



THE CHINESE UNIVERSITY OF HONG KONG

**Report of the
On-site Review of College Education
in Six Selected Universities/Colleges in the
U.S. and U.K.**

Task Force on New Colleges

February 2006

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Executive Summary

Background

1. The four Colleges of CUHK started with a relatively small student number, each with about 450-600, at inception when they joined the University. Their enrolments in September 2005 were as follows:

<u>College</u>	<u>Enrolment</u>
Chung Chi	2,595
New Asia	2,486
United	2,475
Shaw	2,547

2. By 2012, when the undergraduate curriculum is converted to four years, the enrolment of each of the four existing Colleges will increase to over 3,200, if there is no new college.

Summary of Findings

3. The Task Force on New Colleges visited Claremont McKenna College (CMC), Harvey Mudd College (HMC), Princeton University and Yale University in the U.S., and the University of Cambridge and the University of Oxford in the U.K. It held discussions with academics, administrators and students of a total of 14 colleges. These six institutions represent three different models of organizing college education within a university system. While there are significant differences across institutions, their commonalities stand out above their differences. A comparison of these college systems with CUHK is in Table 1.
4. Colleges of these different universities, despite their diverse characters and traditions have several crucial features that are common. These colleges are small, mostly with 300-600 students, although individual well-endowed colleges may accommodate over 1,000 students (such as Trinity College of Cambridge). They provide, or at least aim to provide accommodation for all students throughout their years of study with a requirement for them to dine together (for at least a significant number of meals) within the colleges.

Table 1: A Comparison of College Systems

Characteristics	CMC/HMC	Princeton/Yale	Cambridge/Oxford	CUHK
1. Size	700-1,000	350-600	Usually 300-600	About 2,500
2. Residential Nature	Almost 100%	Almost 100%	Almost 100%	About 48%
3. Head/Master Residing in College	No	Yes	Yes	No
4. Relation with University	Financially independent and autonomous	Under university auspices	Financially independent and autonomous	Under university auspices
5. Governance	Own Board of Trustees	Under university governance	Self-governing with no trustees	Own Board of Trustees
6. Endowment Fund	US\$180-336 million	Basically nil	Wide disparity, up to £500 million	Some disparity
7. College Fee	Yes	Yes	Yes	No
8. Teaching	Full range of teaching like a university	Minimal teaching	Supervisions/tutorials constitute a major component of teaching	Some general education courses
9. College Dining Arrangement	College meal plans	College meal plans	Dining in own college	Choice of canteens
10. Recreational Facilities	Yes	Yes	Yes	Yes
11. Sports Facilities	College-owned or shared facilities	University facilities	College-owned or shared facilities	College-owned and university facilities
12. Student Admission	Admitted by colleges	Admitted by university and randomly assigned to colleges	Admitted by colleges	Admitted by university and matched to colleges
13. Graduate Students in College Student Body	Nil	Nil	A significant percent	Basically nil

Parameters and Constraints

5. In making recommendations on the way forward in establishing new colleges at CUHK, it is pertinent to bear in mind the following parameters and/or constraints under which CUHK operates:
 - a) There are four existing colleges each with about 2,500 students playing an important role in the general education, informal education, pastoral care and personal development of the students.
 - b) The constitutional arrangement between the University and its constituent Colleges is governed by the Ordinance and Statutes of CUHK.
 - c) The Hong Kong SAR government has made it clear that it will not provide additional resources for the formation of new colleges. All additional resources must be raised through private donations.
 - d) Within the CUHK campus there is no piece of land available for development that is even close to the size of the campus of anyone of the four existing colleges, and it is impossible to ask government to grant land for new colleges.

Recommendations

6. Having regard to the above parameters/constraints as well as the common features of the collegiate systems of the universities/colleges we have visited, the Task Force on New Colleges makes the following recommendations:

- a) Size and Nature of New Colleges

- i) ***Size***

In forming new colleges, CUHK could consider establishing small, fully residential colleges with dining arrangements or larger, partially residential colleges which have been the convention at CUHK. The Task Force recommends the former as an experiment in providing an alternative college experience for our students.

The new colleges could have a small number of students, say 300-600. Being smaller in size, the new colleges will be in a good position to create and foster an intimate, personal and congenial community of students and academic staff which is the basic spirit of a collegiate system.

- ii) ***Residence***

The new colleges should aim at providing accommodation for all students throughout their years of study. Students who join the new colleges should expect to be in residence throughout their entire undergraduate/graduate programme.

iii) ***Dining***

Dining is a key element of every successful residential college we visited. All students living in the residence halls should participate in college meal plans in the college dining hall.

iv) ***Student Mix***

Each new college should be a microcosm of the larger student population and admit mainly undergraduate students (including non-local and exchange students) with some postgraduate students.

Both the new and the existing colleges have their respective strengths and attractiveness. Only students who identify with the smallness, the fully residential character and the dining arrangements of the new colleges will choose to apply to them after they are admitted to CUHK. The presence of both the new and the existing colleges will add diversity to the college experience and campus life at CUHK. However, the University should also be aware of the issues arising from differences between the new and existing colleges.

b) Character of New Colleges

A new college should have its own mission and vision as a guide for development and a focus of identity. However, it may not be possible to pre-determine the character of a new college from the on-set. The character of a college is built through decades if not centuries. It evolves as the college grows and flourishes over time.

c) Endowment Fund

A new college should establish its own endowment fund through donations to support its programmes of education and scholarship, to enhance its academic, cultural and physical facilities, and to sustain its financial aid programme to ensure that every student who is admitted to the college can attend, regardless of his or her financial circumstances.

d) Small Group Teaching and Learning

Since Faculties and Departments tend to emphasize specialized teaching and lectures, the mission of the new colleges should be the provision of general education through small class teaching and learning, such as seminars and tutorials.

e) Residence of College Head

It is essential that the College Head of a fully residential college be visually integrated into the college and live in the college. The Head's residence should be constructed within the premises of the new college.

f) Fellows

The new colleges should invite senior academics of the University from various disciplines as Fellows. It would also be desirable for the University to state in the appointment letters of new academic staff and senior non-teaching staff that they are encouraged to actively participate in all aspects of college life and contribute to their College. The College Head should be appointed as the chairman of the nomination committee of Fellows.

g) Student Participation

i) *College Committees*

Students are an integral part of a college and their participation in college committees on academic affairs and student life should be welcome. Student activities should be organized mainly through student initiatives.

ii) *Honour Code*

It is desirable for the new colleges, in conjunction with their students, to adopt an honour code, i.e. a set of guidelines/regulations governing college life that define what constitutes honourable behaviour within a college. The honour code should be created and administered by students, not imposed by the colleges.

iii) *Survey on College Life*

It is important to ask whether a college meets the goals it has set for itself. In order to begin to answer this question, systematic studies of the feedback of its students in the form of annual surveys are recommended.

h) College Fee

We notice that CMC, HMC and all colleges in Princeton, Yale, Cambridge and Oxford charge college fees. Membership of the new colleges may entail a modest college fee (on top of hostel and meal plan fees) to help defray the cost of social, recreational and cultural programmes.

i) Bursaries

For students with financial needs, bursaries could be provided to help pay the additional cost of attending the new colleges, including the hostel fees and meal plans.

j) Facilities

i) ***Residence Hall***

The architectural design of the residence halls of the new colleges must be appealing and common areas must be generous to make the new colleges attractive options at CUHK, despite the fact that they will have much smaller campuses.

ii) ***Dining Hall***

Each new college should have its own dining hall. There should be adjacent smaller dining areas (i.e., one or more private dining rooms) for private dining of Fellows and students and for holding dinner talks by guest speakers.

iii) ***Seminar, Tutorial and Small Group Study Rooms***

Each new college should have a few seminar, tutorial and small group study rooms for conducting small-group teaching and learning in the college.

iv) ***Public Meeting and Recreational Activity Space***

A mix of public meeting and recreational activity space should be spread throughout the new colleges. This includes quiet study space, computer rooms, small lounges, student society offices, a central common room adjacent to the dining room, a TV room, multi-purpose meeting and practice space, a music practice room, a café and a small theatre for films, plays, seminars and group discussions.

v) ***Sports Facilities***

The new colleges will only provide limited indoor sports facilities such as fitness rooms and weight rooms. Gymnasia and outdoor sports facilities, however, are expected to be provided centrally by the University.

