

UNIVERSITY OF CALIFORNIA
SANTA CRUZ

**Global
Engagement**

ANNUAL REPORT

2021-2022



CONTENTS

3		Letter from Leadership
4		The Division of Global Engagement
6		Campus Internationalization
8		Collaboration
		9 Bringing the World to UCSC
		11 Broadening our Visibility Internationally
		12 Expanding Opportunities
		12 Deepening Connections
13		Experiential Learning
		14 Gaining Diverse Perspectives
		15 Growing Program Portfolio
16		Student Support
		17 Building Community
		17 Honoring Student Contributions
		17 Connecting to Scholarships
18		Facts and Figures
		19 International Student and Scholar Services
		21 Global Programming
		22 Global Partnerships
		24 Global Learning

On the Cover

International students walk through the UCSC Quarry Plaza.

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.

Contact

Email: global@ucsc.edu

Tel: +1 831-459-2858

LETTER FROM LEADERSHIP



This academic year, as we made a steady return to campus and in-person activities, we also remain committed to the growth of programs developed to expand students' access to global learning experiences on campus and in the classroom, such as the Global Classrooms initiative and Online Course Exchange with the Association of Pacific Rim Universities (APRU). We are also excited to see students and faculty showing a renewed eagerness to resume international travel for study and collaboration.

In this annual report, we are providing a first glimpse of some of the tremendous progress we have made on our [Strategic Plan for Internationalization](#) (SPI) through the corresponding [Implementation Plan](#). The campus community can also look forward to charting SPI progress in future annual reports, our quarterly newsletter, and on the [Internationalization](#) section of the Global Engagement website.

We hope you will enjoy reading a selection of articles in this report that highlight campus internationalization efforts within three key themes: collaboration, experiential learning, and student support.

- Experience Global Engagement's **collaboration** with faculty through a *Q&A with faculty fellow Jessie Dubreil* (p.9)
- Discover the new opportunities for **experiential learning** offered through the *International Summer Research Program (ISRP)* (p.11) and *Online Course Exchange brings new opportunities* (p.14)
- Learn about international **student support** through the *Global Mentorship Program fosters community* (p.17)

We want to thank all of the students, faculty, and staff who have given their time and energy to collaborate with our division, by participating in programs that support and advance internationalization.

Together, we will continue to explore new opportunities and facilitate global engagement across the campus community.

Richard Hughey

Vice Provost and Dean of Undergraduate Education and Global Engagement

Becky George

Assistant Vice Provost of Global Engagement and Senior International Officer



Mission

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

Within the Division of Global Engagement

International Student and Scholar Services (ISSS)

ISSS contributes to campus-wide comprehensive internationalization by providing immigration advising and support to international students, scholars, and researchers at UC Santa Cruz.

Global Programming

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

Global Learning

Global Learning aims to provide all students the opportunity to graduate with an international experience. Study abroad and away programs 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.



Strategic Plan for Internationalization

UC Santa Cruz is implementing a [Strategic Plan for Internationalization](#) (SPI) and corresponding [Implementation Plan](#). The Division of Global Engagement is spearheading the implementation of the plan and reporting on progress annually.

Read more on the [UCSC Newscenter](#).

Implementation Plan progress during the 2021-2022 AY

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

- 1.A.1. - Provide seed grants to faculty to expand international collaborations
 - Beginning planning proposal process for faculty in AY 2022-23
- 1.B.1. - Map international activity of faculty and communicate broadly
 - Developed [GlobalConnect](#) database to catalog international connections and activities
- 1.C.2. - Increase international graduate student enrollments
 - Focused on sponsored student growth post-pandemic through outreach to sponsors

Goal 2 - Provide Global Learning Opportunities for All

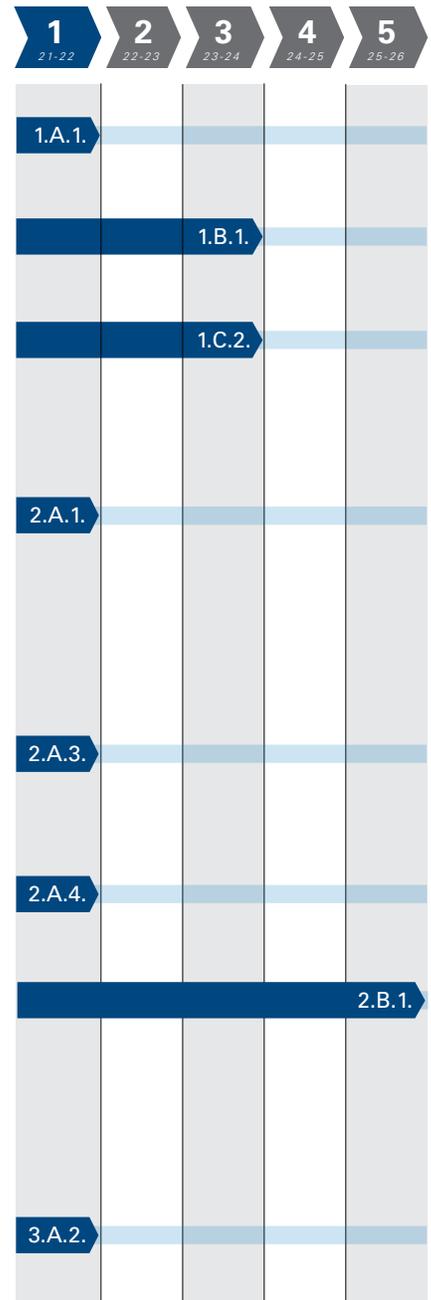
- 2.A.1. - Support faculty in the creation or modification of globally-focused courses
 - Launched eight new [Global Classrooms](#) (COIL/Virtual Exchange) in AY 2021-22
 - Established, in partnership with CITL, a faculty fellow focused on Global Classrooms development
 - Created and delivered, in collaboration with CITL and Online Education, COIL/Virtual Exchange training workshop for faculty
- 2.A.3. - Develop virtual and in-person international internship programs
 - Virtual (2020) and [in-person internships](#) (2022) developed in partnership with the Department of Psychology
- 2.A.4. - Develop international online course exchanges
 - Established UCSC as the only UC campus to participate in the [APRU Online Course Exchange](#)
- 2.B.1. - Increase language curriculum tied to degrees and the Centers with regional research foci and area studies
 - Established new bilateral student exchange programs, many of which offer unique and robust language offerings

Goal 3 - Strengthen Student Success

- 3.A.2. - Monitor the well-being of the international student populations
 - Established an International Student Engagement Advisor position to focus on international student success and retention

Below: Dark blue bars represent the length of a goal's implementation process. Light blue bars represent ongoing work once a goal's implementation process is completed.

