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## A Preliminary Review of the Hong Kong CAP Data

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This paper contains a preliminary look at the 2007 data from the Hong Kong CAP study. It includes basic information about the sample and methodology, as well as a review of selected data about the profile of academic staff and their views about working conditions, management and internationalism. The paper also makes reference to selected data gathered in 1993 and 1999. Finally, the paper provides a brief summary and some thoughts about possible directions for future research on Hong Kong's changing academic profession.

### Survey Methods

The Hong Kong CAP 2007 data were collected through a paper survey. The questionnaire, consisting of 53 questions in 6 sections, was designed based on the one developed by the international CAP team and modified by the Hong Kong CAP team. The survey work was contracted to the Social Sciences Research Centre (SSRC) of the University of Hong Kong. A pilot survey was conducted in May 2007, after which selected questions were modified based on the results of the pilot. Staff lists were acquired for each institution and a senior academic at each institution was invited to become a Hong Kong CAP affiliate. The role of the affiliate was to encourage academic staff at their institutions to participate in the survey. This was accomplished mainly by sending follow-up reminders. The Hong Kong CAP principal investigator wrote an article for the

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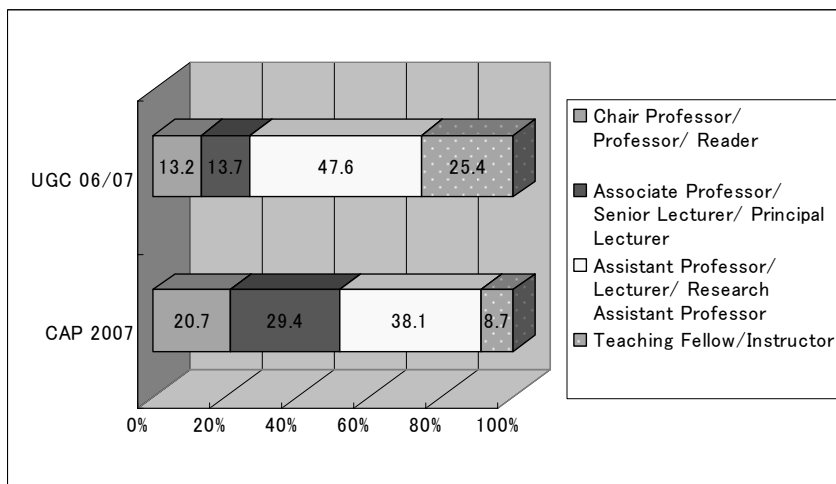
Hong Kong press preceding the launch of the survey which outlined the purpose of the CAP and the reasons why it was important for Hong Kong to participate.

Hong Kong academics were sent a survey package comprising a cover letter with a two page explanation of the CAP survey, the survey questionnaire and a stamped envelope addressed to the Social Science Research Centre (SSRC) for returning the questionnaire. The survey packages were distributed in bulk to each department/each institution, and academic staff received the survey *via* their in-trays. A reminder card was sent after a ten-day period, and a second reminder followed. Reminder e-mails were also sent by the institutional affiliates.

During the period from May to August 2007, respondents returned their completed surveys to SSRC. A total of over 811 questionnaires were returned *via* the post, institutional affiliates, and the project assistant. SSRC was also responsible for data input and data cleaning. A data set and codebook were delivered to the Hong Kong CAP team in January 2008.

## **Sample Representation**

When compared with the actual profile of academic staff in Hong Kong, the Hong Kong CAP sample indicates a relatively less bottom heavy structure in terms of the profile of academic ranks. The University Grant Council (UGC) of the Hong Kong SAR Government keeps updated demographic profiles of Hong Kong higher education staff. The UGC 2006/07 figures show that nearly three-fourths (73%) of Hong Kong academics were of assistant professor's rank, equivalent or below, including teaching fellows, instructors, *etc.* However, as Figure 1 indicates, the CAP 2007 sample has a larger representation of senior scholars, with more than half (50.1%) being associate professors or professors (as compared with the actual distribution of 26.9%). This is because teaching fellows/instructors are more likely employed on a part-time or temporary basis. Only 4.5% of the HK CAP 2007 respondents were part-timers, whereas the actual proportion of part-time academics in the Hong Kong higher education sector is 16.4% (UGC 2007). Regarding gender distribution, there is also a slight dispersion (32.7% women *vs.* 67.3% men in the HK CAP 2007 sample) from the UGC distribution of 36% women and 64% men. The over-representation of women among the teaching fellows/instructors is one possible explanation for this dispersion. Notwithstanding the above, it is the full-time academics at the core of the faculty who are of primary interest in the Hong Kong CAP analysis.



**Figure 1. The Shape of the CAP HK 2007 Sample**

## Profile

In 2006-2007, the total number of faculty across the eight UGC-funded institutions was 6,608. The Hong Kong sample survey constituted 6,291 faculty across academic ranks within all departments and similar academic units of the eight UGC-sponsored degree-granting institutions of higher education, a private university, the Hong Kong Academy for Performing Arts and the Open University of Hong Kong. There was a 12.9% response rate from the sample surveyed.

One-third (34.2%) of the Hong Kong faculty respondents are tenured; within that group, close to 60% (59.4%) are at what we refer to as type I institutions, those that offer research postgraduate programs for a significant number of students in selected subject areas; most type II institutions also offer postgraduate degrees but not on the scale of the type I institutions. The average number of years that faculty have been employed at both Type I and II institutions is 9.3 years, the median is 8 years.

