

STRATEGIC PLAN FOR THE SCHOOL OF SOCIAL ECOLOGY

UNIVERSITY OF CALIFORNIA, IRVINE

2006/07 – 2015/16

Submitted by:

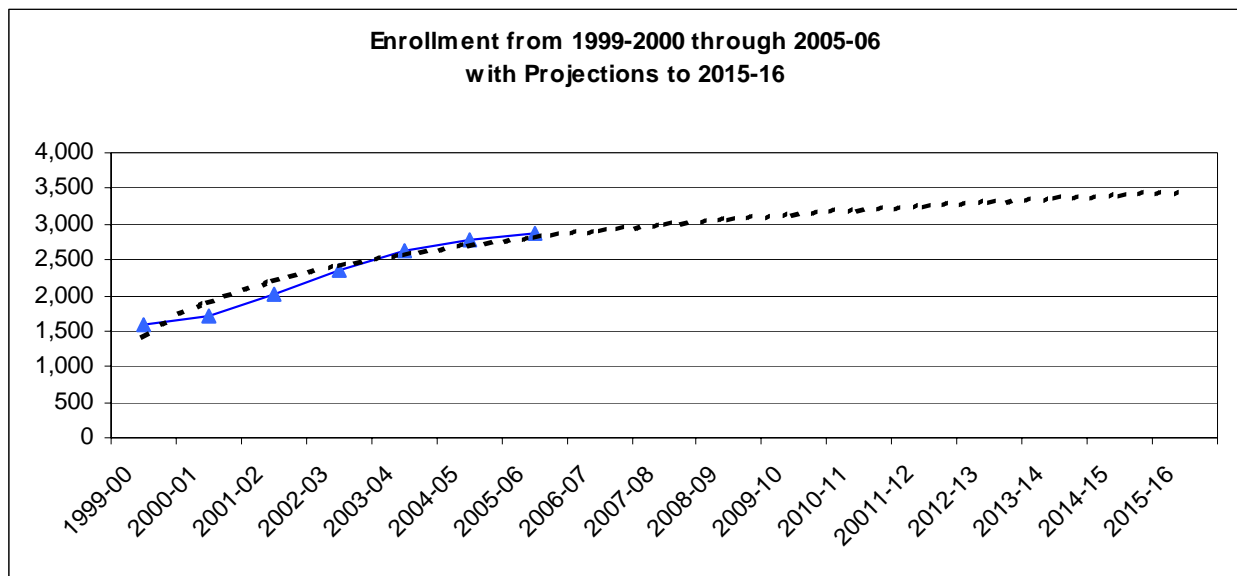
**C. Ronald Huff
Dean and Professor
April 30, 2007**

General Planning Horizon and Assumptions

Thoughtful strategic planning requires an analysis of recent data and trends, as well as the development of future projections. Over the past seven years for which full data are available, *unduplicated headcounts of students in the School of Social Ecology have increased by about 80%, a rate more than double that of the general campus*, resulting in the 2nd highest student-faculty ratio (29.2:1) at UCI:

	School of Social Ecology (year-average)				UCI General Campus (year-average)			
	Undergrad	Grad	Total	% Change	Undergrad	Grad	Total	% Change
1999-2000	1,455	147	1,602		15,102	2,591	17,693	
2000-01	1,576	137	1,713		15,970	2,647	18,617	
2001-02	1,867	149	2,016		17,562	2,842	20,404	
2002-03	2,174	169	2,343		18,981	3,209	22,190	
2003-04	2,403	212	2,615		19,417	3,533	22,950	
2004-05	2,536	241	2,777		19,167	3,700	22,867	
2005-06	2,622	257	2,879	79.7%	19,459	3,693	23,152	30.9%

At this rate, we would usually anticipate that over the next ten years, headcounts in Social Ecology would reach approximately 3,500 students:



However, projecting growth in Social Ecology is currently complicated by the reorganization involving the former Department of Environmental Health, Science, and Policy. Our best estimate is that the two majors that were administered by EHSP faculty comprised approximately 11.1% (291 students) of the total headcount of Social Ecology majors. By this measure, we can anticipate that without the EHSP faculty, the 2005-06 undergraduate headcount would have dropped from 2,622 to 2,331. EHSP's previous enrollment of 36 graduate students should be excluded from future growth analysis.

