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INTRODUCTION

UCEAP had a solid year.

Despite a slight drop in enrollments from the record high of 2010-11, UCEAP continued its progress towards self-sufficiency and sustainability and met its budget goals of subsidy reduction, funding of the contingency reserve and of our strategic initiatives, and for the first time, revenue sharing with the campuses.

This past year marked a transition in the leadership responsible for the oversight of UCEAP at the UC Office of the President. With the departure of Provost Pitts and Vice Provost Greenstein, UCEAP lost two wonderful leaders and advocates for both international education and UCEAP. UCEAP looks forward to building the same strong and collaborative relationship with its new leaders – Provost Dorr and Vice Provost Carlson. UCEAP also enjoys a highly functional administrative partnership with UC Santa Barbara and is grateful for the continued guidance and support of Chancellor Yang and Executive Vice Chancellor Lucas.

During 2011-12, UCEAP enjoyed productive and seamless relationships with both its Governing Committee (GC) and the Academic Senate University Committee on International Education (UCIE). UCEAP would like to thank Vice Provost Turner and Professor Bahvnani for their leadership of the UCEAP GC and UCIE, respectively, and to the members of both committees for their continued commitment to UCEAP and the internationalization of the University of California.

UCEAP grew its human resources slightly (to nearly 78 FTEs in the Systemwide Office), introduced a new model of academic oversight, which includes new visiting professorships and faculty advisory committees with cross-campus representation, and completed its administrative transition to UC Santa Barbara.

Even though UCEAP experienced an increase in the number of reported health and safety incidents, it was fortunate not to have to deal with any major and large-scale emergencies as was the case last year.

ENROLLMENTS

2011-12 ACTUALS

UCEAP experienced a drop in enrollments in 2011-12, both in terms of the number of participants (4,684, down 3% from 4,808 last year) and FTEs (2,539, down 5% from 2,681 last year). It also welcomed 1,913 reciprocity students to UC campuses for up to a year of non-degree study, an increase from 1,731 in 2010-11.
An analysis of enrollments by campus reveals that UC Berkeley, UC Santa Barbara and UC Merced all saw significant growth from the previous year, while enrollments at UC San Diego, UC Santa Cruz and UC Riverside remained steady. Slight declines were seen at UC Los Angeles and UC Irvine, and UC Davis experienced a significant (36%) drop in its UCEAP enrollments. In 2011-12, UC Berkeley had the most participants in UCEAP, but UC Santa Barbara was not far behind with only 22 fewer students. Overall, 1 in 5 UCEAP students came from UC Berkeley, and another 1 in 5 came from UC Santa Barbara.
### UCEAP Program Participation Headcount by UC Campus: AY 2009 - 2011.

<table>
<thead>
<tr>
<th>Campus</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>UC Berkeley</td>
<td>796</td>
<td>924</td>
<td>982</td>
<td>2,702</td>
</tr>
<tr>
<td>UC Santa Barbara</td>
<td>960</td>
<td>937</td>
<td>970</td>
<td>2,867</td>
</tr>
<tr>
<td>UC San Diego</td>
<td>584</td>
<td>576</td>
<td>578</td>
<td>1,738</td>
</tr>
<tr>
<td>UC Santa Cruz</td>
<td>463</td>
<td>551</td>
<td>548</td>
<td>1,562</td>
</tr>
<tr>
<td>UC Los Angeles</td>
<td>579</td>
<td>584</td>
<td>520</td>
<td>1,683</td>
</tr>
<tr>
<td>UC Irvine</td>
<td>551</td>
<td>544</td>
<td>498</td>
<td>1,593</td>
</tr>
<tr>
<td>UC Davis</td>
<td>361</td>
<td>419</td>
<td>267</td>
<td>1,047</td>
</tr>
<tr>
<td>UC Riverside</td>
<td>199</td>
<td>224</td>
<td>221</td>
<td>644</td>
</tr>
<tr>
<td>UC Merced</td>
<td>33</td>
<td>49</td>
<td>100</td>
<td>182</td>
</tr>
<tr>
<td>UC San Francisco</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4,528</strong></td>
<td><strong>4,808</strong></td>
<td><strong>4,684</strong></td>
<td><strong>14,020</strong></td>
</tr>
</tbody>
</table>

Table 2.1 UCEAP Enrollments by Campus

![UCEAP Campus Enrollment](image-url)
UCEAP continued to experience growth in summer programs (up 6%). However, consistent with nationwide trends, there was a significant (13%) decline in year-long enrollments for 2011-12, a trend which is forecasted to worsen in 2012-13. 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 12.4% of participants. By contrast, almost 1 in 4 UC students going on UCEAP participates in a summer program. The majority of UCEAP’s enrollment constitutes quarter and semester-long programs.

<table>
<thead>
<tr>
<th>UCEAP Program Participation by Length &amp; Cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Year of Participation</td>
</tr>
<tr>
<td>Length</td>
</tr>
<tr>
<td>Summer Stand Alone</td>
</tr>
<tr>
<td>Fall Semester/Qtr</td>
</tr>
<tr>
<td>Fall Year</td>
</tr>
<tr>
<td>Spring Semester/Qtr</td>
</tr>
<tr>
<td>Spring Year</td>
</tr>
<tr>
<td><strong>Academic Year TOTAL</strong></td>
</tr>
</tbody>
</table>

Table 2.2 UCEAP Enrollment by Program Length and Cycle

<table>
<thead>
<tr>
<th>UCEAP Program Participation by Program Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Year of Participation</td>
</tr>
<tr>
<td>Length</td>
</tr>
<tr>
<td>Summer Stand Alone</td>
</tr>
<tr>
<td>Semester/Quarter</td>
</tr>
<tr>
<td>Year</td>
</tr>
<tr>
<td><strong>Academic Year TOTAL</strong></td>
</tr>
</tbody>
</table>

Table 2.3 UCEAP Enrollment by Program Length
Figure 2.3 UCEAP Enrollment by Program Length and Cycle

Figure 2.4 UCEAP Enrollment by Program Length

An examination by region shows that enrollments grew by 8% in Region I (Czech Republic, Denmark, France, Germany, Italy, Netherlands, Russia and Sweden), were stable in Region III (Australia, Barbados, Canada, Egypt, India, Ireland, Israel, New Zealand, Turkey and United Kingdom) and dropped in Region II (Botswana, China, Ghana, Hong Kong, Japan, Korea, Singapore, Senegal, South Africa, Taiwan, Tanzania, Thailand and Vietnam) and Region IV (Argentina, Brazil, Chile, Costa Rica, Mexico and Spain).
Region II Participants

Region III Participants

With summer programs completed, fall cycle programs are currently under way and applications for winter and spring programs are partially completed. UCEAP is forecasting its enrollments for 2012-13 at 4,450 participants, down 5% from 2011-12 enrollments. The projection includes a continued decline in year-long enrollments and significant drops on some campuses.

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 a year of non-degree study.

UCEAP reciprocity enrollment by campus is shown below for the past 3 years.
Figure 2.6 UCEAP Reciprocity Enrollment by Campus

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

More detailed information on Reciprocal Exchange activities can be found on page 56.

**BUDGET AND BUSINESS MODEL**

In 2011-12, UCEAP continued to enjoy the benefits of its new business model. With solid enrollments, a subsidy allocation of $2.2M, and fee increases, UCEAP created a $5M 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 new strategic initiatives, and for the first time, (3) revenue sharing with the campuses.
**BUDGET GOALS**

UCEAP’s budget goals for 2011-12 were to:

- Generate an operating surplus by fiscal year end
- Implement cost controls for UCEAP Systemwide Office and study center expenses
- Strengthen POF implementation standards
- Contribute $1.15M to operating reserve
- Establish $1M in campus revenue sharing

**UCEAP BUDGET 2011-12**

The 2011-12 budget for UCEAP is shown below as budget to actual comparison.

<table>
<thead>
<tr>
<th>Sources of Funds:</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating Reserve Carry Forward</td>
<td>$3,801,000</td>
<td>$3,960,630</td>
</tr>
<tr>
<td>Appropriations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Current Year Appropriations - All Funds</td>
<td>$2,501,666</td>
<td>$2,503,208</td>
</tr>
<tr>
<td>Student Fees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition (Ed) &amp; Student Service (Reg) Fees</td>
<td>$31,399,338</td>
<td>$32,439,818</td>
</tr>
<tr>
<td>Summer</td>
<td>$22,299,088</td>
<td>$23,251,445</td>
</tr>
<tr>
<td>Pre-ILP/ILP</td>
<td>$3,418,361</td>
<td>$3,356,023</td>
</tr>
<tr>
<td>Participation</td>
<td>$1,719,325</td>
<td>$1,545,865</td>
</tr>
<tr>
<td>Program Specific Fees - Supplemental</td>
<td>$2,649,600</td>
<td>$2,753,700</td>
</tr>
<tr>
<td>Program Specific Fees - Exchange</td>
<td>$1,300,000</td>
<td>$1,497,275</td>
</tr>
<tr>
<td>Kashmiri (net of RTA)</td>
<td>$1,719,325</td>
<td>$1,545,865</td>
</tr>
<tr>
<td>Other:</td>
<td>$250,000</td>
<td>$461,154</td>
</tr>
<tr>
<td>Cooperative Program</td>
<td>$150,000</td>
<td>$212,848</td>
</tr>
<tr>
<td>Misc Other Fees</td>
<td>$100,000</td>
<td>$234,320</td>
</tr>
<tr>
<td>STIP</td>
<td>-</td>
<td>$13,986</td>
</tr>
<tr>
<td>Student Services Receipts</td>
<td>$8,000,000</td>
<td>$9,142,215</td>
</tr>
<tr>
<td>Less: Return To Aid</td>
<td>$(9,619,005)</td>
<td>$(9,864,987)</td>
</tr>
<tr>
<td>Total Sources of Funds</td>
<td>$32,531,999</td>
<td>$34,681,408</td>
</tr>
</tbody>
</table>
It is important to note that under the UCEAP Funding Model:

- UCEAP retains all Student Fees (Educational and Registration and UCEAP Specific fees)
- UCEAP’s (state-funded) subsidy is being reduced by 50% until it reaches zero in 2015-16.
UCEAP distributes return-to-aid (RTA) to the campuses on all fees, including campus-based fees, non-resident tuition, professional fees, etc.

- Campus funding for UCEAP is included in the funding streams to the campuses, but it is not earmarked.
- The model ties UCEAP’s budget closely to student fees and enrollment:
  - When fees rise, UCEAP retains the fee increase (net of RTA)
  - If UCEAP enrollment increases, UCEAP retains the fee revenue (net of RTA)

To summarize 2011-12 UCEAP budget to actual results:

- Revenue from student fees increased $2.375M (+8.0%)
- Return-to-aid paid increased $680K (+8.4%)
- Home Office expenses were $380K less than budgeted (-5%)
- International Study Center & Reciprocity costs were only $200K over budget (+1.4%)
- Number of participant was 100 higher than budgeted (N=4,808)
- Number of FTEs was 120 higher than budgeted (N=2,681)

**Budget Highlights for 2011-12**

During 2011-12, UCEAP:

- Enjoyed near-record enrollments and hence record revenue which included losses in fees from the 2011 Japanese natural disaster and civil unrest in Egypt ($640K & $109K, respectively)
- Controlled costs both domestically and internationally – staff FTEs were reduced by 1
- Funded the first year of the UCEAP Contingency Reserve.

UCEAP initiated many key strategic initiatives to facilitate further growth and support for UC systemwide. This year, University of California Office of the President’s (UCOP) distribution of General Funds (former UCEAP funds) to campuses as a result of the new funding model amounted to $4.84M, identical to the previous year. It is important to stress that this allocation is now part of the new funding streams, and as such, it is no longer earmarked for UCEAP. As a result, UCEAP observed a wide range of practices among the campuses in the use of these funds. Some treated them as a pass through to the study abroad offices and others used them more broadly in support of international programs or for different purposes altogether. The uncertainty over whether these funds are getting to the study abroad offices, to support UCEAP, is a source of frustration.

Other highlights from UCEAP’s Budget and Finance Unit included:

- Continued leasing efforts and secured additional space rental with UCCE to bring in approximately $28,000 in rents for F/Y 2010-11.
- Coordinated with UCOP and negotiated with foreign lessors on the initiation or renewal of study center leases (focus on space accommodation relative to affordability).
- Developed and initiated the RTA payment mechanism leading to the payment in 2011-12 of close to $8.8M in RTA.
• Participation on project team that developed an MOU regarding the transition of administrative oversight from UCOP to UCSB.
• Implementation of budget and planning database model using Alight software. Next steps include the creation of an import methodology to bring data from the current MS Excel spreadsheet environment to the Alight database, and then import data from the UCEAP budgets and the General Ledger.
• Performed financial analysis on all new potential programs.
• Completed development and implementation of pilot locations at select study centers for the UCEAP procurement card program. Program developed as an alternative to banking restrictions in countries where UCEAP is not recognized in an official capacity. The Budget and Finance unit plans to expand use this year based on favorable results thus far.
• Collaboration with UCOP treasury group, conversion of all foreign exchange and Wire transfer activity to UCOP’s new Treasury funds transfer platform at Bank of America. Required the development/implementation of new procedures as well as re-creation of all of UCEAP’s funds transfer and wires.

REVENUE SHARING

Following record enrollments in 2010-11, UCEAP was able for the first time to share $1 million in revenue with nine UC campuses (except UCSF). The funds were divided into two parts, $730,000 was distributed to the campuses as a proportion of UCEAP enrollment and $270,000 was distributed in segments of $10,000 as bonuses for several categories including consistent growth in UCEAP enrollment, participation in year-long programs, and percentage of student body participation in UCEAP. UCB and UCSB received the largest shares ($183,044 and $181,174 respectively). The funds were sent directly to campus Executive Vice Chancellors (EVC) who were asked to use the funds to support UCEAP. UCB, UCSB and UCSD used most of the funds for UCEAP scholarships, while others chose to use the funds for other purposes.

<table>
<thead>
<tr>
<th>SOURCE</th>
<th>UCB</th>
<th>UCSD</th>
<th>UCLA</th>
<th>UCM</th>
<th>UCR</th>
<th>UCSB</th>
<th>OCEAP TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12 Participation Distribution</td>
<td>$153,044</td>
<td>$41,612</td>
<td>$77,613</td>
<td>$81,042</td>
<td>$15,985</td>
<td>$334,443</td>
<td>$90,081</td>
</tr>
<tr>
<td>Incentive/Student Body - UCEAP Balance</td>
<td>$10,000</td>
<td>0</td>
<td>$10,000</td>
<td>0</td>
<td>$10,000</td>
<td>0</td>
<td>$10,000</td>
</tr>
<tr>
<td>Incentive/YOY Growth</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
</tr>
<tr>
<td>Incentive/UCEAP Campus Share Growth</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
</tr>
<tr>
<td>Incentive/Year-Length Program Applications Growth</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
</tr>
<tr>
<td>Incentive/Year-Length Participation Growth YOY</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
</tr>
<tr>
<td>CAMPUS TOTAL</td>
<td>$183,044</td>
<td>$41,612</td>
<td>$107,613</td>
<td>$110,042</td>
<td>$75,985</td>
<td>$334,443</td>
<td>$110,081</td>
</tr>
</tbody>
</table>

Campus % Revenue Sharing:
- UCB: 16%
- UCSD: 4%
- UCLA: 11%
- UCM: 10%
- UCR: 8%
- UCSB: 6%
- UCSD: 11%
- UCB: 16%
- UCSB: 14%
- OCEAP: 100%
HUMAN RESOURCES

The 2011-12 Fiscal Year was characterized by a multitude of activities and initiatives, including HR and personnel support for substantial strategic planning and implementation, progress on implementation of best practices with an emphasis on legal compliance in international HR, support of the new Academic Oversight Plan, initiation of the Alumni Engagement and Development unit at UCEAP, and the completion of UCEAP’s transition to the UCSB administrative partnership, including conversion to new systems and processes.

