



HONG KONG UNIVERSITY OF
SCIENCE AND TECHNOLOGY

ACADEMIC DEVELOPMENT

2005-2008

TABLE OF CONTENTS

<i>Historical Introduction</i>	<i>1</i>
<i>The Planning Context</i>	<i>2</i>
Economic Environment	2
Innovation and Technology	2
Focus and Specialization	3
<i>Role and Strategic Directions</i>	<i>5</i>
Mission and Vision	5
Goals and Strategies	6
Teaching and Learning	7
Research.....	8
Technology Transfer.....	8
Technology/Management Synergy	8
Effective Management.....	9
Campus Culture	9
Collaboration	9
<i>Programs and Enrolment</i>	<i>11</i>
Program Structure and Enrolment Management	11
Undergraduate Programs	11
Taught Postgraduate Programs	12
Research Postgraduate Programs	13
School of Science	14
Undergraduate Programs	14
Taught Postgraduate Programs	15
Research Postgraduate Enrolment	15
Collaborative Program with Hong Kong Institute of Education (HKIEd).....	15
School of Engineering	15
Undergraduate Programs	16
Taught Postgraduate Programs	16
Research Postgraduate Enrolment	17
School of Business and Management	17
Undergraduate Programs	17
Taught Postgraduate Programs	18
Research Postgraduate Enrolment	18
School of Humanities and Social Science	18
Undergraduate Role	19
Taught Postgraduate Programs	19
Research Postgraduate Enrolment	19
Dual Degree Program in Technology and Management	19

HISTORICAL INTRODUCTION

In September 1985, the Executive Council, having assigned a high priority to the provision of tertiary education facilities, sought the advice of the University and Polytechnic Grants Committee on a number of points relating to the establishment of a third university in Hong Kong. Based on this advice, the Executive Council on 18 March 1996 determined that this new institution should be a university comprising a group of professional schools, emphasizing science, technology, management and business studies.

Subsequently named the Hong Kong University of Science and Technology (HKUST), the new university was incorporated in April 1988, and opened in October 1991 as a technological university dedicated to the advancement of scholarship, with special emphasis on research, postgraduate education, and close collaboration with business and industry.

The University occupies a scenic 60-hectare site overlooking Port Shelter on the northern end of the Clear Water Bay Peninsula at Tai Po Tsai. Situated on the slopes along the shore, the campus grounds are terraced to accommodate buildings on all levels with panoramic views of the sea. The campus was developed in two phases; the second phase was completed in January 1993 and provides facilities for 7,000 students.

The major source of financial support for the University is the Government of Hong Kong through the University Grants Committee (UGC) and its Research Grants Council (RGC). Student fees, other sources of research support and donations are also significant contributors to the University's budget.

The President is the chief executive officer of the University. Its three principal branches are Academic Affairs, Administration and Business, and Research and Development, each headed by a Vice-President. Within Academic Affairs are the four schools—Science, Engineering, Business and Management, and Humanities and Social Science—that constitute the academic heartland of HKUST. There are a number of academic service units and research units located administratively within the branch as well. Administration and Business is concerned with the non-academic administrative and financial operation of the University, and Research and Development focuses on research administration and contractual and applied research relevant to Hong Kong's technological and socio-economic development.

The University's curriculum is based on a credit unit system, and all undergraduate programs lead to the award of honors degrees. Postgraduate programs through the doctorate are offered in all four Schools. Since its opening in 1991 with an initial intake of just over 700 students, HKUST has grown to a steady state enrollment of approximately 7,000.

THE PLANNING CONTEXT

This document reports on the academic development of HKUST for the 2005-2008 triennium, with a primary focus on the programs approved for funding by the University Grants Committee (UGC) that were described in the Academic Development Proposals for 2005-2008. The Academic Development Proposals were developed in response to the decision by the UGC to play a more active role in steering the higher education sector. To do so,

The UGC has to ensure that at the system level, appropriate tools, mechanisms and incentives are in place to steer institutions towards clear role differentiation, to facilitate deep collaboration among institutions in advancement of their respective roles, and to allow excellence to emerge through fair and constructive competition.

—Hong Kong Higher Education (UGC, January 2004)

Among these tools and mechanisms are

- A delineation of institutional roles, incorporated in Annex A of the *Hong Kong Higher Education* report
- A Performance and Role-related Funding Scheme, designed to reward excellence in the performance of the institutional role
- Mechanisms to provide support for strategic alliances and deep collaboration among institutions

ECONOMIC ENVIRONMENT

On the positive side, there are encouraging signs of economic recovery in Hong Kong. The Government reported that the economy rebounded distinctly in the third quarter of 2003, from the setback caused by Severe Acute Respiratory Syndrome (SARS) in the second quarter. GDP rose by 4.0% in real terms in the third quarter of 2003 over a year earlier, reversing the 0.5% decline in the second quarter. Exports of goods rose dramatically in response to the improving economies of Hong Kong's trading partners. There were indications of an easing of the unemployment situation. Implementation of the CEPA agreement with China is expected to give Hong Kong a significant edge in economic relations with what will soon be the world's largest economy.

The improved economic climate is significant in that, for example, it improves the prospects of employment for university graduates, but the lingering effects of the economic downturn of the recent past on Government revenues have resulted in a significant loss of direct funding for the higher education sector. While level funding is planned for the first two years of the 2005-2008 triennium, and there is at least a prospect of no further reduction in 2007/08, dealing with the ongoing effects of 2004/05 budget cut will be a significant challenge.

INNOVATION AND TECHNOLOGY

HKUST has a special interest in Government policies relating to the promotion of innovation and the development of technology-based high-value added industry. The recent (20 February 2004) endorsement of a new strategy to further promote the development of innovation and technology in Hong Kong by the Steering Committee on Innovation and Technology provides an important policy context for the next triennium. The elements of this strategy are

- Focus - to identify key technology focus areas where Hong Kong has competitive advantages for optimal use of resources to create greater impact;
- Market Relevance - to adopt a demand-led, market-driven approach in driving the innovation and technology program to ensure that investments are relevant to industry and market needs;
- Industry Participation - to involve the industry closely in defining the key focus areas and other stages of innovation and technology development;
- Leverage on the Mainland - to capitalize on the opportunities presented by the Mainland and Hong Kong Closer Economic Partnership Arrangement (CEPA) and to utilize the production base in the Greater Pearl River Delta as the platform for developing our applied research and development (R&D) and commercialization of applied R&D deliverables; and
- Better Coordination - to strengthen coordination among various technology-related institutions and the industry for enhanced synergy and impact.

HKUST, which has been very successful in the competition for funds under the Innovation and Technology Fund, welcomes these changes and looks forward to participating in these developments, which are very much in line with its role and mission, in the future.

