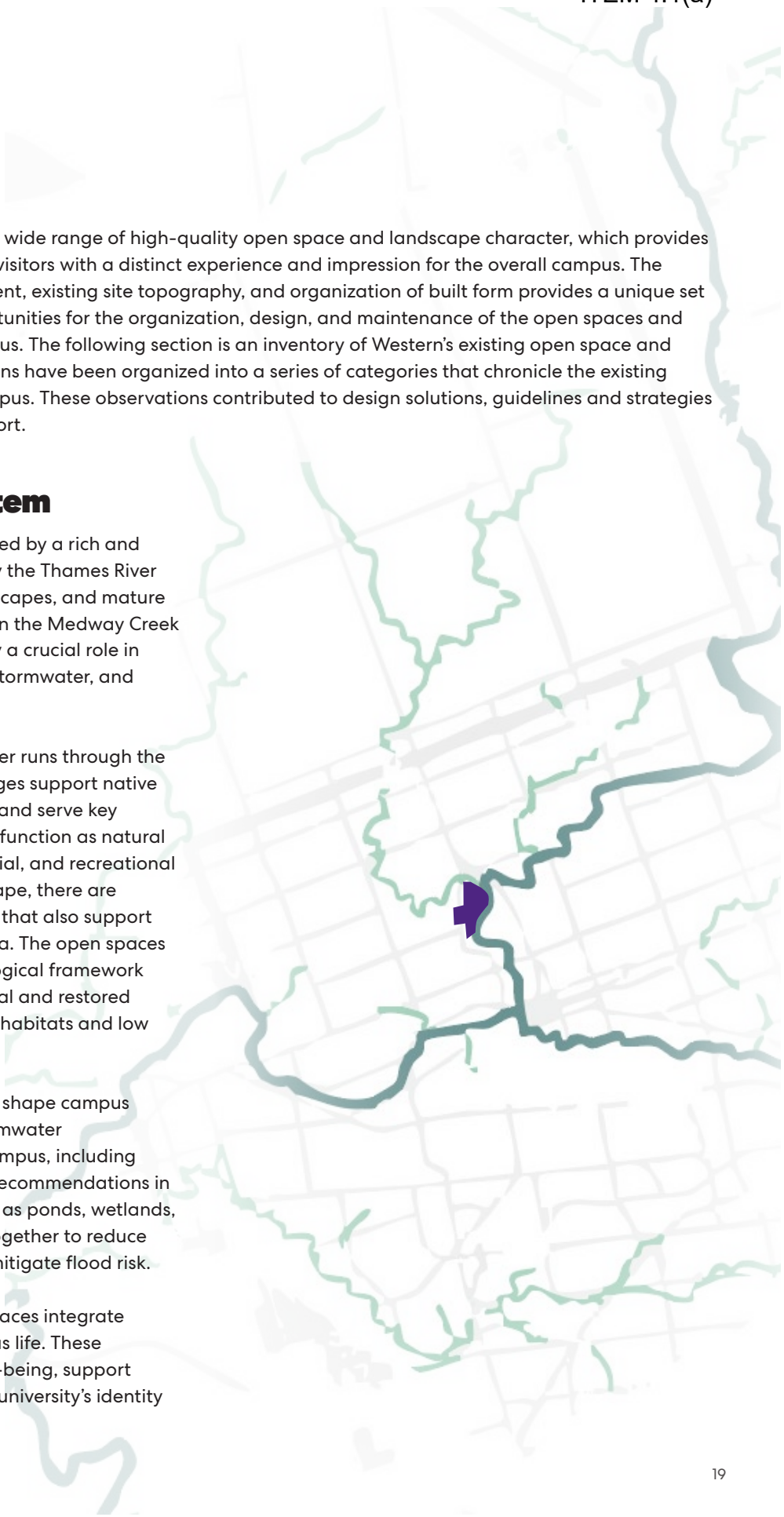
2.1 Campus Ecosystem

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

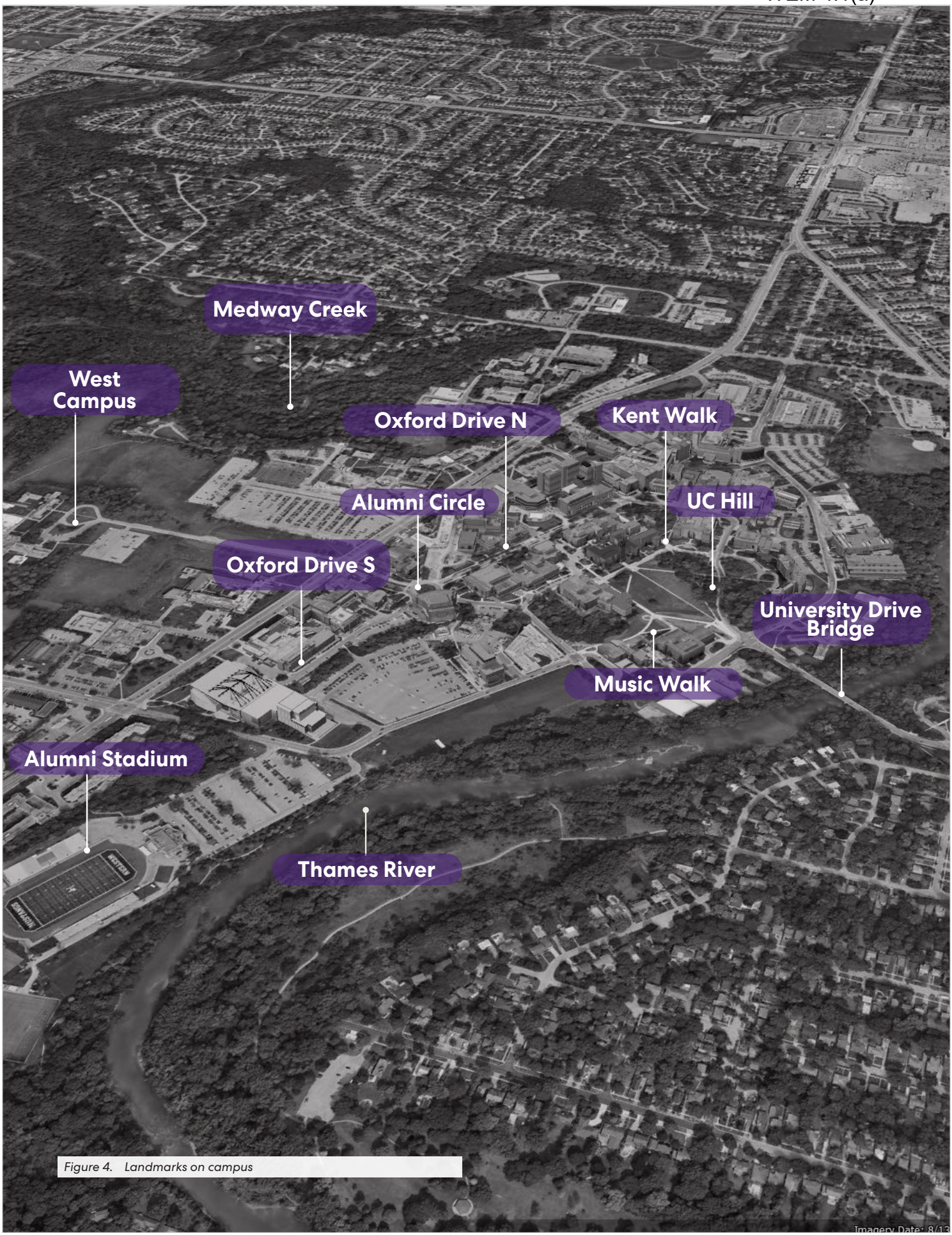


Figure 4. Landmarks on campus

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

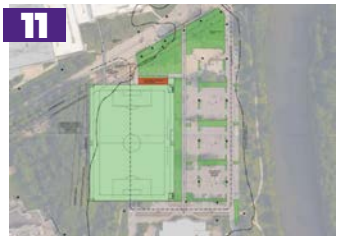
9

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*

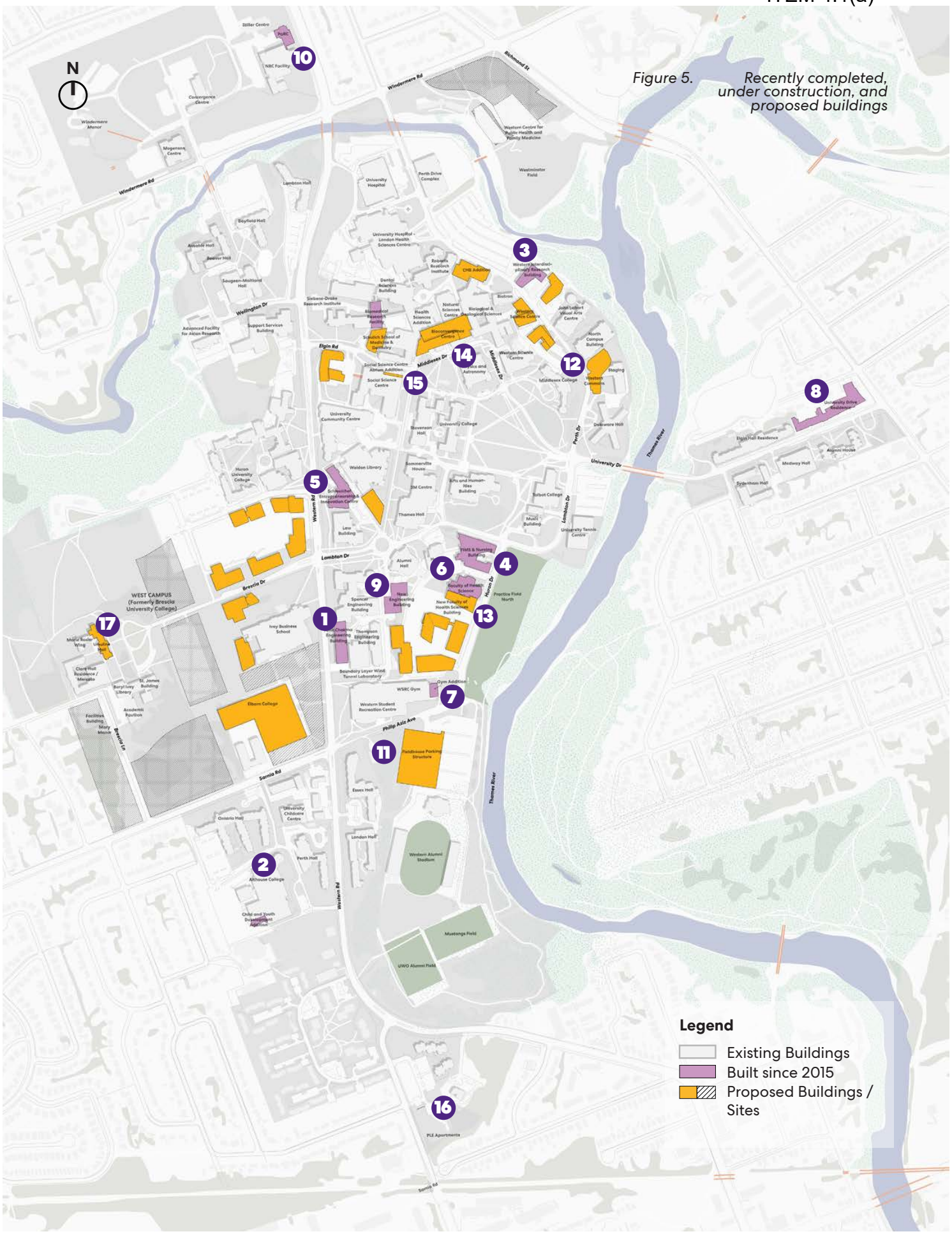


Figure 5. *Recently completed, under construction, and proposed buildings*

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

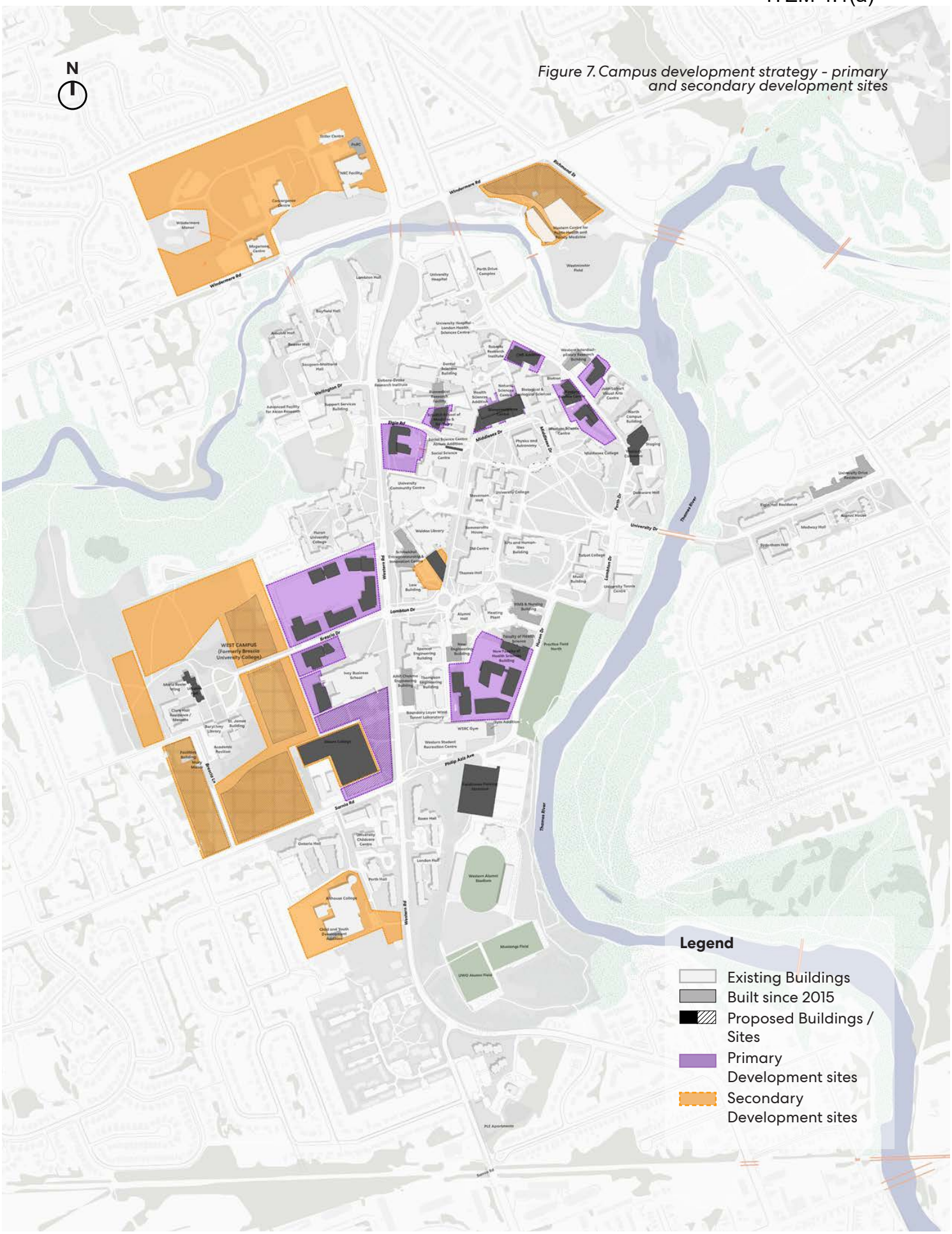


Figure 7. Campus development strategy - primary and secondary development sites

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.

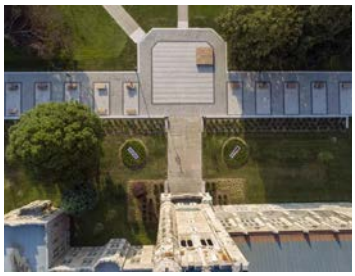


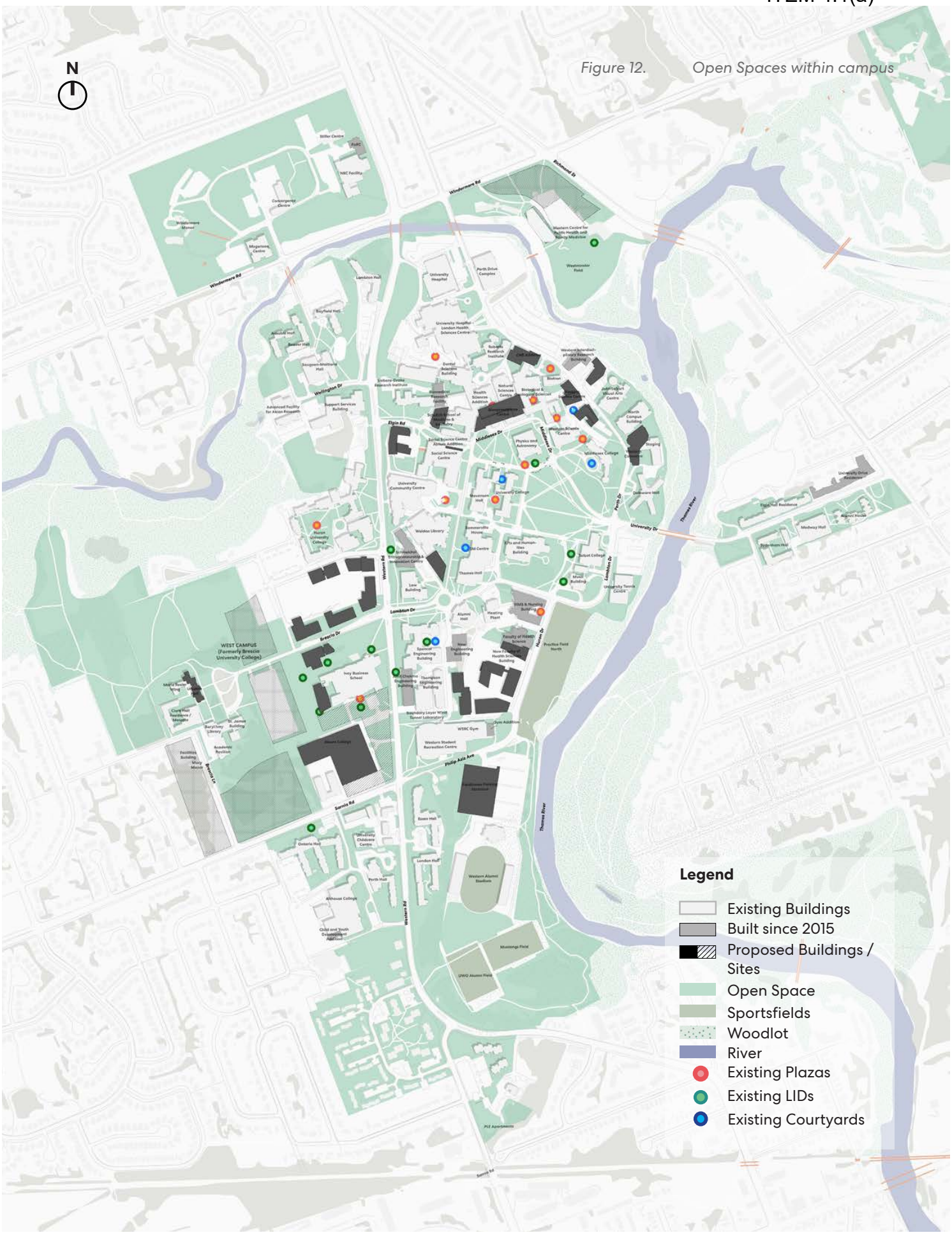
Figure 8. Kent Walk plan view (Source: Western University)

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.

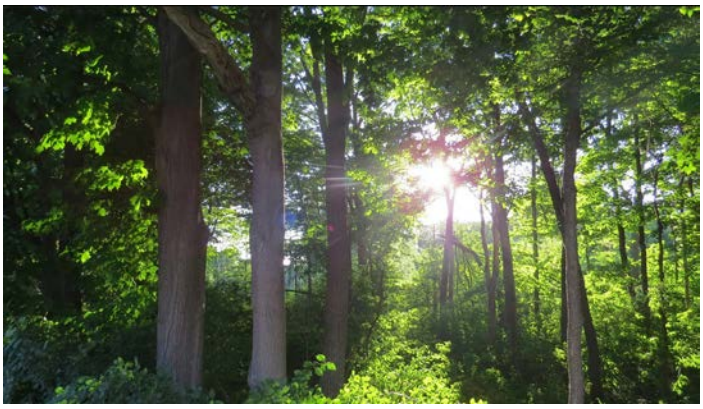


Figure 13. Existing Woodlots (Source: Western University)

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. As new signage is created, it should consider opportunities to incorporate Indigenous languages in the design.

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)

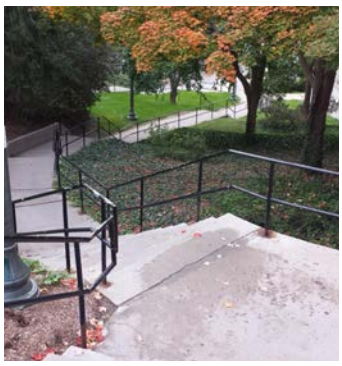


Figure 29. Staircase running between Alumni Hall and the power plant. (Source: Western University)

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 along the South Parking Lot and the dining hall (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. Potential upgrades to this tunnel would be advanced in collaboration with Huron University College.

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.

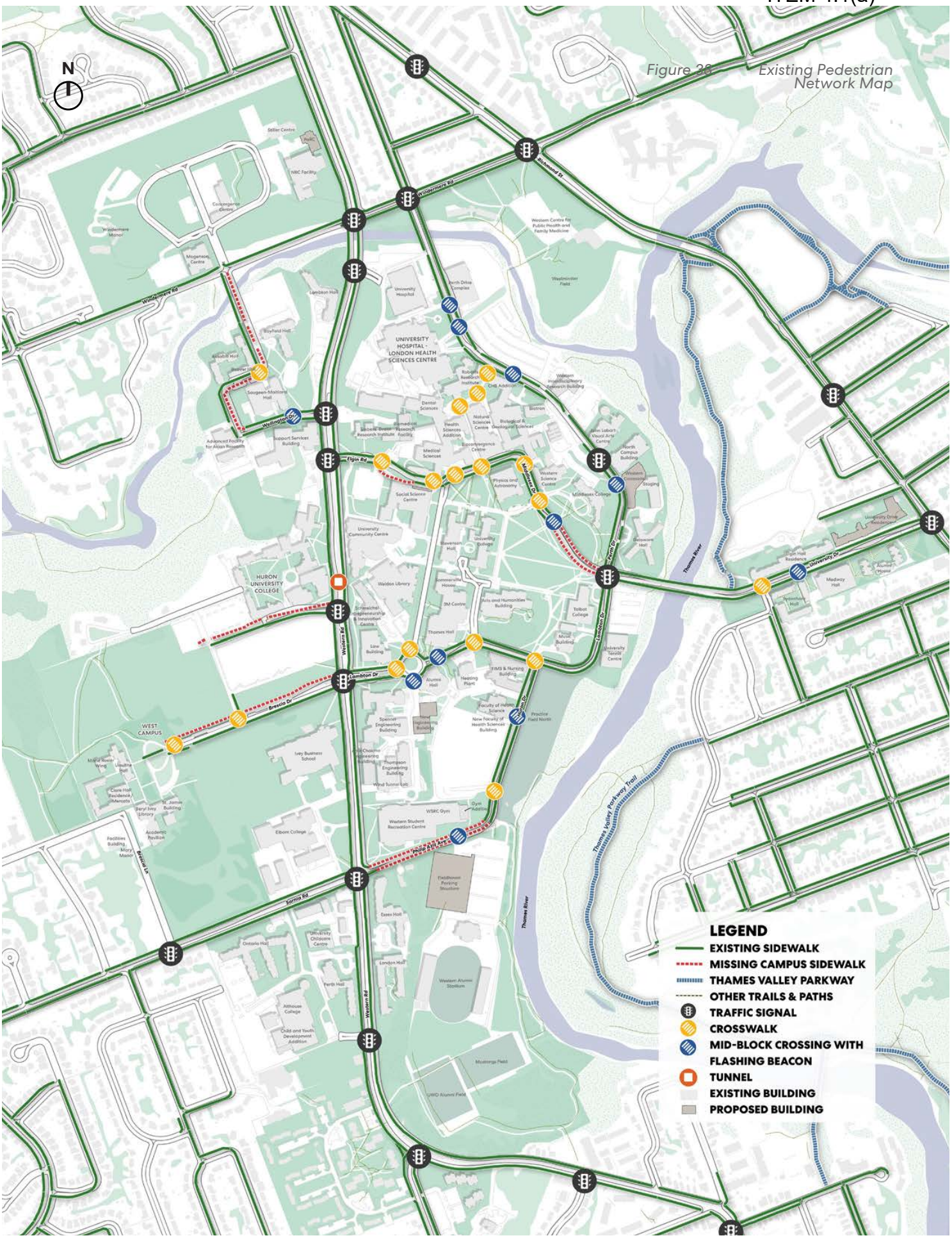


Figure 36: Existing Pedestrian Network Map

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

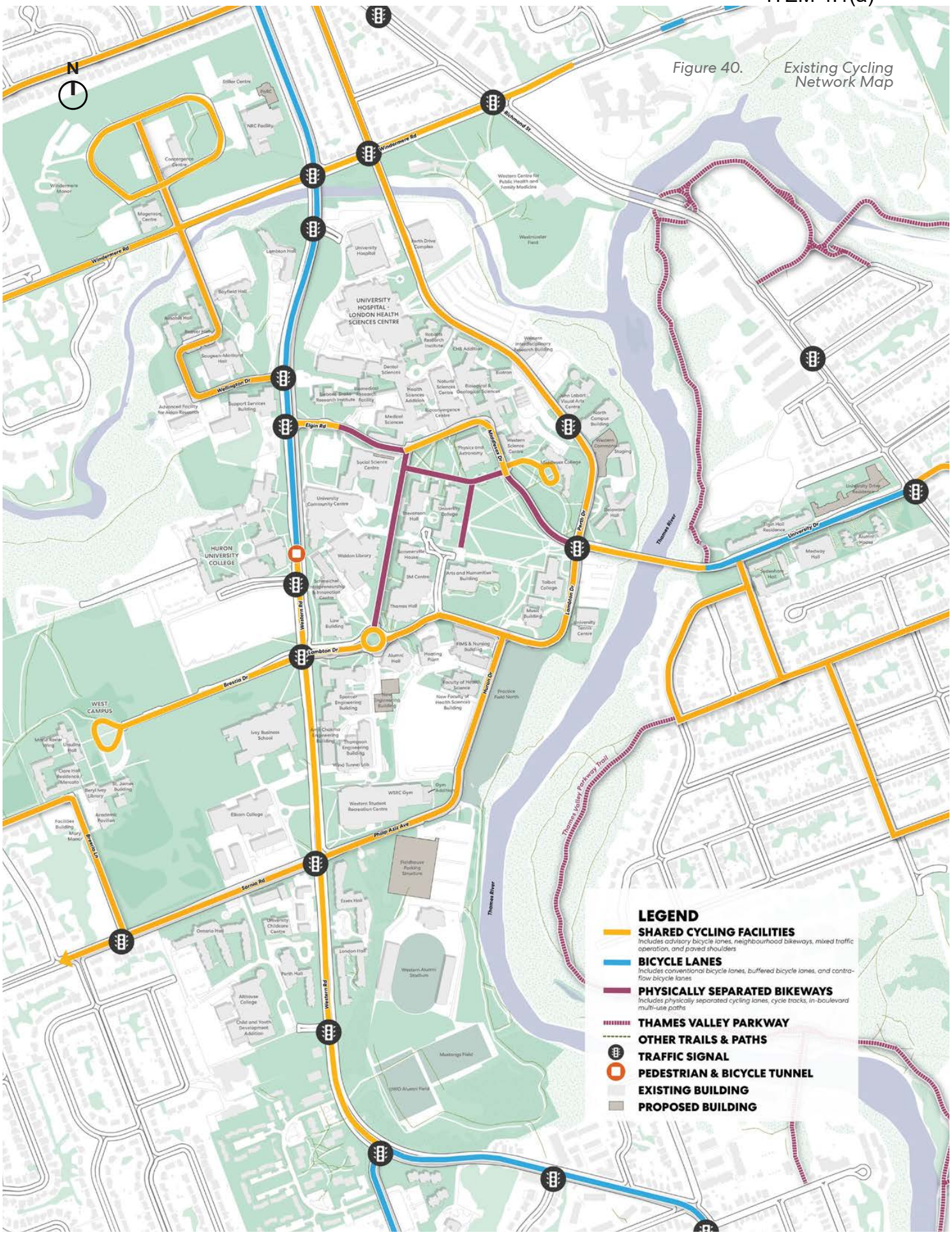


Figure 40. Existing Cycling Network Map

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 and graduate 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 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
- Route 127: Natural Science – Capulet

**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

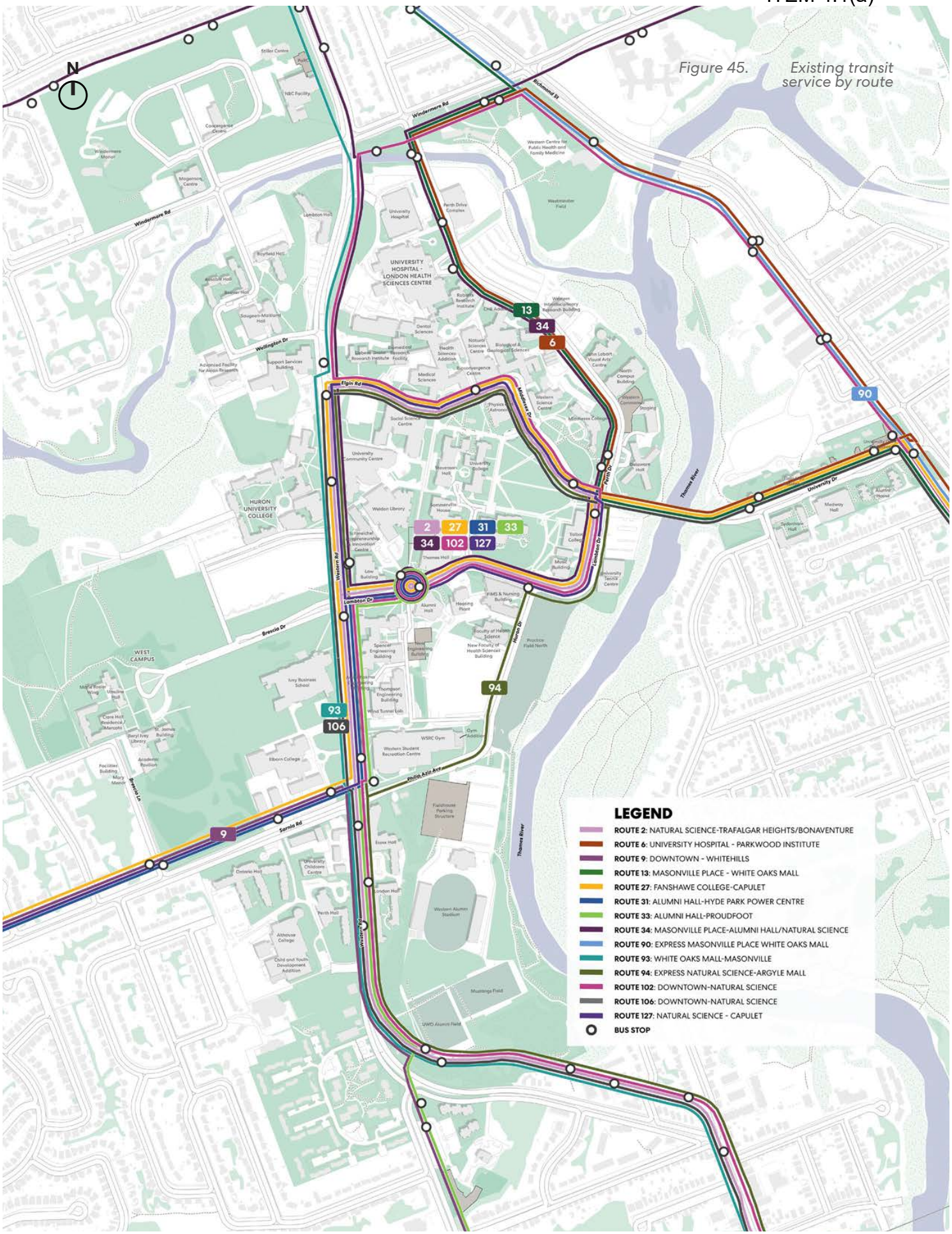


Figure 45. Existing transit service by route

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 (10 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, 27, 34, 94, 102, 106, and 127) 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, 27, 31, 33, 34, 102, and 127). 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

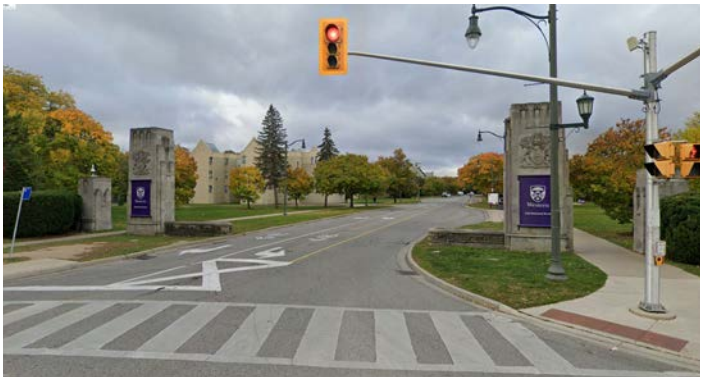


Figure 47. Campus gateways at University Drive at Richmond Street

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.

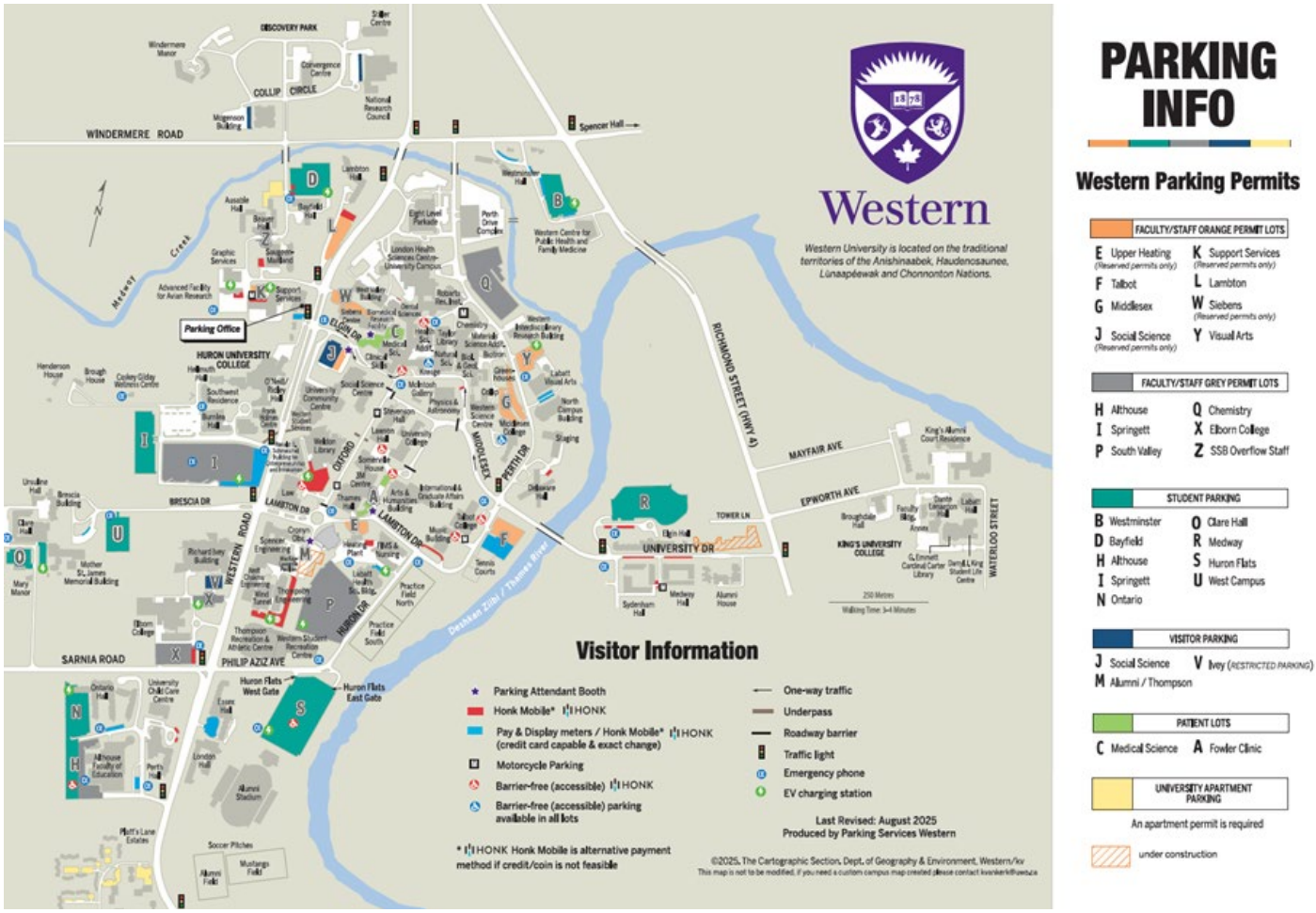


Figure 48. Medical Dental Lot entrance

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.
- LTC also serves approximately 70 paratransit trips to campus each week, in addition to Western's paratransit service.
- 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.

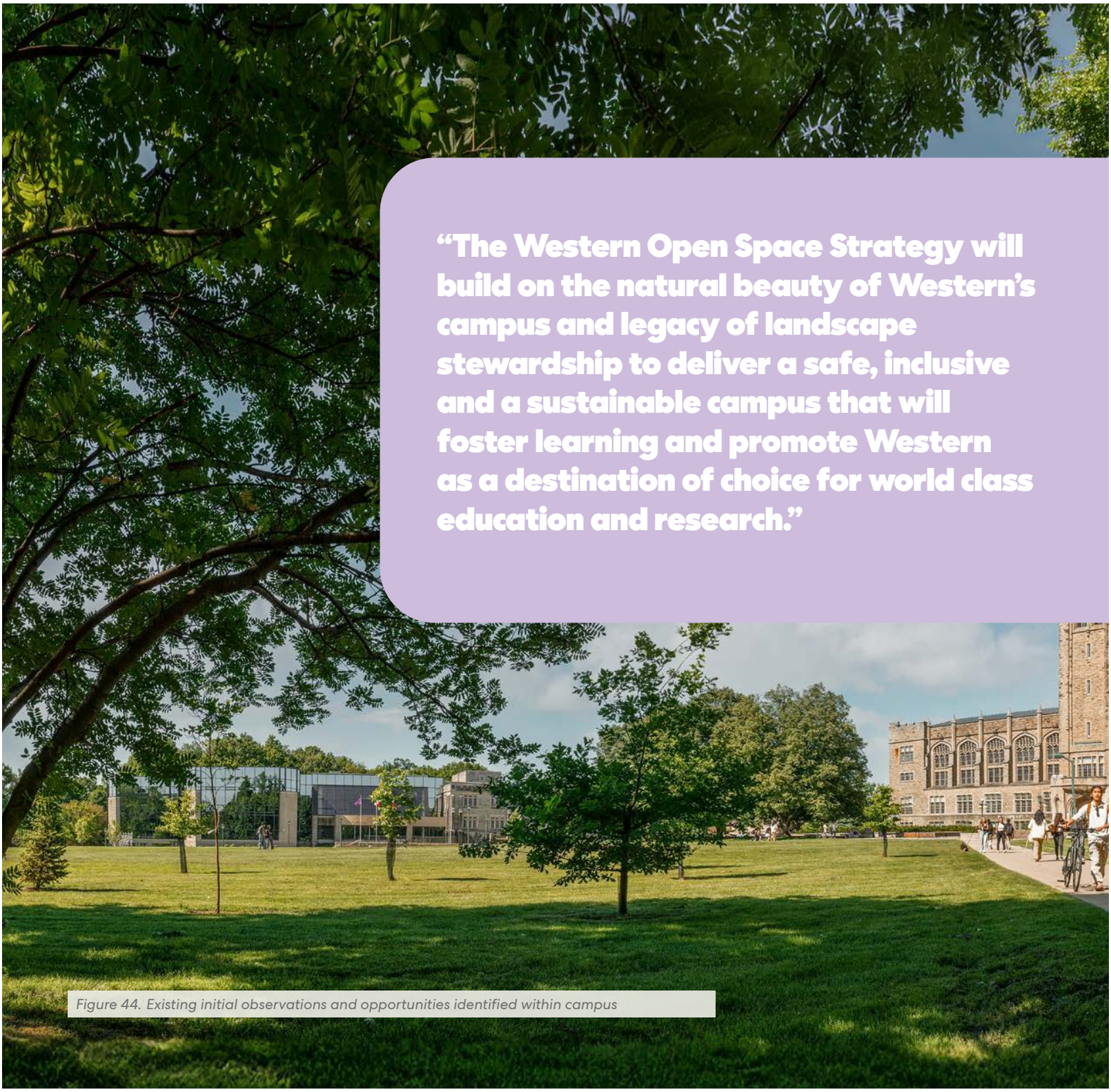
Driving and Parking

- 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

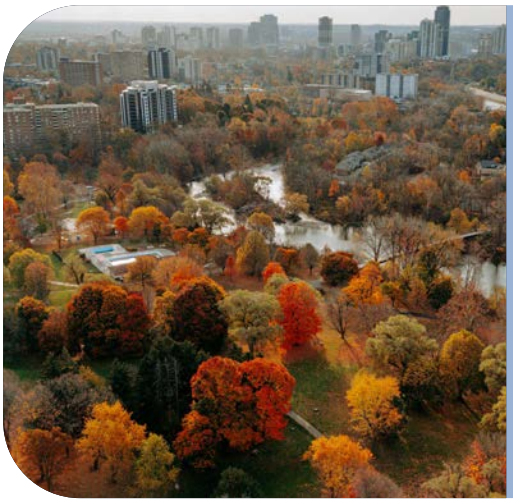
3.2 Principles

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.

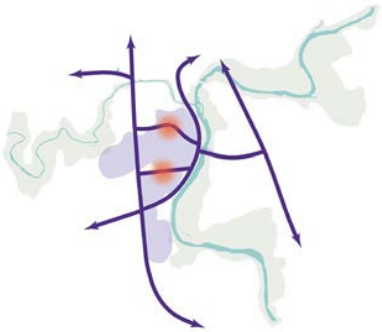
Reduce Cut-through Traffic

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.

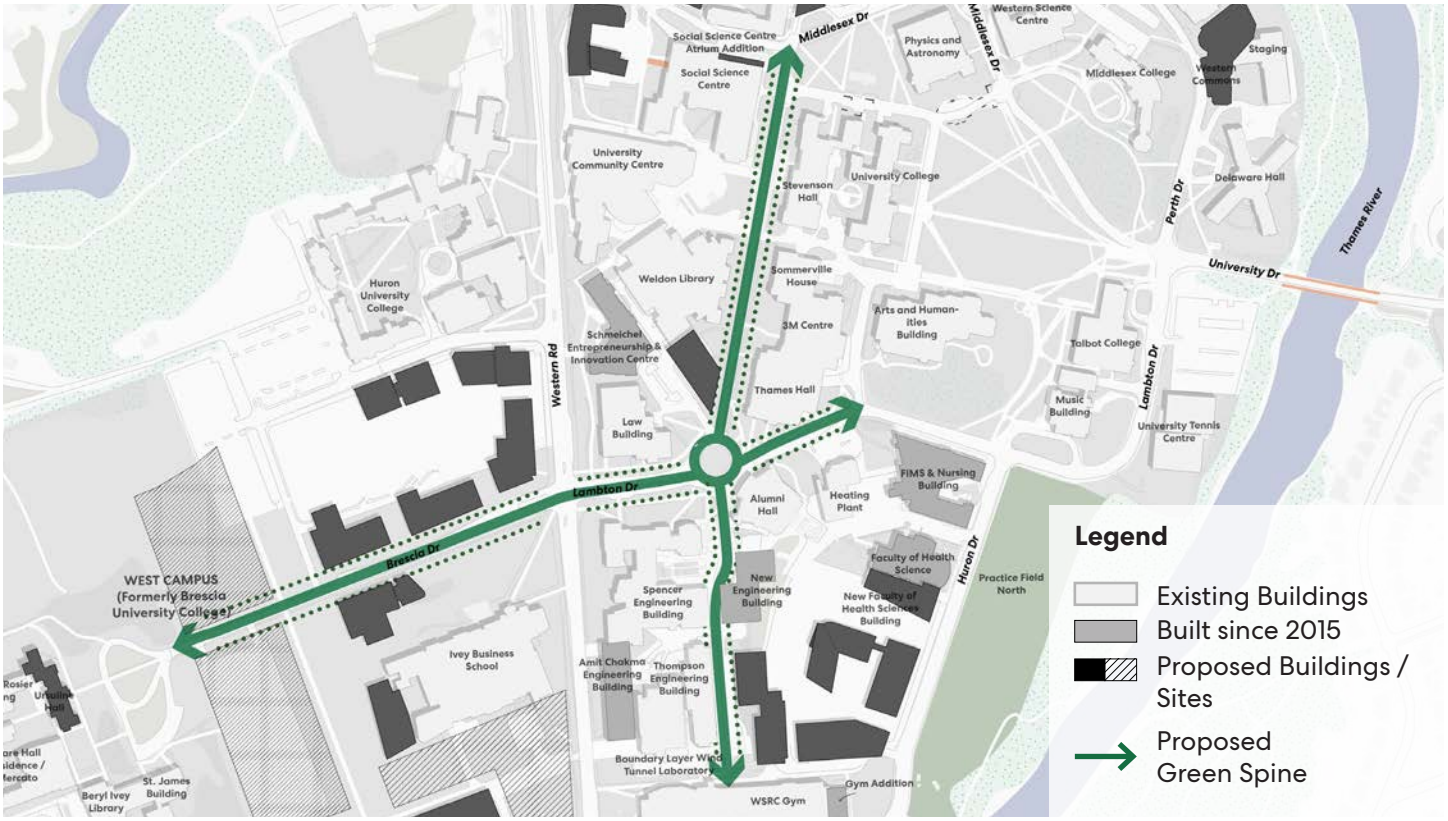
Green Spine

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
- In collaboration with Huron University College, 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)

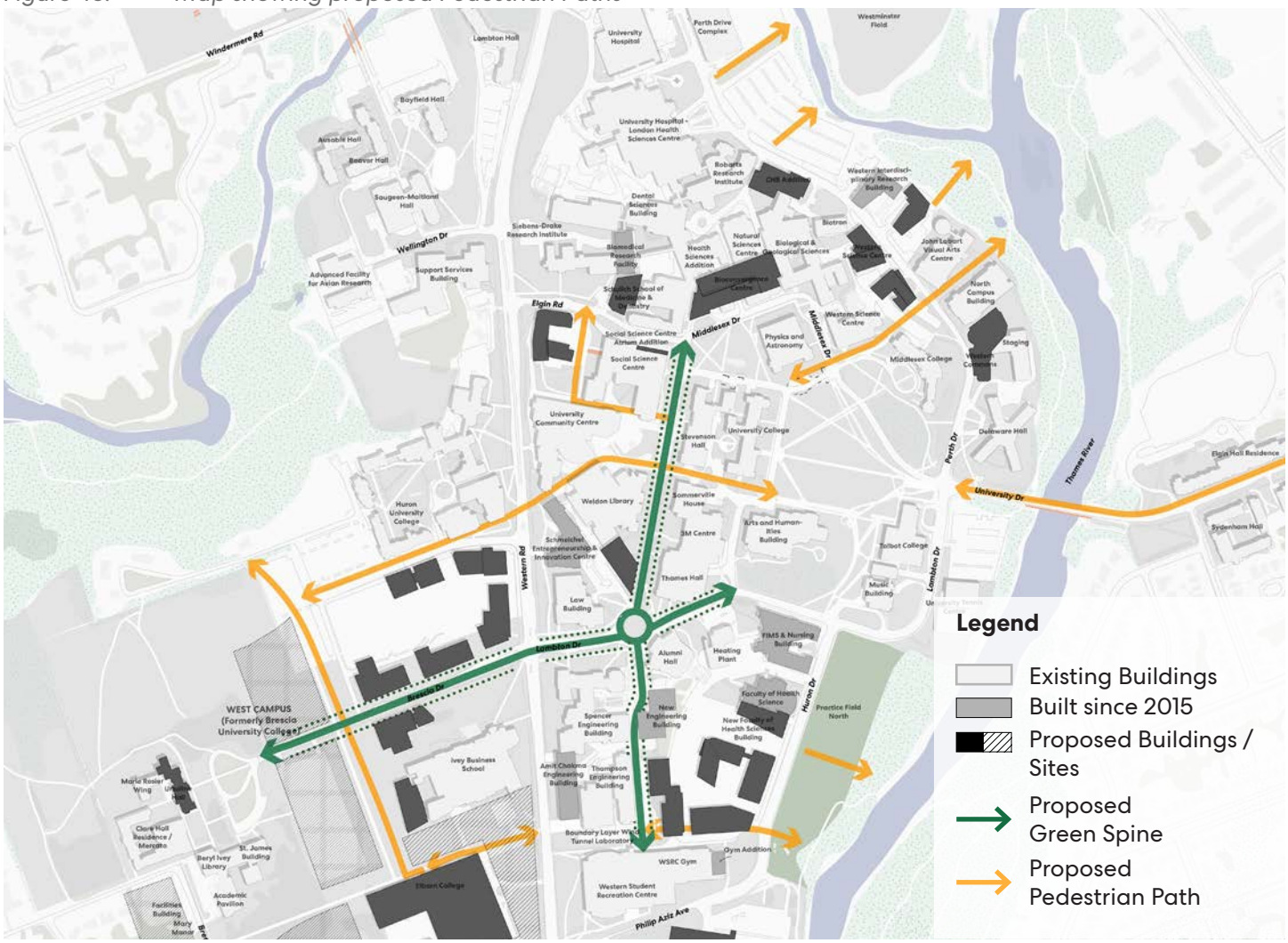
Sarnia Road to Medway Creek

- 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

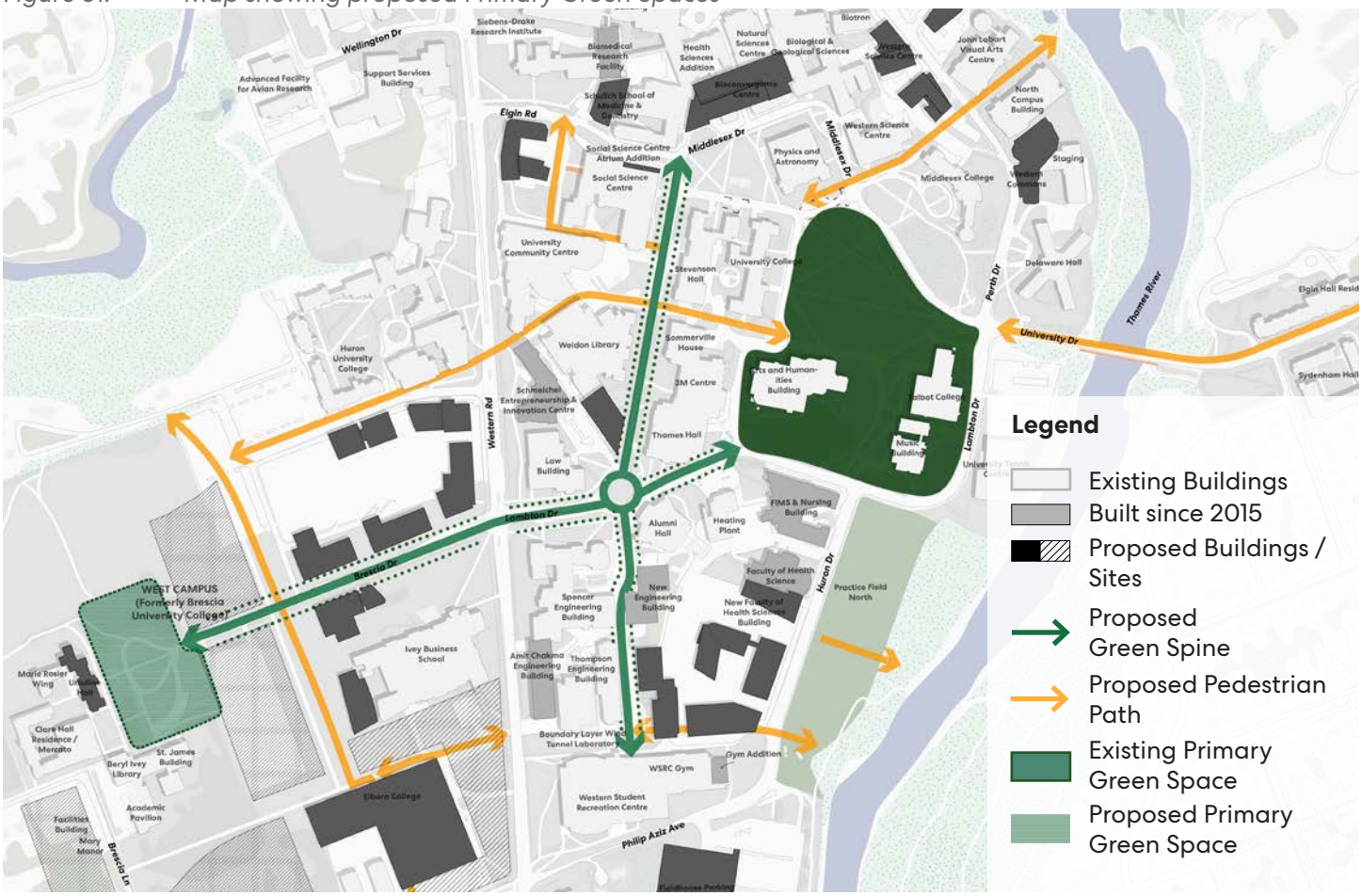
The walkways around UC Hill recently went through upgrades based on the recommendations in the 2018 Open Space Strategy. The following are additional recommendations for improvement

