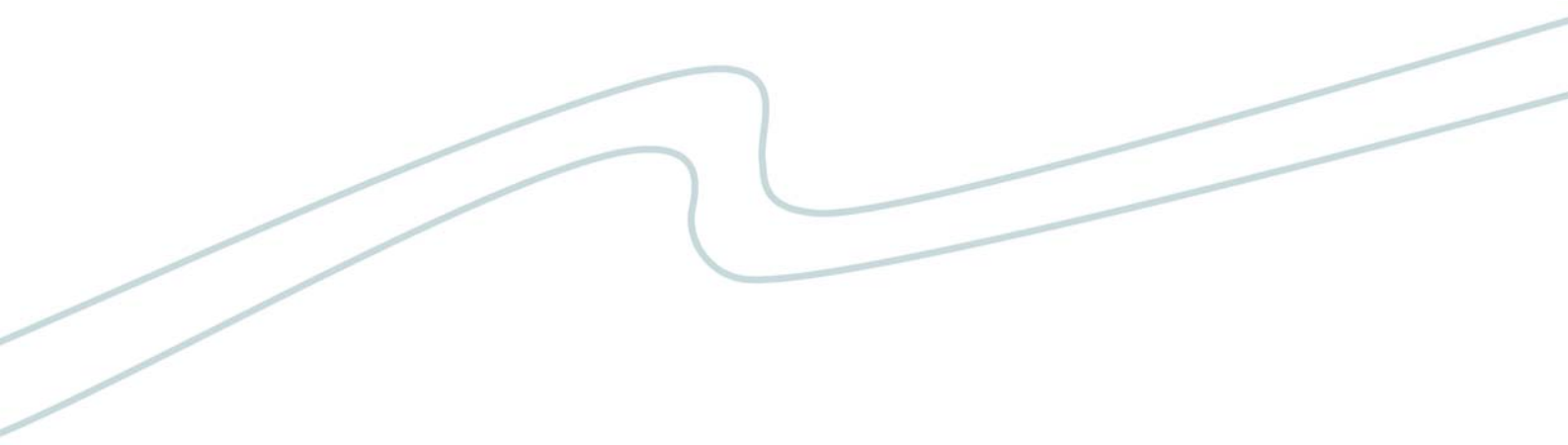


The Asian Dimension in New Zealand Business Education

September 2005



Preface

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NZIER was established in 1958.

Authorship

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Executive Summary

This report aims to assess the quantity and quality of Asia-related business teaching, research, academic expertise and offshore connections. It is based on a survey of academic staff in New Zealand business schools.

We start with the assumption that a knowledge and understanding of Asian markets is important for doing business. Given this, business education and research can play a role by:

- creating and sharing knowledge about Asia and Asian markets
- establishing and maintaining academic connections which facilitate New Zealand research about and business with Asia.

Asia-related content in courses has been growing

Most courses covered by this survey offered some Asia-related content. Most respondents judged that the amount of Asia-related content had grown strongly over the last five years, and about 60 percent of respondents thought it was extremely or very important for the course to have an Asian dimension. Most departments also had staff involved in Asia-related research.

Many institutions are making efforts to increase Asia-related course content, but we were left with the impression that for many institutions this was a response to the rapid growth in Chinese students, rather than led by some notion of future business need.

Schools' links with Asia are dormant or student number driven

Most departments had staff involved in research collaborations with Asia-based researchers or institutions, and about half of the departments have formal links with Asian institutions. But many of these links were not being maintained. Where they were active, they tended to be focused on export education (income from student fees). Only a small number of business schools maintain links with New Zealand firms doing business in Asia.

Ambiguity about the level of quantity and quality

Many respondents felt they were unable to judge the questions about quantity (54 percent) or quality (46 percent). Perhaps unsurprisingly, of those that did feel able to judge:

- two-thirds thought that the quantity of Asia-related business education and research in New Zealand was not commensurate with the region's importance to New Zealand

- 60 percent though the quality was commensurate with the region's importance to New Zealand.

While respondents say that the quantity of Asia-related research and course content is small, we think it is difficult to judge from these responses whether the amount is too small or just right, because:

- other export markets dominate. While increasingly important, Asia accounts for 'just' 38 percent of New Zealand's export earnings from its top twenty export destinations
- the influx of students into New Zealand, full courses, and rationing of places through course restrictions provided some evidence that courses are offering value for money
- the research community is relatively small, so that the amount of Asian business research in New Zealand would be small too.

But financial and prestige-based incentives do encourage New Zealand researchers to favour US-focused research over Asia-focused research.

Implications

Ultimately, businesses seeking to break into or expand the Asian markets (and the business-school graduates) should be the better judges of the quantity and quality of Asia-related business education and research.

Very little seems to be holding tertiary institutions back in the development of Asia-related courses. Indeed, there appears to have been strong growth in Asia-related content of courses in recent years, but this seems to have been driven by a growing number of Asian students, rather than a response to some changing need of New Zealand businesses.

If we accept that the business schools and the academic staff within them react to the financial and prestige-based incentives and to the available information about their target audience (or markets), then the survey findings raise the following implications:

- what financial or prestige-based incentives can researchers be given to focus more on Asia-related issues? Options could include:
 - an annual prestigious award for the best Asia-NZ research
 - influencing the design of the performance based research fund criteria
 - encouraging allocation of the Growth and Innovation Framework International Linkages Fund to Asia-related research
- how can better linkages be facilitated between the business sector, and particularly the Asia-based or Asia-bound firms, and the business schools?

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1. Purpose

The purpose of this report is to assess the extent of Asia-related business teaching, research, and academic expertise in New Zealand, and New Zealand business education links with Asia.

A question of interest to the Asia New Zealand Foundation (Asia:NZ) is whether the Asia-related content and connections in New Zealand business education, teaching and research is commensurate with Asia's importance to the New Zealand economy.

The findings are intended to serve as the basis for future action by Asia:NZ and other relevant organisations in the business and education sectors.

This report:

- discusses why an Asian dimension in business education is important
- sets out the method used to assess the quantity and quality of such a dimension in the business education sector in New Zealand
- summarises the main findings from the research
- discusses the findings
- considers the implications.

2. Thinking about the Asian dimension

2.1 The context

2.1.1 New Zealand's economic connection with Asia

New Zealand's economic connection with Asia has been growing in importance over the last decades.

In terms of export trade, there has been a shift away from traditional European export markets towards Asian markets. In 1964, exports to Asian markets among New Zealand's top twenty export destinations accounted for 6 percent of exports, primarily to Japan. In 2004, Asian countries accounted for 38 percent of New Zealand export trade with its top twenty export destinations. Japan still accounts for more than a third of that, but New Zealand's export connection with Asia is now far more diversified. (See Table 1.)

Table 1: New Zealand's top twenty export destinations

NZ\$ 000 year to June 2004

Country	Exports (fob)
Australia	5,737,530
United States of America	4,212,937
Japan	3,270,836
China	1,580,293
United Kingdom	1,412,188
Republic of Korea	1,108,319
Germany	694,855
Taiwan	658,372
Belgium	634,389
Hong Kong (SAR)	541,106
Malaysia	526,375
Philippines	476,744
Canada	471,200
Italy	450,310
Mexico	433,150
Indonesia	368,003
France	354,217
Thailand	342,377
Singapore	307,257
Netherlands	295,757

Source: Statistics New Zealand

The significance of the Asian region to New Zealand is likely to grow. Table 2 shows the economic growth experienced in recent years by its Asian export markets. New Zealand's ability to take up the opportunities signalled by this growth has been enhanced recently through the signing of trade agreements with Thailand, Singapore and Brunei and the negotiations that have started with China, Malaysia and ASEAN.

