

The Chinese University of Hong Kong

Executive Summary

The Chinese University of Hong Kong (CUHK), committed to nurturing students and providing them with the best learning experience, has made effective use of the Teaching Development and Language Enhancement Grant (TDLEG) in 2022–25 triennium to successfully implement a wide array of teaching development (TD) and language enhancement (LE) initiatives in support of the institutional goals and strategies as set out in the University’s Strategic Plan 2021–2025 (CUHK 2025), specifically the five goals and 17 strategies in “[Education](#)”, as well as the direction of the University Grants Committee (UGC).

CUHK maintains strong oversight of the implementation and administration of the TDLEG by a central body, the university-level Senate Committee on Teaching and Learning (SCTL), led by the Pro-Vice-Chancellor (Education), oversees teaching and learning (T&L) matters of the University, with reference to the Overall Plan for the TDLEG 2022–25 (Overall Plan 2022–25) submitted to the UGC in June 2022. A broad funding allocation has been adopted to allow flexible administration of the institutional portion of TDLEG in support of: (i) LE initiatives; (ii) general TD initiatives; (iii) consolidated strategic T&L initiatives such as Development of Community-engaged Learning and Enhancement of Student Engagement; (iv) initiatives from the University Education Award awardees; (v) Courseware Development Grant Scheme (CDGS); and (vi) reserve for future strategic development. The Senate Committee on Language Enhancement (SCLE) and the Sub-committee on Education Technologies of the IT Governance Committee (ITGC-SET) have further been delegated the authorities to administer the funding set aside for the LE portion of the TDLEG and CDGS, a scheme to support and facilitate production of micro-modules and other courseware to suit the needs of the overall development of virtual teaching and learning (VTL) and artificial intelligence (AI) in CUHK respectively.

The application procedures and vetting criteria are well-established. Workshops are conducted to facilitate application of new potential applicants. Project proposals with details including potential challenges and solutions, as well as fallback plans would be reviewed based on a set of clear vetting criteria. Additional reviewers are also engaged when necessary. Transparent and rigorous approval mechanisms are in place to ensure the approval of quality projects with viable plan and workable timeline. Principal supervisors (PSs) are held accountable for the implementation of their projects with committed deliverables produced in accordance with the project proposals approved. A monitoring mechanism of withholding a portion of the project funding and to be released subject to a satisfactory self-reflection progress report is in place. If projects are identified to be lagging behind schedule-wise or outcome-wise, suggestions for remedial work and enhancing project outcomes would be given to the PSs.

In 2022–25 triennium, the TDLEG funding has been allocated to support a total of 234 projects, including seven initiatives under the IICA portion. 57.4% of the institutional portion was allocated to TD initiatives and CDGS projects, and the remaining 42.6% to LE initiatives. This is largely in line with the strategy proposed in the University’s Overall Plan 2022–25 to allocate 60% of the institutional portion for TD and 40% for LE, as agreed by the UGC at the beginning of the triennium.

CUHK has been successful in achieving the five institutional key performance indicators (KPIs) by having a large number of faculty members/students¹ to lead the projects, of whom 52% are new PSs/new co-supervisors (CSs). PSs are required to indicate the relevance of their projects to a list of University’s strategic themes (including key themes of UGC) and to articulate how the project design, objectives, and outcomes are relevant. In 2022–25, there is a rate of around 5 indications of University themes per project on average, an increase of 117% versus that of 2019–22. The top three strategic themes demonstrated by the projects are: (i) development of professional and generic skills, (ii) students taking ownership of their learning and stepping out of their comfort zone, and (iii) deepening virtual teaching and learning (VTL) adoption. 95% of the projects were completed within the 2022–25 triennium. Additional effort has also been made to invite more teachers to serve as reviewers of project proposals to facilitate the rigorous project approval process with the increasing number of project applications. At least three reviewers have been invited to assess each TD project application

¹ Research postgraduate students served as PSs for projects under the Funding Scheme for Engaging Postgraduate Students in Teaching and Teaching Development. Some students served as co-supervisors for other TD projects under the guidance and support of their teachers.

based on a set of assessment criteria, weighting, and major considerations formulated specifically for each of the funding schemes. Reviewers' comments are conveyed to the applicants for proposal refinement when necessary. More than 120 teachers who are experienced TDLEG supervisors, former and current Associate Deans (Education), awardees of the UGC Teaching Award/ University Education Award, and experienced faculty members nominated by Faculties have contributed to review the high quantity of proposals received. It not only heightens the engagement of the University community but also helps disseminate innovative ideas and encourage possible collaborations across disciplines. A formal Register of TDLEG Reviewers has been compiled in 2022–25 to officially recognize the reviewers' efforts.

For sharing of good practices, PSs have continued to adopt various channels to record and disseminate their successful project activities, deliverables and outcomes. One of the examples is the annual T&L Innovation Expo organized jointly by the Centre for Learning Enhancement And Research (CLEAR), Centre for eLearning Innovation and Technology (ELITE), and Information Technology Services Centre (ITSC), which serves as an excellent platform for sharing experiences on TDLEG, not only within CUHK, but also to our Shenzhen campus (CUHK(SZ)) and other local higher education institutions. CLEAR has also maintained a dedicated website housing micro-modules on the details of implementation, deliverables and good practices of exemplary TDLEG projects.

CUHK is mindful of the rapid change in the T&L arena and the “reserve for future strategic development” proves to be a useful strategy to provide timely support to new developments in the triennium. For instance, in response to the rapid emergence of generative AI, a Special Funding Scheme for Development of Discipline-specific Artificial Intelligence Courses was established in late 2024 for Faculties to better prepare their students for future professional development and advancement in the AI era. In view of the growing trend of AI, CUHK will turn this special funding scheme into a regular funding scheme in the 2025–28 triennium.

Following the UGC's promulgation of collaborations, CUHK has collaborated not only with other sister institutions but also with CUHK(SZ) so as to increase the impact of the projects and maximize the benefits brought to students of both campuses. In 2022–25, CUHK developed some co-funded projects with CUHK(SZ): some CUHK(SZ) faculty members served as CSs together with their counterparts in CUHK serving as PSs for projects fostering collaborative teaching initiatives. Their experience on the merits and challenges of the collaborative teaching initiatives shed light on future

In summary, TDLEG has been effectively utilised to support numerous TD and LE initiatives. The extensive coverage and positive impact on the university community have significantly contributed to the enhancement of the University's T&L quality.