



UNIVERSITY OF CALIFORNIA
SANTA CRUZ

**Global
Engagement**



Supporting International Graduate Students through the Global Pandemic

Advising Graduate Students Conference 2021
Wednesday, September 1 | 9:55 - 10:35 PDT

global.ucsc.edu/programming

PRESENTING TEAM



Andy Ng
he/him

Global Programming
Coordinator



Lisa Swaim
she/her

Director of
Global Programming



Emily Jackson
she/her

Graduate Student
Advisor

TECHNOLOGY REMINDERS

Zoom Reminders

- *Chatbox for questions and engagement*
- *Take breaks when needed*

Please introduce yourselves in the chat and your experiences (if any) working with international graduate students.



TODAY'S AGENDA

UCSC Graduate Student Demographics

Graduate Preparation Program (GPP)

- Structure/Overview
- Student Voices

Advising Graduate Students During Pandemic

Takeaways

Q&A



UCSC INT'L GRADUATE DEMOGRAPHICS

Fall 2020 Graduate Enrollment

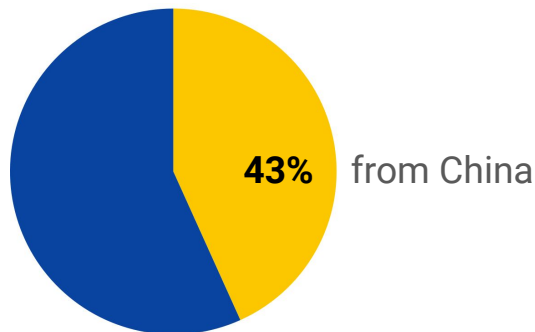


Domestic **1,427**

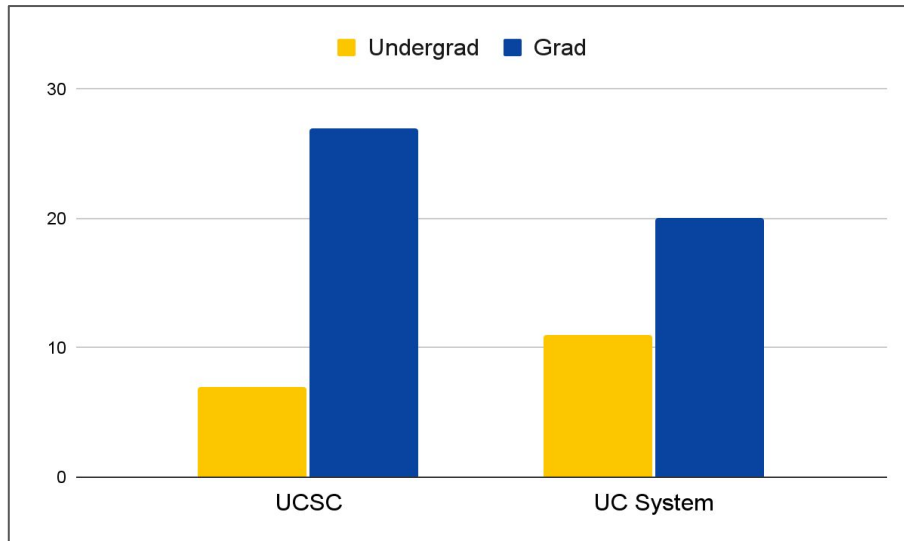
International **527**

Total Grad Students **1,954**

Country of Origin



% International



PANDEMIC IMPACT ON INTERNATIONAL STUDENTS

- **Intrapersonal Level**
 - Mental health due to pandemic + discrimination
 - Concerns about post-grad employment + visas
 - Decreased access to campus services (i.e. CAPS)
 - Additional responsibilities (i.e. employment, family, etc.)
 - Limbo between two cultural worlds
- **Interpersonal/Community Level**
 - Difficulty establishing community remotely
 - Time differences made attending class and connecting with faculty/advisors challenging
- **Systemic Level**
 - Shifting travel restrictions due to COVID-19
 - Visa/travel restrictions from previous administration (i.e. Muslim Travel Ban, Proclamation 10043)





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Graduate Preparation Program

GPP STRUCTURE



GPP GOAL

To provide new international graduate students with a strong understanding of **U.S. academic culture** and a solid foundation of **language and academic skills** that will enable a **successful transition** into **graduate studies** at **UC Santa Cruz**.

