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Lingnan University, Hong Kong

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President’s Overview

2002-03年度是嶺大博雅教育發展的重要里程碑。嶺大優秀的教學表現，以及卓越的學術成就，倍受國際認同。本校在港致力高等教育多年，適逢35周年校慶，本校取得多項成就，更凸顯嶺大作為全港唯一一所高等學府推動博雅教育的獨有地位。

我們對博雅教育的抱負

OXBURGH勳爵在2002年9月率領大學教育資助委員會（教資會）專家小組前來本校訪問，是本年度的一樁大事。在為期四天的訪問中，專家小組考察本校各方面的工作表現，對我們的博雅教育理念深表認同。訪問完畢，小組讚揚本校能成功實踐教育信念，對本港教育懷抱崇高使命。此外，本校教學理念清晰，師生關係融洽，也深受專家小組讚賞。

另一方面，教與學質素保證過程檢討小組也在2003年1月來訪作第二輪評核，務求確保香港高等教育質素與效益兼備。是次訪問之後，小組14位成員讚揚本校妥善實行第一輪評審報告的建議，各方面皆成效顯著。小组成員亦甚為欣賞本校師生對教與學充滿熱誠，彼此互相關懷。

本校在去年成功爭取研究及教學經費，亦可謂錦上添花。2002-03年度，本校共有三份研究計劃獲“研究資助局”資助144萬港元。而2001-04三年一度的“教學發展補助金”本校亦取760萬港元的資助額，申請成功率達75%，較本港其他七家資助院校為高。
The year 2002-03 marked our coming of age as an internationally recognised liberal arts university distinguished by outstanding teaching and high standards of scholarship. During the year we celebrated our 35th anniversary as an institution of higher learning in Hong Kong, while a number of achievements reaffirmed our role as a unique and distinctive institution of liberal arts education in the territory.

Our Liberal Arts Mission

The highlight of the year was the institutional visit of the University Grants Committee (UGC) Panel led by Lord OXBURGH in September 2002. After spending four days at Lingnan and familiarising themselves with every aspect of our work, the Panel fully endorsed our liberal arts mission. The Panel concluded that we have succeeded in fulfilling our mission and honouring our educational commitments to the community. We were also commended for our clear vision and for our close student-to-student and faculty-to-student relationships.

In addition to the institutional visit, UGC’s Teaching and Learning Quality Process Review (TLQPR) Panel also paid us a visit in January 2003, in the second round of its TLQPR activities to ensure the quality and cost-effectiveness of higher education in Hong Kong. As a result of the visit, the 14-member panel commended us for the progress we have made in response to recommendations made in the first TLQPR report. We were also praised for the positive attitudes towards teaching and learning displayed by both our staff and students as well as for the collegiality that pervades our establishment.

These positive developments were further underscored by success in research and teaching grant applications during the period. In 2002-03 we received HK$1.44 million for three earmarked research grant projects from the Research Grants Council (RGC). We also received a grant of HK$7.6 million in the latest round of competitive bids for Teaching Development Grants (TDGs) for the 2001-04 triennium. In particular, our success rate of 75% in the latter put us in a leading position compared to other seven UGC-funded institutions in Hong Kong.

Student Endorsement of Our Mission

This endorsement has been further consolidated by the positive feedback of our students. We have always made every effort to ensure that our students benefit from the distinctive features of a liberal arts education — our small size, residential-style campus as well as student-oriented facilities. However, it has been particularly gratifying to gain students’ approbation of our liberal arts mission and our teaching and learning model.

In a survey carried out in early 2003 by Ming Pao in collaboration with the Hong Kong Federation of Students, undergraduates were asked to assess their respective universities through a questionnaire. I am proud to report that among the eight institutions surveyed, we scored the highest points in the following areas: 82% of our respondents felt
博雅教育得到學生支持

本校博雅教育的理念，亦因學生的支持而得到肯定。我校一直努力讓學生享受到校園規模小但可供住宿、
教學設施專為學生而設等博雅教育的獨特優點。當學生認同博雅教育的理念，接納我校這套教育模式時，
那份滿足感不言而喻。

2003年初，《明報》聯同香港專上學生聯會向大專院校的本科生進行問卷調查，藉以了解他們對就讀
院校的滿意程度。在八所院校當中，我們在下列各方面的評分名列前茅，成績令人鼓舞：82%的嶺大學
生認為教學質量優良，73%喜歡嶺大的學習氣氛，而66%則認為校方行政管理完善。根據整體的評核結
果，嶺大成為學生心目中擁有最多長處的高等學府之一。

學科課程

嶺大在香港專上教育界享有獨一無二的地位固然令人欣喜，但我們仍須努力擴闊各學系的課程範圍，
藉此進一步提升學術水平。我校深信歷史及哲學是博雅教育不可或缺的，因此在本年度開辦歷史和哲學
（榮譽）文學士課程。此外，我們也增設八項副修課程，包括首辦創意及環境學這兩個課程，令本校的副
修課程增加至21個。在修課式研究生課程方面，兼讀制行政人員工商管理碩士課程及英文碩士課程在
2003年已完成第二屆招生工作，至於文化研究碩士課程亦已於2003年9月開辦。

為配合我校終身學習的教育理念，並為在職人士提供更多進修途徑，我們在年內首辦非教資會資助兼讀
制工商管理（榮譽）學士課程，而在2003-04年度將會增設另外三個非教資會資助學士學位課程。我校副學
士課程開辦至今已有一年，約100名首屆副學士生在2003年夏季畢業。

踏入第二年，副學士課程共設有14門學科，全日制副學士生共464名。由於課程發展良好，我校決意再創新
獻，在2003年1月正式成立嶺南大學社區學院，並於6月舉行新社區學院大樓動土儀式，預期將於2004-05年
度如期竣工。屆時，嶺大可為在職人士提供另一獲取大學資格的途徑，履行我校作為高等學府的責任。

另一方面，我們亦於釗鎳灣世貿中心設立「港島教育中心」，與上述發展同步並進。教育中心設施完善，
地點適中，足以應付外圍對副學士課程日益增加的需要。配合兼讀制與持續進修課程的要求。雖然持續
進修課程開辦不久，但教與學質素保證過程檢討小組的持續教育評審小組認為，我校社會科學副學士
課程及兼讀制工商管理學士課程的質素及價值相當高。
that we deliver teaching quality; 73% responded positively to the learning atmosphere at Lingnan; and 66% agreed that we do a good job in administration and management. Overall, we were assessed by our students as possessing the greatest number of strengths among the institutions.

Academic Programmes

While pleased and gratified with this recognition of our distinctive role in Hong Kong’s higher education, we continue to feel the need to broaden our curriculum in order to pursue even higher standards of academic excellence. Building on our belief that the study of history and philosophy is integral to a liberal arts education, we introduced new BA (Hons) programmes in history and philosophy during the year. Eight new minor programmes were also added, including an innovative programme in creativity and another in environmental studies, bringing our minor programmes to a total of 21. In terms of taught postgraduate programmes, our part-time Executive Master of Business Administration (EMBA) and Master of Arts in English Studies programmes completed their second intake for 2003, while a Master of Arts in Cultural Studies programme commenced in September 2003.

In line with our objectives to meet lifelong education needs and to provide alternative choices for the working population, we offered our first self-financed undergraduate BBA (Hons) degree programme, with three further bachelor’s degree programmes to follow in 2003-04. We also celebrated the first birthday of our associate degree (AD) programmes, followed by the subsequent graduation of our first batch of around 100 AD students in summer 2003.

In its second year of operation, our AD programmes offered 14 courses of study to 464 full-time students. With the programmes’ success, we realised a further ambition, formally establishing the Community College at Lingnan University (CCLU) in January 2003. Groundbreaking for the new college building took place in June 2003, with targeted completion in time for the 2004-05 academic year. These facilities will cement our role as a leading institution offering the working community viable alternatives in obtaining a university education.

In tandem with these developments, we also opened our Hong Kong Island Education Centre at the World Trade Centre in Causeway Bay, providing a fully-equipped learning environment in a central location to meet the needs of our rapidly developing AD programmes as well as our part-time and continuing education programmes. Despite the relative youth of our ongoing education programmes, we received positive comments from the Continuing Education Sub-Panel of TLQPR for the quality and value of both our AD programmes in the social sciences as well as our part-time BBA course.
研究工作

在任何教學環境，研究工作不僅為了探索及追
求新知識，更能豐富和衡量現有教材的內容。
教資會批出的研究經費有助本校研究力量的增長。我們亦將嘗大現行的研究休假計劃延長至12個月，
務求讓各系教職員可更專注研究及撰文著書。本年度另一項重要成就是推行「文化研究及發展」計劃，旨
在將嶺大發展為國際文化研究網絡的中心，聯繫全港的文化發展及培訓活動、社區團體、決策當局及所有
師生，共同為文化研究工作出力。

學生活動

教資會來訪是嶺大本學年的一樁大事，而本校35周年校慶更將師生及社會人士的熱情推至高峰。由2002
年1月至年底，本校舉辦了多個大型慶祝活動、研討會、工作坊及講座，內容包羅萬有。10月舉行的慈善
步行籌款及一年一度的開放日等公開活動，有助向公眾重點介紹本校的博雅教育。步行籌款的得獎隊伍
於千人宴中接受頒獎，更為本年一連串盛事增添一份喜慶氣氛。

當然，學生活動並非只限於消閒玩樂。本校的學生國際交流計劃及新的嶺南與內地交換學生計劃，將致
力安排25%學生負笈海外或到內地院校進修一個學期，所得學分可轉為嶺南學分，藉此讓學生擴闊眼界，
增廣見聞。本校的綜合學習課程亦非常受學生歡迎，透過各類型工作坊及培訓課程，令學生得到均衡的
發展。這計劃已是第二年舉辦，2002-03年增加了哥爾夫球、木球、創意寫作、心智繪圖、劇本創作及視
覺藝術等嶄新課程。

未來展望

嶺大在2002-03年取得駕人成就，成績有目共睹，但我們絕不會因此而自滿。教資會成功評審及對本校
學生的正面評價只是嶺大實現「晉身為國際認同並富有香港特色的博雅教育學府，擁有優秀師資，帶領
學生開拓知識領域，攀越學術高峰」這目標的開始。

在社會人士對本校的認同和肯定、教員的專業精神以及學生的滿腔熱誠下，我們懷著無比的信心，祝慶
嶺南教育115年周年。我們憑藉往昔奠定的根基，在未來的日子將更堅守我們獨有的教育信念，將博雅
教育的精神發揚光大。
Research Initiatives

In any teaching and learning environment, research is vital not only in the quest and development of further knowledge, but also in rounding out and determining the ongoing relevance of existing teaching materials. The research grants received from UGC will help to increase our research productivity. We also extended Lingnan’s current study leave scheme to 12 months, in order to enable some of our faculty members to concentrate more fully on research, study and writing. A major achievement for the year was the establishment of our Cultural Research and Development (CRD) programme, which will develop international cultural research networks based at Lingnan, linking them to cultural development and training activities, community groups, policy makers, teachers and students throughout Hong Kong.

Student Initiatives

While the institutional visit from UGC marked the highlight in Lingnan’s academic calendar during the year, our 35th anniversary celebrations marked the high point for our students and the community, with a range of gala events, symposia, workshops and lectures, that began in January 2002 and continued through the year. October saw a series of community events such as a fund-raising walkathon and our annual Open Day, which took our liberal arts message and focus to the general community. Adding to the year’s excitement, prizes were presented to the walkathon teams at a grand gala dinner to celebrate the year’s festivities.

Needless to say, it was not all play for our students. Through our Student International Exchange Programme (SIEP) and our newly launched Lingnan & Chinese Mainland Student Exchange Programme (LCMSEP), we continued to work towards our goal of sending 25% of our students either abroad or to the Mainland for a credit-bearing semester, ensuring that they gain a broad and open outlook on life. Our Integrated Learning Programme (ILP) also gathered momentum, with a variety of workshops and training courses to enhance the balanced development of our students. In its second year, the programme has been enriched by further initiatives such as golf and woodball, creative writing and mind mapping, as well as script writing and the visual arts.

Looking Ahead

While 2002–03 has been an excellent year that witnessed significant progress and key achievements, we are by no means resting on our laurels. The successful UGC visits and positive feedback of our students marked only the first steps in our vision to become an internationally recognised liberal arts university with Hong Kong characteristics, distinguished by outstanding teaching, guiding students to the frontiers of knowledge and the highest standards of scholarship.

Nevertheless, with this endorsement of the community, the professionalism of our staff, and the enthusiasm of our students, we can celebrate 115 years of the Lingnan educational tradition with confidence. Our ability to build on the past and elevate the present will ensure an ongoing and distinctive liberal arts education for the future.
9/02 Grand Opening of Hong Kong Island Education Centre in Causeway Bay

10/02 University Grants Committee (UGC) Institutional Visit Panel Paid a Visit to Lingnan

9/02 35th Anniversary Fund-raising Walkathon

10/02 35th Anniversary Seminar on Early Childhood Education by Dr Angela LUK

10/02 University Open Day

10/02 Launching of "Liberal Arts Education, Lifelong Learning and Engaging the World" Project
大事回顧

Highlights

11/02
35th Anniversary Gala Dinner

11/02
Honorary Graduates of 32nd Congregation: Dr The Hon Justice Henry Litton, Prof Yeh Chia-yiing and Dr Joseph Pang Yuk-wing with Procession Members

1/03
Teaching & Learning Quality Process Review (TLQPR) Panel Paid a Visit to Lingnan

5/03
Launching of Shanghai Exchange Programmes for Associate Degree Students

12/02
ACUCA Conference and Student Seminar

6/03
Ground-breaking Ceremony of The Community College at Lingnan University
Liberal arts education emphasises whole-person development and expansion of a student’s horizon. Such will be our constant goal.
With over 35 years as an institution of higher learning in Hong Kong and having made our transition from a college to a university in 1999, we have had plenty of opportunity and scope to revisit our liberal arts educational vision and its relevance to today's modern and technologically-advanced world. In light of our many achievements in 2002-03, we remain fully convinced of the value of a liberal arts education, with its innovative and whole-person approach to learning. During the year, we received both recognition and endorsement of our vision not only from Hong Kong's higher education authorities, but also from our students and the public.
空前的成功：大學教育資助委員會訪問

上年度嶺大取得的成就，首推大學教育資助委員會（教資會）專家小組在2002年9月訪問大學後，給予正面評價。專家小組透過這次訪問評估本校的資源運用方法及教育特色。在一周的訪問中，由奧斯伯勳爵率領的五人專家小組考察本校的教學特點，了解本校能否達成既定的目標，並且研究本校在資源調配方面的成效。此外，專家小組亦為本校的未來發展提出多項改進建議。

由於這次訪問的意義重大，對大學未來爭取撥款亦舉足輕重，所以我們傾盡全力迎接專家的到訪。我們向專家小組呈交一份一百頁的文件，務求讓專家小組充分了解我們的目標和期望，以及我們實踐這些理想的具體方案。專家小組先後會見了嶺大教職員、學生、校友、校董會成員、諮詢會主席、各諮詢委員會成員、僱主、夥伴機構及校外導師等，以便從各個方面了解嶺大。專家小組成員甚至列席課堂、到訪學生宿舍、出席學生活動及體驗校園的體育設施。

總結這次訪問，專家小組對嶺大的評價非常正面，認為嶺大是一所擁有清晰使命的學府，為香港提供極切合社會需要的博雅教育。嶺大全體同仁對博雅教育的熱忱和投入，同樣令專家小組印象深刻。師生關係密切，和睦融洽，更獲專家小組嘉許為嶺大獨有的文化。專家小組亦讚揚嶺大學生的表現，尤其是在校短短數年間，語文能力的顯著提升。專家小組亦表示，他們在嶺大校園真切體會到博雅教育的內涵。

這次訪問的結果固然令我們欣喜，而籌備這次訪問的過程亦同樣重要。針對教資會的評審，我們先要嚴格地自我審核，從而確定本身正朝著既定的目標邁進。專家小組認同嶺大的宗旨和理念，使我們推動博雅教育充滿信心。
UGC Institutional Visit – An Unqualified Success

The first of these endorsements came from the Institutional Visit (IV) Panel of the University Grants Committee (UGC), which visited us in September 2002 to assess the current methodology for funding allocations and the distinctiveness of our education. During the week-long visit, the five-member Panel, headed by Convenor Lord OXBURGH, looked into the nature of the education we provide, our success in achieving stated objectives, as well as the effectiveness with which we deploy our resources. At the same time, the Panel made a number of proposals for our future improvement.

