



STRATEGIC PLAN 2016-2025

Mid Term Review



2022

Council Chairman's Foreword

It gives me great pleasure to present the second progress review of the University's *Strategic Plan 2016-25*, which was promulgated shortly after our retitling in 2016 to chart the way forward for the youngest publicly funded university in Hong Kong under the "Education-plus" approach.

As part of the *Strategic Plan's* review mechanism, this review focused on our major developments and achievements from 2020 to 2022, in three key strategic areas, namely academic development, research and knowledge transfer, and management and infrastructure. To take stock of the implementation progress against our strategic goals and to identify new areas of development, we adopted an evidence-based approach to assess the University's performance in different domains, by referring to both institution-specific and sector-wide key performance indicators, as set out by the University Grants Committee under the University Accountability Agreement.



This review represents the collective wisdom and effort of the University community. Faculty members and students were engaged in the process, through various consultation platforms. Their feedback and ideas were consolidated and incorporated into the University Management reports during the Council Retreat in July 2022. I am impressed by the remarkable progress made on different fronts during the three-year review period, amidst the challenges posed by the prolonged pandemic and evolving societal expectations of higher education. In addition to international rankings, we have made great strides regarding educational innovation, research performance and impact, knowledge transfer and global outreach. These impressive achievements reflect our unwavering commitment to the University's core mission and our quest for academic excellence.

In the face of the changing landscape at the local, national and global levels, we must make early preparations, with the reprioritisation of strategic objectives where necessary, to rise to the challenges and grasp new opportunities. It is particularly important to explore the University's strategic positioning and presence in the Greater Bay Area (GBA) under the National 14th Five-Year Plan. There is a huge potential for the University to contribute to educational advancements in the GBA, given our traditional strength in teacher education and related disciplines. Other strategic areas brainstormed during the Retreat covered the University's multidisciplinary development, research and thought leadership in education, knowledge transfer, as well as academic and school partnerships.

My gratitude goes to all those who contributed their insight to the exercise, which provided an excellent opportunity for different stakeholders to examine the University's accomplishments and

strategic priorities, in response to changes over time. With our concerted efforts, I have every confidence that the University will reach new heights through our shared vision and goals.

A handwritten signature in blue ink that reads "David Y. Wong". The signature is written in a cursive, flowing style.

Dr David Wong Yau-kar, GBS, JP
Chairman of the Council

President's Message

Since the promulgation of the *Strategic Plan 2016-2025* which sets out the decade-long road map of the University (“Plan”), we have been reviewing the implementation progress of the Plan at regular intervals. Following a thorough review this year, I am pleased to report that most of the targets set in the Plan have been accomplished or are making good progress. Hereinbelow are some of the achievement highlights.



The University remained steadfast to its unique mission of nurturing outstanding, forward-looking, and morally responsible educators and professionals. I am delighted that we have diversified programmes offerings at different levels, while expanding our scope of research with impressive progress in knowledge transfer and application.

In line with the University’s “*Education-plus*” approach, we launched a broad spectrum of multidisciplinary undergraduate programmes during the 2022-25 triennium, covering artificial intelligence and educational technology, sports science and coaching, heritage education and arts management, as well as integrated environmental management and other emerging areas, with enhanced support and resources for students, ranging from academic advising, career development, language enhancement to internship experience.

The University also enriched its academic programmes by developing new courses and teaching contents, such as positive and values education, the Basic Law and national security education. Furthermore, a new talent development programme will be rolled out to equip students with entrepreneurial mindset and skills.

Our overall research capacity has also seen significant growth, in terms of funding, quality of output and research impact. We made great strides in the latest Research Assessment Exercise conducted by the University Grants Council, with 63% of the University’s overall profile in Education judged as “Internationally Excellent” or “World Leading”. Under the new “Research Impact” category, 80% of our education research was assessed as “Outstanding Impacts”. In addition, the University came first, in three consecutive years, in the subject field of Education in the General Research Fund Exercise, and also excelled in psychology and linguistics in the Early Career Scheme.

Internationally, a number of our scholars were among the Top 2% Most-cited scientists in a list compiled by Stanford University. Their research covered education, environmental sciences, mathematics, science and social sciences. For eight consecutive years, the University has been ranked among the top three in Asia and top 20 in the world in education, according to the QS Rankings.

Regarding knowledge transfer, our effort in promoting educational innovation paid off, with over 70 prestigious international innovation awards garnered during the period. We have forged partnerships, in the form of student exchange, joint programme offerings, internships and research collaborations, with over 200 universities and institutions around the world. The University also took part in another

World Bank-funded project in support of higher education capacity building in Cambodia, after the completion of a similar project in Vietnam in 2017.

Locally, the University has been playing a proactive role in supporting the school sector and bridging the learning gaps arising from the prolonged pandemic, through knowledge-based solutions. In addition to the provision of professional development programmes for in-service teachers, we developed innovative online teaching resources and materials, such as animated video series on different subjects, as well as online classes and workshops for children with special educational needs, as well as the elderly.

On campus infrastructure, we have started constructing a new Academic Building, the first major capital project since the inauguration of the Tai Po campus in 1997. Upon completion in 2025, the new Academic Building will provide a net operating floor area of 7,600 m² to support interactive teaching and learning, research, knowledge transfer, as well as scholarly activities, especially in the context of STEAM and AI education. This year, a new study centre on Hong Kong Island will be open, adding an additional 1,700 m² of space for the University's operation.

All these achievements could not have been possible without the concerted efforts and hard work of the entire University community. Going forward, we shall continue to build on our strengths and work closely with all stakeholders to scale new heights.

A handwritten signature in black ink, appearing to be 'S. Cheung' with a stylized flourish at the end.

