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17 June 2022

s9(2)(a)

Dear s9(2)(a)

## Official Information Act 1982 request – North American Advisory Board

I refer to your official information act request (OIA), received by Education New Zealand (ENZ) on 29 April 2022. We have addressed each of your questions separately below.

1. **Can you please supply the full list of name and bio for this committee's membership.**
  - Please find attached the list of board members and their biographies as 'Appendix A'. More information about the Board is publicly available here – [New advisory board to support our North American strategy » Education NZ \(enz.govt.nz\)](#)
2. **Also, the selection process and how you advertise the role to the public or target group.**
  - ENZ advertised for the North American Advisory Board membership by sending an email to 'Section on United States Students-List'. SECUSS-L is a free electronic mailing list for international education professionals in the United States of America (USA). Another email was sent directly to a managed list of 459 contacts, comprised of people ENZ representatives have met through conferences and campus visits. These contacts have been accumulated over the six years ENZ has been operating out of the USA. ENZ shared the role with these individuals as potential candidates, and encouraged them to share the opportunity with anyone they may know who might be interested.
  - A panel comprising ENZ staff from across the organisation met to select panel members. ENZ staff were looking to ensure diversity through a wide geographic spread across North America, range of experience, and coverage of various specialities including study abroad and exchange, student experience, Diversity, Equity, and Inclusion, and institution type.
3. **The full meeting minutes for this group since the establishment to date**
  - This group is a voluntary advisory board with no decision-making powers. No formal meeting minutes have been/are recorded. However, please find attached meeting agenda and notes from the two meetings that have taken place as 'Appendix B'.

In preparing this information release ENZ has considered the public interest considerations in section 9(1) of the Official Information Act. You have the right to seek an investigation and review by the Ombudsman of this decision.

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Please note that it is our policy to proactively release our responses to official information requests, where possible. We do not publish requesters' personal information. We will let you know when we respond to your request if we intend to publish it. Please contact us if you have any questions about this.

Yours sincerely

Di Solomon  
Director, Government and Stakeholders Relations

## Appendix A

### Inaugural ENZ North America Advisory Board 2021-22 Biographies

	<p><b>Dr. Nida Ahmad</b></p> <p>Dr Nida Ahmad completed her PhD at the Te Huataki Waiora (School of Health) - Te Whare Wānanga o Waikato (University of Waikato) in Kirikiriroa (Hamilton) in 2019. Her dissertation examined the digital lives of Muslim sportswomen. Currently, she is a consultant and independent researcher working across disciplines, engaging in cross-cultural research, and collaborating with different stakeholders to ensure that research reflects the complexities of everyday life and with real-life impact.</p>
	<p><b>Dr. Eduardo Contreras</b></p> <p>Dr. Contreras serves as the inaugural Assistant Provost for International Education, Diversity, and Inclusion at the University of Portland (UP), combining the functions of the Chief Diversity Officer and Senior International Officer for the University. With 20 years in public and private U.S. postsecondary education, Dr. Contreras has experience in fostering equity and supporting internationalisation at many different levels. Dr. Contreras has presented his research extensively at AERA, AHA, Diversity Abroad, NAFSA and other national and international conferences. He is conference committee chair for the Global Inclusion Conference (2022). His writing appears in peer-reviewed journals, professional blogs and publications such as the University World News and IIE Networker. He has chapters in the books, Promoting Inclusion in Education Abroad: A Handbook of Research and Practice (2018) and Social Justice and International Education (2020). In addition to an Ed.M. and Ed.D. from the Harvard Graduate School of Education, he has a B.A. in history and an M.A. in Asian Cultures and Languages from the University of Texas at Austin.</p>
	<p><b>Nigel Cossar</b></p> <p>Nigel Cossar is a thought leader in international education and exchange, with professional experience focusing on strategic planning in international education that is centered around mission-driven outcomes. Nigel oversees the education abroad programming at the University of Pennsylvania, providing leadership and support to the education abroad programs at Penn. As a member of the senior management group of Penn Global, he works to ensure that Penn's global mission of providing every Penn student with a meaningful global experience is realized. Nigel came to Penn from the University of Melbourne, where he directed the university's study abroad and international exchange initiatives from 2007-2014.</p>



