香港浸會大學
HONG KONG BAPTIST UNIVERSITY

質素保證局（質保局）
香港浸會大學質素核證報告 2009

行動計劃進度報告

提呈大學教育資助委員會

二零一一年七月

香港浸會大學

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前言

香港浸會大學(浸大)感謝質素保證局（質保局）對本校的教與學進行核證。質保局於二零零九年九月發表《香港浸會大學質素核證報告》（質保局質素核證報告），讚揚浸大在教與學、策略管理及質素保證等多方面的表現，尤其讚揚浸大「對學生關懷備至，給予充足支援，營造優良的環境，讓學生體驗優質學習經歷」、「認真考慮和回應學生的意見，令教學質素得以提升」，以及「有效實踐全人教育宗旨」[1]。蒙質保局予以正面的評價，本校深感高興。

《質素核證報告》亦建議浸大可着力改善的六項範疇，同時贊同浸大在自我檢視後作出的六項改善。本校明白有需要進一步改進質保局在報告中提及的各項範疇，自收取《質素核證報告》後，已致力朝着這個方向努力不懈。本行動計劃進度報告着重展示浸大對核證報告所列各建議的回應，並闡述本校就贊同項目上進而改善的成果。

適逢浸大積極籌備「三三四」新學制及實踐果效爲本教與學，質保局的報告來得正合時宜。質保局的建議及贊同之處，無疑鼓勵本校積極努力，精益求精，並進而推動香港浸會大學在教與學、質素保證及策略管理方面的發展。

[1] 《香港浸會大學質素核證報告》，質素保證局，2009 年 9 月，第 2 頁。

甲、按質保局建議所採取的行動

建議 1

質保局建議浸大檢討其委員會架構，明確界定由哪個單位負責發展、監察、檢討和全面監督教與學(包括評核)政策及程序， 並兼顧質素保證和質素提升的工作； 以及明確界定由誰負責實施教與學政策及程序和制訂、推動新發展， 並訂明相關的問責安排。

1.1 針對這項建議，浸大全面檢討了教務議會轄下委員會的架構，重點放在各個負責教與學的委員會上。是次檢討回應了質保局在核證報告中提出的相關範疇，務求釐清各委員會的職責，促進合作和實行政策的效果。已修訂的教務議會委員會架構及各委員會的職權範圍與成員名單刊於附錄 1 至 3。

1.2 檢討後其中一個成果，在於教務議會增設了一個新的常設委員會 — 教與學政策委員會(Teaching and Learning Policy Committee)，由副校長 (學術)主持。教與學政策委員會擔當整體監察香港浸會大學教與學政策的角色。教務議會仍是浸大教與學政策的最終決策機關，但教與學政策委員會則負責發展及制訂這些政策的工作。

1.3 教與學政策委員會成立以後， 浸大現由三大委員會專責課程發展、質素保證及教與學政策三方面的工作:

- 學務發展委員會 — 負責學術策略規劃，包括基於與策略合適與否，以及評估社會需要和浸大專長領域與發展目標下，審批新課程建議書的初步課程大綱。

- 教學素質委員會 — 負責詳細評審和檢討課程，不斷確保課程質素，監察學術水平，並接收和評核所有學術課程的表現報告。

- 教與學政策委員會 — 負責發展和監察浸大的教與學政策，涵蓋學生評核、教職員評核、教學方法發展，以至發展及實踐全校通用的積極措施，例如：果效爲本教與學、電子教學及推廣良好教學法等。

以上架構讓分工明確有效。學務發展委員會主力關注學務規劃，包括課程範疇的策略發展在內；教學素質委員會專責詳細評審課程和不斷確保課程質素；教與學政策委員會則負責發展、檢討及實踐各項政策，旨在改善所有課程的教與學質素。此外，三個委員會各有責任，根據附錄 2 所列的雙層架構，在各自的職權範圍內監督屬下的小組委員會。這次檢討後，我們把直接向教務議會匯報的委員會數目由十二個減至五個。浸大相信新的架構協調無間，足以讓教務議會有效地監察質素保證各個範疇及教與學的工作。

1.4 教與學政策委員會的籌劃，源於浸大專責小組就《質保局質素核證報告》作出的建議仔細商議下的結果，並經過學務發展委員會檢討，最終由教務議會於二零一零年四月批准成立。在此以前，發展教與學政策的責任由數個委員會和專責小組共同承擔，各自負責教與學某一個特定的範疇。現在，教與學政策委員會負起整體協調教與學政策的責任，並確保協調工作能優先得以適當處理。電子教學委員會、果效爲本教與學專責小組和教學發展補助金小組爲了貫徹協調的角色，現向教與學政策委員會匯報。全人教育教與學中心則發揮「執行部門」的作用，支持教與學政策委員會的工作 (請見下文對建議 6 的回應)。

1.5 檢討教務議會轄下委員會架構和成立教與學政策委員會的措舉，主要針對《質保局質素核證報告》建議 1 提及可以改善之處而實施，以期達致 (i) 「明確界定由哪個單位負責發展、監察、檢討和全面監督教與學政策及程序」；(ii) 「明確界定由誰負責實施教與學政策及程序和制訂，並訂明相關的問責安排」；並 (iii) 「推動新發展」的目標。浸大將於新架構運作的首學年內(二零一一/一二學年)不時檢討。教務議會亦將因應檢討所得的經驗，考慮任何需進一步改善架構的安排，精益求精。

建議 2

質保局建議浸大(i)在制訂發展策略計劃的過程， 訂立更多目標、基準和表現指標， 藉此提高管理效率和透明度； 以及(ii)定期收集一系列標準數據，並視乎情況包括校外參考點(和主要表現指標)， 供高層管理人員、學院院長、系主任及相關委員會參考， 確保在權責下放的結構下， 浸大能監察整體的學生學習質素。

2.1 浸大謹記質保局的「取向—部署—成效—改進」(Approach-Deployment-Results-Improvement)架構和本校的果效爲本教與學方法，均注重收集和分析證據，從而評估課程是否切合目的，同時籌劃改善的行動。就此而言，浸大一直採用不同方法來衡量本校學生在課程上(例如：教學評估)及課外活動上(例如：課外活動／ 學術交流評估表格等)的學習質素。然而，我們有需要把這個方法加以發展。

2.2 浸大在二零一零年七月委任新一屆校長，隨後舉行了一次全校管理層集思會，接着與校內各學院的教職員、學生代表、校董會成員及其他持份者相繼進行交流會。上述活動的目的，旨在爲浸大未來的發展制訂策略性的願景，輔以必要的策略行動和主要表現指標。附錄 4 載有最終制訂的策略計劃 — 《2020 年願景：策略綱領與行動》 詳情。《2020 年願景》其中一個綱領是「高質素教與學」，浸大在此已訂立特定的行動與主要表現指標。此外，浸大仍不斷發展可提升教與學效果及改進質素保證程序的方法，稍後於下文詳加解釋。

2.3 教與學政策委員會透過全人教育教與學中心，檢討了二零一零/一一學年的現有教與學數據。全人教育教與學中心已完成檢討過去五年的教學評估量化資料，並向教與學政策委員會、各學系和課程匯報詳情 (請見下文贊同 6 的回應)。教與學政策委員會、浸大高層管理人員及各學系已相繼討論檢討的結果 。這些資料對教學人員設計專業發展計劃大有幫助。全人教育教與學中心目前仍在分析教學評估的質化數據。

2.4　爲求蒐集浸大學生「學習體驗」的正式數據，全人教育教與學中心亦正與校外顧問 (John Biggs 教授與 Catherine Tang 博士) 合作，研制「學習體驗調查— 科目」(Learning Experience Inventory – Course)。這個工具可提供以果效爲本教與學概念爲基礎的學生學習體驗數據，包括把有關的科目的預期學習果效和教與學活動、評核方法、動力及後設認知充份連貫起來。這份問卷於二零零九/一零學年下學期率先在一個小班試用，經改良後在二零一零年暑期班再次試用。調查結果發現，教師認爲「學習體驗調查— 科目」的結果有助他們改善科目，學生亦能從中得到寶貴的反饋意見，了解如何改善學習的方法。一經確立「學習體驗調查— 科目」，全人教育教與學中心亦會隨之推行屬於課程級別的「學習體驗調查— 課程」(Learning Experience Inventory – Programme)。

2.5　「學習體驗調查 — 科目」屬於浸大「進展性檢討計劃」(Formative Review Exercise) 其中一環，這一環旨在就實踐果效爲本教與學的情況，向教師及浸大仝人提供反饋意見。「進展性檢討計劃」屬於長期追蹤的研究項目，於二零一零/一一學年展開，由浸大各個學院一些科目開始。日後這個項目會把三年學制及四年學制的學生納入研究的範圍。「進展性檢討計劃」目的是要:

- 檢視果效爲本教與學在香港浸會大學實踐的效果；
- 揭示實踐過程中遇上的問題；
- 制訂切實的方法解決所示的問題；
- 評核果效爲本的模式對教學與學生學習產生的效果；
- 向教師及學系給予反饋意見，讓他們得以作出建設性反思和改善；
- 向浸大提出有關持續改善教與學的建議。

「進展性檢討計劃」將根據從學生、教師、行政人員、學生作業及其他學習證據收集回來的量化及質化數據，向各學系及高級管理層提供反饋意見。預期「進展性檢討計劃」收集的資料可成爲評估浸大學生於校內學習效果的重要指標，在課程及策略管理決策上亦可提供意見。學生亦可透過登入網上

系統，檢視「進展性檢討計劃」對分析自己學習的結果，從而獲得反饋的意見。

2.6　在浸大尋求一套可評核學生所達到學習成果的指標之時，「教學評估」和「進展性檢討計劃」的數據可爲浸大提供所需的證據，評估課程的預期學習成效，以及所有香港浸會大學畢業生應有的特質。這一系列的數據與其它現行的措施會兼施並用 (例如：收生成績、國際英語測試(IELTS)分數、年度學生調查、畢業生就業及僱主調查等)。

2.7　以上各項積極措施，主要確保浸大能具備合適的數據，得以有效評估教與學的成效。此外，浸大爲求貫徹《2020 年願景》中有關提升質素核證機制的策略行動，大學正發展新的程序，從以「訂立更多目標、基準和表現指標， 藉此提高管理效率和透明度」。雖然相關的建議書仍在諮詢階段，但打算跟循以下的方向引入兩個新的程序:

2.7.1　每個課程管理委員會須向所屬的院務委員會呈交《課程質素保證年度報告》(Annual Programme QA Report)。報告內容包括 (a) 一份摘要，概述各項對應去年報告而作出的改善行動、(b) 一份課程表現評估，按照一套標準 (浸大向所有課程提供的主要表現指標) 而立、(c) 一份有關課程學習成效的報告，以及 (d) 一份改善計劃，因應早前章節所載的結果，從而訂下可計量的目的與目標。此舉能把監察目標及主要表現指標的行動與果效爲本教與學融合爲一，並確保二者均注重行動計劃及跟進。院務委員會將就此討論並提供意見，確保改善行動得以落實和評估。這些報告及後將連同院務委員會意見一併呈交浸大教學素質委員會審議。

2.7.2　各學院院長須向校務委員會呈交《學院質素保證年度報告和計劃》(Annual Faculty / School QA Report and Plan)。目前，學院院長有向校務委員會呈交年度報告，但大多是回顧過去的性質，少有參考數據可循，對於目標或行動計劃亦無要求。因此，本校建議以一個結構較明晰的報告和計劃取而代之，內容包括 (a) 一份摘要，概述各項對應去年報告而作出的改善行動、(b) 一份有關部門的表現評估，按照一套標準 (浸大向所有學院提供的主要表現指標，包含教職員人事與資源分配、職員進修與質素、教與學、研究與獎

學金和知識轉移等)而立、(c) 一份年度的活動報告，以及 (d) 一套來年的目標／計劃 (附有適用的時間表和主要表現指標)。

2.8　以上建議的目的，在於進行策略規劃、質素保證及決策時能確保更有系統地運用資料。建議提交上述兩份報告的原意，旨在互相補足，而非互相重複：《課程質素保證年度報告》集中討論課程的質素、學生需求及學習成效的成績；《學院質素保證年度報告和計劃》則以評核學術部門的管理水平及策略發展與表現爲主。然而，後者可附上課程報告，並可就箇中提出的主要問題於本身報告內加以闡釋，內容須與該學術部門的策略發展相關。

2.9　我們設計這些報告機制的目的，旨在把決定通達校內各個層面。首先，報告以行動爲本，要求制訂指定的改善行動，並作匯報，確保能專注和不斷提升課程／部門的表現。第二，有關報告由課程主任或院長撰寫，並需經過課程委員會或院務委員會討論及批准，確保所有教職員都能參與制訂、實施和評估行動計劃的工作。第三，報告將提交高層的委員會(質保局及校務委員會)審閱，確保高層管理人員有機會提點意見，並能藉着報告把不同的課程和部門比較，從中了解課程和部門的相對表現和改善行動的效果。在學務規劃上，浸大預期報告能有助評估課程各範疇，最終能達到改善資源分配的效果。

2.10　上述兩項程序都強調使用標準數據，並着重制訂、實施和評估行動計劃的，分別兼顧個別學術課程和學院層面。可是，當然這並非唯一保證教與學質素的程序。質保局除考慮以上的報告外，亦會繼續負責評審及檢討課程的工作，教與學政策委員會則會評估教與學總體發展的數據，包括評估各項於全校推行的積極措施，例如：果效爲本教與學及電子教學等。

2.11　上述討論以確定校內數據爲重。至於現時學界採用的校外參照基準包括各大院校的「大學聯合招生辦法」收生分數比較數據，以及國際英語測試(IELTS)考試的成績。浸大的高層管理人員在規劃學術發展時會使用有關數據，例如：最近學術發展計劃中的課程檢討環節，部分正以浸大課程相對其他大學課程的收生分數爲本。

2.12　在課程籌劃及發展、學術顧問小組訪問和大學排名等方面，亦會把參照基準與國際標準加以比較。雖然參照基準往往以質化數據而非量化資料爲依歸，但對規劃「334」課程發展及果效爲本教與學上無疑大有幫助。就參照基準事宜，浸大教職員相繼到訪其他院校，亦聘用了一些校外顧問。

2.13　另外，浸大準備實行一個以學系爲本的學術顧問機制。各學系將根據學科數目，委任一位或多位學系學術顧問，每人的任期三年。學系學術顧問爲出色的學者，一般是於海外工作的人士。成立學系學術顧問的目的在於：

1. 能每年全面評核每一學系的工作和發展；
2. 促進學系確立適當的改善行動；
3. 提供參照基準，以此與國際標準相互比較。

學系學術顧問將每年訪問大學，藉以檢討有關學系全盤的活動及資源分配。學系學術顧問就每次訪問需撰寫書面報告，有關學系則要作書面回應。報告及回應將上呈院務委員會討論。學系學術顧問需全面評核有關學系及其發展，並比對國際標準，對學系加以評估。評核的內容包括 (a) 學系活動的範疇及策略方針；(b) 人事與資源分配；(c) 員工招聘及發展；(d) 質素保證；(e) 教與學(包括學術課程)；(f) 研究及學術活動；(g) 社會服務；及(h) 國際化的程度。學系學術顧問不會單獨評估教與學的範疇，而是對有關的學術部門實行綜合評估。我們相信，實行這種方法可造就最大的潛在效益，並得以在現況中評估教與學的工作。

2.14　大學預期學系學術顧問機制，加上現有的學術顧問小組訪問及其他質素保證程序，將可成爲我們參照基準策略的環節之一。目前來說，顧問(例如：學術顧問小組及評審人員)都是獨立挑選，而非特別從指定的基準院校中挑選出來。浸大指出，大學教育資助委員會已認可後者的做法。雖然現行根據個人的專業知識及相關貢獻，從多所院校中挑選顧問有其好處，但浸大現已考慮把挑選基準顧問的目標轉至指定的院校之中。

針對建議 2 的行動計劃		
行動	**負責部門**	**實施/目標日期**
釐定教與學的數據，不斷整理、分析和監察	教與學政策委員會 透過全人教育教與學中心進行	教與學政策委員會在二零一零/一一學年完結前向教務議會匯報； 目標實施日期 — 二零一一/一二學年。
檢討現有的教與學數據；訂立更多目標、基準及主要表現指標	教與學政策委員會 (由全人教育教與學中心、學生事務處及相關部門支援)	二零一零/一一年終。
實行「進展性檢討計劃」	全人教育教與學中心	由二零一零/一一 學年起持續進行；初步結果及分析於二零一零年八月呈交教與學政策委員會；收集及分析二零一零/一一學年上學期結果的數據，於二零一一年二月呈交教與學政策委員會；二零一一年六月向教務議會呈交完整報告，爲二零一一/一二學年進行更大規模行動作好準備。
制訂及實行《課程質素保證年度報告》、《學院質素保證年度報告和計劃》及學系學術顧問建議	副校長 (學術)／ 協理副校長	在二零一一年終前向教務議會呈交建議書；目標實行日期 ：二零一二/一三學年。

建議 3

質保局建議浸大制訂有系統的程序， 在學術顧問小組每六年進行一次的訪問之間， 保證課程的質素； 以及確保把這項工作列入負責教與學質素保證的委員會和人員的職責之內。

3.1 浸大同意《質保局質素核證報告》的意見，認同有需要在學術顧問小組六年一度的訪問期間，有系統地檢討課程與學系的進度，這份責任已落在浸大的教學素質委員會身上。教學素質委員會將參考學術顧問小組的報告，就有關學院的書面回應加以討論和給予意見，並轉交教務議會審議。