In view of the importance of this visit and its significance to our future funding status, every effort was made, including the submission of a 100-page document, to facilitate the Panel's understanding of our goals and aspirations, as well as our efforts to translate them into reality. The Panel took the opportunity to meet staff and students, alumni and Council members, the Court Chairman and members of advisory boards, employers and partner organisations, as well as external mentors, in order to gain a comprehensive view of the University. They also sat in on classes, visited student hostels, participated in student activities and explored sporting facilities.

The resulting conclusions were highly positive: Lingnan was regarded as a great institution with a clear mission, providing a much-needed liberal arts education in Hong Kong. Equally impressive was the fact that all Lingnan members shared our vision with enthusiasm and commitment. We were also commended for our close student-to-student and faculty-to-student relationships, which the Panel felt was unique to Lingnan. Our students were also commended for their performance, particularly for improvements in their language skills gained over their years at Lingnan. The Panel reported that they could taste the flavour of our liberal arts education on campus.

While the outcome of this visit has been gratifying, the process of preparing for the visit has been equally important. In opening ourselves to scrutiny, we have had to take a good look at ourselves to determine that we are where we want to be. With the Panel's endorsement of our goals and strategies, we can fare forward with renewed confidence in our chosen direction.
教與學質素保證過程檢討

繼大學教育資助委員會專家小組到訪後，教資會教與學質素保證過程檢討小組於2003年1月到嶺大進行第二輪檢討，這是教資會改善本港高等教育教學質素的一項措施。第二輪檢討繼續著眼於院校對教學質素的改善程度及問責制，而得出的檢討結果將會用作考慮未來大學撥款的依據。這次檢討除了考察修課式課程外，亦把範圍擴展至研究課程及持續教育部門等。

由本港著名學者兼教育統籌委員會前主席楊紫芝教授率領的14人檢討小組，在嶺大訪問兩天，與本校不同部門成員會面，並觀察本校師生的各項活動。小組亦與本校教職員、學生、委員會成員及教與學支援部門的成員深入討論有關教育質素的課題。早在小組訪問之前，本校已對教學的質素保證過程作自我評估，並將有關報告提交小組審閱。

檢討小組的報告，與早前教資會專家小組的評價不約而同地對大學的效率給予正面評價。檢討小組在報告開端即表示「嶺南大學積極回應了第一輪『教與學質素保證過程檢討報告』中提出的建議，並取得了進展，這是值得稱讚的」，繼而嘉許本校：「嶺大的師生對教學與學都表現出积极認真的態度，和睦融洽的氣氛遍佈整個校園。」此外，檢討小組亦提及本校將教與學質素保證及提升過程充分納入課程當中，並再次肯定本校以學生為本的教學宗旨及致力提供獨特的優質博雅教育的決心：「許多有效的做法在嶺大得以充分發揮，很大程度上是源於嶺大規模較小以及校園內充斥互相信任的文化。」

檢討小組亦提到嶺大在研究上取得的進展，包括擁有高博士學位比率的教學人員；另外，小組亦留意到大學提供一些高質素的持續進修課程。同時，小組亦提出多個值得本校加以改進的地方，包括要更廣泛聽取校外專業人士的意見，使教學的角度更具批判性和外向性等。

教學的驕人發展

嶺大雖是本港規模較小的高等院校，但絕對無損大學爭取教育經費的能力。在過往六年當中（撥款為三年一度），嶺大成功取得教學發展撥款的比率為本港八家獲資助大學之冠。在我們提交的八個項目中，其中六項成功取得資助，共獲撥款1,436萬港元，六年的平均成功率高達75%，較其他院校高出一倍。
Teaching and Learning Quality Process Review

Close on the heels of the above visit was another one by UGC’s Teaching & Learning Quality Process Review (TLQPR) Panel, which visited us in January 2003 in the second round of its TLQPR activities, as it sought improvements in teaching and learning quality in Hong Kong’s higher education sector. This second round maintained its focus on improvements in and accountability for teaching and learning, while also considering future funding based on the review outcomes. The new round of visits also extended its scope to cover research postgraduate education as well as continuing education in addition to taught programmes.

Chaired by Prof Rosie YOUNG, a highly respected local scholar and ex-Chairman of the Education Commission, the 14-person TLQPR Panel spent two days with us meeting different sectors of the University, while also looking into every aspect of our activities. Staff and students, committee members and teaching and learning support centres participated in focused discussions on the quality educational work in their respective areas with sub-groups of the TLQPR Panel. The visit was preceded by the submission of self-evaluation documents on our quality assurance processes for teaching and learning programmes.

Echoing the findings of the IV Panel, the TLQPR Panel also gave us a positive report, which begins by stating that “Lingnan University is commended for the progress that has been made in response to the recommendations contained in the first round TLQPR report”. It goes on to commend Lingnan for “the positive attitudes toward teaching and learning that are displayed by both staff and students, and a general feeling of collegiality that pervades the institution”. The formal quality assurance and improvement processes that have been put in place in relation to teaching and learning across our curricular spectrum were also noted, and the Panel reaffirmed our student-centred approach and commitment to providing a unique liberal arts education of the highest quality: “There are many good things at Lingnan that work well — largely as a result of its small size and the culture of trust that exists on campus.”

The Panel also noted our progress in research, including the high percentage of PhD holders among our academic staff as well as the quality and value for money of some of our continuing education programmes. At the same time, the UGC Panel made a number of recommendations for our further improvement, including the development of a more critical and outward-looking perspective based on a wider range of external data and opinion.

Enviable Achievements in Teaching Development

We may be one of the smaller institutions of higher learning in Hong Kong, but this has not proven to be a barrier in competing successfully for grant funding. During the past six years (the grants are funded over a three-year period), Lingnan has in fact enjoyed the highest success rate for teaching development grants (TDGs) among the eight UGC-funded universities in Hong Kong. Of eight projects submitted, six were approved with a total of HK$14.36 million received. This translates into a success rate of 75% over the past six years, a rate twice as high as other universities’.
而自2001年起推行的「三年教學發展計劃」撥款中，本校三個
取得資助的項目都以支援學習或
改善大學教學質素為主題，計有
由管理學學系負責的「香港合作
學習中心：有效學習策略」，由
楊諾道博士所導的「中國學生英語議
論文寫作」及由教與學中心負責的
「博雅教育、終身學習、懷抱天下」。
當中以第三個項目取得的資助額最高，達490萬港
元。這項目傾盡教與學中心的所有人力物力，目標旨
在培養學生全人發展，好使他們創造理想的未來，
這與嶺大一貫堅守的宗旨和理念一脈相承。

學生回應令人鼓舞：
2003年《明報》調查

《明報》與香港專上學生聯會2003年初攜手合辦一項學生調查，嶺大學生的回應令人鼓舞。透過詳
細的問卷調查，全港八大院校共4,000多名本科生表達了他們對所屬院校的意見，內容包括教學質素、學習氣
氛、校園設施、行政管理質素、對學校歸屬感等方面。537名嶺大本科生接受訪問，對本校作出高度的評價。
嶺大與香港科技大學同時獲選為全港大專院校中最多滿意的學府。

在五個調查範疇當中，嶺大在其中三項得分最高：82%的受訪嶺大學生從教職員的教學態度、知識和課
程編排作評估，認為本校能夠提供優質教育。他們更認為我們的教學質素能夠激勵他們追求知識的興趣，
並有助他們日後的工作發展。73%受訪嶺大學生對本校的學習氣氛評價正面，認同教員的教學態度、
融洽的師生關係、同學間的學術討論氣氛及學生參與課外活動的積極性。66%受訪學生亦認為大學在行
政管理方面表現不俗，其中80%受訪學生更認為陳坤耀校長是一個強勢領導人。至於歸屬感方面，我們在
10分滿分中取得7.49分的佳績，僅次於科大。可惜我們在校園設施一項的得分則稍為遜色，受訪學生覺得
我們的圖書館藏書數目及運動設施等都不及本港其他高等院校。
The three projects approved in the current triennium, which began in 2001, all support learning through projects and contribute to improvements in university teaching. The first project, “HK Cooperative Learning Centre: Effective Learning Strategies”, is under the supervision of the Management Department, while the “Chinese Learner English Argumentative Writing” project is being conducted by Dr Loritta YEUNG. The final project, “Liberal Arts Education, Lifelong Learning, and Engaging the World” (LLE), with the largest budget of HK$4.9 million, involves virtually the entire team of the Teaching & Learning Centre. This project aims at fostering students to become all-rounded individuals able to create the future they want, and is seen as being particularly relevant to Lingnan in view of our vision and objectives.

Satisfying Student Feedback – 2003 Ming Pao Survey

Rounding out the above successes has been the satisfying feedback received from our students, through a survey conducted by Ming Pao in collaboration with the Hong Kong Federation of Students in early 2003. Through a detailed questionnaire, more than 4,000 students from Hong Kong’s eight UGC-funded universities expressed their views with regard to the quality of teaching, the learning environment, the facilities available, the quality of the administration and management, as well as the sense of belonging at their respective institutions. A total of 537 Lingnan undergraduates participated in the survey with highly positive feedback. Lingnan and Hong Kong University of Science & Technology (HKUST) were rated as possessing the highest number of strengths among the universities in Hong Kong.

Of the five areas surveyed, we scored the highest ranking in three of them: 82% of Lingnan respondents rated us as delivering quality teaching, as measured by teaching staff attitudes, knowledge and curriculum. They also felt that the quality of our teaching stimulates student interest and a further quest for learning, and will lead to future employment. 73% of the students responded positively to our learning atmosphere based on congenial teacher-student relationships, the quality of academic discussions shared by students, as well as our extracurricular activities. 66% of the respondents also agreed that we do a good job in administration and management, while 80% felt that our President, Prof Edward CHEN, is a strong leader. With regard to students’ sense of belonging, we received a score of 7.49 out of a total of 10 points, second only to HKUST. In the facilities category, however, we performed less well. Students felt that our library collection and sports facilities, for example, were weaker than those of other universities in Hong Kong.
Cultivating without expecting reward and teaching whoever wishes to learn - such is the essence of education. We strive to give our students a free environment to learn.
The aim of a liberal arts education is to spur the imagination and enhance the human spirit, creating all-rounded individuals who will not only build a fruitful life for themselves, but actively contribute to their social community. To this end we continue to broaden our curriculum, making sure that our students are exposed to a diverse range of subjects and rich array of knowledge. A growing and evolving curriculum ensures academic excellence, while also enabling us to meet new trends and developments in our rapidly changing society.
本科課程

本學年內，本校的本科主修課程總數增至八個，新增的有歷史（榮譽）和哲學（榮譽）文學士課程。歷史與哲學事實上是博雅教育的核心：歷史研究學乃對過去的事務進行了解，它不僅能向學生灌輸在社會中應有的身份認知，也有利於未來發展。哲學是個人發展的基石，有助擴闊眼界、推展批判思考，亦有助培養分析和思維的能力。

同時，本校亦增添八個副修課程，將副修課程總數增至21個。新課程包括創意、環境學、人力資源管理、資訊科技、會計、財務、市場學和風險及保險管理，其中創意課程屬於創新的副修課程。另外，本校正發展香港研究與傳媒文化及市場學兩個新課程，並擬於2003-04年推出。

在本學年，文化研究（榮譽）文學士課程已順利完成四年一度的課程檢討，評核課程的內容及教學質素。評審小組以一位課程以外的資深學者為召集人，聯同三位校外人士組成，評核課程範圍、內容、教學發展等等。評審小組除了肯定課程之外，亦提出了多項可以改善的地方。

本校亦正籌備於2003-04年檢討所有本科課程，配合大學為2004年度新生推行90學分的新課程架構，務求提升教學效益，滿足為學生提供更多課堂以外指導的需要。經修訂後的課程架構旨在推行一些新的教學方式，進一步強調自學及減少課堂學習。此舉亦為配合優質博雅教育所堅持的自主學習和個人發展。
Undergraduate Programmes

With the addition of BA (Hons) programmes in history and philosophy, two areas of study intrinsic to a liberal arts education, the total number of our major undergraduate programmes increased to eight during the year. The study of history, which builds knowledge and understanding of the past, not only extends a sense of identity within the community but also benefits the future. Philosophy underlies personal development, opening up new horizons and developing critical thinking as well as analytical and intellectual skills.

Eight new minor programmes were also introduced during the year, bringing the total number of minor programmes to 21. The new programmes ranged from creativity, environmental studies, human resource management and information technology to accounting, finance, marketing and risk and insurance management; among them, the creativity minor was seen as being particularly innovative. Two further programmes, Hong Kong studies and media culture and marketing, will be launched in 2003-04.

During the year, our BA (Hons) programme in cultural studies successfully completed a programme review, a process conducted once every four years and designed to ensure the academic validity and quality of our programmes. A senior academic from outside the programme led three external reviewers to look into various aspects of the programme, such as curriculum, course content, teaching and learning development, etc. The reviewers offered an endorsement of the programme and suggestions for further improvement.

Preparations are also in hand for the review of the entire undergraduate curriculum, which will take place in 2003-04, following the University's decision to adopt a revised academic programme based on a 90-credit system from the 2004 student intake. This decision has been taken to improve the teaching value and to meet the growing need for more guidance outside the classroom. The aim of the revised programme structure is to implement alternative forms of teaching, with a greater emphasis on autonomous learning and less classroom contact. This development is also in line with the strong focus on autonomous learning and personal development espoused by a quality liberal arts education.

Postgraduate Programmes

Our research postgraduate programmes, which continue to grow stronger every year, received extra recognition during the year with the commendation of the TLQPR Panel during its visit in January 2003. There has been growing demand for places in our MPhil and PhD programmes, with the number of admission applications in 2002-03 almost doubling the previous year's.
高級學位課程

本校的高級學位課程繼續不斷擴大，教與學質素保障過程檢討小組於2003年1月到訪大學，亦認同本校的高級學位教育及研究指導課程。2002-03年申請入讀本校哲學碩士及哲學博士課程的人數，較去年增加近一倍，成績令人鼓舞。

學生除了撰寫研究論文外，亦應積極參與跟研究範圍相關的活動，如出席校內研討會及在國際會議上發表論文。我們相信學生參與所屬專業範疇的活動是學習過程中重要一環。因此，本校於2002年3月設立「美國學術基金會研究生學術會議獎學金」，為研究生提供資助，以便他們出席國際學術會議。本校亦於2002年推出「研究生實地研究補助金」，資助需要到外地蒐集資料以完成哲學碩士或哲學博士課程的學生。

嶺大除了推出以上兩個資助基金，更與另外六家提供高級學位研究課程的姐妹大學達成協議，攜手合作提供高級學位課程。研究生可於2003-04年度報讀有關大學提供的研究生課程。

另一方面，本校亦不斷增加修課式高級學位課程的數目，除了行政人員工商管理碩士課程（兼讀）及修課式英文碩士課程外，2003-04學年還會新增修課式文化研究碩士課程，此課程不單能夠充分利用我們在亞洲區內文化研究的專長，亦將會成為香港首個關於文化研究的修課式碩士課程。

學術支援

教與學中心
教與學中心的主要任務是提升和改善嶺大的教與學質素，並參與教與學的策略規劃和管理。其具體工作範圍包括發展及評估教學方法、提升教員的教學技能和改善支援教與學的資訊科技系統。
Apart from their thesis research, students are encouraged to be active in their research areas, not only attending relevant in-house seminars but also presenting papers at international conferences. We are so committed to student participation in professional activities as an important part of their educational experience that we established the Lingnan Foundation Postgraduate Student Conference Travel Scholarship in March 2002. The scheme provides financial support for postgraduate research students to participate in international conferences. A second scheme, the Research Postgraduate Student Field Trip Sponsorships, was also launched in 2002, providing support to students who need to conduct field trips outside Hong Kong as part of their MPhil or PhD research.

In addition to these two schemes, we completed collaboration agreements with six other universities offering research postgraduate programmes. With the completion of the groundwork, our postgraduate students will be able to enrol in courses offered by the institutions concerned in 2003-04.

We are also enhancing our portfolio of taught postgraduate programmes. In addition to our part-time Executive Master of Business Administration (EMBA) and the taught Master of Arts in English Studies programmes, a taught Master of Cultural Studies programme will be offered in the 2003-04 academic year. The new programme, which capitalises on our particular strengths in cultural studies in the region, will be the first of its kind in Hong Kong.

