

Fulbright NZ seeks funding to expand graduate programme

Fulbright New Zealand has launched a major corporate fundraising initiative to increase the number of graduate student awards it can offer each year.

The NZ Friends of Fulbright Campaign was announced at an award presentation held in August at the Grand Hall of Parliament attended by potential sponsors, current Fulbright grantees and distinguished alumni from around the country.

Fulbright New Zealand's Executive Director Jennifer Gill said that although the New Zealand government had just increased its annual contribution to the programme by \$200,000, additional funding was needed to give more young New Zealanders access to the awards.

"We believe that business leaders must get involved to ensure that we are making the most of all opportunities to build stronger, knowledge-based economies," she said.

Suzanne Snively, chair of Fulbright New Zealand's Board of Directors, said the campaign aimed to raise \$100,000 per annum which would enable two or three more graduate students to be sent to the US every year.

"Your involvement with Fulbright New Zealand will not only offer support to an organisation rich in history and experience, but will also directly contribute to a programme that is creating social, artistic, political, academic and business links between New Zealand and the United States," Ms Snively told potential sponsors attending the event.

"These links form the backbone of the networks that are needed for modern nations to achieve success in the global economy."

Minister of Foreign Affairs and Trade Phil Goff said Fulbright New Zealand's present programmes contributed innovation to the economies of both New Zealand and the US.

"By offering young New Zealanders the opportunity to study at some of the top universities in the world, as well as attracting US academics and students to New Zealand, Fulbright is contributing to New Zealand's future as an innovative and dynamic nation," he said.

Guest of honour at the event was Harriet Fulbright, Senator Fulbright's widow and one of the United States' most respected and internationally recognised



From left: US Ambassador Charles Swindells, Harriet Fulbright and the Minister of Foreign Affairs and Trade Phil Goff congratulate NZ graduate student Reina Webster on her Fulbright award at the Grand Hall of Parliament.

educational and cultural leaders. Since Senator Fulbright's death she has taken on the role of unofficial ambassador for the Fulbright Programme, travelling to many countries to advocate and promote the importance of international cultural exchange. She last visited New Zealand in 1996.

Mrs Fulbright presented certificates to this year's recipients of Fulbright graduate awards – eleven New Zealanders who have since departed to take up their studies in the United States and eleven Americans who are currently undertaking postgraduate study at New Zealand universities (see details on page 3).

In her speech, Mrs Fulbright described nationalism as the most powerful and dangerous single force in contemporary world politics.

"Dividing communities against one another, it has become a universal force at precisely the time in history when technology has made the world a single unit in the physical sense – interdependent for economic, political, and cultural purposes and profoundly interdependent for survival in the nuclear age."

She said the world's problems could no longer be solved by individuals, groups or single countries and needed a worldwide network of intelligent and dedicated leaders working together. ■

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FULBRIGHT

NEW ZEALAND
AOTEAROA



From the desk of the Executive Director

Jennifer Gill

Recently I have been privileged to attend two Fulbright events, one in the US and one in Europe. Each was a testament to the ongoing significance and enduring importance of the Fulbright programme internationally.

The first event was a luncheon held in conjunction with the annual NAFSA Conference in San Antonio. The luncheon was hosted jointly by the Fulbright Commissions from Japan and Germany to celebrate fifty years of the Fulbright programme in those countries.

Senator J William Fulbright conceived the international exchange programme that has come to bear his name in the aftermath of World War II and the dropping of the atomic bomb on Japan. In a personal memoir published in 1991, *Against the Arrogance of Power*, the Senator wrote that “living in a foreign society makes it impossible to look down on people as though they are some kind of inferior creatures...unfortunately it is impossible to have every American live abroad for a while. The next best thing, I thought, would be to give an international experience to promising young people who will create the future...When the number of such people increases and they all become leaders of their societies, we will again have an era in which wars are prevented and nuclear weapons are never used again...”

“I myself was exposed to culture shock, yet had a valuable experience as a Rhodes scholar in my younger days. I would like many young people of the world to

have the opportunity to enjoy the same wonderful experience.”

