

Academic @ Affairs

N E W S L E T T E R

Teaching Development Grants 2001-04

\$115 Million, Competitive Grants

UGC has set aside a total of \$115 million to fund Teaching Development Grants in the 2001-04 triennium. All funding will be awarded on a competitive basis in the form of grants of no less than \$1 million and no more than \$10 million.

Process and Criteria for Proposal Review

The Teaching Development Sub-Group (TDSG) has met several times to discuss the criteria and process for review of proposals. Its recommendations will be considered at the January meeting of the UGC. Basically, this is how the process is shaping up: all projects will be assigned priorities by the submitting institution. This priority and a scoring of the project proposal by TDSG members will determine whether or not it is funded. The score will be based on the following criteria:

Impact: the extent to which the project carries forward innovative, cutting edge developments in teaching and learning; and the breadth and sustainability of the impact of the project on teaching and learning activities *(60% of total score)*

Outcomes: the feasibility of resulting in identifiable outcomes, the extent to which identifiable outcomes have been specified, and plans for assessing and disseminating outcomes have been developed, including the institutions' pledge to share project's outcomes with the other institutions *(20% of total score)*

Collaboration: the degree of collaboration with other institution(s) *(10% of total score)*

Alignment with institutional goals: the degree to which the project fits into, or complements, the teaching and learning quality enhancement activities or assurance goals of the institution(s) concerned; and the level of commitment of institutional resources to support a successful TDG application *(10% of total score)*

Once scores have been calculated, a threshold score will be determined that eliminates the weaker proposals. Institutional priorities will play a major role in selecting which of the remaining projects are funded.

At this stage, faculty with ideas they would like to pursue should put together an outline or concept paper describing the proposed project. Further information on preparation of a formal proposal will be forthcoming as soon as we have definitive instructions from UGC.

Your Helping Hand - Dr Mavis Kelly of CELT

To assist UST faculty and staff in preparing proposals for this exercise, Dr Mavis Kelly, former head of our Instructional Development Unit, has returned from Australia and will be with us in the Spring semester. She is familiar with the issues covered by the criteria and well known and respected by many members of the TDSG. She will be joining the staff of the Center for Enhanced Learning and Teaching (CELT) in mid-February.

Expressing Your Views on using Peer Input for Assessing Teaching

Schools, departments and faculty are being consulted on the proposal to include peer input as one of the evidences for assessing teaching effectiveness in the academic review process. Schools were asked to provide their responses by 8 February 2002. Details of the document can be downloaded from the VPAAO homepage at <http://www.ust.hk/~webaa/> under the item "Consultation Document: Peer Input for Teaching Assessment".

Engaging Students' Mind in Lectures

On 12 December 2001, we had our First Teaching and Learning Symposium which was co-organized by the Senate Committee on Teaching and Learning Quality (CTLQ) and the Center for Enhanced Learning and Teaching (CELT). Prof Eric Mazur, distinguished scientist and educator from Harvard University gave a keynote lecture on "Transferring Information or Engaging the Mind". He shared with us his view that we should shift the focus from lecturers delivering information to students synthesizing information. He believes that synthesis is perhaps the most important – and yet most elusive – aspect of education.

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TLQPR Task Forces

Five TLQPR Task Forces have been formed (primarily of members of the Senate) to gather and review information on the processes used by UST in each of the domains of "Education Quality Work" (EQW). The members on each Task Force are:

Task Force on Design of Curricula

- Prof Chris C K Chang, CHEM
- Prof Mounir Hamdi, COMP
- Prof Shu-Ming Ng, ISMT
- Mr Keith S T Tong, LANG

Task Force on Design of Teaching and Learning Processes

- Prof Maria Li Lung, BIOL
- Prof Chih-Chen Chang, CIVL
- Prof David Li, ECON
- Prof Nelson Cue, VPAAO

Task Force on Design of Student Assessment

- Prof Donald C Chang, BIOL
- Prof Dik-Lun Lee, COMP
- Prof Rami Zwick, MARK
- Prof Alvin So, SOSO

Task Force on Implementation Quality

- Prof Richard Haynes, CHEM
- Prof Mohamed S Ghidaoui, CIVL
- Prof Larry Farh, MGTO
- Mr Luke Wong, SAO

Task Force on Commitment of Resources to EQW

- Prof Shiu-Yuen Cheng, MATH
- Prof Pin Tong, MECH
- Prof Kar-Yan Tam, ISMT
- Dr Grace Au, CELT

These Task Forces will play an important role in the preparation of the self-evaluation document that must be submitted to UGC in July 2002. The work of the Task Forces will start in the Spring Semester 2001-02.

