

# THE CHINESE UNIVERSITY OF HONG KONG

## Briefing Note

### Summary of matters considered on 15 April 2011 by the Senate Committee on Teaching and Learning

#### *CUHK's Response to the UGC's Report*

#### *“Aspirations for the Higher Education System in Hong Kong”*

1. The Institutional Response to the UGC's report “Aspirations for the Higher Education System in Hong Kong” was submitted to the UGC on 25 February 2011. The University had expressed reservation over the proposed establishment of a coordinating committee and a single quality assurance body to oversee the entire post-secondary sector.

#### *TDG Consultant's Visit*

2. As part of the process for reviewing and monitoring the use of Teaching Development Grants (TDGs) in the 2009-12 triennium, the UGC had adopted a framework for reports and would conduct a mid-triennium formative review, the latter to include visits to each of the eight institutions by an External Consultant appointed by the UGC. The Consultant would discuss with institutions the approach being taken on the use of the TDG funds in the context of individual institution's overall approach to the enhancement of teaching and learning (T&L), and to offer comments and advice as appropriate. The Consultant's visit would include a meeting with senior members of the University responsible for T&L and presentation of TDG posters. The focus of the presentation would be on sustainability, dissemination and diffusion.

3. A mid-triennium seminar would be hosted by the Hong Kong Baptist University on 17 June 2011 with the participation of the Consultant. The seminar would focus on the exploration of possible areas of cross-institutional collaboration in relation to T&L.

#### *New Mechanism for Calculation of Major GPA*

4. The proposed mechanism for calculation of Major GPA for degree honours classification, applicable to students admitted under the new undergraduate curriculum from 2012, was to suit the design of the new curriculum and the Chinese University Student Information System (CUSIS), as well as to accommodate the special weight for the Study Programme Other Requirement (SPOR) as specified by individual programmes. The proposed mechanism would provide flexibility for programmes to assign different weights for major required courses at different levels, and to assign extra weights to certain capstone/ research component courses.

5. The proposal would be revised to incorporate members' comments and circulated to the Committee for endorsement before it was submitted to the Undergraduate Examinations Board, the Senate Academic Planning Committee and the Senate for consideration.

### ***Review of the Advisory System for Students***

6. A review of the advisory system for students was undertaken to address the need for a formal system to provide each and every student with advice and assistance throughout their studies at CUHK in a more systematic manner. The value of an academic advisory system under which every student would be assigned an academic advisor by the major department, and the student should meet the academic advisor at least once a year was affirmed. A clear reporting line from department/programme level to faculty level in the advisory system for students was proposed. The “Advisor” function in the CUSIS could be used for assigning academic advisors to students and also as a platform for communication and exchange between students and their academic advisors.

7. The paper would be revised to include the various features of academic support, as well as the training for academic advisors in various aspects, and then circulated to the Committee for endorsement before submission to the Senate for approval.

### ***Capturing and Presenting Students’ Experiential-learning Activities: A Plan for a Framework and Student Development Portfolio***

8. The I • CARE framework for student whole-person development aimed to serve as a guide for colleges, faculties, and other units in planning for students’ experiential learning, and record students’ out-of-class activities/ services systematically as a complement of their academic attainment. Students’ accomplishment in experiential learning activities (ELA), which included co-curricular activities organized by different units of the University, would be captured under an electronic student learning portfolio, the Student Development Portfolio, and be presented in an appropriate format. Activities organized by student associations could also be recorded in the system on a voluntary basis. It was targeted that the system would be implemented in September 2012, with a trial run to be conducted six months ahead of launch.