UCLA Global Strategic Priorities

Change the World; Lead the World

UCLA GLOBAL STRATEGIC PRIORITIES
CHANGE THE WORLD; LEAD THE WORLD

EXECUTIVE SUMMARY

The 21st century is the era of globalization. UCLA, as one of the world's leading universities, must be a global university in its mission of teaching, research and service. What does that mean? In essence, it means positioning our students for success in careers of the 21st century and as engaged global citizens. It means achieving impact through research and scholarship on some of the most challenging societal issues of our day. It means lifting the wellbeing of communities all around the world through the cultural, artistic, literary, scientific, and leadership advantages we bring. Of course, UCLA is already global. Yet, can we do more?

The answer is unequivocally 'yes'. The intent of this report is to enhance UCLA's reach and impact as a global university by establishing a clarity of purpose, clear priorities with coordinated execution and targeted investments, and by applying discipline in assessing progress against intended results. The report draws on the global expertise residing within UCLA and at best-in-class peer institutions. It sets the following purposes to UCLA's global priorities:

1. *Global learning*
2. *Global research*
3. *Global reputation building*
4. *Global engagement of alumni and friends*
5. *Global service*

To address these purposes, the following priorities are recommended for the short (1-2 years) to medium terms (3-5 years):

1. *Articulate the Chancellor's vision for UCLA as a global university*
2. *Establish a set of global foundational pathways for UGs*
3. *Develop at least one Grand Challenge and/or significant interdisciplinary research consortium with the goal of addressing inherently global questions*
4. *Enhance the facilitating role of the office of the VP for International Affairs to support faculty, students and staff in their global research, learning and outreach*
5. *Execute a global fundraising and friend raising strategy*
6. *Establish global regional centers in a few target cities over time*
7. *Invest in technology as a tool for globalization*
8. *Implement pathways for nimble review and approval of global ventures*

The background to these priorities is described in the report. A summary of purpose, priorities and metrics of success is available on pages 19-20.

PURPOSE

The boundaries of a traditional university in the 21st century are no longer set by space or location. As we envision research and learning for the next century, faculties and students must think expansively about connections across national, cultural and ethnic divisions, experience the thrill and discomfort of immersion in the unfamiliar, achieve advances because of collaboration and relationships that transcend borders, and fulfill the obligation to lift communities around the world through science and education.

UCLA has long functioned as a global university. Indeed, anyone who has traveled the world under the UCLA banner has reason to be proud. UCLA is recognized globally for its research distinctions and education programs, and students from all over the world aspire for admission to its educational programs. Twelfth in the world in both the Times Higher Education and the Shanghai Jiao Tong University's Academic Rankings of World Universities, UCLA is a globally recognized and admired institution.

Beyond the accolades from the outside, there are many programs internal to the university that reflect UCLA's global investments and results. They include curricula with global content across the entire array of campus disciplines, art and cultural activities that are global, large scale global research projects, and a vibrant flow of faculty, students and visitors traveling to the campus and to locations all around the world for purposes of learning, research and engagement. Our student and alumni bodies are highly diverse with representation from 124 countries outside the US, and we are engaged in transformative research and collaboration projects in all parts of the planet.

Why then the need to develop global strategic priorities if we are already a global university? Despite UCLA's global reputation and the myriad of international research, learning and engagement programs, we ask whether **we are all that we *can be* as a global university, or *should be*.** This document provides context to this question, and sets priorities after a series of interviews reaching out to leaders within the UCLA community, and to leaders of global strategy at other admired peer institutions.

No research university of the 21st century can be anything but global in vision or programs. In contemplating our aspirations as a global university, we first consider purpose. What are the goals of a **global university for the 21st century?**

Universities in the 21st century must educate students and develop new knowledge and understanding for a world that is breathtakingly diverse in history, values, ethnicity, natural resources, social structures, and population dynamics, yet increasingly linked through market forces, mobility, technologies, climates, cultural and consumer tastes, and geopolitics. Our graduates are citizens of a world that is highly connected in real time, yet paradoxically characterized by immense variability and inequalities. Preparing our students for this complex world and fulfilling our public mission across borders requires a coherent global strategy. We propose the following purposes for UCLA's global priorities:

1. **Global Learning –** nurturing a world view among students and graduates that reflects an understanding of, and respect for, global differences in societal histories, arts and cultures, demographics and physiology, consumption patterns, socio-economic and political systems;

2. **Global Research –** advancing research agendas, impact, collaborations and funding that are – in their essence -- global;

3. **Global Reputation Building** – further enhancing the stature of UCLA such that it is universally regarded by individuals, peer institutions, governments and the media as one of the very top universities in the world, attracting the best talents among students and faculty;

4. **Global Engagement of Alumni and Friends** – engaging those residing outside the US in UCLA activities and priorities, including brand advocacy and philanthropic contributions;

5. **Global Service** – sharing knowledge and providing services that extend the public mission of UCLA outside domestic borders, and lifting societies around the globe.

Various universities around the country and world give different priority to a global agenda, and advance their globalization priorities through varied choices of action. We propose a set of global priorities for UCLA to achieve the above purposes in a manner that fits our values, resources, strengths and opportunities. The strategic priorities will be enabled through greater coherence, and prioritization of our global agenda, enhanced global learning opportunities and immersions to enrich students' world view, more cross-campus collaboration and coordination, targeted presence abroad and engagement of alumni and friends, more information transparency about global engagement and opportunities, and exploitation of technology to facilitate global objectives.

To inform thinking about globalization, interviews were conducted with the campus leadership, with individuals who lead global initiatives on campus, and with the heads of global strategy among leading peer institutions. Written and website materials on global strategy from peer institutions were also reviewed. This document benefits significantly from these sources.

The following provides context for the global priorities of UCLA, and suggests next steps to achieve these priorities in the short to medium term.

STUDENTS WITH A GLOBAL WORLD VIEW

Gordon Gee, former President of Ohio State University, speaks to the obligation of universities to nurture global citizens, analogizing the driver's license of the 20th century to the passport of the 21st century. And each represents "permission to explore our most relevant surroundings."

