

第二章 不合常理的投訴



2004年9月，我的下屬N導師對我的投訴，是我在浸大服務十年以來第一次遇到的同類個案。

N導師在投訴信中，作出了很多虛假的陳述，裏面有很多是她的個人感受及對我的負面觀感，有些更加是她對我的主觀批評和人身攻擊。她要求黃院長安排調解會面，並提出三項事件，要求調查我有沒有對她做出違反校規的事情。但事實是，這三項事件正好是N導師本人失職和違規辦事的例子，本章會交代這些事件的詳情。

1. N 導師的投訴我的背景

「解委會」在《解委會報告》第 5 頁第 II /18/ (a) 項有以下的調查結果：

N's grievance case was not isolated incident of its kind. Mrs Lai was unable to perform effectively and professionally as a leader in the TED as her problematic staff management approach had worked against developing a cohesive and collegial team.

《解委會報告》指 N 導師對我的投訴並不是個別事件 (not an isolated incident)，更指我的管理風格有問題，無法有效地和專業地帶領團隊。由始至終，「解委會」作出解僱我的決定，都是以我處理 N 導師的三件事作為基礎，而不是用 N 導師投訴我的事件或甚至是其他「not an isolated incidents」的事件作指控。到底 N 導師投訴我什麼？還是因為她的投訴不合理，校方只好含糊地用這三件事作為指控我的理據？

2004 年 8 月，即我病癒復職後約一個月，N 導師自動提出辭職。8 月 31 日，黃院長突然告訴我，N 導師向他投訴，指我「趕走她」，並要求黃院長向她按比例發放約滿酬金。圖 2.1 是我們當時的對話：

Mr. Wong: says you are forcing her to leave, she wants to resign but also wants us to pay her gratuity. Do you wish to see her?

T. Lai: *If she says I want to force her to leave, let her formally grieve me. It is better to have it down in black and white.*

Mr. Wong: *If Nancy really resigns, would you ask her to stay?*

T. Lai: *I have only worked with her for a few months and I am not aware that her performance has been so outstanding as to warrant my asking her to stay.*

圖 2.1：2004 年 8 月 31 日院長和我的對話，記錄在 2004 年 12 月 9 日我給吳校長的信中

由於我堅信自己沒有犯錯，也沒有對 N 導師做出任何違規的事，更不願意牽涉入違反合約精神、向未完成合約同事發放約滿酬金的事件中，於是我要求 N 導師就我「趕走她」的投訴，負責任地用白紙黑字將其申訴記下來。為了保障自己，我認為我這決定是合理而且正確的。

令人感到奇怪的是，為什麼本身違規的 N 導師，竟然能夠在呈交辭職信後，以明明是自己缺失的三項事件為依據，向黃院長投訴我，還要求校方按比例發放約滿酬金？背後是否另有類似事件，引發 N 導師作出這樣無理的要求？

2. 向未完成合約員工發放約滿酬金合理嗎？

2003 年夏天，在我離港休假期間，我的一名下屬 A 導師在合約完結前中途離職，轉往另一高等院校任教，向黃院長提出辭職，並要求黃院長向她發放她不應領取的比例約滿酬金（圖 2.2）。由於 A 導師尚未完成合約，根本不合資格領取該酬金。

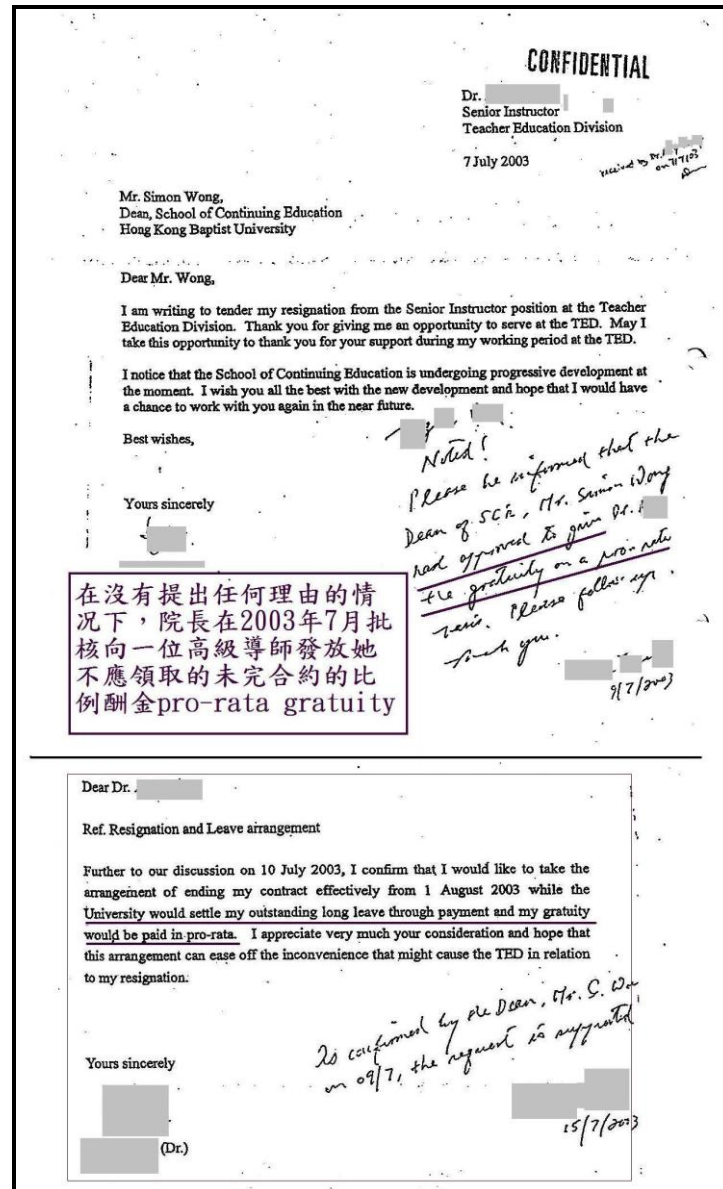


圖 2.2：A 導師的辭職信和要求發放約滿酬金的信件

A 導師離職後，直到 2003 年初冬，黃院長才告訴我，A 導師向他投訴我，說我「趕她走」，所以他已向 A 導師發放她本來不應領取的約滿酬金。當時我回應黃院長說，他不應因為 A 導師的片面之詞，在完全沒有向我求證及給我回應機會的情況下，向 A 導師發放該筆酬金。再者，如果我真的犯了校規，理應處罰我，而不應以此為藉口向 A 導師發放她不合資格領取的酬金。圖 2.3