UCEAP HR played a pivotal role in staffing, recruitment and continuity of coverage and processes during the administrative transition and in support of evolving UCEAP strategic initiatives. Progress was made in the development of processes where gaps existed, such as protocols for engaging volunteer interns, along with continued efforts in streamlining of transactional processes, and in particular, deployment of the new Human Resources Information System (HRIS) for international staff and UC faculty appointments. Progress also was made in the implementation of a more robust training and development program for UCEAP Systemwide Office staff, faculty appointees and international staff. UCEAP HR was adaptable, cross-functional, highly responsive and timely within competing priorities, during a period of considerable change and heightened activity in all of the unit’s functional areas.
UCEAP HR KEY ACTIVITIES AND ACCOMPLISHMENTS

- Support of strategic plans as outlined by UCEAP Leadership.

- Support for recruitment and placement of UCEAP’s Faculty in Residence (50% time), Professor Ann Marie Plane of the UCSB History Department, which was completed in September 2011.

- Organization, facilitation and support for the UCEAP IT review, which was conducted by independent consultants in late 2011.

- Completion of UCSB net ID credentialing for staff and access to UCSB electronic resources.

- Transition of payroll from UCOP/UCLA to UCSB Personnel Payroll System (PPS) including the provision for transfer of employee history data and archival access to records in UCLA PPS. The UCEAP HR team was involved in a number of ad hoc projects to complete this process, since the respective legacy payroll systems at UCLA and UCSB do not allow for direct transfer of data. This required that the UCSB PPS data for UCEAP employees be manually populated for the 12/01/11 cutover date. Critical challenges included:
  
  - The discovery within the first payroll cycle of problems with employee payroll direct deposits due to erroneous “new employee” designations of some of UCEAP’s employees in the UCSB PPS.
  - Issues with the administration of retroactive increases and personal time allowances per the contract for CUE represented staff. It was discovered that neither UCLA nor UCSB
had completed calculations or other administrative actions on a centralized level for the
UCEAP CUE cohort. UCEAP HR flagged this issue and provided UCSB with the
calculations and back-up for both of these contractual mandates, resulting in contractual
compliance for the department and UCSB.

- Considerable coordination and facilitation with UCSB Benefits due to issues with the
  conversion of central benefits records and enrollments for UCEAP employees.

- Conversion-related projects and challenges that, in addition to those listed above, were
  successfully addressed with substantial dedication and effort by HR Analyst Perla Pinedo include:

  - Manual entry of personnel and payroll data for all UCEAP employees.
  - Providing the UCSB Payroll unit with UCLA PPS benefit and appointment screen shots for
    all UCEAP employees.
  - Coordination of in-progress leaves of absence at the time of transition.
  - Problem-solving with UCSB Payroll for conflicts due to pre-existing UCSB employment
    history and ID numbers.
  - A particularly time-consuming (and highly manual) project was managing the inter-related
    vacation accruals, leave codes and service credit for all employees. Following the
cutover in December 2011, there were many issues in this area. One problem was that
all UCEAP employees had a start date of 12/01/11 in UCSB PPS, with no prior service
months captured. Although UCEAP HR anticipated and communicated this issue early on
in conversion planning, the transfers were completed through UCSB standard
procedures, which did not include a remedy for this issue. The result was that in some
cases, UCSB PPS auto-defaulted to an incorrect leave code for employee sick and
vacation accruals due to incomplete service months in the system. This eventually was
resolved through coordination with UCSB HR, and involved UCEAP HR Analysts Perla
Pinedo and Heidi Seward verifying service credit for each individual UCEAP employee,
and manually entering prior service months of credit into UCSB PPS. As part of this
process, each employee’s leave accrual was audited as well. Ultimately, original dates of
hire were entered to update the system from the 12/01/11 as a hire date, to each
employee’s actual hire date. The correct vacation/sick accruals and prior service months
were entered to bring the records current as well.

  - Manual calculations for CUE retroactive increases and personal time mandates.

- Support of Academic Oversight Plan implementation which included faculty recruitments (e.g.,
Northern Europe Director and Italy Visiting Professor) that were of necessity outside the normal
faculty recruitment calendar.

- Due to the excellent project management of International HR Principal Analyst Debbie Pichla,
development of the new HRIS largely was completed and data populated for international staff
and UC faculty records. New reports were developed to support study center personnel
budgeting, compensation reporting, and overall staffing activity. Implementation of record
keeping processes for volunteer interns and the recruiting module for international staff, UC
faculty and volunteer intern appointments is in progress.

- Training and development opportunities were implemented in response to training surveys and
  in support of identified needs:
o MSAP attendance by Student Finance Supervisor.

o Supervisor participation in UC courses: Writing at Work, Employee Relations Solutions, Conducting Effective Performance Evaluations, Powerful Presentations and Leadership Skills.

o Employee participation in UC courses: Writing at Work, CPR, Employee Role in Performance Evaluations; a number of UCEAP employees attended the Diving into Social Media workshop offered by the Web Standards Group at UCSB.

o Regional and Reciprocity staff attended an on-site session on Marketing at Study Abroad Fairs presented by the UCEAP Marketing and Communications and Cuca Acosta of UCSB Admissions.

o A number of supervisors attended the UC Employment Practices Improvement Committee (EPIC) webinar on Employment Practices/Practical Guidance for Managers and Supervisors and the webinar: Motivating Multi-Generational Teams.

o Study Center Directors, Faculty Led Program Directors and international staff were provided with an on-site--and simultaneously remote--orientation session, to include student welfare and general orientation topics.

o HR Team participation in EPIC webinars, along with webinars on Legal Compliance for Volunteers, and Effective Human Resource Management: A Global Analysis.

o Human Resources Director and International HR Principal Analyst attendance at these webinars: Beyond at Will: International Employment Best Practices; China & India: What You Need to Know When Conducting Educational Activities; Global HRIS: Strategies for Complying with Overseas Data Privacy Laws.

o HR Team attendance at UCSB training courses and conferences.

o Full UCEAP Systemwide Office compliance in completion of Sexual Harassment Prevention and UC Ethical Conduct online training.

o UCEAP units also arranged technical training to address specific unit needs.

- Completion of recruitments, placement and administration of 2012-13 Visiting Professors for China, Japan, Italy and Mexico, and UC Faculty Study Center Director for Northern Europe 2013-15. Initiated recruitments for 2013-15 UC Faculty Study Center Directors for Chile/Argentina, France, Mexico, Spain and 2014-16 UC Faculty Director for Egypt.

- Placement support for 2012-13 Faculty Leads for 50th Anniversary Programs and for faculty consultants.

- Maintained consistency in administration of standardized Study Center Director appointment arrangements.

- Consultation with and support of staff and supervisors in resolution of critical performance management cases and issues.

- Credentials and knowledge base enhancement: Debbie Pichla renewed Global Professional Human Resources (GPHR) certification; Perla Pinedo completed BA Degree in Liberal Studies
with a Concentration in Business Management from Antioch University, Bryna Bock received GPHR certification.

- Administration of UCEAP Systemwide Office performance evaluation program; full participation in 2010-11 cycle.
- Support for UCEAP Systemwide Office reclassifications. Promotions, all of which occurred through recruitments, include:
  - Academic Specialist, Region I – Lauren Nestler
  - Lead Accountant, Finance – Diana Oropeza
  - Sr. Analyst, Academic Initiatives – Stacey Lydon
  - Information Systems Support Analyst – Michele Casey
- There was an increase in recruitment activity in comparison to the last fiscal year for UCEAP Systemwide Office positions, due both to the addition of the key positions of Program Advisor for New Programs, Manager of Special Projects - 50th Anniversary Projects (50% time for calendar year 2012), Alumni Engagement and Development Director, Lead Accountant, Senior Analyst for Academic Initiatives, and Health, Safety & Compliance Asst. Analyst, along with filling positions created by separations. With 21 recruitments in the 2011-12 Fiscal Year, UCEAP filled the highest number of staff positions since Fiscal Year 2008-09.

INTERNATIONAL HR KEY ACTIVITIES AND ACCOMPLISHMENTS

Compliance continued to be a critical area of focus for UCEAP International HR in 2011-2012. Recent changes in employment regulations in the EU and other countries, coupled with increased compliance monitoring by government agencies resulted in contract modifications and even greater due diligence regarding employment matters abroad.

- Local instructor contracts were reviewed for Spain, France, and Italy to evaluate compliance risks. Contract changes were made, and will continue to be made as needed, to ensure contract language is aligned with local regulations and collective agreements. One employment claim was filed in Spain and resolved without litigation.
- UCEAP continued to make progress in aligning Study Center processes with UC best practices, piloting formal employee performance reviews in France, Shanghai, China, Japan, and the UK. This effort will be expanded in 2012-2013 with the objective of completing performance appraisals for all employees hired under a UC affiliate office.
- In addition, a global employee code of conduct, tailored to meet local regulations, was introduced in select locations. These efforts will continue in the coming year.

A number of Study Centers have experienced academic oversight and other staffing transitions over the past few years. UCEAP would like to acknowledge that the local staff were highly successful in adapting to these changes and rose to the challenge of increased responsibility. In consideration of these changes, future strategic planning, training and development opportunities for Study Center staff remain a priority. In 2011-2012, UCEAP welcomed nine Study Center employees to the Systemwide Office for job specific training, orientation, and participation in the annual conference. Remote, online job orientation and training for international staff was successfully piloted and UCEAP
will continue to build on the use of technology to offer training and development opportunities in the year ahead.

Additional compliance and business best practice projects currently in progress include:

- international data protection policy review;
- International assignment tax compliance review.

**RESTRUCTURING OF UCEAP INTERNATIONAL OPERATIONS**

- After consultation with UCIE and a great deal of consideration by UCEAP management, the decision was made to close the India Study Center. The closure resulted in the elimination of 3.3 FTE. UCEAP HR extended support to the staff by engaging a local outplacement services organization to assist them with resume writing and interview preparation. The local staff was formally recognized for their valued and long standing service with the program.

- The UCEAP program in Bahia, Brazil was closed resulting in two position eliminations, a reduction of 1.25 FTE.

- Continued progress was made in UCEAP’s effort to register a branch office in Brazil. All documents were submitted to the Brazilian Ministry of Justice in December 2011; however, the application remains in pending status and there is no clear sense of how long a determination may take. After consultation with UC General Counsel and external consultants, UCEAP is evaluating other options for UC registration.

- Staffing in Beijing, China was successfully restructured to align with the new program oversight model which includes an Associate Director position.

- Restructuring of the Ghana Study Center was completed with employment of the Ghana Study Center staff through the newly formed UC branch in March 2012.

- UCEAP’s entity registration in Italy was updated to align with the restructuring efforts of the past few years.
Reorganization of the UCEAP international Study Centers continued in 2011-2012.

Study Center administrative staff headcount increased slightly, while FTE was reduced by approximately 1.5 FTE. Successful recruitments were conducted for 11 positions, as follows:

- Region I – No positions filled
- Region II
  - Beijing – Associate Director
  - Beijing – Program Administrator
  - Beijing – Program Assistant
  - Korea – Program Assistant
  - Vietnam – Resident Director
- Region III
  - Australia – Academic Liaison
  - UK Edinburgh – Program Assistant
  - UK Edinburgh – Scottish Parliament Internship Tutor
• Region IV
  o Madrid – Program Administrator
  o Barcelona – Program Assistant
  o Chile – Student Activities Coordinator

Changes in the number of UCEAP Overseas Academic Leadership positions can be attributed to program and academic oversight restructuring and transitions, along with the addition of Visiting Professorships in Italy and Mexico in 2012-13, and a Northern Europe Study Center Director in 2013.

**UCEAP OVERSEAS ACADEMIC LEADERSHIP HEADCOUNT REPORT 2009-12**
(Number of Positions Active During Fiscal Year)

<table>
<thead>
<tr>
<th>Position</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study Center Directors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liaison Officers and Resident Directors</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Faculty Consultants</td>
<td></td>
<td></td>
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<tr>
<td>Visiting Professors</td>
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**HR RESEARCH**

Surveys of UCEAP’s current staff (e.g., training, events) and qualitative indicators and assessments gathered throughout the year, along with exit interviews conducted with separating employees, provide valuable data which supports UCEAP’s efforts to continually improve the working environment and culture. The following summary of themes from UCEAP Systemwide Office exit interviews conducted in 2011-12 provides useful feedback in this regard.
UCEAP Systemwide Office
2011-12 Exit Interview Themes

<table>
<thead>
<tr>
<th>Reason for Leaving</th>
<th>% of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relocated for Spouse's Work</td>
<td></td>
</tr>
<tr>
<td>Return to School</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Best Aspect of Job</th>
<th>% of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>UCEAP Organization</td>
<td></td>
</tr>
<tr>
<td>Career Development Opportunities</td>
<td></td>
</tr>
<tr>
<td>Difficult Customers/Constituents</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Worst Aspect of Job</th>
<th>% of Responses</th>
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<tbody>
<tr>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Difficult Customers/Constituents</td>
<td></td>
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<tr>
<td>Other</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Suggestions</th>
<th>% of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Streamline, increase automation/efficiencies</td>
<td></td>
</tr>
<tr>
<td>More events &amp; celebrations</td>
<td></td>
</tr>
<tr>
<td>None</td>
<td></td>
</tr>
</tbody>
</table>

% of Responses
In 2011-12, UCEAP hired a consultant to assist in the development of a 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, the Council of Campus Directors (CCD), the Council of Administrative Directors (CAD), campus administrators, students (focus groups) and benchmarking. The eight strategic initiatives the support the plan are outlined below:

### 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 UCIE, study center directors and faculty liaisons, faculty advisory committees and program reviews.

