

UNIVERSITY OF CALIFORNIA
SANTA CRUZ

**Global
Engagement**

**ANNUAL
REPORT**

2020-2021



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On the Cover

UC Santa Cruz Campus overlooking the Monterey Bay.

About the Publication

The Division of Global Engagement Annual Report is published yearly for friends and partners and serves as a report of divisional performance and activities. All materials in this publication are property of UC Santa Cruz and may not be reproduced.

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We have arrived at a future where virtual education, remote workspaces, and global connectivity create an evolving landscape of learning and collaboration.

In the midst of these rapidly evolving spaces, our international students and scholars as well as study abroad and away were put in challenging situations. We continued to provide support and services to these populations.

Across the division, we developed new programs and initiatives that open access and equity in an effort to provide global education for all. Over that past year, during a pause in student mobility, we launched a variety of new programs and initiatives in an effort to provide global education for all.

Some of our divisional accomplishments include:

- Global Classrooms
- Summer International Virtual Internships
- Internship and ICC Courses
- International Summer Research Program
- Association of Pacific Rim Universities (APRU) Co-curricular Virtual Programming
- APRU Online Course Exchange
- Study Abroad rebrand to Global Learning
- Addition of UCDC to Global Learning's Portfolio

Perhaps most importantly, the past year brought us a renewed appreciation for what we all gain through global cooperation.

During a year filled with challenges, we found exciting progress for internationalization at UC Santa Cruz.

Richard Hughey
Interim Vice-Provost, Global Engagement

Becky George
Assistant Vice-Provost, Global Engagement

INTERNATIONALIZATION



The Division of Global Engagement is advancing campus-wide internationalization at UC Santa Cruz.

The focus, comprehensive internationalization, is to ensure that all members of the campus community — students, faculty, and staff — are prepared and encouraged to study, teach, conduct research, and work in a global context, and that institutional policies, programs, and initiatives are aligned to achieve this.

UC Santa Cruz is poised to implement its Strategic Plan for Internationalization, a living, evolving document that culminates a two-year process. An implementation plan which prioritizes specific goals for immediate focus followed by longer-term goals over the next few years, will provide a road map for campus internationalization into the future.

Campus Priorities

As we work toward internationalization, we are intent on aligning with UC Santa Cruz's campus priorities:

1. Advance student success by improving retention and graduation rates and closing equity gaps
2. Increase UC Santa Cruz's research profile and impact
3. Foster an inclusive campus climate that embraces and values diversity
4. Improve efficiency, effectiveness, and resilience



We must equip our entire campus community with the tools to communicate and collaborate across international and cultural boundaries.

STRATEGIC PLAN FOR INTERNATIONALIZATION: GOALS

The following goals represent a plan for achieving campus-wide comprehensive internationalization at UC Santa Cruz.

Goal 1 - Expand and Enhance Globally-Focused Research and Engagement

- A. Engage faculty and foster global collaborations
- B. Develop a campus resource to disseminate information on faculty engaged in international research and initiatives
- C. Create opportunities and facilitate global impact

Goal 2 - Provide Global Learning Opportunities for All

- A. Increase opportunity and access
- B. Expand foreign language training opportunities for undergraduate and graduate students to support their study and research
- C. Develop undergraduate and graduate global studies/theory designations, minors, or concentrations

Goal 3 - Strengthen Student Success

- A. Improve international student experience and support
- B. Provide support and opportunities for cross-cultural understanding for all students, staff, and faculty

Goal 4 - Enhance Our Global Reputation

- A. Establish faculty advisory groups by world region to inform strategy and guide implementation of global initiatives
- B. Broaden and deepen institutional partnerships with universities abroad
- C. Enhance the communication strategy to tell our international story
- D. Engage alumni living and/or working abroad

Goal 5 - Define Organizational Structure

- A. Establish a permanent principal officer position to lead the division to ensure global engagement is part of campus leadership discussions and planning
- B. Provide comprehensive risk management for student, faculty, and staff international travel



Mission

The Division of Global Engagement seeks to inspire and facilitate global learning and research at UC Santa Cruz.

Within Global Engagement:

International Student and Scholar Services (ISSS)

ISSS ensures campus-wide comprehensive internationalization becomes a reality at UC Santa Cruz by bringing some of the world's most experienced students, scholars, and researchers to UC Santa Cruz. This unit provides advising and assistance to students, scholars, and employees.

Global Programming

Global Programming designs and facilitates orientation programs, events, and activities for international undergraduates, graduate students, and scholars to foster increased intercultural learning, to build community, and to support cultural adjustment.

Global Learning

Global Learning aims to provide all students the opportunity to graduate with international experience, promote an internationalized campus that cultivates an understanding of our diverse global community, and encourage students to study, explore and engage with other cultures—to broaden their perspective and involvement in the world.

Global Initiatives

Global Initiatives manages a growing portfolio of international partnerships and agreements, facilitates visits to campus by foreign delegations, engages in faculty outreach, and provides project and policy analysis and support across the division.

ABOUT US

Scan or click the QR code to watch a video about UC Santa Cruz, Global Engagement, and the international student experience.



