



VOLUME 2

**Australian-Asian
Research Collaborations
in the Humanities**
Mapping the Present,
Planning the Future

02. Hong Kong

**Australian-Asian Research Collaborations in the
Humanities: Mapping the Present, Planning the Future
Volume 2 of 2**

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Hong Kong

This profile explores humanities research in the Hong Kong Special Administrative Region (HKSAR) of the People's Republic of China (PRC). Following a thematic introduction by Antonia Finnane, the substantive report by Brigid Freeman, Antonia Finnane, and Kam Louie begins with an overview of the higher education system. It then proceeds to explore humanities research and cultural institutions, humanities research policy, funding and incentives, humanities research outputs, and international engagement.

Introduction

ANTONIA FINNANE

Hong Kong, formerly a British colony and now a Special Administrative Region (SAR) of the PRC, is often described as a society in flux. At the time of writing, the territory in principle enjoyed a relatively high degree of autonomy from the PRC. The Hong Kong Basic Law, in force since 1997, granted legislative, executive, and judicial powers, with a clear separation of powers in the Westminster tradition. Power to interpret the Basic Law was vested, however, in the Standing Committee of the National People's Congress (Gittings, 2013, pp. 129–30). International affairs and defence were likewise controlled by Beijing. Conflict between the 'two systems' was an important factor in the research and learning environment in Hong Kong, affecting the education system, the publishing industry, and the creative arts.

ORIGINS AND EARLY DEVELOPMENTS

The study of the humanities in Hong Kong, as in China more generally, was encapsulated in the three-character phrase *wen shi zhe* – the classical terms for literature, history, and philosophy. Before colonisation by the British in the nineteenth century, the education of people living in this region had been dominated by instruction in Confucian classics, which could by and large be fitted into these categories. Mathematics, medicine, and technical knowledge, while not absent from

the intellectual world of the Qing China, were not part of the formal education system. The Confucian classics were the core study materials in education and the basis of the empire-wide examination system that allowed upward social mobility and produced the bureaucracy.

Hong Kong had local connections with the classical tradition of learning. In the Song dynasty (960–1279), the Li Ying Academy, located deep within what is now Lam Tsuen Country Park, trained generations of scholars and officials. Some were well-known for their accomplishments in literature and calligraphy (Sweeting, 1990, pp. 90–91). This early history is a useful reminder that life and learning in Hong Kong did not begin in 1842. While relatively little is known about Hong Kong's pre-colonial history, the indigenous colonial society had Chinese cultural roots that helped determine reception of Western learning.

After Hong Kong became a British colony in 1842, old-style private schools, missionary schools and eventually government schools were created one after the other to serve the growing population of Chinese residents on the island. Central School, founded in 1862, effectively served as a vocational school for boys in the colony, providing English-language education that would equip them for positions in either the commercial or the administrative sector of Hong Kong (Carroll, 2007, p. 54). Higher education began in 1887

with the establishment of the Hong Kong College of Medicine for Chinese ('for Chinese' was later dropped from the name), where Western medical techniques were taught. Further education in anything resembling the humanities was acquired on the mainland: the wealthy sent their sons away for private tutoring or later to college in Guangzhou and elsewhere.

This practice changed with the establishment of the University of Hong Kong (UHK) in 1911. The University was set up to train public servants for the British colonial administration, a mission not unlike that of classical Chinese education. The university was constructed in the British mould and followed a Western curriculum, although Chinese was taught. Over time, the student population came to include large numbers of graduates from China and Southeast Asia, and UHK acquired regional importance as a training ground for doctors, engineers, and teachers. For arts graduates, there were few opportunities at that time to engage in research. There was only one university, and the academic appointments there usually went to expatriates, especially in the Arts Faculty.

Except for a short interruption during the Japanese occupation (1941–1945), the British system prevailed in Hong Kong for the duration of the colonial administration. After 1949, more colleges and then universities emerged, but it was fundamentally 'an elite and highly truncated university system [that] reflected the structure of Hong Kong's economy ... [and] the sentiment of a colonial administration committed to Laissez-faire ...' (Jarvis, 2014, p. 244) As of 2018, the British heritage remained evident in the sustained prominence of UHK which had retained its historical position as the leading institution of higher education in the territory; in the relatively high numbers of Western-trained faculty throughout the system; and in the strength of English-language teaching and research compared to in mainland China or other parts of Asia, with the exception of Singapore.

Nonetheless, the rich research culture in Hong Kong was part of a *hybrid* legacy of Anglophone and Sinophone traditions, evident in the diversity of both research fields and researchers. The Humanities and Social Sciences Prestigious Fellowship Scheme provided a sample for 2012 to 2017: The Early Modern Economy at the two ends of Eurasia (Professor Li Bozhong, Hong Kong University of Science and Technology), Art in Twentieth-Century China (Professor David Clarke,

UHK), A Religious Geography of Popular Temples in Guangzhou (Professor Lai Chi-tim, Chinese University of Hong Kong), A Critical History of Chinese Literary Thought (Professor Cai Zongqi, Lingnan University), Defining Fundamental Concepts: The Legal Personhood of Animals (Professor Christopher Hutton, UHK), and Musicophilia And Publicness In Mumbai (Professor Tejaswini Niranjana, Lingnan University). As can be seen, funding goes to projects on Chinese, other Asian, European, and comparative topics, to scholars of diverse backgrounds, and to a range of institutions of higher education.

The Hong Kong Academy of the Humanities (HKAH), founded in 2011, provided another illustration of this hybridity. Modelled on the Australian Academy of the Humanities (AAH), the HKAH was the brainchild of Professor Kam Louie, then Dean of Arts at UHK, and Professor David Parker, then chair of English at the Chinese University of Hong Kong (CUHK), both Australians. Designed as a platform for advocacy and a point of contact for humanities scholarship in the territory, the academy was an independent professional association with an elected membership, unlike the mainland Chinese Academies, which were large-scale research institutes that serve the government and ruling party of the PRC.

'UNCOVERING HONG KONG'S TREASURE'

The reversion of Hong Kong to Chinese sovereignty in 1997 meant a significant degree of cultural reorientation in the former colony. Education emerged as a significant arena of activity for promoting its global and regional competitiveness. Special Administrative Region Chief Executive Tung Chee-Hwa regarded education as foundational for the construction of a 'New Era' Hong Kong, and spoke of it in terms of 'uncovering Hong Kong's treasure' (Chan et al., 2015, p. 89). A wide-ranging review and a series of reports laid the basis for reorientating the system to a more Chinese mode. Mandarin was mandated as the language of instruction in most schools. Although this was controversial and allowed some flexibility in the longer term, it reinforced the trend towards a growing number of Mandarin speakers established by the growing number of mainland students and employees in the system. At universities, academic appointments are now more likely to favour local or Chinese-background candidates than before. Between 1992 and 2008,

the proportion of academics with PhD degrees from local universities increased from 16 per cent to 27 per cent (Postiglione and Xie, 2016). In 2012, the length of the bachelors degree was extended from the British standard of three years to the Chinese standard of four.