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

Achievements Highlights 2020-2022

Over the years, the University has established a solid foundation in teacher education. Ranked 3rd in Asia and 17th in the world in Education and Training by the 2022 QS World University Rankings, EdUHK is globally recognised as a leading university dedicated to learning and teaching. In addition to education, the University has also made great strides in Psychology and English Language and Literature, with improved global rankings in these subjects in 2022.

Forging ahead, we will push the boundaries of education by tapping into our complementary strengths in line with our “Education-plus” approach. In the 2022-2025 triennium, we launched nine new undergraduate programmes (including senior year entry programmes) aiming to nurture future talent for the emerging sectors and professionals beyond education. These programmes cover a broad range of disciplines such as artificial intelligence (AI) and educational technology, heritage education and arts management, sports science and coaching, etc., which align with the key development trends of our society. Internship opportunities will be made available to students of these programmes to gain first-hand, practical experience to prepare for their future careers. The offering of these new programmes demonstrates EdUHK’s progression and expansion into a range of disciplines which are complementary to education.

The diversity of these new programmes is a testament to the University’s rapidly expanding academic capacity in multidisciplinary areas as evidenced by the affirmation of the University Grants Committee (UGC) in rating EdUHK’s submissions in education and emerging areas as “World Leading” or “Internationally Excellent” at its latest Research Assessment Exercise 2020. We remain committed to nurturing outstanding and caring educators and professionals who contribute constructively to sustainable social and economic development in Hong Kong and beyond—our vision as stated in the University’s Strategic Plan 2016-2025 (SP).

As the world has navigated the pandemic, the University has adopted flexible class arrangements and online teaching methods. Continuous pedagogical, infrastructural, and technical support has been provided to our staff and students to scale up their capacity for online learning, online teaching and assessment, and to reinforce their ability to address unforeseen circumstances.

Block Practice (BP) for teacher education programmes was conducted through a mix of simulated, virtual and authentic classroom teaching modes. In parallel with a change of delivery mode, a range of academic advising and counselling services have been made available to provide pastoral care and professional advice to student teachers during BP.

As we entered the seventh year since the launch of the SP, we are pleased to report that its implementation is making good progress despite facing the unprecedented challenges posed by the pandemic. The following sets out the major highlights of what we have achieved under respective Strategic Areas over the past three years.

Academic Development

Nurturing Future Educators and Social Leaders through Curriculum Revamping and Innovation

- We have made considerable effort to review our existing programme offerings to ensure that the programmes remain relevant and current to prepare our students for future challenges, and to remain responsive to the manpower needs of different sectors.
- Guided by our “Education-plus” approach and with the support of the Government, we launched nine new undergraduate programmes in the 2022-25 triennium (including senior year entry programmes), covering the complementary disciplines of AI and educational technology, sports science and coaching, heritage education and arts management, integrated environmental management, early childhood and family studies, English studies and digital communication, executive management, social entrepreneurship and development studies, and sociology and community studies. These programmes are enriched with elements of the Greater Bay Area (GBA), Life and Values Education (LVE), and Basic Law and National Security Education (NSE). New collaborations have also been established in the GBA to provide internships, field experience (FE), and study tour opportunities for students, and to facilitate youth exchange in the region. For instance, field visits to AI and educational technology organisations and universities in the GBA (e.g. Huawei’s Shenzhen campus) are being planned to prepare our graduates to seize the opportunities presented by the Government’s initiatives like the “Greater Bay Area Youth Employment Scheme” and “Youth Entrepreneurship”. The senior entry programmes will provide students who have Associate Degree / Higher Diploma qualifications with a flexible post-secondary education opportunity to build a diversified labour force for the social and economic development of Hong Kong.
- We have set Science, Technology, Engineering, Arts, and Mathematics (STEAM) as one of our strategic priorities. To fully integrate STEAM education into our curricula, we have introduced a multitude of trainings, resources, and opportunities to enable our students to advance their digital skills.
- To keep our students abreast of the latest developments and curriculum changes in the school sector, NSE elements were incorporated into the FE / General Education (GE) / Education Studies curriculum. Positive and Values Education (PAVE) courses focusing on NSE were progressively introduced into the GE curriculum. NSE-related online learning resources have also been developed as self-learning and reference materials for University members.
- The new FE curriculum has been implemented in the 5-year full-time Bachelor of Education (BE) programmes starting from the 2019-24 cohort. We have embedded LVE into our curricula to meet societal expectations of teachers’ professionalism, ethics, and conduct. Three new topics were introduced to strengthen the development of professional teacher identity in the context of professionalism, moral and ethical values, and local legal compliance, including (a) teachers’ morality; (b) teachers’ professional values and conduct; and (c) legal knowledge and law compliance, e.g. National Security Law and Basic Law. Assessment tasks

were re-arranged to build a solid foundation of students' understanding and awareness of professional teacher identity.

