



**Faculty of Social Science  
Academic Plan  
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## **Executive Summary**

The Faculty of Social Science is committed to Western's mission of providing the best student experience in a research intensive university. Our intention is to be the premier Social Science Faculty in Canada for both undergraduate and graduate education, and to have research leaders in every discipline represented in the Faculty.

With this in mind our Faculty will work to:

- provide a rich and challenging undergraduate education
- become a top destination for graduate students
- foster excellence in research
- recruit and retain outstanding faculty and staff members
- provide an environment in which faculty, staff and students can work in a mutually supportive environment

## **Faculty Background**

The Faculty of Social Science is widely recognized for the quality and diversity of its research programs, its excellence and innovation in undergraduate teaching, and, increasingly, as a preferred destination for graduate study. It is one of the largest and most diverse in Canada, housing departments and programs that elsewhere might reside in Faculties of Arts (History), Science (Psychology, Geography), or Business (BMOS). This diversity provides both unique challenges and great opportunities.

The breadth of interests in the Faculty of Social Science presents several unique challenges and opportunities that do not arise in other Faculties. The wide variety of different subject matters and approaches to research require quite different sources of funding and facilities, as does the variety of academic programs that are offered. In developing this Academic Plan, we are mindful that we must address the needs of a very diverse group of faculty and students, including:

- the opportunity to develop new and innovative undergraduate and graduate programs that transcend disciplinary boundaries and take advantage of the expertise available in the Faculty;
- the need to support and develop the BMOS program, which is the largest in the Faculty and draws from most of our departments to offer its unique mix of Social Science and Business training;
- the opportunity to consider research funding from each of the major federal agencies: CIHR, NSERC, and SSHRC, as well as other funding sources that are specific to Social Science, Humanities, Health Sciences and Life Sciences.
- the need to accommodate researchers whose needs range from the provision of simple office space, through traditional science labs, to major infrastructural resources.

Within The University of Western Ontario, Social Science is the largest Faculty, with a 2005/6 undergraduate enrollment of 6,098 and a graduate enrollment of 442. The largest program was BMOS with 1,960 students. There were 31,926 registrants in Social Science courses. In the same year, there were 242 full-time faculty members and 104 full-time staff. There were 482 active research grants in 2005/6, bringing in a total of \$8.9 M.

The strength of the Faculty lies in its capacity to offer a comprehensive undergraduate education in the Social Sciences combined with areas of internationally renowned excellence where we can provide high quality graduate programs. In addition, the Faculty is defined by a number of common research themes that cross disciplinary boundaries, transcend individual departmental contributions, and bridge research and teaching strengths. In acknowledging these themes we recognize also that they represent a balance between the basic research that is so fundamental to the scholarly health of an institution and the applied research that makes Social Science such an important part of our society.

The themes are:

- Government and Public Policy
- Health, Hazards, and the Quality of Life
- Human-Environment Interactions
- Business, Employment and Labour in Organizations
- Neural, Social, and Economic Foundations of Behaviour
- Social Change, International and Intercultural Relations

The Faculty is also characterized by its empirical approach to issues. Within every academic unit there is a strong emphasis on both the quantitative and qualitative analyses of disciplinary data. On the other side, there is considerable strength in theory which is reflected both within individual departments and in the Faculty's co-sponsorship of the Centre for Theory and Criticism.

While these themes provide a context for the planning process, and serve as a guide in making decisions about the allocation of resources, it is important to acknowledge that there are other factors that come into play, and the Faculty will continue to encourage the development of other areas of excellence.

## **Objectives of the Academic Plan**

The primary aim of this strategic plan is to outline the ways in which we will build on the areas of strength and develop emerging areas in the context of the larger themes, to reach our goal of becoming the top Social Science Faculty in the country. To that end, the objectives of this document are to:

- set the direction for undergraduate and graduate programming and set priorities for development, including strategic hiring initiatives;

- define the areas of research strength and priority within the Faculty that characterize the Faculty as a whole, without regard to disciplinary boundaries;
- set priorities for the development and maintenance of areas of research strength, and support initiatives in areas of emerging strength;
- establish priorities for recruitment of new faculty and staff;
- provide a space and capital plan that will address the needs for additional space brought about by expansions of programs and research within the Faculty.

