

1 February, 2011

By fax and by post (Total: 6 pages)
Hon Cyd Ho
Chairman
Bills Committee on University of Hong Kong
(Amendment) Bill 2010
Legislative Council

立法會 CB(2)945/10-11(04)號文件
LC Paper No. CB(2)945/10-11(04)

Dear Hon Cyd Ho,

University of Hong Kong (Amendment) Bill 2010

Thank you for inviting the Academic Staff Association of The University of Hong Kong and the University of Hong Kong Employees Union to express our views on the captioned Bill in the meeting held on 18 January 2011.

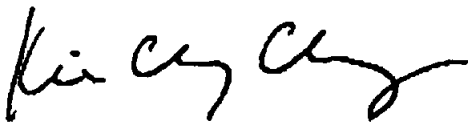
We would like to request members of the Bills Committee to consider the following important issues of the Bill:

- (1) The Chinese University of Hong Kong is going to accord the title of "Lecturer" with "Teacher" status to academic-related staff such as language instructors and tutors. This is reported in Singtao Daily on 25 January 2011. A copy of the newspaper clipping is enclosed.
- (2) Paragraph 10 of The University of Hong Kong Proposal on the Reform of Human Resource Management (HRM) Phase I document states that academic-related staff such as Teaching Consultants and Language Instructors be accorded the title of "Lecturer". The cover page and pages 10 and 11 are enclosed for the Committee's reference. This proposal was endorsed by the Council at its meeting held on 28 September 2004. Therefore, these academic-related staff should be "Teachers", as in the case of the Chinese University of Hong Kong.
- (3) Academic staff who are holding the original titles of "Lecturers", *etc.* may continue to have good cause protection under certain conditions, after the bill is approved by the Legislative Council. However, these staff will lose their "Teacher" status, such as the right to vote and stand for election in Senate and Council, and to serve on Faculty Boards. Therefore, the bill is unfair to these staff as the University is changing their contracts unilaterally. Although the University declared their intention to allow these staff to remain as "Teachers", there is no legal basis for them to stand by their intention, after the commencement of the bill.

On the basis of these important considerations, we reiterate our proposal that the new academic titles of "Chairs", "Professors", "Associate Professors" and "Assistant Professors" be added to the original list of titles of "Professors, Readers, Lecturers". This serves three purposes. First, staff using the new academic titles will have their teacher status formally recognised. Second, the teacher status of staff using the original titles will not be affected. Third, teacher status can be granted to academic-related staff.

Thank you.

Yours sincerely,



Cheung Kie Chung
Chairman
Academic Staff Association of
The University of Hong Kong



Ng Kwok Yan
Chairman
University of Hong Kong
Employees Union

沈祖堯：助振奮士氣 中大導師正名 肯定教師地位

中文大學員工總會一直要求將「導師」正名為「講師」，校長沈祖堯近日在個人網誌透露，校方批准將「導師」的職銜轉為「講師」，並正式確認為中大的「教師」，認為此舉有助提升士氣。他指出，一直以來不少導師投入教學和教學相關事務，並關愛學生。

本報記者

沈祖堯在網誌上發表題為「向老師致敬」的網誌，提到「導師」的正名爭論。他指多年來中大的導師在其崗位上克盡己任，其熱誠及貢獻有目共睹。為表示對這批導師的尊重，校內一個臨時委員會建議把「導師」正名為「講師」，並正式確認為中大的「教師」。他又表示下一步會將所屬的代表納入學系及學院院務會，並認為會振奮老師的士氣。

網誌述良好教學準則

他引述教育家柏加·摩馬（Parker Palmer）的說話，認為好的教學只有一個準則：「教學並不能簡化為一門技術；要教得好必須源自老師本身及他的一份赤誠」。又指好老師並不以強塞資料來傳授

知識，以機械性的評核方法來衡量成果。應該是與學生之間有緊密的聯繫，教學方法須多元如講課、導修課、實踐課、專題作業、蘇格拉底問答法、創意思維，以至解難挑戰，但最關鍵的是好老師都用心去教。

