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**MASSEY UNIVERSITY STUDENT EXCHANGE
PROGRAMMES TO THE UNITED STATES OF
AMERICA: A DESCRIPTION**

**Mark Charles Ferguson
1993**

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MASSEY UNIVERSITY STUDENT EXCHANGE PROGRAMMES TO
THE UNITED STATES OF AMERICA: A DESCRIPTION

A thesis presented in partial fulfilment of requirements of
the degree of Master of Education at Massey University

MARK CHARLES FERGUSON

1993

ABSTRACT

The aim of this study was to describe the student exchange programmes between Massey University and the University of California (UC), California State University (CSU) and the University of Montana (UM), administered by the International Exchange Programmes Committee at Massey University, providing a qualitative description through a comprehensive characterization.

An evaluative model, a holistic-inductive and a naturalistic strategy and formative-action research design were adopted.

The following qualitative social science methods of inquiry were utilized; survey, interview, observation, participant observation, document and content analysis. Programme directors/co-ordinators and past exchange students, from the four participating institutions, were sent questionnaires. A number of informal interviews were held with; programme administrators, past and present exchange students, university staff and experts in the field. Access to some Massey University International Exchange Programmes Committee documents and letters of communication provided further data.

The literature search was extensive. United States of America based organizations involved with study abroad provided a wealth of information. To aid the documentation on the history of international exchange

programmes in New Zealand, questionnaires were sent to all New Zealand universities.

The study is presented in a format that will aid administrators in their decision making of the future. The literature review is comprehensive, summarizing relevant research in the field and the results describe the programme administration and exchange student experience in detail.

The exchange programmes can be described as 'organized to a medium extent' and are administered by a university appointed committee. The exchange programmes assist cultural exchange and enable selected students to gain first hand knowledge and understanding of other areas of the world while working for academic credit. Massey University students (who have come from primarily the agriculture/horticulture, business and social science faculties) have generally had most positive experiences. CSU send mainly agricultural students from San Luis Obispo. American students also had positive experiences. They highlighted the cultural benefits of such an experience, learning not only about the New Zealand way of life but also about their own culture in relation to others. Massey University students tended to emphasize the benefit the exchange experience would have on their future careers. Students suggest that the cross-crediting of academic credit, earned while on exchange, and the availability of information made available, to prospective and intending students, be reviewed in an effort to make the experience a more enjoyable one.

Evaluation procedures are not present within the organizational framework of the Massey University programmes. A comparative lack of interest on the part of Massey studentry is discussed with reference to awareness levels, recruitment procedures, future developments and resources currently available. Note that this discussion is not evaluative in nature, as it is not the purpose of this study to judge programme effectiveness but rather to provide the characterization from which an evaluation might begin.

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Vicki Warp of the International Programs Office at the University of Montana provoked my initial interest in the evaluation of study abroad programmes in order to gain the knowledge and insight that would be of benefit to the Massey University - University of Montana student exchange programme.

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Chapter 1

INTRODUCTION

"Study abroad, at its best, should lead to a sense of discovery - discovery of the world, discovery of one's own cultural roots, discovery of one's very self. By casting oneself into an alien setting, the emotions are jogged - indeed they are assaulted - by the obvious differences all around. One is forced to cope with all these differences in order to meet life's basic needs, and to cope requires knowledge, adaptive skills and let it be said, courage." (Sommer, 1983)

OUTLINE

This chapter reports the purpose of this study. It states the research problem, its objectives and provides a description of the field setting.

1.1 BACKGROUND

Higher education institutions, as constituents of numerous societies today, play an increasingly prominent role. More tertiary organizations are being established, and students are enrolling into these schools of higher learning at an increasing rate (Leslie & Brinkman, 1988). In New Zealand the number of university students undertaking full-time internal study is rising steadily (Department of Statistics, NZ). Massey University has increased its

internal role by 250 students in 1993. Recently, two higher education campuses - International Pacific College in Palmerston North and Massey University's Albany campus on the North Shore of Auckland, have been established.

