



STRATEGIC PLAN 2016-2025

Interim Review



2019

Council Chairman's Foreword

Strategic planning is indispensable for any organisation. In the tertiary education sector, it is especially important to develop a proactive approach in light of changing expectations of society, evolving professional demands, and increasing competition in the local and regional contexts. In 2016, the University launched a 10-year Strategic Plan (the Plan) to articulate its institutional priorities, which guide what we do to deliver our mission and further our education legacy.



I am pleased to report that the University has just completed an interim review of the Plan to look back on what has been achieved since its implementation, to assess EdUHK's ability to achieve its goals, and to ensure that it is on the right track. This periodic check was most timely, as it coincided with the University's silver jubilee. It was not only a time to celebrate the University's significant transformation and growth in the past 25 years, built upon its century old heritage and solid expertise in teacher education, but also an opportune moment to plan ahead and make sure EdUHK is future ready.

The review process began in earnest in early 2019, when the management provided a summary of the implementation progress on different fronts. Various consultation avenues were then made available for students and staff to discuss the development progress over the past three years and to solicit input and ideas on the way forward. With the strategic objectives in mind, the interim review culminated in a Council Retreat, held in mid-June 2019, to explore ways in which the University can enhance the learning experience and competitiveness of EdUHK's undergraduate and postgraduate students in areas such as internationalisation, academic development and research training.

Through the exercise, we also re-prioritised milestones previously set for achieving our strategic objectives. The capacity to remain flexible has enabled us to respond constructively to emerging challenges, and leverage new opportunities to maximise the benefits for the different stakeholders we serve.

A key feature of the review process was the use of institution-specific Key Performance Indicators (KPIs) alongside the sector-wide KPIs as indicated in the University Accountability Agreement (UAA) for the 2019–22 Triennium, which was signed with the University Grants Committee (UGC) in June 2019. Taken together, both sets of KPIs provide quantifiable evidence to keep track of the implementation progress, and consequently enable the University to identify areas which should be given greater attention in the years ahead.

In a similar vein, we have been conducting an annual survey that tracks how employers rate our graduates' overall core competencies in different areas. Most encouragingly, over 90% of employers have remarked that our graduates' overall core competencies are on par with, or better than, those of our sister institutions.

On internationalisation, the University has spared no effort to develop students' global perspectives. With our expanding international partnership networks, over 60% of our undergraduate students have benefitted from at least one type of non-local learning experience, one of the highest among all sister institutions in 2017/18. We also witnessed a steady increase in the number of non-local students from outside mainland China in our undergraduate and postgraduate student population – a testimony to our ongoing efforts to cultivate a culturally and linguistically diverse learning environment for our students.

While taking stock of our many accomplishments since 2016, I am most grateful for the leadership, commitment, and dedication of our colleagues. As a young and budding university with a clear focus on teacher education, we must not cease to innovate and scale new heights. It is my hope that we can together build on the inspiration and insights gained from this interim review to grow in success and significance.

A handwritten signature in black ink, appearing to read 'Frederick Ma', with a stylized flourish at the end.

Professor Frederick Ma Si-hang, GBS, JP
Chairman of the Council

President's Message

When the Strategic Plan 2016-2025 (the “Plan”) was implemented in early 2017, there was a consensus that the Plan is not a document carved in stone, but would be reviewed along the way to accommodate new developments and capture new opportunities. While a more thorough mid-term review will be conducted in 2022, we conducted an interim review this year for us to take stock of what we have achieved and keep track of the implementation progress.



Over the decades, we have nurtured generations of professional, caring and committed educators, who in turn, leave life-changing imprints on the lives of many young minds. Together with the alumni of our predecessor, the former Colleges of Education, our graduates remain the major force in Hong Kong's teaching profession, especially in the primary school and early childhood education sectors.

Building upon a robust foundation in teacher education, the past couple of years saw the University transform itself from a mono-technic institute into one of the world's top-tier universities in the field of education. Most notably, following the attainment of a university title in 2016, the University was granted full self-accrediting status by the Government in April 2018 for all of its academic programmes. Added to this recognition is the affirmation by Quality Assurance Council in 2017 on the University's quality assurance (QA) culture, commitment in the setting and maintaining of academic standards, and dissemination of good QA and enhancement practices.

