

**Research project on
International Student Exchanges –
Sending our Students Overseas**

2008

Submitted by

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JESSIE HETHERINGTON CENTRE FOR EDUCATIONAL RESEARCH

Te Puna Rangahau ki Ako Pai

TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI



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Executive Summary

Project Summary

The research project *International exchanges: Sending our students overseas* investigated undergraduate student exchange. International student exchanges are one component of wider policies and strategies designed to develop understanding and engagement in an increasing globally connected economy and society. Ideally exchanges will be reciprocal in terms of nature and numbers. Typically a local and an overseas institution agree for students from one to study at the other for credit and at a domestic fee rate. New Zealand has greater numbers of inbound to outbound exchange students, and a lower than desired uptake of exchange options.

The current research was commissioned by the Ministry of Education to identify the factors which assist and inhibit the development of international student exchange schemes in New Zealand Tertiary Education Institutions (TEIs) and in encouraging New Zealand students to study abroad. The project was designed to produce a report on research findings for the Ministry, and a set of guidelines for TEIs as to strategies, policies and practices conducive to exchange programmes.

The Research Approach

A multidisciplinary research team from Victoria University and Massey University undertook the research. The research included a literature review, a survey of students, case studies of five TEIs, interviews with staff and students, two focus groups with secondary students and document analysis.

International Trends and the New Zealand Context: Findings from Review

Internationally there is a growing awareness of the need to grow citizens, societies, and economies with the ability to engage and prosper internationally. The policy trends are towards increased funding and systematic and collaborative approaches to facilitating student mobility including:

- The Bologna process involves more than 50 countries committed to student mobility within a European Higher Education Area.
- The European Credit Transfer System (ECTS) and the Diploma Supplement are part of a framework facilitating transparency and transportability of courses and qualifications within Europe.
- The ERASMUS scheme is the major vehicle for student exchanges in Europe.
- The “G8” countries have a goal of doubling student mobility from 2000 to 2010.
- The United States has committed to increase participation by 500% over a ten year period from 2008.
- Australia is targeting funding to the Asia-Pacific region.
- Canada is using funding to support cross institutional and cross-national programmes and curriculum reform.

Barriers Identified from Review

Barriers to study abroad identified in international studies include:

- financial constraints (the major barrier)
- study abroad not yet an integral component of all undergraduate education
- inflexible and overfull curricular
- lack of incentives for faculty to support study abroad
- failure to engage non-traditional students in study abroad
- limited views on potential destinations for study abroad
- lack of language skills
- greater emphasis on recruitment of overseas students rather than outbound schemes.

Characteristics of Exchange Students in United Kingdom Study

A major U.K. research study commissioned to examine student mobility (Sussex Centre, 2004) found study abroad students:

- had high satisfaction in terms of personal and career enhancement.
- were more likely than non-mobile students to be white, young, female, from higher socio-economic backgrounds, and to have been abroad.
- were more likely than non-mobile students to come from a pre-1992 university (research intensive) with comparatively high numbers of students enrolled in language courses.

Exemplars of Practice Identified in the Review

Exemplars of practice in the undergraduate student exchanges included:

- institutional-wide frameworks and strategies for student mobility
- bold national and institutional targets for increased participation
- curriculum reform in non-traditional exchange disciplines such as teaching, nursing, science and mathematics
- collaborative partnerships with developing countries
- developing alternative models for study abroad such as shorter term, group approaches, work linked.

What made a difference in promotion and support of exchanges

The review suggested a number of institutional factors with potential to make a difference to the promotion, support and recruitment of student exchanges:

- involvement of faculty
- travel grants
- informative and well designed websites
- online tools to assist students plan and organize exchanges
- involvement of inbound and returned exchange students in promoting and supporting exchanges.

New Zealand students and international exchanges

An earlier study assessed the current nature and status of internationalisation of New Zealand tertiary education institutions and compared participation in study abroad in 1998 with 2004 (McInnis, Peacock, Catherwood, & Brown, 2006). Nearly all respondents in the 2004 survey viewed internationalisation as very important for their organization but export education continued to dominate their plans.

Increasing participation in overseas exchanges is one component of the government's national goal of *Building global linkages* and of tertiary education policies particularly those of: *Strengthening system capability and quality*. In 2005 the government introduced the New Zealand Undergraduate Study Abroad Awards (NZUSAAs) to support New Zealand students to undertake exchanges overseas particularly to targeted regions including Asia and South America.

Key findings and implications for TEIs and the New Zealand Government

Student Awareness and Knowledge of Exchange Programme

Two key research questions asked about the knowledge and experience of students concerning exchanges, and about planning an exchange. These questions were addressed through a survey of students from four of five case study TEIs, interviews with 17 "outbound" students, and two focus groups with secondary school students. The survey of a sample of 1400 first and second year students had a response rate of 46%. Key findings were:

- Tertiary students responding to the survey had limited knowledge and experience of exchange programmes.
- Preparation for exchange needs to begin early in the tertiary programme.
- Senior secondary school students lack the knowledge to plan an exchange as part of an undergraduate programme.
- The most common source of knowledge for secondary and tertiary students was 'word of mouth'.
- The 'double jeopardy' of low numbers participating and fewer instances of 'word of mouth'.
- Respondents tended to identify English speaking countries as possible destinations.

Benefits of Overseas Exchange Programmes

The two main benefits from overseas exchange identified by respondents to the survey were:

- exposure to different language and culture
- opportunity to see if they would like to live and work overseas.

Other benefits identified were:

- prestige of attending a top university
- being able to list the university on CV
- being immersed in another language
- access to subjects not available in New Zealand.

The 17 students who were about to go on exchange or newly returned were enthusiastic about exchanges and saw a wide range of benefits such as academic, social and career benefits.

Obstacles to Exchange Programmes for Students

The students surveyed and those interviewed saw the financial costs of exchanges as the main barrier. Other obstacles identified included:

- leaving friends and family
- studying in a language other than English
- preferring to finish degree first
- grades not being good enough for exchange
- not knowing enough about what is involved.

The students who were about to go on an exchange or newly returned found the process of considering and planning an exchange daunting. They had to source information on academic (requirements/ credits/ curriculum) and practical matters (travel, visas, accommodation, insurance etc).

Institutional Factors

Two of the five case study TEIs had well-developed policy and practice to support and manage student exchanges. The five TEIs had intensified their focus on outbound exchanges in the year previous to the study (2006-2007). All provided advice on loans and allowances and most made some form of travel grant or scholarship. None gave substantial advice or support with matters such as visas or access to employment opportunities.

Implications for TEIs

Specific measures that TEIs could implement to increase the uptake of student exchanges include:

- financial support for exchange programmes
- increase awareness of overseas exchanges among students
- give prominence to exchanges in school recruitment
- make the process easier
- encourage greater faculty, department and staff involvement

- build overseas experience into programmes
- increase the range of international opportunities
- offer students' language opportunities (other than standard language courses).

Implications for Government

- financial support
- foreign language policy
- coordinate administrative assistance for students
- cross-national and cross institutional programmes
- lift the profile of exchanges with employers.

Future Challenges

Increasing participation rates in student exchange programmes should not be an isolated goal. It is important that student exchanges are appropriately located within broader perspectives and interests of national and institutional significance.

Chapter 1

Introduction

Project Overview

This report presents the results of a multi-method investigation of student exchange programmes and opportunities for study overseas in higher education at New Zealand universities and internationally. The research was funded by a grant to Victoria University's Jessie Hetherington Centre for Educational Research in the College of Education from the Ministry of Education as part of its initiatives focused on internationalization and implementation of the *Tertiary Education Strategy 2002-2007*. The work connects to the government's specific strategy for tertiary institutions towards *Strengthening system capability and quality* and to the national goal of *Building global linkages*.

The research was carried out by an interdisciplinary research team from Victoria University and Massey University who have acknowledged expertise in quantitative and qualitative research methods. The research included a literature review; a search for international best practices available primarily through web-based sources; a survey of a large student sample from four New Zealand tertiary educational institutions (TEIs); case studies of five New Zealand TEIs that involved documents analyses, interviews with student exchange managers and senior TEI managers responsible for policy on internationalisation; interviews with tertiary students; and focus groups with Year 13 secondary students.

Research Questions

The research project was designed to address the following research questions:

1. What is the knowledge and experience of exchange opportunities by New Zealand students at large including senior secondary students?
2. What experience do New Zealand students have in considering and planning an exchange?
3. What knowledge, attitudes and engagement in overseas study experiences characterises academic and advisory staff within institutions?
4. What has been the experience of academic and advisory staff with student exchanges?
5. What has been the experience of institutional student exchange officers?
6. What strategies, policies, and mechanisms have been developed by institutions to facilitate participation of New Zealand students in international exchange programmes and what evidence exists regarding their effectiveness and utility?

Overview of Context for International Student Exchanges

Nationally and internationally policy makers and tertiary education leaders are developing initiatives designed to shift the global competencies of countries, institutions and individuals (DEST, 2004; Institute of International Education, 2007; Marcum, 2006; NAFSA, 2003). Future prosperity is seen to require countries, organizations, and individuals to have the knowledge and competencies to understand and work within international contexts. The “G8” countries (Canada, France, Germany, Italy, Japan, Russia, the U.K., and the U.S.) seek to double mobility within the education sector from 2000 to 2010. An example of special initiatives to achieve this goal is the establishment by the European Parliament of a working group to monitor the implementation of mobility action plan programmes.

This report focuses on one component of internationalisation strategies, undergraduate student exchange programmes. Such programmes sit alongside other international activities carried out by tertiary institutions including research collaborations, faculty exchanges, post-graduate exchanges, postdoctoral study opportunities abroad and teaching international students. In the first years of this century, New Zealand TEIs focused on recruiting fee-paying international students. More recently, the focus has widened to internationalising the TEIs themselves and their curriculum. For example, the director of Auckland International was quoted as saying:

Importantly, the international mission of the whole university is more than simply receiving fee paying overseas students. An international dimension is built into our research and teaching, and encouragement for New Zealand students to go overseas and study. Graduates with global work skills will drive growth of New Zealand's economy and export success, through their networks in international trade as well as cultural and diplomatic links with our neighbours and partners (NZTE, 2005).

Undergraduate exchange programmes provide opportunities for students and for TEIs to enrich educational experiences and build mutually beneficial relationships. Many New Zealand TEIs have exchange agreements with overseas institutions, and most have experienced some success in recruiting inbound students. However, the number of outbound students is well short of the number of inbound students. There is a need to identify the factors associated with this shortfall and what might be done to develop and enhance outbound student exchanges.

There is a particular interest in developing student exchanges to non-traditional destinations that are viewed as strategically important to New Zealand's economic and social future. Thus, in 2005, the New Zealand government funded a new initiative designed to increase student exchanges to targeted destinations including universities in Asia and South America: the New Zealand Undergraduate Study Abroad Awards (NZUSAA). The NZUSAA programme is one of those examined in this report for its impact on the rate of participation in student exchanges.

Characteristics of Student Exchange Programmes

Student exchange programmes can be characterized according to a number of features. Typically, such programmes reflect formal and informal agreements between two or more tertiary institutions but sometimes government to government arrangements as well. Reciprocal arrangements are made with students paying fees to their home institution and for the transfer of credit to their home institution. Undergraduate student exchanges tend to be one or two semesters in duration. New Zealand students bound for Northern Hemisphere university destinations are most likely to commence their time overseas to coincide with the start of the academic year in late August to September. The NZUSAA was established to expand options and alternative patterns of study through encouraging exchanges with universities in Southern Hemisphere countries such as Chile where the academic year will also align with the calendar year as in New Zealand.

Norris and Dwyer (cited in Marcum, 2006) distinguished between two types of study abroad: immersion and hybrid. Immersion is when students enroll and study at the host institution. Hybrid is when the students are undertaking a programme such as an internship which includes some courses from the host institution. Some study abroad programmes with lengthy histories and offering opportunities in dozens of countries may actually involve restricted contact with the host country. Faculty staff from the home institution may travel to and teach at the overseas university for a cohort of students, with the students attending separate academic programmes that are co-located with the overseas university but may not actually involve coursework taken at the host university, taught by lecturers from that institution, and sitting courses with peers from the host country. Most New Zealand and Australian universities, in contrast, have focused on sending students to overseas destinations where they will enroll in coursework at the host university alongside overseas students.

This report describes a variety of student exchange programmes and relevant developments in the European Union, Australia, the United Kingdom, the United States and Canada. Attention is paid to selected arrangements designed to foster academic relationships including student exchanges with Asian and South American countries. The current situation of student exchanges in New Zealand is described. Next, we present an overview of our research approach including sample selection, method for data collection, analyses, and ethical review. Subsequent chapters describe findings emerging from the student survey and five TEI case studies. We conclude with a summary of the major findings and their implications for the New Zealand government and TEIs if the goal is to enhance and expand participation in student exchanges.

Chapter 2

International Trends and the New Zealand Context

In this chapter significant international trends relevant to the internationalization of undergraduate education and student exchanges are outlined, beginning with the Bologna process. Attention is given to national trends in different parts of the world, and institutional exemplars from Australia, the United States and the United Kingdom are provided. The chapter concludes with an overview of the New Zealand context for the development of student exchange.

International Trends and Exemplars

The Bologna process

One of the challenges facing higher education policy makers and leaders is the requirements likely to be in place from 2010 as a result of the Bologna Declaration and its associated reform process (also known as the European Higher Education Area/EHEA). While Bologna is a European movement, other countries such as Australia and the United States are considering what they may need to do to stay abreast of or compete with EHEA. Paradoxically, drivers for the Bologna agreement were to maintain Europe's competitiveness with the U.S. and to position Europe as a leading knowledge-based economy.

The Bologna Process has implications for international education including inbound and outbound flows in the U.S. and other countries such as Australia and New Zealand (Bell & Watkins, 2006; DEST, 2006; Malicki, 2006). Bologna will remove or at least minimise many of the obstacles to student mobility and increase the numbers of students engaged in study abroad/ student exchanges in Europe. The EHEA is likely to be more accessible to students from outside of Europe, including from regions such as Asia.

The evidence from the current study suggests that New Zealand TEIs have yet to analyse the implications of Bologna and develop a plan to address these. Those working at the strategic levels in the TEIs involved in our case studies were knowledgeable about Bologna, and one TEI had a working party reviewing its implications for New Zealand. Otherwise, there appeared to be little awareness of Bologna and its significance. Hence, we provide some information on the Bologna Process and some likely developments flowing from the process.

Twenty-nine European countries signed up to the Bologna Declaration in 1999. The number of signatories has nearly doubled since that time. Bologna provides a framework to ease student mobility across European education systems, through the use of common structures and length of time to degree and more transparent and comparable credit and recording systems. It is a model that signposts systems to facilitate internationalisation of education. The framework for enhancing student mobility includes: the structure of and time required for degrees; a system for

transferring credit; and a document that provides a supplementary explanation of academic achievement. A brief description of these components follows.

Degree structure

A new three-cycle degree structure (for example, a Bachelors' degree of at least three years in duration, a two year Masters building on the initial degree, and the doctorate reflecting a high level of mastery in a discipline). This structure is fairly consistent with New Zealand's higher education degree structures.

Credit transfer system

There are a plethora of structures and values for degrees and diplomas. One of the goals of Bologna is a system that facilitates common recognition and transfer of credits towards qualifications. The signatories have opted for the expansion of the existing European Credit Transfer System (ECTS). The ECTS assists mobility through providing an easily-read and comparable way of accumulating and transferring credits towards qualifications and has taken years to develop and progress.

The Diploma Supplement

The Diploma Supplement (DS) is a document of educational qualifications and academic transcripts that enables other educational institutions or employers to recognise the nature and the value of the information in the records. The DS is based on a template developed by a Joint European Commission (the Council of Europe) UNESCO working party to improve transferability and transportability of qualifications. The DS describes features of a qualification including: nature, level, purpose, context, content, purpose, results, and the higher education system.

Australia

Australia is geographically isolated and shares certain similar economic and educational contexts with New Zealand, making it a potential partner for joint approaches. Developments in Australia may also offer a benchmark in terms of progress towards increasing outward bound student mobility. At a high level of policy, Australia is active in developing frameworks which will facilitate cross border mobility in higher education. A number of the policy and work programmes show the influence of the Bologna Declaration. In the context of the current report, significant developments include:

- Australia is a signatory to the Lisbon Convention (the Council of Europe/UNESCO Convention of Qualifications Concerning Higher Education in the European Region).
- There is a small pilot project looking at costs and implications of the Diploma Supplement.
- The government's release of the discussion paper *Bologna Process and Australia: Next Steps*.
- A funding consortium of 14 Australian universities is working to develop a template for the Australian Diploma Supplement (due early 2008).

- The *Brisbane Communique* resulted from the inaugural Asia-Pacific Education Ministers meeting at which it was agreed to collaborate to encourage student and academic mobility and exchange and to address barriers to these.
- There are plans for a national web portal for outbound mobility for the higher and vocational and training education (VET) sectors.

Almost a quarter of students enrolled in higher education in Australian universities are international students. Yet, the Australian situation in relation to outbound students is similar to that in New Zealand. Few Australian undergraduate students study overseas, and the most popular destinations are traditional ones including the U.S., the U.K. and Canada. The Australian Government would like to increase the numbers of students studying in regions such as Asia.

A report on best practice in international exchange programmes was published by Australian Education International (AEI) in 2004. This provided a four stage cycle for conceptualizing student exchanges from an institutional perspective:

1. Promotion
2. Planning
3. Experience
4. Return.

The report identified the most neglected stage of the cycle as the 'return' (AEI, 2004). Attending to the 'return' potentially could make a difference to the promotion, information dissemination and decision-making in relation to student exchanges. The Melbourne University Exemplar illustrates one promising practice in managing the return stage. In 2006, ISANA (an international education professionals group) organized a conference for returned students "National Post-Exchange Student Conference" with the aims of linking the students, building on their experiences, and raising the profile of international exchanges.

The University Mobility in Asia and the Pacific Programme (UMAP)

The University Mobility in Asia and the Pacific Programme (UMAP) is designed to promote student and academic exchange in the region, including in Canada, Chile, Hong Kong, Korea, Mexico, Singapore, the U.S. and New Zealand. UMAP is a regional association of government, non-government, and university representatives. APEC endorsed UMAP as a way to enhance linkages in the region through promoting student mobility.

The UMAP student exchange programme is directed at undergraduate students and provides for one to two semesters abroad. What was previously the Department of Education, Science and Technology (DEST) and from December 2007 is the Department of Education, Employment and Workplace Relations contributes about \$1.6 million to UMAP, which supports grants of up to \$4,500 to Australian students participating on UMAP exchanges. Criticisms of UMAP grants include the red-tape and the perception that the grant lacks prestige (Malicki, 2006).

Showing the influence of developments in Europe, UMAP ran a pilot Credit Transfer Scheme (UCTS). UMAP features more prominently in Australian university websites than it does in New Zealand websites, perhaps reflecting the different levels of funding available.

Cheung Kong Grants

Cheung Kong grants are funded jointly by DEST and the Hong Kong based group of Cheung Kong companies. The grants provide A\$5,500 for undergraduate students exchanges to selected universities in the Asia region including in Hong Kong, Japan, Korea and Thailand. This is a significant funding initiative, with the number of grants doubling to 200 in 2007 (100 inbound, 100 outbound).

Other government funding including OS-HELP loans

Outbound Australian exchange students usually continue to receive the government funded allowances for which they are eligible, which is similar to the loans and allowances entitlements for New Zealand students. Second year Australian undergraduate students going on overseas exchange are eligible to apply for up to AS5,000 under OS-HELP (Overseas Study Higher Education Loan Programme), a government initiative begun in 2005. This provides a loan to assist students with costs, but has a 20 percent loan fee attached.

Institutional exemplars

Macquarie University Macquarie University in New South Wales leads Australian universities in terms of the participation rate in outbound exchanges and other forms of study abroad. Current figures indicate that 27% of Macquarie graduates have studied abroad for part of their degree compared with the national average of 5.8%. There are a number of useful features of the Macquarie approach. Study abroad and a culture of student mobility are built into the internationalization strategy, and joint degrees are encouraged.

The Macquarie website provides clear information for interested students including sections such as “Where can I go that teaches in English?”, listing subject areas (such as law, psychology, chemistry) and a section on programmes offered by exchange partners in defined periods (e.g., July 2008). The site provides information on policy and the level and likelihood of funding in programmes including language study, internships, study tours, conferences and exchanges. Travel grants of between \$500 and \$4,000 are made from an annual travel grant fund of \$2 million to those accepted on exchange and study abroad programmes. The site lists countries and institutions where the subject of interest can be studied in English, all information likely to open up options for students in non-traditional destinations.

Melbourne University Melbourne University provides a Melbourne Abroad grant of \$2,000 to outbound students who meet criteria. The Engineering Faculty provides additional funding of \$6,000 to students going to targeted partner institutions. Melbourne University is of particular interest in that it addresses the ‘return’ in a structured way. The Melbourne Abroad Program website has a section for returning students. This includes invitations to:

- share the study abroad experience in a variety of ways
- complete a returning student questionnaire
- talk to students contemplating exchange
- write about the experience
- join a Melbourne University Student Exchange society.

Monash University Monash provides an example of how a university can extend study abroad to students whose financial circumstances may be an obstacle. In addition to receiving a Monash Travel Abroad Grant, selected students may receive a one-off Monash Travel Abroad Equity Grant of \$2,500.

Murdoch University An example of an attractive marketing of a destination university is provided by Murdoch University. The Social Sciences webpage describes its politics and international relations degree as “the jewel in the crown”. It describes clearly the available scholarship programme to study for a semester in Hong Kong in a way likely to encourage potential students to find out more. The scholarship is worth AU\$4,000, accommodation is subsidized and fees are waived: <http://www.ssh.murdoch.edu.au/politics/>. Murdoch’s easy to navigate webpage for students interested in going on exchanges is organized around four headings: International exchange opportunities; Where can I go?; How to apply; and Scholarship options. (See <http://www.murdoch.edu.au/International-students/Current-Murdoch-students/Outbound-exchange-opportunities/>).

University of Technology Sydney (UTS) A number of Australian universities, including the Australian National University, have developed international studies programmes that require study abroad. The University of Technology Sydney (UTS) offers a BA in International Studies that includes study in a language other than English and two semesters of study in a non-English speaking country. This has been popular as a combined degree, with approximately 200 students from this programme studying overseas in 2006.

University of Wollongong This university has developed an innovative International Science degree in collaboration with Dublin City University in the U.K. and the University of Colorado in the U.S. The initiative is still in its early stages, with a shaky start involving challenges of agreeing on common syllabi and assessments that almost derailed the programme. This example illustrates the difficulty of achieving international collaborations despite the fact that they are acknowledged to be worthwhile. Science students are under-represented in student exchange programmes, and an international perspective rarely forms part of their core curriculum.

The University of Wollongong in New South Wales is one of three partners in a project which, contrary to the typical science degree requirements blocking students from study abroad, requires students to study abroad for at least six months. The students also participate in video-conferences with students at the partner institutions overseas.

The United States (U.S.)

In the U.S. there has been renewed attention nationally along with multiple institutional initiatives focused on the internationalization of the undergraduate student experience and increased student exchange opportunities overseas:

Democrats and Republicans alike recognize that our country's future hinges significantly on the international competence of our citizens

and that, in this day and age, to be fully educated is to be educated internationally. (NAFSA, 2003, p.iii).

Significant work underway at the national level in the U.S. is aimed to dramatically increase and widen the participation of undergraduates in study abroad programmes (Bell & Watkins, 2006; Biddle, 2002; Marcum, 2006; University of Minnesota, 2002). In order to raise awareness of such programmes, the U.S. Department of Education along with State Education Departments have held an annual International Education Week since 2000. The U.S. Senate declared 2006 the Year of Study Abroad (<http://www.yearofstudyabroad.org/>). Then, building on the work of a federal commission, bipartisan legislation was introduced to the Senate in July 2007 and passed in December 2007.

September 11, 2001, galvanised U.S. government and institutional leaders to prioritise international education and experience for its citizens. September 11 led to an awareness of how little U.S. citizens knew of Islam and other non-Western worlds. The drive for global competence has been termed a “national effort,” and a strategic task force argued that study abroad was critical for the future of the country (NAFSA, 2003, p iv).

Study abroad is seen as preparing U.S. students for living and working in a globally connected world, a means to addressing the insular effects of monolingualism through providing opportunities to address language barriers, understanding others and understanding “ourselves” (NAFSA, 2003, p 6). The problems or barriers to study abroad identified include:

- college politics including the lack of incentives for faculty to support study abroad
- inflexible and overfull curricula
- financial constraints
- failure to engage non-traditional students in study abroad programmes
- a lack of consensus that study abroad should be an integral part of all undergraduate programmes including sciences and mathematics; and
- narrow views on potential destinations for study abroad.

One enhanced opportunity in the U.S. for participation in student exchanges is that university students have greater potential to study overseas in a non-English speaking environment as well as in traditional English-speaking universities. Firstly, a large percentage of university students in the U.S. speak Spanish either as their first language or bilingually alongside English, which opens up opportunities in Spanish-speaking countries. Secondly, the majority of research extensive U.S. universities (e.g., Stanford, Tufts, Yale, Princeton, the University of California, the University of Arizona, Purdue, Penn State, and Cornell to name a few) require that students complete the equivalent of intermediate level study in a second language (other than English) as part of their undergraduate degree. This makes student exchange study in relevant non-English speaking countries more feasible.

Approximately three percent of U.S. undergraduate students participate in a study abroad experience, which is a small percentage but a significant number of outbound students given the high numbers and high participation rate in higher education in that country. Recent surveys by the American Council on Education report that more

than three fourths of individuals older than eighteen thought that students should have a study abroad experience as part of their university experience, and more than 70% of senior students in their final year of secondary school reported that they wanted their destination university to offer study-abroad programmes with nearly half indicating they planned to participate in such programmes (Marcum, 2001). Most U.S. students have focused on study in European or British universities, and U.S. universities seek to double current participation rates as well as achieve a shift in study abroad locations to better reflect the world and U.S. global interests.

The Paul Simon Study Abroad Foundation Act of 2007 was passed in the United States Senate In December, 2007. The legislation is bipartisan and provides a framework for a quantum growth in U.S. students' participation in study abroad through an innovative partnership between higher education and the U.S. government. The legislation makes provision for annual appropriations to support study abroad programmes with the target of one million undergraduates participating in study abroad programmes by the 2016-2017 academic year, a 500 percent increase on 2004/2005 figures (Australian Education International, 2007). This is almost double the predicted numbers based on current trends.

The intentions of the legislation are echoed in initiatives being implemented by those institutions at the forefront of international study abroad programmes. It is useful to highlight the major aims of the legislation. These include:

- developing citizens with an understanding of the world
- more students taking part in quality programmes
- nurturing the diversity of participating students (to better reflect the demographic composition) and of locations (with emphasis on the developing world), and;
- to make study abroad a cornerstone of US undergraduate education including within two-year colleges.

The legislation addresses finance as a hurdle to increased participation. The bulk of the money will be spent on grants to students through competitive funding of college consortia with study abroad programmes. An emphasis is placed on students receiving credit for their study abroad. Funding is to be structured to encourage students to study abroad in non-traditional study abroad destinations such as the Middle East or in other parts of the developing world. Access to funds would be predicated on institutional reform addressing on-campus factors including curriculum, faculty involvement, institutional leadership and programming.

Analysis of the major U.S. government funded scholarship programmes shows that students respond to strategic funding. There are a number of older U.S. scholarships targeting Asia and other strategic regions and these are not altered by the new legislation. Funding does have an influence on student selection of student exchange destinations. U.S. government funds designed to encourage students to go to destinations that are regarded as important for the future of the U.S. include: *The National Security Education Program Boren Scholarship* which is available for study in a range of regions including Asia, Africa and the Middle East, but which excludes Western Europe, Canada, Australia and New Zealand. Like the *Gilman International Scholarship Program*, it emphasizes language development and provides funding to those with limited financial means. The *Freeman Asia* scholarship provides up to US\$7,000 to undergraduate students for study in Asia. The U.S. government also

has scholarships geared around critical languages such as Arabic, Chinese, and Russian.

Another example of programmes targeted at specific disciplines is sponsored by the German Academic Exchange Service (DAAD). In 2005, DAAD received funding from the German government and large companies in both North America and Germany for internships. These *Summer Internships in Science and Engineering* support projects pairing North American undergraduate science and engineering students with German doctoral students. The internships last for three months and enable students to experience working in a laboratory on a serious project. The students receive stipends to cover living costs, and are assisted with finding accommodation. In its second year of existence, the programme attracted more than 600 applications (<http://www.daad.de/rise/en/>).

Institutional exemplars

Leading U.S. research extensive universities such as the University of California, Duke, Harvard, MIT and Yale have been putting in place institution-wide frameworks to reform the curriculum and make study abroad an integral component of undergraduate education.

University of California In 2000, the state-wide University of California system (which includes America's top public university, the University of California at Berkeley) set a goal of doubling student participation in international education experiences by 2005 and reached that goal. Spending on study abroad was increased ten-fold from \$50,000 (Marcum, 2001; 2006). The ratio of outbound to inbound students at the University of California is impressive. In 2006, the university had 4,000 of its own students and 1,500 exchange students involved in its Education Abroad Program (EAP). It is noteworthy that the growth occurred during a period of burgeoning constraints including state deficits leading to budget cuts at a time of increasing enrolments and diversity in the student population, with students likely to find year-long study abroad too costly and time-consuming.

