

# **An Analysis of the Current Private Higher Education and the Role of University Governance in Hong Kong<sup>1</sup>**

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## **Abstract**

This paper investigates the roles of various governing bodies in maintaining a viable and reputable higher education system in Hong Kong. In particular, we decipher the existing problems of Hong Kong private higher education based on its recent statistics of student intakes, the demographic, fee, curriculum and governance structures. The comparison of these data identifies the amount of the tuition charged, the provision of university life, the professional nature of the curriculum, and the transparency of the college management as the determinants for enhancing student intakes. Also, the paper explores the role the Hong Kong government should play in financing and strategically regulating the higher education sector to curb financial and reputational risks of the whole system.

Keywords: University governance, private higher education, successful characteristics, Hong Kong.

## **1. Introduction**

The recent report by Sir Howard Newby (2015) provided clear recommendations for the governance role of the University Grants committee (UGC). It addressed issues on how UGC should play a role by its fiduciary responsibilities to strike a balance between accountability and autonomy of the eight publicly-funded universities in Hong Kong. It forcefully argued that UGC should not only be concerned of the financial risks of the eight universities but also the reputational risks given the limited resources the government can commit. It also suggested that code of practice could be important to underscore good university governance. Since the focus of the report was largely for the UGC and publicly-funded universities, this paper extends Newby's idea to investigate the governance of the private higher education institutions in Hong Kong.

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So (2017) traced the historical development of private higher education in Hong Kong and called for stronger government financial support to the private higher education. We looked into the problems from the strength and weaknesses of individual institutional governing structures and characteristics as well as the limitation of the operating higher education model of the government. The institutional structures include transparency of governance, fee structures, demographic student distribution and the locations of the institutions, the foreseeable enrolment number of in respect of steady state capacity of the institutions, sources of competition, and the differentiation of curriculum. Given the projected model and financial constraints of the government, we make suggestions and highlight the potential difficulties to the government for running Hong Kong's higher education.

The paper is organized as follows. Section 2 discusses the various kinds of governance arrangements, actors of the arrangements and the levels of governance from a university to a global perspective. The modern governance arrangements emphasize on cost efficiency of the use of public money and anchoring with global market demand. Section 3 discusses the existing models of higher education of some major countries which are particularly relevant to Hong Kong. They include the UK and European models, the US model and the China's model. Hong Kong has moved away from the colonial publicly-funded higher education mode and is identified as operating under the China's higher education model. Section 4 investigates the recent higher education experiences. It performs the SWOT analysis based on the recent statistics of student intakes, the demographic, fee, curriculum and governance structures of various private higher education institutions. Section 5 concludes with an identified list of factors for a successful ecology of higher education in Hong Kong and the possible difficulties that the governing body of Hong Kong's higher education may face.

## 2. Higher Education Governance Arrangements

"Higher education governance is a key policy issue of the 21<sup>st</sup> century" (Kennedy, 2003). Governance is about how an organization structures its decision-making to efficiently achieve its goals, and about how it relates to key external stakeholders who have a legitimate interest in its affairs. Good governance makes its governing bodies accountable for their stakeholders without undermining university autonomy. Governance has become a major leverage tool for improving quality in all respects of higher education. On the other hand, quality assurance has increased worldwide to address the balance between autonomy granted to institutions and accountability.

There are three kinds of governance arrangements (Hénard, and Mitterle, 2009): the

first initiates from the will of institutions to show they can make good use of autonomy given to them, the second adopts corporate governance in line with the New Public Management (NPM) philosophy, and the third protects institutions from fraud or mismanagement by framing their autonomy. Governance arrangements are advisory. Quality guidelines as a result of quality assurance demand compliance from institutions seeking full accreditation. Guidelines and arrangements make explicit where the balance between autonomy and accountability.

Institutions are granted directly or indirectly with public money. The trend towards greater transparency and public accountability moves in parallel with greater autonomy. To avoid the risks that the stakeholders (students, families, policy-makers and employers) receive low quality education and misinformation, growing acceptance that mechanisms of quality improvement need to be built into the system. This is achieved via quality assurance frameworks, performance-related funding, market mechanisms and participation of external stakeholders in governing bodies. New Public Management approach (NPM) puts emphasis on leadership principles, incentives, and competition between private and public entities to enhance the outcomes and cost efficiency. This move from normative view of the role of governments to a market state model makes institutions increasingly accountable for their use of public funds and required them to demonstrate value for money. Despite the importance of accountability, autonomy allows institutions to gear resources on productivity and to respond quickly to the demands of a rapidly changing global market. Competition for higher international rank at the same time forces institutions to put emphasis on university autonomy.

The scope of university governance is not narrowed within the university setting. Zgaga (2006) proposed 3 levels of governance possibly by different stakeholders and actors of the higher education institutions. The internal or institutional level deals with governance of higher education institution(s). The external or systemic level focuses on governance of higher education system(s). The international or global level extends governance of higher education systems to an international (global) perspective. The internal or institutional level relates the board of governors, university council and academic boards to their stakeholders. In Hong Kong, the external or systemic level is governance relationship between the government (Education Bureau and University Grant Council) and the Hong Kong higher education institutions. However, Hong Kong as an international hub, the system has a role to play to enhance Hong Kong to be a significant and reputable player in the global higher education market.

## 2.1 Actors of Higher Education Governance

Various actors in higher education governance may be identified from the following three categories. The academic oligarchy (Clark 1998) likely appears in faculty boards, senates, and stakeholders on governing boards. The intermediary organizational actors show up as governing boards, supervisory boards, vice-chancellors, presidents, chief executive officers (CEO). The government actors take the form as ministerial administrators from higher education, finance, government advisory boards and the minister/secretary (Braun, 1999; Musselin, 2005; Fried, 2006). They are charged with different level of higher education governance with sometimes conflicting goals.

