



Resilience in the Face of Global Uncertainty

International Affairs 2019-2020 Annual Report

TABLE OF CONTENTS

1 Transitions in
International Affairs

Letter from Vice Provost Kelechi Kalu

3 International Education
and COVID-19

6 UC Riverside –
University Profile

9 International Affairs at
UC Riverside

13 The Journey to UCR

35 Gateway to the World

51 Creating Global Connections

59 #UCRAroundTheWorld



Transitions in International Affairs

Challenges and Trends in International Education

Dear Students, Faculty, and Colleagues:

It has been my privilege to serve as the founding Vice Provost of International Affairs at the University of California, Riverside since 2015. During those years, UCR's International Affairs office (UCR-IA) worked with different campus groups, units, and individuals to enhance and maintain UCR's efforts to achieve global relevance within the University's core mission and goals. Collaborative activities with various academic and cultural programs on campus, as well as relevant academic institutions within and outside the United States, were significant to much of our success. Over those years, a significant number of the collaborative projects were based on initiatives that include the notion that effective internationalization requires aligning the University's strategic vision with its values such that processes and people can prepare students to become globally conscious in their daily activities. Many of UCR-IA's programs were geared toward enabling UCR students to acquire the capacity to compete and operate effectively in both the United States and other cultures and settings to improve lives both in their immediate communities and around the world. Collaborations with different academic units across campus included the goal of ensuring that through relevant curriculum content, UCR graduates will have a firm understanding of the realities of the evolving contemporary world that will enable them to better meet the challenges of the 21st Century and beyond. Accomplishing substantial aspects of the foregoing goals involved UCR-IA's ability to consistently seek out and work with strategic

partners—other higher education institutions, think-tanks, and various non-governmental entities—whose desire for transformative and progressive change aligns with UCR's.

Tangible collaborative efforts empower UCR's faculty members, researchers, and students to think beyond their immediate confines to come up with big ideas. And, with the ongoing proliferation of information technology, individuals will continue to work with others on ways of scaling up their findings for both tangible and intangible benefits from international collaborations.

While technology helps us to produce new materials, it is people that make partnerships work. COVID-19 has pushed almost everyone onto various technology platforms for teaching, learning, planning, meetings, and international collaborations. Hopefully, when the COVID-19 pandemic comes to an end, we will continue to collaborate to find opportunities to meet in person—welcoming international students, scholars, researchers, and others to the UCR campus, and journey to other lands—to work together for progressive change in our immediate communities and globally!

In 2015, UCR made the move to inaugurate an office of International Affairs. Putting aside prevailing individual-only engagements, the University deliberately moved to encourage and support predominantly institution-based engagements in an international collaboration

that has resulted in many of the campus-wide achievements you will read about in this annual report. These accomplishments have the imprimatur of several individuals, units, and institutions with different skills, backgrounds, nationalities, and locations. These accomplishments reflect the collaborative efforts that mark the quality of UCR-IA during the past five years.

Barbara Hill, Senior Advisor for Internationalization at the American Council on Education (ACE) was correct in 2013 when she noted that “Globalization is the movement of people, ideas, goods, capital, services, pollution, and diseases across borders. Internationalization is higher education’s engagement with that reality.” The COVID-19 pandemic has intensified the need for globalization. Individuals, institutions, and communities will be defined by their strategies for resilience against this global pandemic that has ravaged human lives, but not hopes across the world. We now know that what happens in Papua New Guinea, Wuhan, Lombardy, Seattle, London, Lagos, and Paris do not, after all, stay in those locations. Ideas, people, and diseases travel—sometimes using human hosts and without regard to class, gender, or nationality. Research collaborations need faculty/scholar and student mobility across institutions and national boundaries now more than ever to combat COVID-19 and other global problems as well as to build bridges to positive global futures. A predominant goal of units like UCR-IA is to invite us to rethink individual and institutional coping mechanisms on a global scale using international education.

The work in International Affairs will continue long after I return to my full-time faculty position. I am

proud of all the things our community has been able to accomplish so far. The entire International Affairs staff has invested so much in building and sustaining a welcoming, supportive, healthy, and actively engaged international environment at UCR. The dedication of the IA staff is one of the reasons I took this job in the first place. They work tirelessly to make living, working, and learning at UCR a positive and enriching experience for international students, international scholars, and students who learn abroad.

The future of international education is bright and rich with opportunities for investment, resource sharing, problem solving, and creative engagement. I would like to ask everyone to join those of us who are passionate about international education and its power to help internationalize students’ global experiences in a paean to the Campbell Family and all those whose generous gifts are making a difference in creating opportunities for UCR’s students to live up to the challenges of a continually evolving global consciousness. The efforts of these sponsors increases accessibility to international education and enables ongoing construction of platforms for working collaboratively toward local and global advancement. The broader global community benefits greatly when the unique knowledge, skills, and experience of UCR students, faculty, and staff is shared with the world.

Sincerely,
Kelechi Kalu
Founding Vice Provost
International Affairs





International Education and COVID-19

Global Health Crisis. Travel Ban. Border Closures. Programs Canceled. Campuses Closed. Uncertainty. Economic Crisis. Unemployment. Unexpected Challenges.

International Education and COVID-19

If there was ever a question of how interconnected we are with others from around the world, the Coronavirus pandemic has made it very clear.

Due to a public health order issued by the county of Riverside on March 12, 2020, the University of California Riverside campus closed to help slow the spread of COVID-19. In a few short days, all classes and work moved online. So much of what we do has changed. From the safety of our homes, our staff continues to support students, faculty, and staff in the UCR global community. Perhaps the changes are temporary, but more likely than not, these changes could usher in a new innovative era in the history of higher education.

Our Response to the Coronavirus

Those of us working in international education have been in crisis management and emergency response mode since we first learned about the novel Coronavirus in December. International students were rushing to get home for the winter break as we started to see education abroad programs closing or put on hold indefinitely.

As the impact of the virus expanded, the closure of education abroad programs increased at an alarming rate. Our staff in Education Abroad and their program partners worked tirelessly to support our students as they navigated through such rapid changes. For example, one day our program partners confirmed their international program was in fact running as normal with plans for the entire term; not 24 hours later, conditions changed, and the program was

immediately canceled. With such rapid change, a number of questions need to be considered: What should the students do? Should they stay, on the off chance that it's a temporary closure and classes would resume in 2 weeks? If they leave now, how does that impact their time to graduation? Would they lose all the credits for one quarter or two? What if they can't leave? What if the airports are shut down and there are no flights out? Would they have housing in their host country? Would they be allowed to stay if they were no longer studying, as technically their student visa would not be valid? Can they afford to stay abroad indefinitely? What about other unexpected costs like pre-paid housing, transportation and other expenses? What is the impact to the local health system? Is it safer for them to stay abroad? Is it safer to go home? What if they don't have stable housing back in the U.S.? Each student's situation needed to be assessed individually to explore what, if any, options they had left. This work continues today.

Crisis management in Education Abroad is challenging, given the global health and safety concerns, the urgent nature of the work and the need to be responsive across multiple time zones. It was difficult work, both physically and emotionally. Many of our students have been planning to learn abroad for more than a year. They have invested significant time and money to pursue an immersive education experience in a new and intensely rich cultural environment. We believe international experiences add significant value to a university education. But what will an international experience look like in a post-COVID-19 world?

The Coronavirus pandemic launched an avalanche of questions. There are no simple answers and no answers that apply to all students learning abroad.

How do you appropriately advise students in such an unstable environment?

How do you advise international students and scholars when the rules from the government are unclear and changing frequently?

As campuses across the U.S. rapidly moved to online instruction, a whole host of questions popped up. For us, a major concern was 'what does this change mean for international students?' Before the Coronavirus pandemic, the regulations clearly stated that international students in the U.S. were only allowed to take one online class per term. Would those rules change? Would the government allow flexibility, given the fluid situation of the global health crisis? After weeks of questions and confusion, changes were announced that allow international students to take a full course load of online courses and still maintain their status.

The economic impact of the health crisis has hit our international population with considerable force. Many international students rely on their on-campus jobs to fund their basic living expenses. The loss of that income, on top of financial losses experienced by their families back home, has put many international students at risk. There is no safety net for international students. They do not qualify for federal subsidies and other social programs and, at this time, they are not eligible for any financial

assistance offered by the CARES Act. International students at UCR rely heavily on the assistance provided by UCR's Basic Needs office.

In this current environment, it feels like every answer we get sparks more challenging questions. The process of getting international students and scholars here to the U.S. and keeping them here in good standing is quite complicated. It is challenging work. Our dedicated staff believes international students and international scholars add tremendous value to the UCR community, the health community, the scientific community, and the world at large.

As scientists, artists, entrepreneurs, educators, engineers, and so much more, international scholars are working together to solve complex global problems, both on our campus and around the world.

When the world feels frail and full of uncertainty,

we hold tight to things that remain true: human collaboration, innovation, and ingenuity are not bound by national borders. The collective effort of the global community to band together to address a shared problem is inspiring. It reminds us that our differences may actually be quite small when compared to all that we have in common. This collective effort reminds us that collaboration can be a powerful force for good.

Our staff did not enter into this field to be federal compliance watchdogs or paper pushers. If you ask them, they'll tell you that they do this work because international education can have a profound impact and the knowledge, experience, and expertise international students and scholars bring to UCR actually enhances the experience for everyone on campus.

Our Hope for the Future

As of early May 2020, the world is still in the midst of the Coronavirus crisis. We do not know how long it will last or what new obstacles our students, faculty, and staff will face. A university is not just a collection of buildings; a university is its people and the ideas that our collective community creates together. We may be apart right now, but our international community is united in the belief that we are stronger together.

Our hope for the future is that this crisis will strengthen the global community in ways we cannot imagine. International Affairs is committed to supporting our community and enhancing UCR's global impact. This global crisis has shown the world that international collaboration, research, and educational exchange are needed now more than ever.

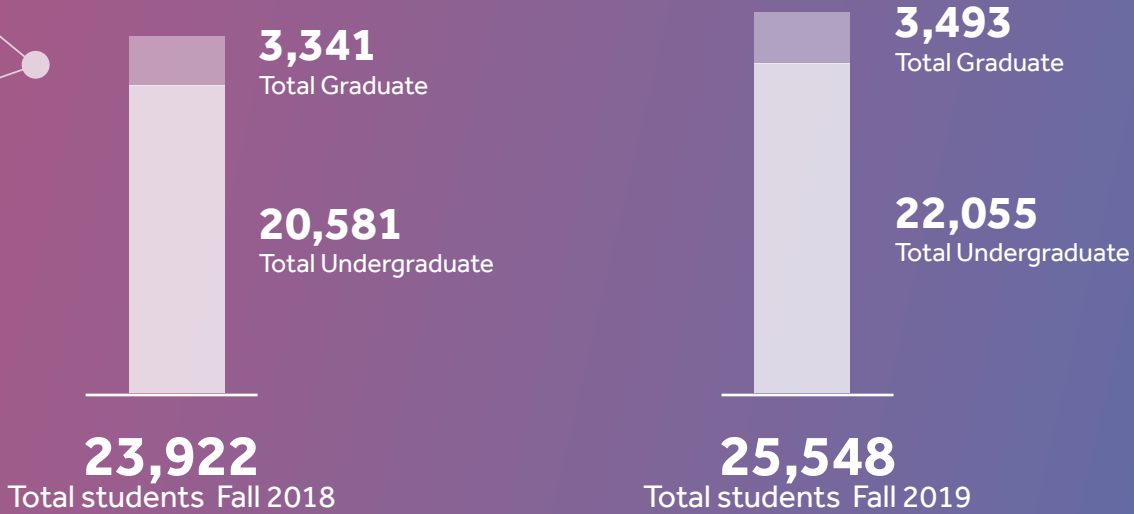


UC RIVERSIDE PROFILE



UC Riverside Stats at a Glance:

Located in the heart of inland Southern California, UC Riverside is truly an international university with diverse and friendly students, faculty, and staff from around the world. Our faculty and students conduct world-class research that enriches California's economic, social, cultural, and environmental future.