FOCUS AND SPECIALIZATION

In the economic climate leading up to the 2005-2008 triennium, the UGC has stressed the need for role differentiation among the institutions and pointed out the need for focus and specialization as the basis for improved efficiency. This strategy has, in fact, been a cornerstone of HKUST's success in the rapid rise to international recognition that has taken place since its founding. It will continue to play an important role in continuing to develop excellence in the face of the fiscal challenges of the next triennium. HKUST was established as a specialized institution of higher education, as reflected in the "objects of the University" in its establishing Ordinance, which has been adopted as its Mission Statement. These basic principles were incorporated in the Role Statement agreed with UGC in its 1991 *Interim Report on Higher Education* and remain the heart of the new Role Statement in Annex A of *Hong Kong Higher Education—To Make a Difference—To Move with the Times* (UGC, January 2004).

However, it needs to be understood that the institutions are not starting from the same point in addressing this issue. HKUST began its life as a specialized institution, and has kept its focus on its role and mission throughout its development. It would be hard to imagine, for example, anything called a "university of science and technology" that did not have programs in the disciplines that make up the HKUST Schools of Science and Engineering. Similarly, given that both the role and mission called for teaching and research in business and management studies, the basic disciplines offered by the School of Business and Management are close to a minimal subset of the possibilities. Further focus and specialization is expected, of course, within the areas of research undertaken in these disciplines, but achieving this has also been a long term policy of HKUST and not something merely a response to the recent concerns as expressed in the Sutherland Report.

Consistent with its role, HKUST has only four major academic units or faculties, which are designated as Schools: Science, Engineering, Business and Management, and Humanities and Social Science. The first three encapsulate the "range of subjects ... in Science, Technology, Engineering, Management and Business Studies" specified in the Role Statement. The fourth School is a small unit with no undergraduates of its own, but rather "offers courses in Humanities and Social Science ... sufficient to provide intellectual breadth, contextual

background and communication skills to an otherwise scientific or technological curriculum, and limited postgraduate work.” in accordance with the Role Statement. The Schools offer undergraduate programs in only 17 disciplines: five in Science, six in Business and Management, six in Engineering. Research postgraduates programs are also offered in these disciplines, supplemented by six interdisciplinary programs: two each in Science, Engineering, and Humanities and Social Science.

In research, the list of degrees understates the amount of specialization, since each Department concentrates its efforts on a limited number of areas where there is either performance or potential for internationally competitive achievement. These include areas specific to the discipline of the Department, such research on display technology in Electrical and Electronic Engineering, as well as contributions to an interdisciplinary area such as nanomaterials and nanotechnology. While specialization of this sort is a key to effective deployment of resources, there are dangers in being too narrowly focused. A business may concentrate most of its resources on a small number of products, but a university deals in the dissemination and creation of knowledge. Knowledge is a complex tapestry with threads that reinforce one another and whose never-ending interaction leads from today’s insights to tomorrow’s breakthroughs. It is necessary, therefore, to support and encourage a range of research approaches outside the strict boundaries of the areas of current high impact. Otherwise, opportunities for the research to move with the times, and for students to stay abreast of the changes, will be curtailed. At HKUST, the approach that has been successful involves recognition of a hierarchy of interlocking areas of study. For example, nanomaterials and nanotechnology is currently a major interdisciplinary focus, but institutional strength in this area developed out of a more general focus on materials science and technology, which in turn benefits from basic studies in condensed matter.

ROLE AND STRATEGIC DIRECTIONS

The HKUST Council, on 21 March 2000, announced its adoption of a statement of Mission, Vision and Objectives for HKUST. It affirmed that the Objects of the University, as contained in the HKUST Ordinance (Laws of Hong Kong, Chapter 1141), constituted the University's mission, and adopted a Vision Statement with specific components for a global, national and international vision. The process of deliberation and consultation on these matters was conducted by a Council Task Force on Strategic Development, which also elaborated a series of Objectives for the major aspects of the University's development.

MISSION AND VISION

THE HKUST MISSION To advance learning and knowledge through teaching and research, particularly:

(i) in science, technology, engineering, management and business studies; and

(ii) at the postgraduate level;

and to assist in the economic and social development of Hong Kong.

THE HKUST VISION To be a leading university with significant international impact and strong local commitment.

Global

To be a world-class university at the cutting edge internationally in all targeted fields of pursuit.

National

To contribute to the economic and social development of the nation as a leading university in China.

Local

To play a key role, in partnership with government, business, and industry, in the development of Hong Kong as a knowledge-based society.

Further guidance has been provided by the Role Statement agreed with the University Grants Committee (UGC), which defines the expectations on which the support of Government is based.

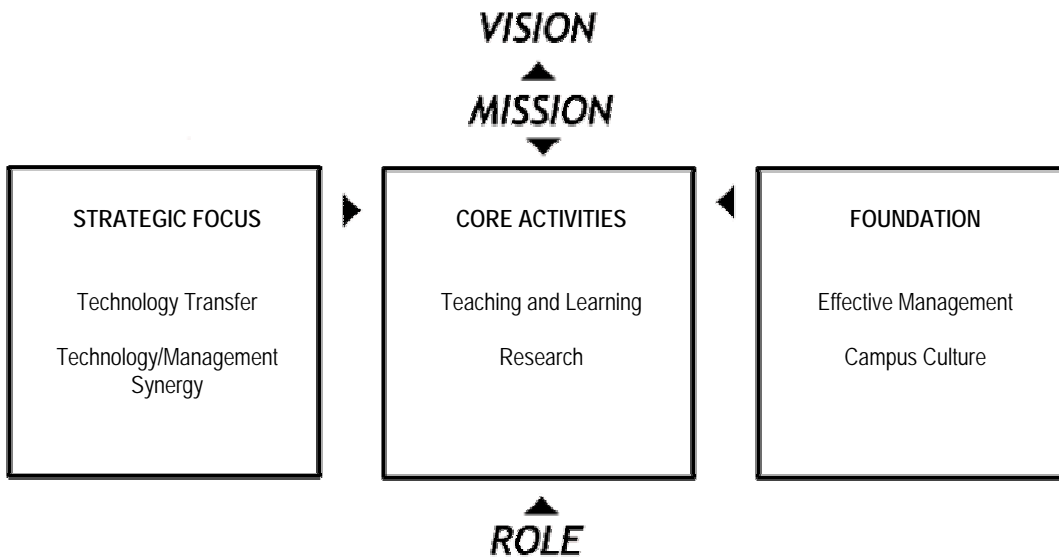
THE HKUST ROLE

- (a) offers a range of programmes leading to the award of first degrees and postgraduate qualifications particularly in Science, Technology, Engineering, Management and Business Studies;
- (b) offers programmes in Humanities and Social Science only at a level sufficient to provide intellectual breadth, contextual background and communication skills to an otherwise scientific or technological curriculum, and limited postgraduate work;
- (c) incorporates professional schools, particularly in the fields of Science, Technology, Engineering and Business;
- (d) pursues the delivery of teaching at an internationally competitive level in all the taught programmes that it offers;
- (e) offers research postgraduate programmes for a significant number of students in selected subject areas;
- (f) aims at being internationally competitive in its areas of research strength;
- (g) assists the economic and social development of Hong Kong by nurturing the scientific, technological, and entrepreneurial talents who will lead the transformation of traditional industries and fuel the growth of new high-value-added industries for the region;
- (h) pursues actively deep collaboration in its areas of strength with other higher education institutions in Hong Kong or the region or more widely so as to enhance the Hong Kong higher education system;
- (i) encourages academic staff to be engaged in public service, consultancy and collaborative work with the private sector in areas where they have special expertise, as part of the institution's general collaboration with government, business and industry; and
- (j) manages in the most effective and efficient way the public and private resources bestowed upon the institution, employing collaboration whenever it is of value.