We must help students see the world beyond the boundaries in which they live, with unprejudiced vision. It is the university's responsibility to open their eyes to that world, to expose them to arts and cultures, politics, economic and social realities, health conditions, and societal norms that challenge their own traditions, help them confront their biases, and motivate them to

embrace diverse thinking and behavior. Exposure to global diversity must be a *complement* to the embrace of domestic diversity, and while there can be situations where there may be tension between the two goals, we must seek to advance both goals in parallel.

Building on students' experiences growing up, the university experience can prompt global thinking through curricula that reflect global content, a student body that is itself global, student experiences abroad, faculty and speakers who have an expansive world view, and through the locale – both local and global -- in which they experience their learning.

We are fortunate to be the public university located in Los Angeles, the most linguistically and ethnically diverse city in the world. That diversity is also reflected in our student body. Beyond local experiences that can themselves provide global exposure within Los Angeles because of its cosmopolitan nature, in any given year, almost 17% of our undergraduates participate in study abroad programs choosing among 250 exchange partners in 35 countries. UCLA is the 6th most popular US university for international students, and the percentage of international undergraduate students has been rising. For the entering undergraduate class of 2013, 12% of enrolled freshmen were international. Among total graduate students, 21% of our students were international in 2013.

Many universities grapple with the challenge of designing an impactful global learning experience. NYU's multi-campus university -- with campuses in New York, Abu Dhabi and Shanghai and an additional 11 international centers -- offers students a seamless global experience by enabling study at any of the NYU campuses or global centers.   Harvard is launching a campaign to fund a required study abroad experience for every undergraduate, and each Harvard MBA now spends a month abroad on company or pro-social projects. MIT has an extensive international summer research internship program that 700 undergraduates participate in annually. Ohio State is engaged in a pilot program with its colleges of social work, engineering and public health, where the global requirement is articulated not in requisite course taking but in outcome proficiency. Students take a minimum of two introductory courses customized to content applicable to each specialty area, with a study abroad capstone experience and global paper. Students reflect global content in an e-portfolio that they produce, and to satisfy the global requirement they will need to score > 80% on a global competency assessment test. Other universities have language, country or region focused residential dorms to simulate a global experience.

At UCLA, various schools have a diverse array of global learning options, depending on the department or school's inherent subject matter (e.g., ethno-musicology, anthropology or global health), curricula offerings (language studies, or particular course offerings), or travel opportunities (the Global Studies IDP offers 3 global study programs; UCLA Anderson offers travel immersion courses to 18 locations across its MBA programs). Given its rich national, ethnic, and linguistic diversity, the city of Los Angeles is itself a tremendous living-learning laboratory that can and should be utilized for global exposure. At NYU, students "get on a bus" and travel to different neighborhoods that represent different global communities. Indeed, Dean Frank Gilliam's forthcoming report on UCLA's Local Strategic Priorities will undoubtedly speak to, and seek to take advantage of, the tremendous learning and experiential value in the unparalleled diversity of Los Angeles City and County.

At UCLA, there is no uniform requirement for foreign language proficiency, global studies or exposure as a condition for graduation among undergraduate students, and currently there are just two joint degrees with global university partners at the graduate level offered by UCLA Anderson.

Are we indeed preparing our students as engaged citizens of the 21st century – as individuals with openness to and understanding of the complexities of global health, poverty, freedom, cultures, economic wellbeing and resource interdependencies -- without a foundation of learning on these issues? Many universities are reaching the conclusion that this foundation of global learning is a necessity for the 21st century, and needs to be structured into curricula and student developmental experiences. The vision for NYU's multi campus structure is to enable each undergraduate student seamless transition to another of NYU's "foreign" campuses or international centers for a minimum of two semesters.

UCLA is positioned extremely well as a learning institution for the 21st century, given our location and the vast diversity of curricula, faculty expertise, and global network of research programs and exchange partners. A commitment to enhance global learning opportunities requires substantial investment in curricula (standard and online) development, in faculty resources, and also in varied forms of resident life and global travel opportunities to address the scale of global programming needed for all undergraduate students. As the student body itself becomes more internationalized, part of the curricula and development activities need to be directed at on-boarding and acculturating foreign students into the university community, and to living and learning in and about the US.

We will recommend creation of a foundation of global learning across all undergraduates at UCLA. How we do this should center on identification of the most powerful and cost effective approaches to such learning. Recognizing resource constraints, technology can be a vivid source of global learning and exposure, even in absence of physical travel.

RESEARCH THAT ADDRESSES GLOBAL ISSUES
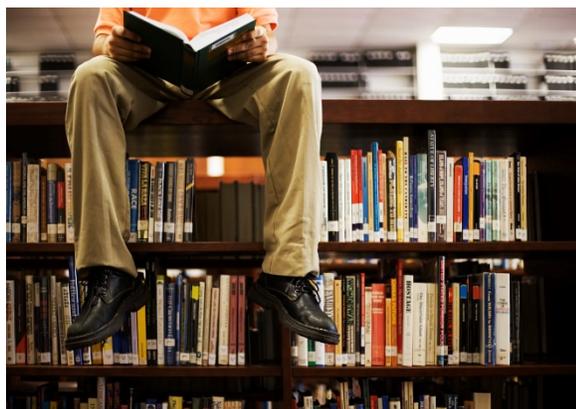
A global university aspires not just to world class research with impact that reverberates around the world. It expects also to conduct research that addresses trans-national phenomena, problems and solutions that – by their nature – depend on geographies and connections outside of the university's home location.

The UCLA Luskin School of Public Affairs includes as one of its priorities "global public affairs," described as:

"… the study of problems that have trans-border causes or effects. Some such processes are generated by global pipelines (e.g. disease transmission, trade, technology, information flows) and others by global common-pool issues and resources (e.g. climate change, oil, oceans); others concern global stability and security."

