CREATING THE FUTURE
UCLA Strategic Plan 2023-28

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Preamble

Just over 100 years after its founding, UCLA in many ways represents public higher education at its very best. Today, our university opens the doors of opportunity to tens of thousands of students each year, pushes the boundaries of knowledge in countless disciplines, fosters an incredible level of economic activity and supports the health and vitality of one of the most dynamic and diverse cities in the world.

By any measure, UCLA is a remarkable engine of positive change in California and across the globe — and this tangible impact is what drives us. While UCLA has risen to the top of university rankings, we are motivated much less by accolades and much more by the effect our work has upon the communities we serve.

The question at the heart of UCLA's 2023 strategic plan is how we *deepen* our impact at a moment of transformation within our broader society, within Los Angeles and within our university. How can UCLA expand its global influence, while also doubling down on our connections to and engagement with the diverse megacity in which we are located? What key structures and initiatives are needed to help us advance cutting-edge research for the greater good? How can we capitalize on new teaching approaches and technology to elevate instruction within our institution and better serve learners? And what adjustments to UCLA's processes, culture and infrastructure will help us meet these aims, given our fiscal realities? These are some of the central issues that this plan aims to address.

Importantly, UCLA's 2023 strategic plan looks at such questions through the lens of inclusive excellence. This concept asks us to recognize that the excellence UCLA has achieved and produced thus far has not been shared in equal measure by people of all backgrounds and identities. But in the years ahead, by centering inclusivity, we can more meaningfully serve our communities and more fully meet our university's public mandate. Inclusivity and excellence should not be thought of as in conflict, but as two sides of the same coin: There is ample evidence that having a diverse faculty expands the types of inquiry our scholars pursue, that bringing in varied perspectives aids strategic decision making, that learners benefit from having educators and role models who look like them, that students build empathy and understanding by interacting with those who are different from them, and that in a global economy employers want graduates who possess intercultural fluency. By championing diversity in all its forms — including race and ethnicity, gender, sexual orientation, disability status, socioeconomic status, geographic origin and religious belief — UCLA will achieve greater excellence than ever before.

Developed through an inclusive process under the guidance of UCLA's senior leadership team, this plan has been shaped by ideas and input from thousands of voices from across the campus community. It offers a strategic framework, overview of campuswide investments and set of guiding principles that will provide high-level institutional direction for the next five years, from 2023 to 2028.

This is a critical period, coming on the heels of a generation-defining pandemic that changed how people think and feel, interact with one another and engage with the institutions around them. Other important trends mark this moment as well, among them increasing attention to longstanding racial and social injustices, changes to urban environments, demographic shifts in California, the launch of new technology with world-changing implications, and a rise in climate change-related challenges as well as much-needed investments in global sustainability. It is a crucial time for UCLA, too, as we evaluate the most effective use of campus space, determine how to incorporate emerging modes of pedagogy, significantly expand our physical presence within Los Angeles, grapple with new political and economic pressures, and navigate changes to the higher education and research spheres. The time period covered by the plan also includes several key milestones, most notably the arrival of the Metro Purple (D Line) in Westwood in 2027, which will help open up our university's offerings to the rest of Los Angeles. UCLA will also host the Olympic Village in 2028 and celebrate the 100th anniversary of the Westwood campus in 2029, drawing spotlights to our institution and the many ways we serve the world.

Our strategic plan endeavors to chart a path for UCLA that accounts for these trends and milestones, positioning us to surmount the challenges and capitalize on the opportunities that we face at this important moment. With greater impact as our goal, and inclusive excellence as our means of achieving it, we will do these things with equity and justice at the forefront.

UCLA's century of success offers us a strong foundation on which to build our institution's future. We warmly invite you to help us envision, take part in and create that future.

Fiat Lux,

Gene D. Block
Chancellor

Darnell Hunt
Executive Vice Chancellor and Provost

Goals of the Plan

GOAL 1	**GOAL 2**	**GOAL 3**	**GOAL 4**	**GOAL 5**
Deepen our engagement with Los Angeles	**Expand our reach as a global university**	**Enhance our research and creative activities**	**Elevate how we teach**	**Become a more effective institution**

GOAL 1: Deepen our engagement with Los Angeles

Introduction

Research universities have an important role to play in addressing today's wicked problems — which challenge us to develop new ideas, create more productive research strategies, actively collaborate with the communities most affected and partner with other organizations to uncover the most effective solutions. UCLA has the opportunity — and the responsibility — to be a leading partner in addressing pressing problems as they are distilled in Los Angeles, itself a global city. The residents and communities of L.A. face complex, multi-layered and inter-connected issues. Many of the challenges to their well-being result from decades of structural inequalities, discriminatory social policies and a fragmented service infrastructure.

Community-engaged scholarship in its many forms across the university is a key element in achieving this goal. According to the [Carnegie Elective Classification for Community Engagement Framework](#) (2022), "Community engagement describes collaboration between institutions of higher education and their larger communities for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity."

UCLA has an impressive, though often publicly unrecognized, record of active collaboration with community partners and with the government and private sectors in Los Angeles to bring together local knowledge and academic research to jointly solve problems. And yet, UCLA has not *systematically* sought to engage with Los Angeles as an active partner to build a thriving city that creates equitable opportunities and outcomes for its diverse population.

In this strategic plan, UCLA seeks to deepen our engagement with this vibrant city and its diverse populations. This will require elevating community engagement and public impact as a core purpose and goal of the university; a commitment to sustained reciprocal and equitable partnerships, establishing commensurate incentives, recognizing and rewarding those who choose this approach in their research and teaching; and creating innovative strategies designed to break through the institutional silos and to work collaboratively at scale. This will also require the design, development and testing of new kinds of research, innovation and discovery collaboratives that are agile, flexible and responsive to emerging challenges. It will require innovations in how such activities are organized and administered, to overcome funding challenges, administrative barriers and other constraints imposed by current university practices and procedures.

Achieving this kind of public impact will demand an intentional approach that will harness the strengths, expertise, energy and passion of the residents of Los Angeles and UCLA's faculty, staff and students to collaborate, co-design, co-develop and co-create an emerging transformed future that fosters equity and promotes the well-being of all Angelenos. We believe this bold vision for UCLA's deepened engagement with Los Angeles will be met with strong community and philanthropic support. Together, we can make this vision a reality.

UCLA's engagement with local communities must be anchored in the *principles of inclusive excellence* and informed by true partnership.

- UCLA seeks to develop trust and partnership with people and communities of Los Angeles so that our faculty, staff and students can collaborate effectively to improve the wellbeing of all Angelenos through meaningful and sustained efforts designed to have lasting impact.

- UCLA recognizes that to move forward to build this vision of deepened engagement, we will need to rebuild trust and repair harm where the actions of the university have negatively impacted the people and communities of Los Angeles.

- UCLA will center equity, mutuality and reciprocity in our community engagement work and in the ways that its actions impact Los Angeles residents, linked to accountability standards.

- UCLA ensures that community members and partners, particularly in historically marginalized communities of Los Angeles, have significant input to shape the university's work in Los Angeles. Communities must be recognized as being the repositories for knowledge and experience as well as the owners of their stories and data, and they must be engaged to the greatest extent possible in the development of research questions and data analysis, and in any resulting recommendations.