ANTI-RACISM STATEMENT

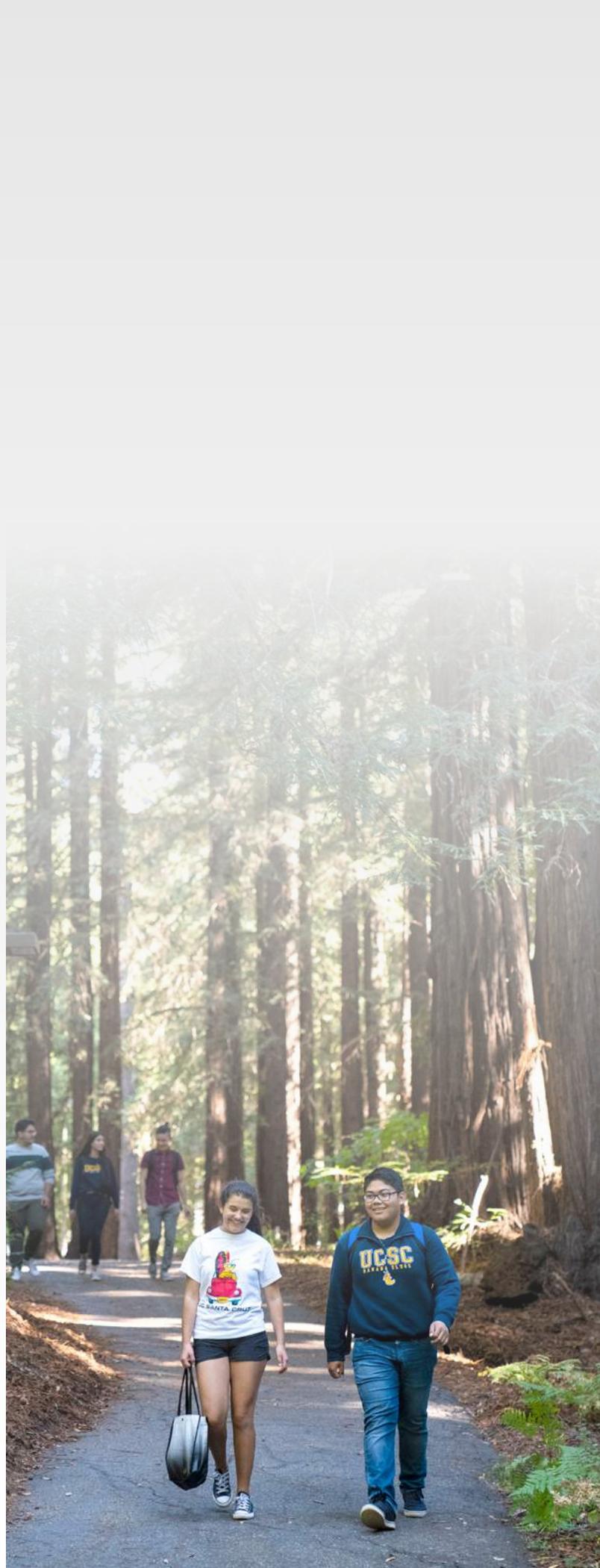
The Division of Global Engagement stands in solidarity with all who have been and continue to be affected by racism.

As Chancellor Larive and EVC Lori Kletzer have shared in a campus-wide update, “Anti-racist work is iterative and requires that we each take it up within our sphere of influence, which is why the range of cross-campus efforts is so important.” To that end, we remain dedicated to providing a welcoming and safe space for everyone, and addressing systemic racism in university life and operations to the full extent that our reach allows.

We understand that our student and scholar community is impacted by national incidents of racism including violence and hate speech. Global Engagement will make a continued effort to address racism and to support our students and scholars as we strive to create an inclusive university community through which students from wide-ranging backgrounds succeed and realize more equitable outcomes of opportunity. We recognize that much work remains in dismantling existing systems of privilege and oppression. We pledge to be open, transparent, and accountable.

Our work includes developing pathways of mobility between cultures and countries as well as providing students with cultural and institutional knowledge to support their personal, academic, and professional success. Many of our students are minoritized and racialized, often for the first time, when they enter new cultural environments. Dismantling systems that privilege one people group over another is integral to our work as international educators.

- The Division of Global Engagement



Full articles are available on the [Global Engagement News](#) webpage.

Five UCSC international students awarded emergency student funds - September 15, 2020

The Institute of International Education (IIE) offers emergency student funds to partner universities for international students unable to travel to their home countries.

Study Abroad expands portfolio of global learning opportunities - October 14, 2020

Study Abroad has seen growth in its portfolio of global learning opportunities over the past few years, in an effort to diversify program options and provide access to all students.

Sponsored student programs promote UCSC - October 14, 2020

Gabi Schmiegel, Assistant Director for Sponsored Student Programs, is actively recruiting students and promoting UC Santa Cruz as an ideal destination for graduate and undergraduate students.

Advising for Fulbright, Rhodes, Marshall, and Schwarzman Scholarships - January 8, 2021

Global Engagement is creating a robust support structure that enhances access to multiple prestigious international postgraduate scholarships, a key characteristic of universities producing students of high recognition.

Virtual Internships expand global learning opportunities - January 11, 2021

Study Abroad has developed Virtual Global Internships that will launch in summer 2021, partnering with Languages and Applied Linguistics, Cowell College, and Rachel Carson College, to offer UC Santa Cruz coursework.

Professor Jeremy Hourigan joins Global Engagement as Faculty Director - January 13, 2021

Professor Jeremy Hourigan joins Global Engagement as Faculty Director with expertise shaped by years of experience in international education. Hourigan's relationship with GE began when he chaired the Committee on International Education (CIE) and grew with the development of the ACE Internationalization Lab.

Elevating UCSC's global reputation - January 13, 2021

UC Santa Cruz's global reputation plays a vital role in attracting international students. Gabi Schmiegel, Assistant Director for Sponsored Student Programs, communicates with external audiences about UC Santa Cruz as an ideal destination for a graduate or undergraduate education.

Study Abroad becomes Global Learning as program offerings expand - February 24, 2021

Study Abroad is excited to announce a rebrand and name change to Global Learning. This reflects an expansion of program offerings and a commitment to expand equitable access to global experiences to all students at UC Santa Cruz.

Six International students selected to receive Sara Matthews Scholarship - April 9, 2021

Scholarships are awarded annually to international students. Administered by International Student and Scholar Services (ISSS), this scholarship is granted to deserving undergraduate international students of Sophomore or Junior standing at UC Santa Cruz to help with educational costs.

Global Engagement pilots summer research internships with partners - April 9, 2021

As part of the new International Summer Research Program (ISRP), UC Santa Cruz engineering faculty will host students virtually from several international partner universities in research internships in summer of 2021.

iGlobal meets specific needs of UCSC international students and scholars - April 9, 2021

Sunapsis, known as iGlobal at UC Santa Cruz, is a database and portal managed by International Student and Scholar Services (ISSS) that collects and organizes information for international students, scholars, and employees.

