



Ecology in Action!

EcoQuest | Te Rarangahau Taiao
Applied Field Studies in New Zealand



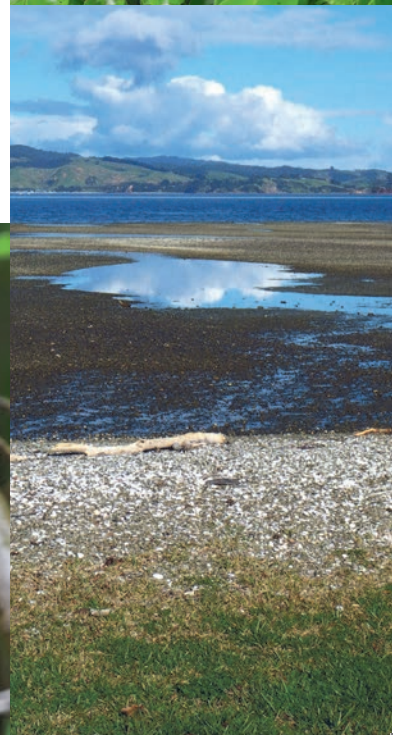
EcoQuest delivers programs in partnership
with the University of New Hampshire



“The magic of EcoQuest is the personal journey—quite simply, I have never known a student unchanged after their return from New Zealand. The personal and academic growth is self-evident and manifests itself in focused pursuit of academic and professional goals. Students return announcing “I am ready, challenge me!”

Confidence, motivation, team spirit, and cooperative approaches are lifelong influences of EcoQuest. Experiential learning, sense of community and place, and cultural engagement occur under the umbrella of sustainability, restoration, and guardianship of natural resources. This all happens in an unbelievably beautiful setting in New Zealand. The adventure and academic challenges combine to produce that once-in-a-lifetime educational experience enjoyed by a diverse team of students from multiple colleges and universities. I’m the staunchest advocate for no small reason—I’m a parent of an EcoQuester!”

Pete Pekins, Professor of Wildlife Ecology and Chair, Department of Natural Resources and the Environment, University of New Hampshire



**Toitū te Marae o Tāne,
Toitū te Marae o Tangaroa,
Toitū te Iwi**

Protect and strengthen the
realms of the Land and Sea,
and they will protect and
strengthen the People.



Ngāti Pāoa Kaumatua (Respected Elder) Glen Tupuhi with EcoQuest Director Jono Clark

**Tēnā koutou katoa.
Ngā mihi o te rā ki a koutou.
Greetings from Aotearoa
New Zealand!**

Two decades ago, the founders of EcoQuest Te Rarangahau Taiao imagined a learning community where, through education and research, young, motivated people would become catalysts for sustainability. In close collaboration with colleagues at the University of New Hampshire, they created programs around the theme of Ecology in Action, based on New Zealand's unique natural, political and cultural landscapes; and, as the saying goes, "the rest is history."

At heart, we believe well-grounded, well-rounded scientists and policy makers have a critical role in the kaitiakitanga (guardianship) of our planet; our programs are designed for this purpose. Good hearts, good minds, good science.

**Te taenga ki te Ao hou—Arrival
in a new world...**

Your flight across Te Moananui-a-Kiwa—the great Pacific, will take you through the night, leaping forward a day into a bright Aotearoa dawn. The shift begins, everything is different: night is day, right is left, the sun goes backwards. You are seeing with fresh eyes. Capture that feeling and let yourself be immersed in our place, our culture. Our papa kāinga (field centre) by the sea will become your home.

Ngā hikoi—Journeys

Teammates and staff will become whānau (family), and companions on a series of place-based learning adventures throughout our land, from the mountains to the sea. We combine rigorous academic pursuit with hands-on learning, taking you on a quest that extends your horizons and challenges you. As we travel, you will learn how two world views—te Ao Māori and te Ao Pākehā—inform our responses to the issues we face in managing the impacts we have on our land.

Hōnonga—Connections

Te Rarangahau Taiao has layered meanings. It speaks of the questing for the natural world. It also conjures up the idea of weaving relationships to form webs of knowledge for sustainability. Throughout your time with us, you will experience how EcoQuest works closely with local iwi (tribes) Ngāti Pāoa and Ngāti Whanaunga, government and non-government entities, research institutes, etc. Together with our experienced faculty and staff, you will engage in practical, field studies and scientific research with real community and conservation outcomes.