February 16, 2006

THE CHINESE UNIVERSITY OF HONG KONG

Task Force on New Colleges

Report of the On-site Review of College Education in Six Selected Universities/Colleges in the U.S. and U.K.

1. BACKGROUND

- 1.1. The college system is a unique feature of CUHK. Three of CUHK's four existing Colleges were founded (New Asia in 1949, Chung Chi in 1951, United in 1956) long before the University was established in 1963. Shaw College is the youngest, founded in 1986. All four Colleges started with a relatively small student number, each with about 450-600, at inception when they joined the University.
- 1.2. Over the decades as the University enrolment expanded, the size of the four Colleges also grew over time. The enrolments of the Colleges in September 2005 were as follows:

<u>College</u>	<u>Enrolment</u>
Chung Chi	2,595
New Asia	2,486
United	2,475
Shaw	2,547

Of the total, about 48% are hostel residents while the rest are non-resident members of the Colleges.

- 1.3. Upon the launch of the four-year undergraduate curriculum in 2012, the number of undergraduate students enrolled at CUHK will increase by approximately 3,000, over and above the current number of 10,103. With no new college, the enrolment of each of the four existing Colleges will increase to over 3,200. It would certainly be difficult for them to fulfill their roles as the provider of non-formal education and pastoral care to the undergraduate students. The creation of one or more new colleges would be essential in sustaining and enhancing the unique educational role of the Colleges, and the benefits and values they bring to the undergraduates at CUHK.
- 1.4. After consultation and deliberation the University has decided in its ten-year Strategic Plan to create one or more new colleges. In preparation for the formation of new colleges, the Vice-Chancellor has appointed a Task Force on New Colleges to conduct an on-site review of the different models of college education in selected overseas universities and colleges, and to recommend options in the formation, organization, mission and special characteristics/features of the new colleges. The composition and terms of reference of the Task Force is in [Appendix 1](#).

2. THE COLLEGE SYSTEM AT CUHK

- 2.1. The Colleges and the University complement each other in offering a balanced education, consisting of both formal and informal elements, to our students. The

Colleges organize student-oriented teaching, with an aim to equip students with the necessary skills for meeting new challenges in a rapidly changing world. They are also entrusted with the responsibility of providing student services such as pastoral counseling and residential accommodation. Being much smaller in size and each having its own tradition and character, the Colleges promote a sense of belonging and fellowship within a community of academic staff and students, to counter-balance the feeling of an impersonal environment that may arise as the University expands and diversifies. Apart from conducting some general education courses using the student-oriented teaching approach, the Colleges also offer a range of student programmes, activities and services as vehicles for informal education.

- 2.2. The governance of the College is vested in the Board of Trustees and the Assembly of Fellows. The College Board of Trustees is concerned with the management of movable properties and of certain buildings entrusted to it, as well as the promotion of scholastic and cultural activities of the College. The College Head is the chief academic and administrator of the College. The Dean of Students, with the assistance of Assistant Student Affairs Officers, handles general student affairs, offers personal guidance in personal problems, finance, academic studies and interpersonal relationships, deals with student finance and bursaries, and offers guidance in organizing extra-curricular activities. All College Heads and Deans of Students are concurrent appointments.
- 2.3. To the extent possible, students are matched to the College of their choice after they are admitted to the University. Every undergraduate student and academic staff has a collegiate affiliation.
- 2.4. Resources of the Colleges come from two channels: block grant of the University and private funds of the Colleges. The block grant is designated for funding the College's programmes and activities as well as basic administrative and support staff. Additional staff costs, scholarships and bursaries as well as College activities are borne by the College's private funds.
- 2.5. Over the years, the college system has changed and evolved to become more and more a functional and integral part of CUHK.

3. FINDINGS AND OBSERVATIONS

- 3.1. In mid January 2006, the Task Force visited six universities and colleges, namely Claremont McKenna College (CMC), Harvey Mudd College (HMC), Princeton University and Yale University in the U.S., and the University of Cambridge and the University of Oxford in the U.K. The delegation met a number of students and staff members of the six institutions and a summary list is in Appendix 2. These three pairs of institutions represent three models of college education.
 - a) CMC and HMC are members of the Claremont University Consortium, a consortium comprising seven institutions of higher education with adjoining campuses within reasonable walking distance of one and other. The purpose of the consortium is to provide the specialization, flexibility and personal attention commonly found in a small college, with the resources of a large university.

Their compartmentalized collegiate university design was inspired by the University of Oxford in the U.K.

- b) In Princeton University and Yale University, the academic and residential functions of the residential college system have been largely separated, leaving the colleges primarily as residential systems. Although residential colleges still host some classes, their offerings are usually organized by the University but taught on college campuses. The primary difference between residential colleges and standard dormitories is that students are members of the same residential college for each year that they attend the university. In addition, members of each residential college are usually expected to eat their meals together, as a unified body. Standard dormitories tend to have residents who move between dorm complexes each year, and who eat in dining halls largely mixed with residents of other dormitories.
- c) In the University of Cambridge and the University of Oxford, residential colleges combine both the academic and living aspects of the university in one location. Colleges are technically institutions independent of the university itself and enjoy considerable autonomy. For example, colleges decide which students to admit, appoint their own fellows, and control their own endowment. They are primarily responsible for small group teaching, i.e. tutorials or supervisions which are weekly sessions of a teacher meeting with one to three students. Domestic arrangements and welfare of students are also the responsibilities of the colleges.

3.2. The Task Force's detailed findings and observations of these six institutions are summarized as follows.

3.3. **Claremont McKenna College**

- a) Claremont McKenna College is a member of The Claremont University Consortium, a planned community of five undergraduate colleges and two graduate institutions (Appendix 3). Each of the Claremont Colleges is fully autonomous with its own Board of Trustees, student body, faculty, administration, endowment, campus, curricular emphasis and individual style and purpose. And yet, because of their adjoining campuses, the Colleges form a mutually beneficial partnership to offer joint academic programmes and cross-registration in courses, to cultivate special curricular strengths, to encourage contact and cooperation among faculty and students from different campuses, and to combine physical facilities and extracurricular programmes. Member colleges however need to work closely to resolve the issue of "imbalance of trade" and differential relative unit cost brought about by cross-registration and cross use of facilities. There is also keen competition among the colleges in student admissions and fund-raising.
- b) The Consortium merely manages the common facilities for its member colleges which include a library system, a bookstore, a health service and a counseling centre, computing laboratories, a science centre, a biological field station, a 2,500-seat concert hall, a 350-seat theatre, a centre for religious activities, centres for African-American, Latino, Asian-American and international students. It has no governance relation with its member colleges.

- c) Claremont McKenna College (CMC) is an independent, coeducational, residential, undergraduate liberal arts college with a curricular emphasis on economics, government and public affairs. Currently, the College has an enrollment of approximately 1,000 undergraduate students. Admission is completely need-blind. 70% of CMC students receive grants, loans or other forms of student aid. The student to faculty ratio is 8 to 1.
- d) Approximately 95% of CMC students live on campus and housing is guaranteed all four years. There are 12 residence halls (each housing 60-70 students) and one student apartment complex (which houses 144 students).
- e) Each residence hall and student apartment has a Resident Assistant (RA), who is a student member of the College. RAs oversee the daily life of each community and help students with any problems they encounter in residential life and in adjusting to the College.
- f) All students living in the residence halls are required to participate in the CMC meal plans. The College meal plan allows students to dine in any of the dining facilities on the other Claremont College campuses as well. Students may choose 16 meals per week, 12 meals per week or eight meals per week. Most students take their meals at CMC's Collins Dining Hall – a centre of campus activity which has three private dining rooms.
- g) The Marian Miner Cook Athenaeum is the central intellectual and social hub of CMC. This student-faculty club houses three sitting rooms/lounges, each with an adjoining dining room. The facility serves primarily as an informal meeting place for students, as well as the official site for more formal gatherings of students, faculty and distinguished guests. Public programmes are scheduled Monday through Thursday during the academic year, and are well received by the students and faculty of CMC. The Athenaeum Advisory Committee, composed of students, faculty and administrators, meets regularly to discuss programming and set policies and procedures.
- h) The Student Activities Office helps students make the most of their education outside the classroom through active participation in the many opportunities that exist at CMC. The Office advises and assists student organizations in planning campus programmes, and helps students develop the skills required to run successful programmes.
- i) All students of CMC pay a student body fee of US\$200 per year to support student activities.
- j) CMC has a total endowment of US\$336 million. The investment income from the endowment makes a significant contribution towards covering the operational cost of its education.

