IES ABROAD NEW ZEALAND PROGRAM REVIEWERS

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EXECUTIVE SUMMARY

This Program Review was conducted on behalf of the IES Abroad Academic Council. Charges to the Review Committee were drawn from the IES Abroad MAP and submitted to and approved during the Academic Council’s Spring 2017 meeting. The charges addressed multiple aspects of IES Abroad Direct Enrollment Programs in Auckland and Christchurch. This was the first Review of these programs.

The IES Abroad Auckland and IES Abroad Christchurch Programs were established in 2004, and both were run out of Auckland in the beginning. The Program Coordinator traveled between centers, but orientation for both Programs was held in Auckland. The Auckland Program was initially part of the Centre for Continuing Education at the University of Auckland. This Centre was disestablished in 2011, and the Program was then brought under the International Office, where it remains today.

By 2007, when numbers in the Christchurch were sufficient to sustain an IES Abroad staff member solely responsible for the Christchurch Program, a separate position was created. The role of Coordinator in both Auckland and Christchurch has broadened in scope since then; this has been reflected in the change of title from Program Coordinator to Program Director. The Program Director in Auckland works from an office on the University of Auckland campus. There is no physical IES Abroad Center in Christchurch; the Program Director there works from a home office. Please note that the reviewers’ visit to Auckland coincided with a transition in the Program Director role there. The reviewers were able to meet with both the recent past director and the newly hired director during their visit.

The Auckland Program is direct enrollment with the University of Auckland, and the Christchurch Program direct enrollment with the University of Canterbury. The University of Auckland, founded in 1883, is comprised of 5 campuses in and around Auckland, including the 39-acre City Campus in the city center, and enrolls over 40,000 students annually. Undergraduates may study in over 120 subject areas; IES Abroad students are most frequently enrolled in courses in the following disciplines studying in Auckland: culture studies, English, chemistry, business, and engineering.

The University of Canterbury, founded in 1873, occupied a 190-acre campus that is home to over 15,000 students. Undergraduates may study in over 80 subject areas; IES Abroad students are most frequently enrolled in courses in the following disciplines while studying in Christchurch: culture studies, biology, business, environmental studies, and English.

An integral part of the Auckland program’s orientation is the weekend stay at a Maori marae on nearby Waiheke Island. The Christchurch program’s orientation takes place in nearby Springfield and includes outdoor activities specific to the South Island; a stay at a marae comes later in the semester for students in this program. Internships are available to students in Christchurch and, beginning in Fall 2017, will be available in Auckland as well. Housing options in Auckland include homestays and on-campus apartments; in Christchurch, housing is
exclusively in on-campus apartments. Both programs have an optional mid-semester break trip to Rarotonga in the Cook Islands.

The reviewers were impressed by the strengths of the programs, notably the many study options and activities available to students at the universities. The attentiveness of the Program Directors was highly commended, as was the quality of internship experiences in Christchurch. Orientation and field trips were found to be very effective in engaging students and advancing their learning about New Zealand. The reviewers also noted among some students that assumptions they had made about the academic experience could potentially hinder their success in it.

The recommendations proposed by the reviewers do not call for significant changes. They instead are meant to encourage the dedicated Program Directors and Chicago-based staff who support these programs to build upon the programs’ strengths to better serve students whose assumptions about studying abroad in an Anglophone location create barriers to their preparedness for it. With more students looking to take courses in business, social science and STEM fields for major credit while abroad, direct enrollment programs, such as those offered by IES Abroad in Auckland and Christchurch will continue to be attractive destinations for US students.

This report documents the IES Abroad Auckland and Christchurch reviewers’ procedures, findings, and recommendations. Appendix A contains the original charges; Appendix B lists the IES Abroad Auckland and Christchurch Global Learning Objectives; and Appendix C summarizes the committee’s recommendations.

REVIEW PROCESS

The reviewers received the following materials prior to arrival in New Zealand:

- Charges to the IES Abroad New Zealand Program Review
- Program Evaluations (Fall 2014 to Present)
- Program Enrollments (Fall 2012 to Present)
- Class Enrollments (Fall 2015 to Present)
- Grades Summary (Fall 2015 to Present)
- Top Sending Schools (Fall 2015 to Present)
- Top Majors (Fall 2015 to Present)
- Top Minors (Fall 2015 to Present)
- IES Abroad Auckland Predeparture Information (Spring 2017)
- IES Abroad Christchurch Predeparture Information (Spring 2017)
- Program Calendars (Spring 2017)
- Orientation Schedules (Spring 2017)
- Onsite Student Guide for Christchurch (Spring 2017)
- IES Abroad Australia & New Zealand Catalog 2016-17
• The IES Abroad MAP

All information was copied on thumb drives and sent to the reviewers and made available via Drop Box. The reviewers also held a call to discuss the shared materials as well as the review process two weeks before arriving on site.

The schedule for the reviewers was designed to give them a thorough introduction to the IES Abroad programs in New Zealand and the IES Abroad Auckland and Christchurch communities—their students, Program Directors, and university support staff. The reviewers had multiple one-on-one meetings with one another during the review week to discuss the review charges and observations and to begin forming recommendations. A culminating meeting at the end of the week was held to clarify their initial recommendations and two scheduled phone calls after returning to the US finalized them.

The schedule for the review week is included at the end of this report.

Guidelines for IES Abroad Direct Enrollment Programs

I. Host Country Standards and Practice for Higher Education

A. Educational Status

Observations

IES Abroad maintains Direct Enrollment Programs at the following institutions in New Zealand:

• University of Auckland
• University of Canterbury

These institutions are degree-granting and subject to monitoring by the Academic Quality Agency (AQA) for New Zealand Universities. Audits occur every five years and copies of the reports of the most recent audits can be found on the AQA website:

University of Canterbury
University of Auckland

It is also worth noting that both universities are ranked in the top three of universities in New Zealand in the Times Higher Education World University Rankings and that the business schools of both universities are accredited by the Association to Advance Collegiate Schools of Business (AACSB).
Recommendations

- None

B. Academic and Student Life Policies

Observations

Both universities have Student Life policies that are congruent with IES Abroad policies. Students are made aware of rules and regulations by both IES Abroad Program Directors during orientation, and through handbooks made available to students during university orientations. Policies for application, admissions, and course registration may be different for each university.

Both universities have a clear process for students with documented disabilities to apply for academic accommodations. The process is not automatic, so students cannot make assumptions that accommodations approved at their US institutions would directly transfer from the institution. They must be evaluated with current (< 3 years old in Christchurch; <3-5 years old in Auckland) documentation. At both institutions, it is recommended for students to have a psychological evaluation report plus current university accommodation letter available for review, but the accommodations are not confirmed until after students arrive to the program location and meet with the Disability Resource Service (Christchurch) or Student Disability Services (Auckland).

IES Abroad does not guarantee partner institution accommodations but supports students in the process to request accommodation from the university. Students who make assumptions about receiving the same accommodations may be disappointed in New Zealand as the most common academic accommodation, which is extended (1.5) test time, cannot be matched by either institution. At the University of Canterbury, the maximum time allowed is ten extra minutes per hour; at the University of Auckland, the maximum is 20 extra minutes per hour. A student in Christchurch commented that she did not feel it was worth her time to go through the process for an additional ten minutes per hour of test time. When a reviewer discussed the student’s general situation with someone from the Disability Resource Service the next day, she found them to be flexible and still willing to work with the student, well after the deadline, for accommodation for the current term.

The student support structure at the University of Canterbury allows IES Abroad students to access the same university services as a local student, and the role of the international office is limited to the enrollment process. The Student Care Office provides a function similar to a Dean of Students Office in terms of providing services to all students. As IES Abroad students are a very small percentage of students on campus, there is no realistic way for this office to provide special access or notification to the IES Abroad Program Director; as such, the Program Director must be an expert on all available university services, in order to be able to advise students how to access these services effectively on campus. Notification of student issues is
unlikely to occur directly to the Program Director, so she must try to stay attuned to critical student issues through other means, which may include through student check-ins or through Ilam Apartments staff.

Student support at the University of Auckland occurs through staffing in the International Office, so the issues or concerns of an international student, such as an IES Abroad student, would be much more likely to be communicated to the IES Abroad Program Director there. Students would be unlikely to have questions about how to access support as it is more centralized to the International Office.

**Recommendations**

- As requests for academic accommodations are increasingly common, both Program Directors should be very familiar with the process and people involved in requesting accommodations, and accompany students through the process, to the extent allowed by the students. It would be appropriate for the Program Directors to send a reminder email to individual students (or to all students) to remind them ahead of the cut-off date to apply for accommodations. The Program Directors should view themselves as an advocate in the process for students with disabilities.
- In Christchurch, it is critical for the Program Director to stay apprised of the structure and offerings of the Student Care team and to ensure that the Student Care team is aware of her relationship and support to IES Abroad students. It should be reviewed in detail in what manner notification of a student issue would occur. The Program Director should schedule quarterly meetings with this office to stay on top of staffing and policy changes there and to keep herself on their radar as a first point of contact for IES Abroad students.
- Student Life policies for both programs should be included, or made available, as part of IES Abroad pre-departure orientation.
- In Auckland, the Program Director, as a newer staff member, should become familiar with how notification would occur within the housing, university community, and International Office in the event that an incident involves an IES Abroad student.

**II. Student Learning Environment**

**A. Pre-departure Information**

**Observations**

Both the University of Canterbury and the University of Auckland coordinate closely with IES Abroad staff in Chicago, and on location, to ensure students have the most accurate and relevant information for application, admissions, registration, and housing. Overall, data from evaluations compiled by IES Abroad were positive. During focus group meetings in both locations, students revealed there was a lot of information to sort through. For example, students access online pre-departure materials from IES Abroad, and also receive a handbook
from the Christchurch Program Director upon arrival. The handbooks provided by IES Abroad during pre-departure are comprehensive, and provide detailed instructions for a wide variety of onboarding topics: from course enrollment to applying for a student visa. With so much information, it is difficult for a student to discern which is most important. IES Abroad online pre-departure materials do a good job of prioritizing what needs to be accomplished first by deadlines.

Course registration is a very important part of the pre-departure process. Information in the IES Abroad pre-departure guide provides a basic overview for both programs. Students complete applications for enrollment which include a pre-registration section. All course selections are reviewed by each university. On-site registration can be accomplished with help from IES Abroad Program Directors. During meetings with university staff and in student focus groups, it was unclear to whom the students should direct questions: the IES Abroad Program Director? The University of Auckland or University of Canterbury International Office? Both parties?

From University of Auckland study abroad staff, it was evident students with challenges in course registration are referred to the IES Abroad Program Director for guidance; the Program Director has an office on campus. For the University of Canterbury, the same interaction occurs between the Program Director and the University of Canterbury International Relationships Office. It is crucial students are receiving consistent messages from both Program Directors and university offices.

