

Beijing Normal University - Hong Kong Baptist University United International College



北京师范大学 联合国际学院
香港浸会大学

BEIJING NORMAL UNIVERSITY · HONG KONG BAPTIST UNIVERSITY
UNITED INTERNATIONAL COLLEGE

Self-Evaluation Document for the 6th Institutional Review

15-17 March 2017

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Preamble

Beijing Normal University (BNU) - Hong Kong Baptist University (HKBU) United International College (UIC) is pleased to submit this Self-Evaluation Document (SED) to HKBU for the 6th Institutional Review (IR) scheduled for 15-17 March 2017.

UIC fully embraces the importance of engaging external professionals to shed light on its academic quality and administrative efficiency. Ever since its inception in 2005, the College has been under regular scrutiny of HKBU. The 1st IR on UIC by HKBU was conducted in 2007 and revisits are normally held at an interval of around two years. The 5th IR cum Mock Quality Audit took place in March 2014. In the 2014-15 academic year, the College's performance was further assessed on two occasions:

- (i) the BNU-HKBU Joint Institutional Review held in April 2015; and,
- (ii) the University Grants Committee-Quality Assurance Council Audit Visit held in May 2015.

All in all, these visits have indelibly contributed to the advancement of the College.

The College pays heed to the recommendations put forward by all review panels and undertakes appropriate follow-up actions to improve and enhance its learning environment. In this connection, the SED is to give a brief account of:

- (i) good practices that have been put into place by UIC in the last few years; and
- (ii) new initiatives that will be implemented in the near future.

UIC looks forward to meeting with the 6th IR visit panel to discuss its achievements and the best approaches to advance in alignment with HKBU's strategic developments in the international arena.

Section 01

Vision, Mission and Strategic Objectives

1.1 Brief History of UIC

1.1.1 As the first-ever tertiary institution set up by the joint endeavour of a mainland university and a Hong Kong university under the “Regulations of the People’s Republic of China on Chinese-foreign cooperation in running schools”, the inception of UIC in 2005 marked the achievement of a milestone for bilateral cooperation between mainland universities and non-local/overseas universities.

1.1.2 UIC had a very modest beginning with fewer than 300 students in 2005. While the College is still at a fledgling stage of growth, its student population has expanded to over 5,300 students as of 31 October 2016. Furthermore, the physical size of its campus will be greatly increased to 300*mu* in 2017. With unwavering support from both parent institutions, the College is committed to advancing the cause of liberal arts education in Mainland China in the coming decades.

1.2 Vision

1.2.1 UIC aspires to create an innovative international education model for China that can contribute to the welfare of the nation and the world.

1.3 Mission

1.3.1 UIC is dedicated to building a new model for liberal education¹ in Mainland China and to nurture talented future graduates with international perspectives:

- (i) To integrate creatively and dynamically international and national experiences of education in China.
- (ii) To promote Whole Person Education with local and international relevance.

¹ <https://www.aacu.org/leap/what-is-a-liberal-education> (Association of American Colleges and Universities)

- (iii) To promote liberal arts education by tapping into both classical Chinese and Western cultural traditions.
- (iv) To develop an innovative Four-Point Education Model that unites the forces of the College, the students, the parents, and society for the delivery of its education programmes.

1.4 Whole Person Education in a Liberal Arts College

1.4.1 The College's motto is **In knowledge and in deeds, unto the whole person**. Liberal arts education at UIC aims at cultivating students with a broad understanding on multiple fronts and ways of knowing, which is to be coupled with an in-depth study in a specific discipline; whereas its whole person education is to nurture the inner-self of students so that they can achieve sustained excellence in life and contribute to the betterment of society and the world.

1.4.2 The ethos of whole person education is embedded in the formal and co-curricular learning activities at UIC and realised by students' attainment of seven Graduate Attributes (GAs): ***Citizenship; Knowledge; Learning; Skills; Creativity; Communication; and Teamwork.***

1.5 Strategic Objectives

1.5.1 UIC's strategic objectives attest to its dedication to epitomizing the value of liberal arts education through achieving excellence in the following areas:

(i) **Teaching:**

- To cross-fertilize the merits of traditional values from both western liberal arts education as well as Chinese culture in whole-person education; and
- To achieve continuous enhancement in students' learning experiences via promoting interdisciplinary collaboration and global outreach.

(ii) **Research:**

- To encourage the launch of innovative yet pragmatic research where research-generated knowledge can be transferred beyond the College; and
- To nurture research talents at postgraduate level who are capable and eager to explore the unknown.

(iii) **Public engagement:**

- To foster collaborations between academia, other communities and the private sector so as to create synergy in addressing unmet societal needs; and
- To nurture talents at postgraduate level who can contribute to the development of society.

1.6 This Self-Evaluation Document provides a summary of the concerted efforts made by the UIC community in realising these strategic objectives.

Organisation and Management Structure

2.1 Governance and Management Structure

2.1.1 The supreme governing body of UIC is the Council, which sets strategic directives for development and enhancement. The President is the chief academic and administrative officer of the College, and is supported by two Vice Presidents (VP); an Associate Vice President (AVP); and a Managing Director for Financial Planning and Development (MDFPD). UIC's organisational chart is shown in **Figure 1**.

2.1.2 Assisted by the AVP, the Vice President (Academic) (VPA) is responsible for overseeing the operation of divisions/course-offering units and learning support units, such as the Admission



Office, the Academic Registry (AR), etc. To facilitate the development and implementation of College-wide academic strategies, the VPA convenes informal meetings between AR and the divisions on a regular basis for effective communication and interactions.

2.1.3 The other Vice President is responsible for overseeing units which are closely related to student services. Similar to the VPA, the VP will meet with the Heads of Units under his/her supervision regularly to ascertain their service quality and operational efficiency.

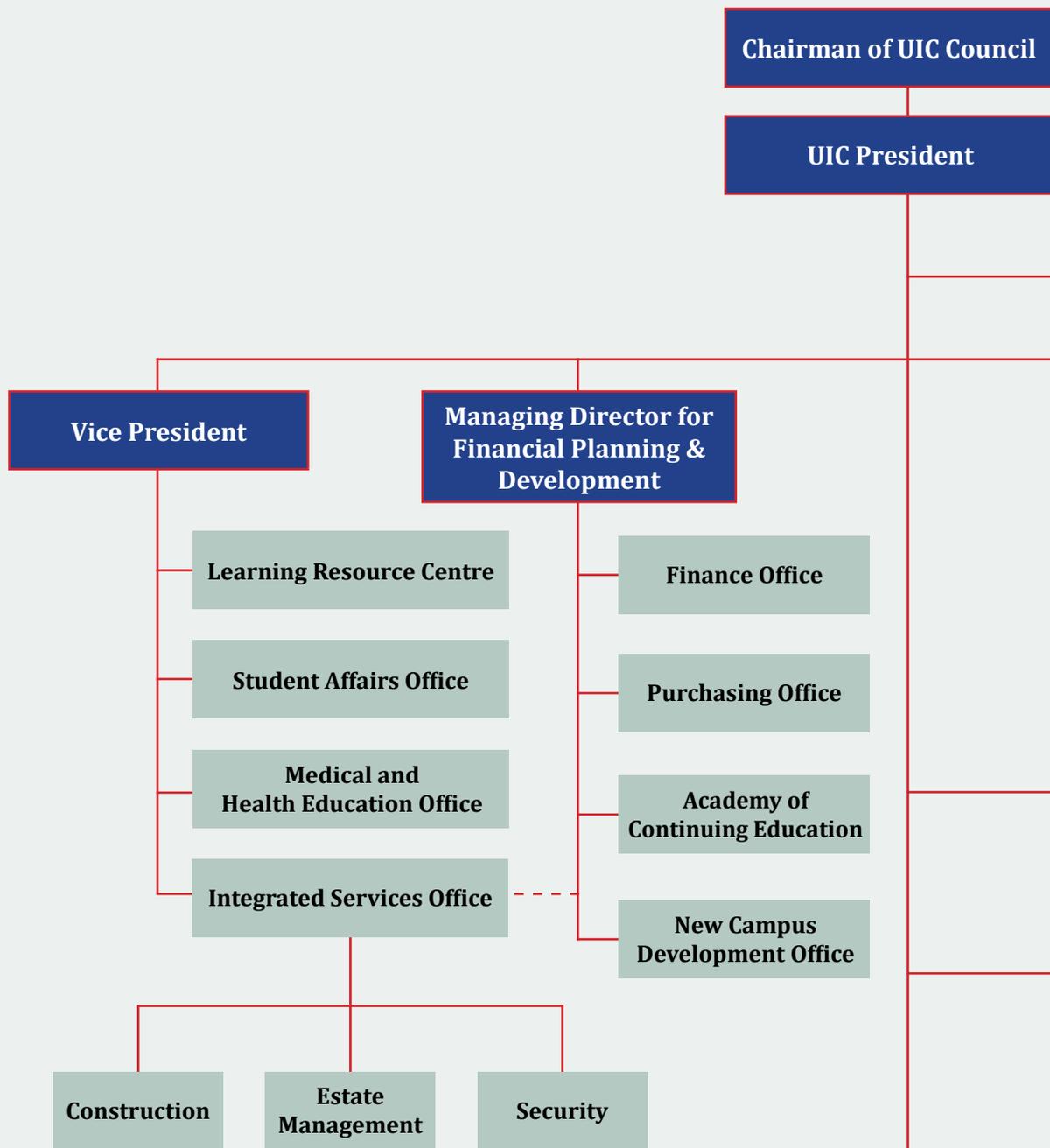
2.1.4 **Figure 2** details the management structure and committee organisation of UIC, under which academic matters are reported to the Senate and non-academic matters to the Senior Executive Committee (SECO). The Senate and SECO report to the UIC and HKBU Councils via the President.

2.2 Academic Structure

2.2.1 UIC's academic programmes are offered through four divisions, namely: the Division of Business and Management (DBM); the Division of Culture and Creativity (DCC); the Division of Humanities and Social Sciences (DHSS); and the Division of Science and Technology (DST). Other course-offering units include the General Education Office (GEO); the Whole Person Education Office (WPEO); the English Language Centre (ELC); the Chinese Language and Culture Centre (CLC); and the Centre of Foreign Languages and Cultures (CFLC)².

² The Centre of Foreign Languages and Cultures is under the administrative responsibility of the Division of Humanities and Social Sciences.

Figure 1
UIC Organisational Structure (as of 31 October 2016)



☾ Assisted by Dr. Edgar YUEN, Programme Director of International Journalism

☆ Assisted by Prof. SUNG Mei Hwa, Dean of Division of Humanities and Social Sciences

Assistant to President
Secretarial Office
Secretary of UIC Council

Vice President /
Associate Vice President

Vice President /
Associate Vice President

Four-Point Education
Coordination Office


Media and
Public Relations
Office

Human Resources
Office


International
Development
Office

Academic and Admin.
Quality Assurance Office

General Education Office

Whole Person
Education Office

English Language Centre

Chinese Language and
Culture Centre

Admission Office

Academic Registry

Division of Business
and Management

Division of Culture
and Creativity

Division of Humanities
and Social Sciences
(Incl: Centre of Foreign
Languages and Cultures)

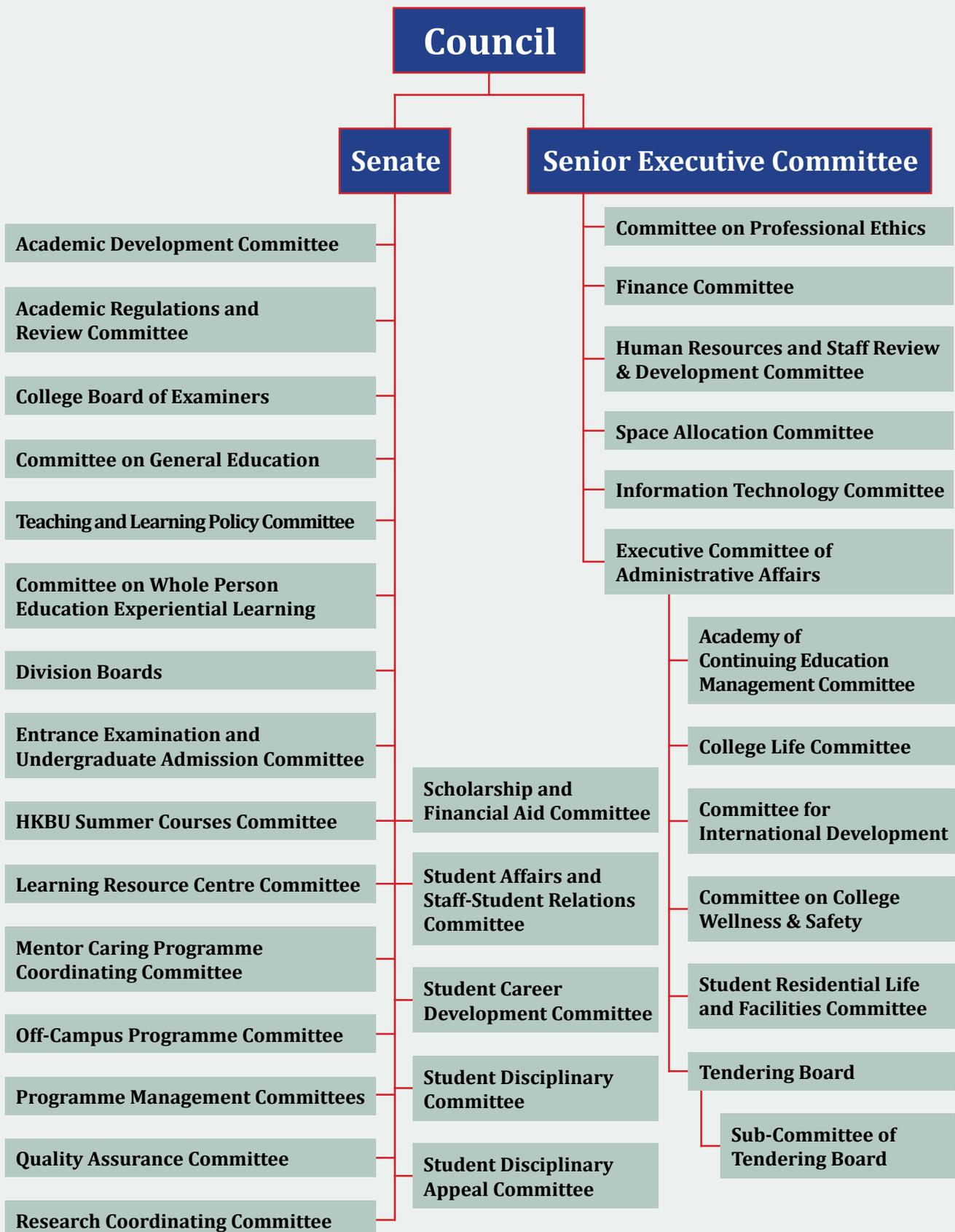
Division of Science
and Technology

Information Technology
Services Centre

Research Office and
HKBU-UIC Joint Institute
of Research Studies

Hengqin Project

Figure 2 UIC Management Structure and Committee Organisation (as of 31 October 2016)



Section 03

Responses to the University Grants Committee-Quality Assurance Council Audit 2015 & the 5th HKBU-UIC Institutional Review cum Mock Quality Audit

3.1 The College highly values the affirmations and recommendations put forward by Panels of the University Grants Committee-Quality Assurance Council (UGC-QAC) Audit 2015 & the 5th Institutional Review (IR) cum Mock Quality Audit (MQA). Our responses are attached in Appendix 1 and Appendix 2 respectively. The following paragraphs set out a more detailed account of the follow-up actions being undertaken after the two visits.

