

Doing Good around the World: UCLA Global Strategic Priorities  
**Report of the UCLA Global Outreach / Global Impact Task Force Report<sup>1</sup>**  
**July 2017**

## **EXECUTIVE SUMMARY**

The Global Outreach / Global Impact Task Force was charged with developing a strategy for UCLA's international activities that would expand its international footprint, create greater visibility around the world, and positively impact people in other countries. In particular, the Task Force emphasized the third objective, having a positive social impact.

In developing its recommendations, the Task Force considered the following:

- UCLA already has a significant number of ongoing as well as one-time international activities across its college, schools, departments and programs both on campus and abroad. Many of these have been in place for a number of years. Many of these involve only one (or a few) faculty members and a limited number of students.
- UCLA has a very active International Institute that oversees more than 25 centers and programs that are involved primarily in research on specific geographic areas and worldwide issues such as global health, international conflicts, migration and other social issues.
- UCLA Extension has an extensive portfolio of online courses and certificates available domestically. It recently received a commitment of \$6M from the university to launch UCLA Global Online. This will, in part, include some educational programs aimed at growing both the university's as well as UCLA Extension's programs and offerings outside of the U.S.
- The college as well as various schools and departments offer courses on campus which have some international focus. Currently, there is no requirement that students take an international course or engage in an international activity during their stay at UCLA.
- UCLA provides international exchange opportunities through UCLA's International Institute and the International Education Office. In turn, it enables international exchange students to take classes at UCLA. In addition, UCLA Extension enrolls about 4,000 international students a year in its certificate and English language programs, and provides educational programs for foreign businesses and governments.

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<sup>1</sup> The Task Force members are Carla Hayn (Chair; Anderson School of Management), Lucy Allard (Anderson School of Management), Kathryn Atchison (School of Dentistry; former Vice Provost of New Collaborative Initiatives), Thomas Coates (UC Global Health Institute), Craig Ehrlich (UCLA Foundation), Cindy Fan (UCLA International Institute), Alexander Fung (International Students Association), Jabril Muhammad (Undergraduate Student Association), Polly Roberts (World Arts and Cultures), Michael Rodriguez (David Geffen School of Medicine and Blum Center on Poverty and Health in Latin America), Wayne Smutz (Continuing Education and UCLA Extension), Michael Storper (Luskin School of Public Affairs), Adam Sugano (Institutional Research and Decision Support), Tod Tamberg (Strategic Communications) and Jenn Ming Yang (Electrical Engineering). Research assistance was provided by Shelby Grasser. Anastasia Loukaitou-Sideris (Luskin School of Public Affairs) and Yolanda Gorman (Advisor to the Chancellor for Strategic Initiatives) acted as consultants to the Task Force.

- Among its many goals, the UCLA Alumni Association is focused on expanding its international networks (there are currently 23), garnering more on-the-ground as well as financial support from the international alumni, and increasing alumni engagement in UCLA's ongoing international activities such as enhancing social media platforms.
- Every major peer university has an articulated, well-developed international presence. For UCLA to remain competitive, it *must* maintain a strong presence in the international arena. Currently, UCLA appears to be lagging a bit behind in terms of its offerings (i.e., international requirements, sponsored international activities, development of a full international curriculum, international outreach efforts, study-travel opportunities, etc.).
- Significant challenges exist both on campus as well as in the broader community as UCLA seeks to expand its international footprint. These stem from administrative barriers (red-tape), funding limitations, having adequate faculty and staff to support international endeavors both on campus and abroad, and other related issues.

One challenge that *does not* exist is generating student interest. Most of the UCLA students are keenly interested in learning more about other countries, studying abroad and with foreign students here, participating in projects that would have a meaningful social impact on people's lives around the world and, in general, expanding their perspective to encompass a more globally-aware viewpoint. UCLA students want to be global citizens in the fullest sense of the term. At this time, it is not clear that the university is providing them with the necessary resources, courses and experiences to achieve this goal.

Keeping these issues in mind, the Task Force developed six major recommendations and six important, though less major, recommendations. These are as follows:

### **Major Recommendations**

- (1) Include a global component in UCLA's Mission Statement.
- (2) Strengthen the role and capabilities of the International Institute and make it the central clearing house of *all* international activities on campus.
- (3) Appoint a network of "international champions" from every school and department that has some international offering (courses, projects, etc.).
- (4) Develop key programs that can be delivered online through the auspices of the UCLA Global Online Program.
- (5) Enhance the opportunities for our international alumni to connect and participate in UCLA events abroad both remotely or in person.
- (6) Sponsor a world-wide Grand Challenge for both the campus and our international alumni that has significant global implications.

### **Other Recommendations**

- (7) Require undergraduate students to take at least one approved (4-unit) international course.
- (8) Expand the international curriculum offered by UCLA faculty.
- (9) Further develop existing exchange opportunities for UCLA undergraduate students.
- (10) Bring more international students to UCLA through exchange programs.
- (11) Establish a physical presence in a few key locations around the world that will support a number of the other recommendations including UCLA Global Online. (These would be in addition to the existing three office/centers in London, Hong Kong and Tokyo.)
- (12) Support student-led international activities such as the UCLA Global Development Lab.

On the following pages, each of these recommendations is explained in detail. The format used to describe these recommendations consists of four parts:

1. *What?* This contains a brief description of the recommendation.
2. *Why?* The justification for each recommendation is provided along with a discussion of the likely impact on the students, faculty and other relevant constituents. Further, the overall benefit to the university is provided.
3. *How?* The steps required to implement the recommendation are delineated taking into consideration administrative, financial and other organizational issues. The likely challenges that will be confronted in getting the recommendation in place are also explored.
4. *When?* The proposed timeframe for implementation of the recommendation is spelled out.

### **MAJOR RECOMMENDATIONS**

The Task Force has six major recommendations that it feels are of utmost importance if UCLA is to be truly global, have a significant social impact that is recognized internationally, and keep pace with other universities as they expand their worldwide footprint. These recommendations rose to the level of being “major” because they:

- can be fairly easily implemented,
- will affect a large number of constituents,
- mirror (in many cases) activities already being successfully undertaken at other leading universities,
- are financially viable and
- the resources needed to bring these recommendations to fruition exist or can be added in the near term.

Not all recommendations meet all of the above criteria. However, as a package, they work together to accomplish the specified goals of the Task Force.

Given their significance in promoting UCLA’s global efforts, implementation of most of these recommendations should begin as soon as possible.

<b>Recommendation 1: Include a global component in UCLA’s Mission Statement.</b>
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1. **What?** The Task Force recommends that UCLA’s Mission Statement be amended to include an international objective. This is a broad, overarching recommendation that, if implemented, would serve to alert both the university members internally as well as outsiders that UCLA not only cares about global education but its concern is so strong that it views this as a component of its educational mission.

In making this recommendation, the Task Force considered the purpose of a mission statement. Internally, a mission statement gives the members of an organization a shared understanding of the organization’s focus and intended direction. Externally, a mission statement communicates to the public the organization’s values and its vision of why it exists and its goals.

2. **Why?** UCLA’s current mission statement (provided in Appendix A) uses the word “global” twice as indicated in the following excerpts (emphasis in bold added):

*UCLA’s primary purpose as a public research university is the creation, dissemination, preservation, and application of knowledge for the betterment of our **global society**.*

*Civic engagement is fundamental to our mission as a public university. Located on the Pacific Rim in one of the world’s most diverse and vibrant cities, UCLA reaches beyond campus boundaries to establish partnerships locally and **globally**.*

UCLA thus acknowledges its mission of using knowledge to improve the global society and its willingness to participate in global partnerships.

