

Australia's China Knowledge Capability:

University teaching, research,
and future needs



Australian
Academy of the
Humanities

Acknowledgement of Country

The Australian Academy of the Humanities recognises Australia's First Nations Peoples as the traditional owners and custodians of this land, and their continuous connection to country, community, and culture.

Acknowledgements

The Australian Academy of the Humanities (AAH) gratefully acknowledges support from the National Foundation for Australia-China Relations.



An Australian Government Initiative

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Suggested citation:

Australian Academy of the Humanities (2023),
Australia's China Knowledge Capability. Canberra.

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Foreword

This report aims to understand how Australia can best pursue its national interest by knowing China better. It “sets the scene for a long-term agenda to develop the capability we need to discern and pursue Australia’s interests in the relationship with the People’s Republic of China (PRC).” Growing our sovereign China knowledge capability directly impacts upon what is one of Australia’s most important bilateral relationships, and certainly its most challenging.

Put simply, Australia’s China capacity is central to the national interest.

It will be evident to all who read this report that it is a product of wide-ranging and thorough consultations. I congratulate its authors. Many of those with China expertise will find their experiences reflected in its pages, and I hope it will be studied closely by policy makers, university administrators, public servants, and all those who need to heed its call to action.

The report does not make overt recommendations, but it offers a sound basis for considering how to best develop the knowledge we need, and better utilise the resources we presently have, including Australians with heritage language backgrounds. For a wider audience, it presents an opportunity to learn, understand, and then respond to the challenges laid out so clearly here.

It may not be immediately apparent to all why, in a world which celebrates generalists, China-specific knowledge is so necessary. As Ambassador to China, I saw daily the need for China knowledge capability. As Secretary of the Department of Foreign Affairs and Trade (DFAT), my conviction grew, while the Department, alongside Government more broadly, attempted to navigate a difficult period in our bilateral relationship. Now, as Governor of South Australia, I see the benefits that flow from that capability across industry, agriculture, science, and the educational sector, among others. I draw some lessons from these experiences.

First, deep knowledge of a country reduces the risk of strategic miscalculation – a real danger in an increasingly volatile world. When one nation has the capacity to really understand the workings of another’s political system, the chances of an escalating cycle of misunderstood signals and misconceived responses diminishes. What’s more, we can convey our concerns in ways most likely to register and least likely to offend.

Second, China knowledge allows us to orient our relationship effectively towards positive outcomes. A great deal has been written about the importance of a stable Australia–China relationship. What will this relationship look like? A stable Australia–China relationship will still involve significant areas of disagreement, not all of which will lend themselves to active management. There will also be some areas where we may be coming towards agreement, with effort and time. Smallest in number, at least at first, will be those issues on which agreement can currently be reached. We, as a nation, will need the collective knowledge and skill to know which are which. Only then can we target our efforts on the diplomatic endeavours most likely to bear fruit. This task requires China expertise.

The analysis contained in this report speaks to the quality of an ongoing national debate. As it highlights, this is a debate that has perhaps suffered in recent years. The drivers of this change are many and varied – readers will certainly gain insight from the pages that follow. Many readers without China-specific knowledge will have strong views on China and its relationship with Australia. This is only right and proper, and our nation benefits from the opportunity to hear from a diversity of voices.

As a society, however, we need to leave room for those with expertise to express and develop their views. If experts, particularly young experts, feel uncomfortable voicing their opinions publicly, we will stagnate in the areas this report identifies as most urgently requiring improvement. Many in the China space are familiar with Deng Xiaoping’s maxim of ‘hide and bide’. This is not a tactic that those most qualified to contribute to a debate should feel compelled to adopt.

Many other obstacles stand in the way of Australians developing the China skills our nation needs. As we all recognise, in-country experience is hugely valuable for building the capability which Australia requires. At a time when pandemic-related travel restrictions remain in place, this is harder to achieve than at almost any other time in the past 50 years. Nevertheless, it remains a key objective, and something I would urge the National Foundation for Australia–China Relations to bear down on, just as the Australia–China Council did 50 years ago.

A word of encouragement to students. China remains one of the most fascinating places on our planet, and I hope you remain motivated in your endeavours to better understand it. In Australia, you have access to world-leading teachers and academics. You will face challenges, some of which are outlined in this report, but those who have gone before you have left a trail for you to follow.

As this report is published, Australia and China celebrate 50 years of bilateral relations. I have been privileged to have had, for many of those years, a direct vantage point on this relationship and its ebbs and flows. This report comes at a pivotal time and provides a vital opportunity to reassess the ways in which we develop the capacity to understand and shape what lies ahead.

Her Excellency the Honourable Frances Adamson AC
Governor of South Australia

November 2022

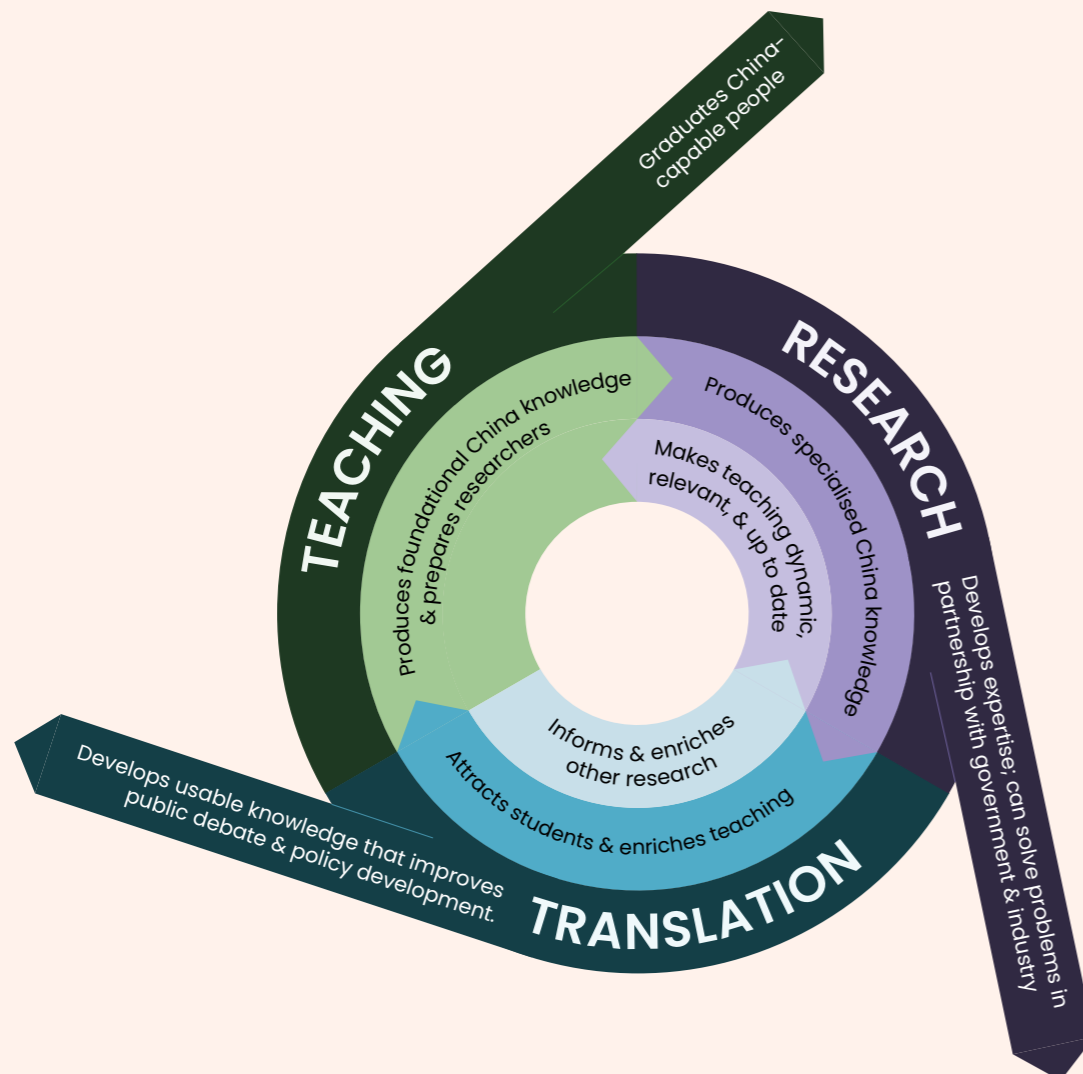


Executive summary

Since the sustained national effort to build China capability in the 1980s and 1990s, our universities have changed, as has our region. We need a new agenda for building a sovereign China knowledge capability of the kind required for our national interests now and as they evolve into the future.

We depend on Australian universities to:

- ▶ teach Australians about China, and train China experts
- ▶ conduct research to ensure we understand China, on Chinese terms and on ours
- ▶ help to make China knowledge available as national capability.



Australian universities' role in generating China knowledge capability

This report addresses the capacity of Australia's universities to meet these needs.

It builds on earlier work by the Australian Academy of the Humanities on *Smart Engagement with Asia*, and *Australia's Diaspora Advantage*, with the economic, political, and strategic importance of China now warranting a country-specific report.

The project was funded by the National Foundation for Australia–China Relations through its grant program.

The report's overarching goal is to understand how Australia can best support its national interests, including the handling of risk, by knowing China better. It is a resource for those with a stake in the China relationship across the university, government, corporate, and community sectors – to consider how Australia can best develop a long-term capability which adapts and adjusts with the changes in both Australia and China over coming decades.

Project objectives

- ▶ Map Australia's research and training capabilities in China studies.
- ▶ Provide a survey of current and emerging knowledge requirements for select stakeholders.
- ▶ Understand the capabilities needed to support informed and effective engagement with China.

Research and consultations

We consulted more than 100 experts – academics, business leaders, emerging China professionals, and select, senior Commonwealth officials – on what China capability Australia needs, and how we generate it.

We brought the insights from these consultations to our dataset of 41,292 Australian research outputs, funding data from the Australian Research Council (ARC) national competitive grant programs, and survey data from course coordinators and teachers of advanced China studies programs.

Findings

- ▶ Australia has distinctive interests in relations with China which require a sovereign China knowledge capability, balancing security, politics, economics, and relationship-building.
- ▶ Australia's universities generate prolific, diverse knowledge about China – this is a success story.
- ▶ However, there are serious questions around our ability to generate core capability for stakeholders: direct knowledge of China, informed by world-class understanding of how China operates, and engaged with Australia's national interests.
- ▶ Stakeholders in government and universities see benefit in a greater degree of national coordination in teaching, research, and the translation of research into government and industry.

Education & training capability

- ▶ The training of Australians in advanced China studies with language – and not just one or the other – is central to our capacity to relate with the PRC on our own terms.
- ▶ Honours in China studies, which once nurtured this expertise, is offered by fewer universities now. We consulted 14 strong providers in China studies. Seven of them offer Honours. Six universities graduated 17 Australians with Honours (Chinese studies with language) over the years 2017 to 2021, no more than five in any one year.
- ▶ Larger numbers of domestic students obtain China knowledge in highly variable ways through Masters study, with some trained in advanced language skills.
- ▶ Undergraduate (Bachelor) students can gain a perspective on China from courses taught in English in a wide range of disciplines. However, the number of universities providing comprehensive training and degree pathways is decreasing.
- ▶ This report adds to our knowledge, but the lack of publicly available data on China-focused courses still poses a major challenge in tracking capability strengths and gaps.

Research capability

- ▶ Between 2010 and 2021, Australians published 27,000 research papers on China, across 178 fields of research. This comprised two per cent of all Australian research output.
- ▶ Australia produces the fourth highest volume of English-language research about China (after the PRC, the US, and the UK).
- ▶ The top fields of publication are diverse:
 - in the sciences, public health and health services, geology, clinical sciences, medical and health services, geochemistry, biological sciences;
 - in the social sciences, business, and management, applied economics, psychology, marketing, policy and administration, banking, finance and investment, political science.
- ▶ We have a growing concentration of research into social media discourse in the PRC and into the diverse experiences of Chinese Australians.
- ▶ Australian researchers' access to Chinese expertise and resources underpins much of our capability.
- ▶ Since 2010, ARC programs have not supported China research at scale. Funding for China-focused research declined from more than \$11 million in 2010 to less than \$4 million in 2021.
- ▶ Stakeholders believe we need to cultivate Australian, integrated analysis of China's perspective on, and place in, geopolitics and economics.
- ▶ Workforce planning requires attention, to renew our capacity to understand China's history and literature, and the PRC's governance, policy processes, and elite politics.
- ▶ Adequate resourcing of research infrastructure, so that our researchers can access the information they need, is a vital component of Australia's China knowledge capability.

Translating knowledge into national capability

- ▶ Stakeholders report limited uptake of universities' China research by government and industry.
- ▶ An exception is research on China-related economic issues. Following 40 years of continuous collaboration with the PRC, with well-placed Australian leadership, this research does inform policy.
- ▶ Many of Australia's most China-capable young people are not developing their knowledge, and keeping it current, in China-relevant roles.

How this report can be used

This report makes a start on clarifying a huge national challenge. We hope universities can use it to see their own China knowledge contribution in the national context. Our aim is that the report becomes a basis for Australia's community of China observers and practitioners, universities, and governments to take forward a shared responsibility for Australia's China knowledge capability for the long term. This requires ongoing, coordinated action, centred on world-class Australian scholarship.

We offer the following questions for consideration and debate

What is the best way to build on the existing platforms for China capability?

To what extent should the higher education sector take the lead on short and long-term measures to develop national China capability, and what would be the incentive for our universities to do so?

How can we motivate more Australians, including Chinese heritage Australians, to pursue advanced China studies with language?

How do we continue to build on existing strengths in Australia's China research and collaboration, and identify emerging needs?

How can universities, government, and industry coordinate education and career paths to maximise exposure to life and work in China, keep our China capability current, and build connections into policy making and industry?

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Acronyms

ACOLA	Australian Council of Learned Academies
ACYA	Australia–China Youth Association
ACYD	Australia–China Youth Dialogue
ACYPI	Australia–China Young Professionals Initiative
ANU	Australian National University
ANZSOG	Australia and New Zealand School of Government
APO	Analysis & Policy Observatory
APS	Australian Public Service
ARC	Australian Research Council
ASEAN	Association of Southeast Asian Nations
AusAID	Commonwealth Government's former overseas development assistance agency
ChAFTA	China–Australia Free Trade Agreement
CIW	[ANU] Australian Centre for China in the World
CoE	[ARC] Centre of Excellence
CPC	Communist Party of China
DECRA	[ARC] Discovery Early Career Researcher Award
DFAT	Department of Foreign Affairs and Trade
DVC	Deputy Vice Chancellor
ERA	[ARC] Excellence in Research for Australia
FoR	Field of research
Go8	Group of Eight
HASS	Humanities, arts, and social sciences
IAC	[Western Sydney University] Institute for Australian and Chinese Arts and Culture
NCGP	[ARC] National Competitive Grant Program
ONI	Office of National Intelligence
PMC	Department of Prime Minister and Cabinet
PRC	People's Republic of China
SHAPE	Social sciences, humanities, and arts for people and the environment
STEM	Science, technology, engineering, and mathematics

Glossary

China studies	China studies is one of several “area studies” that prepares students for mastery of language in combination with disciplinary knowledge (for example, history, law, media and communications, literature, economics, government, or international relations) – a pathway to mastery of a growing, current, rigorous body of scholarship about China.
Australia's China knowledge capability	Australia's China knowledge capability is the readiness to deploy China knowledge to inform and advance Australia's interests. To ensure a sovereign capability, we need to: <ul style="list-style-type: none"> ▶ generate knowledge about China that meets our distinctive needs, including by assimilating the world's best China research, and by producing and attracting world-class China researchers; and ▶ train enough graduates in foundational, specialised, and core China knowledge so that Australians are adequately informed as citizens and at work.
Australian students	Australian students and domestic students are synonyms, and distinct from international students. We use “Australian students” to highlight the connection to national knowledge capability.
Heritage students	Heritage students bring some informal, heritage-derived knowledge of Chinese language and culture to their formal study of China; they are an important subset of Australian/domestic students.
Diasporas	The Chinese diaspora in Australia is a diverse set of communities and individuals with links throughout China, Southeast Asia, and beyond. Diasporas are characterised by five ever-present and interrelated features. Diasporas make a claim to a country of family origin, regardless of time away from that country. Individuals identify with this claim and develop an emotional attachment to what the country of family origin represents to them. Diasporas are dispersed yet remain highly connected with each other and individuals can easily activate these connections as and when needed. Finally, individuals are recognised and accepted within their communities as being diaspora members. ¹
Engaging	Engaging China generally means collaborating on mutual interests but can also include the way we handle some instances of unilateral action in defence of Australia's interests.
Indo-Pacific	The Indo-Pacific is a geographical region “ranging from the eastern Indian Ocean to the Pacific Ocean connected by Southeast Asia, including India, North Asia and the United States”. ²
Translation	Translation describes the conversion of one language into another but also, especially in Chapter Five, the conversion of knowledge from academic discourse into forms more readily accessible to decision makers in the whole range of national institutions and to individuals and enterprises.

¹ Fazal Rizvi, Kam Louie, and Julia Evans (2016). *Australia's Diaspora Advantage: Realising the Potential for Building Transnational Business Networks with Asia*. Australian Council of Learned Academies. <https://acola.org/transnational-business-networks-saf11/>

² Australian Government (2017). *Australian Foreign Policy White Paper*. <https://www.dfat.gov.au/sites/default/files/2017-foreign-policy-white-paper.pdf>

The image features a dark red background. On the left side, there is a large, semi-transparent white arrow pointing towards the right. The arrow's shaft is a solid white, while its head is a lighter, semi-transparent white. The arrow points towards a central rectangular area containing a microscopic image of tissue. This image shows various cellular structures, including what appears to be a large, clear, circular structure, possibly a cyst or a large cell, surrounded by other smaller cells and tissue fibers. The overall color palette is dominated by shades of red and white.

1. Introduction

Project overview

Almost one in five people on the planet live in the People's Republic of China (PRC). Chinese civilisation has had a major influence on the histories and cultures of Australia's region, and of multicultural Australia. China is now a powerful global player.

Australia's relations with the PRC have "come under strain" in recent years.³ Foreign Minister Penny Wong talks of "a long road on which many steps will have to be taken by both parties to a more stable relationship."⁴

Even so, China remains Australia's largest trade partner. Other developed economies compete with China; Australia has compelling economic complementarity.

China is Australia's largest trading partner, worth more than the next three partners (Japan, the United States, and the Republic of Korea) combined.⁵

Australia's ability to understand and engage effectively with China relies on the capacity of Australia's higher education system to train personnel and conduct research, and provide robust, up-to-date, and independent insight and information.

Currently, there are critical gaps in our understanding of the capacity of Australia's universities to meet these needs.

A sovereign China knowledge capability ensures that challenges and opportunities are understood with Australia's distinctive interests in view.

This report sets the scene for a long-term agenda to develop the capability we need to discern and pursue Australia's interests in its relationship with the PRC.

³ Department of Foreign Affairs and Trade (2022). "China Country Brief". 2022. <https://www.dfat.gov.au/geo/china/china-country-brief>, accessed 27 September.

⁴ Senator the Hon Penny Wong (2022). Press Conference New York, 23 September. Transcript. 2022. <https://www.foreignminister.gov.au/minister/penny-wong/transcript/press-conference-new-york>, accessed 27 September

⁵ Prime Minister Albanese (2022). Press Conference, Bali, Indonesia. Transcript. <https://www.pm.gov.au/media/press-conference-bali-indonesia>; also Department of Foreign Affairs and Trade (2020). "Trade and Investment at a Glance 2020". <https://www.dfat.gov.au/publications/trade-and-investment/trade-and-investment-glance-2020>, Australia's top 10 two-way trading partners 2018-19, accessed 27 September 2022.

Project goals

- ▶ Understand how Australia can best support its national interests by knowing China better.
- ▶ Identify the knowledge needed to engage productively with China.
- ▶ Establish Australia as a leading source of China knowledge in our region.
- ▶ Develop a long-term capability which adapts and adjusts with the changes in both Australia and China over coming decades.

Project objectives

- ▶ Map Australia's research and training capabilities in China studies.
- ▶ Provide a survey of current and emerging knowledge requirements for select stakeholders.
- ▶ Understand the knowledge capabilities needed to support informed and effective engagement with China.

The report grew out of the Australian Academy of the Humanities earlier work on *Smart Engagement with Asia*, *The Diaspora Advantage* and *Australian-Asian Research Collaborations in the Humanities*.⁶ The economic, political, and strategic importance of China now warrants a country-specific China report.

The project has been funded by the National Foundation for Australia-China Relations through its grant program. This report does not make recommendations to government. Instead, it provides a resource for those with a stake in the China relationship across the university, government, corporate, and community sectors to consider a new agenda for building a sovereign China knowledge capability.

⁶ Ilen Ang, Yasmin Tambiah, and Phillip Mar (2015). *Smart engagement with Asia: Leveraging language, research and culture*. Australian Council of Learned Academies, www.acola.org.au. <https://acola.org/wp-content/uploads/2018/08/saf03-smart-engagement-asia-report.pdf>. Fazal Rizvi, Kam Louie, and Julia Evans (2016). *Australia's Diaspora Advantage: Realising the Potential for Building Transnational Business Networks with Asia*. Australian Council of Learned Academies. <https://acola.org/transnationalbusiness-networks-saf11/>. Antonia Finanne (ed) (2020). *Australia-Asia Research Collaborations in the Humanities – Mapping the Present, Planning the Future* (Volume 1). Australian Academy of the Humanities, <https://humanities.org.au/wp-content/uploads/2021/08/Australia-Asia-Collaboration-Volume-1.pdf>; Antonia Finanne and Brigid Freeman (eds) (2021) *Australia-Asia Research Collaborations in the Humanities* (Volume 2). Australian Academy of the Humanities, <https://humanities.org.au/our-work/lasp-asia-v2/>; Fazal Rizvi, Kam Louie and Julia Evans (2016), *Australia's Diaspora Advantage*.

Developing Australia's China knowledge capability since 1972⁷

1973

In 1973, Australian exchange students arrived in Beijing, eyewitnesses to the Cultural Revolution. The agreement between Australia and the PRC to support student exchange programs was one of the first fruits of official diplomatic relations established the previous year. Successive cohorts of Australians, educated in disciplines such as Chinese history, political science, anthropology, literature, and economics, studied in the Beijing Languages Institute before moving on to universities in Beijing, Nanjing, Shanghai, Shenyang, Tianjin, and elsewhere.

1978

In 1978, Commonwealth legislation established the Australia China Council. Sixteen Council members, comprising historians, scientists, senior arts administrators, and business leaders, under the chairmanship of Professor Geoffrey Blainey AC FAHA FASSA, sought to augment Australian expertise to develop and manage the relationship with China.

1981

In 1981, Australia and the PRC signed a Technical Cooperation Agreement; technical in name, personal in nature. Some 30 long-term Australian advisors and their families lived across the PRC, developing knowledge and skills that straddled government, academic, community, and business perspectives. Many students combined their China studies with development studies through placements in China.

Governments and universities worked together to make Australia a global leader in Asian studies.⁸ Three major Asian Studies Association of Australia reports (Auchmuty 1970, FitzGerald 1980, Ingelson 1989) argued that increasing government support for the field would help to build Australia's economy, cultural dynamism, national security, and international influence.⁹ Many Australians factored Asian languages and studies into their career plans. The question of Australia's Asia literacy became part of the national policy debate.

1986

In August 1986, the Minister for Education, Senator Susan Ryan, visited the PRC to strengthen education cooperation. She then oversaw the investment of \$1 million annually in building the bilateral education relationship.

During these years the Australia China Council encouraged the employment and placement in China and Australia of those with China skills and expertise. A major initiative, in conjunction with Macquarie University, was the establishment of a Chair in Chinese Political Economy in the School of Economic and Financial Studies. The Council also supported language and interpreter training.

The Council's China Skills Traineeship furthered university, business, and government interests in China immersion.¹⁰ Each year it supported four Australian graduates of Chinese language and a business discipline to study for six months in Beijing and twelve months in Nanjing, followed by twelve months' work experience in an Australian company based in China, the Embassy in Beijing, or the Consulate-General in Shanghai. Many moved easily thereafter into government, business, and advisory roles.

1987

In 1987, the Lo Bianco report led to the adoption of a National Language Policy that promoted and funded certain Asian languages (Chinese, Japanese, Indonesian) in secondary schools.¹¹ In some cases, Department of Foreign Affairs and Trade (DFAT), AusAID, and state governments actively promoted the establishment of university Asian language programs and in-country studies. University language programs grew to meet increasing demand from Australian high school graduates of Asian languages.

⁷ Thanks to Catherine Hlavka for research and drafting that provided the groundwork for this section.

⁸ Stephen FitzGerald and E Drysdale (1980). *Asia in Australian Education*. Canberra: Asian Studies Association of Australia [FitzGerald Report]. The Commonwealth Government established the Council on the recommendation from this Report to "foster Asian Studies and provide advice on Asian Studies at all levels of education and in industry".

⁹ J Auchmuty (1970). *Report by the Commonwealth Advisory Committee on the Teaching of Asian Languages and Cultures in Australia*. Canberra: Australian Government Publishing Service [Auchmuty Report]; *Asia in Australian Education* (1980) [Fitzgerald Report]; John Ingelson (1989). *Asia in Australian Higher Education*. Report to the Asian Studies Council [Ingelson Report].

¹⁰ Canberra: Australia China Council Annual Reports 1986-87; 1988-89; 1989-90; 1990-91; 1991-92; 1992-93; 1993-94, Department of Foreign Affairs and Trade. Australian Government Printing Service.

¹¹ Australian Academy of the Humanities (2021). 'Enshrining multilingualism: how a landmark languages policy changed Australia'. <https://humanities.org.au/power-of-the-humanities/enshrining-multilingualism-how-a-landmark-languages-policy-changed-australia/>, Joseph Lo Bianco (1987). National Policy on Languages. Canberra: Australian Government Publishing Service. <https://nla.gov.au/nla.obj-1459652225/view?partId=nla.obj-1463145072>

1990

From the **mid-1980s to the mid-1990s**, specialisation in understanding Asia was a priority across secondary and tertiary education. Asia-focused language and area studies degree programs flourished. And there was a growing trend for researchers across a wider range of disciplines to focus on China. The 1994 Rudd Report, *Asian Languages and Australia's Economic Future*, had bipartisan support and was well funded.¹² It had proposed a 15-year plan for producing an Asian-language literate generation of Australians. From 1995 to 2002, successive Commonwealth governments invested more than \$200 million in Asian language study in Australian secondary schools.¹³

2000

The strength of young Australian China scholars who trained or came to maturity in **the 1990s** was evident throughout the **early 2000s** in their domination of prestigious US book prizes recognising China expertise.¹⁴

This strength in capability had been a generation in the making. Australia's China capability was still modest in size but confident and growing. It was borne of world-class scholarship, varied and sustained experience in the PRC, and a relatively high degree of integration between schools, universities, business, and government.

This time proved to be the peak period of Australia's China knowledge capability.

Decline of the shared capability agenda

2002

In 2002, there was evidence that a downturn in capability had already begun. That year, the Jeffrey Report found that Australian universities were rapidly losing their strong position in Asian studies, as other nations aggressively caught up (headhunting Australian talent), and Australians' enthusiasm for Asia knowledge had flagged, including after the 1997 Asian Financial Crisis.¹⁵

2005

In 2002, the Howard Government announced it would cease funding Asian languages in schools, citing this as a responsibility of state governments. In the **2005** Senate *Inquiry into Relations with China*, the committee found that Australia's capacity to improve China literacy at all levels of education was declining. The Asian Studies Association of Australia in their submission noted that China capability levels in 2005 were weaker than in 1995.

2010

In 2010, the Commonwealth Government began phasing out bilateral aid to the PRC. The shift away from a development relationship reduced the pool of Australians who had insight into both government and community perspectives.

Post 2010

For the past decade, governments have prioritised trade access into China. China's demand for Australian resources did not stimulate wider investment in specialist China skills. In contrast, the US, Germany, and France have significant manufacturing investments in China that require China competency and highly skilled personnel to manage operations.

The only Commonwealth program for Australian students wanting to enhance China skills is via the New Colombo Plan which began in 2014. The plan is a return to the integration of government, university, and business interests in Asia immersion. Hong Kong was one of four pilot locations when the program was introduced in 2014.¹⁶

¹² Kevin Rudd (1994). *Asian Languages and Australia's Economic Future: A report prepared for the Council of Australian Governments on a proposed national Asian languages/studies strategy for Australian schools*. Brisbane: Queensland Government Printer.

¹³ Marilyn Harrington (2021). *Australia in the Asian Century: Asian studies in schools*. Parliamentary Library, Parliament of Australia.

¹⁴ One clear marker was the string of awards that Australian academics won in US China Studies book prizes from the end of the 1990s and first years of the 2000s. Australians dominated these major US book prizes, such as John Fitzgerald in 1998 (Levenson modern), Geremie Barmé in 2004 (Levenson modern), John Makeham in 2005 (Levenson pre-1900), Antonia Finnane in 2006 (Levenson pre-1900), Michael Dutton in 2007 (Levenson modern), Luigi Tomba in 2016 (Levenson modern). <https://www.asianstudies.org/grants-awards/book-prizes/levenson-prize/>, accessed 12 October 2022.

¹⁵ John Fitzgerald, Robin Jeffrey, Kama McLean, and Tessa Morris-Suzuki (2022). *Maximising Australia's Asia Knowledge: Repositioning and Renewal of a National Asset*. Asian Studies Association of Australia [Jeffrey Report]. <https://asaa.asn.au/wp-content/uploads/2015/09/Maximising-Asia-knowledge.pdf>

¹⁶ Department of Foreign Affairs and Trade (n.d.). "About the New Colombo Plan". <https://www.dfat.gov.au/people-to-people/new-colombo-plan/about>, accessed 12 October 2022.

One of the most resilient channels in relations between Australia and China has been research collaboration. Even through the recent strain in the bilateral relationship, research relations and co-publication have remained strong, but not unaffected.¹⁷

The PRC's own research priorities can pose challenges for Australian researchers. These challenges are not new but are intensifying (see 'Language & insight' on p. 16). Despite this, academics with deep and current expertise in research collaboration with the PRC observed that topics perceived to be of a sensitive nature were still able to be debated within PRC universities.

Australia's economic relations with the PRC have remained important, as security concerns have also returned to the fore. Our responses to this complex situation would benefit from integrated analysis that draws on expertise in universities across the nation on a scale that has not yet been attempted.

Mapping our current China knowledge capability

Australia's China knowledge is diffuse. This report does not provide a map of all of Australia's China knowledge, which we recognise resides in a range of institutions and individuals.¹⁸ Our focus is the university sector, specifically research and teaching, because this is where formal China training and knowledge is built, maintained, and transferred. We touch on but have not begun to do justice to Australian universities' overseas presence, or Australian studies in China.

We present a system-wide overview of teaching and research before focusing on select subject areas and data sources to map Australia's China knowledge capability, highlighting strengths, weaknesses, challenges, and opportunities for Australians now and into the future. This report discusses three types of China knowledge – core, foundational, and specialist – generated through both teaching and research.

For the teaching contribution to developing capability, we look to provision and enrolment in a wide range of China-focused subjects. We assess the current state of play in China studies, which has traditionally set students up for mastery of language in combination with disciplinary knowledge (for example, history, law, media and communications, literature, economics, government, or international relations).

We focus especially on advanced China studies (Honours and Masters), because this level of study builds mastery of a growing, current, rigorous body of knowledge about China, and is a conduit to higher research degrees. We need Australians with this level of knowledge to decide on the content of foundational knowledge in Australia, and to provide and pass on their expertise. This niche but pivotal area of capability has not received sustained focus until now.

