Director’s Annual Report
2012-13

Submitted by:
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and Deputy to the AVP & ED Briana J. Sapp

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INTRODUCTION

UCEAP had a successful year on many fronts.

Even though we experienced another drop in enrollment from the record high of 2010-11, due most likely to the tail end of a period of economic uncertainty and fee increases, UCEAP continued its progress towards self-sufficiency and sustainability. UCEAP was able to meet its budget goals of subsidy reduction, funding of its contingency reserve and strategic initiatives, as well as the generation of another operating surplus.

As a systemwide academic program, and under the supervision of Provost Dorr and Vice Provost Carlson, UCEAP benefited from a strong and seamless relationship with the UC Office of the President. We are deeply appreciative of their commitment to UCEAP and of their attention to its operations and academics. UCEAP also enjoyed a highly collaborative and functional administrative partnership with UC Santa Barbara and we are grateful for the continued guidance and support of Chancellor Yang and Executive Vice Chancellor Lucas.

UCEAP continued its productive and healthy relationships with both our Governing Committee (GC) and the Academic Senate University Committee on International Education (UCIE). Our thanks go to Vice Provost Turner and Professor Kern for their leadership of the UCEAP GC and UCIE, respectively, and to the members of both committees for their continued guidance to UCEAP; as well as their commitment to the internationalization of the University of California, and their valuable input on a range of matters.

Following the introduction of UCEAP’s $500,000 Scholarship Initiative last year, 2012-13 marked the first year of the $1M Scholarship Campaign, for which we successfully targeted student cohorts traditionally underrepresented in study abroad – students with financial need, first-generation students, transfer students, and STEM majors.

This was also the year in which we implemented our new academic oversight model, with Professor Stopple appointed to the position of UCEAP Associate Dean; faculty advisory committees fully constituted and providing input on a range of academic issues; and an expanded group of study center directors (6) and visiting professors (6) selected among UC faculty, and currently serving abroad.

We are pleased to report that four Advisory Council positions which had been vacated during the 2012-13 year are now filled, with a new Associate Dean and new Directors of Alumni Engagement and Development, Information Technology, and Budget and Finance all on board as of November 2013.
Even though UCEAP continued to see an increase in the number of reported health and safety incidents, we did not have to deal with any major and large-scale emergencies, though we had to suspend our program in Egypt due to continued political instability.

**ENROLLMENTS**

**2012-13 ACTUALS**

UCEAP experienced a slight drop in enrollments in 2012-13, both in terms of the number of participants (4,478, down 4% from 4,684 last year) and FTEs (2,310, down 9% from 2,539 last year). We also welcomed 1,780 reciprocity students to UC campuses for up to a year of non-degree study, a 7% decrease from 1,913 in 2011-12 in line with the decrease in the number of outbound students in 2011-12.
An analysis of enrollments by campus reveals that UC Berkeley, UCLA, UC Irvine, UC Merced and UC Santa Cruz all saw growth from the previous year, while enrollments at UC Riverside remained steady. Significant declines were seen at UC Santa Barbara, UC San Diego, and UC Davis likely due to staffing changes, changing student populations, and a growth in campus-based programs at those campuses. In 2012-13, UC Berkeley again had the most participants in UCEAP (982), and UC Santa Barbara followed with 834 students. Overall, more than 1 in 5 UCEAP students came from UC Berkeley and nearly 1 in 5 came from UC Santa Barbara, which has been the case for the previous three years.

<table>
<thead>
<tr>
<th>Campus</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>3-Year Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>UC Berkeley</td>
<td>924</td>
<td>982</td>
<td>982</td>
<td>2,888</td>
</tr>
<tr>
<td>UC Santa Barbara</td>
<td>938</td>
<td>970</td>
<td>834</td>
<td>2,742</td>
</tr>
<tr>
<td>UC Santa Cruz</td>
<td>550</td>
<td>548</td>
<td>567</td>
<td>1,665</td>
</tr>
<tr>
<td>UC Los Angeles</td>
<td>585</td>
<td>521</td>
<td>549</td>
<td>1,655</td>
</tr>
<tr>
<td>UC Irvine</td>
<td>545</td>
<td>498</td>
<td>532</td>
<td>1,575</td>
</tr>
<tr>
<td>UC San Diego</td>
<td>576</td>
<td>578</td>
<td>474</td>
<td>1,628</td>
</tr>
<tr>
<td>UC Riverside</td>
<td>223</td>
<td>220</td>
<td>216</td>
<td>659</td>
</tr>
<tr>
<td>UC Davis</td>
<td>419</td>
<td>267</td>
<td>211</td>
<td>897</td>
</tr>
<tr>
<td>UC Merced</td>
<td>48</td>
<td>100</td>
<td>112</td>
<td>260</td>
</tr>
<tr>
<td>UC San Francisco</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Systemwide Total</td>
<td>4,808</td>
<td>4,684</td>
<td>4,478</td>
<td>13,970</td>
</tr>
</tbody>
</table>

*Source: UCEAP Research, 2013.*

Table 1 UCEAP Enrollments by Campus
UCEAP continued to experience growth in summer programs (up 6%). However, consistent with nationwide trends, there was a significant (11.3%) decline in year-long enrollments for 2012-13, a trend which is forecasted to continue in 2013-14. It is therefore important to note and lament that year-long study abroad no longer is the staple of UCEAP’s enrollment, and only accounts for 10% of participants. By contrast, almost 1 in 4 UC students going on UCEAP participates in a summer program. The majority of UCEAP’s enrollment comes from quarter and semester-long programs.

<table>
<thead>
<tr>
<th>UCEAP Program Participation by Length &amp; Cycle</th>
<th>Academic Year of Participation</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>3-Year Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term/Length</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer Stand Alone</td>
<td></td>
<td>1,003</td>
<td>1,062</td>
<td>1,154</td>
<td>3,219</td>
</tr>
<tr>
<td>Fall Semester/Qtr</td>
<td></td>
<td>1,971</td>
<td>1,910</td>
<td>1,756</td>
<td>5,637</td>
</tr>
<tr>
<td>Fall Year</td>
<td></td>
<td>621</td>
<td>539</td>
<td>438</td>
<td>1,598</td>
</tr>
<tr>
<td>Spring Semester/Qtr</td>
<td></td>
<td>1,166</td>
<td>1,138</td>
<td>1,111</td>
<td>3,415</td>
</tr>
<tr>
<td>Spring Year</td>
<td></td>
<td>47</td>
<td>35</td>
<td>19</td>
<td>101</td>
</tr>
<tr>
<td>Academic Year TOTAL</td>
<td></td>
<td>4,808</td>
<td>4,684</td>
<td>4,478</td>
<td>13,970</td>
</tr>
</tbody>
</table>

### Table 3 UCEAP Enrollments by Program Length

<table>
<thead>
<tr>
<th>Term/Length</th>
<th>Academic Year of Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010-11</td>
</tr>
<tr>
<td>Summer Stand Alone</td>
<td>1,003</td>
</tr>
<tr>
<td>Semester/Quarter</td>
<td>3,137</td>
</tr>
<tr>
<td>Year</td>
<td>668</td>
</tr>
<tr>
<td>Academic Year TOTAL</td>
<td>4,808</td>
</tr>
</tbody>
</table>

*Source: UCEAP, Research, August 2013.*

### Figure 3 UCEAP Enrollments by Program Length and Cycle
An examination by region shows that enrollments were stable in Region I (Czech Republic, Denmark, France, Germany, Italy, Netherlands, Russia and Sweden), dropped by 3% in Region II (Botswana, China, Ghana, Hong Kong, Japan, Korea, Singapore, Senegal, South Africa, Taiwan, Tanzania, Thailand and Vietnam) and Region III (Australia, Barbados, Canada, Egypt, India, Ireland, Israel, Jordan, Morocco, New Zealand, Turkey and United Kingdom) and dropped by nearly 5% in Region IV (Argentina, Brazil, Chile, Costa Rica, Dominican Republic, Mexico and Spain). This could be a reflection of always-changing student interests, as well as the financial and safety landscapes of the respective countries in those regions. The need to better understand the reasons behind these trends and to anticipate and address them more effectively prompted UCEAP to ask the Regional Directors to draft country-level strategic plans, which they will be implementing in 2013-14.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Region I</td>
<td>1,296</td>
<td>27.0%</td>
<td>1,396</td>
<td>29.8%</td>
<td>1,425</td>
<td>31.8%</td>
<td>29</td>
<td>2.1%</td>
</tr>
<tr>
<td>Region II</td>
<td>1,255</td>
<td>26.1%</td>
<td>1,162</td>
<td>24.8%</td>
<td>1,077</td>
<td>24.1%</td>
<td>-85</td>
<td>-7.3%</td>
</tr>
<tr>
<td>Region III</td>
<td>1,346</td>
<td>28.0%</td>
<td>1,336</td>
<td>28.5%</td>
<td>1,257</td>
<td>28.1%</td>
<td>-79</td>
<td>-5.9%</td>
</tr>
<tr>
<td>Region IV</td>
<td>911</td>
<td>18.9%</td>
<td>790</td>
<td>16.9%</td>
<td>719</td>
<td>16.1%</td>
<td>-71</td>
<td>-9.0%</td>
</tr>
<tr>
<td>Total</td>
<td>4,808</td>
<td>100.0%</td>
<td>4,684</td>
<td>100.0%</td>
<td>4,478</td>
<td>100.0%</td>
<td>-206</td>
<td>-4.4%</td>
</tr>
</tbody>
</table>


Table 4 Three-year Enrollments by Region
Figure 5 Region I Participants

Figure 6 Region II Participants
2013-14 PROJECTED ENROLLMENTS

UCEAP is pleased to report that with summer programs completed, fall cycle programs currently under way and applications for winter and spring programs partially completed, UCEAP is forecasting its enrollments for 2013-14 at 4,600 participants, up roughly 3% from 2012-13 enrollments (4,478). The projection includes a continued decline in year-long enrollments and significant drops on some campuses, and continued growth of over 10% in summer enrollments.

RECIPROCAL EXCHANGES

The reciprocal exchange of UCEAP students remains the principal currency and driver of UC’s immersion programming. UCEAP reciprocity programs enable the University of California to partner with top tier academic institutions around the world, that would not otherwise be cost effective study abroad options for UC students. Approximately two thirds of UCEAP’s agreements include some exchange component. Almost all reciprocity exchange students are undergraduates coming to UC campuses for up to one year of non-degree study.

UCEAP reciprocity enrollment by campus is shown below for the past 3 years.

Table 5 UCEAP Reciprocity Enrollments by Campus

Consistent with sending the highest numbers of UC undergraduates abroad on UCEAP, UC Berkeley and UC Santa Barbara continue to host the largest numbers of reciprocity students.

More detailed information on Reciprocal Exchange activities can be found on page 59.
**BUDGET AND BUSINESS MODEL**

In 2012-13, UCEAP experienced a strong year amidst budgetary obstacles such as lower enrollments and no tuition increases. UCEAP benefited from a subsidy allocation of $1.11M, favorable exchange rates, and cost saving efforts which enabled it to create a $2.3M surplus, which is being used to fund (1) UCEAP’s mandated Contingency Reserve ($1.15M), an operating reserve to cover natural disasters, political unrest and currency fluctuations, (2) UCEAP’s strategic initiatives, and (3) $500K to support the UCEAP Scholarship program.

**BUDGET GOALS**

UCEAP’s budget goals for 2012-13 were to:

- Contribute $1.15M to its contingency reserve
- Fund $500K in UCEAP scholarships
- Allocate $500K towards strategic initiatives

All three were fully achieved by the end of the fiscal year.

**UCEAP BUDGET 2012-13**

The 2012-13 budget for UCEAP is shown below as budget to actual comparison.
### UC Education Abroad Program
#### Operating Results 2012-13

<table>
<thead>
<tr>
<th>Sources of Funds:</th>
<th>BUDGET</th>
<th>ACTUALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Fund Subsidy</td>
<td>1,115,833</td>
<td>1,115,833</td>
</tr>
<tr>
<td>Lowenhaupt Endowment Fund</td>
<td>271,542</td>
<td>265,362</td>
</tr>
<tr>
<td><strong>Total Current Year Appropriations - All Funds</strong></td>
<td>1,387,375</td>
<td>1,381,195</td>
</tr>
<tr>
<td>Fees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition (Ed) &amp; Student Service (Reg) Fees</td>
<td>22,647,859</td>
<td>22,194,163</td>
</tr>
<tr>
<td>Summer</td>
<td>3,901,050</td>
<td>3,934,075</td>
</tr>
<tr>
<td>Pre-ILP/ILP</td>
<td>1,643,287</td>
<td>1,314,152</td>
</tr>
<tr>
<td>Participation</td>
<td>2,592,000</td>
<td>2,645,400</td>
</tr>
<tr>
<td>Program Specific Fees - Supplemental</td>
<td>1,866,000</td>
<td>1,838,400</td>
</tr>
<tr>
<td>Program Specific Fees - Exchange</td>
<td>90,000</td>
<td>113,700</td>
</tr>
<tr>
<td>Kashmiri (net of RTA)</td>
<td>(77,400)</td>
<td>(75,986)</td>
</tr>
<tr>
<td><strong>Student Fees Total</strong></td>
<td>32,662,796</td>
<td>31,963,904</td>
</tr>
<tr>
<td>Cooperative Program (non UC students)</td>
<td>210,000</td>
<td>237,068</td>
</tr>
<tr>
<td>Misc. Other</td>
<td>250,000</td>
<td>137,510</td>
</tr>
<tr>
<td>Allaway Scholarship</td>
<td>9,247</td>
<td>9,247</td>
</tr>
<tr>
<td>STIP</td>
<td>27,972</td>
<td>54,994</td>
</tr>
<tr>
<td><strong>Other Total</strong></td>
<td>487,972</td>
<td>438,819</td>
</tr>
<tr>
<td>Student Services Receipts (pass through)</td>
<td>8,000,000</td>
<td>8,631,039</td>
</tr>
<tr>
<td><strong>Less: Return To Aid</strong></td>
<td>(10,022,185)</td>
<td>(9,728,696)</td>
</tr>
<tr>
<td><strong>Total Sources of Funds</strong></td>
<td>32,515,958</td>
<td>32,686,261</td>
</tr>
<tr>
<td>Category</td>
<td>Budget</td>
<td>Actuals</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>----------------</td>
<td>----------------</td>
</tr>
<tr>
<td><strong>Total UCEAP Expenses</strong></td>
<td>$10,281,840</td>
<td>$8,856,594</td>
</tr>
<tr>
<td><strong>International Office Academic/ Instructional/Admin. Exp.</strong></td>
<td>$11,165,877</td>
<td>$9,715,288</td>
</tr>
<tr>
<td><strong>Reciprocity Support for Campuses</strong></td>
<td>3,041,014</td>
<td>2,947,629</td>
</tr>
<tr>
<td><strong>Lowenthal Endowment Fund</strong></td>
<td>271,549</td>
<td>310,911</td>
</tr>
<tr>
<td><strong>Total International Offices &amp; Reciprocity</strong></td>
<td>$14,478,433</td>
<td>$12,673,828</td>
</tr>
<tr>
<td><strong>EAP Scholarships</strong></td>
<td>500,000</td>
<td>511,500</td>
</tr>
<tr>
<td><strong>EAP Scholarships - Supplemental</strong></td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Strategic Initiatives</strong></td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Campus Rev. Sharing - Base</strong></td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Campus Rev. Sharing - Incentives</strong></td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Student Services Liabilities (pass through)</strong></td>
<td>8,000,000</td>
<td>8,312,590</td>
</tr>
<tr>
<td><strong>Total Use of Funds</strong></td>
<td>$33,260,273</td>
<td>$30,354,512</td>
</tr>
<tr>
<td><strong>Operating Surplus / (Deficit) - Current Year</strong></td>
<td>$(744,315)</td>
<td>$2,331,749</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>Budget</th>
<th>Actuals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Net Revenue Per - FTE (Excl St. Svcs.)</strong></td>
<td>$10,178</td>
<td>$10,560</td>
</tr>
<tr>
<td><strong>Total Net Revenue Per - Participant (Excl. St. Svcs.)</strong></td>
<td>$5,448</td>
<td>$5,372</td>
</tr>
<tr>
<td><strong>Total Net Cost Per - Participant (Excl. St. Svcs.)</strong></td>
<td>$5,613</td>
<td>$4,922</td>
</tr>
<tr>
<td><strong>Enrollment:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participants</td>
<td>4,500</td>
<td>4,478</td>
</tr>
<tr>
<td>FTEs:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regular Academic Year</td>
<td>1,935</td>
<td>1,872</td>
</tr>
<tr>
<td>Summer Stand alone</td>
<td>333</td>
<td>283</td>
</tr>
<tr>
<td>Pre-ILP/ILP</td>
<td>140</td>
<td>122</td>
</tr>
<tr>
<td><strong>Total FTE</strong></td>
<td>2,409</td>
<td>2,278</td>
</tr>
<tr>
<td><strong>Reciprocal Students Inbound (FTE)</strong></td>
<td>1,320</td>
<td>1,192</td>
</tr>
<tr>
<td><strong>UCEAP FTE</strong></td>
<td>77</td>
<td>70</td>
</tr>
<tr>
<td><strong>Ratio of Participant Students to Staff FTE</strong></td>
<td>58</td>
<td>64</td>
</tr>
</tbody>
</table>
It is important to note that under the current UCEAP Funding Model:

- UCEAP retains all Student Fees (Educational and Registration and UCEAP Specific fees)
- UCEAP’s (state-funded) subsidy was reduced by 50% and subsequent reductions will continue until it reaches zero in 2015-16. Reductions of state-funds in UCEAP’s budget are being redirected to the campuses.
- UCEAP distributes return-to-aid (RTA) to the campuses on all tuition related fees, including campus-based fees, non-resident tuition, professional fees, etc.
- The current model ties UCEAP’s budgetary resources closely to student fees and enrollment.

