The Kiwi Way: Marketing in New Zealand, A Program Design for Johnson & Wales University

Rachael L. Peters
SIT Graduate Institute

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THE KIWI WAY: MARKETING IN NEW ZEALAND

A PROGRAM DESIGN FOR JOHNSON & WALES UNIVERSITY

Rachael L. Peters

A capstone paper submitted in partial fulfillment of the requirements for a Master of Arts in International Education at SIT Graduate Institute in Brattleboro, Vermont, USA

13 August 2018

Advisor: Dr. Alla Korzh
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Student Name: Rachael L. Peters

Date: 13 August 2018
Dear Ms. Donegan:

I am very pleased to present to you my proposal for the faculty-led study abroad program *The Kiwi Way: Marketing in New Zealand*. While filling sizable gaps in both the subject and location areas of the current faculty-led portfolio, this program also seeks to strengthen the school’s partnership with American Universities International Program Limited.

The Kiwi Way was developed to incorporate the goals and principles of Johnson & Wales University, JWU Global, JWU Abroad, and Generation Study Abroad with the Institute of International Education. Offering an accessible international experience to students at Johnson & Wales University, this program will provide them with skills not only relevant to their future professions within or related to the field of Marketing, but with invaluable personal growth in terms of intercultural awareness and communication, global citizenship, and situational adaptability.

Enclosed, you will find a comprehensive proposal for the program, including a complete description, goals and objectives, timeline, curriculum, and plans for marketing, recruitment, admissions, staffing, logistics, etc. This is followed by all pertinent appendices including a preliminary budget.

Please do not hesitate to contact me if you have any questions, and I look forward to hearing from you throughout the approval process as you discuss this with the College of Business and the Study Abroad Advisory Committee.

Sincerely,

Rachael L. Peters
JWU Global Intern
401-598-1702
rachael.peters@jwu.edu
Executive Summary

*The Kiwi Way: Marketing in New Zealand* is a short-term outgoing study abroad program from Johnson & Wales University. The mission of this program from a program management perspective is to expand the JWU faculty-led study abroad program portfolio in both subject and location while strengthening a burgeoning partnership with American Universities International Programs Limited. From a participant lens, the mission of the program is to offer both students and professors the chance to experience first-hand the laws, nuances, and strategies within the field of marketing in an international context while also developing their own intercultural communication and global citizenship skills.

The program is created within the frameworks of JWU’s guiding principles— as listed on the school’s website— with the intent to promote experiential learning, exploration of intercultural perspectives, and the expansion of study abroad opportunities. It aims to broaden the JWU FLSA catalogue by bringing students with a Marketing major to New Zealand in response to the abundance of culinary and hospitality programs currently running in Europe.

The main academic focus of this program is studying marketing laws, strategies, and nuances specific to New Zealand and how they compare to those in the United States. Students will achieve this focus by visiting local marketing companies, touring marketing departments in company headquarters, and attending presentations and conferences held by the local Marketing Association. Reflection on these events will play a large part in the program so that students can adequately learn from their own experiences through what Kolb defined as the ‘experiential learning cycle.’

In order to prepare for this program, the participants will attend one study abroad orientation held by JWU abroad staff the trimester before leaving. In addition, they will attend one program specific pre-departure orientation held by the faculty leaders and one short welcome and orientation session hosted by the partner in country.

Hotel lodging will be provided for all students throughout the duration of the program, as well as two meals per day, international and domestic transportation, and international health insurance through GeoBlue. In addition to these program inclusions, the marketing plan for *The Kiwi Way* will advertise the JWU study abroad scholarship to students in an effort to attract students who view cost as an obstacle to studying abroad. This endeavor aims to increase program accessibility and diversity.
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Abstract

The proposal for a study abroad program to be implemented at Johnson & Wales University [JWU] results from a five-month internship in the JWU Abroad office and multiple interviews with full-time colleagues in the department. It is designed to not only expand the current JWU portfolio in subject matter and program location, but to strengthen a newly built partnership with American Universities International Programs Limited [AUIP] through the addition of a second collaborative program in the provider’s catalogue.

*The Kiwi Way: Marketing in New Zealand* is a twelve-day faculty-led study abroad [FLSA] program that splits time between the cities of Christchurch and Wellington. Running between the spring and summer trimesters, students are able to partake in this course without sacrificing the chance to participate in summer classes should they so choose. Billed to the spring Student Financial Services [SFS] invoice, this supplemental course to MRKT 4030: International Marketing is worth 4.5 credits and focuses on the nuances of marketing in New Zealand. With a firm grounding in Kolb’s theory of the Experiential Learning Cycle, students will attend conferences, tour marketing agencies, visit company headquarters, and receive guest speakers each day and engage in marked periods of reflection each night.
Introduction

In my capacity as a member of the JWU Abroad sector within JWU Global, I am proposing the establishment of a faculty-led study abroad program that will run to New Zealand each summer, provided the number of students committed to said program makes such an endeavor fiscally feasible. This short-term program will be one to two weeks in length and revolve around the topic of marketing in New Zealand. Fitting into the marketing major offered at JWU, students will “explore consumer behavior, marketing analysis, strategic marketing, marketing communications, brand marketing and design, [and] professional selling” specific to the country of New Zealand (Johnson & Wales, 2018a). As this proposal will demonstrate, the mission of The Kiwi Way: Marketing in New Zealand is designed to not only expand the Johnson & Wales University faculty-led study abroad program portfolio in both subject and location, but to offer both students and professors the chance to experience first-hand the laws, nuances, and strategies within the field of marketing in an international context while also developing their own intercultural communication and global citizenship skills.

The creation and integration of this study abroad program into the JWU portfolio will provide students with the opportunity for a transformative international experience that is accessible in terms of cost, time commitment, and lack of language barriers.

Background

As the world becomes increasingly interconnected and skills like intercultural communication and cross-cultural adaption are viewed as important aspects of personal and professional growth, more and more students each year are choosing to study abroad, receiving some part of their education in a foreign country. According to the Open Doors report on International Education, “325,339 American students received academic credit last year for
study abroad in 2015/16, an increase of 3.8%” (Institute of International Education, 2017). This increase puts the number of American students studying abroad at an all-time high. And while this certainly seems to suggest that young people are realizing the benefits of an international education, the number of U.S. undergraduate students attending community and four-year institutions who will have studied abroad by the time they graduate still only hovers around 10 percent (Institute of International Education, 2017). Why is this the case?

There are a number of barriers that undergraduate students face, often times perceived as insurmountable and, thus, preventing them from studying abroad. These might include family or job responsibilities, a restrictive or tightly scheduled degree plan, an inability to afford the income loss during the time away, or a lack of international exposure that breeds fear (Spencer & Tuma, 2007, Positioning Short-Term Programs Abroad, para. 1). Choosing to participate in a shorter study abroad program, rather than leaving for a year or even a semester abroad, may enable undergraduate students to overcome many of these obstacles. This is a choice that is becoming more common, as even The National Association of Foreign Student Advisers [NAFSA] has found that:

Student populations new to study abroad will likely choose a semester or short-term program because they are more accessible… the market for short-term programs has dramatically increased in the last decade, and there are no indications that it is or will be decreasing. (Spencer & Tuma, 2007, Positioning Short-Term Programs Abroad, para. 1)

NAFSA considers a short-term study abroad to be “One- to eight-week programs (less than a term), usually faculty-directed and sponsored by a home institution or a consortium” (Spencer & Tuma, 2007, How Short is Short-term, para. 1). While these types of programs are certainly seen as more accessible, they also require more care and attention by the home office
than exchanges or semester-long programs might. NAFSA has observed, “Faculty-led short-term programs are typically more complicated to organize and provide less financial room to maneuver than semester-length programs” (Hernandez, Wiedenhoeft, & Wick, 2014, Program Location, Design, and Academic Structure, para. 2). This is because the number of students participating in a short-term program often determines whether the program will run for the year. Losing the income of one student that withdraws could mean the program is no longer able to run. This is not something that the study abroad office would worry about when sending one student overseas in an exchange.

However, this struggle of program feasibility in relation to participant numbers was a topic of discussion at various staff meetings of the Study Abroad department at Johnson & Wales University [JWU] this semester. There are 18 proprietary programs at JWU—set up, run, and staffed through the university—that run during the spring/summer and fit both the length and faculty criterion to be classified as short-term. It was determined that five of them would not run this upcoming summer due to low enrollment. In my position as an Intern in the JWU Global office at the Providence, Rhode Island campus of Johnson & Wales University, I was privy to this decision-making process.

Specifically, I was assigned to work directly under the Study Abroad Program Manager, whose main task is dealing with the organization and intricacies of these short-term programs. My main role then became the organization of the faculty-led study abroad program to Australia, for which we had lost our partner on the ground. This meant a lot more work organizing the itinerary, researching and booking excursions and classroom space, interacting with faculty, and coordinating student flights and transportation than was required by the office the previous year. In addition to spearheading the Australia program, I was also exposed to the other 17 short-
term programs that JWU offers. I designed marketing materials for each of them, participated in staff meetings where they were analyzed, and attended multiple meetings with faculty who had led or would be leading said programs. It was this hands-on experience, providing me with certain skills and knowledge that I did not previously possess, that spurred me to create my own program of this type that could easily be added to the JWU Study Abroad portfolio in the coming years.

**Literature Review**

While short-term study abroad programs are becoming more popular among students due to increased accessibility, I have also heard the argument that being in another country for so little time does not allow the participants to fully immerse themselves in the foreign culture. There are claims that they do not learn another language, they do no interact as much with foreign students, and they imply do not get as much out of the program as they would were they abroad for a semester or year-long program. While this is a common perception, short-term study abroad programs do provide distinct benefits to the students who participate in them.

Lewis and Niesenbaum, professors of sociology and biology, respectively, at Muhlenberg College, run a course on campus with a two-week study abroad component in Latin America that immediately follows the semester. When they surveyed students who had taken the course over the past six years, they found that:

> Almost half of our students traveled or studied abroad again. Those who did made a clear connection from their experience in Costa Rica to subsequent trips. For example, one student noted that the short-term program “gave me more confidence to do a semester program.” (Lewis & Niesenbaum, 2005, para. 11)

Short-term programs can be an excellent stepping-stone for students to gather the courage to take
another trip abroad, be it another study abroad program through the school or an individual trip that the student might not have taken before this first experience. Lenz and Wister, professors of English and psychology at Chatham University who have been leading groups of students to Belize and Guatemala for three weeks in January, also found that their program led their students to future international experiences. They have found that “students have returned to Belize for internships, for research projects, for senior theses, and students have told us that their Chatham travel abroad encouraged them to join the Peace Corps or to pursue international careers” (Lenz & Wister, 2008, pp. 84-85).

In addition to giving students the self-assurance and inclination to go abroad again, Lenz and Wister discovered that one of the major themes of the program has been the students’ own incredulity at the level of self-reflection and personal growth they experienced while abroad. One student who participated in their program even wrote the following:

The first day away from home I began to realize more and more about myself and what I was capable of... On this trip I tested my limits, I found that I realized that I am stronger than I ever realized… I know that I am now changed for the better because of this trip. (as cited in Lenz & Wister, 2008, p. 85)

This sense of personal growth is a common motif throughout study abroad programs, with Jenny Weatherford, International Programs Director at Indiana University—Purdue University Fort Wayne, noting, “On a more personal level, students very often say that they gain confidence from studying abroad and that they come to know themselves in ways that they haven’t before” (as cited in Smith, 2009, The International Ticket to College, para. 6).

