

The Chinese University of Hong Kong

Strategic Plan

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THE CHINESE UNIVERSITY OF HONG KONG

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THE CHINESE UNIVERSITY OF HONG KONG

Strategic Plan

Executive Summary

1. The Chinese University of Hong Kong, as a leading comprehensive research university in Hong Kong, aspires to become a leading university in China and the region, and the international university of choice in East Asia. This strategic plan articulates in more concrete terms the University's goals and strategies for the coming decade in the pursuit of these aspirations.
2. Further development must build upon the University's cherished traditions: bilingualism and biculturalism, a profound humanitarian heritage and concern for Chinese culture, an institutional commitment to General Education and whole-person development, and a unique college system that provides non-formal education and pastoral care.
3. The Strategic Plan, elaborating upon an earlier draft Outline disseminated for consultation, covers seven main areas:
 - (i) Advancement of scholarship
 - (ii) Quality of education
 - (iii) Enrichment of student experience
 - (iv) Preparation for a four-year curriculum
and, in support of these,
 - (v) Development of physical infrastructure
 - (vi) Development of financial resources
 - (vii) Administrative measures
4. For the **advancement of scholarship**, existing resources will be maintained to sustain quality across the board, while *new* resources will be invested into areas of research strength where there is already a high level of excellence. Five major areas have been selected: Chinese Studies, Biomedical Sciences, Information Sciences, Economics and Finance, and Geoinformation and Earth Sciences. Other schemes will cater to bottom-up initiatives, excellence in groups and individuals, and one-off needs. The emphasis will be on quality and the enhancement of capacity.
5. To further develop the **quality of education**, quality assurance systems will be enhanced, and a system of Visiting Committees will be put in place. A Committee has been established which will examine, reflect, refine and re-articulate the University's language policy for the coming decades. Double majors and double degrees are made available, and deep collaboration with partner institutions, locally and abroad, will increase opportunities for students. A successful pilot summer undergraduate programme for both local and exchange students will be expanded. The increasing range of taught postgraduate programmes will be examined, and ways will be sought to increase

research postgraduate enrolment.

6. Attention will be devoted to nurture important new programmes just launched; e.g., the School of Law will add a vital new component to the education offered and will satisfy societal needs for professionals of high quality. Special attention will also be devoted to programmes that have achieved international recognition and attracted good students, e.g., the undergraduate and master programmes in Business Administration.
7. The **student experience** will benefit from the broadening of the student mix, more opportunities for student exchange and the leadership development programme. The vital value of the college system and of the existing colleges is reaffirmed. The possibility of a new college (or new colleges) should be explored, without necessarily being bound by the current model; the foremost consideration should be the educational objectives. Scholarship funds need to be continued and expanded.
8. Planning has to start for the reversion to a **four-year curriculum**. Apart from the major subject, the extra year will provide opportunities for General Education, language enhancement, exchanges and participation in hostel life.
9. There are also plans to further examine certain governance issues at the Council, Senate and faculty levels, measures to retain quality staff, and the need for commensurate support in terms of IT infrastructure, library resources, technical back-up, equipment and facilities, as well as administrative support
10. This Strategic Plan represents the first step of setting the agenda for a concerted effort for excellence, the beginning of an ongoing planning process. Specific action plans developed by those offices with specific responsibility will in time be considered at appropriate forums such as the Administrative and Planning Committee (AAPC) and the Senate.
11. This Strategic Plan, in a draft outline form, was widely disseminated to the staff, students and alumni in October 2005. In addition, 16 forums and briefing sessions were held and a total of 35 written submissions were received. It has further been discussed at AAPC and the Executive Committee of the Council.
12. The Strategic Plan, having fleshed out the draft Outline and incorporated many of the views collected during the consultation, was considered at the Senate on 14 December 2005 and adopted by the University Council on 10 January 2006, subject to minor amendments which are here incorporated.
13. The present final Strategic Plan is now disseminated to the University community, as an indication of the shared vision on the broad directions of development in the coming years.

I. PREAMBLE

The Chinese University of Hong Kong has made tremendous strides in its first four decades. We are proud of the quality and achievements of our students and graduates, the scholarship and academic attainments of our faculty, and our institutional commitment to whole-person education, to the promotion and extension of Chinese culture, and to community service.

All these have been built upon a cherished tradition of bilingualism and biculturalism – in the words of the Founding Vice-Chancellor, Dr. Choh-Ming Li, ‘combining tradition with modernity and bringing together China and the West’, and upon our unique system of colleges, which emphasizes the value of non-formal education and whole-person development. These are the foundations upon which we must now advance, to elevate this leading comprehensive research university in Hong Kong to become a leading university in China and the region, and the international university of choice in East Asia.

Mission and Vision

CUHK’s aspirations as a leading institution of higher education are formally expressed in the Mission and Vision statements.

Our Mission

To assist in the preservation, creation, application and dissemination of knowledge by teaching, research and public service in a comprehensive range of disciplines, thereby serving the needs and enhancing the well-being of the citizens of Hong Kong, China as a whole, and the wider world community.

Our Vision

To be acknowledged locally, nationally and internationally as a first-class comprehensive research university whose bilingual and multicultural dimensions of student education, scholarly output and contribution to the community consistently meet standards of excellence.

In pursuance of these long-term objectives, the University Council at its 1st (2003) meeting held on 25 February 2003 adopted a Ten-year Vision Statement (Attachment A), which sets out the University’s goals in its fifth decade.

Need for a Strategic Plan

The higher education sector in Hong Kong has been subject to a series of funding cuts up to 2004-05, but the outlook in the years ahead is more stable. On the brighter side, CUHK has enjoyed generous support from benefactors, the scale of which has been substantial especially in the last two years. The reversion to a four-year curriculum in 2012 realizes a cherished dream and affords many opportunities for further improvements in education. Against this background, it is opportune for the University to articulate, in more concrete terms, its goals and strategies for the medium term, covering at least two triennia in broad outline and looking forward for at least a decade.

The Strategic Plan should be one that is widely known and shared among stakeholders, so that the University as a whole can march forward, in unison and cohesion.

Heritage and unique character of CUHK

In preparing this Strategic Plan, reference is of course made to the adopted Mission and Vision, and to the Ten-Year Vision Statement. In particular, it is necessary to stress that CUHK is not just any university, or even any one among the brotherhood of great universities, but one with a special history, heritage and character, integrating tradition with modernity and bringing together China and the West. Uniquely characterized by a bilingual and bicultural intellectual environment and endowed with a profound humanitarian concern for Chinese culture, CUHK is committed to the advancement of society not only through economic progress powered by science, technology and commerce, but also through spiritual enrichment inspired by the humanities, creative arts and social sciences. The University strives to excel academically and also to contribute to the societal agenda which shapes the path of mainstream development. The University is also committed to educating young people with vision, responsibility, moral character and a sense of purpose, who with their academic attainments are launched into successful careers through which they serve society and humanity. The expectations on students and graduates are spelt out in Section II.2.

The values held by members of the CUHK community are richly diverse. Therefore the University needs to ensure that its valued heritage also accommodates different values, beliefs and ideas that flourish in harmony and constructive synthesis – such moderation and balance being itself part of the venerable Chinese tradition, as expressed for example in the *Way of the Mean*. The Strategic Plan is intended to achieve such balance as well, so that there is always an intellectual atmosphere that supports academic freedom, diversity in values and ideas, and the vitality and creativity that are at the heart of any great university.

External circumstances

Planning for the future must take account of the external environment, recognizing those factors that would support the University's aspirations as well as those constraints, however unwelcome, that the University must accept.

First, the UGC report *Higher Education in Hong Kong – Report of the University Grants Committee* (March, 2002) has endorsed a number of goals that are in line with CUHK's aspirations: that Hong Kong should look outwards and aim to be a regional higher-education hub, and that a small number of universities should achieve the highest international status and be the recipient of focused public and private support. A number of Government policies support these goals: a gradual increase in the permitted ceiling of non-local students, a scheme of matching grants to encourage private-sector support of higher education, and differentiated treatment of universities taking into account their roles and performance.

Given these policies, we expect local undergraduate student numbers to be stable over the next two triennia, and non-local numbers to increase moderately. Research postgraduate student numbers will increase in line with the research performance of CUHK. The funding for higher education is likely to be stable, but the expectations will be higher, and competition for resources – both public and private – will be intense,

so that quality must be a foremost consideration in all aspects of the University's activities. The demographics, in local terms, will not be favorable, as the university age-cohort will dwindle, putting pressure if not on CUHK then on less competitive institutions.

Looking beyond two triennia, there will be a reversion to a four-year undergraduate curriculum following S6 entry, offering both a golden opportunity as well as a challenge to adapt to the abilities of students prepared under the new secondary curriculum.

In broader terms, Hong Kong faces challenges in its development and its economy; there is the community consensus that the city's future lies in its global vision and reach. For local universities, these community challenges translate into the need to train all-round graduates for this future – a distinct change from the needs at the time when CUHK was founded. At the same time, the rise of China and the greater economic integration of Hong Kong with the mainland, especially the Pearl River Delta, put CUHK with its bilingual and bicultural tradition at a very significant advantage that should be leveraged.