Undergraduate Grading Standard

These are the guideline distributions on degree classifications and course grades.

Degree Classifications:

First Class Honors	up to 10%
Second Class Honors, Division I	20%
Second Class Honors, Division II	40%
Third Class Honors	25%
Pass *	5%

* This is not a class of honors.

Course grades:

A (Excellent Performance)	15%
B (Good Performance)	25%
C (Satisfactory Performance)	45%
D (Marginal Pass)	10%
F (Unconditional Failure)	up to 5%
DI* (Distinction)	15%

* New course grade introduced from 2001-02.

The Thoughts Behind

Back in 1991, when the above guideline distributions were adopted, the Senate believed that course grades and

graduation honors standing must have an established relationship, as grades assigned at intermediate stages should be predictive of the final outcome. The application of grading standards begins with the assignment of grades for problem sets, laboratory reports and other course work; it ends with the designation of honors standing on graduation. Hence a common grading standard must prevail.

However, the Senate recognized that students should be graded according to their actual rather than relative performance on the course, and grading each course on a curve with a preset proportion of grades to be assigned was probably not acceptable to most faculty.

Thus, the guideline percentage distributions were indeed intended to set an overall standard that the University as a whole should achieve over time; they were not to be taken as a reference when determining the standard of performance in a course that will result in a particular grade.

Actions Required of Faculty and Heads

In order that the above Senate guidelines can be achieved in the long run, it is incumbent on faculty to plan and design their assessment strategy that is appropriate to such a grading standard and to consider with great care any significant departure from these percentages. Prior to the official release of grades, department heads should review the distribution of the grades submitted and discuss with the course instructor if they have questions about the distribution.

A Good Practice to be Encouraged

In some departments, the grade distribution is reviewed by a faculty meeting or an examiners board meeting, at which all grades and distributions are presented at the meeting and the instructor has to justify any substantial departure from the guideline percentages, or else he/she will be requested to adjust the grades according to the university guideline. This has been identified by the Senate Committee on Teaching and Learning Quality to be a useful and good practice in ensuring uniformity in marking and grading standards applied, and other departments are encouraged to adopt the practice.

New PG Programs

Senate has recently endorsed the launching of the Bioengineering, and Environmental Engineering postgraduate programs offered by the School of Engineering from 2002/03. The School of Science will contribute toward these programs. In addition, two self-financed programs in Civil Infrastructural Engineering and Management, one leading to an MSc degree and the other to a Graduate Diploma, will be offered by the Department of Civil Engineering starting September 2002.

❖ ❖ ❖ ❖ *Achievement Highlights* ❖ ❖ ❖ ❖

❖ The Department of Accounting has recently established a local chapter of Beta Alpha Psi. UST is the first institution outside North America to establish a local chapter of this scholastic fraternity.

❖ Our “Molecular Neuroscience: Basic Research and Drug Discovery” project led by Prof Nancy Y Ip and Prof Jerry H C Wang (BICH) has been chosen by the University Grants Committee (UGC) as one of the Areas of Excellence (AoE). This five-year research will receive an allocation of HK\$26.8 million from UGC.

❖ Three groups of researchers in the School of Science won the support of the Croucher Foundation to run their Advanced Study Institutes (ASI's) this month on the following frontier areas:

“Molecular Neuroscience” (BRI and Molecular Neuroscience Center)

“Functional Genomics in Cancer Research” (Biology)

“Nano Science and Technology: Novel Structures and Phenomena” (Physics)

❖ Prof Nancy Y IP (BICH) has been elected as Academician of the Chinese Academy of Sciences.

❖ Prof Randy Poon (BICH) and Prof Tai Kai Ng (PHYS), along with three other researchers in Hong Kong, had been selected as the Croucher Senior Research Fellows.

❖ The paper “A Cell-based Dynamic Traffic Assignment Model” of Prof Hong Kam Lo (CIVL) and his graduate student, W Y Szeto, was bestowed the WCTR (World Conference on Transportation Research) Best Paper Award.

❖ Prof Ping K Ko (ELEC) and his co-worker, Prof Chenming Hu, were awarded the 2002 IEEE Solid-State Circuits Award for their development of device models used for IC design.