Students are able to contact their advisor in Chicago should any questions arise during the application or pre-registration process. Program advisors in Chicago were mentioned on more than one occasion by students as being extremely helpful during the application, housing, and course selection process. Information on finances was useful and beneficial for students. Several students reported finances being an area of concern with higher than average living costs, especially in Auckland.

Unfortunately, some students are not using Moodle to access important information such as health and safety, cultural information on local customs, and field trips, which are made available by the IES Abroad Program Directors.

There were no direct observations regarding admissions and applications during the reviewers’ visit.

Recommendations

- University of Canterbury and Auckland staff should collaborate more with IES Abroad staff to compile information in the pre-departure booklet given to students before they arrive.
- Incorporate short videos as part of online pre-departure. Study abroad returnees can share tips and strategies on finances, course selections, and other important topics. It will also make the information easier to digest.
The Christchurch Program Director has created a special orientation handbook, “Goodbye America, Hello New Zealand”, which provides greater detail on all facets of pre-departure. This can be incorporated for IES Abroad Auckland.

Greater emphasis on internships should be made during the pre-departure process.

B. On-site Cultural and Academic Orientation

Observations

Both universities offer an extensive student orientation, specifically geared toward international students. The IES Abroad orientation in each location is brief and focused toward IES Abroad-specific information. While there is significant emphasis placed on Maori culture, the reviewers did not find significant emphasis placed on gender and race relations in the host country at either institution, though there are resources available for diverse students on the University websites. Students are inundated with information and, from their comments, they are overwhelmed by it, and struggle to know what to pay attention to. The Program Director’s role includes helping to ensure students do not lose track of critical information that they need, but students also must be resourceful and accountable.

The University of Auckland offers a Study Abroad Student Association that offers activities organized by students. Similar to in the US, there is a limit to how much information students can retain, so the Program Director in both cases serves as a repository of critical campus information, to have it available to provide in response to student inquiries, to disseminate more broadly as appropriate (e.g. remind students of important deadlines or opportunities that they might miss due to the volume of information they receive when they first arrive) and to filter and contextualize for students.

Each IES Abroad orientation includes an off-site component that provides a valuable opportunity for the group to connect off-site, to have an experience that would not otherwise be easily accessible to students in New Zealand independently, and to provide an opportunity to disseminate information to students.

Recommendations

- The university orientation should be attended each term by the Program Directors at each location to ensure that they are familiar with the most current university information and hear the same information that the students receive.
- Gender and race relations are not covered in the University of Canterbury Welcome program. This should be addressed by the International Office, as well as by the IES Abroad Program Director during the IES Abroad orientation.
- In Christchurch, the Program Director takes a layered approach to her outreach with students. In order to aid students in having an authentic University of Canterbury experience, it would be beneficial to work with a well-connected, local student
assistant, to help students, at a peer level, connect with their areas of interest on campus.

- Students in both locations commented about the high cost of living, specifically for food. This would be a specific area to be addressed through the IES Abroad orientation. Students would benefit from hearing from a local student about tips for living inexpensively in each location.

C. Instructional Quality

Observations

As cited in the first section of this report, both universities are subject to regular reviews by the AQA. Instructional quality is focused on in these reviews and recommendations are made regarding steps that should be taken to further improve it. The students with whom the reviewers met were generally satisfied with the quality of instruction at their universities. Additionally, a review of recent grades in these programs shows that, while students are earning fewer A and more B and even C grades than they do at home, very few are failing. The students are clearly being challenged by their courses but not beyond what would be considered appropriate for their academic progress and intellectual development.

In terms of more specific examples from students, they stated that they preferred the flexibility of recorded lectures, and in some instances, voice narrated PowerPoint slides. In the Auckland student focus group meeting, several students reported academics being comparable in both instruction and delivery to courses offered at their home universities.

Recommendations

- None

D. Curricular Design and International Students

Observations

IES Abroad students are enrolled in courses at the appropriate level that count toward an undergraduate degree, or in courses that advance the student’s mastery of the subject in question. Students enjoyed learning about New Zealand politics and Maori culture in particular. The review visit included one such lecture on Maori culture, and from a quick glance around the lecture hall, students were engaged and asking questions. The IES Abroad Program Directors provide students with some direction on cultural courses that would enhance a student's knowledge and learning on local customs and Kiwi culture.

The staff at the Universities of Auckland and Canterbury are also able to provide guidance on appropriate course enrollment. For example, each faculty at the University of Auckland employs an international manager who liaises with professors and/or lecturers and the Study
Abroad Office. The international manager can provide greater information on course offerings, syllabi, and lecturer information. During the visit, reviewers had several scheduled meetings with a variety of staff who discussed faculty structure, experience with US students, and possible future collaborations. During these visits, no direct feedback was given on IES Abroad students; instead, the reviewers received a general overview of faculty curriculum, degree organization, and structure.

Student advisors are also available in many faculties and provide guidance and support to students who need to register, or provide evidence of appropriate prerequisite course information to the faculty. At both universities, staff is knowledgeable about course requirements, concessions, and pre-requisites. (Note: An enrollment concession is needed if a student enrolls in a course but doesn’t have the prerequisites, or the student has a timetable clash; most courses give students the option to apply for an enrollment concession through Student Services Online.) Decentralization of services is discussed in predeparture materials, but it appears to come as a surprise to many students on the program—in fact, course registration, selection, space availability, and timetables will vary according to a student’s specific faculty. Student focus group meetings revealed most students had an easy transition to course enrollment, while a few reported some difficulties with enrollment or appropriate topics.

Overall, the grade point average for some students who study in Auckland and Christchurch decreases after the semester. There is a greater overall decrease in GPA for those who study in Auckland. In the reviewers’ discussion with a staff member of the University of Auckland, she was interested in exploring if this is related to specific field of studies, or possibly an overall trend. During reviewers’ meetings in both locations, the tendency of some students to take advantage of travel opportunities throughout the semester and shift focus from academics was discussed; it should also be noted many students may seek academic help or advice too late in the semester. Interaction or rapport between US students and lecturers is different than what students are accustomed to back home. Additionally, given the lack of continuous assessment, students may not know how they are performing in the class until late in the semester.

Recommendations

- During pre-departure, emphasize the difference in course composition through online videos. This can be accomplished by giving general advice specific to each area of study: engineering, arts, and science. During student focus group meetings, the reviewers realized how different structures may be depending on the faculty. The University of Auckland has a specific faculty orientation for students during onsite orientation.
- Create a video which discusses the differences in teaching, professor interaction, weekly lectures, and assessment. Several IES Abroad New Zealand blogs have done a fantastic job of giving the student perspective on what to expect in the classroom; these could be linked specifically into predeparture materials to provide a peer perspective.
Data from student evaluations, and student focus group meetings, provided information that many students have to find a course at the last minute because of scheduling conflicts. Expectations should be made more prominent in the predeparture guide.

Explore possible reasons for overall decrease in GPA to the extent possible. In this, it might be worthwhile to contact students who performed better, or students whose GPAs have increased, to determine what study skills, resources, or specific strategies were used during the semester. This could possibly be used to enable other students to perform better in the future.

E. Internships (Christchurch only)

Observations

The reviewers were able to meet with the Internships Coordinator at the College of Arts, University of Canterbury. Students can register for ARTS 200, which receives 4 IES Abroad credits. Internships are carefully managed, and include approximately 75 hours at the placement. Professional development including career skills preparation, meeting with supervisors, and daily reflections are part of the overall experience. Each intern works with the coordinator on a professional development plan, which includes scenario-based questions and critical reflections. The coordinator works with each potential intern and matches the student based on his or her skills, experience, and interests. In some instances, transportation can be arranged if students are far from campus. The coordinator encourages students to reflect critically on their experiences through semester discussions with each student, using the professional development plan as a tool. At the time of the Program Review, there were no internships on offer at the University of Auckland.

Three students shared their experiences as interns in Christchurch. It seemed to be a great experience for all of them. One student was placed for the first time in a City Council office, focusing on educational policy, another focused on arts and mental health at a community based organization, and another used quake box data collection to conduct a linguistic study on gender usages and words. The students enjoyed their internships, but did not find their meetings with the coordinator to directly relate to what they were learning at their placements. They all agreed that they would have benefited in knowing more about internship possibilities before arrival. One student did not know her internship at City Council would be a possibility until a few weeks into her program. From IES Abroad evaluations, a few students made note of some general disorganization with the internship seminar.

Recommendations

Data from evaluations stated more structure would be beneficial to the College of Arts internship program. The Program Director should continue to share IES student feedback about their placements and the seminar with the university to ensure that it is heard and potentially acted upon.
• More information should be given to publicize these opportunities for students. This was a mutual recommendation during the reviewers’ meeting with International Relations Office and the Internships Coordinator.

• Make a greater effort to make use of local resources, and community organizations, in Christchurch. A greater collaboration and partnership would ensure internship sites know the specific outcomes, both educational and career, each student intern should accomplish for his or her internship.

F. Field Trips

Observations

In Christchurch, the reviewers met with the Head of the School of Biological Sciences, who commented about the university having stringent standards for field study trips, but beyond mentioning that there is a standard staff-to-student ratio to be followed, there was not detailed information about what these standards were. In Auckland, there was no discussion of this topic.

Both locations offer an overnight off-site orientation trip with the Program Directors. In Christchurch, the trip is to Springfield; in Auckland, to Waiheke Island. Each location was carefully selected according to the cultural elements it supports, provides a unique perspective to students of New Zealand culture, and exposes them to a cultural component that they would be unlikely to experience otherwise. The students the reviewers met with readily identified this as one value-add of their experience, as compared with US students on other programs. The Program Directors have the attention of the students on these trips, students connect as a group, and it provides an opportunity for the Program Directors to do an initial and informal check-in with students, and develop rapport with them.

Both locations offer a field trip to Rarotonga in the Cook Islands. The trip is planned in accordance with IES Abroad standards of safety for field trips. It is a well-structured, IES Abroad subsidized trip that most students elect to participate in. Similar to the orientation trips at each location, the long trip allows the Program Directors to have time with the entire group, together, away from the host location. This helps to build a greater sense of group identity, allows opportunity for individual interactions between the Program Directors and students.

Recommendations

• None

G. Engagement in Cultural and Social Activities

Observations
Students are made aware of cultural and university activities during orientation and throughout the semester. Information is provided on university websites and materials provided by the IES Abroad Program Directors. Students have the same access as local students to university clubs and activities. Students, however, must decide what is worthwhile of their time, based on their interests. CORE is conducted in Christchurch and occurred under the guidance of the former director in Auckland. It will continue to be done in Auckland, as part of the staff transition.