The function of higher education institutions is described by Burn et al. (1990):

"... higher education systems (in the diversified form in which they manifest themselves in the modern world) continue to exercise a crucial responsibility in training large proportions of those sections of society which enjoy high levels of decision-making and decision influencing power." (Burn et al., 1990)

In conjunction with such trends in higher education, concern for international affairs has, perhaps, never before been such a high priority (Allaway, 1985; Thomlison, 1991). Developments in politics, economics, technology and communications have allowed nations to become more interdependent than had previously been the case. This has generated a need for people of all nations to know and understand other cultures.

Study-Abroad is one such activity that has grown out of a need to internationalize the higher education curriculum (Hill, 1986). Proponents of such activities state that participants will return with a marked

increase in world-mindedness, open mindedness and significant changes in personal characteristics (Brislin, 1981; Hansel & Grove, 1986; Kauffman, 1983; Lowe, Askling & Bates, 1984).

Attitude change has also been examined in relation to overseas study programmes, with some contradictory results. The majority of the research however, does uphold the hypothesis that attitudes and perceptions change as a result of study programmes in other countries (Hansel, 1984; Neimeyer & Fukuyama, 1984; Stewart, 1976; Sharma & Jung, 1985; Sharma & Klasek, 1986; Steinkalk & Taft, 1979). The positive effects that result from studying abroad and the desire of young people to understand the world in which they live, have contributed to the growth of study abroad programmes (Zikopoulos, 1988).

International student exchange is one such educational opportunity enabling students to study abroad. There are a variety of such programmes operating. The type of student exchange programme that is researched in this study is distinctly different from the type where students go abroad entirely on their own initiative. These exchanges are organized, in that the institutions involved provide the framework which enables exchange to take place.

International student exchange programmes are educational programmes having goals and carrying out activities that either reflect those goals or will be part of a process in meeting those goals. In common with other

educational programmes, various measures can be implemented to determine programme effectiveness and to provide information that is needed for informed and rational decisions.

The credibility of study abroad programmes, and therefore their prominence within higher education institutions, relies on policy makers and administrators. The planning and implementation of these programmes will need to reflect educative purpose, working within the participating institutions missions and to higher education standards.

Evaluation research is one such social science method of inquiry that systematically analyses purposeful and organized programmes, attempting to improve their planning, monitoring, and efficiency. (Rossi & Freeman, 1982).

It is through study of relevant literature and personal experience as a Massey University exchange student to the University of Montana (1990/91) that this particular research problem evolved.

1.2 STATEMENT OF THE PROBLEM

The International Exchange Programmes Committee (IEPC) at Massey University - New Zealand, currently administers six international student exchange programmes. Three of these are reciprocal agreements with the

University of California, California State University and the University of Montana of the United States of America. These programmes are the subject of this study.

Two other student exchange programmes are operating between Massey University, Tezukayama Gakuin University and Kyoto Sangyo University of Japan. These programmes are primarily administered by a staff member in the Modern Languages Department at Massey University and differ from the USA exchanges in that there is a language requirement for participating students. Another programme has recently been established, with Wye College-England, for Agriculture department students. Their requirements make these agreements departmental, in contrast to a multi-departmental exchanges, as in the case of those to the American universities.

Since the exchange agreements have been in place at Massey University, the administrators have received numerous requests to exchange either more students in presently established programmes or to establish new exchange agreements. Recent requests to establish faculty exchanges in Agricultural and Horticultural Sciences have been received from Cornell University, Tokyo University, University of Guelph and the Royal Agriculture College. These requests have been declined.

Guidelines for tertiary reciprocation of exchange programmes were recently amended by the Minister of Education. A principal requirement, in order to

avoid exchange students paying foreign tuition fees, is that programmes keep an equal ratio of foreign and New Zealand students (averaged over three years).

The Dean of Agricultural and Horticultural Sciences has doubts, given the increasing costs of tertiary education in New Zealand and the small number of Massey University students who have historically participated in exchange programmes, that there will be sufficient numbers of exchange students from Massey University to match the numbers from abroad.

The Chairman of the IEPC at Massey University (Associate Professor Duncan Mackenzie) is of the view that;

"... given a strong 'push' at the Massey end a greater number of candidates will wish to study abroad. However, there are considerable administrative, academic counselling and organizational overheads that would arise from a more pro-active stance being pursued."

It is not the intention of the Dean of Agricultural and Horticultural Sciences to be negative in regards to student exchange programmes;

"... but before much work is undertaken to establish further programmes, I believe it makes sense to undertake a frank analysis of the situation."