**Dr. Lisa Coleman**

Dr. Coleman is New York University's (NYU) inaugural Senior Vice President for Global Inclusion and Strategic Innovation. In this role, she works with senior leaders, internal stakeholders, external partners, and constituents to advance, promote, and build capacity for strategies for Global Inclusion, Diversity, Belonging, Equity, and Access (Global IDBEA) and strategic innovation initiatives across NYU. This includes the New York, Shanghai, and Abu Dhabi campuses, as well as NYU's thirteen global sites, and numerous global research centers. Dr. Coleman is also a faculty member at the NYU Stern School of Business and teaches at NYU Abu Dhabi. Prior to NYU, Dr. Coleman served as the first Chief Diversity Officer and Special Assistant to the President at Harvard University for almost a decade, where she and her team developed some of the first initiatives focused on the intersections of technology, disability, and access. Before Harvard University, she served as an administrator and faculty member at Tufts University and was later appointed to serve as the institution's first global inclusion and diversity senior executive.



**Dr. Leeanne Dunsmore**

Dr. Dunsmore is the Director for Education Abroad at the University of Maryland. She previously served as the Senior Educational Advisor at the U.S. Department of State, and launched the U.S Study Abroad Branch in the Bureau of Educational and Cultural Affairs. While at State, she developed the first bilateral agreement between the U.S and a foreign government (New Zealand) in support of Gilman Scholars. Prior to this, Dr. Dunsmore was the Associate Dean in the School of International Service at American University. While at American she chaired the diversity initiatives committee for the 100K Strong Foundation, established the Pakistan Women's Council and developed the first online degree program in international affairs in the United States. She received her B.A in international relations and business from the College of Wooster, her M.A. in international political economy from American University and a Doctorate in Global Education from the University of Southern California.



**Angel Geller**

Angel Geller (Umó'ho<sup>n</sup> Nation) is the Santee Sioux Nation Society of Care Navigator (SOC) for the Lincoln and Lancaster area of Nebraska. She assists Indigenous/Native American peoples in accessing trustworthy, affordable and culturally sensitive behavioural healthcare, education, prevention services, and support. She is an alumna of the Gilman International Scholarship Program, and studied at the University of Waikato in New Zealand (2018) during her undergraduate studies at Nebraska Wesleyan University. Geller speaks honestly and openly about her experience studying abroad in hopes of making Study Abroad more accessible to the next generation of Indigenous/Native American leaders/healers.



**Ellen Koppersmith**

Ellen Koppersmith is a Los Angeles native with over 18 years of experience in education and college advising. She started by assisting in the College Center at Los Angeles Center for Enriched Studies, and began college advising after completing her College Counseling Certificate from UCLA Extension in June 2015, and in June 2019, started her own practice, College Kupp. Ellen is a member of the National Association for College Admissions Counseling (NACAC), the Western Association for College Admissions Counseling (WACAC), the Higher Education Consultants Association (HECA), and an associate member of the Independent Education Consultants Association (IECA). Ellen is also the HECA College Fair Co-Chair (2019 – 2023).



**Joanne McEachen**

Joanne McEachen (Waitaha, Ngāti Māmoe, and Ngāi Tahu) is CEO and Founder of The Learner First. A celebrated author, speaker, change leader, and executive coach, Joanne’s 30 years of experience span time as a teacher, principal, Ministry of Education leader in New Zealand, and now a globally recognized pioneer in the fields of educational assessment and well-being. Joanne is the Founder and Chair of Kia Kotahi Ako Charitable Trust (Learning As One), on the Executive Committee for Karanga: The Global Alliance for Social Emotional Learning and Life Skills, on the Education New Zealand: North America Advisory Board, an Edmund Hillary Fellow, a Fellow of Salzburg Global Seminar, and co-founder of New Pedagogies for Deep Learning (NPDL). She creates opportunities for students, educators, and communities to learn who they are, how they fit into the world, and how they can contribute their gifts to humanity.