When you leave New Zealand, you will have left something of yourself behind—our place and our people will be enriched by your efforts. Whatever your pathway, if we can widen your vision, earth your understandings, and encourage an abiding fascination for the natural world, we can feel assured that you will work towards sustainability wherever you belong. Every place needs its guardians.

Arohanui ki a tātou katoa.

Jono Clark, Director

From the mountains to the sea



The EcoQuest challenge

Each year, students with diverse academic backgrounds from universities and colleges across the United States journey to the furthest corner of the Pacific Ocean, to Aotearoa New Zealand. This mini-continent, which parades as an archipelago, lies between 34° and 47° latitude south, with no other landmass between it and Antarctica. Aotearoa is shaped by tectonic and volcanic activity, and supports a large variety of ecosystems, from subtropical to sub-Antarctic, from lowland to alpine, and from estuarine to offshore marine. The mountains, forest and oceans—in both the North and South Islands—are our classrooms! Hiking, kayaking, and snorkeling are part of student life.

EcoQuest combines rigorous academic pursuit with place-based, hands-on learning. In our vibrant learning community, you will expand your intellectual curiosity and widen your capacity for critical thinking. Through teamwork and collaboration, you will develop a creative problem-solving mindset using real-time case studies in a blended cultural setting.

Place yourself at the cutting edge of sustainable management with practical skills and conceptual thinking through ecology in action, from the mountains to the sea!



To allow students to develop an understanding of the many issues facing Aotearoa New Zealand, our extended field trips take students to a wide variety of ecosystems, terrestrial and marine, in both the North and South Island.

The EcoQuest Field Centre

Haere Mai! Welcome! The EcoQuest field centre is situated on the coast of Tikapa Moana—the Firth of Thames, in the rohe (tribal area) of Ngāti Pāoa and Ngāti Whanaunga, our two local iwi (tribes). The field centre is bordered by the Whakatiwai stream to the north, and the Hūnua ranges form the backdrop to the west. We look east across the Firth, a shallow marine embayment, to the rugged hills of the Coromandel Peninsula.

Student accommodation is in cabins. The large wharekai (literally the eating house) is our main communal building which doubles as a classroom and dining room. This building is situated to

make the most of the open space and sun, and students often spend time outside on the large deck.

The administrative building houses offices, the library, a designated student hub (phone and mail), and field equipment storage room. A separate house provides a student lounge, study spaces and phone. On extended field trips, we stay at a variety of overnight facilities, including lodges, cabins, camps, and marae. EcoQuest operates passenger vans for in-country travel, and uses public transport, such as ferries and certified boats, when required.

The field centre is a microcosm of resource management. Everyone shares the everyday tasks: growing vegetables and fruit in our organic garden, and composting. All resources are treated as valuable. Since human-made objects, once created, will outlive us in some form or another, we reduce, re-use, repair and recycle at both a personal and institutional level.

Students are an active part of a learning community where sustainability is a guiding principle. They are empowered to become catalysts for change and for sustainable living.

There are many opportunities for social activities, both at and away from the field centre. The hiking trails in the nearby Hūnua Ranges are popular, and kayaking ranks highly. At EcoQuest, there is space for volleyball, soccer and Frisbee, and there is a climbing wall. It is just a short bike ride to the local store. Within three hours of travel from EcoQuest, you will find protected offshore island sanctuaries, varied coastal-marine environments, extensive rural landscapes, wetlands volcanoes and forested mountains, as well as towns and cities. During non-program time students often take the opportunity to explore national and regional parks, reserves, beaches, and towns further afield—and, we are one hour from Hobbiton!



The EcoQuest Education Foundation has agreed to observe and be bound by the Education (Pastoral Care of International Students) Code of Practice 2016, published by the Ministry of Education. Copies of the Code are available on request from this institution or from the New Zealand Ministry of Education Web site: <https://education.govt.nz/ministry-of-education/legislation/regulations-to-support-international-students>.

EcoQuest is registered with the New Zealand Qualifications Authority (NZQA), and our programs are approved and accredited by this authority. Learn more at www.nzqa.govt.nz.

