University Accountability Agreement (UAA) for 2022-25 Triennium

Institution-specific Key Performance Indicators (KPIs) (as at December 2023)

The Education University of Hong Kong (EdUHK)

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Domain 1: Quality of student experience of teaching and learning

KPI 1.1   Participation % of undergraduate students joining experiential learning activities

Data source(s)

Experience Learning and Achievements Transcript (ELAT) system

Objective

Complementing the formal curriculum, non-formal learning, which usually takes the form of experiential learning activities, is an integral component of students' education. This KPI in the form of participation % reflects the degree of participation in experiential learning activities. It provides insight into the University's achievement of its strategic objective to ensure quality student learning experiences aimed at whole-person development.

Methodology

The KPI is computed as a percentage of two figures recorded in ELAT.

- "Students joining experiential learning activities" refers to the actual number of unique students participating in different types of activities (i.e., not the number of participants), as recorded in ELAT.
- "Total No. of Students" refers to the total number of full-time undergraduates as of 31 August.

$$Participation\ \% = \frac{Actual\ no.\ of\ students\ joining\ any\ one\ type\ of\ ELA}{Total\ no.\ of\ students\ registered\ (\text{"Total No. of Students"})}$$

Data Presentation

With the full resumption of face-to-face experiential activities in 2022/23, the participation rate of undergraduate students joining experiential learning activities recorded an upward trend, from 71.5% in 2019/20 to 85.2% in 2022/23.

	2019/20	2020/21	2021/22	2022/23
Total no. of students	3,692	3,675	3,645	3,935
Students joining experiential learning activities	2,640	2,800	2,974	3,352
Participation %	71.5%	76.2%	81.6%	85.2%
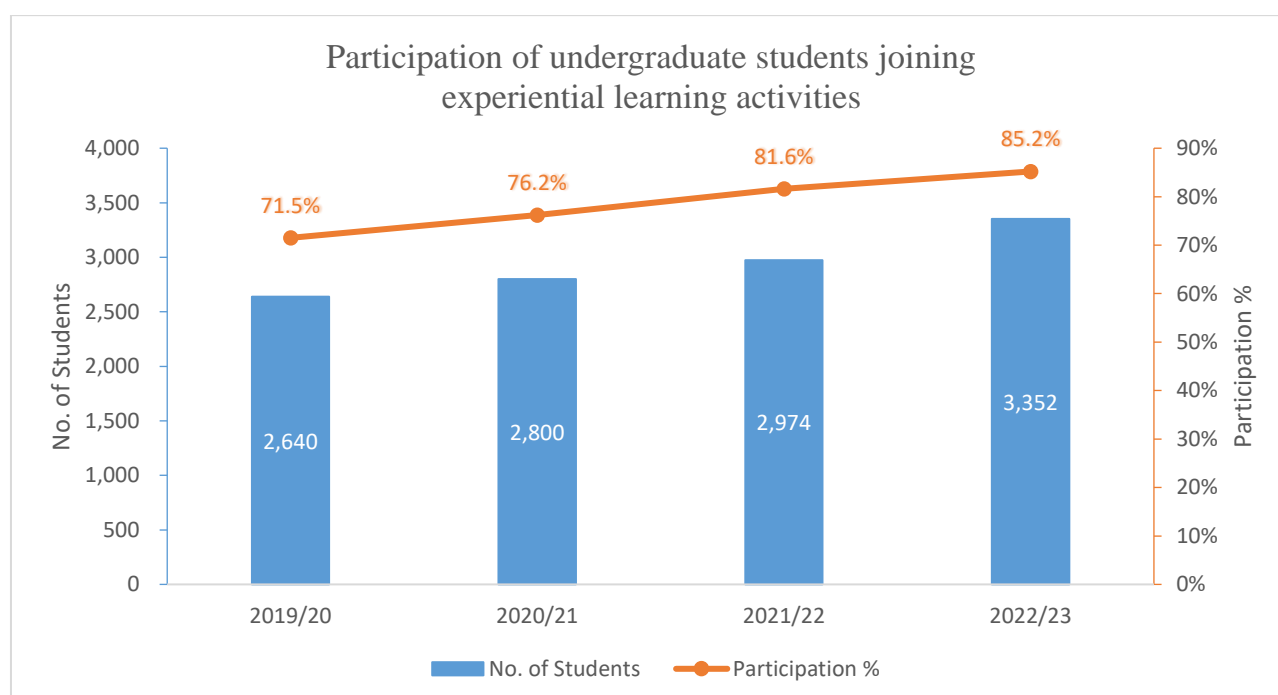
Domain 1: Quality of student experience of teaching and learning

KPI 1.2   Participation of students in the ePortfolio Scheme for reflective learning

Data source(s)

Records from the School Partnership and Field Experience Office and the Faculties

Objective

The ePortfolio is an effective tool for facilitating student-teachers' reflections and enhancing their professional and self-managed learning skills for lifelong learning. On the ePortfolios that they are required to create, student-teachers keep records of learning processes and outcomes and set learning goals to be achieved in the University ePortfolio course and Field Experience; they then use these to reflect upon their own learning experiences.

The objective of this KPI is to promote the adoption of the ePortfolio among teacher education programmes. This KPI is measured and reported as the percentage of programmes – both Bachelor of Education (BEd) and Postgraduate Diploma in Education (PGDE) programmes – that have graduating students who have completed ePortfolios for reflective learning. A higher percentage means higher ePortfolio coverage in the University's BEd and PGDE programmes.

Methodology

In the calculation of the percentage, both FT and PT BEd and PGDE programmes are considered, whereas sub-degree programmes are excluded.

$$\textit{\% of programmes with graduating students completed ePortfolios for reflective learning (including both BEd and PGDE)} = \frac{\textit{Number of programmes having included Field Experience and/or University ePortfolio course}}{\textit{Number of BEd and PGDE programmes}}$$

Data Presentation

The percentage of our BEd and PGDE students who completed ePortfolios for reflective learning increased from 85.7% to 92.6%. We expect to further expand the coverage of the ePortfolio Scheme to include all of the BEd/PGDE programmes.