Reforms in the domain of higher education included the aim of lifting the number of tertiary students and diversifying access to university education. In the context of modest population growth (less than 11 per cent between 1997 and 2014), the growth of student numbers in publicly funded universities from 86,202 to 190,573 was especially significant (Lee and Tse, 2017). To these must be added the many thousands of students enrolled in private post-secondary educational institutions, which had proliferated since 1997. Growth in the system had been accompanied by corporatisation, evident in the competitive funding model adopted by the University Grants Committee (UGC) (the major source of funding for public universities); a tick-box academic appraisal process; an emphasis (some would say over-emphasis) on productivity; and routinised quality assurance procedures.

The limitations of these achievements had often been noted. While the system had grown appreciably, the funding of higher education as a proportion of Gross Domestic Product (GDP) has fallen (Lee and Tse, 2017, p. 10); the non-public sector was held in low regard, with few pathways for the development of high quality private universities (Yung and Bray, 2017, p. 101); and the trend towards ‘massification’ had been found to have had negligible impact on social mobility and broadening of opportunities for young people (Lee, S. Y., 2016). Dissatisfaction with some other outcomes was evident. The direction of change was often described in terms of ‘neoliberalism,’ which was equivalent to a criticism in itself, and the outcomes tended to be disparaged as intellectually and ethically barren. Thus Hong Kong academics Michael H. Lee and Thomas Kwan-Choi Tse (2017, p. 10) summarised the qualitative changes in the system as entailing the sacrifice of ‘real and substantive goals and objectives’ for short-term, market-driven goals; and of ‘old-fashioned values of wisdom, trust, empathy, compassion, grace, and honesty’ for ‘so-called values of contracts, markets, choice and competition’ in education management. The eminent Leo Ou-fan Lee, formerly at Harvard and now Professor of Chinese Culture at CUHK, wrote a stinging critique of ‘the current corporational model’ of education in Hong Kong,

which he described as ‘harmful to the whole idea and purpose of university education’ (Lee, L. O., 2016, p. 3).

To criticisms of this nature, common in universities around the world in the era of globalisation, were added tensions within the system over curriculum changes, the medium of instruction (Chinese or English), and institutional autonomy, all of which were related to Beijing’s efforts to ensure that Hong Kong remained politically compliant and that young people were raised as Chinese patriots. The freedom of academics to comment on public affairs and to conduct research in politically sensitive areas had been threatened on numerous occasions in a context where the altered funding and management arrangements had become caught up with the politics of running the SAR (Law, 2017). Because the position of Chancellor of all Hong Kong’s universities was occupied ex officio by the Chief Executive of the HKSAR administration, who appointed the members of the UGC, political and managerial processes were quite closely linked. In 2015, Chief Executive C.Y. Leung’s appointment of his supporter Arthur Li to Hong Kong University’s council was greeted with protests, and fed into the controversy over the Council’s refusal to promote pro-democracy law academic Johannes Chan to the position of Pro-Vice Chancellor (Zhao and Siu, 2015).

CREATIVITY, IDENTITY, AND RESEARCH

Colonial rule, the Cold War, and SAR status, together with its nodal position in international networks of finance, trade, migration, and education had given Hong Kong a unique position in both the Chinese and Anglophone worlds. This ‘city between worlds’ (Lee, L. O., 2008) was culturally productive in many fields: music, cinema, fashion, fiction, and architecture. Its film industry in particular had a high level of visibility. With productions ranging from Jackie Chan and Bruce Lee in the martial arts genre through to serious, meditative films by Ann Hui and Wong Kar-wai, Hong Kong cinema – ‘both a popular cinema and a cinema of auteurs’ (Abbas, 1997) – was well-recognised internationally, and was one of the most widely-researched topics in the area of Hong Kong culture. It was also an artform on which political tensions between Beijing and Hong Kong had an obviously stimulating effect. Anthology film *Ten Years*, despite being banned in China on account of its negative portrayal of the impact of the PRC on

Hong Kong, won the Best Film category in the 35th Hong Kong Film Awards in 2015.

As the theme of *Ten Years* suggests, Hong Kong identity and local issues acquired a peculiar intensity from c. 2005, fueling a cultural renaissance that helped to make Hong Kong's singularity apparent again, to a degree hardly foreseeable in 1997. Popular mobilisation around the identification and protection of heritage sites, and protests against the repression of artists and writers on the mainland were identified as signs of the city grasping 'a new measure of cultural leadership' (Dapiran, 2017, p. 47). Its precious if threatened realms of freedom allowed room for creative expression that was absent on the mainland. With China seen as posing a threat to academic liberties and freedom of artistic expression in many parts of the world, tensions both within Hong Kong and between Hong Kong and Beijing over these same issues meant that the territory was emerging as a microcosm of a global political struggle over the future of democracy and rights to self-determination. Hong Kong culture, once seen as highly idiosyncratic and even parochially Cantonese, was consequently acquiring a high degree of relevance to transnational issues, not least freedom of expression.

Issues of local identity had become fused with democracy and human rights, one outcome being the politicisation of campuses. An active civil disobedience movement sparked by Beijing's interference in local elections began in 2003. In 2014, thousands of students from campuses across the territory took part in the 'Umbrella Protests,' which brought sections of the city to a standstill over a period of nearly three months. Three student leaders were eventually jailed, as were thirteen others who were involved in a separate protest in the same year. Civil disobedience continued in June 2019, when Chief Executive Carrie Lam attempted to pass a controversial extradition bill, *SMCP*, 15 August 2017, sparking massive protests that culminated six months later in fierce clashes between police and protestors on six university campuses. Following an overwhelming victory for the pro-democracy camp in the 24 November 2019 District Council Elections, the protests resumed (*SMCP*, 8 December 2019).

These protests have been compared to the Tiananmen demonstrations in Beijing in 1989 and like those demonstrations had repercussions for arrangements within universities. At City University, the program for creative writing was shut down while the Umbrella Protests were underway (Thien, 2015). The following year, the number of mainland applications for admission into Hong Kong universities dropped markedly. In 2017, the Vice-Chancellor of UHK resigned prematurely, sparking speculation about the difficulties of managing the university in the new political environment, and fears about the university's capacity to retain autonomy.