GOALS AND STRATEGIES

University-wide objectives are organized into three categories:* the core activities of teaching and research; strategic areas of focus, including technology transfer and technology-management synergy; and the institutional foundation, including effective management and campus culture.

* This presentation is modeled after that of the Strategic Plan of Carnegie-Mellon University



TEACHING AND LEARNING

Goal: To give all students, undergraduate and postgraduate alike, a broadly based university experience that includes: superior training in their chosen fields of study; a well-rounded education that enhances the development of their creativity, critical thinking, global outlook, and cultural awareness; a campus life that prepares them to be community leaders and lifelong learners.

Strategies

Continuously improve the quality of teaching and learning by

- developing and using technology to the fullest extent possible to promote active learning;
- providing expanded staff development opportunities for teachers, increasing recognition for good teaching, and giving due regard to teaching performance in staff assessment; and
- building a culture in which students develop the skills and attitudes to become life-long learners

Provide a more meaningful general education experience for our undergraduates by

- increasing flexibility in meeting the requirements;
- using general education as a means to strengthen creativity and critical thinking; and
- developing multi-disciplinary general education offerings that excite the imagination and broaden the perceptions of students

Enhance the language ability of our graduates by

- adapting language enhancement programs to address the weaknesses revealed by CEPAS;
- exploring the more effective use of teaching technologies; and
- greater integration of language training with other academic tasks

RESEARCH

Goal: To be a leading institution for research and postgraduate study, pursuing knowledge in both fundamental and applied areas, and collaborating closely with business and industry in promoting technological innovation and economic development.

Strategies

Achieve international stature in selected areas of cutting-edge research, by

- identifying areas of high potential and proven strength and focusing resources and effort on the selected areas of emphasis; and
- strengthening and deepening research collaboration with other institutions, both inside and outside Hong Kong

Promote interdisciplinary research by

- removing organizational barriers to interdisciplinary collaboration;
- strengthening interdisciplinary research institutes and centers; and
- motivating and organizing academic staff to embark on interdisciplinary initiatives

TECHNOLOGY TRANSFER

Goal: To be a catalyst in the evolution of Hong Kong and the region as a knowledge-based society through applied research and development and technical assistance to Government and industry.

Strategies

Continue our commitment to applied research and development by playing a leading role in Hong Kong's innovation and technology initiatives.

Facilitate technology transfer to local and regional industries and the business community by

- increasing business-university partnerships through the formation of consortia and an expanded corporate associates program;
- making available to government, business and industry our unique technical resources on a cost recovery fee basis; and
- conducting continuing and professional education programs that meet the needs of individuals and organizations.

TECHNOLOGY/MANAGEMENT SYNERGY

Goal: Help to create a new class of entrepreneurs who will be innovators with a strong training in science, a unique skill to develop ideas into technology, and an enthusiastic drive to create viable enterprises.

Strategies

Design and deliver academic programs that combine education in technology and management, supplemented by a strong general education that instills social values, stimulates critical thinking, and inspires creativity.

Assist faculty, staff and students in the establishment of technology-based start-up companies that have the potential to benefit of the economy and society of Hong Kong and the Pearl River Delta.

EFFECTIVE MANAGEMENT

Goal: Increase the efficiency and effectiveness of administration and support services.

Strategies

Provide greater flexibility and accountability to enable budget controlling officers to maximize the effective use of resources.

Set clear priorities for support units so that essential services are maintained in the face of resource constraints.

Expand collaboration with other institutions in non academic areas, with a view to creating substantial efficiencies that free resources for other pursuits appropriate to role.

CAMPUS CULTURE

Goal: To provide a dynamic and supportive working environment in which faculty and staff may continually develop intellectually and professionally, and an open environment and atmosphere conducive to the exchange of knowledge, views, and innovative ideas among students, faculty, staff, and visiting scholars.

Strategies

Make effective use of communication channels including campus-wide forums, broadcast e-mail, and on-line access to policies, to keep the campus community informed and involved regarding major issues and decisions that affect the development of the University.

Enrich campus life through internationalization by expanding exchange programs and recruiting international students.

COLLABORATION

Efficiency in higher education systems increases if more focus and larger scale is realized. In teaching this implies more collaboration within and between institutions to eliminate unsustainable duplication in the educational programmes offered, and to allow the transfer of students to interconnected programmes. In research this implies more collaboration within and between institutions to create larger research groups with more focused research programmes. And in non academic operations, it means seizing all available opportunities for joint endeavours, business process reengineering and contracting out of services.

— Hong Kong Higher Education (UGC, January 2004)

The UGC has made it clear that it "...believes that the level and depth of collaboration and strategic alliances taking place in Hong Kong's higher education system is distinctly sub-optimal both for individual institutions and for the sector as a whole." In the years ahead, it will both encourage and support greater efforts by the institutions to deepen their collaboration, and hold institutions accountable for these efforts through the Performance and Role-related Funding Scheme.

HKUST plans to continue its collaboration with the Hong Kong Institute of Education (HKIEd) on programs that train highly qualified teachers who can be leaders in science, mathematics, and information technology education. These programs make use of the expertise

of the HKUST in the technical fields, and indeed result in the award of a BSc degree in one of the disciplines. It also makes use of the expertise of the HKIEd in the professional preparation of teachers. Unlike the conventional model that supplements a first degree in a discipline with a postgraduate diploma in education, these programs integrate professional teacher training with academic studies from year two onward, giving the students ample opportunities to build up professional confidence before taking up their first teaching post.

In the international arena, HKUST has built a world class Executive MBA program through its collaboration with the Kellogg School of Northwestern University, one of the most highly regarded business schools in the United States. The Kellogg-HKUST EMBA was ranked among the top ten in the world by the *Financial Times*.

Looking to the future, the President of HKUST and the Vice-Chancellors of HKU and CUHK have announced their intention to form an alliance to explore deep collaboration among their institutions. The Role Statements agreed with UGC assign these three institutions the broadest mandate to pursue research and offer research postgraduate programs. While this by no means implies that they will exclude other institutions in their efforts at closer cooperation, it does suggest that they can provide leadership in forging such links in these areas.