What is missing from the Mission Statement are the goals of being a university that is recognized throughout the world as providing an education that produces internationally knowledgeable graduates,<sup>2</sup> of providing a first class education in other regions of the world and not only on the UCLA campus, of educating its students to be global citizens who have a worldwide viewpoint, and of fostering an environment where the students, faculty and staff seek to better the lives of others through not only their knowledge but also by their active participation with people in other countries.<sup>3</sup>

The Task Force believes that including such words in the Mission Statement would provide a strong impetus for the university members to create, develop and participate in more international activities,

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<sup>2</sup> There is no doubt that UCLA enjoys a strong reputation internationally. It consistently places very high on international rankings such as that conducted by U.S. News & World Report in which UCLA ranked #10 in comparison with all universities and #2 among American public universities in the most recent poll. (See <https://www.usnews.com/education/best-global-universities/rankings>) However note that this is UCLA’s standing internationally as a university; it is not a ranking based on its international offerings or ability to provide a globally-oriented education. Similarly, in the most recent Times Higher Education survey, UCLA was ranked 13<sup>th</sup> worldwide and #2 among American public universities. However, this survey is based largely on the amount of research and papers published at each university. Again, this poll does not consider the quality of the international education offered by the various universities. (See [https://www.timeshighereducation.com/world-university-rankings/2017/reputation-ranking#!/page/0/length/25/sort\\_by/rank/sort\\_order/asc/cols/scores](https://www.timeshighereducation.com/world-university-rankings/2017/reputation-ranking#!/page/0/length/25/sort_by/rank/sort_order/asc/cols/scores))

<sup>3</sup> “Global citizenship” has many meanings and interpretations. For an informative article on the topic see “Global Citizenship – What Are We Talking About and Why Does It Matter?” by Kris Olds, *Inside Higher Ed*, March 11, 2012 (<https://www.insidehighered.com/blogs/globalhighered/global-citizenship-%E2%80%93-what-are-we-talking-about-and-why-does-it-matter>).

moving the needle from “it would be nice to have such activities” to “it is imperative that we support and provide international courses, activities and opportunities so that our graduates will be global citizens who have the knowledge, skills and desire to address social issues, improve the lives of others, and positively impact the world.

3. **How?** The Task Force is not familiar with the procedure for changing the Mission Statement. One suggestion is to have a small group of interested faculty draft a couple of variations of the new language for consideration. The decision-maker(s) would then determine which language is most appropriate to augment the Mission Statement.

Some of the possible challenges include: the administration may not believe that such additional language is needed, there may not be sufficient faculty buy-in (if it is needed), and there may be resistance to promoting international activities by parties who believe that the purpose of a California public university is to educate its students about California and the U.S., and that the public’s money should be spent accordingly.

4. **When?** Because of the importance of getting the augmented Mission Statement in place, the Task Force believes that the necessary steps to do so should be taken as soon as possible.

**Recommendation 2: Strengthen the role and capabilities of the International Institute and make it the central clearing house of all international activities on campus.**

1. **What?** The Task Force recommends that the International Institute, which is already strongly involved in the majority of the international activities on campus, be given the financial and staff support, and be allocated sufficient space, to enable it to serve as the clearing house for all international activities at UCLA.

The university has established the International Institute as the “central hub” for global and area studies on campus. To the extent that its very limited staff permits, it oversees more than 25 centers and programs which support multidisciplinary research on specific world regions and pressing global issues. Beyond its teaching and research missions, the International Institute serves as a community resource, providing public lectures, symposia, conferences and sponsoring cultural events.

A stated objective of the Institute is to develop and implement UCLA’s global strategy for “engaging regions around the world, as well as international partners overseas and in the United States.” It is thus well-positioned to coordinate, oversee, plan, provide administrative support and implement all of UCLA’s international activities on an ongoing basis.

2. **Why?** By way of background, the Task Force, in order to make recommendations about UCLA’s international strategy for the coming years, had to first assess what international activities, projects, courses, etc. are currently being undertaken on campus. This included identifying the various geographic locations, determining the objectives and scopes of the myriad of activities, learning about their histories and current status, determining the parties involved from UCLA and the foreign countries, assessing the funding level and the administrative support, and other relevant information. While the International Institute had a wealth of data (most of which is provided through the portal <http://global.ucla.edu/portal/home>), the Task Force quickly realized that there are a number of activities being conducted by UCLA faculty and students as well as by international faculty and

students who are participating in activities at UCLA, that the Institute may not be fully tracking or, in some cases, may have no involvement. Thus, the opportunity to provide ongoing input and monitoring, to coordinate activities across schools and departments on campus, to coordinate international activities taking place in the same geographic locations, to assess the need for and perhaps provide some level of administration or funding, to ensure that the various regulations governing international studies and university relations are being followed and, in general, to support the university's global endeavors at a high level is being lost in some cases.

The Task Force noted that the sheer number and scope of the various international activities makes it very difficult to keep track of all that is going on. Currently, the International Institute attempts to be knowledgeable about these activities but truly does not have the staff needed to keep up with all of the activities. Further, it does not have the staff required to administer or coordinate various related projects or activities that would benefit from having a common coordinator.

For example, UCLA Study Abroad, the undergraduate program through which students can study at foreign universities, operates large independently of the International Institute.<sup>4</sup> Study abroad opportunities rely on partnerships with foreign universities. Presumably, Study Abroad enters into its own contracts. Yet there are other activities on campus that require formal relationships/contracts with some of these same institutions (e.g., UCLA Anderson's Global Immersion courses and one-week International Exchanges). The Task Force believes that UCLA's relationships with these foreign entities (universities, municipalities, companies or other bodies) would be more consistent and better coordinated if the International Institute handles all such contracts rather than having each unit on campus have its own contracts, arrangements and foreign contacts.

Another example of a program that operates independently of the International Institute is Study Abroad at UCLA which is offered by UCLA Extension. This program is designed for international students enrolled in their home countries' undergraduate degree programs who want to take extension courses. To get credit for courses taken through UCLA Extension, the foreign universities have to approve the courses and enter into a formal agreement based on a Memo of Understanding that UCLA Extension's courses are eligible to receive credit at the home country university. Again, there is no coordination with the International Institute.

In researching the global activities and strategies of other top universities, the Task Force noted that most of them have a strong central entity that is the focal point for all international activities. These generally serve in an oversight position, keeping track of and having some input into the myriad of international teaching, research and service activities being conducted on campus.

3. **How?** For guidance as to how to increase the scope and strengthen the capabilities of the International Institute, the Task Force met a few times with Professor Cindy Fan, a member of the Task Force and Vice Provost for International Studies and Global Engagement, and Professor Chris Erickson, Senior Associate Vice Provost and Director of the International Institute. After gaining an understanding of how the International Institute is currently organized, the Task Force explored the staff positions and financial support required to enable the International Institute to be fully operational in the recommended capacity.

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<sup>4</sup> The head of the International Institute appoints and funds a Faculty Director the International Education Office, who report to the Undergraduate Division.

As detailed in Appendix B, to truly operate as the central hub having oversight of all international activities at UCLA, a total of eight staff positions are needed, a more substantial budget is required to fund ongoing activities as well as new initiatives, and more office space in one location is necessary.

A subcommittee of the Task Force members met with Professors Cindy Fan and Chris Erickson, and members of their staff to ensure that the positions sought were in keeping with this recommendation as well as other Task Force recommendations (discussed later in this document). Some modifications were made after this meeting, clarifications were provided, and more explanation was included in describing the new positions as well as the overall budget request.

To ensure that the International Institute is operating as effectively and efficient as possible, and to provide guidance and monitoring of its many activities, the Task Force recommends that a faculty advisory board be appointed. This would consist of, say, 7 members across schools and departments that have major international initiatives primarily at the undergraduate, but at least one member at the graduate, level.

The most likely challenges that will arise in the process of expanding the scope of the International Institute are potential conflicts of interest with existing areas on campus that have international activities which are not coordinated through the Institute, finding adequate space to house the recommended staff, and ensuring that the Institute is viewed throughout UCLA as the hub of all global activities.

4. **When?** Because the International Institute plays a key role in many (if not most) of the other Task Force recommendations, the members feel that it was imperative that the recommended positions, space allocation and budget requests begin to be fulfilled in the current academic year.