The University must therefore develop plans to achieve its aspirations within the context of these external circumstances.

Content of the Strategic Plan

The Strategic Plan is meant to be a document that brings the entire University together in a concerted effort towards a small number of key goals that demand institution-wide attention; it is not intended to encompass every worthy goal or project in the University. In particular, the following will not be included in this document.

- Core activities so important that they understandably need little further discussion, and which are already supported and managed in the normal way, e.g., better teaching, attracting better students, improving research across all fronts, attention to student welfare.
- Ongoing activities that require no significant new policy for their sustenance.
- Important initiatives that can be launched at unit level without the direct supervision and attention of the entire University.
- Plans and improvements at an operational level.
- Well-intentioned proposals that are difficult to translate into concrete action plans at the University level.

Therefore areas not cited in the present Strategic Plan are by no means neglected; they should be – and are – dealt with elsewhere in the University.

Nature of the Strategic Plan

For those major initiatives described in more detail below, the adoption of the Strategic Plan represents only the first step of setting the agenda, so that attention can in future be focused on these tasks, and action plans can be developed by those offices with specific

responsibility. For each of these tasks there would need to be separate discussions and decisions, conducted at appropriate forums such as the Administrative and Planning Committee (AAPC) and the Senate. Thus the Strategic Plan is in many ways the beginning rather than the end of an ongoing planning process.

Draft Outline and consultation

With these in mind, a draft Outline was prepared, and widely disseminated in October 2005 for consultation with the University community. The consultation (see Section III for details) has elicited wide support and many useful views. The present paper has fleshed out the draft Outline and incorporated many of the views collected during consultation: those who have made suggestions will find their contributions reflected in the following Sections. The Strategic Plan covers the following areas, of which the last was added in the light of comments heard during the consultations.

Improvement of education and research

- (1) advancement of scholarship
- (2) improving the quality of education
- (3) enhancing the student experience
- (4) planning for a four-year curriculum

Supportive measures

- (5) development of the campus
- (6) development of resources
- (7) administrative measures

The Strategic Plan, having been presented to the AAPC and the Council Executive Committee on 29 November 2005 and further revised in the light of comments heard, has since been presented to the Senate for comments, and adopted by the University Council after careful consideration.

II. PLANS

1. ADVANCEMENT OF SCHOLARSHIP

1.1 Focused investments into areas of strength

Scholarship is at the core of any university, and it is through scholarship that a university makes its most important contribution to society. The level of scholarship ultimately underpins the quality of education as well.

As CUHK enters its fifth decade, there is already considerable strength in many areas of teaching and research. Virtually all academic staff are already engaged in scholarly enquiry at a level that has impact in the international academic arena; the research at CUHK, in *every* subject, is without question among the best in Hong Kong and measures up to appropriate international standards. These activities will be sustained and improved upon across a broad front, as a matter of course; resources already in

place will be maintained and where possible even increased, while new research grants will be secured based on the track record of these teams.

But on top of this breadth of scholarship, the University aspires to be among the best in Asia and possibly the world. But to achieve that level of excellence requires selection and focus. Therefore the *goal* is that more centres and areas of excellence will over the next decade become recognized as among the best in Asia, and in selected disciplines as among the best in the world. The *strategy* for achieving this goal is to be highly selective on the basis of achievement and quality already demonstrated, to deploy new resources in a focused way and in a sustained manner, over a long term of a decade or more. But it has to be stressed that quality in other areas will be sustained and improved as well, and in fact world-class excellence in one area will help to set benchmarks that elevate standards in other areas of scholarship as well.

With this in mind, a framework for a scheme of focused and long-term investment of additional resources for achieving excellence in research and scholarship has already been developed, with four categories of possible support all intended to elevate quality and build capacity.

- A. Major areas. A small number of key areas of existing strength have been identified by the University as major thrusts of development. These include Chinese Studies, Biomedical Sciences, Information Sciences, Economics and Finance, and Geoinformation and Earth Sciences. A large share of the new resources available will be devoted to these major areas (though it must be emphasized that the funding needs could vary substantially among them), and these major thrusts will also be among the priorities for external fund-raising.
- B. Specialized areas. Other more specialized areas of strength will be identified through bottom-up proposals, which are then screened on the basis of demonstrated strength and considered for deployment of new resources to build capacity.
- C. Groups and individuals. Incentives will be provided for those who have achieved high levels of excellence.
- D. One-off support. Resources will be provided for infrastructure and seed funding, in order to build capacity.

Choice of major areas

The choice of the major areas deserves explanation. The first condition is the quality already achieved and recognized, so that there are good prospects of attaining the highest level of excellence and world-class impact when extra resources are injected. The second is the likely benefits to humanity, including benefits to local society. But other factors need to be considered as well.

All these major areas share the characteristic of cutting across departments and disciplines, and the injection of resources will have the additional benefit of promoting interdisciplinary research, for which the ground is most fertile in a comprehensive university such as CUHK.

The identification of major areas is of course just the first step. It is next necessary to marshal the necessary resources (see Section 1.2), select sub-areas, set goals, devise strategies and then forge ahead. Proper management structures will be set up, with external advice where necessary, to guide the implementation.

Some of these areas are extremely broad, for example biomedical sciences and information sciences, and there will be the need to further choose and specialize. CUHK will either be the best within a sub-area or not invest in it at all; thus there will be no duplication of efforts.

There may be the opportunity to add to the list of major areas if there are significant external developments or opportunities.

Chinese studies

The designation of Chinese studies as one major area is driven by internal considerations related to the mission and vision of the University, and the importance that the University places on its own cultural tradition, heritage and responsibility. Moreover, CUHK is already among the world leaders in this area, and can aspire to become *the* premier centre for Chinese studies worldwide. For this major area, the University is committed to injecting significant internal resources, even before large external donations are secured. Therefore the plans are the most advanced, and it is appropriate to outline the steps that are being taken, which in many ways will also be the blueprint for other major areas.

A number of world-renowned research units are entirely or partially devoted to the studies of China and its civilization, e.g., the Institute of Chinese Studies (ICS) and the Universities Service Centre for China Studies (USC). Many departments are offering successful undergraduate and postgraduate programmes with a substantial China component, most notably in the Faculties of Arts and Social Science. The University is also reinforced by eminent scholars of international standing in fields such as literature, history and language, recruited from top academic centres of Chinese studies such as Peking, Academia Sinica in Taiwan, Harvard, Berkeley, Oxford and SOAS.

The major area of Chinese studies will build on this existing strength. A platform for further interdisciplinary collaboration across faculties will generate synergy for greater impact on the understanding of China. New infrastructure in this area is taking shape. Through a committee established by the Senate, a range of programmes in Chinese studies at different levels will be introduced in September 2006. The Centre for East Asian Studies will implement these programmes and coordinate China-related elective courses offered by various academic departments. There is also a plan to establish a CUHK-Chiang Ching-Kuo Foundation Asia Pacific Centre for Chinese Studies at CUHK.

The area will be highly interdisciplinary, embracing the humanities and social sciences, and even beyond. Studies will encompass traditional China as well as modern China, and deal with areas including, history, philosophy, culture, literature, religion, society, politics and law, among others. In fact, any teacher or researcher at CUHK who works on China-related studies can take part in, contribute to, and benefit from the enhanced level of scholarship. (However it is expected that the economic aspects of modern

China will not play a significant role in this area, but will be subsumed under economics and finance.) An informal forum or platform will foster closer communication and connection among these colleagues, through collaborations, conferences, regular symposia, public lectures and seminars. Internal resources will mainly be used to enhance capacity by bringing in more eminent scholars in related disciplines, such as sociology, history and philosophy, among others; individual research projects on the other hand will be supported by external competitive grants. A steering committee will oversee the development of this major area.

Biomedical sciences

The Biomedical Sciences, including basic life sciences, preclinical sciences, clinical sciences, and also Chinese medicine and some aspects of environmental sciences as well as cognitive sciences constitute a major interdisciplinary area that offers many opportunities in the 21st century – opportunities that any comprehensive university can ill afford to miss. There is also tremendous demand to address a long list of health problems in Hong Kong; in fact, the problems are far too many for CUHK alone, and there will be many opportunities for researchers in other institutions as well.

At CUHK, many sub-areas have already achieved excellence and recognition, including, for example, the AoE on Plant and Fungal Biotechnology, the AoE on Chinese Medicine, the Epithelial Cell Biology Research Centre that has produced top publications, the molecular diagnostic group that has produced widely cited publications as well as patents and spin-offs, and the clinical sciences that have produced outputs whose citations in certain specialties are among the highest in the region. Examples of outstanding achievements, already the best in the world within their specialties, include: the development of rice strains that have 40% more of a key amino acid necessary for making proteins, as well as strains that can grow in salt water; molecular techniques that, for the first time in the world, identify and make use of DNA and RNA not in cells but in the blood plasma, allowing early, sensitive, accurate and non-invasive diagnosis of diseases (e.g., cancer) and prenatal abnormalities. Efforts will be made to secure major sources of support to bring all these research directions together under one umbrella – for more prominent external recognition and also to develop the synergy across sub-fields, noting that in this modern age, studies of plants as well as diseases both rely on genomics, proteomics etc.