Reaching for New Heights in Education Quality

- The COVID-19 pandemic has accelerated the transformation of our learning and teaching ecosystem. We used various strategies to improve the effectiveness and quality of virtual learning and teaching: online workshops for instructors and students; new FE arrangements with diversified teaching modes; expansion of the EdUHK Online Classes Platform to include webinars and workshops that feature sharing by school principals and frontline teachers; videos and resources relating to online pedagogies in subject-specific contexts; and Communities of Practice fostering exchange in learning and teaching in the “new normal” environment.
- From 2020 to early 2022, 254 sessions of seminars and workshops related to technology-enhanced learning, teaching and assessment were organised, which attracted 3,187 participants in total. According to the self-reflection reports, academic / teaching staff and students had already adapted to online teaching and learning. Institution-wide surveys also showed a significant increase in students' overall ratings on their learning experience with real-time synchronous lessons, with the mean score (on an 11-point scale) increasing from 5.50 in March 2020 to 6.87 in May 2021 and 7.65 in November 2021, i.e. an increase close to 40%.
- Following the principles of equal opportunities and with the concerted efforts of all departments and offices, we value the diversity of students and are committed to providing a learning environment that is conducive to fruitful learning experience for all. Our strategies and actions to support students with special educational needs (SEN) cover their entire period of study. Apart from the infrastructural support, students with SEN are offered accommodation and support for assignments and practicums, as well as for examinations and assessments. Career consultation is available to them before graduation. We aim at cultivating an inclusive campus environment that is conducive to intellectual and social exchange among students. The effectiveness of the overall support services is affirmed by the positive result of a survey with SEN students, where 83% of the respondents were “satisfied/very satisfied” with the overall support services.
- In addition, mental health support for students is available at various levels. At the programme level, we have implemented a comprehensive management protocol. Students with any sign of psychological distress or psychiatric symptoms are encouraged to seek help from the programme and Student Affairs Office (SAO). The Integrated Centre for Wellbeing (I-WELL) has launched the “Mindfulness, Resilience and Compassion Project” which offers a series of on-campus lunchtime mindfulness training sessions for our students and staff to raise awareness of the importance of mindful practice and to cultivate resilience and psychological wellbeing. Apart from the regular Certificate Course on Mental Health First Aid, SAO has collaborated with the New Life Psychiatric Rehabilitation Association to introduce the Wellness Recovery Action Plan Course in 2022-24. In addition to the annual mental health

screening exercise, the Counselling Team will reach out and encourage students in need to come for professional counselling support through various means, including strengthening the referral networks in the University and provision of a 24-hr counselling hotline.

- For non-Chinese speaking local students (NCS), individual advising sessions and workshops on time management and email etiquette run by SAO are provided for them to support their transition into university life. The Faculty of Education and Human Development (FEHD) assigns a Diversity, Equity and Inclusion Specialist to new students from ethnic minorities, while the Centre for Language in Education (CLE) offers credit-bearing written Chinese, Cantonese and Putonghua enhancement courses which are tailor-made for NCS local students in preparation for academic and workplace settings. The “Inclusion and Equity in Hong Kong’s Diverse Classrooms” project conducted by FEHD assists our students in understanding cultural diversity issues in the classroom, while the Jockey Club Youth Academy for Special Educational Needs of The Chief Executive’s Community Project was set up to promote social inclusion among the undergraduates and SEN youths on campus. Another project, “C-for-Chinese@JC”, created and funded by The Hong Kong Jockey Club Charities Trust and managed by FEHD, aims to enhance the Chinese learning and social-emotional competence of both NCS and Chinese students through evidence-based practices. Since its launch in July 2016, EdUHK has been awarded a total grant of HK\$139.61 million and is collaborating with universities and non-governmental organisations to foster culturally responsive education for supporting the learning of NCS students from ethnic minority families. The Project has set a target of supporting 42,000 kindergarten students by 2026, including 5,100 NCS students and their teachers and families. Beyond the classroom, NCS local students are supported by various programmes, e.g. a buddy scheme, an ambassador programme, regular face-to-face / online workshops, and sessions on Cantonese and Putonghua that help facilitate their sense of belonging to the University and promote cultural integration on campus.

Facilitating Learning sans Frontières

- The E-Learning and Digital Competency Strategy in 2019 affirmed a progressive approach that dovetailed learner-centred learning and lifelong learning attributes. Thanks to the dual focus on e-learning and digital competency set out in the 2019 Strategy, EdUHK has been well-positioned to adapt to virtual learning and teaching, and our smooth implementation of contingency measures during the pandemic serves as strong testimony.
- In view of the COVID-19 pandemic, online teaching methods had to be adopted. The University underwent a timely expansion of its IT infrastructure, leading to much-improved conditions for e-Learning. Meanwhile, we have built a collection of next-generation learning facilities under the Future Classroom Initiatives, capitalising on the advances in virtual reality (VR), augmented reality (AR) and AI, to explore the synergy between pedagogies and technology. The eight future classrooms are showcasing to the education community our success and efforts in integrating technology into changing physical classrooms to become versatile and virtual learning environments. The classrooms were put into operation in 2021;

they were designed for a wide range of educational purposes and school levels, with each classroom having been equipped with facilities matching its theme. For example, the “Special Education Room” features extra wide video projection for students’ visual stimulation. Student teachers can use the VR capabilities in a wide range of subjects, including abstract concepts in Liberal Arts and History to enhance learning effectiveness. VR and AR teaching resources can be applied to art creation (Visual Arts), virtual field trips (Geography) and scientific activities such as astronomy.

- The “University Enhancement of ePortfolio for Reflective Learning” initiative, which aims at helping students review and monitor their learning experiences, entered the second phase in June 2020. Faculties took turns to organise three university-wide sharing sessions. The percentage of programmes with graduating students from the BEd and Postgraduate Diploma in Education (PGDE) programmes having completed ePortfolios for reflective learning increased from 62.5% in 2019/20 to 85.7% in 2020/21.
- The second phase of the “Blended Learning for University Enhancement Initiative” (BLUE Initiative) was completed in August 2021. This project promoted blended learning through one-course one-online lessons and saw the successful completion of 10 mini-MOOCs and seven mobile applications for students’ self-directed learning.
- The “Excellent e-Teaching Student Award” was set up in 2019/20 to recognise and reward students’ exemplary e-teaching, including microteaching and virtual teaching, and their contributions to the development and delivery of exceptional online lessons. Meanwhile, the University is also developing virtual learning and teaching video resources for students through various projects, such as “Promotion and Integration of Virtual Teaching and Learning in Field Experience”.