3.2 除此之外，第 2.7.1 段中建議的《課程質素保證年度報告》，以標準的表現指標與課程學習成效爲評核基礎，應能每年監察課程表現及學生學習的質素，並具備年度行動計劃。課程管理委員會須就學術顧問小組的報告訂立跟進行動，將之融入年度報告中，並評估進度。如上所述，這些報告及行動計劃每年都在院務委員會中討論，接着由浸大教學素質委員會商議。

3.3 有見及此，本校的教學素質委員會肩負清晰的責任，須循大學層面持續保證課程的質素。教與學政策委員會亦參與改善教與學質素的工作，但並不負責監察和比較個別課程的環節，而是協助發展及實踐全校層面的政策(例如：學生評核、教學方法發展、以及全校層面的積極措施，例如：果效爲本教與學及電子教學等)，以及推廣良好做法。

3.4 同樣值得一提的是，某些部門亦定期參與檢討，作爲校外評審程序的一部分 (例如：商學院與國際商管學院促進會)，當中包括定期檢討訪問和報告等。

建議 4

質保局建議浸大制訂全校通用的學生評核政策， 並提議浸大在制訂評核政策時， 參照國際優良範例。

4.1　教與學政策委員會亦須負責制訂全校通用的學生綜合評核政策。該政策將考慮標準參照模式，進展性及總結性評核、評核次數、不同類別的評核所佔比重、評核標準和描述、發展清晰指引確保評分不偏不倚和公正 (例如：雙重閱卷、不記名閱卷和調整評分)，以及非傳統考試模式的理據和實施 (例如：「開卷考試」、「在家考試」等)。

4.2　浸大在檢視國際優良範例，並於校內包括教與學政策委員會及果效爲本教與學專責小組進行詳細討論後，草擬了一份文件，對評核政策架構加以描述。該草擬文件正由各院務委員會討論，浸大亦計劃於二零一一/一二學年第一學期結束以前，向教務議會呈交一份院校評核政策文件作詳細審議。之後亦可能需要全面檢討教務規程，輔以教師進修工作坊，支援新政策落實。基於任務複雜，新政策已確定於二零一二/一三學年落實，但或會安排整個政策或政策的某些選定範疇提早實行。

4.3　適當的教師進修活動，對於支援新評核政策落實至爲重要。全人教育教與學中心具備一系列有關評核的工作坊，教師進修方面亦會隨政策實行而加強，確保所有學術和教學人員都擁有必要的技能和知識，順利實行標準參照模式等新的評核做法。

針對建議 4 的行動計劃		
行動	**負責部門**	**實施/目標日期**
制訂全校通用的學生評核政策	教與學政策委員會 (由全人教育教與學中心及果效爲本教與學專責小組支援)	教務議會於二零一一年六月原則上批准標準參照模式； 於二零一一年十一月前把政策文件呈交教務議會商議； 於二零一二/一三學年全面實行，(整個政策或政策的某些選定範疇或會提早實行)。
針對學生評核，舉辦教師進修工作坊	全人教育教與學中心	由二零一零/一一學年起持續進行

建議 5

質保局建議浸大按照人事政策指引和程序， 每年正式評核所有學術和教學人員的表現一次； 以及根據校方對員工表現的期望， 確定員工的進修需要。

5.1 《質保局質素核證報告》[2] 認同浸大每年評核學術與教學人員表現的做法。所有教職員須向系主任提交周年工作報告。系主任會與教職員面談，檢討工作表現，並提出可改善之處。學院院長將有一份內附系主任意見與有關人員書面回應的報告副本亦會呈交學院院長。

5.2 質保局評審小組認爲，浸大每年進行的表現評核與教師進修的需要銜接未盡緊密。香港浸會大學的表現檢討程序[3]認爲有需要制訂教師進修計劃，但在評審期間，《便覽》未有清楚闡明跟進行動的責任，亦未有銜接和統籌有關提供進修活動的安排。

5.3 浸大現已完成評核政策的檢討，確保具備有系統的程序來確定教師進修需要，適時給予反饋意見，爲教職員的教育進修訂下恰當的跟進行動，並確保這些政策和程序在校內得以貫徹和有效落實。浸大在二零一零年春季檢討過後，修訂了周年工作報告表格，新增了以下部分:

- 評核該名人員在 (i) 教學、(ii) 學術／創意／專業工作／活動，以及 (iii) 服務方面，有否達到學系對其表現的期望 (由系主任填寫)。
- 該人員爲實現以前的專業進修計劃而實行的進修活動 (由該名人員填寫)。
- 確定人員目前的進修需要 (由系主任填寫)。
- 和議日後的專業進修計劃(由系主任與該名人員面談後填寫)。

5.4 浸大已諮詢學院院長、系主任及學術／教學人員的意見，現計劃於二零一一/一二學年的下一輪教職員評核和檢討活動開始使用新修訂的機制。屆時，教職員進修計劃，以至因應個別人員與系主任需要的跟進安排，將有

[2] 參見《質保局核證報告》第 21 頁 11.5 段: 「…… 全校每年都會進行上述正式檢討」

[3] 《香港浸會大學表現檢討便覽》(HKBU Performance Review Manual)第 2、3 及 23 頁。

完善的機制支持。《學術／教學人員便覽》(The Manual for Academic / Teaching Staff) 亦已作出相應修訂。浸大有信心實行修訂機制以後，周年工作報告程序能有效地收集教師進修需要的資料，並促進員工進修的計劃和跟進行動。全人教育教與學中心將與人事處緊密合作，找出如何識別個別教師進修需要的方法，供全人教育教與學中心參考安排教師進修活動。已修訂的政策指引及周年工作報告表格刊於附錄 5。

5.5　全人教育教與學中心負責提供合適的訓練課程和工作坊，迎合教師進修的需要。另外，自二零一零年三月起，該中心亦有爲現職和新入職教師提供一系列活動選擇 (請見我們對以下建議 6 的回應)。

5.6　應要強調的是，表現評核並非香港浸會大學確定教師進修需要的唯一方法。例如：全人教育教與學中心會針對校內的學習活動評核及教學與課程評估中出現的問題提供課程。全人教育教與學中心亦會評估本身的工作坊和課程，從中知道那些活動在迎合教師進修需要方面的關聯和成效多寡。

針對建議 5 的行動計劃		
行動	**負責部門**	**實施/目標日期**
檢討周年工作報告機制和表格，從而多加注意教師進修需要及跟進行動	人事處 (諮詢持份者意見)	已完成初步檢討，現進行廣泛諮詢；已修訂的檢討程序及周年工作報告匯報方式，將於 二零一一/一二學年實行。
發展一個可確定和整理教師進修需要資料的系統，供教與學進修課程參考	人事處與全人教育教與學中心	二零一零/一一學年

建議 6

質保局建議浸大考慮設立論壇，研究如何確定、制訂、滿足和支援員工各方面的教育進修需要；制訂全校適用的架構，以提升教與學質素，包括確定和推廣良好做法，以及推動教學方法的發展工作。

6.1　浸大已設立教與學政策委員會，作爲討論全校教與學政策發展的論壇。全人教育教與學中心重新定位爲教與學政策委員會的「執行部門」，把職能擴充，包含 (i) 設計及開辦合適的課程(包括講座、工作坊等)，迎合教師進修的需要，提升浸大整體的教與學質素；(ii) 開設教育工作坊及論壇，推動果效爲本教與學；(iii) 定期檢討及分析教學評估的結果，找出教與學方面一般的強弱之處，並檢討電子教學評估做法的成效；(iv) 宣揚良好的教學做法，推動優質教與學文化的交流。

6.2　全人教育教與學中心新任總監於二零一零年二月履新，隨後浸大亦相繼委任多位中心的新成員。全人教育教與學中心的經費來自本校整體補助金、大學教育資助委員會教學發展及果效爲本補助金、浸大策略性發展基金批予個別項目的經費，以及私人捐款。

6.3　全人教育教與學中心除擔當新設的教與學政策委員會的「執行部門」外，亦負責多個專責小組/委員會內有關教與學的事務，包括果效爲本教與學專責小組、電子教學委員會及教學發展補助金評審小組。以上的專責小組或委員會均各自向教與學政策委員會匯報。教與學政策委員會的工作計劃詳情請見附錄 6。

6.4　香港浸會大學根據質保局評審小組的觀察及建議，銳意爲新入職教職員、資深學者以至身居領導要職的各級教職員，發展一套有系統的教師進修方案。方案不單涵蓋全職教職員，亦適用於兼任講師、教師、助教及需執行教務的哲學博士／哲學碩士課程學生(研究生)。現時浸大正發展一套全面的「學術／教學人員進修架構」，草擬方案已於二零一零年九月呈交教與學政策委員會，並將於上呈教務會議前進行廣泛諮詢。架構將提供各項指引，

包括評核進修需要、界定適用於不同級別人員的進修計劃及活動（包含必修項目，如爲新入職及兼職人員而設的項目）及建議年度進修時間表。

6.5　爲要確保學術／教學人員的教學質素與教學方法發展，全人教育教與學中心開發了具備架構的「教學人員專業發展課程系列」。課程專爲迎合持續專業進修需求及配合現時開辦的「教與學經驗分享」講座而設。參加者須完成 10 個工作坊的其中 8 個（總共 24 小時），並完成最後評核後，即有機會豁免西澳洲大學教育學院的深造文憑或教育碩士課程的 6 個學分。「教學人員專業發展課程」的詳情請見附錄 7。

6.6　質保局核證工作促成其中一項重大進展，正是提升全人教育教與學中心地位及修訂其職權範圍。浸大深知需確保全人教育教與學中心及其推行的積極措施得到充分的人手和資金來推行工作。現時中心的經費部分來自本校整體補助金，足以應付主要工作人員及活動的支出，亦有來自教資會教學發展及果效爲本補助金、浸大策略性發展基金批予個別項目的經費，以及私人捐款。雖然某些資金指明須投放於特定的項目，但中心履行項目期間，浸大亦會透過教與學政策委員會密切監察全人教育教與學中心的工作計劃，確保備有充足的資金及可持續下去；大學會尤其着重保證中心現有充足的資金(主要來自本校整體補助金)以繼續正在推行的核心工作。

針對建議 6 的行動計劃		
行動	**負責部門**	**實施/目標日期**
發展及落實「學術／教學人員進修架構」	全人教育教與學中心	政策文件準備於二零一零/一一年底呈交教務會議審批；於二零一一/一二年展開計劃

乙、 回應質保局贊同所採取的行動

除以上的建議外，質保局的《質素核證報告》中亦提及六個「贊同」事項，確認了浸大自我檢討後作出的改善[4]。下文將詳述本校在這些範疇的進展及擬訂日後採取的行動。

贊同 1

質保局贊同浸大採用果效爲本教與學方法，並制訂畢業生特質。

7.1 浸大「全人教育」的傳統，反映本校對優質教學的承諾，矢志培育學生多元發展，使他們在專業知識、個人修養、體能訓練、社會意識、理性思維及文化認知得到全面發展。「香港浸會大學畢業生特質」充分說明了全人教育追求的目標，校內所有課程都是爲了培養畢業生這些特質，以及達到課程學習成效而設。「香港浸會大學畢業生特質」的詳情請見附錄 8。

7.2 「香港浸會大學畢業生特質」最初只爲學位課程而設。不過，由於浸大認同有需要於各個層面實施果效爲本的方針，亦留意到有需要清楚分辨不同學習等級的成效，因此正全力把「香港浸會大學畢業生特質」涵蓋的範圍延伸，普及至高等學位修讀課程學生及研究生。

7.3 香港浸會大學的果效爲本教與學已納入本校新四年學制之中。自二零零七年起，浸大所有課程均需加入學習成效，方會被評審和批准，另外亦列爲學術顧問小組訪問評核時的要求。在研發浸大新四年學制的過程中，教務會議已通過新學制採用的科目大綱及課程範本（見附錄 9），包含果效爲本教與學的方針，例如：要求列出課程的學習成效、把課程學習成效與「香港浸會大學畢業生特質」配合、科目學習成效的分佈及其評估方法等。新四年學制課程的評審文件須依照這種格式而設。果效爲本教與學正已如期執行，實踐計劃詳情請見附錄 10。

[4]《香港浸會大學質素核證報告》，質素保證局，2009年9月，第 2 頁。

針對贊同 1 的行動計劃		
行動	負責部門	實施/目標日期
在高等學位修讀課程及研究生課程中發展及落實「香港浸會大學畢業生特質」。	教與學政策委員會、研究院及全人教育教與學中心	於二零一一年底呈交教務會議審批。

贊同 2

質保局贊同浸大成立通才教育委員會(General Education Committee)，以改善全人教育活動和給予學生相關支持的統籌工作。

8.1　通識教育課程是浸大新四年學制中不可或缺的一環。通識教育課程將於二零一二年全面展開，佔畢業所需完成 128 學分中合共 38 學分。課程設計以博雅(liberal arts)傳統價值爲念，旨在推動「卓越全人」的意念，使學生能更深入瞭解週遭世界，學習欣賞不同知識領域之間的關聯。通識教育將包羅更密集的中英文(包括普通話)課程，所有學生亦需修讀新設的演說技巧課程。課程新加入了「數理思維」和「歷史與文明」兩個類別，加強學生的運算能力、對歷史的看法和對文化的認知。現時已有二百三十五個通識教育課程獲批納入新四年學制課程，另有九個正進行修訂。新的通識教育課程已納入現有的通識課程之內，並率先在二零一零/一一年及二零一一/一二年入學的浸大本科生中試行。

8.2　浸大成立了通識教育處(General Education Office)，由通識教育處總監率領，監察通識教育課程的發展和推行情況。成立之初，全人教育教與學中心總監擔任通識教育處署理總監一職，但浸大在二零一一年一月已委任新的人選，其職責包括評審及確保通識教育課程的質素，以及與通識教育委員會緊密合作。爲了提供高質素及綜合的通識課程，課程將由各學系提供，而非由獨立一個通識課程教學部門另聘教職員負責。

8.3　浸大調整了教務會議的架構，成立通識教育委員會取代前通識教育委員會。通識教育委員會須向浸大教學素質委員會匯報，負責監察通識教育課程的推行情況，以及統籌現時三年學制本科生修讀的通識課程。

贊同 3

質保局贊同浸大致力開設多個必修科目，訂定更嚴格的畢業要求，以及舉辦其他語文提升活動，藉以加強畢業生的語文讀寫能力。

9.1　自質保局質素核證後，浸大持之以恆，一直致力提升學生的語文能力。香港浸會大學現時要求學生根據入學成績，修讀 6 學分的英文課程及 3 學分的中文課程。所有學生必須通過普通話能力畢業要求。此外，浸大亦鼓勵學生於畢業前參加國際英語測試(IELTS)考試；大學更爲此於二零零九年成立「國際英語測試(IELTS)獎勵計劃」，以鼓勵更多學生準備和參加考試。

9.2　香港浸會大學語文中心已把英文個人指導擴展至改善說講及寫作服務。兩項服務均包括電腦化評核及 5 小時的個人語文指導。學生亦可參加改善普通話說講及改善中文寫作服務。語文中心在語言實驗室爲學生提供指導服務，亦與圖書館合辦「互動研習坊」(Learning Commons)，推出一系列語文工作坊及活動。浸大還增加了附學分的英文、普通話及中文選修科數目。此外，在新四年學制下，通識教育課程要求包括由傳理學院、工商管理學院及文學院合辦的「演說技巧」必修科，計劃於二零一一/一二學年試行開辦。

贊同 4

質保局贊同浸大制訂網上學習策略，以改善資訊科技服務和設施，並按情況加強課程教授；以及建議在適當委員會(而非專責小組)探討這個策略，並訂明清晰的匯報和問責安排。

10.1　以往的電子教學專責小組發展的電子教學策略在二零一零年六月已獲教務會議核准(見附錄 11)。浸大接受質保局的建議，把電子教學專責小組升

格爲電子教學委員會，直接向教與學政策委員會負責，確保委員會有「清晰的匯報和問責安排」[5]。

10.2　爲落實電子教學策略，全人教育教與學中心已聯同資訊科技處及圖書館成立電子教學支援小組，爲教職員及學生提供集中而協調的電子教學支援。與教職員用戶合作數月後，電子教學平台已經調整，而浸大電子教學系統 2.0 亦已推出，作了以下改善：

- Moodle 電子教學系統的學習室於每個學期提早開放；
- 回應學生和教師反饋的意見，簡化操作介面；
- 新使用者爲主的便捷網上指南；
- 新的圖書館工具列。

由二零一零/一一年起，電子教學系統將有更多改善之處，並會舉辦教職員發展活動，使他們更熟悉電子教學的平台。在年內下學期，系統作出了以下改善：

- 由浸大策略性發展基金資助購置新電子教學平台硬件；
- 影像錄製指引，鼓勵及協助自我導向學習；
- 檢討學生學習活動的數據；
- 增設香港浸會大學圖書館工具列及教職員專業發展電子教學室。

10.3　電子教學平台預期會協助果效爲本教與學及增加學生在課堂外的學習活動。電子教學亦方便紀錄學生的學習活動，爲學習成效提供佐證。全人教育教與學中心會開辦工作坊及與大學各部門一同發掘更多可讓學生使用電子教學的機會。

針對贊同 4 的行動計劃		
行動	**負責部門**	**實施/目標日期**
進一步改善浸大電子教學平台系統，爲教職員舉辦相關課程	香港浸會大學電子教學支援小組	二零一零/一一年間

[5] 同上，第 3 頁。

贊同 5

質保局贊同浸大明白全面採用果效爲本的學生學習和評核方法後，有需要考慮以標準參照模式評核學生成績。

11.1　浸大非常瞭解果效爲本教與學與標準參照模式間的關聯；標準參照模式已應用於制訂全校的評核政策上。回應建議 4，大學準備實行標準參照模式政策，並已獲得教務議會原則性批准於各個層面實行，預期於二零一二年九月落實。爲了讓教職員率先體驗標準參照模式，我們鼓勵各學系於二零一一/一二學年的課程(例如：於通識教育及第一年課程中，試用評核指標及標準參照模式)。