SEQUENCING (YEARS)

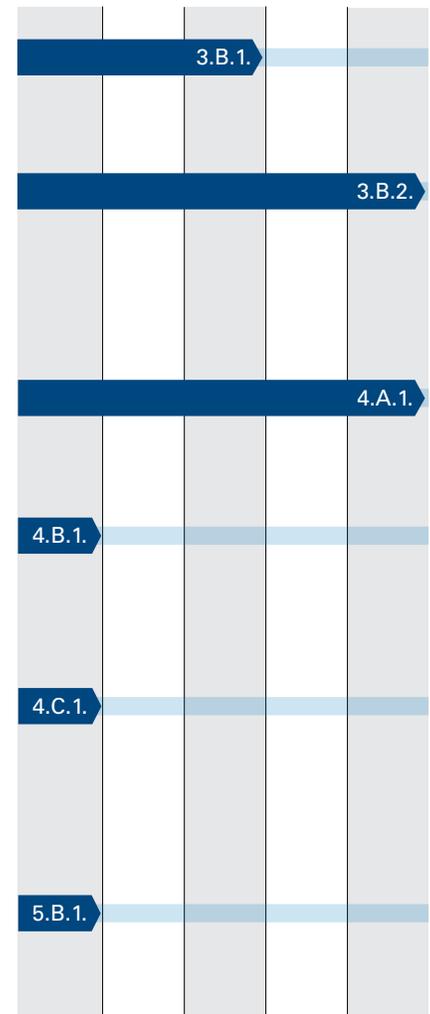


Blue = academic year 21-22



The important issues of our day do not stop at international borders. Communities across the globe are already deeply connected via social media, commerce, and higher education. It is important that our community of students and scholars collaborate to problem-solve on a global scale, advance the well-being of people and places worldwide, and value the diversity of thought that an international perspective provides. - Chancellor Cynthia Larive

SEQUENCING (YEARS)



Blue = academic year 21-22

3.B.1. - Support faculty/staff in teaching and working with international students

- Enhanced Global Classrooms training to include sections on intercultural communication, language diversity, and technology access

3.B.2. - Expand and integrate co-curricular opportunities to engage students across cultures and nationalities

- Expanded UCSC participation in [APRU's Co-curricular Programs](#)

Goal 4 - Enhance Our Global Reputation

4.A.1. - Identify and develop research foci and world regions to prioritize international efforts and define UC Santa Cruz's global profile

- Established faculty advisory group

4.B.1. - Increase the number of international partnerships

- Established eight new student exchange programs in AY 2021-22 with university partners abroad
- Hosted two university delegation visits from the UK and India

4.C.1. - Communicate our assets, activities, impacts, and plans via the web, annual reports, newsletters, and other publications

- Developed [news articles](#), [newsletters](#), and [publications](#)

Goal 5 - Define Organizational Structure

5.B.1. - Create and fund a position dedicated to managing international risk that will create policy and enact best practices to mitigate risk to individuals and the institution

- Secured funding for international risk manager staff position through campus-wide resource call

The goals can only be achieved with partnerships on campus and around the world.



COLLABORATION

We cannot solve global problems ... without international research and cooperation.

- UCSC Strategic Plan for Internationalization

Bringing the World to UCSC

Q&A with new faculty fellow for Global Classrooms, Jessie Dubreuil

Global Engagement spoke with Jessie Dubreuil, Associate Director for Learning at the Center for Innovations in Teaching and Learning (CITL) and Faculty Fellow for Global Classrooms, about unique opportunity the [Global Classrooms](#) initiative presents to faculty and students.

GE: What interested you in serving as faculty fellow for Global Classrooms?

JD: From my first meetings with the Global Classrooms team, I was struck by the synergies between their program goals and the values that drive my learner-focused, faculty-facing work for the Center for Innovations in Teaching and Learning. The scaffolded programming that Global Classrooms provides supports faculty in crafting unique virtual exchange experiences connecting UCSC students to global partner courses and campuses. Together, faculty in these cohorts are strengthening partnerships with collaborators worldwide, as well as with each other, while making space to reflect on pedagogies that fuel powerful learning.

GE: How does a virtual exchange through a collaborative online international learning model enhance learning opportunities for students at UC Santa Cruz?

JD: Global Classrooms brings the world to UCSC in ways I think UCSC students appreciate in their learning experience. The opportunity for hands-on collaboration and sustained, reciprocal contact with other people and perspectives seems particularly meaningful for students looking to connect their classroom learning to the larger purposes of their educational journey. Experiencing authentic connections between the subjects that move them and the world they want to join is a real impetus for further learning.

GE: What do faculty gain from developing Global Classrooms courses?

JD: At the core, I'm seeing faculty employ virtual exchange in their Global Classrooms to address dual passions—for their discipline, and for maximally supporting their students' learning. As teachers, we devote ourselves to the deep investigation of our topics and to nurturing students' growth in our classes. Both of those goals are served by the continuous exploration of new connections and contexts, and Global Classrooms provide a ready environment for the intentional and conscious examination of both. Many of us are also accustomed to pursuing professional and curricular goals largely alone, and appreciate the energy and insights provided by developing courses with partners who are equally passionate about our



fields, but situated in cultures and systems with a lot to teach us. Global Classrooms is in a position to curate relevant, actionable conversations about teaching, including providing resources on issues of cross-cultural communication, global access, equity, and power. It's another way in which the program presents a strong fit with the UCSC community and its priorities.

The Global Classrooms model allows you to reflect deeply on what your course is for—both for UCSC students at home and for the students abroad who join, enhance, and expand this learning community. It gives you a new lens on the total picture that you're trying to provide for your students to see the class from these different points of view. Though it requires dedication to develop a Global Classroom, once faculty cross that barrier, it winds up being some of the most meaningful, relevant professional development that they invest in, because it's based on their own goals and priorities. Additionally, developing these courses allows faculty to connect to a broader audience and develop a global community. The Global Classrooms staff is dedicated to lowering the barriers to entry and providing the just-in-time support that makes these courses possible, sustainable, and so rewarding.