In addition, we must consider the substitution and interaction effects involving other curricular changes before estimating the net impact during this planning period. The School now hosts two new

undergraduate degrees in Public Health. Although campus plans envision Public Health programs as eventually being housed in CoHS, no specific time has been determined for the transition of these two undergraduate degree programs. Furthermore, CoHS has never had an infrastructure to support undergraduate degrees and the requisite student advising/counseling services (all of this is provided for Public Health majors now in Social Ecology). The Department of Planning, Policy, and Design (PPD) is developing a proposal for a new undergraduate degree in Urban Studies, as well; this new major could begin enrollment in 2008-09. PPD (with Social Sciences) also has submitted to Grad Council a proposed Master of Public Policy (MPP) degree to begin by Fall 2008, and the Department plans to increase the size of its Master of Urban and Regional Planning degree. The Department of Criminology, Law and Society has plans to increase the size of its on-line Master of Advanced Studies (MAS) degree as well. In our judgment, these new undergraduate and graduate degree programs, along with the planned expansions of existing undergraduate and graduate degree programs, are likely to offset the loss of majors produced by EHSP faculty. This means, however, that Social Ecology's "baseline" of majors produced in 2005-06 should not be utilized in calculating our School's expected contribution to UCI's growth over this planning period due to the expected loss, during this planning period, of 10 faculty members (14% of filled faculty FTE when these transfers began last year) due to transfers (7 of which have already occurred) and expected retirements. Adjusted baseline figures are: 2,331 undergraduate students and 221 graduate students, for a total year-average unduplicated headcount of 2,552 students in the School of Social Ecology. Assuming that overall growth continues at the rate established over the past seven years, we could reasonably estimate that total (unduplicated) enrollments in the School would reach approximately 3,200.

Because the Departments of Criminology, Law and Society and Psychology and Social Behavior have already experienced periods of explosive growth and have student/faculty ratios that far exceed their benchmark peers, we expect that the greater portion of new undergraduate growth will come from the new majors in Public Health Science, Public Health Policy, and Urban Studies. *Our growth strategy, therefore, is commensurate with campus priorities and calls for proactively increasing our graduate and professional majors during this planning period by 63% while increasing our undergraduate majors, largely in response to current and projected student demand, by slightly less than half the graduate rate (27%).* This growth will be distributed unevenly across our remaining departments, resulting in a more even distribution of undergraduate and graduate instructional workload than currently exists. Based on the current distribution of majors¹, and the expected growth rate for each major, the following are the projected targets:

Total Projected Growth, All Social Ecology Majors (sum of duplicated headcounts for all programs, with the exclusion of the two EHSP majors):

Degree	1999-2000 Enrollment	2005-06 Enrollment	Projected Enrollment (2016)	% Increase over 2005-06	Cumulative Increase since 1999
B.A./B.S.	1,240	2,604	3,313	27%	167%
Grad Degrees Combined	105	220	359	63%	242%
- MAS	N/A	44	80	82%	N/A
- MURP	33	53	100	89%	203%
- Ph.D.	72	123	179	46%	149%

¹ Growth analysis by major is based on duplicated headcounts. Students having multiple majors are counted once in each major; therefore, the sum of the headcounts in this section will not equal the unduplicated headcounts for the School of Social Ecology. Unaffiliated students are not included.