- 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

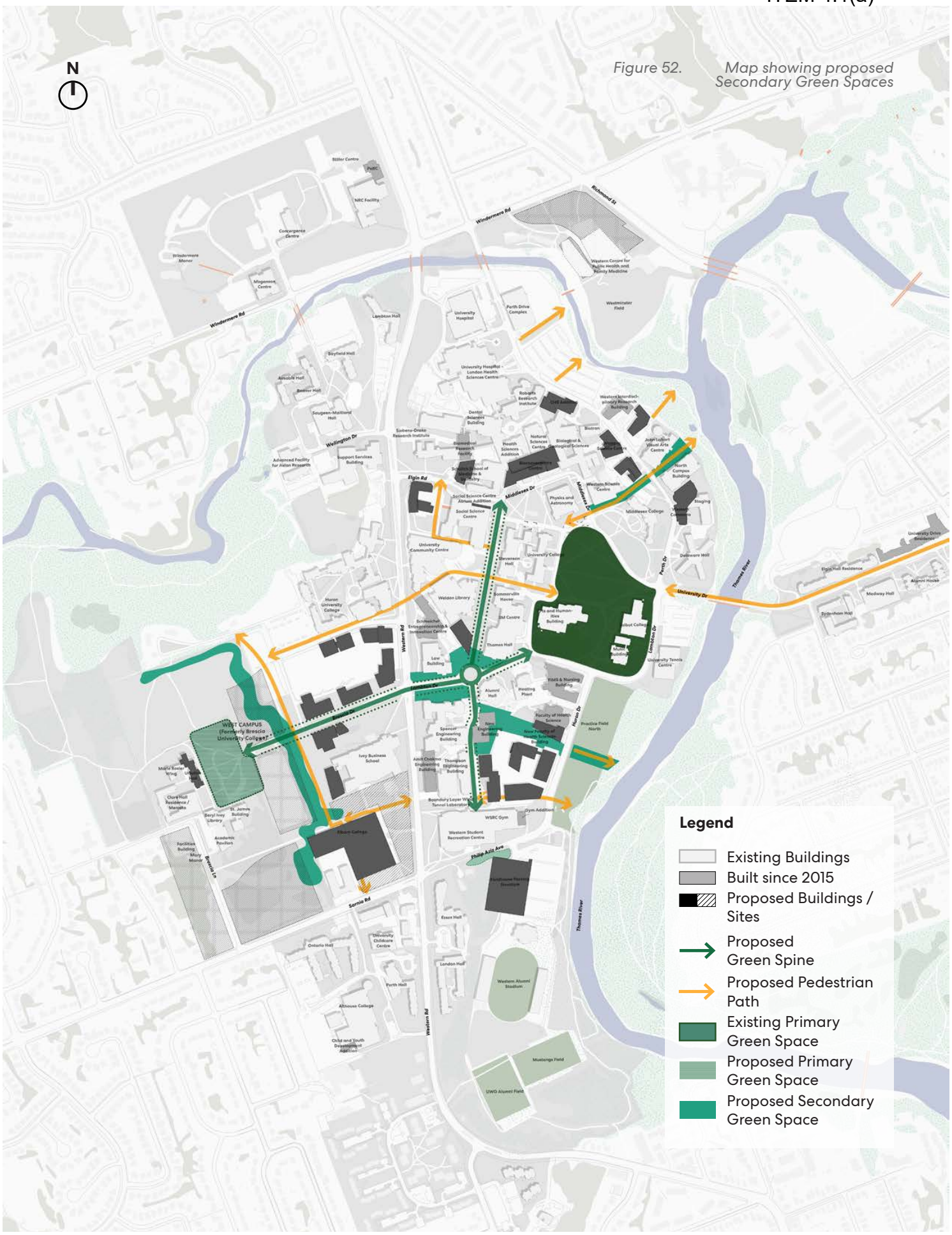
Social Science Centre Building

- 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

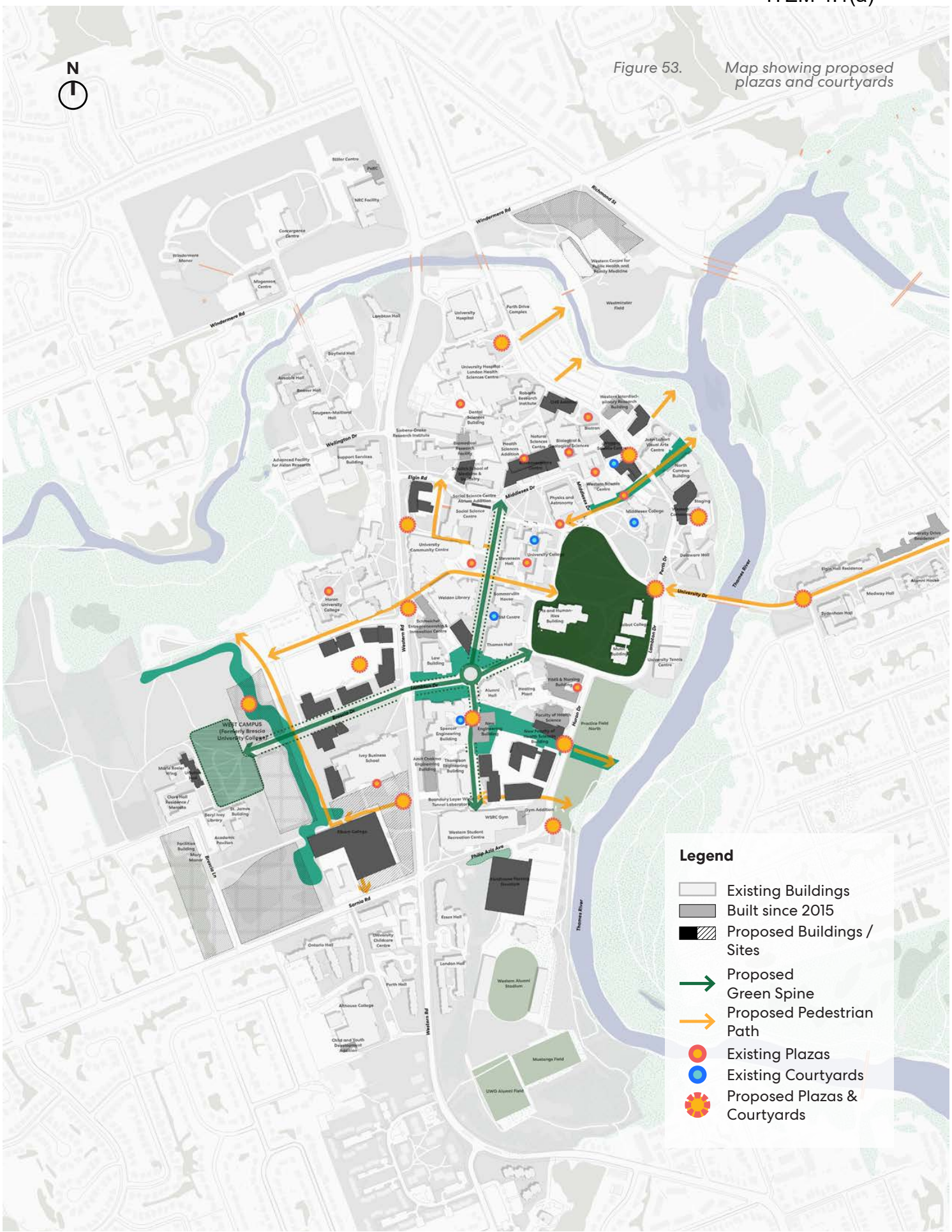
To enhance social engagement and architectural cohesion, new plazas and courtyards are envisioned. These spaces will be designed to complement existing plazas, providing a variety of settings for community events, casual meetings, and outdoor learning, including Campus as a Living Lab. Recommendations 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

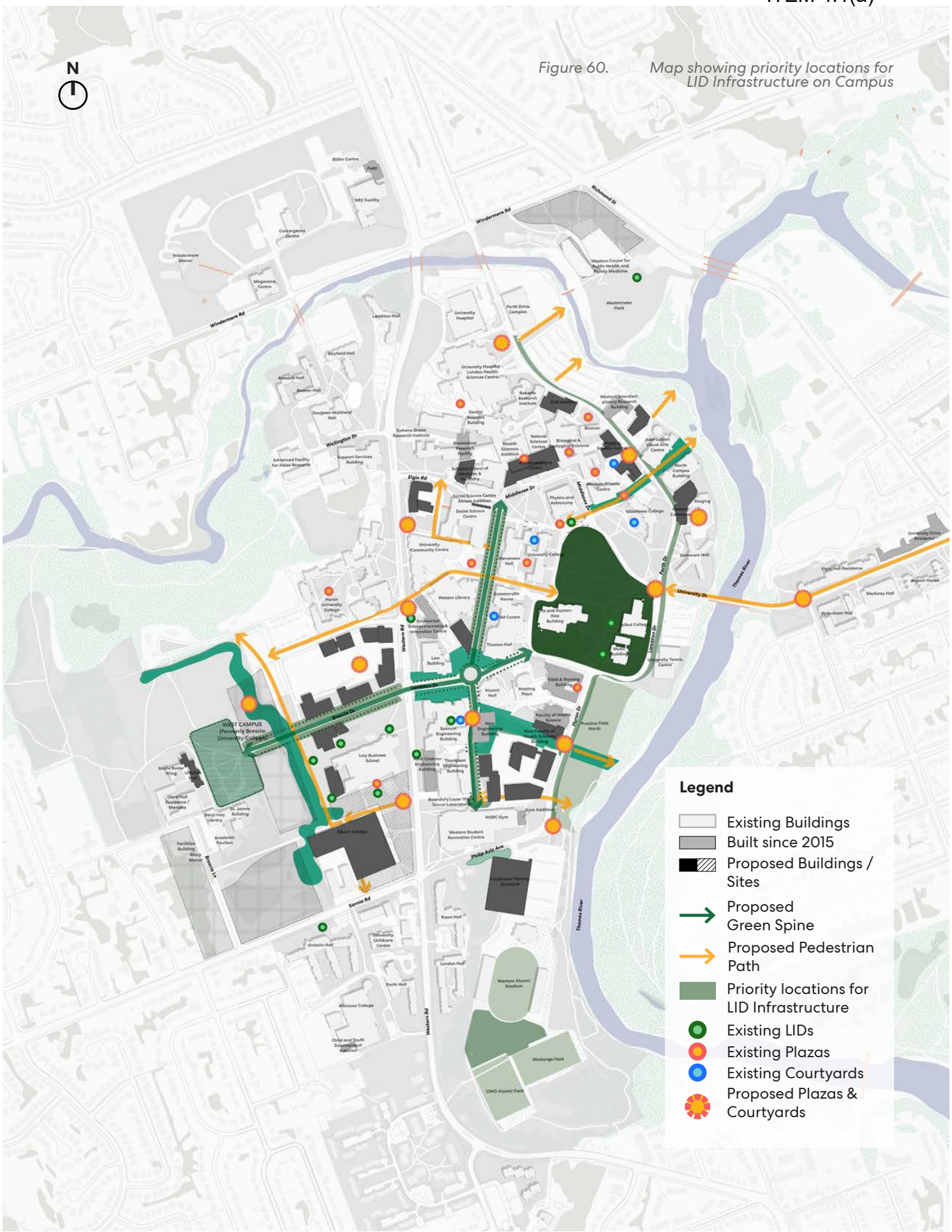
Priority locations for LID infrastructure on campus include several low-lying areas where enhanced stormwater management is essential:

- 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

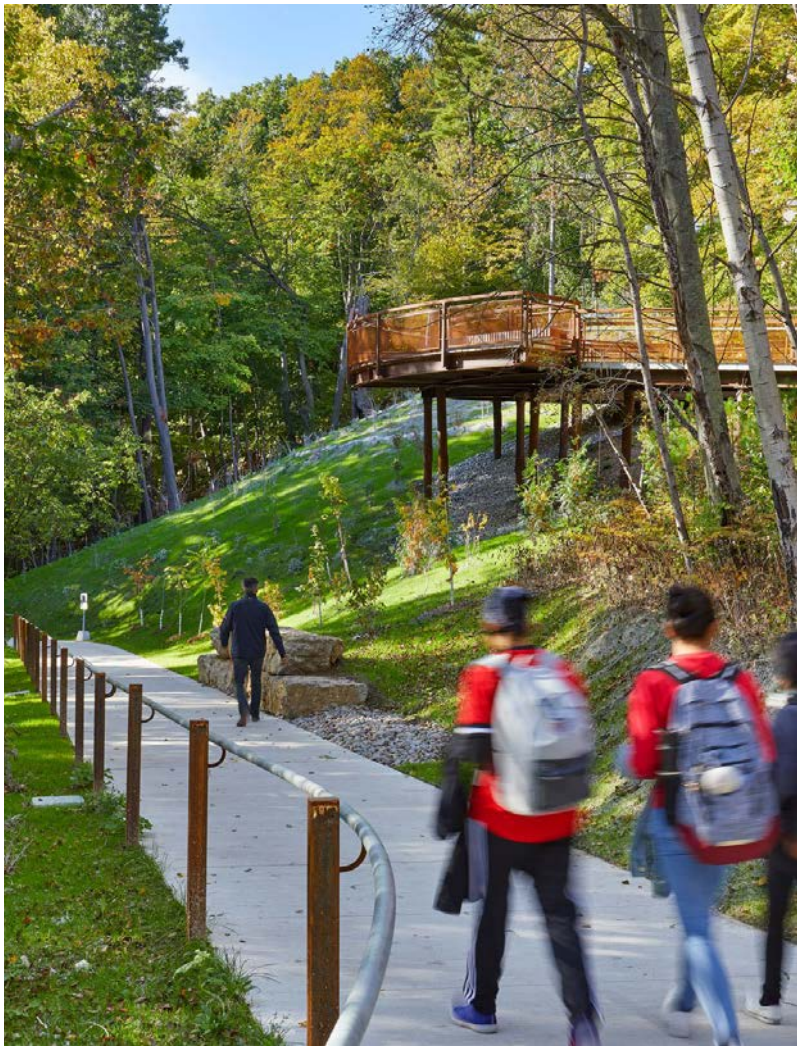


Figure 61. University of Toronto Scarborough Valley Land Trail (Source: Landezine)

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:

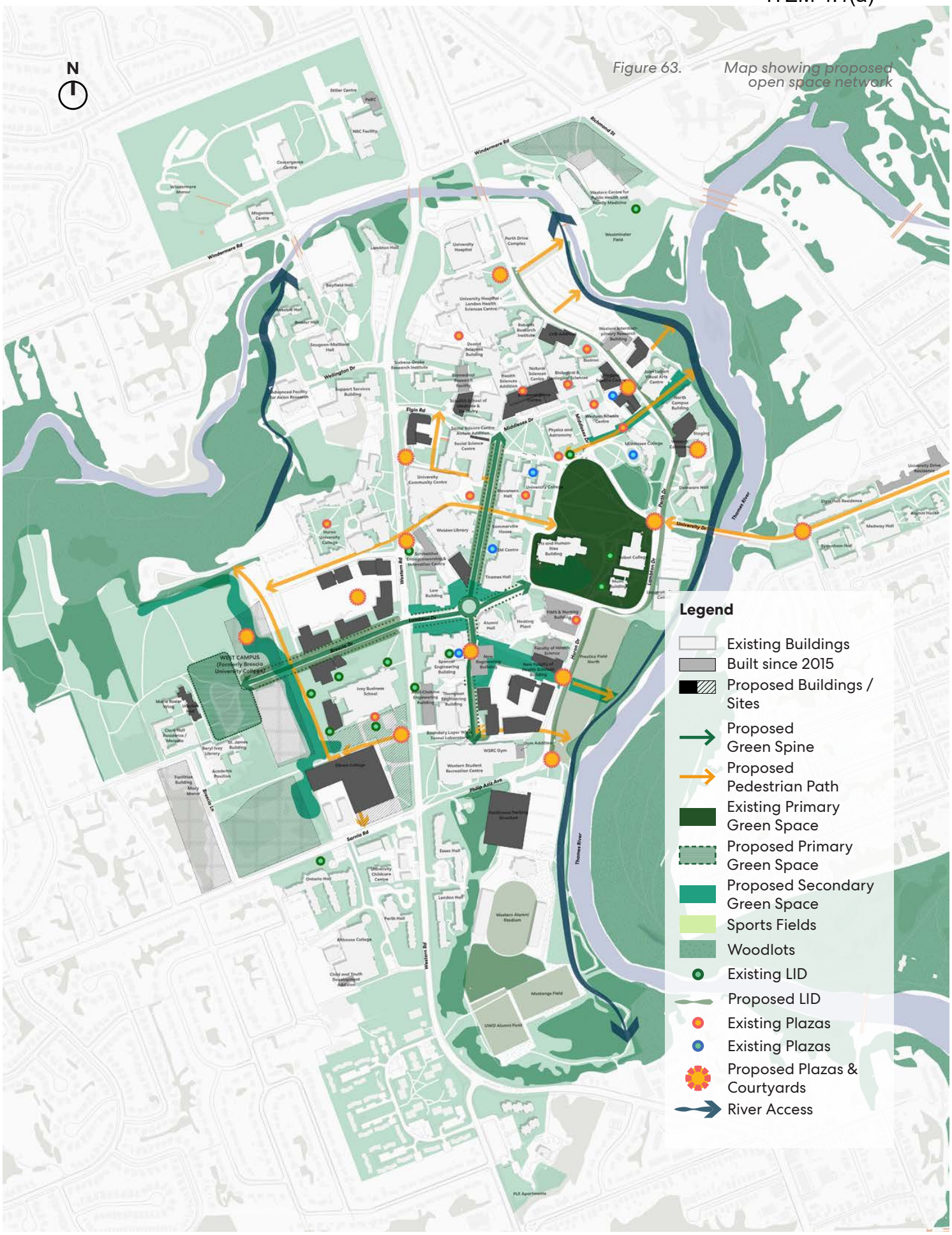
The natural woodlots generally consist of mature forested areas with undisturbed understory areas, or understory areas with limited design influence such as trails or informal walkways. These areas on campus are generally located along the banks of the Thames River and Medway Creek, within remnant pockets 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.

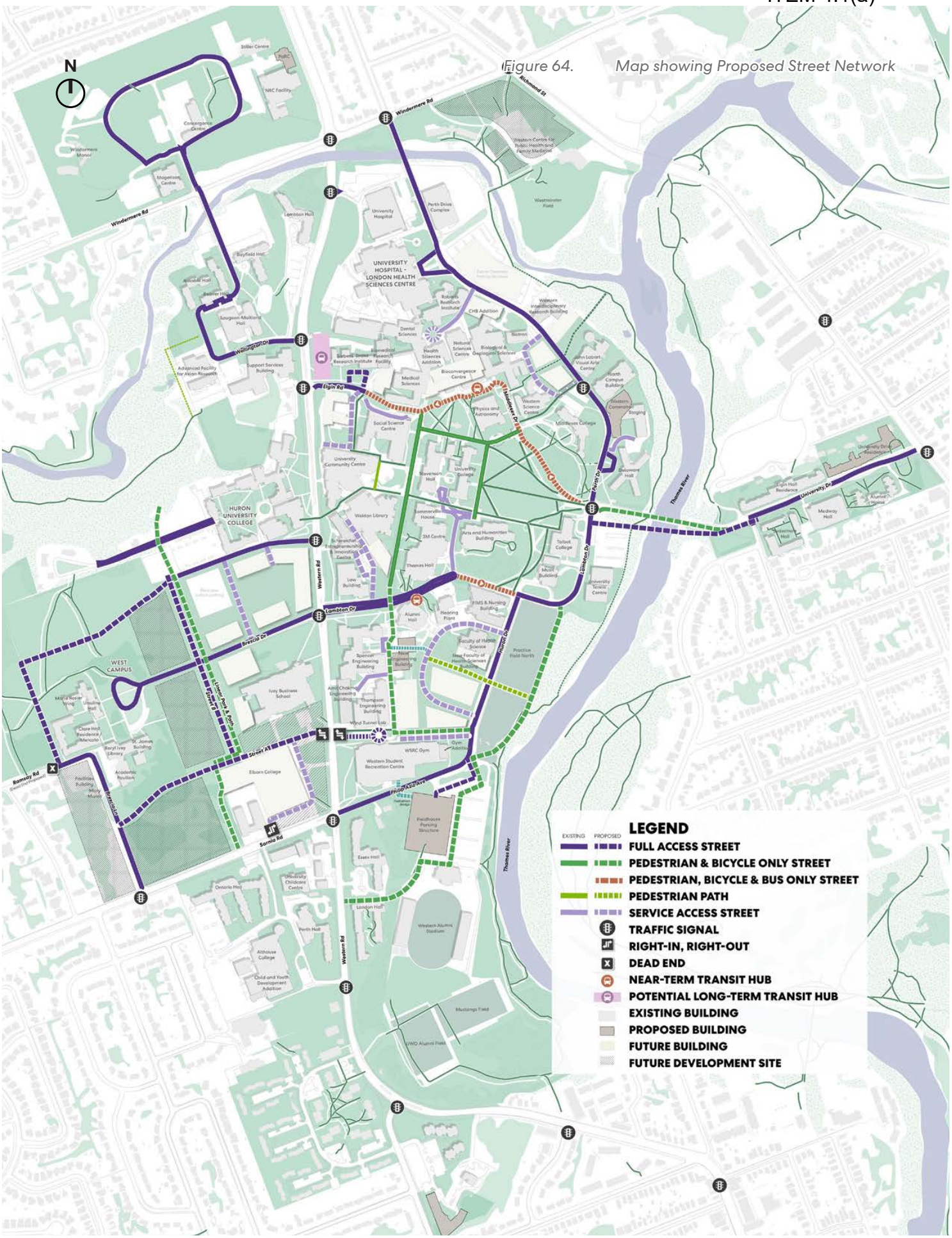
Introducing Pedestrian-, Bicycle-, and Bus-Only Streets

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

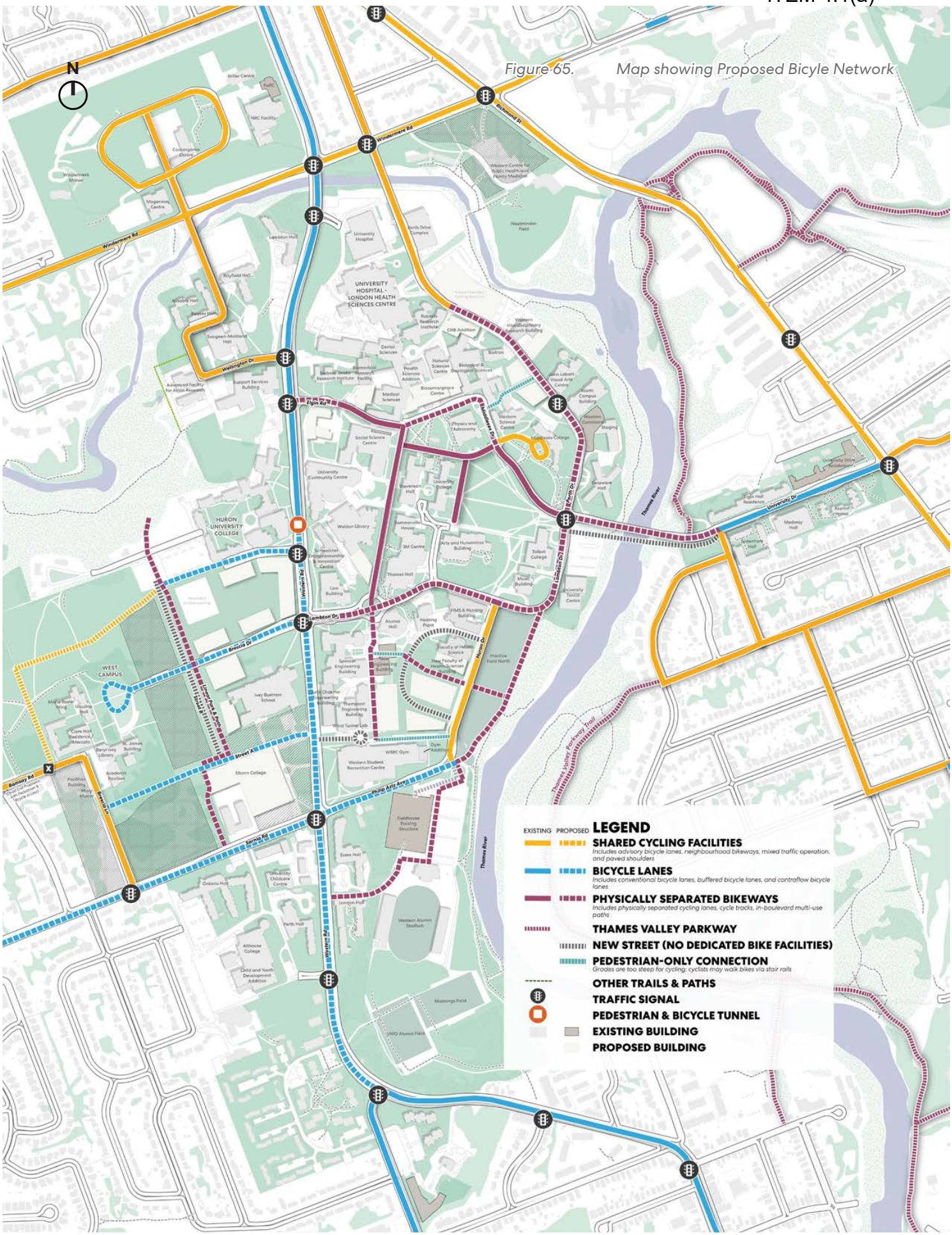
Transit Network

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 Dental Circle Delaware Hall	N/A	Western Commons
Northwest Campus		
Saugeen-Maitland Hall	N/A	N/A
Central East Campus		
Talbot College Music Building Spencer Engineering Building (modified design)	Middlesex College (Middlesex Drive to become bus-only) Kresge Building (Middlesex Drive to become bus-only)	Elgin Road at Siebens-Drake Research Institute Additional location near Talbot Visitor Lot
Southeast Campus		
FIMS Nursing Building Lambton Drive at Spencer Engineering Building (to be extended) Redesign Western Student Recreation Centre roundabout PUDO with access to Western Road instead of Oxford Drive Essex Hall/London Hall	N/A	Huron Flats Parking Structure/ Stadium New development on South Valley Parking Lot
University Drive		
Elgin Hall Sydenham Hall Medway Hall Alumni House	N/A	Sunset Drive at University Drive
Southwest Campus		
Althouse College Perth Hall 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

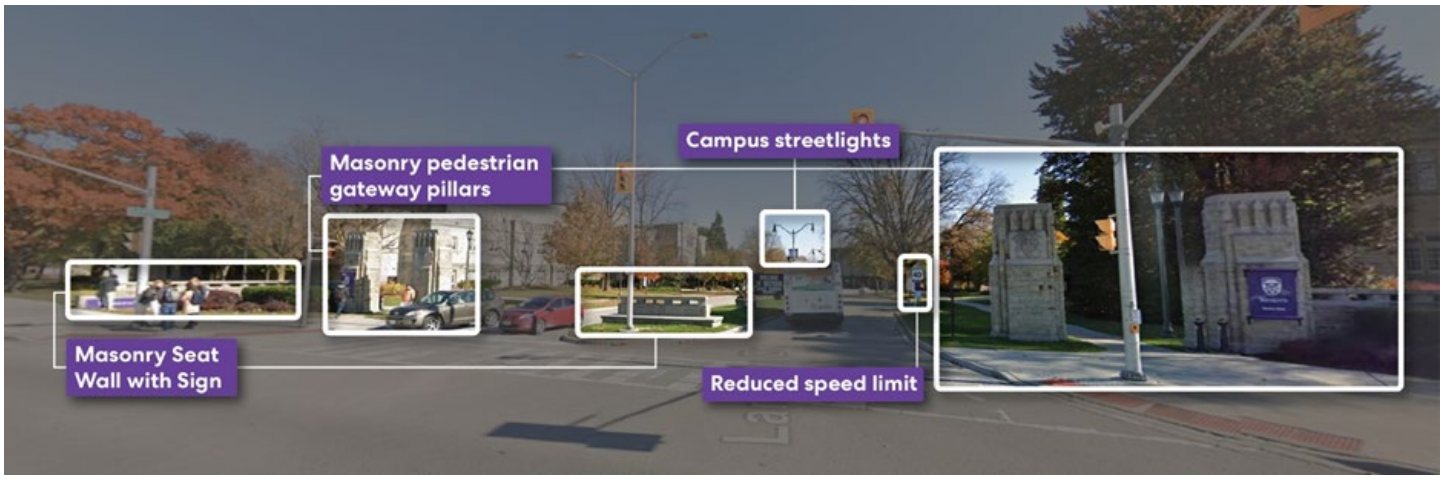


Figure 66. Gateway features at Lambton Drive today

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.

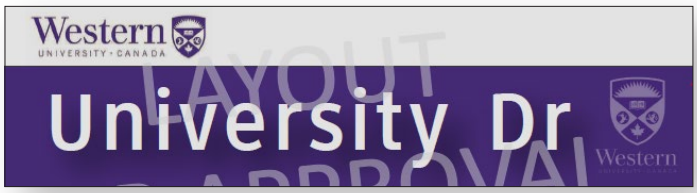


Figure 71. Western branded street sign topper mockup

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. Seven 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.

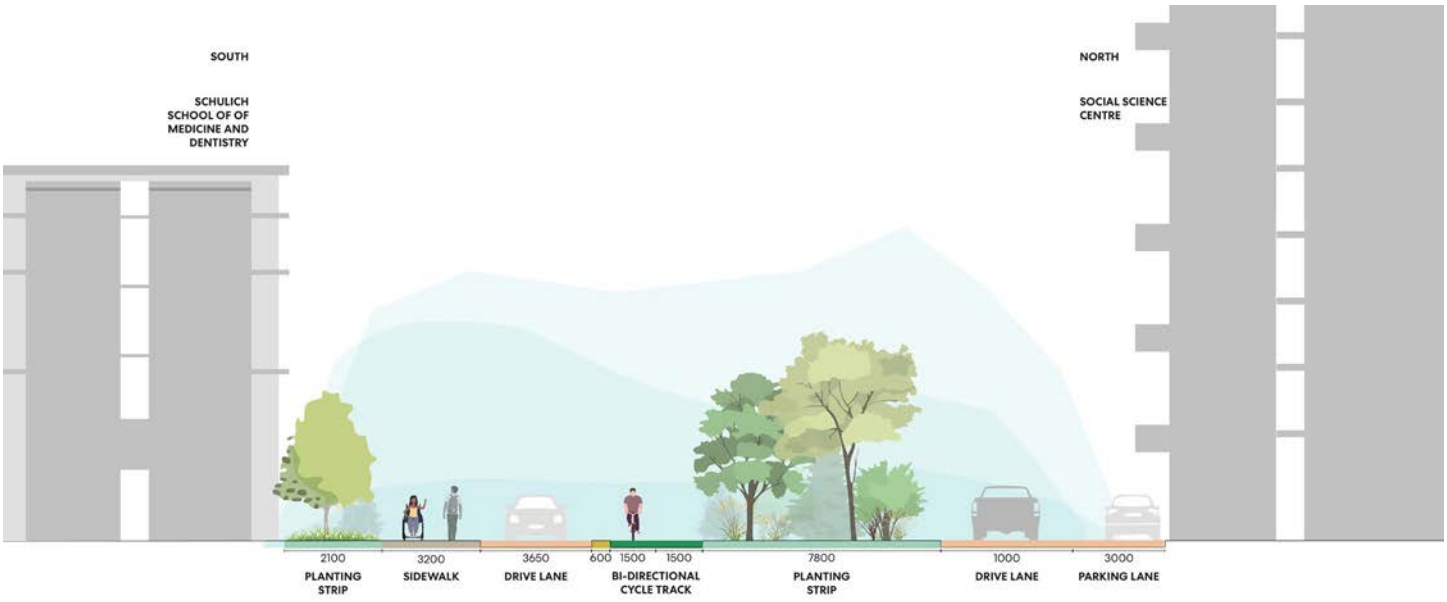
The street becomes Elgin Road west of Oxford Drive.

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:

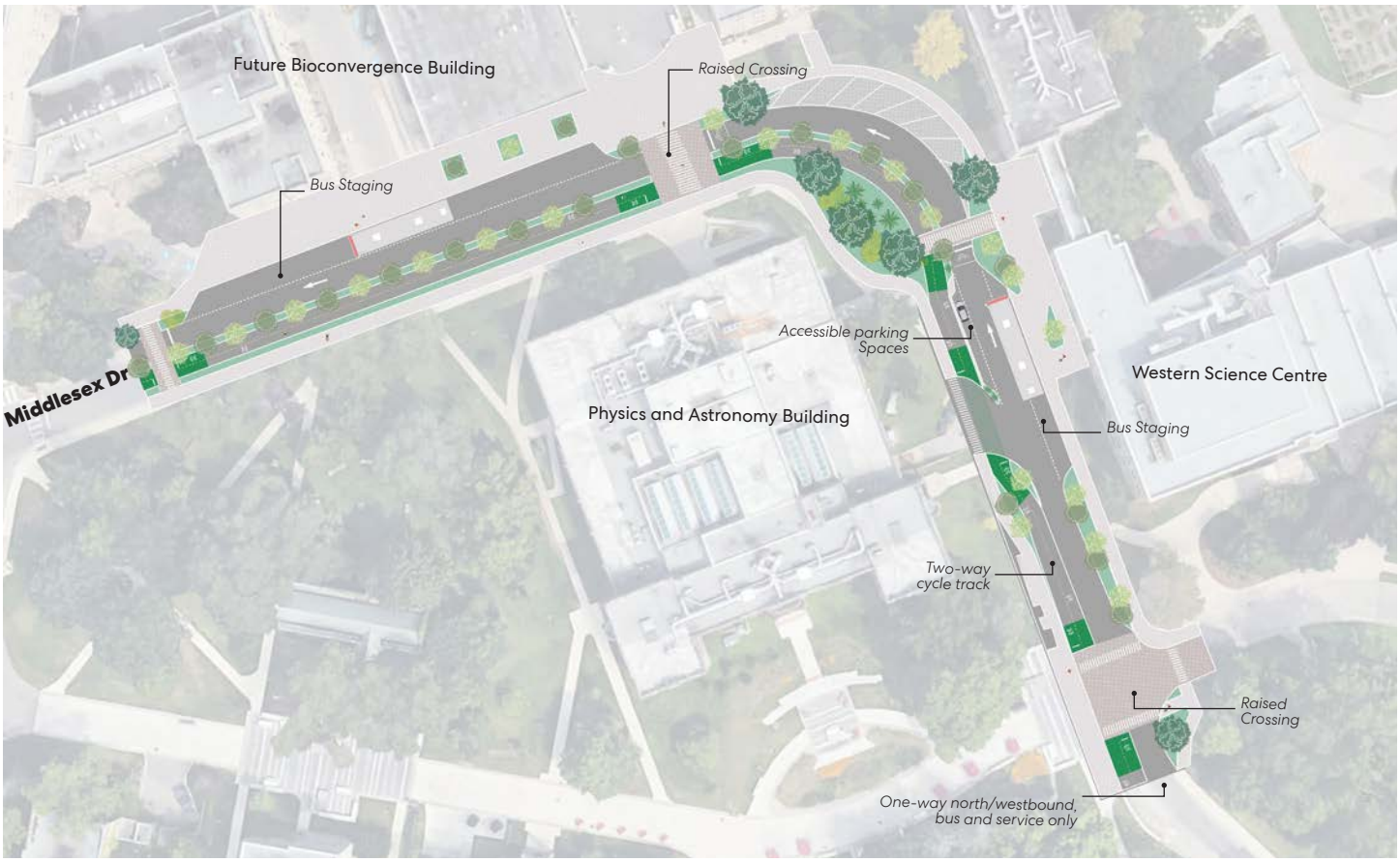
- Elgin Road will continue to operate as a two-way street from Western Road to the Social Science Parking Lot. East of this point, it will continue to be one-way westbound.

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.

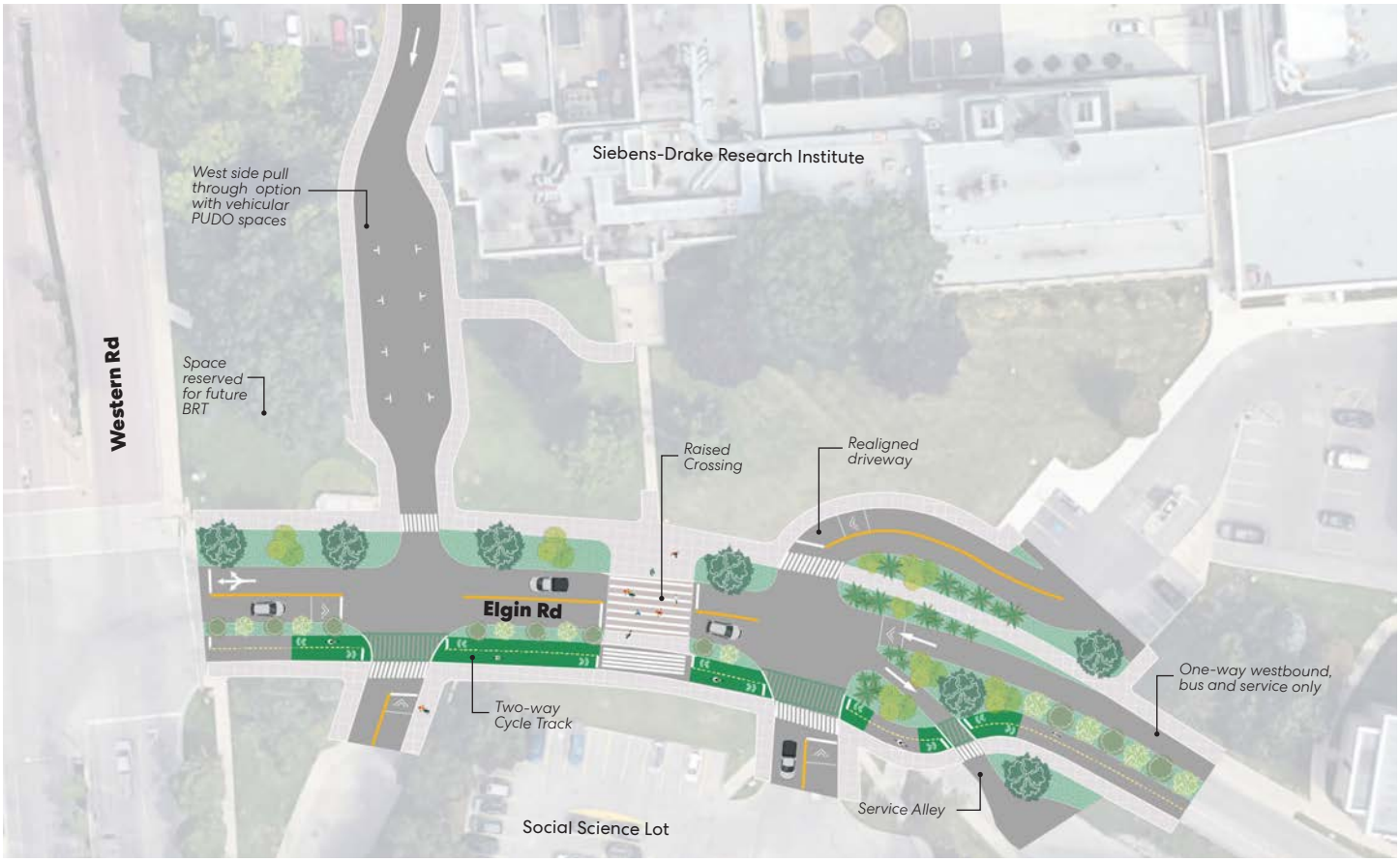
Elgin Road PUDO

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

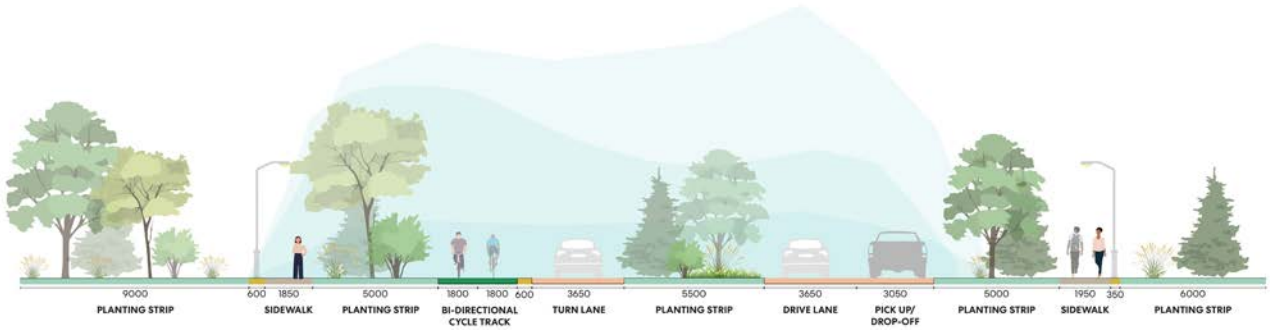


Figure 77. Cross Section showing Lambton Drive at FIMS Nursing Building (Facing East) – Proposed

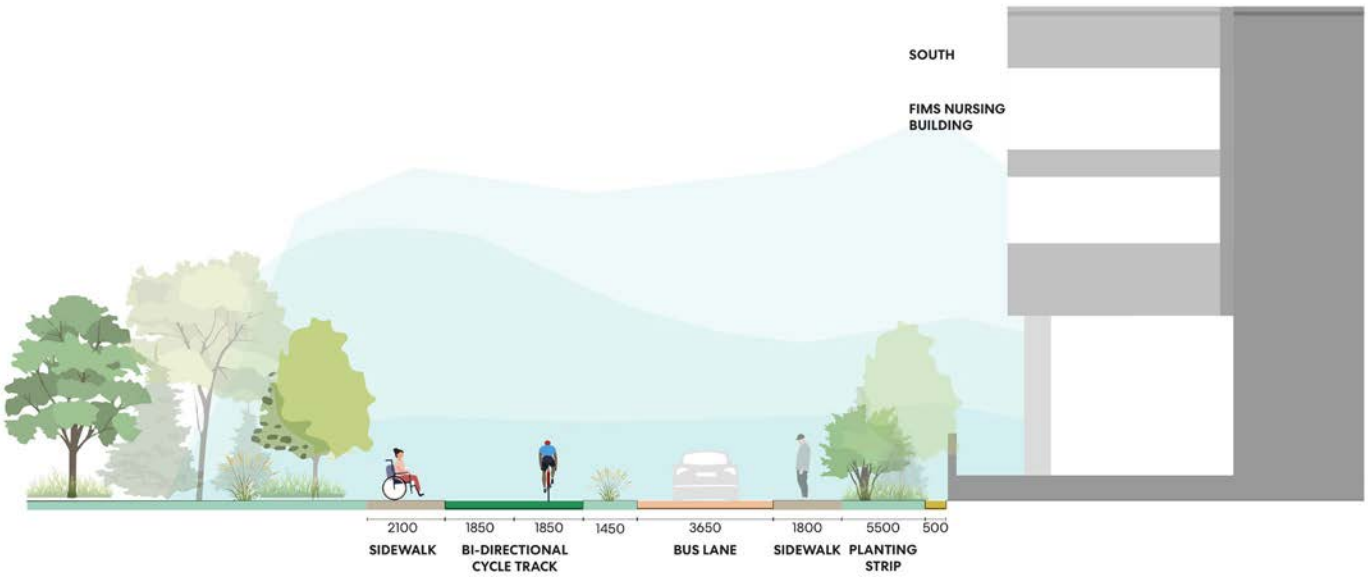


Figure 78. Cross Section showing Lambton Drive at Talbot College (Facing North) – Proposed

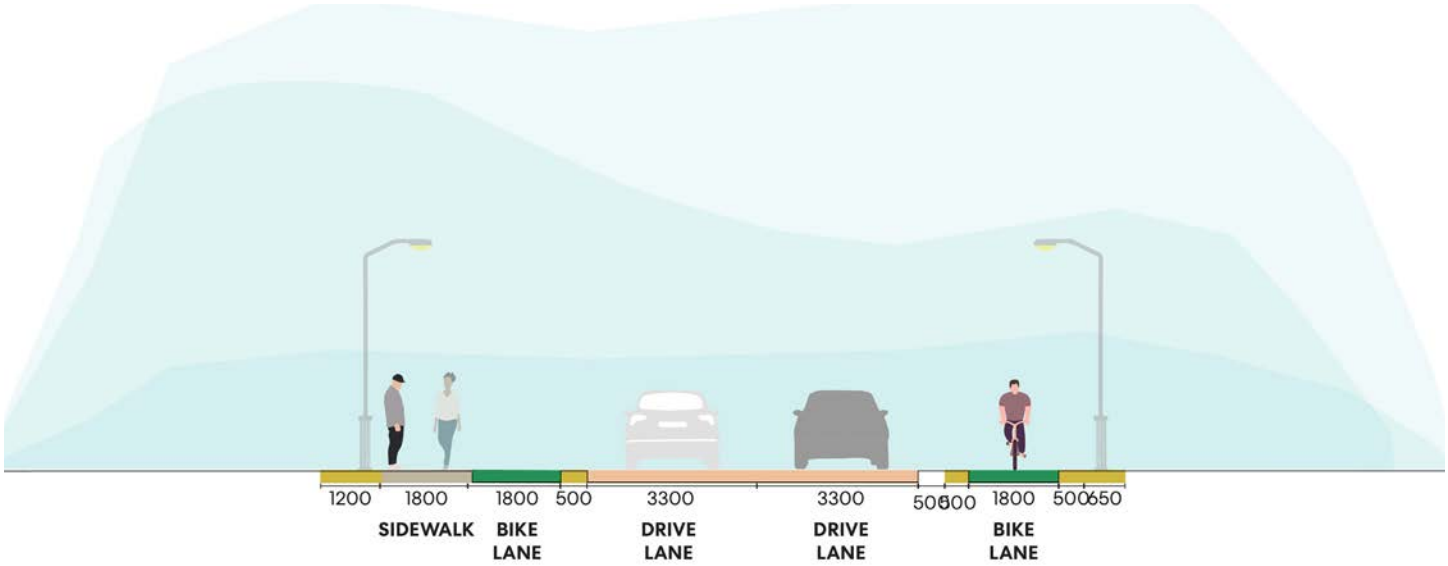
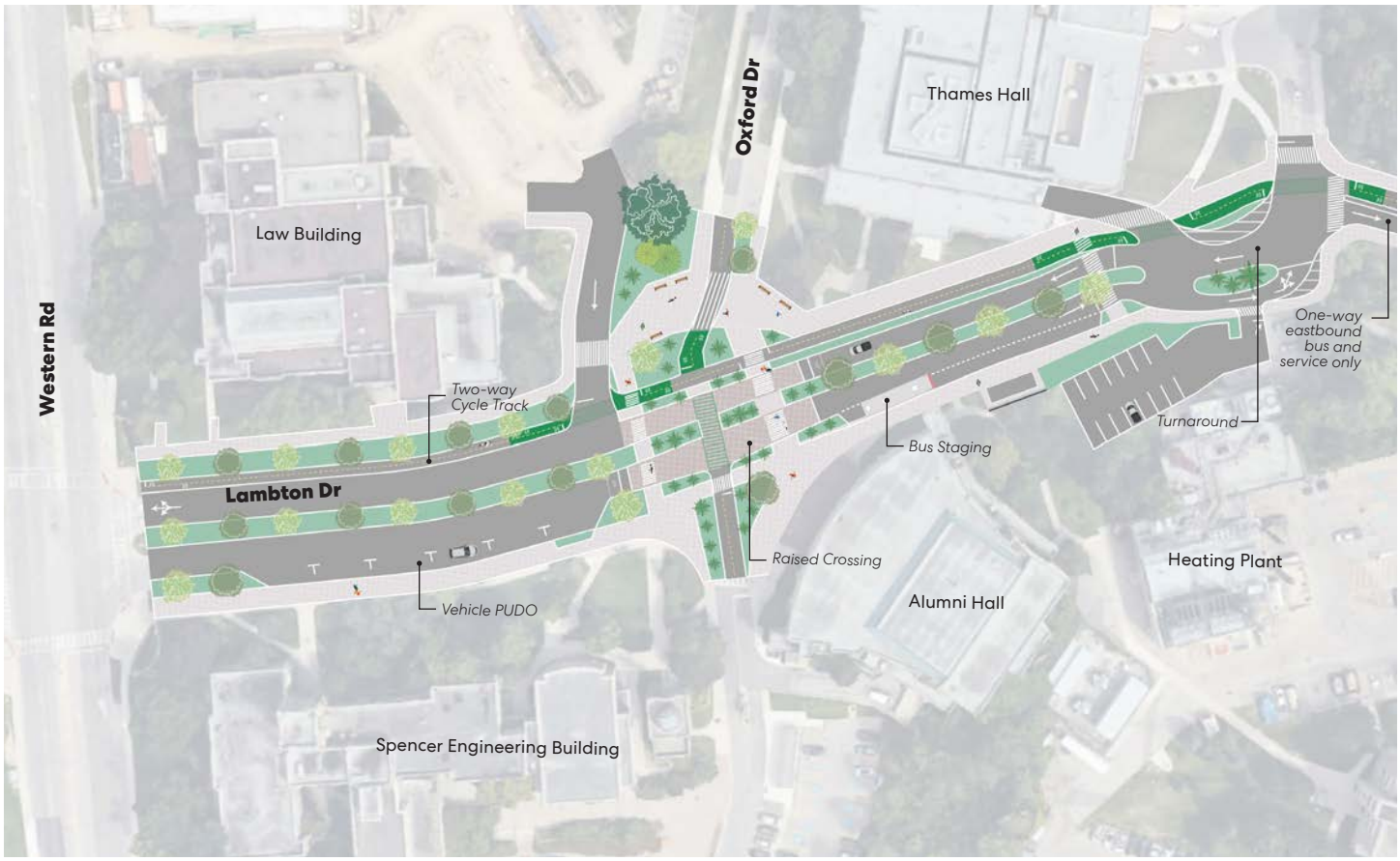


Figure 79. Conceptual Sketch of Lambton Drive at Oxford Drive



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.