Fulbright would have loved to be at the San Antonio lunch and seen the fruits of his programme. Such an event would have been inconceivable fifty years ago and it is a credit to the enduring nature and the success of the Fulbright programme internationally that we have such celebrations today.

A few weeks later I was invited to participate in the Fulbright European Executive Director's conference in Warsaw. This was a meeting that drew together 28 Fulbright Executive Directors from countries as diverse as Turkey, Denmark, France and the Czech Republic. Countries that were at war with each other fifty years ago are now meeting together, promoting a shared vision and embracing the challenges of the European Union and its consequent redefinition of nationalism.

It was exciting to meet a number of Polish leaders from government, academia and industry, all of whom are alumni of the Polish Fulbright programme. Half of the current Polish cabinet are Fulbright alumni. Many of these people were unable to return to Poland for many years but they are now taking a lead in the rebuilding of their country in the spirit of the programme that was nurtured by Bill Fulbright over 50 years ago. ■

—New York Diary—

When I first arrived in New Zealand and heard the news of the September 11 disaster, I thought New York was in ruins. Later, as I learned more, I still couldn't imagine what it would be like to be back in the city. Now, arriving home, I see that the city is still here and people are just going about their business. But it's surreal being home. And I'm not ready to actually go downtown to Ground Zero yet. It's too upsetting for me.

The obvious physical change, the hole in the skyline, is very strange. I can't recognise downtown New York from just across the river in New Jersey. The signs at the Path Station (the Path is the subway that connects New York with New Jersey) still say “World Trade Center” and all the NY postcards of downtown still picture the skyline with the towers there.

The best way I can describe the mood in New York right now is to say that people are in denial, in the sense that they can't think about September 11. Firstly, because it's exhausting and emotionally draining and secondly because they can't do anything about it. New Yorkers have to move on with their lives.

Still, New York is definitely changed in many ways and I personally feel the effects of September 11 everywhere. Life has gone on but everyone remembers and has been profoundly affected. People are more paranoid. I was talking to an ex-airforce friend who says he

now gets antsy whenever planes fly overhead. I've met several people who have since become very spiritual, some extremely so. Yesterday I bumped into a high school acquaintance who converted from Judaism to Mormonism. He told me the terrorist attacks were the wrath of God upon “us”, as in American society.

Unlike this fellow, the majority of people seem more patriotic. American flag stickers decorate cars and flags wave in people's front yards and gardens. I also get a general sense that New York is “nicer”. I can't pinpoint what that comes from or if that's just my imagination.

I don't feel a general sense of depression, which is surprising since the economy is not doing well. People are definitely struggling to find jobs and the stockmarket continues to plummet.

Both September 11 and my time in New Zealand have been incredibly formative experiences in my life. I am definitely calmer. I have more perspective on the world and my place in it. I also have more perspective on the US as a superpower. I just walk down the streets constantly thinking “there are whole other worlds out there”. And it really gives me peace of mind to think about Alexandra and the time I spent in New Zealand.

Beth Apsel was a 2001 US Fulbright Graduate Student from Yale University who left New York for New Zealand on September 10. She is currently undertaking research in a rheumatology lab at NYU Medical Center and applying to MD/PhD programmes for the autumn of 2003. ■

“The best way I can describe the mood in New York right now is to say that people are in denial... they can't think about September 11.”

— Beth Apsel

Graduate Awards

Returning: Claudia Geiringer, 2001 recipient of the Fulbright-Buddle Findlay Award in Law, from taking a Masters in Law programme at Columbia specialising in human rights law. Claudia has taken up a lectureship at the Victoria University Law School in Wellington.

Returning: Fiona Hutchinson, Fulbright grantee for 2001, from studying for a Masters in Science (food science) at UC Davis, California. Her thesis evaluated moisture barrier properties of lipid-whey protein composite films by investigating the likelihood and economic impact of this and other new uses of whey protein being adopted by industry.

Arriving: US grantee Joshua Greenberg arrives in New Zealand from Ohio in September to study for an MA in Creative Writing at Victoria University. Joshua's study goal is to write a series of short stories using endemic bird species as fictional symbols. Until university starts in March, he plans to travel widely within NZ gathering material for his writing.