**Academic Support**

**Teaching and Learning Centre (TLC)**

The core focus of the Teaching & Learning Centre (TLC) is to enhance the quality of teaching and learning at the University. In addition to being involved in the strategic planning and management of teaching and learning processes, it is also responsible for quality assurance and improvement, including teaching and staff development, teaching evaluation and the information technology systems that will enhance the teaching and learning process.

In addition to implementing and completing a number of UGC-funded projects during the year, the Centre is the main driving force in the “Liberal Arts Education, Lifelong Learning and Engaging the World” (LLE) project, which won a HK$4.9 million grant from UGC. The LLE project consists of three major dimensions. The first seeks to develop reading habits and skills among students through the “Bookworm Club”, while also honing their critical thinking skills. The second gives students an opportunity to work creatively and professionally in collaboration with their teachers, which will improve students’ communication skills and their ability to work productively in a team environment. The final component aims at widening perspectives and deepening insight through using advanced information and communication technologies (such as video-conferencing in the classroom) to interact with fellow students around the world.
教與學中心在本年推行了多個教資會資助的項目。主力推動「博雅教育、終身學習、懷抱天下」計劃，此計劃獲教資會資助490萬港元。「博雅教育、終身學習、懷抱天下」計劃包括三大範疇：首先透過「讀書會」培養學生的閱讀習慣，提高他們的閱讀能力，同時鍛煉學生的批判思考能力。其次是讓學生與教學人員以創新而專業的方式合作，改善學生溝通技巧，讓學生在團隊合作中發揮本身的才能。最後是透過在教室內舉行視像會議等先進的資訊及通訊科技，讓學生與世界各地的學生交流，擴闊視野，增廣見聞。

雖然教與學中心推行的項目大部分是由外界資助，但大學也推出不少自資項目協助提升教學質素。中心的若干新研究如出版「Learning Matters at Lingnan」及「思維」午間活動亦有相當的意義，因為這些項目不但有助提升教與學的質素，亦給予教員及學生更多溝通交流的機會。

圖書館服務
圖書館自1968年設立以來，藏書量已超過380,000冊，包括書籍、雜誌及其他印刷書刊。本學年共增添新書目23,000冊，並不斷添置新書以配合學生需要，例如有關學前教育的特別藏書。

除印刷書籍外，使用者亦可透過圖書館的電子資料系統閱覽400,000冊電子圖書、19,000冊電子期刊和65,000分鐘的數碼媒體節目。圖書館位處校園中央，已全面自動化，在校園內外也可進入網上目錄，而透過香港學術及研究網和互聯網亦可進入其他圖書館的目錄和資訊庫。例如，圖書館的書目紀錄已連接到Amazon.com的數據庫，並附有各種目錄、書評及其他增值資料。

為鼓勵學生善用圖書館設施，圖書館於2002-03年共舉辦了129節圖書館使用講座。本學年受非典型肺炎影響，2003年3月至5月圖書館的使用量下跌30%。不過圖書館因應當時的情況，協助錄製課堂教學及課程資料錄像，讓學生透過圖書館內的數碼科技觀看這些錄像。儘管圖書館使用率減少，本學年仍錄得超過266,000人次，外借書刊達164,000冊。
While much of the Centre’s profile is derived from externally funded teaching development projects, we also have a number of internally funded initiatives that drive and support better teaching in the Lingnan community. Initiatives such as “Learning Matters at Lingnan” and our “Food for Thought” lunchtime programme continue to prove their value, in driving not only improved teaching and learning but also greater interaction among our teachers and students.

Library Services
Since the establishment of our library in 1968, our library collection has grown to over 380,000 books, journals and other print items. With 23,000 new items added to the collection during the year, we have also been building new collections to meet emerging needs, such as a special collection on early childhood education.

Complementing the print collection, our electronic information resources also provide access to 400,000 e-book titles, 19,000 electronic journals and 65,000 minutes of digitised media programmes. The centrally located Library is fully automated, with its online catalogue accessible both on and off campus. Access to other library catalogues and information databases is also available via the Hong Kong Academic Research Network (HARNET) and the Internet. For example, the Library’s bibliographical resources are linked to the Amazon.com database with its wide-ranging table of contents, book reviews and other value-added information.

To ensure that our students maximise their use of our facilities, we held 129 user education sessions in 2002-03. A major disruption during the year was the Severe Acute Respiratory Syndrome (SARS) disease, which saw physical use of the Library drop 30% during the March-May 2003 period. However, responding rapidly to the situation, the Library helped to make video recording of lectures and course materials for access through the Digital Library. Despite this drop in usage, more than 266,000 visits to the Library were recorded during the year, with 164,000 items being checked out for use.

In order to maximise the use of resources, we have been working with other university libraries to subscribe to electronic resources collectively. A number of inter-institutional cooperative arrangements have been made, with a task force set up to explore how media resources can be shared. University libraries are also investigating issues such as the central storage of rarely used items, wider access, disaster management, etc. We are pleased to report a major step forward with our agreement with the Hong Kong Baptist University Library, under which undergraduates from both universities can now access each other’s libraries.
為了善用資源，嶺大與其他大學圖書館共同訂購電子資源，並開展了多項跨院校合作項目，以及成立特別小組研究共用媒體資源的途徑。另一方面，各大學圖書館亦正研究集中儲存少用的書籍，開放圖書館給其他院校師生使用及災難應變等問題。大學很高興能夠踏出重要的一步，與香港浸會大學圖書館達成協議，讓兩家大學的本科生使用對方的圖書館。

去年，本校重組圖書館及資訊科技服務中心，重整與整合兩個單位部分管理系統上的安排，確保服務更有效率、更具成效，例如調整兩項設施的服務時間。大學的兩單位拓展計劃中將提供額外兩層地方給學生使用，新樓層預期將於2004年底落成啟用，屆時兩單位的整合會帶來更大的協同效應。

**資訊科技服務中心**

資訊科技服務中心與圖書館合力為師生提供各種教與學的基礎設施，以及各種資訊科技和影音設備支援，包括桌面電腦、教學實驗室、管理系統及網頁教學支援工具（WebCT）等專用程式，並協助提供課程教學評估服務。資訊科技服務中心更為學生提供固定的設施，例如語言及電腦室、電視及影音製作室、多媒體製作室等等，並借出數碼相機、投影機、實物投影機、手提電腦等設備，以協助學生完成報告。

本校的Banner資訊系統是首個安裝於香港高等院校的綜合企業資源策劃系統，這個系統推展理想。融合學生及教職員數據庫的「Banner Finance」於2002年7月投入運作，其後更增設學生服務、人力資源、新生錄及編製時間表等功能。本校現正實施多項工作改善網絡及電郵服務，而網絡升級及加快對外互聯網的連接速度，仍是首要的工作。本學年嶺大亦安裝了全新的無線局域網，為需要使用無線上網的師生提供更佳的網絡覆蓋。
Last year the Library and the Information Technology Services Centre (ITSC) underwent a restructuring, integrating some of their management systems to ensure more efficient and effective services (e.g. the aligning of service hours between the two facilities). This integration will see further synergies with the joint expansion plans of the two facilities, which will add two more floors of service space for student use. The new space is expected to be available in late 2004.

**Information Technology Services Centre**

Working in parallel with the Library, ITSC provides the backing, support and infrastructure for the many diverse IT and AV requirements for all teaching and learning needs on campus. This includes desktop support, teaching labs, administrative systems and dedicated programmes such as WebCT (a web-based teaching support tool) and Course Teaching Evaluation services. The Centre also provides on-site facilities for students - language and computer labs, TV and AV-recording studios, multimedia studios, etc — as well as equipment such as digital cameras, projectors, visualisers and notebooks, on loan for student projects.

Our “Banner System”, the first integrated enterprise resource planning system to be implemented at a tertiary institution in Hong Kong, continued its development momentum. Banner Finance, which integrates student and staff databases, came on stream in July 2002, followed by student services, human resources, alumni and timetabling. Extensive work is also in hand for the improvement of web and email services. Network upgrades and increased speeds for external Internet links continue to be an ongoing priority. A new Wireless LAN was implemented during the year to provide better coverage for both students and staff on the move.
Caring for our students with our best effort, we offer a harmonious atmosphere of growth as students prepare for future challenges.
Our small size, the emphasis we place on residential campus life, along with our student-oriented teaching, activities and expenditures, are all distinctive features of a quality liberal arts education that seeks to cultivate capable and all-rounded individuals. There is no doubt we are succeeding in meeting our objectives, as attested by the highly positive comments of the University Grants Committee (UGC) Institutional Visit (IV) Panel and the Teaching & Learning Quality Process Review (TLQPR) Panel. The former reported that they had never felt the close student-to-student and faculty-to-student bonds evident at Lingnan anywhere else before, while the latter commented on a feeling of trust and collegiality within the University.
學生

在本學年，嶺大共有2,101位本科生、28位研究生及464位副學士學生。超過75%的本科生均在校內住宿，營造出濃厚歸屬感的學習環境，即使訪客亦能感受得到。大學的長遠目標是將學生住宿率提高至95%。

綜合學習課程

為達致『全人教育』的目的，本校於2001-02年度正式開辦綜合學習課程，並於年內取得進展。於2002-03年度，綜合學習課程分為五個主要範疇 — 公民教育、智能發展、社交及情緒發展、體能發展及美學發展。為了擴闊現有課程所涵蓋的範圍，本校開辦了多個新課程，包括創意和面對逆境、思維導引、高爾夫球及木球、劇本創作、視覺藝術及電影等。在嶺大的三年學習生活當中，所有本科生必須修畢最少75個綜合學習課程學分。

培導計劃

學生服務中心於2002-03年推行培導計劃，由經過培訓的高年級學生擔任新生的培導員，協助新生適應嶺大的學習環境。培導計劃的另一目的是希望培導員能夠在帶領和指導新生的過程中，培養本身的責任感。2002年9月，共有85位學長參與培導計劃，成為培導員，負責指導218位新生。在2003年1月至6月期間，本校與非牟利機構良朋會合辦另一個學生培導計劃，由良朋會會員擔任義務導師，指導21位二年級學生。良朋會的300名義務導師來自各大商業機構。是項計劃給予本校學生一次難能可貴的機會，吸收『真實世界』的實際經驗，作好日後投身社會的準備，並認識將要面對的競爭和挑戰。

滿足各界所需

除了推行學術及學生計劃外，本校亦致力確保學生畢業後能夠找到滿意和報酬相當的工作，同時亦希望學生的才能與技術能切合商界需求。因此，本校於2003年5月推出為期兩週的『行政人員培導計劃』，進一步提高本校學生的個人素質，增進他們對工作的認識。參與是項計劃計有35位學生、五家公司、七名培導人員、多位嘉賓講者及多位經驗豐富的校友。學生服務中心亦提供『一站式』度身訂造的招聘服務，為畢業生介紹合適的全職、兼職及暑期工作。
Students

During the year, our student body consisted of 2101 undergraduates, 28 postgraduate research students and 464 associate degree students. Over 75% of our undergraduates live on campus, generating a strong sense of community visible even to our visitors. Our eventual aim is to increase the residency rate to 95%.

Integrated Learning Programme
The Integrated Learning Programme (ILP), launched in 2001-02 to facilitate a “whole-person approach” to learning, gained momentum during the year. In 2002-03, ILP was organised into five key areas — civic education, intellectual development, social and emotional intelligence, physical education and aesthetic development. Extending the scope of existing programmes, we introduced new courses such as creativity and problem solving, mind mapping, golf and woodball, as well as script writing, visual art and a film festival. All undergraduates are required to take a minimum of 75 ILP units in their three years at Lingnan.

Mentoring Schemes
The Student Services Centre (SSC) launched a mentoring scheme in 2002-03. Under the scheme, senior students are trained as mentors to help their freshman mentees to gain maximum benefit from their new educational experience. The scheme aims at fostering a sense of commitment both to other people and among the participants, as mentors take on responsibility for their mentees. 85 mentors joined the scheme in September 2002 looking after 218 mentees. A second mentoring programme was established for 21 second-year students from January to June 2003 in conjunction with Friends Unlimited, a non-profit organisation of 300 adult volunteers from reputable business organisations who serve as mentors. The programme provided an excellent opportunity for students to gain experience of the “real world”, and to prepare themselves for the competition they will face as they enter the job market.

Meeting the Needs of the Community
In addition to our academic and student programmes, we make every effort to ensure that our students will find satisfying and rewarding employment upon graduation, and just as importantly, that their skills and talents will meet the needs of the business community. Thus, we launched a two-week “Becoming an Effective Executive (BEE)” programme in May 2003 to further enhance the personal qualities and job knowledge of our students. 35 students, five companies, seven trainers, three guest speakers and five experienced alumni participated in the programme. SSC also provides “one-stop” tailor-made recruitment packages to match graduates with the right employer for full-time, part-time as well as summer employment.
本校更與勞工處合辦「畢業生職業訓練計劃」，旨在幫助2003年度的畢業生吸取工作經驗，提升他們的工作技巧。這項計劃亦鼓勵私營機構僱主聘請實習生，而有關僱主每聘用一位實習生，便可每月獲發2,000港元的培訓資助，資助為期可達6個月。計劃自2003年8月推出以來反應踴躍，過半數配額早在一個月內已得到僱主確認，成績遠較其他院校優勝。

2002年畢業生就業情況

上述計劃的推行，加上博雅教育本身的優點，本校在畢業生就業情況方面取得豐碩成果。據「2002年畢業生就業情況調查報告」顯示，本校畢業生就業或繼續深造的比率達93%。選擇繼續深造的畢業生由2001年的6%增至11.5%，增幅接近一倍，其中不少畢業生繼續在本港攻讀教師深造課程。超過75%的嶄大畢業生受聘於工商界，當中以任職銷售及市場推廣行業居多。

雖然上述數字令人欣喜，但經濟不景及就業市場萎縮，確實對畢業生的就業情況構成一定影響。2002年畢業生當中有3.5%在求職時遇到困難，畢業後未能找到全職工作，情況與去年相若。但值得高興的是，本校當代英語語言文學課程和工商管理（風險及保險管理）課程的畢業生都能夠全部就業或繼續深造。然而，由於經濟的持續衰退，嶄大畢業生整體的平均月薪則由2001年的10,706港元下降至9,306港元；而第二屆的當代英語語言文學課程畢業生錄得最高收入，平均月薪為10,288港元。

僱主及學生的評價

為求肯定本校博雅教育的理念在理論及實踐方面均具成效，我們於去年諮詢了本港僱主對嶄大畢業生的意見，並得到正面的回應：83%受訪者表示滿意嶄大畢業生的表現；75%受訪者則表示嶄大畢業生與本港其他院校畢業生表現不相伯仲；更令人鼓舞的是，26%受訪者坦言嶄大畢業生的表現較為優勝。

《明報》本學年向各院校學生進行調查，結果顯示，本校學生對大學的評價十分理想。在調查涵蓋的五個範疇當中，嶄大在三個範疇中位居本港八間教資會資助院校之冠，而第四個範疇則排名第二。本校提供優質博雅教育的理想再次獲得認同。

學生獎項

校外獎項

社會科學哲學碩士生馬學嘉榮獲「尤德爵士紀念研究生奬學金」，而工商管理課程二年級學生李美婷及周惠敏皆獲得「尤德爵士紀念奬學金」，工商管理課程二年級學生黃婷則獲頒「大學婦女香港協會李樹培夫人本科生奬學金」。
In cooperation with the Labour Department, we launched a Graduate Employment Training Scheme (GETS) to help our 2003 graduates gain working experience and improve their working skills. The scheme also encourages employers in the private sector to employ job trainees. Employers will receive a monthly training allowance of HK$2,000 for each trainee for a maximum of six months. Since the scheme’s launch in August 2003, the response has been encouraging: over 50% of the allocated quota was reserved within a month, putting us well ahead of other institutions.

**Employment of 2002 Graduates**

These initiatives, together with the intrinsic merits of a quality liberal arts education, appear to be reaping rewards. The annual Graduate Employment Survey 2002 shows that 93% of our graduates were engaged in employment or full-time studies. The ratio of students pursuing further studies rose to 11.5%, almost double the 2001 figure of 6%, with many pursuing a postgraduate teaching qualification in Hong Kong. The commercial and industrial sector employed over 75% of our graduates, with sales and marketing continuing to account for the highest percentages.