Priorities

Elevate reciprocal community engagement — with Los Angeles and beyond — as a core element of UCLA's identity through policies, practices and university-level staffing

- Create a UCLA "L.A. Community Engagement Council" including representative campus, community and alumni stakeholders with the ability to guide and communicate an equity-driven agenda for the university's work with and in the communities of Los Angeles.

- Senior leadership, including deans, will actively engage faculty to shift policy and culture to recognize the value of community-engaged research and teaching for faculty at all stages of their UCLA careers and in all statuses of appointment.
    - Per the request of the Council on Academic Personnel (CAP), deans will appoint faculty working groups in their respective schools and divisions to articulate criteria to evaluate excellence and impact of community-engaged scholarship so that academic departments, deans and CAP can appropriately recognize and evaluate community-engaged scholarship in the academic personnel review process with transparency.
    - Work closely with Academic Senate to initiate efforts to amend the Academic Personnel Manual (APM) to recognize community-engaged scholarly work in the research and teaching categories, with standards for evaluating excellence and impact to be articulated by faculty peers within their schools/divisions.
    - Deans will report to the EVCP annually on their school's/division's community-engaged scholarly activities. To do this, deans will solicit information from department chairs and faculty to report on Los Angeles-focused outreach

and engaged scholarship through utilization of [UCLA Collaboratory](#) (faculty utilization of Collaboratory can support their engaged scholarship dossiers; departments/divisions/schools can use Collaboratory to assemble reporting of their public service and community engagement).
- Request departments to identify appropriate existing courses for designation as [community-engaged courses](#) (to receive the "XP" course suffix).
- Working with UCLA's Office of Equity, Diversity and Inclusion, engage faculty, staff and students to align community-engaged activities with UCLA's institutional commitment to equity, diversity and inclusion and current efforts to advance opportunities for minoritized populations, including but not limited to the effort to achieve Hispanic-serving Institution (HSI) and Asian Americans and Native American Pacific Islander-serving Institution (AANAPISI) designation and the Bruins Rising Initiative.

- Improve internal mechanisms to compensate community members more easily for participating in collaborative research and teaching activities.

- Elevate development efforts to support deepening UCLA's engagement with Los Angeles, cultivating donors and partners' support for collaborative, transdisciplinary community-engaged research and teaching.
  - Align and create collaborative development efforts across campus units to achieve the kind of transdisciplinary work needed for impactful community-engaged research.

- Elevate UCLA's commitment to local engagement as a UCLA Strategic Communications priority.
  - Ensure that reciprocal and responsible engagement with local communities for social impact is a routine part of UCLA's messaging.
  - Develop an integrated communication strategy for effectively telling UCLA's story about its local outreach, partnerships and engaged scholarship and public impact, including highlights and profiles of UCLA's partners.
  - Clearly and consistently communicate that "community engagement" entails scholarly activity that is named differently in different fields (including but not limited to applied, translational, participatory action, etc. in the research domain, and practicum, clinic, field placement, etc. in the learning domain).

- Establish ongoing communication and collaboration among the campus hubs for community engagement: the Center for Community Engagement, the Volunteer Center, SOLE (Student Organizations, Leadership and Engagement), the Community Service Commission (CSC), the Community Programs Office Student Association (CPOSA), and particularly relevant academic units such as the ethnic studies departments and Ethnic Studies Research Centers housed under the Institute of American Cultures, with the goals of 1) leveraging on-campus resources to support off-campus partnerships that create meaningful impact and 2) designing pathways to deepen students' community engagement across curricular and co-curricular domains.

- Establish ongoing communication and collaboration among the campus hubs for social entrepreneurship to better organize and create and sustain opportunities to collaborate with Los Angeles area partners.
    - Create a website that offers alumni and community volunteers ways to engage with UCLA social entrepreneurs, be it as future mentors or investors from the community to assist and accelerate student and faculty-led startups.

- Align existing scholarship funding to support higher enrollment yield of Los Angeles-based applicants (inclusive of transfer applicants), particularly from under-represented populations and Pell-eligible students.

- Establish a Special Advisor to the EVCP for Community-Engaged Scholarship and Social Impact

- Develop a campuswide network of Community Engagement Advisors composed of faculty and staff representatives from each school/division and staff representatives of other operational units. This network will help identify, support and coordinate engagement activities so that the campus has a better understanding of who is working with which Los Angeles partners on what issues. The network will be convened regularly by the Center for Community Engagement and support the data gathering and accountability measures described elsewhere in the Goal 1 prioritized actions.

- Expand existing Admissions recruitment efforts in underrepresented communities of Los Angeles in coordination with academic units. Establish physical spaces in the community that allows for direct support for college access/outreach, in collaboration with community partners organizations. Locations will be staffed by a community-based outreach professional who will host workshops, drop-in sessions, etc.

Support community-engaged research

- Provide the seed money for "social impact labs" — new mechanisms for supporting larger-scale and sustained transdisciplinary and community-engaged research and creative activities with a focus on working *with* Los Angeles stakeholders to define critical issues, co-create knowledge and co-create and co-evaluate projects to achieve equity-achieving public impact. This is aligned with Goal 3: Enhancing our Research and Creative Activities.

- Establish a UCLA Public Impact Scholars program to support annual cohorts of 8-10 junior Senate faculty from different departments/divisions/schools across campus to develop knowledge and tools for innovative community-engaged research or creative activity for public impact. Participants will be eligible to access research funds to support emerging community-engaged research or creative activity. The "curriculum" for the UCLA Public Impact Scholars program will be co-designed and co-delivered with community scholars experienced in collaborating with academic researchers.

- Establish a Public Impact Scholars of the Future program to provide an annual summer institute for a cohort of doctoral students after their second year of coursework who are

interested in developing community-engaged research with non-university partners. Based on a competitive application process, participating students will receive summer scholarships, with tuition/fees covered. Through participation in the Institute, each cohort of doctoral students will be matched with community-engaged faculty mentors and will be encouraged to participate in an ongoing "learning community" devoted to community-engaged research. Upon completion of the Institute, students will be prepared to incorporate community engagement into their disciplinary dissertation research design. Faculty and community scholar co-instructors for summer institute, working with Vice Provost for Community Engaged Scholarship and Public Impact, will be responsible for developing the curriculum with appropriate consultation with Grad Council and the Community Engagement Advisory Council.

- Invest in building community partners' capacity for research partnerships with UCLA, through trainings, certifications, ability to access courses at UCLA and participation as community-scholars-in-residence to support UCLA's teaching mission.

- Develop endowed funding to support research scholarships to enable first-generation UCLA students to undertake community-engaged research.

Support community-engaged teaching and learning

- Partnering with the newly established Vice Provost for Teaching and the UCLA Teaching and Learning Center, create a sustained funding mechanism for innovative campus-community partnerships for teaching at the undergraduate and graduate levels and in professional school curricula. Incentivize faculty to develop and regularly offer community-engaged courses.
  - Subsidize departments to provide support to both ladder faculty and lecturers teaching community-engaged courses, both for those departments whose faculty are initiating first-time community-engaged teaching and for those that have integrating community-engaged learning and research as required elements of their curricula.