Arriving: US grantee Kelly Gravuer from Pennsylvania arrives in September to undertake a Master of Science at Lincoln University. With a background in plant biology, Kelly will be studying the causes and consequences of forest invasion by the introduced Douglas fir trees in the South Island's native mountain beech forests.

Awarded: NZ current grantee in the US, Jacob Hook, has received the Robert B Stuart Prize for an Outstanding First Year Student from the Fletcher School of Law and Diplomacy in Medford, Massachusetts. Jacob is doing a Masters of Arts in Law and Diplomacy.

Awarded: Brandy McDougall, a current US grantee studying creative writing at the University of Auckland, has won Hawai'i Pacific University's 2001-2002 James Vaughan Award for Poetry. As part of the award, Brandy is returning home to Hawai'i to read her winning poem "Waiting for the Sunrise at Haleakala" at the University and present a lecture.

Professorships

Departed: Dr Michael Bassett, New Zealand historian and former Labour cabinet minister, has left to take up a Fulbright Visiting Professorship in New Zealand Studies at the Center for New Zealand Studies, Georgetown University, Washington DC. Dr Bassett's award requires him to teach a one semester course of undergraduate study in New Zealand studies at Georgetown and give two public lectures. The course he will teach at Georgetown is entitled "Dreaming of Maxims but settling for McDonalds: Government and New Zealanders' lives since 1840".

Senior Scholars

Arrived: US Senior Scholar Kevin Furlong has recently joined Victoria University of Wellington to teach a course in natural hazards and develop hazard courses and teaching modules for the University. A geophysicist from Pennsylvania State University, College of Earth and Mineral Sciences, Dr Furlong has won two awards for outstanding and innovative teaching. Dr Furlong will also be initiating a collaborative/interdisciplinary research project on the geodynamics of Fiordland.

Arrived: US Senior Scholar Zeynep Ustunol has come to New Zealand to study the benefits of ingesting fermented dairy foods containing bacterial cultures. She is working at the University of Otago, Dunedin, in the laboratory of Dr Gerald Tannock, one of the leading scientists worldwide in the area of gastrointestinal microflora. Dr Ustunol has a PhD in Food Science from the University of Kentucky and a MS and BS in Nutrition and Food Science from Utah State University.

Departed: Chris Rogers, Professor of Mechanical Engineering at Tufts University, left New Zealand last month. His robotics, fire and educational Lego programme has been hosted by the Applied Management and Computing Division at Lincoln University. As a Senior Scholar, he has given lectures and demonstrations to various audiences throughout New Zealand, Australia and Singapore.

Departed: Evan Delucia departed New Zealand in June having lectured and undertaken field research on Environmental Science and Management at Manaaki Whenua Landcare Research. Dr Delucia is from the department of Plant Biology, University of Illinois.

Senior Specialist

Arrived: Richard Gaskins, a Professor of Legal Studies at Brandeis University, arrived in August to take part in a colloquium on New Zealand Accident Compensation. He also presented undergraduate lectures in Law at the Victoria University of Wellington.

Fellowship

Departed: Dr Lawrence Simmons, recipient of the 2002 New Zealand Fulbright Fellowship, departs for the US for three months to research "South Seas on Film". Dr Simmons is a senior lecturer at the Department of Film, Television and Media Studies at the University of Auckland.

Distinguished American Scholar

Arrived: Professor of Media Arts at UCLA Department of Design, Bill Seaman, attended the opening of the Museum of Te Papa's ST@RT-UP interactive media exhibition. His hybrid invention generator which featured in the exhibition has attracted funding from American chip giant Intel.

Current Grantees 2002

US Graduate Students

Allison Arnold: Environmental Studies at Victoria University.

Megan Bergkessel: Biochemistry research at University of Otago.

Alyson Snyder: Master's in Plant Biology at the University of Canterbury.

Devin Castendyk: PhD in geology at the University of Auckland.

Kyle Kontour: Master's Degree in

Film & Media Studies at the University of Otago.

Karen Moy: PhD at the University of Auckland researching the health status of Pacific Island communities in both New Zealand and the US.

Rachael Nichols: Master of Arts, University of Waikato.

Laura Sessions: Science Communications PhD at the University of Canterbury.

