



**QUALITY ASSURANCE COUNCIL (QAC) AUDIT
OF LINGNAN UNIVERISTY 2010
PROGRESS REPORT**

**Submitted to
University Grants Committee**

January 2012

LINGNAN UNIVERSITY
Quality Assurance Council (QAC) Audit 2010
Progress Report

We are pleased to see that the QAC Report confirms that Lingnan is providing high quality liberal arts education well-aligned with the University's mission, and is adopting a positive and energetic approach to quality improvement which is pervasive throughout the institution. As the only liberal arts university in Hong Kong, Lingnan is fulfilling its mission to provide a distinctive educational environment that incorporates whole-person development in the tradition of a rich liberal arts education. We are extremely pleased with the commendations that leadership and staff commitment have led to improved processes to support quality assurance in all programmes (undergraduate, taught postgraduate and research degrees), and that the clarity of the University's educational objectives are consistent with a well-integrated and implemented residential liberal arts education.

The University has been putting tremendous efforts into providing distinctive liberal arts education, and is pleased to see the endorsement of the suite of programmes, whole-person philosophy – a cornerstone of liberal arts education, the mandating of civic engagement/service-learning for the new four-year curriculum, and the effective peer mentoring programme. The University is also gratified by the acknowledgment of the efforts made to develop the language skills of its undergraduates and to enrich student life. Such efforts include the development of close relationships between staff and students, facilitated by small classes and appropriate pedagogies as well as student involvement in university committees to foster leadership skills.

Lingnan has implemented a quality process to ensure that all programmes respond appropriately to external review panels and advisors. We recognise that quality improvement is an ongoing commitment that refines and develops university programmes holistically, and will strive to enhance our pursuit of excellence. The progress report of taking on board the recommendations of the Audit Panel is summarised below.

Affirmations

Affirmation 1

The QAC affirms LU's strategy of trialing the Core Courses for the four-year curriculum.

- 1.1 In the years leading to 2012, core curriculum courses have been initially trialed and then evaluated to provide useful information for further refinement. To maximise the benefits of the trial process, the Teaching and Learning Centre (TLC) has worked closely with departments/programmes responsible for Core Curriculum courses, especially the common core courses, to provide expertise, support and advice to facilitate refinement of the syllabi and delivery of the courses. Associated staff development activities, such as workshops, have been organised on a regular basis to ensure sharing of good practices, further enhancement of the curriculum design, and thorough discussion of issues related to assessment, delivery of the courses and evaluation data from trialed courses.

- 1.2 A multi-layered evaluation [by means of Course Teaching and Learning Evaluation (CTLE) reports, student focus groups/forums/internet forums, instructor review reports, and interviews with teaching staff] was adopted for generating data, suggestions and views for the refinement of the courses. The TLC designed and conducted an exit survey for all trialed Core Curriculum courses, with a focus on evaluating the level of student achievement of the stated learning outcomes, particularly those related to Lingnan University Graduate Attributes. The evaluation consisted of three parts: the standard CTLE evaluations given to all courses, a survey instrument that focused specially on the achievement of graduate attributes, and interviews with teaching staff and focus groups of students. In addition, all instructors of the trial courses are required to complete a self-reflective report for submission to the Core Curriculum and General Education Committee for consideration with a view to collecting views and suggestions for refinements of the courses. As part of our quality assurance process, an interim review of the Core Curriculum will be conducted in 2012-13, with a full review to be conducted in 2014-15.

Affirmation 2

The QAC affirms LU's progress towards mandating rigorous testing of English and Putonghua language skills at entry and exit from the University.

- 2.1 To develop an online Diagnostic English Language Tracking Assessment (DELTA) that will support student learning from 2012, test item writers have been contracted by the Centre for English and Additional Languages (CEAL) to write English test items. A new area of responsibility has also been created to support this development, namely a DELTA coordinator. Regular review meetings have been conducted by the CEAL and its institutional partners at CityU and PolyU. The English test bank will be expanded on an ongoing basis through to, and possibly beyond, 2012. The language centres at the three institutions will determine the type of results and the format that will be of most use to students. At the moment all three language centres are writing test items and holding regular meetings to review the test items. The inter-institutional diagnostic team drew up the specifications for the online version of the test, and put it out to tender. All institutions will use the same platform to administer the diagnostic test. The software was piloted in September 2011 with a small group of students. In 2011-12, the supporting administrative system is being developed to facilitate automated booking of students to take the DELTA, and we undertook a pilot of DELTA with nearly 700 Lingnan students in December 2011.
- 2.2 To benchmark our students' Chinese language proficiency before graduation, the Chinese Language Education and Assessment Centre (CLEAC) administers Exit Tests once a year. The Oral Exit Test benchmarks students' Putonghua competence using the nationally standardised Putonghua Proficiency Test (Putonghua Shuiping Ceshi or PSC), and the Written Chinese Exit Test benchmarks students' written Chinese competence and general knowledge in Chinese using the Written Chinese Proficiency Test for the Hong Kong Region (WCPTHK). The WCPTHK is one of the research products from an on-going collaboration over the past 11 years between CLEAC and the State's Language Commission of the Ministry of Education of the People's Republic of China.
- 2.3 A new initiative as part of on-going efforts in OBA quality assurance is the "Pilot Chinese Entrance/Year-end Tests Project". This project aims to track students'

learning outcomes by administering tests both before and after they complete the 6 credits of compulsory Practical Chinese courses in Lingnan. The CLEAC developed and administered a set of pilot Chinese Entrance Tests (in both oral and written forms) in September 2010, followed by a set of year-end Learning Outcome Evaluation Tests in May 2011, with difficulty levels comparable to the Entrance Tests – as has been certified by three independent individual Hong Kong-based Test Experts. Six nationally certified PSC examiners and 93 randomly-selected students were engaged in this research project, funded by a Teaching Development Grant (TDG). The statistical report demonstrated solid evidence of significant and substantial improvement in both oral and written Chinese proficiency levels after completion of their one year of Chinese language study.

Affirmation 3

The QAC affirms the decision by LU to have all students in residence on campus from 2012.

- 3.1 Wong Hoo Chuen Hall and Wu Jieh Yee Hall, each of 375 hostel places, will be ready for occupancy in January 2012. The two new hostels, together with the existing six hostels, will enable the University to provide hostel residence for 85% of student population in the 2012-13 academic year. The Jockey Club New Hall comprising two blocks each of 250 hostel places, will be ready for occupancy in August 2013. By then, the University will be able to provide full residence for all students.
- 3.2 In order to ensure that every new student will have sufficient exposure to this unique residential experience of Lingnan's liberal arts education, the University has approved the following policies on hostel residence with effect from 2012-13 for the 4-year university system:
 - a) All UGC-funded students who will study in the University for four years will be required to reside in student hostels for at least two years.
 - b) Students of all UGC-funded senior year places who will study in the University for two years will be required to reside in student hostels for at least one year.
 - c) The existing policy that all first year students should reside in hostels will remain unchanged.
- 3.3 There will be no maximum limit to the duration of residency for students throughout their course of study. The University is also soliciting donations to set up bursaries for students with financial difficulties to reside in hostels. Policies on hostel residence will be reviewed with reference to the hostel occupancy in 2013-14 and the financial position of the University.

Affirmation 4

The QAC affirms the progress in implementing a renewed policy for External Examiners and urges the University to continue monitoring its implementation.

- 4.1 As part of the on-going review process, the Academic Quality Assurance Committee (AQAC) in 2009-10 set up a task force to review the title, roles and duties of External Examiners (EEs). The recommendations as endorsed by the AQAC were considered and subsequently approved by the Senate in April 2010 for implementation from

2010-11. The EEs should focus on benchmarking of academic standards with their roles on examination matters becoming advisory. They are expected to provide an external and impartial check that internal standards are being fairly and consistently applied, and that Lingnan's standards are comparable with those of similar degree programmes at tertiary level in Hong Kong and outside Hong Kong. To clearly reflect the re-defined roles and duties, the EEs have been retitled to External Academic Advisors (EAAs). The list of EAAs/EEs in 2011-12 and their roles and duties are set out in Appendices A and B.

- 4.2 It has become an explicit requirement that a copy of the annual reports from EEs/EAAs in the past 4 years shall be appended to the 5-year programme review documents. This is to ensure that feedback from EEs/EAAs have been responded to and taken into account for programme improvement.
- 4.3 It was observed that EE reports had varied substance and lengths as some EEs might not consider all topics listed in the guidance to EEs/EAAs on writing their annual reports. To enable the EEs/EAAs to have a better understanding of the University's expectation, a template of an annual report has been provided to them. The template sets out the areas listed in the University policy document which EEs/EAAs are expected to cover.

Affirmation 5

The QAC affirms LU's approach to preventing and addressing academic dishonesty and encourages the University to fully exploit the potential of the plagiarism detection software it has implemented.

- 5.1 The University seeks to develop a student culture that encompasses academic integrity and honesty, and the Audit Panel's affirmation of progress made to address academic honesty is thus welcomed. Our academic regulations provide clear descriptions of what constitutes academic dishonesty. The University has already taken some measures to address the matter, e.g., students are required to sign a form which acknowledges their understanding of dishonest practice in coursework; orientation programmes from the Library and the Student Services Centre (SSC) include briefings on academic dishonesty; a note is added in all course outlines to draw their attention to the issue; a section on plagiarism is included in "A Guide to Campus Life" distributed to all new admittees; and the TLC organises workshops for postgraduate tutors, scholarship and non-local students to inform them about this issue. Also, the anti-plagiarism software "Turnitin" is routinely used both to help check against plagiarism, and as a self-learning tool for students. In addition, reminders are given by academic staff in classes about the importance of academic honesty, and about possible disciplinary actions that may be taken for non-compliance.

Affirmation 6

The QAC affirms the work in progress to improve the validity and reliability of the Course Teaching and Learning Evaluation instrument and to exploit the data being generated through use of that instrument.

- 6.1 The affirmation of current efforts to make fuller use of the data provided by the current CTLE is appreciated. In a TDG project entitled "Analysing the Performance Indicators for Outcome-based Learning in the Social Science Programme", time series

data on Course and Teaching Evaluation (CTE, the instrument used before the adoption of CTLE) or CTLE for BSocSc Programme were used to analyse the improvement of teaching over time, and factors affecting CTLE/CTE scores, apart from other performance indicators. From the findings of the project, key factors which contribute to student learning outcomes have been identified, e.g. course organisation and teacher quality and effort. In addition, some myths regarding course difficulty and pace were also debunked - some factors which were believed to have a great impact on student satisfaction and learning outcomes were found to be insignificant. Instructors find these findings useful in their course and teaching development.

- 6.2 Another TDG project conducted by the TLC entitled “A Longitudinal Study on the Course and Teaching Evaluations” involved analysis of the CTE and CTLE data between 2003 and 2009. Overall, data from the new CTLE questionnaire, introduced in 2008-09 academic year, demonstrated excellent internal consistency within each of its three parts (course satisfaction, teacher satisfaction, learning outcomes). In the new CTLE questionnaire, 3 items about the course (usefulness, helpfulness of the feedback, and course cohesion) and 5 items about learning outcomes, including their clarity, relationship to learning activities, and relationship to assessment tasks, were strong predictors of overall course satisfaction. In the new CTLE questionnaire, 2 items about the learning outcomes (achievement thereof and contribution to overall learning experience), and 5 items about the teacher were strong predictors of overall student satisfaction with teaching. The teacher items indicated that students tend to focus on the instructors’ teaching styles and presentation skills in rating their overall teacher satisfaction, and were less concerned about active in-class interaction and critical thinking. These results were consistent with findings from the old CTE questionnaire. They strongly supported the importance of curriculum alignment at the course level, but the data also indicated that more work needs to be done at the institutional level to impress upon students the value and importance of developing skills of critical thinking through active engagement in learning and assessment tasks, both inside and outside the classroom. The significant findings of the study are shared with Programme Directors, Departmental Heads and Academic Deans, SSC Counsellors, student advisory teachers and all academic staff new to Lingnan.

Affirmation 7

The QAC affirms the commitment of LU in revitalising and strengthening the role of the Teaching and Learning Centre to ensure its position as a key contributor to teaching quality.

- 7.1 Following the appointment of its Director in 2009, the TLC has been actively engaged in efforts contributing to the enhancement of teaching quality. Activities include: organising seminars in OBA, conducting related surveys such as core curriculum survey, graduate survey questionnaire. Efforts have been made by the TLC to strengthen the collection and analysis of data to evaluate the outcomes of the education provided by Lingnan. One major initiative involves developing a standardised graduate exit survey for all undergraduate programmes. The graduate exit survey has a standardised section on common University and programme issues and an additional section for each individual programme. Through standardised and programme-specific surveys, we can better understand how well our graduates have achieved desired learning outcomes. The graduate exit survey was initially implemented for the 2010 cohort of graduates. The data collected are analysed to provide timely and appropriate information and evidence. Furthermore, to provide evidence of achievement of one of

the Lingnan's graduate attributes that our graduates possess essential generic research-related skills including knowledge of IT, a pilot study was undertaken in 2009-11. The project aimed to equip our students with necessary IT skills for their studies and future career development, and to demonstrate their IT competency as an ideal attribute. The University has approved the proposal that all undergraduate students are required to pass the IT Fluency Test during their studies at Lingnan. The significant findings of these studies are shared with Programme Directors, Departmental Heads and Academic Deans, SSC Councilors, student advisory teachers and all academic staff new to Lingnan.

7.2 From December 2009 to November 2011, the TLC has provided 48 seminars and workshops for staff, which have been attended by a total of 615 staff members (in head counts). Besides staff induction, there has been an emphasis on topics relating to OBA, assessment, and the effective use of education technologies. Mean evaluation scores (on a 5-point scale) for these events have ranged from 4.03 (good) to 4.75 (very good). Development workshops have also been provided for postgraduate and undergraduate students. These have generally been well-attended and highly rated by students.

Recommendations

Recommendation 1

The QAC recommends that LU revisit its Strategic Plan 2009-16 to add further teaching and learning targets, performance measures and clear accountabilities to enable the University to monitor progress towards the goals of the Plan.

- 1.1 As set out in the Strategic Plan (SP) approved for adoption in March 2009, regular reviews of the SP will be conducted in order to monitor the progress and to identify areas which may require revision or updating in response to changing environmental conditions. Taking forward the QAC recommendation, the SP was updated and refined by the relevant Sub-groups and relevant units in early 2011, particularly to enhance its specificity and include clear accountabilities, specific targets for measurable indicators which would facilitate the University to monitor the progress.
- 1.2 The consolidated Action Plan updates respectively in the six key strategic areas (Academic Development – including undergraduate programmes, research/taught postgraduate programmes and faculty development; Research; Student Development; Institutional Advancement; Academic Support Services as well as Sub-degrees and Continuing Education) were carefully deliberated by the Task Force on SP before adoption by the Senate in May and noting by the Council in June 2011. The Action Plan Updates are shown in Appendix C.
- 1.3 As part of the continuous monitoring process, regular reviews will be conducted every other year by the respective sub-groups and responsible units. The SP will be re-visited in early 2013.

Recommendation 2

The QAC recommends that LU identify a set of international institutions focused on liberal arts and with missions similar to LU and pursue the exchange of information for benchmarking of LU activities and achievements.

- 2.1 The University is appreciative of this recommendation regarding benchmarking institutions. We have identified three liberal arts institutions in the US (Whittier College, Carroll University and Alverno College) and two in Asia (Tunghai University of Taiwan and International Christian University of Japan) in the initial phase of benchmarking. These institutions, as our student exchange partners, have maintained a good and long-standing relationship and are ready to share information, experience and expertise with Lingnan.
- 2.2 In our recent benchmarking visits, we have explored mechanisms and processes to facilitate the implementation of OBA. These include ways to motivate faculty to embrace OBA; measurement of the effectiveness and value-addedness of a liberal arts education; processes to ensure equity and comparability in assessment across different programmes; and the introduction of criterion-based assessment. Other means for discussion have included how teaching evaluation results are related to personnel actions (e.g. promotion and substantiation). Besides, we have exchanged experiences with our partners on ways to enhance students' first year experience and early alert programmes in preparation for the admission of a younger cohort under the 4-year system.
- 2.3 Inspired by the early alert programme of an overseas university, the University has begun to work on introducing a similar system which aims to track students' academic progress and give them early feedback, warnings and advice.
- 2.4 In addition, the University has resolved that external benchmarking at the programme level shall be conducted in the context of five-year programme reviews, with particular reference to admission strategy, programme structure, course content, teaching and learning activities, and assessment standards.
- 2.5 In April 2011, a party of 3 staff from TLC, 1 OBA Project Officer, and 11 academics from across the University visited Alverno College, Milwaukee, Wisconsin, for external benchmarking. They were impressed by the integrated, dedicated, sophisticated and systematic approach to OBA at Alverno. Takeaways included methods for aligning assessment tasks with intended learning outcomes at stream level in the BBA (Hons), and a deep appreciation of the power of assessment. A faculty member from Alverno College will be visiting LU for the entire term 2 of 2011-12 for additional follow up of our initiatives. In addition, since 2009, LU has hosted 7 seminars and workshops for staff that have been facilitated by outside speakers, including 4 by Fulbright visiting scholars. In the run-up to AACSB accreditation, received in April 2011, the Business Faculty hosted 3 OBA consultants from the USA, who ran workshop and seminars, and advised constructively during curriculum committee meetings. The Faculty of Social Sciences and the Faculty of Arts have also developed a programme of workshops and seminars run by outside speakers and consultants on OBA for 2011-12 academic year. The information and experiences (documents, exemplars, videos) from the Alverno trip have been shared with all staff via a newly developed website on the intranet.

Recommendation 3

The QAC recommends that LU design an evaluation framework to help focus and define appropriate educational indicators and to ensure the flow of empirical information for academic and management decision making.