The natural lab—Aotearoa



The **flora and fauna** of Aotearoa New Zealand evolved in isolation and in the virtual absence of terrestrial mammals. This resulted in a unique ecology, dominated by birds and invertebrates, many of which are endemic. New Zealand was the last significant landmass on earth to be settled by people. Māori are the first-nations people of Aotearoa New Zealand. Their ancestors arrived from Polynesia, around 800AD. European settlement of Aotearoa started in earnest only in the early 1800s. Despite the severe impacts resulting from significant land-use changes in pursuit of agriculture, there still is a wide range of habitats which support native and endemic species.

Our wetlands, forests, lowland and montane ecosystems, and the biota they support, are unique. Compared to elsewhere in the world, the human impacts are relatively recent, and in many cases can be easily traced. This makes New Zealand a natural laboratory for seeking sustainable solutions in a modern world.

The **cultural and political landscape** of Aotearoa parallels the physical landscape in both the diversity and the passion they ignite. Historically, European colonization has determined the shape of today's society and economy. As a result of the undying determination by Māori to hold on to their identity, our national founding document, Te Tiriti

ō Waitangi [the Treaty of Waitangi] continues to provide a framework for our cultural and ecological approaches to resource management policies and practices. Customary and traditional Māori knowledge and relationships with the whenua (land), awa (rivers), and moana (oceans) are becoming an increasingly powerful feature within our current political landscape. Some recent and exciting initiatives include co-management and co-governance of natural resources. In March 2017, the Whanganui River (our third-longest river) became the **first in the world** to be granted the legal status of a person under a unique Treaty settlement. The river now has all the rights, duties and liabilities that come with



“One of the greatest things I learned at EcoQuest is the idea that meaningful science has human dimensions. EcoQuest faculty invested years nesting the program into broader communities, allowing students to make personal connections and gain a deeper understanding of the role of science. In doing so, they illuminated the broader context of our ecological research. Many inspirations pushed me to where I am currently, but EcoQuest was the first to set me on this trajectory. Thank you for helping me get in touch with my passion!”

Natalie Lowell, BS University of California at Berkeley; MS, School of Marine and Environmental Affairs, PhD student, Molecular Ecology Lab, University of Washington



personhood. Multiple paradigms inform and support innovative resource management legislation, practice and forward-looking governance. The discussion on sustainability and intergenerational equity lives firmly in the public sphere.

Solution-focused studies Aotearoa

Aotearoa New Zealand is an international leader in ecological restoration. The conservation opportunity spectrum features high-profile projects founded on practical, bi-cultural approaches to resource management.

Scientific and management dilemmas of predator-free island sanctuaries and mainland reserves, biodiversity

on private land, sustainable ecotourism, marine reserves, extractive industries and zero-waste are just some of the topics and case studies that students tackle at EcoQuest. To share knowledge, and apply new-found skills, is an inspiring experience; to do so in a real-time situation is empowering. Close working relationships with many stakeholders allow EcoQuest students and staff to play an active part in many exciting initiatives.



Research at EcoQuest

*“Kia Hiwa Raa Kia Hiwa Raa
Kia Hiwa Raa ki tenei tuku Kia Hiwa
Raa ki teraa tuku
Kia Tu Kia Oho Kia Mataara.*

This ancient tupuna kōrero speaks of heightened alertness, perceptive interpretation of change, however minute, and vigilant responses. That captures the enduring mana enhancing korowai relationship between EcoQuest and Ngāti Pāoa Ngāti Whanaunga Iwi (tribes). This mutually beneficial relationship provides cross-pollination of mātāuranga Māori/scientific research capability and connection to national-international partners and stakeholders. EcoQuest adds significantly to the body of knowledge, alerting Iwi firstly by raising awareness and helping to fashion risk assessment and mitigation strategies to protect and restore the unique environmental and ecological bio-diversity of our rohe (tribal area). Environmental ecological protection and management, as well as Resource Management Act policy advice are valued advantages of our relationship.”

Glen Tupuhi, Ngāti Pāoa Kaumatua



EcoQuest is dedicated to providing opportunities for students to engage in purposeful, real-time research that has scientific and societal relevance. The theory, knowledge, and field-work skills that students gain during the program are integrated and applied through participation in highly focused research. Our research projects are collaborative efforts with government and non-governmental organizations, often with multiple stakeholders. These include our local iwi (tribes), Auckland Council, various Restoration Trusts, the Pūkoro Mirinda Naturalist Trust, Maungatautari Ecological Island Trust, the Department of Conservation, private landowners and community groups. These relationships yield research projects that contribute to leading initiatives, and allow students to experience first-hand how science, policy and planning interact in real world settings.

