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Title

The University of California: a Global Perspective," World Affairs Council, Los Angeles, California

Permalink

<https://escholarship.org/uc/item/7cd4g8c1>

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Publication Date

1988-02-01

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THE UNIVERSITY OF CALIFORNIA: A GLOBAL PERSPECTIVE

World Affairs Council

David P. Gardner, President
University of California

February 24, 1988
Los Angeles

Members of the World Affairs Council of Los Angeles:

Thank you for your kind invitation to speak. I'm delighted to be here.

Today I want to talk about the University of California as an international institution, but before I do, let me give you a brief profile of UC. In visiting with various individuals and groups around the state, I've found that, although many people have a general notion of the University, many are surprised at the size and complexity of its operations and activities. For example:

.There are nine campuses: Davis, Berkeley, San Francisco, Santa Cruz, Santa Barbara, Riverside, Irvine, Los Angeles, and San Diego.

.In the Fall of 1987 we enrolled 157,000 undergraduate, graduate, and health sciences students. They come to us from every county in California, all other 49 states, and some 100 foreign countries. About 84 percent are California residents at time of admission.

.UC does roughly 10 percent of all Federally-sponsored basic research in the nation's colleges and universities.

.Our library collections are among the largest anywhere--22 million volumes in all--and include world-renowned collections, original manuscripts, and priceless research materials.

.UC's faculty is among the most distinguished in the world. We have 20 living Nobel Prize winners--the latest of whom, Professor Donald Cram of UCLA, was chosen just last fall--more members of the National Academy of Sciences than any other university in the nation, and consistently high rates of selection for such honors as membership in the American Academy of Arts and Sciences, National Academy of Engineering, Fulbright Fellowships and the like.

.We have exchange agreements with the world's most eminent universities, and an Education Abroad Program that provides opportunities for UC students to study for a year at 70 host institutions in 28 countries. In 1987-88, nearly 1,200 students are participating in this program.

.University Extension--a self-supporting adult and continuing education program--offers over 11,000 courses and

enrolls 354,000 adult learners every year.

.The University of California Press, founded in 1893, publishes some 225 books and 21 journals each year. It is one of the world's leading scholarly presses.

.We manage three Department of Energy Laboratories on behalf of the Federal government--Los Alamos National Lab, Lawrence Livermore National Lab, Lawrence Berkeley Lab--and sponsor some 150 study centers, institutes, and bureaus scattered throughout California.

.We employ nearly 110,000 faculty, staff and management personnel, and an additional 20,000 employees at the Department of Energy Laboratories.

.In 1986-87 UC's overall systemwide revenues and associated expenditures topped \$6.6 billion: 42 percent from State funds, 15 percent from Federal contracts and grants, 29 percent sales and services, 6 percent tuition and fees, 6 percent gifts from private sources, and 2 percent from other sources. This level of expenditure would place UC 58th among corporations listed in the Fortune 500. Our State-funded budget has increased about 60 percent since 1983-84.

As this nutshell description suggests, the University of

California is a vast enterprise. Taken together, there is nothing quite like it in the world.

Now let me turn to a topic of great interest to UC and to all of us: the growing internationalization of our world.

In the late 1950s and early 1960s, our nation was riding the crest of a wave of interest in international affairs generated by Sputnik. That wave, as you will recall, ebbed in the aftermath of American disillusionment with the Vietnam War. Today, however, we are seeing a resurgence of interest in America's global opportunities and responsibilities. Local and regional groups virtually everywhere are promoting the study of international affairs; most of the recent national reports on undergraduate education in our colleges and universities have stressed the need to strengthen the international dimension of the curriculum. We seem to be in the midst of one of our periodic national cycles of waking up to the fact of a larger world.

But I believe that this is a less cyclical and more enduring trend than before, owing to revolutionary advances in communications and travel that are not changing our world temporarily or at the margin, but permanently and at the core. Thus, our colleges and universities have a more urgent and consequential role to play in preparing us for these changing

times. I wish to speak about the institution I know best--the University of California--and to speak about it within the context of these global issues, having in mind that the University of California is in many respects as much an international university as it is California's.

First of all, simply in terms of the people who study, teach, and do research on our campuses, and in our laboratories, libraries and clinics, UC is an international institution. More than 7,000 students come from 140 countries to study on our campuses every year; UCLA is among the top ten institutions in the United States in terms of its enrollment of foreign students (although in all fairness I should add that the state's leader in this field is UCLA's crosstown rival, the University of Southern California, which has the second-highest enrollment of foreign students in the country).