- 3.1 The University considers it essential to develop an overarching evaluation framework to help focus and define appropriate education indicators and to ensure the flow of empirical information to support data-driven decision-making at the institutional and departmental/unit levels, in particular with the implementation of the 4-year curriculum. A Task Force on Evaluation Framework was formed in late September 2010 to come up with proposals on developing the overarching evaluation framework within which data are collected to evaluate and monitor key operations of the University. Building on the various data kept for different purposes, the Task Force deemed it necessary to set up an overarching evaluation framework to pull data together for a panoramic view. As a start, five university-wide indicators of good education experiences, viz. internationalisation, small class, experiential learning, inter-disciplinary courses and residential experiences, for evaluation under the framework have been identified.
- 3.2 The University has acquired a business analytics solution that could help pull data collected from different academic departments and functional units into a single system for reporting and analysis. This will further enhance the cohesiveness and conclusiveness on the use of data. Benchmarking with both local and overseas institutions on the best practices on the implementation of BI, including management, structure, workflow, IT systems and the formulation of baseline model and key performance indicators (KPIs), had been conducted before the University acquired a Business Intelligence (BI) software in June 2011.
- 3.3 To support data-driven decision-making at the institutional level, a high-level Steering Group chaired by the AVP (Academic Quality Assurance), comprising senior members such as the AVP (Academic Affairs) & Registrar, Academic Deans from Faculties, the IT Director and other Heads and/or their senior staff from academic, servicing or administrative units, has been formed to develop plans and recommendations for the BI solution and to set directions on the implementation of the BI system for use in data analysis for management decisions. The execution of the project is undertaken by a Working Group chaired by the AVP (Academic Affairs) & Registrar with members from various support units such as Registry, IT Services Centre, Student Services Centre, Office of Mainland and International Programmes, Office of Service-Learning and delegates from different academic faculties. The Working Group reports to the Steering Group to lead the BI project, define and propose data models, coordinate with different stakeholders and the BI service provider for the implementation of the BI system and receive training.
- 3.4 The Registry has taken the functional leading role to guide various administrative units to build their baseline models in the BI system as well as to conduct data cleaning and validation on the database to facilitate the decision-making of senior management whilst the IT Services Centre has assumed the technical role of BI Systems Administrator to perform system customisation and provide in-house technical training to other users.
- 3.5 Internationalisation was identified as the first KPI to work on in the first phase of implementation of the BI system. Data trees were constructed to illustrate the metrics that need to be considered and the tables/reports that have to be created in the BI system. To store data collected from different sources and/or means in a single database to facilitate data flow among the University, both direct and indirect (i.e. data

collected from survey forms and/or questionnaires) data are now kept in a data warehouse. Data have been cleaned, validated and transformed so that they are ready and comparable for use at both institutional and departmental/unit levels. A data dictionary is being maintained and will be updated regularly for records and easy retrieval of data definitions by different functional users.

- 3.6 The first phase of the implementation of the BI system, focusing on internationalisation as one of our key performance indicators, was launched in October 2011. With concerted efforts from different departments/units, we are pleased to report that we have been making good progress in this regard. We have come up with some initial findings on internationalisation along with a plan to carry forward the initiative, as given in Appendix D.
- 3.7 The University is now focusing on experiential learning as the second KPI to work on. It is expected that through different activities such as Integrated Learning Programme (ILP), internship programmes, Service-Learning (S-L) Programme, civic engagement and community service projects, students would be engaged in a multi-faceted, enriching and multi-cultural campus experience. The remaining 3 KPIs would be implemented in the BI system afterwards.
- 3.8 As an on-going exercise and to promote the flow of empirical information, multiple in-house training sessions would be provided to all stakeholders to ensure that they get familiar with the use of the BI system to generate useful tables/reports for decision-making by senior management. We recognise the importance of consolidating the development of an interactive culture, so as to motivate staff members to pick up the necessary skills to interpret their own data. It is expected that the system can help provide evidence for both internal and external benchmarking. Through the process of compiling quantitative reports in the BI system for strategic analysis, the value added to the students by Lingnan's good education experiences could be evaluated.

Recommendation 4

The QAC recommends that LU revisit the structure and purpose of Annual Programme Reports to ensure they are analytical and reflective with clear indications of any actions to follow.

- 4.1 As set out in the University guidelines, the annual programme report should, in the top priority areas, reflect on the development and achievement during the previous year and areas for improvement; contain common elements in listed broad areas; in teaching, learning and assessment give a brief account about the development efforts made in outcome-based education during the reporting year; include an overall evaluation and action plan with indicative time frame; and provide an analysis of time-series data, as appropriate.
- 4.2 In addition, in September 2010, the Senate approved the recommendation that annual programme reports for undergraduate programmes should include the progress or development related to the 334 academic reform, with a view to enhancing quality assurance. Such issues include curriculum development, course planning, issues or problems anticipated/encountered especially during the double cohort years, and how they were addressed/solved or handled. The Annual Programme Report provides a mechanism for on-going review and improvement of academic programmes, and

academic units should make good use of the opportunity to truly reflect and identify some areas for improvement. In this regard, Academic Deans of the three Faculties have been entrusted to emphasise this important message to heads of departments and programme directors so as to ensure that the reports are open, reflective and analytical, and include issues or problems anticipated/encountered and how they were addressed/solved or will be handled. The University is pleased to confirm that for the 2009-10 annual programme reports, all the nine undergraduate degree programmes have prepared self-reflective and analytical reports. For instance, as in the sample report set out in [Appendix E](#), the BA(Hons) Visual Studies programme has done detailed analyses and reported on actions taken in various areas, e.g. quality control of its Directed Research Project benchmarking against McGill University in Canada, reflections on CTLE scores to yield insights and proposals for development in teaching and learning.

- 4.3 Apart from annual programme reports, the University considered it necessary to ensure that the five-year programme review documents submitted by academic units are also open, reflective and analytical. Attention of the academic units has been drawn to this. (Thorough programme reviews will be changed from a 4-year to a 5-year cycle so that a programme will be subject to a rigorous review every 5 years from 2012-13 after implementation for 4 years in order to have a complete picture of a student cohort. After the first round of the 5-year cycle, the matter will be reviewed for the appropriateness of introducing a 6-year review cycle.)
- 4.4 The guidelines for five-year programme reviews have incorporated additional provision about the responsibilities of reviewers and the coverage of the review report. Furthermore, to stress the importance of the connection between annual programme reports and five-year programme review, the University guidelines explicitly state that there shall be a separate section in the review document to evaluate the efforts made in and the progress on following up recommendations given by the last four- or five-year programme review panel, and evaluate developments in recent years as implementation of action plans set out in the annual programme reports.

Recommendation 5

The QAC recommends that LU extend its work to further enhance the academic culture and support for students including strategies of strengthening of existing study skills activities and programmes based on the hostels.

- 5.1 The University launched the First Year Student Experience Programme in 2009. This is the key programme to help new students understand the academic culture of the University, acquire study skills, develop positive attitudes and improve social skills. From 2010, core elements of the First Year Experience Programme have been strengthened to enhance newly-admitted students' university life. The programme now comprises a series of well-structured training workshops about goal-setting, life-planning, self-understanding, learning styles, skills for reading, writing and presentation, learning opportunities at the university, and career education. Alumni with well-established careers have frequently been invited to offer invaluable tips and suggestions on how to get the most from university life, significance of academic excellence, learning outcomes of exchange programmes and internship, and career development.

5.2 The University regards student hostels as a learning environment for enhancing students' whole-person development. The University has taken the following actions to extend student residents' learning opportunities and enhance their intellectual and personal growth in a social context.

5.2.1 Reviewing the Educational Roles of Student Hostels and the Definition of Hostel Education

- a) Hostel experience prepares a better transition for young adults to emerge from their more sheltered lives as teenagers. Students can learn independence, acquire interpersonal skills, and develop a sense of community and responsibility through living with roommate(s), floor mates and participating in community life within hostels. Hostels are places where students find unity, friendship and generosity. Everyone in the hostel community can contribute to the common good, and can learn to take responsibility and to console and support one another when facing difficulties;
- b) We aspire to enhance the intellectual development and horizons of students through a co-curriculum of hostel education, comprising structured hostel education programmes provided by Warden's Offices, and through close interactions with fellow hostel residents from diverse study disciplines;
- c) In the hostels, senior year students who act as peer mentors can guide and inspire their first year student mentees, who live in the same hostel, to learn the importance of core values in university studying, intellectual pursuit, study skills, goal setting, and Lingnanian spirit and culture;
- d) Students' language skills, appreciation of different cultures and global perspectives can be enhanced through social interactions with non-local students in their hostels and through participation in cultural programmes offered by the International House (please also see 5.2.2); and
- e) Students can learn leadership and self-governance through participation in floor committees and through Student Hostel Associations, which will also serve as practical training for the student residents to become future leaders – one of the ultimate goals of Lingnan's liberal arts education.

Wardens have organised hostel education programmes in support of the above educational roles of student hostels.

5.2.2 Establishing the Living Learning Communities (LLCs), International House (I-House) and Global Lounge

- a) From 2012-13, the six existing hostels, plus Wong Hoo Chuen Hall and Wu Jieh Yee Hall, will become LLCs by advocating educational themes related to the educational roles of student hostels. In 2011-12, as a trial run of LLCs, the Warden's Offices have proposed different educational themes such as "Healthy Living", "Unity and Fraternity" and "Engaging our Community". A series of programmes in support of the relevant themes of LLCs such as field trips, visits, talks and sharing sessions have been and will continue to be offered.

- b) The Jockey Club New Hall will be designated as an I-House which is a LLC with the theme of nurturing cross-cultural learning. I-House will be the hub for promoting internationalisation of the University. I-House is meant to provide a platform for local, overseas and Chinese Mainland students to get together, join hands with the Wardens' Office to organise a rich array of programmes about cultural appreciation, language learning and global perspectives for their residents and for the university community.
- c) The University is also planning to establish a Global Lounge in the I-House. The Lounge, open to all students, will serve as an international social centre for students, a resources centre for students interested in overseas exposure and a focal point for nurturing global perspectives and awareness. In the Lounge, there will be TVs featuring world news and TV stations from various countries; information kiosks about exchange programmes, internships, overseas studies and travel; computer facility, newspaper and magazine corner; a self-serviced coffee corner; and a language learning zone. CEAL, CLEAC, the Office of Mainland and International Programmes, SSC, the Office of Service-Learning, Wardens' Offices, and the Student Hostel Association of I-House will be invited to provide services and organise programmes in the Lounge.

5.2.3 Adding Hostel Education as the Sixth Domain under the Integrated Learning Programme (ILP)

As approved by the Senate, hostel education will become the sixth domain under the ILP with effect from 2012-13 for 4-year system students. Students will be required to complete five units of ILP in hostel education by attending the education programmes offered by Warden's Offices.

5.2.4 Trial Run of Hostel Education Programmes bearing ILP Units

Warden's Offices have been offering hostel education programmes bearing ILP units for their residents and LLCs on a trial basis since 2010-11. In 2010-11, the six Warden's Offices have offered 31 hostel educational activities for 369 hostel residents. Activities including joint-hostel movie nights and sharing, visits and field trips, talks on time management, further studies and cross cultural experiences were organised. These trial-run activities have received positive feedback from participants.

Recommendation 6

The QAC recommends that LU review the application of its assessment policy across programmes and ensure that there is equity and comparability as well as congruence between assessment and learning outcomes as the University moves to full introduction of Outcome-based Approach.

- 6.1 As a liberal arts institution, the University has adopted the strategic objective of achieving excellence in teaching and learning, and has continued to improve the quality of education through the implementation of OBA in curriculum development, learning and assessment, at programme and course levels. We have been making good progress through many major initiatives in outcome-based approaches to teaching and learning (OBATL).

- 6.2 Apart from revising guidelines in order to place greater emphasis on the outcome-based elements in the quality assurance process, we have conducted critical reviews at both the University and Programme/Departmental levels for important elements of OBATL, such as aims and objectives, learning outcomes, coverage of subjects, learning processes, assessment and measurement of outcomes, effectiveness of programme design and quality of teaching, and faculty training and development. Consequentially, the University refined its graduate attributes, re/designed course/programme learning outcomes, and aligned course learning outcomes with the programme outcomes as well as Lingnan's graduate attributes.
- 6.3 The TLC has also drafted a set of guidelines on assessment which is undergoing broad-based consultation within the academic community at the University. A Working Group on Assessment has been formed under the Sub-Committee on Teaching and Learning of the Academic Quality Assurance Committee to discuss related issues. To ensure that there is more direct dialogue and wider consultation on the main document, an Open Forum was arranged in May 2011. After incorporating views/concerns/suggestions at the Open Forum, the further revised version was circulated to the academic units for another round of consultation in each Faculty Forum held in September 2011. The latest draft document is set out in [Appendix F](#).

Recommendation 7

The QAC recommends that LU articulate a teaching and learning strategy that sets out its distinctive approach to teaching and learning as a foundation for policy formation in areas such as the enhancement of e-learning and the design of teaching and learning facilities.

- 7.1 In a process that has involved reflection on the Lingnan mission and experience, examination of best practice elsewhere and consultation with Lingnan staff, a draft Teaching and Learning statement (T&LS) was developed in order to guide the University's avowed commitment to enhancing student learning, teaching, and teaching excellence ([Appendix G](#)). The T&LS articulates the distinctive characteristics of the Lingnan undergraduate student experience, particularly small classes and close staff-student interactions, the commitment to innovative teaching and learning supported by a range of appropriate technologies, the design of learning spaces that foster innovative practice, and a commitment to continuous improvement.
- 7.2 Increasingly, the boundaries between the physical and the virtual campus are becoming blurred. The T&LS articulates the pivotal role and opportunities offered by eLearning for enhancing and supporting the student learning experience. To this end, the University supports a raft of technologies in order to improve student access to content, enhance communication so that it is more effective, both in and out of the classroom, and develop innovative teaching, learning and assessment practices. For example, an additional requirement has been placed on projects funded by Teaching Development Grants (many of which involve technology) requiring more comprehensive evaluation of the impact on student learning, information that is later shared amongst staff at specially convened events.

The University is committed to continuously developing, upgrading, supporting and evaluating innovative eLearning practices that have the potential to enrich student learning. For example, the University has implemented an ePortfolio system for all first-year undergraduates that helps students more easily and effectively provide

evidence of language proficiency (not just skills), a virtual learning environment that supports and extends opportunities for communication and collaboration, a podcasting service to allow students to learn any time, any place, and the use of free web-based research tools (Zotero) to support scholarly research and writing.

- 7.3 The University also undertook to provide evidence about the impact of the unique learning environment on student learning outcomes, with a particular focus on the new core curriculum courses and the impact of the Lingnan experience on the development of Lingnan University Graduate Attributes (LUGAs). Two new major survey instruments were developed, trialed and validated. The instruments provide compelling evidence that the teaching and learning (T&L) environment has a positive and significant impact on the development of the ideal Lingnan student graduate attributes. The two surveys, the Graduate Exit Survey (GES) and the Core Curriculum Survey (CCS), demonstrate that the development of LUGAs amongst students is highly correlated with the academic experiences of the students, particularly in the realm of development of critical thinking skills, interpersonal skills, self-managed learning, and problem-solving skills. There is also substantive evidence that the unique nature of the Lingnan student experience – small class sizes and close teacher-student relationships – discussed in the T&LS is well supported by students, who list this relationship as the most important and defining feature of their academic experiences. The findings from these two surveys are shared with all Programme Directors, Departmental Heads and Academic Deans in order to assist academic staff to review programmes, reflect on teaching and learning strategies and identify areas for further development and enhancement (for example, new courses, and modes of assessment). With this and other information, Programme Directors/Department Heads are better able to make informed decisions to enhance the student academic experience. In addition, the key elements of these surveys are also shared in sessions involving SSC Counsellors, advisory teachers and new academic staff (as part of their orientation programme).

The CCS, student focus groups and staff interviews provide evidence that informs the University about the impact on the development of student learning outcomes in key areas such as critical thinking, and problem solving. This evidence informs the development of the Core Curriculum and is disseminated via the Core Curriculum and General Education Committee for development of new courses for 2012 and beyond.

The data and recommendations from the two instruments are also shared with the wider academic community as part of the introduction to Teaching and Learning at Lingnan for new academic staff, and providing information to better equip and inform academic advisors who advise students on course selection and other academic matters.

- 7.4 The T&LS also affirms the importance of the impact on student learning of teaching spaces and support for eLearning. In the recent expansion the University has focused on providing teaching spaces that support a sectional approach and small classes. For example, the New Academic Building and the new Business Faculty Building (Simon and Eleanor Kwok Building) have teaching spaces that support small classes and facilitate group work, and are equipped with facilities for blended learning using technology. In addition the University has committed resources to upgrading and updating the infrastructure to support eLearning across the campus, particularly in the hostels.

Recommendation 8

The QAC recommends that LU extend the range of methods it uses to measure the quality of teaching and avoid over-reliance on surveys of students as the main source of data.

- 8.1 Having considered the criteria for good teaching adopted by other institutions in Hong Kong and overseas, a list of good practices and indicators of quality teaching is being developed, which will serve as the basis for both feedback and support to staff, and for assessment. Sources and methods of evaluation will include consideration of course syllabi, course materials and other information related to a faculty member's courses; peer and student evaluations; faculty member's own statements of teaching philosophy and goals; and a greater role for supervisors in assessing and developing all the above with individual staff members. In order to support this enhanced participation by supervisors, an assessment template has been devised to facilitate and systematise the assessors' work thereon.

Recommendation 9

The QAC recommends that LU further clarify the relative weighting of achievements in research and teaching in the processes of staff appraisal, substantiation and promotion.