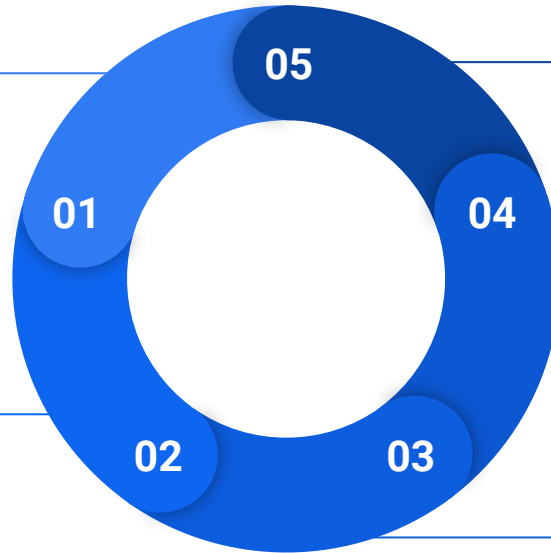
GPP COMPONENTS

Academic English

Academic Writing
Oral Communication
Reading & Research Skills

Intercultural

Cultural Transition
U.S. Classroom Culture
Understanding Cultural
Differences
Communicating Across
Cultures



Social

Social Mixers
Graduate/Scholar Events

Grad Life

Grad Student Resources
Preparing for Graduate Studies
Off-Campus Housing Workshop
Career Success Orientation

TA Preparation

Center for Innovations in Teaching
& Learning (CITL)
TA Panel
TA Workshops

TWO-MINUTE THESIS CAPSTONE PROJECT

What is a Two-Minute Thesis?

- Select a mini-research topic
- Create a two-minute presentation based on the topic
- Present via Zoom

Learning Outcomes

- Practice presenting concisely
- Use what you've learned in GPP
- Share your ideas with others

Audience

- Classmates
- Instructors
- Faculty/Graduate Advisors



STUDENT VOICES



Shourya Bose

Electrical and Computer
Engineering

*GPP 2020
India*



Man Ning Chan

History

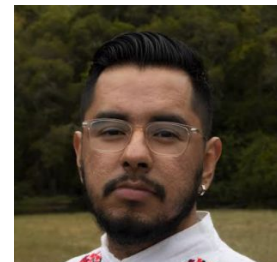
*GPP 2019
Hong Kong*



Jai Dodechani

Game & Playable Media

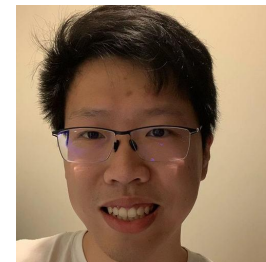
*GPP 2021
India*



Mario Gomez-Zamora

Latin American and
Latino Studies

*GPP 2019
Mexico*



Guanchen Liu

Games & Playable Media

*GPP 2020
China*

STUDENT VOICES: SUCCESSES

Academic Preparedness

- *"I have struggled for writing literature review and organizing the materials for writing literature review. **I am so happy that I invested in this program because I learned a lot from this class** - how to make correct use of connectors, transitions, maintaining one type in reporting verbs in the review and I organize my reading better. I learned in research class as well and I improved in writing and organizing better now. Of course oral class was useful to let me phrase my research topic in general."*

Leading Class/Online Instruction

- *"I was able to be get used to zoom and virtual classes. I practiced the virtual presentation."*
- *"To be a TA who experiences her first zoom year, I have students with different situations [...] and I am thankful for (GPP) that enables me to bridge them to on-campus resources." - Man Ning*



STUDENT VOICES: SUCCESSES

Leadership Skills/Building Resources as TAs

- *"An education that is about not only taking from others but also, to share." - Man Ning*

Presentation Skills

- *"It was not my first experience to present my research in English but **having great feedback from the instructors and also other students was very helpful** to me to find my weaknesses."*
- *"(Two-minute thesis) was very useful. Indeed, we face ourselves in a situation where we have to explain our research topic to a public we meet in our daily lives."*