Information sciences

The Information Sciences include information technology and also draw upon disciplines such as some parts of mathematics, bio-sciences (e.g. bioinformatics) and business (e.g., logistics and supply chain, decision sciences). With the remarkable advances in computers and the internet, this is another area that will advance rapidly in the 21st century and one that cannot be neglected.

Again, this area will build on formidable strength; for example, CUHK introduced the internet to Hong Kong and still operates the internet hub for the community. Our staff have already won an AoE in information technology in partnership with sister institutions; recently, the network coding methodology invented at CUHK has attracted worldwide attention and will become the technology of choice in peer-to-peer sharing of data, with a possible improvement of 20-25% in transmission efficiency independent of hardware. The team in theoretical computer science, led by a Distinguished

Professor-at-Large who is a Turing Award winner attracted from Princeton, will be among the strongest in the world.

It is again appropriate to note that this field is wide, and CUHK cannot possibly cover all the important issues.

Economics and Finance

This major area straddles the Department of Economics as well as a large part of Business Administration, and could possibly include parts of other related subjects. In selecting this major area, the first consideration is again the quality already achieved – without question in this area CUHK has the best scholarly achievements in the region. For example, the Department of Economics has been ranked the best in research in all of East Asia, and there is tremendous strength in research on the economic policies in Hong Kong and the mainland; insight and expertise so developed are keenly sought after: many professors serve as advisers in key government policy bodies.

But more importantly, economics and finance are key to Hong Kong as a financial centre, and this leads to a number of considerations that lend importance to this area.

- Any institution that is to serve the community in a significant way will need to have strength in this area; for example, the expertise of our staff will continue to be sought in policy advice both to government and the private sector.
- Our unique position at the cross-road between two economic systems offers a natural advantage in contrastive studies, and in studies that put accepted theories to test in different contexts. This opportunity will allow CUHK to gain a worldwide reputation.
- Scholarship in economics, finance and related areas also underpin the undergraduate and postgraduate programmes in Business Administration, whose high international reputation and whose quality of student intake will be further enhanced, producing graduates who will contribute to Hong Kong's development as a business and financial hub.

Geoinformation and Earth Sciences

In geoinformation and earth sciences, the vision and achievements of our staff have attracted the highest level of collaboration and facilities from national institutions, as well as significant private-sector support. A national base for satellite remote sensing has already been launched – the only one in South China. This novel field will have major impact in several directions.

With the use of remote sensing and geoinformation systems, new methods will be available to monitor environmental pollution (both airborne and water-borne), thus providing the scientific basis for policies and measures that could help limit, ameliorate and in time reduce pollution. Remote sensing in particular allows the problems to be studied and therefore eventually addressed across the region, without artificial demarcation by administrative boundaries. It is now increasingly recognized that such a regional approach is necessary to tackle Hong Kong's major pollution problems, which pose threats to health and even economic development.

These technologies also benefit urban planning as well as the monitoring and optimization of land use, issues of great importance both to Hong Kong as a densely populated metropolis, and to the Pearl River Delta where the transformation from agrarian to urban land use urgently calls for rational strategies supported by research and evidence.

Other areas that have attracted external funding

The five major areas are selected for focused injection of resources at the University's own disposal (including external resources raised by the University). However, other areas have achieved high levels of excellence by leveraging on very significant resources – in some cases more than those that the University will be able to devote to some of the five selected major areas – that the units have themselves been able to raise because of their vision and excellence. These include, for example, mathematics (especially the activities under the Institute of Mathematical Sciences), Ophthalmology and Visual Sciences, Philosophy and General Education, as well as the Art Museum. Those responsible for these achievements are to be congratulated, and similar opportunities should be exploited by other units.

Projects with community impact

Within these major areas (and indeed also in other areas), particular attention will be paid to projects with community impact. Where there are immediate community benefits, there will usually be commensurate community support, either from the sector that benefits or from the Government agency that is responsible. The University's own resources have been used most effectively for pump priming, in most cases then leading to large-scale and enthusiastic support from Government agencies and charities.

For example, the University's seed funding has led to major contributions to IT network in schools and to school improvement in general, with the bulk of resources provided by the Quality Education Fund. There is much current concern in the community about food safety, and CUHK is ready to combine its expertise together with funding from public agencies to address issues that require scholarly attention.

Balance between teaching and research

The investment into focused areas will build capacity through the appointment of distinguished scholars, who will like all academics be engaged in teaching. Therefore this initiative will improve teaching as well as research. A key objective is that CUHK students should be taught by the world's best.

The other three schemes

Disciplines that do not fall within the identified major areas will still find opportunities for extra support through the other three schemes – not to mention the existing level of support and external research grants. Proposals for support under specialized areas have already been invited, and are being processed with focus on quality; after these have been dealt with, proposals for support of groups and individuals will be invited. In the meantime, guidelines for one-off support have been publicized and applications are invited year round.

Research collaborations

In all its scholarly endeavours, the University benchmarks itself against global standards and seeks to be recognized as among the leading players on the global stage. In order to do so, CUHK must work in partnership with institutions and groups from all over the world that share the same goals and standards. The University will help research groups form alliances, and in this context, it is recognized that the leading institutions in mainland China, many of which are already key partners in various activities, will become particularly important as strategic allies, given their rapid rates of growth, their command over vast human resources, and of course the similar heritage and aspirations as well as the proximity that supports close collaborations.

1.2 Resources to be deployed

Excellence and external support

External support will be needed for these long-term investments to achieve yet higher levels of excellence. It is important to stress that the choice of the areas comes first, on the basis of achievements, opportunities, likely impact on society, as well as the intrinsic academic significance at the frontiers of knowledge. Precisely because of these factors, external funding will be forthcoming to support scholarly work in these areas. The logic should never be reversed – the University will not undertake major academic initiatives just because funding is available.

New resources

CUHK is known for its achievements and its quality, and because CUHK has a reputation for cautious and realistic planning leading to high success rates in achieving targeted deliverables. The University is therefore fortunate to enjoy the support of many benefactors in the community who give generously to help bring these areas of strength to the highest level internationally. As a result, the University will have a steady stream of income from a general endowment, income from private sources, donations in support of specific projects, and government matching grants for donations received. These will be supplemented with resources contributed by the units concerned and external grants secured for projects. Altogether, the University plans to invest a substantial sum over the next ten years to these areas of strength and to other measures for enhancing the quality of education and research. The bulk of the amount needed for the current triennium is in hand, and further efforts at fund raising will continue in the coming years to secure the remainder. (See Section 6.)

The resources to be deployed (except for contributions by the units themselves) are all drawn from *additional* sources of revenue such as donations, external research grants and contracts, and government matching grants; revenue will not be diverted from existing activities. As a result, the focusing of these resources will not impact the one-line budgets of faculties and departments, or the normal teaching and research activities in any unit.

In short, the University is fortunate in having such additional resources, which allow a

balanced development across all fronts while at the same time enhancing selected areas.

1.3 Setting targets

Apart from designated areas of strength that will be the recipient of resources, the entire University, across the board, also has the aspiration and the capability to achieve higher levels of excellence in scholarship. In order to encourage, monitor and support these efforts at improving the quality of scholarship, each department (or group of departments) will be invited to go through its own benchmarking exercise: to select peer units from appropriate leading institutions around the world, to employ objective indicators to assess its own performance in relation to these peers, to evaluate strengths and relative weaknesses as well as opportunities for further improvement, to select one or more peer units of even higher quality and repute as targets for emulation over a five-year time-frame, and most importantly to develop its own strategic plans for achieving this goal. The Visiting Committees to be set up (see Section 2.3) will also advise on the strategic plan.

The University will take on board suggestions from faculties and departments to devise a flexible scheme that ensures that the benchmarking exercise is a reflective and constructive process for each unit's own benefit. It has been stated, but is worth repeating, that the exercise will have no bearing on the one-line budget provided to any unit.

2. QUALITY OF EDUCATION

Educating our students is the core mission and the *raison d'être* of the University. Therefore the largest part of this Strategic Plan, namely Sections 2 to 4, is about measures that relate directly to education, teaching and learning. The advancement of scholarship will also create a vibrant intellectual atmosphere within which our students are nurtured.

It is therefore appropriate to start by reiterating what CUHK expects of its graduates, as defining the set of ideals towards which the entire university community strives; this is all the more important in this Strategic Plan, which will in time be shared beyond the University, among those who may not be fully aware of the educational ideals of CUHK. (This had not been necessary in the earlier consultation within the University, among stakeholders for whom these considerations can be taken as given and agreed.)