- 9.1 The University expects academic staff members to devote equal attention to teaching and research. When evaluating their performance in the processes of staff appraisal, substantiation and promotion, the University explicitly applies a system of equal potential numerical ranges and equal weights in "measuring" achievements in teaching and research. The system, aimed at maximising fairness towards the staff member as much as fairness across staff members, works generally rather well on the basis of the information available. However, in actual practice it is recognised that research tends to have a greater influence in the recognition staff members usually get in assessment or in career progression, not because research is given greater weight than teaching, which it does not, but because there is a wider and better array of methods to measure dedication to and success in research than there are in teaching. The result of this is that the measured scores assigned to teaching tend to be less differentiated amongst staff, more clustered towards the middle. In order to have better appreciation of staff members' teaching performance, aimed at producing more pointed and effective feedback as much as for assessment, the University is conducting a comprehensive review on the methods of evaluation of teaching, which include consideration of syllabi, course materials and other information related to a faculty member's courses; peer and student evaluations; the academic staff member's own statements of teaching goals, methods and philosophy; and greater cooperation with supervisors in assessing and developing all the above with the individual staff member.
- 9.2 While the above description of the equal weights that teaching and research receive in staff assessment and other personnel actions is correct, it should be noted that service too is an important responsibility of all faculty members. In regular staff assessment, while service is not given an additional numerical weight alongside the 50% each that is accorded to teaching and research, service is monitored in each case to ensure that its delivery by the staff member has been satisfactory, and in exceptional cases (particularly burdensome assignments and/or outstanding delivery) the assessment results from teaching and research are boosted by specified limited amounts for particular members in attention to service (and more exceptionally the opposite adjustment can be applied.) In turn, for consideration of substantiation and promotion,

faculty members' record must demonstrate an ongoing pattern of service reflecting substantial contributions to the University, the discipline or profession, and/or society.

Recommendation 10

The QAC recommends that LU explore the potential for further recognition of excellence in teaching over and above the successful Teaching Excellence Award Scheme.

10.1 A liberal arts institution requires, acknowledges and rewards good teaching and teaching performance is a major criterion in the staff appraisal exercise. The Outstanding Teaching Award for Early Career Faculty was newly introduced and awarded in 2009-10 to acknowledge the outstanding teaching of academics in their early career. This is in addition to the current awards for teaching excellence and merit certificates to acknowledge staff who have provided compelling evidence to demonstrate their teaching excellence. These University awards, together with the Early Career Scheme of the UGC, all serve to give due recognition of teaching excellence.

Concluding remarks

The progress reported above signifies Lingnan's on-going commitment to excellence in teaching and learning. We strive to provide an environment conducive to continuous improvements to quality and effectiveness in teaching and learning. Updates on the Action Plan in the QAC submission are shown in Appendix H which gives a brief account of our continuous improvements to teaching and learning.

Appendices

- A: List of External Academic Advisers/External Examiners in 2011-12
- B: Roles and Duties of an External Academic Adviser/External Examiner
- C: Strategic Plan 2009-2016 Action Plan Updates
- D: BI Project – Initial Findings on Internationalisation and the Way Forward
- E: Annual Programme Report – BA (Hons) Visual Studies (2009-10)
- F: Assessment Guidelines for Lingnan University (latest draft)
- G: Teaching and Learning Statement (latest draft)
- H: Updates on the Action Plan on Continuous Improvements to Teaching and Learning

LINGNAN UNIVERSITY

LIST OF EXTERNAL ACADEMIC ADVISERS/
EXTERNAL EXAMINERS, 2011-2012

Name	Title Post & Organization
<u>Master of Arts in Chinese</u>	
Prof CHEN Sihe 陳思和	Chang Jiang Professor of Modern Chinese Literature Chair of the Department of Chinese Language and Literature Fudan University China
Prof HO Che-wah 何志華	Professor and Chairman Department of Chinese Language and Literature The Chinese University of Hong Kong
<u>Master of Arts in Practical Philosophy</u>	
Dr NG Yau-nang 吳有能	Associate Professor Department of Religion and Philosophy Hong Kong Baptist University
<u>Master of Cultural Studies</u>	
Prof SO Yiu-cheong Alvin 蘇耀昌	Chair Professor Division of Social Science The Hong Kong University of Science and Technology
<u>Master of Science in Human Resource Management and Organisational Behaviour</u>	
Dr PANG Yuet-ngor Mary 彭月娥	Associate Dean College of Business City University of Hong Kong
<u>Master of Science in International Banking and Finance</u>	
Prof SONG M Frank 宋敏	Professor School of Economics and Finance Director Centre for China Financial Research The University of Hong Kong
<u>Postgraduate Diploma in Accountancy and Master of Accountancy</u>	
Prof LAM Chee-keung Kevin 林自強	Associate Professor School of Accountancy Faculty of Business Administration The Chinese University of Hong Kong
<u>Bachelor of Arts (Hons) in Chinese</u>	
Prof CHEN Sihe 陳思和	Chang Jiang Professor of Modern Chinese Literature Chair of the Department of Chinese Language and Literature Fudan University China
Prof HO Che-wah 何志華	Professor and Chairman Department of Chinese Language and Literature The Chinese University of Hong Kong

Name	Title Post & Organization
<u>Bachelor of Arts (Hons) in Contemporary English Studies</u>	
Dr CHRISTIE Stuart 楊忠	Associate Professor Department of English Language and Literature Hong Kong Baptist University
Prof HOEY Michael	Pro-Vice-Chancellor Baines Professor of English Language The University of Liverpool United Kingdom
<u>Bachelor of Arts (Hons) in Cultural Studies</u>	
Prof HEALY Chris	Associate Professor in Cultural Studies School of Culture & Communication The University of Melbourne Australia
Dr LAI Chiu-han Linda 黎肖嫻	Associate Professor School of Creative Media City University of Hong Kong
<u>Bachelor of Arts (Hons) in History</u>	
Prof CHEUNG Hok-ming Frederick 張學明	Vice Chairman and Associate Professor Department of History The Chinese University of Hong Kong
Dr STRANGE Carolyn	Director of Graduate Studies School of History Australian National University Australia Adjunct Professor of Criminology and History University of Toronto Canada
<u>Bachelor of Arts (Hons) in Philosophy</u>	
Dr NG Yau-nang 吳有能	Associate Professor Department of Religion and Philosophy Hong Kong Baptist University
Prof O'HEAR Anthony	Professor of Philosophy Department of Education The University of Buckingham United Kingdom
<u>Bachelor of Arts (Hons) in Translation</u>	
Prof JIANG Xiaohua John 蔣驍華	Professor School of Languages and Translation Macau Polytechnic Institute Macau
Prof TUNG Yuan-fang 童元方	Professor Division of General Education and Generic Studies Acting Head School of Humanities and Social Sciences The Chinese University of Hong Kong-Tung Wah Group of Hospitals Community College Head Department of General Education Tung Wah College

Name	Title Post & Organization
<u>Bachelor of Arts (Hons) in Visual Studies</u>	
Prof FU Li-tsui Flora 傅立萃	Associate Professor Division of Humanities The Hong Kong University of Science and Technology
Dr MARCHESSAULT Janine M	Associate Professor Department of Film York University Canada
<u>Centre for English and Additional Languages</u>	
Dr YOROZU Miho	Director Department of Japanese Studies The University of Hong Kong
Ms YOUNG Jean 楊珍	Former Head English Language Centre City University of Hong Kong
<u>Chinese Language Education and Assessment Centre</u>	
Prof SHI Jianguo 侍建國	Professor of Chinese Linguistics Department of Chinese Faculty of Social Sciences and Humanities University of Macau Macau
<u>Bachelor of Business Administration (Hons) Accountancy</u>	
Prof RUI Meng Oliver 芮萌	Associate Professor School of Accountancy The Chinese University of Hong Kong
<u>Computing and Decision Sciences</u>	
Prof CHAU Patrick Y K 周蔭強	Professor (Information Systems) School of Business Faculty of Business and Economics The University of Hong Kong
Dr ZHAO Xuan 趙萱	Associate Professor of Operations and Decision Sciences School of Business and Economics Wilfrid Laurier University Canada
<u>Finance and Insurance</u>	
Dr QUERY J Tim	Associate Professor Department of Finance New Mexico State University USA
Prof TANG Gordon Y N 鄧裕南	Head and Professor Department of Finance and Decision Sciences Hong Kong Baptist University

Name	Title Post & Organization
<u>Management</u>	
Prof FIELDS Dail L	Professor School of Global Leadership and Entrepreneurship Regent University USA
Prof WONG Chi-sum 黃熾森	Professor Department of Management The Chinese University of Hong Kong
<u>Marketing and International Business</u>	
Prof CHAN Kit Kwong Allan 陳潔光	Professor Department of Marketing Associate Dean Director of MBA Programme Co-Director Chinese Business Case Research Centre School of Business Hong Kong Baptist University
Prof MCCOLL-KENNEDY Janet	Professor of Marketing The University of Queensland Australia
<u>Bachelor of Social Sciences (Hons) Economics</u>	
Prof DU Julan 杜巨瀾	Associate Professor Department of Economics The Chinese University of Hong Kong
Prof FRASER Clive Dilworth	Professor Department of Economics University of Leicester United Kingdom
<u>Political Science</u>	
Prof FALKENHEIM Victor C	Professor Emeritus Department of Political Science University of Toronto Canada
Prof TING Wai 丁偉	Professor Department of Government and International Studies Hong Kong Baptist University
<u>Sociology and Social Policy</u>	
Dr BROUGH Paula	Associate Professor School of Psychology Griffith University Australia
Prof CHEUNG Yuet-wah 張越華	Professor and Department Chairman Department of Sociology The Chinese University of Hong Kong

Role and Duties of an External Academic Adviser

1. Role

The major role of an External Academic Adviser is to provide advice and support on benchmarking of academic standard.

2. Duties

- (a) To assist the University's study programmes/courses in maintaining standards comparable to those in other tertiary institutions of international repute.
- (b) To take an overview of the assessment arrangements, including making comments on any assessment materials for continuous assessment, examinations papers and assessment/marketing schemes of selected courses sent to them. Academic units should send at appropriate times, samples of continuous assessment materials to External Academic Advisers for comment. As regards examinations, the Head of the Department/Centre when appropriate shall send to the External Academic Adviser the question papers of selected courses. External Academic Advisers shall give their comments or suggestions, if any, to the Head of the Department/Centre. Comments received on continuous assessment materials, examination papers and assessment/marketing schemes should be used for future reference and forward planning purpose.
- (c) To receive and assess a sample of student works, including examination scripts, dissertations, project reports, essays, case studies, etc. as appropriate to enable him/her to have a better understanding of the academic standards of students. Sample student works and examination scripts, together with the marks awarded by teachers, of selected courses shall be sent to the External Academic Advisers to make comments. Comments from External Academic Advisers regarding appropriateness of markings should be used for future reference and forward planning purpose.
- (d) To satisfy himself/herself that the standards set by the Board of Examiners concerned are appropriate and comparable with the standards of equivalent programmes at other tertiary institutions.
- (e) To submit a confidential report to the President by 1st July. The report should cover issues in the following areas with reference to those in programmes at other comparable tertiary institutions:
 - (i) The structure, organisation, design and marking of all assessments.
 - (ii) Academic standards, i.e. examination papers, course work and grading with regard to the quality of outcome, performance of students, and the level of the award.

(iii) Development of the programme, with regard to such matters as the curriculum, the assessment scheme and resources.

An External Academic Adviser who has visited the University during the academic year (applicable to non-local External Academic Adviser only), and/or is in his/her final year of service (normally having served as the External Academic Adviser for almost 3 years), is expected to submit a more detailed report with suggestions/recommendations.

(The above is extracted from Policy on External Academic Advisers of Undergraduate and Taught Postgraduate Programmes.)

Duties of an External Examiner

1. To assist in maintaining the standards of the University's study programmes/courses at a level comparable to those in other tertiary institutions.
2. To take an overview of the assessment arrangements, including making comments on any assessment materials for continuous assessment, examinations papers and assessment/marking schemes of selected courses sent to them. Academic units should allow adequate time for external examiners to comment on continuous assessment materials. As regards examinations, not less than one month before the examinations concerned are held, the Head of the Department/Centre when appropriate shall send to the external examiner the draft question papers of selected courses, on which the names of internal examiners/setters shall not appear. Within two weeks of receipt of the question papers, he/she shall return them, with any recommended changes, to the Head of the Department/Centre under confidential cover for transmission to the Board of Examiners.
3. To receive and assess a sample of student works, including examination scripts, dissertations, project reports, essays, case studies, etc. as appropriate to enable him/her to carry out his/her responsibility fully. Sample student works, together with the marks awarded by teachers, of selected courses shall be sent to the external examiners within reasonable time and external examiners shall be given adequate time to make comments. As regards examination scripts, they shall be sent to the external examiner about one week after the examination. The external examiner shall return the marked scripts together with his/her comments to the Head of the Department/Centre under confidential cover. [As a guiding principle, comments from External Examiners regarding assessment/marking schemes should be used for future reference and forward planning purpose. Nevertheless, academic units concerned may decide whether changes in grading be made so as to incorporate comments of External Examiners.]
4. To express views on the final award, including the classification of honours, for each student.
5. To satisfy himself/herself that the standards set by the Board of Examiners concerned are appropriate and comparable with the standards of equivalent programmes at other institutions.
6. To be a member of the Board of Examiners concerned and to attend those meetings at which students' final awards are recommended; for a non-local external examiner, this duty will only apply in the year in which he/she visits the University.
7. To submit a confidential report to the President by 1st July. The report should cover issues in the following areas:

- (a) The structure, organisation, design and marking of all assessments.
- (b) Academic standards, i.e. examination papers, course work and grading with regard to the quality of outcome, performance of students, and the level of the award.
- (c) Development of the programme, with regard to such matters as the curriculum, the assessment scheme and resources.

An External Examiner who has visited the University during the academic year (applicable to non-local external examiner only), and/or is in his/her final year of service (normally having served as the External Examiner for almost 3 years), is expected to submit a more detailed report with suggestions/ recommendations.

(The policy is extracted from Policy on External Examiners of Undergraduate and Taught Postgraduate Programmes.)



Strategic Plan for 2009 - 2016

**Action Plan Updates
May 2011**

Lingnan University Strategic Plan 2009-2016
Action Plan Updates 2011

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Lingnan University Strategic Plan 2009-2016

Action Plan Updates 2011

1. Preamble

The Strategic Plan 2009-2016 was finalised in March 2009, with Action Plans for the six key strategic areas formulated in order to achieve the strategic objectives outlined. Regular reviews were expected to be conducted by the sub-groups in order to monitor progress and revise or update the plans in response to changing environmental conditions.

Since 2009, the University has made significant progress in the implementation of the Strategic Plan. A major round of reviews and updates of the Action Plans was conducted in February 2011 by the Sub-groups on Student Development, Academic Support Services and Sub-degrees and Continuing Education. In addition, updates have been made by various responsible units such as the Registry, the Office of Institutional Advancement and Public Affairs and the Office of Service-Learning to reflect the progress made and to bring developments of the University up to date. Attention was also paid to enhance the specificity of the Action Plans and include clear accountabilities, specific targets or measurable performance indicators, taking on board the recommendations of the Quality Assurance Council (QAC) audit visit in 2010. An update on campus development was also provided by the Office of the Comptroller.

The key updates of the Action Plans in the six key strategic areas, viz. (1) Academic Development, (2) Research, (3) Student Development, (4) Institutional Advancement, (5) Academic Support Services and (6) Sub-degrees and Continuing Education, are described in the following section.

2. Action Plan Updates of Key Strategic Areas

2.1 Academic Development

In view of the progress and new developments in the strategic area, particularly regarding the preparation for 334 Academic Reform and the Academic Development Proposals 2012-15, the action plans were reviewed and updated with key items highlighted below under the categories of undergraduate programmes, research postgraduate programmes, taught postgraduate programmes and faculty development.

a) Undergraduate Programmes

1. To ensure smooth implementation of the 4-year curriculum, core curriculum courses are being offered on trial before implementation in 2012-13 and a trial of the 4-year curriculum is being conducted on the Chinese Mainland students admitted in 2010-11 and 2011-12 who pursue a 120-credit curriculum.
2. The Service-learning (SL) programme will be expanded and reconceptualised to become the Civic Engagement Programme, which will be offered by the Student Services Centre in addition to the Office of Service-Learning and various academic departments as an interim arrangement before SL becomes a graduation requirement in 2014-15. This will diversify the elements of the programme and provide students with greater choices before sufficient SL courses are offered for making SL a graduation requirement.
3. As a broad-based liberal arts education consists of both arts and science, the University aims to enhance our science course offerings. Setting up a Division of Science to oversee the development is under consideration.
4. To facilitate students' attainment of satisfactory English language proficiency (ELP) standards, the number of credits allocated to English language enhancement courses in the 4-year curriculum has been increased to 12 credits. The Diagnostic English Language Tracking Assessment (DELTA) is being developed and it will be incorporated in

the DegreeWorks interface for easy tracking of ELP standards and value-added for both staff and students.