Between 648 and 670 (79.9% to 82.6%) of the respondents had doctorates; this includes 82.1% to 84.8% of those from type I institutions and 77.6% to 80.3% from type II institutions.<sup>1</sup> Most faculty had earned their highest degrees

<sup>1</sup> Despite the successful pilot survey, question one of the CAP survey apparently confused some Hong Kong academics and only a range rather than an exact figure on this question could be acquired.

outside Hong Kong, with 66.8% to 67.7% and 73.5% to 74.3% of the respondents having earned their first masters' degrees and doctorates outside Hong Kong, respectively. The highest percentage of doctorates were earned in the United States (27.6% to 28.5%), followed by the United Kingdom (20.7% to 21.5%).

**Table 1. Region where Doctoral Degree Was Earned, 1993 and 2007 (%)**

	1993	2007
<b>Hong Kong</b>	10	25.7 to 26.5
<b>United States</b>	39	27.6 to 28.5
<b>United Kingdom</b>	27	20.7 to 21.5
<b>Others</b>	24	23.5 to 26
<b>(N)</b>	(249)	(648 to 670)

Sources: The Carnegie Foundation for the Advancement of Teaching, The International Survey of the Academic Profession, 1991-1993 and CAP 2007 Survey of Hong Kong.

Despite the high proportion of doctorates earned outside the country, the figures are a significant reduction from the 1993 survey which indicated close to 40% of Hong Kong academics had earned their doctorates in the United States. Since that time, the capacity of Hong Kong's type I universities to turn out doctorates has increased. However, most of the Hong Kong academic staff who originated in mainland China earned their doctorates in the United States and elsewhere.

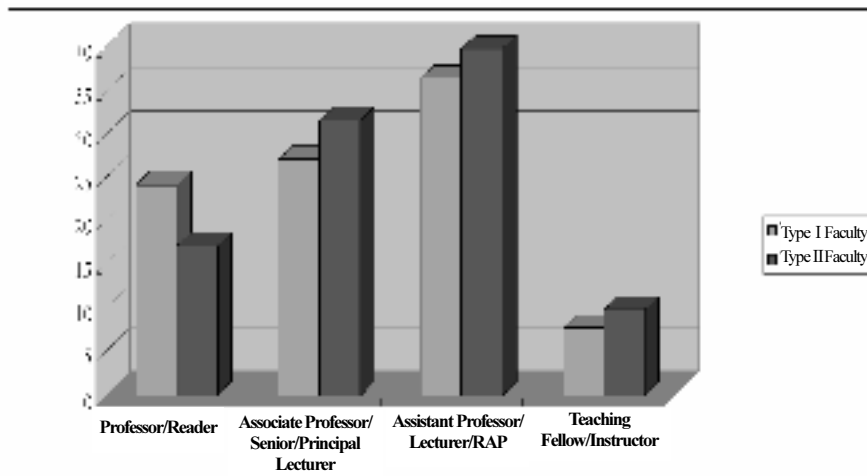
**Table 2. Doctorates and Ethnicities of Hong Kong Academics (%)**

<i>Doctorate Earned in</i>	Place of Residence – At Birth	
	Mainland China	Hong Kong SAR
<b>USA</b>	40.4	21.0
<b>Hong Kong SAR</b>	21.3	36.1
<b>Mainland China</b>	12.4	0.8
<b>United Kingdom</b>	10.1	24.6
<b>Australia</b>	7.9	9.8
<b>Canada</b>	4.5	4.6
<b>Others</b>	3.4	3.0

Source: CAP 2007 Survey of Hong Kong.

The profile of academic ranks indicated a relatively bottom-heavy structure. Within type I institutions, 24.2% of respondents are full professors/readers, 27.1% are associate professors/senior lecturers/principal lecturers, 36.4% are assistant professors/lecturers/research assistant professors, 7.7% are teaching

fellows/teaching assistants or instructors. Within type II institutions, 17.1% of respondents are full professors/readers, 31.6% are associate professors/senior lecturers/principal lecturers, 39.8% are assistant professors/lecturers/research assistant professors and 9.7% are teaching fellows/teaching assistants/instructors.



**Figure 2. Academic Ranks and Types of Faculty**

If all academics are divided into either science/technology or social science/humanities, then 35.5% are in the former and 61.3% are in the latter groupings. The average age of the faculty respondents is 46.4 years; the largest group, 38.9%, are in their forties.

Faculty at both type of institutions are of similar ages. The proportion of men exceeds that of women by 67.3% to 32.7%. The proportion of women faculty has increased from 24.6% in 1993 to 28.6% in 1999 and 32.7% in 2007. The feminization of Hong Kong academics also agrees with the global trend of greater gender equality within the intelligentsia. Within type I institutions, about three-fourths (72.8%) of the respondents are men, as compared to about three-fifths (61.6%) of respondents at the other institutions. However, men are more than four times as likely to be full professors.

Although Hong Kong faculty salaries are internationally competitive, more than one-tenth of the respondents indicated that they had considered working outside higher education within the last five years, and among them, about one-fourth took some concrete action. Hong Kong's economy provides academics with opportunities to supplement their salaries, but faculty seldom earn income from work outside their institutions. Only 8.9% reported that they

had concurrent employers and the mean of those second incomes was only US\$2,229 (HK\$17,384). Hong Kong academics have experienced two or three voluntary pay cuts since 2003 and several universities removed taxes on outside practice. During the period of economic difficulties, the government also offered matching funds for donations to universities.