## Academic Plan

This Academic Plan will set the strategic direction for the Faculty of Social Science for the next four years. It highlights the scholarly themes that characterize the Faculty as a whole, transcending disciplinary boundaries, while recognizing the excellence of individual scholars and research groups who work in more narrowly defined areas. In setting priorities, the Plan provides a context in which departments can develop their own plans and set their own directions. The Plan also emphasizes our commitment to the fundamental roles of the University: to provide the best undergraduate and graduate education, and to support the research endeavour at every level. In what follows, we have summarized our goals and aspirations in each of these areas.

***Goal: To provide a rich and challenging undergraduate education.***

**Background:** As the largest Faculty on campus, Social Science is responsible for a greater portion of undergraduate teaching than any other Faculty, with over 6,000 students registered in Social Science programs and almost 32,000 course registrants each year. In 2005/6 the Faculty offered 534 half or full courses during the Fall/Winter Sessions on campus and an additional 151 courses during the Summer or through Distance Learning. For many students then, Social Science is the face of their undergraduate experience, and it is our responsibility to ensure that this experience is both educationally effective and emotionally satisfying. It is our intention to provide the variety of courses and modules that serve student needs and to maintain a high standard of teaching at every level to ensure that the Faculty plays its part in providing the best student experience.

With the introduction of New Academic Choices in 2004, most departments have taken the opportunity to offer more than a simple disciplinary module, choosing instead to offer more specialized programs, such as *Criminology* and *Social Inequality* in Sociology; and *Geographic Information Science* in Geography. More recently, departments have begun to consider the development of multi-disciplinary modules that are directed to a field of interest rather than a specific discipline. These include: *International Relations*, *International Development*, *Health Studies*, and *Refugee and Migrant Studies*. We will continue to place a high priority on the development of new modules to satisfy student interest and to draw on the combined strengths of our faculty. In addition to these multi-disciplinary modules, we have several programs that cross disciplinary boundaries: American Studies, Management and Organizational Studies, First Nations Studies, Linguistics, Latin American Studies, and the Department of Women's Studies.

**Strategy:** To continue developing the quality of our undergraduate program and enhance our students' abilities to think critically, communicate effectively, and appreciate more fully their intellectual, social and cultural heritage, we will need to increase student involvement in Western. As noted in *Engaging the Future*, one fundamental way in which student engagement can be enhanced is by reducing the ratio of students to full-time faculty which, in 2005-06, was significantly larger in Social Science programs than it was for the University as a whole. Beyond this, we should continue to expand the variety of course and program offerings available to undergraduates both within its constituent departments and units, and through the development

of interdisciplinary offerings. We have also been expanding the scope of distance and online course offerings so that students will be able to take all the courses for full Majors and even complete programs from off-campus.

## **Priorities:**

- Continue to review the academic modules offered to undergraduate students and promote the development of new modules that are not confined to single discipline;
- Seek innovative ways to increase the engagement of students within and outside the classroom;
- Provide resources to support undergraduate teaching initiatives;
- Evaluate the role of distance learning courses in the undergraduate programs and consider increased offerings in this area;
- Develop mechanisms for the administration of interdisciplinary modules;
- Set the direction for BMOS and its relationship with the rest of the Faculty and the University, including the transformation of the unit into a department;
- Allocate space within the Social Science Centre to accommodate the expanding complement of faculty and staff within the BMOS program;
- Seek increased collaboration between the Faculty of Social Science and units and groups in other Faculties with similar undergraduate teaching interests and goals (e.g. Geography with Earth Sciences and the Environmental Science program; Psychology with Biology; Sociology with Health Sciences);
- Increase direct support services for undergraduate students, including the appointment of a new full-time Outreach and Recruitment Coordinator and a new full-time Career Counsellor;
- Coordinate the activities of Faculty-based support services with those offered in the departments;
- Introduce a recruitment initiative to attract the very best undergraduate students, with a special emphasis on the recruitment of First Nations students.
- Hire new full-time faculty, particularly in areas that contribute to the targeted fields of excellence, but also in areas where student demand is very strong and the faculty-student ratio is high;

- Hire new full-time administrative and technical staff to support both the teaching and research functions of the faculty;
- Explore possibilities for increased participation in international initiatives, including Study Abroad and Exchange programs.