- Increase student equity and access to community-engaged learning opportunities.
  - Waive summer tuition for UCLA students enrolling in 195CE courses while doing *unpaid* internships in the nonprofit or government sectors.
  - Develop an endowed fund to expand internship scholarships which enable students to be able to afford to pursue unpaid summer internships in the nonprofit or government sectors.
  - Raise funds to support transportation expenses for city-wide travel as needed for students enrolled in XP courses so that students with limited economic means are not excluded from participation. The need for this fund will diminish significantly with the opening of the planned Metro stop in Westwood.

- Create a web-based bi-directional community engagement portal that a) allows students to search, find and review available Los Angeles area experiential learning opportunities; and b) facilitates community partners (nonprofits, community organizations, governmental agencies, etc.) to indicate their interest in partnering with UCLA faculty, staff and/or students

- Launch a signature off-campus "Quarter in LA" program for undergraduates that integrates interdisciplinary courses on issues in contemporary Los Angeles and leadership with an internship experience and associated 195CE course. The Quarter in LA program is conceptualized as 12 units: a 4-unit upper-division academic course grounding students in how LA came to be a global city and the challenges it faces for its future, a 4-unit 195CE internship course accompanying an internship, and a 4-unit cohort-based leadership studies course which includes student interaction with alumni and leaders across nonprofit, government and corporate sectors.

- Create opportunities for Los Angeles high school students and first-generation community college students from low-income communities to participate in community-engaged research as a way to ground scholarly work in local community needs and build pathways for these students to UCLA.

Expand UCLA's footprint in the city and county in support of community-engaged research, teaching and service

- Utilize the new UCLA Downtown as a community-engaged teaching space, space for "Social Impact Labs" for collaborative, transdisciplinary community-engaged research, space for community programs and interaction with networks of community partners, and access points for young people and their families to interact with UCLA Admissions staff in neighborhood settings.

- Integrate community engagement, equity and inclusivity in the vision and implementation plan for the new UCLA South Bay campus.

Commit to measure public impact and ensure institutional accountability

- Utilize the preparation period (2023-25) for the 2026 Elective Carnegie Classification for Community Engagement cycle to systematically collect data on community engagement across all domains of campus, to identify gaps in data collection and in areas of community engagement activity to be able to address those gaps and build sustainable systems for collecting and disseminating such data to the campus and broader public. Submit the UCLA application for reclassification by the April 2025 deadline.

- Ensure staff capacity to identify, collect and report on metrics that track the quality of the partnerships and impact of community-engaged research and teaching, with community partner input in the development of those metrics.

- Build staff capacity to support faculty and departments to utilize Collaboratory to document their community engagement.

- Establish audit capacity in an appropriate unit to identify, collect and report on metrics that track the impact of UCLA operations on Los Angeles and its residents, with community involvement in the development of those metrics — to ensure that all dimensions of UCLA (including but not limited to land and real estate acquisition, hiring, procurement, policing, etc.) contribute to equity, inclusivity and just outcomes for the residents of Los Angeles.

Goal 2: Expand UCLA's Reach as a Global University

Introduction

As a global university with a commitment to inclusive excellence, UCLA could further expand its role as a regional global hub and gateway partner that engages a range of stakeholders to attract, create and generate new international collaborations, research opportunities and economic benefit that contribute to serving the social good and making a global impact. This "glocal" framework will make UCLA a compelling place to serve as a global gateway "ambassador" connecting the diverse communities in California and Los Angeles to the rest of the world, while expanding its role in research, education and service and preparing its students to enable a globally proficient, competitive and inclusive workforce.

All global activities in Los Angeles have local connections. By expanding its glocal reach, UCLA will strengthen its gateway role between local and international entities, generating new research, education and service opportunities, and making UCLA more impactful.

Our faculty's research tackles issues that necessitate international cooperation such as climate change, migration, and pandemics, and their creative activities in the arts and cultures connect the world. Our students, who are educated with global perspectives, constitute new generations of leaders who represent UCLA locally, nationally and world-wide and who are ready to collaborate interculturally and internationally in all disciplines. Our staff, who are the university's backbone, bring diverse cultures, backgrounds and expertise that support UCLA's expanding its reach in every way.

By leveraging its Pacific Rim location and Los Angeles as a global city, UCLA seeks to bolster California's impact on global affairs, deepen UCLA's research and education on world regions and global issues, and model impactful research on issues facing global cities today in order to learn from them. This glocal framework positions UCLA to welcome the 2028 Olympic and Paralympic Games — and the world — to partner with us as a world-class and interculturally and globally inclusive university.

Priorities

Coordinate UCLA's efforts in global outreach and engagement

- Develop an inclusive and active network of global advisors — the UCLA Global Advisors Council — that represent all schools and divisions.

- ○ These advisors will meet regularly and advise on definitions and assessment of glocal impact that are most relevant to their respective units. For example, impact for the Health Sciences (e.g., communication about cancer screening to a culturally and linguistically diverse population in Los Angeles; health care support for a foreign country) likely differs from impact for the School of Music (e.g., promoting global jazz; student exchange with Mexico).
  - ○ The advisors will also help compile data and inventories of stories about UCLA's global outreach and engagement, aiming at helping UCLA develop a streamlined, effective and living methodology to collect and update related data.
  - ○ They will also advise on the items below.

- ● Identify international locations and partnerships of importance to UCLA.
  - ○ The Global Advisors Council will advise on possible formation of area-specific advisory groups that represent the whole campus.
  - ○ These groups, together with the Council, will make recommendations for prioritizing international locations, partnerships, education and research initiatives for UCLA.

- ● Document the impact of UCLA's global engagement efforts that incorporate the needs and perspectives of local and global partners. The perspectives of our partners abroad and in Los Angeles/California give us important insight into assessing and documenting the impact of our work. For example, does our student exchange with a particular overseas university benefit the students there as much as it does those from UCLA?
  - ○ This effort will involve the creation of an inventory of UCLA global engagement and impact.
  - ○ This inventory will facilitate the feeding of data and narratives for priority 2 communication.

- ● Establish an external advisory board with key glocal stakeholders.
  - ○ This board will consist of external and community members representing key regions of the world and diverse areas of UCLA's outreach, engagement and impact. It will enable UCLA to continue to be sensitive to the needs and voices of our communities here and abroad, and to develop new areas of engagement.

Increase awareness of UCLA's global outreach and engagement

- ● Develop an integrated communication strategy for prioritizing and telling stories about UCLA's global outreach, engagement and impact.
  - ○ Identify data points and narratives that align with UCLA's initiatives/themes and demonstrate impact. For example, how do UCLA's grand challenges make an impact globally? How does UCLA's HSI initiative impact our research in and teaching on Latin America?
  - ○ Post regular and frequent stories in UCLA Newsroom/UCLA Magazine and other communication channels.
  - ○ Track data on readership and engagement.

- Create a key messaging document and fact sheet for stakeholders to socialize and adopt.
  - Write stories and content for different campus units.
  - Build compelling narratives around UCLA's global outreach and engagement.