To summarize 2012-13 UCEAP budget to actual results:

- Revenue from student fees decreased $699K (-2%)
- RTA decreased by $293K (-3%)
- Operational expenses were $1.4M less than budgeted (-14%)
- International study center & reciprocity costs were $1.8M less than budgeted (-12%)
- Number of participants were 22 lower than budgeted (N=4,478)
- Number of FTEs were 131 lower than budgeted (N=2,278)

BUDGET HIGHLIGHTS FOR 2012-13

During 2012-13, UCEAP management:

- Controlled costs, both foreign and domestic
- Experienced favorable exchange rates which contributed towards year end surpluses
- Achieved salary savings through vacancies and static base salaries
- Infused funds into the UCEAP Contingency Reserve for the second year

UCEAP initiated key strategic initiatives and resources towards marketing and communications, ongoing global public relations and alumni outreach for the 50th Anniversary of the UC Education Abroad Program, and establishment of the UCEAP Scholarship program.

Other highlights from UCEAP Budget and Finance Unit included:
- Achieved additional synergies with its internal and external partners in facilitating banking transactions both foreign and domestic, multi-platform banking and payment systems; such as wire transfers, credit cards, declining balance cards, and a new Gateway procurement system at UCSB.

- Continued sub-leasing efforts and secured extended space with tenant Spectra Fluidics to collect approximately $11,000 in additional income to offset current lease expense.

- Produced 2013-14 UCEAP center and program budgets ahead of schedule with budgets approved and distributed prior to the new fiscal year.

- Reviewed and evaluated all UCEAP program options for financial viability.

- Processed more than $37M in financial aid awards and over $20M in student payments, of which, $990K in campus fees and $1.29M in non-resident tuition fees were re-distributed back to campuses.

HUMAN RESOURCES

SYSTEMWIDE OFFICE KEY ACTIVITIES AND ACCOMPLISHMENTS

The 2012-13 Fiscal Year activities and initiatives include HR and personnel support for ongoing strategic plan implementation, the integration of new systems and technology, additional phases of research and legal compliance in UC faculty assignments abroad and for global HR, support for faculty Visiting Professors and Study Center Director searches, as well as recruitments for several senior positions, including UCEAP’s Associate Dean, Alumni Engagement and Development Director, Finance Director and IT Director.

UCEAP HR again served as a business partner in supporting recruitment, staffing, administration, budgeting, and continuity of coverage to meet strategic and operational objectives. Further refinements were made in processes implemented the prior year, such as protocols for new employee onboarding, engaging volunteers, interns and student assistant employees, along with further streamlining of transactional processes through fuller utilization of the NuView Human Resources Information System (HRIS). Technology enhancements also included the launch of UCSB’s UC Recruit system for UC faculty appointments, participating in an early-stage adoption of UCSB’s Kronos timekeeping system, and incorporating standardized, validated, pre-employment skills testing in the recruitment and selection processes. The focus on training and professional development for UCEAP Systemwide Office staff, faculty appointees and international staff continued this year. UCEAP HR advanced in cross-functionality throughout
the unit, by managing the timekeeping and payroll systems, along with the deployment of analyst support for parallel activities in the UCEAP Systemwide Office and for global HR, such as the systematic, performance management process for both the Systemwide Office and international staff. With the UCSB-UCEAP administrative partnership transition completed in early 2012, UCEAP HR continued to work productively with central UCSB HR, the Office of Equal Opportunity and Sexual Harassment/Title IX Compliance, Academic Personnel, and Academic Affairs leadership in the Executive Vice Chancellor’s Office. UCEAP HR participated in two systemwide programs: HR Director Bryna Bock served on the UCSB UCPath business process subcommittee; Bryna Bock and Global HR Principal Analyst Debbie Pichla each presented at International Activities Panel discussions at the 2013 UC Compliance and Audit Symposium.

2012-13 HIGHLIGHTS

- Support of strategic plans as outlined by UCEAP Leadership.
- HR Director provided interim support of certain functions in the Finance and Accounting Unit and IT, during the periods of vacancy for the directors of these units.
- Under the management of Global HR Principal Analyst Debbie Pichla, the NuView system implementation has proved to provide ongoing efficiencies for international staff, volunteer, intern and student assistant recruitment, record-keeping and reporting.
- Administration of and support for approximately 20 family medical leaves of absence (FMLA, CFRA, intermittent and block leaves).
- Administration of UCEAP Systemwide Office performance evaluation program; full participation in 2012-13 cycle.
- Bi-weekly payroll and Kronos implementations for Non-Exempt Staff

On a systemwide basis, the University of California mandated a transition for all non-exempt employees from a monthly pay cycle to a bi-weekly pay cycle effective January 20, 2013. This shift was designed to streamline payroll processes in preparation for the implementation of the systemwide UCPath payroll and human resources management system (HRMS). The bi-weekly transition took place in a compressed timeframe, with details being finalized up to point of conversion. UCEAP HR was dedicated to communicating all available information to UCEAP staff and supervisors regarding the changes and their effect on pay practices and payroll. UCEAP HR kept employees informed of developments, reminding them of deadlines, and providing regular updates on important issues such as the personal loan program. The addition of the bi-weekly cycle has created increased workload in the unit, concomitant with the conversion from preparing one departmental payroll per month to three, and due to manual
reconciliations required between the Personnel Payroll System (PPS) and Kronos, each pay period. The transition for end-users was completed relatively smoothly, aided by timely communications and support from UCEAP HR.

- Kronos Implementation:

Kronos online timekeeping is being deployed in a phased manner across UCSB as the official campus timekeeping system. In preparation for the transition to the UCPath HRMS, this change is designed to eliminate paper timecards and manual leave entries into PPS. The campus implementation is scheduled to be finalized prior to UCSB's UCPath go-live date of July 1, 2015. UCEAP non-exempt employees began using Kronos at the same time bi-weekly payroll took effect, on January 20, 2013. Exempt employees transitioned to Kronos on February 1, 2013. Limited training and transitional support resources were available, which required that UCEAP HR configure each employee's detailed record in Kronos (assignment of access control numbers, supervisor roles, lunch break auto deductions, pay rules, fund numbers, leave codes, etc.). Led by HR Analyst Perla Pinedo, UCEAP HR provided in-house support to employees and supervisors. Although there are numerous, ongoing manual integration processes that UCEAP HR must complete between Kronos and PPS, the timely communications, training and ongoing departmental support provided during and after implementation have resulted in a successful transition for end-users.

- Training and development opportunities were implemented in response to UCEAP training surveys, in support of identified needs, and in conjunction with available resources. While the list is not exhaustive, examples include:

  o Rollout and orientation for Lynda.com, an online training library that offers more than 1,300 video-based tutorials on leading software topics, taught by industry experts. This program was made available to all UCEAP employees in September 2012. In March 2013, UCSB offered this program as well, at which point UCEAP transitioned to the campus program.

  o Approximately 30 employees participated in each of the on-site professional development courses presented by Santa Barbara City College (SBCC): Handling Criticism and Difficult People in the Workplace; Concepts and Principles for Exceptional Customer Service.

  o Supervisor participation in UC courses: Writing at Work, Successfully Managing & Retaining Talent (S.M.A.R.T.) workshops, Gaucho U, Kronos Timekeeping for Supervisors and special topic sessions for managers and supervisors.
- Management Skills Assessment Program (MSAP) attendance by supervisors in Finance and IT.
- Employee participation in UC courses: Writing at Work, CPR, Kronos Timekeeping Training for Users and Open Enrollment Benefits Presentation for 2012.
- Employee participation at Brown Bag lunch presentations on UCEAP programs in Ghana and Senegal and on the Chinese International Student Experience.
- Presentation to staff by Dr. Margaret Heisel on Study Abroad Trends, New Models and Learning Assessment.
- A number of UCEAP employees attended the Responsive Web Design webinar presented by Brett Pollack, Web Director at UCSD.
- Incoming Study Center Directors global staff was provided with an on-site and simultaneously remote orientation session, for including student welfare and general orientation topics.
- HR Team participation in webinars on Hiring for Attitude, Creating Effective Job Postings, and Career Tracks Information Session.
- Global HR Principal Analyst attended the Society for Human Resources Management (SHRM)'s Global Certification Courses, as well as continuing education webinars on global employment and legal best practices.
- HR Team attendance at UCSB training courses and conferences including FMLA administration and disability leave management.
- Full UCEAP Systemwide Office compliance in completion of Sexual Harassment Prevention and UC Ethical Conduct online training.
- UCEAP units also arranged technical training to address specific unit needs including SharePoint training, MyEap Training, ReadyTalk, Live Person Chat, Travel Processing, FlexCard administration, business writing, effective presentations and FERPA.
UCEAP STAFFING

At 2012-13 year-end, the average UCEAP Systemwide Office staff and faculty totals were slightly lower than the targeted FTE, primarily due to extended time-to-fill for senior staff vacancies.

Recruitments were completed for 13 staff positions, two of which resulted in promotions for UCEAP staff:

- Academic Data Coordinator (new position)
- Academic Specialist, Region III
- Alumni Engagement & Development Director
- Finance Accountant
- Multimedia Designer (new position)
- Operations Specialists, Regions I and IV
- Program Advisors, Regions III and IV
- Receptionist and Administrative Assistant
- Webmaster - Techno II Computer & Network (new position)

There were 14 staff separations in 2012-13. Exit interviews indicate the following themes.
Faculty search activity included:

- Recruitment of UCEAP’s Associate Dean (50% time), Professor Jeffrey Stopple, UCSB Mathematics Department.

- Completion of recruitments, orientation and administration of Visiting Professorships for China, Italy, Japan, Mexico, the Netherlands and Vietnam, along with the 2013-15 UC Faculty Study Center Directorships for Chile-Argentina, France, Japan, Northern Europe, and Spain.
GLOBAL KEY ACTIVITIES AND ACCOMPLISHMENTS

Aligning study center HR processes with UC best practices and compliance continued to be key areas of focus for UCEAP Global HR in 2012-2013. The introduction of new tools and standardized procedures for recruitment and performance management increased consistency and efficiency for these functions. In addition, two large scale compliance reviews were initiated in the areas of data protection and international assignment tax/immigration.

HIGHLIGHTS

Aligning study center processes with UC best practices:

- After successfully piloting performance reviews in select countries in 2011-2012, UCEAP expanded the formal employee performance review processes to all employees hired under UC branch or affiliate offices. The completion rate was approximately 90%. The goal for 2013-2014 is 100% completion rate.

- UCEAP HR successfully implemented an online recruiting system, increasing the efficiency of volunteer, intern, student assistant and global recruitments.

- Pre-employment background screening of international hires was introduced to ensure the validity of applicant data and evaluate criminal history as permitted by local regulations. UCEAP worked in cooperation with UCOP and UC-contracted vendor, HireRight, on this initiative.

Compliance Activities:

- UCEAP HR completed a high-level tax and immigration compliance review for long-term assignee locations and created country summaries to be used as an education and awareness tool for faculty and staff assigned to work abroad. To ensure these assignments are structured with a focus on compliance and tax favorable treatment, UCEAP will continue work on this project, in coordination with accounting consultants, UC General Counsel and local counsel, to include site-specific, in-depth tax reviews. A comprehensive review of UCEAP’s international assignment (mobility) policy and compensation package as related to tax compliance and current best practices is in progress for 2013-2014.

- UCEAP HR created and conducted a data privacy survey regarding current practices to help guide and direct development of UCEAP’s data protection policy. Work will continue in this area by updating UCEAP privacy policy language to meet international data protection standards, and more specifically, the EU Data Protection Directive.
- In collaboration with the Study Center Director, employee compensation in Spain was restructured to align with the appropriate collective bargaining agreements (CBA). This change was critical to ensure compliance with the local CBA and increase transparency regarding pay concepts.

- Instructor contracts in Italy were modified to comply with changes in regulations for this employee classification.

Restructuring of UCEAP Global Operations:

- Progress continued with UCEAP’s effort to register in Brazil. Due to the lack of response from the Brazilian government regarding UCEAP’s branch application and after consultation with UC General Counsel and external consultants, UCEAP initiated the process to establish an Association. Developing the Association structure to meet both the legal requirements of Brazil and UC internal policy proved very difficult; however, through extensive consultation and collaboration with UC counsel and outside, local counsel, a final draft of bylaws was approved. The registration process will be completed in the 2013-2014 fiscal year.

STUDY CENTER ADMINISTRATIVE STAFFING

Study Center staffing remained stable in 2012-2013.

* Data represents all employee & contract positions active as of the end of each fiscal year, excluding contract instructors, UC Faculty, Academic Liaisons.

Figure 11 UCEAP Overseas Administrative Staff Headcount and FTE 2010-13
Study Center administrative staff headcount was reduced by one position (.5 FTE) as a result of the restructuring of the Bahia, Brazil program, while overall FTE remained essentially the same. Study Center turnover and recruitment activity was low in 2012-2013, reflecting a stable workforce. Changes occurred in the following locations:

- Region I
  - Denmark – Program Administrator (temporary replacement)
  - Lyon, France – Program Assistant (fixed-term temporary)
  - Bologna, Italy – Program Administrator (temporary replacement)

- Region II
  - Beijing, China – Program Assistant
  - Shanghai, China – Program Assistant (vacated, not filled as of June 30, 2013)

- Region IV
  - Bahia, Brazil – Program Administrator (position eliminated due to program consolidation)
  - Chile – Student Activities Coordinator

The overall number of UCEAP Overseas Academic Leadership positions was reduced by one position due to the consolidation of Scandinavia and Germany Faculty Consultant positions into one assignment for Northern Europe. The oversight composition was also modified slightly to accommodate changing business needs.

![UCEAP Overseas Academic Leadership Headcount Report Fiscal Years 2010-2011 through 2012-2013](image)
With the implementation of UCEAP’s new academic oversight model, both study center directorships and visiting professorships were to increase in 2013-14 (6 visiting professorships and 6 study center directorships), however, the Egypt directorship was placed on hold until stability returns to the region.

### STRATEGIC INITIATIVES

In 2010-11, UCEAP developed a multi-year strategic plan to support its vision of study abroad for all, academic excellence and best business practices. The collaborative effort solicited input from the systemwide office, study centers, campus faculty and staff, and students (focus groups). The implementation of the eight strategic initiatives that support the plan in 2012-13 is outlined below and described in more detail in the following sections.

#### Strategic Work Plan Update – Dec, 2012

<table>
<thead>
<tr>
<th>Revised Strategic Initiatives</th>
<th>Project Objectives Completed</th>
<th>Revised Project Outcomes for FY 2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New Program Development</strong></td>
<td>Finalized 5 programs for consolidation: Approval on four new programs for current enrollment cycle</td>
<td>- Develop new program proposals for 5 to be UCIE reviewed in Jan, March, 2013 meetings</td>
</tr>
<tr>
<td>Lead: Mary McMahon</td>
<td></td>
<td>- Conduct another round of program consolidations</td>
</tr>
<tr>
<td><strong>Alumni Engagement</strong></td>
<td>Successfully handed out 175 awards for students going on-cycle; Awarded 68 to students going off-cycle</td>
<td>- Carry out evaluation of program development efforts</td>
</tr>
<tr>
<td>Lead: Gordon Schaeffer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Interim)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Scholarships</strong></td>
<td>Using online tools to be transparent in our workloads between Marketing &amp; IT; We’re revamping one of our portals (Our Stories)</td>
<td>- Establish a campus alumni &amp; development work group with campus reps, to develop an alumni partnership strategy for Database/CRM partnering, payment processing, MOUs for collaboration on development efforts</td>
</tr>
<tr>
<td>Lead: Stacey L. Johnson</td>
<td></td>
<td>- Date nine 50th participant infra. follow-up</td>
</tr>
<tr>
<td><strong>Website</strong></td>
<td>Developed a comprehensive IT Strategic Plan aligned with organizational project priorities</td>
<td>- Select new vendor for online application process</td>
</tr>
<tr>
<td>Lead: Sam Strauss</td>
<td></td>
<td>- Rebalance portfolio with campus input</td>
</tr>
<tr>
<td><strong>IT Strategic Plan</strong></td>
<td>Some key progress on MyEAP portal changes; Reorganization of student program guide form PDF format to HTML</td>
<td>- Adjust our scholarship timeline</td>
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<tr>
<td>Lead: Kevin Wu</td>
<td></td>
<td>- Expand our scholarship service offerings (e.g., webinars)</td>
</tr>
<tr>
<td><strong>Student Management</strong></td>
<td>Continued ambassador training; Connected UC grad programs with prospective candidates; Created grid of recruitment activity abroad</td>
<td>- Create new website &amp; CMS infrastructure</td>
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<tr>
<td>Lead: Karen Mood</td>
<td></td>
<td></td>
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<tr>
<td><strong>Non-Resident Recruitment</strong></td>
<td>Established AI committee and three pilot subcommittees; Formalized 16 faculty advisory comm. with registrar to automate data collection</td>
<td>- Carry out project plans for key strategic priorities: website, MyEAP development, supporting IT services</td>
</tr>
<tr>
<td>Lead: Paulette Greinser</td>
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<td></td>
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<tr>
<td><strong>Academic Integration</strong></td>
<td></td>
<td>- Complete POC migration to MyEAP</td>
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<td>Lead: Ann Paine</td>
<td></td>
<td>- Finish all on-line application process technical backend</td>
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<td></td>
<td></td>
<td>- Achieve internal and external consensus on new online application process and procedures</td>
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<td></td>
<td></td>
<td>- Conduct summer registration training</td>
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<td></td>
<td></td>
<td>- Develop UCEAP’s space abroad grid, with SSAT criteria</td>
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<td></td>
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<td>- Continue Global Ambassador’s program, collaboration with graduate programs on recruitment</td>
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<td></td>
<td></td>
<td>- Identify methods of evaluating value of our outreach</td>
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<tr>
<td></td>
<td></td>
<td>- Prioritize AI &amp; Academic Oversight Project List</td>
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<tr>
<td></td>
<td></td>
<td>- Review &amp; update AI subcommittee scope &amp; continuation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Establish Faculty &amp; Staff Advisor Corp</td>
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<tr>
<td></td>
<td></td>
<td>- Create UCEAP overseas faculty communication forum</td>
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</tbody>
</table>
NEW PROGRAM DEVELOPMENT

This initiative includes both the development of new programs and the consolidation of programs that are no longer financially or academically viable. Program financial viability is usually based on cost/benefit analysis, whereas academic viability is determined by the systemwide University Committee on International Education (UCIE), study center directors and faculty liaisons, faculty advisory committees and program reviews.