The Center for Tropical Research of the Institute for the Environment states as its mission:

> … to understand the biotic processes that underlie and maintain the diversity of life worldwide, especially in the tropics, and to use this knowledge to address global environmental challenges."

An enormous amount of research at UCLA addresses global phenomena and solution building. Examples include research in the health sciences on disease and contagion in developing regions of the world, ethnomusicology research on the connections between music, art, language, social and religious practices in different global cultures and ethnicities, environmental studies on global climate changes linking national industrial trends with the physical features of our planet, research on national differences in intellectual property protections and the propagation of innovation, archiving and mapping time-layers in hypercities of the world using social media and geographic information systems, or identifying differences in regulatory structures across nations and their impact on the country's market growth and attraction of foreign direct investment.

Some universities extend the global research agenda of the university to programmed student activities. MIT has an extensive summer program of global research internships, where about 700 undergraduate students are funded each summer to fan out around the world for work in labs of partner research institutions or of non-US based corporations. Most of these internships are in science fields. While the scientific projects might not be global, *per se*, the students' experiences of their work and living environments are.

Globally relevant research is also essential for a university with a mission of scholarship and public service. Of particular value is a scholarly focus on issues that have global dimensions, rather than on globalization *per se*. Obvious examples include national and cybersecurity, disease transmission and pandemics, climate change and sustainability, or the planning of megacities. Each of these research topics represents a vitally important societal issue, and each demands attention to the global dimensions and interactions that define and compound the problem.

UCLA fosters and supports an immense diversity of research and programming on global themes because of the faculty's vast global network of collaborators, because it attracts leading researchers and funding to address these issues, and because it cares – as an institution – to address the big issues of the day. As the university launches its Grand Challenges research programs, it is well positioned to tackle at least one that has expansive global dimensions, as well as other significant interdisciplinary projects that address globally important challenges. Indeed, it would be a significant omission if UCLA were not among the scholarly institutions leading the charge in addressing these big global issues of the day. However, building off other priorities in this report, UCLA could benefit from a more deliberate and coherent process of research coordination in planning to tackle a Grand Challenge and/or create interdisciplinary research consortia with global scale. In turn, this would lead to greater impact and reputation enhancement by being central in offering solutions to vital societal challenges with global ramifications.

PARTNERING WITH THE WORLD

Global partnerships benefit student learning, faculty research, program outreach, attraction of extra mural funding, and brand building in the host countries. Partnerships also bring challenges associated with coordination among different governing bodies and traditions, inconsistencies in learning models and standards, physical and reputational risks, and resource challenges. Yet in this era of globalization, it would be unthinkable for a global university of the 21st century to be parochial and operate strictly locally, in absence of an extensive network of international partnerships of various forms. The question is which ones, the criteria for their establishment and continuation, and the extent of central support and oversight?

Consider the myriad of partnership models across peer universities:

- MIT has launched large scale research centers in Singapore and Russia in partnership with local bodies or universities, funded by the host government or government-supported foundations, to reciprocally advance the research capacity in the host country and to advantage MIT faculty research programs, given the expertise and resources of the host country. A Russian Foundation funded the Skolkovo Institute of Science and Technology, and in turn MIT will receive very substantial funding to support university initiatives.

- Yale entered into a partnership with the National University of Singapore (NUS) to create the Yale-NUS Liberal Arts College. With investment from NUS and the Singapore government, the stated motivation is to advance the model of liberal arts education for the 21st century, and to potentially import those advancements back to the US.
- Stanford operates The Stanford Center at Peking University as a dedicated structure on the Peking University campus, to facilitate the work of scholars and programs. The Center is available to the several hundred Stanford scholars conducting research and programs in collaboration with PKU and other universities in China.
- Many research programs operate across universities in a partnership model to leverage faculty expertise and research facilities.
- A variety of universities offer transnational joint or dual degree programs, especially in business and management (UCLA Anderson offers two dual global degree programs in Asia and Latin America).

While some institution-level partnerships are admittedly opportunistic because of donor or government funding for a particular purpose, most universities shy away from purely opportunistic global investments because they are rarely cost-free, and they divert from the institution's and the faculty's core priorities. Moreover, more often than not they wither away or become perfunctory in absence of faculty active engagement and vested interests in the partnership. Some are also controversial for reasons of differences in political frameworks or values. They can elicit significant internal debate within the US institution (e.g., at NYU, Yale or MIT), and/or expose the institution to reputational risk (e.g., Stanford in the case of partner PKU's termination of a faculty member).

When these partnerships represent a deliberate strategic priority, what criteria generally guide their establishment? Among those mentioned among peer institutions are:

- Faculty determination of research interests in, and advantages from, the partnership – because of multiple, mutually beneficial research collaborations and / or because of targeted research opportunities and locations facilitated through the partnerships. The institution-level partnerships are of a larger scale and rise above the individual PI-to-PI partnerships that are common in a research university;
- Student learning needs and opportunities through the partner institution;
- An existing critical mass of successful faculty or exchange relationships that form the foundation for an institution-level partnership;
- Location of the partner institution in a global region of particular strategic value for the university;
- Mission alignment and the absence of significant human, reputational, or financial risk.

The partnerships can be expensive. Some are funded through extramural sources precisely because of the distinct advantages of the transnational collaboration, e.g., on global health, cross cultural or socio-political phenomena. Other partnerships are government funded (home or host), foundation funded (the Gates Foundation providing seed and 9-figure annual support for the University of Washington's public health initiatives), or are self-funding through tuition (e.g., joint degrees). When universities themselves fund these activities – directly or through philanthropic support of their donors -- it is because they view the global partnerships as strategic priorities for the institution.

UCLA has over 300 international agreements with 200 universities and institutions in 50 countries, some very active, others more perfunctory. The PKU – UCLA research agreement, the Geffen School partnership with Zhejiang University in China, the Center for Korean Studies' partnership with Korea University, the School of Theater Film and Television's partnership with the St. Petersburg National Research University of Information Technology, Mechanics and Optics, ("ITMO"), the History Department's partnership with Utrecht University, or UCLA Anderson's partnership with the National University of Singapore are illustrative of the range of research, curricular and programming benefits that can result from reciprocal investments in such relationships. Other partnerships do not produce such advantages. This is the question for UCLA – what criteria could or should be used in determining which

partnerships rise above mere formalities, convenience or opportunism, and advance strategic priorities at the unit level, and institution-wide.