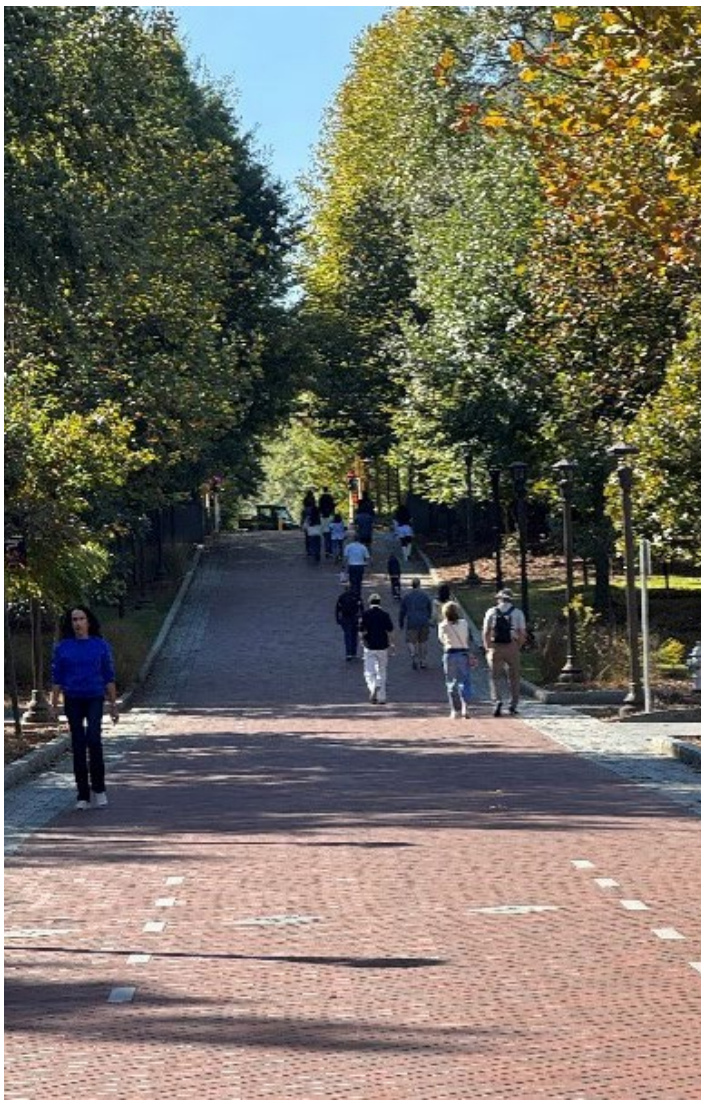


Figure 81. Custom granite pavers mark pedestrian and bicycle areas on Atlantic Drive at Georgia Tech, a core street converted to pedestrian and bicycle only use (Source: Nelson Nygaard)

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

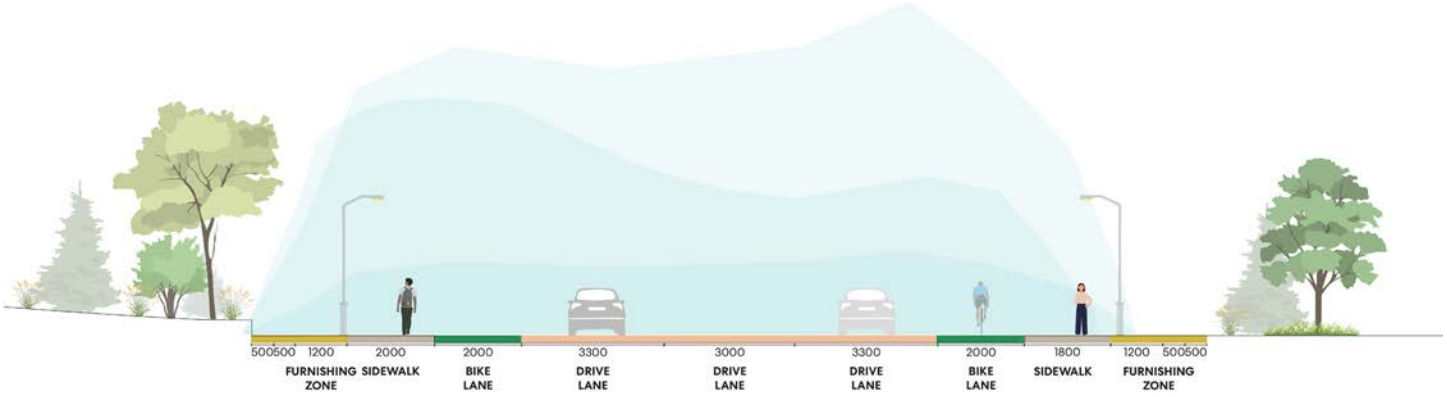
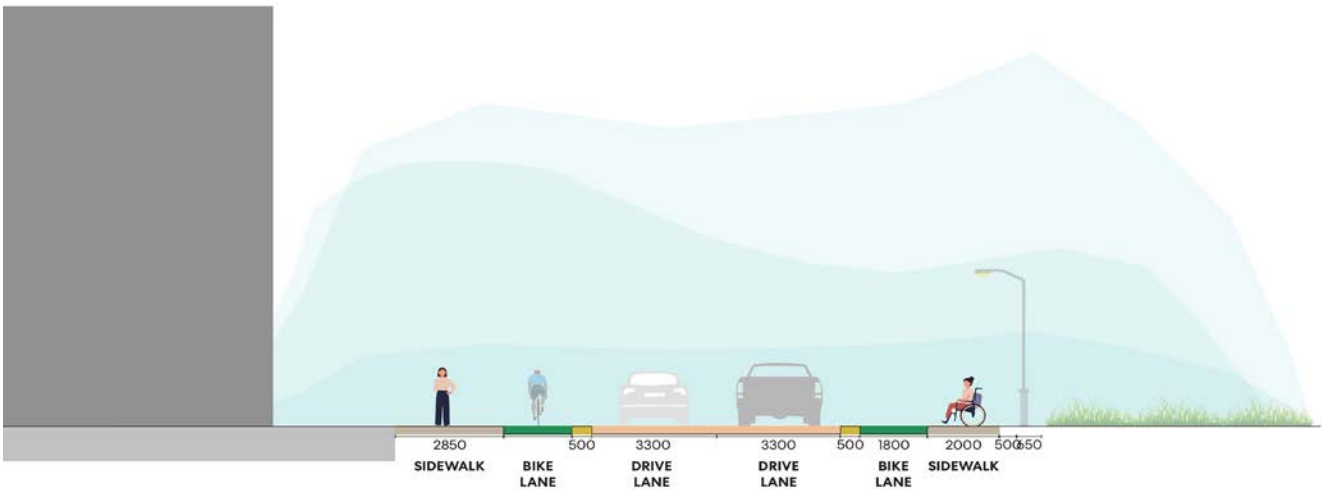


Figure 84. Cross Section showing Huron Drive at South Valley Parking lot - Proposed



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.

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.

Figure 85. Philip Aziz Avenue at Western Road Gateway today

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

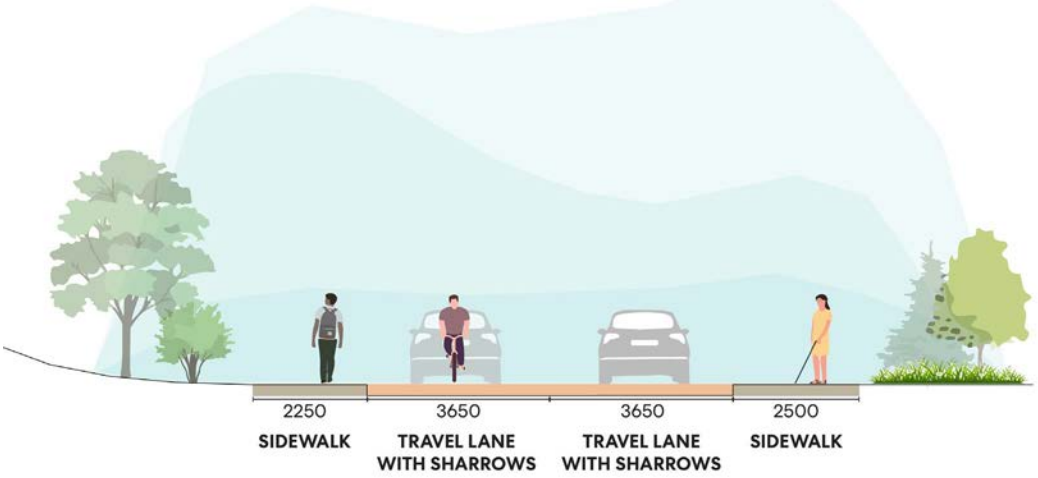
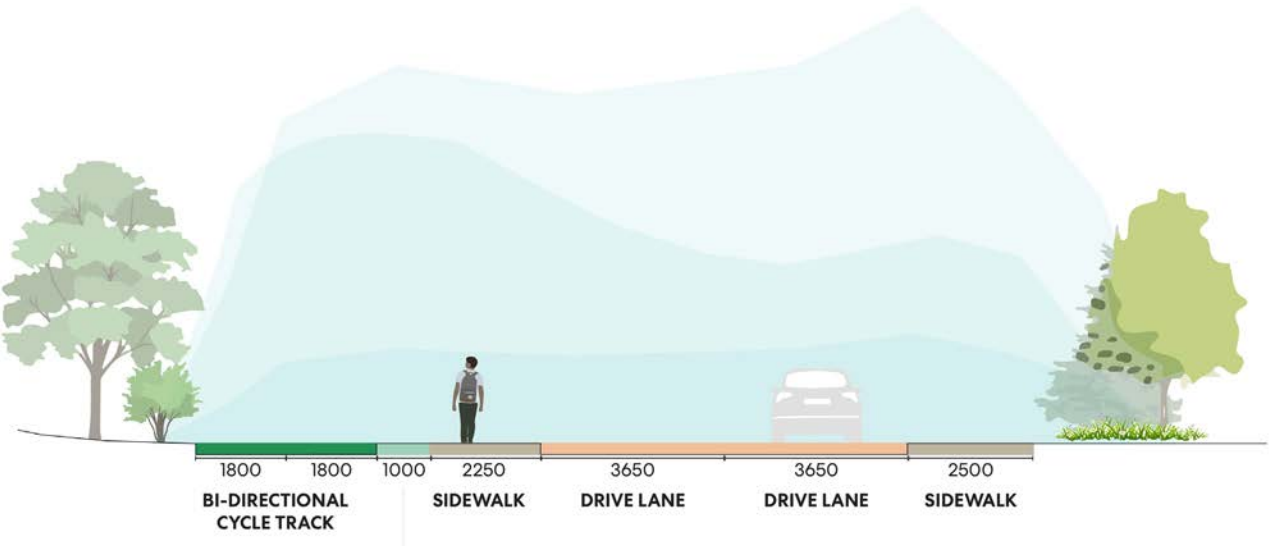


Figure 87. Cross Section showing Perth Drive at University Drive (Facing North) – Proposed – Long Term



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.

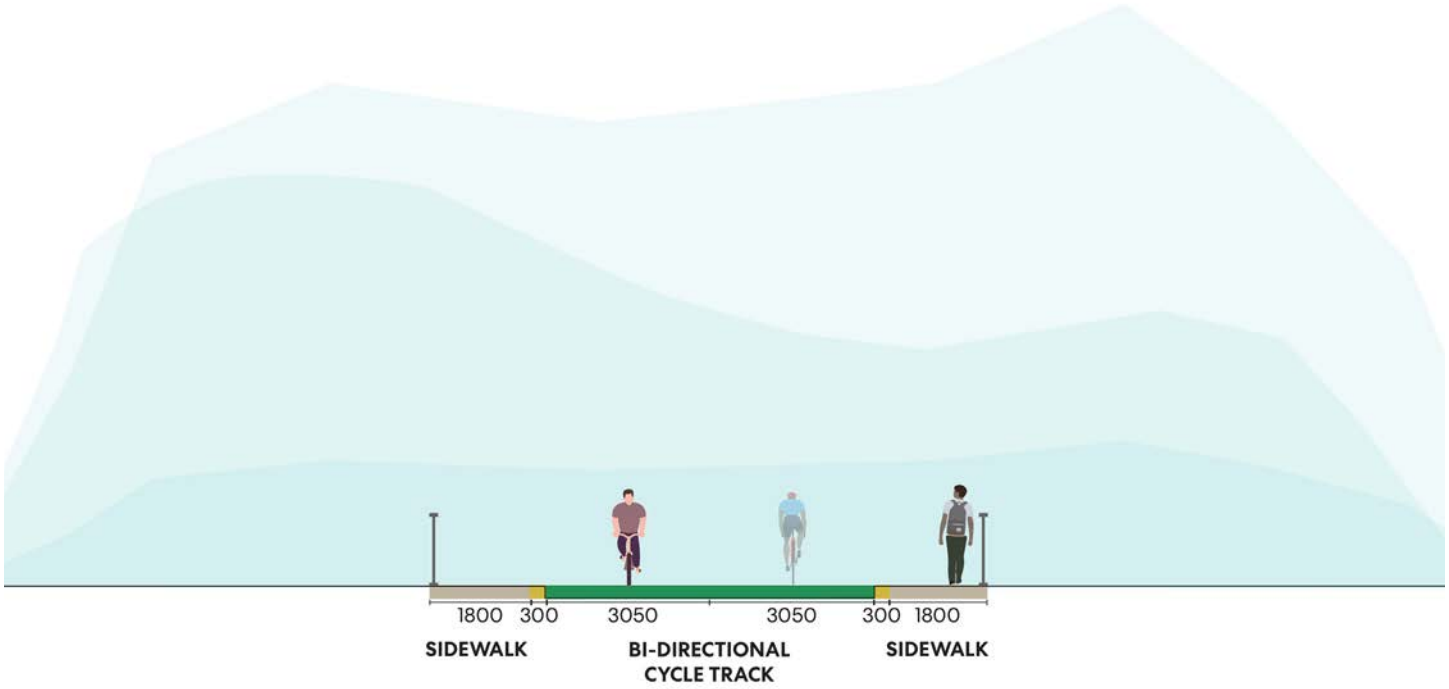
To accommodate modern needs while respecting the character of the 100-year-old bridge, the university is adopting a conserve and twin approach. Per the Environmental Assessment (EA), the historic bridge will be retained for pedestrians and cyclists and a new bridge will be constructed for vehicles.

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.

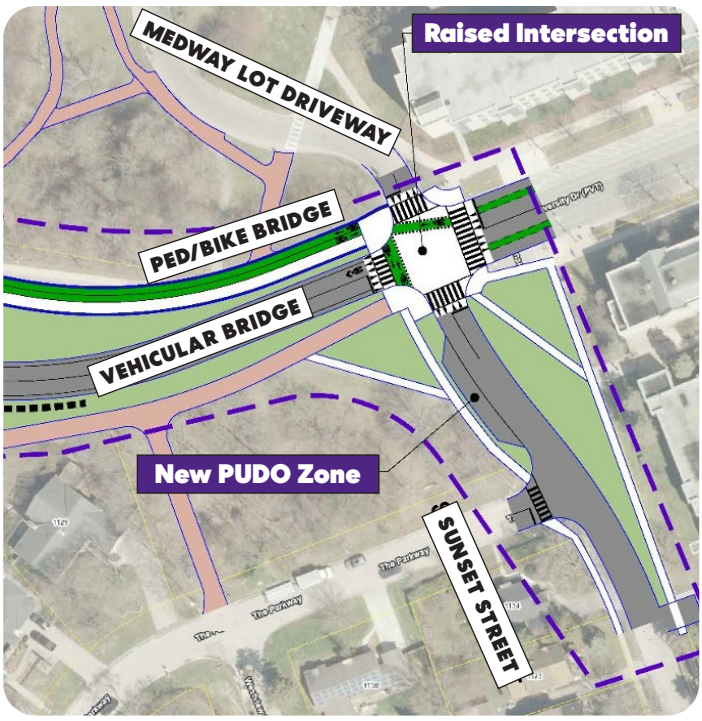
In the future, additional minor changes to improve multimodal safety and comfort on the east end of University Drive include:

- 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, in collaboraion with Huron University College, 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

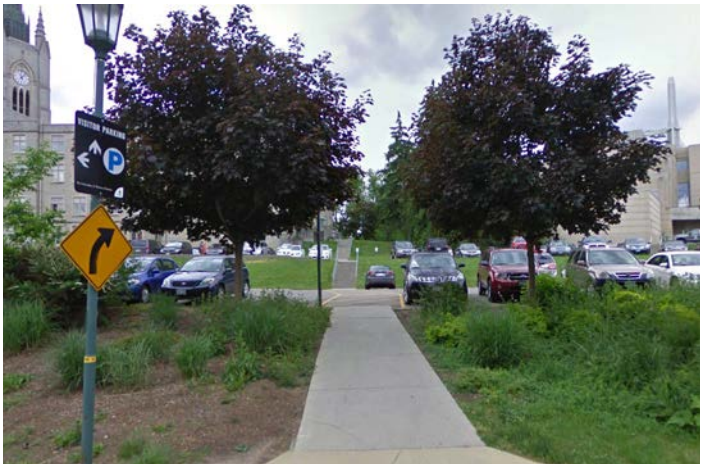
This gateway to West Campus will be upgraded to reflect the historic character of Western University and maintain continuity between East and West Campus. Recommendations to enhance this gateway include :

- **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.

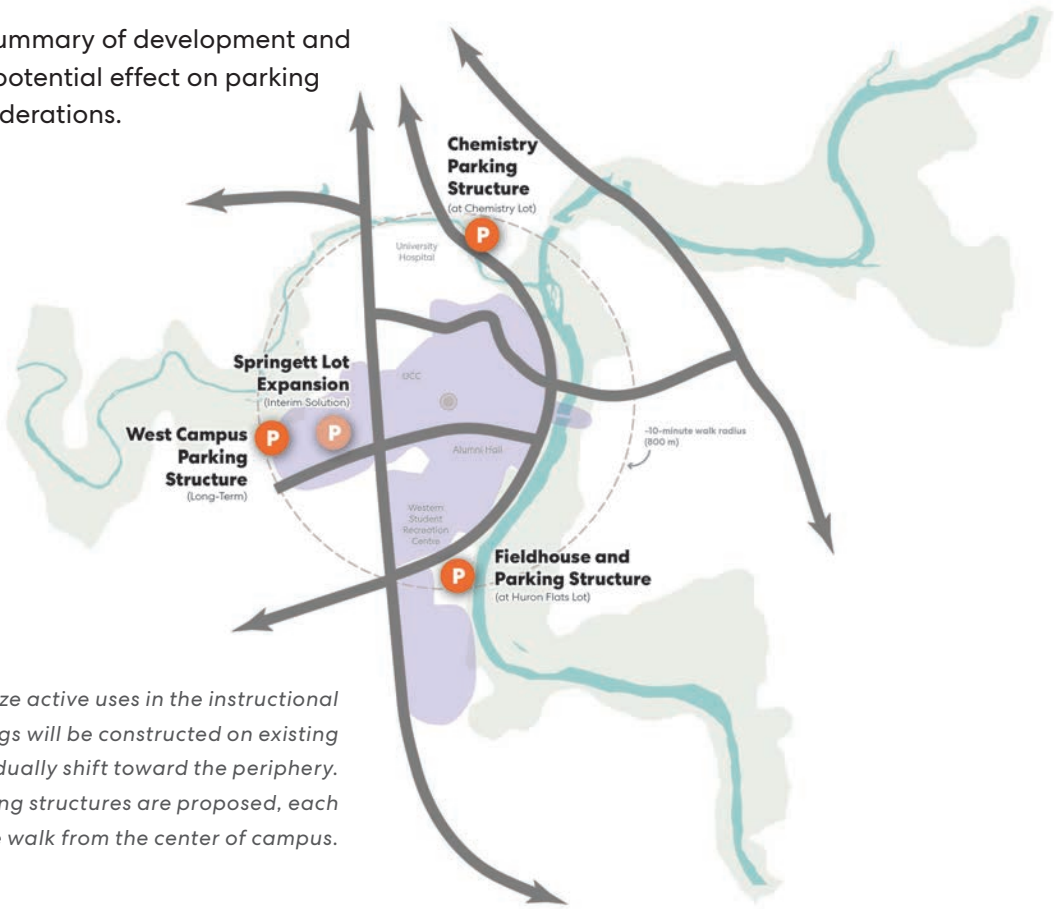
The findings strive to create a complete picture of the supply and use of parking at Western and includes the following elements:

- **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 • 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. • 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: 1. Fieldhouse and Parking Structure on Huron Flats Lot 2. Chemistry Parking Structure 3. Interim expansion of Springett Parking Lot 4. Potential West Campus Parking Structure (Long-Term) 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.

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. 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. 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.

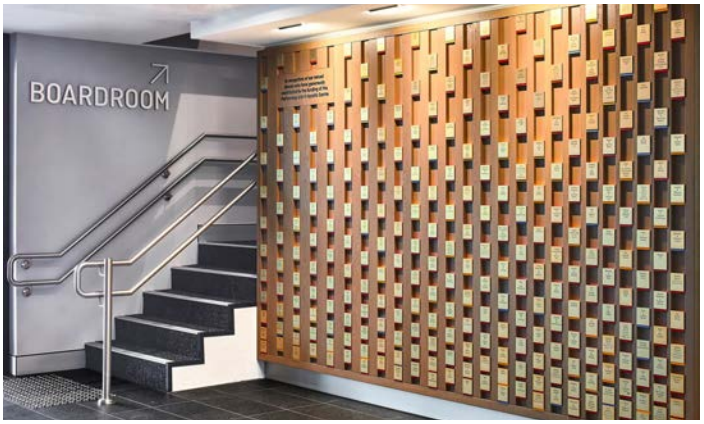


Figure 86. Donor Wall at St Catherine's School (Source: brandculture.com)

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.

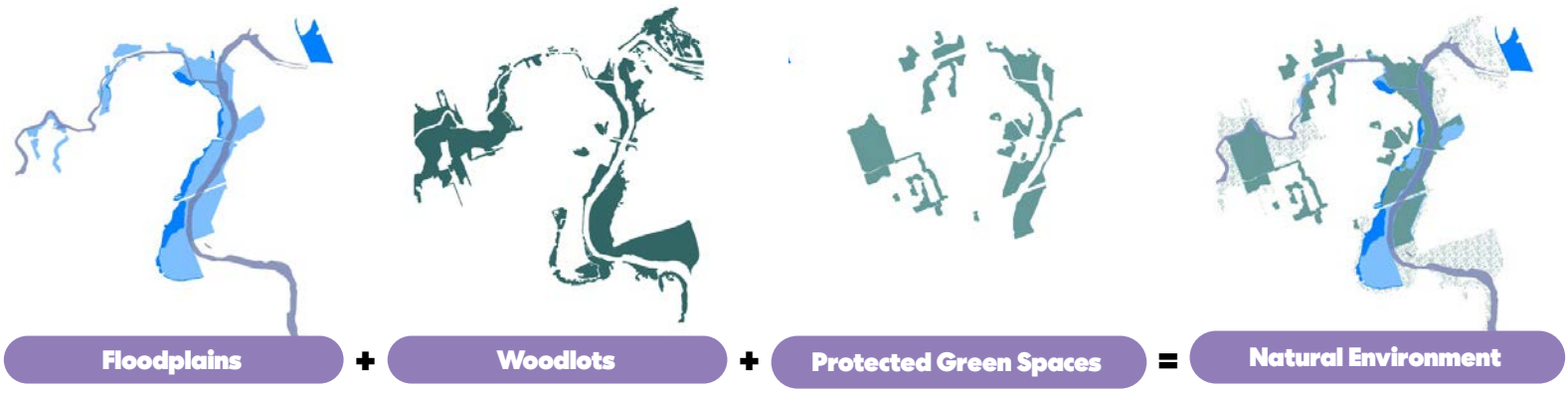
- All signage for the university should be appropriate to the scale of the use and user – pedestrian signs vs. vehicular signs.
- All signage should share a cohesive design, creating a uniform signage family and indicating they represent the university.
- The sign design should draw inspiration from 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.
- As signs are designed, opportunities to incorporate Indigenous languages should be considered.
- 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)

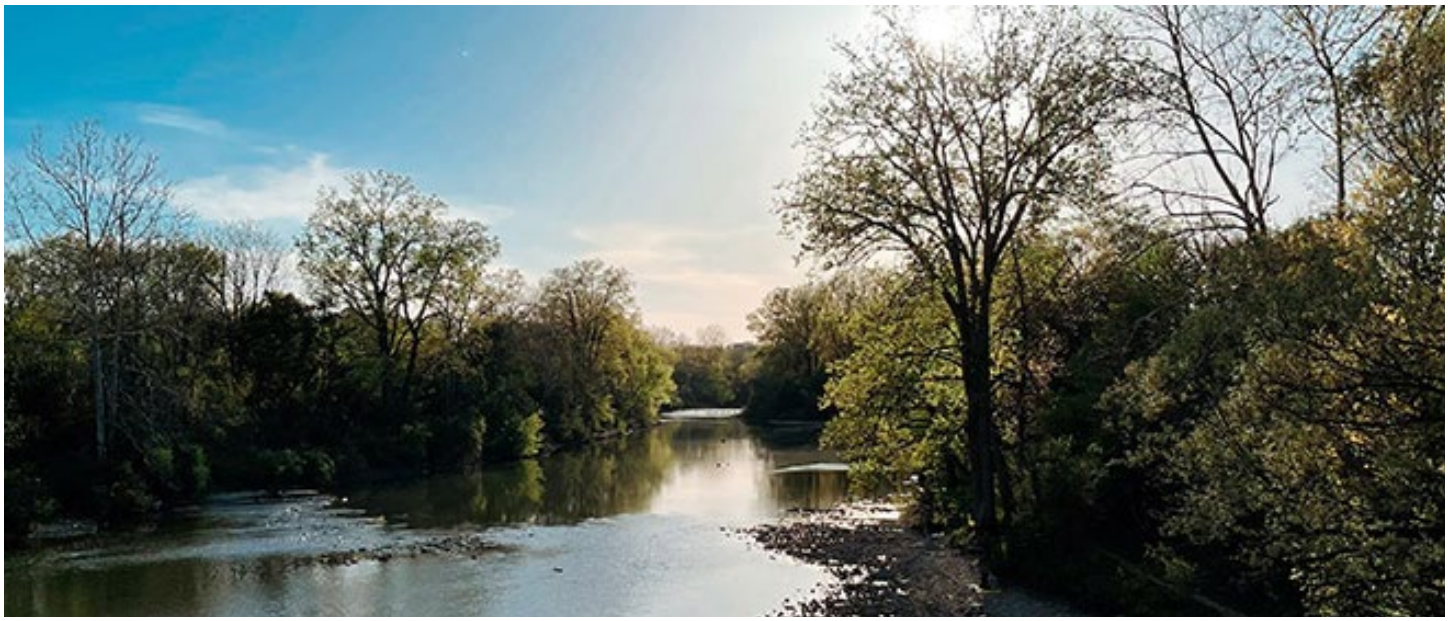


Figure 89. Thames River at Western University (Source: Western University)

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.

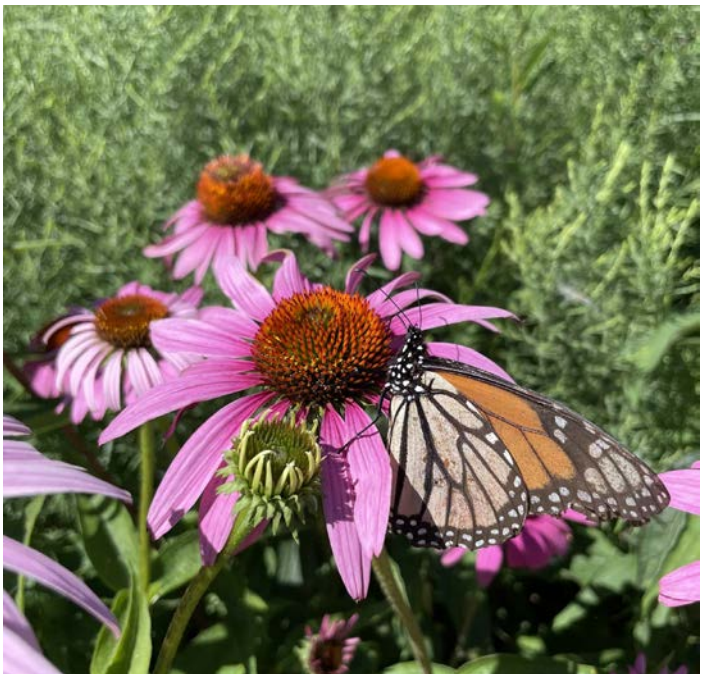


Figure 92. Pollinator garden at Middlesex Parking Lot at Western University (Source: Bee City Canada)

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

Western
UNIVERSITY · CANADA

Campus Development and Open Space Strategies

Board of Governors – June 18, 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

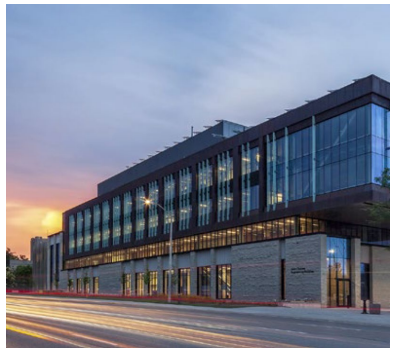
New content to reflect the **current campus conditions and ongoing projects**, both on and off campus.

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

Western

Existing Conditions

Current Campus Projects

EXAMPLES

New Engineering Building

Fieldhouse/Parking Structure

Bioconvergence Centre

Faculty of Health Sciences Buildings

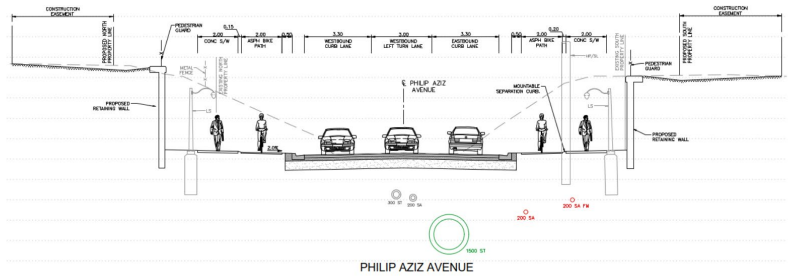
Transit Service Direction

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

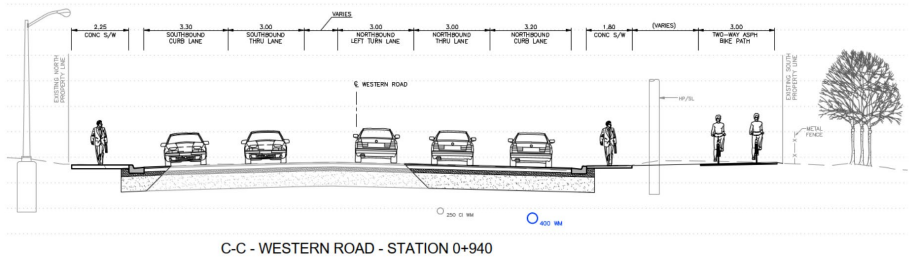
Western

Existing Conditions

Mobility – Upcoming City Projects



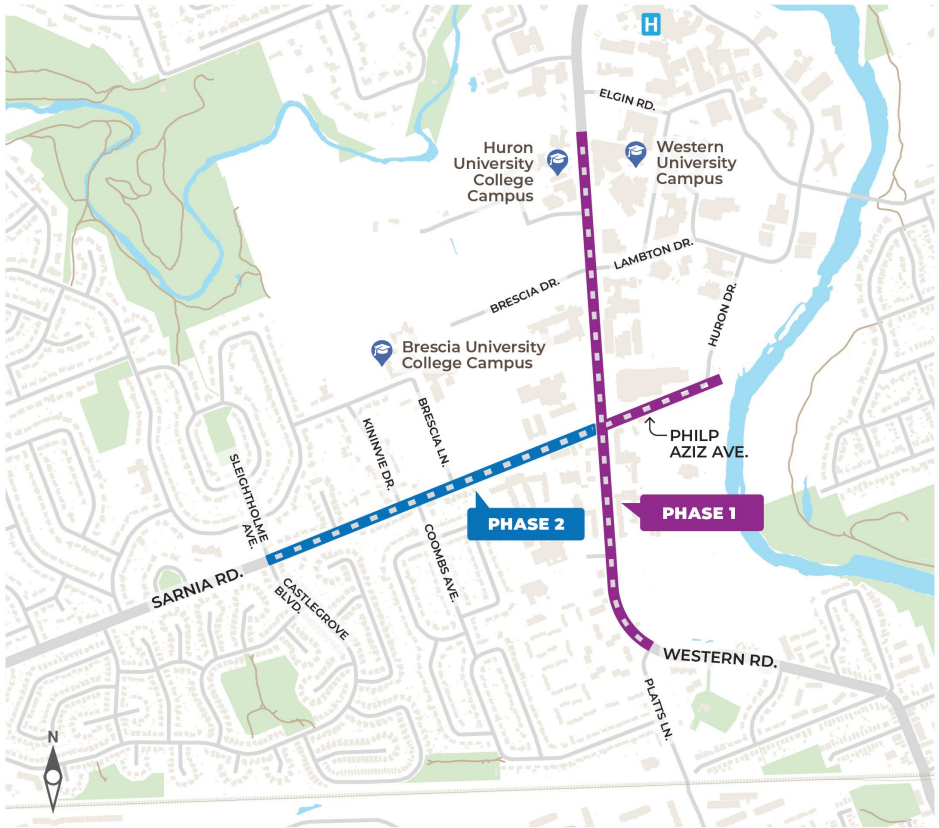
Philip Aziz Avenue (2026) – New sidewalks, bicycle lanes, curb, and gutter, LPIs



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



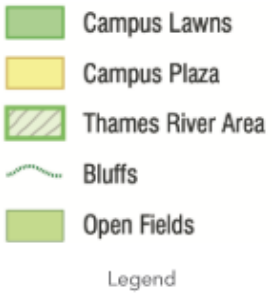
Existing Conditions

Natural & Open Space Amenities

UC Hill

Thames River

Playing Fields



Legend

Campus Development Strategy

Western

Campus Development Strategy

Campus Design Framework

Circulation and Mobility

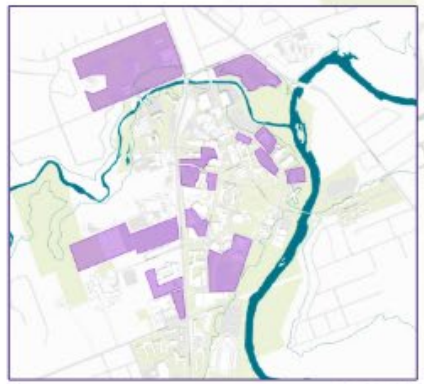
Open Space and Public Realm

Built Form and Design

Campus Development Strategy

Primary Development Sites

A. Perth Drive
B. Middlesex / Elgin North
C. Elgin South
D. South Valley
E. Sarnia / Western
F. Springett / West Campus East



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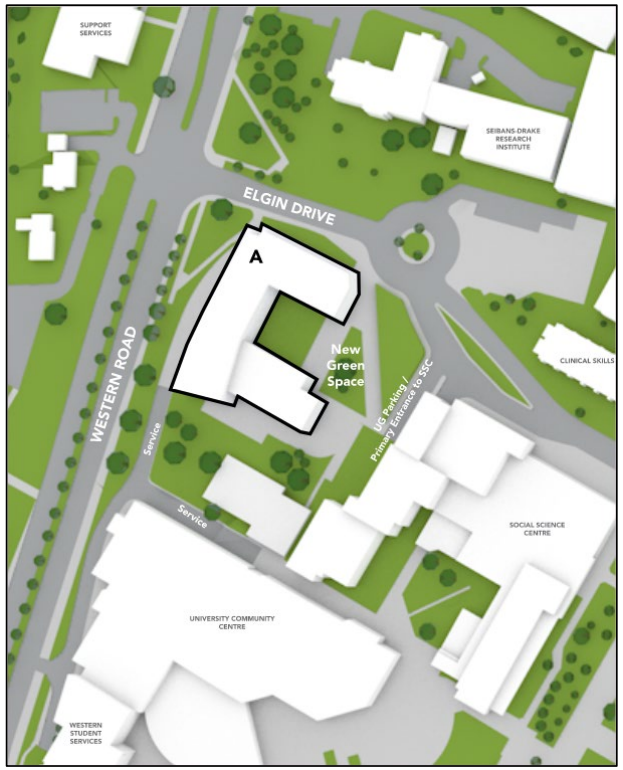
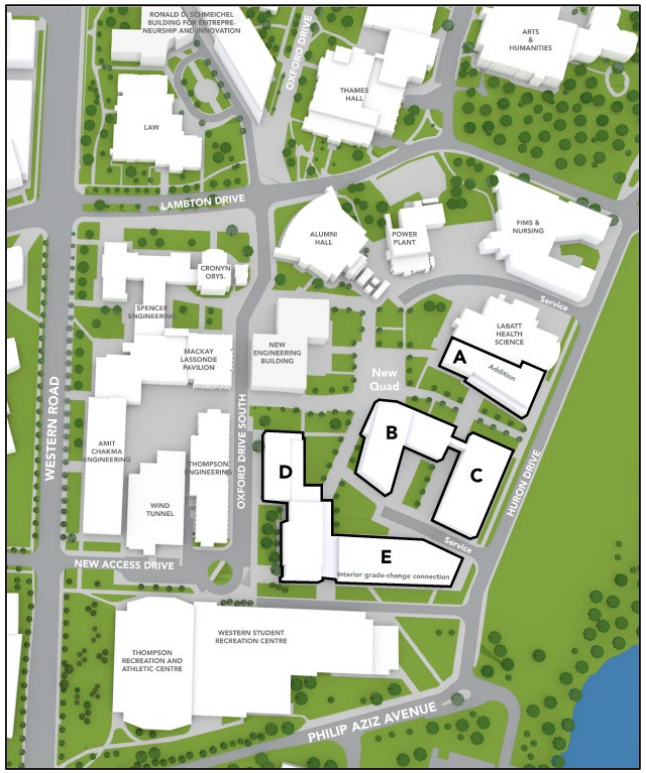
2026

Campus Development Strategy

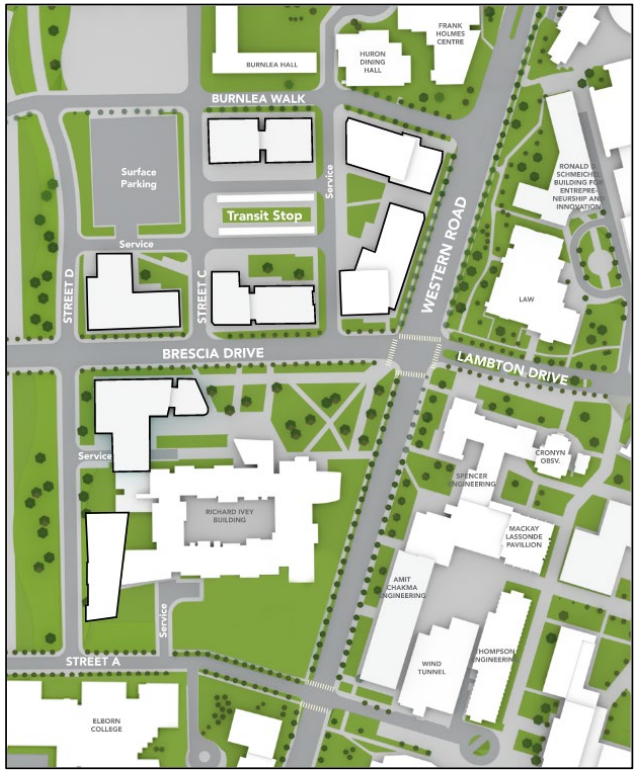
Primary Development Opportunities – Demonstration Plans



Elgin Drive South – North Core Precinct



South Valley – South Valley Precinct

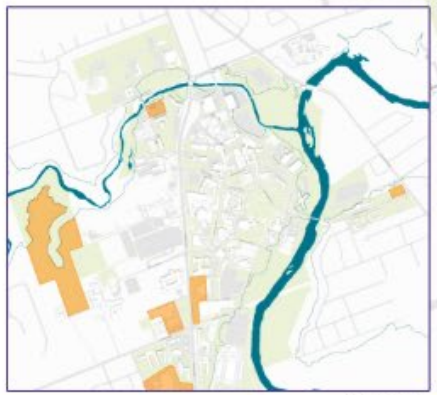


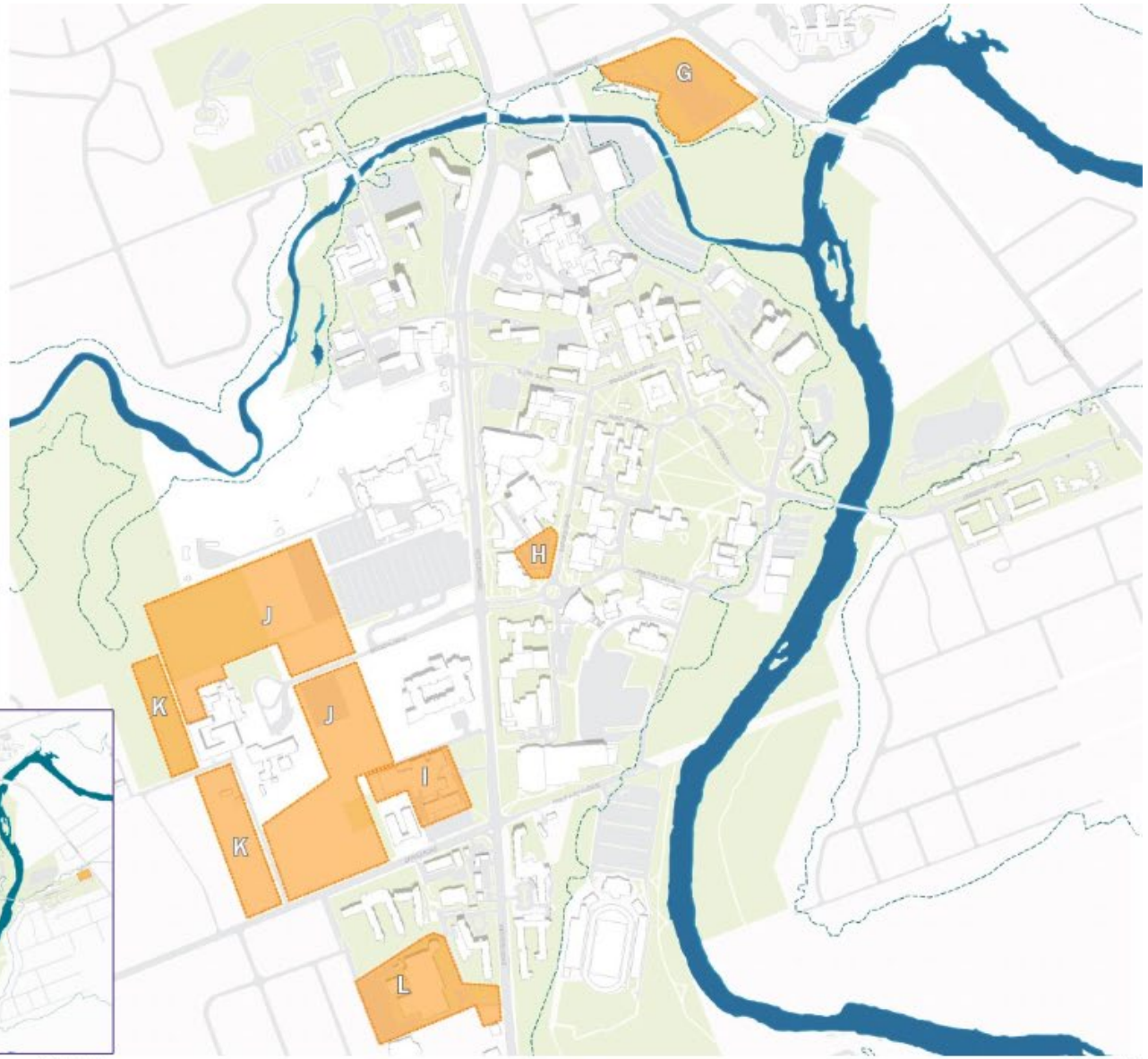
Springett / West Campus East – West Campus Precinct

Campus Development Strategy

Secondary Development Sites

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

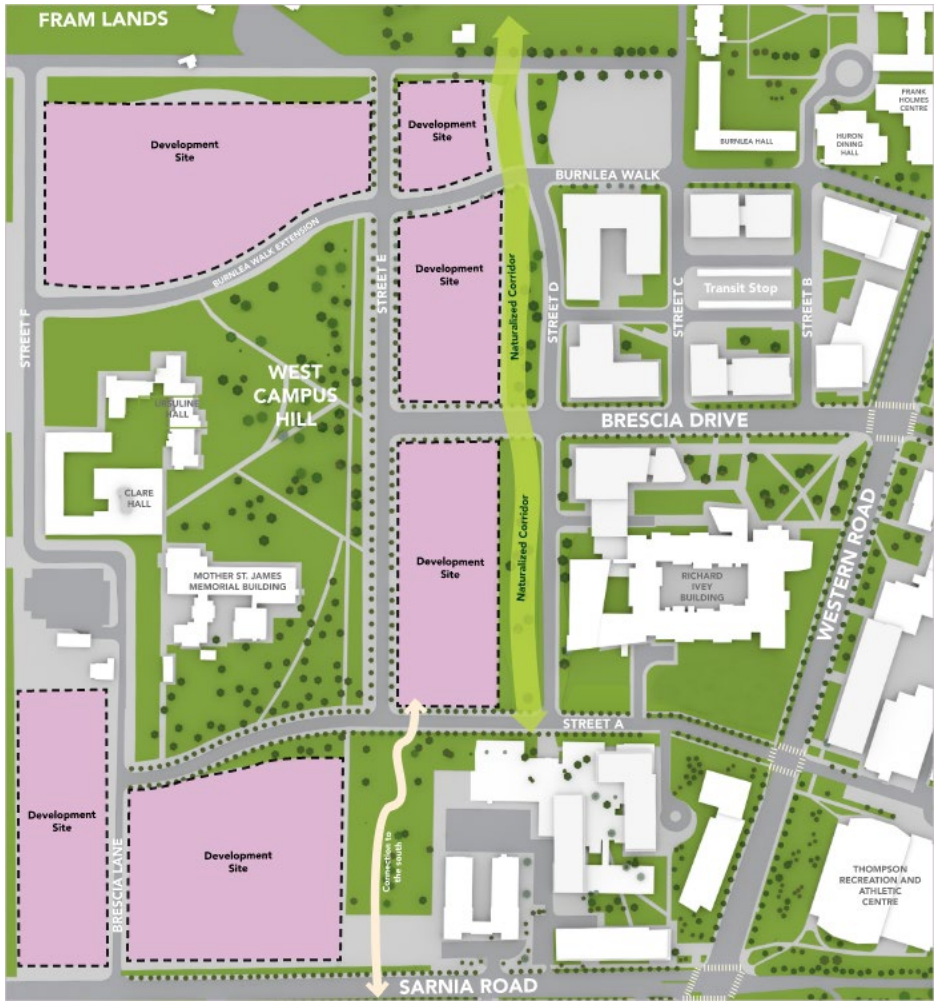




Campus Development Strategy

Secondary Development Opportunities

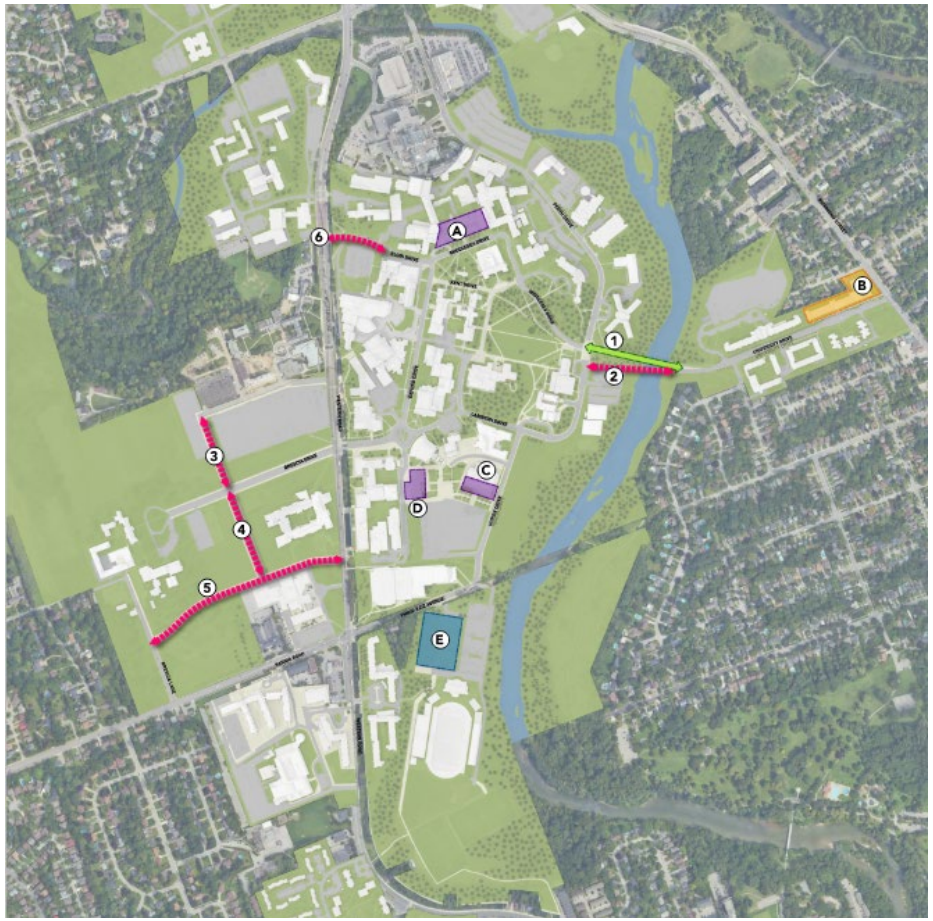
Westminster – Thames River Precinct



West Campus Precinct

Campus Development Strategy

Phasing Future Growth & Change



Short-term Development

Long-term Development

Open Space Strategy

Western

Open Space Strategy

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*

Access to University

No change to 2018 supporting details

Supporting Pedagogy & Research

No change to 2018 supporting details

- 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

We've **updated the principles** to match the Climate and Sustainability Strategy.