贊同 6

質保局贊同浸大致力檢討教學評估計劃；並請浸大考慮擴大教學評估問卷的涵蓋範圍，引導學生對多項關乎科目、學系和全校的教學元素提出意見，並由正式成立的委員會審議檢討結果。

12.1　全人教育教與學中心根據過去五年的教學評估數據進行分析，務求按現時可用資料，反映浸大整體的教學情況。分析結果已由教與學政策委員會討論，並遞交各個學系。全人教育教與學中心採納了贊同 6 的建議，考慮將現行教學評估的範圍擴大，展開一項「進展性檢討計劃」。

12.2　浸大注意到現時的教學評估側重於教而非學，主要檢視教師的教學而非學習成效；教與學同樣重要，而現時的評估只反映了部分情況。這啓發了浸大提出「進展性檢討計劃」的構思(見第 2.5 段)。「進展性檢討計劃」於二零一零/一一學年展開，檢視果效爲本教與學的推行情況，是一個長期追蹤的研究項目。評估會善用新開發的「學習體驗調查— 科目」(見第 2.4 段)收集學生學習體驗的資料。科目審核將應用教學評估及「學習體驗調查—科目」資料，以同時評估教師表現及學生學習的情況。集合各個課程的資料後，學科部門及課程可以根據資料估測內部教學質素質與學生的學習成效。至於對浸大整體而言，「進展性檢討計劃」的長期追蹤分析可反映學生學習的進度及畢業數據。

12.3　以往教學評估的調查問卷由浸大教學素質委員會負責。自成立教與學政策委員會及重新整合全人教育教與學中心後，這項任務已在二零零九/一零學年終交由教與學政策委員會負責。全人教育教與學中心並無立刻修改教學評估問卷，而是實行分析過往的教學評估數據。過去五年教學評估的數據分析，已在二零一零年十月的教與學政策委員會會議上匯報，教學評估質化數據分析仍在進行階段，全人教育教與學中心短期內會向教與學政策委員會、各學系及高層管理人員匯報結果。教與學政策委員會已編定於二零一一/一二學年完成教學評估問卷檢討。教學評估檢討的建議時間表可見附錄 12。

12.4　教與學政策委員會負責檢閱及監察全校從教學評估及「進展性檢討計劃」衍生的數據，以期爲大學整體教與學政策的發展提供資料。然而課程級別的評估將納入擬訂的《課程質素保證年度報告》(見第 2.7.1 段)，並在引導部門在對關於課程及教與學發展方面，作爲課程決策的參考。浸大教學素質委員會負責持續監察及維持課程質素，審閱《課程質素保證年度報告》；因此浸大教學素質委員會亦會討論教學評估及「進展性檢討計劃」數據，作爲其維持課程質素必備的責任之一。

針對贊同 6 的行動計劃		
行動	**負責部門**	**實施/目標日期**
分析過去五年的教學評估數據	全人教育教與學中心	於二零一零年八月向高層管理呈交首份報告，於二零一零/一一年間向各部門/課程呈交結果
落實進展性檢討計劃	全人教育教與學中心	於二零一零/一一年展開，仍進行中

總結

本行動計劃進度報告總結了香港浸會大學對《質保局質素核證報告》的建議及贊同之回應。本校謹此一再感謝質保局評審小組提供的核證報告，對浸大教與學上提出了寶貴的意見。

附錄

1 檢討前的「單層式」(single-tiered) 教務議會轄下委員會架構

2 檢討後的「雙層式」(two-tiered) 教務議會轄下委員會架構

3 經修訂的教務議會轄下委員會成員名單及職權範圍

4 《2020 年願景：策略綱領與行動》

5 人事處 2011/4 號通告 ─ 工作表現獎勵計劃：學術／教學人員系統：加強表現的管理過程

6 全人教育教與學中心工作計劃

7 香港浸會大學教學人員專業發展課程計劃系列 ─ 《果效爲本教與學@電子教學在浸大》(OBTL@HKBU leveraged on e-learning)版本 2.1

8 香港浸會大學畢業生特質

9 果效爲本教與學課程大綱範本

10 果效爲本教與學實踐計劃

11 善用科技加強教與學：發展策略 (Enhancing Learning and Teaching Using Technology: An Institutional Strategy)

12 檢討教學評估問卷的建議時間表

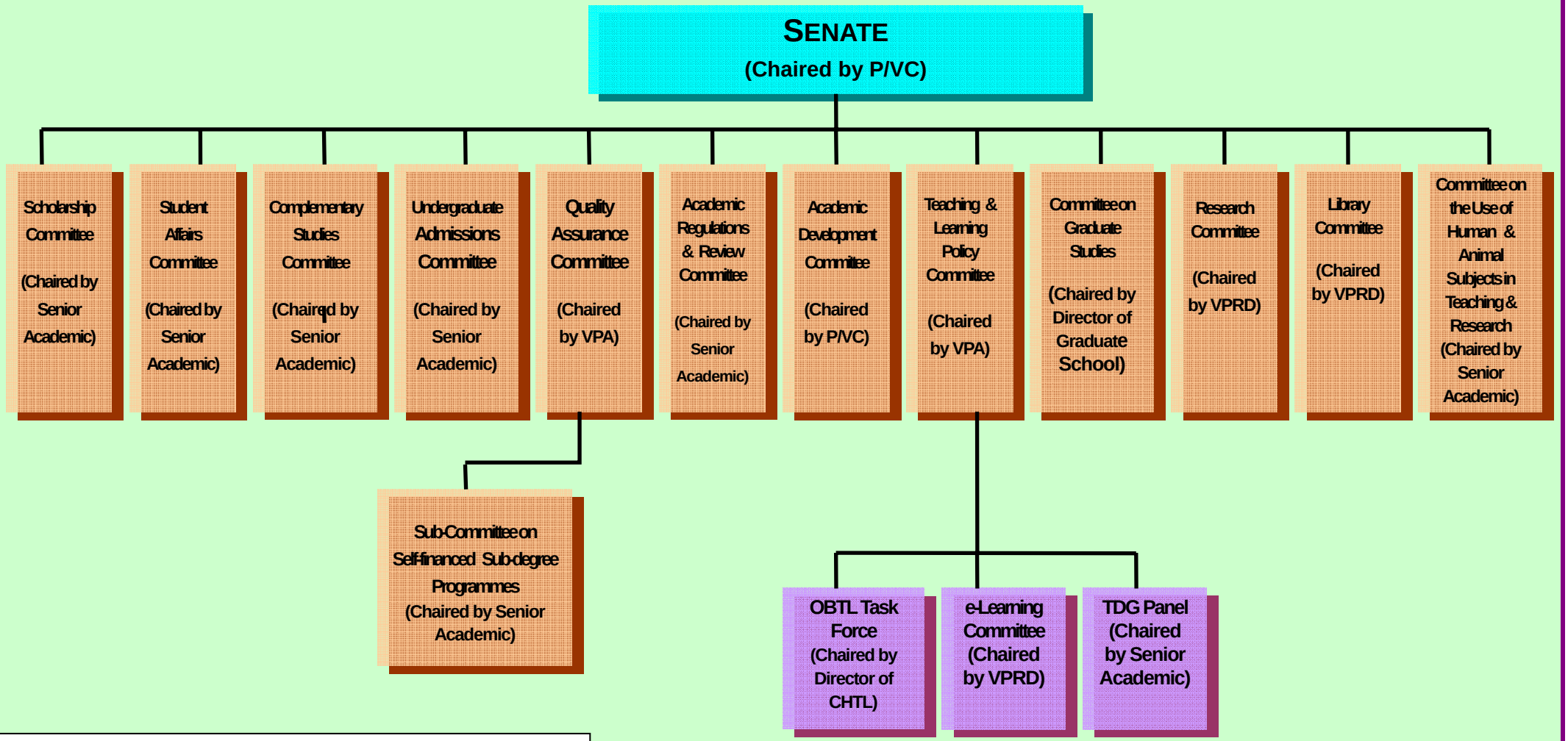
Annexes

1	Pre-Review 'Single-tiered' Senate Committee Structure
2	Post-Review 'Two-tiered' Senate Committee Structure
3	Revised Memberships and Terms of Reference of Senate Committees
4	*Vision 2020: Strategic Themes and Actions*
5	Personnel Office Circular No. 4/2011 − Performance-based Reward System for Academic/Teaching Staff: Enhancing the Performance Management Process
6	Work Plan of the Centre for Holistic Teaching and Learning
7	A Proposal for a Structured Faculty Professional Development Series at HKBU — "OBTL @HKBU leveraged on e-Learning", Version 2.1
8	*HKBU Graduate Attributes*
9	OBTL Course Syllabus Template
10	OBTL Implementation Plan
11	Enhancing Learning and Teaching Using Technology: An Institutional Strategy
12	Proposed Timeline for the Review of the Teaching Evaluation (TE) Questionnaire

Annex 1

HONG KONG BAPTIST UNIVERSITY

Pre-Review 'Single-tiered' Senate Committee Structure

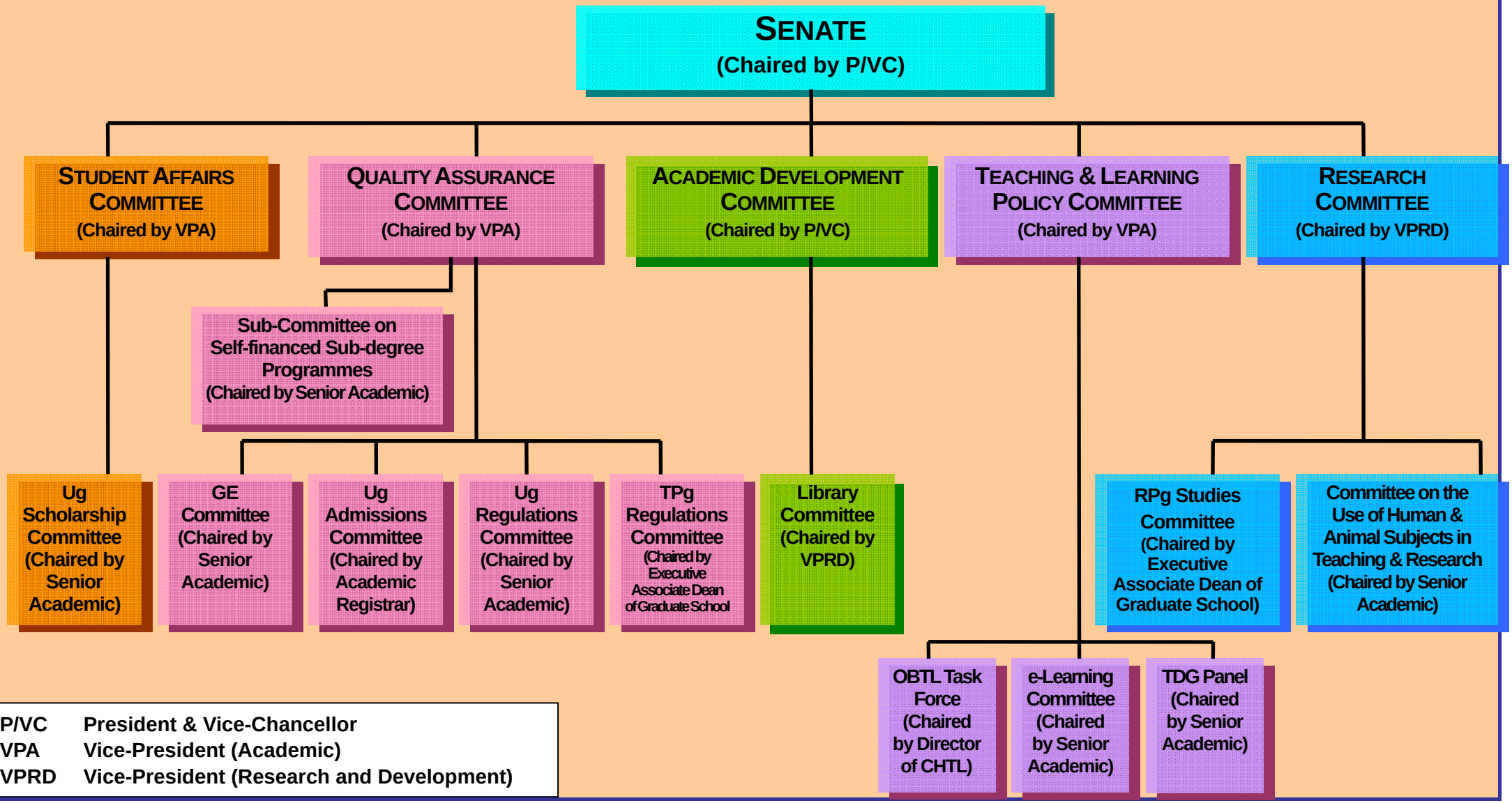


P/VC	President & Vice-Chancellor
VPA	Vice-President (Academic)
VPRD	Vice-President (Research and Development)

Annex 2

HONG KONG BAPTIST UNIVERSITY

Post-Review 'Two-tiered' Senate Committee Structure



P/VC	President & Vice-Chancellor
VPA	Vice-President (Academic)
VPRD	Vice-President (Research and Development)

HONG KONG BAPTIST UNIVERSITY

ACADEMIC DEVELOPMENT COMMITTEE

Membership

Chairperson:	President and Vice-Chancellor
Deputy Chairperson:	Vice-President (Academic)
Members:	Vice-President (Research and Development) Dean of Faculty of Arts Dean of School of Business Dean of School of Chinese Medicine Dean of School of Communication Dean of School of Continuing Education Dean of Faculty of Science Dean of Faculty of Social Sciences Three members of the Senate, at least two of whom should be academics One additional academic Academic Registrar
Secretary:	Senior Assistant /Assistant Academic Registrar

Terms of Reference

(a) To advise and make recommendations to the Senate on academic policy and on academic strategic planning.

(b) To provide directions and guidance for the development of academic programmes.

(c) To advise and make recommendations to the Senior Executive Committee (SECO) on academic plans and total resource implications.

(d) To recommend the admission quota for the consideration of the Senate.

(e) To keep under review and make recommendations to the Senate on all matters concerning the organization, membership and terms of reference of standing committees and *ad hoc* committees of the Senate.

(f) To review all items submitted by Senate members and to select some/all of the items for consideration by the Senate or to refer them to standing committees of the Senate or appropriate bodies.

HONG KONG BAPTIST UNIVERSITY

LIBRARY COMMITTEE

Membership

Chairperson: Vice-President (Research and Development)

Members: Six academics, one from each Faculty/School Library Sub-committee
One staff representative from the School of Continuing Education
One staff representative from the Academy of Visual Arts
Chairperson, Academic Development Committee *(ex officio)*
Director of the Office of Information Technology or designate
Two student members of the Senate

Secretary: University Librarian

Terms of Reference

(a) To discuss questions and issues related to Library policies and services.
(b) To advise the Academic Development Committee on resources required for existing activities and proposed developments in the Library.
(c) To serve as a liaison between the faculty, the student body and the Library.
(d) To recommend to the Academic Development Committee guidelines for determining the annual Library budget allotment.
(e) To decide on the annual Library budget allocations to the Faculties/Schools in accordance with the guidelines approved by the Academic Development Committee.

HONG KONG BAPTIST UNIVERSITY

QUALITY ASSURANCE COMMITTEE

Membership

Chairperson:	Vice-President (Academic)
Members:	Six members of the Senate, one from each Faculty/School (except the School of Continuing Education) One senior academic from the School of Continuing Education Chairperson, General Education Committee *(ex officio)* Chairperson, Undergraduate Regulations Committee *(ex officio)* Chairperson, Taught Postgraduate Regulations Committee *(ex officio)* Chairperson, QAC Sub-committee on Self-financed Sub-Degree Programmes *(ex officio)* Academic Registrar Director, Centre for Holistic Teaching and Learning Two students co-opted from Faculties/Schools
Secretary:	Senior Assistant/Assistant Academic Registrar

Terms of Reference

(a) To develop and review guidelines for (i) designing and introducing new programmes; (ii) external review of programmes; (iii) revising major areas of existing programmes; and (iv) any other issues affecting the curriculum.

(b) To develop, implement, and maintain policies and procedures which ensure international standards are applied to the review of all academic programmes.

(c) To keep under review and make recommendations concerning academic quality assurance to the Senate, its committees and the other academic units, as appropriate.

(d) To work closely with Faculties/Schools, departments/programmes, to ensure ownership and smooth implementation of the quality assurance processes throughout the University.

(e) To develop, disseminate and monitor guidelines in the areas of professional ethics for the University community.

(f) To consider the submissions pertaining to new programme accreditation from Faculties/Schools, AVA and UIC for recommendation to the Senate.

(g) To deliberate on the submissions from the Faculty/School Boards and the Visual Arts Academy Board regarding the progress of their follow-up actions pursuant to the Academic Consultation Panel (ACP) Visits and/or Mid-Cycle Reviews, as appropriate, for recommendation to the Senate.

(h) To report to Senate on academic standards which includes all aspects of academic quality monitoring.