However, short-term study abroad programs are beneficial not only on a personal level, but in terms of career goals as well. This is something that some students are already aware
of and many others are quickly discovering. Weatherford (as cited in Smith, 2009) elaborates, “Employers nowadays are looking for people with international experience, so having been on study abroad is definitely an advantage when students go to look for a job” (Finding Herself in College and Abroad, para. 13). This is especially true in business-related fields, of which JWU offers a number of undergraduate degrees, such as entrepreneurship, management, and marketing. And while these subjects certainly do not require one to leave the country to study them, as more people are starting to realize, working at a business in the United States is increasingly becoming an international experience within itself, an experience that students need to prepare for. As three professors in the School of Management at George Mason University, Hallows, Wolf, and Marks, (2011) noted:

Owing to the growing interdependence of the world’s economies, preparing business students with the skills necessary to succeed in the global economy becomes vitally important. Moreover, as work environments in the USA become more culturally diverse, and as businesses expand internationally, especially through mergers, acquisitions, and international alliances, these skills are increasingly valued by multi-national companies. (p. 89)

It can be argued that the best way to gain these necessary skills is to actually travel to a foreign country and acquire them. Participation in a short-term program abroad, while some may argue is not as valuable as perhaps a full semester or longer, exposes students to more cultures, business ideals, and types of communication than sitting in a classroom in the United States ever could. As Gonzalez-Perez and Taras (2015) in the Experiential Learning in International Business handbook explained:

Unlike in other disciplines, simulating a multicultural global environment in the
classroom is often a daunting or even an impossible task… Some of these things just require real, firsthand experiences, and providing that experience is especially important and especially challenging in international business education. (p. 14)

To test this belief that business students should partake in a study abroad program in order to further their expertise in the field of study, Hallows, Wolf, & Marks (2011) developed a short-term FLSA program as a required experience for their business students. They described the research method, saying:

Surveys were collected at two different times in the short-term study abroad course to demonstrate changes in students’ confidence and expertise. The first survey was conducted after completing reading assignments and classroom-based instruction (Time 1) and the second was collected upon returning from the study abroad experience (Time 2). (p. 88)

According to the collected data, “Results indicated a significant change in students’ perceptions of their global business competence from Time 1 to Time 2, indicating the benefits of the short-term study abroad experience beyond classroom instruction and readings” (Hallows, Wolf, & Marks, 2011, p. 88). With this documented usefulness of study abroad for business students in a global context, the worth of my proposed program becomes even more discernable. Johnson & Wales, however, offers a number of business-related majors that could be incorporated into a study abroad program. A number of steps were taken in making the decision that this program will be created with a focus in international marketing.

**Program Rationale**

The creation of this program will not only extend the scope of majors and locations
available in the current JWU study abroad portfolio, but it will also advance the foundational goals and principles important to both the university and its partners, including experiential learning, exploration of intercultural perspectives, and the expansion of study abroad opportunities.

As a whole, one of Johnson & Wales’ Guiding Principles is to “Maximize student potential by enriching our academic programs with experiential and work-integrated learning” (Johnson & Wales, 2018b). Study abroad helps to further this goal by providing experiential learning opportunities for students that they would not otherwise have in a classroom. Through excursions like tours, site visits, and workshops, students are able to interact with the subject first-hand rather than simply listening to a professor talk about it. The creation of this program would, thus, enhance these opportunities for any students participating.

Within Johnson & Wales, the JWU Global office has its own Foundational Principles, one of which is to “Work collaboratively with other university units, and with institutional collaborators, to develop, evaluate, and improve programs that will enhance students’ global competencies and add international and intercultural perspectives within individual fields of study” (Johnson & Wales, 2018c). The development of this program will allow students within a specific major—marketing—to experience first-hand the nuances of their field of study in another country outside of the United States. This will certainly provide an international context and perspective within their professional realm, while also enriching the students’ global citizenship skills. It meets all of the criteria for the type of programs that the office hopes to develop and will clearly advance this JWU Global objective.

There are currently three different entities within the JWU Global department: the BRIDGE center, International Student Services, and Study Abroad. Looking at the branch
that interacts with outgoing students, JWU Abroad hopes to help students “Understand the
global influences that affect you and strengthen your skill set to adapt to them” (Johnson &
Wales, 2018d). The best way to understand and adapt to global influences in both personal and
professional life is to put oneself in a situation where one can most fully experience them. By
visiting a foreign country, especially if it is one that a student has never been to or where they are
unable to speak the local language—conditions that might make the prospect somewhat more
daunting overall—the student is given no choice but to develop certain types of skills. Even with
a shorter program like the one I am proposing, the students will be exposed to foreign culture and
influences. Experiencing, adapting to, and improving global competencies like communication,
navigation, reflection, self-confidence, etc. in a somewhat isolated and small-scale school
program like this will help to prepare students for the next time they need to rely on these skills.

Johnson & Wales University—and JWU Global specifically—has partnered with
Generation Study Abroad, a program through the Institute of International Education (2018)
that “seeks to… bring[ing] employers, governments, associations, and others together to build
on current best practices and find new ways to extend study abroad opportunities to tens of
thousands of college students for whom traditional study abroad programs aren’t working”
(para. 3). The most common way to combat the “traditional” study abroad model is to create a
short-term program. As mentioned earlier, these programs are thought to be more accessible to
students and, because of this, are growing in popularity. The creation of this FLSA program at
JWU would certainly fit into this category and, hopefully, provide students who believed they
were unable to study abroad due to cost or time commitments, etc. a more viable option. This
program will extend the number of study abroad opportunities not only to all JWU students, but
to marketing students specifically. One reason that many students do not study abroad is because
they feel that they would be unable to complete all of the required courses for their major if they
did so. A shorter program like this that provides credits towards a specific major may be a more
enticing opportunity than a semester-long program where the main use of credits would be free
electives.

**Goals and Objectives**

**Program**

1. *The program will contribute to JWU’s goals of experiential education and global citizenship by:*
   
   a. Providing students with the opportunity to apply and compare a classroom
      knowledge of the subject to its real world counterpart in a foreign country
   
   b. Fostering intercultural communication through academic and cultural site visits
      within the overall international experience

2. *The program will create a sustainable academic and international experience by:*
   
   a. Providing a sufficient number of contact hours through the use of quality academic
coursework and site visits
   
   b. Employing faculty leaders continuously chosen from among all four of JWU’s
campuses

3. *The program will expose students to differences between marketing laws and operations in the United States and those of other countries by:*
   
   a. Providing students with the opportunity to tour marketing agencies and visit
   marketing departments within businesses and corporations in New Zealand
   
   b. Providing students with the opportunity to attend seminars and/or lectures on
various aspects of the country’s marketing offered locally in New Zealand

**Participants**

1. *Students will be able to analyze the impact of how cultural differences shape international marketing strategies by:*
   
   a. Utilizing terminology used abroad in relation to marketing and its various aspects and components
   
   b. Discussing effective marketing strategies in an international setting

2. *Students will be able to successfully apply subject knowledge gained throughout the experience by:*
   
   a. Asking questions and communicating about international marketing effectively while on site visits
   
   b. Designing a marketing plan at the end of the program for a product encountered in New Zealand

3. *Students will be able to utilize intercultural communication and global citizenship skills developed in New Zealand by:*
   
   a. Communicating their cultural and academic experience and takeaways to others effectively upon their return
   
   b. Adapting to future situations involving diverse locations and people

**Research Design**

To help inform the following needs assessment and the remainder of this proposal, I employed a qualitative research methodology, which “places emphasis on the study of phenomena from the perspective of insiders” (Lapan, Quartaroli, & Riemer, 2012, p. 2).
By drawing on the qualitative data collected through observations, document analysis, and individual interviews within the JWU Abroad office, I was able to effectively develop a short-term study abroad program for Johnson & Wales University.

**Methods**

When addressing the types of sources used to collect data in qualitative research, Tracy (2013) noted that “qualitative researchers… make the most of the information available, whether that includes interviews, observations, documents, websites, or archival material” (Chapter 2, para. 5). In order to design a fully comprehensive and JWU-accurate study abroad program, I utilized the first three of these methods.

**Observations.**

For this program design, I drew on my personal observations of office processes, and specifically program management operations, as an intern at JWU Global. As a working member of the team, I have been assigned tasks related to programs similar to the one I am creating. I have been included in full staff and individual meetings that allow me insight into certain aspects of program management and the office as a whole. I have been given access to behind-the-scenes resources that are not accessible to non JWU Global staff. This immersion into the research environment has allowed me to collect data that has informed the design of this program through the JWU lens.

**Document analysis.**

Document analysis is most utilized during the performance of the needs assessment. I examined a variety of JWU materials that are available to the public in order to analyze degree areas as well as currently offered programs in the study abroad portfolio. This document analysis allowed me to decide on the program framework and ensure that it has discernable differences
from those already offered at JWU.

**Interviews.**

I conducted individual interviews with three of my study abroad colleagues in order to learn more about office processes in regards to building and maintaining new programs. Because my intent was to collect this specific set of data, I employed a purposive sampling method, specifically expert sampling, in which a “sample of persons with known or demonstrable experience and expertise in some area” are assembled (Trochim, 2006, Purposive Sampling, para. 4). I spoke with the people who are most involved with the creation and continued running of study abroad programs at JWU, more specifically the Study Abroad Program Manager, Director, and Assistant Director.

The interviews were semi-structured, meaning I prepared a list of specific questions to ask, but I also allowed the conversation to flow. If a topic I had not asked about was brought up, I took part in the conversation naturally, incorporating these findings into my project as well. The questions that I asked during the interviews with my colleagues spanned a range of topics, such as crisis management and the review process for a program proposal. I did not address certain practices, such as marketing strategies or admissions requirements, because these were areas I was thoroughly involved in during my time as an Intern at JWU Global, and I felt confident in my ability to represent them accurately in the final design. Each interview took approximately 45 minutes to conduct, and I recorded the audio for each of them on my laptop as they occurred in order to access the information at a later date.

**Ethics**

To carry out the needs assessment portion of this project ethically, I implemented a number of measures designed to protect the participants. First, each participant was presented
with a document of informed consent. This text clarified for the participant that the interview in
and of itself was voluntary and that they were able to stop the interview at any time, refuse to
answer a question for any reason, or withdraw from the study at any time. I, as the researcher, did
not proceed with the interview until the participant signed this form. Although I was prepared to
conceal the identities of my participants, I was also aware of the potential difficulty of providing
full anonymity due to the low number of people who actually work in the JWU study abroad
office. Because of this reality, I also gave each participant the option to waive this expectation of
anonymity with an additional checkbox on the informed consent document in order to ascertain
how strictly I needed to proceed. Although the participants’ names are not revealed within this
proposal, with the obtained consent, I have specified job titles. A copy of the informed consent
document can be found in Appendix A.

Positionality

Having been working directly, for some time, on a current FLSA summer program at
JWU that travels to Australia, there was a concern that my interviews could assume aspects
of that program as fact for all programs. This could be problematic because said program is
actually quite different than the others in that it does not currently have a partner in country.
Although I was aware of this concern ahead of time, I did tend to default to using Australia as
an example when phrasing or expanding upon my questions. I do not believe, however, that this
caused any undue focus on said program or the neglecting of proper procedure explanations
in the participants’ answers. The Director even stated outright, “The Australia model is not a
good model. We’re really trying to move away from that” (L. McAdam-Donegan, personal
communication, 13 July 2018).

One of the most critical elements of positionality to consider is the power structure
between the researcher and the participant. Were I to be in a position of power over my interviewees, it could be possible that they might not have answered all of the questions truthfully for fear of negative repercussions. However, because of my subordinate role in the JWU Abroad office, each of the people whom I interviewed were my superiors. Each of them was open to my questions and input, as well as forthcoming with information during the time that I had worked here, and these interviews were no different, as I expected.

While I did not anticipate my position in the office hierarchy to influence my interviewees, I was concerned that my participants’ responses might be influenced by the fact that I intended to share the results of this study, i.e. this proposal, with relevant stakeholders at the university. Knowing that the results of this research would be made public, and that specific quotes from these interviews would be present in the final proposal, my colleagues may not have been as forthcoming if the topic at hand were to involve another person in the office or a school official who could potentially see it. I believed this to be especially true if what was being said was a complaint about a current process or a system that is in place, or maybe a critique of something another colleague has said or done. In my experience, however, this was certainly not the case. None of the participants were hesitant to answer any of the questions I posed. They each named several other people in the office, as well as other university members whom I had not met, and they all appeared to be forthright and honest with their responses and opinions.