I also think the program does a great job acknowledging and responding to the real challenges of preparing a course like this, and seeks to support the individual goals of specific faculty members, classes and syllabi. I believe in the integrated approach to course development Global Classrooms pursues. From intercultural communication to support for students' engagements with different perspectives, we're trying to bake in the training and resources faculty will reach for in their courses, all within the context of a year-long cohort community meant to accompany and enhance the experience by connecting faculty on similar journeys with lots to share.

So many of the things that we care about in the classroom every single day, virtual exchange or not, are represented and raised up in the virtual exchange vocabulary. It frequently becomes true that what faculty are investing in developing for the Global Classroom is actually also wonderfully appropriate in the classroom more generally. By designating a protected space for supporting that work, we are embedding ourselves in the way faculty think about something personal and important to their own teaching and learning goals.

GE: Where do you see Global classrooms fitting into the future of learning and teaching?

JD: What interests me so much about this discussion now is how different it seems to feel from discussions we might have had before the global pandemic. The opportunity to re-engage the perception of what virtual exchange does—what it is for—in our new educational environment is welcome because the answers are somewhat counterintuitive. Whereas I think the virtual part might have seemed to participants to be a more distant format for doing exchange before COVID-19, as we’ve transitioned more of our real pedagogical presence online and bridged all kinds of distance in that way, virtual exchange feels more intimate than it once did.

That we can be so close to each other, so quickly, through technology, and that we can share very vulnerable and potentially life-changing questions with people and perspectives that are different from our own still feels profound. The future of virtual exchange and programs that essentially aim to globalize our classroom experience seems very bright. The hands-on, real-time, ride-along development of compatible, partnered curricula is so important because we’re not just saying we can share the miracle of online education or communication – the exchange of information and data – we are saying we can be together across difference, that this thing has an ethos of engagement that is valuable in and of itself.

By posing the questions we do in Global Classrooms, we are asking what we need to know about ourselves and others to enable collaborations in the world we hope to join after this classroom experience has concluded.

GE: What does an in-house, homegrown professional development program for faculty actually look like?

JD: Developing Global Classrooms for the UCSC community aligns with the way that I have, across my career, participated in faculty development, which is by building on-the-ground, campus-specific, culture-specific programs to support a given set of goals. I think that the opportunity to engage faculty in helping craft something very true to the campus’ history and mission is fairly unique.

So far, two cohorts of UCSC faculty have gone through the program and feedback has been very positive and insightful. We’re committed to providing a structure that helps everyone feel like they really know what COIL (Collaborative Online International Learning) is and gives them a foundation in the principles that impactful virtual exchange is based on.

Also, being able to make this work with faculty a highly personal, customized collaboration, where curriculum designers are embedded in the faculty experience and stay engaged as they develop their goals, means that these are not cookie-cutter responses to the challenges that faculty will be encountering—they really can be custom-built.

GE: You mentioned curriculum design. Do you plan to work with Aaron Zachmeier?

JD: Yes, knowing we would join this team together was very exciting. Every project I’ve worked on with Aaron has been so fundamentally enhanced by the expertise he brings to curricular design in online settings. We have to think of the online education portion, the virtual exchange/COIL curriculum, and the campus faculty development for these courses as absolutely intertwined. This way, none of our decisions are made without an awareness of what it means to each aspect of the program, and Aaron’s knowledge about what works in the virtual environment and how to build for that is essential.

Biography: Jessie Dubreuil received her undergraduate and master’s degrees in English from Stanford University and her Ph.D. in English Language and Literature from the University of Virginia. She has for several years directed the CITL Undergraduate Fellowship, a program to nurture peer-to-peer learning at UCSC, and supports faculty and programs across campus. Jessie is also a faculty member in the Writing Program and at Merrill College, where she serves as College 1 Coordinator and leads the fall seminar for Merrill Course Assistants. She has studied in Madrid, Spain and Oxford, England.



Baskin School of Engineering

Broadening our Visibility Internationally

Dean Wolf on International Summer Research Program (ISRP)

Dean of the Baskin School of Engineering Alexander Wolf provides feedback from the summer 2021 pilot of the [ISRP](#) which welcomed 19 international undergraduate students.

GE: What are your initial thoughts about Engineering departments participating in ISRP?

AW: We spoke with five of the faculty members who participated, and from those conversations, it seems clear that the inaugural year of the ISRP was very successful.

Clearly, a program of this kind can very effectively raise the profile of the school internationally, particularly when it is offered in person. Related to that, of course, is the possibility of attracting great PhD applicants, whether they be the interns themselves or people in the interns' personal networks.

It is also evident from the faculty feedback that in most cases, the quality of the work performed by the interns was very high, and significant research advances were made and continue to be made.

GE: How might faculty benefit from participating in ISRP?

AW: One faculty member, who is working on a joint publication with his intern to be presented at IEEE Wireless Communications and Networking Conference, noted that an advantage of the program is that when the interns are good, they can be assigned a relatively undefined problem, with the decision as to whether to pursue that problem further made subsequently, based on the intern's early progress and results.

Another faculty member described being able to plug an intern from Colombia into a larger project with students in his lab – this was a group building a chat platform designed for industry professionals to mentor large groups of students. In the case of his other intern, he was able to advance a very new project involving applications of AI to economic modeling. The fact that the intern was working full time was a real advantage because the students in his lab have considerably less time to devote to the project. The work remains ongoing, in spite of the internship having ended. And a third faculty mentor, who was very impressed at the level of work produced by his two interns, is still working with them and they are preparing an abstract for an upcoming conference.

GE: In what ways do you see the ISRP supporting the mission of the Baskin School of Engineering, to engage in visionary research, and UCSC in general?

AW: Baskin Engineering was born in the age of the internet, and this gives the school a distinct advantage in terms of its ability to focus on emergent technologies. That said, the downside is that the school is very young – celebrating its 25th anniversary this coming fall, in fact. Similarly, UC Santa Cruz only recently celebrated its 50th anniversary, so we are still building our reputation and working to increase our visibility. In order to recruit the best faculty and students to do the best possible work, we need to be a destination for the top talent, and through the ISRP, we can broaden our visibility internationally and expose summer cadres of interns to our vibrant and beautiful campus community.

GE: What feedback have you received from faculty participating in the ISRP?