3.4. **Harvey Mudd College**

- a) Harvey Mudd College (HMC) is a coeducational, 700-student college, which

offers undergraduate programmes in engineering, science and mathematics, while also emphasizing the humanities and social sciences. It is also one of the member institutions of the Claremont University Consortium. The student to faculty ratio at HMC is 9 to 1.

- b) All first-year students are required to live in the dormitories ranging in size from about 50 to about 90. While upperclass students are free to live off campus, almost all choose to remain on campus. About 98% of the students live on campus each of their four years in HMC.
- c) Each of the residence halls has a large central courtyard that serves as a hang out and study break place. Proctors, who are senior students, serve as College information sources, personal and academic counselors, crisis intervention specialists and mentors. They have similar responsibilities to Resident Assistants at other colleges and work closely with the Associate Dean of Students/Dean of Residential Life to respond to individual students' concerns. They also work with dorm presidents to find solutions to dorm problems.
- d) All students in residence must be on one of the three meal plans: 16 meals per week, 12 meals per week or eight meals per week. Students living in on-campus apartments, which all have kitchens and house only upperclass students, may elect to be on or off the meal plan. The meal plan options involve "flex dollars", which can be used for food at any of the Claremont Colleges' retail sites with a card "swiping" machine.
- e) HMC's dining hall, Hoch-Shanahan Dining Commons, features open exhibition kitchen areas, five private dining rooms, two dining patios, supporting kitchen, servery and storage spaces. It has 50 employees who are mostly appointed on a nine-month contract basis.
- f) The Dean of Students Office is responsible for residential life, student activities, student organization advising, leadership training, recreation facilities, career services and personal counseling of students, along with close collaboration with other student services of the Claremont Colleges. To encourage faculty members to participate actively in college life, a special fund is set up to support them to take students out for social functions after class.
- g) Tuition fees collected finance only about half of the actual cost of the student's education. HMC bears the additional expense through the investment income of its endowment, and gifts from alumni and friends. At present, HMC has an endowment of US\$180 million.
- h) HMC's social environment is shaped by a student-administered honour code that sets a tone of trust and collaboration and minimizes the intense competition in the College ([Appendix 4](#)). Students at HMC are entrusted by the administration with much more responsibility in governing themselves than students at other colleges. Under the honour code, students are expected to act as responsible individuals, to conduct themselves with honesty and integrity both personally and academically and to respect the rights of others. Professors can give students one-hour closed-book examinations to be taken in students' dorm rooms. Unattended bikes, skateboards and unicycles are found everywhere on campus.

3.5. Princeton University

- a) Princeton University is an independent, coeducational, institution that provides undergraduate and graduate instruction in the liberal arts, sciences and engineering. There are approximately 4,700 undergraduate students enrolled at Princeton with an entering freshman class of 1,200. Undergraduates are admitted to the University and not to a particular college, department or interdepartmental programme.
- b) Unlike the Oxford and Cambridge colleges, there is no individual college autonomy, with colleges having their own academic departments, admitting their own students, and having their own separate financial resources. Princeton colleges are purely residential and are under the auspices of the university.
- c) Princeton randomly assigns freshmen to five undergraduate residential colleges (Appendix 5). Each college provides housing for about 500 students, the majorities (about 98%) of whom are underclass members. It offers decentralized academic advising and a setting for intellectual exchanges, as well as extensive social and cultural activities.
- d) At present, only freshmen and sophomores are required to live in colleges whereas upperclassmen live in dormitories which are not part of the residential colleges. Starting in 2007, Princeton will implement a four-year residential college system more like that of Yale, but for only a portion of its undergraduates. The residential college system will be expanded to include more upperclass students and a new residential college, Whitman College will open in 2007. Coinciding with a planned increase in the student body of 11%, three of the six residential colleges will become all-class residences and house approximately 400 freshmen and sophomores, 100 juniors and seniors and 10 graduate students. The other three residential colleges will continue to house only freshmen and sophomores.
- e) Each college consists of a dining hall (usually with one kitchen serving two dining halls for the sake of cost-saving), lounges, common rooms, recreational facilities, a darkroom, TV and game rooms and seminars and study rooms. Other features include college libraries, computer facilities and space for the practice, performance and viewing of music, theatre, dance and film. However, colleges do not have independent sports facilities.
- f) Each college is supervised by a Master, a senior faculty member of the University with 50% teaching load reduction for the appointment. The college administration is lean. It has a Dean, responsible for academic aspects of student life; a Director of Studies, involved with academic advising as well as social and disciplinary aspects of student life; an Administrator who supervises the programmes of the college; and a Secretary.
- g) Faculty Fellows, roughly 80 faculty members associated with each college, are encouraged to participate in all aspects of college life. They have meal privilege in their college and are accorded an honorarium. Many of them act as academic advisers for students in the college. The other Fellows include graduate students,

administrators and staff of the University. The Graduate Fellows are regularly involved in the college's cultural and academic activities.

- h) New Masters' residences are being constructed for Butler, Wilson and Whitman Colleges. The Masters will be living in their Colleges upon completion of the Master's lodges.
- i) Freshmen and sophomores living in a residential college are required to purchase either a 20-meal or a 14-meal per week meal plan at the residential college to which they are assigned. Dining service at Princeton is managed by the University centrally. The Department of Dining Services of the University operates dining halls and related facilities for students, faculty, staff and visitors.
- j) All upperclass students are not members of colleges and can dine elsewhere such as the eating clubs which also offer social, intramural athletic, educational and community service programmes.
- k) Colleges have some academic functions such as academic advising. Freshman seminars organized by the University are often conducted in college seminar rooms, allowing students to explore a specific interdisciplinary topic in close interaction with a Fellow. Colleges also organize intramural athletics and a wide variety of social and cultural events. The vast bulk of the social activities are planned and organized by the college councils formed by the students and dormitory representatives. Elected college councils work closely with the college staff to plan activities according to the interests of college residents, and are allocated a social budget by the college.
- l) All students living in residential colleges must pay a college fee, US\$545 (2005-06), to help defray the cost of recreational, cultural, and educational programmes.
- m) At Princeton, all in-class written examinations, tests and quizzes are conducted under an honour system which was established by the undergraduates in 1893. Under the honour system, students assume full responsibility for honesty in written examinations. Examinations are not invigilated. Every student acknowledges the obligation to report any suspected violation of the honour system that he or she has observed.
- n) Princeton also prides itself on ensuring diversity within the student body. The University admits undergraduate students without regard to their family financial circumstances and provides 100% of determined need.
- o) A web-based survey is conducted every year to gauge students' views on their satisfaction on every aspect of college life in Princeton. The results of the surveys provide invaluable input for the colleges on how to meet their goals for students more effectively.
- p) Princeton's endowment is the fifth largest in the U.S., with a value of US\$11.8 billion. The income generated annually from the endowment constitutes about 16% of the University's annual operating budget.

3.6. Yale University

- a) Yale University has 12 residential colleges, each of which houses between 350 to 450 undergraduate students who are randomly assigned to their colleges at admission. They are the administrative, social and cultural centres of student life (Appendix 6). Every Yale undergraduate student belongs to one of the residential colleges. Most students live there after their freshman year and take their meals there. Due to a shortage of dormitories, some upperclass students live off campus. Some courses and many extracurricular activities are organized by the individual colleges, and a great deal of socializing with classmates, faculty and others is centered in the colleges.
- b) Like Princeton colleges, there is no individual college autonomy. Yale colleges are purely residential and are under the auspices of the university.
- c) Every residential college has its own Master and Dean, both are Yale faculty members who live in the college with their families. The Master is the chief administrative officer as well as the presiding faculty presence in each residential college. He/she coordinates the intellectual and cultural aspects of life in the college and works closely with the Dean, Resident Fellows, and others in the college to ensure the well being of the students, and to foster and shape the social, cultural, and educational life and character of the college. During the year, the Master hosts lectures, study breaks and Master's Teas - intimate gatherings where students have the opportunity to talk with renowned guests from the academia and the popular culture. The Dean is the chief academic and personal adviser to students in the residential college.
- d) Colleges provide valuable facilities and resources for their students, including a secluded courtyard, a library, a bar, a buttery, multi-purpose rooms, a dining hall, music rooms, dark rooms, computer rooms, weight and exercise rooms, seminar rooms, game rooms and common rooms. Some colleges also have a Fellows' Lounge, usually located next to the dining hall, for private dining of their Fellows. Masters of the colleges live in the colleges.
- e) While Yale encourages all faculty members to participate actively in college life, young faculty members are usually tied up with heavy teaching and research duties as well as family responsibilities, and they seldom join the social events organized by their colleges
- f) All resident undergraduate students are required to have a meal plan. Yale subsidizes 10% of the operating cost of its dining service. By the alternate work agreement, staff of dining halls will take up maintenance and ground works on campus during summer when the dining halls are closed. This arrangement helps lower the operating cost of dining services of the colleges.
- g) Yale has built a rich structure of support and advice for undergraduates. Each residential college has a Tutor-in-Writing who is available to work with students at various levels of writing ability, and a Math/Science Tutor who assists students with problems they may encounter in mathematics, natural science or engineering courses.