Open Space Strategy

10 Big Moves

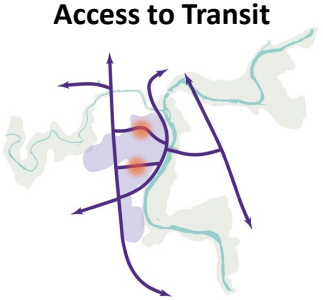
Prioritize Pedestrians

Improve Accessibility

Emphasize Landscape & Connect to the River

Integrate West Campus

Maintain Convenient Access to Transit



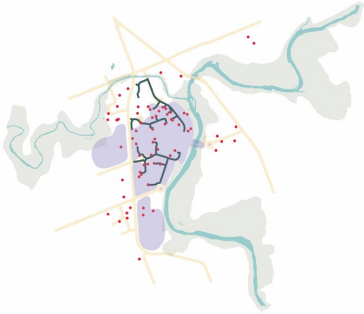
Complete the Bicycle Network

Maintain Vehicle Access

Reduce Cut-Through Traffic

Position Parking on the Perimeter

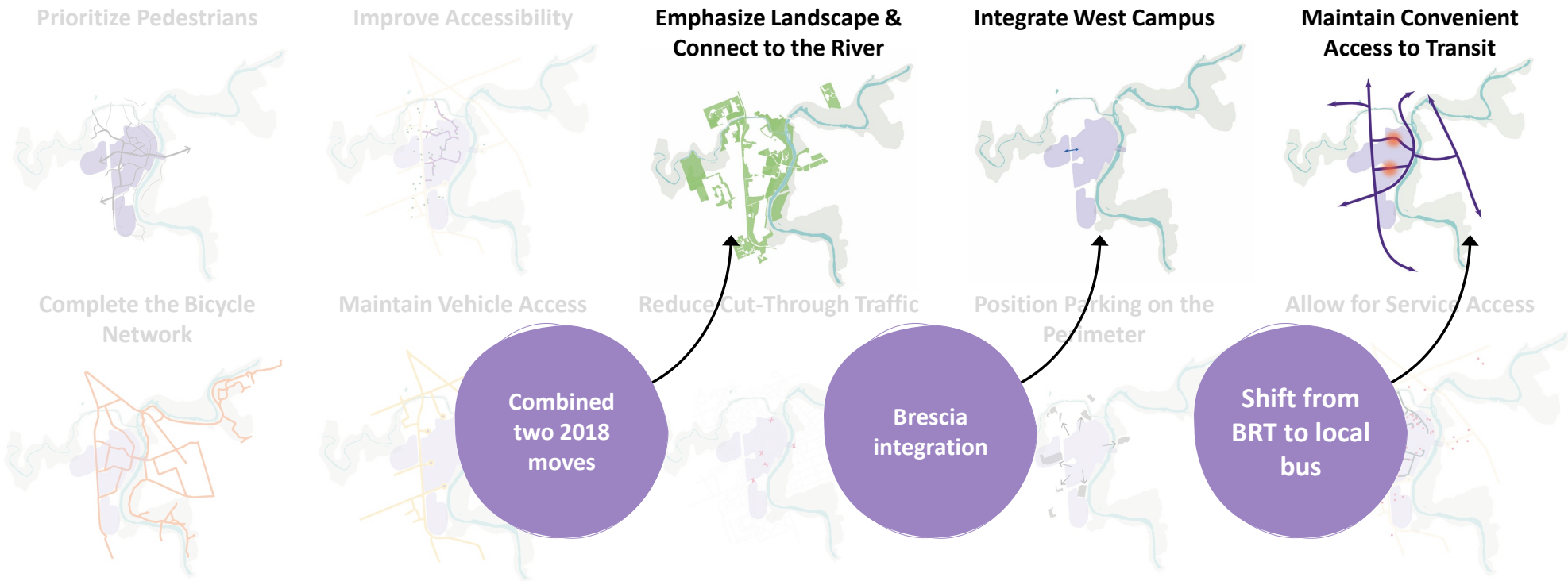
Allow for Service Access



We've **updated the Big Moves** to fit the current context.

Open Space Strategy

10 Big Moves



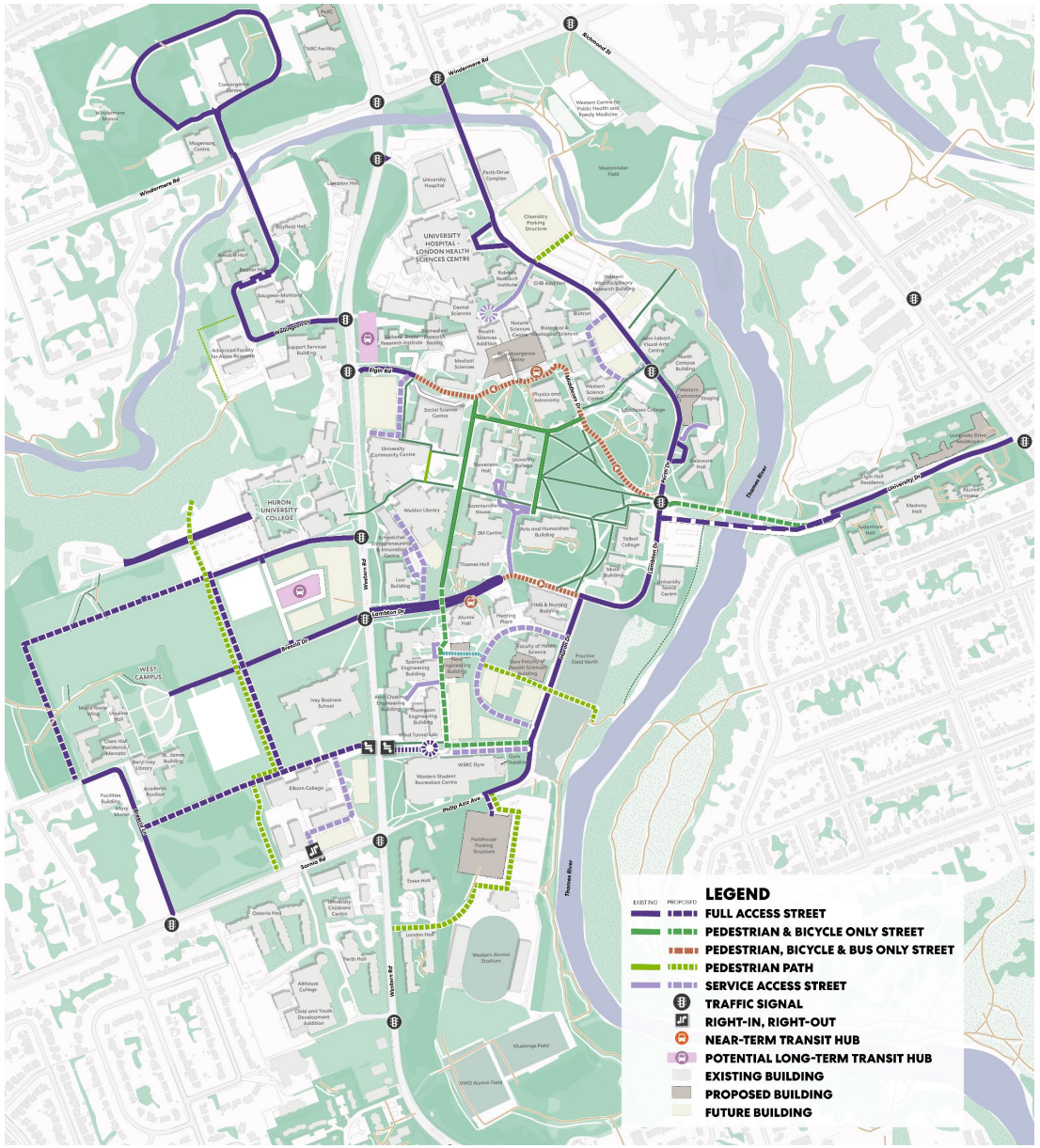
We've **updated the Big Moves** to fit the current context.

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

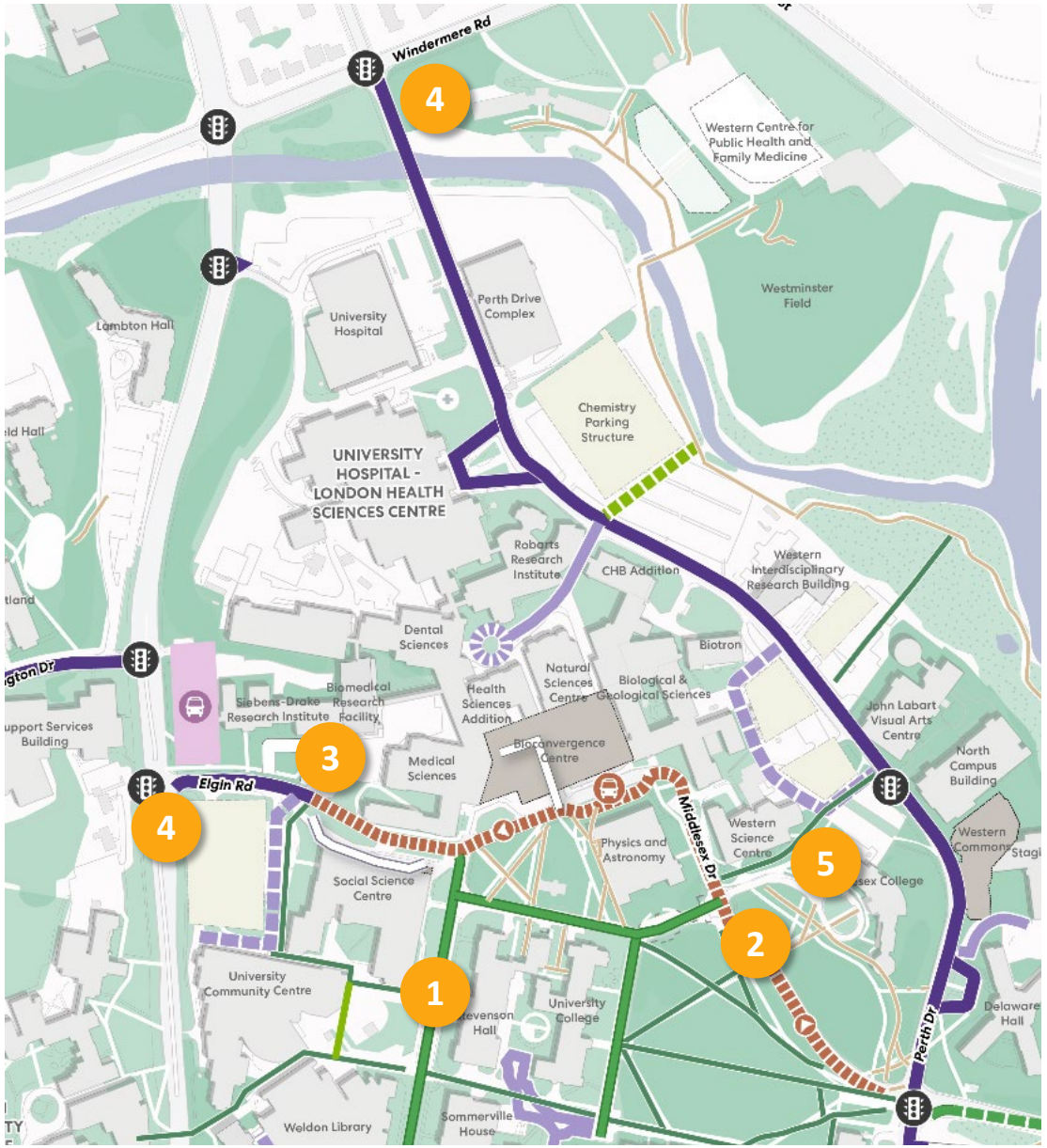


Open Space Strategy

Campus Circulation & Landscape Plan

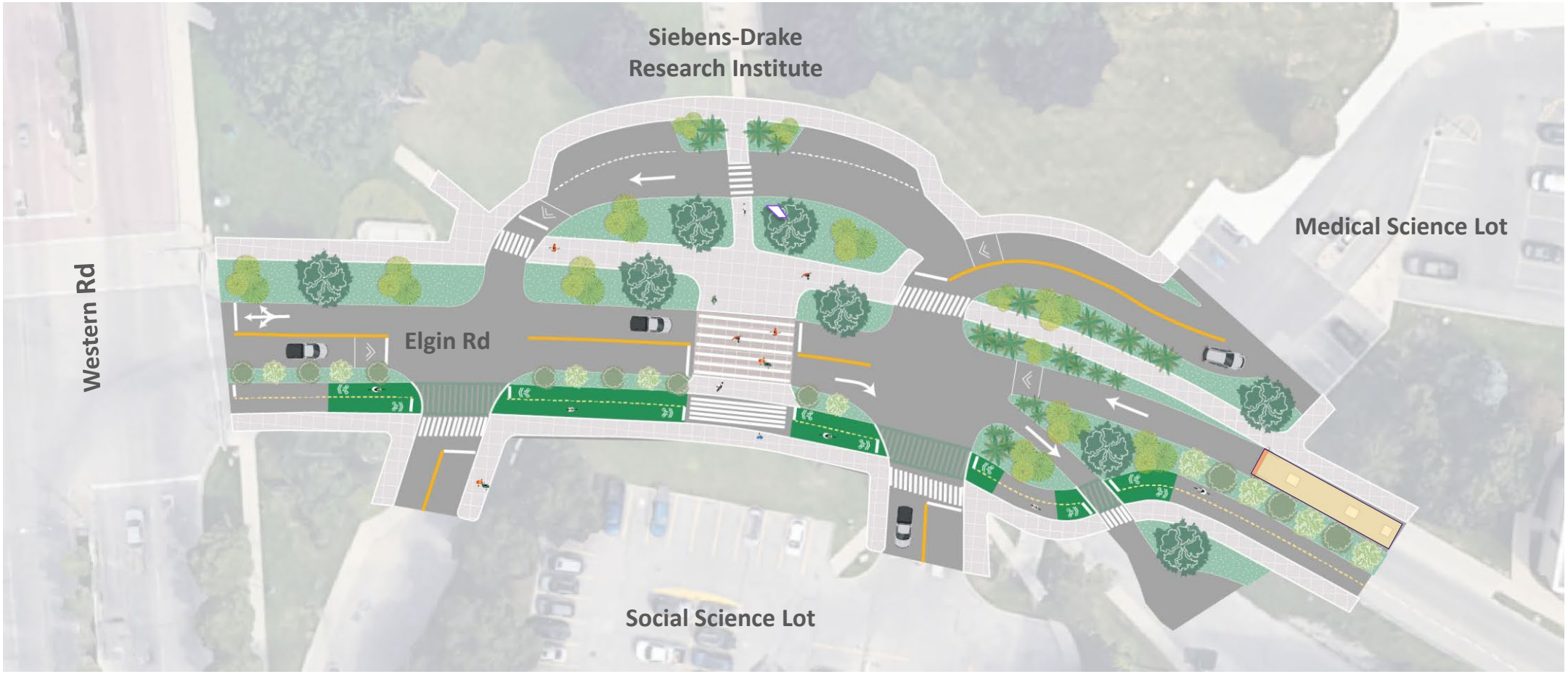
Mobility – Key North End Projects

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

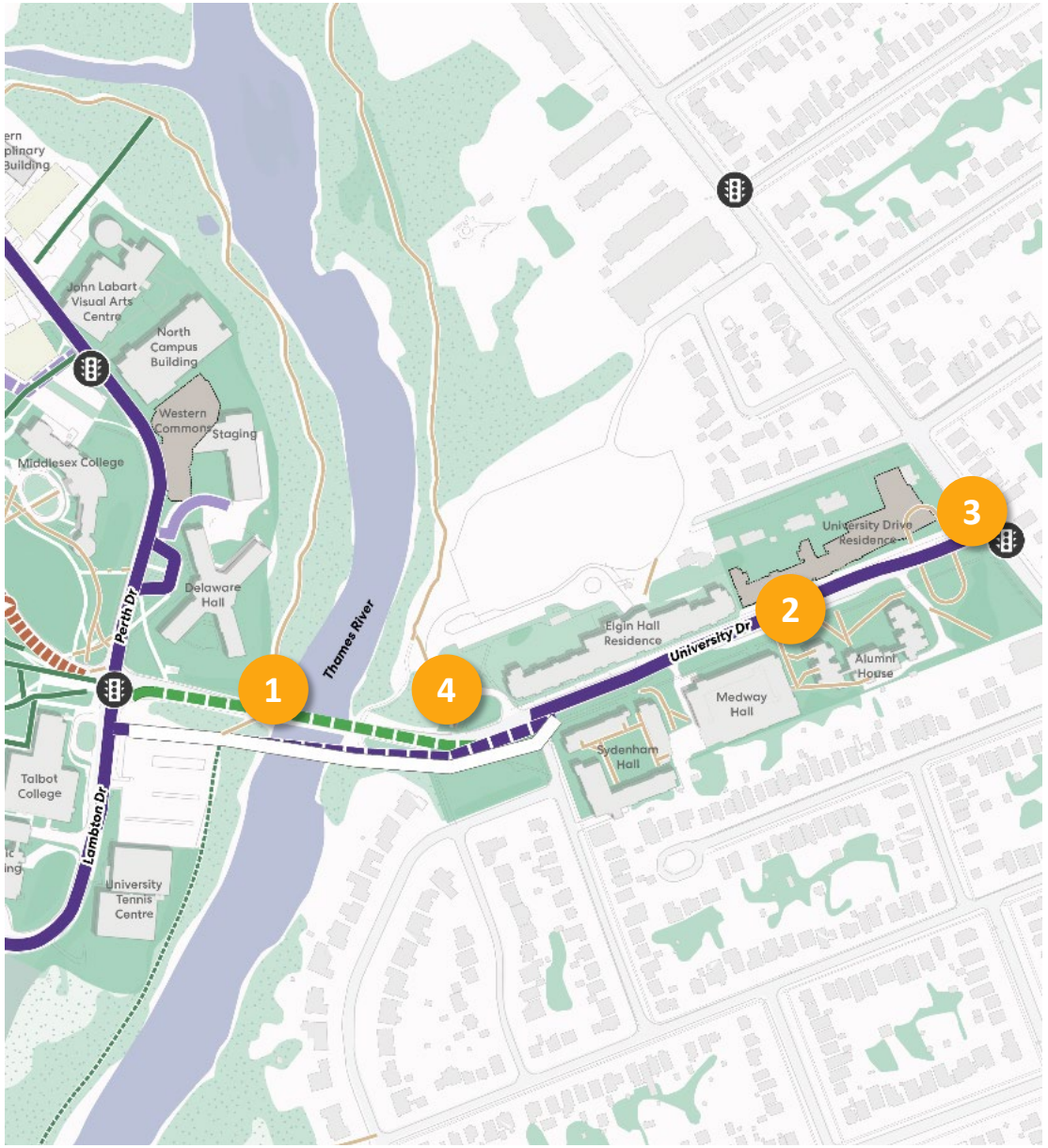


Open Space Strategy

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

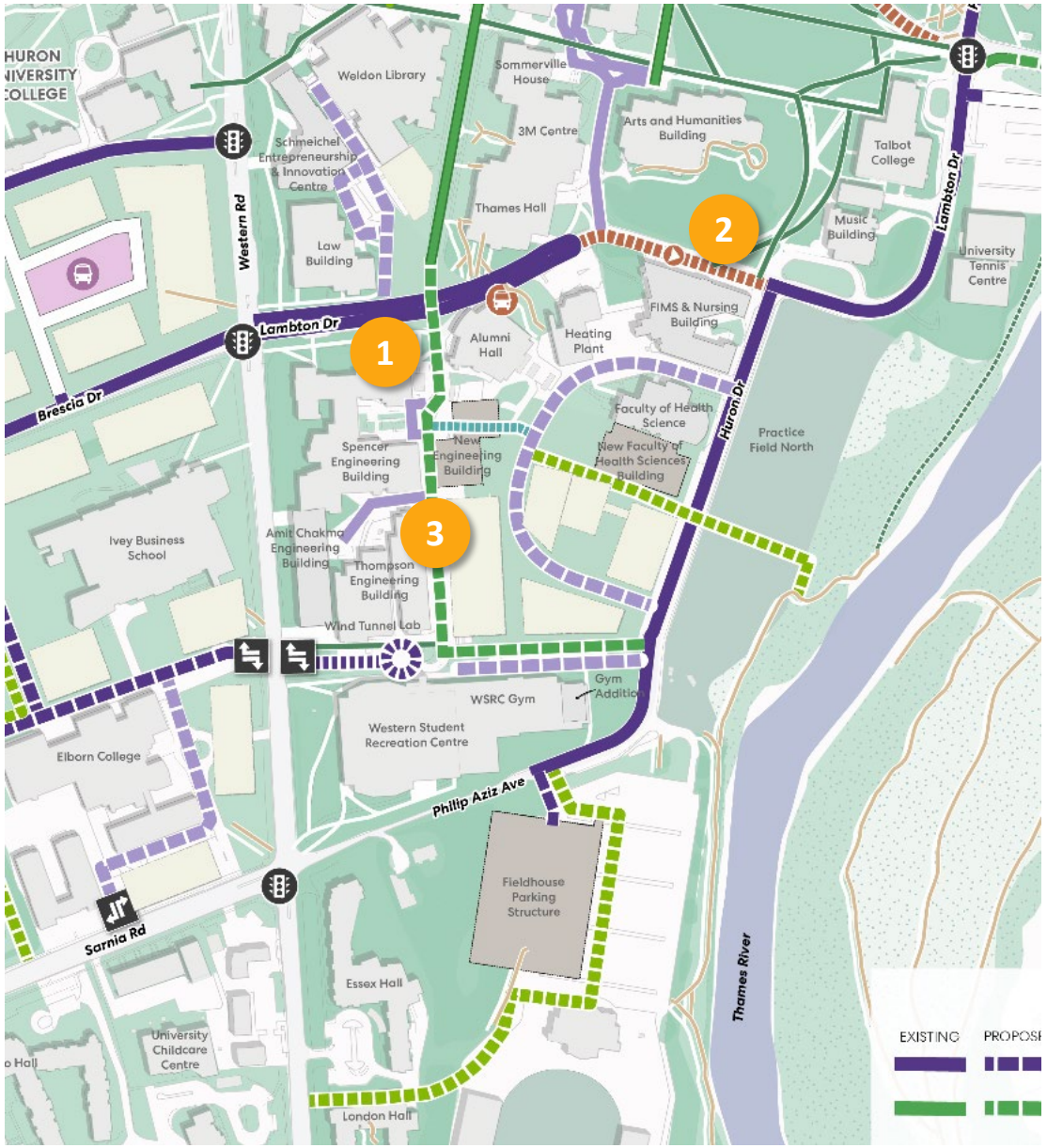


Open Space Strategy

Campus Circulation & Landscape Plan

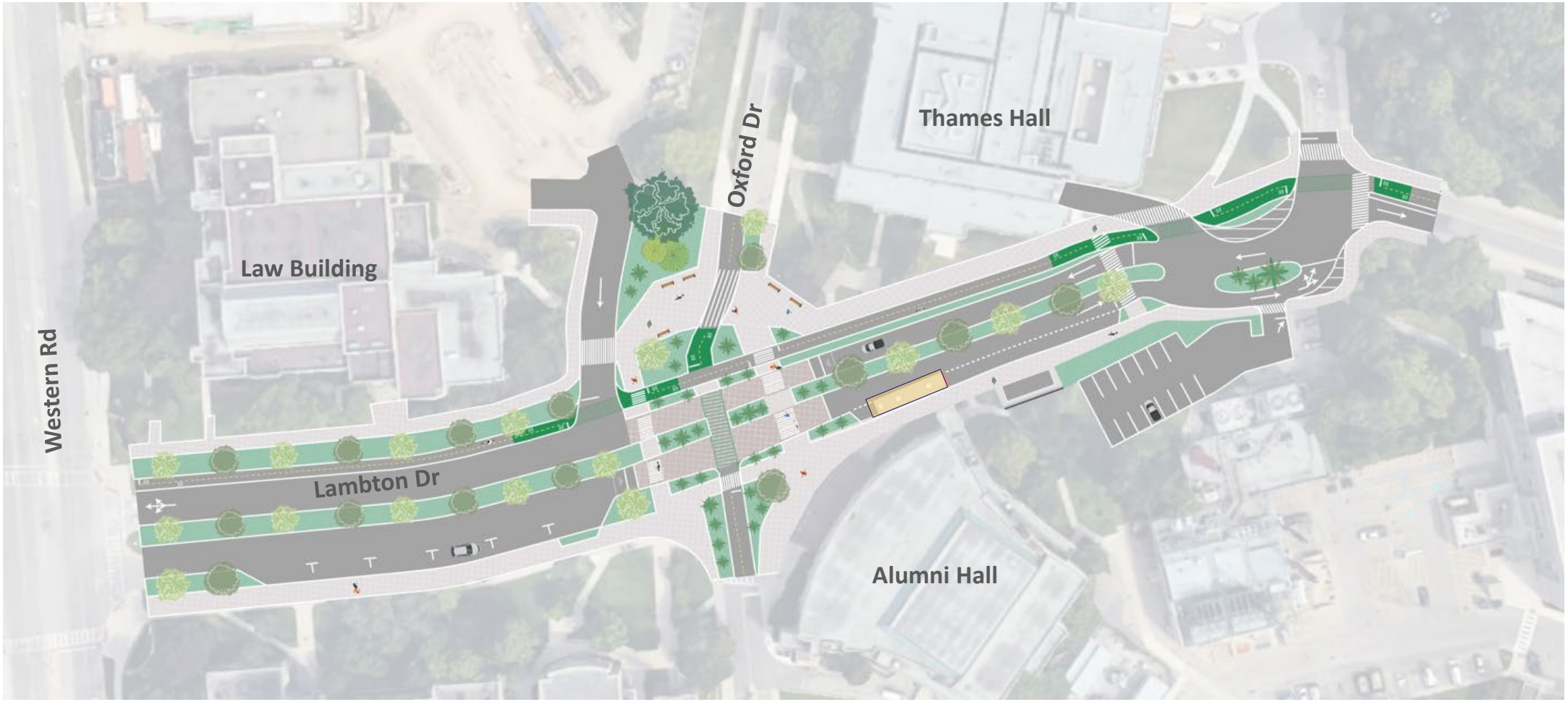
Mobility – Key South End Projects

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

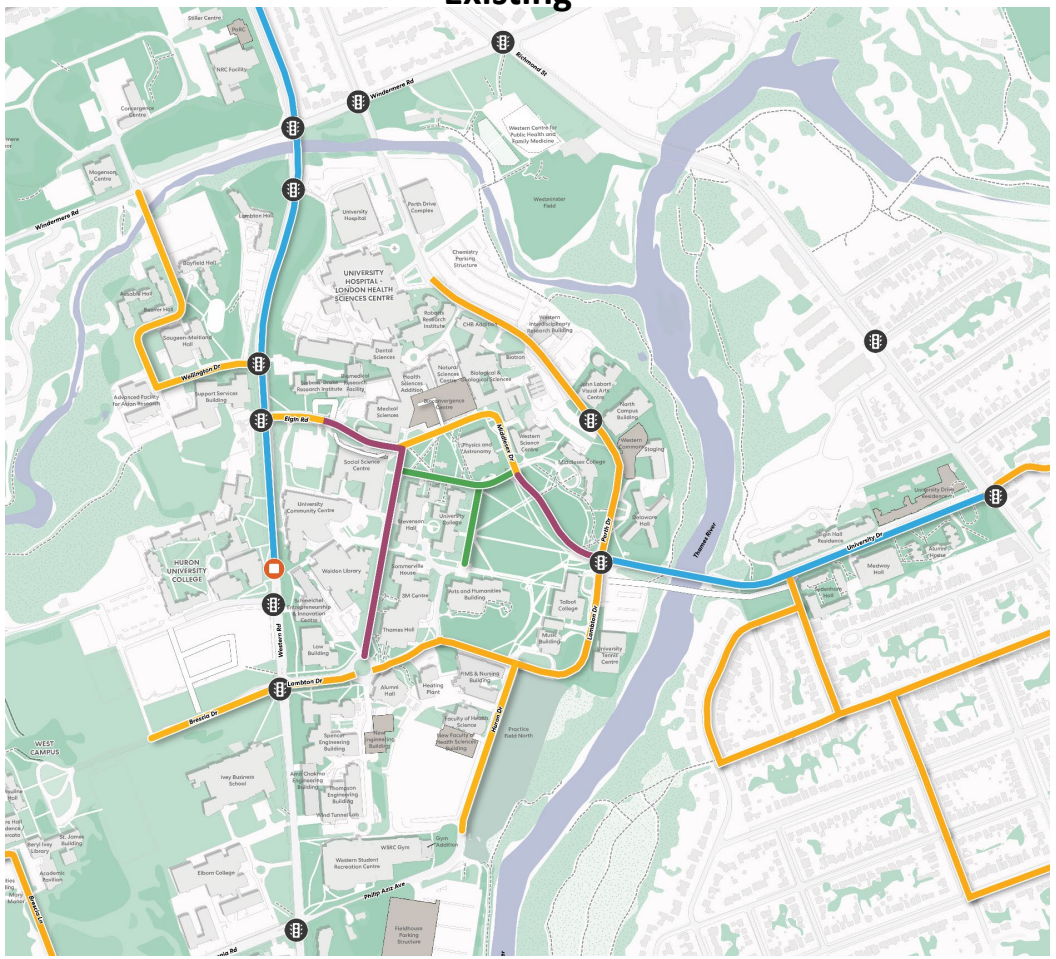
Lambton Drive Draft Concept



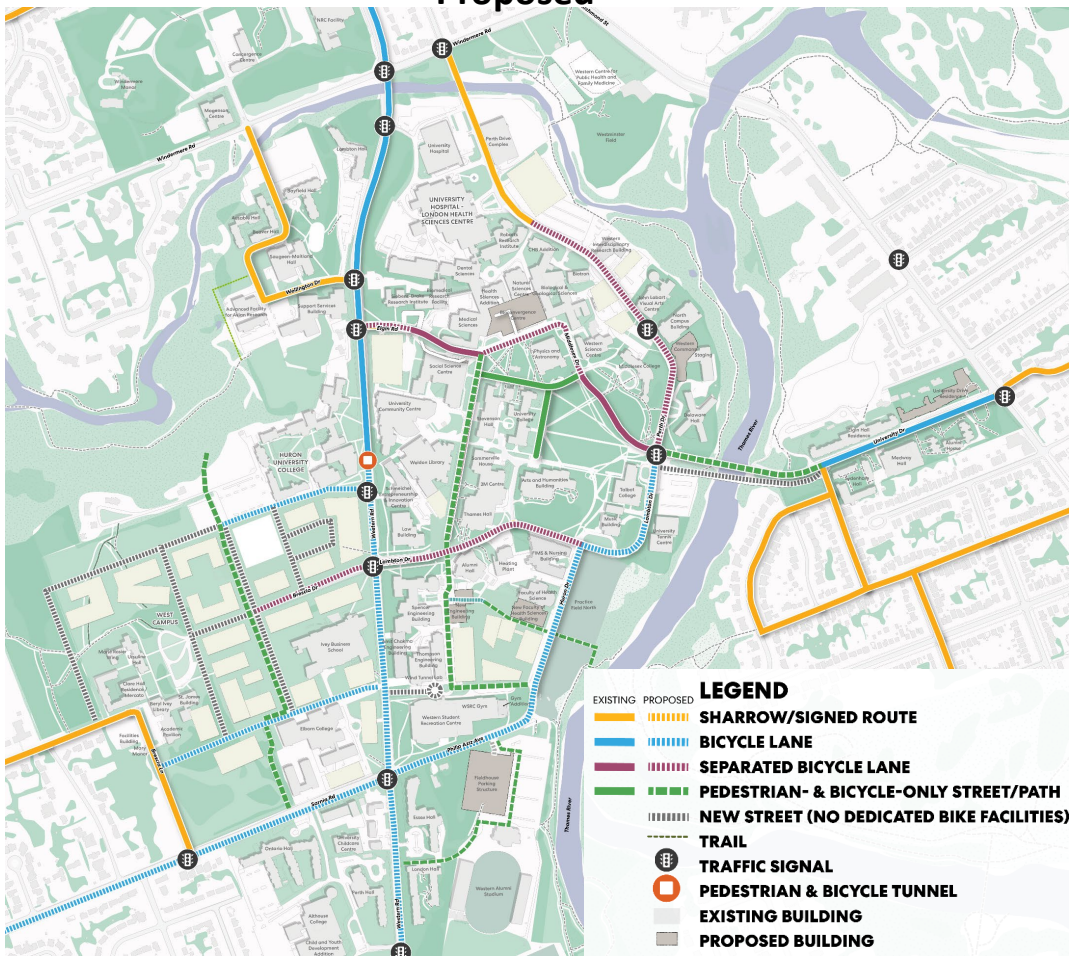
Open Space Strategy

Bicycle Network

Existing



Proposed

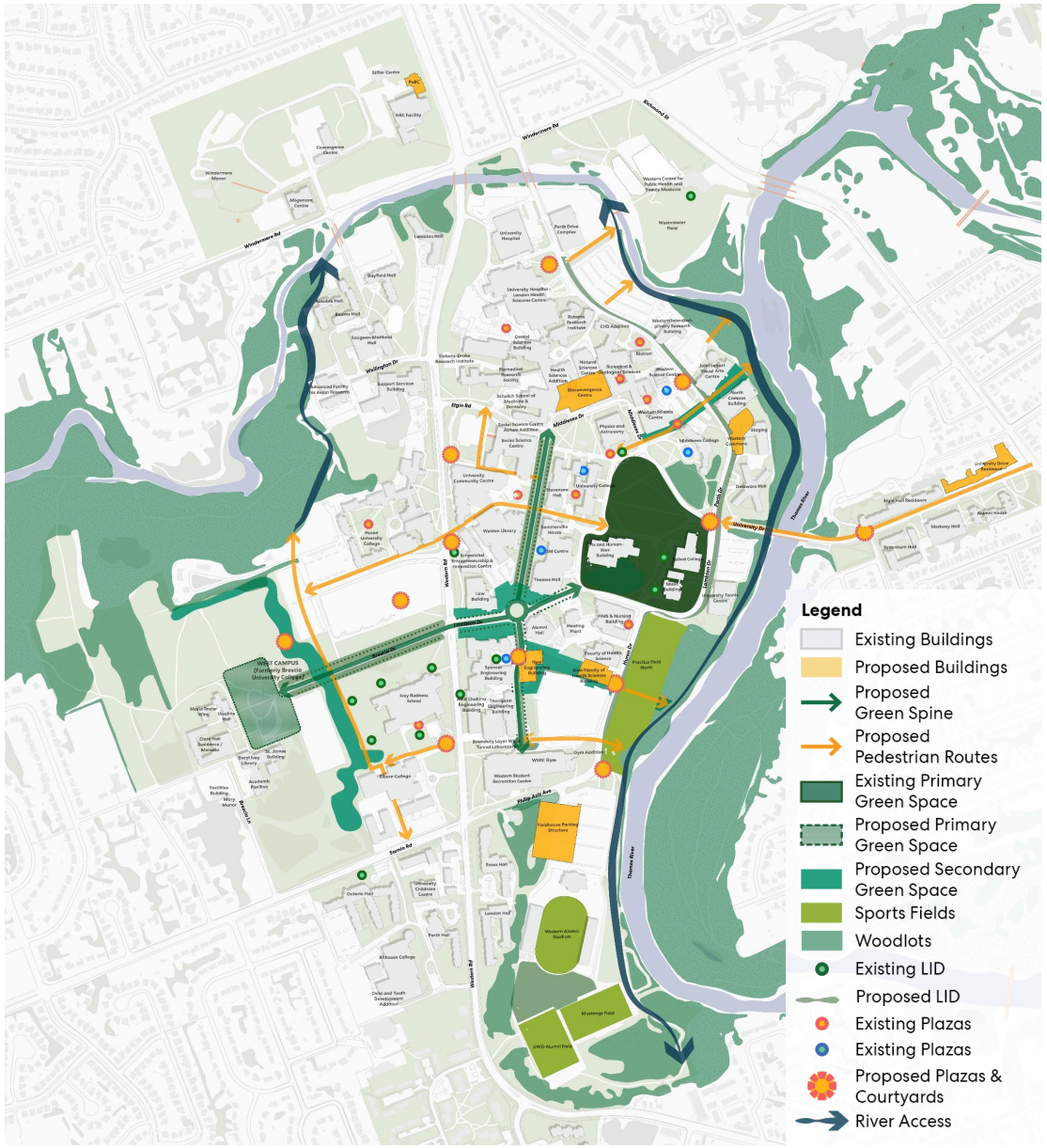


Open Space Strategy

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:

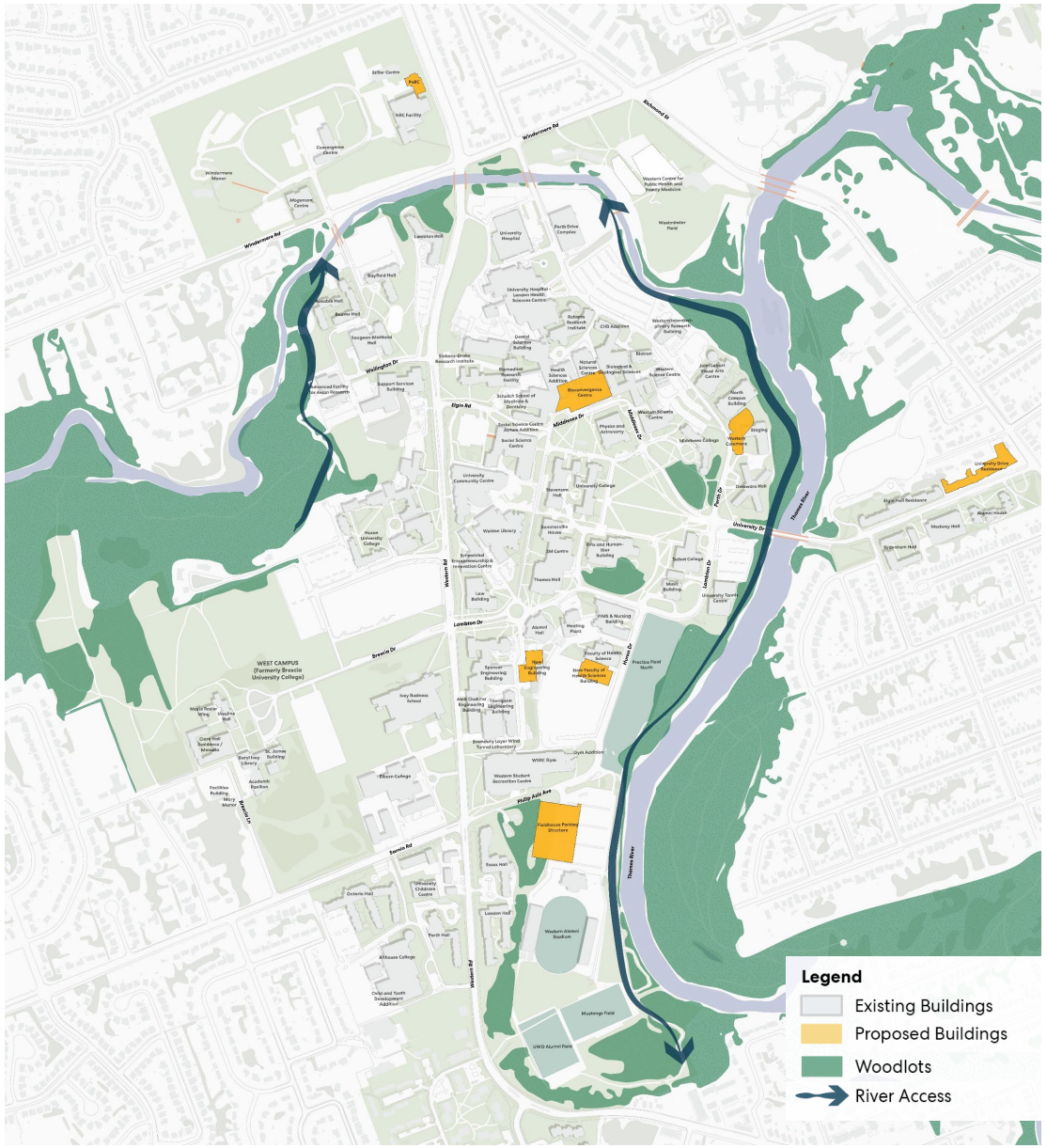
1. Along both Green Spines
2. Within the South Valley parking lot
3. Along Huron Drive, Lambton Drive, and Perth Drive
4. In proximity to the sports fields south of Philip Aziz Drive
5. Along the West Campus corridor to support infiltration

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

Western

Existing Condition

Preferred Conserve & Twin Option

Active Transportation Bridge

University Drive Bridge - Proposed

Consultation Process

Western

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

Western

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

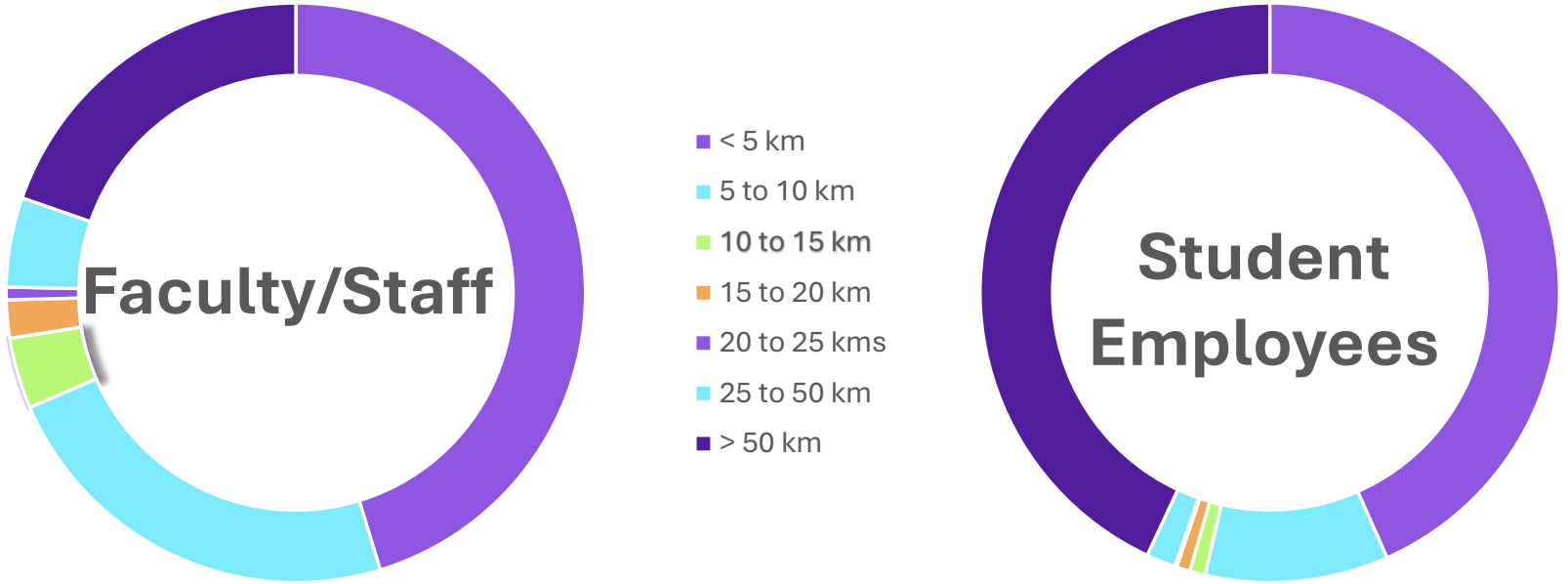
Student Housing

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



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

Western

Summary of Changes

Western

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

Western

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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519-661-2111
westernu.ca

Western

Revisions to the Board of Governors Election Procedures re: Campaigning

Action: ☒ Approval ☐ Information ☐ Discussion

Recommended: That, on the recommendation of the Governance and By-Laws Committee, the Board of Governors approve the revised *Board of Governors Election Procedures* as shown.

Executive Summary:

Current Election Procedures

Section A.1(2) of the Board of Governors Election Procedures provides that the University Secretary will publish the schedule for calling for nominations, publication of candidates' names, and timelines for campaigning and balloting. Nominations are typically open for approximately two weeks in early January, followed by a campaign period.

For undergraduate students, the University Secretary may employ the USC Electoral Governance Board to supervise campaigning (section A.3.2(3)). For graduate students, the University Secretary may employ the SOGS Chief Returning Officer and Appeals Review Commission to supervise campaigning (section A.3.2(4)).

Where neither USC nor SOGS processes are used, student candidates must adhere to campaign requirements and processes established by the Governance and By-Laws Committee (section A3.2(5)).

Issues Identified

In recent Board of Governors elections, candidates have raised questions regarding campaigning in the faculty, administrative staff, and graduate student constituencies. 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 Election Procedures provide that student candidates are required to adhere to the campaign guidelines established by the Governance and By-Laws 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 Board and SOGS elections do not typically occur at the same time).

Recommendations

It is recommended that the Board of Governors Election Procedures be revised to require faculty and administrative staff candidates to adhere to campaign guidelines and processes established by the Governance and By-Laws Committee. Proposed revisions to the Election Procedures to this effect are attached.

Additional proposed amendments to the 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.
- Editorial amendments.

Documentation Provided:

Revisions to the Board of Governors Election Procedures

Western UNIVERSITY · CANADA

Board of Governors

Board of Governors Election Procedures

Effective Date: June 18, 2026 ~~September 25, 2025~~

Supersedes: September 25, 2025; November 21, 2024; November 16, 2023; September 22, 2022; September 21, 2021; November 19, 2020; November 26, 2016; January 30, 2014

Pursuant to the provisions for membership on the Board of Governors (hereinafter referred to as the Board) as set out in the University of Western Ontario Act 1982 as amended in 1988 and 2016 (hereinafter referred to as the Act) and By-Law No. 1, the following shall be the procedures for election or appointment to the Board.

For purposes of these 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.

A. THE ELECTION OF FACULTY-AT-LARGE, ADMINISTRATIVE STAFF, UNDERGRADUATE STUDENT, AND GRADUATE STUDENT MEMEBRS

A.1 General

(1) The University Secretary shall have responsibility for overseeing all aspects of Board 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) 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.

(4) Nomination forms must be supported by three persons eligible to vote in the constituency to be represented.

(5) The nomination forms shall convey information on eligibility for and restrictions upon election to the Board, as provided in the Act, collective agreements, memorandums of agreement and Board policy.

(6) 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 constituency; and
(c) that they are validly supported in their nomination, including the specifics of that support (such as the names of nominators).

(7) 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 reference to external sources (e.g., hyperlinks, social media handles). The statement and 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.

(8) Errors or irregularities on a nomination form constitute grounds for rejection of the nomination by the University Secretary.

(9) When only sufficient nominations to fill the vacancies for any constituency are received, the University Secretary shall declare the person or persons elected by acclamation, except when more than one seat with varying term lengths are to be filled and a vote is required to determine the candidate who shall serve the longer term. Where no candidates are nominated for the faculty or administrative staff constituencies, the seat shall remain vacant until the next election. Where no candidates are nominated for a student constituency, the seat shall be filled in a manner determined by the Governance and By-Laws Committee.

(10) Except where election is by acclamation, election shall be by secret ballot by those eligible to vote in the constituency concerned. Names shall be listed on the ballot by last name alphabetically.

(11) The candidate receiving the largest number of votes shall be elected. Should there be more than one seat to be filled in a constituency in any given election, the candidate with the most votes received shall be elected to the longer membership term and the candidate with the next highest number of votes shall be elected for the shorter membership term.

(12) In cases where two or more candidates receive the same number of votes, the tie shall be broken by a lottery conducted by the University Secretary in the presence of the tied candidates or their agents.

(13) 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.

(14) Activities that, in the determination 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.

(~~14~~ 15) The results of the election shall be announced as soon as possible after the closing of balloting. The number of votes received by each candidate will be made public.

(~~15~~ 16) A list of voting results, validated by the University Secretary, and the nomination forms shall be retained for a period of at least two years.

A.2 Eligibility

A.2.1 Faculty-at-Large Constituency (2 members)

(1) To be **eligible for election**, a candidate must be a full-time member of the Faculty of the University (including Clinical Academic appointments)~~, or a Clinical Academic appointed under *Conditions of Appointment for Physicians (2017),*~~ at the rank of Assistant Professor or higher who has held academic appointments at the University for at least four academic years. Elected faculty whose employment status at the University ends during their term shall cease to be Board members.

(2) The following members of Faculty are **eligible to vote**:

(a) all full-time members of the academic staff of the University at the rank of Lecturer, Assistant Professor, Associate Professor, or Professor;

(b) all Clinical Academics ~~appointed under *Conditions of Appointment for Physicians (2017),*~~ at the rank of Assistant Professor, Associate Professor, or Professor; and

(c) all part-time members of the academic staff of the University at the rank of Assistant Professor or higher who are listed as such in the records of Human Resources.

A.2.2 Administrative Staff Constituency (2 members)

(1) To be **eligible for election**, a candidate must be a member of the full-time administrative staff of the University and be listed as such in the records of Human Resources. A member of the full-time administrative staff of the University who is a member of Faculty (excluding limited duties appointments) is not eligible for election in the administrative staff constituency. Elected administrative staff whose employment status at the University ends during their term shall cease to be Board members.