The University expects that its graduates should have acquired an appreciation of the values of a broad range of intellectual disciplines as well as general knowledge, and within that wide spectrum, have gained a depth of knowledge within a specialty, not only as an end in itself but also as a vehicle for experience in serious study and enquiry. They should have a high level of bilingual proficiency in Chinese and English, and a basket of skills including numeracy, analytic skills and IT capability appropriate to the modern age, and above all the ability to continue with life-long learning and professional development – in this day and age, that ability will be far more important than factual knowledge acquired during university studies. They should have cultivated

a habit of reading widely, learnt to be critical and independent; they should be effective in communication and working in a team. Our students are also expected to have a deep understanding of Chinese culture and with it a sense of national identity and pride; they should also have an appreciation of other cultures, and with that appreciation also a high degree of inter-cultural sensitivity, tolerance and a global perspective. They should have an attitude of compassion, honesty and integrity in relation to self, family and society, and the ability to contribute as citizens and leaders. They should have a sense of purpose, responsibility and commitment in life, a desire to serve, as well as taste in their pursuits.

The formal curriculum will emphasize the more cognitive attributes. In addition to the various ongoing programmes and activities, a number of important initiatives are described in this Section, as strategic goals to which attention needs to be placed.

At the same time, affective attributes are not taught, but are best developed in an environment that allows young people to experience, to reflect and to come to their own values and convictions – for only these will endure. Thus, the accent will be on providing an enriching student experience, and some of the major issues for attention are described in Section 3.

Whether one is concerned with the formal curriculum or with the breathing space that is so much needed for our students to develop the attitudes and habits that we desire, the three-year normative curriculum imposed on CUHK has been a most unfortunate stricture. The reversion to a four-year curriculum therefore provides a golden opportunity for CUHK to advance these educational causes. The main items for attention are described in Section 4.

2.1 Teaching and learning quality

The University has the mission and the responsibility to provide the best education, in the broadest sense of that term, for the students that it admits; this is understandably the aspect of the University that will bring the greatest benefit to students. The quality of education offered at CUHK is one of its greatest strengths ever since the University's inception, and one of the reasons why it has attracted the best students. For example, among the top 1000 JUPAS applicants in all of Hong Kong in 2004 and 2005, over 50% were admitted to CUHK.

In order to ensure that educational quality continues to improve, we must first and foremost rely on individual teachers and departments. They are united in their dedication to the welfare of students, but the approach must differ across disciplines. For the University as a whole, the attention will be on meta-processes and measures that support, encourage, and in certain respects lead unit-level initiatives. In this regard, the University has started to implement an Integrated Framework for Curriculum Development and Review, through which each undergraduate programme will be subject to a University-level review, on a rolling six-year cycle. It is significant to note that in addition to views from external subject experts, input is also sought from students and alumni in each of these reviews. The purpose is to ensure that every programme engages in self-reflection that is rooted in evidence and that results in appropriate action for continuous improvements leading to desired outcomes, while the

University provides incentives for these improvements. The first cycle of review will be completed within two triennia.

These reviews are conducted in a constructive and holistic way. In addition to matters related to the formal curriculum, a continuing dialogue will contribute to promoting a healthy and positive learning environment and attitude across the entire University.

The General Education programme is a long-standing tradition and strength of CUHK of which students and especially alumni are justifiably proud. A parallel review process has also begun for the University General Education programme, with the purpose of ensuring quality, academic rigour and cohesion. Colleges are encouraged to consider the possibility of similar drives for constantly improving quality.

2.2 Internal and external mechanism to ensure standards

The standards of programmes, examinations and graduates have over the years benefited from the advice of External or Visiting Examiners appointed in accordance with the Statutes. However, the University has matured to a point where examinations for undergraduate programmes should no longer require external scrutiny on an annual basis, especially not as a condition prior to the award of degrees – such requirements are now rare where tertiary education systems are highly developed. Therefore proposals are in hand (a) to first of all standardize and strengthen the internal quality assurance system in respect of examinations; (b) to propose statutory amendment to remove the requirement for External or Visiting Examiners (while retaining the possibility of such examiners as a Senate requirement or departmental procedure in specific cases); and (c) to institute a system of Visiting Committees of overseas experts to give periodic advice across a broader front, focusing more on strategic developments than on examination questions and scripts. (See below.)

2.3 Visiting Committees

It is proposed that Visiting Committees should be appointed, for each department or each cluster of cognate departments, to give advice on the curriculum, education and in particular research, with focus on the direction for future developments. While Visiting Committees will certainly be needed when the statutory requirement for External or Visiting Examiners has been removed, they can in the meantime be appointed as an additional measure. Moreover, in the few cases where significant sums are to be invested into areas of strength (see Section 1), these Committees will be formed ahead of time to advise on directions and strategies.

2.4 Language policy

CUHK has since its inception adopted a bilingual policy, and our graduates are expected to meet appropriate standards of proficiency in both Chinese and English – in the case of Chinese also including an increasingly high level of fluency in Putonghua. These attributes will be even more highly valued in the days ahead: graduates have to pursue careers in a globalized world, and the rise of China has given the Chinese language

economic as well as cultural importance – a development that puts CUHK and its students at a distinct advantage.

In the light of these circumstances, and also in view of the recruitment of students (including exchange students) from a broader mix of backgrounds, the University will examine, reflect, refine and re-articulate its language policy for the coming decades, in order to leverage these advantages so that CUHK will continue to produce the best graduates and continue to be a significant player on the international academic scene. The Committee on Bilingualism set up earlier in 2005 is expected to render advice for discussion and consultation.

2.5 Excellence in academic programmes

CUHK offer some of the best academic programmes in Hong Kong and the region, as evidenced by the quality of students attracted. It is expected that every programme will develop plans to maintain its leading position, and where appropriate to also aim at attracting students from the region if not around the world. This is best achieved by each faculty and each department doing what it knows best; some of the University-wide measures described in this Section will help individual units to achieve this goal.

For the University as a whole, special attention may have to be devoted to new programmes launched in response to societal needs, and to programmes that already enjoy worldwide reputation.

School of Law

With its first LLB, JD and LLM student intakes scheduled for 2006-07, the School of Law will provide a general and professional education in Law at both undergraduate and postgraduate levels. Through teaching and research, it will contribute to the development of law, the legal profession and the legal system in Hong Kong and elsewhere, in a way that will add to the variety and scope of legal studies in the region. The School will have a broad mix of students and an international character, developing close relations with other centres of legal learning in the region, in particular those on mainland China, and will aim at achieving an international standing in all that it does.

Over the next few years, the School of Law will build up its staff and work to launch a number of other programmes at both undergraduate and postgraduate levels. The first LLB cohort will graduate in 2010.

Business Administration

CUHK was the first university in Hong Kong to launch an undergraduate degree in business, the first to launch an MBA and an EMBA, and the first to launch degrees regionally. Student intake quality is high, and graduates are keenly sought after by employers. The programmes enjoy high reputation locally, regionally and internationally. Given the nature of Hong Kong as a business and financial centre, business administration programmes will always be an important component of higher education. Therefore it will be necessary, through focused effort, creative new

programmes and novel teaching strategies to maintain the lead of our business programmes in Hong Kong, and to extend their reputation globally.

2.6 New degree structures

Knowledge no longer respects disciplinary boundaries, and many major advances as well as career opportunities straddle academic disciplines. The flexible credit unit system has provided flexibility for students to design their own education within broad limits. To give more coherence to the study of a subject outside the major, the University has developed frameworks for double majors and double degrees, to add to the choices available to students.

Double major

A student who satisfies the requirement for two majors within the normal study period will be awarded a degree with a double major. As is the case in most universities worldwide, it is expected that double majors can only be achieved by a very small minority of outstanding students who moreover are willing to take on extra loads, including courses in summer. With the present three-year normative curriculum, the difficulties will be even greater, so no more than a handful of students will benefit from this scheme before the reversion to a four-year curriculum. The University will need to study whether there is demand for double majors pursued for an extra year at full marginal cost.

Double degrees

Two articulated and related degrees are pursued in succession, the first within the normal period and the second beyond it, with the latter being outside UGC-funding and charged at full marginal cost. The second degree could be at either undergraduate or postgraduate level. Pairs of departments/programmes will need to map out these double degree structures, which are expected to be limited in number.

Inter-disciplinary majors

It has also been suggested that the University should explore the possibility of inter-disciplinary majors, with subjects selected from different academic disciplines, and designed for the needs of individual students with special interests that cannot be satisfied by the usual menu. However, academic coherence and standards would need to be guaranteed by careful design and close supervision within a well-defined structure, so such an option, if implemented, should only be available to a relatively small number of truly outstanding and well-motivated students.

2.7 Deep collaboration in programme offerings

CUHK works closely with partner institutions in programme offerings. Under an umbrella agreement signed with HKU and HKUST, a Joint Centre for Advanced Study (JCAS) was set up in 2004-05, through which the three universities offer a range of courses for research postgraduate students. As of 2005-06, the following units are

involved: Chemistry, Mathematics, Physics, Government and Public Administration, and the Faculty of Medicine. In addition, several initiatives are being explored with HKIEd subject to the allocation of quota and resources by the UGC: a joint undergraduate programme will be launched in the subject of English studies and education; possible collaboration in Sports Science is being planned, and joint supervision of research postgraduate students has also been proposed.