In 2012-13, the workgroup consisted of Mary McMahon (Project Lead), Serena Gonzales, Karen Mead, Peggy White, Melody Knutson, Paulette Greisner, Dennis Dent, Linda York, Emily Graham, Juan Campo (UCSB), Kim Burton (UCSD) and Scott McElhinney (UCB).

Year Two of the UCEAP Strategic Planning Initiative on New Program Development was charged to (1) consult, develop and have approved by the end of the 2012-13 academic year new countries/partners/locations for UCEAP programs that encompass one or more of the themes listed below, to (2) add new program options at existing locations with existing partners, that provide for one or more of the themes below, and to (3) consolidate and recommend for termination those programs no longer serving UC students’ needs.

Per the charge, new program ideas should serve or provide:

- Large undergraduate UC majors (i.e. Biological Sciences, Economics/Business, Engineering, Psychology)
- Gateway courses for large undergraduate UC majors
- Experiential learning (including internships, research, community engagement)
- Discipline specific or interdisciplinary thematic options
- Summer or quarter-length programs
- Programs taught in English
- Language instruction not provided at (any or all) UC campuses
- Multi-country site programs
- Graduate programs

Simplification and consolidation of existing UCEAP programs took place simultaneously to minimize the number of programs for which UCEAP staff is responsible and of which a prospective student would need to be aware.

All program proposals were required to meet the following evaluation needs or produce the following evidence:

- Evidence of UC faculty and/or staff advisor support to promote the program
- Evidence of unmet UC student interest and need
- Sufficient information about academic program to ensure success of proposal for UC faculty and academic senate approval
- Information about minimum enrollment to guarantee funds needed to run the program
- Evidence of cost effectiveness of study center costs and student budgets
- Description of academic oversight model proposed
- Description of staff/student services support proposed

Consultations included, as needed, UCEAP research and program development staff, campus staff, campus faculty directors (CCD), UC students, UC departmental staff or faculty advisors, UCEAP faculty advisory committees, UCIE representatives, and others. Proposals routinely were reviewed by a faculty advisory committee (if applicable) and campus review for comment. A general survey of campus advisors was part of the 2012-13 data gathering.

The UCIE meeting schedule established the basis for submission of five or more full proposals by the final meeting of that academic year in May 2013. It was accepted that not all programs put on the initial list for investigation were to be ultimately sent forward for review and approval by the UC Academic Senate. However, UCIE requested at least two meetings to review and consult on all programs prior to expectations of approval/disapproval, which constricted the program development timeline.

Teleconference meetings of the workgroup were held October 3, 2012 and January 8, March 15, April 24, 2013. The final outcomes are listed below.

New program options (Approved by UCIE):

- McGill University, Canada
- CIEE Community Public Health in Santiago, Dominican Republic
- Munich University of Applied Sciences Engineering for Sustainability, Germany
- UC Construct in Yogyakarta, Indonesia
- Dublin Parliament Internship, Ireland
- University College London, United Kingdom
- Sotheby’s Institute of Art, London, United Kingdom

New tracks, program options or terms with existing partners:

- University of Bordeaux, France
- Ecole Normal Superiere, Paris, France
- Semi-intensive French Language track at UC Center in Paris, France
- Summer lab/research terms
  - National Taiwan University, Taiwan
- University of Tokyo, Japan
- Summer programs
  - University College Dublin, Ireland
  - University of Glasgow, Scotland, UK
  - University of St. Andrews, Scotland, UK

Closures:
- Germany
  - Potsdam
  - Goettingen
- Italy
  - Padua
- Australia
  - Adelaide
  - La Trobe
  - Monash
  - Later possibility of Wollongong and Western Australia University, if necessary

SCHOLARSHIPS

In 2012-13, UCEAP distributed scholarships to 282 students for a total of $511,000 in support. These awards were allocated through the general scholarship pool, the Multi-City scholarships, and the UCEAP Student Ambassadors program.

General Scholarship Pool

UCEAP accepted 1,250 applications for the general scholarship pool across three terms of summer, fall, and spring. After careful review by teams of faculty and staff, 242 students were selected for scholarships. The individual award amount was based on the length of a student's program. Participants in summer, quarter/semester, and year-long programs received $1,000, $2,000, and $3,000, respectively. The general scholarship pool awarded $406,000 to UCEAP students.
Distribution across Campuses

The Scholarship Initiative workgroup made an effort to balance award selection to reflect the composition of the application distribution by campus. For example, UC San Diego students comprised 13% of applications over the year, and they received 12% of scholarship awards.
Selection by Student Group & Program Type

Scholarship applications were accepted in various sub-pools in order to encourage participation by particular student groups and to bring attention to specific types of programs.

Sub-pools by student cohort:

- Need-based (students with high levels of financial need)
- Science, Technology, Engineering, & Math (STEM) Majors
- Second Program Participants (students participating in their 2nd UCEAP program)
- Transfer Students
- Veterans

Sub-pools by program type:

- Language & Culture Programs
- Non-Traditional Locations
- Special Program Opportunity (Programs selected by Regional Directors to increase enrollment)
- Year-Long Programs

50th Anniversary Scholarships were also made available to campuses to select some of their students according to their own criteria.

The sub-pools by student cohort were designed to increase diversity among UCEAP participants. While many students across all pools had some level of financial need, 55 scholarships, for a total of $98,000, were reserved for students with high levels of need. STEM majors received $35,000, while transfer students received $33,000. Veterans received $10,000. There was not a specific sub-pool for first generation college students (students who do not have a parent who graduated from a 4-year institution), but the Workgroup is proud to have awarded scholarships to 81 of these students.

Added Value of UCEAP Scholarship Initiative

UCEAP scholarships are non-UC fee specific and can reduce student or family dependency on loans or reach students that might not benefit from other sources of UC financial aid. These awards are very helpful for middle class students with considerable student loan burdens who may not be eligible for Pell or other need-based awards.

UCEAP scholarships also act as a retention tool to keep students enrolled. For the fall term, the retention rate for students who received awards from the Scholarship Initiative was 95%
(=\(165/174\)), while the overall fall cycle retention rate was 77\% (i.e., 23\% of Selected applicants declined all opportunities to participate with UCEAP; =982/4290).

**Multi-City Program Scholarships**

Scholarship funds were also used in a separate cycle to increase interest and applications to the new Multi-City programs. Fifteen awards of $2,000 each were awarded to students studying in either the [Perspectives on the Global City](#) program in London and Paris or the [European Transformations](#) program in Madrid and Rome. This support of $30,000 in scholarships helped to bring attention to these new programs and provided an opportunity to participants who had missed earlier scholarship application deadlines for the general scholarship pool.

**Student Ambassador Program**

For the 2012-13 academic year, 25 outstanding UC students were selected to receive a $3,000 scholarship (total $75,000) in exchange for promoting UCEAP and encouraging students on their campus to study abroad.

Most campuses had a team of three student ambassadors, with the exception of UC Merced and UC Riverside which had teams of two. These [ambassadors](#) worked together throughout the year to organize outreach activities, give presentations, and engage with interested students on their campus about UCEAP. Ambassadors encouraged students to visit their campus study abroad office to find more information and to apply for UCEAP programs.

**Duttenhaver & Dan Wise Scholarships**

Thanks to the generosity of Linda Duttenhaver (UCEAP alumna, Bordeaux, 1975-76), UCEAP was able to award $202,500 in Duttenhaver and Dan Wise Scholarships to support year-long study. Twenty-six students received awards of $5,000 each to study abroad for a year in the country of their choice as Duttenhaver Scholars. Ten students received awards to study abroad for a year in France as Dan Wise Scholars. Eight students received scholarships of $2,500 to extend from a fall program to a year program through the Duttenhaver and Dan Wise Extension awards.

**Gilman Scholarships**

UCEAP students received 91\% of Gilman Scholarships awarded to UC students, for a total 194 students receiving $757,000. Many students were able to combine their Gilman Scholarship with a UCEAP or Duttenhaver Scholarship to increase their level of financial support.
**Personnel Update**

In March 2012 Stacey Lydon assumed the position of Senior Analyst (now Alumni Engagement & Scholarship Officer). In this role she is able to dedicate 50% of her time to the Scholarship Initiative. Stacey leads the Workgroup meetings and administers the scholarship application, review, and award processes.

**Challenges and Opportunities**

Within the general scholarship pool the use of sub-pools was complicated and confusing for students, as well as administratively difficult to manage. Students did not always indicate in their applications that they were eligible for certain pools, so staff had to sort and move applications individually in the online system to make sure they were considered in all sub-pools for which they were eligible. With 1,250 scholarship applications this was a large and time-consuming task.

The sub-pools organized by student cohort (transfer students, STEM majors, etc.) were more effective in engaging students and encouraging them to apply, according to campus feedback. The sub-pools organized by program type (non-traditional locations, language & culture programs, etc.) had a limited impact in terms of encouraging students to apply for a program they may not have previously considered. For this reason the Workgroup decided to reorganize the application process for 2013-14 to focus on reaching out to specific student groups instead of trying to use scholarships to drive applications to less popular programs.

**GOALS FOR 2013-14**

For 2013-14, the UCEAP Scholarship Workgroup is delighted to be offering $1 million in scholarships for students studying abroad. In order to manage the increased applications and awards, UCEAP has invested in higher quality software to handle the online submission and review process.

As stated above, the workgroup has targeted student cohorts for support instead of tying scholarships to certain types of programs. This was managed by using one large application pool, with an internal points system to give a first-round advantage to students from selected cohorts students with financial need (91.3%), STEM majors (34.8%), transfer students (28.4%), veterans (1%), first generation college students (46%), and other students who are under-represented in UCEAP programs. Only one application was required by each student per term for the general pool. The workgroup’s goals for these changes are to encourage students from under-represented groups to participate in UCEAP programs by offering an advantage in receiving financial support, and to streamline the review process for faculty and staff by using a simpler form and rating system.
Targeted Groups 2013-14

<table>
<thead>
<tr>
<th>Targeted Groups 2013-14</th>
<th>Total</th>
<th>% Selected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Need</td>
<td>367</td>
<td>91.3%</td>
</tr>
<tr>
<td>Transfer Student</td>
<td>114</td>
<td>28.4%</td>
</tr>
<tr>
<td>Veteran</td>
<td>4</td>
<td>1.0%</td>
</tr>
<tr>
<td>First Generation College</td>
<td>185</td>
<td>46.0%</td>
</tr>
<tr>
<td>STEM Major</td>
<td>140</td>
<td>34.8%</td>
</tr>
</tbody>
</table>

Table 6 Percentage of Selected Students from Targeted Groups

Figure 15 Scholarship Applications by Campus 2013-14

Figure 16 Selected Scholarship Applications by Campus 2013-14
The alumni engagement director position was unfilled for all of 2012-2013 and therefore activities and accomplishments for this initiative were limited, but in July 2013, Elizabeth Janis Perl was hired to fill the role of Alumni Engagement and Development Director. She quickly set into motion the ongoing process of building relationships with UC staff members from UCEAP, campus alumni associations, campus development offices as well as with the UC Office of the President (UCOP). Conversations with these key constituents have identified opportunities for strategic collaboration related to data sharing and alumni engagement opportunities. In addition to vital UC partner collaboration, Elizabeth will be focusing on setting up a comprehensive alumni engagement and development program at UCEAP.

The mission of the Alumni Engagement & Development (AED) team is to support the strategic goals of UCEAP by increasing access to scholarship support, to engage and encourage philanthropy from UCEAP alumni and constituents, and to build an integrated and prioritized set of alumni activities and fund raising initiatives.

**GOALS FOR 2013-2014**

1. Research, plan and develop a UCEAP Alumni Engagement & Development (AED) Business Model
   - Work with each UC campus to develop a clear memorandum of understanding (MOU) on the AED efforts. Identify areas of collaboration, including options for sharing revenue and fundraiser credit.
   - Research, purchase and build a database of UCEAP alumni, donors, faculty and staff. Identify areas for success and find partners to collaborate on the exchange of data.
   - Create gift administration and gift processing procedures, working with UCOP, UCSB and UCEAP Finance teams. Identify a gift processing work flow, and set up all gift acceptance and handling procedures.
   - Plan and develop a comprehensive multi-year department structure of staffing and responsibilities for AED and scholarships, including a succession plan.
   - Establish individual professional development plans for AED team enabling mentoring, cross training, growth and leadership. Attend various International Education and Fundraising conferences (i.e. CASE, AFP, CIEE, NAFSA, and Forum), webinars, research tools and database training.
2. Plan and develop a comprehensive multi-year strategy of alumni engagement and fundraising priorities for UCEAP.

- Partner with campus development officers, campus administrative directors and UCEAP systemwide staff to create a work group to identify and address opportunities and strategies for improving alumni engagement, development and stewardship as a systemwide UCEAP priority.

- Plan and execute a formal alumni engagement strategy based on 10, 25 and 50 year participation anniversaries. Plan and execute an event in celebration of Germany and Italy 50th anniversary. Identify future 50th events and budget needs.

- Identify opportunities for alumni engagement including systemwide events, campus events, alumni newsletters, annual fund appeals and anniversary or alumni reunions.

- Plan and execute a formal development pipeline-building strategy of annual fund giving. Identify potential appeals (general scholarship, country, memorial, programmatic, anniversary or year-end). Identify and engage participants from past events including UCEAP Systemwide Alumni reunion (UCSB), Bordeaux, Germany and Italy 50th anniversary events. Create opportunities for tailored communication and potential development interests.

- Plan and execute a formal major gift program based on identified donors, prospects and supporters of UCEAP. Identify and research prospects for major gift cultivation and future solicitation.

- Identify funding levels and options, including current use, scholarship, endowment, program and UCEAP naming opportunities.

- Create a development advisory committee/council in support of the development goals of UCEAP.

- Identify funding options in addition to UCEAP alumni giving, including corporate and foundation gifts, and sponsorships. Partner with UCEAP’s Marketing & Communications unit, and determine if crowd funding should be part of the strategic plan for UCEAP.

- Create a comprehensive stewardship plan for donors, including acknowledgements, scholarship impact statements and annual reports.
- Develop collateral tools in support of alumni engagement and development efforts (i.e. remittance envelope, case statement, rack card). Create a schedule of communication for improving and maintaining donor and alumni engagement both internally and with campus partners.

- Expand alumni website with new content, visibility and the integrated ability to update alumni information and donate online.

**ACADEMIC INTEGRATION**

In March 2012, Faculty-in-Residence Prof. Ann Marie Plane finished her tenure at UCEAP. A search for a replacement was launched. The position, still a 50% appointment, was elevated to Associate Dean to better represent the academic responsibilities involved. UCEAP is grateful for the work of Prof. Plane in both the academic oversight and academic integration foci of the position. Prof. Plane oversaw the design and implementation of the new model of academic oversight, and of the Academic Integration Initiative, working with co-chair Prof. Juan Campo (UCSB) on the latter.

In July 2013, Professor Jeffrey Stopple (UCSB, Mathematics) began serving as UCEAP's Associate Dean to provide leadership on academic matters, including academic oversight and academic integration for UCEAP programs, as well as liaise with Academic Senate and faculty committees throughout the UC system.

**GOALS FOR 2013-14**

Associate Dean Stopple will focus on visiting and establishing contacts in individual departments on the various campuses during the period of September 2013 – March 2014. In addition to meeting UCEAP campus directors, administrative directors and academic integration staff, as well as the relevant Academic Senate committees on each campus, he will make contacts with both faculty and staff. These contacts will become part of UCEAP’s Faculty Liaison Corps and Staff Advisor Liaison Corps, respectively. Talking points in meetings with departments will include examples of courses taken abroad, and of credit earned for the major.

This plan will build upon two of the components of the previous Academic Integration Strategic Plan:

- Course Approvals Data Collection. This initiative sought to “advance efforts to better track, publicize, and systematize course approvals...through automated collection of data at the level of the registrars’ degree audit (possible on several campuses at this time, and
others in development).” This has been accomplished at UCI, and is nearing completion at UCSB. Face to face meetings with Registrars at other campuses, as well as at the UC Registrar’s Council meeting, will expedite cooperation.

- Internationalizing Engineering. This initiative, towards “a summer engineering program with some faculty-led content and some ability to pursue foundational courses in math, physics, or other programs, to be targeted at rising sophomores” is being implemented. Summer programs for mathematics in Berlin, for biology in Glasgow, and for physics in Sussex are planned or already in place, but will require promotion to reach full enrollment.

During 2012-13, a new position of Academic Data Coordinator was created in order to assist with the Academic Integration Initiative in two ways:

- Assist the Academic Specialists with cross-regional data functions in order that they might have more time available to work on the kind of partner university-specific research that is essential to the integration effort and
- Work on special integration tasks of varying sorts including program research, staffing committee/workgroups, coordinating communication, and organizing available integration information.

This position has already proven to be very useful to the regional efforts to maintain and market academic information. In addition to assuming a variety of ongoing functions, the Academic Data Coordinator has been key in collaborating with the Specialists, Marketing, and IT to create new Major-Specific pages on the EAP website to assist students in searching for programs by field of study. A long-awaited development, these pages are only a first step, but extremely important and attributable to the action of the ADC.