AW: One faculty member suggested that engineering interns also be recruited from mathematics, as well as engineering programs, and I think this would probably make sense for quite a few of our prospective faculty mentors. The only feedback that was at all negative concerned the challenges of working collaboratively across vastly different time zones. One pointed out that there may be challenges around housing and services in bringing interns to our Silicon Valley campus, so for faculty based there, it might make sense to continue running the program virtually. Incidentally, that faculty member experienced no significant

difficulties with the time zone difference in working with her India-based intern, who remains an active participant in the lab's Slack workplace. The faculty based on our residential campus generally felt that the program – while very successful – would be better in person. Finally, it was suggested that an incentive be offered to faculty and graduate student mentors in light of the fact that working with the interns did take away some of what he described as the "precious" time for research during the summer.

Expanding Opportunities

New international partnerships and agreements

In AY 2021-22, the Division of Global Engagement facilitated the development of six new bilateral student exchange partnerships.

These partnerships have grown out of UCSC faculty connections as well as student interest in these locations for study abroad. A direct bilateral exchange allows UCSC students the opportunity to study abroad at these institutions while earning UC credit; students from these institutions also come to UCSC to study on exchange at UCSC for between one to three quarters.

New partnerships:

- Norwegian University of Science and Technology (NTNU)
- University of the Andes (UniAndes) - Colombia
- University of Leeds - UK (England)
- University of Melbourne - Australia
- University of Padua - Italy
- University of the Ryukyus - Japan

UCSC faculty can use [GlobalConnect](#), an international connections and activities database, to find information about the institutions that UC Santa Cruz is engaged with throughout the world.

Deepening Partnership Connections

George Sabo receives Fulbright IEA Award

Director of Global Initiatives George Sabo has received the Fulbright International Education Administrators (IEA) award to France.

The IEA award provides international education professionals and senior higher education officials an opportunity to engage in a two-week intensive seminar to learn about a host country's education system and establish connections between U.S. and host country universities.

Sabo will travel in October 2022 to the Loire region of France, to Nantes and Angers, followed by Paris where he will participate in briefings, campus visits, appointments with selected government officials, networking, and cultural activities, organized by the French - U.S. Fulbright Commission.

EXPERIENTIAL LEARNING



Increasing opportunities for globally-informed study ... will better prepare all of our students for interaction in today's world.

- UCSC Strategic Plan for Internationalization



Gaining Diverse Perspectives

Online Course Exchange brings new opportunities

UC Santa Cruz is participating in an [Online Course Exchange](#) through our membership in the Association of Pacific-Rim Universities (APRU).

Launched in fall 2021, the Online Course Exchange provides UCSC students with the opportunity to enroll in one online academic course offered by some of the top institutions in the world as a complement to their full-time course load taken at UCSC. In exchange, students from APRU member universities are invited to enroll in select online courses at UCSC.

In fall 2021, professor Minghui Hu offered his online course in Global Environmental History to be part of the virtual exchange, and nine students enrolled from different universities around the Pacific Rim. Professor Hu's course provides a comprehensive overview of global environmental history from prehistoric times to the present.

"A student studying at one of these top global universities might feel that there is little reason to physically leave the comforts of their society. They would, however, like to take UC caliber upper-division courses and challenge themselves with international perspectives," Hu said. "That's when we see a major impact on learning and an opening of eyes."

Hu was interested in participating in the APRU Virtual Exchange program opportunity because of the insights into the benefits of international education that he gained from his experience as a Senate member and chairing the Senate Committee on Admission and Financial Aid (CAFA). Additionally, his service as a member and chair of the Committee on International Education (CIE) ignited a curiosity about international student perspectives and collaboration in the classroom.

"Through an arrangement such as APRU Virtual Exchange, we learn so much from how international institutions teach and design curriculum. Their students operate and think in unique, non-American ways," Hu said. "That institutional diversity is very important to faculty and students and is a primary reason we should participate in this program."

Exchanges, by design, allow faculty to develop relationships with new students that can influence future academic opportunities and research endeavors. Through a virtual exchange, students – many of whom are highly academically motivated and may be interested in graduate study – can make connections with faculty that otherwise might not have been possible.

"What fascinates me as an Asian historian is that I know the places students are coming from. I want to study these places, see some of the differences, and gain insight into what's influencing them. I also have an opportunity to explore opportunities for these students as future graduate students at UCSC," Hu said.

Growing Program Portfolio



- Italian Culture Through Food and Language on the Amalfi Coast
- Tradition and Innovation: Relief Printmaking in Korea
- Muslim Granada and Its Legacy
- Writing 2 in Ireland: Research and Travel Writing

Global Summer Internships

Global Learning partnered with the Department of Psychology to design a Psychology and Cognitive Science Internship in 2021. This new program allows students to explore career goals, expand professional skills, and gain real work experience while abroad in either Barcelona, Spain or Lisbon, Portugal.

"Through collaborations such as this, we are able to facilitate strategically developed programs that are tied to academic disciplines while crafting experiential opportunities that are most valuable to students," said Alice Michel, director of Global Learning.

The Department of Psychology stood out as an ideal candidate to pilot a summer international internship due, in large part, to their highly successful Field Study Program, led by Carrie Walker, Field Study director.

In summer 2022, twenty-five students participated in a customized internship with an organization in either Spain or Portugal.

"The Psychology Field Study Program attempts to provide that opportunity, while also emphasizing the importance of giving back to the greater Santa Cruz community. These new international internships in Barcelona and Lisbon have not only expanded the number of students we can serve, but will allow our students to experience a new culture and perspective, all while supporting the physical, mental and emotional well-being of our global community," said Walker.

Global Learning hopes to replicate this model in the future with other departments on campus in order to enhance UCSC's portfolio of international internship offerings.

Faculty-led Global Seminars

After a year filled with uncertainty and a pause in student mobility, Faculty-led Global Seminars are back to reignite the spirit of experiential learning for students at UC Santa Cruz.

Global Learning has partnered with UCSC faculty members to grow its impactful summer portfolio from five programs in 2019 to nine in 2022.