Simone Clunie: Master's degree in Art History and Theory at the University of Otago.

Katherine Allison Smith: Master's Degree in Marine Science at University of Auckland.

Emily Cross: Master of Sciences at the University of Otago.

Brandy McDougal: Master of Arts in English at University of Auckland.

Timothy McConico: PhD candidate at University of Canterbury conducting basin analysis of the Oamaru Region.

Susan Habas: Master's Degree in Chemistry at Massey University focusing on the natural light-harvesting mechanisms of porphyrins.

NZ Graduate Students

Elizabeth Caygill: PhD in Genetics and Molecular Biology at Columbia University.

Euan Harvey: Master's Degree in Music Performance – French Horn at the Manhattan School of Music.

Tahu Kukutai: PhD in Demography at Stanford University focusing on sociological theories and methodologies.

Gavin Wight: PhD in Structural Engineering at North Carolina State University.

Miranda Wilson: PhD in Musical Arts (Cello Performance) and Musicology at University of Texas.

David Young: PhD in Economics, specialising in microeconomic theory, at University of Minnesota.

Reina Webster: Master's Degree in Film Production at New York University, Tisch School of the Arts.

Daniel Kalderimis: Master's Degree in International Trade Law at Columbia University.

Liesle Theron: Administrative Law at New York University.

Murray McClintock: Master's in Geology and Geophysics at University of Hawaii, Manoa. ■

First New Zealand educational tour inspires American educators

Eighteen US primary and secondary school teachers are returning home with a wealth of new ideas after completing an educational study tour of New Zealand.

They were all participants in the Fulbright-Hays Seminars Abroad Programme which provides short-term study and travel seminars for US social sciences and humanities teachers.

The Programme aims to improve educators understanding and knowledge of the people and culture of another country.

This is the first time New Zealand has been offered as a Fulbright-Hays destination and it proved to be the most requested destination by applicants.

The New Zealand Programme was designed to give participants a broad understanding of the history, geography, environment and cultural development of New Zealand, the current challenges of bicultural and multiculturalism and how they are being addressed in education for young people.

“The programme will result in benefits for both New Zealand and the United States. The information gathered on the tour will provide American visitors with invaluable classroom resources on life in New Zealand and give their students a firsthand insight into our world,” said Jennifer Gill, Fulbright New Zealand Executive Director.

The challenge for Fulbright New Zealand was to ensure that the Programme also catered for the different study objectives of each participant. Many of

the teachers wanted to learn about Maori art and culture and see how Maori language was being taught.

The tour began in the far north at the Waitangi Treaty House where New Zealand’s nation was founded. Here, the teachers were taught flax weaving and a *waita*, a Maori song which they could present at the many *powhiri* (Maori welcome ceremonies) in which they would be taking part.

Experiencing Maori culture firsthand made a lasting impression on all the teachers but particularly on David Philhower, a teacher at Capital City Public Charter School, a multicultural urban school in Washington DC. He was chosen as the *rangitiri* or chief to lead the group at *powhiri* and other ceremonies on behalf of the Fulbright-Hays participants.

“This was an amazing experience and has made me want to be the best that I can be. I intend returning to the States to study to become a school principal. In the short term, I also want to make a meeting house in our classroom with a mix of Maori and American influences, and look at developing a more specific welcome ceremony at our school,” he said.

Literacy education was another common theme in the teachers’ projects – not surprising when many of the literacy teaching techniques and strategies used in the US originated in New Zealand. They visited urban and rural schools, attended lectures and workshops at colleges of education, universities and the Ministry of Education and met educational innovators including Dame Marie Clay who began the internationally recognised reading recovery programme.

“She is like the Michael Jordan of reading,” said Philhower. “Many of us have read her books and it was one of the highlights of the tour for me.”

For Sandra Carter, principal of Rockledge Elementary School in Woodbridge, VA, it was the differences in literacy education that struck her.

“Over 50% of the students at Rockledge fall into the ‘minority’ category. In the US there is no support for these low ability kids whereas here you look after the needs of the slow learners by including them with special education.