It is thus the purpose of this study to endeavour to provide;

a qualitative description through a comprehensive characterization of the above programmes using an evaluative model, a holistic - inductive and naturalistic strategy and a formative-action research design, describing what is, rather than endeavouring to prescribe.

1.3 RESEARCH OBJECTIVES

This study describes the exchange programmes using appropriate social science methodology. Methods were selected to meet the specific nature and uniqueness of the particular programmes and the educational environment in which they operate.

The research objectives were to;

1. Examine the goals, functions, resources and achievements of the programmes
2. Draw conclusions about the programmes that may be of use to both policy makers and the IEPC at Massey University.

The following diagrams illustrate the structure of analysis based on Oppen et al. (1990) and Burn et al. (1990) research design. These two models provided the structure from which data could be gathered.

Diagram 1

CHARACTERIZATION MODEL

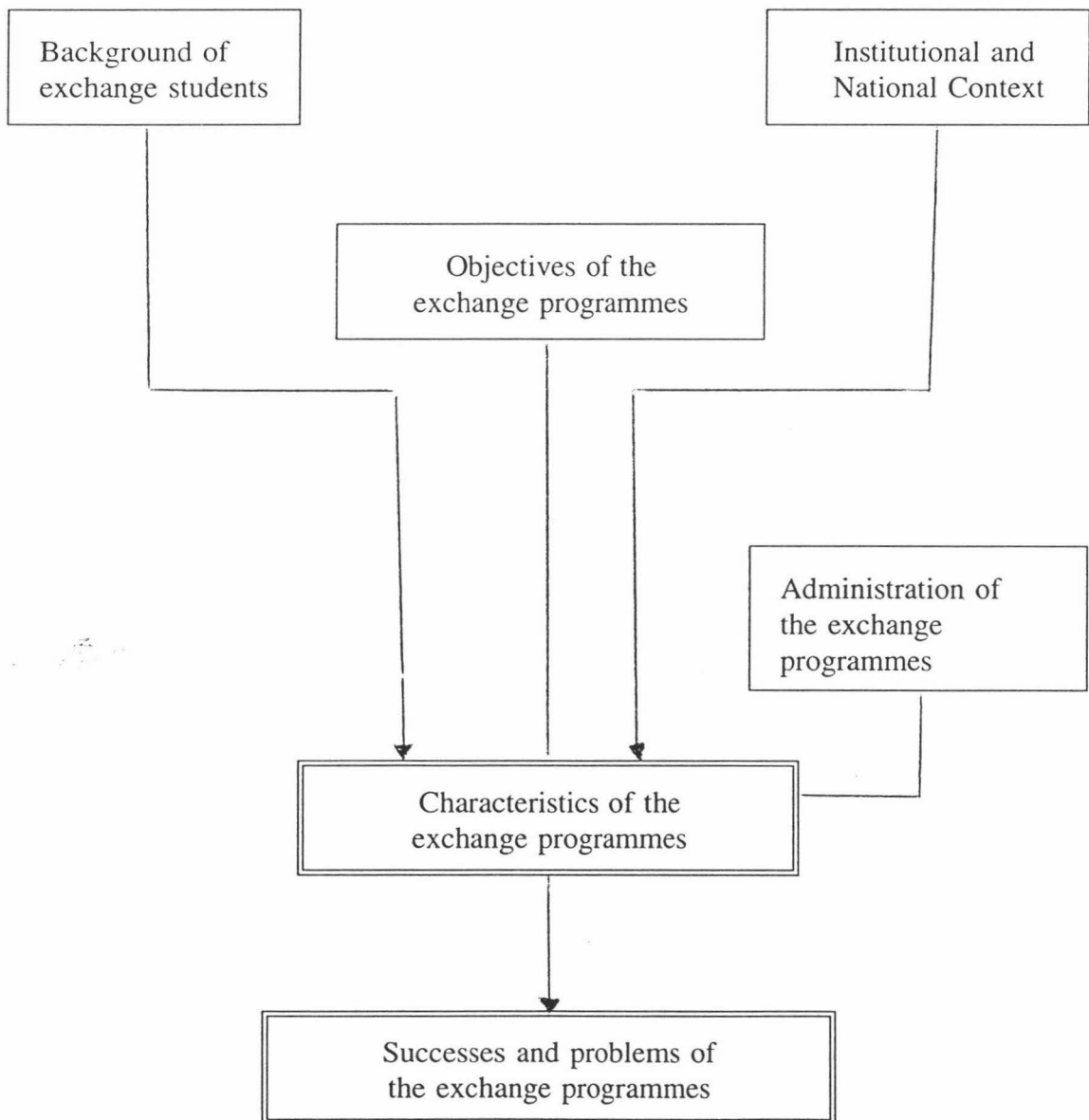
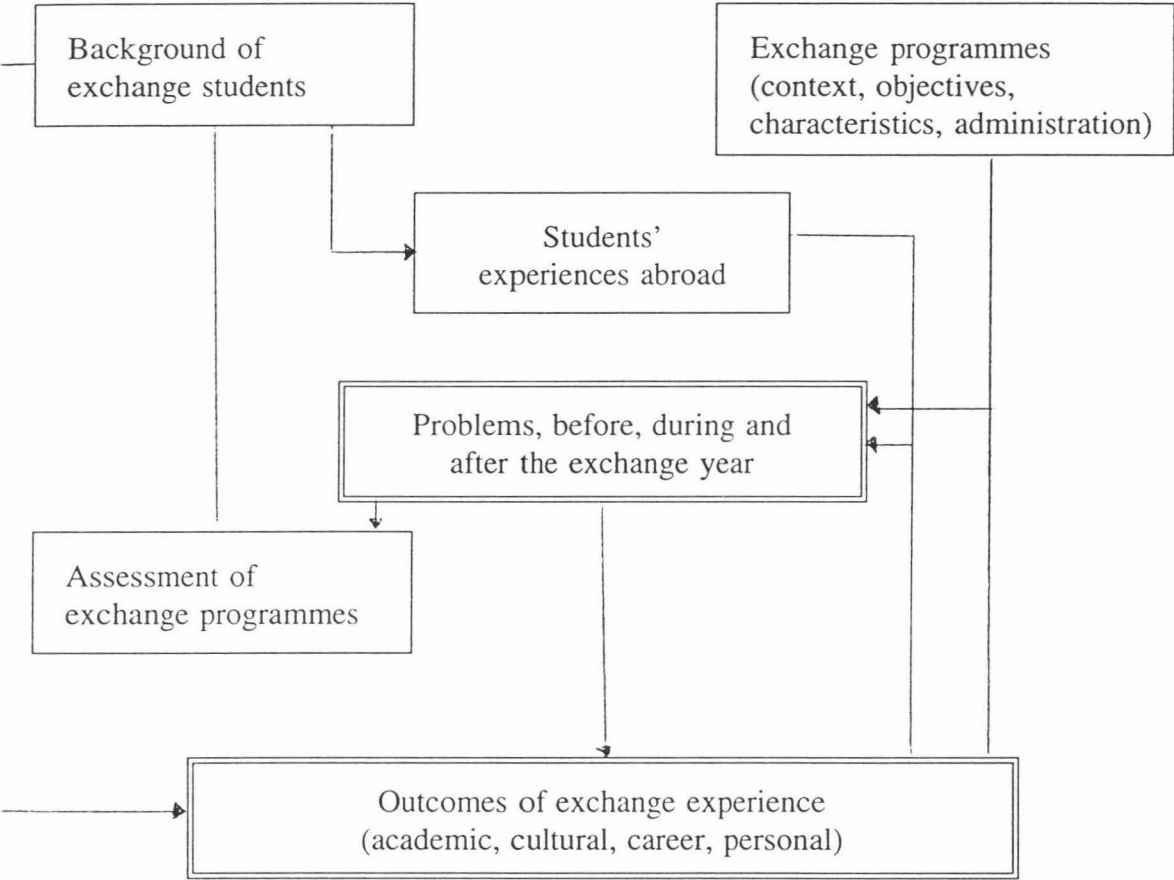


Diagram 2

STUDENT PARTICIPANT CHARACTERIZATION



1.4 FIELD SETTING

In this section the; history, structure and campus of Massey University is detailed describing the university environment in which the exchange programmes partly operate. The university is situated in Palmerston North, and the predominant characteristics of the city are reported.