In the humanities, Hong Kong universities long had a clear advantage over mainland universities in that academics were free to research and publish on topics of genuine scholarly concern without fear of censorship. While most of the Prestigious Fellowship projects listed above would be unexceptionable in mainland China, the inclusion on this list of Frank Dikötter, who had written highly critical histories of Communist China, showed the degree to which Hong Kong is still able to foster independent research, relatively free of political interference. Indeed, mainland scholars sometimes resorted to Hong Kong presses to have their works published. A case in point was Yang Jisheng's study of the great Chinese famine, *Mubei* (Tombstone) (Yang, 2008). Attacks on free speech eroded this advantage. The disappearance in late 2015 of five booksellers associated with a small bookshop on Hong Kong Island prompted demonstrations in Hong Kong, but also led to other booksellers taking pre-emptive action by removing certain books from the shelves. Writing in the midst of the anti-government protests of 2019, Robert Peckham, MB Lee Professor in the Humanities and Medicine at UHK, described resisting self-censorship as 'a life-and-death matter for the city's universities as spaces of independent inquiry' (Peckham, 2019). So much a part of life in mainland China, self-censorship posed a significant challenge to the viability of humanities research in Hong Kong.

REPORT 02*

Hong Kong

BRIGID FREEMAN, ANTONIA FINNANE AND KAM LOUIE

HUMANITIES RESEARCH AND CULTURAL INSTITUTIONS

Background

With a population of some 7 million people and an area of just over 1100 square kilometres, Hong Kong is one of the most densely populated and intensively urbanised regions on earth (GovHK, n.d.). Cantonese Chinese, spoken by nearly 90 per cent of residents, is one of three official languages, the others being Putonghua (Mandarin Chinese), and English. A policy of *trilingualism* in spoken communication is accompanied by a policy of *biliteracy* in written Chinese and English. The balance between Mandarin and English in the territory has been shifting since 1997. While Hong Kong was under British authority, English was considered essential for upward mobility. Today, proficiency in Mandarin is growing rapidly, while fluency in English is declining; a study in 2015 found that around 68 per cent of respondents under thirty could speak Mandarin at least ‘quite well,’ compared to 27 per cent for English (Zhao and Siu, 2015). The place of all these languages in Hong Kong education and government policy has frequently been a matter of controversy.

Hong Kong’s proximity to mainland China has meant impressive economic performance in the territory since the establishment of the PRC, and particularly since the 1970s. An influx of refugees and capital in the 1950s, good port facilities, and sound financial institutions underpinned its emergence as a centre of finance, light industry, and international trade. It was an early beneficiary of China’s opening up in the Reform Era, profiting from joint enterprises and direct investment although suffering a decline in its manufacturing sector (Chiu and Lui, 2009, p. 53). In 2014 the vast majority of its 3.8 million workers were engaged in one or the other of the four so-called ‘pillars’ of the Hong Kong economy – finance, trade and logistics, tourism, and specialised business and support services. In addition to these pillars, the government promotes development in the six areas of cultural and creative activity – education, medicine, the environment, innovation and technology, and testing and certification. Among these, the cultural and creative industries have proven to be particularly successful, with strong employment growth and significant contribution to the GDP (LegCo Secretariat, 2015).

The standard of living in Hong Kong is comparatively high, and life expectancy, at eighty-

* This report was written in 2019, just before the 2019–2020 Hong Kong protests.

four years, the highest in the world (United Nations Development Programme [UNDP], 2015). Gross national income per capita (2011 PPP [Purchasing Power Parities] \$) is 52,383, higher than Australia's and exceeded in Asia only by Singapore's (72,371) (UNDP, 2015). While this level of affluence differentiates Hong Kong from most other postcolonial countries in Asia (Li and Flowerdew, 2009), the figures mask significant income inequality, which has increased markedly since 1997, and is now among the worst globally (Goodstadt, 2013). Among contributing factors are the restructuring of the economy away from manufacturing towards the service industries, particularly finance, and the steep rise in incomes at the top of the pay scale (Iakova, 2004, pp. 37–39; Cf. Chui, Leung and Yip, 2012).

On the Global Democracy Ranking, Hong Kong's global ranking of 23 in 2014 was below Australia (12) and Japan (20), but higher than most other Asian countries, reflecting high rankings for health, environment, and gender equality, but lower scores relating to the political system. Its fall from twentieth place in 2013 can be attributed to the worsening political climate in 2014, and since then its decline has been precipitous, reaching 73 even before the anti-government protests of 2019.

Higher education system features

The higher education sector in Hong Kong, consisting predominantly of publicly-funded institutions, is modest in size, but growing. Its leading universities are well-placed in world rankings (**Appendix B**). The sector was long dominated by UHK, founded in 1911, and CUHK, formed in 1963. The UGC was created in 1965 to manage the funding of these universities, and it has expanded along with the system. Following the Sino-British Joint Declaration of 1984, the Hong Kong government embarked on a process of reform and expansion of higher education. In the 1990s, a number of colleges were upgraded to full university status. By 2009–2010, there were a total of twelve degree-awarding institutions in Hong Kong, swelling to nineteen by 2013–2015 (Education Bureau, 2015). Of these, the eight UGC-funded institutions are by far the most prestigious.

In 2015 to 2016 these eight institutions collectively enrolled 99,257 students, with 19,601 attending CUHK (**Appendix C**). The total number of university students trained in the system remains low. Around 20 per cent of the school-graduating cohort is admitted into a UGC-funded place, one

of the lowest proportions in the developed world (Jarvis, 2014, p. 11). Further numbers of students attend one or the other of the eleven accredited private institutions of higher education, including the Hong Kong Academy for Performing Arts, Hong Kong Shue Yan University, or Caritas Institute of Higher Education. In comparison to the UGC-funded universities, such institutions perform weakly in internationally recognised rankings.

In 2015 to 2016 these eight institutions employed 24,566 staff in academic departments, including 3612 in Arts and Humanities departments (15 per cent). Only a little more than a third (37 per cent) of all academic and research staff are women (UGC, n.d.-a). According to Postiglione, 'the international profile of its academic profession, most of whom are ethnic Chinese recruited with advanced degrees from overseas, make it an ideal center for translation and interpretation of ideas between China and the rest of the world' (2013, p. 346).

Humanities research in leading higher education institutions

The UHK is the most prestigious university in Hong Kong, and has a strong liberal arts tradition built on the British model. Liberal arts academic staff are diverse in terms of both origin and training, and contribute to the international profile and character of the university. The university has five strategic research areas, two of which (China and Community) have strong humanities research themes. The China-West Studies theme has been adopted by the Arts Faculty as one of its own research directions. In recent years the Faculty has hosted a number of high-profile conferences on this theme resulting in excellent publications. The School of Modern Languages and Cultures has recently introduced an interdisciplinary Hong Kong Studies program in response to growing interest in local studies.