As a regional leader in teacher education, the University places learning and teaching at its heart as top priority. With the strategic goal of nurturing future educators and professionals in mind, a wholesale curriculum revamp for both Bachelor of Education (BEd) and non-BEd programmes has been carried out. The enhanced General Education (credit-bearing experiential learning and interdisciplinary course), Field Experience, and Capstone Project have promoted interdisciplinary learning, developed students' generic skills, and broadened their intellectual horizons of our students. This reinvigorated curriculum is anchored toward the new framework of Graduate Attributes “PEER & I”, which represents “**P**rofessional **E**xcellence,” “**E**thical **R**esponsibility,” & “**I**nnovation”, as well as the seven Generic Intended Learning Outcomes, which the University has adopted to better articulate the desired attributes and generic skills expected of EdUHK graduates.

In response to the growing trend of technology-enhanced pedagogical approach and the evolving manpower needs and expectations of Hong Kong society I have set STEM and life education as the University's priority areas in the coming five years to expand the professional capacity of teachers and the all-round development of students.

On research front, the University has made sound progress by winning HK\$26.86 million for 41 projects in the 2019/20 round of research funding applications to the Research Grants Council. Even more encouraging to us is that the funded projects cover subjects that are beyond our traditionally

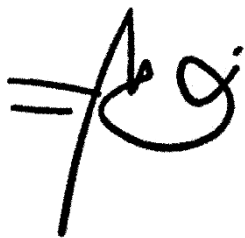
strong Education area. Our University was ranked first for the subject fields of Education, Psychology and Linguistics in the General Research Fund Exercise and Early Career Scheme respectively.

The past three years also saw bountiful harvests for the University in the area of education innovation. I am pleased to report that the University has brought home a total of 16 awards, including gold, silver, and bronze medals, at international innovation competitions on both sides of the Atlantic. They include International Exhibition of Inventions of Geneva, International Invention Innovation Competition in Canada, International Trade Fair for Innovations in Germany, and Silicon Valley International Invention Festival. Participation in and recognition by major international innovation exhibitions have not only elevated the University's presence in education innovations, but also enabled the University to engage a wider community with its inventions and innovations in pedagogical applications.

Our scholars have worked closely with leading universities, multilateral organisations and international agencies, such as the World Bank, the Asian Development Bank, and the UNESCO. For example, our consultancy service for the Vietnamese Ministry of Education in 2017 and 2018 has supported the country's teacher education and principal education, while our partnership with the Directorate General of Higher Education in Cambodia in May 2019 has facilitated the enhancement of Cambodian universities' learning and teaching. Those projects and partnerships have made constructive impact on the relevant sectors in the region and have buttressed the University's leadership role in innovative learning and teaching.

Other meaningful engagements are our university-wide projects and school-based initiatives with the local community that are being implemented in full steam. Among them are education technology applications such as big data in special education and learning Chinese as a second language, as well as STEM and coding projects; and animation projects to support learning of Chinese language and Chinese history. Beneficiaries of these projects include non-Chinese speaking kindergarten students, students with special educational needs, ethnic minority, and parents. It is encouraging to see these projects and initiatives have promoted curriculum innovation and new approaches to pedagogy and assessment, and synergised our interdisciplinary and multidisciplinary research expertise.

As we take stock of the implementation progress of the Plan, I take pride in the achievements that our academic and administrative colleagues have made. Despite different challenges, we shall continue to put our heads together in upholding the values of professionalism, moral responsibility, societal care, global awareness, and innovative spirit, and fulfilling our core mission in leading in educational research, development, and innovation.