5. For further enhancement of the LU's distinctive education, the item external benchmarking has been added to the action plans. The University has identified three liberal arts universities in the US (Whittier College, Carroll University and Alverno College) and two in Asia (Tunghai University of Taiwan and International Christian University of Japan) in the initial phase of benchmarking at institutional level for benchmarking of good practices. Initially, five university-wide indicators of good education experiences, viz. small class, experiential learning, inter-disciplinary courses, residential experiences and internationalisation, have also been identified for evaluation. In addition, academic units have the liberty to select other institutions for benchmarking of good practices and other areas as appropriate.

b) Research Postgraduate Programmes

Providing evidence of our high quality standard of research postgraduate (RPg) programmes has become more important in view of the University Grants Committee (UGC) decision in changing the methodology for allocation of RPg places, with a portion of RPg students assigned based on outcomes of RPg education. In coming years, the University reaffirms our commitment to the provision of quality support to RPg students and will continue our endeavour to collect data showing our achievement, such as demonstrating good student progress in annual reports, collecting student feedback for reflection and improvement through annual reports and graduate surveys, showing a high percentage of graduates engaged in research-related employment or further studies, apart from giving data of high completion rates and publications in conferences and journals.

c) Taught Postgraduate Programmes

In addition to the existing three objectives of offering taught postgraduate (TPg) programmes, another objective had been included in the action plans, viz. enhancing and enriching the teaching of undergraduate courses through development in staff expertise as a result of teaching in the TPg

programmes and sharing of knowledge in some topics taught in TPg programmes. Offering TPg programmes enables relevant staff to engage in teaching at professional level which provides opportunities for further developing their knowledge through the vibrant discussion culture in the offering departments enhanced by interaction with postgraduate students, as well as the increase in seminars/talks by professionals, industry practitioners and executives.

d) Faculty Development

As a liberal arts university, Lingnan has always attached great importance to teaching. The University will continue to foster excellence in teaching through recognition of teaching performance in personnel actions and in the Teaching Excellence Awards, in which a new category ‘Outstanding Teaching Award for Early Career Faculty’ has been introduced to motivate and reward academic staff who are in the developmental stage of their careers. Meanwhile, the efforts to encourage academic staff to engage in continuous development in research work, international exchanges, and interactions with international organisations or institutions will continue in order to ensure balanced development in teaching and research. In addition to the existing Study Leave and Academic Leave (Study) schemes, a Research Leave scheme is implemented in 2010-11 and 2011-12 to support outstanding research plans via research leaves on a competitive basis with the aim to provide development opportunities to faculty members, particularly junior academic staff, to engage in academic research and professional development activities.

2.2 Research

Committed to excellence in research, the University is constantly pursuing enhancement of research strength across the range of areas the University covers in Arts, Business and Social Sciences. Our research policy aims to provide staff and students with a supportive and stimulating environment for research while optimising the use of research funds through the support of focused development and collaboration where appropriate. Three major developments in support of these goals are highlighted below:

a) Review of Focused Research Areas

The nine focused research areas of 2009-12 were reviewed and seven focused research areas were identified for 2012-15, viz. Modern Literature in Chinese; International Financial Markets and Economic Performance; Taxation in China; Conflict Management in Chinese Business; Age and Work-Life Balance; Cinema Studies; and Cultural Policy and Heritage.

b) Restructuring of Research Centres/Institutes

The resource allocation, work and operations of the Research Centres/Institutes were reviewed for optimal utilisation of resources to support research. The Institute of Humanities and Social Sciences and Environmental Studies Programme have been disestablished, Centre for Asian Pacific Studies and Centre for Public Policy Studies will become virtual centres, and staff of Research Centres/Institutes re-deployed in order to shift resources from positions supporting non-priority administrative tasks to active research-support positions. All these measures aim to ensure the effective utilisation of resources to support research.

In line with the seven focused research areas identified, the research support for the redefined areas were reviewed with one or more research centre(s) being considered to be set up for synergy of staff members researching in the same area.

c) Expansion of Distinguished Adjunct Professor Scheme

The University is gradually building up its Distinguished Adjunct Professor Scheme with a view to enhancing the international research connections of academic staff.

2.3 Student Development

a) Younger Cohort

To address the needs of the younger cohort of students admitted under the 4-year system, various student service units have collaborated to provide a comprehensive New Student Orientation (NSO) since 2009. The Peer

Mentoring Programme (PMP) is also being strengthened with emphasis on guiding the younger students via peer mentor-mentee relationship. A First Year Experience Programme (FYEP) was designed in 2009 and its contents and delivery are being modified to suit the younger student intake in 2012-13. NSO, PMP and FYEP are coordinated in a series of programmes to help new students address the issues relating academic success and personal development such as the new mode of university learning and study, time management, independent living, the importance of language proficiency, development of intellectual and social confidence, formation of social network, leadership and citizen participation, and openness to cultural diversity.

b) Stimulating Residential Experience

With the capacity for full residency ready in 2012-13, the education role of student hostels will be further enhanced. Hostel education will become the sixth domain in the Integrated Learning Programme (ILP) under the 4-year system. The hostels have been organising ILP-unit bearing programmes since 2009. Introduction of the concept of Living Learning Communities into the hostels and establishment of International Houses in hostels are being planned for 2012-13 and 2013-14 respectively. Orientation and training on helping skills, mediation and cultural diversity are offered to hostel staff on an on-going basis but the scale will be intensified when the number of student residents increases in 2012-13. To ensure effective management of hostels, a review of existing hostel rules and regulations and management system will be conducted. To provide a good living and learning environment and achieve better noise management, a quiet zone has been established on trial in a few hostels since 2010-11. With positive response from students, the quiet zone will be extended in the coming years according to student demand. A new hostel admission system which helps hostels develop their own identity and culture is expected to be in full operation in 2013.

c) International Exposure/Multi-cultural Campus

To maximise the international exposure of students, the numbers of inbound and outbound exchange students and the number of new partner universities, in particular high-ranking liberal arts colleges, are

progressively increasing. An official Lingnan University Exchange Facebook page is launched to increase students' awareness of exchange opportunities and benefits. A Buddy scheme and tailor-made orientation to help new non-local students adjust to Lingnan have been offered. The host family scheme, hostel student ambassadors and a wide range of cultural programmes have helped enhance students' inter-cultural experience on campus. Admission of more ethnic minorities and relevant scholarship programmes are proposed in order to enrich students' cultural exposure.

d) Wide Spectrum of Co-curricular Activities

With the aim to develop students' interest in lifelong learning, the Student Services Centre (SSC) has been collaborating with academic departments and external organisations to expand and diversify the ILP. Moreover, 20% of ILP courses offered have been conducted in English in response to the increasing number of non-local students since 2009. The Civic Engagement (CE) programme to nurture students' sense of civic responsibility is planned to be introduced as a graduation requirement under the 4-year system as an interim arrangement before Service-Learning becomes a graduation requirement. From the CE programmes, students will acquire a strong sense of civic responsibility and leadership through a series of training and service practicum.

Students are encouraged to learn self-governance, leadership, organisational and communication skills through participation in student societies. A Leadership Award Scheme to recognise student leaders' learning and practical experience was enhanced in 2010. Training programmes for potential student leaders were also strengthened in 2010. To foster leadership skills and close ties among Lingnanians, the Peer Mentoring Programme and the Career Mentoring Programme had been further enhanced in 2009, and the scales of the two schemes will be gradually expanded to cope with the increase in student population in the 4-year system. The SSC is collaborating with the Hong Kong Professional and Senior Executive Association to launch a Leadership Mentoring Programme in 2011-12. To enhance students' self-understanding and confidence, fitness test and character strength tests have been conducted since 2010.

e) Preparing Students for Career Success and Their Roles as Future Leaders

In 2008 the SSC launched the Career Empowerment Programme to groom a select group of students and refine their transferable skills and attitudes. Dinner gatherings for students and successful executives, CEOs, human resources practitioners and distinguished alumni have been organised since 2008. Collaborations with the business sector, e.g. the Standard Chartered Bank, for special career programmes started off in 2010. An on-line job information platform and eCV have been developed. All these initiatives aim to help student start their career planning and preparation at an early stage. More internship opportunities in Hong Kong, Chinese Mainland and overseas are being offered to students on an on-going basis, and both the number of internships and number of countries will be increased to enable more students to receive some work experiences during summer and term breaks. The Employer network is being expanded through mass recruitment exercises, referrals, a database of company email addresses, visits, liaison and participation in recruitment fairs on an on-going basis. The Career Development Committee under the Council was formed in September 2010 to solicit more jobs and internships for students.

2.4 Institutional Advancement

In May 2010, The Hong Kong Jockey Club Charities Trust approved a generous grant of HK\$85 million for the construction of a 400-place student hostel on campus and it helped achieve an important milestone of the University of attaining 100% hostel accommodation for its students in early 2013. In view of change in funding needs, the University will focus its efforts in raising funds for the expansion of student exchange programmes, entrance scholarships and hostel bursaries. The University will continue to promote the vision and mission of liberal arts education locally and internationally. We will also put more efforts in strengthening our relationships with alumni and encourage more alumni to establish formal alumni associations in the name of Lingnan University. In the revised action plan, the strategic objectives of institutional advancement will be as follows:

a) Fund-raising

- To strengthen the alumni network and encourage alumni donations
- To strengthen the communication network with existing and prospective donors, and to explore potential donors and expand the donor network
- To raise development funds for the expansion of student exchange programmes, entrance scholarships and hostel bursaries

b) Image Building and Outreaching to Target Groups

- To promote public awareness of the distinctiveness of liberal arts education and of Lingnan's unique and highly successful contribution to higher education in Hong Kong
- To further enhance the overall image of the University locally and internationally

c) Alumni Relations

- To maintain and reinforce the connection with alumni
- To promote among alumni a sense of pride of being a 'Lingnanian' and a passion for the alma mater

2.5 Academic Support Services

In the key strategic area of Academic Support Services, three themes were identified for the updates:

- a) 334 Academic Reform
- b) Outcome-Based Approach to Teaching and Learning
- c) Business Intelligence

The updates on priority areas as well as revised actions were formulated with emphasis on their specificity, including clear accountabilities, specific targets and measurable performance indicators. Brief updates from the five service units, viz. Registry, Information Technology Services Centre, Library, Teaching and Learning Centre and SSC, under these themes are highlighted below.

a) 334 Academic Reform

1. Registry

The Registry will continue to assist in the development of the new 4-year degree curricula (both for major and the core curriculum) and the identifying and addressing of issues associated with the double cohort in 2012 such as the admission of two cohorts of students with different admission formats (programme-based vs faculty-based) in 2012-13, and class timetabling for double cohort years. The Registry will also provide support to the formation of the Division of Science which will oversee the development of science course offering in the University.

2. Information Technology Services Centre

To support the 4-year university system, the current JUPAS admission system is undergoing redevelopment to cope with the new entrance requirements of applicants taking the new Hong Kong Diploma of Secondary Education (HKDSE) public examination in 2012. The Web Admission system is also enhanced to provide additional features for reviewing applications on-line and making decisions via the web as well as handling applicants from Mainland and RPg applicants for the Hong Kong PhD Fellowship Scheme. DegreeWorks, an advising and degree audit software, has been adopted and fully implemented to support the new curriculum and incorporate the ILP requirements from SSC.

3. Library

Continual assessment is critical to providing and improving service quality for the 4-year university system. By using LibQual+, an internationally recognised survey of user satisfaction with library services, the Library will continue to benchmark itself with other university libraries in Hong Kong and internationally with comparable liberal arts institutions in the US and Europe.

LibQual+ demonstrates that, for students, the library as a physical entity is its most important function. During 2011 the Library will assess existing space in Library and begin assessing anticipated space needs for the future. The Library will also participate in the Joint Universities Research Archive (JURA), a shared storage facility that will enable the Library to store a fifth of its collection off-site from 2015. Anticipated outcomes will be efficient use of study and stack space in the Library and increased

satisfaction of students and faculty with Library services and facilities.

4. Teaching and Learning Centre (TLC)

The TLC will develop generic and specific programmes that focus on improving teaching and learning. Activities include:

- i. Initiate and/or support activities to improve the implementation of OBATL (for example, in April 2011 the TLC led a group of academic and non-academic staff on a professional development programme at Alverno College, US).
- ii. Develop workshops and seminars to assist staff to incorporate information and communication technologies into teaching and learning, particularly in the design of new courses for 334.
- iii. Develop innovative teaching and learning environments to engage and motivate students (e.g. the Second Life virtual island for language learning and Visual Studies, the Open Sim server for expanding the virtual environment to support additional exploration and expanded use by additional faculties, and the use of ePortfolios for assessment in language education).

5. Student Services Centre (SSC)

The SSC supports the University's teaching and learning for the 4-year system in five main areas:

- i. To provide a lively residential campus environment for students' living and learning.
- ii. To cultivate a harmonious multi-cultural social environment for students.
- iii. To help maximise outbound exchange students' learning experience.
- iv. To facilitate a positive, supportive and caring environment for younger cohort of the 4-year system.
- v. To support students in achieving academic success in their 4-year academic learning.

Most of the actions have been tested in trial runs and improvements are being made before the actual implementation by summer 2012-13 when the

first cohort of students is admitted to the 4-year academic programmes.

b) Outcome-Based Approach to Teaching and Learning (OBATL)

1. Registry

The University has set up a working group on assessment to address issues relating to application of an assessment policy across programmes, review of assessment guidelines/regulations/practices taking into account of OBATL (including course assessment and honours classifications). Registry will be providing support to the working group to work out relevant proposals, including necessary review and development of policy, guidelines and practices, such as those related to criterion-based referencing assessment. In the process, extensive consultation and careful deliberations will be involved before any new policy/guidelines/practices are finalised.

Registry will set up a web site to facilitate sharing of good practices on teaching and learning across academic units. It will regularly invite academic departments/units to nominate a maximum of two good examples of course outlines, especially with well-written learning outcomes and measurement of outcomes sections, for posting on the intranet as part of the good practices web site for sharing.

2. Information Technology Services Centre

A Working Group has been formed to review and adopt the next generation Learning Management System (LMS) to replace the existing WebCT CE8 which will reach its end of product life by end of 2011. An Outcome-based module is expected to be part of the LMS and integrated with the student e-Portfolio, University Portal and Banner ERP system to support OBATL.

3. Library

As part of its goal of integrating information literacy into departmental programmes so that students can develop lifelong learning skills within their chosen discipline, the Library will continue to offer course-based

instruction and group lectures but will develop more Library-Department coordination, leading to a new programme in which information is integrated into the curriculum by 2013. The outcomes should demonstrate improved student papers and alumni surveys that will show that information literacy skills are being used after graduation.

4. Teaching and Learning Centre

The TLC works with individuals and groups to develop curricula that support the outcome-based approach to teaching and learning. Activities include:

- i. Assisting individuals and academic units in the revision of course outlines and curriculum alignment.
- ii. Trialing and development of new ways of assessing outcomes and development of rubrics (and sharing).
- iii. Developing the use of learning technologies for staff and students (current initiatives include the use of podcasting, ePortfolios, and tools associated with a virtual learning environment).

5. Student Services Centre

The SSC will work with OBATL in mind especially in the provision of student development programmes.

c) **Business Intelligence (BI)**

1. Registry

To provide up-to-date and timely information for the University Management to facilitate their decision-making, a BI system is planned to be launched in the Fall of 2011. The Registry provides support to the BI Steering Group, which is chaired by the AVP(AQA) with AVP(AA) & Registrar, Academic Deans and the ITSC Director as members, which sets the direction of the evaluation framework. A working group chaired by the AVP(AA) & Registrar is formed among the Registry, ITSC, OSL, OMIP, SSC and faculty representatives to plan for the implementation of the BI system and consolidate a database of statistics and relevant reports

for the initial development of the system. As one of the key stakeholders, the Registry will contribute to the continuous refinement of the system so that data collected through various channels can be exploited as an empirical foundation at a unified web-based platform to further facilitate the senior management to devise strategic directions at the institutional level.

2. Information Technology Services Centre

The availability of business analytics, business intelligence and/or systems with critical decision support features will assist senior management to perform academic assessment, plan and review resources and manage performance. A consolidated data warehouse with data extracted from different data sources is required to support data mining, predictive analytics, forecasting and trend analysis to meet the information needs of senior management. Senior management can use the system to monitor performance based on Key Performance Indicators (KPIs) and obtain measurements using dashboards, reports, alerts and drill-downs. ITSC has completed the evaluation of several BI systems and started the tendering process for the acquisition of a total solution which is targeted for pilot run in Term 1, 2011-12.

3. Teaching and Learning Centre

The TLC provides a significant amount of evaluation service for the University and staff, which includes:

- i. Evaluation (including qualitative and quantitative data analysis) of new and existing courses.
- ii. Data mining exercises of the teaching and learning environment that provide evidences of the impact of the Lingnan experience and the development of graduate attributes.
- iii. Support activities to provide evidence of the impact of innovative teaching practices and new course designs for 334 on student learning outcomes.
- iv. Hosting focus group meetings with students in order to provide a more holistic view of teaching and learning at the university, particularly new curricula being developed for 334.

- v. On-going data processing in order to provide evidence to support the impact of Teaching Development Grants on student learning outcomes, and evidence required for future quality audits.
4. Student Services Centre

The SSC will supply relevant information to the BI system, in particular students' achievements in co-curricular and extra-curricular activities, awards and scholarships. The SSC will make use of the analyses and data from BI for improvement of programmes and services for students and academic staff in the University.

2.6 Sub-Degrees and Continuing Education

The Community College at Lingnan University (CCLU) and Lingnan Institute of Further Education (LIFE) have strived to follow the goals and implement the actions set out in the Action Plan. With regard to the increasing synergistic relationship between the two units and the changing environment of Hong Kong higher education in recent years, a brief account of the key changes and developments in the following four main aspects is provided below:

- a) Implementation of Outcome-Based Approach to Teaching and Learning
 - b) Enhancement of Student Services
 - c) Strengthening Quality Assurance System
 - d) Development of New Programmes
- a) Implementation of Outcome-Based Approach to Teaching and Learning**

- In adopting the Outcome-Based Approach to Teaching and Learning (OBATL) in our courses and programmes, the CCLU is fully aware of the importance of staff involvement at various levels. Starting from 2009, the College started incorporating the concept of OBATL into its Staff Development Day and also encouraged colleagues to actively participate in different OBA-related events. Three OBA coordinators were appointed for Arts, Business and Social Sciences programmes respectively in June 2010. To equip these OBA coordinators/ Programme Heads with relevant skills and knowledge, hands-on

workshops were conducted. For example, a practical workshop was offered by the TLC of the University for the OBA coordinators and other programme management staff members in December 2010.