**Table 3. Gender, 1993, 1999 and 2007 (%)**

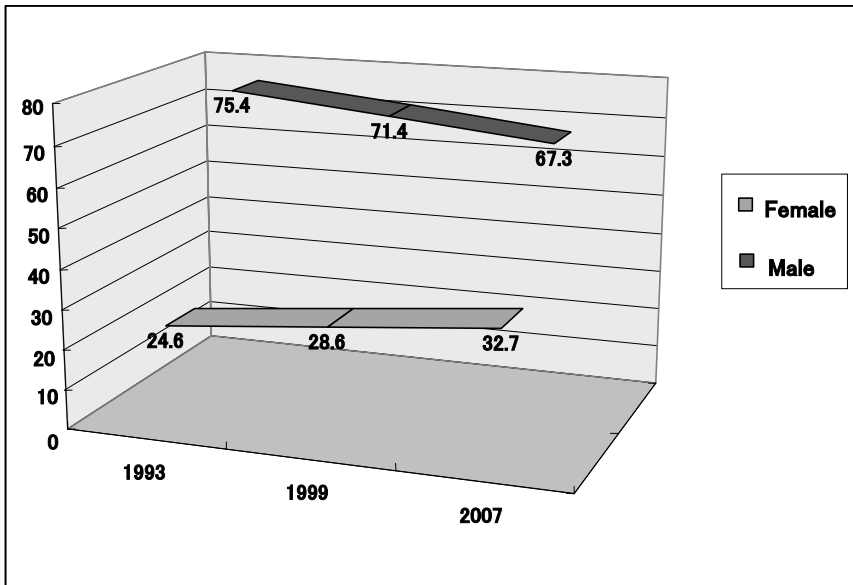
	1993	1999	2007
<b>Female</b>	24.6	28.6	32.7
<b>Male</b>	75.4	71.4	67.3

Sources: The Carnegie Foundation for the Advancement of Teaching, The International Survey of the Academic Profession, 1991-1993, Hong Kong Academic Staff Profession Survey of 1999 and CAP 2007 Survey of Hong Kong.

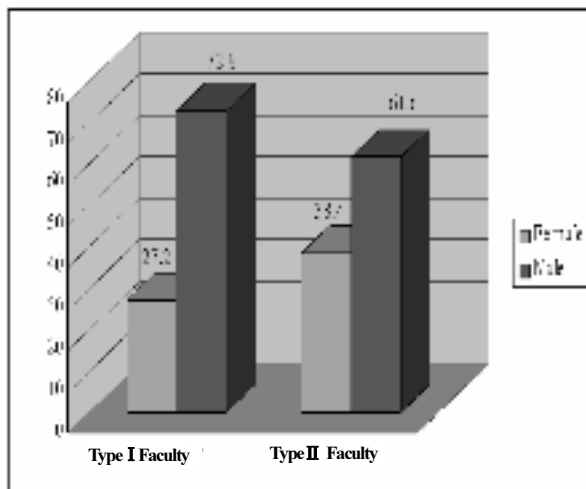
**Table 4. Gender and Types of Faculty, 2007 (%)**

	Type I Faculty	Type II Faculty
<b>Female</b>	27.2	38.4
<b>Male</b>	72.8	61.6

Source: CAP 2007 Survey of Hong Kong



**Figure 3. Gender of HK CAP Sample, 1993, 1999, 2007**



**Figure 4. Gender and Types of Faculty**

## Working Conditions

Hong Kong academic staff report relatively high workloads in teaching, research, administration and service activities. The average working hours *per* week are 52 when classes are in session and 50.2 when classes are not in session. When classes are in session, an average of 19.9 hours is allocated to teaching and 16 hours to research. When classes are not in session, time spent for research takes a greater proportion (25.7 hours) than teaching (7.6 hours). There are only very slight differences in hours spent on administration and services whether classes are in session or not (8.5 hours on administration during school term and 8.6 hours *per* week during term break). Faculty, spend somewhat more hours on services (4.4 hours) than they do when classes are in session. They allocate 4 hours for services when they need to teach during school term.

Hong Kong's tertiary institutions are thought to be well endowed with resources to support professional practice in teaching and research. Faculty members gave high ratings to the physical resources supporting their work – including classrooms, laboratories, and research equipment. They are especially satisfied with the computer and library facilities. A high proportion (82.4%) of the respondents evaluated the library facilities and services as either very good or excellent. Relatively high ratings (very good and excellent) were also given for telecommunications (79.5%), computer facilities (75.3%) and technology for teaching (71.8%). These figures are lower than those indicated



by academic staff in the first international survey.

Attitudes toward social working conditions are in contrast to those concerning physical resources. For instance, 47.2% of the surveyed faculty thought they were given excellent or very good secretarial support, whereas only 29.3% evaluated their research support staff as excellent or very good. Most faculty also felt they were not well-supported financially for research – with one-fourth of faculty (29.7%) indicating that they received very good or excellent research funding.

Regarding the relationship between faculty and administration, only 25.3% strongly agreed or agreed that there was good communication between management and academic staff. The largest group (31.6%) showed a neutral response rate but 21.7% of faculty disagreed and 21.4% strongly disagreed that they enjoyed good communication with the management of their institutions. Faculty at type II institutions showed a slightly higher satisfaction with this communication: there are 27.4% of the respondents from type II institutions who strongly agreed or agreed that their communication with the management was good, whereas the figure for type I institutions was 23.2%.

Hong Kong academics are more committed to their discipline/field than to their department and more to their departments than to their institutions. Almost all (90.1%) indicated that their discipline/field was very important or important to them. Nearly three-fourths (72.3%) showed their commitment to their department/division as important or very important, whereas 59.8% described the same commitment to their institutions. The above cases are especially true for type I faculty.