Data Management and Analysis

I recorded each interview that was conducted using an application on my laptop. The interviews were then transcribed using Microsoft Word and uploaded to Dedoose, an online software utilized for data analysis. Once all of the interviews had been added to the software, I analyzed data deductively by creating specific codes that pertained to the different areas of
program design that need to be addressed in this proposal, such as budget, staffing, and health & safety. Applying these codes to the appropriate segments of each interview, I then pulled the relevant information while working on the corresponding sections of the program design. Using this method, I was able to easily incorporate accurate information into the design and shape the program proposal accordingly.

Limitations

A possible limitation that I thought to encounter with these interviews, and my program design as a whole, was the level of access that I was afforded at JWU Global. As a working intern in the office, I had more insider knowledge and access than the average person attempting to design a JWU program. However, the reality was that there might have been some topics or specifics that I was not allowed to know more details about because of my low position in the hierarchy of the office. It was possible that during the course of my interviews, my colleagues could have refused to answer a question for this reason. At the same time, there were also a number of other reasons for which they may not have wished to answer a question, and that was something I had no control over. Fortunately, I did not encounter this situations as all of my participants, as stated earlier, were forthcoming and candid with me.

Needs Assessment

Stakeholders

The execution of the study abroad program *The Kiwi Way: Marketing in New Zealand* will not only meet the needs of JWU Abroad and the participating students, but it will also encompass the students’ parents, the JWU faculty, AUIP, and the U.S. Department of State. As demonstrated in the following section, the creation of this program will most obviously
contribute to the diversity of the JWU Abroad portfolio. It will provide a short-term FLSA course that is unseen in both location and subject at this point in time.

For the students who are accepted to and participate in this program, the trip will afford professional experience that will stand out on a resume and provide numerous talking points in regards to elevator speeches, interviews, and other employment experiences. Their academic needs will be met with various guest speakers, site visits, and projects pertaining to their field of study, and their personal needs will be met with the opportunity to interact and adapt in a foreign country and situation. While acknowledging these benefits, students, and their parents, may also have certain reservations about the program. These concerns might include questions about physical and mental health, the readiness of staff should an emergency situation occur, or established procedures in regards to personal challenges students may face, among others. Parents and students will want to make sure that they are getting the full value from the program and its components, as they are investing their own money in order to participate in this program.

The JWU faculty members who will be leading the program have a stake in it because of the additional compensation they receive for the position. However, as the Study Abroad Director described, “I had two experienced faculty on the phone, one in the room, and one new faculty. And they kind of said, ‘Well, we don’t really do it because of the pay’” (L. McAdam-Donegan, personal communication, 13 July 2018). Other benefits of accepting this position might be the opportunity to travel— especially with JWU Global covering the travel expenses— to learn more about their field, find new topics or examples to incorporate into their own teaching in the U.S., or to build more connections within their field that could be useful in the future. In addition, the faculty members have a vested interest in the success of the program if they hope to be a faculty leader more than one time. Their feedback after the program is run is highly sought after.
As a partnering organization, AUIP is also concerned with the success of the program as it directly correlates to whether JWU becomes an established partner or takes their business to another provider. Their stake in *The Kiwi Way* hinges on how well their staff members do their jobs, as they are largely responsible for accommodations, activities, and student safety in country.

The U.S. Department of State can also be considered a stakeholder as it is recommended that any student participating in a JWU study abroad program register with the country’s U.S. embassy through the Smart Traveller Enrollment Program. It is possible that the university and the group in country will be relying on the help and collaboration of said embassy should an emergency occur.

**Existing Programs**

One aspect of Johnson & Wales that makes studying abroad unique is the multiple campuses. In addition to the flagship site in Providence, the university also has satellite campuses in Charlotte, North Carolina, Denver, Colorado, and Miami, Florida. While students from all locations are able to participate in study abroad programs for elective credit, it makes sense that they are more likely to partake when the program fits into their personalized Graduate Planning System [GPS] and has the student receiving credit towards their major. This informs the design of the program to be part of a major available on multiple campuses. In addition to students from other campuses being able to participate in JWU study abroad programs, the faculty leaders who are chosen for the short-term FLSA programs are also rotated and balanced among campuses. Because I intend for this program to be accessible to the highest number of JWU students and faculty, my first step when choosing a topic for this program was to explore the majors that JWU offers. There are a total of 57 undergraduate degree options at Johnson & Wales. Of these 57, ten
of them are offered on all four campuses, with only eight of those being offered online as well (Johnson & Wales, 2018e). In order to make this study abroad available to the highest number of people, these eight to ten programs offered on all physical campuses became my selection pool.

In order to provide a proposal with marked differences from existing programs, I looked to the current JWU portfolio of short-term FLSA programs being offered, including the five that were ultimately cut for this year. When assessing these programs, it became clear that their foci are geared heavily towards the culinary industry—six of 16 programs—and their location towards Europe—11 of 16 programs (Johnson & Wales, 2018f). Considering the fact that JWU is extremely well-known for its culinary programs, and that a large number of students from the United States studying abroad tend to choose Europe overall, this makes sense. However, it also eliminates some of the 10 accessible majors as program options.

Taking away majors like Fashion Merchandising, Sport and Entertainment Event Management, and Culinary Arts that already have FLSA programs running, as well as Hotel Management, which has a required international experience for all of its students, the obvious topic that remains is marketing. According to U.S. News and World Report (2018), marketing is one of “the most popular majors at Johnson & Wales University,” but the office does not offer any FLSA programs focused on the subject at this time. Overall, only two of the current programs have any sort of business focus. In addition, marketing is one of the eight majors represented on all four campuses and online, making it one of the most accessible and providing the largest target audience.

Deciding upon a marketing emphasis for this short-term study abroad program, I then began to question where in the world the students should partake in such a compelling experience. Leaving the continent of Europe, the remainder of the currently offered programs
are spread fairly evenly across Asia, Africa, Central America, South America, and Oceania, with Asia and Africa hosting two programs apiece, and the latter three accommodating one each. Looking towards those areas of the world having only one program in order to diversify the portfolio, New Zealand stands out in conjunction with a business focus. According to Forbes (2017), New Zealand is number two on the list of Best Countries for Business, behind only the United Kingdom. With this knowledge, alongside the fact that the single short-term program currently running in Oceania is in Australia, New Zealand presents itself as a suitable location to design this program around.

**Program Description**

In addition to filling multiple gaps in Johnson & Wales University’s proprietary FLSA portfolio, *The Kiwi Way: Marketing in New Zealand*, will also expand upon and solidify a recently established partnership with American Universities International Programs Limited. This is an outgoing study abroad program to the country of New Zealand worth 4.5 credits that takes place over the course of two weeks and focuses on the intricacies of marketing in said country. The first half of the program will take place in Christchurch on the South Island of New Zealand, with the group then moving to the North Island to spend the remainder of the program in Wellington. The participants of this program will include undergraduate students of sophomore to senior standing from JWU and can be either domestic or international. Students from other institutions will have the opportunity to take part by becoming “a non-matriculating JWU student until the end date of the study abroad program” and fulfilling all additional admissions requirements (Johnson & Wales, 2018g). While focused highly on students within the Marketing major, any student who fulfills the pre-requisites and is accepted into the program is
able to participate.

**Timetable for Delivery**

Although an FLSA program may seem easier to create and integrate into a portfolio due to its shorter timeframe and proprietary nature, the Study Abroad Assistant Director notes that, "On average, we say two years for somebody surfacing to say, ‘I have an idea,’ to when the student is departing on the flight" (E. Allsworth, personal communication, 13 July 2018). The following is an approximation of the timeline that *The Kiwi Way: Marketing in New Zealand* would follow to become a fully-fledged JWU study abroad program, running in the summer of 2021. A visual representation can be found in *Appendix B*.

**Program Development and Management**

- May 18, 2019: Submit new program proposal to JWU Study Abroad office
- June 4, 2019: First meeting between the Director of Study Abroad and the dean(s) and/or chair(s) of the College of Business and Marketing Department to discuss program viability
- July 6, 2019: Study Abroad Advisory Committee meeting for approval of program addition into portfolio
- August 13, 2019: Second meeting between the Director of Study Abroad and the dean(s) and/or chair(s) of the College of Business and Marketing Department to discuss options for faculty leaders
- June 1, 2020: Completed application, including approved course and course outline, basic itinerary, and course syllabus due to the Study Abroad office.
- July 1, 2020: Introduce online presence and marketing
• October 14, 2020: First faculty training/meeting with Study Abroad Program Manager
• March 6, 2021: Final itinerary and syllabus due
• May 8, 2021: Second faculty training/meeting with Study Abroad Program Manager
• May 18 – May 29, 2021: Program runs
• June 8, 2021: Program review/wrap-up meeting with faculty leaders, Study Abroad Program Manager, and possibly the Study Abroad Director

Student – Program Interaction

• September 1, 2020: Program is opened for student applications online
• November 15, 2020: Priority application deadline for students
• February 1, 2021: Final application deadline for students
• March 1, 2021: Commitment deadline for students
• March 5, 2021: Getting Started email sent to students
• March 15, 2021: Student commitment date inducing financial responsibility
• March 26, 2021: Registration Info emailed to students
• April 1, 2021: ULearn site opens for students
• April 13, 2021: General student orientation with JWU Abroad staff
• May 15, 2021: Program-specific student orientation with faculty leaders
• May 18 – May 29, 2021: Program runs
• May 22, 2021: Post-program evaluation becomes available to students

Curriculum Design

This study abroad program will be worth a total of 4.5 credits to any participating student. According to the JWU Contact Hour Guidelines, “4.5 quarter credits require 45 contact
hours. 1 contact hour is 50 minutes of traditional classroom time. Academic programs abroad for Study Abroad credit are required to meet or exceed the 45 contact hour requirement” (Johnson & Wales, 2015). Following these guidelines from the pre-departure orientation through the farewell dinner of the trip itself, a specific curriculum has been designed. Samples of the following curriculum components can be found in the appendices:

- Breakdown of Program Contact Hours, Appendix C
- Study Abroad Orientation Agenda, Appendix D
- Program Itinerary by Day, Appendix E

Learning Philosophies

As previously iterated, one of Johnson & Wales’ Guiding Principles is to “Maximize student potential by enriching our academic programs with experiential and work-integrated learning” (Johnson & Wales, 2018b). Keeping in mind this goal of heightened experiential learning, the curriculum for this program follows the design of Kolb’s Experiential Learning Cycle [ELC]. This theory is built upon the premise of a person first experiencing something distinct and tangible and then taking the time to reflect upon said experience. In describing these basic principles of the ELC, Kolb (2015) has stated:

> Immediate or concrete experiences are the basis for observations and reflections. These reflections are assimilated and distilled into abstract concepts from which new implications for action can be drawn. These implications can be actively tested and serve as guides in creating new experiences. (p. 51)

The theory of the ELC tends to complement study abroad programs because concrete experiences like informational tours, site visits, and other group activities are quite common. This is especially true of short-term programs where the students are not taking classes in a
foreign university, but more likely following an itinerary of visits and activities.

In addition to the curriculum falling into Kolb’s ELC, the program itself also caters to Baxter-Magolda’s theories of student development and self-authorship. Hodge, Baxter-Magolda, and Haynes (2007) stress the need for a change if college students, at a transitory stage of their lives, are going to become self-reliant and achieve self-authorship. They argued that “educators must move away from the traditional role of the expert or avoid the tendency to seek students’ approval and instead push students to gain intellectual, relational, and personal maturity through continuous feedback and high expectations” (para. 12).

*The Kiwi Way* will contribute to this goal largely through its admissions process. Students are required not only to respond to their own essay questions, but to procure recommendations and to meet with various departments before they can be fully applied, accepted, and committed to participating in the program. While JWU Abroad staff will be available for questions, they are not micromanaging the students every step of the way. It is completely the student’s responsibility to finish all required elements adequately and on time. This is an excellent example of the expectations that are placed on the students to push them towards self-authorship.