***Goal: To continue as a top destination for graduate students***

**Background:** The Faculty of Social Science provides graduate students with advanced training through a combination of classroom seminars and the opportunity to work one on one with a faculty mentor or supervisor. Befitting from its size as the largest in Canada, the Faculty offers a range of graduate degrees. With the exception of MOS, each department currently offers a traditional research-based M.A. or M.Sc., and a Ph.D. program. Some departments also provide the option of a course-based M.A., and the opportunity exists for the development of selected professionally-oriented degrees. The Department of Political Science offers a Master's degree in Public Administration (MPA) and Sociology plans to develop a Master's program in crime analysis directed towards law-enforcement agencies.

Our graduate programs are particularly well served by our Faculty strengths in Quantitative and Empirical Methods and several of our departments, including Economics, Geography, Political Science, Psychology, Sociology, and are nationally known as leaders in graduate research methods training. This training is enhanced by Social Science Network and Data Services which houses the Statistics Canada Research Data Centre.

Currently, most of our graduate students have access to space and computing facilities. In the past two years we have created additional graduate student facilities at various locations in the Social Science Centre containing work stations equipped with a network connection and space for storage. Department projections for increased enrollment will make space for graduate students a key concern in the years to come. Individual departments also provide the specialized support necessary to the disciplines, such as that given to Geographic Information Science (GISc) in the form of software and staff resources.

**Strategy:** Graduate students are tomorrow's teachers and researchers, and the future of our disciplines. Western has recognized their importance through three successive strategic plans, stressing that "a vital element of Western's mission of excellence in research and scholarship is the recruitment and support of outstanding graduate students" (*Leadership and Learning*, 1995), and that "(s)tudents choose a university for graduate study based on the quality and breadth of its programs, the opportunity to study with distinguished faculty, and the availability of competitive levels of financial support." (*Engaging the Future*, 2006).

Our goal is to provide graduate students with the opportunity to acquire a high level of scholarship, teaching competence, and research ability in their chosen discipline. We aim to increase both the quality and quantity of our graduate applicants and students, as well as the quality of the training we can provide them. We will do this by working with the Faculty of Graduate Studies to provide an environment where graduate students are well-trained in their

subject matter, mentored as teaching assistants, and actively engaged in active programs of research. Recognizing that there will be increased competition for highly qualified graduate students, we will work towards increasing the number of graduate students by offering innovative programs where there is a present or potential demand.

Two areas that will be emphasized in our graduate enrollment planning will be the establishment of more cross- and multi-disciplinary programs, (such as the current programs in Neuroscience and Theory and Criticism), and a focus on Internationalization. The Faculty will also commit to providing competitive discipline-specific funding packages for highly qualified candidates. Finally, faculty complement planning for each department will take into account the need to provide appropriate levels of graduate supervision.

## **Priorities:**

- Develop appropriate funding models that will ensure that we can attract the very best students and provide competitive support for all students
- Evaluate current graduate programs and consider additional programs that cross disciplinary boundaries with a view to increasing graduate enrollment substantially over the next five years;
- Consider alternative models of graduate education, including the relationship between Master's and Ph.D. programs, while recognizing that one size does not fit all;
- Allocate additional Faculty resources to support all levels of graduate education;
- Use the faculty strength in quantitative and empirical methods as a recruitment tool, and develop other recruitment initiatives;
- Provide adequate office and research space, and the access to the research tools appropriate to each discipline;
- Following the establishment of the Department of Women's Studies and Feminist Research, support the development of a graduate program.