In assessing Australia's research capability, our focus was on understanding the volume of China-focused research ('about' China) and which disciplines and institutions are involved over time. A subset of this research is not only 'about' but also 'with' China. We include Australian research collaboration with China that adds to our China knowledge capability.

¹⁸ For example, we do not focus on diplomas of languages or the teaching of Chinese language and culture at Confucius Institutes in Australia. There is certainly more work to do in understanding the pathways by which students can build capability. We recognise the importance of offshore activities our universities are engaged in as vital parts of the capability ecosystem, including Australian university centres in the PRC, centres for Australian studies in China, and alumni links. Australians who have ties to China and have lived in China, and Chinese who have lived and studied in Australia all contribute to our knowledge of China. Further work on offshore activities is needed to extend our understanding of Australia's China knowledge capability.

¹⁷ James Laurenceson (2020). *The Australia China Science Boom*. University of Technology Sydney, Australia-China Relations Institute. <https://www.australiachinarelations.org/content/australia-china-science-boom>

Evidence gathering

Much of the publicly available data on higher education and research had limited use for the project because these data are not available at the level of granularity needed to assess China knowledge capability. The project employed a mixed methods approach (quantitative and qualitative), synthesising existing data on teaching and research related to China, supplementing publicly available data with tailored data analysis and interviews with Australia's world-renowned China experts and emerging China specialists, peak bodies, and select, senior Commonwealth officials.

Consultations with over 100 people across academia, industry, and government, ranging from young professionals to professors emeriti, have informed our description and analysis of Australia's China knowledge capability. Taken together, the evidence compiled for this report provides a composite picture of the system and a baseline from which to discern capability.

Like to know more?

Appendix 1 provides a detailed overview of the methodology we employed, including:

- ▶ Phases of our research
- ▶ The datasets we compiled to assess capability
- ▶ Keyword searches used to retrieve data
- ▶ Data limitations
- ▶ Mixed methods approach to education and training capability data collection

Appendix 2 provides a list of people consulted

What is China knowledge capability?

Australia's China knowledge capability is the readiness to deploy China knowledge to inform and advance Australia's interests.

In this chapter, we unpack the types of China knowledge capability generated in our universities, then briefly consider the wider view, beyond academia.

We posit three types of knowledge:

1. **Foundational:** a basic understanding of Chinese politics and government, and China's place in regional and global dynamics in security, trade, culture, human rights.
2. **Specialised:** expertise on China within a specific field of knowledge such as economics, art, media and communications, health and medicine, law, or international relations.
3. **Core:** enables us to discern and to pursue Australia's distinctive interests in relations with China.

“We need a complex set of capabilities to match a complex set of issues; an endeavour that has many points of entry, broad appeal and relevance that's as broad as our needs and opportunities.”

— Frances Adamson, Governor of South Australia, formerly DFAT Secretary and Australia's Ambassador to the PRC

Foundational knowledge

Foundational knowledge of the history, politics, culture, and economies of Asia and China can raise the bar for Australian debate and politics, ready Australians for opportunities in our region, and lay the groundwork for collaboration across research disciplines and sectors (universities, government, industry, wider society). As taught in our universities by teachers who are also researchers, foundational knowledge emerges from a wide, deep, and progressive base of specialised knowledge.

The select, senior Commonwealth officials we spoke to from Department of the Prime Minister and Cabinet, the Department of Foreign Affairs and Trade, and the Office of National Intelligence would welcome a steep increase in the number of Australian graduates who have a basic understanding of Asia generally and China in particular.

Foundational knowledge need not involve learning Chinese language, but a basic (or better) level of Chinese language ability enhances foundational capability.

While individual universities have their own introductory courses on Asia and China, there is also nascent interest in a national and international perspective on what does and should get taught in foundational China studies in Australia.¹⁹

Specialised knowledge

A wide range of disciplines in our universities conduct research about China. As befits the creation of new knowledge, it is typically detailed, specific, and explicit about its methodology and theoretical underpinnings. It can be applied in multidisciplinary settings to clarify and solve problems. Three subcategories matter for this project:

“People come to work on a project on China and they are missing some foundational knowledge about China’s political system – who are the actors, what shapes their worldview. ... We’ve spent a lot of time over the last ten years training people to understand China.”

– *Senior Commonwealth official*

China specialists

Our China specialists can interpret and explain Chinese society, culture, and politics in ways that correct and extend Australian perspectives. Australian sinology flourished in the 1980s and 1990s, and is now complemented by Chinese Australian scholars with native Chinese fluency and degrees from Chinese-speaking countries as well as Australia. Our spotlight on Professor Wang Gungwu AO CBE FAHA, below, illustrates the value of deep, personal knowledge of China cultivated over years of study and leadership in Australia.

Some of our most important questions about the PRC require insight into the opaque working of political elites. For Australia, insight into the politics of specific sectors such as resources, finance or health and medicine, in particular provinces, may be critical. A sovereign capability of this kind requires specialised training in language, documents, history, and politics, as well as contextual knowledge. Just as important is the ability to understand the ways in which Chinese politics differs from Australian politics, while Chinese and Australian people’s daily concerns – health, education, justice and order, opportunities for the next generation, the environment – are similar. Australia has a national need to deepen our understanding of these things, but it doesn’t follow that we meet it entirely by ourselves. To keep up with the pace of change in China, Australia’s scholars engage with the global network of research on China. China researchers, in Australia and abroad, not only know China firsthand, they apply academic rigour to develop and test that knowledge. Their work benefits from international collaboration and competition.

China as the site of specific knowledge sets

Australia’s most prolific fields of research about China study the PRC’s geology and health data, reflecting Australia’s China relationships in resources, especially mining, and in medicine and health. The social sciences and humanities have less prolific but still substantial publication output, and help us to understand China from many angles. We explore themes in Australian research in detail in Chapter Three, “Deeper dive into China knowledge research capability”.

Bringing other disciplines’ questions to the study of China

Increasingly, Australia’s China capability benefits from scholars and other thought leaders who have applied their expertise to China but are not themselves China specialists. Even more important is the extent to which China specialists inform the assumptions about China made by these affiliated thinkers and decision makers.

Debates about defence strategy have their own calculus concerning potential scenarios, but China-specific assumptions and projections must enter into the equation. Historians who analyse Australia’s international relations must weigh the appropriateness of past Australian attitudes to China. Decision makers can learn from others’ experience with China, documented in peer reviewed journals, and presented in well established courses such as those provided by the Australia New Zealand School of Government.

¹⁹ In Chapter Two, we touch on Associate Professor Delia Lin’s call for collaboration on benchmarks for Australian China studies, which could inform foundational courses across disciplines. We thank Jonathan Benney for sharing his pre-publication paper, “Teaching contemporary China at universities – the global state of the field”.

Wang Gungwu AO CBE FAHA: “a bright and brilliant pattern”

Professor Wang Gungwu was President of the Australian Academy of the Humanities from 1980 to 1983, a time when the PRC was opening to the world. In his 1983 Annual Lecture as President, “The Chinese Urge to Civilise”, he wrote hopefully of the oneness of civilisation in a world that was ceasing to be divided by the Cold War.

While that assessment might now seem to belong to a moment that has already passed, his treatment of *wenming* — the Chinese term for civilisation — points to a legacy worth preserving: “*Wenming* means bright and brilliant pattern, decoration, and also language ... clearly linked to literacy and the non-military aspects of government and education.”

At the National Foundation for Australia–China Relations’ inaugural Wang Gungwu Lecture in June 2022, Professor Antonia Finnane FAHA paid tribute to the lecture’s namesake, her PhD supervisor. Below we provide an edited version of her remarks, with thanks.

Professor Wang Gungwu, scholar and public intellectual, is internationally recognised for his contributions to historical research and tertiary education in the Asia–Pacific over a period of nearly seventy years, and for the roles he has concurrently played in cultural diplomacy. He now holds the distinguished titles of University Professor at the National University of Singapore and Emeritus Professor at the Australian National University.

Born in Indonesia to Chinese parents, a young Wang Gungwu took Malayan citizenship in 1949. As a student in the University of Malaya, he saw his purpose as nation-building. That nation was what became Malaysia. His MA thesis was on early Chinese trade in the South China Sea, the ancient history of the phenomenon that helped create the Chinese communities of Southeast Asia.

His postgraduate research, undertaken at the School of Oriental and African Studies in London, focused on the question of unity and division in

China. He chose to study this problem in the context of an early period of history, the Five Dynasties (907–960 CE). Anyone wanting to read about this period in English would still have to turn to his 1963 book, The Structure of Power in the Five Dynasties. He is best known, however, for his writings on the Chinese diaspora in Southeast Asia and on what it means to be Chinese in the wider world.

Gungwu’s family was tossed about on the waves of history. In 1968, 40 years after his parents had left China for Malaya, he himself left Malaysia for Canberra, together with his wife Margaret and their three children. They thought of their departure as temporary. Anti-Chinese riots in 1969 were among the many signs that it was becoming more difficult to be ethnically Chinese in Malaysia. In the middle of the seventies, the whole family acquired Australian nationality.

Between 1968 and 1986 Professor Wang served as head of the Department of Far Eastern History at the ANU and for a time Director of the Research School of Pacific Studies. His stint as Director was a turning point in his understanding of the region. He later wrote of “a growing triangular relationship [that] was taking shape in my life. One angle was based on [Institute of Southeast Asian Studies] ISEAS in Singapore for Southeast Asia, one on Hong Kong University for the study of China, and the third on Canberra as basecamp for the Asia–Pacific”.²⁰

Professor Wang took a deep interest in his new country, which during his years here evolved from a fairly White Australia to one with a growing Asian population. The Wang Gungwu lecture series, dedicated to the achievements of Chinese Australians, pays tribute to someone who made Australia part of his research on Asia and made that research highly relevant to Australia.

Core capability

Our conception of Australia’s core China knowledge capability distils advice from consultations with more than 100 Australian China experts from across our universities, industry, community groups, and government, many with several decades’ intensive experience in Australia–China relations.

We use core capability to describe the kind of knowledge that stakeholders most value. It includes knowledge content, but also experience, relations, and attitudes that exist or should exist between the various players in Australia’s relations with China, as well as between Australia and China. It comprises Australians with:

- ▶ mastery of Chinese language, along with advanced training in culture, politics, and history, to hold our own in bilateral relations, to advance our understanding of China and skill in engaging China, and to keep up with international knowledge creation and innovation
- ▶ experience living and working in China, essential to keep people in touch with China’s scale, speed, and inventiveness, and to inoculate them against bias or oversimplification
- ▶ the ability to ‘join the dots’ and translate knowledge held in Australia’s universities through to Australian policy making and industry application.

By “core capability”, then, we mean knowledge that is direct, so that Australia has its own expertise grounded in relationships in China; universalist, so that it benefits from the standards of evidence and accountability of international scholarship; engaged with Australia’s interests, including as perceived by the Commonwealth Government; and integrative, in that it serves a common Australian purpose of better understanding China, and how to engage China.

We will see in Chapter Two an example of why the combination of these qualities matters. Increasing numbers of Australians learn advanced Chinese as a technical skill, for accreditation as translators. Vanishingly small numbers learn advanced Chinese in the scholarly traditions that produce independent, critical China expertise. The latter is core capability.

Experience in China

A clear and common view from across all stakeholders was that Australians should be sceptical of anyone who claims to know China without the benefit of sustained personal experience in Greater China. Ideally this would comprise at least a year of living and working in China. An informed observer in the PRC, for example, will see the give and take between the people and the Party–state.

“We need a norm that decision makers, including military leadership, need to be closely acquainted with China, and that means repeated visits, before they take decisions that affect our bilateral relations.”

— Frances Adamson, formerly DFAT Secretary and Australia’s Ambassador to the PRC

²⁰ “ANU and Being Southeast Asian”, <https://seasiainstitute.anu.edu.au/sites/default/files/uploads/2021-08/wang-gungwu-southeast-asian3.pdf>, p. 2, accessed 29 September 2022.

This principle applies to business partnerships in an economy and culture that run differently to Australia's, and to all who aspire to build their China capability. Frances Adamson, formerly DFAT Secretary and Australia's Ambassador to the PRC, argues that it applies urgently to decision makers who carry responsibility for relations with China. While it may not be realistic to expect all such decision makers to have lived in China, the best advice is that those who have not should at least have visited the PRC several times.

Language & insight

Stakeholders in the China relationship affirmed that Chinese language proficiency is a core component of our national China capability, providing access to deeper kinds of cultural capacity and insight, intercultural endeavour, and wider views of the world.

The results of the 2021 Australian census, released in June 2022, show that the majority language other than English spoken in Australian homes is Mandarin Chinese, with Cantonese third. Chinese is the fastest growing language in our education system. Yet for more than 20 years, Australia has accepted very low levels of heritage language development.²¹ We cannot assume that this national asset automatically translates into capability. To benefit from it, we should encourage heritage language development and maintenance, and integration into the various situations where Australia needs Chinese language capacity.

That need is becoming more acute. Over the last 20 years, we have accumulated a depth of China knowledge from English-language materials. However, a senior government official expressed concern to us that this knowledge is not being replenished because "China no longer wants to be studied by the outside and is closing down some areas of engagement". The PRC's five-year plan for cultural development, released in September 2022, urged scholars to "establish philosophy and social sciences with Chinese characteristics, Chinese style, and Chinese feel"; China Policy reads the plan as directing scholars to "break out" from and "decouple" with global mainstream humanities and social sciences.²²

In health and medicine research, too, we heard that the ability to speak Mandarin is becoming more important as the PRC's own health capacities grow.

Another senior government source told us that:

"ultimately, Australia cannot have our own relations with China without having a translation and interpretation capacity grounded in our interests and values, including free speech and the highest professional standards. Relations will be on an unsound footing until that capability is adequate to the task".

Government officials also see a growing need to recruit people with Mandarin Chinese, as well as non-Mandarin languages and dialects.

Language can either help or hinder our diversification of business ties with China. Poor cultural and linguistic understanding on the Australian side can make it harder to hire the right people in China – those who can bridge the Chinese and Australian approaches to rules and relationships.²³

Beyond academia: career paths & networks

Australia's capability is not just the sum of our knowledge; it is our ability to deploy it to achieve Australian objectives. The challenge is to preserve as much as possible of the advantages of university knowledge – deep, multidisciplinary, internationally minded, and non-partisan – in the translation into government policy making and Australian engagement with China generally.

Knowledge capability includes the networks that develop China capability over time. It takes decades to acquire knowledge of the kind that can reliably inform China policy. Scholars gain this depth of experience within universities, but for an integrated national capability, stakeholders identified the need to facilitate careers that combine study, life, and work experience in China, and China-rich work in Australia.

Longstanding business relationships in China are themselves a form of knowledge capability. Australia has extensive Australian business links in the PRC. Although more Australian businesses hire outside China expertise, experienced business leaders told us that the most successful businesses tend to develop their own, in-house. Examples given include Blackmores, Bellamy's Organic, and Cochlear.

University teachers interviewed for this project reported that some of their most motivated students have family business ties in China, and are committed to learning Chinese to build careers in business.

International networks

The international dimension of our China knowledge capability is complex. Australia's China knowledge capability includes the international imprint of our research and teaching. It is a soft power asset for our international relations.

Australians who have Chinese as their mother tongue, and family connections into China, benefit Australia through a multitude of enterprises and relationships. Diaspora links across Australia, Southeast Asia, and the Southwest Pacific, and into China itself, keep Australians directly in touch with economic opportunities, cultural exchange, and regional security issues. Chinese alumni of Australian universities have shaped and led a Chinese institution for agricultural development and national policy development on health insurance, for example – providing an important opportunity for Australia.

²¹ Joseph Lo Bianco, Jane Orton, and Gao Yihong (eds) (2009). *China and English: Globalisation and the Dilemmas of Identity*. Bristol: Multilingual Matters; Misty Adoniou (2015). "Linguistic paranoia – why is Australia so afraid of languages?" *The Conversation*, 15 June. <https://theconversation.com/linguistic-paranoia-why-is-australia-so-afraid-of-languages-43236>

²² The first quote is from an unofficial translation at China Law Translate, <https://www.chinalawtranslate.com/en/十四五文化发展规划/>, accessed 12 October 2022; the second is from email noreply@polycn.com – Lane, 3 September 2022.

²³ We heard that a PRC-national representative for a major company proved unable to accommodate due diligence requirements on the Australian side, remaining wedded to more flexible PRC practices.

“A little China knowledge goes a long way here. ... There’s a need to combat the false authority of those who pronounce on China without deep knowledge.”

— Professor David Goodman,
Director of the China Studies
Centre at the University of Sydney

The impact of our national China conversation

The quality of our national debate on China has a direct impact on our China capability. Our China conversation directs the flow of ideas and information, and influences student choice and career prospects. This was a common, emphatic theme across business, early, mid, and late career researchers, young professionals, and teachers of China studies.

During consultations in 2021, we heard on several occasions, particularly from young China experts but also from some business leaders, that they were wary of contributing to the Australian debate on China. Some young professionals told us that, in contrast to earlier decades, because of the state of Australia’s national China debate, they assessed it was currently better for their careers to conceal their China knowledge. This was not just a matter of keeping their opinions to themselves, but of disowning their interest in and knowledge about China. This is a significant threat to Australia’s sovereign China knowledge capability, which needs to be addressed.

We were also reminded that, like any group, Chinese Australians have diverse perspectives, including on politics. Chinese Australians’ various insights into China comprise an important national asset.

Many stakeholders called for a less strident, more considered national conversation on China. Raising the prominence of core China knowledge would highlight Australians’ common interest in a direct, multifaceted understanding of China.

Utilising China capability

Despite the views expressed by young professionals about the devaluing of their China capabilities, we heard from senior officials that the APS needs to employ more China-capable people, including more Chinese Australians. Senior officials in the APS said that public servants need to have the depth of understanding of China that enables them to analyse and advise on strategic, economic, and political developments related to China.

China scholars identified a reluctance in Australian universities to use their own China knowledge capability. Multiple separate consultations with academics conveyed strong views that universities need to consult their own (or external) China experts so that they are adequately prepared on China issues. This applies when universities make decisions on China teaching and research, and when they do business with the PRC and with Chinese nationals.

“These days one does not hear the phrase ‘I’m not a China expert, but ...’. Everyone has a view. There’s been a massive devaluation of China expertise at all levels. We have to consider the potential for misunderstanding and miscalculation, which could have grave consequences.”

— Frances Adamson, formerly DFAT Secretary and Australia’s Ambassador to the PRC

“It doesn’t make sense – we know what’s happening in China, yet we are not being consulted on China.”

— Mid-career China specialist with professional and diaspora links in the region

Facilitating collaboration & translation

At present, our university system produces China knowledge as researchers break new ground, anticipating and leading developments in their fields.

In theory, this researcher-led system should be the most agile in keeping up with rapid changes within the PRC, the international system, and the technologies that mediate power. It also should deliver the profound and practical benefits of scholarship that studies China for its own sake. We have good reasons of both principle (basic freedoms) and expediency (the contest of ideas advances understanding) to support this liberal approach to China capability.

However, stakeholders called for a greater degree of structured, China-focused collaboration between teachers, researchers, government, and the wider community.

In Chapter Four we focus on mechanisms needed to connect the constituent parts of the China knowledge system, including ways for researchers to better understand the challenges governments and industry face in adjusting their China strategies – and which will allow a more integrated analysis to inform policy.

“The China challenge is whole-of-nation, involving many perspectives and capabilities ... having people with a range of expertise being able to work together across boundaries with foundational understanding is going to be important not just for us [Government] but across the community and economy in general. We need a common China framework across disciplines to enable collaboration.”

Senior Commonwealth official

How China understands Australia

China experts also reported that the PRC faces its own “Australia knowledge capability” challenges. While some PRC nationals may understand Australia well – including the tens of thousands of alumni of Australia’s universities – the PRC elite sometimes miscalculate in their dealings with us, just as we do in our dealings with them, according to Dan Hu.²⁴ She argues that growing Australia’s China knowledge capability will equip us to bridge this gap too – providing the Communist Party of China (CPC) elite, current and emerging, with better ways of understanding and explaining the differences between our countries.

Like to know more?

Appendix 2 provides a detailed list of our stakeholder consultations, across all states and territories (except the Northern Territory), representing the university sector, teachers and researchers, business, public policy, government and think tanks

²⁴ Diane (Dan) Hu (2022). “China’s Australia Literacy”, 12 May. <https://asialink.unimelb.edu.au/insights/chinas-australia-literacy-a-dangerous-assumption-in-foreign-policy-making>

Individuals & institutions for a China-capable nation

This overview provides a perspective on China knowledge capability as a set of relationships, centred on our universities, that will support a widening range of Australians to understand and engage with China. It draws on the aspirations of the people we consulted, which, taken together, envisaged ...

Groups of individuals who, over decades

- ▶ bring to the national conversation a personal and professional knowledge of life in Greater China
- ▶ develop an informed understanding of China and of Australia–China relations
- ▶ interact across disciplines, sectors, institutions, states, and territories

A set of institutions, especially universities, that generate this capability and should themselves exemplify it

A national asset that is

- ▶ reflective of the evolving and wide range of Australia’s interests
- ▶ conducive to an evidence-based public debate
- ▶ informed about
 - the inherent interest of Chinese cultures and civilisation
 - how the PRC functions and its aspirations
 - Australia–China relations, including in regional and global contexts
 - the diversity of Chinese Australians’ (i) views on the PRC and (ii) connections across the region and their significance in Australia’s multicultural story
 - the importance of cross-cultural communication in Mandarin Chinese and other Chinese languages, and the extent to which language and translation influence Australia–China relations.

Capability goals, in a national context, for university researchers and teachers to promote

1. understand China for its own sake and for its importance in many disciplines, professions, industries, and policy areas
2. understand the practical implications of how the PRC differs from/is like Australia, including but not limited to
 - a. differences in the way state power is organised, deployed, and limited
 - b. similarities between the everyday concerns of Chinese and Australian people
3. better support and make use of Chinese Australians’ China knowledge
4. provide independent Australian expertise on the PRC sufficient to inform decisions and policy making across Australian governments and society at home and abroad
5. engage with China: manage risks, negotiate, solve problems, learn from and with China.



2. Teaching capability

Key findings: teaching capability

- ▶ Undergraduate (Bachelor) students can gain a perspective on China from courses taught in English in a wide range of disciplines. However, the number of universities providing comprehensive training and degree pathways is decreasing.
- ▶ Experts are concerned that a trend away from China-focused subjects to more general subjects, such as international relations, means that students will not get a foundational grounding on China.
- ▶ China studies programs have been an important training ground for deep knowledge acquisition but there is evidence of declining offerings and enrolments.
- ▶ The training of Australians in advanced Chinese language and studies – and not just one or the other – is central to our sovereign capacity to relate with the People’s Republic of China (PRC) on our own terms.
- ▶ However, Honours in China studies, which once nurtured this expertise, is offered by fewer universities now. We consulted 14 strong providers in China studies. Seven of them offer Honours. Six graduated 17 Australians with Honours (Chinese studies with language) over the years 2017 to 2021, no more than five in any one year.
- ▶ Larger numbers of domestic students obtain China knowledge in highly variable ways through Masters study, with some trained in advanced language skills.
- ▶ Our research was unable to identify any Australian Masters program in generalist China studies (as against those with a specific language focus) that requires Chinese language.
- ▶ Increasingly, Australians with advanced Chinese language choose to study courses that cater mainly to international students and focus on language skills specifically, rather than the traditional China studies model that produces core capability with an Australian perspective.
- ▶ It is not possible to determine from publicly available data the numbers of students in China-focused courses. This is a major constraint in tracking capability strengths and gaps.

In Chapter One we saw that our core China knowledge capability comprises language, experience, and relationship-building in China, international knowledge about China, and the ability to draw insight from these assets for Australia’s purposes. Individuals who combine these traits can provide judgement and connections to inform policy, our China conversation, and particular Australian interests in China, including economic interests. University teaching on China also builds foundational knowledge for citizenship and enterprise. In this chapter we examine the teaching and training on China provided by our universities.

It is necessary to first explain the limits on what we can know from available data. The Commonwealth Department of Education maintains student statistics collections, based on annual reporting from Australian universities.²⁵ These include undergraduate and postgraduate student enrolment, load, and completions data. However, it is not possible to disaggregate these data to identify China-focused study areas.

There is only one field of education (four-digit) with an explicit China focus, traditional Chinese medicine, which is a fraction of China-focused course provision.²⁶ China-focused content is on offer in other fields of study but it is not possible to determine from publicly available data the numbers of students enrolled and graduated in China-focused courses (see Appendix 3 for a sample of undergraduate – and some postgraduate – course offerings in 2021). The most granular level of reporting on languages, for instance, is the narrow (six-digit) field of education East Asian languages. It is not possible to distinguish Chinese from Japanese or Korean.

Undergraduate students may take minor or major programs of study with a China focus and graduate with some degree of proficiency in Chinese language, history, politics, or law, for example. Very few students will go on to take an Honours or Masters-level courses, fewer still higher degree by research programs of study.

²⁵ Department of Education (n.d.). Higher Education Statistics Collections. <https://www.dese.gov.au/higher-education-statistics/student-data>

²⁶ Australian Bureau of Statistics (2001). “Australian Standard Classification of Education (ASCED)”. <https://www.abs.gov.au/ausstats/abs@.nsw/0/E7779A9FD5C8D846CA256AAF001FCA5C>

The fact that it is not possible to accurately quantify this student population is a major constraint in both understanding and tracking capability strengths and gaps.

Considering these data deficits, we took a mixed methods approach to try to build a picture of Australia's China knowledge capability as generated in teaching and education, through:

- ▶ desktop data gathering via university websites and course handbooks (noting that searches by course name do not reveal operating details – including whether the course was in fact delivered in any given year)
- ▶ targeted data requests to Deputy Vice-Chancellors, Academic, at 22 Australian universities, and
- ▶ consultations with course coordinators and teachers, and a survey of advanced China studies with languages programs, focused on provision at Honours and Masters level in 14 Australian universities.²⁷

Where we do indicate enrolment numbers, they were provided to us informally by teachers or course coordinators. In the rare cases where we can provide official numbers, we indicate that.²⁸

While we were unable to undertake a comprehensive study of undergraduate course provision, we can outline the courses on offer, and shine a light on major issues and trends.

Please note that we have not mapped the teaching on China in specific disciplines' graduate schools, for example, law or medicine. These are substantial bodies of capability, and so would reward further study.

We focused on provision and enrolment in advanced coursework and training in China studies (Honours and Masters) – both with and without language training. These are the courses which underpin core, generalist China knowledge capability, as described by the China scholars consulted for this project. Advanced study builds a professional scholarly pathway to mastery of a growing, current, rigorous body of knowledge about China.

²⁷ Australian National University, Deakin University, Griffith University, Macquarie University, Monash University, La Trobe University, RMIT University, University of Adelaide, University of Melbourne, University of New South Wales, University of Queensland, University of Sydney, University of Tasmania, University of Western Australia. Further detail at Appendix 3.

²⁸ Where we refer to numbers being reported by teachers, they are headcount numbers. For data from Macquarie University, the University of Melbourne and the University of Queensland, they are estimated full-time student load numbers.

Studying China in Australia

China studies in Australia has a proud history, which helped to establish Australia's reputation as a global leader in the study of China during the 1980s and 1990s.

In 1999, then President of the Asian Studies Association of Australia, Professor Robert Elson FAHA, wrote that "at the height of its achievement, the edifice of Asian studies is in danger of subsiding because of its success".²⁹ Subjects such as "China studies" were beginning to put themselves out of business, as China was covered in an increasingly wide range of disciplines.

Elson wrote that "the great challenge of Asian studies is to recognise the inevitability of change and for its proponents to be adaptive to it". His prognosis was correct. But his diagnosis could not have anticipated the sharp and distinctive changes to the operating environment since 2000 for Asianists and China scholars in particular, with the power to shape the field wresting heavily into the hands of students (majority fee-paying international), through their subject choices.

Overview: transition, diffusion, decline

Today, foundational provision in Australian universities is diverse. At some universities, students who do not speak Chinese can gain a perspective on China from a wide range of disciplines. Similarly, many students study Chinese language while earning degrees in commerce, education, or engineering.

However, at many Australian universities the range of options for studying China in its own right is trending downward. Even at our largest universities, China scholars are concerned that we are losing depth on China as courses merge into Asia-wide studies. China is often one 'topic' among many in 'catch-all' courses.

This situation is complicated by the fact that where China is still studied in its own right, the number of international students is often very high relative to domestic students.

Students from China bring valuable knowledge that could contribute more to the building of capability in the domestic student cohort. (We mention one promising model below, in the spotlight on "China studies scholars with deep China experience". And at "Studying Chinese alongside international students", on p. 38, we focus on the advantage of learning advanced Chinese alongside native speakers.)

²⁹ Robert Elson (1989). "Re-sparking our cultural connections", *The Australian*, 10 March.

These are complex, interrelated challenges. Coming to grips with them at a national scale is made more difficult by the lack of data on the study of China across our universities, discussed above. We are a long way from having an adequate map of Australia's overall provision of foundational teaching on and about China.

We know more about the capacity of universities to provide training in advanced China studies with language. In the main, China studies in Australia is taught by a group of language schools facing challenges to fulfill their responsibility to Australian students, while also meeting the expectations of international students. Teachers are finding it difficult to combine the study of Chinese language with a substantive study of Chinese culture and politics.

On advice, we took Honours in China studies as the established paradigm for advanced China studies and language. We could verify no more than five Australian students graduating with this qualification in any year from 2017 to 2021. By contrast, at least 50 Australian students graduated annually with strong language capability, honed in courses that cater mainly to international students, with varying scope for critical enquiry into history, politics, and culture (pp. 35–36).

Overall, as we will see in the following sections, Australian universities' provision of China knowledge is concentrated in our largest universities, where it is diffuse and uncoordinated. It may be that many students are able to piece together a range of studies and experiences that gives them core capability, but this is being left to chance. Choice is often hampered by restrictive program requirements and internal funding mechanisms that limit free course selection. Our universities' scaffolding of study to build core capability is weak.

Foundational, undergraduate teaching on China, in English

Stakeholders interviewed for this project emphasised that not everyone who works on or with China needs to speak Chinese. Teaching undergraduates about China, in English, provides foundational knowledge for citizenship, for public service, and for engaging China.

Experts who follow our universities' teaching about China agree that it is spread across a wide range of disciplines. Most teaching on China occurs within degree programs with a wide scope, such as Bachelors of Arts, International Relations, Law, or Business. At the University of Melbourne, for example, most university students who encounter China do so within very broad courses such as political economy, ethics, international policy making, international history, or international human resource management (see Table 2.1 on pp. 30–31).³⁰

This diffusion of teaching on China fits with what we would infer from the very comprehensive national dataset we have on universities' research output. Most Australian researchers also teach undergraduates. Research on China is spread across Australia's universities, and straddles many disciplines. Therefore, we would expect many teachers across our universities and disciplines to convey some degree of their China knowledge to undergraduate students.

However, in many Australian universities, course offerings focused mainly on China are limited, and in some they are contracting. Australia's smaller universities, which have in the past provided an excellent education on China, are now less likely to fund the small classes that previously made this possible.

- ▶ University of Adelaide had several China-focused subjects from 2014 to 2017 across politics, writing, corporate finance, and Asian studies. In recent years its offering has contracted sharply. According to course outlines, from 2018 onwards the only non-language China-relevant subjects taught at University of Adelaide have been generic Asian studies, except for one subject, 'Ten Things You Should Know About China'.
- ▶ China is no longer studied as a stand-alone subject at La Trobe University or the University of Tasmania. According to La Trobe's Professor James Leibold, the more general subjects that are available at postgraduate level "touch on China but do not require advanced China knowledge".
- ▶ At Deakin University, China-focused history subjects, 'From Empire to Republic' and 'From 1950s to Reform', which had enrolments of 20 to 25 students, have now ceased. (The ongoing course, 'China and the World', had 56 students enrolled in 2022.)