Students work alongside experienced faculty and field staff, on a variety of projects. Some longitudinal projects include tracking changes over time in abundance and diversity of several native and endemic species in response to control or eradication of mammalian pests. Focal taxa may include birds, weta and other invertebrates, frogs, and lizards, as well as a number of plant species. Other recent projects focus on water quality of streams and lakes, studying the effect of fish-passage devices on the abundance and diversity of native fish, and documenting the effect of riparian planting. Through their efforts, students contribute to research initiatives of regional and national importance. Students write individual research reports and present their findings in a seminar (often at our local marae). The audience includes members of the local community and iwi, scientists, land owners and managers, academic associates, and local authority personnel.



Community in Action



"A very special thanks from iwi and tāngata whenua to EcoQuest. They have extended the hand of friendship and willingly offer assistance and guidance in issues concerning Tiaki Taiao: working together to protect our environment is a core connection. A definite highlight is to introduce students to Māori world views and to basic Marae protocol. The pōwhiri (welcome ceremony) organized specifically for the students who have never previously walked on to a marae, gives students a feeling of belonging for their time in New Zealand."

Arohanui, Ngā mihi nā ngā kuia-kaumātua o tō tātou marae, Ngāti Pāoa, Ngāti Whanaunga.

Our commitment to service learning and the seamless delivery of applied courses in ecology, resource management, and environmental policy makes these disciplines, and the way they interact, tangible and relevant. The quest for sustainability includes not only the natural environment, but also people's cultures and their socio-political realities. EcoQuest is embedded in community. Students quickly feel at home in the small coastal settlement of Whakatīwai-Kaiaua. EcoQuest is a home-grown New Zealand initiative, an authentic and true kiwi experience.

Students engage in activities with local schools, the Pūkorokoro Miranda Shorebird Centre, and the

wider community. In the first week of any program, students and staff walk over to the nearby Wharekawa Marae (tribal community center). The local iwi (tribes) Ngāti Pāoa and Ngāti Whanaunga welcome the students to Aotearoa New Zealand and introduce them to some of the local history and cultural perspectives. During the semester, students have opportunities to work on projects, such as wildlife management, restoration, or revegetation projects, with community groups throughout Aotearoa New Zealand. Students increase their cultural awareness and understanding, and their ability to build relationships across disciplines, and in pluralistic societies.



EcoQuest-UNH courses



NR660: Ecology and Biogeography of New Zealand (5 credits)

This course covers the principles of biogeography and ecology, with a distinct focus on New Zealand. Students investigate the processes that have shaped the New Zealand land-mass and its biota. Impact of human settlement on New Zealand's ecosystems is explored in depth. Methods and techniques of scientific research are incorporated in this course. Field exercises focus on topical case studies in a variety of ecosystems and are designed to strengthen the students' conceptual knowledge, enable students to apply this knowledge, as well as develop field skills including mapping, classification systems, habitat assessment, field identification, and sampling techniques.

NR661: Restoration Ecology and Ecosystem Management in New Zealand (4 credits)

Current restoration projects and strategies for management of natural resources in New Zealand form the framework for this course. Solving problems related to introduced species, changes in habitat, the

preservation of ecological processes, and watershed management are the major foci of this course. Management of resources for multiple uses, as well as primary and extractive industries are included. Field exercises focus on topical case studies in a variety of terrestrial and coastal-marine ecosystems and include the identification of habitats and communities, stresses on the environment, and risk analysis.

NR662: Environmental Policy, Planning, and Sustainability in New Zealand (3 credits)

This course introduces students to politics in New Zealand. Investigating policy pathways and planning forms part of the curriculum. Students will assess scope of legislation, including the Resource Management Act (1991), for the economic and socio-political environment in New Zealand. Government obligations to the Treaty of Waitangi, and customary uses of resources are included as part of this course. Students are exposed to diverse perspectives of local authority planners and policy makers, local iwi (tribes), the Department of Conservation, and community groups. Students

examine case studies involving the resource consent process at several levels of decision-making. Case studies provide a comprehensive overview of the interactions between the environment and people and their cultural and socio-economic needs.