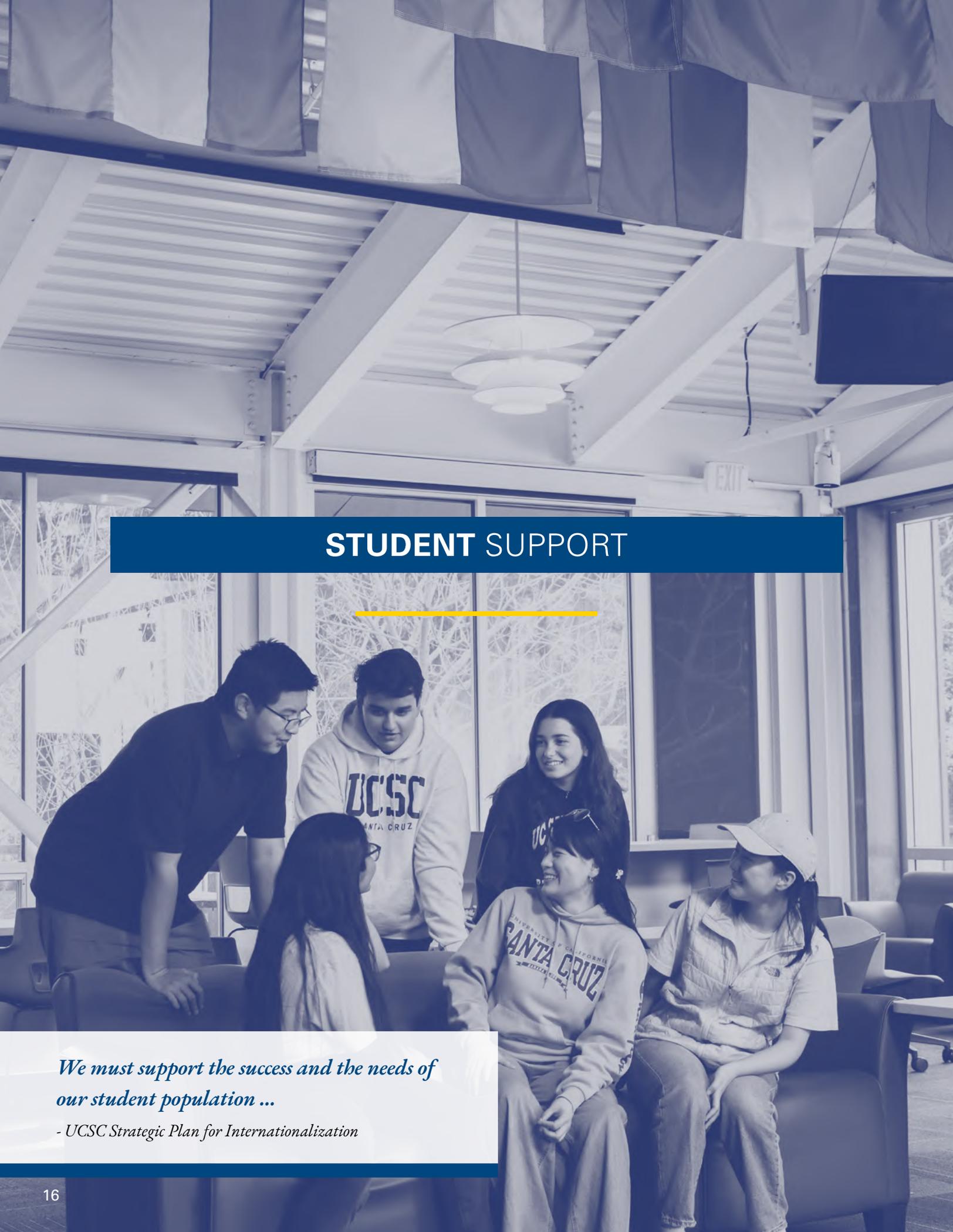
Each Faculty-led Global Seminar program offers dynamic ways of fulfilling different UCSC course requirements, such as GE's and major-specific requirements; keeping students on track, and offering a global learning experience as part of the UCSC degree.

"Faculty-led Global Seminars are a wonderful opportunity for our students to learn from faculty members who are passionate about the topics of the programs, and the locations where each program is being held. These hands-on experiences provide a chance for students to learn without classroom walls, directly in the communities and cultures that they are learning about," Emma May, assistant director of Global Learning said.

These programs are open to UC students from all campuses and encompass UCSC courses taught abroad/away, with excursions and cultural activities enhanced by the location.

Faculty-led Global Seminars in summer 2022

- Agroecology Practicum in Guatemala
- Camping - Dance, Choreography, and Performance in France
- Fair Trade and Culture Regional Field Study in Central Veracruz
- Film History and Preservation in Bologna
- Food Study Field Study in Berlin



STUDENT SUPPORT

*We must support the success and the needs of
our student population ...*

- UCSC Strategic Plan for Internationalization

Building Community

Global Mentorship Program fosters community among 172 new international students

The Global Mentorship Program offered to new international students through Global Programming, part of the Division of Global Engagement, has expanded this year to provide needed services to 172 international student mentees.

A team made up of thirteen Global Mentors and two Global Captains trained remotely during the summer and began outreach to incoming international frosh and interested transfer and exchange students in July. The team also connected with students through email and a newly developed Discord channel.

"When I found out that I got into UCSC, I felt nervous about coronavirus and unsure about how to apply for accommodations. My Global Mentor put a lot of my worries at ease," said Marianna Marcelline, international student mentee. "It has been a great experience attending programs, settling in, and getting to know other students."

In September, Global Mentors assisted with community building sessions during international student orientation including ice-breaker conversations and get-to-know-you

activities. Mentors are planning group activities throughout the year to connect with their mentor groups and continue to check in with individual mentees regularly.

Mentors also assist with Global Programming events and activities such as a trip to Rodoni Farm's pumpkin patch for international scholars, graduate students, and families, an Evergreen cemetery tour with the Santa Cruz Museum of Art and History (MAH) in time for Halloween, and a Global Mingle at Woodstock's with a private tour at the MAH.

"The Global Programming team was so pleased to hold some extended international student orientation activities in person this fall to help with understanding U.S. classroom culture, intercultural strategies, and international and other identities," Lisa Swaim, director of Global Programming said. "We have also appreciated all of the small group programs and individual outreach that our mentors have been doing to support their students."

Honoring Student Contributions

Three international students selected to receive Sara Matthews Scholarship

From the estate of Sara E. Matthews, and administered by International Student and Scholar Services (ISSS), these scholarships are awarded annually. They are granted to deserving undergraduate international students of sophomore or junior standing at UC Santa Cruz to help with educational costs.

"There were many strong applicants this year. Three candidates stood out to the scholarship selection committee due to their campus involvement, dedication to sharing and exploring cultures, and impressive academic records. We honor and appreciate the valuable contribution these scholarship awardees make to campus internationalization," Assistant Director of International Student Services, Adrienne Bergenfeld said.

Sara Matthews Scholarships, ranging from \$1,000 to \$5,000, are awarded during spring term. Eligible students can learn more by visiting the ISSS financing and scholarships webpage.