The university has a number of humanities-related research centres, including the Hong Kong Institute for the Humanities and Social Sciences, the Women's Studies Research Centre and the Centre for Buddhist Studies. The Arts Faculty and the Faculty of Medicine jointly host the Centre for the Humanities and Medicine (CHM), which has a stated mission of promoting interdisciplinary study. The CHM has supported significant collaborative research initiatives, bringing together local and international scholars in research and publishing (e.g., Peckham and Pomfret, 2013; Ivette, Vargas-O'Bryan and Zhou, 2014). Many faculty members

at the University have strong connections with Australia. Professor Wang Gungwu, the university's first Vice-Chancellor of Chinese ethnicity, had previously served as Director of the Research School of Pacific and Asian Studies at the Australian National University. Kam Louie, currently Adjunct Professor at the University of New South Wales, formerly served as Dean (2005–2013) and continues as Honorary Professor at UHK.

The CUHK is the largest university in the territory, and UHK's nearest rival. Just as UHK represents local excellence in English-language scholarship, so CUHK has long demonstrated strength in Chinese-language scholarship, and Chinese studies. The CUHK also has a rich intellectual heritage. Of its three original colleges, the most famous is New Asia College, which had its origins as a night school founded in 1949 by renowned historian Qian Mu for the educational support of refugees from the mainland (New Asia College, n.d.). Chung Chi College was founded in 1951 by local representatives of Protestant churches and missionary refugees and retains a strong religious ethos.

Despite efforts by Vice-Chancellor Lawrence Lau (2004–2010) to internationalise CUHK, in part by strengthening English-language teaching and research, CUHK's strengths continue to be the area of Chinese studies. Eminent scholars on its staff include former Oxford professor of history David Faure, who coordinates a multimillion-dollar project on the Historical Anthropology of Chinese Society; former Harvard professor of Chinese literature, Leo Ou-fan Lee, now Sin Wai King Professor of Chinese Culture, and dissident poet Bei Dao (Professor Zhao Zhankai). The university has significant research resources, including the Universities Service Centre (USC) for China Studies, founded by American scholars during the Cold War and subsequently, in 1988, transferred from its original premises in Kowloon to CUHK (Vogel, 2005). Before the opening of the PRC to foreign scholars, the USC was an unrivalled repository of research materials for students of contemporary China and it remains an important collection.

The Hong Kong University of Science and Technology (HKUST), a successful newcomer in the higher education sector, has built its reputation on the STEM disciplines (science, technology, engineering and mathematics), but is an innovator in breadth education, developing creative arts education in music and creative writing for non-

humanities students. The School of Humanities and Social Sciences has benefitted from the university's strategic decision to build research capacity in these areas, which it did by creating research-only positions and appointing from abroad. In the Humanities area of the School, the main strength is in social and economic history.

The City University of Hong Kong (CityU) is a comprehensive university encompassing a College of Liberal Arts and Social Sciences and a School of Creative Media with research spanning computer graphics and animation, cyber media systems, mixed reality, computer games, media design, and creative, social, and historical implications of new media. Originally established as a polytechnic, the university now has a number of research centres including the Centre for East Asian and Comparative Philosophy, Southeast Asia Research Centre, and the Halliday Centre for Intelligent Applications of Language Studies.

Hong Kong Baptist University (HKBU) is a Christian higher education institution. The university houses a number of special venues, including the Art Gallery, Man Lung Garden, Koo Ming Kown Exhibition Gallery, Exhibition Hall, and Academy of Visual Arts. The Faculty of Arts comprises the departments of Chinese Language and Literature, English Language and Literature, Humanities and Creative Writing, Language Centre, Music, and Religion and Philosophy. Centres include the Centre for Applied Ethics, the Centre for Chinese Cultural Heritage, the Centre for Sino-Christian Studies, and the Centre for Translation.

Lingnan University (LU), which like HKBU and Chung Chi College has Christian origins, is a dedicated liberal arts university with a fully English-language teaching program. A small university with approximately 3000 students, the University performs well in research exercises. Meaghan Morris, Professor of Cultural Studies at LU and also Professor of Gender and Culture at Sydney University, personifies the potential of sustained Australian collaboration with teaching and research in Asia.

These institutions collectively offer teaching and research programs across the humanities spectrum, with a notable complementarity of strengths in Asian and Western studies (Table 1). In addition to strengths in traditional disciplines, a number of emerging subdisciplines are fast developing and gaining significance, such as the arts, culture, and literature with a distinct local flavour (such as

Canto-Pop music and Cantonese-style ‘indigenous writing’). This development is consistent with the emergence of localism, culturally and politically. Unlike in China, there is no teaching of Australian

studies per se, although graduates of the Australian system employed in Hong Kong universities may of course draw on Australia-related material in the course of teaching and research.

Table 1 Select Leading Universities: Humanities Teaching and Research Strengths, Hong Kong

Discipline	Universities	Humanities Teaching and Research
Language and Linguistics	University of Hong Kong Chinese University of Hong Kong City University of Hong Kong Hong Kong Polytechnic University Hong Kong Baptist University Lingnan University	Chinese language and linguistics Linguistics, modern languages and cultures Translation (English and Chinese) Asian languages (Putonghua [Mandarin], Cantonese, Japanese, Korean, Thai) European languages (French, German, Italian, Portuguese, Spanish) Arabic
Literature	University of Hong Kong Chinese University of Hong Kong City University of Hong Kong Hong Kong Baptist University	Chinese literature Comparative literature
History	University of Hong Kong Chinese University of Hong Kong Hong Kong University of Science and Technology Lingnan University	Hong Kong history Chinese history and culture (traditional China, modern China, South China) World history (pre-modern, modern) Comparative and public history Economic history
Philosophy and Religion	University of Hong Kong Chinese University of Hong Kong City University of Hong Kong Hong Kong Baptist University Lingnan University	Philosophy (Chinese-Eastern, East Asian, Anglo-American, Continental-European, comparative) Buddhist studies Religious studies and theology (Catholic, Christian, Chan Buddhism, Daoist culture, quality-life education, Sino-Christian)
Archaeology	—	—
Area Studies/ Asian Studies	University of Hong Kong Chinese University of Hong Kong City University of Hong Kong	Hong Kong Studies China-West Studies (language and culture studies; visual, literary, and music arts; diaspora studies) Chinese studies American studies European studies Japanese studies Asian studies International studies
Cultural and Communication Studies	University of Hong Kong Chinese University of Hong Kong City University of Hong Kong Lingnan University	Cultural studies Communication New media
English Language and Literature	University of Hong Kong Chinese University of Hong Kong City University of Hong Kong Hong Kong Baptist University Lingnan University	English language and linguistics English literary studies Applied English studies
The Arts	University of Hong Kong Chinese University of Hong Kong Hong Kong University of Science and Technology City University of Hong Kong Hong Kong Baptist University Lingnan University Hong Kong PolyU School of Design	Fine arts Chinese and Western music Chinese art Western art Creative arts education Creative media Music Visual arts Cinema studies Design
Digital Humanities	University of Hong Kong Hong Kong Baptist University	Digital humanities Digital collections (e.g. ‘Korean classics, Chinese history data, Chinese medicine information, ... bamboo manuscripts, historical maps, and Christianity records’ [Wong and Li, 2015, p. 165]) UHK Hong Kong Memory multimedia website HKBU Library Tribute Data Curation CUHK Discovering East Asian Culture by Indexing Korean Classics