- h) In 1969, Yale implemented the Residential College Seminar Programme as part of a broad-based plan to enhance the educational life of the colleges. Since its inception, the programme has augmented the Yale College curriculum with innovative and experimental courses in the arts, humanities and sciences. College seminars help expose undergraduates to topics and modes of inquiry not available within Yale's departmental framework.
- i) Yale's assets include a US\$15.2 billion endowment, the second largest among academic institutions in the U.S. Jonathan Edwards College, the oldest of the residential colleges in Yale, is the only college with an independent endowment.

3.7. **University of Cambridge**

- a) There are 31 Colleges in the University of Cambridge, of which two admit only postgraduates, four admit mainly mature students or graduate students and 25 admit mainly undergraduate students, but also postgraduates (Appendix 7). Almost all undergraduates live in college accommodation for the duration of their time at Cambridge. Due to a shortage of dormitories, some colleges provide accommodation to only 80% of its students.
- b) Colleges are independent, self-governing institutions with their own endowment, property and income. Each college, with around 580 students, decides which students they are to admit, and appoint its own Fellows.
- c) Colleges are responsible for weekly small group teaching organized in groups of one to three students, called supervisions. Supervisors can be Fellows or research students of the college or from other colleges depending on the subject and the expertise required. The supervision arrangement requires lots of coordination and management on the part of the colleges and is very costly. The University is responsible for faculties and departments, the large central libraries, the provision of lectures and student examinations. Degrees are awarded by the University.
- d) The Master of a college is responsible for supervising the running of the college. For the duration of the tenure of the office, the Master resides in the Master's Lodge in the college. The Master and Fellows have the government and control of the college and of its property and income. Cambridge colleges are self-governing with no external check and balance. The Governing Body, consisting of Fellows, has no lay members from outside the college. It may elect a Council consisting of Fellows to handle day-to-day management. Meetings of both the Governing Body and the College Council are chaired by the Master.
- e) All Fellows are entitled to certain privileges within their college, such as free meals at the High Table, right to a rent-free room in their college and special grants for conference and research. Fellowships are not made by open application, but through nomination by a Fellow of the college. Colleges compete among themselves for the appointment of Fellows and the more well-off colleges obviously have an edge in attracting faculty as Fellows.

- f) Academic staff are hired and paid by the University. Fellows who conduct supervisions in their colleges are paid separately on a sessional basis by the colleges.
- g) The Director of Studies of a college oversees the students' academic work, advises on lectures, appoints Supervisors and monitors the students' progress. The Senior Tutor has the overall responsibility for the academic and educational activities of a college. Every student has a Personal Tutor who is available for advice with problems be they pastoral, financial or academic. These Tutors, together with the College Dean, the College Nurse, the Senior Tutor and the various Junior Common Room and Middle Common Room (the student body) officers ensure that all students have lots of help available.
- h) Colleges are responsible for the domestic arrangements and welfare of students including the provision of residential and welfare facilities for their students. Each college has a dining hall, serving meals, at a heavily subsidized rate, for a range of functions for its Fellows, students and staff members. On mutual agreement of the respective colleges, students of a college may use the facilities of other colleges, e.g. mutual dining rights and shared sports facilities. Most colleges have their own student clubs and societies, offering a variety of non-academic activities for students to take part in. They rely very much on student initiatives in organizing their activities.
- i) Colleges fund their activities from college fees, charges for student residences and catering, income from conference and functions business in the summer as well as donations and income from investments.
- j) Income from endowment supports a major portion of the expenses of a college. There is a wide variance in the endowment of the 31 colleges. A mutually agreed "taxing system" on endowment income is in place to enable the University to make some redistribution of income to the needy colleges.
- k) All colleges work closely together on college administration. For example, College Masters, Directors of Studies and other administrators meet regularly to share information on finance and investment strategies as well as the best management practices.

3.8. **University of Oxford**

- a) The University of Oxford is a collegiate university with 39 colleges and seven Permanent Private Halls (PPHs), which are autonomous self-governing corporations within the University ([Appendix 8](#)). All teaching staff and students studying for a degree at Oxford must belong to one of the colleges or PPHs. On average, each college has about 430 undergraduate and graduate students. Some colleges only accept postgraduate students.
- b) Most colleges offer accommodation to all undergraduate students for the entirety of their course. There is a variety of accommodation, ranging from traditional staircases grouped in quadrangles to annexes and small houses. Masters live in

Master Lodges within the colleges.

- c) Colleges are not only houses of residence, but have substantial responsibility for the teaching of undergraduates. Colleges admit their own undergraduate students, take care of their tutorial teaching and welfare, and provide meals and pastoral care whereas the University determines the content of the courses, organizes lectures, seminars and practical classes centrally, sets and marks examinations, awards degrees and provides a wide range of resources for teaching and learning in the form of libraries, laboratories, museums and computing facilities.
- d) Under the college-based tutorial system of Oxford, students pursue a course of independent study under the personal guidance of Tutors of their college. Students attend tutorials at least once a week, singly or in pairs, to present and discuss completed work. Tutors normally are Fellows of the college, and may be assisted by one or more College Lecturers. The tutorial arrangement requires lots of coordination and management on the part of the Colleges and is very costly.
- e) Academic staff are jointly hired by the University and the colleges with a percentage split in salary and time agreed between the two parties. The percentage can vary across individuals.
- f) A typical college has a dining hall where meals at subsidized rates are available throughout the academic term for members of the college and their guests. Other facilities include a chapel, a library, a computer room, undergraduate and graduate common rooms, games rooms, a bar, a multi-gym, a photographic dark room, music practice rooms and a well-equipped theatre which provides a venue for lectures, drama and chamber music, and dormitory rooms for 200-400 undergraduates. College libraries usually have a small collection. They are close to students from other colleges. Some colleges have their own sports grounds which are not open to outsiders or they may share sports grounds with other colleges.
- g) Colleges are funded by sub-allocation of fees from the University and income from their own endowment. Oxford colleges are self-governing like the Cambridge colleges. The wealthiest College, St. John's College, has an estimated endowment of £220m while other colleges may have a far smaller amount. The inequality between the largest and the smallest endowments can be as large as 20:1. This disparity greatly affects the admission, faculty recruitment and facility provision of individual colleges. On mutual agreement, a "taxing system" is in place to help narrow the gap.

3.9 **Summary of Findings**

- a) The Task Force on New Colleges visited six institutions in the U.S. and U.K. and held discussions with academics, administrators and students of a total of 14 colleges. These six institutions represent three different models of organizing college education within a university system. While there are significant differences across institutions, their commonalities stand out above their differences. A comparison of these college systems with CUHK is in Table 1.