❖ In 2001, Prof Ricky Lee (MECH) has been selected for a second time as the recipient of the JEP Best Paper Award by the American Society of Mechanical Engineers (ASME) Transactions: *Journal of Electronic Packaging*. In addition, Prof Lee, together with his PhD student, Xingjia Huang, won the Excellent Paper Award in the International Symposium on Electronic Packaging Technology (ISEPT 2001)

❖ Prof K C Chan, Acting Dean of SB&M, has been appointed a member of the HK Council for Academic Accreditation.

❖ Dr Steve DeKrey (SB&M) has been appointed a member of the board of governors of AmCham, The American Chamber of Commerce in Hong Kong.

❖ Prof Justin Lin (ECON) has been awarded the Sun Yefang Prize, 2001 for his article “Dual Price System and Supply Response: Theory and Evidence from Chinese Agriculture”. This is the second time that he has won the prize.

❖ Prof Donnel Briley (MARK) won the 2001 Robert Ferber award for his paper “Reasons as Carriers of Culture: Dynamic versus Dispositional Models of Cultural influence on Decision Making”, co-authored with Michael Morris and Itamar Simonson.

❖ The UST and Kaifa joint paper on “Study of GMR Read Sensor Induced by Soft ESD Using Magnetoresistive Sensitivity Mapping” by Mr Silas Hung and Prof Catherine Wong (MCPF) was voted as the best paper for the magnetic recording sessions at the 23rd Annual International EOS/ESD Symposium.

❖ In the 7th Challenge Cup Contest, the UST team was the second runners-up among the 11 Hong Kong and Macao entries.

❖ Mr Zhao Ming (PhD student of CIVL) was the second runners-up in the John F Kennedy student paper competition at the 29th Biennial International Association for Hydraulic Research Congress. His paper is “Flow Decomposed-Quasi-Two-Dimensional Model for Unsteady Pipe Flow Simulations”.

❖ Tsz Yin Man of ELEC won the First Prize (undergraduate) in the IEEE Student Paper Contest 2001 with the paper titled “ Design and Fabrication of an Integrated Programmable Floating-Gate Microphone”

Please send good news in relation to the achievements of yours or your students’ to Betty Law of VPAAO.

Tel: 2358 6132 email: aabetty

HKUST President's Cup

This is a newly established annual competition in academic, scientific and technological achievements.

Undergraduate students, as individuals or groups, are invited to submit (i) academic papers or survey reports in any field, or (ii) inventions / innovations / new softwares / novel ideas for consideration.

Types of Awards

There will be four classes of awards as follows:

- | | | | |
|-----------------------------|----------|----------------------|--------------|
| • President's Cup Winner(s) | \$10,000 | • First-Class Awards | \$6,000 |
| • Second-Class Awards | \$3,000 | • Honorable Mentions | book coupons |

The number of awards in each class will be determined, depending on the total number and quality of entries. Each student submitting an entry will receive a Certificate of Appreciation.

Timeline to Note

- 1 March:** Deadline for submission of 2-page concept proposals, in either English or Chinese.
- 8 March:** Selection of semi-finalists.
- 11 March:** Notification in regard to the selection of semi-finalists.
- 17 May:** Submission of final entries by the semi-finalists.
- 3 June:** Project presentation by semi-finalists. Awardees for different classes will be selected based on the final entries and performance in this presentation.
- 10 June:** Public project presentation by the First-Class awardees open to the public. The President's Cup winner(s) will be selected based on this presentation.
- 10 June (evening):** Award Ceremony

Enquiries: Dr T K Goh of the Planning & Coordination Office (Tel: 2358-6283; Fax: 2358-6289; E-mail: pctkgoh@ust.hk)

DO YOU KNOW...

Of the 97,300 unintentional deaths in the US in the year 2000, the causes are distributed as follows:

44% Motor Vehicles Accidents	4% Suffocation by ingested objects
17% Falls	15% Others: including Firearms, Medical Complications, Machineries, Air and Water Transportation, Cold Stress, etc.
12% Exposure to Poisons	
4% Drowning	
4% Fire and Burns	

It is interesting to note that among all the above-cited cases, only 5% (about 5,000 cases) are classified as work-related fatalities. The vast majority of fatal accidents occurred on the road (44%), at home (30%), and in public areas (21%).

While corresponding statistics for HK are not readily available, it would appear that for most of the categories, the trends are quite similar.

Why is it that the occupational accident rates are much lower than that observed for other environments? There could be many possible answers. In general, work processes are more structured and are more systematically managed.