International students from China, South Korea and Japan dominate New Zealand's export education sector, forming around 80% of the total, while in the tourism sector, Asian tourists provided one third of the revenue, worth \$2 billion, and represented over 20% of the two million tourists who visited New Zealand in 2004. Investment from Asia accounts for a fifth of New Zealand's inward investment.

New Zealand's links with Asia are growing not just through economic contact but also through changes in the ethnic composition of the New Zealand population. It is predicted that by 2030 the Asian population will be the second biggest ethnic group in New Zealand.

Table 2: Growth in Asian trading partners

Economic growth, Percent

	2002	2003	2004
Japan	-0.5	2.5	2.9
China	8.2	9.3	9.4
South Korea	7.0	3.1	4.6
Hong Kong	1.9	3.2	7.9
Taiwan	3.9	3.3	5.9
Indonesia	4.3	4.5	4.9
Malaysia	4.1	5.3	7.1
Singapore	2.2	1.1	8.1
Thailand	5.3	6.9	6.1
Philippines	5.5	4.9	5.9

Source: NZIER

2.1.2 Growth and Innovation

In its *Growth and Innovation Framework* (GIF), the government pointed to the importance of developing skills and international connections in order to promote economic growth. For example:

Increased access to, and interaction with, larger markets allows firms to exploit economies of scale, learn from international best practice, develop mutually beneficial relationships with overseas businesses, and improve access to skilled people, ideas, technology and capital. (Ministry of Economic Development. 2005. Growth through innovation: progress to date. p12)

With this in mind, the government has placed some emphasis on strengthening New Zealand researchers' links with international partners (the International Linkages Fund), among a range of other interventions.

2.1.3 Knowing Asia

The *Knowing Asia* report is concerned with how:

...tertiary-level Asian Studies programmes can help improve cultural, political, economic, and cultural relationships in the Asia-Pacific region, and to the needs of an increasingly multicultural society.¹

Its focus was thus wider than that adopted in this report. It found:

- the number of Asia specialist had declined in the period 1997-2003
- expertise is focused on China and Japan, and only one academic had research expertise in Central and West Asian studies
- the majority of experts are based in language and literature departments
- there was little in the way of Asia-related courses in commerce, law, or teacher-education.

2.2 Where does Asia-focused business education fit?

Within this context, this report is concerned with the extent of an Asian dimension in the activities and international linkages of New Zealand business schools.

It starts with the assumption that a knowledge and understanding of Asian markets (the institutions, what different Asian peoples value, and how the different cultures work) is important for mutually beneficial relationships. It also assumes that personal connections with people and businesses in the countries are important to facilitating the fostering of business relationships. These broad assumptions are explicit in the priorities and interventions in GIF.

Accepting these broad assumptions, it seems reasonable to assume that business education and research can play a role by:

- creating and sharing knowledge about Asia and Asian markets and (business) cultures
- establishing and maintaining connections with Asia, for example, through connections with Asia-based research partners, and New Zealand and Asian alumni doing business with or in Asian countries.

¹ New Zealand Asian Studies Society. 2004. *Knowing Asia. The Challenge for New Zealand's Tertiary Education Sector*. New Zealand Asian Studies Society: Wellington p XIII

3. Our approach

The aim of the survey is to get some indication of the quantity and quality of Asia-related content in business education and research and business-school links with Asia.

The approach taken here was to survey Heads of Department (HODs) and staff in New Zealand business schools to ask a series of questions about course content, course participants, research, and linkages with Asia-based research and business. Departments were contacted as follows:

- introductory phone calls to HODs
- e-mail (and, in one case, mailed) questionnaires to contact
- follow-up phone calls
- phone interviews based on the questionnaire.

The individual phone contact yields a greater amount of extra information and context, relative to written questionnaire responses only. The responses were supplemented with information from web pages and other documentation about business schools and the academics involved.

The approach and survey sample reflects the resources available. The survey sample was not designed with any statistical method in mind. Instead, the aim was to talk to as many people involved in Asian business research and education as possible to paint a picture.

The sample was contained to the main universities and selected polytechnics that offered programmes leading to undergraduate and postgraduate tertiary business qualifications, in the fields of management, marketing, finance, accounting, tourism, economics, human resources, industrial relations and international business.

We contacted 13 institutions, and spoke to 45 staff of business schools that taught international business subjects and or were involved in international business research. We thus believe we interviewed the majority of academic staff who specialise in teaching Asian business-related issues or have business-related research interests related to Asia.

Respondents could not, or did not, answer all questions. Typically, for each question answers were provided by 20-30 of the 45 respondents. We report answers for those who choose to respond to each question.

4. What did we find?

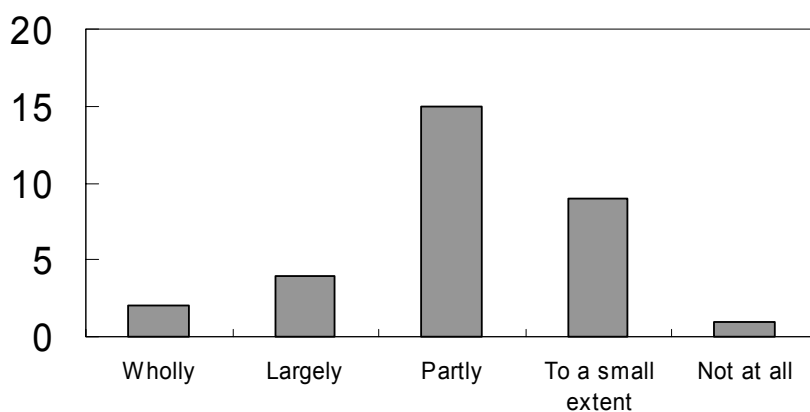
We asked staff about the Asia-related content in the programmes and papers offered by their school. We also asked staff about students in their courses, research interest, and linkages with Asia-based business schools or research institutes or other business linkages into Asia.

In this section we draw out the main findings from the survey. Appendix A sets out each question and gives a summary of responses.

4.1 Growth in Asia-related content in courses

Of those that responded to the set of questions about Asia-related content, 97 percent of respondents indicated that their courses offered Asia-related content. However, just over three-quarters responded that the course content was related to Asia only partly, or to a small extent (Figure 1).