Immigration Services

- Immigration advising
- SEVIS maintenance and DHS/Department of State reporting
- Employment authorizations (OPT/CPT/AT)
- Education and training on immigration topics
- Petition filing for immigration, including H-1B and permanent residency
- Additional advising, including SSN, ITIN, and DMV

Services to Campus

- Compliance oversight (PDSO/RO)
- Campus training and outreach
- Partnering with college and department advisers
- HR/Legal/Insurance

Health, Wellness, and Financial Stability

- Health Care and Mental Health workshops with Health Services and CAPS
- Sara Matthews Scholarship
- Tax software support
- Tax workshops

Student Highlights (fall, winter, spring)

1,815 Degree-seeking students served

- 1,270 - Undergraduate
- 545 - Graduate

75 Places of origin represented

14 Sponsored students from

- China Scholarship Council (CSC)
- Fulbright/Institute of International Education (IIE)
- Laspau
- Saudi Arabian Cultural Mission (SACM)

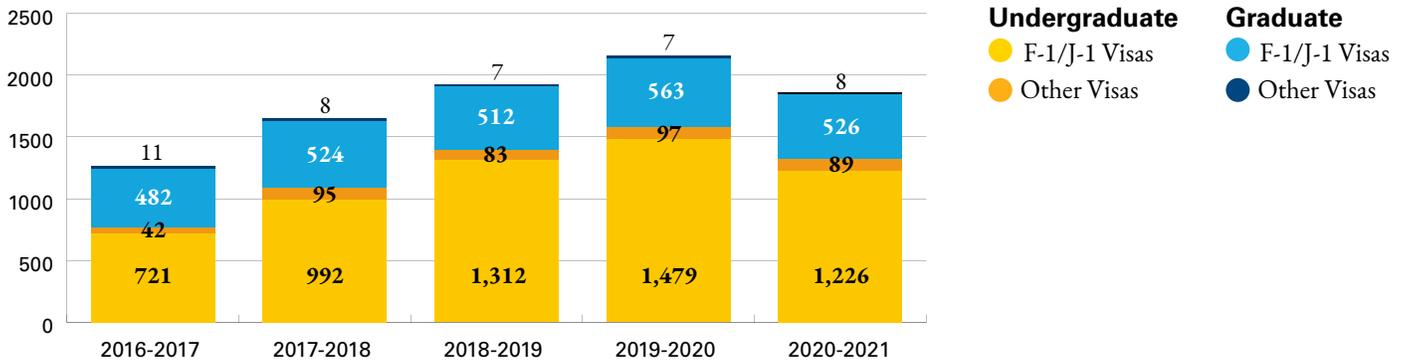
5 Exchange/visiting students
(studying remotely)

INTERNATIONAL STUDENTS (DEGREE SEEKING)

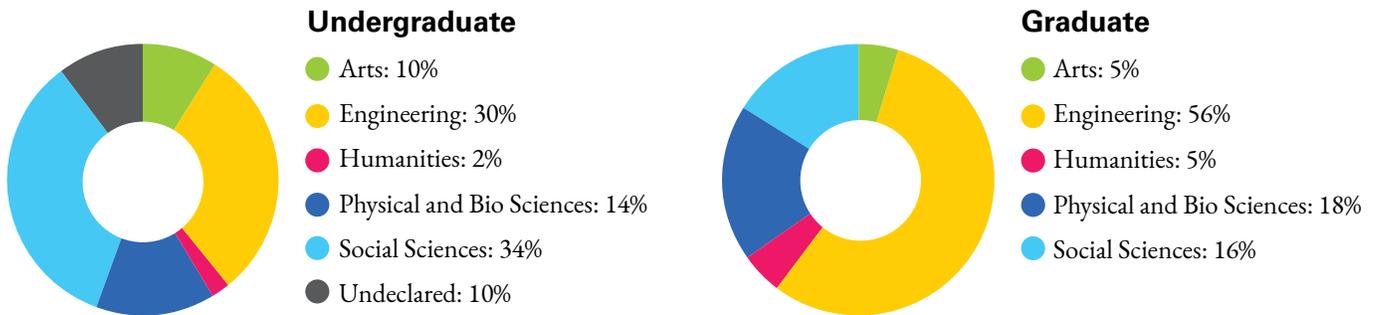
International students are determined by their citizenship and visa type, in accordance with the definition provided by UCOP. This definition encompasses a small proportion of individuals who attend UCSC on visa types other than F-1 or J-1 (e.g., as indicated in the charts below, which are derived from fall quarter, third-week student census data).

Note: all percentages are rounded to the nearest whole number.

Student Enrollment

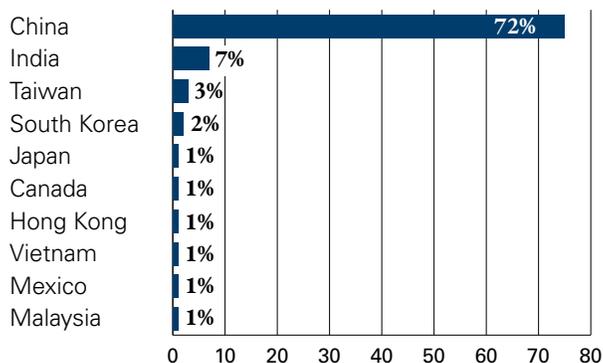


Students by Major

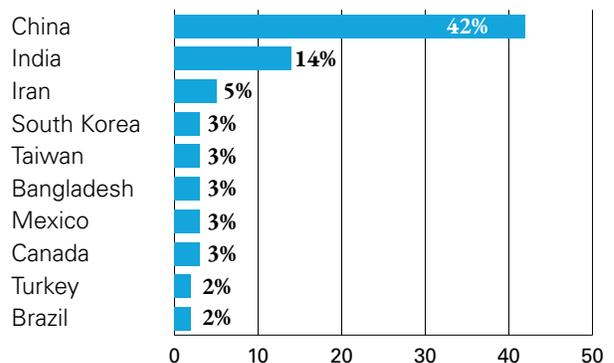


Top Ten Places of Origin (based on citizenship, all visa types)

Undergraduate



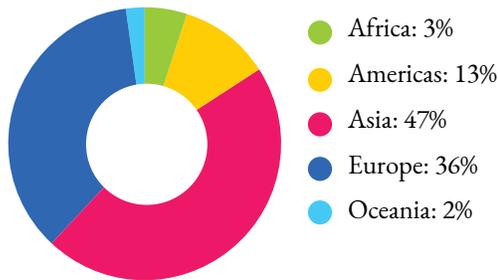
Graduate



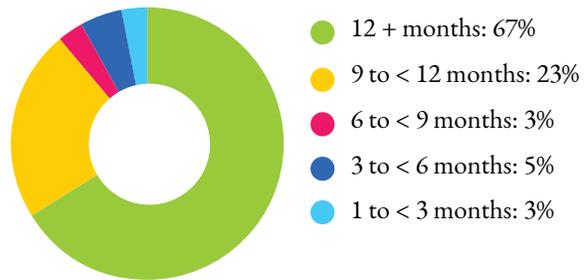
INTERNATIONAL SCHOLARS

Data from the fiscal year calendar, July 1, 2020 - June 30, 2021, of faculty, researchers, and staff.