Despite these positive figures, the harsh economy and shrinking job market have taken their toll. As in the previous year, 3.5% of 2002 graduates encountered difficulties, not receiving any full-time job offer after graduation. On a more positive note, all graduates of our Contemporary English Studies and the BBA Risk & Insurance Management programmes were employed or engaged in further studies. However, the overall average monthly income of our graduates fell from HK$10,706 in 2001 to HK$9,306, which was attributable to economic recession. For the second year running, graduates of the Contemporary English Studies programme earned the highest income, with an average monthly salary of HK$10,288.

**Feedback from Employers and Students**

In order to make sure that our liberal arts vision is as effective in practice as it is in theory, last year we asked Hong Kong’s employers what they thought of our graduates. Responses were positive: 83% of respondents said they were satisfied with the performance of our graduates, while 75% said our graduates were comparable to those of other local universities. More encouragingly, 26% of employers who responded actually said that our graduates were better.

This year, encouraging feedback came to us from our students through the Ming Pao survey described earlier in this report. The satisfactory response of our students, who rated us first among Hong Kong’s eight UGC-funded universities in three out of the five areas surveyed and second in the fourth area, continues to reinforce our case for a quality liberal arts education.

**Student Awards**

**External Awards**

MA Hok-ka, an M Phil student in Social Sciences, received a Sir Edward Youde Memorial Fellowship, while LEE Mei-ting and CHOW Wai-man, both Year-2 BBA students, received Sir Edward Youde Memorial Scholarships. HUANG Ting, a Year-2 BBA student, received an HKAUW Ellen Li Undergraduate Scholarship.

本校的環保學會在[環保會規範大專環保活動獎勵計劃]中勇奪大專院校及職業學院組別季軍。作為環保學會代表的兩位翻譯系三年級學生，隨後擔任傑出學生環保大使，遠赴杭州並考察當地的環保設施。

校內獎項
工商管理課程三年級學生黎沛瑜獲選為「大學最傑出學生」，黎同學不僅學業成績優異，更積極參與大學及社會服務。她多年來熱心參與義務工作和各項社區活動，並多次代表本校參加聯校領袖訓練計劃。

中文系二年級學生劉智仁獲頒「伍沾德博士伉儷傑出服務獎」。劉同學一向積極參與社區義務工作，對大學生活亦貢獻良多。

獎學金及助學金
政府設立的本地專上學生資助計劃，共撥出5,265萬港元資助本校1,120位同學；免入息審查貸款計劃亦為374位同學提供1,360萬港元的貸款。而大學本身的學生資助計劃主要為有經濟需要，卻未能取得足夠政府助學金及貸款的學生提供援助。本學年，本校的學生資助計劃共撥出助學金額1,316,018港元，貸款額則為632,900港元；共動用了緊急基金94,000港元。此外，大學向學生頒發的獎學金達43項，另設有獎項144個，金額合共1,599,390港元。
A team of seven Year-1 BBA students won the second runners-up prize in the Young Entrepreneurs Council E-Challenge 2002 Business Plan Competition, while a team of three Year-1 BBA students received a Certificate of Excellence in the 3rd HSBC Young IT Entrepreneur Awards. Two more BBA students, LU Xiyan (Year-2) and CHEUNG Man-yee (Year-3), respectively won the Putonghua Championship for the AIA Quest for the Champion Communicator 2003 and the Eastern District Outstanding Youth Award 2003. Kenny WEI Wei, a Year-3 student in Social Sciences, was 2nd runner-up in the AIA Quest for the Champion Communicator 2003.

The Green Club was 2nd runner-up in the ECC Shell Environmental Award for Tertiary and Vocational Institutes. Two Year-3 students in Translation represented the Green Club as Outstanding Student Environmental Protection Ambassadors, travelling to Hangzhou to visit its environmental protection facilities.

Internal Awards

LAI Pui-yu, a Year-3 BBA student, was chosen as “The Most Distinguished Student of the University” for her academic achievements and her services to Lingnan and the community. A committed volunteer for many years, she participates actively in a number of community programmes. She has also represented the University in a number of joint-university leadership training programmes.

LAU Chi-yan, a Year-2 student in Chinese, received the Dr and Mrs James Tak Wu Award for Outstanding Service. He is an active volunteer in the community and has also made a consistent contribution to university life.

Scholarships and Bursaries

The Government Local Student Finance Scheme provided a sum of HK$52.65 million for a total of 1,120 students. The Government Non-means Tested Loan Scheme provided a further HK$13.6 million for 374 students. The University’s own Student Finance Scheme assists students whose financial requirements are not adequately met by Government grants and loans. During the year, bursaries of HK$1,316,018, loans of HK$632,900 and emergency funds of HK$94,000 were allocated. The University also administered 43 scholarships and 144 awards for students, totalling HK$1,599,390.
教職員

追求卓越
截至2003年8月底，以教資會撥款聘用的本校教職員合計376人，其中135名為教學人員，241名為非教學人員。獲晉升或職銜晉級的教學人員共10人，而獲實任長期聘用者則有兩人，使獲實任長期聘用的人數佔合資格申請人數42%。本學年共有3名教職員取得博士學位，令持有博士學位的講師或以上職銜教學人員比例提高至95.7%，而這一點在教與學質素保證過程檢討小組的報告亦有特別提及。本校目前有七個學系的所有教學人員均持有博士學位，包括英文系、翻譯系、文化研究系、資訊系統學系、管理學學系、經濟學系及政治學及社會學系。

為確保教職員的素質及制度的完善，學校繼續推行精簡政策。本校於本學年實施新加薪制度，按工作績效衡量加薪，以提高教職員的表現。另一方面，本校改善並修訂非教學人員的職銜，從而更貼切地反映非教學人員的工作職責，方便他們與外界聯繫。另外，我們於2002-03年繼續大力推行教職員潛能提升活動，已舉辦多項語言發展課程，加強教職員的溝通技巧，包括【中文商業寫作】和【普通話及廣東話初班】。今年，本校與廉政公署合辦多個講座，增強教職員公正廉潔的工作操守。

諮詢及顧問服務
為確保本校的教學及研究與時並進，能夠對工商業、不同專業及社會有所貢獻，學校鼓勵教職員為校外機構提供諮詢及顧問服務。本學年，105位教職員申請174份從事任外有薪工作，其中百分之三與研究及調查項目的顧問和專業服務、教學計劃協調及編製教材有關。本校教職員更獲多間機構聘為研究工作的顧問，其中包括聯合國亞洲及太平洋經濟及社會委員會、聯合國社會發展研究機構、美國人口資料局、香港教育學院、職業安全健康局及香港大學專業進修學院等。
Staff

The Pursuit of Excellence

At the end of August 2003, staff strength based on UGC funding stood at 376, consisting of 135 academic and 241 non-academic staff. Ten academic staff were promoted or retitled to a higher rank while two members were granted substantiation, bringing the overall substantiation rate among eligible staff to 42%. During the year three staff members received their doctoral degrees, raising the ratio of lecturers and above with PhDs to a high level of 95.7%, a fact that was noted by the TLQPR Panel. This means that all academic staff in seven of our departments — English, Translation, Cultural Studies, Information Systems, Management, Economics and Politics & Sociology — now hold PhD degrees, compared to five departments last year.

In ensuring the quality of our staff and our systems, we continue to streamline our practices. During the year, we introduced a performance-based salary increment system to enhance staff performance. We also improved and revised non-academic job titles to better reflect job responsibilities and facilitate interaction with external contacts. Continuing our emphasis on staff development activities in 2002-03, we organised a number of language development courses that included “Chinese Business Writing” and “Putonghua and Cantonese for Beginners” to facilitate communication. Fostering ethical work practices, we also organised a number of seminars in collaboration with the Independent Commission Against Corruption.

Consultancy and Advisory Services

To ensure that our teaching and research remain relevant to the contemporary world and contribute to business and industry, the different professions and the community, we encouraged our staff to offer consultancy and advisory services to organisations outside the University. During the year, 105 staff members submitted a total of 174 applications to engage in outside practices, one-fifth of which consisted of consultancy and professional services for research and surveys, the coordination of academic programmes, and the development of teaching materials. Staff have been commissioned to provide consultancy for research work for such diverse organisations as the United Nations Economic & Social Commission for Asia & the Pacific, United Nations Research Institute for Social Development, the US-based Population Reference Bureau, Hong Kong Institute of Education, Occupational Safety & Health Council, and the School of Professional & Continuing Education at the University of Hong Kong.
Traversing freely in the intellectual world, our students exchange their experiences and knowledge with their counterparts, thus opening up even broader domains of knowledge.
We continued to work towards our goal of sending 25% of our students to study abroad for a semester, so that they would gain exposure to different educational approaches, interact with students of different cultures, enhance their language skills, and attain a more international perspective.
國際交流計劃

本年度，本校與漢城的梨花女子大學達成交換生計劃，使本校的交換生計劃夥伴增至24家高等學府及兩個教育團體。計劃夥伴分佈在澳洲、加拿大、日本、韓國、菲律賓、臺灣、泰國、英國及美國等地。本校學生對交流計劃的反應非常熱烈，候選學生須接受國際學術交流處主任與其他學科及行政人員的面試。最後，本校共選出41位學生參加學生國際交流計劃，而2001-02年度的參加學生只有24位。各學系的二、三年級學生均可申請此計劃，在海外院校修讀的學分可轉為嶺南的學分。

參與交流計劃的學生一般只須繳交嶺南大學費及宿費，而留學海外的開支則須自行負擔。承蒙美國嶺南基金會及多位校友慷慨支持，部份同學獲贊助機票費用。本校亦十分感謝國泰航空慷慨捐出6萬港元贊助同學的機票。由於海外留學計劃令學生獲益良多，大學教育資助委員會在2002-03年度亦開始贊助八家屬下院校舉辦交流計劃。

同時，嶺大亦錄取了16位到本校就讀的交換生。然而，嚴重急性呼吸道綜合症（非典型肺炎）一度肆虐香港，本校被逼在2003年3月底至4月初停課。期間，本校接到不少電郵及來電查詢，討論海外交換生應否繼續留港。在疫情陰霾下，六位交換生提早返國；另外兩位則選擇在學期結束後繼續留港。其中一位參加本校龍舟隊的賽事，另一位則有意在香港尋找進修機會。在停課期間，交換生亦善用機會到其他東南亞國家旅遊訪問，增廣見聞，加深對該地區的了解。

學生國際交流計劃現已踏入第三年，我們不斷從中吸取經驗，務求精益求精。參與計劃的學生人數一直有增無減，而他們對計劃亦有良好的反應。一名外國學生表示在2003年9月重臨嶺大校園，多讀一個學期；另一名美籍學生則表示：「嶺南大學洋溢活潑的文化氣息，而校方將這個主要特色加以發揮，在香港獨一無二。嶺大亦為留學生提供親切的環境，對我們關懷備至。想體驗海外留學生活，嶺大絕對是一個理想的選擇！」「內地交換生協議」計劃、「英文系主修生海外學習計劃」、「暑期短期語言計劃」及本計劃合共為本校15%學生提供在香港以外的留學機會。雖然這些計劃運作日子尚短，但成果確實令人鼓舞。
International Exchange Programme

During the year, we signed exchange agreements with Ewha Woman’s University in Seoul, bringing the total number of exchange partners to 24 universities and colleges and two consortia institutions in Australia, Canada, Japan, Korea, the Philippines, Taiwan, Thailand, the United Kingdom and the United States. After a rigorous application and selection process, where shortlisted applicants were interviewed by the Director of International Programmes together with academic and administrative staff, a total of 41 Lingnan students (compared to 24 in 2001-02) were selected for participation in the Student International Exchange Programme (SIEP). Second- and third-year students from all disciplines can apply for the programme, and credits earned at the host institutions can be transferred to Lingnan.

In most cases, students continue to pay Lingnan tuition and hostel fees under the exchange programmes. Although students are expected to finance their study abroad themselves, the Lingnan Foundation and several alumni provide generous support for airfares for students participating in SIEP. We must also thank Cathay Pacific Airlines for its financial sponsorship of HK$60,000 in student air tickets. Recognising the benefits of these study abroad programmes, the University Grants Committee also earmarked a grant for such activities in the eight UGC-funded universities in 2002-03.

In turn, we welcomed 16 incoming exchange students to Lingnan. Unfortunately, with the outbreak of the Severe Acute Respiratory Syndrome (SARS) disease and the suspension of classes at the end of March to early April 2003, we received many concerned emails, enquiries and calls with regard to the wisdom of these students remaining in Hong Kong. This led to six students returning home early. Two stayed on beyond the semester: one to compete for our Dragon Boat Race team, and the other to explore further educational opportunities in Hong Kong. Exchange students often took the opportunity to explore other countries in Southeast Asia during breaks in classes, broadening their knowledge and experience of the region.

In its third year of operation, SIEP is gaining experience and programme excellence with an increasing number of participants. Comments and feedback from students have been excellent. One foreign student has chosen to return to Lingnan for a further semester in September 2003, while the following observation was made by an American student: “Within such a vibrant culture, Lingnan University emphasises this central characteristic that makes it unique in Hong Kong. The University provides study-abroad students with a caring and personal atmosphere. Lingnan is definitely the place to come to make the most of a study-abroad experience!” Together with the Lingnan and Chinese Mainland Student Exchange Programme (LCMSEP), the Study Abroad Programme for English Majors and the Summer Intensive Language Programme, we have provided opportunities for 15% of our students to study outside Hong Kong, a significant achievement considering the short history of the programmes.

Exchange Programmes with Mainland Institutions

Student Exchanges

Our newly launched Lingnan and Chinese Mainland Student Exchange Programme (LCMSEP), aimed at extending learning opportunities to the Chinese Mainland and enhancing students’ “biliterate and trilingual” abilities, took off
內地院校交流計劃

學生交流

本校在今學年創辦「內地交換生計劃」，讓本校學生有機會前往內地作交換生，藉此提高他們「兩文三語」的能力。計劃自創立的首年，本校共有42名學生北上留學一個學期，另有20名內地學生來訪，於大學學習。除了最初合辦的五所內地大學外，今年本校亦與瀋陽大學、華南理工大學、清華大學及浙江大學簽訂協議，擴大與內地院校的交流計劃，為更多的嶺大同學提供更多的選擇。

此外，今年共有24名內地學生獲發放獎學金，在本校就讀為期一年的學士學位課程。獲發獎學金的學生來自參與上述交流計劃的內地大學，該部分的學生已在原屬院校完成一年課程。

學術交流

本校繼續與內地各高等院校保持緊密聯繫，例如本校翻譯系與清華大學外語系、本校與國家語文工作委員會分別簽訂了合作協議。前者促進兩所院校的學術交流，如定期舉辦儀式；後者則安排國家語文工作委員會的測試員每年到本校主持相關的「普通話水平測試」。

此外，本校與世界各地院校攜手合辦研討會，會議及合作研究計劃，例如本校亞洲太平洋研究中心與中國社會科學院美國研究所已連續四年合辦中美議題國際研討會。而本校經濟學系，中國社會科學院經濟研究所及香港金融管理局三年來一直合作研究港元與人民幣的匯率制度。另一方面，嶺大香港商學研究所、中山大學港澳珠三角研究中心亦合作展開研究項目，題目為「2000-2003年香港、澳門及珠江三角洲的經濟融合」，這個課題對香港未來的經濟發展極為重要。

行政交流

嶺大自1995年起與培華教育基金合作舉辦「中國少數民族州長培訓班」。課程讓內地學員了解香港的市場經濟模式，以及香港的政府架構與制度，至今共超過300名學員修畢課程。與此同時，在「內地高校交流計劃」下，本校資助校內及內地個別學者及行政人員互訪，參加相關的研討會或會議，內地的院校或機構計有復旦大學、清華大學、廈門大學、中山大學、東北大學，以及國務院港澳事務辦公室。

除了上述活動外，本校與深圳圖書館也合作無間，一方面加強內地圖書館與本校的聯繫，另一方面積極提高內地專業圖書館人員的執業水平。過去，我們曾在2001年合辦「深港兩地信息服務業比較研究」，亦曾舉辦「暑期圖書館研習班」，參與的內地專業圖書館人員超過100名。
during the year. In the first year of its operation, 12 of our students made the journey northwards for a semester, while 20 Mainland students came to Lingnan. In addition to the five Mainland universities involved at the start of the programme, we also signed new agreements with Shenyang University, the South China University of Technology, Tsinghua University and Zhejiang University during the year, widening the scope of the programme and providing a wider choice for students and increasing the number of participants for the programme.