A GLOBAL PRESENCE

Universities have chosen different strategies to 'fly the flag' away from their home location. At one end of the spectrum are NYU, with 2 full-fledged campuses abroad in Dubai and Shanghai, and Duke with its new campus in Kunshan China. In between are universities like Harvard, University of Washington, USC, Columbia and Ohio State that have regional, satellite or gateway centers in select countries – buildings, offices, or centers that vary in size and might house some classrooms, alumni programming spaces, development officers, research programs and coordinators, and program officers. Some regional centers are formed around faculty projects or initiatives already operating in the country (e.g., Harvard), while in other cases, these country centers might be established by the university administration (e.g., Columbia University's center in Amman, Jordan). Yet a third model to creating a presence abroad are joint partnerships that launch local universities or colleges, like Skol Tech in Russia with the active engagement of MIT, or the Yale-NUS College on the NUS campus in Singapore. Finally, there are universities like UCLA, and Stanford (with the exception of the PKU presence), that have almost no bricks and mortar presence abroad.

A visible global presence is a powerful signal of the university's commitment to the country relationship – to alumni and donors residing there, to potential research partners and funding sources, and to student applicants from the country. However, the broad distribution of campus research and student interests, and alumni spread around the world, it is imperative that we make choices about the few locations where we might have visible physical presence, and the form of that presence. Regional global centers might be formed when there are several enabling conditions including clusters of shared research interests in that region emanating from several units across campus, potentially strong applicant pools, individual donor, institutional and/or government support, and alignment with the Chancellor's strategic vision. Unlike some other universities, UCLA might also enjoy uniquely strong ties in various parts of the world because of our rich local diversity here in Los Angeles that serves as a powerful bridge to certain foreign countries. However, given our human and financial resource constraints, it is clear that we cannot be everywhere.

Columbia University has 8 regional centers, all funded by local alumni or governments in those countries, all with different foci – some student or arts/culture programming emphases, others built around research programs, all interdisciplinary not "owned" by a single faculty. Ohio State has two global gateways, in Shanghai and Mumbai, with a third planned for Sao Paolo. Harvard has 12 global centers, funded through a mix of research, university and donor resources. University of Washington has 12 regional centers and a large Kenya hub which is its own 501c3 not-for-profit legal entity. UW's centers, called UWorlds, are all focused on different agendas – some on students, others on research areas – that are idiosyncratic to the needs and opportunities in a region.

UCLA participates in two shared UC facilities in London and Mexico City (the London center was relinquished in the midst of the global recession). While there are innumerable partnerships that represent UCLA abroad, with the exception of Mexico City we do not have a physical presence outside the US. Judging from the experience of our peers, there are real advantages to a selective presence abroad if the center(s) achieve the intended results. However, given the costs, we would need to be very clear about the strategic drivers, criteria for establishing, and expected returns from investment in a global regional

presence. We should also consider the opportunities to leverage UC partnerships when making decision on regional global centers.

GLOBAL GIVING
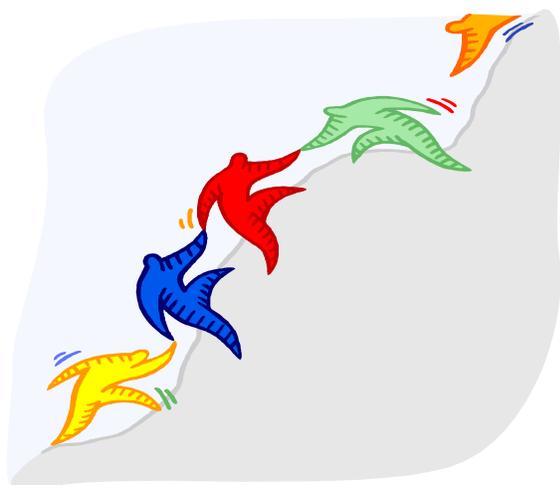
UCLA's 415,000 living alumni are overwhelmingly concentrated in the US, with just 1.5% of the total residing abroad. Among alumni located outside the US, over 37% are concentrated in four locations: Japan, Hong Kong, South Korea and Taiwan. Rounding out the top 6 countries for UCLA alumni are Canada and the UK, where 13% of our non-US based alumni reside.

Non-US based alumni giving represents less than 3% of total alumni giving over the last 5 years -- $14 M of the $556 M raised from alumni. That said, foreign alumni are more supportive of the university relative to their headcount. 2013 was a record year for the philanthropy of alumni from abroad, with $10.8 M raised.

There are currently 5 formal and 7 informal UCLA alumni chapters outside the US, with all but 3 formed just in the last 6 years. UCLA Anderson has 21 alumni chapters and affiliated organizations abroad. The number of global clubs or chapters among some private peer institutions is far greater – MIT (40+), Stanford (50+), Yale (40), and Chicago (31).

As UCLA admits more students from abroad and engages more consistently with alumni around the world, the prospects for philanthropy grow. However, these opportunities must be nurtured with regular outreach and stewardship, and aided by visible signs of engagement in alumni's home country – whether through a physical presence in a regional center that flies the UCLA flag, and/or with alumni and development representatives in a region.

Philanthropy from abroad can be significant – from both alumni and non-alumni who develop an affinity for the university. In its most recent campaign, Stanford's international fundraising efforts resulted in $410 M to support faculty, fellowships, facilities and research programs. Beyond supporting home campus initiatives, another approach to philanthropy from international donors is to fund university priorities and regional centers tied to the donor's home country. These might include fellowships targeted at admitted students attending UCLA from the donor's home country, or support for UCLA's regional center activities in that country. Discussions with international alumni suggests that among some, there are both emotional and pragmatic (e.g., tax) reasons for them to constrain giving for UCLA to purposes linked to, or located in, their home country.