**Devin Taylor**

Devin Taylor had his study abroad experience in Wellington late 2019. Though the majority of his life has been spent in Texas, his time in New Zealand has inspired him to speak about his experiences abroad and encourage others to not allow fear to prevent them from seeking new opportunities. He hopes that God allows his story to transform the mindsets of diverse youth to recreate a culture that journeys out of their comfort zones and promotes education abroad for all.



**Stayce Fraser Thompspon**

Stacye Fraser Thompson is the Coordinator of International Student Services at Jefferson State Community College. She currently serves as the Executive Director of Study Alabama and the Chair of the NAFSA Community College Institutional Interest Group. A 25-year veteran of international education with experience in immigration, study abroad development, and curriculum internationalization efforts. She is pursuing her Ph.D. in Educational Studies for Diverse Populations focusing on community college internationalization, educational services for immigrant and refugee populations, and the Impact of COVID-19 on International Education Professionals (Dissertation).

**Appendix B**  
**Meeting 1 Agenda and Notes**

**Wednesday November 10**

**Virtual meeting at 4pm – 5.30pm (Eastern Standard Time)**

- Board members were advised of ENZ's history and background
- Explained Nga Manapou- our organisation's values
- ENZ's North America approach/strategy was shared as below:
  - The focus of our work has been to articulate what makes New Zealand special, and different and how we stand out as such a small country who is relatively new to the field of International Education (IE). Our competitors are essentially Australia, the United Kingdom (UK), Canada and the United States of America (US).
  - ENZ did an amazing job planting our flag those six years ago and differentiating us from Australia, talking about our amazing institutions and what they have to offer. But we'll have to have more than that if we're competing with countries that have Ivy leagues and the Russel group
  - New Zealand (NZ) can't be seen as just another Australia. We want to attract students that are representative of the diversity of the US not just only for the student benefit, but to benefit NZ students. NZ students cannot achieve their goals of global citizenship and understanding the nuance of countries and their cultures if they're only engaging with one kind of study abroad student.
  - A lot of ENZ's work is about shifting the narrative and perceptions of NZ. Telling a different story outside of the superficial and pop-culture representations that are prevalent in the media and in IE
  - And we do this by really talking up the things such as:
    - The unique bi-cultural history of NZ.
    - NZ's progressions in de-colonization relative to other colonized countries.
    - Topics and issues related to indigenous people, indigenous leadership, indigenous international education
  - Within the field of Diversity, Equity, and Inclusion (DEI) and its cross section with IE- Indigenous students are underrepresented among underrepresented student populations
  - ENZ's goal is "How do we re-position New Zealand as a leader and example of best practice in internationalisation through the lens of DEI
  - And that's through our strategic partnerships and visibility opportunities
- ENZ's presence and work in the International Education Professional space in the US and Canada was shared:
  - **US Professional Organisation Presence**
    - Conference Presentations and Meaningful Presence
    - Diversity Abroad
    - AIEA
    - NAFSA
    - Strategic Partnerships
    - IIE and the State Department
    - NSF
    - The Chronicle of Higher Education
    - Canadian Government
    - DC Public Schools

- Shared our three-pronged strategy in the US and its rationale
  - **Develop New and Maintain Existing Partnerships**
    - Government Partners
    - Institutions
    - Organisations
  - **Full Degree Strategy**
    - Community College Strategy development
    - High School Counsellor strategy development
  - **Professional Field Engagement**
    - Conference Presentations
    - Panel Discussions
    - Events (Virtual and hopefully in person)
  
- Ended with a discussion with board members to get their initial thoughts and begin to brainstorm in which ways they can support these initiatives but also see synergy with the work that they do.
- Gave board members action items for our next meeting:
  - Next meeting- March/April
  - Hopefully meet in person to develop sub-committees
  - Before next meeting please read the documents we have sent you:
    - New Zealand International Education Strategy (NZIES)
    - The North America 2021-2022 Strategy
    - Letter of expectations for board participation
    - Please bring feedback
- In addition to those resources related to international education, ENZ also requested that board members learn about NZ by listening to the “Aotearoa History Show” Podcast

## Meeting 2 Agenda and Notes

**Tuesday, March 28th**

**9am (ENZ staff)**

- Welcome and re-introductions
- Terms of Reference and Board Expectations Conversation
  - ENZ Organisational Statement
  - Advisory Board Purpose
  - ENZ North Advisory Board Member Expectations
- Explain what we envision for Advisory Board's participation,
- Seek any feedback, including on the material shared prior to the meeting.