Table 1: A Comparison of College Systems

Characteristics	CMC/HMC	Princeton/Yale	Cambridge/Oxford	CUHK
1. Size	700-1,000	350-600	Usually 300-600	About 2,500
2. Residential Nature	Almost 100%	Almost 100%	Almost 100%	About 48%
3. Head/Master Residing in College	No	Yes	Yes	No
4. Relation with University	Financially independent and autonomous	Under university auspices	Financially independent and autonomous	Under university auspices
5. Governance	Own Board of Trustees	Under university governance	Self-governing with no trustees	Own Board of Trustees
6. Endowment Fund	US\$180-336 million	Basically nil	Wide disparity, up to £500 million	Some disparity
7. College Fee	Yes	Yes	Yes	No
8. Teaching	Full range of teaching like a university	Minimal teaching	Supervisions/tutorials constitute a major component of teaching	Some general education courses
9. College Dining Arrangement	College meal plans	College meal plans	Dining in own college	Choice of canteens
10. Recreational Facilities	Yes	Yes	Yes	Yes
11. Sports Facilities	College-owned or shared facilities	University facilities	College-owned or shared facilities	College-owned and university facilities
12. Student Admission	Admitted by colleges	Admitted by university and randomly assigned to colleges	Admitted by colleges	Admitted by university and matched to colleges
13. Graduate Students in College Student Body	Nil	Nil	A significant percent	Basically nil

- b) In the Claremont University Consortium of seven institutions, the University in the strict sense does not exist as a governance structure. Each college is completely independent in governance, management and finance, and functions separately as a small, independent university. The University Consortium was created to enable these small colleges to capture some of the advantages that come with size through the provision of large central facilities such as the library. In Princeton and Yale, colleges are mainly residential and rather homogeneous under the auspices of the university. While residential colleges rather than departments are responsible for academic advising, minimal amount of teaching is conducted by the colleges. The colleges are not financially independent and typically have no endowment. In Cambridge and Oxford, the colleges are self-governing and independent in management and finance, relying to a large extent on their endowments which they have accumulated over the centuries. The colleges admit their own students. Their function, first and foremost, is academic. All of the small group teaching (called tutorials in Oxford and supervisions in Cambridge) is organised, financed and conducted by the colleges. Their weekly tutorials in groups of one to three are very costly.
- c) Amidst these differences, it is also clear that the colleges of these different universities, despite their diverse characters and traditions have several crucial features that are common. These colleges are small, mostly with 300-600 students, although individual well-endowed colleges may accommodate over 1,000 students (such as Trinity College of Cambridge). They provide, or at least aim to provide accommodation for all students throughout their years of study with a requirement for them to dine together (for at least a significant number of meals) within the colleges. It is apparent that all these universities consider the size, the residential character and the dining arrangements as essential ingredients to the building and fostering of an intimate, interactive, caring and small community of their colleges.

4. PARAMETERS AND CONSTRAINTS

4.1. The collegiate system of CUHK does not fit exactly into any one of these three models we have studied. There is no strong reason why it should, given the vast differences in history, tradition, institutional setting, government policies and physical environment. However, there is much that we can learn from these prestigious universities, each of which has its own successful collegiate system. In making recommendations on the way forward in establishing new colleges at CUHK, it is pertinent to bear in mind the following parameters and/or constraints under which CUHK operates:

- a) There are four existing colleges each with about 2,500 students playing an important role in the general education, informal education, pastoral care and personal development of the students.
- b) The constitutional arrangement between the University and its constituent Colleges is governed by the Ordinance and Statutes of CUHK.
- c) The Hong Kong SAR government has made it clear that it will not provide

additional resources for the formation of new colleges, or for that matter, the CUHK collegiate system. All additional resources must be raised through private donations.

- d) Within the CUHK campus there is no piece of land available for development that is even close to the size of the campus of anyone of the four existing colleges, and it is impossible to ask government to grant land for new colleges.

5. **RECOMMENDATIONS**

5.1. Having regard to the above parameters/constraints as well as the common features of the collegiate systems of the universities/colleges we have visited, the Task Force on New Colleges makes the following recommendations:

a) **Size and Nature of New Colleges**

i) Size

In forming new colleges, CUHK could consider establishing small, fully residential colleges with dining arrangements or larger, partially residential colleges which have been the convention at CUHK. The Task Force recommends the former as an experiment in providing an alternative college experience for our students.

The new colleges could have a small number of students, say 300-600. Being smaller in size, the new colleges will be in a good position to create and foster an intimate, personal and congenial community of students and academic staff which is the basic spirit of a collegiate system (re: para. 3.5(c), 3.6(a) and 3.8(a)).

ii) Residence

The new colleges should aim at providing accommodation for all students throughout their years of study. This will give students an immediate sense of identity and community within the colleges and offer them the opportunities to really get to know their fellow students and faculty members in an informal setting. Students who join the new colleges should expect to be in residence throughout their entire undergraduate/graduate programme (re: para. 3.3(d), 3.4(b), 3.5(c), 3.7(a) and 3.8(b)).

iii) Dining

Dining is a key element of every successful residential college we visited. All students living in the residence halls should participate in college meal plans in the college dining hall. This dining arrangement will bring academic staff and students of all disciplines together, greatly facilitating their social, cultural and intellectual exchange outside classes (re: para. 3.3(f), 3.4(d), 3.5(i) and 3.6(f)).

iv) ***Student Mix***

Each new college should be a microcosm of the larger student population and admit mainly undergraduate students (including non-local and exchange students) with some postgraduate students. Some of the postgraduate students resident in the new colleges can assist the College Dean of Student to provide individual guidance and support, advice and counseling services to undergraduate students on pastoral or academic problems (re: para 3.7(a) and 3.8(a)).

Both the new and the existing colleges have their respective strengths and attractiveness. Not all students are expected to identify with the smallness, the fully residential character and the dining arrangements of the new colleges. Only those students who see these concepts as strengths and benefits will choose to apply to the new colleges after they are admitted to CUHK. Sufficient publicity and information should be given to new entrants so that they can make an informed choice. The presence of both the new and the existing colleges will add diversity to the college experience and campus life at CUHK. However, the University should also be aware of the issues arising from differences between the new and existing colleges.

b) **Character of New Colleges**

Colleges in the U.S. and U.K. have in principle more in common than they have differences in their character. All the colleges are alike in trying to offer a quality college experience to their students. Colleges may differ in history, physical environment and location. They may also have different orientation in student activities. Sometimes these differences are used by students at Cambridge and Oxford to differentiate their colleges from others. At Princeton and Yale, the colleges are even more homogeneous, and students develop loyalty to whatever college they are assigned.

A new college should have its own mission and vision as a guide for development and a focus of identity. However, it may not be possible to pre-determine the character of a new college from the on-set. The character of a college is built through decades if not centuries. It is shaped not so much by the physical facilities of a college as it is by its members, and that includes everyone: students, faculty, College Head, board of trustees and alumni. The character of a college evolves as the college grows and flourishes over time.

c) **Endowment Fund**

A new college should establish its own endowment fund through donations to support its programmes of education and scholarship, to enhance its academic, cultural and physical facilities, and to sustain its financial aid programme to ensure that every student who is admitted to the college can attend, regardless of his or her financial circumstances. The endowment fund can also be used to support the appointment of college instructors, visiting scholars, and resident specialists for offering special college programmes. A strong and healthy endowment is vital if a new college is to provide long-term support for academic

innovation and scholarships and to keep fee increases to a minimum. A sizable endowment also makes it possible for the new college to attract the best students and faculty (re: para. 3.3(j), 3.4(g), 3.5(p), 3.6(i), 3.7(j) and 3.8(g)).

d) **Small Group Teaching and Learning**

The tradition of a distinctive College general education programme, an integral part of the college's role at CUHK, should be treasured and adopted by the new colleges. Since Faculties and Departments tend to emphasize specialized teaching and lectures, the mission of the new colleges should be the provision of general education through small class teaching and learning, such as seminars and tutorials. The new colleges' general education programmes and special college programmes should aim at broadening the outlook of their students, to strengthen their moral character, and to enhance their communication and leadership skills, through personal interaction among students of diverse background and between students and their teachers in a reasonably small-group setting within the college premises.

e) **Residence of College Head**

It is essential that the College Head of a fully residential college be visually integrated into the college and live in the college. The Head's residence should be constructed within the premises of the new college. It should include ample private space for family life and ample public space for college functions, with a clear demarcation between the two. Public space in the Head's residence can be used for college-wide open houses, for entertainment of and meetings with college members, and as a venue for more intimate gatherings for students and Fellows. During the year, the Master may host talks, study breaks and Master's Teas - intimate gatherings where students have the opportunity to talk with renowned guests (re: para. 3.5(h), 3.6(d) and 3.7(d)).