The Academic Data Coordinator, in conjunction with the Associate Dean, will also monitor a new Academic Integration email address in order to provide prompt responses to any campus faculty or staff with related questions, research the answers and archive all related materials for ease of future reference.

For 2013-14, goals for the Academic Data Coordinator include:

- Continuing with the development of the new position to establish regular tasks and options for special projects
- Working with relevant stakeholders to establish guidelines for the aforementioned web pages in terms of criteria for determining that a program should be “featured.”
- Working with the Regions to assist with research for new program development, with the notion that most new programs will have been “integrated” to the extent possible before accepting students.

Also for 2013-14 the Academic Data Coordinator will staff the Committee that manages the Undergraduate Research Awards to reduce the workload of other committee members.

**HEALTH, SAFETY AND SECURITY AFFAIRS**

With thousands of students in more than 40 countries, UCEAP officials in the Systemwide Office and abroad are tasked with most, if not all, of the same action-planning and decision-making responsibilities as UC-campus administrators when it comes to preparation for, and response to, large- or medium-scale and individual student emergencies. These responsibilities are compounded by the globally distributed student body, time differences and the complexity of long-distance work with diverse faculty, staff, partner universities, and liaison officers abroad.

UCEAP’s commitment to health, safety and emergency readiness is demonstrated by its comprehensive approach to effective health and safety risk management. The UCEAP Health, Safety and Emergency Response (HS&ER) unit is vigilant about assessing and improving UCEAP’s health and safety protocols, and ensuring compliance with Federal and State laws, and UC and UCEAP policies. A critical component of the larger health and safety management system is the tracking of student incidents that put UCEAP students, employees or programs at risk. The systematic approach to incident reporting and management includes, 1) Analysis of the data to provide clues about where changes may be needed and 2) A systematic evaluation of reported incidents and near misses. These two practices serve to inform UCEAP decisions to update policy language, improve protocols, provide an opportunity to add controls to mitigate risk, and enhance UCEAP training plans and policies. This systematic approach to incident reporting and management improves the overall UCEAP’s risk management system.

UCEAP operates within an industry where health, safety, and security are integral components of everyday business. The HS&ER unit, supported by its insurance and security partners, works to provide reliable information, assessments, and consultation to all UCEAP constituents (staff, faculty, students, and their parents) starting during pre-departure preparation, continuing while students are in-country, and after their return to the U.S. Also, the unit participates in program development, provides training and advisement on matters related to student health and safety, and develops and implements policies and protocols to promote a safe environment for UCEAP students, faculty, and staff. An important objective in this area is to enable UCEAP students,
faculty and staff to respond to safety, security and health emergencies using established and vetted protocols that address duty of care, ensure compliance, and minimize UC liability.

Fortunately, the 2012-13 program year was absent any major world crisis requiring the evacuation of UCEAP students, but UCEAP had to suspend its programming in Egypt due to political unrest. However, as always, the majority of crises abroad involve individual student health and safety incidents.

Achievements include:

1) Appointment of HS&ER Principal Analyst Inés DeRomaña by Secretary of State John Kerry to the Overseas Security Advisory Council (OSAC), a 34-member advisory group to the U.S. Department of State’s Bureau of Consular Affairs.

2) Hosting the OSAC Health and Safety Seminar for Academia at the Casa de California, UC Center in Mexico City, attended by more than 100 participants representing U.S. and Mexican higher education, consular affairs and private corporations with a global presence. Among the presenters, officials from the Mexican Foreign Affairs Secretariat, the U.S. Embassy in Mexico, U.S. Diplomatic Security, and U.S. Consular Affairs provided their views and assessments of the local security situation in Mexico while encouraging participants to collaborate more closely in finding creative solutions to increase international exchange of students. The scope of U.S.-Mexican relations is broad and goes beyond diplomatic and official contacts, and entails extensive commercial, cultural, and educational ties.

3) An increase in the number of hospitals, clinics and practitioners abroad who work directly with Europ Assistance/USA, UC’s travel assistance provider, for billing and reporting, reducing out-of-pocket financial responsibilities for UCEAP students and improving incident reporting to UCEAP.

4) Continued recognition by Mobility International and the National Clearinghouse on Disability and Exchanges, as leaders in best practices relating to students with disabilities in education abroad programming. UCEAP best practices based on current UCEAP protocols established for students with disabilities will be highlighted in a NASPA (Student Affairs Administrators in Higher Education) upcoming book “Beyond the ADA Inclusive Policy and Practice for Students with Disabilities in Higher Education”

5) Increase in invitations received by Principal Analyst Inés DeRomaña to present at national and international conferences focused on best practices in education abroad. She continues to be recognized as a thought-leader in the health and safety field.
6) Increase in usage of UCEAP-developed fire safety materials by study centers during on-site orientations and throughout the year to improve student awareness of fire prevention and preparedness activities.

7) Inclusion of UCEAP in the University of California Student Mental Health Initiative (SMHI) state grant, which will enable UCEAP to contribute to the effort to promote strategies to strengthen student mental health at higher education institutions across California.

8) Creation of the LGBTQ sub-site within the UCEAP Diversity portal.

**Student Emergencies/Incidents (Summer 2012 through Spring 2013)**

Incident severity is measured on a four-level scale from 1 - *Minor* (e.g., lost documents, colds, ear infections, etc.) to 4 - *Severe* (e.g., complicated surgery, death, suicidal intent, etc.). Appendix A includes summarized definitions and examples of incidents at each of the levels used to classify incident severity.

UCEAP is committed to minimizing risks that students face while studying and traveling through UCEAP. UCEAP’s approach to health, safety, and emergency response is multifaceted and relies on the assumption that UCEAP representatives abroad and students will fulfill their roles and obligations in a shared responsibility by working with them to produce in-depth trainings, conducting site and program assessments, ensuring accurate and timely incident reporting, developing effective incident response procedures, and implementing a comprehensive and tested emergency response systems.

Incident reporting is an important part of the UCEAP emergency and safety management process. Collecting accurate details, analyzing incidents and trends, and sharing data are central to responsible UCEAP program development and management and good decision-making.

This report is an effective tool when reviewing the past year to assist UCEAP and its representatives to improve health and safety protocols. When analyzed, this report can also help to identify possible trends, monitor compliance with the UCEAP incident reporting policy, and to provide insights into new ways of reducing risks.

There were 648 health and safety student incidents reported to the UCEAP Systemwide office, representing a range of severity levels and assistance/management approaches (e.g., Study Center alone, UCEAP HS&ER alone, Europ Assistance/USA (EA/USA) alone, or any combination of those three groups working with the student, and in some cases, their parents). It is important to note that a continued increase in the number of reported incidents is not a bad thing as it may not necessarily indicate a pattern. It may be a positive compliance indication by UCEAP staff and partners abroad with the University of California standard to report all incidents to the
Another factor that contributes to a reporting increase is the direct payment relationship, set up by UCEAP as a service to students, between EA/USA, and health providers in different countries. In some countries, incidents/ treatments that would have been paid directly by the student to later submit an insurance claim are now covered by EA/USA’s local agents and the local medical providers directly. This procedure triggers EA’s follow-up with the student and automatic incident reporting to the case manager at UCEAP in the HS&ER unit.

The UCEAP Incident Reporting System continues to be improved to facilitate more comprehensive incident reporting, a streamlined notification process, and better integration of crime incident data into the overall health, safety and emergency response. A sample of incidents reported includes:

- Illnesses contracted overseas (malaria, infectious diseases, etc.)
- Surgeries (appendicitis, gall bladder, open reduction and internal fixation)
- Pre-existing medical conditions requiring on-going treatment while abroad
- Pre-departure changes in health / life history
- Personal and family problems
- Mental health maintenance or decompensation
- Accidental injuries
  - Minor injuries - requiring first aid
  - Major injuries - resulting in hospitalization and/or medical evacuations
- Non-violent crimes against student property (robbery/theft, etc.)
- Threats to student safety (stalking, discrimination, racism/harassment, etc.)
- Violence against students (muggings, physical assault, sexual assault, etc.)
- Environmental health (food/water borne diseases, air quality, etc.)
- Hazards (storms and floods)
- Intentional misbehavior by students (alcohol/drug abuse; anger management; uncivil behavior)

See Appendix B for additional information about 2012-13 incidents reported including trend data.

**GOALS FOR 2013-14**

**Strategic Priorities:**

1) Further emphasize a strategic view of risk management in UCEAP programming.
2) Lead efforts to improve accessibility to education abroad programs by UC students with disabilities by partnering with campus Disability Services offices on the campuses to design and implement UCEAP best practices.
3) Design guidelines to assess risks of required field trips, and internships and experiential learning activities that are offered through UCEAP programs in different parts of the world.

4) Enhance the Diversity Portal with additional resources for current and prospective UCEAP participants who self-identify as LGBTIQ or as having disabilities.

Operational Priorities:

1) Increase risk assessment activities including site audits (virtual and in person); field trip, internship and experiential learning assessments; Clery-related analysis; and early involvement in new program development.

2) Produce tools and resources for UCEAP staff in California and abroad.

3) Improve awareness of UCEAP’s health and safety protocols and policies through ongoing staff/faculty training, delivery of intermittent ‘critical incident’ notices.

4) Develop a new bi-monthly Health & Safety ‘brief’ for UCEAP Representatives working abroad with information that will help them better understand student incident trends, better relay information to students, and better utilize health and safety tools and resources.

5) Initiate regular webinars with campus student health and counseling services staff to foster greater collaboration and sharing best practices. Possible topics include, 1) proactive approaches to student interventions, 2) advising recommendations for promoting a healthy approach to UCEAP participation, 3) information sharing about the availability of local resources to support students, and 4) developing contract plans with students who need continued treatment while abroad. Continue to work with UCEAP partners (ACE/USA, Europ Assistance/USA, and iJET) to improve protocols and services provided to students.

6) Continue to work with Europ Assistance/USA to arrange guarantees of payment in more UCEAP program locations to enable students to go directly for treatment without the need to pay up front and later submit an insurance claim.

7) Complete inventory of UCEAP locations around the world to comply with Clery Reporting as required by the UCEAP attorney.

8) Continue to review existing policy language to ensure uniformity.

9) Develop a simple and secure on-line interface for Student Incident Reporting that works across all browsers to facilitate reporting by UCEAP Representatives abroad, therefore increasing organizational compliance with the reporting policy and improving incident data analysis.

For more information and data, please see Appendices A & B.
In 2012-13, the UC Education Abroad Program (UCEAP) regional program units were tasked with the development of individual strategic plans. Those were completed in the summer of 2013, and they became an integral component of the subsequent strategic planning that took place in the fall of 2013. What follows, however, are the reports of activities and achievements by each region in 2012-13.

**REGION I**

Region I includes programs in Czech Republic, Denmark, France, Germany, Italy, the Netherlands, Russia, and Sweden.

**Activities and Accomplishments in 2012-13**

A. Systemwide Office (Linda York, Regional Director)
   - Member of the program development and academic integration strategic planning committees
   - Served on the scholarship review committees to award fall 2012 scholarships
   - Served as liaison for the CAD-Systemwide monthly conference calls
   - Coordinated UCEAP Systemwide participation in the 2012 Study Abroad Fairs
   - Served on the interview committee to select a new Associate Dean
   - Attended the NAFSA conference in St. Louis, Missouri
   - Developed proposal for introducing program site visits for staff
   - Co-chaired an annual conference session on professional development and study abroad

Systemwide Office (Region I Staff)
- Served on the Academic Integration strategic planning committees
- Served on the Internships workgroup
- Served on the Annual Conference Planning Committee
- Served on the Scholarship Review Committee
- Served as the Academic Specialist liaison to the UC International Admissions Specialists meetings
- Presented at the Region I Roundtable at the UCEAP Annual Conference
- Presented a webinar pre-departure orientation for students going on the inaugural Rome/Madrid multisite program
- Participated in the OSAC/UCEAP Health and Safety Seminar for Academia held at UCSB
- Developed a training session for the UCEAP student ambassadors

B. Campus Relations
- RD served as liaison to UCSD and UCR
- RD attended the All-Cal meeting of campus office staff in December 2012
- Regional staff member represented UCEAP at the UCSD Parent Orientation
- Regional staff members attended 9 study abroad fairs
- Regional staff members participated in pre-departure orientations at UCSB
- Regional staff members conducted France and Italy visa workshops at UCSB
- Regional staff members presented at UCSB recruitment information meetings
- Regional staff member organized a training session for new campus advisors

C. Programs/Study Centers

(i) Enrollments in Region I showed a modest increase from 2011-12 to 2012-13. See 2012-13 enrollment data for details on program participation by country.

Immersion enrollments in France, Germany and Italy declined over the 3-year period. However, Italy numbers in 2012-13 received a modest boost from the introduction of the new multi-city Madrid/Rome quarter and semester programs. Enrollments in the English-speaking immersion programs in the Netherlands, Denmark and Sweden remain strong. These programs have been particularly successful in attracting majors in the sciences, engineering, and psychology. The expansion of program options in Russia with the move to St. Petersburg increased enrollment in 2012-13. Enrollment in summer programs almost doubled over the 3-year period, with the largest increases resulting from the move from Siena to Florence and the addition of summer programs in Berlin and St. Petersburg.

(ii) Summary of Activities For Programs/Study Centers
- The RD attended the 50th anniversary celebrations in Bordeaux and Rome, and visited Berlin in October 2012.
- The RD and Academic Specialist attended the 50th anniversary celebration in Rome, and the Academic Specialist was able to participate in site visits in Florence and Bologna.
- The Operations Specialist participated in the program site visit for Denmark and Sweden in May 2013 along with three campus advisors. The delegation subsequently made a presentation about the programs at the UCEAP annual
conference and distributed a report to all campus advisors for Sweden and Denmark, highlighting suggestions for recruitment in particular.

- In France, agreement renewals were concluded with the University of Lyon II and Sciences Po, Paris. In Italy, the UCEAP agreement with the University of Padova was not renewed and UCIE approved the closure of the Padova program in its current format due to declining enrollments.

- In Germany, the Potsdam Language and Culture program was closed, also due to a decline in student interest.

- A new summer program for 2014 in Munich was approved by UCIE: Engineering for Sustainability at the Munich University of Applied Sciences.

- The regional team hosted the UCEAP Academic Coordinator in Bologna, Dr. Peggy Kidney, during the week of the UCEAP Annual Conference. Peggy met with the campus UCEAP Italy advisors, participated in the Region I Roundtable, and gave a special presentation on UCEAP’s program in Bologna.

- The Paris summer Language and Culture program received a very positive review by the UCIE review committee. The committee found the instructors to be of very high caliber and the course demands to be equivalent to or exceed those of UC courses at the same level. As a result of the committee’s recommendations, a less intensive language track for beginning language will be added for summer 2015 and second year language levels will be added to the intensive track.

**Personnel Changes**

Systemwide Office: Two new program advisors began in August 2012. One of the advisors moved to the UCSB EAP campus office in August 2013. A new Operations Specialist for France, Germany, Czech Republic and Russia began at the systemwide office on August 1, 2013.

Study Centers: The Bologna Office Manager is on maternity leave from January to December 2013. A new program coordinator in Copenhagen was hired and began on September 1, 2013.

**Challenges, Problems, Resolution, Opportunities**

- As noted above, enrollment in the traditional immersion programs requiring two years of university language is declining for Italy, France and Germany. The decision to introduce a fall semester program in Bologna that concludes before Christmas appears to have helped to slow down the decline in Italy as enrollment for fall 2014 has increased significantly over the previous year. In Bordeaux, UCEAP is introducing an English language track to enable students with no background in French to take regular
immersion courses taught in English at Sciences Po, Bordeaux and the departments of English and North American literature, Economics, and selected sciences.

- Enrollment in the “Rome through the Ages” program declined by approximately 20% in 2012-13. Region I is prioritizing Rome in recruitment efforts this fall and has a number of initiatives underway to promote the program. UCEAP is offering three “Rome Correspondents” scholarships in spring 2014 and fall 2014 for which students are required to maintain a blog during their stay in Rome, focusing on an aspect of Italian culture and society. Region I is also offering a program site visit to Italy to three campus advisors who show the largest percentage increase in applications for the 2014/15 Rome and Bologna programs. UCEAP is exploring opening the program in Rome to non-UC students to enable it to continue offering the same range of courses despite the decline in UC enrollment.

- The new visiting professorship in Utrecht went into effect for fall 2014 as has the Northern Europe Study Center directorship. In response to concerns expressed by the Italy advisory committee, the Italy review committee and UCIE, UCEAP will reinstate a Study Center Directorship in Italy effective July 2015.

GOALS FOR 2013-14

- Outreach to UC language departments will continue for programs in Germany, Italy and France. Region I also plans to focus on recruitment for immersion programs in English in the Netherlands, Denmark and Sweden, targeting majors in public health (Denmark, Netherlands), political science (all programs), pre-law (Netherlands), environmental science/biology (Denmark, Sweden), and engineering (Sweden).

- The development of sample study plans or tracks for immersion programs in France and Italy based on courses that are offered regularly will continue. This is designed to reduce uncertainty about students’ academic programs before departure as well as help them navigate host university websites.

- New program development will be focused on exploring a spring semester global studies program at the University of Geneva and a summer program in psychology in the Netherlands.

- Agreement renewals are due for Lund University in Sweden, the University of Bologna in Italy, Ecole Normale Supérieure in Paris, France, and the Faculty of Business and Economics, Maastricht University, the Netherlands.
REGION II

Region II includes programs in Botswana, China, Ghana, Hong Kong, Indonesia, Japan, Korea, Singapore, Senegal, South Africa, Taiwan, Tanzania, Thailand and Vietnam.

Activities and Accomplishments for 2012-13

This last year Region II has focused on developing providing a wide range of terms and program content in its locations – ranging from fulltime lab research in science or engineering to focused interdisciplinary or thematic studies, to intensive language acquisition, immersion in a host university, and/or résumé-enhancing internships.