UCLA currently has one professional fundraiser operating in the UK, covering development and alumni activities throughout Western Europe. This investment has demonstrated significant positive philanthropic returns to the university. There is clearly an opportunity for UCLA to make targeted

investments to add fundraising professionals and alumni activities in select global regions where we have a critical mass of alumni and strong donor potential.

OUR PUBLIC GLOBAL MISSION

The University's public mission centers on California. However, as a global university of the 21st century with a public mission, our commitment to lifting communities extends far beyond the boundaries of California. The research interests of our faculty, and global scope of our programs provide a natural springboard for the extension of the university's public mission. Numerous centers and programs on campus exercise the university's public mission and extend it to the world, including as examples the Center for World Health, UCLA Anderson's Global Access Program, the Institute for the Environment, the Latin America Institute, UCLA's Global Classroom – a pilot program between high schools in China, the International Institute, and the Division of Social Sciences -- or Luskin's School Global Affairs Program.

The UC Libraries' partnerships and support in sharing knowledge and resources with libraries throughout the world is a prime example of our public global mission. Similarly, the Fowler Museum with its premier collection of world anthropological arts and culture exhibits supports and exchanges collections with other museums around the world. Similarly, the Center for World Languages brings the world to our local community by offering language classes to high schools in Los Angeles.

This mission of global outreach and support is mirrored at other universities. MIT committed significant human and financial resources to alleviate the crisis in Haiti after the earthquake, to help communities rebuild and schools restart. Harvard created a web portal which became a one-stop shop of geographic information after the Japan earthquake. The University of Washington's large scale public health activities in sub-Saharan Africa, centered in Kenya, build on multi-million dollar research funding and achieve significant impact in targeting disease and improving community health across the sub-continent. Ohio State's global gateways are seen as an investment in the host country and connect to the local community in ways that would not be possible from afar. UCLA's hypercities project maps Twitter messages about events in countries suffering disaster or political strife, like Japan, Egypt and Libya, and also archives the tweets for future study. A $1 M grant from USAID and partnership with Microsoft have enabled UCLA's African Studies Center to support the education of young girls in Rwanda schools.

UCLA manifests the value it places on its public mission in innumerable forms -- locally, nationally and globally. Beyond our stated commitment to public service, playing a part in UCLA's programs and research advances affords our faculty, staff and donors the privilege of engagement in noble causes, the opportunity to participate in lifting the lives of individuals and entire communities. In this 21st century of

globalization, a public global mission is not just highly appropriate for a public research university. It is a form of engagement that is hungered for, and elicits passion among members of our community.

USING TECHNOLOGY TO ENABLE GLOBALIZATION

Globalization can take off thanks to technology that facilitates collaboration and coordination on campus and globally, connects universities and research teams to each other, and brings 'the world to students and students to the world'.

Technology is an important facilitator of campus and global teaching and research collaborations, whether through user-friendly collaboration tools, or easily searchable databases on shared regional or global interests, expertise about a global subject matter, or current information on projects and programs particular to a country, region or culture. These databases enable staff and faculty connections across campus to share and leverage scholarly and logistical knowledge of various geographies, cultures and practices in different parts of the world.

Databases have other vital uses. Harvard has a centralized database that tracks every faculty member and student as she/he travels the world under the Harvard banner. At the University of Washington, the database tracks students only. A comprehensive and searchable database that tracks students, faculty and research teams traveling abroad on university-related business is an imperative for security and risk management purposes. Universities must be able to easily access information on the location of members of the community in the event of dangers or crises around the world.

As we develop online infrastructure and delivery capabilities and the virtual reality of distance technologies improves, the opportunities for globalization with the aid of technology expand. We are already seeing the tremendous health advances enabled through telemedicine. Online programming can create an approximation of global immersion experiences for campus students – such as visiting art and cultural landmarks around the world, creating a simulated reality for the study of foreign languages, experiencing tribal music in real time, exploring the natural habitats of region-specific marine species, learning a particular artistic technique, or bringing best practices in lean manufacturing from around the world into the classroom.

Online delivery also multiplies the geographic reach of our programs, advances our public mission by bringing UCLA learning programs into distant communities, and augments UCLA's brand visibility globally. That impact is evident already through the various online programs offered by UCLA Extension, the Engineering or Management Schools. Programs can be accessed globally as fully online offerings or, over time, can morph into hybrid offerings by blending online learning with residential experiences through regional global centers that become 'bricks and mortar' learning hubs. Given the pragmatic and financial limitations for many of our students to study and travel abroad, effective and innovative use of technology and curriculum development can evolve to offer some approximation to an actual global learning experience. Since this is such a vital ingredient of student preparation for 21st careers and engaged citizenry, developing these pedagogical tools and content should be a priority.

LEADING AND MANAGING A GLOBAL CAMPUS

University approaches to leading and managing campus global strategies run the gamut. Some are central pillars of the overarching campus strategic plan. Presidents and chancellors of these universities articulate globalization as a centerpiece of the university's strategy, and of their personal leadership agendas. The prominence of a university's global activities rises accordingly in terms of human and financial investments in the president's global agenda. Some, like NYU President John Sexton, former Ohio State President Gordon Gee, or Columbia's President Lee Bollinger, have issued white papers or made prominent speeches on their global strategy. President Gee viewed Ohio State's global gateways as a primary representation of OSU abroad.

The presidents allocate their time and plan global initiatives and trips to mirror their global strategic priorities. For example, President Drew Faust of Harvard has a 3-year horizon in planning her travel, involving the heads of development, alumni, student admissions, research, or particularly large research projects. President Faust travels to locations that are strategically important, and not necessarily related to country size. For example, as of 2013 she had been to Korea three times, but never to Russia. President Gee's travel was determined around the gateway strategies, with two to three trips to China and India prior to opening those gateways. Some presidents and chancellors are also visibly engaged with foreign governments and prominent global donors to advance campus priorities both at home, and in other parts of the world.