101
Bachelor Degree Programs

55
Master's Degree Programs

42
Ph.D. Programs

Source: UCR Institutional Research

No. 1 = Fastest rising ranked university
U.S. News 2019

As a member of the world's most prestigious public university system, UC Riverside ranks among the top 1% of universities worldwide
Center for World University Rankings 2018-19

Located in the 10th most populous county in the U.S. and California's fastest growing region, UCR is an economic powerhouse, contributing \$2.7 billion to the U.S. economy
2017 UCR Economic Impact Report

Ranked No. 2 in the world, UCR's research in Entomology leads the global fight to save bees and other endangered pollinators
Center for World University Rankings

Faculty distinctions & research impact

- Total research funding = \$159 million *
- UCR's distinguished faculty boasts 2 Nobel Laureates, and 10 members of the National Academies of Science and Medicine.
- 48 Fulbright Scholars
- 19 Guggenheim Fellows
- 49 National Endowment for the Humanities Fellows
- Home to the largest indoor atmospheric test chamber, UCR is a national leader in air pollution and alternative fuels research.
- A global leader in agricultural research, UCR has produced more than 40 different citrus varieties, including the popular Tango mandarin.
- Home to one of the world's largest cataloged collections of science fiction and fantasy literature and memorabilia.
- UCR's California Museum of Photography is the largest photographic center in the western United States, housing the region's most comprehensive public camera collection.

Source: RED Contract and Grant Activity Fiscal Year 2018 Annual Summary Report
<https://research.ucr.edu/WebDocs/RED/AnnualReports/AnnualReport2018.pdf>



INTERNATIONAL AFFAIRS

AT UCR

Who we are, what we do, why we do it

Global engagement is a core component of a world-class education. Our vision is to enhance the University of California, Riverside's position as an outstanding public research university by building a vibrant community where global knowledge, people, ideas, and skills are constantly evolving.

OUR MISSION

International Affairs infuses a global dimension into UC Riverside's mission of teaching, research and engagement. We serve as a central hub for the University's international activity. Our goal in International Affairs is to amplify UCR's global connections, enhance our global impact, and provide a world-class education that equips our students with the tools to navigate a changing global landscape.

Our work focuses on:



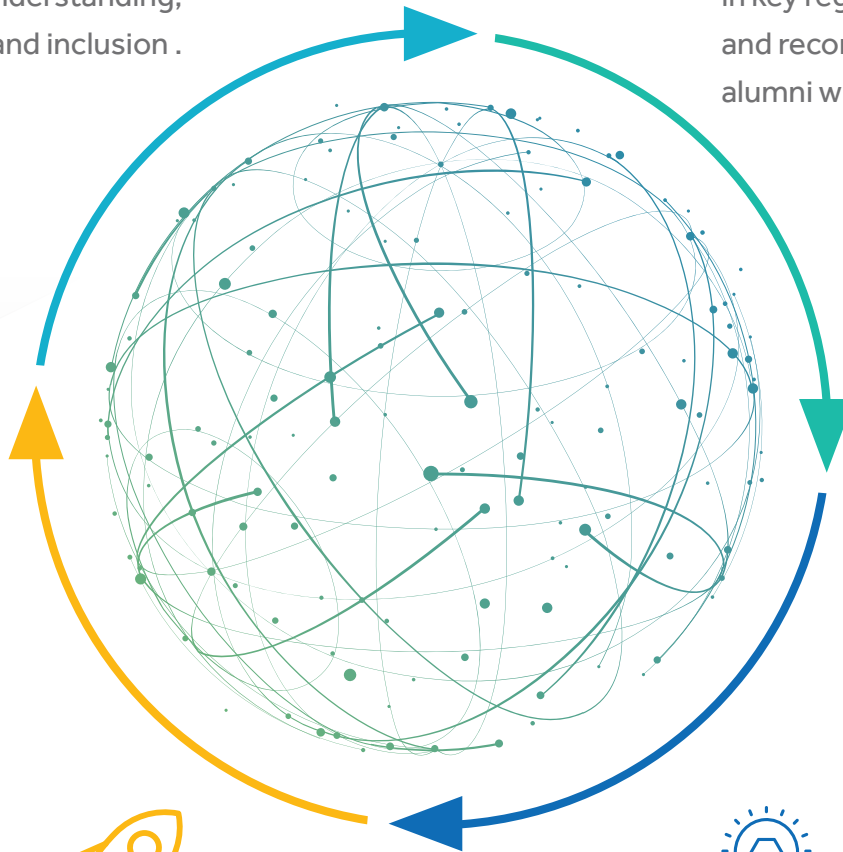
Global Community

Welcoming international people and fostering a campus culture of global awareness, understanding, engagement, and inclusion.



Global Connections

Building a strong network by facilitating strategic partnerships in key regions around the world and reconnecting international alumni with UCR.



Global Impact

Facilitating innovative research collaborations to address challenges that affect our world.



Global Education

Enhancing students' learning by developing experiences that encourage critical thinking, intellectual curiosity, and creative problem-solving.

General Framework for UCR Strategic International Goals

In the fall of 2015, Vice Provost Kelechi Kalu convened the first ever Council on Strategic Internationalization at UCR. The council was made up of a variety of stakeholders from across the university. Their charge was to help identify and outline UCR's Strategic International Goals based on the needs of the university and the vision outlined in the strategic plan, UCR 2020: The Path to Preeminence. The document produced, the General Framework for UCR Strategic International Goals, outlines a set of goals, strategies, and tactics that International Affairs uses as a guide for implementation of UCR's global engagement.

The Council's five sub-committees focused on:

- Student International Experience
 - Study Abroad Experience
 - Internationalization at Home
- International Students Recruitment
- Community Engagement/International Alumni
- Curricula Engagement
- International Research Collaboration



General Framework for UCR Strategic International Goals

<https://www.ucr.edu/sites/g/files/rcwecm986/files/2018-03/Strategic-International-Goals.pdf>

The division of International Affairs and its core departments provide a number of services to the university, which include:

- Supporting and advising international students and scholars
- Helping UCR students participate in international programs to study, intern, or conduct research abroad
- Collaborating with faculty and academic units to establish strategic research partnerships with institutions in key regions around the world





INTERNATIONAL STUDENTS AND SCHOLARS

The Journey to UCR

The International Students and Scholars (ISS) office is the campus' main liaison to the Department of Homeland Security (DHS) and Department of State (DOS). The ISS department, under International Affairs, is charged with maintaining UCR's compliance authorization to admit and enroll international students and employ international faculty/researchers.

But we are so much more than immigration and paper processing! The International Students and Scholars' office serves as a home away from home for international students and scholars at UC Riverside. We provide a welcoming environment that gives international students and scholars a safe place to seek support, ask questions, and connect with the broader UCR community. We provide a full spectrum of programs designed to support the personal, professional, and academic success of international students and scholars at UCR.

Changes in ISS Leadership

After serving as the Director of the International Students and Scholars office since 2017, Dr. Magid Shirzadegan will be leaving UCR at the end of the 2019-2020 academic year.

UCR's International Affairs office recruited Dr. Shirzadegan out of retirement to apply his in-depth knowledge and expertise in the International Students and Scholars office (ISS). His expertise has helped to shape the operations and compliance components of the dynamic academic setting for UCR's international students and scholars.

Dr. Shirzadegan's personal and professional experiences helped to infuse human and compassionate elements in what can often be perceived as rote mechanics in support of UCR's international constituencies. UCR has benefited from Dr. Shirzadegan's wisdom and experience. We are grateful for his guidance and thoughtful advocacy on behalf of UCR's international students and scholars.



Challenging Environment for International Students and Scholars

“There is no doubt that the past few years have been especially challenging for international students and scholars. Since my arrival at UCR in 2017, we’ve seen the introduction of several federal policies and practices that negatively impact our international community, policies such as the Travel Ban in 2017. Even though the President’s Executive Order applied to specific countries, the impact was immediately felt on a much larger scale. The initial information about the ban was not clear, which caused confusion and fear among international students and scholars. International students from around the world started questioning whether or not the U.S. was a safe and welcoming place for them to pursue their educational and career goals. And now we face the collective uncertainty of the Coronavirus pandemic – a global health crisis that has reminded the world of how connected we really are.

At UC Riverside, the International Students and Scholars office works as advocates for international students and scholars, both on campus and in the larger community. We help students and scholars navigate complex university, state and federal procedures. We also help international students and scholars get answers, find support and connect to the community through our key programs and services.

ISS programs address many challenges facing international students and scholars including isolation, community-integration challenges, loneliness, mental and physical health concerns, English language acquisition challenges, cultural adjustment, and academic support issues. We help international students and scholars adjust to their new home so they can achieve their goals.

For nearly 30 years, I have had the great honor of working with international students and scholars. International students bring a unique perspective to the classroom and international scholars conduct ground-breaking research that directly reflects the mission of UCR. Every day I continue to marvel at their resilience. It takes great courage to leave your home country and culture, especially in the face of such adversity. Their presence enriches the campus environment and adds to the diversity of our university. International students and international scholars are an untapped resource for UCR. Beyond tuition and fees, they offer a wealth of cultural knowledge and experience. When international students and scholars are welcomed into the community and are intentionally given a platform to share their experience and expertise, they provide tremendous value for the university. I am grateful to my colleagues and to the campus partners who work tirelessly to welcome and support international students and scholars. There is still work to be done and I am hopeful that the positive impact in our community will continue to expand after my departure."

Magid Shirzadegan, Ph.D.

Director, International Students and Scholars



INTERNATIONAL STUDENTS

International Student Stories: Transferring to UCR

The path to a university education is not always straight or well-defined. For many students, especially transfer students, the road to a university education can have twists, turns, lane changes, switchbacks, and may be full of starts and stops. As an international student, understanding the university system can add additional complexity to the mix. Navigating these challenges and more, both international students and transfer students build resiliency while demonstrating the skills needed to adapt to new cultures and succeed in new environments.