TABLE 2 Student Enrolment (Headcount): University Grants Committee-Funded Higher Education Institutions, by Broad Academic Program Category (2012–2013 and 2015–2016)

Broad Academic Program Category	2012–2013		2015–2016*	
	Number	Per cent	Number	Per cent
Engineering and Technology	17,952	19.2%	23,237	23.4%
Business and Management	17,243	18.5%	18,401	18.5%
Sciences	15,486	16.6%	12,127	12.2%
Arts and Humanities	12,439	13.3%	16,412	16.5%
Social Sciences	12,108	13.0%	10,123	10.2%
Medicine, Dentistry and Health	9,742	10.4%	10,389	10.5%
Education	8,424	9.0%	8,568	8.6%
Total	93,394	100%	99,257	100%

Source: Adapted from University Grants Committee (UGC), 2014, p. 91; UGC, n.d.-b.

* 2015–2016 includes undergraduate and taught postgraduate only.

Humanities undergraduate provision and research training

While just 17 per cent of students in UGC-funded higher education institutions in Hong Kong are enrolled in arts and humanities programs, this proportion has increased in recent times.

The proportion of research postgraduate students enrolled at Hong Kong higher education institutions overall is also low, being just 7 per cent in 2015–2016, but growing moderately (from 6322 in 2009–2010 to 7373 in 2015–2016). This can be attributed to push-and-pull factors: first, Hong Kong higher education institutions have not attracted large numbers of international research

postgraduate students; and second, local students are not keen to stay for research postgraduate training, despite the high international rankings of leading institutions such as UHK. Instead, these candidates gravitate to prestigious universities abroad in the United States, United Kingdom, mainland China, Korea, Canada, and France. This trend is likely to continue.

Research postgraduate enrolments are concentrated at the leading universities (UHK, CUHK and HKUST). Males dominate enrolments (approximately 58 per cent) (UGC, 2015a; UGC, n.d.-b) (Table 3).

TABLE 3 Student Enrolment (Headcount): Research Postgraduate Students, by Institution (2009–2010 and 2015–2016)

Institution	2009–2010			2015–2016		
	Female	Male	Total	Female	Male	Total
University of Hong Kong	1,010	1,092	2,102	1,017	1,079	2,096
Chinese University of Hong Kong	731	947	1,678	871	1,105	1,976
Hong Kong University of Science and Technology	304	754	1,058	454	932	1,386
City University of Hong Kong	230	345	575	286	525	811
Hong Kong Polytechnic University	260	367	627	293	420	713
Hong Kong Baptist University	120	105	225	134	143	277
Lingnan University	33	24	57	40	36	76
Education University of Hong Kong	0	0	0	23	15	38
Total	2,688 (43%)	3,634 (57%)	6,322	3,118 (42%)	4,255 (58%)	7,373

Source: University Grants Committee (UGC), 2015a; UGC, n.d.-b.

Humanities academic societies

The HKAH (mentioned above) was founded in 2011 with the goal of promoting the humanities, providing a platform for advocacy, and a point of contact for humanities scholarship in the territory. The membership of HKAH, with its mix of local and returned Hong Kong scholars, expats from Britain, Australia, North America and Europe, and migrants from mainland China, reflects the mixed origins of the larger population and embodies Hong Kong's mixed cultural legacy. A book prize inaugurated in 2015 provides support for local humanities scholarship. In a farsighted publishing initiative, HKAH has also partnered with Springer to draw attention to the humanities in Asia more broadly, with a book series called *Humanities in Asia*.

Cultural institutions and humanities infrastructure

The years leading up to and following the return to Chinese sovereignty in 1997 was a period of rapid growth in the number of cultural institutions in Hong Kong. The Museum of History was joined by the Science Museum, the Museum of Art, the Space Museum, and later the Hong Kong Heritage Museum, and the Museum of Coastal Defence (both opened in 2000), and the Sun Yat Sen Museum (opened 2006) (Johnson, 1997, p. 133; Vickers, 2011). These museums have been sites both for building new, postcolonial understandings of place and belonging, and platforms for conflict between the PRC and Hong Kong over how the Hong Kong story should be told. Performance and exhibition spaces have likewise increased in number. Key performance venues include theatres, town and city halls, and dedicated public spaces such as the Hong Kong Culture Centre, Hong Kong Coliseum, and Queen Elizabeth Stadium. The relative dearth of large entertainment areas remains a problem.

HUMANITIES RESEARCH POLICY, FUNDING AND INCENTIVES

Humanities-related policies and reforms

Following the handover in 1997, a series of policy reforms were undertaken with a view to positioning Hong Kong as 'Asia's world city' (Sutherland, 2002, p. 1) and the 'education hub of the region' (UGC, 2004a, p. 1). In both objectives Hong Kong faces fierce competition from Singapore, which is more

multicultural and more competitive internationally following government policy reform, and has a widely English-speaking population.

The Hong Kong government fundamentally recognises the influence of both Eastern and Western cultures on the education system (Education Commission [EC], 2000, p. 3), and acknowledges the increasing influence of globalisation alongside the emerging knowledge-based economy (EC, 2000, p. 3). In addition to economically instrumentalist views of the role of higher education, while there is no humanities policy as such, there is recognition of the importance of foundational language skills, learning experiences in multiple disciplines, and different types of research (pure, applied, research and development, policy-related) (EC, 2000, pp. 110–11; Sutherland, 2002, p. 32).

Higher education reform: influence on humanities research

In recent years, recommendations for higher education reform have included increasing the number of postgraduate research places, expanding the private higher education sector (EC, 2000, p. 22), increasing collaboration among Hong Kong institutions and nurturing scholarly collaborations with overseas institutions (UGC, 2004b, pp. 8, 10), including those on mainland China. Within a context of financial constraint and increasing competition from well-established and emerging systems (UGC, 2010, p. ii), the UGC has recommended that Hong Kong institutions pursue internationalisation strategies, increase the enrolment of international students, support the further development of students' biliterate (Chinese and English) and trilingual (Cantonese, Putonghua, and English) language skills, and maintain a 'mix' of faculty involving international members (UGC, 2010, pp. 8–9). A growing segment of the Hong Kong education system is interpreting Chinese language skills as Putonghua, rather than Cantonese, restricting the space for local scholars and scholarship. The UGC has also recommended that higher education institutions capitalise on Hong Kong's unique characteristics and consolidate research reflecting both Asian and Western perspectives (UGC, 2010, p. 9). Research and internationalisation are conceived as central to the international competitiveness of the Hong Kong higher education sector.