- Develop a plan to tell UCLA's story to a global audience during the 2028 Olympic and Paralympic Games.
  - Identify themes/ideas that elevate UCLA's glocal reach and impact as part of the 2028 events.
  - Identify opportunities with LA2028 partners and sponsors.

Expand international education opportunities

- Increase International Education Office (Study Abroad) capacity to create more international programs through collaboration with the International Institute, departments, Alumni Affairs, EDI, Academic Senate and other units.
  - Increase faculty and student participation in UCEAP, Travel Study and global internship programs.
  - Increase the diversity of programs (students, faculty, departments, locations).
  - Develop an alumni network for internship opportunities.
  - Develop a case statement for the new capital campaign to raise funds for study-abroad scholarships, especially for underrepresented students. Costs of study-abroad include tuition and travels but also opportunity costs for students to work to support themselves and their families. Funding to defray these costs is crucial for a larger and more diverse student participation in study abroad, consistently rated as the peak educational experience by UCLA students.

- Internationalize the UCLA curriculum.
  - Solicit and fund proposals for inclusive and impactful international education programs.
  - Increase courses that have glocal and/or Travel Study components.
  - Develop synergies between EDI and global perspectives in the curriculum (e.g., broaden diversity requirement to include Travel Study courses).
  - Support student-led initiatives such as the Global Development Lab.

- Streamline the campus process to facilitate development of graduate dual-degree programs and bilateral exchange programs (undergrad and grad).
  - Collect information on dual-degree programs at other UC campuses.
  - Consultation with faculty and managers in departments hosting dual-degree and exchange programs.
  - Produce a Dual-Degree and Student Exchange Guidebook for faculty.

- Expand the use of online and hybrid educational tools to promote global learning opportunities.
  - Increase in courses using online and hybrid tools for global and glocal learning and for student exchange.

- Foster and support campus engagement with international students and visiting scholars.

- Better connect UNEX's work on international education and non-degree certificate programs to campus.

Support high-impact, globally engaged research

- Solicit proposals and fund projects that advance globally engaged research, selected on the basis of potential impact and inclusive excellence.
  - Establish an award program that catalysts and recognizes impactful global and glocal research.
  - Increase interest of faculty in developing impactful and inclusive global research programs.

Engage alumni strategically to develop reciprocally valuable relationships for global outreach and engagement

These efforts aim at increasing alumni engagement with students' global experience and projects, and growing new and active international alumni networks in new regions.

- Recruit alumni internationally to sponsor students' global internships and capstone projects that create opportunities for reciprocal and responsible community engagement.

- Organize and assist alumni living internationally to be more engaged in their respective communities, including projects that serve communities abroad.

Goal 3: Enhance UCLA's Research and Creative Activities

Introduction

UCLA research and creative activities have generated some of the most transformative breakthroughs in modern times. From revolutionizing medical diagnostics and treatment to laying the groundwork for the creation of the Internet to reshaping our understanding of the human condition, UCLA's research impact extends around the globe.

As one of the world's top research universities, UCLA has the intellectual capital — included among our faculty, alumni and researchers are 14 Nobel Prize winners, 15 faculty MacArthur Fellows, 11 National Medal of Science winners, a Fields medalist, two Turing Award winners and three Pulitzer Prize winners — as well as the extensive and world-class research facilities necessary to tackle society's most challenging issues. And as a public university, we take seriously our mission to develop solutions that improve the quality of life in our community, our country and around the world.

Our opportunities to build upon past successes and create a strong future for UCLA research and creative activities involve developing an environment that minimizes bureaucratic barriers to success and optimizes the creativity of our people. The priorities below aim to achieve those goals over the next 5 years.

Priorities

Create a proposal development team

- The proposal development team will allow UCLA to become more competitive for large awards such as major interdisciplinary and/or center awards. The team's charge will be to bring PIs together, support workshops and help provide technical support, such as collating biosketches and summarizing campus infrastructure.

- The proposal development infrastructure will:
  - include efficient campus budget review and management, particularly at the proposal creation phase;
  - provide competitive intelligence (e.g., geographic distribution of recent center awards, center topics funded over the past several years, key words in the solicitation that place UCLA in a strong position to lead a program, etc.); and
  - help PIs with a future resubmission in the event that the initial proposal is turned down.

- This team will likely be financially sustainable due to the increase in extramural funding and resultant overhead return to the campus.

- Services will support all disciplines on campus and work closely with the Office of Foundation Relations and Corporate Philanthropy.

- A portion of the team's time will be dedicated to training students, junior faculty and other researchers on how to write successful proposals. It is also possible to allocate funding to Graduate Education to train students to write proposals.

- To help manage a potentially overwhelming series of requests for their services, the proposal team should assemble a faculty advisory committee to help prioritize their services.

- The medical school's DGSOM Clinical Translational Science Institute (CTSI) already has a model team in place ([Grant Submission Unit](#)) that has been immensely successful to date.
  - The proposal development team will serve the rest of campus while working synergistically with the CTSI unit and other grant proposal teams on campus.

Provide teaching relief for faculty to pursue research opportunities

While teaching relief is one mechanism to allow faculty to pursue research opportunities, there are other ways to free-up time that are available to the campus. Sabbaticals are used by many faculty to secure release time from teaching and other committee assignments. It may also be possible to provide GSR support for a year to help with research and proposal development. In some disciplines, teaching is intimately linked with novel research and creative activities, so providing teaching relief in these cases may not be optimal.

Improve research infrastructure and culture to reduce barriers

UCLA has an opportunity to advance the research mission by optimizing the relationship between the Office of Research Administration (ORA) and the academic and research units in order to best support the research enterprise and PIs in particular. Increased communication and accountability in both directions will support research programs by providing local research administration and compliance infrastructure to manage the financial and administrative functions for individual grants and contracts and to ensure compliance with regulatory requirements associated with research involving humans, animals, biohazards, and other regulated activities and substances.

Some interventions in this space will include:

- ORA's involvement in the unit's hiring process and the performance evaluations of fund managers and grant administrators. In return, units should be allowed to provide input into appraisals of ORA's staff.

- Implementing a requirement for departments to appoint a skilled, mid- to senior-level research administration manager to serve as a responsible point of contact (POC) in Schools and large departments to increase efficiencies.
  - The POC would ensure that the department implements and follows research administration best practices and that transactions are complete and timely. They will also enforce compliance requirements and deadlines.
  - The POC would need necessary department authority and would be accountable to both the department and ORA. Currently, there is not a reporting line between ORA and department-based research administration units. Central POCs within ORA have already been appointed. These POCs are assigned to individual Schools and Departments.

- The Proposal Award Tracking System (PATS), a web-based contracts and grants management system, contains award information such as the amount and fund number, and sets up any required sponsor deliverables to be tracked in the system.
  - Currently, Schools and Departments can search this data for their own awards.
  - Search capabilities should also be open to the campus so that faculty can investigate what projects their peers are currently working on.
  - Providing this capability will facilitate discussion, promote partnerships, and stimulate new interdisciplinary research.