Connecting to Scholarships

UCSC sees record Gilman Scholarship recipients

This past year, 37 UC Santa Cruz students, a record number, received the U.S. Department of State's Benjamin A. Gilman International Scholarship Program which offers awards of up to \$5,000 for Pell Grant recipients to study or intern abroad. In comparison, 18 students received the scholarship in AY 2020-21.

"This year we are thrilled to see so many deserving students receive funding to help pay for their global learning experiences," Bayman, Global Learning coordinator and advisor said. "We worked hard to ensure that students were aware of the scholarship and received necessary support through initiatives. It's encouraging to see our students take advantage of this incredible scholarship opportunity."

"Scholarship funding is critical for many of our students to participate in Global Learning programs as part of their undergraduate degree," Director of Global Learning Alice Michel said.



FACTS & FIGURES

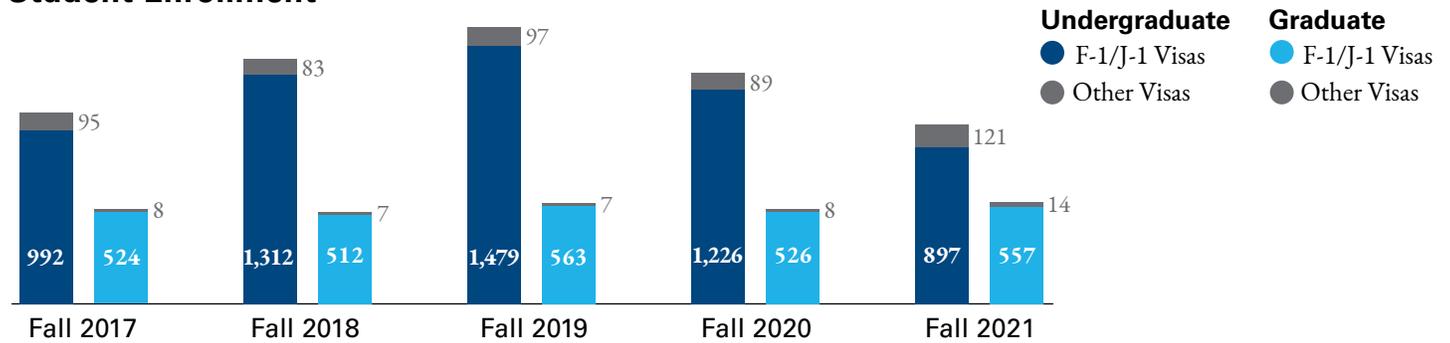
As an institution of higher education, our academic offerings reflect our values and ethos.

- UCSC Strategic Plan for Internationalization

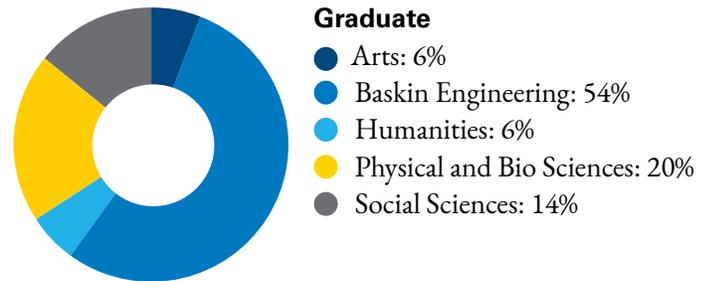
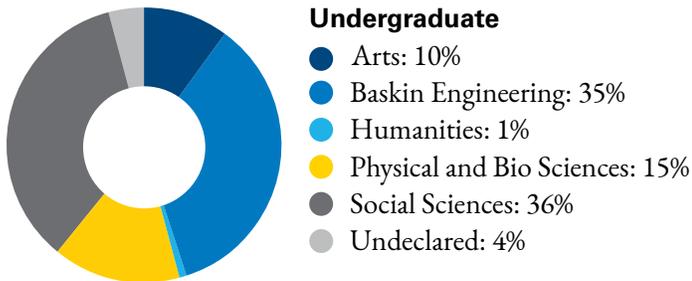
INTERNATIONAL STUDENTS

International students are determined by citizenship and visa type, in accordance with UCOP. This includes some students who attend UCSC on visa types other than F-1 or J-1.

Student Enrollment

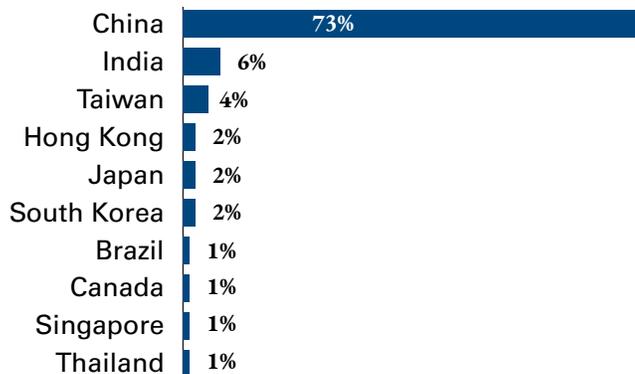


Students by Division

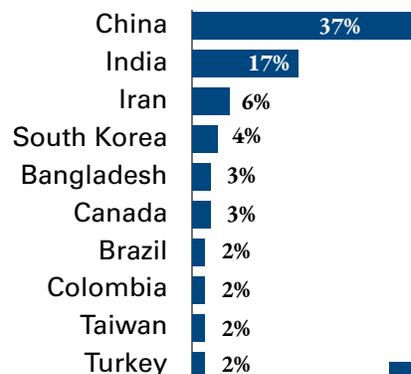


Top Ten Places of Origin (based on citizenship, all visa types)

Undergraduate



Graduate



Highlights

1,555

Degree-seeking students served throughout AY 2021-22

83

Places of origin represented

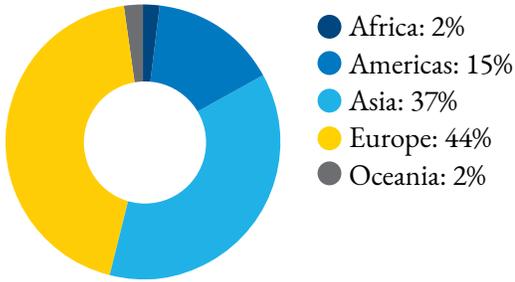
15

Sponsored students from CONACYT, China Scholarship Council (CSC), Fulbright/Institute of International Education (IIE), Laspau, and Kuwait Cultural Division.