## ***Goal: To foster excellence in research***

**Background:** As an integral element of a research intensive university, the Faculty of Social Science is widely recognized among its peers as a premier centre for research. The contemporary research environment is highly fluid and, with its diversity of scholars, the Faculty is well positioned to take advantage of innovations in our substantive areas and in our fundamental understanding of the methodological and theoretical underpinnings of the research enterprise. As one might expect in such a large Faculty, the range of interests of individual faculty members, and of departmental areas of strength is enormous. The Faculty has a particularly strong grounding in both quantitative and qualitative research, and in social theory.

In seeking to define an “identity” for the Faculty we have identified six broad themes that characterize its research activities in a way that cuts across disciplines and transcends individual departmental contributions. We have used these themes to provide a context in setting our priorities. However, within that context, individual departments have the freedom to maintain their own areas of excellence and priority as expressed in their own Academic Plans. The broader Faculty themes are:

- Government and Public Policy
- Health, Hazards, and the Quality of Life
- Human-Environment Interactions
- Business, Employment and Labour in Organizations
- Neural, Social, and Economic Foundations of Behaviour
- Social Change, International and Intercultural Relations

And, as Table 1 shows, these theme areas are well reflected in our CRC appointments.

Table 1: CRC Appointments

| Research Area  | CRC appointments   |
|--|--|
| Neural, Social, and Economic Foundations of Behaviour    | 1 Tier I, Psychology<br>1 Tier II, Psychology<br>1 Tier II, Psychology, pending<br>1 Tier II, Economics* |
| Governance and Public Policy                             | 1 Tier I, Political Science  |
| Social Change, International and Intercultural Relations | 1 Tier II, History<br>1 Tier II, Sociology   |
| Health, Hazards, and the Quality of Life                 | 1 Tier II, Anthropology<br>1 Tier II, Geography, pending   |
| Business, Employment and labour in Organizations         | 1 Tier II, Economics*  |

\* Cross-listed

### **Government and Public Policy**

We do not live in a post-nation-state world, but we certainly do inhabit one in which alternative centres and structures of governance from the local to the international have grown in salience and significance. The Faculty is very well equipped to respond to these developments, from both a Canadian and a broader international perspective. In Political Science, the capacity to teach and do research in Canadian local government is very well established, as is also the ability to examine the relationships between municipal, provincial and federal levels of government, and between these and the governments of the First Nations. There is a growing interest in health policy across the Faculty. Although the interest in governance and public policy is clear in Political Science, there is also an interest in civic affairs that may be found throughout the Faculty. Geography, for example, offers a program in Urban Development, producing graduates

who contribute directly to the shaping of our cities. The Economic Policy Research Institute's mandate is to support research concerned directly with policy related issues. Immigration issues are the focus of a research group in Psychology. Within Sociology, the work on Aboriginal cohesion and a recent large SSHRC grant to study the effects of aging on the workforce in the field of information technology both deal with the ways in which society is managed. Geography's emphasis on development and environmental issues, particularly the focus on watershed management, is yet another area that has broad implications for public policy.

### **Health, Hazards, and the Quality of Life**

The Faculty has had a long-standing interest in health-related issues, which has now been expanded to include technological and natural hazards. This is most evident in Sociology's multi-disciplinary Centre for Aging and Health research, but it is a recurrent theme in several departments. Bioarchaeology is an area of research excellence within Anthropology. In this group, we have a CRC, a Faculty Scholar, and several others who work on health related issues including osteoporosis, nutrition and cancer. In History, there has been a growing interest in health and technology. Psychology has a significant emphasis on the clinical aspects of the discipline, with approximately one third of the faculty members having an interest in this area. Geography has placed a high priority on health issues and is currently seeking a CRC in the health area. In the field of Hazards, Geography and Political Science have close ties with the Institute for Catastrophic Loss Reduction (ICLR) and are examining both natural and human-produced hazards. Over the next several years it should be possible to see ICLR grow as an integral part of the Faculty's strength in the area.

