THE CHINESE UNIVERSITY OF HONG KONG

Briefing Note

**Summary of matters considered on 8 October 2012 by the
Senate Committee on Teaching and Learning**

Summary Results of Student Experience Questionnaire

1.   As noted from the summary results on Student Experience Questionnaire (SEQ) of undergraduate programmes 2003-11, programme performance had improved in different dimensions of graduate capabilities and teaching and learning environment over the years, with a steady improvement in the University mean for the two groups of first and final year students.

Professional Development Module for RPg Supervisors

2.   A pilot workshop on supervisory skills training in the professional development offerings for Research Postgraduate (RPg) supervisors was conducted.   The Executive Committee of the Graduate Council had reviewed the results of the pilot workshop and agreed that similar workshops could be organized in future.

*Progress of 'Light' Reviews of Undergraduate Programmes and
Proposed Assessment Process of 'Light' Reviews*

3.   A total of 62 undergraduate programmes, including the University Core Requirements, had completed the 'light' reviews from 2010 to 2012.   The Committee agreed that it would be useful to work out a master schedule to synchronize the various review exercises, i.e. the Visiting Committee, Programme Reviews, sunset and re-approval procedures for self-financed taught postgraduate (TPg) programmes and sub-degree programmes.

4.   A Rating Panel would be formed under the Senate Committee on Teaching and Learning (SCTL) to assess the performance of programmes and the Core Requirements in the 'light' reviews.   The Panel would consider the review reports, programmes' responses and review panel chairpersons' comments on programmes' responses and then make recommendations on every programme reviewed to the SCTL and the Resource Allocation Committee.   Same as the first full cycle reviews, the outcomes of the 'light' reviews would inform funding decisions as a means of rewarding good practices and encouraging improvements.

TPg Programme Reviews and Performance Analysis

5.   Currently, 75 TPg programmes had completed their reviews.   The Committee would consider the possibility to merge the re-approval exercise and the programme reviews by the end of 2013, and 2012–13 would be designated as a roll-over year before the next cycle review of TPg programmes began.

6.   An analysis of the review reports of 58 TPg programmes that had completed the review was conducted.   The analysis had identified the prevailing good practices/ key strengths, and the areas recommended for further exploration by the respective faculties and the University

as a whole. An analysis on the remaining programmes in the first cycle reviews would be attempted to facilitate the Committee to decide on the mechanism to conduct the secondary review of selected programmes and the next cycle of TPg programme reviews after the first cycle reviews had completed.

Teaching Development Grants Website

7.   A new Teaching Development Grants (TDGs) website was launched to provide an overview and information of completed TDGs projects from 2005 to 2012, which could be searched by faculty or year.

Teaching Development Grants for 2012–15 Triennium

8.   A sum of HK$19.1m had been allocated by the UGC to CUHK as TDGs for the 2012–15 triennium. The ceiling of funding for different categories of proposals, i.e. University-wide, faculty or departmental levels would be the same as in the previous triennium. To maximize the use of TDGs and enhance teaching and learning in the University in a more coherent manner, more focus should be placed on key areas and collaborative projects in larger scales.

9.   On top of the HK$19.1m as TDGs, the UGC had injected additional funding to meet the extra teaching/ professional development needs of all frontline teaching staff members, regardless of their ranks and mode of employment, in the run-up to the implementation of the new '3+3+4' curriculum. The allocation to the University was HK$0.838m in 2012–13, HK$0.848m in 2013–14 and HK$0.856m in 2014–15. The Committee approved the proposal on the additional funding to meet the extra teaching/ professional needs of frontline teaching staff.

University Education Award and UGC Teaching Award

10. The UGC had established in 2010–11 a UGC Teaching Award whereby each UGC-funded institution was invited to nominate up to two outstanding teachers for the award. The University had accordingly drawn up its internal process for selecting the two nominees for the Award.   The University Education Award was also established with effect from the 2011–12 academic year for the University's two nominees for the UGC Teaching Award so as to recognize their outstanding teaching performance.

11. Noting that all nominees of the University Education Award were required to submit a proposal on teaching and learning initiatives by making use of the UGC Teaching Award grant of HK$500,000, the Committee agreed that recipients of the University Education Award who were not conferred the UGC Teaching Award should be granted funding from the TDGs to undertake the relevant teaching and learning initiatives as proposed to the UGC.

Proposal for Application for Start-Up Fund for the
Establishment of Communities of Practice

12.   The UGC would allocate a maximum of HK$2m to each UGC-funded institution in the 2012–15 triennium to meet the start-up costs of the establishment of communities of practice (CoP) in institutions.   The Centre for Learning Enhancement And Research (CLEAR) had prepared a proposal on "Teaching Excellence Ambassador (TEA) Programme" as a catalyst

to establish and develop CoP in CUHK. Teachers who had demonstrated excellent teaching qualities or innovative approaches to teaching would be invited to be the Ambassadors under the TEA programme. The Committee endorsed the proposal for application for start-up funds for the establishment of CoP for submission to the UGC, subject to the incorporation of comments from members.

CUHK Teaching and Learning Action Plan

13.   All items in the CUHK Teaching and Learning Action Plan had been completed.

Course and Teaching Evaluation Scores

14.   The Committee agreed that the Course and Teaching Evaluation (CTE) scores should be properly analyzed and interpreted in a more systematic and holistic framework.   The issues relating to the way of computing and the use of CTE scores, as well as the access to the scores would be further discussed.