DAVID ASPLUND, '19
CHASS, Anthropology

Channeling Difficult Experiences into Positive Connections

David Asplund's Story

David Asplund is an international student from Sundsvall, Sweden. He was adopted as a baby and grew up experiencing challenges in school including racism and bullying. Throughout those trying times, his grandmother was a source of love and hope. She passed away when he was 13 and her death inspired him to lead a life that would make her proud. "I wanted my grandmother's hope to live on through me and my actions." David tried going to university in Sweden (two universities, in fact), but felt they were not quite right. He then spent a few years working, volunteering, and traveling around the world – meeting people, hearing their stories, observing and experiencing life in another culture. Each place he visited has been a part of his education. Foothill College in Los Altos Hills, CA was where he found a good fit and after completing an associate degree in Anthropology, he transferred to UCR. "I was incredibly sad to leave the Bay Area, but from the very first day at UC Riverside, people have approached me and welcomed me with open arms."

David recently returned to Sweden, due to the pandemic. Earlier this year, he was doing archaeology work for a private company in Colton, CA.

The Lasting Impact of a Supervisor

Yaqi Wang's story

Yaqi Wang was an international student from Chengdu, China, who majored in accounting. "There are 2 main reasons why I chose to study in the US: First, my parents want me to learn more different cultures and education systems. The second reason is that I would like to explore the world's diversity and meet different people from around the world." Yaqi started her college career at East Los Angeles College in 2014 and transferred to UCR in 2016. She was concerned about her grades and knew it was difficult to get into a UC. She credits the support of staff at East Los Angeles College for encouraging her to apply to UCR. "One of my supervisors encouraged me to apply to UC schools. He said 'if you don't try, you will never know your possibility. If you try, you will never have regrets, even if you are rejected by UC.'" She applied to 4 UCs and received 2 offers. "The most important thing is UCR had my major concentration, which is high ranking in the US. UCR also offered me a scholarship. It's such an honor and I was able to save some money for my parents."

Yaqi is currently working at Education Tomorrow Inc. in Claremont, CA.

She is planning to pursue graduate school in the near future.



YAQI WANG, '19

School of Business, Accounting

Exchange students come to UC Riverside as part of the University of California's Education Abroad Program (UCEAP) Reciprocity Programs. Students in this program are referred to as "EAP Reciprocity Students," due to the "reciprocal" exchange with current UCR students.

UCR welcomes students from around the world for summer, quarter and year-long exchange programs. Exchange programs can be a deeply engaging and transformative experience. They allow students to immerse themselves in the UCR community as they study and conduct research, earn credit toward degree requirements and gain self-awareness and adaptability – skills and experience they carry with them for the rest of their lives.

“ Getting involved on campus is the best thing to do. Studying abroad is so much more than taking classes overseas. For me, studying abroad is about experiential learning. By joining student organizations, attending different events and maybe even working on campus, you will not only grow personally and professionally, but also experience the unique culture. In my year at UCR, I became the Committee Chairman for the student org Future Business Leaders of America. It was a great experience. I encourage international and study abroad students to be active on campus and capitalize on opportunities that present themselves. College is a great time for you to network with people, whether it be for professional or for personal reasons. When you are abroad, you have a prime opportunity to meet people from different countries, cultures and with different experiences. You will be amazed how fun and exciting it can be to learn about other people! They say at least 70% of all the available jobs are not published, which means that those positions are filled through networking and by knowing people. You never know where your classmates will work in the future.”

Martin Eriksson

Lund University in Sweden, studying business





International Student Engagement

Making our voices heard through ISU and ISAC

INTERNATIONAL STUDENT UNION

Inspired by conversations with Dr. Magid Shirzadegan, undergraduate student Viresha Perera led a group of peers to create a new student organization, the International Student Union (ISU). The mission of ISU is to support international students with their integration into American society by hosting social events and professional development opportunities for all UCR students. ISU focuses on bridging the social and cultural gap between international and domestic students at UCR.

INTERNATIONAL STUDENT / SCHOLAR ADVISORY COMMITTEE

The International Student/Scholar Committee (ISAC) is a group of international undergraduate students, graduate students, and scholars that work in collaboration with the International Students and Scholars (ISS) office. In partnership with associations and groups across UCR, ISAC is committed to improving the well-being, sense of belonging, quality of services, and opportunities available for international students and scholars through advocacy and outreach. ISAC serves as a channel of communication between students, faculty, and administration. ISAC encourages international students and scholars to speak up and get involved with the university.

INTERNATIONAL STUDENT SURVEY AND FOCUS GROUPS

The International Students and Scholars office has conducted a recent needs assessment to get a better understanding of the key issues and concerns facing international students at UCR. To gain additional insights from the survey results, the ISS office hosted several focus groups to hear directly from students about ways the University can support them.

Key areas of concern for international students:



FINANCIAL SUPPORT

Lack of competitive/comparable funding packages for graduate students, lack of grant and scholarship opportunities for international students, and lack of emergency loans during times of crisis.



CAREER CONCERNS

Post-graduate job market, visa support, and current political climate may make finding a job in the U.S. difficult during times of crisis.



ACADEMIC CHALLENGES

Concerns about English language skills in an academic context (both speaking and writing skills, especially noting the challenges for new/incoming students who are expected to be Teaching Assistants in their first quarter at UCR).



HOUSING

Lack of access to on-campus housing and lack of affordable housing for international graduate students, especially those with dependents and families.



MENTAL HEALTH CONCERNS

Lack of access to counseling support, misunderstandings or lack of culturally sensitive support by faculty, staff, and administrators, increases in stress and challenges with adapting to a new cultural environment.



2018 Outstanding
International Student Nominees

RECOGNIZING INTERNATIONAL STUDENT LEADERS

Each year, International Affairs recognizes a select group of international students for their outstanding contributions to UCR. Nominated by faculty and staff from across the university, the students honored at the International Student Recognition Ceremony are selected based on their campus and community involvement, leadership skills, and academic success in the past year. Their dedication, resilience, and commitment to fostering an inclusive global community exemplifies the best of UCR's Highlander Spirit.



2019 Outstanding International Students

Outstanding International Students

2018

Viresha Perera
Sri Lanka/UAE
Undergraduate

Maiko Le Ley
Japan/France
Graduate

2019

Heidi Chen
Singapore
Undergraduate

Evelyn Morales Vasquez
Mexico
Graduate

21

Student leaders
recognized in 2018



32

Student leaders
recognized in 2019



International Student Stats at a Glance

UCR International Students – by the numbers

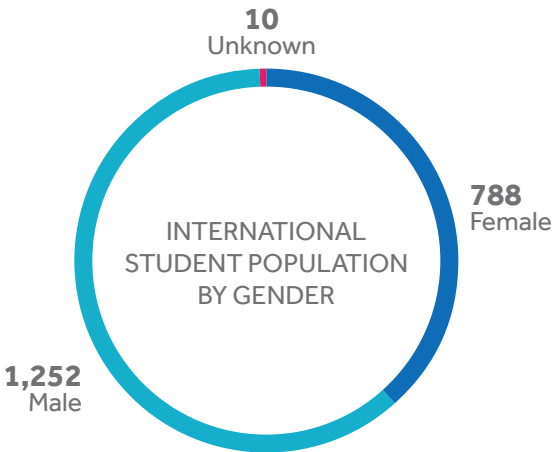
TOP COUNTRIES OF ORIGIN IN 2019

- 1,183 China
- 176 India
- 99 Taiwan
- 91 Iran
- 70 South Korea
- 46 Bangladesh
- 27 Japan
- 26 Mexico
- 23 Hong Kong
- 21 Vietnam
- 288 Others