The University of California wants its students to have on and off campus curricular experiences that will prepare them to understand and work in a competitive and sometimes hostile world. It increased the range of options for international experience including more single semester versus year long programmes and increasing summer language and culture options. "Summer lite" five week programmes were avoided as they were seen as not serving academic purposes (Marcum, 2006).

Harvard University America's top private university, Harvard, set as its goal the internationalisation of the curriculum and nurturing of students as global citizens. This was the first of four principles shaping a landmark curriculum review initiated in 2004. Harvard University positioned study abroad as a natural and integral part of a Harvard education and asked disciplines to adjust programmes to enable this. Earlier initiatives had been the establishment of an International Programs (IP) and the reduction of programme core requirements for each full term of credit earned overseas. The IP office runs a comprehensive website, and has simplified the process of recognition of credits from study abroad within a Harvard transcript (<http://www.fas.harvard.edu/~oip/>). The office assists disciplines to identify appropriate overseas programmes and to adjust subject sequences and requirements to facilitate a term of study abroad.

Yale University Yale University, also private, set the bold objective of providing all undergraduate students with at least one international experience with financial support for those who require it. Although participation is much higher than national figures, within Yale only a small number of science majors participate in study abroad. The drive is to increase this from the 2006 figure of 13.4%. One initiative has been to include undergraduates in a joint astronomy programme between Yale and the Universidad de Chile.

(http://www.world.yale.edu/pdf/Internationalization_of_Yale.pdf;
<http://www.yaledailynews.com/articles/view/18728>).

University of Minnesota Shorter programmes can play a valuable role in opening up international options for non-traditional students. Another top U.S. public university, the University of Minnesota, created an international study opportunity that meets academic credit requirements and is viable for students who may have previously not been able to participate in such activities due to age, family situation or financial circumstances. The programme is three weeks long, low cost and based in Ecuador. It is relevant to students from a range of disciplines and explores health care issues (NAFSA, 2003). The University of Minnesota also developed an innovative partnership with Curtin University's Centre for Aboriginal Studies that has matured into a modest staff and student exchange. The exchange is for three weeks, and in 2002 four students went on the first exchange.

Florida State University This public U.S. university won a best practice award for its Beyond Borders international cultural exchange programme with three partner universities in Costa Rica, Germany and Jamaica. This is an alternative to traditional exchange programmes, open to all students to apply for a short-term immersion experience as part of groups of 10-12 students. In addition to going on exchange, students are required to be actively involved in preparing for, and hosting groups from the partner institution. The exchanges focus on volunteer activities, developing cultural competencies and leadership skills through cultural learning, and raising awareness of the social, political and environmental issues within the host community.

Florida A&M University-Tallahassee Florida A & M University in Tallahassee developed a range of initiatives to increase global competencies for its mainly African American student body as part of the GO 1-10 programme. Programmes include a one-semester programme in Kenya, short-term study abroad in the Dominican Republic, a two-week international business camp for local high school students, and the development of programmes in China and Brazil. GO-10 involves partnerships with local government and businesses and receives a major portion of its funding from U.S. Department of Education grants.

University of Wisconsin-Eau Claire This university, which has a major focus on teaching, has established study abroad programmes for education and nursing majors, with broader participation from ethnic minority students. The university identified barriers to study abroad among under-represented groups including students of colour, ethnic minorities, and those majoring in nursing or education. Partnership programmes have been developed in Thailand (nursing and education), South Africa (nursing and education) and Costa Rica (nursing).

Emory University Emory University has been recognized for its Emory College Science Experience Abroad programme (SEA). The programme offers science-focused credit earning study abroad programmes supported by scholarships and

financial incentives, science-specific advice and guidance, and increased involvement by faculty. During the first three years of SEA, the participation rate of science majors grew from 9 to 20%.

University of Virginia At the University of Virginia, another top U.S. public university, a team of engineering students developed a curriculum design tool specifically to address the difficulties engineering students encounter when they want to study abroad. These problems include the challenge of finding equivalent courses and translating credits for one system to another. <http://www.seas.virginia.edu/studyabroad/cdt.html>.

The United Kingdom

New Zealand shares major features of its university degree structures with the U.K. A review of recent developments in that country is therefore particularly pertinent. As a signatory to the Bologna Declaration, Britain is committed to creating a common European Higher Education Area by 2010. As described earlier, Bologna will enable greater student mobility through a system for transfer of credits. Common degree structures will also provide flexibility for students to select options. However, since this process requires some fundamental changes in methods of teaching and learning in universities, there has been considerable debate and resistance on the part of some university staff (Bollag, 2003; Teichler, 2003).

Institutions face a new environment with borderless education brought about by universities establishing campuses in many countries and the creation of e-learning platforms. While this has created a need to facilitate credit transfer it may also remove some reasons for students studying abroad (Middlehurst, 2002).

Participation in foreign language study and ERASMUS

A British tradition of study abroad in modern languages (Coleman, 2004) predated formal schemes such as the EU Joint Study Abroad (1976), ERASMUS (1987) and SOCRATES (1995). Studies of benefits of foreign language study abroad have focused on linguistic gains (Coleman, 1996, cited in Coleman, 2004) with some mention of the value of experiential learning and the recognition of skills by potential employers. The participation rate of U.K. students in ERASMUS exchanges has dropped by a third since the mid-1990s, whereas there has been increased participation in study abroad to English-speaking destinations.

Rees and Klapper's (2007) quantitative study confirmed the linguistic benefits of study abroad for U.K. foreign language students. Their study found that there was little advantage in gains in proficiency from staying in the immersion environment for a year as opposed to six months. Rees and Klapper point out that the U.K. language study abroad experience is less structured and with limited supervision compared to the American model. They also point out that many of the participants in this study had previously been abroad, and results with students who had not had this prior history might be different.

Taillefer (2005) discusses the challenges that British students experience when studying abroad in a language other than English. These challenges are not limited to subject specific reading and writing but also to the cultural expectations of teaching

and learning that govern interactions with academics and even the priority put on the role of reading in learning.

ERASMUS exchanges have been more popular than other exchanges in recent years (Coleman, 2004). They are the major vehicle for European and U.K. student mobility. The U.K. has twice the number of inbound students compared to outbound students under ERASMUS. The proportion of U.K. tertiary students participating in study abroad/student exchanges is higher than that of the U.S or Australia, but lower than that of other EU countries. In 2000, the U.K. sent 13.5 students per 1,000 to other OECD countries with America and Australia being the most popular (Sussex Centre, 2004).

Study on U.K. student mobility

Stakeholder concern with the low level of U.K. outward student mobility relative to other European countries prompted the Higher Education Funding Council for England (HEFCE) to fund a major research report on student mobility (Sussex Centre for Migration Research, University of Sussex, and Centre for Applied Population Research, University of Dundee, 2004). International mobility was seen as crucial to the development of graduates with intercultural and multi-lingual skills and to the position of the U.K. in a global economy.

The Sussex Centre research looked at both scheme-led and other arrangements for study abroad in the U.K. and identified implications from comparative analysis of statistics including those from the EU and OECD. Lower mobility was associated with larger countries and cultural or geographical remoteness. Language influenced the choice of destinations, both as a deterrent and as a channel for mobility.

A decline in U.K. student participation in ERASMUS parallels a drop in enrolment in foreign language study. There has been an increase in numbers of U.K. students participating in study abroad in English speaking countries such as the U.S. and Australia. The U.K. research team while acknowledging that the English language was increasingly becoming a global language, and identifying the potential role that diverse inbound international students could play in internationalizing the U.K. student experience, also emphasized the intercultural learning potential of experiencing a non-English speaking education/or work environment.

These students generally report high levels of satisfaction with their experience abroad in relation to personal and career enhancement. Half the non-mobile students surveyed in the 2000 student survey reported regretting not going abroad, and there was most interest in work placements or mixed work and study arrangements (Sussex Centre, 2004).

Factors linked to participation in study abroad

In terms of the U.K. institutions, two key variables were linked to the number of outbound students. These were the institution's research activity and participation in language degree courses. The more elite and research intensive pre-1992 universities account for a growing and disproportionate number of outbound students. Not surprisingly, a comparative profile of mobile and non-mobile students showed the former as more likely to be white, young and female from higher socio-economic backgrounds, and to have engaged in a gap year or previously travelled abroad. Class and ethnicity were significant variables in mobility.

At the same time the financial burdens placed on departments by student imbalances created through the ERASMUS programme is of concern. Staff at the institutions recognised the role of language in inhibiting the mobility of students. Other factors mentioned by staff were finance and academic barriers such as disruption to a degree. It was noted that some academic staff discouraged good students from studying abroad so as not to endanger their grades. The recruitment of inbound fee paying students has been promoted over the planning for outbound mobility. The 2004 report recommended ongoing research and monitoring of international student mobility.

Conceptualisation of student mobility

Findlay, King, Stam and Ruiz-Gellices (2006) drew on the Sussex Centre research to develop two theoretical frameworks for analyzing student mobility. The first is the factors driving and inhibiting mobility specifically highly skilled migration and globalisation, while the second shifts to one of the embeddedness of individual personal mobility choices. A student makes choices within the context of their own social class background, and the differentiated social practices of higher education in the U.K.

This theorisation of student choices relative to work and study abroad develops an interplay of structure and agency. The social class background of individuals contributes to the shaping of choices within the context of universities, which are collectively and individually socially differentiated. The choices will differentiate individuals in the future social and economic life and be part of their self-identity. There are inequalities in opportunities for work and study abroad which may need to be looked at in terms of what Findlay et al (2006, p.314) refer to as “mobility cultures”.

The authors conclude that, while individual students make choices in terms of their own individual social class backgrounds, these can be influenced at an institutional level with some universities having links to institutions that are perceived as educationally and socially desirable. Choices are changing, and these are influenced by the channels of mobility that students have available to them. Further, student demand has an impact on whether or not the tertiary institution develops new options. The internationalization strategies and relationships that institutions forge are shaped by institutional and social cultures.

Findlay et al (2006) highlight the policy challenges in responding to a shift in student interest in Europe to an interest in North America and other non-European destinations. This shift is occurring alongside an imbalance in incoming versus outgoing ERASMUS numbers and among moves to consolidate the European community. In addition, there is the challenge of the espoused policy of widening access to higher education for under-represented groups but mobility “as a selective process filtered by finance, language ability and social confidence” (p.315).

Institutional Exemplars

University of Stirling and ERASMUS Despite the shortfall in U.K. students going overseas under the scheme compared with inward bound students, ERASMUS is the main platform for outbound student mobility for U.K. universities. Each year more than 100,000 European students study abroad under the ERASMUS scheme, with the bulk of ERASMUS funding spent on student mobility.

We use the University of Stirling to illustrate how ERASMUS funding works. A Stirling student going on exchange for a full academic year is exempt from fees and will receive an ERASMUS grant to cover additional costs that vary according to the relative costs of living between Britain and the host country. In 2007, grants ranged from £400 to £1,600 and were in addition to student loans, scholarships, or other grants. As with other U.K. students, Stirling students studying languages are required to study abroad and may apply for additional loans and travel grants.

At Stirling, exchanges are arranged at departmental level by a co-ordinator who is familiar with the host institution and academic administrative requirements. The exchange is usually scheduled during the third year of a four year (honours) degree. A European Credit Transfer System (ECTS) learning agreement is signed to document approved credits. Table 1 profiles the departments and their exchange partners, illustrating the options a Stirling student has for an ERASMUS exchange. As the Stirling example illustrates, exchange arrangements under ERASMUS involve a small number of partners negotiated on a disciplinary and institutional basis.

Table 1. University of Stirling study abroad departments and overseas partners

Department	Partners
Applied Social Science	Stockholm Lapland, Jyvaskyla
English Studies	Copenhagen, Prague, Amsterdam, Pecs, Thessaloniki.
Film and media studies	Barcelona Fluency in host language is required.
Management (and combined programmes with subjects such as accounting and finance)	Agder, Groningen, Copenhagen Business School, Prague.
Modern languages, cultures, and religions	Programmes in France, Germany and Spain.
Philosophy	Copenhagen
Politics	Gothenburg

University of Keele The University of Keele has approximately 5,600 full-time students of whom about a third are enrolled in postgraduate courses, a size and ratio of undergraduate to postgraduate students not unlike some New Zealand universities. Keele operates with the ECTS and its major vehicle for student mobility is the ERASMUS programme. In addition to the mobility to study in Europe that is facilitated by ERASMUS, Keele has exchange agreements with 11 Canadian, 18 U.S., three Australian and one Japanese University. All students planning to study abroad are required to complete a two-hour module on intercultural communication.

The University of Keele also has developed an efficient online interactive module for students entitled *Tick off to Take off*. This pre-departure programme supports students through the administrative minefield of preparing for overseas study. It consists of two parts, the first dealing with academic requirements and application forms and the second with the practical issues of visas, travel bookings, and insurance. *Tick off to Take off* is self-paced and links to a number of web resources.

Further, students can download relevant application forms and documents. This resource was developed to address students' need for information, and to free staff from continuously working through the same processes with students. It can be customized by other institutions.

University of York At the University of York, most students going on exchange do so as part of their degree studies, interestingly, in subjects that find it hard to accommodate exchanges in New Zealand. The exchanges are linked to and supported by the European Lifelong Learning Programme (ERASMUS) and the ERASMUS Intensive Language Courses (ELCS).

It is noteworthy that York University is moving to increase the number of students who choose to voluntarily study abroad and to self-fund their studies. One example supported by ERASMUS is for the study of biology. Biology majors have the option of a four year degree "Biology with a year in Europe" or "Biology with a year in industry." Placement with a European partner is of course required for the former, and an option for the industry placement. If students opt for the year in Europe, they are encouraged to undertake additional second language studies which are free. The additional year is usually in the third year of the degree. A similar option is available for chemistry students.

ERASMUS Intensive Language Courses (ELCS): Promoting a second language

A challenge for New Zealand, which is shared by countries such as Australia, U.K., and the U.S. is that monolingualism is the norm, and this limits opportunities for study abroad and all that grows from participation in diverse societies. A model from the European Union is the ELCS.

ELCS is designed for students who have been accepted for an ERASMUS (now Lifelong Learning) placement in a country with a less widely taught and spoken language (that is not English, French, German or Spanish). The ELCS courses are in the target country and take place during the summer and sometimes the winter break. The six-week courses are free-fee for the students with some countries also providing additional financial support.

The ELCS courses are also open to students going to countries such as the Netherlands where their courses will be taught in English but participation in social life will be enhanced by language skills. A scheme such as ELCS may lend itself to adaptation to support study in the countries targeted by the Ministry of Education.

Canada

Canada is a sought after destination for New Zealand and Australian students interested in study abroad, with high numbers of inbound international students. However, it has low participation in outbound exchanges (AUCC, 2007). Fewer than 1% of Canadian tertiary students participate in study abroad for credit (Shubert, 2004). Although policy has driven several national initiatives, funding for international student exchanges is primarily the preserve of provincial governments (Desai-Trilokekar & Shubert, 2005). The ten provinces take diverse approaches to international education, with most effort going into recruitment of foreign fee-paying students rather than focusing on a broader internationalization agenda.

At national level, Human Resource and Social Development Canada (HRDC) funds scholarships for approximately 300-400 students annually to study abroad. Students are supported at those overseas university and community colleges with which the HRDC has sponsored partnership agreements under the International Academic Mobility Initiative. This Initiative includes:

- North American Mobility in Higher Education
- Canada-European Community Program for Co-operation in Higher Education and Training.

The evidence suggests that Canadian universities and colleges are enhancing their efforts and engagement in internationalization activities and in undergraduate exchange programmes (Savage, 2001). A report on a comprehensive survey of Canadian higher education institutions identified the three top reasons for promoting study abroad. These were:

- developing global citizens
- strengthening international understanding
- developing international cultural awareness and skills (AUCC, 2007).

Forty percent of Canadian students who do some form of study abroad are undergraduates on exchange programmes. The report identified financial constraints as the major obstacle to undergraduate students studying abroad. It also noted that despite modest growth in numbers studying abroad, Canada and the U.S. lag well behind other OECD countries. The report suggests that financial constraints and a lack of federal strategic leadership in internationalization may hamper the ability of institutions to promote and support internationalization initiatives.

The Université Laval in Quebec found that most of its study abroad students were going to developed countries. In order to widen the international perspective of students and enhance their understanding of the complexities of the world, Laval set about shifting the focus of study abroad. In 2005 Laval sent 113 students to developing countries including Burkina Faso, Senegal, Thailand and Guatemala (AUCC, 2005).

In this section a brief description is provided of outbound student exchange in Canada, including government funding of student exchanges. Examples are provided of national and regional programmes followed by descriptions of two institutional exemplars. The exemplars were chosen to complement those provided from Australia and those in the European Union.

North American Mobility in Higher Education This programme is a collaboration involving Canada, Mexico and the United States (HRDC, 2002). It funds projects for groups of colleges and universities with a requirement that there be two institutions from each of the three countries involved in projects that are theme based and include student exchanges and curriculum development. Students involved in exchanges receive full credit for their studies under the auspices of the programme. During the period from 1995 to 1998, thirty projects were funded and subsequently evaluated as part of an HRDC evaluation of the International Academic Mobility Initiative.

One finding from this research is that considerable time is needed to develop such projects. The faculty and students surveyed for the evaluation reported that they would have been unlikely to get funding for the projects and the student exchanges without the programme. The Consortium for North American Higher Education Collaboration acknowledged the programme for its excellence in enhancing student learning, preparing young people for a global economy and for developing cross border co-operation among higher education institutions.

Region to Region Exchange Programmes The province of Ontario (population 12 million plus) is a leader in internationalization and included internationalization in its 2006-2007 higher education strategy. The provincial government created a scholarship fund to support Ontarian students study abroad, particularly to make study abroad accessible for students with disabilities, francophone students and indigenous students. These scholarships provide Can\$2,500 towards exchange, internships or other placements. Of interest in the current study is the government of Ontario's involvement and funding of three provincial exchange consortia including some funding for inbound exchange students from India. Partnerships have been established with Rhone-Aples in France, Baden-Wurttemberg in Germany, and Maharastra-Goa in India.

Institutional examples

Carleton University and McGill University Carleton University in Toronto and McGill University in Montreal are the Canadian partners in a student exchange programme funded through the North American Mobility in Higher Education programme. Other partners are the University of Washington (Seattle), the University of Texas at Austin, El Instituto Tecnológico y de Estudios Superiores de Monterrey, Mexico, and El Colegio Mexiquense, Toluca. These universities participate in the programme Developing Civil Society Education via Case Studies, which is open to all students at the two Canadian institutions.

HRDC has committed to funding for 2008-2010 for 18 Canadian students to participate in a semester exchange to either a U.S. or Mexican partner. The semester includes two full-time courses plus a case study of a local civil society organisation. The intention is to enhance understanding of civil society, to introduce students to case study methods, strategy and management. Students pay domestic fees to their home university (Carleton or McGill) and receive a stipend of \$3,500 (CAN) towards their living expenses.

University of British Columbia The University of British Columbia (UBC) has a well developed exchange programme and provides multiple information sources. Its *Go Global* website is one of the easiest to navigate and most informative of those visited as part of this research project. Information paths are available for students interested in going abroad, for faculty and staff to "advise your students," for parents, and to check out options including volunteering abroad. In addition to sessions on "How to go global," there are workshops to assist in the preparation of applications as part of pre-departure orientation. The website advertises subject-specific seminars on exchanges (e.g., for law students) and sessions on specific partner institutions. One session run in 2007 invited students thinking about going to China in 2007, to meet with students on exchange at UBC from the University of Nottingham Ningbo to talk to them about life and study in Ningbo.

New Zealand

There have been initiatives in recent years that are currently used by New Zealand tertiary students and institutions to support study abroad and student exchanges at the undergraduate and postgraduate levels. In this section, we review selected programmes operating in New Zealand that contribute to the context for perceptions of student exchange possibilities and provide some background information regarding existing opportunities. The information presented in this section is restricted to that readily available through standard search processes regarding student exchange programme options, whereas later chapters in the report will provide additional information gathered through the research methods described earlier.

Asia Pacific Rim Universities (APRU)

The Asia Pacific Rim Universities (APRU) is a voluntary consortium of Pacific nation universities that supports activities beneficial across member institutions and assists with the establishment of exchange partnerships. APRU also supports other activities of interest to the current research, grounded in internationalization goals that are broader than just supporting student mobility. In recent years, the APRU has sponsored a collaborative research project involving a survey of its members on “best practices in internationalization.”

Some APRU member institutions offer undergraduate summer programmes in the Northern Hemisphere. Another example of an APRU initiative involved a 2006 pilot to increase student mobility through a two-week programme in Fudan, China, on Modern Chinese Culture and Society and Modern Chinese Politics and Economy. This programme limited enrolment to two students from each member university, with accommodation costs met by the university and students responsible for funding other costs themselves.

One of the five TEIs in our case study sample (see Chapter 5) is a member of APRU and another is on the waiting list for membership.

International Student Exchange Program (ISEP)

The U.S. - based consortium ISEP boasts a network of 275 universities and colleges in 30 countries. Its focus is on student exchange and on study abroad. While it includes short summer language and culture study abroad options, 95% of ISEP students undertake semester or year long study abroad or exchanges. These students may be reciprocal exchange students, in which case they pay their fees including accommodation fees to their home institution, or they may pay their fees to the host institution (<http://www.isep.org/>).

There is potential for any New Zealand tertiary institution to participate in this programme, though at present only one of the five TEIs in our case studies does so.

University Study Abroad Consortium (USAP)

The University Study Abroad Consortium (USAP) was developed 25 years ago to provide opportunities for U.S. students to study abroad. Its website is organized around information for students, parents, faculty and staff, and alumni. USAC has 33 member universities in the U.S. and covers various study abroad options in 25 countries including

New Zealand, involving short summer programmes, semester and year long programmes, and internships. The enrolment and credit transfer process is simplified for students going to partner institutions. If enrolled in semester or year long programmes, students pay fees to their own domestic institution. Approximately 2,500 US students participate in USAC programmes each year (<http://usac.unr.edu/usac/default.aspx>).

Again, there is potential for any New Zealand TEI to participate in this programme given interested students eligible for study at the targeted university overseas. All five of our TEIs were aware of this option, which is typically one of the opportunities described to students to interest them in study abroad.

Partnership in International Management (PIM)

In New Zealand, sub-disciplines within business such as management have been among those to encourage student exchanges and other international experiences. One example of an initiative to facilitate these activities has been the Partnership in International Management (PIM), established in 1973 to facilitate international student exchange between business schools. By 2005 there were 53 member schools. Member schools agree to basic rules of exchange including tuition fees (students pay fees to their home institution) and course credit agreements, and select graduate students for one term of exchange. Member schools meet annually to network, share best practices, and discuss issues affecting business education. Not only do member schools exchange students, but professors as well, and they encourage collaborative research projects between institutions. The emphasis is on international links and knowledge.

Universitas 21 (U21)

A consortium agreement that is acknowledged to be highly effective in recruiting exchange students across countries and universities is Universitas 21 (U21). Universitas 21 (U21) was established in 1997 as an elite consortium of 20 member universities in 21 countries that are regarded as research extensive and “world class,” supported by evidence of their academic merit and standing. In New Zealand, only the University of Auckland is a member with the ability to promote exchanges with other U21 higher education institutions. U21 provides a three-level framework for collaborative teaching and research across higher education institutions. The first level includes faculty and student exchanges and collegial dialogue. The second level is intended to enhance capability through sharing resources and learning materials. The third level focuses on entrepreneurial activities. For students at member institutions, U21 offers student mobility scholarships, an annual summer school programme, and an undergraduate research conference.

The strategic direction of U21 in relation to student mobility is articulated in the *Shanghai Declaration on Universitas 21 Student Mobility* (Universitas 21, 2005). Importantly, a target was set of increasing the number of students participating in undergraduate exchanges by 150% by the year 2010. In addition to steeply increasing numbers participating in traditional student exchanges, U21 members committed themselves to developing innovative student mobility activities. Emphasis was placed on multilateral rather than bilateral exchange arrangements.

Other partnership arrangements

In addition to student exchanges, the TEIs in the current study were open to other opportunities to foster international relationships. At least one of the TEIs has been

involved in hosting inbound students through arrangements other than student exchange, including hosting a group from a U.S. community college (somewhat similar to an institute of technology in New Zealand, offering only two-year qualifications that are the equivalent of the first two years in a four-year university degree). Another example was the involvement of a TEI with internships for overseas students coming to New Zealand.

Summary of the current picture in New Zealand

The current study and other recent initiatives arise from the implementation of the national *Tertiary Education Strategy* and in particular the strategy of strengthening institutional capability. Future planning needs to be based on knowledge of the current situation. In this section, we provide a snapshot of study exchanges and their context.

A Ministry of Education commissioned study of internationalisation of the tertiary education sector included data comparing participation in study abroad in 1998 with 2004 (McInnis, Peacock, Catherwood, & Brown, 2006). The study assessed the current nature and status of internationalisation of New Zealand tertiary education institutions. Study abroad and student exchanges have been a minor component within a wider internationalisation strategy that emphasises export education and foreign fee paying students. The work by McInnis and his colleagues reported that between 1998 and 2004, New Zealand TEIs had developed deeper and broader responses to the internationalisation agenda. Nearly all respondents in the most recent survey viewed internationalisation as extremely or very important for their organization, even though export education continued to dominate their plans. It was noted that it is generally assumed that study abroad and student exchanges benefit students but that there is little New Zealand research to confirm this.

McInnis and his colleagues questioned the accuracy of data collected and reported by TEIs on partnership agreements, study abroad and student exchanges. Nevertheless, they concluded that the data do assist with profiling current trends. The number of New Zealand students who study abroad during their undergraduate years is low. The 1998 data used by the McInnis team suggests that less than 1% of the 1998 cohort of New Zealand tertiary students were receiving some form of international experience, with the figure rising to 1.5% for university students. The figure for 2001 has variously been stated as being 3% (OECD, 2003 cited in DEST, 2004) and, perhaps more accurately, as less than 1% (Daly & Barker, 2005).

Useable data on agreements and exchanges was gathered from 20 institutions in 1998 and from 31 institutions in 2004. All TEIs and a targeted sample of ITPs were included in the survey. The eight universities and most of the ITPs responded to the survey. Thus it can be assumed that participation figures reported are reflective of actual activity in universities and ITPs. Between 1998 and 2004, there was an increase in numbers of inbound and outbound students as well as in the number of partnership agreements or memoranda of understanding (MOUs) (see Table 2). However, despite the increase in the number of outbound students from 281 to 453, participation remains relatively low.

Table 2. Comparison of NZ student mobility 1998 and 2004

	1998	2004
Number of agreements/MOU for international mobility	175	495
Number of overseas institutions sending students to New Zealand	N/A	280
Number of overseas institutions attended by New Zealand students	N/A	184
Number of inbound exchange or study abroad students	408	903
Number of outbound students on exchange or study abroad programmes	281	453
Number of NZ students involved in some form of international experience including study tours, clinical placements, collaborative projects	345	798
Number of institutions with international business/industry practice placements	N/A	6

Adapted from McInnis et al. (2006).

McInnis and his colleagues also reported that nine TEIs had scholarships to support New Zealand students for study abroad or student exchange. In 2004, 422 students were funded for study abroad or student exchange. Over half of the students funded were from Auckland University (100 scholarships) and Otago University (131). The amounts TEIs were budgeting for exchanges ranged from \$5000 to \$300,000 in the 2004 study.

The report included information on whether or not TEIs had targets for a number of internationalisation indicators including the number of exchange and study abroad programmes and the number of students having an international experience. The majority of TEIs did not have targets, and some thought targets were not applicable to their situation.

In 2005, the New Zealand government launched two new funds to support study abroad, one for postgraduates and the other for undergraduates. The latter, the New Zealand Undergraduate Study Abroad Award (NZUSAA) is in its early years, and has had four funding rounds. The current study investigates awareness of and views about the NZUSAA initiative and its usefulness for increasing student exchanges to areas such as Asia and South America.

NZUSAA has funding rounds in May and November each year, and over a two year period has awarded 46 scholarships. The eight universities have all had successful applications, as have three ITPs. Twenty six awards have gone to students going abroad for two semesters, the remaining 20 to those going for one semester. Students were bound for 17 different countries. Ten awards went to students going to Japan, and six for the U.S. Finally, the ITP students were all going to specifically targeted countries (China, India, Japan, Korea, and Mexico).

Summary and discussion of international trends and exemplars

This section provides a summary of international trends and exemplary practices in facilitating international exchange programmes. The section concludes with a brief discussion on implications for New Zealand.

There is growing national recognition that skills obtained through international student exchange programmes are essential not only for the development of a globally-minded, well-educated citizenry, but also for the development and enhancement of New Zealand as a knowledge society interacting in a global economy (Ministry of

Education, 2006). There is a limited take-up of student exchange and study abroad opportunities by New Zealand tertiary students (Daly & Baker, 2005; DEST, 2004).

The notable contextual factor in international exchanges is the Bologna Process and the planned creation of a European Higher Education Area (EHEA) in 2010 is impacting in Europe and beyond (DEST, 2004). The EHEA includes a framework for facilitating study mobility across Europe and is likely to significantly increase numbers of students engaged in student exchange/study abroad in Europe.