In considering advanced courses, below, we pick up the theme, evident at Deakin at undergraduate level, of course provision retreating from subjects that teach students to understand how the People's Republic of China (PRC) works, to subjects that study China as an international player only.

Subject offerings have not kept pace with Australia's interests. Undergraduate subjects on Taiwan are offered at only three universities: the ANU, the University of Melbourne, and the University of Queensland: 'Taiwanese Society and Culture', 'Taiwan and Beyond: Chinese Settler Culture', and 'Taiwanese Society and Politics', respectively.

³⁰ These examples are drawn from the University of Melbourne, which was one of three universities able to supply us with detailed data on China-focused subject enrolments, the others being the University of Queensland and Macquarie University. See Appendix 3.

Spotlight on teaching on China at the University of Melbourne

Table 2.1 features 24 English-language China-content subjects attended by the most domestic students at the University of Melbourne, 2017–2022.

Table 2.1 English-language China-content undergraduate subjects at the University of Melbourne

Course	2017	2018	2019	2020	2021	2022	Total
First year							
International Politics	545	640	650	584	537	461	3,417
Intercultural Communication	110	115	119	113	92	74	623
Generating the Wealth of Nations	–	<5	39	36	30	33	142
Second year							
Arts of East Asia	–	18	53	47	41	22	181
Genders and Desires in Asia	14	10	34	33	21	17	129
* Chinese Studies: Culture & Empire	45	40	26	14	19	19	163
* China Since Mao	43	39	29	31	42	25	209
* China in Transition	76	65	71	47	28	14	301
* Chinese Music Ensemble 1	33	32	25	38	62	32	222
Ethical Theory	104	140	164	139	102	70	719
Political Economy	155	186	203	296	240	154	1,234

Course	2017	2018	2019	2020	2021	2022	Total
Third year							
* Classic Chinese Civilisation	24	29	20	14	20	20	127
* Taiwan & Beyond	30	26	29	29	23	16	153
International Human Resource Management	114	75	76	124	95	93	577
* Chinese Politics & Society	106	101	124	130	144	76	681
Advanced							
Asia & the World	102	72	78	76	53	41	422
* Contemporary China	–	11	14	26	30	26	107
Industry Studies in Asia	123	121	113	55	62	63	537
Intervening in Development	32	29	43	36	48	20	208
Climate Change Politics & Policy	86	58	90	101	75	54	464
International History	95	88	94	104	80	53	514
History, Memory & Violence in Asia	31	44	51	54	35	16	231
* Rising China in the Globalised World	27	16	31	29	27	15	145
International Policymaking in Practice	104	78	67	81	60	41	431

*China-specific courses

Source: University of Melbourne, data shared with the project

China studies: foundations in Chinese language

Undergraduate education with Chinese language prepares the way for the deeper expertise that is only possible by living and working in Chinese speaking countries, and/or by graduating to higher degrees by research.

Most Chinese language training is in Mandarin Chinese. It is important to recall, though, the appetite in the Commonwealth Government for capabilities in other Chinese languages and dialects. Likewise, teachers in Australian universities are keen to develop more of Australia's linguistic diversity.

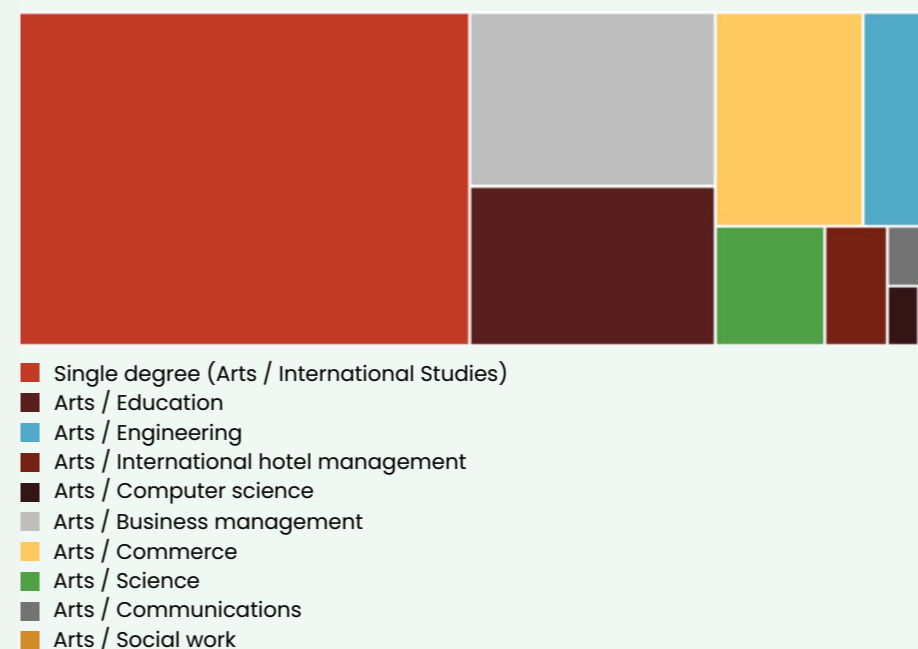
Currently, the ANU teaches a ten-day intensive introductory course on Southern Min (spoken in Taiwan, Fujian, and parts of Southeast Asia). Teachers at the University of Melbourne are working to turn their strengths in Chinese language, built in large part on international students, into a Cantonese language program. They report strong interest from domestic Chinese heritage students. Cantonese language studies would open new doors into Australian diaspora studies.

Who is enrolling in China studies?

Australians leave secondary school with different levels of knowledge about China and levels of Chinese language ability for a range of reasons. For example, some speak Chinese at home, while doing all or almost all their written learning in English. This wide range of abilities presents challenges of a kind that university teachers are well placed to manage.

Australian students also have varying reasons for studying Chinese, and will go on to use their language abilities in different fields. Many students study Chinese language as part of a combined Bachelor of Arts degree. At the University of Queensland, for example, Individual unit or subject completions in Chinese language, 2014–2021, were awarded towards 167 degrees, as set out in Figure 2.1. (The Arts degrees are themselves widely varied; the China-focused units may or may not comprise a major.)

Figure 2.1 University of Queensland, Chinese language units awarded by degree combinations



Source: University of Queensland, data shared with the project

The upshot of combined degrees will be foundational (or better) China capability graduating into varied sectors of the Australian economy.

The number of Australians with advanced formal qualifications in Mandarin Chinese is rising. Chinese studies teachers report an increasing proportion of Australian heritage and non-heritage students who have started at intermediate level and graduated with advanced language skills over the last ten years.

“Advanced China knowledge cannot happen remotely.”

– Professor James Leibold, La Trobe University

Impact of the international student boom on China studies courses

China studies courses in Australia have been popular with students from the PRC and Southeast Asian countries. This is an important vote of confidence in Australia's university system, which will reap rewards for Australia for decades to come.

Chinese language courses have been popular with international students, including, course coordinators advise, large numbers from the PRC (see for example Figure 2.2).³¹ International students have disparate interests, academic backgrounds, English language ability, Chinese language ability, and reasons for enrolling in these courses. Course coordinators in China studies report that their time and attention has been focused on setting up courses catering to PRC nationals and other international students. A sovereign knowledge capability, however, requires a stronger focus on generating and supporting domestic student proficiency.

Quality & incentives

China studies and language teaching has been through a profound transition, as the nationality, ability, interests, and motives of students have changed. At the same time, the study of China has grown organically across many disciplines and schools in Australia's larger universities. While universities have worked hard to modernise students' undergraduate experience, more could be done to make China studies coherent, integrated, and attractive.

Several professors and course coordinators told us that, for our brightest students, Australian universities no longer have an internationally competitive offering in China studies. A Professor with deep experience of China studies in Australia told us that the most able and interested students prefer to study abroad. This is not just a matter of perception, but of substance (see comparisons with the United States at p. 44).

China studies programs attract and retain high-achieving undergraduates, but only in very small numbers. As we will see in Chapter Four, “Career paths for young Australians”, students are unsure of what career opportunities lie ahead of a China studies major. But even more important than the career opportunities, according to young people who have recently graduated with China studies, has been the negative public debate and the rise in “China risk”, both real and perceived, within Australia and in the PRC.

Time in China for Australian students

Ideally, many Australian students would attain language proficiency by living and working in the PRC. Scholarships such as The Foundation for Australian Studies in China (FASIC) BHP Australia China Scholarship have provided opportunities for several students annually, as has the New Colombo Plan. (More on this in Chapter Four “University partnerships facilitating time in China”.)

The Covid-19 pandemic has had a major impact around the world, including on international travel and education. Both Australia's and the PRC's Covid border closures have posed a serious challenge to those Australians seeking to develop their China language capability. Ongoing restrictions with entry visas and bilateral tensions continue to hamper student access to in-country immersion programs.

“It would take a young person of exceptional determination, skill, and foresight to build for themselves a degree that offered a rounded study of China.”

– Dr Mark Strange, Australian National University

Advanced China studies – Honours & Masters

The university courses best placed to provide a steady stream of graduates with the foundation for core capability are Honours in China studies, and Masters degrees with a focus on China, especially in those (rare) cases where it is conducted in Chinese language. While the study of China for its own sake has never attracted large numbers of students, our research for this project has shown that it has struggled to survive since universities' turn to the market, in which student numbers lead and courses follow. The challenges at undergraduate level have had a knock-on effect for advanced studies.

We are not aware of any Australian Masters program in China studies (as against those with a technical translation and interpreting focus) that requires Chinese language.

Honours (fourth year) in China studies, with its intensive expert supervision, has been the traditional launch pad for advanced research and study in Chinese language with critical depth (see “Learning from success”, p. 36). It is no longer strong in Australian universities.

We consulted 14 strong providers in China studies. Seven of them offer Honours in advanced China studies and language; we obtained data from six: Griffith University, Monash University, University of Adelaide, University of Melbourne, University of Sydney, and University of Western Australia. We heard of 17 Australians who graduated with Honours (Chinese studies with language) over the years 2017 to 2021: five in 2017 and 2019, three in 2018 and 2021, and one in 2021.

These small numbers in what was once a key pathway for expertise is a concern for our sovereign China knowledge capability.

Shaped by student choice

In recent years, advanced China studies programs at the Honours and Masters level have been merged into more generic courses such as international relations, so that classes reach critical mass. Course coordinators and teachers reported facing the threat, year-in, year-out, that courses they run for domestic students might be cut because class sizes were too small.

Increasingly, students choose to study China as a factor in international affairs, rather than the substantive China content that helps us understand China on its own terms. The preference for courses that include China in international studies, rather than courses that seek to understand China, has been stark. Over the last five years, at one university, more advanced students have chosen to study China in the context of international security studies than have chosen to study China's history, politics, language, or culture combined. Academics are concerned that this focus on the concerns of the present is thinning out the foundations for Australia's China capability for the long term.

Teachers interviewed for this study reported that large classes and more generic teaching has meant universities no longer provide coherent training in China-specific knowledge, analysis and research, the necessary underpinning for expertise. Some also reported difficulties in persuading university management to include China-focused courses as electives in Masters programs (unless they concerned international relations), or to run courses with fewer than 20 students.³²

³¹ Benney's experience at Monash illustrates the extent of this issue and is worth quoting in full: “While some students who have the salient characteristics of an “international student” (PRC citizenship, Chinese ethnicity, and relatively weak English) are actually Australian citizens or permanent residents, subjects taught in Chinese would not be viable without PRC students. In 2017, 77 per cent of students enrolled in a Chinese-language subject were PRC citizens; in 2019, in the same subject, 93 per cent were. ... Over four years at Monash, one student with no Chinese parents, and one student with one Chinese parent, has enrolled in the Chinese-language subjects: that is, two students out of more than 600. In a subject taught in English, in 2017 75 per cent of students were ethnically Chinese, whereas in 2019 the proportion had increased to 79 per cent.” Jonathan Benney, “Teaching Contemporary China at Universities — the global state of the field”, seen pre-publication, p. 10. See also Anne McLaren's presentation to the Asian Studies Association of Australia, *Asian Currents*, in 2020, <http://asaa.asn.au/chinese-studies-in-australian-universities-a-problem-of-balance/>

³² This problem is not unique to China language classes. In May 2022 a major university cancelled its China business unit in its business degree as student numbers fell below 50. Most students enrolled in the business program were international students from the PRC.

Students can choose to study China at Masters level whether or not they did so as undergraduates. According to Dr Sarah Rogers, Senior Lecturer at the University of Melbourne,

“domestic students often come to us with very little existing knowledge of China. For those that do choose a graduate-level subject, at least they are getting a broad introduction to Chinese politics, society, geography, and economy and writing a long-form essay on a chosen topic of interest.”

Universities' embrace of student choice has not been balanced by a commitment to structuring bodies of learning. This means interested students must find their own way to obtain a rounded China training: advanced language, China-specific document analysis, political history, knowledge of the classics as a cultural and political mediator of authority, and so on.

Learning from success: Honours in China studies

Excellence in core China capability was evident in the succession of Australian scholars who won prestigious US book prizes recognising China expertise in the late 1990s and 2000s, ran Australian research institutes and significant national research programs, and led public debate.³³ Australia's past success is further evident in the high proportion of China scholars recognised by their peers in other disciplines by election as Fellows of the relevant learned academies in Australia and abroad.

These scholars had trained in Australian universities under outstanding teachers, such as Wang Gungwu and Pierre Ryckmans, who had been head-hunted by Australian universities in the 1960s and 1970s. They matured professionally at a time when Australian China capability was highly valued by government and university executives, and benefitted from proactive government policy as set out pp. 4–7.

These scholars benefitted from and went on to further develop an Australian model of China studies that is struggling to survive in today's conditions. It was a reasonably intensive course tailored to the needs of Australian students, small in scale but widely dispersed across Australia's universities. Class sizes were generally small. Language studies were integrated with historical and cultural studies. Teachers were researchers and China experts. Students enjoyed one-on-one supervision by a China expert for their research theses. Honours in Chinese studies trained students to analyse complex Chinese texts independently, critically, and in context.

³³ See footnote 14 above.

A snapshot of advanced teaching on China at Australian Universities

For **University of Melbourne**, see the nine advanced courses listed in Table 2.1.

La Trobe University offers some China-focused classes at the Masters level in its Masters of International Relations and Masters of Development Studies.

Deakin University offers a subject on Chinese commercial law, and 'China in the World' with an enrolment in 2022 of 56 students.

Monash University advertises the postgraduate subjects on China 'Research in Chinese Studies', 'China's Legal System', 'Chinese Law and Innovation Policies', and 'Chinese Economy and Global Business'. Academics report that over the last five years there has been a move from China studies that require Chinese language to more generic courses, such as Asian studies.

Australian National University has had strong enrolments in advanced courses on China in security and international relations, and offers a wide variety of courses on Chinese politics, history, language, economy, archaeology, and linguistics.

University of Sydney has strengths in Chinese history, business, law, economics, literary and theatre studies, and music. Contemporary and policy-relevant classes include 'Chinese Politics', 'US-China Relations', 'Chinese Foreign and Security Policy' and 'China in the Global Economy'.

University of New South Wales has strengths in security and policy-oriented China-focused subjects at the advanced level, including 'China's Security Policy and Military Modernisation', and 'China and Asia-Pacific Security and Cyber Policy in China'.

University of Technology Sydney offers China-focused subjects spanning the social sciences and has strengths in medicine, business, and law.

Western Sydney University offers subjects in Chinese medicine and comparative health systems, with clinical placements available in the PRC.

Griffith University offers one week on China in its Masters subject on 'Democratisation, Business and Governance in Asia'.

University of Western Australia offers a postgraduate subject on 'China and the World'.

Studying Chinese alongside international students

Australians with the best Chinese language skills (heritage students and students with expatriate backgrounds in China in particular, but also some others who started from scratch) are increasingly choosing language courses that cater mainly to PRC nationals. These courses may be offered as part of undergraduate degrees or as Masters degrees. The largest teach translation and interpreting (T&I), with a strong focus on technical language skills. Others teach a broader range of knowledge and advanced skills. Generally, these courses only admit students already fluent in Chinese.

The authors of the 2022 report, *Australia's Asia Education Imperative: Trends in the Study of Asia and Pathways for the Future*, found that while international undergraduate students are "valuable contributors to the health of Asian Studies in Australia", enrolment growth in these programs cannot be considered a "barometer of wider Australian Asia engagement and Asia literacy".³⁴ There remains "an imperative for Australians – whether of Asian background or not – to learn more about Asia, including by studying Asian languages". The authors found that resourcing and staff support was needed to cater for students with a "large range of background language capabilities". This holds true for China studies in Australia.

New growth area – language learning that caters to international students

At the ANU, of some 30–40 students studying English-to-Chinese translation or interpreting each year, between five and eight on average were domestic. Of 130–170 students in 'Reading Chinese Literature', including studying poetry in Chinese, the course coordinator, Dr Fan Shengyu, considered that five or six would be Australian domestic students with "exceptional" Chinese language. These students obtain a grounding in Chinese classics as well as very advanced bilingual reading skills. The coordinator hopes that they can play a more important role in cross-cultural understanding in the future, for good transnational communication is a crucial skill for Australia to foster.

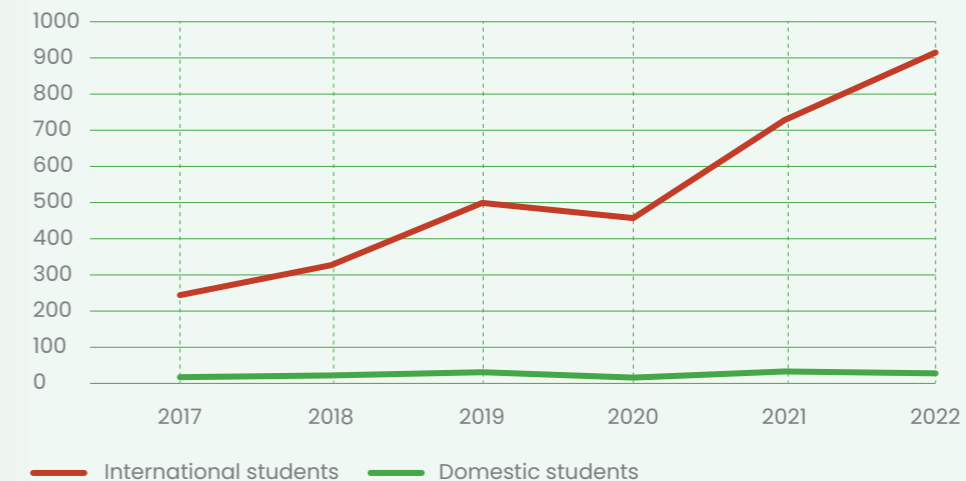
Many universities include a Chinese focus within a generic T&I degree. The University of Queensland (UQ), the University of Melbourne and the ANU offer courses specifically on translation from Chinese to English and vice versa.

Teachers at the University of Melbourne report a significant increase in Australian students, many over 40 years of age, enrolling in advanced Chinese language courses since 2019. Australian students typically report significantly improved reading skills upon graduation. They often proceed from high intermediate to advanced reading skills. Official figures for the undergraduate course, 'Advanced Chinese Translation', for example, show more than 150 domestic student enrolments from 2017 to 2022 (an average of 25 domestic students per year), alongside 708 international student enrolments (118 per year).

³⁴ Edward Aspinall and Melissa Crouch (2022). *Australia's Asia Education Imperative: Trends in the Study of Asia and Pathways for the Future A Report of the Asian Studies Association of Australia* [2022]. Asian Studies Association of Australia. <https://asaa.asn.au/wp-content/uploads/2022/11/Australias-Asia-Education-Imperative.pdf>.

A similar number of Australian students enrolled in a comparable undergraduate course at the University of Queensland. Between 2017 and 2022, 147 Australians enrolled in UQ's Chinese-to-English translation and interpreting course – an average of 24 per year. The numbers of Australians enrolling in English-to-Chinese translation and interpretation were only slightly lower. However, these domestic students comprise a small minority within UQ's sharply rising (with a small Covid dip) international student enrolments (estimated full-time student load numbers) in this course (see Figure 2.2).

Figure 2.2 Chinese to English Translation at the University of Queensland: international and domestic students



Source: University of Queensland, data shared with the project

Since the 1980s, UQ's Chinese language courses – including T&I – have separated speaking and listening subjects from reading and writing subjects, using different textbooks and assessments in each stream. (This is the same teaching structure that is used in universities in the PRC to teach Chinese to foreign language students.) At UQ, while international students generally take the reading and writing streams in parallel, students can choose to specialise in areas of weakness. Chinese Australian heritage learners, who typically have stronger speaking skills, can concentrate on the reading and writing stream.

“If we really want to make Chinese studies work for Australia we cannot only focus on language – Chinese studies needs to be about society and culture. Some great subjects in Chinese societies are not even cross listed in Chinese studies – because there isn’t space. The curriculum tends to be language-focused, and there’s pressure to show some language results.”

– Associate Professor Delia Lin, University of Melbourne

Difficulty teaching language for core capability

Advanced language courses in which Australian students study alongside majority international students provide varying degrees of training in critical thinking and of contextual knowledge. UQ’s high-enrolment T&I course is a case in point. On several occasions, teachers tried to introduce cultural courses into the mix, but enrolments were low. UQ has succeeded in obtaining high enrolments by providing purely technical language instruction that has strong word-of-mouth recognition in the PRC.

However, they do not require students to enrol in Chinese subjects such as history, politics, and society. Honours remains on the books but there have been no enrolments since 2014. As we have previously observed, the combination of advanced language and related studies provides a foundation for Honours or Masters programs in China studies, and for core capability.

Yet, as we have also seen, this latter capability is dwindling. This is part of, in some ways the culmination of, a more general problem facing both students and teachers who want to combine Chinese language and China studies – ironically, even within the field of China studies.

We saw above (p. 35, “Shaped by student choice”) that it is increasingly difficult for students studying China in English to piece together a thorough education on China in Australia. This is also a problem for students of Chinese language at several of our universities. From 2022, Deakin University’s China studies program will contract to language only. From Jonathan Benney’s perspective at Monash University, and his research reflects others’ experience also, it can be problematic when language departments alone are expected to carry the burden of a thorough China education.³⁵ At one of our strongest providers, the University of Melbourne, China studies teachers have struggled to keep cultural context in scope, alongside Chinese language.

These proponents of a holistic China education are working against the trend. Other teachers assess that the standard teaching hours in Australian universities are too few to accommodate a broad education. This difficulty is compounded by the challenge of teaching diverse cohorts comprising mainly international students. Some teachers actively oppose the inclusion of contextual studies that enhance insight but do not necessarily boost examination results. This contrasts with earlier decades when courses were designed to support students’ long journey to mastery of China studies *with* language.

³⁵ Jonathan Benney, “Teaching Contemporary China at Universities – the global state of the field”, shared with the project pre-publication.

A snapshot of China studies scholars with deep China experience

The Director of the Institute for Australian and Chinese Arts and Culture, **Professor Jing Han**, who has a Master of Arts from Beijing Foreign Studies University and a PhD from the University of Sydney, exemplifies a generation of Chinese Australian academics who bring new approaches to China capability in Australia, including learning from China. Jing is a professional translator, and teaches translation. She noted that in Australia a translator is seen as a skilled worker, but in China translation is prestigious because it demonstrates understanding of another culture.

Jing's own work as SBS chief subtitler has made her a cult hero among a growing band of Australian devotees of the TV show "If You Are the One". Arts and pop culture create a place where people get to know one another and each other's culture. According to Jing, humour is the ultimate 'includer' when it's shared, and 'excluder' when someone has not yet gained the cultural fluency to join in.

“Jokes are the most exclusive element of everyday conversation. Humour is the testimony of how much you understand a culture. It's the one and only test.”

– Professor Jing Han, Western Sydney University

Dr Zhengdao Ye, a linguist at the ANU, is also trained in the PRC tradition of translation as high cultural knowledge, and a pillar of governance in a multi-ethnic state determined to internationalise. For Zhengdao, it would be sensible, when planning class assessments and tasks in linguistics, to encourage students to address policy issues and documents relevant to Australian Government priorities. Her students can produce accurate translations catering to Australia's particular needs. Closer integration between the practice of translation and of government could help to uncover errors early, reduce misunderstandings, and explain connotations that would otherwise be misconstrued or missed.

Dr Delia Lin, Associate Professor in Chinese Studies at the Asia Institute, University of Melbourne, completed her Bachelor of Arts and Master of Arts in linguistics, applied linguistics, and translation studies at Huazhong University of Science and Technology in Wuhan, and PhD from Griffith University on the linguistic construction of "quality" citizenship in post-Mao China. She has held academic positions as lecturer from the University of Adelaide, Bond University, Griffith University, QUT and Huazhong University of Science and Technology, China. She is interested in analysing the linguistic, cultural, philosophical, and psychological foundation of contemporary Chinese politics and governance.

After many years of teaching large classes of Australian and international students at various institutions, she nominates sociolinguistics as a core component in an Australian standard for China studies, and a 1:1 ratio of domestic students to international students as ideal for transcultural learning. Delia is interested in collaboration on standards for Australian China studies.

RMIT's **Dr Jing Qi** actively encourages domestic students with an interest in China to learn alongside relatively large international, native-speaker cohorts. She brought experience in several Chinese and Australian universities to her work designing courses that bring domestic and international students of varying language abilities together to study global knowledge exchange. The underpinning principles include recognition of students' bilingual and transcultural capabilities, and awareness that languages and cultures shape fundamental concepts. For her teamwork approach to work effectively, tutorials must remain small.

International comparator – the United States

In several instances, the China experts we consulted compared the situation in Australia to the United States. In the US, China studies courses continued to be primarily designed for domestic students. The UCLA program, for example, provides a dual track system to cater for students with and without Chinese language backgrounds. The Georgetown program explicitly excludes Chinese native speakers.

Australian degrees are shorter in duration than international comparators. China studies programs in the US require a four-year course to complete a major. The final year provides an Honours-equivalent program (that is, a minor thesis under supervision using Asian language sources). Australia requires only a three-year course to complete a major, while fourth year Honours is optional and taken only by a few. This difference is exacerbated, experts advise, by Australian universities providing significantly fewer teaching hours per year.

US Masters programs with a focus on Asia or China have substantial language requirements. The University of California, Berkeley, for example, requires completion of a three-year course of language study or equivalent standard as a prerequisite for entry into its Masters in Asian Studies. This is in sharp contrast to the situation in Australia outlined earlier.

Ways forward for China studies in Australia

Australia's universities once provided small-scale, world-class training in core China knowledge: advanced Chinese language, applied and broadened through advanced study in a discipline that provided context and critical thinking, as well as opportunity for travel and study in China. Today, graduation rates indicate that Australian universities have a diminished capability to motivate, structure, or reward Australians' attainment of Chinese language with the contextual knowledge, such as political history, that would convert technical language skill into core capability.

There was a very strong view, consistent across the field, that this situation requires urgent redress. Experience has shown that intrinsic interest – fascination with China – is the prime motivator for people to invest the years needed to become China-capable. That remains a potent attraction. But further measures are needed for Australia to be sure of a sovereign core China capability in coming years.

New directions

Nation-level measures to match our capability provision to our emerging needs should work with China studies leaders in Australia who are already responding to some of the challenges set out above. The China studies spotlights above give some indication of the strong faculty they have to work with.

Australian universities are building new capability in linguistics, and in translation and interpretation. T&I can be a vehicle for critical and independent thought, but it is more often taught as a technical skill. T&I is also a platform for engagement with China. How these two aspects go together requires careful thought and collaboration.

The University of Melbourne is attempting to turn its international focus into a more rounded, better integrated, whole-of-university strength, with the ambition "that China capability becomes the norm and not the exception, and that all University of Melbourne graduates will be equipped to pursue fulfilling careers in China and across the broader Asia and Pacific region".³⁶

On the other hand, we have seen that staff from other Australian universities have identified the number of international students studying China studies as a distraction from provision for domestic students. Some universities are making or considering a shift in focus so that they can better tailor their China studies offering for Australians.

In 2020 Macquarie University, for example, began excluding native speakers from its Bachelor of Arts (Chinese studies) stream. This was part of a wider review of curriculum to focus on students' needs, which led to a reduction in the number of electives on offer in 2020 and 2021. Table 2.2 below indicates the impact of these changes on enrolment numbers in China studies courses in these years, and Table 2.3 shows the current domestic/international student breakdown. (According to its website, Macquarie offers China studies, in English or in Chinese, in literature, civilisation, calligraphy, and history.)

Table 2.2 Macquarie University, enrolments in individual subjects with a China focus completed, 2017–21

Year	Enrolments
2017	1370
2018	1347
2019	1269
2020	643
2021	392

Source: Macquarie University, data shared with the project

Table 2.3 Macquarie University, China-focused undergraduate program enrolments in 2021

Program	Enrolments
Bachelor Arts (Chinese studies)	27 (96% domestic)
Bachelor International Studies (Chinese studies)	13 (97% domestic)
Diploma of Languages (Chinese)	8 (all domestic)

Source: Macquarie University, data shared with the project.

Note: Macquarie offers additional units taught partly in Chinese which are not able to be captured in this data. Admissions data for these three undergraduate programs needs to be read in the context of the combination of these students with others completing sub-degree level studies of Chinese languages and cultures.

³⁶ The University of Melbourne (2020). *Engaging with China 2020–2024*, p. 11. https://about.unimelb.edu.au/_data/assets/pdf_file/0016/165310/Engaging-with-China-2020-2024-FINAL.pdf

The need for a national approach

Universities already look to share limited resources in China studies to maximise their impact but more needs to be done. There is an appetite amongst practitioners for increased connectivity between scholars teaching on China both within universities and, on a national scale, between universities. This is vital to sustain and where necessary revive course provision outside of Melbourne, Sydney, and Canberra.

Collaboration on teaching China knowledge should extend into other parts of society. In the United States and the United Kingdom, government and industry professionals frequently visit advanced China courses in universities as guest lecturers. For Australia, there is an argument for a university-led national overview of course provision to share successes, to explore possible synergies, and to monitor the needs and opportunities for collaboration. It should include business, industry, and government. The national capability build is a whole-of-nation endeavour. Teaching it as such will help to attract and retain the best and brightest.

“While research collaboration across universities is very common, teaching collaboration is rare. ... Developing networks of contemporary China teachers would allow for the sharing of resources and ideas.”

– *Dr Jonathan Benney, Monash University*

“China studies in Australia is a challenging field. We need to join forces at the national level. Not every Australian university has the economy of scale in China studies. Therefore, a national approach would help. I teach mainly international students: I thank them for my job. But the ultimate justification for China studies in Australia is multiculturalism, including so that Australian students better engage with Chinese and other international students on and beyond our campuses. One essential dimension of our job is building Chinese and Asian literacy here at home.”

– *Dr Yu Tao, University of Western Australia*

There is an urgent need for a new conversation about building an Australian China studies profession. We have many of the ingredients to produce the China knowledge capability Australia needs, but we will be unable to reverse the decline in sovereign capability until there is a concerted effort to improve incentives for students and to support teachers to deliver the course combinations that produce core capability.

Like to know more?

Appendix 3 provides a detailed overview of the course provision and enrolment data we compiled to assess education and teaching capability, including:

- ▶ Targeted requests to Australian universities for enrolment data in either China-focused degree programs or courses of study (major or minor)
- ▶ Survey results on advanced China studies with languages
- ▶ A snapshot of current China-focused courses at Australian universities

A microscopic image of a cell culture, likely a monolayer of cells, is shown in the background. The cells are arranged in a grid-like pattern, with many small, dark, circular spots scattered throughout. A large, semi-transparent arrow points from the top-left towards the bottom-right, highlighting the text. The text is white and bold, set against a dark background.