PROGRAMS AND ENROLMENT

PROGRAM STRUCTURE AND ENROLMENT MANAGEMENT

The three Schools with degree programs for undergraduates have a relatively small array of offerings; in the 2004/2005 JUPAS admission exercise, HKUST has fewer program entry codes than all but Lingnan University and the Hong Kong Institute of Education. Furthermore, these 28 program codes overstate the diversity of the program structure, since many programs are only variations on a basic discipline-based degree. For example, the Department of Physics offers both the BSc in Physics and the BSc in Applied Physics, but students in both programs share a core of basic requirements, and courses that may be required in one program are available as electives in the other. Similarly, the Department of Chemical Engineering offers a BEng in Chemical Engineering, a BEng in Chemical and Environmental Engineering, and is introducing a BEng in Chemical and Bioproduct Engineering, but graduates of all three receive a sound grounding in the fundamentals of Chemical Engineering practice through a largely shared curriculum. The specialized courses taken by students in the environmental and bioproduct tracks may be taken as electives by students in the other two tracks, and most of them were available in the curriculum before they were packaged into separate degree options.

At the research postgraduate level, program choices are close to the minimum. Each Department in Science, Engineering, and Business and Management, and each of the two Divisions in Humanities and Social Science, offers an MPhil and PhD program. In addition, the Schools of Science and Engineering each offers two interdisciplinary programs at MPhil and PhD level. For purposes of reporting enrolment, each program is further divided into a full-time and part-time program, but there is no academic distinction between them. Most research students are enrolled full-time but some programs, especially in Engineering, admit part-time students who wish to study while remaining in full- or part-time employment. While the separate program codes for full- and part-time modes of these programs will be used in the tables in the Annex, the breakdown between the two is only an estimate.

UNDERGRADUATE PROGRAMS

Approved first-year first-degree (FYFD) intake for the three years of the 2005-2008 is held at the level approved for 2004/05; namely 1,811 students. Intake by School is shown below.

FYFD INTAKE	FTE	FCU
Science	442	13,260
Engineering	667	20,010
Business and Management	672	20,160
Dual Degree Program	30	900

In this summary table, the Dual Degree Program in Management and Technology, with an annual FYFD intake of 30 students, is jointly offered by the School of Engineering and the School of Business and Management. The breakdown by program is given in Appendix 1.

In addition to the FYFD intake, UGC has approved the intake of students for direct admission into the second year (SYFD intake). The total number to be admitted is 57, all in the School of Engineering, broken down by program as shown below.

SYFD INTAKE	2005/06	2006/07	2007/08
Computer Science	20	20	20
Computer Science (Information Engineering)	20	20	20
Computer Engineering	4	4	4
Electronic Engineering (Information and Communication Engineering)	10	10	10
Logistics Management	3	3	3
TOTAL	57	57	57

UGC has agreed that the SYSD intake can exceed these targets by 25% (14 places), but the additional places will not attract additional resources. It has also specified that these places must be used for students with sub-degree backgrounds (including the Associate Degree) and not for transfer from other first-degree programs.

TAUGHT POSTGRADUATE PROGRAMS

Taught postgraduate (TPg) programs will continue to be phased out in accordance with plans agreed with UGC. A small number of programs will be permitted to admit students in the triennium. In particular, the full-time MSc programs in Bioengineering, Biotechnology, and Materials Science and Engineering will have intakes in 2005/06 and 2006/07, while the part-time program in Materials Science and Engineering will have a final intake in 2005/06. There are rollover effects on enrolment from continuing students admitted before 2005/06, and the enrolment calculated on the basis of these intakes and program duration is given in Appendix 2. The summary by School is shown below.

SCHOOL	2005/06	2006/07	2007/08
Science	73.50	52.25	25.00
Engineering	81.00	45.25	19.50
Business and Management	95.00	44.00	0.00
Humanities and Social Science	33.50	11.00	0.00
TOTAL	283.00	152.50	44.50

RESEARCH POSTGRADUATE PROGRAMS

The UGC has announced a number of strategies aimed at

...developing an interlocking system where the whole higher education sector is viewed as one force, with each institution fulfilling a unique role, based on its strengths
 —Hong Kong Higher Education, Executive Summary

The research postgraduate programs at HKUST are central to its role and mission. The bid to increase the number of places could not be supported by UGC in light of the constraints that the sector will be operating under in the next triennium. However, these numbers are not unrealistic as goals for an institution that is striving to compete at the highest levels internationally. HKUST, despite its relatively small size and limited range of programs, already meets the standard of the 2000 Carnegie Classification for “Doctoral/Research Universities—Extensive,” awarding “50 or more doctoral degrees per year across at least 15 disciplines.” Total PhDs awarded in each of the last three years exceeded 70, and reached 81 in 2003. Furthermore, there has been a significant shift towards the PhD, with the percentage of research degrees at doctoral level increasing from 25.2% in 2001 to 32.9% in 2003. The change in enrolment patterns is even more significant, since graduation rates reflect enrolment patterns several years earlier. In 2002/03, fully 59.6% of all research students were enrolled in PhD programs.

The breakdown of enrolment and graduates is illustrated in the table below:

PhD AS PERCENTAGE OF ALL RPg				
		2001	2002	2003
Science	Graduates	27.4%	35.4%	36.4%
	Enrolment	53.0%	55.0%	57.8%
Engineering	Graduates	24.4%	25.3%	28.4%
	Enrolment	47.9%	53.8%	55.7%
Business and Management	Graduates	13.3%	30.8%	69.2%
	Enrolment	76.5%	87.1%	93.6%
Humanities and Social Science	Graduates	33.3%	17.6%	26.7%
	Enrolment	52.0%	50.3%	55.7%
TOTAL	Graduates	25.2%	28.2%	32.9%
	Enrolment	51.7%	56.6%	59.6%

UGC did agree to preserve the prior allocation of 850 RPg places to HKUST, and the following table represents the distribution of these places by School. These figure come from by uniformly scaling current enrolment for all Schools so that the School targets add up to the approved. The breakdown by program is given in Appendix 3.

SCHOOL	2005/06	2006/07	2007/08
Science	243.5	243.5	243.5
Engineering	476.5	476.5	476.5
Business and Management	70.0	70.0	70.0
Humanities and Social Science	60.0	60.0	60.0
TOTAL	850.0	850.0	850.0

In the sections below, general information on each School and its Departments provides a context for a discussion of the main features of the enrolment pattern. Detailed information for each program is contained in the relevant Appendices.

SCHOOL OF SCIENCE

The School of Science, which comprises five departments: Biochemistry, Biology, Chemistry, Mathematics and Physics, enrolls about one-quarter of the University's undergraduate and postgraduate students. All departments offer undergraduate programs leading to the Bachelor of Science (BSc) degree and postgraduate programs leading to the research-based degrees of Master of Philosophy (MPhil) and Doctor of Philosophy (PhD). In addition, the Atmospheric, Marine and Coastal Environment program (AMCE), a postgraduate interdisciplinary program in the School of Science, offers studies leading to the MPhil and PhD degrees in either Atmospheric or Marine Environmental Science.