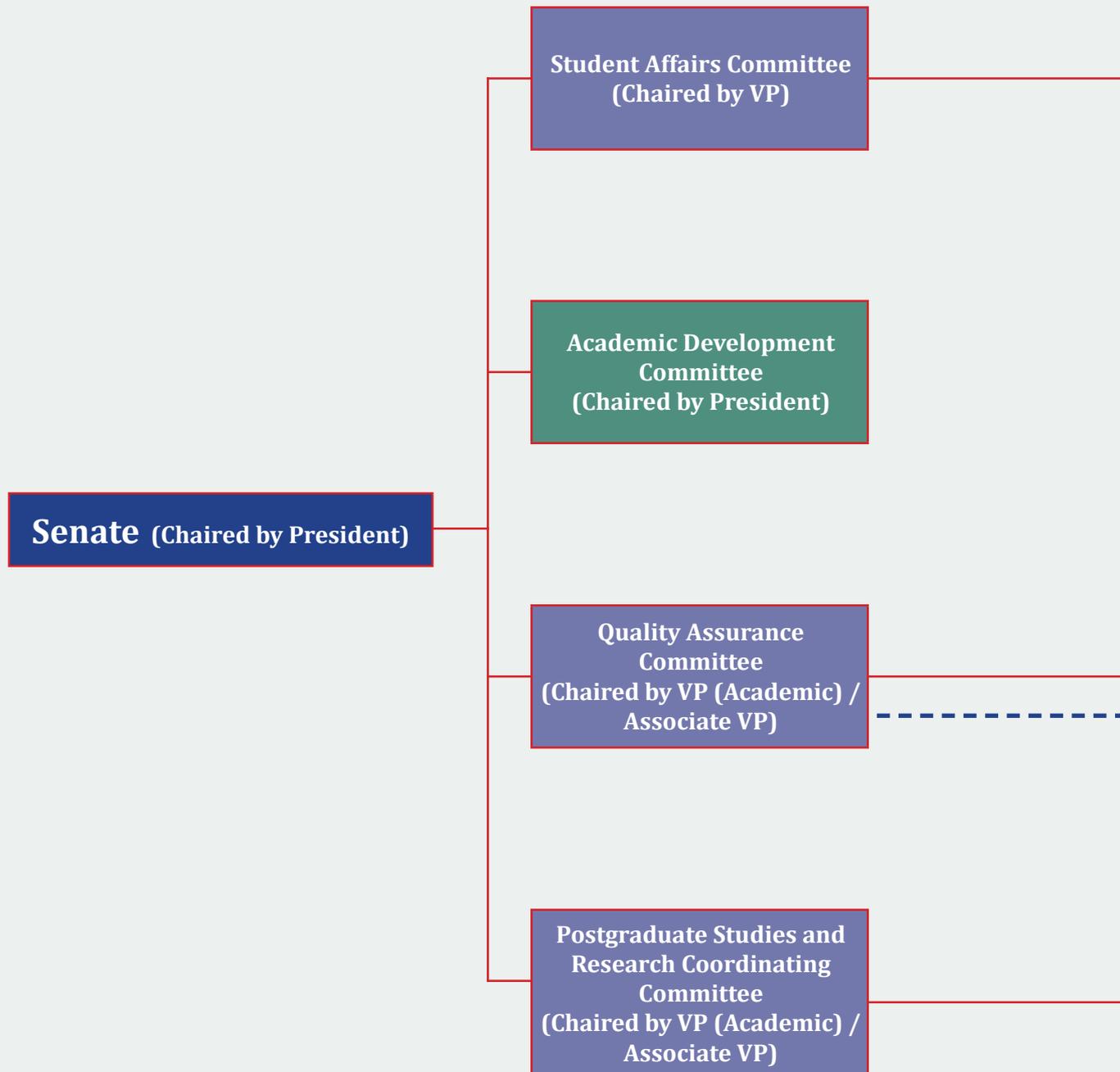
3.2 Follow-up Actions on the UGC-QAC's Recommendations

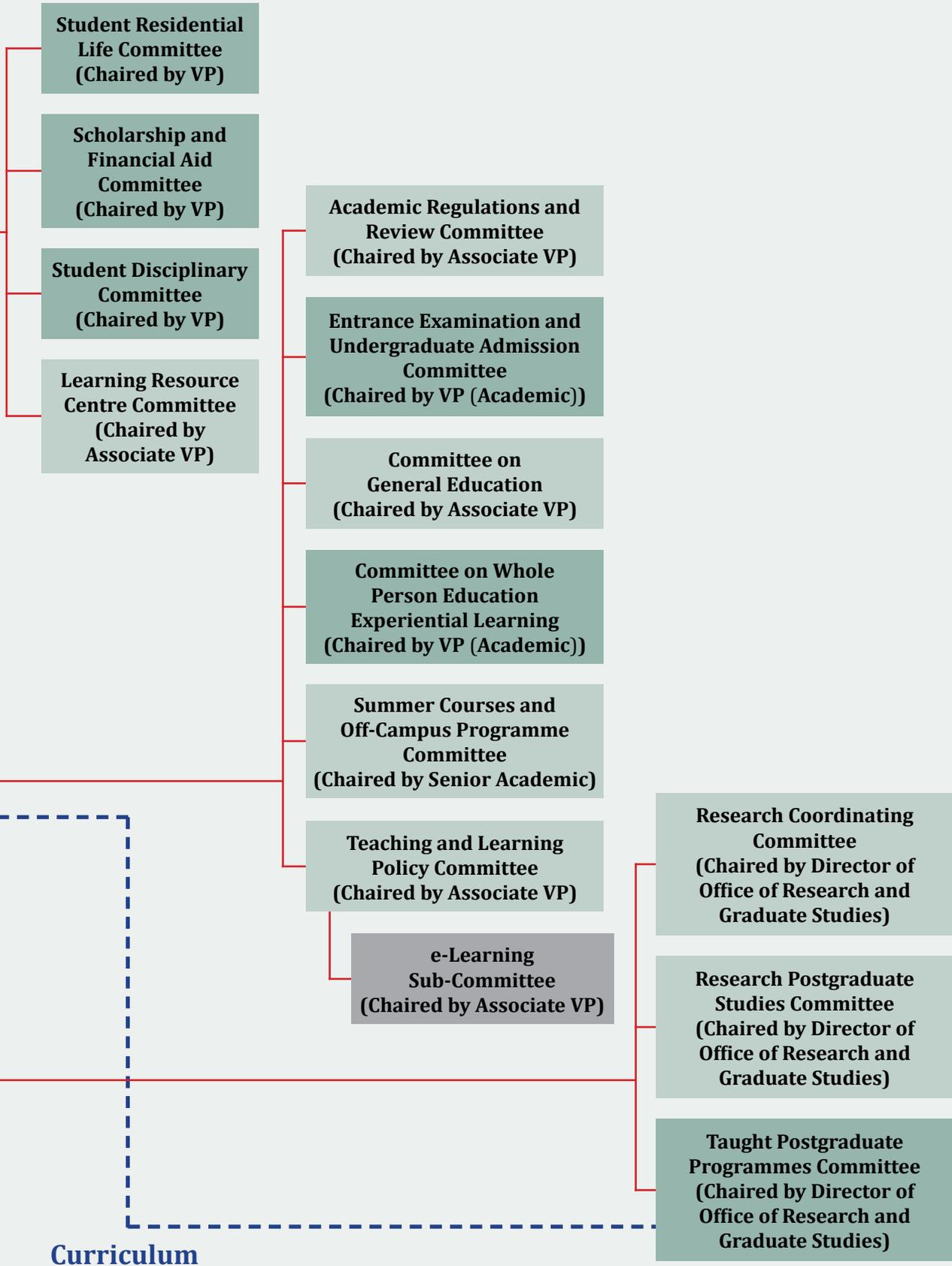
- 3.2.1** The College responds to the UGC-QAC Audit Panel's recommendations by taking the following actions:
- (i) To employ a “two-tiered” approach in revamping its committee structure. The number of Senate standing committees will be largely reduced to 4 (**Figure 3**) and the College Board of Examiners will be accountable to the UIC-Quality Assurance Committee (QAC). Though details are yet to be ironed out, the drastic restructuring reflects the College's determination to ensure a close alignment of UIC's quality assurance procedures and practices with those of HKBU; and
 - (ii) Starting from the 2016-17 academic year, all UIC academic programmes are required to submit an Annual Programme Quality Assurance Report (APQAR) for scrutiny by the HKBU-QAC. Although the admission system of UIC has features different from the Joint University Programmes Admissions System (JUPAS), the design of the APQAR, to a large extent, resembles the one used by HKBU. The template of APQAR was deliberated upon by the HKBU-QAC at its special meeting (2015-16) held on 23 May 2016 (**Appendix 3**).

Figure 3

“Two-tiered” Senate Committee Structure

(with effect from the 2017-18 academic year)





3.3 Follow-up Actions on the 5th IR cum MQA Recommendations

- 3.3.1 Recommendation 1:** As explained in *Paragraph 6.1* of **Appendix 2**, the successful actualisation of the ethos of Whole Person Education (WPE) depends upon the collective engagement of different academic and learning support units. Over the last two years, all these units played a distinctive yet complementary role in the delivery of WPE (details vide *Section 7.2*).
- 3.3.2 Recommendation 2:** The Criterion-Referenced Assessment (CRA) policy has been in place since the 2013-14 academic year (**Appendix 4**). To ensure effective compliance with the policy, all divisions and course-offering units have set up a CRA implementation monitoring group, which aims at (i) monitoring the progress of CRA implementation; and (ii) helping colleagues to apply the policy to their courses. A report has to be submitted by the respective divisions and course-offering units to the UIC-Senate for deliberation by the end of each semester. Taking reference from all these reports, the Academic and Administrative Quality Assurance Office (AAQAO) will prepare a yearly summary for the approval of the UIC-Senate via the UIC-QAC in the ensuing academic year. A sample is provided in **Appendix 5**.
- 3.3.3 Recommendation 3:** To consistently record students' participation in non-academic activities, the Student Affairs Office (SAO) introduced a Leadership Path Programme in the 2015-16 academic year (details vide *Paragraph 7.3.3.2*). Nonetheless, a systematic assessment of students' learning effectiveness of these activities is yet to be instituted.
- 3.3.4 Recommendation 4:** Subsequent to the UGC-QAC Audit on HKBU, the College realised the necessity to employ one single e-learning platform and to determine a minimum pan-university standard for the use of the e-learning platform. Taking into account these new developments, the e-learning sub-committee is in the process of refining its proposed e-learning policy, which will be submitted to the UIC-Senate via the UIC-Teaching and Learning Policy Committee (TLPC) for approval in Semester 2 of the 2016-17 academic year.
- 3.3.5 Recommendation 5:** UIC provides a rich suite of co-curricular learning opportunities to its students through the joint endeavours of divisions and learning support units (details vide *Section 7.3.4*).

- 3.3.6 Recommendation 6:** While the unit-transfer policy was revised in 2011, Academic Registry (AR) perceives the imperative to review the “unit-transfer criteria for exchange-out students” for the purpose of facilitating students’ participation in outbound exchange activities under the new curriculum structure. It is expected that the revised policy will take effect in the 2017-18 academic year.
- 3.3.7 Recommendation 7:** All UIC students are required to take one course in numeracy to satisfy the requirements of the General Education Programme (GEP), with varied content to suit the specific needs of individual programmes as identified by its Programme Director and staff members from the Statistics Programme. Other than the numeracy course, the Statistics Programme also offers three Free Electives, namely, “Speaking of mathematics”; “Computer-aided data analysis”; and “Sampling survey” to non-statistics-major students. These courses aim to enhance students’ mathematical and statistical knowledge, improve their critical thinking and reasoning with statistics and mathematics, and develop their ability to use statistical methods and software to solve real-life problems in various areas. Statistics courses at advanced level are also offered to the Division of Business and Management (DBM) students who wish to pursue graduate studies.
- 3.3.8 Recommendation 8:** The College has implemented different mechanisms to recruit and retain high caliber faculty members as outlined in *Section 9.2*.
- 3.3.9 Recommendation 9:** All three established Divisions³ (DBM, DHSS and DST) have provided training activities to their teaching assistants to safeguard the quality of education (**Appendix 6**). The Division of Culture and Creativity (DCC) has prepared introductory information for teaching assistants (**Appendix 7**) and will start the training activities in Semester 2 of the 2016-17 academic year.
- 3.3.10 Recommendation 10:** As illustrated in *Section 9.3*, the College strives to provide adequate teaching and learning facilities to its staff members and students so that they will have a fulfilling experience at UIC.

³ **DBM** refers to Division of Business and Management; **DHSS** refers to Division of Humanities and Social Sciences; **DST** refers to Division of Science and Technology.

3.3.11 Recommendation 11: The College has developed policies that encourage staff members to conduct research, and has also identified strategically important research areas for further development (details vide **Section 10**).