是我在 2004 年 12 月 9 日給吳校長的信件，信中清楚記錄了 A 導師要求按比例發放約滿酬金及我的回應。

3. With the benefit of hindsight, it would appear that the matter had started with an intimation to me by Mr. Wong on 31st August, 2004 that Ms. [redacted] complained that I was trying to force her to leave, and that she wanted to be paid the gratuity on leaving notwithstanding that she had not yet completed her contract. The situation appears to be a replica of the case of an ex-colleague Ms. [redacted] who left in or about July, 2003 in which Mr. Wong approved, while I was on leave, payment of gratuity to her on her allegation that I forced her to leave so that she would be left jobless, only to find out later on that she moved on to a UGC-funded institution the moment she left employment with the University. The only difference is that I was not on leave on the present occasion and had asked that Ms. [redacted] substantiated her allegation in writing.

圖 2.3：我在給吳校長的信中，交代了黃院長告訴我 A 導師要求發放約滿酬金及我的回應

當時我曾代我的下屬向「人事部」主任查問有關校方政策：如果僱員越級上訴，說上司「趕她走」，是否可因此取得不應領取的約滿酬金，但「人事部」主任沒有給我明確的答覆。

黃院長雖有酌情權決定是否「按比例發放未完合約的約滿酬金」，但在沒有查明真相的情況下，以上述的理由發放該筆酬金，又是否恰當地使用了酌情權？

直到 2006 年底，我才赫然發覺，原來黃院長早在 2003 年 7 月，在沒有提出任何理由的情況下，已向 A 導師發放了她的不合資格領取的比例約滿酬金。

就黃院長沒有提出任何理由的情況下，向未完成合約員工發放其不合資格領取的比例約滿酬金事件，校董會、校方及有關部門，應該嚴肅地徹底調查事件，並防止類似事件繼續發生，以免浪費大學和納稅人的公帑。

3. 有關 N 導師投訴的不合理之處

雖然我擔任 N 導師的直屬上司日子不長，但從她在職期間的一些紀錄，已得知她的工作表現和態度。N 導師在職不足兩年，不但曾被學員投訴，又不回應有關投訴，而且曾違反校規辦事，又欠交被指派的工作，更不回應上司的會面邀請。

有關 N 導師的為人與專業操守，我不在這裏多加評述，只將她投訴我的信與大家分享，並就信中她要求黃院長調查的三項事件作出分析。更希望浸大管理階層及「解委會」成員，在利用這投訴信抹黑及指摘我之後，能有智慧、有良知、憑良心地反思整件事件中的不合理之處。

N 導師要求調查的事件包括：

- 我在 2004 年 2 月 29 日發出，提醒同事不能違反校規辦事的電郵。
- N 導師被 T 學員投訴的事件。
- N 導師沒有改寫學習材料一事。

N 導師的投訴信，最後是這樣寫的：


If it is established that her actions are not in line with the University's policies, it is my position that I will ask for an apology from Mrs. Lai.

由此可見，N 導師本人也不能指出我犯了什麼校規，而她自己也有可能知道她的所為是違規的，才會要求黃院長調查。我相信她是因為要寫這封投訴信，才拿這三件事來作佐證，而不是因為我真的違反了校規而要投訴我。

N 導師在投訴中指我針對她，但事實是，N 導師投訴我時，我才病癒復工不到兩個月。當時我有很多要跟進及處理的專業事項，根本沒有理由和精力去特別針對六十多名下屬中的其中一位。

N 導師在投訴信中要求黃院長調查三項事件。但只要細心一看，便會發現事件都是與她失職或違規有關，而不是我對她做了什麼違反校規的事。校方以 N 導師的投訴為基礎控訴我，又不能就這三項事件找到我的錯處，只能含糊地說我沒有解決她的申訴，更將此與我的管理風格拉上關係。說到底，N 導師的投訴根本就不能成立。

當我收到 N 導師的投訴信後（圖 2.4），便立刻在 2004 年 10 月 29 日向 N 導師發出電郵，請她與我會面，但她沒有回應。2004 年 11 月 24 日，我再向 N 導師發出電郵，請她會面，她卻轉而要求黃院長安排。三年後，黃院長在「解委會」的聆訊中，竟說因為 N 導師「upset」，所以他沒有跟進更沒有安排會面。那麼，「解委會」指我沒有處理投訴，根本不成立。


香港浸會大學
 HONG KONG BAPTIST UNIVERSITY

T Mrs Tammy Lai **Date:** 27/10/2004
From: [Redacted] **Extn:** 5082
Personnel Office

For your approval Pls. reply
 For your signature Pls. discuss
 For your comments Pls. note & file
 For your action Pls. post/circulate
 For your information Pls. return after reading
 For your records Pls. acknowledge receipt

Remarks: With reference to your request made on 26-10-2004, I attach for your information the grievances raised by Ms. [Redacted]

圖 2.4: 院長對我說 N 對我的投訴成立(04 年 10 月 25 日) 後，直到 04 年 10 月 29 日，我才收到人事部給我的投訴信副本

2004 年 10 月 27 日前，由於我還未收到 N 導師投訴信的副本 (圖 2.5)，因此一直未有作出有意義的回應，但院長卻說投訴成立，說我處理 N 導師要求調查的三項事件有問題及不專業，繼而向我發出警告信，並展開一連串的懲罰行動。04 年 11 月 15 日，黃院長褫奪我的職銜，及後我向院長發信，要求院長提出 N 導師投訴的細節及佐證，但黃院長一直沒有答覆。

I have to say that Ms. L [Redacted] told me that the meeting was to be an "informal investigation" so that the matter may be resolved at the school level. The meeting was obviously informal in that Mr. Wong merely read out a few sentences cursorily here and there from a letter and asked for my explanation. When I asked for a copy of the letter my request was rejected. I do feel strongly that I have not been given a fair or any opportunity to fully appreciate what was being alleged against me, nor to respond meaningfully to it (in this respect I must reserve all my rights), notwithstanding the fact that Mr. Wong said he was an "impartial party". After the meeting had ended and while I was simply chatting with Ms. L [Redacted] Mr. Wong interrupted us and said to me, "你見唔見 [Redacted]?" to which I replied, "冇乜需要.", which was about the best answer I could give in those circumstances where I was made to fight blind-folded and not even told where the battlefield was.