Four stage cycle of exchange programmes

An Australian report on best practice in international education exchange programmes provided a useful model of the exchange cycle (AEI, 2004). The four stages are:

1. Promotion
2. Planning
3. Experience
4. Return.

The 'return' stage was often overlooked and had potential to contribute to the promotion and planning of exchanges. The Australian literature provided useful exemplars including a national conference for returned students, and the Melbourne Abroad Program with its comprehensive approach to linking returned students into promotion and planning.

Barriers to student exchange

Barriers to study abroad identified in the studies referred to in the chapter include:

- financial constraints
- study abroad not yet an integral component of all undergraduate education
- inflexible and overfull curricular
- lack of incentives for faculty to support study abroad
- failure to engage non-traditional students in study abroad
- limited views on potential destinations for study abroad
- lack of language skills
- greater emphasis on recruitment of overseas students rather than outbound schemes.

It should be noted that financial constraints are identified as the major barrier for students (AUCC, 2007; IIE, 2007; Forum on Education Abroad, 2007; Sussex Centre 2004).

Participation in Bologna and associated schemes such as ERASMUS require changes to teaching and learning practices, and these have fermented debate and resistance among some university staff.

Characteristics associated with participation in exchange

A major U.K. research study was commissioned to examine student mobility (Sussex Centre, 2004) and it found:

- High satisfaction among study abroad students in terms of personal and career enhancement.
- Mobile students are more likely than non-mobile to be white, young, female and from higher socioeconomic backgrounds, and to have previous experience abroad such as a gap year.
- Class and ethnicity were significant variables in student mobility.

The same study identified the two main institutional characteristics associated with numbers of outbound students. These were being a research intensive university (pre-1992 institutions) and the numbers of students enrolled in language courses. In the U.K. student mobility needs to be seen in the context of the major policy goal of widening participation in further and higher education, and the findings of this study suggest that study abroad practices are not yet consistent with that goal.

In the U.S. there is recent high level commitment and policy to broaden the profile of participants in study abroad schemes to better reflect the demographic profile alongside a drive to shift destinations from the English speaking world and Europe to developing countries and to other regions. In Australia the emphasis appears to be on addressing the imbalance in inbound and the desire to strengthen relationships in the Asia-Pacific region. Canadian national initiatives are country or region specific and link curriculum development and exchanges.

A useful theorization of mobility based on notions of agency and choice was developed post the Sussex study (Findlay et al, 2006). This frames cultures of mobility, internationalization strategies and relationships as shaped by institutional and social cultures. In this conceptualization mobility is a selective process mediated by finance, language skills and social confidence. Mobility contributes to differentiation between institutions and individuals – and in this view partners are important, as are destinations. A partnership with an elite European university contributes to the image of an institution, just as there is a distinct difference between biographies with study abroad in Italy to study abroad in Australia. This conceptualization of mobility may contribute to understanding the challenge to the policy of widening access to under-represented groups.

Internationally there is a growing interest in work-related student exchanges such as work-placements, internships, service work, and combination study and work. Such alternatives are likely to broaden access and to strengthen the experience and learning from study abroad.

Exemplary practices: Institutional

Exemplars of good practice in university approaches to undergraduate study abroad/student exchanges that were provided included:

Institutional level

- institutional-wide frameworks and strategies for student mobility
- internationalization strategies emphasizing outbound as well as inbound exchanges
- participation in consortia
- study abroad as an integral component of undergraduate education
- bold targets for increased participation in study abroad/student exchange

- exchange partnerships in non-traditional study abroad destinations
- smaller range of destinations negotiated on disciplinary basis.

Curriculum level

- curriculum reform to enable exchanges in non-traditional exchange disciplines such as teaching, nursing, science and mathematics
- joint degrees with overseas institutions
- double degrees featuring international studies/relations
- a requirement for study abroad in some majors.

Alternative models of exchange

- disciplinary specific partnerships and group exchanges in areas such as Indigenous Studies
- short-stay for credit exchanges as affordable alternatives to semester or year-long exchanges
- programmes designed for ethnic minority groups and others under-represented in study abroad
- work placements, internships and combined work and study.

Promotion, recruitment and support

- involvement of faculty
- travel grants
- informative and well designed websites
- online tools to assist students plan and organize exchanges
- involvement of inbound and returned exchange students in promoting and supporting exchanges.

Exemplary practices: National and international level

The United States provided the outstanding example of a national strategic approach to promoting and funding internationalization and student exchange. Since 2000 there has been an annual International Education Week, a national Year of Study Abroad (2006) and new legislation.

In December 2007 the U.S. Senate passed legislation to increase undergraduate participation in study abroad by 500% over the next decade. The aims are to make study abroad the cornerstone of an undergraduate education and to develop citizens with an understanding of the world. The legislation makes provision for increased financing of study abroad and tying this to institutional reforms to increase diversity of participants and destinations.

Australia is a benchmark and potential partner for New Zealand in international education work programmes. Australia has a number of initiatives that take Bologna into account. A number of Australian government funding initiatives target countries within the Asia – Pacific region including: the University Mobility in Asia and the Pacific Programme (UMAP), and the Cheung Kong grants.

The U.K. is a signatory of the Bologna Process and committed to the EHEA. The institutions cited all used the ECTS and participated in ERASMUS. ERASMUS

exchanges appear to be well supported financially with exchange students enjoying fee exemptions, travel grants, cost of living top ups, and in some cases free language classes.

Funding exemplars were provided from Canada including a national initiative including the North American Mobility in Higher Education. This involves Canada, the U.S., and Mexico. Collaborative projects are required to have two institutional partners from each of the three countries, to involve full-credit programmes, be theme based (e.g. civil society) and involve curriculum development.

The Ontarian government is involved in provincial exchange consortia involving regions from France, Germany and India. In addition to funding outbound students this arrangement funds some inbound students from India.

Implications for New Zealand

With the exception of well-established programmes such as ERASMUS and international consortia many of the initiatives reported in the current chapter are new and yet to reach fruition. The countries highlighted in the current chapter are all looking to increase cultural and language proficiency. All have marked imbalances in numbers of inbound and outbound students, and have students who appear to only be considering English speaking destinations. The U.S. is looking to radically and rapidly increase the profile of destinations, participants and programmes. New Zealand will be able to be informed by the effectiveness of initiatives developed in the U.S. to achieve its goals.

As the ECTS and Diploma Supplement are more widely used they may become the *lingua franca* for individual students and institutions. This will have appeal beyond Europe for both inbound and outbound exchange arrangements.

New Zealand needs to adopt measures to enhance the language capabilities of its citizens. There is merit in investigating whether New Zealand students could participate in programmes such as the ERASMUS initiative to provide support for language learning particularly less common languages such as Dutch.

While there is a growing awareness of the impact of Bologna and EHEA, most New Zealand TEIs are still to strategically address these. There is scope for national or possible joint Australian and New Zealand initiatives in this area. A cautionary note echoes from the U.K. experience where reforms required to facilitate transparency and transportability have led to debate and resistance from academic staff.

New Zealand has increased efforts to encourage institutions and individual students to study in non-traditional study abroad destinations. The international exemplars suggest the value of strategies, targets, dedicated funding and recruitment. At the time of the study the NZUSAAAs had been in place for two years and the impact was promising but it is still early to be assessing the impact.

The international examples include moves to ensure that the profile of students participating better mirrors the demographic profile and includes students from all disciplines. New Zealand may want to adapt exemplary practices including targeting funding, developing new and innovative programmes including shorter- for credit and group exchanges.

Financial constraints are the major obstacle to student exchanges. Recent funding initiatives in Australia and the U.S. will provide increased funding. In Europe ERASMUS funding appears to be comparatively generous and includes fee exemptions, cost of living top ups, and free language support. These students are also eligible to work in their destination country.

The challenges New Zealand faces, in relation to the need to grow its citizens, society and the economy to enable it to engage and prosper internationally, are shared by other nations. The major policy trends are towards systemic and collaborative approaches to facilitating student mobility. New Zealand has the opportunity to learn from the experiences of others and to adapt promising models.

Chapter 3

Research Approach

Multiple Methods and Analysis Procedures

The major purpose of this research was to provide a comprehensive analysis of the factors which assist and inhibit the development of international student exchange schemes in New Zealand tertiary education organisations, and to develop guidelines for effective support and promotion of these schemes. To address these issues we used a multi-method research approach involving both quantitative and qualitative analyses of multiple sources of data from students, academics and institutions. We first reviewed the literature on international and New Zealand practice generally with regard to student exchanges, so that our own measures (including the survey and interview protocols) would be informed by prior empirical research and theory in this area.

A triangulated research design was employed. This incorporated multiple independent data sources including a large scale tertiary student survey, student interviews, and case studies of multiple tertiary institutions that involved documents analysis and interviews with tertiary managers, faculty academic coordinators, and student exchange and policy managers. Given the critical importance of the student voice for this investigation of student exchanges, multiple sources of data from the students included student surveys, interviews and focus groups. This multi-method design was informed by prior research and scholarship, and employing triangulated data ensured rich information regarding complex phenomena, such as our focus on factors which assist and inhibit international student exchanges (Creswell, 2005).

While more detail will be provided in the individual chapters for each of the major sources of data, this section includes a brief summary of major features of the sample and participant characteristics involved in the research. The student survey was conducted with a large sample of first and second year undergraduate degree students attending four large New Zealand tertiary institutions, three universities and one institute of technology, located in different parts of the country. The five case studies included four universities and one institute of technology, two with large numbers of outbound students and three with smaller numbers but with plans for expansion of their programmes. All five regarded student exchanges as a valued strategic objective and considered that the numbers of outgoing New Zealand students needed to be increased.

Quantitative analysis of the survey included descriptive statistics and appropriate tests for patterns and mean differences across groups that will be described in more detail in Chapter 4. The interview and focus group data were analysed using appropriate qualitative methods for the identification of themes in relationship to findings in recent literature. These too are explained in more detail in Chapters 4 and 5. A partial-grounded theory approach was undertaken to investigate themes emerging from the new data across all questions in that the preliminary literature review and the secondary school focus groups informed items of the survey. In turn the review and the results of the survey influenced the interview questions (staff and students).

Specific details regarding sampling, data collection, data analysis, findings, and the interpretation of those findings are reported in subsequent chapters for each of the major research components.

Overview of the Research Components

The student survey

The student survey was designed and conducted to investigate the factors that affect New Zealand tertiary students' willingness to take up international exchange programme opportunities. Over 600 first-year and second-year undergraduate students at three universities and one Institute of Technology (ITP) took part in the survey between May and June 2007. Key discipline areas were identified at the four TEIs where students had access to opportunities for study abroad so that student perceptions were assessed within the context of available options so that we could determine why students are or are not taking advantage of those options rather than in contexts where there were few or no such opportunities. These disciplines included business studies, commerce, foreign languages, design, architecture, music, technology, food, nutrition, communications, journalism, law and other areas in humanities, social sciences and science.

The TEI case studies

Case studies were undertaken at five TEIs to investigate policy, institutional strategies, perceptions of administrators, managers, staff and students, and marketing focus. The comprehensive literature review, with findings summarised in the previous chapter, informed the approach to data collection and issues to be investigated in the case studies. This was because there could be patterns evident in student exchange programmes in Australia, North America, the United Kingdom and the European Community that would be relevant to or assist in understanding of programmes at the case study TEIs. Indeed, several of these studies were useful in relation to the design of measures for this research (from Europe the HEFCE study on International Student Mobility (DEST, 2004).

Data gathered for the case studies included relevant documents on policy, strategies, and marketing that were analysed for patterns across institutions, in comparison to overseas policy and practice, and in order to report innovative and evidence-based practice where that existed.

The case studies also involved interviews with the Deputy Vice-Chancellor-International or appropriate senior policy manager responsible for the oversight and management of student exchange programmes at each TEI. Student exchange programme managers with direct responsibility for the administration of study abroad and exchange programmes at the five tertiary education institutions were also interviewed. Interviews were conducted with academic staff involved in coordinating student exchanges within their departments at two of the five tertiary institutions.

Tertiary student focus group and individual interviews were conducted as part of the five TEI case studies. The interviews were organised by the International Offices, and those interviewed were either about to go abroad on exchange, or were newly returned from an exchange. These were students who had considered, planned and

organised an exchange. The findings from these interviews are presented in chapter 5, the case study chapter.

Secondary school focus groups

Interviews were carried out with secondary and tertiary students. In late 2006 focus group interviews were held with senior secondary students (primarily Year 13 but also some in Year 12) from two urban secondary schools. Senior students intending to go on to tertiary study were chosen for this component as student exchange programmes require advance preparation starting in the first year of degree study. Principals were asked to organise focus groups comprising students indicating some interest in study abroad or exchange schemes.

The findings are not intended to be representative of all secondary students nor indicative of attitudes and knowledge held by senior school students planning on tertiary study. The perceptions of secondary students and their attitudes toward student exchange opportunities and obstacles may be highly relevant to government and TEI efforts to recruit early on in undergraduate study. They also provide information that could lead to hypotheses for further research as well as for possible planning strategies that could be trialled at secondary school to increase interest in study abroad.

Ethics Review and Approval

All components of the research were reviewed and approved by the VUW Human Ethics Committees and the student survey component was also reviewed by the Massey University Human Ethics Committee to ensure that ethical, confidentiality, and privacy considerations were addressed at individual, school, institutional and national levels. This formal ethical review process protects those involved and minimises the potential for harm that may be present in any research with human participants.

Confidentiality of identity was assured to the five TEIs participating in institutional case studies, the four TEIs whose students participated in the student survey, and the two secondary schools whose students participated in focus group interviews. These results are reported anonymously, with institutional case studies given code designations in the report where discussion of initiatives within a TEI is essential to understanding, but described across TEIs where this information is relevant but need not be tagged to the individual TEIs.

Participation was voluntary across institutions and respondents (indeed, one university declined to participate, hence demonstrating that refusals were exercised despite the Ministry of Education's strategic interest in this research). Student, faculty and academic administrative individual participants were assured that data were confidential and would be reported as results aggregated in such a way as to ensure confidentiality. Confidentiality and anonymity of the data have been assured through coding systems, limited designated access to information by qualified project personnel only, and secure or locked data locations throughout the time period of the project and for any data kept longer. Informed consent was obtained from all respondents in surveys, focus group and individual interviews. All participants voluntarily agreed to participate, so that their involvement was active and positive.

While some TEIs were less concerned about this than others, the project has committed to not revealing the identity of the TEIs, as per our agreement with the senior managers responsible at these institutions and with respect to those who did require this level of confidentiality.

Data are disaggregated for various analyses but are not described in the research report (or in other publications connected to this project) in such a way as to allow identification of individual TEIs or persons.

Chapter 4

Student attitudes and knowledge of exchanges

Two focus group interviews with senior secondary students and a survey of tertiary students were two main sources of data for addressing research question one:

What is the knowledge and experience of exchange opportunities by New Zealand students at large including senior secondary students?

This chapter begins with a brief report on the findings from the focus groups. These focus groups preceded the survey and contributed to the development of survey items. It is likely that successful planning of a student exchange is linked to intentions formed prior to enrolment at university. The focus groups provide some insights into the opinions of students at the fledging stage of considering an exchange. The bulk of the chapter focuses on the survey of tertiary students at large, and its findings. It concludes with a summary and discussion of findings.

Participants in the secondary school focus groups

Two focus groups with secondary school students were held. Two urban secondary schools with high socio-economic communities were selected as schools with a high percentage of students going on to university and with administrative support for encouraging the students to consider student exchange and study abroad opportunities. The two groups comprised eight boys from year 13 from a state boys school and ten girls from years 12 and 13 from a private girls school.

The principals of the two schools were asked to identify between six and ten students who they felt could be interested in student exchange programmes for participation in a one-hour long focus group interview. The focus group protocol with information about the project and questions is included in Appendix E. The interviews took place in November 2006 at a time when students were sitting NCEA Level 2 and 3 external examinations and preparing for Scholarship. Most of these students would have already explored their options and probably selected preferred tertiary destinations for the coming year.

Findings from the Secondary Focus Groups

The focus group questions probed the students' level of knowledge about overseas exchange. The findings reported below are organized according to the four major interview question categories; knowledge, motivation, obstacles, and perceived facilitators.

Knowledge of study abroad opportunities

All the Year 13 students from both groups had heard of study abroad, but the depth and accuracy of their knowledge varied. The information came from a variety of sources much of it by word of mouth from relatives or speakers at college assemblies or university open days.

Some participants in the focus group were focused in their future planning, and were well-informed about options. These students were aware that exchanges relied on

specific university affiliations, that New Zealand fees applied, and that courses were accredited to the home university degree. Typically their information came from the university websites. Nevertheless, there were misconceptions about exchanges:

I thought you had to take a year off study.

I thought you had to be clever.

I thought that only old universities offered them.

Not available too often.

Motivation for study abroad

There were a number of perceived benefits of exchange. Some students saw it as a way of enhancing their career while others recognized academic benefits. Academic, language and personal benefits were mentioned as well as the advantages associated with the wider experience of travel overseas.

It looks good on your CV.

Useful to have a worldview and get a taste for overseas before settling down (2).

Opportunity to go to prestigious universities (2).

Experience different language environments.

Getting a girlfriend and staying there.

Other students saw no benefits to undergraduate student exchange. These students seemed to have specific career plans or planned alternative overseas experiences:

I would pursue it only if there was something specific in the area of my career (Broadcasting).

I'm looking for opportunities in Japan, but possibly more in the post-graduate area.

I'm planning on a gap year, and if it wasn't for that I would be looking for opportunities overseas.

Perceived obstacles to student exchange

The most commonly cited obstacle was finances, followed by anxiety about personal, social and language issues while studying abroad. There was an awareness that the cost of living might be different overseas and this was seen as a barrier, with students citing the exchange rate as a factor. There was a lack of knowledge about how loans and allowances applied to overseas study. Students did seem to feel that financial issues could be redressed through access to more information about such things as student allowances and scholarships.

Student loan – how would it work if you went overseas?

Personal and social factors were also seen as obstacles and there was a fear of being away from familiar supports:

Personal barriers – family and friends – you need family support (2).

Going away is harder than just going to uni in this country.

Will there be emotional support?

Struggling with new things and being out of your comfort zone.

The students suggested that person-to-person contact with host nationals and former exchange students would reassure them and their families and help overcome personal and social obstacles. Interestingly, the university in our case studies with the longest experience with student exchange programmes made conversations from returned exchange students a feature of information sessions:

Knowing someone from the host university like a buddy system.

Talking to past students.

Lack of specific information was perceived as a major obstacle and this included details such as the eligibility to undertake study abroad:

Not knowing enough about them (study abroad opportunities).

No information from the liaison people even though it was on the website.

Will the courses be in like Spanish if you go to Spain?

Students wanted targeted and timely sources of information and suggested magazine advertising, information for careers teachers to distribute, and print and website information. Some suggestions indicate that the students are not aware of existing information such as that held on university websites.

The Tertiary Student Survey

The student survey of first-year and second-year students at three universities and one ITP (a non university provider referred to in New Zealand as an institute of technology or polytechnic) was designed to determine undergraduate students':

- awareness and knowledge of international student exchange programmes
- perceptions of the benefits and obstacles to international exchanges
- reactions to possible measures to increase the attractiveness of international student exchanges.

Research Methodology

Students at three universities, designated A, B and C for the purposes of this report, and one non-university ITP were surveyed between May and July 2007. The universities involved in the survey represent TEIs in both the North Island and South Island. Each enrolls more than 15,000 students and offers undergraduate and postgraduate degree programmes in a wide range of disciplines. University A had the highest proportion of students and the longest involvement in overseas exchange programmes. By contrast, activities promoting overseas exchanges were more recent at the other two universities and the participation rates of their students were correspondingly lower. The ITP was a non-university provider with enrolments in non-degree, undergraduate degree and post graduate degree programmes in a wide range of disciplines¹.

¹ A fourth university was included in our original proposal and invited to participate, but after protracted negotiations declined to be involved in the research on the grounds that its students were already extensively surveyed and any approaches to them had to be part of a multi-year cycle of approved surveys.

The sample design was a disproportionately stratified sample of randomly selected first-year and second-year undergraduate students, 400 each from the three universities and 200 from the ITP. The surveyed sample differed slightly from this specification, mainly because some of the students selected by the respective universities were post-graduate students. As a result the actual sample size was 1368 rather than 1400.

Students were surveyed using two modes, on-line and by mail. An e-mail invitation was sent to the selected students, asking them to participate in the survey. Embedded in the e-mail was a link to the survey website and a unique entry code. Approximately one week later all non-respondents received a reminder e-mail. Approximately three weeks after the initial e-mail approach, non-respondents were sent a hard copy version of the questionnaire accompanied by a covering letter and an incentive in the form of a prize draw of five \$200 cash prizes. Two weeks later a reminder letter and another questionnaire were sent to all remaining non-respondents.

The survey questionnaire incorporated items from the International Student Mobility Study conducted by the Sussex Centre for Migration Research, as well as insights gained from interviews with university international exchange managers and secondary school students. Drafts of the questionnaire were tested on samples of students at University B and University C. The final questionnaire comprised approximately 60 questions (depending on respondents' answers) and its structure mirrored the three objectives of the survey. In addition, details of students' academic programmes, fluency in languages other than English, and their demographic details were collected. A copy of the questionnaire is reproduced in Appendix D.

A total of 625 valid responses were received, representing an overall response rate of 46%. Response rates for each institution ranged from 40% for University C, and 41% for the ITP, to 46% for University B and 54% for University A. Details of responses for both surveys and each institution are shown in Table 3. One explanation for the more than 10% difference in response rates between University A and University C and the ITP (and to a lesser extent, University B) is that international exchanges appear to be a more salient topic to students at University A because international exchange activity is more prevalent at this university than at the other three institutions.

Table 3. Response Rate Details

	University A	University B	University C	ITP	Total
Initial sample	400	400	420	198	1418
Ineligible ¹	1	2	46	1	50
On-line responses	69	64	56	18	207
Mail responses	145	117	94	62	418
Total responses	214	181	150	80	625
Response rate (%)²	53.6	45.5	40.1	41.0	45.7

1. PhD, masters or post-graduate students.

2. Response rate = (valid responses/(initial sample – ineligible))*100.

Note that these are arguably conservative response rates because they do not take into account students who could not be contacted by mail or e-mail.

A sample of 625 has a maximum error margin of approximately + or - 4.0%. Maximum error margins for the subsamples of students at each institution are higher: 11% at the ITP, 8% at University C, 7.5% at University B and 7% at University A.

The potential for non-response bias always exists in any survey with less than a 100% response rate. Non-response bias is difficult to quantify but an educated guess can often be made about its direction and likely magnitude. In this case it seems reasonable to assume that many non-respondents were not interested in the survey topic. Thus the survey may overestimate the actual levels of awareness of overseas exchanges and students' interest in exchange participation. However, there is no reason to expect that the relative estimates of benefits, obstacles and facilitators would be biased by non-response, or that non-response would have any effect on estimates of students' attitudes to overseas exchanges. Furthermore, if there was response bias in favour of students who were more interested in student exchanges, this would arguably provide more pertinent information about perceived barriers and opportunities for exchange participation than information from students who had no interest or knowledge of such programmes.

Sample Characteristics

The characteristics of the achieved survey sample reflect the original sample design. Most of the students (92%) were in the first or second year of their programme, with a median age of 20 years (though the age range was from 17 to 47), and two thirds of the sample were female. Just under 80% of respondents classified themselves as New Zealand European, 8% as Maori, 7% as Chinese and 18% as "other".

Table 4 shows the demographic characteristics of the whole sample and for each institution. Overall, the proportion of males and females in the achieved sample was similar to that in the original survey sample. However, there were fewer first year students than expected in the achieved sample and some variations in the demographic composition of samples from the four institutions surveyed. A higher proportion of University B respondents were males and more of this university's students said they could speak another language than did students at the other institutions, particularly those at University A. The University A sample was slightly younger than average and much less diverse ethnically than samples from the other institutions, particularly University C and the ITP. The ITP sample was slightly older than average and was the most ethnically diverse.

Table 4. Sample Characteristics

Characteristic		University A (n=214)	University B (n=181)	University C (n=150)	ITP (n=80)	Total (n=625)
		%	%	%	%	%
Sex:	Male	30.4	40.8	28.0	32.5	33.1
	Female	69.6	59.2	72.0	67.5	66.9
Ethnicity ¹ :	NZ European	90.6	74.4	69.3	72.2	78.6
	Maori	8.5	9.7	6.4	8.9	8.4
	Chinese	4.2	7.4	13.6	3.8	7.2
	Other	9.0	19.3	22.0	31.7	18.0
Speak Another Language:		20.6	38.1	30.0	30.0	29.1
Programme :	Arts/Humanities	38.3	59.2	14.2	31.6	37.7
	Science/Health	25.7	16.8	25.0	38.0	24.5
	Business	20.6	15.6	15.5	5.1	16.0
	Design	0.0	4.5	39.2	20.3	13.2
	Education	15.4	3.9	6.1	5.1	8.6
Year of Programme:						
	First	50.9	56.4	22.7	46.3	45.1
	Second	46.3	39.8	59.3	43.8	47.2
	Other	2.8	3.9	18.0	10.0	7.7
Age:	Median	19	20	20	22	20
	Mean	20.2	20.8	21.8	25.2	21.4

1. Percentages add to more than 100% because respondents could choose more than one ethnic group.

Foreign Language Proficiency

Approximately 70% of those surveyed said they could not speak or write a language other than English. However, this figure disguises the fact that 84% of European students (who constitute approximately 80% of our sample) are monolingual. This compares with 76% monolingual Maori students, but only 25% monolingual Chinese students and 30% monolingual students of other ethnicities. Most of the Maori students who speak more than one language are bilingual in English and Maori, so this group is also likely to be limited practically in terms of exchange destinations. On the other hand, having demonstrated fluency in more than one language, these Maori students might be more confident in their ability to undertake study in a different culture.

Table 5 shows the foreign languages spoken or written by European and Maori respondents. Not surprisingly these are dominated by the so-called 'international' European languages, French, German and Spanish, and Japanese. However, fewer than 50% of European and Maori respondents who did speak another language rated themselves as fluent speakers of a foreign language. Thus our best estimate of the

proportion of native English speaking students, who are effectively monolingual is around 90%. If the criterion is relaxed to include some ability to read or write a foreign language, the proportion drops to between 80% and 85%. But this makes little difference to the conclusion that New Zealand students' ability to study overseas in any language other than English is seriously limited.

Table 5. Foreign Languages Spoken by European and Maori Students

Language	Number	Percent ² (n=84)
French	32	38.1
German	20	23.8
Spanish	16	19.0
Japanese	13	15.5
Other ³	17	20.2

1. Foreign language is any language apart from English or Maori.

2. Percentages add to more than 100% because respondents could report more than one language.

3. Includes: Italian, Portuguese, Chinese, Dutch, Croatian, Hungarian, Samoan, Catalan and Afrikaans.

Results

Awareness and knowledge of exchange programmes

Most of the students surveyed (78%) were aware of international exchange programmes; 42% said they knew about them and 36% said that they were vaguely aware of them. The level of awareness was highest at University A, where 50% of respondents had more than a vague familiarity with these programmes and only 15% had not heard of them. By contrast, more than a third of the ITP students were not aware of student exchanges and only 29% were familiar with them (see Table 6).

Table 6. Awareness of Exchange Programmes

Level of Awareness	University A (n=214) %	University B (n=181) %	University C (n=150) %	ITP (n=80) %	Total (n=625) %
Heard of programmes	49.5	42.0	38.7	28.8	42.1
Vaguely Aware	35.5	37.6	36.0	36.3	36.3
Not aware of programmes	15.0	20.4	25.3	35.0	21.6

The most common source of information about overseas exchanges was from friends or by word-of-mouth. Two thirds of respondents mentioned they had learnt about overseas exchanges in this way (see Table 7). Forty-one percent of students said they had learnt about overseas exchanges from students who had been on an exchange. Most of these respondents are likely to be among the two-thirds already mentioned (since respondents could report more than one source of information), but these figures emphasise the pivotal role that word-of-mouth plays in creating awareness of overseas exchanges among students. Other important sources of information about overseas exchanges include brochures (39%), orientation (27%), lecturers (24%) and school careers advisors (23%).

Table 7. Sources of Information about Exchange Programmes

Information Source	University A (n=180) %	University B (n=143) %	University C (n=111) %	ITP (n=53) %	Total (n=487) %
Friends or word-of-mouth	73.9	64.3	64.0	60.4	67.4
Exchange students	45.0	35.7	38.7	47.2	41.1
Brochures	42.8	39.9	33.3	34.0	38.8
At orientation	23.3	35.7	16.2	34.0	26.5
From lecturers	25.0	22.4	27.0	22.6	24.4
School Careers Advisors	29.4	18.9	17.1	20.8	22.6
Institution website	23.3	21.7	10.8	11.3	18.7
University Liaison Officer	20.6	16.1	13.5	11.3	16.6
At the Exchange Fair	12.2	8.4	4.5	1.9	8.2

Because more University A students go on exchange programmes, more awareness of the programmes is created by the interaction of these students with other students at the university. However, there also appear to be some institutional differences in the efficacy of different measures employed to inform students about overseas exchanges. For example, a relatively low proportion of University C students mentioned orientation as an information source compared to students at the other three institutions. The same applies to the websites and exchange fairs at University C and the ITP compared to those of the other institutions.