f) **Fellows**

The new colleges should invite senior academics of the University from various disciplines as Fellows. They should be provided with ample opportunities to engage in cross-disciplinary intellectual dialogue with their colleagues and students, to participate in a wide range of social and cultural activities on campus, and to get support for inviting visiting scholars. As an incentive, colleges may offer dining privileges to their Fellows. It would also be desirable for the University to state in the appointment letters of new academic staff and senior non-teaching staff that they are encouraged to actively participate in all aspects of college life and contribute to their College. The College Head should be appointed as the chairman of the nomination committee of Fellows (re: para. 3.4(f), 3.5(g) and 3.7(e)).

g) **Student Participation**

i) *College Committees*

Students are an integral part of a college and their participation in college

committees on academic affairs and student life should be welcome. Student activities should be organized mainly through student initiatives (re: para. 3.5(k) and 3.7(h)).

ii) ***Honour Code***

Students come to the University not only to improve their minds, gain knowledge and develop skills that will assist them in their life's work, but also to build character. It is desirable for the new colleges, in conjunction with their students, to adopt an honour code, i.e. a set of guidelines/regulations governing college life that define what constitutes honourable behaviour within a college. The honour code requires a commitment on the part of all college members to treat others with respect, to act with integrity and to take responsibility for their actions. It helps to foster a feeling of trust and support in the college and encourage students to work together rather than compete against each other. The honour code should be created and administered by students, not imposed by the colleges (re: para. 3.4(h) and 3.5(m)).

iii) ***Survey on College Life***

It is important to ask whether a college meets the goals it has set for itself. In order to begin to answer this question, systematic studies of the feedback of its students in the form of annual surveys are recommended. Comparison of data collected from the annual entrance survey of incoming freshmen and an exit survey of graduating students will be useful. These surveys should cover every aspect of college life, particularly their satisfaction with the college. With this knowledge in hand, colleges can find ways to meet their goals for students more effectively (re: para. 3.5(o)).

h) **College Fee**

We notice that CMC, HMC and all colleges in Princeton, Yale, Cambridge and Oxford charge college fees. Membership of the new colleges may entail a modest college fee (on top of hostel and meal plan fees) to help defray the cost of enhanced curriculum, social, recreational, cultural and exchange programmes. Fees collected can be used to provide subsidy for student groups to organize social and recreational activities, and to support resident students to take part in a range of college-organized activities (e.g., trips, parties, concerts, theatres, receptions, one or two formal meals a week etc.) without charging them for each event (re: para. 3.5(l) and 3.7(i)).

i) **Bursaries**

For students with financial needs, bursaries could be provided to help pay the additional cost of attending the new colleges, including the hostel fees and meal plans (re: para. 3.5(n)).

j) **Facilities**

i) ***Residence Hall***

The architectural design of the residence halls of the new colleges must be appealing. Common areas must be generous. Such design elements as attractive lighting, spacious hallways and patios, access to outdoor green space and other amenities will enable the new colleges to become attractive options at CUHK, despite the fact that they will have much smaller campuses.

ii) ***Dining Hall***

Each new college should have its own dining hall. First, food provided should be of good quality. Second, the quality of the space should reflect high standards in furnishing, lighting and ambiance, like CMC's Athenaeum (re: para. 3.3(g) and 3.4(e)). Large common dining areas should be furnished graciously and should be designed to accommodate and be welcoming to intimate as well as larger-sized groups. There should be adjacent smaller dining areas (i.e., one or more private dining rooms) for private dining of Fellows and students and for holding dinner talks by guest speakers. If feasible, the design of dining space should incorporate patios or other outdoor elements. A common room adjacent to the dining room, with comfortable couches and chairs to encourage lingering, is desirable. In the evenings it can be used for study groups, informal conversation and study breaks.

iii) ***Seminar, Tutorial and Small Group Study Rooms***

Each new college should have a few seminar, tutorial and small group study rooms for conducting small-group teaching and learning in the college. These rooms can also serve other purposes when no class is conducted.

iv) ***Public Meeting and Recreational Activity Space***

A mix of public meeting and recreational activity space should be spread throughout the new colleges. These include quiet study space, computer rooms, small lounges, student society offices, a central common room adjacent to the dining room, a TV room, multi-purpose meeting and practice space, a music practice room, a café and a small theatre for films, plays, seminars and group discussions.

v) ***Sports Facilities***

The new colleges will only provide limited indoor sports facilities such as fitness rooms and weight rooms. Gymnasia and outdoor sports facilities, however, are expected to be provided centrally by the University (re: para. 3.5(e)).

THE CHINESE UNIVERSITY OF HONG KONG

Task Force on New Colleges

Composition

Chairman: Professor Liu Pak-wai, Pro-Vice-Chancellor

Members: One College Head
- Professor P.C. Ching, Head of Shaw College

One Teacher
- Professor So Fong-suk, Jenny, Department of Fine Arts

One Alumna
- Ms. Yan Hau-yee, Lina

One Student
- Ms. Chan Sze-wah, Carol

Secretary: Ms. Margaret Wong, Secretary's Office

Terms of Reference

- a) To conduct an on-site review and to report on the different models of college education in overseas universities/colleges.
- b) In light of the review in (a) and taking into consideration the current situation and future development of the University with respect to the 3+3+4 conversion, to propose options in the formation, organization, mission and features of new colleges.
- c) To undertake other preparatory tasks related to the formation of new colleges as may be referred by the Vice-Chancellor.

THE CHINESE UNIVERSITY OF HONG KONG

List of Staff Members and Students Met by the Delegation during the On-site Visit

College/University	Name of Attendees
Claremont McKenna College	<p>Professor Jerome Garris, Vice-President for Academic Affairs and Dean of the Faculty Professor Gregory D. Hess, Russell S. Bock Chair of Public Economics & Taxation and Associate Dean of the Faculty Professor Amy Kind, Associate Professor of Philosophy and Associate Dean of the Faculty Professor W. Torrey Sun, Vice-President for Student Affairs and Assistant Professor of Government Ms. Nicole Hamon, Director, Office of Off-campus Study Mr. David Castro, Director of Residential Life Plus two students returning from exchange programmes in Beijing and Hong Kong</p> <p><i>International Place</i> Ms. Charlene Martin, Director, International Place of the Claremont Colleges Ms. Ming Zhou, Graduate student of Claremont Graduate University</p>
Harvey Mudd College	<p>Professor Jon C. Strauss, President Mr. Andrew Dorantes, Vice-President for Business Affairs and Treasurer Ms. Youlonda Copeland-Morgan, Vice-President and Dean of Admissions Ms. Gene Ekenstam, Associate Vice-President for Development Dr. Richard Parker, Director and Chief Information Officer Ms. Debra Heavenston, Assistant Vice-President, Human Resources Ms. Theresa Potter, Assistant Vice-President, Facilities and Maintenance Ms. Karen Angemi, Executive Assistant to the President Professor Ran Libeskind-Hadas, Computer Science Department Ms. Janet M. Kroll, Assistant to the President Ms. Felicia Nan, Student of the Department of Engineering Mr. Andrew Murphy, Student of the Department of Mathematics</p> <p><i>Academic Affairs</i> Professor Daniel L. Goroff, Vice-President for Academic Affairs, Dean of the Faculty and Professor of Mathematics Professor Hal Van Ryswyk, Chair of the Faculty and Professor of Chemistry</p> <p><i>Dining Service and Student Affairs</i> Ms. Jeanne Noda, Vice-President and Dean of Students Professor Robert J. Cave, Associate Dean for Academic Affairs, Professor of Chemistry and Director of External Studies</p>