In locations in Asia and sub-Saharan Africa, UCEAP Region II includes both developing nations and emerging global leaders within the social, economic and political world system. Its goal is to help UC students see the world and understand global vs. local concepts in the broadest and most varied range possible, from the islands and societies of Southeast Asia to the megalopolis capitals of East Asia, and from a field trip to a remote wildlife refuge to the hubbub of active social service NGOs in neighborhood communities of Africa.

A few affiliate universities are further along in the breadth, development of offerings and rankings due to advantages of strong institutional planning, external interactions and collaboration, sound research and/or recent influx of funding from federal initiatives with higher education and/or international education as a priority. Other institutions are newer or comparatively less developed, due to competing priorities, high demands on limited funds, the persistence of rigid traditional legacies, and/or impact of different approaches in instruction. The team feels that students can learn much about their majors, future life choices, and the world in either type of institution.

Challenges, Problems, Resolution, Opportunities

Keeping student enrollment on track despite physical (avian, natural disasters, air quality and pollution, and transport), psychological (less varied demographics, less accommodating university settings, less mental health support) and different academic traditions and pedagogy requires ever-changing but ongoing methods of education, recruitment and retention of students.

Among the opportunities of this last year have been

- 50th anniversary UCEAP celebration with multiple partners in Japan
- Offering of three one-time UC Visiting Professorships at partner ICU in Japan to celebrate ICU’s 60th anniversary
- Successful development of lab/research opportunities with top-ranked partners in Taiwan and Japan
- A multi-site business program in Hong Kong and Shanghai with a strong UCEAP HK partner
- Relocation of program in Vietnam
- Resumption of UCEAP programming in Indonesia which had been suspended for over a decade.

The Region II team members individually or as a group

- Served as project lead for the Strategic Initiative New Program Development Workgroup
- Served as project lead for the Strategic Initiative workgroup on Internships
- Served various committees and projects including UCIE, Directors Council Marketing, Scholarships, Web Advisory Group, Student Research, etc.
- Hosted and trained selected Study Center and resident directors, overseas staff members and campus staff via in person meetings and webinars
- Led and participated in UCEAP Annual Conference sessions
- Served on NAFSA National Leadership Development Committee
- Participated in the Fulbright-Nehru India International Education Program
- Undertook a close review and evaluation of academic programs and student satisfaction with new programming toward end result of higher levels of academic quality and student satisfaction based on changes made in varied locations (Osaka summer, summer Biodiversity, CIEE Tanzania, etc.)

Worked with Faculty Advisory Committees, UC faculty, departments on recruitment of students for undersubscribed locations (China, Ghana, Japan) of which the most successful was Japan in which numbers have rebounded, Ghana enrollment has improved and China has remained close to prior year.

GOALS FOR 2013-14

Region II succeeded for the current year to meet prior year enrollment overall, but the team targets increased enrollment in all locations, particularly in China and Ghana, hope to spread the
word about three new summer options (two STEM and one new SE Asia) as well as adding a fourth summer language study, along with internships throughout the regional sites.

Conceptual goals are to:

- Develop student interest in and understanding of the emerging Asian powers and of developing Asian and African engagement with the world.

- Give UC students the opportunity to see the global context of what topic(s)/subject(s) they are studying (environment and resource issues, changes of climate and weather, public health care and disease prevention, gender issues, education and society, etc.), and gain new perspectives/approaches to these topics.

- Provide UC students an opportunity to step outside of comfortable California lives and learn the value of learning, living and contributing in local and less privileged host communities through internships and service opportunities, helping them to become knowledgeable global citizens.

Concrete Region II objectives are to:

- Offer programs of interest to UC students for academic enrichment, personal growth and career development

- Maintain minimal enrollment sufficient to meet center/program costs and effective on-site operations and maximize enrollment in locations in which Region II is bringing in funds beyond coverage of expenses

- Minimize the need for program option fees for Region II offerings

- Provide program development for UC affiliations and direct offerings for options in India

- Explore third city options for programs in China

- Continue to explore opportunities in key disciplinary areas of public health, science and engineering, intensive language study, economics and business.
REGION III

Region III programs include Australia, Barbados, Canada, Egypt, India, Ireland, Israel, Jordan, Morocco, New Zealand, Turkey, and the United Kingdom (England and Scotland).

2012-13 Activities and Accomplishments

Systemwide Office (Regional Director)

- Served as a member of the program development strategic initiative committee.
- Served on three scholarships review committees ($500k; EAP Undergraduate Research Award; Student Ambassadors)
- Invited participant for a site visit to Israel
- Attended the annual NAFSA conference in St. Louis, Missouri
- Attended CIEE conference in Portland, Maine, and completed workshop on methods for getting students through the application process.
- Regional staff participated in a variety of UCEAP workgroups, including:
  - Scholarship workgroup
  - Office Emergency Response group
  - Internship workgroup
- Regional Staff attended conferences focused on student safety and security abroad sponsored by NAFSA and OSAC
- Regional Staff attended a NAFSA webinar on developing internships
- Regional Staff produced a Multi-city pre-departure program webinar for selected students
- Regional Staff presented in Sessions at the UCEAP Annual Conference

Campus Activities (Regional Director)

- Served as Regional Director Liaison to Davis and Merced
- Attended NORCAL and All-Cal UC study abroad conferences
- Regional staff attended eight study abroad fairs and presented at campus information and pre-departure orientation sessions.

Partner Relations/Study Centers (Regional Director)

- Visited partner universities in New Zealand.
- Visited current Israel partner Hebrew University and new partner Ben-Gurion University of the Negev; met with proposed partner Technion - Israel Institute of Technology in Haifa and potential future partner, University of Tel Aviv regarding potential fee-based and exchange possibilities.
- Hosted visit by Monika Popp, London Study Center Program Officer, during the week of the UCEAP Annual Conference. Monika presented in the Regional III Roundtable and gave a presentation on programs in England, highlighting new programs in London. She also met with campus advisors, the regional team, HR, Finance staff, reciprocity and the health and safety analyst.

- Suspended agreements with AUC in Egypt due to regional instability and with Australian Universities La Trobe and Monash due to low student enrollments.

**Program Development/Management and MOUs**

In the past year, Region III has launched ten new programs and two innovative options as a complement to existing programs. These include:

New programs:

- Scotland: Glasgow Science Summer – This intensive 8-week, 12 quarter unit summer school offers calculus-based physics (required of life sciences majors and students from non-science backgrounds aspiring to enter medical school) or gateway biology courses.

- Scotland: St. Andrews Fieldwork Summer – This intensive six week, 9 quarter unit geology field school is open to all majors looking for science units at the general education level.

- Ireland: Dublin Science Summer – this intensive 8-week, 12 quarter unit summer school also offers calculus-based physics (required of life sciences majors and students from non-science backgrounds aspiring to enter medical school) or computer science courses.

- Irish Parliament Internship Semester – A unique opportunity to experience Irish politics and culture right from within its governing body, Oireachtas (Irish Parliament). The program combines course work with an internship.

- UK: Sotheby’s Institute of Art semester – A unique opportunity to combine academic study with a unique insight into the professional art world while taking full advantage of the rich cultural resources London offers.

- UK: University College London – UCEAP’s newest partner within the “English Universities” program consistently ranks among the top ten UK universities. UCL’s research and teaching is organized within 10 schools that form an academic powerhouse covering the arts, humanities and sciences.

- Jordan - three new programs aimed at students with differing Arabic facility:
  - Arabic Language & Culture is open to students with no prior Arabic
- Advanced Arabic Language serves students with 7 quarters/5 semesters of Arabic
- The Diplomacy and Policy Studies track allows students with just over a year of Arabic to improve the language, take elective politics and diplomacy courses in English, and intern with a local NGO.

- English Universities Program, Internship + Berkeley online course. UCEAP students accepted to an exchange partner in London during spring semester can substitute one course with a 10-week internship plus accompanying online course. This is UCEAP’s first formal use of online instruction.

- Multi-City Spring Semester with Internship (in London or Paris). A new semester version of the popular quarter program has been introduced for spring 2014; it offers students an opportunity to intern in either Paris or London during the final 10 weeks of the program.

- Canada: McGill University year or semester – Offers UC students the opportunity to become fully integrated into the academic and social life of a top-ranked Canadian institution.

Program Oversight

- UK Review. The report returned a favorable review, with advice to monitor low-appeal partners.

- Faculty Advisory Committees: Established a faculty advisory committee for the UK, Ireland & Canada, and consulted on new partner relationships in those countries. Consulted with Oceania faculty advisory committee on program consolidation in Australia. The South Asia FAC will be folded into a larger Asia FAC as India transitions to Region II.

- On-site oversight. Jodi Anderson, PhD joined UCEAP as the new Academic Liaison for the UK, replacing Faculty Consultant Doug MacDougal, UCSD Emeritus.

Personnel Changes

- Region III’s Academic Specialist and a second Program Advisor joined the team in September 2012 and are now fully trained and better able to carry the full-weight of tasks associated with their positions. The regional team remains challenged by the particular sorts of issues raised with its increasing summer student cohort and look forward to gaining an additional .5 FTE in the region to focus on the particular needs of students from that shorter, but very intense, program cycle.
Overseas staffing has been stretched thin in the UK but the regional team is pleased to note that UCEAP recently hired a second program officer in Edinburgh with high hopes that UCEAP will shortly succeed in hiring an additional program officer in London.

**Challenges, Problems, Resolutions**

- The challenges associated with the closure of the Egypt program were, in part, attenuated by the availability of CIEE programs in Amman, Jordan that had been approved by UCIE as a backup for Egypt. As the closure goes into a second year, UCEAP is understandably concerned for the safety of its colleagues at the American University in Cairo but see no rationale for opening additional Arabic language opportunities at this time.

- With the opening of a Region IV program in the Dominican Republic, a decision was made to move Barbados to that region for reasons of geography and to more evenly spread enrollments across regions. The transition will occur in spring 2014.

**GOALS FOR 2013-14**

Driven by, and operating under the UCEAP mission to “equip UC students with the knowledge, understanding, and skills for work and life in a globally interdependent and culturally diverse world,” and its vision of “study abroad for all, academic excellence, and best business practices,” the Region III 3-year strategic plan (2013-14 to 2015-16) focuses on achieving the following key strategic goals:

- Increase enrollment by 2.5%-3%;
- Continue to improve the financial viability of Region III programs;
- Improve the Region III operational effectiveness and efficiency.

To that end it will pursue the following three strategies:

- Strengthen the relevance of Region III programs to UC students and UC departments;
- Develop closer collaboration with UCEAP advisors;
- Selectively drive growth in high appeal countries and partners while continuing to consolidate elsewhere according to financial viability, effect on workload and quality of the offering and student experience.

These will be accomplished through the following specific strategic objectives and initiatives:

- Develop program opportunities that are in tune with the needs/desires of UC students.
  - Define appealing ‘tracks’ at existing host institutions;
  - Identify partners offering courses that fit the focus of specific majors;
- Develop summer curricula that match required content for majors;
  - Establish pre-departure credit approvals where possible.
- Help students maximize their experiences abroad by:
  - Developing internship, research, and service-learning opportunities;
  - Providing resources to facilitate students’ cultural integration.
- Support campus and study center advising by:
  - Creating accessible, centralized resources;
  - Facilitating increased communication between advisors (campus and SC.)

Country-Specific Strategies: UK/Ireland

On the whole, this is Region III’s biggest ‘program’ and has the greatest potential to grow, especially in the areas of study in English in STEM (predominately in summer) and in English and Psychology (but also Poli Sci, Bus/Econ, and History) in programs offered during the regular academic year. In 2013-14, Region III will focus attention on developing English (language, translation, literature, media, communications) ‘tracks’ at the University of East Anglia and to define and promote the best UK and Ireland locations for psychology sub-fields.

REGION IV

Region IV programs include Argentina, Brazil, Chile, Costa Rica, Mexico and Spain.

Latin America:

Chile

- Identified and updated various processes in the Chile Study Center to better integrate operations with the changes that have taken place in other parts of EAP. This effort involved a site visit from the systemwide office to Chile, the complete restoration and update to all computers/communications in the Study Center (carried out by systemwide IT staff), and the participation of its senior coordinator from the Study Center at the UCEAP Annual Conference.

- The team hopes to restore enrollments through better, more saturated marketing, especially with respect to the internships that are well managed for all students on the immersion programs.
- The Study Center Director worked very hard to begin planning and negotiation for a multi-site program that would include Buenos Aires and Santiago.

Mexico

- Region IV arranged for UNAM to host several campus advisors in a trip to Mexico City to become more familiar with the city itself, with the UNAM campus and academic offerings, and with Casa de California. This visit was deemed a success by both EAP and UNAM, and additional advisors will be hosted in 2013-14.

- Given that EAP is very aware of the Legislative and UC-wide imperatives to strengthen relations with Mexico and develop further opportunities for Study Abroad there, the collaboration of UNAM in efforts to increase the awareness of faculty and staff is especially appreciated and will perhaps bear more fruit than previous Region IV and Study Center efforts to boost enrollments.

Costa Rica

- The Tropical Biology and Conservation Program in Monteverde, Costa Rica was reviewed by a UCIE subcommittee and received very high approval ratings along with an endorsement to extend the opportunities provided by this program into the summer season. (It currently runs during fall and spring.)

Brazil

- Continuing efforts to rationalize Brazilian government and UC Regental rulings have been carried out by EAP International HR in hopes that it will soon be registered as a legal presence in Brazil. The change to a legal status would greatly enhance the possibility of program development in this important country, and make its current operations far more efficient.

- Meanwhile, in collaboration with CIEE, Region IV opened a separate option for its students going to Salvador, Brazil. It is now possible for them to go just for the summer language program, which had previously been organized solely as the ILP to the following semester program.

Dominican Republic

- Region IV also received approval to open a Community Public Health Program in the Dominican Republic in collaboration with CIEE.
Spain

- In collaboration with the Barcelona Study Center, Region IV initiated the International Business Economics Program at the Pompeu Fabra University in Barcelona. During its first run, various difficulties were resolved and it appears the program will be popular and well run as the program goes forward. Among the major problems solved was the coordination of the UPF's quarter calendar with that of UC in order to facilitate the participation of quarter-campus students.

- In ongoing collaboration with the Spanish Language Faculty Advisory Committee, Region IV Academics began a serious reworking of the Language and Culture Program at the University of Córdoba to open new language levels and add Andalusia-specific courses as well as an excursion to Morocco. This work is ongoing and it is hope that enrollments will be somewhat restored.

- The Regional Director worked closely with the Spain Study Center Director to extend negotiations of a new Agreement with the University of Barcelona. EAP's relations with this prestigious institution are threatened by steep tuition increases and the negotiations are complex due to the fact that UCEAP shares the program with the University of Illinois, Urbana-Champaign. Negotiations are ongoing.

- The Regional Director, Study Center Director and Madrid staff met with the Vice Rector of International Relations and the Dean of Social Science at the Complutense University of Madrid to begin planning for an academic conference and celebration to mark the fiftieth anniversary of EAP in Spain.

Challenges

Region IV Staffing

- Region IV has had several personnel transitions.

- In June 2013, two Study Center Directors finished their terms of service, Benjamin Liu in Spain and Francisco Lomelí in Chile/Argentina

- The region team has experienced unusual turnover in the specialist and program advisor positions. As of June 2013, the Region was still in flux and severely understaffed. As of October, the regional team was fully reconstituted.

- There has also been a great deal of turnover in advising staff on the campuses, and so familiarity with Region IV programs is not as high as it once was.
Region IV-specific research in preparation for a new round of strategic planning revealed certain challenges:

- Student interest in Latin America is concentrated in the social sciences. UCEAP has drawn very few STEM majors and only a sprinkling of students from other disciplines in which most of its Latin American partner institutions offer rich opportunities, such as Art and Architecture, Performance Arts, Communications/Media studies, Environmental Studies, and Psychology. Students do pursue the humanities and a range of interdisciplinary studies.

The same research revealed certain opportunities:

- In looking more closely not just at student majors, but also at their minors, it became obvious that there are many students with Education Minors who are studying throughout Region IV and taking courses pursuant to this minor. Better marketing of the available opportunities for bi-lingual education should draw a new cohort to Region IV.

- It also became clear from looking at these same data sets that Spain retains considerable caché as a destination for study abroad even for students who have no intention of pursuing major requirements. For example, the majority of STEM majors who have gone on EAP programs to Spain in the past three years have gone to Language or other International-School programs that have no offering of STEM courses.

Other challenges

- Security issues in Mexico and Brazil continue to be troubling. Security issues in Mexico are an obstacle to enrollment because of the hyper-active media approach to violence in the country. Once students get past this and persuade their parents to allow them to go, they have very few problems in Mexico—in part because they are in unthreatening locations and in part because its staff is clear about keeping them out of trouble.

- Security issues in Brazil are much less publicized in the US, but UCEAP has more difficulties with students on the program who are not paying attention and get themselves into problematic situations (usually associated with alcohol). For the most part these situations are repeated petty robberies, but UCEAP continues to look for ways to impress students during orientation that they need to take safety more seriously.

- Chile then becomes the only location for an immersion experience in Latin America that does not involve some sort of security issue. This should lead to higher enrollments in Chile, but haven’t in 2012-13 in spite of great effort on the part of Study Center Director
and staff to provide excellent service and to prime students to advertise the program to their friends back home.

- Once the staff in Region IV is fully trained (only two of the six staff including the Regional Director have been in their positions for more than one year), it is hoped that there will be greater opportunities to spend the necessary time to develop country- and program-specific marketing.

GOALS FOR 2012-13:

For Spain:

1) Increase enrollments to “destination programs,” those that draw students whose principal concern is not necessarily credit in their major (see earlier comments on STEM students for context)

2) More effectively guide academically motivated students to the best locations for directed study in particular disciplines. In both instances, eliminate programs that have become too expensive and replace them with better alternatives that require less administrative labor in California in order to be able to continue to afford better customer service in Spain.