		2019/20	2020/21	2021/22	2022/23
Total no. of BEd/PGDE programmes		22	28	28	27
BEd/PGDE programmes with graduating students who completed ePortfolios with reflective elements	No.	15	24	24	25
	%	68.2%	85.7%	85.7%	92.6%

Percentage of programmes with graduating students completed ePortfolios for reflective learning
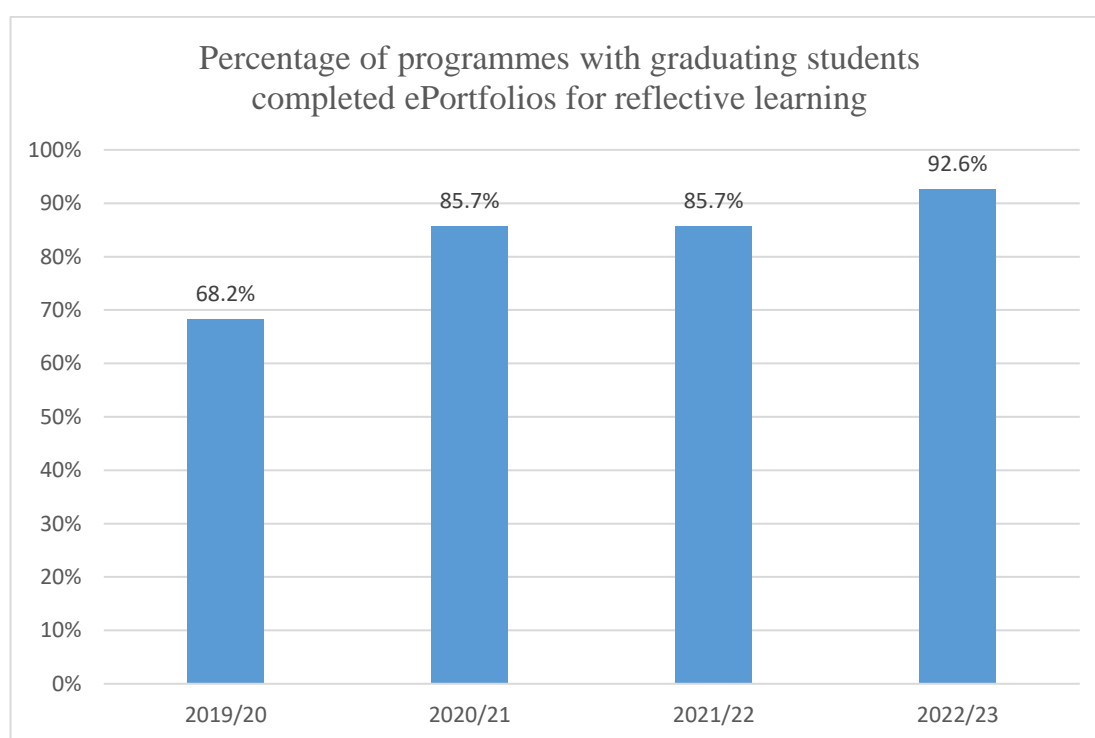
Domain 2: Research performance and research postgraduate experience

KPI 2.1   Percentage of research postgraduate students with a refereed publication within the period of study

Data source(s)

Online Survey of Data Collection on Students' Research Outputs and Involvement

Objective

Producing refereed outputs is most relevant to research training. It can be used to reflect the research performance of a RPg student. It is also an important form of knowledge transfer and knowledge exchange, which contributes to the research capacity building of the University; a collection of these outputs can potentially lead to a significant impact on the profession and the community in education and related areas.

Methodology

Data pertaining to research outputs are collected from RPg students annually. Refereed publications (e.g., scholarly books, monographs and chapters, journal articles, conference papers, patents, or non-traditional output items submitted in other categories that have been refereed) are reported. Items that have not been refereed are not included.

$$\textit{\% of RPg students with a refereed publication} = \frac{\textit{No. of RPg students who have published a refereed paper}}{\textit{Total no. of RPg students}}$$

Data Presentation

The research ability of our RPg students remained relatively consistent with the previous year. This was indicated by the percentage of students with a refereed publication, which was approximately 50% in both 2021/22 and 2022/23. Notably, a significant proportion of these journal articles were ranked A* or A according to the University's Journal Ranking System. 15 RPg students received Postgraduate Student Publication Awards in 2022/23, in recognition of their achievements.

	2019/20	2020/21	2021/22	2022/23
% of RPg students with a refereed publication	38.1%	47.1%	50.0%	49.6%
Number of RPg students with a refereed publication	43	56	63	66

RPg students with a refereed publication within a period of study
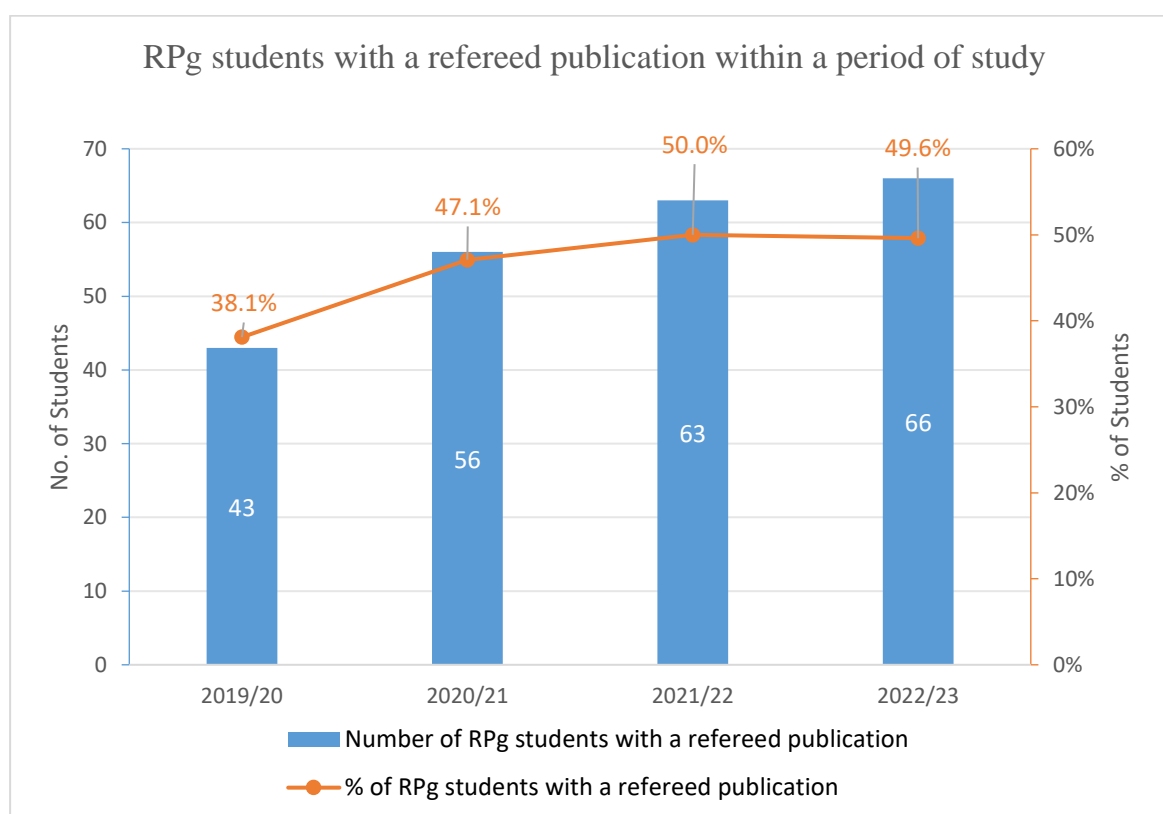
Domain 2: Research performance and research postgraduate experience