There are also a number of joint programmes with overseas and mainland institutions: a BBA programme in Global Business Studies with the University of North Carolina at Chapel Hill, USA and Copenhagen Business School, Denmark; a joint PhD programme with Peking University; a Cooperative MBA programme with HEC, France; several joint MBAs with Tsinghua University, Jiaotong University at Xian, and National Sun Yat-sen University and Chang Gung University in Taiwan; a joint Master of Professional Accountancy with Shanghai National Accounting Institute under the Ministry of Finance; an Executive MSc in Logistics and Supply Chain Management with Tsinghua University at Shenzhen; and formal joint supervision of doctoral students with the National Institutes of Health, USA. The joint initiatives with mainland institutions will especially be fostered, because of the rapid growth of our partners and because of our aspiration as a national institution.

In the coming years, more deep collaboration efforts will be pursued, with both local and overseas institutions, to provide the best opportunities to our students, to add strength to strength, and to extend the contribution and influence of CUHK in Hong Kong, the rest of China and the world.

2.8 Summer school for regular and exchange students

In recent years, a number of courses have been offered in the summer, both to increase flexibility for our students and also to accommodate incoming exchange students without placing demands on hostel space during term time. In the summer of 2005, a special summer school in Business Administration was offered, with international faculty and a good mix of local and exchange students. The experimental programme, which offered courses mainly on business subjects, languages and Chinese studies, was very well received. A wider range of courses from other faculties will be added in summer 2006. Some of these courses will continue to focus on China and also East Asia. Others may include General Education, major or elective courses on languages, the humanities, social science, law, or science and engineering disciplines.

2.9 Taught postgraduate programmes

The University now offers a large number of taught postgraduate programmes, especially in a self-financed mode, catering to a deep societal need for postgraduate training of high quality. It is expected that there will be further developments in those areas where societal demand is especially strong; this will be reflected in the willingness of students to pay a realistic level of fees adequate for supporting a quality programme.

All these programmes are subject to rigorous quality assurance by the Senate, in a way that does not differentiate self-financed programmes from publicly funded programmes. Even though quality is not in doubt, cost effectiveness and alignment with the University's mission need to be rigorously reviewed so that the limited resources at the University's disposal are devoted to those endeavours where CUHK can make the most contributions.

The review, together with ongoing monitoring of cost effectiveness, will provide the basis for decisions to expand, upgrade, consolidate, or streamline programmes.

Programmes offered outside Hong Kong will need to be subject to the same reviews, and planning should start in anticipation of likely policy changes which will allow universities in Hong Kong to offer programmes on the mainland without a mainland partner.

The University should also take note of a recent change in immigration policy, allowing non-residents to come to Hong Kong for full-time or even part-time studies. Since CUHK is only 30 minutes from the Shenzhen border by train – a shorter distance than some Hong Kong students have to travel – the possibility of recruiting commuting non-local students could be explored.

The University should also plan to launch a wider range of high-level executive and professional training courses not necessarily tied to degree awards. Within this range, there are opportunities for making significant contributions to training business leaders and public leaders on the mainland.

2.10 Research postgraduate education

Research postgraduate (RPg) programmes are critical to our success as a first-class comprehensive research university, and the knowledge economy also requires well-trained postgraduates. The many new academic initiatives and research directions have generated pressure to expand postgraduate student numbers beyond the normal allocation from the UGC. While the University should continue to bid for the UGC's RPg quota, it is also important to explore new channels of funding and new funding models to add RPg numbers beyond the UGC quota. Competitive research grants, private donations, joint programmes with other organizations will be explored. A systematic review will lead to a strategic plan on this issue.

The quality of our students is critical, and faculties and departments have always been diligent in student recruitment. Given the keen global competition for talent, it will be important to raise the level of our institutional visibility in recruitment, both locally and outside of Hong Kong, through more coordination and long-term planning. Efforts should especially be devoted to increasing the foreign component of the RPg population.

RPg recruitment, especially from outside Hong Kong, is now hampered by the scarcity of hostel place. The existing provision will need to be reshuffled upon the completion of the next phase of student hostels.

3. STUDENT EXPERIENCE

3.1 Broadening of student mix

As the global environment becomes more competitive, Hong Kong must reach out to the world and be a global player if it is to thrive; so too must CUHK. As with all leading universities around the world, CUHK positions itself to serve not just the city where it is located, but the entire nation and the region beyond. Therefore the University will redouble its efforts to recruit students from a much broader range of geographical origins and cultures – because CUHK as a regional centre of excellence should be available to the best among a very wide region as a choice for higher education, and also because the broader mix will benefit students from Hong Kong as well. Interaction among young people recruited from different countries and cultural backgrounds will help to cultivate a broader perspective and better understanding of the realities of the world, and heighten sensitivity to cultural differences. These qualities, so valued and sought after in the globalized world, will enable CUHK's graduates to compete more effectively in the local and international employment markets. Government has, through its adoption of the Sutherland Report, endorsed this goal and brought in policy to support it.

Two significant developments have already occurred in 2005. First, CUHK took the lead in joining the National Colleges and Universities Enrolment System, opening up a potential pool of 4 million applicants from 17 provinces and municipalities. Even in the first year, the results are encouraging – all the students recruited, even those without scholarships, have scores above the threshold set for entry to first-tier universities, and many are within the top 1-2% of the provincial candidature. More importantly, CUHK, uniquely among institutions in Hong Kong, is truly open to students even from distant and relatively underdeveloped provinces, testifying both to diversity and to the University's desire to serve the entire nation and not just well-off coastal cities. Second, despite a very tight schedule, a significant number of students have been recruited from beyond China; for the first time, the freshman class includes students from every continent.

The plan for the next few years is to further improve the intake within the national system, to expand the number and range of origins of foreign students, when more hostels become available and Government policy permits to increase the numbers in both categories, and to continue to seek community support for scholarships to enable outstanding students from disadvantaged families to attend CUHK.

As the student population becomes more varied, the University will need to consider ways and means to enhance supportive services and promote greater integration and interaction among students from different backgrounds, in order to achieve the goal of a genuinely harmonious and multicultural campus.

The wider student mix also implies a much more varied pattern of housing needs. It is also appropriate to note that UGC policy does not cater for on-campus housing for students in taught postgraduate programmes (including non-local students). Therefore it will be appropriate for the University to consider the establishment of a housing unit to help students find off-campus accommodation.

3.2 Student exchange

To further add to the richness of the student experience academically and culturally, the University will strive to develop more opportunities for exchanges – formal exchanges of one term or one year, or shorter exchanges especially during the summer break.

The University plans to further expand the number of students going on exchange, the range of overseas exchange partners, as well as scholarships to help defray some of the cost of going on exchange.

A significant expansion of regular term-time student exchanges is already in hand. In 2005-06, about 450 CUHK students will be participating in regular term-time student exchange programmes, a 280% increase over 2000-01. This number already constitutes 16% of each cohort, compared with the target of 16-18% originally planned for 2005-08. Other shorter-term international opportunities have been developed. In 2005-06 there will be 1,800 opportunities for shorter international study and internship. These will continue to grow in number and diversity. The two programmes together will provide international experience for 60-70% of each cohort within the 2005-08 triennium. The medium-term goal is to provide at least one exchange opportunity (including short-term exposure) for every student who desires it.

CUHK will continue to welcome incoming exchange students because they enrich the academic, cultural and social development of local students. More than 600 incoming exchange students will come to CUHK in 2005-06. This number can further increase when more hostels become available.

3.3 Leadership development programmes

The University pays special attention to outstanding performers, and has in place a specially designed leadership development programme for a select group of students. Resources will be sought to upgrade and if appropriate slightly expand this programme.

Internships also add to the education of our students. Efforts will be made, both at the University level and more importantly through individual programmes (especially professional programmes) to increase these opportunities – both in Hong Kong and abroad.

3.4 New hostels

As student numbers increase and in particular as more students are recruited from outside Hong Kong, there is the need for more undergraduate student hostels. The establishment of the I-House in September 2005 for 300 local, non-local and exchange students (rising to 470 in 2006-07) is an interim measure to provide additional hostel places and to promote multi-cultural life on campus.

The UGC has already supported in principle the construction of five more hostels each with 300 beds to meet the current shortfall, quite apart from any additional demands arising out of the reversion to a four-year normative curriculum. Once final funding approval is given, the hostels will be completed in about four to five years' time.

3.5 New college(s)

The new hostels that will be available over the next two triennia should be seized as an opportunity to establish new college(s), so that a more intimate environment for interaction and personal care can continue to coexist with the relatively large student body appropriate to a comprehensive research university.

In considering the possibility of more college(s), the University is keenly aware of the vital value of the college system and of the four existing colleges, which are genuine educational institutions offering General Education, non-formal education and pastoral care, rather than mere clusters of hostels – in contrast to student hostels or houses in sister universities. These educational functions add to the character and spirit of CUHK, help to attract the best students, and contribute to intense loyalty among alumni. The four existing colleges have different characters, and the diversity is a strength of the University as a whole.