Projected Growth by Major (duplicated headcounts, all majors, excluding EHSP)

Degree	1999-2000 Enrollment	2005-06 Enrollment	Projected Enrollment (2016)	% Increase over 2005-06	Projected Cumulative Increase since 1999
Criminology, Law & Society					
- B.A.	496	1082	1190	10%	140%
- M.A.S.	N/A	44	80	82%	N/A
- Ph.D.	25	43	55	28%	120%
Planning, Policy & Design (PPD) / Urban Studies*					
- B.A.	N/A	N/A	200	N/A	N/A
- MURP	33	53	100	89%	203%
- Ph.D.	N/A	15	45	200%	N/A
Psychology and Social Behavior					
- B.A.	539	1114	1225	10%	127%
- Ph.D.	37	59	73	24%	97%
Public Health Policy and Public Health Science					
- B.A.,B.S.	N/A	N/A	250**	N/A	N/A
Social Ecology					
- B.A.	205	408	448	10%	119%
- Ph.D.	10	6	6	0%	(-40%)

*Note: Figures for PPD Dept. do not include proposed MPP degree (shared with Social Sciences), which will require UC approval. Figures do include proposed B.A. in urban studies. MPP is expected to add ~ 30 students per cohort, or ~ 60 students at steady state, with credit to be allocated between Social Ecology and Social Sciences.

**Note: Figure for Public Health degrees based on initial University estimate and may be revised due to student demand.

Our strategic planning with respect to student demand, degree offerings, and the reorganization of our School has proceeded with the foregoing in mind, as well as detailed discussions within the School concerning our scholarly research and our outreach/community engagement commitments. In summary form, our goals for this planning period include:

1. To maintain and strengthen the scholarly reputations of our three departments, each of which is highly regarded among our peers, by competing effectively for the very best faculty members and students;
2. To maintain our reputation as one of the pioneering and leading interdisciplinary programs in the nation and to further strengthen our commitment to interdisciplinarity by (a) reaffirming our commitment to our interdisciplinary core curricula while respecting our departments' individual curricular needs and priorities; (b) improving our coordination of the core curricula with our departments via the new School Curriculum Committee; (c) developing an entity (tentatively called the "Program in Social Ecology") that will bring together faculty from throughout the School to collaborate on cross-disciplinary research, teaching, and outreach of mutual interest; and (d) further developing and strengthening our internal and cross-campus interdisciplinary research through the 8 School-based centers that we have developed in the past 6 years, 5 of which are designated as Campus Centers* (Center for Evidence-Based Corrections; Center for Law, Society

- and Culture*;Center for Organizational Research*;Center for Psychology and Law;Center for Unconventional Security Affairs*;Community Outreach Partnership Center;Newkirk Center for Science and Society*; and Urban Water Research Center*);
3. To maintain and strengthen our School's outreach and engagement with the community, including our pioneering field studies program, our Community Outreach Partnership Center, and our Criminology Outreach Program, thus improving the linkage between theory and practice through problem-driven research and teaching and helping address community problems; and
 4. To maintain and strengthen our commitment to the value of diversity, ensuring that it is seamlessly integrated into our plans for recruiting faculty, students, and staff; is reflected in our research and our teaching; and is a major concern of our outreach and engagement activities.