At the other end of the spectrum is Stanford with a deliberate strategy of minimal central or presidential direction of the global strategy, leaving globalization to the initiative of academic units and research programs. The logic is that faculty and administrators must be personally vested in, and drive global initiatives for them to work.

Most of the best-in-class global universities have one senior administrator leading execution of the global priorities of the campus, reflecting the president's/chancellor's vision. The position varies in 'clout' and likely reflects the culture of the campus, as much as it signals the centrality of the campus global strategy. In addition to senior leadership, some universities have created central oversight and information sharing committees. In tandem with Harvard's 'bottom up' approach to establishing global centers, a university-wide interdisciplinary committee endorses international projects and sites. The committee has clear rules. For example, if a unit seeks to establish a permanent presence in a country, any such opening must go through the committee and then the provost. At Ohio State, it is the President and Provost's Council on Strategic Internationalization, comprised of deans and vice presidents that is the key committee focused on implementing the six priorities of OSU's international strategy.

University-level global committees can be tasked with approving global research programs, center creation, or university-level agreements to the extent that they create a significant call on university resources or reputation. Some institutions form central coordinating committees – e.g., the University of Washington Global Affairs Committee -- to bring coherence and coordination to the university's strategy, rather than to approve initiatives. To assure execution of the priorities of Ohio State's strategic plan, the annual evaluation of OSU's deans includes input from the Vice Provost for Global Strategies & International Affairs on each unit's performance against the strategic goals. At Princeton, the Council for International Teaching and Research, comprised of faculty and senior administrators, provides support for

partnership development, administers grants and fellowships for global research, and facilitates exchange programs.

In some universities there are also region-specific interest committees to coordinate and support research and programming (e.g., a Brazil interest group, or a China committee), or offices that support the implementation aspects of global projects, such as provision of tax law expertise, security and safety provisions, liability protection, publicity and PR, or local permit/licensing approval structures. The University of Washington provides operational support through its Office of Global Support Network. As the globalization activities of campuses have expanded and risk and liability considerations are more prominent, so too has the prevalence of coordinating structures within universities (Center for Internationalization and Global Engagement, ACE, 2012).

Beyond coordination and more consistency in how the university and its faculty/students are represented abroad, such structures also send a message on the centrality of globalization to the university. At UCLA, through the office of the Vice Provost for International Studies, we exercise modest central oversight of global projects that have a call (immediate or potential) on university resources or reputational capital. There is a central inventory of UCLA exchange agreements, and some level of central oversight over UCLA agreements with global universities and other institutions. However, such oversight is not standardized. Research centers that serve as hubs of faculty experts on a region of the world are often called upon to provide such information, and on occasion they can respond. For example, the Center for Mexican Studies recently compiled a list of faculty and programs engaged in Mexico.

However, if individuals travel outside of the auspices of University Travel Services, we are unable to track the whereabouts of UCLA faculty, staff or students. Other than through the informal network, there is no mechanism to address questions like: "Who else is conducting research on the Tutsi tribe?" or "Unrest broke out in Egypt – who is presently there from UCLA?", or "Who is an expert in the copper industry in Tanzania?"   With the expected introduction of the university faculty data and performance reporting system – OPUS – there will be a central reservoir of data which will enable answers to these questions.

Management structures for coordination and oversight of campus global activities tend to reside outside the disciplinary and curricula programs that focus on global or area-specific research and teaching. That is also true at UCLA, where as part of UCLA's International Institute, there are 25 multidisciplinary centers and programs focused on major world regions, global issues and education programs. The area studies programs and region-focused centers concentrate on different global regions or fields of study, and offer 6 undergraduate majors and 4 graduate degrees. The programs enroll about 1,000 students and graduate 500 students annually. In general, these area centers are not structured to coordinate or oversee engagement in the region across the entire university. They also do not necessarily share a common framework or set of criteria for engagement in different global programs or partnerships.

The seeds of a global coordinating structure or entity at UCLA already reside within the office of the Vice Provost for International Studies rather than with the intellectual and scholarly hubs represented by area-specific centers and programs. The purpose of a common coordinating structure or entity is to enable and amplify global initiatives emanating from various parts of the campus, and to create synergies and economies of scale where opportunities exist -- without imposing cumbersome requirements or restrictive barriers to these activities. This is a crucial point. The intent is not to add hurdles for individual faculty engaged in global projects or to suffocate unit initiatives, but to make it easier for researchers and instructors to achieve their objectives by providing support and facilitation to the project and program

needs in host countries. The coordinating structure will also assure that the risks and liabilities that the University assumes through global outreach are transparent and managed proactively.

Coordination and collaboration across the UC System may also offer advantages in this area. At present, there is a Senior International Leaders Council across the UC campuses that meets once or twice a year, though the strategic priorities and purview of that group are not clear. Another coordinated activity is the Education Abroad Program, run out of the Office of the President. Finally, there is some ongoing activity to create a shared framework for compliance and risk management, within which each of the campuses sets its agenda.

GLOBAL STRATEGIC PRIORITIES

As described above, the context in higher education for global activities, and the dimensionality of global universities, suggest several key areas that warrant focus to enhance the university's global agenda and impact. The global aspirations of our campus are ambitious, diffuse, and expansive, covering most parts of the planet. Hence, they are expensive. We cannot do everything and must choose priorities – regions, activities, and timing. For the short to medium term, we propose the following eight priorities to position the campus as a 21st century global university, building on the many distinctive programs and individual relationships that already mark us as a globally important institution.

1. Articulate and execute on the **Chancellor's vision** for UCLA's global strategy. UCLA's global strategy must be broadly understood. There is no better way to achieve that than through an articulated vision coming from the Chancellor, expressing the vital role and purpose of global engagement for our intellectual and learning mission, for advancing excellence through global collaboration, for expanding our global renown, reputation and relationships, and because of the responsibility we have as part of our public mission to improve communities and the quality of living around the planet. The Chancellor's articulated vision will help focus and build university-wide global initiatives around shared purpose, will prioritize certain regions in the world given our own strengths and geography, will clarify criteria for engagement in important global initiatives and partnerships, and will highlight local or state-wide imperatives and opportunities that can be advanced through UCLA's global agenda. In turn, the Chancellor's personal actions will follow that articulated strategy, prioritizing attention and time allocation to global regions, relationships and initiatives that are central to the articulated strategy.

