Psychology
Final Assessment Report & Implementation Plan
May 2026

Faculty / Affiliated University College	Faculty of Social Science	
Degrees Offered	Bachelor of Arts (BA), Bachelor of Science (BSc)	
Date of Last Review	2017-2018	
Modules Reviewed	Honours Specialization in Psychology (BA and BSc) Major in Psychology Minor in Psychology Honours Specialization in Developmental Cognitive Neuroscience (BSc)	
External Reviewers	Dr. Katherine Duncan Professor, Department of Psychology University of Toronto	Dr. Aaron Newman Professor, Department of Psychology and Neuroscience Dalhousie University
Internal Reviewers	Dr. Ken Yeung, Associate Dean, Academic Faculty of Science	Braedan Lovie, Undergraduate Student Social and Political Thought King's University College
Date of Site Visit	February 4 and 5, 2026	
Date Review Report Received	March 24, 2026	
Date Program/Faculty Response Received	Program Response: April 23, 2026 Faculty Response: May 7, 2026	
Evaluation	Good Quality	
Approval Dates	SUPR-U: June 16, 2026 ACA: September 8, 2026 Senate (for information): September 18, 2026	
Year of Next 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 cyclical review, internal responses, and assessment and evaluation of the Undergraduate Psychology Program, delivered by the Faculty of Social Science.

This FAR considers the following documents:
- the program's self-study brief;
- the external reviewers' report;
- the response from the Program; and
- the response from the Dean, Faculty of Social Science.

This FAR identifies the strengths of the 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 - Undergraduate (SUPR-U) and the Senate Committee on Academic Curriculum and Awards (ACA), then for information to Senate and to the Ontario Universities' Council on Quality Assurance. Subsequently, it is publicly accessible on Western's IQAP website. The FAR is the only document from the cyclical review process that is made public; all other documents are confidential to the Undergraduate Psychology Program, the Faculty of Social Science, and SUPR-U.

Executive Summary

The Department of Psychology at Western University has a long and distinguished history, tracing its origins to psychology courses first offered in 1898 within the Department of Philosophy. In 1948, psychology became an independent department, reflecting its maturation as a scientific discipline. Over the decades, the department has expanded significantly in both size and scope, establishing itself as one of the largest and most research-active psychology departments in Canada. Today, the department offers a comprehensive undergraduate curriculum alongside vibrant graduate programs and internationally recognized research clusters. It continues to be a leader in both education and scholarship, fostering interdisciplinary connections with fields such as neuroscience, business, education, and health sciences.

The undergraduate psychology program at Western is designed to provide students with a thorough foundation in both the breadth of the discipline and the depth required for advanced study. All students begin with a common first-year course that introduces the major areas of psychology, followed by a selection of core courses in statistics, research methods, and foundational content areas such as cognition, development, and biological bases of behaviour. Total enrolment in 2024-2025 was at 1,546 students.

The self-study included refinement of the program learning outcomes and a curriculum mapping exercise. It was equally informed by a student focus group and a dedicated departmental retreat which served as a forum for broad consultation and collaborative planning.

The external reviewers shared a positive assessment of the Psychology Program. They offer six recommendations with considerations for further enhancement

Strengths and Innovative Features Identified by the Program

- Internationally recognized, research-intensive faculty with Times Higher Education (2025) ranking Western's Psychology Department 2nd in Ontario, 4th in Canada and 92nd globally.
- Honours Thesis Meta-Analysis course provides a rigorous, distinctive capstone alternative not found at comparable Canadian institutions.
- A revised statistics sequence now incorporates R, Python, Bayesian methods, and meta-analysis at the undergraduate level, equipping students with transferable data science skills valued across multiple sectors and professional pathways.
- Robust experiential learning opportunities which include honours thesis supervision, independent study courses, paid USRI/USRA research internships, community-engaged learning, and the BrainsCAN Diversity in Neuroscience Summer Internship Program.
- The Social and Personality Psychology Group, has a CFI-funded laboratory with testing space appropriate for individual and group testing, as well as software systems dedicated to collecting and analyzing survey data.
- Students have the opportunity to publish their research projects in the Western Undergraduate Psychology Journal.
- Significant cross-campus impact and interdisciplinary reach with the program delivering over 5,300 FCEs to non-Psychology students (in 2024–25).