There are more specific safety and health laws that are applied in the work environment. Furthermore, safety performance at work is often monitored externally by government regulators and internally by in-house safety professionals. The bottom line is perhaps there is a better safety culture at work than anywhere else.

How then should we achieve better safety record in other aspects of our lives? It is apparent that *we need to integrate our work safety culture into all aspects of our daily living.* Whether it is driving on the road, changing a light bulb at the ceiling of one's apartment or bathing in a slippery bathtub, proper safety measures must be taken. Safety needs to be an integral part of everything we do, not just for those tasks at work! Some corporations are promoting off-job safety in addition to on-the-job safety as accidents off-the-job also impact productivity.

At UST, let's work together to help our employees and students in acquiring sound safety culture and practices that will undoubtedly provide life-long benefits.

Annual Departmental Safety Officers

2:30 pm, 6 February 2002

Cheung On Tak Lecture Theatre (LT E)

& Unit Heads Meeting

Course Grading and Grade Review Rules Clarified

There were a few cases in the past in which the rules on course grading and grade review were interpreted differently and the instructors allowed the students to submit extra work to improve their grades after the final grade had been posted. This, in the extreme case, could mean that the grade can never be finalized.

To avoid misunderstanding and hence different considerations in determining course grades, the Senate Committee on Undergraduate Studies resolved to clarify the rules on course grading and grade review by adding the following:

- The course grade should be determined based on the work done by students during the semester and up to the point of grade posting; and
- Grade changes can only be granted on the basis of clerical or administrative errors made during the grade computation process, or when the changes are permitted under university rules, such as changing the E, I or PP grade into a final grade. Requests based on other reasons need to be submitted to the Office of VP-AA for approval, which will only be granted under exceptional circumstances.

On the Light Side - Doublespeak

George Orwell, in his novel of what was then the future entitled *1984*, introduced the concept of *doublespeak*, which can be defined as “The ability to speak or write two or more contradictory ideas without the speaker or writer being consciously aware of the contradiction.” This may be a bit too harsh a characterization of Hong Kong’s love/hate relationship with the English language, but it sure does seem that some of the most vocal speakers on the subject are among the worst doublespeakers. In particular, every time I hear a business leader talk about how important English is to the business community (by which they mean they are not happy with the educational system, including us), I wonder where they were on July 1, 1997.

The acknowledgement of Chinese sovereignty over Hong Kong was an important historical event, and like all such events it was accompanied by signs and portents of great significance. So what was the message being sent by the business community about English at that time? Obviously it was “Chinese good (patriotic) - English bad.” If I got the message, with my admittedly limited linguistic skills, surely it was not lost on the general population, including the young people of Hong Kong.

Why do I say this? An example I remember well is the fact that my telephone bill, which was bilingual under British administration, was immediately converted to an all-Chinese document. Oh sure, there is a statement on it somewhere (probably even in English) allowing me to request that I receive my bill in English. But think about this—the

Course Add / Withdrawal After Add / Drop

With effect from Fall 2001-02, both course adds and withdrawals after the add/drop period will follow the following procedures:

- 1 The course instructor has to endorse the application.
- 2 The application will be submitted in turn to the Department and the School for further endorsement.
- 3 The Office of VP-AA will make the final decision.

For late course adds, the course instructor’s endorsement at the start of the process is useful in ascertaining whether the student may still be able to follow the course, even if the circumstances submitted in support of the request should justify for the late course add. The course instructor knows best what may have been missed and is in the position to say whether or not the student has been attending the class.

As for course withdrawal, the signature is not merely a courtesy, but this step can be useful to the course instructor at times in deciding whether the pedagogy need to be adjusted in light of the changing class size.

Peter N Dobson, Jr

previous bill was already in Chinese, so there was no added value to anybody in taking the English off. In fact, there is additional business expense in maintaining records of those who insist on an English bill and separating the mailings accordingly. Ironically, the phone company’s logo is now proudly displayed as one of those of a coalition of businesses promoting English in the workplace. George Orwell would have loved it.

Not long after noticing this change, I visited Matsuzakaya Department Store in Causeway Bay and discovered that the formerly bilingual store directory signs were now Chinese-only. Since this was one of those stores with a multitude of small departments spread over five or six floors, I decided they no longer wanted any business from non-Chinese-speaking customers. I have been happy to oblige them ever since - not out of pique but as a practical necessity.