The process of implementing education reforms has proceeded in step with the difficult process of

integrating Hong Kong with the mainland, and has given rise to some controversy. The scholarly literature on the subject of higher education is unusually extensive in Hong Kong, reflecting the significance of the education sector as a site where larger political conflicts involving Hong Kong's present condition and future status vis-à-vis Beijing are being played out.

Structures (Ministries, Departments, Councils)

The Secretary for Education oversees the Hong Kong Education Bureau (EDB), which is the key government organ responsible for education policy and program development spanning pre-primary and higher education sectors. The EDB is also responsible for monitoring the UGC.

Research funding

Funding bodies, programs and incentives

The UGC is the peak advisory committee for the higher education sector, with responsibility for overseeing the allocation of recurrent and capital grant funding and encouraging collaboration between institutions to enhance the competitiveness of the sector internationally (UGC, 2016a). The UGC operates strategically to support system diversity, with publicly funded institutions spanning research-intensive universities, a polytechnic, a liberal arts college and professional schools. In seeking to establish Hong Kong as 'the education hub of the region,' to drive economic and social development (UGC, 2016b), the UGC's Research Grant Council (RGC) is responsible for advising the government on the academic research needs of Hong Kong's higher education institutions, and the allocation of research grants, studentships and postdoctoral fellowships. In recent years, the allocation of research funding has become increasingly competitive, in large part as a strategy to promote research excellence. At comprehensive universities, RGC allocations are predominantly awarded to medicine, engineering, and sciences, rather than humanities and social sciences (Mok and Cheung, 2011).

The UGC funds eight of Hong Kong's nineteen degree-granting institutions, being CityU; HKBU; LU; CUHK; the Education University of Hong Kong (EdUHK); the Hong Kong Polytechnic University (PolyU); HKUST; and UHK. While these institutions have a degree of institutional autonomy, they report and are accountable to the UGC, which has authority to set the number of

funded undergraduate and postgraduate places. In addition to recurrent and research funding, the UGC has actively supported internationalisation (UGC, 2014) by encouraging multicultural integration, promoting the sector through international events such as the Asia-Pacific Association for International Education, launching a sector-wide search engine (hotcoursesabroad, n.d.; Study HK, n.d.), and increasing outbound international student exchange opportunities.

Research funding predominantly includes UGC funding (Block Grants, Fellowships, Earmarked Research Grants, among others) and other government and private funding schemes. The UGC has quarantined an element of the Block Grant specifically for humanities and social science research (UGC, 2014), recognising that humanities and social sciences projects have comparatively lower project costs and low application rates. The UGC RGC allocates funding through Earmarked Research Grant schemes for individual research (Early Career Scheme, General Research Fund), group research (Areas of Excellence Scheme, Collaborative Research Fund, Joint Research Schemes, Theme-Based Research Scheme) and fellowship (e.g., the Humanities and Social Sciences Prestigious Fellowship Scheme).

In addition to public funding, the Hong Kong government has encouraged private donations and endowments to the university sector. In 2003 the Legislative Council approved HK\$1 billion to match private donations to UGC-funded institutions, and in 2012 a further HK\$2.5 billion was allocated to enable statutory post-secondary institutions to secure similar matching funds from private donations (Legislative Council, 2016). Where Hong Kong universities were once almost totally publicly funded, recent emphasis on private donations has been somewhat successful in securing money from non-government sources. This has meant that universities, especially the more established ones with medicine faculties such as UHK and CUHK, have enjoyed access to increased resources. In the longer term, it could bring about a different kind of university and research culture.

Humanities research funding

Humanities researchers in Hong Kong are relatively well funded; however, social science and humanities research receives a lower proportion of research and development (R&D) funding than the natural sciences and engineering technology (Table 4).

TABLE 4 Research and Development (R&D) Expenditure by Sector and Broad Field of R&D Activity (2003–2013; HK\$ million)

Sector	Broad Field of R&D Activity	2003	2013
All sectors	Natural sciences and engineering technology	6,977.7	12,844.5
	Social sciences and humanities	1,571.0	2,768.8
	TOTAL	8,548.8	15,613.3

Source: Census and Statistics Department, 2015, p. 289.

While this trend is clearest in the business and government sectors, it is also the case in the higher education sector where R&D expenditure on the natural sciences and engineering technology grew from HK\$3293 million in 2003 to HK\$5297 million in 2013, compared with growth from HK\$1503 million in 2003 to HK\$2687 million in 2013 for the social sciences and humanities (Census and Statistics Department [CSD], 2015, p. 289).

HUMANITIES RESEARCH OUTPUTS

Hong Kong’s research output has grown progressively. While research outputs from the humanities and social sciences have consistently represented the largest single broad subject area, reaching 9499 outputs in 2013–2014, biology and medicine, physical sciences and engineering combined represent over half of all research outputs (58 per cent in 2013–2014) (CSD, 2015, p. 294) (Table 5).

TABLE 5 Number of Research Outputs of UGC-Funded Higher Education Institutions by Broad Subject Area (2007–2008 to 2013–2014)

Broad Subject Area	2007–2008	2010–2011	2013–2014
Business studies	1,290	1,556	1,418
Humanities and social sciences	7,958	9,079	9,499
Biology and medicine	6,450	7,405	6,544
Engineering	5,830	6,358	6,352
Physical sciences	2,579	2,620	2,562
All subject areas	24,107	27,019	26,374

Source: Census and Statistics Department, 2015, p. 294.

The Hong Kong Government introduced the Research Assessment Exercise (RAE) in 1993. In recent years the UGC has linked assessments of academic research performance (largely relying on publication in international, peer-reviewed journals) to funding allocations (Mok, 2005). Results of the RAE (spanning the period October 2007 to September 2013) indicate that the largest numbers of eligible staff are aligned with the subdisciplines of Chinese language and literature, linguistics and language studies, and English language and literature (UGC, 2015b, pp. 8–9) (Table 6). The results also indicate that very high standards have been achieved in history (16 per cent of research activity judged as ‘world leading’), cultural studies (12 per cent), linguistics and language studies (11 per cent), and English language and literature (10 per cent) (UGC, 2015b, pp. 8–9) (Table 6).

At the institution level, CUHK reported the highest number of eligible staff (108), followed by the UHK (89). Both of these institutions recorded a high percentage of research activity at ‘4 star’ and ‘3 star’ levels (‘world leading’ and ‘international excellence’ respectively). The UHK, despite having fewer eligible staff, is clearly in the lead for quality research (UGC, 2015b, p. 9) (Table 7). Recent policy shifts towards allocating up to 50 per cent of the research block grant portion to institutions based on their funding success may – in the longer term – restrict institutional support for humanities appointments in favour of more fundable sciences-based appointments.