KPI 2.2 **% of RPg students presenting a paper at academic conference**

Data source(s)

Online Survey of Data Collection on Students' Research Outputs and Involvement

Objective

One of the key objectives of research training is the potential social impact it can have through knowledge transfer and knowledge exchange. Giving a presentation at a research conference is a common form of this. Presenting at an academic conference not only develops a student's presentation skills but also allows them to establish a professional network. In addition, these presentations enhance knowledge transfer within academia.

Methodology

Academic conferences include, but are not limited to, research forums, symposiums, and scientific meetings that are related to a student's research area.

$$\textit{\% of RPg students presenting a paper at academic conference} = \frac{\textit{No. of RPg students who have presented a paper at an academic conference}}{\textit{Total no. of RPg students}}$$

Data Presentation

The percentage of RPg students who presented papers at academic conferences increased significantly from 51.6% (65 students) in 2021/22 to 64.7% (86 students) in 2022/23. Many of these students were recognised at these academic conferences for their research performance, with a total of 39 students receiving research-related awards. These awards included the runner-up prize in the Postgraduate Category, the Provincial Excellent MPhil Thesis Award, the Best Paper Presentation Award, and the HKSAR Government Fund – Reaching Out Award.

	2019/20	**2020/21**	**2021/22**	**2022/23**
% of RPg students presenting a paper at academic conference	44.2%	52.1%	51.6%	64.7%
Number of RPg students presenting a paper at academic conference	50	62	65	86

RPg students presenting a paper at academic conference
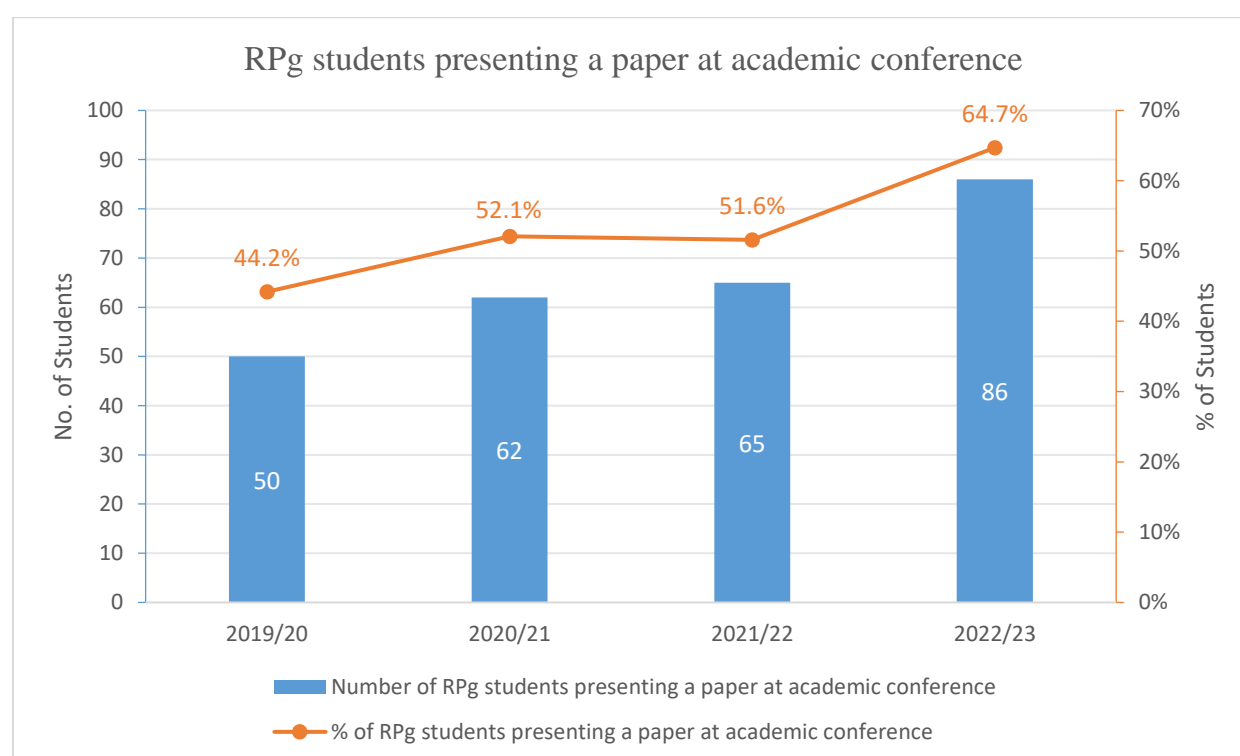
Domain 3: Knowledge transfer and wider engagement

KPI 3.1 **No. of staff engaged as professional consultants or members of external advisory bodies**

Data source(s)

Annual Report on Recurrent Funding for Knowledge Transfer

Objective

This KPI reflects the portion of academic/teaching staff who exerted their influence in professional sectors and the public policy process based on their research expertise. A higher number means that the University has a greater impact in the community.