These expectations are certainly carried into the execution of the program with the setup of the group activities. While students are required to be at all scheduled activities as listed on the itinerary, they are responsible for arriving at said activities, at the correct time and place, on their own. The students will not be supervised at all times and will have ample free time. How they choose to utilize that time, and how they manage that time, is entirely up to them. This level of trust and expectation that the faculty leaders are placing in the students—to finish their assignments and show up to required activities in a timely manner—pushes them to gain intellectual and personal maturity and work towards their own self-authorship.
Content, Instructional Methods, and Activities

Activities.

The main academic components planned for this program will consist of a number of site visits, conferences, and guest lectures while in country. The students will begin the program in Christchurch where they will tour two marketing agencies. Plato Creative is older and more established, but of a more boutique size and offering fewer overall services. The second company, Q Brand Agency, is younger but very large scale with 40 plus workers. This company also does a large amount of digital marketing work. Following this progression, the students will then attend an area Marketing Association event concerning social media marketing. Their time in Christchurch will continue with a visit to the headquarters of an outdoor clothing and equipment retailer, Kathmandu Ltd., where an explanation and/or tour of the marketing department will be provided. Lastly, the students will gain some insight into the marketing practices of the partner company, AUIP, with a guest lecture from one of the Marketing Coordinators.

Once the students transfer from Christchurch to Wellington, they will attend two more events hosted by the Marketing Association: a presentation about the customer experience in marketing and a half-day conference concerning current marketing laws. In addition, they will visit the Victoria University Wellington for a guest lecture about marketing practices in New Zealand and a trip to the university marketing department. The final site visit of the program will be to the city council for a discussion about the promotion of the city itself.

Required reflections.

Having a specified outlet for the students to discuss the day’s activities will afford them not only the opportunity to gauge their own learning, but it will provide them with a channel for
self-assessment and reflection. This is something that, when asked for any last minute guidance, the Study Abroad Program Manager made it a point to address:

I think this is important— when you have faculty in-country this is always a good thing to do, particularly for shorter programs, is to have designated reflection times, and if it’s a nightly meeting I think that’s great, particularly if it’s only a week-long program. (A. Ewen, personal communication, 13 July 2018)

Taking into account this advice, as well as the ‘reflective observation’ stage of Kolb’s ELC, one of the main assignments over the course of the program will be for the students to complete a daily journal entry. These entries will have a required one-page minimum and detail any learnings or subsequent questions from the day’s main activity, as listed above. However, they will not be collected daily, but rather at a specified later date after the end of the trip. In addition to the journaling assignment, a nightly meeting will take place at the hotel in order for the group to discuss what was learned that day and to prepare for any necessary activities the following day. If the students have already completed their journal entry, they can bring those thoughts to the discussion or ask any questions that individual reflection has brought up. If they have not completed the day’s entry, the nightly meeting may provide useful insights that they would like to address when they do so.

**Program grading.**

- Pre-departure assignment: 15%
  - Read any pre-assigned materials, such as Kolb’s ELC, and watch and videos uploaded to the ULearn site. Completing the online quizzes will be required to assess comprehension of the materials.
• Daily journal entry: 20%
  o Write 10 one-page minimum entries, one for each site visit/guest lecture attended.
• Ad analyses: 20%
  o Find one ad/marketing campaign for a product, service, etc. according to the given day’s theme and write a one half-page minimum analysis, including a comparison to the U.S. counterpart if applicable. There will be 11 entries, each including a photograph of the referenced ad.
• Final project: 25%
  o Choose a product or service encountered in New Zealand that does not exist in the United States and design a print or digital ad campaign using what was learned during the program.
• Attendance: 10%
  o Appear at all scheduled activities on time.
• Participation: 10%
  o Fully participate in all scheduled activities—engage in discussions, actively listen, ask questions, and act professional at all times.

Staffing Plan

This faculty-led program is being proposed with the intention of selecting professors who are already employed at Johnson & Wales University to lead it. The program will employ two faculty members each year that it runs, following established procedures that are currently present in the JWU Abroad office in order to make those selections. As explained by the
Study Abroad Program Manager, location, specialty, and experience of applicants will all be considered.

In order to be considered as a faculty-leader for this program, the interested party must first complete a faculty-leader application online. This can be found on the JWU study abroad website, using the faculty member’s school login information [See Appendix F]. Once the deadline has passed, and all of the applications have been completed in TerraDotta, the Study Abroad Program Manager will thoroughly review them and discuss her choices for faculty leaders with the Director based on the following criterion:

1. **What is the applicant’s teaching area?** There are not separate faculty-leader applications for each specific program; rather, there is a question asking if the applicant has a preferred location or discipline. Regardless of their answer, the applicant will not be allowed to lead this program if they are not in the marketing department. Because this program is subject-specific, lack of qualifications may prevent other applicants from being approved for this position.

2. **Has the applicant led the program previously?** For faculty-led programs with two leaders, JWU operates on a rotating system that consists of one repeat faculty member from the year before and one new faculty member. The exception is when a program is just being established, and, if willing, the same faculty member will typically lead for a bit longer. However, “After three years, after a program is created and sort of on its way, on its feet, we’ll rotate out” (A. Ewen, personal communication, 13 July 2018). With the creation of *The Kiwi Way* coming from a third party, I would hope to find a professor in the marketing department who is willing to commit themselves to the project and lead for three years.
in order to establish the program.

3. **What campus is the applicant from?** Because marketing is an offered major on all four JWU campuses, qualified applicants can potentially be drawn from any of them, which helps in the JWU Abroad attempt to balance faculty-leaders among campuses. This is done because “We don’t ever want to have two Providence faculty leading the program because that’s just so unfair to the branch campuses. And there’s a lot to be said for recruiting on the branch campuses by having faculty there” (A. Ewen, personal communication, 13 July 2018).

4. **Does the school dean or department chair have an opinion?** If the academic leadership is pushing for a certain faculty member to lead a program, the Study Abroad team will generally take that into consideration. For *The Kiwi Way*, this would be discussed at the second meeting between the Study Abroad Director and the dean(s) and/or chair(s) of the College of Business and Marketing Department, which occurs early on in the program development process, as demonstrated in the timetable for delivery.

Being the faculty-leader on a JWU study abroad program is a paid position. Each faculty leader is provided with an administrative stipend and a per diem for their work. Details can be found in the budget narrative. A list of responsibilities that each leader of an FLSA program, including *The Kiwi Way*, is responsible for, can be found in *Appendix G*.

In addition to the faculty-leaders present on the program, the Director, Study Abroad Program Manager and other members of JWU Abroad will each play a part in the development and continued running of this program. Similarly, as a partner, AUIP will provide its own staff members that work to make *The Kiwi Way* a reality. While integral to the program, these participants already work at the aforementioned locations, and neither JWU nor AUIP will need
to hire additional staff specifically for this purpose.

**Program Marketing**

*The Kiwi Way* will be marketed as an optional extension to the International Marketing course that is a required part of the Marketing major at JWU. It will be presented as a fun and engaging opportunity to gain personal and professional experience in an international setting for additional credits towards a JWU Bachelor’s degree. Potential participants will be informed of the balance of required academic activities, reflection opportunities, and available free time that will be present during the course of the trip. All marketing materials will encourage students of all identities, learning styles, and backgrounds to apply, stressing the inclusivity, accessibility, and benefits of studying abroad. For example, the lower income demographic will be addressed through the advertisement of the study abroad scholarship, students with disabilities will be addressed through the advertisement of disability services abroad, and students from different countries will be addressed through the advertisement that any student meeting the pre-requisite requirements is eligible to apply. Because JWU will be partnering with AUIP to run this program, the marketing plan will be pursued through each of these avenues.

**Johnson & Wales University**

Because this program is being proposed in conjunction with the current International Marketing course that is offered at JWU, it will be mainly geared towards students who are pursuing a degree in Marketing. Materials will inform students that the 4.5 credits earned from this course can be used as one of the five required major elective classes or counted towards the 22.5 required free elective credits. However, the MRKT 4030: International Marketing pre-requisite will also be made known, so that students are aware that anyone who fulfills these
qualifications will be able to take this course. This means that students in other majors, as long as they have completed MRKT 4030, as well as its pre-requisites—MRKT 1001 and having sophomore standing—are able to apply for, and participate in, this program.

For JWU students, marketing materials will also advertise the ability to count this study abroad program towards the earning of the Global Learning Distinction. Completing the necessary qualifications for this distinction earns the student “an enhanced transcript designation that highlights your globally focused experiences” (Johnson & Wales, 2018h).

The most obvious method of marketing that JWU will provide for this program will be with the addition of *The Kiwi Way* to the school’s study abroad website. The program page will be searchable and provide information about academics, budgeting, accommodations, and course leaders. An example can be found in *Appendix H*.

As the program becomes more established, the students’ own work will provide material to be used in its marketing. JWU Abroad holds a yearly photo contest with a top prize of $100 available in each of the three categories. As photos from *The Kiwi Way* are submitted to this contest, they will then be available to post on the JWU Study Abroad Instagram and Facebook accounts to advertise the program. A program specific hashtag, such as #JWUkiwis will also be advertised so that posted photos from students can be found and shared for similar purposes. Students will also be asked if they are willing either to share their reflection assignments from the trip or participate in a short interview with a JWU Abroad staff member. Hopefully, from these actions, the office is able to acquire informational blurbs about the program that can be used in future advertising.

In addition to these digital methods, JWU Abroad will also create printed materials that can be given out to potential participants. The first of these will include an addition to the series
of current study abroad bookmarks using a photo taken on location in New Zealand. A half-page front and back flyer for the program will also be incorporated into the newly designed series for summer FLSAs. An example can be found in Appendix I. These fliers will be distributed to staff on each campus and available during classroom visits and study abroad fairs.

**American Universities International Programs Limited**

Although geared towards JWU students as a proprietary program, *The Kiwi Way* will also accept non-JWU applicants. The partnership with AUIP will help to advertise this fact. This will mainly consist of the inclusion of this specific program on the AUIP website. In addition to the Sports and Entertainment Event Management study abroad program in Australia, this will be the second program in which JWU partners with AUIP. Because of this, JWU will be listed as a current partner university and denoted as a university “that welcomes applicants enrolled at other US institutions” (AUIP, 2018). A link to the JWU page for this program will then be provided.

As a partner, AUIP is also committed to providing the university with professionally designed postcards to assist with student recruitment. It can be assumed that these postcards would also accompany the representative to any study abroad fairs or conferences that the organization might attend.

**Scholarships**

One of the reasons given most often against studying abroad is the high cost. Many students find this opportunity to be unaffordable. However, because *The Kiwi Way* is a proprietary program, the recently created JWU Global Study Abroad Scholarship can be advertised in conjunction. In order to apply for this scholarship, students only need to fill out their yearly Free Application for Federal Student Aid [FAFSA]. As the Study Abroad Assistant Director explained:
People basically say ‘I’m interested,’ and they have to fill out a FAFSA, but there’s nothing else really to it. It’s not onerous in any way, and it’s not based on how you write or what degree you’re in or anything like that. (E. Allsworth, personal communication, 13 July 2018).

In addition to this specific scholarship, JWU Abroad and AUIP both market additional scholarship opportunities through dedicated sections on their respective websites.

**Student Recruitment and Admissions**

**Recruitment**

*The Kiwi Way* will recruit participants through a scheduled process of marketing, application procedures, and admissions decisions. One of the main forms of student recruitment will be the fairs and events that take place at JWU. Study abroad fairs occur at the university twice per school year, during which individual programs are advertised. Handouts for this program will be distributed at these fairs and a sign up sheet for interested students will be displayed and used for recruitment. In addition to the standard study abroad fairs, the program will be promoted at other campus events during which study abroad representatives are present, like the Sustainability Resource Fair and WorldFest.