Moreover, UC alumni go on to take up important posts in countries throughout the world. Individuals who have studied or done research at one of our UC campuses currently include the rector of the Karolinska Institute in Stockholm; the president of the University of Manitoba, Canada; the Director of Karl Marx University in Budapest; the Chairman of the Irish National Science Council; the director of the Center for Marine Biotechnology of the Pontifical Catholic University of Chile. And it isn't only in higher education that UC people have made

their mark, nationally and internationally. Just last month Fortune magazine published its list of the 13 most noteworthy business people of 1987, and among them were two professors from UC Berkeley's School of Business Administration! Our graduates include the former president of Ecuador; one of the framers of the Constitution of the People's Republic of China; and the current ambassador of Canada to the United States.

UC has exchange agreements with the world's leading centers of learning; and our faculty visit universities and research institutes all over the globe to do teaching and research. On the land or beneath the sea, in the outer reaches of space, at the poles, on the mountaintops or in the deserts, in the jungles or in the teeming inner cities of the world--UC faculty are pursuing knowledge and making new discoveries, some of them of global import. And in that sense UC is a major international resource and a significant international force.

For example, when the shock of Chernobyl hit the world, one of the first and most urgent questions was how to assess the severity of the fallout from the accident. The most advanced capability in the world for predicting the global movement of radiation exists at the Lawrence Livermore National Laboratory, which the University manages for the Federal government; and scientists there immediately began working on the problem with special computer modeling techniques. From the time word first

came out of Sweden that radiation levels in the atmosphere had increased dramatically, the Livermore group produced daily charts and graphs showing the most likely level of radiation at points around the world, and continued to do so until the radiation had decreased to a negligible level. In the process they prevented enormous amounts of needless worry, even panic, while simultaneously permitting the interested governments to take steps to deal with this disaster.

Or consider the Scripps Institution of Oceanography, located on our San Diego campus. Scripps is involved in a number of international projects. One of the most fascinating is a joint venture with French scientists to study the changing processes of the world's oceans. The data will be collected by a new satellite, called Topex/Poseidon, which will be launched on France's Ariane rocket in 1991. The satellite will carry instruments to measure variations in sea level, which in turn reveal details about ocean circulation and currents. Data from Topex/Poseidon will make an important contribution to two international oceanic and atmospheric experiments--the World Ocean Circulation Experiment and the Tropical Ocean and Global Atmosphere Program. Together, these decade-long programs will produce the most extensive studies of the world's oceans ever undertaken.

Another international project, this one on our Santa Barbara

campus, is called the "Bridge from Japan," and it brings distinguished Japanese robotics experts to UC Santa Barbara's pioneering robotics engineering center for collaborative research. It also encourages UCSB engineering students to learn Japanese and to study and do research in Japanese universities and laboratories.

In the health care field, physicians and scientists from China, the Middle East, and Mediterranean countries have been visiting UCSF for years to learn techniques for diagnosing, in the womb, hereditary blood diseases common in their countries. They are applying these techniques, in some countries with great success, to reduce the number of children born with often fatal diseases.

UC Davis researchers have developed simple and relatively inexpensive AIDS blood tests for public health service and research use in Africa. In collaboration with researchers there, UCD scientists are also searching for new human and animal retroviruses that might lead to a better understanding of the link between these viruses and this disease.

John Marcum, UC Santa Cruz Professor of Politics, originated the idea of a UC fellowship program to enhance the work of black South African professionals and community leaders through internships, training, research, and course work at UC campuses and at other American universities. The first group of 16

fellows is currently participating in the program at the Berkeley, Davis, Irvine, Los Angeles, San Diego, Santa Barbara, and Santa Cruz campuses.

Let me mention just one other example. For years astronomers have been hampered in their ability to study the skies by the technical limitations of current telescopes, limitations that were considered insuperable. A researcher at UC's Lawrence Berkeley Laboratory developed a design for a revolutionary new telescope. Its design is based on a series of 36 hexagonal mirrors, each one coordinated with the other 35 by computer. UC and the California Institute of Technology are collaborating on building this telescope, which will be ten meters in diameter, atop Mauna Kea in Hawaii. When the Keck Observatory, as it is called, is completed in the early 1990s, it will be the world's largest telescope, having four times the light-gathering power of the largest telescope now in existence. For example, the Keck Telescope would pick up the light emanating from a candle on the moon.

The University of California is an international institution in another sense as well. Scattered among our campuses are international area studies centers, language departments, and libraries that together comprise one of the treasure houses of the world. The world's most exotic languages can be studied and learned here, and it is possible to research in our libraries

virtually every area and region of the globe, e.g., to discover the gross national product of Tanzania or the social structures of the Amazonian Indians. Besides the wealth of information and knowledge on other countries and other cultures, these language and area studies centers are indispensable sources of expertise not only for academics worldwide but also for business and government.