Recommendations

- Evaluate to what extent students utilize individual coaching by the Program Directors to set, achieve, and evaluate the goals that they set. Some students may be able to set a goal, but may struggle with limited local context to know how they might go about achieving it, but the great value that the very knowledgeable Program Directors offer is to help steer students toward the resources they need to achieve their goals, in the local context. If students are not taking full advantage of the availability of the Program Directors to assist with this, this may be an area to grow further.
- Students may be overloaded by the wide range of opportunities available to them upon arrival. As part of an end-of-term reflection opportunity, it would help students in future terms to make the most of the experience if the Program Directors work with departing students to identify how they became involved on campus and in the community while abroad.

H. Re-entry into Home Culture and Home Institution

Observations

There were no direct observations related to re-entry programming. The Christchurch Program Director provided supplemental information related to CORE which includes goal setting, planning, and critically thinking about the impact of their experiences. Periodic writing pieces are a mandatory part of this program, and a robust booklet entitled, *Goodbye New Zealand, Hello America*, includes strategies and techniques to integrate back into American life: physically, socially, spiritually, academically, politically, and financially.

Poignant reflection questions, and setting expectations, are topics included in this handbook. Students are asked to re-evaluate goals set during orientation, including both personal and academic aspects of their experience in New Zealand. A convenient checklist reminds students about key contacts at the University of Canterbury and credit transfer. Most importantly, recipes, national anthem, and important traditions such as haka, provide students an opportunity to synthesize their new experiences with ample questions.

The new Program Director in Auckland did not have much information yet to share with the reviewers about re-entry programming. However, the Program Director in Christchurch routinely shares information with her counterpart in Auckland.
The comments in evaluations collected by IES Abroad were positive for both locations in regards to CORE. For Auckland, one comment was as follows: “The IES Abroad Program was very informative with what to expect coming back to the States. It helped me prepare for the good and bad things that come with re-entering after studying abroad for a couple months...and the culture shock of coming back to your home country.” Spring 2016 had the highest scoring in regards to achieving established goals and being effectively prepared to return to the US. Fewer comments were provided on the Christchurch evaluations, although ratings show most agreed with desired outcomes. Included were the following “Not all were applicable but did help,” and “I did not read the materials provided for the CORE program.” More comments in general were provided by students who studied in Auckland about the usefulness of re-entry programming.

Recommendations

- Much of the information is specific to American students. Information might be included for global nomads or international students studying in the United States.
- No specific information is included about opportunities to return to the host country, although this may be covered in person during the Program Directors’ presentations.
- Update the testimonials in the booklet for more recent reflections. The ones provided are from 2005 and 2009. It would also be useful to focus on returnees from New Zealand.
- Consider partnering with the Career Centers at the University of Canterbury and the University of Auckland to include information on how to talk about study abroad experience in resumes and cover letters.

II. Student Learning Assessment and Intercultural Development

A. Intellectual Development
B. Cognitive Growth
C. Interpersonal Growth
D. Intrapersonal Growth

Observations

Through pre-departure an onsite orientation, IES Abroad provides students information on developing different learning strategies, adaptation techniques to the culture of host country, and support for self-awareness in a cultural context. Students are asked early on to set goals during orientation. These goals can be personal or academic. Themes are woven into key cultural components of the program, such as the field experience in Waiheke, Rarotonga, and Springfield.

For intellectual development, students are made aware by both IES Abroad and university staff that differences in academic style are to be expected. Despite this mention, during focus group meetings, students still reported the structure of lectures, differences in teaching style, and
professor-student interactions as something of a surprise. For example, students mentioned in some courses being taught by different lecturers each week; another noted classroom locations being changed regularly to different locations. While most were able to adapt on their own, several students mentioned this could be discussed more in orientation onsite. With such a short visit to both locations, it would be difficult to measure how well students have adapted their learning strategies to fit within a new academic environment. In general, the overall grade point average remains the same or slightly decreased after a semester abroad, and this may be common for many direct enrollment programs.

The IES Abroad Program Directors do a good job of making students aware of host culture and local customs. In both evaluations and student focus group meetings, students praised the IES Abroad Program Directors more than once for their commitment and dedication to provide a smooth transition to New Zealand. The Christchurch Program Director sets up regular check-in meetings with students at the University of Canterbury, and students are able to contact the Program Director at the University of Auckland during office hours. Information on cultural events, festivals, or community-led activities are regularly disseminated to students. The Program Directors provide advice and suggestions on specific courses that advance students’ understanding and knowledge of the host country. Involvement in clubs on campus such as tramping, rowing, and student volunteer organizations, are pivotal experiences by which students can reevaluate goals set during orientation. Examples of such student “check-in” worksheets were provided to the reviewers and these covered a range of topics from class enrollments to the experience of classes and major differences in academics.

Program excursions to locations such as Springfield, Rarotonga, and Waiheke, provide a safe space for students to ask questions, examine personal values, and share openly with others on the group. One activity in Waiheke provides an opportunity early on for students to share their personal life stories with each other, which several reported in a focus group as being both powerful and incredibly impactful to form closer bonds with their group. Cultural terms and New Zealand vocabulary are provided to students in their Moodle site and during weekly and/or monthly meetings. Field excursions are crafted and created with intentional group and individual activities that relate to cross-cultural and personal values.

Both Program Directors are extremely knowledgeable on New Zealand history, politics, and culture. The Christchurch Program Director takes students on a tour of the city, including a comprehensive walk around Central Business District and discusses the financial, mental, and physical impact of the 2011 earthquake. These experiences allow students to become accustomed to their new surroundings, and face local realities.

**Recommendations**

- Workshops should be created to focus on strategies to approach a new learning environment in regards to class lectures, reading, and note-taking. This could be accomplished through collaboration with existing student services offices in both
locations. The Program Directors in both locations do check in periodically with students about course selection and progress.

- A greater emphasis on racial diversity for students of color should be discussed during the program. Diversity in New Zealand is mentioned only briefly in pre-departure materials.
- Orientation friendship groups, such as University of Canterbury organization, could be publicized more to IES Abroad students.

III. Resources for Academic and Student Support

A. Administrative Staff

Observations

It should be noted that the IES Abroad staffing structures in Christchurch and Auckland are not the same. In Christchurch, the Program Director is employed directly by IES Abroad, and not by the university; therefore, this role has no official relationship with the university or the International Office. In Auckland, this position is a university position that is funded by IES Abroad. The structure in Auckland provides greater access for the IES Abroad staff member within the university community, which was evident during the visit.

In Christchurch, students had glowing comments to offer about their Program Director, and her contributions to their experience there, which included, for example, “Everyone needs a Eunice!” She expects students to be self-advocating and mature, and can be frustrated when students fail to do so, or when students fail to follow policy. She aims to equip students with the tools they need to be successful in Christchurch. The students we met with associated her with being a key contributor to their success in Christchurch. Occasionally she will encounter students who will be resistant to the structure she offers, or generally looking for as much independence as possible. In the context of a direct enrollment program, she has to strike the balance between being present in the background to help smooth some of the challenges of studying abroad, but doing so while empowering student independence to create the foundation for student learning while abroad. Based on student comments on site and past evaluations, she seems to maintain a good balance.

The reviewers perceived there to be barriers to her access within the University of Canterbury. She provided the reviewers with an amazingly detailed and informative tour of Christchurch, but seemed to be getting a significant amount of new information throughout the visit at the university. She had good connection staff at Ilam Apartments, but there were a concerning number of revelations in meetings at the university, which prompted reviewers to perceive a need for more structure to be put in place to ensure she has updated information and can advise students accurately. In general, the role of the Program Director in Christchurch is a tricky balancing act. While an essential function for IES Abroad is filled by the Program Director, there is no formal role within the university setting for her; however, there is need in certain
areas for her to be an advocate for students within the university as they access services, such as when requesting disability accommodation.

As a direct enrollment program, the Program Director’s role is to facilitate the smooth access of students to the university and university services, to help fill any gaps, ensure that IES Abroad standards are met, and be an appropriate advocate for students. Based on the revelation of new information to her through meetings during the visit, and a general feistiness the reviewers observed in the meetings, there must be caution to ensure that she is enhancing the student experience with accurate information, to reduce barriers and help the students more effectively connect with university resources, without trying to take the place of what the university offers, and always striving to maintain positive rapport with key university contacts while advocating effectively for students.

There seemed to be a degree of assumption by the Program Director and others about how much she as a former university employee would know, though it may not still be current information, as her employment at the university ended many years ago. She is a staff member who will go the extra mile and dedicate herself to a student who has particular need; however, her limited access at the university may cause her to inadvertently not direct a student correctly or unintentionally stand in the way of a student accessing university support. Overall, she is a well-intentioned, detail-oriented, thorough staff member who offers students amazing experiences during orientation and field trips, but limitations in her access within the university may unintentionally negatively impact the student experience in the context of how students interact with the university.

In Auckland, IES Abroad was in the process of replacing the out-going Program Director at the time of the Program Review. His successor accepted the position just prior to the visit and her start date was just after it. During the course of their time in New Zealand, the reviewers had two occasions to interact with her, casually over dinner, and then for a more official tour during their visit to Waiheke Island, where IES Abroad students go for an off-site orientation, and where the new Program Director lives.

The students the reviewers met with, who had glowing reports about their interactions with her predecessor, were elated to hear the news of her being hired. The reviewers felt that having her in this role would provide a high level of support that is accessible to students and uphold policies and protocols of IES Abroad in a manner that students will respect, without compromising her connection with the students. As she has such an approachable nature, there may be a risk of students over-disclosing personal information in confidence to her, but the reviewers thought this could be addressed as she discusses boundaries with students during orientation.

Recommendations

- When it is possible in the future, IES Abroad re-evaluate if it would be possible in Christchurch to negotiate that the Program Director role to be officially linked with the
university, as it is in Auckland, to minimize the gap perceived in the access that the IES Abroad Program Director has with the university.

- To address limitations inherent to the staffing structure in Christchurch, add structure and regularity to the meetings between the Program Director and her primary counterpart in the International Office by establishing monthly or bimonthly meetings. These meetings would be intended to help keep her apprised of updates at the university and may include information about new programs, procedures, building progress, or other opportunities for students. She then would communicate the updates to program staff in Chicago to ensure that predeparture materials are kept up-to-date.

- The Program Directors should attend the International Student orientation each term. While the information may become repetitive, this seems to be an important practice in which to engage in order to keep apprised of any changes, and to be able to account for what information has been shared with students. Additionally, they should report back on what was observed during the orientation to the Program Dean in Chicago so that the Chicago-based staff can keep predeparture information up-to-date.

- The Christchurch Program Director should take a formal university campus tour on an annual basis, to keep up with the physical changes to the campus, as there is a lot of construction happening still in response to the 2011 earthquake.