For both Spain and Latin America:

1) Increase the number of English-language programs to continue to attract students to these regions in spite of the decreasing number of majors that require any sort of foreign-language proficiency

2) Determine new opportunities for quarter-length programs

3) Better promote those bi-lingual options that do exist for Education fields, Engineering, and Business/Economics

For Latin America:

4) Complete legal registration in Brazil in order to modernize administration of its programs.

5) Bring the multi-site program in the Southern Cone into existence.

6) Bring the summer extension option into existence in Costa Rica.

7) Begin preparation for additional program development.
For California:

1) Intensify team-building and engagement of the Regional team in the systemwide office.

2) Rebuild camaraderie with Region IV advisors in the UC campus international offices.

RECIPROCAL EXCHANGES (CONT’D)

The University of California hosts Reciprocity students from over 100 institutions in approximately 30 countries. Reciprocal exchange students attend the University of California for up to one academic year on a no-fee-exchange, non-degree basis. Students on UCEAP earn degrees at their home university though they are enrolled at a university abroad. Undergraduate and graduate Reciprocity students are nominated by partner institutions under the provisions of specific contractual agreements, which currently make up roughly two-thirds of UCEAP’s partner agreements.

<table>
<thead>
<tr>
<th>Country</th>
<th>2010-11</th>
<th>% change</th>
<th>2011-12</th>
<th>% change</th>
<th>2012-13</th>
<th>% change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>160</td>
<td>3.23%</td>
<td>124</td>
<td>-22.50%</td>
<td>94</td>
<td>-24.19%</td>
</tr>
<tr>
<td>Barbados</td>
<td>0</td>
<td>-100.00%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Brazil</td>
<td>16</td>
<td>128.57%</td>
<td>13</td>
<td>-18.75%</td>
<td>14</td>
<td>7.69%</td>
</tr>
<tr>
<td>Canada</td>
<td>6</td>
<td>-14.29%</td>
<td>7</td>
<td>16.67%</td>
<td>9</td>
<td>28.57%</td>
</tr>
<tr>
<td>Chile</td>
<td>45</td>
<td>2.27%</td>
<td>55</td>
<td>22.22%</td>
<td>62</td>
<td>12.73%</td>
</tr>
<tr>
<td>China</td>
<td>76</td>
<td>-43.70%</td>
<td>82</td>
<td>7.89%</td>
<td>104</td>
<td>26.83%</td>
</tr>
<tr>
<td>Denmark</td>
<td>31</td>
<td>93.75%</td>
<td>36</td>
<td>16.13%</td>
<td>35</td>
<td>-2.78%</td>
</tr>
<tr>
<td>Egypt</td>
<td>18</td>
<td>100.00%</td>
<td>14</td>
<td>-22.22%</td>
<td>13</td>
<td>-7.14%</td>
</tr>
<tr>
<td>France</td>
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<td>-21.85%</td>
<td>150</td>
<td>61.29%</td>
<td>118</td>
<td>-21.33%</td>
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<tr>
<td>Germany</td>
<td>46</td>
<td>-9.80%</td>
<td>61</td>
<td>32.61%</td>
<td>62</td>
<td>1.64%</td>
</tr>
<tr>
<td>Hong Kong</td>
<td>191</td>
<td>44.70%</td>
<td>216</td>
<td>13.09%</td>
<td>222</td>
<td>2.78%</td>
</tr>
<tr>
<td>Hungary</td>
<td>3</td>
<td>0.00%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Ireland</td>
<td>31</td>
<td>14.81%</td>
<td>43</td>
<td>38.71%</td>
<td>48</td>
<td>11.63%</td>
</tr>
<tr>
<td>Italy</td>
<td>124</td>
<td>2.48%</td>
<td>95</td>
<td>-23.39%</td>
<td>78</td>
<td>-17.89%</td>
</tr>
<tr>
<td>Japan</td>
<td>140</td>
<td>16.67%</td>
<td>141</td>
<td>0.71%</td>
<td>102</td>
<td>-27.66%</td>
</tr>
<tr>
<td>Korea, Rep</td>
<td>146</td>
<td>37.74%</td>
<td>136</td>
<td>-6.85%</td>
<td>132</td>
<td>-2.94%</td>
</tr>
<tr>
<td>Mexico</td>
<td>48</td>
<td>140.00%</td>
<td>33</td>
<td>-31.25%</td>
<td>26</td>
<td>-21.21%</td>
</tr>
<tr>
<td>Netherlands</td>
<td>45</td>
<td>-42.31%</td>
<td>70</td>
<td>55.56%</td>
<td>69</td>
<td>-1.43%</td>
</tr>
<tr>
<td>New Zealand</td>
<td>73</td>
<td>135.48%</td>
<td>80</td>
<td>9.59%</td>
<td>76</td>
<td>-5.00%</td>
</tr>
<tr>
<td>Singapore</td>
<td>55</td>
<td>-42.11%</td>
<td>25</td>
<td>-54.55%</td>
<td>45</td>
<td>80.00%</td>
</tr>
<tr>
<td>South Africa</td>
<td>9</td>
<td>125.00%</td>
<td>8</td>
<td>-11.11%</td>
<td>10</td>
<td>25.00%</td>
</tr>
<tr>
<td>Spain</td>
<td>46</td>
<td>31.43%</td>
<td>60</td>
<td>30.43%</td>
<td>68</td>
<td>13.33%</td>
</tr>
<tr>
<td>Sweden</td>
<td>33</td>
<td>57.14%</td>
<td>51</td>
<td>54.55%</td>
<td>49</td>
<td>-3.92%</td>
</tr>
</tbody>
</table>
Activities and accomplishments
- Pilot year for UC Berkeley summer enrollment abroad; enrollments from three locations (Mexico City, Bordeaux and Madrid).
- Reciprocity Facebook page now exceeds 5,000 members and is linked to individual campus groups as well as all UCEAP pages for outbound students.
- Reciprocity alumni include 470 members who are interested in staying connected to UC after returning to their home university.
- Participation in UCEAP 50th anniversary planning, presentation and events in Ireland, France, Japan.
- Campus visits by reciprocity SAO level staff in conjunction with study abroad fairs (fall 2012)
- Use of Constant Contact UC Campus Spotlights sent to applicants in progress to generate awareness of alternative campus options
- Update of Reciprocity guide to new web format (html)
- Participation in selection committee for Student Ambassadors and Annual Conference Planning committee
- Continued implementation of UCEAP Global Ambassador’s Pilot (UCSB- Spring 2012/ 2013)
- Reciprocity staff representation of UCEAP at system-wide Undergraduate Admissions International Specialists meeting June 2013 at UC Davis
- NAFSA Region XII conference participation

Challenges, problems, and their resolution

Undergraduate Student Placements and Retention

While the overwhelming majority of students (97%) were placed at their 1st, 2nd or 3rd choice campus, due to high student demand for Berkeley (50%), Los Angeles (23%), San Diego (12%) and Santa Barbara (9%), an increasing number (50 students representing 3% of the cohort) were placed at a campus they had not chosen.

Academic Year 2012-13 Attrition Rate: 6% (Total placed/participating students 1833; total withdrawn students 115) 2% less attrition than in 2011-12. Reciprocity staff dedicates considerable time and attention not only to proper placement but to the retention of students.

The UCSC and UCI rates of withdrawal continue to rise while the UCD rate is declining. This may be due to the proportionately higher number of students UCEAP attempts to assign to UCSC and

<table>
<thead>
<tr>
<th>Country</th>
<th>Taiwan</th>
<th>17</th>
<th>-32.00%</th>
<th>34</th>
<th>100.00%</th>
<th>8</th>
<th>-76.47%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>1688</td>
<td>4.91%</td>
<td>1846</td>
<td>9.36%</td>
<td>1737</td>
<td>-5.90%</td>
<td></td>
</tr>
</tbody>
</table>
UCEP in relation to UCD where UCEAP outbound participation is lower. The attrition rate for UCR improved by half and other campuses did not change significantly. With 2012-13 as its inaugural year, UCM did extremely well in retaining seven engaged and satisfied students.

<table>
<thead>
<tr>
<th>Campus</th>
<th>2012-13 Attrition Rate</th>
<th>Placed</th>
<th>Withdrawn</th>
</tr>
</thead>
<tbody>
<tr>
<td>UC Merced</td>
<td>22%</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>UC Irvine</td>
<td>12%</td>
<td>171</td>
<td>21</td>
</tr>
<tr>
<td>UC Santa Cruz</td>
<td>12%</td>
<td>124</td>
<td>15</td>
</tr>
<tr>
<td>UC Riverside</td>
<td>10%</td>
<td>41</td>
<td>4</td>
</tr>
<tr>
<td>UC San Diego</td>
<td>8%</td>
<td>291</td>
<td>22</td>
</tr>
<tr>
<td>UC Davis</td>
<td>5%</td>
<td>166</td>
<td>9</td>
</tr>
<tr>
<td>UC Santa Barbara</td>
<td>5%</td>
<td>372</td>
<td>19</td>
</tr>
<tr>
<td>UC Los Angeles</td>
<td>4%</td>
<td>220</td>
<td>8</td>
</tr>
<tr>
<td>UC Berkeley</td>
<td>3%</td>
<td>439</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>6% average</td>
<td>1833</td>
<td>115</td>
</tr>
</tbody>
</table>

Table 8 Reciprocity Enrollment Attrition by Campus

![Figure 17 Campus Placement for Undergraduate Reciprocity Participants 2012 – 2013](image)

Reciprocity Student Profile

UCEAP’s partnerships provide the UC community with a broad range of otherwise underrepresented nationalities. The increasing number of participants from China and Hong Kong is due not only to the popularity of those programs for outbound UC students, but also the partners preference for limiting students to no more than one term of participation.
Ninety-nine percent of student participation is at the undergraduate level and approximately 80% of undergraduate students on exchange are high achievers earning GPA’s of 3.0 or higher at UC.

In spite of 51% increase in short-term attendance (less than a full year) in 2012-13 from 45% during the previous academic year, Reciprocity students continue to have a relatively high rate of full-year attendance at 48%.

The high level of student satisfaction expressed in the third annual survey suggest that that Exchange remains a success and a desirable option for students and the home universities.

Below are some other survey highlights Survey response rate: 40% (689 of a cohort of 1,718)

- 80% indicated that they were able to enroll in either all or the majority of coursework needed. An additional 13% were able to enroll in a sufficient number of needed courses.
- 90% indicated that they anticipated that UC courses they had taken during the Exchange would contribute academic credit to their home university degree.
- 84% indicated that they had enrolled in courses or engaged in academic activities that were not available at their home university. Further, 71% indicated that they would receive home university degree credit for the unique UC academic experiences (e.g., coursework or other academic opportunities)
- Students’ interactions with UCEAP and other UC offices were most often rated as excellent or good, and very helpful or helpful. The offices with which students noted having the most interaction were the Office of International Students and Campus UCEAP (Note: it is often difficult for students to distinguish between these, and indeed on some campuses they are combined. Since students could choose more than one answer, they often choose both.)
- 70% of students rated their housing experience as excellent or good, with another 19% rating it as satisfactory.
- 50% of Reciprocity students live in a UC-owned apartment or residence hall, while 31% chose to live in a shared apartment/house in the community.
- 62% indicated their study experience at UC influenced their interest in future graduate studies at UC.
- Approximately 82% of all respondents said they would be interested in educating prospective applicants in their home country about UC, slightly higher than 80% who expressed an interest last year. They are most interested in attending UC receptions or information sessions (62%), attending study abroad fairs (59%), talking to students by phone or online chat (44%), or visiting high schools (33%).

GOALS FOR 2013-14

- Creation of online orientation products for students and staff abroad.
- Collaboration with UC admissions on non-resident recruitment initiatives.
- Continued collaboration with Summer Sessions for enrollments abroad of non-Reciprocity students.
- Continued efforts focusing on website development and social media.
  - 96% of Reciprocity students use Facebook
  - 53% of students cite the Reciprocity web portal as a major resource in developing their interest in the exchange and 44% cited UCEAP web resources as a major source of pre-departure information.
- Continue to hold reciprocity stakeholders meetings (in person or by teleconference) at 3 to 4 campuses.
- Continue to compile a database of Reciprocity alumni contact information and student stories for use in development, promotion of UCEAP.

**MARKETING & COMMUNICATIONS**

**ACTIVITIES & ACCOMPLISHMENTS FOR 2012-13**

**LEADERSHIP TO BRING UCEAP INTO THE 21ST CENTURY**

As markets evolve along with technology and communication channels, UCEAP must change to keep up with new customer demands and expectations. This is essential to UCEAP’s financial sustainability and enrollment growth. The UCEAP Marketing & Communications unit continues to spearhead new marketing and business practices that redefine its approach to educating and engaging audiences to gain a competitive advantage. The unit continues to provide leadership to conceptualize, create, and implement strategic new marketing initiatives including integrated print and online campaigns, e-mail marketing, enhanced social media marketing, improved campus relations, public relations, strategic partnerships and synergies, and multi-channel approaches to marketing along with adoption of new metrics.

**SUCCESSFUL RECRUITMENT FOR NEW PROGRAM MODELS**

UCEAP Marketing & Communications successfully promoted new program models yielding an increase in applications for new program models, most notable Multi-City programs in Paris/London and Rome/Madrid. Effective marketing yielded a new cohort of students critical for reaching recruitment goals. For AY 2013–14, the number nearly 20% of all Spring Cycle applicants had initiated at least one application to the new Multi-Site programs. Of those, 83% initiated applications only to UCEAP’s Multi-Site programs.
The unit collaborated with the Regional Directors and Research to develop targeted marketing efforts to boost enrollment. The campaign “You Could be Here This Time Next Year” was carried through website banners, e-flyers and posters. A dedicated spring promotion portal on the website was launched March 6th along with STA travel awards to promote discounted airfare for spring departures. Social media deliverables appeared in the form of blog stories and Facebook graphic postcards for its UCEAP page and specific country pages in collaboration with the Regions. As a result, UCEAP has more Spring Cycle applicants and applications (Year-to-Date) than last year (+2.4% in applicants, +0.4% in applications).
Marketing & Communications developed the AY 2014-15 Recruitment Roadmap by consulting with key stakeholders and identifying top trends and needs articulated from diverse and valuable perspectives.

The goals of the Recruitment Toolkit include: (i) Increase traffic to the UCEAP website and increase initiated applications. (ii) Email Marketing to increase retention by building and sustaining customer relationships. (iii) The creation of Brand standards to strengthen organizational visibility, help foster better relationships through a consistent voice and brand identity, and grow/enhance engagement with key influencers across UC.

The Roadmap was presented to the UCEAP Governing Committee on May 23, 2013 and was well received by attendees.

http://prezi.com/h-of_-j2emsc/2014-15-recruitment-roadmap/?auth_key=06962d4fedac7d3544c7178207898ea1bo7b5f648

Including in the Recruitment Roadmap is a branding project to more effectively outline and define the look and feel of its organization. Consistent visuals and voice across multiple mediums will strengthen its image, elevate recognition, and strengthen position in the market. A strong brand will reflect UCEAP’s core values and vision helping to establish us as a leader and differentiate us from other study abroad organizations. Brand standards will provide the foundation and guidance for a consistent look and feel for the new website, campus outreach, social media campaigns, customer service, etc.
The Marketing and Communications unit made the strategic decision to strengthen UCEAP’s system-wide affiliation by aligning with the newly developed University of California brand standards as a solid foundation for this project. This UC affiliation is a key differentiator for UCEAP when students are deciding on study abroad programs. Pieces of UCEAP’s Recruitment Toolkit, including the new Viewbook design, are some of the most visible components that reflect the new branding effort.
LAUNCH OF ONLINE PHOTO LIBRARY TO INCREASE EFFICIENCY AND PHOTO ARCHIVES

The acquisition and launch of UCEAP’s online photo and file sharing site on WebDAM provides UCEAP a more efficient means for centralizing, tracking, managing, locating, and sharing digital content within its organization. This is designed to be a one-stop shop for UCEAP’s colleagues, partners, students, and any other important stakeholders in its pipeline to locate and retrieve digital media.

See [http://media.eap.ucop.edu/](http://media.eap.ucop.edu/)

UCEAP HONORABLE MENTION IN NAFSA VIDEO CONTEST

UCEAP received an Honorable Mention from the National Association of Foreign Student Advisers (NAFSA) and was featured among the top entries from their video contest “Celebrating International Education: Stories of Ideals and Impact.” NAFSA called upon international educators to submit videos that showcase the ways in which their universities, students, and programs promote the ideals and impact of educational exchange.

UCEAP’s entry focused on how international education has affected the success of its students in finding employment or advancing their careers. This video is one of a 6-part series that explores how study abroad works to deepen understanding of the world, broaden perspectives, and provide a vital element of a 21st century education, as well as how it helps to expand UC’s impact around the world.

See [http://www.uctv.tv/study-abroad/](http://www.uctv.tv/study-abroad/)
PUBLIC RELATIONS EFFORTS TO FURTHER PUBLIC UNDERSTANDING & RECOGNITION

Online PR and other forms of digital communications have been critical to extending the organization’s presence on the web to further public understanding and recognition of UCEAP, as well as brand the program as a national leader in study abroad. By highlighting how UCEAP is valuable and inextricably linked to the UC community and beyond to make a global impact, we’ve been able to gain more coverage and advocacy than ever before that reinforces how its organization is a vibrant and comprehensive program that collectively enhances the greater UC communities (both domestic and international).

The Marketing and Communications unit has continued to drive new public relations efforts and enhanced external communications that has helped UCEAP to win over influencers in the UC community, expanding its visibility and reach.

View UCEAP Press Releases: [http://www.eap.ucop.edu/AboutUs/Pages/press_releases.aspx](http://www.eap.ucop.edu/AboutUs/Pages/press_releases.aspx)

This increase in public outreach has resulted in coverage in various media outlets. UCEAP’s visibility has significantly increased in student newspapers, social media, and campus communication networks across the UC system. Consequently, UCEAP has achieved an increase in web traffic, enhanced visibility, and opportunities to collaborate with more partners to meet shared strategic communications goals.