(2) All members of the full-time administrative staff of the University, except those who are members of Faculty (excluding limited duties appointments), are **eligible to vote** in the administrative staff constituency.

A.2.3 Undergraduate Student Constituency (2 members)

(1) To be **eligible for election**, a candidate must be an undergraduate student in the University who will have completed one academic year as a full-time student or the equivalent as a part-time student by the start date of the term of the seat. Full-time and part-time undergraduate students of the University who are full-time members of the administrative staff or members of Faculty are not eligible for candidacy in the undergraduate student constituency. Elected individuals who cease to have the status of a registered student at the University during their term shall cease to be Board members.

(2) Students registered at an Affiliated University College are ineligible for candidacy.

(3) All full-time and part-time undergraduate students in the University are **eligible to vote** in the undergraduate student constituency.

A.2.4 Graduate Student Constituency (1 member)

(1) To be **eligible for election**, a candidate must be a graduate student in the University as may be verified by the official student records of the University. Graduate students of the University who are full-time members of the administrative staff or members of Faculty are not eligible for candidacy in the graduate student constituency. Elected individuals who cease to have the status of a registered student at the University during their term shall cease to be Board members.

(2) Students registered at an Affiliated University College are ineligible for candidacy.

(3) All graduate students in the University are **eligible to vote** in the graduate student constituency.

A.3 Procedures:

A.3.1 Faculty-At-Large/Administrative Staff Constituencies

(1) In a year in which vacancies occur in the Faculty-at-Large or Administrative Staff Constituencies, the University Secretary shall call for nominations.

(2) Completed nomination forms must be submitted to the University Secretary in accordance with the deadline provided in the posted Election Schedule. The University Secretary shall publish the list of valid nominations on the University Secretariat website within two business days after the close of nominations. The official list shall be organized by constituency with candidates listed alphabetically by last name and with the title and academic/administrative unit of each candidate.

(3) Candidates are required to adhere to the campaign guidelines and processes established by the Governance and By-Laws Committee of the Board.

(~~3~~ 4) Balloting will be conducted during a designated period using a secure electronic platform.

(~~4~~ 5) The University Secretary shall publish the names of the successful candidates on the University Secretariat website, as soon as possible after the close of balloting.

A.3.2 Undergraduate Student and Graduate Student Constituencies

(1) 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.

(2) 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 an alternate will be disqualified from candidacy. The University Secretary shall publish a list of valid nominations on the University Secretariat website for the undergraduate and graduate student constituencies 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 and year of registration as recorded in the official student records of the University.

(3) 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 Board, the policies and procedures of the Board shall take precedence and the final authority for resolving all disputes in such matters shall rest with the University Secretary.

(4) 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 SOGS election regulations and those of the Board, the policies and procedures of the Board shall take precedence and the final authority for resolving all disputes in such matters shall rest with the University Secretary.

(5) 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 Governance and By-Laws Committee of the Board.

B. CONSTITUENCIES: FACULTY ELECTED BY SENATE; ALUMNI MEMBERS; BOARD-ELECTED MEMBERS

B.1 Faculty Elected by Senate (2 members)

(1) To be eligible for election by the Senate, the candidate must be a member of the faculty constituency of Senate (see A.2.1 of the Senate Election Procedures) and a member of the Senate at the time of election.

(2) The election of members to the Board by the Senate shall be the responsibility of the Senate and by such procedure as the Senate shall determine.

B.2 Members Elected by the Alumni Association (4 members)

The election of members to the Board by the Alumni Association shall be the responsibility of the Association.

B.3 Members Elected by the Board (4 members)

(1) The election of members by the Board under section 9(1) of the Act, clause (h) shall be by a majority of those members of the Board entitled to vote in such election present at the meeting at which the election takes place, provided that a quorum of fourteen such eligible members are present.

(2) The Senior Policy and Operations Committee shall be responsible for the identification of candidates as vacancies occur and shall make nominations to the Board.

(3) Voting shall be by show of hands, ballot or electronic means as may be determined by the Chair of the Board.

C. FILLING OF VACANCIES - Elected and Appointed Members

C.1 When a vacancy occurs prior to the expiration of the membership term of a member elected by the faculty-at-large, the administrative staff, or students, action in respect to the filling of the vacancy shall be as follows:

(1) If the time remaining in the term of office is six months or less, the seat shall ~~normally~~ typically remain vacant until the next regular election. However, for faculty, administrative staff and student constituencies, if the time remaining in the term of office is six months or less and the vacancy occurs after the February elections and prior to the commencement of new terms in July, the member-elect in the same constituency will be invited by the University Secretary to assume the vacant seat.

(2) If the time remaining in the term of office is more than six months but less than two years, the vacancy shall be filled from among the eligible candidates of the constituency concerned who were unsuccessful in the last election, in a priority determined by the votes received from most to least in that election, and provided that to be thus eligible a candidate must have polled at least 30% of the votes cast in that election. Failing such circumstances, the University Secretary shall call a by-election.

(3) If the time remaining in the term of office is more than two years, the vacancy shall be filled by a by-election.

The conduct of a by-election shall be the same as that of a regular election.

C.2 When a vacancy occurs prior to the expiration of the membership term of a member elected or appointed by the Council of the City of London, the Lieutenant Governor in Council, the Alumni Association, the Senate, or the Board, the body responsible for electing or appointing such member shall be requested to appoint a person to fill the vacancy for the time remaining in the membership term except that if the time remaining in the term of office is six months or less, the Board may declare by resolution that the seat remain vacant until the next regular appointment period.

Annual Report on Student Mental Health

Action: ☐ Approval ☒ Information ☐ Discussion

The Annual Report on Student Mental Health is for the reporting period May 1, 2025 – April 30, 2026 and is provided for information.

Executive Summary:

This report is submitted to the Board of Governors to provide an overview of the current state of student mental health on campus and to summarize the implementation and effectiveness of Western's Student Mental Health Policy.

The report fulfils Western's reporting obligations under the Minister's Student Mental Health Directive for Publicly Assisted Colleges and Universities and the Strengthening Accountability and Student Supports Act, 2024 (Bill 166).

Documentation Provided:

Annual Report on Student Mental Health

Student Mental Health

Annual Report to the Western Board of Governors

For the period May 1, 2025 – April 30, 2026

Prepared by the Wellness & Well-being team on behalf of the Vice-Provost (Students)

Background

At the June 2025 meeting of the Board of Governors, Western's Student Mental Health Strategy was presented for information. In parallel, Western introduced a Student Guide to Mental Health Services, published on the University's mental health website. This student-centred guide consolidates information about supports and services and serves as Western's formal student-facing mental health policy.

Together, the Strategy and Guide articulate Western's commitment to promoting student well-being, ensuring timely access to care, and fostering a campus environment where mental health is recognized as foundational to academic success.

Mental Health Strategy Implementation

Implementation of the Strategy is organized around four institutional priorities:

- Empower Students to Thrive
- Broaden Outreach to Promote Preventative Practices
- Cultivate a Mentally-well Campus
- Advance Western as a Leader in Student Mental Health

Evaluation is informed by service utilization data, student feedback, and Western's inaugural participation in the Canadian Campus Well-Being Survey (CCWS).

Canadian Campus Well-Being Survey (CCWS)

Western participated in the CCWS for the first time in 2025–26. A total of 1,984 students responded (approximately 4% of enrolment). While the response rate was lower than desired, partly due to the survey overlapping with winter break, initial findings provide valuable baseline insight. National benchmarking data were not yet available at the time of this report.

Actions are underway to increase engagement in future cycles, including improved survey timing and collaboration with Research Ethics to revise recruitment messaging. Western also incorporated five institution-specific questions aligned with local priorities.

Strategic Priority 1: Empower Students to Thrive

GOAL: Support students to experience a positive sense of self

Wellness and Well-being has partnered across campus to support students in developing agency, healthy habits, and a sense of belonging. The selected initiatives below engaged a total of over 11,815 students.

Event	Attendance
World Mental Health Day Fair: Arts-based activities and experiential learning promoted help-seeking and suicide prevention awareness.	600
Move Your Mood**:** A highly visible, cross-campus initiative integrating movement, creativity, and social connection. Some events include glow and flow yoga, recreation and wellness fair, group fitness classes, R&Art events, and nutrition workshops.	8,500 +
The Power of the Possible: A Conversation with Simu Liu: Candid discussion with the actor Simu Liu discussing his experiences (as laid out in his book *We Were Dreamers*) with mental health, cultural expectations, and resilience from his unique lens as a Chinese-Canadian man from an immigrant family.	1,950
Additional targeted mental health programming, including *The Line Up* (men's mental health conversation + haircuts), *We Are (Not) Alone* (astronomy & identity), and *Feeding Your Mind* (nutrition, financial, and mental health literacy), *Art Thrive* (art, creativity & connection).	765

GOAL: Provide excellent, compassionate care

Across campus, Western offers a robust continuum of mental health care, including wellness education, mental health counselling, case management, psychiatry and family medicine mental health care.

There is currently no wait time for psychiatric consultation, which stands in contrast to community availability. Same day/next day counselling appointments at Thames Hall support timely access for students. In 2025-26, students attended 996 same day/next day appointments.

Appointment Type	Student Participation
Mental Health Counsellor Visits	6,455
GP/Physician Mental Health Visits	5,533
Psychiatry Visits	1,933
Total	13,921

Clinical Training and Service Innovation

Counselling Intern Program: Relaunched in fall 2024, interns expanded service capacity by 765 visits while enhancing training pathways.

Psychology Training Placement (Pilot Fall 2025): Four predoctoral trainees delivered cognitive behavioural therapy and psychodiagnostic assessments at no cost to students, services that would otherwise be financially prohibitive.

Student Feedback and Experience

Post visit feedback is routinely collected following counselling visits and a subset of physician appointments. Response rate was 11.2% (total = 635 responses). 82% percent of respondents strongly agreed that they felt heard during their counselling session. In addition, 89% of respondents strongly agreed and somewhat agreed that the session was helpful. Net Promoter Scores (NPS), typically low in health care settings, exceeded established benchmarks for counselling services 63.2, indicating strong student confidence in Thames Hall services.

Continuous Quality Improvement

Key system improvements included expanding online appointment booking for mental health and medical services and strengthening crisis pathways through partnership with the Canadian Mental Health Association Thames Valley (CMHA).

Targeted Support for Diverse Student Populations

Western continues to strengthen tailored supports for students with distinct needs, including:

- Indigenous students: Counselling services embedded in culturally supportive spaces.
- 2SLGBTQIA+, Black, and racialized students: Ongoing identity-affirming support groups.
- Eco-distress: Cross-campus collaboration responding to climate-related anxiety.
- International students: Pilot adjustment and transition support groups.
- Male students: A spring 2026 pilot focusing on masculinity, emotional health, and connection.
- Addictions: Expanded psychiatric expertise and clinician training in evidence-based practices.

Strategic Priority 2: Broaden Outreach to Promote Preventative Practices

GOALS: Co-creating educational opportunities to encourage healthy habits and enrich peer support opportunities as source of hopeful influence

Key initiatives focused on prevention, early intervention, and peer-led engagement included:

- Student representation on the Student Mental Health Implementation Action Team.
- Mental health education integrated into training for orientation student leaders.
- Peer 2 Peer Wellness Leaders: Micro-skill instruction delivered in 80 classrooms, reaching approximately 6,000 students.
- More than 30 outreach events and workshops, engaging approximately 5,000 students.

- Wellness Wednesdays: weekly social media campaign highlighting timely wellness tips for students. For example, study tips, coping with stress, harm reduction strategies and self-care.

GOAL: Equip faculty and staff to support early connection to care

The Wellness and Equity Education team provided training for faculty and staff on recognizing distress, responding to disclosures, and normalizing help-seeking.

A co-created *spectrum of needs* tool supports shared understanding of distress levels and appropriate support pathways.

Strategic Priority 3: Cultivate a Mentally-Well Campus

GOAL: Empower the Western community to engage in courageous conversations

Clinical encounters reveal that many students still struggle with conflict involving relationships, identity, finances, and academics. To address this gap, Western is launching Resolution Support Services to offer:

- Communication skills coaching
- Facilitated conversations
- Formal mediation processes

Additional initiatives included working with an Indigenous Wellness Navigator, strengthening cultural safety and system navigation for student who are Indigenous.

GOAL: Advocate for activities and spaces that foster well-being

Wellness and Well-being partnered with many campus units to develop innovative programs and events that foster belonging and well-being. These included:

- Move Your Mood: A collaboration with Sports & Recreation that engaged over 8,500 students through inclusive recreation events, fitness classes and recreational programming including a Rec & Wellness Fair.
- Reflection Spaces: Introduction of a smudge friendly reflection room near the student health clinic.
- Green Walks: Nature-based mindfulness experiences integrating art and stress reduction.

GOAL: Engage the whole Western community in work to advance student mental health

In fall 2025, Western established a campus-wide Implementation Action Team (IAT) to provide oversight, monitor progress, and foster shared accountability across academic and administrative units. We thank all action team members in championing this work!

Strategic Priority 4: Advance Western as a Leader in Student Mental Health

Western has demonstrated national leadership through invited presentations and workshops with the Centre for Innovation in Campus Mental Health and the Canadian Association of College and University

Student Services (CACUSS), sharing innovations in student-facing policy, prevention, training, and engagement.

Recommendations and Future Considerations

The National Standard of Canada: Mental Health and Well-being for Post Secondary Students (2020) is being promoted for adoption by all post-secondary institutions in Canada. We look forward to assessing our work against these standards and integrating key improvements within our existing strategy.

Advancing student mental health work will require a continued shift toward collective ownership of student mental health as a core institutional responsibility.

Summary

Western's Student Mental Health Strategy is ambitious, evidence-informed, and aligned with provincial expectations. It affirms that student mental health is deeply connected to academic success and institutional excellence. Continued progress will depend on sustained commitment, cross-campus leadership and champions, and shared accountability to ensure that Western remains a supportive, inclusive, and mentally healthy learning environment for all students.

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

Action: ☒ Approval ☐ Information ☐ Discussion

Recommended: That on the recommendation of the Senate and conditional on approval by the Quality Council, the Board of Governors approve that a Master of Physician Assistant Studies be introduced, effective September 1, 2026.

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 degree designation requires 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 (8 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)
1. Family medicine (8 weeks)
2. Internal medicine (6 weeks)
3. Surgery (6 weeks)
4. Emergency medicine (4 weeks)
5. Psychiatry (4 weeks)
6. Obs/Gyn (4 weeks)
7. Pediatrics (4 weeks)
8. Geriatrics (4 weeks)
9. Electives (4 weeks)
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 Academic Director, MPAS Program University of Saskatchewan	Dr. Jeff Golisky Director, MPAS Program University of Toronto
Internal Reviewers	Dr. Immaculate Namukasa Associate Dean, Graduate Faculty of Education	Maxwell Campbell, 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 Decanal: April 24, 2026	
Evaluation	Approved to Commence	
Approval Dates	SUPR-G: May 11, 2026 ACA: May 26, 2026 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. **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).

	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 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. 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. **Faculty:** The decanal team echoes and supports the program's response.
Recommendation #4: Better Define Director Role. 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).

	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.
Recommendation #5: Introduce PA Faculty Members into Program Design. 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. **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. 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. **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.
Recommendation #7: Consider Human Resources into High-Need Areas. 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. **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.	**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,

PA learners require access to student support through the Learner Experience Office (LEO).	will be available through Graduate Student Life. **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.
Recommendation #9 Changing the Pass Mark for Summative Assessments. 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. **Faculty:** The decanal team supports the program's response.
Recommendation #10 Develop MPAS-Program Specific Faculty Development Framework 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. **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 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 Physiology as well as voicing a strong preference for applicants with local roots.	**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 and will be developed in coordination with existing UME pathways to ensure consistency, equity, and institutional alignment. **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. • Complete remaining hires. • The timing of admissions is compressed. However, it is expected that students who	• Program Director • Dean's Office	Final program developments by Aug 2026; Admissions in Aug 2026; Launch in Sept 2026

	were not accepted to other, extremely high-demand Ontario PA or Medical programs will apply to MPAS as soon as applications open.		
Recommendation #2: Create Faculty Positions and Pathways	• Appoint a clinical skills instructor for the launch of the program • Consult regarding the appointment of additional experienced PA educators as administrative leaders and scholars once the program is running.	• Program Director • 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
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. • 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. • Identify PAs for specific teaching roles within the program, discuss additional appointment options with the Dean's Office.	• Program Director • 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	• Program Director • Vice and Associate Deans of UME	By June 2026

	and UME program starts in September.		
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 • 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 • Associate Dean of Continuing Professional Development	By June 2026
Recommendation #11 Clarity of Admissions Requirements	• Delay consideration of a preference for local applicants until the launch of the second recruitment cycle (January 2027). • Introduce a Southwestern Ontario pathway, a Black pathway, and an Indigenous pathway as part of admissions.	• Program Director • Dean's Office	By January 2027

Unanimous Consent Agenda

Action: ☒ Approval ☐ Information ☐ Discussion

Recommended: That the items listed on the consent agenda be approved or received for information by the Board of Governors by unanimous consent.

Executive Summary:

The Board'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, Board members will want to review the agenda materials carefully in order that they properly discharge their responsibilities.

How it works:

The Secretary identifies action and information items that are routine and/or likely non-controversial. In so doing, they may consult with the Chair of the Board, the relevant committee chair, and principal resource persons. In each Committee's report, these items are noted in the list of items at the beginning of the report. 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 Board 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 have it be removed from the consent agenda** by contacting the Secretary of the Board of Governors 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 Board meeting, before the unanimous consent motion is presented for approval, the Chair of the Board (1) will advise the Board of items that are to be removed from the list, based on prior requests from Board 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 saving the time that would be required for individual presentation and voting. Those matters that have been struck from the consent agenda will be handled in the usual way as each Committee’s report is present.

The minutes of the Board 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.

New Scholarships, Awards, and Prizes

Action: ☒ Approval ☐ Information ☐ Discussion

The Property and Finance Committee, on behalf of the Board of Governors, approved the Terms of Reference for the new scholarships, awards, and prizes as shown.

Executive Summary:

Scholarships, Awards, and Prizes are funded in two different ways: through donor funding and through operating funding (Western-funded).

The terms of reference for **donor-funded** scholarships, awards, and prizes are recommended by the Senate Committee on Academic Curriculum and Awards (ACA), on behalf of Senate, to the Board of Governors through the President & Vice-Chancellor. In accordance with the terms of reference for the Property and Finance Committee (PF), PF approves these on behalf of the Board.

The terms of reference for **Western-funded** scholarships, awards, and prizes are approved by the Senate Committee on Academic Curriculum and Awards (ACA), on behalf of Senate. There is one to report on for this meeting.

New Donor-Funded Scholarships, Awards and Prizes (for approval)

Any Undergraduate Program

Myron Ng First-Generation Student Bursary
Awarded to full-time undergraduate students in any faculty and any program based on financial need. Preference will be given to candidates who are First-Generation students. 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 $5,000 awarded annually
Effective Date: Effective: May 2026-2027 to 2030-2031 academic years inclusive

This bursary supports first generation university students by easing the financial barriers that can stand in the way of pursuing a degree. By supporting a student's momentum, this award aims to spark a ripple effect - encouraging siblings, relatives, and peers to imagine their own future in higher education and inspiring broader change within their community.

Athletics

Vertex Athletic Award
Awarded to full-time undergraduate or graduate students at Western, including the Affiliated University Colleges, who are in a program in Engineering or Science and are making a significant contribution as a member of a varsity team. As per OUA and U SPORTS regulations, a non-entering student must have an in-course average of 70%. Candidates must be in compliance with current OUA and U SPORTS regulations. The Western Athletic Financial Awards Committee will select the recipients.

Value: 1 at $5,000 awarded annually
Effective Date: 2026-2027 to 2030-2031 academic years inclusive

Vertex is a leading provider of engineering and environmental solutions whose strengths reflect the adaptability and excellence Western's student athletes bring to their sport. This award recognizes a Science or Engineering student athlete who embodies the "Vertex Way": pairing technical expertise with a competitive, high-performance mindset. At Vertex, the discipline required to excel in varsity athletics—resilience, teamwork, and strategic execution—mirrors the attributes of a world class professional scientist. This scholarship celebrates the "competitive scientist" whose commitment to academic rigor and athletic excellence prepares them to lead the next generation.

Faculty of Education

Margery (Nonnie) Butson Memorial Award
Awarded to full-time undergraduate students enrolled in the Primary/Junior program in the Faculty of Education based on academic achievement and excellence in practice teaching. The Faculty of Education will select the recipients.

Value: 2 at $2,500 awarded annually
Effective Date: 2026-2027 to 2030-2031 academic years inclusive

This award was established by the family and friends of Nonnie to honour and celebrate her enthusiasm and unwavering commitment to early education. Nonnie was an admired and respected educator, both in the classroom and in her role as a Primary Consultant with the Thames Valley District School Board. She enriched the lives of the children she taught and inspired her colleagues through her wisdom, dedication, and lasting influence. Nonnie's legacy will live on through this award, inspiring future educators to teach with the same passion, care, and commitment that defined her life's work.

Faculty of Engineering

Shamrock Foundation Graduate Award in Engineering
Awarded to full-time graduate students in the Faculty of Engineering based on financial need and academic achievement. A recipient may receive this award only once. A committee in the Faculty of Engineering will select the recipients. At least one

representative of the committee must hold membership in the School of Graduate and Postdoctoral Studies.

Value: 1 at $15,000 awarded annually
Effective Date: May 2026 to April 2031 inclusive

This award was established by a generous gift from Terrence Killackey (BESc '85) and Andrea Killackey (BESc '85), through their family foundation, the Shamrock Foundation.

Faculty of Health Sciences

BScN Class of ‘85 Scholarship
Awarded to full-time undergraduate students pursuing a Nursing degree program in the Arthur Labatt Family School of Nursing, Faculty of Health Sciences, based on academic achievement. Preference will be given to candidates in Year 3 or 4. The Office of the Registrar will select the recipients.

Value: 1 at $1,000 awarded annually
Effective Date: 2026-2027 academic year
This award was established by members of the BScN Class of 1985 on the occasion of their 40th reunion. They hope to recognize an exceptional nursing student who demonstrates strong leadership qualities, a collaborative and inclusive approach, compassion for their peers and patients, and a passion for the nursing profession

Faculty of Law

Fasken Prize in Indigenous Law
Awarded to full-time undergraduate students in the Faculty of Law based on academic achievement in the Indigenous Peoples and the Law course. The Faculty of Law will select the recipients.

Value: 1 at $5,000 awarded annually
Effective Date: 2026-2027 to 2030-2031 academic years inclusive

This prize is made possible by a generous gift from Fasken.

John Unruh Memorial Award
Awarded to full-time undergraduate students in the Faculty of Law based on academic achievement. Preference will be given to candidates who are Indigenous (First Nations, Inuit or Métis). The Faculty of Law will select the recipients.

Value: 1 at $10,500 awarded annually
Effective Date: Effective: 2026-2027 to 2030-2031 academic years inclusive

The family of John E. Unruh is pleased to support an award for an Indigenous student in Western’s Faculty of Law. John was a Mennonite whose family came to Ontario after fleeing religious persecution in Ukraine. He remained grateful to the Indigenous peoples

on whose lands his family found safety. A businessman and community volunteer in the Waterloo region, John passed away in 2021. Throughout his life, he inspired his family to give back and support others. His family believes Canada benefits when Indigenous students can pursue legal education and strengthen the profession through their cultural knowledge and lived experience.

Ivey Business School

David Postowoj Entrepreneur Award
Awarded to a full-time student entering the HBA Program at the Ivey Business School, based on academic achievement and interests in entrepreneurship. The HBA Scholarship Committee will make the final selection of the recipient.

Value: 1 at $10,000 awarded annually
Effective Date: 2026-2027 to 2030-2031 academic years inclusive
This award was established through a generous estate gift from David Richard Postowoj, HBA '85.

UWinnipeg Model School Business Award
Awarded to a student graduating from The Model School, located within The University of Winnipeg Collegiate, who is entering Year 1 of a full-time undergraduate program at Western University with Ivey Advanced Entry Opportunity (AEO) status. Candidates must have a minimum 70% academic average. The award will continue for up to four years, through Year 2, HBA1, and HBA2, provided the student maintains their AEO status prior to entry into the Ivey Business School and maintains an average of 70%. If the recipient does not retain the award, a replacement recipient will not be selected. Only one student may hold this award in any given year. The Ivey Business School will select the recipients.

Value: 1 at $40,000/year in years 1 and 2, continuing, and then 1 at $60,000/year in HBA1 and HBA2, continuing.
Effective Date: 2026-2027 to 2029-2030 academic years inclusive

This award was established with a generous gift by Bob Stuebing, MBA '74.

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 (for information)

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.

2025-26 Operating Budget Update (Preliminary Year-End) as at April 30, 2026

Action: ☐ Approval ☒ Information ☐ Discussion

Executive Summary:

The report provided is an update on the University's 2025-26 operating budget based on the best available information as of April 30, 2026. The updated figures are compared to the budget as approved by the Board of Governors May 1, 2025.

Documentation Provided:

2025-26 Operating Budget Update (Preliminary Year-End) as at April 30, 2026

2025-26 Operating Budget Update (Year-End)
As at April 30, 2026

The attached table provides the (preliminary unaudited) year-end update on the University's 2025-26 Operating Budget – and compares the updated figures to the budget as presented to the Board of Governors on April 30, 2026. Major changes are as follows:

Revenues (lines 7 to 9)

a. Tuition revenue from international medical programs is higher by $2.2 million (line 7).

b. All other revenues (line 8) – across a number of line items – were higher by $2 million.

c. The net result is that total operating revenue is $4.2 million higher than the original budget (line 9).

Expenditures (lines 10 to 12)

d. A portion of the incremental international medical program tuition flows to the Schulich School in 2025-26 (line 10).

e. All Other Expenditures (line 11) – in total – were higher by $686,000.

f. The net result is that total operating expenditures are $2.6 million higher than the original budget (line 12).

Operating Reserve (line 6)

g. As a result of the above changes in revenue and expenditures, the Operating Reserve is estimated to be $61.0 million – compared to the $59.4 million shown in the April 2026 budget.

Western University

2025-26 Operating Budget Update

as at April 30, 2026

($000)

<a> Summary

		As Presented to the Board <d>	(Preliminary) Actual	Increase/Decrease	
				$	%
1	Revenues <b>	973,478	977,646	4,168	0.43%
2	Expenditures <c>	969,099	971,662	2,563	0.26%
3	Surplus / (Deficit)	4,379	5,984	1,605	
4	Operating Reserve -- Beginning of Year	55,035	55,035	0	
5	Surplus / (Deficit)	4,379	5,984	1,605	
6	Operating Reserve -- End of Year	59,414	61,019	1,605	

<b> Revenue Changes

7	Tuition Revenue: International Medical Programs			2,208	
8	All Other			1,960	
9	Total Revenue Changes			4,168	

<c> Expenditure Changes

10	Medicine & Dentistry: Share of International Medical Tuition			1,877	
11	All Other			686	
12	Total Expenditure Changes			2,563	

<d> The 2025-26 projected budget was presented to the Board on April 30, 2026.

2025-26 Ancillary Financial Report (Preliminary Year-End) as at April 30, 2026

Action: ☐ Approval ☒ Information ☐ Discussion

Executive Summary:

The Ancillary Financial Report is provided semi-annually to the Property and Finance Committee for information.

Documentation Provided:

2025-26 Ancillary Financial Report (Preliminary Year-End) as at April 30, 2026

Property and Finance Committee
June 2, 2026

Western University

Student Fee-Funded Units, Ancillaries, Academic Support Units, and Associated Companies

Fiscal 2025-26 Preliminary Actual Financial Results
(Compared to Fiscal 2025-26 Projections)

The attached table compares the 2025-26 preliminary actual financial results for Student Fee-Funded Units, Ancillaries, Academic Support Units, and Associated Companies to the projected results presented to the Property and Finance Committee and Board of Governors in April 2026.

Commentary is provided below for major variances from projected results. ***Line references correspond to the line numbers appearing in the attached table.***

Housing Services (Line 24) – The in-year position is better than expected due to lower major maintenance and operating costs.

Parking Services (Line 27) – The net position exceeds projection due to higher revenues from metered parking across campus. Persistent demand and waitlist for student parking passes are primary drivers of increased daily parking usage.

Boundary Layer Wind Tunnel (Line 31) – The in-year position is better than anticipated due to lower external project costs and better-than-expected collection of outstanding invoices.

Western Continuing Studies (Line 35) – The net position is better than expected due to higher non-credit course revenues as well as lower salary expenses due to staffing vacancies.

Western University

Student Fee-Funded Units, Ancillary Units, Academic Support Units, and Associated Companies
2025-26 Preliminary Results Summary ($ 000)

		2025-26 Projected			2025-26 PreliminaryActuals			% Change		Reserve Balances at April 30, 2026	
		Revenues	Expenses	Rev-Exp	Revenues	Expenses	Rev-Exp	Revenues	Expenses	Operating	Capital
1	**A - Student Fee-Funded Units**										
2	***Student Experience Fee-Funded Ancillary Units***										
3	*Sport & Recreation Pillar*										
4	Recreation	6,500.2	6,489.0	11.2	6,677.3	6,644.9	32.4	2.72%	2.40%	446.1	909.3
5	Sport	8,525.9	8,477.7	48.2	8,177.0	8,148.9	28.1	-4.09%	-3.88%	178.3	418.4
6	Spirit & Connection (Thompson Recreation & Athletic Centre)	1,425.0	1,407.0	18.0	1,538.9	1,521.2	17.7	7.99%	8.12%	116.8	1,002.3
7	Spirit & Connection (Spirited Activities & Events)	1,732.9	1,753.4	-20.5	2,010.7	2,005.9	4.8	16.03%	14.40%	108.2	
8	*Wellness & Well-being Pillar*										
9	Health & Wellness	7,601.0	7,502.9	98.1	7,790.7	7,735.6	55.1	2.50%	3.10%	513.4	500.3
10	Wellness & Equity Education	791.0	800.5	-9.5	812.4	801.0	11.4	2.71%	0.06%	433.8	200.0
11	Student Support & Case Management	569.9	523.6	46.3	579.3	472.2	107.1	1.65%	-9.82%	473.9	82.6
12	*Leadership & Learning Pillar*										
13	Academic Support & Engagement	2,168.2	2,103.9	64.3	2,233.2	2,169.2	64.0	3.00%	3.10%	562.6	
14	Careers & Experience	1,886.5	1,770.5	116.0	1,949.9	1,849.2	100.7	3.36%	4.45%	593.4	
15	***All Other Fee-Funded Ancillary Units***										
16	Financial Aid Office	1,575.5	1,578.3	-2.8	1,567.0	1,566.0	1.0	-0.54%	-0.78%	412.2	
17	International Student Services	641.8	635.9	5.9	651.9	645.8	6.1	1.57%	1.56%	0.9	
18	Indigenous Student Centre	973.8	973.7	0.1	982.2	916.9	65.3	0.86%	-5.83%	692.7	
19	Off-Campus Housing & Housing Mediation Services	651.4	598.4	53.0	650.4	603.3	47.1	-0.15%	0.81%	856.8	
20	Western Foot Patrol	244.7	244.0	0.7	264.9	248.0	16.9	8.26%	1.64%	63.9	87.9
21	**Sub-Total**	**35,287.9**	**34,858.9**	**429.0**	**35,885.8**	**35,328.1**	**557.7**	**1.69%**	**1.35%**	**5,453.0**	**3,200.8**
22	**B - Ancillary Units**										
23	Employee & Family Health Clinic	684.4	687.5	-3.1	706.6	722.9	-16.3	3.24%	5.15%	25.1	
24	Housing Services	114,434.3	107,001.5	7,432.8	114,748.9	100,624.6	14,124.3	0.27%	-5.96%	21,510.5	
25	Retail and Hospitality Services	27,681.9	30,508.4	-2,826.5	28,883.0	31,759.4	-2,876.4	4.34%	4.10%	-13,954.5	
26	Spencer Leadership Centre	9,285.6	8,881.1	404.5	9,307.9	8,840.3	467.6	0.24%	-0.46%	-21.8	
27	Parking Services	7,422.7	7,450.7	-28.0	8,146.5	7,667.7	478.7	9.75%	2.91%	-2,000.3	
28	**Sub-Total**	**159,508.9**	**154,529.2**	**4,979.7**	**152,485.0**	**140,774.7**	**11,710.3**	**-4.40%**	**-8.90%**	**5,580.8**	**0.0**
29	**C - Academic Support Units**										
30	Animal Care & Veterinary Services	8,307.4	8,499.2	-191.8	7,861.8	7,877.1	-15.3	-5.36%	-7.32%	2,125.0	194.5
31	Boundary Layer Wind Tunnel	2,368.0	2,261.9	106.1	2,346.4	2,004.6	341.8	-0.91%	-11.38%	1,042.1	1,000.0
32	University Machine Services	1,514.2	1,650.8	-136.6	1,376.3	1,512.8	-136.5	-9.11%	-8.36%	0.0	
33	Fraunhofer Innovation Platform	1,097.0	1,097.0	0.0	1,025.3	1,025.3	0.0	-6.54%	-6.54%	0.0	117.6
34	Surface Science Western	2,336.1	2,335.6	0.5	2,321.4	2,204.7	116.7	-0.63%	-5.60%	316.2	700.6
35	Western Continuing Studies	5,477.0	6,235.2	-758.2	5,708.6	5,900.0	-191.4	4.23%	-5.38%	3,035.0	
36	**Sub-Total**	**21,099.7**	**22,079.7**	**-980.0**	**20,639.8**	**20,524.5**	**115.3**	**-2.18%**	**-7.04%**	**6,518.3**	**2,012.7**
37	**D - Associated Companies**										
38	Western Research Parks (incl. ADEISS & AMP)	4,578.9	5,456.6	-877.7	4,594.0	5,167.7	-573.7	0.33%	-5.29%	5,637.7	
39	Ivey Business School Foundation and Ivey Asia Limited	41,226.6	49,202.0	-7,975.4	40,595.5	48,777.9	-8,182.4	-1.53%	-0.86%	15,880.8	
40	**Sub-Total**	**45,805.5**	**54,658.6**	**-8,853.1**	**45,189.5**	**53,945.6**	**-8,756.1**	-1.34%	-1.30%	**21,518.5**	**0.0**
41	**Grand Total**	**261,702.0**	**266,126.4**	**-4,424.4**	**254,200.1**	**250,572.9**	**3,627.2**	**-2.87%**	**-5.84%**	**39,070.6**	**5,213.5**

Semi-Annual Ratio Report on Non-Endowed Funds

Action: ☐ Approval ☒ Information ☐ Discussion

Executive Summary:

The semi-annual report presents the quarterly activity of the non-endowed funds and monitors the ratio of investments to obligations against the target ratio of 1.08. As at March 31, 2026 the ratio was 1.29 and exceeds the target ratio.

Semi-Annual Ratio Report on Non-Endowed Funds

The provided report shows the non-endowed fund activity from 2015/2016 to March 31, 2026. The balance in the Undistributed Investment Returns Account at March 31, 2026 was $252.1 million. At March 31, 2026, the 12-quarter moving average of non-endowed investments to the obligations of the portfolio was 1.29 (column 10) compared to the target ratio of 1.08.

Net returns / (losses) (column 1) amounted to $(13.6) million.

Allocations to accounts (column 2), represents income distributed to the non-endowed fund balances. The non-endowed rate is based on the 30-day Treasury bill rate less administrative and management fees of 0.42%. The rate is adjusted quarterly and is applicable to non-endowed fund balances with the exception of Robarts. The non-endowed rate at March 31, 2026, was 1.98%. In the case of Robarts, in accordance with the operating agreement, the long-term portion of their fund balance earns the rate of return generated by the Operating & Endowment portfolio.

The allocation to the operating budget (column 3) was zero as approved by the Board.

Other Allocations (column 4) were nil, for the period ending March 31, 2026.

The non-endowed investments decreased $15.2 million (column 6).

The total market value of the non-endowed fund's portion of the externally managed portfolio at March 31, 2026 amounted to $969.4 million (column 7).

The obligations of the portfolio amounted to $717.3 million at March 31, 2026 (column 8).

The ratio of investments to obligations stood at 1.35 (column 9) at March 31, 2026

Documentation Provided:

Non-Endowed Funds: Quarterly Values

Western University
Non-Endowed Funds: Quarterly Values

Quarter	*Net Returns (1)*	*To Accounts (2)*	*Allocations To Operating Budget (3)*	*Other (4)*	*Change in amount Owed (5)*	*Net Change (6)*	*Total Investments (7)*	*Total Obligations (8)*	*Ratio of Investments to obligations (9)*	*Ratio of Investments to obligations Average for 12 Quarters (10)*
2015/2016	**0.7**	**(0.1)**	**0.0**	**(0.5)**	**13.9**	**14.1**	**489.0**	**275.5**	**1.77**	**1.72**
2016/2017	**21.4**	**(0.8)**	**0.0**	**(0.1)**	**(4.8)**	**15.7**	**569.1**	**307.4**	**1.85**	**1.80**
2017/2018	**10.4**	**(0.7)**	**0.0**	**(12.5)**	**3.4**	**0.6**	**582.7**	**275.8**	**2.11**	**1.92**
2018/2019	**12.0**	**(1.5)**	**0.0**	**(1.1)**	**(4.0)**	**5.4**	**593.0**	**292.6**	**2.03**	**2.00**
2019/2020	**0.5**	**0.5**	**0.0**	**(65.0)**	**57.4**	**(6.6)**	**612.9**	**530.8**	**1.15**	**1.74**
2020/2021	**38.4**	**(1.9)**	**0.0**	**(18.1)**	**14.1**	**32.5**	**668.0**	**539.2**	**1.24**	**1.43**
2021/2022										
July 2021 Q1	48.9	(2.3)	0.0	0.0	26.0	72.6	780.0	595.8	1.31	1.39
October 2021 Q2	28.1	0.0	0.0	0.0	(10.1)	18.0	798.0	585.7	1.36	1.34
January 2022 Q3	3.4	(1.9)	0.0	0.0	(3.7)	(2.2)	795.8	582.0	1.37	1.30
April 2022 Q4	(27.6)	(3.1)	0.0	(47.3)	47.4	(30.6)	765.2	629.4	1.22	1.24
2022/2023										
July 2022 Q1	(0.9)	(0.3)	0.0	(1.7)	33.5	30.6	795.8	662.9	1.20	1.24
Oct 2022 Q2	(21.4)	(1.2)	0.0	(3.6)	(19.6)	(45.8)	750.0	643.3	1.17	1.24
Jan 2023 Q3	50.6	(2.5)	0.0	0.0	(19.2)	28.9	778.9	624.1	1.25	1.25
Apr 2023 Q4	30.2	(4.6)	0.0	(14.3)	(55.4)	(44.1)	734.8	568.7	1.29	1.26
2023/2024										
July 2023 Q1	19.9	(5.4)	0.0	(1.1)	46.8	60.2	795.0	615.5	1.29	1.27
Oct 2023 Q2	5.2	(6.5)	0.0	(1.2)	(11.2)	(13.7)	781.3	604.3	1.29	1.28
Jan 2024 Q3	60.0	(6.3)	0.0	(1.0)	(6.3)	46.4	827.7	598.0	1.38	1.28
Apr 2024 Q4	53.2	(11.1)	0.0	(169.4)	98.0	(29.3)	798.4	696.0	1.15	1.27
2024/2025										
July 2024 Q1	50.6	(7.3)	0.0	0.0	26.3	69.6	868.0	722.3	1.20	1.26
Oct 2024 Q2	38.3	(7.8)	0.0	0.0	(13.7)	16.8	884.8	708.6	1.25	1.25
Jan 2025 Q3	58.0	(7.2)	0.0	0.0	(5.5)	45.3	930.1	703.1	1.32	1.25
Apr 2025 Q4	(14.8)	(8.9)	0.0	(41.8)	14.4	(51.1)	879.0	717.5	1.23	1.25
2025/2026										
July 2025 Q1	56.2	(4.5)	0.0	0.0	44.9	96.6	975.6	762.4	1.28	1.26
Oct 2025 Q2	55.4	(4.5)	0.0	0.0	(9.9)	41.0	1016.6	752.5	1.35	1.27
Jan 2026 Q3	10.2	(4.2)	0.0	(1.5)	(36.4)	(31.9)	984.7	716.1	1.38	1.28
Mar 2026 Q4	(13.6)	(2.9)	0.0	0.0	1.2	(15.3)	969.4	717.3	1.35	1.29

General notes:

[A] For 2013/2014 through to 2018/2019 the figures are the average for the four quarters.

Columns (1) to (6) refer to changes during the quarter, column (7) to (10) refer to the end of each quarter.
All figures are millions of dollars, except columns (9) and (10). Column (9) is the ratio of column (7) to column (8).
Column (10) is the average of the ratios in column (9) over 12 quarters (i.e. over 3 year period).

Notes:

(1) Net investment returns, including changes in unrealized capital gains, net of consulting and investment management fees. This total includes returns on internally managed funds and other sundry investment earnings less overdraft interest and interest paid to employee benefit accounts.

(2) Allocations from the fund to all account fund balances and associated companies, except the Operating budget and Other allocations (column 4)

(3) Allocations to the Operating budget.

(4) April 2025 includes allocation of investment income to MSOF and Sinking Funds (42.6); special allocation to capital (1.3) netted by debenture cost recover 1.7 and market adjustment on RBC SWAP interest agreement of (.6)

(5) The change in the amount owed to other funds for the quarter is the net cash flows into the accounts less any transfers to Western's bank account.

(6) Quarterly net change, is the sum of columns (1) to (5) and is the change in the value of the fund in column (7), which is the change in the market value of investments during the quarter.

(7) Total non-endowed externally managed funds. Endowed funds are not included.

(8) Total of the non-endowed externally managed funds that are owed to University accounts and other creditors.

(9) The ratio of column (7) to column (8).

(10) The average of this ratio over the previous 12 quarters. The Board target for this ratio is an average of 1.08.

Investment Committee Membership

Action: ☐ Approval ☒ Information ☐ Discussion

The Property and Finance Committee approved the following reappointments to the Investment Committee:

1) Lee Sienna for a two-year term ending March 2028.
2) Doug Greaves for a two-year term ending August 2028.

Executive Summary:

The Investment Committee is a subcommittee of the Property and Finance Committee. The membership is made up of Administration, current or former Board members, and individuals with investment expertise as recommended by the Investment Committee and approved by the Property and Finance Committee.

The Investment Committee has recommended the proposed reappointment.

Including the above reappointment, the Committee voting members and terms will be as follows:

Appointed by the Property and Finance Committee

Doug Greaves	(August 2028)
Lee Sienna	(March 2028)
Jeff Parr	(September 2028)
Doug Porter	(February 2028)
David Stenason	(December 2027)
Sarah Takaki	(May 2028)
Greg Dick (*current or former Board member*)	(November 2026)

Ex-Officio

Lynn Logan - Vice-President (Operations & Finance)
Eric Mallory - Associate Vice-President (Financial Services)
Martin Bélanger - Director, Investments

Background

Lee Sienna

Mr. Sienna recently retired from Ontario Teacher's Pension Plan. In June 2009 he was appointed to the position of Vice-President, Long Term Equities; a newly created portfolio within the private equity group at Ontario Teacher's Pension Plan. From 2002 until his new appointment, he was Vice President, Private Capital of Ontario Teachers' Pension Plan. From 1998 to 2002, Mr. Sienna was partner at Calcap Corporate Finance Limited, a consulting firm specializing in

mergers and acquisitions. From 1995 to 1998, Mr. Sienna was Vice President, Corporate Development at Dairyworld Foods. Prior to 1995, he held various positions in management and corporate development for companies in the beverage, food and entertainment industries, primarily with John Labatt Limited. Mr. Sienna serves on the Board of Directors of ALH Holding Inc., Easton-Bell Sports, AOT Bedding Holdings Corporation (Serta), GNC Corporation and GCAN Insurance Company. He is also a Chartered Accountant and a graduate (HBA) of the Richard Ivey School of Business and received an MBA from the Rotman School at the University of Toronto. He is also a member of the Institute of Corporate Directors.

Mr. Sienna was appointed to the Investment Committee for an initial five-year term ending March 2011. He has agreed to a two-year renewal, extending his membership to March 2028.

Doug Greaves

Doug was Vice-President Pension Fund and Chief Investment Officer with Canada Post. He has extensive investment management experience in bonds, equities and alternative investments. Joining the organization at the inception of Canada Post's pension plan in 2000, Doug was responsible for developing and implementing the Plan's investment strategy, hiring employees and establishing the plan's administration and investment operations. Prior to joining Canada Post, he held senior investment positions with Workers' Compensation Board, Ontario Municipal Employees Retirement Board and North American Life Assurance Company.

Doug received his Honours in Business Administration (HBA) from the Richard Ivey School of Business, University of Western Ontario, and is a CFA Charter holder. Doug is a member of the Pension Investment Association of Canada, the Canadian Coalition of Good Governance and the Institute of Corporate Directors. Doug chairs the Investment Committee of the United Church of Canada Pension Fund.

Doug was appointed to the Investment Committee for an initial five-year term ending August 2017. This reappointment will extend his membership to August 2028.

Western University's Compliance with the Revised Directive on the Costs of Educational Material under the Ministry of Training, Colleges and Universities Act

Action: ☒ Approval ☐ Information ☐ Discussion

Recommended: That, on the recommendation of the Property and Finance Committee, the Board of Governors approve the *Report on Costs of Textbooks and Other Learning Materials* in compliance with the Revised Directive on the Costs of Educational Material under the Ministry of Training, Colleges and Universities Act, Subsection 21(6).

Executive Summary:

The Strengthening Accountability and Student Supports Act, 2024 introduced amendments to the MTCU Act that allow for directives requiring publicly assisted colleges and universities to provide students with information about educational costs associated with attending the institution.

Pursuant to subsection 21 (2) of the MTCU Act, a directive was issued on August 16, 2024 and subsequently replaced by a directive of December 20, 2024. The objectives of the December 20, 2024 directive are to:

- Ensure students and their families can find information on educational costs with ease; and
- Improve consistency across the sector in publishing educational costs and leverage best practices.

Educational costs include ancillary fees, the costs of textbooks, and other learning materials.

The directive does not include any changes to the current requirements for the publication of ancillary fees. The 2025/26 ancillary fees received Board of Governors approval on May 1, 2025.

Report on Costs of Textbooks and Other Learning Materials

Western continues to use the course outline (referred to in the directive as the "course syllabus") as the primary method for tracking the communication of the costs of textbooks and other learning materials. The 2025-26 academic year represents the first full-year implementation of a centralized compliance review process aligned with the directive.

A workplan was jointly developed by the Office of the Registrar, the School of Graduate and Postdoctoral Studies, and the Office of the Vice-Provost (Academic Programs) to support the collection and review process. This included establishing a centralized submission portal, compiling a comprehensive course list, and conducting a manual audit to assess whether course outlines included information on the costs of educational materials.

Course outlines were collected throughout the academic year for the Summer 2025, Fall 2025, and Winter 2026 terms using a centralized OneDrive-based submission portal established by the Office of the Registrar. Files were organized by Faculty, level (graduate/undergraduate), and term. The Office of the Vice-Provost (Academic Programs) coordinated submissions with Associate Deans and appointed designated uploaders for each Faculty, who were provided with instructions and direct access to upload course outlines. Multiple communications were sent to Associate Deans and designated uploaders between October 2025 and March 2026 to support participation.

Ivey School of Business shares costs of educational materials directly with students through course pages posted on its Learning Management System, a method that is compliant with the Directive.

Collected course outlines were manually audited by members of the Office of the Vice-Provost (Academic Programs) and the School of Graduate and Postdoctoral Studies. Each office employed a work-study student to assist with course outline review.

Results

Undergraduate				
	Summer 2025	**Fall 2025**	**Winter 2026**	**Undergraduate Totals**
Total Courses	842	2,815	2,240	5,897
Compliant	174 (21%)	1,822 (65%)	1,560 (70%)	3,556 (60%)
Graduate				
	Summer 2025	**Fall 2025**	**Winter 2026**	**Graduate Totals**
Total Courses	396	794	848	2,038
Compliant	113 (29%)	448 (56%)	340 (40%)	901 (44%)
Ivey				
	Summer 2025	**Fall 2025**	**Winter 2026**	**Ivey Totals**
Total Courses	29	317	185	531
Total Courses Sharing Costs	29	317	185	531 (100%)
Combined Totals				
	Summer 2025	**Fall 2025**	**Winter 2026**	**Combined Totals**
Combined Total Courses	1,267	3,926	3,273	8,466
Combined Compliant	316 (25%)	2,587 (66%)	2,085 (64%)	4,988 (59%)

A total of 5,050 Undergraduate and Graduate course outlines were submitted through the central collection process, representing 64% of all Undergraduate and Graduate courses from the reporting period; 88% of submitted course outlines included information on the cost of educational materials.

Plans to Reach Full Compliance

The 2025-26 academic year reflects progress toward full compliance with the Directive. The overall compliance rate has increased from the BOG report of June 2025 at 52 percent to 59 percent.

A critical change that will support full compliance is the updated Policy on Course Outlines that takes effect September 1, 2026. Through this update, that Senate approved on November 14, 2025 (see Senate agenda, Item 13.2(a)), instructors are required to indicate the approximate cost of all required and recommended course learning materials, including textbooks, supplemental materials, notes, manuals, laboratory and safety materials, and any required electronic devices.

To build on progress achieved this year and reach full compliance, we will take the following steps:

1. Develop a plan to communicate and highlight the change to the Policy on Course Outlines, reinforcing compliance expectations and standardizing the inclusion of cost information.
2. Refine and expand the centralized course outline collection and review process based on learnings from this year, including additional touchpoints to follow up with departments not in compliance and adjusting timelines as needed.
3. Enhance targeted communication strategies with Associate Deans and their designates to support timely and complete submissions of course outlines throughout the collection period.
4. Continue to build support from academic units and Deans' offices to assist with the gathering and centralized submission of course outlines.

Western Retirement Plans Report to the Audit Committee

Action: ☐ Approval ☒ Information ☐ Discussion

Executive Summary:

This report covers the calendar year January 1, 2025 to December 31, 2025 and was prepared using data as of December 31, 2025.

The Academic and Administrative Staff Pension Boards are responsible for the administration and oversight of two pension plans (the Academic Staff Pension Plan and the Administrative Staff Pension Plan).

The Pension Boards are accountable to the Board of Governors to ensure all fiduciary and statutory requirements relating to the pension plans.

1. Plan Overview

- Contributions are defined through collective bargaining and allocated to investment funds at the member's direction.
- Huron University College also participated in the respective plans for their faculty and administrative staff.
- $1,683 million in assets in total.
- 8,259 member accounts in total, including former faculty and staff choosing to leave their savings in the plan for a service fee.
- Pension income for members is based on their accumulated balance of investments and flexible income vehicles at retirement.
- Fourteen (14) investment options; New members start in the Balanced Growth Fund; all members are responsible to selecting the investment mix for their account.