Figure 1: Extent to which programme is Asia-related
Number of responses



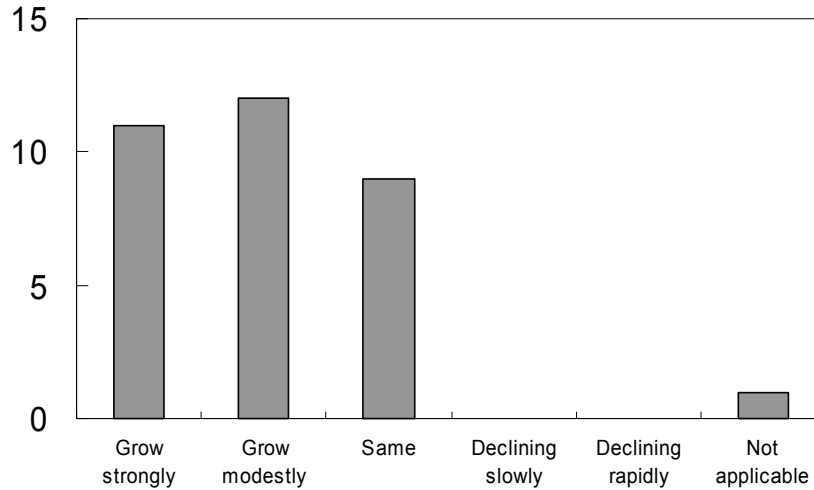
Source: NZIER

Most respondents (70%) judged that the amount of Asia-related content had grown strongly over the last five years (Figure 2). About 60 percent of respondents thought it was extremely or very important for the course to have an Asian dimension. Many institutions are making efforts to increase Asia-related course content. For some respondents this growing content was a deliberate reflection of the growing importance of Asian economies to New Zealand.

For others, the growing Asian content was a more practical income-driven response to the rapid growth in Chinese students over that period, partly in an effort to attract these Chinese students, and partly for pedagogic reasons. The rise in the numbers of students coming to New Zealand has been startling – from almost nothing in 1998 to over 37,000 in 2003.

Figure 2: Growth in Asia-related content in last 5 years

Number of responses



Source: NZIER

Respondents also noted that most courses and case studies had a wider international perspective in mind. As noted, non-Asian countries in the top twenty of New Zealand export destinations account for 62 percent of exports by value.

The growth of Asian students from overseas presented business schools with an opportunity to draw on those students' own business experience and cultural background in teaching. Most respondents (83% of the 29 who responded to this question) said they drew on that knowledge to some or a small extent.

It can also be argued that a combination of Asia-related business knowledge and some command over an Asian language would be sought after by businesses seeking to penetrate Asian markets. On average, respondents thought this to be fairly important. However, responses appeared to be leaning toward it being not very important. Respondents thought only a small minority of students were combining study of commerce and an Asian language.

4.2 Asian links are dormant or student number driven

Almost all the institutions surveyed indicated that they had some staff involved in Asia-related research.

About half of the respondents indicated that the department or its staff was involved in research collaborations with Asia-based researchers or institutions. Many linkages are based on the personal links of researchers.

About half of the respondents also indicated that the department had formal links with Asian institutions. Usually these formal links were not actively maintained. Where they were active, they tended to be focused on export education (such as New Zealand institutions teaching in Asia, or recruiting for Asian students). This focus on recruiting Asian students, and communication issues presented by having a greater proportion of Asian students in tutorials, was an important theme in the survey.

A small number of business schools maintain links with New Zealand firms doing business in Asia.

4.3 Ambiguity about the level of quantity and quality

Respondents were asked to make a judgement about the quantity and quality of Asia-related business education and research in New Zealand. There are a number of problems with asking such questions of the providers: arguably they have incentives to state that the quantity is insufficient and to overstate the quality. With this in mind, we also asked for an explanation for their response, to see if any themes emerged.

Perhaps unsurprisingly, many respondents felt they were unable to judge the questions about quantity (54 percent) or quality (46 percent), and of those that did feel able to judge:

- two-thirds thought that the quantity of Asia-related business education and research in New Zealand was not commensurate with the region's importance to New Zealand
- 60 percent thought the quality was commensurate with the region's importance to New Zealand.

As in any market, the approach to content and linkages by the business schools reflects their own strategies and tactics to boost revenue and/or prestige of their institution (see Figure 3).

Figure 3: Position in the education and research market

Tertiary institution	Emphasis on research contacts with Asia	Emphasis on education contacts with Asia	Restricted / unrestricted entry
AIS St Helens	low	high	unrestricted
Auckland University	high	high	restricted
Auckland University of Technology	low/medium	high	unrestricted
Canterbury University	low	low	restricted
Lincoln University	medium	medium	unrestricted
Manukau Institute of Technology	low	high	unrestricted
Massey University	medium	high	unrestricted
Otago University	high	medium	restricted
Unitec	low	high	unrestricted
Victoria University	medium	medium	restricted
Waikato University	medium/high	high	restricted

Source: NZIER

The emphasis on research is very high in Auckland and Otago Universities. Their model emphasises the development of research capability and outputs. Auckland University also puts an emphasis on attracting good students from Asia and teaches an MBA class in Singapore.

Waikato also has a strong emphasis on education by developing agreements with two Chinese business schools. They have no formal research links, but rely on a combination of good quality students coming through and some individual research contacts with Asian collaborators.

Massey University, Victoria University, and Lincoln University all have a number of researchers involved in Asian related projects, but rely on staff-level, rather than institutional, attempts to involve Asian institutions.

5. Possible reasons

Asia-related course content has been growing in recent years, most business schools have some staff involved in Asia-related research, and many institutions have some linkages with Asia-based researchers or institutions.

However, many respondents thought that the quantity was smaller than it should be, given the current and potential importance of Asia to New Zealand. At the same time, many respondents thought that the quality of that education and research was commensurate with Asia's importance to New Zealand.

While the quantity of Asia-related research and course content may be small, we think it is difficult to judge from these responses whether the amount is too small or just right, given (a) the number of respondents who felt unable to make a judgement, and (b) the incentives on the respondents to answer in a particular way.

There are some pieces of 'circumstantial evidence' in respondents explanations that can shed further light on the responses:

- while important, Asia is just one region in a wider world, and in 2004 62% of export earnings from the top twenty export destinations countries came from non-Asian markets
- many respondents thought that the influx of students into New Zealand, full courses, and rationing of places through course restrictions provided evidence that programmes were meeting demand and offered value for money. This suggests that quality meets consumer expectations. At the same time, most respondents were not able to point to any other institutions within New Zealand that was doing outstanding research on Asia.
- a series of incentives encourage researchers to favour US-focused research over Asia-focused research. University funding and professional prestige drives researchers to publish in the most prestigious journals – most of which were located in the US. These US journals are more likely to publish research that are of interest for the US-based research community (e.g. research that looked at US – Asia research questions). They are unlikely to consider publishing research that concerns New Zealand and Asia
- the research community is relatively small, so that the amount of Asian business research being conducted in New Zealand that involves Asian counterparts would be relatively small too.

6. Some implications

Ultimately, the businesses seeking to break into or expand the Asian markets (and the business-school graduates) should be a better source of judgement about the quantity and quality of Asia-related business education and research. This suggests that the links between business schools (and wider education system) and the business sector is particularly important, if the business schools are to be able to be responsive to the current and emerging needs of New Zealand businesses.

Very little seems to be holding tertiary institutions back in the development of Asia-related courses. Indeed, there appears to have been strong growth in Asia-related content of courses in recent years.

However, we believe that for a number of institutions (if not most) this was a practical response to better meet the needs of a growing number of Asian students, rather than a deliberate strategy to meet the changing needs of New Zealand businesses. Certainly many of the interviews tended to drift to student-related issues.