## **Faculty Mobility**

Within the last five years, 24.3% of the respondents considered changing to an academic position in another higher education institution within Hong Kong, with 13.2% taking concrete action for the idea. Only 4.1% have changed to a management position in the last five years, with further 5.1% indicating that they have considered such a change. On being asked whether they considered a job change to an academic position outside Hong Kong, 23.7% indicated a positive response whereas 8.4% took action to do so in the previous five years.

**Table 5. Hours per Week on Professional Activities, 1993 and 2007** (hours)

<u>Classes in Session</u>	Total		Teaching		Research		Service		Administration		Other	
	1993	2007	1993	2007	1993	2007	1993	2007	1993	2007	1993	2007
All Faculty	50.3	52	19	19.9	13.6	16	5.3	4	8.6	8.5	3.8	3.6
Professor/Reader	53.2	54.8	10.5	15	14.6	17.7	5.7	4.4	17.1	12.9	5.3	4.8
Associate Professor/ Senior Lecturer/ Principal Lecturer	50.3	55.2	16.8	19.6	14.7	17.7	4.9	4.2	10	9.8	3.9	3.9
Assistant Professor/ Lecturer/Research Assistant Professor	52.3	49.8	18.6	21.3	14.5	16.4	7	3.6	8.4	5.7	3.8	2.8
<hr/>												
<u>Classes Not in Session</u>	Total		Teaching		Research		Service		Administration		Other	
	1993	2007	1993	2007	1993	2007	1993	2007	1993	2007	1993	2007
All Faculty	48.1	50.3	7.8	7.7	22	25.7	5.4	4.4	8.4	8.6	4.5	3.9
Professor/Reader	54.9	52.9	5.2	4.9	18.6	26.3	6.6	4.3	18.1	12.7	6.4	4.7
Associate Professor/ Senior Lecturer/ Principal Lecturer	49.8	53.7	6.3	7.6	23.1	27.0	6	4.6	9.7	10.1	4.7	4.4
Assistant Professor/ Lecturer/Research Assistant Professor	49.1	45.5	7.4	7.5	23.8	27.6	5.6	4.3	7.9	5.8	4.4	3

Sources: The Carnegie Foundation for the Advancement of Teaching, International Survey of the Academic Profession, 1991-1993 and CAP 2007 Survey of Hong Kong.

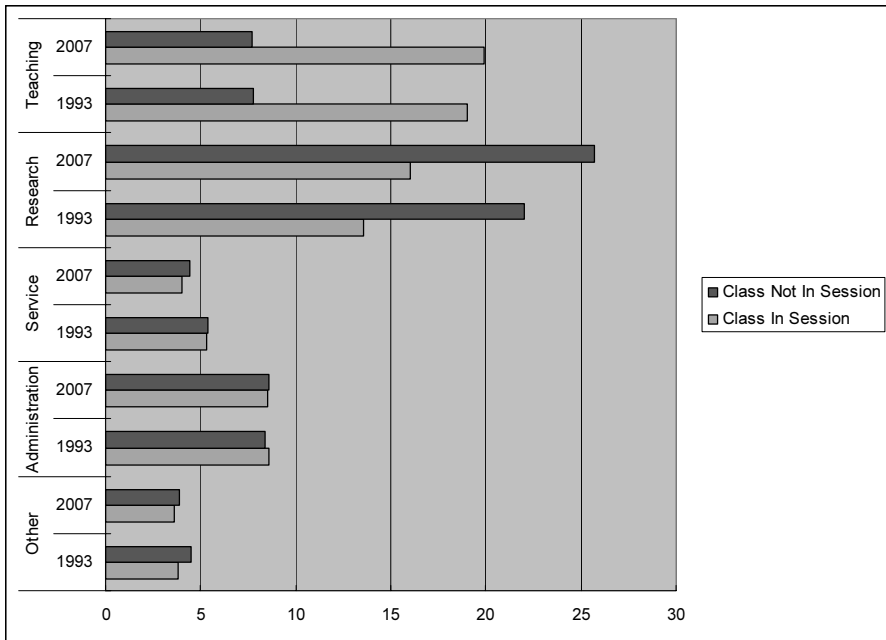


Figure 5. Hours *per Week* on Professional Activities, 1993 and 2007 (hours)

Table 6. Faculty Attitudes toward Working Conditions, 2007 (%)

	Excellent	Good	Fair	Quite Poor	Poor
<b>Classroom</b>	18.6	49.2	23.2	6.6	2.4
<b>Libraries Facilities and Services</b>	36	46.4	12.4	4.5	0.8
<b>Laboratories</b>	12.4	37.2	34.9	11.7	3.9
<b>Research Equipment and Instruments</b>	9.9	42.2	31.6	11.9	4.4
<b>Computer Facilities</b>	23.3	52	17.8	5.7	1.1
<b>Telecommunications</b>	31.7	47.8	16.3	3.8	0.4
<b>Technology for Teaching</b>	22.4	49.4	22.7	4.4	1.2
<b>Teaching Support Staff</b>	8.3	27.3	32.2	19.2	13
<b>Research Support Staff</b>	5.9	23.4	34.6	22	14.1
<b>Research Funding</b>	6.1	23.6	35.7	19	15.6
<b>Secretarial Support</b>	15.9	31.3	24.8	16.4	11.6
<b>Office Space</b>	18.6	40.2	22.5	9.8	9

Source: CAP 2007 Survey of Hong Kong.