- The Christchurch Program Director already audits courses on a regular basis and clearly has interest in engaging fully with the university in order to benefit her students. As an additional opportunity to stay current with campus information, she should identify a list of offices on campus that it is important to visit and stay connected with on a semi-regular basis in order to gather information that may be helpful to students. These offices might include Disability Resources; Student Care; the Academic Skills Centre.

- Solicit and monitor more closely student comments on end-of-term evaluations, for the Auckland Program Director as a new staff member, and the Christchurch Program Director based on the observations noted above.

- As the staff member in Auckland has changed, the IES Abroad orientation should be reviewed with the Dean of Students Office in advance of the Spring 2018 term.

- The Auckland Program Director should continue to be trained as a new Program Director throughout the 2017-2018 academic year with various offices in Chicago, including the Dean of Students Office.

- As a new staff member, Auckland Program Director’s performance will be reviewed as part of the standard IES Abroad process.

B. Academic Advising

Observations

Academic advising for programs in New Zealand can be relatively complex. Students are given advice from the IES Abroad Program Directors, university offices such as the Auckland International Office or Canterbury’s International Relationships Office and/or Student Success office. During pre-departure, information is made available on educational culture in New
Zealand, class levels, credit values, course selection, and concessions. Concessions are additional information a student needs to submit to show appropriate academic background in the particular subject area. Limited enrollment availability, and courses with additional application requirements are also made known. Upon arrival, students participate in several orientations which cover the academic enrolment and registration process at both universities. It is unclear to what extent academic differences between US and New Zealand is covered during in-person orientation.

Students can meet with the IES Abroad Program Directors to discuss their schedules. For example, students are required to submit course registrations to the Christchurch Program Director for review. The Program Director can provide advice and guidance on next steps to ensure final approval and registration with each faculty. Staff at the International Offices at University of Auckland and Canterbury, regularly contact the IES Abroad Program Directors with any specific student registration and/or academic concerns. During focus groups, students reported directing academic concerns to the IES Abroad Program Directors first, who would in turn consult with International Office or Faculty for next steps and guidance.

Students are not required by the Universities of Auckland and Canterbury to attend their orientations. Information given during these orientations should be consistently checked between both universities and IES Abroad. It should be clear to the students who should be contacted at what point during the semester. During our meetings on campus, it seemed there was great opportunity for support offices to collaborate and support international students.

Recommendations

● Ensure information given to students is consistent between IES Abroad and university requirements and regulations.
● Because the Program Director in Christchurch is not employed by the university, greater efforts should be made to provide routine and regular updates of course offerings.
● Home school advisors should have access to IES Abroad pre-departure information during the advising and pre-departure process to the extent possible. Home school advisors would be better equipped to discuss concessions, transcripts, or general course questions.
● A student video or tutorial on differences in academic style, and registration, would be useful for students to manage expectations
● Find a way to incentivize student participation in orientation sessions which deal with academic honesty, registration, or course enrollments.
● Faculty updates such as course offerings, or new programs, should be shared with IES Abroad program staff. At the University of Canterbury, important information from faculty of biology and business were shared with the Program Director. Important connections and new offerings can diversify program applicants.
● Closer evaluation of course grades should occur. For the University of Auckland, compared to University of Canterbury, the overall grade point average decreases after a
semester abroad. This is not uncommon for many direct enrollment programs, but the disparity between the two programs should be evaluated.

● For the University of Christchurch, partner with international offices or other academic support services on campus to ensure student academic and personal success.

C. IES Abroad and University Facilities

Observations

In Christchurch, as the Program Director is not part of the university staff, it is part of the agreement for her to have access to meeting space in order to meet with students. Unfortunately, encounters with students must be planned in advance, so there is no such thing as a drop-in visit. The Christchurch Program Director plans interviews with students to check in with them personally, get to know them, check in about their experiences, and help them with any problems they might be experiencing. She is thorough and systematic about this, but this removes the possibility for more casual encounters outside of field trips and excursions.

In Auckland, the Program Director has an office and students know where to go to find her. Her hours are limited to Monday, Tuesday, Wednesday. As she had not yet started in the role, the reviewers did not see her office specifically, but the International Office was accessible and centrally located.

The reviewers met with Disability Services for both institutions. Both institutions showed a keen interest in providing accommodations to students, with an emphasis on service to students. In Christchurch, the staff member the reviewers met was prepared to make an exception and try to accommodate a student’s late request for academic accommodation, though the deadline had passed. In Auckland, the staff member the reviewers met with was interrupted because a student in a wheelchair was trapped in an elevator, and was having an anxiety attack. The Director of Student Disability Resources, was adept at helping the student, while also empowering.

Students from the US cannot expect similar accommodation to what they experience at their home institutions. In order to apply for accommodations, students must submit a learning support questionnaire and a psychological report that is less than three years old (Christchurch) or 3-5 years (Auckland). Within New Zealand there is no national standard on accommodation, so one institution may offer time and a quarter or a third for extended test time, and another institution may only offer an extra ten minutes per hour of testing. One accommodation that is not possible at either institution is American Sign Language interpretation. IES Abroad does not guarantee partner institution accommodations, and students who do request accommodations must be prepared to go through the local process, provide their original testing documentation and medical documentation, and then perhaps not receive the full extent of their typical accommodation.

Recommendations
• In the absence of an office on campus, the Christchurch Program Director may consider how she can offer more casual interactions with students without interfering with their independent student experiences. Ilam apartments has a large, modern lounge area that is open late and where she might meet with students. Perhaps she could offer treats or some kind of incentive to draw students to stop in and plan it at a time that they would typically be at home.

• As an alternative to the above, the Christchurch Program Director could plan a few interest-focused opportunities out in the community, such as going grocery shopping with students who have special dietary needs, as they are becoming familiar with how to shop in New Zealand for food that meets their needs. Students also complain about the overall cost of eating in New Zealand, and she could offer a budget focused session for students about how to live or eat cheaply in Christchurch.

• As the Auckland Program Director’s office hours are Monday through Wednesday, it would be worthwhile to closely evaluate how well this works throughout her first term. If she is getting a lot of calls on Thursday and Friday, an adjustment in her office hours may be advisable.

• At both institutions, it is highly recommended that the Program Directors be very familiar and involved with the disability accommodation process for any student seeking accommodation, to the extent that the student will allow it. Students seeking accommodation through an unfamiliar process, after receiving continuous accommodation at their home institutions, need all possible support, advocacy, and empathy from the IES Abroad Program Directors.

D. Access to Local Educational and Cultural Institutions

Observations

IES Abroad’s agreements with the Universities of Auckland and Canterbury ensure that much of the wide array of educational and cultural opportunities available on campus to their degree-seeking undergraduates are also available to single-term and year-long study abroad students. As such, IES Abroad students are able to experience life on campus as fully as they do at their campuses back home. Being Anglophone locations, it is also easier for students to get involved in the various activities in the community outside of campus. A wide range of community-based events and organizations exist that students can join at little to no cost.

Recommendations

• None

E. Research and Library Facilities

Observations
The University of Canterbury has four on-campus libraries that had, as of 2009, 1.9 million physical items, 137,000 electronic books and 60,000 electronic serials titles. As of 2010, 76% of its annual $8.4 million NZ budget was dedicated to electronic resources. Similarly, the University of Auckland boasts 11 libraries at its City Campus (where IES Abroad students study) alone. With over 250 full time staff to assist, the University of Auckland’s libraries offer students access to 2.1 million hardcopy volumes, 1 million electronic books, 98,000 electronic journals, over 60,000 visual and audio recordings, and more. IES Abroad students have full access to these ample library resources during their study abroad in Auckland and Christchurch.

Recommendations

- None

F. Instructional Technology

Observations

During meetings and focus groups, students did not mention any issues related to computer, e-mail, or audio-visual materials. Equal access and opportunity for all the items listed above are accurate. During the reviewers’ class visit, they observed students using computers in the classroom to take notes and access course materials for the lecture of Maori studies. Students appeared to be engaged with this course.

Recommendations

- None

G. Student Housing

Observations

The general formula at the institutions in New Zealand is for students to live in apartments, typically in single bedrooms. IES Abroad students respond well to this placement, though evaluation comments indicate they would prefer more interaction with local students, as they perceive themselves to only interact with other international students.

In Christchurch, IES Abroad does not offer homestays as the Program Director indicated that IES Abroad standards could not be met. Students are therefore housed at Ilam Apartments. IES Abroad students seem to have the impression that Kiwi students do not live at Ilam, which is not the case. International students are the minority, however, there are other types of apartments at Ilam that are preferred by locals due to the lower price point, but that would generally not be satisfactory to US students, or other apartments may be allocated to students who all request to live together. Therefore, Kiwi students are within the complex, if not as commonly within the same blocks of apartments.
There is a considerable range of apartment amenities and IES Abroad is typically allocated the middle-range apartments. The apartments have adequately-sized single bedrooms, small kitchens and baths, with a dining and small living room in each unit. The student apartment the reviewers visited at Ilam had a student who had an alarming experience with someone who had occupied her room without authorization until she moved in, and then the space was not cleaned for her. The same apartment had a gaping hole in the ceiling above the shower for many weeks, when the front office indicated it should only have been open for about two weeks. The apartment, however, reflected a group of students with a positive community dynamic, mostly comprised of International students, both from the US and Europe.

The experience of IES Abroad students at Ilam will largely be determined by how compatible the students are within each apartment to share common space. Ilam has a generous “home” building that offers a number of amenities, including free food and a bar, in addition to extra space to study. Common area space in the apartments is functional, but not generous or homey, without some investment by students. The home building offers a friendlier and welcoming environment, and a steady flow of activities and events. There seemed to be a vast disconnect between the student perception of management at Ilam, and the impression the reviewers had of the management after meeting with the Community Manager there.

In Auckland, IES Abroad students are housed, based on Accommodations Office assignments, among three facilities which include Unilodge, which is the most centrally-located; Carlaw, which is the newest facility with the most amenities; and Parnell Student Village, which is scenically located on a hill, with a longer commute to class. Students also may be placed into a homestay.

The students the reviewers spoke with were most satisfied by placements in Carlaw and Parnell. Unilodge, which is uniquely structured with a variety of apartments, each owned by a separate owner, so there is a limited sense of consistency among the finishes of each apartment, and the building does not have Wi-Fi. Overall, Unilodge just has a slight grittiness that is reflective of a less than modern residence hall, yet it functionally still seems to manage well and is centrally located. Carlaw and Parnell are more attractive options for students and offer more of a community dynamic that is appealing. In Auckland, a homestay placement service is used.