Leading in Teacher Education

- EdUHK graduates continue to be highly regarded by recruiters. The 2021 Graduate Employment Survey showed that 96.4% of EdUHK BEd graduates were either employed or had chosen to further their studies within three months of graduation. Their average monthly starting salary reached HK\$31,383. Furthermore, 97.3% of PGDE graduates were employed with an average starting monthly salary of HK\$32,633 or had opted to pursue further studies.
- The new FE arrangements have been introduced and implemented since 2020/21 in response to the pandemic. Diversified modes of teaching in BP / FE, including simulated mode, virtual mode (synchronous and/or asynchronous) and authentic mode of classroom teaching, were adopted under normal circumstances.
- The University has collected feedback from leaders of the kindergarten and school sectors and has collaborated closely with the Education Bureau (EDB) to revamp and launch new Professional Development Programmes (PDPs) that stay relevant and up-to-date with the latest developments and demands of the school sector, such as PDPs on rebuilding children’s power of play, school improvement and leadership for principals, mathematical modelling in

secondary school STEM education, teaching geography of China elements, home economics / technology and living, literacy learning in the Digital Age, and a new programme specifically designed for kindergarten middle leaders.

- As stipulated in the SP, 14 LVE projects were initiated with support from The Centre for Religious and Spirituality Education (CRSE). A range of educational areas with varying dimensions and subjects are included in the projects, which demonstrate the University's enthusiasm to promote LVE. More than 200 schools and 4,000 students have been serviced with the help of a variety of programmes and funding. Around 120 students from EdUHK have been trained as Life Education Ambassadors, enabling them to pass on the principles of life and education to their students, and preparing them to include LVE in their future teaching careers. More than 210 training sessions and knowledge transfer (KT) activities have been organised to assist in the above-mentioned professional growth programmes.
- The University has been driving a series of STEM Education initiatives to support, develop and promote STEM Education among kindergartens and junior primary schools since mid-2020, covering (a) early childhood STEM Education; (b) STREAM (Science, Technology, Reading, Engineering, Arts and Mathematics) Education with animation; (c) concept-based STEM Education and integration of Life Education in STEM Education; and (d) STEM Education through coding. These initiatives include a multimedia-aided learning package consisting of 10 cartoon episodes featuring the life stories of key Chinese and foreign scientists; a 30-episode "Animated Singalong Mathematics" video series designed to introduce important mathematics concepts to primary school students; a STEM learning framework emphasising cross-cutting concepts and the integration of Life Education in STEM Education; and support to local primary, secondary and special schools in their development of STEM education through the QEF Thematic Network – Tertiary (QTN-T) Scheme of the Education Bureau.

Strengthening Postgraduate Provisions

- Since the 2015/16 academic year, dual doctoral degree programmes have gradually been set up with universities in Germany, France, and Japan. The dual degree collaboration has been expanded to the master's level starting from 2021/22. The number of doctoral-level research students increased from 108 to 128 in 2019/20 to 2021/22. The percentage of postgraduate research students who graduated with refereed publications rose from 38% to 47% from 2019/20 to 2020/21.
- The dual degree collaboration was expanded to the Master's level in 2020/21 with universities in Taiwan, the United Arab Emirates, and South Korea. The number of collaborative Master's level programmes increased from 1 to 3 in 2020/21 to 2021/22. More collaborative degrees will be developed based on this successful model, such as with universities in Russia and Kazakhstan.

- We provide rigorous training for school principals and senior teachers in the GBA to enhance their overall quality in the region. Building on the successful experience of running on-campus Master of Education (MEd) classes in Shenzhen and Shanghai, we are discussing with local partners the establishment of a GBA base and the launch of joint programmes. Another project, “Supporting unit for special education needs”, supported by The Swire Group Charitable Trust will be extended to other parts of the GBA, such as Shenzhen, Guangzhou or Zhongshan, providing much-needed training and services in the SEN field.
- The University forged partnerships with two mainland Universities—Beijing Normal University (BNU) and South China Normal University (SCNU), to offer 3+1 collaborative programmes for their undergraduate students to study taught postgraduate programmes offered by the Faculty of Humanities (FHM). Such collaboration will help build closer ties with our partners in the Mainland.
- The overall average Student Evaluation of Teaching (SET) score of the core courses of the Doctor of Education (EdD) and Research Postgraduate (RPg) programmes has achieved 3.60 on a 4-point scale from 2018/19 to 2020/21. Students have remained satisfied with the quality of our courses over the years, particularly in the organisation of the courses and the effectiveness of the courses in meeting their stated learning and teaching plans. Meanwhile, the enthusiasm of course leaders and the overall teaching quality have also earned recognition from students, having consistently achieved a score of over 3.60 (on a 4-point scale).

Capitalising on Local, National, Regional and International Networks

- Over the last decade, the University has admitted around 110 elite athletes to various programmes. We were also the first UGC-funded institution to sign a collaborative agreement with The Hong Kong Sports Institute (HKSI) in 2014, followed by similar agreements with The Sports Federation & Olympic Committee of Hong Kong, China (SF&OC) in 2021 and The Hong Kong Jockey Club in 2022, which introduced admission routes for elite athletes and jockeys to enrol in relevant programmes at EdUHK. For the 2022/23 intake, the University has launched a new EdUHK Nomination Scheme for Elite Athletes (NSEA), offering another option for elite athletes to join our undergraduate programmes. A comprehensive support system coordinated by the Elite Athlete Development Officer is offered for student athletes. Also, an Academic Advisor is assigned to provide guidance on their study process. To accommodate their sports commitments, there are also special academic arrangements for their study loads, timetables and learning modes. In addition, a new Elite Athlete Friendly University Fund was established in 2021 to grant scholarships to EdUHK’s Olympians to support their studies. Moreover, the University is conducting a two-pronged approach for sportsman training. First, the Department of Health and Physical Education (HPE) will focus its efforts on providing education and sports training to elite HKSI athletes. The SAO will offer comprehensive training services to the rest of the student-athletes including sports skill training, professional counselling, and the promotion of teamwork among the athletes. In addition, the rise of active participation in sports activities will bring all students together in a spirit of belonging, dedication, and a well-balanced and healthy lifestyle. Apart from the above, the University also launched an Elite Athlete Career

Development Internship Programme, with a variety of organisations providing career training and internships to diversify the career opportunities of athletes beyond sports coaching.