- In the academic year of 2010-11, CCLU started the process of reviewing course syllabi of three Associate Degree (AD) Programmes as the first phase of OBA exercise. Apart from ensuring the learning outcomes and their measurement are properly stated in each course syllabus, a programme/course learning outcome matrix was prepared so as to show how each course contributed to the programme outcomes. Being self-financed in nature and yet realising that the implementation of OBA involves substantial human resources, the CCLU submitted in late March 2011 a proposal regarding the implementation of OBA targeting support from the Quality Enhancement Grant Scheme (QEGS) funded by the Education Bureau for the second and coming phase of OBA development.

b) Enhancement of Student Services

- Since March 2009, CCLU and LIFE have established the Student Affairs Office (SAO) with the aim to provide a platform for students to obtain various student services information including student activities, career and counselling services. Respective programmes (Diploma, Pre-AD, Higher Diploma and AD students) have set up their own Networking Groups (Student NETs) which are formed by groups of student representatives with the aim of cultivating a sense of belonging among students by organising collective activities.
- Apart from the support from the SAO, the CCLU has set up the Programme Tutor System since 2009 by appointing teaching staff to provide academic advising and pastoral care to students. Throughout these years, various extra-curricular activities, including annual social and sports events, have been launched successfully. The successful learning outcomes are not restricted to student involvement in managing the work flow of the events, but also the valuable lessons throughout the entire planning and review processes, where students can put concepts they have come across in the classroom, such as team work, time management and communications, into use in real life.

- The non-credit bearing compulsory Life Enhancement and Appreciation Programme (LEAP) has been revamped since 2009 to include not only integrated learning seminars but also a summer leadership camp to help students consolidate what they have learnt during their first year of studies.
- Starting from 2010, our students can also get exposure in short-term overseas trips such as the English learning tour in Australia and Putonghua learning tour in Beijing and Tianjin during summer time with sponsorship provided to strengthen their language proficiency in English and Putonghua.

c) Strengthening Quality Assurance System

- Given the importance of quality assurance system, college-wide programme reviews are conducted regularly for the academic programmes as a normal practice. In November 2009, the second 4-year programmes review was completed with suggested action plans for AD programmes. A 3-year programme review for full-time Diploma programmes will be held in October/November 2011.
- All the new programme proposals at CCLU and LIFE have undergone a rigorous internal quality assurance mechanism and are mapped to the Qualifications Register of the Education Bureau (EDB). Over 80 full-time and part-time learning programmes offered by CCLU and LIFE have been registered under the Qualifications Register with endorsement by the Joint Quality Review Committee (JQRC).
- Understanding the importance of the 334 academic reform, faculty members of CCLU have actively equipped themselves by attending 334 workshops and seminars hosted by various universities as well as the JQRC for the development of new curricula in different disciplines and areas.

d) Development of New Programmes

- The CCLU also developed vocation-oriented Higher Diploma (HD) programmes such as HD in Tourism and Hotel Operations, and Fitness Training and Management to meet the market demand. The CCLU never neglects the collaboration with related professional bodies in these vocation-oriented programmes for the benefit and development of graduates. For example, the CCLU works closely with the Physical Fitness Association of Hong Kong, China (HKPFA) for the HD programme in Fitness Training and Management. HD students in Tourism and Hotel Operations can apply for professional recognition of the Travel Industry Council of Hong Kong (TICHK) upon successful completion of the programme and its related examinations.

Way Forward

- To seek recognition for top-up degree programmes in Hong Kong, viz. BA (Hons) in Business Administration offered by Middlesex University, BA (Hons) in Business Studies and MBA programmes offered by the University of Wales, we proposed to register the programmes under the Non-local Higher and Professional Education (Regulation) Ordinance. With the new accreditation policy adopted by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ), CCLU and LIFE have set up a Non-Local Learning Programmes Accreditation Task Force led by the Dean of the Community College and Further Education. The first accreditation exercise is expected to be conducted in October 2011.
- In preparation for the New Academic Structure, the CCLU has set up related core working group and work plans from 2010 onwards regarding the new HKDSE. The CCLU continues to liaise with related University academic units in order to prepare new AD programmes which will be launched in September 2012.
- With a view to enhancing the quality assurance of our programmes and get in line with government policy, CCLU has received support from the QEGS since 2009-10. The initial project, namely Adoption of Open Source Course Management System in Post-Secondary Institutions, was delivered during the period from May 2009 to December 2010. A seminar introducing this system was held in

December 2010 and around 100 participants from various stakeholders attended. In 2010-11, the CCLU received two other grants from the EDB covering enhancement initiatives for information technology and languages. The preparation of three proposals is underway in our continuous effort to strengthen the quality assurance mechanism being implemented by CCLU and LIFE.

3. Campus Development

The University aims to maintain an attractive, efficient campus and to continue infrastructural development in order to meet the changing needs of the Lingnan community. New infrastructural developments are in the pipeline in preparation for the four-year degree programme which will commence in September 2012. These include a new academic block of approximately 2,900m² (net floor area) and two student hostel blocks with a total of 600 hostel places, both being built on a newly acquired piece of land adjacent to the main campus. With the expected completion of the new academic block in August 2011, the University has been extensively reviewing the use of existing space on campus to ensure that our space resources will be used optimally and that all the necessary facilities would be available to support the 334 Academic Reform. We have obtained additional funding from the UGC to carry out the necessary work, such as the consequential work for 334 Academic Reform related projects.

Upon completion of the two hostel blocks the University will have a total of 2,100 hostel places. These will meet about 85% of the housing needs of our student population under the 4-year degree programme. However, as it is the University's aim to provide 100% residency for all students, another building project providing 400 beds at a site just beside the existing Jockey Club Hall is under construction. The project, funded by a generous donation from The Hong Kong Jockey Club Charities Trust as well as from the University's own private funds, is expected to be completed in December 2012.

4. Implementation and Reviews

The updated action plans for the six key strategic areas are provided in the Appendix. Regular reviews will be conducted every other year by the respective sub-groups and responsible departments/units in order to monitor the progress of each activity and to identify areas in which the action plans may require revisions or updating in response to changing environmental conditions.

The action plans are internal documents and are not attached. Those who are interested in reading these documents are requested to contact the Registry (email: registry@LN.edu.hk).

BI Project - Initial Findings on Internationalisation and the Way Forward

Introduction

The University has identified five university-wide indicators of good education experiences, viz. internationalisation, small class, experiential learning, interdisciplinary courses and residential experiences. To facilitate data analysis for management decision, the University went through an extensive search considering a number of Business Intelligence (BI) software (e.g. SAP, IBM, Blackboard Analytics) and finally acquired the BI software provided by Blackboard Analytics in June 2011. Internationalisation was chosen as the first indicator to start with. With the support of the BI system, important findings can now be driven by data to strengthen the flow of empirical information.

In order to formulate the most appropriate internationalisation strategies of the University, it is essential for us to look into the background of our outbound exchange students in a holistic perspective. The initial findings as summarised below demonstrate how the University makes use of the data in guiding the effort in internationalisation, and in the other four indicators in future.

Initial Findings on Internationalisation

i. Number of Outbound Exchange Students

The number of outbound exchange students has been growing steadily in the past 4 academic years from 145 in 2007-08 to 221 in 2010-11, with a percentage increment of 52.4%. The rationales for the increase of students going for exchange are two-fold: students' increasing eagerness to go for exchange as one of the 'out of classroom' activities, and the commitment of the University to provide more exchange opportunities to the students.

ii. Gender Distribution

The results revealed that the majority of the outbound exchange students were female, which accounted for around 80% consistently over the past few years. Female students, however, only accounted for approximately 65% of the overall undergraduate (UG) population. There are significantly more female students participating in student exchange programmes.

iii. Student Nationality

Student nationality in relation to their participation in student exchange programme had been reviewed. It is not uncommon to find that the majority of outbound exchange students are local Hong Kong students since they comprise the largest portion of the student population. However, there has been a slight decline in the

percentage of local students going on exchange over the past years. It decreased from 94% in 2007-08 to 82% in 2010-11. There was, however, a significant increase in the number of Mainland Chinese students going on exchange, from 5% to 15% over the same period. Meanwhile, the percentage of Mainland Chinese students of the UG population rose from 4% in 2007-08 to 9% in 2010-11.

iv. Proportion of Students to Go on Exchange in Each Faculty

Analysis revealed that in the past 4 academic years, from 2007-08 to 2010-11, 27.9% of the BBA students participated in the exchange programme, representing the highest ratio among the three Faculties. Over the same period, 27.7% of students in Social Sciences and 23.9% of students in the Arts Faculty went on exchange.

v. Exchange Period

From 2007-08 to 2010-11, the majority of our students went on exchange in the first term of their third year of study (63%), followed by the second term of their second year of study (27%). However, a large number of Accounting and History students went on exchange in their second year of study over the same period, in contrast with the majority of outbound exchange students going out in the third year.

vi. Exchange Destinations

In 2010-11, around one-third of our students (32%) went on exchange at Liberal Arts schools. This coincides with the fact that 26% of our exchange partners are Liberal Arts schools which share common characteristics with Lingnan like a small student body, a residential campus, etc. These partners are usually located in the U.S. where Liberal Arts is a unique tradition. Meanwhile, more than half of our students who went on exchange (57%) went to full exchange schools with both tuition and hostel fees paid at Lingnan, which is consistent with the fact that 56% of our partners are under full exchange agreements with Lingnan.

In 2010-11, the competition for exchange spaces was the keenest in the U.S. given that 102 students competed for 81 places, short of 21 places in total, which means an oversubscription of 26%. Meanwhile, Taiwan was a popular destination in Asia; with 16 students competing for 7 places, it was oversubscribed by 129%. When it comes to Europe, the United Kingdom was the most popular with 34 students competing for 17 places and oversubscribed by 100%. Due to the relatively larger number of exchange partners and exchange places available in the U.S., the oversubscription rate in the U.S. was not as high as those in Taiwan and the United Kingdom; however, the shortage of places in the U.S. was the highest among all host countries since students generally prefer going to the U.S. for exchange. On the contrary, Austria, the

Philippines and Thailand were the least popular exchange destinations with no students applying in 2010-11.

Among students applying to the U.S. schools, the majority wished to go to the South (52%). Within the South, 3 States drew most of the applications, including Maryland, South Carolina and West Virginia.

From the above initial findings, we could identify the background of our outbound exchange students and more efforts should be made to promote the exchange programme to the target students. Moreover, we are now able to locate the popular exchange destinations among our students. This provides important information to the University for future partnership development. For example, more partners should be recruited in the U.S., preferably institutions in Southern states, the United Kingdom and Taiwan to satisfy the demands of students. At the same time, promotion efforts might be spent on promoting the exchange opportunities at Austria, the Philippines and Thailand so as to encourage students to apply to go to these places.

The Way Forward

The University is committed to establishing effective study abroad and exchange arrangements. Continuous assessment of our educational goals for internationalisation will require more baseline indicators for comprehensive data analysis. Apart from this, to ensure the flow of empirical information for management decision making, both direct data and indirect data collected from student survey forms and/or questionnaires will be kept in the BI data warehouse. With the incorporation of indirect data for both inbound and outbound exchange programmes and the generation of baseline reports for inbound exchange into the BI system by the 2011-12 academic year, the BI system would be an effective means for the University to monitor and evaluate our good education experience on internationalisation and to underpin decision making with hard data.

Experiential learning is the second indicator to work on. A data tree illustrating the hierarchical structure to display data has already been worked out and baseline indicators have been identified. System customisation works are underway and initial baseline reports will be generated tentatively by August 2012. It is anticipated that the first phase of BI implementation with quantitative data illustrating the five university-wide indicators of good education experiences would be completed by the 2014-15 academic year. In the second phase of implementation of the BI system, it is our plan to extend the use of the BI system to departmental/unit level so that they can define their own framework for evaluating data and trend analysis.

Remark: A full report will be circulated to the Units concerned.

Bachelor of Arts in Visual Studies
Annual Programme Report 2009 - 2010

(main document only and without appendices)

1. Admission of Students

- 1.1. The BA (Hons) in Visual Studies programme accepted its fifth cohort of students in August 2009. The JUPAS system provided the greatest number of entrants to the programme. The Visual Studies programme attracted a total of 252 Band A applicants. A total of 23 students were accepted into the programme through JUPAS.
- 1.2. A total of 202 candidates applied to enter the programme as direct entrants, with 82 candidates putting us in first place. Finally, 15 candidates were offered places and 7 of them subsequently registered.

JUPAS					
	2005	2006	2007	2008	2009
<i>Student number</i>	JUPAS 21, Direct 9 & Mainland 1 Total = 31	JUPAS 22, Direct 8 & Mainland 1 Total = 31	JUPAS 25, Direct 5 & Mainland 1 Total = 31	JUPAS 24, Direct 6 & Mainland 1 Total = 31	JUPAS 23, Direct 7 & Mainland 1 Total = 31
<i>No. of JUPAS applications</i>	1378	1822	1886	2002	1639
<i>No. of qualified JUPAS applications</i>	225	274	706	674	611
Direct Applications					
	2005	2006	2007	2008	2009
<i>No. of Direct applications</i>	171	355	317	176	202
<i>No. of 1st choice Direct applications</i>	31	60	61	70	82
Admission of Visual Studies Department					
	2005	2006	2007	2008	2009
<i>% of JUPAS Band A admittees</i>	29%	32%	79%	100%	100%
<i>Admission score</i>	1.86	2.07	2.13	2.15	2.17
<i>LU Average admission score</i>	(2.25)	(2.28)	(2.40)	(2.39)	(2.45)
Detailed admission grades					
<i>AL</i>	1.57	1.92	2.14	2.17	2.18
<i>AS</i>	2.20	2.08	2.02	1.83	1.91
<i>UE</i>	2.19	2.14	1.33	1.29	1.39
<i>CLC</i>	2.48	2.23	2.21	2.13	2.35

Analysis:

The Department notes that the average admission score of students accepted into Visual Studies remains lower than the University average (2.17 as compared with 2.45 in 2009). At the same time the Department is heartened by the upward trend that is discernible in

the admissions statistics for Visual Studies (1.86 in 2005, 2.07 in 2006, 2.13 in 2007, 2.15 in 2008 and 2.17 in 2009). Indeed, the admission score for Visual Studies in 2009 is only slightly lower than the LU average in 2005. A heartening statistic is the rise in qualified JUPAS applicants (from 225 in 2005 to 611 in 2009). The Department also wishes to draw attention to the statistics charting Band A admittees (29% in 2005 and 100% in both 2008 and 2009). These statistics help to explain the enthusiasm that Visual Studies majors are generally seen as bringing to their studies and relevant extra-curricular activities. Staff see our majors as very teachable and while their admissions score on entry may be lower than the University average, the sense is that a very significant number of students are performing to a very high standard indeed by the time they graduate. This understanding of student performance is supported by the assessments provided by our two external examiners (see 5.3 below, and appendix i)

2. Progress of Students

2.1. In year one and two, all students were allowed to proceed. In year three, 31 students were allowed to graduate. One MPhil student was allowed to graduate, two MPhil students were allowed to proceed and one PhD student was similarly allowed to proceed.

3. Programme Structure/Curricula

3.1. Visual Studies became a stand-alone department on August 15th, 2009. This report thus covers Visual Studies' first year as an autonomous unit.

Visual Studies at Lingnan adopts a comprehensive and interdisciplinary approach to the study of art, aesthetics, and visual expression and appreciation. Our conceptual focus is on the following core sub-disciplines: art history, cognitive film studies, and philosophical aesthetics. Our emphasis on philosophical aesthetics (including everyday aesthetics and environmental aesthetics) gives Visual Studies at Lingnan a unique profile, as does our emphasis on Chinese art and on cognitive approaches to film. Our teachers all hold research degrees in one of our core sub-disciplines, and some teachers have specialised training in several of the relevant areas. The result is a course of study that is very well integrated indeed, with teachers not only understanding but also taking a strong interest in each others' courses and research activities. Our teaching is research-based and all of our teachers are as committed to the pursuit of high quality research as they are to quality teaching.

Art and Well Being, Environmental Aesthetics, and Chinese Art are prioritized areas of research, and our research-based courses reflect these priorities.

In keeping with the Liberal Arts mission of Lingnan, our curriculum emphasizes transferable skills and a whole person approach to education. Visual Studies at Lingnan focuses on the history of conceptual thinking about the visual arts, and on the history of various forms of artistic expression, in China and elsewhere. We expect students to take a keen interest in the art of the region where Lingnan University is located, but also to be eager to broaden their perspectives through serious engagement with traditions and practices from other parts of the world. In an effort to foster an international and cosmopolitan mind-set, we, like most Departments at Lingnan, aim to send approximately half of our students abroad for a semester. To this end, we have played an active role in developing relevant linkages (with Emily Carr University of Art and Design in Vancouver and Nova Scotia College of Art and Design in Halifax, for example).

We believe that students are able to deepen their historical and conceptual grasp of artistic expression if they themselves are given the opportunity to design and execute a series of artistic projects. To ensure that our students engage in what we think of as “research expression”—the testing of historical and conceptual learning through actual artistic practice—we launched an Artist-in-Residence programme in 2006. Our Artist-in-Residence programme is complemented by studio practice courses taught by two of our full-time staff members. One of the goals of the Artist-in-Residence programme is to help students to understand the art world from the practitioners’ perspective. Each artist’s residency concludes with an exhibition of artistic work, and these exhibitions are often occasions for student involvement in curatorial practice. Exhibitions of work by some of our full-time teachers, and by the students themselves provide further opportunities to understand what curators do. Further learning of a more practical nature is available through our Internship programme, and some of our courses include a Service Learning component.

AIMS

- To provide students with a grounding in the core sub-disciplines that are constitutive of Visual Studies at Lingnan, and to develop students’ capacity to make cross-disciplinary connections amongst these areas through an issues-oriented approach;
- To provide students with opportunities to engage in research expression, understood as the exploration of research questions through art practice;
- To foster values that result in lifelong engagement with creativity, art and community.