The governing board is seen as the highest authority in the university. This body sets out the strategic framework in which the chief executive officer can operate, while maintaining a supervisory function to ensure that this framework is respected. Rather than over-burdening the governing board, sometimes governing board committees are formed for prior investigations. The United Kingdom suggests that at least the final decisions should be made by the governing board itself (CUC, 2004, pp14-25)<sup>2</sup>. The function of the chief executive officer / president is responsible for the day-to-day management of the higher education institution. Under the Israel guidelines, the executive committee / governing council is responsible for the establishment of “institutional policies and strategies, supervision of the institution’s organizational structure, supervision of administrative affairs and maintenance of real property and other assets.” Moreover, it appoints the president (CEO) and holds this person responsible. The CEO is ex officio a member of the council. The secretary of a higher education institution is more than an administrator. This person is usually in direct contact with governing board and chief executive and is recognized as a major player whose influence far exceeds administrative duties.

## 3. International Experiences on Higher Education Governance

### 3.1 The US Model of Higher Education

The US governance arrangements vary from state to state. In some states, governing bodies can be partially or wholly elected by local constituents; whereas others are appointed by the state Governor. State institutions are with strong governing boards and leadership. A tendency towards stronger influence in academic affairs by governing boards and business-university relationships is evident. In all states there is little or no use of the block grant principle. Budgets are determined by state legislators and are typically allocated on a line-by-line basis. Every state university is subject to the policy control of the state legislature and often to the policy objectives of the

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<sup>2</sup> CUC stands for Committee of University Chairs.

state's executive branch. Legislatures provides direct guidance on academic matters to state institutions, often overriding the presumed authority of institutional boards. Most of public higher education takes place in state and community colleges that remain often 80 to 90 percent funded by public sources. They obtain every small gift and modest grant, their primary focus is to sustain their operations and are unlikely to become private.

America's private institutions are a public trust. While they can evade many of the considerable bureaucratic and regulatory costs and obligations that public universities endure, they are nonetheless, publicly subsidized institutions with private governance. The private university board owns the university directly and answers to the public primarily in terms of its fiduciary responsibility as trustees. The private university board focuses almost exclusively on the effort to raise funds and enhance university performance as defined by the board and the institution. It works on behalf of the institution, not on behalf of outside political constituencies. Recent university governing bodies have become professionalized to prepare new challenges of new student populations, altered educational delivery methods, basic changes in financing, and rising expectations from the public. The notion of private universities being somehow separate and independent from the obligations of public institutions by virtue of their funding sources is also not entirely accurate. Private universities, even those with exceptional endowments, exist to large extent on the public's account. Their endowments succeed because of public tax exemptions. The gifts that build the endowment enjoy a public tax exemption. The property and campuses of these private universities enjoy a public tax exemption. The federal government provides extensive tax supported need-based financial aid to private institutions. This revenue subsidizes the private institutions' tuition and fees.

Private research universities, like their public counterparts, receive federal grants and contracts whose overhead pays some portion of the research costs, a direct taxpayer subsidy. Private universities in many states receive a per-student subsidy for every in-state student they enroll, again a public subsidy. And on occasion, private universities succeed in persuading their states to invest in economic development activities that support the academic objectives of the private institution (either by subsidizing research or helping pay the costs of facilities).

### 3.2 The UK and European Model

During the 1960s, European higher education institutions were mostly ivory towers and elitist circles with small student population. At that time, governance

arrangements were not unified. The collegial system in England has little government interference operating according to the will of institutions. The German academic oligarchy, on the other hand, had strong government influence potentially with motive of the third kind of governance arrangement. For most European countries, a gradual increase in government influence was visible from the mid-nineteenth century onwards, especially regarding funding issues, because universities could not afford rising student numbers and research spending.

The United Kingdom (UK), as in Hong Kong, public funding for universities is largely channeled by intermediary bodies, somewhat similar to the Hong Kong UGC. Abiding to principle of university autonomy, allocations tend to be predominantly formulaic into the block grants. Funding is conveyed as a block budget which universities are expected to use effectively in pursuit of their institutional priorities. This system places a heavy obligation on individual institution's accountability. The funding councils, the largest of which is the Higher Education Funding Council for England (HEFCE), oversee an effective system of accountability. For proper governance of the university sector, legislation was passed in both 1988 and 1992 to set out the parameters for the composition of university governing bodies such as the bodies should have a majority of non-university members, and proper student representation. Only Universities of Oxford and Cambridge are exempt from this legislation because they already have their own set of regulations. Governance arrangements of UK pay attention to probity and absence of conflict of interest on the part of the board members so that they fulfil their duties in good faith. The seven principles of public life at the heart of the UK and Scottish governance guidelines are selflessness, integrity, objectivity, accountability, openness (transparency), honesty and leadership.

### 3.3 The China's Higher Education Model

China has the largest higher education system in the world (Wang, 2009)<sup>3</sup>. According to the Minister of Education's statistical report in 2006, there were over 3,000 higher education institutions. One-third of those were private institutions. Since the educational reforms in the 1980s, new education system has emerged. The system went through devolution making local bureaucracies and individual institutions to enjoy more autonomy and freedom. Mergers improve their efficiency and effectiveness. The re-emergence of private higher education caters to the needs of students and the job market, and charges much higher tuition fees than their affiliated public institutions. These institutions are supposed to pass the evaluation /

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<sup>3</sup> [http://gse.buffalo.edu/org/inthigheredfinance/files/Country\\_Profiles/Asia/China.pdf](http://gse.buffalo.edu/org/inthigheredfinance/files/Country_Profiles/Asia/China.pdf)

accreditation processes and become completely independent within a few years of their establishment.