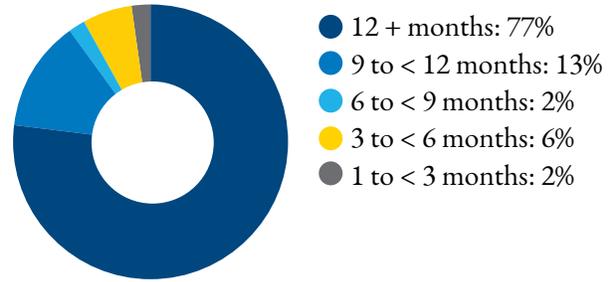
INTERNATIONAL SCHOLARS

Data from the fiscal year calendar, July 1, 2021 - June 30, 2022, of faculty, researchers, and staff.

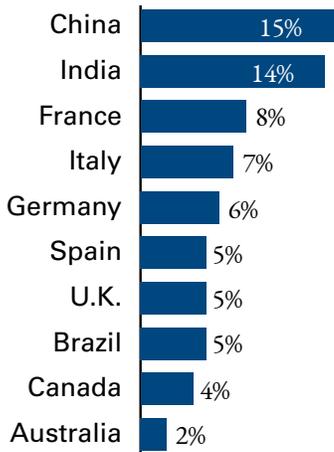
Regions of Origin



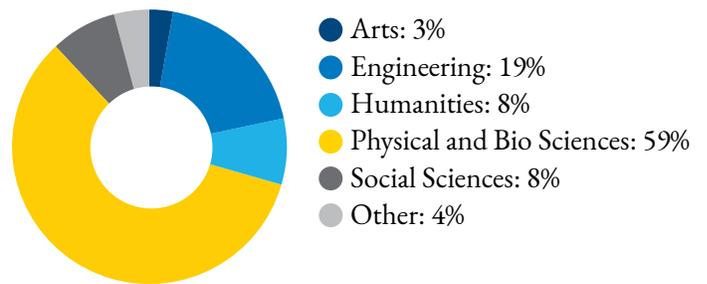
Duration of Stay



Top Ten Places of Origin



Divisional Affiliation



Other = Division of Undergraduate Education, Graduate Studies, Business & Administrative Services, Student Affairs and Success, Chancellor's Office, Information Technology Services

Highlights

103 J-1 visitors at UCSC

88 H1-B visas

4 Other visas

48 Places of origin represented

8 Permanent Residency Applications

Learn more at iss.ucsc.edu

GLOBAL PROGRAMMING

Global Programming supports all students at UC Santa Cruz through programs and events including those listed below.

Academic Success

- Graduate Preparation Program
- Beyond Orientation Workshops
- Intro to U.S. Classroom Culture
- Support to Colleges and Advisers

Cultural Engagement

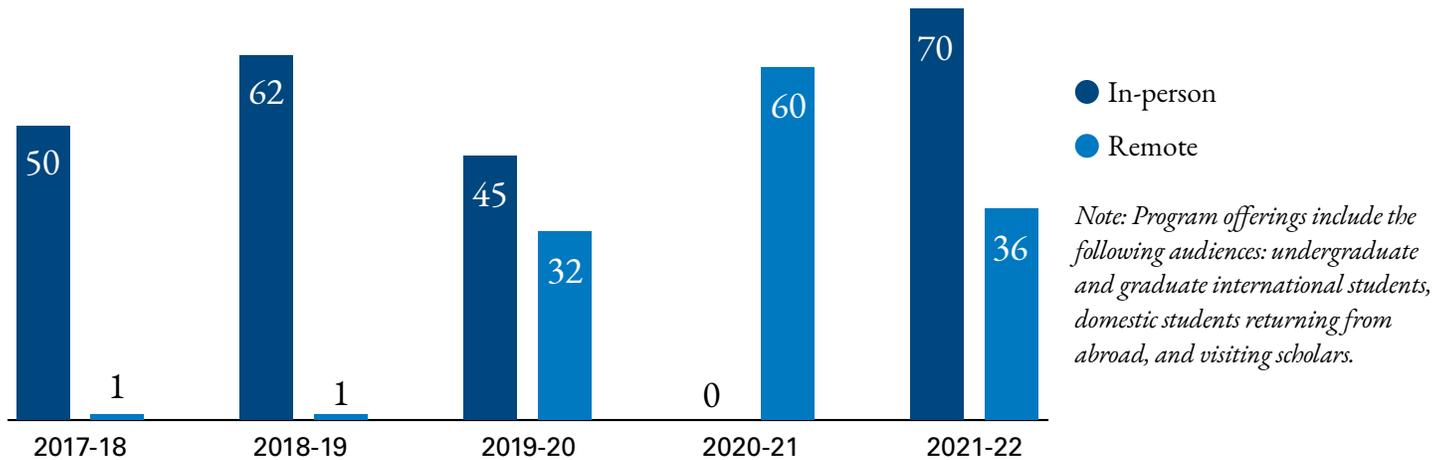
- International Student Orientation
- International Education Week
- Global Mentorship Program
- Intercultural Workshops
- Community-Building Events

Special Customized Programs

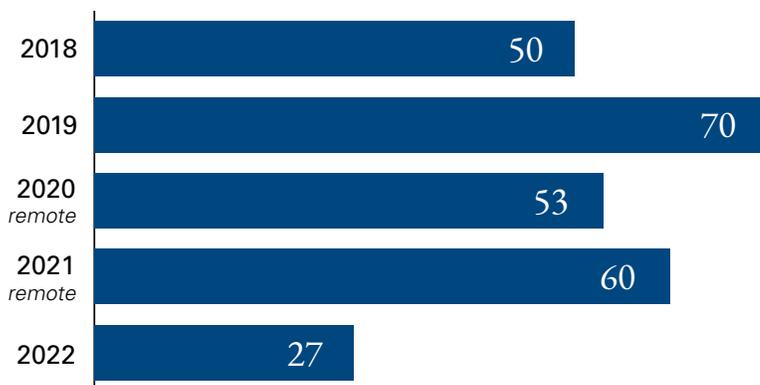
- International Summer Research Program (ISRP) Orientation
- Peace Corps Workshops

Data for the academic year 2021-22 (including summer 2022) represents in-person and remote programming.

Number of Programs Offered



Graduate Preparation Program Participation (summer)



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

Highlights

172 Active global mentees (Frosh, Transfer, Exchange)

Fall 2021 orientation attendance:

138 Undergraduate students

250 Graduate students

Winter 2022 orientation attendance:
34 undergraduate and 2 graduate students.