3.4 Follow-up Actions on the 5th IR cum MQA Affirmations

3.4.1 Affirmation 1: In respect of the recommendation made by the UGC-QAC Audit Panel, the College is in the process of revamping its committee structure which will take effect in the 2017-18 academic year (**Figure 3**). Coupled with the anticipated relocation to the new campus in 2017, the College is to revisit and revise its management structure to further enhance efficiency.

3.4.2 Affirmation 2: The terms of reference of the UIC-TLPC will be reexamined together with all UIC committees under the new structure.

3.4.3 Affirmation 3: The good practice of soliciting students' input from different levels of committees has been upheld. Samples of students' comments on academic programmes are found in **Appendix 8**. In addition, the newly established DCC set up its Advisory Committee in December 2016 (**Appendix 9**).

3.4.4 Affirmation 4: The College adopted the Outcomes-Based Teaching and Learning (OBTL) approach and implemented the CRA policy in the 2013-14 academic year. After a 3-year transitional period, the College resolved to approve, at its 8th Senate meeting (2015-16) held on 18 May 2016, the full implementation of CRA with effect from the 2017-18 academic year (details vide **Section 6.7**)

3.4.5 Affirmation 5: The College fully appreciates the merits for students to acquire learning experiences in real-life settings. In the years under review, all divisions have strived to improve their provision of internship opportunities. Details are included in **Section 7.3.4**.

3.4.6 Affirmation 6: The Ministry of Education (MoE) of the People's Republic of China in 2015 pronounced the "2017 National College Entrance Examination (NCEE) Reforms". In this connection, UIC has actively explored the possibility to adopt a flexible student recruitment approach with the purpose of: (i) admitting competent applicants based on different factors, for example, NCEE scores,

high school results and interview performance; and (ii) allowing Year 1 students more flexibility to choose their preferred majors via broad-based admission.

- 3.4.7 Affirmation 7:** It is noted that HKBU will conduct a holistic review of its GEP in 2017. The College would take reference from this review and examine the effectiveness of its new curriculum structure (which has been in place since the 2013-14 academic year), with particular reference made to the internal coherency between major disciplines and general education provision.
- 3.4.8 Affirmation 8:** The College is preparing for the pilot-run of its Evidence Collection Exercise (ECE) in the 2017-18 academic year and a few Graduate Attributes (GAs) rubrics of HKBU will be used to assess students' attainment of selected GAs in this exercise. It is expected that the launch of ECE will further encourage the divisions' adoption of the 17 GAs rubrics to assess their students' learning outcomes and experiences.
- 3.4.9 Affirmation 9:** The good practice of engaging support from teaching assistants in teaching-related activities has been continued across all divisions. As stated in *Paragraph 3.3.9*, training activities have been organised for these teaching assistants. In future, research postgraduate students will also be involved in discipline-related undergraduate teaching activities.

Quality Assurance Mechanisms and Enhancement Initiatives

4.1 Teaching and learning is of fundamental importance to UIC. The College has implemented a number of rigorous quality assurance mechanisms to ascertain the academic quality of its programmes is on par with that of HKBU.

4.2 Existing Quality Assurance Mechanisms

4.2.1 Programme Development and Management

4.2.1.1 UIC strictly observes HKBU's protocol in developing new programmes. Prior to the official submission of programme documents to the HKBU-Senate via the HKBU-QAC, the UIC Programme Planning Team will:

- (i) Design the curriculum and the pedagogical approaches of its delivery in accordance with the underlying rationale;
- (ii) Benchmark the programme against those of similar nature;
- (iii) Solicit input from external professionals for further fine-tuning; and
- (iv) Identify and secure adequate resources for its offering.

The preparation involves extensive consultation and review by a professional accreditation panel and UIC committees at various levels (e.g., Division Board, UIC-QAC and UIC-Senate). During this process, HKBU guidelines and procedures are strictly observed at all times.

4.2.1.2 A Director is appointed for each academic programme who will chair the Programme Management Committee (PMC). Comprising student representatives and all full-time academic staff members of the Programme, the PMC is charged with duties to deal with matters pertaining to programme planning and delivery, allocation of teaching loads, assessment issues as well as other related matters

(**Appendix 10**). PMCs are accountable to their respective Division Boards (**Appendix 11**), which will report to the Senate (**Appendix 12**). Apart from the four divisions, a management committee has been set up respectively for the General Education Office and the Whole Person Education Office, which carries out functions similar to those of a PMC (**Appendix 13**). For the purpose of upholding academic consistency and quality, all academic staff members are reminded to follow the Programme Revision Protocol (**Appendix 14**) for effecting any proposed revisions to their courses or programmes.

4.2.2 Participation from Students and Graduates

4.2.2.1 Committee Participation – As mentioned in *Paragraph 3.4.3*, student participation in the governance of the College is crucial to its effective operation and management. To further reinforce this good practice, student representatives may be appointed to more committees under the new UIC-Senate committee structure (**Figure 3**).

4.2.2.2 Teaching Evaluation – An online teaching and learning evaluation (TLE) exercise is organised by the Academic and Administrative Quality Assurance Office (AAQAO) between week 11 and week 14 of each semester. The TLE exercise serves a dual purpose:

- (i) To provide staff members with student feedback on their teaching effectiveness and to assess students' attainment of the course intended learning outcomes; and
- (ii) To inform Deans/Programme Directors/Centre Directors of academic quality of courses and programmes pertaining to their respective units to allow them to make appropriate responses (i.e. to give recognition to outstanding teachers *or* to take remedial actions for less competent ones).

4.2.2.3 While it is optional for students to complete the TLE questionnaire, the success of this exercise relies on their support and participation. To enable students to participate in the exercise more conveniently, a mobile interface for the TLE exercise has been developed and will be employed starting from Semester 2 of the 2016-17 academic year as an alternative option to the online TLE.

4.2.2.4 On the other hand, all faculty members are encouraged to conduct a mid-term teaching survey at their discretion so that they can be better informed of their students' progress and areas for improvements.

4.2.2.5 Graduate Survey – The Four-Point Education Coordination Office (FPECO) is responsible for organising the annual graduate employment survey which usually records a response rate of over 95%. Further to providing information on their career development, respondents also comment on their college life experience (**Appendix 15**).

4.2.2.6 Informal Channels – Apart from the regular measures as aforementioned, students are welcome to share their views with staff members via the following means:

- (i) Focus Group – For example, the English Language Centre has organised focus group meetings to solicit students' feedback on the design of a course "Project Presentation".
- (ii) Consultative Sessions – For example, faculty members of the Division of Business and Management (DBM) have designated 10 hours per week to meet with students and listen to their concerns or ideas.

4.2.3 College-wide Information Collection

4.2.3.1 Accurate data collection contributes to efficient decision-making. Under this principle, the AAQAO produces annual analysis reports in different areas (i.e. grade point average and student attrition rate; teaching and learning evaluation; and class size) which are to be submitted to the HKBU-QAC for consideration via the UIC-QAC and UIC-Senate.

4.2.3.2 In order to ascertain the effective implementation of UIC's English-Medium of Instruction Policy, it was resolved at the 5th UIC-Senate meeting (2014-15), held on 5 February 2015, that commencing from the 2014-15 academic year, all divisions and course-offering units are requested to make an annual submission to the UIC-Senate via the UIC-QAC in Semester 2 of each academic year a list of courses (with proposed Medium of Instruction [MoI]) to be offered in the following academic year (**Appendix 16**). The data regarding the MoI adopted for courses will be included in the Annual Programme Quality Assurance Report (APQAR).

4.2.4 External Input

4.2.4.1 To advance and excel requires more than strict adherence to internal mechanisms. Hence, the College has taken the following steps to draw on the collective wisdom of external professionals.

4.2.4.2 External Examiner System – Since the 2007-08 academic year, a system of External Examiner (EE) has been launched under which an HKBU faculty member is appointed as EE for each of the three Language Centres, the General Education Office, the Whole Person Education Office and the individual degree programmes when the programme reaches its 3rd year of operation. The EE system has been changed to an “audit mode” starting from the 2010-11 academic year. The HKBU-Senate, at its 6th meeting (2015-16) held on 27 June 2016, resolved to approve the continuation of the EE System for another three years (i.e. from the 2016-17 academic year to the 2018-19 academic year).

4.2.4.3 The EEs are invited to review teaching and assessment materials of the relevant programmes and courses at UIC to ensure the quality of materials and their compliance with quality assurance processes. Advice and recommendations put forward by the EEs will then be duly deliberated by the PMCs, Division Boards, and other committees as appropriate. EEs’ reports and corresponding responses from the College will be submitted to HKBU-QAC for consideration on an annual basis.

4.2.4.4 As mentioned in *Paragraph 4.2.4.2*, the HKBU-Senate approved a continuation of the audit mode of UIC’s EE system for another three years with the understanding that a review of the system will be conducted in the last year. The College realised HKBU’s recent implementation of the Departmental Academic Advisor (DAA) System and will take this new development into account when reviewing the EE system in the 2018-19 academic year.

4.2.4.5 Advisory Committee – Input from seasoned industrial practitioners as well as from scholars of different tertiary institutions is significant to a division’s strategic planning and future advancement. As such, an Advisory Committee has been established for each division. Its terms of reference and updated membership can be found in **Appendix 9** and **Appendix 17**.

4.2.4.6 Institutional Review and Audit – As mentioned in the preamble of this Self-Evaluation Document (SED), HKBU conducts regular institutional reviews of UIC in addition to the visits paid by the UGC-QAC panels to the UIC campus during the two rounds of quality audit. While these visits have a strong emphasis on assessing the quality of UIC’s teaching and learning activities, an annual report has to be submitted to the HKBU Council which also serves as a mini-review of the College’s achievements in teaching, research and management. Furthermore, the UIC Council also designated, in early 2015, a panel comprising members from both BNU and HKBU, to assess the academic standard and administrative effectiveness of UIC.

4.3 Quality Assurance Enhancement Initiatives

4.3.1 Further to the adoption of the above practices, initiatives below will be implemented in the coming two years in order to:

- (i) Gather quality assurance data from a holistic perspective; and
- (ii) Foster a culture of evidence-based approach to evaluate and enhance student learning experiences.

4.3.1.1 Annual Quality Assurance Reporting Mechanism – To facilitate the comparison of quality assurance data between UIC and HKBU and to promote effective programme management, the UIC-Senate resolved to approve, at its 8th meeting (2015-16) held on 18 May 2016, the proposal for all UIC academic programmes to submit an Annual Programme Quality Assurance Report (APQAR) starting from the 2016-17 academic year (**Appendix 18**).

4.3.1.2 Upon receipt of the APQARs, Deans of the respective divisions are charged with the responsibility of coming up with an overarching report with recommendations on the programmes’ self-review. Despite the fact that academic programmes have made similar reviews in previous years, the adoption of a set of common criteria allows the College to track programme quality and monitor its undertaking of actions thereon in a timely and consistent manner.

4.3.1.3 Evidence Collection Exercise – UIC plans to carry out a pilot-run of the Evidence Collection Exercise (ECE) in Semester 1 of the 2017-18 academic year, which shadows HKBU’s Evidence Collection Initiatives. The College has already identified approaches to assessing students’ attainment of Course Intended Learning Outcomes (CILOs) and Programme Intended Learning Outcomes

(PILOs). Samples are provided in **Appendix 19**. AAQAO is now exploring a standardised test which can be deployed in the Mainland China context and also can provide data for UIC to effectively benchmark students' learning outcomes against HKBU and other institutions.

4.4 Proper Alignment with HKBU Quality Assurance Practices

4.4.1 UIC graduates are awarded with HKBU degrees for both undergraduate and postgraduate studies. Hence, academic programmes offered by the College should achieve the same high standards as those delivered by HKBU. Although the curriculum of UIC programmes is divergent from HKBU on-campus programmes because of the former's Mainland China context, the College strives to align its quality assurance mechanisms with that of HKBU. For example, the College is acutely aware of the lack of a common language proficiency test at UIC and HKBU and it is now exploring possible means to address this issue, such as the possibility to make an inference from undergraduate students' results of Level 6 of College English Test (CET) and that of the International English Language Testing System (IELTS); postgraduates of UIC will observe all HKBU stipulated guidelines and requirements, such as the completion of the Mandatory Common Core Programme (MCCP).

Academic Programmes and Student Profile

5.1 Academic Programmes

5.1.1 Before the 2016-17 academic year, academic programmes at UIC were mainly offered by three divisions: Division of Business and Management (DBM); Division of Humanities and Social Sciences (DHSS); and Division of Science and Technology (DST).

5.1.2 Despite the offering of a broad range of general education courses to students, the College has yet to provide interested talents with an opportunity to pursue art and culture in a more structured setting in view of space constraints over the last ten years. With the impending relocation to the new campus, the College perceived it an opportune time to establish a division with strong emphasis on the interdisciplinary studies of culture, media and design. As such, the Division of Culture and Creativity (DCC) came into formal operation in September 2016. It is envisaged that undergraduate education at UIC will be substantially uplifted by the establishment of this new division.

5.1.3 The College is currently offering 23 major programmes and five minor programmes through four divisions as listed in **Table 1**:

Table 1: List of Major and Minor Programmes

Division of Business and Management	Major
	Accounting
	Applied Economics
	e-Business Management and Information Systems
	Finance
	Management of Human Resources
	Marketing Management
	Minor
	Business
	Finance
Division of Culture and Creativity	Major
	Cinema and Television
	Culture, Creativity and Management
	Media Arts and Design
	Minor
	Music
Division of Humanities and Social Sciences	Major
	Applied Translation Studies
	Contemporary English Language and Literature ⁴
	English Language and Literature Studies ⁴
	Government and International Relations
	International Journalism
	Public Relations and Advertising
	Social Work and Social Administration
	Teaching English as a Second Language ⁴
	Minor
	Public Relations and Advertising
Division of Science and Technology	Major
	Applied Psychology
	Computer Science and Technology
	Environmental Science
	Financial Mathematics
	Food Science and Technology
	Statistics
	Minor
	Applied Psychology

⁴ Effective from the 2016-17 academic year, the *Teaching English as a Second Language Programme* and the *Contemporary English Language and Literature Programme* are restructured into the Bachelor of Arts (Hons) in English Language and Literature Studies. The last cohort of these two programmes will graduate in the 2018-19 academic year.