“211 Project” and “985 Project” were initiated the end of 1990s to develop high-level research and “world class” universities. The aim of the 211 project (whose name refers to 100 universities in the 21<sup>st</sup> century) is to build up 100 top level higher education institutions (HEIs) and key disciplines in the 21<sup>st</sup> century. The 985 project (whose title refers to the month and year in which it was announced) is aimed at developing 10 to 12 so-called world class, plus a number of renowned high-level research institutions. Investments from the government in these key universities are much higher than in other higher education institutions. The share of public expenditure devoted to public education to the total higher education expenditure decreased from 91.81 percent in 1993 to 42.77 percent in 2005. At the same time, contribution of tuition and fees to the total expenditure increased from 6.18 percent in 1993 to 31.05 percent in 2005.

#### 4. The Hong Kong Higher Education Experience

The University Grants Committee ("UGC") was established in 1965. It plays the role of quality assurance as evidence from its objectives. It is an independent professional advisor to the Government on the funding and development of the higher education sector. Whilst the UGC has a duty to protect the academic freedom and institutional autonomy of the educational institutions, as publicly-funded organizations, the institutions must also be responsible and accountable to the public. Since its establishment, the advisory committee operated on matters beginning from two universities (The University of Hong Kong and The Chinese University of Hong Kong) later to eight public universities: City University of Hong Kong, Hong Kong Baptist University, Education University of Hong Kong, Lingnan University, The Chinese University of Hong Kong, The Hong Kong Polytechnic University, The Hong Kong University of Science and Technology, and The University of Hong Kong. Public money is allocated to institutions in block grants.

The UGC plays a leveraging role in affecting the universities' strategic plans by its decision-making process for finance to be granted. The Research Grants Council (RGC) was established in 1991. It is an advisory group on research matters that operates within the organizational structure of the University Grants Committee. Also a non-statutory body, it advises the Government of Hong Kong, through the UGC, on the needs of Hong Kong's higher education institutions regarding academic research and how funding should be distributed for academic research projects. The research productivity becomes a conspicuous factor for competitive university funding. In

Newby's (2015) report, it refers reputational risks underlined and exacerbated by the growing importance of international league tables which are given increasing importance by external stakeholders, whether governments, industrial partners, external funders, alumni or future students as more threatening to institution's governance than the financial risks which evaluate the future financial viability of the an institution. Although the governing bodies are not responsible for managing these risks, they have to make sure that these risks are being effectively managed. He further suggested that the reputational risk is not only intangible but also of diverse characters justified by issues as research performance, teaching quality assessment, the evaluation of the student experience, the nature of transactions with external stakeholders and sometimes significant, and wholly commercial, new ventures. The setup of the UGC and RGC is evidently due to the increasing demand to move to the second governance arrangement under scarce public resources. As funding is more often than not determined by the academic ranking of an institution, financial risks and reputational risks are likely correlate to each other when higher education governance moves to the market state model.

#### 4.1 Development of the Self-Financed Higher Education

The emergence of self-financed higher education in Hong Kong was arguably due to three reasons (So, 2017). The decline in the government funding to the public universities led to self-financed postgraduate programmes offered by the public universities. The public universities found this change not only viable but also provided them with greater flexibility because there is no quota for international student intake. Thirdly, self-financed associate degree programmes were introduced in the early 2000s. To meet the desire of the students to ultimately obtain a bachelor degree, self-financed top-up degrees were subsequently offered.

In the early 2000s, there was a wave of higher education privatization (Mok, 2003). Having scrutinized and accredited by The Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ), private higher education institutions were allowed to re-title from post-secondary college to university. The first successful institution was Shue Yan College (founded in 1971) granted the university title in 2006. A list of other candidates is as follows:

- 1) Chu Hai College (founded in Guangzhou in 1945 as Chu Hai University),
- 2) Hong Kong Buddhist College (1969),
- 3) Hang Seng Management College (founded in 2010 from Hang Seng School of Commerce (1981)),
- 4) Caritas Institute of Higher Education (founded in 1985),



- 5) Tung Wah College (2010),
- 6) Centennial College (2012).

It is noteworthy that The Open University of Hong Kong was established in 1989 by the Government as a publicly-funded institution but later turned into a self-financed university. It did not go through the HKCAAVQ's accreditation process for obtaining university title from a college. Currently, 36 higher education institutions offer self-financed programmes including associate degrees, bachelor degrees and top-up degree programmes. Twenty of those have bachelor degree or top-up degree programmes. In 2015-16, the target number of student admission was 44426 but the actual number of student admission into the self-financed programmes was 35222. The situation is expected to worsen as the number of secondary college graduates will drop from 52100 in 2016-17 to 43500 in 2020-21.<sup>4</sup> Therefore, some of these institutions are likely to run into financial difficulty. Centennial College is currently managed by the HKU School of Professional and Continuing Education (HKU SPACE) because of insufficient funding from student intakes. However, the student intakes of the associate degrees and self-financed degree programmes offered by the continuing education section of the 6 public universities met 80% of the target intakes. It is argued that the associate degrees offer avenues to re-enter into the public universities, the degree programmes are better-run, and the programmes offer compatible facilities for public university life. For privately-run institutions, Shue Yan University and Hang Seng Management College also met their proposed targets. The success of the former is said to be caused by its selfless commitment to university education, whereas the latter was because of a legacy from the Hang Seng School of Commerce which bred many outstanding secondary college graduates and its massive publicity.