3. Research capability

Key findings: research capability

- ▶ Australia produces the fourth highest volume of English-language research about China (after the People's Republic of China, the United States, and the United Kingdom).
- ▶ The top fields of publication are diverse:
 - in the sciences, public health and health services, geology, clinical sciences, medical and health services, geochemistry, biological sciences;
 - in the social sciences, business, and management, applied economics, psychology, marketing, policy and administration, banking, finance and investment, political science.
- ▶ Critical research capability gaps, in areas that contribute to core capability and in which we were once strong, include understanding PRC history, literature, national governance, policy processes, and elite politics.
- ▶ We need to cultivate Australian, integrated analysis of China's perspective on, and place in, geopolitics and economics.
- ▶ We have a growing concentration of research into social media discourse in the PRC; and into the diverse experiences of Chinese Australians.
- ▶ The major Australian Research Council (ARC) programs have not supported China research at scale.
- ▶ Since 2010 ARC grant funding for core China research has been declining.
- ▶ In many fields, Australian researchers' access to PRC expertise and resources necessarily underpins our capability.
- ▶ Workforce planning requires attention. There are signs of vulnerability with the pipeline of talent and an ageing leadership in core research areas.
- ▶ Adequate resourcing of research infrastructure, so that our researchers can access the data and information they need, is a vital component of Australia's China knowledge capability.

In this chapter we chart the trends in research *about* China, and in collaboration *with* China, highlight strengths in Australia's research capability, and identify gaps and areas of concern.

Our data analysis spotlights two trends: a proliferation of research (publication volume) in specialist knowledge areas across a broad range of fields; and a funding decline (numbers of projects and funding awarded) through Australia's premier research agency – which has been an important source of funding for humanities, arts, and social sciences research on China.

Our analysis is underpinned by a comprehensive publication dataset of research about China produced by Australian universities since 2000, and on research funding through the Australian Research Council (ARC) over the same period.³⁷ Taken together these are robust sources of information about the scale and distribution of research funding and outputs about China. This includes a volume of research that is also deeply collaborative – with People's Republic of China (PRC) research institutions.³⁸

We augment this baseline with two further data collections brought together for the first time – China-focused theses (PhDs produced in Australia over the last 50 years, below) and policy-related outputs (collated through the Analysis & Policy Observatory, in Chapter Four). The latter two datasets are not as comprehensive as publications and funding data but offer a window on aspects of China knowledge capability. The data mapping is further supplemented by insights from stakeholder consultations, with university and research leaders, and early career researchers and young professionals.

Researching China

Australia's research about China is prolific and growing. Our data mapping and consultations show that China is a priority for Australia's researchers and universities, with an exponential rise in research outputs (many in collaboration with Chinese counterparts) over the last 20 years.

We are witnessing a growth in China research in areas well outside the traditional 'China studies' envelope. Where once Australia's sinologists were the bedrock of expertise – whose 'primary' research capability was generated out of deep and intensive study of Chinese philosophy, language, literature, culture, politics, and history – Australia now has a 'secondary' capability with experts in public health, law, finance, business, geology all engaged in sustained research on China and responsive to the rise of China as a global player and research power. Newer areas of study, such as digital media and communications, are also generating deep insights into new media and the digital economy, with a China-specific focus.

This is a success story: the mainstreaming of research on and with China across a diverse range of fields, which in aggregate amounts to a uniquely Australian research perspective on China, with a strong international collaborative dimension.

Universities across Australia and China have worked over decades to set up academic dialogues which continue to bear fruit. China-focused research centres and Asia centres with China-focused programs are an important part of this ecosystem. Faculty exchanges and joint research projects continue to be the cornerstone of successful academic partnerships. Our universities are also actively engaged in advanced research training of Australian and international student cohorts.

³⁷ Data from the National Health and Medical Research Council (NHMRC) was not available over the same period (only from 2013). We applied the same keyword searches on the NHMRC data (from 2013 onwards) as we did on the ARC, but the volume was very low, and did not meet our threshold definition of 'about' China. Grant round data from the NHMRC is available at <https://www.nhmrc.gov.au/funding/data-research/outcomes> See Appendix 4 for NHMRC data treatment.

³⁸ Bibliometrics are routinely used to chart co-authorship as an index of collaboration in any field. We did not map China-Australia collaborative research in areas where China knowledge content was absent. Having said that, if there is a China knowledge component to the activity – i.e., where we are looking at China-specific geological formations, or dynamics of health systems and populations which are China context-specific, then that is included in our analysis.

Proliferation of publications about China

Australia has a strong platform of 'bottom up' research. Individual universities, research fields, and researchers have invested in building Australia's China knowledge across a diverse range of disciplines. Publications from Australian research institutions show great breadth of China knowledge.

Our dataset contains a body of research publications by Australian researchers about China, a total of 41,292 publications over the 2000 to 2021 period (for a detailed breakdown see Appendix 4).³⁹

There has been a tenfold increase in research publishing about China from 2000 to 2021, from a wide range of disciplines. This reflects the fact that China is becoming increasingly important for Australia's interests across the board.

Only the PRC itself, the United States and the United Kingdom have produced more China-focused research publications in English over the last ten years than Australia.⁴⁰ Two per cent of Australian research is about China (Table 3.1).

³⁹ This dataset is Australian-affiliated research about China. 'About China' means anything returned in our keyword search (see Appendix 1). 'Australian-affiliated' means an author on the publication with an Australian institutional affiliation listed (using a taxonomy of unique research-related organisation identifiers ROR/GRID). The dataset includes title, abstract, journal, keywords, affiliation, author/s, and full text where available (20-40 per cent of the dataset). There is some funding data available in the publication dataset, but it is not comprehensive, so we elected not to use it in our analysis.

⁴⁰ For the purposes of this analysis only the term 'China' was used in the search. In the earlier analysis 'China' accounted for around 85 per cent of the dataset. English language publications dominate the main bibliometric databases including Scopus and Web of Science. Lens is no exception. It is also true that arts and humanities research is under-served by these databases. There is a coverage advantage for sciences and technology, hence we also sourced and analysed data from the ARC's Excellence in Research for Australia (ERA) publication dataset. See Appendices.

Table 3.1 Top publishers of China research, 2010–21

Country	China documents	All documents	% China documents
China (mainland)	638,730	6,034,221	11%
Taiwan	15,226	443,565	3%
United States	128,170	9,056,982	1%
United Kingdom	34,570	2,498,006	1%
Australia	27,456	1,195,585	2%
Canada	17,524	1,286,633	1%
Japan	14,635	1,562,464	1%
Germany	13,731	1,870,694	1%
Korea, Republic of	9,053	938,539	1%
Singapore	8,320	237,880	3%

Source: Research Strategies Australia, using lens.org data

Australia has published China research in 178 fields.⁴¹ Publications are concentrated in the sciences (public health and health services, geology, clinical sciences, and medical and health services, geochemistry, and biological sciences) and social sciences (business and management, applied economics, psychology, marketing, policy and administration, banking, finance and investment, and political science).

We have a growing concentration of research into social media discourse in the PRC and into the diverse experiences of Chinese Australians.

The publications are centred within the Group of Eight (Go8) universities (at least 55 per cent), as we would expect given their research intensity and share of funding. University of Sydney produces the largest proportion at 9 per cent, followed by University of Melbourne, and University of New South Wales at 8 per cent, and University of Queensland and Australian National University at 7 per cent.⁴² Of the non-Go8 universities, RMIT University is the largest (5 per cent) followed by Griffith University, Macquarie University, Curtin University, Queensland University of Technology and Commonwealth Scientific and Industrial Research Organisation (CSIRO). The Chinese Academy of Sciences is listed on 7 per cent of the publications, indicating a very strong

⁴¹ Fields were mapped to the publication dataset using the ARC's 2018 ERA Journal List which includes both two- and four-digit fields of research (FoRs), as well as the MD (multidisciplinary) category.

⁴² Group of Eight (Go8) universities are University of Melbourne, Australian National University, University of Sydney, University of Queensland, University of Western Australia, University of Adelaide, Monash University, and University of New South Wales.

co-publishing relationship, and ranking it the sixth largest contributor by publications to Australia's China research capability (Table 3.2).

Table 3.2 Publications (all time) by affiliated institution (top 20)

Institution name	Document count
University of Sydney	3,562
University of Melbourne	3,417
University of New South Wales	3,249
University of Queensland	2,996
Australian National University	2,955
Chinese Academy of Sciences	2,862
University of Western Australia	2,395
Monash University	2,373
RMIT University	2,176
University of Adelaide	1,783
Griffith University	1,761
Macquarie University	1,627
Curtin University	1,616
Queensland University of Technology	1,569
CSIRO	1,469
Deakin University	1,190
University of Technology, Sydney	1,121
University of Hong Kong	1,102
Peking University	1,083
The Chinese University of Hong Kong	1,004

Source: Research Strategies Australia, using lens.org data

The top 15 Australian universities by China publications all have 2-3 per cent of their overall research registering a substantial China focus, except Macquarie University, with 4 per cent. This is a remarkably even distribution of interest in China. There are strong performers outside the 'sandstones', including in universities which have a history of Asia research investment and leadership, such as Griffith University (Table 3.3).

Table 3.3 Top 15 Australian universities by China research publications

Institution name	China documents (all time)	China documents 2010-21	As a % of institution documents 2010-21
University of Sydney	3,562	2898	2%
University of Melbourne	3,417	2720	2%
University of New South Wales	3,249	2539	2%
University of Queensland	2,996	2322	2%
Australian National University	2,955	2033	3%
University of Western Australia	2,395	1845	3%
Monash University	2,373	1916	2%
RMIT University	2,176	1868	3%
University of Adelaide	1,783	1426	3%
Griffith University	1,761	1356	3%
Macquarie University	1,627	1283	4%
Curtin University	1,616	1254	3%
Queensland University of Technology	1,569	1279	3%
CSIRO	1,469	1077	3%
Deakin University	1,190	972	2%

Source: Research Strategies Australia, using lens.org data

Research collaboration with China

Since 1995, China has dominated growth in research output globally. Figure 3.1 shows relative rates of growth in output on the Web of Science, (science papers only) for the four major research powers.⁴³

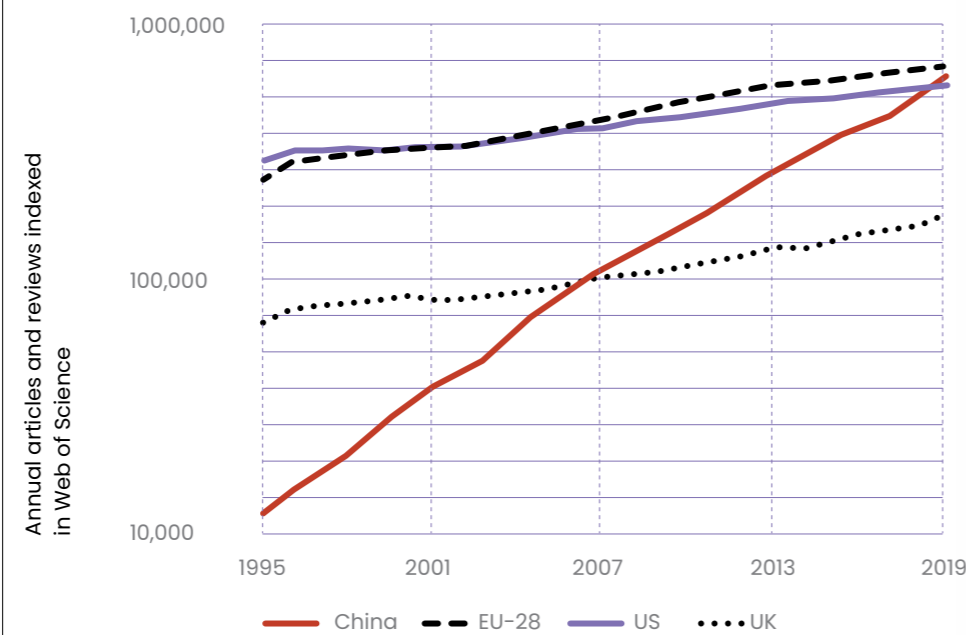
The PRC's rise as a research nation has included exponential growth rates in international collaboration. All major research nations have participated in this, Australia included. For present purposes, we focus on Australia's research collaboration with the PRC that adds to knowledge about China.

Australia is a net importer of ideas and intellectual property. Collaboration with China is an impact multiplier for Australian researchers, who can access big budgets and world-class facilities. For example, Australia-China research

⁴³ Figure 3.1 reproduced from Jonathan Adams, Jo Johnson, and Jonathan Grant (2021). "The Rise of UK-China Research Collaboration: Trends, Opportunities and Challenges", *Science and Public Policy*, section 3.1. <https://academic.oup.com/spp/article/49/1/132/6432140> See also Simon Marginson (2022). "All Things are in Flux: China in Global Science.", *Higher Education*, 83 (4), 881-910. <https://doi.org/10.1007/s10734-021-00712-9>

collaboration helped save lives by being the first to map the Covid virus's DNA.⁴⁴ In 2020 China became Australia's largest publishing partner, overtaking the US.⁴⁵

Figure 3.1 Annual papers (articles and reviews), all topics, indexed in Web of Science over 25 years



Source: Jonathan Adams, et al., "The Rise of UK-China Research Collaboration"
Note the vertical axis uses a logarithmic scale.

The great majority of Australia's China focused research output is the product of international collaboration. Table 3.4 shows the top collaborating countries for Australia's China-research publications. Institutions with Chinese affiliations are listed on 17,951 of Australia's China research documents, which represents 44 per cent of Australia's China research output in our dataset.

44 Cathy Foley (2021). "Professor who tweeted the coronavirus genome, paving the way for new vaccines, scoops major Australian science award", *The Conversation*, 4 November. <https://theconversation.com/professor-who-tweeted-the-coronavirus-genome-paving-the-way-for-new-vaccines-scoops-major-australian-science-award-171208>

45 James Laurenceson (2020). *The Australia China Science Boom*.

Table 3.4 Top countries/regions listed on Australia's China research publications

Country/region	Document count	% Total
Australia	41,246	100%
China [mainland]	17,951	44%
Taiwan	1,240	3%
United States	5,161	13%
United Kingdom	2,845	7%
Canada	1,083	3%
Japan	895	2%
Singapore	800	2%
Germany	777	2%
New Zealand	554	1%

Source: Research Strategies Australia, using lens.org data

China has overtaken the UK as Australia's second largest research co-publisher on China. Fourteen per cent of Australia's outputs on China listed a Chinese affiliation in 2021, compared with the UK at 13 per cent. The rate is increasing over time, as well. Table 3.5 shows the relative contribution of the US, UK, and China to Australia's China research across different slices of the period 2010-2021. The proportion of research on China that Australia conducts with each of these countries is increasing over time; our research with China, on China, showed the greatest increase.

Table 3.5 Australia's China collaboration with US, UK, and China, 2010-21

Country	% 2010-15	% 2015-21	% 2021
Australia	100%	100%	100%
United States	14%	16%	17%
United Kingdom	10%	11%	13%
China	9%	11%	14%

Source: Research Strategies Australia, using lens.org data

Chinese institutions are amongst the most prominent organisations in Australia's China-research capability. The Chinese Academy of Sciences is the sixth largest contributor by publications to Australia's China research capability, listed on 7 per cent of the publications. Three other Chinese institutions make the top 20 (Table 3.6).

Table 3.6 Publications (all time) by affiliated institution (Top 20)

Institution	Number of publications
University of Sydney	3,562
University of Melbourne	3,417
University of New South Wales	3,249
University of Queensland	2,996
Australian National University	2,955
* Chinese Academy of Sciences	2,862
University of Western Australia	2,395
Monash University	2,373
RMIT University	2,176
University of Adelaide	1,783
Griffith University	1,761
Macquarie University	1,627
Curtin University	1,616
Queensland University of Technology	1,569
CSIRO	1,469
Deakin University	1,190
University of Technology, Sydney	1,121
* University of Hong Kong	1,102
* Peking University	1,083
* Chinese University of Hong Kong	1,004

Source: Research Strategies Australia, using lens.org data

Funding Australia's China knowledge research

Universities fund their research and development (R&D) activities through various sources, including grants, base funding (government support for student enrolment) and other discretionary income. University R&D spans the full spectrum of research, from fundamental research (the discovery of new knowledge or the reinterpretation of existing knowledge) through to research at the applied end of the spectrum.

The ARC is the largest source of competitive research funding in Australia for non-medical research, representing 7 per cent of Australia's total R&D spend. The ARC manages the National Competitive Grants Program (NCGP), comprising Discovery and Linkage Programs that support research and researchers across the HASS/SHAPE and STEM disciplines.

Since 2002, the ARC has awarded about one per cent of its funding to China research, through 414 small-scale projects, and only five investments at the larger, program level.⁴⁶ ARC funding peaked in 2010.

Grant funding for China research has been declining for the past 12 years. (Figure 3.2)

Figure 3.2 ARC funding 2002–22 (by funding commencement year)



Source: Research Strategies Australia, using Australian Research Council National Competitive Grant Program data

Note: 2022 is not full year data

⁴⁶ See Appendix 4 for further details. By 'program level' we mean those designed to build critical mass within and across institutions such as Centres of Excellence, Special Research Initiatives, or the Industrial Transformation Research Program.

Project-level funding

The ARC has supported the largest volume of projects about China over the period through the Discovery Program, designed to support researchers to generate new knowledge at their own initiative.⁴⁷ Discovery projects accounted for 267, or 65 per cent of the total set of projects about China. The quantum of funding (not adjusted) was \$71,429,804.⁴⁸

Very few projects about China in the natural, physical, technological, or engineering sciences received Discovery project funding – only 24 projects, totalling \$8,110,501 (not adjusted). Humanities, arts, and social science projects received more than 80 per cent of Discovery project funding for China research.

There has been limited funding awarded through the Linkages Program, designed to connect researchers with industry, government, and the Australian community.⁴⁹ A total of 91 China-focused projects were funded through the ARC's Linkage Program between 2002 and 2022, again the humanities and social sciences fields dominate.

For detailed data and analysis of funding through the Discovery and Linkage programs see Appendix 4.

The ARC offers funding through three Fellowship schemes supporting workforce development which target earlier, mid, and senior researchers: Discovery Early Career Researcher Award (DECRA) (2012 to 2022), generally 200 awarded annually; Future Fellowships (2009 to present), 100 awarded annually; and Australian Laureate Fellowships, very few awarded annually, in the order of 15. China-focused research in these schemes is variable. Our dataset shows 24 Future Fellowships awarded on China-focused research, with total funding (not adjusted) of \$18,334,250. These projects are scattered across HASS/SHAPE with exception of three – two in quantum physics, one in inorganic chemistry. The DECRA scheme awarded 29 Fellowships with a focus on China, all in HASS/SHAPE fields (except for one in soil sciences), with total funding (not adjusted) of \$9,588,974.

To contextualise these numbers, there were 1,920 Future Fellowships awarded over the period, and for the DECRA scheme 2,276 projects awarded.

Overall, the ARC data shows static or declining support for small projects in humanities and social sciences. The top field is historical studies, then political science, followed by cultural studies.

These data do not map to the publication dataset, suggesting that science and social science researchers are sourcing funding within Australia from other public sector or industry, or from within university budgets (as part of individual workload formulations); or from outside Australia, with China and/or other entities (see Appendix 4).

Large-scale program funding

The ARC has not supported China research at scale. Since 2009, there have been no targeted 'special research initiatives' with a China or Asia focus or longer-term funding awarded through premier schemes such as the Centres of Excellence. These centres have an important role in the system to build critical mass and workforce capability across disciplines and institutions.

Only one project was awarded through the Industrial Transformation Research Program, in 2012, in the field of marketing.

This indicates a need for research priority setting, and for more coherent, joined-up research policy and strategic programs to build capability, as well as frameworks and pathways for translation into policy.

Concerns about the capability pipeline

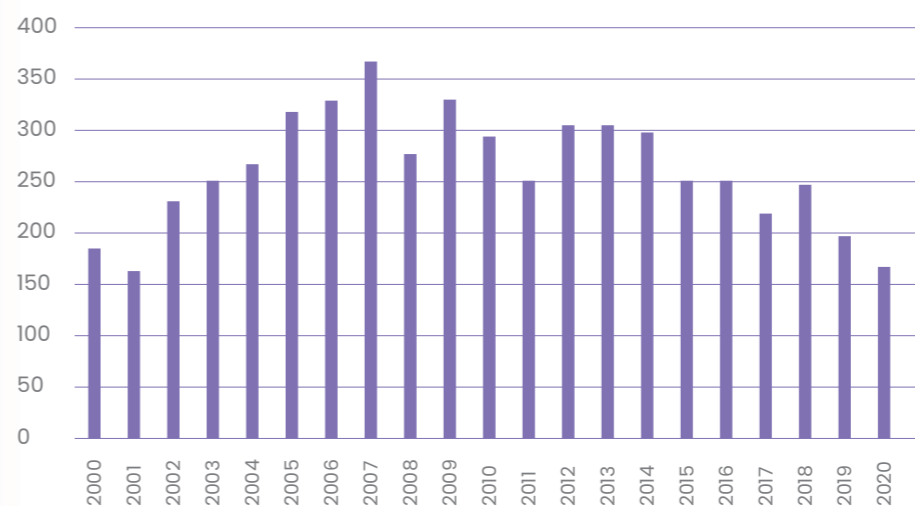
A modest number of scholars who have completed PhDs are supported by the Fellowship programs directed at early career researchers. The "upstream" data, indicating the number of researchers who begin PhDs on China in the first place, presents a more concerning picture.

As with undergraduate and Honours and Masters course provision and enrolment, it is not possible to get comprehensive data on the research training picture from the higher education statistics collection. We opted to use a dataset on thesis publication by higher degree research students in Australia. It is not possible to determine the field of research or enrolled institution for theses or whether the student was domestic or international. The dataset provides an imperfect but useful indication of the pipeline of advanced capability in our university sector.

Thesis publication records show a similar trajectory to the ARC dataset, dropping off in recent years from heights in the 2000s. The peak publication year was 2007 when there were 367 theses published but the trend has been downwards since then, with only 167 recorded in 2020 and 110 in 2021 (Figure 3.3).

These data track with the decline of advanced China teaching in our universities – the pathway to higher degrees by research. The trend is running in the wrong direction for Australia's research workforce renewal.

Figure 3.3 Thesis publication 2000–21 (by year issued)



Source: Research Strategies Australia

Note: this dataset may also include some Honours and Masters theses.

47 The Discovery Program includes the following schemes: Discovery Projects, Laureate Fellowships, Future Fellowships, Discovery Early Career Researcher Awards (DECRA), and Discovery Indigenous.

48 Setting this in wider context, the Discovery scheme is one of the largest on offer at the ARC, awarding 600+ projects annually. From 2002 to 2021 15,639 Discovery Projects were awarded. Latest results are available on the ARC's website from <https://www.arc.gov.au/grants/grant-outcomes/selection-outcome-reports/selection-report-discovery-projects-2022> and longitudinal data can be accessed through the ARC's data portal <https://data-portal.arc.gov.au/NCGP/Web/Grant/Grants>

49 The Linkage Program includes the following schemes: Linkage Projects, Centres of Excellence, the Industrial Transformation Research Program (ITRP), Co-Funded and Special Research Initiatives (SRI) and the Linkage Infrastructure, Equipment and Facilities (LIEF) program.

Research infrastructure

Australia once attracted top quality international scholars in China and wider Asian studies, including because we had world-leading collections.

The National Library of Australia has the most significant Chinese research collection in Australia, and until 2020 maintained a national Asia collections capacity. Since 2020 it has rationalised its Asia collections and is progressively reducing its overseas collecting and specialist curators, and moving to collect digitally where possible.⁵⁰

Individual university libraries' Asian language librarian positions and materials have also been subject to cuts, we were told in our consultations. Scholars now need to seek access to US electronic collections to keep up.

At an institutional level, we could make significant gains by sharing resources across universities. However, the task is beyond any one institution, and needs to be addressed as part of a renewed comprehensive national collections strategy. In addition to continuity, a comprehensive vision will help us to get full value of the various assets that should be brought together in our cultural and research infrastructure.

There have been minimal investments (five projects) through the ARC's Linkage, Infrastructure, Equipment and Facilities program into China-focused areas of activity. Based on data, we have been able to access for the project, we were unable to determine the nature or extent of any investment in China-focused research through the National Collaborative Research Infrastructure program.⁵¹ The 2021 Research Roadmap includes several national priority areas. Asia features as a market for medical products, resources technology, and critical minerals processing.⁵²

In an increasingly data-driven research environment, it will be important to determine what types of data and infrastructure capability are needed for Australia's China knowledge ecosystem.

⁵⁰ National Library of Australia (n.d.). "Chinese Collections". <https://www.nla.gov.au/research-guides/chinese-collections> and its Collecting Strategy to 2024, <https://www.nla.gov.au/about-us/corporate-documents/corporate-strategies/collecting-strategy>

⁵¹ National Collaborative Research Infrastructure Strategy (n.d.). <https://www.education.gov.au/ncris>

⁵² Australian Government (2021). *2021 National Research Infrastructure Roadmap*. <https://www.education.gov.au/national-research-infrastructure/resources/2021-national-research-infrastructure-roadmap>

Deeper dive into China research capability

The publication data shows Australia's research strengths and weaknesses, which we explore in more detail below. Both the strengths and the weaknesses raise interesting questions about capability.

The funding data raises questions about the sustainability of investment into the future, about the next generation of talent (paucity of Fellowships in the early and mid-career researchers range focused on China), and reinforces questions about how well we are connecting research to national interests through program-level investment across sectors and disciplines.

We worked with a range of China experts to give meaning to the numbers and characterise key areas of Australia's capability.

We focused on three areas for further inquiry – medical and health sciences because of the volume of activity which reflects growth and strength in specialist capability; social sciences because it's a broad area of work providing foundational and core capability, with several fields at the forefront of publication output; and humanities to draw out (alongside the analysis into social sciences) performance on China studies research and emerging areas of strength that underpin Australia's core capability.

Understanding China – humanities & social science research

Chinese history, politics, and governance

Government stakeholders told us they value research on Chinese history and domestic politics and governance. These fields help us to understand how the PRC thinks and acts. Further insight into PRC thinking and intent comes from contemporary historical, literary, and cultural studies that shed light on what Chinese people value and how they make meaning of their situation, goals, and prospects. These top-down and bottom-up perspectives can give Australians a well-rounded understanding of how best to engage China.

Australia has a strong research base in the discipline of international relations, including a healthy cross-fertilisation of China experts and researchers from other disciplines. The group of researchers who study China in the context of Southeast Asia and the Southwest Pacific comprise a comparative advantage for Australia.

The publication dataset indicates Australia has solid core research and specialist expertise in language including translation, linguistics, and cultural knowledge.

Australia also has several high-achieving Chinese law experts and research/teaching programs in Chinese law.

Table 3.7 Key capability areas: social sciences

Broad capability	Narrow capability
Social Sciences Capability 1 MACRO-ECONOMICS OF CHINA	<ul style="list-style-type: none"> ▶ Economics of China ▶ Chinese fiscal policy ▶ Chinese monetary policy ▶ Chinese stock market ▶ Regional economics ▶ Effects of fiscal decentralisation in China ▶ Chinese economic growth ▶ Regional inequality ▶ Natural resource & energy economics in China (including emissions trading, clean technologies) ▶ Global economic interdependence with China ▶ Chinese transitional economics.
Social Sciences Capability 2 LOCAL POLICY & GOVERNANCE IN CHINA	<ul style="list-style-type: none"> ▶ Chinese governance & urbanisation ▶ Chinese governance & ageing society ▶ Chinese governance & economic growth ▶ Comparative studies of policies between Asia & the West ▶ Social policy & community development of Chinese population in Australia ▶ Adaptive response to social policy in multicultural settings ▶ Organisation of social services in Australia & China
Social Sciences Capability 3 CHINA IN THE ASIA/INDO PACIFIC	<ul style="list-style-type: none"> ▶ Chinese foreign policy (including in Central Asia & Indo-Pacific, China-Australia relations, China-New Zealand relations, China-Pacific Island countries relations, China-US competition, China-Southeast Asia relations) ▶ Chinese defence ▶ Chinese hegemony ▶ Chinese foreign aid ▶ Asia-Pacific security (focus on Northeast Asia & South China Sea) ▶ Non-proliferation, arms control, & disarmament ▶ Shanghai Cooperation Organisation ▶ China & revisionist history ▶ Asian Regionalism ▶ Federalism in Asia ▶ Deliberative democracy ▶ Chinese democratisation

Emerging & growth research expertise

We have a significant and growing concentration of humanities and social sciences research into the cultural and political implications of social media discourse in the PRC. This includes the cultural politics of inequality in China, China's digital media, communication and culture in China, and Australia and the Indo-Pacific. We have some research depth in China's digital transformation and cultural policy. We heard from our consultations that Australian researchers collaborate with many young PRC researchers, often alumni of Australian universities, in media communications research. They are prominent in our publications database which captures output from Australian institutions.

Also growing strongly is research into Chinese Australians' diverse experiences and opinions particularly in the field of history. The leading areas of research are the political organisation of Chinese Australians, diasporic Chinese-language media (news media and social media), Chinese migration, Chinese indentured labour in the Indo-Pacific, Chinese diaspora identity, and Chinese transnational mobility.

Table 3.8 Key capability areas: humanities

Broad capability	Narrow capability
Humanities Capability 1 MEDIA, NARRATIVES & POLITICS	<ul style="list-style-type: none"> ▶ Cultural politics of inequality in China ▶ Diasporic Chinese-language media (news media & social media) ▶ Chinese-Australian communities ▶ Sociopolitics & economics of China's digital media, communication & culture on China, Australia, & the Asia-Pacific ▶ Internet & digital transformation in China ▶ Cultural policy in China ▶ Creative industries & innovation in China ▶ Media industry policy & development in China ▶ Digital technologies & platforms in transitional China
Humanities Capability 2 CHINESE DIASPORA IN AUSTRALIA	<ul style="list-style-type: none"> ▶ Labour, migration, & colonialism in Australia & Southeast Asia ▶ Chinese indentured labour in Asia-Pacific ▶ Chinese migration ▶ Chinese-Australian history ▶ Labour history (with a focus on Australia & China) ▶ Histories of migration ▶ The history of Sino-Australian relations ▶ Overseas Chinese diaspora ▶ Chinese diaspora identity ▶ Chinese transnational mobility ▶ Political organisation of Chinese Australians
Humanities Capability 3 TRANSLATION OF CHINESE INTO ENGLISH	<ul style="list-style-type: none"> ▶ Literary translation & adaptation studies ▶ Translation & cultural diplomacy ▶ Chinese literature & culture ▶ Mobility, translation, & cultural identities ▶ Censorship in translation ▶ Influence of political ideology in Chinese translation ▶ Contrastive grammar between English & Chinese ▶ Contemporary Sinophone fiction & poetry ▶ Theatre & performance of Chinese communities abroad

Economic & trade policy

Australia and China share world-leading research in economic and trade policy. Areas in which Australian-affiliated research is concentrated include general studies of China's economy, Chinese fiscal and monetary policy, the Chinese stock market, the effects of fiscal decentralisation in China, regional inequality, natural resources, and energy economics in China (including emissions trading, clean technologies), and global economic interdependence with China.

Decades of sustained cooperative work have benefitted Australia and the region, informing economic and trade policy. Today, our flagship economic research program is the ANU's *China Update*, which benefits from extensive research links with University of Western Australia.