Professor Stephen Cheung Yan-leung, SBS, JP,
Officier dans l'Ordre des Palmes Académiques
President

Achievements Highlights 2017-2019

Since the implementation of the University's Strategic Plan (SP) 2016-2025 in early 2017, a number of institutional developments have taken place. Notably, following the attainment of university title in 2016, the University was granted full self-accrediting status by the Government in April 2018 for all of its academic programmes. Added to this recognition is the Quality Assurance Council (QAC) Quality Audit Report published in 2017, which commended the University's quality assurance (QA) culture, its commitment in the setting and maintaining of academic standards, and dissemination of good QA and enhancement practices.



As demonstrated in some of the University Key Performance Indicators, we are pleased to report that the implementation of the SP 2016-2025 is in good progress. The following sets out some of the highlights of what we have achieved under respective Strategic Areas.

Academic Development

Recognition of Quality in Education: Attainment of Full Self-accrediting Status and Dissemination of Good Practices in Quality Audits

- The University was granted full self-accrediting status by the Government in April 2018 for all of its academic programmes. This is a testimony to the University's entrenched QA culture embracing the University's rigorous QA and enhancement mechanisms. The University will continue its efforts in learning and teaching, research and knowledge transfer (KT), and remains committed to developing and revamping our programme offerings in line with the Education-plus approach.
- The QAC conducted the panel visits for the Second Quality Audit and Sub-degree Operations Audit in 2016 and 2018 respectively. The Audit Report of the Second QAC Audit on the

Education University of Hong Kong (EdUHK) published in 2017 commended the University's quality culture, its comprehensive and thorough approach to the setting and maintaining of academic standards, and the use of external reference points to validate the setting and maintaining of academic standards. The Audit Report of EdUHK's Sub-degree Operations published in 2019 further affirmed the University's consistent and comprehensive approach to QA, which enables the University to meet international standards and the professional requirements for its sub-degree programmes. Through these audit exercises, the University community reinforces its commitment in sustaining a quality culture and active engagement in the QA and enhancement practices as well as the dissemination of good practices.

Nurturing Future Educators and Social Leaders through Curriculum Revamp and Innovation

- Review of the curriculum structures of Bachelor of Education (BEd) and non-BEd programmes was carried out and completed in September 2017 and October 2018 respectively. Under the new curriculum structures, the academic rigour of both BEd and non-BEd programmes was strengthened with new enhancements in General Education (Experiential Learning and Interdisciplinary Course), Field Experience (FE), and the Capstone Project. It is hoped that the new curriculum will promote interdisciplinary learning, develop students' generic skills, and broaden their intellectual horizons. Opportunities for international inter-university collaborations, service learning and exchange programmes, either credit-bearing or non-credit bearing, have been developed. Between 2016/17 and 2018/19, an average of 72% of undergraduate students have joined experiential learning activities.
- A new framework of Graduate Attributes "PEER & I", consisting of the three domains of "Professional Excellence," "Ethical Responsibility," & "Innovation," and the seven Generic Intended Learning Outcomes (GILOs) have been adopted to better articulate the desired attributes and generic skills expected of EdUHK graduates. In December 2018, 99% of our graduates from teacher education programmes were employed or were pursuing further studies.
- The growing trend of technology-enhanced pedagogical approaches poses a pressing need for the University to prepare our current undergraduate students, graduates and in-service teachers to implement Science, Technology, Engineering and Mathematics (STEM) education. To address the need of our education community, a new Master of Arts in STEM Education as well as a new Minor in Design of STEM Lessons were approved in 2018 to be offered in 2019/20. Alongside these, a curriculum revamp for BEd (Primary/ Secondary) Mathematics has been completed with the injection of more STEM elements to enhance teachers' professional competence to introduce STEM teaching into primary and secondary classrooms.
- Values education is incorporated into our education at all levels. Besides a long-standing Faculty-level unit (i.e. Centre for Religious and Spirituality Education) charged to promote life and values education through teacher professional development, pedagogical and curriculum development and research, a Professional Development Programme (PDP) in Hong Kong Life Education (LE) was first launched in 2017/18 to enhance teachers'

understanding of the concepts and practices of LE and to empower them to implement LE in their schools, thereby enhancing students' resilience in the face of adversity and their positive values. Following its successful launch, an advanced LE programme with a specific focus on the primary school context was developed in 2018 and is due to be offered in 2019/20. In addition, "Life and Values Education" is offered as a Specialised Area and Area of Focus under the Doctor of Education and Master of Education programmes respectively.