OBJECTIVES

The Visual Studies programme seeks:

- To nurture intellectuals who understand and affirm the value of rigorous, in-depth thinking, and the value of creativity and art;
- To develop students’ capacity to appreciate and actively contribute to the aesthetic dimensions of everyday life;
- To encourage students to reflect on the relative merits of cooperation and competition, to nurture their capacity for cooperation, and to equip them with the skills needed to be effective leaders;
- To produce graduates who have the insight, confidence, and experience needed to forge cross-disciplinary connections;
- To produce graduates who have the knowledge, skills, and mind-set needed to play a positive role in both local and global communities;
- To produce graduates who are well equipped to pursue postgraduate training in relevant disciplines, as well as careers in a wide range of sectors
- To produce graduates who can contribute to the development of the arts sector in Hong Kong, through positions in a range of arts-related institutions

LEARNING OUTCOMES

On completion of this programme, students are expected:

- To understand the developments in the Western visual arts (painting, sculpture, printmaking, architecture, design, photography, film and graphic arts) from Antiquity through to the twentieth century and the contemporary period;
- To have an understanding of a full spectrum of visual arts in China, ranging from calligraphy, painting, jade, bronze, ceramics, and murals to seal carving, all in their historical, aesthetic, and socio-cultural contexts;
- To have an understanding of the development and specificity of Hong Kong visual arts and cultures (including design, architecture and the built environment, public and community arts, fashion, and film);
- To have acquired an ability to appreciate the natural environment, as well as an understanding of the history of environmental aesthetics;
- To have acquired the ability to analyse various types of visual culture, to assess the relative merits of different analytic and cognitive approaches, to articulate a cogent research project, to develop a sustained and well reasoned argument, and to anticipate objections to it;
- To have acquired the ability to design and execute an artistic project, to reflect cogently on the outcomes of such a project, and to articulate strategies for future practice.
- To have acquired the capacity to work collaboratively (including in teams consisting of individuals from diverse social and cultural backgrounds) and to work openly and fairly towards the resolution of various kinds of conflict;
- To have developed a strong and lasting desire to support and contribute to the community-building aspects of art;
- To be able to grasp and articulate the contributions that art makes to society and the well being of its members;
- To be have acquired a life-long commitment to the world of ideas and to supporting creativity through, among other things, art practice, art education, art appreciation, and curatorship, as well as through efforts designed to bring creativity, aesthetics, and art into everyday life;
- To understand the sociological and institutional dimensions of the art world, including the workings of museums and the principles of curatorial practice, and to be well equipped to work effectively in related fields;
- To be able to form and express, in both Chinese and English, a justified opinion about all of the above.

Analysis and Actions:

a. *Directed Research Project*

In year 2008 Visual Studies opted to raise the GPA required of students wishing to write a Directed Research Project to 3.3. The view is that this was a judicious decision, inasmuch as the students opting for the DRP are now academically strong, self-motivated students with the discipline and drive required to undertake a substantial research project.

In order to ensure **quality control of the DRP** it was agreed that the following protocol would be introduced as of 2010/2011:

“Students wishing to pursue a Directed Research Project should submit a one page (double spaced) application to the Visual Studies Main Office by May 15th (towards the end of their Second Year). The application should include: the student's CGPA, the topic the student proposes to work on, the name of the preferred supervisor, and a brief statement outlining how the student expects to approach the research topic in question. Applications will be considered by the Department's Directed Research Project Committee, and students will be informed of the results of their applications no later than May 30th.”

This protocol ensures that the decision to allow students to pursue a Directed Research Project is one that is made collectively and on the basis of relevant information about the proposed topic and approach. The protocol was introduced as a result of **benchmarking against McGill University** in Canada, which has consistently in our documents been identified as one of the institutions against which we seek to benchmark, in terms of institutional culture.

b. Programme electives

To support our priorities as reflected in our programme's development over the past 5 years, we have decided to introduce the following new programme electives.

“Introduction to Museum Studies” (taught as a Special Topics course in 2010/2011, by our new hire Dr. Yu-Ping LUK)

“Women, Art and Society in China” (taught as a Special Topics course in 2010/2011, by our new hire Dr. Yu-Ping LUK)

“Digital Imaging” (taught as a Special Topics course in 2009/2010, by our new hire this year, Ms Zoie So)

“Electronic Art” (taught as a Special Topics course in 2009/2010, by our new hire this year, Ms Zoie So)

“Video Art” (to be taught as a Special Topics course in 2010/2011 by Ms Zoie So)

“Digital Imaging”, “Electronic Art”, and “Video Art” were approved as programme electives at the Board meeting of September 2010. “Introduction to Museum Studies” and “Women, Art and Society in China” will be presented to the Board for approval by the end of the 2010/2011 academic year.

To support **Learning Outcome 6** VIS354 “Contemporary Drawing” was introduced. This course used to be titled “Contemporary Art”; the new course title reflects the revised status of the course as a Studio Course designed to provide opportunities to engage in research expression.

c. 3/3/4

The Department put considerable effort into developing its new 48 credit curriculum. The Visual Studies proposal was passed by AQAC and subsequently by Senate at the end of the 2009/2010 academic year. Inasmuch as the full report on our 3/3/4 proposal is available separately, 3/3/4 matters will not be covered in any detail here.

It should, however, be noted that in the Fall of 2010 the Programme and Curriculum Committee met to discuss some possible modifications to the original proposal, in light of new information regarding the frequency with which cluster courses (contributing to the University's core) are expected to be offered. The decisions arrived at during that meeting will be presented to the Board on November 29th 2010.

4. Teaching and Learning

4.1. CTLEs

In an effort to develop the kind of analytic approach to statistical data that is called for in the the new requirements for annual programme reports and 5 year reviews, Visual Studies has:

- analyzed CTLE scores in terms of four averages, and this in relation to a University average (one figure is the average score achieved by the Department as a whole; a second figure is the average achieved by full-time members of staff; a third figure the average achieved by the artists in residence; a fourth figure the average achieved by sessional staff) (see appendix ii)
- scrutinized the results generated by responses to the four questions with a bearing on the implementation of an outcomes based approach (i. "I have a clear understanding of the course objectives"; ii. "The teaching and learning activities have helped me to achieve the course learning outcome"; iii. "The assessment components were good measures of what I learned in the course"; iv. "The method of assessment was clearly explained") (see appendix iii)
- asked full-time members of staff to provide the Head with an analysis of their understanding of the relevant results

Analysis and actions:

The analysis of the four sets of averages suggests that full-time members of staff are performing to a high standard. It further indicates that the teachers who were recruited on a part-time basis also performed to a high (although slightly lower) standard. The artists-in-residence average is the lowest of the averages, the figure being 4.67 in the first term and 4.63 in the second term. Inasmuch as visiting artists are adjusting to a new environment, these figures are considered more than acceptable. At the same time, they suggest that the efforts already made by the Department to ensure that artists communicate effectively with students about learning aims and objectives and modes of assessment should be maintained.

Reflections by individual teachers yielded the following insights and proposals:

- a. The successful strategies and approaches used in the VIS104 course will be transferred to VIS 201, especially as regards assessment matters. Those approaches include making the course requirements and the component

parts/work stages necessary to the successful completion of those requirements as clear as possible.

- b. In connection with VIS 255, 33% of the students indicated that they spent 4-7 hours/week, and over 50% 2-3 hours/week on the course outside the classroom. These figures suggest that the implementation of Service Learning in this course has met with a positive response from students.
- c. Alternative assessment methods will be explored in relation to GEB269.
- d. The scores for 353 indicate a positive response to the teaching of “Environmental Aesthetics” for the first time.
- e. VIS 339D calls for greater clarity with regard to assessment matters.

4.2. **Innovations**

The Department successfully secured four Teaching Development Grants, one linked to VIS 255, one to VIS 355 (in collaboration with the Center for Teaching and Learning) and two to VIS 353.

The Department collaborated with the Teaching and Learning Centre (TLC) and was able, as a result, to explore Second Life as a means of diversifying the learning experience in VS courses. The collaboration with TLC continues in 2010/2011, with two courses featuring Second Life activities.

Analysis and actions:

The high number of TDGs is an indicator (among others) of the Department’s commitment to quality teaching and of its willingness to explore approaches consistent with the University’s aim to diversify the learning experience. Second Life activities should not be expanded beyond present levels, as such expansion would begin to compromise other learning objectives associated with the relevant courses.

4.3. **OBA**

Our OBA coordinator, Dr. Rafael De Clercq, went to two seminars on rubrics, one seminar on learning technologies supporting OBA, and a number of seminars led by Dr. David Eng, OBA consultant for the Faculty of Arts. Dr. De Clercq consulted on a continuous basis with the OBA coordinators of other departments, and in particular, with those of Philosophy and History. Among other documents relevant to OBA (e.g., the graduate survey), he updated the matrix displaying the alignment of outcomes at university, program and course levels. At a more practical level, he ensured that his colleagues are communicating expected learning outcomes to the students and that student representatives are familiar with the basics of OBA. In addition, Dr. De Clercq reported his OBA-related activities to his colleagues and the Faculty level OBA coordinator (Prof. John Erni) on a regular basis. He has also submitted a plan for 2010-2011, which emphasizes the use of rubric-like instruments and adjustments to be made as a result of the new 3/3/4 curriculum. (More details of De Clercq’s activities can be found in the OBA Coordinator Report 2009-2010.) Other colleagues have also greatly contributed to OBA at Visual Studies. For example, our teaching fellow, and as of 1 Oct 2010, OBA fellow, Ms. Zoie So, has attended a conference at Harvard University’s Project Zero on matters

relevant to OBA. She has already provided a brief report and has promised to share more her experience at a special meeting.

4.4. Exhibitions

Learning Outcome 11 was supported by the mounting of exhibitions by full-time members of staff and Visual Studies majors. When these exhibitions are added to those mounted by the visiting artists, the total number of exhibitions mounted **on and off-campus** in 2009/2010 is 5. Students were responsible for two of these exhibitions. One was mounted in connection with Information Day, another one was held on February 2010 and entitled “Imag(in)ing” (Leung Oi Wan Art Gallery).

Analysis: student exhibitions

At a Programme and Curriculum Committee meeting held in October 2010, one of the full-time members of staff responsible for the area of research expression (and studio offerings) expressed a desire to see students offered a course in curatorial practice. The view was taken that such a course had always been seen as desirable and that the Department (with six full-time members of staff) was now in a position to develop it.

4.5. Internships

Since its launch in 2005 Visual Studies has been actively involved in developing various credit-bearing and non-credit-bearing internships. In order to ensure the quality of the internships and the rational development of internship offerings, it was determined that a full-time member of staff would serve as the Department’s Internship Coordinator. Terms of reference were specified for this job and the Coordinator is charged with reporting to the Department at the first Board meeting in the academic year. The Coordinator’s summary of internship opportunities and placements in 2009/2010 can be found in appendix iv.

Analysis: internships

At the Board meeting in September 2010 it was determined that the decision to introduce the administrative role of Internship Coordinator had contributed rigor and professionalism to our offerings.

5. Assessment of Students and Academic Standards

5.1. Assessment methods for all courses were clearly stated in course outlines distributed to students at the beginning of each term. Continuous assessment (based on class performance, short tests, blogs, term papers, presentations and mid-term and final in-class tests) is adopted in especially the more advanced programme elective courses. The foundation courses tend to involve a mix of continuous assessment and final examination during the formal examination period. All of the course syllabi are now framed in terms of the outcome-based approach and are designed with an eye to a flexible implementation of that approach.

5.2. The average term GPA for our third year students was 3.06 (as against 2.78 last year) in the first term and 3.13 (as against 2.98 last year) in the 2nd term. The average term GPA for our second year students was 2.87 (as against 2.79 last year) in the first term and 2.81 (as against 2.88 last year) in the 2nd term. The average term GPA for our first year students was 2.44 (as against 2.58 last year) in the first term and 2.67 (as against 2.6 last year) in the second term.

5.3. External Examiners’ Reports

Visual Studies received especially laudatory reports from both of the Department's external academic advisors, Professor Harold Mok (Chinese University of Hong Kong) and Professor Ib Bondebjerg (Deputy Chair, Department of Media, Cognition and Communication, University of Copenhagen). For example, Professor Bondebjerg wrote as follows: "I am as before impressed by the overall quality and standard of the BA-program in Visual Studies, by the combination of theoretical work, analytical work and skills and also the inclusion of practical hands on work that I have seen [...] This combination indicates a program with a good spread of competencies and academic solidity. I would also like to point out that I am especially happy with the high level of interdisciplinarity you find in several of the courses. This is impressive on a BA level." Professor Harold Mok wrote: "The progress observable over the last academic year has further convinced me that the programme has fully matured, not only providing students with a broad-based and in-depth training in visual culture but also making the Lingnan University the lonely local tertiary institute offering a well-structured programme in visual culture.On the part of the students, their performance is up to par and is comparable with that of art history undergraduates studying in The University of Hong Kong or The Chinese University of Hong Kong" (for full reports, see appendix i).

6. Staff and Resources

6.1. Staff

In order to deliver the kinds of courses that will allow the Department to achieve **Learning Outcomes 2 & 11** identified above, it was determined that an assistant professor with the ability to expand our offerings in the area of Chinese art and to develop courses in the area of Museum Studies would be recruited. An international search was conducted. The applicant pool consisted of 52 applicants. 6 of these were shortlisted and interviewed by the hiring panel. The hiring panel unanimously decided to offer the position to Dr Yu Ping Luk, whose dissertation was supervised by Craig Clunas at Oxford. Dr Luk accepted the position and joined the Department in August 2010.

Efforts were made to ensure that the Main Office could handle the administrative activities related to both the major and the Artists in Residence programme. Ms Joyce Tong, the new VS general clerk, was recruited and successfully integrated into the VS team at the outset of 2010.

Professor William Tay joined the department in January 2010 as Distinguished Adjunct Professor in Humanities. He will be teaching for the Visual Studies for the first time in the Spring of 2011 (one course).

In order to achieve **Learning outcome 7** it was resolved that the Artist in Residence programme should use the 1 non-local position per year to bring artists to Lingnan from countries less frequently represented in various artistic endeavors in Hong Kong. Drawing on a network of contacts and on information derived from on-line searching, the Department resolved to recruit the Kenyan sculptor Elkana Ong'esa (January – May 2011) and the Iranian miniaturist Farah Ossouli (January – May 2012). Both artists are very prominent and bring with them an entire network of contacts. Elkana Ong'esa, for example, is the Head of the Pan-African Artists and Artisans Association.

6.2. Resources: Lingnan Foundation Support

In 2009/2010 an application for support for the Visual Studies AIR was submitted to the Lingnan Foundation. This application was successful and support has thus been secured from August 2010 until August 2012, with the understanding that the Foundation would look kindly on requests for continued support beyond that date. It was agreed that an attempt would be made to ensure that the support granted to Visual Studies at Lingnan would also benefit Sun Yat Sen. To this end, the idea of a traveling exhibition agreement was proposed and accepted (with an additional 10,000 per annum being granted for that purpose).

7. Artists in residence (2009/2010)

- 7.1. In 2009/2010 two local artists were in residence at Lingnan: the filmmaker Vincent Chui (well known for his visionary efforts to develop independent cinema in Hong Kong, through, among other initiatives, Ying E Chi) and Stella Tang (a key figure in the area of environmental art).

In keeping with established practice, both artists offered an ILP-credit bearing seminar (the VS AIR's contribution to the Lingnan community at large), activities directly related to their artistic vision, and an event/exhibition featuring the results of their artistic undertakings while at Lingnan (see appendix v for further details). Both residencies are viewed as having been highly successful and as having achieved the aim of fostering collaboration between the Visual Studies majors and professional artists. In this connection it should be noted that undergraduates were included in activities relating to Vincent Chui's still ongoing documentary on the effects of the high-speed rail link. Students also participated in Stella Tang's artistic project, which involved the creation of 50 canvases based on photographic images of Tuen Mun – 41 of these canvases were produced by volunteers (many of them students) recruited by Ms Tang.

Analysis: recruitment AIR

In recruiting Vincent Chui and Stella Tang, the Department departed from its recruitment criteria, which anticipate the recruitment of one local and one non-local artist each year. The emerging sense is that the local/non-local criterion was articulated in an effort to ensure that local artists would have fair and appropriate access to the Lingnan AIR. The recruitment of two local artists in a given year was thus not deemed problematic, whereas the recruitment of two non-local artists in a given year would be at odds with the Department's aims with the AIR.

Analysis and actions: traveling exhibition

In order to trial the traveling exhibition concept linked with the Lingnan Foundation-supported AIR, it was decided that an exhibition mounted by a full-time member of the Visual Studies staff ("Out of Thin Air" by Carol Archer) would travel on to Sun Yat Sen, after an initial period at Lingnan.

At the Board meeting in September 2010, Dr Archer identified the following difficulties that needed to be taken into account in connection with future traveling exhibitions:

- Difficulties encountered with communication – the timing of exhibition was not ideal as the opening coincided with the end of the semester, and the exhibition space at SYS (which Archer and Hjort had seen during an earlier visit) was undergoing renovation

- The transportation of works posed difficulties as the cost of moving work from Lingnan to SYS were higher than the original quotes had indicated -- around \$20000. The high price is explained by the higher rates charged for transporting “art”. The solution adopted in connection with the trial exhibition involved taking a smaller exhibition and moving works in suitcases. Future solutions may involve hand carrying works across the border and then hiring a vehicle from Shenzhen.
- The location of SYS Design and Communication department is somewhat awkward and taxi drivers frequently lose their way there, even when guided by Putonghua speakers as was the case during the initial trip.

On September 28th, 2010 the Head of the Department wrote to the Lingnan Foundation to report on the initial experiences with the traveling exhibition concept. A request was made to pool the 5,000HK allocated to each artist in residence for the purposes of a traveling exhibition into a single allocation for just one artist. This request was made with the support of the Visual Studies Board. At the time of reporting the response from the Lingnan Foundation to this request has yet to be received.

8. Report on Progress as follow up to 4-year Programme Review

8.1. Service learning

The Four Year Programme Review of Visual Studies, conducted in the Spring of 2009, resulted in a recommendation that Service Learning be introduced to the curriculum. In the action plan formulated in response to the Review’s recommendations it was indicated that three courses were envisaged as having a Service Learning component in due course: “Art and Well Being”, “Environmental Aesthetics” and “Understanding Drawing”.