The following chart summarizes the programs opened or closed by UCEAP in 2011-12, and those that were approved by UCIE for 2012-13.
<table>
<thead>
<tr>
<th>Programs Opened 2011-12</th>
<th>Programs Closed 2011-12</th>
<th>Programs Approved 2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Univ. of Botswana (w/ CIEE)</td>
<td>Summer Language &amp; Culture, Univ. Copenhagen</td>
<td>Arabic Language and Culture, Rabat, Morocco (w/ CIEE)</td>
</tr>
<tr>
<td>Language &amp; Culture, UC Center Florence, Italy</td>
<td>Univ. KwaZulu-Natal, Pietrmaritzburg, South Africa</td>
<td>AMIDEAST Rabat Program (approved as backup for CIEE program above)</td>
</tr>
<tr>
<td>Summer Language &amp; Culture, St. Petersburg, Russia (w/ CIEE, in conjunction w/ St. Petersburg State Univ.)</td>
<td>Summer Language &amp; Society, UC Center Morelia, Mexico (suspended)</td>
<td>IES Abroad Semester Program in Rabat (approved as backup for CIEE program above)</td>
</tr>
<tr>
<td>Russian Area Studies and Russian Language, St. Petersburg, Russia (w/ CIEE, in conjunction w/ St. Petersburg State Univ.)</td>
<td>Tsukuba University, Japan (suspended)</td>
<td>Language &amp; Culture Program in Amman, Jordan (approved as backup program to AUC)</td>
</tr>
<tr>
<td>Language &amp; Culture, Doshisha University, Japan</td>
<td>Sophia University, Japan (suspended)</td>
<td>Central European Studies, Prague, Czech Republic (w/ CIEE, in conjunction w/ Charles Univ.)</td>
</tr>
<tr>
<td>Language &amp; Culture Taiwan (w/ CIEE, in conjunction w/ National Chengchi Univ.)</td>
<td></td>
<td>Perspectives on the Global City, UC Centers London &amp; Paris (multi-city European program)</td>
</tr>
<tr>
<td>Waseda University, Japan (immersion)</td>
<td></td>
<td>European Transformations, UC Centers Madrid &amp; Rome (multi-city European program)</td>
</tr>
<tr>
<td>Bogazici Univ., Istanbul, Turkey</td>
<td></td>
<td>Brazilian Studies, Salvador (w/ CIEE, in conjunction w/ Univ. Catolica do Salvador &amp; Univ. Federal da Bahia)</td>
</tr>
<tr>
<td>Koc Univ., Istanbul, Turkey</td>
<td></td>
<td>Global Business in Asia, Univ. of Hong Kong (summer option)</td>
</tr>
<tr>
<td>Univ. of Dar es Salaam, Tanzania (w/ CIEE)</td>
<td></td>
<td>UC Explores New Delhi (w/ IES, in conjunction w/ Jawaharlal Nehru Univ. &amp; Delhi Univ.’s Kamala Nehru College). Replaces former UCEAP Delhi program.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Contemporary India Internship or Research, Pune, India (summer option w/ Alliance for Global Education, in conjunction w/</td>
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<tr>
<td></td>
<td>Fergusson College)</td>
<td></td>
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<tr>
<td>-----------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Univ. of Hyderabad (admin affiliation w/ CIEE, in conjunction w/ Univ. of Hyderabad's Study in India Program)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Language &amp; Culture Summer Session, National Taiwan Normal Univ., Mandarin Training Center (replaces provisional arrangement w/ CIEE at National Chengchi Univ.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Language and Culture, Dakar, Republic of Senegal, West Africa (w/ CIEE, in conjunction w/ Suffolk Univ.-Dakar Campus)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>50th Anniversary Faculty-Led Summer Programs for 2012 only: 1) 21st Century Technologies &amp; the Digital Divide; 2) The Story of Jews in German-Speaking Europe 500-2012; 3) Religion, Secularism, &amp; Civil Societies; 4) Food, Religion, &amp; Culture in the Middle East; 5) A Journey Through Time: Geology &amp; Civilization (only the 1st 3 programs took place)</td>
<td></td>
</tr>
</tbody>
</table>

A complete listing of all current UCEAP programs can be found on the UCEAP website; http://eap.ucop.edu/

**UNDERGRADUATE RESEARCH AND INTERNSHIPS**

UCEAP believes that hands-on academic and internship experiences both broaden students’ general education and enrich their understanding of academic disciplines. Opportunities for independent research projects, internships, and community service are available to students in most UCEAP locations. Examples of such opportunities are illustrated by the 2011 UCEAP Undergraduate Research Award winners. According to UCEAP data reports, nearly 200 internships for academic credit were arranged in the 2010-11 academic year. Nearly 150 independent and research projects were arranged for academic credit.

The winners of the UCEAP Undergraduate Research Awards for 2010-11 were:

- Carmon Reynolds (UC Santa Barbara – major in English) studied in the UK Immersion Program at Queen Mary, University of London. His research focused on Charles Dickens’
interpretations of the world outside of London. Careful readings of Dickens’ work and wide explorations of archival sources enabled Reynolds to address a topic often overlooked in critical discussions of Dickens’ representations of place.

- Richard Hong (UC San Diego – double major in Political Science-IR and Latin American Studies) conducted his research in the Field Research Program in Mexico, working at the research site in Chiapas. His project explores the manner in which Central American transmigrants have responded to the expanding enforcement presence of Mexican authorities along the border with Guatemala.

Honorable Mentions went to:

- Melissa Schmitt (UC Santa Cruz – Ecology and Evolution major) enrolled in the University KwaZulu-Natal in Pietermartizburg, South Africa, who investigated such anti-predator behaviors as group formation and vigilance among the Burchell’s zebras of the southern African savannas.

- Lisa Corsetto (UC Davis – Economics and International Agriculture Development) at the Oaxaca research site of Mexico’s Field Research Program, examined the impact of the Mexican government’s larges poverty alleviation program in the context of a rural community in Oaxaca.

Applications were reviewed for quality of research concept and execution, integral and innovative use of resources at the study site, quality of presentation, distinctiveness of the research, and quality of faculty support. The selection committee was staffed in the UCEAP Systemwide Office and enjoyed the participation of faculty volunteers Russell Jones, Professor of Plant and Microbial Biology, UC Berkeley; Heidi Tinsman, Professor of History, UC Irvine; and Ben Crow, Professor of Sociology, UC Santa Cruz.

In addition, the two winners of the UCEAP awards were nominated to the national competition organized by the Forum on Education Abroad, and Richard Hong was awarded one of these national prizes. This prestigious competitive award is an honor that “showcases the most rigorous and significant undergraduate research that occurs as part of education abroad programs.”¹ In the seven years since the award was established, UCEAP students have been named winners in five of those years.

UCEAP students also undertake internships for organizations as varied as the World Wildlife Fund, CyWorld, and US Embassies, either for academic credit and/or resume enhancement. Many examples can be found on the UCEAP website. UCEAP students may engage in service to the local community through committed volunteer activities in schools, health and human service agencies, international and local non-governmental organizations, and other group service projects.

- In Brazil, through the special relationship maintained by PUC-Rio, EAP students have volunteered their time in social welfare projects in the favela of Rocinha.

¹ http://forumea.org/research-awards.htm
• In Ghana, students conducted research on such topics as Ghanaian Peacekeeping Operations, Child Labor and the NGO Response, and Climate Change.

• In Santiago, Chile over half of UCEAP students participate in internships each year, taking advantage of the Study Center’s excellent relations with local NGOs and government agencies. Students provide research and other support to environmental conservation groups, women's rights groups, media and journalism opportunities, in elementary schools, and in such organizations as Un Techo Para Chile which improves the quality of housing in impoverished neighborhoods.

• A full-time internship at the Scottish Parliament is a unique option, with students working 25 hours per week and participating in a seminar tutorial to process what they are learning about Scotland’s government, laws, and relation to the rest of the United Kingdom. Interns are assigned to a specific Member of the Scottish Parliament and also work at the MSP’s home constituency office.

• With the success of non-credit volunteer opportunities at Thammasat University, academic internships have now been introduced for the Thammasat University program. Several fall 2011 students are taking advantage of this in subject areas that include Thai Traditional Medicine and Sustainable Development. Volunteer opportunities continue to be abundant in the Bangkok program.

• In Rome, students volunteer at the Oasis Celestina Donati Orphanage for children from troubled or broken homes, the Torre Argentina Cat Sanctuary located among the oldest temples in Rome, and the Caritas Soup Kitchen.

• Students in Sweden, particularly in the sciences and engineering, take advantage of widely available opportunities to participate in ongoing research projects or to do an independent research project supervised by a Lund University faculty member.

SCHOLARSHIPS

There was no better translation of the Study Abroad for All and Academic Excellence components of UCEAP’s vision this year than the continued success of UCEAP participants with Gilman Scholarships. In 2010-11, 10% of all Gilman Scholarships nationwide were awarded to UC students, and of those, 89% were UCEAP students.
UCEAP students continued to benefit from the wisdom and generosity of its main donor, Linda Duttenhaver. Linda continues to support UCEAP year-long study abroad programs and over $220,000 was distributed to students from the nine undergraduate campuses to support them during their UCEAP studies.

As will be discussed later in this report, UCEAP launched a scholarship initiative as part of its Strategic Plan. The scholarship workgroup implemented $55,000 of additional scholarships (including the Jahanshahi Scholarship) for 2011-2012, acting quickly to take advantage of available funds and assist students facing rising fees. Most of the group’s work, however, was focused on gathering data and developing recommendations for a long-term, stable scholarship strategy and portfolio.

STUDENT MANAGEMENT

An all-campus committee was formed to examine the questions associated with application deadlines, participant selection, post-departure streamlining, and provision of better pre-departure information. This committee has met monthly since January 2011.

Although it has been very valuable for systemwide and campus staff to exchange information on application- and selection-related processes, the real work of chairing the committee has been to coordinate the work in the IT unit with the commentary and suggestions of the various committee members.
Milestones and Accomplishments

The part of the project that has reorganized the pre-departure student portal of MyEAP is nearing completion and will soon house the pre-departure checklists (PDC). The business analysis and design work is complete and much of the construction is underway. This stage of the project will have three major benefits:

1) It will make it much easier for students to complete the steps that are required before they can get on the plane. There will be far fewer opportunities for confusion, and it will be much simpler for them to upload documents, check-off and keep track of where they are in the process, and complete the needed tasks.

2) It will make it much less time-consuming for the Operations staff (specialists and program advisors) to manage these pre-departure requirements, display them easily, and keep track of student progress. This should allow these staff members to spend far more time on other aspects of retention through social media and other more positive means of communication.

3) It will be easier for those campus advisors who assist students with any of these processes to see what needs to be done and steer the student appropriately.

The technical improvements to MyEAP that are in process for the above-described work on the Pre-Departure Checklist (uploading documents, electronic signatures, etc.) will be easy to reconstruct in the Application as well. Thus, the paperless application will flow naturally from the work that is in progress now.

Challenges

The far greater challenge is the cultural reorientation that will be necessary to gain complete control of the application in the ways it is used by the various campuses. That is, there are only one or two campuses that will actually engage in a paperless process; the far more common practice will be for the campuses to continue to require the submission of paper copies of the application itself and other documents as well.

As discussions have begun on the modification and streamlining of the application itself, the politics are much different than they were for the PDC which has always been “owned” by the systemwide office. The challenges of bringing all campuses into agreement on a single application will require flexibility at the technical level, persuasion, and a certain amount of time for everyone to adjust.

WEBSITE

After successfully managing the completion of the project for the redesign of UCEAP’s website and the implementation of SharePoint as a Web Content Management System (CMS), the Information Technology (IT) unit has also been responsible for managing the organizational change required for end-users to work successfully with the new system, and has provided end user training and support.

IT has also supported Marketing and the Regions on the expansion of the website by:
• Creating tools for the centralized storage and administration of all media in the website;
• Continuously expanding the range of browsers and user environment supported by the website;
• Taking a lead role on the transition of program guides from a printed-oriented format, to a web based (html) format;
• Providing the necessary infrastructure and support to different Marketing initiatives;
• Creating a Newsroom landing page;
• Providing higher visibility of holding tank programs i.e. English Universities;
• Reorganizing information in programs pages;
• Comprehensively displaying cost information; and
• Implementing a new home page to emphasize program search by Discipline and Duration in addition to Location.

ALUMNI ENGAGEMENT

Kim Bluitt was hired in February 2012 to fill the new role of Director of Development. She quickly set into motion the ongoing process of building relationships with UC campus staff members from UCEAP, Alumni Associations, and Development Offices as well as with UCOP. Conversations with these key constituents have identified opportunities for strategic collaboration related to: collecting, sharing, updating alumni data; relevant alumni programming and volunteer engagement; leveraging resources; and creating realistic fundraising metrics that support campus UCEAP programs and UCEAP scholarships.

In April 2012, UCEAP celebrated its 50th Anniversary and the first Alumni and Friends Reunion on the UC Santa Barbara campus. The event was highly successful with attendance at capacity with over 230 guests and representation across campuses, UCEAP programs and decades. The event generated valuable goodwill for UCEAP and the Alumni Association. In addition, alumni gatherings are being planned to coincide with 50th Anniversary gatherings in Europe and Asia in fall 2012 and are being leveraged for development purposes.

Desired outcomes:

• Legal status for development activities – in process for 2012
• Director of Development position – filled in February 2012
• Development strategy – in process: set precise funding objectives after evaluating individual prospect ratings; prioritize solicitations working in concert with campus development colleagues.
• Establishment of a UCEAP Alumni Association – established with current focus on building a sustainable infrastructure for the UCEAP Alumni Association.
• Fund-raising campaign for student scholarships, staff development and other strategic initiatives – an annual year-end and fiscal year end appeal is being developed while major gift prospects are being identified and cultivated. Also, working with key alumni, class reunion gifts will be solicited for UCEAP student scholarship support.
Challenges, plans for next year to address these challenges

Plans for the coming year address the challenges and opportunities inherit in building a development department from the ground up:

- Implement an alumni database and updating donor records.
- Recruit Alumni Association Council members ideally from all campuses and diverse with representation from UCEAP alumni (multi-generations/programs), faculty and current students. Build volunteer and potential donor support.
- Collaborate with campus Alumni Associations to promote UCEAP Alumni Association and increase membership by at least 50%.
- Launch an e-newsletter to Alumni Association members that features: UCEAP program updates; student, faculty and alumni profiles; alumni regional and reunion events, gift stories/updates with link to giving page, annual donor acknowledgement through a donor roll.
- Create and distribute a development case statement (a detailed written rationale for a fundraising campaign designed for both internal and external supporters).
- Establish metrics for increasing donor contributions to campus EAP programs and UCEAP scholarships.
- Identify major UCEAP donors, cultivate and solicit.
- Implement a year-end and fiscal year end donor appeal.

ACADEMIC INTEGRATION

The UCEAP strategic plan adopted in August 2011 called for two goals related to Academic Integration: (1) the establishment of Faculty and Staff Advisor Liaison corps on each campus and (2) the initiation of a new academic integration effort with the campuses. The following summarizes progress to date as well as outlines the timeline for future work through June 2012, and beyond.

Timeline:

Sept. 2011-Jan 2012 (Pre-Planning Phase):

- Faculty-In-Residence appointment began 9/19/11; Prof. Ann Marie Plane, UCSB History Department
- F-I-R researches past AI initiatives; white papers on Academic Integration; Academic Outcomes Survey Data;
- F-I-R gathers information from stakeholders, including AVP&ED Guinard, Regional Directors, Academic Specialists, CAD, CCD, Campus Advisors, Al specialists on the campuses, etc.

January-April 2012 (Planning Phase):

- Establish Academic Integration Working group, with co-chair from CCD, and broad stakeholder participation;
  - Set short, medium, long-term goals for the AI Working group;
These may include:

- pilot projects in front-end integration,
- identification of special issues related to STEM majors;
- Identify successful initiatives currently based on a campus or campuses

- Invite initiation of, or coordination with, Campus-specific Initiatives;
- Identify areas potential resources both within and outside UCEAP Systemwide office

Milestones and Accomplishments for 2011-12

- UCIE Approval of an Academic Oversight Plan, including the creation and implementation of a plan for greater UC faculty involvement in the development and implementation of UCEAP programs. This has happened through the creation of a standing structure of faculty advisory committees and an expansion of the number of visiting professorships as well as stabilization in the number of Study Center Directorships, while still recognizing the capacious role of the Academic Senate in providing formal oversight. Prof. Plane provided considerable hands-on support in the selection and organization of the FACs along with the four regional directors.
• The process of consultation through which the Academic Oversight plan was developed has also helped with Faculty Outreach, and in general, the trends and perceptions of UCEAP by faculty at large have improved over the course of the initiative’s first year. The creation of Faculty and Staff Liaison corps at UCM and UCR is underway, and the campuses that have existing corps are aware that UCEAP may have requests to use them during the upcoming recruitment cycles. However, UCEAP now has many other modes of outreach directly to faculty, including through the FACs and via the UCEAP newsletter.

• Creation of the Academic Integration (AI) Strategic Initiative Working Group.

• Support to UC Construct programs and to UCEAP student academic success—The Faculty-in-Residence provided useful guidance to program directors on matters of discouraging
cheating and handling academic misconduct, as well as on human subjects research clearances, classroom management software systems, library access and privileges (as yet unresolved), etc.

INTERNATIONAL STUDENT RECRUITMENT

The goal of the International Student Recruitment Strategic Initiative is to assist the University of California campuses in promoting the University through outreach to non-resident students.