Reaching for New Heights in Education Quality

- Staff members are encouraged to explore and develop new approaches to pedagogy through the application of Teaching Development Grants (TDG) projects. The thematic areas in 2016-19 cover innovation curriculum design and enhancing student learning outcomes. Student engagement is also encouraged in TDG projects.
- For staff professional development, the Centre for Learning, Teaching and Technology has been offering a series of courses and workshops related to technology-enhanced learning, teaching and assessment including e-learning tools, Massive Open Online Courses (MOOCs), Moodle and Turnitin to facilitate staff members' adoption of e-Technology in teaching. Other activities including visiting departmental meetings, offering certificate courses (e.g. Certificate Course "Introduction to Teaching in Higher Education") and seminars; organising the Learning & Teaching@ EdUHK Festival and Peer Support of Teaching Scheme; and producing online self-learning materials were also carried out.
- Our ongoing efforts to enhance the quality of teaching are appreciated by students, as reflected in the Student Evaluation of Teaching scores, which have been progressively rated above 3 on a 4-point scale in the past four years. In 2018, Dr David Kang Jong-hyuk, Associate Head and Assistant Professor of the Department of Literature and Cultural Studies, received the University Grants Committee (UGC) Teaching Award and was commended for his learner-centred approach and innovative teaching methods in teaching Chinese History. The "4-'re'" history teaching method – reconstruct, reread, reflect, and research – that he developed has not only benefited history majors, but also inspired students of other disciplines to find meaningful engagement with the past.

Pushing the Boundaries of Learning

- The soft launch of the Pilot Future Classroom specialising in Augmented Reality (AR)/ Virtual Reality (VR) technologies was held in November 2018. During the soft launch, demonstrations on utilising the newly installed equipment for learning and teaching and other experiential activities were conducted by colleagues from faculties and the Office of the Chief Information Officer, supported by the Library. The Pilot Future Classroom is expected to further enrich the learning environment and experiences on campus, connect students with the ever-evolving world and enable them to gain global perspectives in one stop.



- Funded by the Central Reserve Allocation Committee, the “Blended Learning for University Enhancement Initiative” (BLUE Initiative) was introduced in two phases to promote blended learning through one-course one-online lessons as well as the development of MOOCs and mobile applications for students’ self-directed learning.
- To help students stock-take and keep track of their learning experiences, the ePortfolio has been launched to allow students to engage in comprehensive evidenced-based reflection on their formal and non-formal learning experiences. Assessment rubrics incorporating the GILOs with their subject intended learning outcomes were used to help set their own learning goals.

Leading in Teacher Education

- Reference has been made to international as well as the unified set of standards for the teaching profession (“T-standard”) recently launched by the Committee on Professional Development of Teachers and Principals in the formulation of the FE Intended Learning Outcomes such that our programme offerings would continue to stay updated and relevant to the professional standards and requirements of the sector. The high employment rate (over 95%) of our teacher education graduates indicates the relevance of the knowledge and skills gained throughout their studies.
- With close collaboration with the Education Bureau (EDB) as well as a curriculum revamp, the enrollment number of the PDPs significantly increased, starting from 2016/17, and reached its 10-year peak at 337 FTEs in 2017/18. New programmes such as Catering for Diverse Needs of Young Children, e-Learning in Primary Mathematics, LE, etc. were offered to expand the capacity of in-service teachers to keep pace with emerging technological trends and to address critical societal needs.

Promoting a Robust Research Culture among Postgraduate Students

- Talented postgraduate students have been recruited through the prestigious Hong Kong PhD Fellowship Scheme since 2017/18 and the number of awardees nominated by the University has increased.

