



Strategic Plan for 2009 - 2016

March 2009

STRATEGIC PLAN FOR 2009-2016

Table of Contents

	Page
Executive Summary	1
1. Preamble	3
1.1 What is Liberal Arts Education?	3
1.2 The Strategic Plan for 2003-2010	4
1.3 A New Strategic Plan for 2009-2016	4
1.4 Planning and Consultation Process	5
2. Vision, Guiding Values and Mission Statement	8
2.1 Our Vision and Guiding Values	8
2.2 Mission Statement	9
3. Strategic Analysis: External and Internal Environmental Assessments (SWOT Analysis)	11
3.1 Assessment of the University's Strengths and Weaknesses	11
3.2 Macroevironment in which the University Operates (Opportunities and Threats)	12
4. Positioning of the University and Its Ideal Graduates	13
4.1 Positioning of Lingnan University	13
4.2 Profile of the Ideal Lingnan Graduate	14
5. Key Strategic Areas and Strategic Directions	16
5.1 Six Strategic Areas	16
5.2 Strategic Directions	16
6. Strategic Objectives of Key Strategic Areas	19
6.1 Academic Development	19
6.2 Research	20
6.3 Student Development	21
6.4 Institutional Advancement	22

6.5	Academic Support Services	22
6.6	Sub-degrees and Continuing Education	23
7.	Campus Development	24
8.	Implementation and Review	25

Appendices

Appendix 1 Action Plans for Key Strategic Areas

(i)	Academic Development	1
(ii)	Research	13
(iii)	Student Development	15
(iv)	Institutional Advancement	21
(v)	Academic Support Services	25
(vi)	Sub-degrees and Continuing Education	27

Appendix 2 Membership Lists of the Task Force on Strategic Plan for 2009-2016 and its Five Sub-groups

EXECUTIVE SUMMARY

- This is an ideal time for Lingnan to formulate a new Strategic Plan: the University has new leadership and education reform in Hong Kong is imminent. The Lingnan University Strategic Plan for 2009-2016 provides a comprehensive and detailed institutional plan for this period of momentous change in Hong Kong tertiary education, and re-affirms Lingnan's mission as a fine liberal arts university with Hong Kong characteristics.
- The concept of liberal arts education has a long and august tradition in the East and the West. Many assume that liberal arts education entails a fixed set of characteristics such as can be found in certain American liberal arts colleges. Whilst it is true that a significant number of such characteristics generally need to be present in order for a given university or college to qualify as a liberal arts institution, it is also true that the liberal arts ethos is profoundly committed to flexibility, with respect both to internal educational practices and to institutions' adaptations to particular social environments. Lingnan University is manifestly and proudly a liberal arts university; one which has been designed to serve its city and its region and which aspires to excellence in teaching, on-campus student experience and research.
- In the formulation of the Strategic Plan, the vision, mission statement and profile of ideal graduates have been updated and refined to articulate the University's liberal arts values. The following six strategic areas have been identified for action and development in order to help advance the goals of the University:
 1. Academic Development
 2. Research
 3. Student Development
 4. Institutional Advancement
 5. Academic Support Services
 6. Sub-degrees and Continuing Education
- Many of the key development plans that appear in the strategic area of Academic Development have already been outlined in the Academic Development Proposals for 2009-2012, viz. maintaining a small student population, broad programme-based admission, development of a Core Curriculum which serves as the foundation for the 4-year undergraduate curriculum, provision of senior year places, further internationalisation of the student body, expansion of the Service-Learning programme, and focused research in the identified areas of strength.

- In order further to advance its reputation as a liberal arts university which excels in both teaching and research, Lingnan will continue to pursue the highest standards of scholarship in our focused areas of research, and in other areas as well.
- In line with the University's motto of 'Education for Service', the Service-Learning Programme will be expanded and mainstreamed into all academic programmes, and Service-Learning credits will become a graduation requirement in the 4-year curriculum.
- As effective communication is a core value of liberal arts education, enhancement of English proficiency will be a key element of the new 4-year degree structure at Lingnan, as evidenced by a significant increase in the number of English language enhancement (ELE) credits, an intensive ELE programme, and extensive ELE extra-curricular and co-curricular provisions.
- To provide a balanced co-curriculum complementary to the formal curriculum, the principles and directions of the Integrated Learning Programme (ILP) will be reviewed for expansion and diversification.
- With the move towards full hostel residency for all students, the Hostel Education Programme will be included as a new domain under the Integrated Learning Programme, thereby further embedding hostel experience as an integral part of liberal arts education at Lingnan.
- In order to promote further internationalisation of student body, the University will develop and implement programmes designed to enhance intercultural experience on campus.
- In order to enhance the University's reputation as an internationally renowned liberal arts institution, strategies and operational plans have been formulated in the strategic areas of Institutional Advancement, Academic Support Services, and Sub-degrees and Continuing Education.
- The action plans for each strategic area include specific responsibilities and timelines. Regular reviews will be conducted by sub-groups to monitor the progress and to assess whether the action plans require updating or revision in response to the rapidly changing macroenvironment.