It can be argued that the historic bias toward undertaking research that has a high chance of being published in prestigious (often US-based) journals has been reinforced through the introduction of the Performance-Based Research Fund. The concern is that the link between funding and the method of ranking of research institutions and staff might encourage even greater focus on international subjects and topics that have the most chance of being published in prestigious international journals, rather than issues of importance to New Zealand per se.

If we accept that the business schools and the academic staff within them react to the financial and prestige-based incentives and information about the market, the survey findings raise the following implications:

- what financial or prestige-based incentives can researchers be given to focus more on Asia-related issues? Options could include:
 - an annual prestigious award for the best Asia-NZ focused business research
 - influencing the design of the performance based research fund criteria
 - encourage allocation of the GIF's International Linkages Fund to Asia-related research
- how can better linkages be facilitated between the business sector, and particularly the Asia-based or Asia-bound firms, and the business schools?

Appendix A Summary of survey responses

A.1 Institutions

Questions 1 -5:

The education entities contacted are presented in Figure 4. The aim was to get a spread of tertiary institutions that had (a) a business faculty and (b) an Asian dimension to education and research.

Figure 4: Post secondary entities surveyed

Otago University
Canterbury University
Lincoln University
Victoria University
Auckland University
Auckland University of Technology
Unitec
Waikato University
Massey University
AIS St Helens
Manukau Institute of Technology

Source: NZIER

Question 6:

To what extent would you say the programme is Asia-related overall (i.e. particularly focused on Asian issues or rich in its use of Asian materials)? (Wholly, Largely, Partly, To a small extent, & Not at all)

Most respondents (77% of 31 respondents) indicated that courses were only partly or to a small extent Asia-related (see Figure 1).

Question 7:

How many papers does the course comprise?

The answer to this question depended on the course offered by a tertiary provider. All offered:

- undergraduate courses/papers. These typically comprise of 21 to 24 courses/papers or used a credit system. Most also had undergraduate diplomas that secured entry into degree programmes.
- Diploma or post graduate degrees consisting between 4 and 12 papers with or without a research topic.

Executive short course programmes (involving Asian content) were only usually of an ad hoc nature. Few of the programmes focused on international themes – most were focused on the growth and development of small businesses.

Question 8:

How many of these papers / courses would you describe as wholly or largely Asia-related (i.e. roughly speaking, with an Asia-related content of two-thirds or more)?

Just under 20 percent of the 31 respondents indicate that they offered wholly or largely related Asian papers. Otago, AIS St Helens, and Auckland with 3 to 7 had the most, although whether they are offered in any particular year was dependent on demand and whether they had staff to teach that programme.

AIS St Helens is a relatively special case in the New Zealand tertiary education system since it is a private institution that specifically markets to East Asian students.

Question 9:

How many of these papers / courses would you describe as partly Asia-related (i.e. roughly speaking, with an Asia-related content of between one-third and two-thirds)?

About half of the respondents described papers offered as “partly Asia-related”. However, respondents indicated that their programmes were focused on international course material not Asia. While some had specific Asian courses (see question 8), most of the focus was on international topics. This question falls in between these two approaches taken by tertiary providers. The one exception was Auckland University with its International Business graduate programme with 9 of its papers being partly related to Asia (the other 3 were wholly related to Asia).

Question 10:

How many of these papers / courses would you describe as Asia-related to a small extent (i.e. roughly speaking, with a non-zero Asia-related content of less than one-third)?

Most international programmes had Asian related material. Typically, this was taught under the focus on international business with Asia being a part of this process. A respondent at Lincoln University suggested that a special effort was made to include Asian topics because of the growing importance of Asia. In a similar vein, other respondents pointed to the growing economic power of Asia (particularly China) and the influx of students (particularly Chinese) as the main reasons for incorporating more Asian content.

Question 11:

Would you describe the Asia-related content of your course in the past five years as: (Growing strongly, Growing modestly, Staying roughly the same, Declining slowly, Declining rapidly, & Not applicable – course not running five years ago)

Figure 2 reinforces the points made in question 10. Nearly all institutions indicated strong growth in Asia-related content over the past five years.

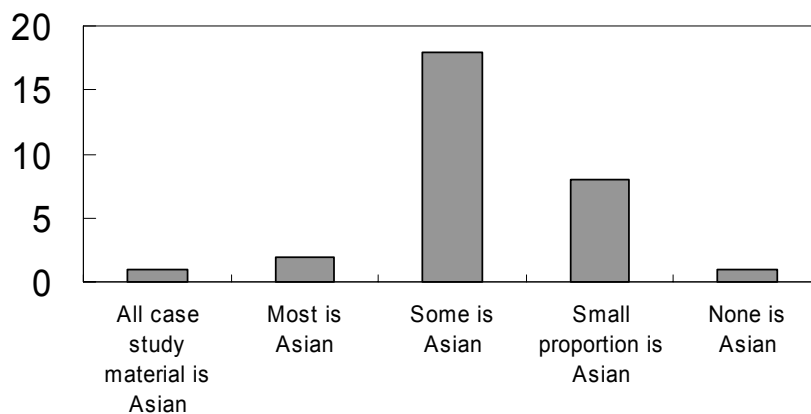
Question 12:

To what extent does the course make use of Asian case study materials? (All case study material is Asian, Most is Asian, Some is Asian, Small proportion is Asian, None is Asian, & Not applicable – don't use case studies)

Most (60 percent) answered “some is Asian”. A strong theme came through that New Zealand is a trader with the world and Asia was only part, but very significant part, of this process. This theme was reinforced in question 10.

Figure 5: Use of Asia-related case studies

Number of responses



Source: NZIER

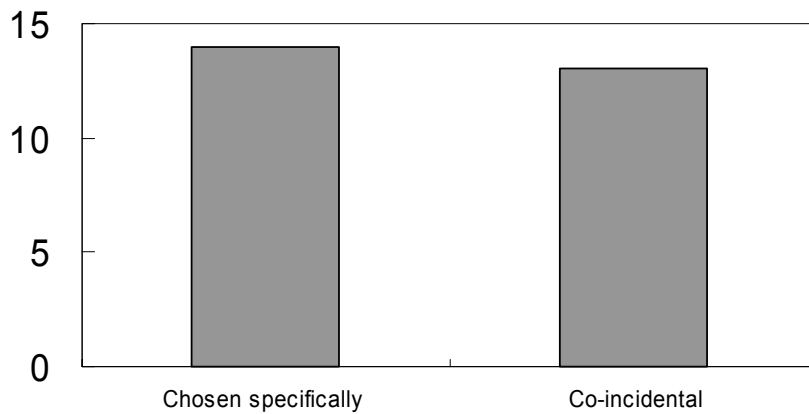
Question 13:

(Except if None or Not Applicable above) Is this case study material chosen specifically because it is Asian, or is the fact that it is Asian more co-incident? (Chosen specifically & Co-incident)

Most courses were designed with an international perspective in mind (rather than an Asian perspective), therefore Asian case studies were chosen specifically in some cases and co-incidentally in others to illustrate the theory being taught (see Figure 6).