NR663: Applied Directed Research Projects (4 credits)

Working closely with faculty, student teams investigate selected ecological, resource management, or policy issues. All projects have scientific and societal relevance and contribute to ongoing/existing projects in the region. Students use the scientific method to design and carry out their projects. Development of rigorous field investigations, experimental design, data analysis, and scientific writing are emphasised throughout. NR663 is listed as writing intensive. Students prepare a research report and present their findings in a seminar that includes stakeholders and people from the local community.

Programs for 2018–2020



Our language of instruction is English, but students benefit from a basic proficiency in Te Reo Māori (Māori language) and Marae kawa (protocol). Soon after arrival, we incorporate instruction sessions in both these topic areas, so students can confidently participate in official ceremonies and events at marae around the country, and fully enjoy the cultural immersion experience.

Semester Program (15 weeks, 16 credits)

2018: January 31–May 11

September 5–December 14

2019: January 30–May 10

September 4–December 13

2020: January 29–May 8

September 2–December 11

Our interdisciplinary programs tie NR660–662 together through lectures and field exercises. Students learn about the forces and influences (geological, ecological, and cultural) that shaped Aotearoa New Zealand, its biota, and its people. Students gain an understanding of topical resource management issues, and build on this knowledge through field exercises in a variety of settings. Teamwork is an important component of field exercises. Students gain valuable transferable skills through planning and executing applied field work. Areas for assessment include written work, peer-teaching sessions, field skills, and exams. Development of written and oral communication skills is stressed throughout the semester.

We teach through case studies and each week has a theme. Case studies include managing coastal habitats and resources, wildlife management, and catchment management. Students learn about community input for conservation

“EcoQuest is outstanding on so many levels, from its visionary outlook on education, its leadership from Jono Clark and his team, to their implementation of the vision in a practical Kiwi way. The manner in which they integrate science, ecology, culture, Maoritanga, learning, and self discipline transforms students. I have talked to many alumni and am convinced the best measure of success of EcoQuest is its legacy of bright, young students, whose work enriches New Zealand and who are themselves enriched by the experience, becoming lifelong friends of and ambassadors for New Zealand.”

*Simon C. Leeming, New Zealand
Honorary Consul to New England*

output and legislative frameworks. We spend a week each semester studying marine reserves in both in-shore and offshore locations north of Auckland. Here, students develop a basic understanding of marine ecology and the policy issues related to managing our oceans, fisheries, and marine wildlife. During the South Island part of the program, students develop their understanding of impacts of ecotourism on the environment and of sustainable tourism options. Our relationship with Kāti Kuri sees us return to Kaikōura each semester, where we stay at Takahanga Marae for a week. Here, students have an opportunity to experience first-hand aspects of tikanga Māori (values and practices). In Craigieburn Conservation Park, we explore alpine ecology and the ecology of southern beech forests. The students' work culminates in the Directed Research Projects, NR 663. For the final five

weeks of each semester students work in small teams on projects that explore specific aspects of ecological and/or resource management issues. The research work is rewarding, students gain many skills (field research, data analysis, scientific writing), and give back to our communities.

Summer Program (5 weeks, 8 credits)

2018: May 28–June 29

2019: May 27–June 28

2020: May 25–June 26

The “Summer” (New Zealand winter!) program is comprised of the ecology and policy courses (NR660 and NR662) in a regionally-focused program of field work on offshore islands in the Hauraki Gulf. We usually visit three islands with distinctly different management regimes. These islands represent very different ecosystems and provide exciting outdoor classrooms. In addition, we use mainland islands as a case study. Issues we cover specifically in this program include the scope of islands as wildlife sanctuaries, the role of the Hauraki Gulf and its islands as a habitat, maintenance of biodiversity on private land, and community inputs for conservation outputs. Legislation pertaining to resource management, and terrestrial and marine protected areas provide an ideal framework for the policy course. Assessment includes field skills, written work, peer-teaching sessions, and exam.