College/University	Name of Attendees
Princeton University	<p>Dr. Shirley M. Tilghman, President Dr. Claire Fowler, Associate Dean of the College Dr. Janet Lavin Rapelye, Dean of Admission Dr. Nancy Kanach, Associate Dean of the College</p> <p><u>Rockefeller College</u> Dr. Oliver Avens, Dean, Rockefeller College Dr. Rebecca Graves, Director of Studies, Rockefeller College Ms. Karen Sisti, College Administrator, Rockefeller College</p> <p><u>Butler College</u> Professor Sanjeev R. Kulkarni, Master, Butler College and Professor of Electrical Engineering Dr. Monique Rinere, Dean, Butler College Dr. Matthew Lazen, Director of Studies, Butler College Ms. Elizabeth Stein, College Administrator, Butler College</p>
Yale College	<p>Professor Peter Salovey, Dean of Yale College, Chris Argyris Professor of Psychology and Professor of Management and of Epidemiology and Public Health Professor Helen Siu, Professor of Anthropology Professor Deborah S. Davis, Professor of Sociology Mr. Steven Chen Syverud, President of the Yale College Council Class of 2006, Branford Residential College</p> <p><u>International Exchange</u> Dr. Judith Dozier Hackman, Associate Dean for Resource and Development and Director, Teaching Fellow Programme, Yale Graduate School Mr. Philip Jones, Assistant Dean and Director of Undergraduate Career Services Ms. Ann Kuhlman, Director of the Office of International Students and Scholars Dr. Barbara J. Rowe, Assistant Dean and Director of the Office of International Education and Fellowship Programmes Dr. William Whobrey, Assistant Dean and Director of Summer Session and Special Programmes</p> <p><u>Small Group Teaching</u> Dr. Joseph W. Gordon, Deputy Dean and Dean of Undergraduate Education Dr. Penelope Laurans, Associate Dean and Special Assistant to the President</p> <p><u>Academic Support for Students</u> Dr. Mark J. Schenker, Associate Dean, Dean of Academic Affairs and Dean of Summer and Special Programmes Dr. William A. Segraves, Associate Dean for Science Education Dr. George Levesque, Assistant Dean of Yale College and Dean of Freshman Affairs Mr. Donald Filer, Associate Secretary and Director of International Affairs</p>

College/University	Name of Attendees
Yale College (Cont'd)	<p><u><i>Dining Arrangements, Dormitory Arrangement, Growth and Development of Students, and Student Activities</i></u> Mr. John R. Meeske, Associate Dean and Dean of Administrative Affairs Ms. Betty Trachtenberg, Associate Dean and Dean of Student Affairs Mr. Ernst Huff, Associate Vice-President of Student Financial and Administrative Services</p> <p><u><i>Pierson College</i></u> Professor Harvey Goldblatt, Master of Pierson College and Professor of Medieval Slavic Literature and Professor of International & Area Studies</p> <p><u><i>Branford College</i></u> Professor Steven B. Smith, Master of Branford College and Alfred Cowles Professor of Political Science</p>
University of Cambridge	<p>Dr. Kate Pretty, Pro-Vice-Chancellor (External Affairs) and Principal of Homerton College Mrs. Tao-tao Chang, Head of International Office</p> <p><u><i>Churchill College</i></u> Mrs. Jennifer Rigby, Senior Bursar, Churchill College</p> <p><u><i>Clare Hall</i></u> Ekhard K.H. Salje, President of Clare Hall, Head of the Department of Earth Sciences and Professor of Mineralogy and Petrology Mrs. Joanna Womack, Bursar and Development Director, Clare Hall Ms. Lynne Richards, Development Officer, Clare Hall</p> <p><u><i>Emmanuel College</i></u> Lord Wilson of Dinton, Master of Emmanuel College Professor Sir David Williams, Emeritus Vice-Chancellors of Cambridge University, Emeritus Rouse Ball Professor of English Law and Fellow of Emmanuel College</p> <p><u><i>New Hall</i></u> Mrs. Anne Lonsdale, President of New Hall and Deputy Vice-Chancellor Mr. Nick R.M. Wright, Bursar Plus one student of New Hall</p> <p><u><i>St. John's College</i></u> Professor Richard N. Perham, Master of St. John's College and Emeritus Professor of Structural Biochemistry Mr. Christopher Ewbank, Senior Bursar, St. John's College Professor David McMullen, Professor of Chinese and Fellow of St. John's College</p>

College/University	Name of Attendees
University of Cambridge (Cont'd)	<p><u>Robinson College</u> Mr. David Kerr, Senior Bursar, Robinson College</p> <p><u>Trinity College</u> Professor Sir James Mirrlees, Professor of Political Economy and Fellow of Trinity College</p> <p><u>Wolfson College</u> Mr. Ryan Costella, Graduate student, Wolfson College</p>
University of Oxford	<p>Professor John Hood, Vice-Chancellor Mr. Alasdair MacDonald, Private Secretary to the Vice-Chancellor Mr. Michael Sibly, Academic Registrar Mr. Dave Dixon, Domestic Bursar</p> <p><u>Merton College</u> Dame Jessica Rawson, Warden of Merton College</p> <p><u>Somerville College</u> Dame Fiona Caldicott, Principal of Somerville College</p> <p><u>St. Anne's College</u> Mr. Tim Gardam, Principal, St. Anne's College Mrs. Sheila Smith, Admissions Secretary, St. Anne's College Mr. Martin Jackson, Domestic Bursar, St. Anne's College</p>

THE CHINESE UNIVERSITY OF HONG KONG

The Claremont University Consortium

Each of the Claremont Colleges has its own student body, faculty, administration, campus, curricular emphasis, and individual style and purpose. And yet, because of their adjoining campuses, the colleges form a mutually beneficial partnership to offer joint academic programmes and cross-registration in courses, to cultivate special curricular strengths on which the others may draw, to encourage contact and cooperation among faculty and students from different campuses, and to combine physical facilities and extracurricular programmes.

The Claremont University Consortium

The Claremont University Consortium provides the academic resources commensurate with a thriving intellectual community: a library system with over two million volumes and 6,000 serial subscriptions; a bookstore that carries tradebooks, computers, and other merchandise; a health service and a counseling centre with professional staffs; computing laboratories; a science centre; a biological field station; a 2,500-seat concert hall; a 350-seat theater; a centre for religious activities; centres for African-American, Latino, Asian-American and international students; and more. In essence, any student at The Claremont Colleges has the best of both worlds: the close, individualized academic nurturing of a small college and the resources of the entire Claremont cluster.

Claremont McKenna College

Claremont McKenna College is a highly selective, co-educational, liberal arts college educating leaders in business and public affairs. CMC enrolled 1,038 students in 2002.

Harvey Mudd College

A coeducational, 700-student college, Harvey Mudd offers undergraduate programmes in engineering, science and mathematics, while also emphasizing the humanities and social sciences. The school produces scientists, mathematicians and engineers who understand the impact of their work on society.

Pitzer College

With a curriculum that emphasizes the social and behavioral sciences, particularly psychology, sociology, anthropology and political studies, Pitzer is a coeducational college that enrolls nearly 900 students.

Pomona College

Founded in 1887, Pomona is the oldest of The Claremont Colleges. It offers a traditional liberal arts programme, with majors in the humanities, social sciences, and natural sciences, to approximately 1,500 men and women.

Scripps College

An undergraduate women's college with an enrollment of approximately 800, Scripps is well known for its core curriculum in the humanities and its emphasis on interdisciplinary study. Scripps offers concentrations in the arts, language and literature, philosophy and religion, science and social studies.

Claremont Graduate University

With an enrollment of some 2,000 students, the Claremont Graduate University offers master's and doctoral degrees in the humanities and social sciences, government, economics, mathematics, botany, management and education.

Keck Graduate Institute

The seventh and newest member of The Claremont Colleges, KGI has a current enrollment of 66 students. The first American graduate school dedicated exclusively to the emerging fields of the applied life sciences, KGI offers professionally-oriented master's degrees. Its mission is to combine the vast power of ongoing developments in molecular biology, chemistry and related fields with creative, application-centered engineering.

THE CHINESE UNIVERSITY OF HONG KONG

Honour Code of Harvey Mudd College

The Philosophy of the Honour Code

The Honour Code at Harvey Mudd College (HMC) is a matter of trust and team play. It is not a class in ethics or a set of rules dictated by the faculty. It is a way of life, created and governed by students – respected by everyone. The Honour Code is based on the simple premise that, given the chance, people will do the right thing.

The Official Standard of Conduct

The Honour Code states that students are expected to act as responsible individuals, to conduct themselves with honesty and integrity both personally and academically, and to respect the rights of others. The College considers these standards to be essential to its academic mission and its community life.

What the Honour Code Means for HMC Students

The Honour Code means closed-book exams in dorm room. It means that during lunch at Platt Campus Centre, bikes, skateboards, unicycles, book bags containing laptop computers and other personal possessions are unattended. It means having an expensive calculator returned to a student after it has been left behind in the lab. And it also means 24-hour student access – via coded key pads – to state-of-the-art computers, labs, studios and shops.

Why the Honour Code Works

Students come to Harvey Mudd because they are serious about getting a great education. When they come to campus, they will find an atmosphere that encourages honesty and cooperation. Students are immersed in an environment that reduces grade competition, in which freshmen experience their first semester at Mudd with "High Pass/Pass/No Pass" grade system.