Figure 6: Choice of Asia-related case studies

Number of responses



Source: NZIER

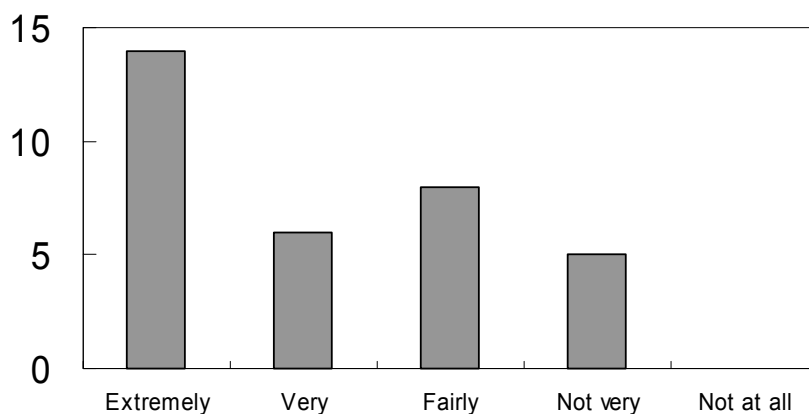
Question 14:

Overall, how important is it for your course to have an Asian dimension? (Extremely, Very, Fairly, Not very, & Not at all)

Figure 7 shows that 85 percent of respondents thought it was extremely important, very important or fairly important that their courses had an Asian dimension. Most respondents emphasised the potential role that Asia will play in New Zealand’s business future.

Figure 7: Importance of an Asian dimension

Number of responses



Source: NZIER

Question 15:

What, if anything, prevents you from increasing the Asia content or focus of the course?

The answers to this question indicated that some thought, in each institution, had been given to this question at an operational level. At the heart of this issue was the large influx of Chinese students that has occurred since the late 1990s and why they had come to New Zealand. Respondents believed they had come for a quality education, in English, at least cost.

Therefore, while Asian content of business degrees had increased strongly (see question 11), most respondents believed that they needed to strike a balance between theory, international application of theory, and Asian application of theory. A significant number of respondents answered that nothing needed to be done to increase Asian content.

Other answers included:

- the unavailability of good quality Asian case studies and textbooks²
- lectures had limited background in Asian content
- the costs associated with developing new course content, therefore needed money to develop this content
- most lecturers are from North America with limited experience of Asia, and
- it was not their role to teach Asian content.

² Although one HOD, while acknowledging the need for more Asia-related textbooks, commented that a motivated lecturer would go out and find the necessary material.

A.2 About the students

Question 16:

How many students currently on the course were on the course last year?

Respondents indicated that student numbers depended on what courses you were talking about. For example, in the main undergraduate programmes the first year intake numbers ranged between 1000 and 2000 students depending on whether there was restricted entry or not. The second year intake can be as low as 50 and as high as 500 depending on the subject. In the final year of undergraduate courses the intake can be between 20 and 150.

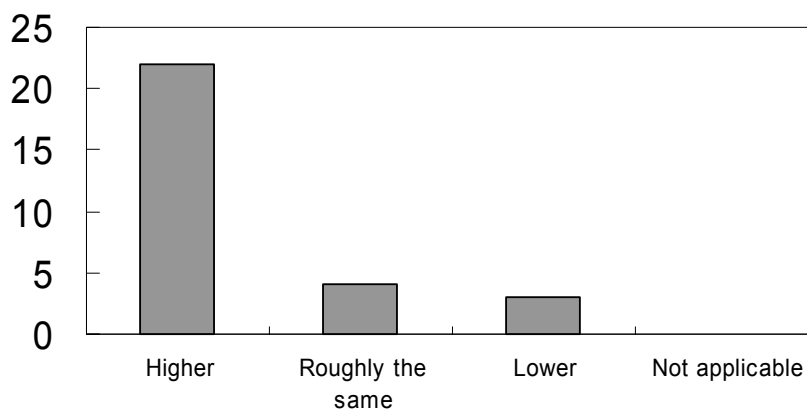
Most graduate courses are limited to 25. This seems to be a universal number and is a compromise between the ability to devote enough time to teaching and economic viability. The biggest programme, run by Massey University, has multiple intakes in different locations.

Question 17:

Is this number higher, roughly the same or lower than five years ago? (Higher, Roughly the same, Lower, & Not applicable – course was not running)

The influx of particularly Chinese students has been dramatic. So it was of little surprise that most respondents said that the number of Asian students has been much higher (see Figure 8). In some cases the classes have doubled, particularly in the more quantitative courses.

Figure 8: Asian student numbers from five years ago
Number of responses



Source: NZIER

Question 18:

Approximately what proportion of the students are from an Asian background?

Respondents report that the numbers of students with an Asian background ranges from 20% to 85% depending on type of course (graduate, undergraduate, and diploma course) and also the course content (quantitative or qualitative). Of the standard business undergraduate degrees (between 1000 and 2000 enrolments) approximately 40% to 50% are foreign students with between 60% and 90% of these students being from an Asian background.

Postgraduate international business classes are predominantly students with an Asian background, while the standard MBA classes have approximately 20% of students from an Asian background.

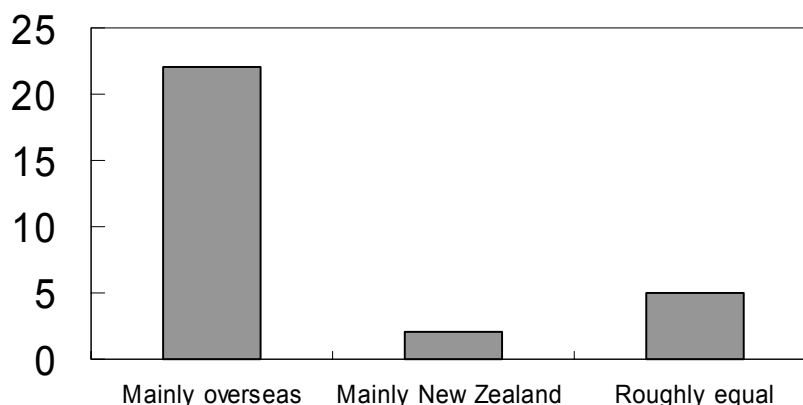
Question 19:

And of those from an Asian background, are they mainly overseas students or mainly New Zealand Asians? (Mainly overseas, Mainly New Zealand, Roughly equal)

Figure 9 illustrates that the growth in Asian students has come from overseas Asians coming to New Zealand to study. In some cases these students have gone on to become permanent residents, particularly if they continue on to do postgraduate work.