## Teaching and Research

The majority of the Hong Kong academics teach. Ninety-two percent of respondents indicated that they were involved in the teaching of undergraduate and/or graduate level courses. Type II faculty (94.8%) tended to do more teaching than their counterparts at type I institutions (89.2%). Responding to questions on whether research activities and service activities reinforce teaching, 72.6% strongly agreed or agreed that research activities reinforced their teaching but a lesser proportion (43.9%) showed the same extent of agreement that service activities reinforce their teaching. More type I faculty (79.3%) than type II faculty (71.3%) agreed that their teaching was reinforced by research activities, whereas more type II faculty (47.5%) than their colleagues at type I institutions (39.8%) agreed that service work reinforced their teaching.

A high percentage of respondents reported that quantitative load targets or regulatory expectations were set on their teaching: number of hours in the classroom (72.6%); number of students in their classes (43.9%); time for student consultation (33.5%); number of graduate students for supervision (27.6%); percentage of students passing exams (14.1%). In terms of teaching evaluations, these were carried out by various stakeholders: students (87.8%); department head (67.7%); self (formal self-assessment) (43.9%); peers in their department or unit (36.4%); senior administrative staff (29.6%); external reviewers (23.2%); members of other departments/units at their institution (9.6%).

On being asked whether they spent more time than they would like teaching basic skills due to student deficiencies, 55.3% of Hong Kong academics agreed or strongly agreed with the statement. Type II teaching staff tended to agree more in this regard (62.6% agreed or strongly agreed) than their colleagues at type I universities (47.7%).

When asked to declare if their interests lay primarily in teaching or research, or both, nearly eighty percent (79.4%) of the Hong Kong academic profession indicated both teaching and research. More than half (51.8%) lean toward research, whereas only 27.6% lean toward teaching. There is another 11.3% who indicated they have a primary interest in research only.

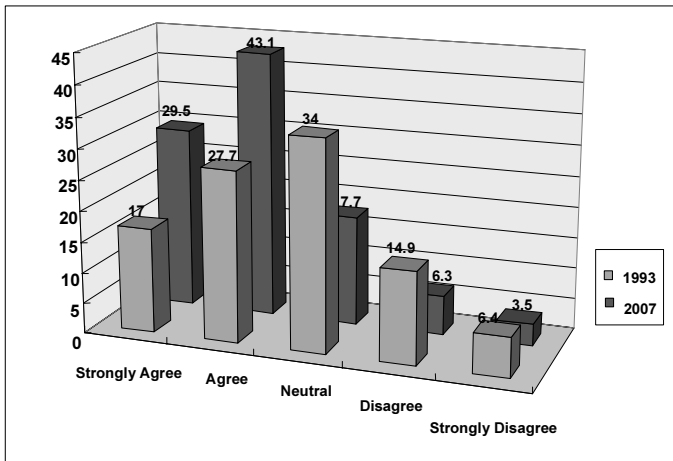
Faculty at type I institutions express a greater interest in doing research than faculty at type II institutions. A majority (56.4%) of type I faculty indicated their interests lean toward research while 47.1% of type II faculty also indicated so. Academics at type II institutions showed comparatively greater interests in teaching. About one-third (35.4%) of type II academics were interested in

teaching and research, but lean towards teaching – yet only 19.8% of type I faculty indicated likewise. About one in ten academic members (10.4%) at type II institutions were primarily interested in teaching whereas 15.5% of type I faculty are primarily interested in research.

**Table 7. Faculty Assessment on the Influences of Research and Services on Teaching, 1993 and 2007 (%)**

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	1993	2007	1993	2007	1993	2007	1993	2007	1993	2007
<b>Research Activities/Commitments Reinforce Teaching</b>	17	29.5	27.7	43.1	34	17.7	14.9	6.3	6.4	3.5
<b>Service/ Nonacademic Professional Activities Reinforce Teaching</b>	5.1	14.5	13.9	29.4	62	28.4	13.9	17.3	5.1	10.4
<b>Type I and Type II Institutions, 2007</b>										
	Type I	Type II	Type I	Type II	Type I	Type II	Type I	Type II	Type I	Type II
<b>Research Activities/Commitments Reinforce Teaching</b>	30.3	28.7	43.6	42.6	16.4	18.9	6.4	6.2	3.3	3.6
<b>Service/ Nonacademic Professional Activities Reinforce Teaching</b>	14.7	14.3	25.1	33.2	28	28.8	20.1	14.8	12.1	8.8

Sources: The Carnegie Foundation for the Advancement of Teaching, International Survey of the Academic Profession, 1991-1993 and CAP 2007 Survey of Hong Kong.



**Figure 6. Research Activities/Commitments Reinforce Teaching (%)**

The type and amount of research activities have increased rapidly in recent years. During the past two years, 78.7% of our respondents showed that they wrote academic papers that contain research results or findings; 62.8% answered calls for proposals or writing for research grants; 52.8% supervised a research team or graduate research assistants.

The averaged number of scholarly books authored or co-authored, during the period of 2005-2007 is 0.86; scholarly books edited or co-edited is 0.82; whereas for articles published in an academic book or journal, the average was 10.1. Type I faculty published more academic articles (11.8 on average) than type II faculty (8.3) but type II faculty had slightly better output of books (0.89). Hong Kong academics also presented papers at scholarly conferences (8.11), wrote professional articles for newspapers or magazines (4.02), wrote research reports/monographs for funded projects (2.57). Faculty at type II institutions wrote more computer programs for public use (0.33 *vis-à-vis* 0.09 by type I faculty), and performed or exhibited more artistic work (0.98 *vis-à-vis* 0.25 by type I faculty). Academics at type I institutions secured an average of 0.58 patents on a process or invention in the past two years, while type II faculty had an average of 0.29. Video or films were also produced by Hong Kong faculty with an average production of 0.39 by type II faculty and 0.2 by type I.