Learn more at global.ucsc.edu/programming

PARTNERSHIPS

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 existing and new partnership agreements established during the academic year 2021-22. For a complete listing, see the [GlobalConnect database](#).

New Partnerships

New Partnerships in Europe

Student Exchange

- Norwegian University of Science and Technology (NTNU)
- University of Bristol - *UK (England)*
- University of East Anglia - *UK (England)*
- University of Leeds - *UK (England)*
- University of Padua - *Italy*

New Partnerships in South America

Student Exchange

- University of the Andes (UniAndes) - *Colombia*

Existing Partnerships (Prior to AY 2021-22)

Asia

Japan

- Kyoto University
- Rikkyo University
- Sophia University
- University of Tokyo

Korea

- KAIST
- Korea University
- Seoul National University
- Sungkyunkwan University

Europe

Denmark

- Aarhus University
- Technical University of Denmark

France

- ISARA-Lyon

Germany

- Heidelberg University

Spain

- Autonomous University of Barcelona

Norway

- University of Bergen

United Kingdom

- University of Sussex

Highlights

8 New student exchange programs established in AY 2021-22

23 Direct student exchange partnerships, and growing

New Partnerships in Asia

Student Exchange

- University of the Ryukyus - *Japan*

New Partnerships in Oceania

Student Exchange

- University of Melbourne - *Australia*

Learn more at global.ucsc.edu/partnerships/initiatives

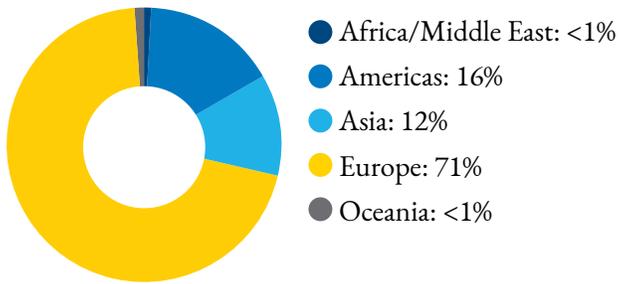
GLOBAL LEARNING

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.

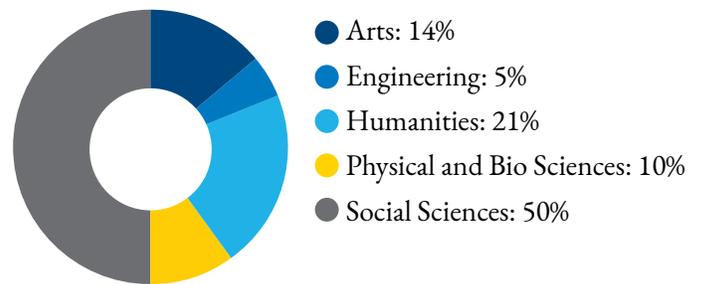
- Faculty-led Global Seminars
- Direct Student Exchanges
- Global Internships
- Global Classrooms (COIL)
- APRU Online Course Exchange
- UC Education Abroad Program
- UCDC Washington Program
- Other UC Study Abroad
- Independent Programs

Data represented is from the academic year 2021-2022 (including summer 2022).

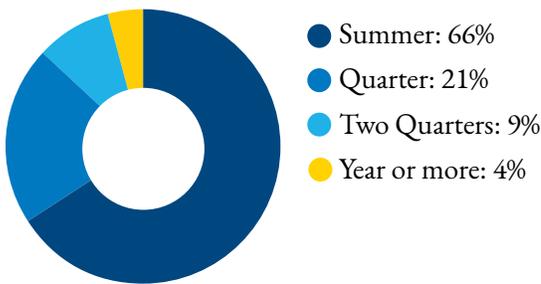
Students Abroad by Region



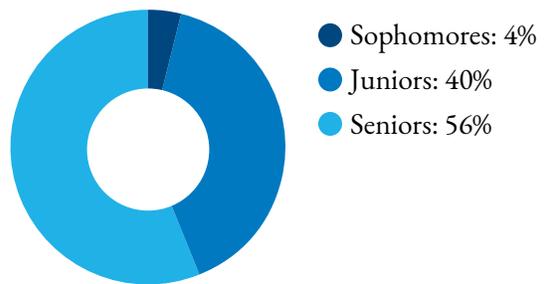
Participation by Division



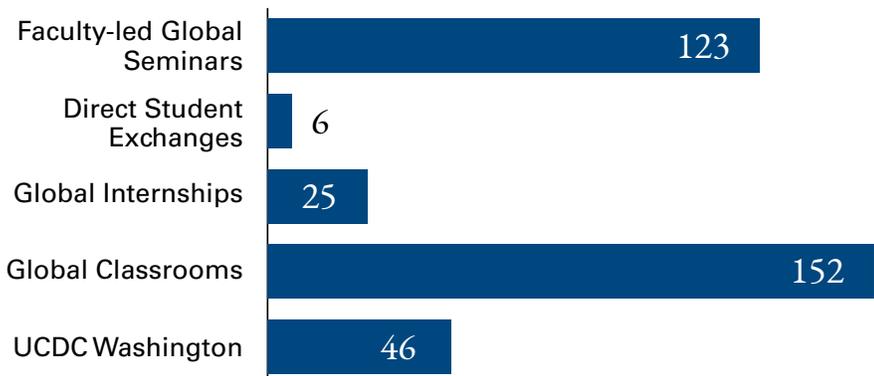
Terms Away From UCSC



Participation by Class Level



Participation by Program Type



Highlights

40% of students studied a foreign language abroad

7% of graduating class earned credit abroad

75% of students received financial aid

Note: Fall 2021 Direct Student Exchange was canceled due to the COVID-19 Pandemic.

Learn more at globallearning.ucsc.edu



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

- UCSC Strategic Plan for Internationalization

A photograph of three students walking outdoors. On the left, a young man with glasses and a black polo shirt walks towards the camera. In the center, a young woman in a yellow shirt, a light blue vest, and a white cap walks with a smile. On the right, a young woman in a white t-shirt with 'SANTA CRUZ' and '1965' printed on it walks with a smile. They are walking on a paved area in front of a white pop-up tent. The background shows trees and a building under a clear blue sky.

CONTACT US

UC Santa Cruz

Division of Global Engagement
1156 High St
Santa Cruz, CA 95064 USA

Email: global@ucsc.edu
Tel: +1 831-459-2858