AVA Academy of Visual Arts

UIC Beijing Normal University–Hong Kong Baptist University United International College (UIC)

HONG KONG BAPTIST UNIVERSITY

QUALITY ASSURANCE SUB-COMMITTEE ON SELF-FINANCED SUB-DEGREE (SFSD) PROGRAMMES

Membership

Chairperson:	A senior academic
Members:	Three co-opted members who are Deans/Heads (or his/her designate) of Faculties/Schools/Academy offering SFSD programmes Two members of QAC (elected by QAC or appointed by the Chairperson) Up to two senior academics (elected by QAC or appointed by the Chairperson) Academic Registrar Chairperson, Quality Assurance Committee *(ex officio)*
Secretary:	QAC Secretary

Terms of Reference

(a) To develop and review guidelines for the quality assurance of SFSD programmes.
(b) To coordinate with the offering Units on determining the level and standard of SFSD programmes for placement on the Qualifications Framework (QF) with a view to ensuring consistency within the University.
(c) To monitor the progress of the follow-up actions undertaken by the offering Units in response to the JQRC's recommendations, including *inter alia*, the preparation of the Interim Report or any other submission to JQRC.
(d) To consider the submission pertaining to new programme accreditation from the offering Units for recommendation to the Senate *via* QAC.
(e) To make recommendations to the Senate via the Quality Assurance Committee (QAC) on policies for admission of sub-degree (associate degree and higher diploma) students as well as changes in the admission requirements.
(f) To provide a summary report of its business and resolutions to QAC on a regular basis and consult the latter regarding issues with policy implications.

JQRC Joint Quality Review Committee

HONG KONG BAPTIST UNIVERSITY

GENERAL EDUCATION COMMITTEE

Membership

Chairperson: A senior academic

Members: Representatives from each Faculty/School and Academy of Visual Arts nominated by the Dean and Director of Academy of Visual Arts
Head of the Language Centre
Co-opted members from the Departments of Religion and Philosophy, Computer Science, and Physical Education (if the Faculty/School representatives do not come from these three departments)
Academic Registrar
Director of Centre for Holistic Teaching and Learning
Director of Student Affairs
University Librarian or designate
Director of Information Technology
Chairperson, Quality Assurance Committee *(ex officio)*
Two student members of the Senate

Secretary: Director of General Education

Terms of Reference

(a) To promote Whole Person Education through the development and maintenance of the General Education (GE)/Complementary Studies (CS) Programmes within the University.
(b) To develop policies and practices for implementing and monitoring the GE/CS Programmes. As appropriate, to submit proposals for the introduction and revision of policies and procedures to the Senate for approval *via* QAC.
(c) To review periodically the courses under the Core and Distribution categories, to make recommendations for changes in the content or teaching/assessment strategy, and to approve the addition and deletion of courses within the University prescribed requirements for the GE/CS Programmes.
(d) To oversee the pilot-run of GE courses within the existing CS programme.
(e) To oversee the subject on University Life concerning its content and to be responsible for the arrangements needed for its annual offering.

(f) To liaise with programmes, departments and Faculties/Schools concerning the GE/CS requirements and the course/teaching provisions from various academic units within the University.

(g) To keep under review resource needs of all kinds across the University that are needed to ensure proper implementation of the GE/CS Programmes.

(h) To assist with the coordination and liaison of logistics arrangements needed for General Education/Complementary Studies teaching.

(i) To take up such other relevant issues as may be referred to the Committee by QAC, Senate or the University academic leadership.

HONG KONG BAPTIST UNIVERSITY

UNDERGRADUATE ADMISSIONS COMMITTEE

Membership

Chairperson:	Academic Registrar
Members:	Seven academics, one from each Faculty/School (except the School of Continuing Education) and the Academy of Visual Arts, at least three of whom should be Senate members One student member of the Senate Chairperson, Quality Assurance Committee (*ex officio*)
Secretary:	Senior Assistant/Assistant Academic Registrar

Terms of Reference

(a) To make recommendations on policies for admission of undergraduate students.
(b) To recommend procedures for admission appropriate to the mission of the University.
(c) To set policies for admission of special/overseas students.
(d) To review admission procedures, in the admission of all categories of students.
(e) To develop and monitor guidelines in the area of admission for the physically disadvantaged.

HONG KONG BAPTIST UNIVERSITY

UNDERGRADUATE REGULATIONS COMMITTEE

Membership

Chairperson:	A senior academic (who is also a Quality Assurance Committee member)
Members:	Seven representatives, one from each Faculty/School, at least three of whom should be Senate members Chairperson, Quality Assurance Committee (*ex officio*) Academic Registrar Two student members of the Senate
Secretary:	Senior Assistant/Assistant Academic Registrar

Terms of Reference

(a) To oversee and monitor existing undergraduate programme regulations and procedures.

(b) To develop, for the approval of the Senate *via* the Quality Assurance Committee, policies on the conduct of examinations, assessment and evaluation.

(c) To advise on the establishment and maintenance of appeal procedures appropriate to the undergraduate programmes of the University.

(d) To review and make recommendations to the Senate *via* the Quality Assurance Committee the list of students who have completed the various undergraduate programmes of the University for the receipt of appropriate awards, as well as to make recommendations concerning those students who should have completed but lack certain of the specified requirements of their programmes.

(e) To review such other academic regulations/procedures/activities as requested by the Senate or other bodies.

HONG KONG BAPTIST UNIVERSITY

TAUGHT POSTGRADUATE REGULATIONS COMMITTEE

Membership

Chairperson:	Executive Associate Dean of Graduate School
Members:	Vice-President (Research and Development) *(ex officio)* Chairperson, Quality Assurance Committee *(ex officio)* Academic Registrar Dean or designate from each Faculty/School Director of Centre for Holistic Teaching and Learning Associate Dean of Graduate School One student member of the Senate
Secretary:	Senior Assistant/Assistant Academic Registrar

Terms of Reference

(a) To formulate policies and guidelines concerning taught postgraduate studies.
(b) To formulate regulations and procedures governing taught postgraduate studies and the award of Master's degrees.
(c) To monitor the quality of teaching and learning of taught postgraduate programmes across the University.
(d) To develop strategies for the recruitment of taught postgraduate students.
(e) To review the annual intake numbers of taught postgraduate programmes.
(f) To make recommendations to the Senate *via* the Quality Assurance Committee on policies for admission of taught postgraduate students as well as changes in the admission requirements.
(g) To review the annual report on taught postgraduate studies of the University prepared by the Graduate School for submission to the Quality Assurance Committee.

HONG KONG BAPTIST UNIVERSITY

TEACHING AND LEARNING POLICY COMMITTEE

Membership

Chairperson:	Vice-President (Academic)
Members:	Eight representatives, one from each Faculty/School (including the School of Continuing Education) and the Academy of Visual Arts nominated by the Deans or the Director of Academy of Visual Arts Director of Graduate School Director of Student Affairs Director of International Office Academic Registrar Up to four academic staff nominated by the Chairperson Up to two student members of the Senate
Secretary:	Director of Centre for Holistic Teaching and Learning

Terms of Reference

(a) To enhance and to maintain general oversight of teaching and learning at the University.

(b) To develop, monitor, and review all university-wide policies and procedures on teaching and learning, including (*inter alia*) policies and procedures regarding student assessment, staff appraisal and instructional development, and dissemination of good practice.

(c) To maintain a mutual reporting and consulting relationship with the other Senate committees on matters of policy review and implementation pertaining to teaching and learning.

(d) To set policies and monitor the progress of university-wide initiatives that enhance teaching and learning, including but not limited to outcome-based approach in teaching and learning (OBTL), teaching development, and e-Learning at the University.

(e) To assess the quality of student learning through co-curricular activities.

(f) To submit recommendations and reports to the Senate on all of the above areas, as appropriate.

HONG KONG BAPTIST UNIVERSITY

OUTCOMES-BASED TEACHING AND LEARNING TASK FORCE

Membership

Chairperson:	Director, Centre for Holistic Teaching and Learning
Members:	One member from each Faculty/School (including the School of Continuing Education) and the Academy of Visual Arts Vice-President (Academic) (*ex officio*) Associate Vice-President (Quality Assurance) (*ex officio*) Academic Registrar or Designate (*ex officio*) University Librarian or Designate (*ex officio*) Representatives on UGC Institutional Task Force on OBA (*ex officio*)
Secretary:	Senior Teaching and Learning Officer, Centre for Holistic Teaching and Learning

Terms of Reference

(a) To discuss policies, initiatives and issues regarding Outcomes-based Teaching and Learning (OBTL) and make recommendations to the Teaching and Learning Policy Committee (TLPC);

(b) To oversee the University-wide implementation of OBTL initiatives, and report on its progress to TLPC;

(c) To promote awareness and understanding of OBTL throughout the University, by organising talks, symposiums, workshops and consultations;

(d) To assist the implementation of OBTL by helping individual colleagues and departments adopt OBTL principles in their teaching practices;

(e) To assess the effectiveness of the implementation of OBTL at the University as a whole and recommend appropriate measures where necessary.

HONG KONG BAPTIST UNIVERSITY

e-LEARNING COMMITTEE

Membership

Chairperson:	A senior academic
Members:	One member from each Faculty/School (including the School of Continuing Education) and the Academy of Visual Arts Other two members co-opted by the Committee Vice-President (Academic) (*ex officio*) Director, Centre for Holistic Teaching and Learning (*ex officio*) Academic Registrar (*ex officio*) Director, Office of Information Technology (*ex officio*) University Librarian (*ex officio*)
Secretary:	Assistant to Vice-President (Research and Development) (as assigned)

Terms of Reference

(a) To review on a regular basis the e-Learning Strategy;
(b) To monitor the implementation and progress of the e-Learning Strategy;
(c) To conduct periodic appraisal on the effectiveness of e-learning, and recommend new strategies for e-learning.

HONG KONG BAPTIST UNIVERSITY

TEACHING DEVELOPMENT GRANT PANEL

Membership

Chairperson:	A senior academic
Members:	One member from each Faculty/School (except the School of Continuing Education) and the Academy of Visual Arts Vice-President (Academic) (*ex officio*) Director, Centre for Holistic Teaching and Learning (*ex officio*)
Secretary:	Teaching and Learning Officer, Centre for Holistic Teaching and Learning

Terms of Reference

(a) To encourage teaching staff to adopt innovative approaches to teaching and to improve the quality of the learning environment;

(b) To promote the enhancement of teaching and learning appropriate to the goals of the University;

(c) To encourage teaching staff to disseminate good practice by means of publishing them in forms of book or journal, as well as organizing seminars and conferences;

(d) To formulate necessary guidelines on matters related to the management and processing of TDG applications;

(e) To consider TDG applications and determine their appropriateness in receiving funding on the basis of their relevance in enhancing teaching and learning;

(f) To monitor the grant recipients for their compliance to the guidelines regarding their proposal submissions, duration of project completion, and their submission of final reports.

HONG KONG BAPTIST UNIVERSITY

RESEARCH COMMITTEE

Membership

Chairperson: Vice-President (Research and Development)

Members: Executive Associate Dean of Graduate School
Chairperson, Committee on the Use of Human and Animal Subjects in Teaching and Research (*ex officio*)
Up to four Deans*
Up to four Senate members nominated by the Deans/Director whose Faculties/Schools/Academy are not represented in the Committee*
Co-opted members

* Each for a term of two academic years

Secretary: Senior Assistant/Assistant Academic Registrar

Terms of Reference

(a) To promote research activities appropriate to the goals of the University and the expertise of staff, while remaining vigilant to the research areas that concur with the wider interests of the Hong Kong community.

(b) To encourage academic staff to undertake research work relevant to their fields of expertise and the academic profiles of the departments concerned.

(c) To encourage, among academic staff, the development of inter-departmental, inter-disciplinary and inter-institutional research activities and to provide necessary guidelines for the conduct of these activities.

(d) To encourage academic staff to disseminate their research findings by means of publishing them in refereed journals and in monograph or book form, as well as presenting them at appropriate conferences and seminars.

(e) To formulate and implement policies, and provide procedural guidelines on matters related to the management and processing of research grant applications.

(f) To consider research grant applications and determine their appropriateness in receiving funding on the basis of their academic merit and their relevance in enhancing the academic profile of the departments concerned and the standing of the University.

(g) To monitor the implementation of policies on research grants as well as to ensure adherence to guidelines established for the management of such grants.

(h) To provide advice and policy recommendations on the budget requirements and expenditures for the organization of conferences sponsored by the University or units within the University.

(i) To formulate policies, monitor their implementation and provide guidelines for staff participating in consultancy activities.

HONG KONG BAPTIST UNIVERSITY

RESEARCH POSTGRADUATE STUDIES COMMITTEE

Membership

Chairperson: Executive Associate Dean of Graduate School

Members: Vice-President (Research and Development) (*ex officio)*
Chairperson, Research Committee *(ex officio)*
Academic Registrar
Director of Centre for Holistic Teaching and Learning
Dean or designate from each Faculty/School
Associate Dean of Graduate School
One student member of the Senate

Secretary: Senior Assistant/Assistant Academic Registrar

Terms of Reference

(a) To formulate policies and guidelines concerning research postgraduate studies.
(b) To formulate regulations and procedures governing research postgraduate studies and the award of MPhil and PhD.
(c) To determine the distribution of research postgraduate places and the allocation of studentships.
(d) To monitor the quality of teaching and learning of research postgraduate programmes across the University.
(e) To develop strategies for the recruitment of research postgraduate students.
(f) To make recommendations to the Senate *via* the Research Committee on policies for admission of research postgraduate students as well as changes in the admission requirements.
(g) To review the annual report on research postgraduate studies of the University prepared by the Graduate School for submission to the Research Committee.

HONG KONG BAPTIST UNIVERSITY

COMMITTEE ON THE USE OF HUMAN AND ANIMAL SUBJECTS IN TEACHING AND RESEARCH

Membership

Chairperson:	A senior academic
Members:	Chairperson, Research Committee (*ex officio*) Director of Centre for Applied Ethics An experimental psychologist/social scientist with experience in applied social research One academic in the field of biomedical science or biochemistry Three members from among Faculties/Schools/Academy (except the School of Continuing Education) not already represented by the above three One member from the School of Continuing Education Head of the Environmental Health and Safety Unit of the Estates Office Other persons co-opted by the Committee as necessary
Secretary:	Senior Assistant/Assistant Academic Registrar

Terms of Reference

(a) To advise the Senate on all matters of ethics and safety policy concerning the maintenance and use of animals in teaching and research. (In these Terms of Reference 'animal' is defined as any live non-human vertebrate.)

(b) To advise the Senate on all matters of policy with regard to the ethics and safety concerns in the use of human subjects in experiments and research.

(c) After examination, to reject, approve or approve with conditions, on grounds of ethics and safety, experimental research proposals which involve the use of animals or human subjects prior to their submission to funding agencies.

(d) To consider complaints and appeals concerning issues/actions related to the use of animals or human subjects in teaching and research.

(e) To keep under review such guidelines on ethical requirements in experiments and research as are approved by the Senate.

HONG KONG BAPTIST UNIVERSITY

STUDENT AFFAIRS COMMITTEE

Membership

Chairperson:	Vice-President (Academic)
Members:	Five academics, at least two of whom should be Senate members Academic Registrar or his designate Chaplain or his designate One Resident Master Two student members of the Senate Two other student representatives, one from academic societies and one from interest clubs
Secretary:	Director of Student Affairs

Terms of Reference

(a) To make recommendations to the Senate on policies and regulations relating to student organizations, activities, amenities, services and Hall life.

(b) To promote co-curricular and other activities which create an environment conducive to the Whole Person Education philosophy of the University.

(c) To receive reports from the Office of Student Affairs on the approval of new student organizations.

(d) To appoint, when required, panels to deal with disciplinary matters in accordance with guidelines approved by the Senate, and to report the panels' decisions to the Senate.

(e) To receive reports on matters related to scholarships, bursaries, and loans.

HONG KONG BAPTIST UNIVERSITY

UNDERGRADUATE SCHOLARSHIP COMMITTEE

Membership

Chairperson:	A senior academic
Members:	Vice-President (Research and Development) One Dean Four Senate members Director of Student Affairs Academic Registrar Chairperson, Student Affairs Committee *(ex officio)* One student member of the Senate
Secretary:	Associate Director of Student Affairs

Terms of Reference

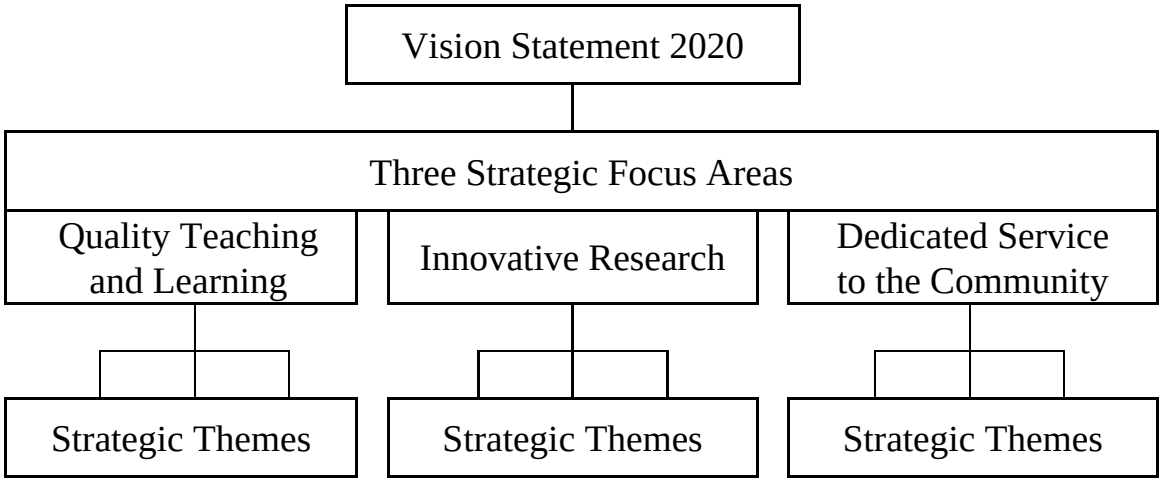
(a) To formulate general policies on the utilisation of scholarships to encourage and reward students' achievement of academic excellence as well as whole person development.