In response to the needs of Hong Kong and consistent with the special mission of HKUST, the departments in the School emphasize studies in applied science. The undergraduate programs provide a strong core of instruction in both basic and applied science through course work and laboratory studies. The research-oriented postgraduate programs aim at preparing students to become scientists who are capable of carrying out independent and original research. The introduction of the interdisciplinary postgraduate program in Atmospheric, Marine and Coastal Environment, as well as the collaborations of the Departments of Biochemistry, Biology, Chemistry, and Physics with the Hong Kong Institute of Education to jointly offer four cross-disciplinary, integrated science undergraduate programs coupled with the Mathematics and IT Education program, have again demonstrated the continuous effort of the School to meet society's changing needs.

To enhance teaching and learning effectiveness, the School has established the Active Physics Learning Environment (APLE) for instruction purposes. This innovative approach provides a multi-media system through which students can access lesson texts, charts, illustrations, animation and video clips, and a universal laboratory interface for on-line data taking. In each department, there are also well-established laboratories which are equipped with state-of-the-art facilities and computer network for teaching and research. Marine Environmental Science students will have access to the Coastal Marine Laboratory that maintains organisms in very clean running seawater for research and education purposes.

The School's research programs are also supported by a number of central service facilities and interdisciplinary research institutes, of which the Biotechnology Research Institute, the Institute of Nano Science and Technology, the Center for Coastal and Atmospheric Research, and the Center for Scientific Computation are of particular relevance.

UNDERGRADUATE PROGRAMS

At the undergraduate level, the intake of first-year first-degree students for the School as a whole has been held to 442 in each year of the triennium, the same as the approved figure for 2004/05. This is based on the long-term planning decision to have about 25% of the students in the School of Science. The primary change within the School is the reduction of the intake into the collaborative programs with the Hong Kong Institute of Education, discussed below. This is in response to indications of decreasing demand in the job market, accompanied by a corresponding decline in interest among applicants of the quality that these programs were designed to attract. The reduced program will continue to produce a small number of graduate teachers with outstanding backgrounds in science, mathematics and information technology.

The balance of the intake has been distributed to the other BSc programs in the School. Details of the enrolment implications of this are found in the tables in the Appendix 1.

TAUGHT POSTGRADUATE PROGRAMS

Only the full-time interdisciplinary MSc in Biotechnology will admit any students in the 2005-2008 triennium, with intakes in 2005/06 and 2006/07. Several programs will have continuing enrolment from students admitted in prior years.

The School is also a partner in the joint MSc Materials Science & Engineering program. This program will admit full-time students in 2005/06 and 2006/07, and will have a last intake of part-time students in 2005/06.

RESEARCH POSTGRADUATE ENROLMENT

In light of the UGC decision to hold funded RPg enrolment at 850, the allocation of places for the School of Science is set at 243.5.

COLLABORATIVE PROGRAM WITH HONG KONG INSTITUTE OF EDUCATION (HKIED)

This collaboration began with the introduction of the BSc Mathematics (Mathematics and Information Technology Education), which will be producing its first graduates in 2004. The program has a four year duration, and includes education training comparable to that provided by the PGDE, integrated with the curriculum beginning in year-2. In accordance with the agreement worked out with HKIED for 2004/05, HKUST is credited with all of the fte in Year-1, 5/6 of those in Year-2, and half in each of Years 3 and 4. The distribution of the student load for each fte student during the four year curriculum is as shown below.

	YEAR 1	YEAR 2	YEAR 3	YEAR 4
Total FTE	1.0	1.0	1.0	1.0
HKUST Share	1.0	0.83	0.5	0.5

The original BSc Mathematics (Mathematics and Information Technology Education) program had a target intake of 40 students per year, and the addition of the four Science Education programs added an additional 32 to these collaborative programs. In light of current demand, this increase appears to be excessive, and so we will reduce the intake in each program by about half, so that a total of 40 places will be made available. This is the same as the original size of the collaborative program. The 2005/06 year will be a transition year, with 60 places available.

SCHOOL OF ENGINEERING

The School of Engineering is the largest School in the University, enrolling about 40% of the University's undergraduate and postgraduate students. The School comprises 6 Engineering departments: Chemical Engineering, Civil Engineering, Computer Science, Electrical and Electronic Engineering, Industrial Engineering and Engineering Management, and Mechanical Engineering.

All departments offer undergraduate programs leading to BEng degree and postgraduate programs leading to the research-based degrees of Master of Philosophy (MPhil) and Doctor of Philosophy (PhD), and course-based degree of Master of Science (MSc). In addition to these disciplinary programs, the School also offers an interdisciplinary BEng program in Computer

Engineering, jointly administered by the Departments of Computer Science and Electrical and Electronic Engineering. Other interdisciplinary MSc programs offered by the School of Science and the School of Engineering are Biotechnology, Environmental Science and Engineering and Materials Science and Engineering.

The School also offers two undergraduate minor programs: Information Technology and Technology Management, to engineering undergraduate students to equip them with knowledge and management skills in technology areas. With the approval of the major department, undergraduate students can graduate with dual program designation, if they can complete the requirements of the two undergraduate engineering programs within the normal period of study.

On the teaching and learning front, the School is embarking on new initiatives to provide a better learning environment for its students. The Undergraduate Exchange Program, the Communication Tutors Program, Engineering Summer School and Industrial Training Program are some of the examples.

The School of Engineering has been doing well in funding acquisition for research and development. In the RGC competitive bidding exercise, we continued to lead by significant margins, in terms of the number of successful proposals, success rate, and total funding, among engineering schools in the local institutions. It has also been working hard on technology transfer and strengthening our ties with local industries. The Engineering Industrial Consortium was established to work on this direction. It is a consortium of forward looking technology companies working together with the School of Engineering on a collection of key industrial technologies, including projects on internet business, wireless information technology, video technology, garment technology, pattern recognition, electronic packaging, wastewater treatment, etc. The success of this venture has led to its expansion to a University Industrial Consortium, which will expand participation to other Schools.

UNDERGRADUATE PROGRAMS

At the undergraduate level, the intake of first-year first-degree students for the School as a whole has been held to 667 in each year of the triennium, the same as the approved figure for 2004/05. Furthermore, the existing distribution among the major disciplines continues to be appropriate, with the largest intake into information technology and electronics related programs. Most of the enrolment changes for the triennium, therefore, are related to redistribution of students among the degree program options within a given departmental discipline. These adjustments have been determined on the basis of projected demand as determined by the mix of academic qualifications of program applicants. Details are provided in Appendix 1.