Recommendations

- In Christchurch, it would be appropriate to consider options for how the Program Director can do a walkthrough of the student apartments the day before arrival, to ensure that the rooms are in move-in condition. There may be access issues if students are moving in to occupied apartments, but if the space can be toured with an RA, it would help ensure that issues are addressed ahead of arrival.
- Managing housing maintenance concerns was an area of frustration raised by students in Christchurch, and there seemed to be a disconnect between the students reporting of
issues and awareness by staff at Ilam apartments. It is recommended that the IES Abroad Program Director more directly track and intervene as needed, perhaps by asking students to copy her when reporting maintenance concerns, and if needed, have regular meetings with Ilam Apartments staff to intervene when issues are not resolved in a timely manner.

● In Auckland, the IES Abroad pricing committee may consider making a distinction between Unilodge (least expensive), Carlaw (most expensive), and Parnell (in between) based on amenities. All options are self-catered. Students living in Unilodge would potentially be more satisfied if they were paying less than other students who have more comfortable, better appointed living environments.

● Housing staff in Auckland noted that IES Abroad tends to get housing requests submitted late. They did not acknowledge, however, the significant penalties that providers face if they cancel after requesting housing. The Program Director and Program Dean for Auckland should continue to have conversations with the Accommodations Office about reducing these penalties to encourage earlier submission. If agreement can be reached, earlier submission may increase the number of students who receive their first choice of housing placement.

● In Auckland, homestay placements must adhere to requirements that are part of the IES Abroad housing inspections. If they are not, this housing option must be discontinued. The homestay placement manager was agreeable in her meeting with the reviewers to finding a solution.

H. IES Abroad Student Qualifications

Observations

In all instances, students meet the minimum grade point average requirements, prerequisites, admission, and disciplinary records per the IES Abroad agreement. IES Abroad member schools are required to grant authorization to study abroad online through the IES Abroad portal. As part of this authorization, home school advisers are required to report any disciplinary actions or outstanding sanctions to IES Abroad. Most home schools, such as the University of Rochester, are required to check the disciplinary status of all students who apply for study abroad. IES Abroad provides clear and accurate instructions on how to apply and eligibility requirements (minimum GPA, any specific academic course required, class year, and specific university application materials). For both programs, the application process through IES Abroad is straightforward and easy to navigate. Students did not report any challenges or setbacks during the application process, or as it relates to qualifications.

Recommendations

● None

I. Health
Observations

While on the program, students are covered by Cultural Insurance Services International (CISI), arranged by IES Abroad, in addition to the mandatory Unicare insurance they have in New Zealand. Students have sufficient insurance cover and are able to seek health care as needed while in New Zealand. The reviewers did not see medical facilities in Christchurch but were able to see the modern Student Health Services facilities at University of Auckland. Students at both locations referenced having receipts and needing to get medical reimbursement through their local Unicare insurance, which they reported to be quite challenging if they do not have a local bank account. Presently, their only option, if they did not set up a bank account upon arrival, is a work around to arrange with a trusted local friend for the deposit from any health reimbursements to be made into the friend’s bank account and to then have the local friend give the money to the student. This is not a practical or appropriate practice.

Recommendation

- Continue to advise students of the benefits of arranging a local bank account for the purposes of possible medical receipt reimbursement, or the alternative of paying a $25 fee to have reimbursement wired to a US-based account.

J. Safety and Risk Management

The Program Director receive notification through Red24 about security concerns and notify students accordingly of any situations that may pose risk.

Students reportedly find the policy that IES Abroad has that does not allow them to drive restrictive to their travel; however, it seems clear in both locations that the policy is communicated to students. As students discuss their independent travel, it is clear that they go places that can only be accessed by car. Whether the students are renting cars or riding in cars rented by other non-IES students is unknown.

Students have vast opportunity to engage in independent travel and take part in adventurous activities ranging from hiking, skiing, surfing, and to travel independently outside of New Zealand to other areas of interest.

The amount of crime reported at each location has been quite low. OSAC notes that crime in New Zealand is less prevalent than in major cities in the US. Of the crime that occurs, petty crime of opportunity is most common. Students are advised to take standard precautions and utilize common sense to help safeguard belongings. Both campuses have a sense of safety relative to the local environment. In Christchurch, the reviewers were told that students can be escorted back to their apartments by campus safety if needed.
During the University Welcome at the University of Canterbury, an outdoor lecturer informs students about safety in the outdoors, due to their great access to outdoors activities in Christchurch.

The greatest risk inherent to New Zealand is a natural disaster, most notably earthquakes. Due to the new construction happening in Christchurch following the 2011 major earthquake there, most buildings are modern and adhere to the latest standards of safety.

Recommendations

- As students who elect to study in New Zealand may be inclined to take advantage of the abundance of adventure sports and activities available in the region, the Program Directors should stay attuned to student interest areas to ensure that orientation remains current pertaining to student safety.
- Students are required to submit an itinerary for independent travel. Program Directors are recommended to evaluate and consider how to incentivize compliance with reporting itineraries.

K. Student Behavior

Observations

Incidence of student conduct violation has been low at both locations.

The universities have their own conduct processes, which would run parallel to the IES Abroad process in the event that staff becomes aware of a student conduct matter on campus. Through the relationship that Christchurch Program Director has with staff at Ilam apartments and through the structure of the International Office at University of Auckland, program staff would likely hear if there was a disciplinary matter at the university with an IES student. At Ilam apartments in Christchurch, there is a system of fines and verbal and written warnings used. In Christchurch, the reviewers met with the Deputy Vice-Chancellor, and he is involved with the highest level of student conduct offenses, in which a student would be at risk of dismissal.

Ilam apartments provides a high degree of follow-up and care to students as a partner with the university in responding to health and wellness concerns. Ilam will do daily follow-up with students when needed.

In Auckland, notification of conduct incidents in housing would likely occur from the Accommodations Office, either to the Program Director directly, or to the International Office. It should be noted there have been very few reports of disciplinary matters at either institution.

Recommendations
The Program Director should both review the university processes and procedures and specifically evaluate how they would be notified in the event a student violated a university policy and was subject to the university procedure. As IES Abroad has not had significant, if any, exposure to this process, it is important to maintain familiarity with the process.

The Christchurch Program Director should ensure that the Community Manager at Ilam has contact information for the Dean of Students Office in Chicago during any occasion in which Ilam staff is providing coverage in Christchurch Program Director’s absence.
University of Canterbury

Sunday 21 May

2:30pm Pick up from Vita Nova. Coffee at Boatshed Café; earthquake memorial, Quake City, walk around CBD

Back to motel; dinner at Bush Inn

Monday 22 May

7:30am Pick up from Vita Nova

7:45am Breakfast at LB & Co, go over programme

8:45am Meet with Dr Anna Foster (Study Abroad and Exchange Manager)

International Relationships Office, Matariki Building

9:45am Meet with Dr Stephen Hardman (Internships Co-ordinator, College of Arts)

International Relationships Office, Matariki Building

10:30am Meet with Dr Hamish Cochrane (Deputy Vice-Chancellor)

Deputy Vice-Chancellor’s Office, Level 6, Matariki Building

11:00am Springfield visit

Pick up from Staff Club car park, Homestead Lane

2:00pm Tour of campus

3:00pm Meet with Dr Ross James (Dean of Business) and Russell Wordsworth (Dean International, School of Business)

College of Business

4:00pm Tour of Ilam Apartments with IES Abroad student(s) – Danny and Tessa’s apartment? (yet to be confirmed)

5:00pm Meeting with Laura Dunstan (Community Manager – Ilam Apartments)

Home, Ilam Apartments
6:00pm Pizza dinner with focus group of IES Abroad students at Joe’s Garage
7 Leslie Street, Upper Riccarton

Tuesday 23 May

7.30am Pick up from Vita Nova

7.45am Breakfast – Joe’s Garage

9:00am Meet with Associate Professor David Wareham (College of Engineering
International Dean and Deputy Pro-Vice-Chancellor Engineering)
Civil & Mechanical Engineering Room E421

10:00am Meet with Professor Matthew Turnbull (Head of School of Biological
Sciences)
School of Biological Sciences Room 222

11:00am Attend lecture – MAOR107 Aotearoa: Introduction to Traditional Māori
Society – with Komene Kururangi
A3 Lecture Theatre

12:00pm Lunch at the Shilling Club

1:15pm Meet with internship students
Shilling Club

2:00pm Meet with Sarah Caseley (Academic Development Manager, College of
Science)
International Relationships Office, Matariki Building

2:45pm Meet with Professor Beth Hume (Dean International, College of Arts)
International Relationships Office, Matariki Building

3:30pm Meet with Liz Keneti (Director of Student Success)
International Relationships Office, Matariki Building

4:00pm Departure for Willowbank

4:30pm NZ tour, Kotane, dinner

9:00pm Drop off at Vita Nova
**Wednesday 24 May**

8:30am  
Pick up from Vita Nova and transfer to airport

9:40am  
JQ232 to Auckland

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**University of Auckland**

**Wednesday, 24th**

11.00am  
Arrive in Auckland on Qantas Flight 4992

12.00pm  
Check-in at the Quadrant Hotel, Waterloo Quadrant

2.00pm  
**Ross Crosson**, Manager, International Short Courses  
*Room G32, Building 104*

2.30pm  
**Ainslie Moore**, Deputy Director, International Operations  
**Sarah Sung**, Acting Manager, Auckland Abroad  
*Room G28, Building 104*

3.00pm  
International Student Support  
**Rebecca Walkinton**, Associate Director, International Student Services  
**Juliane Adamietz**, International Student Advisor  
*Room G44, Building 104*

4.00pm  
Campus tour with  
**Amelia Hayter**, International Marketing Advisor  
*Depart from G44 and return to Quadrant Hotel*

6.00pm  
**IES students** (pizza provided)  
*Building 207, Room 501, Pat Hanan Room*

7.30pm  
Dinner, Soul Restaurant, Viaduct Harbour, with  
**Ross Crosson**  
**Andrew Barron**, former IES Auckland Program Director and **Auckland Program Director Ranson**, new IES Auckland Program Director
Thursday, 25th

9.30am  Donna Seidel, Accommodation Coordinator  
         Room 393, Building 315

10.15am Accommodation tour: 
         Unilodge, 55 Symonds St, Susan Taylor/Mehwish Mughal
         Unilodge, Anzac Ave
         Parnell Student Village, Sonu Narain
         Carlaw Park Student Village, Shaidat Danmole-Ellis

1.00 or 1.30pm Depart for Waiheke on Fullers’ ferry
         NB: Ferries depart on the half hour. Be at ferry terminal, 99 Quay St, fifteen minutes
         before sailing
         Tour of Waiheke Island with
         Incoming Auckland Program Director Ranson

5.30 or 6.00pm Return to Auckland on Fullers’ ferry

Friday, 26th

10.00am Faculty of Arts meeting
         Raphael Benoist, International Manager
         Room G41, Building 104

11.00am Faculty of Engineering meeting
         Katie Wells, Student Academic Advisor
         Rm 407, Building 402

12.00pm Lunch at Shaky Isles, on campus, with
         Tina Angelova from Auckland Homestays
         NB: Christine Andrews returning from out of Auckland. Attendance tbc