### **Human-Environment Interactions**

The environment is a focus in a number of individual departments within the Faculty, as well as a growing area of inter-disciplinary and inter-Faculty activity in both teaching and research. Departments contributing to environmental research within the Faculty include: Anthropology, Economics, Geography, History, Political Science, and Sociology. There are five environmental themes that denote research conducted by some members of Western's Social Science Faculty. The theme of *sustainability* is marked by attempts to negotiate the tension between development and conservation. There is also a range of social science research that examines *policy regimes, civil society and grassroots actors*. The study of *resource frontiers* has produced a growing literature on forms of natural resource development – logging, mineral and petroleum development, and fisheries – in relation to indigenous peoples. A fourth theme takes *environmental equity* as its focus, particularly the livelihoods of the poor and environmentalism of the poor. Collectively, these first four themes are within the realm of all departments and programs within social science, and are actively addressed by faculty members from the, Anthropology, Economics, Geography, Political Science and Sociology Departments. Finally, the study of *environmental processes* is a well-established area of excellence among physical geographers within the Faculty of Social Science. The environment theme overlaps with other Social Science research themes, especially environmental hazards and quality of life.

### **Business, Employment and Labour in Organizations**

There has been a long-standing strength in research and teaching in the area of labour markets, employment relations, and organizations within the Faculty which has been integral to the success of the BMOS program. Our view is that the uniqueness and strength of this program lies in the way that BMOS students are exposed to our faculty members' research on multi-

dimensional social aspects of labour and business, broadly defined. While such issues are obviously a primary concern in Economics, expertise in these areas is widespread throughout the Faculty. History has a well-established interest in business history, as well as a growing emphasis in economic history. Similarly, Sociology has a core interest in the societal impact of economic policy and more broadly on work, industry, and employment relations. The Industrial and Organizational area of Psychology also looks at these relationships at the level of individuals and teams. Political Science has growing strength in both domestic and international political economy, the study of the interconnections between politics and business interests and the associated issues of freedom and equality. In Geography, with a recent Joint Appointment with BMOS, research in these areas is conducted primarily through the program in Urban Development.

### **Neural, Social, and Economic Foundations of Behaviour**

As a Faculty of Social Science, the scholarly concern of almost every faculty member is in the factors that influence behaviour from the individual to the societal level. Within Psychology, Western has established itself as an international leader in the behavioural sciences. The members of Centre for Brain and Mind, and the associated faculty in Behavioural and Cognitive Neuroscience, are among the foremost researchers in this area in Canada, and are considered as one of the top ranked groups in the world. On a broader scale, members of the Sociology department explore the roles of aging and health on societal trends, while the Human Capital and Productivity group within Economics studies the role of education and training in Canada in creating the skills needed for higher living standards.

### **Social Change, International and Intercultural Relations**

A theme that runs throughout the Faculty is an interest in the affairs of the world and their impact on social groups and individuals. Much of the Faculty's research relates to international justice, conflict resolution, and the social consequences of globalization. This is reflected in economic studies being conducted in China and Russia, and demographic studies in Vietnam. Other work being conducted in South America is the focus of a number of faculty members, and anthropological research is being conducted on refugees in North Africa. This panoply of expertise will form the basis for new interdepartmental and interfaculty programs in International Development at both the graduate and undergraduate levels. Contemporary international conflicts tend to have civil or domestic as well as international/transnational components and this is reflected in many aspects of the Faculty's research activities. The presence at Western of the interdisciplinary Nationalism and Ethnic Conflict Research Group, and the ability of scholars within the Faculty to make use of it as a springboard for conference development and publication, have enabled us to achieve prominence in this area.

While these research clusters encompass many of the disciplinary activities of the Faculty, it should be noted that there are also two overarching themes that go beyond specific disciplines. In reviewing the activities of the Faculty, one cannot help but notice the depth of expertise in what, for want of a better phrase, might be termed Quantitative Social Science. This is reflected most clearly in the general disciplinary emphasis on quantitative analysis in Economics, the emphasis on demography within the Sociology Department, the very strong quantitative approach in every area of Psychology, and the very presence and important role of the Network and Data Services unit within the Faculty. However, it is also apparent from the number of researchers throughout the Faculty who work with large data sets containing societal

information. The recently established Statistics Canada Research Data Centre is a repository for detailed Canadian Census data available to social science researchers, including those from Economics, Political Science, Psychology, and Sociology, as well as to researchers outside the Faculty. The emphasis on large data sets and their analysis is not exclusive to societal materials. The imaging research programs ongoing in Anthropology and Psychology also require similar large scale analysis techniques, as does the spatial analysis conducted in Geography through GISc. In Psychology also there is great strength in both computational and analytical modeling, and in the area of measurement, statistical analysis and assessment.