The results in tables 6 and 7 suggest that University A's success in exchange programmes is partly due to the greater awareness of these programmes among its students. University A students are more likely to have heard about exchange programmes while at secondary school (generally through the activities of the University's school liaison officers), and when they get to university they are more likely to hear about the programmes by word-of-mouth. This word-of-mouth is reinforced by lecturers, brochures and the university website.

An interesting result is the relatively unimportant role of university liaison officers as a source of information about exchange programmes. However, this may disguise the fact that liaison officers may be instrumental in the development of brochures, websites, orientation booths, and exchange fairs. They also may exert influence through school careers advisers, who are mentioned more often as an information source.

Perceived Benefits of Exchange Programmes

Only 29% of students who were aware of exchange programmes had ever seriously thought of going on an exchange, though 55% had considered it, though not seriously; 16% had not considered the possibility at all. While differences between the three universities were minimal, roughly twice as many ITP respondents said they had never considered going on an exchange and correspondingly fewer had ever considered the possibility (see Table 8).

Table 8. Consideration of an Exchange Programme

Ever considered going on an overseas exchange	University A (n=182) %	University B (n=144) %	University C (n=112) %	ITP (n=52) %	Total (n=490) %
Yes, seriously considered	32.4	27.1	25.9	26.9	28.8
Yes, but not seriously	52.7	57.6	58.9	46.2	54.9
No	14.8	15.3	15.2	26.9	16.3

Preferred Countries

The preferred areas of the world for an overseas exchange are shown in Table 9. (A list of preferred countries is given in Appendix B, Table B1.) The English speaking countries USA, Canada, England and Australia dominate the choice of preferred destinations for an overseas exchange; 85% of respondents included the USA and Canada among their first three preferences, and 70% included England, Ireland or Scotland.

Table 9. Preferred Destinations for Exchange Programmes

Region or Country (n=476)	First Choice %	First Three Choices %
North America	33.2	84.5
Europe	25.0	76.5
United Kingdom	24.6	70.4
Australia	6.9	24.6
Asia	5.4	17.0
Central/South America	4.0	11.6
Africa	0.6	2.1

Three quarters of respondents also included European countries among their three choices, and a quarter selected a European country as their first choice. Given students' lack of foreign language proficiency, we can only speculate that students assume they would be able to study in English in European countries. The decision by various European universities (for example, major Dutch and German universities) to teach in English, plus the fact that sizeable proportions of the population in these countries speak English, means that this is possible. However, the preferred destinations for an overseas exchange strongly reflect the "traditional OE destinations" for young New Zealanders. Relatively few students apparently regard Asia, Africa, Central or South America as likely places for an overseas exchange.

Most Important Benefits

Among respondents, the most important benefit from studying overseas was the exposure it would provide to a different culture and language, followed by the chance to see if they would like to live and work overseas, being able to list a semester at an overseas university on their CV, and the prestige of attending a top overseas university (see Table 10).

Table 10. Most Important Benefits from Studying Overseas

Benefit from studying overseas (n=620)	Most Important Benefit %	Three Most Important Benefits %
Exposure to a different culture or language	40.0	70.2
The chance to see if you would like to live and work overseas	20.5	64.4
Attending a prestigious overseas university	11.3	34.0
Being able to list a semester at an overseas university on your CV	10.5	44.8
The opportunity to study subjects not available in New Zealand	4.4	21.3
Opportunities to pursue sport or cultural interests	3.5	17.9
The competition of studying at a top-rated overseas university	2.7	14.4
The opportunity to study in your family's culture or language	1.6	7.9

Other potential benefits of overseas exchanges, such as being immersed in another language, the opportunity to study subjects not available in New Zealand or pursuing sport or cultural interests, are important to some students but generally much less so than the four main benefits mentioned. These conclusions are supported by the attitudes to benefits of exchange programmes shown in Table 11.

Table 11. Attitudes to Benefits of Exchange Programmes

Statement	Agree %	Neutral %	Disagree %	Don't Know %
It would be good to have exposure to a different culture and language	87.2	7.8	0.7	4.2
Studying overseas would help me decide if I'd like to live and work overseas for a longer period of time	77.3	14.1	2.9	5.8
Having a semester at an overseas university would look good on my CV when I graduate	69.8	21.6	1.6	7.0
I'd like to go to a prestigious university in another country	60.8	29.8	4.2	5.3
Going overseas would be good because I would be immersed in another language	51.0	32.5	10.6	5.9
Studying overseas would provide good opportunities for me to pursue my sporting or cultural interests	43.4	35.5	13.3	7.8
An overseas university would allow me to study subjects I could not study in New Zealand	33.0	36.0	13.4	17.6
I'd like the competition of studying at a top-rated overseas university	31.8	42.6	18.4	7.2
Going overseas would allow me to study in my family's culture or language	17.6	32.8	40.5	9.1

If there are opportunities to study subjects overseas that are not available in New Zealand, this is not something that many students are aware of. This is consistent with students' general lack of knowledge about the details of exchange programmes. The belief that competing at a top-rated overseas university would be a benefit of an overseas exchange is not widely held. On the contrary, around 20% of respondents disagreed that they would like this idea. Only a small proportion of students saw the opportunity to study in their family's culture or language as a potential benefit of an overseas exchange. This reflects the largely monolingual status and European ethnicity of New Zealand students.

Perceived Obstacles to Exchange Programmes

The cost of studying overseas was the most important obstacle identified by students when asked to select from a series of potential obstacles. Other important obstacles included having to leave friends and family, studying in a language other than English, and the fact that some students would prefer to finish their degree before going overseas (see Table 12).

Table 12. Most Important Obstacles to Studying Overseas

Obstacle to studying overseas (n=616)	Most Important Obstacle %	Three Most Important Obstacles %
The cost of studying overseas	22.9	60.1
Leaving friends and family	16.6	39.0
Prefer to finish degree first	14.4	31.8
Studying in a language other than English	13.6	39.6
Grades not good enough for an exchange	7.3	19.6
Don't know enough about what is involved	6.7	23.9
Taking longer to finish degree	6.3	21.5
Not confident about coping at an overseas university	4.1	16.6
Inflexibility of degree	3.1	10.2
Concerns about eligibility for student loans and allowances	2.6	17.9
Difficulty of organising a suitable overseas programme	1.5	10.4
Have already moved to study and don't want to move again	0.3	1.8
Leaving flat	0.3	3.3
Leaving job	0.2	3.7

Not knowing enough about what is involved in an overseas exchange; the possibility that their grades would not be good enough to be accepted for the programme; concerns about eligibility for student loans and allowances; not being confident about coping at an overseas university; and taking longer to finish a degree are other potentially important obstacles to overseas exchanges. However, the important obstacles identified by students fell into two groups: obstacles that could be relatively

easily overcome and those that might prove more intractable. This is illustrated by respondents' attitudes to obstacles to exchanges, shown in Table 13.

Table 13. Attitudes to Obstacles to Exchange Programmes

Statement	Agree	Neutral	Disagree	Don't Know
	%	%	%	%
I would find it too difficult to study in a country where the teaching was not in English	62.6	16.6	11.7	9.1
I don't know enough about study overseas	56.8	24.5	12.2	6.6
I'm not sure if I would be eligible for a student loan or allowances while I was overseas	49.6	17.8	13.1	19.5
It would be too expensive for me, so I couldn't afford to study overseas	45.9	28.5	13.0	12.6
I'd much rather go overseas after finishing my degree than study abroad while I'm still doing my degree	37.1	34.1	21.6	7.2
I would find it difficult to leave my family	37.1	27.2	30.4	5.3
I would find it difficult to leave my boyfriend or girlfriend	29.4	20.2	42.6	7.8
Study overseas could interrupt my degree study and might affect my academic performance here	28.6	25.1	35.4	10.9
I can't afford to lose up to a year of study time for my degree here	28.0	28.8	33.6	9.6
I don't feel confident I could do well at an overseas university	27.5	28.3	34.4	9.8
It is very difficult to organise a suitable overseas programme	25.4	29.9	17.9	26.7
My grades aren't good enough to be accepted for study abroad	24.0	28.0	28.2	19.8
I wouldn't want to leave my friends for study overseas	20.3	33.1	40.8	5.8
I would find it difficult to leave my flat and find another when I got back	16.8	23.0	51.7	8.5
I would find it difficult to leave my job and find another when I got back	12.8	20.8	58.1	8.3
My degree is not flexible enough to allow me to study overseas	12.2	18.2	34.6	35.0
I have already moved to study and don't want to move again	10.1	23.5	59.8	6.6

Most respondents (63%) agreed it would be too difficult to study in a country where the teaching was not in English. However, while overcoming this problem (by going to an English speaking country or to a university where English is the language of instruction) limits the potential destinations for many students, it is not an absolute barrier to them going on an exchange. Similarly, many respondents agree they don't know enough about study overseas (57%) or are not sure if they would be eligible for

a student loan or allowances while they were overseas (50%). These obstacles could be relatively easily overcome by providing students with more information.

There are some potential psychological barriers for some students – leaving friends and family, lack of confidence in their ability to do well at an overseas university, concerns about the effect of an exchange on their academic performance, and preferring to finish their degree before going overseas – but these seem unlikely to be insurmountable. For example, the social support provided by group exchanges rather than individual placements would help to alleviate the psychological barriers of isolation and separation from family and friends and provide reinforcement for the decision to study overseas.

This leaves the potentially more intractable obstacles: the cost of studying overseas, the difficulty of organising a suitable overseas programme, and having grades that are not good enough to be accepted by an overseas university. For some students at least, these appear to be serious barriers to an overseas exchange. Nevertheless, there are some measures that could facilitate studying overseas, even for these students, and these are discussed in the next section.

Increasing the Attractiveness of Exchange Programmes

From a list of 14 interventions that might make an overseas exchange more attractive, four main themes emerged from the items selected by respondents as most attractive (see Table 14). These themes were:

Financial

- being eligible for a scholarship to go on an overseas exchange
- being able to work part-time while overseas
- reasonably-priced accommodation overseas
- more information about the cost of overseas exchanges.

Emotional support

- going overseas with a group of students rather than individually
- having an academic and personal mentor while overseas
- having a buddy in the overseas institution before going overseas.

Being able to study in English

Information and assistance

- help to organise an overseas study programme
- knowing that potential employers would value an overseas exchange.

Table 14. Most Important Facilitators for Studying Overseas

Facilitators for studying overseas (n=609)	Most Important Facilitator	Three Most Important Facilitators
	%	%
Being eligible for a scholarship	27.4	52.5
Going overseas with a group of students	17.7	40.7
Being able to study in English	17.1	45.5
Being able to work part-time overseas	8.9	32.5
More information about the costs of overseas exchanges	7.2	25.8
Help to organise an overseas study programme	4.1	18.7
Having an academic and personal mentor overseas	3.4	18.1
Reasonably-priced accommodation overseas	3.4	17.1
Having a buddy in the overseas institution	3.4	13.1
Knowing potential employers value an exchange	3.1	12.6
Having support from lecturers	1.3	7.2
Hearing from students who have been on an exchange	1.3	7.7
Learning about exchanges at school	0.8	4.3
Learning about exchanges sooner after school	0.8	3.0

The importance of financial support or the ability to earn money while overseas is emphasised by students' response to the question of whether their family would support a decision to study overseas. Most students (90%) believed their families would be supportive, but only one-third reported that this would include financial help (see Table 15). Furthermore, among the ITP students the proportion who thought their parents would support them financially if they decided to study overseas was about half that of the three universities. This may simply reflect the higher average age of the ITP sample – more ITP students may be independent of their parents – or it may reflect the higher proportion of 'other' ethnic groups there.

Table 15. Family Support for Exchange Programmes

Would your family support your decision to study overseas?	University A (n=182) %	University B (n=144) %	University C (n=112) %	ITP (n=52) %	Total (n=490) %
Yes, including financially	36.9	38.2	29.5	15.4	33.3
Yes, but not financially	52.7	52.1	57.1	63.5	54.7
No/Don't know	10.4	9.7	13.4	21.2	12.0

Effects of Gender, Ethnicity, Year of Programme and Awareness

There were no *a priori* reasons to expect large gender differences in the survey results, and in general few were observed. The relatively small number of significant differences are shown in Appendix B, Tables B2 and B3. Female students were more likely than their male counterparts to regard exposure to a different culture as a benefit of overseas exchanges (93% vs 88%), whereas males were more likely to regard opportunities for sport or cultural activities as a benefit than did females (53% vs 44%). However, this is not a particularly highly-rated benefit for either males or females).

Females were more likely to agree they didn't feel confident they could do well at an overseas university (34% vs 23%), that they could not afford to lose a year of study (34% vs 25%) and that they would find it difficult to leave their family (46% vs 25%). However, although these differences between males and females are significant, most are not very large. Nevertheless, since a high proportion of potential exchange students are likely to be women (because they constitute the majority of tertiary students) it would be sensible to address these female students' concerns when promoting overseas exchanges.

Maori were less likely than other ethnic groups to be aware of exchange programmes, but among those who had heard of them, Maori were just as likely to have considered going overseas (see Table 16). However, Maori were much less likely to report that their family would support them financially if they were to go on an overseas exchange programme. If equity of opportunity for Maori is an objective, these awareness and financial issues will need to be addressed.

Table 16. Effect of Ethnicity on Awareness and Likelihood of Support for Studying Overseas

Question	Percent responding "yes" to question				Sig p
	European (n=341) %	Maori (n=42) %	Chinese (n=35) %	Other (n=72) %	
Heard of programmes	41.5	29.4	56.8	44.8	.062
Seriously considered going	29.7	31.0	22.2	26.4	.793
Financial support from family	34.9	16.7	48.6	27.8	.000

Among 'native' New Zealanders (New Zealand Europeans and Maori) there were no differences in attitudes to the benefits of and obstacles to studying overseas, apart from the fact that more Maori agreed that they would like to go to a prestigious university in another country (77% vs 62%), and that an overseas university would allow them to study subjects not available in New Zealand (51% vs 35%). However, the Maori sample is small (n=51) so these differences need to be interpreted cautiously. (See Appendix B, Tables B4 and B5.)

There were no differences between first-year students and more advanced students in their awareness of exchange programmes, their likelihood of considering an overseas exchange or of their families supporting them financially to go overseas. Similarly, there were no differences in the attitudes of first-year and other students

towards the benefits of studying overseas, apart from a stronger belief among first year students that there would be good opportunities to pursue sporting or cultural activities overseas (53% agreement among first year students compared to 41% agreement among other students).

Perhaps predictably, first year students were more likely to be unsure if they would be eligible for a student loan or allowances while studying overseas (67% vs 57%), and more likely to agree that they have already moved to study and don't want to move again (14% vs 8%). However, first year students were less likely to think their grades will not be good enough to be accepted for study abroad (26% vs 33%) – their academic ability may have yet to be revealed to them – and less likely to agree that their degree is not flexible enough to allow them to study overseas (12% vs 24%) – this may reflect a lack of appreciation of the reality of the situation for some of these students. (See Appendix B, Tables B6 and B7.)

There were some differences in the preferred destinations of students who were well aware of study abroad programmes compared with those who were only vaguely aware or had not heard of them at all (see Appendix B, Tables B8 and B9). However, as far as the target countries for New Zealand Undergraduate Study Abroad Scholarships are concerned, there is little evidence as yet that awareness of overseas exchanges significantly influences students' preferences for these destinations. Students well aware of overseas study programmes were more likely to mention countries in Central and South America as preferred destinations, but less likely to mention Asian countries. Overall, there was no preference for English-speaking destinations among those who were unfamiliar with these programmes.

Differences in awareness were, however, reflected in students' perceptions of and attitudes to studying in a language other than English. Students who were only vaguely aware or unaware of overseas exchanges were more likely to agree that they would find it too difficult to study in a country where the teaching was not in English (70% vs 62%). The same pattern was evident to a lesser extent in students' identification of the most important obstacles to studying overseas; 41% of those with little or no awareness of exchange programmes chose studying in a language other than English among the three most important obstacles to studying overseas, compared to 39% of those who were well aware of these programmes. Similarly, the equivalent figures for being able to study in English as a facilitator for studying overseas were 47% and 44%, respectively.

Students' Comments

Students' open-ended comments generally reflected the themes that emerged from the quantitative analysis of survey responses. These comments are summarised here under four headings: cost and financial support, the need for more information, the importance of learning in English and restriction of choice. (The complete set of respondents' verbatim comments is reproduced in Appendix C.)

Cost and Financial Support

The cost of studying overseas was commonly mentioned as a barrier to overseas exchanges. While it is true that students pay only New Zealand fees, the cost of living overseas is a concern for many students. This is exacerbated by the exchange rate between the New Zealand dollar and the currencies in the most popular overseas destinations (during the survey period, the value of the New Zealand dollar rose to post-float highs against most foreign currencies, but this was a very recent phenomenon). More scholarships or other forms of financial support for New Zealand students studying overseas were seen as the solution to this problem.

I would absolutely love to go on an exchange, but it is out of the question with regards to the huge costs it would incur. If there was affordable, independent accommodation readily available, I would go in a second!

Have thought about it but the costs of actually getting to the country put me off. Really expensive to go to the USA.

I would love to study overseas but do not have the finances.

It's good that we would pay only NZ university fees, but it's the cost of living that's the expensive bit.

Very enthusiastic, however, there need to be more scholarships for students such as myself who cannot afford such exchanges.

I am very interested in studying overseas, the only concern I have is the cost. Would like to know more about scholarships and the cost involved in studying overseas.

The Need for more Information

Despite the efforts of the institutions concerned, a number of students commented on a lack of information about overseas exchanges. More information on costs was commonly mentioned, but the scope of students' expressed information needs ranged from details of the universities at which exchanges could occur; to the length of exchange programmes; the papers students could take; the grades required to qualify; the accommodation available; to whether student loans and allowances would be applicable; and whether it was possible to study in English in a non-English speaking county. Most, if not all, of this information is available from the students' institutions, but some students were apparently unaware this existed or were unable to find it.

I would be more interested if I had more information.

It would definitely be helpful to find out more about these exchanges as I have often thought about it but am unsure about them and what they involve.

Would be good to have a website listing all possible universities you could go to plus how much each may cost.

They sound like a really good idea but it would be cool to have a bit more information. For example, I heard you can only go to certain universities.

It's not advertised or talked about enough. I wouldn't have a clue about cost, accommodation, course cross credits and other relevant topics. Information is very hard to find.

What would happen if we didn't perform well during the overseas student exchanges programme? What kind of subjects can we take? Is the student allowed to choose them?

I would like to know if student allowances/loans are applicable for those studying abroad. Is it possible to study in a country where another language is spoken if you don't know the language?

The Importance of Learning in English

Some students commented on the fact that the need for them to study in English limited their potential options for an overseas exchange.

I would never consider going to a country where English wasn't spoken.

Survivability (i.e., money, accommodation, food) are what I think are most important. Language is next.

It is an attractive idea, but there don't seem to be many opportunities to go, especially if you can't afford it and can only speak English.

Is it possible to study in a country where another language is spoken if you don't know the language?

I would definitely consider going if it was an English-speaking country and I had a lot more information on the whole thing.

Restriction of Choice

Some students mentioned that the range of overseas exchange options was limited and did not necessarily suit them. Other students with children felt that this limited their ability to study overseas.

I've looked at the exchange page on University A's website and find that the names of their exchange partners mean almost nothing to me, with the exception of a few, such as the Universities of California and Bristol. Also, many of them are specifically for commerce students, which is somewhat discouraging.

I feel there should be more art-focused universities where we can do exchanges (for design and architecture). There should be more universities to choose from, as the choice at the moment is quite restricted.

More science universities would be good too. Lots at the moment seem to be arts or commerce.

I think the variety of countries with which to take an exchange is extremely narrow at University B. Most of the universities are in westernised nations, like Germany, USA etc, which, apart from anything else, often have a higher cost of living than NZ, meaning the student loan/allowance won't go as far.

When I decided I wanted to do an exchange the only opportunity for photography was America. Since I had already lived there I was not interested. Would be nice to have more options.

I would love the opportunity to study in another country for a semester or two. But I have a three month old baby, and these programmes don't accommodate students with young children unfortunately.

The overwhelming impression left by students' open-ended comments is their enthusiasm for studying overseas. Many students were concerned about costs, did

not have enough information about student exchanges and would only be comfortable studying in English, and some had had problems finding a suitable programme or institution at which to study. However, students recognised the value of studying overseas and were keen to have this experience.

I think it is a really good idea, and I can't wait to go.

It sounds like a really amazing opportunity.

The overseas exchange programme is a great opportunity. It should be mentioned to all students at the start of their university degree.

I think it is an excellent idea. The more opportunities university students have to go on overseas exchanges and experience diverse cultures the better.

These open-ended comments represent the views of only a sub-sample of all respondents. Nevertheless, they are consistent with the rest of the survey and support the conclusion that lack of enthusiasm for studying overseas is not a major barrier to overseas exchanges.

Summary and Discussion

Secondary school focus groups

Some students at secondary school, who are in the position of considering exchanges seem to lack exposure to the range of exchange possibilities and to the level of detail required to consider planning an exchange as part of an undergraduate degree. This is important given that most student exchange opportunities would be scheduled for the second year of a degree, thus requiring planning and even commitments to be made by early in their first year at tertiary. While specific detail is available on websites for those who seek it, at a more general level misconceptions seem to inhibit students from finding out more information.

Students also have a number of specific concerns that could easily be addressed by more clarity in information, such as how loans and allowances could accommodate study abroad, available social and administrative supports, quotes from students who had returned from overseas exchanges, and how programmes fit into general degree requirements. If students are to be ready to consider seriously study abroad early in their first year of tertiary study, they require more support and reassurance at the senior secondary level. Students particularly regarded those who have previous personal experience of exchanges as a desired and very credible source of information, support and reassurance.

Survey of tertiary students

Despite the efforts of the institutions concerned, our survey revealed that awareness and knowledge of exchange programmes are relatively low among students in general. Most students (78%) had heard of international exchange programmes, but only 42% of those responding to our survey were more than vaguely aware of these opportunities. Whether this is a serious problem is hard to tell because exchanges are not suitable for all students. Nevertheless, it seems reasonable to assume that the bigger the pool of potential exchange students, the greater the likelihood that sufficient suitable students will be found. Consequently, increasing the level of

awareness and knowledge of exchange programmes among students in general seems a sensible objective.

The commonest and perhaps most effective sources of information about overseas exchanges were by word-of-mouth from friends or other students who have been overseas. Unfortunately, this creates a 'double jeopardy' problem for institutions with small exchange programmes. They have fewer exchange students so there is less potential for word-of-mouth to be created in those TEIs. Nevertheless, the relative success of one university's exchange programme suggests that word-of-mouth can be reinforced by effective brochures, a website and the efforts of liaison officers, lecturers and international programmes' staff.

Most students (70%) indicated they had never seriously considered an overseas exchange. Nevertheless, when pressed to nominate countries that might interest them, respondents' choices were dominated by the 'traditional OE destinations' of young New Zealanders: the USA, Canada, England, Australia and Western Europe. These predominantly English-speaking destinations also reflect the fact that 'native' New Zealand university students are overwhelmingly monolingual (around 90% in our survey).

Perceived benefits

Interestingly, the two main benefits of studying overseas identified by respondents were:

- exposure to a different language and culture; and
- the chance to see if they would like to live and work overseas.

Other benefits students identified included:

- the prestige of attending a top overseas university (and being able to list this on their CV)
- the opportunity to be immersed in another language
- access to subjects not available in New Zealand.

These findings suggest that despite reporting no intention to participate in a student exchange, many more students might take advantage of the opportunity given more information, support and clarity regarding what was involved.

Perceived obstacles

The main obstacle to exchange programmes was the perceived cost of studying overseas. Other important obstacles include:

- the psychological barriers of leaving friends and family
- lack of confidence among some students in their ability to do well at an overseas university
- concerns about the effect of an exchange on their academic performance
- and preferring to finish their degree before going overseas.

However, these do not seem insurmountable problems. Potentially more intractable obstacles to overseas exchanges include:

- difficulties in organising a suitable overseas programme

- having grades good enough to be accepted by an overseas university
- taking longer to finish a degree because of an exchange
- many students would only be able to study in a country where English is the language of instruction
- and, for a number of students, not having enough information about what is involved in an overseas exchange was seen as important.

However, neither of these latter obstacles presents an absolute barrier to going on an overseas exchange, particularly at a time when a growing number of overseas universities are in the process of changing the language of instruction to English in countries (e.g., France and Germany).

Though most students (90%) believed their family would support a decision to study overseas, only a third reported that this support would include financial help. Consequently, most students assume they would have to fund the cost of an exchange programme themselves and believe (usually correctly) that this would cost them more than studying in New Zealand, unless they could obtain a scholarship. Being able to work part-time while overseas and having access to reasonably-priced accommodation overseas would also help to offset the cost of an overseas exchange.

Initiatives to encourage student exchange

Overseas exchanges require considerable preparatory work in selecting destinations, courses, and applying for grants. Ideally this work would begin in the senior secondary school. More effort is required from schools and TEIs to routinely incorporate the option of an overseas study exchange and exposure to a range of possible destinations into tertiary planning events and publications. School liaison staff (from TEIs) and school career teachers may benefit from professional development and resources to support such work.

Apart from providing potential exchange students with information and answers to the sorts of questions they are likely to raise, tertiary institutions could provide more assistance to students to develop suitable exchange arrangements. While most institutions are already doing this, the level of assistance appears to be variable. Furthermore, some of the initiatives we have discussed could be implemented to reduce the psychological and practical obstacles to overseas exchanges.

Other initiatives that might make overseas exchange more attractive to more students based on our data include:

- emotional support in the form of an academic and personal mentor while overseas
- a 'buddy' in the overseas institution before going overseas
- going overseas as part of a group rather than alone.

Social support issues rated second behind financial issues as barriers to overseas exchanges, yet current exchange programmes invariably rely on individual placements. In countries such as the U.S., where student exchange programmes are more mature and have wider participation, placements are often organised in groups. This suggests that group exchange opportunities providing more social support for exchange students should be explored by New Zealand tertiary institutions. Not every

student wants to go overseas in a group, but going overseas by oneself can be lonely and stressful. Being a member of group of just two or three students could make study abroad a much less intimidating prospect for many students.

Chapter 5

Case Studies of Tertiary Educational Institutions (TEIs)

Introduction

A major component of the research involved case studies undertaken at five New Zealand tertiary institutions (TEIs) to investigate policy, institutional strategies, perceptions of administrators, managers, staff and students, and marketing focus. The comprehensive literature review (see Chapter 2) informed the approach to data collection and issues to be investigated in the case studies. This was important. Patterns evident in student exchange programmes in Australia, North America, the United Kingdom and the European Community particularly where there was more experience and a longer history of student exchanges assisted in identifying dimensions of exchange programmes to explore at the case study TEIs (DEST, 2004; Sussex Centre, 2004; Stone, 2006).

The structure of this chapter is as follows. Firstly, we briefly describe the case study samples, followed by general information on data collection and analyses for the various data sources from the case studies. Next, we focus specifically on these data sources, beginning with the documents analysis, then presenting the findings from the interviews with key senior managers and administrators, academic staff and those with outbound students. The final section of the chapter presents an overview and interpretation of findings from the different data sources for (a) institutional policy related to internationalisation and student exchange; (b) academic and programme regulations; (c) specific requirements and/or aspects of the student contract and code of conduct with regard to student exchanges; (d) patterns in student support and administrative support services for student exchange; and (e) the components present in agreements and processes from the TEI case studies.

Overview of the Case Study Approach

This section of the report is consistent with established standards for case study research (Merriam, 1998; Yin, 2003). A case study approach enables the integration of multiple sources of information and the triangulation of evidence.

Case study research is not restrictive in terms of types of data collection or approaches to data analysis. In our case studies, the data included documents exemplifying institutional policy, practice and guidelines or procedures. The case studies were intended to be descriptive rather than to test a hypothesis or relationships between variables. We examined data from each of the TEIs with the aim of describing current policies and practices. While this is not necessarily a representative sample of policy and practice at all New Zealand TEIs, the case studies and triangulated sources of data should provide a reasonably comprehensive picture of tertiary strategies and perspectives to inform future developments.

We also undertook interviews with several different constituent groups, both staff and students. Descriptive accounts of documents are reported objectively, such as whether

or not websites included linkages to different sites reflecting questions emerging from the student input.

Interviews were analysed using widely accepted qualitative analysis processes to identify themes emerging across participants, searching for both consistencies and inconsistencies but with a view to capturing the richness and diversity of perspectives of relevant student exchanges. Our approach while not a grounded theory approach, was influenced by grounded theory in that we allowed new ideas to emerge from the data rather than restricting discussion to pre-identified categories (see Charmaz, 2006, for a discussion of differences in approaches to grounded theory).

Sample

Each of the five Tertiary Educational Institutions (TEIs) represents a case, hence the individual TEIs are the unit of analysis. Our sample of cases was purposive in that we deliberately sought two universities with established student exchange programmes and two with smaller and growing student exchange programmes. A fifth TEI was selected to represent another tertiary institution type pursuing student exchange opportunities, an Institute of Technology Polytechnic (ITP).

The TEIs included institutions from the North and South Island. Each enrolls over 15,000 students and offers undergraduate and postgraduate degree programmes in a wide range of disciplines. The ITP offers sub-degree certificate and diploma, undergraduate degree and post graduate degree programmes in a wide range of disciplines. Two of the case study universities had a relatively long history of student exchange programmes and large numbers of outbound students, whereas activities were more recent at the other three TEIs. Four of the TEIs participated in the student survey reported in Chapter 4.