5.1.4 All students enrolled in major programmes are expected to complete 132 units⁵ in accordance with UIC’s curriculum structure (**Table 2**) within the normative study period (i.e. 4 years):

Table 2: UIC’s Curriculum Structure

Curriculum Structure	Units
Major Required Courses	42
Major Elective Courses	18
General Education Core Courses	32
General Education Distribution Courses	12
Free Elective Courses	24
Whole Person Education Experiential Learning Programme	4
Total	132

5.1.5 The College has always been called upon by different sectors to produce graduates with a solid foundation in liberal arts education, while also possessing well-honed professional abilities. Against this background, UIC is in the process of obtaining approval from the HKBU-Senate to offer four new major programmes in the 2017-18 academic year:

- (i) Bachelor of Science (Hons) in Data Science;
- (ii) Bachelor of Arts (Hons) in Music;
- (iii) Bachelor of Arts (Hons) in New Media and Communication;
and
- (iv) Bachelor of Business Administration (Hons) in Entrepreneurship and Innovation.

These new programmes are expected to create synergy with existing provision so as to further inspire students and faculty members in pushing innovation and to break new grounds.

5.2 Student Profile

5.2.1 The total student enrolment of UIC as of 31 October 2016 was 5,367⁶, of whom 5,305 (98.84%) were from Mainland China and 62 (1.16%) were from Hong Kong or overseas countries (**Table 3**). The College admitted 3,039 (57.3%) local students from 29 provinces

⁵ Unit requirement for the completion of a minor programme is 15.

⁶ The student attrition rate remains stable (i.e. under 10%) in the 2014-15 academic year and the 2015-16 academic year.

solely based on their National College Entrance Examination (NCEE) results, the other 2,266 (42.7%) students came from Guangdong Province wherein UIC launched a new admission scheme of “Comprehensive Evaluation based on the NCEE” in 2013. Under the scheme, the admission criteria for students must take into account the following three elements:

- (i) The NCEE (weight 60%);
- (ii) The UIC entrance examination (weight 30%); and
- (iii) The applicant’s high school academic performance (weight 10%).

The paradigm shift from sole dependence on applicants’ NCEE results to an all-rounded assessment of their capabilities echoes the educational vision and mission of UIC and receives affirmative response from Guangdong students, as evidenced by the fact that the actual student intake outnumbered the planned quota for many years.

5.2.2 In recognition of the exceptional value of UIC’s liberal arts education, the Education Examinations Authority of Guangdong Province further approved the College to enroll 50 Band-1 students on an early admission schedule started in the summer of 2015. The remarkable changes in UIC’s admission policies have signified the increased diversity of its applicant pool and the outstanding academic quality of the student body.

Table 3: Student Enrolment by Division by Programme for the 2016-17 academic year (as of 31 October 2016)⁷

Division	Programme	Mainland China	Hong Kong	Other countries	Total
Division of Business and Management	Accounting	829	7	0	836
	Applied Economics	478	3	0	481
	e-Business Management and Information Systems	40	0	0	40
	Finance	710	0	0	710
	Management of Human Resources	185	5	0	190
	Marketing Management	208	5	0	213
	Sub-total	2450	20	0	2470
Division of Culture and Creativity	Culture, Creativity and Management	215	1	0	216
	Cinema and Television	202	5	2	209
	Media Arts and Design	38	0	0	38
	Sub-total	455	6	2	463
Division of Humanities and Social Sciences	Applied Translation Studies	168	0	0	168
	Contemporary English Language and Literature ⁴	78	0	0	78
	English Language and Literature Studies ⁴	71	0	0	71
	Government and International Relations	128	0	2	130
	International Journalism	246	3	0	249
	Public Relations and Advertising	233	8	0	241
	Social Work and Social Administration	163	1	0	164
	Teaching English as a Second Language ⁴	82	1	0	83
	Sub-total	1169	13	2	1184
Division of Science and Technology	Applied Psychology	172	3	0	175
	Computer Science and Technology	193	2	2	197
	Environmental Science	167	3	0	170
	Financial Mathematics	319	1	0	320
	Food Science and Technology	166	8	0	174
	Statistics	214	0	0	214
	Sub-total	1231	17	2	1250
Total		5305	56	6	5367

⁷ Exchange students, students on suspension and postgraduate students are all **excluded** above.

Quality of Teaching and Learning

6.1 To achieve and uphold academic rigor is vital to the sustainable development of UIC. The following sections provide an account of initiatives taken by the College in promoting excellence in teaching and learning.

6.2 Provision of Training Opportunities

6.2.1 UIC always encourages its staff members to pursue training opportunities to keep abreast of the latest developments in their disciplines or job areas. The Human Resources Office (HRO) implemented the Policy on *Staff Learning and Development Programmes* in 2013 (**Appendix 20**) and, since then, has provided support to staff members to facilitate their participation in conferences and professional training activities. A brief account of these opportunities is provided in **Appendix 21**.

6.2.2 The College also offers a spectrum of faculty development opportunities to promote the sharing of good practice. For example, all newly recruited academic staff members are required to attend a workshop on **Outcomes-Based Teaching and Learning (OBTL) and Criterion-Referenced Assessment (CRA)** organised by the Associate Vice President (AVP) as part of their induction programme; Dr. Eva WONG of HKBU was invited to share with UIC colleagues her invaluable advice on the topic **CRA, OBTL and grading with rubrics** on 27 April 2016. A list of other development workshops/seminars is provided in **Appendix 22**.

6.2.3 Further to the aforementioned initiatives, the College has set up a Faculty Development Institute (FDI) with partner institutions of the Minnesota Private College Council (MPCC). A series of seminars and workshops focusing on innovative liberal arts teaching and learning was organised by the FDI from 14 to 18 July 2014, with participants from UIC and eight MPCC colleges, including Augsburg College; Gustavus Adolphus College; Bethany Lutheran College;

Concordia University St Paul; Hamline University; Concordia College Moorhead; the College of St Scholastica; and St Catherine University.

6.3 Interaction with Worldwide Academia

6.3.1 In societies that are rapidly changing, staff members need to constantly update their knowledge and discover new ideas by reinforcing interactions with academia worldwide. Against this background, UIC has organised various international conferences since the last Institutional Review (IR) visit, such as:

- (i) **Forum on Strategic Management of Food Safety** on 19 April 2014 – Overseas guests included Dr. George Alan Burdock, President of Burdock Group; and Mr. Julien Bourjault, General Manager from Servair Macau. Speakers from Hong Kong were Prof. Kwan Hoi Shan from the Chinese University of Hong Kong; and Dr. Leung Ka Sing from the Hong Kong Polytechnic University. Government officials from Zhuhai also took part: Mr. Yonghui Zhang, Director of the Guangdong Disease Control and Prevention Centre; and Mr. Benxiong Tang, Bureau Chief of Zhuhai Food and Drug Administration;
- (ii) **International Forum on Ecological Civilisation and Higher Education** on 26 May 2014 – Presenting their ideas at the forum were scholars from the Associated Colleges of the South (ACS), a consortium of 16 liberal arts colleges in the United State (US);
- (iii) **Cross-strait Conference on Social Quality and Policy** on 30 March 2015 – Scholars from universities in Mainland China and Taiwan presented their thoughts on social policy and social quality;
- (iv) Conference on contemporary Chinese fiction: **Reimagining China: Identity and Representation in Contemporary Chinese Fiction** on 22 October 2015 – Speakers were from Duke University, Syddansk Universitet (The University of Southern Denmark), Peking University, Sun Yat-sen University, Fudan University, and City University of Hong Kong;
- (v) **8th Sino-American Liberal Arts Forum** on 18 and 19 November 2015 – Speakers and participants were from US liberal arts colleges that have long-term partnerships with UIC including Professor William J. Craft, President of Concordia College; Dr. Paul C. Pribbenow, President of Augsburg College;

Professor William M. Tsutsui, President of Hendrix College; Dr. Owen Williams, President of the ACS; Dr Larry Goodwin, President of The College of St Scholastica; and Professor Timothy E. Elgren, Dean of the College of Arts and Sciences at Oberlin College.

- (vi) **The Institute of Electrical and Electronics Engineers (IEEE)–International Conference on Teaching, Assessment, and Learning for Engineering (TALE)** from 10 to 12 December 2015 – Aimed at providing an excellent platform for both academicians and practitioners to share their experience and knowledge in engineering education at all levels, the conference was jointly organised by the IEEE Education Society and UIC, along with China Unicom, MathWorks, and Panopto as the industrial sponsors;
- (vii) Symposium on Enhancing English Proficiency: **“Innovative Approaches and Challenges in Enhancing English Proficiency among Chinese Students at Tertiary Level”** on 16 March 2016 - Speakers were from Sun Yat-sen University, HKBU, and Sino-Foreign universities in Mainland China, i.e. Duke Kunshan University, New York University Shanghai, The University of Nottingham Ningbo China, Wenzhou-Kean University, and Xi’an Jiaotong-Liverpool University; and
- (viii) **9th International Symposium of the 21st Century World Forum on Chinese Culture: Multicultural Dialogue and Social Development from the Perspective of Ecological Civilisation** on 8 and 9 December 2016 – The event was organised by the China Yanhuang Culture Research Association, Beijing Foreign Studies University and, UIC with participants from Mainland China, Hong Kong, Macau, Taiwan, Germany, France, Egypt, Turkey, and Singapore.

6.4 Recognition of Excellence in Research, Teaching and Service

6.4.1 As illustrated in *Paragraphs 9.2.2* and *10.1.1*, the College established the President’s Award for staff members in the 2014-15 academic year in recognition of their remarkable achievements in the areas of research, teaching and service. Furthermore, outstanding staff members have been nominated by UIC for teaching awards presented by education authorities so as to honour their teaching performance within local communities. In 2015, Ms. JI Chunyan of the Division of Science and Technology (DST) earned the Guangdong Excellent Teacher Award.

- 6.4.2** The Accounting (ACCT) Programme of the Division of Business and Management (DBM) was awarded the “2015年高校品質工程 - 應用型人才培养示範專業 (2015 University Innovation and Enhancement Project)” sponsored by the Guangdong Provincial Education Department, and was also listed as one of the “珠海市優勢學科 (Outstanding Disciplines)” by Zhuhai Municipal Bureau of Education in July 2015. The Programme is designed to produce students with academic excellence in a professional context, and to equip students with intellectual knowledge, practical skills, and professional aspirations to meet the challenges in the real world.
- 6.4.3** In addition to the ACCT Programme, the Statistics (STAT) Programme offered by the DST was also awarded the status as the “珠海市優勢學科 (Outstanding Discipline)” by Zhuhai Municipal Bureau of Education in 2016. Under the guidance of Prof. FANG Kaitai and Dr. HE Ping, the programme received a grant of RMB1million for its further enhancement and development.

6.5 Promotion of e-Learning in Teaching and Learning

- 6.5.1** The ubiquitous use of technology in education allows students to learn anytime and anywhere. While UIC made various attempts to exploit the advantages of these new technological developments to enhance students’ learning experiences, the resulted outcomes may be different from expectations because appropriate pedagogies for e-learning are yet to be developed.
- 6.5.2** With the purpose of encouraging staff members to transcend the limits of thoughts that e-learning is only an online version of a tradition course, the AVP has organised different workshops as detailed in **Appendix 22**. Moreover, facilities have been put in place to encourage the adoption of flipped classroom pedagogy: two video recording studios with high-definition cameras, lighting set-up, microphones, computers with monitors and an audio-mixer for the recording that is controlled by a multi-media content management platform (Panopto).
- 6.5.3** The summer of 2015 marked the official launch of the **Vacation English Enrichment Programme (VEEP)** designed by the English Language Centre (ELC). All Year 1 students have to access learning materials and complete assignments via iSpace (a Moodle Platform) during their summer vacation. VEEP aims at: (i) nurturing students to be self-directed learners; and (ii) cultivating a culture of e-learning.

6.5.4 On the other hand, teaching staff members from the divisions also employed different e-Learning tools to enhance their teaching effectiveness from time to time. For example, instructors from DBM used the free Kahoot.it platform in designing learning games for formative assessments; staff members from the Division of Humanities and Social Sciences (DHSS) and DST adopted flipped classroom pedagogy in their teaching practices as supported by Panopto. An E-learning Showcase Day was held on 25 May 2016 with the purpose of providing a platform for faculty members to share their experiences of using innovative technologies in their teaching and research activities (**Appendix 23**).

6.6 Graduate Success

6.6.1 Development of graduates is one of the performance indicators of UIC's academic quality. For the last two cohorts of graduates, more and more have opted for postgraduate studies immediately after graduation (2014 - 52.9%, 2015 - 59.1%). The destinations of these graduates are illustrated in **Figure 4** and **Figure 5** below. Among them, many have been admitted to prestigious universities, to name just a few: Johns Hopkins University, University of Warwick, University of Glasgow, University of Sydney, University of Queensland, University of New South Wales, and Hong Kong University of Science and Technology.