However, to ensure that the International Institute hires the right people for the staff positions and that its growth is planned and well executed, the hiring and funding are divided into two phases which span the next two academic years (2017-2018 and 2018-2019). Accordingly, Appendix B details the positions that would be filled and the budget requests in both phases.

**Recommendation 3:** Appoint a network of “international champions” from every school and department that has some international offerings (courses, projects, etc.).

1. **What?** As noted earlier, determining the many international activities offered on campus as well as abroad proved to be a significant hurdle for the Task Force. The members were surprised to learn just how much is going on across the college, the various schools and departments. While it is recommended that the International Institute be the coordinator of all such activities (Recommendation 2), the Task Force felt that the role it would play could only go so far. What it felt is needed is a network that spans the campus made up of faculty and staff who are interested in promoting and supporting international activities.

Accordingly, it is recommended that a faculty and staff member be appointed from every school/department to be an “international champion.” These international champions will promote activities in their respective areas, be the primary contacts with the International Institute, and act as representatives in the campus-wide network.

2. **Why?** It quickly became apparent to the Task Force that international activities happen at what might be termed the local, grassroots level, arising out of faculty members' or students' interest in a particular geographic region or global issue. What became further apparent is that there is very little "cross pollination" across areas. While the Department of Music could collaborate with, say, the School of Education or the Anderson School of Management might work with the School of Engineering on providing a joint international course, an international field work project, or some other international endeavor, such collaboration seldom appears to occur.

The Task Force suspects that the primary reason why there is so little joint activity is because there is very little knowledge across campus about what is going on in other schools and departments. Having a network of international champions with both a faculty and a staff member from each area would rectify this situation.

International champions would:

- (a) meet twice a quarter as coordinated by the International Institute to share ideas, make presentations on new projects, courses, activities, discuss best practices, etc.,
- (b) regularly update the International Institute on new initiatives being conducted which would enable the Institute to fulfill its responsibilities of keeping track of all activities around campus,
- (c) submit a list each quarter of all current activities to ensure that the International Institute's database and its global portal are up to date,
- (d) inform and educate faculty members in his/her area about relevant international activities going on in other schools/departments across campus.

Thus, the international champions are the liaisons, communicating with the International Institute, communicating with other champions on campus, and keeping their own faculty informed about the various international activities being conducted at UCLA. But further, not only are they communicating this information, they are also suggesting possibilities for joint work, stimulating discussions about international activities, and serving to motivate faculty in their areas to get more involved in global endeavors. Thus they are "champions" in the sense that they are actively helping to promote international activities/courses/research/service at UCLA.

3. **How?** The deans of the various schools/departments are in the best position to identify and appoint the faculty and staff members to serve as international champions. A representative from Alumni Affairs and one from UCLA Extension (representing UCLA Global Online) should also be included in the network.

It is felt that both a faculty member and a staff member are needed because their responsibilities would differ. The faculty member would be interacting with faculty in his/her area as well as with other faculty members in the network sharing ideas, stimulating discussions and supporting activities. The staff members would be handling the administrative responsibilities – communicating with the International Institute on a quarterly basis, keeping the Institute informed about new projects and supporting the faculty members.

The International Institute would host a kickoff meeting (perhaps a luncheon at the Faculty Club) to introduce the objectives and the charge of the international champions. A couple of areas would be invited to make a presentation on their international activities emphasizing opportunities for possible

collaborations and lessons learned along the way. This would then be the model for subsequent international champion meetings. In this way, faculty across campus would learn all various international endeavors, the possibilities for collaboration could be examined, and knowledge on best practices, foreign contacts, etc. would be shared.

The main challenge is to create a network of international champions who are passionate about promoting global activities at UCLA. If being an international champion is an official position rather than simply voluntary, faculty and staff will be more willing to participate.<sup>5</sup>

Note that to fulfill this recommendation, it is imperative that the International Institute's request for a position (part of whose responsibilities would be to coordinate the international champions and meet with them on a regular basis as well as bring faculty together in different areas where there are likely to be synergies) needs to be approved. Also, the International Institute needs to be given a budget so that it can sponsor lunches and other meetings to bring the international champions together. Further, the International Institute should have a budget that would enable it to provide additional funding to projects that meet its objectives (e.g., involve more than one area or are innovative).

4. **When?** Since the international champions are important information gatherers and disseminators, as well as promoters of global activities, the Task Force recommends that they be identified and appointed as soon as possible so that they can play an active role in the 2017-2018 academic year.

**Recommendation 4: Develop key programs that can be delivered online both locally and internationally under the auspices of UCLA Global Online, which is being developed and administered by UCLA Extension.**

1. **What?** The UCLA Global Online Program, being developed by UCLA Extension, has been identified as a key player in expanding UCLA's international role and reputation by providing access to UCLA's intellectual and educational resources. (Appendix C contains the Prospectus for UCLA Global which includes its mission, goals, educational offerings, delivery options and other features of the program.)

The Task Force recommends that UCLA Global Online be provided with the necessary financial resources to:

- (a) support faculty in the development of international online offerings,
- (b) market its programs abroad,
- (c) provide "hybridized" learning experiences that enable international students to learn online as well as interact with UCLA faculty in person in their home countries,
- (d) bring international experiences to students at UCLA through digital delivery and
- (e) enable UCLA students to take online courses and communicate online with international students,

The Task Force learned that UCLA Global Online is intended to be self-supporting. The resources that it currently has are to be used to generate international offerings that have revenue generating

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<sup>5</sup> It is suggested that an annual stipend be paid to encourage active participation (around \$7,500 for faculty and \$2,500 for staff).

potential. As such, it will concentrate on offering courses that fit into existing certificate or other programs to be offered internationally.

To support its international efforts, the Task Force further recommends that each school/department on campus be charged with working with the UCLA Global Online Program to produce a specified graduate-level educational offering. This could be in the form of a course (which could later be combined with a series of courses which would form a certificate or master's degree program), educational video on a specific social issue, or other online offerings.

If UCLA Global Online is given additional funding, it could use produce online material that would also benefit UCLA students. (Since this is not directly revenue-generating, it fulfills a different objective. However, it would need funding for such activities.) As an example of how UCLA Global Online could bring international experiences to students at UCLA, a series of online courses could be developed on major countries throughout the world covering their economies, major historical occurrences, cultures, religions, businesses, investment opportunities, etc. Producing such courses would require collaboration across several departments with, perhaps, the international champion of one department taking the lead as the coordinator. A lecture (or lectures) of a specified length would be given on each topic by a professor (or professors) in the area. Students could view some of these country-based lectures as supplements to other courses or view the entire series of lectures for course credit. If the series of courses is "packaged" for credit, it would be moderated by a faculty member who would also evaluate the students' performance and comprehension based on deliverables (exams, papers, etc.). Through such offerings, students would gain substantial international exposure and be educated about many aspects of another country without having to incur the travel and lodging costs need to live in that country.

Beyond country-focused courses, there could be topic-based courses developed around major social issues in a variety of locations (i.e., education around the world, health care around the world, dealing with the world's homeless, etc.).

The UCLA Global Online Program would create a library of these online offerings and make them available both on campus as well as internationally. Those that are more topic-based could be packaged as part of an online certificate program offered to international students either directly or through a university relationship; these could potentially be fee-based and revenue producing. (For example, the "health care around the world video" might be part of a larger series of online offerings, the completion of which would result in a health care certificate from UCLA.)

The Task Force recommends that UCLA Extension work with the International Institute, keeping it informed of the online content that it plans to develop (or that it has already produced). The International Institute would serve as an important resource, connecting UCLA Extension with faculty who are knowledgeable about various international content.

2. **Why?** The Task Force views the UCLA Global Online Program as an excellent vehicle to disseminate UCLA's educational offerings, broaden the scope of its endeavors, increase its reputation worldwide and, in the process, provide a fuller global experience for both the international market as well as UCLA students.