1. Preamble

1.1 What is Liberal Arts Education?

Lingnan University has the special distinction of being the only designated liberal arts university in Hong Kong, and indeed in the region. Since the Plan that follows makes repeated and proud reference to Lingnan's mission as a liberal arts institution, it is important at the outset to touch briefly on the history and concept of liberal arts education, and also on Lingnan's efforts to create what we term 'liberal arts with Hong Kong characteristics'.

Liberal arts education has a long and august tradition in the East, including Confucius, and in the West, where it stretches back to ancient Greece. As this enormously varied cultural pedigree would suggest, liberal arts education does not entail a rigidly fixed set of pedagogic prescriptions, but rather a certain spirit of instruction and inquiry which may take varying institutional forms in different places and times. Thus American liberal arts education is generally thought to entail most of the following features: a small student body of say less than 3000; on-campus accommodation for the great majority of students; a teaching ethos centred on the needs of individual students; a curriculum that provides broad cross-disciplinary education, especially in the humanities, rather than specialised vocational training; extra and co-curricular activities which promote 'whole-person' development in students; an exclusively undergraduate student population; and an expectation that faculty will devote themselves to teaching, with little concomitant expectation that they will produce research.

While many colleges in the US and elsewhere do indeed mirror these assumptions, it is important to stress that not all do; that indeed liberal arts education is a flexible ideal, both with respect to its internal educational practices and its responses to diverse cultural settings. Thus, some American liberal arts colleges boast substantial postgraduate programmes; alternatively, some American research universities have a liberal arts programme embedded within them. Again, whilst some liberal arts colleges do not require or pride themselves on a high level of staff research, others have earned major research reputations by encouraging and/or requiring staff research, often on the assumption that such research, far from depleting energies that might otherwise be spent on teaching, in fact nourishes and inspires outstanding teaching. Such colleges frequently hire major research academics – something they could

not do without a dynamic on-campus research and discussion environment.

Lingnan University includes many of the familiar liberal arts features mentioned above: a small student population and student-centred teaching; residential accommodation for a high percentage of students; an emphasis on ‘whole-person’ development through co- and extra-curricular activities; and a predominantly undergraduate population. However, in two respects it does not conform to conventional assumptions about liberal arts education. First, its location in one of the world’s leading commercial cities dictates that it must offer specialised vocational training in Business and other disciplines. This is partly what is meant by saying that Lingnan offers ‘liberal arts with Hong Kong characteristics’. Second, it aspires to be a fine research university: it wants its excellent faculty to fulfil their intellectual potential and to provide teaching that is informed and inspired by their research; and it wants governments and other funding bodies to understand that Lingnan’s particular version of liberal arts education includes outstanding research performance by faculty and postgraduates. This small and collegial campus community is ideally suited to the pursuit of research excellence and to the climate of flexible inquiry and discussion which lies at the heart of the liberal arts ethos.

1.2 The Strategic Plan for 2003-2010

The University’s Strategic Plan for 2003-2010 was formulated against the background of rapid macroenvironmental changes in the tertiary sector in Hong Kong, including the revised funding and accountability framework, internationalisation of higher education and the impacts of the Sutherland Report on Higher Education.

The detailed Strategic Plan for 2003-2010 was approved by the Senate for adoption in June 2003, forming the basis for the University’s development under the revised funding and accountability framework.

1.3 A New Strategic Plan for 2009-2016

With new leadership in place at the University and the change to a 4-year university system due in 2012, it was deemed appropriate to formulate a Strategic Plan for the years 2009-2016. This document would detail the University’s development plans, beginning with preparations for the 4-year

university system, through to the year 2016, i.e. when the first cohort of students under the 4-year system will graduate.

1.4. Planning and Consultation Process

The Academic Development Proposals for 2009-2012 formed the cornerstone of the strategic plan for academic development for the years leading up to 2012. As was the case in the preparation of the 2003-2010 Strategic Plan, a Task Force was established in May 2008 with the President as Chairman to steer and monitor the formulation of the Strategic Plan for 2009-2016. The Task Force was also to examine three key strategic areas — academic development, research and institutional advancement — while three sub-groups were formed with key stakeholders as members to examine the strategic areas of Student Development, Academic Support Services, and Sub-degrees and Continuing Education. Two further sub-groups were subsequently set up by the Task Force to undertake a closer examination of the issues relating to taught postgraduate programmes and institutional advancement.