“In the US only the ‘haves’ go to preschool, while here everyone has access to preschool and I think this is why this country is so literate. Also, your parents and boards of trustees are so much more involved in education than in the US.”

Sandra is planning to travel throughout her country on her return to tell schools what she has learned.

For five weeks the teachers travelled the length of New Zealand, meeting teachers, students, academics, media, politicians, historians, and New Zealanders

“I also want to make a meeting house in our classroom with a mix of Maori and American influences, and look at developing a more specific welcome ceremony at our school.”

– David Philhower



American teacher Annette Varcoe looks on while *Tē Kura Kaupapa Maori o Taumarere kohanga reo* pupil Francis King, seven, reads to her in *te reo Maori*. Photo: Michael Cunningham, Northern Advocate



Fulbright Hays teachers at Taipa Area School in Northland. From left: Sandra Carter (Woodbridge, VA), Linda White (Falls Church, VA), Dorothy Binetti (Essex, NJ), Debbie Tofflemire (Topeka, KS), Dundee McNair (Tomah, WI), Merrell Frankel (Los Angeles, CA), Alison Collett (Taipa principal), and Kari Heistad (Newtonville, MA).

from all walks of life. Visits to leading cultural, tourism and heritage sites were interspersed with school visits, seminars and professional meetings.

“Throughout the tour, we were being presented with the country’s most up-to-date educational research and ideas so that we’d find ourselves saying to people we met, ‘we’ve read that report or heard about that data yesterday,’” commented Philhower.

For some teachers this was their first time outside the United States and the experience has significantly changed the way they see the world.

“The world has suddenly become a much smaller place,” explained Annette Varcoe, a teacher of Social Studies and English at Union Endicott High School in Brackney, PA.

“I see that US policy doesn’t just affect us in Pennsylvania but also impacts on people in other countries. Also, that despite our size differences, our two countries have similar problems like the gap between the haves and have nots.”

For social studies teacher Staci Sievert Zahn the study tour has left her asking a lot of questions and facing new teaching challenges. Her project was to look at New Zealand’s MMP (Mixed Member Proportional) system of government and use this as an interesting comparison to the US for her students.

“Seymour Community School is ten per cent Native American. It will make quite an impact on these kids to learn that you give your indigenous people proportional representation.” ■

“In the US there is no support for these low ability kids whereas here you look after the needs of the slow learners by including them within special education.”

– Sandra Carter

Fulbright Lecture Series

Sponsored by Fulbright New Zealand, the Fulbright Lecture Series are held one evening each month from 6 to 7.30pm in Lecture Theatre 1, Old Government Buildings, Victoria University of Wellington. Each lecture costs \$5 and bookings can be made through the Centre for Continuing Education at the University.

September 24, 2002 (02109F) – Ideas, Crises and Political Change

The impact of ideas and political crises on the changing nature of the New Zealand constitution.

Elizabeth McLeay recently returned from Georgetown University where she was Fulbright Visiting Professor in New Zealand studies. She is an Associate Professor of Political Science at Victoria University.

October 15, 2002 (02109G) – Working the US Congress: The Inside Story

An inside view of the complexities and intricacies of the American system of government, illuminating the differences between the weak party system in the US and the strong party system in New Zealand.

Rae Nicholl is a political scientist and recent PhD

graduate of Victoria University. As a Fulbright New Zealand Fellow she recently took part in the American Political Science Association’s prestigious Congressional Fellowship Programme in Washington DC.

November 26, 2002 (02109H) – The New Zealand Electronic Text Centre: Literature, History and the Internet

An overview of the exciting digitisation projects underway at the New Zealand Electronic Text Centre (NZETC) recently established at Victoria University, how Humanities Computing is changing the study of literature and history worldwide, and the specific implications of this work for New Zealand.

Paul Millar is a Senior Lecturer in English at Victoria University of Wellington. In June 2001 he returned from a Fulbright Fellowship at the University of Hawaii at Manoa.

Elizabeth Styron was a 2001 US Fulbright Graduate Student from the University of Virginia Electronic Text Center. She worked with Paul to establish the NZETC at Victoria, and now holds the position of Director. ■

To Takahe

US graduate student Brandy Nālani McDougall wrote this poem after a visit to the Mt Bruce Wildlife Reserve, Wairapa, NZ.