#### 4.2 SWOT Analysis

Table 1 gives the number of students who were in upper secondary school and below in 2016 classified by districts. Therefore, there were about 19% of the students in Hong Kong Island (Central and Western District, Wan Chai, Eastern District, and Southern District), 33% of the students in Kowloon (Yau Tsim Mong, Sham Shui Po, Kowloon City, Wong Tai Sin, and Kwun Tong), 19.5% of the students in North West New Territories (Kwai Tsing, Tsuen Wan, Tuen Mun, and Yuen Long), 19.5% of the students in North New Territories (North District, Tai Po, and Sha Tin), 7% of the students in East New Territories (Sai Kung), 2% of the students in Islands (Islands). The Google map in Figure 1 shows the distribution of the higher education institutions both public and private. It also shows the two major universities in Shenzhen, Shenzhen University and South University of Science and Technology of China. Although the higher education

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<sup>4</sup> <https://siapps.hkuspace.hku.hk/wordpress/?p=75545>

institutions are particularly concentrated in Kowloon district, the need is also more intense as it constitutes to about one-third of the below upper secondary school students. Since the existing higher education places to offer are already in excess supply, secondary school graduates not only have a chance to find a university place, but also they probably could find an institution near to where they originally studied. Nonetheless, the market-oriented opportunities lead to reputational risks. In this setting, these risks come not from the university ranking but from comparing records of student intakes among the institutions.

Interestingly enough, in the neighborhood of every private higher education institution there is a public university. However, the Baptist University of Hong Kong and the Lingnan University are likely to be conjured as liberal art universities. Therefore, only Chu Hai College of Higher Education does not adhere to a research-oriented Hong Kong's university. Hong Kong obviously has moved away from the colonial British mode of publicly-funded higher education system. It would be interesting to see if ultimately our system took up the US mode dominated both by prestigious public and private universities. Based on the current development of higher education system in Hong Kong, the intention is more likely to take up the China's model with pillar academic institutions primarily of publicly-funded institutions where students typically pay lower tuition fees.

We categorizes the higher education institutions listed in Table 2 into private higher education institutions, self-financed higher education programmes offered by public universities, open university programmes, Education University self-funded programmes, and other higher education training programmes. The results are summarized in the following table.

	Sub-Degree Programmes		Degree Programmes		Top-Up Degree	
	Target	Actual	Target	Actual	Target	Actual
Private	2791	1763	5530	3387	2121	1179
Public U	14753	13715	285	234	5991	3989
Open U	1440	1018	1855	1880	1406	1394
Education U	126	115	379	288	139	131
Others	3160	3044	1295	912	2705	2172

The number of students taking Diploma of Secondary Education (DSE) examination who qualifies the minimum university entrance requirement (33222) was about

24,000 in 2015. The public universities through The Joint University Programmes Admissions System (JUPUS) took in about 13,000 students for the public universities. From the table above, it is clear that the self-financed programmes of the public universities are the major players for the sub-degree programmes such as associate degrees. In percentage terms, the private higher education institutions lagged behind all the other categories in achieving their targets. For the degree programme intakes, the analysis could be convoluted. The private higher education seems to get the highest number of intakes followed by that of the Open University. However, Shue Yan University and Hang Seng Management College alone took up 2408 students which is 71% of the actual student intakes. The actual intakes fell short of targets of the private higher education category by 39% whereas Open University fully met its target. The intriguing part is that we may need to collapse all the sub-degree and degree programmes figures to find out the proportion of qualified higher education entrants to the private higher institution sector. The actual percentage was less than 13%. If we use the base figure of 11,000, there was 31% of qualified university entrants who were rejected by JUPUS eventually decided to go to the four-year private higher education institutions.

To estimate of the proportion of students who would remain in their own categories, we use the actual figures in the above table. There is about 67% in the private higher education category, 29% in the category of the self-financed programmes of the public universities, 127% in the Open University category, 114% in the Education University category and 71% in category of others. The leakage, i.e., the total actual sub-degree graduates without continuing the local top-up programmes, is about 55%. Among the sub-degree graduates who continued local top-up programmes, many probably migrated to the other categories especially the Open University and Education University categories.

#### 4.3 Successful Characteristics

When comparing the diversity of the degrees offered in Table 3, Chu Hai College of Higher Education offers the highest number of degrees, 17 bachelor degrees in total ranging from Languages and Literature, Science and Engineering, Journalism and Communication, and Business. Shue Yan University offers 12 bachelor degree programmes ranging from Languages and Literature, Social Science and Social Work, Journalism and Communication, and Business. Caritas Institute of Higher Education offers 13 bachelor degree programmes ranging from Languages and Literature, Social Science and Social Work, Digital Entertainment, Business, and Nursing. Hang Seng Management College offers 6 bachelor degree programmes ranging from Journalism

and Communication, Information Science, Translation, and Business. However, Business has 3 concentrations, accounting, banking and finance, and marketing. Tung Wah College offers 7 bachelor degree programmes ranging from Nursing, Gerontology, Medical Laboratory Science, Occupational Therapy, Applied Psychology, and Business. Centennial College offers eight bachelor degree programmes ranging from Arts and Science, Language and Communication, and Accounting. In terms of tuition fees, Centennial College charges the highest tuition fees for non-medical related degree studies. On the other hand, Shue Yan University charges the lowest tuition fees. Hang Seng College is at the high end for these charges. Both Caritas Institute of Higher Education and Tung Wah College offer medical science courses such as nursing. They charge higher fees but part of the tuition fees is subsidized by the government. These selected case studies suggest that students are less sensitive to the diversity of programmes but partially price sensitive to the payback of their time and money investment to their degrees. Therefore, professional degrees with a definite career prospect are more attractive. When considering the Hang Seng Management College popularity, other factors come into the picture as its programmes are less diverse but charging a relatively high fees.

In Table 3, all private higher education institutions have board of governors and councils served by academic and business leaders. For Caritas Institute of Higher Education, it is even governed by religious leaders. However, only Hang Seng Management College has the organization chart with names of the person in charge and associated committees clearly shown, and has detailed information and statistics of the college such as campus facilities, record of student enrolment, distribution of student number in different faculties displayed to the public on its college website. Hence, transparent management has the added value to improve the college's reputation which translates into latitude in terms of higher student intakes to the college for handling financial risks.