Since UCLA Global Online Program has already been tasked with responsibilities in this realm and has some seed money (\$6 million over the next three years consisting of \$3 million in Chancellor's

grants and a \$3 million loan), it seems reasonable to ensure that it has sufficient funding to advance UCLA's global mission and international activities.<sup>6</sup>

3. **How?** While UCLA Extension is in the best position to know which courses, certificate programs, etc. are likely to be well received abroad, the Task Force believes that it should work with the international champions to develop globally-oriented offerings for students at UCLA, such as the country-based courses.

UCLA Extension has indicated to the Task Force that it would benefit substantially from having either outposts/offices in key foreign countries to maintain relationships with the decision-makers, to market its educational offerings and to handle the logistics of working with students in foreign locations. This is further explored later in this document in discussing Recommendation 11.

In terms of challenges, UCLA Extension will face many beginning with identifying the online content, determining who will deliver it, producing it, determining how best to monetize it, identifying the target audience, and marketing it. Fortunately, UCLA Extension has a great deal of experience in these areas. However, it will need to develop expertise in the international arena which is why the Task Force recommends that it maintain a close working relationship with the International Institute, and participate with the international champions by attending their meetings.

4. **When?** Given the lead time that it takes to produce online offerings, it is recommended that UCLA Extension first identify core international geographic areas of interest and then meet with key faculty in those areas to get their input and support. UCLA Extension would then enter into an ongoing dialogue with the faculty in these areas to determine which courses can be developed, whether a series of courses could be produced that would constitute a certificate program, the target audience, etc. Included in this dialogue should be an exploration of how to make such courses available to UCLA Students.

**Recommendation 5: Provide educational offerings to our international alumni as a means of increasing their connection to UCLA, their physical participation in university-sponsored activities, and their financial support.**

1. **What?** The Task Force recommends that UCLA generate greater engagement and commitment of its international alumni by offering free – or at a significantly reduced price – online lectures on various social issues, skill updates, economic forecasts and other topics that are timely and would be of interest to a broad audience. Alternatively, or as a complement, an annual lecture series on social issues could be offered with, for example, one lecture provided each quarter. This could easily be incorporated into UCLA Global Online as an “outreach effort” of the University. This would be a good way to expose international alumni to UCLA Global Online as well.

In arriving at this recommendation, some members of the Task Force met with two members of Alumni Affairs/Advancement Services: Julie Sina, Associate Vice Chancellor, and David Allyn,

<sup>6</sup> Note that these financial resources have been provided to support the development of market-based offerings that will generate revenue since it is intended that UCLA Global Online be self-supporting. To develop international offerings aimed at the UCLA-based students, additional financial resources would be required.

Director of Reporting & Analytics. Information gleaned from them on current activities affecting international alumni is provided in Appendix D.

2. **Why?** The Task Force members' experience with alumni, both domestically and internationally, suggests that they need a strong reason to stay involved with UCLA. That is, they need to be drawn back to the university because they are interested in some aspect; we can't simply sit back and wait for them to appear. Thus if UCLA offered the alumni something of value, they would get engaged, begin to participate and become committed. The UCLA Global Forum series created and led by Vice Provost Cindy Fan has offered panel discussions and mini-lectures on issues of global and local relevance to UCLA alumni and friends in over 17 countries, attended by over 2,500 people, over the past two years. Speakers include prominent UCLA faculty, alumni and international experts. The series has been met by enthusiasm from UCLA international alumni and has been instrumental in cultivating donors.

Alumni greatly value opportunities for continuing education that enable them to receive high-level, knowledge from a trustworthy source on current events, and to be better informed about social issues. If UCLA provided online lectures that fulfilled these needs that were interesting and informative, this would lead to more engagement and would likely have "spillover" effects leading the alumni to interact more among themselves and to support UCLA activities. One could envision various independent lectures that provide an update in different skill areas (e.g., engineering, statistics, etc.) and/or an annual lecture series.

The Task Force feels that an alumni lecture series on social issues of global interest could, potentially, be a big hit for both domestic as well as international alumni. It should begin with an interests/needs assessment to identify what might be of most interest to international UCLA alumni. To get the international alumni more involved, the lectures could feature an issue present in a specific country and include online interviews with UCLA alumni in those countries. The technology to record the alumni interviews in their home countries and then incorporate them as part of the online lectures exists.

3. **How?** Julie Sina is, or will soon be, conducting a European listening tour to find out what foreign-based UCLA alumni are interested in and how they suggest we heighten their engagement with the university. She could introduce the idea of having quarterly online lectures (both in a series and as updates) and find out what topics might be of interest. This information would then be shared with both the International Institute and UCLA Extension so that they could work together to plan an online speaker series or set of courses, identify and contact the appropriate faculty speakers, develop the online material, and then market the presentations to alumni.

4. **When?** If implemented, plans should begin being formulated now for both an online speaker series as well as independent stand-alone courses that update students in particular areas. After identifying the content, the speakers for each topic need to be identified and contacted. Preparation needs to ensue and then production must take place. Alumni Affairs, perhaps in conjunction with UCLA Extension, would then roll out the courses / lecture series. The Task Force envisions that the first of such courses could be provided in the 2018-19 academic year. This timing would depend on the provision of sufficient funding.

**Recommendation 6: Sponsor a world-wide Grand Challenge for both the campus and our international alumni that has significant global implications.**

1. **What?** The Task Force recommends that at least one of the next Grand Challenges be on a social issue with international implications. This will reinforce UCLA's global service mission and bring together teaching, service and research to find solutions. This Grand Challenge should have significant local implications that affect Los Angeles, California and the U.S. The alternatives that emerge from addressing the Grand Challenge should have implications and applications internationally.

For example, Caring for the Homeless is a potential Grand Challenge that meets these criteria. Homelessness is a huge problem in Los Angeles (about 47,000 people in 2016) and in the U.S. (almost 550,000 in 2016).<sup>7</sup> Valid figures on worldwide homelessness are difficult to obtain. As many as 1.6 billion people lack adequate housing according to Habitat, 2015.<sup>8</sup> There are other worthy issues to consider as potential grand challenges in the realm of affordable health care, obtainable education, diversity issues, etc.

Beyond involving the campus directly, sponsoring a Grand Challenge with global implications provides an opportunity to involve the international alumni as UCLA gets them interested in examining and helping with the particular issue in their home countries.

2. **Why?** UCLA's Grand Challenges have attracted a lot of attention since their introduction a few years back. Sponsoring a challenge with worldwide implications would definitely attract media attention heightening UCLA's visibility and it would also fulfill the dictum of "doing good." Further, such a challenge would be cross-disciplinary involving many areas on campus, lead to student involvement in gathering data, testing possible alternatives and helping implement various facets of the proposed solutions.

The challenges of launching a Grand Challenge as described here are likely to be similar to those experienced with previous Grand Challenges.

3. **How?** The Task Force is not familiar with the procedure with which topics are put forth topics for consideration as a Grand Challenge or how to lobby to get a particular one accepted. However, it encourages the International Institute to have a voice in the decision-making process and lobby for a Grand Challenge that will have international implications.

If such a Grand Challenge is agreed upon, the International Institute should be involved in ensuring that the international aspects of the challenge are fully examined and highlighted. Alumni Affairs should also be involved to solicit and motivate UCLA alumni around the world to contribute (in a specified manner) to the Grand Challenge.

4. **When?** The Task Force hopes that a Grand Challenge with international implications could be put forth within the next two-year period.

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<sup>7</sup> See "2016 Los Angeles County Homeless Count Results," Los Angeles Times, May 4, 2016; "L.A. Tops Nation in Chronic Homeless Population," Los Angeles Times, Nov. 19, 2015

<sup>8</sup> <https://www.homelessworldcup.org/homelessness-statistics/>

### OTHER RECOMMENDATIONS

As noted earlier, in addition to the six major recommendations, the Task Force has six other recommendations that it wanted to put forward. While it views these as important, they did not reach the status of “major” for a number of reasons:

- (1) Some of these represent ongoing initiatives that will likely continue (albeit at a slower pace) whether the UCLA administration supports them or not.
- (2) A number of these will take some time to get up and running. The Task Force wanted to emphasize recommendations that could be implemented as soon as possible.
- (3) Third, some of these recommendations require campus-wide “buy-in.” While there will be strong support from some groups, the Task Force recognizes that others will not be supportive and thus the recommendation may become controversial.
- (4) Some of these recommendations require considerable funding which the Task Force felt would be more effectively spent on the major recommendations.
- (5) While laudable, some of these other recommendations may have a more diffuse impact, being less visible and affecting a lower number of constituents. However, there are ways to implement some of these in full or in part, immediately or in a more piecemeal manner.