More than 80% of the Hong Kong academics worked on research projects, in which collaborative projects (84.1% of the respondents took part) were preferred to individual projects (50.5%). Type I faculty worked more on collaborative projects (85.9%) than their colleagues at type II institutions (82.3%); whereas type II faculty were more involved in individual researches (52.5% *vis-à-vis* 48.6% by type I faculty). Collaborations were carried out with partners at other Hong Kong higher education institutions or institutions outside Hong Kong. Most (55.6%) of the respondents indicated that they had research collaborators at other Hong Kong higher education institutions; 44.9% collaborated with persons in other parts of China, while 61.4% had research collaboration with colleagues overseas.

Concerning research funding, 50.6% of the respondents indicated that their funding came from their own institution and 23.1% indicated it came from public research funding agencies. There is a large dispersion in the sources that fund the research by type I faculty and type II faculty. About 41.7% of faculty members at type I institutions indicated that their funding came from their own institutions while 60.7% of type II faculty so indicated. Public research funding agencies (for example the Research Grant Council of Hong Kong) funded 32.1% of type I faculty member's projects but only 13% of type II

academics' research fund came from public research funding agencies. Nearly one in five (18.7%) of the Hong Kong faculty's research projects were funded by government entities, 3.3% by private not-for-profit foundations/agencies, and 2.3% by business firms or industry. Of the research funding about 90% was from Hong Kong – only 7.6% from international organizations/entities and 3.2% from entities in other parts of China. About 10% of the respondents revealed that they received no funding for research projects.

## Management

Decision-making power is centralized mostly at the level of academic units (deans, departmental heads). Almost two-thirds (62.6%) of Hong Kong academics indicated that academic unit managers have the primary influence on determining the overall teaching load of faculty. Deans/department heads are also the most influential actors in a number of decisions: on choosing new faculty (as indicated by 49.6% of the respondents), on determining budget priorities (43.1%), on making future faculty promotion and tenure decisions (42.6%), on evaluating research (40.2%), on setting internal research priorities (39.3%), and on evaluating teaching (36.3%). Institutional managers were considered by 46.9% and 31.3% of the respondents as having primary influence on key administrator selection and establishing international linkages, respectively. Elsewhere, decision-making power was centralized at Faculty committees/boards for setting admission standards for undergraduate students (as shown by 34.4% of Hong Kong faculty) and at university senate for approving new academic programs, according to the views shown by 29.5% of the respondents.

Where personal influence on shaping key academic policies was concerned, Hong Kong faculty perceived that it diminished as it proceeds up the institutional hierarchy. Hong Kong academics (40.7%) stated that they were either very influential or somewhat influential at departmental level, yet the figure dropped to 18.7% and further to 6.9%, respectively when personal influence at school/Faculty level and institutional level was concerned. Interestingly, a larger proportion of type I faculty perceived greater personal influence at departmental level than type II faculty (42.4% as compared with 39.1%); but a higher percentage of type II academics considered themselves very influential or somewhat influential on shaping key academic policies at school/Faculty level (19.5% as compared with 17.8% of type I faculty) and at institutional level (8.8% *vis-à-vis* 4.9%).

**Table 8. Faculty Influence at the Departmental Level in Helping to Shape Key Academic Policies, 1993, 1999 and 2007 (%)**

	Very Influential			Somewhat Influential			A Little Influential			Not At All Influential			Not Applicable		
	1993	1999	2007	1993	1999	2007	1993	1999	2007	1993	1999	2007	1993	1999	2007
<b>All Faculty</b>	13	13.1	14.2	34	26.2	26.5	28	34.6	31	23	25.7	22.1	2	0.5	6.2
<b>Type I Institutions</b>	16	11.4	15.8	41	22.9	26.6	24	34.3	29.5	16	30.5	20.9	3	1.0	7.2
<b>Type II Institutions</b>	10	15.1	12.7	28	30.2	26.4	31	34.9	32.6	29	19.8	23.3	2	0	5.2

Sources: The Carnegie Foundation for the Advancement of Teaching, International Survey of the Academic Profession, 1991-1993, Hong Kong Academic Staff Profession Survey of 1999 and CAP 2007 Survey of Hong Kong.

### ***Academic Freedom***

Hong Kong academics were asked to indicate how much they agreed with the statement. “The administration supports academic freedom”. One-sixth (16.0%) strongly agreed with the given statement, 37.8% agreed and 31.0% indicated a neutral stance. In comparison with the figure of 48.7% for type II colleagues, type I academics indicated a more positive view toward the issue; 58.9% of them either strongly agreed or agreed that the administration supported academic freedom.

**Table 9. The Administration Supports Academic Freedom, 1993 and 2007 (%)**

	Agree		Neutral		Disagree	
	1993	2007	1993	1993	2007	1993
<b>All Faculty</b>	49.5	53.8	27.3	31	23.2	15.1
<b>Type I Faculty</b>	65.7	58.9	23.2	29.7	12.1	11.2
<b>Type II Faculty</b>	34.7	48.7	30.6	32.3	34.7	18.9

Sources: The Carnegie Foundation for the Advancement of Teaching, International Survey of the Academic Profession, 1991-1993 and CAP 2007 Survey of Hong Kong.