Activities for 2011-12 included:

- Collaboration with UC campuses and the UCOP director for international recruitment in their non-resident recruitment efforts at home and in UCEAP locations abroad
  
  - UCEAP assisted UCSB Chancellor’s office in the coordination of retention events in Beijing and Shanghai (March 2012, April 2011)
  
  - Disseminated information and a special invitation (via Constant Contact) to UC partners abroad from the UCB-based Center for Studies in Higher Education (CSHE) Clark Kerr Institute for higher education leaders (spring/summer 2012).
  
  - Provided information about UCSC Extension’s Undergraduate Preparation Program (UPP) through UC locations abroad. (spring/summer 2012)

- Connected UC graduate programs with prospective candidates from the UCEAP reciprocity participants
  
  - 63% of respondents to the 2010-11 Reciprocity student survey indicated their study experience at UC influenced their interest in future graduate studies at UC. (Base of 929 = 53% response rate)
  
  - Provided on-going assistance to connect Rady School UCSD to prospective applicants by email and to invite students to the first UCEAP focused reception for students. Event invitation was sent by email and posted on FaceBook. (spring 2012)
  
  - Provided prospective applicant email contact information to UCSC, UCR, and UCB graduate divisions. Conversations on-going with other campuses. (summer 2012)

- Coordinated UCEAP Global Ambassadors Program at UCSB. Based on previous group’s feedback, this second session of the program included a revised, shortened training time. A t-shirt prototype was developed and produced for UCSB but could be used by any campus with slight modification. (Spring 2012) Total cost was $400 (shared with UCSB)
Challenges, plans for next year to address these challenges:

- Identifying offices that wish to engage with UCEAP
- Identifying collaboration efforts that do not have a negative impact on UCEAP’s ongoing operations at UCEAP and at study centers
- Documenting effectiveness of UCEAP involvement
  - Need to evaluate value of initiatives
  - Need to get credit for contributions
UCEAP, by the nature of its worldwide programming, is tasked with most, if not all, of the same decisions and actions that UC-campus administrators must take during an emergency and/or student incidents. These responsibilities are compounded by the distinctive structure and environment of international around-the-clock operations, and comprehensive relationships with local UCEAP faculty, staff, partner universities, and liaison officers.

An annual report on UCEAP’s health, safety and emergency response (HS&ER) activities demonstrates UCEAP’s commitment to effective health and safety risk management. It shows that UCEAP is vigilant about monitoring and improving its health and safety protocols. One tool that the Health, Safety, and Emergency Response Unit uses to review existing protocols and to analyze and monitor trends is centralized student incident reporting. Such monitoring includes gathering data about student injuries, illnesses, student misconduct, safety, problems with accommodations for students with disabilities, and other incidents with the potential to cause injury, illness, or loss. Data about possible disruptions in health and safety protocols provides the opportunity to improve both UCEAP’s risk management system and the control of particular health and safety/security risks.

The UCEAP Systemwide Office operates within an industry where health, safety, and security are integral components of everyday business and it is committed to 1) promoting a safe environment for students, faculty, and staff, and 2) offering reliable information to all UCEAP constituents (staff, faculty, and students and their parents) regarding relevant health precautions and potential risks. An important objective in this area is to enable UCEAP students, faculty and staff to respond to safety, security or health emergencies using protocols established by UC to maximize duty of care and minimize UC liability.

2011-12 has been a year of significant achievements, milestones and challenges for UCEAP Health, Safety and Emergency Response.

Achievements include:

- The systematic use of the UCEAP-specific ERM tool to assess and mitigate risk at UCEAP locations,
- Hosting the Overseas Security Advisory Council Health and Safety Seminar for Academia on the UCSB campus,
- Being nominated and officially placed on the leadership board of the OSAC Academic Working Group,
- Working with Europ Assistance to establish direct working relationships with local hospitals/clinics and health practitioners through many UCEAP sites,
- Being recognized 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,
- Development of the compliance, health and safety, and awareness training program to all staff around the world,
- Continued presence as presenters in national and international conferences focused on best practices in education abroad.
Networking with UC campuses, UCOP Risk Services, U.S. government officials, NGOs, faith-based organizations, NAFSA, Forum on Education Abroad, URMIA, and U.S. institutions of higher education/third-party provider experts.

Fire safety tools (one-page fire safety risk assessment and a PowerPoint presentation) for study centers to use during orientations and regularly during the year to educate and make students aware of fire safety preparedness and prevention.

Milestones include:

- The support of UCEAP’s Associate Vice Provost & Executive Director in hiring a part-time assistant, which has allowed for the unit to reinforce the UCEAP compliance, health, safety and security systems.
- The use of the University of California ERM, which was endorsed by the Board of Regents, for the health, safety, and security unit in support of a comprehensive risk, threat and vulnerabilities assessment, which is at the center of UCEAP’s security management.
- UC ERM helps UCEAP identify and manage risks associated with its international activities, consistent with the UC's mission of teaching, research, and public service. ERM is at the forefront of best practices as reflected in the common standards of the International Organization for Standardization, 31000 Risk Management Standards.
- In August, Health, Safety & Emergency Principal Analyst Ines DeRomana participated, along with two other campuses, in an interview with the Chair of the U.S. Technical Advisory Group for ISO 31000 to talk about the UCEAP HS&ER experience with ERM and managing risk. Grace Crickette, Chief Risk Officer, University of California Office of the President, asked Ms. DeRomana to provide statements to the committee that visited UCOP to review the UC ERM program against the IS 31000 standard. Ms. DeRomana shared with the audience information about UCEAP’s geographic footprint and that UCEAP has used the ERM tool specifically designed for UCEAP and that we are in the process of implementing it for all locations.

PROGRAM SPECIFIC EMERGENCIES AND THEIR RESOLUTION

October 2011  THAILAND

October 24, 2011: Unprecedented flooding in much of Thailand spread to Bangkok. Impacted students: 21 UCEAP students were temporarily relocated. Some students chose to stay; others to return and continue their studies long-distance, yet others decided to withdraw.

INDIVIDUAL STUDENT EMERGENCIES/INCIDENTS (SUMMER 2011 THROUGH SPRING 2012)

Incidents are ranked ranging from minor (e.g., lost documents, colds, ear infections, etc.) to 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 incidents.

UCEAP is committed to minimizing risks that students may face while studying and/or traveling during their UCEAP experience. 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 assessments, ensuring accurate and timely incident reporting, developing effective incident response procedures, and implementing a comprehensive and tested emergency response systems. This report can be 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 by providing insights into new ways of reducing risks on UCEAP.

There were 370 safety, security and health student risks/incidents that UCEAP managed (Study Center alone, HS&ER alone, or in combination with UCEAP in California and Europ Assistance, or students/parents calling Europ Assistance directly, and working with HS&ER, not involving the Study Center).

The UCEAP Incident Reporting System continues to be improved to enable more comprehensive incident reporting, a streamlined notification process, and better integration of crime incident data into the overall health, safety and emergency response. Incidents included but are not limited to:

- Illnesses contracted overseas (e.g. malaria, surgery for appendicitis, etc.)
- Pre-existing medical conditions (students on U.S. prescribed medications that are not legal abroad and/or conditions that needed monitoring by a physician or that caused student to decompensate)
- Pre-departure change in health / life history
- Personal and family problems
- Mental health
- Accidental injuries
  - Minor injuries - requiring first aid
  - Major injuries - resulting in hospitalization and/or medical evacuations
- Non-violent crimes against student property (e.g. robbery/theft, etc.)
- Threats to student safety (e.g. stalking, discrimination, racism/harassment, etc.)
- Violence against students (e.g. muggings, assault with deadly weapon, physical assault, sexual assault, etc.)
- Environmental health (e.g. food/water borne diseases, etc.)
- Hazards (natural disasters e.g. floods)
- Intentional misbehavior by students (e.g. alcohol/drug abuse; anger management; uncivil behavior)

See Appendix B for additional information about 2011-12 incidents reported including trend data.
Goals for 2012-13:

- Continue with UCEAP sites risk assessment process
- Further emphasize a strategic view of risk in UCEAP programming
- Continue to enhance and strengthen UCEAP’s culture of compliance through regular staff/faculty training and protocol reminders
- Lead accessibility efforts by partnering with campus Disability Services offices on the campuses to design and implement UCEAP best practices
- Create training handouts for UCEAP staff regarding students with disabilities
- Finalize fire safety tools for UCEAP operations, including a PowerPoint and a Fire Safety Risk Assessment for all UCEAP sites around the world
- Continue to work with UCEAP partners (ACE/USA, Europ Assistance, and iJET) to improve their services and protocols related to services provided to students
- Continue to work with Europ Assistance to arrange guarantees of payment in UCEAP destinations so students can go directly for treatment without the need to pay up front and later submit a claim. Such arrangements have been implemented in Argentina, China, Ghana, Mexico, Paris, Spain, Thailand, and Vietnam.

REGION I

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

Activities and Accomplishments

Systemwide Office (Regional Director)

- Member of the program development, academic integration, and 50th anniversary strategic planning committees
- Served on the workgroup to develop the Academic Outcomes survey
- Served on the scholarship review committees to award spring 2012 scholarships and on-cycle 2012-13 scholarships
- Served as liaison for the CAD-Systemwide monthly conference calls
- Coordinated UCEAP Systemwide participation in the 2011 Study Abroad Fairs
- Served on interview committees for the Development and Alumni Relations Director and the finance account positions
- Attended the NAFSA conference in Houston

Systemwide Office (Region I Staff)

- Served on the Academic Integration and Student Management strategic planning committees
• Served on the Annual Conference Planning Committee
• Served on the Scholarship Review Committee
• Attended the California Study Abroad Town Hall meeting at UCLA
• Attended the UC Undergraduate Advisors meeting (spring), the UC Registrars Conference (fall), the UC International Admissions Specialists Conference (spring)
• Attended the CIEE Annual Conference
• Presented at the Region I Roundtable at the UCEAP Annual Conference (see attached presentation)
• Attended CIEE webinars and online pre-departure orientation demonstrations
• Served on the committee for the UCSC Selection Pilot Project

Campus Activities

• Served as Regional Director liaison to UCSD and UCR
• RD attended the UCR STEM mini fair in January 2011
• Participated in the UCSD Parent Orientation
• Regional staff attended 9 study abroad fairs
• Regional staff participated in pre-departure orientations at UCSB and UCSC
• Regional staff conducted France and Italy visa workshops at UCSB
• Regional staff presented at UCSB recruitment information meetings

Programs/Study Centers

• Overall participant headcount for Region I increased from 1,296 in 2010-11 to 1,396 in 2011-12. Italy, the Netherlands, and Sweden saw the largest gains in enrollment.
• The RD attended the EAIE conference in Denmark and visited the UCEAP Study Centers in Copenhagen and Lund.
• The RD visited partner universities in the Netherlands.
• Agreement renewals concluded with the University of Copenhagen and Bocconi University. Renewal for Accademia di Belle Arti (Bologna) under review by partner.
• Added a new summer program in the humanities and social sciences in Berlin that attracted 45 students for summer 2012.
• Worked closely with ACCENT International on the development of three multi-city programs in Europe: two quarter programs (London/Paris and Madrid/Rome) and one semester program in Madrid/Rome that also includes an internship. Developed a proposal for review and approval by UCIE.

• Established an Italy faculty advisory committee and consulted on initiatives to revitalize the Italy immersion programs.

• Introduced a Visiting Professor position at the Bologna Study Center.

• Introduced a Northern Europe Directorship for Germany, Denmark, and Sweden to begin in September 2013 (faculty member will serve as faculty consultant in 2012-13).

• Hosted visit by UCEAP Program Administrator in Paris, Shelby Ocaña, during the week of the UCEAP Annual Conference. Shelby met with the campus UCEAP France advisors, participated in the Region I Roundtable, and gave a special presentation on programs in Paris.

• Hosted a visit by UCEAP Office Manager in Bologna, Maiju Hourula, on August 7th. Maiju met with the regional team, with the health and safety analyst, reciprocity, finance staff, and HR.

• UCEAP programs at the University of Copenhagen and Lund University received a very positive review by the UCIE Scandinavia Review Committee. The programs were found to be well-organized and run at all administrative levels and to offer excellent academic opportunities in a wide range of disciplines. The report recommendations focused on the promotion and integration of the programs at the UC campuses.

Personnel Changes

Systemwide Office: In August 2011, one of the program advisors was appointed to the academic specialist position. There has been some turnover in the program advisor positions and two new staff will begin their positions in August 2012.

Study Centers: The Berlin Program Manager is on maternity leave and a temporary program manager has been recruited to cover for 9 months from April through December 2012.

Challenges, Problems, Resolution

• Participation in the Italy immersion programs in Bologna and Padova will decline significantly for 2012-13. In Italy, UCEAP has had so few applicants for the Padova program that it had to redirect students to Bologna and refrain from sending students to Padova. Decline in year-long participants in the Bologna program has not been offset by gains in semester enrollment, most likely because the current program calendar requires semester students to be abroad for two UC quarters. As a result, Region I staff worked with the Italy advisory committee and the Italy 2011-12 faculty consultant to introduce a fall semester program in Bologna effective in fall 2013 that will enable students to take their exams and return to California by Christmas. The future of the Padova program will be considered by the Senate Review Committee this coming year as well as by the Italy FAC.

• Transitioning to new models of faculty oversight and engagement is still underway for the region. The new Northern Europe Director position for Germany, Denmark, and Sweden will be the first multi-country directorship in Europe though it will not go into effect until 2013-14. In response to UC faculty push-back regarding the elimination of the Italy immersion directorship, UCEAP is experimenting with a visiting professor model for the immersion
programs. The visiting professor will be in residence in Bologna for 3 months during the fall term and serve as instructor of record for the academic year. The long term goal is to reinstate a faculty director in Italy but this is contingent upon increasing student enrollment and revenue to support the cost of a director.

- The exchange balance with the University College Maastricht in the Netherlands has grown significantly in their favor and we were obliged to cut back on the numbers UCEAP sends there in 2012-13, despite strong student interest. UCEAP was able to redirect some students to other programs in the Netherlands and Europe. University College Maastricht has agreed to revising the FTE value for their students coming to UC for a quarter to 0.5 FTE (up from 0.33) which will help mitigate imbalances in the future and the Regional Director has made a proposal to University College Maastricht to address the remaining imbalance and modify the agreement terms so that going forward we can accommodate as many students in Maastricht as are interested.

Goals for 2012-13:

- Recruitment and successful launch of the multi-city quarter programs. These are a new and complicated program model and UCEAP staff have a very short time frame to recruit, receive applications and manage the placement process. Outreach efforts will focus on history, sociology, and global/international studies majors.

- Region I will focus on recruitment for immersion programs in Italy, Germany and France through UC faculty and language departments. A special outreach effort will be undertaken at UCLA which is significantly underrepresented in program participation. For immersion opportunities in English in the Netherlands, Denmark and Sweden, recruitment will be focused on targeted majors in public health (Denmark, Netherlands), political science (all programs), pre-law (Netherlands), environmental science/biology (Denmark, Sweden), and engineering (Sweden).

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

- New program development to be explored includes an engineering summer school program at the Munich University of Applied Sciences, a summer program in Venice at Ca’ Foscari, and a spring semester global studies program at the University of Geneva.

- Introduction of a visiting professor position in the Netherlands.

- Renewal of agreement with the University of Lyon II and Institut des Etudes Politiques (IEP)

- Resolution of the future of the program in Padova (agreement is due for renewal in 12-13)

- Work with ACCENT to accommodate participation by non-UC students in the Rome, Florence and Paris programs.