JWU Abroad staff will perform visits to appropriate classes that are related to the program topic. These would include both the MRKT 1001 and MRKT 4030 pre-requisite classes that are required in order to participate in the study abroad program. As the program becomes more established, the staff will collaborate with current or past faculty leaders in order to provide more personal information about the trip to the students. The previously mentioned fliers will be distributed during these visits.
Students who indicate an interest in *The Kiwi Way* will receive additional information about the program itself, as well as instructions on where and how to find said information, through a digital mailing list. JWU Abroad staff will handle any program inquiries or questions through e-mail and in-person advising meetings.

**Admissions Requirements**

Qualified students who choose *The Kiwi Way: Marketing in New Zealand* for their study abroad program will begin with the pre-decision phase, submitting a $35 non-refundable application fee in addition to completing the necessary online components.

**Qualifications.**

- JWU requires a minimum cumulative grade point average of 2.5 in order to approve an application to study abroad. Students not meeting this GPA can submit an appeal to the study abroad office for consideration.
- All participating students must be in good academic standing and have no previous student code violations.

**Application materials.**

- Second choice program questionnaire
- Two essay questions
- Emergency contact information questionnaire
- First generation study abroad questionnaire
- Language proficiency questionnaire
- Prior international experience questionnaire
- Faculty recommendation

Once these documents have been received, as is standard practice for participation in all
JWU study abroad programs, the JWU Abroad staff will review the completed application and, if all is found to be satisfactory, change the student’s application status to ‘accepted.’ Once this has occurred, the application will enter the post-decision phase, and the student will then be required to acknowledge the reading and/or execution of various documents and meetings.

**Post-decision.**

- Informed consent agreement
- Commitment status explanation
- Commitment status withdrawal policy
- Meeting with academic counselor
- Meeting with Student Financial Services
- Participation agreement
- Visa information

JWU Abroad staff will be available for in-person application assistance upon request by the student. Applications will be reviewed on a cycle-by-cycle basis with a priority deadline of November 15th and a final application deadline of February 1st.

**Logistics**

**Materials**

Students will receive a handbook during the JWU Abroad pre-departure orientation that all participants are required to attend. Thirty-two pages long, this document gives a list of JWU Abroad recommended web resources and a copy of the participation agreement that all study abroad participants are required to electronically sign. The remainder of the book covers general traveling tips, safety and security, health information, and cross-cultural awareness resources.
In addition to the handbook, each student will receive a how-to sheet from GeoBlue, the health insurance provider that JWU works with for its study abroad programs. This form details the process of how a student can locate a provider in the network, schedule an appointment, and submit a claim abroad should the need arise.

Students will also be provided with a wallet card to carry with them at all times which provides the phone numbers of the 24-hour JWU Emergency line, the Study Abroad Director, and the JWU Dean. The remainder of the card is allocated for the student to fill in pertinent emergency contact, health insurance, and in-country information. A sample can be found in Appendix J.

While both students and staff will be provided with printed program itineraries, per AUIP’s program development inclusions, faculty leaders for this program will also be given “comprehensive day-to-day staff instructions and a confirmation folder containing documentation of final bookings” (AUIP, 2018b, p. 3).

Communications

As stated, AUIP will provide the faculty leaders with “a local cell phone (or SIM card to be loaded into unlocked personal faculty phones, if preferred) with $50 credit each in the local currency” (AUIP, 2018b, p. 3). These phones will have unlimited incoming calls in order to facilitate communication between the AUIP office in Christchurch, New Zealand and the JWU Abroad office in Providence, Rhode Island. The participating students, however, will not be provided with a cell phone. If requested, the JWU Abroad staff can help students in selecting an appropriate international plan for the duration of the trip, but it will be the student’s responsibility to purchase said plan should they choose this option. A policy restricting the use of phones during site visits, guest lectures, etc. will be instituted and shared with students and
parents in order to ensure full attention and participation in the program and to set expectations for parents.

Accommodations, Facilities, and Meals

JWU Abroad and AUIP will arrange for housing in tourist class hotels for the duration of the program with gender-specific multi-share rooms for students and private rooms for faculty. The faculty leaders will provide AUIP with a roommate list, taking into account reasonable student requests. If available, the hotel lobby and/or on location conference room will be utilized for the scheduled nightly meetings and any time with guest speakers.

Ideally, the chosen hotels will include a continental breakfast that faculty and students will have access to each day. If this is not the case, then breakfast will be provided by the program. For the entirety of the 12-day program, the meals will be as follows, with the remainder being the students’ responsibility:

• x11 Breakfasts
• x9 Lunches
• x2 Dinners

Transportation

The program fee includes international airfare for all students departing from Boston, MA, the closest airport to the flagship campus. This location is liable to change in subsequent years depending on which campuses the faculty leaders come from. All students and faculty will arrive at the Christchurch International Airport in Christchurch, New Zealand in the agreed upon timeframe and make their way to the specified hotel via a group shuttle. Once in country, all provided transportation will be as follows:

• Shuttle transfer from Christchurch hotel to Christchurch International Airport
• Group flight from Christchurch to Wellington
• Shuttle transfer from Wellington International Airport to Wellington hotel
• Metrocard for Christchurch public transportation with a value of $40 NZD
• Snapper card for Wellington public transportation with a value of $40 NZD
• Shuttle transfer from Wellington hotel to Wellington International Airport

Students will be responsible for making their own way within the U.S. after arriving at Boston Logan International Airport.

**Visas and Documents**

While all students participating in *The Kiwi Way: Marketing in New Zealand* must have a valid passport, according to the U.S. Department of State (2018):

If you are a U.S. citizen, you are eligible for a visa waiver and do not need a visa for tourist stays of three months or less. You must have a passport that is valid for at three months beyond your planned departure from New Zealand. (Entry, Exit and Visa Requirements)

This also applies to students from Canada, Mexico, Brazil, Argentina, and Uruguay, as these countries also have Visa Waiver Agreements with New Zealand (New Zealand Foreign Affairs & Trade, 2018). Any international students not from these countries who are intending to participate in this program will need to follow the necessary steps to acquire the appropriate visa before the trip. The JWU Abroad office will support students through the visa application process by producing verification letters, communicating with partners, and answering student questions.

It will be recommended that all faculty and students carry a copy of their passport (and visa) with them at all times.
Health, Safety, and Security Policies and Procedures

All students will be advised to register with the U.S. Department of State’s Smart Traveler Enrollment Program [STEP] prior to departure. In the program-specific pre-departure orientation, students will be given the link for the New Zealand portion of the State Department website and asked to review the information and register for alerts if they feel so inclined. Each student will also receive a handout with the contact information for the U.S. Embassy in New Zealand.

As conveyed to students during the pre-departure orientation, JWU Abroad (2018) recommends a number of steps that students can take to ensure their physical health remains in excellent condition while abroad:

- Physical Check-up: If a student has not seen their doctor in a while, it is recommended that they complete a physical and eye exam.
- CDC Report: Review the Center for Disease Control link on the Study Abroad Resources page to learn what suggested health precautions students are urged to consider for the region of the world they are visiting.
- Travel Clinic: Students are advised to visit a regional Travel Clinic to discuss their health and any CDC suggested precautions.

In addition to these directions and the previously mentioned GeoBlue information that is provided, the JWU Abroad staff will advise students on safety concerns, like sexual misconduct, alcohol, drugs, and pickpocketing, that they may encounter while studying abroad. AUIP will also provide students with a short welcome and safety orientation once in country.

Should a student encounter a health or safety issue in country, the faculty leaders will follow the established JWU procedures. In a non life-threatening case like this, “If it’s a student
was pickpocketed or lost a wallet or something like that,” said the Study Abroad Director, “they
[the faculty leader] can just make a note of it on an incident report and/or, depending on what
the incident is, send us a note; they can send us an email” (L. McAdam-Donegan, personal
communication, 13 July 2018). If the incident is more serious, however—a injury, an assault,
something that requires immediate attention—she elaborated:

We would recommend, insist really, that they [the faculty leader] contact safety and
security. Safety and security contacts me; I’m the first on the list. If not me, then Liz [SA
Assistant Director] usually. If not Liz, I think Loren [JWU Global Executive Director]
and Amy [SA Program Manager] are both on there too. They don’t usually get that—
usually it would stop with me or Liz. And then I would reach out to the faculty to
say, ‘What’s going on? What happened? Tell me.’ Or it could be a student who calls
Safety and Security too. (L. McAdam Donegan, personal communication, 13 July 2018)

In either of these instances, one or both of the faculty leaders with the program will also contact
AUIP, whether through regular channels in a non-emergent situation or through the 24-hour
emergency line when necessary. In the event that emergency assistance is required, AUIP staff
will travel to the group’s current location from their headquarters in Christchurch.

Crisis Management Plan

In the event of a crisis affecting the entire country or the city where the group is residing,
JWU’s International Travel Risk Management Committee will be informed. This committee
is co-chaired by the university’s Emergency Management Coordinator and the Study Abroad
Director, who described what will happen if an emergency situation happens, “Usually we text
each other. So if he hears of it first he’ll send me a text and say, ‘Hey, did you hear? Barcelona.’
And I’ll text him back and say, ‘Yeah, I heard’” (L. McAdam-Donegan, personal communication, 13 July 2018). The Study Abroad Director then explained how one or both of them will perform a locator search within TerraDotta in order to see who is currently in the affected country. Once the list has been compiled an email will be sent, saying something to the effect of:

Dear JWU student and/or faculty or traveler, there was an incident in Barcelona. We don’t expect to have any issues, but please be advised. Please take normal precautions and let your program partner on the ground or whoever your person is know if you’re traveling outside of the program. If you have any questions or comments or need additional support, please… .(L. McAdam-Donegan, personal communication, 13 July 2018)

Also included in the email are the Director’s phone number and the numbers for Health and Wellness and/or Counseling, if necessary. If it is an emergency incident, a response will be requested from the recipient.

In addition to contacting the students in this manner, calls will also be placed to the faculty leaders and the program partner. For this program, “AUIP has a recommended Emergency Action Plan and recommended Emergency Action Protocols that can be implemented in the event of an accident, injury, sudden illness or emergency that involves immediate action” (AUIP, 2018c). Any necessary actions that need to be taken, such as relocation or returning home, will be discussed and coordinated among these groups as soon as possible.

**Evaluation Plan**

Prior to designing *The Kiwi Way*, a needs assessment was conducted at various levels (student, course, program, and institution), which helped determine expected goals and objectives for the program and the students participating in it. Achievement of these goals and
objectives will be assessed both in a formative (ongoing) and a summative (final) fashion.

**Formative**

During the program, student evaluations will be built into the scheduled activities, mainly through the nightly meetings. While these meetings are designed for students to reflect upon the day’s events, that can include things that went right or wrong over the course of the day for the program as a whole and not just information about the site visit. Faculty leaders will take any appropriate and reasonable steps to adjust the process for the following day. For example, if many of the students relay that they had trouble finding the location of the day’s tour, the faculty leaders may take it upon themselves to set a meeting time and place where the group can gather before the following day’s activity in order for everyone to travel there together.

**Summative**

In terms of overall program structure, the Program Manager explained that one week prior to the end of the program “every student has a program evaluation, or a post-program evaluation, and that’s a questionnaire that becomes available in their study abroad account” (A. Ewen, personal communication, 13 July 2018). This questionnaire is largely a self-assessment, asking the students to reflect upon their own cultural competencies now that the program has ended and they have had that experience. However, there are also questions relating to the adequacy of the faculty leaders, program partner, etc. In order to ensure full feedback, all students participating in *The Kiwi Way* will be required to complete this evaluation before they will receive a grade for the course. A sample of the student post-program evaluation can be found in *Appendix K*.

In addition to questionnaires, the students’ journals, advertisement analyses, and final project, all due after the completion of the course, will contain direct information about their
learning and development in regards to the course subject. Through these personal reflections (journals, course evaluation), students will also gain important self-assessment and self-evaluation skills. Although students will complete these assignments throughout the program, the faculty leaders will not be able to gauge their effectiveness until they have been turned in at the program’s end. Because of this, the assignments will be considered another form of summative evaluation.