Data collection

Data gathered for the case studies included relevant documents on policy, strategies, and marketing that were analysed for patterns across institutions, in comparison to overseas policy and practice, and in order to report innovative and evidence-based practice where that existed.

At each TEI, the case studies also involved semi-structured interviews with the Associate Vice-Chancellor-International or appropriate senior policy manager responsible for the oversight and management of student exchange programmes, student exchange programme managers with direct responsibility for the administration of study abroad and exchange programmes (all five TEIs), academic staff involved in coordinating student exchanges within their departments (four TEIs), and students who were in the process of planning their student exchange or who had just returned from an exchange overseas (four TEIs).

International offices coordinated the interviews with staff and students. We provided selection criteria to guide the selection of interviewees. We emphasised our interest in speaking with those who had shown interest in or had had experience of outbound student exchange. In all, 23 staff members were interviewed across the five institutions, including the international director or pro vice-chancellor international, or both, the exchange coordinators, and eight academic staff from a range of disciplines including science, psychology, Japanese, Spanish, communications and journalism.

A total of 17 students from four TEIs were interviewed, individually or in pairs or small groups. Twelve of these students were about to go on exchange to countries including the U.S., Canada, the U.K., and Japan. Five of the students had recently returned from exchanges in Chile, Denmark, Fiji, and the U.S. including Hawaii.

Documents Analysis

Various documents including electronic sources of information (i.e., web-sites) were examined for each of the TEIs. At each TEI, our team sourced strategic policy and information regarding student exchange and study abroad from the institution's website. Additional materials were requested from key interviewees during the site visits to each TEI, including institutional data on inbound and outbound exchanges, publications intended for students (e.g., recruitment brochures, posters, information packs, and so on), institution-wide and faculty-specific academic and programme regulations, forms and requirements for student applications and exchange contractual agreements, information on student support and administrative support services, staffing patterns to support student exchanges (from the most senior manager holding the internationalisation portfolio to student support personnel and faculty liaison academic staff), and templates for and examples of Memoranda of Understanding or Agreement with overseas tertiary partners.

Data Analysis

Documents were reviewed within and across TEIs by at least two individual research team members. In addition, at least two researchers reviewed the interview transcripts with staff and students and identified patterns relevant to the major issues of interest across TEIs. For each of these data sources, researchers took notes and identified examples, followed by team discussion to reach agreement on major themes, findings and exemplars for each of the following categories:

- Institutional policy level: Institution-wide strategic planning; academic regulations and guidelines; student contracts and/or codes of conduct; and characteristics of memoranda of understanding and agreement.
- Discipline and programme level: Specific programme requirements; programme opportunities; partnership agreements and alignments; faculty academic advice for students.
- Student information and support: Recruitment; funding; information (including ease of access and comprehensiveness of the website); advice; home and away support; characteristics of exchange opportunities including individual or group options.
- Academic staff: Awareness and knowledge of student exchanges and funding; professional development opportunities; involvement in student recruitment; involvement in establishing exchange agreements with partners overseas; and overall level of involvement.

Interviews with Staff, International Programme Administrators and Senior Managers

Interviews with staff were carried out in the context of on-site visits to each TEI, though some interviews were done by phone if the participant was not available on the dates scheduled for the visit. Most were individual interviews, but some involved two or three staff members. Two researchers were present for nearly all interviews, with one asking questions and the other taking notes. At the conclusion of the interview the recorded responses were confirmed with the interviewees and any amendments or additions recorded. Issues covered in these interviews included:

1. *Role & Responsibilities*. Academic and international office staff and managers were asked about their role. Probe questions focused on the process of advising students; how staff and students were informed of processes and responsibilities; the nature of relationships between the central tertiary international office and the faculties; and perceptions regarding the fulfillment of respective roles and responsibilities.
2. *Promotion & Recruitment*. Questions focused on how and when exchange opportunities were communicated and promoted to students, with probe questions on preferred destinations, programme choices, credit decisions, and the involvement of academic advisors working with students in the disciplines.
3. *Facilitators & Inhibitors*. Staff were asked how, in their opinion, academic regulations encourage or inhibit participation in student exchanges, and what they saw as the factors promoting and impeding the growth of outbound student exchanges. We asked for examples of TEI initiatives that seemed related to growth of outbound exchange numbers and also the impact of national programmes such as the government-funded NZ Undergraduate Study Abroad Awards.
4. *Agreements & Memoranda of Understanding*. Questions focused on perceptions of processes for establishing student exchange MOUs with overseas partners and how they felt about existing agreements including any that were inactive. Probe questions also explored whether these New Zealand TEIs experienced difficulty establishing agreements with desirable overseas partner institutions.
5. *Reciprocity & Student Destinations*. Managers were also asked about any pressures faced in maintaining reciprocity in numbers of incoming and outgoing students and any pressure to direct students to a particular country or institution based on student vs institutional interests. We also asked about limits on student numbers for exchanges.

Seventeen students who had recently returned or were about to go on exchange were interviewed at the international centres or offices of their TEI. The student interviews focused on the student experience of considering and planning an exchange. Interviews with returned students also touched on the experience of studying abroad, and of returning to their home institution.

Case Study Findings

The findings from the five institutional case studies are presented starting with patterns and exemplars emerging from the documents and website analyses. We report on findings emerging in the interviews with key TEI staff including senior tertiary managers, international programme administrators and student support personnel, and academic staff in various disciplines and programmes.

Results of the Documents Analyses

Institutional policy and regulations

New Zealand TEIs generally include a broad internationalisation goal in their strategic plan, but this is not always accompanied by comprehensive or even systematic examples of initiatives and activities providing measurable progress towards achieving such a goal. In contrast to the model whereby the University of California places student exchanges within the broader context of diverse internationalization goals (including intellectual exchanges and partnerships at all levels), New Zealand TEIs tend not to frame student exchange programmes within broader global policy objectives.

International policy and practices in TEIs frequently privilege the enrolment of full-fee paying international students in contrast to exchange agreements. Initiatives to recruit full-fee paying students and exchange students are not linked together as part of a vision of global developments and opportunities for the institution, its staff and its students. Memoranda for student exchange and teaching initiatives may be quite separate from partnerships with overseas universities for research and development, which suggests potential to develop a more strategic vision for wider ranging partnerships that can meet broader institutional goals for internationalization.

Examination of institutional templates with required components for Memoranda of Understanding or Agreements emphasise structural and administrative issues such as requiring a balance between inbound and outbound students, rather than requiring and emphasizing locating a student exchange programme within a broader intellectual exchange arrangement with partner institutions and in destination countries of strategic interest.

There was not a clear-cut ideal process for establishing MOUs. Examples were provided of government, TEI leadership led, faculty and individual initiated MOUs which were successful and those that faltered. In recent years the Ministry of Education led agreement with Chile has led to a healthy and growing exchange relationship for a number of TEIs. Not surprisingly, some Memoranda seem to have been initiated by single individuals, a process that then requires considerable ongoing vigilance for implementation, maintenance and further development. Memoranda initiated by the TEI's senior executive must then be implemented "downwards" in persuading individual faculties and staff to develop the initiatives made possible by the TEI-wide agreement. Memoranda initiated by individual staff at faculty and programme level may be more likely to be implemented and to endure, but only so long as that staff member stays and remains enthusiastic. Furthermore, individual academic staff are likely to complain about the irony of being encouraged to develop such exchange initiatives and then having to finesse the red tape of institutional approval—which they perceive as

grudgingly given on occasion. No examples were provided of academic staff being resourced (funded) to foster sustainable and mutually beneficial interactions with colleagues at an overseas partner institution.

Discipline-specific issues and practices

TEIs differ in the extent to which student exchange programmes and associated policy and processes are managed centrally or devolved to disciplinary faculties or even individual departments and schools. As many of the exchanges were negotiated on behalf of and by particular discipline groupings such as foreign languages, it is perhaps not surprising that ownership and responsibility for the academic aspects of the exchange is managed by those groupings as well. However, the devolved pattern can represent a quality assurance and risk management issue for the TEI. In contrast, central institutional academic oversight of student exchange programmes can dampen the commitment of academic staff to facilitate necessary programme-level factors such as credit transfer and equivalence of study overseas towards completion of the undergraduate qualification. In any event, senior managers, international exchange officers and academic staff alike all emphasised that each agreement needs a “champion” if it is to endure and thrive.

All the TEIs used a contract or agreement to record what the student and the institution were agreeing to with an exchange. For example, a Student Learning Contract must be signed by the student, his/her academic adviser, and the department as well as academic division managers documenting credit transfer agreements prior to departure. This contract protects the TEI, the programme and the student from later misunderstandings, and it allows a way forward where devolved programme oversight can accommodate institutional risk management oversight. In some instances, the student also signs a separate contract specifying the terms and conditions of the TEI’s student exchange programme which makes respective rights and responsibilities explicit.

Memoranda of Understanding

Most TEIs can produce a long list of MOUs and Agreements, many of which are described as inactive. A number are limited in scope and quite small in terms of numbers of inbound and outbound students, and this reflects the challenges of maintaining reciprocity of numbers. The Ministry of Education has been instrumental in seeing that TEIs review such arrangements and terminate inactive and unsustainable MOUs and Agreements.

We found innovative agreements with overseas universities focused on indigenous studies between Maori academic units and universities in Canada and Hawaii in the U.S., but these have resulted in limited interactions to date.

There is little evidence that study abroad is a compulsory component of undergraduate degrees, with the rare exception of bachelor honours degree study in a foreign language. To make this feasible, one TEI provides major financial support for students going overseas. Nevertheless the numbers of students enrolled in such programmes are relatively small. Given the major emphasis placed on global knowledge and competencies in many disciplines in today’s international knowledge economy (e.g., commerce, law, social sciences, agriculture etc), it is surprising that so few opportunities actually exist and that virtually none of them are compulsory. We did find many examples in overseas countries where short-term study and internships abroad were

available to students, with financial support provided. The development of these sorts of components within undergraduate degree study could greatly enhance students' qualifications and career opportunities in today's world.

Student information and support

In the previous section, we described a learning agreement regarding credit transfer arrangements signed by the student and institutional representatives prior to departure. This issue is an important one for students, yet students are generally expected to negotiate academic equivalence and to fit overseas studies into their degree themselves rather than the TEI taking on this role. We also found no models of a student code of conduct that might be agreed and signed by the student as a representative of the New Zealand TEI and New Zealand specific to and reflective of any particular challenges presented by the destination country of which the student needed to be aware.

Documents at institutional level intended for students comprise primarily recruitment and information sources plus application forms for participation in components of exchanges to be completed at the New Zealand TEI. As noted in the next chapter, students can be overwhelmed by the demands of making application to the overseas university (which they are almost always required to do themselves), where these processes are often far more complicated than that required to attend a New Zealand university. For example, in addition to submitting official transcripts, students will be asked to write a detailed and lengthy personal statement, submit letters of recommendation from academic faculty in their major area, present evidence of approval for the exchange study from the academic programme level, and present evidence that they have the financial resources to support themselves for the duration of the student exchange period. Overseas university websites can be even less helpful than those here in New Zealand with respect to these processes, perhaps just assuming that overseas students will be as familiar with procedures as domestic students in those countries. Even returned students—those most motivated and who have succeeded in study abroad—report that they found the process daunting.

We entered each TEI's website home page to determine how easily and directly a prospective exchange student could access information about opportunities. Generally, this process required several links to access, with drop-down menus that varied considerably in helpfulness and clarity. More work needs to be done from a web-design perspective to ensure that TEI websites meet student needs. No TEI reported to us that they designed their website information on student exchanges by observing how naive students interested in exchanges might search for information. It would be useful for TEIs to solicit information regularly from students regarding how the sites could be more helpful and what information might be lacking or unclear.

Selected TEIs provided good examples of linkages to specific academic programme exchange opportunities by discipline or subject, whereas most linkages led directly from the general student exchange information page to the wider College of Faculty in a selected discipline. This means that interested students suddenly find themselves on a Faculty-wide homepage, having to start all over again to find out what exchange opportunities might actually be available in that discipline or a particular programme. Having direct links to student exchange opportunities within each discipline and providing contact information and people would seem essential.

Engagement of staff across the TEIs

We found widespread agreement from our various sources of data that staff across the TEIs were not aware of, committed to, or engaging in student exchange or other overseas study opportunities. Students completing the survey, students being interviewed, the documents we reviewed, and the results of the staff interviews reported in the next section show that knowledge of student exchanges seems to begin and end with the champions of those exchanges. This is an area for major development. Academic staff may well be the major source of inspiration and academic advice to students about the value of study and internship experiences overseas in meeting academic and career goals. There is scope to explore ways of enhancing the engagement of staff in internationalization efforts including exchanges.

The next section reporting the results of the interviews with staff highlights various issues relevant to the roles that staff can play in supporting student exchanges.

Results of the Interviews with Staff

Interview results are presented in four broad categories that capture the content and emphases emerging from responses across the different staff groupings: (a) Knowledge, attitudes and experience of staff; (b) Level of involvement; (c) Student recruitment; and (d) Role of the institution.

Knowledge, attitudes and experience of staff

The methodology of this research focussed the interviews on staff with knowledge and experience with student exchanges and who might be expected to have positive attitudes towards exchanges. Those who had been involved directly with exchanges at the interface between students and institutions (such as exchange officers and academic managers) have seen the benefits of exchanges for returning students, and this is reflected in a highly positive attitude.

The students who came back from Berkley were just buzzing with the experience and the opportunities and the quality of the lecturing staff. (Faculty Academic Manager)

After the experience, students' attitude to study and future challenges change and they become more confident. (Academic: language exchange coordinator)

Large universities can open their eyes to other wider opportunities but on their return they can also appreciate what they have in a small university in a small country. (Dean of students)

The attitude of the academic staff is seen as crucial in maintaining relationships.

The line between success and failure hinges on academic staff and if their interest wanes, the exchange is challenged. (Student Exchange Manager)

Academic staff enthusiasm is important. Student enthusiasm grows from staff. (International Director)

The positive attitude of staff is enhanced if they have a personal connection with a particular exchange or location.

Staff have been to Vienna and try to encourage staff and students. (Exchange manager)

Perhaps it would be worthwhile for the Ministry to look at supporting the provision for academic staff opportunities to spend time with colleagues in the countries targeted for NZUSAA.

The attitude to exchanges may also influence the way academic regulations were viewed. Some faculties are more flexible than others.

People apply these in different ways. The X Faculty is more flexible. (Faculty Dean of Students)

In some areas there is a culture of inertia and conservatism with regard to academic regulations and requirements. There is often a misreading of regulations about what a student can complete in their third year. Staff may not realise that students who are on an exchange programme are still XXX university students and if the courses taken overseas are of an equivalent or higher standard there should be no problem in taking third year courses at a partner university. This barrier to outbound students is an attitude and there needs to be dialogue among faculties. (PVC International)

Some students take conjoined degrees, such as [a second] language and Business, and have trouble getting credit for other department papers. Students don't want to spend 4-5 years at university. (Academic: Exchange coordinator for a language)

Negative attitudes were sometimes reported to be associated with lack of knowledge or misconceptions. These included knowledge of EFTS funding and credit transfer arrangements:

Some staff can't be bothered with student exchanges. They find it difficult to assess foreign criteria and see little benefit in helping students to study overseas. Some mistakenly believe their department will lose the EFTS funding for exchange students. (Director International Office)

Even among those who were committed to the benefits of exchanges, lack of specific knowledge was sometimes seen as a problem.

There are too many universities that we deal with and it is not possible to know specific details about all of them. (Faculty Academic Manager)

We don't do any training for departure or give specific advice as we know little about the (courses at destinations) so the focus is on experience. (Academic: exchange coordinator for a language)

International offices were working specifically to address the lack of knowledge.

As International Liaison Officer I have been going around all faculties to promote the exchange programme and ensuring staff are aware of the initiative. I have been arranging with Faculty deans to ensure all staff are aware of the process.... In addition there will be a meet and greet dinner to bring all people involved together so they will become familiar with each other and with the programme. These exercises will help ensure that any knowledge gaps are addressed and that all staff concerned are "on the same page." (Exchange manager)

Level of involvement

The level of involvement varied among the faculties and within faculties.

Maybe lecturers don't really want to lose their best students and are not keen to be involved. (Faculty Academic Manager)

Our office has a close relationship with faculty advisors – a real team effort. (Exchange manager)

While some academic staff regarded their role as signing off on the suitability of courses, others saw themselves as integral to the whole process both at the student and the overall institutional level.

We provide advice to students re alignment of papers and try to educate students to see us early in the planning process so we can provide direction. (Academic)

The programme directors inform students about exchange availability, determine credit transfers and check the appropriateness of the overseas studies being proposed. (Exchange manager)

The assistant dean international identifies the academic responsible (within the faculty) with the intention to develop strategies, systems etc. We will use faculty staff to do interviews – pre-selection interviews which engages academics and students recognise it as part of the programme. (Director International)

Student recruitment

The three groups of staff we interviewed have different roles in the recruitment of students. Staff within the international office are specifically tasked with working directly in the recruiting of students through advertising, organising networks including exchange fairs and seminars and maintaining websites. Indirectly they have some responsibility for informing other staff throughout the university about institutional exchange policies and exchange opportunities.

Staff need to be made more aware of the benefits of student exchange; the fact that they add diversity to our classrooms and help to internationalise our programmes and add to our international reputation through the performance of our students overseas. (International Programmes Manager)

The office does a presentation to the Heads of Schools at the HoSs' meeting, identifies the contact person in each school and works with them. This is usually the programme directors – the people approached tend to have chosen the role. (Exchange manager)

Within faculties both administrative staff and academic staff have a role in student recruitment. However, the knowledge of and commitment to recruiting students for exchanges varied greatly even within the same institution reflecting the level of exposure to student exchanges. Those in areas such as languages, business and law are likely to have some experience with exchange, while such experience may be rare in education and sciences.

Some departments have an academic, who advises students on exchange opportunities within their disciplines. ... Other Faculties have advisors. However, there is no consistency within the university. (Head of Student Services)

Within each faculty the administration manager and an academic are tasked with dealing with outbound exchanges. This can be peripheral to their main duties and this may be a disincentive to promoting it. (Exchange manager)

Some faculties are able to provide specific, detailed advice to students in terms of course planning and destinations and had a person who had specific responsibility to do this. ... this meant that the faculty were able to make sure that the students were able to cope before they went through the process of looking at the exchange seriously. (Exchange manager)

Don't have much contact with individual outbound students – usually only if there is a dispute over credit... Students usually discuss exchanges with departments and most departments have an identified advisor for students to see re courses. (Faculty Student Advisor)

Academic staff can also be powerful influences in the recruitment process. This seems to depend on their knowledge and commitment to the benefits of exchanges.

Lecturers sometimes mention their knowledge of overseas universities in their lectures and this helps a lot. (Faculty Dean of Students)

Students are given a hand out each year and there are posters around on notice boards. (Academic: exchange coordinator for a language)

There is at least one champion in every school and increasing numbers of staff are from overseas and they bring their own contacts and knowledge. (Faculty Dean of Students)

We don't get into the advisory role – that happens at the international office. (Academic: exchange coordinator for a language)

There is no particular academic staff member who is a champion for this cause. (Faculty Academic Manager)

In the faculties no one goes out of their way to encourage students (to go on exchanges). (Faculty Academic Manager)

Some faculties viewed exchange experiences as a way of recruiting students to their faculty. An example of this was a faculty that ensured exchange experiences were specifically mentioned in their handbook, with two student experiences detailed and mention of exchange made in course planning material.

One institution had an institutional approach to recruiting students to exchanges through faculty documents.

Every course programme brochure provides information about exchange opportunities, and the Programme Directors are the first point of contact. (Acting Dean)

There were also various comments made by international office staff and academic staff regarding student responses to various challenges and opportunities. Personal attributes of the student were identified by a liaison officer as being important to exchanges. This officer thought it made a difference if students were self-motivated, willing to work through the details themselves and to take risks, and to cope with the unexpected.

More people would go if it were easier to get into – but that may not be what is wanted in selecting exchange students.

If you are going on exchange you need to be responsible and organize things.

At least two TEIs emphasized that their agreements with the students did not include information or assistance for information or applying for visas, immigration approvals, insurance, social services in the country and similar. Students were explicitly cautioned not to approach the international office at those two TEIs for these kinds of assistance.

G's main problem was the lack of information and assistance in putting together an exchange. The exchange office only helps with the paperwork. Need to think about visas, vaccinations and housing (insane trying to find out what to do re housing). The other university would not/ could not help.

One International Office was investigating the establishment of an electronic database to provide students with information on institutions, approved courses and credit transfers. Instead of the work required to gain approval for courses in each student's application being treated on a one-off basis, the relativities and credits could be captured for future students and staff.

The role of the institution

The institutions enact their policy of internationalisation by placing it within the portfolio of a Deputy Vice-Chancellor or Pro Vice-Chancellor, by creating processes for partnerships that are strategic and based on opportunities for reciprocity, and through resourcing staff dedicated to student exchanges.

In three of the five institutions, internationalisation featured as part of an institution-wide strategic plan. Developing the international exchange programme is considered in line with this objective. Funding for exchanges was commonly funnelled through the international office. At the level of Deputy Vice-Chancellor/Pro Vice-Chancellor, the benefits of exchange programmes in terms of cultural understandings and international connections are recognised. In one institution, the Vice Chancellor generated opportunities for partnerships when travelling on a Prime Ministerial delegation. While all the institutions had policies of increasing the number of outbound students, the staff of one institution with a smaller exchange programme recognised the role of inbound students in doing this and the value of relationships.

We are not too concerned about maintaining reciprocity in terms of student numbers as long as a good relationship is maintained. If we take more inbound students than outbound, the activity becomes common and better known though this process and maybe Kiwi students will take up the opportunity through friends they make with international visitors. (Acting Dean)

Reciprocity is not necessarily seen as a problem in itself. Nevertheless, both language capacity and student perceptions about the desirability of particular destinations acted to create imbalances, with more students wanting to study in what were viewed as attractive destinations, such as California than was possible. These two factors also limited student choices to places where English was spoken such as the U.S., the U.K., or Canada.

However, for most institutions, working towards balancing the number of inbound and out bound students was important. This was strategically managed through the retiring of some existing exchange agreements and through the targeting of new exchange agreements in areas where there was demand.

In terms of the numbers of students, we will not accept an imbalance of more than three and if this continues over more than a year or two we could freeze the exchange until we have a chance to catch up. (Head of Student International Services)

Where large imbalances have historically occurred, the institution will be 'put on holiday' for a period meaning we will be unwilling to accept inbound students and continue only to send outbound students until a close balance has been achieved. Ultimately if this proves unlikely within set time frames, the agreement will likely be discontinued. (Exchange coordinator)

There was little evidence that the TEIs were working to establish exchange agreements in countries currently absent from their exchange portfolios but targeted for NZUSAAs. Outside of consortia such as U21 and APRU there was a lack of exchange arrangements with targeted countries such as Singapore, Malaysia, and Hong Kong, which means they are not presented as options to students considering an exchange.

Because there is a need to have an overview of the demand for places in both inbound and outbound exchanges, the staff of the international office play a pivotal role in facilitating agreements, including implementing and overseeing institutional policy in terms of reciprocity and quality of partners.

It is very important that someone experienced with exchange programmes is involved in assessing the realities of any proposed exchange and what is and isn't going to work. The International Programmes staff now provide advice and guidelines to academic staff interested in establishing an exchange and review most proposed agreements on behalf of the VC prior to signing. (Exchange officer)

The academic divisions have been made aware of the areas where students need to be encouraged to go and have put in place targeted scholarships which should help address the imbalance. (Exchange manager)

Academic staff have a role in initiating these MOUs.

MOUs come out of academic contact and sometimes very personal reasons. (Language lecturer: exchange coordinator for a language)

The HOD established partnerships with sister schools. It's a marketing thing in our department, the exchange of students. We like to do the best for our students and our HOD thinks about our students (Language lecturer: Exchange coordinator for a language)

The agreements arise through a number of channels including joint research, visiting academics and approaches from other institutions. In one institution new agreements need to be championed by a college within the university. The process of creating and approving exchange agreements has become more centralised in two institutions. The completed agreements need to be taken to the institutions' senior management team for approval before signing to ensure that the agreement was congruent with the institution's internationalisation policy. While this is a detailed and extensive process requiring a number of signatures, it does ensure that the proposed partner has been investigated and sufficient detail, for example, housing assistance and airport pick up, are known to the exchange coordinator before the MOU is signed. The Ministry of Education process of approving new exchange destinations and renewing old ones was seen as instrumental in promoting the flow of students.

While some TEIs acknowledged the need to develop their relationships within the Asia-Pacific region, most institutions had little difficulty in finding partners who could be considered for selection. However, the status of one institution created difficulty in this area.

The problem is we do not have university status and our degrees are applied in nature and partners seem to prefer having an agreement with universities.
(Dean)

There were moves to reduce the number of exchanges while diversifying the range of partners. Faculty members preferred to deal with a limited range of partners and to build up knowledge of programmes.

It was beyond the scope of the study to see if this was reflected with other tertiary education institutions that did not have university status. Quality and reputation seem to be important as criteria in selecting partners and there is an implied need to partner up the ranking and this resonates with the cultures of mobility theorisation discussed in Chapter two.

Institutions were to varying degrees working with policy makers to smooth processes. Two TEIs have sought improved policy and co-ordination between government departments in relation to inbound and outbound students. At the time of the study the Ministry of Education was working with the Inland Revenue Department to address the question of eligibility for exemption to interest on student loans. Students studying abroad who went outside the maximum days outside the country had been presented with sizeable bills.

Interviews with students going on or newly returned from exchange

In Chapter 4 we reported the perceptions of a sample of the general student population. The current section focuses on the experiences and perceptions of a distinct group of students: students who have considered and organized an overseas exchange. Seventeen students from four of the five case study TEIs were interviewed (see Appendix E for questions). The interviewees were ready to depart or newly returned from overseas exchanges.

Exposure to study abroad and exchanges

Most of those interviewed were exposed to study overseas prior to considering an exchange either through participating in a high school scheme or through older siblings going on exchange. Many enrolled at their TEI intending to go on exchange, some with a specific destination in mind. In contrast only 42% of the respondents to the survey had more than a vague knowledge of student exchange (see Chapter 4).

It is striking that although the interviewees enrolled with the intention of studying abroad they sought and used multiple sources of information on exchanges (International fairs, seminars and paper and electronic promotional material). Some were open to options and switched their intended destination either because of difficulty in accessing information or in response to the promotion of a range of destinations. The interviews suggest that the presence of international students on campus, and the promotion of exchanges help in solidifying students' intentions to go on exchange.

Motives for considering exchange

Typically those interviewed had multiple motivations for initiating an application for an exchange including:

- personal growth/independence/to be put outside comfort zone
- learning about other cultures
- career orientation
- academic interest or growth/ other approaches to teaching and learning
- access to quality U.S. education for NZ fees
- international curriculum/international networks
- breaking up the time of a double degree.

The desire for independence and challenge distinguished the outbound students from the general student sample (survey respondents - See Chapter 4). Motives were dynamic and developed as the students became more aware of the wider benefits of exchanges as they worked through the organising process.

What facilitates in considering and planning an exchange?

Motivations for and facilitators of exchange overlap, so this section is restricted to additional factors that aid participation in exchanges. The standout factor was finance. The financial factors which made exchange feasible for most of the outbound and returning students were:

- payment of domestic fees rather than the fees of the overseas host institution, and
- travel grants and scholarships.

While some students were well-informed about scholarships and grants, others were not and discovering eligibility for scholarships and grants assisted in the decision-making process.

In a number of instances finding cheaper and hence affordable accommodation off campus was an important element to making the exchange possible. This was not always easy to organize from a distance.

Two students cited the low cost of living in the destination country. One chose Fiji because “I wanted a cheap, English speaking country close to N.Z.” However, the destination countries for the majority of the interviewees were “expensive” countries such as the United States, Denmark, Japan, and Canada.

Barriers to exchanges

Overall the interviews with outbound students did not identify insurmountable barriers to exchanges. However, the difficulties these students experienced could be deterrents for less motivated students with fewer personal resources. The most common difficulty reported by students was the work involved in organizing an exchange alongside their academic workload, and sometimes alongside working to pay for the exchange. Time was needed to source information and organize the academic side of the exchange, enrolment, immigration, accommodation, insurance, banking, and to earn additional money for the trip. None of the returning students

had anticipated the amount of detailed information and procedures that would be negotiated before departure.

Appeared easy at the start filling in forms. International was the initial approval point. Then came the research about where to find the information. The information on the web from Hawaii lacked the detail expected by the lecturers at [my uni] because of the problems of credit transfer.

Most students needed to access course outlines and credit information from their home and host institution. Often individual departments needed to be contacted for this information.

Those headed for the United States had to deal with several organizations in order to access visa, approval to enroll, course entry, and accommodation. In some cases students had to book flights while still awaiting approval.

Typically the students perceived academic staff as being indifferent to exchanges. The students were enthusiastic about their exchanges and were likely to have felt a sense of urgency in completing the paperwork including approval for credit transfer. In contrast it was likely to be a rarity for staff to be familiar with the process particular in relation to a specific exchange partner.

When doing preparation, I was overawed and focused on getting the right papers. Was sent around the department doing the paperwork – most people were clueless about what was required.

International staff suggested that there is a critical mass which is achieved as more staff and students have experience with exchange and report positive experiences.