How do you answer when the wind reminds you of oneness, when the stars ask you to tell your story, whispering their whakapapa high above the clouds?

Do you bury your beak in your dark green-feathered wing to pick through the language the lice have spelled, or call to the others, shadowing themselves under the ferns?

Among the loud hands that feed and breed you, that add to the pile of brush once your nest, can you still hear the old cries of your blood as they call you back and back?

Closing the opportunity gaps in New Zealand tertiary education



“Government, through policy-making, can increase educational opportunities for New Zealanders, no matter their socio-economic background.”

– Maureen McLaughlin

A 2002 Ian Axford Fellow in Public Policy, Maureen McLaughlin believes New Zealand could be an international leader in improving access to tertiary education through reducing opportunity gaps.

“I am delivering a very positive message – that government, through policy-making, can increase educational opportunities for New Zealanders, no matter their socio-economic background.”

But she says this will require well-coordinated strategies across educational levels and across policy instruments, improved expectations and academic preparation in secondary schools, early intervention in lower-decile (high poverty) secondary schools, and targeted grants to help at-risk students pay their fees.

Tertiary reform

Ms McLaughlin was hosted by the Ministry of Education in Wellington. As deputy assistant secretary for policy, planning, and innovation at the US Department of Education’s Office for Post-secondary Education, Ms McLaughlin saw the trip to New Zealand as an ideal professional development opportunity as well as a chance to have a living experience in a different country.

She has spent the last eight months examining New Zealand’s tertiary education reforms from the mid-1980s through 2002.

“Many issues facing New Zealand – for example, improving access for all groups, providing lifelong learning, improving quality, ensuring accountability, and constraining costs – have similarities to issues we are also facing in the US. The size and scale may be different between the two countries but many of the issues are similar.”

Her research looks specifically at the impact on student access and opportunity of New Zealand’s reforms in the 1980s and 1990s and the likely impact of the current plan to change direction in tertiary education policy. The current reforms are designed to reduce the heavy emphasis on the competitive model adopted in the mid-1980s by moving to a more centrally steered and regulated approach.

This shift gained momentum this year with the release of the Government’s Tertiary Education Strategy for 2002-2007. Ms McLaughlin says it is too soon to determine the impact of the strategy and the central steering as the Ministry of Education and the Transition Tertiary Education Commission are still working on the details of policy changes and implementation. However, she has expressed concern that the Strategy’s goals are so broad that you could do almost anything.

“This presents a real opportunity but also a real challenge. If you are going to guide a system, you need to know where you are guiding it and what benchmarks you will use to measure progress. The specific goals and benchmarks are still being developed,” she says.

Significant disparities

Many market-based policies in tertiary education since the mid-1980s have contributed to increased participation in tertiary education in New Zealand. Some say that this big jump in participation means that New Zealand has solved the problem of tertiary access. Ms McLaughlin says this is not the case. While overall participation has increased substantially since the mid-1980s there are still significant disparities for ethnic groups and for students from lower-decile schools.

Maori and Pacific students are substantially under-represented in tertiary education, especially at the higher levels of tertiary education. Students from low- and middle-decile schools are also under-represented in tertiary education relative to students at high-decile schools, especially at the higher levels of tertiary education.

Unequal participation patterns signify an opportunity gap. Ms McLaughlin says international experience suggests lowering fees alone will not close the opportunity gap. Student support is a necessary but not sufficient condition to improve access and opportunity.

“Research in NZ and elsewhere indicates that raising expectations and improving academic preparation for students before they enter tertiary education are key policies to close the opportunity gap. Strong academic preparation can make a difference to access despite socio-economic status. Rigorous preparation may not eliminate the gaps between more and less advantaged groups but it can substantially reduce them. Studies also show that key decisions made at the beginning of secondary school about courses and academic performance affect the likelihood of tertiary success.”

Strategies for closing the gap

Through her research and her experience working in public policy in the US, Ms McLaughlin has come to see that academic preparation, targeted student financial aid, and earlier information are key strategies for giving people equal access to tertiary education.