Members of the Task Force and the five sub-groups were instrumental in developing the strategic objectives and outcomes in the 2009-2016 Strategic Plan and, in particular, action plans to achieve specific objectives. The Action Plans for the six key strategic areas are set out in *Appendix 1*; the membership of the Task Force and the composition of the five sub-groups are provided in *Appendix 2*.

The University's final vision and mission statements were approved by the Senate in June 2008. In order to promote consensus and a sense of shared objectives throughout the University community, the draft Strategic Plan was widely disseminated in October 2008 for consultation with and among colleagues.

At the end of the consultation period the feedback received was incorporated into the finalised plan and presented to the Senate for consideration and adoption. Resource implications associated with the Strategic Plan were to be assessed by the University Administrative and Planning Committee (UAPC) so that necessary resources were allocated to ensure the smooth implementation of the planned strategies and activities.

A diagrammatic representation of the framework of the planning process is given in *Figure 1* on the following page.

Framework of Strategic Planning (2009-2016)

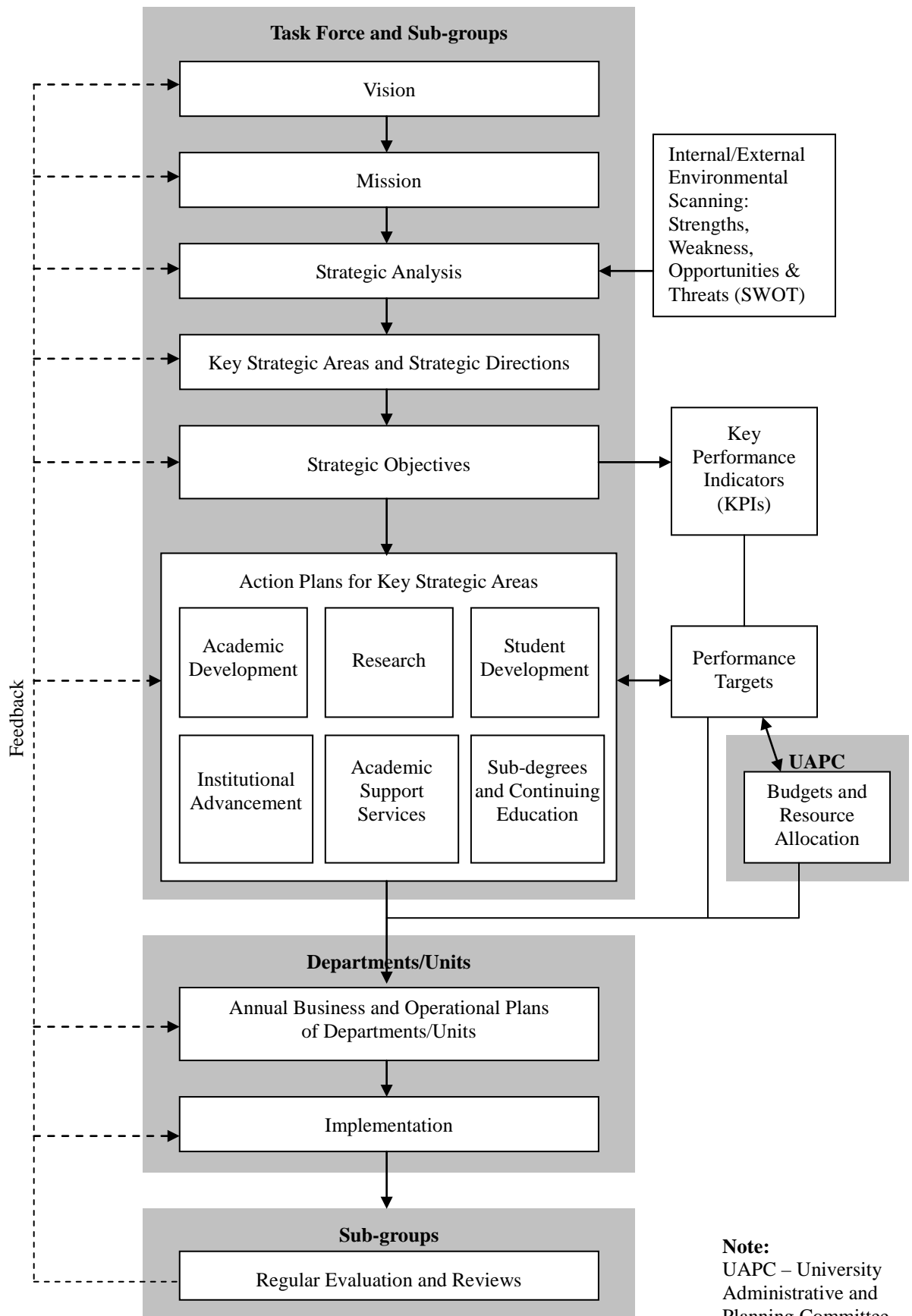


Figure 1

2. Vision, Guiding Values and Mission Statement

2.1 Our Vision and Guiding Values

Vision:

To excel as an internationally recognised liberal arts university distinguished by outstanding teaching and the highest standards of scholarship.