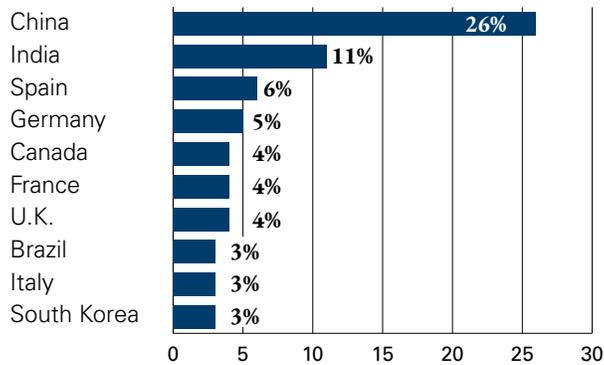
Regions of Origin



Duration of Stay



Top Ten Places of Origin



Scholar Highlights (totals for the year)

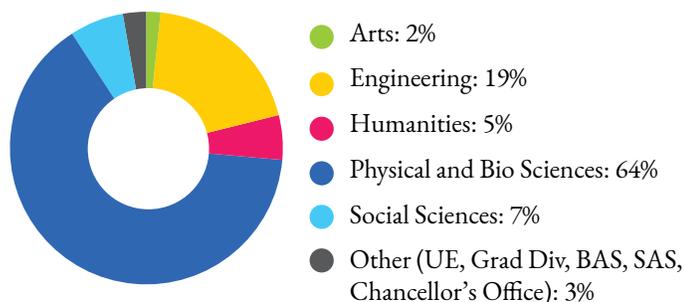
231 International faculty, researchers, and staff

75 H1-B and other visas

156 J-1 visitors at UCSC

49 Places of origin represented

Divisional Affiliation



INTERNATIONAL SCHOLAR PROFILE

Javier Fernández-Agüera



A Spanish lecturer in the Languages and Applied Linguistics department, Javier Fernández-Agüera, brings a life-long passion for language combined with a heart for inclusion to the UC Santa Cruz campus.

Language study has been at the center of his life since he began learning English when he was three years old. Transformative contact with language through inspirational teachers during elementary and secondary education inspired him to study linguistics while at university.

While working on his bachelor's degree, he decided to explore studying in new cultures to broaden his perspective and influence international perceptions through language.

"I studied for two years in Germany, and then one year at SUNY Geneseo in New York and that was the first time I was in the U.S. It was very enlightening to see, first-hand, the difference between what I thought of American culture and what I actually experienced," Fernández-Agüera said.

At the encouragement of a former professor, he then explored an opportunity at the University of Southern Mississippi, where he stayed for two years. There, he experienced yet another revelation, realizing the range of cultural differences that exists even from state to state within the U.S.

Motivated by his experiences in America's northern and southern states, he longed to find a position on the west coast to further explore additional social and linguistic perspectives. Shortly after returning to Spain, that desire became a reality when, after interviewing with UC Santa Cruz, he was offered a lecturer position in Spanish which he has held since 2019.

"I remember the conversation focused heavily on my cultural and teaching experiences in Mississippi and New York. There was an interest in my field of research and teaching philosophy," Fernández-Agüera said. "We talked about the importance of communicating with respect to gender identity and how masculine and feminine subjunctives do not support that idea. This was a topic that I had researched previously and I was confident the university would support further research. I didn't think twice."

UC Santa Cruz's acceptance of his teaching philosophy is one thing that he appreciates most about the campus community. He believes it has allowed him to focus efforts on the needs of the students. Among these needs is the ability to open students' minds to new perspectives and new ways of understanding others.

"My first goal is that students find language learning fun. My second goal is that they find it useful. When speaking with native language speakers, you are not given multiple choice answers. Students must be brave. That is true success. The more you understand and care about language, the more confident you are in communicating and open you are to cultural differences," Fernández-Agüera said.

Interactions with and proximity to a diverse collection of professors and researchers impact his work and future aspirations in positive ways.

"Within the Languages and Applied Linguistics department, there are many international professors. Not only do we have interesting perspectives but they are varied, which open up opportunities for research collaboration," Fernández-Agüera said.

Fernández-Agüera is currently focusing his research on a translation proposal for the ungendered pronoun "they" into Spanish.

"Within the Languages and Applied Linguistics department, there are many international professors. Not only do we have interesting perspectives but they are varied, which open up opportunities for research collaboration."

GLOBAL PROGRAMMING

Global Programming supports all students at UC Santa Cruz through orientations for both international and study abroad or away students, the Global Mentorship Program for first-year international students, and intercultural events open to all, such as programming during International Education Week.

Academic Success

- Graduate Preparation Program
- Beyond Orientation Workshops
- Introduction to U.S. Classroom Culture
- Support to Colleges and Advisers
- Career Workshops with Recruiters and International Alumni

Special Customized Programs

- Summer Engineering Program with Korea Advanced Institute of Science and Technology (KAIST)
- Law and Society with Chuo University