STUDENT VOICES: SUCCESSES

Community Building

- **Networking**

- *"During the pandemic when physical movement out of homes was restricted, **interacting with my peers during GPP classes and activities was a breath of fresh air!**" - Shourya*
- *"The program facilitated us to co-create a community, the cohort, a transnational/transcultural relationship that we could support each other along the road in the long run." - Man Ning*

- **Accessing Early Resources**

- *"(Housing Workshop) I saw some of students are having issues with their landlords [...] and it's important for all the graduate students to know the fact that their rights are protected by law."*

- **Intercultural Development**

- *"I also **learned a lot about U.S. classroom culture**, and I believe this will greatly help with being prepared for my forthcoming TA duties."*



STUDENT VOICES: SUCCESSES

Self-Efficacy & Confidence Building

- *“By providing us with pedagogical resources and cultural approaches to the US academic themes, I was in a better place to start my program.” - Mario*
- *“(Two-minute thesis) was definitely useful. I practiced to organize and speak out loud and be confident.”*
- *“I gained more confidence.”*
- *“GPP did a great job creating a US-style learning experience for those international students, which helped them get used to the new environment quicker” - Guanchen*

“Own your accent.” - GPP Instructor

- *Students practice introducing themselves, sharing their cultural backgrounds and native languages without apologizing, show pride in their multicultural and multilingual competencies.*



STUDENT VOICES: OPPORTUNITIES

Online Fatigue & Prioritizing Program Content

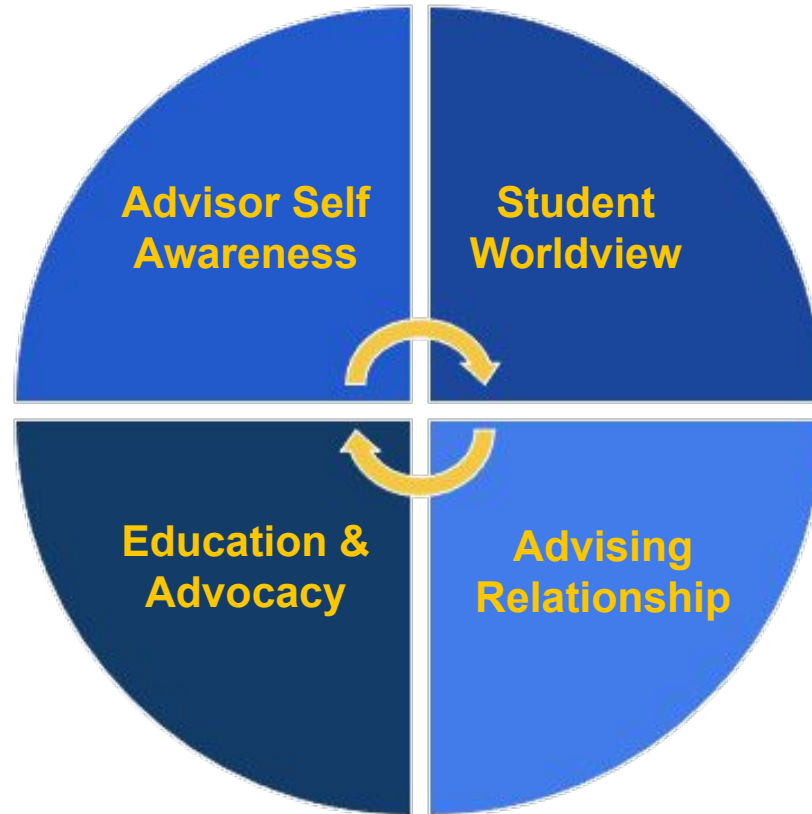
- Students shared **challenges of online instruction** including breakout rooms fatigue and disruptions due to technology.
- *"...as international students have a lot already on their plate, homeworks, managing packing and other stuff, **utilizing these resources doesn't cut the priority list**. Therefore, I haven't been able to fully experience the transition help." - Jai*