沈祖堯進一步指，好老師除了在講壇上投進自己的智慧、感情、精神外，更不會計較時間、薪酬，而且由於對教學懷有熱誠，他們不會認為年復年地做著同一件事是苦差，並舉例中大的錢穆、李卓三、沈宜仁等賢師，都是以心授學、以身立教的好例子。

每名學生都希望遇到好老師，沈祖堯記得在香港大學唸醫科的日子，有一位內科醫學的老師達安輝教授（Professor Sir



圖中大校長沈祖堯在個人網誌透露，校方批准將「導師」的職銜轉為「講師」，並正式確認為中大的「教師」。資料圖片

David Todd) 教他們一班醫科學生循循善誘，希望他們成為術德兼備的醫生。他又提到David Todd對教育、科學以至服務病人的熱誠，至今仍令他印象深刻。

中大員工總會於〇九年發起「中文大學導師正名運動」，要求獲平等的待遇，包括將「導師」納入教師定義之內，以及各學務的決策機關，令他們有發言的機會，並檢討福利、薪酬和晉升機會。

117/S04
re-amended

THE UNIVERSITY OF HONG KONG

**A Proposal on the Reform of
Human Resource Management (HRM)**

PHASE I*

September 2004

* Phase I of the HRM reform deals with academic staff members. Non-academic staff will be dealt with in Phase II.

Part III: Titles

8. Academic staff are divided into 2 categories: staff whose main duties are both teaching and research (the 'professoriate'), and staff who are mainly engaged in either teaching or research ('academic-related staff').

Professoriate Staff Titles

9. The present hybrid system of academic titles for staff whose main duties are both teaching and research has generated considerable concern among many teachers. The proposed system of academic titles will facilitate an appropriate correlation with academics both locally and internationally. Under the proposed system, the existing classifications of Assistant Lecturer, Lecturer, Senior Lecturer, and Reader will no longer be used. In their place, three academic titles are proposed for academic staff (the professoriate) below the level of Chair Professor. They are:

- Assistant Professor,
- Associate Professor, and
- Professor.

Serving staff at Chair Professor and Reader grades will have their present titles as 'Professor' retained. Existing staff in the grades from Assistant Lecturer to Senior Lecturer will be mapped to one of the three proposed titles in accordance with agreed criteria, inclusive of years of service, qualifications, external assessment, and consideration by a relevant Committee, as appropriate. To acknowledge the characteristics of different disciplines, Faculties will be invited to provide discipline-specific criteria for mapping academic staff to the three proposed titles. These benchmarks will be maintained rigorously through mechanisms inclusive of monitoring by a central committee. A chart showing the mapping arrangements for serving academic staff is in Appendix B.

Academic-related Staff Titles

10. Recommendations are also made to cover academic-related staff (i.e. staff members whose principal duties are either teaching or research). It is recommended that teaching staff such as Teaching Consultants and Language Instructors, who are responsible for formal

classes, participate in the formal course assessment process, undertake academic advising, and interact with students in an annual academic cycle, be accorded the title of 'Lecturer' with full membership of the Board of Faculty and Board of Examiners, and the rights to nominate and vote for department headship/faculty board chairmanship/Senate members, though they will not be allowed to stand as Department Head or Faculty Board Chairman. To provide a career path for advancement, a scale of 'Lecturer' titles will be established, from Lecturer III to II, and then I. In respect of research staff, a similar progression is proposed, i.e. Research Officer III, II and I. Staff who have held appointments as either Lecturer I or Research Officer I for a minimum of six years, and have appropriate performance assessments, may apply to be accorded 'tenure'. Serving academic-related staff will be mapped to the new titles based on their salaries initially. Their salaries and salary scales will be retained upon mapping, and any upgrading of title and salary range will be subject to performance review and promotion procedures. Faculties and Centres will be invited to draw up the criteria for mapping and recruitment. Given the transient nature of the posts of Research Assistant Professor and Post-doctoral Fellow, they will not be included in the proposed mapping exercise. Those who are considered capable of taking up full academic positions are expected to move upward along the professoriate career pathway from the Assistant Professor level.