Figure 9: Origin of Asian students

Number of responses



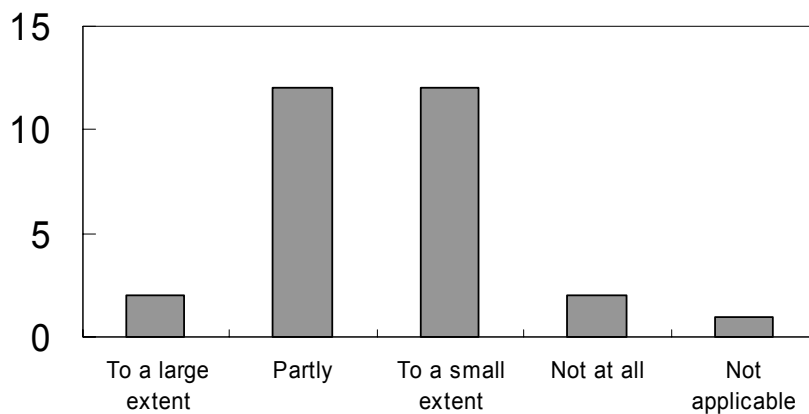
Source: NZIER

Question 20:

To what extent are you able to draw upon your Asian students' own business experience or cultural background in the teaching of your course? (To a large extent, Partly, To small extent, Not at all, & Not applicable – students tend not to have relevant experience)

Most staff found it difficult to draw out Asian students in class. Reasons suggested included cultural background did not encourage this type of behaviour in class and also their command of English was not to a standard required to respond in a class room situation. Figure 10 shows that this limited the ability of staff to take advantage of the Asian students business and cultural backgrounds when teaching the courses.

Figure 10: Drawing on Asian students' background
Number of responses



Source: NZIER

Question 21:

What, if any, feedback have you recently had from your students about the quantity or quality of the Asia-related content of the course?

Respondents claim that feedback is extremely positive. Most tertiary institutions poll all students each semester. However, none of the tertiary institutions survey Asian students specifically. Some respondents pointed to multiple sources of feedback from surveys, class representatives, student advocates, and one-on-one contact. More than one respondent said that criticisms were extremely rare from Asian students, even when they were given the chance through anonymous feedback.

Furthermore, those respondents involved in restricted entry classes, which were full, suggested that this was the best indicator of quality.

In terms of the course content, those questioned claim that feedback is relatively good, although some respondents pointed to feedback that was confusing on course content, i.e., some Asian students wanted more Asian content but others wanted more non Asian case studies.

Two respondents thought that feedback was not adequately done, but didn't elaborate as to how it could be done better.

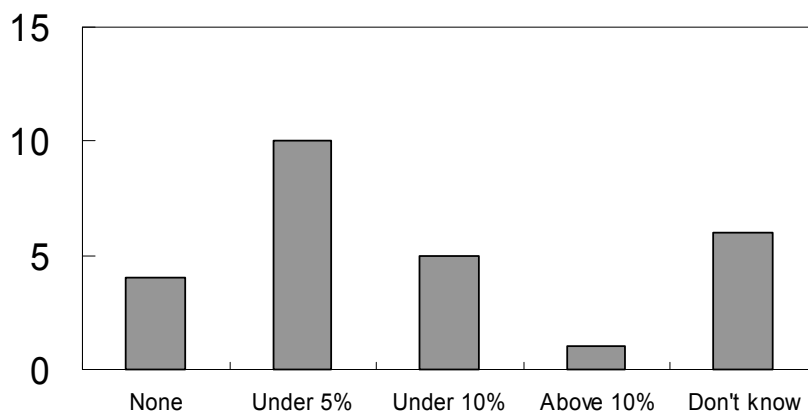
Question 22:

Approximately what proportion of your students is also studying an Asian language?

Most students on business courses do not combine languages with commerce papers (see Figure 11). Only one tertiary institution, Otago University, had a course where it was compulsory to combine language and commerce papers. Two reasons were put forward as why students were not taking more language papers:

- A number of respondents commented that Asian languages were not easy to do. Two Japanese papers were equivalent to three other papers.
- Some respondents believed that the long stagnation of the Japanese economy might have constricted the number of jobs in the Japanese market reducing the demand for language skills. Also, while researchers have known for some time that the Chinese economy will be very important to New Zealand, this was taking sometime to filter through to students, therefore take-up had been limited.

Figure 11: Students of commerce and Asian languages
Number of responses



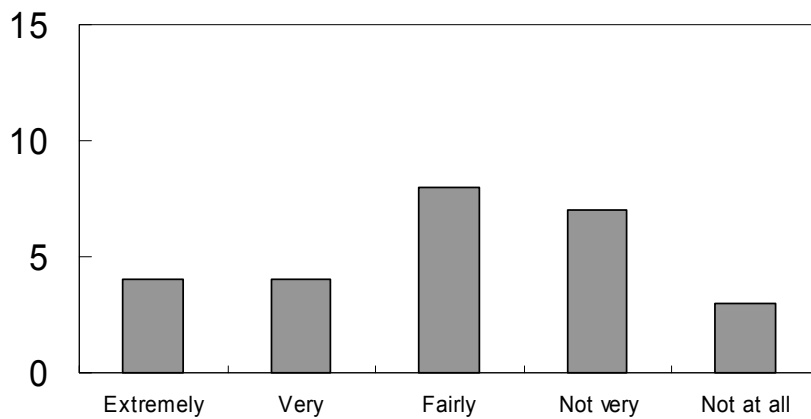
Source: NZIER

Question 23:

How important do you think it is for your students to be able to speak or to be studying an Asian language? (Extremely, Very, Fairly, Not very, & Not at all)

On average, respondents believed that the ability to speak or to be studying an Asian language was fairly important (see Figure 12).

Figure 12: Importance of ability to speak Asian language
Number of responses



Source: NZIER

A.3 Staff and departmental links with Asia and NZ firms doing business with Asia

Question 24:

How many staff teach on this course?

Answers varied depending on the courses (undergraduate, graduate or diploma), however, for most course involving specialist Asian papers there was 1 to 3 lectures involved only.

In papers with “international” in the title (e.g. international business), which had some Asian content, the numbers could be higher, but not much (6 at the most). In total, staff teaching on Asian related courses varied between 0 and 15.

Question 25:

How many of these use Asia-related teaching materials or topics, as far as you are aware?

In most cases HODs encouraged staff to introduce Asian related material into their business courses. The specialist Asian papers use Asia-related teaching materials. However, these classes are very limited in number. Auckland University (between 5 and 10 depending on the year) and Otago (3 to 5 depending on the year) both have papers with strong Asian content.

To a lesser extent, the more general international business classes do have case studies and Asia-related course material, but this is still a small part of the total number of business courses/papers taught. This is harder to judge since some tertiary institutions have made special efforts to blend in Asia-related material into the course content (e.g. Lincoln University) where it is applicable.

Question 26:

How many have a degree or other qualification from an Asian university?

Most respondents reported that they have between 0 and 5 staff members who have a qualification from an Asian university (in post graduate study programmes).³ Location also played an important part in whether or not staff had Asian university degrees: the closer to Auckland the more likely some staff would have a degree from an Asian university.

³ The exception is the Information Systems and Operations at Auckland University, which has over 10 staff with first degrees from Asian Universities (depending on the year) and large numbers of Asian students, but little Asian content because of the nature of the subject.

However, it was pointed out by respondents that most of the staff members who had Asian universities degrees, nearly all had a masters degree and PhD from a western (US, UK, and Australian) university.

Question 27:

And how many have teaching or other work experience in Asia?

Very few staff in any of the tertiary institutions have teaching or work experience in Asia. In all cases it was less than 10, but much more likely to be 2 or 3 staff.

Question 28:

How many of the staff are currently working on research projects with an Asian theme or dealing with issues that are particularly relevant to Asian countries?

Most tertiary institutions do have staff working on on-going Asian related research projects, notable in Otago University, Massey University, Lincoln University, Waikato University, Victoria University, and Auckland University. In all cases the number of researchers varies between 1 and 5.