Despite these concerns, the Task Force felt that it is important to be on record in support of these recommendations and that it is also useful to include them as part of its overall findings.

Most of these other recommendations are fairly self-explanatory. Thus the narrative in the following pages (the “What, Why, How and When) is briefer than that provided for the major recommendations, focusing on the benefits and costs of each recommendation.

**Recommendation 7: Require undergraduate students to take at least one approved (4-unit) international offering.**

1. *Benefits?* The primary benefit of this recommendation is that once it is implemented, all students who graduate from UCLA will have taken at least one course with an international focus. The Task Force views such exposure as very helpful in exposing the students to different countries, cultures, economies, political systems, etc. and thus in developing global citizens.

Taking a class with an international focus provides the students with the opportunity to learn about another country without incurring the costs of travel and lodging. Further, if such a course is in a subject in their major or in a complementary field, it broadens the scope of their education and their thinking.

2. *Costs?* The primary “cost” is that there would have to be a sufficient number of courses developed across the various departments and schools to enable every student to take an international course. Further, the courses would have to be offered at various levels (i.e. junior level, senior level) and provided throughout the year so that students could get into these courses.

Offering a sufficient number of attractive international courses would require considerably faculty buy-in and new course development. This might put a strain on some areas and departments whose

faculty are already completed “booked” offering core courses and other necessary electives. To fulfill this requirement would thus likely involve some additional faculty hiring.

**Recommendation 8: Provide funding that would encourage the faculty to expand and enhance the international course offerings and other activities.**

1. *Benefits?* A campus-wide initiative could be launched to promote the development and offering of courses with an international focus. For example, a goal might be to provide 10 new additional international courses each year for the next 5 years in various areas throughout campus. To encourage course development, grants in an amount up to \$10,000, with \$2,500 of this to be used specifically for travel and research, and the remainder as compensation (or to fund faculty members’ research accounts) could be provided.

Similarly, other international activities could be encouraged through additional funding. For example, under the auspices of the International Institute, UCLA has three very popular programs: Global Studies, International Development Studies and Global Health. (These programs are briefly summarized in Appendix E.) Students in these programs would benefit greatly if there are more field-study experiences available to work with companies, municipalities, and other organizations in other countries on social issues related to their field of study. UCLA could provide funding for these field-study experiences by funding the specific programs and earmarking the funds.

2. *Costs?* Any campus-wise or programmatic initiatives of the type described above require funding. The level of funding could vary from year to year and be determined in order to achieve various objectives (i.e., 10 new international courses, 20 new field-study experiences for approximately 400 students).

Beyond funding, key faculty would have to be identified (or have to step forward) to develop courses. In the case of providing field-study experiences, faculty members would be needed to develop the foreign contacts, organize the logistics, handle the student involvement on this end, etc. These faculty members would have to be compensated for their participation.

**Recommendation 9: Further develop existing exchange opportunities for UCLA undergraduate students.**

1. *Benefits?* An obvious benefit of having UCLA students participate in exchange programs is that they gain firsthand experience in another country. They get to know people there, make friends, participate in the daily life, observe various social issues, become familiar with the economy and the day-to-day news, etc.

To broaden the scope of students who can participate in international exchange opportunities, UCLA would have to generate more of these opportunities either with existing partner schools and/or with new ones. Further, to make these opportunities accessible to a broader range of students, UCLA would have to provide some financial support to the students.

2. *Costs?* For the students, there are often significant travel and lodging costs. Plus, participating in an international exchange program may hamper their ability to graduate on time. These “costs” limit the number of students who can afford to participate in exchange programs.

Another potential cost is that it is not clear that studying in another country provides a well-rounded academic experience. True, students likely become very familiar with the specific locale in which they reside. But unless they take it upon themselves to learn about the history of the country, its economy, major cultural influences, its political structure, etc., they may receive no formal lectures or readings that would provide this knowledge.

Even the value of the direct educational experience that students have on an international exchange could be costly. Some courses offered by our partner universities may be very valuable and up to the level of UCLA courses. But others may not offer the academic rigor found at UCLA or the subject matter might differ from what the student expected (and the possibility of dropping and adding a course may be non-existent). The Task Force raised questions about the extent to which the courses offered by our partner universities are monitored for content and academic rigor.

Another cost that could arise is that as UCLA broadens the exchange opportunities for its own students, our partner universities may expect, in turn, that we provide more opportunities at UCLA for their students. This might be very difficult given that UCLA is already operating at near capacity and it is difficult to absorb more students.

**Recommendation 10: Bring more international students to UCLA through exchange programs.**

1. *Benefits?* If more international students came to UCLA through exchange programs, this would benefit the students here on campus. They would have the opportunity to interact with and get to know the foreign students. In so doing, presumably they would learn about the exchange students’ home countries, their values, religions, views of America, etc.

To attract more students, UCLA would likely have to expand our relationships with partner universities so that they are willing to send their students here for study.

2. *Costs?* It is increasingly difficult to bring students from foreign universities to UCLA. Part of this appears to be due to the political climate. In addition some of the difficulties appear to be the result of campus red tape. For example, even foreign students who are here for only one week have to meet the minimum standard on the TOEFL exam. In short, administratively, there are barriers at UCLA that make it difficult for international students to study here.

The Task Force also heard comments to the effect that UCLA does not do a very good job of welcoming or integrating exchange students (and international students, in general) in the day-to-day campus life. It appears that the university (including Student Affairs and the Dashew Center) is taking steps to remedy this situation. These efforts would benefit from additional administrative support and funding.

**Recommendation 11: Establish a physical presence in a few key locations around the world that will support a number of the other recommendations.**

1. *Benefits?* The Task Force feels that it would be beneficial to have a few more UCLA outposts around the world. Currently, UCLA has a Europe office based in London and an Asia office based in Hong Kong. Both offices are funded by External Affairs and are primarily run by development staff, whose physical presence has been extremely effective in boosting UCLA's multiple forms of engagement in the respective regions. UCLA's Japan alumni have recently funded and opened a UCLA Japan Center in Tokyo.

Having a presence in various well-selected additional foreign countries would enable UCLA to:

- Support the UCLA Global Online efforts at the local level with information sessions and other marketing activities as well as provide administrative assistance,
- Increase the ability to work with international alumni on a more regular and consistent basis (which would lead to greater support both financially as they become more committed to the university and with their physical presence at various UCLA-sponsored events),
- Help UCLA attract more international students both as regular students as well as exchange students,
- Support our exchange programs as we send UCLA students abroad (e.g., a local presence might be able to help with the logistics of lodging, introducing students to alumni, etc.),
- Foster relationships with local universities that could be beneficial to both students and faculty and
- Provide a base for faculty who are conducting research in the various areas.

Note that these are just some of the benefits that would be achieved by having a UCLA presence in some key locations around the world. There are undoubtedly more.

2. *Costs?* The major cost of this recommendation is the cost of maintaining a physical location on an ongoing basis and maintaining staff there. (A possible means of mitigated costs is to partner with an international university that might be willing to provide on-campus space as part of the partnership.) Further, the ability to hire good staff who understand the needs and offerings of UCLA and the ability to supervise and monitor the staffs' activities are of concern. Keeping the staff members motivated and connected with UCLA would also likely prove a challenge. In addition, if the staff is responsible for a region larger than just their local area, there could be travel costs.