- In collaboration with the faculty-in-residence establish a faculty advisory committee for Europe and for STEM majors.
REGION II

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

The regional goals for 11-12 were to:

- Update the presentation of all Region II program presentations on the web within the new tool (Sharepoint) and new Website design format from IE Design (completed)
- New program exploration/development:
  - Vietnam options for 13-14 (and possible collaboration with CIEE) (underway)
  - New location for intensive traditional Chinese in Taiwan (completed)
  - Ewa University (Korea) multi-site program (dropped due to limited # of new programs)
  - Beijing Normal University English language fall program (under discussion)
  - Continued consultation with Thammasat University or National University of Singapore about multi-site program options in SE Asia (completed with University of Hong Kong)
  - Continued consolidation of partners in Japan (held off due to need to renew numbers after earthquake and suspension/extension of contracts following earthquake)
  - Continued conversations regarding the possible resumption of UCEAP engagement in Southeast Asia (Indonesia and/or Philippines) (underway)
  - Oversight of regional team operations during a period of two maternity/family leaves through the end of 2011 calendar year (completed)

Enrollment numbers in Region II dipped in 2011-12 from the all-time high of 2010-11 for various reasons, known in part due to the post-Japan earthquake repercussions (earthquake and temporary suspension occurred following student selection), the UCEAP drop of the National Taiwan University Chinese language option, an apparent loss of students from Ghana and South Africa to new Africa CIEE options in Botswana and Tanzania, and the previously planned elimination of the second South Africa location.
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<th>Country or Region Total</th>
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<td></td>
<td>Total</td>
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</table>
New Opportunities for 2012-13:

- China: Tsinghua University, Beijing, spring - Opportunities for immersion in engineering, sciences or economics/management taught in English.

- Hong Kong: New partner Poly U for sciences, engineering, and other fields.

- Japan: Beginning Japanese Language, Osaka University

- Senegal: African and Development Studies, Dakar, fall – Senegal CIEE program introduces students to French-speaking West Africa through coursework, homestays, internship and community service.

- Singapore: Biodiversity, National University of Singapore - summer program that includes research on a Malaysian island, along with classroom study and exploration of biodiversity in the tropical SE Asia context.


- Taiwan: Language & Culture, National Taiwan Normal University. Fall, summer + fall – Intensive study of traditional Mandarin Chinese at NTNU Mandarin Training Center.

- Taiwan: Language & Culture, Summer Sessions. Intensive Mandarin Chinese at the National Taiwan Normal University, Mandarin Training Center.

New Opportunities for 2013-14:

- Hong Kong: University of Hong Kong Global Business in Asia – summer opportunity for economics and business majors to study in Asia from two financial center vantage points, Hong Kong and Shanghai, over the course of the summer term.

Submitted for current UCIE review:

- Taiwan: New NTU lab/research option for six week summer term.

- Vietnam: Movement of location/base and shift in academic oversight for new Can Tho option.

Other activities in 2011-12:

- Up to date on negotiations on almost all contracts and leases due for expiration; if not yet renewed, in progress and communication underway.

- UCIE formal program review completed for UCEAP program in Cape Town, South Africa, from preparation of materials through participation with review committee, and draft of UCEAP response to review.
• Site visits to students, partners and programs in Taiwan (December 2011), Ghana and Senegal (April 2012), with presentation to UCEAP staff on recent Ghana/Senegal Africa trip (July 2012).
• Region II worked with three UCEAP student interns at the Systemwide Office and will continue to do so in 2012-13.
• Region II continues to bring in revenue to UCEAP overall, based on study center budget projections for 2012-13.
• Regional Director and Japan Study Center Director worked with the March/April 2012 NAFSA International Educator magazine to highlight UCEAP's strong and positive response to the March 2011 Japan earthquake and its associated repercussions in an article entitled “Overcoming Chaos.”

Personnel changes

One staff change within UCEAP Regional Team following departure of Mirjana Hall and hire of Ciara Ristig; and one additional hire of new Program Advisor Ann Logan.

Currently undergoing recruitment, hiring and training of a new Resident Director in Hanoi, Vietnam.

Successful replacement of staff positions in Beijing, China and Seoul, Korea.

Challenges, problems, and their resolution

Challenges: Rain and flooding at the site of UCEAP’s Thailand program, Bangkok, over a period of weeks in the fall resulted in evacuation and support of students in locations outside of the capital for weeks and a delay/disruption of the academic calendar which resulted in some students returning to California to complete the fall semester. The Region II team worked closely with Health, Safety and Emergency Principal Analyst DeRomana and UCOP in problem solving, and risk management solutions; communication with Thailand Liaison Officer and UCEAP students.

There were four arrests of students in spring 2012 in Region II, all of which were resolved without trials yet resulted in one conviction upon admission of guilt; the remaining charges were dropped.

Efforts to target fields of study not traditionally available for prospective study abroad students led to development of two new field specific options for science and engineering in Singapore, one new business/economics option in Hong Kong, as well as beginning Japanese in Osaka, Japan, beginning Chinese intensive in Taipei, Taiwan with a new partner (National Taiwan Normal University Mandarin Training Center).

Goals for 2012-13:

• New program exploration/development for Region II
  o Vietnam (re)location and change of academic oversight for 2013-14
  o Indonesia summer option with Volunteers in Asia (third-party provider)
Possible joint summer program development with University of Cape Town, with possible UC Visiting Professorship

Seoul National University summer option or science/engineering affiliation

National Taiwan University summer gateway opportunity

- Provide assistance and communication to facilitate 50th anniversary events to be held in Shanghai with the CIEE annual conference in November 2012, and in Japan in June 2013.
- The Regional Director will continue oversight of New Program Development strategic plan component in the year ahead.
- Continued RD liaison with CIEE for current and prospective programs for UCEAP affiliation.
- Continued RD liaison with UCIE regarding new program development.

REGION III

Region III programs include Australia, Barbados, Canada, Egypt, India, Ireland, Israel, New Zealand, Turkey and the United Kingdom.

Activities and Accomplishments:

Systemwide Office (Regional Director)

- UCEAP Undergraduate Research Award selection committee
- Scholarships Review committees (500k; EAP Undergraduate Research Awards; Student Ambassadors)
- Web Advisory Committee, Co-Chair with Emilia Doerr
- New Program Development Committee
- 50th Anniversary event planning (general and for Dublin events)
- Invited Hilary Noyce, Edinburgh Study Center Manager to attend Annual Conference and visit UCSB, UCD, & UCSD. Her presentation at the conference was notable in its depth and the amount of preparation.

Campus visits:

- Campus Liaison and study abroad fair visits: Merced, Davis, Berkeley, Santa Cruz
- Attended NORCAL conferences
Partner relations (current and potential):

- Met with Limerick University, Ireland representative regarding a potential summer engineering program.
- Cambridge Program director visited Systemwide Office; Regional Director discussed how to reach out to honors programs across UC campuses.
- IES Abroad (India program) academic director visit; Regional Director arranged for him to meet with UCSB EAP Faculty Director Prof. Juan Campo to assuage his concerns for the academic integrity of the program.
- Hebrew University of Jerusalem Provost visit for MOU discussion; Subsequent negotiations simplified the financial clauses and set prices for the entire 3-year period of the agreement.
- Queensland Marine Science program visit for MOU signing.
- University of Western Australia visit resulted in better information on how to find programs on their website.
- La Trobe University, Australia visit resulted in more information on academic opportunities for UCEAP students.
- Waikato University, New Zealand visit was mostly a courtesy call. No new negotiations.
- NAFSA – Regional Director met with most UK, Ireland, Australian partners; Hebrew U., several NZ; Egypt. Met with potential future partners, Middle East, CIEE (for India); mingled with partners at 50th Anniversary reception.

Regional Team activities:

- The region, under the direction of Operations Specialist Jeanie O’Connell, implemented pre-departure webinars for Australia and Barbados using ReadyTalk technology. Region II has asked to use the slideshow as a template for their own webinars.
- The team, particularly the program advisors and Jeanie, were a tremendous help during the study abroad fairs this last year (UCSB and southern campuses). Specialists and Program Advisors also participated in several pre-departure orientations (UCSB, UCSC, UCD, UCM, UCLA)
- The Program Advisor for UK ran a visa counseling session at UCSB.
- The team supervisor, Michelle Bobro, continues to find ways to streamline operations. She has most recently been able to achieve consensus from the campuses to streamline the placement and follow up processes in Region III’s largest programs (Sussex, Cambridge), lessening the burden on the regional staff during the spring application processing period.
Most campuses remain firm on reducing the amount of hard-copy documentation that their own students must submit to their campus EAP office. This does not impact Region III’s workload but does discourage students.

Program Portfolio Update:

- Morocco is the newest country in the Region III portfolio and the second North African program. Starting in fall 2013, UC students can enroll in the Arabic Language and Culture program in Rabat (with CIEE).

- A second CIEE Arabic Language and Culture opportunity in Amman, Jordan was approved as a new program, but only as a backup for Egypt.

- UCEAP has a new partnership in Israel with Ben-Gurion University of the Negev. Starting in fall 2012, UC students can enroll in thematic courses in the area of Israel studies, global health and sustainability studies; opportunities for service learning, volunteering, interning, and carrying out research are also possible on this program.

- UCEAP has high expectations for the new London-Paris multi-city program. The courses are strong and Region III believes this program will appeal to a wide variety of majors in the social sciences.

Program Oversight:

- Ireland Review. UCEAP has not yet received the report but expects a favorable review. It also believes that the committee will recommend that UCEAP return to Northern Ireland for any new Irish partnerships.

- Faculty Advisory Committees. The Regional Director put together a Faculty Advisory Committee (FAC) for the Middle East to weigh in on the proposed new programs and asked members to advise on consolidation in Turkey. She also put together a FAC for the Paris-London multi-city program and received excellent feedback from them. A few members of that FAC will be invited to serve on the UK / Europe FACs. The Oceania FAC is under development but it might be folded into a UK-Commonwealth FAC which could include Canada and Barbados. The South Asia FAC will run in its current configuration for one more year and then be folded into a larger Asia FAC.

- On-site oversight. Following the new UCEAP Academic Oversight plan that outlines the replacement of Faculty Consultant appointments with local Academic Liaisons, John Beaton rejoins UCEAP as the new Academic Liaison for Australia, replacing Faculty Consultant Scott Reid (UCSB). Doug MacDougal, UCSD Emeritus, has stepped down as Faculty Consultant for the UK. Region III is in the process of selecting an Academic Liaison to replace him by early September 2012.
Personnel changes:

- Academics. The new Specialist hired last fall left this May when her spouse took a job back east.
- Operations. The two Operations Specialists for the region are long-term employees of UCEAP. One of them may be nearing retirement age, but not in the immediate future.
- Program Advisors. The region has benefited from extremely talented and enthusiastic program advisors since that position was created two years ago. However, this is also a position that is vulnerable to frequent turnover. The Regional Director is pleased to note that Hugo Márquez has been promoted to the position of Operations Specialist for Region IV. This speaks to the quality of the training he received at the Systemwide Office and to UCEAP’s cultivation of a new generation of capable, enthusiastic UC employees.

Challenges, problems, and their resolution:

- India Study Center closure – successfully resolved.
- Barbados – chronic delays in communication remain a challenge for all UCEAP units who deal with the Study Center. With better on-site organization, this program should be able to double or triple enrollment. Perhaps this program would be a good candidate for partnering with an on-site provider such as CIEE.

Goals for 2012-13:

- Engage with Berkeley to offer Spring semester online internship for Madrid/Rome program
- Establish SCD or Visiting Professorship in Turkey
- Define/Recruit Visiting Professorship(s) for UK
Region III Enrollments:

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<td>377</td>
<td>362</td>
<td>464</td>
<td>496</td>
</tr>
<tr>
<td>UK, construct (w/Accent)</td>
<td>83</td>
<td>66</td>
<td>61</td>
<td>83</td>
<td>73</td>
</tr>
<tr>
<td>UK Scottish internship</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1094</td>
<td>1102</td>
<td>1175</td>
<td>1373</td>
<td>1336</td>
</tr>
</tbody>
</table>
Region IV programs include Argentina, Brazil, Chile, Costa Rica, Mexico and Spain.

Academic Year 2011-12 has been an unusually difficult year for Region IV, in part due to staffing irregularities and lower than anticipated enrollment. Region IV staff has struggled to find ways to make the programs more attractive, but so far the impact of their efforts has been minimal. The team has new ideas for the future, and is looking forward to a better year in 2012-13.

**Activities in 2011-12:**

**BRAZIL**

Region IV has reached a rational administrative scheme and program combination for Brazil. Campus advisors, local staff and Region IV staff have adjustments to make to the new program configuration, but ultimately, UCEAP is in a much better position in Brazil than at any other time since the elimination of the Study Center Director position.

The addition of the CIEE program in Salvador de Bahia to replace the Language and Culture Program vastly reduces the liability concerns in this region. CIEE is significantly more expensive and will thus take some time to recover former enrollments, but it should be an excellent academic experience and one that will grow in popularity as returnees are able to spread the word.

Meanwhile, the willingness of UCEAP’s partners at PUC-Rio to take beginning language students has compensated for the enrollment drops in Salvador. The decision to have a full time staff person at this program will improve the quality of service to UCEAP students and ultimately strengthen the program.

Development Possibilities: The Regional Director is pursuing with CIEE the possibility of allowing students to attend only the Intensive Language portion of the Salvador program. This would offer students with two years of Spanish or one year of Portuguese the possibility of going to Salvador for five weeks in the summer to study language and culture.

**ARGENTINA**

Enrollments increased in Argentina with the opening of a second semester option at the University of Belgrano and a small summer program at the UNTREF.

Development Possibilities: Plans to create additional programming at the UNTREF are under discussion.
SPAIN

Attention to the English-language International Business Economics program at the Pompeu Fabra University in Barcelona has paid off. All arrangements have been finalized and UCEAP has reached maximum enrollment.

During 2011-12, significant Regional attention was paid to its programs in southern Spain, particularly Córdoba, but staff has yet to discover the key to recovering enrollments in this part of the country. Using the materials and knowledge gathered from the two University of Granada partners who visited UCEAP during its 2012 Annual Conference, the Region will focus on the University of Granada as well as the University of Córdoba.

Development Possibilities: The Region was making good headway in negotiating the possibility of English-language Engineering at Carlos III University. This project is stalled in the Academic Integration phase and awaiting action there. The Region’s efforts in this regard lost momentum in the shadow of the AI workgroup.

The fact that most Spanish institutions are more than doubling their tuition for foreign students will greatly complicate additional program development for the time being. The Region will be doing well if it manages to salvage the existing programs, and in some cases, this will require program development in the same centers in order to capitalize on administrative budgets already in place and in deficit.

Milestones and Accomplishments:

Undergraduate Research Awards

Once again the work of advertising, organizing submissions, recruiting faculty participants, reading applications, adjudicating, running the committee, announcing the results, forwarding the winner to the Forum, and otherwise managing the operation was chaired by the Region IV Director. This committee and its work bring great attention to the academic accomplishments of UCEAP.

In a related effort, the Regional Director organized and led a panel at the 2011 CIEE Conference in New Orleans, with representation from Harvard, AHA, and the Forum to further advertise UCEAP’s accomplishments in this area (and announce the 50th Anniversary).

Pilot Program for Santa Cruz Participant Selection

This project involved negotiating the arrangements for and persuading the Systemwide Staff to assist the UC Santa Cruz international education office. Four trips to Santa Cruz in various phases of this effort were made during the first half of 2012. Final analysis of the work accomplished and decisions about how to go forward remain to be completed. In addition, UCEAP staff learned valuable lessons that will assist operations staff in the event that UCEAP begins to directly enroll students.
Challenges

Region IV Staffing

Now that Region IV has a new Operations Specialist in place, it is already recovering team morale and managing the problems it continues to uncover with work that was left undone by former staff. It is hoped that they can recover Spain enrollment numbers to some extent with a newly energized team.