These are just two examples of the deliberate reduction in use of English in the commercial world in recent years. Of course, I have no standing, and no desire, to dictate language policy for Hong Kong. If English is “out,” so be it. But I do wish the people who have implicitly defined that policy would stop saying just the opposite. This is a case where deeds speak louder than words and society has been listening to the deeds. Witness the fact that the staff association of an employer in town that has a pretty large number of non-local staff decided to print the tickets to its annual Christmas party in monolingual Chinese.

That employer, of course, is UST. I guess we can doublespeak with the best of them.

The University's Recognition of Teaching Excellence

The following model faculty and teaching teams were recognized for their excellence in teaching:

Michael G Gale Medal for Distinguished Teaching, 2001

- Prof Andrew Horner (COMP)
Prof Horner's philosophy of teaching, "Putting students first", appears simple. However, living this philosophy requires great commitment to teaching and much hard work by the teacher, accompanied by a touch of kindness and respect to the students. In Prof Horner's own words, these entail "listening with attention... not speaking harshly or jumping to unkind conclusions...respecting them when they fall short of my expectations and maintaining an even-minded detachment even when they are rebellious."

Teaching Innovation Awards, 2001

Awards for Excellence in Teaching Innovation

- Prof Nelson Cue (PHYS)
Prof Cue developed the world's first Personal Response System, a portable wireless learning tool to promote active and peer learning, and provide immediate feedback in large classes. The patented system has been used at local primary, secondary and tertiary institutions, as well as at universities around the world.
- Prof Ting-Chuen Pong and team member, Mr To Chow (COMP)
Prof Pong's team launched a territory-wide Cyber University Program, which allows gifted secondary school students to take university-level courses over the Internet. The program has enriched the learning experience of the participants and serves as a model for helping students to make a smooth transition from secondary school to university.
- Prof David Rossiter (COMP)
Prof Rossiter motivates students to learn through student-centered task-based projects. His students develop their own programs by manipulating personalized audio, image and video files. His hands-on approach not only makes the textbook come alive but also nourishes the students' creativity.
- Prof Surendra Mansinghka and team members, Ms Tsui Fen Kao, Ms Chen Chen Lien and Ms Gloria Wong (FINA)
Prof Mansinghka's team provides a supportive and caring learning environment for more than 700 students in a large class. They develop multiple communication channels for students, both inside and outside classrooms, arrange mandatory weekly

tutorials, and provide prompt feedback on all questions (within 24 hours) and assignments.

- Prof Lydia Ayers (HUMA)
Prof Ayers adopts a multimedia approach in teaching music to large classes. She uses animations, video clips, live demos, synthesized sound examples and listening guides to stimulate students' interest in world music. She helps bring world cultures into UST students' lives and demonstrates the inseparability of art and science.

Awards for Teaching Innovation

- Prof Peiyuan Qian and Dr Ice Ko (AMCE) with their team members, Prof Dennis Hsieh and Prof Madeline Wu (BIOL), and Prof Reinhard Renneberg and Prof Jianzhen Yu (CHEM)
- Prof Rudolf Fleischer (COMP)
- Prof Jong-Hag Choi (ACCT)
- Prof Gary Katzenstein (MGTO)
- Prof Min Zhang (HUMA)
- Prof Robert Ferguson (SOSC)

You will find further details about the innovations of the winners in the Teaching Innovation Award booklet (obtainable from CELT, email: ctadmin@ust.hk).

School of Science Teaching Award, 2001

- Prof Yung-Hou Wong (BICH)
- Prof Wenxiong Wang (BIOL)
- Prof Man-Yu Wong (MATH)

The Franklin Prize for Teaching Excellence, Spring 2001 (SB&M)

- Prof Changqui Wu (ECON)
- Prof Vidhan Goyal (FINA)
- Prof Garvin Percy Dias (ISMT)
- Prof Stephen Nason (MGTO)
- Prof Katherine Xin (MGTO)

Best Ten Lecturers elected in a polling organized by the VERTEX, House II Student Association

- Prof Zhenyang Lin (CHEM)
- Prof Shiu-Yuen Cheng (MATH)
- Prof Jimmy C H Fung (MATH)
- Prof Andrew B Horner (COMP)
- Prof Vincent MC Poon (ELEC)
- Prof Jong Hag Choi (ACCT)
- Prof K P Ramaswamy (ACCT)
- Prof Milind Rao (ECON)
- Prof Tridip Ray (ECON)
- Prof Inchi Hu (ISMT)