In addition to measuring knowledge transfer activities in the form of research/consultancy projects (PM 3.1), intellectual property licencing (PM 3.2) and public engagement activities (PM 3.3), this KPI measures the participation of academic/teaching staff members in advisory processes for shaping industry standards and public policies.

Methodology

This KPI is measured in terms of headcount, not the total number of posts engaged by our academic/teaching staff.

Data Presentation

The university steadfastly showcases its enduring dedication to industry by motivating its staff members to act as professional consultants or members of external advisory bodies. The marginal decline in such engagement reflected in recent data stems primarily from challenges to the recruitment and retention of suitable talent, influenced by the external conditions of the talent market and perceptions of career prospects in Hong Kong.

	2019/20	2020/21	2021/22	2022/23
Number of staff engaged as professional consultants or members of external advisory bodies	176	189	164	156

Number of staff engaged as professional consultants or members of external advisory bodies
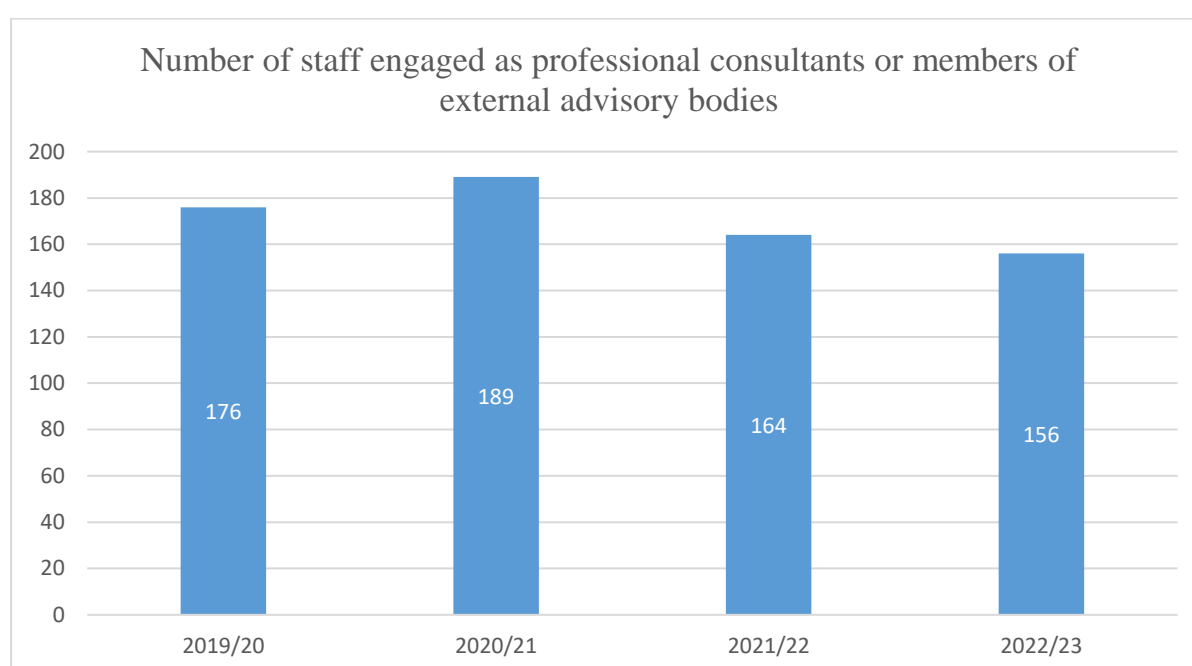
Domain 3: Knowledge transfer and wider engagement

KPI 3.2   No. of beneficiaries of Knowledge Transfer activities

Data source(s)

Annual Report on Recurrent Funding for Knowledge Transfer

Objective

This KPI reflects the number of stakeholders in the education sector who benefitted from knowledge transfer activities organised by the University (e.g., CPD courses, academic/professional development programmes, conferences, workshops, seminars, and research/consultancy projects). A higher number means that the University has more impact in the community.

In addition to measuring knowledge transfer activities as indicated by the income and expenditure of research/consultancy projects (PM 3.1) and public engagement activities (PM 3.3), this KPI captures the number of stakeholders who have benefitted from knowledge transfer activities designed and delivered by academic staff members based on their research expertise.

Methodology

This KPI is measured in terms of attendance numbers across all activities, not unique headcounts. A school/principal/teacher/student may have participated in more than one activity.

Data Presentation

In 2022/23, the university broadened the scope of its Knowledge Transfer activities. These new initiatives cover contract research, collaborative research, consultancy and entrepreneurship development. As a result, the number of beneficiaries more than doubled in 2022/23 compared with the previous year.

	2019/20	**2020/21**	**2021/22**	**2022/23**
No. of beneficiaries of KT activities	1,390,410	1,455,845	1,074,489	2,746,185
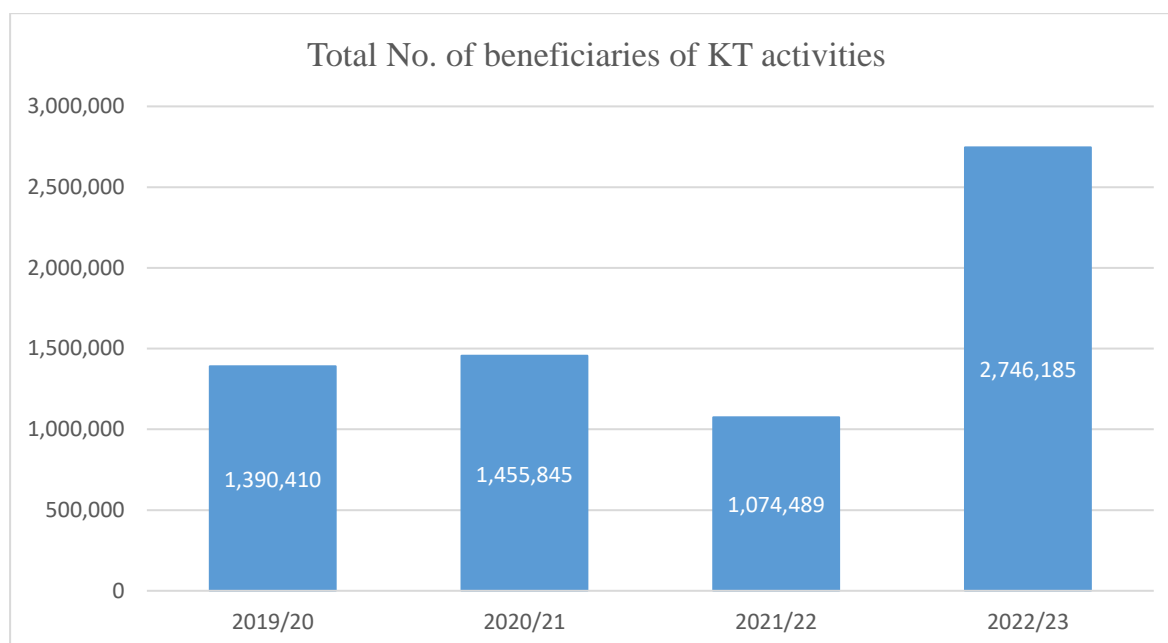
Domain 4: Enhanced internationalisation and engagement with the Mainland