The Department is on target in terms of its proposed implementation of Service Learning. Service Learning was successfully implemented in “Art and Well-Being” in 2009/2010 and is currently being implemented in “Environmental Aesthetics” (in 2010/2011). Discussions are underway with regard to the implementation of Service Learning in “Understanding Drawing.” The teacher offering “Art and Well Being” participated in a Service Learning workshop in Taiwan in the summer of 2010 and is currently building, both research- and teaching-wise, on her SL experiences with “Art and Well Being.”

9. Overall Evaluation and Action Plan

9.1. The section of the University’s graduate survey pertaining to Visual Studies (appendix vi) suggests that the Department is delivering a quality programme, inasmuch as most responses to questions such as “The content of the programme was relevant to my interests” and “My conceptual, historical and practical understanding of the visual arts has been deepened” were clustered in the strongly agree and agree categories. The statistics charting student employment for the reporting year in question are very encouraging, with top earners in the \$19,000 range. Graduates have been successful in gaining admission to graduate programmes both locally and abroad, and one graduate gained admission to one of the world’s top art schools (St Martins). Visual Studies students are embracing the opportunities made available to them through new exchange linkages. The Department was successful in recruiting its top candidate for an assistant professor position and is experiencing growing interest in its Artist in Residence Programme.

Having seen three cohorts of students graduate, efforts have been made to liaise with both alumni and employers. There is room for progress in this area and the Department has thus appointed an alumni and employer liaison coordinator to take this work forward.

Envisaged Actions:

- to monitor issues arising from the implementation of the traveling exhibition arrangement (timeframe: 2011-; responsible party: Head)
- to develop a programme elective focusing on curatorship (timeframe 2011-2012; responsible party: Ms So)
- to refine 3/3/4 planning (timeframe 2010-; responsible parties, Head, in consultation with colleagues and students)
- to develop two more cluster courses, as envisaged in connection with 3/3/4 planning (timeframe: 2011; responsible parties: Ms So, Dr Luk)
- to develop one new foundation course, as envisaged in connection with 3/3/4 planning (timeframe: 2011; responsible party: Dr De Clercq)
- to implement Service Learning in connection with Understanding Drawing (timeframe: 2012/2013; responsible party: Dr Archer)
- to liaise effectively with alumni (timeframe: 2011-; responsible parties: Ms Tong, all members of the Department, student society, a designated alumna)
- to begin to explore effective ways of seeking feedback from employers (timeframe: 2012-; responsible parties: Ms Tong, all members of the Department, in consultation with students)

Assessment guidelines for Lingnan University (Draft)

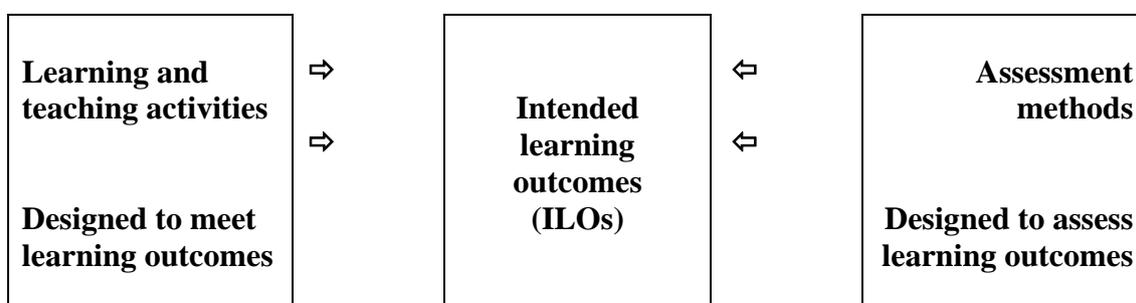
As one part of a complex system of interactions between teachers and students, assessment is an integral part of the educational process. Fair, transparent and effective assessment helps to ensure quality learning, provide evidence of the achievement of student learning outcomes, and discriminate between different levels of student academic performance. Striving for effective, consistent, fair and transparent assessment at all levels is essential for the continuous improvement of the educational experience of students at Lingnan University.

An outcomes-based approach to teaching and learning (OBATL) is grounded in a set of pedagogical and institutional values and principles that articulate clearly stated “intended learning outcomes” (ILOs) with a set of assessment tasks (methods) for measuring them (see Figure 1). OBATL argues that teaching and learning are most effective if they are based upon a high level of mutual awareness between teachers and students.

This document outlines some well-established best practices for continually improving alignment between assessment and the intended learning outcomes in all courses and programmes of the University. The guidelines presented here are the provisional result of an on-going process of discussions and deliberations within the university. It is hoped that consensus will continue to evolve and take shape among the faculty in response to both internal and external factors affecting our role as the liberal arts institution of higher education in Hong Kong.

Figure 1: Curriculum Alignment (adapted from Biggs, 1999, p 27)

Curriculum alignment is a matter of learning and teaching activities, including assessment methods, being aligned with the intended learning outcomes.



General principles for effective assessment

1. These assessment guidelines are based upon the principles inherent in good teaching practice. They aim to ensure that for a degree programme :
 - (a) assessment tasks are aligned with its ILOs and those of the constituent courses;
 - (b) its students understand in advance what is expected of them in the programme;
 - (c) fairness is upheld in the administration of assignments and assessment tasks in all courses of the programme; and
 - (d) evidence is available for (a-c) above for the purpose of quality assurance.

The guidelines affirm the teacher's academic freedom in constructing and delivering the course content, while recognizing that the taught curriculum is fundamental to the student experience and should align well with the goals of the individual programme and the University as a whole. This helps the University to justify clearly the alignments among the intended learning outcomes set by each programme and its constituent courses, the discipline-specific contents involved, and the design of assessment tasks and other appropriate student learning activities.

Curriculum alignment implies a number of principles:

- 1.1. It is important that students know and understand the criteria the teacher has set for grading specific assignments, and that grading adheres to those criteria.
- 1.2. It follows that the marking criteria and procedures and other assessment processes in a course need to be clear to teachers and students; students in particular need to be given sufficient and timely information about them.
- 1.3. A liberal arts curriculum seeks to develop students' graduate attributes. Students should be expected to evaluate, articulate and apply a wide range of high-level cognitive skills and values as well as subject-based knowledge.
- 1.4. It follows from 1.3 that assessment tasks should have sufficient variety to meet the range of ILOs, initially at the course level and ultimately at the programme level.
- 1.5. It is important that assessment tasks adopted in a programme of study include some that are sufficiently demanding to demonstrate higher level cognitive skills and knowledge.
- 1.6. Throughout any given course students should have opportunities to gain insights into their progress and how they might further improve. To that end, formative assessment tasks need to be followed by timely and appropriate feedback so that students are given adequate time for reflection and improvement.

Purpose of assessment

2. Appropriate assessment strategies support a high quality undergraduate education. In an OBATL curriculum, assessment provides evidence:
 - 2.1. for the students, about their learning progress, in order to facilitate the development of knowledge, skills, attitudes and values.
 - 2.2. for the teachers and their peers, about the particular curriculum set-up, modes of teaching, and the methods of assessment adopted across the programmes, in order to further improve teaching and learning through review and evaluation; and
 - 2.3. for the University, the public and the wider community, about student attainment of learning outcomes, initially at the course level, then the programme, and ultimately at the level of a Lingnan graduate; as well as about the appropriate level of achievement of our graduates that is recognized by the society at large.

Assessment practices

3. It is generally accepted that assessment can be both formative and summative in nature. Summative assessment focuses on learning outcomes achieved by the end of the course, including higher-level outcomes. Formative assessment is generally intended to provide feedback to students in order to enhance their learning during the course (or, more broadly, over an entire programme of study). Both forms of assessment may contribute to final grades or marks. It follows from 1.6 that significant assessment tasks that entail formative evaluation should be included sufficiently early in a course of study to foster students' awareness of the quality of their academic work to date and their progress in achieving the learning outcomes.
4. Ideally, the assessment of ILOs will (a) inform the variety, timing, and evidence of student learning, (b) satisfy the requirements of future quality audit processes, and (c) enable recognition by the wider community of the value and rigour of a Lingnan degree. Assessment tasks should provide opportunities for students to demonstrate a variety of lower- and higher-level learning outcomes, and should yield timely and appropriate feedback for students and provide evidence about the extent of their achievement of the ILOs.
5. The teacher may require an assessment task to be non-marks bearing, in the form of a hurdle or completion task. This is often intended to provide evidence of the acquisition of a specific (usually lower-level learning outcome) skill, process or knowledge.

General principles for assessment at Lingnan (course and programme levels)

6. The significance, nature and extent of the assessment tasks are a matter of judgement by the teacher based upon the ILOs, best teaching and assessment practices, and specific needs of the academic discipline.
 - 6.1. Students' final grades may be based entirely upon summative assessment, but normally both summative and formative assessments will contribute to final grades.
 - 6.2. Team skills are an important aspect of Lingnan graduate attributes and group tasks will provide opportunities for students to demonstrate cooperation and collaboration. It is especially important that in assessing tasks undertaken by groups the teacher make clear the means by which the group (or individual within a group) is assessed.
 - 6.3. Peer assessment is potentially an excellent opportunity for students to develop comprehensive understanding of the dynamics of teams, and is a means of judging the quality of their own and others' work. Courses that include peer assessment have a special duty to provide sufficient resources (e.g., rubrics, in-class discussions, modeling the process by the teacher, exemplars from past courses etc.) for students to undertake this process in a fair and scholarly manner.
 - 6.4. Not all programme level learning outcomes need to be assessed in each course.
7. At the programme level, assessment tasks may be expected to span a wide range of learning outcomes.

- 7.1. Students should be made aware of how the learning outcomes and assessment tasks in any given course align with programme level learning outcomes.
- 7.2. The Programme and Curriculum Committee (PCC) / Departmental Board (DB) is the platform where the programme faculty as a collective body review the extent to which various assessments are aligned with the programme goals.
- 7.3. The PCC/DB collects and shares relevant information about assessment with the individual teachers and evaluates how the programme goals and learning outcomes have been achieved. This may also be done in conjunction with scheduled Programme Reviews.
- 7.4. One implication of the broad-based Liberal Arts curriculum experienced by students is that it may not be possible to address all Lingnan Graduate Attributes in an individual programme. The PCC/DB should be cognizant of the gaps (if any) between the programme level ILOs and the University Ideal Graduate Attributes, and inform teaching staff accordingly.

Marking and grading

8. The key principles of fairness, awareness and transparency imply that marking and grading must be as equitable as possible, particularly in multi-section courses. Some assessment strategies that can help teachers achieve these goals include:
 - 8.1. The marking criteria of an assignment or assignment category should be made explicit to students in a timely fashion and linked to the ILOs.
 - 8.2. The implementation by the programme of procedures to ensure comparability of grading across sections of the same course (e.g., double marking of a set of sample scripts from each grade level, or marking of a certain part of an assessment task by a single teacher, etc.). These are especially important when multiple teachers are involved in grading across multiple sections.
 - 8.3. The archiving of marking criteria and sample scripts for:
 - 8.3.1. scheduled course and programme reviews;
 - 8.3.2. scrutiny by external reviewers if requested/ required; and
 - 8.3.3. future reference and mentoring of new staff, and as exemplars for students.
9. Assessment tasks that are weighted relatively more heavily should be designed to provide opportunities for students to demonstrate that they can perform at optimum levels. In large groups or classes with multiple sections taught by multiple teachers, there may be a need to normalize individual components in order to avoid unintended excessive and/or unfair over- or under-weighting of particular assessment tasks.
10. Care should be taken to ensure that the descriptors provided for assessing student achievement of learning outcomes are sufficiently comprehensive to discriminate student performance across a range of levels.

11. As the University moves to OBATL, PCC/DBs may make reference to historical data about grade distribution in order to ensure appropriate and consistent standards are applied over time. In a criterion-referenced approach to assessment, the descriptors for individual grades need to be carefully stated to ensure effective grading.

Programme and course outlines, and assessment descriptors

12. As a programme moves to align its assessment tasks with its ILOs, it is good practice for:
 - 12.1. assessment goals across all its courses to be made available to students using multiple platforms (e.g., handbooks, the University intranet);
 - 12.2. each programme to include a statement of programme-level learning outcomes linked to the Lingnan Ideal Graduate attributes in each programme description;
 - 12.3. course instructors to provide students with information on how the specific assessment tasks (e.g., classroom discussions, attendance, online forums, quizzes, mid-term, end-of-term examination, term paper, group work, artifacts, etc.) relate to course-level and programme-level learning outcomes;
 - 12.3.1. except for purely fact-based assessment tasks, marking criteria should be given to students in advance and documented. In the case of multi-sectional courses, the criteria should be consistent across sections;
 - 12.3.2. the link between the assessment tasks and the ILOs should be indicated to the students and should be documented for the purpose of quality assurance;
 - 12.3.3. major changes would normally not be made to the assessment tasks after the commencement of a course, and minor changes would be made in consultation with the students, and would be recorded; and
 - 12.3.4. major changes to the suite of assessment tasks for a course should be approved by the PCC/DB;
 - 12.4. the grading/marking procedures for individual contributors to group projects to be specified clearly so as to allow the instructor to allocate grades fairly based on the contribution each student has made to the final product.

Academic integrity

13. The presentation of another's work without proper acknowledgement of the source as the student's own work (see Section 5.2.c, Regulations Governing University Examinations, University Calendar) is deemed as plagiarism, and students should be made aware of the policies of the University and the resultant action.
 - 13.1. Teachers are strongly advised to inform/remind all students (particularly in the early stages of university life) as to the penalties for plagiarism and other forms of academic misconduct. It is important that there is a common understanding by all teachers in a programme as to the actions that will result if academic misconduct is shown to have occurred, and that these actions follow University policy.

- 13.2. As a minimum point of reference, it is highly recommended that teachers make use of the University-provided anti-plagiarism tools (e.g., Turnitin) to sample student work when plagiarism is suspected or at regular intervals to encourage academic honesty.

The Attachment provides a simple checklist to assist the development of a more coherent assessment framework in programmes.

10 November 2011

Guidelines for a holistic approach to assessment within programmes

Programmes may wish to adopt some version of the checklist below for their own internal purposes.

- Possible items for consideration
- 1 Are the course assessment schemes developed in sufficient time to inform students at the beginning of term, and they available via the inter- or intranet?
 - 2 Are the course assessment schemes integrated with the programme-level assessment scheme, and is such information made available to teachers and students via the inter- or intranet?
 - 3 Are assessment rubrics and criteria shared with all departmental colleagues, particularly when there is more than one teacher teaching a course?
 - 4 Are student guidelines, suitable for the core discipline(s), on how to avoid plagiarism developed and consistently applied?
 - 5 Is there a programme-wide policy on how marks will be moderated, if required?
 - 6 Is there a programme-wide policy on the grading of group projects?
 - 7 In courses with more than one section taught by different teachers, is there a process to ensure comparability across the different sections and a means by which sample scripts are double marked to ensure grade consistency and fairness?
 - 8 Have the criteria for grades in the core discipline(s) been clearly defined, and is there a process to ensure that staff have the opportunity to reach consensus?
 - 9 Is there a programme-wide policy regarding the nature and timing of student feedback?
 - 10 If peer assessment is required in a particular course, are there resources to assist students and staff (e.g., peer assessment instruments) in this process?

Teaching and Learning Statement (Draft) Lingnan University

The Lingnan Mission

The Lingnan University model for Teaching and Learning derives from the Liberal Arts tradition of a broadly based curriculum where a student-centred approach to teaching and learning is paramount. At Lingnan, students experience curricula, in which higher levels of intellectual discourse requiring analytical thinking and independent research capabilities are considered fundamental to the student experience.

Teaching and learning at Lingnan does not simply involve the formal periods in the classroom. The teaching and learning environment at Lingnan is predicated on small group teaching, close staff-student relationships and a rich student experience, including the independent learning programme (ILP), service-learning, hostel life, and student societies. In addition, the Lingnan model embraces innovative teaching and learning practices that include internships, overseas field trips, language immersion studies, directed research projects, and cooperative learning, along with inquiry- and case-based learning.

Key aims of the University, and of the multidimensional approach to teaching and learning adopted, are to instill a sense of civic duty in Lingnan students, and to cultivate skills, competencies and sensibilities that enable graduates to thrive within, and contribute to, a rapidly changing social, cultural and economic environment. Thus, the undergraduate education experience at Lingnan aims to produce graduates who:

- have strong oral and written language proficiency in both English and Chinese, together with excellent communication and interpersonal skills;
- have an international outlook and are able to understand problems from different cultural perspectives;
- possess essential generic research-related skills, including knowledge of information technology;
- are imaginative and possess problem-solving capabilities;
- practice tolerance, integrity, and civility and have a sense of personal responsibility; and
- are committed to involvement in and service to the community;
- have a secure grounding in his or her chosen academic field(s) and an awareness of possible cross-disciplinary applications;
- have strong analytic skills and a capacity for independent critical thinking;
- are capable of imaginative & sound planning;
- have both the capacity and the desire for lifelong learning.

Good principles for effective university teaching

Teaching in Higher Education “starts from the premise that University teachers ... take the main responsibility for what and how their students learn ... and it is the teacher's responsibility to create the conditions in which understanding is possible, and the students responsibility is to take advantage of that” (Source: Laurillard, D. (1993). *Rethinking university teaching: A framework for the effective use of educational technology*. London: Routledge.)

The teaching and learning environment at Lingnan University is predicated on a liberal arts philosophy and fostering student attainment of the ideal Lingnan Graduate Attributes. There are a number of principles that may be considered central to this philosophy. They are:

- significant and strong relationships between students and staff in order to improve student engagement, motivation and managing their intellectual development;
- the development of readiness for lifelong learning;
- the development and creation of a learning environment that emphasizes active learning amongst students;
- a curriculum that provides both summative and formative feedback in a timely fashion;
- developing a culture of reflective practice, including responding to student feedback, in order to inform and improve the learning and teaching environment.