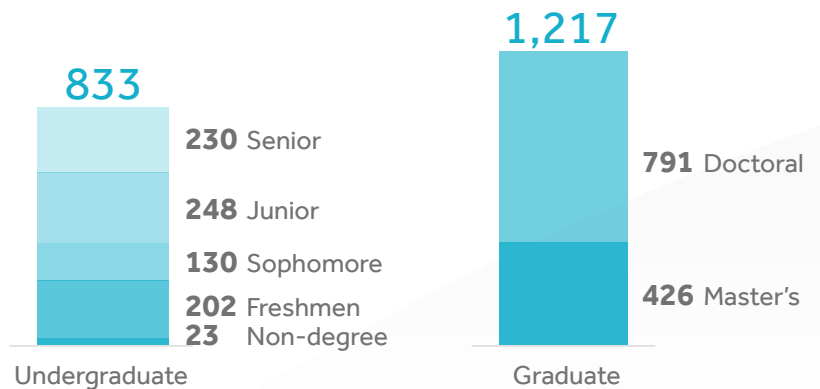


2,050
International
Students

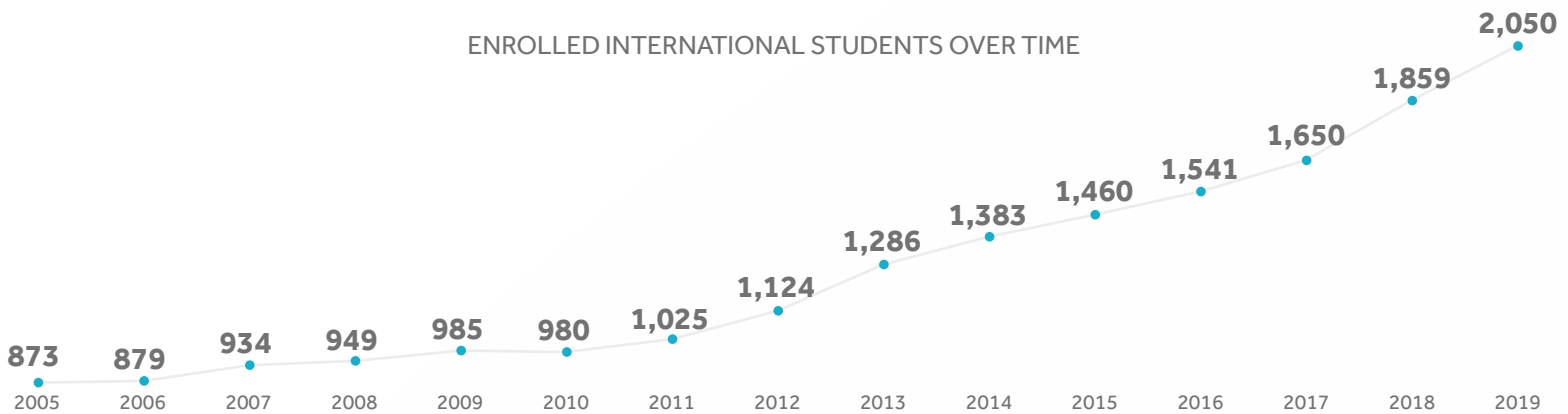
FROM
87
Countries



POPULATION BY CLASS LEVEL



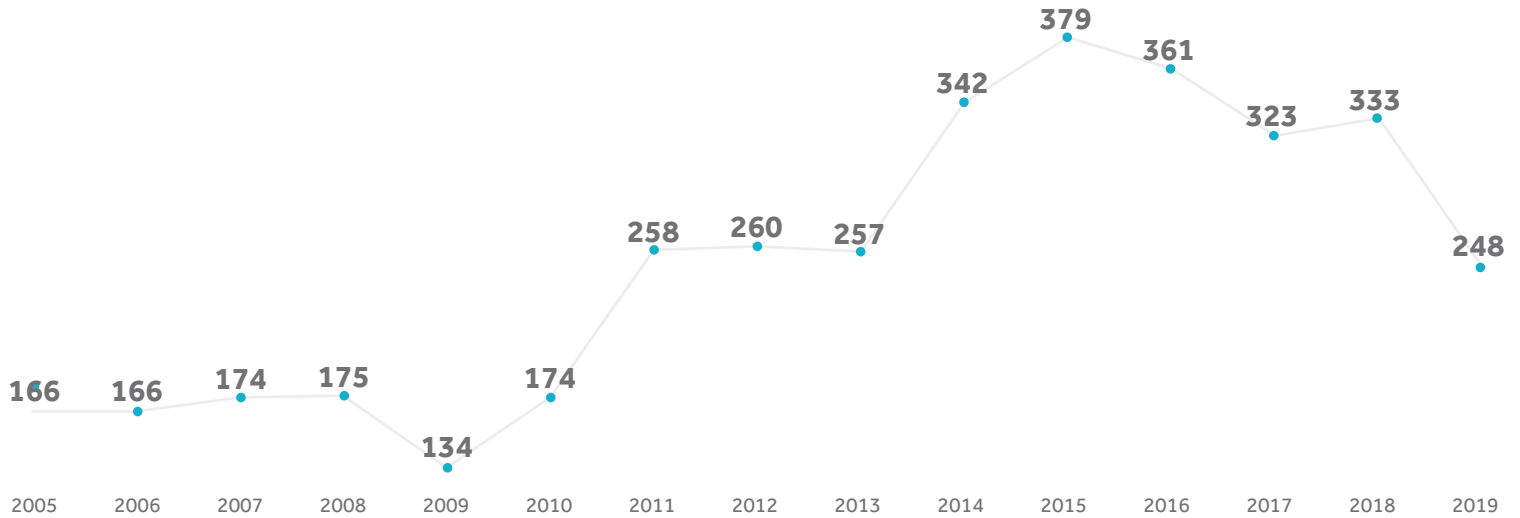
ENROLLED INTERNATIONAL STUDENTS OVER TIME



OPTIONAL PRACTICAL TRAINING

The ISS office supports approximately 300 UCR international students who choose to work in the U.S. after graduation through Optional Practical Training (OPT), the authorized post-graduate work experience.

UCR ALUMNI SUPPORTED DURING OPTIONAL PRACTICAL TRAINING



\$6.8B

Economic impact of international students in California

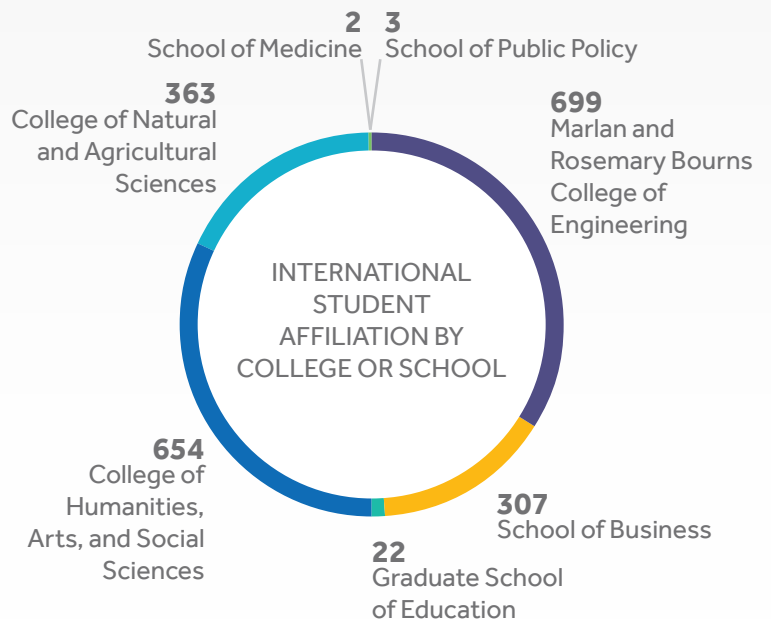
161,693 International students in California

74,814 Jobs supported

\$100.2M

Local economic impact generated by international students at UCR in 2018-2019

1,321 Jobs supported in our community congressional district 41



Source: NAFSA's economic analysis for 2018-2019 Academic Year using data from the U.S. Department of Education, U.S. Department of Commerce, and Institute of International Education's Open Doors Report for 2018-2019 Academic Year.

<https://www.nafsa.org/policy-and-advocacy/policy-resources/nafsa-international-student-economic-value-tool-v2>

INTERNATIONAL SCHOLARS

On Repeat – UCR Attracts Talented International Research Scholars

As a well-respected research institution, UCR attracts talented research scholars from around the world. For many scholars, their experience during a short-term research project is so positive that, in addition to being professionally and personally beneficial, they come back to work on additional research projects! Here are a few examples of recent scholars whose work has led them back to UCR:





Daniela Cassol

Brazil

Postdoctoral Scholar

Department of Botany and Plant Sciences

Serving as the Vice President of the Riverside Postdoctoral Association

First scholar experience at UCR: October 2014

Second scholar experience at UCR: October 2017



In Brazil, we have a program called a Ph.D. sandwich. The program idea is to provide Ph.D. students with experience abroad in the best universities and institutions. In this way, the Ph.D. student starts the program in the country, spends some time abroad researching and studying, and returns to the country to finish the Ph.D. In 2012, I was accepted in the Ph.D. program at the Federal University of Rio de Janeiro and I earned a fellowship to conduct part of my Ph.D. research at UCR, under the supervision of Professor Thomas Girke.

My research was focused on understanding the processes underlying plant response to drought. I was eager to learn new skills and started applying modern molecular biology techniques and bioinformatics in my research to advance our understanding of how plants respond to environmental stresses. In order to understand and extract novel biological findings from biological systems, it is necessary to use quantitative and computational approaches. However, one of the biggest challenges that still remain is the need to bridge the gap between biology and computer science, which requires special training in statistics, algorithms, and proficiency in different programming languages. Therefore, I came to UCR in pursuit of some of these skills, to seek a better education, to have an opportunity to learn a new language and culture.

After graduating, I worked one and a half years at a private company in Brazil. However, I was eager to continue my education and enhancement in the programming skills. I applied for the Postdoctoral position in genome data science with Professor Thomas Girke. The project conducts research in the areas of genome biology and bioinformatics, focusing on developing integrative analysis methods for multidimensional datasets from a variety of next-generation sequencing technologies.

I was born in a small village in a rural area of Brazil. Like most other people there I had to start working as a young child. Going to school, taking care of my younger sister, helping my parents with our crops and farm animals, were just a few of my duties in the early days of my childhood. Being surrounded by nature in my home country in Brazil sparked my fascination for science. My curiosity about understanding nature fueled my desire to study biology.

My parents left school after fourth grade and they were unaware of most higher academic degrees, such as MA or Ph.D. degrees. My family's world was very small, but against all odds, and with a lot of dedication, I was able to become the first one in my family with a college degree, and the fourth person in my entire city with a Ph.D. I am very proud of what I have achieved at this point.

The time at UCR helped me to see I can face any challenge. I was able to come from a small village in a rural area of Brazil, and here I had the opportunity to learn a new language, to take English classes, and to learn as much as possible about a new culture; to learn new skills.

My experiences at UCR shows me I can overcome all the difficulties with hard work and perseverance."





Xolane Reginald Mhlanga

Kanyamazane, Mpumalanga, South Africa

Ph.D. Candidate from Rhodes University

First scholar experience at UCR: November 2015

Second scholar experience at UCR: May 2018



In my first visit to UCR, I had just started my Ph.D. at my home university (Rhodes University) and my host and Ph.D. co-advisor, Prof. Timothy Lyons (UCR) invited me to work on my project samples hands-on in the laboratory where I'd be learning geochemical analytical techniques. The visit was mainly to introduce me to these lab techniques and to apply them on my project and acquire data. During that time, I also got to attend and present at my first international conference in San Francisco. My second visit was between May 2018 to March 2019 (approximately 10 months). I was in the final stages of my Ph.D. The longer visit was to spend more time in the laboratory to enhance lab skills learnt on the previous visit, write research articles and complete my thesis with the aim to help me transition into the postdoctoral stage of my career. During that visit, I also employed geochemical techniques to help further constrain and interpret the findings from data for my project and new projects that we're working on with my advisor Prof. Harilaos Tsikos (Rhodes). I was also able to attend and present in two international conferences in Boston, MA and Washington, DC.

Being at UCR was great during both visits. My initial visit was my first time in the USA and I got to experience a different way of life that I was previously exposed to through media (i.e., TV and Movies). It was great as I got to learn about different cultures. In terms of my research, it was my first exposure to lab techniques used here, so I got to be hands-on with the analysis of my samples which is a great skill to have. It also allowed me better interactions with Prof. Lyons' research group, which has helped me in my research and writing my thesis while ongoing laboratory work promises to yield more exciting findings for my research.

UCR has allowed me to gain some skills in my research which hopefully makes me a valuable asset to an institution after my Ph.D. is completed. I am applying what I have learnt at UCR now that I'm back at home. I hope to one day be in a position to instill this knowledge to younger geochemists and help in the growth of scientists in my research field back in South Africa."



Inna Smirnova

Ukraine/Austria

Postdoctoral Scholar

School of Business

First scholar experience at UCR: September 2017

Second scholar experience at UCR: November 2018



The main goal of my first exchange at UCR was to enrich my Ph.D. dissertation. I wanted to learn new research methods from experts in the field (namely Experiments since I've been primarily working on Empirical Analysis before) and get feedback on my research from various faculty members which focus on different areas of Management and Organizational Design. At the same time, I was really excited to see how the academic world in the USA works and have some amazing time under Californian sun. During my first visit at UCR, I built up new research connections which facilitated great ideas for new research projects. Once I got back to my home university, I really wanted to continue focusing on my new ideas and working together face-to-face with my new co-authors here at Riverside and greater Los Angeles area. Thus, I decided to apply for a grant to go abroad from Austria and the destination was of course UCR! I was delighted to get admitted for my second prolonged research visit at Riverside to work together with Marlo Raveendran on the topic of Division of Labor and Authority Delegation in Online Communities."