**Recommendation 12: Support student-led international activities such as the UCLA Global Development Lab.**

1. *Benefits?* UCLA students are keenly interested in international endeavors. One outgrowth of such interests is the UCLA Global Development Lab. This is a student-run organization that "endeavors to create a community of individuals with a passion for international development and establish a space for students to learn, experience and engage in community development projects critical to the alleviation of global poverty." (See [thedevlab.org](http://thedevlab.org) ) The focus of the lab changes from year to year. The theme of 2016-2017 lab was "Cultural Understanding."

Currently, students do all of the fundraising to finance their endeavors so they essentially operate on a shoestring.

The Task Force felt that it might be beneficial to see if the students are interested in partnering with the university via a few faculty members who would serve as mentors and advisors, and who would also help with arranging skill-based workshops, foreign social-issue activities, travel funds, etc. This would require funding for both the faculty and the students.

2. *Costs?* The Task Force does not know if the students would be interested in partnering with the university, although with an adequate level of funding and faculty support (and the possibility of credit for participating in an international field-study experience), it is likely that they would be.

Beyond the direct costs involved, the university might, for one reason or another, not agree with the projects selected by the students. Further, without faculty/staff involvement and some degree of oversight, the Task Force is concerned as to whether any funding would be spent wisely and effectively.

## **CONCLUSION**

The Task Force has provided a total of 12 recommendations, some of which are multi-faceted and contain other recommendations. These were selected after many discussions of other possible recommendations, research on what other universities are doing, and a consideration of what would be most effective at UCLA.

The Task Force is fully committed to helping UCLA broaden its global reach and significantly impact and improve the lives of others around the world. Implementing these recommendations is another step in the journey toward meeting these goals.

## Appendix A

### UCLA's Mission Statement

UCLA's primary purpose as a public research university is the creation, dissemination, preservation, and application of knowledge for the betterment of our global society. To fulfill this mission, UCLA is committed to academic freedom in its fullest terms: we value open access to information, free and lively debate conducted with mutual respect for individuals, and freedom from intolerance. In all of our pursuits, we strive at once for excellence and diversity, recognizing that openness and inclusion produce true quality. These values underlie our three institutional responsibilities.

**Learning and teaching** at UCLA are guided by the belief that undergraduate, graduate and professional school students and their teachers belong to a community of scholars. This community is dedicated to providing students with a foundational understanding of a broad range of disciplines followed by the opportunity for in-depth study of a chosen discipline. All members of the community are engaged together in discovering and advancing knowledge and practice. Learning occurs not only in the classroom but also through engagement in campus life and in communities and organizations beyond the university.

**Discovery, creativity and innovation** are hallmarks of UCLA. As one of the world's great research universities, we are committed to assuring excellence within a wide range of disciplines, professions and arts, while also encouraging investigation across disciplinary boundaries. In so doing, UCLA advances knowledge, addresses pressing societal needs and creates a university enriched by diverse perspectives in which all individuals can flourish.

**Civic engagement** is fundamental to our mission as a public university. Located on the Pacific Rim in one of the world's most diverse and vibrant cities, UCLA reaches beyond campus boundaries to establish partnerships locally and globally. We seek to serve society through both teaching and scholarship, to educate successive generations of leaders, and to pass on to students a renewable set of skills and commitment to social engagement.

UCLA endeavors to integrate education, research and service, so that each enriches and extends the others. This integration promotes academic excellence and nurtures innovation and scholarly development.

## Appendix B

### Recommended Support for the UCLA International Institute

#### I. Staff Needs

A. Phase 1 (to be hired during academic year 2017-2018)

##### 1. Director of Global Initiatives (Coordinator of coordinators)

- a. Manages communications on campus with regard to global activities by cultivating a cooperative network of units on campus that pursue complementary international events and activities
- b. Convenes a regular monthly working group to share information about international programs and events on campus
- c. Oversees the annual International Education Week, International Fair, and various activities geared toward stimulating global awareness among the UCLA community
- d. Promotes both the campus global profile and encourages engagement with international education through study abroad, international internships, and on-campus course offerings
- e. Manages a new “Global Social Impact Awards” program that awards cross-campus proposals on innovative global projects
- f. Supervises the Global Information Analyst (Phase 1) and Global Initiatives Coordinator (Phase 2)

##### 2. Director of Global Partnerships

- a. Oversees UCLA’s existing global partnerships
- b. Advises on the strategic development of new collaboration
- c. Works with deans, faculty, Corporate Finance Service, Legal Affairs, Insurance and Risk Management, Technology Development Group, Contract and Grants, External Affairs, Vice Chancellor for Research, Academic Personnel, International Education Office and other campus units on international agreements

##### 3. Global Information Analyst

- a. Seeks and maintains data pertaining to UCLA Global
- b. Analyzes data for reports, briefings and public presentation
- c. Researches internationally orientated grants for students
- d. Oversees the UCLA Global website and promotes integration of relevant data and access by the campus community

##### 4. Program Manager

- a. Explores revenue generating programs to support study abroad scholarships and new global programs
- b. Holds quarterly workshops for campus units interested in expanding global activities including:
  1. Revenue generating programs, e.g., digital learning and
  2. Developing global impact initiatives, e.g., program on diversity in global context

B. Phase 2 (to be hired within academic year 2018-2019)

**1. Director of Global Outreach**

- a. Oversees and expands UCLA's global "gateway" offices and strategizes on outreach efforts with regards to international prospective students, current students, alumni, parents, supporters, friends, educational partners, and government offices

**2. Assistant Director, UCLA Engagement – Asia**

- a. Based at the UCLA Asia Office in Hong Kong, the assistant director supports the director with engagement efforts throughout Asia
- b. Maintains day-to-day operations of the UCLA Asia Office

**3. Global Initiatives Coordinator**

- a. Assists the director in coordinating on campus communication of global activities
- b. Plans global initiative events, programs, and activities

**4. Global Partnerships Coordinator**

- a. Assists the director in maintaining a campus database for partnerships, initiating collaboration reviews, and renewing agreements

**II. Space Needs**

To accommodate the eight new staff members, 1500 square feet of office space in one location is required, 1200 square feet for offices and the additional 300 square feet for a meeting area.

**III. Funding**

Please see budget on the following page.

## Budget for International Institute

	Salary	Benefits	Total
<b>PHASE 1</b>			
<b>Staff</b>			
Director of Global Partnerships	100,000	43,400	143,400
Program Manager	75,000	38,925	113,925
Director of Global Initiatives	100,000	43,400	143,400
Global Information Analyst	75,000	32,550	107,550
<b>Total - Staff</b>			<b>508,275</b>
<b>Non-Staff Expenses</b>			
<b>Travel for Directors</b>			
(4 international trips annually each)			24,000
(5 domestic trips annually each)			12,000
<b>Total - Travel</b>			<b>36,000</b>
<b>Programming</b>			
International Education Week			12,000
Collaborative Programs with other units			15,000
Quarterly Workshops			4,000
Monthly Working Group Meetings			4,000
<b>Total - Programming</b>			<b>35,000</b>
<b>IT, Telecommunications &amp; Office Supplies</b>			<b>10,000</b>
<b>Global Social Impact Awards</b>			<b>250,000</b>
<b>International Institute Strategic Initiatives</b>			
For example, Mexico, Migration, South Asia			100,000
Ongoing Development of Minors - Global Business & Global Human Rights (First 2 planned)			50,000
<b>Total - Initiatives</b>			<b>150,000</b>
<b>Start-Up Expenses</b>			
Facilities - Renovation, furniture, carpet, etc.			200,000
IT - Computers and networking			10,000
<b>Total - Start-Up</b>			<b>210,000</b>
<b>Total - Year 1 (PHASE 1)</b>			<b>1,199,275</b>
<b>Annual Budget less Start-Up Expenses</b>			<b>989,275</b>
<b>PHASE 2</b>			
<b>Staff</b>			
Director of Global Outreach	100,000	43,400	143,400
Assistant Director of Engagement - Asia	75,000	32,550	107,550
Coordinator of Global Partnerships	50,000	25,950	75,950
Coordinator of Global Initiatives	50,000	25,950	75,950
<b>Total - Staff</b>			<b>402,850</b>
<b>Travel for Directors</b>			
Director of Global Outreach (6 international trips/5 domestic trips annually)			24,000
Assistant Director of Engagement - Asia (10 international trips annually)			20,000
<b>Total - Travel</b>			<b>44,000</b>
<b>Total - Annual Budget (PHASE 2)</b>			<b>446,850</b>
<b>Total - PHASE 1 and 2 Annual Budget</b>			<b>1,436,125</b>
<b>Total - One-time Start-Up</b>			<b>210,000</b>

## Appendix C

### UCLA Global: A Prospectus

January 2016

[Note: UCLA Global Online is the final name given to UCLA Extension's program to offer online courses internationally. When this document was written, it was referred to as "UCLA Global."]