1.00pm Sherry Fan Study Abroad Officer
         Chandra Leenheer, Study Abroad Officer
         Room G41, Building 104

2.00pm Brian Stanney, Manager Disability Services
         Room G41, Building 104

2.30pm Kimberly Farmer, Counsellor Lead, Student Health and Counselling - tbc
Health and Counselling, Kate Edgar Centre

4.00pm
Final overview and wrap-up - tbc
Room G41, Building 104

Wi-Fi Access will be available while on Campus
Students should be able to:

- Effectively immerse themselves in NZ culture, gain insight into British culture’s daily life and develop an understanding of British cultural norms.
- Effectively integrate themselves into life in Auckland, with its highly international and multi-ethnic population.
- Actively develop and assess their integration into life in Auckland, their re-integration into life back home and learnings about local culture by participating in CORE and other initiatives offered by the IES Abroad Auckland Centre.
- Develop an increased self-awareness and reflection of their home culture through reflections on NZ culture and on their personal interactions with NZ people and society.
- Develop an understanding of how the NZ forms a part of Commonwealth and the influence of British culture, politics and identity on NZ Maori.
- An understanding of what the Treaty of Waitangi is and its controversy.
- Develop an understanding of the bi-cultural heritage of NZ and the complexities and progress that has been made around restorative actions by the Government and British crown, allowing students to compare and contrast the similarities and differences that exist within the US.
- Grow in maturity in their understanding of various local viewpoints and be able to compare and contrast them in both their home and host culture.
- Develop an understanding of their home culture from an NZ point of view.
- Develop an openness to differing viewpoints on controversial topics, laws, systems of government, politics and bureaucracy and be able to form and share their own opinions.
- Appreciate the complex and often subtle differences between their home culture and the host culture and develop a flexibility to successfully adapt to differences in the way things are done in their host culture.
- Improve their ability to interact with locals, international students from other countries and international visitors to NZ by participating in local cultural opportunities and field trips.
- Increase their levels of independence and confidence when it comes to researching and seeking out local resources and assistance while living in Auckland; as well as increased confidence in their ability to cope with all general challenges of life.
- Integrate into the local educational system and culture, which may be quite different to their home educational system, and successfully adapt to different teaching styles, student responsibilities, methods of grading, research and learning methods.
- Develop the ability, in response to questions, to explain different aspects of their home culture to locals or people they meet on their travels.
- Develop the ability to successfully and independently plan and execute all aspects of travel through NZ or internationally on the weekends or during the mid-term break.
• Develop global awareness and a sense of philanthropy by participating in community volunteer opportunities that are highlighted by the IES Abroad Auckland office.

Observations for Auckland

Whether through internships, roommates, classes or other campus opportunities, the reviewers’ sense is that students are able to get a high level of exposure to local culture in an authentic way. However, students in their focus on the experience, may or may not be doing enough goal-setting and reflection. Students, could probably go the length of the program without peeling back more than a few layers of local culture and could live like a long-term tourist. Students can easily operate in the local culture as mostly native speakers of English, without really getting the perspective of a local. However, it is clear that other students are taking full advantage of the opportunities available to them.

The Auckland orientation provides students with an opportunity to have a unique, local perspective, and Auckland Program Director has a unique style of educating students without lecturing, from the reviewers’ limited encounters with her in New Zealand. Like with most abroad programs, students will largely get out of the experience what they put into it. By understanding students’ individual motivations, the Program Director can help guide students to formulate and fulfill individual goals in a meaningful way.

While it is difficult to assess all of the bulleted points listed above, overall students are engaged in a critical reflection of themselves. In many ways, students were still sorting through their reflections and feelings about the Rarotonga trip which provided a wonderful culturally immersive environment. Given the close camaraderie of this specific group, students tended to learn from one another. Several reported making friends with local Kiwis who lived in their buildings, or through community engaged activities; it really depended on the student’s willingness to engage. Participants in our focus group made clear the strong bond that had formed as a result of the Waiheke field experience. It may be too much being expected of students from the bulleted list above; study abroad can be a critical time of self-reflection, cognitive, and psychosocial growth. Goals, expectations, and objectives should be set early on in the semester.

Students are able to gain the learning objectives listed above through focused activities such as field trips to Waiheke and Rarotonga. Students reported getting to know local Kiwis through involvement with student club activities, and in some instances, through living with Kiwis in student housing. During the Auckland student focus group meeting, students remembered the visit to marae, and learning about the importance of meetings, celebrations, and important tribal events. This happens immediately after arrival and students take a shuttle to Waiheke Island. While there, students are encouraged to learn more about each other and share personal stories of their upbringing and values. Activities such as weaving and storytelling introduce students to the important role of Maori culture. Students are able to meet Maori individuals who share important perspectives on their culture.
The Rarotonga field trip is a mid-semester experience to encourage community interaction and critical reflection. Students attend a pre-Rarotonga field experience briefing where they discuss the following: all aspects of Cooks islands: history/geography, economics, and challenges facing Cooks Islands. Each student group is assigned a topic to research during and after the field trip. Students are required to think about research topics relevant to their major before the trip. After the trip, students are required to present their findings, and articulate what they have learned.

No more specific information was given by the IES Abroad Program Director during his transition. It is expected he regularly shared and collaborated with IES Abroad Christchurch director who had a schedule of contact intervals with IES students, including orientations, interviews with students during the first few weeks, field trip briefings, second round of interviews, and final dinner/celebration. Feedback from focus groups was extremely positive, and students reported a greater sense of confidence being able to navigate a large city. Students also talked about the interpersonal benefits of forming closer bonds with other IES Abroad students. One student spoke candidly about her experience as an African-American student with her peers, and initially feeling different. Students are also challenged by other international, and Kiwi students, about their political and social identities; in many ways, students are forced to reconsider their own values, beliefs, and stereotypes about the US.

Recommendations for Auckland

- Given the recent media attention and politics in the US, informal meetings to discuss and allow space for reflection with regards questions from local students. During focus groups, students mentioned some frustrations with students wanting to discuss local politics, making quick judgments, and asking complex questions.
- Discussion of US political correctness. During focus groups, students reported feeling somewhat uncomfortable hearing terms or slang that might be considered racially or culturally insensitive in the US.
- Include discussions, or courses, focused on differences in racial identities particularly for those students studying in New Zealand from underrepresented minority groups in the US.
- Emphasize homestays as an opportunity for students. The placement coordinator provided positive feedback about the students’ ability to live with local Kiwis, although some placements may be further from campus.

IES Abroad Christchurch

The Global Learning Objectives for the IES Abroad Christchurch Center are that students:

- understand the bi-cultural foundation of New Zealand, and develop an appreciation for Maori culture and the important place that Maori culture holds in New Zealand;
· strive to become aware of other cultures and sensitive to the concerns of underrepresented, minority or indigenous peoples throughout the world;

· examine, reset, or re-establish their values and priorities so that they might become more integrated individuals and contributors to the global community;

· slow down, unplug, and participate in the world around them in order to experience and come to understand the more relaxed Kiwi pace of life;

· experience the natural wonders of New Zealand and, in so doing, come to understand the complex interrelation of people and their environments;

· become aware of environmental concerns and advocate for a healthier world, both in New Zealand and beyond;

· take advantage of the New Zealand-specific courses and programs at the University of Canterbury and the unique academic culture of New Zealand to broaden their intellectual development;

· learn how to live on a budget (and in most cases how to cook for themselves);

· meet and engage with both local Kiwi students and other international students in their housing, in classes and in student clubs;

· integrate into the local educational system and culture, which may be quite different from their home educational system, and successfully adapt to different teaching styles, student responsibilities, methods of grading, research and learning methods.

Observations for Christchurch

Similar to in Auckland, students in Christchurch are able to, through internships, roommates, classes or other campus opportunities, get a high level of exposure to local culture. Students, however, could probably go the length of the program without peeling back more than a few layers of local culture and could live like a long-term tourist. Students can easily operate in the local culture as mostly native speakers of English, without really getting the perspective of a local.

IES Abroad Program Director delivers a postcard to each student upon acceptance to the program. Each postcard has an image of something unique, such as the Kiwi bird. A few students reported this was a very nice welcome to their program before they had arrived. The handbook prepared by the Program Director, details and outlines all of the key events for students in the first three weeks. Both IES specific events, and those offered by University of Canterbury, are integrated in this booklet. IES Abroad events are deliberate and intentionally designed to introduce students to Kiwi life. Useful information such as New Zealand national
anthem, history of earthquakes, and Te Reo Maori language vocabulary is introduced to students. The Program Director is always available to meet with students and is a local expert on myriad of topics including industry, local economics, politics, and social justice.

For example, students experience a number of native wildlife during Willowbank Wildlife Reserve tour. This is followed by Ko Tane, where students are introduced to unique traditions and history of Maori culture—students are invited to participate in a traditional dance before the meal. A check-in is scheduled after this event to allow students time to reflect on initial impressions, similarities, and differences between US and Kiwi culture.

Orientation takes place in Springfield, where students visit Castle Rock, stay at a local hostel and participate in team building activities related to the farm, such as sheep shearing. The Program Director is able to provide personal stories, connections, and historical timelines, including the devastation of earthquakes and impact on daily life in Christchurch. The Program Director has extensive experience working with American students, and is able to help them acclimate to their new environments smoothly. Students in focus groups revealed they have embraced the more relaxed, and less frenzied, pace of life in Christchurch. One student reported relying less on social media, even taking breaks throughout the week to visit local parks, museums, and nature preserves.

The experiences in both orientation, and then in Rarotonga, are pivotal and crucial cultural experiences. Sentiments echoed from the Auckland group were the same for Christchurch about their experiences in Rarotonga. Furthermore, living in Ilam allows students to interact with Erasmus students who are studying in Christchurch. During our visit to Ilam apartments, one student had formed a close connection with an Erasmus student from France. This opportunity allows for personal reflections, examination of American values, and psychosocial growth.

Recommendations for Christchurch

- Explore ways to facilitate more opportunities for engagement with local Kiwis, particularly in housing.
- Find ways to incentivize students to use Moodle to access information related to health, safety, field trips, and cultural information.
- Create more opportunities throughout the semester for intentional discussion of diversity and its relevance and importance in New Zealand.
APPENDIX C: IES ABROAD NEW ZEALAND PROGRAM REVIEW CHARGES

Guidelines for IES Abroad Direct Enrollment Programs

I. Host Country Standards and Practice for Higher Education

A. Educational Status
   1. The University offers degrees recognized by the appropriate accreditation body for institutions of higher education in the host country.
   2. A non-degree granting institution in a specialized field such as the arts or language is ranked by experts in the field as offering a high level of education on the basis of students, faculty, curriculum, and resources.