Concerns and Areas of Improvement Identified and Discussed by the Program

- Growing student enrolment–faculty complement imbalance.
- Potential revisions to the Developmental Cognitive Neuroscience module due to low enrollment and resource demands of its specialized required courses.

- Need for greater community-based learning opportunities and practical focus that allows students to engage with diverse populations and apply psychological principles in real-world contexts.
    - Explore partnerships with local organizations to create placements or projects that address issues of equity and mental health in the community.
- Unnecessary overlap among introductory-intermediate courses (e.g., three child development courses at the 20xx level vs. one modular course).
- Further integration of indigenous perspectives, and expansion of EDID focused content.
- Development of more robust mechanisms to track and support program alumni such as; alumni panels and networking events, LinkedIn tracking, enhanced alumni surveys, departmental newsletter, and collaboration with Western's Alumni Office.

Review Process

As part of the external review, the review committee, comprising two external reviewers, one internal reviewer and a undergraduate student reviewer, were provided with Volume I and II of the self-study brief in advance of the scheduled review and then met in-person over two days with the:

- Vice-Provost, Academic Programs
- Vice-Provost, Academic Planning, Policy and Faculty
- Director, Office of Academic Quality and Enhancement
- Dean, Faculty of Social Science
- Associate Dean, Academic, Faculty of Social Science
- Department Chair
- Assistant Department Chair
- Associate Chair, Undergraduate Affairs
- Assistant Chair, Undergraduate Affairs
- Teaching and Learning Librarian
- Program Faculty Members
- Undergraduate Program Staff
- Undergraduate Students

Following the site visit, the external reviewers submitted a comprehensive report of their findings which was sent to the Program and Dean for review and response. Formative documents, including Volumes I and II of the Self-Study, the External Report, and the Program and Decanal responses form the basis of this FAR. The FAR is collated and submitted to SUPR-U by the Internal Reviewer with the support of the Office of Academic Quality and Enhancement.

Summative Assessment – External Reviewers' Report

Strengths of the Program:

- Internationally distinguished researchers, clinicians, and educators, reflected in high levels of Tri-Council funding, prestigious awards (Royal Society, Killam, Steacie Fellowships, CRCs), and multiple teaching excellence recognitions.
- Innovative and well-scaffolded research methods pedagogy.
- The addictions course, which places students in harm reduction and safe consumption sites to conduct interviews and develop recommendations, was singled out as a standout example of high-impact experiential learning connecting academic content to pressing social issues.
- The statistical curriculum and honours thesis options were both recently modified to provide students with a stronger and more scaffolded statistics curriculum, and new options to use meta-analyses.
- Department administrator's commitment and resourcefulness. For instance, via the development of AI tools for automated syllabus review as a creative, model-worthy response to resource constraints.
- Inclusion of TA-led labs and tutorials early in the curriculum. Psychology 1000A/B lectures are complemented with small laboratory sections of approximately 40 students.
- Use of transparent, grades-based criteria for allocating access to experiential learning opportunities, specifically the thesis projects, ensures equitable access without requiring students to independently navigate faculty connections.

Prospective Areas of Improvement for the Program to Consider

- Faculty retirements have eroded the expertise that distinguished the Developmental Cognitive Neuroscience module from other core modules, leading to substantial overlap in requirements.
- Bayesian statistics and meta-analysis in the third-year course comes at the expense of foundational frequentist methods (ANOVA, GLM, correlation) that students need for their thesis research.
- Machine learning, AI, and big data methods are absent from the curriculum.
- A need to strengthen career preparation and postgraduate pathways through a better understanding on student needs, goals, and experiences.
- Difficulty accessing courses needed to graduate on time, particularly in psychopathology and clinical fields.
- Major stream students reported difficulty accessing courses due to lower enrollment priority relative to Honours Specialization students, raising equity concerns that warrant reassessment.
- TA-led tutorials in methods/statistics courses were highly uneven and dependent on the assigned TA. Additional training and oversight of TA's would be beneficial to ensure more consistent learning.
- Opportunity to capitalize and expand the program's experiential and community-based learning opportunities through a potential applied psychology pathway.