Guiding Values:

- We believe in the ethos of liberal arts education; an ethos that can foster in our students fine personal attributes which are also important for their future success.
- We consider the broad-based nature of education in the best liberal arts tradition highly conducive to the future success of our graduates. We strongly believe that diversity, flexibility, creativity, media and cultural literacy, and other characteristics associated with liberal arts education allow graduates an optimal range of career possibilities, and that these qualities are invaluable in any working environment.
- We regard competence in written and verbal expression, and communication skills more generally, as key elements of liberal arts education.
- We require high moral standards of our staff and students in their daily work and study.
- We believe in teamwork and the importance of collegiality.
- We are committed to achieving excellence and innovation in both teaching and research.
- We believe that in the age of the new economy, university education should prepare students both for a career and for a fulfilling life. Life-long education is conducive to the achievement of a fulfilling life; learning how to learn is therefore an important aspect of a young person's on-campus

education.

- We firmly subscribe to the motto of ‘Education for Service’ espoused by the founders of the Lingnan University in Guangzhou more than a century ago. We are committed to developing Service-Learning as an integral part of the 4-year curriculum.

These Guiding Values have powerfully shaped the formulation of our strategic directions, strategic objectives, and the action plans designed to achieve our vision.

2.2 Mission Statement

Lingnan University is committed to the provision of quality education distinguished by the best liberal arts traditions. It adopts a whole-person approach to education which enables its students to think, judge, care and, ultimately, act responsibly in the changing circumstances of Hong Kong, the region and the world.

It seeks to accomplish this mission by:

- developing integrated programmes of study at the undergraduate level which are relevant to Hong Kong’s needs in a changing international environment;
- maintaining a distinctive role in the Hong Kong tertiary sector with designated disciplinary coverage in Arts, Business and Social Sciences;
- enhancing students’ whole person development through enriched campus life, integrated learning and service programmes, and international exchange programmes;
- offering high standard postgraduate programmes (both research and taught);
- equipping students with language and communication skills to cope with Hong Kong’s multilingual environment;
- promoting effective teaching, a vibrant research and discussion culture, and world class research outcomes;

- equipping students with life-long learning skills and helping them to become life-long learners;
- promoting interaction and exchange with other institutions of higher learning throughout the world;
- interacting with various sectors in the community in a mutually beneficial way;
- making the most effective use of the human, financial and technical resources available for the pursuit of our goals; and
- meeting our community's educational and training needs by offering programmes through the Community College, Lingnan Institute of Further Education, and other academic units.

3. Strategic Analysis: External and Internal Environmental Assessments (SWOT Analysis)

3.1 Assessment of the University's Strengths and Weaknesses

- A fine tradition inherited from Lingnan University in Guangzhou and enthusiastic support of Lingnan alumni; (strength)
- Our small student body, residential campus, rich and intimate on-campus life, student-oriented faculty with a strong commitment to teaching and student development, close staff-student relationships; extra and co-curricular activities which are conducive to the creation of a vibrant learning environment and whole-person development: these features uniquely equip Lingnan among Hong Kong universities to provide liberal arts education; (strength)
- Strong tradition of collegiality and commitment among management and staff; (strength)
- Academic staff profile and research achievements of staff have improved dramatically in recent years. Based on a recent survey conducted by the *Hong Kong Economic Journal Monthly* in 2007, the PhD ratio of our staff ranks second among universities in Hong Kong; (strength)
- Lingnan is a leader in innovative teaching development and teaching based knowledge transfer, as evidenced by the integration of Service-Learning components into the general courses; (strength)
- Lack of a critical mass of postgraduate students, and little room for expansion into certain strategic postgraduate programmes — such developments can be entirely consistent with liberal arts education ideals and can indeed assist in the attainment of such ideals; (weakness)
- As a small and young university in Hong Kong, Lingnan's reputation in the wider community does not yet reflect this fine university's true quality; nor does it yet possess the community support networks enjoyed by its more established competitors; (weakness)

- The nature and value of liberal arts education are not yet fully recognised by the secondary school, teachers, students and parents. (weakness)