B. Academic and Student Life Policies
   1. The University publishes written policies for its application process and notification of admissions decisions, or those policies are specified in a written agreement with IES.
   2. The school or University publishes written policies related to matriculation, including course registration, course availability, and credit transfer for international students, or those policies are specified in a written agreement with IES.
   3. The school or University publishes its grading scale, or specifies the grading scale in a written agreement with IES.
   4. The school or university follows a fair and consistently-applied procedure to meet the needs of students with learning disabilities, according to appropriate host country practice.
   5. The school has clear student life policies that are congruent with IES Abroad student life policies.

II. Student Learning Environment

A. Pre-departure Information
   1. The university cooperates with IES Abroad in application, admissions, registration, housing, and other processes in a timely fashion.
   2. The university facilitates students’ visa applications with confirmation of enrollment, as applicable for international students.
   3. IES Abroad information begins to prepare students for the challenge of crossing cultures.

B. On-site Cultural and Academic Orientation
   1. IES Abroad staff in conjunction with the University conducts an extensive initial orientation program that includes information on gender and race relations in the host country, emergency protocols, health services, safety measures, local laws, independent travel, and skills in intercultural development and academic culture.
   2. IES Abroad staff in conjunction with the University prepares students for academic success through academic advising, assistance with registration, orientation to library services, and information on university culture.
   3. Staff and guest speakers knowledgeable about the local culture and university procedures participate in the IES Abroad orientation.
   4. Information presented to students includes practical information about academic program
requirements, living and travel arrangements, safety and health considerations, and expectations about expenses.

5. *IES Abroad staff introduces students to a process for reflecting on their experience abroad through CORE, Comprehensive Orientation and Re-entry.*

C. Instructional Quality
   1. The University meets the best practices of pedagogical practice at the location.

D. Curricular Design and International Students
   1. *IES Abroad students are enrolled in courses at the appropriate level that count toward an undergraduate degree at a degree-granting institution or in courses that advance the student’s mastery of the subject at a non-degree granting institution in the arts or language.*
   2. Undergraduate courses are open to qualified IES Abroad students and there are normally sufficient places in classes in which IES Abroad students are interested.

E. Field Trips
   1. The school or university follows its own guidelines with regard to qualifications for staff guides and safety.

F. Engagement in Cultural and Social Activities
   1. *Cultural and social activities organized by the University follow University and IES safety and risk management guidelines.*
   2. University activities are open to and welcome IES Abroad students.
   3. IES Abroad staff conducts CORE, Comprehensive Orientation and Re-entry, to guide students’ progress toward personal goals for cultural immersion and intercultural learning.

G. Re-entry into Home Culture and Home Institution
   1. IES Abroad staff offers reentry programs to students about possible difficulties and learning opportunities related to the re-adjustment to their home campus.
   2. Students are able to identify academic, career, and personal skills gained in studying abroad through CORE re-entry programming.
   3. IES Abroad staff informs students about opportunities to return to the host country, post-graduation.

II. Student Learning Assessment and Intercultural Development

A. Intellectual Development
   1. Students demonstrate that they have acquired substantial knowledge and understanding of course material in courses according to standard evaluation methods of host University.
   2. *Students develop different learning strategies necessary to integrate into the host academic culture.*
   3. Students develop their ability to understand and critique a variety of perspectives.

B. Cognitive Growth
   1. IES Abroad support services contribute to students’ cultural learning.
   2. Assessment of students’ cultural learning is used to enhance IES Abroad programming.

C. Interpersonal Growth
1. **IES Abroad staff assist students in adapting to the culture of the host country.**
2. Students’ self-reports on their social and intercultural development are gathered in end-of-term student evaluations.

D. **Intrapersonal Growth**
   1. IES Abroad supports students in taking responsibility for their own decisions.
   2. IES Abroad supports students in gaining a better understanding of their values and beliefs.
   3. IES Abroad supports students in developing self-awareness in a cultural context.

III. **Resources for Academic and Student Support**

   A. **Administrative Staff**
      1. IES Abroad staff is defined as that person or persons who are employed by IES or are contracted representatives of the University.
      2. IES Abroad staff is collaborative and mutually reinforcing in meeting student needs.
      3. **IES Abroad staff is courteous, sensitive, and accommodating to student needs and demonstrate a commitment to student welfare.**
      4. **IES Abroad staff is committed to study abroad and the development of intercultural competence skills.**
      5. IES Abroad staff is interested in and able to work with undergraduates from the U.S. and are committed to IES goals and standards.
      6. IES Abroad staff participates in annual performance evaluations.
      7. IES Abroad staff has appropriate administrative experience and appropriate academic experience.
      8. **IES Abroad staff represents the IES Abroad mission and student interests creditably at local universities.**
      9. IES Abroad staff is proficient in the English language and the language of the host country.
      10. IES Abroad staff has an appropriate knowledge of the academic expectations of American colleges and universities and plans and administers the IES Abroad program in that context.
      11. Persons under contract who are responsible for accounting, legal counsel, internship supervision, and/or housing arrangements are qualified to work in the local venue.

   B. **Academic Advising**
      1. **IES Abroad staff advisors on University enrollment inform students about University rules and requirements and the local academic culture.**
      2. IES Abroad staff advisors are readily available to students.
      3. **IES Abroad staff advisors direct students to enroll in courses at the appropriate level.**
      4. IES Abroad staff facilitates the translation of academic credit for courses.

   C. **IES Abroad and University Facilities**
      1. Meeting space is available to the IES Abroad staff for consultation and advising students.
      2. **Reasonable accommodation will be attempted to meet the needs of students with learning and physical disabilities.**

   D. **Access to Local Educational and Cultural Institutions**
      1. IES Abroad has written agreements with the University for course enrollment and credit.
      2. IES Abroad has agreements (preferably written) with the University for access to sponsored activities and student clubs.
3. IES Abroad has agreements (preferably written) with the University or other agencies for access to sponsored sports activities.

E. Research and Library Facilities
   1. IES Abroad facilitates student access to the University library or other collections in order to complete coursework.
   2. *IES Abroad advises students in advance of University policy regarding access to laboratories to conduct research related to coursework.*

F. Instructional Technology
   1. IES Abroad students have the same access to computers, e-mail, audio-visual material, the Internet, databases, and other digital resources as resident students.

G. Student Housing
   1. *IES Abroad facilitates the process of locating housing for students.*
   2. Students have a place to live that meets the University and IES Abroad standards of health and safety.
   3. Contracts with housing providers adhere to laws of host country.

H. IES Abroad Student Qualifications
   1. Students meet GPA requirement as specified by IES Abroad and the University.
   2. Students meet prerequisites as specified by the University.
   3. Admissions process follows the IES Abroad policy of non-discrimination on the basis of race, sex, sexual orientation, religion, or national and ethnic origin.
   4. Students’ disciplinary records have been reviewed and approved for study abroad by appropriate officers as specified in a written agreement with IES Abroad.

I. Health
   1. *IES Abroad students have comparable access to health care for accidents, illness and mental health as resident students.*

J. Safety and Risk Management
   1. University and IES Abroad staff inform students about local safety concerns.
   2. IES Abroad staff follows University and IES safety guidelines and emergency procedures.
   3. University is in a safe location and student safety on the campus is protected.
   4. *University is prepared for potential natural disasters.*
   5. University has fire prevention standards that meet IES guidelines.

K. Student Behavior
   1. *University cooperates with IES Abroad on disciplinary issues.*
   2. University disciplinary policy allows due process.
   3. University disciplinary policy is designed to enforce a safe environment.
APPENDIX D: IES ABROAD NEW ZEALAND PROGRAM REVIEW SUMMARY OF RECOMMENDATIONS

Academic and Student Life Policies

- As requests for academic accommodations are increasingly common, both Program Directors should be very familiar with the process and people involved in requesting accommodations, and accompany students through the process, to the extent allowed by the students. It would be appropriate for the Program Directors to send a reminder email to individual students (or to all students) to remind them ahead of the cut-off date to apply for accommodations. The Program Directors should view themselves as an advocate in the process for students with disabilities.

- In Christchurch, it is critical for the Program Director to stay apprised of the structure and offerings of the Student Care team and to ensure that the Student Care team is aware of her relationship and support to IES Abroad students. It should be reviewed in detail in what manner notification of a student issue would occur. The Program Director should schedule quarterly meetings with this office to stay on top of staffing and policy changes there and to keep herself on their radar as a first point of contact for IES Abroad students.

- Student Life policies for both programs should be included, or made available, as part of IES Abroad pre-departure orientation.

- In Auckland, the Program Director, as a newer staff member, should become familiar with how notification would occur within the housing, university community, and International Office in the event that an incident involves an IES Abroad student.

Pre-departure Information

- University of Canterbury and Auckland staff should collaborate more with IES Abroad staff to compile information in the pre-departure booklet given to students before they arrive.

- Incorporate short videos as part of online pre-departure. Study abroad returnees can share tips and strategies on finances, course selections, and other important topics. It will also make the information easier to digest.

- The Christchurch Program Director has created a special orientation handbook, “Goodbye America, Hello New Zealand”, which provides greater detail on all facets of pre-departure. This can be incorporated for IES Abroad Auckland.

- Greater emphasis on internships should be made during the pre-departure process.

On-site Cultural and Academic Orientation

- The university orientation should be attended each term by the Program Directors at each location to ensure that they are familiar with the most current university information and hear the same information that the students receive.
● Gender and race relations are not covered in the University of Canterbury Welcome program. This should be addressed by the International Office, as well as by the IES Abroad Program Director during the IES Abroad orientation.

● In Christchurch, the Program Director takes a layered approach to her outreach with students. In order to aid students in having an authentic University of Canterbury experience, it would be beneficial to work with a well-connected, local student assistant, to help students, at a peer level, connect with their areas of interest on campus.

● Students in both locations commented about the high cost of living, specifically for food. This would be a specific area to be addressed through the IES Abroad orientation. Students would benefit from hearing from a local student about tips for living inexpensively in each location.

Curricular Design and International Students

● During pre-departure, emphasize the difference in course composition through online videos. This can be accomplished by giving general advice specific to each area of study: engineering, arts, and science. During student focus group meetings, the reviewers realized how different structures may be depending on the faculty. The University of Auckland has a specific faculty orientation for students during onsite orientation.

● Create a video which discusses the differences in teaching, professor interaction, weekly lectures, and assessment. Several IES Abroad New Zealand blogs have done a fantastic job of giving the student perspective on what to expect in the classroom; these could be linked specifically into predeparture materials to provide a peer perspective.

● Data from student evaluations, and student focus group meetings, provided information that many students have to find a course at the last minute because of scheduling conflicts. Expectations should be made more prominent in the predeparture guide.