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 Response
Recommendation #1: Better alignment between desired degree outcomes and curriculum. Steps could include: **a)** surveys and focus groups with current students to understand their perceived needs; **b)** surveys of recent graduates to understand their pathways and how the program supported them; **c)** designating a faculty contact for the Western Psychology Association; **d)** better advertising of events related to advising; **e)** more integration of career pathways in psychology and the "hidden curriculum" into first and second year courses to help students better plan; **f)** Consider student interest in academic planning around which courses, numbers of sections, and enrolments best meet interests/career goals; **g)** Develop a new module or certificate that communicates more clearly to students how particular pathways through the curriculum could support their goals.	**Program:** The program accepts sub-recommendations (a) through (g) in principle and propose the following actions: (a–b) Student and graduate surveys. The Undergraduate Affairs Committee (UAC) will develop a short survey instrument for current students and recent graduates to gather data on perceived career preparedness and pathway outcomes. We will work with the Western Alumni Office to facilitate graduate outreach. Results will inform curriculum planning discussions at the department level. (c–d) Western Psychology Association (WPA) faculty contact. The Associate Chair, Undergraduate Affairs, will designate a faculty member (the chair of the outreach committee) to serve as a standing contact for the WPA. This will provide continuity of communication as the WPA executive changes annually and allow the department to better support and co-promote career advising and networking events. (e–f) Career pathway integration in the curriculum. Undergraduate affairs will work with instructors of first- and second-year courses to identify low-burden opportunities to introduce students to the range of postgraduate pathways available to psychology graduates, including the prerequisites and competencies those pathways require. This addresses the "hidden curriculum" concern raised by faculty during the site visit. We will also invite the university's career office to present in relevant courses, as noted by reviewers as a practice that has worked well in other programs. (g) Applied Psychology programming. The department has already been developing a proposal for an Honours Specialization in Applied Psychology, and this work will continue under the direction of the Undergraduate Affairs Committee. We recognize that faculty discussion is ongoing and that alignment on scope and structure is needed before a formal proposal is advanced. **Faculty:** We support the initiatives described in the program response and encourage the department to take full advantage of dedicated career and co-op services/supports available in the Faculty.

Recommendation #2: Expand course access and flexibility to better align with student interests and support timely degree completion. The department should consider: **a)** Allowing courses from other departments or affiliate colleges count toward the Psychology degree, reducing pressure on teaching resources; **b)** Adding (or slightly expanding capacity in) courses related to psychopathology and clinical fields; **c)** Offering more summer courses at the second- and third-year levels, particularly gateway courses such as second-semester statistics, to reduce bottlenecks that can delay progression by a full year.	**Program:** The Department acknowledges the course access concerns raised by students and agrees that degree completion bottlenecks, particularly in clinical and mental health areas, represent a genuine equity and student experience issue that warrants attention. (a) Cross-listed and affiliate courses. The Undergraduate Affairs Committee will undertake a review of courses offered by allied departments and affiliate colleges — particularly those relevant to counselling, mental health, and social work — to identify candidates for cross-listing or recognition toward Psychology degree requirements. (b) Clinical and psychopathology course capacity. The Department agrees that courses in clinical psychology and psychopathology are underrepresented relative to student demand. Where instructional resources permit, we will explore modest cap expansions in high-demand clinical courses at the 3000-level, recognizing the reviewers' caution against eroding the small-group format that makes these courses pedagogically valuable. We will also make the case to the Faculty that a strategic hire in the clinical area — whether research-stream or teaching-stream — is the most direct and targeted solution to this bottleneck. (c) Summer course offerings. The Department will investigate the feasibility of offering selected gateway courses in the summer, with priority given to second-semester statistics (Psychology 2812A/B) where a missed offering can delay progression by a full academic year. **Faculty:** We support offering high-demand and module-critical courses in the summer. We would prefer the Department address course availability internally rather than lose enrollments to external universities, which includes the affiliates. Future hires in the clinical area are dependent on budgetary approval and an assessment of strategic priorities across all departments.
Recommendation #3: Review and revise the statistics and quantitative methods sequence. **a)** Given that a separate course on meta-analysis now exists, consider that it could be removed from the core third year course. **b)** Reinforcing key frequentist	**Program:** The Department agrees that the third-year statistics course (Psychology 3801F/G) warrants review in light of the feedback received from both students and faculty. (a) Psych 3801F/G content review. The course instructor(s) and the Undergraduate Affairs Committee will undertake a review of Psychology 3801 with particular attention to the balance between Bayesian methods and foundational frequentist techniques (ANOVA, GLM, correlation) that students draw on most directly in their thesis research. Given that meta-analysis is now covered in the dedicated Honours Thesis Meta-Analysis stream (Psychology 4860E/4861E/4862E), the rationale for retaining substantial meta-analysis content in 3801F/G will be evaluated. (b)