## 5. Conclusions

In sum, student intakes depend on amount of the tuition charged, the provision of university life, the professional nature of the curriculum and the degree of transparency of the college management. University life may include the facility provided, a good quality of teaching and learning, and intellectual stimulations. A modern campus with lecture theatres, library, canteens, student hostels, laboratories, and recreational and leisure facilities may prima facie satisfy the requirement for being university facility. Regardless of being a liberal art or a research-oriented institution, good quality of teaching and learning is a necessity. However, students are prone to

find academic stimulations more often in research-oriented universities. That is why prestigious research universities attract high caliber students and academic staff. Therefore, to use public money wisely and to serve better their neighborhood communities, both public research universities and private higher education institutions should utilize their strategic closeness by collaborating on inter-university academic activities and exchanges. Since Chu Hai College of Higher Education does not have a world-class research university close by, it should extend across the border to develop intellectual opportunities with Shenzhen University.

In the US higher education model, the government plays a key role in private higher education by providing guidance and financial support in forms such as research grant support to their faculty, financial aids to their students and helping them in providing facilities. However, there are a few difficulties that Hong Kong's higher education may need to be concerned of. In the next few years, there will be a decline in the number of secondary students taking the DSE examination suggesting that the pool of students seeking places for higher education will shrink. Within the sector, the private higher education institutions undergo keen competition among themselves. They also compete with the self-financed programmes of the public universities. The number of students graduating from a private higher education programmes or from self-financed top-up programmes is almost at par. Therefore, the government should delineate a clear blueprint of our future higher education. The British model of publicly-funded higher education is certainly outdated to support the notion of mass education. The American model of higher education dominated by private powerhouse universities is not yet at sight. Therefore, the China's model of higher education seems to be more practical with resources dedicated to a few world-class universities but at the same time support the private universities and self-financed programmes to raise the general education level of the public. To have a well-functioning system, the government should make a clear choice to regulate the private higher education market. Judging from the high leakage of the associate degree graduates, the self-financed programmes indeed have a role to play in this sector as, for various reasons, not every student intends to get a bachelor degree. However, unless the continuing education arms of the six public universities will have an intention to become independent private universities, those sectors will end up serving with sub-standard to their mother universities. A more drastic measure should turn some of the less-research focused public universities into private universities thus liberating more resources to improve the overall private university environment and to create a more market-oriented ecology.

Suppose each private higher education institution ultimately would have student population of five to six thousand. Limited by the local pool of student population, the government should anticipate and control the number of private institutions in the market. The failure of a higher education institution could put Hong Kong's reputation for providing quality education at risk. Expanding the quota for mainland undergraduate programmes should not be slightly considered as it has social consequence and somewhat relates to the immigration policy of Hong Kong. Finally, regardless of the Kowloon and North New Territories districts contribute to more than half of the below upper secondary school students, the concentration of public and private higher education institutions is also very high. Special attention should be paid to monitor the over-expansion or underdevelopment of particular programmes to avoid students becoming victims of their over-reactions or under-reactions.

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男女合計/教育程度							
Both sexes/Educational attainment							
區議會分區	小學及以下	初中	高中	專上教育		總計	
				非學位課程	學位課程		
District	Primary and below	Lower secondary	Upper secondary	Non-degree	Degree	Total	
Council district							
中西區	數目 No.	25 000	17 000	67 100	12 500	92 100	213 600
Central & Western	百分比 %	11.7	7.9	31.4	5.8	43.1	100.0
灣仔	數目 No.	11 500	9 500	44 200	7 200	62 000	134 300
Wan Chai	百分比 %	8.5	7.1	32.9	5.3	46.2	100.0
東區	數目 No.	84 400	61 700	182 100	38 000	149 600	515 800
Eastern	百分比 %	16.4	12.0	35.3	7.4	29.0	100.0
南區	數目 No.	50 000	27 200	84 100	16 900	63 500	241 600
Southern	百分比 %	20.7	11.2	34.8	7.0	26.3	100.0
油尖旺	數目 No.	40 600	38 300	95 400	19 100	80 900	274 200
Yau Tsim Mong	百分比 %	14.8	14.0	34.8	6.9	29.5	100.0
深水埗	數目 No.	72 900	62 600	114 600	21 100	73 600	344 900
Sham Shui Po	百分比 %	21.1	18.2	33.2	6.1	21.4	100.0
九龍城	數目 No.	54 000	49 900	122 200	27 500	103 500	357 200
Kowloon City	百分比 %	15.1	14.0	34.2	7.7	29.0	100.0
黃大仙	數目 No.	96 100	67 200	132 700	30 100	59 400	385 400
Wong Tai Sin	百分比 %	24.9	17.4	34.4	7.8	15.4	100.0
觀塘	數目 No.	136 100	106 000	194 000	44 700	88 500	569 300
Kwun Tong	百分比 %	23.9	18.6	34.1	7.8	15.5	100.0
葵青	數目 No.	111 900	79 200	156 100	32 600	72 500	452 300
Kwai Tsing	百分比 %	24.7	17.5	34.5	7.2	16.0	100.0
荃灣	數目 No.	41 700	36 800	97 100	21 900	68 200	265 700
Tsuen Wan	百分比 %	15.7	13.9	36.6	8.2	25.7	100.0
屯門	數目 No.	94 400	77 500	158 800	35 000	73 100	438 900
Tuen Mun	百分比 %	21.5	17.7	36.2	8.0	16.7	100.0
元朗	數目 No.	95 700	96 700	204 000	41 500	96 100	534 000
Yuen Long	百分比 %	17.9	18.1	38.2	7.8	18.0	100.0
北區	數目 No.	51 500	49 200	103 200	21 000	48 400	273 300
North	百分比 %	18.9	18.0	37.8	7.7	17.7	100.0
大埔	數目 No.	51 700	41 800	100 000	21 600	60 500	275 600
Tai Po	百分比 %	18.8	15.2	36.3	7.8	22.0	100.0
沙田	數目 No.	110 600	81 400	201 600	48 600	145 600	587 800
Sha Tin	百分比 %	18.8	13.8	34.3	8.3	24.8	100.0
西貢	數目 No.	60 000	52 600	141 700	33 700	114 300	402 300
Sai Kung	百分比 %	14.9	13.1	35.2	8.4	28.4	100.0
離島	數目 No.	21 100	14 200	44 600	9 500	36 700	126 000
Islands	百分比 %	16.7	11.3	35.4	7.6	29.1	100.0
合計	數目 No.	1 209 100	968 600	2 243 500	482 400	1 488 600	6 392 200
Overall	百分比 %	18.9	15.2	35.1	7.5	23.3	100.0