3.2 Macroenvironment in which the University Operates (Opportunities and Threats)

- As more students graduate from our liberal arts environment, and as the positive outcomes of our liberal arts education become more apparent, public recognition of Lingnan is increasing. This is evidenced by a recent survey on the employability of university graduates in Hong Kong. Very positive feedback received from employers shows that over 74% of employers found Lingnan graduates satisfactory or very satisfactory; (opportunity)
- The changing economic environment of the New Economy renders liberal arts education even more important and relevant than before; (opportunity)
- The uniqueness of Lingnan as the only liberal arts institution in Hong Kong; (opportunity)
- The promotion and development of Hong Kong as a regional tertiary education hub by the HKSAR Government is attracting an increasing number of talented and accomplished students to Hong Kong: as the only specifically designed liberal arts university in the region, Lingnan will both benefit from and contribute to this governmental initiative; (opportunity)
- This young UGC-funded University's image as perceived by prospective students, employers, donors and the general public still lags behind that of more established universities in Hong Kong; (threat)
- The small number of postgraduate student places allocated by UGC to Lingnan; (threat)
- Through innovative and intensive approaches to the problem of student English language proficiency Lingnan seeks to establish itself as the value added leader for ELE (English Language Enhancement) in the Hong Kong tertiary sector. (threat → opportunity)

4. Positioning of the University and Its Ideal Graduates

4.1 Positioning of Lingnan University

Lingnan has established itself as a unique liberal arts institution with Hong Kong characteristics which excels in both education and research. In embracing the vast opportunities and challenges that lie ahead, the University will build on this niche by reinforcing the distinctive strengths of our liberal arts ethos and continuing our pursuit of the highest standards of scholarship in our focused areas of research.

Liberal Arts Education

Liberal arts education at Lingnan is characterised by a small student body, inter- and multi-disciplinary curricula, teaching and learning processes which feature close staff-student relationships, enriched campus life with a high residential rate, and emphases on language proficiency, student exchange, community service and extra-curricular learning experiences. It aims both to impart academic knowledge and to nurture in students fine personal attributes which are also important for their future success. These attributes are articulated in the profile of the ideal Lingnan graduate.

With the introduction of the 4-year degree structure, Lingnan will further strengthen our liberal arts characteristics through, *inter alia*, enrichment of our broad-based education. Under the new system, the University will introduce a multi-disciplinary core curriculum which will lay a common and essential foundation for our undergraduate programmes. Broad programme-based admission will be implemented, providing students with the opportunity for exploration before declaring a major. Intra-curricular elements in extra-curricular activities will be strengthened to ensure that students receive a cohesive whole-person education both inside and outside the classroom.

Research

Unlike those liberal arts colleges which focus on teaching only, Lingnan places great emphasis on both teaching and research. The University has substantially enhanced its research strength in recent years. One indication of this is its impressive results in the Research Assessment Exercise (RAE). The results in

the RAE confirmed our research strengths across all our academic areas, namely Arts, Business Studies and Social Sciences. We pride ourselves on being a ‘liberal arts teaching and research university’ which excels in teaching and research at both undergraduate and postgraduate levels. Lingnan will continue to strive for excellence in teaching and research, and will concentrate its research efforts in the ‘focused areas’. Lingnan’s intimate campus setting provides an ideal environment for intellectual discussion and research. It is our belief that cutting-edge research and discussion greatly enrich teaching. Indeed we see teaching and research as mutually informing and enhancing activities.

4.2 Profile of the Ideal Lingnan Graduate

Liberal arts education at Lingnan University aims to instil a sense of civic duty in our students and to cultivate skills, competences and sensibilities that enable graduates to pursue their goals in a rapidly changing social, cultural and economic environment. Lingnan graduates will have breadth and depth of vision, the desire and capacity for public service, an awareness of the complexities that characterise enduring human dilemmas, and, accordingly, maturity of judgement. Excellent as leaders and employees, Lingnan graduates will be the beneficiaries of a multi-dimensional approach to learning.

For undergraduate programmes, the ideal Lingnan graduate will:

- have strong oral and written language proficiency in both English and Chinese (Putonghua as well as Cantonese), together with excellent communication and interpersonal skills;
- be committed to involvement in and service to the community;
- have an international outlook and be able to understand problems from different cultural perspectives;
- have a secure grounding in his or her chosen academic field(s) and an awareness of possible cross-disciplinary applications;
- possess essential generic research-related skills, including knowledge of information technology;

- have strong analytic skills and a capacity for independent critical thinking;
- be imaginative and possess problem-solving capabilities;
- be capable of imaginative and sound planning;
- have excellent cooperative skills based on tolerance, integrity, civility and a sense of personal responsibility; and
- have both the capacity and the desire for life-long learning.