KPI 4.1   Number of inbound / overseas trainees taking part in learning programmes

Data source(s)

Annual Collection coordinated by the International and Greater China Affairs Committee (IGCAC)

Objective

The EdUHK's learning programmes attended by non-local participants in Hong Kong help reflect the impact and reach of the University's internationalisation, global links, and knowledge transfer.

Methodology

The data cover the number of non-local participants who attend learning programmes provided by EdUHK Faculties/Departments/Centres/Offices in an academic year. Categories of learning programmes include (i) inbound student exchange; (ii) award-bearing academic programmes; (iii) incoming visiting students; (iv) professional development programmes; (v) thematic workshops/talks; and (vi) incoming visitors/delegations.

Due to the pandemic, the figures since 2020/21 include both face-to-face and online participants, whereas figures for 2019/20 include face-to-face participants only.

Data Presentation

Inbound international student mobility provides local students with a multicultural learning environment on campus. It can also help enhance cultural diversity and multicultural understanding. Although the number of inbound/overseas trainees in 2022/23 was similar to that in 2021/22, the University expects to welcome more face-to-face inbound trainees after the resumption of normalcy post-pandemic. It also intends to organise different types of learning programmes to attract more inbound/overseas trainees.

	2019/20	2020/21	2021/22	2022/23
No. of inbound / overseas trainees taking part in learning programmes	1,816	3,765^	2,316^	2,356^

^ *includes participants in online virtual programmes*
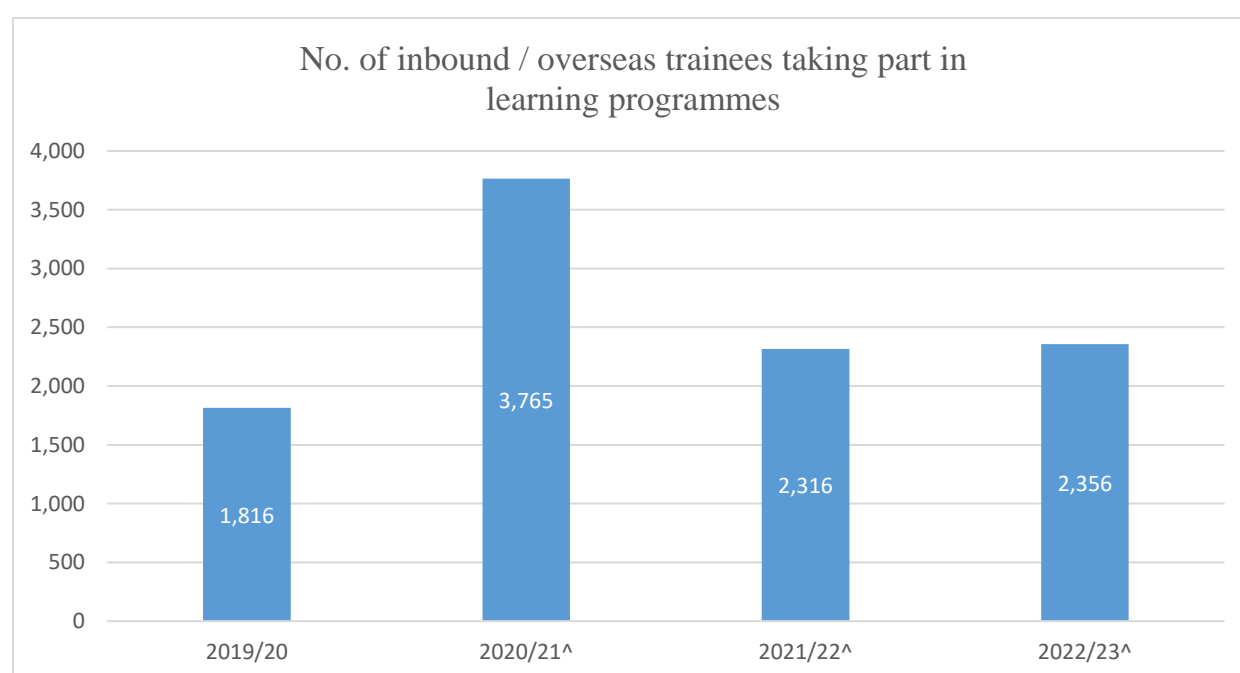
Domain 4: Enhanced Internationalisation and engagement with the Mainland

KPI 4.2   % of research postgraduate students with non-local learning experience within period of study

Data source(s)

Online Survey of Data Collection on Students' Research Outputs and Involvement

Objective

RPg students' research training can be enriched with participation in non-local learning activities, global engagement, and the building of international research networks. With an aim to widen RPg students' exposure and develop their global perspective, the Graduate School organises various non-local outreach research activities, such as the International Outreach Study Programme and the Mainland Research Forum. RPg students are also encouraged to attend conferences, workshops, and immersion visits; participate in summer schools; and conduct field work and research activities overseas or/and in Mainland China. This KPI reflects the global perspectives of RPg students, as indicated by their participation in non-local learning activities.