Mission and Structure

The School of Social Ecology is one of the largest academic schools at UCI, based on student enrollment (see page 1). Descriptive materials concerning the School are included on the School's website (<http://www.seweb.uci.edu/index.uci>). The School has three academic departments (Criminology, Law and Society; Planning, Policy, and Design; and Psychology and Social Behavior), with faculty sizes ranging from 17 – 24 filled FTE, as well as 3 faculty members who remain from the former Department of Environmental Health, Science, and Policy. All three of our departments are very highly regarded in their respective fields and include many nationally and internationally prominent scholars and areas of excellence. For example, the Department of Criminology, Law and Society is currently ranked 4th (*U.S. News & World Report*) and 5th (NRC) in the nation among doctoral degree-granting programs in criminology, as well as #5 in scholarly productivity (2005 Faculty Scholarly Productivity Index). Its faculty includes a UCI Distinguished Professor (Elizabeth Loftus 0.5 FTE), three former presidents of The American Society of Criminology, and former presidents of both The Law and Society Association and the Society for the Study of Social Problems. The Department is the current home of the top journal in the field of law and society and co-home of a leading sociology journal. The Department is unique in having one of the strongest groups of academic criminologists and one of the strongest groups of sociolegal scholars in the nation. The Department of Planning, Policy, and Design is ranked among the top ten planning departments in the U.S., as reaffirmed by the 2007 report of the Planning Accreditation Board, and #4 in scholarly productivity in the area of public administration and policy. It is also the only top 10 planning department founded later than 1970. Its faculty is also the youngest of the top ten planning departments and currently includes co-editors of three scholarly journals. The faculty of the Department of Psychology and Social Behavior includes a Distinguished Professor (Loftus, 0.5 FTE) who is a former president of both the Association for Psychological Science and the American Psychology-Law Society, as well as a number of other highly-ranked senior faculty. The Department is internationally known for high-quality scholarship and competes with the best psychology programs in the nation in recruiting new faculty and graduate students. Among psychology programs, ours is a unique combination of specializations, designed to generate state of the art, problem-driven research and instruction. Although the PSB Dept. is not a comprehensive psychology department (thus making rankings non-comparable), it is ranked #47 in psychology and social behavior (*U.S. News & World Report*) and is among the strongest programs in the nation in social/personality psychology and developmental psychology. It is also growing rapidly in its reputation in both psychopathology/behavioral disorder and health/physiological psychology. Finally, although a number of environmental health/science faculty formerly in the Department of Environmental Health, Science, and Policy have now relocated in other academic units, the School retains faculty expertise in public/environmental health and environmental policy, and the newly recruited chair of the Department of Planning, Policy, and Design is a political scientist whose expertise focuses on environmental policy. In addition, the School serves as the administrative unit for the Urban Water Research Center, a campus center involving faculty from a number of academic units.

Social Ecology's interdisciplinarity manifests itself in a number of ways, including research conducted in 8 centers that are based in the School (5 of which have also been designated as campus centers), as well as other collaborations in research (among clusters of faculty not involved with centers); instruction (e.g., a newly developed 3-quarter introductory psychology sequence offered jointly by our School and Social Sciences); and community outreach (e.g., our Community Outreach Partnership Center in Costa Mesa and our Criminology Outreach Program, both of which actively assist underserved populations). Research expenditures totaled \$7.2 million in the last full academic year. The School's name continues to reflect its

emphasis on interdisciplinary, collaborative scholarship, although the recent reorganization, resulting in the elimination of the EHSP Dept., has resulted in renewed discussions within the School concerning the School's name and whether some modification of the name should be considered.. Those discussions will continue during the 2006-07 academic year.

Research Plans

- Continue to hire and retain outstanding scholars and those with the potential for outstanding scholarship.
- Continue to develop and support the 8 research centers in Social Ecology, as well as adding new centers when appropriate.
- Improve interdisciplinary collaboration via our centers and with other academic schools and centers.
- Explore the development of a School-wide, interdisciplinary Program in Social Ecology to facilitate collaborative research.
- Work with the Vice Chancellor for Research to improve the campus's support for centers and faculty research in general, including funding, space, IRB compliance, and grantwriting assistance.
- Continue our improvement in competing for research grant funding and foundation support for our research (\$7.2 million in the last full year, an increase of 121% from 2004 – 2006).

Educational Programs

The School currently offers 7 undergraduate degrees (including two new undergraduate degrees in Public Health that began in 2006-07), 4 master's degrees, and 5 doctoral degrees. These degree programs are described on our School's website (<http://www.seweb.uci.edu/index.uci>). Social Ecology awards the 2nd largest number of UCI degrees annually (1,109 in 2006). Faculty research expertise is closely aligned with the degree objectives of our graduate programs, and our faculty actively involve undergraduate students in research as well (including extensive participation in UCI's outstanding UROP Program), with assignments and expectations calibrated to their level of training. The School's undergraduate enrollments are most heavily concentrated at the upper division level, since most of our students arrive as transfers (either as "change of majors" within UCI or as transfers from community colleges), rather than as freshmen. Therefore, freshmen enrollment figures are not a sufficient basis on which to project our workload.