Some of the difficulties experienced by students resulted from the procedures of the host university. These are outside the control of the New Zealand institutions but students may appreciate models of how to navigate through them.

The tertiary students we interviewed were those who had already worked through the challenges that were raised by the students on the survey. These included cost and financial support, the need for more information, the lack of a language other than English, and restriction of choices for study abroad. The fact that these students reaffirmed these same issues suggests that there is work to be done.

Benefits from exchange

Students saw a wide range of benefits accruing from participation in study abroad experiences. These were career related, academic and social. However, they required high levels of motivation to overcome barriers such as availability of information and the cost of exchanges. Some of the specific information access issues arose from the wide variety of choices of destinations but this factor also made exchanges attractive to students.

Improving the process – students' suggestions

The process of investigating and applying for an exchange is “daunting” for many. The students valued and in many cases would appreciate more step-by-step guidance about what was required, and what they needed to be doing or thinking about at different stages of the process.

Students suggested a number of possible solutions that would make exchanges easier from their point of view. They included more flexible interpretation of academic regulations and easier access to the detailed academic information required. More systematic and accessible information was seen as a way of facilitating students preparing for exchanges and allowing them to overcome these problems more easily.

The returned students interviewed greatly valued their exchange experiences, but lacked avenues to share these experiences with their peers and faculty. There seems to be potential to utilize the experiences of students who have been on exchanges to promote exchanges particularly within disciplines and at a faculty level.

Success stories would affirm the experiences of returned students while encouraging those planning to go, with the need for tenacity to overcome the barriers. While each exchange is unique, the interviews with returning students revealed common problems such as finances, credit transfers and detailed immigration procedures (particularly for the United States). They can provide anecdotes of the difficulties they experienced and how they overcame them. Those who have been to non-traditional destinations can contribute to widening knowledge of potential exchanges.

They can assist in writing guides and checklists for students who are going overseas. Our sample of students, who were the ones doing student exchanges regardless of the challenges, indicated that they would have appreciated more step-by-step guidance about what was required and what they needed to be doing or thinking about at different stages of the process.

Improving the process – the promotion of a destination

It was rare for students to make reference to the fact that a particular destination had been promoted in some way. The one exception, Canada, is interesting because it is one of the most popular destinations, associated with a number of the ingredients of what are described as effective recruitment. Canada featured prominently in most promotional material and in videos, diaries, and photos of students on exchange. There were a number of mentions of Canada, including strong links between academic staff in one department with others in their discipline in Canada.

The Canadian High Commission was singled out as being supportive of promoting Canada as a destination. In at least one TEI, promotion of a destination country was organized around the visits of representatives of that country, yet only Canada was referenced specifically. The alignment of courses between the Canadian host university and the New Zealand university was helpful for one student. Most TEIs have Canadian exchange students on campus, also likely to heighten interest in Canada as a possible destination. Twenty-eight students from one TEI were bound for the University of British Columbia for the start of the northern academic year.

Findings and Implications from the Case Studies

Given that moves to internationalise the curriculum and the campus are relatively new across the world, it is not surprising to find that to date moves in New Zealand TEIs are small, and the exception rather than the rule. There are as yet no bold, across the institution requirements to free up qualifications to encourage and better facilitate study overseas. Programme directors stress the need to ensure that graduates whose degree

study includes study at an overseas institution should still have a graduate profile equivalent to that of graduates who stayed at home. In part this is about “branding” and in part about academic quality assurance. In part, student exchanges were not really viewed as integral to or enhancing the value of the student’s degree qualification, but were seen as taking away time and content that could jeopardise the graduate profile.

In Europe, study abroad or internships abroad have become a compulsory part of most academic programmes. This is not the case in New Zealand. Although in recent years one university has moved to make a semester abroad a compulsory component of a language honours degree. We also found evidence of study abroad alternative opportunities other than an individual student exchange. A small number of examples were provided that shared similarities with the traditional U.S. approach of group study abroad experiences. In Architecture, for example, Architecture Schools host groups from abroad and this increases exposure and interest in such programmes. At one TEI, a lecturer in Architecture organises and leads an annual six-week trip to Italy. The students play a role in researching and planning the trip.

Joint programmes are another path to internationalisation pursued by TEIs. A senior manager at one TEI emphasized that its partners had to be of equal standing and that student exchanges were not supported with non-partner institutions. One example of such a programme is the Universitas 21 Certificate in Global Issues jointly offered by the Universities of Auckland, Hong Kong, Melbourne and British Columbia. It is designed for undergraduates to complete alongside their degree study. Graduates are required to have completed at least half of the Certificate through a partner university either by going there or studying online.

Disciplinary Patterns in Student Exchanges

Similar to the U.K. and Australian universities, we found that New Zealand study exchanges are concentrated in the disciplines of business, languages, humanities, and law. No examples were provided from the five case study TEIs of student exchanges in areas such as nursing, teaching, engineering or accounting, and there were only a few from the sciences. Students and staff interviewed by the project team were selected by representatives from each TEI. So it is interesting to note that the disciplinary profile of staff interviewed did not match closely that of students interviewed. Academic faculty who were interviewed included three from science faculties, yet only one of the students interviewed was enrolled in a science degree. Some students were doing double majors or conjoint degrees, and business was the most common of the majors.

There were differences in permissible timing of an exchange that could vary sharply by discipline. In most cases, students needed to have completed at least one year at the home institution, and most required that they return to the New Zealand home institution to finish their qualification. Generally, architecture and science students went during their second year and law during their fourth year. Business degrees varied in length, and students went abroad on exchange in either their second or third year.

Student Recruitment Approaches

All the TEIs in the study have increased their efforts and range of activities to recruit students into outbound exchanges in recent years. These efforts include the

appointment of exchange coordinators, print-based and web-based promotional material, and seminars. The institutions with the highest numbers of outbound students were engaged in more recruitment activities, and their efforts were on a larger scale and appeared to be more effective.

Branding international student exchange

A number of new initiatives had been implemented in recent years including greater promotion of outbound exchanges that are typically branded with the university's name accompanied by words, phrases and acronyms such as "global", "OE" and "360" to signify around the world.

Study abroad seminars

While some TEIs ran one information seminar a semester for students interested in finding out about exchanges, the two leading TEIs ran weekly seminars, one run once weekly, the other twice weekly.

Language classes

The ITP offers weekly, semester-long night classes in selected second languages associated with popular exchange destinations, and students who then elect to go on student exchange are entitled to enroll at no cost. This approach not only assists in building second language skills needed for study abroad, but can be seen to be a method for recruiting students to student exchanges.

Established practices

Recruitment was most straightforward where there is an established practice of students from a particular discipline going on exchange and a clearly articulated expression of what the assessment and credit transfer arrangements are. One Spanish department reported sufficient student interest in its language exchanges without any promotion. At another TEI, all first year Japanese language students are surveyed as to whether or not they would be interested in going on exchange.

Websites

Websites provided additional insights to the approaches of TEIs. If browsed from either the perspective of a student considering enrolling at the TEI or a student currently enrolled who might want to find out about exchanges, there were considerable differences in the websites. All New Zealand universities and the larger ITPs have easy to locate web-pages directed at international students interested in study in New Zealand.

In contrast, web information for New Zealand students seeking student exchange information was less comprehensive and harder to access. Sites varied in how many links were needed to find pertinent information, and students were occasionally directed to inactive links. Other sites provided up-to-date and compelling invitations for students to consider student exchange programmes. Some sites made it clear that students would pay domestic fees, get credit for their New Zealand qualification, maintain eligibility for loans and allowances, and have some funding, while others required the student to search in order to retrieve this information. Within institutions, faculties and departments were typically responsible for the content (or lack of it) with regards to exchanges.

Returned students

Our data from the students indicates that students can be influenced by exposure to the idea of exchanges through talking with returned students and with international students studying in New Zealand. Three of the TEIs had stories from returned students on their student exchange web pages, and these pages were visited frequently suggesting they were effective ways to engage students. Another TEI with one of the largest programmes had a large number of excerpts from the stories of returned students, but the majority of these were all from Canada rather than representing the range of destinations available. Further, these stories tend to emphasise the social and travel aspects rather than the academic advantages of student exchange.

Academic and Programme Administration Issues

Typically, the approach taken by institutions was to record a pass on the academic transcript for pre-approved courses passed at the overseas institution. There were some exceptions, notably in language study areas. At one TEI, it is the student's immersion experience that is credited rather than their academic achievement at the host university. The student enrolls in courses designed for native Spanish speakers at the host university. Half of the student's actual mark comes from an oral and written report of the experience and the rest from work done at the home institution in New Zealand.

At another TEI, students going on exchange to Japan are required to complete New Zealand exams and coursework and are not credited for achievements at the host institution. The rationale is that the third year New Zealand course emphasized reading and writing in Japanese, and the courses at the host institution emphasized oral language skills.

One university has a structured but flexible Diploma for Graduates that is useful as a vehicle for exchanges. The graduate diploma requires that slightly more than half of a full-time equivalent year of study is at the 300 level or above, thus enabling students with surplus points from their degree to pursue a second major or other studies. While this works for student exchanges, only a small number of students pursue this option.

Staff Roles and Responsibilities

While international officers have a strong commitment to exchanges as part of their role, this may or may not extend to faculties. Academic staff involvement in student exchange programmes plays a crucial role, often evident in the process of initiating the memorandum of understanding. Engagement by academic staff supports a wider perspective on exchanges that can also affect how academic regulations are interpreted to facilitate student programme crediting.

Specific mention of exchanges in Faculty and School strategic plans would provide staff with more information regarding how student exchanges contribute to the institution's strategic objective of internationalisation. While oversight by an International Office of the process of approvals of MOUs is necessary, academic staff need to be deeply embedded in the process so they continue to champion specific exchanges. Policy that manages institutional risk requires faculty managers to report

regularly activities related to MOUs within their faculty. This information is typically passed to the Exchange Coordinator who works with the Faculty Manager to retire inactive MOUs and to identify areas for development of new MOUs. This is then communicated to academic staff.

International offices must develop policy that aligns MOUs with student needs and wishes, programme options and destinations actually available. They must also ensure that policy is communicated to the senior management of the institution. Exchange managers may require more opportunities to visit exchange destinations periodically to gain knowledge and establish networks if they are to support and reassure students. This is also an issue of quality assurance and safeguarding the interests of students sent overseas on exchange.

Student academic advisors are seen as a key contact for students, and they need specific knowledge and understanding of the benefits of exchanges. Returning students should be required to report to student advisors so that knowledge and understanding is built cumulatively. One of the student advisors within a faculty may be specifically designated to deal with exchanges so that a knowledge base is consolidated.

Summary and Discussion

Based on the findings from our case studies, there appears to be wide variability in sophistication of student exchange opportunities, and the rates of participation in such opportunities nationally. Only two of the TEIs had well-developed policy and practice in place to oversee and manage the various processes connected with student exchanges, and the numbers of participants at those two institutions were modest and did not appear to be increasing significantly despite stated intentions to do so. At another university TEI, numbers did appear to be growing but from a low base. One of the four universities and the ITP had very low rates of participation, and there appeared to be little at institutional level reflecting either strategic planning or explicit processes that would facilitate or even motivate participation.

Generally, New Zealand TEIs require students to do virtually everything themselves, from finding an overseas university that interests them; applying to and being accepted for study at that university; doing their own research on matching overseas study with their home institution degree requirements; organising their own travel, visa and housing arrangements; and going overseas with no real links to the home institution other than being listed as an exchange student.

Students accessing one of the TEI websites for initial information about student exchange opportunities can find a helpful menu for advice, but with links to subsequent web pages that make it clear they will have minimal support for the various application processes, academic credit arrangements, and the physical travel arrangements. It is difficult to see how the vast majority of first year degree students would have the motivation and organisational skills to take such a high level of initiative at the same time as they are new students and adjusting to tertiary study in the first place.

At all five TEIs, students have access to good advice about the availability of loans and allowances for overseas study, paying fees at their home institution, and in some instances scholarships to support travel are available. But none of the TEIs gave

students substantive advice and support in applying for a student visa or learning about opportunities for work abroad at their destination choices.

Finally, there appears to be little variation in the student exchange models available. Students are often offered only the one option of a semester with an overseas university or a short course specific to a particular degree programme. One could conclude that at present there is a dearth of creativity, alternative choices and meaningful student support for student exchange and study abroad opportunities. In addition to this mix of institutional restrictions, additional limitations imposed by the lack of fluency in any language other than English or Maori, financial constraints, and concerns expressed by students regarding leaving friends and family make it highly unlikely that student exchange is going to be perceived as feasible for any but a small number of tertiary students. The lack of information about, awareness of and commitment to student exchange and other overseas opportunities among staff within TEIs adds further complications given their key role in providing academic advice and supporting students.

Chapter 6

Key Findings and Implications for TEIs and the New Zealand Government

In this chapter we briefly summarise the key findings from our research and then discuss the implications of these findings for TEIs and the New Zealand government. First, we discuss students' perspectives on overseas exchanges, then we outline the institutional factors that impact on overseas exchanges. However, this is simply a convenient structure for reporting our findings. In reality, increasing student participation in overseas exchanges requires an integrated mixture of governmental, institutional and student-specific measures. Furthermore, these measures should not be viewed in isolation, but rather as part of a comprehensive strategy to increase New Zealand's human capital.

However, a challenge arises from the recommendation that student exchange programmes are best situated within broader institutional strategic plans designed to foster various collaborative relationships with key higher education partners overseas (Marcum, 2001). This perspective considers that, while there is value in facilitating opportunities for interested students to study overseas, this should not be to the exclusion of activities aimed at increasing interest in study abroad experiences for the larger student population. Surridge (2000) used the phrase "multicultural indifference" (i.e., indifference to learning about or living in different cultures) to describe an underlying factor deterring students from interest in study abroad. He argues that using institutional resources to increase funding for those already motivated to learn from study overseas should not be the only initiative taken to promote internationalization objectives such as student exchange.

Other initiatives and activities could also be supported that are just as central to the purpose of higher education institutions in order to enhance multicultural understanding and vision. Again, if New Zealand is to take its place in a world-wide knowledge society that sees its citizenry and human capital as the most valuable resource for future development, expanding student perspectives globally would seem a critical goal.

Students' Awareness and Knowledge of Exchange Programmes

Tertiary students have limited knowledge and experience of exchange programmes. Most of the students we surveyed had heard of international exchange programmes, though most were only vaguely aware of them, and few had seriously considered going on an exchange.

Perhaps predictably, secondary school students who are in a position to consider exchanges also appear to lack the detailed knowledge required to plan an exchange as part of an undergraduate degree. This is important given that student exchange opportunities are commonly scheduled for the second year of a degree, thus

requiring planning and commitments to be made by early in the first year of tertiary study.

The commonest – and most effective – source of information about overseas exchanges is word-of-mouth from friends or other students who have been overseas. Unfortunately, this creates a ‘double jeopardy’ problem for institutions with small exchange programmes; they have fewer exchange students so there is less potential for word-of-mouth to be created in those TEIs. Nevertheless, the relative success of one university’s exchange programme suggests that word-of-mouth can be reinforced by effective brochures, a website and the efforts of liaison officers, lecturers and international programmes staff.

When pressed to nominate countries that might interest them, survey respondents’ choices were dominated by the ‘traditional OE destinations’ of young New Zealanders: the U.S., Canada, England, Australia and Western Europe. These predominantly English-speaking destinations also reflect the fact that ‘native’ New Zealand university students are overwhelmingly monolingual (around 90% in our survey).

Benefits of Overseas Exchanges to Students

The two main benefits of studying overseas identified by survey respondents were exposure to a different language and culture and the chance to see if they would like to live and work overseas. Other benefits that were important to students included the prestige of attending a top overseas university (and being able to list this on their CV), the opportunity to be immersed in another language, and access to subjects not available in New Zealand. These findings suggest that despite reporting no intention to participate in a student exchange, many more students might take advantage of the opportunity given more information, support and clarity about what was involved.

Students who had been on an exchange, or were due to go on one, saw a wide range of benefits accruing from participation in study abroad experiences. These were career related, academic and social. However, high levels of motivation were required to overcome barriers such as availability of information and the cost of exchanges. They were enthusiastic about what they had learned but disappointed by the lack of interest from lecturers and departments at their home institutions. This enthusiasm and knowledge could be better utilized to inspire other students to consider exchanges. Strategies could be developed to enable students to have the opportunity to share their overseas experiences more systematically with regard to input into their academic programmes and careers, rather than focusing on the travel and social experiences that seem to dominate the stories on websites from returned students.

Obstacles to Exchange Programmes for Students

The main obstacle to exchange programmes was the cost of studying overseas. Other important obstacles include the psychological barriers of leaving friends and family, lack of confidence among some students in their ability to do well at an overseas university, concerns about the effect of an exchange on their academic

performance, and preferring to finish their degree before going overseas; but these do not seem insurmountable problems.

Potentially more intractable obstacles to overseas exchanges include difficulties in organising a suitable overseas programme, having grades good enough to be accepted by an overseas university, and the possibility of taking longer to finish a degree because of an exchange.

Many students would only be able to study in a country where English is the language of instruction and, for a number of students, not having enough information about what is involved in an overseas exchange was seen as important. However, neither of these latter obstacles presents an absolute barrier to going on an overseas exchange, particularly at a time when a growing number of overseas universities are in the process of changing the language of instruction to English (e.g., France and Germany).

Students interviewed who were either newly returned from, or on the brink of going on exchange found the experience of considering and planning an exchange very demanding. Students needed to search websites and to identify and compare academic requirements, curriculum and credit weighting between their home and destination campuses. They needed to obtain information from embassies or high commissions, and from travel agents, and often they needed to find out about accommodation.

Institutional Factors

There appears to be wide variability in sophistication of student exchange opportunities and the rates of participation in such opportunities nationally. Only two of the TEIs studied had well-developed policy and practice in place to oversee and manage the various processes connected with student exchanges, and the numbers of participants at those two institutions were modest and did not appear to be increasingly significantly despite stated intentions to do so. However it should be noted that all five TEIs had intensified their focus on outbound exchanges over the previous year and this is likely to have a positive impact in the near future.

One of the four universities and the ITP had very low rates of participation, and there appeared to be little at institutional level reflecting either strategic planning or explicit processes that would facilitate or motivate participation. Indeed, one institution's website directs students to do virtually everything themselves, from finding an overseas university that interests them, applying to and being accepted for study at that university, doing their own research on matching overseas study with their home institution degree requirements, organising their own travel, visa and housing arrangements, and going overseas with no real links to the home institution other than being listed as an exchange student. It is difficult to see how the vast majority of first year degree students would have the motivation and organisational skills to pursue this level of initiative at the same time as they are adjusting to tertiary study in the first place.

At all five TEIs, students have access to good advice about the availability of loans and allowances for overseas study, paying fees at their home institution, and in some instances scholarships to support travel are available. But none of the TEIs gave students substantive advice or support in applying for a student visa or learning about opportunities for work abroad at their destination choices.

In general, academic staff not involved in languages have limited involvement with their exchange offices, none with a student's host institution and, other than providing academic advice, little contact with exchange students. Most academic staff have limited knowledge of exchange options or of available grants and awards for which students may be eligible. With the exception of the language lecturers, there is little evidence of any interaction of academics with the overseas institutions students attended. Overall, academic and advisory staff members' knowledge and engagement with overseas study appears to be limited to what is directly required in terms of their roles (e.g., approving courses).

Finally, there appears to be little variation in student exchange models available – students are often offered only the option of a semester with an overseas university or a short course specific to a particular degree programme. There is a dearth of alternative choices and meaningful student support for student exchange and study abroad opportunities.

Implications for TEIs

In this section we outline a series of specific measures that TEIs could implement to increase the uptake among their students of overseas exchanges. However, these initiatives need to be set in the context of a much broader strategic objective of creating institutional linkages with overseas partners. These linkages would include collaborative research, data sharing, staff exchanges, and other scholarly interactions. Ideally, overseas student exchanges should not be viewed in isolation, but rather as one element in a comprehensive internationalization policy which includes the curriculum.

Financial support for programmes

Most TEIs provide financial support for exchange programmes to varying degrees, and a number of New Zealand universities (including some not in the case studies) provide travel grants to all students going on an approved exchange. Nevertheless, additional investment will be required if student exchanges are to be accessible to more than a few individuals.

The NZUSAAs have been well received by international divisions, but our study suggests that as yet they are not widely known among academic staff and students.

Increase awareness of overseas exchanges

Institutions need to increase the awareness of overseas exchanges, and to do this much earlier than they are now, so students have time to organise an exchange.

TEIs need to provide more information to students on what is involved in exchanges, what courses they can study, the possibilities of completing their qualification on time, likely costs, available social and administrative supports, and information on credit transfer arrangements and how programmes fit into general degree requirements.

There is potential to use the experiences of students who have been on exchanges to promote exchanges. They can provide advice about the barriers they experienced and how they overcame them, and assist in writing guides and checklists for potential

exchange students. While each exchange is unique, interviews with returning students revealed common problems such as finances, credit transfers and detailed immigration procedures. Stories of their success would encourage those who are planning to go overseas and need the tenacity to overcome the barriers.

Give prominence to exchanges in school recruiting

Institutions need to give prominence to exchanges in their school recruiting efforts, so students know about exchanges before they arrive at university and can start planning as soon as they do.

If students are to be ready to consider seriously study abroad early in their first year of tertiary study, they require more support and reassurance at the senior secondary level. This requires a greater focus on student exchange programmes when liaising with schools.

Make the process easier

TEIs need to make the process of organising an exchange easier. Students need more information about options, and would welcome systems and records which enabled them to easily “translate” course and credit information, and to know what the precedents have been for courses approved for exchange. One university was developing a project to maintain a searchable academic database of such information.

On virtually every TEI website, students seeking information on student exchange or study abroad opportunities are directed to the disciplinary college or faculty for more information. Rather than leading to specific opportunities, those links lead to faculty homepages with virtually no guidance regarding what is actually available for international experiences as part of study in the discipline and programme. Students should be able to move smoothly from the TEI homepage to the relevant faculty site, where they would find readily identifiable links to diverse study abroad experiences that might interest them.

Other initiatives that might make overseas exchanges easier for students include emotional support in the form of an academic and personal mentor while overseas, or a ‘buddy’ in the overseas institution before going overseas, and going overseas as part of a group rather than alone. Social support issues rated second behind financial issues as barriers to overseas exchanges, yet current exchange programmes invariably rely on individual placements.

In countries such as the U.S., where student exchange programmes are more mature and have wider participation in some institutions, placements are often organised in groups. This suggests that group exchange opportunities providing more social support for exchange students should be explored by New Zealand TEIs. Not every student wants to go overseas in a group, but going overseas by oneself can be lonely and stressful. Being a member of group of just two or three students could make study abroad a much less intimidating prospect for many students.

Encourage greater faculty, department & staff involvement

TEIs need to encourage greater involvement of faculties, departments and staff in exchange programmes and in the reintegration of returning exchange students.

By including specific mention of exchanges in Faculty and School strategic plans, staff will be more informed of the contribution that the process of student exchanges makes to institutions' strategic objective of internationalisation. While oversight by an International Office of the process of approvals of MOUs is necessary, academic staff need to be deeply embedded in the process, so they continue to champion specific exchanges.

At a higher level, institutions need to provide incentives for faculties and departments to develop specific exchange opportunities in their particular discipline or programmes. As we have already mentioned, ideally these opportunities would be part of a wider portfolio of scholarly interactions among faculties or departments. And while high level institutional support is important, ultimately whether students go on an overseas exchange is determined at the discipline or programme level. At present, New Zealand TEIs tend to have in place some general agreements with overseas universities, or even countries, and selected isolated activities in a few disciplines within the institution.

Build overseas experience into programmes

Institutions could make study overseas an integral component of programmes. This is already a feature of some programmes (mainly language programmes) and, of course, is common in other countries. This may not be appropriate for all programmes, but if the objective is to change students' current behaviour, it is possibly the single most effective way of doing it. Of course, compulsory participation in overseas components would require financial support for students.

Increase the range of international opportunities

A wider range of exchange opportunities would make overseas exchanges a realistic option for more students. Currently, exchanges are limited to one or two semesters overseas, but other possibilities include shorter options such as summer placements or short, special focus programmes of four to six weeks. The advantages of such programmes are that they would be less expensive and would not increase the length of a student's study programme. They may also provide opportunities for students to experiment with study overseas early in their programme or to use study abroad experiences to enhance their qualification after completing their degree. Other options include workshops and year-long exchanges and internships at overseas institutions.

In the sciences, for example, partnership agreements could permit New Zealand graduates to complete a period of time working in research laboratories at top universities overseas, where they would gain experience not available to them in New Zealand. As top science students in those overseas venues may not be as motivated to spend time working in research laboratories here – given that they too are focused on experience in high prestige universities – New Zealand TEIs might instead broker other opportunities for students at different levels from overseas partners.

Each TEI faculty or college should be challenged to strategically develop a range of such exchange opportunities situated within broader intellectual and academic partnership agreements that advance institutional and disciplinary goals as well as student global awareness and understandings. Further, government might reward particularly promising and wide-ranging partnerships with promise to contribute to

national strategic directions by providing incentive grants for an establishment period of several years duration.

Offer students language opportunities

If true internationalisation of New Zealand students is to occur, more of our students need to go to non-English speaking countries and to be able to speak a foreign language. The language programme at one of the TEIs in our sample provides an example of the integration of language opportunities and overseas exchange opportunities.

Study in a second language is rare for New Zealand students, and there is no easy space for this to occur within either the secondary or tertiary curricular environment. The Ministry of Education and New Zealand schools would need to consider strategies to encourage student enrolment in a second language and supporting that study so it can be continued at tertiary level. Degree programmes in the academic disciplines must also provide space for students to study a second language alongside their major subject, such as combining an undergraduate degree in Commerce with study in Cantonese or Japanese. Students would then be in a position to consider different exchange options outside English-language destinations, and it is likely that graduates with these kinds of qualifications would be sought after by industry and agencies in today's global economy. Again, what is required is long-term strategic thinking building on shorter-term (year by year) initiatives at both secondary and tertiary levels of education.

New Zealand TEIs have struggled to offer more than a highly restricted range of foreign languages due to limited interest in any given language. Where low enrolments in language papers make these options unviable within a particular institution, TEIs need to be encouraged to structure language offerings across institutions, and government needs to provide incentive for such collaborations that includes funding where offerings can be related to national strategic goals.

Implications for Government

While the efforts of TEIs (and the tenacity of individual students) will ultimately determine the success of the overseas exchange programme, the government has a critical role to play in setting the internationalization agenda and in providing incentives, funding and infrastructure to support the programme. Without this support, overseas exchanges are unlikely to achieve their full potential. In this section, we briefly outline a series of measures the government could take to enhance the overseas exchange programme.

Financial support

The Government needs to provide financial support for individual exchange programmes in the form of scholarships, and it is already doing this. As mentioned previously, the target countries for existing New Zealand Undergraduate Study Abroad Scholarships are not among the preferred destinations for overseas exchanges and they are not English speaking countries. Nevertheless, as these scholarships become more widely known, they seem likely to provide a strong incentive for more students to consider exchanges in Asia and Central America.

Foreign language policy

Successful internationalisation is difficult to achieve in a monolingual society, so there is a need for government support towards encouraging more New Zealanders to learn a second, foreign language. A promising first step is the availability of study in second languages, such as the requirement that from 2009 all secondary schools must provide for second language learning. Some schools are making a second language a required subject at year 9, but the extent to which students will continue study into the senior secondary school on a voluntary basis to attain fluency in that language is unknown. South America, for example, is a strategic region for New Zealand offering economic and knowledge exchange opportunities relevant to future development. Without fluency in Spanish or Portuguese, New Zealand graduates will not be competitive in contributing to cross national initiatives with such Southern Hemisphere nations.

Coordinate administrative assistance for students

There are challenges inherent in student exchange, work study and other study abroad activities that involve administrative issues such as applications for visas, travel arrangements, references, financial support, including provision for loans and allowances, and even providing tax advice for different destinations. Rather than each individual TEI or, as now, each individual outbound student organising these arrangements separately and continuously, such arrangements could be coordinated nationally in a context of support to facilitate study and work-study abroad. While the present system rewards those who can take the initiative and problem-solve bureaucracies and complexities of requirements from different countries and cultures, this seems a bit like requiring constant “reinventing of the wheel.” We are missing out participation from many who have much to contribute but who do not and cannot make it past the initial organisational hurdles.

Cross-national and cross-institutional programmes

The government needs to encourage and financially support cross-national and cross-institutional programmes. In other words, exchange programmes that involve several countries or several institutions, or both. This has been a successful strategy in other countries.

Lift profile with industry and employers

The government could also raise the profile of the exchange programme with industry and employers, so students would have more confidence that studying overseas would be valued when they came to look for a job.

Future Challenges

Ironically, there is risk in the present state of affairs if government and tertiary institutions succeed in increasing participation in student exchanges as an initiative separate from broader national and higher education goals. Student exchanges obviously benefit the individual students involved, and there is evidence that the presence of students from other countries can have positive spin-off effects for other students at home. Clearly, the value of enhanced opportunities for global understanding and skills presented by student exchanges is a major incentive to both individuals and institutions.

However, there is a strong case to be made for situating initiatives such as student exchanges and study abroad programmes within a larger framework for achieving the globally-minded, well-educated citizenry needed by any nation for today's world. Tertiary education institutions can contribute to developing New Zealand's knowledge economy through institution-wide policy and processes that include internationalization of the curriculum for all students as well as expanding study options overseas for some.