Note that this is difficult to judge, in any particular year, because of the large number of researchers who “job” in and out of the Asian research market.

Question 29:

And how many use Asian languages in their research?

Some confusion arose over this question because some staff use an Asian language in their research, but are not currently doing Asian business research. For current research projects, 1 or 2 researchers per tertiary institution use Asian languages. Some researchers speak Asian languages, but do not use those languages when communicating with other researchers in Asia. This was because English was the international research language.

Question 30:

What Asian languages do they use?

Mainly Chinese Mandarin, although a variety of languages are used by those who are not currently involved in business research.

Question 31:

Please could you provide the names and contact details of any staff on your course who are Asia specialists.

Details appear in Appendix B.

Question 32:

And please could you provide the names and contact details of any staff on your course who, whilst not Asia specialists per se, have some notable Asia-related experience or expertise.

Details appear in Appendix B.

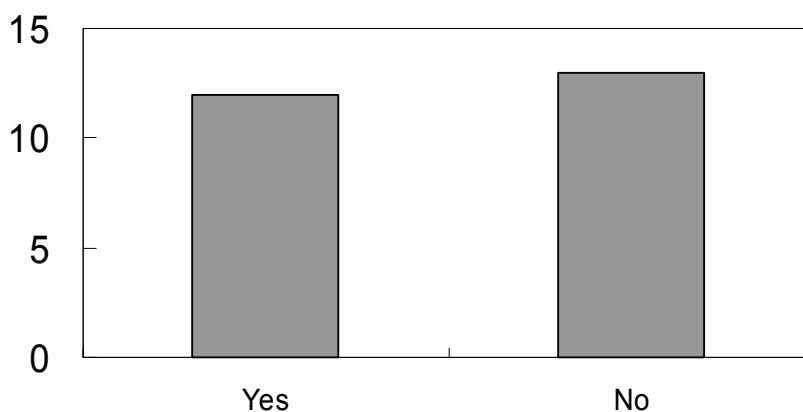
Question 33:

Does your department, or its staff, currently have any research collaborations with Asia-based researchers or institutions? (Yes & No)

About half of the 25 respondents to this question said that the department or its staff had research collaborations with Asia-based researchers or institutions.

Figure 13: Research collaborations with Asia-based researchers or institutions?

Number of responses



Source: NZIER

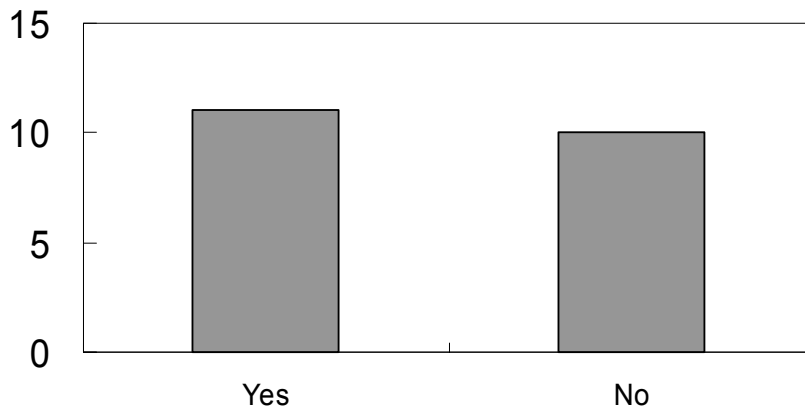
Question 34:

Does your department have any other formal links with Asian institutions (e.g. twinning arrangements, articulated delivery of courses, etc.)? (Yes & No)

About half of the 21 respondents to this question said that the department had a formal link with Asian institution.

Figure 14: Other formal links with Asia-based institutions?

Number of responses



Source: NZIER

Question 35:

Please briefly describe the nature of the links.

Most agreements by tertiary institutions appear to be focused on increasing Asian student numbers in New Zealand. Frequent face-to-face contact is particularly important to keep these agreements live. But there is a lack of follow-up and most agreements are not active.⁴ Key exceptions are:

- Waikato University agreements with two Chinese Business Schools in which 90 students are selected after their second year to come to Waikato and complete their degrees. Of these, 40%-50% go on to do postgraduate at Waikato University.
- Auckland University has recently signed an agreement to teach an MBA class in Singapore.

Student exchange agreements are also relatively popular type of agreement, however most of the demand comes from Europe and the US and there is comparatively smaller demand by New Zealand students wanting to study in Asia.

Most research occurs not because of institutional links but because of the personal links between researchers. In each of the tertiary institutions staff are, or have, collaborated with Asian counterparts at some stage in the last

⁴ One respondent indicated that when they took over the responsibility for university-to-university agreements there were approximately 150 agreements on the books, most of which were terminated because of a lack of activity.

five years. Otago University, through the Asia Institute, have taken this process one stage further by combining researchers' interests with active university backing.

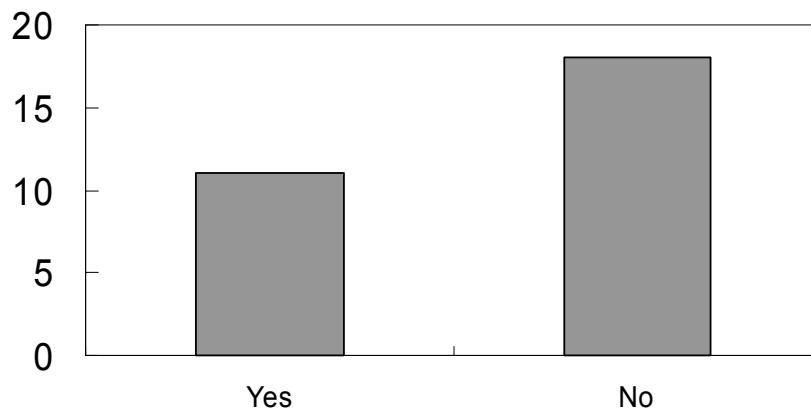
Question 36:

Does your department, or its staff, currently have any links with New Zealand firms doing business in Asia? (Yes & No)

About 60 percent of respondents said the department or staff had no linkages with New Zealand based businesses working in Asia. However, forty percent did indicate some contact with firms working in the region.

Figure 15: Links with New Zealand firms doing business in Asia?

Number of responses



Source: NZIER

Question 37:

Please briefly describe the nature of the links.

Specifically two types of links are important:

- Those that involve business school research that directly benefits firms working in Asia e.g. the Asia Institute (attached to the Otago Business School) is actively working with New Zealand companies in China through Otago's Chinese research partner.
- Placement of students in firms that do business in the Asian region e.g. Auckland University, Massey University, Auckland University of Technology, Otago University and Waikato University all place postgraduate students with firms for short durations.