Mental Health Awareness and Support

- *"On top of the programs you provided, it might be better if you could **provide teaching regarding mental health care**. I noticed most of the graduate students develop mental issues [...] as they start the graduate program. In France, they offer a course to prevent graduate students from developing issues related mental health. As a graduate student, I believe this would benefit our graduate student community more than any other courses."*
- *"Many of us come from places with many different needs and probably from families without higher education. When we arrive in the US., and particularly at UCSC, we don't arrive alone. **We come with a bunch of people behind us.**" - Mario*



ADVISING INTERNATIONAL GRADUATE STUDENTS



ADVISING INTERNATIONAL GRADUATE STUDENTS

Advisor Self-Awareness

- Increase awareness of our values, beliefs, biases, and areas of privilege and marginalization.
- Understand our position of privilege/power within the institution.
- Awareness of our own wellbeing and potential burnout.

Student Worldview & Experience

- Understand students as unique individuals who are also shaped by their experiences at intrapersonal, interpersonal, institutional, community, public policy, and global levels.
- Educate ourselves about pandemic and policy impacts on different student communities.

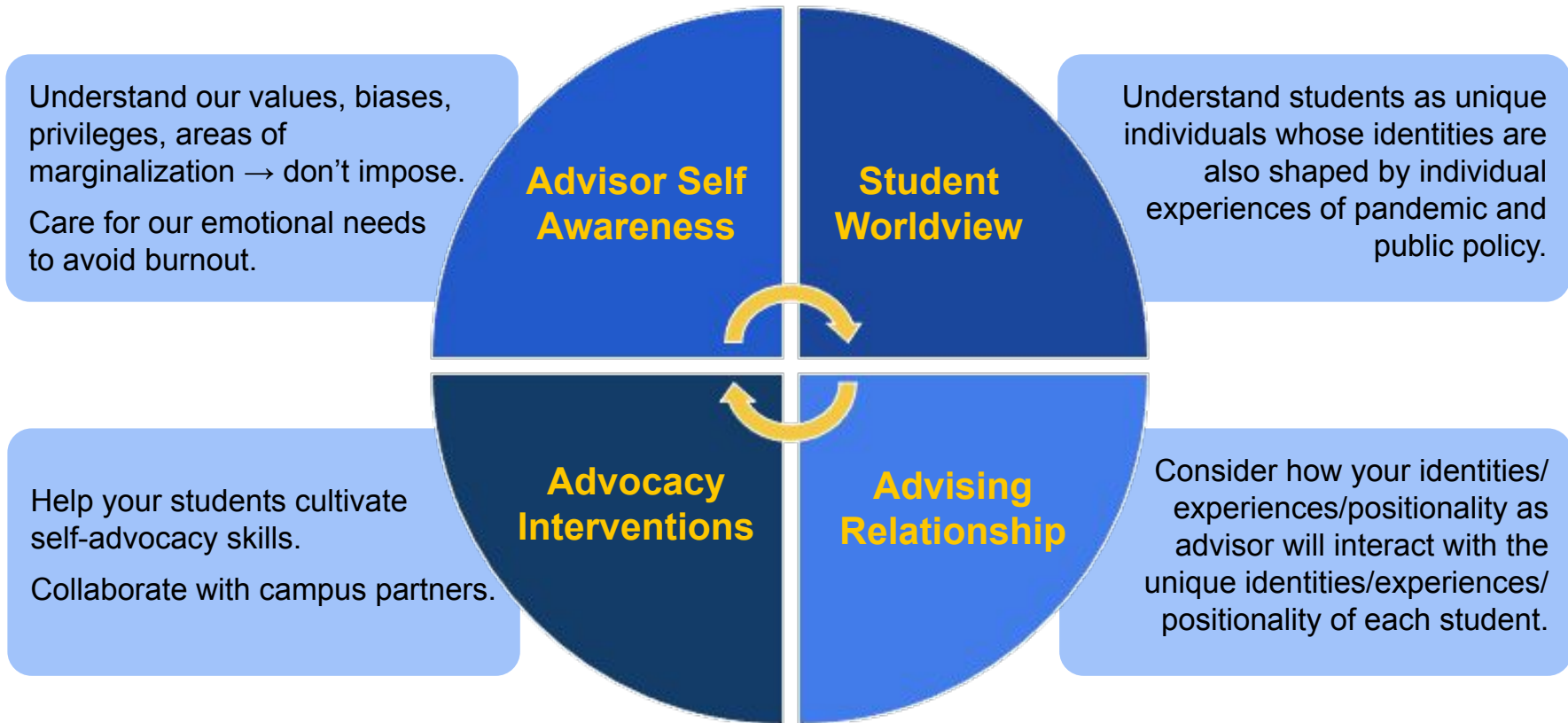
Advising Relationship

- Be mindful of how your identities/experiences/positionality as advisor will interact with the unique identities/experiences/positionality of each of your students.