The School is addressing a concern about "departmental drift" by re-emphasizing common, cross-cutting interests that have characterized Social Ecology since its founding. Recent measures taken to address this concern include the establishment this year of a Schoolwide Curriculum Committee, extensive discussion of the School's core curricula, and current discussion concerning the establishment of a Program in Social Ecology that will bring faculty together across departmental boundaries to collaborate on teaching, research, and outreach activities that emphasize the importance of interdisciplinary collaboration.

Other plans include:

- Add new majors and expand enrollments in current majors at both the undergraduate and the graduate levels. Specific examples will include the new majors in public health (B.A. and B.S. in 2006), urban studies (B.A. in 2008), and public policy (M.P.P. in 2008, with Social Sciences), while expanding enrollments in our existing undergraduate majors (except those based in the EHSP Department), our Ph.D. programs (entering Ph.D. cohorts have increased by 21% and 30% in the past two years, from a low of 26 to the current year's cohort of 35), and our M.U.R.P., joint M.U.R.P./M.S.C.E., and M.A.S. programs. We also expect to propose joint/dual degree programs with the new law school, including Ph.D./J.D. programs in both psychology and law and criminology and law. These programs will attract the very best students and further enhance interdisciplinarity.
- Continue to work with the Dept. of Cognitive Sciences to implement the integrated (PSB/Cognitive Sciences) introductory psychology course sequence.
- Continue to work with the campus Public Health Program in the delivery of our two new undergraduate majors and in collaborative research opportunities. Develop stronger linkages among Public Health, the

Division of Epidemiology in the Dept. of Medicine, and our School's faculty who are interested in health-related research and instruction.

- Collaborate with other academic units on environmental science/environmental studies.
- Implement a School Planning Committee to assist in the implementation and monitoring of this Strategic Plan and to make recommendations concerning future directions as deemed necessary.
- Continue to support and strengthen the role of the School Curriculum Committee (formed this year); ensure better coordination and planning of School-wide curricula; and preserve and further strengthen the School's emphasis on interdisciplinarity.
- Continue to work closely with the Dean of Graduate Studies to improve funding for graduate students.
- Continue to improve the quality of Ph.D. applicants and their diversity.
- Increase the number of our Ph.D. graduates who are placed in faculty positions in Carnegie I research institutions or in high-level research organizations.

Faculty

To accommodate the above projected growth in majors, scholarly research interests and needs, and the need to improve diversity, we propose that our three departments be allocated additional faculty FTE in accordance with their programmatic needs, intellectual goals, and student/faculty ratios. During this planning period, faculty FTE changes might approximate the following, depending on the successful implementation of our plans:

Department	Budgeted FTE	Filled FTE	Projected FTE	% Increase
Criminology, Law & Society	26.5	22	33.5	26.4%
Planning, Policy & Design	17	16	25	47%
Psychology & Social Behavior	28	23.5	35	25%
Other (former EHSP)	3.5	3	0	0*
School Total	75	64.5	93.5	24.7%

*Due to anticipated faculty transfers and retirements.

Social Ecology is a relatively young school (five years younger than UCI). Our three departments are all highly regarded among their peers, but all three are still developing both breadth and depth of faculty expertise, and the faculty FTEs allocated to Social Ecology have also not historically been commensurate with our student-faculty ratio, as noted above. Thus, all three departments have critical growth needs. Our highest priority recruitments for the near-term period (2007/08 – 2008/09) are summarized on the attached "Summary of Proposed Faculty Recruitments." The contextual background of these priorities is as follows, with rankings for the immediate recruitment cycle and general statements concerning priorities for subsequent cycles:

Dept. of Criminology, Law and Society:

1. *Inequality and Law*: Compared with the top programs, CLS has fewer faculty who specialize in scholarly research on the nexus between race, ethnicity, gender, and poverty, on the one hand, and crime, law, and access to justice, on the other. This is fundamentally important in the field of criminology and in law and society scholarship. In addition, this will be an important resource for the new law school and for other existing units on campus that are concerned with these issues, and it will attract a scholar whose interests focus on an important area with respect to diversity and underrepresented populations.
2. *Crime and Social Control (Theory)*: To maintain our competitiveness in theory, we need to recruit a historical/comparative criminologist, a scholar who links sociolegal theory with criminology, and/or a scholar who examines legal and criminological aspects of globalization, security, and human rights. The recruitment of an established theorist (at the rank of associate professor or

- higher) is desirable. This faculty member should also be an important resource for the new law school.
3. *Crime Prevention*: CLS is comparatively lacking in faculty expertise in the evaluation of crime prevention policies and legal interventions to address issues such as domestic violence, sexual assault, and other forms of victimization.