Additionally, nine Mainland students were admitted during the year under the Jockey Club and Rosita & K K Ho Scholarship schemes, which provide three-year scholarships to study at Lingnan for an undergraduate degree. Students are selected from Mainland universities participating in the scheme, after having completed a year of study at their original institutions.

**Academic Exchanges**

We continued to maintain close relationships with major tertiary institutions on the Chinese Mainland - the agreement between our Department of Translation and the Department of Foreign Languages at Tsinghua University and our agreement with the State Language Commission (SLC) being prime examples. The former promotes academic exchanges between the two institutions and the joint organisation of conferences on a regular basis, while the latter provides for SLC examination officers to administer our “Putonghua Proficiency Test” every year.

Meanwhile, we have joined hands with institutions around the world to organise seminars and conferences as well as joint study projects that are of relevance to both the academic world and the general community. These included an “International Conference on Sino-American Economic Relations”, which has been jointly organised by our Centre for Asian Pacific Studies (CAPS) and the Institute of American Studies at the Chinese Academy of Social Sciences annually for the past four years. In addition, our Department of Economics, the Economics Institute of the Chinese Academy of Social Sciences and the Hong Kong Monetary Authority have been studying the exchange rate system of the Hong Kong Dollar and the Renminbi for three years. Lingnan’s Hong Kong Institute of Business Studies (HKIBS) and the Research Centre for Hong Kong, Macau and the Pearl River Delta at Zhongshan University have also joined hands to conduct extensive research on the “Economic Integration of Hong Kong, Macau and the Pearl River Delta 2000-2003”, a subject crucial to the future economic development of Hong Kong.

**Administrative Exchanges**

Since 1995, Lingnan has joined hands with the Pei Hua Education Fund for organising “Training Courses for Senior Officials of Minorities Autonomous Prefectures in China”. Course participants learn about Hong Kong’s market economy as well as Hong Kong’s governmental structure and systems. So far, over 300 participants have completed the course. At the same time, under the “Mainland Chinese Tertiary Education Institutions Exchange Programme”, we sponsor exchange visits for individual scholars as well as administrators to institutions on the Mainland and finance them to participate in relevant seminars and conferences. Host institutions include Fudan, Tsinghua, Xiamen, Zhongshan and Northeast University, as well as the Hong Kong & Macau Affairs Office of the State Council.

In addition to these activities, we also cooperate closely with the Shenzhen Library, strengthening ties between Mainland libraries and ourselves while enhancing professional librarian practices on the Mainland. Past projects included the joint publication of a “Comparative Study on the Information Services Industry in Shenzhen and Hong Kong” in 2001, as well as a Summer Library Workshop in which over 100 professional librarians from the Mainland participated.
Building on accumulated wisdom and exploring new frontiers of knowledge for transmission to future generations is the sacred mission of education.
Given the important role of research in a quality education and its synergies with teaching, it is very gratifying to report on our achievements in this area in recent years. Last year we reported on our improvements in our Research Assessment Exercises (RAE) index, the index used by the University Grants Committee to measure research performance among the eight UGC-funded universities in Hong Kong. Our RAE index has seen a surge over the years, rising from 12.32% in 1994 to 38.85% in 1999, despite higher threshold standards adopted in the 1999 review.
最近，我們採用近似1999年教資會評審研究表現的標準，自行審核本校教員的研究表現，得出的評審指數達67.9%，遠超於本校訂下在2005年教資會評審中達到60%研究指數的目標。根據評審結果，本校42.86%教員被評為「活躍研究員」，較1999年的25.64%有顯著進步。除此之外，教資會教興學質素保障過程檢討組亦讚揚本校在學術研究方面取得長足進展，教員研究範圍廣泛，水準甚高。本校研究及高級學位委員會在推廣學術研究方面，擔當重要角色。

本校能在學術研究方面取得理想進展，實有賴外部的資助。在2002-03年度，本校向「研究資助局」提交14份研究計劃書，其中三份成功獲資助共144萬港元，申請成功率約20%。另外六份研究計劃書獲獲資助，可惜最終因為研究資助局經費不足而未能成事。至於校內，則由研究及高級學位委員會負責制訂有關政策，協助推行及監督研究工作，以及處理與經費有關事宜，同時亦負責審批研究項目申請，分配校內的研究撥款。在2002-03年度，委員會撥出250萬港元資助49項研究計劃，約30%教員獲得研究經費。另外，委員會亦撥出117萬港元作本校職員培訓之用，而教員大多申請撥款出席海外會議，本校的教員去年遠赴海外發表論文共92篇。

卓越學術研究領域

文化及經濟研究

本校於2001-02年度展開兩大卓越研究計劃—「文化研究與發展：人文教育的博雅模式」及「經濟發展與中國體制和商業環境的演變—對香港特別行政區和東南亞地區影響的案例研究」，這兩項計劃至今仍在進行之中。

稅務研究

會計及財務系的稅務研究，是本校另一個卓越的研究領域。核凖執業會計師經常從事稅務工作，由於他們須與客戶緊密聯繫，大部分精力都集中在日常的業務上。因此，嚴謹和客觀的學術研究可以補充業界在研究方面的不足。嶄大在稅務研究方面享譽業界，加上與註冊會計師行的良奐關係，有利該系掌握有關稅務的數據資料和財務分析的專業知識。以此為基礎，大學正計劃在港舉辦一個稅務研究專題研討會，並創辦全港首個稅務副修課程。

亞太老年學研究中心

研究工作大部分在研究中心進行，並多從事地區或國際研究項目。亞太老年學研究中心屬本校人文及社會科學研究所的研究單位之一，素以研究亞洲區內老年學見稱。作為區域「老年研究網絡」的中心，亞太老年學研究中心協助出版《老化及長期護老—亞太區的國家政策》一書，並邀得韓國、馬來西亞、
In an internal review conducted recently, our RAE reached 67.9%, using standards similar to those of the UGC RAE in 1999. This was well above our target of 60% for the next UGC assessment to be conducted in 2005. 42.86% of our staff were rated as fully research active, compared to only 25.64% in 1999. In conjunction with these achievements, we were also commended for the progress our staff made in the quality and profile of their research by TLQPR Panel. The pivotal role of our Research & Postgraduate Studies Committee (RPSC) was also noted.

These developments are due in part to external funding made available. In 2002-03 we received HK$1.44 million for three earmarked research grant proposals, out of 14 submitted to the Research Grants Council (RGC). A further six projects were considered suitable for funding, but were not supported due to a lack of funds. Within the University, RPSC is charged with the formulation of policies for conducting, supervising and funding research, evaluating research applications and allocating internal research grants. In 2002-03 RPSC allocated a sum of HK$2.5 million to 49 research projects that involved about 30% of our academic staff. A further HK$1.17 million was available for staff development, which, for academic staff, was primarily used for attending overseas conferences, where a total of 92 papers were presented.

Areas of Excellence and Academic Strength

**Cultural and Economics Studies**

Our two Area of Excellence (AoE) research projects, “Cultural Research and Development: A Liberal Arts Model for Humanities Education” and “Programme for Economic Development and China’s Evolving Institutional and Business Environment: with Case Studies Focusing on Implications for the Hong Kong SAR and the East & Southeast Asia Region”, were initiated in 2001-02 and continued their development during the year.

**Taxation Research**

Another area of strength at Lingnan is the work of our Department of Accounting & Finance in the field of taxation research. Though there is significant activity in this area among Certified Public Accountants (CPA), their close relationships with clients tend to direct their efforts to short-term and procedural issues in the business sector. Thus academic research has a key role to play in its more rigorous and objective approach. Building on our leading reputation in taxation matters, our established network with CPA firms and easy access to tax databases and professional expertise in financial analysis, discussions are in hand both to organise a symposium on tax research in Hong Kong and to offer a minor in taxation, which will be the first taxation programme in Hong Kong.

**Asia-Pacific Institute of Ageing Studies (APIAS)**

A great part of our research is carried out at dedicated research centres, often holding regional and international research profiles. Thus our Asia-Pacific Institute of Ageing Studies (APIAS), one of the units within our Institute of Humanities & Social Sciences (IHSS), is renowned for its work on gerontology in the region. As the leading centre for the Ageing Research Network (ARN), APIAS facilitated the publication of Ageing and Long-term Care – National
新加坡、泰國及香港的知名學者和研究專家為該書撰寫文章。此外，老年研究網絡亦完成另一項探討區內長遠護老政策影響的項目，研究結果已在2002年12月在於曼谷的泰國研究基金會年會上發表。另一方面，在聯合國亞太區經濟社會委員會及世界衛生組織生活質素小組的安排下，嶺大與亞太區的研究所繼續合作無間。展望未來，老年學研究中心將繼續與區內的夥伴攜手合作，互動發展，確立本校研究老年學的領導地位，培訓老年學及護老專業人士與研究人員，發揮老年學服務培訓所的功能，使老年學研究遍及亞洲，推廣至全世界。

一般活動

人文及社會科學研究所及香港商學研究所致力推廣跨學系與跨學科研究，令各系的課程內容更加豐富，提升嶺大的研究實力。同時，研究所將盡量使研究內容更貼近社會。舉例來說，在去年得到研究資助局資助的三個研究計劃中，「大中華區的工作壓力、健康及工作表現：有關對策、中國人工作價值觀、組織投入感及個人效能的角色」及「工作的無形影響：對香港性別塑造的貢獻」這兩個計劃，均以大眾的工作場所為主。此外，本校的公共管理研究部在今年成立，專門從事政府公共政策研究，檢視民意。

研究生學術研究

嶺大悉心培育研究生，提昇本校的研究文化。本校在1995年開始招收研究生，多年來反應熱烈，學位供不應求。2002-03年度，報讀人數上升至123名，較去年錄取的63名增加幾近一倍。嶺大校譽日隆，校內學生在其研究領域的成就亦獲得肯定，相信報讀高級學位課程的人數將會與日俱增。可惜大學學額有限，實在難以取錄所有優秀的申請者。

本校研究生的學術論文屢獲校內外評審員的嘉許。大部分全日制哲學碩士及博士學生都能順利畢業，而且學術論文甚具水準，足見學生優秀，老師悉心指導。除發表論文外，學生也積極參與研究活動，如出席有關研討會及會議，在多個國際學術場合發表論文。研究生撰寫論文及進行研究時，大多採取範圍較廣的跨學科研究方式，實踐本校博雅教育的理念。
Policies in the Asia-Pacific, with contributions from well-known researchers in Korea, Malaysia, Singapore, Thailand and Hong Kong. ARN also completed a second project reviewing the policy impact of long-term care practices in the region, with the findings presented at the annual meeting of the Thailand Research Fund in Bangkok in December 2002. Collaborations with research partners in the Asia-Pacific also continued, via the UN Economic & Social Commission for Asia Pacific (ESCAP) and the WHO QOL Group. Looking forward, APIAS will work with relevant partners and the necessary development tools to consolidate its reputation as a leading centre for ageing research, a training institute for professionals and researchers in gerontology and elderly care, and a service learning centre for ageing studies, not only in the region but around the world.

**General Activities**

Developments within IHSS as well as the Institute of Business Studies (HKIBS) continued on course as they worked to promote inter- and multidisciplinary academic activities that enrich their programmes and enhance the research productivity of the University. At the same time, there was an increasing focus on projects that have a greater relevance to the general community. For example, two of the three research projects that received RGC funding during the year — “Work Stress, Well-being and Job Performance in Greater China: The Role of Coping Strategies, Chinese Work Values, Organisational Commitment and Self-efficacy” and “Invisibility at Work: Its Contribution to Gendering Processes in Hong Kong” — relate to the workplace. During the year, the Public Governance Programme was also established to conduct public policy research and canvass general opinions on Government policies.

**Research for Postgraduate Students**

In terms of our postgraduate research work, Lingnan has nurtured a solid pool of research students who have contributed significantly to the research culture of the University. Since we began admitting postgraduate research students in 1995, demand for places has continued to outstrip supply. In 2002-03, the number of applications for admission rose to 123, virtually doubling the previous year’s figure of 63. As our reputation continues to grow and scholars come to be recognised as experts in their field, applications are expected to continue to increase. Unfortunately, many qualified applicants have to be turned away as we are only able to admit a small batch of candidates each year.

The quality of our students’ theses has received favourable comments from both internal and external examiners. The high completion rates of our full-time MPhil and PhD candidates as well as the quality of their theses are a result of the quality of our students and the University's emphasis on close staff-student relationships. In addition to completing their theses, students are also active in research, attending relevant seminars and conferences and presenting papers at a number of international events. In general, student theses and research programmes take a broad-based, multidisciplinary approach, which is in line with our liberal arts philosophy.
Lifelong learning is an admirable goal that calls for perseverance and enthusiasm. No pain, no gain.
Any education, particularly one in the liberal arts tradition, aims at fostering an enquiring mind that takes an ongoing interest in the world around it. The University is therefore committed to a full range of lifelong education initiatives that will not only ensure that this spark is nourished in our students, but help turn it into an enduring and lifelong flame.
嶺南大學持續進修學院

嶺南大學持續進修學院為莘莘學子提供不同層面的進修機會，讓他們透過證書、文憑、副學士學位以至兼讀制學位課程，不斷進修和充實自己。在2002-03學年，持續進修學院的發展步入新里程，開辦首屆非教資會資助的工商管理（榮譽）學士學位課程，其後於2003-04年增辦三個同類課程，包括中文（榮譽）文學士、翻譯（榮譽）文學士及社會科學（榮譽）學士課程。這些非教資會資助課程除了為修畢副學士學位的嶺大或其他院校學生提供接軌的進修途徑外，亦為配合在職人士持續進修需要，讓他們透過兼讀制課程取得學位資格。

非教資會資助課程主要由嶺大各學系全日制的教員擔任，學位由嶺大直接頒授，因而令課程更具吸引力。持續進修學院推出非教資會資助學位課程，一方面可滿足副學士畢業生及在職人士對學位課程的殷切需求，另一方面亦有助嶺大開拓收入來源。

為了令現有課程更加豐富，持續進修學院於本年亦與其他校外夥伴合辦多個新課程，包括與英國新特蘭大學合辦英語教學碩士課程、與南京大學傳統中藥部和香港中醫藥發展（集團）有限公司為毅進計劃合辦中藥及美容證書課程，與馬來西亞Kemayan Advance Tertiary College合辦日間制的倫敦大學法律文憑課程等。

副學士學位課程與嶺南大學社區學院

本校於2001-02年度增設兩年全日制的副學士學位課程，為有志追求學問的中學畢業生提供另一進修途徑。嶺大副學士學位課程的特點在於與正規學位課程結合，學生既可體驗大學校園生活，亦有助培養他們對校園的歸屬感。副學士學位課程順利推出後，大學於2003年1月正式成立社區學院。為了配合課程發展並體現對副學士學位課程的重視，大學現正動工興建一幢全新的社區學院大樓，其面積達7,000平方米，設有超過40個課室、培訓室以及語文、電腦及科學實驗室等，大樓預期將於2004-05學年落成啟用。
Lingnan Institute of Further Education (LIFE)

As Lingnan’s continuing education arm, LIFE provides a variety of opportunities for individuals to continue their learning through programmes that range from certificates and diplomas to associate and part-time degrees. Marking a milestone in its development, LIFE broke new ground with the introduction of a self-financed Bachelor of Business Administration (Hons) degree programme during the 2002-03 academic year. This initiative will see further growth and momentum with the introduction of three more degree programmes in 2003-04: Bachelor of Arts (Hons) in Chinese, Bachelor of Arts (Hons) in Translation and Bachelor of Social Sciences (Hons). These self-financed degree programmes will not only provide articulation for associate degree (AD) graduates from Lingnan and other institutions, but will also help meet a rising demand from working adults who wish to gain a degree qualification through part-time education.

What makes these degree programmes particularly attractive is that students are partly taught by regular full-time faculty, with awards directly conferred by Lingnan. The development of these self-financed degree programmes is also seen as a timely move, not only in meeting a growing demand for part-time studies from both AD graduates and working adults, but also as a source of additional revenue for the University.

Complementing its existing curriculum, LIFE launched several new programmes during the year in collaboration with external parties. These included a Master of Arts in Teaching of English to Speakers of Other Languages (MA TESOL) with the University of Sunderland in the United Kingdom; a Certificate in Chinese Medicine and Cosmetology for Project Yi Jin with Nanjing University of Traditional Chinese Medicine and Hong Kong Traditional Chinese Medicine Development (Holdings) Ltd; and a day-time University of London Diploma in Law with Kemayan Advance Tertiary College in Malaysia.