Education & Advocacy Interventions

- Provide clear expectation, and educate students so they are empowered to help themselves succeed.
- Support students' self-advocacy skills to increase their confidence and self-efficacy.
- Advocate on behalf of individual students and the international graduate student community across campus.
- Collaborate with campus partners to reduce barriers, improve programming, and create referral pathways.

ADVISING INTERNATIONAL GRADUATE STUDENTS



TAKEAWAYS

Emily

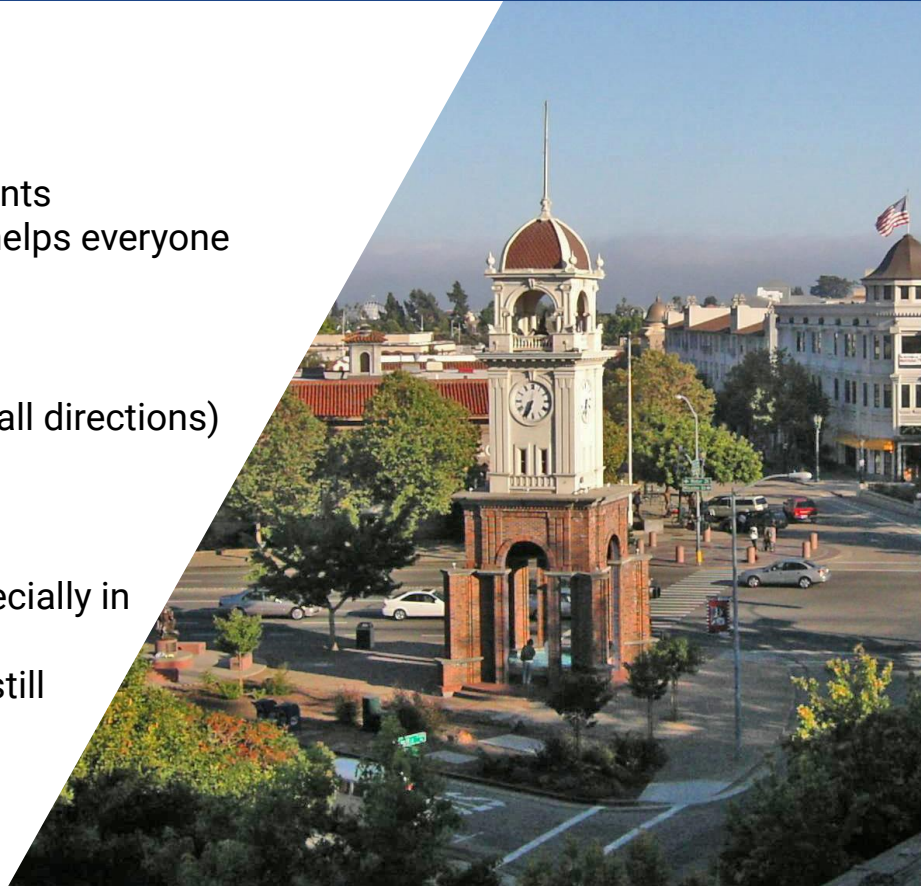
- Caring for yourself is critical to caring for students
- Collaboration and connection across campus helps everyone
- Communicate clear expectations

Lisa

- Bringing yourself to work (holistic, authentic in all directions)
- Culture matters

Andy

- Your impact on students is immeasurable, especially in challenging moments
- Recognizing your limits and remember we are still navigating through a global pandemic



QUESTIONS? REFLECTIONS?



CONTACT US

OFFICE HOURS

Monday - Friday | 9:00 a.m. - 12:00 p.m., 1:00 - 4:00 p.m.

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