Table 1: Population aged 15 and over by District Council District, Sex and Educational Attainment

Institutions	Targeted Student Intakes			Actual Student Intakes		
	Associate Degrees	Bachelor Degrees - First Year	Top-Up Degrees	Associate Degrees	Bachelor Degrees - First Year	Top-Up Degrees
Caritas Bianchi College of Careers	270	-	-	162	-	-
Caritas Institute of Community Education	296	-	-	88	-	-
Caritas Institute of Higher Education	300	360	345	174	283	121
Centennial College	-	440	320	-	75	62
Chu Hai College of Higher Education	-	1030	-	-	169	-
Community College of City University	2500	-	-	3299	-	-
CityU SCOPE	-	-	1930	-	-	1110
Gratia Christian College	-	180	-	-	51	-
Hang Seng Management College	-	1282	215	-	1071	136
HKCT Institute of Higher Education	-	25	25	-	0	8
HKUSPACE Stanley Ho Community College	1900	-	-	1177	-	-
Hong Kong Art School (A Division of Arts Centre)	80	65	-	42	36	-
Hong Kong Baptist University	180	-	90	155	-	83
HKBU College of International Education	1700	-	810	1677	-	671
HKBU School of Continuing Education	113	120	550	56	126	196
Hong Kong College of Technology	375	-	-	207	-	-
Hong Kong Institute of Technology	300	100	191	215	13	138
Hong Kong Nang Yan College of Higher Education	90	120	80	12	25	13
Hong Kong Shue Yan University	-	1283	-	-	1337	-
Community College at Lingnan University	210	-	-	154	-	-
Lingnan Institute of Further Education	470	-	-	345	-	-
SCAD Foundation (Hong Kong) Limited	-	300	-	-	115	-
CUHK School of Continuing and Professional Studies	1400	-	455	1074	-	220
The Education University of Hong Kong	126	379	139	115	288	131
The Hong Kong Polytechnic University	-	-	550	-	-	500
PolyU Hong Kong Community College	3640	-	-	3713	-	-
PolyU SPEED	-	-	1515	-	-	1306
The Hong Kong University of Science and	-	45	-	-	48	-
The Open University of Hong Kong	240	1810	1256	238	1860	1381
OUHK LiPACE	1200	45	150	780	20	13
HKUSPACE Community College	3500	-	-	2719	-	-
HKU School of Professional and Continuing	-	120	731	-	60	486
Tung Wah College	150	710	305	107	363	118
VTC	3530	930	2705	3002	761	2172
Yew Chung Community College	60	-	-	107	-	-
YMCA College of Careers	90	-	-	37	-	-

**Table 2: The Targeted and Actual Enrolment Results of Accredited Full-time Self-Financed Programmes in 2015/16\***

\*Source: [http://gia.info.gov.hk/general/201606/01/P201606010367\\_0367\\_167382.pdf](http://gia.info.gov.hk/general/201606/01/P201606010367_0367_167382.pdf)

	Chu Hai College of Higher Education	Shue Yan University	Caritas Institute of Higher Education	Hang Seng Management College	Tung Wah College	Centennial College
Addresses	Tuen Mun East Castle Peak Bay	10 Wai Tsui Crescent, Braemar Hill, North Point	18 Chui Ling Road, Tseung Kwan O	Hang Shin Link, Siu Lek Yuen, Shatin, N.T., Hong Kong	31 Wylie Road, Homantin, Kowloon, Hong Kong; 90A & 98, Shantung Street, Mongkok, Kowloon, Hong Kong	3 Wah Lam Path, Pokfulam, Hong Kong
Degrees Conferred	<ol style="list-style-type: none"> <li>1. Bachelor of Arts (Hons) in Chinese Literature</li> <li>2. Bachelor of Arts (Hons) in Creation in Chinese Literary Arts</li> <li>3. Bachelor of Arts (Hons) in Chinese for Professional Application</li> <li>4. Bachelor of Arts (Hons) in English for Professional Communication</li> <li>5. Bachelor of Arts (Hons) in Journalism &amp; Communication</li> </ol>	<ol style="list-style-type: none"> <li>1. Bachelor of Arts (Hons) in Chinese Language &amp; Literature</li> <li>2. Bachelor of Arts (Hons) in English</li> <li>3. Bachelor of Arts (Hons) in History</li> <li>4. Bachelor of Arts (Hons) in Journalism &amp; Mass Communication</li> <li>5. Bachelor of Commerce (Hons) in Accounting</li> <li>6. Bachelor of Business Administration (Hons)</li> </ol>	<ol style="list-style-type: none"> <li>1. Bachelor of Business Administration (Honours) (BBA) in Accountancy</li> <li>2. Bachelor of Business Administration (Honours) (BBA) in Corporate Management</li> <li>3. Bachelor of Business Administration (Honours) (BBA) in Information Systems</li> <li>4. Bachelor of Business Administration</li> </ol>	<ol style="list-style-type: none"> <li>1. Business Administration(with concentrations in Accounting, Banking &amp; Finance, and Marketing),</li> <li>2. Corporate Governance, Financial Analysis, Management, Journalism &amp; Communication</li> <li>3. Convergent Media and Communication Technology,</li> <li>4. Data Science &amp; Business Intelligence, Management Science &amp; Information</li> </ol>	<ol style="list-style-type: none"> <li>1. Bachelor of Business Administration (Honours) in Entrepreneurship and Management</li> <li>2. Bachelor of Business Administration (Honours) with majors in Financial Services, Health Services Management, Marketing, Professional Accountancy</li> <li>3. Bachelor of Health Science (Honours) with majors in Applied Gerontology, Nursing (Programme Information for 2016/2017 entry through</li> </ol>	<ol style="list-style-type: none"> <li>1. Bachelor of Arts (Honours) - China Studies</li> <li>2. Bachelor of Arts (Honours) - Gender, Media and Culture</li> <li>3. Bachelor of Arts (Honours) - Global Studies</li> <li>4. Bachelor of Arts (Honours) - Integrated Business</li> <li>5. Bachelor of Arts (Honours) - Language and Communication</li> </ol>