- To promote Chinese classical learning as well as study of the long and profound history of Chinese culture, the University has established a new Centre for Chinese Classical Education (CCCE) dedicated to promoting Chinese classical learning and traditional values and virtues, through a wide array of learning activities and joint research projects in Hong Kong and the GBA.
- We have played a proactive role in facilitating the integration of the city into the national development as well as generating new impetus for growth and opportunities to relevant sectors in the GBA, particularly for our young people. The University's memberships of the Guangdong-Hong Kong-Macau University Alliance and the Guangdong-Hong Kong-Macau University Alliance for Postgraduate Education help us to foster academic exchange and cooperation with tertiary education institutions, research institutes, and government bodies in the GBA (e.g. South China Normal University, Guangzhou University, Sun-Yat-Sen University, Guangdong University of Foreign Studies, Shenzhen Second People's Hospital, Southern University of Science and Technology). The collaborative projects cover a wide range of topics including national education as cultural education, professional identity of female university teachers in the GBA, childhood speech sound disorders, development of the FinTech index, etc.
- The University has established leadership in teaching and learning, research and KT by forming strategic alliances and partnerships at regional and global levels. In May 2020, the World Bank engaged the University to build higher education teaching capacity in Cambodia following the completion of another World Bank project in Vietnam in 2017. Under the partnership, the University shares its expertise in curriculum design, assessment and pedagogy with the Royal University of Phnom Penh. Another fruitful partnership is with the UNESCO Chair and UNITWIN Network through which the University's UNESCO Chair in Regional Education Development and Lifelong Learning has been established since 2019. One notable event is the "UNESCO Chair in Regional Education Development and Lifelong Learning: Forum on the Futures of Education" organised by the UNESCO Chair on 30 September 2022, with the support of UNESCO Beijing Cluster Office and UNESCO Headquarters. 25 experts from the UNESCO Offices and 18 universities across different parts of mainland China and Hong Kong were involved. The Forum received positive feedback and fulfilled its aim of raising awareness and promoting discussion of the themes contained in the UNESCO Report *Reimagining our futures together: A new social contract for education* with a focus on mainland China and the region.
- The University has organised different collaboration initiatives and activities with various local and international partners in regions / countries, such as Mainland China, France, Japan, Singapore, South Korea, Taiwan, the United Kingdom, the United States, and Vietnam, at faculty, programme and departmental levels. These include the International Conference on Gender, Language, and Education, the International Conference on Technology-Enhanced

Language Learning and Teaching, the International Conference on Corpus-based Language Learning and Teaching, and The GBA “Respect for Teachers” Life Education Writing Competition, among others. Other University-level projects have also been conducted to broaden our engagement with local communities, local schools and international partners, such as the “Jockey Club from Words to Culture Programme: An Animated Way to Learn Chinese” and “Animated Chinese History for Curious Minds”.

- To further expand our international network for future development and collaborations, the FHM has launched the “EdUHK Chinese History Education Scheme” to recruit international / national scholars from reputable institutions as visiting professors starting from 2022/23 for a two-year pilot.

Way Forward

- The 2022-25 triennium has ushered in a new era for the University with the launch of an array of complementary programmes which are helping our “Education-plus” approach to flourish. In the coming years, we will strengthen these emerging disciplines to extend the knowledge and skills of graduates from both a disciplinary and an educational perspective to impact the community beyond the education sector. To prepare for the increasing number of SY and new FYFD complementary programmes in the 2022-2025 triennium, support measures for students will be enhanced to cover academic advising, career support, language enhancement, entrepreneurial skills and internship experience, etc.
- With close collaboration with the EDB and the school sector, we will continue to revamp our teacher education curriculum and introduce new PDPs to stay updated and relevant to the professional standards and requirements of the sector. Emphasis will be placed on further enhancing the elements of the GBA, STEAM Education, LVE, and Basic Law and NSE.
- EdUHK is a forerunner and a leader as an elite athlete-friendly university in offering holistic and caring support to elite athletes for the purpose of pursuing a sustainable and dual career path. In addition to the enhanced routes for admission of elite athletes, we provide a comprehensive support system for our student-athletes, including academic advising, flexible class arrangements, scholarships, the Elite Athlete Career Development Internship Programme, etc. With the support of the University Grants Committee (UGC) in 2022-25, we will be well positioned to recruit more elite athletes and to optimise the existing support to student-athletes such that they can continue their commitment to sports competitions and training while pursuing a quality education at EdUHK.
- With our academic expertise in educational technology and strong support offered by our Centre for Learning, Teaching and Technology, EdUHK is already a pioneer in adopting emerging technologies in education. In face of the “new normal” of COVID-19, we will offer more advanced training, sharing platforms, useful resources, and smart learning environments for EdUHK’s academic staff and students, as well as teachers in the wider school sector to improve their teaching effectiveness in a technology-enhanced environment. In addition, more focus will be placed on facilitating students’ psychological adjustment in the coming years.