Methodology

Non-local learning activities include, but are not limited to, short/long-term learning programmes, dual degree award arrangements, summer schools, seminars, conferences, workshops, and research activities. Activities held overseas and in Mainland China are included.

$$\textit{\% of RPg students with non-local learning experience} = \frac{\textit{No. of RPg students who have participated in non-local (Overseas and Mainland China) learning activities}}{\textit{Total no. of RPg students}}$$

Data Presentation

With the gradual easing of COVID-19 restrictions in the second half of the 2022/23 academic year, exchange programmes and overseas visits resumed, and the percentage of RPg students with non-local learning experiences in 2022/23 doubled compared with 2021/22. In particular, three groups of the International Outreach Study Programme (IOSP) were organised in May and June 2023, visiting three institutions: (1) Texas A&M University, Texarkana, US; (2) Western Norway University of Applied Sciences, Norway; and (3) the Rochester Institute of Technology, US. We anticipate a significant increase in the number of students engaging in non-local learning experiences in the coming year, as lockdowns are now fully over.

	2019/20	2020/21	2021/22	2022/23
% of RPg students with non-local learning experience	29.2%	24.4%	23.8%	51.1%
Number of RPg students with non-local learning experience	33	29	30	68
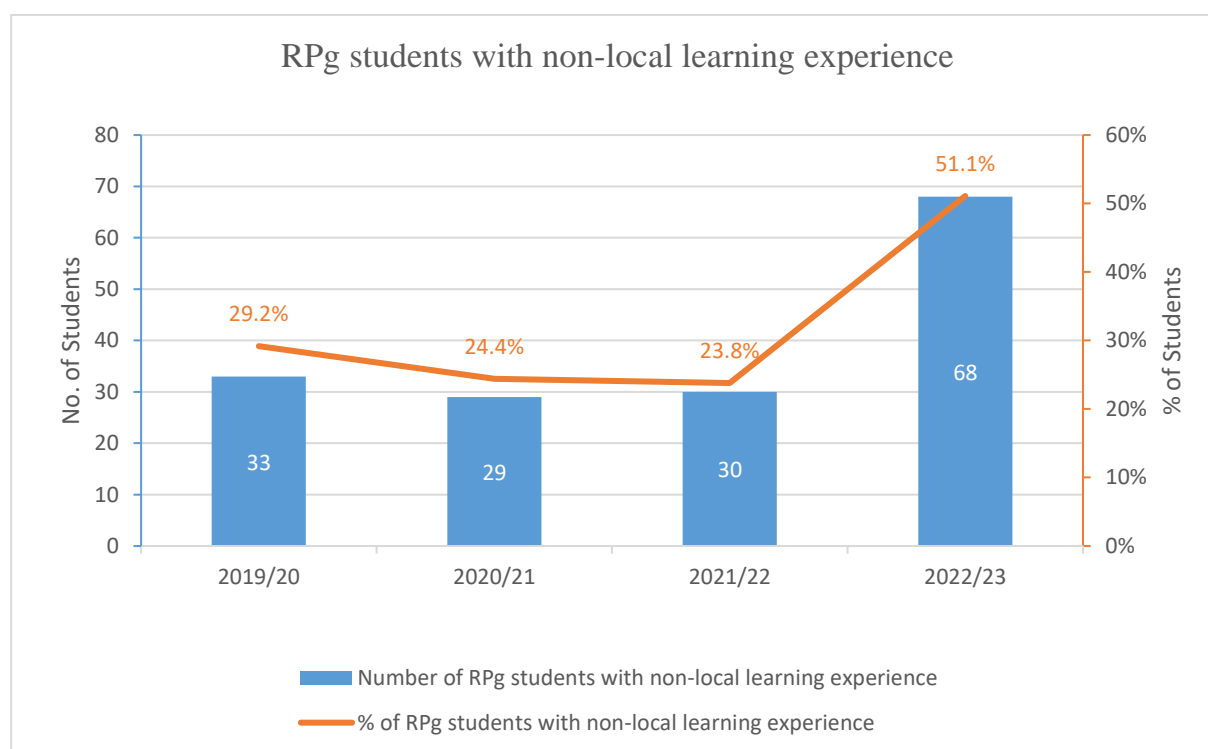
Domain 4: Enhanced internationalisation and engagement with the Mainland

KPI 4.3 **Number of programmes / events given by staff either abroad or to inbound non-local delegates / trainees**

Data source(s)

Annual collection coordinated by the International and Greater China Affairs Committee (IGCAC)

Objective

The programmes/events given by EdUHK staff members either overseas or locally to non-local trainees/participants reflect the University's impact and contributions to re-shaping the education landscape outside of Hong Kong.

Methodology

The data cover the number of programmes/events conducted, delivered, or co-ordinated by EdUHK staff members outside of Hong Kong or to inbound non-local delegates/trainees in Hong Kong within a year. The staff members about whom such data are gathered are academic, teaching, or research support staff who are on regular employment terms at the University, and who conduct, deliver, or co-ordinate programmes/events including (i) workshops; (ii) professional development programmes/courses; (iii) consultations; (iv) talks/discussion sessions; (v) demonstration lessons; (vi) keynote speeches; (vii) activities in which they play the role of facilitator or convener; and (viii) pre-conference workshops.

The figures since 2020/21 include both face-to-face and online programmes/events, whereas those in 2019/20 include face-to-face programmes/events only.

Data Presentation

Over the last three years, there has been an upward trend in the number of programmes/events given by staff either abroad or to inbound non-local delegates/trainees. The resumption of outbound travel has promoted cross-border academic exchanges. Meanwhile, some programmes/events more suited to the virtual/hybrid mode have retained virtual activities even in the post-pandemic context.