Longer-term priorities for this dept. include (1) economic factors in law, crime, and criminal justice, requiring the hiring of a scholar who applies economic perspectives to sociolegal theory and/or crime, such as the study of criminal markets or the role of economics in the development of law and public policy related to crime and social control; (2) additional strength in the area of inequality and law (described above); and (3) additional strength in theories of crime and social control (described above).

Dept. of Planning, Policy, and Design:

1. *Environmental Policy*: The dept. has a formal Ph.D. concentration in this field and expects that the proposed MPP degree and the urban studies major will have strong environmental policy components. PPD is facing the retirement this year of our Warmington Chair, Prof. Helen Ingram, a noted environmental scholar, as well as the loss of a junior professor in the field; thus, it is important to address this need. An offer has been made to a professor and chair for PPD whose expertise focuses on environmental policy, and we believe that he will serve as a catalyst to recruit others in this field. The next hire should be a planner/economist with interests in environmental sustainability. This area of expertise has clear potential linkages with UCI's strengths in environmental science and policy.
2. *Community Development and Regional Infrastructure*: This FTE is at the heart of urban and regional planning and the department's core functions. This need is critical to support the Master of Urban and Regional Planning degree (scheduled to grow to 50 per cohort, 100 total grad students per year), the proposed urban studies major, and the community outreach programs that link theory with outreach and engagement (especially our Community Outreach Partnership Center in Costa Mesa). The next hire should be a scholar with interests in infrastructure planning and policy. This expertise will also benefit existing UCI strengths in transportation research, for example.
3. *Public Management, Organizations, and Planning*: This FTE is needed to complement the efforts of our Johnson Chair in Civic Governance (Prof. Martha Feldman) and our proposed MPP degree program. The next hire should be a scholar focusing on the institutional/organizational contexts of urban and regional planning.

Longer-term priorities for this dept. include: (1) design-behavior research, where an additional scholar could add depth to the existing group (Stokols, Day, Mazumdar, and Garde), which has achieved national recognition; (2) community planning for social equity and population diversity; and (3) health policy and planning, which can bridge the interests of this dept. and the developing Public Health Program.

Dept. of Psychology and Social Behavior:

1. *Developmental Psychology*: This is an area of traditional strength and national/international stature for PSB, but the dept. is facing the retirement this year of Prof. Ellen Greenberger and the planned retirement next year of Professor Alison Clarke-Stewart. A senior hire will help offset these two major losses in terms of scholarly productivity, national reputation, and the strong demand for instruction in this area. The next hire should ideally focus on the infancy/child development area, which is critically underdeveloped in our program. Sub-specialties may include neuro-cognitive and social-affective psychology.
2. *Health Psychology*: This is a very "hot" area with respect to national attention and NIH's "roadmap." Only one current PSB faculty member (Prof. Larry Jamner) has a primary interest in this field and immediate recruitment is needed to address this critical area, which is also an area of very strong student interest and demand. The next hire should be a scholar who applies psychological science to the study of chronic physical disease.
3. *Psychopathology*: One of four Ph.D. concentrations in PSB's revised doctoral program curricula, this area is in need of faculty depth. Two emerging "stars" in this field have been recruited and both have advanced to tenure, but we are very short on coverage for teaching and we lack

substantive expertise related to both anxiety/affective disorders and more severe (e.g., schizophrenia) disorders, so the next hire should be a scholar with expertise in one of these areas.