The School has introduced one new program: the BEng in Chemical and Bioproduct Engineering. However, resources are being provided by redistribution among the degree options offered by the Department of Chemical Engineering. Thus, even for the new program, a conservative approach to enrolment management is being taken. This has the advantage that should demand for the program differ significantly from the projected levels, it should be possible to accommodate it within the overall departmental provision without adverse effect on any existing programs.

TAUGHT POSTGRADUATE PROGRAMS

Only the full-time interdisciplinary MSc in Bioengineering will admit any students in the 2005-2008 triennium, with intakes in 2005/06 and 2006/07. Several programs will have continuing enrolment from students admitted in prior years.

The School is also a partner in the joint MSc Materials Science & Engineering program. This program will admit full-time students in 2005/06 and 2006/07, and will have a last intake of part-time students in 2005/06.

RESEARCH POSTGRADUATE ENROLMENT

In light of the UGC decision to hold funded RPg enrolment at 850, the allocation of places for the School of Engineering is set at 476.5.

SCHOOL OF BUSINESS AND MANAGEMENT

When the School of Business and Management of the Hong Kong University of Science and Technology was established in 1991, the School was given the mandate to become a world-class business school by the turn of the century. Since that time, the School has succeeded in placing itself on the world map of business education. The School also has a major responsibility to ensure that HKUST fulfills its mission to assist in the economic and social development of Hong Kong and its region. It is also a key player in the unique role of HKUST to promote entrepreneurship based on a synergy between technology and management.

To accomplish these tasks, the School takes as its mission that it must conduct rigorous research that pushes the frontier of global management knowledge; educate and develop business leaders in Asia; and contribute to and influence the economic and social development of Hong Kong and its region.

The School of Business and Management owes a great deal of its reputation and stature to key self-financed taught postgraduate programs. Although these are not funded by UGC and hence not a primary component of the Academic Development Proposals for 2005-2008, they are mentioned here because of their importance in establishing the School as among the leaders in business education in Asia and the world. For example, the School's MBA programs are very well positioned both locally and internationally, and are highly regarded for their achievements. For example, the School is the highest ranked school in Asia-Pacific by a 3-year average in the Financial Times MBA ranking. The success of these programs adds value to the undergraduate programs, as the School's reputation is a factor in making our graduates attractive to employers.

To further advance the MBA program, it is necessary to continually benchmark the program to the top international schools. MBA program development will thus be one of the major priorities in the coming years. More proactive strategies will be taken for placing our graduates in major consultancy and investment banking firms. We are in the process of strengthening considerably our alumni relations and placement services to MBA graduates.

UNDERGRADUATE PROGRAMS

The School of Business and Management offers the BBA degree with majors in a number of business disciplines, along with a more academically oriented BSc program in Economics and Finance. A new BSc program in Quantitative Finance will be implemented in 2004/05. A few of the high demand BBA majors admit students directly in the first year, but the majority of FYFD students are admitted to a general BBA program what provides a common first year core. Most elect a major at the end of the first year, which may include joining one of the majors that have already accepted first year students. A small number of students delay the choice of major, and a few even graduate with a BBA General Business Management degree rather than completing the requirements for any one concentration. On the other hand, a number of students are able to complete the requirements for two majors, and are awarded a BBA with a dual major designation.

At the undergraduate level, the intake of first-year first-degree students for the School as a whole has been held to 672 in each year of the triennium, the same as the approved figure for

2004/05. Resources for the new BSc Quantitative Finance are provided by giving the program a gradually increasing first-year intake during the triennium, and this will be offset by a modest reduction in the general School-wide intake into the BBA program. However, this reduction means that fewer students will be choosing their majors at the end of the first year, and this produces downward adjustments in the estimated enrolment in most of the BBA programs in the School. Details are provided in the tables in Appendix 1.

TAUGHT POSTGRADUATE PROGRAMS

None of the School's UGC-funded taught postgraduate programs will admit any students in the 2005-2008 triennium. Several programs will have continuing enrolment from students admitted in prior years.

RESEARCH POSTGRADUATE ENROLMENT

The School has now established a leadership position in research. In the Financial Times MBA 2004 ranking, it was ranked 24 in research on a worldwide scale. The key to sustain this research excellence is to recruit and retain the best faculty, and the support of quality research postgraduates is among the factors to be considered. Besides individual faculty research, the School will further develop expertise and leadership in the emerging areas of excellence, namely China business and management, financial services, and empirical business research.

In light of the UGC decision to hold funded RPg enrolment at 850, the allocation of places for the School of Business and Management is set at 70.

SCHOOL OF HUMANITIES AND SOCIAL SCIENCE

The School of Humanities and Social Science comprises two divisions: the Division of Humanities and the Division of Social Science. It does not offer undergraduate degrees, but both divisions enroll research students for the degrees of Master of Philosophy (MPhil) and Doctor of Philosophy (PhD). The role of the School is twofold. First, its course offerings support the undergraduate students' main specializations by illuminating the social, regional, and international contexts of science, technology and business enterprise. This is crucial to the education of the region's future leaders and innovators in commerce, industry, the professions and public service. Second, the School offers studies in the Chinese cultural heritage and in other fields, with the aim of extending students' knowledge and widening their field of vision.

The Division of Humanities offers a wide range of concentrations, including literature, linguistics, history and anthropology, and philosophy and religion. In line with the University's aim to produce specialists who will not only excel in their technical expertise but also be equipped with a broad outlook on life and the world, the Division offers a diversity of courses for undergraduates in science, engineering, and business and management. A minor program is available for those who wish to pursue further and more intensive training in Humanities. At the postgraduate level, the curriculum is focused and integrated, with a special emphasis on China in the broader, cultural sense to include Hong Kong, Macau, Taiwan, the Chinese Mainland, and the Chinese diaspora. Moreover, the Humanities program is interdisciplinary and comparative in orientation. China is approached not only as a region but also in a global context (e.g. in relation to Asia and the West). It is also noteworthy that the Humanities Division is not subdivided into traditional departments. Instead, it emphasizes dialogue among the various disciplines within the Division.

The Division of Social Science seeks to accomplish three primary objectives. First, it aims at offering a rich, relevant and well-rounded body of courses designed to give undergraduate majors in the Schools of Science, Engineering, and Business and Management, an awareness of how a social science perspective can improve their understanding of the contemporary world. These courses should sharpen students' appreciation of the intricate linkages between science and

technology on the one hand and the human-ecological environment on the other, and also help them to relate their own career pursuits to the needs of society and the times, and include social, political and cultural considerations in their professional judgments. Second, the Division is building a strong postgraduate program to equip students with essential theoretical, methodological, and substantive skills to conduct independent research. The academic staff provides students with close supervision in their work, guides them in the implementation of their research projects, and helps them to acquire standards of assessing their own work as well as that of others. Third, it is creating a center of excellence in academic research and scholarly productivity. Faculty members are expected to maintain a lively intellectual environment where new ideas are explored, frontiers are pushed, and a genuine commitment is made to contribute relevant, innovative, and significant scholarship to the social sciences.