Pension Member Performance[1]
As at December 31, 2025

Member Historical Median Returns

- 1 year: 12.3%
- 3 year: 13.0%
- 5 year: 8.6%

Individual Account One Year Returns

- Maximum: 28.9%
- Average: 12.2%
- Median: 12.3%
- Minimum: -9.7%

[1] Excludes members with ending balances of less than $3,000

Distribution of Plan Assets
As at December 31, 2025

TOTAL	**$1,682.70**	**100.0%**

Balanced Funds	**$644.59**	**38.3%**
Balanced Growth	$583.74	90.6%
Balanced Income	$60.85	9.4%

Diversified Equity Fund	**$867.44**	**51.6%**
Canadian Equity	**$174.90**	**20.2%**
BG Fundamental Canadian Equity	$87.03	10.0%
CC&L Canadian Equity Q Growth	$87.87	10.1%
US Equity	**$87.26**	**10.1%**
BlackRock US Equity (Reg Only)	$87.26	10.1%
Non North American Equity	**$87.39**	**10.1%**
Boston Partners International Equity	$43.92	5.1%
MFS International Equity	$43.47	5.0%
Global Equity	**$347.75**	**40.1%**
Fidelity Global Low Volatility Equity	$86.56	10.0%
Fiera Capital Oakmark Global Pooled	$108.33	12.5%
T. Rowe Price Global Growth Equity	$109.46	12.6%
Arrowstreet Capital Global Small Cap	$43.41	5.0%
Emerging Markets Equity	**$89.73**	**10.3%**
CC&L Q Emerging Markets Equity	$89.73	10.3%

Real Assets	**$89.73**	**10.3%**
Brookfield Super-Core Infrastructure Partners	$41.72	4.8%
CBRE Global Alpha QFPF (AM)	$38.68	4.5%

Canadian Equity Fund	**$116.43**	**6.9%**
BG Fundamental Canadian Equity	$57.94	49.8%
CC&L Canadian Equity Q Growth	$58.49	50.2%

US Equity Hedged Fund	**$66.69**	**4.0%**
WindWise S&P500 Index	$66.69	100.0%

US Equity Unhedged Fund	**$88.76**	**5.3%**
BlackRock US Equity (Reg Only)	$88.76	100.0%

Non-North American Equity Fund	**$49.31**	**2.9%**
Boston Partners International Equity	$24.78	50.3%
MFS International Equity (AM)	$24.53	49.7%

Sustainable Global Equity Fund	**$25.93**	**1.5%**
Mirova Global Sustainable Equity	$25.93	100.0%

Islamic Global Equity Fund	**$2.79**	**0.2%**
BlackRock MSCI ACWI Islamic Equity Index	$2.79	100.0%

Diversified Bond Fund	**$348.58**	**20.7%**
Romspen Mortgage Investment (W)	$45.56	13.1%
BlackRock Canada Universe Bond Index	$89.24	25.6%
Leith Wheeler Core Plus Bond	$81.67	23.4%
PH&N Core Plus Bond	$81.71	23.4%
PIMCO Canada Monthly Income	$50.40	14.5%

Canadian Bond Fund	**$22.51**	**1.3%**
BlackRock Universe Bond Index	$22.51	100.0%

Canadian Long Term Bond Fund	**$13.98**	**0.8%**
BlackRock Long Bond Index	$13.98	100.0%

Money Market Fund	**$42.74**	**2.5%**
SLF Money Market Fund	$42.74	100.0%

Sun Life GDIA	**$37.53**	**2.2%**
Sun Life GDIA	$36.94	98.4%
SLFT GDIA	$0.59	1.6%

Note: Amounts are in Millions and Balanced Funds are not included in the University of Western Ontario total plan market value.

(SFR) Suggested For Removal
(AM) Additional Monitoring (W) On Watch

Investment management fees
Fees have remained stable from the prior year, at 0.47% on average including HST. Managing fees helps members to grow their savings more efficiently.

As at December 31, 2025

	Western's Calculations 2025				
Western Pension Fund	Investment Management	Custodian	Fund Operating Expense	Segregated Fund Operating Expenses	Expected Avg. Fee
Balanced Income	0.41%	0.02%	0.08%	0.00%	0.52%
Balanced Growth	0.46%	0.02%	0.08%	0.00%	0.56%
Diversified Bond	0.37%	0.02%	0.09%	0.00%	0.49%
Diversified Equity	0.50%	0.02%	0.07%	0.00%	0.59%
Money Market	0.02%	0.02%	0.01%	0.03%	0.06%
Canadian Bond	0.06%	0.02%	0.00%	0.03%	0.08%
Canadian Long Term Bond	0.06%	0.02%	0.00%	0.07%	0.08%
Sustainable Global Equity Fund	0.79%	0.02%	0.08%	0.03%	0.90%
Islamic Global Equity	0.16%	0.02%	0.45%	0.05%	0.63%
Canadian Equity	0.24%	0.02%	0.04%	0.00%	0.31%
US Equity Hedged Fund	0.08%	0.02%	0.03%	0.01%	0.13%
US Equity Unhedged Fund	0.06%	0.02%	0.00%	0.03%	0.08%
Non-North American Equity	0.50%	0.02%	0.04%	0.00%	0.56%
Total	0.39%	0.02%	0.06%	0.00%	0.47%

2. Key Updates

Fixed Income Review
In the first quarter of 2025 the Pension Boards implemented changes to the Diversified Bond Fund which were approved in 2024. The Diversified Bond Fund now accesses global fixed income through a Global Multi-Asset Credit (MAC) mandate which is expected to be more diversifying and less correlated with the rest of the fund. The changes also increased the allocation to Canadian Core Plus Fixed Income mandates due to a better risk-adjusted return profile than traditional global fixed income mandates. “Plus” refers to the inclusion of investment strategies beyond the traditional core holdings of high-quality government and corporate bonds, and MAC allocates across a broader range of credit assets.

The Long-Term Bond Fund was renamed the Canadian Long Term Bond Fund to provide at-a-glance clarity that it is a portfolio of Canadian dollar denominated bonds issued by Canadian federal, provincial or municipal governments, and Canadian corporations.

Diversified Equity Fund
Following a review of one of the global equity managers in 2025 which highlighted inconsistent long-term results, the Pension Boards approved a manager change (12.5% of the fund), shifting from a concentrated value strategy to a balanced and diversified strategy expected to keep the portfolio closer to global market weights. The recommendation recognized changes made to Diversified Equity Fund in 2024, which included the addition of infrastructure and real estate mandates.

The change was implemented in April 2026.

Romspen Mortgage Investment Fund

Romspen Mortgage Investment Fund has been a mandate within Western's Diversified Bond Fund since 2012. They invest primarily in short-term commercial mortgages throughout North America. Its lending is at higher interest rates and non-performing loans are anticipated with the strategy, which is expected to compensate investors with higher returns over time. Romspen is one of five investment managers managing one of the five underlying strategies for the Diversified Bond Fund. The Diversified Bond Fund also represents 70% of the Balanced Income Fund and 30% of the Balanced Growth Fund. In 2022, Romspen restricted redemptions to help protect against volatility in the market. Redemptions remain suspended in the fund and are expected to remain suspended over the next 12 months. To address the overweight position in the fund, the board approved the decision to stop the dividend reinvestment program effective September 26, 2022. The fund's current distribution rate is $0.02/unit. There have been no changes to the liquidity of Western's Diversified Bond Fund, Balanced Growth Fund, or Balanced Income Fund.

Romspen manages approximately 12% of the Diversified Bond Fund. This is above the target weight of 10% but within the permissible range of 5% to 15%. Romspen has achieved an average return of 5.2% per year for the 10 years ending December 31, 2025 (gross of fees).

Western has been actively engaging Romspen to get more transparency for the investors and also to provide advice on the fund management with the goals of providing liquidity to investors and increase the fund's distributions. Western's engagement has led to the creation of an Advisory Committee that provides Romspen with advice and counsel with respect to matters pertaining to the Fund's strategy, investments and operations, with a particular focus on cash flow and management of redemptions.

Responsible Investing and the Western Pension Plans

The Board continues to monitor and engage with all investment managers to understand how they are considering the financial impact of ESG factors on risk and return as they make their security selections for the portfolios with the goal of ensuring that material ESG risks and opportunities are properly considered and managed. This approach aligns with regulatory guidelines, which were updated in November 2024.

Members continue to have access to two options aligned with Responsible Investment:

i) The Sustainable Global Equity Fund (since February 2024), managed by Mirova, aims to achieve long-term financial outperformance with greater sustainability impact by:
   - investing in companies whose economic activity contributes a positive impact to the achievement of one or more of the United Nations Sustainable Development Goals ("SDGs") and/or reduces the risk of not achieving one or more of the SDGs;
   - prioritizing a positive social and environmental impact in the investment process while ensuring that the portfolio companies follow good governance practices;
   - actively engaging with companies to encourage strategies in line with the SDGs;
   - seeking portfolio alignment with a 2 degree Celsius global warming scenario.

This fund replaced the Socially Responsible Global Equity Fund, a fund which used an exclusionary or negative screening approach and had been offered since 2008.

ii) The Islamic Global Equity Fund (since June 2023), continues to provide an investment option that complies with Islamic investment principles. As a diverse and inclusive employer this is an important option which enables more members to fully participate in the pension plans. P

Canadian Association of Pension Supervisory Authorities (CAPSA)
CAPSA is a national association of pension regulators which has developed guidelines for the administration of capital accumulation plans (including defined contribution pension plans). In the fall of 2024, CAPSA released revised guidelines pertaining to the responsibilities of plan sponsors, plan members, and services providers, and a new guideline on risk management. In 2025, the Board was supported through a review of the guidelines and implications for the pension plans, supported by management staff, investment consultants and the recordkeeper. Minimal changes were needed to the Pension Board's governance materials. Member communications are continuing to be updated.

Cyber Security
There have not been any security incidents affecting Western members. All access points with Sun Life for plan administrators and plan members require multi-factor authentication (MFA). Management staff receive Sun Life's Systems and Organization Controls 2 Report (SOC 2) annually and share it with Western's cyber security team for review.

Sun Life leverages advanced data analytics, including artificial intelligence (AI) and machine learning, to deliver proactive, relevant, and timely insights for Clients, as well as to support fraud prevention. The company employs consistent global AI infrastructure and tools to ensure strong governance and data security, while complying with all applicable laws, including local data residency requirements. Its governance framework evaluates AI deployments to balance innovation with regulatory compliance and ethical considerations, applying controls such as restricted system access, limits on cross-border data flows, and model adjustments where required. Protecting Client data is central to Sun Life's approach, supported by robust technical, physical, and organizational safeguards, strict access controls based on business need, and comprehensive online security measures.

In November 2025, a cyber security expert from Sun Life delivered a cyber awareness session to Western pension plan members.

Sun Life Retirement & Savings Plan for Western Retirees
The initial 10-year agreement for the Sun Life Retirement & Savings Plan for Western Retirees, a decumulation program sponsored by Sun Life exclusively for Western retirees and their spouses, ended May 1, 2025. Western exercised the first of two, five-year renewal options. The plan continues to operate with the same provisions. Western and Sun Life continue to monitor the program and evaluate whether changes are needed to keep the program meeting the needs of Western retirees.

3. Member Decisions:

- **Plan Asset Mix** – allocation of assets between cash, fixed income and equities has continued to reflect the relative movement of the markets and not active trading by plan members.

	2025
Cash	4.8%
Fixed Income	22.9%
Equities	72.3%

- **Member investment choices** – the average number of funds used per member remains low at 2.0. The most frequently used options are the plan default, Balanced Growth Fund, and direct investment in its underlying funds (Diversified Equity Fund and Diversified Bond Fund). These options offer built-in diversification through their multi-manager strategies.

- **Plan participation rates**- beginning in 2021, the University has been working to negotiate changes to the participation provisions in collective agreements to more strongly support enrolment:
  - Most regular, full-time Staff and all Faculty are required to join the plan from date of hire and there is currently a 100% participation rate.
  - Most non-regular full-time Staff who are eligible to join the pension plan are now automatically enrolled, with an option to waive participation. In 2025, among Administrative staff eligible for auto-enrolment, there was a 96% participation rate; and for employees who are eligible to opt-in to the plan, there was a 21% participation rate for the Academic plan and 10% participation rate for the Administrative plan.

4. Communication and Education

Western and Sun Life continue to prioritize awareness of financial planning support included in the program. The support is led by Sun Life's Financial Services Consultants (for all plan members) and Retirement Consultants (specialists supporting pre-retirees and retirees) and leverages the *Sun Life One Plan* financial planning tool. All support is provided from salaried, licensed consultants within the Group Retirement Services division.

Each January, members receive a comprehensive and personalized annual statement for the prior year. Quarterly, electronic statements are posted to a plan members' account. New members in each quarter receive a reminder about the important steps to take to set up for success, including naming beneficiaries, selecting investments, and electing additional voluntary contributions. Throughout the year all members receive prompts from Sun Life and Western Human Resources to take action, reminders of customized retirement planning/projection tools, and details on relevant workshops and how to access support.

Annual Member Update Meeting
Each year, on behalf of the Joint Pension Board, Management staff in Finance and Human Resources host a Member Update meeting to address member question and share about developments from the prior year, and underway.

In March 2026 (for 2025) the update featured a presentation by Academic Penson Board member Prof. Stephen R. Foerster on his book *Trailblazers, Heroes & Crooks: Stories to Make You a Smarter Investor*.

On-going Education Opportunities

- On demand, custom recordings for Western plan members (updated and re-branded in 2023):
  - Understand the Value of your Western Pension Plan
  - Investing: The Essentials
  - Choosing your Investments
  - Rebalancing your Pension Plan Investment Mix (new)
  - Becoming Retirement Ready (series)- Part 1: Assessing your Retirement Readiness; Part 2: Planning for Retirement Risks; Part 3: Living your Retirement Plan

- Sun Life Wellness Webinar Series: www.sunlife.ca/mymoney
  - New topics have been added and recordings of sessions are being rolled out to expand access.

- One-on-One support:
  - All members for general account management through the Sun Life Client Care Centre;
  - All members for detailed financial planning with a Financial Services Consultant;
  - Members within 5 years of retiring, for detailed retirement planning support from a Sun Life Retirement Consultant;
  - All support is available from 8 a.m. to 8 p.m. on business days.

5. Projects Underway as at December 31, 2025*:*

- Investments:
  - Recommendation and implementation of the change to global equity manager in the Diversified Equity Fund was completed in April 2026.

- Education and Communications:
  - Communication to plan members of investment changes being implemented in April 2026.
  - Sun Life is launching an e-learning platform to support plan member education. Content development to address the unique features of Western's pension plans and the *Sun Life Retirement & Savings Plan for Western Retirees* is underway.

- Governance:
  - Western's member-level *Plan Summary* is being updated to align with the CAPSA guidelines, particularly Guideline 3 with respect to plan member responsibilities.

6. Pension Governance and Operations

Each of the Pension Boards consist of 7 members: 4 elected by the membership and 3 appointed by the University. These Boards work jointly in the design of investment, communication, and administrative policy (Joint Pension Board). The design and implementation of policy is completed with significant assistance from staff in human resources and financial services.

Joint Pension Board (2025-2026):

Elected Academic Board Members

- Ankush Agarwal, Associate Professor, Dept. of Statistics and Actuarial Sciences (2025)
- Stephen Foerster, Professor, Ivey (2008)
- Saurin Patel, Associate Professor, Ivey (2021)
- Shahbaz Sheikh, Professor, DAN Management and Chair of the Academic Pension Board (2021)

Elected Administrative Board Members

- Ab Birch, Director, Financial Systems and Chair of the Administrative Pension Board (1997)
- Sonya Cuprjak, Manager, Financial Information Systems & Support, Financial Services (2024)
- Rachel Halaney, Chief Administrative Officer, Schulich School of Medicine and Dentistry (2020)
- Jim Loupos, Director, Internal Audit, Financial Services (2009)

University Appointed Members (common to both Boards)

- Louise Koza, Director, HR & Digital Operations, Secretary, Academic Pension Board and Administrative Pension Board (2003)
- Eric Mallory, Associate Vice-President, Financial Services (2019)
- Jane O'Brien, Associate Vice-President, Human Resources (2000)

Staff Supporting the Pension Program:

Human Resources	Finance
Cara Bourdeau, Senior HR Consultant, Total Rewards	Tahir Aziz, Associate Director, Pension Investments
Kyle Digby, Benefits Specialist	Martin Bélanger, Director Investments
Louise Koza, Director, HR Digital and Operations	Tom Keenleyside, Associate Director, Investments
Bekki Ollson, Total Rewards Consultant	

Service Providers:

Provider	Services
Sun Life Financial	Pension: custodian, record keeping, education and financial advice. Other: Preferred provider of Retirement Income Fund
Mercer, a Marsh Business	Investment Consulting
Brown Mills Klinck Prezioso LLP	Legal counsel
KPMG	Auditors

Annual Report on the Non-Discrimination/Harassment/Sexual Misconduct Policy

Action: ☐ Approval ☒ Information ☐ Discussion

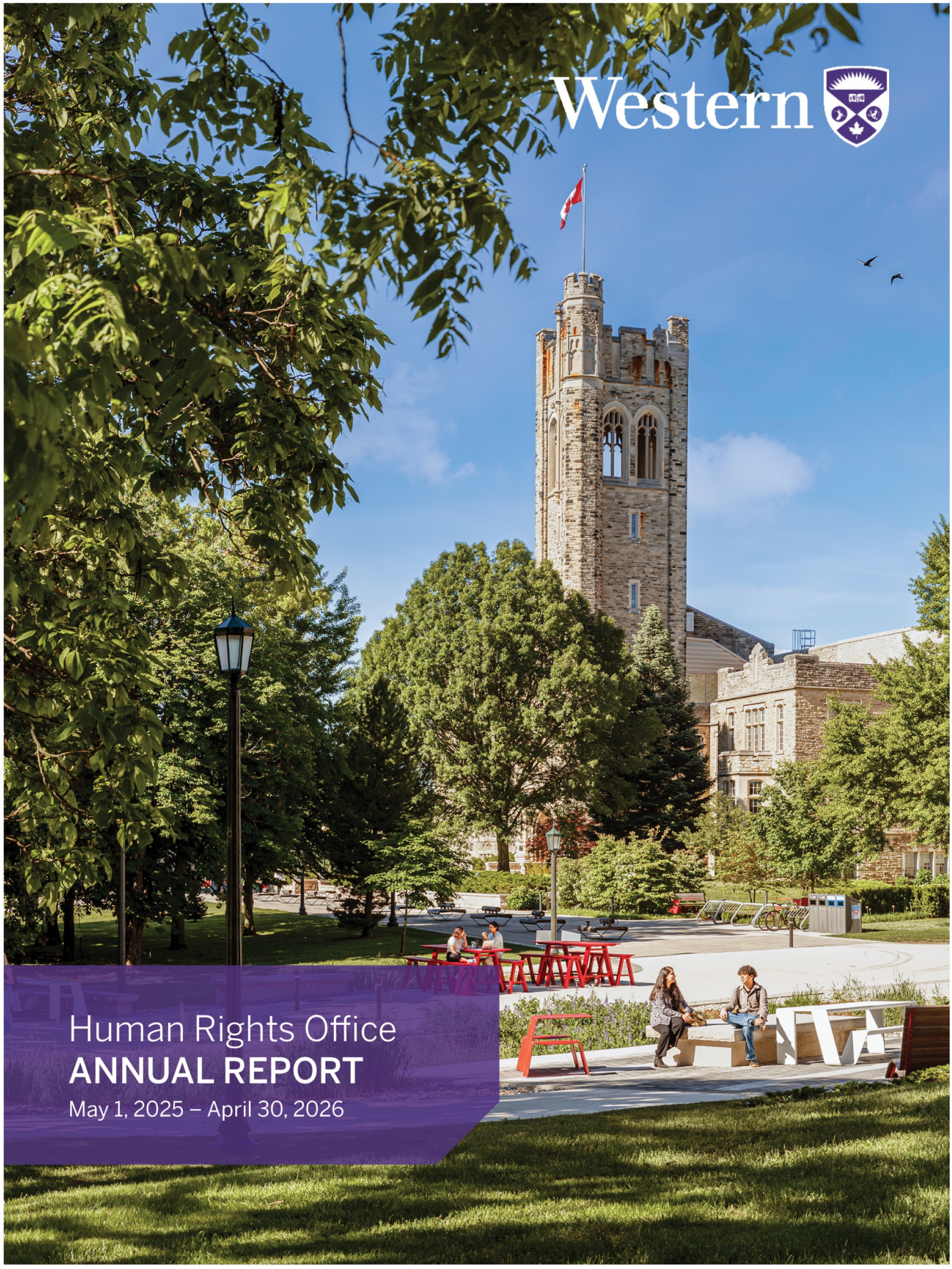
Executive Summary:

The Human Rights Office (HRO) prepares an annual report per MAPP Policy 1.35 - Non-Discrimination/Harassment/Sexual Misconduct. The report focuses on harassment, discrimination and sexual misconduct addressed by the Human Rights Office and the Office of the Associate-Vice President, Human Resources.

The report is provided to the Board of Governors through the Audit Committee for information in accordance with the Audit Committee Terms of Reference.

Documentation Provided:

Human Rights Office: Annual Report May 1, 2025 – April 30, 2026


Western
Human Rights Office
ANNUAL REPORT
May 1, 2025 – April 30, 2026

Human Rights Office – 2025-2026 Annual Report

The Human Rights Office (HRO) prepares an annual report as per the *MAPP 1.35 Non-Discrimination, Harassment and Sexual Misconduct Policy*. The report focuses on the various types of concerns brought forward to the Human Rights Office by members of the University community.

About the Human Rights Office (HRO) at Western

The services of the HRO are available to all members of Western's community. The HRO facilitates the development, implementation and ongoing coordination of Western's policies and programs relating to discrimination, harassment, workplace harassment or sexual harassment and sexual misconduct. Mapp 1.35 complies with the Ontario Human Rights Code and Occupational Health and Safety Act.

The HRO offers the following services:

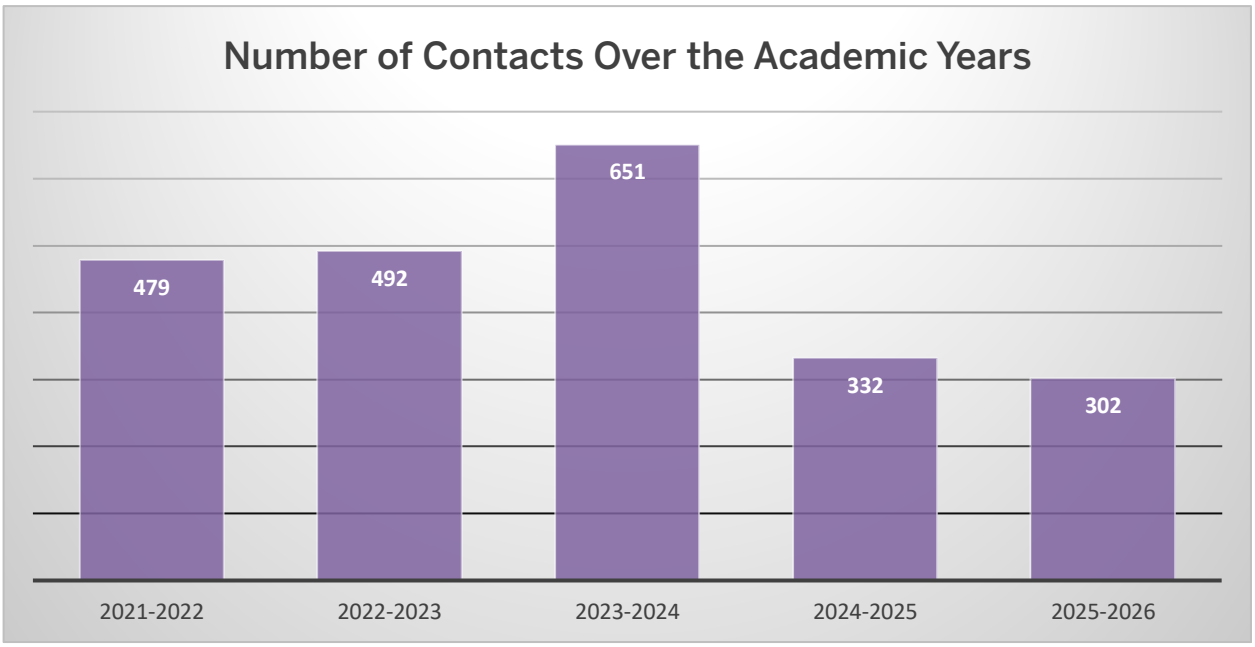
- Confidential consultation, support, and information to all Western students, staff, faculty, librarians and archivists and postdoctoral scholars
- Support, education and advice to administrative and academic leaders
- As appropriate, review and address issues of climate and culture concerns
- Review and facilitate alternative dispute resolution between individuals
- Training and presentations

Contacts with the HRO

Individuals contact the Human Rights Office for a variety of concerns, not all of which relate to discrimination and/or harassment. Many individuals approach the HRO as a first point of contact to seek guidance and determine the most appropriate way to address their situation.

During the 2025-2026 academic year, **302** direct contacts were made with the Human Rights Office. **114** of those were through the online reporting form and **188** were through email, phone or walk-ins. **41** contacts were made anonymously through the online reporting form. **Chart 1** below tracks the number of contacts over the past 5 years. There has been an increase in the number of individuals directly contacting the HRO via email or phone and a decline in the number of contacts made via the online reporting form compared to previous years.

Chart 1



- 65% of contacts were individuals that were reaching out for support on their own personal concerns.
- 18% of contacts were individuals reporting a concern on behalf of someone else or an incident they witnessed.
- 15% of contacts were individuals contacting the HRO with requests for information and general guidance.

Chart 2: Individuals Contacting the HRO

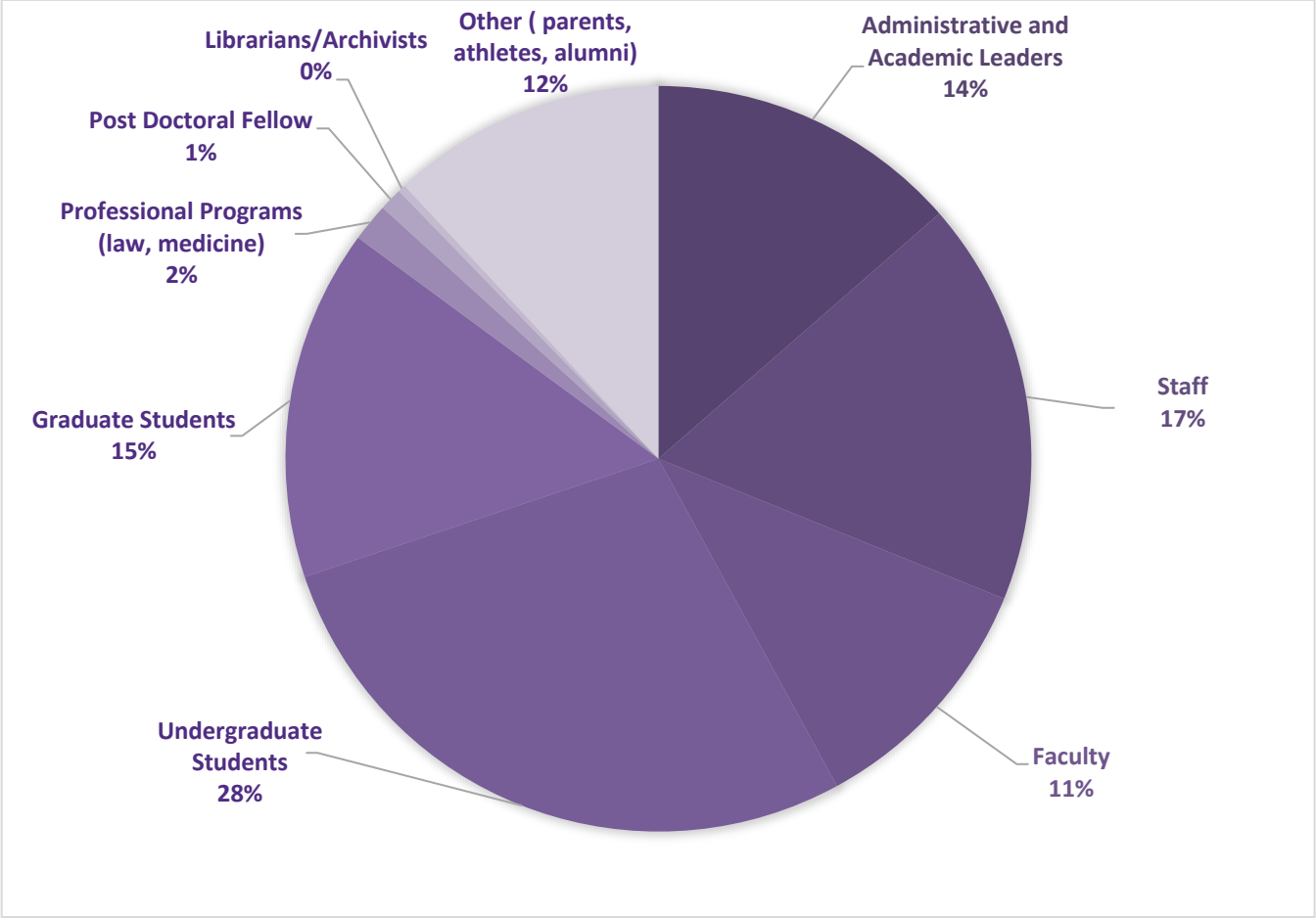


Chart 2 above illustrates the breakdown of individuals who brought concerns to the HRO. Undergraduate students represented the largest group utilizing the HRO's services. This trend is consistent with previous years and is not unexpected, given that undergraduate students comprise the largest population within the university.

Chart 3: Reasons for Contact with HRO

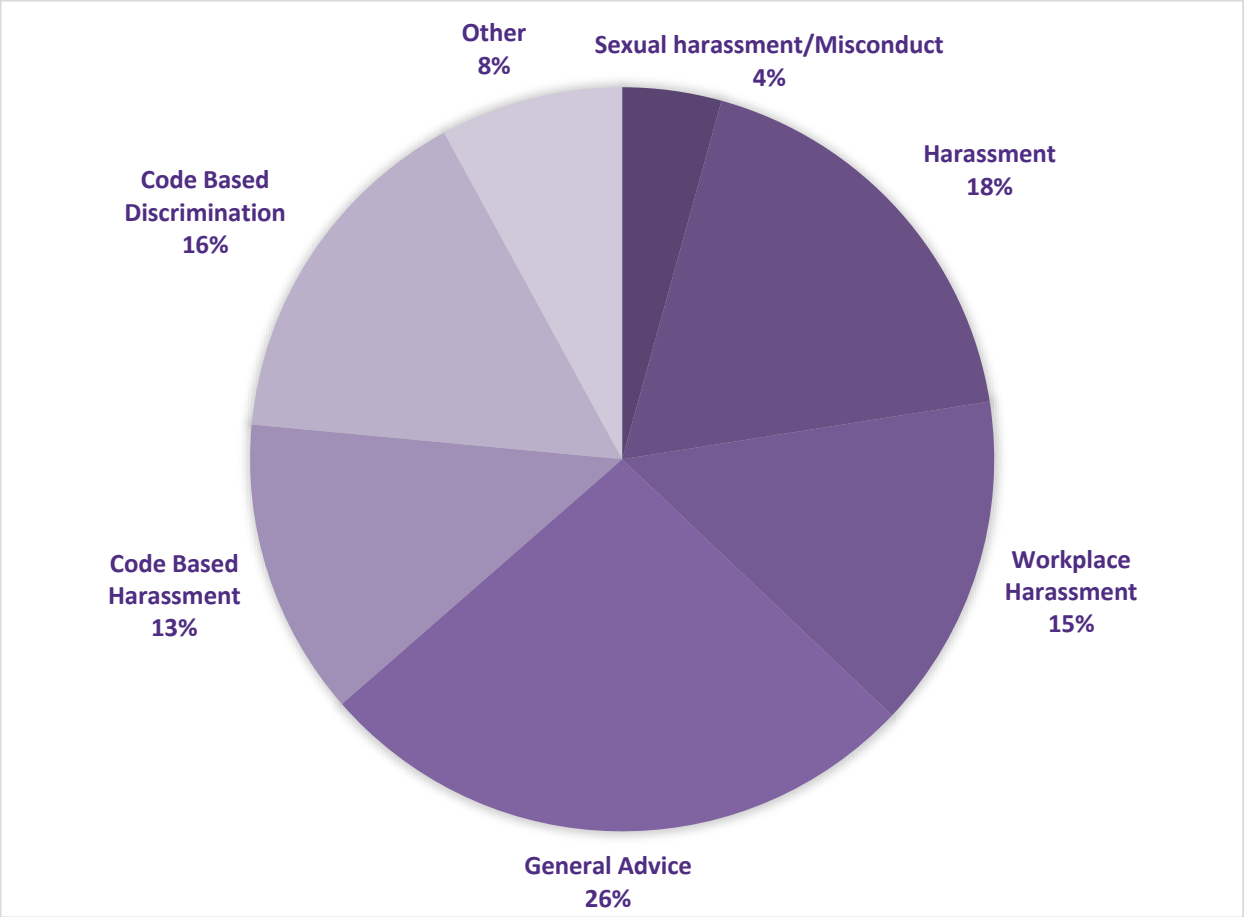


Chart 3 above, together with the concerns outlined in Tables 1 and 2, highlight the range of reasons individuals may contact the HRO for support and guidance. The data illustrates that many individuals seek general advice or clarification, indicating a proactive approach to addressing concerns before they escalate. At the same time, a significant portion of contacts relate to various forms of harassment, including workplace and code-based harassment demonstrating the continued need for specialized support. The breakdown of code-based concerns in Tables 1 and 2 further shows that issues related to race and disability are among the most commonly reported grounds across both students and employees. These patterns suggest that while general inquiries remain a large part of HRO's work, there remains equity-related concerns affecting multiple groups within the institution, reinforcing the importance of ongoing education, policy awareness, and responsive support mechanisms.

Table 1: Grounds for Code Based Discrimination and Harassment reported by Graduate Students and Undergraduate Students

de Based Grounds	Undergraduate	Graduate
Race and race related (i.e ethnicity, place of origin)	16	3
Creed (inc. accommodations)	4	0
Disability (inc. accommodations	9	8
Sex	1	1
Sexual Orientation, Gender Identity and Expression	3	1

Table 2: Grounds for Code Based Discrimination and Harassment Grounds reported by Employees (staff, faculty, post-docs)

Code Based Grounds	Faculty	Staff	Post Doctoral Fellow
Race and race related (i.e ethnicity, place of origin)	7	7	3
Creed (inc. accommodations)	0	0	0
Disability (inc. accommodations	0	3	0
Sex	1	4	0
Sexual Orientation and Gender Identity and Expression	0	0	0

Table 3: Action Taken on Matters Reported

Action Taken to Support Concern	Numbers
Provided Consultation and Information	133
Provided Consultation and Referral	37
Follow Up	94
Provided Consultation and Alternative Dispute Resolution	18
No Action	20

- No action is taken when there is no sufficient information provided to conduct an appropriate follow up.
- Over the past academic year the Associate Vice-President, Human Resources administered 38 matters. Nine matters were carried over from the previous academic year. 29 new complaints were filed and/or initiated during the 2025-2026 academic year.
- The HRO referred 16 matters to Western Special Constables and Emergency Services

Closing Reflections

Throughout the academic year, the Human Rights Office (HRO) continued to address a range of concerns related to discrimination, harassment, workplace harassment, accommodation, and other matters not related to human rights within the Western community. Many of the situations brought to our office required ongoing consultation, careful review, and coordination with university partners to support appropriate and responsive resolutions.

The Human Rights Office continues to chair the Gender-Based and Sexual Violence (GBSV) Advisory Committee, bringing together stakeholders from across the campus on a quarterly basis to share best practices and increase awareness of ongoing efforts to address GBSV. These efforts span the campus and broader community through research, education, and awareness initiatives.

The HRO remains committed to upholding human rights principles through fair processes, respectful engagement, and support for individuals navigating complex concerns. In addition to case-related work, the office continued to provide guidance and education through training sessions intended to strengthen awareness of rights, responsibilities, and respectful conduct across campus.
We appreciate the individuals who connected with our office this year and thank our campus partners for their continued collaboration in supporting a safe, inclusive and respectful university environment.

Western

Human Rights Office
Room 2319, Somerville
House London, ON N6A 3K7
humanrights@uwo.ca
westernu.ca/hro

Board Work Plan for 2026-27

Action: ☐ Approval ☒ Information ☐ Discussion

Executive Summary:

The Board's annual work plan has been reviewed by the Governance and By-Laws Committee. It is presented to the Board of Governors for information.

Documentation Provided:

Board Work Plan for 2026-27

Board Work Plan For 2026-27

September 24, 2026

Audit
- Audited Financial Statements for the Year Ended April 30, 2026 (approval)
- Financial Statements Related Corporations (information)
- Corporate Insurance Annual Report (information)*
- Enterprise Risk Management Update (information)*

Property and Finance
- New Scholarships, Awards, Prizes (information)

Fundraising and Donor Relations
- Fundraising and Engagement Report (Campaign update)*
- Namings (information/approval)*

Senior Policy and Operations
- Appointment of Board Members to the Electoral Board (Selection Committee for Chancellor)

Senate
- Academic Administrative Appointments (information)
- Report of the Council of Universities (COU) Academic Colleague (information)

November 19, 2026

Property and Finance
- New Scholarships, Awards, Prizes (information)
- Annual Report on Underwater Endowments (information)
- Semi-Annual Ratio Report on Non-Endowed Funds (information)
- Investment Committee Report (information)
- Semi-Annual Report on Capital Debt (information)*
- Annual Report on Major Strategic Opportunities Fund (Information)*

Governance and By-Laws
- Board Election Schedule for 2027
- Board By-Election Results (if election was required)

Senate
- Academic Administrative Appointments (information)
- Report of the Council of Universities (COU) Academic Colleague (information)
- Honorary Degree Recipients – Fall 2026 (information)
- Annual Report of the McIntosh Gallery (information)

February 4, 2027

Audit
- Ombudsperson Annual Report (information)

Property and Finance
- New Scholarships, Awards, Prizes (information)
- 2026-27 Operating Budget Update (information)
- 2026-27 Ancillary Financial Report (information)
- Key Financial Indicators (information)
- Annual Report on Trademark Licensees (information)
- Investment Committee Report (information)
- Annual Expenditure Report – Capital Projects over $2.5M (information)*

Fundraising and Donor Relations
- Fundraising and Engagement Report (Campaign update)*
- Namings (information/approval)*

Governance and By-Laws
- 2027-2028 Board and Committee Meeting Schedule (information)* [May be presented at the November meeting, if possible]

Senate
- Annual Report of the University Librarian (information)
- Academic Administrative Appointments (information)
- Report of the Council of Universities (COU) Academic Colleague (information)
- Annual Report of the Office of Academic Quality and Enhancement (OAQE)

April 29, 2027

Audit
- Campus Safety and Emergency Services Annual Report (information)
- Health, Safety & Well-being Annual Report (information)

Property and Finance
- New Scholarships, Awards, Prizes (information)
- 2027-28 University Operating and Capital Budgets and Tuition Fees (approval)
- Annual Report and Recommendations of the Student Services Committee (approval)
- Standard and Poor's Global Ratings Report (information)
- Semi-Annual Report on Capital Debt (information)*

Fundraising and Donor Relations
- Fundraising and Engagement Report (Campaign update)*
- FY2028 Annual Fundraising Goals (information)*
- Namings (information/approval) *

Governance and By-Laws
- Election results

Senate
- Advice re: 2027-28 University Operating and Capital Budgets
- Vice-Provosts' Annual Report on Faculty Recruitment and Retention (information)
- Subcommittee on Enrolment Planning and Policy (SUEPP) Report (Information)

- Report of the Subcommittee on Teaching Awards (SUTA): Recipients of Western's Excellence in Teaching Awards for 2026-2027 (information)
- Academic Administrative Appointments (information)
- Report of the Council of Universities (COU) Academic Colleague (information)
- Honorary Degree Recipients – Spring 2027

June 17, 2027

Audit
- Annual Report on Information Security (Information)
- Western Retirement Plans Report (information) [may come to the Sept mtg]
- Internal Audit Annual Report (information)*
- Internal Audit Annual Plan (information)*
- Enterprise Risk Management Update (information)* [may come to the Sept mtg]
- Reappointment of External Auditors (information)* [every 5 years]
- Non-Discrimination/Harassment/Sexual Misconduct Policy Annual Report (information) [may come to the Sept mtg]

Property and Finance
- New Scholarships, Awards, Prizes (information)
- 2026-27 Operating Budget Update (information)
- 2026-27 Ancillary Financial Report (information)
- Semi-Annual Ratio Report on Non-Endowed Funds (information)
- Investment Committee Report (information)
- Western University's Compliance with the Revised Directive on the Costs of Educational Material under the Ministry of Training, Colleges and Universities Act

Fundraising and Donor Relations
- Fundraising and Engagement Report (campaign update)*
- Namings (information/approval)*

Governance and By-Laws
- 2027-28 Board Work Plan (information)
- Terms of Reference Review of Standing Committees of the Board (approval)

Senior Policy and Operations
- Annual Report on the Code of Student Conduct (information)
- Annual Report on Gender-Based and Sexual Violence (information)
- University Discipline Appeals Membership (UDAC) (information/approval)
- Staffing Report (information)
- Committee Assignments (approval)*

Senate
- Academic Administrative Appointments (information)
- Report of the Council of Universities (COU) Academic Colleague (information)
- Annual Report of the Vice-President (Research)
- Activities of the Research Ethics Board

*Items typically presented in closed session

Annual Report on the Code of Student Conduct

Action: ☐ Approval ☒ Information ☐ Discussion

Executive Summary:

The Annual Report on the Code of Student Conduct for the period from May 1, 2025 to April 30, 2026 is provided for information.

Documentation Provided:

Code of Student Conduct Report

Code of Student Conduct

Annual Report to the Western Board of Governors

For the period May 1, 2025 to April 30, 2026

Prepared by the Office of Student Conduct on behalf of the Vice-Provost (Students)

Organizational Context and Reporting Changes

During this reporting period, the *Code of Student Conduct* (the *"Code"*) underwent its review process, and the revised version of the *Code* was approved in June 2025. Effective September 2025, the *Code* was transitioned from Student Support & Case Management, within the Wellness & Well-being pillar, to the Office of the Vice-Provost (Students), reflecting a restructuring of oversight and accountability for student-facing policies at Western. As Designate of the Vice-Provost (Students), the Office of Student Conduct now administers both the formal and informal processes under the *Code*.

As a result of these structural changes, the Office of Student Conduct has completed a review of its approach to reporting complaints received under the *Code*. This review was undertaken to align reporting definitions and criteria with those governing other student-facing policies. This alignment ensures greater accuracy, consistency, and transparency in how complaints are tracked and reported. Accordingly, some categories and figures presented in this report may not be directly comparable to those in prior reporting cycles. Where material differences in definitions exist, they are noted in the relevant sections throughout the report.

During the 2025-2026 reporting period, Wellness & Well-being piloted its Resolution Support Services. This initiative was developed in response to a need for more proactive, non-punitive interventions and conflict resolution skill building, as identified in the *Code* review process. The service offers students supportive options to navigate conflict before escalation into formal proceedings under the *Code*. Resolution Support Services is expected to serve as a meaningful point of diversion for complaints that are more appropriately addressed through supported resolution rather than formal processes. As a result, the Office of Student Conduct anticipates that this initiative will be reflected in both complaint volume and case categorizations in this and future reporting cycles.

COMPLAINTS

Complaints under the *Code* may be resolved informally, formally investigated, or dismissed. Cases are categorized by type of process applied: formal proceedings (including investigations which result in findings, no findings, or outcomes pending), informal resolutions, and dismissed cases.

As part of the reporting framework review undertaken in the 2025-2026 reporting cycle, complaint tracking categories have been streamlined. In prior reporting cycles, a separate category of "Cases with Assistance/Supports Provided or Dismissed" was used to indicate that a complaint had been reviewed but did not proceed. This category has been discontinued, as the provision of supports, resources, and referrals is a consistent element of each complaint interaction regardless of how a matter proceeds. Reported categories now reflect meaningful distinctions in how complaints are resolved.

During the 2025-2026 academic year, the Office of Student Conduct continued to place strategic emphasis on upstream initiatives in prevention and education. This included a careful analysis of jurisdiction and threshold criteria to ensure that each case was directed through the most appropriate process, whether investigative or non-investigative. These efforts have contributed to a continued reduction in the number of formal proceedings during this reporting period. The Office of Student Conduct remains committed to promoting awareness, education, and meaningful collaboration in support of a safe and respectful University community.

Table 1 provides a breakdown of *Code* complaints by process type, compared to prior reporting cycles

Table 1: Code Complaints by Process Type

Type of Process	**2021-2022**[1]	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**
Formal Proceedings Resulting in Findings of Misconduct[2]	20	27	20	7	N/A[3]
Formal Proceedings Resulting in No Findings of Misconduct	40	15	14	6	N/A
Formal Proceedings with Outcome Pending (ongoing investigations)[1]	N/A	N/A	7	8	8
Informal Resolutions	19	15	15	20	25
Dismissed[4]	N/A	N/A	N/A	N/A	6
Cases with Assistance/ Supports Provided, or Dismissed	43	48	47	59	--[5]

ORIGIN OF COMPLAINTS

Table 2 outlines the most common sources for *Code* complaints. These figures inform the development of educational and prevention strategies in support of students.

[1] Excluding Vaccine Policy cases.
[2] This category reflects investigations that have commenced and remain in progress during the reporting period. The majority of complaints referred to formal investigation during the 2025-2026 reporting period remain under investigation at the time of this report. As a result, any associated sanctions will be deferred and captured in the 2026-2027 reporting cycle.
[3] "N/A" indicates either the formal proceedings had not concluded during the reporting period, or that information was not available in prior cycles.
[4] Dismissed cases include those in which the alleged respondent was unable to be identified, or in which the complainant does not wish to move forward with a complaint process.
[5] In prior reporting cycles, a separate category of "Cases with Assistance/Supports Provided or Dismissed" was used to indicate that a complaint had been reviewed but did not proceed. This category has been discontinued, as the provision of supports, resources, and referrals is a consistent element of each complaint interaction regardless of how a matter proceeds.

Table 2: Origin of Complaint

Origin of Complaint	2021-2022[6]	2022-2023	2023-2024	2024-2025	2025-2026
Students	98	37	46	45	14
Staff/Faculty	9	58	21	28	12
Campus Safety and Emergency Services	5	10	14	10	19
Other[7]	10	5	22	17	1
TOTAL	**122**	**110**	**103**	**100**	**46**

PROHIBITED CONDUCT, FORMAL PROCESSES, AND SANCTIONS

Table 3 outlines the number of violations of the *Code* by prohibited conduct category during the 2025-2026 reporting period, as well as the prior reporting cycles. Note that one complaint may involve multiple prohibited conduct categories.

Table 3: Violations of the Code of Student Conduct by Prohibited Conduct type[8]

Prohibited Conduct	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Disruption or interference	0	7	4	6	8
Misconduct against Persons	11	10	18	8	25
Misconduct involving Property	4	5	6	4	16
Misrepresentation or False Information	1	1	1	0	0
Alcohol or Drug Related	1	0	0	0	0
Improper Use of Dangerous objects and Substances	0	1	0	0	0
Contravention of University Regulations	2	2	2	1	0
Contravention of Other Laws	1	1	1	2	2
Failure to Comply	N/A	N/A	N/A	N/A	5

INVESTIGATIONS

Of the 46 complaints received this year, eight complaints proceeded to a fact-finding investigation. The Manager, Code of Student Conduct, conducted six investigations, while two complaints were referred to

[6] Excluding Vaccine Policy cases.
[7] "Other" refers to complaints received from non-Western community members.
[8] Dismissed complaints are not included in the data.

an external investigator. The decision to refer complaints to an external investigator is made in consultation with Western's Legal Counsel and the Vice-Provost (Students).

INFORMAL RESOLUTION

The Manager, Code of Student Conduct offers informal resolution where appropriate and successfully resolved 25 complaints via informal resolution during this reporting period. The informal resolution pathway is a restorative and educational approach, centering accountability, reflection, and the repair of harm. This process prioritizes student learning and growth by encouraging insight into behaviour, its impact on others, and alignment with community standards.

SANCTIONS

Sanctions imposed under the *Code* are proportionate to the nature and severity of the misconduct. In determining an appropriate sanction, the safety and security of the University community are the primary consideration. Where possible and appropriate, sanctions include educational and restorative measures to support the student in understanding the impact of their behaviour.

Table 4: Sanctions Imposed 2025-2026

Category of Sanction[9]	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Written warning or Reprimand	N/A	N/A	N/A	0	13
Educational Sanctions	N/A	N/A	N/A	8	19
Behavioural Contract	N/A	N/A	N/A	4	3
Exclusion from a class, examination room, or other area	N/A	N/A	N/A	0	3
No Contact Order	N/A	N/A	N/A	0	4
Restitution	N/A	N/A	N/A	0	3
Restriction or Denial of University Services or Privileges	N/A	N/A	N/A	2	1
Disciplinary Probation	N/A	N/A	N/A	5	1
Trespass	N/A	N/A	N/A	4	2
Suspension	N/A	N/A	N/A	3	0
Expulsion	N/A	N/A	N/A	0	0

[9] Data is not available for prior years as this information was not tracked or recorded in this format prior to the 2024/2025 academic year.

APPEALS

Students who have been sanctioned under the *Code* may appeal the finding of misconduct and/or the sanctions imposed to the University Discipline Appeal Committee ("UDAC"). During the May 1, 2025 to April 30, 2026 period, there were no appeals filed with UDAC.

Annual Report on Gender-Based and Sexual Violence

Action: ☐ Approval ☒ Information ☐ Discussion

The Annual Report on Gender-Based and Sexual Violence (GBSV) for the period from May 1, 2025 to April 30, 2026 is provided for information.

Executive Summary:

In March 2019, the provincial government mandated that post-secondary institutions provide their Board of Governors with an annual report on work underway to address Gender-Based and Sexual Violence (GBSV).

The purpose of this report is to outline the preventative programming and responsive care interventions that were provided to students at Western this past year, and to provide a snapshot of how GBSV efforts will continue to be developed.

Documentation Provided:

Annual Report on Gender-Based and Sexual Violence

Gender-Based and Sexual Violence

Annual Report to the Western Board of Governors

For the period May 1, 2025 to April 30, 2026

Prepared by Wellness & Equity Education and Student Support and Case Management, on behalf of the Vice-Provost (Students)

Section One: Prevention, Education & Training

This past year, the GBSV Prevention Education team built out a scaffolded learning program to various priority populations across campus and solidified mandatory trainings for both undergraduate and graduate students. For more information on the scaffold learning program, visit our website here.