	2019/20	2020/21	2021/22	2022/23
No. of programmes / events given by staff either abroad or to inbound non-local delegates / trainees	68	99^	103^	136^

^ *including virtual programmes taking place online*
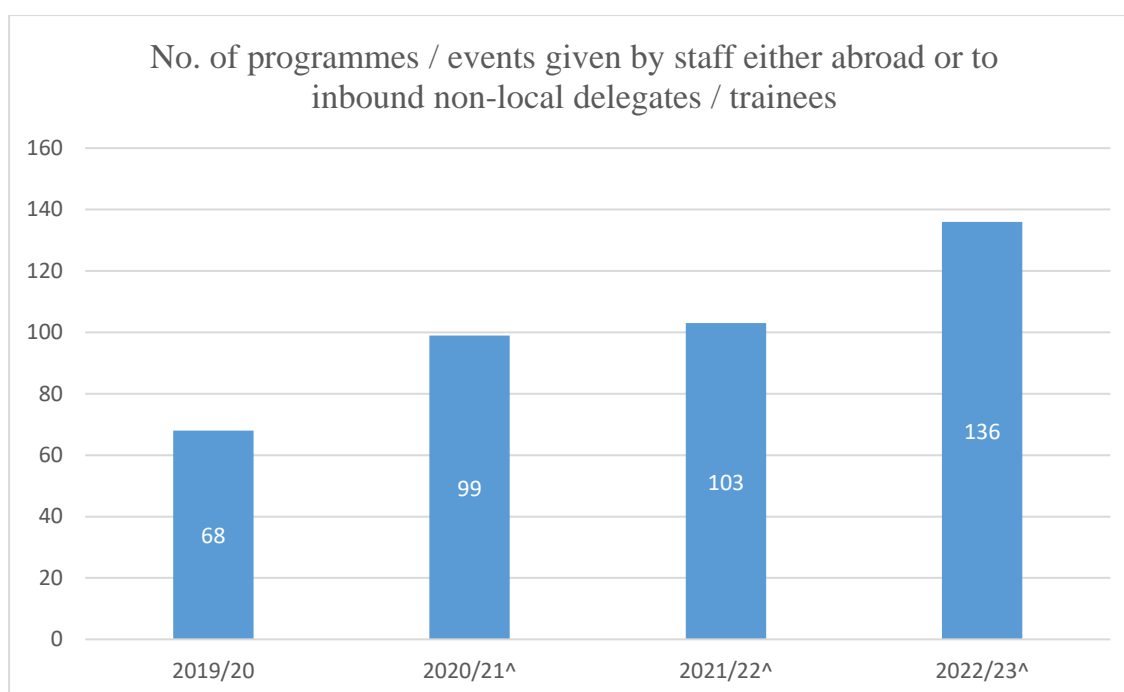
Domain 5: Financial health, institutional social responsibilities and sustainability

KPI 5.1   Amount of greenhouse gas emissions per capita

Data source(s)

Annual Carbon Audit Reports

Objective

Our objective is to reduce greenhouse gas emissions to better protect our environment. The effectiveness of this objective can be reflected in the reduction of greenhouse emissions per capita.

Methodology

A consultant is engaged to conduct carbon audits for the EdUHK premises (including the Main Campus, the Tseung Kwan O Study Centre, and the Pak Shek Kok Sports Centre) and compile a report each year. The KPI is derived as the percentage change in greenhouse gas emissions (Scopes 1 and 2) per capita (i.e., total of student load and staff measured in terms of full-time equivalent) based on the baseline year 2018/19.

$$
\text{\textit{\% change in greenhouse gas emissions per capita (vs. 2018/19)}} = \frac{\text{\textit{Greenhouse gas emissions per capita in respective year}}}{\text{\textit{Greenhouse gas emissions per capita in 2018/19}}} - 1
$$

Data Presentation

A number of energy saving measures were implemented by the Estates Office in 2022/23, including the upgrading of the lift system to be more energy-efficient, the replacement of conventional lights with LED bulbs, and the installation of variable speed drives for the air conditioning system.

	2019/20	2020/21	2021/22	2022/23
Greenhouse gas (GHG) emissions per capita (tonnes CO_2-e)	0.73	0.60	0.71	0.69
% Change (vs. 2018/19)	-21%	-35%	-23%	-25%

Note: GHG emissions per capita in 2018/19: 0.92 tonnes CO_2-e
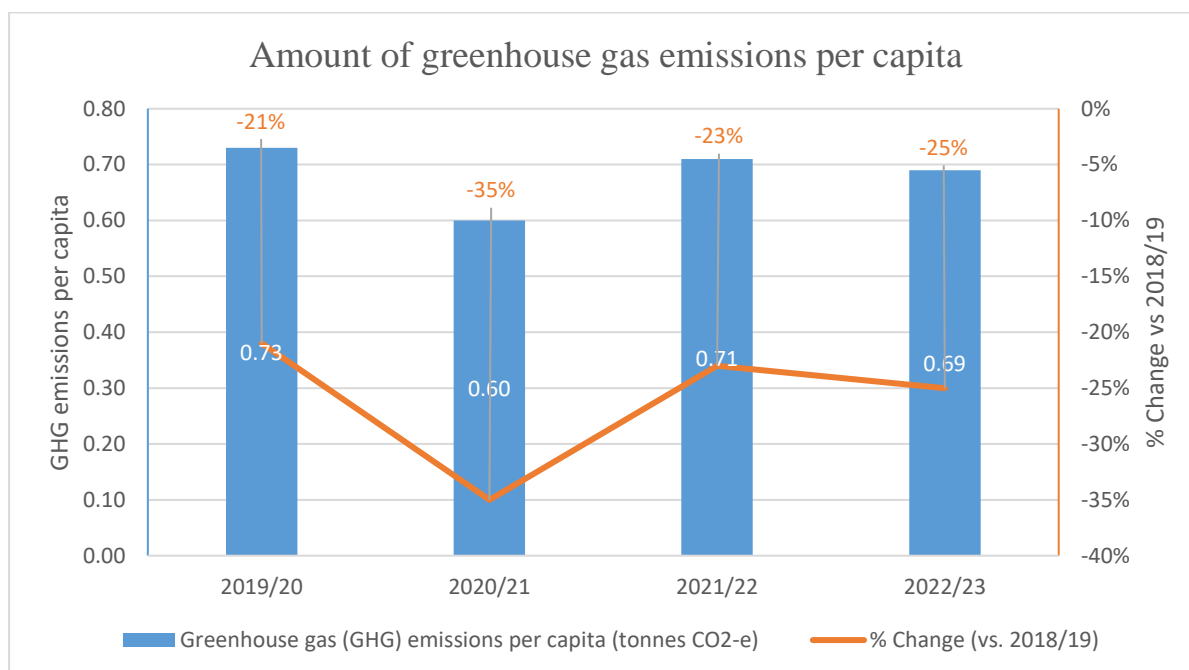
Domain 5: Financial health, institutional social responsibilities and sustainability

KPI 5.2   Number of kilowatt hours per capita

Data source(s)

CLP electricity bills

Objective

A large portion of the electricity in Hong Kong is generated by coal and natural gas, so reductions in electricity consumption help to preserve our scarce natural resources and reduce greenhouse gas emissions. The effectiveness of this objective can be reflected by savings in electricity consumption.