TABLE 6 Humanities Research Performance by Subdiscipline – Research Assessment Exercise (2014)

Subdiscipline	Number of Eligible Staff	Percentage of Research Activity Judged to Meet the Standard – Sector Wide				
		4 star: world leading	3 star: international excellence	2 star: international standing	1 star: regional standing	unclassified
Chinese Language and Literature	89	6	16	44	30	4
Linguistics and Language Studies	88	11	30	36	19	4
English Language and Literature	84	10	26	37	22	5
Philosophy and Religious Studies	65	9	31	37	19	4
History	63	16	31	32	18	3
Other Arts/Humanities	58	4	15	37	26	18
Cultural Studies	35	12	30	44	10	4
Area Studies (e.g. Japanese Studies, European Studies)	34	6	22	43	24	5
Translation	31	4	7	44	33	12
Sector-wide	547	78	208	354	201	59

Source: Adapted from University Grants Committee, 2015b, pp. 8–9.

TABLE 7 Humanities Research Performance by Institution – Research Assessment Exercise (2014)

Institution	Number of Eligible Staff	Percentage of Research Activity Judged to Meet the Standard				
		4 star: world leading	3 star: international excellence	2 star: international standing	1 star: regional standing	unclassified
University of Hong Kong	89	16	33	34	14	3
Chinese University of Hong Kong	108	15	23	39	19	4
City University of Hong Kong	76	6	19	45	23	7
Hong Kong Baptist University	70	4	26	40	26	4
Education University of Hong Kong	66	3	17	30	38	12
Lingnan University	57	4	21	47	23	5
Hong Kong Polytechnic University	54	8	22	39	20	11
Hong Kong University of Science and Technology	27	14	27	36	18	5
Sector-wide	547	9	24	39	22	6

Source: Adapted from University Grants Committee, 2015b, p. 9.

TABLE 8 Humanities Publications by Subject Categories, Hong Kong (1996–2014)

Subject Category	1996	2004	2014
Language and Linguistics	34	57	167
Philosophy	6	15	53
History	1	10	44
Literature and Literary Theory	1	4	44
History and Philosophy of Science	6	16	38
Music	6	4	28
Visual Arts and Performing Arts	1	2	25
Religious Studies	1	2	15
Conservation	—	—	12
Archaeology (Arts and Humanities)	—	—	6
Museology	—	1	1
Classics	—	—	—
Arts and Humanities (Miscellaneous)	44	97	196
	100	209	629

Source: SCImago Journal & Country Rank, 2016.

Across the research systems, the number of Hong Kong’s indexed humanities publications has grown from a low base of 100 in 1996 to 629 in 2014 (totaling 5172 publications during this period) (SCImago Journal & Country Rank [SJR], 2016). This includes growth in almost all humanities subject categories, other than those where there are very small numbers (archaeology, conservation, and museology). Hong Kong’s indexed publications suggest research strengths in language and linguistics, philosophy, history, literature and literary theory, and history and philosophy of science (SJR, 2016) (**Table 8**).

The total number of citations for this period was 72,189 (h index = 102) (SJR, 2016). Hong Kong’s contribution towards total humanities publications in the region has fluctuated, gradually decreasing over this period from 10 per cent in 1996 to 7 per cent in 2014 as China’s contribution has increased. Concurrently, Hong Kong’s contribution to all (global) publications has grown (SJR, 2016), suggesting that while Hong Kong’s contribution to the total number of humanities publications is decreasing in the region, it is increasing in the world.

INTERNATIONALISATION

Since the 1990s, Hong Kong has been moving to internationalise the higher education sector. The government, higher education institutions, and individuals have actively been driving

internationalisation and scholarly collaboration. Significant drivers in this process have been China’s opening up and Hong Kong’s consequent loss of a mediating role between the PRC and the West, and the related factor of economic globalisation. Stanford-trained Lawrence Lau, appointed Vice-Chancellor of CUHK in 2004, played an important role in identifying the challenges of educational internationalisation. Lau’s efforts to reposition CUHK to take advantage of opportunities offered by increased student mobility caused controversy, in part because of the implications for the balance of Chinese and English in the classroom, but also because internationalisation of education was brought to the fore (Doiz and Lasagabaster, 2012). Each Hong Kong institution has been subject to international influence in varying degrees (e.g., Chinese, including Taiwanese at CUHK; British at UHK ; and American at HKUST and HKBU).

Under Donald Tsang as Chief Executive Officer of Hong Kong, efforts were made in 2007 to expand the intake of non-local students in UGC-funded institutions. In 2009, following the global financial crisis, educational services were declared a focus for economic development, one of six areas targeted by the government (Mok and Yu, 2014, p. 6). At the time of writing in 2019, education was increasingly seen as an export industry, and China played a significant role in internationalisation in terms of international student mobility, recruitment

of mainland Chinese scholars, and international scholarly collaborations.

Inbound and outbound students

As a former colony, Hong Kong seemed well positioned to play the ‘internationalisation game’ (Mok and Cheung, 2011, p. 232), but its achievements as a provider of educational services to international students have to date been modest. It perhaps lacks ‘the scale to become an education hub or [to] industrialize its education’ (Cheng, Cheung and Yuen, 2016, p. 36). Furthermore, under the C.Y. Leung administration, the emphasis on education services faded. In 2014–2015, approximately 15,000 students in UGC-funded universities were non-local (UGC, 2015a) (Appendix D). Of those, the overwhelming majority were from mainland China and concentrated at a few institutions (UHK, CUHK and HKUST) (UGC, 2015a). While both the absolute number and proportion remain low, unlike most Western universities, Hong Kong universities have not faced the financial imperative to enrol international students and have selectively admitted top applicants to their institutions.

A growing number of local students are leaving the territory for education overseas. The most popular destinations in 2012–2013 included the United States (22 per cent), United Kingdom (11 per cent), mainland China (10 per cent), Korea (7 per cent), Canada (6 per cent) and France (5 per cent) (UGC, 2014, p. 37). Factors influencing this trend include the restructuring of the education system at both school and university level, creating anxieties about educational standards; and growing political tensions on campuses. In Australia alone, 13,568 Hong Kong overseas students enrolled in higher education programs (Department of Education and Training, 2015). Increasingly, the focus of these exchanges is on experiential learning opportunities, where students do not simply undertake classes at a partner institution but are more deeply immersed in the social and cultural milieu of the host country or region.

