THE CHINESE UNIVERSITY OF HONG KONG

Briefing Note

Summary of matters considered at the First Meeting (2020-21) of the Senate Committee on Teaching and Learning held on 27 November 2020

Annual Report 2019-20

1.   The Committee approved its annual report 2019-20 for submission to the Senate.

Risk Register on Academic Risks for 2020-21

2.   The Committee approved the Risk Register on academic risks for 2020-21 for submission to the Risk Management Committee, noting that revisions were made to one of the risk items to address the potential risks of failing to deliver courses and assess students learning due to disruption of face-to-face teaching and learning activities on campus arising from unforeseen events or outbreak of territory-wide infectious disease, and that although the impact of the risk was high, the overall risk score could be contained at a low level because a number of additional control measures had been implemented to mitigate the risks.

Implementation of the Early Feedback Collection System for Postgraduate Courses on a Regular Basis with effect from 2020-21

3.   The Graduate School was in support of the initiative to implement the Early Feedback Collection System (EFCS) for postgraduate courses on a regular basis, and would coordinate with individual programmes to work out a schedule to accommodate most programmes as far as practicable for the purpose of conducting the EFCS.   The Committee approved the implementation of the EFCS for postgraduate courses on a regular basis with effect from 2020-21, noting that no opt-out option for the EFCS would be made available with immediate effect.

Revisions to the Course and Teaching Evaluation Questionnaire

4.   To address the concerns expressed by a teacher regarding the possibility of identifying the respondents when conducting the Course and Teaching Evaluation (CTE) for small classes, the Committee approved the proposed revisions to remove the year of study and sex from the personal information of the CTE questionnaire, on the understanding that the change could take effect in 2021-22 if the preparation of the CTE questionnaire for Term 2 of 2020-21 was already underway.

Revised Quality Manual

5.   The Committee approved the proposed revisions to the Quality Manual (QM), noting from the Chairperson the requirement of the Quality Assurance Council (QAC) for institutions to update the QM on a regular basis, and that this was the first time to update the entire QM since the appendices, which contained mainly the guidelines, procedures, policies and templates, could be updated from time to time.

Faculty of Education Task Force to Support Liberal Studies (LSED) Students

6.   The Committee noted the fourth progress report of the Task Force, and that the two major

concerns raised by students in the past, including the offering of LSED courses by full-time teachers and availability of exchange opportunities, had been addressed, although overseas exchanges had been replaced by other activities due to the pandemic.

Reports from Faculties of Business Administration, Engineering and Social Science upon their Self-reflection on Programme Offering

7.   The Committee heard the reports from the Associate Deans (Education) of the Faculties of Business Administration, Engineering and Social Science, noting that the presentations materials would be circulated to Associate Deans of other Faculties for sharing.

University's Policy on Assessment of Student Learning in Taught Programmes (Assessment Policy)

8.   The Committee heard that in the course of upgrading functions of the Chinese University Student Information System, the opportunity was taken to follow up on courses without grade descriptors and dormant courses which had not been offered for four years or more.   The Committee noted the progress on the implementation of the University's Assessment Policy, on the understanding that grade descriptors would be adopted by all active courses by the end of 2020-21.

Progress of Work of the Sub-group on Education of the Strategic Plan Steering Committee

9.   The Committee heard from the Chairperson that under the Sub-group on Education, three Working Groups were established to discuss issues pertaining to each of the undergraduate, postgraduate, and sub-degree, professional and continuing education sectors, and that the proposed structure and outline of the Section on Education of the Strategic Plan had been circulated to members of the Sub-group and the Working Groups for comments prior to the submission to the Steering Committee for consideration.   Subsequently, an updated outline of the Section had been prepared to incorporate comments from members of the Sub-group and the Working Groups, and views of other stakeholders, gathered at the various consultation sessions organized by the University in October 2020.   The Committee noted the progress of work of the Sub-group on Education and the updated outline of the Section on Education of the Strategic Plan with no further comments, noting that a final version with detailed articulation would be submitted as required by the Steering Committee.

2020 University Education Award (UEA) and UGC Teaching Award

10.   The Committee noted the selection process and results of the 2020 UEA and UGC Teaching Award, and that Professor Carmen Wong from The Jockey Club School of Public Health and Primary Care and Dr. Chui Pui Yi from the School of Life Sciences were selected by the UGC Panel as Finalists.   Eventually, Professor Wong was awarded the 2020 UGC Teaching Award (General Faculty Members).   The Committee also noted that Professor Lam Lai Chuen Paul from the Centre for Learning Enhancement And Research (CLEAR) was one of the members of the team being awarded the 2020 UGC Teaching Award (Teams), which was led by the Hong Kong Baptist University.

Teaching Development and Language Enhancement Grant 2019-22

11.   The Committee noted the biweekly/monthly updates of projects of the Special Funding Scheme for Online Learning, and the funding allocations of the Grant Scheme for Internationalization of Curriculum and of the Special Funding Scheme to Enhance Student

Engagement and Address Student Learning Needs respectively. The Committee also approved an additional injection to roll out a second round of the Grant Scheme for Internationalization of Curriculum, noting that the process of reviewing applications would be streamlined.

Third Audit Cycle of Quality Assurance Council

12. The Committee noted the audit arrangements for the third audit cycle of QAC, and that the third audit cycle would cover the levels of sub-degree, first degree and above, and all programmes, however funded, leading to a qualification wholly or partly awarded by CUHK would be reviewed.

Latest eLearning Development

13. The Committee noted the latest eLearning development, including the plans for the way forward, and that the eLearning Task Force (eL TF) would be dissolved in view of the overlaps in the work of the eL TF and the Sub-Committee on Education Technologies (SET) of the IT Governance Committee. The responsibilities of the eL TF would be taken up by either the SET or the Senate Committee on Teaching and Learning.

Summary Reports of Student Surveys

14. The Committee noted the Summary Reports of the following surveys:

(a) Part I of the Student Experience Questionnaire (SEQ) 2020;
(b) Entry Class Questionnaire 2020;
(c) First Year Experience Questionnaire 2020; and
(d) Undergraduate Exit Survey 2020.

15. The Committee noted that an additional question would be added in the item of "Workload" of the SEQ to explicitly state that the amount of work for students taking professional programmes was expected to be heavier than non-professional programmes, and that when the results of the remaining Parts of the SEQ 2020 were ready, the programme-level and faculty-level reports would be sent to Programme Directors and Faculty Associate Deans (Education) respectively. The Committee also noted that items on online teaching were added to the Entry Class Questionnaire (ECQ) 2020, First Year Experience Questionnaire (FYEQ) 2020 and Undergraduate Exit Survey (UEQ) 2020 in order to understand the impact of students' living environment and internet connection on online learning, and that as indicated by the analysis, there was a possible relationship between students' family background and their satisfaction of online learning environment.

Reports of Two Surveys on Synchronized Online Teaching and Assessment in Term 2 of 2019-20

16. The Committee heard from the Director of CLEAR background of conducting the two surveys on synchronized online teaching and assessment, and highlights of the findings of the two surveys. The Chairperson drew members' attention to the comments from teachers expressed in the teacher survey; and the problems encountered in taking online examinations as expressed in the student survey and suggested the Faculty Associate Deans (Education) to provide necessary support to teachers to tackle the issues and help reduce the stress of students. The Committee noted the Report on Survey on Teacher Experience of Synchronized Online Teaching and Assessment in Term 2 of 2019-20 and the Report on Survey on Student

Experience of Synchronized Online Learning and Assessment in Term 2 of 2019-20.

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