Faculty and Staff

Directors

Jono Clark, *Director; Iwi Liaison*—BSc (1979) Victoria University, Wellington; Dip. Teaching (1980) Christchurch College of Education. Jono has extensive experience in education through teaching, curriculum development and bi-cultural dimensions of both secondary teaching and adult education. Jono is a co-founder the Environmental Education Centre of New Zealand at Craigieburn (1994). A keen interest in education and sustainability lead to his involvement with EcoQuest from its early beginnings in 1998. His role as Director includes strategic planning, administration, risk management and HR. Jono maintains the profile of EcoQuest in international education circles. Jono has a lifetime involvement in development of iwi relations and service learning. Locally, Jono fosters active working relationships with Ngāti Pāoa and Ngāti Whanaunga and the wider Kaiaua-Pūkoro Miranda community. Jono teaches introduction to Te Tiriti o Waitangi and plurality in



JONO CLARK

the New Zealand political landscape. The Development of EcoQuest as a vibrant sustainable learning community is one of Jono's priorities and passions.

Ria Brejaart, *Academic Director, Lecturer, Co-founder of the EcoQuest Education Foundation, Executive Trustee, Affiliate Assistant Professor in the Department of Natural Resources and the Environment at UNH*—Dip. Parks & Recreation Management (1987); MAppIsci in Ecology (1994) (both with distinction), Lincoln University; Co-founder of the



RIA BREJAART

Environmental Education Centre of New Zealand (1994). Ria has a professional and personal interest in and involvement with sustainability and community initiatives. Her commitment to education for sustainability and the natural sciences led her to become one of the co-founders of EcoQuest. Ria is responsible for program and curriculum development, stakeholder relationships, strategic planning, academic liaison with UNH, maintenance of academic rigour, program delivery, and development and supervision of student research.

Academic Staff



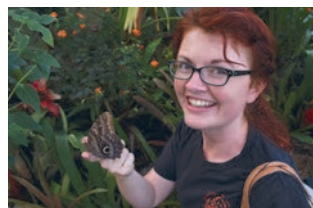
CHRIS LONGSON

Chris Longson, *Lecturer, Affiliate Assistant Professor in the Department of Natural Resources and the Environment at UNH*—BSc in Zoology and Ecology (2000) Victoria University, Wellington; BSc(Hons) in Zoology (first class) (2001), Victoria University, Wellington; PhD in Ecology (2008) Macquarie University, Australia. Chris has a professional interest in marine and terrestrial ecology, experimental design, data analysis and presentation. His personal interests include sustainable design and development. Chris is responsible for program delivery, development and supervision of student research, experimental design and data analysis.



DAVID CLARKE

David Clarke, *Lecturer*—BSc in Environmental Science (2009) National University of Ireland Galway (first class honours); PhD in Acarology, National University of Ireland Galway (2015). David has worked in Ireland as a lecturer in ecological survey techniques and sustainable resource management. David's professional interests include terrestrial and freshwater ecology, entomology, epidemiology and human health. He has a personal interest in water quality, conservation and sustainable resource management. David is responsible for program delivery, development and supervision of student research, experimental design and data analysis.



SHELLEY MYERS

Shelley Myers, *Lecturer*—BSc (Hons, first class) in Zoology (2010) Massey University, PhD in Biology (2014), The University of Auckland. Shelley has worked in South Carolina, USA, as a Postdoctoral Fellow researching beetle diversity in the Southern Appalachians. Her professional interests include entomology, terrestrial ecology and biogeography, while she also has strong personal interests in conservation and the environment. Shelley is responsible for program delivery, development and supervision of student research, experimental design and data analysis.



Field Leaders



MICHELLE BRINDSEN

Michelle Brinsden, *Field Leader*,—BSc in Environmental Science and Ecology (2012), and a PGDipSci (with merit) (2017), University of Auckland. Michelle has extensive experience in leading groups in the outdoors. She is passionate about ecology, especially the marine environment. Michelle has been a PADI Scuba Diver Instructor for many years, both in New Zealand and around the world. Michelle is enrolled in a Masters degree program and volunteers in reforestation and restoration activities, including control of mammalian pests. Michelle shares responsibility for field exercises and extended field trips as well as support for Directed Research Projects.



MICHAEL MITCHELL

Michael Mitchell, *Field Leader*,—BSurv (2012), University of Otago, Dunedin, New Zealand. Michael was born and raised in Fiordland, New Zealand. Michael has a variety of vocational experience in the outdoors. This includes mammalian pest control, volunteer work as a Camp Counsellor, and working with Indigenous Australian Youth. Michael shares responsibility for field exercises and extended field trips, as well as support for Directed Research Projects.