圖 2.5: 2004 年 12 月 09 日，我給校長的信的節錄中，記錄了黃院長沒有給我投訴信副本

4. 要求調查的第一件事：N 導師違規塞責

N 導師在投訴信中，就我在 2004 年 2 月 29 日發出提醒同事依校規辦事的電郵要求黃院長調查，那事件其實正是她違規塞責的例子。

- (1) 在 2004 年 2 月 25 日的部門會議中（我病假期間），N 導師向署理總監（即 Y 博士）要求請一位兼任導師代她講授一節應由她自己負責的課（見圖 2.6），更建議支付較高的「客座講者」酬金（圖 2.7），這不單是 N 導師本人塞責，更違反學校有關薪酬水平的指引（圖 2.8）。

BEd (Hons)
Tutor Assignment for Spring 2004 Semester

Part B: SSI	CEED 3030 (Art)		3	Thur	19:45-21:45		20
			1	Tue	18:45-21:45		8
				Sat	14:30-17:30		
	CEED 3070 (Counselling)	N	1	Mon	18:45-21:45		22
			2	Tue	18:45-21:45	N	22
			3	Wed	18:45-21:45	Ng S Y	19
			4	Thur	18:45-21:45		22
	CEED 3110 (Ed Admin)		1	Tue	18:45-21:45		26
			2	Thur	18:45-21:45		25
	CEED 3151 (English)		1	Tue	18:45-21:45		12
			Thur	18:45-21:45			

圖 2.6：04 年春季部門教學工作表（CEED 3070 是 N 導師負責的學科，N 導師是學科主任，負責教學及學術發展，NgSY 是同一組別的兼任導師，不能以客座講師酬金支付薪酬）

Talk on 'Bullying'

- In response to the issue of bullying at school, N reported that a talk on 'bullying' would be arranged for students taking CEED3070 & 3080.
- The payment of guest speaker would follow the guidelines issued by the School.

圖 2.7：N 導師在部門會議中要求以客座講師的酬金邀請另一名導師代她講課

4. To justify for a higher remuneration rate, the guest speaker should be a renowned speaker in that field. He/She should not be on the approved part-time tutor list.

GUIDELINES FOR APPOINTMENT OF GUEST SPEAKERS
On basis of their academic caliber and competency, full-time academic staff members are assigned to deliver teaching in specific subjects. Guest speakers are invited to share with students on their professional knowledge and field experiences in addition to normal teaching sessions. Please note the following guidelines when inviting guest speakers to deliver talks.
1. Guest lectures should be counted as an addition to the contact hours as required by the curriculum.
2. Guest lectures should be conducted in the form of a seminar in which all interested parties of the Division can attend.
3. Guest speakers are to be appointed only when there is a lack of the kind of specialties from the Division.
4. To justify for a higher remuneration rate, the guest speaker should be a renowned speaker in that field. He/She should not be on the approved part-time tutor list.

圖 2.8：有關聘用客座講師指引列明，不能以客座講師薪酬聘用兼任導師，因為客座講師薪酬較兼任導師為高

- (2) 當時我正在病假期間，署理總監 Y 博士向我查問這情況是否違規。在不知道是哪位同事提出這要求的情況下，我代署理總監、並得到她的批核，向部門同事發出一封電郵，提醒同事不要違反學校有關薪酬水平指引行事。
- (3) 不過，N 導師在收到電郵後，仍然繼續其邀請兼任導師的安排。直到兩星期後，即同年 3 月 10 日，N 導師才在部門會議中表示，由於該兼任導師時間上不能配合，因此該課題取消（圖 2.9）。