- Collaborative programmes at master's and doctorate levels with universities in Australia, France, Germany, and Japan have been offered since 2016/17. Students registered in those programmes can benefit from research training and supervision of both local and international scholars.
- The percentage of research postgraduate students engaged in the University's research and development projects and related scholarly activities has increased from 24% in 2014/15 to 62% in 2018/19.

Cultivating a Multicultural Learning Environment

- The composition of the student population has become more diversified with a steady inflow of mainland Chinese, international, and non-Chinese speaking (NCS) local students. From 2016/17 to 2018/19, the number of non-local students increased by nearly 20% with students whose countries of origin are Azerbaijan and Pakistan enrolling in our undergraduate programmes for the first time. On the other hand, a new nomination route, i.e. the NCS Student Nomination Route, introduced in 2017/18, has also attracted more NCS local students on top of the regular route and thus added to the diversity of the student population.
- The Global Learning Enhancement Fund continues to facilitate student participation in learning opportunities overseas and in the Greater China region. Between 2016/17 and 2018/19, over 60% of undergraduate students were reported to have at least one type of non-local learning experience, making it the highest among all UGC-funded universities in 2017/18. With over 200 regional and international partners in 2019, the University has successfully brought in students from different parts of the world which has nurtured a multicultural and diverse learning environment on campus. This is seen in the marked increase in the number of in-bound students taking part in learning programmes organised by EdUHK from around 270 in 2015/16 to over 670 in 2018/19.
- Broadly appreciated by students, the International Tutor (IT) Scheme continues to bring in ITs with a myriad of linguistic and cultural backgrounds to help support students' English language learning, co-curricular and hall-based intercultural activities on campus.



Research and Knowledge Transfer

Making Sound Progress in Research

- The University was awarded HK\$26.86 million for 41 projects in the 2019/20 round of research funding applications to the Research Grants Council (RGC). The funded projects cover a wide array of subjects beyond our traditionally strong Education area. As at 28 June 2019, EdUHK researchers were engaged in 159 ongoing and newly approved projects, supported by HK\$97.82 million from the RGC and other funding bodies. The projects represent a diversity of subject disciplines, including education, the humanities and arts, psychology and linguistics, social and behavioural sciences, and physical and health sciences.
- Among other things, the University once again ranked first in the subject discipline of Education in the 2019/20 General Research Fund exercise, both in the number of awarded projects and the awarded amount, securing 46 per cent of the total awarded amount. Under the Early Career Scheme exercise, the University ranked first in the discipline of Psychology and Linguistics. With HK\$3.92 million awarded in total, the University received the highest amount of funding among its sister universities.
- The establishment of a new branch of the State Key Laboratory in Marine Pollution (SKLMP), the first national class laboratory on the EdUHK campus, in June 2018 facilitates long-term collaboration among world-class experts and advances research frontiers on marine pollution. The University's SKLMP branch will support pioneering research and provide evidence-based advice on how to handle marine pollutants that have significant environmental and public health effects.

Serving Local Communities with Needs-focused Scholarship and Impactful Knowledge Transfer Projects

- To fill the gap of the current shortage of modern Chinese language education materials, a three-year project titled “Jockey Club from Words to Culture Programme: An Animated Way to Learn Chinese” was jointly launched with the Hong Kong Jockey Club (HKJC). Targeting lower primary students, the project produces vibrant and interactive Chinese teaching materials with animations featuring Hong Kong characteristics which are in line with the EDB's curriculum guide on pleasurable learning. A similar project utilising multimedia materials to teach Chinese History to primary school students was also launched in 2018. It has proven to be well-received with over 1.6 million hit rates recorded in the first year after its launch.



- Funded by the HKJC Charities Trust, the University has been working with Massachusetts Institute of Technology and City University of Hong Kong to run a Coding Education for Primary School project titled “CoolThink@JC” since 2016. The project aims to develop the digital literacy, problem-solving, logical thinking and computational thinking skills of primary students. A total of 32 local primary schools will be recruited during a period of four years (2016-2020).