Improve innovation, entrepreneurship and tech transfer

The Technology Development Group (TDG) was established by UCLA to improve innovation, entrepreneurship and tech transfer. The successful transfer of research into the market generates revenue for the university, is viewed favorably by the public and should be highlighted by strategic communications. In addition, partnering with Startup UCLA or the Alumni Association could provide network opportunities for investors, advisors and buyers in the private sector. As support from agencies and foundations becomes more challenging to secure, the funds generated by entrepreneur activities will likely grow in importance. Increased investment

in the entrepreneurship, innovation and technology transfer space will facilitate research productivity and revenue generation.

Some avenues for increased investment in innovation, entrepreneurship and tech transfer include:

- Enhancing funding of the TDG Innovation Fund, which supports the transition of faculty research into products for the marketplace. The demand for these funds far outweighs the number of requests that TDG receives.

- Expanding the UCLA Innovation Fellows program, which is aimed at advancing entrepreneurial excellence and startup culture among faculty and postdocs from all disciplines across the campus.

Create new competition for internal funding that specifically engages Los Angeles

In recent years, UCLA has created a number of internal funding opportunities for the campus. For example, the Chancellor's Art Initiative (in partnership with the School of Music; Theater, Film, & Television; Arts & Architecture; and Humanities), Racial and Social Justice Seed Grants, LatinX Studies Seed Grants and Transdisciplinary Research Acceleration Grants. These programs provide resources that would not otherwise be available and can facilitate investigators' chances of attaining extramural support.

UCLA will create another internal funding opportunity that promotes community-engaged, interdisciplinary research and creative activities; this priority is developed and implemented in partnership with Goal 1.

- Prospective PIs will identify a community partner that is involved in the proposed project from the beginning and jointly craft the research or creative activity objectives that would benefit both the investigator and the partner.

- The community partner must be considered as an equal with a fully engaged two-way interaction rather than being seen as an add on to the project at the last minute.

- The stories behind these awards can also be included as part of the Bruin Promise content library so that the larger Bruin community can learn and appreciate the projects that are undertaken.

- Investigators should engage students in these projects.

- The new program will be initiated in two steps:
    - The first step would be allocating small awards to be used to build an alliance with the community partner.
    - If the first step is successful, the second step would be an opportunity for a larger award with a goal of obtaining significant extramural funding opportunities.

Translate research for public benefit

Develop the UCLA Arts Gateway Complex

A long-range, high-priority plan for our campus is the proposed Arts Gateway complex, located at the corner of Wilshire Blvd. and Veteran Ave., the last remaining undeveloped parcel of land that the campus owns. This complex has immense potential for public impact; It is located above the Metro subway stop and will be the first impression many visitors will experience when they visit UCLA. Thoughtful and engaged planning must be undertaken to realize the complex's full potential.

- The proposed complex could include:
    - A new Fowler Museum, including associated public exhibition, concert, and gathering spaces
    - Potential faculty housing
    - A faculty center placed at the top of the tower/s could be a welcome campus addition

Establish UCLA Downtown

Establishing a presence in downtown Los Angeles has long been a high priority for UCLA. With the 2023 purchase of the historic Trust building, UCLA is poised to realize this vision. The ultimate goal of UCLA Downtown is to benefit the community and increase our engagement with the city of Los Angeles (see Goal 1).

Beginning in Fall 2023, the UCLA Downtown Programming Board will solicit and review proposals for occupancy of the space, and deliver its recommendations to the EVCP and Chancellor. The building will be a cross-disciplinary hub for research, art, teaching and service and act as a public place for faculty, students and the community.

UCLA Downtown should serve as a community hub that emphasizes inclusivity, a space where UCLA can more meaningfully serve our communities and more fully meet our public mandate. In the future, UCLA will consider the possibility of expanding to a larger footprint in Downtown Los Angeles that includes additional buildings. Such a purchase could help address the housing crisis for both graduate students and faculty by converting a high rise building into apartments/condominiums and make a bold statement about UCLA's presence in the city center.

Create a Center for Just Cities

Create the institutional infrastructure to support translational research focusing on equity, urbanism and how we build the world we want to live in. The Center for Just Cities will cut across existing academic siloes to catalyze transdisciplinary, transformational studies in the Los Angeles region and beyond.

- Potentially an ORU or other multidisciplinary structure, the center will offer a big-tent framework for faculty, graduate students and advanced undergraduates to address significant societal issues that are deeply transdisciplinary and depend upon cross-cutting expertise.

- The focus will be on the investigation, creation and demonstration of urban solutions that address significant issues recognizing their humanistic, arts-based, social and cultural dimensions.

- Research activities will translate into meaningful and applied demonstration projects, to produce a series of publicly visible outcomes that improve our shared urban life.

Focus on climate and community-engaged scholarship

The vision for our new UCLA South Bay campus is to serve as a hub of research, education and engagement on sustainability, climate change and environmental justice. UCLA South Bay will bring students, scholars and the community together to build upon UCLA's existing strengths in this space.

- Climate-engaged research has been well-represented by the [Sustainable LA Grand Challenge](#) and the recent UCOP solicitation for $80M in response to the [California Climate Action Research Initiative](#).

- The [UCLA Institute of the Environment and Sustainability](#) has been a successful unit on campus that has focused on climate and sustainability topics that are crucial for LA, California and the nation.

- UCLA also supports a wildfire initiative that has engaged much of the public.

- The [UCLA Center for Healthy Climate Solutions](#) successfully merges climate and health to build resilience, now and for generations to come.

Build and expand upon the work of UCLA's Healthy Campus Initiative

There has already been a large investment into the [Healthy Campus Initiative](#) to make UCLA the healthiest community to work, learn and thrive and to inspire others both locally and beyond. There is an opportunity to establish a seed grant program that would be targeted to graduate and undergraduate students to ensure they are intimately integrated into the initiative. Calls for proposals could aim to address the following issues:

- Mental health and wellbeing of faculty, staff and students

- Uncertainty emerging from the pandemic, including about remote/hybrid work conditions, the future of hybrid instruction, and safety in labs and performance spaces

- Housing and food insecurity

Projects supported by the seed grant program should have a goal of improving analytics on these topics

DataX Initiative: Improve data science by building a robust, diverse and cross-disciplinary community of evidence and data-driven scholars

A grassroots effort has been undertaken by UCLA over the past several years which resulted in the creation of the DataX Initiative (PDF). Three pillars provide the foundation for this initiative — basic research, applied/use-inspired research and social justice. Working with the Senate and the units across campus, a curriculum will be developed that will significantly increase our students' exposure to the fundamental principles of data science, how it impacts our daily lives, and how it is intimately linked with social justice issues.

- The initiative has encouraged the creation of a DataX Support Network to build capacity in using data.

- It has been proposed that DataX be established as an Organized Research Unit (ORU).

- Sixty new joint faculty are proposed to be hired over a 10-year period (six hires per year).

- A campuswide effort to develop courses, certificates, minors and majors will be developed to serve a diverse range of students.

- UCLA has already committed $10M over three years to help realize the vision of a DataX institute and has appointed three interim faculty directors to lead the three core pillars as well as an interim executive director to manage institute operations and external relations.

- Space for DataX is currently being explored and it is envisioned that there will be data storage and tool support needs for the initiative.

- DataX will remain a campus priority for the foreseeable future as students recognize that knowledge and expertise in this field will prepare them for the future employment opportunities.