The *China Update* is published in English and in Chinese in collaboration with the Chinese Academy of Social Science. Each annual issue typically gets 50,000–60,000 downloads. This research collaboration between Australia and China has positioned Australia amongst the world leaders in economic research into the PRC. We look at the *China Update* in more detail in Chapter Four, as an example of knowledge translating into capability.

Critical gaps in core & foundation research capability

Australia's overall humanities and social sciences capability on China shows signs of decline.

The publication volume is concentrated in a relatively small cohort of researchers, several whom are at senior level or retired, which raises questions for succession planning.

Project consultations indicate that Australia has become stronger in studying China from external, "bird's-eye" perspectives, but research into the way the PRC sees things, and how it operates, has fallen away. There is declining funding and share of funding through the ARC for China-focused history projects.

China knowledge experts interviewed for the project expressed their strong concerns about the research pipeline. For example, Professor Ligang Song, who runs the China Economy Program, is concerned about attracting enough Australians to undertake PhD studies in economics on China to sustain the program's strength. Individuals' concerns resonate with the evidence of recent decline in the PhD theses dataset and the analysis of advanced China studies enrolments in Chapter Two.

Medicine & health – specialist knowledge capability

Several of our consultations pointed to extensive research in medicine and public health that date from AusAID investments oriented for long-term results and sustainment. These built collaboration and trust between professionals and academics in Australia and the PRC. Although it has been more than 15 years since the PRC received development assistance from Australia, consultations indicate that the humanitarian motive remains strong in Australian health and medical circles to make a greater contribution to the PRC's considerable needs.

The PRC is also a vital research partner because of its enormous population base for clinical trials, excellence in data and artificial intelligence, strong foundation in basic science, and laboratory resources that are superior to Australia's even in second and third tier Chinese cities and universities.

Conversely, Chinese scientists value Australia's strength in managing clinical trials that require large population samples to the highest international standards. Australia also has strengths, valued by Chinese scientists and administrators, in research and training methodology and systems. Our publications database and our consultations indicate Australian-affiliated research clusters in environmental health and health systems (Table 3.9).

Obstacles to the research relations in health and medicine include the PRC's suite of restrictive legislation regulating data collection and transfer.⁵³

Table 3.9 Key capability areas: public health

Broad capability	Narrow capability
Public Health Capability 1 HEALTH RISKS & OUTCOMES	<ul style="list-style-type: none"> ▶ Ambient pollution & air quality & its impacts on populations (children, adolescents, & young adults) ▶ Ambient pollution & particulate matter & its association with specific diseases of ageing (including cancer, dementia, fibrosis, depressive conditions, cognitive impairment) ▶ Drug & alcohol patterns of usage & impacts on populations ▶ Health, toxicology, & mutagenesis ▶ Nutrition & dietetics ▶ Obesity in children, adolescents, & young adults ▶ Comparisons of regional & rural health outcomes for populations
Public Health Capability 2 HEALTH SYSTEMS	<ul style="list-style-type: none"> ▶ Health policy & governance in China (including health system reform) ▶ Comparison of Chinese urban and rural health systems ▶ Ageing populations in China ▶ Health system performance in China ▶ Equity & access to health systems in China ▶ Efficiency of health systems in China ▶ The role of training & education in health systems ▶ Health systems in low- and middle-income countries

⁵³ China's Personal Information Protection Law (2021). <http://www.npc.gov.cn/npc/c30834/202108/a8c4e3672c74491a80b53a172bb753fe.shtml>, accessed 27 September 2022.

Opportunities to build on research strengths

Experts we consulted with agree that while the PRC now matches and often exceeds Australia's capabilities in basic science, Australian expertise in some areas of basic medicine, such as vaccine development, can form the basis of mutually beneficial engagements in the PRC.

In interviews for this project, Australian health researchers who collaborate with Chinese researchers reported that the PRC is keen to learn from Australia's strength in the development of public health policies focused on wellness and disease prevention. Australia's research into HIV prevention, which combined social and medical knowledge, was influential and successful in China.

They also recognised that Australia's large investment in China-focused health and medical research can be leveraged through capability-targeted, multidisciplinary investments. For example, by investing in a deeper understanding of ethical and legal frameworks in the PRC as they pertain to the health and medical sector.

The need for large-scale, multidisciplinary expertise

Given the cumulative investment in China at individual researcher, field, and institutional levels, the absence of a strategic focus on China is striking.

There is no evidence in the dataset of national coordination to guide Australia's thinking, build on our strengths, or identify our capability deficits in knowing China. While research on China is clearly a priority for Australian universities, research occurs almost exclusively at the level of individual or small-group projects. There are important university-based centres focused on China (see Appendix 4), but none have a remit or funding to coordinate a national multidisciplinary capability.

The Australian Government's Australia-China Science and Research Fund (ACSRF) supports "strategic science, technology and innovation collaboration between Australia and China".⁵⁴ The program is jointly managed by the Commonwealth Department of Industry, Science and Resources and the Ministry of Science and Technology of the People's Republic of China. The ACSRf currently supports research collaboration in areas including food and agribusiness, medical technologies and pharmaceuticals, and renewable energy. The program includes Joint Research Centres (up to \$1 million AUD per grant and now closed), thematic science workshops, seminars and symposia (including the Australia-China Science Academies Symposia Series), and the Young Scientists Exchange Program (the latter two programs on hold due to Covid-19 travel restrictions).

While the program has facilitated international collaboration opportunities for Australian scientists and medical researchers, its narrow disciplinary scope has not contributed to building Australia's core China capability.

The main instruments available through the ARC for strategic research, the Centres of Excellence, Industrial Transformation Research Centres, or strategic research initiatives, have not supported China-focused research at scale.

Australia has not approached China research as a domain for coordinated problem-solving or as a focus for strategic capability. We have not brought together expertise located in different universities on the various factors that should be considered together as context for our China policy.

Multidisciplinary expertise has much to offer at the sectoral level as well. Australia has research expertise in local governance in the PRC, and in its health systems. Our consultations suggest there could be gains in bringing these kinds of knowledge together, across universities, government, and industry, for an all-angles assessment of what it would take to safeguard and advance research and clinical collaboration in particular provinces of the PRC.

International research & the knowledge economy

Australian scholarship on China can provide a platform for influence in our region. There are three Australian universities in the top ten universities in the Asia-Pacific, and six in the top 20.⁵⁵

The strength of our research collaboration with the PRC positions Australia well to be a leading player in understanding Chinese research strengths. If we coordinate our approaches, we could use this to develop our own comparative advantages. For example, we are more likely to be able to keep pace with and influence the regulation of artificial intelligence in China than its creation. (The reflex response that regulation is 100 per cent ideological is a good example of superficial China knowledge obscuring more than it clarifies.)⁵⁶

All Australian institutions with international exposure will need to get better, as universities are doing, at managing the risk of foreign interference. China knowledge capability assists Australian universities to competently handle risk so that Australian interests lead, and research collaboration flourishes.

Like to know more?

Appendix 4 provides further data on how we have tracked research capability, including tables on:

- ▶ Research Publications by type, 2000–21
- ▶ Publications by field of research (top 20)
- ▶ Books and book chapter publications 2011–16 by Australian university
- ▶ ARC funding 2002–22 by Australian university
- ▶ ARC funding by field of research 2002–22
- ▶ ARC Discovery projects 2002–22: funding STEM
- ▶ ARC Discovery projects 2002–22: funding HASS/SHAPE
- ▶ ARC Linkage project funding 2002–22: by field of research
- ▶ ARC Linkage project funding 2002–22: number awarded by university
- ▶ ARC Future Fellowship scheme 2009–21: number awarded by field of research
- ▶ ARC Future Fellowship scheme 2009–21: number awarded by university
- ▶ ARC DECRA scheme 2012–21: number awarded by field of research
- ▶ ARC DECRA scheme 2012–21: number awarded by university

There you will also find detailed overviews of:

- ▶ China-focused centres at Australian universities
- ▶ Select Australia-China joint research centres

⁵⁴ Department of Industry, Science and Resources (n.d.). "Collaborating with China on Science and Research". <https://www.industry.gov.au/science-technology-and-innovation/international-collaboration-science-and-research/collaborating-china-science-and-research>, accessed 27 September 2022.

⁵⁵ For more information, see: Times Higher Education (2022). "World University Rankings 2022". https://www.timeshighereducation.com/world-university-rankings/2022#!page/2/length/25/sort_by/rank/sort_order/asc/cols/stats, accessed 26 October 2022.

⁵⁶ Australian Research Council Centre of Excellence in Automated Decision-Making and Society, <https://www.admscentre.org.au/>



4. Translation capability

Key findings: translation capability

- ▶ Australian universities encourage knowledge dissemination and dialogue, including through China and Asia research centres, however, stakeholders within both government and universities report limited uptake of China research by government and industry.
- ▶ Australia has developed a successful model for long-term collaboration with the People's Republic of China (PRC) on China-related economic issues, which informs policy. There is now an urgent need to build such approaches to politics, security, and international relations, amongst other areas of interest.
- ▶ Many of Australia's most China-capable young people are not developing their knowledge, and keeping it current, in China-relevant roles. Coordinating education and career paths will maximise exposure to life and work in China, keep our China capability current, and build connections into policy making and industry.

In the previous two chapters we have seen how Australia's China knowledge capability is generated through teaching and research in our universities.

Universities don't have a monopoly on China knowledge capability. The Department of Foreign Affairs and Trade (DFAT), Defence, the intelligence community, and other Commonwealth and state and territory agencies build deep capability in Greater China, and contextualise it globally in conjunction with partner governments. Australia has pockets of deep business experience in China. Australian journalists – who had access to the People's Republic of China (PRC) until 2020 – have made a major contribution to the public debate. But universities have a central part in building capability, including through their interest in their students' employment options and prospects.

This chapter explores universities' part in making China knowledge available as national capability.

Translating knowledge into capability

Our consultations revealed limitations in the translation of universities' knowledge about China into ready, deployable capability.

China-focused people in universities, government, and industry all called for better provision of, and mechanisms for, expert information and advice to the Commonwealth Government.

Scholars and businesspeople said that our public conversation on China needed to give greater prominence to expert China knowledge.

The translation challenge is relevant across the categories of China knowledge. Ministers and officials continually reassess Australia's interests with respect to China as events unfold. Core knowledge capability helps them ask the right questions and avoid errors. Specialised knowledge can radically improve our understanding of the sectors of China that are most important to Australia. Australians graduating with foundational China knowledge take that capability into all walks of life. Teaching foundational knowledge also provides an opportunity for scholars to raise the bar for the wider Australian conversation on China.

A valuable meeting point for Australia's knowledge sectors is their shared interests in working in China and developing relationships. We begin there, then move on to career paths, before turning to the translation of research into public conversation, government, and industry.

University partnerships facilitating time in China

Universities are well positioned to support a wide range of Australians to obtain the experience in China that we've seen is an essential part of China capability. This is especially important for decision makers.

Senior Australian public officials from a range of agencies have visited China under the auspices of the ANU's Australia and New Zealand School of Government (ANZSOG). Prior to Covid, ANZSOG ran a two-week intensive in-country program that introduced Commonwealth and state officials to senior Chinese officials and explored the Chinese system of government, visiting several cities in China.

Universities provide platforms for other interested parties to develop links with students by giving them opportunities in China. Pre-Covid, Australian Government and business funded scholarship opportunities for undergraduate students to experience life in China. The Commonwealth Government's New Colombo Plan involves a scholarship program and a flexible mobility grants program for Australian undergraduate students to undertake both short and long-term study or internships in Asia. The Westpac Scholars Program facilitates Australian undergraduate students to spend up to two semesters in any university in Asia that has an exchange agreement with their Australian university.

Australian students have been successful in internationally funded scholarships for postgraduate study in China such as the Schwarzman Scholars Program at Tsinghua University and the Yenching Academy at Peking University.

The Foundation for Australian Studies in China (FASIC) offers a highly valued scholarship for Australian students to conduct postgraduate study in China. The FASIC BHP Australia China Scholarship aims to "encourage and assist students and young professionals to pursue postgraduate and doctoral study, research and experience in priority areas of interest in the bilateral Australia-China relationship". FASIC awarded 15 Australians scholarships between 2016 and 2020. There were four successful recipients in 2018 and seven in 2019. Due to Covid travel restrictions, Australians students haven't been able to commence study since 2019.

Universities have also developed successful partnerships for education exchange. Since 2011 the University of Sydney has sent two cohorts of students annually to Peking University in Beijing. The 2020 trip was cancelled, but in 2021 Peking University developed a virtual program including trips to the Great Wall and the Summer Palace, which benefitted a reduced contingent of 20 students.

Opportunities in Taiwan include the Huayu Enrichment Scholarship (HES) funded by the Ministry of Education in Taiwan, which has continued to operate through the pandemic; and the Taiwan Fellowship program of Taiwan's Ministry of Foreign Affairs, which supports visiting scholars researching Taiwan, Sinology and Asia-Pacific affairs.⁵⁷

Maintaining connections

Developing and maintaining a network with friends and colleagues in China after returning to Australia is often challenging. Organisations that facilitate cross-cultural communication and keep the China network in touch are important: for example, the Australia-China Youth Dialogue (ACYD) (ages 25 to 40), the Australia-China Young Professionals Initiative (ACYPI), and the Australia-China Youth Association (ACYA). These organisations are run by volunteers who value their China network, and that is what makes them dynamic and successful. Also essential is the institutional funding provided by the Australian Government as well as corporate sponsors.

Career paths for young Australians

Our consultations revealed widespread frustration that many of Australia's most China-capable young people are not developing their knowledge, and keeping it current, in China relevant roles. We heard this from business leaders and university lecturers as well young people themselves. Australia's China capability is not so large that we can afford to let keen and capable people drift off into other areas, where their language skills and knowledge quickly lose currency.

A heightened focus on national security risks underlines the importance of understanding the PRC. But the emphasis in public discourse on security concerns was cited as a factor in dissuading some students, early career researchers and young professionals from further developing their China knowledge and expertise for the Australian workforce. This exacerbates the concern that expertise is undervalued in Australia's China conversation (Chapter Two). In 2021, Laurie Pearcey, now Associate Vice-President (External Engagement & Outreach) at the Chinese University of Hong Kong, and himself a graduate from the University of New South Wales China Studies program, worried that there was "a pretty depressing outlook for graduates".

All those with a stake in Australia's relationship with China should work to reaffirm for students and potential students that their China knowledge is useful and necessary to national capability in and outside of a national security context.

⁵⁷ "Taiwan Economic and Cultural Office in Australia (2022)". 2022 Ministry of Education Huayu Enrichment Scholarship (HES) Selection Guide. https://www.roc-taiwan.org/au_en/post/12530.html, accessed 26 October 2022.

Recognising the skills of Chinese Australians

Lowy Institute research indicates that too few Chinese Australians are entering and succeeding in the Australian Public Service (APS).⁵⁸ Senior Commonwealth Government officials we spoke to recognise that officers need cultural understanding; and that to include more Chinese Australians in central agencies, the APS needs to turn the current hiring situation into a virtuous cycle of informed decision making.

Lack of formal language training can be a hindrance for Mandarin-fluent Chinese Australians in the APS. There is a perception that people with formal Chinese language *training*, but basic language *ability*, are being hired over Chinese Australians who read and speak Chinese fluently but lack formal language qualifications.

Connecting emerging experts with industry

More can be done in partnership with industry to encourage young people to develop and deploy China knowledge. A representative of Australia's China-facing businesses said that currently "there's no great premium in business for a university degree with Chinese language". This is an important issue for the university sector to grapple with, including through considering PhD internships and work-integrated learning.

Alumni networks are currently the main connectors for China careers in Australia. According to a 2021 survey of Asian-Australian entrepreneurs by the University of Sydney, over 60 per cent of respondents received their highest degree in Australia.⁵⁹ The ACYA runs the Australia-China Emerging Leaders Summit, ordinarily a biannual opportunity for young professionals across Australia and China to upskill and engage. The Australia China Alumni Association hosts multiple events each year in both China and Australia for Chinese graduates of Australian universities.⁶⁰

58 Yun Jiang (2021). "Chinese Australians in the Public Service". <https://www.lowyinstitute.org/publications/chinese-australians-australian-public-service>

59 Wei Li, Hans Hendrichske, Laurent Pauwels, and Steven Chu (2021). Asian Business in Australia. University of Sydney Business School/Commonwealth Bank of Australia. <https://www.sydney.edu.au/content/dam/corporate/documents/business-school/research/international-business/asian-business-banking-report.pdf>

60 See Australia China Alumni Association. <http://www.austchinaalumni.org.cn/>

61 Analysis and Policy Observatory (APO). <https://apo.org.au/> "APO makes policy and practice research and resources visible, discoverable, and usable. We curate high quality content and our open access repository contains over 44,000 resources including specialist collections, grey literature reports, articles and data."

Research-informed public commentary on China

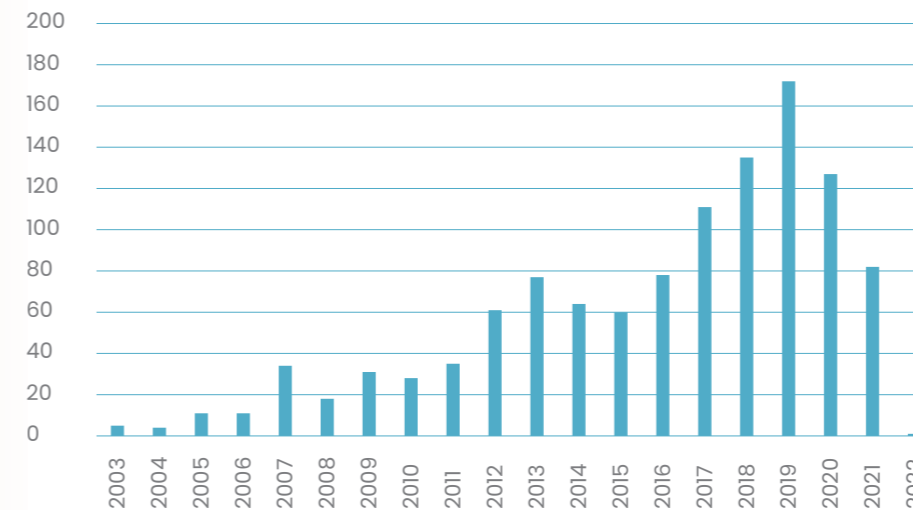
Government and the public alike learn about China from media that specialise in timely, succinct, accessible information. Journalists and think tanks draw on university research on China. Anecdotally, this happens more with respect to "external views" of China as a factor in international relations, rather than "internal views" aimed at understanding how China thinks and works.

According to our consultations with DFAT, aggregators with language expertise and timely analysis (via policy briefings, translations, and digests) like Adam Ni's *China Neican* are well read.

For less specialised research and public policy on China, Australia's Analysis and Policy Observatory (APO) makes resources findable and accessible on its platform. Its dataset, which we accessed for the project, includes 1,149 items, almost entirely from within the period 2003–21. Most of these publications are reports (760), with briefing papers (49), working papers (44), and discussion papers (43) being the next most common type of item.

The peak publication year was 2019 when there were 172 items published which followed a steady rise across the period (Figure 4.1). The more recent years of the period have seen lower numbers, but it is possible that this is due to lags in items being made available online or being harvested/deposited in the relevant data repository.⁶¹

Figure 4.1 Grey literature publication 2003–2022



Source: Research Strategies Australia, using APO data

As we can see from Table 4.1, the largest contribution to the dataset is published by Future Directions International (FDI), established by former Australian Governor-General Michael Jeffery, which accounts for 122 of the items. FDI ceased operations in 2021. It is followed by Lowy Institute for International Policy (111), and Australian Strategic Policy Institute (ASPI) (81).⁶² It is a large gap to the next cohort including the United States Studies Centre (37), International Cyber Policy Centre (30), and Center for Strategic and International Studies (29), amongst others.

While FDI was most prolific over the period, there are clearly organisations with as much or more influence on policy debate. Prominent players like the Australia-China Relations Institute, UTS (ACRI:UTS) and China Matters are outside the 'top 20' (possibly indicating limitations of the collection modality used by the APO).

International sources came in as the 16th to 19th most frequent contributors. Three of these centres listed are in North America – Center for Strategic and International Studies, Brookings Institute (both in the US), and the Centre for International Governance Innovation (Canada). Chatham House is UK based.

62 The International Cyber Policy Centre is part of ASPI but has been counted separately in the dataset.

Table 4.1 Grey literature by publisher (Top 20)

Publisher	No. items
Future Directions International	122
Lowy Institute for International Policy	111
Australian Strategic Policy Institute (ASPI)	81
United States Studies Centre (University of Sydney)	37
International Cyber Policy Centre (ASPI)	30
Center for Strategic and International Studies	29
Parliamentary Library (Australia)	29
Strategic and Defence Studies Centre (ANU)	27
Centre for Independent Studies	21
ANU Press	19
Perth USAsia Centre	17
Australian Policy Online	16
The Conversation	16
Inside Story	15
The Australia Institute	14
Nautilus Institute for Security and Sustainability	12
Chatham House - The Royal Institute of International Affairs	12
Brookings Institution	11
Centre for International Governance Innovation	11
Parliament of Australia	10

“Australian policy makers’ engagement with the wider community in Australia is nowhere near optimal. In the absence of timely, relevant inputs, we tend to retreat to our corner and not engage.”

– Senior Commonwealth Official

Challenges translating research

As well as informing debate through other media, Australian universities are direct participants as convenors and publishers of accessible information. They facilitate cross-sectoral research, teaching, and dialogue, including through China and Asia research centres.

At present, researchers and policy makers we spoke to characterised the knowledge translation from universities into government as suboptimal. The challenges are two-way. One of the most obvious is timeframes. Policy makers have shorter timelines in view, whereas university-based original research is years in the making. Government appreciates intermediary activities that bring knowledge and decision makers together in formats that fit with tight APS work rhythms. Annual or at most biannual events of up to two days’ duration work well.

Exchange between economists and Treasury on China is one example of long-term research and policy impact. (See box “Learning from Success: East Asia Forum and the China Update”, p. 81.). Defence’s arrangements with universities also provide examples of the translation of academic research or policy, such as liaison with ANU’s Strategic and Defence Studies Centre to produce four papers on set topics in a year, and to provide masterclasses on strategy.

Curiosity-driven research is the bedrock of universities’ knowledge production but is not always conducive to building capability for policy on complex problems beset with political uncertainty and controversy. As noted in our research chapter, there are limited investments in strategic capability through premier schemes aligned to Australia’s science and research priorities, such as the Australian Research Council’s Centres of Excellence program. According to the Head of the National Security College, Professor Rory Medcalf, Australia’s China capability sweet spot would have a higher degree of integration around national priorities than is currently the case.

In recent years, relevance to bilateral relations has been no guarantee of influence. For a time, the strategic contest at play in Australia–China relations made it difficult to bring university knowledge into policy formation. UTS:ACRI is Australia's only research institute devoted to studying Australia–China relations. Its focus is on economic relations. To date, no university China centre has focused on Australia–China relations from an international relations or security perspective.

No Australian university has an institute focused on Taiwan. The ANU has an annual Taiwan Lecture, and holds conferences and events on Taiwan under the auspices of the Australian Centre on China in the World.

Learning from success: translating health & medical research

Uptake of Australian health and medical research has been strong in both Australia and China.

The Australian Government funded the Public Health Education and Research Program (PHERP) for 15 years to support collaboration across universities to jointly deliver Master of Public Health programs, enabling students to access the specialist expertise available at a time when no one university had the critical mass or full range of expertise.

The National Health and Medical research Council has not only nominated priority areas for research but also established a translational faculty to support research translation into practice, and has revised their funding schemes to encourage testing of new ideas and approaches.

Researchers interested in practical outcomes have learnt not only to conduct analysis of policy, but also for policy.⁶³ They learnt that the path to impact is to take a policy question, translate it into a research question, then translate it back into policy.⁶⁴

⁶³ The Cochrane Collaboration has promoted the systematic review of studies with rigorous methodologies to consider what is the best quality evidence to underpin practice.

⁶⁴ An example is the end-user driven approach developed by the former Cooperative Research Centre on Aboriginal and Torres Straits Islander Health, where a facilitated research development process brings together industry decision-makers (in government as well as health services) with researchers to look at the major policy and practice questions and how they can be converted into research projects, whose outcomes would then help solve practical problems.

⁶⁵ See <https://www.dfat.gov.au/trade/agreements/in-force/chafta/fact-sheets/Pages/chafta-fact-sheet-trade-in-services>: "In China's best-ever commitments when ChAFTA entered into force, Australian medical service suppliers are able to establish wholly Australian-owned hospitals in China, including in Beijing, Tianjin, and Shanghai, as well as in the provinces of Jiangsu, Fujian, Guangdong and Hainan. China made its first ever commitment on aged care services in an FTA, allowing Australian medical service suppliers to establish wholly Australian-owned profit-making aged care institutions in China with no geographical restrictions."

Australia is now a valued partner in international research collaboration. We are well positioned to partner with China on one of its paramount challenges, the humanitarian needs of an ageing population, having done so successfully with Japan. Australia and China have shared concerns which form the basis for both bilateral collaboration in health research as well as leadership roles in global health: ageing and health, prevention and management of chronic diseases, climate change and health, emerging infectious diseases, and health system efficiency and accountability.

Learning from government relations

Relations between the governments of Australia and the PRC are themselves a source of Australia's China knowledge.

The interaction of different arms of Australia's China capability in the negotiation and implementation of the China–Australia Free Trade Agreement (ChAFTA) provides a useful example of the opportunities and challenges for translation of capability. For example, the Agreement was heralded for its breakthrough provisions for Australian health care services in certain PRC provinces and cities.⁶⁵ ChAFTA provisions, and the sense that they reflected high-level encouragement for new commercial openings, encouraged Australian business to invest in China's medical sector. They learnt hard lessons about the limited reach of high-level political intent, and how different levels of decision-making work in the PRC. Stronger mechanisms to concentrate and connect the expertise vested in our university sector could assist government and industry to navigate the operating environment in the PRC.

Learning from success: East Asia Forum & the *China Update*

Senior Government sources cite the East Asia Forum as the model for the translation of academic research into policy briefs: themes tightly concentrated on priority areas for the government, no article more than two pages long, making available the fruits of internationally respected and influential scholarship. And they point to the ANU's annual *China Update* conference as the model for university events that influence government policy.

Both grew out of the long era of mutually beneficial engagement between Australia and China, when China was biding its time, and strategic contest was waiting in the wings. But they provide lessons on how to build deep knowledge capability.

Emeritus Professor Peter Drysdale AO FASSA has been at the forefront throughout 40 years of bilateral collaboration from which emerged the East Asia Forum and the East Asian Bureau of Economic Research. He says they are not models that can easily be transplanted to other aspects of Australia's China knowledge today: the dynamics that made them possible can only be replicated if universities vehemently protect their freedom to engage with counterparts in the PRC.

One feature of these success stories is strong leadership by people who combine academic expertise with influence on prime ministers. In December 1980, ANU Chancellor John Crawford, accompanied by Drysdale, visited Peking University, in Beijing. As Minister for Trade, Crawford had supervised the negotiation of trade agreements with Britain and Japan. He would go on to advise Bob Hawke on the formation of the intergovernmental forum, the Australia–Pacific Economic Cooperation (APEC).

The memorandum of understanding Crawford struck in Beijing inaugurated more than 40 years of intensive collaboration between Australia and China on applied economics. In 1989 Crawford passed the ANU–China economic program to Ross Garnaut, then newly returned to Australia following his posting as Australia's Ambassador to the PRC. Garnaut was editor of the ANU's annual *China Update* on economics until 2021.

Another proven strength is to build collaboration around a theme of mutual interest with China and to publish work on that theme for decades.

Publications are critical outputs in the knowledge generation process: peer review, scrutiny, and public debate enable many different interest groups following a range of issues in the international, economic, and social science spaces to grow their understanding together.

Collaboration on economics enabled Australia and China to prosper through exchange. It put Australia in the top tier of international scholarship, attracting some of the best people from the US and Europe to *China Update* events in Canberra. This collaboration has shown us a winning formula: long stints of leadership from national figures in Australia, sustaining collaboration with the PRC on a mutual interest, elaborated through international scholarly publication.

The challenge now is to begin this kind of long-range, national-interest work in other areas of the humanities and social sciences.

Can we apply these lessons to mutual interests in diplomacy and the building of trust, to support Australia's engagements with the PRC and the Indo-Pacific region?

One Senior Commonwealth official thinks it should be a priority:

“Our aim should be a virtuous circle: have Australia be known for its China expertise so that we attract talent, which further builds capability. Australia got to that point in research on Chinese economy, we should look to do it in other areas.”

A large, stylized number 5 is formed by a grid of small, square images of the Mars surface. The images show various terrain features like craters, ridges, and valleys, all in shades of red and brown. The number 5 is positioned on the right side of the slide, with the text '5. Where to from here?' overlaid on it.

**5. Where to
from here?**

We have seen that sustained research collaboration on topics that matter to government builds core China capability. Between them, John Crawford and Ross Garnaut linked government officials with scholars in economics in China and Australia continuously for more than 40 years. They were as interested in Australia's practical opportunities and responsibilities as they were in China or the study of economics. Their framework for China studies aligned with national interests that guided Australian treasurers from the 1980s to the present.

Since the peak of our wider China knowledge capability, our universities have changed, as has our relationship with the People's Republic of China (PRC), and our geopolitical situation. We need a new agenda to bring together Australia's various interests in knowing China, and effectively deploying that knowledge.

The economics knowledge partnership has thrived for so long because the motivation has been clear and compelling. Such complementary economies invite collaboration on how Australia and China can enrich one another.

Our consultations suggest the following formula for establishing further areas of clear and abiding intent in these more complex times.

Universities have a central role to play in ensuring Australia knows China better, to discern and advance our national interests, and to generate knowledge with China where it's in our mutual interests to do so.

Knowledge capability in a national China strategy

The stakeholders we consulted for this project – across universities, government, and business – saw a need for action nationwide to address the decline in our core China knowledge capability. China knowledge capability is one of the keys to successful implementation of any China strategy.

With regard to teaching, there are gaps in the provision of advanced China knowledge to Australians as distinct from international students.

With regard to research, there are gaps in the study of PRC history, national governance, policy processes, and elite politics; and in the harnessing of knowledge, across disciplines and sectors, to discern and advance national interests.

A China knowledge framework that makes sense in universities, in industry, and in governments will need to encompass security, politics, economics, and relationship-building that rests on deep cultural knowledge.

Scholarship stands out as one of the most resilient channels in bilateral relations. Academic work can prepare the ground for successful future collaboration: for understanding how to identify the right time, province, and level of government at which to engage.

Consolidating strengths

Australia's research output is our outstanding strength in China knowledge. It is concentrated in areas of current Australian comparative advantage, namely geology and health and medicine. Our intellectual engagement with China in macro-economics has informed our economic settings and trade diplomacy for decades, to our great advantage. Developing an independent China capability, and new areas of comparative advantage, will depend on recovering our previous, internationally renowned strengths in history and politics.

Australia-China research collaboration has proven resilient through the pandemic and strained bilateral relations, but it has been affected, and risks are mounting. The work of national champions for Australian research about China, including where that research is conducted in collaboration with the PRC, remains important for the preservation and growth of this key strength, particularly in the many areas where the PRC has superior capacity or comparative advantages.

Developing a sovereign China knowledge capability depends on strengthening existing university programs, particularly regarding the provision of advanced Chinese knowledge at Honours and postgraduate levels.

We will also need to continue to attract and deploy highly capable, highly qualified academics with backgrounds in Chinese-speaking countries to research and teach on China in Australia. We are further strengthened by the many Chinese research partners in Australian knowledge and innovation. If Australia can achieve a stable commitment to China knowledge capability, we can benefit from volatility elsewhere.