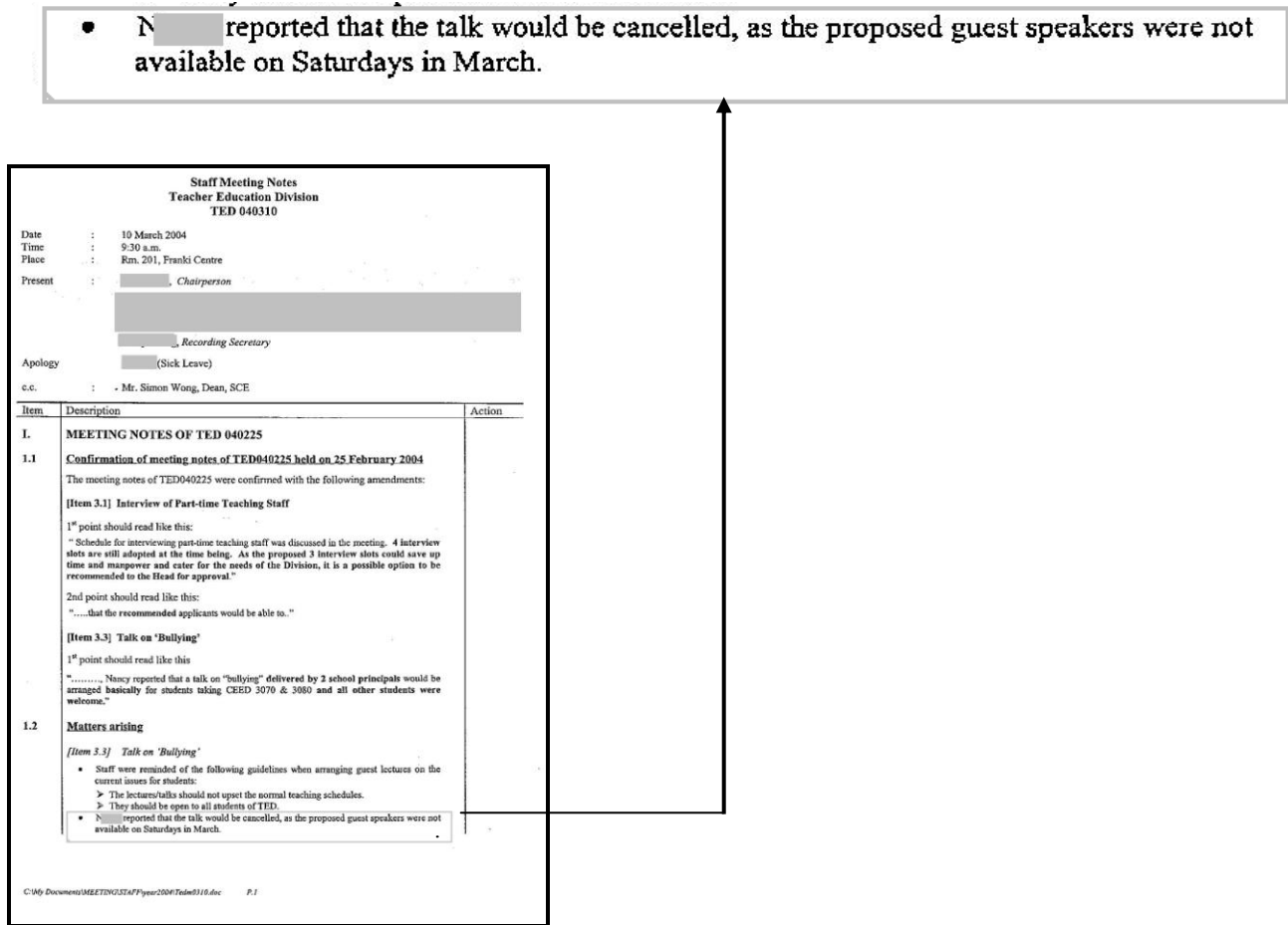


圖 2.9：2004 年 03 月 10 日部門的會議紀錄

- (4) 後來我才知道，原來 N 導師就是「那一位同事」，而 N 導師也一直沒有就我發出的電郵作出任何回應。直到電郵發出的五個月後，N 導師辭職，才在投訴我的信件中舉出這個例子（圖 2.10）。

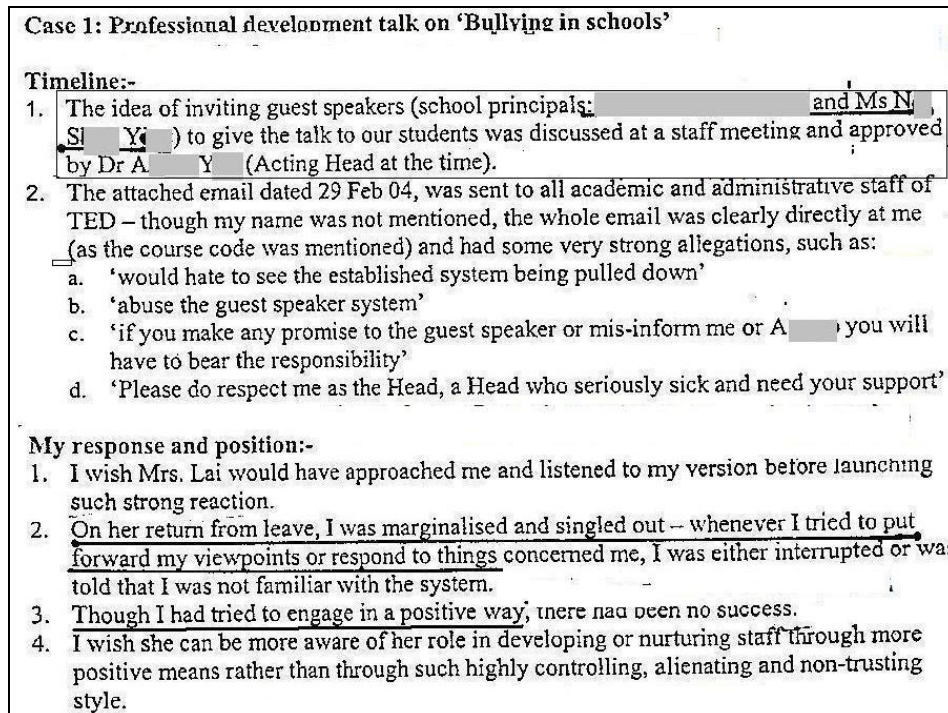


圖 2.10：N 導師就我在 2004 年 2 月 29 日向同事發放的電郵提出的申訴

(5) 對於 N 導師的投訴（圖 2.10），我想指出以下幾點：

- 我在 2004 年 2 月 29 日向同事發放電郵，目的是提醒同事遵守客座講師聘任指引，這封郵件也是經 Y 博士批核才發出的。
- 導師 Ng SY 是 N 導師同一組別的兼任導師，不能以客座講師酬金聘任。可惜電郵未能使 N 導師醒覺這是違規辦事。
- 對於 N 導師在投訴我的信件中的 My response and position 部分，我還有以下的分析：

第(1)項：N 導師所指的「版本」是什麼？為什麼不在信裏說明？

第(2)、(3)、(4)項：這裏沒有指明時間和內容，是沒有事實根據的虛假陳述，純屬 N 導師的主觀感受，我也沒法回應，而我也從來沒有懲罰她。就這些指摘我曾向黃院長要求有關細節，但院長一直沒有回應，那我又如何解決 N 導師的申訴？

5. 要求調查的第二件事：學員對 N 導師的投訴

N 導師在投訴信中，就我處理 T 學員對她的投訴的事件要求黃院長調查，而學員投訴的內容，正是指她違反校規辦事。

- (1) 2004 年 6 月 29 日，N 導師被 T 學員投訴，說她上課時違犯大學校規，她不作回應，又沒有向上司匯報。
- (2) 2004 年 7 月 9 日，我邀請 N 導師會面，給 N 導師看 T 學員向吳校長投訴她的第二封信，並給她自辯機會。當時她承認了她在課堂管理上的違規事項，並為她的失職辯護（見圖 2.11 及圖 2.12）。她在課堂的違規事項包括：
 - 沒有準時開課；
 - 准許學員早退；
 - 准許遲到學員簽到；
 - 在課堂上把大量時間花在課程以外的題目上。