For research postgraduate programmes, Lingnan graduates are expected to:

- have developed research and analytical skills;
- have developed systematic understanding of a field or fields of knowledge; possess the ability critically to assess intellectual claims, theories and arguments; be able to contribute original insights to a given field or fields of knowledge; and
- have produced a thesis that contributes to the knowledge and understanding of the field of learning within which the subject of the thesis falls – the MPhil thesis shall represent a worthwhile contribution while the PhD thesis shall represent a substantial original contribution.

For taught postgraduate programmes, Lingnan graduates are expected to:

- have up-to-date, in-depth theoretical and practical knowledge of a specific discipline area, as well as a broad range of general knowledge;
- be able to apply knowledge at an advanced level in professional contexts or to solve problems;
- be able to think critically and creatively; and
- have the ability to articulate ideas clearly and coherently both in written and oral forms of a variety of information.

5. Key Strategic Areas and Strategic Directions

5.1 Six Strategic Areas

Taking into account the Vision and Mission of the University, as well as the positioning of the University and its conception of the ideal graduate, the following six strategic areas have been identified for action and development in realising Lingnan's goals:

1. Academic Development
2. Research
3. Student Development
4. Institutional Advancement
5. Academic Support Services
6. Sub-degrees and Continuing Education

5.2 Strategic Directions

For each of the above areas, a strategic direction has been adopted which will guide policy and implementation in each broad area of the University's activity.

Academic Development

The University aims to seize the opportunity afforded by the 3+3+4 academic reform to consolidate and enrich the liberal arts profile of our curriculum and to enhance our reputation as the best provider of liberal arts undergraduate education in Hong Kong. Through the introduction of Core Curriculum as a key feature of the 120-credit degree, we aim to provide a broad-based and rounded education for our undergraduates.

Also central to our mission as a liberal arts university is English language proficiency (ELP). We acknowledge that unless our students are highly competent in our main language of instruction we will be severely limited in our ability to deliver rich, varied and challenging university level liberal arts education. To facilitate students' attainment of a satisfactory level of proficiency, vigorous curricular, co-curricular and extra-curricular measures will be implemented alongside the monitoring of students' entrance and exit levels of ELP.

To ensure our continued excellence in teaching and learning, we have implemented the outcome-based approach to learning in all of our courses and have woven outcomes into the new 4-year curriculum, as well as into our current three year curriculum. We are committed to quality teaching and learning and the achievement of intended learning outcomes.

Research

As a teaching and learning liberal arts institution, we are committed to the synergistic pursuit of academic excellence and the advancement of knowledge. Building on our outstanding research strength and capitalising on our staff expertise, we aim to continue to produce research of high international calibre in the focused areas identified above (and in other areas as well).

Student Development

To help students develop the attributes of an ideal Lingnan graduate, a fully-integrated campus life with 100% residence for all students will be provided. This will afford a unique on-campus environment in Hong Kong, and an ideal setting for the realisation of liberal arts ideals, including civic engagement and the broadening of students' intellectual and cultural horizons. This stimulating residential experience, together with international exposure and a wide range of co-curricular activities, is intended to foster fine ethical attitudes, creative and innovative capabilities, and to prepare students to be future leaders at home and abroad. Resources will also be directed to address the needs of the younger cohort of students who will be admitted under the 4-year system.

Institutional Advancement

As the only liberal arts institution in Hong Kong, the University will build on its niche and consolidate its uniqueness by strategically promoting its image locally and internationally. We will also further strengthen our outreach and publicity network with our alumni, prospective donors and the general public.

Academic Support Services

In line with our student-centred teaching and learning ethos, the Information

Technology Services Centre, Library, Registry, Student Services Centre and the Teaching and Learning Centre will continue to provide high standard academic support services to the University, not least in preparation for the new 4-year university system. These five units, which are all committed to the provision of an environment conducive to teaching, learning, and research, will endeavour to refine their business processes and enhance their effectiveness in order to assist the University in reaching its goals as an internationally renowned liberal arts university.

Sub-degrees and Continuing Education

The University will also implement its enhanced liberal arts mission through the Community College (CC) and the Lingnan Institute of Further Education (LIFE). In preparation for the 4-year university system, and in response to the needs of the community, CC will focus on curriculum reform and the diversification of its programme offerings. Potential synergies between CC and LIFE will be actively pursued in order to enhance administrative effectiveness and financial sustainability.

6. Strategic Objectives of Key Strategic Areas

The strategic objectives set out below, like their corresponding action plans which are provided in the appendices, will be subject to periodic review to ensure progress towards the targeted outcomes.