The proposed establishment of any new college must therefore start with the educational mission that the college espouses. But so long as the mission contributes to the education and welfare of the students of the college and is consistent with the overall educational objectives of CUHK, there is no need to insist on any particular flavour – many roads lead to Rome. In other words, the University should be imaginative in exploring a range of options, including those that may depart from the existing model for colleges – either in size, mission, student mix or other features – thus adding to diversity and choice for students. A view has been expressed that any new college should be kept administratively lean, and existing resources should not be duplicated (or quintuplicated).

Government funding does not cater explicitly for colleges, which are unique to CUHK. The University will therefore need to spell out its educational objectives and vision with respect to any new college(s), and seek benefactors who share in these ideals, in order to bring the vision to fruition. It is recommended that the University should immediately establish a task force, involving at least one administrator, teacher, alumnus and student, to chart out the vision and options for new college(s). Resources permitting, it will be useful for this task force to visit and learn from the experience of successful colleges in leading universities, e.g., Oxbridge and some of the Ivy League universities of the USA.

While the physical location of any new college on campus is of secondary importance compared to its educational mission, the University has been urged to select sites that are not too remote from the main parts of the campus.

Discussions about the possibility of a new college will naturally prompt the existing colleges to reflect on their roles, and how they can achieve their goals of providing non-

formal whole-person education in even more imaginative ways, bringing about closer interactions among teachers and students and building close-knit academic communities.

The vision for a new college and the University-wide effort to achieve this goal also constitute a powerful reaffirmation of the University's belief in the value of the college system, on which there will certainly be further lively and positive discussion.

3.6 Scholarship fund

Student activities, their academic excellence, as well as student recruitment are supported by a range of scholarships managed by the University, faculties and colleges. The University will need to attract even more scholarship funds in order to benefit students and their personal development.

4. FOUR-YEAR CURRICULUM

4.1 The ideal of a four-year curriculum

CUHK operated a normative four-year undergraduate (Ug) curriculum up to 1993-94, and since then has consistently advocated reversion to a four-year Ug degree for intrinsic educational reasons and to align with best international practice. CUHK therefore embraces with enthusiasm and anticipation the extension of the Ug programme from three to four years from 2012-13 as proposed by the Government.

The University sees this as an opportunity for the higher education sector in Hong Kong to follow CUHK's lead and tradition to promote all-round education and whole-person development, through formal and non-formal education, to produce graduates who can better contribute to the social and economic well-being of Hong Kong, the rest of China, the region and the world.

The four-year curriculum re-affirms CUHK's educational philosophy to produce graduates who have a depth of knowledge within a specialty, an appreciation of the values of a broad range of intellectual disciplines as well as general knowledge, bilingual proficiency in Chinese and English, a deep understanding of Chinese culture and an appreciation of other cultures, a basket of skills including IT and information literacy, the ability to continue with life-long learning and professional development, the habit of reading widely, and an attitude of compassion, honesty and integrity in relation to self, family and society, and the ability to contribute as citizens and leaders.

More opportunities will also be available to increase non-formal education and international exposure. Our unique college system will have an important role to play in the promotion of non-formal education and whole-person development, and places CUHK at a distinct advantage.

Indeed, it would not be an exaggeration to say that character of the University, so treasured by students and alumni, has been placed under stress within a three-year

curriculum, and the most important consequence of the reversion to four years will be the chance of a very strong revival of the University's traditions and values.

4.2 Curriculum planning

The next two triennia are the crucial period for putting the curriculum in place. We shall design a curriculum that is fully integrated across the four years and that enhances the student learning experience. The planning will also be forward-looking, catering to the needs of students and society in the years ahead. Emphasis will be placed on novel pedagogy, with focus on student-centred learning and learning outcomes; the coordination of the major subject with other parts of the curriculum; the opportunities for more cross-departmental courses in the first year; the enhancement of General Education and language training; wider opportunities for minor, double majors and double degrees, and for student exchanges and various learning opportunities during the extra summer.

The University notes that there is a parallel exercise of curriculum planning for the secondary school sector as it prepares for a 3+3 structure. The University will be supportive of the school sector – as CUHK has always been – in preparing for this major transition. For instance, the experience of CUHK in General Education will be useful to schools in planning for the launch of Liberal Studies.

On the interface between schools and university, the possibility of bridging courses in the summer preceding entry to university will also be explored.

4.3 Enhanced facilities

As part of the planning for the transition to a four-year curriculum and the consequential increase in numbers, the need for additional facilities, including ancillary facilities such as amenities and canteens, is already being considered, and negotiation is ongoing with the UGC and the Government to make adequate provisions. The University is pleased that the UGC has acknowledged in principle that its norm for the provision of space, calculated on the basis of factors such as student and staff numbers, will continue to apply even with an extra cohort; therefore the University can with good reason look forward to an increase in space (and facilities) that should be adequate to cater to the extra student numbers.

5. CAMPUS DEVELOPMENT

5.1 Master planning

The University campus of about 134 hectares varies in elevation from 4.4 m to 140 m above sea level, and commands a panoramic view of the Tolo Harbour. In the last four decades, some 140 buildings, large or small, have been built on this once-barren hillside.

The unique beauty of the campus is a treasured asset that must be protected and enhanced.

There have been several studies on the Campus Master Plan at various stages since the initial Master Development Plan in the 1960s. The latest study in 2003 for the 40th Anniversary of the University classified the University Campus into three Zones, namely the Rustic Fields with designated development-free landscape preservation areas, the Monastic Clusters with serene courtyard spaces in the colleges to foster intellectual exchanges, and the Urban Corridors which create context for a 'university town'. Different design concepts and guidelines have also been recommended for these Zones to preserve and enhance a harmonious and unique campus, connected by Emerald Trails¹. Further development on the planning study is being carried out with the campus master drainage and sewerage system review. In anticipation of a larger population, road systems and transportation arrangements will also require review and forward planning.

5.2 Renovations and improvements

The University is mindful of the ongoing needs to renovate and upgrade existing buildings, and to stabilize slopes through regular maintenance; special funds from UGC have been secured and earmarked to meet these needs without drawing on normal operating budgets. Several major projects have significantly improved the overall environment for staff and students: the Pavilion of Harmony at New Asia College, the Pedestrian Piazza at the KCRC University Station, and widening of Chung Chi Road. The University will continue to seek UGC support to sustain the programme of renovations and improvements for the entire campus, and through advance planning to minimize the inconvenience caused during the renovation process.

5.3 Campus environment

The beauty of the CUHK campus is the envy of many, and an asset in which the University community takes pride. While there will inevitably be pressures due to increased density (as with Hong Kong as a whole), a long-term view needs to be taken to preserve and indeed enhance the quality of the campus environment. In particular, more attention is needed to enhance greenery through the preservation and planting of trees and the conscious protection of grass and lawns. The campus should also become more pedestrian-friendly. Buildings should harmonize with one another and with the terrain.

There are necessarily disruptions caused by improvement works, including the many slope improvements mandated by professional advice and Government orders. Within the constraints imposed by external factors beyond the University's control, it would be desirable to aim for greater coordination in order to minimize impact and inconvenience.

¹ See http://www.cuhk.edu.hk/puo/bulletin/issue/200401/e_home.htm and http://www.cuhk.edu.hk/puo/bulletin/issue/200401/c_home.htm

5.4 Space audit

Over the years a substantial amount of space has been built and allocated, but as departmental staff and student numbers change, and as research programmes grow and in some cases complete, there could in time develop a mismatch between allocation and actual need or justification. Moreover, the UGC is developing a new set of space norms, which will guide the future entitlement of the University in bidding for more buildings. Because of these developments, the University will start a detailed audit of space allocation and use, in order to identify opportunities for more efficient use of space on campus.

5.5 New buildings and facilities

The increasing student numbers, especially the significant rise in 2012 upon reversion to a four-year curriculum, will place heavy demands on additional buildings and facilities. The rapidly increasing level of research activities also requires more space, and more modern facilities. A series of development plans are already in hand.

Three major buildings funded by the Government are under construction and are expected to be completed within the next two years. These include the Centralized Science Laboratory Building, the Clinical Extension Building at the Prince of Wales Hospital and a Teaching Building at Western Campus. In addition, a Teaching Hotel is being built on private funds; and a Centre for Chinese Art and Archaeology, as an annex to the Art Museum, and the Phase II of the Satellite Remote-Sensing Station will be constructed on private donation.

Five more projects are at various stages of UGC or Government approval. These include the Teaching Facilities at Site F, two Integrated Teaching Buildings, an Information & Resources Centre, and five Student Hostels of 300 beds each.

Several other capital works proposals are related to the implementation of the four-year curriculum, including new teaching and research complexes, library extensions and new student amenities. These are now under active planning, targeting completion in the third quarter of 2012. It is also hoped that more student hostels to cater for the four-year curriculum could be considered, provided Government is willing to support more than one year of residence for local undergraduate students.

Some of these projects still await Government approval and funding, and in some cases require a more accommodating policy. Private funding may also be required. But overall, the University is confident that the physical development will be carried out in time to meet the expansion in student numbers.

Although all building projects are subject to Government policy that specifies not only the total floor area to be made available but also the area under each category (teaching, research, student amenities etc.), the University is aware that students learn not just in lecture theatres, and will, within the limits of Government parameters, seek to provide more space for informal interaction and activities.