(b) To formulate general policies and procedures governing the administration of awards and the selection of recipients.

(c) To advise the Senate *via* the Student Affairs Committee and/or senior management on the need to set up new scholarships for specific purposes.

HONG KONG BAPTIST UNIVERSITY

Vision 2020: Strategic Themes and Actions



By the year 2020, the University will be the best regional provider of whole person education inspired by:-

- Quality teaching and learning;
- Innovative research; and
- Dedicated service to the community.

Quality Teaching and Learning

- We will produce graduates who:-

  - have up-to-date, in-depth knowledge of an academic specialty, as well as a broad range of cultural and general knowledge (KNOWLEDGE);
  - are able to think critically and creatively (THINKING);
  - are independent, lifelong learners with an open mind and an inquiring spirit (LEARNING);
  - have trilingual and biliterate competence in English and Chinese, and the ability to articulate ideas clearly and coherently (COMMUNICATION);
  - have the necessary information literacy and IT skills, as well as numerical and problem-solving skills, to function effectively in work and everyday life (SKILLS);
  - are responsible citizens with an international outlook and a sense of ethics and civility (CITIZENSHIP); and

- are ready to serve, lead and work in a team, and to pursue a healthy lifestyle (TEAMWORK)

(a) Strategic Theme No. 1 – Enhancement of quality assurance for teaching and learning

Intended Outcome(s)	Key Performance Indicator(s)
• Continuous improvement in curriculum quality • Quality assurance mechanism enhanced for linking objectives and outcomes in teaching and learning • Committee structure for quality assurance and curriculum monitoring and review processes enhanced • Improvement of teaching quality through staff development	• Update and enhancement of curriculum • Participation rates in teaching evaluation (TE) and the TE scores • Improved committee structure for quality assurance • Improved set of curriculum monitoring and review processes • Teaching staff development activities undertaken in accordance with staff appraisals • QAC results

(b) Strategic Theme No. 2 – Provision of best added value to HKBU students through excellent teaching and learning environment

Intended Outcome(s)	Key Performance Indicator(s)
• High student satisfaction in learning • Improved proficiencies of English and Putonghua of HKBU students • Improved employability of HKBU students • Student learning outcomes measured	• Student satisfaction survey results • Comparison of entry and exit IELTS and COPA scores • Graduate employment survey results • A set of effective measures on student learning outcomes

(c) Strategic Theme No. 3 – Improvement in attractiveness and agility of HKBU programmes for recruitment of high quality students

Intended Outcome(s)	Key Performance Indicator(s)
• Increased intake of high quality students	• Number of applications for HKBU programmes • Overall average admission scores • Percentage of Band A applications to total applications • Relativity of admission scores of individual programmes to other sister institutions

Innovative Research

We will conduct research that:-

- is at the forefront of selected fields;
- is internationally competitive;
- has significant impact on society;
- is supportive of teaching and learning; and
- encourages interdisciplinary collaboration.

(a) Strategic Theme No. 4 – Promotion of research culture which sharpens research performances

Intended Outcome(s)	Key Performance Indicator(s)
• Each academic staff is an effective researcher who submits research proposals on a regular and ongoing basis • Staff who are good at teaching and service but do little research are encouraged to develop their career on teaching/professional track • Good teachers on teaching/ professional track are well recognised	• Competitive research grant results • Research Assessment Exercise (RAE) results • Number and impact of refereed (or similar) publications • Number of HKBU staff on teaching/professional track recognised for excellence in teaching

(b) Strategic Theme No. 5 – Establishment of a critical mass of research talents

Intended Outcome(s)	Key Performance Indicator(s)
• A group of world renowned researchers recruited • 20-60 Research Assistant/ Associate Professors recruited • Research centres and institutes are reviewed and revitalised as appropriate	• Competitive research grant results and number of shortlisted Area of Excellence projects • RAE results • Number and impact of refereed (or similar) publications • Media exposure of HKBU research outcomes • Number of active research institutes and centres

(c) Strategic Theme No. 6 – Promotion of interdisciplinary research and theme-based research

Intended Outcome(s)	Key Performance Indicator(s)
• Institute of Creativity established as a high-power think tank to inspire the University community • Institute of Interdisciplinary Studies established to promote interdisciplinary research • Research themes that HKBU has its niche identified, which include areas related to:- ◆ Health ◆ Environment ◆ Contemporary China issues ◆ Cross-cultural studies	• Number, scale and impact of groundbreaking researches • Number, scale and impact of researches performed on interdisciplinary basis • Number, scale and impact of theme-based researches performed • Competitive research grant results • RAE results • Media exposure of HKBU research outcomes

Dedicated Service to the Community

- We will provide service that meets community needs, in particular service that:-

  - facilitates knowledge transfer to diverse sectors of society;
  - enhances the well being of society; and
  - promotes sustainable growth.

(a) Strategic Theme No. 7 – Proactive contribution to community through knowledge transfer

Intended Outcome(s)	Key Performance Indicator(s)
• Improvement in health services to the community • Significant projects, in particular on the arts and cultural areas, undertaken to collaborate with Government or other major stakeholders	• Establishment of a first-rate Chinese medicine teaching hospital • Number, scale and impact of community projects undertaken

(b) Strategic Theme No. 8 – Identification of community needs for matching with HKBU strengths to increase contribution to the community

Intended Outcome(s)	Key Performance Indicator(s)
• Increased influence in the community	• Media exposure of HKBU and its staff • Number of high-level committees served • Number of significant consultancies provided to the community • Number of students serving the community through internship and job placement • Number of trainers trained

Annex 5

HONG KONG BAPTIST UNIVERSITY

Personnel Office

Memorandum

To: Deans and Heads of Departments/Offices
Directors of Centres/Institutes/Units

Date: 28 February 2011

From: Karen Chan
Director of Personnel

Ref: DP/P11/B16/08(M)

Personnel Office Circular No. 4/2011 —
Performance-based Reward System for Academic/Teaching Staff:
Enhancing the Performance Management Process

Arising from the Quality Assurance Council (QAC) Audit and an "internal audit exercise" conducted by the University's Internal Audit Office, the Staff Affairs Committee (SAC) has considered and recommended a number of measures to enhance the Performance Management Process of Academic/Teaching Staff in May 2010. Since the recommendations would have an impact on the current practices of Deans/Heads and academic/teaching staff, all the Deans were consulted in the first instance in June 2010, and then Heads of Departments/Divisions and all academic/teaching staff in the months of September to November 2010. The opportunity has also been taken to solicit feedback on the other areas of the Performance Management Process.

2. On the basis of the positive feedback collected from Deans/Heads and academic/teaching colleagues on the recommended enhancement measures, the SAC has, at its recent meeting held in January 2011, approved all the enhancement measures for implementation with effect from 1 September 2011. At the same time, to address staff concerns expressed during the consultation process, the SAC also advised that there is the need to strengthen the role of Heads of Departments as "academic leaders" and provide them with better support in conducting the "annual review", with appropriate feedback to colleagues on their performance and development needs.

3. To recap for colleagues' easy reference, I enclose herewith an extract of the QAC Report at Attachment 1; and set out below the six "enhancement measures" approved by the SAC for implementation with effect from 1 September 2011:

(a) To implement QAC Recommendation 5, all Faculties/Schools will henceforth ensure that all academic/teaching staff will go through an "annual review" which essentially comprises the two steps of: (i) submitting an Annual Activity Report (AAR) with the Head of Department; and (ii) meeting with their Heads of Departments on an annual basis.

(b) To build a stronger link between "annual review" and the "University's performance expectations" and "identification of staff development needs", the suggested format of the Annual Activity Report will be revised to include the following sections: (i) Head's comments on whether the staff has met the Department's performance expectations; (ii) Staff will indicate development activities undertaken during the year and whether these activities have fulfilled last year's professional development plans, if any; and (iii) Head will also identify staff development needs, and if appropriate, agree on development plan for the next year with the staff concerned. A suggested format is given in Attachment 2.

(c) To ensure appropriate follow-up actions, all Heads of Departments/Divisions will henceforth report the result of the "annual review" process to the Dean and discuss follow-up actions; and the Deans will report the result of the "annual review" process of the entire Faculty/School, to the Vice-President (Academic) (or in the case of the SCE, to the President & Vice-Chancellor), and discuss follow-up actions.

…../2

(d) To ensure appropriate follow-up actions for substantiated staff who have received a performance rating of "Threshold in any two of the three areas of Teaching, Scholarly Work and Service"; or "Unacceptable in any one of the three areas" in the Triennial Formal Feedback Exercise conducted by the Faculty/School Review Panels, the Dean will report these cases to the Vice-President (Academic) and it should be specified that these cases will be brought up for review again in the next year.

(e) The Personnel Office will assist the Vice-President (Academic) and the Deans in devising plans for appropriate follow-up actions of the "annual review" process and the Triennial Formal Feedback Exercise, including but not limited to channeling relevant development needs to the Centre for Holistic Teaching and Learning (CHTL) for the design of relevant and appropriate courses to enhance the teaching quality of academic/teaching staff.

(f) To build a stronger link between salary adjustment and performance, all Faculties/Schools will provide performance ratings for staff who are recommended for salary adjustment.

4. In response to staff concerns raised during the consultation process, the SAC has also advised that there is the need to adopt some corresponding measures to facilitate smooth implementation. While the following suggestions/advice are intended to address the major concerns expressed, the Personnel Office will continue to work with all Deans/Heads and all academic/teaching colleagues on the other concerns, which are now summarized in Attachment 3.

(a) On the workload involved in conducting the "annual review" and "annual consultative meeting" with all staff colleagues in the Department, SAC advised that Heads of large Departments could consider, in consultation with the Deans concerned, ***appropriate delegation of responsibility*** to some senior academic colleagues within the Department, and/or members of the Departmental Panel, with the Annual Activity Report countersigned by the Head of Department.

(b) On the concern of some Heads of Departments in providing feedback to colleagues on their performance and staff development needs, SAC advised that there is the need to ***strengthen the role of Heads of Departments as "academic leaders"*** who are expected to ensure quality in the offering of academic programmes as well as teaching and research quality in the Department, and to provide better support to them in acquiring the skills needed to conduct the "annual review meetings" with academic/teaching colleagues, through appropriate sharing sessions/forums/development workshops, etc. on a regular and annual basis.

(c) On a better link between "annual review" and "staff development needs", ***CHTL will be invited to devise a framework for the provision of different courses in teaching and learning to academic/teaching staff at different stages of their career development***, to facilitate both Heads of Departments and the colleagues to identify appropriate development courses for themselves.

(d) To facilitate the annual reporting process, there is the need for the Personnel Office to provide ***a standard template***, to enable Deans/Heads to complete the process with ease.

5. The Personnel Office is now in the process of revising the relevant sections of the Performance-based Reward System Manual for Academic/Teaching Staff to incorporate the changes and provide better guidance to the entire Performance Management Process. In the meantime, I would appreciate it very much if you could assist in circulating this Personnel Office Circular to all academic/teaching colleagues in your Faculty/School/Academy for their information. Should you have any questions on the above, please feel free to contact colleagues in the Personnel Office who serve your Faculty/School/Academy. Thank you very much for your support in advance.

Karen Chan
Personnel Office

Encs.
c.c. President & Vice-Chancellor
Vice-Presidents and Associate Vice-Presidents
All Staff (via e-announcement)

Attachment 1

Extracted from the Quality Audit Report of HKBU issued by the Quality Assurance Council in September 2009

Staff Induction, Development and Performance Management (p. 21)

11.5 Performance Management through a performance-based reward system has been in place for a decade and is underpinned by a series of personnel policy documents and guidelines. Academic/teaching staff are required to document their teaching performance in an Annual Activity Report. This should then be discussed with the Head of Department, who should provide feedback on continuous professional development. Although this formal review takes place annually across the University, discussion of an individual's Annual Activity Report does not appear to be effectively linked to the University's expectations of staff performance nor to identifying their development needs.

11.6 Policies and guidance exist for the annual promotions exercise, and staff appear to be clear about the criteria for promotion and the importance placed on good teaching performance. Policies and procedures also exist for the evaluation of staff's performance (including the use of TE results for academic/teaching staff) in connection with performance reviews, contract renewals, salary increments and substantiation of appointment. The Vice-Presidents are formally appraised every 1.5 years, and there is a formal major comprehensive and extensive review for the three-year contract renewal. Deans and Heads of Department are evaluated formally each year.

Recommendation 5:

The QAC recommends that all academic and teaching staff be formally appraised annually in accordance with HKBU's personnel policy guidelines and procedures; and that the University's expectations of performance be linked effectively with the identification of staff development needs.

Attachment 2

A Suggested Format

HONG KONG BAPTIST UNIVERSITY
Faculty/School of _____

Strictly Confidential	**PERS/AAP/F1**

Annual Activity Report for Academic/Teaching Staff

(for the Year _____ to _____)

The purpose of the Annual Activity Report is to help colleagues document their performance evidences in a systematic manner on a regular basis, self-reflect on performance and plan for future improvements/development. Please refer to Guidance Notes on the Preparation of the Annual Activity Report, pp. 65 – 69 (Annex III of the Manual on New Pay and Reward Structure – Performance-based Reward System for Academic/Teaching Staff).

PART I: Personal Particulars of Staff

Name: _____ Department/ Division: _____

Post Title: _____ Date of Appointment to Present Post: _____

PART II: Record of Performance (to be completed by staff)

A. What is your contribution to teaching in the past year and do you have any future plans to improve teaching?

B. For Academic Staff: What is your contribution to scholarly/creative/professional work in terms of output in the past year and do you have any future plans to improve output in this area? OR

For Teaching Staff: Have you participated in any scholarly/creative/professional activities in the past year and do you have any future plans to improve participation in these activities to keep abreast of latest development in your field?

C. Have you made a contribution to service to Department/Faculty/University/Profession/Community in the past year and do you have any future plans to contribute more in this area?

D. Have you undertaken any development activities in the year, and whether these activities have helped you in your work performance and fulfilled last year's plans?

…./2

PART III: Comments/Feedback (to be completed by the Head of Department/Departmental Panel)

A. Please give your advice on whether the staff concerned has met the Department's performance expectations in teaching, scholarly/creative/professional work/activities, and service:

B. Please give your advice on how the staff concerned can enhance his/her performance and develop himself/herself better in teaching/scholarly work/service:

C. Annual review meeting was held on _____ (dd/mm/yy)

During the meeting, the following were discussed and if there is any development plan discussed and agreed upon, please specify here for next year's reference:

PART IV: Staff's Response to the Head/Departmental Panel's Comments, if any

Noted and signed by:

_____	_____
Staff Member	Head of Department
(Name in block:)	(Name in block:)
_____	_____
Date	Date

<u>Note</u>: In the event that the staff member concerned is a Head of Department/Dean, the form should be signed by the relevant Dean/Vice-President (Academic).

KC/DK/LH
2/3/2011

Attachment 3

HONG KONG BAPTIST UNIVERSITY

Performance Management Process of Academic/Teaching Staff under the New Pay and Reward Structure

Summary of Feedback from Deans/Heads and Academic/Teaching Staff

The summary contains feedback collected from the Deans' Briefing held on 17 June 2010, consultation visits to various Faculties/Schools during the months of October and November 2010 and written comments from respective Faculties/Schools.

Recommendation 1 - To implement QAC Recommendation 5 that all academic/teaching staff be formally appraised annually in accordance with HKBU's personnel policy guidelines and procedures, Faculties/Schools will henceforth require all academic/teaching staff to go through an "annual review", which essentially comprises the two steps of: (i) submitting an AAR with the Head of Department; and (ii) meeting with their Heads of Departments on an annual basis.

Major Points of Staff Feedback:

- Academic/teaching colleagues are in general aware that the key features of the current performance management process have already been put in place since 1999. They understand the need to enhance the performance management process in order to implement the recommendations of QAC.
- It was already the general practice of academic/teaching colleagues to submit an AAR and most Heads of Departments would also meet with their contract staff to provide feedback on performance on an annual basis or on a need basis.
- Colleagues found face-to-face meetings between the Head and staff very useful and constructive as it provided a formal channel to communicate and offer timely feedback and encouragement.
- Some colleagues suggested that it should be more explicitly stated that all Heads of Departments should file their AAR with Deans and meet with Deans annually; while Deans should file their AAR with the VPA and meet with the VPA annually.
- Some Department Heads expressed the views that more time would have to be spent on meeting with colleagues annually and on advising areas for improvement which would significantly increase their workload.
- It was commented that the emphasis on the appraisal or review side was not consistent with the terms and the spirit of AAR. Some colleagues wondered if it would turn out to be a managerial monitoring measure rather than a demonstration of support extended to academic/teaching staff.

Recommendation 2 - To build a stronger link between "annual review" and the "University's performance expectations" and "identification of staff development needs", the suggested format of the Annual Activity Report will be revised to include the following sections:

- ***Head's comments on whether the staff has met the Department's performance expectations;***
- ***Staff will indicate development activities undertaken during the year and whether these activities have fulfilled last year's professional development plans, if any;***
- ***Head will also identify staff development needs, and if appropriate, agree on development plan for the next year with the staff concerned.***

Major Points of Staff Feedback:

- Colleagues hoped that the University could provide more resources and support in staff development, particularly in the areas of teaching and research. Without adequate support,

colleagues were worried that the development burden would be placed on the staff in realizing the development plan.

- Colleagues considered it important to indicate whether the development need is for personal development or for remedial action.
- Colleagues would like to know what kind of development activities would be counted as professional development, for instance, whether language courses and conference attendance would be considered as professional development.
- Some colleagues would like to know the possible consequences if they were not able to fulfill the agreed development plans and they were worried that their Heads of Departments might not accept their reasons for not being able to fulfill the development plans.
- Some Heads of Departments expressed difficulties in writing down explicitly the areas for improvement/development for staff as they considered themselves more or less equal with their colleagues.
- There was also the concern that the requirement of suggesting areas for improvement/development would create tension between Heads of Departments and colleagues because colleagues may perceive suggested areas for improvement/development as negative feedback on their performance.