RECIPROCAL EXCHANGES (CONT’D)

Activities and Accomplishments:

- Reciprocal Exchanges White Paper Financial Detail Addendum (October 2011)
- Creation of Constant Contact UC Campus Spotlights by SAO level staff sent to applicants in progress generated awareness of alternative campus options.
- Delegation of review and approval of majority of reciprocity students to UCLA (exceptions are engineering, communication, architecture, film and portfolio/performance based arts) to the Reciprocity unit. This means that UCEAP will now control placement and acceptance decisions systemwide (UCSC has final approval of participants but never rejects an applicant forwarded). The reciprocity unit anticipate that this change will enhance partner satisfaction with the exchange.
- Campus visits by reciprocity SAO level staff in conjunction with study abroad fairs (fall 2011). The goal will be to have staff visit with advisors and experience each host UC campus location.
- All staff assistance with UCSB ISS Orientation of international students including a cohort of over 300 UCEAP REC undergraduates (fall 2011).
- Reciprocity Director appointed Chair of systemwide International Students and Scholars’ Meeting (twice annual) 2011-12 year
- Continued implementation of UCEAP Global Ambassador’s Pilot (UCSB- spring 2012/fall 2012)
- Reciprocity staff representation of UCEAP at system-wide Undergraduate Admissions International Specialists meeting June 2012 (UCI)
- Reciprocity Facebook page now exceeds 3,700 members and is linked to individual campus groups as well as all UCEAP pages for outbound students.
- Contact with UCEAP Reciprocity alumni and creation of alumni Facebook page with growing number of members. This group needs to be cultivated by Development.

http://www.facebook.com/pages/UC-Education-Abroad-Program-Reciprocity-Alumni/158605434753
Personnel changes

- No staffing changes in the last year. Adrienne Lee (formerly Reciprocity Advisor AAIII) and the external hire of Adrian Ramos, have one year of experience and are comfortable in their new roles under the tutelage of Ralitsa Kirova.

- Alaina Crawford (Advisor, AA III) is currently on medical leave and temporary assistance is being coordinated with HR. This staff member harbors considerable potential and needs to be challenged with a wider range of tasks in the next year.

- Julie Inthasak provided critical clerical assistance to Reciprocity. It is clear that given the current, high level of physical documents handled by Reciprocity that seasonal assistance is needed.

Challenges, Problems, and their Resolution:

Student Placements and Retention

Academic Year 2011-12: Attrition Rate: 8% (Total placed/participating students 1821; total withdrawn students 145). 2% less attrition than in 2011-12, which in combination of the higher number of participating students indicates better retention rate.

Change of the top three UC campuses with the highest attrition rate, that is UCSC’s attrition rate increased from 7% in 2010-11 to 11% in 2011-12. This may be due to the proportionately higher number of students assigned to UCSC in 2011-12.

Academic Year 2010-11: Attrition Rate: 10% (Total placed/participating students 1664; total withdrawn students 177). This rate is consistent with previous years’ attrition rates.

Fall 2012 Data as of 8/10/12: Attrition Rate: 5% (Total placed/participating students 1301; total withdrawn students 67)

Fall 2011 Data as of 7/29/11: Attrition Rate: 6% (Total placed/participating students 1456; total withdrawn students 89)

Reciprocity Student Profile

Survey response rate: 53% (980 of a pool of 1,821)

The high level of student satisfaction expressed in the third annual survey suggests that that Exchange remains a success and a desirable option for students and the home universities. Approximately 78% of students on exchange earn GPA’s of 3.0 or higher at UC.
Survey Highlights:

- 77% indicated that they were able to enroll in either all or the majority of coursework needed. An additional 12% were able to enroll in a sufficient number of needed courses.

- 88% 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, 70% 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).

- 73% of students rated their housing experience as excellent or good, with another 18% rating it as satisfactory.

- 60% of students live in either a UC-owned apartment or shared apartment/house in the community (30% in each option).

- 62% indicated their study experience influenced their interest in future graduate studies at UC.

- Approximately 80% of all respondents said they would be interested in educating prospective applicants in their home country about UC. This represents an increase from the approximately 50% who expressed an interest last year. They are most interested in attending UC receptions or information sessions (61%), attending study abroad fairs (55%), talking to students by phone or online chat (42%), or visiting high schools (28%).

Goals for 2012-13:

- Collaboration with UC admissions on non-resident recruitment initiatives.

- Development of non-resident outreach training program for UC staff abroad.

- Initiate summer session enrollment centers with focused group of SC and liaison offices.

- Export of the UCEAP Global Ambassador’s Program to UCSC, UCSD, UCR and other interested campus.

- Focus efforts on the website development and social media.
  - 97% of Reciprocity students use Facebook
o 57% of students cite the Reciprocity webpages a major resource in developing their interest in the Exchange and 53% cited UCEAP web resources as a major source of pre-departure information.

- 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 50th activities and UCEAP.

2011-12 Participant Data (Overview)

Headcount by Academic Year

<table>
<thead>
<tr>
<th>Year</th>
<th>Students Headcount</th>
<th>Visiting Scholars Headcount</th>
<th>Summer Headcount</th>
<th>Total Participants</th>
<th>Student FTE (no Summer or Scholars)</th>
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</thead>
<tbody>
<tr>
<td>2007-08</td>
<td>1,337</td>
<td>9</td>
<td>55</td>
<td>1,401</td>
<td>1,045</td>
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<tr>
<td>2008-09</td>
<td>1,409</td>
<td>15</td>
<td>39</td>
<td>1,463</td>
<td>1,119</td>
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<tr>
<td>2009-10</td>
<td>1,609</td>
<td>13</td>
<td>31</td>
<td>1,653</td>
<td>1,192</td>
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<td>2010-11</td>
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<td>1,731</td>
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<td>2011-12</td>
<td>1,821</td>
<td>11</td>
<td>29</td>
<td>1,861</td>
<td>1,402</td>
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## Duration of Study

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<tr>
<th>Year</th>
<th>Full Year</th>
<th>Semester</th>
<th>1 quarter</th>
<th>2 quarter</th>
<th>% Full Year</th>
<th>% Short Term</th>
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<tbody>
<tr>
<td>2007-08</td>
<td>758</td>
<td>129</td>
<td>233</td>
<td>217</td>
<td>56.90%</td>
<td>43.10%</td>
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<td>2008-09</td>
<td>848</td>
<td>124</td>
<td>248</td>
<td>189</td>
<td>60.18%</td>
<td>39.82%</td>
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<tr>
<td>2009-10</td>
<td>829</td>
<td>159</td>
<td>391</td>
<td>230</td>
<td>51.52%</td>
<td>48.48%</td>
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<tr>
<td>2010-11</td>
<td>916</td>
<td>154</td>
<td>349</td>
<td>269</td>
<td>54.27%</td>
<td>45.73%</td>
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<tr>
<td>2011-12</td>
<td>999</td>
<td>172</td>
<td>349</td>
<td>301</td>
<td>55.00%</td>
<td>45.00%</td>
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</table>

## 2011-12 Student Participation by Country

<table>
<thead>
<tr>
<th>Country</th>
<th>2008-09</th>
<th>2009-10</th>
<th>% Change</th>
<th>2010-11</th>
<th>% Change</th>
<th>2011-12</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>142</td>
<td>155</td>
<td>9.15%</td>
<td>160</td>
<td>3.23%</td>
<td>124</td>
<td>-22.50%</td>
</tr>
<tr>
<td>Barbados</td>
<td>2</td>
<td>1</td>
<td>-50.00%</td>
<td>0</td>
<td>-100.00%</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Brazil</td>
<td>12</td>
<td>7</td>
<td>-41.67%</td>
<td>16</td>
<td>128.57%</td>
<td>13</td>
<td>-18.75%</td>
</tr>
<tr>
<td>Canada</td>
<td>8</td>
<td>7</td>
<td>-12.50%</td>
<td>6</td>
<td>-14.29%</td>
<td>7</td>
<td>16.67%</td>
</tr>
<tr>
<td>Chile</td>
<td>37</td>
<td>44</td>
<td>18.92%</td>
<td>45</td>
<td>2.27%</td>
<td>55</td>
<td>22.22%</td>
</tr>
<tr>
<td>China</td>
<td>65</td>
<td>135</td>
<td>107.69%</td>
<td>76</td>
<td>-43.70%</td>
<td>82</td>
<td>7.89%</td>
</tr>
<tr>
<td>Denmark</td>
<td>12</td>
<td>16</td>
<td>33.33%</td>
<td>31</td>
<td>93.75%</td>
<td>36</td>
<td>16.13%</td>
</tr>
<tr>
<td>Country</td>
<td>Total</td>
<td>Enrolled</td>
<td>Acceptance Rate</td>
<td>Accepted</td>
<td>Enrolled</td>
<td>Acceptance Rate</td>
<td>Enrolled</td>
</tr>
<tr>
<td>------------</td>
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<td>----------------</td>
<td>----------</td>
<td>----------</td>
<td>----------------</td>
<td>----------</td>
</tr>
<tr>
<td>Egypt</td>
<td>9</td>
<td>9</td>
<td>0.00%</td>
<td>18</td>
<td>100.00%</td>
<td>14</td>
<td>-22.22%</td>
</tr>
<tr>
<td>France</td>
<td>101</td>
<td>119</td>
<td>17.82%</td>
<td>93</td>
<td>-21.85%</td>
<td>150</td>
<td>61.29%</td>
</tr>
<tr>
<td>Germany</td>
<td>46</td>
<td>51</td>
<td>10.87%</td>
<td>46</td>
<td>-9.80%</td>
<td>61</td>
<td>32.61%</td>
</tr>
<tr>
<td>Hong Kong</td>
<td>81</td>
<td>132</td>
<td>62.96%</td>
<td>191</td>
<td>44.70%</td>
<td>216</td>
<td>13.09%</td>
</tr>
<tr>
<td>Hungary</td>
<td>3</td>
<td>3</td>
<td>0.00%</td>
<td>3</td>
<td>0.00%</td>
<td>0</td>
<td>-100.00%</td>
</tr>
<tr>
<td>Ireland</td>
<td>23</td>
<td>27</td>
<td>17.39%</td>
<td>31</td>
<td>14.81%</td>
<td>43</td>
<td>38.71%</td>
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<tr>
<td>Italy</td>
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<td>121</td>
<td>11.01%</td>
<td>124</td>
<td>2.48%</td>
<td>95</td>
<td>-23.39%</td>
</tr>
<tr>
<td>Japan</td>
<td>95</td>
<td>120</td>
<td>26.32%</td>
<td>140</td>
<td>16.67%</td>
<td>141</td>
<td>0.71%</td>
</tr>
<tr>
<td>Korea, Rep</td>
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<td>146</td>
<td>37.74%</td>
<td>136</td>
<td>-6.85%</td>
</tr>
<tr>
<td>Mexico</td>
<td>49</td>
<td>20</td>
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<td>48</td>
<td>140.00%</td>
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<td>-31.25%</td>
</tr>
<tr>
<td>Netherlands</td>
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<td>4.00%</td>
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<td>70</td>
<td>55.56%</td>
</tr>
<tr>
<td>New Zealand</td>
<td>47</td>
<td>31</td>
<td>-34.04%</td>
<td>73</td>
<td>135.48%</td>
<td>80</td>
<td>9.59%</td>
</tr>
<tr>
<td>Singapore</td>
<td>91</td>
<td>95</td>
<td>4.40%</td>
<td>55</td>
<td>-42.11%</td>
<td>25</td>
<td>-54.55%</td>
</tr>
<tr>
<td>South Africa</td>
<td>1</td>
<td>4</td>
<td>300.00%</td>
<td>9</td>
<td>125.00%</td>
<td>8</td>
<td>-11.11%</td>
</tr>
<tr>
<td>Spain</td>
<td>41</td>
<td>35</td>
<td>-14.63%</td>
<td>46</td>
<td>31.43%</td>
<td>60</td>
<td>30.43%</td>
</tr>
<tr>
<td>Sweden</td>
<td>24</td>
<td>21</td>
<td>-12.50%</td>
<td>33</td>
<td>57.14%</td>
<td>51</td>
<td>54.55%</td>
</tr>
<tr>
<td>Taiwan</td>
<td>12</td>
<td>25</td>
<td>108.33%</td>
<td>17</td>
<td>-32.00%</td>
<td>34</td>
<td>100.00%</td>
</tr>
<tr>
<td>Thailand</td>
<td>27</td>
<td>34</td>
<td>25.93%</td>
<td>27</td>
<td>-20.59%</td>
<td>35</td>
<td>29.63%</td>
</tr>
</tbody>
</table>
MARKETING & COMMUNICATIONS

Record Increase in Applications for UCEAP Programs

Since the new Marketing & Communications unit was formed in May 2011 under new Director Emilia Doerr, UCEAP has seen an increased interest in programs and a record number of applicants. For AY 2011–12, UCEAP has 17.7% more applicants and 21.2% more applications than the previous year (data pulled through April 2, filtering out applications initiated prior to August 1).

New marketing initiatives include 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.

New Cohort of Applicants for 50th Anniversary Faculty-Led Programs

Effective marketing and promotion of 50th Anniversary Faculty-Led Programs included strategic coordination of outreach and communications for promoting the new, faculty-led model and supplying faculty leads with tools needed for effective recruitment.

Marketing worked with faculty leads to develop a multimedia strategy and to outline deliverables to meet recruitment goals, taking into consideration challenges and opportunities unique to the programs. Centralized marketing resources provided by UCEAP included print, web, and multimedia tools, as well as communications and social media support.

As a result, UCEAP data shows that students who are not part of its traditional programming expressed interest in the 50th faculty-led summer options. The programs yielded almost 200...
initiated applications; the majority (60%) from students who have not applied to UCEAP’s traditional programs. This suggests a unique market or interest for these programs and an area where UCEAP can grow enrollments by attracting a new cohort.

**Challenges to Address in 2012-13:**

UCEAP needs to implement organizational marketing strategies to improve yield. This includes one-to-one communication that is personalized and customized to increase conversion rates. A more targeted and strategic approach to the applicants already in UCEAP’s sales funnel will help to avoid wasting good marketing efforts executed higher in the recruitment funnel for prospective students. It is critical that UCEAP keeps students engaged throughout the pre-departure process; for example, at pivotal points in the process staff must remind students of the value points that initially attracted them to UCEAP and then help them overcome obstacles to have a positive effect on yield.

UCEAP must create connections with students that pay off. It can achieve this by providing a user experience that promotes meaningful interactions and enhances students’ satisfaction. 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 make smarter decisions about where to invest its time and resources. Most importantly, it can help UCEAP to track and close our leads—or help campuses do so.

UCEAP needs to evaluate how technology can organize, automate, and synchronize business processes. Along with a CRM tool, UCEAP needs to 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. UCEAP needs to consider that, with its new business model, each lost applicant costs UCEAP roughly $1,550 for the year.

**UCEAP Strategic Marketing Retreat**

UCEAP is operating in a fast-paced environment where technologies and consumer expectations demand social and real-time interactions. As a result, traditional approaches to marketing just can’t keep pace. Agile methodologies in marketing are increasingly important as the web-paced world creates challenges and opportunities that require an organization to respond in real time. More importantly, UCEAP’s prospects and customers have now come to expect its marketing to respond instantly across multiple channels and experiences. UCEAP needs to be able to execute at the speed its market now demands.

A strategic marketing retreat led by Emilia Doerr and facilitated by consultant Lois Phillips was held in early June to gain consensus on priority issues, needs, and strategies to most effectively market UCEAP in the short and long term as well as to help determine scope, budget, and resource allocation. Advisory Council, Marketing, and various Systemwide staff were brought together for a
day-long retreat to discuss opportunities and challenges to marketing in light of evolving markets and UCEAP’s new business model.