Associate Degree (AD) Programmes and The Community College at Lingnan University

Our AD programmes, which were launched in 2001-02, offer an alternative course of study to school leavers, enabling them to gain an associate degree after two years of full-time study. Our AD programmes are unique in that, instead of being offered through our LIFE, they are offered as a part of the University’s regular programme of studies, enabling students to taste campus life and the close sense of community within it. The programmes’ successful launching led to the formal establishment of The Community College at Lingnan University in January 2003.
本年度已踏入開辦副學士學位的第二個年頭，共為464名全日制學生提供14個課程，而本校第一批約100名副學士學生已於2003年夏天畢業。有33名一年級副學士生成功入讀2003-04年嶺大本科課程。一年級，首批副學士畢業生中，另有多達三分之二直接升讀嶺大本科二年級課程或由持續進修學院舉辦的非資助學位課程，足證副學士學位課程及嶺大社區學院已向持續進修教育邁出重要的一步。為了實踐終身學習的目標，持續進修學院更與香港耆康老人福利會合辦了一個名為「圓我大學夢」的長者持續進修計劃，招收了五位長者學員入讀社會科學（應用老年學）兼讀制副學士學位課程。

本年，社區學院亦完成設計並制訂四項新辦課程，讓學生於2003-04年修讀，課程包括人文科學（哲學）副學士、人文科學（翻譯）副學士、商學（供應鏈管理及物流）副學士及社會科學（應用青少年學）副學士課程。暑假期間，本校試行兩項英語浸深課程，再以網上英語學習計劃作為輔助，鼓勵學生藉著互聯網科技的幫助，因應本身的進度提升英語水平。

此外，社區學院亦計劃與香港金融管理學院合辦文化交流計劃，讓學生有機會到上海學習及考察一個學期。院方現正與香港中華基督教青年會商討，開發嶺南屯門東教育中心，為中五畢業生提供副學士學位先修課程，提升學生的語文水平，增進他們的知識。於本校位於銅鑼灣世貿中心的港島教育中心，則為兼讀制課程及持續進修學院的學生提供一個座落在市區且設備完善的學習地點。兩個教育中心日後將會互相配合。

本著為副學士、副學士先修及兼讀制學位課程的學生提供優質博雅教育的信念和使命，本校將致力推動持續教育及終身學習，為有志接受優質高等教育的人士提供另一個非傳統的途徑。
Cementing the programmes’ development and Lingnan’s further commitment in this direction, a new college building is under construction and expected to be ready for use in 2004-05. It will provide 7,000 square metres of space with more than 40 lecture rooms, training rooms, and language, computer and science laboratories.

Now in their second year of operation, our AD programmes offer 14 courses of study to 464 full-time students, with our first batch of around 100 students completing the programmes in summer 2003. Highlighting the role of our AD programmes and the College as just one step along the journey to continuing education, we are particularly pleased to report that 33 first-year AD students were successfully admitted to the first year of our undergraduate programmes at Lingnan for 2003-04, while two-thirds of our AD graduates gained a place in the second year of our undergraduate or self-financed top-up degree programmes. Living up to our goal of encouraging lifelong learning, LIFE admitted five elderly students to the part-time Associate of Social Sciences in Applied Gerontology programme under the “University for the Young at Heart” project, which was jointly organised with the Hong Kong Society for the Aged.

In addition, four new programmes were designed and developed during the year, allowing students to enrol for an Associate of Arts in Philosophy, Associate of Arts in Translation, Associate of Business in Supply Chain Management (Logistics) or Associate of Social Sciences in Applied Youth Studies in 2003-04. Two intensive English courses supplemented by web-based English learning programmes were also piloted during the summer, with students being encouraged to learn English at their own pace with the help of Internet technology.

Plans are also in hand to organise cultural exchange programmes in collaboration with the Hong Kong Financial Services Institute, with students spending one semester in Shanghai. The College soon will implement a pre-associate degree programme for Form-5 graduates, which will equip students with a higher level of language proficiency and general knowledge. It is currently working with the Chinese YMCA in Hong Kong on the development of Lingnan’s Tuen Mun East Education Centre to turn it into a suitable venue for this programme. This new venue will also complement our Hong Kong Island Education Centre at the World Trade Centre in Causeway Bay, which offers a fully-equipped learning environment in a central location to meet the needs of our part-time and continuing education students.

Guided by our vision and mission to provide a quality liberal arts education to our associate, pre-associate and part-time degree students, our aim is to become recognised as a leading provider of continuing education and lifelong learning programmes in Hong Kong, while offering an alternative and non-traditional route for a quality higher education for those who desire it.
Practising what we preach, we encourage our students to reach out to the community to serve others, widening their own horizons while benefiting society.
Our 35th anniversary celebrations gave us an ideal opportunity not only to take our message to the community, but also to involve the community in our affairs. A fund-raising walkathon, held on 6 October 2002, provided an occasion for staff, students, alumni and the Tuen Mun community to get together both for an enjoyable day and to support the worthy cause of raising funds for the University's future development.
35周年校慶

超過700位步行參加者在點睛及剪綵儀式後，由嶺大校園出發，途經景峰花園、屯門徑、大欖郊野公園，最後返回屯門市中心。參加人數最多及籌得款額最高的隊伍更獲邀出席千人宴領取獎項。

本校亦在10月舉行一年一度的開放日，吸引了約5,000名各界友好及區內人士蒞臨參觀。當日，我們精心安排各項節目，包括座談會、展覽、攤位遊戲和表演、第六屆成龍杯籃球賽及乒乓球賽，以及屯門和元朗區中學辯論比賽。我們藉著開放日這個難得的機會，向參觀人士介紹嶺大的博雅教育理念，同時向他們展現嶺大與別不同的特色和優勢。

11月在校園內舉辦的千人宴，將校慶活動推到高潮。500位師生、校友和各界友好濟濟一堂，舉杯同慶。事實上，35周年校慶只是眾多慶祝活動的頭炮，因為2002-03年是嶺大在香港復校35周年，而2003-04年則是嶺大在廣州創校115周年（廣州嶺大創立於1888年），一連串慶祝活動將接踵而來。

學生社區服務

本著「放眼世界」的博雅信念，我們常常鼓勵學生積極參與各類型的社區服務，在幫助他人之餘，亦可協助學生個人的發展。本年度，學生服務中心馬不停蹄，先後與百多個團體合辦了共98項社區服務。過千
Celebrating our 35th Anniversary

Following an eye-dotting and ribbon-cutting ceremony, over 700 participants began the walk from campus through Prime View Garden, the Tuen Mun Trail and Tai Lam Country Park to Tuen Mun Town Centre. All winners were invited to a Grand Gala Dinner to receive their prizes, which were awarded to teams with the highest number of participants and the largest amount of funds raised.

Our annual Open Day was held in October, attracting around 5,000 friends, relatives of students and staff and interested members of the community. In addition to a full programme of activities ranging from seminars and exhibitions to game booths and performances, the 6th Jackie Chan Challenge Cup Basketball and Ping-Pong Tournaments as well as the Tuen Mun and Yuen Long District Secondary School Debate were held. At the same time, we took the opportunity to introduce Lingnan’s vision of liberal arts education and our many unique strengths to the visitors.

The year’s celebrations culminated in a Grand Gala Dinner held in November on campus, with an attendance of 500 students, staff, alumni and friends. These developments marked but the first stage of our celebrations: in addition to celebrating 35 years as an institution of higher education in Hong Kong in 2002-03, we will be celebrating 115 years of higher education in the region in 2003-04, as the Lingnan model for higher education first emerged in Guangzhou in 1888.

Student Services in the Community

In view of our liberal arts mission to “engage the world”, our students are actively encouraged to participate in initiatives that serve the community, which not only provide a helping hand to others but also strengthen personal development. It was a busy year for the Student Services Centre, with a total of 98 projects organised in conjunction with more than 100 organisations and the recruitment of over 1,000 student-volunteers — a good half of our total student body. Many of the projects initiated, such as the “Learning Clinic” organised with Ho Sau Kei Primary School and Tuen Mun Youth Association, and “Working with Children: Theories and Practices” organised with the Brilliant Gardens Centre of YMCA, often require long-term commitments of students.
名學生踊躍參與，積極加入義工行列，總人次相當於本校全體學生的一半，當中不少活動須學生長時間
投入參與，例如與何壽基小學及屯門青年協會合辦的「學習急症室」，與香港基督教青年會彩暉花園中心
合辦的「兒童工作：理論與實踐」等。

本校學生參與社區服務的投入和熱誠，在「X計劃」中可見一斑。「X計劃」是巖大與屯門警務處及社會服務
團體合辦的項目，至今已舉辦超過六年。參與計劃的學生須與問題青少年建立關係，成為他們的朋友，
給予他們支持和關心，並提供輔導。「X計劃」於2002-03年踏入第六個年頭，本學年共有42位同學熱心參
與，服務84名青少年。受助的青少年固然獲益良多，而巖大的學生也因為參與這個計劃而擴闊眼界，令
生命更添姿采。參與計劃的巖大同學對「X計劃」有以下評價：「我的視野擴闊了，明白到世界很大，有很
多社會問題值得我們去思索探究。我現在與家人的關係更加密切、融洽」「無論到甚麼地方去，他都會
跟媽媽說一聲，交代清楚。這一點給我很大的啟發，因為我跟自己媽媽的溝通，也沒有他做得那麼好。
坦白說，這方面我反而要向他學習。如今，我只要有空閒時間，便陪媽媽去飲茶。」

雖然巖大非典型肺炎肆虐期間停課，但一批同學仍無懼病魔，有超過40名學生主動發起七項抗炎活動，
與屯門和元朗區居民同心合力，對抗沙士。
A major example illustrating our students’ commitment to, and enthusiasm in, the community is Project X, a project first organised by Lingnan in conjunction with the Tuen Mun Police Force and social service organisations more than six years ago. The project requires students to establish a relationship with troubled teenagers, so as to provide friendship, support and counsel to these youngsters. In its sixth session in 2002-03, a total of 42 students participated in the programme working with 84 youngsters. The programme is seen as not only helping the teenagers, but also helping our students to enrich their lives and expand their horizons. Comments from student-participants include: “I have expanded my horizon, and come to understand that the world contains many social issues worth exploring. I also share a closer and more harmonious relationship with my family now.” And “He would tell his mother where he was going. This taught me a lot because I did not communicate with my mother as well as he did. Honestly, I learned from him on this score. Now, I have dim sum with my mother whenever I am free.”

During the Severe Acute Respiratory Syndrome (SARS) period, when classes were suspended at the University, a group of students took the initiative to help fight the disease in the Tuen Mun and Yuen Long communities. More than 40 students participated in a total of seven anti-SARS projects.
校友聯繫
Alumni Networking

校友活動

嶺大一直堅守以學生與社區為本的教學方針，故能建立穩固的校友網絡，而校友無論在時間上、專業知識上及金錢上，都不斷對母校作出貢獻。本年度亦不例外，嶺南翻譯系舊生會與學生服務中心於3月合辦「2003年校友分享晚餐聚會」，邀請來自商界、公務員行列、教育界及傳媒界等多個行業的校友參加，30位校友及超過240名同學分享他們寶貴的工作及生活經驗。此外，嶺大校友可以透過「就業諮詢網絡」，直接將他們的知識及工作經驗傳授予師弟師妹，也可在網上互相交流就業計劃及求職心得。

至於2002年11月舉行的「嶺南同學日暨慶祝嶺南教育在港80周年聯歡晚宴」，除了為慶祝嶺大在本港提供高等教育達35年外，也慶祝嶺南教育機構在港辦學長達80年的輝煌成績。超過500位來自世界各地的校友聚首一堂，在歡樂的氣氛中緬懷母校的成長，其中有些校友更年屆90多歲，聚會確實屬難能可貴。至於春季舉行的「畢業生聯歡晚宴」，則為快將畢業的本科生提供一次與老師、校友及大學各部門成員歡聚的良機。本年度有幸邀得香港特別行政區行政長官夫人董趙洪娉女士擔任榮譽嘉賓，共享這次難忘的盛會。

另外，為了加強校友網絡聯繫，本校已安裝全新的電腦系統，校友可隨時在網上與母校保持聯繫。校友除了可透過系統獲得母校活動的最新消息外，也可從中得知嶺大其他校友的成就和貢獻。我們還準備在下學年為嶺大校友印製校友通訊，定期提供母校的最新資訊和活動情況，讓嶺大校友與母校建立更密切的聯繫。

大學資源拓展與籌款

由於爭取政府撥款的競爭激烈，加上政府將要削減大學經費，因此教育資助委員會鼓勵各屬下院校自行開拓資源，並向院校提出「大學資源拓展」的概念。這個概念包含三個範疇，分別為籌款、校友網絡及院校與社區的有效溝通。

基於這個原因，本校於2003年8月運用教資會的撥款成立了「大學資源拓展處」，與行政處長共同制訂政策，落實籌款、校友網絡及公關推廣等活動。除了在香港及海外推廣嶺大的形象外，大學資源拓展處還兼負開拓捐款渠道的任務，包括向四個主要對象籌募資金：對屯門校舍慷慨捐助的廣州嶺南大學校友、嶺南大學校友、個別人士及本地基金，以及海外基金。此外，資源拓展處正致力進一步加強校友網絡，將各個校友組織納入嶺南大學香港校友會旗下，務求將校友會發展成為校友網絡及活動的基地，而網上聯繫及校友通訊相繼推出，則有助加強與校友之間的溝通，維繫與校友的良好關係。
Alumni Activities

Given Lingnan’s student and community centred approach to learning, we have a strong alumni network, with alumni making ongoing contributions in terms of their time, knowledge, expertise, or donations. This year proved to be no exception. For instance, a “Lingather Programme 2003: Dinner with Alumni Mentors” took place in March. Organised by the Lingnan Translation Alumni Association and the Student Services Centre (SSC), the programme covered career talks in fields such as business, civil services, teaching and the mass media. Thirty alumni from these sectors took part in the event, sharing their work and life experiences with 240 student-participants. Similarly, through the Career Advisory Network, alumni share their knowledge and working experiences directly with students, helping them to plan and prepare for their future careers.

The “Alumni Day Gala Dinner” in November 2002 not only celebrated 35 years of higher education but also 80 years of Lingnan education in Hong Kong. Over 500 alumni — including some in their nineties — came from all over the world to enjoy a convivial evening in Hong Kong. The annual “Dinner for Graduating Students” took place in the spring, and was attended by final-year students, teachers, alumni and other members of the Lingnan community. The dinner was also graced by the presence of Mrs. Betty TUNG, wife of the HKSAR Chief Executive Mr. Tung Chi-Hua, who served as guest of honour at the event.

Strengthening networks with our alumni, we installed a new computer system to provide all alumni with online access to the University. The system not only provides news of our ongoing activities but also keeps us in touch with the achievements of our former students. An alumni newsletter will also be published in the next academic year to provide news and maintain ongoing links with our graduates.

Institutional Advancement and Fund-raising

In view of the keen competition for Government grants and the need to cut university budgets, the University Grants Committee is encouraging its funded institutions to explore alternative sources of funding. As such, the concept of institutional advancement (IA) has been introduced to the higher education sector. IA consists of three areas: fund-raising, alumni networking and effective communication between the institution and the community.