MANDATORY TRAININGS

Audience	Program Details	Engagement
Incoming First Year Students	Mustangs for Consent – Consent 101	6,369 | 95% of students have completed this training
	Mustangs for Consent – Undressing Consent	4,906 | 95% of students in residence have completed this training
Graduate Students	Supporting Safer Professional Practice	1,051 | 15% of graduate students have completed this training
Student Athletes	Beyond the Locker Room (e-learning)	1,156 | 95% of athletes have completed this training

1) Mustangs for Consent – Consent 101 & Undressing Consent

For the fourth year running, incoming students are required to take an e-learning module, *Consent 101*. Western's Senate recently approved a policy making this training mandatory for all incoming students. Students who do not complete the training will have an academic seal placed on their records and will not be able to add/drop courses, obtain a transcript, or complete Intent to Register for the following year. Incoming housing students are additionally required to take a live-facilitated training, *Undressing Consent*. The research partnership with the Centre for Research and Education on Violence Against Women and Children continues to demonstrate strong student satisfaction and shifts in values/behaviours. This program suite has been shared with various other postsecondary campuses across Canada.

2) Supporting Safer Professional Practice

After a 2-year pilot program, Western's Senate approved requiring all incoming graduate students to take *Supporting Safer Professional Practice* ("SSPP"), a synchronous virtual training that centers on how harm shows up in professional spaces for graduate students. As a result, incoming graduate students who do not complete the required training will not be able to register for their second term. SSPP will officially begin in Fall 2026.

3) Beyond the Locker Room

Another e-learning module was added to the *Beyond the Locker Room* training suite that has been customized for athletes and the skills needed in their relationships with partners, teammates, and peers.

TRAINING & OUTREACH

	Program Details	Engagement
Trainings	Second-entry Programs (Law & Medicine)	379
	Student Leaders	3,230
	Other (staff trainings, classroom lectures, international placements, etc.)	2,164
Events	Sexual Wellness Fair, Take Back the Night, Sex & ADHD, Pride	1,430
Groups	Self Defense, Relationship Basics, EVERYbody Project, Levellin' Up	170

1) Second-entry Programs (Law & Medicine)

Law requires that incoming JD students complete an asynchronous module that is targeted to their learning needs. Schulich requires that first year MD students participate in a live-facilitated 2-hour training session, developing their trauma-informed practice.

2) Student Leaders

Student leaders, including Sophs, Peer Guides, etc., received skill-based training that focused on navigating power dynamics and boundaries with first-year students, and responding to disclosures with compassion and care.

3) Respondents

One unique program Western offers biannually to male-identified respondents and varsity captains is *Levellin' Up*, a 4-week psycho-educational violence intervention program that aims to foster accountability, self-reflection, and peer dialogue.

Section Two: Responsive Care

In the 2025-2026 academic year, the Survivor Support Case Managers received 115 new referrals. These referrals resulted in 82 student survivors scheduling initial meetings with the Survivor Support Case Managers. The total number of disclosure forms received by the GBSV Case Managers was 162 in accordance with Western's Notification of Disclosure Protocol. In total, Survivor Support Case Managers provided 374 support meetings within this reporting period. The total number of support meetings includes both new referrals and students who remained on the Survivor Support Case Managers' caseload from the previous academic year. The Survivor Support Case Managers provided 302 advocacy letters to survivors this past academic year.

The Survivor Support Case Managers provided training to both student leaders (3,230) and employees on the Disclosure Protocol during the academic year. They also supported the work of the Mental Health and GBSV Prevention Education teams by delivering World Mental Health Day events for students, and by attending the USC's "Take Back the Night" event hosted on March 27, 2026.

Table 1: Disclosure Forms

	Cycle 4 **May 1, 2020 - April 30, 2021**	**Cycle 5** **May 1, 2021 - April 30, 2022**	**Cycle 6** **May 1, 2022 - April 30, 2023**	**Cycle 7** **May 1, 2023 - April 30, 2024**	**Cycle 8** **May 1, 2024 - April 30, 2025**	**Cycle 9** **May 1, 2025 - April 30, 2026**
Total Disclosure Forms	74	164	173	162	172	162

Table 2: Disclosure Made to Affiliate Campus Resources

	Cycle 4 **May 1, 2020 - April 30, 2021**	**Cycle 5** **May 1, 2021 - April 30, 2022**	**Cycle 6** **May 1, 2022 - April 30, 2023**	**Cycle 7** **May 1, 2023 - April 30, 2024**	**Cycle 8** **May 1, 2024 - April 30, 2025**	**Cycle 9** **May 1, 2025 - April 30, 2026**
Disclosures made to Affiliate Campus Resources	26	56	58	51	48	54

1. As of Cycle 8, "Affiliate Campuses" include only Huron University College and King's University College. Prior to Cycle 8, "Affiliate Campuses" also included Brescia University College (as it then was).

Table 3: Student Classification

		Cycle 4 May 1, 2020 - April 30, 2021	Cycle 5 May 1, 2021 - April 30, 2022	Cycle 6 May 1, 2022 - April 30, 2023	Cycle 7 May 1, 2023 - April 30, 2024	Cycle 8 May 1, 2024 - April 30, 2025	Cycle 9 May 1, 2025 - April 30, 2026
New Students Who Accessed Services		76	151	117	122	121	115
Student Classification	Domestic	67	137	92	106	110	100
	International	9	14	25	16	11	12
	Undergraduate	62	126	89	98	104	96
	Graduate	14	25	28	24	17	16
Academic Year	1st Year	19	47	28	36	28	25
	2nd Year	22	32	19	24	29	17
	3rd Year	13	23	22	23	21	25
	4th Year	8	24	20	15	26	29
	Graduate Student	14	25	28	24	17	16
Registration of Student	Main Campus	68	144	107	108	118	112
	Affiliate Campus	8	7	10	14	3	3

1. Starting in Cycle 3, the decision was made to implement discrete tracking to better understand the specifics of referrals being made.

2. In Cycle 3, the number of referrals received and the number of unique students seen were tracked in anticipation of the Notification of Disclosures policy being implemented in Cycle 4.

3. As of Cycle 8, “Affiliate Campuses” include only Huron University College and King’s University College. Prior to Cycle 8, “Affiliate Campuses” also included Brescia University College (as it then was).

Section Three: Formal Complaints & Investigations

FORMAL COMPLAINTS

Of the 24 complaints received in the 2025-2026 reporting period, 15 complainants either made the personal decision not to proceed with the resolution of their complaint under the *Policy*, or they were still in the initial stages of the complaint review process at the time of this report. Of those 24 complaints, six proceeded to investigation, and three complaints were resolved via informal resolution.

To note, a single complaint may be subject to multiple incident types (i.e. a respondent may receive notice of a complaint of both sexual assault and domestic violence). In alignment with trauma-informed principles and practices, the decision to proceed with a complaint is entirely up to the complainant and does not require any justification if they choose to withdraw their complaint and/or participation from the process.

Many of the complaints submitted and investigated during the previous reporting year (2024-2025) were still open at the time of last year's Board report. Those complaint processes have now concluded, and the associated sanctions (if applicable) are reflected in Table 6, below.

Table 4: Number of Complaints Received

	2022-2023 Reporting Period	**2023-2024 Reporting Period**	**2024-2025 Reporting Period**	**2025- 2026 Reporting Period**
Complaints received by Main Campus	34	28	32	24
Complaints received by Affiliate Campuses	8	5	1	2

1. As of the 2024-2025 Reporting Period (Cycle 8), "Affiliate Campuses" include only Huron University College and King's University College. Prior to Cycle 8, "Affiliate Campuses" also included Brescia University College (as it then was).

Table 5: GBSV Complaints by Incident Type

Category of Incident	**Cycle 4 May 1, 2020 - April 30, 2021**	**Cycle 5 May 1, 2021 - April 30, 2022**	**Cycle 6 May 1, 2022 - April 30, 2023**	**Cycle 7 May 1, 2023 - April 30, 2024**	**Cycle 8 May 1, 2024 - April 30, 2025**	**Cycle 9 May 1, 2025 - April 30, 2026**
Sexual Assault	16	29	23	16	13	13
Sexual Harassment	4	19	13	13	11	15
Indecent Exposure	1	2	4	4	0	2
Sexual Exploitation	2	2	3	6	0	0
Cyber Harassment	0	3	5	8	7	4
Voyeurism	N/A	N/A	1	0	2	2
Stalking	N/A	N/A	5	5	1	2
Domestic Violence	N/A	N/A	1	3	2	2

1. A single complaint may report more than one type of incident (e.g. Both sexual assault and sexual harassment).

2. Due to space constraints, Table 5 does not include data from reporting cycles 1, 2, or 3 (May 1, 2017 to April 30, 2020). This data is publicly available through past reports on the University Secretariat's website.

Table 6: Sanctions Imposed in GBSV Complaints by Incident Type

Category of Incident	Sanction Type	Cycle 4 May 1, 2020 – April 30, 2021	Cycle 5 May 1, 2021 – April 30, 2022	Cycle 6 May 1, 2022 – April 30, 2023	Cycle 7 May 1, 2023 – April 30, 2024	Cycle 8 May 1, 2024 – April 30, 2025	Cycle 9 May 1, 2025 - April 30, 2026
Sexual Assault	Anonymous Complaints	5	16	11	5	0	0
	Educational Sanctions	6	9	5	1	0	4
	Restrictions on Campus	4	8	5	1	0	4
	Suspension	4	2	1	0	0	1
	Expulsion	0	1	2	1	0	0
	Informal Resolution	1	1	1	2	1	2
Sexual Harassment	Anonymous Complaints	1	3	5	4	0	0
	Educational Sanctions	0	5	6	2	0	1
	Restrictions on Campus	0	4	6	2	0	1
	Suspension	0	0	1	0	0	0
	Informal Resolution	1	1	3	3	0	3
Indecent Exposure	Anonymous Complaints	0	1	4	2	0	0
	Educational Sanctions	1	0	1	1	0	0
	Restrictions on Campus	1	0	1	1	0	0
	Suspension	0	0	0	0	0	0
	Informal Resolution	1	1	3	0	0	0
Sexual Exploitation	Anonymous Complaints	1	2	2	2	0	0
	Educational Sanctions	1	N/A	1	0	0	1
	Restrictions on Campus	1	N/A	1	0	0	1
	Suspension	1	N/A	1	0	0	0
	Informal Resolution	0	N/A	0	0	0	0
Cyber Harassment	Anonymous Complaints	0	3	4	2	0	0
	Educational Sanctions	2	N/A	1	2	0	4

	Restrictions on Campus	2	N/A	1	2	0	4
	Suspension	1	N/A	1	0	0	2
	Informal Resolution	0	N/A	0	1	0	1
Voyeurism	Anonymous Complaints	N/A	N/A	1	0	0	0
	Educational Sanctions	N/A	N/A	0	0	0	1
	Restrictions on Campus	N/A	N/A	0	0	0	1
	Suspension	N/A	N/A	0	0	0	0
	Informal Resolution	N/A	N/A	0	0	0	0
Stalking	Anonymous Complaints	N/A	N/A	4	1	0	0
	Educational Sanctions	N/A	N/A	1	1	0	2
	Restrictions on Campus	N/A	N/A	1	1	0	2
	Suspension	N/A	N/A	0	0	0	2
	Informal Resolution	N/A	N/A	0	0	0	0
Domestic Violence	Anonymous Complaints	N/A	N/A	1	0	0	0
	Educational Sanctions	N/A	N/A	0	1	0	0
	Restrictions on Campus	N/A	N/A	0	1	0	0
	Suspension	N/A	N/A	0	0	0	0
	Informal Resolution	N/A	N/A	0	0	1	1

1. “Anonymous Complaints” are those in which the complainant does not wish to move forward with a complaint process, or where the alleged respondent was unable to be identified. This also includes situations where a respondent may be identified through a third party, but the survivor chooses no action to be taken.
3. Sanctions above were imposed after a finding that GBSV occurred. This chart does not reflect complaints that were investigated but where no finding of GBSV was made.
4. This chart also includes sanctions imposed in complaints filed during the 2024-2025 reporting year, as they were still under investigation at the time of last year’s report and were not captured in last year's data.
5. A single complaint may be subject to multiple types of sanctions imposed (e.g. a respondent may be both suspended and required to attend education).
6. Educational sanctions include, but are not limited to: written apologies, educational seminars, reflection papers, counselling, and/or awareness and education programming.
7. Informal resolution may include some form of agreed-upon outcome between the parties, such as participation in educational programs and/or leadership or location restrictions on campus
8. At the time of this report, some complaints from the 2025-2026 reporting year were still in an initial review phase, under investigation, and/or pending resolution. Any sanctions imposed in these complaints shall be included in the next reporting cycle.

9. Due to space constraints, Table 6 does not include data from reporting cycles 1, 2, or 3 (May 1, 2017 to April 30, 2020. This data is publicly available through past reports on the University Secretariat's website.

INVESTIGATIONS

Of the 24 complaints received this year, six complaints proceeded to a fact-finding investigation. Under the *Policy*, all investigations are to be conducted by an experienced investigator with training in trauma-informed investigation techniques (including trauma-informed interviewing). At the end of the investigation, the investigator summarizes the evidence reviewed and their findings of fact in a report provided to the Vice-Provost (Students). The Vice-Provost (Students) reviews the report and determines whether there was a *Policy* violation, and if so, which sanction(s) would be proportionate in the circumstances. Either party may appeal the finding under the *Policy* and/or the sanctions imposed, should they meet the limited grounds of appeal set out in the *Policy*.

The Senior Advisor, GBSV conducted three internal investigations (one of which was ongoing at the time of this report), while three complaints were referred to an external investigator. The decision to refer complaints to an external investigator is made in consultation with Western's Legal Counsel and the Vice-Provost (Students).

INFORMAL RESOLUTION

The Senior Advisor, GBSV offers informal resolution where appropriate to complainants during the initial intake phase of the complaints process, and successfully resolved three complaints via informal resolution during this reporting period. As described in the *Policy*, a successful informal resolution requires the active and voluntary participation of both parties in the process. Further, the presence of certain factors, such as complexity, power imbalance, and/or multiple complainants, may render an informal resolution impossible or inappropriate.

RESPONDENT REHABILITATION AND SUPPORT

The GBSV Prevention Education team offers programming to respondents who are required to complete education as part of their sanctions, or as part of an informal resolution agreement. These programs are offered in both a group setting and individual format.

For the past five reporting periods, Student Experience has also piloted fully funded external counselling options for respondents as part of a sanction or on a voluntary basis. During the current reporting period, two respondents were referred to a community-based counsellor who specializes in working with people who have committed sexual violence/harm. Student Experience has again included this request for funding as part of its Women's Safety Grant proposal for the 2026-2027 academic year.

Many factors are considered in determining which educational program is most suitable for a particular respondent. For example, this may include the respondent's stated preferences, nature of the allegations, availability of grant funding, and timing of programs offered by the GBSV Prevention Education team.

Staffing Report

Action: ☐ Approval ☒ Information ☐ Discussion

Executive Summary:

The Staffing Report for the period from May 1, 2025 to April 30, 2026 is provided for information.

Documentation Provided:

Western's Staff Talent

Western

Western's Staff Talent

June 2026

Prepared for
Western's Board of Governors

About this report

This report has been prepared to illustrate the profile of Western University staff.

The staff profile data presented focuses on employees dedicated to staff roles and groups.

The primary source of data is the Human Resources Information System (HRIS) as of April 1, 2026, with additional data provided by Western Human Resources employees.

Definitions

Employee Types

Employee Type	Description
Regular Full-Time / Continuing (RF)	Regular Full-Time staff, employed year-round; represented by a union or association.
Sessional (RP)	Regular Full-Time staff, employed during a fixed period (usually academic year) with a regularly recurring period of absence; represented by union.
Professional Contract with Benefits	Employed in a Professional role, typically for at least 1 year and receive select benefits.
Temporary Full-Time (TF)	Contract Full-Time staff, employed on a fixed-term basis; may be represented by a union (e.g., UWOSA Term).
Contract (PT)	Contract Part-Time staff, employed on a fixed-term basis, with variable hours; may be represented by a union or association (e.g., CUPE FM or CUPE HS).
Student	Graduate Teaching Assistants (GTA), Graduate Student Assistantship (GSA), Work Study Students, Housing Student employees, etc.

Staff Unions & Associations Represented

Group		Description
PMA	**Professional & Managerial Association**	Represents full-time employees engaged on a permanent basis in managerial and professional roles.
SAGE	**Select Administrative Group Employees**	Represents employees engaged in administrative roles that may require access to confidential employment and labour relations information, necessitating their exclusion from the Staff Association bargaining unit.
UWOSA	**UWO Staff Association**	Represents employees engaged in administrative and research support roles employed on a continuing or sessional (e.g., academic year) basis. Employees hired temporarily in roles for eight months.
CUPE 2361	**Facilities Management**	Represents employees in Facilities Management who are engaged in the maintenance and service of buildings and grounds at the University.
CUPE 2692	**Hospitality Services**	Represents employees in Hospitality Services at Western.
IUOE 772	**Operating Engineers**	Represents Operating Engineers.
OPSEU 102	**Special Constables**	Represents employees in the Western Special Constable Service.
PSAC 610	**Graduate Teaching Assistants**	Represents Graduate Teaching Assistants.
PSAC 610	**Postdoctoral Associates**	Represents Unionized Postdoctoral Associates.
PSAC 610	**Graduate Student Assistants**	Represents Graduate Student Assistants. First Collective Agreement negotiations continue with dates scheduled for June 2026.

In this report

1 Western's Staff Profile

2 Recruitment & Retention

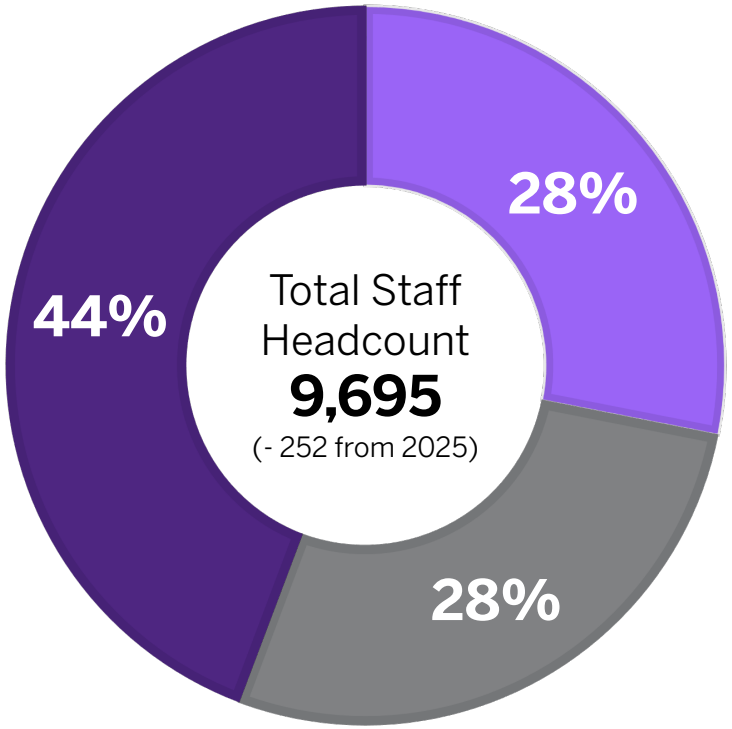
3 Learning & Engagement

4 Employee Benefits, Health & Well-being

Western's Staff Profile

Western Staff Headcount

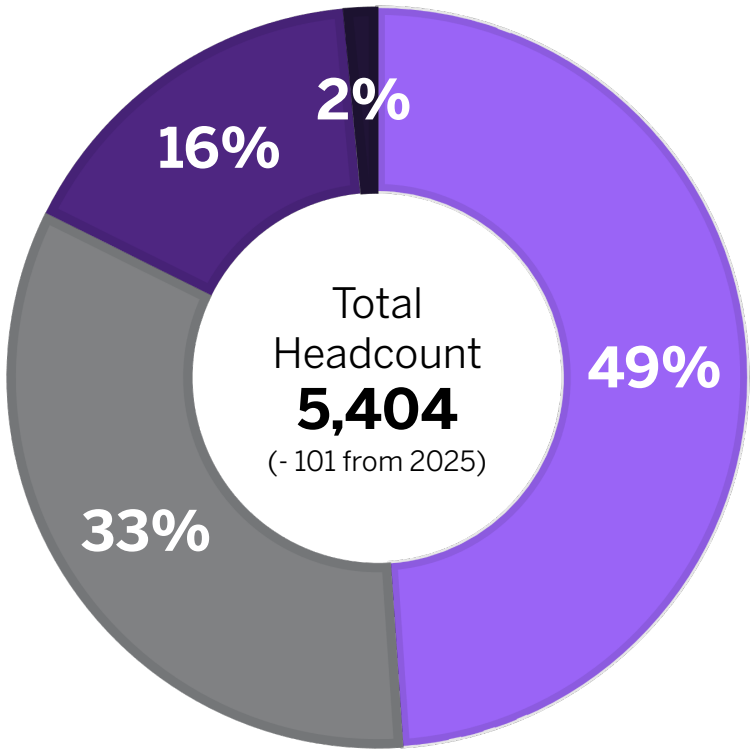
Inclusive of Student Employment



Regular Full-Time & Sessional	**2,724** Employees (28%)	**- 98** from 2025
Part-Time & Contract	**2,680** Employees (28%)	**- 3** from 2025
Students **GTA, GSA, Work Study, Housing, etc.**	**4,291** Employees (44%)	**- 151** from 2025

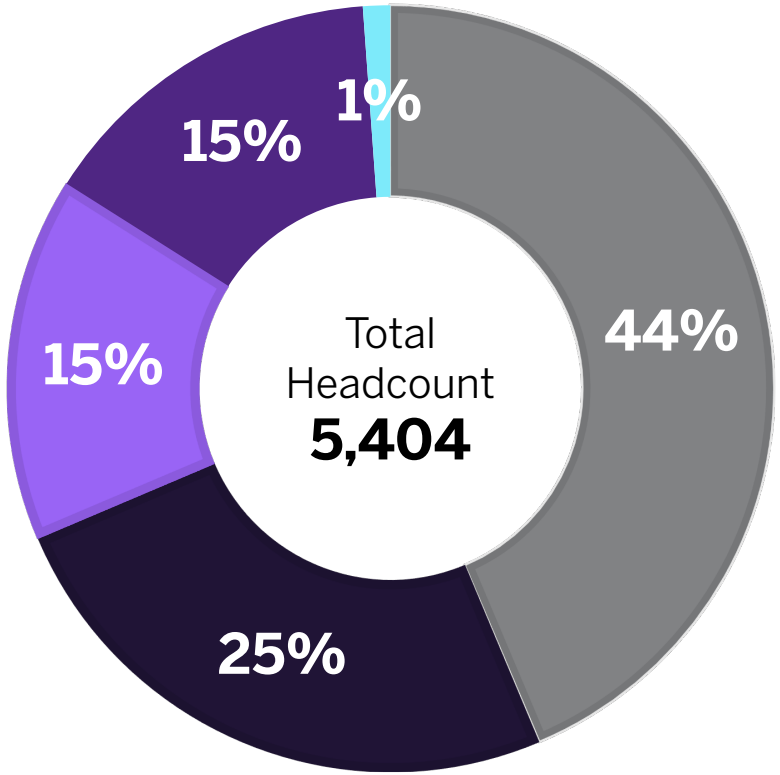
Western Staff Headcount

Excluding Student Employment



Continuing/ Regular Full-Time	**2,644** Employees	(49%)
Contract Hourly (PT)	**1,806** Employees	(33%)
Contract FT	**874** Employees	(16%)
Sessional	**80** Employees	(2%)

Employment by Mission/Family



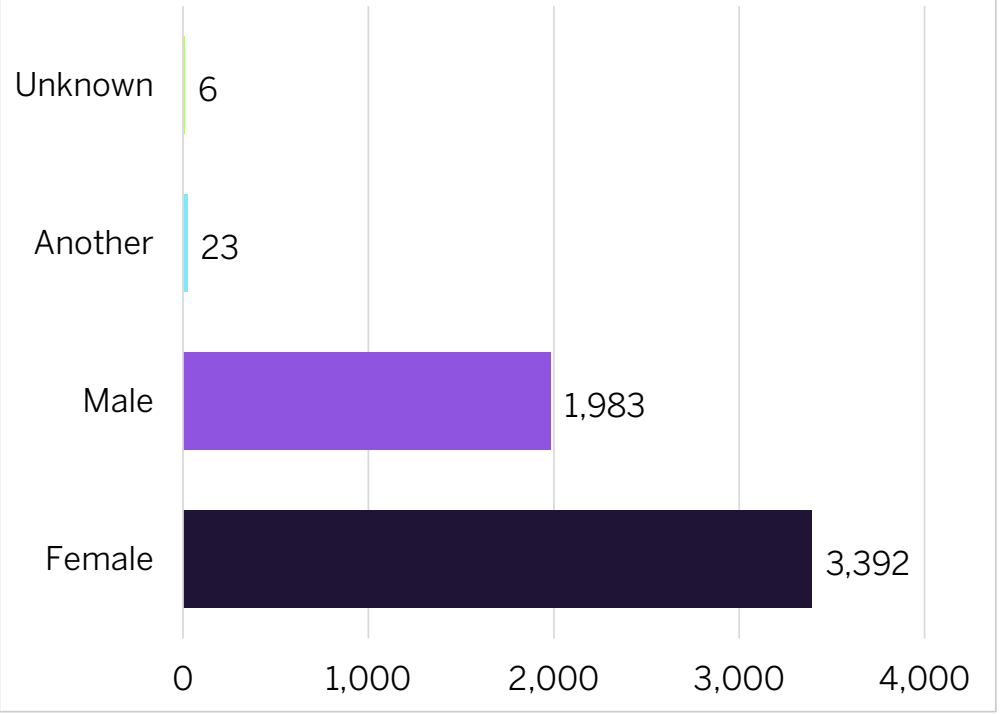
Mission/Family	Headcount %	Examples
Student Services	44%	Faculty Program Support; Advising; Student Experience; Residences
Operations & Coordination	25%	People and Process Coordination; Finance; Communications; HR
Research	15%	Postdoctoral Associates; Faculty Research Support; Western Research
Infrastructure	15%	IT Services; Caretaking & Facilities; Housing Operations
Libraries	1%	User Services; Content Management; Research, Teaching & Learning

Note: Includes Regular Full-Time/Continuing, Sessional, Temporary Full-Time, and Temporary Part-Time staff.

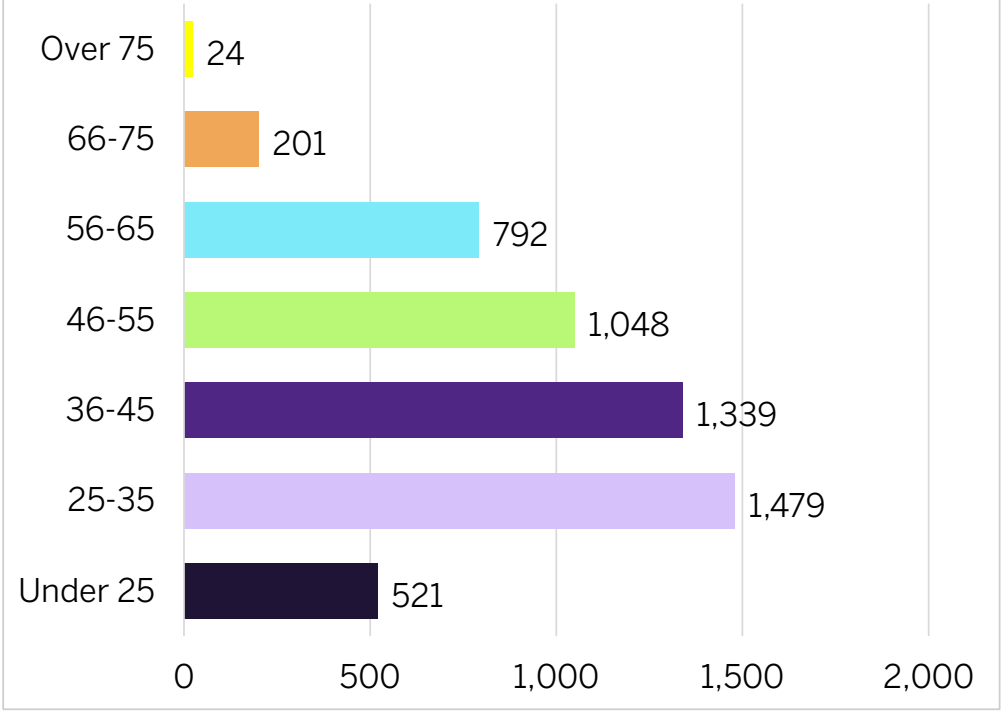
Workforce Demographics

Headcount = 5,404

Gender Identity[1]



Age Cohort



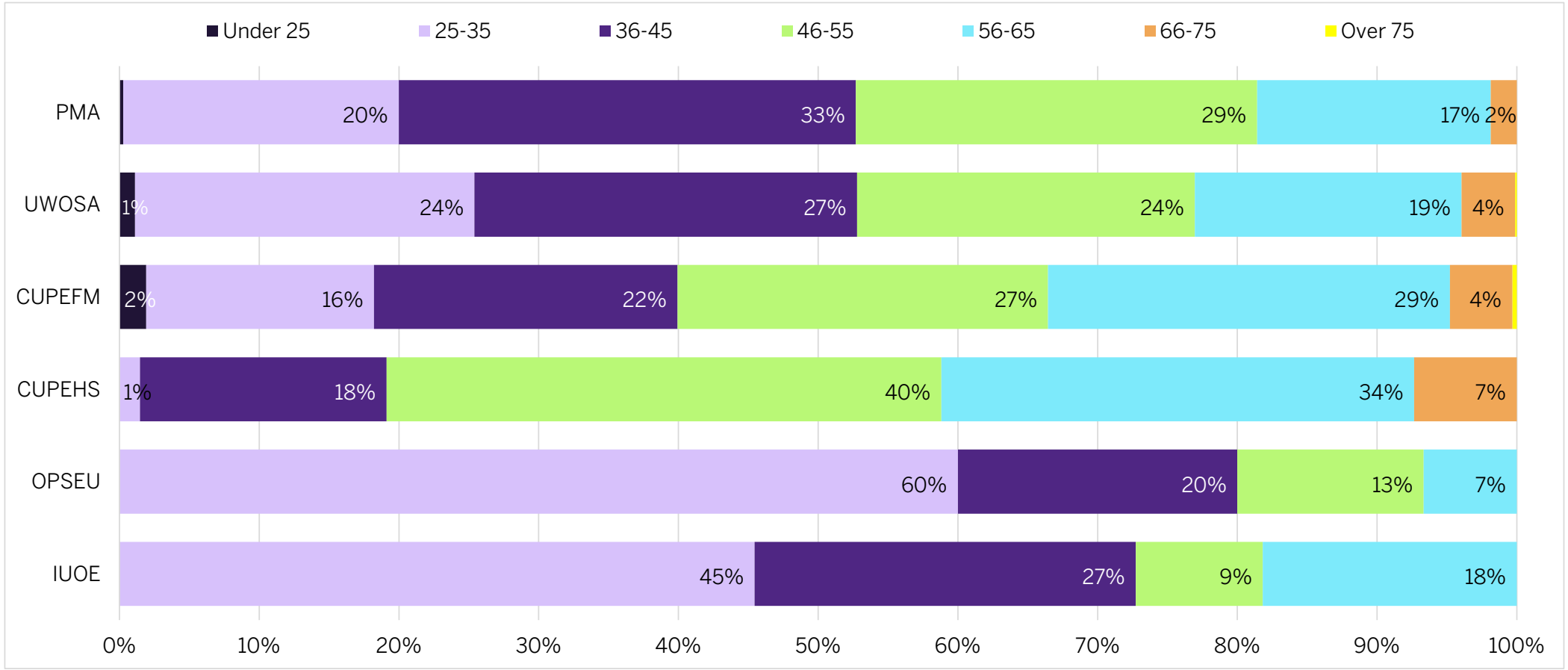
[1]Data from HRIS system.

Note: Includes Regular Full-Time/Continuing, Sessional, Temporary Full-Time, and Temporary Part-Time staff.

Age Cohort

Full-Time Staff By Group (Continuing & Sessional)

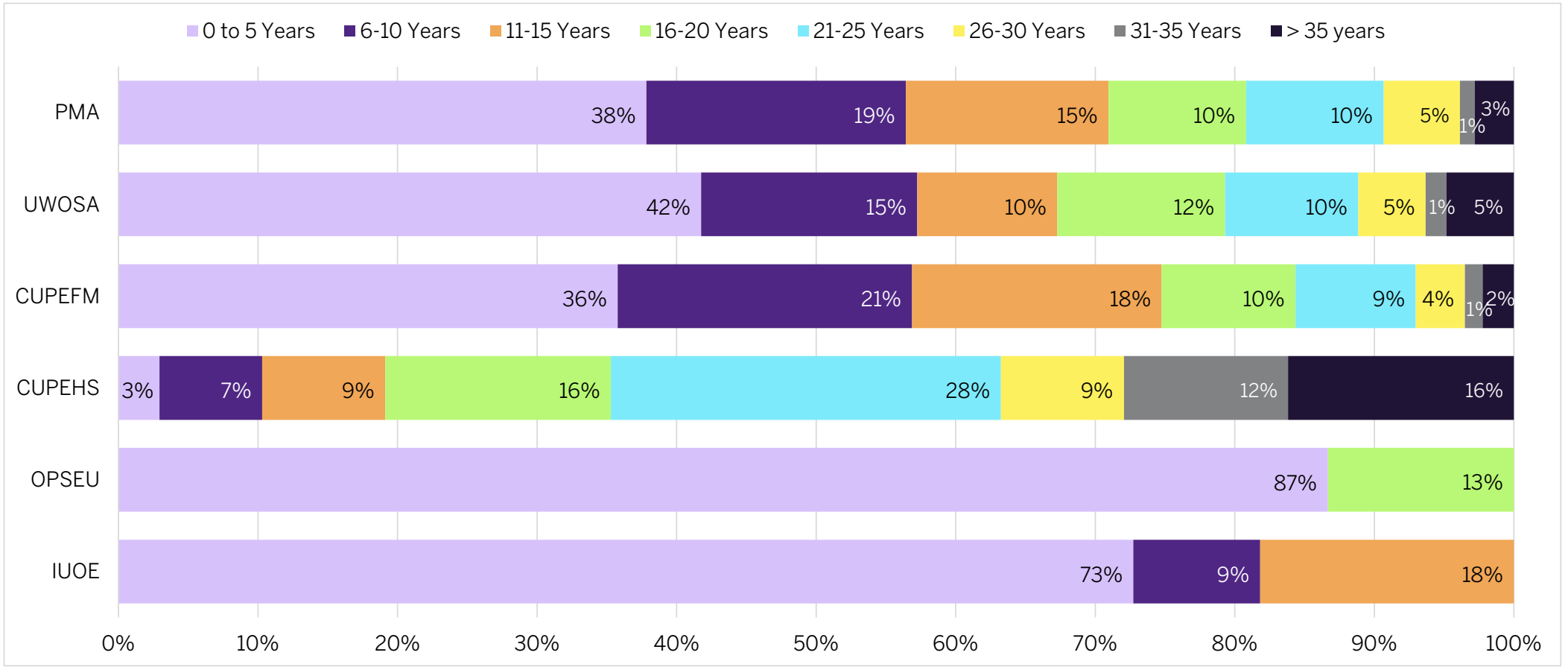
Headcount = 2,724



Years of Service

Continuing & Sessional Staff By Group

Headcount = 2,724



Recruitment & Retention

Staff Recruitment[3]

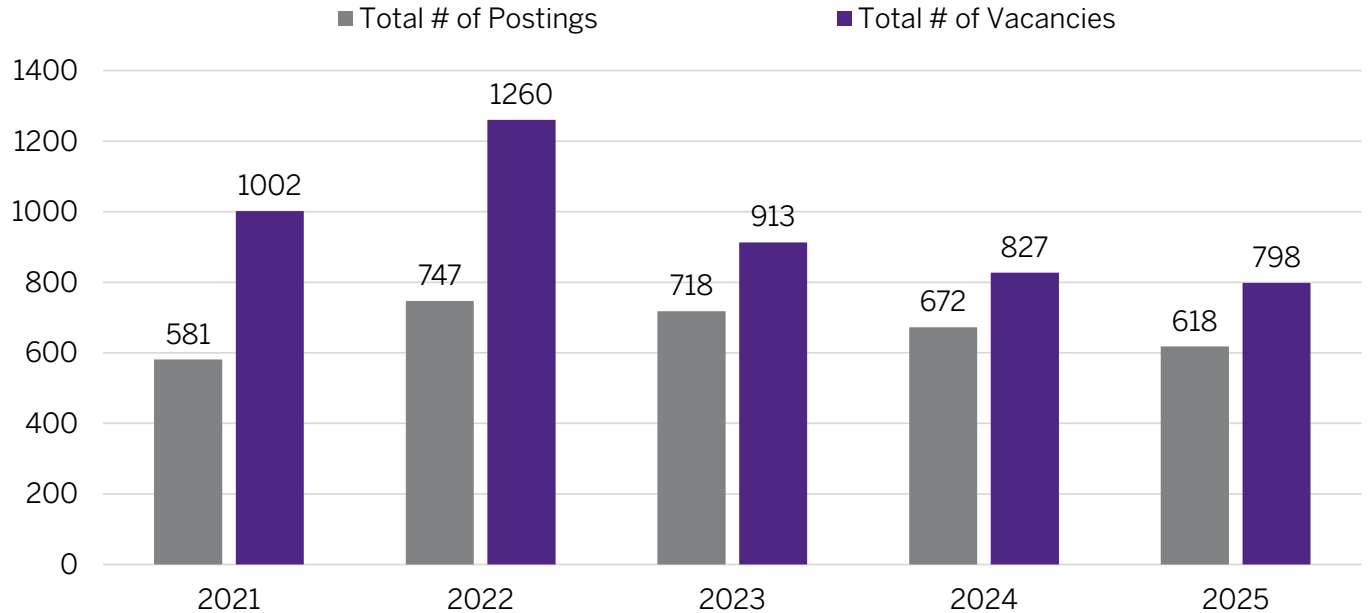
Full-Time Postings & Vacancies | 2021-2025

59

Average days to fill

Reflects the time from posting to acceptance for positions.

Focused hiring during this period was directed to critical and high-priority needs.



Recruitment activity is expected to increase significantly in the coming year as hiring efforts expand in alignment with institutional priorities.

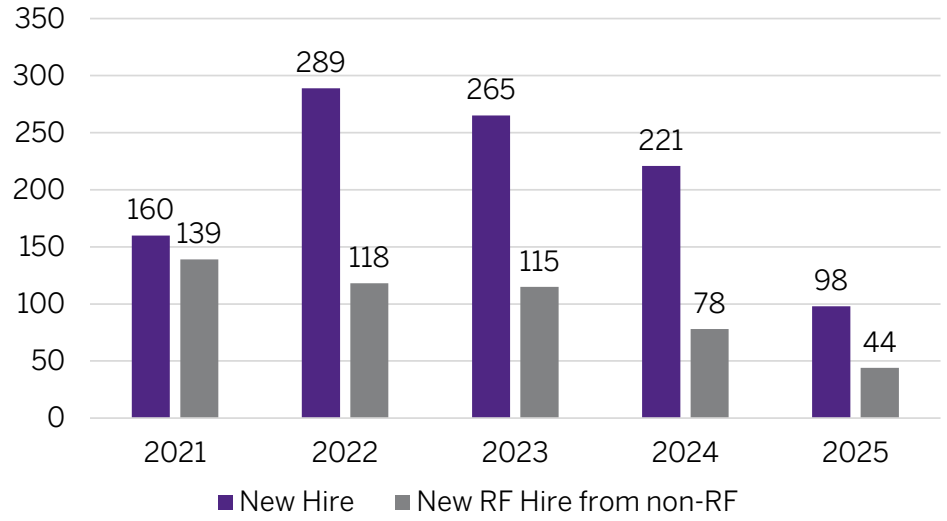
[3] Multi-vacancy postings for high-volume recruitments include Culinary Support, Caretaker, Residence Safety Assistant.

Staff Recruitment

Hires and Transfers

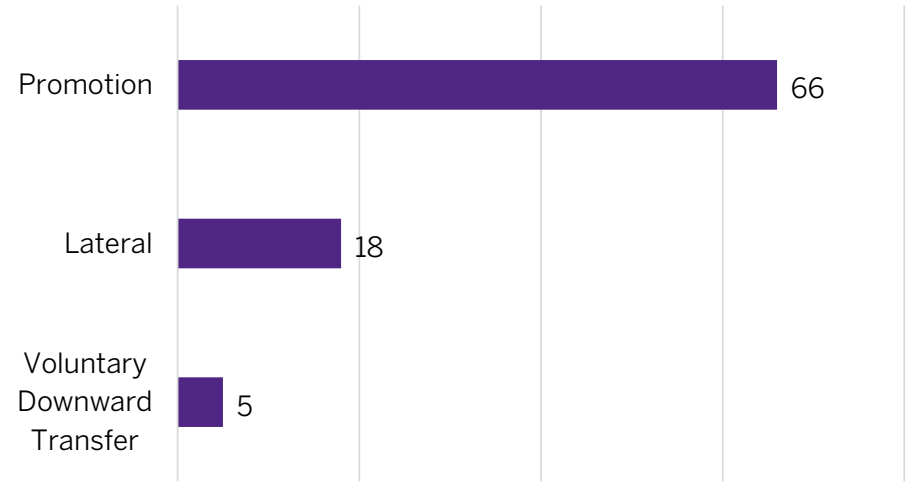
Hires

2021 - 2025



Internal Transfers

2025

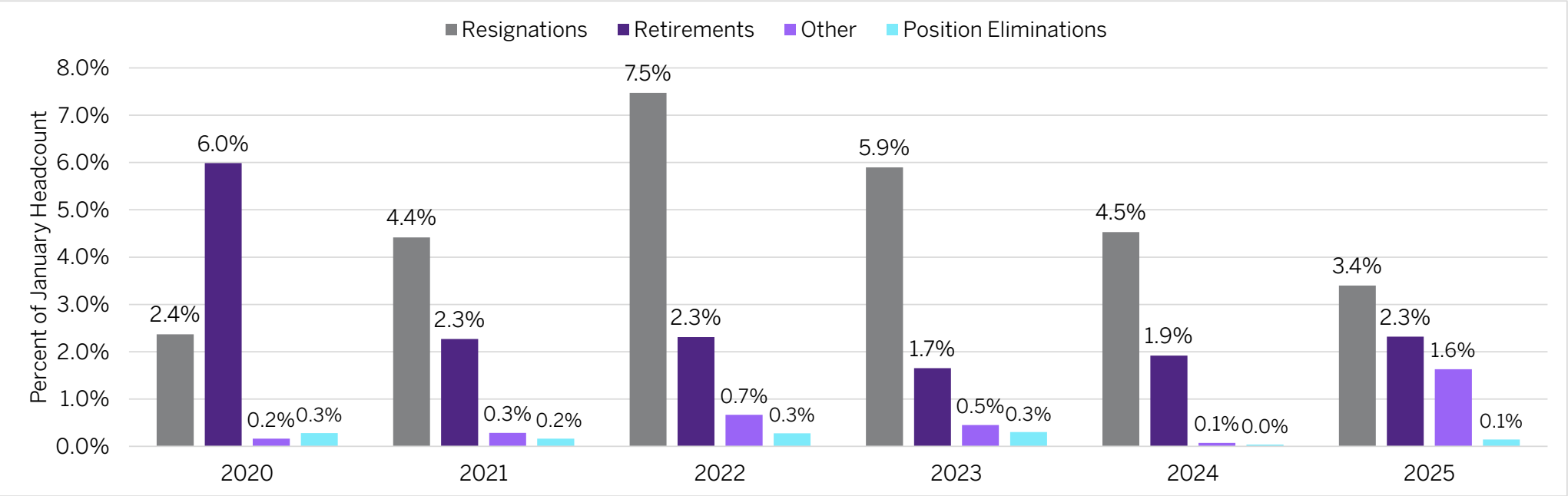


Hire activity reflects a period of focused hiring aligned to institutional priorities, with internal transfers - particularly promotions - continuing to play a key role in workforce movement.

Note: Includes Regular Full-Time/Continuing and Sessional staff represented by PMA, UWOSA, and CUPE-FM.

Staff Exits (RF)

By reason as a percent of January headcount | 2020 - 2025



Stable retirements
Retirements declined following the 2020 voluntary retirement incentive packages and have remained stable since 2021.

Stable resignations
Resignation rates have fluctuated but remained within a narrow range.

Workforce planning
These trends support our focus on talent retention and development, as well as long-term workforce planning.

Staff Employee Group Negotiations

Upcoming Negotiations in 2026

CUPE2692 Hospitality Services	Current contract ends on June 30, 2026
PSAC 610 Postdoctoral Associates	Current contract ended on December 31, 2025. Negotiation dates scheduled for June 2026.

Recent Certification – PSAC Graduate Student Assistants

PSAC 610 Graduate Student Assistants	In June 2024, Graduate Student Assistants certified and will be covered by a new Collective Agreement. First Collective Agreement negotiations continue with dates scheduled for June 2026.

Learning & Engagement

Fostering a Positive Workplace Culture

1

Western Leaders' Forums

Three Leaders' Forums brought together Western's academic and senior administrative leaders in support of strategic priorities.

Each session featured guest or campus speakers and focused on topics central to the university's mission, including inclusive leadership, global engagement, sustainability, and research excellence.

The Western Leaders' Forums run throughout the academic year and foster campus-wide dialogue and collaboration.

2

Recognizing Exceptional Service

Western's reputation as a top research-intensive university reflects the dedication and commitment of our employees.

In Fall 2025, our annual reception honoured 130 recipients in attendance who achieved the significant milestone of 25 years of service.

3

Western Awards of Excellence

The Western Awards of Excellence recognize staff and teams who demonstrate exceptional commitment to the University's values and contribute meaningfully to Western's reputation as a leading institution.

At this annual event, we celebrated seven individuals and one team for their outstanding contributions.

The Convocation Interdepartmental Team was applauded for successfully managing the 2025 move of convocation ceremonies to Canada Life Place with "precision, excellent coordination, and integrity".

4

Employee Celebration Days

This year, Western introduced Employee Celebration Days to bring employees together to network, celebrate achievements, and recognize their contributions to the university community.

Events included a 'Cup of Thanks' coffee break, an 'Employee and Family Football Game,' and a Western Day celebration. More than 3,500 employees attended these events throughout the year.

5

Advancing Leadership Capacity at Western

Western continues to invest in leadership development through new partnerships and customized learning opportunities that strengthen leaders across the institution.

New offerings included the Academic Leadership Accelerator Program (Provost Partnership), launched in December 2025, and the Emerging Leaders Program for Professional Staff (Ivey Executive Education Partnership), which begins in June 2026.

Western Leaders' Forum

Western Leaders' Forum is an opportunity for Western's senior Academic and Operational leaders to discuss issues of strategic importance to the University. The sessions are a combination of presentations by Western leaders or guest speakers, and small-group discussions.

Information Sharing **Idea Exploration** **Dialogue & Feedback**

2025/2026 Forum Topics

OCT 2025

"All In Championing Western's new Campaign"

Hosted by: Karen Bertrand, Vice-President (Western Advancement)
Speakers: Dr. Christy Bressette, Vice-Provost & Associate Vice-President (Indigenous Initiatives), and Dr. Sumit Agrawal, Professor (Neurotology and Skull Base Surgery)

DEC 2025

"Towards Western at 150: Progress and Looking Ahead"

Hosted by: Lynn Logan, Vice-President (Operations & Finance)
Speakers: Kim Solga (Program Director, Theatre Studies, Arts & Humanities), Heather Wakely (Acting Director, Leadership & Learning, Student Experience), and Margaret Mutumba, (Director, Frugal Biomedical Innovations & Director, Africa Institute)

MAR 2026

"Advancing Entrepreneurship at Western"

Hosted by: Eric Morse, Special Advisor to the President in Entrepreneurship
Speakers: Student Entrepreneurs - Karlie McCullough, Troy Leishman, Sydney Burns, and Julia Piskunowics

Investing in Our Leaders & Staff

Operational Excellence

1,089 records of completion

69 workshops across **37** topics

813 unique participants

In January 2025, **77 administrators** earned a **Program Certificate** for completing 5 or more workshops.

Excellence in Leadership

755 records of completion

41 workshops across **24** topics

351 unique participants

In 2026, **46 leaders** will be recognized with a **Program Certificate** for completing 9 or more workshops.

47 will receive a **Stream Achievement** for completing 3 or more in a single leadership stream.

Staff & Leader Learning Day: Special Guest – Dr. Hayley Wickenheiser

At Western's June 2025 Staff & Leader Learning Day, more than 1,100 employees gathered for a keynote address by Dr. Hayley Wickenheiser, demonstrating strong engagement across the institution. Her keynote emphasized lifelong learning, resilience, teamwork, and the importance of stepping outside one's comfort zone, reinforcing the value of continuous growth and leadership at all levels of the organization.

Inspiring Keynote | **Meaningful Learning** | **Stronger Connections**

Investing in Our Leaders & Staff | New This Year

Advancing Leadership Capacity at Western

DEC 2025

Academic Leadership Accelerator Program
(Provost Partnership)

In December 2025, Western Human Resources piloted the Academic Leadership Accelerator Program with the Office of the Provost for 34 academic leaders (e.g., undergraduate and graduate chairs, associate chairs, assistant deans) to strengthen their leadership capabilities.	Focus Areas • Governance • Budget Management • Change Leadership • Inclusive Practices (challenging conversations and allyship)

JUN 2026

Emerging Leaders Program for Professional Staff
(Ivey Executive Education Partnership)

In June 2026, Western Human Resources will pilot a customized Emerging Leaders Program with Ivey Executive Education for 30 staff who aspire to transition into future leadership roles at Western.	Focus Areas • Developing Personal Leadership Style • Leading Teams • Navigating Workplace Challenges • Managing Key Relationships

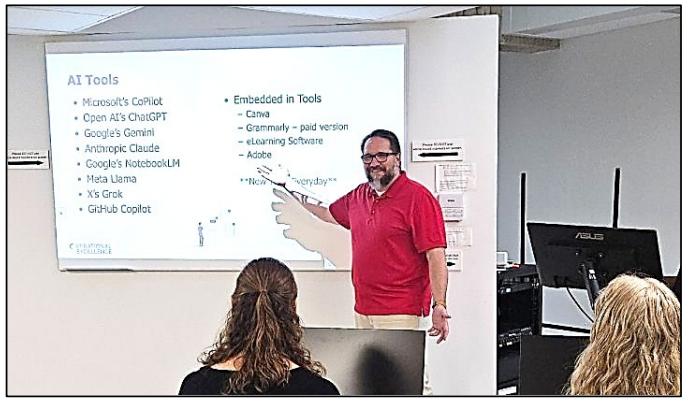
Revamping Staff & Leader Learning Day

2026

Staff & Leader Learning Week	What's New
The former Staff & Leader Learning Day is being reimagined as **Staff & Leader Learning Week**.	Multiple concurrent micro-learning sessions throughout the week More flexibility and choice

Investing in Our Leaders & Staff | New This Year

Building AI Capability Across the University

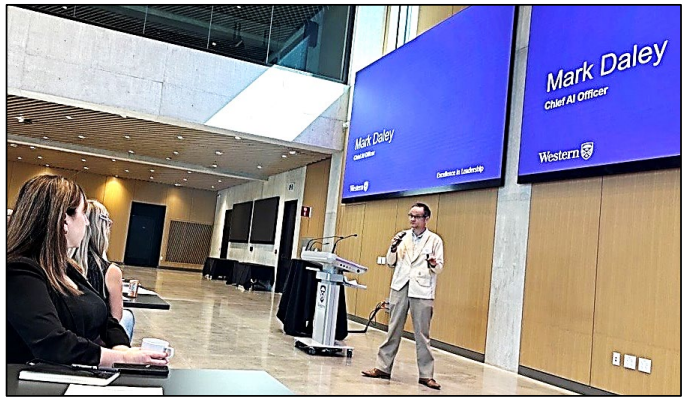


AI for Operational Effectiveness (Staff Workshop)

Western Technology Services Partnership – Presented by Adam Kantor, AI Team Lead, Artificial Intelligence Resource Centre (AIRC)

In partnership with WTS, we have scaled foundational AI capability through hands-on workshops that help staff use AI tools productively, improve efficiency, and align with Western's policies. More than 420 staff have participated, many gaining their first practical experience with AI through practical use cases relevant to operational work.