    Next steps: Chancellor delivers speech or white paper articulating his global vision and priorities for the campus.

    Metrics of success

Short term (1-2 years):	Articulated and publicized vision and priorities across multiple channels and outlets.
Medium term (3-5 years):	Measured progress against Chancellor's priorities.

2. Establish a set of **global foundational pathways** that nurtures global awareness and curiosity, and is readily available to all undergraduates – about societal histories, arts and cultures, demographics and physiology, consumption patterns, socio-economic and political systems. Such learning can include, but should not be limited to, foreign languages. The learning can

occur through exposure to various content and art forms, through exchange and travel immersion programs, through local exposure to the unparalleled global diversity of Los Angeles, and through a variety of pedagogical and technological approaches. These courses should also address the needs of international students as a means of acculturating them to the US.

Next steps: Led by the VP for Undergraduate Education, establish a faculty taskforce to develop a plan for global foundational courses and learning experiences for undergraduates, with consideration of the resource implications.

Metrics of success

Short term:	Inventoried and increased global course, learning and immersion offerings for undergraduates.
Medium term:	Global course and learning pathways offered to undergraduates through traditional, online course offerings, and local and global immersions.

3. Develop at least one of the **Grand Challenges** and/or at least one significant interdisciplinary research consortium on a research theme that is inherently global in its questions, with high potential impact on UCLA's global research and service mission. UCLA is one of the world's preeminent research institutions with an abundance of ongoing globally relevant research. The intent is to initiate research initiatives that challenge us to wrestle with daunting global problems. Examples mentioned earlier include climate and sustainability, national and cyber security, managing contagious disease and pandemics, or the planning of megacities. Funding from both US and global sources would be expected to the extent that such research has compelling global impact and ramifications.

Next steps: Charge the VC for Research to engage interested faculty from across campus to champion a Grand Challenge or to convene an interdisciplinary consortium of scholars, with shared interests in developing a research program with high potential impact on UCLA's global research and service mission.

Metrics of success

Short term:	Grand Challenge and/or 1 or more significant interdisciplinary consortia-based proposals with global impact submitted to US and global funding agencies.
Medium term:	Increase in targeted global research projects and partnerships across campus relative to 2013 baseline (measured by faculty involvement and expenditures). Attracted external funding for Grand Challenge from US and global sources, and in throes of executing research program.

4. **Support and enhance the facilitating role of the Office of the Vice Provost for International Studies** to advance our global strategy and to support global activities. The seeds of this facilitating role reside already in the VP's operations. The expectation is that an expanded function and added support would advance and enable partnerships and research initiatives that embody, and are aligned with, the Chancellor's global priorities. This function potentially could

obtain advantages from collaboration with other UC campuses. By perfecting expertise in supporting global projects, this office can achieve economies of scale and share knowledge related to compliance, security and safety, logistics, risk management or tax issues. Consistent with the Chancellor's global vision, the office should also provide guidance on the criteria and requirements for global projects, programs and partnerships that have meaningful institutional implications. The function or office are not intended, and should not function, as an added approval layer or barrier to unit-driven initiatives. Since it will have a handle on where students and faculty are deployed and on the nature of projects and programs, this facilitating office will also be a key information source as input into the university's global mapping resource (see priority 7).

Next steps: Led by the Vice Provost for International Studies' office, benchmark facilitating structures at other universities, evaluate collaboration opportunities across the UCs, determine required resource commitments, establish the charge and structure for this operation, after which implementation should begin.

Metrics of success

Short term:	Established and staffed office within the office of the VP of International Studies that coordinates and supports global programming and research projects.
Medium term:	Campus members report strong use of, and satisfaction with, facilitating office in executing global research and programming.

5. Execute a **global fundraising and friend raising strategy** through selective staffing in 2-3 key regions that offer particular philanthropic promise, growing and supporting new alumni chapters around the globe, and establishing 1-2 global advisory boards (e.g., one for Asia, and one for Latin America) for the entire campus, and/or for schools particularly active in certain regions of the world. Beyond timeliness for the Centennial Campaign and obvious benefits to university philanthropy and alumni engagement, we will also become a more desired destination for future applicants to the extent that UCLA is associated with, and promoted by, prominent members of the community in key regions of the world.

Next steps: Led by the VC for External Affairs, determine where, and at what level of resource commitment, we should place development staff, support operations and board affiliates.

Metrics of success

Short term:	Developed plan to launch and staff 2 UCLA Global Advisory Boards in 2 key regions of the world, and in the process of forming the first (likely in Asia). Added two fundraisers in key regions of the world and increased fundraising from non-US sources by 25% relative to the 2013 baseline of $10.8 M. Developed plan to initiate UCLA alumni chapters in select cities in the world, and launched first of those chapters.

Medium term:	Doubled fundraising from non-US sources relative to the 2013 baseline of $10.8 M.
	Launched 4 additional UCLA alumni chapters according to plan, with results measured by alumni engagement and participation.
	Launched first UCLA Global Advisory Board (Asia) and in process of forming the second (e.g., Latin America).
	Increased applications from international students, especially from countries not well represented in the current pool.

6. Develop and implement a strategy for choosing and **establishing a physical presence** in 1 foreign location every 1-2 years, up to 5-6 locations around the world. These are not campuses, but regional centers with varying foci. Locations would be determined based on critical mass of research and student activities already present in the region, potential advantages that might accrue through our physical presence (e.g., applicant and faculty attraction, philanthropy, research partnerships, support and collaboration), mission-related to have a presence in various parts of the world, and opportunism if outside support is available for a UCLA presence abroad. Those locations could also house the fundraising / friend raising operations mentioned earlier to the extent that the locations coincide, and also be a platform for student recruitment activities. The regional centers are ripe, also, for collaboration with other campuses in the UC System.