As another type of summative assessment, the Program Manager will use TerraDotta to send a message to the faculty leader(s) once the program has ended in order to set up a post-program meeting. While the first aim of this meeting is logistical—to turn in credit cards, receipts, among others—the second is to ascertain the opinions of the faculty leaders in regards to how the program ran as a whole. Each day of the itinerary, including each of the day’s activities, will be reviewed and any critiques or recommendations noted. This is even more pertinent if a portion of the program is new or has recently been changed. This hour-long meeting will be especially important in the first few years of The Kiwi Way due to, not only the unestablished nature of the program itself, but also to the newness of JWU’s partnership with AUIP.

Lastly, each trimester, JWU faculty members who have led study abroad programs in the past or are slated to run an upcoming program, are invited to a ‘brown bag lunch.’ Facilitated by the Study Abroad Program Manager, this time is used specifically for the faculty leaders to discuss lessons learned over the course of their experiences on past programs and to give each other advice or to ask questions of the available JWU Abroad staff member. While not necessarily a suitable environment for changing the building blocks of an entire program, it is a helpful evaluation moment when it comes to considering tweaking the details of the program in
the future. Chosen faculty leaders for *The Kiwi Way* will be invited to attend these sessions either in person or virtually, depending on their campus location. A sample ‘brown bag lunch’ agenda can be found in Appendix *L*.

### Budget

The Budget for *The Kiwi Way: Marketing in New Zealand*, as seen in Appendices *M* and *N*, follows established JWU Abroad processes without regards to AUIP.

The faculty leaders will receive an administrative stipend, as well as a per diem. For this program they will not receive an overload because they are not delivering the primary academic content. Covered expenses for faculty leaders while in New Zealand will include:

- Three meals a day (some meals are prepaid based on the program itinerary)
- Incidentals (such as coffees, waters, snacks)
- Limited personal calls
- Round trip international flight, program housing, and program-related ground transportation. (Johnson & Wales, 2018i)

Tuition and fees for participation in this program will be billed to the student’s SFS spring invoice. The final number will include international airfare from Boston to New Zealand, tourist class hotel lodging for the duration of the trip, two meals per day, tickets and/or entrance fees to all planned excursions, and in country transportation. It does not include the study abroad application fee, domestic travel to Boston, or personal meals and expenses.

### Conclusions and Implications

While the program proposed here fits into the pattern of emerging short-term program
opportunities for students from the United States wanting to study in foreign countries, it is also unique among the other faculty-led programs offered at Johnson & Wales University.

Not only is it the singular program taking place in New Zealand and designed to meet the needs of marketing students, but it is the only one to occur between the spring and summer trimesters. This allows students the option of completing summer courses after the program has finished rather than having to choose one or the other. Because of its timing, the student fees can also be charged to the student’s spring invoice, meaning students will not incur additional summer fees if they choose not to take classes then. In addition, it is one of only two programs where the cost of international airfare for students is included in the program fee. These particular features increase both the accessibility and marketability of the program.

Participating in the proposed program, students will gain invaluable learning opportunities beneficial for their professional growth and future employment in the marketing field. They will also develop individual communication, time management, and personal reflection skills that will aid in the success of their personal and professional endeavors. With these numerous benefits the program will provide to its participants, and its distinctiveness within the JWU Abroad catalogue, The Kiwi Way is a compelling study abroad option for undergraduate students in the marketing field.
References


Johnson & Wales University. (23 November 2015). *JWU contact hour abroad guidelines*. Print.


Appendix A
Informed Consent Document

Non-clinical, No Risk Study
Participant Permission
Faculty-Led Study Abroad Summer Program Design at Johnson & Wales University

You are invited to participate in the Needs Assessment portion of a program design created by the following candidate for a master’s degree in International Education at SIT Graduate Institute: Rachael Peters. The purpose of this research is to identify typical pitfalls and best practices experienced in current program design and execution at JWU Global.

Approximately three subjects will participate in the study, and each individual’s participation will consist of a single one-on-one interview that will last an estimate of one half to one hour. Each interview will be recorded and subsequently transcribed by the interviewer. If you would like to receive a copy of your interview transcript to review and/or expand upon your answers before the data is analyzed, please indicate this fact at the bottom of this form.

If you agree to participate in this study, you will be given a pseudonym and will remain anonymous to anyone but the researcher unless otherwise requested. The possibility remains that during the public presentation of the research, your identity may be deduced. If it is not necessary that your identity remain anonymous, please indicate the fact below.

There are no foreseeable risks to participants of this study, nor will you will receive any identifiable benefits from this research.

Participation in this study is entirely voluntary, and subjects may choose not to participate, to withdraw from the study after the interview has commenced, or to refuse to answer any question asked by the researcher.

If you have any questions about the research, you may contact Rachael Peters at (517) 304-0224 or rachael.peters@mail.sit.edu. You will be given a copy of this consent form for your records.

To convey your assent to participate in this research, please sign below:

Subject: __________________________________________ Date: ___________________
Researcher: _________________________________________ Date: ___________________

__ I WOULD like to receive a copy of my interview transcript

__ I WOULD NOT like to receive a copy of my interview transcript

__ I WAIVE my right to anonymity

__ I DO NOT WAIVE my right to anonymity
Appendix B
Timeline for Delivery

May 2019
Submit new program proposal to SA office

July 2019
SAAC meeting for program approval

June 2020
Completed application due to SA office

September 2020
Online applications open

November 2020
Priority application deadline

February 2021
Final application deadline

March 2021
Getting Started email sent

March 2021
Financial responsibility commitment date

April 2021
ULearn site opens

May 2021
2nd faculty training

May 2021
Post-program evaluation available

June 2019
1st meeting with deans

August 2019
2nd meeting with deans

July 2020
Introduce marketing campaign

October 2020
1st faculty training

March 2021
Commitment deadline

March 2021
Final itinerary and syllabus due

March 2021
Registration instructions email sent

April 2021
JWU Abroad orientation

May 2021
Program-specific orientation

May 2021
Program runs

June 2021
Program review/wrap-up
### Appendix C
#### Program Contact Hours

<table>
<thead>
<tr>
<th>Category of Contact</th>
<th>Ratio</th>
<th>Activity</th>
<th>Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-departure orientation</td>
<td>1:1</td>
<td>JWU Abroad orientation</td>
<td>3</td>
</tr>
<tr>
<td>Pre-departure academics</td>
<td>1:1</td>
<td>Faculty leader orientation</td>
<td>3</td>
</tr>
<tr>
<td>Guest speakers/guides</td>
<td>1:1</td>
<td>Plato Creative</td>
<td>2.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Q Brand Agency</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Knowledge Bites: Social Media</td>
<td>2.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kathmandu Ltd.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AUIP</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Knowledge Bites: Customer Exp.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Law Conference</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>City Council</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Victoria University Wellington</td>
<td>4.5</td>
</tr>
<tr>
<td>Experiential education</td>
<td>3:1</td>
<td>Christchurch walking tour</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wellington walking tour</td>
<td>6</td>
</tr>
<tr>
<td>Location relocation</td>
<td>3:1</td>
<td>Transport from Christchurch to Wellington</td>
<td>9</td>
</tr>
<tr>
<td>Required group meals</td>
<td>3:1</td>
<td>Welcome dinner, Christchurch</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Farewell dinner, Wellington</td>
<td>9</td>
</tr>
</tbody>
</table>

**Total Program Contact Hours:** 69
Appendix D
Study Abroad Orientation Agenda

JWU Study Abroad Orientation Retreat

Monday April 12, 2021

- 9:00A – 12:00P
- 9:00A – Review of participation agreement, program withdrawal policy, and available online resources
- 9:15A – Money, packing, and general traveling tips
- 9:30A – Safety information concerning alcohol, drugs, and sexual misconduct
- 9:40A – Consulate information, who to call when there’s a problem; guest speaker from legal department
- 10:05A – Guest speaker from green dot
- 10:25A – Health recommendations before the trip
- 10:30A – Guest speaker from health services
- 10:45A – Information about GeoBlue health insurance
- 10:50A – Expectations and tips for cultural awareness and adjustment
- 11:30A – Questions?
### Appendix E

#### Program Itinerary

The Kiwi Way: Marketing in New Zealand  
May 18 - May 29, 2020

Faculty Advisor #1: Anthony Fruzzetti — Providence — 401.598.1896  
Faculty Advisor #2: Kris Hefley — Denver — 303.256.9438

Partner: American Universities International Program Ltd.

<table>
<thead>
<tr>
<th>DATES</th>
<th>MEALS</th>
<th>TIMES</th>
<th>ITINERARY</th>
<th>ACADEMIC OVERVIEW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday May 18</td>
<td></td>
<td></td>
<td><strong>Arrive to Christchurch and make your way to the hotel</strong></td>
<td>Please check into the Distinction Hotel and inform the professors of your arrival</td>
</tr>
<tr>
<td>Nights at lodging: May 18 - May 23</td>
<td></td>
<td></td>
<td><strong>Distinction Hotel Christchurch</strong></td>
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<tr>
<td></td>
<td>L - on own</td>
<td>1:00 - 1:00</td>
<td><strong>Cathedral Square</strong></td>
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<tr>
<td></td>
<td>D - included</td>
<td>2:15</td>
<td><strong>Meet in hotel lobby to depart for Q Brand</strong></td>
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<td></td>
<td></td>
<td>2:30 - 4:30</td>
<td><strong>Marketing agency tour - Q Brand Agency</strong></td>
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<tr>
<td></td>
<td></td>
<td>5:00 - 5:30 PM</td>
<td><strong>Opening remarks and orientation in the Distinction Hotel</strong></td>
<td>Small scale marketing agencies; print focus</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6:00 - 9:00 PM</td>
<td><strong>AUIP group orientation to the program and welcome dinner at Gumption</strong></td>
<td></td>
</tr>
<tr>
<td>Tuesday May 19</td>
<td>B - hotel</td>
<td>7:30 - 8:30</td>
<td><strong>Breakfast</strong></td>
<td>Large scale marketing agencies; digital focus</td>
</tr>
<tr>
<td></td>
<td>L - stipend</td>
<td>9:00 - 11:30</td>
<td><strong>Marketing agency tour - Plato Creative</strong></td>
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<td></td>
<td>D - on own</td>
<td>12:00 - 1:00</td>
<td><strong>Lunch</strong></td>
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<td></td>
<td></td>
<td>3:00 - 5:00</td>
<td><strong>Cantebury Museum visit</strong></td>
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<td></td>
<td>8:00 - 9:00</td>
<td><strong>Nightly meeting</strong></td>
<td></td>
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<tr>
<td>Wednesday May 20</td>
<td>B - hotel</td>
<td>7:30 - 8:30</td>
<td><strong>Breakfast</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>L - stipend</td>
<td>10:00 - 1:00</td>
<td><strong>Marketing department site visit - Kathmandu Ltd.</strong></td>
<td>Marketing for retailers</td>
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<td></td>
<td>D - on own</td>
<td>1:00 - 2:00</td>
<td><strong>Lunch</strong></td>
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<td></td>
<td>5:00 - 7:00</td>
<td><strong>Bridle Path walk - Optional</strong></td>
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<td></td>
<td>8:00 - 9:00</td>
<td><strong>Nightly meeting</strong></td>
<td></td>
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<tr>
<td>Thursday May 25</td>
<td>B - hotel</td>
<td>7:30 - 8:30</td>
<td><strong>Breakfast</strong></td>
<td></td>
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<tr>
<td></td>
<td>L - stipend</td>
<td>12:00 - 1:00</td>
<td><strong>Lunch</strong></td>
<td>Marketing for study abroad</td>
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<td></td>
<td>D - on own</td>
<td>1:30 - 3:30</td>
<td><strong>Guest speaker - AUIP Marketing Coordinator</strong></td>
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<td>8:00 - 9:00</td>
<td><strong>Nightly meeting</strong></td>
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<tr>
<td>Sunday May 24</td>
<td>B - hotel</td>
<td>6:30 - 7:30</td>
<td><strong>Breakfast</strong></td>
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<td></td>
<td>L - stipend</td>
<td>10:30</td>
<td><strong>Group shuttle to Christchurch International Airport</strong></td>
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<tr>
<td></td>
<td>D - on own</td>
<td>12:00</td>
<td><strong>Group flight to Wellington on New Zeland Air</strong></td>
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<td><strong>Group shuttle to hotel</strong></td>
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<td><strong>Travelodge Hotel Wellington</strong></td>
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<td></td>
<td><strong>2-6 Gilmour Terrace</strong></td>
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<td><strong>Wellington, 6011, New Zealand</strong></td>
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<td></td>
<td></td>
<td></td>
<td><strong>Tel: +64 4 499 9911</strong></td>
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<td><strong>Check-in at 2:00PM</strong></td>
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<td><strong>8:00 - 9:00</strong></td>
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<td></td>
<td><strong>Nightly meeting</strong></td>
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<tr>
<td>Monday May 25</td>
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<td>7:30 - 8:30</td>
<td><strong>Breakfast</strong></td>
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<td></td>
<td>L - stipend</td>
<td>10:00 - 12:00</td>
<td><strong>Wellington walking tour</strong></td>
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<td></td>
<td>D - on own</td>
<td>12:00 - 1:00</td>
<td><strong>Lunch</strong></td>
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<td></td>
<td></td>
<td>2:00 - 4:00</td>
<td><strong>Knowledge Bites - The Customer Experience</strong></td>
<td>Customer focus in marketing</td>
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<td>9:00 - 11:30</td>
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<td>Lunch</td>
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<td>1:00 - 7:00</td>
<td>Mount Victoria Lookout visit - Optional</td>
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<td>New Zealand marketing laws</td>
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<td>Guest lecture - Victoria University Wellington</td>
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<td>Lunch</td>
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<td></td>
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<td></td>
<td>2:00 - 4:00</td>
<td>Marketing department tour - Victoria University Wellington</td>
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<td>8:00 - 9:00</td>
<td>Nightly meeting</td>
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<td>Thursday</td>
<td>May 28</td>
<td>B - hotel</td>
<td>7:30 - 8:30</td>
<td>Breakfast</td>
</tr>
<tr>
<td></td>
<td></td>
<td>L - on own</td>
<td>9:30 - 11:00</td>
<td>Marketing department tour - Wellington City Council</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D - included</td>
<td>1:00 - 2:00</td>
<td>Lunch</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5:30 - 6:30</td>
<td>Nightly meeting</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>7:00 - 10:00</td>
<td>Farewell dinner at Crazy Horse the Steakhouse</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Marketing for tourism</td>
</tr>
<tr>
<td>Friday</td>
<td>May 29</td>
<td>B - hotel</td>
<td>7:30 - 8:30</td>
<td>Breakfast</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Leave for airport and return to US</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>You will go to the airport on your own. Be there three hours prior to your departure time.</td>
</tr>
</tbody>
</table>
Appendix F
Faculty Leader Application