- Data is everywhere in our society and students need to be exposed to the immense potential that comes from understanding and analyzing/manipulating data as well as appreciate its limitations and biases.

- There will be a need for regular critical assessments, impacts and plans for the future to ensure that sufficient progress is being made.

Prepare the university for the coming age of open scholarship

The academic research space is in the midst of a significant transition into a new age of open scholarship. This international movement, driven by scholars, has become a national movement in the US resulting in the White House, federal agencies and foundations mandating that research results are made publically available without an embargo or charge. In 2013, the UC Academic Senate adopted an Open Access Policy which the UCLA Library had advocated for and since then has supported this initiative by doing outreach and providing resources and services for our researchers. In 2021, the UC libraries successfully pursued transformative agreements with the major commercial publishers including Elsevier, the world's largest academic publisher. These agreements enable open access to UCLA-generated research and begin the hard work of containing exorbitant subscription costs. Other financial models such as Diamond Open Access are also being pursued and developed at UCLA. Scholarly societies are in the midst of testing these new funding models for publications since a number of them depend on subscription costs to sustain their scientific and professional activities.

In order to adapt to the new age of open scholarship, UCLA will consider the following adjustments to practices and policies:

- Invest in infrastructure and staff at the campus level to support the transition to open scholarship for certain journals and books.

- Promotion and Tenure (P&T) committees should evaluate their policies and practices in light of the transition to open scholarship. Open journals may not yet be associated with high impact factors when compared with legacy publications. It has been shown that open journal articles are read more and have more downloads.

- The campus needs to think about all of the work that researchers do at UCLA. Longform publications, data and curricular materials all need to be supported for the campus as part of a whole-campus strategy to open.

- This strategic plan recognizes the value of UCLA publications and will support starting a new office to help our campus transition to Open for our own scholarship and publications.
    - For example, over the past decade, the ACMI program at the library has offset the cost of attending UCLA by millions of dollars by making open educational resources available at no cost.

- Ensuring data dissemination and developing institutionally appropriate archival policies are two of the more challenging aspects of open scholarship.

- At a minimum, data supporting publications should be archived and available for subsequent research and to confirm reproducibility.

- Many journals already mandate that submitted manuscripts be accompanied by relevant and verified research data.

There are many unresolved questions related to the need to archive academic research data that are currently being discussed. A Research Data Working Group is finalizing a draft report that provides a roadmap for institutional research data and infrastructure. A number of issues discussed in this section are elaborated in their report, which will be published by the end of 2023.

GOAL 4: Elevate How We Teach

Introduction

We aim to identify priorities and tactics that will help UCLA enhance its role as a nationally recognized leader in visionary and transformative approaches that promote equitable, student-centered teaching principles and instructional practices.

In response to a changing world — and an evolving teaching and learning landscape — the time is right for UCLA to modernize its instructional practices to stay at the forefront of excellence and innovation in education. The many voices and perspectives that have contributed to the identification of priorities and creation of the tactics proposed to advance the strategic plan goal of elevating how we teach are inclusive of the complex and, at times, divergent viewpoints and lived experiences that make this institution rich with diversity. A unifying aim in developing these strategic priorities and tactics was to capture the general sentiment of these voices — one that envisions an inclusive, student-centered and dynamic teaching and learning environment — without prescribing a monolithic, one-size-fits-all approach to achieving this goal of the campus strategic plan.

Leveraging expertise and motivation, UCLA is well-poised to advance the goal to elevate how we teach by prioritizing mechanisms that support incentives, operations, and evaluation of teaching. The approaches outlined in this report amplify and harmonize with the findings and recommendations of the Administration of Teaching, Learning and Services (ATLAS) Committee in the ATLAS Report. Consistent with the ATLAS Report, the strategic plan centers the importance of research-informed, innovative and forward-looking teaching practices at UCLA and is anchored by four values:

- **Inclusive Excellence:** UCLA centers equity, belonging, and cultural humility in teaching and learning to ensure that all students and instructors, particularly those who have been historically excluded from institutions of higher education, are empowered as learners and educators. To do so, the university recognizes that intentional work is necessary to overcome past inequities and harm in order to establish trust. Each of the tactics envisioned to achieve the strategic priority to elevate how we teach (listed below) needs to address this goal through a lens of inclusive excellence if the university is to be successful in recognizing and affirming equity as an embedded value in teaching practice in all disciplines and at all levels of instruction campuswide.

- **Shared Articulation of *Excellent Teaching:*** Because teaching is a deeply contextual and humanistic endeavor, there is not a single, universal definition of "good teaching." At

the same time, articulating a set of shared principles can orient and focus our work. In this spirit, we consider student-centered, equitable teaching to involve:

- Engaging students as active participants, including creating course structures that reflect what we know about how people learn
- Ensuring learning environments enable *all* students to learn, positioning them as capable scholars and valued members of an academic community
- Designing courses by focusing on what students will learn (rather than what content will be taught) and making instructional decisions based on how student learning is actually playing out during a course
- Recognizing that teaching expertise is not static, it is always possible to learn more about teaching, and instructional practices may need to shift to accommodate the evolving interests and educational or career goals of our students, changing social contexts and lived experiences, disciplinary content (in some fields), etc.

The above-mentioned four principles were identified through extensive conversations with a range of campus stakeholders, as part of UCLA's ongoing Holistic Evaluation of Teaching (HET) initiative.

- **Engagement of Educators who Provide Co-Curricular Student Support:** Students at UCLA are impacted by myriad members of the UCLA community. In addition to course instructors, graduate teaching assistants, academic administrators and advisors, and undergraduate Learning Assistants, students have the opportunity to learn from staff outside of academic departments and divisions including the Library and multiple units within Student Affairs, such as Residential Life, Counseling and Psychological Services, the Career Center, and Recreation and Wellbeing. Although this report focuses on elevating teaching and learning in the contexts of courses and curriculum, the planning committee recognizes that there are co-curricular academic activities occurring outside of the physical or virtual classroom, and these intentionally augment student learning and engagement with their courses in meaningful ways. The university is encouraged to recognize and reward the educational contributions of all members of the UCLA community, including staff who support and lead co-curricular programs that promote educational innovation and foster student learning, and enable collaborations between faculty and staff in support of a shared vision for inclusive excellence and a mission to elevate how we teach.

- **Research:** As one of the leading research universities in the world, UCLA is ideally positioned to advance research in the learning sciences, contribute to the scholarship of teaching and learning, and be at the forefront of discovery and innovation in instruction. Woven into each of the priorities and tactics listed below is the notion that iteratively investigating whether they continue to serve the needs of the UCLA community is essential to fulfilling the academic mission of the university.

Stakeholders across the university, and at the intersection of the local, national and global community in which UCLA is situated, will benefit from UCLA's commitment to elevate how we teach. By carrying out the priorities and tactics described below, UCLA will be able to better prepare, support and evaluate instructors; enhance the training and mentoring of graduate

students as teaching assistants; improve and assure equity in student learning outcomes; brand itself as a leader and innovator in education; and build the perceived value of a college education to the public.