Each student has made a decision to join a community whose members act with honesty and integrity.

THE CHINESE UNIVERSITY OF HONG KONG

Residential Colleges of Princeton University

Freshmen and sophomores live in one of the five residential colleges of Princeton University. Each college has a cluster of dormitories, a dining hall, lounges, recreational facilities, seminar and study rooms, a library, computing facilities, game and television rooms, and, in some cases, theaters and other spaces for the creative and performing arts.

The colleges provide a rich array of formal and informal academic activities. Each of the freshman seminars is affiliated with a residential college, and almost all of them meet in college facilities. Many of the freshman writing seminars are taught in the colleges. The colleges also provide space for smaller classes or precepts, usually taught by college fellows. College Masters, Deans, Directors of Studies and Senior Fellows collaborate with students in developing speakers' programmes, language and current events tables, film series, art exhibits and other intellectual and cultural activities. As well, the colleges sponsor trips to museums, musical performances and theatrical productions in New York and Philadelphia. Many students develop strong loyalties and friendships within their college, and the colleges often interact through social events and intramural sports.

Each college is led by a senior faculty Master, with a staff that includes a Dean and a Director of Studies responsible for the academic advising and implementation of academic regulations for freshmen and sophomores in the college. The Dean and Director of Studies oversee the course of study of the students in the college and coordinate the group of faculty who serve as academic advisers for A.B. freshmen and sophomores. (B.S.E. students are advised by faculty members in the School of Engineering and Applied Science.)

The Dean and Director of Studies also counsel students on a wide variety of academic and personal issues and handle disciplinary matters for the college. Each college has two resident graduate student assistant masters and about 16 junior and senior residential college advisers, who help to facilitate the adjustment of new students to college life.

Beginning in 2007, upperclassmen and graduate students also will have the opportunity to live in a residential college.

The Princeton colleges are:

1. Butler College
2. Forbes College
3. Mathey College
4. Rockefeller College
5. Wilson College
6. Whitman College (to open in 2007)

THE CHINESE UNIVERSITY OF HONG KONG

Residential Colleges of Yale University

Yale has a system of 12 residential colleges, instituted in 1933 through a grant by Yale graduate Edward S. Harkness, who admired the college systems at Oxford and Cambridge. Each college has a carefully constructed support structure for students, including a Master, a Dean, affiliated faculty, and resident Fellows. Each college also features distinctive architecture, secluded courtyards and facilities ranging from libraries to squash courts to darkrooms. While each college at Yale offers its own seminars, social events, and Master's Teas with guests from the world, Yale students also take part in academic and social programmes across the university, and all of Yale's 2,000 courses are open to undergraduates from any college.

The 12 residential colleges are:
















1. Berkeley College
2. Branford College
3. Calhoun College
4. Davenport College
5. Ezra Stiles College
6. Jonathan Edwards College
7. Morse College
8. Pierson College
9. Saybrook College
10. Silliman College
11. Timothy Dwight College
12. Trumbull College
















In the late 1960s and early 1970s, Yale created plans to create a thirteenth college, whose concrete facade would have broken with the campus' more prevalent Gothic and Georgian architecture. The plans were scrapped, after the city of New Haven put up substantial financial barriers, and the proposed site was eventually filled with condominiums and shops.

THE CHINESE UNIVERSITY OF HONG KONG

Colleges of the University of Cambridge

The University of Cambridge currently has 31 colleges, of which three admit only women (New Hall, Newnham and Lucy Cavendish). The remaining 28 are mixed, Magdalene being the last all-male college to admit women in 1988. Two colleges admit only postgraduates (Clare Hall and Darwin), and four more admit mainly mature students or graduate students (Hughes Hall, Lucy Cavendish, St. Edmund's and Wolfson). The other 25 colleges admit mainly undergraduate students, but also postgraduates following courses of study or research. Although various colleges are traditionally strong in a particular subject, for example Churchill has a bias towards the sciences, the colleges all admit students from the whole range of subjects.

Shield	College	Founded	Undergrads	Post-grads	Total
	Christ's	1505	395	95	490
	Churchill	1960	440	210	650
	Clare	1326	400	180	580
	Clare Hall	1965	None	135	135
	Corpus Christi	1352	250	150	400
	Darwin	1964	None	570	570
	Downing	1800	409	292	701
	Emmanuel	1584	494	98	592
	Fitzwilliam	1966	474	180	654
	Girton	1869	503	201	704
	Gonville and Caius	1348	468	291	759
	Homerton	1976	550	500	1,050
	Hughes Hall	1885	39	314	353
	Jesus	1496	503	237	740
	King's	1441	397	239	636
	Lucy Cavendish	1965	106	116	222

Shield	College	Founded	Undergrads	Post-grads	Total
	Magdalene	1428	335	169	504
	New Hall	1954	377	74	451
	Newnham	1871	396	120	516
	Pembroke	1347	~420	194	~614
	Peterhouse	1284	270	125	395
	Queens'	1448	490	270	760
	Robinson	1977	390	96	486
	St. Catharine's	1473	436	165	601
	St. Edmund's	1896	100	200	300
	St. John's	1511	570	340	910
	Selwyn	1882	360	140	500
	Sidney Sussex	1596	338	181	519
	Trinity	1546	656	380	1,036
	Trinity Hall	1350	364	241	605
	Wolfson	1965	90	510	600

Note: This list does not include several historical colleges which no longer exist.

THE CHINESE UNIVERSITY OF HONG KONG**Colleges of the University of Oxford**

The University of Oxford comprises 39 Colleges and seven religious Permanent Private Halls (PPHs), which are autonomous self-governing corporations within the university. All teaching staff and students studying for a degree of the university must belong to one of the colleges or PPHs. Colleges are not only houses of residence, but have substantial responsibility for the teaching of undergraduates. Generally tutorials (the main method of teaching in Oxford) and classes are the responsibility of colleges, while lectures, examinations, laboratories and the central library are run by the university.

A typical college consists of a great hall for dining, a chapel, a library, a college bar, senior, middle (postgraduate) and junior common rooms, rooms for 200-400 undergraduates as well as lodgings for the head of the college and other dons. College buildings range from the mediaeval to very modern buildings, but most are made up of interlinked quadrangles (courtyards), with one or more large wooden gates controlling entry from the outside.

List of Colleges

College	Founded	Undergraduates	Postgraduates	Total
All Souls	1438	-	4	4
Balliol	1263	398	189	587
Brasenose	1509	375	107	482
Christ Church	1546	414	185	599
Corpus Christi	1517	235	103	338
Exeter	1314	306	129	435
Green College	1979	99	204	303
Harris Manchester	1889	83	31	114
Hertford	1282	373	173	546
Jesus	1571	322	96	418
Keble	1870	426	177	603
Kellogg	1990	-	17	17
Lady Margaret Hall	1878	401	153	554
Linacre	1962	1	337	338
Lincoln	1427	301	194	495
Magdalen	1458	401	168	569
Mansfield	1886	201	37	238
Merton	1264	315	150	465
New College	1379	412	181	593

College	Founded	Undergraduates	Postgraduates	Total
Nuffield	1958	-	81	81
Oriel	1326	297	114	411
Pembroke	1624	389	78	467
Queen's	1341	313	130	443
St. Anne's	1878	433	124	557
St. Anthony's	1953	-	359	359
St. Catherine	1963	422	163	585
St. Cross	1965	1	217	218
St. Edmund Hall	1957	410	97	507
St. Hilda's	1893	395	84	479
St. Hugh's	1886	415	161	576
St. John's	1555	400	168	568
St. Peter's	1929	357	95	452
Somerville	1879	386	82	468
Templeton	1995	-	67	67
Trinity	1554	285	92	377
University	1249	411	137	548
Wadham	1610	451	139	590
Wolfson	1966	1	460	461
Worcester	1714	406	151	557

List of Permanent Private Halls

Permanent Private Hall	Founded	Undergraduates	Postgraduates	Total
Blackfriars	1221	10	5	15
Campion Hall	1896	2	10	12
Greyfriars	1910	36	4	40
Regent's Park	1927	83	25	108
St. Benet's Hall	1897	34	3	37
St. Stephen's House	1876	30	13	43
Wycliffe Hall	1877	57	15	72