As a counterpoint to the empirical and data-based research of the Faculty, there are the contributions of scholars in almost every department who are engaged in reflexive and critical thought about society and the evolution of their own disciplines. This includes theorists interested in: the social construction of the images attached to individuals, groups, communities, genders, and nations (Anthropology, History, Psychology, Sociology); citizenship and conflict construction (Political Science, Sociology); intellectual history (Anthropology, Economics, History, Political Science); and the work of those faculty members associated with the Department of Women's Studies and Feminist Research. The Faculty is also a co-host of the Centre for Theory and Criticism and its interdisciplinary graduate program.

In presenting the areas described above, it must be emphasized that they provide only a single component in the development of a full plan. They are there to provide context and guidance in setting priorities, but the final decisions on those priorities must be driven both by the Academic Plans of individual units, and by areas of student demand, which any full-service department must serve if it wishes to attract students.

**Research Groups and Centres.** The themes listed above represent areas where it is possible to identify common interests in different departments. These common interests are revealed more explicitly in the various Centres and Research Groups that bring together researchers from different disciplines to work towards common goals. Some of these include:

- Aging and Health Research Centre
- Centre for American Studies
- CIBC Human Capital and Productivity Project
- Centre for Brain and Mind
- Institute for Catastrophic Loss Reduction
- Nationalism and Ethnic Conflict Research Group
- Political Economy Research Group
- Population Studies Centre
- Public Policy in Municipalities (MCRI group)
- RBC Financial Group Economic Policy Research Institute
- Statistics Canada Research Data Centre
- Workforce Aging in the New Economy Research Group

These research units provide faculty members, undergraduate students, and graduate students with working environments that enhance collaboration and exchange.

**Strategy:** Consistent with the *Making Choices* and *Engaging the Future*, the Faculty accepts the view that Western is, and should continue to be, a research intensive institution. It is the goal of the Faculty of Social Science to be recognized as the premier social science research faculty in Canada and as one that is recognized internationally. To that end, we plan to: 1) strengthen the Faculty's research base by increasing the overall quantity and quality of research conducted by all departments and research units within the Faculty; 2) maximize the availability of research resources for faculty members and graduate students; and 3) position the Faculty so that it becomes identified as one of the most sought after destinations for students seeking research-based graduate degrees.

### **Priorities:**

- Provide strong support for research initiatives, including assistance in the development of grant proposals and the administration of grant funds;
- Continue to provide and improve research infrastructure support through facilities such as Network and Data Services, the Statistics Canada Research Data Centre, and the Serge Sauer Map Library;
- Continue efforts to obtain funding from the major infrastructure programs such as CFI, and ORF, not only from the traditional NSERC disciplines, but also from departments that have typically relied on small SSHRC operating grants. We will also place a strong emphasis on funding through CIHR;
- Aggressively seek funds through the Development Office to fund Centres and Groups, such as those listed above.

***Goal: To recruit and retain outstanding faculty and staff members.***

**Background:** The recruitment and retention of faculty and staff are priority areas for the Faculty. The preceding sections of this document demonstrate why recruitment and retention is important to the undergraduate, graduate, and research missions of our faculty, but they do not show why and how this is a mission in and of itself. Successful recruitment and retention is based on a complex set of factors. While adequate compensation is a significant component, it is also important to ensure that faculty feel valued and that their perceptions of their working environment and assessments of collegiality are positive. Over the past few years, we have made efforts in the Faculty to recognize accomplishments and to improve the sense of community within the Faculty, but more needs to be done.

