



2012 PROGRAM REVIEW Executive Summary

NEW ZEALAND

The College of Global Studies Program Review: New Zealand Programs On-Site Review: 28 October to 2 November 2012

Upon the invitation of The College of Global Studies, a committee of seven individuals (composed of two Arcadia University faculty, two members of the senior team with the College of Global Studies and two members from the field of international education) participated in a seven-day review of Arcadia University's programming in New Zealand.

The committee was provided with a self-report detailing all aspects of Arcadia's programming in New Zealand organized within 14 standards, modeled after the Middle States Commission of Higher Education's 14 review standards.

The review committee conducted on-site reviews of the University of Otago, the University of Canterbury, the Victoria University of Wellington, the University of Auckland, and Lincoln University, as well as the orientation venue in Queenstown. Each on-site visit included meetings with key administrative staff, faculty and students where possible.

The review committee was given a three-pronged charge: (1) to verify the information contained within the self-report, (2) to validate the appropriateness of The College's academic programming in meeting the stated goals and objectives for the New Zealand programs, and (3) to offer a series of recommendations regarding programmatic charges, and to identify opportunities for potential growth or development, or areas in need of improvement.

The committee submits this report of findings to the Academic Dean of The College of Global Studies. Much of the evidence for the findings and recommendations were initially referenced within the self report and further explored during the in-country visits. Listed below is a brief executive summary of the findings and recommendations.

Overview of Findings

The College's programs in New Zealand are robust. The current integrated-institutional programming model is functioning at a high level and provides an example of excellence for other integrated programming operated by The College throughout the world. Further the co-curricular programming, pastoral care and student support services are cohesive and create a holistic quality learning experience.

In addition to addressing the 14 Middle States standards, The College invited the review committee to consider several over-arching themes related to the future direction and foci of the programming in New Zealand. The review committee offers the following comments and perspectives:

1. The Question of Developing a New Zealand 'Center'

The fundamental question for The College going forward is: what kind of programming does The College envision offering in New Zealand in five or 10 years? In order to adequately address that question, The College needs to consider what type(s) of students does it intend to serve. (From what types of institutions?; Studying what disciplines?; In what pedagogical style?; At what

cost?) The responses to these questions should help inform the questions related to developing a center.

However, reviewing the current state of affairs in New Zealand, the review committee did not immediately see the need to develop a separate curriculum or to develop an academic center. Further, the committee did not see an obvious student market to support The College's independent programming.

However, The College has strong relationships within New Zealand and is obviously well respected throughout and therefore should actively seek to curate program-specific curricula that draw on the strengths of the direct enrollment universities. The network that The College has established throughout the country is strong and should be seriously considered first in exploring new and alternative programming.

2. Experiential Education and Internship Programming

The review committee found that experiential education is still a developing concept within the New Zealand higher education system. Institutions and senior administrators have a mixed understanding of experiential education and indicated varying degrees of willingness to pursue and develop such programming. This level of understanding presents both an obstacle and opportunity for The College.

Within New Zealand, there does not exist an established infrastructure for internships as they are conceived in the United Sates. To establish an internship program similar to those that The College currently operates in London or Sydney would be to face the challenge of cultural understanding, including issues of compensation and visa restrictions. For these reasons, the review committee does not recommend The College pursue a center-based internship program.

However, the review committee did find a number of experiential education opportunities within the existing institutional partners that appear to be underdeveloped, underutilized and ripe for further development and collaboration. The review committee strongly recommends that The College pursue these existing opportunities.

3. New Zealand as a South Pacific Hub

The College currently operates two short-term, multi-site programs, which appear strong and innovative, especially in the area of cross-cultural study. The review committee finds the idea of developing additional programs within this model to be intriguing, unique and worth further study.

New Zealand, as a location, is a multi-cultural society with significant populations of Pacific Islanders and South East Asians existing alongside the Pakeha (white, European heritage) and the Maori. It therefore lends itself appropriately to unique cross-cultural and comparative programming for the greater Pacific Region.

The College's current short-term programming provides an interesting first-step in developing this type of regional programming, however significant growth and development in this area would require additional supports. At present, it is unclear what the long-term viability would be, or how

The College intends to sustain and grow programs of this kind. The review committee therefore endorses the idea of this strategy, but recommends a re-examination of resources and priorities in order to support additional program development.

Overall Recommendations

Specific recommendations related to each of the 14 standards are listed within the review committee's report. The following three recommendations transcend the specific focus of the individual standards and represent what the review committee believes to be more overarching recommendations.

The current structure may still be able to absorb some growth, especially as it relates to deepening current partnerships and affiliations. As the programming is currently formed, the creation of an academic center is unnecessary to support the existing programming. If the College wishes to develop further programs it should be done with the core direct enrollment structure in New Zealand in mind and the College should be aware of the tension that creating a Center could generate in detracting from this core strength in pursuit of developing other goals.

If The College seeks expansion and growth in New Zealand, the review committee recommends that it do so by continuing to take advantage of what is distinctive about studying in New Zealand. Experiential education programming, including research, field study, service learning and internship opportunities either exist or are in the early stages of development at each New Zealand institution. The College may be in a position to advise and assist their partners in the development of these programs.

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