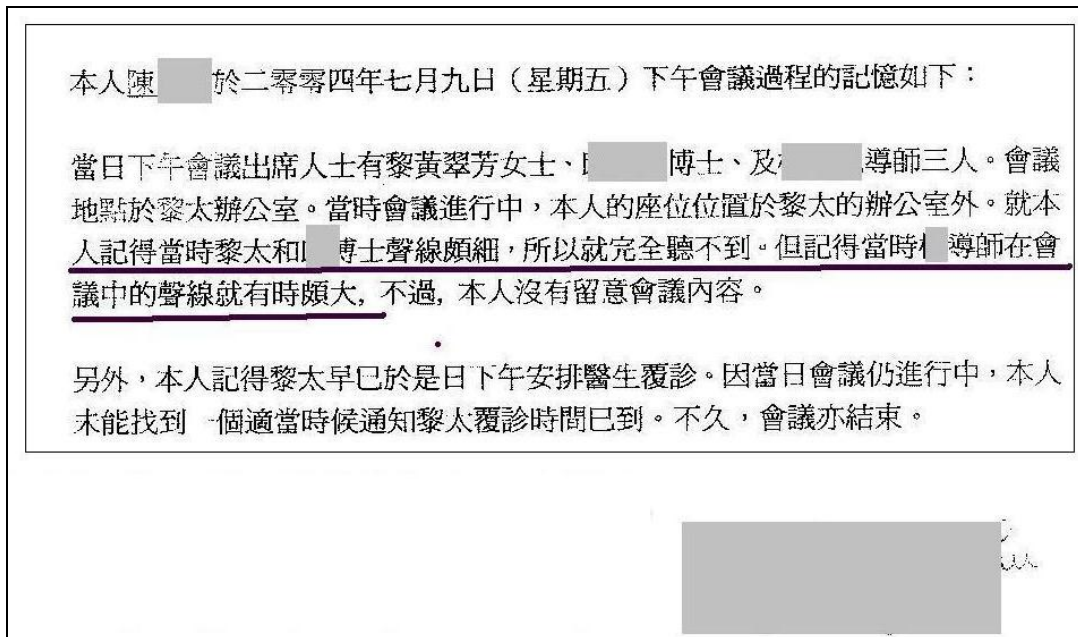


圖 2.11: 同事憶述在 2004 年 7 月 9 日我與 N 導師就 T 學員投訴的會面中 N 導師大聲辯護。

2. Complaint by Student against Instructor

- (a) On or about 29th June, 2004 a student named T[■] made a complaint against a Senior Instructor Ms. N[■] Y[■] by letter of the same date addressed to the President and Vice-Chancellor.
- (b) I was instructed to investigate into the complaint, in the course of which I interviewed Ms. Y[■] briefly on 9th July, 2004. During the interview Ms. Y[■] became hysterical when I told her I had to leave the meeting for a medical appointment.

圖 2.12：我在 2005 年 1 月 17 日給校董會主席鄭律師的信中，提及 N 導師在 2004 年 7 月 9 日就有關 T 學員投訴的會面中情緒激動地辯護

- (3) 2004 年 8 月 11 日，我收到另一位 L 學員的信件，信中內容與 T 學員投訴 N 導師所描述的一致。原來該信件的副本早在 2004 年 7 月 22 日已呈交給 N 導師，但她一直沒有告訴我。
- (4) 我在分析了 T 學員的投訴信、L 學員的來信及電話訪問調查的結果後，撰寫了共 九 頁紙的調查報告。報告並沒有要求對 N 導師作任何懲戒或處分，只提出了改善建議及部門要跟進的地方，以及向上司黃院長請示的項目。但 N 導師竟然以此作為投訴我的事件（圖 2.13）。

Case 2: The handling of complaint from a student

Timeline:-

1. Complaint letter from Ms [redacted] student of CEED 2810 (Extra-curricular activities in schools, Summer semester, 04), received on 29 June 2004 while I was on annual leave.
2. Dr. [redacted] and Ms [redacted] interviewed Ms [redacted] on 2 July 2004 and I was informed of the case and the interview conducted on my return on 6 July 2004
3. Asked to see Mrs. Lai in the presence of Dr. [redacted] on 9 July, 04
 - a. Mrs. Lai informed me that she would see the student on 10 July, 04 as the student had decided to submit another complaint letter.
 - b. I was asked to explain what had happened but was basically picked on whenever I tried to explain what had really happened.
 - Demand for starting the lecture right on time at 6.45 despite having only 2 or 3 students present out of a total of 14 during tutorials
 - I was on time for every single lecture and was simply using the first 10 or 15 minutes while waiting for more to come to engage in casual but meaningful discussions on relevant issues with the students.
 - Alleged claim that the student was treated unfairly in regard to lateness
 - As of the alleged claim that the student was considered as late while another student that arrived later was not, I explained that it was not the case according to my own recollection. Also she was more than 30 minutes late so I was simply following the rule.
 - Demand not to allow some students to leave 5 to 10 minutes early before the lecture ends for catching school bus
 - Some students needed to catch a school bus so asked whether they could leave 5 to 10 minutes early. In view of the situation, I let them leave 5 to 10 minutes early but the rest of the class till the end
 - The meeting ended abruptly with Mrs. Lai's emotional outburst.
 - Mrs. Lai suddenly said, 'Sorry, give me a break'.
 - I pleaded for calm, professional and constructive dialogue and finished the meeting in a positive note but was told to 'give me a break' then she walked out of her office
 - At this point, I felt annoyed too so I replied, 'I need a break, too!'
4. Asked to provide a written explanation by 8 Sept on 6 Sept by Mrs. Lai
 - a. For almost two months, I heard nothing about of the case so I approached one administrative staff on 3 Sept and asked whether I could have a look at the file in case there's anything I was expected to follow up.
 - b. After receiving Mrs. Lai's email in regard to the written response, I asked for the file again on 6 Sept but was told it was with Mrs. Lai.