methods rather than introducing Bayesian and meta-analysis methods in third year could help, as could summer offerings of gateway courses to address the time-to-completion problems students expressed related to the heavy methods sequence. **c)** Evaluate the options for foundational first year quantitative requirements. For example, could introductory computer science be accepted as an alternative for Data Science?	Program-level tailoring. We will explore whether the methods sequence can be better differentiated across modules — for example, whether Major students and Honours Specialization students would benefit from modestly different emphases in upper-year statistics, reflecting their different research trajectories and career goals. This is a longer-term curriculum discussion that will be brought to the Undergraduate Affairs Committee. (c) Quantitative prerequisites. The suggestion that introductory computer science (Computer Science 1026A/B or equivalent) be accepted as an alternative to Data Science 1000A/B will be reviewed in consultation with the relevant departments to assess preparation equivalence for the second-year statistics sequence. **Faculty:** We support the initiatives outlined in the program response.
Recommendation #4: Revise or discontinue the Developmental Cognitive Neuroscience specialization. The department should evaluate whether the specialization can be broadened while remaining meaningfully differentiated — for example, by reframing it as a broader Cognitive Neuroscience specialization that leverages existing faculty strengths yet is distinct from the Science-based Neuroscience program — or whether resources would be better directed toward strengthening core offerings at a time when the department is being asked to do “less with less”.	**Program:** The Department has been actively discussing the future of the Honours Specialization in Developmental Cognitive Neuroscience (DCN) as part of this review process, and the reviewers' feedback affirms that a decision is needed. The Department acknowledges the key concerns raised: enrolment has declined to 21 students in 2024–25; requirements have come to overlap substantially with the BSc Honours Specialization; and the highly specialized course requirements place demands on teaching resources that are difficult to sustain as the faculty complement contracts. At the same time, neuroscience remains an area of genuine departmental strength and student interest, and we are mindful that any decision has implications for currently enrolled students who must be protected. The Undergraduate Affairs Committee will facilitate a structured departmental discussion — drawing on input from area faculty, enrolment data, and the self-study curriculum mapping — to evaluate two options: (1) broadening the DCN module into a Cognitive Neuroscience Honours Specialization that better reflects the department's current faculty profile and is meaningfully distinct from the Faculty of Science's Neuroscience program; or (2) a phased discontinuation of the DCN module with appropriate teach-out provisions for currently enrolled students. **Faculty:** We support the initiatives outlined in the program response.