Cultural Engagement

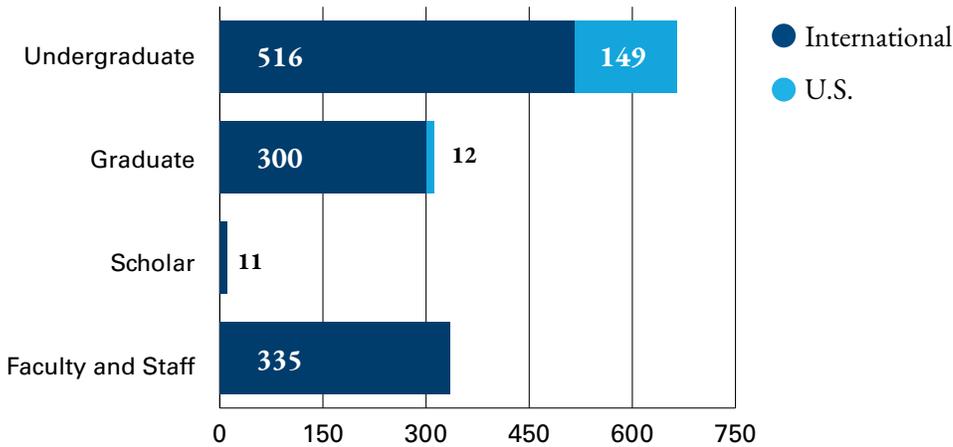
- International Student Orientation
- Global Leaders
- Global Mentorship Program
- Intercultural Workshops
- Events, Activities, and Excursions
- Global Cafe Cross-cultural Conversations
- International Education Week
- Study Abroad Fair and Alumni Recognition Dinner Support
- Intercultural Communication Orientation Support
- Workshops with Career Center on Intercultural Skills
- Peace Corps Workshops
- APRU Co-Curricular Programs



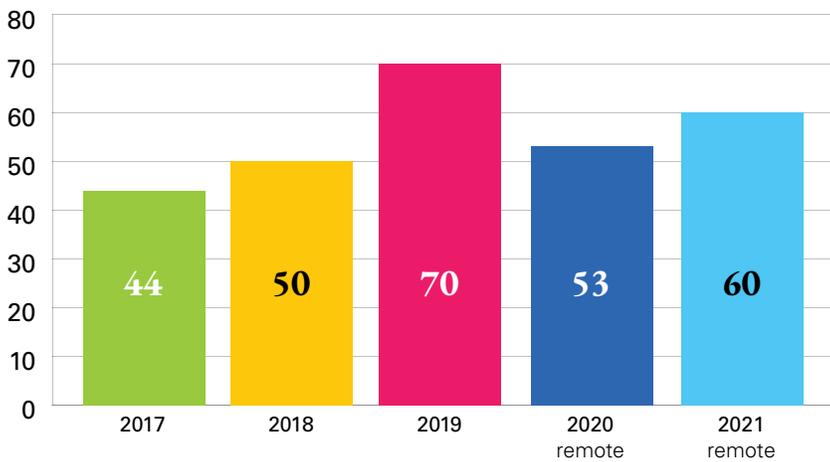
GLOBAL PROGRAMMING

Data for the academic year 2020-2021 (including summer 2021) represents fully remote programming.

Total Program Participation (by role)



Graduate Preparation Program Participation (summer)



The Graduate Preparation Program is a four-week, non-credit course offered prior to the fall quarter which is open to all current and newly admitted international graduate students. It focuses on English for Academic Purposes (EAP), academic skills, and cultural orientation. The program is offered in collaboration with Graduate Division.

Highlights

291 Students attended international orientation

78 Unique programs hosted

191 Active global mentees

2,003 Program attendees

Learn more at global.ucsc.edu/programming

GLOBAL MENTOR PROFILE

The Global Mentorship Program pairs new international students with Global Mentors who help them transition to the campus community. Mentees connect with mentors over the summer and are guided through orientation and their first two quarters.

Sheng Cheng (Mentor)



My biggest motivation to be a Global Mentor was my experience as a mentee in the program. As an international student, I have had to overcome difficulties and challenges. I'd like to share my experiences with other students to help them adapt to this new environment. It is also a great opportunity to make new friends with mentees, co-workers, and staff from Global Engagement.

As a Global Mentor, I am always willing to talk about anything and share my experiences. International students gain valuable information about all aspects of campus life, academic career, even off-campus activities, and solid friendships. However, mentees may feel more comfortable asking me certain questions that they might not ask anyone else.

Over the past year, with the increase of remote learning, staying connected has become easier for everyone. Both my mentees and I spend more time with computers and phones, so I have more opportunities to reach out to them. This year, we focused on online check-ins and giving our mentees a feeling of being connected with us.

We used a lot of different communication styles. For most mentees, we use WeChat and Discord. If they are from China, it can be easier to contact them through Chinese social media. For other mentees, I had biweekly and monthly check-ins through emails. A few others preferred having voice calls or late-night conversations.

We also participated in virtual events hosted by Global Programming. One of my favorite events was the virtual tour in Winchester Mystery House. I enjoyed the interaction between all the participants. We utilized polling, chatting, and other functions provided by Zoom. The events ended up being much more successful than I expected as a fully online event. Our events provide all mentees opportunities to engage with their mentors and the campus community.

Through the program, I developed a leadership mindset during training and in practice. Helping mentees brings me joy and a sense of accomplishment. It's my pleasure to join the program and work with the team.

I hope that all international students are able to participate in the Global Mentor Program. Not only will they gain valuable information and guidance, but they also get to know more people on campus. After all, it's helpful to have someone to reach out to when you are in need.

Yuanyu (Yunah) Li (Mentee)



As my Global Mentor, Sheng helped with daily issues and assisted me with some of my class enrollment choices. As a new international student, university life was strange. Sheng was so patient and friendly while answering all of my questions, so it made student life in the U.S. less challenging. Because of the pandemic, it was hard to make new friends this year, but he let me know that I was not alone. I definitely felt safer and more comfortable talking about certain things with a mentor of my age than talking to a professor or staff. Today, I feel confident as a student because of my experience in the Global Mentorship program.

“I hope that all international students are able to participate in the Global Mentor Program... they gain valuable information... and get to know more people on campus.”

GLOBAL LEARNING

Through international academic experiences, UC Santa Cruz prides itself on inspiring students to explore and transform their lives, the university, and the world. Below are examples of Global Learning opportunities at UC Santa Cruz.