UNDERGRADUATE ROLE

As already noted, the School does not offer undergraduate degree programs, but it has a special role in undergraduate education at HKUST as acknowledged in the Role Statement agreed with UGC. In particular, it

...offers courses in Humanities and Social Science ... sufficient to provide intellectual breadth, contextual background and communication skills to an otherwise scientific or technological curriculum
—Role Statement for HKUST, item (d)

To enable it to fulfill this role, the University has established a general education requirement that ensures all undergraduates will take courses from the School; most take at least four courses, with at least one from each Division. For students who wish to broaden their general education, explore alternative avenues of academic interest, and enhance their professional growth and career prospects, the School has established minor programs in both Humanities and Social Science. A minor in Humanities includes 18 credits, of which at least 12 must be in an area of concentration, chosen from literature, history and anthropology, philosophy and religion, or China studies. The structure of the minor in Social Science is similar, with areas of concentration in Economic and Political Development, Social Relations, China Studies, or Science, Technology and Society.

TAUGHT POSTGRADUATE PROGRAMS

None of the School's UGC-funded taught postgraduate programs will admit any students in the 2005-2008 triennium. Several programs will have continuing enrolment from students admitted in prior years.

RESEARCH POSTGRADUATE ENROLMENT

In light of the UGC decision to hold funded RPg enrolment at 850, the allocation of places for the School of Humanities and Social Science is set at 60.

DUAL DEGREE PROGRAM IN TECHNOLOGY AND MANAGEMENT

The Dual Degree Program in Technology and Management is a four-year joint degree program taught by the School of Engineering and the School of Business and Management. For the degree in Technology, students enroll in the BEng degree program in one of seven engineering disciplines: Chemical Engineering, Civil and Structural Engineering, Computer Engineering, Computer Science, Electronic Engineering, Industrial Engineering and Engineering

Management, and Mechanical Engineering. For the degree in Management, students will enroll in the BBA program in General Business Management. The annual FYFD intake will be 30 students.

Seven all-round and well-integrated curricula are designed for the Dual Degree Program in different engineering disciplines. In addition, students can apply for a wide range of enrichment programs offered by the two Schools, including the Exchange Program, the High-Tech Entrepreneurship Program, the Internships, the Business Mentorship Program and the International Business Case Competitions. Together, students are well trained in technology, business management, innovative thinking and entrepreneurship, thereby sharpening their competitive edge in the international job market where all-round leaders in technology and management are highly sought after.

Upon satisfactory completion of the program, students will earn two degrees, BEng and BBA. Students graduating from this program will be competent in a wide range of job opportunities with knowledge and skills in both areas. One of the aims is to train them to become future technological leaders and entrepreneurs and to contribute to the economic and social development of Hong Kong and the region.

In accordance with the condition set by UGC in approving the program in 2004/05, the fourth year will be provided on a self-financed basis. However, it is essential from both an educational and practical perspective that the fourth year students attend courses with their classmates studying for a single degree in the same discipline, and UGC is specifically asked to approve this arrangement. It would not be feasible to arrange separate sections of all the courses needed for 30 students spread across seven engineering disciplines, and the presence of these outstanding students in the regular classes will enrich the experience of other students pursuing the same curriculum for a single degree. Funds from the tuition income from the fourth year students will be paid to the UGC-funded programs in order to eliminate any cross-subsidy.

	2005/06		2006/07		2007/08	
	FYFD Intake	Projected Enrolment	FYFD Intake	Projected Enrolment	FYFD Intake	Projected Enrolment
School of Science	442	1314.0	442	1316.0	442	1325.3
BSc Biochemistry	62	182.0	65	187.0	65	192.0
BSc Biochemistry and Science Education	7	21.7	5	18.8	5	16.7
BSc Biology	76	226.0	80	231.0	80	236.0
BSc Biology and Science Education	8	22.7	5	19.7	5	17.2
BSc Chemistry	74	218.0	77	223.0	77	228.0
BSc Chemistry and Science Education	7	21.7	5	18.8	5	16.7
BSc Mathematics	96	276.0	102	288.0	102	300.0
BSc Mathematics (Mathematics and Information Technology Education)	30	103.3	20	85.0	20	71.7
BSc Physics	50	122.0	52	138.0	52	154.0
BSc Applied Physics	24	98.0	26	87.0	26	76.0
BSc Physics and Science Education	8	22.7	5	19.7	5	17.2
School of Engineering	667	2058.0	667	2115.0	667	2115.0
BEng Chemical Engineering	20	78.0	20	69.0	20	60.0
BEng Chemical and Environmental Engineering	17	67.0	17	59.0	17	51.0
BEng Chemical and Bioproduct Engineering	17	17.0	17	34.0	17	51.0
BEng Civil & Structural Engineering	95	267.0	95	276.0	95	285.0
BEng Civil and Environmental Engineering	15	63.0	15	54.0	15	45.0
BEng Computer Science	68	204.0	68	234.0	68	244.0
BEng Computer Science (Information Engineering)	49	187.0	49	197.0	49	187.0
BEng Electronic Engineering	91	263.0	91	268.0	91	273.0
BEng Electronic Engineering (Information & Communication Engineering)	43	149.0	43	154.0	43	149.0
BEng Industrial Engineering & Engineering Management	32	116.0	32	106.0	32	96.0
BEng Logistics Management	32	79.0	32	92.0	32	102.0
BEng Mechanical Engineering	55	149.0	55	157.0	55	165.0
BEng Mechanical Engineering (Building Services)	25	91.0	25	83.0	25	75.0
BEng Computer Engineering	108	328.0	108	332.0	108	332.0

	2005/06		2006/07		2007/08	
	FYFD Intake	Projected Enrolment	FYFD Intake	Projected Enrolment	FYFD Intake	Projected Enrolment
School of Business and Management	672	1995.0	672	2016.0	672	2016.0
BBA/BSc Business & Management	449.0	449.0	445.0	445.0	441.0	441.0
BBA Global Business	25	65.0	25	70.0	25	75.0
BBA Accounting	121	413.0	121	412.0	121	411.0
BBA Information Systems	20	182.0	20	179.0	20	175.0
BBA Operations Management	0	110.0	0	108.0	0	105.0
BBA Economics	0	89.0	0	108.0	0	105.0
BSc Economics and Finance	40	120.0	40	120.0	40	120.0
BBA Finance	0	164.0	0	160.0	0	156.0
BSc Quantitative Finance	17	17.0	21	38.0	25	63.0
BBA Management of Organizations	0	128.0	0	125.0	0	121.0
BBA Marketing	0	258.0	0	251.0	0	244.0

Admission into Senior Year Places

	2005/06	2006/07	2007/08
School of Engineering	57	57	57
BEng Computer Science	20	20	20
BEng Computer Science (Information Engineering)	20	20	20
BEng Electronic Engineering (Information & Communication Engineering)	10	10	10
BEng Logistics Management	3	3	3
BEng Computer Engineering	4	4	4