**Goals.** UCLA Global will be the driving force to expand UCLA's national and international role, reputation, and presence as a creator and disseminator of knowledge. It will use technological innovations to establish greater awareness, access and use of UCLA intellectual and educational resources through cultivated networks and communities. Those who will benefit from such access will be students, faculty, and researchers; communities, governments, and businesses; and the intellectually curious and adventuresome of all ages across the globe.

**Vision.** UCLA Global will utilize digital technology to invent what it means to be a 21<sup>st</sup> century global, public university. Technological tools that emerged in the late 20<sup>th</sup> century continue to mature and evolve in the 21<sup>st</sup> century, reshaping the landscape of postsecondary education. Education, learning, research, and outreach are all being re-envisioned because of these new tools' ability to reach and connect people at a distance; to unobtrusively track and aggregate behaviors; to provide easy access to enormous amounts of content and information; and to enable human interaction on a massive scale – all while remaining relatively inexpensive. UCLA Global will take advantage of these new technological tools' capabilities, not to simply do differently what we already do, but to act in radically new ways. Indeed, approaches to learning, education, research, and outreach previously not even conceivable should now be pursued. It is that opportunity to chart new horizons for the University that will guide UCLA Global's future.

**Context.** Higher education is changing in dramatic ways across the world. In the United States, non-traditional learners are now by far the majority of students while 18-to-22-year-olds residing on campus in four-year institutions represent only about 15 percent of all students. Online learning touches seven million students each year in America. Across the globe, mobile technology is providing access to education by populations who historically have been underserved. Open educational resources and the advent of MOOCs mean that educational materials developed by some of the best scholars are now available for free.

At the same time, confidence in higher education by the public and state governments is waning. Students (and in some cases their parents) demand more value from an increasingly expensive experience. An ever-more-global economy marked by constant innovation is changing the nature of work to something that is "episodic," with multiple careers throughout a lifetime becoming the norm. Lifetime learning is clearly now a reality – one to which the business models of colleges and universities must adapt.

**Mission.** UCLA Global is the online vehicle through which exponentially larger numbers of individuals and groups worldwide will gain access to UCLA faculty and educational offerings. While UCLA is a world-renowned, public university, its educational offerings primarily are geographically bound to Los Angeles through traditional, face-to-face formats. Building on UCLA's existing national and international reputation, UCLA Global, led by UCLA Extension, will change this, opening avenues for learners nationally and internationally to access UCLA credit and non-credit programs, certificates, courses, modules, and more without relocating to Southern California.

While reaching new students is the primary objective of UCLA Global, the opportunity to share UCLA's contributions to addressing significant social, health, and scientific challenges will be part of its focus as well. National and international awareness of UCLA's contributions to the creation, dissemination, preservation, and application of knowledge for the betterment of our global society is critical to the University's public mission, as well as its future as a 21<sup>st</sup> century university. These goals, therefore, must be at the core of UCLA Global's mission. So, too, will be the ability to experiment with new, technology-enabled pedagogies and the opportunity to create global networks of committed Bruins.

**Educational Offerings.** Digital technology changed the way we disseminate and access knowledge. This change has in turn altered the way people consume knowledge. Print-based newspapers are practically a thing of the past. Information comes in smaller and smaller chunks, with rich media driving much of our information-gathering and knowledge-consumption behaviors.

The educational offerings of UCLA Global must reflect these changes. This means that they must be: extensive in number in order to offer choice; available in a variety of shapes (breadth and depth) as well as lengths (minutes, hours, weeks, months, years); modularized to fit with the needs and constraints of the learners (e.g., degrees, certificates, sequences, courses, modules, lectures, learning objects, bites); open to use in the ways that learners and users want to consume them (print, video, audio, multimedia); varied in price so that everyone can access something (e.g., \$50,000 for a master's degree, \$10,000 for a certificate, \$3,000 for a course, \$150 for a lecture, \$50 for a learning object, \$5 for a learning bite, free in some cases). In other words, UCLA Global educational offerings must be flexibly designed to help learners fit those offerings to their particular needs (personalization) and to their ability to pay for them (affordability), all on a mass scale.

With respect to programs (degrees and certificates), nominations will be solicited from UCLA academic units followed by market research to determine market viability. Simultaneously, market research will be undertaken to identify emerging topics that are not currently addressed by existing programs. Program selection for UCLA Global primarily will be based on market fit. Attached is a set of criteria that can be used to determine the best program opportunities to pursue.

**Delivery Modes.** Key characteristics of digital technology include access, choice, speed, and personalization. UCLA Global's delivery modes must reflect this dynamic and continually evolve as digital technology evolves. This means using many and varied delivery modes. One hundred percent online and asynchronous; synchronous through video or audio; self-paced through print or other means; blended and hybrid (combining face-to-face and online). Even MOOCs of less than course length (mini-MOOCs) should be part of the package in order to illustrate the UCLA experience and to get potential users excited about enrolling in other educational offerings.

**The Experience.** Digital technology has changed expectations regarding the experiences learners want as well as what they are willing to tolerate. Thus, the experience UCLA Global delivers is important both in terms of course content and in terms of service.

With a student base accustomed to a seamless, user-friendly experience in all online interactions, with 100 percent up-time and 24-7 assistance, UCLA Global must deliver not only world-class educational content, but a world-class learning experience that is remarkable, memorable and personalized. If UCLA Global can deliver a rigorous learning experience creatively, with emotional impact, and with impeccable service to its students – in a highly customizable framework that will

likely include such features as rich media, motivational devices, learning analytics, and perhaps, at times, gamification – it will carve out a distinctive space in postsecondary digital-learning.

Most importantly, UCLA Global must be recognizably and unmistakably UCLA. It must exude and embody what UCLA is, with the look, feel, and spirit of UCLA communicated and experienced virtually.

**Academic Oversight.** UCLA Global will uphold UCLA’s rigorous academic standards. The quality of courses in UCLA Global and expectations of student accomplishments in them will match those of UCLA classes. Academic decisions and oversight will remain with the on-campus bodies already charged with these tasks. UCLA programs delivered through online technologies will adhere to the highest standards and best practices for both development and delivery of online educational experiences. Learning analytics, increasingly available through online technologies, will be employed as available to evaluate course and program outcomes. Overall, a faculty/administrator committee will provide oversight and guidance for UCLA Global as well as facilitate its linkage to those elements that uniquely define UCLA.

**Target Audiences.** UCLA Global’s initial, primary target audience will be adult learners nationally and internationally for educational offerings of various types. They currently are the most receptive to online delivery because of the time-constrained challenges of their lifestyles. They also are the most successful at online education, which requires considerable self-motivation and self-discipline.

Other target audiences that might be uniquely served by online course and program offerings should also be considered. One example is adults who have completed some college credits but have not earned a degree. The size of this audience for degree completion is 1.5 million in the Los Angeles area, 6 million across California, and nearly 37 million nationwide. To begin, a focus might be placed on former UCLA students who have not completed a degree.