Longer-term priorities for this dept. include: (1) a scholar who focuses on the interaction between medical and mental health (e.g., chronic illness, pain, cardiovascular disease, PTSD, bio-behavioral pathways underlying depression); (2) additional strength in developmental psychology to complement the position described above; and (3) social/personality psychology, focusing on stereotyping and intergroup relationships, personality, higher order cognition, or the psychology of close relationships

In addition to these FTE requests, the School is involved in partnerships with other academic units in the submission of proposals for both Excellence/ Interdisciplinary FTEs and Diversity FTEs. Comments on those proposals and their relationship to School proposals will be provided separately.

The following strategies will be employed in addressing our growth targets:

- Add new majors and expand enrollments in current majors at both the undergraduate and the graduate levels. Specific examples will include offering new majors in public health (B.A. and B.S. in 2006), urban studies (B.A. in 2008), and public policy (M.P.P. in 2008, with Social Sciences), while expanding enrollments in our existing undergraduate majors (except those based in the EHSP Department), our Ph.D. programs, and our M.U.R.P. and M.A.S. programs.
- Continue to expand summer sessions enrollments while further improving its integration with the School's curricula.
- Recruit new faculty to (1) further enhance our scholarly research; (2) address current gaps in our instructional coverage of important areas; (3) provide resources to support our new degree programs; (4) further strengthen our research centers and enhance interdisciplinary linkages across the School and the campus, and (5) increase the ethnic diversity of our faculty while maintaining our gender diversity.
- Continue to compete effectively for new faculty FTE based on excellence, diversity, and instructional workload, as well as Distinguished Professors.
- Continue to expand the utilization of lecturers and lecturers with potential security of employment to assist in meeting student demand, while continuing to ensure that the core school and departmental curricula are delivered by regular ranks faculty, with rare exceptions.

Faculty Diversity

The School continues to be one of the most diverse schools at UCI with respect to gender, with nearly 50% of our faculty being women, including a number of our most senior scholars and highest paid faculty members. However, only about 8% of our faculty are either Hispanic or African American, a challenge that we continue to address via our aggressive recruiting practices and the active involvement of our School's equity advisor and our personnel manager, as well as the dean's emphasis on the importance of diversity in every aspect of the School.

Although our current 8% minority faculty figure is below the figures for the appropriate "availability pools" in our fields, it is important to note the following:

1. As noted above, our faculty is approaching parity with respect to gender diversity.
2. Many Social Ecology faculty who do not themselves fall into a "diversity" category based on classification by race/ethnicity nonetheless focus their scholarly research, teaching, and/or outreach/community engagement on subjects that enhance diversity. Examples include our faculty whose research and teaching focus on immigration; gangs; sociocultural factors affecting crime (minorities are overrepresented among both the offender and the victim populations) and mental illness; wrongful convictions/miscarriages of justice; equal access to justice; hate crimes; prisons and correctional reform; Native American justice issues; community conflict and planning; and

both of our major outreach programs (Community Outreach Partnership Center and Criminology Outreach Program), which focus on issues including (a) racial/ethnic hostility in a community that has experienced rapid demographic change and (b) mentoring adolescents who are disadvantaged and are underrepresented among the college student population to improve their preparation for college and increase their parents' understanding of the importance of college for one's life chances.

Percentage of women faculty in School: 47%

Dept.	2006 Rank	Total Faculty	Women	Men	African American	American Indian	Latina/o American
CLS	Assistant	3	0	3	0	0	0
	Associate	4	2	2	0	0	0
	Professor	13	5	8	0	0	1
	CLS Total	20	7	13	0	0	1
EHSP	Professor	3	0	3	1	0	0
	EHSP Total	3	0	3	1	0	0
PPD	Assistant	4	2	2	0	0	0
	Associate	4	2	2	0	0	0
	Professor	9	2	7	0	0	2
	PPD Total	17	6	11	0	0	2
PSB	Assistant	3	2	1	0	0	0
	Associate/SOE	8	8	0	1	0	0
	Professor	13	7	6	0	0	0
	PSB Total	24	17	7	1	0	0
SCHOOL	Totals	64	30	34	2	0	3