ELICIA MILNE

of the Rowing Team in 2012. Elicia has experience working in the printing industry and more recently has been a guide on one of New Zealand's Great Walks. For a number of years Elicia volunteered as a Rowing coach. She is passionate about working with people in the outdoors and she is a keen photographer. Elicia shares responsibility for field exercises and extended field trips, as well as support for Directed Research Projects.

*In addition to our full time field leaders, EcoQuest draws on experienced field staff, several of whom have worked for EcoQuest for many years, including **Sally Armstrong**, **Susi Thompson**, and **Michael Ramsbottom**.*

Academic Associates

Peter Maddison, *FRES, Academic and Research Support, Affiliate Assistant Professor in the Department of Natural Resources and the Environment at UNH*—BSc (Hons) in Zoology (1964), PhD in Applied Entomology (1968), University of London, UK. Entomologist and environmental consultant with many years experience in New Zealand and the Pacific. Peter supports program components and Directed Research Projects.

Kim Babbitt, *UNH-EcoQuest Academic Program Coordinator*—BS in Wildlife Management (1984), University of New Hampshire; MS in Wildlife and Fisheries Science (1988), Texas A&M University; PhD in Wildlife Ecology and Conservation (1996), University of Florida. Associate Dean of Academic Affairs COLSA and Professor of Wildlife Ecology, Department of Natural

Resources and the Environment, UNH. Kim supports collaborative research initiatives and program development.

Bruce Burns, *Research Associate*—BSc and MSc(Hons) in Botany (1980, 1982), Auckland University; Postgraduate Diploma in Natural Resources (1984), Lincoln University; Ph.D. in Biogeography (1991) University of Colorado. Bruce is a terrestrial ecologist. He is a former president of the New Zealand Ecological Society and currently a Trustee of the Motutapu Restoration Trust. Bruce is a Senior Lecturer in Plant Ecology (Department: Biology Sciences), University of Auckland. He provides academic support for EcoQuest faculty and research.

Isabel Castro, *Research Associate*—BSc (1985), Universidad de los Andes,

Colombia, MS in Environmental Biology (1987), Eastern Illinois University, PhD in Behavioural Ecology (1996), Massey University. Isabel is an Associate Professor in Ecology/Zoology at Massey University, Palmerston North, New Zealand. Isabel supports collaborative research with EcoQuest and UNH.

Danielle Middleton, *Research Associate*—BSc in Zoology and Microbiology (2006), Massey University, Palmerston North; MSc in Zoology (First Class Honours) (2009), Massey University; PhD in Ecology and Biodiversity (2012), Victoria University of Wellington. Danielle is a Molecular Ecologist in the Ecological Genetics Lab at Landcare Research, Lincoln, New Zealand. Danielle provides academic support for EcoQuest faculty and research.

Admission to the EcoQuest-UNH Programs

EcoQuest is committed to providing a learning environment that provides mentoring, empowers students, encourages self-directed learning, and enables students to succeed. Field studies at EcoQuest take students far away from the walls of conventional learning institutions. We invite applications from forward-thinking students from around the world who are committed to broadening their understanding and experience of applied research and management for sustainable outcomes. Programs are academically rigorous and challenging—both mentally and physically. Students need to demonstrate stamina and resilience, as well as a moderate to high level of fitness. Important selection criteria for EcoQuest participants include intellectual curiosity and motivation. Determination to learn and to get the job done, even in challenging circumstances, and the drive to be a positive and supportive team member are important. We cover a lot of ground together, in our lectures, field exercises, and extended field trips in a variety of ecosystems around the country.

We encourage students from a wide variety of disciplines to apply, since we firmly hold to the view that students' learning is enhanced by working with peers from different backgrounds. The diversity of viewpoints among our students and staff makes for a dynamic learning environment.

Applicants for both the semester and summer programs are required to:

1. Complete the Application for Admissions Process, details online at <https://ecoquest.unh.edu/admissions>. There is a non-refundable US \$35.00 application fee.
2. Provide an official, up-to-date college transcript documenting successful completion of 48 semester credit hours (or the equivalent), including a minimum of one semester course in the natural sciences and one in the social sciences.
3. Provide two references: one academic reference from a professor or instructor, and one character reference from a person (other than a peer or family member/acquaintance) who can comment on your suitability for the EcoQuest-UNH residential and learning environment.