View earned media in UCEAP Online Newsroom: [http://www.eap.ucop.edu/AboutUs/Pages/news.aspx](http://www.eap.ucop.edu/AboutUs/Pages/news.aspx)

PROVIDED WEB MANAGEMENT ADVISORY AND LEADERSHIP

The Marketing and Communications unit submitted comprehensive recommendations and reports to UCEAP’s Web Action Group for next steps in regards to web management including applications for functionality requirements, content strategy and CMS/SharePoint evaluation. The unit engaged multiple website management service providers and identified three firms who could potentially serve UCEAP’s website management needs. The result of introducing the Website Project Lead Sam Straede to these contacts and services has been contracting Visus as a web development consultant to help identify and document scope for website architecture, usability and wireframing phase to prepare UCEAP for implementing website optimizations in an effective and strategic manner

ACHIEVED PERVERSIVE BRAND MESSAGE & CONTINUED SUCCESS WITH CAMPUS RELATIONS

The unit worked through the conceptualization, coordination, and execution of thoughtful, effective and superior print publications, paving the way for UCEAP to achieve a unified message
and voice across all campuses. This is the second year that all UC campuses will be incorporating UCEAP systemwide marketing materials into their outreach efforts, and is a testament to the progress UCEAP is making to improve campus relations and keep its partners actively involved in strategic marketing conversations. As a result, they are vested in UCEAP’s processes and output, allowing for its brand message to be more pervasive and consistent throughout the system.

ENHANCED SOCIAL MEDIA STRATEGY AND TOOLS

The unit vetted, contracted and continues to employ dedicated community management functions to oversee its social networks including Facebook, Twitter, YouTube, and Pinterest. The activity below comprises the social component of the integrated marketing and communications plan, and further details for ongoing optimizations and future deliverables can be referenced in the 2014-15 Recruitment Roadmap.

The first quarter is considered May 1, 2013 to July 31, 2013, where UCEAP has seen an increase in engagement across all social networks (including the UCEAP blog), as well as an increase in referring traffic back to the UCEAP website. Highlights include the following:

Facebook fans have increased by 20%; Twitter followers have increased by 15%

UCEAP’s new Pinterest site (launched in May) continues to grow showing great potential for further engagement and virality. UCEAP saw 7 repins in June, which grew to 985 repins in August due to strategic activity on community boards.

The most quality traffic to UCEAP’s website comes from the UCEAP Blog, with a low bounce rate (38%) and high average time on site (09:34), demonstrating the value of relevant and well-written content that addresses the needs of its students.

References:

UCEAP Blog: [http://blog.eap.ucop.edu/](http://blog.eap.ucop.edu/)
Twitter [http://twitter.com/uceap](http://twitter.com/uceap)
Facebook [https://www.facebook.com/UCEAP](https://www.facebook.com/UCEAP)
Twitter [https://www.facebook.com/UCEAP](https://www.facebook.com/UCEAP)
YouTube [http://www.youtube.com/uceap](http://www.youtube.com/uceap)
The unit continues to support and optimize the UCEAP Blog, which highlighting UCEAP-related stories of interest to students, staff, campuses, parents, faculty, and the general public.

See http://blog.eap.ucop.edu/

IDENTIFYING THE UCEAP ADVANTAGE: POINTS OF DISTINCTION FOR EFFECTIVE MESSAGING

The unit continues to work closely with Regional staff, Campuses, Research, and Finance to determine key selling points of UCEAP. The goal was to develop language that speaks to the value and benefits of UCEAP's programs that set it apart from the competition. This thoughtful and careful messaging will be woven throughout all marketing communications and messaging as appropriate. Some critical areas focused on include financial aid, academics, return on investment, time to degree, scholarships, and health, safety and emergency support.

Personnel Changes

Multi-Media Designer Shelley Samuelson was hired in August 2012.

Challenges, Problems, Resolution, Opportunities

- Help Units with Business Planning for Maximum Marketing Impact

The question remains: How can UCEAP approach its goal of growing enrollments strategically?

UCEAP Research identifies what’s working and what isn’t in terms of enrollments:

Currently, 50% of enrollment comes from 20% of UCEAP's programs. Each year it sees a greater concentration of participation in the larger countries. Some campuses now send 50% of their participants to a dozen programs. What can Marketing do to support the 80% of programs that need to grow?

UCEAP needs to diversify program participation and each Region needs to provide a clear Business Plan. Where are the opportunities to expand in each Region? What are UCEAP's enrollment targets, and how does each Region plan on achieving them? How can Marketing support those efforts? Marketing can provide much more effective support if well-defined business goals are in place and in practice.

- Advocate for Active Recruitment Model and Marketing Strategies to Improve Yield

UCEAP must implement a more targeted and strategic approach to the applicants already in its sales funnel in order to help it to avoid wasting marketing efforts executed higher in the recruitment funnel for prospective students. A Client Relations Management (CRM) tool such as
Salesforce can help UCEAP understand how to convert student interest and inquiries as well as help it to make smarter decisions about where to invest time and resources. Most importantly, it can help UCEAP track and close its leads—or help campuses do so.

UCEAP needs to evaluate how technology can organize, automate, and synchronize business processes. Along with a CRM tool, the Marketing and Communications unit suggests that UCEAP focus on how it can leverage the website by enhancing its content and improving its student information system. Finally, ongoing metrics to assess and guide strategies will be key to enrollment growth and financial sustainability. The lead management and tracking features of a CRM such as Salesforce can help UCEAP convert student interest and inquiries and help us make smarter decisions about where to invest its time and resources.

**GOALS FOR 2013-14**

- Continue Developing New Approaches to Marketing to Keep UCEAP Vital

Key to UCEAP’s strategy for growth and sustainability is developing a multi-channel approach to marketing. Marketing & Communications will continue to lead the organization into the 21st century by innovating and implementing strategic new marketing initiatives to help UCEAP’s organizational thrive in an evolving academic and economic environment.

- Branding Development

Continue to refine current identity elements to produce functional and usable assets that work well with the current and the future needs of UCEAP. In the next year, Marketing will be producing a practical brand guidelines document for applying the UCEAP identity. Branding will address issues relating to the web, print, social media and environmental presence thus ensuring UCEAP has an integrated consistent presence across all mediums.

- Additional Training and Roll Out of Online Photo Library

This includes but is not limited to review and expansion of WebDAM use cases, optimization of metadata strategy and processes, further development of organizational structure including controlled vocabulary lists and folders to increase efficiencies and expansion of photo archives.

- Continue to Demonstrate Commitment to Diversity

In order to positively and accurately reflect the UCEAP brand and to leverage its diversity in support of its vision of study abroad for all, the body of marketing, recruitment and communications work that it produces is designed to reflect the diversity of the student population it serves. The Marketing and Communications unit remains committed to producing
materials (including stories and photography) that not only convey how UCEAP values the unique skills and interests of the diverse UC community but also actively features participants from across the UC system from varying campuses, genders, ethnicities, majors, etc.

- Social Media Integration with UCEAP Website

One of the primary goals of UCEAP’s social networks is to drive traffic back to the UCEAP website. The current impact here is limited since UCEAP’s website is not currently social media friendly. Additionally, in order to find a way to provide more comprehensive reporting, UCEAP will also need to find ways to expand reporting to include MyEAP enrollment trends and real-time data. Currently MyEAP’s reporting mechanisms are not set up for this sort of tracking. UCEAP also needs to work towards better monitoring of web analytics and related actions to other feedback including survey responses to track ROI and continuously identifying needs for new or revised content and other strategic opportunities.

- Support for IT and Website Strategic Initiatives

Continue to provided Web Management Advisory and Leadership to support new IT Director and related projects.

- Continue to Increase Acceptance and Adoption of Multi-Channel Marketing

Print materials have been a reliable outreach tool, however, they have limited impact, are not trackable, and the Systemwide office has little control over distribution. It is also a static medium that does not allow for real-time communications and agile marketing. The unit has been working to extend UCEAP’s web presence in effective ways, identifying the right strategies, platforms, and uses of resources.

- Complete Content Audit of UCEAP Website

The Marketing and Communications unit has contracted with Collegiate Web Solutions, who will conduct a content audit as a first step to evaluate navigational and organizational issues of existing website. CWS conducts a multidimensional audit and website analytics review which provides UCEAP with deep insights into the effectiveness of their websites and isolates the most prevalent problems. The Marketing and Communications Director will lead the Content Audit & Analytics Assessment, which will help inform content management strategy which drives requirements for CMS and configuration of the technology. This is also critical to evaluating quality of current website and creating sustainability plan so UCEAP knows where to make strategic investments in the next year and beyond.
The year began with an in-depth analysis of the current website’s strengths and areas for growth. The Research and Marketing and Communications Departments contributed greatly to the intelligence used in enhancing the site to better serve UCEAP’s student and advisor audiences.

Based on the results of the UCEAP Campus Website Survey, the Web Advisory Group (WAG) set the following high-priority goals for the website:

1. Provide the ability to search programs by country, courses/major, term, and language.
2. Highlight internships, studies in English, language study and top-ranked universities.
3. Update site navigation to guide students to areas of high interest.
4. Redesign the Programs landing page to be more engaging and integrated with program location information.
5. Define programs that are well-suited to specific academic majors.
6. Highlight and provide scholarship information.
7. Highlight the program language of instruction.
8. Outline program costs in more detail.

In support of goals 1-3, a new student-centric homepage (see right) was created to better guide students in searching for study abroad programs, as well as to highlight featured programs and
strategic initiatives, such as internships. The site navigation was also streamlined and organized in a more intuitive and easy-to-use manner.

The **Programs landing page** (bottom right) has been redesigned and organized by global region. Links send viewers to country pages that offer more location-based information. Each country page lists its related programs, along with program attributes for quick comparison – class levels, terms, language of instruction and language prerequisites (goals 4 and 7).

The navigation item “Scholarships” has been elevated to the top-level website navigation, as this is of high interest to students in deciding whether to participate in UCEAP study abroad (goal 6).

Each program page has been updated to include more detailed information as to units, cost and program duration, giving students critical details for participation planning (goal 8).

In November 2013, discipline pages will be made available to all website viewers, initially outlining featured programs for the following majors: Biological and Environmental Science, Business and Economics, Engineering, Math and Physical Sciences, Political Science and Psychology. Each discipline page will list the programs that have unique academic opportunities in that major, along with related sub-disciplines, language of instruction and a brief program overview (goals 5 and 8).

In addition, backend analysis of Google Analytics website traffic and Search Engine Optimization (SEO) effectiveness are being tracked and reported on monthly to provide solid evidence for ongoing enhancements. Fall 2013 versus Fall 2012 has seen 8.11% increase in website page views, 8.56% increase average duration per visit, 18.94% increase in pages per visit and a 5.11% increase in new visits. This year’s search engine optimization initiative has resulted in a 3 fold improvement in the number of keywords in the top 30 results on the top 3 search engines. SEO optimization of the site elevates UCEAP’s position in search results, thus giving it higher visibility in the study abroad arena.

**Personnel Changes**

In March 2013, a new position of Webmaster was created to support the Web Project Initiative. James Colón, formerly of UCSB’s Graduate Division, was hired and has been instrumental in analyzing website traffic patterns, SEO and accessibility compliance, as well as finding solutions for improvement in these areas.

**Challenges, Problems, Resolution & Opportunities**

The Web Team’s core competencies are in the definition and analysis of technical requirements and specifications, maintenance and integration of existing technologies, and research resulting
in recommendations for technical enhancements. Traditionally, web teams have been responsible for code development for website functionality and data compilation for online display. With its current staff and resources, it is not possible for the Web Team to continue developing custom code in support of the website. The speed at which programming paradigms evolve, and user expectations are elevated by consumer technologies, dictates the transition of code development from UCEAP to external firms whose core business is software development. Firms driven by consumer requirements are far more flexible and capable of delivering the web-based functionality UCEAP requires to remain competitive in the study abroad market. The Web Team’s role needs to be limited to website maintenance and management of website projects.

UCEAP could benefit greatly from clearly defined and organizationally supported processes for requesting and prioritizing web development, both from the technical and marketing aspects. The Web Team has been collaborating with Marketing to develop a process to guide these activities. However, progress has been slow, as there are many competing priorities and philosophies regarding this part of UCEAP’s business model.

High priority challenges that the Web Initiative Project currently faces:

- Full compliance to accessibility standards
- Definition and understanding of website content ownership
- Effective and efficient content editing processes
- Adequate technical resources
- Effective performance monitoring
- Disciplined approaches to website and business priority changes
- Traceability of user traffic though the MyEAP web-based application process

With the new website plan, UCEAP has the opportunity to refocus its efforts on providing value by partnering with Visus LLC (web development consultant) to develop robust tools for UCEAP students and campus advisors. Built into this project will be the quality assurance steps required to deliver a highly functional, consumer-centric site poised to increase enrollments and enforce the superiority of UCEAP as a study abroad provider. As the project continues, the issue of integration of web processes into standard operations will be addressed to ensure a sustainable web management plan moving forward.
GOALS FOR 2013-14

- To address perceived and measurable inadequacies and enhance the usability of the current site.
- To produce a new mobile-friendly website to more effectively serve two major audiences (students and campus UCEAP advisors), to strengthen the UCEAP brand identity online, and to more closely align with UCOP’s guidelines.
- To continue to support the annual Marketing Roadmap activities where the web is involved.

INFORMATION TECHNOLOGY

Staffing changes (separations, leaves of absence) and transitions had a significant impact on the IT unit throughout the year. While certain projects, initiatives and ongoing student information system development were deferred due to vacancy periods for some positions, the critical ongoing support of UCEAP’s IT operations and some progress on critical initiatives was achieved nonetheless. By the end of the 2012-13 Fiscal Year, there were vacancies for two positions: IT Director and Sr. Application Developer. Kevin Wu, UCEAP’s Sr. Data Architect, served as Interim IT Director for a 10-month period in 2012-13. Kevin transferred to the UCSB campus in August, 2013, creating an additional vacancy for the Sr. Data Architect position, with HR Director Bryna Bock serving in an interim, administrative oversight capacity until the hire of IT Director Shawn Hicks in November, 2013. Following the close of the 2012-13 Fiscal Year, UCEAP initiated a contract with UCSB-approved vendor Visus LLC, as a resource to provide contract .Net programming and development services in support of critical tasks and projects for MyEAP, and entered into an agreement for limited, transitional support from Kevin Wu through the end of 2013.

KEY ACTIVITIES AND ACCOMPLISHMENTS

MyEAP Student Information System and Related Projects

There was a significant impact on system development and project completion related to MyEAP, due to the partial-year vacancy of the Sr. Application Developer position, as well as the temporary reassignment of the Sr. Data Architect as interim IT Director. Development for MyEAP was essentially halted in the last quarter of 2012-13. Updates and changes in the database were continued by Kevin Wu and SQL Analyst Hollie Jambretz.
Ongoing analysis, consultation, support and project implementation for MyEAP business processes, special projects, MyEAP Help Desk support and user training was provided by Business Systems Analyst Cristina Rumph and Business Systems Support Analyst Michele Casey. Help Desk support involved responding to MyEAP Help Desk inquiries, Reciprocity Help Desk inquiries, and for part of the year, SharePoint Help Desk inquiries (until this function was transferred to the web team in March, 2013). The Help Desk receives a wide variety of inquiries from applicants, participants, past participants, EAP Staff at the campus offices, Systemwide Office and Study Centers. Another area of responsibility, testing, encompasses any new deployments both in MyEAP and Report Manager and includes user interface, the data set, web browser compatibility, subject matter expert review and user acceptance. Significant testing has been conducted in the past year to assess how the latest web browsers (Chrome, Firefox, Internet Explorer 9, 10 and 11) work with MyEAP. Additionally, MyEAP and SharePoint training was provided, both in-person and remotely via Skype, for new staff in the UCEAP Systemwide Office, campus offices and Study Centers.

The following is a summary of the ongoing updates and projects in progress for MyEAP.

MyEAP Application (User Interface .Net Application):

- “Scholarship” tab functionality was added in MyEAP to the UC outbound student portal. This will allow for efficiency in making display changes of the Scholarships tab by updating a field in the database, and will allow for removal of the Scholarship tab when the application window is closed.

- Online Chat feature was added to the MyEAP outbound student portal.

- Application Requirements menu added for the UC outbound applicants to allow users to review application checklist requirements without starting an actual application.

- Functionality was added for the Student Finance Manager to enter and update year-specific text to render on the student’s financial account.

- Enhancements to existing functionality include:
  
  - Provided a means for MyEAP to have programs with multiple countries and updated all functions to work properly with this change.
  
  - Set up the programs to have a primary country as well as additional countries in MyEAP so that functions and reports work correctly to allow programs need to appear under the countries with which they are affiliated in recruitment materials,
while retaining a primary country to manage participation, FTE counts and grades and reports without duplicate information.

- Built on prior year addition of ‘Cancel’ application status feature and menu in MyEAP by adding ‘Undo’ a Canceled application feature.

- Added feature for students to view the host institution where they were referred and placed in their student’s MyEAP account.

- Removed the ability for partner institution staff to change class level on the Study Center portal for the UC Reciprocal Exchange applicants.

- Updated the credit cards accepted for payment on the UC Student financial account to include Visa credit cards. Students can now pay electronically with MasterCard, Discover, and American Express and Visa.

- Removed the Infragistics controls as they were not compatible with Internet Explorer 9 and 10 and designed the grids and the functionality relating to the grids on the following menus with .Net tools:

  - Study Center menus, Reciprocity student’s accounts, Public Course Catalog, Quick List, Quick Selection, Selection, Reports > student lists, Brochure Data and Program Selection and Placement

- Extensive testing was completed on various MyEAP menus to ensure that end-users would not experience disruption in their day-to-day with the rolled-out of updated menus without Infragistics.