My response and position:-

1. I strongly feel that the whole case is a clear manifestation of Mrs. Lai's abuse of positional power and threatening style of management, this could be seen from the way she picked on me and shut me out of the process instead of allowing me to present the other side of the story and listen to my arguments
2. I would like to have the chance to look into the file and the written report prepared in relation to this case so that I can have the chance to respond

Case 3: Asked to justify my existence

Timeline:-

1. In the presence of Ms [redacted] I was given the assignment for this semester on 6 August at Mrs. Lai's office.

圖 2.13 : N 導師就學生投訴她的事件指我對她不公平

(5) 對於 N 導師的投訴，我想指出以下幾點：

- 2004 年 7 月 4 日，N 導師已收到 T 學員投訴她的第一封信。當時她向行政助理表示她不會回應。N 導師不向上司匯報，引致 T 學員在 2004 年 7 月 9 日向吳校長呈交第二封投訴信。
- 收到 T 學員投訴 N 導師的第二封信後，我們立即邀請 N 導師會面，並

將信件交給她看，而她則大聲激動地為自己辯護。我和 Y 博士當時只是聽 N 導師自辯，根本無法說話。她在這裏提出的自辯正是她對學員投訴信的回應。

- 對於 N 導師投訴我的信件（見圖 2.13），我還有以下的分析：

第(2)項：N 導師早已接到 T 學員投訴她的信，但她沒有向我報告，直到 7 月 9 日，我才收到由吳校長轉送來 T 學員投訴她的第二封信。

第(3a)項：我們會面時，N 導師已手執 T 學員向吳校長投訴她的第二封信，並不如 N 導師的投訴信中所言 *as the student decided to submit another complaint letter*。

第(3b)項：我的下屬中，教學團隊全職的近二十名，兼職的近百人。我在病癒復工後，根本沒有精力及能力針對任何下屬，更無從知道 N 導師教學違規事件。

N 導師覺得我知道這些違規事件是針對她，這是她自己的感覺，不是我向她做了任何違規的事。

以後的分項正是 N 導師對 T 學員的投訴的自辯。

N 導師被 T 學員指不準時開始講課，不遵守校規。她竟指我 demand 她準時開始講課。N 導師以此來指摘我，這是專業教育工作者應有的態度和操守嗎？

文中說 *The meeting ended abruptly with Mrs. Lai's emotional outburst*，事實是我已事先告訴 N 導師我要離開辦公室去看醫生。正如我同事的紀錄，說話大聲的是 N 導師，我大病後復工僅四天，為什麼會因為我的下屬被學生投訴而要 *emotional outburst*？

第(4)項：我在 04 年 9 月 6 日（即 N 導師寫這封投訴信當日），請她就 T 學員的投訴回應，她為什麼不回應，反而用時間寫這封投訴我的信？莫非是 N 導師深知自己犯了校規？N 導師在 2004 年 7 月 22 日收到 L 學員的投訴信，為甚麼不主動向我澄清？

My response and position：N 導師提出的是攻擊性的批評，我在 04 年 9 月 3 日向院長提交的工作表現評估報告，並沒有提及 N 導師上課時違反校規的事件。在調查 T 學員投訴 N 導師的過程中，我也從沒有針對她，更沒有對 N 導師做了任何違規的事。N 導師亦未能就這事指出我對她做了任何違規的事。

2004 年 9 月 6 日，我曾邀請 N 導師以書面回應 T 學員的投訴（圖 2.14），

她不回答，反在投訴信中指我不給她機會講她的故事，對她不公平。

2004年9月2日，我向黃院長呈交就 T 學員投訴 N 導師的報告，也沒有要求懲罰 N 導師。有關她違規的事項，也沒有在她的個人資料及工作表現評估報告內作任何紀錄。

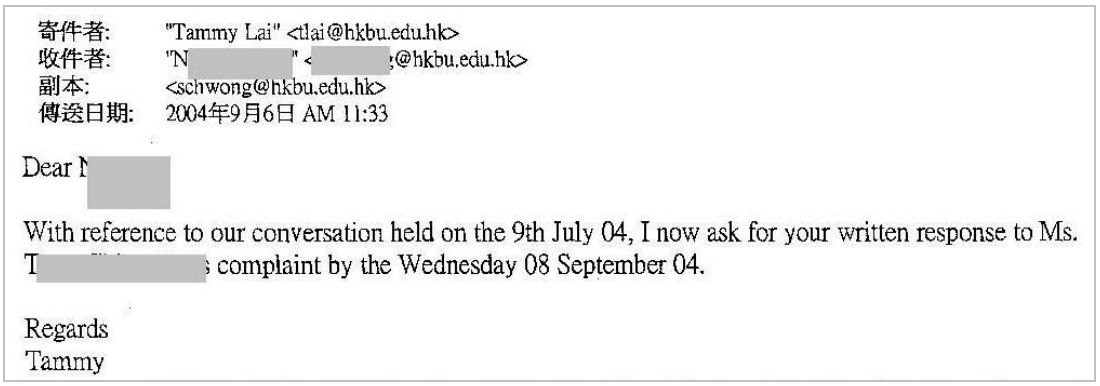


圖 2.14：我邀請 N 導師就 T 學員的投訴作書面回應

6. 要求調查的第三件事：N 導師欠交被指派的工作

N 導師在投訴信中，就一件指派給她的工作要求黃院長調查，這事件也正正是她沒有完成上司委派工作的例子。

- (1) 早在 2003 年 9 月，N 導師已被指派改寫 CEED3070 的學習材料(圖 2.15)。但直至她離職，仍然沒有完成這工作(圖 2.16)。由於課程本身採半遙距模式，學習材料是學生學習主要的資源。N 導師一直沒有完成改寫工作，令教師教育部未能編印一份與時並進的材料供學生使用。