Sergio Pietro Ferrante

Palermo, Italy

Visiting Scholar

Department of Botany and Plant Sciences

Area of research: citrus genetics and genomics

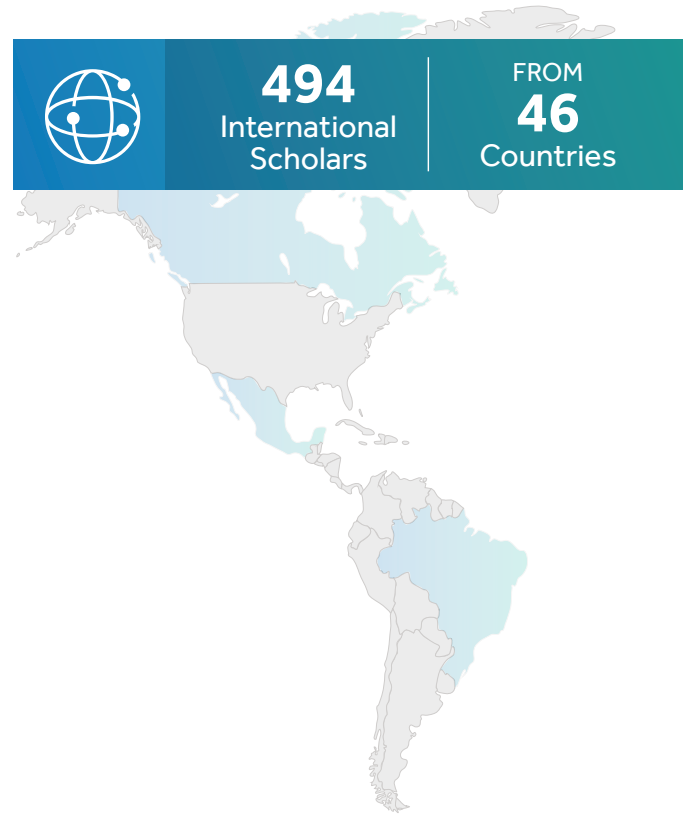
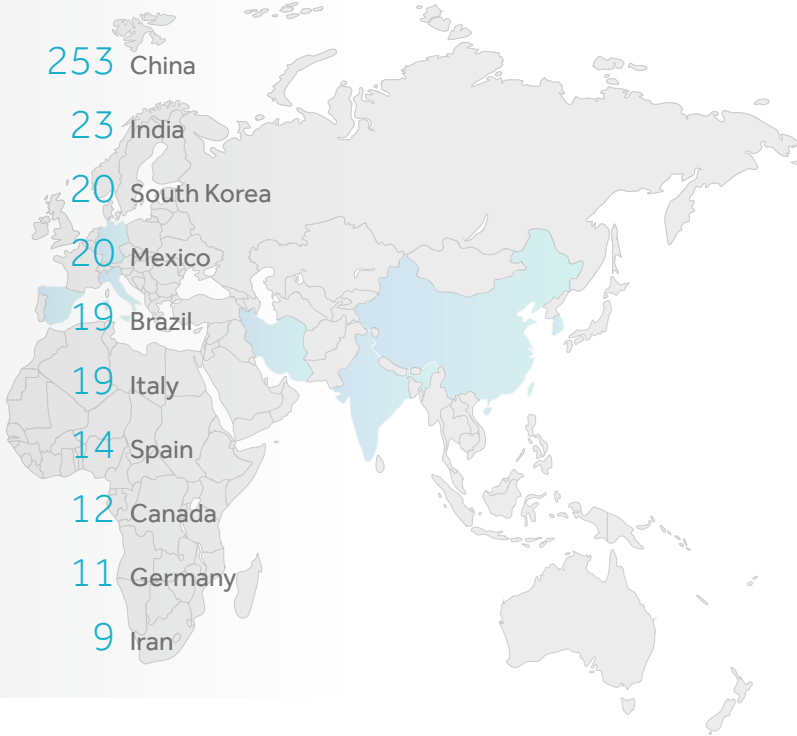


The first time I came here (2005), I already had a permanent job position. I was a researcher at the National Research Council of Italy. I was interested in establishing some form of collaboration with UCR and exploring California. Working on Citrus, I had the opportunity to join the research group of Dr. Roose. I found that group provided me with a very inclusive and stimulating environment. Since then, I have returned several times and together, we have carried out a number of projects that have attained very good results. Here at UCR, I have focused on and learned many things about the University, about California, about the American work ethic and, most important, about myself."

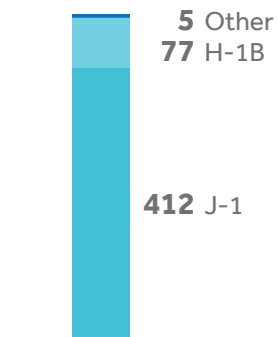
International Scholar Stats at a Glance

UCR International Scholars (researchers and faculty) – by the numbers:

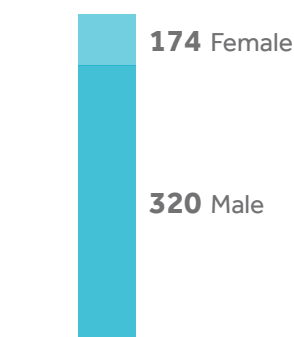
TOP COUNTRIES OF ORIGIN IN 2019



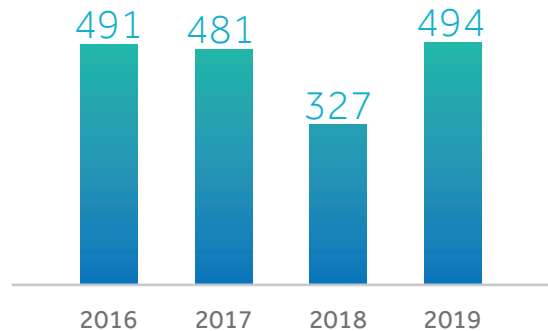
SCHOLAR POPULATION BY VISA TYPE



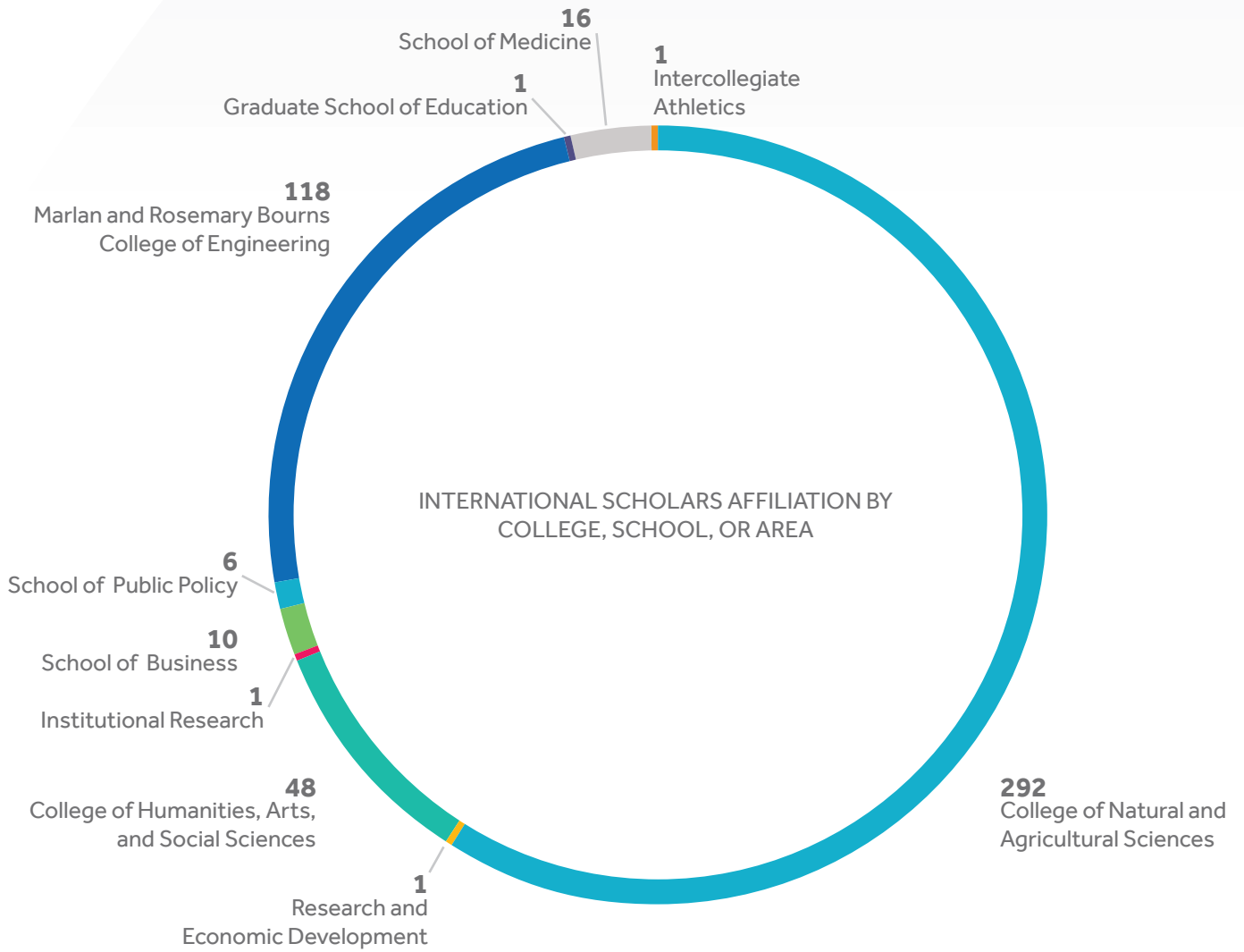
SCHOLAR POPULATION BY GENDER



INTERNATIONAL SCHOLARS BY YEAR



Source: Open Doors Reports





EDUCATION ABROAD

Gateway to the World

Education Abroad is the gateway to the world for UCR students. We advise and support students who participate in international programs that offer internships, field study, research, language learning, work opportunities and more. We also work with UCR faculty to create custom faculty led education abroad programs.



Students of the future look like our students now: diverse in background, age, ethnicity, and experiences who work and study at the same time. And those students now face a world of work marked by one key feature: rapid change. Even prior to the SARS-CoV-2 pandemic, a student learning today could expect to work in a world after they graduate with robots as colleagues, with teams that are geographically dispersed, on projects that might last a few months after which they move on to a new team, with members again located anywhere in the world. In such a rapidly evolving world, the ability to quickly navigate the unfamiliar will prove useful, and as current events underscore, possibly critical. To help prepare them for that ever-changing world, we provide opportunities for them to become familiar with the unfamiliar, and one of the most effective ways for them to do so is by entering an unfamiliar world to which they have to adjust. A report by the Institute of International Education finds that learning abroad strengthens the skills required in a 21st century economy. And for those of our students who choose not to learn abroad, we want to provide an opportunity to connect with the students who do go abroad, working in teams that are geographically dispersed, connected via technology. By linking students here in Riverside with students from UCR who go abroad, we can simulate that future work environment, preparing our students for that rapidly changing future they face.”

Karolyn M. Andrews, Ph.D.
Director, Education Abroad

UCR offers three types of Education Abroad programs

UCR FACULTY LED EDUCATION ABROAD PROGRAMS (FLEAP)

FLEAP offers UCR courses in an international setting with UCR professors.

UC EDUCATION ABROAD PROGRAMS (UCEAP)

UCEAP is the University of California’s official education abroad program provider.

OPPORTUNITIES ABROAD PROGRAMS (OAP)

OAP is any type of learning abroad experience offered by other UC campuses and non-UC education abroad programs.

Enhance Global Learning through Faculty Led Education Abroad

Faculty Led Education Abroad Programs (FLEAP) are unique UCR courses that UCR faculty have designed in an international setting. With FLEAP, students have the opportunity to conduct research, collaborate with students from other countries and get first-hand experience in another culture.