### **Internationalism**

Hong Kong’s academic profession has one of the most internationalized profiles in the world (THES, 2007). Therefore, external factors are highly significant. These include the academic characteristics of the other national systems that exert a strong influence on it, especially the United States, where most earned their highest degree, the United Kingdom, which was the colonial power up to 10 years ago, and China, which is not only influencing the priorities of higher education, but also is an increasing source of recruitment of academics



into the profession. Hong Kong academics have either one of or the lowest proportion of within-system doctorates, though this number is increasing with questionable consequences, including a slight upturn in in-breeding.

Faculty from both types I&II institutions share similar views on increasing internationalism at their institutions. More than half (54%) of Hong Kong faculty strongly agreed or agreed that the number of international students had increased since they started teaching. Slightly more type II faculty (54.7%) than type I faculty (53.2%) identified the increasing number of international students in their institutions. Of type I faculty, 17.0 % agreed that most of the graduate students at their institutions are international students, while 10.2% of type II faculty agreed so. The combined figure is 13.5%. In the academic years 2005/2006 or 2006/2007, 10.9% of Hong Kong academics were teaching course(s) abroad and 13.8% in a language different from the language of instruction they use at their current institution.

Increasing internationalism in research has been the case in recent years. Over three-fourths of the Hong Kong CAP 2007 respondents claim that their primary research can be characterized as international in scope or orientation. The situation can be reflected by the nature of their research outputs. In the last three years, more than one in five (22.5%) of type I academics' publications were co-authored with overseas colleagues (outside of Hong Kong but not including Mainland China) while 19.8% of type II faculty's publications were similarly co-authored. Hong Kong academics also wrote with colleagues located in other parts of China. Type II academics had more frequent co-authorship with authors from other parts of China (11.9% of their publications) than type I academics (10.9%). Most of the works of Hong Kong academics were published internationally (overseas, but not including Mainland China): 78.6% of publications by type I faculty and 77% of type II faculty's were published in other countries. Some of their publications were published in other parts of China as well (type I faculty: 6.9%; type II faculty: 8.3%).

**Table 10. Internationalism in research: How would you characterize the emphasis of your primary research as international in scope or orientation during the past two years?**

	Percentage
<b>1 - Very much</b>	30.1
<b>2</b>	35.0
<b>3</b>	18.7
<b>4</b>	8.1
<b>5 - Not At All</b>	8.1

Source: CAP 2007 Survey of Hong Kong.

**Table 11. Nature of Publications**

	Proportion of the Total Publications (Percentage)	
	<i>Type I Faculty</i>	<i>Type II Faculty</i>
<b>Co-authored with overseas colleagues</b>	22.5	19.8
<b>Co-authored with colleagues located in other parts of China</b>	10.9	11.9
<b>Published internationally</b>	78.6	77.0
<b>Published in other parts of China</b>	6.9	8.3

Source: CAP 2007 Survey of Hong Kong.

Providing internationalism in teaching and research, English has been the primary *lingua franca* in Hong Kong academe. More than 80% of the Hong Kong faculty used English as the medium of instruction for their teaching whereas English was employed as the primary language by even more (88.8%) of the researchers in Hong Kong.

**Table 12. Primary Language Employed in Teaching and Research (%)**

	Teaching	Research
<b>English</b>	82.0	88.8
<b>Chinese</b>	23.0	14.9
<b>German</b>	0.1	0.5
<b>Japanese</b>	0.0	0.5

Source: CAP 2007 Survey of Hong Kong.

## Relevance

One of the most visible trends affecting the academic profession has been the demand for relevance. Hong Kong's small size, pragmatic traditions in business and commerce, and stiff dependency on international economic trends, ensure that relevance embeds itself in the guiding discourse of social institutions. In higher education, some factors also work against relevance, including: (a) the many decades when universities were relatively insulated from society; (b) the bloated public sector of higher education in which the *laissez faire* economic philosophy has only produced one private university, and for most universities, the lack of large numbers of *alumni* who anchor universities to a wider assortment of public concerns.

One of the more prominent international trends that have affected the academic profession has been the call for universities to become more relevant. This has made itself felt across all dimensions of scholarship and one of the most

visible manifestations has been in the weakening of traditional disciplinary boundaries. More than two-thirds (67.3%) of academic staff characterize their research as multi- or inter-disciplinary.

This corresponds closely with how scholars view their university's emphasis on multi- or inter-disciplinary research. Most (61.5%) of the Hong Kong faculty agreed that their institutions emphasized interdisciplinary research. Despite the diverse backgrounds of academic staff, there seems to be little resistance to university efforts to open boundaries across fields. The fact that disciplinary-based academic associations in Hong Kong are small and less influential may contribute to this.

**Table 13a. Would you characterize the emphasis of your primary research as multi- or inter-disciplinary during the past two years?**

	Percentage
<b>1 – Very much</b>	32.2
<b>2</b>	35.1
<b>3</b>	14.3
<b>4</b>	11.4
<b>5 - Not at all</b>	7.0

Source: CAP 2007 Survey of Hong Kong.

**Table 13b. Inter-disciplinary research is emphasized at my institution**

	Percentage
<b>1 - Strongly agree</b>	22.2
<b>2</b>	39.3
<b>3</b>	26.9
<b>4</b>	7.6
<b>5 - Strongly disagree</b>	4.0

Source: CAP 2007 Survey of Hong Kong.

**Table 14a. How would you characterize the emphasis of your primary research during the past two years? (%)**

	Applied or practically -oriented	Socially-oriented or intended for betterment of society
<b>1 – Very much</b>	29.0	19.0
<b>2</b>	42.7	30.5
<b>3</b>	14.8	20.6
<b>4</b>	7.6	15.2
<b>5 - Not at all</b>	5.8	14.7

Source: CAP 2007 Survey of Hong Kong.