The international student exchange programmes described in this study are unique to Massey University. These characteristics have been partly influenced by the environment from which they have evolved and from which operate.

1.41 International Student Exchange Office

The International Exchange Programmes Committee (IEPC) does not operate out of one room or location. Most administrative duties are carried out by Mrs Margaret Gilbert in addition to her other responsibilities. Her administrative title is 'Scholarship Officer' and her office is situated in the Registry building at Massey University.

The IEPC Chairman, Dr Duncan Mackenzie, is a faculty member of the Animal Science Department and has an office in the Agriculture/Horticulture Science building.

IEPC members, one from each faculty, also carry out a number of duties.

1.42 University History

Founded in 1927, Massey Agricultural College was named after the former Prime Minister of New Zealand, William Ferguson Massey (1856-1925), who dedicated much of his life to the promotion of agriculture. The college offered programmes leading to Bachelor and Master of Agriculture Science degrees, and students could also enrol in a variety of short courses in farm management and technology. Courses in horticulture were added after World War II.

From 84 students in the first year the college roll grew steadily to 500 in 1960. The following two decades saw a period of rapid change as Massey entered a major new phase in its development. The college was granted university status in 1963 and within two years it had grown into a six-faculty institution. In the late 60s and early 70s two further faculties were added. Today Massey University is the second largest university in the country with more than 8500 students studying on campus and a further 20,000 studying by correspondence.

A recent development is the establishment of a second campus, Albany, on Auckland's North Shore.

1.43 University Structure

The University Council is the governing body of the university. It is chaired by the Chancellor, who is also the ceremonial head of the university.

The Vice-Chancellor, as Chief Executive Officer, is accountable to the University Council (as governing body) and to the Academic Board, as the body responsible for academic affairs. He is supported, in these duties, by the University Registrar as the Chief Administration Officer. The Vice-Chancellor is also assisted by a number of Assistant Vice Chancellors, Assistants to the Vice-Chancellor and the Deans of the Faculties.

The Registrar is responsible for the functions and activities of the Registry, which comprises the central administrative structure of the university. Deputy Registrars and directors, each accountable to the Registrar, head various sections and offices in the Registry.

Heads of Departments, Research Centre directors, Unit Supervisors and the University Librarian are each accountable for the effective management of their respective functions and activities.

Each level of university management from the University Council downwards is advised by appropriate committees, reflecting the university commitment to collegial governance, and may be assisted from time to time

by working groups to carry out specific tasks on a project management basis.

1.44 The University Campus and City

The Massey University campus is situated five kilometres from the city centre of Palmerston North. The population of the city was 70,318 at the 1991 census. The ethnic mix of the city's population is unique compared to the New Zealand average. Maori form 10% of the city's population compared with the national figure of 12%, while the Pacific Island/Polynesian people form 1.7% against a national figure of 3.9%.

At 24% the 15-24 age group is a larger proportion than occurs in any other city. This reflects the prominence of tertiary education and research institutions in the city.

Research institutions include, the sections of various Crown Research Institutes including AgResearch, Landcare and Fruit and Crops, the New Zealand Dairy Research Institute, Leather and Shoe Research Institute, and Massey University. Tertiary establishments include the Manawatu Polytechnic, Palmerston North College of Education - Te Kupenga O Te Matauranga, International Pacific College and Massey University.

Massey University's 40 hectare campus is self-contained. In addition to lecture theatres, laboratories, library and computing services, there is a recreation centre, health service and creche. Hostel accommodation for over 1,000 people is also available. A commercial centre, containing a bookstore, banks, a chemist, a hairdresser, a coffee shop, a travel agent and computer shop also services the university.

Massey University Students' Association (MUSA), oversees many activities including an accommodation service, weekly newspaper and radio station. The campus is surrounded by a further 900 hectares of farmland. Parts of this are teaching farms run on a commercial basis; other areas are run for research purposes. In addition, the university administers two trust farms, one in the Waikato and one in the Wairarapa. The farm and research units total 5,280 hectares, making Massey University the largest land-administering university in Australasia.

1.5 Chapter Organization

Chapter two, reviews the relevant literature.

Chapter three, discusses the methodology adopted.

Chapter four, presents results from the data collected.

Chapter five, reviews and discusses the results presented in chapter four.

The study concludes with relevant; appendices, tables and bibliography.