The shortage of guesthouses for academic visitors has been noted. Once the next group of student hostels is available, some re-adjustments among undergraduate hostels, postgraduate hostels and guesthouses will have to be considered. The Teaching Hotel, when completed, will also ease the shortage, at least for accommodating more senior visitors.

5.6 Campus expansion

Despite the expansion in student numbers and research activities, the University will ensure that the campus remains tranquil. In order to maintain a relatively low density on campus, the University has applied to the Government for an adjoining tract of land to the north, known as Area 39 and zoned for Government, Institutional, and Community (GIC) use. It has a site area of approximately 8.6 hectares and is already provisionally set aside for education use. Once this tract is assigned to the University, it will be used for an advanced research and development complex as well as academic and other buildings.

6. DEVELOPMENT OF RESOURCES

The various bold initiatives for the coming years need to be supported by a significant level of resources. The University has been able to attract substantial donations to augment Government funding, and most of the resources required for the current triennium are already in place. But the University will need to sustain this level of external donations on an annual basis in order to meet these ambitious goals.

Therefore in the years ahead, efforts at fund raising will continue to be a matter of priority. Further to the adoption of this Strategic Plan which sets out the main targets of development, the University is now in a position to list and prioritize its funding needs. The vision and strategy charted in this document should then provide the impetus for donations.

The wider University community, especially the alumni, will continue to be an important source of support, financially and otherwise. The strong sense of belonging among students and alumni must continue to be treasured and cultivated, and a range of activities will be organized to support it and to leverage upon it.

Moreover, a suitable proportion of the donations will not be immediately expended, but will go towards a general Endowment Fund for sustained development. Given the larger sums involved and the longer time horizon associated with an endowment, the University should be able to adopt a more pro-active investment strategy and seek a higher rate of return. The University will also need to establish a pay-out policy, so that even as returns fluctuate from year to year, the income available to support academic activities can follow a smooth pattern based on a long-term average.

7. ADMINISTRATIVE MEASURES

A number of administrative measures will also need attention in order to support the aims of the University in bringing its teaching and research to higher levels of excellence.

7.1 Governance

This Strategic Plan more than anything else serves to highlight the importance of the entire University working together as one team towards shared goals. Therefore the governance structure may need further reviews, as was suggested by several commentators during the consultation.

In addition to changes pursuant to the recommendations of the UGC report *Higher Education in Hong Kong – Report of the University Grants Committee* (March, 2002), there appears to be the need to further examine certain governance issues at Council, Senate and faculty levels. In order to move forward, the University will have to take heed of local circumstances (including this University's tradition) as well as good international practice.

Governance is in the end the responsibility of the Council. It is therefore recommended that the Council should take the further review of governance as a matter of priority over the next year, and also consider inviting a blue-ribbon panel to render advice that would be informed but disinterested.

7.2 Service to the community

CUHK has always had a deep commitment to serving the community: not just Hong Kong, but the region, the nation and indeed the entire world. The most valuable contribution comes through the core functions of teaching and research – educating the next generation of leaders, creating the knowledge for the development of society and the nation, and deploying expertise not otherwise available in society.

In addition, there are clear policies that encourage individual staff to make contributions in their different ways to community causes. It is envisaged that CUHK and its staff will be recognized as a major source of high-level expertise that contributes to the needs of society, through consultancies, advice rendered to government and public bodies, and professional service. The following should in particular be emphasized.

In the case of staff, reasonable time is made available for pro bono service, and the sort that draws upon the staff's subject expertise is especially encouraged; accomplishments are recognized in personnel processes.

Students are likewise encouraged to participate in community service – this is already one factor considered in student admission. Student societies bring student interest and capabilities together.

Various university units are committed to key elements of the local community with which they have a special relationship. For example, one of the core missions of the

Faculty of Medicine is to contribute to the health care system in general and the Prince of Wales Hospital in particular; its dedication in the SARS epidemic manifested CUHK's service commitment at its best. The Faculty of Education has actively engaged in public service, and works with schools and government bodies to improve the quality of school education in Hong Kong. Such commitments will be reflected in more concrete terms in the unit-level strategic plans that are to be produced in due course.

In administrative terms, it is necessary that the recognition for service is made more explicit in personnel processes.

7.3 Staff retention

Selection and retention of the best staff is a key factor in improving standards. The financial stringency and uncertainty of the last few years have necessitated a larger proportion of staff being employed on short-term contracts. Several measures for staff retention are either in hand or under consideration, and their implementation as well as evaluation will be important tasks in the years ahead.

First, a decision has already been made that academic staff (other than those in research grades) cannot normally be hired on contract terms for more than six years; a six-year period of observation before permanent employment is in line with the international norm for academics.

Second, for academic appointments made after July 2003, a system of discretionary salary adjustments has been instituted to replace automatic increments, so that rewards are more directly and overtly tied to performance, thus helping to retain the best teachers.

Third, once the review of the pay adjustment mechanism and the pay level survey for the Civil Service are completed, the University will quickly review the pay level for its administrative and general grades with reference to this key local employment benchmark, and would then be in a position to offer long-term employment under the new system.

All these measures will contribute towards the harmonious, caring and collegial working atmosphere for which CUHK is known and envied.

7.4 Supportive services

The range of initiatives that are to be launched will need commensurate support in terms of say IT infrastructure, library resources, technical back-up, equipment and facilities. It is important that administrative and support staff are also given a sense of ownership of the enterprise in scholarship and education, so that they realize how their efforts, often beyond the call of duty, all contribute to a worthy cause. This needs better communication, of which the sharing of this Strategic Plan should be a start.

III. CONSULTATION AND DECISION

Consultation process

Before AAPC, the Senate and the Council consider the substance of the present document, it is important to stress that the Strategic Plan has already benefited from and incorporated the views of many stakeholders, through an extended series of consultations over the past months.

The Strategic Plan, as a draft Outline, was put to the University for consultation on various occasions:

- AAPC on 19 July 2005
- Meeting with department chairmen on 29 September 2005
- AAPC on 4 October 2005
- Senate on 6 October 2005
- Open Letter from the Vice-Chancellor to the entire campus community, soliciting views, on 13 October 2005
- Draft Outline Strategic Plan posted on intranet on 13 October 2005
- The Council for information on 18 October 2005
- A series of 16 consultations in October-November 2005 (see Attachment B for details)

A list of submissions from individuals and groups is also in Attachment B.

The present document has been drawn up by incorporating views heard in these consultation sessions into the Outline, and also fleshing out those parts that in the light of the consultation would appear to require elaboration. This document was then presented to and discussed at

- AAPC on 29 November 2005
- Executive Committee of the Council on 29 November 2005

and has been further revised in the light of comments heard. It was then submitted to the Senate and the Council for consideration.

Views expressed

A large number of very valuable suggestions have been received in the process of consultation, and these can be classified as follows.

- Many suggestions are either already contained in the original Outline or has since been incorporated into the present document. Those who made these suggestions will find their contributions reflected in some way.
- Many other useful suggestions at a more operational level will be forwarded to relevant units for attention.

- Many submissions are unit-level plans to work within the framework developed in the Strategic Plan Outline.
- A small number of suggestions are rooted in misunderstanding of the current situation or face constraints imposed by external circumstances.
- Finally, there are suggestions to enhance particular areas of activity. All these areas deserve more support – but with limited resources the University has to make difficult choices. For this reason, it has not been possible to take all of these suggestions on board as part of the University’s Strategic Plan; but this does not preclude the relevant unit from seeking resources on its own in order to achieve the highest standards.

Decisions

The Senate considered the Strategic Plan on 14 December 2005 and recommended it to the University Council. The University Council, following two briefing sessions on 3 January and 5 January 2006, adopted the Strategic Plan at its meeting on 10 January 2006, subject to minor amendments (including textual amendments). These amendments having been made and approved by authority delegated to the Vice-Chancellor after consultation with the Chairman of the Council, the present final Strategic Plan is here disseminated to the University community, as an indication of the shared vision on the broad directions of development in the coming years.

Follow-up action

It is appropriate to stress once more that the Strategic Plan is the first step of setting the agenda. With the consensus developed about the broad directions, further details will have to be worked out. Some of these will require further deliberation at the Senate and the Council (or their relevant subcommittees). At the same time, there has to be a division of labour, and many initiatives will be taken on board by colleges, faculties, and departments, with the overall University strategy described in this document serving as an overall guide.

1 February 2006

THE CHINESE UNIVERSITY OF HONG KONG

Ten-Year Vision Statement

1. The Chinese University of Hong Kong has adopted the following Mission and Vision statements.

Our Mission

To assist in the preservation, creation, application and dissemination of knowledge by teaching, research and public service in a comprehensive range of disciplines, thereby serving the needs and enhancing the well-being of the citizens of Hong Kong, China as a whole, and the wider world community.

Our Vision

To be acknowledged locally, nationally and internationally as a first-class comprehensive research university whose bilingual and multicultural dimensions of student education, scholarly output and contribution to the community consistently meet standards of excellence.