An Office of Institutional Advancement (OIA) was therefore established with UGC funding in August 2003, to work with the Director of Administration to plan strategies and implement fund-raising, alumni networking and publicity activities. In addition to promoting Lingnan’s image both in Hong Kong and overseas, the Office will be exploring opportunities for donations in four target groups: the alumni of Guangzhou Lingnan University, who have already contributed very generously to the development of the Tuen Mun campus; the alumni of Lingnan University; individuals and local foundations; as well as overseas foundations. Strong efforts are being made to further strengthen our alumni network through the organisation of alumni chapters linked to the Lingnan University (Hong Kong) Alumni Association, as well as to develop the latter into a hub for alumni networking activities. Improved communication links, such as the planned on-line access for alumni and the alumni newsletter, will also help to realise these goals.
### 捐贈名錄 (港幣 $50,000 或以上)

**Alphabetical List of Donations (HK$50,000 or above)**

<table>
<thead>
<tr>
<th>Name</th>
<th>Amount</th>
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<td>中銀集團慈善基金 Bank of China Group Charitable Foundation</td>
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財務
Finance

教資會資助報告

本年初，大學預期約有1,600萬港元赤字，但透過減省開支、在某些環節進行計劃性節約以及延遲進行某些項目，令本年度大學教資會資助委員會（教資會）整體補助金所資助項目的赤字被控制至720萬港元。

教資會資助活動的收支情況

本年度收入減少2%至3,416億港元，其中71%來自教資會撥款。收入減少主要是由於來自政府的資助和利息收入減少之故。

支出減少4.2%至3,444億港元。其中0.36億港元（10.5%）用於行政，2.113億港元（61.4%）用於學術部門及學術支援中心，0.318億港元（9.2%）用於校舍維修，0.421億港元（12.2%）用於教職員住房津貼，而其他支出為0.232億港元（6.7%）。

教資會資助活動收入
Income for UGC – Subvented Activities 2002-2003

收入
Income
HK$341.6 百萬港元.million

教資會資助
UGC Subventious
71.0%
學費及雜費收入
Fees Income
27.0%
雜項收入
Miscellaneous Income
2.0%
Use of UGC Funds

At the beginning of the year, it was estimated that the University would suffer a deficit of about HK$16 million. Through trimming expenditure, and, in some cases, imposing planned underspending and delaying of projects, the University’s net deficit for the University Grants Committee (UGC) block grant funded activities for the year was reduced to HK$7.2 million.

Income and Expenditure for UGC – Subvented Activities

Income for the year dropped by 2% to HK$341.6 million, of which 71% came from UGC grants. The reduction of Government recurrent block grants and the low interest income earned are the major reasons for the decrease in income.

Expenditure decreased by 4.2% to HK$344.4 million. Of the total expenditure, HK$36.0 million (10.5%) was spent on administration, HK$211.3 million (61.4%) on academic departments and academic support centres, HK$31.8 million (9.2%) on the maintenance of premises, HK$42.1 million (12.2%) on staff housing, and HK$23.2 million (6.7%) on other items.
附錄一：校董會

主席、副主席及司庫根據嶺南大學條例第12(2)(a)，
(2)(b)及(2)(c)條委任：

主席
梁振英博士太平紳士

副主席
張建標先生

司庫
陳智思議員太平紳士

校董會成員

(甲) 根據嶺南大學條例第12(1)(a)條由行政長官委任而委
任書亦指明他們是諮詢會當然成員的成員10名：
陳智思議員太平紳士
陳加思先生
張建標先生
許漢忠先生
梁振英博士太平紳士
吳亮星議員太平紳士
王海國教授太平紳士
黃英琦太平紳士
(2名空缺)

(乙) 根據嶺南大學條例第12(1)(b)條由行政長官委任的
成員8名：
洪小蓮女士
甘博文先生
郭國全太平紳士
梁廣灝太平紳士
孫大倫博士太平紳士
黃啟民太平紳士
胡紀玉太平紳士
(1名空缺)

(丙) 根據嶺南大學條例第12(1)(c)條由嶺南教育機構有限
公司提名並由行政長官委任的成員7名：
陳斌博士
陳林麗冰女士
李林建華女士
唐天賞博士太平紳士
韋基球博士
黃志光先生
黃伯 generado先生

(丁) 根據嶺南大學條例第12(1)(d)條由合資格的教職員按
照規程互選產生並由校董會委任的成員3名：
羅榮健博士
李國廣博士
吳桂華先生

(戊) 根據嶺南大學條例第12(1)(e)條由教務會成員按照規
程互選產生並由校董會委任的成員2名：
傅大衛教授
岑振猷先生

(己) 根據嶺南大學條例第12(1)(f)條校長為當然成員：
陳坤耀教授

(庚) 根據嶺南大學條例第12(1)(g)條副校長為當然成員：
饒美姣教授

(辛) 根據嶺南大學條例第12(1)(h)條學生會員會長為當然成
員：
梁善智先生 (1/9/2002－31/1/2003)

秘書
李錦祺先生
(校長室行政處長)
Appendix 1: The Council

The Chairman, Deputy Chairman and Treasurer are appointed under Section 12(2)(a), (2)(b) and (2)(c) of the Lingnan University Ordinance:

Chairman
Dr The Honourable LEUNG Chun-ying, GBS; HonDBA; JP

Deputy Chairman
Mr CHEUNG Kin-piu, Valiant

Treasurer
The Honourable CHAN Bernard Charnwut, JP

Members
(A) 10 members appointed by the Chief Executive who are specified in their appointments to be ex-officio members of the Court under Section 12(1)(a) of the Lingnan University Ordinance:
The Honourable CHAN Bernard Charnwut, JP
Mr CHAN Ka-yun
Mr CHEUNG Kin-piu, Valiant
Mr HUI Hon-chung, Stanley
Dr The Honourable LEUNG Chun-ying, GBS; HonDBA; JP
The Honourable NG Leung-sing, JP
Prof WONG Hoi-kwok, BBS; JP
Ms WONG Ying-kay, Ada, JP
(2 seats vacant)

(B) 8 members appointed by the Chief Executive under Section 12(1)(b) of the Lingnan University Ordinance:
Ms HUNG Siu-lin, Katherine
Mr KAM Pok-man
Mr KWOK Kwok-chuen, BBS; JP
Mr LEUNG Kwong-ho, Edmund, JP
Dr SUN Tai-lun, Dennis, BBS; JP
Mr WONG Kai-man, JP
Ms WU Hung-yuk, Anna, SBS; JP
(1 seat vacant)

(C) 7 members nominated by the Lingnan Education Organization Limited and appointed by the Chief Executive under Section 12(1)(c) of the Lingnan University Ordinance:
Dr CHAN Pun, David, HonLLD
Mrs CHAN LAM Lai-bing, Alison
Mrs LEE Gen-hwa, Gennie
Dr TONG Tin-sun, HonLLD; JP
Dr WAI Kee-kau, HonLLD
Mr WONG Chi-kwong, Patrick
Mr WONG Pak-heung, Peter

(D) 3 members elected by the eligible staff among themselves in accordance with statutes and appointed by the Council under Section 12(1)(d) of the Lingnan University Ordinance:
Dr LAW Wing-kin, Kenneth
Dr Li Pang-kwong
Mr NG Kwai-wah

(E) 2 members elected by the Senate from among its members in accordance with statutes and appointed by the Council under Section 12(1)(e) of the Lingnan University Ordinance:
Prof PHILLIPS, David Rosser
Mr SHUM Chun-yau, Clement

(F) The President as an ex-officio member under Section 12(1)(f) of the Lingnan University Ordinance:
Prof CHEN Kwan-yiu, Edward, GBS; JP

(G) The Vice-President as an ex-officio member under Section 12(1)(g) of the Lingnan University Ordinance:
Prof NYAW Mee-kau

(H) The President of the Students' Union as an ex-officio member under Section 12(1)(h) of the Lingnan University Ordinance:
Mr LEUNG Sin-chi (1/9/2002 - 31/1/2003)

Secretary to the Council
Mr LI Kam-kee
(Director of Administration, Office of the President)
附錄二：諮詢會

主席及副主席根據嶺南大學條例第9(2)(a)及(2)(b)條委任：

主席
招顯洸醫生太平紳士

副主席
(空缺)

諮詢會成員
(甲) 根據嶺南大學條例第9(1)(a)條行政長官根據第12(1)
(a)條委任的10名校董會成員為當然成員：
陳智壽議員太平紳士
陳加恩先生
張建樑先生
許漢忠先生
梁振英博士太平紳士
吳亮星議員太平紳士
王海國教授太平紳士
黃英琦太平紳士
(2名空缺)

(乙) 根據嶺南大學條例第9(1)(b)條由校董會提名並由行政長官委任的成員，以不逾6名為限：
林勃先生
羅林清先生
李詠博士
(3名空缺)

(丙) 根據嶺南大學條例第9(1)(c)條由嶺南教育機構有限公司提名並由行政長官委任的成員19名：
陳斌博士
陳林麗冰女士
趙志榮先生
招顯洸醫生太平紳士
招天欣醫生
蔡祖光先生
孔憲紹博士

關志信先生
郭文藻博士
李建華女士
李克勤先生
老卓迪先生
陸超鴻博士
唐天模博士太平紳士
韋基球博士
黃志光先生
黃伯韋先生
伍步高博士
伍步剛博士太平紳士

(丁) 根據嶺南大學條例第9(1)(d)條由合資格的教職員按照規程互選產生並由校董會委任的成員2名：
劉智榮博士
呂潔儀女士

(戊) 根據嶺南大學條例第9(1)(e)條由教務會成員按照規程互選產生並由校董會委任的成員1名：
盧明德教授

(己) 根據嶺南大學條例第9(1)(f)條校長為當然成員：
陳坤耀教授

(庚) 根據嶺南大學條例第9(1)(g)條副校長為當然成員：
饒美姣教授

(辛) 根據嶺南大學條例第9(1)(h)條學生會會長為當然成員：
梁善智先生(1/9/2002－31/1/2003)

(壬) 根據嶺南大學條例第9(1)(i)條由嶺南大學香港同學會有限公司提名，並由校董會委任的嶺南學院(本條例弁言所描述者)或大學的畢業生或舊生一名：
潘柏源先生

秘書
李錦祺先生
(校長室行政處長)
Appendix 2: The Court

The Chairman and Deputy Chairman are appointed under Section 9(2)(a) and (2)(b) of the Lingnan University Ordinance:

Chairman
Dr CHIU Hin-kwong, OBE; HonLLD; JP

Deputy Chairman
(Vacant)

Members
(A) 10 members of the Council appointed by the Chief Executive under Section 12(1)(a), as ex-officio members under Section 9(1)(a) of the Lingnan University Ordinance:
The Honourable CHAN Bernard Charnwut, JP
Mr CHAN Ka-yun
Mr CHEUNG Kin-piu, Valiant
Mr HUI Hon-chung, Stanley
Dr The Honourable LEUNG Chun-yi, GBS; HonDBA; JP
The Honourable NG Leung-sing, JP
Prof WONG Hoi-kwok, BBS; JP
Ms WONG Ying-kay, Ada, JP
(2 seats vacant)

(B) Up to 6 members nominated by the Council and appointed by the Chief Executive under Section 9 (1)(b) of the Lingnan University Ordinance:
Mr LAM Kwok, Timothy
Mr LAW Lam-wai, Barry
Dr LEE Shi, PhD
(3 seats vacant)

(C) 19 members nominated by the Lingnan Education Organization Limited and appointed by the Chief Executive under Section 9(1)(c) of the Lingnan University Ordinance:
Dr CHAN Pun, David, HonLLD
Ms CHAN LAM Lai-bing, Alison
Mr CHIU Chi-wing, Collins
Dr CHIU Hin-kwong, OBE; HonLLD; JP
Dr CHIU Tin-yan, Andy
Mr CHOY Cho-kwong, Christy
Dr HUNG Hin-shiu, HonLLD
Mr KWAN Chi-sun
Dr KWOK Man-chu, HonLLD
Ms LEE Gen-hwa, Gennie
Ms LEE Hak-kan
Mr LO Richard
Dr LUK CHIU Kwan-hung, Angela, HonHD
Dr TONG Tin-sun, HonLLD; JP
Dr WAI Kee-kau, HonLLD
Mr WONG Chi-kwong, Patrick
Mr WONG Pak-hung, Peter
Dr WU Po-ko, Michael, HonLLD
Dr WU Po-kong, Patrick, HonDSocSc; JP

(D) 2 members elected by the eligible staff among themselves in accordance with statutes and appointed by the Council under Section 9(1)(d) of the Lingnan University Ordinance:
Dr LAU Chi-pang
Ms NG Kit-yee, Kläre

(E) 1 member elected by the Senate from among its members in accordance with statutes and appointed by the Council under Section 9(1)(e) of the Lingnan University Ordinance:
Prof LU Ming-te

(F) The President as an ex-officio member under Section 9(1)(f) of the Lingnan University Ordinance:
Prof CHEN Kwan-yiu, Edward, GBS; JP

(G) The Vice-President as an ex-officio member under Section 9(1)(g) of the Lingnan University Ordinance:
Prof NYAW Mee-kau

(H) The President of the Students' Union as an ex-officio member under Section 9(1)(h) of the Lingnan University Ordinance:
Mr LEUNG Sin-chi (1/9/2002 - 31/1/2003)

(I) A graduate or past student of the Lingnan College referred to in the preamble to this Ordinance or of the University, nominated by the Lingnan University Alumni Association (Hong Kong) Limited and appointed by the Council under Section 9(1)(i) of the Lingnan University Ordinance:
Mr POON Pa-yuen, Tinlo

Secretary to the Court
Mr LI Kam-kee
(Director of Administration, Office of the President)
Appendix 3: Advisory Boards

GENERAL EDUCATION

Dr WEI Peh T'ı Betty 魏白蒂（Chairman 主席）
Head
Department of Liberal Arts and Interdisciplinary Studies
The Hong Kong Academy for Performing Arts

Prof CHENG Pei-kai 程培凱
Director of University General Education
Chinese Civilisation Centre
City University of Hong Kong

Prof CHEUNG Chan-fai 張煒輝
Director of University General Education
Professor
Department of Philosophy and
Director
Research Centre for Phenomenology and the Human Sciences
The Chinese University of Hong Kong

Dr CHOI Po-king 蔡寶琼
Associate Professor
Department of Educational Administration and Policy
The Chinese University of Hong Kong

Prof KAO S Y Karl 高華強
Professor
Division of Humanities
The Hong Kong University of Science and Technology

Prof SIN Chow-yiu 单周煇
Head
Department of Chinese
The University of Hong Kong

Prof WONG Wang-chi 王家志
Professor
Department of Translation
The Chinese University of Hong Kong

CONTEMPORARY ENGLISH STUDIES

Prof FLOWERDEW John （Chairman 主席）
Professor
Department of English
City University of Hong Kong

Mrs LAI WEI Kit-lin Minnie 賴偉潔
Headmistress
Heep Yunn School (Secondary)

Prof LITTLEWOOD William
Professor
Language Centre
Hong Kong Baptist University

Prof PARKER David
Chair Professor and Head
Department of English
The Chinese University of Hong Kong

Dr TANG Sek-khuen Thomas
Director
GML Consulting Limited

CULTURAL STUDIES

Prof WONG Kin-yuen 王建元（Chairman 主席）
Chairman and Division Head
Department of Modern Languages and Intercultural Studies
The Chinese University of Hong Kong

Mr CHAN Gordon 陳嘉上
Vice-Chairman
Hong Kong Film Directors' Guild
Ms CHAN Wai-fong 陈惠芳  
Director  
Policy and Public Education Unit  
Oxfam Hong Kong  

Prof CHAN Yuen-ying 陈婉龄  
Professor and Director  
Journalism and Media Studies Centre  
The University of Hong Kong  

Dr CLARKE David J  
Associate Professor  
Department of Fine Arts  
The University of Hong Kong  

Mr FUNG Tak-hung 馮德雄  
News Manager  
News Department  
Hong Kong Cable TV Ltd  

Mr HO Hing-kay Oscar 何廣康  
Senior Research Officer  
Government Secretariat  
Home Affairs Bureau  

Mr IP Kin-yuen 葉建源  
Lecturer  
Department of Education Policy and Administration  
The Hong Kong Institute of Education  

Ms LANG Grace 梁掌璋  
Programme Director  
Hong Kong Arts Festival Society Ltd  

Mr LI Cheuk-to 李焯桃  
General Manager  
Hong Kong International Film Festival  
Hung Kong Arts Development Council  

Mr MOK Chiu-yu 黃耀如  
Executive Secretary  
Arts with the Disabled Association Hong Kong  

Dr NG Chun-hung 吳俊雄  
Assistant Professor  
Department of Sociology  
The University of Hong Kong  

Mr TSOI Sik-cheong Hardy 蔡細昌  
Arts Administrator and Manager  
Sir Run Run Shaw Hall  
The Chinese University of Hong Kong  

Ms WONG Ying-kay Ada 黃英琦  
Chairman  
Hong Kong Institute of Contemporary Culture  

HISTORY  

Dr HASE Patrick Hugh (Chairman 主席)  
Director  
S.Y. Consultancy Services Co Ltd  

Mr KO Tim-keung Tim 高添強  
Commissioned Researcher  
Antiquities and Monuments Office  

Dr LAU Yun-woo 劉潤和  
Project Researcher  
Antiquities and Monuments Office  

Mr TAM Kwong-lim 譚廣廉  
Managing Director  
Kingstar Shipping Ltd & Hang Woo Resources Ltd  