- A limitation for the primary reciprocity student e-mail address was implemented in order to accommodate to 35 characters, to adjust for UCOP requirements for data transmitted for the UC Application to the campuses which can retain up-to 35 characters.

- Yearly or ongoing updates to year-specific data include:

  - Incorporated text changes to the 2013-14 Online Application for both Reciprocity and UC students.


  - For 2012-13 and 2013-14, updated campus-specific automatic email notifications that are sent to students when they create an account in MyEAP.
Annual update of the automatic emails that are sent to students when they create a MyEAP account, including campus specific information and next steps in the application process, with a summary of changes provided to Marketing.

Incorporated changes to the Statement of Understanding for the next application year for 2012-13 and 2013-14 applicants.

Created Student Agreement for 2012-13 which students sign electronically in MyEAP.

Posted updated versions of the UC Travel Health Course provided by UCLA.

Worked with the Regional teams to receive the program updates for the upcoming recruitment cycle. Entered the updates in MyEAP and listed the changes in the Program Changes list on the extranet:

- Added 19 New programs with options (added 25 program options in total), changed 8 Program or Option names, closed 7 Programs or options, and updated program data such as partner institutions, GPA notes, class level, language requirements

MyEAP Database:

- Successful migration of the MyEAP database to Sequel Server 2012 and to the MyEAP Domain (released in 4/5/2013). This project involved detailed user group testing in each MyEAP menu to ensure that the user was able to navigate to the menus available to the user group.

- Addition of new fields to support new information requested on the UCEAP website:
  - Program Option Duration (in Weeks)
  - Advertised Units (Quarter)
  - Program Description

- Successful re-engineering of programs listed in the United Kingdom. This project not only entailed reengineering the programs under the UK, but also reviewing and updating all the MyEAP menus and reports so that they worked properly for programs offered in prior years that were originally under the United Kingdom, to programs listed in:
  - United Kingdom - England
  - United Kingdom – Scotland
- Logic was added to the financial source number to help Student Finance identify the year of account transactions. This was needed to help reconcile the UCSB general ledger reports and involved updating five of the finance reports in report manager that list this code.

- MyEAP Program Data for UCSD was provided as requested. This included additional data such as listing whether or not the program had internship opportunities and adding the city to the partner institution location.

- Enhancements to Existing Functionality:
  - Redesign of the Account Balance and Total Payment report to include third party provider contact and provide additional fields and ensured that all students were listed that had a charge or payment on their financial account.
  - Creation of new brochure table layout for UCEAP for Marketing to use. This was later incorporated in the layout of the Country-specific pages on the UCEAP website.
  - Yearly or ongoing updates to year-specific data include:
    - Updated Reciprocity UC Fees for 2012-13 and 2013-14.
    - Updated the Campus Fees for 2012-13 and 2013-14 for MyEAP to charge the appropriate amount when Student Finance applies fees to the student’s accounts.
    - Added new categories to the student account financial transactions drop down list.
    - Added new languages to Reciprocity 'Languages Study' drop down list.
    - Added new countries in MyEAP for new programs:
      - Czech Republic, Morocco, Indonesia, Dominican Republic, and Jordan
    - Added new partner institutions for new programs.
    - Added new program options for the next year’s recruitment cycle.
    - Updated advertised units form 2011-12 through to 2013-14.
    - Change request updates to Reports in Report Manager.
    - Successfully compiled, scrubbed and prepared UCEAP’s TRA (UC student's 1098-T) data for 2011 to submit to the vendor as required by UCOP.
- Updated the Estimated Cost in MyEAP once the program option budgets are available:

- Worked with Finance to update the Program Estimated Cost information in MyEAP. This information is transmitted from MyEAP to different locations on the web, and is printed in the Marketing print brochures.

- Updated the next year’s Withdrawal and Application Deadlines in MyEAP:

- Collected application and withdrawal deadline changes from the Operations team, and input information into MyEAP. This information is displayed to Systemwide and Campus EAP staff via the Program Selection Report.

- Completed quarterly MyEAP account access checks to receive updates on EAP Systemwide and Study Center staffing changes (only staff with access to MyEAP).

**Web-Related MyEAP Projects:**

- Continued program guide conversion to HTML, with redesigned program guide template. This involved incorporating reusable content when applicable and making the guides program-specific. It was an extensive project that took several months and necessitated additional, temporary personnel support to complete the process. With its completion, there are 114 program guides in HTML, with up to 16 new guides planned for the coming year.

- Support for the web homepage and navigation redesign and rollout: this involved participation on the Web Advisory Group, support of design and development, and gathering/inputting program changes data into MyEAP.

**Pending/Deferred MyEAP Projects:**

Due to the Sr. Application Developer vacancy and/or need for additional resources, these projects will be evaluated, prioritized and completed through contracted services in the interim, or held until further staff resources are identified. They include updates to the application checklist, updates to the welcome e-mail MyEAP sends to students when they set up a MyEAP account, adding the Visa as a payment type on the student’s financial account, updating the Statement of Understanding and the UC Reciprocity online application text. Specific projects are as follows:

- Removal of all Infragistics controls in MyEAP and work on the menus:

- Academic Menus
- There was substantial progress toward integrating the Pre Departure Checklist (currently displayed in the UCEAP website under the participant pages) into MyEAP.

- Added a way for Student Finance to enter and adjust the Pre-Departure Withdrawal deadline in MyEAP – not yet deployed as it was to be incorporated in the MyEAP PDC.

- Created the menus and process for Operations to create the checklist.

- This project is on hold. All the menus have been created for the Systemwide Staff to enter the new participants checklist. After the SQL 2012 upgrade, no further work was done to move the project to completion. The next step is to review and assess the development completed in the application and work on creating the necessary tables to support the functions on the database.

- Development of a method for students to upload and store documents in MyEAP (documents such as passport copies, health clearances, etc.).

- Redesign of the MyEAP user interface was initiated. This project included redesigning the menus in areas based on the account user’s application status. For example sections that covered:

  - General student Information (contact information, application information, etc.

  - Application information

  - Participation information (participant checklist, study list, program guide, etc.

  - This project is on hold pending development support to finalize and deploy the changes.
- Requirements were gathered for internship data to be added to MyEAP by program option and partner institution. This data would help enhance the Internship information by program on the UCEAP website.

- Partner Institution City data. Partner institution city data and vetted it with the Operations Specialists.

- Following deployment of the Pre-Departure checklist, there was a plan to incorporate much of the same tracking logic to make the UCEAP program option specific application a paperless application, by which the student could upload any required document into MyEAP directly and receive feedback on whether it was complete or needed additional work.

- Approved change requests are tracked in IT’s Bug Tracker. These are then approved and worked on by developer(s). In 2012-13, it was not possible to complete many of these requests as developers were either working on the major projects or the position was vacant. Each unit has a list of projects requests for IT, many of which relate to improvements in MyEAP. Some of these include minor enhancements or adjustments to current functions while others are major changes that require much more time to gather the requirements. One of the items that have been pending is Student Finance’s request for IT to incorporate an automated billing process/system in MyEAP.

**Network, Infrastructure and User Support**

The network function is carried out by the Sr. Network Administrator Dmitriy Shtyrkov and Network Administrator Jason Brown with full-service user and desktop support provided by Network Help Desk Technician Mark McCann. In addition to the ongoing maintenance of UCEAP’s network, there were numerous off-hours (late night, early morning, and weekend relative to Pacific Standard Time) maintenance projects and urgent matters completed by the team. This has increased in an environment of providing virtual computer and email hosting services to Study Centers across the globe, as Study Center operating hours can be drastically different than the UCEAP Systemwide Office business hours, which narrows the windows of opportunity for conducting maintenance. An unanticipated challenge was the implementation and maintenance of the Kronos timekeeping system deployed by UCSB. Kronos requires the most recent version of Java to run, while Java provides updates frequently, and is unreliable in mass deployment. This is complicated by the fact that the Personnel Payroll System (PPS) does not work with the latest version of Java. Updates and resolution of these issues as of the February, 2012 Kronos deployment required significant time from the Help Desk operations.
While the list is not exhaustive, examples of key activities and initiatives are as follows:

- Office application desktops were migration to new Windows 7 x64 Virtual machines.
- Built Study Centers e-mail infrastructure based on MS Exchange 2010.
- Replacement of server hardware and migration from old servers to new servers.
- Migrated five Developers Hyper-V-based server VMs to new virtual environment, and retired old servers that are no longer in use.
- Migrated primary file servers FS-3 and FS-2 from old virtual platform to Hyper-V based host system.
- Migrated old Windows XP computers to new Virtual computers for staff in order to facilitate backwards compatibility through the use of legacy applications.
- Migrated old Windows 2003 forest to a new Windows 2008 R2 forest. This migration included over 40 virtual servers and desktops.
- Migrated MyEAP application from EAP domain to new MyEAP domain to simplify security and provide a single logon credentials.
- Deployed two new Dell host Servers.
- Deployed a new DPM based backup server for mission critical backup of SharePoint and Exchange 2010 servers.
- Deployed new storage devices for file storage and backup purposes.
- Built UCEAP wireless network.
- Implemented new 10 GB switches and a backup for new server connectivity backbone.
- Reorganized server room hardware and cabling, mounted new UPS’s and remote PDU units.
- Rebuilt and reconfigured SharePoint staging network for the developing and testing purpose.
- Deployed and created local networks for all Study Centers.
- Deployed new study center staff desktops.
- Built a virtualized network infrastructure for Study Centers. This includes a server back end with 3 servers (including Exchange 2010).

- Completed F Drive migration based on a new security model (with active phase in April of 2014).

- Annual conference planning, setup, and implementation for all technology needs.

- Supported technology needs for and implemented LiveChat installation and set-up for select machines/users in the UCEAP Systemwide Office.

- Provided Skype training for users of UCEAP-issued tablet devices.

- Installing and configuring Windows Server 2012. This class gave me a hands-on overview of major server tasks such as setting up DNS, setting up group policy, and implementing server virtualization.

**Training and Professional Development:**

IT staff members completed training courses and programs in the Foundations of Business Analysis, new HTML technologies, SharePoint, databases, and website security, administering Microsoft SQL Server 2012 databases, installing and configuring Windows Server 2012, UC’s Management Skills Assessment Program (MSAP), project management courses through UCSB Extension, organizational analysis, online nodejs, C#, .NET, javascript, HTML5, jQuery, mobile development, UX design, XML, and web services. Web Developer and Web Initiative Lead Samantha Straede completed the Certified Associate in Project Management (CAPM) certification through PMI.org.

**GOALS AND INITIATIVES FOR 2013-14**

With the hire of the IT Director completed in November, 2013, evaluations of IT priorities, planning and resources (to include staffing resources) will resume in full. While these evaluations are in progress, contracted services for .Net development may be utilized for critical development projects and/or to augment the timely completion of targeted projects.

Two key IT priorities are the focus of UCEAP’s strategic planning for 2013-14. The Technology and Enterprise Resource Management Initiative includes the Student Information Management System (SIMS) and Website Sub-Initiatives. The objectives of the primary initiative are to attain a functional, fully staffed IT unit with adequate governance, to integrate UCEAP’s technology requirements and priorities with IT planning to support UCEAP’s business needs, and achievement of a high-level of external and internal customer service. The SIMS sub-initiative
will focus on serving the needs of UCEAP participants and staff through an effective, user-friendly SIMS, with features such as a paperless application process. The timeline for a recommendation is April, 2014, with a goal of being piloted for specific programs during the 2014-15 recruitment campaign and fully rolled out for the 2015-16 recruitment campaign. The Website Sub-Initiative focuses on continuing progress and the achievement of milestones related to the implementation of a mobile- and user-friendly website and content management system (CMS) that serves the needs of UC students, faculty and staff. In order to support UCEAP’s fall recruitment cycle, the website needs to be live and fully functioning by summer 2014. The strategies for these two sub-initiatives will be articulated in an IT Strategic Plan, to be developed by the IT Director by February 2014.

As a result of UCSB’s operational efficiencies and campus IT reviews, under the direction of campus senior management led by Executive Vice Chancellor Gene Lucas and with the full support of Chancellor Henry Yang, Enterprise Technology Services (ETS) was initiated at UCSB. ETS is charged to provide enterprise level service and innovation. Initially, ETS will be comprised of enterprise services provided by the UCSB Office of Information Systems and Technology with planned integration of the Administrative Systems Program Management Office. The ETS organization will also include a Business Relationship Management (BRM) component. It will be BRM’s responsibility to ensure the view points, needs, and concerns of all campus business and academic constituents and campus governance are incorporated into every aspect of ETS.
Through UCEAP’s administrative partnership with UCSB, this new organization provides an opportunity for fuller IT collaboration between UCSB and UCEAP, along with resources for the standardization of policy development and governance, and the possibility of leveraging or contracting selected IT services through the ETS organization.

RESEARCH

The Research unit complements UCEAP’s strategic direction by assessing:
- Student Success and Engagement
- Enrollment & Application Activity
- Market Demand for Services and Programming

Student engagement is assessed through many instruments, but among the most important is the consistent application of student program evaluations. Similar to course evaluations, these data allow managers, academic senate committees, and others to monitor the program logistics and academics from the perspective of the student. As UCEAP adopts new models of engagement to meet student interest – e.g. through Internships, Service Learning, & Multi-Site programming -- UCEAP’s evaluations also adjust to reflect student interests.

It could be argued that lowest return on the investment of collecting 5 years of program evaluations, and nearly 20,000 student responses, is administrative. Building on the modest investment of Caspio Bridge and cloud computing, the Research unit has successfully made accessible to applicants summary measures of student evaluations for the most recent three years. As much as anything else, applicants want to know the opinions of past participants – in less than a few months’ time this tool became one of the most visited (top 30) pages of its entire website. In effect, UCEAP is advancing something of its recent past president’s mandate for greater transparency and accountability while also preserving the confidentiality and anonymity of evaluations respondents.

UCEAP’s business plan hinges upon a sufficient enrollment. It is for this reason that UCEAP reports on a weekly basis an assessment of student enrollment and application activity. These reports are more than a break out of basic headcounts; they allow for an opportunity to include timely responses to questions and observations made by unit leaders in its weekly Program and Advisory Council meetings. E.g., in this recent year the research unit built a “withdrawal” database that allows managers to better understand the reasons given by applicants for withdrawing from opportunities. UCEAP saw a significant escalation year-over-year of “calendar conflicts”.

As always, the unit tries to pursue research that meets the needs of multiple audiences. Having conducted a survey of its campus professional advisors and student peer advisors, the results proved invaluable for not only the design of the next website, but also more broadly for
communicating with students on fundamental issues. As withdrawals were found to be a larger than anticipated issue for UCEAP, it should not be surprising that the survey found need for better communications about program start & end dates – and also other matters such as application deadlines and program prices. For each of these, the Research Unit has composed an online tool for Advisors – and will soon be releasing to students additional tools about Units Attempted and GPA earned abroad. What is more, this same survey uncovered significant differences between student and campus professionals in their perceptions about the need for information and how to both position (timing and media or distribution channel) and frame (qualify or contextualize) information resources and tools for applicants and participants.

Lastly, the Research Unit continues to collect and assess the demand for services and programs from as many perspectives as possible. It continues to administer surveys of parents, alumni (Academic Outcomes, Language Placement...), of applicants who dropped out of the process, or for new program development initiatives and specific audiences such as the Reciprocity/Exchange students who come to the UC through UCEAP. The unit will also pursue and report outside resources: Gilman Scholarships & Boren Awards, IIE/Open Doors, etc. But all of these have brought to UCEAP’s attention the fundamental challenge of making use of new resources as business intelligence. Most immediately, the unit will be working with UCEAP’s Marketing team to exploit Twitter and Facebook content as evidence of student trends and interests in International Education. The unit will be further refining the use of cloud computing and Text Analysis to bring more and more refined expressions of data to decision makers who must produce an intelligent equipoise of the many resources.
UCEAP officials and partners acting on behalf of UCEAP use the following guidelines to assess and categorize the severity of student incidents so that each is addressed in the most appropriate way. The summarized descriptions below are included to provide context to this report and do not constitute the entirety of information available about responding to and reporting on student incidents.

**Level 1 / Minor**

Incidents handled locally by the UCEAP representative including lost documents, colds, minor arguments, homesickness, missing property, code of conduct violations warranting a verbal warning.

**Level 2 / Mildly serious**

Incidents beyond a routine issue or an escalation of a Level 1 incident. Examples include an injury or illness requiring medical assistance, a student missing for less than 24 hours, a request for assistance to begin treatment with a mental health counselor, and conduct violations warranting a discipline letter.

**Level 3 / Serious**

Incidents requiring coordination between the study center, UCEAP central office and non-UCEAP personnel to achieve resolution. Examples include an injury or illness that is potentially life threatening, a student disappearance, arrest or impending arrest, physical or sexual assault, mental health issues requiring intervention, significant political unrest, and some natural disasters.

**Level 4 / Severe**

Crises involving the immediate well-being of students, faculty or staff or demanding significant University of California resources. Examples include an emergent student injury, suicide attempt, fire in student housing, student death, bomb threat/explosion, hostage situation, disease outbreak, act of war, and high-impact natural disasters.
APPENDIX B

The UCEAP Systemwide office of Health, Safety & Emergency Response tracks student incidents that are reported to the Systemwide office, which primarily constitute Level 2 incidents and above. As the number of direct working relationships between healthcare providers and Europ Assistance increases, so too will the number of incidents reported. This, in addition to other factors such as changes in the number of UCEAP participants, affects the incident trends.

![Pie chart showing incident types](chart.png)
3-Year Trend

- Total UCEAP participants
  - 2010-2011: 4,808
  - 2011-2012: 4,684
  - 2012-2013: 4,478

- # Incidents Reported
  - 2010-2011: 225
  - 2011-2012: 369
  - 2012-2013: 648