Program Types

UCSC Programs

- Global Seminars
- Global Exchanges
- Virtual Global Internships
- APRU Virtual Student Exchange

UC System Programs

- UC Education Abroad Programs
- UCDC Washington Program

Other

- Other UC Campus Programs
- Independent Programs

Events

- Fall Global Learning Opportunities Week
- Summer Opportunities Fair
- Program information sessions
- Scholarship workshops
- Pre-departure orientations
- Campus advisor trainings
- International Education Week

Advising

- Application workshops
- Program exploration workshops
- Walk-in advising
- Department workshops
- Diversity and identity abroad
- EOP workshops for first-generation students
- First-time traveler workshops
- Intercultural communication orientations
- Scholarships and funding
- Financing study abroad workshops
- Study Abroad 101 outreach presentations

Campus Collaboration

- Faculty-led and global/domestic exchange management
- Faculty-led proposal workshops
- Faculty risk management training
- Advisor workshops/resources
- International site visit participation
- UCEAP academic integration grants

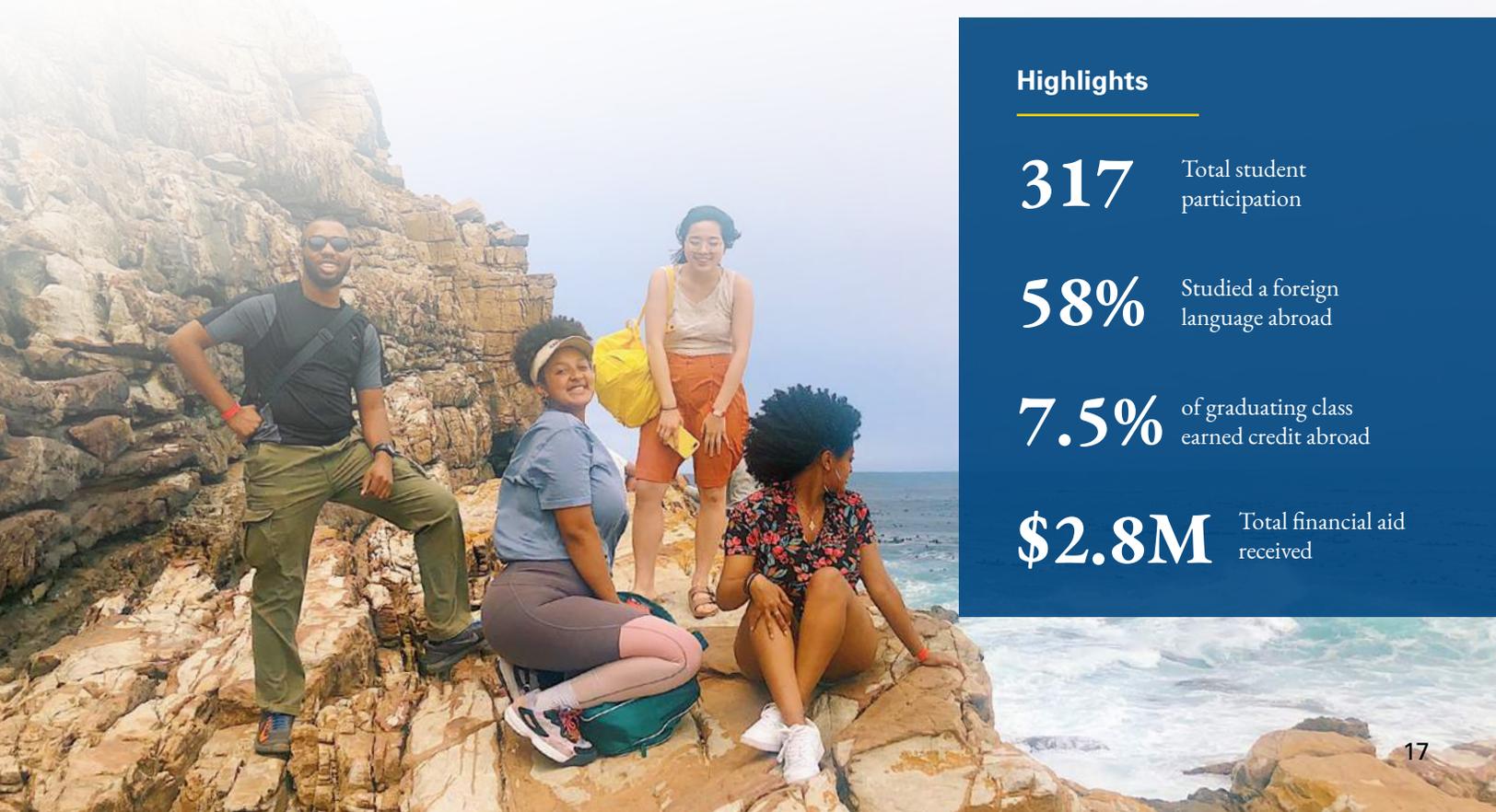
Highlights

317 Total student participation

58% Studied a foreign language abroad

7.5% of graduating class earned credit abroad

\$2.8M Total financial aid received



GLOBAL LEARNING

Due to the impact of COVID-19, all 2020-2021 study abroad programs were canceled. Global Learning is currently assisting students seeking opportunities as global mobility re-opens.

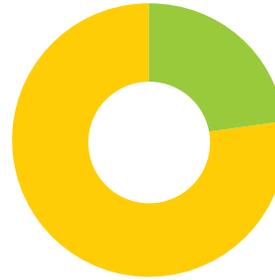
Data represented is from the academic year 2019-2020 (including summer 2020).

Students Abroad by Region



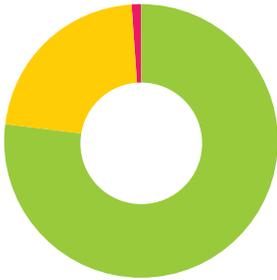
- Europe: 64%
- Asia: 14%
- Americas: 13%
- Africa/Middle East: 3%
- Oceania: 3%

Financial Aid



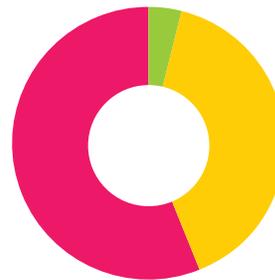
- No Aid: 20%
- Received Aid: 80%

Terms Away From UCSC



- Quarter: 77%
- Two Quarters: 22%
- Year or more: 1%
- Summer: Canceled

Participation by Class Level



- Sophomores: 4%
- Juniors: 40%
- Seniors: 56%

Participation by Major



- Arts: 6%
- Engineering: 7%
- Humanities: 12%
- Physical and Bio Sciences: 12%
- Social Sciences: 63%

Learn more at
globallearning.ucsc.edu

GLOBAL LEARNING DEVELOPMENTS

The Global Learning team chose to be thoughtful and creative during a pause in student mobility due to the coronavirus pandemic, resulting in broader access to opportunities through experiential learning.