Program Application Page (Pre-Decision)

Simulated User
Program: JWU The Kiwi Way: Marketing in New Zealand
Term/Year: Faculty Leader App, 2021
Deadline: 08/31/2020
Dates: 05/17/21 - 05/29/21

Application Instructions
We are now accepting applications for the JWU Global Study Abroad scholarship! Use the
button provided below to learn more about scholarship requirements and deadlines.
[Click here to learn more]

Announcements
PVD: Book a class visit or info session!
Interested in having a study abroad representative come speak to your class, residence hall
or student organization?
[View Details]

JWU Global Study Abroad Scholarships
New JWU Global Study Abroad Scholarships of up to $2500 for studying abroad in the fall,
winter, spring or summer! All JWU students with a completed FAFSA are eligible.
[View Details]

PVD: Scheduling an appointment in Summer 2020
Study Abroad is available by appointment ONLY throughout the summer quarter. Please
email studyabroad@jwu.edu to schedule an appointment with an advisor.

We look forward to seeing you!
DENVER Study Abroad Advising
There are new resources on the Denver campus for study abroad!
[View Details]

Exploring Portugal for International Hotel Operations
The latest JWU Student blog is written by Liz Cunningham, a Hotel & Lodging Management
student, who traveled to Portugal to study international hotel operations.
[View Details]

View All Announcements

Signature Documents
Click the following to view and digitally sign important documents to indicate your agreement
and understanding.
Title
Academic Responsibilities
Application Signature
Learning, Health, or Physical Needs

Material Submissions
Click the following to view instructions and/or printable forms which require the physical
submission of materials.
Title
Study Abroad Application Fee

Application Questionnaire(s)
Click the following to view and complete the following online questionnaire(s). You may begin
a questionnaire and save it for later completion, but note that you must click Submit in order for
the questionnaire to be logged as complete and ready for review.
Title
2nd-Choice Program
Emergency Contact Information
First Generation Study Abroad
Language Proficiency
Prior International Experience

Recommendations
Requests
Faculty Recommendation (1 required) JWU or Home campus faculty recommendation
- Please choose a person who knows your work and contact him/her personally before
sending an electronic recommendation request. Let your contact know the electronic
recommendation is a short 5-minute questionnaire.
1 or more required recommendations has not yet been requested.

Retrieved from studyabroad.jwu.edu
Appendix G
Faculty Leader Responsibilities

- Represent program at Study Abroad Fairs in October and in January/February (6 hrs).
- Prepare syllabus for each program course. Syllabi should be submitted to Academic Dean and Study Abroad at least one term in advance of program departure.
- Coordinate, advertise, and hold 2 program specific information meetings in Oct/Nov and Dec/Jan (2 hrs).
- Participate in program advisor training (3 hours split throughout the academic year)
- Assist Study Abroad in developing and confirming detailed itineraries.
- Plan industry visits and guest lecturers in conjunction with local host and Study Abroad.
- Participate in Student Study Abroad Orientation (4 hrs).
- Distribute versions of program itinerary to students starting at the Student Study Abroad Orientation and again as the itinerary is updated during the term prior to departure. (The Study Abroad office does NOT do this.)
- Assign academic/cultural pre-departure work to participants (required 10 hrs prior to departure).
- Provide Study Abroad with student rooming lists in April.
- Oversee all daily operations on the ground throughout the duration of the program.
- Provide oversight for student code of conduct and study abroad participation agreement policies with the student group in cooperation with Study Abroad.
- Communicate directly with Study Abroad regarding any crisis or student concern.
- Manage program expenses, keep all receipts, complete post program Actual Cash Expenses form.
- Submit all necessary financial paperwork to Study Abroad within two weeks of returning to the US.
- Provide a written overview of the program including constructive feedback for program improvement and development to Study Abroad.

(Johnson & Wales University, 2018i)
Appendix H
Program Brochure

Programs : Brochure

This page is the brochure for your selected program. You can view the provided information for this program on this page and click on the available buttons for additional options.

JWU The Kiwi Way: Marketing in New Zealand
[Outgoing Program] ★ Featured

Locations: Christchurch, New Zealand; Wellington, New Zealand
Program Terms: Spring
Restrictions: None
Budget Sheets: Spring

Courses Offered

Fact Sheet:
- Program Type: Study Abroad
- Language of Instruction: English
- Housing Options: Hotel
- Minimum GPA: 2.5
- Class/Credit Status: 03, Junior; 04, Senior
- Areas of Study: Marketing, Social Media Marketing, Print Advertising, Advertising Campaigns, Digital Advertising
- Program Model: JWU Faculty-Led
- Recommended Program: Yes

Program Description:

The Kiwi Way: Marketing in New Zealand

Host: [Preliminary Itinerary] Group Size | Academic Overview | Academic Format | Faculty Leader
Sample Excursions | Housing | Meals | Flights | Student Conduct | Orientation

HOST
This program is delivered by JWU faculty in partnership with AUP.

PRELIMINARY ITINERARY [final itinerary subject to change]
May 17 | Arrive in Christchurch
May 17-23 | Christchurch
May 23-28 | Wellington
May 28 | Depart Program

GROUP SIZE
20 Students
ACADEMIC OVERVIEW
Designed specifically for the Marketing major, this program gives students the opportunity to examine the subject in the context of marketing agencies, local conferences, and popular businesses in New Zealand. Site visits and guest lectures are augmented with designated reflection time each night. Split between two cities, the first visit is Christchurch with several marketing agencies, a presentation from the local Marketing Association, a guest speaker from our partners at AUP, and a visit to the marketing department of a local retailer. Then spend the second half of the program in Wellington to explore the marketing industry in this vibrant, multi-cultural city, including visits to the city council, Victoria University Wellington, and a marketing law conference. By exploring how different country designs and executes marketing campaigns, students are better equipped to be highly effective marketing professionals in a truly global society.

Total Credit Hours Earned Abroad On This Program:
• 4.5 quarter credits

The specific course on this program is listed in the "Courses Offered" link above.

Student Status:
Must demonstrate you are a current Johnson & Wales University student or a matriculating student at another academic institution.

JWU Student Prerequisite Courses:
MRKT4030 International Marketing

Non-JWU Student Prerequisite Courses:
Proof of completion of comparable courses must be presented through your application materials.

ACADEMIC FORMAT
JWU faculty members are the academic leadership for this program. They coordinate pre-departure information, travel with the group, deliver academic content in conjunction with local guides, and assign the final grade for the program courses.

The faculty leader will schedule pre-departure meetings to discuss the detailed program itinerary with the selected student group and outline any pre-departure assignments.

Activities include traditional classroom lectures, labs, industry visits, cultural excursions, and group meals. You are required to participate in the full program itinerary and group activities.

FACULTY LEADERS
Anthony Fruzzetti
Providence
Anthony.Fruzzetti@jwu.edu
401-598-1896

Kris Heffley
Denver
Kris.Heffley@jwu.edu
303-256-9438

SAMPLE EXCURSIONS
• Q Brand Agency tour
• Plato Creative tour
• Katmandu Ltd.
• Marketing Law 2021 conference
• Victoria University Wellington
• Knowledge Bites: Social Media Marketing Presentation
• Wellington City Council
• Knowledge Bites: Customer Experience Presentation
HOUSING
Tourist class hotels, double or triple occupancy, private bathrooms. Sheets and towels provided.

MEALS
1-2 meals/day (typically breakfast or lunch) plus a welcoming reception and farewell dinner.

FLIGHTS
Flight parameters are set by Study Abroad to accommodate group logistics.

STUDENT CONDUCT
You must be in good standing with your campus’s office of Student Conduct or Student Affairs for the dates of the program.

ORIENTATION
Each program has a mandatory orientation process which starts the term before your program starts. Failure to participate in the various meetings listed below may jeopardize your ability to participate in the program.

Pre-departure meetings vary according to the program model and typically include discussions, on-line resources, and assignments to ensure you understand your specific program, the courses, housing, costs and other related details. These meetings may be a combination of in-person and web-based meeting formats.

An in-person Study Abroad Retreat is scheduled on each campus with advertised dates, times, and locations to discuss topics relevant to all study abroad programs.

An in-country Orientation is included upon arrival to your program for on-site information and program reminders.

Testimonial:
I chose this program because..., and I’m really glad that I did because...

There are currently no testimonials for this program.

Dates / Deadlines:

There are currently no active application cycles for this program.

This program is currently not accepting applications.
Appendix I
Program Flier

MARTKETING IN
CHRISTCHURCH & WELLINGTON, NZ

Term Break: May 17 - 28
4.5 credits towards Spring term
Led by Tony Fruzzetti, Providence

APPLY ONLINE @ STUDYABROAD.JWU.EDU

Students will visit popular marketing agencies in Christchurch and attend events hosted by the local Marketing Association. You will have guest lectures from AUIP and VUW and learn about marketing strategies in New Zealand.