	<p>6. Bachelor of Arts (Hons) in Advertising and Corporate Communication</p> <p>7. Bachelor of Arts (Hons) in Communication and Crossmedia</p> <p>8. Bachelor of Commerce (Hons) in Accounting and Banking</p> <p>9. Bachelor of Business Administration (Hons)</p> <p>10. Bachelor of Business Administration (Hons) in Finance</p> <p>11. Bachelor of Business Administration (Hons) in Business Information Systems</p> <p>12. Bachelor of Business Administration (Hons) in Finance and Information Management</p>	<p>7. Bachelor of Arts (Hons) in Economics and Finance</p> <p>8. Bachelor of Commerce (Hons) in Law and Business</p> <p>9. Bachelor of Social Sciences (Hons) in Counselling &amp; Psychology</p> <p>10. Bachelor of Social Sciences (Hons) in Psychology</p> <p>11. Bachelor of Social Sciences (Hons) in Sociology</p> <p>12. Bachelor of Social Work (Hons)</p>	<p>(Honours) (BBA) in Hotel Management</p> <p>5. Bachelor of Business Administration (Honours) (BBA) in Marketing and Event Management</p> <p>6. Bachelor of Social Sciences (Honours) in Community Studies</p> <p>7. Bachelor of Social Sciences (Honours) in Psychology</p> <p>8. Bachelor of Social Sciences (Honours) in Social Work</p> <p>9. Bachelor of Arts (Honours) in Language and Liberal Studies - Bilingual Studies</p> <p>10. Bachelor of Arts (Honours) in Language</p>	<p>Management,</p> <p>5. Supply Chain Management, Applied and Human-Centred Computing, Asian Studies, Chinese, English,</p> <p>6. Translation with Business,</p> <p>7. MA in Translation (Business and Legal)</p>	<p>Study Subsidy Scheme for Designated Professions / Sectors)</p> <p>4. Bachelor of Medical Science (Honours) with majors in Basic Medical Sciences, Forensic Science, Medical Laboratory Science, Radiation Therapy &amp; Veterinary Health Studies</p> <p>5. Bachelor of Science (Honours) in Occupational Therapy</p> <p>6. Bachelor of Social Science (Honours) with major in Applied Psychology</p> <p>7. Bachelor of Health Science (Honours) – major in Nursing *Second Year Entry* <i>(Under Study Subsidy</i></p>	<p>6. Bachelor of Arts (Honours) - Management as a Liberal Art</p> <p>7. Bachelor of Arts (Honours) - Sustainability and Society</p> <p>8. Bachelor of Professional Accounting (Honours)</p>
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	<p>13. Bachelor of Science (Hons) in Computer Science</p> <p>14. Bachelor of Engineering (Hons) in Civil Engineering</p> <p>15. Bachelor of Engineering (Hons) in Construction Engineering and Management</p> <p>16. Bachelor of Science (Hons) in Architecture</p> <p>17. Bachelor of Architecture (Hons)</p>		<p>and Liberal Studies - Chinese and Philosophy</p> <p>11. Bachelor of Arts (Honours) in Language and Liberal Studies - English and Communication</p> <p>12. Bachelor of Nursing (Honours)</p> <p>13. Bachelor of Science (Honours) in Digital Entertainment</p>		<i>Scheme for Designated Professions / Sectors)</i>	
Board of Governors	Chairman: Dr. KONG Ho Pak	Chairman: Kenneth W.S. TING	Chairman: John Cardinal TONG	Chairman: LEE Wai Mun Rose	Chairman: Mr. Sunny TAN	Chairman: Dr. Philip WU
	Vice-Chairman: Prof LEE Chack Fan, Dr. LEE Jo Chat, Mr. LU Ying	Vice Chairman: Francis CHEUNG	Vice Chairman: Rev. John B TSANG			Vice-Chairman: Mr. Peter YAM
	Members: 13	Members: 11	Members: 14	Members: 11	Members: 13	Members: 9
College (University****)	Chairman: Prof. CHANG Chung Nan	Chairman: Prof WONG Siu Lun	Chairman: Rev. Michael YEUNG	Chairman: Dr. CHENG Mo Chi Moses	Chairman: CHAN MAN Yee Wai Viola	Chairman: Prof. Edward CHEN