FLEAP OFFERS:

- Summer opportunities, about 4 to 6 weeks, in a wide range of academic disciplines that vary every year
- Programs for undergraduate and graduate students from UCR and other universities
- Field trips, field study, language-learning, and research opportunities
- Courses that satisfy UC breadth/general education and major requirements

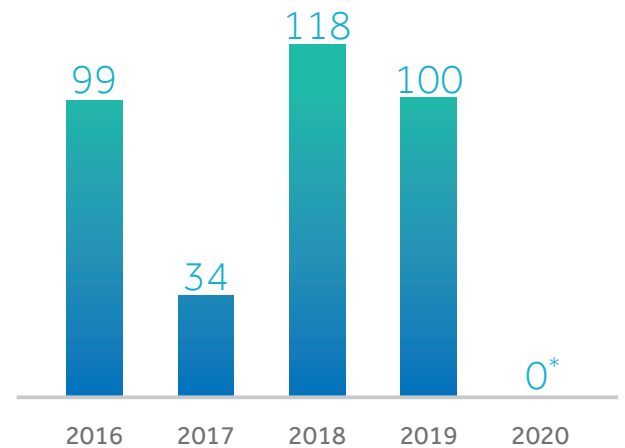
WHEN STUDENTS CHOOSE TO LEARN ABROAD THROUGH FLEAP, THEY:

- Remain enrolled at UCR, earn UC credits
- Can use eligible federal, state, and UC financial aid
- Can apply for scholarships and grants
- Enjoy small classes and close interaction with UCR faculty

OUR GOALS FOR THE FACULTY LED EDUCATION ABROAD PROGRAMS ARE TO:

- Increase student participation
- Grow the number of programs offered
- Diversify locations of programs
- Create programs in new academic disciplines, and
- Build sustainable infrastructure to support these programs throughout the lifecycle – sustainable program models, health and safety support, budget, requirements/restrictions, and logistical support

TOTAL STUDENT PARTICIPATION IN FLEAP



*2020 programs canceled due to the Coronavirus pandemic



The Faculty Led Education Abroad Program (FLEAP) allows us as instructors to create a more curated experience for students. Typically for students the course they are taking is one of many, and each student has a different set of classes and other obligations that they need to meet during the traditional academic quarter. However, instructors participating in FLEAP programs have much more influence on the academic experience during a summer program. Things like synergistic course pairings, relevant cultural excursions, exciting academic and housing settings, and interesting guest speakers can be tailored to elevate it from 'just another course' to a truly one of a kind academic experience for students.

During our FLEAP we paired a course in software construction with one in entrepreneurship to put students through a mini-startup incubator where they conceived of, built, and pitched their own product in one month in London, one of Europe's top tech hubs. During that month we had them stay in a co-living community with other freelancers and entrepreneurs and had startup founders and veteran engineers come and talk about their experience and what its like building a product for an international audience. The small class sizes gave us the time to coach each of the teams one-on-one about their product and left them with an amazing resume item and story to tell future employers."

Brian Crites, Faculty co-leader
"Start Up Bootcamp:
Software with an International Perspective,"
FLEAP London 2019





Gabriela Alaniz, '20

CHASS, Psychology major

Participated in "Rome: The Eternal City,"

FLEAP Rome 2019



FLEAP for me was such a beautiful experience. Traveling on FLEAP and learning with other students from UCR enriched my time in Rome. It also enhanced my experience on campus after the program ended. I learned how to be independent and how to develop strong friendships with my roommates. As a psychology student, learning about ancient Rome and ancient history was new and a bit challenging for me, but I loved it. I loved learning about Rome while actually being there. Visiting the Vatican and the Imperial Forum was especially memorable. The structure of these buildings was simply amazing."



Serving UCR students as a Peer Advisor

“My time as a student assistant at the Education Abroad Office has been an amazing and rewarding experience, to say the least. By leading the information sessions, application workshops, and pre-departure meetings, my public speaking, and problem-solving skills have vastly enhanced from when I began in the Fall of 2018 to now. I've had the privilege of talking to thousands of UC, Riverside students who were eager to go learn about the world and provided them with the tools to make that possible through education abroad. This position proved that going forward into international affairs is the perfect career path for me. I see myself as a leader in the field of education abroad and sustainability, thanks to what I have learned during my undergraduate experience at UC, Riverside. My time serving on the Highlander Abroad Referendum Committee (HAAC) has also taught me the importance of teamwork and transparency. As a committee, our aim is to use the Highlander Abroad Fee (HAF) for the students, so that more have access to the experience of a lifetime, that is, international education. My two years at Education Abroad gave me skills for a lifetime, and that is something I will forever be grateful for.”



Katie Abesadze, '20

CHASS, Sustainability Studies major
Education Abroad Student Intern
Highlander Abroad Advisory Committee
Member

Advocating for Education Abroad and Sustainability

“The big elephant in the room when discussing international education is the environmental impact it has on our atmosphere. The truth of the matter is, aviation is a big contributor to global carbon emissions, and we need to have a conversation on how we can combat it, while encouraging students to explore and learn from the world. There are ways to give back to our planet as advocates of international education like carbon offsets, being mindful of waste, using locally sourced products/produce, bringing reusable items along to cut down on plastic usage, etc. It is important to discuss this topic and work together to mitigate our footprint.”

Scholarships for Education Abroad

In 2018 – 2019, 15% of students who participated in Education Abroad received more than \$170,000 in scholarship support. Scholarship awards range from \$500 to \$5,000, depending on the funding source and scholarship parameters.

Source: Education Abroad Annual Report for academic year: Summer 2018 – Spring 2019 (pg. 15: \$170,300)

Benjamin A. Gilman International Scholarship Program

The U.S. Department of State's Benjamin A. Gilman International Scholarship Program is a competitive scholarship that enables U.S. undergraduate students of limited financial means to study or intern abroad, thereby internationalizing their outlook and better preparing them to thrive in the global economy. The program serves students who have been traditionally underrepresented in education abroad.



Since 2012, 111 UCR students have been awarded the Benjamin A. Gilman International Scholarship to learn abroad.

 **Gilman** Scholarship.



Gianhu Nguyen, '20

CNAS, Biochemistry major

2019 Gilman Scholarship recipient

Participated in the Science and Engineering
Summer School at University College
Dublin (UCEAP)



As a first-generation college student, the Gilman International Scholarship was a monumental step in turning my aspiration of studying abroad into a reality. I highly recommend all UCR students to apply for it if they fit the eligibility requirements! Throughout the application process, the valuable resources and assistance I received from Education Abroad advisors and personnel from the Gilman Scholarship team allowed me to reflect on my motivation for pursuing an opportunity abroad and to really consider the potential impacts my experience can bring, to both my self-growth and my community upon the completion of the abroad program. Beyond financial support, the Gilman Scholarship also provides Gilman Alumni extensive opportunities for professional and personal development through seminar events, internships, and careers. My experience abroad was just the start for me to get more connected with the world."



Highlanders Helping Highlanders Go Abroad

In Spring 2019, UCR undergraduate students took the initiative to create the Highlander Abroad Referendum. Voted on and approved during the 2019 Associated Students of UCR (ASUCR) elections, the Highlander Abroad Referendum called for adding a new student-supported Highlander Abroad Fee. This \$2.00 quarterly fee helps increase access to Education Abroad, by enhancing and expanding outreach efforts.

In keeping with University of California policy, 25% of the amount collected from this fee (\$.50 per quarter) will be returned to UC Riverside students in the form of undergraduate financial aid.

As a student fee, students determine how the funds are spent. The Highlander Abroad Advisory Committee (HAAC) includes seven (7) UCR undergraduate students with voting privileges. Staff in Education Abroad and UCR faculty serve as advisors to the HAAC, but they are not eligible to vote on funding proposals.

The Highlander Abroad Fee: **\$2 buys a world of good.**



Education Abroad and UCR's Day of Giving

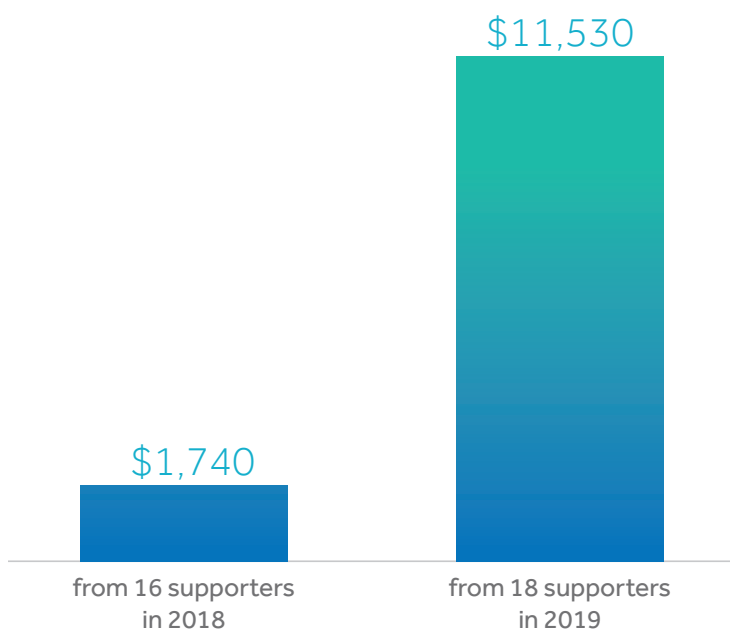
For several years, Education Abroad has participated in UCR's Giving Tuesday fundraising campaign in order to increase scholarship funds for students who participate in Education Abroad.

Currently, less than 2% of all UCR students learn abroad. One of the biggest barriers is financial limitations. Every gift counts – even a small amount can be the difference for a student working hard to gather the resources to learn abroad.

Giving to Education Abroad allows our students an opportunity to explore beyond the borders of UC Riverside, as they participate in education abroad programs that strengthen them academically, professionally, and personally.

Small gifts really do add up. Thanks to the generosity of 16 people, UCR's Day of Giving 2018 raised \$1,740 for Education Abroad scholarships. For UCR's Day of Giving 2019, 18 people gave more than \$11,000 to support Education Abroad scholarships.

FUNDS RAISED FOR EDUCATION ABROAD DURING THE DAY OF GIVING CAMPAIGNS





Erika S. De La Cruz
UCR 2017 graduate and proud
donor to Education Abroad

Giving as a Young Alum



Choosing the UCR Faculty Led Education Abroad Program to guide me through my first learning abroad experience was one of the best decisions I could make. I participated in the first UCR Madrid-Gijon Faculty Led Education Abroad Program in Summer 2016. Every single day abroad was full of amazing learning experiences due to the astounding efforts of our faculty and staff.

The UCR FLEAP faculty encouraged us to get out of our comfort zones, preparing us for a bright future of exploring the world. Dr. Covadonga Lamar Prieto created a fulfilling program that allowed us to travel through many historical regions and cities of Spain in a short amount of time--a learning experience

that I could never find simply by opening a book. This program also allowed me to create incredible bonds with my fellow UCR Highlanders, as well as with many new friends abroad, and motivated me to work hard to continue to explore the world.

In the years since, I've had the opportunity to travel to a number of truly wonderful places. The most rewarding experience of all was creating a "family study abroad." I took my 10-year-old daughter and my husband through a history lesson in 4 different regions of Japan and China (just as Dr. Covadonga taught me). Studying abroad has not only changed my life, but it has encouraged me to share the experience with others.

When I volunteered in the International Affairs office during my senior year, I made a promise that I would be back one day. Working in that office made me see just how much hard work was put into studying abroad and what it took to make UCR's Faculty Led Education Abroad Programs possible. This program not only gave me some of my best memories as a student at UCR, but it has continued to give so much to my life today. This is why, being a recent graduate, I know the importance of giving back to such an enriching program NOW, in the hope that other students can live these experiences too."