Recommendation #5: Reconsider how experiential learning opportunities are structured and credited. We recommend that the department both revisit workload crediting for supervision and think creatively about scaling experiential learning. The meta-analysis capstone is already a valuable and creative step, placing several students under a single supervisor to complete knowledge synthesis projects. We encourage the department to explore additional models along these lines, such as team research projects within labs or community-engaged learning courses, that would broaden access to meaningful experiential learning while making more sustainable use of faculty capacity.	**Program:** Workload crediting for supervision. The workload committee of the Psychology Department will bring a motion body to consider crediting honours thesis and independent study supervision toward faculty workload and will consider additional workload for community engaged learning. There is clear support for this in the current collective agreement under Section 5 of "Workload". Recognizing supervision in workload accounting would more accurately reflect faculty contributions and create the conditions for a more sustainable and honest conversation about expanding access. Scalable experiential learning models. The meta-analysis capstone (Psychology 4860E/4861E/4862E) already demonstrates that meaningful research experiences can be structured at greater scale than individual thesis supervision. We will identify additional models — including team-based lab research experiences, group community-engaged learning courses, and structured research assistant placements — that could broaden access to experiential learning while distributing supervisory load more equitably. Development of 4th year practicum course that places senior UG as mentors in Psychology 1002A/B / 1003A/B will be introduced as experiential course. Demand management. We acknowledge that some students currently enrolled in independent study courses may be better served by other experiential learning formats. Clearer advising about the purpose and appropriate use of independent study — connected to the career pathway work described under Recommendation 1 — will help ensure opportunities are matched to student goals. **Faculty:** We support the department in developing alternative capstone courses and experiences. We encourage them to reach out to Student Experience and their experiential learning experts for support. Acknowledging the workload is a helpful form of internal transparency on the distribution of work in the faculty. Departments will ultimately need to balance their resources with obligations when they make workload decisions.
Recommendation #6: Collaboratively develop a plan for sustainable resourcing. **a) Staff.** In the near term, ensuring that staff have full access to the information systems they need to do their jobs would meaningfully reduce unnecessary friction at relatively little cost. When	**Program:** (a) Staff access to information systems. We fully agree that ensuring staff have unimpeded access to the student information and administrative systems they need is a near-term, low-cost action that would meaningfully reduce friction and workload. The Department will work with the Faculty and relevant university offices to identify and remove specific access barriers that are currently limiting staff effectiveness. Staff complement restoration. The Department will make a formal case to the Faculty for the restoration of the administrative staff line(s) lost during recent budget reductions. The reviewers' recognition provides strong external support for this request. (b) Limited Duty instructors. The

financial conditions allow, restoring the lost staff line should be treated as a high priority. **b) Limited Duty instructors.** Sustaining support for the LDs whose subject-matter expertise and excellent course delivery is instrumental to the continued success of these offerings. We encourage open dialogue between the department and Faculty about how to resource this service teaching obligation sustainably and fairly. **c) Clinical faculty hire.** The most acute curricular gap facing students is access to courses in clinical and mental health areas, where demand consistently outstrips available seats. Expanding offerings in this area requires faculty with the relevant clinical expertise. **d) Teaching workload**. We recommend that the department be afforded the autonomy to develop targeted internal solutions, and that any structural changes to workload be considered collaboratively and evaluated against their downstream effects on the student experience.	Department will engage in open dialogue with the Faculty about the sustainable resourcing of the LD instructor model. The reviewers were explicit that LD instructors bring unique subject-matter expertise that cannot simply be redistributed to research-active faculty, and that the service teaching the department provides to 3,000–6,500 non-degree students annually represents a substantial institutional contribution. We will document and quantify this contribution as part of the resourcing conversation. (c) Clinical faculty hire. The Department reaffirms its position that a strategic appointment in clinical psychology — whether research-stream or teaching-stream — is the single most targeted intervention available to address the most acute student-facing bottleneck in the program. We will work with the Faculty to make the case for this hire as a priority when conditions allow. (d) Teaching workload. The Department shares the reviewers' caution about a blanket increase to the standard teaching load from 2+1 to 2+2. As the reviewers noted, such a change risks reducing faculty capacity for the very supervision and mentorship activities that students identified as among the most valuable parts of their education, without directly addressing the specific gaps — primarily clinical course access — that students are experiencing. **Faculty:** In the current fiscal environment there is a reduction in overall administrative/professional staff across the Faculty. Psychology is not alone in this process as every Department will be affected by staffing changes. To restore our budget to better standing we will reduce the LD budget across the Faculty. It should be noted that in many universities undergraduate teaching across areas is common for faculty who may have different research expertise. The Department has the freedom to determine what courses they wish to offer. That said reduced enrolments will have a further negative effect on the Faculty budget.