Global Learning Rebrand

A rebrand to Global Learning, from Study Abroad, enabled the unit to achieve organizational growth objectives and reflected an expansion of study abroad, domestic, and virtual program offerings. Global Learning is committed to expanding equitable access to global experiences to all students at UC Santa Cruz. Additionally, this move positions the division and its units to remain successful in an evolving educational landscape.

Global Learning Opportunities Week (GLOW)

GLOW launched during the fall quarter of 2020 as a week-long expansion of the traditional one-day study abroad fair that included numerous live and recorded sessions. The event was created to expand study abroad/away access to all students at UC Santa Cruz and share global learning opportunities and relevant resources in partnership with other UC campuses and study abroad organizations. Due to the success of student engagement via the initial remote model, future GLOW events will now consist of both in-person and remote sessions, allowing greater access by participants.

Global Seminars

Global Seminars are faculty-led summer programs that offer students global experiences with UC Santa Cruz faculty. These programs encompass UC Santa Cruz courses taught abroad/away, with excursions and cultural activities enhanced by the location. Many provide opportunities for students to visit non-English speaking countries while doing their coursework in English. The following Global Seminars were developed during AY 200-21:

Agroecology Practicum

Led by: Damian Parr, Research & Education Coordinator, Center for Agroecology & Sustainable Food Systems

Art in the Global Context

Led by: Dee Hibbert-Jones, Professor of Art; Barbara Benish, Lecturer in Visual Studies and Studio Art

Camping - Dance, Choreography, and Performance in Paris

Led by: Gerald Casel, Provost of Porter College

Fair Trade and Culture Regional Field Study in Central Veracruz

Led by: Leslie Lopez, Lecturer, PhD Anthropology

Film History and Preservation in Bologna

Led by: Shelley Stamp, Professor of Film and Digital Media, and Jennifer Horne, Associate Professor of Film and Digital Media

Evolution and Fish Biology in Southern Africa

Led by: Dr. Giacomo Bernardi, Professor of Biology

Food Study Field Study in Berlin

Led by: Lissa Caldwell, Professor of Anthropology and Doctoral Candidate April Rebar

Italian Culture Through Food and Language on the Amalfi Coast

Led by: Tonia Prencipe, Lecturer in Italian

Tradition and Innovation: Relief Printmaking in Korea

Led by: Jimin Lee, Professor of Art

Muslim Granada and Its Legacy

Led by: Camilo Gomez-Rivas, Associate Professor of Mediterranean Studies

Watershed Thinking in Sustainability

Led by: Dr. Tela Favalaro, Lecturer in Electrical and Computer Engineering, Rachel Carson College, and Dr. Julianne Hazlewood, Lecturer in Rachel Carson College and Environmental Studies

Writing 2 in Ireland: Research and Travel Writing

Led by: Steve Coulter, Lecturer in Writing

Right Livelihood, Agroecology and the Cultures of India

Led by: David Shaw, Right Livelihood College Coordinator, and Triloki Pandey, Professor Anthropology

Virtual Global Internships

Virtual Global Internships provide students an opportunity to explore career goals, expand their professional network, and gain work experience. While enrolled in UCSC courses, students complete an internship with an organization abroad. While this program was offered as a virtual-only program in summer 2021, providing students a global experience despite travel restrictions, it will expand to include in-person options in the future. In summer 2021, 29 UCSC students participated Virtual Global Internships.

GLOBAL LEARNING STUDENT PROFILE

Meghan Lamba



My name is Meghan and I am a Biomolecular Engineering student. I participated in the UCSC Exchange Program at the Technical University of Denmark (DTU) just outside of Copenhagen, Denmark. Studying abroad as a South Asian female in STEM was eye-opening. I've always had an itch for adventure and traveling and knew that going abroad was something I wanted to do. As an engineering student, I found it hard to plan out how to go abroad but I was determined. When I first heard about the DTU exchange program and that I could take major classes, I instantly knew that it was meant to be. I learned so much about myself and the world around me and truly believe in the ever-popular, "going abroad will change your life" statement.

Immersing yourself in a new country and its culture comes with its challenges. Scandinavian countries, such as Denmark, are known to have homogeneous populations, with a majority of the population being of European descent. This was something I expected, but to experience it was new to me. Growing up in the diverse Bay Area, California, I've never experienced what it's felt like to be a minority

since I've always been surrounded by others like me. I found it even more challenging when people would be confused about my ethnicity since I had an American accent, but looked Indian. One of my best friends I made abroad was also a first-generation whose parents immigrated to the Netherlands. We shared experiences and challenges we'd faced in our home countries and found so many similarities between our lives. We'd share different parts of our culture and this is where I learned to embrace my background and share it with everyone. I hosted a little Thanksgiving with all my friends since they'd never experienced an American Thanksgiving and heard so much about it and also hosted an Indian-themed dinner party to have my friends try Indian food.

Danes are known to be very accepting but tend to keep to themselves. A lot of interactions with strangers are nonverbal and, coming from a country where strangers interact, was new to me. I took classes with mostly Danish students and found it to be challenging at first. I remember feeling anxious after the first week of school since I felt like an outsider. The majority of classwork involved group projects, however, and this gave me a chance to become friends with Danish students in my group and also connect with other international students I met in class. I enjoyed befriending Danish students, they'd recommend Danish foods to try and teach me Danish!

I ultimately found my confidence, learned to embrace my identity, and get out of my comfort zone. I realized how important change is and to live in the moment. Studying abroad helped me slow down my life and look at what makes me happy. My exchange program focused on building connections with other international students, and I'm so thankful to have friends who live all across the world. When I start doubting myself, I always remind myself that if I was able to fly to a new country and live there for five months by myself, I can do anything!

"I ultimately found my confidence, learned to embrace my identity, and get out of my comfort zone. I realized how important change is and to live in the moment."

Copenhagen, Denmark



GLOBAL INITIATIVES

The Division of Global Engagement promotes international cooperation in advancing the teaching, research, and service mission of UC Santa Cruz by seeking out and facilitating the development of partnerships between UC Santa Cruz and universities, foreign government agencies, and non-profit organizations around the world.