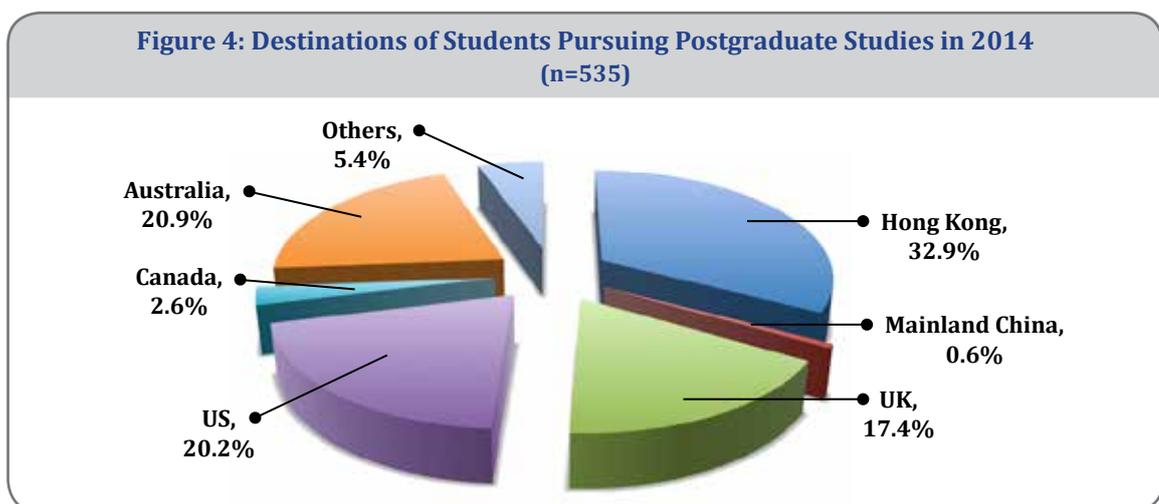
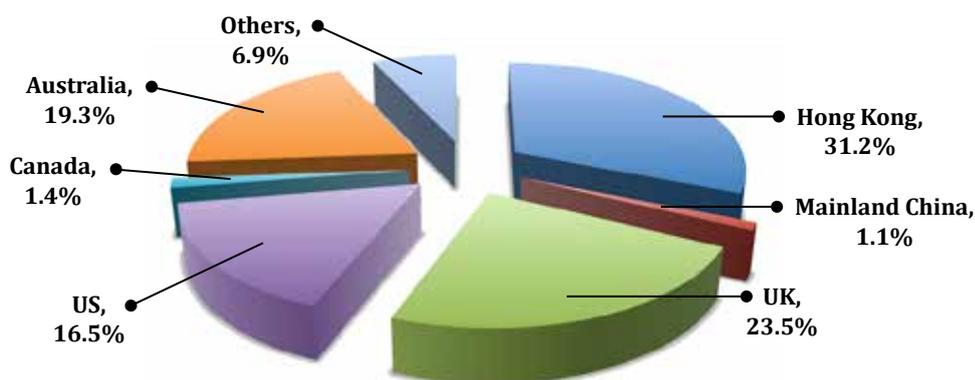


Figure 5: Destinations of Students Pursuing Postgraduate Studies in 2015
(n=637)



6.6.2 In addition to the pursuit of further studies, UIC graduates have achieved remarkably in different areas. For example:

(i) DBM – **Mr. HUANG Yun**, a 2010 graduate of Applied Economics (AE) Programme, is now the owner of 150 beverage shops in Mainland China with a workforce of 900 staff members. He opened his first overseas beverage shop in San Francisco in 2015.

Mr. Rob JIA, a 2014 graduate of Accounting (ACCT) Programme, started his catering business in July 2015. In 2016, angel investments were secured for his company “Bee+” which now has an appraised value of over RMB40million.

(ii) DHSS – **Miss Phoebe CHUN** (2013); **Miss Sugar CHAN** (2013); and **Miss Michelle LIANG** (2012), three graduates of Social Work and Social Administration (SWSA) Programme, set up a Non-government Organisation (NGO) in Guangzhou in 2016 named the D-Union Social Work Service Centre to provide social work services funded by the government.

Miss Abeni ZHANG, a 2016 graduate of Cinema and Television (CTV) Programme, whose graduation project, *The Green Years*, earned the China-EU Best New Filmmaker Award at the China-EU Youth Film Festival. Abeni also represented the participants in speaking to the audience of her ideas on the film at the opening ceremony at the *Institut Supérieur des Arts* (INASA) in Belgium.

(iii) DST – **Mr. WANG Renxia**, a 2013 graduate of Computer Science and Technology (CST) Programme, received his Master’s Degree in the University of Southern California in 2015 and he is now working for Amazon in the United States (US).

Mr. ZHUANG Zheng, a 2014 graduate of Environmental Science (ENVS) Programme, received his Master's Degree in Biotechnology, Bioscience Track from Georgetown University in 2015. He is now an Analytical Development Associate in Novavax (a clinical-stage vaccine company) in the US.

Mr. ZHENG Wenxiang, a 2015 graduate of Statistics (STAT) Programme, received his Master's Degree from Georgetown University in 2016. He is now a Multiple Testing Fellow in the Food and Drug Administration in the US.

Miss Helen CAO, a 2015 graduate of Applied Psychology (APSY) Programme, gained direct entry with full scholarship to the PhD Programme in Cognitive Neuroscience at the Hebrew University of Jerusalem's Edmond and Lily Safra Centre for Brain Sciences, which is recognised as one of the top five centres for advanced brain research in the world.

6.7 Assessment

- 6.7.1** As stated in *Paragraphs 3.3.2* and *3.4.4*, UIC has adopted the Outcomes-Based Teaching and Learning (OBTL) approach and the Criterion-Referenced Assessment (CRA) policy in the 2013-14 academic year. As detailed in **Appendix 4**, the CRA policy covers assessment procedures, the implementation of assessment tasks and the moderation of assessments.
- 6.7.2** To ensure an effective adoption of the CRA policy in the College, all divisions and course-offering units are required to submit a CRA implementation report to the UIC-Senate on a bi-annual basis. After three years' preparation, it is deemed opportune to apply the policy across the board for all courses starting from the 2017-18 academic year (**Appendix 24**). The newly accredited Media Arts and Design Programme takes it one step further in that 100% CRA has been adopted for all its courses since the 2016-17 academic year.
- 6.7.3** The abolishment of grade distribution guidelines is a logical move so as to fully realise the value of CRA. It has also come to the College's attention that the rigid adherence to grade distribution guidelines drew severe criticism from the External Examiners (EEs) in the last few years. While the EEs appreciated UIC's efforts in safeguarding against grade inflation, the co-existence of norm-referenced

assessment and CRA as well as the continual enforcement of the grade distribution guidelines have caused arbitrary grading and cut-off points, and hence failed to accurately reflect students' attainment of learning outcomes.

6.7.4 To address the EEs' concerns, UIC will cease to use the grade distribution guidelines starting from the 2017-18 academic year. Instead, the Academic Registry (AR), following the practice of Hong Kong University of Science and Technology, will provide a set of grade distribution bands to faculty members for their **REFERENCE** which serves **ONLY** as a check-and-balance measure. A sample is included in **Appendix 24**. To prepare for this new development, the Academic and Administrative Quality Assurance Office (AAQAO) is to review and revise the existing assessment guidelines by the end of the 2016-17 academic year.

6.7.5 The College and its divisions give serious consideration to all EEs' comments, particularly on matters concerning assessment practices, in order to ascertain that students' learning effectiveness has been truly identified; and that follow-up actions have been undertaken accordingly. For example, the External Examiner for General Education courses disapproved of some faculty members' heavy reliance on examinations and recommended the adoption of more engaged activities in the classroom. In this regard, faculty members have redesigned the assessment activities of the courses concerned by including book reports, self-reflective papers, etc.

6.8 Upholding Academic Integrity

6.8.1 UIC attaches paramount importance to upholding academic integrity and adopts a policy of *zero tolerance* for academic dishonesty for both students and staff members. This echoes the Ministry of Education (MoE)'s strong emphasis on academic integrity by urging all higher education institutions (HEIs) to penalize academic dishonesty via the implementation of a rigorous mechanism. It is against this background that a Task Force for Academic Dishonesty was established by the UIC-Senate at its 2nd meeting (2016-17) held on 26 October 2016 (**Appendix 25**) and a document has been submitted to the MoE by the task force (**Appendix 26**).

6.8.2 Prior to the set up of the task force, UIC students have been constantly reminded of the seriousness and grave consequences in committing any academic offense during their studies as laid down in the *Code of Student Conduct* and the *General Regulations for Undergraduate Degree Programmes*. Staff members and students are strongly encouraged to use Turnitin for the submission of written assignments so as to detect any possibility of plagiarism. In the 2014-16 academic years, 37 students were disciplined for being academically dishonest. Though the number of students that committed academic offenses was still on the low side for a student body of over 5,000, the College will ensure that all students are aware of the importance of upholding academic integrity.

6.9 Handling Students' Appeals

6.9.1 As detailed in *Section 12* of the *General Regulations for Undergraduate Degree Programmes*, UIC has in place a mechanism for a student to lodge appeal on course-based assessment or on academic decisions made against the appellant. All cases have been duly deliberated at the UIC-Senate and a complete record is kept by AR. **Table 4** provides the number of appeal cases received in the last two academic years.

Table 4: Number of Student Appeal Cases Against Assessment Results and Academic Dismissal

	2014-15	2015-16
Appeals against course-based assessment	321	409
Appeals against academic dismissal	25	19

Enhancing Students' Learning Opportunities and Experiences

7.1 UIC's overarching approaches to enhancing students learning opportunities and experiences are:

- (i) To embed in the whole person education (WPE) the merits of traditional values from both western liberal arts education as well as Chinese culture; and
- (ii) To promote interdisciplinarity and internationalisation.

7.2 Designated Roles and Responsibilities

7.2.1 The College focuses on the enhancement of students' learning opportunities and experiences via the continual enrichment of its WPE delivery, which is supported by the following units with designated roles and responsibilities:

- (i) General Education Office (GEO) – To promote WPE by providing students with structured classroom learning experiences in different subjects so that they can have a better understanding of the world.
- (ii) Whole Person Education Office (WPEO) – To realise WPE by its experiential learning activities in seven areas: *Experiential Development; Emotional Intelligence; Sports Culture; Experiential Arts; Voluntary Service; Environmental Awareness; and Adversity Management.*
- (iii) Student Affairs Office (SAO) – To strengthen students' whole person development by providing support to their extra-curricular activities; residential life and experiences; and psychological and mental wellness.
- (iv) Divisions (DBM, DCC, DHSS, DST)⁸ – To organise a rich array of co-curricular activities that enables students to integrate and apply what they have learnt in a real-life context and nurture them to be responsible citizens.

⁸ **DBM** refers to Division of Business and Management; **DCC** refers to Division of Culture and Creativity; **DHSS** refers to Division of Humanities and Social Sciences; **DST** refers to Division of Science and Technology.

- (v) Four-Point Education Coordination Office (FPECO) – To serve as a nexus among students, parents, institution and society and foster a caring culture that supports the personal growth of students, even after their graduation.

7.3 Enrichment of Whole Person Education

7.3.1 Offering of Diversified General Education Courses – GEO

7.3.1.1 The General Education Programme (GEP) of UIC comprises 32 units of General Education Core (GEC) requirements (**Table 5**) and 12 units of General Education Distribution (GED) requirements (**Table 6**):

Table 5: General Education Core Requirements

GEC Courses	Units
English: English I-IV	12
Chinese ⁹ : University Chinese, Chinese Thought through the Ages, Selected Themes in Chinese History and Civilisation	9
Values and the Meaning of Life ⁹	3
Information Management Technology ⁹	3
Numeracy ⁹	3
Physical Education ⁹	2
Total	32

Table 6: General Education Distribution Requirements

GED Courses	Units	Remark
Foundation Course in Business and Management ⁹	3	Students select two out of three
Foundation Course in Humanities and Social Sciences ⁹	3	
Foundation Course in Science and Technology ⁹	3	
Foundation Course in Foreign Language ⁹	3	Required
Foundation Course in World History and Civilisation ⁹	3	Required
Total	12	

7.3.1.2 Before the 2015-16 academic year, GEO only offered four courses under the category of *Foundation Course in World History and*

⁹ This denotes a category in which a list of courses will be made available for students' selection. Students will be asked to refer to the online course selection system for courses available under each category.

Civilisation, namely Modern Europe; Modern European Thought and Culture; Contemporary American History; and The Emergence of Modern America. With escalating enrolment in these courses, GEO reviewed its provision in the 2014-15 academic year and resolved to open up the number of options to students so that they can acquire better understanding in a subject that best suits their individual intellectual interests. A list of these new courses and a survey on students' feedback are attached in **Appendix 27**.

7.3.2 Revival of Chinese Six Arts – WPEO

7.3.2.1 Though liberal arts education originates in Greece, the spirit of WPE has been realised much earlier in ancient China. During the Zhou Dynasty, students were required to master the Six Arts including rites (禮), music (樂), archery (射), horsemanship (御), calligraphy (書) and mathematics (數). These Six Arts required students not only to be knowledgeable in arts and science, but also to have connoisseurship, sportsmanship as well as other attributes that eventually contributed to their self-development. All these are essential qualities that one should acquire in today's WPE. It is against this background that the WPEO incorporates some elements of selected Chinese Arts (i.e. rites; music; archery; and calligraphy) into its WPE Experiential Learning Programme (WPE-ELP) to enable students to appreciate the merits of traditional Chinese culture and grow in them. For example, *mind-focused*, *self-disciplined* and *courtesy* are attributes students are to acquire in the Chinese Archery course and Chinese Guqin (古琴) course.

7.3.2.2 Apart from the aforementioned initiative, the WPEO also takes a proactive approach in evaluating students' learning outcomes of the WPE-ELP and identifies areas for enhancement and improvement. The review reports of the 2014-15 and 2015-16 academic years are provided in **Appendix 28** and **Appendix 29** respectively.

7.3.3 Introduction of Hall Tutorial and Leadership Path Programme – SAO

7.3.3.1 Introduction of Hall Tutorial – While all major programmes have their distinguished emphases, there is commonality among the skills and means to master them. As such, SAO takes the initiative to offer support to Year 1 students who are yet to develop this competency through the introduction of Hall Tutorial in the 2015-16 academic year. By virtue of its merit, the Hall Tutorial is absolutely different

from the tutorials offered by the major programmes for it focuses on generic knowledge and skills as well as is a fine complement to the formal curricula. Under the theme **Learn how to learn**, the SAO has organised for all freshmen a wide array of “hall tutorials” which carries a dual purpose: (i) empowering students to be confident in their learning, particularly in an English-teaching environment; and (ii) encouraging students to rise to the challenges in college education, a setting different from the examination-oriented one of their high school studies.

7.3.3.2 Introduction of Leadership Path Programme – To accurately record students’ development via their participation in extra-curricular activities, the SAO has launched the Leadership Path Programme (LPP) in the 2015-16 academic year. The LPP maps out all extracurricular activities that a student may experience during his/her 4-year studies at UIC and he/she is to receive “leadership points” by organising and participating in these activities. Students will be given awards in recognition of their devotion to the betterment of the UIC community. Details are included in **Appendix 30**. Based on the LPP, the SAO is to develop a systematic assessment of students’ learning effectiveness in extracurricular activities.