- With a robust scholarship in early childhood education, the University started to offer a Diploma in Early Childhood Education (Supporting Learning and Teaching for Non-Chinese Speaking Children) in 2017/18. The programme aims to nurture a new generation of teaching assistants who possess the language proficiency and pedagogical knowledge to support preschool teachers, education and community service workers in serving non-Chinese-speaking children. Funded by HKJC, the tuition-free programme has improved the access to post-secondary education among ethnic minorities and has contributed to social inclusion in Hong Kong.

Creating Impact beyond Hong Kong

- In February 2019, we had our United Nations Educational, Scientific and Cultural Organisation (UNESCO) Chair in Technical and Vocational Education and Training and Lifelong Learning renewed for a period of four years under a new title of “Regional Education Development and Lifelong Learning.” Led by Professor John Lee Chi-kin as Chairholder, EdUHK will continue to respond to education issues and needs, particularly in the areas of regional education development and lifelong learning, at the regional and global levels.



- In October 2017, the University was appointed by the World Bank to provide consultancy services for the Vietnamese Ministry of Education and Training. During the 10-month period, the University has provided expert advice to eight Lead Teacher Training Universities in Vietnam, through training workshops and university-based consultancy services and support to enhance the effectiveness of their teacher and principal education. In October 2018, the President led a delegation to meet with Vietnam’s Vice Minister of Education and Training and other World Bank officials to discuss the roadmap and strategic development of Vietnam’s higher education sector in the context of the country’s fast-growing economy.
- At the invitation of the Russian Department of State Policy in Higher Education, the President led a delegation to visit Moscow, Nizhny Novgorod and St. Petersburg in October 2018, where they shared with 40 pedagogical university heads across Russia the University’s transformation strategies and experience from a monotechnic institute to one of the world’s top-tier universities in the field of Education.
- The number of research projects with international collaboration in 2017/18 increased to close to 180, indicating strengthened partnerships between the University and its international counterparts.

Steering Research Development and Knowledge Transfer Activities with Solid Institutional Support

- Upon the completion of a rigorous external review, The Joseph Lau Luen Hung Charitable Trust Asia Pacific Centre for Leadership and Change and Assessment Research Centre have been granted a three-year renewal of their current status of University-level research centres. Meanwhile, The Academy of Hong Kong Studies, which was established in 2015, has also been granted the status of Centre of Excellence for a period of three years. In tandem with those established at faculty level, these research centres serve as major vehicles for the development and promotion of social and education research in EdUHK.
- With the elevation of the KT Unit into a more visible KT Sub-Office, a more proactive and outgoing approach towards the promotion of EdUHK's intellectual property, engagement in innovation, and KT could be adopted. Its vital role in managing and coordinating KT activities was manifested in our participation in three notable international innovation exhibitions in 2018 - namely the International Exhibition of Inventions of Geneva, the International Invention Innovation Competition in Canada, and the International Trade Fair for Innovations in Germany - which saw the University bring home 11 innovation awards including three Gold Medals, five Silver Medals and three Special Prizes/Awards. In 2019, EdUHK has received recognition once again at the International Exhibition of Inventions of Geneva and won four Silver awards and one Bronze award for its five innovations. Apart from these laurels, three EdUHK innovations also won one Gold Medal, two Silver Medals, and one special award in the Silicon Valley International Invention Festival 2019.



- In June 2018, the University set up a central fund to support patent applications and protect inventions by its staff, researchers and inventors as a way to encourage colleagues to protect their own intellectual work through patent registration. In addition, there was a sea change in the ecology of research and KT activities at EdUHK in 2018 as the University successfully concluded its first licensing to commercialise the intellectual property of “computational formula of the norm of Behavior Rating Inventory for Executive Function for Hong Kong in performance assessment of children with Attention Deficit Hyperactivity Disorder” of the Integrated Centre for Wellbeing to an educational business.

Funding Support through the Innovation and Technology Fund

- As recognition of EdUHK KT Sub-office's role in promoting the transfer of knowledge and technology of teaching-related software, teaching materials, and instruments, etc. in recent years, the Legislative Council Panel on Commerce and Industry endorsed the Government's proposal of adding EdUHK to the designated list in January 2019, which enabled our KT Sub-office to receive an \$8 million funding support through the Innovation and Technology Fund on a recurrent basis to enhance the office's capabilities of technology transfer.