Specific Comments on the Format of the AAR:

- As most Faculties/Schools had already adopted the suggestion of forming Departmental Panels to assist in the performance management process, it was suggested that "Departmental Panel" be added, where appropriate, after Heads of Department in relevant sections of the PBRS Manual and the Sample Form of the AAR.
- In connection with the suggested addition of incorporating "staff development plans" in the Feedback Column of the Sample Form of the AAR, it was suggested that the wording be appropriately modified to allow for some flexibility in reaching an agreement with the staff concerned.
- Colleagues welcomed the new addition of Part IV on the AAR which allowed staff to respond to the Head's comments. On the other hand, it was opined that there was no guarantee colleagues' comments on the AAR would be looked at. There was suggestion to make it mandatory for the Dean or VPA to respond to colleagues' comments.
- One Faculty suggested to remove from the suggested AAR form:
  - Part IID "Development activities undertaken in the year, and whether these activities have fulfilled last year's agreed plans, if appropriate"
  - Part IIIA "Please comment on whether the staff concerned has met the Department's performance expectations in teaching, scholarly/creative/professional work/activities, and service"
  - Part IIIB "Please identify areas for improvement and any development needs of the staff concerned"

Recommendation 3 - To ensure that appropriate follow-up actions will take place for cases where staff do not perform up to expectations and/or where staff's development needs have been identified in the "annual review" process, the Head of Department will henceforth report the result of the "annual review" process to the Dean and discuss follow-up actions; and the Dean will report the result of the "annual review" process of the entire Faculty/School to the Vice-President (Academic) (or in the case of the SCE, to the President & Vice-Chancellor), and discuss follow-up actions.

Major Points of Staff Feedback:

- Colleagues would like to know how the annual review results would be reported to the Deans and VPA. It was suggested that the report format would be in the form of a summary table, simple and use-friendly for Heads/Deans to fill in.

- One Faculty suggested that for cases where staff members did not perform up to expectations, advice for follow-up actions could take place at the Faculty Review Panel and only staff development needs which require action at the University level will be reported to the VPA with no reporting of individual cases.
- One Head of Department considered this the most difficult recommendation as most of the supervisors would not want to be the "bad guy" to report to the Dean that a certain colleague did not meet performance expectations. Sometimes, a staff was weak in one area but was satisfactory in other areas. If the Head concluded that the colleague under review did not meet the performance expectations, the colleague would defend his or her positions by all means. This would create arguments with staff.
- For best practices in performance management, colleagues with trouble should be given verbal/written warning in advance before the annual review is due.

Recommendation 4 - To ensure that appropriate follow-up actions will take place for cases where substantiated staff have received a performance rating of "Threshold in both Teaching and Scholarly Work" or "Unacceptable/Below Standard in either Teaching or Scholarly Work" in the Triennial Formal Feedback Exercise conducted by the Faculty/School Review Panels, the Dean will report these cases to the Vice-President (Academic) and it should be specified that these cases will be brought up for review again in the next year.

Major Points of Staff Feedback:

- The Deans proposed to take into consideration staff's performance in "Service" that substantiated staff who have received a performance rating of "Threshold in any two of the three areas of Teaching, Scholarly Work or Service" or "Unacceptable in either one of the three areas" should be reported and reviewed again in the next year.
- Some colleagues commented that it might be too soon for staff members performing below standard to be reviewed again in the next year as they would not be informed of the result of the Triennial Formal Feedback until very late.

Recommendation 5 - The Personnel Office will assist the Vice-President (Academic) and the Deans in devising plans for the appropriate follow-up actions of the "annual review" process and the Triennial Formal Feedback Exercise, including but not limited to channeling relevant development needs to the Centre for Holistic Teaching and Learning for the design of relevant and appropriate courses to enhance the teaching quality of academic/teaching staff.

Major Points of Staff Feedback:

- Colleagues welcomed the idea of the University to design and provide appropriate courses to enhance their teaching quality.
- The role of the Centre for Holistic Teaching & Learning (CHTL) in the review process should be carefully considered. CHTL could help to develop programmes (if requested) at the initiative of staff members/Heads/Deans.
- There are two distinctive elements in teaching effectiveness: pedagogy and subject contents. Pedagogy can be effectively addressed by the CHTL. Subject contents are better addressed by the Department.
- More staff development seminars for demonstrating exemplary cases in teaching, research and service could be provided.
- The University should provide additional support to improve the research of under-performing researchers.

Recommendation 6 - To build a stronger link between salary adjustment and performance, all Faculties/Schools are advised to provide performance ratings for staff who are recommended for salary adjustment.

Major Points of Staff Feedback:

- Most Faculties/Schools have already been providing performance ratings for staff recommended for salary adjustment. The remaining two Faculties/Schools have also recently started to provide performance ratings to justify the percentage of salary adjustment.
- One Head mentioned that the disparity in salary adjustment between excellent performers and good performers was small. The University should provide the Deans with information of the disparity in other Faculties/Schools, and encourage them to reward colleagues according to performance.

Other Comments

Review Criteria/Standard:

- Colleagues would like to see clearer differentiation in performance review criteria between academic staff and teaching staff. Some mentioned difficulty in differentiating between "contribution" to scholarly/creative/professional work and "participation" in scholarly/creative/ professional activities.
- Colleagues would like to see more specific criteria against which they can measure their performance. Teaching performance can be measured by teaching evaluation results. As for service and research, there are no concrete dimensions to follow. Benchmarks for performance in teaching, research and service should be set and agreed by staff in advance for the purpose of performance rating.
- The performance review criteria should not be quantitative only (e.g. How many journal articles? Are they journals on the list of SSCI? TE scores?). Instead, they should be holistic, taking into account both quantitative and qualitative data, and comparable across departments within the Faculty/School.
- There should be a stronger link between the review criteria and the University's performance expectations as well as the department's performance expectations.

Electronic Information System:

- Colleagues suggested the University to develop a **central information system** for storing their review data so that similar information could be easily retrieved for various purposes. To save time, paper as well as administrative efforts, it was also suggested to consider adopting an **e-appraisal system** in the annual review process.

DK/LH
2/3/2011

Annex 6

HONG KONG BAPTIST UNIVERSITY

Centre for Holistic Teaching and Learning (CHTL)

Work Plan

Long Term Vision and Operational Plan for the Coming Years

In April 2010, Senate approved the establishment of the Teaching and Learning Policy Committee (TLPC) in accordance with the Action Plan submitted to the UGC in response to the QA Audit Report. The ambit of the TLPC is to formulate policies to promote and enhance teaching and learning in the University, and to monitor and review the implementation of those policies. The e-Learning Committee, the Teaching Development Grant Panel and the OBTL Task Force are subsumed into TLPC, giving them a clear reporting line and accountability. The CHTL will support the work of the TLPC by serving as its "executive arm". Hence, the work of the CHTL is further focussed on the enhancement of teaching and learning at the University.

Outline of Work Plan

OBTL

1. Goal – OBA integrated into the curriculum and normal T&L activities
2. HKBU Graduate Attributes – reference point
3. Tasks:
    - Secretariat for TLPC (and servicing for its sub-committees: TDG Panel, OBTLTF)
    - Documentation for OBTL
    - Formative Review Exercise
    - Continuing and enhancing Teaching And Learning Experience Sharing (TALES) seminar series
    - Faculty Professional Development Series (FPDS)
    - New academic staff orientation — in collaboration with the Personnel Office
    - New student orientation — University Life workshops.

General Education

1. Goal – Smooth transition of GE into the 4-year curriculum
2. Tasks:
   - Assist in the piloting of approved GE courses in September 2010
   - QA process for the entire GE programme — assessment of early GE implementation — in collaboration with the General Education Office.

-

e-Learning

1. Goal – Using e-learning as a tools for OBTL to enhance student learning, implementation of the e-Learning Strategy of the University
2. Tasks:
   - e-Learning Committee
   - Hardware and network management stay with ITO
   - CHTL - Additional functions and features to support student learning, not just for course materials repository, e-Learning to support OBTL
   - Functions of interest — e.g., Academic Integrity, Lecture Capture.

WPE

1. Goal – continue successful existing WPE initiatives and add new ones; all projects should adopt OBTL to be in line with current curriculum development.
2. Tasks:
   - Select successful existing programmes for continuation
   - Website – for better information dissemination and participants application;
   - Institutionalised/Systematic alignment of student learning initiatives with *HKBU Graduate Attributes* — in collaboration with the Office of Student Affairs and International Office.

Annex 7

A proposal for a

Structured Faculty Professional Development Series at HKBU –

"*OBTL @ HKBU leveraged on e-Learning*"

Version 2.1

Proposed by

Centre for Holistic Teaching & Learning

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Introduction

" 'Teaching quality and staff development' is one of the eleven common focus areas of the UGC academic quality audit. Four quality audit reports have been published so far and the audit panels identified several good faculty development practices at local universities.

For example, the Panel commended CUHK for running a mandatory professional development course entitled "Becoming an Excellent Teacher" for new junior staff and customized training for research students with teaching duties. The effort of HKU in offering successful staff educational development programmes was also highly recognized by the Panel. All newly appointed teaching staff at HKU are required to attend a one-day induction programme offering knowledge and strategies on teaching at HKU. A 3-day teaching and learning course focusing on OBTL is compulsory for newly appointed Assistant Professors with less than two years teaching experience.

[At] a number of overseas universities, there is a tendency to formalize faculty development guidelines and policies. They provide a range of training and support to staff of different teaching backgrounds. Some institutions require newly appointed staff without prior teaching qualification to attend a certificate programme in education." [1]

To meet similar challenges at Hong Kong Baptist University (HKBU), the Centre for Holistic Teaching and Learning (CHTL) is proposing a structured faculty professional development series on the theme of "*OBTL @ HKBU leveraged on eLearning*". This faculty professional development series is designed to meet the needs of continued faculty professional development at HKBU and complements well to the *Teaching and Learning Experience Sharing* (TALES) seminar series currently offered by CHTL.
The proposed faculty professional development series also have built-in incentives to facilitate faculty participations and to encourage faculty towards further professional self-development and life long self-learning.

The Faculty Professional Development Series

The proposed Faculty Professional Development Series comprised of 10 fortnightly workshops, each lasting for 3 hours, which are scheduled across an academic semester at HKBU.[1] The whole workshops series comprised of 30 hours of professional development for HKBU faculty on teaching and learning. These workshops are run once on both academic semesters, so that faculty who missed out on a workshop in the first semester can have the opportunity to participate in the same/comparable workshop during the second semester.

These workshops are on selected topical and practical topics of 'how to implement OBTL at HKBU with the use of eLearning technologies'.[2] The focus of the workshops is not on the technology but rather on engaging teaching and learning activities and criterion based assessments for better students' learning, leveraged on eLearning technologies at HKBU. These workshops are also developed to address the frequent demands from faculty for professional development workshops "practical pedagogies" that can help them in their daily class teachings and to better engage their students in learning.

Participants who have successfully completed any 8 out of 10 workshops and successfully completed a prescribed final assignment can apply for possible exemption from one postgraduate unit (6 credit units), should they wish to further their studies in the Graduate Diploma in Professional Studies / UWA Master in Education[3] offered by the Graduate School of Education (GSE), University of Western Australia (UWA).

Aim and Objectives

The aim of this Faculty Professional Development Series is to provide a structured series of professional development workshops for teaching faculty at HKBU[4] on the theme of 'how to implement OBTL at HKBU with the use of eLearning technologies'. These workshops are designed to be modular such that faculty can directly "take away" useful, practical skills from each workshop[5], while completion of the entire series will equip the participants with a more complete set of tools and skills in implementing OBTL at HKBU leveraging on eLearning technologies.

There are also further incentives for faculty to complete the entire workshops series, where:

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[1] Also referred to as "workshops series" in this proposal.

[2] The current BU elearning platform is based on Moodle but the proposed workshops can be equally well applied to other Learning Management Systems like BlackBoard etc.

[3] Currently also offered with HKBU's School of Continuing Education.

[4] This workshops series can also be applicable for teaching faculty of other institutions, including but not limited to, United International College, Zhuhai and Hong Kong secondary schools.

[5] So that faculty does not need to attend the entire series to start benefiting from these workshops.

1. The workshops series will be delivered on both semesters of an academic year, so that faculty who missed out on workshops in one semester can make up for those in the other semester.

2. On completion of any 8 out of 10 workshops series (totalling 24 hours), participant can choose to complete and submit a final assignment. Successful completion of this assignment will grant the participant possible exemption from the postgraduate unit (6 credit units), should they wish to further their studies in the Graduate Diploma in Professional Studies / UWA Master in Education offered by the Graduate School of Education (GSE), University of Western Australia (UWA). This provides the successful participants with incentives for further life long self-learning and professional self-development in the area of teaching and learning.

The objectives of this programme are:

1. Participants will be better equipped to make use of eLearning technologies to complement their teaching repertoire to better engage their students in learning and to further implement OBTL in their teaching and learning activities, within and outside of class room teachings.

2. Participants will be better equipped to design more engaging and participatory OBTL teaching and learning activities for their students leveraged on eLearning technologies wherein the additional workload can be better mitigated and well managed.

Faculty Professional Development Series Intended Learning Outcomes (FPDS-ILOs)

At the completion of this workshops series, the participants should be able to:

1. Articulate the applications of different engaging OBTL pedagogies leveraged on eLearning technologies.

2. Articulate the appropriateness of different e-assessment strategies for assessing students' learning within an OBTL context.

3. Critically and/or creatively use different eLearning technologies to engage their students in learning with an OBTL based approach.

4. Critically and/or creatively assess the performances of their students using e-assessment methods with criterion-based rubrics.

5. Adapt and adopt current, and emerging, eLearning technologies and OBTL pedagogies into their teaching repertoire.

6. Comply with the law and be ethical in the use of eLearning resources.

7. Work effectively with other stake owners of T&L and eLearning technologies.

FPDS-ILOs to HKBU Graduate Attributes (HKBU GAs) Mapping

	HKBU GA 1 KNOWLEDGE	HKBU GA 2 THINKING	HKBU GA 3 LEARNING	HKBU GA 4 COMMUNICATION	HKBU GA 5 SKILLS	HKBU GA 6 CITIZENSHIP	HKBU GA 7 TEAMWORK	Total GAs addressed by this FPDS-ILO
FPDS-ILO 1	√			√				**2**
FPDS-ILO 2	√			√				**2**
FPDS-ILO 3	√	√			√			**3**
FPDS-ILO 4	√	√			√			**3**
FPDS-ILO 5			√					**1**
FPDS-ILO 6						√		**1**
FPDS-ILO 7							√	**1**
Total FPDS-ILOs addressing this GA	**4**	**2**	**1**	**2**	**2**	**1**	**1**	

FPDS Co-ordinator

Dr Eva Wong, *Director of CHTL*

FPDS team

Instructors

Dr Alfred Tan, *Senior Teaching and Learning Officer, CHTL*

Dr Theresa Kwong, *Senior Teaching and Learning Officer, CHTL*

Dr Yelin Su, *Teaching and Learning Officer, CHTL*

Suitable academics to be engaged from Graduate School of Education, University of Western Australia and other reputable institutions.

Teaching Assistants

Mr Kendall Yan

Mr Samson Ng

Mr Tomson Xu

Miss Sophie Cheng

Delivery Mode

The workshop series will be delivered via face-to-face workshops or via video teleconference, or both.

Target audience

Both part-time and full-time faculty members (new and ongoings)[6], teaching assistants, postgraduate students with teaching responsibilities and academic administrators are welcomed to attend these workshops for their respective professional development in teaching and learning.

[6] At both tertiary and secondary institutions.

Curriculum Design

This Faculty Professional Development Series is comprised of 10 fortnightly workshops, each lasting for 3 hours, which will be delivered across a full academic semester schedule. The topic of each workshop, their respective intended learning outcomes (ILOs) and teaching and learning activities (TLAs) are as follows[7]:

Workshop 1:	"**Outcome Based Teaching and Learning @ HKBU**"
ILOs:	At the completion of this workshop, participants should be able to: 1. Examine what are the "action verbs" pertinent to different levels of learning that can be used to construct a succinct ILO. 2. Explore the different learning models, such as Bloom's Taxonomy and John Biggs's Structure of Observed Learning Outcome (SOLO) taxonomy, and the contrast between these. 3. Investigate how a TLA can facilitate the achievement of such "action verb" ILO/s. 4. Appraise what forms of AMs can be used to assess the competency of students in their achievement of such "action" ILOs. 5. Articulate on how the "Seven Principles for Good Practice in Undergraduate Education" by Chickering and Gamson can facilitate more engaging students learning in TLAs and AMs.
TLAs:	1. Lecture with interactive class discussions (addressing ILOs: 1 to 5). 2. Class participations, e.g. think-pair-share, spot quizzes etc., (addressing ILOs: 1 to 5).
Workshop 2:	"**Transformative e-Assessment: Moving beyond Multiple Choice Questionnaires**"[8]
ILOs:	At the completion of this workshop, participants should be able to: 1. Identify the types of e-assessment appropriate for their teaching practice. 2. Compare and contrast between "Assessment of learning", "Assessment for learning" and "Assessment as learning". 3. Articulate how diagnostic assessment can be used to inform their teaching and students' learning. 4. Calculate the workload implications of incorporating diagnostic and formative assessment in their teaching, and identify some practices that can mitigate these. 5. Identify how much feedback can teachers provide to students on their responses to e-assessment tasks and suggest some practices that can assist in providing such feedbacks.
TLAs:	1. Lecture with interactive class discussions (addressing ILOs: 1 to 5). 2. Class participations, e.g. think-pair-share, spot quizzes etc., (addressing ILOs: 1 to 5).