While working together to instill a deeper understanding among collaborating departments of marketing processes, goals, and functions in the digital age, it is critical to not only identify areas of common ground, but also areas where UCEAP needs to build bridges and improve its processes. A main goal of the retreat was to open up dialogue on how various stakeholders can partner on the right ways to drive strategic outcomes. The outcome was a roadmap for the Strategic Marketing Plan.

Additionally, there were many organizational issues identified that fall outside the domain of “Marketing” that are critical to address in order to help the Marketing Department succeed: these include issues such as Roles and Responsibilities (governance and authority), Internal Business Communication Processes, Operations, and Recruitment as well as Business Planning and Processes.

**Web Management**

While websites have become central to the mission of organizations, it has also become a growing challenge to keep pace with the external forces that drive the need for website change: new technologies, higher audience expectations, diminishing funds, shifting industry trends, and an increasingly competitive landscape.

For fee-driven institutions in highly competitive markets and economically stressed states, maintaining website quality is critical to sustaining enrollments and ensuring that organizations are able to respond to changing economic conditions. UCEAP is faced with such challenges as its organization works to increase participation and differentiate its brand. For UCEAP, leveraging a dynamic web presence is vital to supporting its mission. However, its online efforts are challenged by a main website that is difficult to manage and lacks the usability expected by UCEAP’s key audiences.

These are not short-term problems to be addressed with one-time fixes. Instead, they require thoughtful analysis and planning for both the immediate and long term. The marketing unit recommends that UCEAP start with an approach that helps it identify improvements with the biggest impact and then establish a framework to monitor and sustain the value of its web presence over time.

When websites are viewed from merely an aesthetic point of view, it’s easy to assume all that’s required to positively impact the institutional bottom-line is to create a better design, devise clearer navigation, or even implement a content management system. While it’s true that those components are often needed to raise a website up to competitive standards, the missing element is a management model for a sustainable web presence. This includes a consistent, measureable way to track the performance of a website in a way that directly correlates to underlying goals and business objectives.
The SharePoint CMS is a new model for UCEAP’s website offering new benefits and challenges—and therefore requires a new model for management. There are inherent challenges to implementing a CMS, and while potential “efficiency” benefits are almost incalculable, the challenges presented by implementing such systems are so daunting and potentially complex that poor decisions at and before implementation can drastically curtail these advantages.

Questions that must be answered to ensure that IT is properly aligned with UCEAP’s organizational vision:

- Does UCEAP’s existing student information system lack the desired functionality and agility needed to manage current and future processes?
- Is its current technology/website platform and management flexible enough to keep pace with rapid innovation in business and communications without requiring additional IT resources or expensive, time-consuming upgrades?

Website Challenges

UCEAP knows its current pain points in terms of functionality and management of the UCEAP website. As the organization moves to embrace the web as a critical tool for communication and customer service, it needs to understand that technology, rather than being a barrier, should be driven by the organization’s needs.

Some immediate needs:

- Bridge marketing and management with web technology
- Evaluate quality of current website and create sustainability plan
- Restructure content to be relevant to users
- Understand where to make strategic investments in the next year and beyond

Summary of Recommendations

An overall assessment of UCEAP’s current website’s performance is needed to help it determine scope and budget moving forward.

UCEAP should consider outsourcing functions, roles, responsibilities that it does not currently serve effectively – including

- Project management
- Information architecture and analysis
- Online strategy and user interface design including accessibility and usability
• Functional and user acceptance testing
• Quality assurance
• Mobile/Responsive Design development
• User experience including personalization, intuitive navigation, and appropriate use of screen real estate
• Business analysis including requirements gathering, risk analysis
• Performance analytics
• Content strategy creation and management including workflow and expectation management
• Search optimization including metadata support, search engine submissions, SEO content
• Website maintenance and development as needed
• Custom application development as needed

Pervasive Brand Message and Improved Campus Relations

Through the conceptualization, coordination, and execution of thoughtful, effective and superior print publications, UCEAP has achieved a unified message and voice across all campuses. This is the first year that all UC campuses will be incorporating UCEAP systemwide print marketing materials into their outreach efforts. This is a testament to the progress UCEAP is making to build campus relations and keep partners actively involved in strategic marketing conversations. As a result, campuses are vested in UCEAP processes and output, allowing for its brand message to be more pervasive and consistent throughout the system.

Print Marketing

The Marketing unit continues to build on a successful foundation to improve processes and output. Working closely with key stakeholders, Marketing has developed new print collateral including a Summer Booklet, which serves to reposition the UCEAP brand as a provider of summer programs, as well as year-long, to meet growing market demands (UCEAP research shows a decline in demand for year and semester/quarter-length opportunities; fall sem/qtr is down 6.4%; fall/year is down 21%; advanced summer applications are up 16.8%).

The Summer Booklet reflects a new concept for positioning UCEAP programs in a way that truly “speaks” to students. As a result, the programs themselves are allowed to step forward into the limelight as distinct entities with their own personalities as opposed to being buried in obscure naming conventions, tables, lists, and institutional language.
Additional new pieces including a card targeting parents and an internship/research card are also being developed to address identified needs and audiences that UCEAP can better serve with targeted messaging.

**Integrated Print and Web Strategy**

UCEAP knows that it must sustain initial interest generated by print publications throughout the print cycle by communicating value and making sure students have access to relevant information with clear directives at different touch points. The Marketing unit has made it a top priority to follow up with information on the website to deliver on what's promised in the brochures. Campuses emphasize that print materials alone without additional information on the web can be confusing—hence UCEAP’s focus on integrating print and online strategies in Marketing as well as through the Web Advisory Committee.

UCEAP also needs to continue educating the public on the relative affordability of UCEAP as well as on the value of study abroad and the return on investment. These are key messages that the Marketing unit is reinforcing in both print and online to address perceived barriers to student participation such as cost and credit.

**New Multi-Channel Approach to Marketing and Adoption of New Metrics**

With new media, new digital behaviors, and ever-increasing competition for attention spans, UCEAP is faced with the challenge of re-thinking many of its basic strategic paradigms. This includes looking at how its marketing is evolving in step with its markets. Key to UCEAP’s strategy for growth and sustainability is developing a multi-channel approach to marketing. While there is always a tendency to lean on things one knows how to do, that’s not necessarily what one wants or needs to do to grow and sustain an organization.

Print materials have been a reliable outreach tool, however, they have limited impact, are not traceable, 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. Marketing & Communications has been working to extend UCEAP’s web presence in effective ways, identifying the right strategies, platforms, and uses of resources.
Visibility

Increased Traffic from Press Releases
Power of User Generated Media

May 24, 2011 - May 24, 2012

Photo Contest Winners Announcement:
New metrics give UCEAP insight to help shape future communications strategies.

• Parents had highest open rate (39%) and click through rate (18%).
• Also notable is the Failed category - given the number of seniors who apply and withdraw, one would think that fewer would have bothered to view this message than any audience. So that 15% open and 9% click through in this category is impressive.
• We can also drill down and see what they are clicking on. For example, parents clicked through to the website (108) and Parents’ Guide (48) most. Failed applicants clicked through to Scholarships (37).
Public Relations and Extension of UCEAP Brand through Strategic Partnerships

New public relations efforts and enhanced external communications have helped UCEAP to win over influencers and collaborate with like-minded individuals and organizations to get its message to reach more people (view UCEAP Press Releases: http://www.eap.ucop.edu/AboutUs/Pages/press_releases.aspx).

As a result, UCEAP is able to collaborate with more partners to meet shared strategic communications goals. This is more important than ever as UCEAP is faced with resource and time constrains and the need to do more with less.

By extending UCEAP’s presence on the web with online PR and other forms of digital communications, UCEAP has been able to develop relationships that have led to strategic partnerships. Through these synergies, the combined efforts of individuals are able to produce a joint effect that is greater than the sum of the parts acting alone.

Strategic Partnerships and Synergies

One of UCEAP’s greatest assets is being a systemwide UC program, and it has been able to achieve efficiencies by positioning itself as an international extension of the UC mission. Strategic partnerships across the system reinforce synergies with UC in that UCEAP is:

- Ensuring UC’s continuing excellence and maintaining UC’s top academic and research ranking.
- Providing high-quality research and education for California’s citizenry and providing the state with future-oriented leaders, entrepreneurs and researchers.
- Improving appreciation of public higher education and enhancing awareness of UC’s major impact on California’s economic competitiveness and quality of life.

UCTV Prime/YouTube + UCOP + UCEAP Partnership

A $12,000 grant was awarded by YouTube (part of Google) to produce a UCTV Prime Anchor series called Education Without Borders: 50 Years of UC Study Abroad. The Marketing unit realized great efficiencies in the use of resources; in addition to a video production team, UCEAP has been working with UCOP’s multimedia manager and primary writer to take the series from concept to completion.

The three-part series, which will air in November 2012 in conjunction with International Education Week, will be broadcast on UCTV Prime and YouTube’s streaming channel, and will also be archived on its own website featuring the series and additional content linked to UCEAP and study abroad. Driven by the stories of individual participants, the series will explore 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. UCTV Prime (http://www.uctv.tv/prime), the University of California Television’s new YouTube original series, is YouTube’s first production partnership with a university. The series will be archived on its own individual website (http://uctv.tv/study-abroad), which also provides rich opportunities for social media, blogs, and other related content, and allows all the series videos to be seen together in one place.

**Media Coverage**

Expanding UCEAP’s online presence and PR efforts has also 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 and enhanced visibility.

View clips in UCEAP Online Newsroom: http://www.eap.ucop.edu/AboutUs/Pages/news.aspx

**UCSB Today Feature in Support of UCEAP's 50th Anniversary**

Another highlight of UCEAP’s PR efforts this year is a partnership with UC Santa Barbara Public Affairs in support of UCEAP’s 50th Anniversary. The Marketing unit’s goal was to feature the research UCEAP students conduct abroad and how this furthers an international extension of the UC mission with tangible contributions to the UC community and beyond. UCEAP wanted to highlight student participation in academic research programs and research-related courses and showcase how its programs continue to facilitate UC-quality instruction and research opportunities with access for all UC students. The Marketing unit also produced a fact box to complement the article and featured a group of distinguished alumni to highlight study abroad outcomes. The article was a collaboration with George Foulsham at Public Affairs, the Marketing team, Research, the UCSB EAP office and EVC Gene Lucas. In addition to being a great positioning piece, this is amazing exposure as it goes out to their 200,000+ circulation including local distribution, alumni, staff, students.


**UCEAP Online Newsroom**

Marketing launched a content-rich online newsroom for UCEAP updates and announcements.

An online newsroom provides information for journalists and bloggers looking for a story or expert sources. It also provides information that serves the needs of prospective clients (students, parents, campuses, partners) interested in UCEAP programs. The online newsroom helps drive website traffic and boosts UCEAP’s natural search visibility while enhancing credibility and exposure.
The **Press Releases** section offers a collection of recent and archived press releases and announcements.

The **Recent News** section includes UCEAP-related stories in student media, industry publications, and local press.

Downloadable UCEAP logos in horizontal and vertical orientations as well as the 50th Anniversary logo are also available on the newsroom page.

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**Social Media Strategy and Tools**

**UCEAP Blog to Serve as Social Media Hub**

Marketing launched the [UCEAP Blog](#) to support internal and external communications by highlighting UCEAP-related stories of interest to students, staff, campuses, parents, faculty, and the general public.
public. Operating on the WordPress platform, the blog was introduced with a soft launch in April and was allowed a couple months to quietly build up content and readership prior to a general announcement.

There are many benefits to serving up fresh news and content through a blog. Studies report that organizations that blog get 55% more web traffic and 70% more leads than those that don’t. And the blog’s flexibility and immediacy make it an ideal avenue of outreach to UCEAP’s diverse audiences. Categories of content found on the blog include student spotlights, general news about UCEAP, and stories related to UCEAP’s 50th Anniversary. In addition to written content, videos can also be posted and some very interesting short movies, mostly by students, are already available for viewing.

The blog is intended to be informative but also fun and engaging. And, though still in its early stages, web analytics show that UCEAP is already seeing increased traffic to its main web site referred directly from the blog. An RSS feed from the UCEAP blog also posts blog content automatically to UCEAP’s Twitter and Facebook profiles, resulting in a 400% increase in referring traffic from Facebook alone to the UCEAP website.
As the nucleus of fresh, shareable content, the UCEAP Blog is sure to become an indispensable component of UCEAP's public presence.

Next Steps

In order to further enhance UCEAP's social presence, UCEAP needs to address budget, scope, and resources. Short-term and long-term goals include:

- Developing a detailed social media plan based on organizational goals.
- Establishing management and administrative processes including procedures, training, and tools for institutional channels (currently Facebook, Twitter, YouTube, and Flickr).
- Determining blog strategy and editorial calendar.
• Launching dedicated UCEAP student network to leverage critical peer influencers.

• Acquiring an enterprise social media management tool (e.g., Hootsuite/Sprout Social) and train systemwide office on procedures and best practices.

• Monitoring and acting upon web analytics and other feedback including survey responses to track ROI and continuously identifying needs for new or revised content and other strategic opportunities.

**Identifying the UCEAP Advantage: Points of Distinction for Effective Messaging**

Marketing worked 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 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 upon include financial aid, academics, return on investment, time to degree, scholarships, and health, safety and emergency support.

**Support of Strategic Initiatives**

As UCEAP grows and its needs change, marketing support and functions evolve accordingly. The Marketing team remains committed to being agile and flexible in identifying organizational needs and addressing them in a timely, effective manner. This has been demonstrated in the team’s support of the Strategic Plan and its ongoing support to see initiatives to success including marketing for the 50th Anniversary, new programs, scholarships, 50th Anniversary Faculty-Led Programs, and the Student Ambassador program.

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**RESEARCH**

**Overview of activities for 2011/12**

The research unit complements UCEAP’s strategic direction by providing:

- Focused participation in Enrollment Reporting
  - Weekly analysis and reporting of enrollment activity
- Analyses of Applications
  - Incomplete Applicants Survey
- Assessment of Student Successes & Engagement
  - Assessments of Program Access
    - Participant GPA Analysis
    - Financial Benchmarks
- E.g., Gilman Scholarship Analyses/Reports
- Caspio Bridge data on UCEAP Budgets: comparisons between programs
  - Internships & Research Course Enrollment
  - Alumni Database
- UCEAP’s Financial Model (aka, Business Model)
  - Financial Aid
  - Scholarships
  - Enrollments
  - Benchmarks
    - Revenue Sharing
- Program Evaluations
- Program Reviews
- Academic Integration
  - Academic Outcomes Survey
- Health & Safety: Parent Survey

**Milestones & Accomplishments:**

In the 2011-12 academic year, 1,480 students (or roughly 33% of individual) joined UCEAP’s alumni association as they completed their program evaluation. Another 200 alumni joined or updated their records with UCEAP using a rather simple data collection tool. In the last two years, 4,200 alumni have joined the UCEAP alumni association through these online resources.

Aside from participating in the initial Scholarship Initiative committee meetings, in September the Research team constructed a survey for assessing the range of interests the UCEAP community held. Eventually the survey was distributed by an analyst and the results were reported in early November. As UCEAP completes the first year of its $500,000 Scholarship Initiative, the Research unit will provide analyses of the utility and success of the new scholarships.

Often, the Research team’s activities are aligned to serve multiple needs or interests. One example of such an effort is its assessment of Financial Aid (August, 2011). They found that UCEAP students come from a diverse economic background; UCEAP had Pell Grant recipients at the same rate of all UC students. But it also allows UCEAP to support the Marketing Initiative and to support that project team’s interest in targeting under-represented groups of students and adopting metrics or measures of success and productivity.