PROGRAM COST

1,485 [Tuition] + 2,990 [Program Fee]

$4,475 billed to SFS Spring invoice

NOT INCLUDED

Application fee
Travel to Boston
Personal meals & expenses

INCLUDED

Tourist class lodging
Two meals per day
Excursions
Round-trip airfare from Boston

Kathmandu Ltd.
Wellington City Council
Marketing Law Conference

SAMPLE EXCURSIONS
Appendix J
Student Wallet Card

Study Abroad Emergency Contact Information:
Local Contact: ___________________________ cell ___________________________
Local Contact: ___________________________ cell ___________________________

24-hour JWU Emergency: 401-598-1103
JWU Safety & Security will connect you with Study Abroad staff.

Lisa McAdam Donegan, Director 401-598-2480
Loren Intolubbe-Chmil, Executive Director 401-598-1013

While outside U.S. for health emergency: Int’l Policy Provider:
(US access code)+

In US:
Website:

Host Address 1: ____________________________________________
__________________________________________________________
Phone #: ___________________________ Local Police/Fire/Emergency#

Host Address 2: ____________________________________________
__________________________________________________________
Phone #: ___________________________ Local Police/Fire/Emerg#:
## Appendix K

### Student Post-program Evaluation

**Post Program Evaluation:**

Instructions:
Thank you for taking the time to complete this survey. The responses from this survey will be used to better understand outcomes for participants in study abroad programs. These questions are designed to identify participant perspectives on the impact of the study abroad program experience and how important participants feel that study abroad experiences are as part of a college/university education. As outlined in the consent agreement, your participation is completely voluntary, there is no penalty for withdrawing, you may skip any question or discontinue completion of the survey at any time with no penalty, and your participation has no bearing on your standing as student. Your participation is very much appreciated, and will be handled confidentially as part of a larger assessment of study abroad participant responses.

(*) Indicates the question is required.

<table>
<thead>
<tr>
<th>Question</th>
<th>Please select one</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My prior cross cultural encounters were helpful in preparing me for this study abroad experience. (*)</td>
<td></td>
</tr>
<tr>
<td>2. I feel comfortable in situations that are unfamiliar to me. (*)</td>
<td></td>
</tr>
<tr>
<td>3. I am more knowledgeable about [program region] people, culture, and environment. (*)</td>
<td></td>
</tr>
<tr>
<td>4. It is important to me that I increase my cultural competence. (*)</td>
<td></td>
</tr>
<tr>
<td>5. It is important for me to learn about issues through different perspectives. (*)</td>
<td></td>
</tr>
<tr>
<td>6. This international education experience influenced my academic goals. (*)</td>
<td></td>
</tr>
<tr>
<td>7. This international education experience influenced my professional goals. (*)</td>
<td></td>
</tr>
<tr>
<td>8. I believe that exposure to international issues is an important part of learning in college. (*)</td>
<td></td>
</tr>
<tr>
<td>9. I believe it is important for college students to have international education/study abroad experience (*)</td>
<td></td>
</tr>
<tr>
<td>10. My program provided me with opportunities to interact with individuals from the host community. (*)</td>
<td></td>
</tr>
<tr>
<td>11. I understand the value of being able to engage and communicate in multicultural groups. (*)</td>
<td></td>
</tr>
<tr>
<td>12. I had an opportunity to reflect on my own culture, values, and identity. (*)</td>
<td></td>
</tr>
<tr>
<td>13. The program site and activities provided a unique/effective learning environment for the academics. (*)</td>
<td></td>
</tr>
<tr>
<td>14. The program’s housing met my expected health and safety standards. (*)</td>
<td></td>
</tr>
<tr>
<td>15. Faculty and staff in country were supportive and responsive. (*)</td>
<td></td>
</tr>
<tr>
<td>16. My faculty leader(s) were culturally sensitive and aware (if applicable). (*)</td>
<td></td>
</tr>
</tbody>
</table>
17. Impact Essay (Part 1) (*)
During your application we asked you to identify your motivations as well as professional and personal goals to participate in this experience. Now that you have returned, please share the most challenging aspects of your program and how you believe they could be improved (consider guest lectures, housing, faculty & staff, industry visits, cultural excursions, etc.).

18. Impact Essay (Part 2) (*)
During your application we asked you to identify your motivations as well as professional and personal goals to participate in this experience. Now that you have returned, please share the most rewarding aspects of your program (consider guest lectures, housing, faculty & staff, industry visits, cultural excursions, etc.).

19. Do you have any thoughts or recommendations for the program?

Appendix L
‘Brown Bag Lunch’ Agenda

Study Abroad Faculty
Brown-bag Lunch
Friday February 19, 2021

Agenda

1) Goals for today — Why are we here?

2) Topics:
   • Pre-departure work
   • Using the ULearn sites
   • Grading when you aren’t teaching
   • Managing student expectations
   • Managing group dynamics — student from four campuses
   • What to do when a student isn’t participating
   • Culture shock
   • Journaling, reflection
   • Managing stipends, money
   • Other topics?
## Appendix M
### Program Budget

<table>
<thead>
<tr>
<th>Fixed Costs</th>
<th>Cost PP NZD</th>
<th>Cost PP USD</th>
<th>Quantity</th>
<th>Group Discount</th>
<th>Total USD</th>
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</thead>
<tbody>
<tr>
<td>Faculty Leader</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Round trip airfare USA-New Zealand</td>
<td>$1,500.00</td>
<td>$1,500.00</td>
<td>2</td>
<td>10%</td>
<td>$2,700.00</td>
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<tr>
<td>Christchurch housing - single hotel room, 6N</td>
<td>$1,069.00</td>
<td>$726.92</td>
<td>2</td>
<td>10%</td>
<td>$1,308.46</td>
</tr>
<tr>
<td>Wellington housing - single hotel room, 5N</td>
<td>$705.00</td>
<td>$479.40</td>
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<td>10%</td>
<td>$862.92</td>
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<tr>
<td>Administrative stipend</td>
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<td>$3,000.00</td>
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<td>$6,000.00</td>
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<tr>
<td>Per diem</td>
<td>$500.00</td>
<td>$500.00</td>
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<td>$1,000.00</td>
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<td>One way airfare Christchurch-Wellington</td>
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<td>$61.20</td>
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<td>10%</td>
<td>$110.16</td>
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<td>$122.40</td>
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<tr>
<td>Knowledge Bites #2 ticket</td>
<td>$90.00</td>
<td>$61.20</td>
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<td>$122.40</td>
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<td>Law conference ticket</td>
<td>$375.00</td>
<td>$255.00</td>
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<td>$510.00</td>
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<tr>
<td>Wellington walking tour ticket</td>
<td>$20.00</td>
<td>$13.60</td>
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<td>$27.20</td>
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<tr>
<td>Program meals (welcome &amp; farewell)</td>
<td>$40.00</td>
<td>$40.00</td>
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<td></td>
<td>$80.00</td>
</tr>
<tr>
<td>Program</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group shuttle Christchurch airport-hotel</td>
<td>$170.00</td>
<td>$115.60</td>
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<td></td>
<td>$115.60</td>
</tr>
<tr>
<td>Group shuttle Christchurch hotel-airport</td>
<td>$170.00</td>
<td>$115.60</td>
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<td></td>
<td>$115.60</td>
</tr>
<tr>
<td>Group shuttle Wellington airport-hotel</td>
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<td>$44.20</td>
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<td>Group shuttle Wellington hotel-airport</td>
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<td>Christchurch conference room</td>
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<td>Other Direct Costs</td>
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<tr>
<td>Marketing</td>
<td>$100.00</td>
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<td>Orientation materials</td>
<td>$200.00</td>
<td>$200.00</td>
<td>1</td>
<td></td>
<td>$200.00</td>
</tr>
</tbody>
</table>

**Total Fixed Direct Costs** | | | | | $13,667.14 |

| Indirect Costs/Overhead | | | 20% of fixed costs | | $2,733.43 |
| Disability Fund | | | 10% of fixed costs | | $1,366.71 |

**Total Fixed Direct + Indirect Costs** | | | | | $17,767.28 |

| Variable Costs | | | | | |
| Students | | | | | |
| Round trip airfare USA-New Zealand | $1,500.00 | $1,500.00 | 15 | 10% | $20,250.00 |
| International Health Insurance, 2W | $24.00 | $24.00 | 15 | | $360.00 |
| Christchurch housing - shared hotel room, 6N | $534.50 | $363.46 | 15 | 10% | $4,906.71 |
| Wellington housing - shared hotel room, 5N | $352.50 | $239.70 | 15 | 10% | $3,235.95 |
| Program meals (welcome & farewell) | $40.00 | $40.00 | 15 | | $600.00 |
| Student lunch stipends x9 | $135.00 | $135.00 | 15 | | $2,025.00 |
| Pre-loaded Christchurch Metrocard | $50.00 | $50.00 | 15 | | $510.00 |
| Pre-loaded Wellington Snapper card | $50.00 | $50.00 | 15 | | $510.00 |
| One way airfare Christchurch-Wellington | $90.00 | $61.20 | 15 | 10% | $826.20 |
| Knowledge Bites #1 ticket | $90.00 | $61.20 | 15 | | $918.00 |
| Knowledge Bites #2 ticket | $90.00 | $61.20 | 15 | | $918.00 |
| Law conference ticket | $375.00 | $255.00 | 15 | | $3,060.00 |
| Wellington walking tour ticket | $20.00 | $13.60 | 15 | | $204.00 |

**Total Variable Costs** | | | | | $38,323.86 |

| Emergency/Contingency Costs | | | 20% of fixed and variable costs | | $11,218.23 |

**Total Program Expense** | | | | | $67,309.36 |

| Revenues | | | | | |
| JWU Student Fees | | | | | |
| Single course tuition | $1,485.00 | $1,485.00 | 15 | | $22,275.00 |
| Study abroad program fee | $3,002.29 | $3,002.29 | 15 | | $45,034.36 |

**Total Revenue** | | | | | $67,309.36 |

**Grand Total** | | | | | $0.00 |
Appendix N
Budget Notes

I. EXPENSES

Faculty Leader:

- International airfare- round trip flight from Boston to Christchurch and Wellington to Boston
- Program housing- single hotel room for six nights in Christchurch and five nights in Wellington; breakfast included
- Administrative stipend- based on the model and length of program and paid at program completion
- Per diem- includes lunches and dinners not included in the program, an international cell phone, snapper and metro cards for transportation in Christchurch and Wellington
- Domestic airfare- one way flight from Christchurch to Wellington; one checked bag included
- Excursions- events hosted by the local Marketing Association that require entrance tickets
- Program meals- the required group meals, welcome and farewell dinners

Program:

- Group shuttles- group transportation between hotels and airports in both cities
- Conference room- room rental necessary to host scheduled guest speaker

Other Direct Costs:

- Marketing- includes the printing costs of materials like brochures, fliers, and bookmarks
- Orientation materials- includes printing costs for the handbook

Indirect Costs/Overhead:

- Funding the everyday operation costs of JWU Global

Disability Fund:

- Available for equipment and accommodations needed for disability services

Students:

- International airfare- round trip flight from Boston to Christchurch and Wellington to Boston
• Health insurance- each student is enrolled in JWU’s GeoBlue plan
• Program housing- shared double or triple hotel room for six nights in Christchurch and five nights in Wellington; breakfast included
• Program meals- the required group meals, welcome and farewell dinners
• Lunch stipends- Nine lunch stipends budgeted at $15 each
• In country transportation- pre-loaded snapper and metro cards for public transportation in Christchurch and Wellington
• Domestic airfare- one way flight from Christchurch to Wellington; one checked bag included
• Excursions- events hosted by the local Marketing Association that require entrance tickets

*Emergency/Contingency Costs:*
  • Funds put aside for emergency situations

**II. REVENUES**

*JWU Student Fees:*
  • Tuition- the cost of a single 4.5 credit course
  • Program fee- the per person cost remaining after the tuition in order to cover the program expenses