A third strength is double-edged. The cultural and financial gains, and the language skills, that international students bring to our society and universities have been partly offset by an associated decline in the quality of China studies provided for Australian students. We must consolidate the advantages of PRC students choosing Australian universities by addressing any negative impacts on Australian students.

Addressing needs

The fundamental challenge for our China knowledge capability is that the whole adds up to so much less than the parts. There are four main aspects to this outlined below: culture and language, ensuring that universities generate core China knowledge in partnership with wider Australian society, facilitating time in China, and harnessing specialised knowledge for national purposes.

This report contributes findings on the gaps in our capability and analysis that can inform corrective measures. Where we suggest possible actions, we do so to help to characterise the problem and to help to shape up an agenda that decision makers can use to work out the most promising solutions. The real work will need to emerge from conversations within universities, between universities, and between universities, government, industry, and the wider community.

Culture & language

There has been a longstanding complacency about Australia's remarkable strengths in heritage language, that is, Australians who speak Chinese at home. Many have diasporic connections to China and our region, and inform our understanding of China from many angles. If we are to know China better, university and other leaders should work together on ways to invite and equip more of these Australians to inform policy and opinion on China.

Some of the most promising ways to do this, such as strengthening links between community language courses and formal education, are outside the scope of this report. However, one way forward goes to the heart of this project: Australian universities' generation of core China capability.

We have a national interest in ensuring that Australians of many different backgrounds have advanced Chinese language combined with critical capabilities well integrated into the mainstream of Australian scholarship, opinion, and governance.

Generating core capability

At present, there are few incentives to excel in Australian China studies. China experts suggested a range of measures that could help:

- ▶ scholarships to provide incentives for excellence in advanced China studies
- ▶ strengthen capacity to teach and to research Chinese history and elite politics, including with a focus on sectors and issues most important for Australia
- ▶ China experts from industry and government provide guest lectures at universities
- ▶ work-integrated learning so that government and business benefit from China expertise, and to facilitate China-rich career paths
- ▶ national networking of China studies in Australia to share resources and set benchmarks
- ▶ short-term programs that bring students and academics from different universities together for China studies, comparable to the Australian Research Council (ARC) Centre of Excellence for the Dynamics of Language at the ANU Australian Indigenous Languages program, where each summer outstanding undergraduates work on Indigenous languages with financial support and mentoring.⁶⁶

Time in China

If we are to build our China knowledge capability, we need more Australians to spend more time in China. We need to acknowledge and mitigate the challenges we face. We also need to make the most of time in China by facilitating the transfer of this direct China experience into opportunities in universities, government, and industry. Experts made the following suggestions:

- ▶ governments, industry, and universities jointly consider mutual interests in Australians spending time in China, with a view to mitigating risks and maximising transfer of current experience and skills into workplaces
- ▶ collaborate across sectors (universities, government, industry) to support networks of China-capable young people
- ▶ look to expand intensive visit programs like those Australia and New Zealand School of Governance has provided for Commonwealth decision-makers, and extend them to the states and to specific sectors and industries.

⁶⁶ See ARC Centre of Excellence for the Dynamics of Language, <https://www.dynamicsoflanguage.edu.au/home/>

Harnessing specialised knowledge for national purposes

Australia will be thinking carefully about China for many years to come. It would be sensible to coordinate our China knowledge across universities, industry, and government so that it helps to identify opportunities and solve problems at the national level. This will require integrated, all-angles analysis, as well as pure and applied research for specific sectors.

Our research system has programs to build capability in both fundamental research and for more applied, strategic purposes. The ARC Centres of Excellence, Industrial Transformation, and Special Research Initiatives schemes can structure connections across disciplines and universities, and with industry partners. These schemes could align China expertise and Commonwealth Government interests and capability.

We also need to ensure that we use the knowledge we generate. We offer the following discussion points:

- ▶ identify shared China questions or themes for the next few years in an open-ended framework for collaboration, perhaps within the National Science and Research Priorities
- ▶ complement this research framework with more targeted research programs on, for example
 - elite politics and the workings of the state in sectors most important to Australia
 - the new convergence of economics and geopolitics, the PRC's technology policies and other development efforts
 - specific dynamics in international relations
 - Australia and the PRC's assets and interests in health and medicine
 - further bilateral agreements to build the knowledge partnership
- ▶ experts in universities suggested it would be useful to establish facilities for sharing confidential information on university campuses so that government assessments benefit from China expertise
- ▶ universities co-design, with government and industry, masterclasses, annual or biannual events, Asia and China-focused internships, industry fellowships.

How do we build capability for the long term?

Experience has demonstrated that capability building requires investment over decades. One-up efforts funded over 3–5 years will not, in isolation, counter the trends working against expanding our capability.

A realistic long-term intergenerational China capability development model needs to build on existing institutions and frameworks. Strong bases for engagement already exist in Australia's relations with PRC universities and academies of science, humanities, and social science. The National Foundation for Australia-China Relations is an Australian Government initiative, established in 2020, to strengthen understanding and engagement between Australia and China. Professional associations, like the Chinese Studies Association of Australia, currently operate with no or minimal secretarial support. Modest investments could leverage significant gains.

Important as these organisations are, the capability build will succeed or fail depending on the actions taken in universities, including in partnership with government. We heard that a fundamental element is ensuring that universities' commitment to China capability survives through successive appointments of mid-level managers and executives. At the national level, it is vital that the China knowledge agenda has broad and enduring support.

How will we know when Australia is China-capable?

We will know we are China capable when we have a national framework that supports interaction between China-capable individuals and institutions across disciplines, sectors, states, and territories. Institutions that generate capability would themselves exemplify it. We would build understanding in Australia of China and its peoples through cultural and artistic experiences, institutions, and collaborations. For several decades, Australian expertise would help to meet China's development needs, in ways that help people in both nations to prosper.

Australians with Chinese heritage advantages would excel in discerning Australia's interests in relations with China, and in fostering understanding of Chinese civilisation, in all its historic and current complexity.

Our China knowledge capability includes understanding Australia's role in regional and global affairs and national security. Australia will be China capable when we can provide independent Australian expertise on the PRC sufficient to inform decisions and policy making across Australian governments, enterprises, and society. This expertise would reflect the wide and evolving range of Australia's interests, small and large. It would be conducive to an evidence-based public debate.

Frances Adamson contends that Australia will know it is China capable when each participant in Australia's broad China knowledge community can discuss China for 30 minutes with their Singaporean counterpart and give as much as they get.

We perhaps don't yet appreciate how big a challenge that is.

“There will be norms and frameworks that bring the diverse Australian China knowledge network onto the same page, delivering the capability we need.”

– Frances Adamson, Governor of South Australia, formerly Department of Foreign Affairs and Trade Secretary and Australia's Ambassador to the PRC



Appendices

Appendix 1: Methodology

Data mapping

The focus of the project’s data mapping was Australia’s training and research capacity in the university sector. The project employed a mixed methods approach (quantitative and qualitative). Our initial survey and appraisal of publicly available data revealed issues with the granularity and robustness of the data and identified gaps (see Table A1.3). Much of the publicly available data on higher education and research had limited use for the project because these data are not available at the level of granularity needed to assess China knowledge capability.

We met with data custodians to discuss the scope of the exercise and determine the quality and utility of available data. We augmented publicly available data through:

- ▶ specialist quantitative data collection and analysis – focused on research and training capability,
- ▶ survey of advanced China studies courses and programs at Australian universities – a mixed qualitative and quantitative data collection exercise, and
- ▶ targeted consultations with stakeholders and experts to draw out insights and advice.

Table A1.1 Phases of research

Phase	Activities
Literature review	Review of existing research and reports, including data analyses, to inform approach to the project’s data collection and analysis.
Stakeholder mapping	Identification of key stakeholders and development of stakeholder framework to guide consultation.
Data collection (publicly available, quantitative)	Synthesis and appraisal of available data to map and identify key areas of activity and potential, including: <ul style="list-style-type: none"> ▶ Research funding: Australian Research Council (ARC) National Competitive Grant Program ▶ Publications: data available through lens.org, and the ARC’s Excellence in Research for Australia (ERA) data, specifically research outputs from the 2018 exercise ▶ Higher degree research theses – data available through the National Library of Australia ▶ ‘Grey literature’ – policy-related reports and publications aggregated in the Analysis and Policy Observatory (APO) collection.
Data collection (original/designed by the project)	The project designed and developed its own data collection (qualitative and quantitative): <ul style="list-style-type: none"> ▶ Survey of advanced China studies with language in Australian universities ▶ Enrolment and completion in China-focused courses and programs from select Australian universities (via Deputy Vice Chancellors Academic (DVCs-A)) ▶ Course provision at Australian universities – snapshot of provision (from university websites and course handbooks) ▶ China-focused centres at Australian universities (from university websites).
Consultations	Consultation with experts and organisations, including for data gathering purposes: <ul style="list-style-type: none"> ▶ Senior research leadership – including Fellows of the Australian Academy of the Humanities, Australian Academy of Science, Australian Academy of Health and Medical Sciences, Australian Academy of Technology and Engineering, and Academy of the Social Sciences in Australia ▶ Teachers of China studies and languages programs at Australian universities ▶ Early and mid-career researchers and professionals – for input and advice on professional pathways, challenges, and opportunities ▶ University administrators ▶ Policymakers in select Commonwealth departments and agencies ▶ Business representatives and peak bodies.
Workshops	Targeted, facilitated workshops to identify research strengths and concentrations in: <ul style="list-style-type: none"> ▶ Social sciences ▶ Health and medical sciences ▶ Humanities.

Research capability data collection

Our focus was on understanding the volume of China-focused research ('about' China) and which disciplines and institutions are involved over time. A second priority was to understand which disciplines and institutions are involved in research 'with' China and the focus of that research in cases where the research collaboration might add to our China knowledge capability. Where possible we collected and analysed data from 2001-22 to identify trends over time.

We used five datasets because, taken together, they provide a composite picture across Australia's research outputs, funding, translation, and pipeline:

- ▶ Research publications – retrieved from lens.org and ARC's *State of Australian University Research 2018-19: the ERA National Report*, retrieved from dataportal.arc.gov.au/ERA/NationalReport/2018/
- ▶ Research funding – retrieved from the ARC's National Competitive Grant Program (NCGP) data –retrieved from dataportal.arc.gov.au/NCGP/Web/Grant/Grants
- ▶ Higher degree by research theses – retrieved from trove.nla.gov.au
- ▶ Grey literature – retrieved from apo.org.au

A set of keywords was developed to retrieve data representing Australia's China research capability.

Table A1.2 Keywords

China	Guangdong	Jiangsu	Nanning	Suzhou	Xiamen
Baotou	Guangzhou	Jinan	Nantong	Taiwan	Xian
Beijing	Guiyang	Kunming	Ningbo	Taiyuan	Xinjiang
Changchun	Handan	Lanzhou	Qingdao	Tangshan	Yantai
Changsha	Hangzhou	Liuzhou	Shangdong	Tianjin	Zhengzhou
Changzhou	Harbin	Luoyang	Shanghai	Tibet	Zhongshan
Chengdu	Hefei	Macau	Shantou	Uighur/s	Zibo
Chinese	Henan	Manchu	Shaoxing	Ürümqi	
Chongqing	Hong Kong	Miao	Shenyang	Weifang	
Dongguan	Huai'an	Mongolia/n	Shenzhen	Wenzhou	
Foshan	Hui	Nanchang	Shijiazhuang	Wuhan	
Fuzhou	Huizhou	Nanjing	Sichuan	Wuxi	

Data limitations

A limitation of the keyword search method we employed is that it does not (always) differentiate between intensity of focus on China. That is, one research data point might be entirely devoted to understanding China, while another might focus mainly on another field of study, but also increase our knowledge of China from perspectives available within that specific field of study.

The research publication data from lens.org is heavily weighted towards journal publication, the most prolific form of output in the dataset and of research publishing generally. However, there is variability in practice across fields and in the humanities and social sciences a strong publishing profile in books, book chapters, and edited collections. We therefore accessed the ARC's ERA 2018 audit of Australian research. This dataset includes all research outputs, including books and book chapters, published over the five-year assessment period, which was 2011 to 2016.

The unit of analysis we used – field of research (FoR) – is a limited lens through which to quantify China-focused capability. There are few specific codes for China-related research in the standard Australian Bureau of Statistics (ABS) classifications. This is also the case for other areas of research, especially multidisciplinary and area studies. One stand-out is Indigenous studies, until recently largely under-represented, so that the true extent of contribution to the national effort was not visible. In the publication dataset we used a keyword search and then mapped back to Australia's FoRs, which meant we were able to capture the full range of work, including in areas such as gender studies, which is another field not well represented in the earlier taxonomy.

Education & training capability data collection

The Commonwealth Department of Education maintains student statistics collections, based on annual reporting from Australian universities.⁶⁷ These include student enrolment, load, and completions data. It is not possible to disaggregate these data to identify China-focused study areas. The most granular level of reporting on languages, for instance, is the narrow (six-digit) field of education East Asian languages – that is, it is not possible to distinguish Chinese from Japanese or Korean. There are named fields of education with a China focus, such as traditional Chinese medicine, but this is a fraction of China-focused course provision.⁶⁸ Most teaching on China occurs within other degree programs, such as international relations, law, business, or arts.

⁶⁷ See <https://www.dese.gov.au/higher-education-statistics/student-data>

⁶⁸ See ABS field of education classifications <https://www.abs.gov.au/ausstats/abs@.nsf/0/E7779A9FD5C8D846CA256AAF001FCA5C>

Given that the data is not collected or reported at detailed levels to ascertain numbers of students enrolled and graduated in China-focused courses annually, we took a mixed methods approach to bring together as much relevant data and advice as possible, through:

- ▶ Desktop data gathering via university websites and course handbooks. It is difficult to collect accurate data over time about course provision. By conducting manual searches of online course handbooks, we were able to get an indicative overview of courses on offer in select Australian universities in 2022. This does not yield a comprehensive dataset, it is illustrative only, but could be built upon and cross-checked with data on request from universities. Course offerings can vary annually, so year-by-year the provision can look quite different.
- ▶ In addition, we conducted searches of the online languages portal to identify current Chinese (Mandarin) language offerings in Australian universities.⁶⁹
- ▶ Targeted approach to Deputy Vice-Chancellors Academic. We approached Deputy Vice Chancellors at 22 Australian universities with a request for enrolment and completion data over a five-year period (2017–2022). We sought course names and data that would help understand teaching provision and student numbers as follows: numbers of domestic and overseas students enrolled in undergraduate (Bachelor level), Honours, Masters coursework, and higher degree by research in China-focused courses. In the analysis below we provide sample data and observations about the current state of play and possible areas of further work.
- ▶ Consultations with course coordinators and teachers.
- ▶ A survey of advanced China studies with languages programs.

Table A1.3 Project assessment of available data

Capability area	Data collection	Comment
Student 'pipeline'	<ul style="list-style-type: none"> ▶ Department of Education student statistics collections https://www.education.gov.au/higher-education-statistics/student-data ▶ The Department's uCube data platform allows longitudinal searches at a two-digit field of education level (FoE), and data visualisation by four-digit FoE. ▶ Latest full year student data is 2020, https://www.education.gov.au/higher-education-statistics/student-data/select-ed-higher-education-statistics-2020-student-data-0 	<ul style="list-style-type: none"> ▶ Numbers of students – undergraduate and postgraduate – reported by field of education, gender, domestic and international students, course level, and institution. ▶ Student collections can be disaggregated by country of origin. ▶ FoE even at its most granular level (six-digit) does not identify China-focused areas of study, except for Chinese medicine. See https://www.abs.gov.au/ausstats/abs@.nsf/0/EDF1C8E2A0AED6FBCA256AAF00IF-CA5A?opendocument
International education	<ul style="list-style-type: none"> ▶ Department of Education collects data on international education and produces regular reports, https://www.education.gov.au/international-education-data-and-research 	<ul style="list-style-type: none"> ▶ Reported by country, education sector, location in Australia. ▶ Publicly available data does not provide details of courses of study or study area.
University-based workforce	<ul style="list-style-type: none"> ▶ Department of Education staff data collections can be accessed publicly at a broad as well as more granular level. Reports by Academic Organisational Unit (AOU), which maps to fields of education. Latest data here https://www.dese.gov.au/higher-education-statistics/staff-data ▶ Australian Research Council (ARC) Excellence in Research for Australia (ERA). Staffing report from 2018 provides data on the research workforce, https://dataportal.arc.gov.au/ERA/NationalReport/2018/pages/section4/staffing-profile/ 	<ul style="list-style-type: none"> ▶ Limited by unit of analysis. ▶ AOU data is not collected and reported at the granularity the project requires. ▶ There are three fields of research only (at six-digit level) with an explicit China focus: Traditional Chinese medicine and treatments (420803), Chinese language (450303), and Literature in Chinese (470515), https://www.abs.gov.au/statistics/classifications/australian-and-new-zealand-standard-research-classification-anzsrc/2020
Graduate destinations & outcomes	<ul style="list-style-type: none"> ▶ QILT survey data. Latest 2020 Graduate Outcomes survey. National data tables accessible here https://www.qilt.edu.au/qilt-surveys/graduate-employment 	<ul style="list-style-type: none"> ▶ Reports at a domain or discipline level. Not possible to tease out China-focused areas of study or relevance.
Labour market	<ul style="list-style-type: none"> ▶ Australian Bureau of Statistics (ABS) Census (Employment, Income and Education) Data (2021 is latest). Can track occupation and highest-level of education (HEAP) by field of study (QALFP). 	<ul style="list-style-type: none"> ▶ Reported at a domain or discipline level. Not possible to tease out specific China expertise.

⁶⁹ See University Languages Portal Australia <https://ulpa.edu.au>

R&D Expenditure	<ul style="list-style-type: none"> ▶ ABS: HERD https://www.abs.gov.au/statistics/industry/technology-and-innovation/research-and-experimental-development-higher-education-organisations-australia/latest-release; GERD https://www.abs.gov.au/statistics/industry/technology-and-innovation/research-and-experimental-development-government-and-private-non-profit-organisations-australia/latest-release 	<ul style="list-style-type: none"> ▶ Reports by field of research. Not detailed enough for our purposes.
Government investment	<ul style="list-style-type: none"> ▶ Science, Research and Innovation (SRI) Budget tables, see https://www.industry.gov.au/data-and-publications/science-research-and-innovation-sri-budget-tables ▶ A clearer sense of public funding via departmental programs (strategic, contestable, or otherwise) is available from 2017 onwards now through the Grant Connect database https://www.grants.gov.au 	<ul style="list-style-type: none"> ▶ These are of limited utility but give overall system view of science and research investment in Australia. ▶ New data dashboard shows investment by science and research priority – though note these are all STEM-focused. ▶ Includes reference to 'China' programs – i.e., ANU's Centre for China in the World, and the Australia China Science and Research Fund.
Higher education research income	<ul style="list-style-type: none"> ▶ Higher Education Research Data Collections (HERDC). Best interface is ARC's Excellence in Research for Australia (ERA) dataset here. HERDC Category 3 income is here https://dataportal.arc.gov.au/ERA/NationalReport/2018/pages/section4/herdc-category-3--industry-and-other-research-income/ 	<ul style="list-style-type: none"> ▶ Subcategory for international research income – both contestable and commissioned (via industry, government, not for profits). None of this is country-specific. Meetings with HERDC team and subsequently with ARC (international) confirm that level of granularity is not possible.
Research income & performance	<ul style="list-style-type: none"> ▶ ARC: National Competitive Grants Program (NCGP) searchable dataset via the ARC data portal here https://dataportal.arc.gov.au/Landing ▶ Data is also available on request from the ARC, and via curated datasets on their Grants Dataset page https://www.arc.gov.au/grants-and-funding/apply-funding/grants-dataset 	<ul style="list-style-type: none"> ▶ Overall funding, source/scheme, institutional concentrations, and change over time. Use of keyword searches is important because fields of research classification do not capture the range of China capability the project is after.

International research collaboration	<ul style="list-style-type: none"> ▶ ARC: International collaboration data visualisation here https://www.arc.gov.au/grants-and-funding/apply-funding/grants-dataset/trend-visualisation/ncgp-trends-international-collaboration ▶ Department of Industry, Science Energy and Resources: runs the Australia-China Science and Research Fund https://www.industry.gov.au/funding-and-incentives/collaborating-with-china-on-science-and-research/australia-china-science-and-research-fund-joint-research-centres ▶ Universities Australia (UA) collects data on international research links and exchange programs etc; note also its meeting of DVCs-International https://www.universitiesaustralia.edu.au/our-universities/university-contacts/#type=dvcs-international 	<ul style="list-style-type: none"> ▶ The volume of international engagement with China is led by sciences (based on bibliometric data, investment, numbers of collaborations or partners on ARC-funded grants). ▶ International engagement between Australia and China is a complex and multidisciplinary operating environment, so if we simply rely on volume of data, we are missing the big picture. ▶ Incidence of international collaboration reported on ARC grant applications is only an indication of intent to collaborate.
International engagement	<ul style="list-style-type: none"> ▶ Department of Foreign Affairs and Trade (DFAT) including former Australia-China Council funded projects e.g. 	<ul style="list-style-type: none"> ▶ Traditionally has not funded research and science engagement. ▶ The National Foundation for Australia-China Relations includes research in its remit.
Research excellence	<ul style="list-style-type: none"> ▶ ARC: Excellence in Research for Australia https://www.arc.gov.au/evaluating-research/excellence-research-australia profiles areas of research strength in the by designated field of research, and institution. 	<ul style="list-style-type: none"> ▶ Publicly available data limited by unit of analysis – which is field of research. No content-specific or thematic analysis. ▶ The project, therefore, has mapped (manually) institutional concentrations and research centres.
Research impact	<ul style="list-style-type: none"> ▶ Australian Research Council (ARC): Engagement and Impact exercise, https://dataportal.arc.gov.au/EI/Web/Impact/ImpactStudies 	<ul style="list-style-type: none"> ▶ Keyword search of Impact Studies highly ranked in the exercise.
Research output	<ul style="list-style-type: none"> ▶ Australian Research Council (ARC): Excellence in Research for Australia. Can search ERA publication dataset (by keyword): https://dataportal.arc.gov.au/ERA/Web/ 	<ul style="list-style-type: none"> ▶ It is possible to conduct further analysis by way of keyword searches across the ERA output data which will give a more nuanced picture of the focus of the research. Can request tailored data (keyword search).

Research output	<ul style="list-style-type: none"> ▶ Bibliometrics: volume/extent of co-publication gives a limited sense of the quality of the collaboration and has historically been of limited application for the humanities and other fields where co-publication may not be the norm: "On paper, China is Australia's biggest research partner. In 2019, Australian researchers co-authored close to 14,000 papers with authors who had affiliations in China, according to an analysis by Laurenceson of papers indexed in the Scopus database. That's 16.2% of Australia's research output, more than for any other international partner nation." 	<ul style="list-style-type: none"> ▶ Various universities and others are developing methods to move beyond traditional bibliometrics and use a range of tools to identify research capability in broad themes, such as energy or water. See <i>Nature</i> article on Australia-China research collaboration https://www.nature.com/articles/d41586-020-02188-6
Research & data infrastructure	<ul style="list-style-type: none"> ▶ National Collaborative Research Infrastructure Strategy (NCRIS) administered by the Commonwealth Department of Education – no specific programs with a China focus we could find. There may have been some relevant projects which received merit-based funding through NCRIS-funded entities, such as the Australian Data Service. See https://www.arin.org.au/pt/ncris ▶ ARC Linkage, Equipment, Infrastructure and Facilities (LIEF) – nothing specifically China knowledge focused, although there is one recent project with a collaborative China focus. 	<ul style="list-style-type: none"> ▶ Raises the question about increasingly data-rich work and the data and infrastructure capability needed for a joined-up national China knowledge capability.
Research and cultural infrastructure	<ul style="list-style-type: none"> ▶ Various collecting institutions – galleries, libraries, archives, and museums (GLAM) across Australia – hold China knowledge relevant collections and data, including university libraries. ▶ The National Library of Australia (NLA) has significant Chinese and Asian collections. See https://www.nla.gov.au/collections/what-we-collect/asian/chinese-collection 	<ul style="list-style-type: none"> ▶ In 2020, the NLA announced changes to its collections policy in effect rationalising its Asia collections – to focus on China, Indonesia, and the Pacific. The NLA is progressively reducing its overseas collecting, specialist curators, and moving to collect digital where possible.

Appendix 2: Consultations

Stakeholder consultation

We consulted with stakeholders and experts across all states and territories (except Northern Territory), representing the university sector, business, public policy, government, and think tanks.

We consulted 109 individuals over the course of the project through:

- ▶ 3 workshops
- ▶ 5 roundtables, including two focused on early career professionals and researchers
- ▶ Individual and small group meetings
- ▶ targeted surveys.

We also held briefings and meetings with data custodians and experts at the Australian Research Council and the Department of Education; and briefed a full meeting Deputy Vice-Chancellors Research (Universities Australia).

Stakeholders we consulted, who consented to be listed in the final report, are as follows:

The Honourable Frances Adamson AC, Governor of South Australia, formerly Secretary of the Department of Foreign Affairs and Trade, and Australia's Ambassador to the PRC

Peter Arkell, Director, GE Morrison Institute

Australian Research Council

Dr Billy Badger, Head of Discipline, Global Cultures and Languages, University of Tasmania

Dr Jonathan Benney, Lecturer, Chinese Studies, School of Languages, Literatures, Cultures and Linguistics, Faculty of Arts, Monash University

Emeritus Professor David Bradley FASSA FAHA, Linguistics, La Trobe University

Dr David Brophy, Senior Lecturer, University of Sydney

Dr Carolyn Bull, Senior Director, National Security College, ANU

Emeritus Professor David Carter AM FAHA, University of Queensland

Associate Professor Shirley Chan, Chinese Studies, Language and Cultures, Department of Media, Communications, Creative Arts, Language and Literature, Faculty of Arts, Macquarie University

Kate Clayton, La Trobe Asia, La Trobe University

Michael Clifton, Australia China Business Council

Dr Fang Lee Cooke, FASSA, Distinguished Professor, Monash Business School, Faculty of Business and Economics, Monash University

Elena Collinson, Senior researcher, Australia-China Relations Institute, University of Technology Sydney

Susan Dodds FAHA, Deputy Vice-Chancellor (Research and Industry Engagement), La Trobe University

Peter Drysdale, Emeritus Professor of Economics, Head of the East Asian Bureau of Economic Research and Editor in Chief of East Asia Forum in the Crawford School of Public Policy in the College of Asia and the Pacific, ANU

Lucy Du, CEO, Australia-China Young Professionals Initiative

David Dukes, CEO of Dukes Consulting, former Austrade Beijing (Commercial Counsellor) and DFAT Canberra, Beijing and Lisbon

Dr Shengyu Fan, Senior Lecturer, School of Culture, History and Language, College of Asia and the Pacific, ANU

Associate Professor Huiyun Feng, School of Government and International Relations, Griffith University

Professor Zhang Feng, Executive Dean, Institute of Public Policy, South China University of Technology

Stephen FitzGerald AO, First Ambassador of Australia to the PRC; Chair, Museum of Chinese in Australia; Associate Professor, Institute for Australian and Chinese Arts and Culture, Western Sydney University; Distinguished Fellow, the Whitlam Institute, Western Sydney University

Professor Lisa Fletcher, Head of School, Humanities, University of Tasmania

Carrillo Gantner AC FAHA, Former Counsellor (Cultural), Australian Embassy Beijing, Former Chairman, Asialink, University of Melbourne

Professor Bates Gill, Head of Department Security Studies and Criminology, Macquarie University

Paul Gladston, Judith Neilson Chair Professor of Chinese Contemporary Art, UNSW

Professor Jane Golley, College of Asia and the Pacific, ANU

Professor David S G Goodman FASSA, Director, China Studies Centre, University of Sydney

Dr Gerry Groot, Senior Lecturer, School of Social Sciences, Faculty of Arts, Business, Law and Economics, Adelaide University

Professor Yingjie Guo, Chinese Studies, University of Sydney

Professor Jing Han, Director, Institute for Australian and Chinese Arts and Culture, Western Sydney University

Dr Jane Hanley SFHEA, Discipline Chair of Languages and Cultures, Department of Media, Communications, Creative Arts, Language and Literature, Macquarie University

Paul Harris, Executive Director, Innovative Research Universities

Professor Baogang He, Alfred Deakin Professor and Personal Chair in International Relations, Deakin University

Dr Jennifer Hsu, Research Fellow, Lowy Institute

Dr Hui Huang, Chinese Studies Program, Monash University

Daria Impiombato, Researcher, ASPI's International Cyber Policy Centre

Dr Minerva Inwald, Judith Neilson Post-Doctoral Fellow in Contemporary Art, UNSW

Linda Jakobson, Founding Director, China Matters

Yun Jiang, AIIA China Matters Fellow

Jon Yuan Jiang, School of Communication, Queensland University of Technology

Adjunct Professor Michael Keane FAHA, Queensland University of Technology, Digital Media Research Centre

Dr Jon von Kowallis FAHA, Professor of Chinese Studies, UNSW

Dr Olivier Krischer, Lecturer, Art and Design, UNSW

Professor Randy J LaPolla PhD FAHA, Centre for Language Sciences, Institute for Advanced Studies in Humanities and Social Sciences, Beijing Normal University at Zhuhai

Professor James Laurenceson, Director, Australia-China Relations Institute, University of Technology Sydney

Dr Mabel Lee FAHA, Honorary Adjunct Professor, University of Sydney; Honorary Professor, Metropolitan University of Hong Kong

Professor James Leibold, La Trobe University

Associate Professor Delia Lin, Chinese Studies, Asia Institute, Faculty of Arts, University of Melbourne

Honorary Professor Kam Louie FHKAH FAHA, UNSW and University of Hong Kong

Emeritus Professor Colin Mackerras AO FAHA, Griffith University

Emeritus Professor Roy Macleod PhD, DLitt, FAHA, FASSA, FSA, FRHistS, FRSN, Professor Emeritus of History, School of Philosophical and Historical Inquiry, School of History and Philosophy of Science, Centre for International Security Studies, University of Sydney

Emeritus Professor Kevin M McConkey AM FASSA, Psychology, UNSW

Professor Rory Medcalf, Head, National Security College, ANU

Thomas Pantle, Senior Analyst, Department of Enterprise, Investment and Trade (NSW Government)

Anushka Patel, Vice Principal Director & Chief Scientist, The George Institute for Global Health

Professor Paul Patton FAHA, Wuhan University

Laurie Pearcey, Associate Vice-President (External Engagement & Outreach), Chinese University of Hong Kong, Former Pro Vice-Chancellor (International) & Chair, Confucius Institute Board, UNSW, Former Chief Executive, Australia China Business Council

Dr Will Peyton, Visiting Fellow, School of Literature, Languages and Linguistics, ANU

Honorary Professor Andrew Podger AO FASSA, Public Policy, ANU, Coordinator of the Greater China Australia Dialogue on Public Administration

Dr Jing Qi, Senior Lecturer, Global and Language Studies, RMIT University

Dr Fengqi Qian, Lecturer, Chinese Studies, School of Humanities and Social Sciences, Faculty of Arts and Education, Deakin University

Dr Guy Ramsay, Senior Lecturer, Chinese Language and Studies, School of Languages and Cultures, University of Queensland, Australia

Associate Professor Claire Roberts, Art History and Curatorship, University of Melbourne

Dr Sarah Rogers, Senior Lecturer, University of Melbourne

Christopher Scarf, Health Services Consultant

Dr Craig A Smith, Senior Lecturer, University of Melbourne Asia Institute

Kate Smith, Environmental Engineer, Aurecon

The Hon. Warwick Smith AO

Dr Mark Strange, School of Culture, History & Language and Australian Centre on China in the World, ANU College of Asia & the Pacific, ANU

Dr Josh Stenberg, Senior Lecturer, University of Sydney

Professor Ligang Song, Arndt-Corden Department of Economics, Crawford School of Public Policy, ANU

Dr Yu Tao, Senior Lecturer, Asian Studies and Languages, The University of Western Australia

Dr Sow Keat Tok, Asia Institute, University of Melbourne

Professor Sue Trevaskes FAHA, Chinese Studies, Deputy Head of School (research), School of Humanities, Languages and Social Science, Griffith University

Dr Isabel Wang, Senior Lecturer in Chinese, University of Tasmania

Professor Mark Wang, School of Geography, Earth and Atmospheric Sciences, Director, Centre for Contemporary Chinese Studies, University of Melbourne

Mengjiao Wang, Researcher, University of the Sunshine Coast

Dr Pan Wang, Senior Lecturer in Chinese and Asian Studies, UNSW

Associate Professor Wei Wang, Chair of the Department of Chinese Studies, University of Sydney

Professor David Watson, College of Medicine and Public Health, Flinders University

Su-Ming Wong, Co-Founder, CHAMP Ventures Pty Ltd

Professor Tien Y Wong, Head, Tsinghua Medicine, Beijing, China, Senior Advisor, SingHealth, Singapore

Dr Lara Vanderstaay, casual academic, University of Queensland

Associate Professor Jingqing Yang, International Studies and Global Studies, University of Technology Sydney

Dr Zhengdao Ye, Senior Lecturer, School of Literature, Languages & Linguistics, ANU

Cynthia Yuan, Senior Policy Officer, Department of Industry, Science, Energy and Resources

Associate Professor Xiaohuan Zhao, Chinese Literary and Theatre Studies; UG Coordinator of Chinese Studies, University of Sydney

Appendix 3: Course provision & enrolment

Enrolment data

We approached 22 DVCs-A with a request for data on student enrolments over the 2017 to 2021 period in either China-focused degree programs or courses of study (major or minor). These data include undergraduate as well as advanced (Honours and Masters) and postdoctoral enrolments. In most instances, universities were not able to share data with the project for a variety of reasons, including:

- ▶ It was not collected and reported at the granularity we requested. For example, most universities were unable to disaggregate numbers of domestic students from international students
- ▶ There was not sufficient time or resources to devote to extracting the data from university systems
- ▶ Universities were concerned about privacy implications and/or identifying information being passed on in instances where enrolments were small.