6.1 Academic Development

I. Undergraduate Programmes

- To develop a broadened and rounded curriculum for the 4-year university system based on the liberal arts ethos
- To introduce the core curriculum as a key element of the 120-credit degree, with the aim of providing a diverse and balanced foundation that exposes students to an appropriate and cohesive range of subjects
- To cap student places at 2,600 for taught programmes, in accordance with our liberal arts mission
- To ensure a smooth transition to the 4-year university system in 2012, especially during the double-cohort period
- To conduct admissions on a broad programme basis, viz. to Arts, Business or Social Sciences, from 2012
- To achieve excellence in teaching and learning, and to continue to improve the quality of education through implementation of the outcome-based approach to curriculum development, teaching, learning and assessment, specifically at programme and course levels
- To facilitate students' attainment of satisfactory English language proficiency (ELP) standards by the implementation of vigorous curricular, co-curricular and extra-curricular measures
- To monitor and track ELP standards at entry and exit levels to gauge the value-added achieved by the University's English language enhancement (ELE) programme, and to make modifications where appropriate
- To develop Service-Learning as an integral part of the 4-year degree curriculum
- To further internationalise the student body by admitting non-local degree-seeking undergraduate students, in addition to the expansion of the student exchange programmes
- To continue to provide articulation opportunities for sub-degree graduates or people with other relevant qualifications under the 4-year system, including provision of senior year undergraduate

places

- To continuously review curricula in order to meet the needs of the students and the wider community

II. Research Postgraduate Programmes

- To continue to develop the research postgraduate programmes which reflect, and will further enhance, the academic strengths of the University
- To further guide, facilitate and foster the scholarly and academic development of research postgraduate students
- To embark on further expansion of the research postgraduate student population in a manner commensurate with our staff expertise

III. Faculty Development

- To continue to foster excellence in teaching
- To encourage academic staff to engage in continuous development, international exchange arrangements, and interaction with international organisations or institutions
- To invite distinguished visiting scholars to the University for teaching and/or research collaboration

IV. Taught Postgraduate Programmes

- To selectively offer self-financed taught postgraduate programmes on a market-oriented basis
- To foster knowledge transfer through non-award-bearing professional training programmes in areas of Lingnan University expertise
- To explore local and international opportunities for partnerships, particularly with respect to resource synergies

6.2 Research

- To continue to foster excellence in research
- To build on the University's strong recent research performance by concentrating efforts on the research areas of strength
- Nine focused research areas identified:

Arts Programmes	<ul style="list-style-type: none">- Aesthetics and the Arts- Cultural Research and Development- Hong Kong Studies through History- Modern Literature in Chinese
-----------------	--

Business Programmes	<ul style="list-style-type: none"> - Taxation - Conflict Management in Chinese Societies
Social Sciences Programmes	<ul style="list-style-type: none"> - Financial Markets and Economic Performance - Public Policy and Governance - Social Gerontology

Other new area(s) will be added as appropriate.

6.3 Student Development

I. Younger Cohort

- To provide a comprehensive orientation programme which will help new students adjust to university life
- To provide extensive support for the younger cohort which will arrive from 2012 onwards by strengthening the Peer Mentoring Programme

II. Stimulating Residential Experience

- To create a learning environment at the hostels that can enhance students' whole-person development. Thus the Hostel Education Programme will become a new domain under the Integrated Learning Programme.

III. International Exposure/Multi-cultural Campus

- To maximise the international exposure of students by increasing opportunities for student exchange
- To enhance students' inter-cultural experience on campus by fostering interaction between non-local and local students and staff, and by promoting cultural diversity.

IV. Wide Spectrum of Co-curricular Activities

1. Integrated Learning Programme

- To develop students' life-long interest in learning through the expansion and diversification of the Integrated Learning Programme (ILP) and provision of more ILP courses in English

2. Participation in Extra-curricular Activities

- To enhance all-round student confidence and development through their participation in extra-curricular activities

V. Preparing Students for Career Success and Their Role as Future Leaders

- To help students start their career planning and preparation at an early stage through career and student development programmes
- To solicit more internship opportunities in Hong Kong, on the Chinese Mainland and overseas, and further expand the employment network for graduates

6.4 Institutional Advancement

I. Fund-raising

- To strengthen the alumni network and encourage alumni donations
- To strengthen the communication network with existing and prospective donors
- To raise development funds for the construction of new student hostels and the expansion of student exchange programmes

II. Image Building and Outreach to Target Groups

- To promote public awareness of the distinctiveness of liberal arts education and of Lingnan's unique and highly successful contribution to higher education in Hong Kong
- To further enhance the overall image of the University locally and internationally
- To admit students of increasingly high quality and potential

III. Alumni Relations

- To further strengthen relations and linkages with Lingnan alumni
- To promote among existing students and alumni a sense of pride in belonging to the University and a desire to retain long-term contact with it