7.3.4 Expansion of Co-curricular Activities and Promotion of Interdisciplinary Studies – Divisions

7.3.4.1 Expansion of Co-curricular Activities – Co-curricular learning plays an indispensable role in complementing the major programmes and takes place outside a traditional classroom setting. It can take the form of seminars, workshops, out-bound exchanges and visits abroad, etc. Since the last Institutional Review visit, all divisions strive to enhance the provision of co-curricular opportunities to their students. **Section 8.4** gives an account of students’ international learning experiences. A list of other co-curricular activities organised by the divisions in the 2014-16 academic years is found in **Appendix 31**.

7.3.4.2 Internship is another important co-curricular learning platform for students. During the internship or work attachment, students can apply their accumulated knowledge and skills to real-life scenarios and through interactions with the stakeholders at work, students are able to further develop their attributes in communication, creativity, and teamwork. Although it is not a mandatory component for all 23 major programmes at UIC, divisions made great efforts in

securing internship opportunities for UIC students. The number of internships/work placements undertaken by students in the last two academic years is 434 (2014-15 academic year) and 446 (2015-16 academic year) respectively. Details from DBM, DHSS and DST are provided in **Appendix 32**.

7.3.4.3 To ascertain that students can truly benefit from these opportunities, both DBM and DHSS have instituted a systematic process in the recruitment, monitoring and assessment of student internship/work placements. A sample manual entitled “Internship Programme Implementation Manual” from DBM, and a set of internal guidelines from DHSS, can accordingly be found in **Appendix 33** and **Appendix 34**. The newly established DCC has also prepared a set of internship guidelines for their students’ reference and is provided in **Appendix 35**.

7.3.4.4 Promotion of Interdisciplinary Studies – Interdisciplinarity expands and transcends the conventional boundaries of knowledge. In a rapidly-changing world with a myriad of social, political, cultural and economic complexities, it is highly desirable for a student to acquire knowledge across different disciplines in a structured setting. As such, in the last two years, UIC has launched five minor programmes in Music; Applied Psychology; Public Relations and Advertising; Business; and Finance. Moreover, new major programmes also carry a strong sense of interdisciplinarity, for example:

- (i) Media Arts and Design – Visual Arts, Communication;
- (ii) New Media Communication – Public Relations and Advertising, Communication, Journalism;
- (iii) Data Science – Statistics, Computer Science and Technology; and
- (iv) e-Business Management and Information Systems – Business, Information Systems.

7.3.5 Strengthened Support to Students’ Future Development – FPECO

7.3.5.1 One of the primary non-academic duties of the College is to prepare students to engage in meaningful activities after graduation: embarking on a career of their choice, pursuing postgraduate studies for enhancement of their knowledge, or starting their own businesses as young entrepreneurs. In this connection, FPECO is in continual contact with the four divisions to gauge student needs in this area in addition

to the overall monitoring by the Student Career Development Committee (**Appendix 36**), a Senate standing committee chaired by the Associate Vice President (AVP).

7.3.5.2 Apart from the regular offering of general support to students for career planning, FPECO introduced a few new initiatives in the last two years:

- (i) Implemented an “Alumni Career Mentoring Scheme” in May 2015, with its objective to tap on the rich career experience of UIC Alumni (8 cohorts of approximately 7,000 graduates) to play the role of career mentors for undergraduates;
- (ii) Organised the 1st Career Expo for undergraduates on 11 March 2016; and
- (iii) Launched a “Graduate Tracking Survey” in 2016.

7.3.5.3 In response to the strong appeal of the State Council and the Department of Education of Guangdong Province in promoting entrepreneurship and innovation, UIC developed an implementation plan on **Deepening of the Entrepreneurship and Innovation Education Reform** in early 2016 and, based on it, FPECO has set up various incubation grounds for innovative ideas and entrepreneurial skills. For example, an experimental training base has been established for the purpose of instilling an entrepreneurial mind-set in students who are passionate about conducting e-business. Moreover, the organisation of an annual **Fu Chong Youth Entrepreneurship Forum** serves not only as a dynamic platform for interaction among enthusiastic entrepreneurs, but also a valuable opportunity to unite undergraduates and alumni who share the same entrepreneurial spirit.

7.4 Students’ Achievements

7.4.1 With a strong foundation in discipline-related knowledge and competent interpersonal skills acquired through the aforementioned activities, UIC students are able to achieve success in competitions at local, regional and national levels, either work as a team or on an individual basis. Some examples are (details vide **Appendix 37**):

- (i) DBM – **First Runner Up** in 2016 Hong Kong and Shanghai Banking Corporation (HSBC) Mainland China Business Case Competition, South China Section;
Second Runner Up & Team of Merit in 2015 Qualification Programme Case Analysis Competition;

Champion, First Runner Up, Second Runner Up, and Best Presenter Award in 2014 Qualification Programme Case Analysis Competition; and
Champion of Microsoft (MOS) 2010 Excel in China Area & **5th Prize** of MOS 2010 Excel Worldwide in 2014 MOS Worldwide.

- (ii) DHSS – **Best Paper** at the Second International Conference on Linguistics and Language Studies in 2016;
First Prize Award in the Fifth China University Students Public Relations Plan Contest in 2015;
First Prize Award in the National Advertising Art Design Competition for College Students in 2014; and
Best Director in the Story Film Category at the 21st Beijing College Student Film Festival in 2014.
- (iii) DST – **Best Student Research Award** at the 24th Chinese American Educational Research and Development Association Conference in the United States in 2016;
Third Prize in 2014 & 2016 Intel Cup Undergraduate Electronic Design Contest-Embedded System Design Invitational Contest (ESDC);
Honorable Mention in 2014, 2015 & 2016 Mathematical Contest in Modeling (MCM); and
Second Prize in 2014 China Undergraduate Mathematical Contest in Modeling (CUMCM), Guangdong Section.

7.4.2 Further to the awards and prizes students received in competitions, their talents are also recognised in many other ways, for instance:

- (i) DBM – Each year, students from the Accounting (ACCT) Programme and Conversion Programme receive scholarships from the Hong Kong Institute of Certified Public Accountants (HKICPA) (**Appendix 38**);
- (ii) DHSS – Students’ results in the “Test for English Majors - Level 8 (TEM 8)” are way above the national average (i.e. UIC 69.44% vs National Average 39.85%) (**Appendix 39**). This test is specifically designed to assess the English proficiency of undergraduate English majors in Mainland China. It is divided into two levels: TEM 4 (which assesses students’ ability after the first two years of study) and TEM 8 (which measures students’ ability in the fourth year); and

- (iii) DST – Students are immensely interested in undertaking of research activities. They have presented at conferences, published papers, and secured research grants (**Appendix 40**).

7.5 Mentor Caring Programme and Support for Academically Weak Students

7.5.1 Mentor Caring Programme – Apart from the regular provision of counselling services to students, the Counselling and Personal Growth Unit under SAO is responsible for the organisation of the Mentor Caring Programme (MCP), which has been established since 2005. Every year, Year 1 students are divided into small groups of about 15 participants whilst each group is supported by one teacher as the Mentor and one to two senior students as Peer Mentors. The Mentors offer advice and assistance to students in order to facilitate their ability to adapt to a new learning, or even cultural, environment. In 2015, an MCP Centre was opened at the New Cultural Village which serves as a designated space for interactions between mentors and students.

7.5.2 Support for Academically Weak Students – All divisions have set up mechanisms to help students who are academically weak or disengaged, for example: the Supplementary Learning Support Scheme of DBM (**Appendix 41**); the Student Tutoring Scheme of DHSS (**Appendix 42**) and a similar one of DCC (**Appendix 43**). While DST does not have in place a structured scheme, the teaching assistants and faculty members have worked closely to track these students' progress, address their concerns and undertake follow-up actions in a timely and appropriate manner.

Internationalisation and Global Engagement

8.1 Internationalisation has been one of the core values of UIC since its inception in 2005. The aim to educate students with a global outlook by embracing intercultural perspectives while integrating with traditional cultural practices in China is embedded in UIC's continual development.

8.2 Strategy and Organisation

8.2.1 The International Development Office (IDO) was set up to promote and manage all activities related to internationalisation. IDO is an administrative unit and reports to the Committee for International Development (CID) (**Appendix 44**). Chaired by a senior academic, CID is responsible for the preparation of the strategic plan to enhance the image of the College globally through the achievement of international standards of excellence in teaching, research and service as well as to manage and monitor all related issues of international development. CID is a standing committee under the Executive Committee of Administrative Affairs (ECAA) (**Appendix 45**) and reports to the Senior Executive Committee (SECO) (**Appendix 46**) via the ECAA. While the CID engages in the strategic planning of UIC's international initiatives, an Off-Campus Programme Committee (OCPC) (**Appendix 47**) has been set up under the UIC-Senate to oversee all academic activities that take place outside UIC.

8.2.2 Favourable positioning of UIC amongst international higher education institutions (HEIs)¹⁰ in Mainland China has always been the primary goal of the College. During the annual College retreat held on 5 November 2016, Professor Franklin LUK, Vice-President

¹⁰ Six other higher education institutions (HEIs) in Mainland China using English as the medium of instruction are: The University of Nottingham Ningbo China; Xi'an Jiaotong – Liverpool University; New York University Shanghai; Duke Kunshan University; Wenzhou-Kean University; The Chinese University of Hong Kong, Shenzhen.

(Academic) of HKBU was invited to share with UIC staff his views on branding and globalisation. This was followed by a talk from the Director of IDO, Dr. Katharina YU, who introduced to her fellow members **UIC's Roadmap: Internationalisation 2025**. These two talks provided a framework for a subsequent brain-storming session for staff to discuss the way forward for promoting UIC's internationalisation advancement. Ideas collected from these sessions provided the main directions formulated for the strategic plan on **Internationalisation 2025**, which is to be deliberated and approved by the ECAA and SECO at their forthcoming meetings.

8.3 Internationalised Curriculum

8.3.1 To keep abreast of new knowledge being created and generated in this information-packed era, it is essential to incorporate systematically international elements in the curriculum so that students are better informed of current global issues and, hence, acquire greater globalisation knowledge and skills. Some examples are given in the following paragraphs.

8.3.2 UIC's Bachelor of Business Administration (Hons) Accounting (ACCT) Programme, offered by the Division of Business and Management (DBM), is accredited by the Hong Kong Institute of Certified Public Accountants (HKICPA) and the Institute of Chartered Accountants Australia (ICAA). Strategically designed to meet students' academic and career goals, this Programme adopts an international curriculum that prepares them for careers or further studies in the accounting and finance fields, both in Mainland China and overseas. Major accounting courses cover theories and concepts under the international financial accounting standards, international auditing standards, and standards for international taxation. The HKICPA grants UIC's Year 4 students early-bird status, which allows them to take the Qualification Programme (QP) modular examinations before graduation. QP-qualified students can sit for the Hong Kong Certified Public Accountants (CPA) examination and the Chinese Institute of Certified Public Accountants (CICPA) examination. Students may also complete international CPA programmes and examinations offered by global accounting bodies, such as CPA Australia and the Association of Chartered Certified Accountants (ACCA).

8.3.3 DBM's Finance (FIN) Programme also has an international-focused curriculum. Graduates from the Programme are eligible to take examinations for internationally recognised professional designations,

including Chartered Financial Analyst (CFA) and Certified Financial Planner (CFP). The Division's newly offered e-Business Management and Information Systems (EBIS) Programme consists of courses that emphasise global e-business practices as well as management information system (MIS) for global manufacturing supply chain, global enterprise resource planning (ERP) system, and global customer relationship management (CRM) system.

8.3.4 The curriculum of the Government and International Relations (GIR) Programme epitomizes UIC's close attention to current trends at regional and global levels. For instance, following the recent adoption of the "2030 Sustainable Development Agenda" by the United Nations and its related "Sustainable Development Goals", a Major Elective (ME) course "Introduction to Sustainable Development" was offered to students in addition to the existing "Globalisation and World Order Issues". This new ME course focuses on the study of the increasingly interconnected, multidimensional challenges of modern times and the consequent need for new, holistic socio-economic development paradigms.

8.3.5 The interpreting and internship courses of the Applied Translation Studies (ATS) Programme also incorporate global elements in terms of practical applications. For example, the United States (US) presidential election and the Group of Twenty (G20) meeting in Hangzhou were two of the main items in interpreting class practices; the in-class assessment was a mock UN debate and interpreting on three different topics: whaling, slum tourism, and Snowden.

8.3.6 A Major Required (MR) course "International Cultural Trade" offered by the Culture, Creativity and Management (CCM) Programme aims at preparing students to master the fundamental concepts, principles, systems, management and policies of international cultural trade. The course covers the formation, development of the trade theories, the operation of cultural agencies, exhibition and digital trade in different countries.

8.3.7 The curriculum of the Applied Psychology (APSY) Programme integrates global concerns in terms of its internationally acknowledged curriculum. For instance, other than general courses adopted by most local universities, some special courses such as "Psychology of Cultural Diversity", "Human Factors and Ergonomics", "Industrial

and Organisational Psychology”, “Ecological Psychology” and “Forensic Psychology” are included in the curriculum in order to be geared to international standards.

8.3.8 As UIC would like to further strengthen its international initiatives in the “One-Belt-One-Road” context, the General Education Office (GEO) decided to offer students interdisciplinary courses in *Indian History and Civilisation* and *Cultures of Central and Eastern European (CEE) countries*. GEO staff members have also obtained approval from OCPC to launch a summer study programme with the Amity University Uttar Pradesh to enable students to explore the ancient Indian culture along the maritime silk-road. Starting from the 2017-18 academic year, the Centre of Foreign Languages and Cultures (CFLC) will provide students with opportunities to learn Russian language and culture, who are expected to reach the A1 threshold under the Common European Framework of Reference for Languages (CEFR) established by the Council of Europe.

8.4 Student International Experience

8.4.1 Student Exchange Programmes – Participation in outbound exchange programmes is an important activity whereby students can acquire real life experience in a different cultural setting and context. It further enables the College to fulfil its mission of nurturing “talented future graduates with international perspectives” via means other than the academic curriculum. To assess the learning effectiveness of these exchange programmes, all returning students are required to complete a survey for the College to collect feedback about their host universities and the academic courses for which they registered as well as their attainment of learning outcomes.

8.4.2 Short-Term Programmes – In addition to the exchange programmes which are of a longer duration, short-term overseas programmes are also organised for students. The programmes include: (i) unit-bearing programmes; and (ii) experiential learning programmes. As stated in **Paragraph 8.2.1**, they are monitored by the OCPC, and a report giving a brief account of these programmes is attached in **Appendix 48**. The report details the diversified nature of these programmes and their popularity is evidenced by the fact that about 500 students took part in them every year since the 2012-13 academic year.