It was clear that universities have different systems for reporting and collecting these data. In some cases, we were connected with relevant schools and faculties, while others managed the response to our request from within central administration.

At the time of writing, we have data from six universities, which is variable in quality and incommensurate. The data they provided differed in level of detail, for example, the way in which they were able to identify China-relevant courses. Comparisons should not be made across universities in our sample.

There is more work to do in reconciling some of these data. In many instances the counts are of individual students enrolled, which means that if a student is enrolled in two courses in a particular school or faculty, they will be counted twice. For these reasons, we prefer the accuracy of estimated full-time student load data.

We were able to examine in some detail three universities: Macquarie University, University of Melbourne, and University of Queensland.

Advanced China studies with languages survey

Guided by our Advisory Group, we sought to fill a gap in our understanding of language acquisition by focusing on three factors that determine ability to build Australia's China knowledge capability:

- ▶ progression through to an advanced level
- ▶ advanced language in combination with advanced study in a discipline providing critical training and insight into China
- ▶ focus on domestic students because they are likely to add more directly to Australia's capability.

Experts advise that this is what equips students to develop the ability to make independent, reliable judgements about meaning, ambiguity, context, and intent. This is what we mean by "advanced Chinese studies with language". After an initial roundtable with 10 teachers and course coordinators from five states and territories, we designed a survey seeking data and advice on the factors enabling and constraining this level and kind of study. We circulated the survey to course coordinators and teachers at 15 universities with China with relevant programs and followed up.

Below we provide the national figures by year for domestic students enrolled in advanced China studies with languages courses at Honours level that we could obtain through our consultations. This represents survey and follow-up data from six universities of the seven that still provide Honours, from the 15 we consulted. It is clear from our consultations that this is a small cohort of students nationally – that is, those that graduate in advanced China studies with language proficiency.

Table A3.1 Universities consulted

University	State
Australian National University	ACT
Deakin University	Victoria
Edith Cowan University	Western Australia
Griffith University	Queensland
Macquarie University	NSW
Monash University	Victoria
La Trobe University	Victoria
RMIT University	Victoria
University of Adelaide	South Australia
University of Melbourne	Victoria
University of New South Wales	NSW
University of Queensland	Queensland
University of Sydney	NSW
University of Tasmania	Tasmania
University of Western Australia	Western Australia

Table A3.2 Graduations with Honours in advanced China studies with language from six universities

	2017	2018	2019	2020	2021
Honours	5	3	5	3	1

Source: Consultations undertaken for the project with course coordinators and teachers at 14 universities, seven of which offered Honours 2017–21. We were able to obtain indicative data from six of these.

Due to data restrictions and the difficulty in pinning down the key data points in a field that has changed so much in recent years, our coverage remains thin for some key universities, including ANU and the University of New South Wales.

To protect the privacy of the small numbers of students graduating with Honours in China studies with language, we are not providing data by university.

The written survey responses provided highly disparate qualitative insight into a wide range of factors, including skills acquired, incentives for this kind of study, constraints and opportunities for course coordinators, extent of and appetite for collaboration within and across universities. We synthesised this information in Chapter Three.

Consultations via this method uncovered three cohorts of students:

- ▶ very small numbers of domestic students graduating with Honours in China studies – we are aware of no more than five in any given year, 2017 to 2021, and only one in 2021, in the six universities that provided data
- ▶ larger numbers of domestic students obtaining some degree of China knowledge in highly variable ways through Masters study, with small numbers also demonstrating advanced language skills
- ▶ small but growing numbers of domestic students who comprise a sometimes very small minority amidst the large numbers of PRC students studying Chinese language in courses oriented towards international students. The University of Queensland stands out in the latter category having experienced unfaltering growth in two-way Chinese–English translation and interpretation enrolments, at an increasing rate in the difficult conditions since 2018, culminating in over 1,000 enrolments in each semester this year (2022). However, other courses are notable for their ability to bring together international pedagogy and deep cultural knowledge. Our treatment attempts to bring this varied landscape into one frame for the first time.

Snapshot of China-focused courses at Australian universities

A keyword search of course handbooks for either 'China' or 'Chinese' across both undergraduate and postgraduate offerings returned a range and volume of courses across business, arts, sciences, and law faculties. We focused on a sample of universities from the Group of Eight (Go8) universities through to outer metropolitan and regional universities to get an indicative range of offerings (Table A3.3). Please note that this list is not comprehensive, as not all courses appear in online searches. Nor does it constitute evidence of student demand or give us insight to pathways and programs of study that would meet conditions for China knowledge capability. It does indicate potential for students to learn about China from many different angles.

Table A3.3 Sample of China-focused course provision at select Australian Universities, 2022

University of Sydney

- ▶ China: <https://www.sydney.edu.au/units?query=China> Results: 72
- ▶ Chinese: <https://www.sydney.edu.au/units?query=Chinese> Results: 84

Undergraduate examples:

- ▶ CLAW2211: Commercial Practice in China
- ▶ HSTY2640: Twentieth-Century China
- ▶ HSTY2642: Beyond The Great Wall: China's Frontiers
- ▶ HSTY3700: The East is Red: China 1949–1997
- ▶ HSTY2606: China's Last Dynasty: The Great Qing
- ▶ CHNS1601: Understanding Contemporary China
- ▶ CHNS2613: Communication and Social Change in China
- ▶ CHNS2614: Understanding News About China
- ▶ LAWS3516: International Law and China
- ▶ ARHT2645: Arts in Imperial China
- ▶ GOVT3651: Politics of China
- ▶ ARCO3006: Ancient China Unearthed
- ▶ IBUS2020: Chinese Economy and Business
- ▶ CHNS3111: Global Chinese Literatures
- ▶ ARCO3005: Exploring the Silk Road
- ▶ ASNS2613: Chinese Thought
- ▶ CHNS3639: Chinese Cinema
- ▶ ASNS2618: Remaking Chinese Society, 1949–Present
- ▶ PERF2604: Chinese Music Ensemble 1
- ▶ INGS2604: Global Superpowers
- ▶ EDUF3027: International Education
- ▶ IBUS3109: Strategy and Emerging Markets

Postgraduate examples:

- ▶ ECOP6016: China in the Global Economy
- ▶ GOVT6359: US–China Relations
- ▶ CLAW6030: China's Legal Environment for Business
- ▶ MGMT6014: Business in China
- ▶ IBUS6020: Enterprise Management in China
- ▶ LAWS6091: Chinese International Taxation
- ▶ GOVT6111: Chinese Politics
- ▶ CEMS6006: Chinese Institutions and Business
- ▶ ASNS6905: Asian Popular Culture
- ▶ MECO6929: Chinese Media Studies in Global Contexts
- ▶ USSC6922: The US in the Indo-Pacific
- ▶ IBUS6019: Strategy and Emerging Markets
- ▶ LAWS6931: Dispute Resolution in Asia
- ▶ CEMS6007: Chinese for Business
- ▶ LAWS6141: Asia Pacific Environmental Law
- ▶ LAWS6932: Law and Investment in Asia
- ▶ CISS6016: Chinese Foreign and Security Policy

University of New South Wales

- ▶ China: <https://www.handbook.unsw.edu.au/search?q=China> Results: 36
- ▶ Chinese: <https://www.handbook.unsw.edu.au/search?q=Chinese> Results: 75

Undergraduate examples:

- ▶ ARTS3217 History of Modern China: Contested Visions
- ▶ ARTS2455 Gender in China
- ▶ ZHSS2403 Politics of China
- ▶ ARTS2457 China Imagined and Perceived
- ▶ ARTS2463 Nationalism, Identity and Ethnicity in China
- ▶ ARTS3462 Artistic Representations of China and the Diaspora
- ▶ GENL2880 Doing Business in Australia and China: Fundamentals of Australian and Chinese Commercial Law
- ▶ ARTS2908 Sex and Power in Early Modern China and Japan
- ▶ ARTS3455 Contemporary Chinese Literature
- ▶ ARTS2453 Chinese Cinema
- ▶ ARTS2363 Chinese Philosophy

Postgraduate examples:

- ▶ ZHSS8430 China's Security Policy and Military Modernisation
- ▶ JURD7625 Dispute Resolution in China
- ▶ ECON6314 Economic Development in China
- ▶ POLS5127 China and Asia-Pacific Security
- ▶ ZHSS8458 Cyber Policy in China
- ▶ ZHSS8238 Australia's Relations with Asia
- ▶ ZHSS8409 Asia-Pacific Security: The Dynamics of Change
- ▶ LAWS8365 Intro to Chinese Regulation of Int'l Business

University of Melbourne

- ▶ China: https://handbook.unimelb.edu.au/search?query=China&types%5B%5D=all&year=2022&level_type%5B%5D=all&campus_and_attendance_mode%5B%5D=all&org_unit%5B%5D=all&page=1&sort=score%7Cdesc Results: 135
- ▶ Chinese: https://handbook.unimelb.edu.au/search?query=Chinese&types%5B%5D=all&year=2022&level_type%5B%5D=all&campus_and_attendance_mode%5B%5D=all&org_unit%5B%5D=all&page=1&sort=score%7Cdesc Results: 170

Undergraduate examples:

- ▶ China in Transition GEOG20010
- ▶ Photography in China AHIS30025
- ▶ Activism and Social Change in China CHIN20030
- ▶ China Since Mao CHIN20008
- ▶ Modern China in Global History 1949-1999 HIST20086
- ▶ Chinese Business and Economy IBUS30004
- ▶ Chinese Politics and Society POLS30011
- ▶ Modern and Contemporary Chinese Art AHIS20022

- ▶ Chinese News Analysis CHIN30003
- ▶ Chinese Economic Documents CHIN20009
- ▶ Topics in Asian Economic History ECON30030
- ▶ Managing Globally MGMT30004
- ▶ Trans Studies: Cultures and Communities GEND30007
- ▶ International Politics INTS10001
- ▶ Chinese Cinema CHIN30018
- ▶ Taiwan & Beyond: Chinese Settler Culture CHIN30002
- ▶ Legality and Rights in China (Legal Research Stream, Melbourne Law School)
- ▶ Contemporary Chinese Legal System (Melbourne Law School)

Postgraduate examples:

- ▶ Contemporary China ASIA90017
- ▶ Commercial Law in Asia LAW70230
- ▶ Human Rights in Asia: Current Issues LAWS90122
- ▶ Deals with China LAWS70414
- ▶ Energy and Resources Law in China LAWS90100
- ▶ Trade and Investment Law in China LAWS90052
- ▶ Law, Justice & Human Rights in China LAWS50117
- ▶ China and the Environment ASIA90016
- ▶ Rising China in the Globalised World INTS90007
- ▶ Politics and Business in post-Mao China POLS90013
- ▶ Industry Studies in Asia BUSA90133
- ▶ Business and Legal Translation TRAN90020
- ▶ History, Memory, and Violence in Asia HIST90026
- ▶ Asia-Pacific: Zone of Conflict or Peace? POLS90058
- ▶ Design Strategies of Asian Gardens ABPL90402
- ▶ Doing Business in Asia BUSA90476
- ▶ Social Media and Change MECM90019

Note: Many courses listed online are not offered in 2022

Monash University

- ▶ China: <https://handbook.monash.edu/search?q=China> Results: 4
- ▶ Chinese: <https://handbook.monash.edu/search?q=Chinese> Results: 40

Undergraduate examples:

- ▶ ATS2039 Understanding modern China
- ▶ ATS3079 Modern China: From the Middle Kingdom to Mao and beyond
- ▶ ATS2040 Understanding contemporary China
- ▶ LAW4252 Chinese legal institutions and laws
- ▶ ATS3037 Chinese online media: Contemporary issues and perspectives
- ▶ ATS3042 Chinese media analysis
- ▶ ATS3940 Chinese cultural analysis

Postgraduate examples:

- ▶ LAW5437 China's legal system
- ▶ LAW5455 Chinese law and innovation policies
- ▶ ECX5630 Chinese economy and global business
- ▶ ARU0090 Research in Chinese studies

University of Adelaide

- ▶ China: https://www.adelaide.edu.au/course-outlines/search/?vs=China&search=Search&adv_acad_career=0&adv_campus=0&adv_year=0&adv_subject=0&adv_course_type=0&adv_termid=0 Results: 29
- ▶ Chinese: https://www.adelaide.edu.au/course-outlines/search/?vs=Chinese&search=Search&adv_acad_career=0&adv_campus=0&adv_year=0&adv_subject=0&adv_course_type=0&adv_termid=0 Results: 208

Examples:

- ▶ ASIA 2028 Ten Things You Should Know About China
- ▶ EDUC 7109 Chinese Curriculum & Pedagogy

Note: There were more courses on "China" in the period 2014-2017

University of Queensland

- ▶ China: <https://my.uq.edu.au/programs-courses/search.html?keywords=China&searchType=all&archived=true> Results: 3
- ▶ Chinese: <https://my.uq.edu.au/programs-courses/search.html?keywords=Chinese&searchType=all&archived=true&CourseParameters%5Bsemester%5D=> Results: 43

Examples:

- ▶ ECON Understanding China
- ▶ HIST China: From Empire to Republic
- ▶ EDU Chinese: Curriculum Studies

Australian National University

- ▶ China: <https://programsandcourses.anu.edu.au/search> Results: 32
- ▶ Chinese: <https://programsandcourses.anu.edu.au/search> Results: 47

Undergraduate examples:

- ▶ ASIA History of International Relations in Northeast Asia
- ▶ ASIA Issues in Japanese Policy in their global context
- ▶ ASIA Archaeology of China
- ▶ BUSI Business in China
- ▶ CHST Reading China: Past and Present
- ▶ ECHI Asian Giants: India, China, and Japan; Alternate Paths to Prosperity

- ▶ ASIA Social Power in China: Family and Connections
- ▶ ASIA Chinese Literature
- ▶ ASIA Taiwanese Society and Politics
- ▶ ASIA Chinese Philosophy: Creation and Development
- ▶ ASIA Foundations of Chinese Culture
- ▶ ASIA Chinese Calligraphy: History and Practice
- ▶ ASIA The Contemporary Chinese World
- ▶ INTR Chinese Foreign and Security Policy
- ▶ LAWS Chinese Law and Society
- ▶ LING Chinese Linguistics
- ▶ SOCY Contemporary Chinese Society: Inequality and Social Stratification

Postgraduate examples:

- ▶ STST China's Defence and Strategic Challenges
- ▶ NSPO China, America and National Security
- ▶ PASI The China Alternative? Changing Geopolitics in the Pacific
- ▶ POGO Engaging China: Working with Policy in the PRC
- ▶ HUMN Culture and Heritage in China Field School
- ▶ MGMT Principles of Management
- ▶ MGMT New Venture Creation
- ▶ MGMT Innovation
- ▶ MGMT Tools and Techniques for Business Project Management
- ▶ MGMT Organisational Behaviour
- ▶ ASIA Research Methods in Chinese Studies
- ▶ ASIA Chinese History: The Imperial Period (221 BC - 1800)
- ▶ IDEC The Chinese Economy
- ▶ NTR Chinese Thinking on International Relations

University of Western Australia

- ▶ China: <https://handbooks.uwa.edu.au/search/?-type=all&searchtext=China> Results: 32
- ▶ Chinese: <https://handbooks.uwa.edu.au/search/?-type=all&searchtext=Chinese> Results: 78

Undergraduate examples:

- ▶ CU008 Chinese Language and Culture
- ▶ CU017 Curatorial Studies
- ▶ ASIA3003 Social Issues in Contemporary China
- ▶ ENGL2100 Writing China in Country
- ▶ HART2044 Contemporary Art and Tradition in China
- ▶ POLS3308 Greater China: Politics and International Relations
- ▶ POLS2220 Foundations of Global Political Economy
- ▶ POLS3334 The International Politics of Africa
- ▶ ASIA2001 Culture, Society, and the State in Asia
- ▶ ASIA3005 Democratisation in Asia

Postgraduate examples:

- ▶ POLS5684 China and the World
- ▶ ENVT5575 Aquaculture and the Blue Economy
- ▶ POLS5631 International Relations of the Asia-Pacific

Griffith University

- ▶ China: <https://www.griffith.edu.au/study/courses?term=China> Results: 8
- ▶ Chinese: <https://www.griffith.edu.au/study/courses?term=Chinese> Results: 15

Undergraduate examples:

- ▶ GIR Chinese Government and Politics
- ▶ GIR Business and Politics in the Asia Pacific
- ▶ IBA Asian Business and Networking
- ▶ LAW Public International Law

Postgraduate examples:

- ▶ GIR Democratisation Business and Governance in Asia

University of Technology Sydney

- ▶ China: <https://www.handbook.uts.edu.au/subjects/alpha.html> Results: 5
- ▶ Chinese: <https://www.handbook.uts.edu.au/subjects/alpha.html> Results: 29

Examples:

- ▶ Chinese Business and Administrative Language 97116
- ▶ Chinese Culture and Heritage 97113
- ▶ Chinese Festivals and Ceremonies 97111
- ▶ Communicating About Chinese Media 97109
- ▶ Introduction to Chinese Business Law 76009
- ▶ Introduction to Chinese Herbal Medicine 99567
- ▶ Language in Chinese Screen Studies 97112
- ▶ Medical Classics and the History of Chinese Medicine 91610
- ▶ Mental Health and Chinese Medicine 91631
- ▶ Twentieth Century Chinese Fiction 97110
- ▶ Business and Law in China 78026
- ▶ Contemporary China 976111

Western Sydney University

- ▶ China: <https://hbook.westernsydney.edu.au/subject-search/> Results: 21
- ▶ Chinese: <https://hbook.westernsydney.edu.au/subject-search/> Results: 69

Undergraduate examples:

- ▶ HUMN 2014 Civil Society in Contemporary China
- ▶ HUMN 2021 Doing Business in China
- ▶ HUMN 3046 History of Modern China to 1949
- ▶ HUMN 3111 History of the People's Republic of China
- ▶ CULT 2007 International Politics of North Asia
- ▶ LANG 3023 Chinese 304: Chinese Classical Literature
- ▶ LANG 3024 Chinese 305: Chinese Cinema
- ▶ LANG 3025 Chinese 306: Traditional Chinese Thought
- ▶ CMPL 1001 Traditional Chinese Medicine
- ▶ LAWS 3024 Foundations of Chinese Law

Postgraduate examples:

- ▶ HUMN 7007 Chinese Cultural Policy and Practice
- ▶ CMPL 7010 Clinical Placement
- ▶ HUMN 7013 Debates in Global History
- ▶ PUBH 7012 Health Economics and Comparative Health Systems
- ▶ CMPL 7019 Pharmacology of Chinese Medicines
- ▶ CMPL 7025 Women's Health in Chinese Medicine

University of Tasmania

- ▶ China: <https://www.utas.edu.au/search?form=matrix&query=China&f.Tabs%7Chandbook-units=Units&collection=utas-meta> Results: 20
- ▶ Chinese: <https://www.utas.edu.au/search?collection=utas-meta&form=matrix&f.Tabs%7Chandbook-units=Units&query=Chinese> Results: 29

Examples:

- ▶ China's Global Power [HIR203]
- ▶ Chinese Culture and Society [HMC318]
- ▶ Politics of International Relations [HIR402]
- ▶ Zen and Tao: East Asian Philosophy [HPA234]

Note: Some of these courses are not currently available.

Appendix 4: Research capability data

Research publications

A search of lens.org identified a core body of research publications by Australian-affiliated researchers about China. There are 41,292 publications in the resulting dataset.⁷⁰ There has been a substantial increase in research publishing about China from 310 publications in the early years of the 21st century to more than 3,000 by 2018.

The distribution of publications by publication type is heavily weighted towards journal articles which account for 83 per cent of the publications (Figure A4.1).

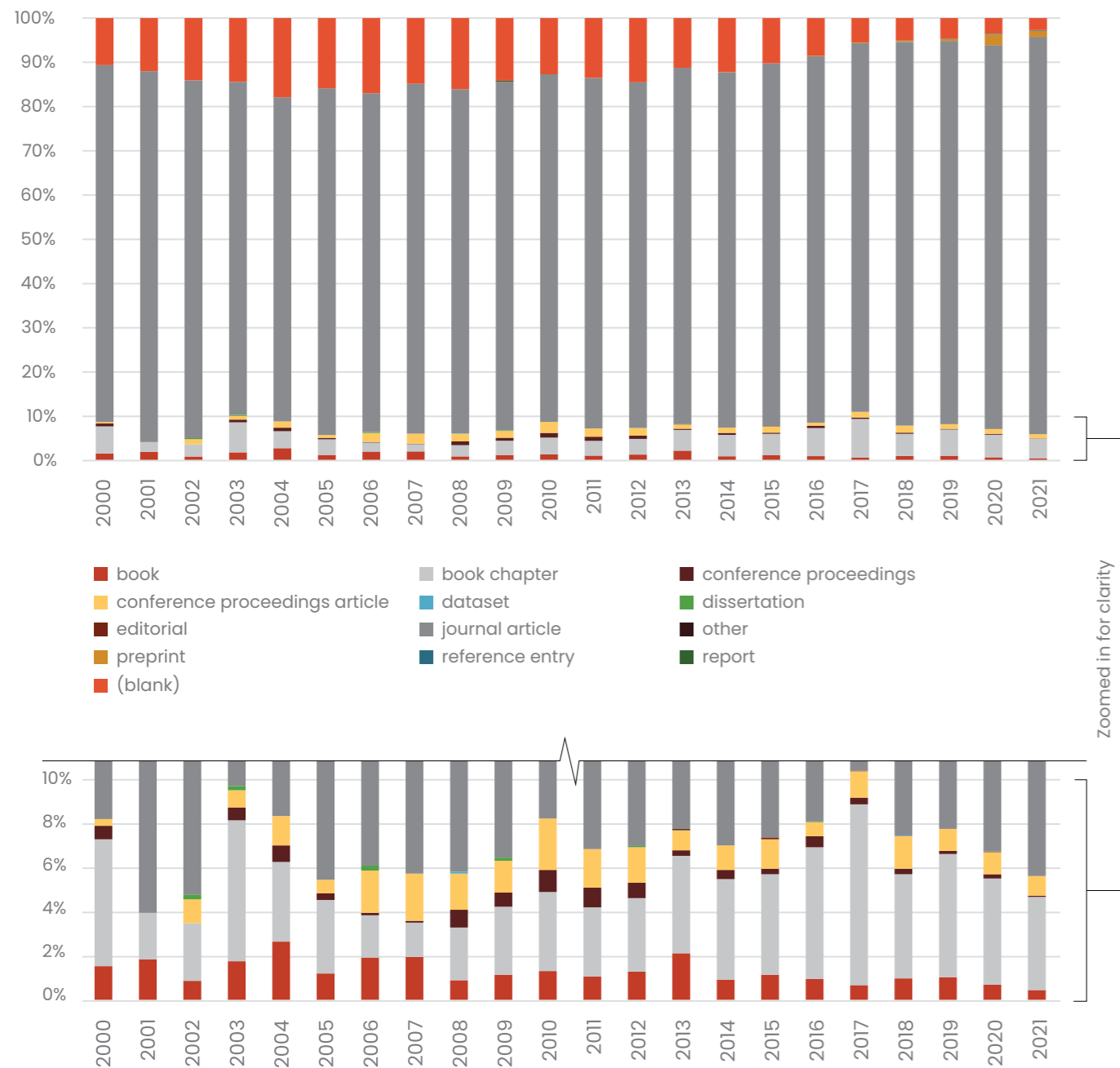
The increased proportion of pre-prints as a publication from 0.4 per cent in 2019 to 2.5 per cent in 2021 supports the observation that an increased publishing volume is likely attributable to Covid-19.⁷¹

The distribution of the publications by Field of Research (FoR) is provided in Table A4.1. There is a strong focus on medical and health research (public health and health services, clinical sciences, medical and health sciences, and psychology etc.), geology, geosciences and earth sciences, and social sciences (business and management, applied economics, marketing, policy and administration, and banking, finance, and investment etc.).

⁷⁰ The analysis of lens.org data was undertaken by Tim Cahill of Research Strategies Australia.

⁷¹ See <https://www.digital-science.com/press-release/digital-science-reports-that-preprints-account-for-one-quarter-of-covid-19-research/>

Figure A4.1 Research publications by type, 2000–21 (%)



Source: Research Strategies Australia

Table A4.1 Publications (all time) by field of research (FoR) (top 20)*

Field of research	Percentage of total
Multiple Domain	5.51%
Public Health and Health Services	4.30%
Geology	4.13%
Clinical Sciences	4.01%
Medical and Health Sciences	3.33%
Geochemistry	2.84%
Biological Sciences	2.77%
Business and Management	2.68%
Applied Economics	2.46%
Psychology	2.45%
Geophysics	2.09%
Environmental Sciences	1.85%
Marketing	1.62%
Policy and Administration	1.56%
Earth Sciences	1.52%
Cognitive Science	1.34%
Banking, Finance, and Investment	1.32%
Political Science	1.31%
Agricultural and Veterinary Sciences	1.29%
Physical Geography and Environmental Geoscience	1.22%

Source: Research Strategies Australia

* FoR codes have been appended to the publications as per the ARC 2018 ERA Journal List which includes both 2- and 4-digit FoRs, as well as the MD [multidisciplinary] category. In addition, a journal may belong to more than one FoR and therefore this analysis counts each article separately in each FoR.

We also reviewed books and book chapters with a China focus in the Australian Research Council (ARC) audit of Australian research.

The total volume of research outputs produced by Australian universities was 567,647 titles, published over the five years.⁷² Of that, we identified 1,149 books or book chapters with a China focus which met our threshold definition. Book chapters comprised most of that output (1,119 outputs), with 130 book-length studies. In the ERA assessment, books are weighted more than any other research outputs at a ratio of 5:1 recognition of the depth and quantity of research. Factoring in weighting, then, books on China would accord to 650 journal articles.

72 Accessible via <https://dataportal.arc.gov.au/ERA/Web/> Research outputs are classified into ten categories: book, book chapter, conference publication, curated exhibition event, journal article, live performance, original creative work, portfolio, recorded rendered work, and research report for external body.

In terms of concentrations and distribution of this output, it is spread across 36 institutions in total (Table A4.2). Publication volume increased over the period: 2016 saw the most amount of research outputs at 239, an increase from 196 in 2015, 190 in 2014, 190 in 2013, 184 in 2012, and 150 in 2011.

Table A4.2 Books and book chapter publications 2011–2016 by Australian university

Institution	No. Publications
Australian National University	138
University of Sydney	128
University of New South Wales	113
University of Melbourne	109
Griffith University	68
Monash University	58
Macquarie University	56
University of Technology Sydney	52
University of Queensland	41
La Trobe University	39
Curtin University	34
Deakin University	34
University of South Australia	30
University of Western Australia	28
University of Wollongong	27
Western Sydney University	25
RMIT University	20
University of Adelaide	19
Flinders University	16
James Cook University	13
Charles Darwin University	12
Edith Cowan University	12
Murdoch University	12
University of New England	11
Newcastle University	11
University of Canberra	7
Australian Catholic University	6
Charles Sturt University	6
Swinburne University	5
University of Tasmania	4
Queensland University of Technology	4
University of Southern Queensland	3
Victoria University	3
Bond University	2
Central Queensland University	2
Federation University	1

Research funding

Australian Research Council funded projects with a China focus

By institution (Table A4.3), funding is concentrated within the Go8 universities (68 per cent), with Australian National University receiving the largest proportion at 19 per cent, followed by University of Melbourne (14 per cent), and University of Sydney (12 per cent). Of the non-Go8 universities, Macquarie University (6 per cent) has the largest share, followed by Griffith University, Macquarie University, and University of Technology Sydney, which each received around 4 per cent of ARC funding.

Table A4.3 ARC funding of projects related to China 2002–2022 by institution (Top 20)

Institution	Amount	No. Grants
Australian National University	\$24,633,468	72
University of Melbourne	\$17,910,735	48
University of Sydney	\$15,748,291	41
University of New South Wales	\$12,490,008	33
Monash University	\$7,844,676	25
University of Queensland	\$6,774,492	26
Macquarie University	\$5,127,752	15
Griffith University	\$4,911,895	16
University of Technology, Sydney	\$4,841,731	21
La Trobe University	\$3,650,928	13
Western Sydney University	\$3,902,503	12
Deakin University	\$3,344,754	11
University of Wollongong	\$2,499,362	16
Queensland University of Technology	\$2,288,837	8
University of Western Australia	\$2,104,007	7
University of Adelaide	\$2,033,000	8
Swinburne University of Technology	\$1,863,839	4
RMIT University	\$1,360,660	3
Curtin University	\$1,261,308	3

In these relatively small, Australian-funded projects, there is a strong concentration into humanities and social sciences (Table A4.4), including Historical Studies (52 projects), Political Science (38), Cultural Studies (25), Applied Economics (17), Archaeology (18), and Communication and Media Studies (16).