2. The above statements express the University's fundamental and enduring aspirations; as such, they are rightly general and to some extent abstract. But as the University looks forward to its fifth decade, as a search is being launched for a new Vice-Chancellor, and especially as the higher-education scene evolves rapidly, there is the need to articulate a vision in more concrete terms for an intermediate time-frame, say the next ten years. Such a ten-year vision should express the overall Mission and Vision statements in terms sufficiently specific to define goals for planning and action; it should aim high, in keeping with the University's aspirations, and yet should be sufficiently realistic that the goals are achievable with the level of resources that the University can likely command.

Ten-Year Vision (adopted in 2003)

3. As a publicly funded comprehensive research university in Hong Kong, CUHK has the following vision for its development over the next decade:-

In teaching, the University shall in all the programmes it offers attract the best students in Hong Kong and a significant percentage from outside Hong Kong, provide them with the best education in the specialist subjects and in General Education, and launch them into careers that lead to leadership positions. The education offered shall embody the bilingual and multicultural dimension of society and the heritage of the University, and shall also prepare students for careers in a global context.

The programmes offered shall strike a balance between enduring academic, social and cultural values, and the needs of society for a highly qualified workforce. All programmes offered shall be among the best in Hong Kong, a number shall be among the best in the region, and a few shall achieve global recognition. A selected number of high-quality and high-impact programmes shall be offered outside of Hong Kong, leading to CUHK degrees.

Postgraduate programmes and enrolment shall become a very prominent part of the University's educational profile; within the research postgraduate sector, doctoral programmes and enrolment shall occupy a larger percentage.

The normative length of the undergraduate course shall, subject to resources being available, revert back to four years, with intake from Secondary Six.

Non-formal education and services for students will continue to contribute to the overall quality and regional/global competitiveness of students, through programmes such as language and IT enhancement, exchanges, internships, personal growth and leadership training, counselling and career development.

Lifelong education of quality at postgraduate, degree and sub-degree levels shall be offered to a large number of students in Hong Kong and possibly the Asia Pacific region, and the University shall be recognized as a leader in those programmes that it offers.

The student body shall contain a broader mix from outside Hong Kong: in the undergraduate programmes significantly more from other parts of China and small numbers from other parts of Asia, in the postgraduate programmes a substantial percentage from the rest of China and the region; there shall also be a substantially increased presence of exchange students from around the world.

In research, all academic staff shall be engaged in scholarly inquiry and be productive in the creation and application of knowledge, at a level that has impact in the international academic arena. A substantial number of groups and individuals shall be among the global leaders in their specialties. In a small number of specialties CUHK shall be recognized as among centres of excellence in the world. Downstream research shall be pursued in some disciplines, and in collaboration with other organizations. The transfer of research results shall result in value for the community and contribute to the transformation of Hong Kong and the region to a knowledge-intensive and innovation-led society.

In public service, the University and its staff shall be recognized as a major source of high-level expertise that contributes to the needs of society, through consultancies, advice rendered to government and public bodies, and professional service.

Chinese culture shall be valued as part of the heritage of the University; teaching and scholarship shall contribute to its study, preservation and modernization.

Collaboration and alliances with other institutions of higher learning in Hong Kong will be developed, and critical mass shall be achieved so that CUHK and its partners can command the resources to achieve a high level of excellence in teaching and research.

The governance and management of the University shall be effective, efficient, accountable and able to respond rapidly to changing circumstances, in order that the University can marshal its resources to achieve its vision.

As an institution of higher learning, the University shall, through its accomplishments in teaching, research and service, be recognized as the leading comprehensive research university in Hong Kong and as a leading university in China and the region.

25th February, 2003

**Consultation Forums/Meetings
for the Draft Outline of the CUHK Strategic Plan**

| Open Forum | Date | Time | Venue |
|---|-------------|-------------|--|
| Students | 17 Oct 2005 | 4:30 p.m. | L3, Science Centre |
| Staff | 19 Oct 2005 | 12:30 p.m. | TY Wong Hall, 5/F, Ho Sin Hang Engineering Building |
| Alumni | 5 Nov 2005 | 3:00 p.m. | L3, Esther Lee Building |
| Administrative Unit Heads (By Invitation) | 29 Oct 2005 | 10:00 a.m. | Conference Room, G/F, University Administration Building |
| Faculty Board / ExCo | Date | Time | Venue |
| Arts | 28 Oct 2005 | 2:30 p.m. | Room 126, Institute of Chinese Studies |
| Business Administration | 20 Oct 2005 | 9:30 a.m. | Room 129, KK Leung Building |
| Education | 25 Oct 2005 | 10:30 a.m. | Room 201, Ho Tim Building |
| Engineering | 12 Oct 2005 | 8:45 a.m. | Room 609, Ho Sin Hang Engineering Building |
| Medicine | 19 Oct 2005 | 4:30 p.m. | Conference Room, Basic Medical Sciences Building |
| Science | 26 Oct 2005 | 3:15 p.m. | Room 128, Science Centre |
| Social Science | 12 Oct 2005 | 3:15 p.m. | Room 422, Sino Building |
| Law (School) | 20 Oct 2005 | 11:30 a.m. | Conference Room, 4/F, Mong Man Wai Building |
| Assembly of Fellows | Date | Time | Venue |
| Chung Chi College | 22 Oct 2005 | 11:00 a.m. | Kilborn Room, 3/F, Chung Chi Administration Building |
| New Asia College (Standing Committee) | 27 Oct 2005 | 10:00 a.m. | Conference Room, 1/F, Cheng Ming Building, NA |
| United College (Cabinet) | 3 Nov 2005 | 12:00 noon | Staff Common Room, Cheung Chuk Shan Amenities Building, UC |
| Shaw College | 21 Oct 2005 | 10:30 a.m. | LG202, Wen Lan Tang, SC |

List of Written Submissions
(by chronological order of receipt)

| <u>Serial No</u> | <u>Name</u> |
|------------------|---|
| SPO-W01 | Dr. Limin Yang, Associate Director, Yuen Yuen Research Centre for Satellite Remote Sensing, Joint Laboratory for GeoInformation Science |
| SPO-W02 | Dr. Albert Y.W. Chan, alumnus (MD 1995) |
| SPO-W03 | Dr. Ming-Long Lam, alumnus (Maths 1985, MPhil (Stat) 1987) |
| SPO-W04 | Dr. Hung-yok Ip, alumnus |
| SPO-W05 | Mr. Danny Yiu, alumnus (BBA 1987) |
| SPO-W06 | Mr. Louis Kok-Wah Lau, alumnus (CCC, Econ 1976, MPhil 1978) |
| SPO-W07 | Mr. Philip T. Yeung, alumnus |
| SPO-W08 | Mr. 何兆恒, alumnus (CCC Physics 1989) |
| SPO-W09 | Dr. Gordon Fong, alumnus |
| SPO-W10 | Dr. Tang-Fong Frank Wong, alumnus (CCC Physics 1965) |
| SPO-W11 | New Asia Yale-In-China Association Chinese Language Center |
| SPO-W12 | University Library System |
| SPO-W13 | Executive Committee of Faculty of Science |
| SPO-W14 | Mr. Wong Hei Sunny (CCC Med Final Year) |
| SPO-W15 | The Chinese University of Hong Kong Employees General Union |
| SPO-W16 | Mr. Mark L. Sheldon, Director, Hong Kong Office, Yale-China Association, New Asia College |
| SPO-W17 | Staff Association of The Chinese University of Hong Kong |
| SPO-W18 | Prof. Ho Suk Ching, Prof. Andrew C.F. Chan, Prof. Leo Y.M. Sin and Prof. Tang Fang Fang, Department of Marketing |
| SPO-W19 | Faculty of Education |
| SPO-W20 | A faculty member from Department of Architecture |
| SPO-W21 | Department of Sociology |
| SPO-W22 | Department of Social Work |
| SPO-W23 | School of Journalism and Communication |
| SPO-W24 | Department of Government and Public Administration |
| SPO-W25 | Department of Geography & Resource Management |
| SPO-W26 | Prof. Paul S.N. Lee, Dean, Faculty of Social Science |
| SPO-W27 | Ms. Cheng Sheung-yan Amy, alumna (MBA 2002) |
| SPO-W28 | The Student Union of The Chinese University of Hong Kong |
| SPO-W29 | Mr. 陳日東, alumnus (CCC Philosophy 1995) and 21 alumni and students |
| SPO-W30 | Mr. Yum Sin-ling, Lawrence, alumnus (MBA 1976) |
| SPO-W31 | Mr. David Chiu, alumnus (CCC Maths 1978, Sch of Ed (Maths) 1981) |
| SPO-W32 | Graduate School |

| | |
|---------|--|
| SPO-W33 | Mr. 湯惠泉, alumnus (NAC Sociology 1964) |
| SPO-W34 | Assembly of Fellows of United College |
| SPO-W35 | Standing Committee of The CUHK Convocation |

Note: Views expressed at the 16 forums/meetings have been summarized by the relevant parties and submitted to the University. These records of meeting are not included in the list above but the views expressed have also been taken into consideration in the preparation of the Strategic Plan.