“Creating early intervention partnerships between low-decile schools and tertiary institutions – with community and business involvement – to improve students’ chances to attend tertiary successfully is a key strategy for closing the opportunity gap,” she said.

“A programme of such partnerships was introduced in the USA at the federal level in 1988. The partnerships include academic preparation, tutoring, mentoring, fam-

ily involvement, teacher development, information on preparation and costs and, in some cases, scholarships.”

“We also have a variety of initiatives in the United States like the “Think College Early” which encourage people to start planning and thinking early on about how to prepare for and fund their tertiary education.

“In New Zealand, the information for students tends to emphasise career options over tertiary information and is provided to students late in their secondary schooling.

“For families who have had no exposure to tertiary education, it is essential to provide academic and financial information earlier so that students and families have the full picture of what they need to do at an earlier stage.”

While several of the key goals in the Government’s Tertiary Strategy relate to access and opportunity, Ms McLaughlin believes more progress could be made if tertiary opportunity – including the kinds of policy options she has proposed – were made a key part of the Strategy’s implementation.

Research agenda

Ms McLaughlin also recommends that New Zealand develop a strong research agenda for tertiary education. “I strongly believe there is a need for more data and analysis to inform public policy decision-making

in New Zealand. It is difficult to design effective policies if the problem has not been accurately defined. Take, for example, the issue of student costs and debt.

“The discussion and emphasis in New Zealand – in the media and in political debates – on student costs and student debt is rather alarmist as it doesn’t present a balanced picture of the overall situation. There is still a feeling among many New Zealanders that free tertiary education would provide the most access, even though the evidence in New Zealand and many other countries runs counter to this.

“Without real data informing the debate, the current alarmist attitude toward student costs and debt will continue to affect people’s perceptions about the affordability and benefits of tertiary education. And, unfortunately, misperceptions can create their own reality.”

Ms McLaughlin leaves New Zealand with a range of impressions – of a very well-educated and outward-looking people who are knowledgeable about the world and greatly affected by international events, of a beautiful country with a wealth of outdoor recreational opportunity, and of a tertiary education system grappling with many of the same issues that have faced or are facing the US.

Ms McLaughlin returns to Washington DC to take up a position with the World Bank as Education Manager for Europe and Central Asia. ■

“The discussion and emphasis in New Zealand – in the media and in political debates – on student costs and student debt is rather alarmist as it doesn’t present a balanced picture of the overall situation.”

– Maureen McLaughlin

Taking on the software giants

Fulbright scholar Jeremy Buckley returned to New Zealand in 1999 after completing a doctorate in mathematics at Tulane University, New Orleans. Finding there were limited prospects of a university job in mathematics, he decided to reinvent himself as a software developer and business entrepreneur.

With a business and investment partner, Anton Donde, Jeremy began researching market opportunities and business concepts. What they found was a gap in the market for a more affordable and flexible software product to manage web content. Together, they formed e-cision and Jeremy began working on a prototype for WebNovo.

Since its release, WebNovo has attracted a lot of interest from big software developers like IBM and Oracle.

“We have signed up a potential development partner but it will be several months before we are ready to announce it in the marketplace,” says Jeremy.

WebNovo’s appeal lies in its affordability and flexibility. Targeted at medium sized businesses with \$50,000 to \$150,000 website developments, WebNovo uses a flexible, customisable soft-structure method for organising web content.

“It allows you to manage web pages and general document content without having to understand the technical aspects, and build into those pages business

processes that ensure your website content stays up-to-date,” explains Jeremy.

“It’s also quite architecturally focussed, which makes it attractive to developers, rather than being ‘out of the box’.

With the release of a Java version three months ago, WebNovo now has even wider application in the marketplace. E-cision has also engaged a web development company to develop a front end for the product.

The success of WebNovo gave Jeremy the idea for forming a new software development company of his own, Excibir.

“For an equity stake, Excibir provides the development expertise and supports companies like e-cision through the development and commercialisation of their products. Longer term the plan is to build Excibir as a technology incubator and Java development house.”

Looking back on the last few years, Jeremy says he has learnt a lot about technology, business management and how to secure venture capital.