Table A4.4 ARC funding of projects related to China 2002–2022 by Field of Research (Top 20)

Field of Research	Amount	No. Grants
Historical Studies	\$18,088,921	52
Political Science	\$9,712,383	38
Cultural Studies	\$7,906,933	25
Applied Economics	\$7,618,454	17
Archaeology	\$7,308,761	18
Communication and Media Studies	\$6,291,477	16
Geology	\$5,575,464	13
Other Studies In Human Society	\$4,497,750	15
Anthropology	\$3,657,166	12
Law	\$3,389,569	13
Human Geography	\$3,297,333	10
Sociology	\$2,913,524	10
Literary Studies	\$2,688,589	11
Specialist Studies in Education	\$2,471,346	10
Marketing	\$2,155,000	2
Demography	\$2,132,763	8
History and Philosophy of Specific Fields	\$2,104,242	4
Urban and Regional Planning	\$1,931,795	2
Business and Management	\$1,890,784	9
Policy and Administration	\$1,839,681	9

Disaggregating funding by scheme

Major funding schemes

There is no evidence in the dataset of funding for China-focused research through the premier capacity building scheme, the Centres of Excellence. These centres have an important role in the system to build critical mass across disciplines and institutions.

Negligible funding was awarded through the ARC's Special Research Initiatives (one-off funding programs often used for strategic investment in priority areas) – only two in HASS/SHAPE fields in the dataset, the first, in 2003, was China-focused; the second, in 2020 considers China as a demographic case study:

- ▶ Louise Edwards, ANU, 2003: China's Asia-Pacific Century: Enhancing Australia's Engagement.
- ▶ Alison Bashford, UNSW, 2020: Rethinking Medico-Legal Borders: From international to internal histories.

Two SRIs were awarded in Information Systems fields as follows:

- ▶ Ashley Lloyd, Curtin University, 2005, Grid-enabled Fusion of Global Data and Local Knowledge: Applying the INWA Grid to eResearch Links with China
- ▶ Bernard Pailthorpe, University of Queensland, 2005, Collaborative Working Using Shared Applications in the Access Grid.

Only one project was awarded through the Industrial Transformation Research Program, in 2012, in the field of marketing:

- ▶ University of Melbourne, 2012: Unlocking the food value chain: Australian food industry transformation for the Association of Southeast Asian Nations (ASEAN) markets.

Discovery projects

The ARC's Discovery projects scheme supported the largest volume of projects about China funded by the ARC over the period: 267 of 414, or 65% of the total set of projects about China. The quantum of about-China funding (not adjusted) was \$71,429,804. In terms of setting this in wider context, the Discovery scheme is one of the largest on offer at the ARC, awarding 550–600 projects annually.⁷³

Very few projects in the sciences appear in the dataset of Discovery projects about China – only 24 projects, totalling \$8,110,501 (not adjusted) (Table A4.5).

Table A4.5 ARC funding of projects related to China 2002–2022, Discovery Projects, science, technology, engineering, and mathematics (STEM)

Field of Research	No. Grants
Geology	5
Information Systems	3
Resources Engineering and Extractive Metallurgy	2
Ecology	2
Geomatic Engineering	1
Public Health and Health Services	1
Clinical Sciences	1
Inorganic Chemistry	1
Environmental Engineering	1
Materials Engineering	1
Mechanical Engineering	1
Genetics	1
Crop and Pasture Production	1
Electrical and Electronic Engineering	1
Mathematical Physics	1
Plant Biology	1

Most projects funded were in the HASS fields – a total of 243 projects, totalling \$63,319,303 (not adjusted). The largest share was Historical Studies (38), Political Science (27), Cultural Studies (21), and Archaeology (16) (Table A4.6).

Table A4.6 ARC funding of China-related projects 2002–2022: Discovery Projects, humanities, arts, and social sciences (HASS/SHAPE)

Field of Research	No. Grants
Historical Studies	38
Political Science	27
Cultural Studies	21
Archaeology	16
Literary Studies	10
Communication and Media Studies	10
Specialist Studies in Education	9
Law	9
Human Geography	8
Anthropology	8
Applied Economics	8
Sociology	8
Other Studies in Human Society	7
Demography	6
Religion	6
Linguistics	6
Business and Management	5
Film, Television and Digital Media	5
Philosophy	4
Curriculum and Pedagogy	4
History and Philosophy of Specific Fields	4
Banking, Finance, and Investment	3
Art Theory and Criticism	2
Urban and Regional Planning	2
Curatorial and Related Studies	2
Other Economics	2
Education	2
Language Studies	2
Maori Law	1
Marketing	1
Cognitive Sciences	1
Econometrics	1
Other language, communication, and culture	1
Performing Arts and Creative Writing	1
Architecture	1
Policy and Administration	1
Psychology	1

Examining two fields more closely reveals how relatively sparse funding is for even the largest fields in the dataset.

For historical studies, for example, 38 Discovery projects were funded over the 20 years of a total of 52 history projects across all schemes. Fourteen universities are represented in the dataset as follows: La Trobe University (4, all pre-2010), Australian National University (ANU) (16), Sydney (9), University of Melbourne (5), University of New South Wales (UNSW) (3), Monash University (3), University of Wollongong (3), University of Technology Sydney (UTS) (3), Australian Catholic University (1), Deakin University (1), Swinburne University (1), Newcastle University (1), University of Queensland (1), Western Sydney University (1, in 2005).

A closer look at the last five years from 2017–2021, shows that 12 history projects were funded across all schemes. While 14 universities across five states and territories indicates a good spread of knowledge, it is evident in the data that several projects are concentrated on a small group of individuals through multiple grants at the various universities for which they worked over a span of years.

In political science, 38 projects were awarded in total, 27 of which are Discovery projects, at 12 universities: Griffith University (9), University of Sydney (6), ANU (5), UTS (5), University of Queensland (4), La Trobe University (2), University of Tasmania (2, pre-2006), Deakin University (1, in 2009), Monash University (1), Murdoch University (1), University of Melbourne (1), UNSW (1). Over the last five years 7 projects were funded (nothing in 2020) across all schemes.

⁷³ 2022 results available from <https://www.arc.gov.au/grants/grant-outcomes/selection-outcome-reports/selection-report-discovery-projects-2022>

Linkage program

A total of 91 China-focused projects were funded through the ARC's Linkage Program. This program supports the following schemes:

- ▶ ARC Centres of Excellence
- ▶ Industrial Transformation Research Program (ITRP)
- ▶ Linkage Infrastructure, Equipment and Facilities (LIEF)
- ▶ Linkage Learned Academies Special Projects
- ▶ Linkage Projects
- ▶ Special Research Initiatives
- ▶ Supporting Responses to Commonwealth Science Council Priorities
- ▶ Industry Fellowships.

Note that over the period 2002–2009 the Linkage Program also supported a Linkage International Scheme, which awarded 25 China-relevant projects.

56 projects were funded through the Linkage *Projects* scheme (approximately 14 per cent of total number of projects funded by the ARC over the period), with total funding of \$16,035,599 (not adjusted) (Table A4.7).

Table A4.7 ARC funding of China-related projects 2002–2022: Linkage projects by Field of Research

Field of Research	No. Grants
Policy and Administration	8
Applied Economics	8
Business and Management	4
Geology	3
Cultural Studies	2
Law	2
Historical Studies	2
Chemical Engineering	2
Film, Television and Digital Media	1
Banking, Finance, and Investment	1
Human Geography	1
Environmental Science	1
Biochemistry and Cell Biology	1
Crop and Pasture Production	1
Civil Engineering	1
Manufacturing Engineering	1
Mechanical Engineering	1
Clinical Sciences	1
Nursing	1
Curriculum and Pedagogy	1
Linguistics	1
Language Studies	1
Communication and Media Studies	1
Applied Ethics	1
Art Theory and Criticism	1
Sociology	1
Political Science	1
Econometrics	1
Psychology	1
Archaeology	1
Other Language, Communication and Culture	1
Architecture	1

The bulk of the Linkage projects are focused in the three universities – UNSW (14), ANU (8), and Monash (7) (Table A4.8).

Table A4.8 ARC funding of China-related projects 2002–2022: Linkage projects, number awarded by university

Field of Research	No. Grants
University of New South Wales	14
Australian National University	8
Monash University	7
University of Melbourne	5
University of Queensland	4
Deakin University	3
University of Tasmania	3
La Trobe University	2
Queensland University of Technology	2
RMIT University	1
University of Western Sydney	1
Victoria University	1
University of Wollongong	1
University of Western Australia	1
University of Newcastle	1
University of Technology Sydney	1

Fellowship schemes

The ARC offers funding through three Fellowship schemes directed at different career stages:

- ▶ **Discovery Early Career Researcher (2012 to present):** Focused on early-career researchers, highly competitive, generally 200 awarded annually.⁷⁴
- ▶ **Future Fellowships (2009 to present):** Mid-career range, important career building, leadership program, expectation of industry focus, 100 awarded annually.⁷⁵
- ▶ **Australian Laureate Fellowships:** Leadership, capacity building scheme, has a mentoring function, very few offered annually, in the order of 15 max.⁷⁶

The dataset shows 24 Future Fellowships awarded on China-focused research, with total funding (not adjusted) of \$18,334,250. The projects are scattered across HASS/SHAPE with exception of 4 – two in quantum physics, one in inorganic chemistry, and one in public health (Table A4.9).

Table A4.9 ARC Future Fellowship scheme 2009–2021, number of China related projects awarded by Field of Research

Field of Research	No. Grants
Political Science	4
Anthropology	2
Historical Studies	2
Quantum Physics	2
Cultural Studies	2
Communication and Media Studies	2
Curatorial and Related Studies	1
Art Theory and Criticism	1
Public Health and Health Services	1
Law	1
Archaeology	1
Urban and Regional Planning	1
Literary Studies	1
Sociology	1
Other Studies in Human Society	1
Inorganic Chemistry	1

⁷⁴ <https://www.arc.gov.au/grants/discovery-program/discovery-early-career-researcher-award-decra>

⁷⁵ <https://www.arc.gov.au/grants/discovery-program/future-fellowships>

⁷⁶ <https://www.arc.gov.au/grants/discovery-program/australian-laureate-fellowships>

Two Go8 universities – University of Sydney and University of Melbourne – have multiple recipients, followed by Griffith University, but the numbers are small overall (Table 4.10).

Table A4.10 ARC Future Fellowships 2009–2021, number of China-related projects awarded by university

Field of Research	No. Grants
University of Sydney	5
University of Melbourne	4
Griffith University	3
Monash University	3
Swinburne University of Technology	2
University of New South Wales	2
Australian National University	1
RMIT University	1
Deakin University	1
Queensland University of Technology	1
University of Technology, Sydney	1

The Discovery Early Career Researcher (DECRA) scheme, introduced in 2012, funds early career researchers. As with other fellowships schemes the DECRA's are highly competitive. Over the period 29 DECRA's were awarded to projects with a focus on China, all in HASS/SHAPE fields (except for one in soil sciences), with total funding (not adjusted) of \$9,588,974 (Table A4.11). Go8 universities were awarded 23 of 29 over the period (Table A4.12).

Table A4.11 ARC DECRA scheme 2012–2021, number of China-related projects awarded by Field of Research

Field of Research	No. Grants
Historical Studies	6
Other Studies in Human Society	6
Political Science	4
Geology	2
Communication and Media Studies	2
Anthropology	2
Urban and Regional Planning	1
Design Practice and Management	1
Applied Economics	1
Soil Sciences	1
Human Geography	1
Law	1
Demography	1

Table A4.12 ARC DECRA scheme 2012–2021, number of China-related projects awarded by university

University	No. Grants
Australian National University	6
University of Melbourne	6
University of Sydney	5
University of Queensland	4
University of New South Wales	2
Monash University	1
Curtin University	1
Macquarie University	1
University of Wollongong	1
Flinders University	1
La Trobe University	1

At the senior level, two schemes have operated over the period: Australian Laureate Fellowships and Federation Fellowships. Only two China-focused projects were awarded:

- ▶ Australian Laureate Fellowship: Alison Bashford (History) UNSW was awarded funding of \$2,801,473 in 2020 for the project 'Population Policy in Modern World History: Challenges from the Asia Pacific':

As the planet approaches 8 billion, international debate on population will be ignited again. This project aims to capitalise on Australia's place in the global South, to lead a distinctively regional perspective on how population policies emerged, and what their present legacies are. Comparing Australia, Japan, India and China, the project intends to analyse highly diverse polities, challenging Europe-outward theses on modernisation and development. This promises a much-improved historical model with which we might better assess the enduring population-environment-economy nexus well into the 21st century. The project should energise a new form of world history writing, boosting Australia's reputation as a leader in big-idea histories.

- ▶ Federation Fellowship: Geremie Barne, ANU was awarded funding (not adjusted) of \$1,551,625 in 2005 for the project 'Beijing: China's Heritage and the City as Spectacle':

This project will provide the major national focus for trans-historical research on China, that is research that is grounded in traditional Sinological skills but that addresses some of the most important and long-term issues of Chinese history, culture and society and their contemporary relevance in North-east Asia and the Asia Pacific. It will provide a national hub for the focused study of late-traditional China and its contemporary relevance to Australia. This project through publications and an innovative web-presence will provide a unique opportunity for a multifaceted understanding of the underpinnings of the cultural heft that China will increasingly demonstrate in the years to come.

National Health & Medical Research Council

Data from the National Health and Medical Research Council (NHMRC) was not available over the same period (only from 2013). Only ten projects over the period met our threshold definition of 'about' China, with total project funding (not adjusted) of \$9,329,134 (Table A4.13).

Table A4.13 National Health and Medical Research Council Grants awarded on China-focused projects 2015–2020

Field of Research	Program	Year	Institution
Primary Health Care	International Collaborations	2015	George Institute for International Health
Primary Health Care	International Collaborations	2015	George Institute for International Health
Medical Bacteriology	Research Fellowships	2016	University of Queensland
Medical Parasitology	Project Grants	2016	Queensland Institute of Medical Research
Preventive Medicine	Project Grants	2016	NSW Cancer Council
Endocrinology	International Collaborations	2016	University of Sydney
Exercise Physiology	International Collaborations	2016	University of Sydney
Medical Bacteriology	Research Fellowships	2016	University of Queensland
Medical Parasitology	Project Grants	2016	Queensland Institute of Medical Research
Preventive Medicine	Project Grants	2016	NSW Cancer Council
Endocrinology	International Collaborations	2016	University of Sydney
Exercise Physiology	International Collaborations	2016	University of Sydney
Primary Health Care	Career Development Fellowships	2018	University of New South Wales
Public Health and Health Services not elsewhere classified	Research Fellowships	2018	George Institute for International Health
Public Nutrition Intervention	International Collaborations	2020	George Institute for Global Health
Health Information Systems (incl. Surveillance)	International Collaborations	2020	George Institute for Global Health

China-focused Centres at Australian Universities

We conducted a manual survey (via university websites) and took advice from experts to identify the number of university-based centres or institutes with a China focus or with China-focused programs of activity (Tables A4.14 and A4.15).

These are largely research centres, ranging in size and remit. Many are funded through their university and bring in additional 'soft money' through competitive grant funding and sponsorship. Others are funded through long-standing government-funded programs and/or partnerships.

This is a non-exhaustive list of China-focused centres at Australian universities. It also includes a few examples of Australian university centres in China.

Table A4.14 China-focused centres at Australian universities

Centre	University + faculty	Purpose (from website)
Asia Institute	University of Melbourne Faculty of Arts	The Asia Institute is the University of Melbourne's key centre for studies in Asian languages, cultures, and societies. Asia Institute academic staff have an array of research interests and specialisations and strive to provide leadership in the study of the intellectual, legal, politico-economic, cultural, and religious traditions and transformations of Asia and the Islamic world. https://arts.unimelb.edu.au/asia-institute
Asia Law Centre (ALC)	University of Melbourne Law School	The ALC commenced activities in 1985 and is the first and largest Australian centre devoted to the development of our understanding of Asian law and legal systems. The ALC has pioneered extensive programs of teaching and research on the laws and legal systems of a wide range of countries and jurisdictions in the Asian region, including Japan, China, Indonesia, Vietnam, Taiwan, Malaysia, Islamic law, and Timor Leste. https://law.unimelb.edu.au/centres/alc#about-alc
Asialink	University of Melbourne	Asialink is Australia's leading centre for creative engagement with Asia. Asialink develops insights, capabilities, and connections through its programs in the Arts, Business, Diplomacy and Education. https://asialink.unimelb.edu.au/

Australian Centre for China in the World (CIW) 中华全球研究中心	Australian National University, College of Asia and the Pacific	<p>The CIW was established in April 2010 following then Prime Minister Kevin Rudd's George E Morrison Lecture on Australia and China in the World, in which he called for: A place where scholars, thinkers and policy specialists can engage in an across-the-board approach that brings history, culture, literature, philosophy and cultural studies perspectives into active engagement with those working on public policy, the environment, social change, economics, trade, foreign policy, defence policy and strategic analysis. The Centre was reviewed in 2020.</p> <p>http://ciw.anu.edu.au/</p>
Australia-China Relations Institute at the University of Sydney (UTS:ACRI) 澳大利亚中国关系研究院	University of Technology Sydney	<p>UTS:ACRI is an independent, non-partisan research institute established in 2014 by the UTS. UTS:ACRI seeks to inform Australia's engagement with China through research, analysis and dialogue grounded in scholarly rigour. UTS:ACRI, is Australia's first and only research institute devoted to studying the relationship of these countries.</p> <p>https://www.australiachinarelations.org/</p>
Centre for Asian and Pacific Law	University of Sydney Law School	<p>One of the leading university research groups in the Southern Hemisphere that focuses on Asian law. The Centre produces highly respected research on a wide variety of Asian jurisdictions, emphasising their importance to Australia's economic and security interests. We pride ourselves on our unique program for studying Asian law 'in country', whether in China, Japan, Indonesia, Malaysia, or Nepal, matched by our in-house expertise.</p> <p>https://www.sydney.edu.au/law/our-research/research-centres-and-institutes/centre-for-asian-and-pacific-law.html</p>
Centre for Contemporary Chinese Studies (CCCS)	University of Melbourne Asia Institute within the Faculty of Arts	<p>CCCS was established in the Asia Institute in the Faculty of Arts in 2013, with a focus on research and engagement. The Centre plays a vital role in shaping an Australian approach to the study of contemporary China and serves as a significant source of research-based information on China, Chinese societies, and Chinese economies in the 21st century. CCCS's mission is to facilitate high-quality research, teaching and engagement at the University of Melbourne that furthers our understanding of China's ongoing transformation and the impacts within and beyond China. The Centre enhances Australia's bilateral partnerships with top Chinese universities and acts as a hub for contemporary China studies in Melbourne.</p> <p>https://arts.unimelb.edu.au/centre-for-contemporary-chinese-studies#:~:text=Mission,impacts%20within%20and%20beyond%20China.</p>

China Studies Centre 中国研究中心	University of Sydney Faculty of Arts and Social Sciences	<p>The Centre fosters local knowledge and expertise on China to engage issues of global relevance, such as climate change, health services, cultural heritage, and new technologies. The China Studies Centre provides a platform for interdisciplinary research collaboration across the university.</p> <p>https://www.sydney.edu.au/china-studies-centre/</p>
Griffith Asia Institute	Griffith University Griffith Business School	<p>The Griffith Asia Institute is a global research leader in the politics, security and development of Asia and the Pacific with an emphasis on the strategic trends and dynamics that impact on regional order. The Institute's research focuses on the politics, security, economics and development of the Asia Pacific and their significance for Australia. Policy-relevant research enhances links between businesses, government bodies and other research entities, placing our students and researchers at the forefront of national and international dialogue in a range of fields.</p> <p>https://www.griffith.edu.au/asia-institute</p>
Institute for Australian and Chinese Arts and Culture 澳华艺术文化研究院	Western Sydney University	<p>The Institute aims to enable the development of deeper ties forged through an open, intellectual, and dynamic engagement with centuries old and emerging Chinese arts and culture. It seeks to consolidate and build on a wide range of existing teaching and research programs across the University, in Chinese literature, translation, interpretation, music composition and history.</p> <p>https://www.westernsydney.edu.au/iac/about</p>
Social Policy Research Centre (SPRC)	University of New South Wales	<p>SPRC research projects contribute significantly to policy developments and government reforms in China. For more than 10 years, researchers have worked collaboratively with the Chinese government, local authorities and communities, researchers, not-for-profits, civil society, and other key organisations to conduct research that informs the development of effective evidence-based social policy.</p> <p>https://www.unsw.edu.au/arts-design-architecture/our-research/research-centres-institutes/social-policy-research-centre/research/chinese-social-policy</p>
The University of Sydney Centre in China 悉尼大学中国中心	University of Sydney	<p>The Centre in China connects the University of Sydney, its researchers, and its students to China by providing a platform to create innovation and knowledge networks, identify emerging opportunities and strengthen research collaboration and mobility.</p> <p>https://sydneyuniversity.cn/</p>
La Trobe Asia	La Trobe University	<p>La Trobe Asia was established to provide leadership on all aspects of the University's engagement with Asia. It is a unique effort by an Australian university to focus on Asia with a 'whole of University' perspective and to make Asia a key part of our teaching, research, and external engagement.</p> <p>https://www.latrobe.edu.au/asia</p>

Monash Suzhou 蒙纳士苏州	Monash University Southeast University	Monash-Suzhou is a partnership between Monash University and Southeast University focused on world-class research and training in China. https://www.monash.edu/suzhou
Perth USAsia Centre	University of Western Australia	The Perth USAsia Centre located at the University of Western Australia is a non-partisan, not-for-profit institution strengthening relationships and strategic thinking between Australia, the Indo-Pacific, and the USA. The Centre is a leading think tank focusing on geo-political issues, policy development and building a strategic affairs community across government, business, and academia. https://perthusasia.edu.au/

Table A4.15 Select Australia-China joint research centres

Centre Name	Partner Universities	Purpose (from website)
Australia-China Joint Research Centre for Flexible Graphene Electronics	University of Melbourne Chongqing Institute of Green and Intelligent Technology	The Joint Research Centre will enable Chinese and Australian scientists to work together on the development of flexible electronics applications including low-cost flexible solar cells for portable power generation, low-cost perovskite solar cells for the Australian market and new near-infra-red technologies including photodetectors and night time imaging systems. https://www.industry.gov.au/policies-and-initiatives/increasing-international-collaboration/australia-china-science-and-research-fund-joint-research-centres
Australia-China Research Centre for Personal Health Technologies	Flinders University Nankai University	The Australia-China Centre for Personal Health Technology is a multidisciplinary centre that integrates research in medicine, chemistry, biotechnology, engineering, and digital health. https://www.flinders.edu.au/medical-device-research-institute/australia-china-joint-research-centre-personal-health-technologies
Australia-China Joint Research Centre for Point of Care Testing	The University of Technology Sydney Changchun Institute of Applied Chemistry Science	The development of a next generation device that can detect minute quantities of disease biomarkers in a patient's bloodstream, at point-of-care, is the focus of a new Australia-China Joint Research Centre. https://www.uts.edu.au/news/health-science/australian-and-chinese-government-fund-joint-research-centre

Australia-China Centre for Tissue Engineering and Regenerative Medicine (ACCTERM)	QUT Griffith University Wuhan University Sun Yat-sen University Shanghai Institute of Ceramics Chinese Academy of Science East China University of Science and Technology Nanjing University Zhejiang University	ACCTERM is an international network that aims to generate interdisciplinary awareness and promote and expand scientific cooperation and communication between China and Australia. https://research.qut.edu.au/accterm/
China-Australia International Research Centre for Chinese Medicine	RMIT Guangdong Provincial Academy of Chinese Medical Sciences	The China-Australia International Research Centre for Chinese Medicine conducts high-impact traditional and complementary medicine research, contributing to the provision of evidence-based healthcare. https://www.rmit.edu.au/research/centres-collaborations/multi-partner-collaborations/cairccm
China Australia Writing Centre	Curtin University Fudan University	Established in 2015, the centre showcases Australian writing in China and Chinese writing in Australia, and provides a forum for the exchange of ideas about writing and the teaching of writing in Chinese and Australian universities. http://cawc.curtin.edu.au/about/
The University of Adelaide and Shanghai Jiao Tong University Joint Lab for Plant Sciences and Breeding/Joint Centre of Grains for Health	University of Adelaide Plant Genomics Centre, School of Agriculture, Food and Wine, Waite Campus, School of Life Sciences and Biotechnology, Minhang Campus, Shanghai Jiao Tong University	The Joint Research Centre of Grains for Health will develop cereal grains with health-promoting properties to minimise noncommunicable diseases and maximize nutritional value for the benefit of both Australian and Chinese populations. The Joint Lab is conducting research activities into reproductive development and breeding innovation in rice (<i>Oryza sativa</i>) and barley (<i>Hordeum vulgare</i>). https://sciences.adelaide.edu.au/agriculture-food-wine/research/plant-science/uoa-sjtu-joint-laboratory-for-plant-sciences-and-breeding

Appendix 5: Translating China Knowledge

The following is a list of resources mentioned during our consultations as popular platforms for translating and analysing policy coming out of the PRC. They are not affiliated with any Australian universities. Using Chinese language sources, the following platforms translate, digest, and analyse policy developments and politics in the PRC, either for a subscription audience or free for readers online. This is not an exhaustive list of available resources that meet these criteria.

Table A5.1 Additional platforms for China knowledge: translation and analysis

Resource	Locality	Product/service	Website
China-Global South Project (CGSP)	South Africa, US, Vietnam	Editorial content on the PRC's engagement with global south.	https://chinaglobalsouth.com/about-cap/
China Matters	Australia	Policy briefs and analysis on policy issues in the PRC.	https://chinamatters.org.au/
China Neican	Australia	Subscription newsletter including briefs on Chinese current affairs, translation of Chinese documents, and analysis and commentary by experts.	https://www.neican.org/
China Policy	Australian co-founders: PRC-based	Research and strategic advisory focusing on policy processes and risk in the PRC.	https://policycn.com/
Center for Strategic and International Studies CSIS Interpret: China	US	Library of translated policy documents from the PRC and analysis by leading experts.	https://interpret.csis.org/
The Mercator Institute for China Studies MERICs Briefs	Germany	Subscription newsletter of in-depth analysis of policy developments in the PRC.	https://meric.org/en
WR Advisory Group Belt and Road Monitor	US	Subscription newsletter with information for tracking the PRC's global Belt and Road Initiative.	https://www.rwradvisory.com/bri-monitor/
Sinocism	US	Subscription newsletter including analysis, commentary, occasional original reporting, and curated links of Chinese and English language news and reports.	https://sinocism.com/
Trivium China	US-owned: PRC-based	Subscription newsletter with analysis on China's policy landscape and how it's impacting the economy, business, and society.	https://triviumchina.com/

Chair – Professor Joe Lo Bianco AM FAHA, International Secretary, and past President, Australian Academy of the Humanities

Joe is Professor Emeritus at University of Melbourne. In 2012 he was appointed Research Director of the UNICEF Language and Peacebuilding initiative in Malaysia, Myanmar, and Thailand. He has served as senior research advisor for a European Commission project on Languages in Urban Communities, and in an academic advisory role with the National Research Centre for Foreign Language Education at Beijing Foreign Studies University. Joe wrote Australia's National Policy on Languages in 1987. He was Chief Executive of the National Languages and Literacy Institute of Australia until 2002.

Professor Emerita Louise Edwards FASSA FHKAH FAHA, Australian Academy of the Humanities Council member

Louise publishes on women and gender in China and Asia. In 2015 and 2016, Louise served as President of the Asian Studies Association of Australia. Louise was Scientia Professor of Chinese History, University of New South Wales, and has taught at University of Hong Kong, University of Technology Sydney, Australian National University, Australian Catholic University and the University of Queensland. She held a visiting fellowship at the Centre for Chinese Studies at the National Central Library in Taipei. She currently holds Honorary Professorships at University of Hong Kong, UTS-ACRI, and University of Melbourne.

Professor Emeritus John Fitzgerald AM FAHA, former President, Australian Academy of the Humanities

John headed the Asia-Pacific philanthropy studies program at Swinburne University after serving as China Representative of The Ford Foundation in Beijing from 2008-2013. He currently sits on the advisory board of the Australian Government's National Foundation for Australia-China Relations and as a non-resident fellow of the Australian Strategic Policy Institute. His recent books include *Cadre Country: How China Became the Chinese Communist Party (2022)* and (ed.) *Taking the Low Road: China's Influence in Australian States and Territories (2022)*. He has a PhD from ANU and held a Fulbright postdoctoral fellowship at University of Wisconsin-Madison.

Mr Kevin Hobgood-Brown AM, Managing Director, HHK Advisory

Kevin was one of a small group of international lawyers to work in Beijing in the early 1980s. As an international law firm partner for 18 years, he had postings in Beijing, San Francisco, Taipei, and Sydney. Kevin was the Deputy Chairman of the Australian Government's Australia-China Council, serving from 2007 to 2013, and Chairman of the Australia China Business Council from 2005 to 2008. He is the Chair of the Advisory Board of the China Studies Centre of Sydney University. He is the Chair of the not-for-profit Foundation for Australian Studies in China.

Professor Vivian Lin, Director, Li Ka Shing Faculty of Medicine, University of Hong Kong

Vivian has more than 40 years of experience in public health, with leading roles in health services planning, research and teaching, and senior administration in complex organisations. Vivian was Chair of Public Health from 2000 to 2013 at La Trobe University in Melbourne, before serving the WHO as Director of Health Systems in the Western Pacific Regional Office from 2013 to 2018. Vivian has also worked at senior executive level in health policy in several Australian jurisdictions. She is the author of several leading textbooks in Australia on health policy and planning, as well as on China.

Professorial Fellow Anne McLaren FAHA, Asia Institute, University of Melbourne

Trained as a sinologist at the Australian National University, Anne has 30 years' experience in teaching Chinese language, culture and literature in Australian higher education. She is internationally known for her research into the relationship between Chinese oral and print culture in the late imperial era. She served as Research Fellow at the Center for Intangible Cultural Heritage at East China Normal University, Shanghai. Anne has served as secretary for the Chinese Studies Association of Australia, and has reported regularly on language studies enrolments around the country since 2003.

Mr Peter Varghese AO FAHA, Chancellor, The University of Queensland

Prior to his appointment as Chancellor in 2016, Peter served as Secretary of the Department of Foreign Affairs and Trade, High Commissioner to India, High Commissioner to Malaysia and Director-General of the Office of National Assessments. His comprehensive India Economic Strategy to 2035 was commissioned by the Australian Prime Minister. Peter is chair of the Asialink Council and sits on the international governing board of the Rajaratnam School of International Studies in Singapore. He was awarded the Sir Edward "Weary" Dunlop Asialink Medal in 2019 in recognition of outstanding contributions to improving Australia-Asia relations.

The Hon. Mr Jason Yat-Sen Li, Member for Strathfield, NSW Legislative Assembly

Before entering Parliament, Jason had a career in law, business, and community advocacy, particularly for diversity and inclusion. Jason was appointed General Manager, Sales and Marketing for IAG's operations in China in 2004. He is a Pro-Chancellor of University of Sydney, a member of the University's Senate, and Chair of the Risk and Audit Committee. He has been a non-executive director of the George Institute for Global Health, Asialink, and the National Centre for Volunteering, and a governing member of the Smith Family.

Image credits:

Lindy Lee FAHA

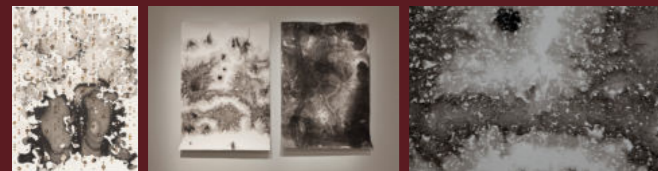
Ice meets rain meets ink. 2017.


Marking time. 2012.

Image courtesy of the artist and

Museum of Contemporary Art Australia.

Photographs by Alex Davies.



An aerial photograph of a landscape, possibly a coastal or island area, with a large, solid red geometric shape overlaid on the left and bottom portions. The shape is composed of several interconnected polygons, including a large triangle pointing downwards and a large rectangle on the left. The background shows a mix of dark, dense vegetation and lighter, sandy or rocky terrain.

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