UCR in UK: Running for Scholarship Dollars

Stephanie Ostrich, '06

CHASS, Anthropology (BS) and History (BA) double major

UCEAP participant 2004-2005 at Royal Holloway,

University of London

Currently serves as the [co-president of the UCR alumni group in London, England](#)

“ Living and studying in another country was a pivotal moment for me: I got to experience first-hand different approaches to higher education, and my own research and writing skills developed hugely in that year; but importantly I also got to learn more about myself while exploring a familiar but new culture and making life-long friends in the process. I've been in love with the lifestyle and the history of the UK ever since. After returning to UCR for my final year, doing a stint as a student ambassador for the British Council and graduating in 2006,

I moved to the UK first on a six-month BUNAC sponsorship and then permanently in 2007, doing my MA in Archaeology at the Institute of Archaeology at University College London (UCL). I have had the fortune to work in London as an archaeologist for many years. I've worked on a number of exciting projects including project managing the award-winning coastal community archaeology project CITiZAN. I am currently project managing the flagship Walworth Heritage Action Zone (HAZ), a multi-project 5-year programme focusing on heritage-led regeneration of an historic London high street — the first HAZ in inner London. Studying abroad expanded my horizons and changed my life.

The [University of California Trust UK](#) has a regular running group here in London and every year alumni from across the UC system come together to run a 10K to help fundraise for student scholarships. Since 2017, I have been proud to represent UCR, donning my blue and gold Highlander kilt and taking to the London streets to raise money. This year our chosen race the London Vitality 10K has been cancelled, however UC alumni in the UK will still be fundraising for scholarships. We are planning a virtual 5K and 10K race on the scheduled race day 25 May, where we will separately run our races and later come together virtually to share photos and stories and catch up with fellow alumni. I will once again be wearing my UC colors and raising funds for UCR students. UCR is special to me, and it's a pleasure to pay it forward and raise money for student scholarships. I feel it is so important to share the opportunity I had with other UCR students to study abroad, to experience new cultures, meet new friends and learn about themselves and the wider world."



Stephanie and other UCR alumni have been part of the University of California running team for several years. Together, they've raised thousands of pounds for UC scholarships.

- Over £1,000 for UC scholarships in 2019
- Over £3,000 for UC scholarships in 2018
- Over £3900 for UC scholarships in 2017

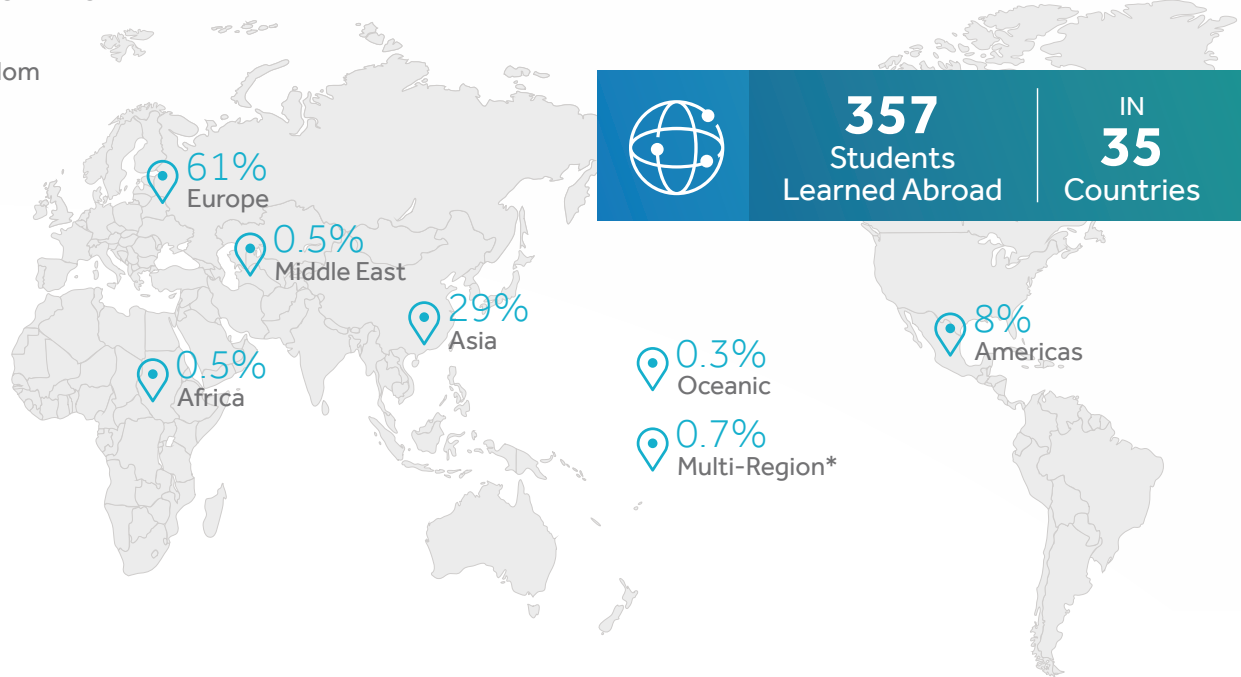
For photographic enquiries please call Fiona Hanson 07710 142 633 or email info@fionahanson.com These images are copyright Fiona Hanson©. These images have been supplied by Fiona Hanson and must be credited Fiona Hanson.

Education Abroad Stats at a Glance

UCR Education Abroad – by the numbers:

TOP 10 DESTINATIONS FOR EDUCATION ABROAD STUDENTS

- 73 United Kingdom
- 47 Japan
- 39 Spain
- 37 Italy
- 32 South Korea
- 15 Hong Kong
- 13 France
- 11 Ireland
- 7 Germany
- 7 China



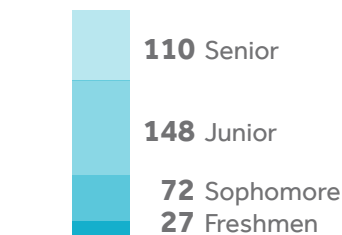
PARTICIPATION BY PROGRAM TYPE

100
FLEAP

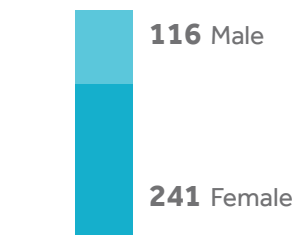
206
UCEAP

51
OAP

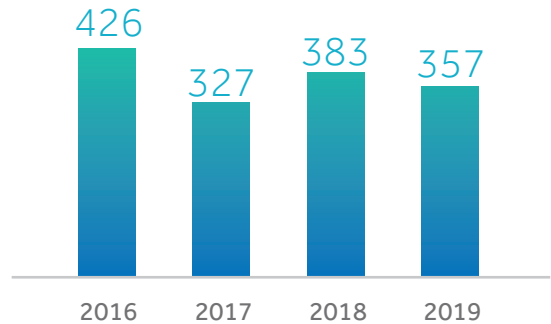
EDUCATION ABROAD PARTICIPATION BY CLASS



EDUCATION ABROAD PARTICIPATION BY GENDER



EDUCATION ABROAD PARTICIPATION BY YEAR



*Multi-Region represents participants in ship-based programs such as Semester at Sea and the Seamester program.

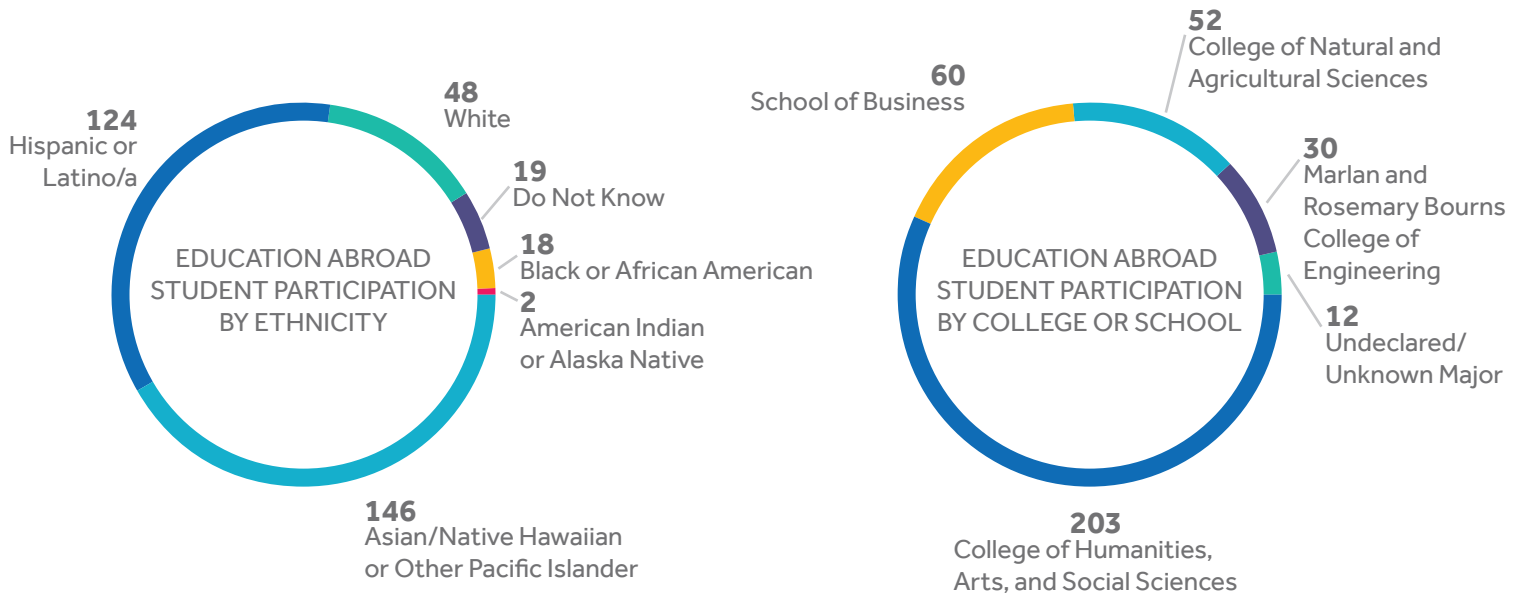
Source: Data submitted for the Institute for International Education's Open Doors Report for U.S. Study Abroad Survey, with student participation measured during Fall 2018 through Summer 2019.

15%

Of participants received scholarships for Education Abroad

\$170,300

Total scholarship dollars awarded





INTERNATIONAL PARTNERSHIPS

CREATING GLOBAL CONNECTIONS

Partnering with Researchers, Educators & Government Officials Around the World

International Affairs administration shapes the vision and implements UCR's global strategy. We foster global and local community outreach by working with UCR's colleges, schools and departments to establish sustainable collaborative partnerships that offer teaching and research opportunities with institutions in key regions around the world. We actively work with faculty to develop partnerships

across disciplines, industries and institutions in order to create new opportunities that meet local, state, national and global needs. Our collaborations are built on practical applications of research across academic disciplines. International partnerships focus on areas of mutual interest, complementary strengths, and mutual investment.