A great opportunity was afforded the Research team through the formal UCIE Program Reviews. The faculty asked for a survey to assess the academic outcomes of coursework abroad in countries under review; the team expanded the respondents to include all recent alumni. In the end, the stratified sample and carefully composed Index demonstrated that through UCEAP 97% of students who intended to take courses for credit in their academic major earned credit in their major. Quite commonly, 80% - 95% of students who intended to receive credit for any of the 7 common degree requirements were able to earn credit toward that degree area. Lastly, 97% of the respondents stated that they would recommend UCEAP to students across all disciplines. The Research team believes these results will be of use to UCEAP’s outreach efforts and Marketing Initiative.
Results of this survey were of use to not only the UCIE faculty review committee & Marketing efforts but are also made in collaboration with and for supporting the Academic Integration Strategic Initiative. Coupled with UCEAP’s investment in Caspio Bridge software, UCEAP’s Research team can now make available to audiences datasets (such as the above regarding our UCEAP Alumni) with survey data. Beyond a report, AI analysts across the system are now able to make customized reports for departments, for benchmarking and other purposes or interests.

Enrollment and Application analyses are a constant activity in the Research Unit. As UCEAP observed a higher percent of applicants withdrawing from the UCEAP application than in the past – or than would be expected from an expanded access – the team composed rather quickly a workgroup and survey to assess what it described as “incomplete applicants”. The results of this survey are on UCEAP’s website and among the results they found that: nearly 50% of these “incomplete applicants” had initiated an application out of frustration (trying to learn more about application requirements, or more about the program...). This is something UCEAP can work to improve as a whole – and should help focus some energy from the Student Management Strategic Initiative workgroup.

The Parent Survey continues to prove invaluable. Parents tell UCEAP what they think: plainly. They struggle with risk assessment and commonly fall into binary thinking or pursue information through personal resources rather than relying upon UCEAP offices. In fact, less than half of them know about UCEAP’s online resources, staff, or competency. Again, the investment in Caspio Bridge is invaluable for distributing data that UCEAP’s Health & Safety Principal Analyst can employ. What is more, informed with what are now 3 years of parent opinion, the Marketing team is composing a targeted message for parents to support applicants, participants, and alumni. Consistently, over 90% of parents say that they would recommend UCEAP to a friend who had a child considering study abroad options.

The Research team also contributes to the following surveys: The Gilman Scholarships, the New Programs Committee, IIE/Open Doors & other Annual Statistics, the Reciprocity Student Survey

The Research team has also consolidated a single dataset of 4 years of program evaluation data. UCEAP’s program evaluation has enjoyed a median program response rate of 87%. The IBM/SPSS Data Collection survey tool has been a great investment of $3,000/year (or less than $0.66/participant). With over 16,000 responses collected UCEAP now has available a dataset large enough to say something about student interests, connections abroad, and successes by an array of parameters.

**Challenges, plans for 2012-13:**

The Research unit is highly interested in continuing ongoing projects. Challenges for UCEAP are largely financial. Whereas UCOP and the Campuses have reduced (deflationary) the student budgets for Books, Transportation, & Personal Needs, UCEAP’s budgets have reflected core inflation (at about 2.2%/year) and the average of 17% in fee increases over the past 4 years (Cf., chart below).
Research needs to contribute to messaging about costs as it is Costs & Credit that inform the risks that drive enrollment. UCEAP is seeing enrollment in its core programs, Exchange Semester & Year length programs decrease. In a flat revenue scenario, constriction on the top line (enrollment) is going to bring new pressures to the bottom line or end-of-year Financial Position.

**INFORMATION TECHNOLOGY**

UCEAP’s technical infrastructure and services continue to expand and evolve to take advantage of the latest technologies in support of UCEAP’s mission.

**Overview of activities for 2011/12:**

**Strategic Initiatives**
UCEAP’s Information Technology Unit has played an integral role on the accomplishment of several UCEAP’s strategic initiatives.

- UCEAP’s website
  - After successfully managing the completion of the project for the redesign of UCEAP’s website and the implementation of SharePoint as a Web Content Management System (CMS), IT has also been responsible for managing the organizational change required for end-users to work successfully with the new system, and has provided end user training and support.
  - IT has also supported Marketing and the Regions on the expansion of the website
    - Creating tools for the centralized storage and administration of the all media in the website.
    - Continuously expanding the range of browsers and user environment supported by the website.
• Taking a lead role in the transition of program guides from a printed-oriented format, to a web based format.
• Providing the necessary infrastructure and support to different Marketing initiatives
  • Newsroom landing page
  • Higher visibility of holding tanks programs
  • Reorganizing information in programs pages
  • Comprehensive display of cost information
  • Implementation of new home page to emphasize program search by Discipline and Duration in addition to Location

- Marketing.
  o IT has actively participated in the review of different vendors to provide Customer Relationship Management (CRM) services.
  o IT has included a device to track hits to MyEAP and their origin.
  o IT modified and expanded as needed the welcome message in MyEAP that goes out to students when they first create an account to clearly convey campus-specific application processes.
  o IT has expanded the program fields stored in MyEAP, and trained and support the Regions and Finance on their population, to include Marketing driven information for the display of UCEAP’s added value.

- New Program Development
  o IT expanded UCEAP’s Student Information System (MyEAP) to support the organization’s growing program portfolio, and specifically the offering of multi-site and summer session programs.

- 50th Anniversary
  o IT provided the necessary resources, infrastructure, expertise, and end user support for the development of a 50th Anniversary portal within the UCEAP’s website, as well as a new section on the web for the marketing of the 50th Anniversary, faculty-led programs.
  o IT expanded MyEAP to incorporate the application and participation infrastructure (application checklist, statement of understanding, student agreement, etc.) needed to launch the 50th faculty-led programs.

- Student Management
  o Direct enrollment. IT expanded MyEAP to provide direct enrollment services for all 50th Anniversary faculty-led program applicants.
  o IT is leading a project for the development of a module in MyEAP that streamlines post-application, pre-departure processes, and reorganizes the display of information and services for participants. This project is on track and has an anticipated rollout date of late fall 2012.
    • In support of this project, and following best business practices; IT is working closely with the Office of the President to undergo security risk and vulnerability reviews to ensure the protection of students’ restricted information.
    • IT is also preparing to update all UCEAP’s database servers to the latest available product in the next month to provide end users and students with improved performance and expanded services.
As part of the Student Management initiative, IT has also taken leadership on the identification of issues in the current application process, and the formulation of possible solutions to address those problems in support of a standard, streamlined, paperless, system-wide application process.

- **Scholarships**
  - IT provided active assistance for the research, implementation, and integration with MyEAP of off-the-shelf software in support of this initiative.
  - IT also provided the necessary resources, infrastructure, expertise, and end user support for the development of a scholarship portal within the UCEAP’s website.

- **Student Ambassadors**
  - IT provided the necessary resources, infrastructure, expertise, and end user support for the development of a Student Ambassadors portal within the UCEAP’s website.

**Services, Innovation, and Best Business Practices:**

Innovation continues to be a key driver of the Information Technology project portfolio.

- This year, IT transitioned its technical infrastructure to a new, virtualized network that is more secure, easier to manage, and offers the organization the latest technical capabilities and efficiencies inherent from virtualization. This migration included over 40 virtual servers and 87 desktops.

- IT also implemented new email services at the Systemwide Office. Through the leverage of the latest technologies, the new infrastructure offers full support of mobile devices, improved performance, as well as archiving and a dramatic increase (up to 18 times) in mailbox capacity.

- Other major projects accomplished by UCEAP’s Information Technology Unit this year include:
  - The replacement of all (87) desktops at the Systemwide Office and their transition to a 64-bit platform powered by Windows 7 and Office 2010.
    - This transition was met by excellent user adoption, and minimum need for end user support.
  - The deployment of a new backup server for mission critical backup and new storage devices for file storage and backup purposes.

- IT also continues to move forward with the project to virtualize the desktop operations at the Study Centers abroad in support of improved service and reduced hardware and maintenance costs.

- This year, IT built a virtualized network infrastructure for Study Centers. This includes a server back end with 3 servers (including Exchange for email purposes) and 23 virtual computers with QuickBooks available for study center use. Future applications to include email and file services for study centers and a plan to increase the number of virtual desktops for use by all study center staff.

- IT also deployed and created local networks for 5 Study Centers. This initiative is resulting in increased standardization of UCEAP’s technical infrastructure abroad, which facilitates the expansion of the remote technical support services that the Systemwide Office offers from
its headquarters in Goleta to minimize costly technical support contracts that some of the Study Centers have with outside vendors. UCEAP continues to find that the centralization of technical services has not only resulted in cost savings as well as more efficient and reliable services, but has also brought opportunities for increased collaboration between different business constituencies across the organization and yielded excellent results in terms of better cohesion via improved working relationships while improving customer service.

- Aside from working diligently to stabilize the web after its initial rollout, IT has also effectively and efficiently managed the organizational change entailed from moving to a Web Content Management System.
- IT provided critical web infrastructure, end user support, and training, outside of the initial scope of the web redesign project required for the smooth operations of the organization. Specifically:
  o Regional application processes (application checklist) as well as post-selection, pre-departure processes (Pre-departure checklists, calendars, etc.)
  o Finance related processes for the assembly and display of budgets and other Student Finance information.
  o Assembling and display of health & safety information as it relates to participants, parents, and emergency alerts.
  o Archival and display of calendar information for health & safety purposes.
  o Development of a job opening section in support of HR.
  o Development and population of a new Research portal.

- Additionally, IT continues to work on the ongoing migration of all information and files from the old staff website in support of the consolidation and expansion of UCEAP’s Information Systems. To that end, and leveraging the use of SharePoint services, IT also implemented this year an Extranet, an online Information System that supports collaboration all UCEAP constituents, and the secure exchange of information.
- Key functionality and information in the Extranet includes:
  o A section for the Systemwide Office and campus EAP offices to track and share program changes
  o A section for the Systemwide Office to track minutes, notes, and action items resulting from Campus calls
  o A section for the Director’s Office to exchange materials with the Governing Committee
  o A section for the Systemwide Office to post the Business Bulletin
  o A section for the Systemwide Office to post Study Center Contact information

- UCEAP’s Information Technology Unit has also played an essential role supporting the organization, and specifically the HR and Finance units, on its transition to an administrative partnership with UCSB.
- In support of this transition, IT has adapted UCEAP’s Information Systems and technical processes to interface with UCSB’s, including the re-development of UCEAP’s e-payment capabilities and the addition of e-refund capabilities, and the planning, development and implementation of an administrative tool for the Finance staff to process students’ disbursements, and to transfer that data to UCSB’s systems.
  IT has also formally assumed the DSA (Department Security Administrator) role in support of Budget & Finance and the Admin. Services units.

- In addition, IT continues to work closely with the campus EAP offices and the Regions in support of organizational needs as they relate to UCEAP’s online application process. IT
modified the application flow by adding a new application status, CANCELED. This status allows the campus EAP offices and the regions to track students’ loss of interest on a specific application in support of better enrollment management. To that end, IT modified MyEAP to both allow students to cancel an application, and to reinstate later on if they change their mind.

- This year, IT also expanded significantly the range of reports it maintains in support of different organizational processes. Specifically:
  o Worked closely with the Regions, Health & Safety, and Reciprocity, for the development of emergency reports for both Outbound and Reciprocity students.
  o Working closely with the Regions for the development of reports to track the completion of e-signatures in MyEAP in support of operational efficiencies.
  o Worked closely with Health & Safety and Finance for the development of a report for insurance purposes.
  o IT also worked closely with Research on the expansion of the Research infrastructure in MyEAP to include numerical entity identifiers to protect Research scripts from changes on program and country names.

- Working closely with Finance and the Study Centers abroad, IT also developed the infrastructure and provided end user support for the transition of the organization to the newest suite of UCEAP’s financial suite, QuickBooks. Also, IT continued to support as needed other unit’s custom technical needs and infrastructure, including Research’s SPSS, Budget & Finance’s Alight, and the Director’s Office Archivist Toolkit.

- IT reengineered the automatic transfer of TOEFL information for Reciprocity students as Electronic Score Reporting changed platforms earlier this year. In addition, IT also continues to administer and update as needed the different processes that UCEAP has in place for the electronic transfer of data to/from different constituents, including TOEFL scores, UCOP application services, UCSB mainframe, UCSB data warehouse, and campus registrars.

Plans for 2012-13:

Strategic Initiatives
The main goals for IT in the next academic year is the streamlining of the application and pre-departure processes as part of the Student Management strategic initiative. To that end:

  o IT expects to complete the project currently underway for the streamlining of post-application, pre-departure processes, and the reorganization of the display of information and services for participants in late fall 2012.
  o IT has also begun conversations with the campuses to reach consensus in support of a standard application process and to define the path to a paperless application. The anticipated rollout date of this project is late spring 2013.

With those goals in mind, IT is also dedicated to continue to support on other strategic initiatives, specifically:
- **Web & Marketing.**
  - IT is committed to continue to support the organization use efficiently and effectively UCEAP’s website, and to assist with any further development needed.
  - IT is committed to continue to work with other functional units to determine needs and functional requirements for the implementation of a Customer Relationship Management (CRM) tool.

- **Scholarships**
  - IT is committed to continue to support the organizational scholarship efforts as needed.

- **Academic Integration**
  - IT is committed to working with the different campuses and the Academic Integration workgroup on the design of a standard process for the transfer of course data from MyEAP on to the different campus Information Systems in support of UCEAP’s Academic Integration Efforts.

**Other priorities:**

- As the 2012 calendar year comes to an end, UCEAP’s Information Technology Unit will work closely with UCEAP Finance and UCSB accounting to determine the impact of the Program’s transition to UCSB administration on the student data reporting for tax purposes that UCEAP IT executes at the end of every calendar year.

- IT is working closely with Reciprocity and the Office of the President to determine the impact of the Systemwide ApplyUC project on the UCEAP application for reciprocal students and posterior transfer of this data to OP.

- IT is also collaborating with Student Finance and the Financial Aid offices across the system to develop a standard format and process in support of the automatic upload of student financial Aid information to MyEAP in support of increased operational efficiencies.

- Additional goals include the constant expansion and improvement of the services offered by the IT unit, including
  - Completing the migration of UCEAP’s Information Systems to the new, virtualized network.
  - the expansion of the Extranet for increased collaboration opportunities
  - the increase of mailbox space at the Systemwide Office
  - the setup of EAP-based mail services for the staff at the Study Centers oversees

**Challenges:**

Staff resources to continue to support the growing technical needs of the organization, and the ability to successfully manage multiple concurrent, interdependent projects as well as the organizational change they bring.

Reconciling the critical need for UCEAP to continue to keep its technical structure up to date in the ever constant landscape of the Information Technology field with the high workloads, and hiring and retaining highly skilled technical staff is other of the key challenges faced by UCEAP.
To that end, the organizational commitment to providing technical staff with professional development opportunities continues to be a “win-win” initiative. Not only does it help keep staff motivated, it also acts as an incentivize that facilitates employee retention while ensuring their skill set is up to date in a field of constant change.

Only by continuing to keep turnover within the Information Technology unit to a minimum, will UCEAP be able to accomplish the important goals that await it next year.
UCEAP officials and partners acting on behalf of UCEAP use the following guidelines to assess and categorize 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. Reporting practices have become more automated for some programs, so increases in the number of incidents reported may be influenced by process changes in addition to potential increases in the number of incidents occurring to UCEAP students.

![2011-12 Incidents Reported by Type](image)

- Health: 58%
- Accident: 10%
- Conduct: 10%
- Mental Health: 12%
- Safety: 9%
- Other: 1%

*N = 370

![Total Incidents Reported Trend](image)

- 2009-2010: 118
- 2010-2011: 225
- 2011-2012: 370