A large majority (71.7%) of the Hong Kong researchers characterized their primary research as much or very much applied or practically-oriented, while half (49.5%) saw it as socially-oriented or intended for the betterment of society. Similarly 68.4% of the Hong Kong academics agreed that their teaching emphasized practically-oriented knowledge and skills. While there is a clear shift in support towards more practical and social oriented research and an emphasis on transmitting practical knowledge and skills in teaching, the universities' efforts to commercialize have been less influential on scholarly work. A smaller proportion of the respondents (34.5%) agreed that commercially-oriented or applied research was emphasized by their institutions.

**Table 14b. Teaching in your institution emphasises practically-oriented knowledge**

	Percentage
<b>1 - Strongly agree</b>	23.5
<b>2</b>	44.9
<b>3</b>	21.2
<b>4</b>	9.4
<b>5 - Strongly disagree</b>	1.1

Source: CAP 2007 Survey of Hong Kong.

**Table 14c. Your institution emphasizes commercially-oriented or applied research**

	Percentage
<b>1 - Strongly agree</b>	10.4
<b>2</b>	24.5
<b>3</b>	36.8
<b>4</b>	18.0
<b>5 - Strongly disagree</b>	10.3

Source: CAP 2007 Survey of Hong Kong.

**Table 14d. Would you characterize the emphasis of your primary research as commercially-oriented or intended for technology transfer during the past two years?**

	Percentage
<b>1 – Very much</b>	1.8
<b>2</b>	9.0
<b>3</b>	15.5
<b>4</b>	18.2
<b>5 - Not at all</b>	55.6

Source: CAP 2007 Survey of Hong Kong.

The reasons may not be easy to identify without further research. However, the elevated position of business and commerce among other institutions in a society such as Hong Kong's could mean that the academe is hardly able to reach the expected standard. Moreover, part of the academic community views it as part of its role to ensure that, while universities can be run more like business and commercial enterprises, they should not be part of that sector.

**Table 14e. To what extent does your institution consider the practical relevance or applicability of the work of colleagues when making personnel decisions (%)**

	Percentage
<b>1 – Very much</b>	4.5
<b>2</b>	20.3
<b>3</b>	46.0
<b>4</b>	19.6
<b>5 - Not at all</b>	9.7

Source: CAP 2007 Survey of Hong Kong.

**Table 14f. To what extent does your institution emphasize recruiting faculty who have work experience outside academia? (%)**

	Percentage
<b>1 – Very much</b>	3.3
<b>2</b>	17.6
<b>3</b>	37.1
<b>4</b>	28.5
<b>5 - Not at all</b>	13.6

Source: CAP 2007 Survey of Hong Kong.

**Table 14g. The pressure to raise external research funds has increased since my first appointment (%)**

	Percentage
<b>1 - Strongly agree</b>	44.4
<b>2</b>	33.7
<b>3</b>	14.7
<b>4</b>	4.7
<b>5 - Strongly disagree</b>	2.6

Source: CAP 2007 Survey of Hong Kong.

Given the demand for relevance, Hong Kong faculty not only have their research funded by their own institutions. They also raise research funds from outside academe. Institutional financial support constitutes half of their

funding sources, whereas government and public research funding agencies support another forty percent. Academics also seek funds from non-profit making foundations (3.3%) as well as business firms (2.4%). The changing academic profession indicated that there had been an increasing pressure to raise research funds outside their institutions. Nearly 80% of the respondents agreed that the pressure to raise external funds for research has increased since their first appointment. It is expected that the proportion of institutional financial support for research will continue to diminish in the future.

**Table 14h. During the current academic year, have you done any of the following?**

	Percentage
<b>Been a member of a community organization or participated in community-based projects</b>	36.8
<b>Worked with local, national or international social service agencies</b>	21.4
<b>Been substantially involved in local, national or international politics</b>	6.1
<b>Served as an elected officer or leader of unions</b>	5.3

Source: CAP 2007 Survey of Hong Kong

Higher education institutes, like other modern organizations, are reaching beyond the ivory tower to build networks and create business opportunities for revenue expansion (Cummings, 2006). To work in line with the mission of a relevant academy, Hong Kong scholars are involved in activities, organizations and commitments outside academe. During the academic year 2006-07, 36.8% were members of community organizations or participated in community-based projects and 21.4% worked with local, national or international social service agencies. Only 6.1% had substantial involvement in local, national or international politics and only 5.3% indicated that they served as an elected officer or leader of a union.

## **Concluding Remarks**

We would have expected a greater difference in response patterns of academics in Hong Kong since the surveys of 1993 and 1999. However, many response patterns have been sustained in a number of areas, despite the fact that economic globalization has moved most university systems in a new, more entrepreneurial direction (Postiglione, 2008; UNESCO, 2004; Berger, 1991,

pp.24-27; Wong, 1988). The Hong Kong academic profession has been responsive and adaptive, and not unexpectedly, academic entrepreneurialism (Clark, 2002; Mok, 2005) is on the rise.

Given the preliminary nature of this review, it may be premature to set out the directions for more in depth analysis. Yet, the following directions may show promise: the impact of academic entrepreneurialism on professional autonomy, the extent to which an academic career is still able to attract the most talented of the younger generation, the feminization of academic profession, doctoral localization, and the effect of internationalization on the mobility of the academic profession across national and regional borders.

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