**Strategy:** Excellence in teaching and research is fostered in an environment where collegiality is supported, achievement is recognized, and working conditions are good. The Faculty will encourage those seeking excellence and recognize those who achieve excellence. The Faculty will also strive to support an atmosphere where discussion, debate and collaboration among colleagues is encouraged. Our strategy is to create a working environment that fosters an

open, vibrant, and collegial culture for intellectual debate and exchange and recognizes excellence, both in scholarship and teaching. As a part of our effort to provide the best working environment for faculty, it is essential to maintain the quality of support services, both administrative and technical.

### **Priorities:**

- Seek ways to ensure recruitment and retention of the best faculty and staff, and reduce gender imbalance among faculty;
- Seek to hire additional high quality staff, particularly in the areas of student services and technical support;
- Establish procedures to recognize and reward excellence in Research and Teaching by faculty members;
- Establish procedures to recognize excellent performance among staff;
- Seek additional ways to enhance the “quality of life” within the Faculty for both staff and students. This will include continued cosmetic improvements to the public areas of the Social Science Centre as well as the provisions of facilities and events that will allow faculty and staff to get together in a congenial environment.

### ***Goal: To provide adequate space to fulfill the Faculty needs***

**Background:** The Social Science Centre opened officially in 1973. Currently, the building houses seven academic departments, the BMOS program, Network and Data Services, Academic Counselling and the Dean’s Office. There are also general use classrooms, and several Food Service outlets. Excluding instructional facilities, public areas and general use space, there are approximately 125,000 sq. ft. available for faculty and staff offices, student accommodation (primarily graduate student offices), research, and faculty service space.

Prior to 1973, the current Social Science departments were located in various buildings across campus and their integration into a single location showed considerable foresight. While this certainly has facilitated research and instructional synergies across departments, the Faculty has now outgrown the Social Science Centre. Space demands have increased recently for several reasons. First, the number of full-time faculty is now returning to the levels of the late 1980s and early 1990s. More important, there has been a significant growth in the level of research activity, much of this taking place outside the traditional laboratory-intensive disciplines of Geography and Psychology. Several large strategic grants and donations have led to an increased demand for administrative office and research space. Space has been made available through reallocation, but this strategy is no longer feasible. Finally, with the planned growth of graduate programs there will be a much greater need for office and research space for these students.

**Strategy:** The Faculty has outgrown the Social Science Centre. Expansion of our activities can only be accompanied through a combination of a move to significant new space outside the building accompanied by a systematic reallocation of the space made available by such a move. The recent assignment of space at Westminster College is an important first step and will do much to relieve pressure over the short term.. We have established a space-planning group which is evaluating the use of all space within the SSC and will make recommendations for reallocation of space to different units following the Westminster move. Beyond this, the Faculty will:

## **Priorities:**

- Ensure adequate office and research space for new and current faculty;
- Provide space for graduate students commensurate with any planned enrollment expansion;
- Provide additional space for Academic Counselling and student support services;
- Finalize plans to accommodate the expansion of the BMOS program;
- Develop plans for renovations within the Social Science Centre, including the reassignment of several GU classrooms for to Social Science;
- Provide support for the space needed for current and future CFI proposals, including the Centre for Brain and Mind, the Bioarchaeological Centre for the Study of Health and Disease in Antiquity, and the Avian Physiology Laboratory.
- Consider the construction of a new building, that would address the CFI needs, but might also permit housing for additional units with similar interests;
- Continue to pursue the availability of space in the Lawson Building, that may house a full department as well as other research groups or graduate students.
- Seek to provide additional community space for faculty and staff;
- Provide space to ensure that Institutes, Centres and Research Groups may be closely integrated with the Faculty;
- In the context of all of the above, develop a master space plan for the reallocation of space within the Social Science Centre.

## **Conclusions**

Over the course of the next several years there will be significant changes within the Faculty of Social Science. The injection of significant new funding from the Provincial Government will provide the impetus for these changes, as will the continued increase in research funding for research in the Faculty. But these changes must occur in the context of some agreed upon guiding principles that set the direction for the Faculty as a whole, while recognizing unique individual areas of excellence. The Faculty Academic Plan presented here provides that context and establishes goals for us to meet. Through continued collaboration between individuals, departments, and across the University, we will be able to meet these goals.