[7] The workshops ordering herein is just an example. This ordering can differ in practice due to practical scheduling and logistic concerns.

[8] Adapted from a workshop on "e-Assessment" from [2].

Workshop 3:	"**Using the BU eLearning platform for Diagnostic, Formative and Summative Assessments with engaging pedagogies**"
ILOs:	At the completion of this workshop, participants should be able to: 1. Differentiate between diagnostic, formative and summative assessments and how each can contribute to better students' learning. 2. Identify the different student engaging activities they can implement in the BU eLearning platform. 3. Use different teaching and learning activities in the BU eLearning platform for diagnostic, formative and summative assessments of their student learning. 4. Articulate and implement the "Seven Principles: Technology as Lever" in different teaching and learning activities in the BU eLearning platform for diagnostic, formative and summative assessments of their student learning. 5. Create simple rubrics for diagnostic, formative and summative assessments of students' learning in the BU eLearning platform.
TLAs:	1. Lecture with interactive class discussions (addressing ILOs: 1 to 5). 2. Class participations, e.g. think-pair-share, spot quizzes etc., (addressing ILOs: 1, 2 & 4). 3. Hands-on computer exercise on creating teaching and learning activities on the BU eLearning platform (addressing ILOs 3 & 4). 4. Group exercise on creating simple rubrics for assessments of teaching and learning activities on the BU eLearning platform (addressing ILO 5).
Workshop 4:	"**Asynchronous forums, wikis, blogs and e-portfolios: Practical ways to engage student in learning with criterion based assessments**"
ILOs:	At the completion of this workshop, participants should be able to: 1. Differentiate and contrast the possible use of forums, wikis and blogs as different student engaging activities they can implement in the BU eLearning platform. 2. Implement a student e-portfolio journal using the activities in the BU eLearning platform. 3. Articulate and implement the "Seven Principles: Technology as Lever" in different student engaging activities that they can implement in the BU eLearning platform. 4. Articulate and implement both "Assessment for learning" and "Assessment as learning" in different student engaging activities that they can implement in the BU eLearning platform. 5. Create simple rubrics for forums, wikis and blogs based assessments of students' learning in the BU eLearning platform.
TLAs:	1. Lecture with interactive class discussions (addressing ILOs: 1 to 5). 2. Class participations, e.g. think-pair-share, spot quizzes etc., (addressing ILOs: 1, 3 & 4). 3. Hands-on computer exercise on creating a student e-portfolio journal on the BU eLearning platform (addressing ILOs 2 to 4). 4. Group exercise on creating simple rubrics for assessments of teaching and learning activities on the BU eLearning platform (addressing ILO 5).

Workshop 5:	"**Plagiarism, Turnitin, copyrights, references and referencing: What do you need to know on your BU eLearning platform.**"
ILOs:	At the completion of this workshop, participants should be able to: 1. Identify different types of plagiarisms and acts of academic dishonesty. 2. Use academic dishonesty deterrent tools such as Turnitin via the BU eLearning platform and Internet search engines. 3. Use correct reference link and referencing in providing e-resources for students on the BU eLearning platform. 4. Articulate the different copyrights issues behind the use of Turnitin and referencing of e-resources on the BU eLearning platform.
TLAs:	1. Lecture with interactive class discussions (addressing ILOs: 1 to 4). 2. Class participations, e.g. think-pair-share, spot quizzes etc., (addressing ILOs: 1 & 4). 3. Hands-on computer exercise on using academic dishonesty deterrent leveraged on eLearning technologies (addressing ILO 2). 4. Hands-on computer exercise on correct use of reference links and referencing on the BU eLearning platform (addressing ILO 3).
Workshop 6:	"**Student-centred, engaging teaching and learning with lecture capture: Panopto@HKBU**"
ILOs:	At the completion of this workshop, participants should be able to: 1. Identify different types of pedagogical use lecture capture for students' learning. 2. Use Panopto@HKBU for lecture capture. 3. Articulate and implement the "Seven Principles: Technology as Lever" in their use lecture capture for students' learning. 4. Articulate and implement both "Assessment for learning" and "Assessment as learning" in different student engaging activities using lecture capture. 5. Create simple rubrics for assessing students' learning via lecture captures.
TLAs:	1. Lecture with interactive class discussions (addressing ILOs: 1 to 5). 2. Class participations, e.g. think-pair-share, spot quizzes etc., (addressing ILOs: 1 to 5). 3. Hands-on computer exercise on using the Panopto@HKBU system (addressing ILOs 2 to 4). 4. Group exercise on creating simple rubrics for assessments of students' learning using lecture capture technologies (addressing ILO 5).
Workshop 7:	" **Emerging eLearning technologies @ HKBU – mLearning, vodcasting, podcasting, blended learning and, learning via immersive 3D simulations and computer games**"
ILOs:	At the completion of this workshop, participants should be able to: 1. Identify different types of emerging eLearning technologies @ HKBU and how these can be leveraged to enhance students' learning. 2. Differentiate and contrast the effective use of these emerging eLearning technologies @ HKBU for students' learning. 3. Articulate the "Seven Principles: Technology as Lever" in their use of these emerging eLearning technologies @ HKBU for students' learning. 4. Articulate how "Assessment for learning" and "Assessment as learning" can be facilitated in their implementation of these emerging eLearning technologies @ HKBU for students' learning.

	5. Analyse a scenario where they can use one or more of these emerging eLearning technologies @ HKBU for students' learning in their teaching repertoire.
TLAs:	1. Lecture with interactive class discussions (addressing ILOs: 1 to 5). 2. Class participations, e.g. think-pair-share, spot quizzes etc., (addressing ILOs: 1 to 5). 3. Case studies and role-play on different scenario of usage of eLearning technologies at HKBU (addressing ILOs: 1 to 5).
Workshop 8:	" Learning Theories and Motivating Student Learning with Engaging Pedagogies"
ILOs:	At the completion of this workshop, participants should be able to: 1. Identify at least two learning theories; 2. Explain what drives the motivation for learning; 3. Articulate how engaging pedagogies can promote student learning with reference to learning theories; 4. Propose an ILO and design an engaging TLA that can motivate student learning; 5. Design an assessment rubric that authentically assesses students' engagement in learning (e.g. teamwork, peer learning, active learning, etc.).
TLAs:	1. Lecture with interactive class discussions (addressing ILOs: 1 to 5). 2. Class participations, e.g. think-pair-share, spot quizzes etc., (addressing ILOs: 1 to 5). 3. Group exercise on creating simple rubrics for assessments of students' engagement in learning (addressing ILO 5)..
Workshop 9:	"OBTL in Co-Curricular Learning (CCL): How to deliver effective CCL pedagogies leveraged on technology?"
ILOs:	At the completion of this workshop, participants should be able to: 1. Discuss how OBTL is relevant to CCL; 2. Articulate how constructive alignment between ILOs, TLAs and AMs can be achieved in CCL; 3. Apply different pedagogies of learning (e.g. active learning, problem based learning, etc.) to CCL with/without the use of technology; 4. Design simple rubrics on authentic assessment of students' learning in CCL.
TLAs:	1. Lecture with interactive class discussions (addressing ILOs: 1 to 4). 2. Class participations, e.g. think-pair-share, spot quizzes etc., (addressing ILOs: 1 to 4). 3. Group exercise on creating simple rubrics for assessments of students' engagement in CCL (addressing ILO 4).
Workshop 10:	Special Topics in Teaching and Learning: (This workshop is reserved for invited expert speakers on a variety of relevant Teaching and Learning topics)
ILOs:	This will be suitably defined by the respective invited speaker with consultation with the FPDS Co-ordinator.
TLAs:	This will be suitably defined by the respective invited speaker with consultation with the FPDS Co-ordinator.

Workshops to FPDS-ILOs Mapping

	FPDS-ILO 1	FPDS-ILO 2	FPDS-ILO 3	FPDS-ILO 4	FPDS-ILO 5	FPDS-ILO 6	FPDS-ILO 7	Total FPDS-ILOs addressed by this Workshop
Workshop 1	√		√				√	**3**
Workshop 2		√		√			√	**3**
Workshop 3	√	√	√	√			√	**5**
Workshop 4	√	√	√	√			√	**5**
Workshop 5						√	√	**2**
Workshop 6	√	√	√	√			√	**5**
Workshop 7	√	√	√	√	√		√	**6**
Workshop 8	√				√		√	**3**
Workshop 9	√		√	√	√		√	**5**
Workshop 10	TBA	TBA	TBA	TBA	TBA	TBA	TBA	**TBA**
Total Workshops addressing this FPDS-ILO	**7 + TBA**	**5 + TBA**	**6 + TBA**	**6 + TBA**	**3 + TBA**	**1 + TBA**	**9 + TBA**	

Assessment Methods

Within each workshop, there will be class discussions, workshop activities and hands-on training, where required. Participants are expected to take part in these teaching and learning activities. Feedbacks will be given on these formative assessments.

Should the participants wish to apply for possible credit exemption from one unit (6 credits) from either the UWA Graduate Diploma in Professional Studies / UWA Master in Education, then at the completion of any 8 out of 10 workshops in this series, the participant should submit a final assignment.

The final assignment requires the participant to either:

a) (for participant who is a teaching academic): write a course syllabus for a course that they have taught before/ are now teaching/ will be teaching, wherein there are at least 3 course intended learning outcomes (CILOs) pertaining to three levels of learning for different cognitive domains according to established taxonomies of cognitive development such as the Bloom's Taxonomy or SOLO taxonomy. The course syllabus will have teaching and learning activities (TLAs) and assessment methods (AMs), constructively aligned to the CILOs and to each other. These TLAs and AMs must be leveraged on one or more eLearning technology. The submitted work must include one of these eLearning TLAs and the AM constructively aligned to this TLA. Both of these TLA and AM must be uploaded to an *url*, or the BU eLearning platform, communicated to CHTL, and accompanied by
    a. The aforementioned course syllabus;
    b. The assessment rubrics for the submitted AM;
    c. A 2000 words essay explaining the learning theory, T&L pedagogy and rationale behind their submitted TLA and AM leveraged on eLearning.

(This addressed FPDS-ILOs 1 to 7.)

— or —

b) (for participant who is not a teaching academic): write a course syllabus for a course that they have studied before/ can imagine be teaching, wherein there are at least 3 course intended learning outcomes (CILOs) pertaining to three levels of learning for different cognitive domains according to established taxonomies of cognitive development such as the Bloom's Taxonomy or SOLO taxonomy. The course syllabus will have teaching and learning activities (TLAs) and assessment methods (AMs), constructively aligned to the CILOs and to each other. These TLAs and AMs must be leveraged on one or more eLearning technology. The submitted work must include one of these eLearning TLAs and the AM constructively aligned to this TLA. Both of these TLA and AM must be uploaded to an *url*, or the BU eLearning platform, communicated to CHTL, and accompanied by
    a. The aforementioned course syllabus;
    b. The assessment rubrics for the submitted AM;
    c. A 2000 words essay explaining the learning theory, T&L pedagogy and rationale behind their submitted TLA and AM leveraged on eLearning.

(This addressed FPDS-ILOs 1 to 7.)

The final assignment will be marked by CHTL with moderation from the Graduate School of Education (GSE), UWA.

References for the Faculty Professional Development Series

Chickering, A. & Gamson, Z.F. (1987). Seven Principles for Good Practice in Undergraduate Education, In *AAHE Bulletin,* March.

Chickering, A. & Ehrmann, S.C. (1996). Implementing the Seven Principles: Technology as Lever, In *AAHE Bulletin,* October, pp. 3-6.

Gibbs, G. & Simpson, C. (2004). Does you assessment support your students' learning? In *Journal of Teaching and Learning in Higher Education,* **1**, pp.3-32.

Crisp, G. (2008). [Excerpt from] Raising the profile of diagnostic, formative and summative e-assessments. Providing e-assessment principles and disciplinary examples for higher education academic staff. In *ALTC Associate Fellowship Report*. University of Adelaide. http://andy.services.adelaide.edu.au/moodle/course/ [9]

Transforming Assessment. (2010). Rethinking assessment in a participatory digital world - Assessment 2.0. Australian Learning and Teaching Council Ltd. http://www.transformingassessment.com/

McKeachie, W. J. & Svinicki, M. (2006). *McKeachie's Teaching Tips*. (12th Ed.). College Teaching Series: Wadsworth.

Further references will be provided by the relevant workshop instructor/s.

References for this proposal

[1] HKBU Internal Publications. (2010). *Discussion Paper on Faculty Development Framework*. HKBU Teaching and Learning Policy Committee.

[2] Crisp, G. (2008). [Excerpt from] Raising the profile of diagnostic, formative and summative e-assessments. Providing e-assessment principles and disciplinary examples for higher education cademic staff. In *ALTC Associate Fellowship Report*. University of Adelaide. http://andy.services.adelaide.edu.au/moodle/course/ [10]

[9] Support for the original work was provided by the Australian Learning and Teaching Council Ltd, an initiative of the Australian Government Department of Education, Employment and Workplace Relations.

[10] Support for the original work was provided by the Australian Learning and Teaching Council Ltd, an initiative of the Australian Government Department of Education, Employment and Workplace Relations.

Annex 8

HONG KONG BAPTIST UNIVERSITY

Graduate Attributes

Approved by Senate in September 2008

An education at HKBU aims at developing all aspects of the whole person — intellectual, professional, moral, spiritual, cultural, social and physical. In particular, it aims to foster the following attributes among its graduates, who should:

- Have up-to-date, in-depth knowledge of an academic specialty, as well as a broad range of cultural and general knowledge;
- Be able to think critically and creatively;
- Be independent, lifelong learners with an open mind and an inquiring spirit;
- Have trilingual and biliterate competence in English and Chinese, and the ability to articulate ideas clearly and coherently;
- Have the necessary information literacy and IT skills, as well as numerical and problem-solving skills, to function effectively in work and everyday life;
- Be responsible citizens with an international outlook and a sense of ethics and civility; and
- Be ready to serve, lead and work in a team, and to pursue a healthy lifestyle.

Further explanations on the web at http://www.hkbu.edu.hk/chtl/ga

Annex 9

HONG KONG BAPTIST UNIVERSITY

Please note that the enclosed is just a recommended Course Syllabus template. Within this template, the only consistency we wish to see across different implementations throughout the University is the CONTENTS (not format) of the three Outcome Based Teaching and Learning (OBTL) course-level components highlighted in the enclosed. As for the rest of the template, while the contents therein are recommended, their adoption and format is left to the discretion of respective academic units.

OUTCOME-BASED TEACHING & LEARNING (OBTL)
SAMPLE TEMPLATE FOR COURSE SYLLABUS
WITH EXPLANATORY NOTES

1. COURSE TITLE

2. COURSE CODE

3. NO. OF UNITS

4. OFFERING DEPARTMENT

5. AIMS & OBJECTIVES

Note: Aims and Objectives are more general than Learning Outcomes and they do not all need to be directly measurable (e.g. it would be all right to aim at 'helping students to develop an awareness/understanding/appreciation of, or greater sensitivity/receptiveness to, something' etc.). Objectives are specific intentions that indicate the steps to be taken to achieve our aims or goals as teachers. They indicate the teaching intentions and we can explain here the rationale for offering this course.

6. COURSE CONTENT

Note: Here we provide a list of topics or themes or subject matter to be covered by the course.

7. **COURSE INTENDED LEARNING OUTCOMES (CILOS)**

Note: CILOs are statements of what students are expected to be able to do as a result of studying this course. They are: expressed from the students' perspective, and in the form of action verbs leading to observable and assessable behaviour. It would be advisable not to have too many or too few CILO's – 3 to 6 outcomes would (in most cases) be optimal, and they should ideally include outcomes pertaining to knowledge, cognitive skills as well as mental attitudes (these are not neatly divisible and an outcome may straddle more than one of them).The CILOs should state the levels of understanding the students are expected to achieve for the different content topics, and together they serve as a kind of 'blueprint' for the teaching/learning activities and assessment methods. Also, ensure that the CILO's are consistent with the programme outcomes as well as *HKBU Graduate Attributes*.

Help web references for action verbs:

Bloom's taxonomy:

http://www.casdk12.net/ghs04/SRB/5-Curriculum/Blooms%20Taxonomy%20chart.pdf

http://www.nwlink.com/~Donclark/hrd/bloom.html

SOLO's taxonomy:

http://www.learningandteaching.info/learning/solo.htm

8. TEACHING & LEARNING ACTIVITIES (TLAS)

Note: This is partly similar to the old heading 'Teaching Methods', but with more focus on what activities students have to do to learn. A brief statement like 'lectures, tutorials, discussions' is not sufficient here. This section is supposed to show (i) **how** the teacher intends to achieve the CILOs, through what kinds of learning activities, and (ii) how these T&L activities **align** with the CILOs. (This alignment with the CILOs is crucial as documented evidence where the learning of all the CILOs is facilitated.)

9. ASSESSMENT METHODS (AMS)

Note: It is not sufficient just to say 'assignments, tests, final exam'. We need to furnish more concrete details about the nature of the assessments. AMs should **be aligned** with the appropriate CILOs to ensure that there is sufficient evidence to show that students have achieved the CILOs at the end of the course. (This alignment with the CILOs is crucial as documented evidence where the required competency of all the CILOs is assessed.)

10. TEXTBOOKS / RECOMMENDED READINGS

Note: Try to provide a practical and realistic (rather than overly comprehensive) list of readings. Remember also to update your references regularly.