Methodology

Electricity consumption is measured based on the amount of electricity in kWh purchased from CLP, i.e., electricity usage stated on the monthly electricity bills of the EdUHK premises, including the Main Campus, the Tseung Kwan O Study Centre, and the Pak Shek Kok Sports Centre. This KPI is derived as the percentage change in electricity consumption per capita (i.e., total of student load and staff measured in terms of full-time equivalent) based on the baseline year 2018/19.

$$\begin{array}{l} \textit{\% change in electricity} \\ \textit{consumption per capita} \\ \textit{(vs. 2018/19)} \end{array} = \frac{\textit{Electricity consumption per capita in respective year}}{\textit{Electricity consumption per capita in 2018/19}} - 1$$

Data Presentation

A number of energy saving measures were implemented by the Estates Office in 2022/23, including the upgrading of the lift system to be more energy-efficient, the replacement of conventional lights with LED bulbs, and the installation of variable speed drives for the air conditioning system.

	2019/20	**2020/21**	**2021/22**	**2022/23**
Electricity consumption per capita (kWh)	1,534.1	1,474.3	1,555.7	1,555.0
% Change (vs. 2018/19)	-7.8%	-11.4%	-6.5%	-6.6%

Note: Electricity consumption per capita in 2018/19: 1,664.4 kWh
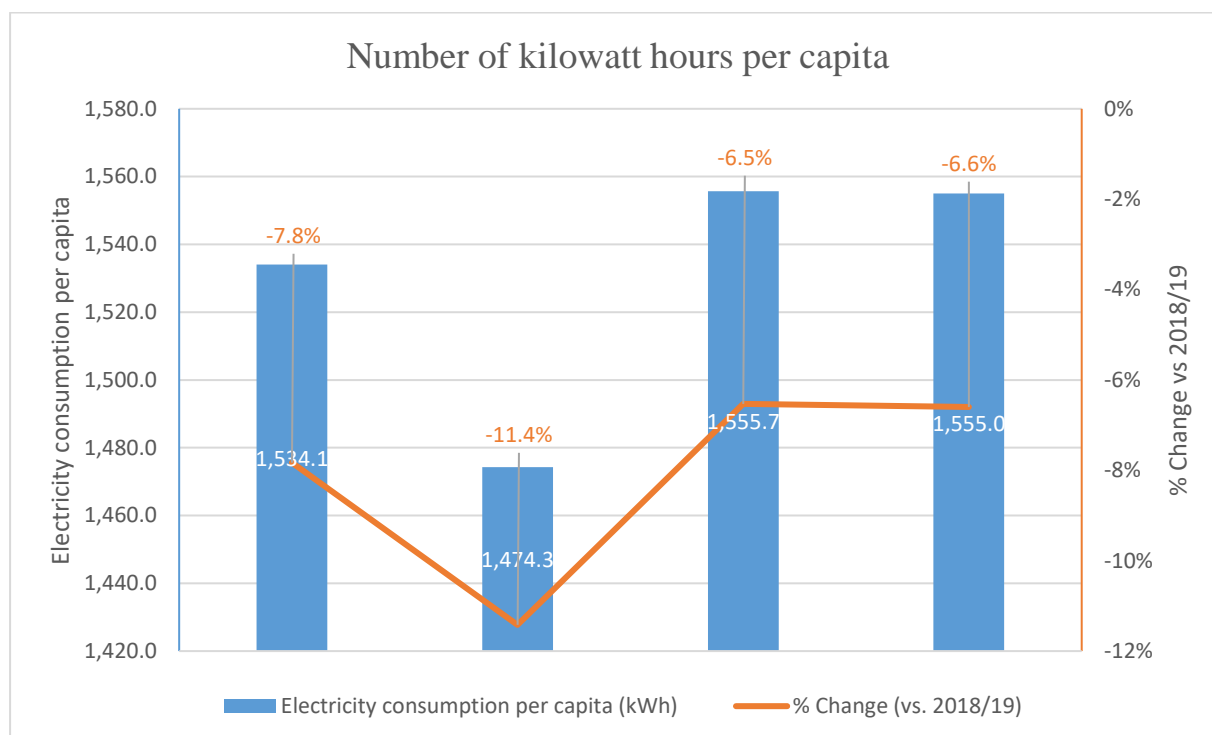
Domain 5: Financial health, institutional social responsibilities and sustainability

KPI 5.3   Number of NGOs engaged in projects/ activities/ services with EdUHK

Data source(s)

Project log maintained by the Alumni Affairs and Development Office and Finance Office

Objective

The main objective is to demonstrate the University's social responsibility, i.e., its service to and its links with the community through partnerships with NGOs in projects/activities and its engagement of NGOs in providing commercial services on campus.

Methodology

NGOs participating in our teaching/research activities and providing services on campus are included.

Data Presentation

This is a new KPI demonstrating the University's social responsibility and collaboration with the community, for which data have only been available since 2021/22. There has been an increase in the number of NGOs engaged in projects/activities/services with EdUHK since last year.

	2021/22	2022/23
No. of NGOs engaged in projects/activities/services with EdUHK	147	157

Domain 5: Financial health, institutional social responsibilities and sustainability

KPI 5.4   Number of items donated

Data Source(s):

Disposal record logged by the Finance Office and record logged by the Human Resource Office

Objective

This KPI is to demonstrate the University's social responsibility i.e., care for the needy.

Methodology

The items donated directly to the needy or to charitable organisations are counted and recorded. Examples of these are gift vouchers, dried food, festive cakes, pandemic related masks and medicine, and other usable computer equipment.

Data Presentation

This is a new KPI, for which data have only been available since 2021/22. The number of items donated to those in need increased sharply in 2022/23 relative to 2021/22, mainly because of the three-day charity campaign "Recycle and Share for Good @ EdUHK" organised in April 2023.

	2021/22	**2022/23**
Number of Items donated to the needy	799	3,215