SAO will continue to promote students' psychological wellness and mental well-being through diversified activities and campaigns with the involvement of various professionals. Extra effort will be made in training students as peer mental wellness mentors in early identification and supporting their fellow students with mental health needs.

- As students are stakeholders of the University, engaging students in enhancing their learning experiences is an important initiative. There are different strategies as advised by the Vice President (Research and Development) to be implemented to achieve this goal. A new mechanism will be adopted to involve students in the University's quality assurance activities. Students will be recruited as members of various university-level committees from faculties and departments based on their academic merit, discipline-specific knowledge, and social responsibility commitment. The University will also conduct a thorough overhaul of the Students' Union to improve students' participation and hence its position as a student association of the University.
- The University will promote evidence-based pedagogical decisions using data and behaviours contributed by a group of data scientists and IT colleagues, thereby enabling academic / teaching staff to have prompt and deeper understanding of students' learning progression and to continuously improve their teaching and student learning.
- Given the growing importance of the GBA development, the University may have to enhance the GBA initiatives in the SP, by providing a road map for its development. More immediate initiatives will be to establish a Representative Office in Shenzhen to support joint research projects for national funding; to consolidate a long-term plan on developing postgraduate education for students in the Mainland including the Master's programmes and joint programmes; and to explore further opportunities for collaboration in the GBA for the overall operation and delivery of EdUHK programmes in the long run. Meanwhile, we are expanding our recruiter network and bolstering our resources and support for students to explore the job market in Mainland China, especially in the GBA.
- To further strengthen our networks, Faculties / Departments are to continue their efforts to consolidate existing collaborating relationships with local, national, regional and international institutions. Extra efforts are to be put into establishing strategic partners with world renowned overseas universities and research centres to achieve our targets for internationalisation. Faculties / Departments may build-in relevant Key Performance Indicators (KPIs) when establishing their SPs, especially in setting regional and international collaboration for research and non-local learning elements.
- More flats in the Jockey Club Student Quarters (JCSQ) have been converted to RPg designated residences to promote intellectual and intercultural exchange. Besides creating a learning community, the respective hall wardens and senior tutors are to provide more personalised guidance and support for enhancing RPg students' personal and professional development.

Research and Knowledge Transfer

Growing of Research Capacity

- 2020/21 was a fruitful year in terms of research outcomes for the University. The 2020 Research Grant Council (RGC) Research Assessment Exercise (RAE) results indicate that for three disciplines, more than 60% of their research outputs were rated as “world-leading” or “internationally excellent”. These disciplines are “earth sciences (including oceanography, meteorology) and other physical sciences (including environmental science)” (67%), “education” (63%), and “geography” (62%). The excellence ratings of research in the education discipline should be highlighted as it consists of the highest number of units of assessment and researchers. Other competitive disciplines that are “world-leading” or “internationally excellent” are “Chinese language & literature (55%)”, “psychology” (44%), “computer studies / science (including information technology)” (44%), and “linguistics & language studies” (43%). These results demonstrate the great strides the University has made in research over the past few years. The thriving of the non-education disciplines is further reflected in the 60% increase in the number of high-quality outputs from 2016/17 to 2020/21. Our achievements in the 2020 RAE consolidate the University’s Education-plus approach.
- As of 30 June 2021, our researchers were engaged in 193 ongoing and newly approved projects, supported by HK\$153.26 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. 2020/21 was a fruitful year for the University. We were awarded HK\$28.82 million for 39 projects from the RGC. These projects include the Collaborative Research Fund (CRF), the Early Career Scheme (ECS), the General Research Fund (GRF), the Humanities and Social Sciences Prestigious Fellowship Scheme, and the Joint Research Schemes. It is noteworthy that our education discipline was ranked 1st in three consecutive years, winning the highest number and amount of GRF grant awards in the RGC Education Panel. In addition, our psychology and linguistic disciplines were ranked 1st and 2nd in winning ECS grant awards in 2019/20 and 2020/21 respectively. Other competitive grants awarded to our researchers in 2020/21 totalled \$5.61 million. The major funding came from the Policy Innovation and Co-ordination Office (PICO), the Food and Health Bureau (FHB), the Equal Opportunities Commission (EOC), the Environmental Protection Department (EPD), the Lord Wilson Heritage Trust (LWHT), and the Narcotics Division, Security Bureau.

Research Impact - Commercialised Intellectual Properties and Entrepreneurship Development

- Since 2019, the University has licensed six intellectual properties developed by our faculty members to outside companies. The innovative products or services are educational technology solutions, educational toys, healthcare technologies, and pedagogical innovations. Two licensees are start-ups supported by our University's Education and Social Entrepreneurs Fund (EASE Fund). It is noteworthy that the founders (two undergraduate students) of these

start-ups translated the projects in which they were involved at EdUHK into business ventures shortly after graduation.

- A great deal of effort has been invested in expanding the EASE Fund, from \$0.36 million supporting three start-ups in 2018/19 to \$9.6 million supporting 12 start-ups in 2020/21. Besides, students / staff can access the three-year start-up incubation programme launched by the University to sharpen their entrepreneurial thinking and skills.