Map data reflects delegation visits and partnership agreements established during the academic year 2020-21. For a complete listing, see the [GlobalConnect database](#).



Highlights

50+ Active partnership agreements

6 New student exchange programs, established in new regions including South America and Oceania

21 Direct student exchange partnerships, and growing

Existing Partnerships

- Aarhus University
- Autonomous University of Barcelona
- Technical University of Denmark
- University of Bergen
- Heidelberg University
- ISARA-Lyon
- KAIST
- Korea University
- Kyoto University
- Rikkyo University
- Seoul National University
- Sophia University
- Sungkyunkwan University
- University of Sussex
- University of Tokyo

Learn more at global.ucsc.edu/partnerships

GLOBAL INITIATIVES DEVELOPMENTS

APRU Virtual Student Exchange

The Association of Pacific-Rim Universities (APRU) is a network of over 50 premier institutions of higher education across the Americas, Asia, and Australasia. As a new member of APRU, UCSC will launch participation in the APRU Virtual Student Exchange (VSE) Program beginning in fall 2021.

The Virtual Student Exchange (VSE) Program provides UCSC students with the opportunity to enroll in one online academic course offered by a participating APRU member institution, as a complement to their full-time course load at UCSC. In exchange, a limited number of students from APRU member universities will be invited to enroll in select online courses at UCSC.

Learn more on the [APRU Virtual Student Exchange](#) webpage.

Global Classrooms

The Global Classrooms initiative, launched in winter 2021, endeavors to foster faculty development of a broad portfolio of UCSC courses across all disciplines, to engage students and faculty in global learning.

Global Classrooms provide an innovative way for UCSC students to gain international experience by leveraging online learning technologies and collaborative, project-based learning. They are derived from existing courses, revised by a UCSC faculty member together with their teaching partner abroad to incorporate the course design methodologies and pedagogical approaches of Virtual Exchange (VE), also known as Collaborative Online International Learning (COIL).

Global Classrooms in AY 2021-22

Below are the 10 UCSC faculty selected in fall 2020 for a Global Classrooms award. Awardees have been working with their teaching partners during the past year at institutions abroad to deliver their Global Classroom courses in AY 2021-22.

Elizabeth Abrams

- Course: Reading Ourselves, Reading the World (MERR 1)
- Teaching partner: Joseph Akuma Misati, Cooperative University of Kenya

Alvaro A. Cardenas

- Course: Information Security (CSE 132)
- Teaching partner: Sandra Rueda, Universidad de los Andes (Columbia)

Melvin Cox

- Course: Focus on Africa (MERR 183F-01)
- Teaching partner: Denis Kamau Muthoni, Cooperative University of Kenya

Angus Forbes

- Course: Creative AI: Machine Learning for Creativity and Design (CMPM 269)
- Teaching partner: Andres Burbano, Universidad de los Andes (Columbia)

Jess H.K. Law

- Course: Structure of Chinese Languages (LING 188-1)
- Teaching partner: Haoze Li, Guangdong University of Foreign Studies (China)

Annapurna Pandey

- Course: Women in Politics: A Third World Perspective (ANTH 194X)
- Teaching partner: Jyotimayee Acharya, Rama Devi Women's University (India)

Jennifer Parker

- Course: 3D Art + Design Studio 2 (ART 185)
- Teaching partner: José Carlos Espinel Velasco, Universidad Complutense de Madrid (Spain)

Kirsten Rudestam, Abigail Brown

- Course: Water and Sanitation Justice (SOCY 173X)
- Teaching partner: Sarah Elizabeth Wolfe, Royal Roads University (Canada)

Matt Sparke, David Shaw

- Course: Global Health Problems and Political-Ecology Responses (POLI 190U)
- Teaching partner: Swati Banerjee, Tata Institute of Social Studies (TISS)

Beth Stephens

- Course: Environmental Art in the Expanded World (ART 80E)
- Teaching partner: Sheila Atala, Annecy Alpes Art School (France)

Learn more on the [Global Classrooms](#) webpage.

International Summer Research Program

The International Summer Research Program (ISRP) provides students from partner universities with an opportunity to engage in a research internship with a faculty mentor at UC Santa Cruz over an eight-week period during the UCSC Summer Session which runs from mid-June to late August.

The Division of Global Engagement at UC Santa Cruz administers the ISRP and welcomes student nominations from partner universities during the fall quarter each year when project summaries and the nomination timeline are announced.

Summer 2021

Due to ongoing travel and public health restrictions, the ISRP was piloted in summer 2021 with select partner institutions. Students did not travel to the UCSC campus engaged in internships conducted by virtual/online means only. In future summers, the ISRP will be offered in person as public health and international travel and visa restrictions allow, though fully or partially virtual internships may still be considered based on the needs and preferences of faculty mentors.

Faculty and Departments

Ten faculty across three departments hosted student interns:

- Alvaro Cardenas, Chen Qian, Matthew Guthaus, Xin Wang, Yang Liu (Computer Science & Engineering)
- Hamid Sadjadpour, Nobuhiko Kobayashi, Shiva Abbaszadeh (Electrical & Computer Engineering)
- David Lee, Magy Seif El-Nasr (Computational Media)

Student Interns (19 students participated)

Universities represented:

- IIT Kanpur, Amrita University (India)
- KAIST (Korea)
- Universidad de Los Andes (Columbia)

Majors represented:

- Electronics and Communication Engineering; Electrical and Electronics Engineering
- Computer Science; Computer Science and Engineering
- Chemical and Electrical Engineering; Materials Engineering
- Systems and Computing Engineering
- Mechanical Engineering

“Getting to interact with a group that is [geographically], culturally different than the ones that I am used to, made me understand how people from different parts of the world [can work together]... Now I feel like I can take up grad school owing to the fact that I am able to fit in an international team pretty well. I hope to be physically at Santa Cruz in the near future for my master’s, hopefully.”

- Vamsi Krishna, ISRP Student Intern

Amrita University



An aerial photograph of the UC Santa Cruz campus. The foreground shows several large, multi-story university buildings with dark roofs and light-colored walls, surrounded by lush green trees. A winding path leads through the trees. In the middle ground, there are more trees and a large open field. The background features a dense residential area, a large body of water (likely the San Lorenzo River), and distant mountains under a clear blue sky.

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