The EcoQuest-UNH Admissions Committee will evaluate all applications within three weeks of receipt of all the required documents and invite you for a personal or telephone interview. Once you are admitted, the EcoQuest Director of Admissions will provide a detailed package, including a *Confidential Medical History* form, *Release and Waiver* form, *Participation Agreement*, *Academic and Field Center Handbooks* and other related program information. All acceptances are contingent on medical approval by the EcoQuest Risk Manager.

Full details of visa and permit requirements, advice on rights to employment in New Zealand while studying and reporting requirements are available through the New Zealand Immigration Service, and can be viewed on their Web site at <http://www.immigration.govt.nz>.

Please consult with the EcoQuest-UNH admissions office for details with regard to your visa.

Medical and Travel Insurance: International students **must** have appropriate and current medical and travel insurance while studying in New Zealand. The University of New Hampshire provides an emergency travel assistance service and travel insurance program to students traveling to EcoQuest. To meet the conditions of your visa, you must also demonstrate you have trip cancellation/interruption insurance. Information can be viewed on <https://ecoquest.unh.edu/visas-and-insurance>.

Accident Insurance: The Accident Compensation Corporation provides accident cover for most medical costs for all New Zealand citizens, residents, and temporary visitors to New Zealand, but you may still be liable for all other medical and related costs. Further information can be viewed on the ACC Web site at www.acc.co.nz.

Students from the following institutions have attended an EcoQuest—UNH semester or summer program in New Zealand:

Allegheny College
 Bard College
 Bates College
 Boston University
 Bowdoin College
 Bowling Green State University
 Brandeis University
 Brown University
 California Poly State University
 Carleton College
 Carnegie Mellon University
 Chatham University
 Colgate University
 Colorado College
 Colorado State University
 Cornell University
 Davidson College
 Denison University
 Duke University
 Florida State University
 Framingham State University
 Franklin and Marshall College
 Gettysburg College
 Grand Valley State University
 Guilford College
 Hamilton College
 Hampshire College
 Hawaii Pacific University
 Hendrix College
 Hobart and William Smith Colleges
 Hood College
 Ithaca College
 Keene State College
 Macalester College
 Mary Washington College
 McGill University
 Middlebury College
 Mount Holyoke College
 Northeastern University
 Northern Michigan University
 Onondaga Community College
 Penn State University
 Point Loma Nazarene University
 Pomona College
 Rochester University
 Rutgers University
 Simon's Rock of Bard College
 St. Lawrence University
 Stanford University
 SUNY Binghamton
 SUNY College of Environmental
 Science and Forestry at Syracuse
 Swarthmore College
 Syracuse University
 Temple University



The College of William and Mary
 Trinity College
 University of Arizona
 University of California at Berkeley
 University of California
 at Santa Barbara
 University of Colorado at Boulder
 University of Denver
 University of Iowa
 University of Kansas
 University of Maine
 University of Maryland at College Park
 University of Massachusetts
 at Amherst
 University of Massachusetts at Lowell
 University of Miami
 University of Michigan at Ann Arbor
 University of Montana
 University of New Hampshire
 University of New Hampshire
 at Manchester
 University of Oregon
 University of Pittsburgh
 University of Redlands
 University of Rhode Island
 University of Rochester
 University of Tennessee at Knoxville
 University of Vermont
 University of Virginia
 University of Wisconsin at Madison
 Ursinus College
 Vanderbilt University
 Warren Wilson College
 Washington University
 Western Washington University
 Wheaton College
 Williams College
 Yale University

We want to thank our students and staff for contributing photos.

"EcoQuest was the most profound learning experience that I've had. It united people of different life journeys under a passion for planetary wellness. It inspired me to educate myself so that I can be an agent of positive global change. It was a place for friendship and it was a place for memories. It's been almost three months since I said goodbye to my home on the Firth, and I still miss it, a lot. Yet in my moments of nostalgia, I look at what I've accomplished and who EcoQuest has helped me to become. I am deeply grateful to everyone at EcoQuest."

Nathaniel Maekawa, University of Michigan

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