If New Zealand is to become a knowledge society, higher education must encompass a variety of approaches to international intellectual and professional interchange designed to reach the disinterested as well as those already motivated to be globally-minded. This will require not only that student exchange programmes are successful, but that successful student exchanges are appropriately located within broader perspectives and interests of national and institutional significance.

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Appendices

Appendix A
Glossary of terms and acronyms used in report

AEI	Australian Education International is part of the Department of Education, Employment and Workplace Relations. AEI maintains a comprehensive database of research in international education.
APEC	The Asia-Pacific Economic Cooperation community is a significant vehicle for economic policy making and arrangements in the Asia-Pacific Region. Its members include: Australia; Brunei; Canada; Chile; China; Indonesia; Japan; Korea; Malaysia; Mexico; New Zealand; Papua New Guinea; Peru; Philippines; Russia; Singapore; Taipei; Thailand; USA; Viet Nam.
APRU	The Association of Pacific Rim Universities (APRU) has approximately 37 members from countries on the Pacific Rim, including leading research universities such as the Institute of Technology California, Stanford, University of British Columbia, Peking University, Kyoto University. Auckland University is a member.
Bologna	The Bologna Declaration was signed in 1999 by 29 European countries with the intent of facilitating academic mobility. The Bologna Process has involved a series of milestones building towards a common European Higher Education Area by 2010.
CV	Curriculum Vitae
DAAD	The <i>Deutscher Akademischer Austausch Dienst</i> (DAAD) is known in English speaking countries as the German Academic Exchange Service.
DEST	The Department of Education, Science and Training (DEST) was the Australian government agency responsible for education. In December 2007 it was replaced by the Department of Education, Employment and Workplace Relations (DEEWR).
DVC	Deputy Vice-Chancellor
Diploma Supplement	The Diploma Supplement (DS) is a template document for European universities to attach to higher education qualifications. The document is designed to assist transparency, comparability and transportability of qualifications. It identifies the holder, describes the qualification in terms of level, content, purpose, additional information, holder's results, and the national system. Diploma Supplements will be important ingredients in the implementation of the EHEA (see below).
ECTS	The European Credit Transfer System (ECTS) provides a system for measuring and comparing educational achievements, and enabling students to transfer credits from one institution to another. It has some similarities with the New Zealand National Register of Quality Assured Qualifications. ECTS will be an important ingredient in the implementation of the EHEA (see below).

EFTS	Equivalent Full-Time Student is used as a unit to fund and measure student enrolments in New Zealand. It is based on the expected workload for a full-time student in one academic year.
EHEA	The creation of a European Higher Education Area (EHEA) is the goal of the Bologna Process. The signatory countries are working to implement EHEA by 2010.
ERASMUS	Thirty-one countries participate in the ERASMUS programme run under the auspices of the European Commission. It facilitates student and staff mobility, and is a very successful student exchange programme. ERASMUS sits under the Commission's Lifelong Learning 2007-2013 programme.
HEFCE	The Higher Education Funding Council for England is a non-departmental public body responsible for the distribution of funds for higher education in England.
HoD	Head of Department
HRDC	Human Resource Development Canada (HRDC), a Canadian government department is now known as Human Resource and Social Development Canada (HRSDC).
ISANA	The Australian and New Zealand equivalent to NAFSA is the ISANA which is the organisation for professionals working in international education. Members include those in student service, advocacy, teaching and policy development.
ISEP	The International Student Exchange Program is a major US based student exchange programme involving 257 member colleges and universities spread across 39 countries. The two main options for students are ISEP – Exchange which is a reciprocal exchange between member institutions, or ISEP-Direct which enables an individual student to enrol in a partner institution. Massey University is a member of ISEP.
ITP	In New Zealand, Institute of Technology Polytechnics (ITPs) provide vocationally orientated qualifications mainly at sub-degree level. Most if not all also offer bachelor degrees, and some offer masters. Their focus is on applied education rather than research based education.
MOU	Memorandum of Understanding
NAFSA	NAFSA is a leading organisation for international educators. Originally formed in the US in 1948 as the National Association of Foreign Student Advisors, it has evolved into an organisation committed to international education and global workforce development.
NCEA	The New Zealand National Certificate in Educational Achievement (NCEA) consists of three levels of awards typically completed in years 11, 12 and 13 of high school.

NZTE	New Zealand Trade and Enterprise is the government's economic development agency.
NZVCC	The New Zealand Vice-Chancellors Committee.
NZUSAA	The New Zealand Undergraduate Study Abroad Awards (NZUSAA), introduced in 2005, are funded by the Ministry of Education and administered by Education New Zealand. They are open to students from universities and from ITPs, and provide successful students with \$3000-\$5000 towards one or two semesters of an exchange.
PIM	The Partnership in International Management (PIM) is an association of approximately 54 leading business schools and exists to facilitate exchange particularly of graduate students. Members include Emory, Duke, and McGill Universities. Otago University is a member.
PVC	Pro Vice-Chancellor
SOCRATES	SOCRATES was the European Commission's umbrella programme for promoting co-operation in education among its member states, including encouraging language learning. In 2007, SOCRATES was replaced by the Lifelong Learning 2007-2013 programme.
TEIs	Tertiary Education Institutions are public sector education providers and include: universities, ITPs, and wananga.
UMAP	University Mobility in Asia and the Pacific (UMAP) exists to facilitate student and staff mobility. Governments join, and then institutions. NZVCC is the UMAP contact point for New Zealand universities. UMAP is piloting a University Credit Transfer System (UCTS) which uses the same points system as ECTS.
USAC	University Study Abroad Consortium (USAC) is a U.S. based organisation made up of approximately 33 U.S. universities. USAC facilitates study abroad for students going out of, and into the United States. Each year around 2,500 students enroll in study abroad through USAC. The USAC programmes include regular semester programmes and summer schools. USAC markets itself as a "one-stop shop" assisting students with all dimensions of study abroad.
U21	Universitas 21 is an international network of research led universities fostering collaboration and cooperation among members to facilitate global learning, research, and higher education. Auckland University is a member.
VC	Vice Chancellor
VET	Vocational Education and Training (Australia)

Appendix B
Detailed Survey Results

Table B1 Countries Preferred for Overseas Exchanges

Country (n=476)		First choice %	First three choices %
North America:	USA	23.7	56.9
	Canada	9.5	27.6
Europe:	France	7.6	23.5
	Germany	3.6	10.9
	Spain	3.6	9.5
	Italy	2.1	10.9
	Netherlands	1.7	3.2
	Sweden	0.8	3.2
	Denmark	0.8	2.3
	Other	4.8	13.0
	United Kingdom:	England	17.0
Ireland		1.7	8.2
Scotland		1.3	6.5
Other		4.6	11.2
Australia:		6.9	24.6
Asia:	Japan	3.4	8.0
	Korea	0.4	1.9
	China	0.8	1.7
	Singapore	0.8	1.1
	Other	0.4	4.3
Central/South America:	Brazil	1.1	3.2
	Costa Rica	0.8	0.8
	Chile	0.4	1.7
	Mexico	0.0	1.1
	Other	1.7	5.0
Africa:	South Africa	0.4	1.9
	Other	0.2	1.2

Table B2 Attitudes to Benefits of Exchange Programmes: Differences Between Males and Females

Statement	Percent Agreement		Sig p
	Male %	Female %	
It would be good to have exposure to a different culture and language	87.5	92.7	.103
Studying overseas would help me decide if I'd like to live and work overseas for a longer period of time	79.8	83.1	.492
Having a semester at an overseas university would look good on my CV when I graduate	78.5	73.3	.126
I'd like to go to a prestigious university in another country	68.0	62.2	.384
Going overseas would be good because I would be immersed in another language ¹	17.3	8.2	.004
Studying overseas would provide good opportunities for me to pursue my sporting or cultural interests	53.0	43.9	.094
An overseas university would allow me to study subjects I could not study in New Zealand	39.3	40.4	.604
I'd like the competition of studying at a top-rated overseas university	37.9	32.5	.377
Going overseas would allow me to study in my family's culture or language	19.7	19.2	.984

1. Percent disagreement.

Table B3 Attitudes to Obstacles to Exchange Programmes: Differences Between Males and Females

Statement	Percent Agreement		Sig p
	Male %	Female %	
I would find it too difficult to study in a country where the teaching was not in English	66.8	69.8	.209
I don't know enough about study overseas	60.1	61.1	.782
I'm not sure if I would be eligible for a student loan or allowances while I was overseas	61.4	61.7	.996
It would be too expensive for me, so I couldn't afford to study overseas	46.8	55.6	.145
I'd much rather go overseas after finishing my degree than study abroad while I'm still doing my degree	39.3	40.4	.606
I would find it difficult to leave my family	25.1	46.1	.000
I would find it difficult to leave my boyfriend or girlfriend	27.3	34.3	.237
Study overseas could interrupt my degree study and might affect my academic performance here	26.6	35.0	.127
I can't afford to lose up to a year of study time for my degree here	24.7	34.1	.067
I don't feel confident I could do well at an overseas university	23.1	34.4	.013
It is very difficult to organise a suitable overseas programme	32.2	35.9	.244
My grades aren't good enough to be accepted for study abroad	29.6	30.1	.981
I wouldn't want to leave my friends for study overseas	25.6	19.5	.223
I would find it difficult to leave my flat and find another when I got back	15.5	19.8	.339
I would find it difficult to leave my job and find another when I got back	14.6	13.6	.501
My degree is not flexible enough to allow me to study overseas	14.7	20.7	.262
I have already moved to study and don't want to move again	9.8	11.3	.523

Table B4 Attitudes to Benefits of Exchange Programmes: Differences Between European and Maori

Statement	Percent Agreement		Sig p
	European %	Maori %	
It would be good to have exposure to a different culture and language	91.7	90.0	.564
Studying overseas would help me decide if I'd like to live and work overseas for a longer period of time	82.5	76.0	.524
Having a semester at an overseas university would look good on my CV when I graduate	76.3	70.2	.378
I'd like to go to a prestigious university in another country	62.1	77.1	.119
Going overseas would be good because I would be immersed in another language	50.9	55.1	.204
Studying overseas would provide good opportunities for me to pursue my sporting or cultural interests	46.3	45.7	.987
An overseas university would allow me to study subjects I could not study in New Zealand	35.4	51.2	.059
I'd like the competition of studying at a top-rated overseas university	29.5	40.8	.269
Going overseas would allow me to study in my family's culture or language	15.0	6.3	.258

Table B5 Attitudes to Obstacles to Exchange Programmes: Differences Between European and Maori

Statement	Percent Agreement		Sig p
	European %	Maori %	
I would find it too difficult to study in a country where the teaching was not in English	72.7	74.5	.925
I don't know enough about study overseas	62.7	69.4	.408
I'm not sure if I would be eligible for a student loan or allowances while I was overseas	62.6	75.0	.256
It would be too expensive for me, so I couldn't afford to study overseas	50.3	56.3	.460
I'd much rather go overseas after finishing my degree than study abroad while I'm still doing my degree	41.8	36.7	.786
I would find it difficult to leave my family	40.3	47.1	.497
I would find it difficult to leave my boyfriend or girlfriend	35.1	36.2	.944
Study overseas could interrupt my degree study and might affect my academic performance here	34.9	28.6	.658
I can't afford to lose up to a year of study time for my degree here	32.9	33.3	.885
I don't feel confident I could do well at an overseas university	31.7	32.7	.957
It is very difficult to organise a suitable overseas programme	33.8	47.5	.231
My grades aren't good enough to be accepted for study abroad	30.5	40.5	.421
I wouldn't want to leave my friends for study overseas	24.9	34.0	.203
I would find it difficult to leave my flat and find another when I got back	20.7	18.0	.894
I would find it difficult to leave my job and find another when I got back	16.7	6.1	.148
My degree is not flexible enough to allow me to study overseas	18.8	17.1	.691
I have already moved to study and don't want to move again	10.1	8.3	.768

Table B6 Attitudes to Benefits of Exchange Programmes: Differences Between Programme Year Groups

Statement	Percent Agreement		Sig p
	First Year %	Second Year %	
It would be good to have exposure to a different culture and language	89.8	92.0	.561
Studying overseas would help me decide if I'd like to live and work overseas for a longer period of time	85.2	79.3	.166
Having a semester at an overseas university would look good on my CV when I graduate	77.9	72.6	.340
I'd like to go to a prestigious university in another country	63.6	64.7	.902
Going overseas would be good because I would be immersed in another language	57.9	51.1	.244
Studying overseas would provide good opportunities for me to pursue my sporting or cultural interests	53.8	41.4	.001
An overseas university would allow me to study subjects I could not study in New Zealand	41.3	38.9	.816
I'd like the competition of studying at a top-rated overseas university	34.5	34.2	.881
Going overseas would allow me to study in my family's culture or language	22.1	17.0	.249

Table B7 Attitudes to Obstacles to Exchange Programmes: Differences Between Programme Year Groups

Statement	Percent Agreement		Sig p
	First Year %	Second Year %	
I would find it too difficult to study in a country where the teaching was not in English	67.6	69.9	.232
I don't know enough about study overseas	59.5	61.9	.653
I'm not sure if I would be eligible for a student loan or allowances while I was overseas	67.3	57.0	.059
It would be too expensive for me, so I couldn't afford to study overseas	49.6	55.1	.364
I'd much rather go overseas after finishing my degree than study abroad while I'm still doing my degree	36.2	43.2	.203
I would find it difficult to leave my family	40.0	38.5	.812
I would find it difficult to leave my boyfriend or girlfriend	31.4	32.4	.289
Study overseas could interrupt my degree study and might affect my academic performance here	30.8	33.2	.347
I can't afford to lose up to a year of study time for my degree here	27.7	33.7	.282
I don't feel confident I could do well at an overseas university	29.3	31.5	.279
It is very difficult to organise a suitable overseas programme	31.5	37.3	.210
My grades aren't good enough to be accepted for study abroad	26.0	33.2	.114
I wouldn't want to leave my friends for study overseas	23.2	20.2	.367
I would find it difficult to leave my flat and find another when I got back	15.1	21.1	.163
I would find it difficult to leave my job and find another when I got back	14.6	13.4	.913
My degree is not flexible enough to allow me to study overseas	12.2	24.0	.010
I have already moved to study and don't want to move again	13.8	8.3	.045

Table B8 Preferred Destinations for Exchange Programmes: Respondents Who Had Heard of Exchange Programmes

Region or Country (n=256)	First Choice %	First Three Choices %
North America	34.8	85.5
Europe	28.1	80.1
United Kingdom	24.2	71.5
Australia	4.3	21.1
Asia	4.3	14.5
Central/South America	4.3	14.5
Africa	-	0.1

Table B9 Preferred Destinations for Exchange Programmes: Respondents Vaguely Aware or Unaware of Exchange Programmes

Region or Country (n=211)	First Choice %	First Three Choices %
North America	28.4	58.3
Europe	26.5	75.4
United Kingdom	28.4	72.0
Australia	7.7	29.9
Asia	7.6	20.9
Central/South America	-	8.5
Africa	1.0	3.6

Appendix C
Verbatim Survey Comments

University A Students' Comments

Fantastic opportunity but not encouraged enough. More scholarships would be great. More science universities would be good too; lots at the moment seem to be arts or commerce.

The exchange sounds like a great thing but I reckon it would be much better if it were introduced more when we are still in high school, say, at year 12 and 13. That will help us then to make better choices of what and where we would want to study, because I believe that is a great opportunity. I was thinking of it when I was 6th form and got prices and all and then I had second thoughts, and then when I was in the 7th form, the joy kind of just disappeared.

I have a friend doing a one-year exchange and it's extremely expensive; she also gets good marks (A-average) and yet I don't think she was eligible for a scholarship.

Doesn't really consider people with partners and children.

Very interested; however, there needs to be more scholarships, etc for students such as myself who cannot afford such exchanges.

I think they are a good idea and would be great if the opportunities for people to take exchanges were expanded by narrowing the difference in costs between studying domestically and abroad.

Not enough information promoted to students.

The only hold back for me would be the cost. I have already participated in a school-based exchange and would love to experience the typical student life in another country and meet new people, as well as see how an overseas university is run.

I have previously undertaken an overseas student exchange as a high school student to the United States with AFS. Whilst I know that I would be alright undertaking this endeavour, the financial costs are too inhibitive to make this more than a fantasy for me. Even though many people want to go to English speaking unis overseas, they should not be inhibited from receiving the kind of assistance that they deserve!

It would be good to learn about them more and see if there are possible for me.

From what I know about them they all seem just a little too vague and there does not seem to be a huge benefit compared to the cost of the risk involved.

I've looked at the exchange page of University A's website and find that the names of their exchange partners mean almost nothing to me, with the exception of a few, such as the Universities of California and Bristol. Also, many of them are specifically for Commerce students, which is somewhat discouraging.

As a mother with a child, is it possible to take children along on the exchange?

It would definitely be helpful to find out more about these exchanges as I have often thought about it but am unsure how to find out about them and what they involve.

More information and opportunities are necessary, as a student, I find such materials few and lacking in details. Financial difficulties are a substantial issue when studying abroad.

It would be good if there were work exchange partners overseas.

I would definitely consider doing it, as long as it was an English speaking country and I had a lot more information on the whole thing.

I would be more interested if I had more information.

My boyfriend did a exchange but my degree doesn't allow me to because I want to get into physiotherapy, plus I don't want to leave my netball team I play in, but want to go overseas once I've finalised my degree.

Don't know much information and never really considered it. Would have preferred to do an exchange in school not university, but can understand the attraction especially for those with sporting talent – where overseas universities supply better opportunities.

Would love to go but can't.

When advertising overseas student exchange, the emphasis on cost is very poor.

Would be good to have a website listing all possible universities you could go to plus how much each may cost.

A lot more scholarships should be available to countries such as England and America, and at universities such as Oxford and Harvard.

It would be a great opportunity, especially if a couple of students from each department were sent. That way will relate to degree.

I would prefer to go if it wasn't necessary to come back to New Zealand to finish a degree – which I'm not even doing!

I would absolutely love to do one but don't want to miss out on the courses offered here. I have a time limit of four years to complete my honours degree so can't take a year out and catch up on missed papers when I get back. Am also somewhat concerned by the possibility of 'culture-shock' affecting my grades; I tend to get a little thrown in situations where absolutely everything is new. However, if it came down to it I am sure I could cope. Plus it would be good for me.

They sound like a really good idea but it would be cool to have a bit more info. For example, I heard you can only go to some certain universities?

It's good that we would only pay NZ university fees but it's the cost of living that's the expensive bit. If there was information readily available about scholarships, etc or whether we would be eligible for loan/allowances, that would probably benefit a lot of people.

I would never consider going to a country where English wasn't spoken.

I would be keen to do an exchange but don't really know much about them.

It is hard to want to go overseas when there is no help with money, not very much information and too expensive for family or yourself. I have never been on an exchange but I am doing a degree that would be great to travel with.

From what I know, the overseas exchanges seem like an amazing opportunity and something I would possibly be interested in with further information.

This is not available for my particular course of study.

I think overseas exchanges are really interesting and would be really fun to go on one. But maybe a little more information would be good. The survey is a good idea.

I would consider going on an exchange if I knew more about the costs involved and if there was some sort of financial support.

Provide substitute for year at NZ in my degree? Expenses of flights would be an issue if not subsidised.

I would absolutely love to go on exchange, but it is out of the question with regards to the huge costs it would occur. If there were affordable independent accommodation readily available, I would go in a second!!

'Do it!'

Unsure if the study I would do overseas would be credited towards my degree. If it was I wouldn't be behind when I got back and wouldn't have done the study overseas for nothing.

The overseas student exchange is a great opportunity. It should be mentioned to all students at the start of their university degree. Unfortunately it is not practical for a mature student with children under 13 years of age.

I'm doing my degree in International Business so a semester overseas would be of great benefit. However, I am not in a financial situation that allows for it and if I were to go on my own I'm not sure I would enjoy it as I would have to make friends.

It's not advertised or talked about enough. I wouldn't have a clue about cost, accommodation, course cross credits and other relevant topics. Information is very hard to find.

University B Students' Comments

I feel that there should be more art-focused universities where we can do exchanges (for design and architecture). There should be more universities to choose from, as the choice at the moment is quite restricted. Universities in larger cities would also be more attractive (such as Berlin and London, for example).

I think interacting with other cultures is a good way for people to develop relationships and expand a network of people across the world.

I've considered going next year as a second year student, but I've put it off as I am not sure how this will help me in my degree in any way. I would love to go overseas, and not just the three choices, but each year in University costs me another \$5,000 in debt, and I do not want to be in any more debt than I need to be.

I would personally love the opportunity to study in another country for a semester or two. But I have a seven-month old baby, and these programmes don't accommodate students with young children unfortunately.

It will be great if I can join in any exchange programmes to study in other countries. There are many reasons that make me want to become an exchange student. Firstly, when studying in other country, I can know more about that country, such as culture, language, behaviour, etc, especially about the social life and people of that country. Secondly, finance is one of my problems when I am studying in New Zealand, so I hope that I can get a chance to study in other countries for free. Thirdly, I want to improve my knowledge about everything around the world before I go to work, so I can have a great experience.

It sounds like a really amazing opportunity and I did the research to see if I could study in England; it was just not looking economical.

In my humble opinion, I think that the variety of countries with which to take an exchange is extremely narrow at University B. Most of the universities are in westernised nations, like Germany, USA etc, which, apart from anything else, often have a higher cost of living than NZ, meaning the student loan/allowance won't go as far. Of the countries I would like to go to that University B does have exchange agreements with (that I am aware of): Santiago, Valparaiso and Buenos Aires, the Argentinean one has no courses that relate to my major (film and theatre). And am I right in saying all the South American universities require 200-level Spanish in order to be eligible? I hear University C has an exchange agreement with Brazil...can University B get one too? or Mexico maybe?...Come to think of it, do we have any exchange agreements with any African countries?

I think it's a really good idea and I looked into it but was a bit overwhelmed by the whole thing! It seems really complicated and I'm not sure that my grades were good enough to get in.

I would like to know what my grades would have to be like to be eligible for studying abroad.

How would student finance work?

I think it is a really good idea...and I can't wait to go!!!!....assuming that I get accepted at the partner university in Valparaiso!

Does it have to be only for one trimester?

Survivability (i.e., money, accommodation, food) are what I think are most important. Language is next.

Make more degrees flexible to go on overseas exchanges, like BCA; make it a programme for BCA students to study overseas and gain credit for their degree.

Good experience but a waste of time.

It is a very good opportunity for me but my child and husband don't want to move to another country.

I think it is an excellent idea. The more opportunities university students have to go overseas and experience diverse cultures the better. Finances are a major concern/obstacle. There should be more assistance and scholarships available.

It is an attractive idea, but there doesn't seem to be many opportunities to go, especially if you can't afford it and can only speak English.

University C Students' Comments

I missed the talk on the exchange program last term due to clash with lectures. I think it would be good to have another one of those; I would like definitely attend it if I can.

I looked into doing an exchange in the USA but found very few options as to which ones would be accredited to my degree.

Please tell me about them.

Actually if people can have degrees in both countries afterwards, it could be much more attractive for most of us. Because the top priority for students is to get a better academic performance in order to find a better career.

I have thought about doing it but, it feels like you have to be high academic student to go. B average; trust me I try my best to hit the B but it's just not happening and has nothing to do with me not doing my work. I work hard but I'm also juggling 4 courses at once with stressful deadlines. I can't meet the B average thing; that's my only problem with it. And I'm not involved with my school either; I don't have the time, so I feel like there is no way I could be chosen to go.

Firstly I would like to thank you all for conducting this survey for us students and also giving us a fair view of student exchange programme. Well, I think that it is a golden opportunity, especially for students that have an interest in studying in an environment other than theirs. It will also help us learn more about other cultures and lifestyle.

From what I have seen, through others that have applied for assistance to study overseas, the process is arduous and very limiting.

I would like to take my family with me.

Accommodation expenses? Student hostels for a semester?

Great idea – the world is a very small place and it is so accessible now. Probably not for me as I have family responsibilities including elderly parents to think of.

I would be very interested in going overseas for a semester, but my tutors etc, really haven't told me anything about it. I would really appreciate it if you would be able to forward me some information.

I have looked into studying overseas but because of my degree I can only go to America and it's hard for me because I wouldn't be able to study the NZ early childhood curriculum, which is very important.

If more information could be given to students about overseas programmes and social support from the lecturers. Also some feedback from those students who have been on overseas exchange.

I think they're a great opportunity for undergrad students - if they like to travel. I personally hate travelling so I've never considered studying overseas at all.

Unfortunately I have not been advised of the options or whether these options are available for the degree that I am doing. Had I been aware I would have been very interested in taking an exchange opportunity.

I personally don't believe that it will benefit the students here if the progression is run in some countries that are not well recognised in the world. I also have concern about the quality control while studying overseas because the educational system may be different as well as the requirements.

In my opinion, I feel going on an exchange would be great for furthering not only your degree but also your experience and worldly knowledge; however, I do see a semester exchange a disruption due to the different months overseas institutions have for their semesters and holidays.

I was organising to go on a student exchange to Long Beach at California State University in America and wanted to study Graphic Design for a semester in my third year of study. I emailed a lady who is in charge of the exchange programme at California State University about papers I needed to take and asked for help and she replied saying that their graphic design course was impacted with too many of their own students so they aren't accepting exchange students. I was really, **really** disappointed to find this out and wished I hadn't gone so far into the application process before finding this out.

Overseas student exchange would be an unforgettable experience for students are especially interested in spending their life in foreign countries after their degree. It would also be an opportunity to see the world that is much broader than NZ and take into account what is initially available for life.

Possibly having a list of options of different countries where I could study what I am studying here in New Zealand and the ratings of the overseas schools accordingly.

How long it will take place for overseas student exchanges for undergraduate students - one year? What would happen if we did not perform well during the overseas student exchanges programme? What kind of subjects can we take for overseas student exchange? Is the student allowed to choose it?

An exchange is definitely something I would consider doing. However, I am unsure if I would qualify due to not having top marks for assignments, etc.

I would like to know if student allowances/loans are applicable for those studying abroad. Is it possible to study in a country where another language is spoken if you don't know that language?

I'm definitely interested in being involved in an overseas exchange. With more information on the cost, courses, possible countries and lengths of each exchange then this could become a very good possibility for me!

If basic language classes were available at university. If I were to go on exchange, I would consider going after some language classes here.

Not knowing, while you are overseas, if you are missing out on what is happening with the course here.

Personally I think that, while there are risks in attending another university in another culture for a period of time, the benefits in character building and cultural awareness significantly compensate. I would be supportive of more focus on overseas exchanges.

Time consumption is the factor I was most concerned about when I was considering studying overseas. It might mean I will have to delay the graduation time for my degree. And my academic record is another concern too.

I would love to go on an exchange overseas; from what I have heard it is a great experience and anyone who has the chance to do it should.

If I was going to go on an exchange, then it would be important that I got to have the chance to experience cultural events and the local attractions, etc of the place I went to as I may never get the chance to go back there again.

It was too expensive to be considered fully and if I was going to pay for an airfare I would have preferred to just stay overseas rather than come back and finish my degree.

I am very interested in studying overseas, the only concern I have is the cost. I would like to know more about scholarships and the costs involved in studying overseas.

It would be a great experience to study overseas, but I have too much of a commitment to my partner to leave her.

Generally don't know much about it. Have thought about it but costs of actually getting to the country put me off. Really expensive to go to the U.S.

When I decided I wanted to do an exchange the only opportunity for photography was in America. Since I had already lived there I was not interested. Would be nice to have more options.

I actually applied for an exchange but a change in my major disrupted this. I will consider it again if it is available for my post-grad in the next few years.

ITP Students' Comments

I personally would love to spend at least a full semester overseas while I am still studying. With my major and industry concerns for when I have graduated I think it is a huge advantage to already have a small foot in the door in the international 'contemporary dance' scene as New Zealand has such a small community. As it is the opportunity to visit anywhere overseas would help anyone and everyone in this community.

I'd love the opportunity to study Japanese in Japan!

I'm sure that overseas exchange would be fantastic but at the moment don't see the relevance to my situation.

Having financial information at hand as well as setting up some type of network for study support while in a foreign country would be helpful. I am lucky because I have had friends from Germany and other European countries come to study while I was in secondary school. I have held onto my contacts and visit now and again. I am going to Germany this year on June the 29th to visit again and wanted to look at study in Hamburg. But I fear there will be no cross credit between my Diploma and a similar course there. Also I'm not sure about working part time while studying. A mentor would be great for people studying overseas.

A simple but extremely helpful thing to do may be keeping the tutors and lecturers informed about these things, and giving them the details of who to contact if we're interested.

A detailed website!!!!!!! With a full course menu of information, including personal experiences and forms needed.

My degree is very unique. I haven't looked at programmes in Japan, but I did look when I was in Sweden and didn't find anything like my degree. I think it would be hard to find appropriate papers/courses relevant to my degree overseas.

Not being able to afford daily expenses.

In my four years of studying no one has ever given me substantial information about exchanges for me to follow up. I really would have liked to do one but never knew enough about them. It seemed you had to go through a lot of bureaucracy to get any information about them.

I think it's a great idea but personally I have done a lot of travelling (mature student) already and, even if it didn't cost a thing, I probably wouldn't take it up as I would miss my family and friends too much!

Whilst I would love the opportunity to study overseas, I have two young children and would not see a way to do this financially and have them with me.