“In a broader sense, I’ve learnt that you’ve got to make the most of where you’re at. My love of maths hasn’t diminished. I’m still reading and keeping up to date but when you’ve been this long out of the field it’s very hard to get back in. So I guess maths will remain a hobby, rather than a career.” ■



“You’ve got to make the most of where you’re at.”

– Jeremy Buckley

The Harkness Fellowship in Health Care Policy

This Fellowship, from the Commonwealth Fund of New York, provides promising health policy researchers and practitioners such as physicians, health services managers and government officials, the opportunity to spend 4-12 months in the US conducting a policy-orientated research project and working with leading US health policy experts. The fellowship provides up to US\$75,000 in support. **Applications close October 1.**

NZ Graduate Student Awards

Up to 12 awards are offered to outstanding NZ graduates wishing to study in the US to complete a master's degree, a PhD, or to carry out research for a NZ postgraduate degree, for a minimum of six months. Students may be from any academic field. Each award is worth US\$15,000 (along with return travel to the US). **Applications close October 1.**

US Graduate Student Awards

American graduate students interested in studying or researching in New Zealand may apply for these awards, up to 10 of which are offered for a period of 12 months. Fulbright New Zealand particularly welcomes applications that emphasise NZ studies or have a comparative element with the US. For further information see www.iie.org. **Applications close October 25.**

The Fulbright-Buddle Findlay Award in Law

This Award offers a promising New Zealand law graduate the chance to complete a postgraduate degree in an American law school. One award is offered each year to a law graduate who shows academic excellence, leadership potential and the ability to be cultural ambassadors for New Zealand. The Award includes US\$25,000 plus return travel, plus basic health and accident insurance up to a maximum of US\$50,000. **Applications close October 1.**

The Fulbright-Enterprise New Zealand Trust Award in Enterprise Education

This Award offers primary and secondary school teachers and teacher training tutors with experience in enterprise education the opportunity to gain a master's degree from the University of Delaware. The Award covers return air travel to the US, tuition fees at the University, and an accommodation allowance. **Applications close October 1.**

Eisenhower Exchange Fellowship

Under its "USA Program" this Fellowship brings emerging American leaders to New Zealand to meet with local experts in their field of study. **Applications close October 1.**

Fulbright-Hays Seminars Abroad

These are short-term study/travel seminars abroad for US educators in the social sciences and humanities for the purpose of improving their understanding and knowledge of the people and culture of another country. There are approximately seven to 10 seminars with 14-16 participants in each seminar annually. Seminars are four to six weeks in duration. **Applications close October 29.**

Ian Axford (New Zealand) Fellowships in Public Policy

The Commonwealth Fund of New York invites applications for the 2003 Ian Axford (New Zealand) Fellowships in Public Policy. These fellowships give outstanding American professionals, at a mid-career level, the opportunity to study, travel, and gain practical experience in public policy in New Zealand, including firsthand knowledge of economic, social and political reforms, and management of the government sector. The programme aims to reinforce NZ/US links, improve public policy development and build up a network of public policy experts on both sides of the Pacific. For more information see www.cmwf.org. **The deadline for applications is November 1, 2002. ■**

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Further information on the awards, fellowships and scholarships listed here is available at the Fulbright New Zealand website at: www.fulbright.org.nz

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Alumni invited to international workshop

The US Fulbright Association is sponsoring an international Fulbright alumni workshop in conjunction with its 25th Anniversary Conference in October to increase interaction among all Fulbright alumni organizations throughout the world.

The workshop will be held on October 10, 2002, the first day of the Association's three day conference which is entitled, "Dialogue of Cultures: Fulbright Contributions". The venue for the conference is the Madison Hotel, Washington DC.

The US Fulbright Association wants the workshop programme to provide practical training and opportu-

nities for discussion. It hopes to have speakers from outside organisations, such as Board Source, as well as colleagues from Fulbright organisations.

The highlight of the 25th conference will be the presentation of the 2002 J William Fulbright Prize for International Understanding.

Programme topics include Post-Conflict Transitions, International Philanthropy, and Media and Foreign Affairs. Nobel Prize Laureate 2001, Joseph Stiglitz (United Kingdom 1969), will present the plenary session.

For more information, visit www.fulbright.org. ■

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