Knowledge Transfer – Technology and Innovations

- In 2019-2021, EdUHK innovations harvested over 60 (17 in 2019, 22 in 2020 and 22 in 2021) international awards from the International Exhibition of Inventions of Geneva, Silicon Valley International Invention Festival, International Invention Innovation Competition in Canada, International Trade Fair for Innovations in Germany, and International Innovation and Invention Competition in Taiwan. These include EdUHK's first two gold medals by Dr Hung Keung of the Department of Cultural and Creative Arts (CCA) and Prof Woo Chi-Keung of the Department of Asian and Policy Studies (APS) in the Geneva Inventions competition, Organiser's Choice Award, Best Invention Designs Award and Best 10 Women Inventors.
- The KT Sub-office has utilised internal and external resources to establish the funding infrastructure to support the KT initiatives in the University. In 2019-2021, the existing three funding schemes were refined while two new schemes were established. The total annual fund amount increased by six times from 2019 to 2021. On the innovation development side, the funding schemes supported 40 translational research and KT projects, and 12 patent applications. On the entrepreneurship side, 97 start-up teams were trained, with 20 of them funded. The start-up teams received 15 recognitions in terms of external awards and sizeable funding.

Knowledge Transfer – Serving the Community

- The "3Es – Early Prevention, Early Identification, and Early Intervention: A School-Based Support Model of Social-Emotional Development for Kindergarten Children" (the 3Es Project) was funded with \$26.33 million from the Simon K.Y. Lee Foundation for six years. Between Oct 2015 and Dec 2021, an estimated 13,000 children and their parents and teachers from over 180 kindergartens participated in the Project with over 800 kindergarten teachers and personnel having received the necessary training. The positive outcomes of this project led to the EDB of HKSAR's commitment to launch a similar 3Es Project in local kindergartens.
- The Educational Innovation Leadership Project (EdILP) WeCan offered education support services for 4,200 teachers from 76 schools. Another EdILP Kindergarten-Primary Bridging Project 360 supported kindergarten students' social and emotional development and independence during the pandemic, which benefited 150 schools, 10,000 parents, and 5,000 students.

- The University works closely with Microsoft Hong Kong to strengthen the AI elements of our BEd programmes, leads the territory wide CoolThink@JC programme, and pursues collaborative projects with local organisations to educate students and teachers in areas such as AI, coding, and digital creativity. Among them, the CoolThink@JC programme funded by the Hong Kong Jockey Club Charities Trust (JC) has supported 131 primary schools, over 700 teachers and over 50,000 students in Hong Kong, and has won three international honours, namely QS Reimagine Education Awards (a Silver Award in the Engineering & IT category and a Bronze Award in the Presence Learning & Teaching category), International Society for Technology in Education (ISTE) International Certification, as well as Education Alliance Finland Certification.
- Another large-scale project funded by JC is the CLAP for Youth@JC, commonly known as the “CLAP 2.0” project. The project began in September 2020 and aimed to foster an enabling environment for students and non-engaged youth in their critical transition from adolescent to adulthood.

Way Forward

- We continue to embrace the “Education-plus” vision to invest our efforts in developing education and humanities, social sciences, creative arts and culture, environmental studies, mathematics and statistics, and computer science.
- To build on our existing strengths, we are committed to (a) strengthening the role of research centres, particularly those at the university level, to be critical knowledge hubs; (b) building university-level central research facilities for staff and students’ research; (c) creating more spaces both within and outside the campus for research personnel and data collection; (d) facilitating faculty members to bid for large-scale external research grants, e.g., RGC’s Collaborative Research Fund, Theme-based Research Scheme, and Innovation and Technology Fund, etc., as well as national level / Mainland China grants; (e) establishing an affiliate research centre in the Greater Bay Area; (f) facilitating the establishment of deep collaborations with local, national, and international universities and research centres, including joint laboratories; and (g) encouraging the production of high-quality research outputs. Besides the strategic areas identified by the three faculties, social networks and analytics, environment health, life and career development across the life span, and educational models for students with special needs are the four strategic, multidisciplinary research areas for growth in the next few years.
- Innovation and entrepreneurship will be strengthened under the University's knowledge transfer initiative. The KT Sub-office under the Research and Development Office will play a technology partnership role in addition to its current administrative role. Technology partnership is meant to have the sub-office connect EdUHK’s researchers and entrepreneurs with the innovation and technology industries. The sub-office’s new role will better position the University to nurture research-based spin-offs and start-ups. In addition, the EdUHK Centre for Educational Entrepreneurship will be set up at the Hong Kong Science Park

(HKSP). In parallel to the establishment of the Centre, a new programme, “Student Talent Development Programme for Entrepreneurship and Innovation (STDEI)” will be launched. This is a one-year non-credit bearing programme to equip EdUHK students with technological knowledge, soft skills, an entrepreneurship mindset, and, more importantly, first-hand experience in the innovation and technology ecosystem. Our target is to groom 90 EdUHK students as innovators / entrepreneurs.

Management and Infrastructure

Creating New Academic Space for Teaching and Research



- We have achieved good progress in the planning and design of the New Academic Building project which will provide 7,600 m² of additional space on Tai Po Campus. The project was submitted to the Panel on Education, Public Works Subcommittee, followed by the Finance Committee of the Legislative Council for consideration, and funding approval was obtained in July 2022. Construction has been kicked off in late August 2022, with target completion in 2025.

- A large-scale refurbishment project is underway to convert a former school building in North Point into a new study centre for the University, in addition to the Tseung Kwan O Study Centre which has been operational since 2012. The North Point project is expected to provide 1,700 m² of additional space in 2023.



Ensuring Effective and Efficient Management

- The University has revamped or introduced dozens of administrative systems to enhance work efficiency covering a wide range of areas including student hostel management, purchasing, student exchange, student registration and tuition fees, student records management, staff recruitment, performance appraisal, part-time staff payroll and calculation of statutory leave provision, etc.
- The Robotic Process Automation (RPA) technology was introduced to enhance data efficiency and quality through automation of the business process.
- EdUHK was one of the first institutions to introduce Ellucian Mobile as the MyEdUHK mobile app which features major functions on personal timetables, account balance for students and campus navigation during its launch in July 2020. Efforts have been continually made to enrich the content of the app with the introduction of a wider range of functions.