**10:00am (Leeanne Dunnesmore- University of Maryland)**

- ENZ share our goals for the board and the idea of sub committees
- Leeanne leads a discussion on boards
  - Share individual or group/collective experience they've had
  - What would the objectives be
  - What are the learning objectives of this session
  - Thinking more broadly about sub-committees and who are the champions and supporters of those sub-groups
  - Explore the structure of the board or where each individual could contribute
  - Who are the external supporters who could help the NZ be successful?
  - Develop a fuller understanding/picture of all these entities and potential stakeholder groups that could be accessed

**11:00am (Angel/Nida/Devin talk about their Student Experience and ENZ staff member Facilitates Discussion)**

- **Student Experience**
  - Your academic, social, personal and professional experiences
  - Experiences related to your social identities
  - Why did you decide to study in NZ?
  - In what ways did it or did not live up to your expectations?
  - What surprised you?
  - What you felt was missing from the experience?
  - How did your time and education in NZ impact your life once you returned to the States?

**12:00 (In the gallery)**

- **Lunch**

**1:00**

- **Post lunch walk/tour**

**1:30 Presentation (ENZ staff)**

- **Te Tiriti Framework Presentation**
  - How ENZ is trying to adapt Te Tiriti O Waitangi and Minister Hipkins' "Letter of Expectations" to work with Indigenous communities and organisations in NZ and the US

**2:00pm Sub Committee Creation (ENZ staff)**

- **Team identifies topics of interest and self selects into sub-committees**
  - Go around the room and get people's ideas
  - As a group, the sub-committees created were:
    - State Consortia Outreach Strategy
    - Student Alumni and Experience



- Foundation Engagement and Partnership

#### 2:30pm (Groups)

- **Sub-committee Action Plan proposal creation (Get started)**
  - How does it link with existing goals/strategy
    - What are the outcomes?
  - What is low hanging fruit
  - What will be your first steps?
  - Who's doing what?

#### 4:00pm (Zoom)

- **Meeting with different ENZ teams based in Wellington Staff**
  - People and Culture, Global Citizenship, Industry, Student Experience and Communications teams engage with the advisory board

#### 5:00pm (Return to Hotel)

- **Break for the day**

#### 7/7:30pm

- **Dinner**

#### Day 2

#### 9:00am (ENZ staff)

- **Warm Up**
  - Karakia

#### 9:30am Sub committee huddle(Groups)

- Sub committees met to finalise their presentations

#### 10:00am (Presentation)

- Sub committees presented on their strategies
  - **State Consortia proposals-**
    - Connect, Collobarorate, Partner with different state consortia groups. Focus on conferences and raising NZ's brand recognition within these state organisations
    - Leverage existing relationships with state groups
    - Social media and marketing campaigns to regions
  - **Student Alumn and Experience group**
    - Identify ways to get ENZ's North American team to connect with groups of current students and recent alums
    - Develop an Impact survey and generate alumn profiles
    - Work on developing tools to address student wellness
    - Develop relationships with American Indian tribes and media outlets
  - **Foundations**
    - Find key themes to engage foundations on. For example- Indigneous health, indigenous exchange, tech, climate change
    - Find foundations interested in these topics and cultuivate partnerships, develop joint funding mechanisms
    - Invite foundations to look at student production
    - Build a realtime project related to one of these topics
- **Feedback from the group**

#### 11:30am Wrap-Up (ENZ staff)

- **Action Plans**
  - Set up google folders for Advisory boards

- Board members to complete and put their team's outline plans in the google folder by the end of June
- ENZ reviews outlines and reaches out to sub-committee's individually to begin proposed first steps of action plans

**12:00**

- **Lunch w/ NZ Ambassador to the US the Honorable Rosemary Banks**

**2:00pm-Farewells**