Metrics of the successful execution of this strategic goal might include recognition of the new Teaching and Learning Center as a hub of expertise in effective, student-centered and inclusive teaching practices, pedagogical research and instructional innovation; an increase in the number of instructors who redesign their courses in ways evidenced to improve learning and equity in instruction; entire departments and academic programs transforming their curriculum to promote coherence and positively impact student success such as time-to-degree; greater awareness, knowledge and widespread adoption of inclusive teaching practices; creation of incentives, acknowledgement and rewards for teaching excellence; and modernized learning spaces and an ecosystem of educational technology tools that improve accessibility and student engagement in the learning process.

Priorities

To achieve the strategic goal to elevate how we teach, the planning committee identified the following four key priorities and tactics to achieve them:

Enhance teaching excellence by improving the evaluation of the teaching process to better incentivize, recognize, reward and foster teaching excellence and innovation — and to support a culture of continuous improvement in pursuit of equitable teaching

- Restructure reward mechanisms (either time and/or financial) to celebrate excellence in teaching so that it leads to transforming teaching practices.

- Expand UCLA's Holistic Evaluation of Teaching (HET) initiative.

- Redesign UCLA's student feedback form (replacing the current student evaluation form) to encourage the instructor's use of evidence-based pedagogical practices.

- Collaborate with the Council on Academic Personnel, the Academic Personnel Office and other decision-making bodies on campus to revise the way teaching is evaluated so there are tangible rewards (time and/or financial) for innovation, reflection and the use of equitable, student-centered practices.

- Revise the APM to reflect the use of "evidence-based pedagogy" as a criteria for evaluating teaching.

- Design a research-based process for transforming teaching and departmental evaluation that can serve as a model for other UCs and universities nationally.

- Develop an Education Innovation Initiative Grants Program (e.g. instructional design, course planning grant, teaching reflection opportunity).

Transform UCLA's teaching practices and strengthen programs supporting effective, innovative, and inclusive instruction across the entire campus

- Continue the implementation of the ATLAS report recommendations and the establishment of the UCLA Teaching and Learning Center.

- Support the new Vice Provost for Teaching and Learning to lead the university in this realm.

- Develop a holistic teaching onboarding program for all instructors (including faculty, lecturers, adjuncts, academic administrators, etc.) that establishes a UCLA community and culture that celebrates and prioritizes inclusive excellence in teaching. Such a program should include resources and tools to advance teaching in all instructional modalities, foster inclusion and belonging in our classrooms, support students with disabilities, and ensure the lived experiences of our students is reflected in the curriculum.

- Enhance graduate student/teaching assistant resources and training.

- Collaborate with and learn from scholars across campus who have relevant expertise in effective teaching and learning practices.

- Collect data in collaboration with existing partners on campus, including the data stewards of institutional data and national data sets relevant to education research and curricular innovation, to examine factors that improve the rates of undergraduate and graduate student degree completion and other proxies of student success.

- Provide fiscal resources and organizational structures to support multidisciplinary and cross-campus education, minors and certificate programs using a scholar/practitioner joint approach, which is augmented by an adjunct model that brings in experts from industry or alumni.

- Partner with the Office of the Vice Chancellor for Equity, Diversity and Inclusion to create a strong culture of inclusive teaching by embedding EDI efforts throughout all practices, programs and initiatives. This effort will require time, funding and support for instructors to invest their time in learning and implementing inclusive and equity-minded teaching.

Modernize learning spaces: The modernization of learning spaces is necessary to enrich student success and keep pace with innovative teaching practices

- Review renovated learning spaces at peer institutions.

- Establish innovative cross functional student-centered learning spaces, including study areas, instructional spaces and informal study spaces that support more effective ways of interactive teaching and learning that increase access for all students, including students with disabilities.

- Renovate existing learning spaces to make them more amenable to flexible and accessible teaching practices and instructional modalities.

- Survey current space and time allocation of classrooms on campus and reallocate as appropriate to increase flexibility and efficiency of these finite resources, and to provide spaces for student groups when not in use for instruction.

- Partner with Information Technology Services to examine how technology can enable and advance evidence-based and inclusive teaching practices across all modalities of instruction.

Explore greater online and hybrid course options: Support online and hybrid course options to address some of the challenges of enrollment growth, reduce reliance on physical classroom space; embed inclusive teaching in all courses and expand accessibility at UCLA

- Provide instructors, especially those teaching large gateway courses, with a deep exposure and understanding of current and emerging educational technology tools to ensure they continue to enable and advance evidence-based teaching practices in online and hybrid courses.

- Provide resources for faculty to work with instructional designers who have expertise in diverse teaching and learning needs, including effective use of technology and the standards and practices supporting accessibility in course design.

- Work with Information Technology Services to provide a strong virtual support structure (e.g., central help desk). This includes ensuring all campus support units, such as the Library, are able to support online courses.

- Collaborate with the Academic Senate to inform instructors of online course approval procedures.

Several priority initiatives to advance teaching practices and integrate inclusive teaching at UCLA are in progress. These projects will facilitate the achievement of our goal 4 priorities.

Establishment of the UCLA Teaching and Learning Center (TLC)

In response to the ATLAS report, then EVCP Emily Carter initiated the process for establishing the UCLA Teaching and Learning Center (TLC) and hiring of a new position, the Vice Provost for Teaching and Learning (VPTL). The new TLC, under the VPTL, will reimagine the teaching support for the campus in ways that align with the strategic plan and that incorporate the bright spots of existing units into the university-wide services provided by the TLC. It will have programming that supports and champions education research and teaching innovation, and will leverage relationships with existing disciplinary centers and campus leadership to coordinate expansion of teaching support within the disciplines in mutually beneficial and cost-effective ways.

Task Force on Summer Quarter

EVCP Hunt has charged the Summer Sessions Committee to explore the function, utilization and current operational design of Summer Sessions. Specifically, the committee is examining how to build upon and expand the current academic and non-academic offerings of Summer Sessions in a strategic and cost-effective manner for the benefit of students and their overall educational experience.

Bruin Promise

The Bruin Promise is predicated on the notion that Bruins are lifelong learners and that UCLA is committed to ensuring that alumni continue to learn long after graduation. It is committed to supporting learning in every stage of life. A website provides offerings for career and professional development, health and wellness, arts and culture and lifelong learning resources.

Accessibility and Instruction Working Group

The accessibility and instruction working group was formed in fall 2022 to examine accessibility and instruction at UCLA, including but not limited to questions about teaching modality. One task is examining current modes of instruction, possible new directions and accessibility currently in place on campus. The working group will also map campus initiatives and ongoing efforts for accessibility and instruction across different units. The group plans to share and disseminate best practices for accessibility and information for students as well as guidelines for instructors. It will also identify planned and possible future directions.

GOAL 5: Become a More Effective Institution

Introduction

UCLA has evolved over the last 100 plus years from a young startup campus to one of the largest institutions of higher education in the world and a global leader in achieving educational and research outcomes. As the institution grew, it added layers designed to support the changing needs of a growing campus; however, the administrative and educational practices that served a younger, smaller campus are not necessarily the most efficient or effective ways of delivering needed services of a modern, large and complex campus.

In order to strengthen institutional effectiveness and advance our commitment to inclusive excellence, UCLA needs to drive engagement across the breadth of relevant stakeholders and actively involve voices that have traditionally been overlooked or ignored.