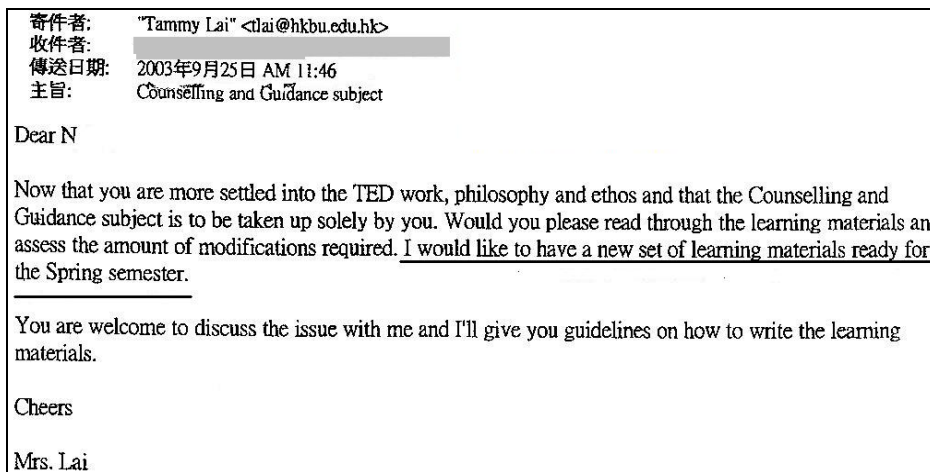


圖 2.15：2003 年 9 月，我發出電郵要求 N 導師改寫 CEED3070 的學習材料

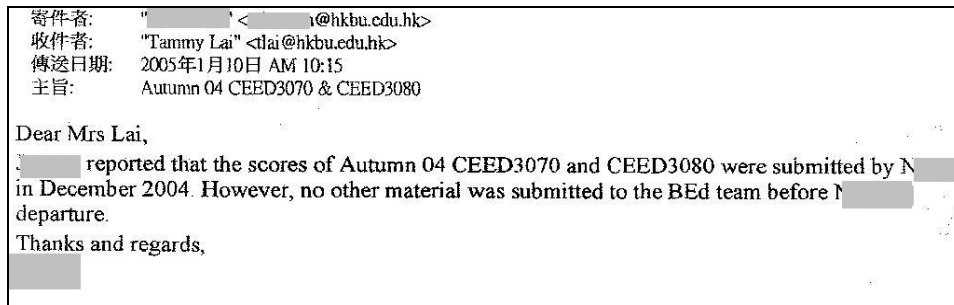


圖 2.16：N 導師在十五個月後離職時，仍未提交改寫的學習材料

(2) 2004 年春天，N 導師遺失了部門給她的稿件，卻沒有向上司匯報(圖 2.17)。

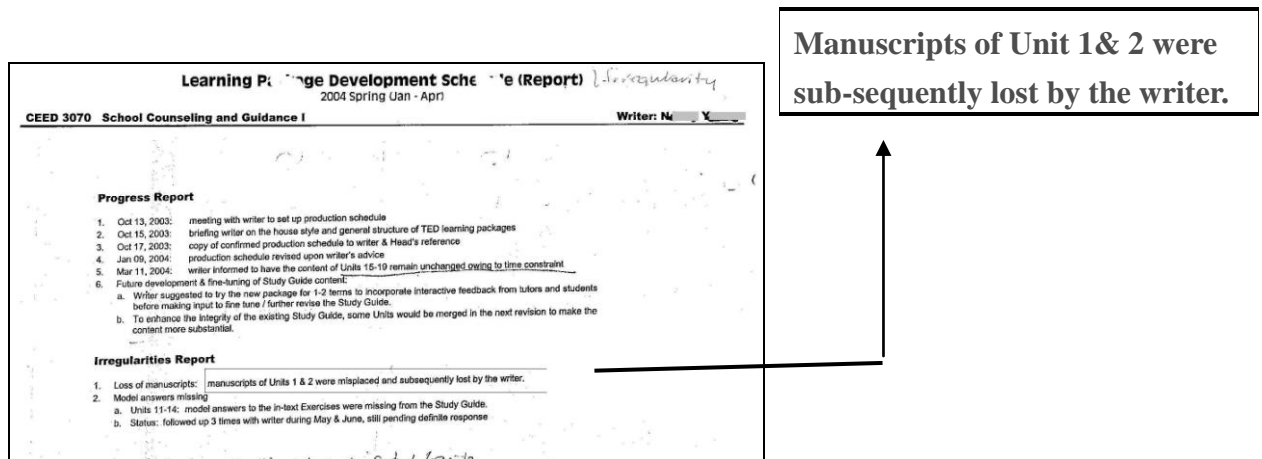


圖 2.17：N 導師遺失部門給她的教學套件原稿

(3) 2004 年 8 月 6 日，我與 N 導師開會時，為了幫助她完成一年前指派給她的改寫學習材料的工作，特別將她的其他工作分派給其他同事，好讓她能專心完成改寫工作。該次會面，我邀請我的行政助理將談話內容記錄下來(圖 2.18)。

**2004 Autumn Semester Individual Work Assignment
Meeting with Ms N [redacted] Y [redacted]**

Date : 6 August 2004
Time : 2:30 p.m.
Venue : Head's Office, Teacher Education Division, 2/F Franki Centre
Present : Mrs Tammy Lai (Chairperson)
 Ms N [redacted] Y [redacted] Ms [redacted], Ms A [redacted] (Recording Secretary) [redacted]

	<i>Description</i>
1	BACKGROUND
1.1	Mrs Lai called a meeting to elaborate on Ms N [redacted] Y [redacted]'s work assignment for 2004 Autumn semester. Mrs. Lai explained that Ms [redacted] was also invited to attend the meeting as Ms [redacted] might be asked to act on Mrs. Lai's behalf for Mrs Lai's intended forthcoming annual leave. Ms [redacted] is also requested to support Ms [redacted] as [redacted]; has also been responsible for counseling subjects before.
1.2	Mrs. Lai presented the Autumn 04 semester teaching assignment to Ms [redacted]
2	DISCUSSION ISSUES
2.1	<u>Ms Y [redacted]'s work assignment for 2004 Autumn semester</u>
2.1.1	Mrs Lai informed Ms Y [redacted] that she was assigned to take up the teaching duty for CEED3070 & CEED3080; besides, she was expected to accomplish the revision of the learning packages of these two subjects during next semester. Mrs Lai further explained that to allow Ms Y [redacted] with more time to develop the learning packages, the Specialized Subjects co-ordination duty was consigned to other staff member. Ms Y [redacted] agreed with the arrangement.
2.2	<u>Progress on the revision of learning packages</u>
2.2.1	Mrs Lai regarded that it has been Ms Y [redacted] assignment to review and write the CEED3070 learning package since 03 Autumn semester and asked Ms Y [redacted] about the development progress of this package. Ms Y [redacted] responded that a few chapters were rewritten but there was still a lack of consistency concerning the structure of the whole package. Furthermore, Ms Y [redacted] said that she was only assigned to rewrite a few chapters instead of reviewing the whole package. Under such misapprehension, Mrs Lai requested that the whole package be reviewed and a quality package be expected by the end of Autumn 04 semester.
2.2.2	Concerning the CEED3080 learning package, Ms Y [redacted] was of the view that the package be reviewed after she has mastered the needs of students at the time of teaching during 04 Autumn semester. Thus, she would like to have the revision done during 05 Spring instead of 04 Autumn semester. Mrs Lai stated that it is not necessary to have a subject taught prior to the writing of learning packages. Some junior colleagues even have the package completed prior to her first teaching the subject. Nevertheless, Mrs Lai respected Ms Y [redacted] point of view and requested that a detailed schedule for the development of CEED3070 & CEED3080 learning packages be prepared and submitted within 2 days for further actions.