8.4.3 On-Campus Activities – Over the past years, IDO has designed tailor-made programmes for partner institutions, aiming at enriching the incoming students’ learning experiences at UIC. The following are some examples:

- (i) The most recent one conducted in June 2016 was in collaboration with the Trinity University of the US when their students joined those from UIC’s Division of Science and Technology (DST) in studying Zhuhai’s ecological environment together. A report is attached in **Appendix 49**;
- (ii) The Cinema and Television (CTV) Programme under the Division of Humanities and Social Sciences (DHSS) hosted an annual “24 Frames and Creative Media Festival”, in which students from overseas countries were invited to participate in the session “China-Foreign College Student Film and Image Exhibition”. The exhibited videos came from the US, the United Kingdom (UK), Korea, Australia, Hong Kong, Macau and Taiwan, which enabled UIC students to refine their skills from an international perspective; and
- (iii) The Centre of Foreign Languages and Cultures (CFLC) also co-hosted with IDO and DHSS an International Culture Festival on 14 October 2015 in which cultures of the five foreign languages taught at UIC (i.e. French, German, Spanish, Korean and Japanese) were introduced to students in a lively and interactive manner.

8.4.4 Metropolitan Attachment Programme – With support from the Four-Point Education Coordination Office (FPECO), a total of 25 students successfully secured their placements in Australia, Mainland China, and the US via HKBU’s Metropolitan Attachment Programme (MAP) in 2015 and 2016. By the end of their engagement, these students have to submit a reflective journal which will be included in the annual MAP publication. A sample of such reflective journals is attached as **Appendix 50**.

8.5 International Network Building

8.5.1 UIC endeavours to build rapport with HEIs in Asia, the US, Europe and Australia and has successfully established connection with over 30 institutions over the last decade, such as the University of Seoul; Pforzheim University; Cornell University; and the Queensland University of Technology, etc. A full list is provided in **Appendix 51**.

8.5.2 To foster closer links with overseas partner institutions, the President led two delegations to visit selected universities in 2015 and 2016 respectively:

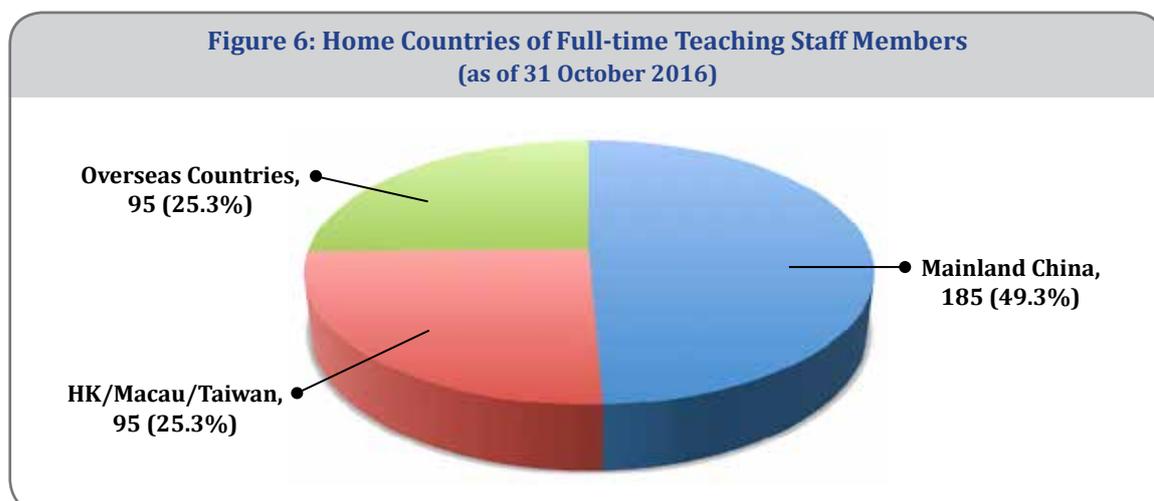
- (i) In 2015, the delegation paid a visit to three liberal arts colleges in the US. The visit resulted in favourable outcomes including the signing of a Memorandum of Understanding (MoU) with Hendrix College and the joint-offering of a short-term programme on the ecological study of Zhuhai with Trinity University; and
- (ii) In 2016, the delegation visited universities in the UK which have a strong emphasis on media arts, design and music, such as the University of Wales, and the Trinity Laban School of Music and Dance. This visit was very fruitful in terms of establishing contact for possible exchange activities and collaborative projects to enrich the new Programmes in Music, Media Arts and Design.

8.5.3 From the onset of UIC's inception, the College strived to attract, retain, and develop outstanding faculty members across the world. Details are illustrated in **Section 9** below. Further to the regular staff establishment, a group of foreign interns are recruited annually from universities under the Minnesota Private College Council (MPCC) as well as from member colleges of the Associated Colleges of the South (ACS). These foreign interns will provide assistance to meet UIC students' learning needs in the English language, while they can benefit from gaining invaluable living and working experience in Mainland China. Such interaction *de facto* reinforces the connection between UIC and the MPCC/ACS.

Staffing and Resources

9.1 Staff Profile

9.1.1 UIC enjoys an international mix of staff members at all levels. As of 31 October 2016, 725 full-time staff members and 45¹¹ part-time staff members are in the employment of UIC. Among the 725 full-time staff members, 375 are teaching staff members and **Figure 6** illustrates their home countries.



9.1.2 Among all full-time teaching staff members, 64% are at Lecturer rank or above (**Figure 7**). The majority of the academic staff hold either a Doctoral Degree (43%) or a Master's Degree (43%) (**Figure 8**). To better support teaching and learning at UIC, as well as to forge closer academic links with HKBU, a total of 13 Adjunct Professors/Associate Professors were appointed in the 2015-16 academic year.

¹¹ 44 out of 45 part-time staff members are teaching staff members.

Figure 7: Full-time Teaching Staff Members by Rank
(as of 31 October 2016)

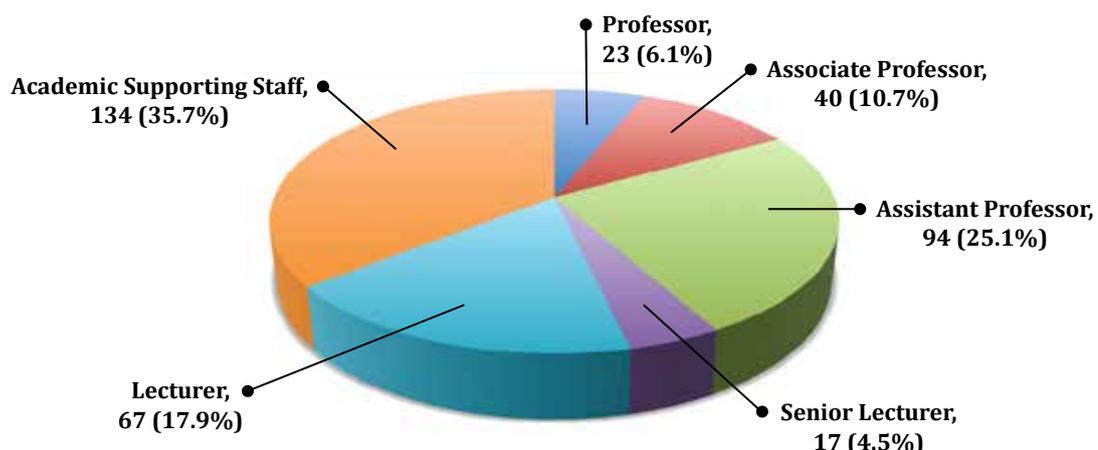
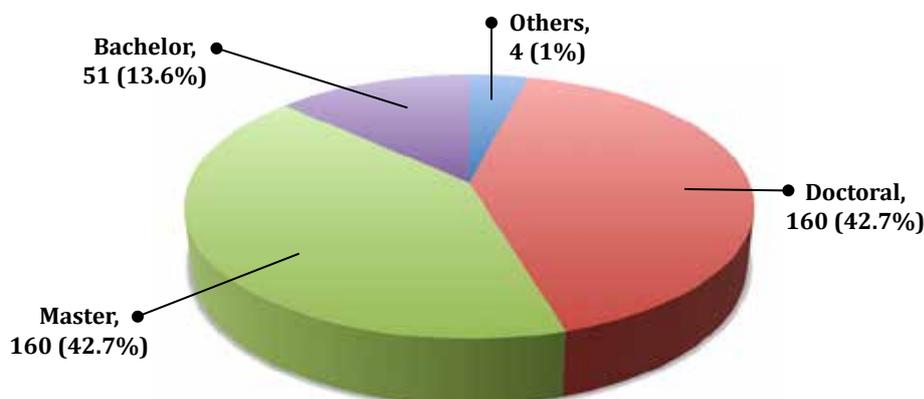


Figure 8: Full-time Teaching Staff Members by Education Qualification
(as of 31 October 2016)



9.1.3 The nominal student-staff ratio (SSR) is shown in **Table 7**. With the expansion of the staffing body, the SSR has been steadily improved over the past five years, which also reflects the College's commitment to fostering a close staff-student relationship and enhancing students' learning experiences.

Table 7 : Nominal Student - Staff Ratio

Academic Year	No. of Students	No. of Teaching Staff Members	Student-Staff Ratio
2011-12 ¹²	4431	252	18:1
2012-13 ¹²	4470	308	15:1
2013-14 ¹²	4699	303	16:1
2014-15 ¹²	4882	317	15:1
2015-16 (As of 31 October 2016)	5367	375	14:1

¹² Census date is as of the end of Semester 1 of the academic year under review.

9.2 Recruitment and Retention of Faculty Members

9.2.1 Recruiting and retaining talented faculty members is critical to the College's development and advancement. Nonetheless, it is always a formidable challenge to UIC in light of its constrained resources. Being a self-sustained non-profit-making institution, UIC has not received direct financial support from parent institutions and Mainland education authorities, which inevitably places the College in an extremely disadvantageous position when facing intense competition for faculty members with other higher education institutions (HEIs).

9.2.2 Having said that, UIC endeavours to create and maintain an appealing working environment that is fair, caring and humane, in addition to its continual enhancement of remuneration packages. The turnover rate of full-time teaching staff has modestly reduced from 15% to 14% during the last two academic years (i.e. 2014-15 and 2015-16). By introducing the following policies and mechanisms, the College strives to ensure that high calibre staff members choose to pursue their careers at UIC:

- (i) To provide a new campus with state-of-the-art facilities in arboretum-like environs;
- (ii) To enhance faculty strength by recruiting new PhD degree holders with great development potential;
- (iii) To gauge staff members' opinion on their needs and expectations by administering a College-wide survey every 12 to 18 months and devising policies to address their concerns as and when necessary. The most recent survey was completed by 30 November 2016, and the questionnaire is provided in **Appendix 52**;
- (iv) To recognise, reward and celebrate the achievements of outstanding teaching staff members by the establishment of the *President's Award for Teaching and Service* (**Appendix 53**) in 2014. Recipients of the 1st President's Award were Ms Ji Chunyan from the Division of Science and Technology (DST) and Dr Milen JISSOV from the General Education Office (GEO); and
- (v) To increase faculty research support by implementing the Policy on *Free Allocation Period* (**Appendix 54**) and *Sabbatical Leave Policy* (**Appendix 55**).

9.3 Resources

9.3.1 New Campus

9.3.1.1 UIC aspires to provide its students and staff members with a stimulating and vibrant environment which is conducive to teaching, learning and research. To accommodate the plan to increase student enrolment up to 8,000 comprising 6,000 undergraduates and 2,000 postgraduates, UIC started in 2014 the construction of a new campus by phases on a plot of land of 300*mu* provided for free by the Zhuhai Municipal People's Government.

9.3.1.2 On 20 June 2014, a grand ceremony was held to kick-start the construction of the new campus. By the end of Semester 2 of the 2014-15 academic year, five student residential halls at the New Cultural Village on UIC's new campus were completed. A teaching block was also officially opened in September 2015 at the New Cultural Village.

9.3.1.3 In August 2015, the College started the land-levelling process for the construction of all other student amenities and teaching facilities, with the first part of the construction project, the Culture Creativity Centre (CCC), topped up in June 2016. The CCC is a cluster of buildings housing a rich suite of facilities such as exhibition halls, lecture theatres and art studios (**Appendix 56**). With this remarkable progress as a start, an extraordinary new campus of UIC is expected to be available by the end of 2017 (**Appendix 57**).

9.3.2 Division Facilities

9.3.2.1 In addition to the common facilities on campus, all divisions at UIC strive to provide a stimulating teaching and learning environment to students pertaining to their programmes through the continual improvement of their discipline-related facilities (details vide **Appendix 58**).

9.3.3 Learning Resource Centre

9.3.3.1 The Learning Resource Centre (LRC) continues to enhance its services and focuses on building a high quality collection of resources to support teaching and learning. In the last two years, LRC's improvement highlights include the following:

- (i) LRC opens 7 days a week and has extended its opening hours to 96.25 hours/week, and 101.5 hours/week during the examination period;
- (ii) Organises two book fairs annually with the licensed distributors to showcase more than 6,000 newly released publications from renowned academic publishers. These book fairs are open to the UIC community, and books selected will be added to the library collection;
- (iii) LRC has a print collection of 221,000 volumes of books, shared equally between English and Chinese collections. The strength of the print collection lies in its high percentage of titles, which is close to 87% of the volume of books. In addition, LRC subscribes to over 170,000 electronic titles in English and over 330,000 electronic titles in Chinese;
- (iv) A steady increase of inter-library loans and document delivery requests with a fill rate of 92% is recorded;
- (v) A recently revamped library website has improved readers' advisory functions, coupled with improved access to library services and resources;
- (vi) LRC has actively collaborated with the English Language Centre (ELC) to promote library resources and reading services to help students improve their English proficiency. An annual English Speaking Contest is also organised using a cutting-edge English conversation learning system - My English Tutor (MyET);
- (vii) A planning working group has been formed to liaise, consult and collect ideas and information from the community to prepare a strategic development plan for the new library on the new campus; and
- (viii) The Centre has joined the other 6 Sino-Foreign University Libraries to establish a Sino-Foreign University Libraries Alliance under the auspices of the Sino-Foreign Cooperative University Union.