   Next steps: Led by the VC for External Affairs in partnership with the VP for International Studies, determine purpose, uses and programming goals, funding strategy (e.g., funded by donors of the host country) and geographic choice criteria for establishing a physical presence abroad, with the intention of opening the first 2 locations within 5 years.

   Metrics of success

Short term:	Preparing to open first UCLA regional center with the support of host country donors.
Medium term:	Opened two UCLA regional centers. Tracking results in terms of programming, user feedback, philanthropy, and participation rates. Preparing to open third global regional center.
	Increased applications from international students, especially from countries not well represented in the current pool.

7. Invest in **technology as a tool for globalization**, as an enabling function that brings the world to our students and faculty, our campus to the world, and shares information on global activities among all campus constituencies. Technology investments will include expansion of distance delivery capabilities, online collaboration tools for learning and research, mobile applications for content delivery and collaboration, telemedicine, and a global mapping and information sharing platform. Per priority no. 2 above, we will need to develop and access global content that expands the learning and research options available to our faculty and students. These technology mapping and content development investments will accelerate and enrich student

learning about the world, facilitate global research collaborations, offer access to our programming to anyone, anywhere in the world with Internet or mobile access, and enable us to reach underserved segments of our planet to share knowledge and good. Mapping tools will offer readily accessible and updated information on the global location and nature of faculty research projects, student exchange and research programs, dual or joint degrees, and university outreach or partnerships around the world.

Next steps: Under the auspices of the EVC with the leadership involvement of the VP for International Studies, UNEXT and the VP for IT, task an administrative/faculty team, and commit resources to establish a coherent technology strategy and platform to advance our global learning, research, outreach, and information mapping objectives. The resource implications, which could be significant, must be factored in.

Metrics of success

Short term:	Added distance delivery offerings on global content for UCLA students, and for the world.
	A digital architecture for global mapping and information sharing and the beginning stages of populating the map
Medium term:	UCLA renowned as destination for global online content offerings benefiting UCLA students, and the world
	Global mapping and information sharing tool fully operational, with users consistently engaged in real time updating.

8. Facilitate global ventures by developing pathways that enable **rapid and nimble design, review and approval processes.** The UCLA and UC environment for new venture or program approvals of any kind is at best sluggish, usually lengthy, and occasionally obstructionist. To execute the Chancellor's vision and priorities articulated, in the timelines specified above, will require more rapid and flexible processes than has traditionally been the case. Even though this is a very 'fuzzy' priority, it is explicitly highlighted because of the determining role review and approval processes will assume in executing these global priorities.

Next steps: Engage the Academic Senate leadership and other relevant leadership bodies at the earliest stage as a partner in designing, reviewing and approving the global priorities for the campus. Develop parallel approval pathways, compressed timelines and other methods that will facilitate timely execution of these priorities.

Metrics of success

Short and medium term:	Engage relevant constituencies and agree on accelerated pathways for design, review and approval of global priorities.
	Timely execution of global priorities.

TABLE 1: SUMMARY – PURPOSE, PRIORITIES, METRICS OF SUCCESS

PURPOSE	EXECUTION PRIORITIES		METRICS OF SUCCESS	
			SHORT TERM **(1-2 years)**	**MEDIUM TERM** **(3-5 years)**
1. Global learning	Articulate Chancellor's vision for a global university for the 21st Century	• Global foundational courses • Technology as a tool for globalization • Establishing a physical presence • Facilitating office • Rapid and nimble execution	• Chancellor articulates global strategic plan for UCLA • Inventoried and increased global course offerings for UGs and possible local immersions • Mapped rapid pathways for execution of Chancellor's global vision • Designed architecture and began populating the data for a global mapping and sharing system • Added distance delivery offerings on global content for UCLA students and for the world • Preparing to open first UCLA regional center • Enhanced office and services provided by VP for IA that coordinates and supports global programming and research projects • Proposed Grand Challenge and/or significant interdisciplinary research with global impact to US and global funding agencies • Added two fundraisers in key regions of the world and	• Global progress for campus measured against Chancellor's articulated plan with timeliness • Developed global course pathways for UGs – through traditional offerings, online offerings, and local and global immersions • Global mapping and information sharing tool fully operational, with users consistently engaged in real time updating • UCLA renowned as destination for global online content offerings benefiting UCLA students and the world • Opened two UCLA regional centers. Tracking results in terms of programming, user feedback, philanthropy, and participation rates. Preparing to open third global regional center • Campus members report strong use of, and satisfaction with, VP of IA's facilitating office in executing global research and programming
2. Global research		• Grand challenge and research consortia • Technology as a tool for globalization • Establishing a physical presence • Facilitating office • Rapid and nimble execution		
3. Global reputation building		• Global fundraising and friend raising strategy • Establishing a physical presence		
4. Global engagement of alumni and friends		• Global fundraising and friend raising strategy • Technology as a tool for globalization • Establishing a physical presence • Facilitating office		
5. Global service		• Technology as a tool for globalization • Grand challenge and research consortia		

		• Rapid and nimble execution	increased fundraising from non-US sources by 25% relative to the 2013 baseline of $10.8 M • Developed plan to initiate UCLA alumni chapters in select cities in the world, and launched first of those chapters • Developed plan to launch and staff 2 UCLA Global Advisory Boards in 2 key regions of the world, and in the process of forming the first (e.g., Asia)	• Increase in targeted global research projects and partnerships across campus relative to 2013 (measured by faculty involvement and research expenditures) • Attracted external funding for Grand Challenge and/or interdisciplinary research consortia, from US and global sources and in throes of executing research program • Double fundraising from non-US sources relative to the 2013 baseline of $10.8 M • Launched 4 additional UCLA alumni chapters according to plan, with results measured by alumni engagement and participation • Increased applications from international students, especially from countries not well represented in the current pool • Launched first UCLA Global Advisory Board (e.g., Asia) and in process of forming the second (e.g., Latin America)