The meeting was adjourned at 2:50 p.m.






圖 2.18 : 2004 年 8 月 6 日的會議紀錄

- (4) 此事明顯是 N 導師沒有完成被指派的工作，但結果她卻反過來以此為投訴我的例子（圖 2.19）。

a. I was told that I was no longer needed to continue co-ordinating the Music, Art and PE courses though almost all preparation works had been done.

b. Then I was told in order to justify my existence, I should write two learning packages/study guides for CEED 3070 and 3080, i.e. School Counselling I & II by the end of this semester.

c. I told Mrs. Lai that it was not a problem but I probably need some more time as it's the first time that I teach CEED 3080 and there are 25 chapters in total for the two courses

d. Then I was challenged with very strong words questioning my ability, capability and calibre.

e. I simply had no chance to have any constructive discussion with her and the meeting ended with the instruction that I had to submit a schedule.

2. Follow-up email from Mrs. Lai on 9 August

a. I was asked to submit the schedule on 11 August

3. My request for advice and discussion ignored so far

a. The schedule was sent to her on 11 August (see the attached)

b. As it's impossible to finish writing the two study guides by the end of the semester in December 04, I requested her advice and indicated readiness to make adjustments to the schedule, however, so far there has been no response.

My response and position:-

1. I have no problem with Mrs. Lai as our head in deciding the work allocation or assignments but using such delegated power entrusted to her in such an arbitrary way makes me question her professional integrity.

2. I believe the recruitment of every single position in TED follows strict guidelines and meets justifications required while the award of the position to any particular staff meets the requirements listed. So in theory the scenario of asking a staff to justify his/her own continual existence not even half way through the contract would seldom happen. If a staff is not performing up to the required standard there are proper procedures in place to assist the staff to find ways to improve and if failed to give the staff notice.

3. From student evaluations and the delivery of my other duties, I cannot see any reasonable justifications for her to treat me so unfairly

Grievance and request:-

On the whole, I wish to say that I find Mrs. Lai professionally very insecure, over-sensitive and suspicious. Also the way she manages academic staff have been very abusive, divisive, threatening and manipulative. These are strong words but I really can't find more appropriate words to describe the situation.

I wish the 3 cases highlighted above and the summaries below help to illustrate the situation:-

1. Being asked to justify one's existence – work being taken away arbitrarily and without consultation or explanation then staff concerned being asked to justify one's existence

2. 'Isolation' – colleagues were 'advised' not to spend time with 'who and who' as the person is 'not good to hang around with'

3. Teaching evaluation being used arbitrarily – Due to one single student complaint and without giving a chance to listen to the other side of the story, it was concluded that I was not respected by students. The overall evaluation result of 4.0 was being interpreted merely as popular among students.

4. Verbally and emotionally abusive – I really can't recall any incidence of constructive discussion on any issues, these were often handled in a finger-pointing and verbally abusive way.

圖 2.19：N 導師投訴我的第三件事

- (5) 對於 N 導師投訴我的信件（見圖 2.19），我有以下的分析：



第(a)項：我們會面時，N 導師沒有提出已辦妥其統籌的工作。假如她已辦妥工作，便應呈交所有會議紀錄文件，以便會計部跟進。

N 導師不應在 04 年秋季課節分配前，與任何導師進行統籌工作的商討，這亦是違反部門指引辦事。

第(b)及(c)項：CEED3070 的學習材料是早在一年前，即 03 年 9 月已分派給 N 導師改寫的，預備在 04 年春季給學員使用。但直到 04 年 8 月，N 導師仍沒有呈交該份材料，我唯有把她的其他工作抽調出來，交給其他同事處理，好讓她專心撰寫該份學習材料。

我們開設任何職位時，都要清楚列明該職位的工作及責任，才可以 justify 得到調撥資源。在我的部門中，導師的職責是撰寫教材、教學及統籌。而我說的 justification 是指職位，不是指在職的員工。

第(d)項：開會的時候，共有四位同事出席，可以證明我沒有說過任何違規的話。N 導師在這裏說 very strong word questioning my ability, capability and calibre。N 導師應該將我當時說的話寫出來，好讓我回應及解決她的申訴。

My response and position：N 導師在投訴信中對我作人身攻擊和批評，令我無法解決她的申訴。

小結：行政與人事管理的水平

作為一位被投訴、違規的導師，N 導師非但沒有就其錯失表示歉意和糾正錯誤，還反過來投訴其上司。N 導師對我的投訴，是不是真的因為我向她做了違規的事，還是別有用心要證明我趕她走，才執筆寫這投訴信？大家從整件事件中都會看出真相。但最令人費解的是，最後被解僱的，竟然是在浸大服務了十年、依校規辦事、剛病癒復職的上司！

N 導師自己犯錯，而我也從沒有懲罰她，但她竟能拿這些事件作為投訴我的基礎，甚至歪曲事實，作虛假陳述，說我針對她，要我向她道歉。

N 導師在給黃院長的投訴信中，要求安排三人見面，黃院長竟沒有跟進。我曾向法院發信，要求他及 N 導師提供上述指控的一切細節及佐證，但他們兩位也沒有回應。更甚的是，黃院長竟在沒有給我看這投訴信，讓我回應及澄清的情況下，便說投訴成立，是我失職，並立刻展開懲罰行動。浸大持續教育學院院長行政水平之低劣與荒唐，於此可見一斑！



在 N 導師的投訴中，對於她對我的人身攻擊和批評，我還可以了解，因為這些純粹是個人感受及主觀看法。但作為一所高等院校，竟對這類沒有真憑實據的投訴深信不疑，不分是非黑白，甚至別有用心地抹黑一位在機構服務十年，病癒復工的僱員，向外公布有下屬投訴我，說我管理不善，因此需要解僱。究竟這高等學府的管理階層抱持的是什麼價值觀？吳清輝校長領導下的浸大管理階層的「邏輯思維」又是什麼？