Section 10

Research and Scholarly Activities

10.1 Research and Scholarly Activities

10.1.1 Research not only informs teaching but invariably produces greater scholarship. To further strengthen the academic quality of UIC, staff members are strongly encouraged to undertake research projects in supporting the enhancement of liberal arts education. To motivate and facilitate the conduct of research and scholarly activities, the College has implemented different policies in the 2014-16 academic years including:

- (i) Policy on outstanding performance awards for academic staff – *President’s Award for Research (Appendix 53)*
- (ii) Policy on *Free Allocation Period (Appendix 54)*; and
- (iii) *Sabbatical Leave Policy (Appendix 55)*.

10.1.2 Other than these newly introduced administrative arrangements, UIC established the Research Office in 2010 and, since then, has allocated RMB2.8 million on an annual basis to support research in all areas. As of 31 October 2016, 221 projects have received support from the research fund, covering areas such as natural sciences, social sciences, humanities and business management. In addition, 49 journal papers, 11 books and 54 conference presentations have acknowledged support from the fund.

10.1.3 On the other hand, UIC faculty members also made many attempts in securing external research grants from different sources, including private enterprises, national foundations, and government departments. For example, the College has obtained funding from local authorities in the 2014-16 academic years:

- (i) A fund amounting to RMB1.35million was secured by the College under the “University Innovation and Enhancement Scheme” of the Guangdong Education Bureau; and
- (ii) A fund amounting to RMB3.6million was provided to UIC under the “Zhuhai Higher Education Development Scheme” initiated by the Zhuhai Municipal People’s Government.

10.14 The research endeavours made by UIC faculty members in the last few years (**Appendix 59** gives a brief account of these activities) have earned recognition from the public. Among them, the establishment of the **Centre for Social Management Research and Services** in 2012, a service providing and research unit affiliated to the Division of Humanities and Social Sciences (DHSS), is an exemplary example of the close collaboration between the College and local communities in areas of research, teaching and service (details vide **Appendix 60**). UIC's commitment to social engagement and knowledge transfer is reaffirmed by the joint establishment of three important research facilities in the 2015-16 academic year:

- (i) **Food Safety** - With the support of Zhuhai Municipal People's Government, UIC has joined hands with Zhuhai Doumen Estuarine Fisheries Research Institute to establish the **Zhuhai Key Laboratory of Agriculture Product Quality and Food Safety**.
- (ii) **Big Data** - After an extended negotiation process, UIC has successfully reached an agreement with China Unicom: the latter's Data Centre is to be housed on the new campus and will serve as a research platform for UIC's **Institute for Big Data Analytics and Applications**.
- (iii) **Culture and Creativity** - Teamed up with the Zhuhai Culture, Sports and Tourism Bureau, UIC has set up the **Zhuhai Innovative Cultural and Creativity Industry Research Institute**. The Institute aims to integrate professional resources and expertise from both national and international perspectives, and to foster the development of the cultural industry in Zhuhai.

10.2 Postgraduate Education

10.2.1 In July 2008, HKBU and UIC jointly established the HKBU-UIC Joint Institute of Research Studies (JIRS) for the purpose of fostering cross-institutional collaboration in research and postgraduate education. Since its establishment, research postgraduate (RPg) students have been recruited under JIRS and they were afforded the opportunity to explore their academic interests under the guidance of two supervisors, one from HKBU and the other from UIC. As of 31 October 2016, 10 PhD students and 11 MPhil students have successfully graduated with HKBU degrees. A list of their publications is attached in **Appendix 61**. At present, eight RPg

students comprising one MPhil student and seven PhD students are in pursuit of their postgraduate studies under JIRS.

- 10.2.2** On 23 June 2016, UIC was given formal approval by the Ministry of Education (MoE) of the People’s Republic of China for its provision of postgraduate education (i.e. both taught postgraduate (TPg) programmes and research postgraduate (RPg) programmes) (**Appendix 62**). UIC postgraduates are to be awarded HKBU degrees upon satisfactory completion of studies with their academic qualification being officially recognised by the MoE.
- 10.2.3** UIC’s provision of postgraduate education is congruent with its strategic objectives in a way that it does not only provide opportunities for local undergraduates to pursue new knowledge at an advanced level in a liberal arts education setting, but also allows faculty members who engage actively in research to achieve their fullest potential through close interaction with their RPg students.
- 10.2.4** To ascertain the academic quality of UIC postgraduate programmes is on par with that of HKBU, a comprehensive proposal outlining the establishment of UIC Graduate School and its planned provision of postgraduate education and the related learning outcomes is to be submitted to the HKBU-Academic Development Committee in September 2017. UIC aspires to provide a platform for faculty members from HKBU and UIC to probe deeper into new research territories collaboratively and make vital contributions to China’s development and advancement.

The Way Forward

Sections 1-10 of this Self-Evaluation Document (SED) outline the accomplishments made by the UIC community since the 5th Institutional Review Visit cum Mock Quality Audit. In the coming two years, the College is to further leverage its strengths in the areas of teaching, research and public engagement via putting in new resources and incentives as stated below, and thereby creating a prominent liberal arts education model in China.

(A) Infrastructure Improvement

1. Given the way UIC is funded and sustained, the pursuit of excellence has to heavily rely on achieving a critical mass and generating economies of scale with both factors firmly associated with a proper institutional size. The optimal number of UIC undergraduates is estimated to be 6,000 whereas the existing campus alone can only accommodate 4,500 students.
2. As illustrated in *Section 9.3.1*, the construction of UIC new campus will be completed by the end of 2017. The new campus is able to accommodate 8,000 UIC students (i.e. a total of 6,000 undergraduates and 2,000 postgraduates in the long-run). The College envisages the enhanced physical infrastructure; the creative spatial organisation; the stunning recreational and learning facilities; and the robust information technology support are all able to meet the emerging academic needs of UIC community.

(B) Research & Postgraduate Education

1. The College has identified two strategic research areas as stated in *Paragraph 10.1.4, Food Safety* and *Big Data*, with their new initiatives include:
 - (i) **Food Safety** – To ascertain the quality assurance in laboratory operations and research management, the Key Laboratory is in the process of seeking professional accreditation from both **Certification and Accreditation Administration of the People's Republic of China** (CNCA 中國國家認證認可監督管理委員會) and **Food and Environmental Hygiene Department of Hong Kong** (FEHD 香港食物環境衛生署) in order to establish a third-party food safety testing centre.

- (ii) **Big Data** – Subsequent to the establishment of the Big Data Centre, the College is to create synergy among its four disciplines: *Financial Mathematics; Statistics; Computer Science and Technology; and Data Science* as well as establish a **Consortium of Mathematical Sciences** so as to leverage the collective academic strengths.
2. The successful launch of UIC’s postgraduate education lies in the significant tripartite collaboration between UIC and its two parent institutions, Beijing Normal University (BNU) and Hong Kong Baptist University (HKBU). The former has gone the extra mile to liaise with the Ministry of Education (MoE) about obtaining official approval for UIC’s postgraduate programmes and the College is indebted to BNU. The College will continue to work closely with HKBU and solicit its invaluable support and assistance in the development, accreditation and delivery of UIC’s postgraduate programmes. UIC is committed to the upholding of academic quality by strict adherence to HKBU’s quality assurance protocol, students’ admission & graduation requirements, and all relevant rules and regulations.

(C) Internationalisation Initiatives

1. In the context of the “**One Belt, One Road**” (OBOR) initiative, China takes proactive measures in fostering partnership and cooperation with 16 Central and Eastern European (CEE) countries including *Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Czech Republic, Estonia, Hungary, Latvia, Lithuania, Macedonia, Montenegro, Poland, Romania, Serbia, Slovakia and Slovenia*.
2. Supported staunchly by the China CEFC Energy Company Limited (CEFC China), the College would ride on this invaluable multi-lateral cooperation and strengthen its international initiatives as follows:
 - (i) To build a close rapport with universities in the CEE countries so as to attract their students to pursue studies in UIC and to promote the undertaking of collaborative research projects;
 - (ii) To organise visit/exchange programmes for its students and staff to countries along the Belt and Road; and

- (iii) To provide internship opportunities in well-established companies in the CEE countries for UIC students.
3. On the other hand, UIC also envisages the establishment of a platform for students from Hong Kong and overseas countries to explore the world and widen their knowledge base from a different perspective. With this rationale in mind, the College will launch a “1[UIC]+1[CEE]” programme under the OBOR initiative for incoming Hong Kong and international students:
- (i) Mainland China Experience: incoming Hong Kong/international students can acquire learning experiences in the Mainland China context via pursuing studies at UIC; and
 - (ii) OBOR Experience: upon completion of their studies at UIC, the incoming Hong Kong/international students can then participate in the College’s summer or winter programmes and visit one of the 16 CEE countries.

(D) Institutional Advancement

1. In addition to its continual efforts in securing research grants from government authorities, the College will actively reach out to communities in order to further public understanding and recognition of its achievements as well as to solicit philanthropic commitments for the enhancement of academic excellence and innovation. For instance, CEFC China has recently made a donation in support of the establishment of **Institute for Communication Studies of Chinese Culture** at UIC and students’ participation in overseas exchange activities.

Challenges Ahead

1. The changing world presents significant challenges to UIC in the coming years. Telling factors like the accelerated increase in the number of Sino-Foreign universities; the anticipated decline of the student population; and the lack of direct funding support from government and parent institutions all put the College in an unprecedentedly difficult position in: (i) the intensive competition for faculty members and students; and (ii) the rising costs of higher education.
2. That being said, UIC is determined to rise to, but not shrink from, these challenges and uncertainties. It is never easy, but not unachievable. With the joint efforts of staff, students, alumni, parents and friends, UIC endeavours to garner support and resources across communities to sustain its past accomplishments and enhance its future developments.

List of Abbreviations

AAQAO	Academic and Administrative Quality Assurance Office
ACCA	Association of Chartered Certified Accountants
ACCT	Accounting
ACS	Associated Colleges of the South
AE	Applied Economics
APQAR	Annual Programme Quality Assurance Report
APSY	Applied Psychology
AR	Academic Registry
ATS	Applied Translation Studies
AVP	Associate Vice President
BNU	Beijing Normal University
CCC	Culture Creativity Centre
CCM	Culture, Creativity and Management
CEE	Central and Eastern European
CEFC China	China CEFC Energy Company Limited
CEFR	Common European Framework of Reference for Languages
CET	College English Test
CFA	Chartered Financial Analyst
CFLC	Centre of Foreign Languages and Cultures
CFP	Certified Financial Planner
CICPA	Chinese Institute of Certified Public Accountants
CID	Committee for International Development
CILOs	Course Intended Learning Outcomes
CLC	Chinese Language and Culture Centre
CNCA	Certification and Accreditation Administration of the People's Republic of China
CPA	Certified Public Accountants

CRA	Criterion-Referenced Assessment
CRM	Customer Relationship Management
CST	Computer Science and Technology
CTV	Cinema and Television
CUMCM	China Undergraduate Mathematical Contest in Modeling
DAA	Departmental Academic Advisor
DBM	Division of Business and Management
DCC	Division of Culture and Creativity
DHSS	Division of Humanities and Social Sciences
DST	Division of Science and Technology
EBIS	e-Business Management and Information Systems
ECAA	Executive Committee of Administrative Affairs
ECE	Evidence Collection Exercise
EE/EEs	External Examiner/ External Examiners
ELC	English Language Centre
ENVS	Environmental Science
ERP	Enterprise Resource Planning
ESDC	Embedded System Design Invitational Contest
FDI	Faculty Development Institute
FEHD	Food and Environmental Hygiene Department of Hong Kong
FIN	Finance
FPECO	Four-Point Education Coordination Office
G20	Group of Twenty
GAs	Graduate Attributes
GEC	General Education Core
GED	General Education Distribution
GEO	General Education Office

List of Abbreviations

GEP	General Education Programme
GIR	Government and International Relations
HEIs	Higher Education Institutions
HKBU	Hong Kong Baptist University
HKICPA	Hong Kong Institute of Certified Public Accountants
HRO	Human Resources Office
HSBC	Hong Kong and Shanghai Banking Corporation
ICAA	Institute of Chartered Accountants Australia
IDO	International Development Office
IEEE	Institute of Electrical and Electronics Engineers
IELTS	International English Language Testing System
INASA	Institut Supérieur des Arts
IR	Institutional Review
JIRS	Joint Institute of Research Studies
JUPAS	Joint University Programmes Admissions System
LPP	Leadership Path Programme
LRC	Learning Resource Centre
MAP	Metropolitan Attachment Programme
MCCP	Mandatory Common Core Programme
MCM	Mathematical Contest in Modeling
MCP	Mentor Caring Programme
MDFPD	Managing Director for Financial Planning and Development
ME	Major Elective
MIS	Management Information System
MoE	Ministry of Education
MoI	Medium of Instruction
MoU	Memorandum of Understanding
MOS	Microsoft
MPCC	Minnesota Private College Council
MQA	Mock Quality Audit
MR	Major Required
MyET	My English Tutor

NCEE	National College Entrance Examination
NGO	Non-government Organisation
OBOR	One Belt, One Road
OBTL	Outcomes-Based Teaching and Learning
OCPC	Off-Campus Programme Committee
PILOs	Programme Intended Learning Outcomes
PMC	Programme Management Committee
QAC	Quality Assurance Committee
QP	Qualification Programme
RPg	Research Postgraduate
SAO	Student Affairs Office
SECO	Senior Executive Committee
SED	Self-Evaluation Document
SSR	Student-Staff Ratio
STAT	Statistics
SWSA	Social Work and Social Administration
TALE	Teaching, Assessment, and Learning for Engineering
TEM4	Test for English Majors-Level 4
TEM8	Test for English Majors-Level 8
TLE	Teaching and Learning Evaluation
TLPC	Teaching and Learning Policy Committee
TPg	Taught Postgraduate
UGC-QAC	University Grants Committee-Quality Assurance Council
UIC	United International College
UK	United Kingdom
US	United States
VEEP	Vacation English Enrichment Programme
VP	Vice President
VPA	Vice President (Academic)
WPE	Whole Person Education
WPE-ELP	Whole Person Education Experiential Learning Programme
WPEO	Whole Person Education Office

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