Council			Vice Chairman: Rev. Joseph T L YIM			Vice-Chairman: Dr. KK WONG
	Members: 7	Members: 15	Members: 19	Members: 11	Members: 15	Members: 9
Academic Board	Chairman: Prof. CHANG Chung Nan	Chairman: Prof SUN Tien Lun		Chairman: Prof HO Shun Man Simon	Chairman: Prof LUI Yu Hon	Chairman: Prof. William LEE
	Members: Vice Presidents + Deans + Registrar	Members: 26		Members: Full Professors and above + Registrar + Librarian + Director of Student affairs + Delegated Members	Committees	Members: 16
Chancellor	Prof LEE Chack Fan					
President	Prof CHANG Chung Nan	Dr. HU Hung Lick, Henry	Prof Reggie KWAN	Prof HO Shun Man Simon	Prof LUI Yu Hon	Prof William LEE
2016-17 Tuition Fees	Year 1 & 2 : HK\$69,000 Year 3 & 4: HK\$74,000	Year 1-4: HK\$60,000	Year 1: HK\$64,680 Year 2: HK\$67,800 Year 3: HK\$70,920 Year 4: HK\$73,020 Nursing: Year 1-4: HK\$101,640 Digital Entertainment: Year 1-4: HK\$71,280	Year 1 & 2 : HK\$74,800 Year 3 & 4: HK\$84,800	Business: Year 1 & 2 : HK\$54,000 Year 3 & 4: HK\$70,500 Medical Science: Year 1 -4 : HK\$105,400 Occupational Therapy: Year 1 - 4 : HK\$115,600	Year 1 & 2 : HK\$89,000 Year 3 & 4: HK\$99,000

**Table 3: Summary of the Governing, Curriculum and Fee Structures of Selected Private Higher Education Institutions as of 2016**

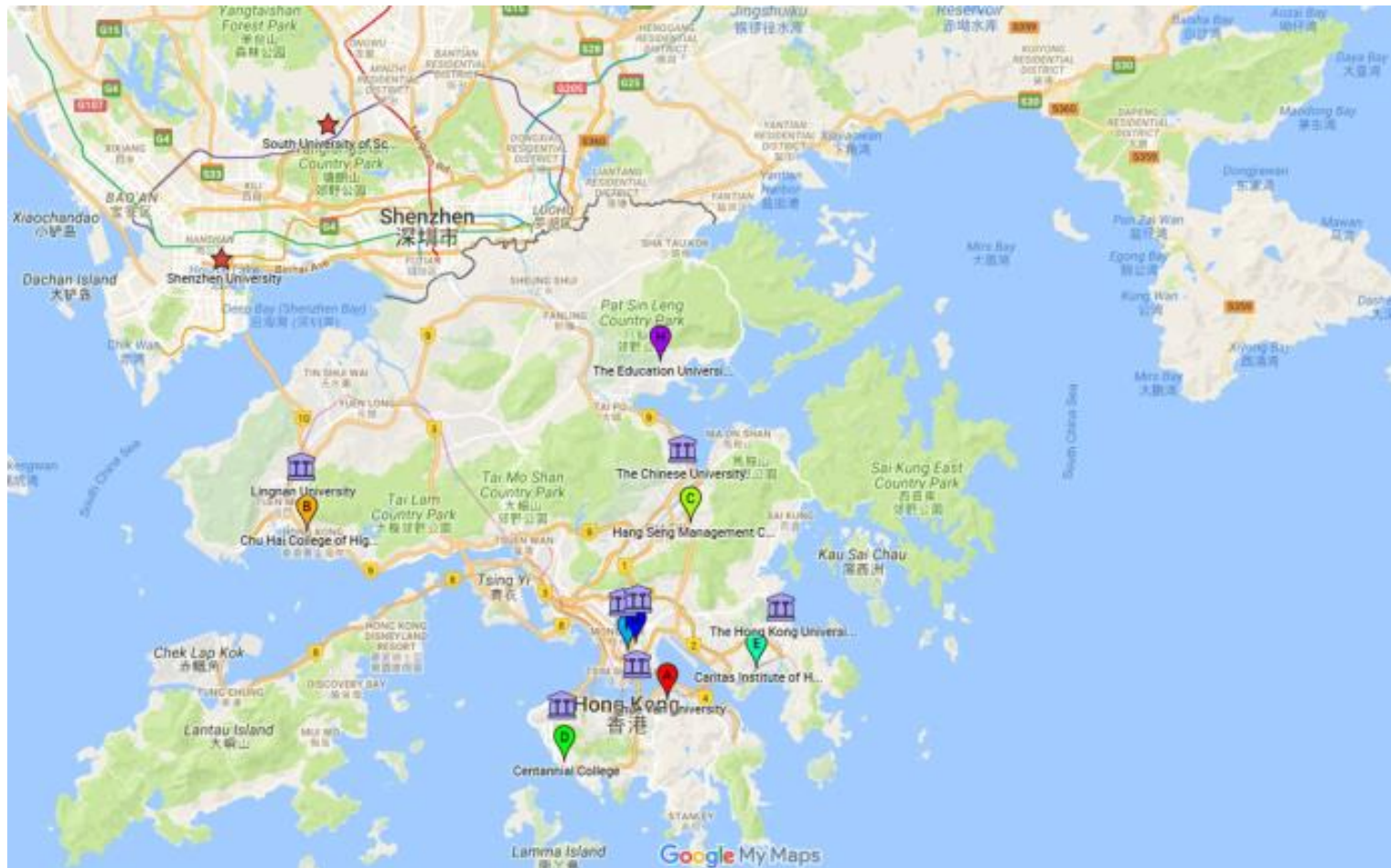


Figure 1: Locations of Selected Public and Private Higher Education Institutions in Hong Kong and Shenzhen\*\*

\*\*Source: Google Maps