A.4 Overall assessment of business education in NZ

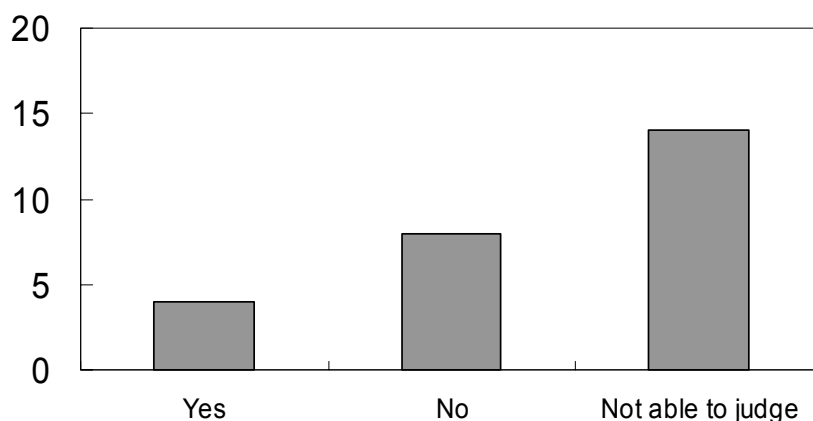
Question 38:

As far as you are able to judge, is the quantity of Asia-related business education and research in New Zealand (i.e. not only in your institution) commensurate with the region's importance to New Zealand?(Yes, No, & Not able to judge)

Most respondents were unable to judge, although of those who did judge most said no (see Figure 16).

Figure 16: Is the quantity of Asia-related business contacts commensurate with the region's importance?

Number of responses



Source: NZIER

Question 39:

(If Yes or No above) Please briefly explain your response.

Generally, respondents suggested that researchers/administrators had underestimated the speed at which Asia (and particularly China) was developing and the ramifications for New Zealand. This is particularly so for the numbers of Chinese students that had come to New Zealand.

For those respondents that said no, a number of reasons were put forward:

- Historically, New Zealand has put a lot of emphasis on research involving the UK and USA. Also, the incentives for looking at these traditional linkages had been reinforced and intensified by the current funding structure (see question 43).
- Respondents mentioned insufficiently well-tailored courses and supporting textbooks hampered the quantity of education and encouraging research.

- These students had almost “dropped out of the sky” and while the university hierarchy had been fully supportive, some teaching staff had seen them as a burden.⁵ This had been complicated by different styles of teaching. Asian students had been brought up on a system of rote learning, rather than developing their critical thinking skills, which are demanded by western learning systems.
- Some respondents mentioned the tension between the influx of Asian students and other students. Staff had to be mindful about keeping the interest of all the class, rather than looking after one particular section whose English skills – both written and oral – were much poorer than other students.
- Some respondents also mentioned the lack of pastoral care for students. More efforts were required in this area.

Those respondents who answered yes, suggested that some researchers were doing a lot of work on Asian issues. There was a good understanding amongst researchers, at least, that the growth in China and India would be important for New Zealand’s economic future. One respondent also said that New Zealand is a small country with limited research resources and the research effort reflected that.

Question 40:

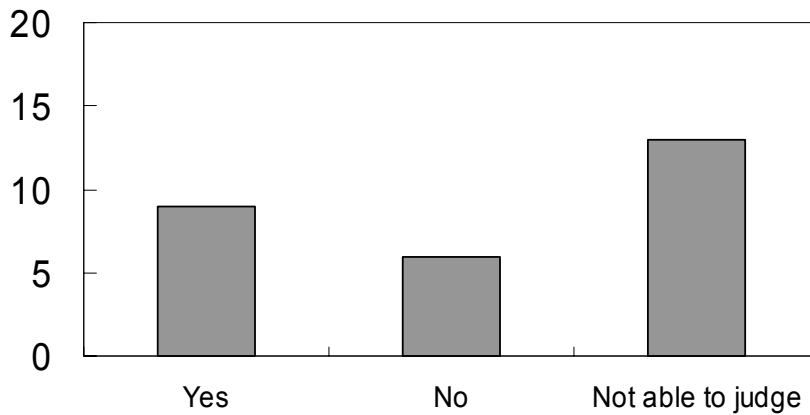
As far as you are able to judge, is the quality of Asia-related business education and research in New Zealand (i.e. not only in your institution) commensurate with the region’s importance to New Zealand? (Yes, No, & Not able to judge)

Answers were mixed. Just under half of the respondents felt unable to judge the quality of Asia-related business education and research in New Zealand.

⁵ Remembering that the number of Chinese students had grown from 136 in 1998 to over 37,000 in 2003. While this number has dropped, Chinese students were still a substantial part of the student population.

Figure 17: Is the quality of Asia-related business contacts commensurate with the region's importance?

Number of responses



Source: NZIER

Question 41.

(If Yes or No above) Please briefly explain your response.

Responses suggested that the quality (and price) was what had attracted students and researchers in the first place. However, the amount of Asian content in courses was relatively light.

For the respondents who answered yes, most were influenced by the influx of students to New Zealand. New Zealand had good quality degrees in English at an affordable price. Those tertiary institutions that had restricted entry had full quotas and this reinforced their belief that they were providing quality.

Those respondents who answered no believed that the system incentives (see question 43) and more government money was needed to resource Asian research. There were not enough PhD students, Chairs in Asian business or resources to intensively study Asian markets. Because of this, research on Asia did not attract good students and staff in high enough numbers.

Question 42:

What, if any aspects of Asia-related business education and research in New Zealand need to change, and how?

Research depended firstly, on relatively frequent individual contact between researchers (at least 3 times a year) and secondly, on the institutional back-up that reinforced those links. This has only happened in a few cases.

Researchers saw the need to entice and recruit more PhDs from US/UK schools to bolster research capability.

For the students, most respondents saw the number of Asian students dropping and some thought this could be quite dramatic. Some of the key reasons for this include:

- Other countries and their tertiary institutions were starting to get their act together, so competition was increasing for students.
- Asian tertiary institutions are improving their course content and increasing the coverage. They were also employing native English speakers to teach their courses.
- While the courses in New Zealand have been well received, the pastoral care of students, once in New Zealand, had been neglected.
- The sudden influx of students had caused some tension, particularly in the more quantitative courses, which Asia students tended to take.

This suggests that the few research links that have been developed are likely to be relatively resilient to the ups and downs of the research market.

However, it was difficult to see what the comparative advantage New Zealand had in attracting fee paying students, besides price. There is a real risk that student numbers are likely fall, furthermore that fall could be quite rapid.

Question 43:

Lastly, apart from anything that is delivered in your department, can you identify any exemplary Asia-related centres of business research or education in New Zealand? (Cite course or institution, and briefly state why they are exemplary)

For research, respondents did mention some names, but they were usually researchers who they were working with recently or had a long established relationship with.

Most respondents that did answer focused on education rather than research. Respondents believed that the high quality of New Zealand tertiary education (and price of that education) had attracted a large number of students. The standard is very high, particularly in those institutions that restricted entry.

The majority of respondents did not know of any other Asia related institutions that were exemplary. When probed further two reasons came through strongly:

- There was little research on Asia being done⁶, so those researchers who are specialists, are working in different fields and therefore they had little to collaborate on, and
- The Performance Based Research Funding (PBRF) was centred squarely on publications in top journals rather than collaborating with others. Since most of the top journals were in the USA, they were not interested in studies involving New Zealand and Asia, so researchers had incentive to look at subjects that would give them the most chance of publishing in the US.

⁶ One respondent from a major tertiary provider said that there was only 5% of research done on international topics. Asia was part of that 5%.