This Statement also affirms that while there is no one single ‘best’ way to teach, the research literature has identified a number of factors that are generally agreed to be indicative of good teaching. They include:

- communicating and sharing the passion a teacher holds for their subject;
- the capacity to make the learning outcomes very clear, including what students have to demonstrate, the level required, and the reasons why;
- a focus on key concepts and addressing students’ misconceptions rather than covering content;
- the ability to adapt and improvise when the occasion calls for it;
- the careful selection of assessment tasks, the purpose of which are clear to students;
- developing a curriculum in which the activities and materials stimulate, and engage students in active learning;
- encouraging and supporting student independence;
- providing high quality and timely feedback about student work;
- explaining content and concepts, using clear and appropriate language, and engaging students at their level of comprehension;
- responding to and learning from student feedback, using this as one of the bases for improving teaching and learning.

Engaging students in active learning

A wealth of research literature shows that encouraging students to adopt a deep approach to learning results in higher level, and higher quality learning outcomes. Students who adopt a deep approach to learning are also more likely to be satisfied with their learning experiences. Paramount to the student approach to their learning is the manner in which individual instructors design their curricula and the learning experiences and activities to engage students’ curiosity and interest. Effective teaching focuses on, and has an explicit expectation, that students should be aiming to achieve higher level learning outcomes.

At Lingnan, academic staff are encouraged to take utmost care in crafting teaching methodologies that require students to take an active role in the learning process. One key aspect of this is ensuring that students perceive that there is clear alignment between the intended learning outcomes and the course-related activities that they are required to undertake. Another key aspect is that the students receive high-quality and frequent feedback, thereby increasing the likelihood that they will achieve high quality learning outcomes.

Cooperative learning, inquiry-based, case-based and/or problem-based learning have all been shown to increase student engagement in their learning and are central to the Lingnan experience. For courses which emphasize and depend upon learning designs that involve student collaboration and/or cooperation, it is especially important that the teachers ensure that desired individual student contributions and student accountability are clearly articulated in the documentation given to

students about the curriculum design, intended learning outcomes, and in assessment guidelines, task briefings or rubrics.

Aligning the curriculum

Curriculum alignment, whereby the intended learning outcomes and the means by which students are required to demonstrate these outcomes, need to be articulated, shared and explained to students. The Biggs model of curriculum alignment is one that has wide support from institutions around the globe and in the research literature. The Biggs model is shown in Table 1.

Table 1: Curriculum alignment

Teaching Activities	Curriculum Outcomes	Assessment Tasks
Intended to support students to develop modes of study that promote their achievement of the intended learning outcomes.	Are described (with the use of appropriate verbs) in a manner that makes it clear to students the learning outcomes the teaching activities are designed to support.	The range of assessment tasks provide the means for students to demonstrate their learning outcomes

(Sources: 1. Biggs, J. (1999). What the student does: Teaching for enhanced learning. *Higher Education Research and Development*, 18(1), 57-75.

2. Biggs, J. B. (2003). *Teaching for quality learning at university* (2nd ed.). Buckingham: Open University Press.)

It is important that the focus of curriculum design is on achieving the intended student learning outcomes at the course and programme levels. It follows that course outlines, provided to students at the beginning of the term, will specify the intended learning outcomes, will describe the assessment tasks, through which students are required to demonstrate their level of achievement of the learning outcomes, and will clearly indicate what other course-related activities are required of students, whether within or outside the classroom. Course outlines also need to state and explain the course aims, summarize the content coverage, indicate required readings or other reference materials, and provide guidance on optional resources.

For courses that are taught by more than one teacher and/or a number of concurrent sections, it is expected that a single document will articulate what students will experience if they take the course, regardless of the section they are in. Such a document will specify a common framework, while indicating where there is flexibility or leeway in the assessment tasks expected of students. For example, students in all sections may perform a common assessment task, which is assessed with reference to a common consensus rubric or common set of assessment criteria, but with a choice of topics.

Engaging in effective assessment practices

In Hong Kong, the University Grants Committee has mandated an outcomes-based approach to teaching and learning (OBATL). There is an expectation that institutions will move towards the adoption of criterion-based models of evaluating student performance on assessment tasks. Within Lingnan University’s draft assessment guidelines, the principles of fair, open and transparent assessment practices have been more fully articulated. In summary, the following are expected:

- Students will be aware of the criteria for each assessment task, and will know how to apply them;

- Instructors will clearly articulate to students what the assessment requirements and marking processes are;
- Within each programme, the various assessment tasks will together reflect the broad-based nature of a Liberal Arts curriculum;
- Assessment tasks will encompass both breadth across and depth within a subject domain;
- Within each course, one or more of the assessment tasks will provide substantial opportunity for students to demonstrate outstanding performance relative to the academic level of the course;
- Within each course, students will be provided with timely feedback as to their academic progress and guidance on how they might further improve.

It is also acknowledged that there will be a steady progression in the level of difficulty and demands made upon students as they move closer to graduation. Further details regarding the assessment guidelines may be found in the Lingnan University Assessment Guidelines document.

Service-Learning

Service-Learning is an integral part of the Lingnan University learning experience. It offers students opportunities to contribute to the well-being of society as a whole, and aims to foster commitment to involvement in and service to the community, develop citizenship skills and knowledge, and cultivate other ideal Graduate Attributes. When undertaking Service-Learning as part of a credit-bearing course offered by an academic department, students draw on theoretical knowledge and methods acquired through academic study to inform the provision of services to the community, and to reflect on the process of civic engagement. By engaging in Service-Learning, students have the opportunity to develop many of the interpersonal and organisational skills that the University values so highly, including tolerance, civility and a sense of personal responsibility.

The Core Curriculum

As a key element of the 4-year curriculum to be introduced in 2012, the Core Curriculum aims to provide students with a broad and balanced foundation, and exposure to the necessary range of subjects under the new academic structure in which a cohesive and all-round education is emphasised. In the new curriculum, the Core Curriculum is one of the keys to achieving the broad goals of a Liberal Arts education.

The Core Curriculum forms an essential part of the undergraduate curriculum experienced by students. The Core Curriculum courses are not just a peripheral or additional year of foundation study, but will be embedded and integrated with the major disciplines throughout their four years of study to ensure continuity between the core and majors as well as contributing to the development of the ideal Lingnan Graduate Attributes and providing evidence for progression of student development. The Core Curriculum is expected to provide a firm intellectual foundation for Lingnan students, enhancing their ability to think critically and tackle social, cultural, moral and ethical problems rationally.

Promotion of quality teaching practices

As a Liberal Arts University with a strong commitment to high quality teaching, Lingnan University recognises the importance of adopting rigorous metrics for evaluating teaching, along with a means of recognising and rewarding excellent teaching. All courses undergo student

evaluation using the Course Teaching and Learning Evaluation (CTLE) instrument. Such information is used:

- as evidence for confirmation of probation in the first year of employment as a teacher;
- to support applications for contract renewal, tenure or promotion;
- as part of the evidence required for teaching awards;
- as a component of teachers' curriculum vitae; and
- as material to support personal reflections by the teacher.

One of the key institutions for promoting and supporting excellent teaching is the Teaching Excellent Awards Scheme (TEAS). This biennial event seeks to identify individual teachers who have clearly demonstrated:

- a high level of competence across a wide range of teaching skills;
- strong commitment to the requirements of the discipline;
- deep concern for student learning;
- passionate interest in the continual improvement of teaching and the development of teaching innovations; and
- devoted contributions to the design/administration of courses and/or programmes.

Blending the learning environment: The place of eLearning

The use of information and communication technologies (ICTs) in the context of education (eLearning) continues to grow and develop, and is having a major impact on the student learning experience at all levels: social, academic and professional. Through the Teaching and Learning Centre (TLC), the Library, and the Information Technology Services Centre (ITSC), the University provides considerable support for the use of ICTs as powerful means of enriching and enhancing teaching and learning, and of facilitating the assessment of learning outcomes. While there is no mandated use for ICTs within the University, search engines, online scholarly resources, networking and collaboration tools, and other ICTs offer powerful opportunities for teachers and students alike to engage, collaborate, and communicate more effectively while undertaking research, analysis, writing, and other academic work, and to reconceptualise the teaching and learning environment in the light of contemporary affordances.

Many professional fields, into which many of Lingnan's graduates routinely go, require significant skills in the use of ICTs, and the University has taken a major step toward mandating the introduction of an IT Fluency test together with self-study resources to ensure that students become sufficiently ICT literate.

Addressing quality in teaching and learning

The University is committed to maintaining excellence in teaching and learning and actively supports evidence gathering processes (e.g., evaluations of teaching effectiveness and courses, achievement of Graduate Attributes, Alumni and Employer feedback, and evaluations of new courses) that gather feedback from students and staff in order to continuously improve the student experience and maximize student learning outcomes and Graduate Attributes. The evidence is disseminated to appropriate groups and/or individuals. The information gathered demonstrates that the development of Graduate Attributes is highly correlated with the academic experiences of the students, particularly in the realm of development of critical thinking skills, interpersonal skills, self-managed learning, and problem-solving skills. There is also substantive evidence that the unique nature of the Lingnan student experience of small class sizes and close teacher-student

relationships are seen as some of the most important and defining features of their university experiences.

Future directions

This statement of teaching and learning at Lingnan University is intended to assist in the ongoing journey towards developing a framework for teaching and learning that provides a rich, broad-based, and fulfilling liberal arts-based student experience. The document is intended to:

- highlight and celebrate the long tradition of a liberal arts education practised at the University;
- help identify strategies and future directions for the development of the unique Lingnan learning and teaching environment;
- identify areas of strength in the current learning and teaching environment, and those in need of further development;
- further develop synergies between teaching, learning, community engagement, and the scholarship of the teaching; and
- encourage self-reflection on, and collective review of best practices in teaching, learning, programme review, and in the professional development of academic staff as teachers.

November 2011

**Updates on the Action Plan on Continuous Improvements to Teaching and Learning
(Appendix 9 in the QAC Audit Submission of October 2009)**

Action Plan	Updates
<p>1. <i>Management Structure</i></p> <p>Re-install the faculty structure so that the three broad programmes will be managed by the Faculty of Arts, Faculty of Business and Faculty of Social Sciences.</p>	<p>The faculty structure has been re-installed from 2009-10, after which the three broad programmes have been managed by the Faculty of Arts, Faculty of Business and Faculty of Social Sciences.</p>
<p>2. <i>Quality Assurance Matters</i></p> <p>2.1 Continuous Improvement in QA. After a 4-year programme review (for both Ug and TPg programmes) the PCC/DB is required to provide a plan of action in response to the reviewers' comments and recommendations which require longer term development and implementation. As an interim evaluation, the PCC/DB should submit to AQAC/RPSC an annual report on the latest progress or development.</p>	<p>As from 2008-09, the PCC/DB has provided in the annual programme report the latest progress or development of matters which require longer term development and implementation, if any, as follow up to comments/recommendations made by reviewers in the previous 4-year programme review. Besides, the annual programme report also gives an account about the development efforts made in outcome-based education during the reporting year; includes an overall evaluation and action plan with indicative time frame; and provides an analysis of time-series data, as appropriate.</p> <p>From 2009-10, annual programme reports for undergraduate programmes have included the progress or development related to the 334 academic reform, including curriculum development, course planning, issues or problems anticipated/encountered especially during the double cohort years, and how they were addressed/solved or handled. Heads of departments and programme directors have been alerted to ensure that the reports are open, reflective and analytical.</p> <p>As a result of a thorough review of the title, roles and duties of External Examiners (EEs), appointees from 2010-11 have been titled as External</p>

<p>2.2 Tracking Surveys. Apart from the Employers and Alumni Surveys, we will conduct graduate surveys with a standardised section which focuses on common University and programme issues, and an additional section for each individual programme.</p>	<p>Academic Advisors (EAAs). The EAAs focus on benchmarking of academic standard with its roles on examination matters changed to be advisory.</p> <p>The Senate approved in September 2010 for immediate adoption an explicit requirement that a copy of the annual reports from EEs/EAAs in the past 4 years shall be appended to the 5-year programme review documents. This is to ensure that feedback from EEs/EAAs have been responded to and taken into account for programme improvement. Furthermore, the guidelines for 5-year programme reviews have incorporated additional provision about the responsibilities of reviewers and the coverage of the review report.</p> <p>To enable the EEs/EAAs to have a better understanding of the University's expectation, a template of annual report was approved in January 2011 for adoption. The template included the areas listed in the University policy document as broad categories so that EEs/EAAs will be guided to write on all areas.</p> <p>Furthermore, as approved by the Senate in May 2011, to stress the importance of the connection between annual programme reports and Five-year Programme Review, the University guidelines have explicitly stated that there shall be a separate section in the review document to evaluate the efforts made in and the progress on following up recommendations given by the last 4- or 5-year programme review panel, and evaluate developments in recent years as implementation of action plans set out in the annual programme reports.</p> <p>The Teaching and Learning Centre (TLC) has strengthened the collection and analysis of data to evaluate the outcomes of the education provided by Lingnan. One major initiative involved developing a standardised graduate exit survey (GES) for all undergraduate programmes. The GES has a standardised section focused on the Ideal Lingnan Graduate Attributes, and on common University and programme issues. Part two has a section with individual programme-specific items. The revised GES was implemented with the 2010 cohort of graduates. The data collected has been analysed and shared across the University to provide timely and appropriate information and evidence.</p>
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<p>2.3 QA for TPg. TPg programmes will have the same QA measures and standards as the Ug programmes. The University will monitor the overall standard and teaching quality of TPg, e.g. a full-time staff member is allowed to teach at most a semester-long TPg course in an academic year in addition to his/her normal Ug teaching.</p>	<p>In addition, the IT skills and technologies of incoming students have been tracked for the past two years, providing information about the devices used, perceptions of skills, and usefulness of technologies for learning to inform eLearning initiatives.</p> <p>Until at least 2013, a survey of all Common Core courses will be conducted in order to provide evidence on the development and impact of these courses on student learning outcomes, and data to inform the design and development of these courses.</p> <p>With effect from 2009-10, the maximum number of taught postgraduate courses each staff member could teach would be one semester-long course per academic year.</p> <p>It was approved for implementation from 2009-10 that</p> <ul style="list-style-type: none"> a) a defined set of standardised regulations for student progression and discontinuation be added to the Academic Regulations Governing Taught Master's degree programmes, so as to better monitor the student progress and uphold academic standard; b) appointment of one or more EE (later retitled to EAA) for TPg programmes be mandatory; and c) set up of a Staff-Student Consultation Committee for each TPg programme be mandatory. <p>Furthermore, in September 2009, the Senate approved the policy that a minimum of 50% of teaching of courses on Lingnan's TPg programmes shall be taken up by full-time Lingnan staff with effect from 2010-11.</p>
<p>2.4 Trial of Core Curriculum Courses. To offer OBA-designed core courses on trial.</p>	<p>In the years leading to 2012, core curriculum courses will continue to be put on trial to provide useful information for the refinement of the courses. To maximise the benefits of the trial, the TLC has worked closely with the leading departments/programmes of the core curriculum courses, particularly the common core courses, in the provision of active and expertise support and advice to facilitate continuous refinement of the syllabi and delivery of the</p>

<ul style="list-style-type: none"> • Introduce pilot IT Proficiency Test. 	<p>and 46.4% higher, respectively, on an absolute scale than those on the Entrance Tests. These gains in both oral and written Chinese levels are highly significant statistically. The results of this rigorous research project have been consistent with the high expectations that CLEAC has always had of itself in fulfilling its educational mission. They also demonstrate that CLEAC's language enhancement courses have a strong positive impact on enhancing students' Putonghua and written Chinese proficiency.</p> <p>To provide evidence of achievement of one of the Lingnan's graduate attributes that our graduates possess essential generic research-related skills including knowledge of IT, the University has approved the proposal that all undergraduate students are required to pass the IT Fluency Test during their studies at Lingnan. This will be implemented from 2012 intake of undergraduate students. Results of this instrument will be analysed and shared with programmes.</p>
<p>4. <i>Learning Experience Enhancement</i></p> <ul style="list-style-type: none"> • To enhance students' whole person development by building additional hostels to achieve a 100% student residency in the longer term. • To maximise the international exposure of students and enhance students' inter-cultural experience on campus by sending 50% of our students for an academic term on student exchange. 	<p>Two hostels, each of 375 hostel places, will be ready for occupancy by early January 2012. These two new hostels, together with the existing six hostels, will enable the University to provide hostel residence for 85% of student population in the academic year 2012-13. Another new hostel, comprising two blocks each of 250 hostel places, will be ready for occupancy by August 2013. By then, the University will be able to provide full residence for all students.</p> <p>The University has established a strong network of 99 overseas and Mainland partner universities. Participation rates in student exchange programmes in 2011-12 increased to 44% of each cohort of students. The University is moving towards achievement of its target of providing exchange experience to 50% of the student cohort by 2012-13.</p> <p>The University has recently developed its internationalisation of student body strategic statements with long-term and sustained commitments.</p>

<ul style="list-style-type: none"> • To enhance students' commitment and involvement in community service by including Service-Learning as a required component in the curriculum, which will help students become community leaders with career-related exposure. 	<p>The University aimed to involve every undergraduate student in at least one Service-Learning (SL) course under the 4-year system. After experiencing with SL in the past years, the SL requirement was reviewed and the Civic Engagement (CE) concept was developed. After taking into consideration the current number of SL courses on offer and the great number of SL courses needed for making it a graduation requirement, the CE Programme would be implemented as a transitional arrangement before the SL requirement is fully implemented. The Senate approved in September 2011 that fulfillment of the requirements of the CE Programme would be a graduation requirement for 2012 and 2013 intakes of students under the 4-year system, while this would be revised to SL Programme from 2014 intake.</p>
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December 2011