Management and Infrastructure

Creating New Academic Space for Teaching and Research

- A site providing a net floor area of more than 7,500m² for a new academic building on Tai Po campus has been identified. The project has now been categorised as a Category “B-” project by the UGC. Upon completion of the pre-construction works including site investigation, detailed design and tender documentation, and obtaining approvals from relevant authorities (e.g. Buildings Department), the University will submit a proposal to the UGC, Architectural Services Department and Legislative Council under the UGC Capital Grant Mechanism.

Expanding Staff Capacity

- The Policy on Staff Training and Development was formulated to standardise the professional development provisions to staff members. Workshops and seminars focusing on generic skills such as change/ conflict management, innovative thinking, and appreciative leadership were conducted.
- A pilot Management-initiated Staff Development Programme was launched to provide full sponsorship on the part-time Postgraduate Diploma in Education programme so that academic/ teaching staff could enhance their knowledge in pedagogy and curriculum development.
- The Enhanced Teaching Track was introduced to recognise outstanding teachers and provide upward mobility opportunities for top performers in teaching.

Working towards a Smart and Sustainable Infrastructure

- A Pilot Future Classroom with high-end equipment was set up in the Library to facilitate the use of VR and AR in learning and teaching, while a new lecture capture system was installed in major lecture theatres so classes can be viewed on computers and mobile devices.
- A video resource production room at Block E and a new photo and video studio in the Learning Commons equipped with modern audio visual equipment were made available to staff and students for high quality indoor videos and photograph production, and multimedia learning and teaching activities.
- Construction of three link floors amongst D Blocks was completed as planned, with an additional 750m² of floor area provided for office accommodation and decanting purposes.
- A total of 58 improvement works were completed to improve the facilities for conferences/ meetings, barrier free access, [language learning](#) and general campus facilities on Tai Po campus.



- The first waste audit was conducted in 2018. The future waste recycling programme will cover student halls and all staff quarters. Air-cooled chillers were replaced with water-cooled chillers to increase the efficiency of the air-conditioning plant by 20%. We achieved the Excellent Class in Indoor Air Quality Certificate Scheme, the Class of Excellence in IAQwi\$e Certificate and the Class of Excellence in Wastewi\$e Certificate.



- The University has revamped or introduced a number of administrative systems dealing with grade submission and release (Assessment Records and Tracking Systems), student information (Ellucian Banner and Degree Works), recruitment of administrative and support staff (iRecruitment, iWork, and iPart-time), booking of teaching venues and meeting rooms

(iBooking) as well as filing and record management (OpenKM and AirWatch) to improve the oversight and efficiency of operational processes.

Going Beyond a Caring Organisation

- The Equal Opportunities Policy extending the coverage to other discriminatory acts under respective ordinances (i.e. Sex Discrimination, Disability Discrimination, Family Status Discrimination, and Race Discrimination) has been formulated after a review of the Policy Against Sexual Harassment and Procedures for Handling Complaints Against Sexual Harassment.
- Initiatives such as flexi-working hours, adoption leave and a breastfeeding-friendly workplace policy continue to be implemented, and they have earned the University the titles of “Family-Friendly Employers” and “Awards for Breastfeeding Support.” EdUHK has also been named a “Caring Organisation” by the Hong Kong Council for Social Service for 14 consecutive years for our sustained efforts to emphasise work-life balance and family-friendly practices.
- Efforts to raise awareness in and generate support for racial harmony, humanitarianism, sustainability, accessibility for the disabled, and students with Special Education Needs were rendered by organising workshops and constructing websites for specific groups/ topics. In recognition of the accessibility support by the University’s website, the University was awarded the Gold Award in the Web Accessibility Recognition Scheme in 2016 and 2018.
- We added a catering outlet - a food kiosk run by a social enterprise - on campus. This outlet promotes a vegetarian diet, caters for minority’s religious needs, and provides training opportunities for disadvantaged persons.