● Explore possible reasons for overall decrease in GPA to the extent possible. In this, it might be worthwhile to contact students who performed better, or students whose GPAs have increased, to determine what study skills, resources, or specific strategies were used during the semester. This could possibly be used to enable other students to perform better in the future.

Internships (Christchurch only)

● Data from evaluations stated more structure would be beneficial to the College of Arts internship program. The Program Director should continue to share IES student feedback about their placements and the seminar with the university to ensure that it is heard and potentially acted upon.

● More information should be given to publicize these opportunities for students. This was a mutual recommendation during the reviewers’ meeting with International Relations Office and the Internships Coordinator.

● Make a greater effort to make use of local resources, and community organizations, in Christchurch. A greater collaboration and partnership would ensure internship sites
know the specific outcomes, both educational and career, each student intern should accomplish for his or her internship.

Field Trips

- In Auckland, the Program Director should inquire about the institutional standards that are applied to field study trips. This is recommended to ensure that the Program Director, as a university employee, is operating IES Abroad trips within the institutional guidelines.
- With all of the opportunities afforded by the initial off-site orientation, in rare occasions with off-site orientations, there may be a student who experiences a crisis with anxiety or other adjustment difficulties with new surroundings and no familiar comforts or coping mechanisms easily available. It would be recommended for the Program Directors to have a plan in mind for how such a situation could be managed.

Engagement in Cultural and Social Activities

- Evaluate to what extent students utilize individual coaching by the Program Directors to set, achieve, and evaluate the goals that they set. Some students may be able to set a goal, but may struggle with limited local context to know how they might go about achieving it, but the great value that the very knowledgeable Program Directors offer is to help steer students toward the resources they need to achieve their goals, in the local context. If students are not taking full advantage of the availability of the Program Directors to assist with this, this may be an area to grow further.
- Students may be overloaded by the wide range of opportunities available to them upon arrival. As part of an end-of-term reflection opportunity, it would help students in future terms to make the most of the experience if the Program Directors work with departing students to identify how they became involved on campus and in the community while abroad.

Re-entry into Home Culture and Home Institution

- Much of the information is specific to American students. Information might be included for global nomads or international students studying in the United States.
- No specific information is included about opportunities to return to the host country, although this may be covered in person during the Program Directors' presentations.
- Update the testimonials in the booklet for more recent reflections. The ones provided are from 2005 and 2009. It would also be useful to focus on returnees from New Zealand.
- Consider partnering with the Career Centers at the University of Canterbury and the University of Auckland to include information on how to talk about study abroad experience in resumes and cover letters.
Student Learning Assessment and Intercultural Development

- Workshops should be created to focus on strategies to approach a new learning environment in regards to class lectures, reading, and note-taking. This could be accomplished through collaboration with existing student services offices in both locations. The Program Directors in both locations do check in periodically with students about course selection and progress.
- A greater emphasis on racial diversity for students of color should be discussed during the program. Diversity in New Zealand is mentioned only briefly in pre-departure materials.
- Orientation friendship groups, such as University of Canterbury organization, could be publicized more to IES Abroad students.

Administrative Staff

- When it is possible in the future, IES Abroad re-evaluate if it would be possible in Christchurch to negotiate that the Program Director role to be officially linked with the university, as it is in Auckland, to minimize the gap perceived in the access that the IES Abroad Program Director has with the university.
- To address limitations inherent to the staffing structure in Christchurch, add structure and regularity to the meetings between the Program Director and her primary counterpart in the International Office by establishing monthly or bimonthly meetings. These meetings would be intended to help keep her apprised of updates at the university and may include information about new programs, procedures, building progress, or other opportunities for students. She then would communicate the updates to program staff in Chicago to ensure that predeparture materials are kept up-to-date.
- The Program Directors should attend the International Student orientation each term. While the information may become repetitive, this seems to be an important practice in which to engage in order to keep apprised of any changes, and to be able to account for what information has been shared with students. Additionally, they should report back on what was observed during the orientation to the Program Dean in Chicago so that the Chicago-based staff can keep predeparture information up-to-date.
- The Christchurch Program Director should take a formal university campus tour on an annual basis, to keep up with the physical changes to the campus, as there is a lot of construction happening still in response to the 2011 earthquake.
- The Christchurch Program Director already audits courses on a regular basis and clearly has interest in engaging fully with the university in order to benefit her students. As an additional opportunity to stay current with campus information, she should identify a list of offices on campus that it is important to visit and stay connected with on a semi-regular basis in order to gather information that may be helpful to students. These offices might include Disability Resources; Student Care; the Academic Skills Centre.
● Solicit and monitor more closely student comments on end-of-term evaluations, for the Auckland Program Director as a new staff member, and the Christchurch Program Director based on the observations noted above.
● As the staff member in Auckland has changed, the IES Abroad orientation should be reviewed with the Dean of Students Office in advance of the Spring 2018 term.
● The Auckland Program Director should continue to be trained as a new Program Director throughout the 2017-2018 academic year with various offices in Chicago, including the Dean of Students Office.
● As a new staff member, Auckland Program Director’s performance will be reviewed as part of the standard IES Abroad process.

Academic Advising
● Ensure information given to students is consistent between IES Abroad and university requirements and regulations.
● Because the Program Director in Christchurch is not employed by the university, greater efforts should be made to provide routine and regular updates of course offerings.
● Home school advisors should have access to IES Abroad pre-departure information during the advising and pre-departure process to the extent possible. Home school advisors would be better equipped to discuss concessions, transcripts, or general course questions.
● A student video or tutorial on differences in academic style, and registration, would be useful for students to manage expectations.
● Find a way to incentivize student participation in orientation sessions which deal with academic honesty, registration, or course enrollments.
● Faculty updates such as course offerings, or new programs, should be shared with IES Abroad program staff. At the University of Canterbury, important information from faculty of biology and business were shared with the Program Director. Important connections and new offerings can diversify program applicants.
● Closer evaluation of course grades should occur. For the University of Auckland, compared to University of Canterbury, the overall grade point average decreases after a semester abroad. This is not uncommon for many direct enrollment programs, but the disparity between the two programs should be evaluated.
● For the University of Christchurch, partner with international offices or other academic support services on campus to ensure student academic and personal success.

IES Abroad and University Facilities
● In the absence of an office on campus, the Christchurch Program Director may consider how she can offer more casual interactions with students without interfering with their independent student experiences. Ilam apartments has a large, modern lounge area that is open late and where she might meet with students. Perhaps she could offer treats or some kind of incentive to draw students to stop in and plan it at a time that they would typically be at home.
As an alternative to the above, the Christchurch Program Director could plan a few interest-focused opportunities out in the community, such as going grocery shopping with students who have special dietary needs, as they are becoming familiar with how to shop in New Zealand for food that meets their needs. Students also complain about the overall cost of eating in New Zealand, and she could offer a budget focused session for students about how to live or eat cheaply in Christchurch.

As the Auckland Program Director’s office hours are Monday through Wednesday, it would be worthwhile to closely evaluate how well this works throughout her first term. If she is getting a lot of calls on Thursday and Friday, an adjustment in her office hours may be advisable.

At both institutions, it is highly recommended that the Program Directors be very familiar and involved with the disability accommodation process for any student seeking accommodation, to the extent that the student will allow it. Students seeking accommodation through an unfamiliar process, after receiving continuous accommodation at their home institutions, need all possible support, advocacy, and empathy from the IES Abroad Program Directors.

Student Housing

In Christchurch, it would be appropriate to consider options for how the Program Director can do a walkthrough of the student apartments the day before arrival, to ensure that the rooms are in move-in condition. There may be access issues if students are moving in to occupied apartments, but if the space can be toured with an RA, it would help ensure that issues are addressed ahead of arrival.

Managing housing maintenance concerns was an area of frustration raised by students in Christchurch, and there seemed to be a disconnect between the students reporting of issues and awareness by staff at Ilam apartments. It is recommended that the IES Abroad Program Director more directly track and intervene as needed, perhaps by asking students to copy her when reporting maintenance concerns, and if needed, have regular meetings with Ilam Apartments staff to intervene when issues are not resolved in a timely manner.

In Auckland, the IES Abroad pricing committee may consider making a distinction between Unilodge (least expensive), Carlaw (most expensive), and Parnell (in between) based on amenities. All options are self-catered. Students living in Unilodge would potentially be more satisfied if they were paying less than other students who have more comfortable, better appointed living environments.

Housing staff in Auckland noted that IES Abroad tends to get housing requests submitted late. They did not acknowledge, however, the significant penalties that providers face if they cancel after requesting housing. The Program Director and Program Dean for Auckland should continue to have conversations with the Accommodations Office about reducing these penalties to encourage earlier submission. If agreement can be reached, earlier submission may increase the number of students who receive their first choice of housing placement.
In Auckland, homestay placements must adhere to requirements that are part of the IES Abroad housing inspections. If they are not, this housing option must be discontinued. The homestay placement manager was agreeable in her meeting with the reviewers to finding a solution.

Health

Continue to advise students of the benefits of arranging a local bank account for the purposes of possible medical receipt reimbursement, or the alternative of paying a $25 fee to have reimbursement wired to a US-based account.

Safety and Risk Management

As students who elect to study in New Zealand may be inclined to take advantage of the abundance of adventure sports and activities available in the region, the Program Directors should stay attuned to student interest areas to ensure that orientation remains current pertaining to student safety.

Students are required to submit an itinerary for independent travel. Program Directors are recommended to evaluate and consider how to incentivize compliance with reporting itineraries.

Student Behavior

The Program Director should both review the university processes and procedures and specifically evaluate how they would be notified in the event a student violated a university policy and was subject to the university procedure. As IES Abroad has not had significant, if any, exposure to this process, it is important to maintain familiarity with the process.

The Christchurch Program Director should ensure that the Community Manager at Ilam has contact information for the Dean of Students Office in Chicago during any occasion in which Ilam staff is providing coverage in Christchurch Program Director’s absence.

Global Learning Objectives

Auckland

Given the recent media attention and politics in the US, informal meetings to discuss and allow space for reflection with regards questions from local students. During focus groups, students mentioned some frustrations with students wanting to discuss local politics, making quick judgments, and asking complex questions.

Discussion of US political correctness. During focus groups, students reported feeling somewhat uncomfortable hearing terms or slang that might be considered racially or culturally insensitive in the US.
• Include discussions, or courses, focused on differences in racial identities particularly for those students studying in New Zealand from underrepresented minority groups in the US.
• Emphasize homestays as an opportunity for students. The placement coordinator provided positive feedback about the students’ ability to live with local Kiwis, although some placements may be further from campus.

Christchurch

• Explore ways to facilitate more opportunities for engagement with local Kiwis, particularly in housing.
• Find ways to incentivize students to use Moodle to access information related to health, safety, field trips, and cultural information.
• Create more opportunities throughout the semester for intentional discussion of diversity and its relevance and importance in New Zealand.