Examples of partnerships in key regions around the world



Australia

In Australia, we are highlighting three UCR connections across disciplines. Australia and southern California have a lot in common, including concerns about climate, water, housing, wildfires, and healthcare and education disparities in rural communities.

UC Riverside professor and paleontologist Mary Droser and her team of researchers have uncovered a new chapter in the world's history and discovered a number of new species of multicellular creatures. Recently recognized by the Honorable Steven Marshall, Premier of South Australia, the work at the Nilpena site was acknowledged for its national importance. A network of researchers, government officials, educators, and community members have established the Flinders Ediacara Foundation, a public-private partnership designed to protect and preserve the Ediacaran fossils of Nilpena and to educate future generations about the significance of these creatures. The site of discovery in Nilpena Station is also being considered for a World Heritage designation. Research conducted by Professor Droser and her team is rewriting history.

Dr. Gerald Maguire and Professor Stephen Winn have worked together to explore the use of tele-medicine in rural communities in Southern California

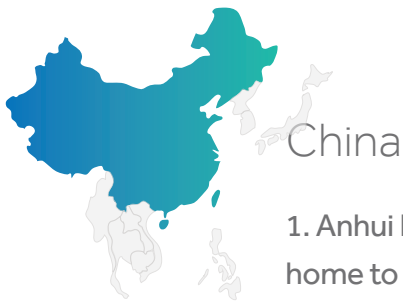
and Australia. Using videoconferencing technology to make up for the shortfall in healthcare and educational opportunities in rural communities helps increase access to key resources that support the health and well-being of people living in rural environments.

In late 2019, Vice Provost Kelechi Kalu was proud to welcome several prominent administrators and faculty from the University of Adelaide, including Vice-Chancellor and President of the university, Professor Peter Rathjen AO. The University of Adelaide is one of Australia's leading research-intensive universities and a number of their key priorities directly align with UCR's strategic initiatives. Their visit focused on conversations with Interim Provost and Executive Vice Chancellor Thomas Smith and with representatives from the College of Natural and Agricultural Sciences (CNAS), including Dean Kathryn Uhrich, distinguished professor and director of Café, Norm Ellstrand, and Associate Extension Specialist Matt Daugherty. The group also had the opportunity to learn about the Citrus Variety Collection during a tour of Agricultural Operations with Tracy Kahn and Peggy Mauk. Several areas were identified as promising opportunities for substantive engagement, including joint-research and teaching collaborations.



Chile

Collaborating with Associate Vice Chancellor Rosibel Ochoa and her team in the Office of Technology Partnerships, the UCR-Chile KNOW-HUB international agreement is part of the larger effort to establish a framework for catalyzing research, innovation and entrepreneurship ecosystem at the university-level. The goal is to promote research, innovation, technology transfer, and entrepreneurship using public-private cooperation between institutions and communities. Know Hub Chile is a consortium of 11 universities and research institutions in Chile, which aim to accelerate economic and social development. With \$300K in funding from the Chilean government, UCR and Know Hub Chile collaborate in several areas, including entrepreneurial education, evaluation of portfolio technologies, startup residency at UCR, and academic research.



China

1. Anhui Province in China has several regional and national research universities and is home to more than 60 million people. It has a vibrant college age population and the region is less saturated with foreign universities than other parts of China. With many UCR faculty members already engaged in joint research with their counterparts at universities in the area, Anhui Province is an ideal region for UCR's goal of establishing a strategic presence in China. Opportunities for research and teaching collaborations with several organizations in the region include Anhui Provincial Ministry of Education, Anhui University, Anhui Agricultural University, Anhui Medical University, Guangdong University of Technology, Hefei University, Hefei University of Technology, Jinan University, and the University of Science and Technology of China. These universities were selected as potential partners because their research complements UCR's research mission.

2. UCR and Xiamen University, in Xiamen, China, entered into a new educational pathway partnership for Xiamen University graduates who want to pursue doctoral education at UCR. This agreement is the first toward the shared goal of strategic engagement in research, teaching, and discovery between the two universities.

The partnership allows UCR to train a total of 40 doctoral students in a variety of disciplines. In return, Xiamen University will provide \$1 million to UCR to help defray the costs of the students' doctoral studies.

Xiamen University will recommend up to eight students per year, who will then apply to UCR through the normal application process for graduate students. Admission to UCR will be offered only to applicants who meet or exceed the standard graduate admissions criteria associated with each academic degree program. The final admission decisions remain with UCR graduate programs.

Upon successful completion of their Ph.D. degree, the students will have the opportunity to assume a faculty position at Xiamen University.

Vice Provost Kelechi Kalu shared the agreement with Xiamen University advances UCR's global engagement objectives in two ways: "First, the agreement will enhance UCR's international profile, since many of these graduates are likely to go back to teaching and research positions in Xiamen University. And secondly, this agreement also enhances UCR's ability to recruit good students based on the recommendations of proud alumni in the region."



Working with several academic and non-academic UCR units in Bourns College of Engineering, College of Natural and Agricultural Sciences, UCR Research and Economic Development and the Provost office, UCR's International Affairs partnered with the Korea Institute of Materials Science (KIMS) to create a joint interdisciplinary research center, the UC-KIMS Center for Innovative Materials for Energy & Environment. Built upon a long-standing collaboration with Professor Nosang Myung and jointly funded by KIMS and UCR, the center is co-located in Riverside and in South Korea. The UC-KIMS Center for Innovative Materials for Energy and Environment supports a collaboration between researchers and students across campus and connects them with scientists in South Korea in order to advance the research and development of high performance, environmentally friendly materials.



In collaboration with the President of Autonomous University of Mexico (UNAM), the faculty exchange program initiated by Chancellor Kim Wilcox between UCR and UNAM was well received by UCR faculty.

Based on conversations between Chancellor Wilcox and the President's office at UNAM, each institution pledged to contribute \$50,000 to activate their faculty to pursue an educational exchange. The grant funding supported sending UCR faculty to UNAM for short-term stays, ranging from one to three months.

The purpose of the program is to foster collaborations between UCR and UNAM, while providing participating faculty members the opportunity to develop bilateral relationships with faculty and students in Mexico. The UCR-UNAM faculty exchange program is also consistent with the goal of increasing academic mobility, as set forth in President Napolitano's UC-Mexico Initiative (renamed to Alianza UCMX in 2020).

After reviewing the proposals, funds were awarded to seven faculty members at UCR. The UCR-UNAM faculty exchange program has already resulted in several faculty members applying for and receiving extramural grants in collaboration with their counterparts in Mexico. Investment in funding exchange programs for UCR faculty continues to positively impact UCR's mission of teaching, research, and engagement.

Seven projects funded by UCR through the UCR-UNAM Faculty Exchange Program (listed in alphabetical order by last name):



Guillermo Aguilar, Professor and Department Chair of Mechanical Engineering, Bourns College of Engineering

- Project Title: "UNAMonos para ProdUCiR"



Xóchitl Consuelo Chávez, Assistant Professor, Department of Music, College of Humanities, Arts, and Social Sciences

- Project Title: "Un Pueblo Sin Banda, Es Un Pueblo Sin Alma": Migration Patterns of Zapotec Musicians



Alejandra Dubcovsky, Assistant Professor, Department of History, College of Humanities, Arts & Social Sciences,

- Project Title: "The War of Spanish Succession in the Americas"



San Juanita García, Assistant Professor, Department of Sociology, College of Humanities, Arts, and Social Sciences

- Project Title: "Aging While Undocumented: A Binational Study of Mexican Undocumented Immigrants in the US and Deportees in Mexico"



José Luis Reynoso, Assistant Professor of Critical Dance Studies, Department of Dance, College of Humanities, Arts, and Social Studies

- Project Title: "Toward Bi-national Perspectives on Transnational Politics and Dance Practices"



Daniel Schlenk, Professor of Aquatic Ecotoxicology & Environmental Toxicology, Department of Environmental Sciences, College of Natural and Agricultural Sciences

- Project Title: "Evaluation of Known and Unknown Contaminants in Water from Cenotes of Yucatán, México"



José Wudka, Professor of Physics & Astronomy, Divisional Dean Physical Sciences & Mathematics, College of Natural and Agricultural Sciences

- Project Title: "Understanding the Dark Universe: A UCR-UNAM Collaborative Effort"

THE WORLD AT UCR

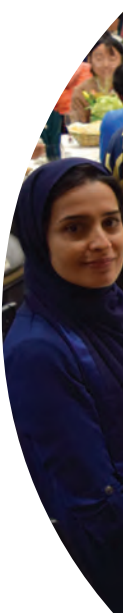


Welcoming International Visitors

As a leading research university, UC Riverside welcomes distinguished visitors from around the world. International Affairs helps coordinate visits of delegations from international institutions, universities, government agencies, and other organizations. These initial visits are exploratory in nature and tend to be university-wide in scope. As we consider international partnerships, International Affairs at UCR focuses on expanding international connections, exploring opportunities for research collaborations and community engagement through a variety of methods including joint research, faculty led education abroad programs, conferences and joint grant submissions.

In 2019, UCR hosted a number of important visitors, including:

- Researchers, Journalists, and Government officials from South Korea, visit sponsored by the International Visitor Leadership Program by the U.S. Department of State
- Zhang Ping, Consul General of the Chinese Consulate in Los Angeles
- Michelle Brooks, Chief of Staff for U.S. Peace Corps
- Juan Cano Ruano, Founder and President of Eurosemillas, Spain
- Leaders from Zhengzhou University, China
- Leaders from Amrita Vishwa Vidyapeetham University, India
- Dr. Michael Hawes, CEO of Fulbright Canada
- Leaders from Babcock University, Nigeria
- Leaders from The University of Adelaide, including Peter Rathjen-AO, Vice-Chancellor & President
- Executives and Senior Administrators from 23 universities in China, visit sponsored by the Chinese Ministry of Education





International Affairs and University Communications Produces UCR In The World Video

Originally produced to share with prospective international partners, the UCR In The World video project highlights UCR's world-class research, the dynamic campus environment and it gives our international audiences a taste of student life at UC Riverside.



International Affairs Signature Events

The presence of international students and scholars brings a unique vibrancy to our campus community. International Affairs hosts a variety of signature events as part of our efforts to enhance the global network on campus, build community and celebrate the cultural diversity of our student and scholars. Our signature events showcase the unique value, knowledge, skills, and ideas that international students and scholars contribute to UCR. These celebrations have a direct impact on the retention of international students and scholars by giving them opportunities to connect to the broader community. Connection and community support help stave off issues related to isolation and other challenges experienced when adjusting to life in a new culture.



#UCRAroundTheWorld

Calling all Highlanders – Where in the world are you?!

Connect with us! Do you have an international experience to share? Did you learn, intern, or conduct research abroad? Are you an international alumnus who wants to reconnect? Do you have a group of UCR Alumni in your area? We'd love to hear how UCR has impacted your life and career.

Contact Shanon Langlie, Director of Marketing and Communications for International Affairs, to share your stories, photos, and learn about ways to get involved at internationalaffairs@ucr.edu.

Post a photo and your favorite UCR memory on Instagram using the hashtag #UCRAroundTheWorld.



We will share them on our Instagram account: [@UCRInternationalAffairs](https://www.instagram.com/UCRInternationalAffairs)








International Affairs

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