Implementation Plan

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

Recommendations	Proposed Action and Follow-up	Responsibility	Timeline
Recommendation #1 Better alignment between desired degree outcomes and curriculum.	• Develop a short survey instrument for current students and recent graduates to gather data on perceived career preparedness and pathway outcomes.	UAC; Program Chair	By January 2027
	• Work with the Western Alumni Office to facilitate graduate outreach. Designate a faculty member to serve as a standing contact for the Western Psychology Association (WPA). Support and co-promote career advising and networking events.	Associate Chair	By Sept 2026
	• Work with instructors of first- and second-year courses to identify low-burden opportunities to introduce students to the range of postgraduate pathways. Invite the university's career office to present in relevant courses.	Associate Chair	By December 2026
	• Finalize the development of a proposal for an Honours Specialization in Applied Psychology. Use the recommended student surveys to better inform the current concept.	Associate Chair, Program Chair; UAC	By May 2027
Recommendation #2 Expand course access and flexibility to better align with student interests and support timely degree completion.	• Review courses offered by allied departments and affiliate colleges, particularly those relevant to counselling, mental health, and social work, to identify candidates for cross-listing or recognition toward Psychology degree requirements.	Associate Chair, Academic Affairs UAC	By January 2027
	• Explore modest cap expansions in high-demand clinical courses at the 3000-level. Make the case to the Faculty that a strategic hire in the clinical area, whether research-stream or teaching-stream, is the most direct and targeted solution to this bottleneck.	Department Chair; Dean's Office	By May 2027

	• Investigate the feasibility of offering selected gateway courses in the summer, with priority given to second-term statistics (Psychology 2812A/B) where a missed offering can delay progression by a full academic year.	Department Chair	By December 2026
Recommendation #3 Review and revise the statistics and quantitative methods sequence.	• Undertake a review of Psychology 3801F/G with particular attention to the balance between Bayesian methods and foundational frequentist techniques (ANOVA, GLM, correlation) that students draw on most directly in their thesis research. The rationale for retaining substantial meta-analysis content in Psychology 3801F/G will be evaluated. • Explore whether the methods sequence can be better differentiated across modules. • The suggestion that introductory computer science (Computer Science 1026A/B or equivalent) be accepted as an alternative to Data Science 1000A/B will be reviewed in consultation with the relevant departments to assess preparation equivalence for the second-year statistics sequence.	UAC Associate Chair; UAC Department Chairs; Associate Chair	By September 2026 By January 2027 By January 2027
Recommendation #4 Revise or discontinue the Developmental Cognitive Neuroscience specialization.	Facilitate a structured departmental discussion — drawing on input from area faculty, enrolment data, and the self-study curriculum mapping — to evaluate two options: (1) broadening the DCN module into a Cognitive Neuroscience Honours Specialization that better reflects the department's current faculty profile and is meaningfully distinct from the Faculty of Science's Neuroscience program; or (2) a phased discontinuation of the DCN module with appropriate teach-out provisions for currently enrolled students. • Develop implementation plan with any formal curriculum change initiated through the appropriate channels.	Department Chair, UAC; Associate Chair	By Sept 2027

Recommendation #5 Reconsider how experiential learning opportunities are structured and credited.	• Consider crediting honours thesis and independent study supervision toward faculty workload and consider additional workload for community engaged learning. • Identify additional models — including team-based lab research experiences, group community-engaged learning courses, and structured research assistant placements — that could broaden access to experiential learning while distributing supervisory load more equitably. • Develop a 4th year practicum course that places senior UG as mentors in Psychology 1002A/B / 1003A/B. • Ensure clearer advising about the purpose and appropriate use of independent study.	Workload Committee; Department Chair	By September 2026 By May 2027 By January 2027 By January 2027
Recommendation #6 Collaboratively develop a plan for sustainable resourcing.	• Work with the Faculty and relevant university offices to identify and remove specific access barriers that are currently limiting staff effectiveness. • Make a formal case to the Faculty for the restoration of the administrative staff line(s) lost during recent budget reductions. ○ Find ways to streamline administrative processes to ensure that these roles are not overburdened. • Engage in open dialogue with the Faculty about the sustainable resourcing of the LD instructor model. Document and quantify this contribution as part of the resourcing conversation. • Work with the Faculty to make the case for a clinical faculty hire as a priority when conditions allow. • Request that any workload changes be considered collaboratively and evaluated against their downstream effects on the student experience and research mentorship capacity.	Department Chair; Dean's Office	By December 2026 By Dec 2026 By Dec 2026 Next hiring cycle Ongoing