This strategic plan goal comprises several initiatives that will develop a culture of continuous process improvement and use of data to enhance decision making and measure success. These initiatives focus on optimizing use of resources through the elimination of waste and unnecessary duplication, enabling a more effective use of human, physical, financial and data resources.

Implementing these initiatives will contribute to enhanced institutional effectiveness, resource optimization, improved process efficiency, sustainable space management, a streamlined data environment and a data-informed decision-making culture at UCLA.

Priorities

Enable elimination of waste and unnecessary duplication

The following actions will help focus efforts to reduce duplication and eliminate practices that are no longer cost-effective (in terms of time and/or money). The first initiative sets forth steps to identify inefficient processes and operational pain points that result in the loss of productivity and higher costs.

- Undertake a campus assessment survey to identify priority areas where process improvements and service performance enhancements can have the greatest strategic impact.

- Modernize legacy financial, Human Resources, and financial aid enterprise systems to reduce shadow systems and process workarounds to accomplish corresponding activities.

Effectively utilize campus spaces

Campus spaces are an essential resource as they provide the necessary infrastructure for teaching, learning and research. However, managing and maintaining these spaces is complex and ever more challenging as the working and learning environment becomes more flexible and dynamic.

During the COVID-19 pandemic, many, if not most, campus employees learned to work remotely in a full or hybrid fashion. As the pandemic lessens in severity and becomes more endemic, we have an opportunity to conscientiously continue a variety of work strategies that would be beneficial — to employees and the university — if implemented correctly and with balanced consideration of constituents' needs. Going forward, the goal is greater accountability so that we can harvest the opportunities and benefits that flexible work environments can provide, and allocate space based on fair standards and defined outcomes.

- Create a campuswide policy on remote/hybrid work to establish consistent expectations and equitable standards, facilitating employee recruitment, retention and well-being, as well as a more efficient use of physical and financial assets. (completed spring 2023)

- Conduct a space inventory to identify underutilized or overutilized areas and develop a process to fairly allocate space and resources based on program-relevant metrics.

- Design and implement a new space governance structure involving representatives of all stakeholders to make informed decisions on space allocation, usage and future needs. (completed spring 2023)

- Create a space management plan that incorporates sustainable models like circular economy, promoting the efficient use of resources, sustainable building design and shared spaces.

Identify areas for continuous process improvement

The administrative and academic processes at UCLA have evolved over decades and in many instances are currently structured to operate in a decentralized or federated environment. Many variations on how to accomplish similar actions exist, adding excessive complexity, bureaucracy and inefficiency as processes inevitably roll up to campuswide integration, and consequently creating challenges for distributed campus partners. Therefore, a critical element of overall effectiveness is garnering efficiencies by simplifying and/or standardizing workflow processes. Those process efficiencies must be continuously assessed to align with the changing needs, expectations, technology, policies, and laws. The purpose of continuous process improvement (CPI) is to identify and address potential non-value-add activities that may be undermining effectiveness for administrative and/or academic operational processes. CPI should be implemented to streamline processes, eliminate waste, reduce administrative burden and shorten timelines; thus, removing observed inefficiencies that hinder overall effectiveness.

- Develop a Continuous Process Improvement Team responsible for integrating continuous process improvement concepts and practices into the UCLA culture. This team will provide related professional development pathways and guide departments with process improvement efforts.

- Establish an effectiveness advisory and governance committee to identify improvement opportunities and manage implemented priorities.

- Establish standards that encourage, recognize and reward individuals and campus units for actions reducing administrative burden and duplicative work.

Improve data environment

Our current campus data environment is heavily decentralized and siloed, limiting the ability to fulfill cross-functional reporting and analysis requests in a timely, reliable or scalable manner. Less time should be spent trying to reconcile reporting figures from different offices on the same topic, allowing more time to be spent actually providing information to inform end-user decision making. Additionally, knowledge about how data is generated and defined should be more transparent and well documented, facilitating the sharing of institutional data for analysis.

Tools and technologies exist today that can help drive the needed improvements. In fact, many of the digital campus initiatives currently managed by IT Services have the potential to address the issues.The need to Integrate, organize, define and secure data from our current set of distributed campus systems is essential. Not only will it help measure the efficacy of many of the strategic priorities associated with the goal of becoming a more effective institution, it also will be a true enabler for many of the priorities identified across the other four goals identified in this strategic plan.

- Enable a shared environment for storage and retrieval of institutional data to ensure a single source of truth, robust security practices, and more easily enable data analysis for informed decision making.

- Establish a UCLA-wide data governance model to review uses of data and address gaps in data collection, documentation and security practices.

Establish key performance indicators and metrics

College leaders are under increasing pressure to deliver better outcomes with limited resources. Metrics are essential for identifying opportunities for improvement and evaluating the impact of changes made to enhance institutional effectiveness. In its strategic effort to become a more effective university, supported by an aligned institutional culture and values, it is vital that UCLA develop well-defined metrics for assessing institutional success. This work must be done collaboratively and transparently. Since priorities differ across the institution, it is important to encourage schools to develop and communicate key performance indicators (KPIs) that are specific to the goals of each unit.

Using KPIs to evaluate the effectiveness and inclusiveness of campus programs, services and operations will allow UCLA to understand where gaps exist, prioritize resources and modify efforts/investments to achieve desired results. KPIs should align with UCLA's strategic plan goals.

Developing these KPIs requires broad-based consideration of institutional values and priorities. For example, metrics used for instructional productivity should be tied to academic excellence and student learning. Additionally, these discussions should involve input from faculty and students to promote engagement, transparency and inclusivity. EAB has developed a helpful guide to developing core performance metrics (PDF). Engaging such teams in a multidisciplinary retreat to define success and outline success metrics is a critical step towards this goal.

- Develop well-defined metrics for assessing institutional success collaboratively and transparently.

- Encourage schools to develop and communicate unit-specific KPIs aligned with UCLA's strategic plan and goals.

- Engage faculty and students in defining success metrics and promote data-informed decision-making.

Conclusion

The publication of UCLA's 2023-28 strategic plan is a milestone, but by no means the end of a journey. This plan is a living document, and the strategies and actions included here are dynamic and will change over time. Some tactics may ultimately be unworkable, while other, more pressing priorities may emerge and become new areas of focus. While the plan was crafted with input from many people and communities across UCLA and beyond, as

implementation gets underway, we will surely make adjustments based on further feedback from our constituencies. Readers should visit the UCLA Strategic Plan website for the most up to date version of the plan.

Additionally, the tactics outlined in this report should be seen as only part of the overall plan for the near-term future of UCLA. Our goal in producing this document was to provide high-level guidance about university priorities, and we encourage each campus unit and each individual person to review the five goals, think about how their own work connects to those goals, and consider how their own priorities can better ladder up to them. This plan presents many well-researched, collaboratively developed top-down actions — but additional bottom-up support for this vision is what will help UCLA reach its full potential in the years ahead.

Over the course of its first century, UCLA saw a remarkable ascent that placed it among the ranks of the very best universities — public or private. With this plan, our university can continue to rise, and do so in a way that is more inclusive and supportive of the diverse communities we serve. At a critical moment for our institution, Los Angeles and the world, we stand ready to create the future.