Annex 10

HONG KONG BAPTIST UNIVERSITY

OBTL Implementation Schedule

Action	Responsibility	Implementation/ Target Date
Development Phase		
Preparation for the 4-year course syllabus document with clearly defined ILOs, TLAs and AMs	All teachers, with the assistance of the CHTL	Throughout 2010/11 and Senate approval in Jun 2011
Investigation and adaption of relevant and effective TLAs and/or AMs, develop mechanism for systematic feedback and evaluation (e.g. TE, FRE)	Some teachers, with the assistance of the CHTL	Throughout 2010/11
Consultation for the Assessment Policy – the framework	TLPC	Nov 2010 to Jan 2011
Initiate the discussion and development of assessment rubrics for common assessments used at programme/departmental level	OBTL Advocates with their respective colleagues, with the assistance of the CHTL	Semester 2, 2010/11
Drafting the first part of the assessment policy document, initial discussion at the TLPC and initial University wide consultation	TLPC, with an external consultant commissioned by the VPA	Feb to Apr 2011
Drafting the second part of the document, discussion at the TLPC and subsequently 1st full draft for University-wide consultation	TLPC, with an external consultant commissioned by the VPA	Apr to Jun 2011

Action	Responsibility	Implementation/ Target Date
Development Phase		
2nd full draft for University-wide consultation	An external consultant commissioned by the VPA and TLPC	Summer to early Oct 2011
Students given explanation of ILOs (in class or orientation)	All teachers	Summer and Semester 1, 2011/12
Pilot run of assessment rubrics for common assessments	Some teachers, with the assistance of the CHTL	Semester 1, 2011/12
Finalizing the assessment policy document for approval at the TLPC and Senate meetings	TLPC & Senate, with an external consultant commissioned by the VPA	Semester 1, 2011/12
University announcement – partial assessment policy implementation (if possible) in Semester 2, 2011/12 and full implementation in 2012/13	VPA	After Senate's approval in Semester 1, 2011/12
Preparing guidance notes, organizing training sessions to both students and colleagues, and for departments in drawing up departmental procedures in respective areas specified in the document.	AR, CHTL & all academic departments	Late Semester 1 and ongoing in Semester 2, 2011/12
Implementation Phase and Review Process		
Adoption of assessment rubrics in evaluating student performance and development of systematic feedback and evaluation mechanism on teaching and learning	All teachers	Semester 2, 2011/12

Action	Responsibility	Implementation/ Target Date
Implementation Phase and Review Process		
Review on (i) mechanism for systematic feedback and evaluation on teaching and learning and (ii) assessment rubrics for common assessments	All teachers, with the assistance of the CHTL	Semester 2, 2011/12 to Summer 2012
Full implementation of the assessment policy and criterion referencing model in assessment and honours classification	QAC, TLPC & Senate	2012/13
Mid-term review and review result for TLPC's and Senate's discussion	AR, CHTL, QAC, TLPC & Senate	End of Semester 1 to start of Semester 2, 2012/13
Annual review and review result for TLPC's and Senate's discussion	AR, CHTL, QAC, TLPC & Senate	Summer 2013 to start of 2013/14

Acronyms

AM Assessment Method
AR Academic Registry
CHTL Centre for Holistic Teaching and Learning
FRE Formative Review Exercise
ILOs Intended Learning Outcomes
QAC Quality Assurance Committee
TE Teaching Evaluation
TLAs Teaching and Learning Assessments
TLPC Teaching and Learning Policy Committee
VPA Vice-President (Academic)

Annex 11

HONG KONG BAPTIST UNIVERSITY

Enhanced Learning and Teaching Using Technology: An Institutional Strategy

FINAL VERSION

Scope of the Strategy

1. This strategy promotes e-Learning as a pedagogical driven initiative to enhance the face-to-face learning experience of students in the University. This document outlines the plans and directions of the University's flexible, digitally supported, learning opportunities for all students and staff. The strategy defines the University's vision for supporting and developing the existing and future digitally supported learning and assessment opportunities. This strategy, while its primary focus is on learning, will touch on most aspects of students' experience in the University.

2. The formulation of this strategy is influenced by two documents, published by the Higher Education Funding Council for England (HEFCE) in 2005 and 2009 respectively [1, 2]. These were policy guidelines containing the best practices provided to all English universities by HEFCE in 2005 and revised in 2009.

Definition

3. A simple definition of e-Learning by the Joint Information Systems Committee (JISC) is: "Learning facilitated, supported and enhanced through the use of information and communications technology". In [2], the use is extended more widely to include enhancing learning and teaching using technology. There may be a number of technologies involved in e-Learning. But whatever the technology, learning and teaching are the primary foci. In this document, we will use interchangeably e-Learning and enhanced learning and teaching using technology.

Practice of Using Technology to Enhance Teaching and Learning in our University

4. Academics in our University have been engaging in the use of technology to enhance teaching and learning. There is much innovative and pioneering work among our colleagues. Examples of such work can be found at the Department of Government and International Studies (GIS), Language Centre (LC), School of Business (BUS), Department of Geography (GEOG), and Department of Education Studies (EDUC) with the integration of the outcome-based learning criteria using technology enhanced and web-based learning and teaching in the GIS; the use of Web 2.0 technology in the Department of Finance and Decision Sciences (FDS), the use of web-based learning techniques in the LC, the awareness and integration of anti-plagiarism software as part of the curriculum in English writing assessments conducted by the LC, and using the e-Learning platform for assessment in the EDUC. This list is by no means exhaustive. There have been much feedback from students who studied under the enhanced teaching and learning using technology, and based on such feedback, there was further innovation in the University in its use of technology to enhance the teaching and learning. There is also some sharing of experience among academic staff in their use of technology to enhance teaching and learning.

5. It is well recognized that in different disciplines, technology is used differently to enhance teaching and learning. For example, in many disciplines particularly in humanities and social sciences, learning is accomplished through discussions, spontaneous or guided, on particular topics, as a result of reading, discussions, and reflection on the various opinions formed, and further discussions. Thus, there is a need for the provision of collaborative communities to facilitate such communications. On the other hand, for some disciplines, particularly science and some aspects of social sciences, it might be possible to provide a programmed learning environment, e.g. the conduct of an experiment, and then to facilitate the discussion of the observation, and the results obtained. This exerts pressure on the provision of technology for the teaching and learning to satisfy differing demand of functionalities. In many instances, the demand could only be satisfied by a combination of existing and emerging technologies.

6. The formulation of the strategies contained in this document intends to capitalize on such experience in the University in the past few years, and to enthuse the institution to adopt where appropriate the use of technology to enhance the learning and teaching, and to galvanize support from the appropriate University supporting services.

Benefits of Learning Technology: Summary of Evidence

7. The evidence listed below is based on our own experience and largely confirmed by some of the surveys which the HEFCE and other institutions have conducted among the English higher education institutions.

- **Transformative potential of technology** – We found that there is evidence to support that students expect a University to have the necessary infrastructure and technology to support a good learning and teaching environment. It is also found that students are using many software, e.g. social networking. Our experience in the past few years is consonant with the statement that was made in [2]. "It is clear that technology is used for a variety of purposes: (e)-assessment, (e)-portfolios, podcasting, blogs and wikis were all highlighted as tools supporting learning and teaching"

- **Changing student needs and expectations** – There is evidence that students are using technology in engaging in learning with their own equipment. A considerable number of students in the University have their own hardware. Our experience is largely confirmed by the following statement in [2] "However, there is an opportunity for institutions to engage further with technologies with the intention of supporting learners in building knowledge collaboratively and engaging in social learning". There is evidence that learners would use their own devices in institutional context, and to personalize institutional services to meet their own requirements [2]. Staff would require support to help them engage with learners with such expectations.

- **A developing role for higher education in the workplace** – There is evidence that higher education institutions will play a significant role in providing high-level skills for the information economy, and to equip learners as workers and citizens in an information society [2].

8. The behaviour of students in Hong Kong are broadly the same as those in the UK in their sophistication of use, and in their enthusiasm in engaging with technology as part of a learning environment. Thus the University would have a unique place to play in helping students understand, comprehend, and discriminate the information obtained and to explore them for the road ahead to become citizens of the information economy.

Aims of the Strategy

9. The aims are:

- to enhance the quality and flexibility of learning experience of students;
- to support staff in the development and adoption of e-Learning;
- to guide and inform investment and deployment of e-Learning service, support staff and infrastructure.

Strategic Priorities

10. The strategic priorities have a clear focus on enhancing excellence and innovation in teaching and learning. Underpinning this vision are the five broad priorities as shown below:

- Enhancement for technical infrastructure and technical support
- Enhancement for efficiency and effectiveness of the institutional processes to support objectives and boost benefits in all other areas
- Design, delivery and maintenance of effective teaching and learning
- Support for research-based or enquiry-based learning
- Enhancement for excellence in research and scholarship of teaching

Implementation of the Strategies

11. The implementation of the strategies will be based on an implementation framework provided in [2], though with considerable adaptations. The implementation of the strategies will be based on seven dimensions as indicated in the following table:

Activity Areas	Suggested Actions
1) Infrastructure & inter-adaptability	● The infrastructure of the University is sufficient to support increasing and more varied demands of students and staff. Students will be engaged in both classroom-based and location independent learning with high quality electronic learning and teaching resources, e.g. those created through the use of video and audio streaming technologies. ● The University will support the use of a standardised learning technology platform, viz. Moodle. This will be augmented by other programmes or platforms, e.g. wikis, blogs, through the use of the portal software. ● The University will take an informed approach to adoption and implementation of standards in support of system interoperability and coherence with good technology investments to find the right balance of commercially developed, open source and bespoke solutions. ● Long term storage and preservation of learning modules and objects are considered to ensure that they are available to others where appropriate. Content resources will be managed in an integrated way, allowing effective exploitation of the University's assets for learning, teaching and research.
2) Quality	● Institutional quality processes are in place for appropriate approval, monitoring, and support to ensure the quality and standards of provision delivered in whole or in part via e-Learning. The processes are agile enough to respond quickly to learners' and employers' needs and streamlined to reduce administrative burden. ● Enhancements through the use of technology are taken into account in quality assurance arrangements. Institutional strategies (e.g. for learning, teaching, assessment, widening participation, learning spaces, information management and human resources, etc) shall take into considerations the potential enhancements through technology. ● The University will make every effort to ensure in the dissemination of learning objects that copyright, intellectual property rights, and licensing issues are fully observed ● A commitment to maintain the networks and community of practice across the University to develop, share, and embed e-Learning practice. ● Effective mechanisms for regular evaluations on learners' experiences including learning with technology. Good practice shall be disseminated in the University, and internationally through presentation in conferences.

Footnote: Items 1) and 2) pertain to university-wide activity areas without suggestion for specific beneficiaries.

Activity Areas	Beneficiaries (T) Teachers & teaching (S) Students & learning (R) Research & scholarship of teaching (C) Curriculum	Suggested Actions
3) Pedagogy, curriculum design & development	(T)	● Teachers to access a wide range of tools and high quality resources to support teaching and engage students ● e-Assessment technologies to support innovative practices, e.g. just in time assessment and peer review
	(S)	● Technology to help identify learners with specific aptitudes or needs ● Students to develop digital and learning literacy throughout the studies ● Plagiarism detection and awareness software to assist students in building up a habit of reflection and understanding in their readings
	(R)	● Integrated technologies for teaching and research to support scholarship across the University
	(C)	● Innovative use of technology for learning supported by curriculum design process ● Technology to enhance responsiveness and flexibility of curriculum offerings ● Effective use of information and information systems to support curriculum planning
	(S) & (R)	● Web 2.0 technology to support communities of learning and research

4) Learning resources	(T)	● Teachers to access relevant learning resources, with support for resources adaptation, integration and enhancement
	(S)	● Students to access information, support, expertise and guidance, and communications with each other, whenever and wherever studying ● Students to access personalised services within institutional environments, and use personal tools to suit individual needs
	(R)	● Extensive use of tools for scholarly communications, e.g. for feedback, collaborative research and peer review ● * Collaborations in subject communities to produce high-quality and re-usable learning resources
	All	● Continuity across learning, teaching, research and administration to support end-to-end information services
* *There are many good resources contained in packages based on Moodle or other e-Learning platforms (either as open source or commercial add-on). Teachers are thus encouraged to ascertain if there is a need to produce their own high quality electronic materials, before embarking on one.*		
5) Life-long learning processes & practices	(T)	● Teachers to make use of innovative technology to enhance their own learning and facilitate the students life-long learning
	(S)	● Students to record, access, reflect on and present achievements in ways appropriate to a variety of situations ● Effective use of assistive and personal technologies to support students with diverse needs and aptitudes ● Student to access information online to make informed choices about programmes of study, including choices about how and where to access learning ● Technology to help students connect formal study with other aspects of life and work ● Integrated information systems to support students in transition or studying overseas on exchange

Activity Areas	**Beneficiaries** (T) Teachers & teaching (S) Students & learning (R) Research & scholarship of teaching (C) Curriculum	**Suggested Actions**
6) Strategic management, human resources & capacity development	(T)	● Opportunities for all staff to develop and practise skills for enhancing learning through the use of technology ● Staff skills for technology-enhanced learning recognized in their roles and responsibilities ● Technology used across departmental boundaries to make more efficient the administrative and information management processes
	(T) & (S)	● Effective use of staff and student time through appropriate technical interventions ● Continued training and support for staff and students to ensure the most effective use of resources to support teaching and learning through the Office of Information Technology (ITO), Library and CHTL
7) Research for sustainability	(R)	● University to encourage more subject specific research into e-Learning and its pedagogy through various funding initiatives, for example, the Teaching Development Grant (TDG)
	(T) & (R)	● Active involvement of staff with scholarship of teaching and innovation in using technology for learning and teaching
	(T) & (S)	● Active participation of learners and staff involved in teaching in strategic decisions about technology in learning
	(T) & (R) & (C)	● Staff to access research, evidence and scholarship to inform curriculum development and research-based teaching

Action Plan

Item	Responsible Office
Strategic Funding: ● Teaching Development Grant (TDG) to support e-Learning ● Funding for development of engaging pedagogies with e-Learning ● Funding for enhancement of e-Learning infrastructure	VPA VPRD
● Learning technologists to enhance the use of technologies in learning and teaching and to facilitate more learner-centric approaches	CHTL
● An appropriate infrastructure in place to support technology enhanced learning	ITO VPRD
● Appropriate digital resources available to support e-Learning	LIB Faculties / Schools LC
● Integration of the University's central administration systems, e.g. Student Information System, and Personnel System to streamline the administration of e-Learning centrally to allow automatic propagation of teaching and tutorial assignment information in the e-Learning platform	AR ITO PERS LIB CHTL

12. While the implementation of these strategies would require resources, it is envisaged that for 2010/11 and 2011/12 academic years, these could be covered by funding from the existing Teaching Development Grant (TDG), the IT Committee budget, some budget from the implementation of the educational reform, and from the University's Strategic Development Fund (SDF). Beyond 2011/12, the University will need to commit resources to ensure that these strategies are to be sustained, and that students and staff would have a rich learning and teaching environment using technology.

13. As technology is constantly evolving, and our experience in using technology in enhancing teaching and learning is constantly evolving, and adapting, it is recommended that a sub-committee on e-Learning be established under the Teaching and Learning Policy Committee (TLPC) to oversee the development, coordination, exchange and sharing of experience and best practice, and development of skills for staff.

References

[1] HEFCE strategy for e-learning. Higher Education Funding Council for England, Joint Information Systems Committee, Higher Education Academy, March 2005.

[2] Enhancing learning and teaching through the use of technology: A revised approach to HEFCE's strategy for e-learning. Higher Education Funding Council for England. March 2009.

e-Learning Committee

Acronyms

AR	Academic Registry
CHTL	Centre for Holistic Teaching and Learning
ITO	Office of Information Technology
LC	Language Centre
LIB	Library
PERS	Personnel Office
VPA	Vice-President (Academic)
VPRD	Vice-President (Research and Development)

Annex 12

HONG KONG BAPTIST UNIVERSITY

Proposed Timeline for the Review of the Teaching Evaluation (TE) Questionnaire

(Subject to TLPC's Deliberationl)

Action	Responsibility	Implementation/ Target Date	Remarks
Development Phase			
Preparatory work on the overall process of the TE revamp	CHTL	Summer 2011	
Discussion on the overall design of the CFQ at the TLPC meeting	TLPC	Sep/Oct 2011	
Designing the CFQ	CHTL in consultation with AR	Nov 2011 to Jan 2012	
Discussion on the 1st draft of the CFQ at the TLPC meeting	TLPC	Feb 2012	
1st draft of CFQ for University-wide discussion (~1.5 month)	TLPC	Mar to Apr 2012	Students and staff
Revising the 1st draft of the CFQ	CHTL in consultation with AR	May 2012	
Discussion on the 2nd draft of CFQ at the TLPC meeting	TLPC	Jun 2012	
Pilot Phase			
Preparatory work on the CFQ pilot	CHTL in consultation with AR	Summer 2012	
CFQ pilot in sample courses (not more than 20% of courses for the pilot in the 1st semester and at least one third of courses for pilot in the 2nd semester)	CHTL in consultation with AR	Semesters 1 & 2, 2012/13	TE and CFQ will be in parallel run
University-wide discussion on the CFQ pilot	TLPC	At the end of Semesters 1 & 2 of 2012/13	Students and staff
Implementation Phase			
Finalizing the CFQ	CHTL in consultation with AR	Summer 2013	
Seeking approval at the TLPC meeting	TLPC	Sep 2013	
Seeking approval at the Senate meeting	Senate	Nov 2013	
Formal adoption of CFQ and phasing out TE	AR	Semester 1, 2013/14	

Acronyms

AR	Academic Registry
CHTL	Centre for Holistic Teaching and Learning
TLPC	Teaching and Learning Policy Committee