☑ **420+**
completions



Leading with AI: Unlocking Your Team's Potential (Leader Workshop)

Co-facilitated by Mark Daley, Chief Artificial Intelligence Officer

We launched a leadership workshop, co-facilitated by Mark Daley, focused on when, why, and how to use AI in team processes. The pilot engaged more than 160 leaders and equipped them to navigate challenging conversations around adoption and resistance, while fostering peer learning through shared use cases across the university.

☑ **160+**
completions

Western named one of Canada's Greenest Employers

National recognition for Western's commitment to sustainability

2026 CANADA'S GREENEST EMPLOYERS

This designation recognizes organizations leading in sustainability through impactful initiatives, employee engagement, and measurable environmental impact. Western's efforts range from energy-efficient infrastructure to employee-led waste reduction initiatives.

Western was the only organization from London and one of eight higher education institutions to make the list released by Mediacorp Canada Inc.

225+

Pounds of Waste

Collected by employees through Western's Campus Clean and Green Event

2

Bicycle Repair Stations

Strategically located in support of cyclists choosing active transportation

1,100kg

of materials diverted

Western's new Free Store has had 1,000 visitors and 1,100kg of materials diverted from landfill

59

Garden Planters

The Western Community Garden is a collaborative initiative amongst Western students, staff and faculty

60 minute

Weekly Wellness Walks

A part of The Living Well @ Western programming for employees. This weekly walk takes employees through the various trails and walking paths on campus

Employee Benefits, Health & Well-being

Employee Benefit Costs

January 1, 2025, to December 31, 2025

Career & Workplace

$7.7M

Professional Allowance	$3,742,459
Dependent Scholarship	$2,262,727
Educational Assistance	$1,319,303

Financial Security & Retirement

$59.9M

Pension	$49,544,433
Disability	$6,515,617
Maternity/Adoption	$2,691,202

Health & Wellness

$40.5M

Health	$26,355,871
Dental	$13,839,744
E&FAP	$352,599

Total Cost: $108,228,822

Educational Assistance

May 1, 2025, to April 30, 2026

Western continues to invest in employee development through educational assistance, enabling staff to build skills, advance their careers, and grow within the institution.

$1.3M
Total Investment

581
Eligible Employees Using Educational Assistance

$691
Spent Per Full-Time Staff Employee

Course Completion Statistics

(Number of completions, not unique learners)

28
Undergraduate Courses

96
Graduate Courses

960
Non-Credit and Other Higher Ed Courses

Employees Have Access To:

Up to $2,500
in Annual Professional Development Credits

Up to $4,600 in Annual Funds to Complete Graduate Degrees

Unlimited support
towards a Western undergraduate degree

Coursera Subscription

64
Learners

Average 8.7 hours
of learning per staff member

Most enrolled topics:
Agile Project Management
Foundations of Project Management
Start Writing Prompts like a Pro

Disability Case Trends

72%

Return to Work Resolution

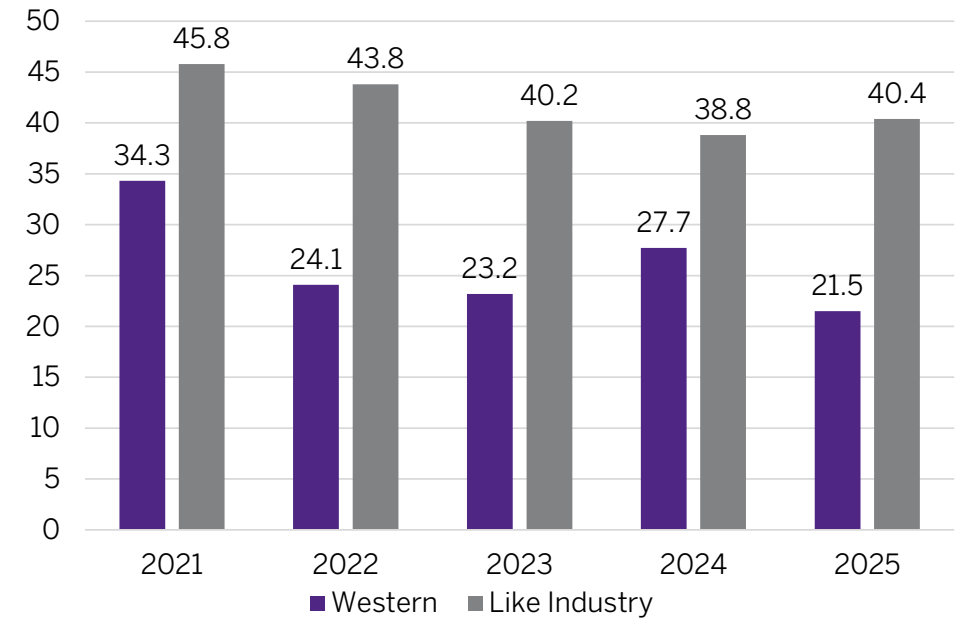
72% of medically-able employees engaged in a return-to-work (RTW) plan supported by Western Employee Well-being were successful at re-entering the workplace

Significantly above industry benchmark (~40-50%)

Note: Timeframe is cumulative January 1, 2023, to December 31, 2025.

LTD Claims Duration

(Months)



Western's LTD duration continues to perform favourably, remaining **consistently below** both education industry and insurer benchmarks.

TELUS Health

Employee & Family Assistance Program (Mental Health Services)

Confidential EAP services are available to all employees and their families **at no cost.**

NEW ‘Clinical First’ Model

Employees are now connected directly to a licensed clinician as their first point of contact – improving speed, access, and quality of care.

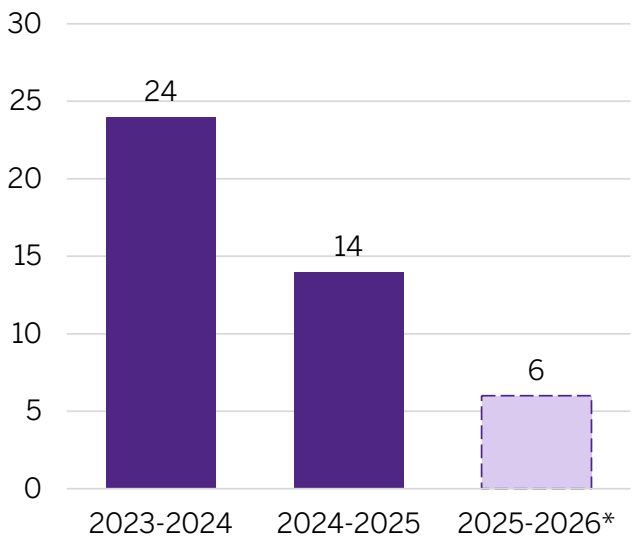
- Faster access to care
- Direct connection to qualified clinicians
- Improved employee experience
- Help is available by phone, video or online chat and in-person counselling

TELUS Health

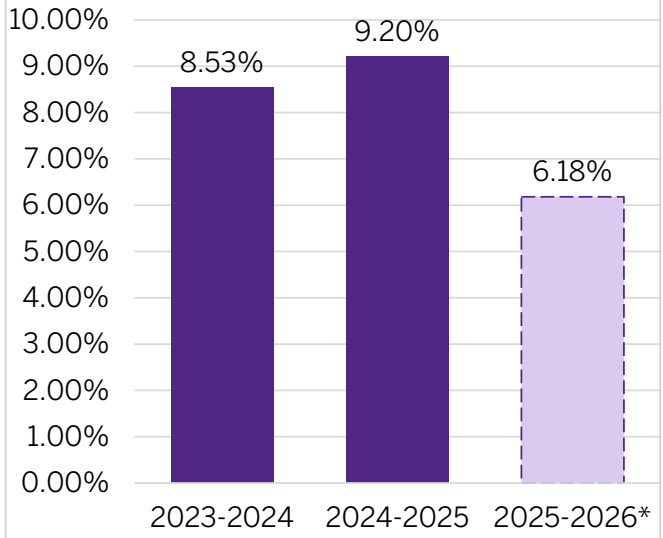
Employee & Family Assistance Program (Mental Health Services)

Full Year Data (Sept 1 – Aug 31) 2025-2026 Year-to-Date (Q1-Q3)

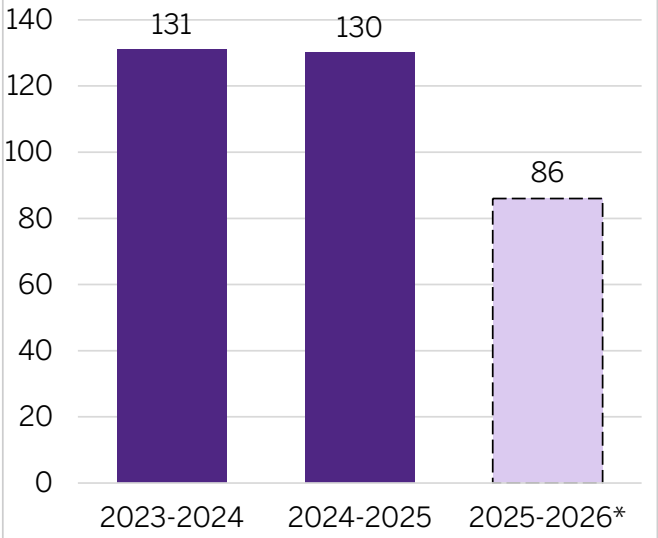
Critical Incident Support on Campus



Average Usage by Employee Count



Interventions to Reduce Individual Risk (Crisis)



2025-2026 results reflect year-to-date (Q1-Q3) activity and are not directly comparable to prior full years.
Early indicators show continued utilization of TELUS Health services (8.24% projected by TELUS) and ongoing support for our employees and their families.

Western Employee Health Fair

May 20, 2026

A vibrant, engaging event designed to support your overall wellbeing.

Nearly 600 employees gathered on May 20 at Western's Ronald D. Schmeichel Building for Entrepreneurship and Innovation, which was transformed into an Employee Health Fair with booths from more than 50 community and campus experts in health, wellness, and safety.

> "The variety of booths was fantastic. Lots of opportunity to connect with some great community supports which applies directly to my needs."
>
> "I really liked how amazingly friendly the staff was! And the information given at the booths were very informative!"

50+
Community and Campus Vendors

Interactive Wellness Activities

Prizes, Snacks & Refreshments

Western

2026 SOUTHWESTERN ONTARIO'S TOP EMPLOYERS

2026 CANADA'S GREENEST EMPLOYERS

Forbes CANADA'S BEST EMPLOYERS FOR COMPANY CULTURE POWERED BY statista 2025

University Discipline Appeal Committee Membership

Action: ☒ Approval ☐ Information ☐ Discussion

Composition:

The Board of Governors shall appoint a Chair and 15 members: 7 members of faculty and 8 students (5 undergraduates and 3 graduate students).

No more than two of the faculty members shall be from the same Faculty. Undergraduate students shall be appointed from a broad range of Faculties and no more than two of the graduate students shall be from the same division.

The Chair shall be appointed annually.

Current Elected Members:

Terms continuing to June 30, 2027:

Chair: Chris Sherrin (Law)

Undergraduate: Brooklin Begg (AH), Jack Harris (Huron), Zahra Nadeem (HS)

Faculty: Mi Song Kim (Edu), Ken Kirkwood (HS)

Terms continuing to June 30, 2028:

Faculty: Amy Horton (HS), Anne Schuurman (AH)

Terms continuing to June 30, 2029:

Faculty: Randal Graham (Law)

Required: Two (2) faculty members, no more than two of whom shall be from the same faculty (terms from July 1, 2026 to June 30, 2029)

Nominee: Melody Viczko (Edu) (Faculty) Term to June 30, 2029

There are vacancies remaining in the faculty constituency (1), undergraduate student constituency (2), and graduate student constituency (3). We will continue to seek nominees.

UDAC Nominee Biographies

Faculty

Melody Viczko — *Faculty of Education*

Dr. Melody Viczko is Associate Professor of critical policy studies in the Faculty of Education. She teaches in undergraduate and graduate programs, with active supervision in MA, PhD, and PDF research. She holds/has held roles in both faculty and university committees, including Senate (Faculty of Education elected Senator), student admission committees, student award adjudication committees, graduate degree program coordination, and the Faculty of Education Executive Committee. Dr. Viczko received two teaching awards at UAlberta and received several nominations for a teaching award at UWO. Dr. Viczko's research addresses higher education policy and governance. She is seeking re-appointment to UDAC.

Annual Report of the Vice-President (Research)

Action: ☐ Approval ☒ Information ☐ Discussion

Executive Summary:

The Vice-President (Research) annually reports to the Senate in accordance with the University Research Board (URB) Terms of Reference. The annual report is provided to the Board of Governors for information.

Documentation Provided:

Annual Report of the Vice President (Research)

2026 Year-in-Review

Senate

Penny Pexman
Vice-President (Research)

June 5, 2026

Western

1

Progress on Strategic Objectives

Tackle the Grand Challenges of our Time

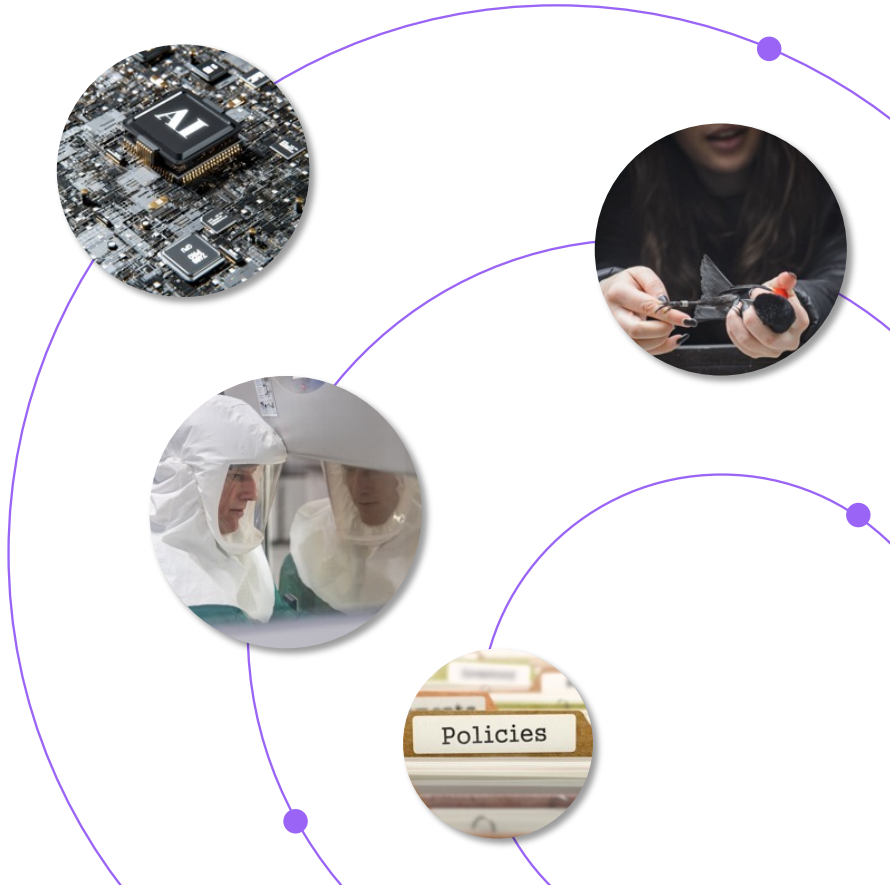
- Research Institutes
- Western Academy for Advanced Research
- Institutional Core Research Facilities
- Bioconvergence Centre
- Canada Impact+ Research Chairs

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

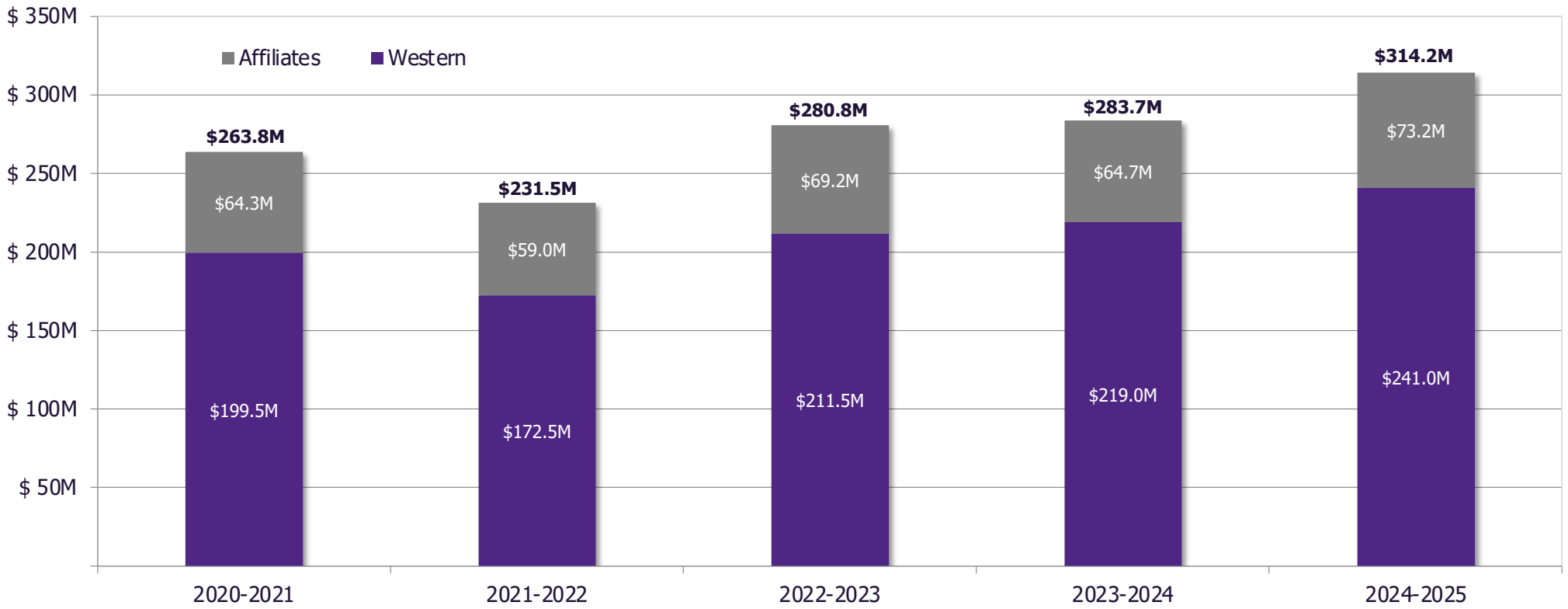


Western

2

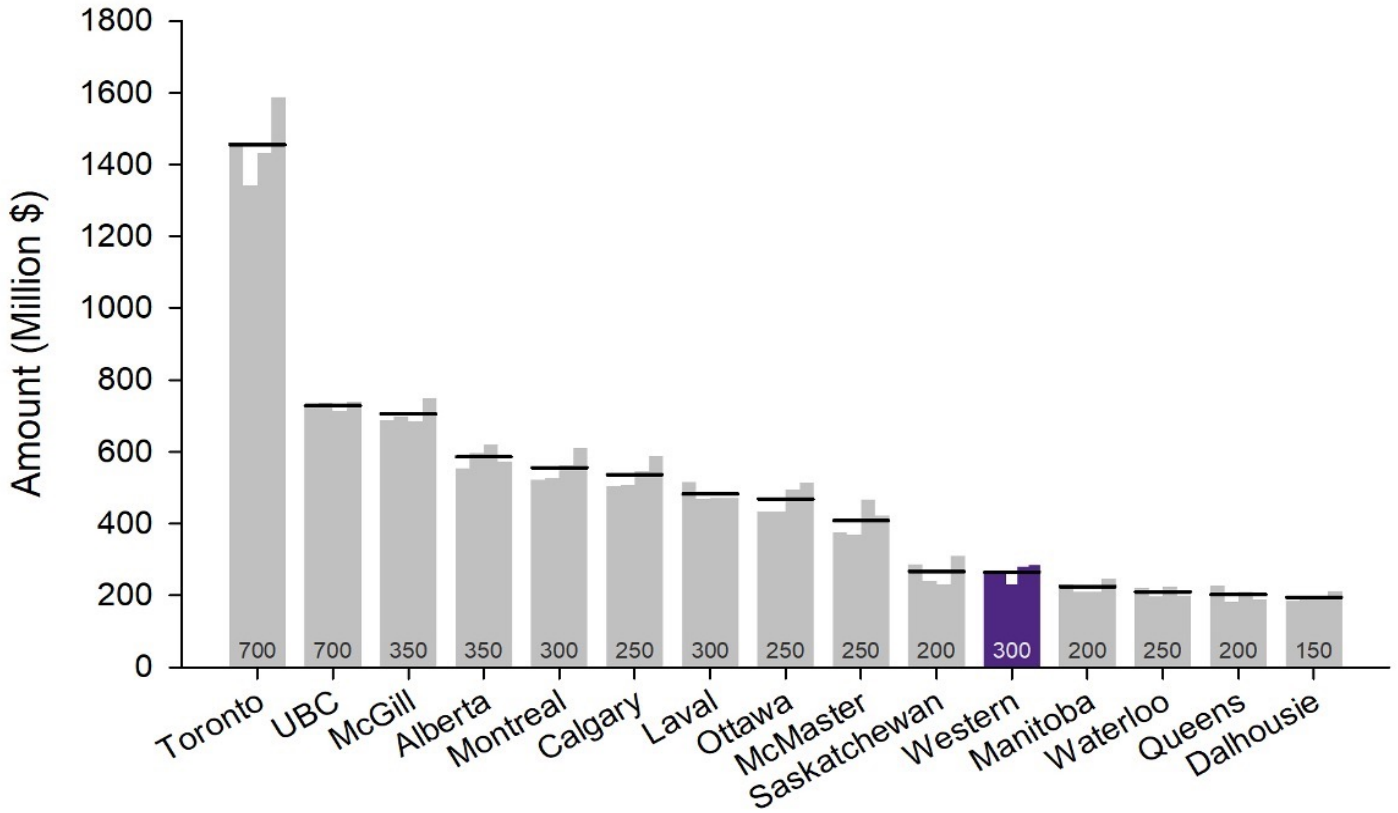
Progress on Research Funding

Research Funding :: 2020-2025



Western

Sponsored Research Income :: 2021-2024



$265M

4-year average

11th

U15 Rank

Western

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

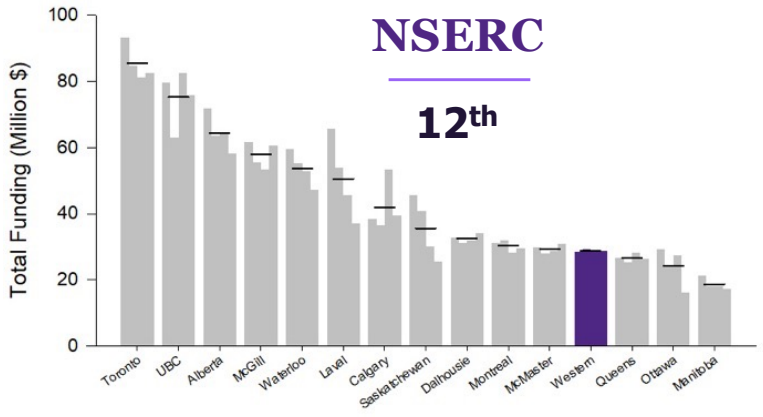
48.7%

Federal Research Funding Programs

U15 Tri-Agency & CFI Funding :: 2021-2024

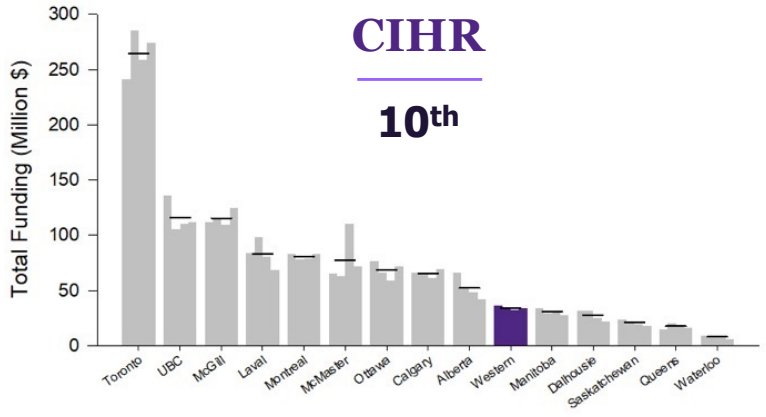
NSERC

12th



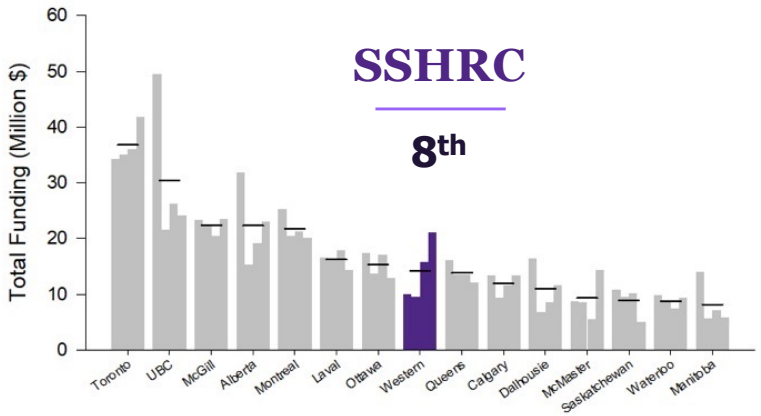
CIHR

10th



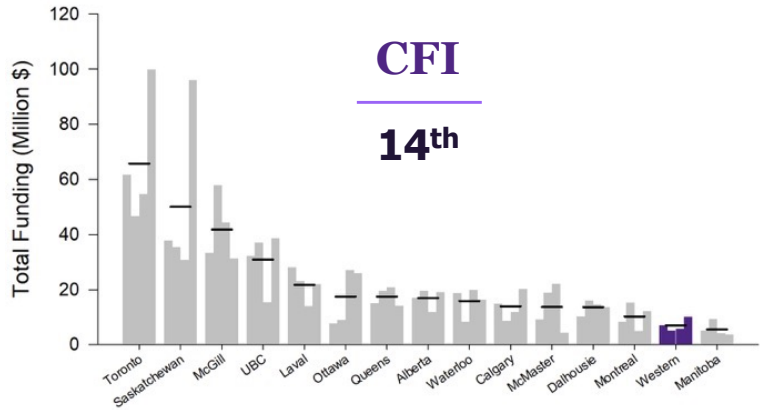
SSHRC

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

Western

SSHRC :: 2023-2025

2023

103
Applications

54%
Success Rate

$7.0M
Amount Awarded

2025

191
Applications

44%
Success Rate

$10.0M
Amount Awarded

Western

CIHR :: 2023-2025

2023

119
Applications

25%
Success Rate

$23.0M
Amount Awarded

2025

213
Applications

26%
Success Rate

$36.0M
Amount Awarded

Western

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

Western

Questions & Comments

1878
Western
UNIVERSITY · CANADA

Activities of the Research Ethics Boards

Action: ☐ Approval ☒ Information ☐ Discussion

Executive Summary:

MAPP 7.14 – Research Involving Human Participants outlines the responsibility, authority, and oversight of Research Ethics Boards (REBs) that have been established to protect the rights and welfare of human participants who take part in human research at Western.

Under section III (d) the REBs shall act independently of the Board of Governors when making decisions regarding the ethics of Western Human Research. Neither the Board of Governors nor any other entity may override a REB's decision to approve, reject, request modifications to, or terminate any proposed or ongoing research. Notwithstanding this point, the REBs are accountable to the Board of Governors with respect to the processes the REBs follow in pursuit of this policy.

Under section III (e), the Director of Research Ethics and Compliance shall submit a report to the Board of Governors at their final meeting each year, through the University Research Board (URB) and Senate, regarding the activities of the REB. This report shall include information regarding the number of protocols reviewed by both REBs, the efficiency of the review process, and related procedural matters.

Documentation Provided:

Research Ethics Board: Metrics Report 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*

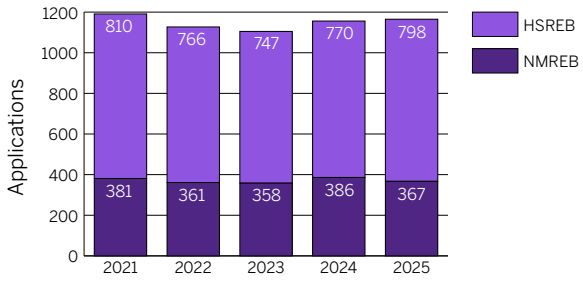


Figure 2. *Number of Amendments, 2021-25*

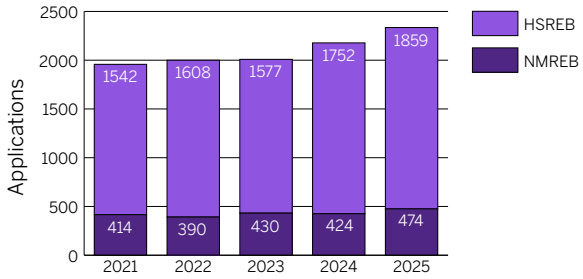
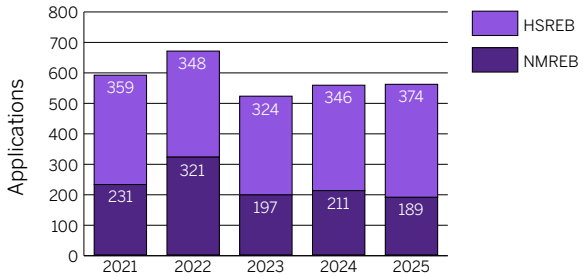


Figure 3. *Number of Student Applications, 2021-25*



2025 External REB Review & Operational Changes

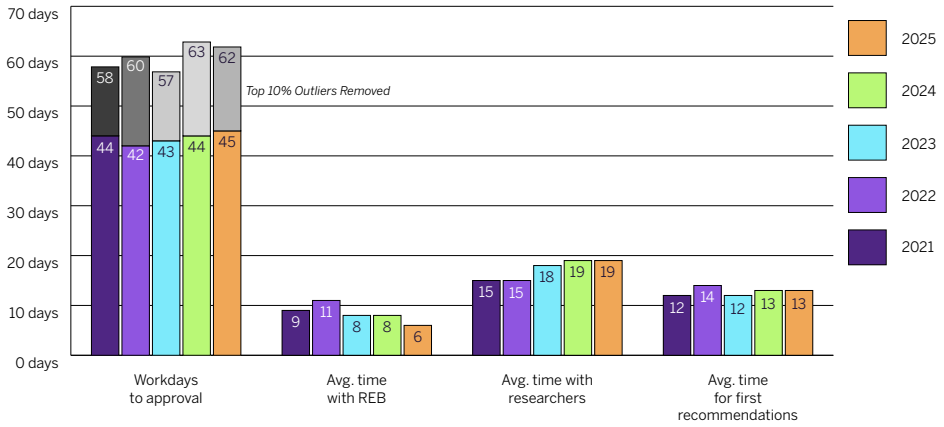
In spring 2025, Western underwent an external review of its human research ethics operations, including REB review processes and administrative supports. Overall, the review was balanced and constructive, identifying important opportunities for improvement for both the REBs and the OHRE, while also emphasizing 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*

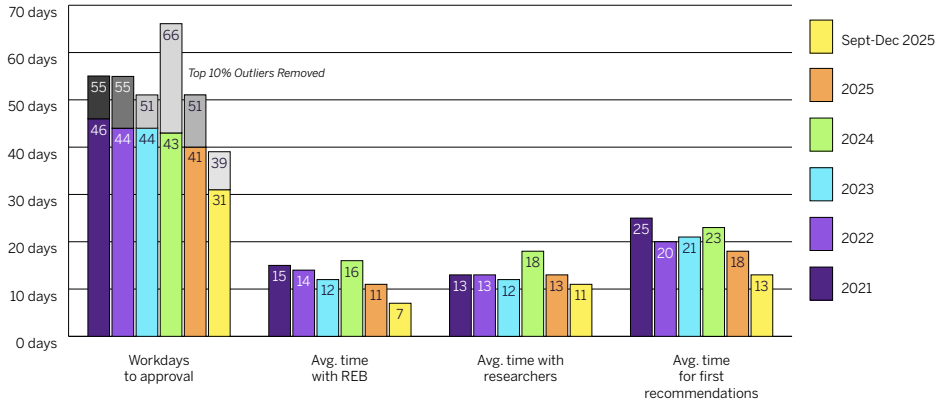


These data suggest that **improvements to investigator guidance, application quality at submission and pre-review support are likely to have a greater impact on overall timelines** than changes to HSREB operations alone.

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*



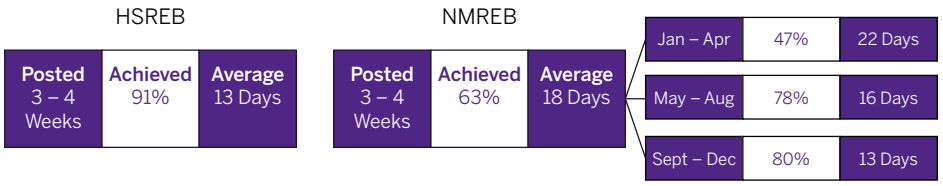
Overall, **NMREB approval timelines improved in 2025**. In the final third of 2025, following operational changes in NMREB supports based on the review, there was a 36% reduction in average REB review time, dropping from 11 to 7 days, and a nearly 28% improvement in the time to initial recommendation 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*

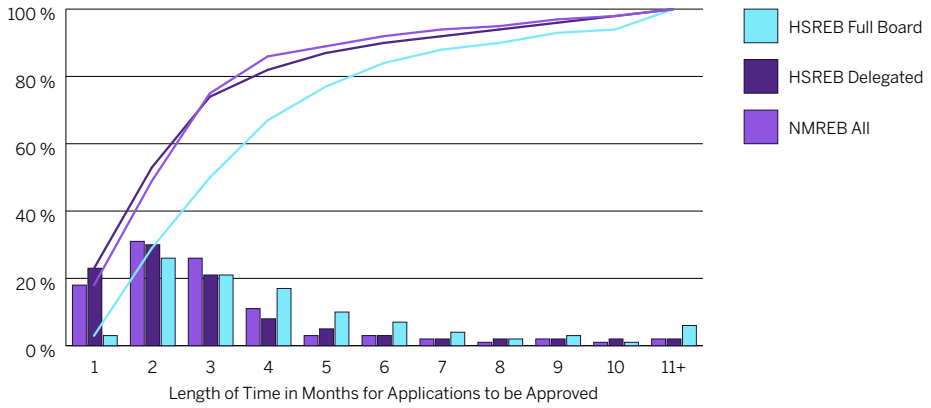


Figure 8. *Comparing Proportion of New NMREB Applications Approved in 2024 vs. 2025*

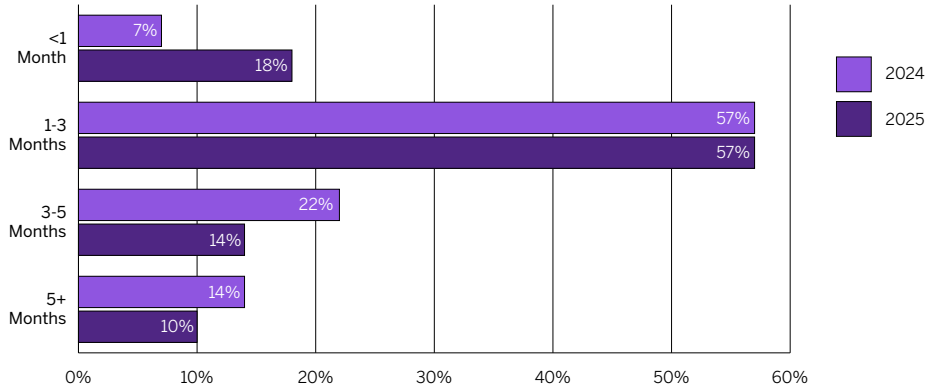


Figure 8 shows substantial improvement in early NMREB timelines between 2024 and 2025

Approvals in less than one month increased from 7% to 20% (≈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*

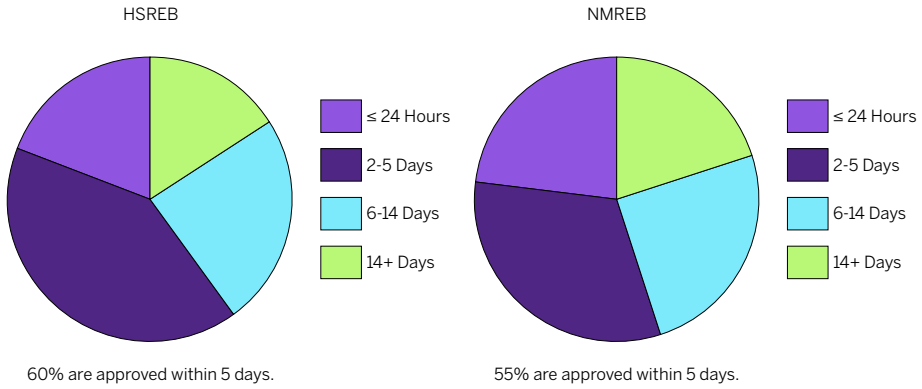


Figure 9 reflects that the majority of amendments are approved very quickly, with many approved on initial submission. Over half are approved within five business days.

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*

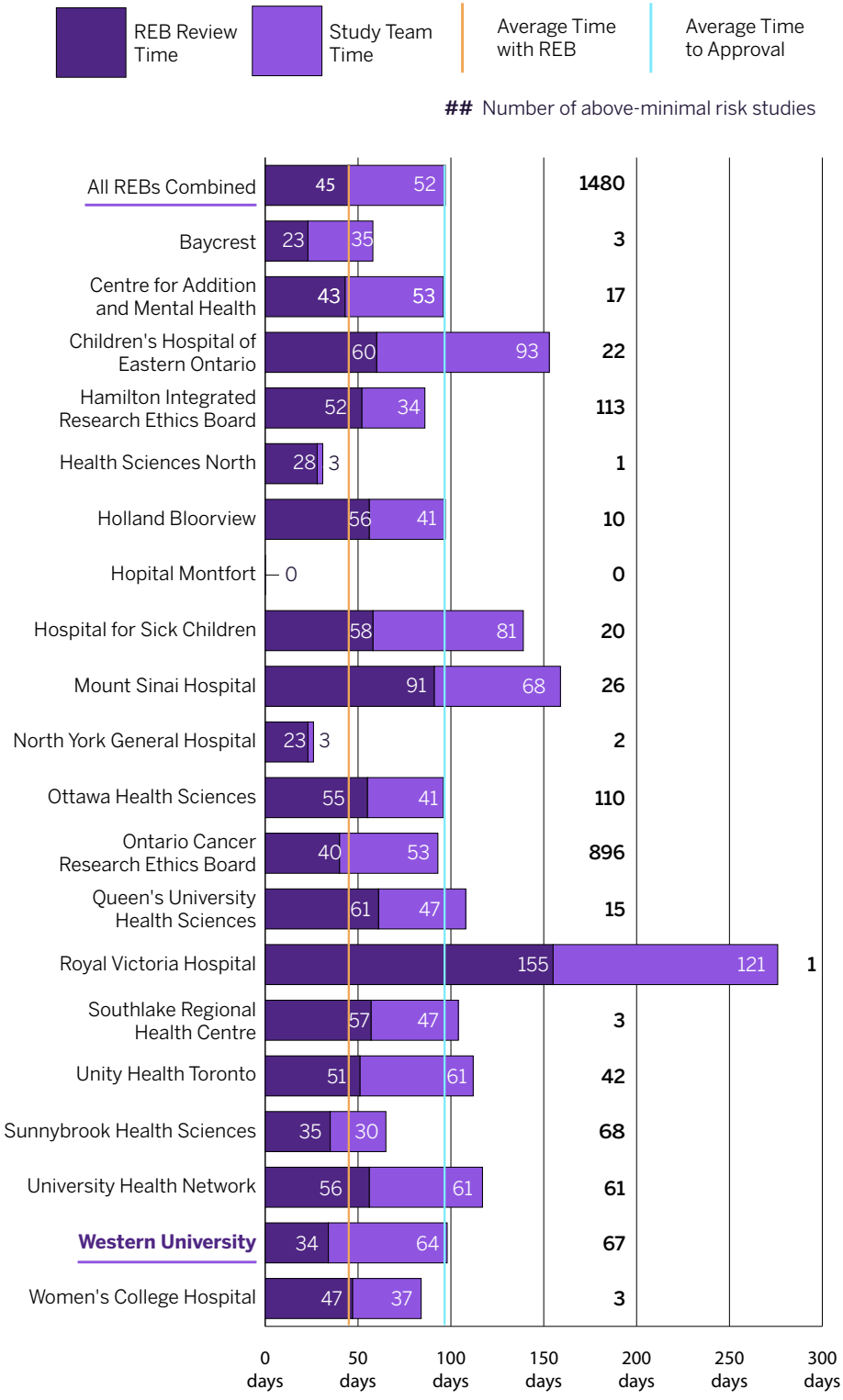
	Western					London Hospitals					Total				
Year	2021	2022	2023	2024	**2025**	2021	2022	2023	2024	**2025**	2021	2022	2023	2024	**2025**
Total	5	4	5	4	**4**	105	75	77	93	**91**	110	81	82	91	**95**

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*



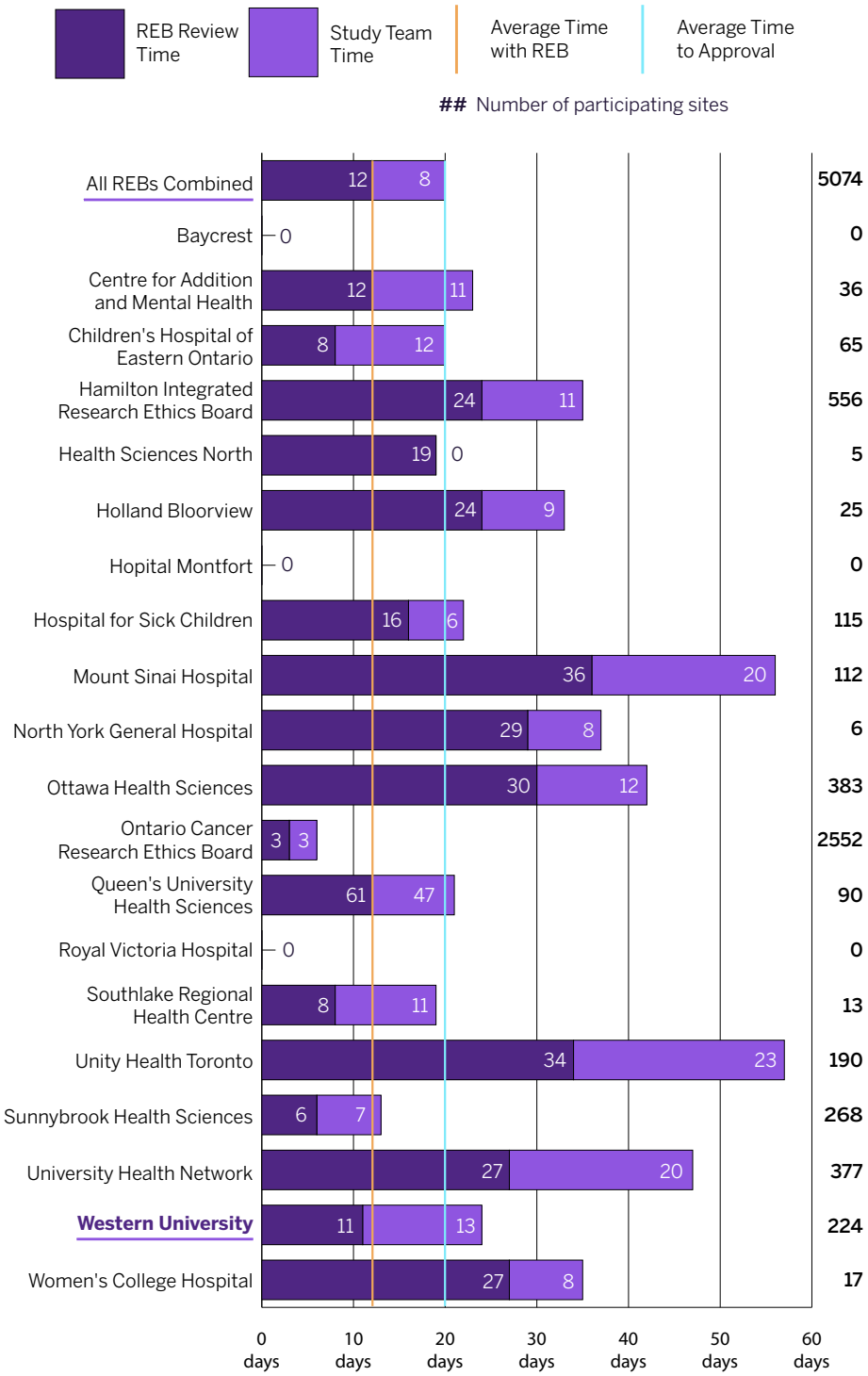
This data compares Western's HSREB to other Clinical Trials Ontario (CTO)-qualified boards.

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

Academic Administrative Appointments

Action: ☐ Approval ☒ Information ☐ Discussion

Executive Summary:

Faculty Relations advised of the following academic administrative appointments as of May 15, 2026.

Start Date	End Date	Name	Department	Admin. Appointment
3/1/2026	6/30/2028	Maznevski, Martha	Ivey - Associate Dean	Associate Dean (Ugrd Program)
3/23/2026	8/31/2027	Cato, Jacqueline	WL - Content Mgmt (CMDA)	Acting Library Head
3/30/2026	3/29/2029	Zoricic, Christina	Office of the Chief Librarian	Associate Chief Librarian
4/13/2026	9/30/2026	Purdy, Lyn	Ivey - Associate Dean	Acting Associate Dean (Faculty Development)
5/1/2026	8/31/2026	Carlisle, Emily	WL-User Experience Student Eng	Acting Library Director
5/1/2026	7/31/2027	Mills, Melanie	Info & Media Studies - General	Acting Library Director
5/1/2026	8/31/2026	Meert-Williston, Deborah	WL-Archives / Special Collect	Acting Library Head
5/4/2026	5/3/2031	Green, Jennifer	Office of the Chief Librarian	Associate Chief Librarian

Report of the Academic Colleague

Action: ☐ Approval ☒ Information ☐ Discussion

The Council of Ontario Universities (COU) Academic Colleagues met on April 14–15, 2026. Discussions focused primarily on the implications of artificial intelligence for the future of higher education, alongside updates concerning provincial policy and broader sector developments.

The evening session featured a presentation and discussion with Mark Daley on academic delivery in the context of rapidly advancing artificial intelligence technologies. The discussion emphasized that developments in AI are fundamentally reshaping the traditional value proposition of universities. Recent advances in self-improving AI systems were described as a significant inflection point for the sector, potentially requiring universities to reconsider aspects of their teaching, research, and social missions.

Discussion among colleagues explored the possibility that universities may increasingly distinguish themselves through functions that remain inherently human and community-based, including mentorship, credentialing, collaborative problem-solving, clinical and experiential learning, and their role as trusted public institutions. Considerable attention was given to the importance of teaching students not simply how to use AI tools, but also the value of intellectual effort, critical thinking, and independent learning. Participants also reflected on the broader social and geopolitical implications of AI, including the concentration of AI development within a small number of corporations and the ways in which embedded biases may shape knowledge production and dissemination.

Several participants observed that disciplines grounded in human inquiry and creativity —including the humanities and the performing and visual arts—may become increasingly important within an AI-enabled society. The importance of involving students directly in institutional discussions and decision-making regarding AI adoption and governance was also emphasized. Overall, there was broad agreement that universities should engage proactively in long-term strategic planning and scenario development concerning the future role of higher education.

During the April 15 session, colleagues shared updates regarding artificial intelligence initiatives at their respective institutions. Universities across the province are currently at varying stages of developing policies, guidelines, and educational supports related to AI. Common areas of focus include academic integrity and assessment practices, curriculum adaptation, faculty and student guidance regarding acceptable AI use, and the implications of AI for pedagogy and learning outcomes.

Academic Colleagues also prepared thematic presentations for the subsequent COU Members' Meeting. Topics included the future purpose and sustainability of universities; pedagogy, students, and academic freedom in an AI environment; future institutional models under demographic and financial pressures; the transformation of university research through AI; and ethical considerations surrounding the preservation of essential human dimensions of education. These discussions reflected a growing sector-wide recognition that AI is likely to affect virtually all dimensions of university activity in the coming years.

Steve Orsini provided an update on current sector developments, including recent provincial funding and tuition announcements, ongoing discussions with the Premier and the Minister of Colleges, Universities, Research Excellence and Security, and recent survey findings highlighting the significant contributions of Ontario universities to research and commercialization activity.

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 Senate, the Board of Governors approve that effective September 1, 2026, the Appointment Procedures for Senior Academic and Administrative Officers of the University be revised as shown.

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.

SELECTION COMMITTEES

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)

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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)

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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)

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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)

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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)

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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)

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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)

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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.

Senate Advice re: Campus Development and Open Space Strategies

Action: ☐ Approval ☒ Information ☐ Discussion

Senate, at its meeting on June 5, 2026, reviewed the Campus Development and Open Space Strategies and offered its advice to the Board by recommending approval of these strategies.

Executive Summary:

The Campus Development and Open Space Strategies are in the purview of the Board of Governors. The Senate may provide advice to the Board 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 UWO Act.