Some younger, more traditional postsecondary audiences might also be served in the future with new, innovative programs delivered online or through hybrid offerings. Students wishing to transfer to UCLA might jump start their UCLA education by taking online courses. The same might be true for some of the 100,000 aspiring UCLA students who are not admitted each year. Similarly, international students might complete their first two years or their last two years as an online UCLA Global student while attending as a full-time resident student for the balance of their education.

**Student Services.** Services for students of UCLA Global will be furnished centrally by UCLA Extension under the UCLA Global banner. Such an approach will maintain the high quality of service demanded by our target audiences. The key aspects of this service would include: (1) extended hours to serve students across multiple time zones; (2) scaled support services to gain efficiencies in delivery (e.g., technical help desks); (3) an engaging, consistent look and feel to course and program resources; (4) a consistent brand presence, particularly important in the age of digital marketing; and (5) a seamless and user-friendly student experience for enrollment.

**Awareness.** Marketing is key to establishing awareness and presence in the national and international markets. UCLA Extension’s Marketing unit will be responsible for guiding the marketing and market research for UCLA Global using both internal and external resources as necessary.

**Financial Sustainability.** UCLA Global is intended as a new, sustainable revenue stream for the University and for academic units. It will provide additional revenue at a time when decreasing state

support is the norm for public universities. This additional revenue will be created through enrolling greater numbers of students by using digital technology (in both completely online offerings and blended ones), by reusing content created for one purpose for other purposes (e.g., selling course components), and by monetizing content and expertise that previously have not provided revenue. Its goal is to be financially self-sustaining in five to seven years, with revenue being shared with academic units as soon as year two.

**An Expanding UCLA Presence for the 21<sup>st</sup> Century.** The internet and a growing range of digital technologies provide UCLA with an opportunity to expand its presence in a world that is becoming increasingly interconnected. UCLA must take advantage of new and emerging educational, research, and outreach opportunities. UCLA Global will position UCLA for this important step into the 21<sup>st</sup> century of learning.

## Appendix D

### Current Efforts Directed at UCLA's International Alumni

The following information was derived from an interview with Julie Sina, Associate Vice Chancellor, and David Allyn, Director of Reporting & Analytics.

- **Current Focus:** The UCLA Alumni Association is currently concentrating on building and expanding the global alumni network. The biggest challenges are:
  - (1) how to get current information on alumni and
  - (2) how to respond to the changing needs of alumni engagement.
- **Use of Social Media:** UCLA has been leveraging social media to connect with international alumni via WeChat, LinkedIn, UCLA One, Facebook, and the new Donor Portal Initiative. New graduates, in particular, prefer to maintain communication through social media platforms (Snapchat, Instagram).
- **Alumni Engagement:** Alumni, both domestically and internationally, do not necessarily identify with their graduate class. Instead they connect with former classmates who were in the same organizations, had the same major or are living in the same geographic location.
- **Use of Technology:** External Affairs Advancement Services is considering ways to update UCLA's alumni outreach by, for example, integrating Facebook and LinkedIn.
- **UCLA One:** This is a platform developed to engage UCLA alumni and student communities and to provide a space for Bruins worldwide to interact on a one-to-one basis or as a group, was launched this year. It is intended to serve as a resource for alumni to search or share job opportunities, stay informed about alumni events, seek or offer mentoring, solicit or offer peer-driven career advice and, in general, to connect with other alumni. Thus far there are about 20,000 UCLA alums on the site. These are largely hosted by identity group alumni networks (i.e., American Indian Alumni Association, Asian Pacific Alumni, LGBTQ Alumni Association).
- **New Bruin Send-offs:** This is an annual meet-and-greet dinner event to bring together new Bruins in their hometowns worldwide. There are send-offs in India, Thailand, Indonesia, France, Korea, Singapore, Japan, the United Kingdom, and Vietnam.
- **Donor Portal Initiative:** Separately from Alumni Affairs, an app to create an online portal for donors is being developed. Termed the Donor Portal Initiative, the objective is to link donors and, in the process, provide an up-to-date database of donors for development purposes.

## Appendix E

### Three Popular Undergraduate Programs that Offer an International Experience

Information summarized below is taken largely from the website:

<http://www.international.ucla.edu/institute/academics>. The three programs described below are all under the auspices of the International Institute.

#### **Global Studies Program**

(The text below is from: [www.international.ucla.edu/institute/academics/globalstudies/](http://www.international.ucla.edu/institute/academics/globalstudies/))

The Global Studies curriculum focuses on three thematic pillars of globalization:

(1) Culture & Society courses concentrate on the tensions between local ways of life with deep historical, linguistic, ethnic, and religious roots and today's pressures for transnational cultures and multiple identities, fueled by the communication of ideas and the movement of people all around the world.

(2) Governance & Conflict courses focus on challenges to the nation-state from forms of governance above (regional and global governance) and below (autonomy and secessionist movements) and from security threats beyond interstate warfare (ethnic conflict, terrorism, civil wars).

(3) Markets & Resources courses address the interactions among global, regional, national, and subnational economic processes over resources and market dynamics, their effects on different societies with respect to economic growth, poverty, inequality, the environment and interactions among market forces, political institutions, and public policy.

These three pillars of globalization capture the principal dimensions of the multifaceted interconnections increasingly defining the world we live in—among nation-states, international institutions, nongovernmental organizations, and ethnic, cultural, and religious groups.

Global Studies examines the ways in which people across the globe are affected every day by an unprecedented array of linkages that defy geographic and political boundaries. Global Studies draws on insights from disciplines across the humanities and social sciences to give students the theoretical and methodological skills and the knowledge base necessary to understand this complex and rapidly changing world.

#### **International Development Studies (IDS) Program**

(The text below is from: [www.international.ucla.edu/institute/academics/ids/](http://www.international.ucla.edu/institute/academics/ids/))

IDS students' educational experiences are balanced between applied, field case-study learning and theoretical, conceptual knowledge. We believe strongly that these two types of learning are inseparable, and are useful for work in academia, government agencies, private industry, or non-governmental and non-profit organizations. Most importantly, the program assists students in developing critical thinking skills with insight into, and knowledge of, the complex and diverse world community.

**Interdisciplinary Approach:** Our approach enables students to address urgent global issues from several different academic perspectives. Ranging from Anthropology to Economics, Public Health to Women's Studies, Geography to History, and Political Science to Sociology, our curriculum

exposes students to the concerns of the developing countries within Asia, Eastern Europe, Africa, the Middle East, and Latin America. An understanding of these issues is indispensable for both practical and scholarly purposes. While encouraging the acquisition of theoretical and conceptual knowledge, the program is equally concerned with their practical application to global realities.

### **Global Health**

(The text below is from: [www.international.ucla.edu/institute/academics/globalhealth/](http://www.international.ucla.edu/institute/academics/globalhealth/))

The minor in Global Health allows students to develop an interdisciplinary understanding of health issues in a global context. Through a broad inventory of courses, the minor in Global Health provides a solid foundation in, and familiarity with, social determinants of health, epidemiology, environmental health, nutrition, data collection, and evaluation methods.

Students undertaking the Global Health Minor explore the institutional, economic, logistic, legal, social and artistic challenges facing global health solutions, investigate the health implications of globalization, as well as address issues of social justice and development, which are crucial to understanding the determinants of health issues around the world.

Through completing the Global Health Minor, students will be able to:

- Understand the fundamental issues that affect health equity and healthcare around the world;
- Use specific discipline-based methodologies (from engineering, political science, public health, etc.) to examine issues of health inequity and perceptions of health;
- Understand how cultural, social and environmental factors and issues of health equity influence the patterns of disease among people and populations, with particular emphasis on health in low-resource settings for local, regional or international contexts;
- Enhance their ability to be culturally sensitive, curious, understanding of other cultures and cross-culturally competent.

Faculty associated with the Global Health Minor come from across UCLA from such areas as the College of Letters and Science, the School of Arts and Architecture, the David Geffen School of Medicine, and the Fielding School of Public Health, allowing for a truly multidisciplinary minor. With courses from over forty departments, the minor spans the breadth of the global health field.