It is no accident that the University of California is so thoroughly international an institution. California itself is an international society. Our diversity has been a consistent characteristic of this state since the Gold Rush. Pioneers, entrepreneurs, farmers, laborers, scholars, thieves, professionals, cooks, con artists, merchants, scientists--anyone and everyone from all over the globe who sought a new start or greater opportunity came to California, and they gave this state its special blend of diversity, eclecticism, openness to change, and above all optimism--the unquenchable hope that, with sufficient hard work, ingenuity, and a little bit of luck, tomorrow will be better than today. As a result, California today is one of the most innovative, vibrant, diverse, unsettled and unsettling states in the Union.

It is also a state strategically positioned on the eastern rim of the Pacific Ocean. As I needn't tell this group, we are entering an era in which the nations of the Pacific Rim will

have an enormous influence on our society, our economy, our politics, and our way of life. The emergence of the Pacific Rim can be seen in a variety of ways--in the profound demographic changes under way in California; in the expanding economic ties between California and the nations of the Pacific region; in the increasing strategic and political importance of the Pacific Rim to the interests of the United States. The Pacific Rim is destined to become one of the greatest centers of trade, migration, and cultural exchange the world has ever known.

The University of California is responding to these new realities in some very specific ways.

First, we are scrutinizing the education we offer our undergraduate students, including the international dimension of that education. Three years ago I asked a task force of UC faculty, students, and administrators to examine lower division education at the University--the first two years of college, before students select a field of concentration--and to make recommendations about how we can improve general education at the University. One of the overriding emphases of the task force's report was the supreme importance of educating students for a world in which the process of internationalization is developing with breathtaking speed. In the words of the report:

Most political thinking and most of the relevant academic disciplines have rested on the assumption that the basic unit of social life is the discrete nation, society, or culture. The fact is, however, that the twin phenomena of internationalization and interdependency are rendering this fundamental premise questionable and demand novel ways of thinking, analyzing, and understanding.

Among the report's recommendations are more interdisciplinary courses with a multicultural or global dimension, and more language instruction in areas where our offerings are less developed than one would wish--various Asian languages, for example.

We are dramatically expanding our Education Abroad Program, a universitywide program administered at UC Santa Barbara, which permits UC students to spend their junior year at a foreign university. In 1982-83 UC students could choose to study in one of 46 institutions around the world; this year they can select from among 70, and next year they will be able to choose from among 82. Much of the expansion has been in Pacific Rim countries--Australia, China, Japan, South Korea, New Zealand, and others--but some has been in other areas as well. In 1986-87 we established a study center at Karl Marx University of Economics in Budapest, and just recently we concluded an historic agreement with Leningrad State University, the first

such agreement ever struck between an American university and a Soviet university without the involvement of either government, and only the second of such scope between universities in the Soviet Union and the United States. Nearly 1,200 students are participating in Education Abroad this year--significantly more than were participating even five years ago--and we would like to see even more students take advantage of the opportunity to learn firsthand about other languages, other countries, other cultures.

Second, we are trying to bring the immense scholarly resources of the University to bear on questions of importance to California as a Pacific Rim state. The Pacific Rim Research Program, inaugurated in 1986-87, is a major new activity. Faculty on all nine of our campuses work with colleagues at other California universities and at foreign institutions around the Pacific Rim on issues of interest to California--trade, finance, economic development, public policy, cross-cultural communication, and changing technology around the Pacific Rim. A team of UC Berkeley researchers, for example, is conducting a comparative study of how the United States and Japan promote economic growth and which public and business policies foster or discourage technological innovation. We're very pleased with the results of this program and have high hopes for it in the years ahead.

Third, just last fall we opened the Graduate School of International Relations and Pacific Studies on UC's San Diego campus, the University's first new professional school in 20 years and the first of its kind in the country to look mostly westward to the nations of the Pacific instead of mostly eastward to Europe. There is a large and expanding need in California and the nation for professionals in business, government, and education who have training in the politics, culture, sociology, economics, religions, and languages of the Pacific peoples. We need to begin preparing them now, not next year. I wish also to note that UCLA has an excellent and expanding Center for Pacific Rim Studies that sponsors conferences, research, and publications to help sustain and expand current expertise related to this region of the world.

The World Affairs Council has a long and distinguished history of furthering international understanding and knowledge about international affairs. The University of California, along with California's other colleges and universities, both public and private, has its responsibility as well, and I have welcomed the opportunity today to say so.