The first thought of overseas study is scary at first because of the great unknown. Personally I would love the experience if it was easy to organise and could be put towards my NZ degree.

I never knew about this at all, it would be awesome so please let us know how we can do this.

I would love to study overseas, but at the end of the day it comes down to the financial ability.

I think this would be a fantastic and exciting opportunity. Probably most valuable in third year. For me the cost, without the financial support I have here, would make it prohibitive. If I won lotto, I'd jump at the chance.

I think it's a great scheme and hope to use it to my advantage, some day.

I would value the opportunity to study overseas, but I don't think it would be of much value to my degree. Also the cost would be a big concern for me.

Exchange programme I was interested in at the ITP was only available for fourth year students.

I would like to be an overseas student but do not have the finances.

What countries or universities are available? How long and how easy to get a visa?

Without the ability to cross credit my papers I'm not sure I would be interested in an exchange. Strong links between the NZ university and overseas university are a must.

I am currently preparing to take part in a one-year exchange programme to Japan in September after receiving a scholarship. From talking to people about the programme at my university I think the biggest obstacle is financial and usually only scholarship students get this great opportunity while still studying.

It would be difficult for me to leave my girlfriend.

I would love to travel overseas for my study but I don't think other universities overseas would be compatible with my course back home (BAppliedSc in osteopathy).

Appendix D
Survey Questionnaire and Covering Letters

INITIAL EMAIL REQUEST TO STUDENTS

Subject: A request from Massey University

Hello

Wondering why you've received this note from your University? Read on...

We're part of a group of researchers examining overseas study programmes, where students like you can study at an overseas university and gain credit for your New Zealand degree. We'd like to find out how these exchange programmes could be improved, so it's easier for students to take up overseas study opportunities, and we hope you'll help us answer these questions by completing a short questionnaire.

You can find the questionnaire at this link:

<http://student.survey.massey.ac.nz>

Entry code: 664387

The questionnaire is short; it should only take you about 15 minutes to complete. We hope you'll take a few moments to complete it now.

If you'd like to discuss any aspect of the study, please get in touch with either of us.

Thanks in advance for your help and good luck with your study!

Phil Gendall P.Gendall@massey.ac.nz

Janet Hoek J.A.Hoek@massey.ac.nz

Department of Marketing
Massey University

EMAIL REMINDER TO STUDENTS

Subject: Thank you from the Project

Hello

If you have already completed our International Student Exchange survey, thank you very much for your help; we really appreciate it.

If you haven't tried to do the survey yet, we would be grateful if you would help us by completing a short questionnaire (it should only take you about 15 minutes to complete).

As we explained before, we're part of a group of researchers examining overseas study programmes, where students like you can study at an overseas university and gain credit for your New Zealand degree. We'd like to find out how these exchange programmes could be improved, so it's easier for students to take up overseas study opportunities. But to do this we need your help.

You can find the questionnaire at this link:

<http://student.survey.massey.ac.nz>
Entry code: 664387

Thanks in advance for your help and good luck with your study!

Phil Gendall P.Gendall@massey.ac.nz
Janet Hoek J.A.Hoek@massey.ac.nz

Department of Marketing
Massey University

INTERNATIONAL STUDENT EXCHANGE SURVEY

Recently we sent two emails asking you to take part in a survey on International Student Exchanges. Unfortunately we still haven't received a reply.

Perhaps you haven't got around to answering the questionnaire yet, or haven't been able to access it, or don't have strong views on the subject. Whatever the reason, your experiences and opinions are as important as anyone else's and, without them, this survey won't properly represent the views of all students.

If you feel that the information we are asking you for is none of our business or that you don't have time to answer our questionnaire, we apologise for bothering you again. However, we hope that we might have been able to convince you to take part in this survey, so we have enclosed a hard copy of the questionnaire and a reply paid envelope.

We have also enclosed an Information Sheet that describes our study in more detail. If you'd like to discuss any aspect of the study, please get in touch with either of us.

Regards

Phil Gendall P.Gendall@massey.ac.nz

Janet Hoek J.A.Hoek@massey.ac.nz

Department of Marketing
Massey University

FIVE CHANCES TO WIN \$200

We know you're busy and that completing this questionnaire will take up some of your time, so we'd like to recognise your help. Everyone who returns a completed questionnaire will go into a **draw for one of five \$200 cash prizes** (much better odds than Lotto!).

If you want to be included in the draw, please fill in your name and address below and include this form in the envelope with your completed questionnaire.

Name: _____

Address: _____

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If you want to be included in the draw, please fill in your name and address below and include this form in the envelope with your completed questionnaire.

Name: _____

Address: _____

FIVE CHANCES TO WIN \$200

We know you're busy and that completing this questionnaire will take up some of your time, so we'd like to recognise your help. Everyone who returns a completed questionnaire will go into a **draw for one of five \$200 cash prizes** (much better odds than Lotto!).

If you want to be included in the draw, please fill in your name and address below and include this form in the envelope with your completed questionnaire.

Name: _____

Address: _____

International Student Exchanges: *Sending our Students Overseas*

Hello, my name is Phil Gendall; I am a researcher at Massey University. My research team and I are interested in learning more about students' views of international exchange programmes. The main aim of our study is to explore what you know about these schemes and what you think of them. The purpose of this information sheet is to provide you with more information about the survey we would like you to complete.

The survey explores your views of international student exchange programmes. By this we mean programmes where you can study overseas for a semester at another university or polytechnic, continue to pay your New Zealand fees, and have the work you complete credited to your New Zealand qualification. The survey should take you about 15 minutes to complete.

We will be conducting this research at five tertiary institutions, four universities and one institute of technology. We will not be keeping any records of the students who participate in the study and any identifying links will be removed to ensure your responses are anonymous. The data will be kept under password and only members of the research team will have access to it; the original questionnaires will be destroyed after five years. The findings will be reported in aggregate and no-one will be personally identified in any report that makes use of the data collected.

Your name and email address was part of a random sample of first-year and second-year students provided by your institution. Your institution has given us permission to undertake this research with their students.

You are not under any obligation to take part in this study. If you do take part, you have the following rights:

- *to decline to answer any particular question;*
- *to ask any questions about the study at any time during participation;*
- *to provide information on the understanding that your name will not be used unless you give permission to the researcher;*
- *to be given access to a summary of the project findings when it is concluded. A summary of the survey findings will be available at:*
<http://www.vuw.ac.nz/education/institutes/jher/jher.aspx>
- *Completion of the questionnaire implies that you consent to participating in the research.*

This project has been reviewed and approved by the Massey University Human Ethics Committee: Southern A, Application 07/07. If you have any concerns about the conduct of this research, please contact Professor John O'Neill, Chair, Massey University Campus Human Ethics Committee: Southern A, telephone 06 350 5799, ext. 8771, email humanethicssoutha@massey.ac.nz.

If you have any questions about the study, please call me so we can discuss them; my phone number is (06) 350 5582 or you can email me at P.Gendall@massey.ac.nz.

P J Gendall
Professor of Marketing

YOUR LAST CHANCE TO WIN \$200

**NEW ZEALAND STUDENTS' STUDY OPPORTUNITIES
OVERSEAS**

I know we have already contacted you about our survey on international exchange programmes, but we haven't had a response so we thought we would give it one more try.

The questionnaire is short; it should only take you about 15 minutes to complete. We hope you'll take a few moments now to complete it and return it in the reply paid envelope provided.

Everyone who returns a completed questionnaire will go into a draw for one of five \$200 cash prizes.

If for some reason the survey doesn't apply to you, or there is some other reason why your answers wouldn't be helpful to us, please explain this briefly below and send the letter back to us.

Regards

Phil Gendall P.Gendall@massey.ac.nz
Janet Hoek J.A.Hoek@massey.ac.nz

Department of Marketing
Massey University

PS Thank you very much if you have already returned your questionnaire.

This survey does not apply to me because:

**INTERNATIONAL STUDENT EXCHANGE SURVEY
2007**

First, some information about you

1. **What year were you born in?** Year: 19_____

2. **Are you?** Male 1
Female 2

3. **Which ethnic group do you belong to?**
Please tick the box or boxes that apply to you.

New Zealand European	1
Maori	1
Samoan	1
Cook Island Maori	1
Tongan	1
Niuean	1
Chinese	1
Indian	1
Other	1

4. **Where are you studying?**

University A	1
University B	2
University C	3
ITP	4
University D	5

5. **What degree or programme are you enrolled in?**

6. **What year of your degree or programme are you in?**

First	1
Second	2
Other	3

7. Do you speak or write any languages other than English?

Yes → 1 If yes, please specify which and your level of competence.
 No 2

Languages (list below)	Read fluently		Write fluently		Speak fluently	
	Yes	No	Yes	No	Yes	No
_____	1	2	1	2	1	2
_____	1	2	1	2	1	2
_____	1	2	1	2	1	2
_____	1	2	1	2	1	2

Studying Overseas

Now we would like to ask you some questions about studying overseas as part of your degree. In other words, completing one or two semesters of study at an overseas “partner” institution and having the papers credited to your New Zealand degree. For these overseas exchanges, New Zealand students continue to pay only New Zealand course fees; they don’t pay any additional fees to the overseas institution they are attending.

8. Were you aware that such exchanges were possible?

Yes, I knew about them 1
 Yes, I was vaguely aware 2
 No 3 → **Go to Q13**

9. How did you learn about these overseas exchanges?

PLEASE TICK ALL THAT APPLY

From careers advisors at school 1
 From a university liaison officer at school 1
 From students who have been on one 1
 From brochures provided by my institution 1
 From a website hosted by my institution 1
 From my lecturers 1
 At orientation 1
 At the Exchange Fair 1
 From friends/By word of mouth 1

10. Have you ever considered going on one of these overseas exchanges as an undergraduate student?

Yes, seriously considered 1
 Yes, but not seriously 2
 No 3

11. **What countries have you considered or would you consider going to (even if you haven't thought about it before)?**
Please list the first three countries in order of preference

First choice: _____
 Second choice: _____
 Third choice: _____

12. **If you decided to study overseas, would your family support your decision?**

Yes, including financial help 1
 Yes, but not financially 2
 No 3
 Don't know 8

13. **Here are some things that have been said about studying overseas on an exchange scheme. How much do you agree or disagree with each of these?**

	Agree	Neutral	Disagree	Don't know
Having a semester at an overseas university would look good on my CV when I graduate	1	2	3	8
I'd like to go to a prestigious university in another country	1	2	3	8
It would be good to have exposure to a different culture and/or language	1	2	3	8
I'd like the competition of studying at a top-rated overseas university	1	2	3	8
An overseas university would allow me to study subjects I could not study in New Zealand	1	2	3	8
Going overseas would be good because I would be immersed in another language	1	2	3	8
Going overseas would allow me to study in my family's culture or language	1	2	3	8
Studying overseas would help me decide if I'd like to live and work overseas for a longer period of time	1	2	3	8
Studying overseas would provide good opportunities for me to pursue my sporting or cultural interests	1	2	3	8

14. From the list below, which do you personally consider the most important benefit from studying overseas? And the second most important? And the third most important?

PUT THE LETTER OF THE STATEMENT IN THE APPROPRIATE BOX BELOW

- A. Being able to list a semester at an overseas university on your CV
- B. Attending a prestigious overseas university
- C. Exposure to a different culture or language
- D. The competition of studying at a top-rated overseas university
- E. The opportunity to study subjects not available in New Zealand
- F. The opportunity to be immersed in another language
- G. The chance to see if you would like to live and work overseas
- H. Opportunities to pursue sporting or cultural interests
- I. The opportunity to study in your family's culture or language.

Most important	<input type="checkbox"/>
Second most important	<input type="checkbox"/>
Third most important	<input type="checkbox"/>

15. How much do you agree or disagree with each of these statements about student exchanges overseas?

	Agree	Neutral	Disagree	Don't know
It would be too expensive for me, so I couldn't afford to study overseas	1	2	3	8
I'm not sure if I would be eligible for a student loan or allowances while I was overseas	1	2	3	8
I wouldn't want to leave my friends for study overseas	1	2	3	8
I can't afford to lose up to a year of study time for my degree here	1	2	3	8
I'd much rather go overseas after finishing my degree than study abroad while I'm still doing my degree	1	2	3	8
I have already moved to study and don't want to move again	1	2	3	8
I don't feel confident I could do well at an overseas university	1	2	3	8
Study overseas would interrupt my degree study and might affect my academic performance here	1	2	3	8
My grades aren't good enough to be accepted for study abroad	1	2	3	8
It is very difficult to organise a suitable overseas programme	1	2	3	8
I don't know enough about study overseas	1	2	3	8
I would find it difficult to leave my flat and find another when I got back	1	2	3	8
I would find it difficult to leave my job and find another when I got back	1	2	3	8
I would find it difficult to leave my boyfriend/girlfriend	1	2	3	8
I would find it difficult to leave my family	1	2	3	8
My degree is not flexible enough to allow me to study overseas	1	2	3	8
I would find it too difficult to study in a country where the teaching was not in English	1	2	3	8

16. From the list below, which do you personally consider the most important obstacle to you going on an overseas student exchange? And the second most important? And the third most important?

PUT THE LETTER OF THE STATEMENT IN THE APPROPRIATE BOX BELOW

- A. Prefer to finish your degree first
- B. Leaving your friends or family
- C. Leaving your flat
- D. Taking longer to finish your degree
- E. Grades not good enough to qualify for an exchange
- F. Leaving your job
- G. The cost of studying overseas
- H. Not confident you could cope at an overseas university
- I. Don't know enough about what is involved
- J. The difficulty of organising a suitable overseas programme
- K. The inflexibility of your degree
- L. Concerns about your eligibility for student loans and allowance
- M. Have already moved to study and don't want to move again
- N. Studying in a language other than English

Most important	<input type="checkbox"/>
Second most important	<input type="checkbox"/>
Third most important	<input type="checkbox"/>

17. Here are some things that might make an overseas student exchange more attractive for you. From the list below, which one would be the most important for you personally? And the second most important? And the third most important?

PUT THE LETTER OF THE STATEMENT IN THE APPROPRIATE BOX BELOW

- A. Going overseas as part of a group of students rather than on your own
- B. Being able to work part-time while overseas to supplement your income
- C. Having more information about the costs of overseas exchanges
- D. Having the support of your lecturers
- E. Being eligible for a scholarship to go on an overseas exchange
- F. Knowing that reasonably-priced accommodation was available overseas
- G. Having an academic and personal mentor while you were overseas
- H. Knowing that potential employers would value an overseas exchange
- I. Learning about these exchanges while you were at school
- J. Learning about these exchanges sooner after you had left school
- K. Having a buddy in the overseas institution before you went overseas
- L. Having help to organise your study programme overseas
- M. Hearing from other students who had been on overseas exchanges
- N. Being able to study in English

Most important	<input type="checkbox"/>
Second most important	<input type="checkbox"/>
Third most important	<input type="checkbox"/>

If you have any other comments about overseas student exchanges for undergraduate students, please write them in the space provided.

18. We would like to talk to some students about overseas exchanges. If you would be willing to take part in a short telephone or face-to-face interview, please provide your details in the boxes below.

Name: _____
Cellphone number: _____
Email address: _____

THANK YOU FOR YOUR HELP

**PLEASE RETURN YOUR QUESTIONNAIRE IN THE REPLY PAID ENVELOPE
PROVIDED**

Appendix E
Focus Group and Interview Protocols

International Student Exchanges Research General Procedures for the Focus Groups

All Focus Group interviews will be one-hour in duration, with no more than four primary questions/topics to be covered in the interview. Six-ten participants will be included in each group interviewed, and at least two of the research team will be present with one person serving as Facilitator and the second as Notetaker for the Focus Group; anyone who has not previously served as Notetaker will observe at least one Focus Group session with an experienced Notetaker before serving in this role. The Focus Groups will proceed as follows:

1. Welcome participants, give each person a copy of the information sheet and separate consent form for signature, and provide a brief, five-minute initial period for participants to read and have a snack etc.
2. Once everyone is present, the Facilitator will introduce our team and ask participants to introduce themselves. The Facilitator will give a brief verbal summary of our project as an investigation into the factors that assist and inhibit the development of international student exchange schemes in New Zealand tertiary organizations; she/he will thank the group for willingness to be part of the research, and ask for signatures on the consent forms distributed on arrival. The Facilitator will note that the VUW Human Ethics Committee has reviewed and approved the research and will emphasise that anyone can withdraw at this time from participation if he/she wishes. The Facilitator will ask the group to agree to basic ground rules, such as confidentiality and to respect the contribution of others.
3. The Facilitator will then describe the process for the Focus Group, including reading out the list of four questions. Guidelines for the group will be for participants to brainstorm in contributing their ideas and reactions, rather than engaging in a group discussion or evaluating other's contributions. Indicate that we'll take one question at a time, and the Notetaker will read out the total list of ideas and reactions to enable members of the group to indicate any needed changes, corrections or additions before moving on to the next question.
4. Proceed to the first question, to be read out again by the Facilitator. Participant contributions will be recorded as close to verbatim as possible by the Notetaker (no audiotaping will occur). After 10 minutes or at which time it appears that the group is "recycling" similar comments, the Notetaker intervenes and reads out the list of comments, providing opportunity for corrections or additions to the list. The same process is repeated for each question until all four questions have been addressed and summarised.
5. Once all questions are completed and no later than one hour after the start of the Focus Group meeting, the Facilitator thanks the group and asks if there are any final issues we missed. The Facilitator reaffirms the importance of this input into the research and indicates that an executive summary of the study findings will be available to participants at the conclusion of the research through their school or directly from the project. Our email addresses and telephone contact number/s will be provided to participants should they have questions later.
6. As the participants have had opportunity to hear all recorded comments and to correct that information etc, there is no further need to check with participants later as to accuracy. The notes from the Focus Group will be recorded verbatim into a Word File, which can then be analysed using QSR N6 utilised by the project for qualitative analyses.

International Student Exchanges Research

Focus Group Protocol Draft: Year 13 Students ²

1. What do you know about student exchange opportunities at tertiary level, that is, possibilities to spend a semester or year at an overseas university while studying at a NZ tertiary institution?

Sub-questions: When did you first hear about such opportunities? How did you learn this information? What kinds of information have been given to you or are available from your school? From tertiary school visitors or staff? From your family? Elsewhere?

2. Have you personally considered doing a student study exchange at an overseas institution as part of your tertiary study?

Sub-questions: Why? Why not? What factors have an impact on whether or not you would be interested? Do you think that doing this would enhance your future career opportunities? Would have other benefits? Are any of your friends planning on this? Do you know anyone who did study overseas as part of his/her degree study in NZ? Do you know others who are thinking about doing this?

3. What are the obstacles for students that might interfere with doing an exchange?

Sub-questions: What are the major obstacles? Financial? Support issues? Influences of family and/or friends? Not having the needed information about course opportunities?

4. What factors make it easier for students to do an exchange programme?

Sub-questions: Scholarships? Financial planning? Course advice? Family support? Encouragement from your friends? Whether or not your study choices would be enhanced by study abroad?

² This is a draft protocol, but these questions may be altered slightly based on review of available literature on international tertiary exchange and by feedback from our MOE advisors and key staff from the five targeted case study institutions.

International Student Exchanges Research General Procedures for the Focus Groups Tertiary Exchange Students

All Focus Group interviews will be one-hour in duration, with no more than four primary questions/topics to be covered in the interview. Six-ten participants will be included in each group interviewed, and at least two of the research team will be present with one person serving as Facilitator and the second as Notetaker for the Focus Group; anyone who has not previously served as Notetaker will observe at least one Focus Group session with an experienced Notetaker before serving in this role. The Focus Groups will proceed as follows:

1. Welcome participants, give each person a copy of the information sheet and separate consent form for signature, and provide a brief, five-minute initial period for participants to read and have a snack etc.
2. Once everyone is present, the Facilitator will introduce our team and ask participants to introduce themselves. The Facilitator will give a brief verbal summary of our project as an investigation into the factors that assist and inhibit the development of international student exchange schemes in New Zealand tertiary organizations; she/he will thank the group for willingness to be part of the research, and ask for signatures on the consent forms distributed on arrival. The Facilitator will note that the VUW Human Ethics Committee has reviewed and approved the research and will emphasise that anyone can withdraw at this time from participation if he/she wishes. The Facilitator will ask the group to agree to basic ground rules, such as confidentiality and to respect the contribution of others.
3. The Facilitator will then describe the process for the Focus Group, including reading out the list of four questions. Guidelines for the group will be for participants to brainstorm in contributing their ideas and reactions, rather than engaging in a group discussion or evaluating other's contributions. Indicate that we'll take one question at a time, and the Notetaker will read out the total list of ideas and reactions to enable members of the group to indicate any needed changes, corrections or additions before moving on to the next question.
4. Proceed to the first question, to be read out again by the Facilitator. Participant contributions will be recorded as close to verbatim as possible by the Notetaker (no audiotaping will occur). After 10 minutes or at which time it appears that the group is "recycling" similar comments, the Notetaker intervenes and reads out the list of comments, providing opportunity for corrections or additions to the list. The same process is repeated for each question until all four questions have been addressed and summarised.
5. Once all questions are completed and no later than one hour after the start of the Focus Group meeting, the Facilitator thanks the group and asks if there are any final issues we missed. The Facilitator reaffirms the importance of this input into the research and indicates that an executive summary of the study findings will be available to participants at the conclusion of the research through their school or directly from the project. Our email addresses and telephone contact number/s will be provided to participants should they have questions later.
6. As the participants have had opportunity to hear all recorded comments and to correct that information etc, there is no further need to check with participants later as to accuracy. The notes from the Focus Group will be recorded verbatim into a Word File, which can then be analysed using QSR N6 utilised by the project for qualitative analyses.

International Student Exchanges Research

Focus Group Protocol: Tertiary Exchange Students ³

1. We are interested in your decision to participate in an international exchange and particularly your reasons and the decision-making process. When did you decide to participate in a student exchange programme?

Sub-questions: When did you first hear about such opportunities? How did you learn this information? What kinds of information have been given to you or are available from your tertiary institution? Or from elsewhere? What factors had an impact on your decision? Do you know anyone who did study overseas as part of his/her degree study in NZ?

2. What do you consider are the most important benefits from studying overseas? Do you believe this exchange will enhance your future career opportunities? If so, how and if not, why not? Do you think exposure to a different culture or language will have any benefits for you personally or your future opportunities? Please outline how? Are there any other benefits?

3. We are interested in what factors make it easier or more attractive for students to do an exchange programme? Can you tell us about your experience of the pre-departure process?

Sub-questions: Scholarships? Financial planning? Course advice? Family support? Encouragement from your friends? Whether or not your study choices would be enhanced by study abroad?

4. We are also interested in what if any have been the obstacles or challenges you encountered that might have interfered with doing an exchange?

Sub-questions: What are the major obstacles? Financial? Support issues? Influences of family and/or friends? Not having the needed information about course opportunities?

³ This is a draft protocol, but these questions may be altered slightly based on review of available literature on international tertiary exchange and by feedback from our MOE advisors and key staff from the five targeted case study institutions.

International Student Exchanges Research

General Procedures for Interviews with Managers

All interviews will be approximately one-hour in duration and will involve one member of the research team and will proceed as follows:

7. At the time of initial contact to establish an appropriate time for interview, the Interviewee will be sent an information sheet and consent form outlining the project and also ensuring confidentiality and voluntary participation in the project. If the interview is conducted face-to-face, on arrival the Interviewer will provide an information sheet and consent form and request sign off prior to commencement of interview.
8. The Interviewer will give a brief verbal summary of our project as an investigation into the factors that assist and inhibit the development of international student exchange schemes in New Zealand tertiary organizations; she/he will thank the interviewee for their willingness to be part of the research. The Interviewer will note that the VUW Human Ethics Committee has reviewed and approved the research and will emphasise that Interviewee can withdraw at this time from participation if he/she wishes.
9. The Interviewer will then describe the process for the interview, including that contributions will be recorded as close to verbatim as possible (no audiotaping will occur) and that we'll take one question at a time, and that at the conclusion of the interview, the Interviewer will read out the total list of ideas and reactions to enable the Interviewee to indicate any needed changes, corrections or additions.
10. Once all questions are completed and no later than approximately one hour after the start of the meeting, the Interviewer will thank the Manager and ask if there are any final issues missed. The Interviewer reaffirms the importance of this input into the research and indicates that an executive summary of the study findings will be available to participants at the conclusion of the research through their University or directly from the project. Our email addresses and telephone contact number/s will be provided to Interviewees should they have questions later.
11. As the Interviewees have had an opportunity to hear all recorded comments and to correct that information etc, there is no further need to check later as to accuracy. The notes from the interviews will be recorded verbatim into a Word File, which can then be analysed using QSR N6 utilised by the project for qualitative analyses.

International Student Exchanges Research

Interview Protocol Draft: Student Exchange Managers and Policy Managers ⁴

5. What is your role? Is there a clearly identified person in each faculty/programme with the responsibility of advising students on available opportunities and on their exchange planning generally? How are these roles defined?

Sub-questions: How are these roles communicated to teaching staff and students? What role do you see for teachers and faculty/programme advisors in advising students about planning for international exchange or study abroad schemes? To what extent are these roles fulfilled? How do these advisors deal with central exchange office of the institution?

6. In relation to promotion and communicating study abroad and international exchange schemes, how and when are exchange opportunities promoted to students?

Sub-questions: to what extent do advisory staff advise students on preferred destinations, specific programme choices at the offshore institution and credit decisions? At what point in the planning process do these advisors get involved and is this the best time to be doing so?

7. How do academic regulations encourage or inhibit students taking advantage of exchange opportunities?

Sub-questions: What are the factors promoting and impeding the growth of outbound student exchanges? Specifically, what initiatives have influenced the growth of outbound exchange numbers in your institution? (for example, have the new government-funded NZ Undergraduate Study Abroad Awards increased the number of students applying to exchange programmes?)

8. What is your impression of the process of establishing MOUs as a foundation for the exchange of students? Does your institution have too many inactive exchange agreements? Have you faced any difficulty establishing agreements with institutions they feel would be desirable? Should the process for establishing and monitoring these agreements be changed?

9. What are the pressures your institution faces of maintaining reciprocity in terms of student numbers (incoming and outgoing)? Do you feel under any pressure to direct students to a particular country or institution based on the institution's needs rather than the student's?

Sub-question: Does your institution face limits on the number of students it is able to send to, or accept from, a particular country or institution?

⁴ This is a draft protocol, but these questions may be altered slightly based on review of available literature on international tertiary exchange and by feedback from our MOE.

Appendix F
Sample Information Sheet and Consent Form



International Student Exchanges: Sending our Students Overseas

Hello, my name is Stephanie Doyle; I am a researcher at Victoria University. My research team and I are interested in learning more about students' views of international exchange programmes. We would like to invite you to participate in a focus group interview that is part of a research project being undertaken at Victoria University looking at learning more about students' views of international exchange programmes. The purpose of this information sheet is to provide you with more information about the study. The research is being externally funded through the Ministry of Education and involves Victoria University in partnership with Massey University.

The main objective of our study is to explore what you know about these schemes and what you think of them.

The methodology involves a case study approach incorporating multi-method data collection and analysis procedures including student and staff surveys, staff interviews, student focus groups and interviews, documentation review.

This focus group will explore your views of international student exchange programmes. By this, I mean programmes where you can study overseas for a semester at another university or polytechnic, continue to pay your New Zealand fees, and have the work you complete credited to your New Zealand qualification. The focus group should take approximately one hour.

We will be conducting this research at five tertiary institutions. We will not be keeping any records of the people who participate in the study and your responses will be confidential and any identifying links will be removed to ensure your responses are anonymous. The data will be kept under password and only members of the research team will have access; the original questionnaires will be destroyed after eight to ten years after the conclusion of the research. The findings will be reported in aggregate level and you will not be personally identified in any of the reports (please do not write your name on the questionnaire).

You are not under any obligation to take part in this study. If you do take part, you have the following rights:

- *decline to answer any particular question;*
- *withdraw from the study prior to completing the questionnaire;*
- *ask any questions about the study at any time during participation;*
- *provide information on the understanding that your name will not be used unless you give permission to the researcher;*
- *be given access to a summary of the project findings when it is concluded. A summary of the survey findings will be available at: <http://www.vuw.ac.nz>.*
- *Completion of the questionnaire implies that you consent to participating in the research.*

This project has been reviewed and approved by the Victoria University Human Ethics Committee: Application AARPCOE/2007/ . If you have any concerns about the conduct of

this research, please contact Dr Judith Loveridge, Chair, Victoria University College of Education Human Ethics Committee by telephone on 04 463 6028 or by email Judith.loveridge@vuw.ac.nz

Should you have any questions relating to the project in please contact me on 463 6657 or by email to Stephanie.doyle@vuw.ac.nz

We value your contribution and thank you for your participation.

Dr Stephanie Doyle
Senior Lecturer
School of Educational Studies

Please give your signature indicating consent on the attached sheet and return it with your survey

Consent Form

I have read the Information Sheet and have had the details of the study explained to me. My questions have been answered to my satisfaction, and I understand that I may ask further questions at any time.

I understand that records of any data from me will be kept confidential and that my identity will not be revealed, except for specific instances with my agreement (such as sharing best practices in assessment exemplars).

I agree to participate in this study under the conditions set out in the Information Sheet.

I understand that my participation is voluntary and I have the right to withdraw from the research project at any time.

Signature:

Date:

.....

Full Name - printed

.....