Percentage of underrepresented minorities in School: 8%

Staff

Current Staffing

Dean's Office: 5.5 career staff

Departments and Research Center career staff: 25

Support Services career staff (Business & Research, Student Services & Computing): 22

Projected Staffing

It is important that future career staffing at least be proportionate to growth in student enrollments and faculty research activity, with additional resources likely needed in two areas. With the significant expansion of undergraduate and graduate degree programs and enrollments in the Dept. of Planning, Policy, and Design, an increase in staff support will be necessary in that Department as well as in our Office of Student Services. Also, our research centers have minimal dedicated staff support, and with the anticipated growth in our established centers and the potential addition of others over the next five to ten years, the School may need to invest additional staff resources in support for the centers.

Recruitment & Retention of Staff

The results of UCI's Employee Opinion Survey (2004) indicated that the overall average favorability rating recorded by Social Ecology staff was higher than that which was reported for the Campus and Coordinating Point averages, with Career Opportunities being the only category (out of 10) for which our School received less than a high favorability (85%) rating. We will continue to use resources such as that Survey to recognize staff concerns and identify appropriate resources to address them [e.g., encourage staff to attend CACSS Career Development Forums, encourage more frequent supervisor/employee meetings regarding employee goals, and internally offer training workshops to our staff to enhance their knowledge and skills in areas in which they express interest (for instance, the recent Merit & Promotion Workshop developed specifically for staff)].

Support Services and Facilities

We anticipate that our demand for library resources will be proportionate to expected growth. We expect to have a NACS presence in our new Social and Behavioral Sciences Building (shared with Social Sciences), which will be the first NACS presence in our quadrant of the campus despite the disproportionate share of students represented in our two schools. While this new NACS computing facility is welcome, we anticipate that our computing/IT needs will grow faster than the general UCI growth because of the absence of campus investment in our quadrant via NACS prior to this time. The demand for physical facilities, especially faculty research and office space, will continue to accelerate during this planning period and will not be met by the new, shared Social and Behavioral Sciences Building, although that facility will provide important and welcome relief. This will become especially problematic if we are not able to retain our current space in MPAA Building, which houses many of our research centers and is crucial in helping develop synergy among faculty from different departments and buildings. The most immediate challenge exists in our Dept. of Psychology and Social Behavior, whose plans are currently constrained by the lack of adequate lab space. Some of the lab space to be vacated within the EHSP Department within the next few years will be reallocated to address this need. Therefore, renovation of that space, as well as other renovation in the School, will be a critical need and will be essential if we are to have any hope of realizing our academic goals. New centers will also need space, independent of proportionate or general school space. Established centers that become self-sustaining will potentially have more dedicated staff and researchers, all of whom will require additional space.

Campus Life

- Continue to work closely with our Social Ecology Student Association (SESA) to promote increased student involvement in School and campus life and to further the interaction of students and faculty.
- Improve our connections with our School's alumni and their involvement in our School, as well as their financial support for our School. We have instituted a series of alumni luncheons and have expanded our contacts with alumni.

Public Role

- Continue our School's historic emphasis on "research with considerations of use" (research that addresses problems of concern to society).
- Continue our highly successful series of "UCIthink" community forums, but focus on smaller venues that allow closer (and more sustained) interaction between our faculty and the public.
- Increase the involvement of undergraduates in research and in smaller classes.
- Continue Social Ecology's strong link to the community re: the implications of our research for the amelioration/solution of important problems in society. These include our Community Outreach Partnership Center, our Criminology Outreach Program, and our extensive field studies program, the latter having been developed and vastly expanded over the past 35 years.

Resources

This strategic plan assumes that resource needs will generally approximate growth. However, we anticipate that our resource needs will exceed general growth resources in:

- Graduate student support (our current level of support is too low, so these resources need to grow faster than the resources associated with general growth);
- Small capital project funds (we expect major space challenges and corresponding retrofit requirements during 2007-2016); and
- Development support for endowed professorships, graduate fellowships, centers, and (potentially) a naming opportunity for the School.