Dr TONG Pak-chuen Patrick 康柏泉  
Ophthalmologist  
The Hong Kong Ophthalmic Associates  

Dr TING S P Joseph 丁簽豹  
Chief Curator  
Hong Kong Museum of History  

Dr WATERS Deric Daniel  
Researcher and Author  

DEPARTMENT OF PHILOSOPHY  

Prof GOLDSTEIN Laurence (Chairman 主席)  
Head  
Department of Philosophy  
The University of Hong Kong  

Prof FUNG Yiu-ming 高耀明  
Professor  
Division of Humanities  
The Hong Kong University of Science and Technology  

Prof KWAN Tze-wan 關子尹  
Head  
Department of Philosophy  
The Chinese University of Hong Kong  

Dr NG Yu-kwan 吳埈鈞  
Associate Professor  
Department of Religion and Philosophy  
Hong Kong Baptist University  

Prof SHIH Yuan-kang 石元康  
Professor  
Department of Philosophy  
The Chinese University of Hong Kong
Appendices

DEPARTMENT OF TRANSLATION

Mr LAI Tim-cheong 賴德昌 (Chairman 主席)
Writer

Mr CHENG Yang-ping 鄭仰平
Conference Interpreter

Prof JIN Sheng-hwa Serena 金聖華
Professor
Department of Translation
The Chinese University of Hong Kong

Prof LAI Chui-chun Jane 黎翠珍
Dean of Faculty of Arts; and
Director of Centre for Translation
Hong Kong Baptist University

Dr YEE Chun-chu Angelina 楊珍珠
Associate Professor
Division of Humanities
The Hong Kong University of Science and Technology

Ms Jean YOUNG 楊珍
Head
English Language Centre
City University of Hong Kong

ACCOUNTANCY

Mr LEE Shiu-chuen Andy 李兆銓 (Chairman 主席)
Executive Director
Urban Renewal Authority

Mr AU S C Albert 鄧鴻翔
Senior Partner
BDO International
BDO McCabe Lo & Co

Mr CHOW S L Jack 鄭小傑
Partner
KPMG Hong Kong

Mr KAM Pok-man 甘博文
Group Financial Controller
Jardine Matheson Limited

M s LEUNG P Pauline 梁寶華
Partner
Arthur Andersen & Co

Mr LIP Sai-wo Charles 藤世德
Partner
Deloitte Touche Tohmatsu
Certified Public Accountants

Mr MAN Mo-leung 文慕良
Senior Partner
Moores Rowland

Mrs TAM Petrina 譚婉麗
Partner
PricewaterhouseCoopers

Mr WONG Kim Man 黃健文
Financial Controller
Airport Authority

ENGLISH LANGUAGE EDUCATION AND ASSESSMENT CENTRE

Dr TONG Sai-tao Keith 唐世陶 (Chairman 主席)
Associate Director
Language Centre
The Hong Kong University of Science and Technology

Dr HO Kwok-cheung 何國祥
Principal Lecturer
Department of Chinese
The Hong Kong Institute of Education

Mr POON Yiu-ming 潘耀明
Chief Editor
Ming Pao Monthly Journal

Dr WU Wei-ping 吳偉平
Director
New Asia-Yale-in-China Chinese Language Centre
The Chinese University of Hong Kong

BUSINESS STUDIES

Dr NG Tat-lun 伍達倫 (Chairman 主席)
Managing Director
Eveready Battery Co Inc

Mr CHAN Chi-kong Morison 陳志光
Financial Controller
Vitasoy International Holdings Limited
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr CHAN Yung-leung Denny</td>
<td>Director of Life Business  &lt;br&gt; Eagle Star Life Assurance Co Ltd</td>
</tr>
<tr>
<td>Mr CHENG M K 鄭文</td>
<td>Chairman, The Hong Kong Federation of Insurers; and  &lt;br&gt; Country Manager (HK &amp; Macau Region)  &lt;br&gt; ING Asia/Pacific</td>
</tr>
<tr>
<td>Mr CHUNG Roy 鍾志平</td>
<td>Managing Director  &lt;br&gt; TechTronic Industries Co Ltd</td>
</tr>
<tr>
<td>Mr LAM K Y 林光如</td>
<td>Chairman and Chief Executive Officer  &lt;br&gt; Starlite Holdings Ltd</td>
</tr>
<tr>
<td>Mr LEE E S Hamilton 李恆生</td>
<td>Senior Vice-President  &lt;br&gt; Aptus Holdings Limited</td>
</tr>
<tr>
<td>Mr LEUNG On-fook 梁安福</td>
<td>Chairman  &lt;br&gt; Everbest Insurance Group</td>
</tr>
<tr>
<td>Mr LO F C 羅富昌</td>
<td>Chairman and Chief Executive Officer  &lt;br&gt; FC Packaging (Hong Kong) Limited</td>
</tr>
<tr>
<td>Dr LO Wai-kwok 盧偉國</td>
<td>Managing Director  &lt;br&gt; Artesyn Technologies Asia-Pacific Ltd</td>
</tr>
<tr>
<td>Mr PANG T L Michael 彭準來</td>
<td>Sole Proprietor  &lt;br&gt; M T L Pang and Co</td>
</tr>
<tr>
<td>Dr YEUNG C K Charles 楊劍</td>
<td>Chairman  &lt;br&gt; The Glorious Sun Holdings Ltd</td>
</tr>
<tr>
<td>Mr YEUNG K C Patrick 楊佳鋝</td>
<td>Managing Director  &lt;br&gt; Asian Capital (Corporate Finance) Ltd</td>
</tr>
<tr>
<td>Mr YOUNG T K Paul, JP 楊子剛</td>
<td>General Manager and Executive Director  &lt;br&gt; Yuen Hing Hong and Co Ltd</td>
</tr>
<tr>
<td>Dr YU Sun-say 楊孫西</td>
<td>Chairman  &lt;br&gt; HKI Group of Companies</td>
</tr>
</tbody>
</table>

**SOCIAL SCIENCES**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prof KUAN Hsin-chi 蘭信基（Chairman 主席）</td>
<td>Professor of Government and Public Administration  &lt;br&gt; The Chinese University of Hong Kong</td>
</tr>
<tr>
<td>Mrs CHAN Pamela 陳黃穗</td>
<td>Chief Executive  &lt;br&gt; The Consumer Council</td>
</tr>
<tr>
<td>Mr FUNG Daniel 馮華健</td>
<td>Senior Counsel  &lt;br&gt; Des Voeux Chambers</td>
</tr>
<tr>
<td>Mrs LAI Anna 黎黃靈玲</td>
<td>Deputy Executive Director  &lt;br&gt; Trade Development Council</td>
</tr>
<tr>
<td>Prof LEE P L Rance 李沛良</td>
<td>Professor of Sociology, and  &lt;br&gt; Head  &lt;br&gt; Chung Chi College  &lt;br&gt; The Chinese University of Hong Kong</td>
</tr>
<tr>
<td>Dr LEUNG M F Edward 梁萬福</td>
<td>Chief of Service  &lt;br&gt; Department of Medicine and Geriatrics  &lt;br&gt; United Christian Hospital</td>
</tr>
<tr>
<td>Mrs LING Eleanor, OBE, JP 林李靜文</td>
<td>Advisor to the Board  &lt;br&gt; Jardine Pacific Ltd</td>
</tr>
<tr>
<td>Dr LIU J James 劉助</td>
<td>Chairman and CEO  &lt;br&gt; Base Technology Group Inc</td>
</tr>
<tr>
<td>Mr NEOH Anthony, JP 梁定邦</td>
<td>Senior Counsel  &lt;br&gt; Anthony Neoh Chambers</td>
</tr>
<tr>
<td>Mr SUN Alex 孫述偉</td>
<td>Honorary Secretary  &lt;br&gt; The Winsor Education Foundation</td>
</tr>
<tr>
<td>Prof SUNG Yun-wing 宋恩欽</td>
<td>Chairman and Professor  &lt;br&gt; Department of Economics  &lt;br&gt; The Chinese University of Hong Kong</td>
</tr>
<tr>
<td>Prof YEH G O Anthony 楊嘉安</td>
<td>Assistant Director and  &lt;br&gt; Chair Professor  &lt;br&gt; Centre of Urban Planning and Environmental Management  &lt;br&gt; The University of Hong Kong</td>
</tr>
</tbody>
</table>
### Income and Expenditure Statement (year ended 30–6–2003)

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HK$</td>
<td>HK$</td>
</tr>
<tr>
<td><strong>General Income</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recurrent UGC Subventions</td>
<td>186,095,360</td>
<td>192,006,914</td>
</tr>
<tr>
<td>Fees Income</td>
<td>92,109,612</td>
<td>92,663,025</td>
</tr>
<tr>
<td>Interest Income</td>
<td>3,863,126</td>
<td>6,307,617</td>
</tr>
<tr>
<td>Miscellaneous Income</td>
<td>2,795,552</td>
<td>3,394,945</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>284,863,650</td>
<td>294,372,501</td>
</tr>
<tr>
<td><strong>Specific Income</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Operating Income</td>
<td>76,905,256</td>
<td>40,862,919</td>
</tr>
<tr>
<td>Earmarked Grants</td>
<td>14,870,296</td>
<td>10,454,452</td>
</tr>
<tr>
<td>Earmarked Grants for</td>
<td>41,843,599</td>
<td>43,753,522</td>
</tr>
<tr>
<td>Staff Housing Costs</td>
<td>6,681,406</td>
<td>5,307,852</td>
</tr>
<tr>
<td>Endowment Income and Donations</td>
<td>9,120,911</td>
<td>13,781,776</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>149,421,468</td>
<td>114,160,521</td>
</tr>
<tr>
<td><strong>General Expenditure</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administration</td>
<td>45,400,253</td>
<td>44,291,199</td>
</tr>
<tr>
<td>Academic</td>
<td>201,055,618</td>
<td>208,777,082</td>
</tr>
<tr>
<td>Maintenance of Premises</td>
<td>31,769,851</td>
<td>33,055,542</td>
</tr>
<tr>
<td>General Educational Expenditure</td>
<td>2,388,574</td>
<td>2,740,177</td>
</tr>
<tr>
<td>Student Facilities and Amenities</td>
<td>13,885,008</td>
<td>13,857,737</td>
</tr>
<tr>
<td>Miscellaneous Expenditure</td>
<td>6,950,884</td>
<td>7,558,573</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>301,450,188</td>
<td>310,281,030</td>
</tr>
<tr>
<td><strong>Less: Overhead Recovery</strong></td>
<td>(9,376,175)</td>
<td>(3,252,108)</td>
</tr>
<tr>
<td><strong>Net</strong></td>
<td>292,074,013</td>
<td>307,028,922</td>
</tr>
</tbody>
</table>
### Specific Expenditure

<table>
<thead>
<tr>
<th>Item</th>
<th>2003</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Operating Expenditure</td>
<td>67,699,182</td>
<td>41,580,366</td>
</tr>
<tr>
<td>Expenditure Met from Earmarked Grants</td>
<td>10,225,286</td>
<td>9,403,777</td>
</tr>
<tr>
<td>Staff Housing Costs Met from Earmarked Grants</td>
<td>42,130,951</td>
<td>42,951,507</td>
</tr>
<tr>
<td>Capital Project / AA&amp;I Expenditure</td>
<td>1,960,130</td>
<td>13,799,106</td>
</tr>
<tr>
<td>Expenditure Met from Endowment</td>
<td>9,623,290</td>
<td>10,541,091</td>
</tr>
<tr>
<td>Income and Donations</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>131,638,839</td>
<td>118,275,847</td>
</tr>
</tbody>
</table>

### Surplus / (Deficit) for the Year before Transfers

<table>
<thead>
<tr>
<th>Item</th>
<th>2003</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>UGC Holding Account</td>
<td>287,352</td>
<td>(802,015)</td>
</tr>
<tr>
<td>General and Development Reserve Fund</td>
<td></td>
<td>168,815</td>
</tr>
<tr>
<td>General Funds</td>
<td>(8,585)</td>
<td>(1,712,543)</td>
</tr>
<tr>
<td>Specific Funds</td>
<td>(18,061,396)</td>
<td>6,629,884</td>
</tr>
<tr>
<td>Balance Transferred from UGC Equalization Account</td>
<td>(7,210,363)</td>
<td>(12,487,606)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Balance Sheet (year ended 30–6–2003)

#### Non-Current Assets

<table>
<thead>
<tr>
<th>Description</th>
<th>2003</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Property, Plant and Equipment</td>
<td>3,410,111</td>
<td>3</td>
</tr>
<tr>
<td>Long-term Investments</td>
<td>20,706,948</td>
<td>21,440,912</td>
</tr>
<tr>
<td><strong>Total Non-Current Assets</strong></td>
<td><strong>24,117,059</strong></td>
<td><strong>21,440,915</strong></td>
</tr>
</tbody>
</table>

#### Current Assets

<table>
<thead>
<tr>
<th>Description</th>
<th>2003</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rental and Sundry Deposits</td>
<td>1,079,450</td>
<td>605,041</td>
</tr>
<tr>
<td>Accounts Receivable and Prepayments</td>
<td>4,356,832</td>
<td>4,193,535</td>
</tr>
<tr>
<td>Cash, Bank Balances and Short-term Bank Deposits</td>
<td>578,417,850</td>
<td>406,260,003</td>
</tr>
<tr>
<td><strong>Total Current Assets</strong></td>
<td><strong>583,854,132</strong></td>
<td><strong>411,058,579</strong></td>
</tr>
</tbody>
</table>

#### Current Liabilities

<table>
<thead>
<tr>
<th>Description</th>
<th>2003</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>UGC Holding Account</td>
<td>5,003,969</td>
<td>6,295,960</td>
</tr>
<tr>
<td>Deposits Received and Contractors’ Retention Money</td>
<td>14,178,923</td>
<td>13,307,214</td>
</tr>
<tr>
<td>Accounts Payable and Accruals</td>
<td>64,269,763</td>
<td>67,058,783</td>
</tr>
<tr>
<td>Provision for Gratuities — Amount due within One Year</td>
<td>12,831,178</td>
<td>16,932,558</td>
</tr>
<tr>
<td>Provision for Contractual Passage</td>
<td>795,009</td>
<td>730,965</td>
</tr>
<tr>
<td>Provision for Employee Leave Pay</td>
<td>6,469,224</td>
<td>6,469,224</td>
</tr>
<tr>
<td>Provisions</td>
<td>922,947</td>
<td>922,947</td>
</tr>
<tr>
<td><strong>Total Current Liabilities</strong></td>
<td><strong>104,471,013</strong></td>
<td><strong>111,717,651</strong></td>
</tr>
</tbody>
</table>

#### Net Current Assets

<table>
<thead>
<tr>
<th>Description</th>
<th>2003</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Net Current Assets</strong></td>
<td><strong>479,383,119</strong></td>
<td><strong>299,340,928</strong></td>
</tr>
</tbody>
</table>

#### Total Assets Less Current Liabilities

<table>
<thead>
<tr>
<th>Description</th>
<th>2003</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Assets Less Current Liabilities</strong></td>
<td><strong>503,500,178</strong></td>
<td><strong>320,781,843</strong></td>
</tr>
</tbody>
</table>
### Non-Current Liabilities

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provision for Gratuities — Amount due after One Year</td>
<td>6,472,893</td>
<td>4,455,906</td>
</tr>
<tr>
<td>Long-term Loan — Secured</td>
<td>211,561,500</td>
<td>40,976,000</td>
</tr>
<tr>
<td></td>
<td>218,034,393</td>
<td>45,431,906</td>
</tr>
</tbody>
</table>

### Total Net Assets

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>285,465,785</td>
<td>275,349,937</td>
</tr>
</tbody>
</table>

### Funds

<table>
<thead>
<tr>
<th>Fund</th>
<th>2003</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>General and Development Reserve Fund</td>
<td>127,393,800</td>
<td>127,393,800</td>
</tr>
<tr>
<td>General Funds</td>
<td>39,879</td>
<td>39,294</td>
</tr>
<tr>
<td>Specific Funds</td>
<td>177,730,074</td>
<td>160,404,448</td>
</tr>
<tr>
<td>Capital Fund</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>UGC Equalization Account</td>
<td>(19,697,969)</td>
<td>(12,487,606)</td>
</tr>
<tr>
<td>Total Funds</td>
<td>285,465,785</td>
<td>275,349,937</td>
</tr>
</tbody>
</table>