Working towards a Smart and Sustainable Infrastructure

- Eight “Future Classrooms” with high-end equipment were completed to allow students and staff to experience innovative learning and teaching with the latest technologies. Eight lecture theatres and eight classrooms in Blocks B and D were upgraded with special and flexible seating layouts and advanced audio-visual equipment to facilitate collaborative teaching and learning. New teaching and learning areas in the Learning Commons were created, including a STEM Innovation Hub, Creative Commons, group discussion rooms and sound boxes/booths. The Artificial Intelligence Education Laboratory in Block E, equipped with high-performance computers and interactive display panels was put into operation.
- The sports facilities improvement works in Block E and the Pak Shek Kok Sports Centre, covering an outdoor swimming pool, a physical fitness room and a 400m running track, were completed. The changing facilities at both locations were refurbished to provide user-friendly facilities for persons with special needs.
- The University has joined the Food Waste / Sewage Sludge Anaerobic Co-digestion Trial Scheme of the Environmental Protection Department (EPD) since 2019 to convert food waste into energy through EPD’s facilities.
- All chillers in Block A were equipped with high-efficiency motors with variable frequency drives to improve energy-saving performance, and the aged lighting fixtures in common areas, student hostels and Block E were replaced with energy efficient LED fittings. We achieved the Class of Excellence for the IAQwi\$e Certificate and the Class of Excellence for the Wastewi\$e Certificate.

Going Beyond a Caring Organisation

- With a view to alleviating the negative sentiments and maintaining healthy mental well-being amidst the pandemic, a series of educational videos were developed on topics such as exercising through martial arts, meditation and ancient poetry appreciation, and positive thinking crossover home exercising to advance positive education in Hong Kong, by leveraging traditional Chinese culture and values as well as the teaching expertise of the University; examples include “修身 • 心康@EdUHK”, “網上百子櫃 – 望聞問動 – MM7”, “教大@HOT 義工：3月童你放暑假” and “SEN台”.
- The Equal Opportunities Policy was updated to align with the amendments of the four Hong Kong anti-discrimination ordinances (i.e. Sex Discrimination, Disability Discrimination, Family Status Discrimination, and Race Discrimination) which extended the scope of coverage against discrimination.
- Committed to cultivating a caring culture and attending to the needs of staff, a total of 68 face-to-face and online training sessions and talks related to wellbeing / mental health, stress management, COVID-19 vaccination, and National Security Law were organised from January 2020 to June 2022. In addition, a total of 103 training sessions on other areas such as

strategic planning, communication skills and coaching skills were organised. A total of 6,525 staff attended these 171 training sessions.

- The University's Breastfeeding Friendly Workplace Policy was updated in line with the amendments of the Sex Discrimination Ordinance.
- The "Retiree Corner" was launched to provide information on retiree benefits, and the campus clinical medical service was extended to cover retirees.
- The University was awarded the Star Logo under the "Mediate First" Pledge Star Logo Award Scheme by the Department of Justice, in recognition of its achievements in promoting and adopting mediation in its practice.
- Alongside the implementation of various anti-pandemic measures, Authorised Absence and Vaccination Leave for COVID-19 Vaccination were provided to eligible staff members. A mask-donation campaign was organised to give out 300 boxes of surgical masks to frontline staff and their family members including cleaning workers, security guards and shuttle bus drivers when masks were in short supply at the early stage of the pandemic.
- We took a proactive role in providing quarantine support for infected student-residents and close contacts during the fifth wave of the pandemic when there was a sudden surge in the number of confirmed cases. Not only frontline security and cleaning workers were provided with Level 3 surgical masks and Rapid Antigen Test kits for use every day, but also a multitude of rooms in the student halls were designated as on-campus isolation facilities and a special team was formed to implement different quarantine operations. Our gratitude goes to the University's cleaners, security guards and hall attendants who provided uninterrupted service to protect the health and safety of staff and students. In recognition of their efforts, a one-off allowance was provided to a dedicated team of over 100 frontline workers who had performed sanitising and support tasks in the quarantine facilities.
- All functions of the COVID-19 Vaccination and Testing Record System were released by late December 2021 with ongoing modifications made to align with the updates of the relevant requirements. The Unified Communication and Collaboration (UC&C) System was completed in February 2022 such that staff could access the system on their mobile devices during the fifth wave of the pandemic when the work-from-home arrangement was in force.
- In light of the exponential growth of COVID-19 patients and the spiralling death toll, the University called upon its staff, students and alumni to render their support as volunteers to help in the community holding / treatment centres for infected children / the elderly. Over 25 helpers with expertise and / or experience in childcare / elderly care / social work were recruited.

Way Forward

- Liaison with the Government on the reprovisioning of the Pak Shek Kok Sports Centre (PSKSC) is in progress. We seek not only to have existing facilities reprovisioned / upgraded in accordance with the prevailing legislative standards but also improved athletic and supporting facilities to be built at the reprovisioned PSKSC to provide a place for leisure, recreational and competitive sports events to promote the well-being of students, as well as making PSKSC a training field for sports education programmes.
- To enhance efficiency and productivity, digitisation of existing workflows and procedures is ongoing. The Human Resources Office will review the process of re-hiring research and project staff (in another project), with a view to improving the efficiency and reducing non-value-added steps for the voluminous recruitment. An online system for recruitment of part-time staff is being developed and planned for launch within 2022/23.
- Environmentally friendly features, such as sun shading fins and daylight sensors, were incorporated into the design of the New Academic Building to enhance greenness. More energy efficient equipment on the campus will be installed, such as solar panels on the covered walkway connecting Blocks D and E and solar-wind lights.