Scholarly collaboration

In the internationalisation of research, Hong Kong universities have had a natural advantage on account of the high numbers of staff either from overseas or holding overseas qualifications. The system has been well placed to respond to the demands placed on it by the UGC’s RAE focus on ‘international excellence,’ and the pressure

to publish in internationally indexed journals (Mok, 2005). Internationalisation is reflected in increasing collaboration on publications. Since 2003, more than one third of all of Hong Kong’s humanities research publications have involved international collaboration (SJR, 2016). The UGC currently has a series of joint funding schemes with the European Commission, the French National Research Agency, and the Scottish Funding Council for research and exchange purposes. This platform could be extended to the Australian Research Council, to strengthen collaboration and pool research strengths.

Australia-Hong Kong collaborations

Many of Hong Kong’s higher education institutions have entered into formal international agreements with Australian higher education institutions. These agreements focus on student exchanges, academic/research collaboration, staff exchanges, study abroad programs, and short-term, and other mobility programs (Universities Australia, 2014). The AAH *Survey of the International Collaboration of Fellows*, conducted in 2013, identified research-based collaborations predominantly by Asian Studies Fellows. Collaborations between AAH Fellows and faculty in Hong Kong represented a small proportion of all Australia-Asia collaborations. Collaborations were identified between AAH Fellows and partners at leading universities (UHK, CUHK, and CityU), and the Hong Kong Research Grants Council (HKRGC). Funding had been secured by one AAH Fellow for research from the HKRGC.

CONCLUSION

Although Hong Kong has a comparatively small higher education sector, the sector boasts several prestigious, research-intensive universities with humanities research strengths, most notably UHK and CUHK. These universities are recognised research leaders and perform very well in international university rankings. Other institutions with established humanities research capacity include HKUST, the comprehensive CityU, HKBU, and the liberal arts focused LU.

Hong Kong’s humanities research strengths are concentrated in language and linguistics, literature, history, and philosophy and religion. Several university departments or centres also promote interdisciplinarity, well-illustrated by the UHK Centre for the Humanities and Medicine.

In language and linguistics, Hong Kong's university teaching and research is wide-ranging, spanning Chinese, other Asian languages (Japanese, Korean, Thai), European and Arabic languages, and translation (Chinese and English). The UHK represents excellence in English-language scholarship, while CUHK has long represented strength in Chinese-language scholarship. There has been growing interest in local studies, and Hong Kong universities also offer comprehensive Asian studies programs.

The Hong Kong government and individual universities have actively pursued internationalisation and scholarly collaboration. Although the number of outgoing students remains comparatively low, many local Hong Kong

students pursue postgraduate research training overseas in Anglophone countries, other Asian destinations (mainland China and Korea), and France. Hong Kong universities are well placed for internationalisation and have established partnerships, leveraging the high numbers of staff either from overseas or holding overseas qualifications. The centrality of Hong Kong in the Asian region, the strengths of the local institutions and funding agencies, and the widespread English-language medium of instruction and research publication should provide a strong basis for increased collaboration with researchers at Australian universities. The impact of the 2019 protests on these various factors remains to be seen at the time of writing.

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APPENDIX A

KEY INDICATORS, HONG KONG

Geographical location	East Asia, South China Sea and China*
Economy	Predominantly services*
Population	7.24 million (2014, rounded)+
Official language	Cantonese Chinese, Putonghua (Mandarin Chinese) and English
Ethnicity	Chinese (93.1%), Indonesian (1.9%), Filipino (1.9%), Other (3%) (2011 estimate)*
Religions	Mixture of local religions (90%), Christian (10%)*
GNI per capita, PPP (current i/n \$)	56,570+
Human Development Index	0.781 (1990)
	0.910; ranked 12th (2014)^^^
Population density	6,897 people per square kilometre (2014)+

Sources: * Central Intelligence Agency, 2015. ^ Census and Statistics Department, 2015. + The World Bank Group, 2016. # Hong Kong Special Administrative Region Government, 2015. ^^ United Nations Development Programme, 2015, pp. 208, 212.

Abbreviations: GNI = gross national income; PPP = purchasing power parity

APPENDIX B

UNIVERSITY RANKINGS, HONG KONG (ARWU, QS, THE)

Academic Ranking of World Universities (ARWU) 'top 500' 2016			Quacquarelli Symonds (QS) World University Rankings 2016–2017		Times Higher Education (THE) World University Rankings – Asia University Rankings 2016	
Rank	Institution	World Rank	Institution	World Rank	Institution	Asia University Ranking
1	University of Hong Kong	151–200	University of Hong Kong	27	University of Hong Kong	4
2–4	Chinese University of Hong Kong	201–300	Hong Kong University of Science and Technology	36	Hong Kong University of Science and Technology	6
2–4	City University of Hong Kong	201–300	Chinese University of Hong Kong	44	Chinese University of Hong Kong	13
2–4	Hong Kong University of Science and Technology	201–300	City University of Hong Kong	55	City University of Hong Kong	16
5	Hong Kong Polytechnic University	301–400	Hong Kong Polytechnic University	111	Hong Kong Polytechnic University	22
6	Hong Kong Baptist University	401–500	Hong Kong Baptist University	278	Hong Kong Baptist University	44

Sources: Shanghai Ranking Consultancy, 2016; Quacquarelli Symonds (QS), 2016; Times Higher Education (THE), 2016.

APPENDIX C

STUDENT ENROLMENT:
PUBLICLY-FUNDED HIGHER EDUCATION INSTITUTIONS
HONG KONG (2010-2011 TO 2014-2015)

Institution	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Chinese University of Hong Kong	13,914	14,378	18,295	18,743	19,306	19,601
University of Hong Kong	13,652	13,755	17,540	17,888	18,511	18,919
Hong Kong Polytechnic University	14,732	14,502	17,311	17,293	17,363	17,410
City University of Hong Kong	10,232	10,427	12,796	13,004	13,725	14,200
Hong Kong University of Science and Technology	7,234	7,555	9,851	10,146	10,229	10,391
Education University of Hong Kong	6,976	7,219	7,928	7,865	8,661	8,726
Hong Kong Baptist University	5,556	5,547	6,986	7,051	7,174	7,402
Lingnan University	2,292	2,214	2,687	2,645	2,614	2,608
TOTAL	74,588	75,597	93,394	94,635	97,583	99,257

Source: University Grants Committee, 2015a.

APPENDIX D

NON-LOCAL STUDENT ENROLMENT (HEADCOUNT),
2014-2015, HONG KONG

Institution	Non-local student enrolment (headcount)
University of Hong Kong	4,015
Chinese University of Hong Kong	3,318
Hong Kong University of Science and Technology	2,493
Hong Kong Polytechnic University	2,015
City University of Hong Kong	1,889
Hong Kong Baptist University	917
Education University of Hong Kong	294
Lingnan University	211
TOTAL	15,152

Source: University Grants Committee, 2015a.