Appendix 2

Taught Postgraduate Enrolment

	2005/06		2006/07		2007/08	
	FT	PT	FT	PT	FT	PT
School of Science	34.0	24.0	22.0	16.5	11.0	7.0
MSc Physics	2.5	0.5	0.0	0.5	0.0	0.5
MSc Biotechnology	22.0	0.0	22.0	0.0	11.0	0.0
MSc Environmental Science	9.5	23.5	0.0	16.0	0.0	6.5
School of Engineering	32.5	33.0	10.0	21.5	5.0	7.5
MSc Chemical Engineering	1.0	1.5	0.0	0.0	0.0	0.0
MSc Civil Engineering	9.0	0.0	0.0	0.0	0.0	0.0
MSc Computer Science	0.0	0.5	0.0	0.5	0.0	0
MSc Electrical & Electronic Engineering	0.0	10.5	0.0	5.5	0.0	0
MSc Industrial Engineering and Engineering Management	8.0	2.0	0.0	0.5	0.0	0.0
MSc Mechanical Engineering	2.5	7.0	0.0	4.5	0.0	0.0
MSc Environmental Engineering	2.0	11.5	0.0	10.5	0.0	7.5
MSc Bioengineering	10.0	0.0	10.0	0.0	5.0	0.0
School of Business and Management	0.0	95.0	0.0	44.0	0.0	0.0
MSc Financial Analysis	0.0	33.5	0.0	18.5	0.0	0
MSc Information Systems Management	0.0	32.5	0.0	11.0	0.0	0
MSc Investment Management	0.0	29.0	0.0	14.5	0.0	0
School of Humanities and Social Science	10.0	23.5	0.0	11.0	0.0	0.0
MA Humanities	3.0	4.5	0.0	0.5	0.0	0.0
MA Social Science	4.0	5.0	0.0	4.0	0.0	0.0
MA China Studies	3.0	14.0	0.0	6.5	0.0	0.0
Joint Program	18.0	13.0	18.0	9.5	9.0	5.0
MSc Materials Science and Engineering	18.0	13.0	18.0	9.5	9.0	5.0

	2005/06		2006/07		2007/08	
	FT	PT	FT	PT	FT	PT
School of Science	238.0	5.5	238.0	5.5	238.0	5.5
PhD Biochemistry	26.0	0.0	26.0	0.0	26.0	0.0
PhD Biology	35.0	1.0	35.0	1.0	35.0	1.0
PhD Chemistry	35.0	1.0	35.0	1.0	35.0	1.0
PhD Mathematics	23.0	0.5	23.0	0.5	23.0	0.5
PhD Physics	19.0	0.0	19.0	0.0	19.0	0.0
PhD Atmospheric Environmental Science	3.0	0.0	3.0	0.0	3.0	0.0
PhD Marine Environmental Science	8.0	0.0	8.0	0.0	8.0	0.0
MPhil Biochemistry	12.0	1.0	12.0	1.0	12.0	1.0
MPhil Biology	14.0	0.5	14.0	0.5	14.0	0.5
MPhil Chemistry	13.0	0.0	13.0	0.0	13.0	0.0
MPhil Mathematics	16.0	1.0	16.0	1.0	16.0	1.0
MPhil Physics	27.0	0.5	27.0	0.5	27.0	0.5
MPhil Atmospheric Environmental Science	3.0	0.0	3.0	0.0	3.0	0.0
MPhil Marine Environmental Science	4.0	0.0	4.0	0.0	4.0	0.0
School of Engineering	449.0	27.5	449.0	27.5	449.0	27.5
PhD Chemical Engineering	18.0	0.0	18.0	0.0	18.0	0.0
PhD Civil Engineering	28.0	0.0	28.0	0.0	28.0	0.0
PhD Computer Science	74.0	2.0	74.0	2.0	74.0	2.0
PhD Electrical & Electronic Engineering	91.0	2.0	91.0	2.0	91.0	2.0
PhD Industrial Engineering & Engineering Management	21.0	1.0	21.0	1.0	21.0	1.0
PhD Mechanical Engineering	32.0	2.0	32.0	2.0	32.0	2.0
PhD Bioengineering	11.0	0.0	11.0	0.0	11.0	0.0
PhD Environmental Engineering	8.0	0.0	8.0	0.0	8.0	0.0
MPhil Chemical Engineering	12.0	0.5	12.0	0.5	12.0	0.5
MPhil Civil Engineering	44.0	1.0	44.0	1.0	44.0	1.0
MPhil Computer Sci	22.0	8.0	22.0	8.0	22.0	8.0
MPhil Electrical & Electronic Engineering	43.0	6.0	43.0	6.0	43.0	6.0
MPhil Industrial Engineering & Engineering Management	12.0	2.5	12.0	2.5	12.0	2.5
MPhil Mechanical Engineering	15.0	2.5	15.0	2.5	15.0	2.5
MPhil Bioengineering	5.0	0.0	5.0	0.0	5.0	0.0
MPhil Environmental Engineering	13.0	0.0	13.0	0.0	13.0	0.0

	2005/06		2006/07		2007/08	
	FT	PT	FT	PT	FT	PT
School of Business and Management	68.0	2.0	68.0	2.0	68.0	2.0
PhD Accounting	8.0	0.0	8.0	0.0	8.0	0.0
PhD Information Systems	6.0	1.0	6.0	1.0	6.0	1.0
PhD Operations Management	4.0	0.0	4.0	0.0	4.0	0.0
PhD Economics	12.0	0.0	12.0	0.0	12.0	0.0
PhD Finance	13.0	0.0	13.0	0.0	13.0	0.0
PhD Management of Organizations	8.0	0.0	8.0	0.0	8.0	0.0
PhD Marketing	8.0	0.0	8.0	0.0	8.0	0.0
MPhil Accounting	1.0	0.0	1.0	0.0	1.0	0.0
MPhil Information Systems	1.0	0.0	1.0	0.0	1.0	0.0
MPhil Economics	2.0	0.0	2.0	0.0	2.0	0.0
MPhil Finance	2.0	0.5	2.0	0.5	2.0	0.5
MPhil Management of Organizations	1.0	0.0	1.0	0.0	1.0	0.0
MPhil Marketing	1.0	0.5	1.0	0.5	1.0	0.5
MPhil Operations Management	1.0	0.0	1.0	0.0	1.0	0.0
School of Humanities and Social Science	51.0	9.0	51.0	9.0	51.0	9.0
PhD Humanities	11.0	1.0	11.0	1.0	11.0	1.0
PhD Social Science	15.0	1.0	15.0	1.0	15.0	1.0
MPhil Humanities	18.0	4.0	18.0	4.0	18.0	4.0
MPhil Social Science	7.0	3.0	7.0	3.0	7.0	3.0