6.5 Academic Support Services

- To play an active role in the University's efforts to become an internationally renowned liberal arts university
- To provide effective support to the University's implementation plan on 3+3+4 academic reform
- To ensure that the University's academic support units provide high quality and effective services for its teaching, learning, and research functions

- To prepare and provide timely and accurate management information to the University
- To provide a rich educational environment and a vibrant on-campus community supported by world-class teaching and learning facilities
- To provide effective support for the teaching/professional development needs of faculty and administrative staff
- To provide effective support for the University's new initiatives

6.6 Sub-degrees and Continuing Education

I. Community College (CC)

- To implement the University's liberal arts mission in the context of the CC.
- To establish CC as one of the best providers of sub-degree programmes in Hong Kong and its wider region
- To promote the whole-person development of students in a congenial learning environment
- To maintain CC as a financially self-sustaining and revenue-generating unit of the University
- To implement an effective management structure ensuring continued stability and administrative efficiency
- To further enhance CC's visibility and reputation beyond Lingnan, and to expand collaboration with international partners

II. Lingnan Institute of Further Education (LIFE)

- To be a preferred provider for life-long learning and continuing and professional education
- To serve the particular life-long learning needs of the local community
- To maintain LIFE as a financially self-sustaining and revenue-generating unit of the University

7. Campus Development

The University aims to maintain its attractive, purpose-built campus and to continue infrastructure development in order to meet the changing needs of the Lingnan community, including in the areas of teaching, learning, research and on-campus life. New infrastructural developments are in the pipeline in preparation for the four-year degree programme which will commence in September 2012. These include a new academic block of approximately 2,900 m² (net floor area) and two student hostel blocks with a total of 600 hostel places, both to be built on a block of land adjacent to the main campus. With the completion of these projects expected in August 2011, the University will extensively review the use of existing space, and, where necessary, re-allocate space in order to ensure optimal use of our resources. We will obtain additional funding from the UGC to carry out the further necessary works.

Upon completion of the two hostel blocks the University will have a total of 2,100 hostel places. These will meet about 85% of the housing needs of our student population under the 4-year degree programme. However, as it is the University's aim to provide 100% residency for all students, we plan to build another 600 hostel places with funding support from private sources as soon as possible. Preparatory work on this initiative, including fund-raising activities, has already commenced.

8. Implementation and Review

The action plans in *Appendix 1* describe the various activities formulated to achieve the strategic objectives outlined in this Plan, together with specific responsibilities and timelines. In addition, clear performance indicators are defined by which the success of the strategies are to be measured. Regular reviews will be conducted by the sub-groups in order to monitor the progress of each activity and to identify areas in which the action plans may require revision or updating in response to changing environmental conditions.

The action plans are internal documents and are not attached. Those who are interested in reading these documents are requested to contact the Registry (email: registry@LN.edu.hk).

Membership List
Task Force on University Strategic Plan 2009-2016

Chairman:	President	Prof. Yuk-Shee Chan
Members:	Vice-President	Prof. Jesús Seade
	Associate Vice-President (Academic Affairs)	Prof. William Lee
	Associate Vice-President (Academic Quality Assurance)	Prof. Tsang-sing Chan
	Academic Deans	Prof. Koon-hung Chan
		Prof. Paisley Livingston
		Prof. David Phillips
	Director of Student Services	Dr. Veronica Tam
	Director of Administration	Mr. Kam-kee Li
	One senior academic staff selected from each of Business and Social Sciences Programmes	Prof. Michael Firth (Bus) Prof. Peter Baehr (SocSc)
Co-opted: Member	Director of Public Affairs	Ms. Helen Hung
Secretary:	Acting Registrar	Mrs. Monica Tsang

Five Sub-groups:

(1) *Sub-group on Taught Postgraduate Programmes*

Convener:	President	Prof. Yuk-Shee Chan
Members:	Associate Vice-President (Academic Affairs)	Prof. William Lee
	Associate Vice-President (Academic Quality Assurance)	Prof. Tsang-sing Chan
	Three members of the Task Force on Strategic Plan 2009-2016	Prof. Peter Baehr Prof. Michael Firth Prof. Paisley Livingston
Co-opted: Members	Programme Director, MSc IBF	Prof. Xiangdong Wei
	Associate Vice-President and Comptroller	Mr. Herdip Singh
Secretary:	Acting Registrar	Mrs. Monica Tsang

(2) *Sub-group on Student Development*

Convener:	Associate Vice-President (Academic Affairs)	Prof. William Lee
Members:	Director of Student Services	Dr. Veronica Tam
	One staff member from Student Services Centre	Dr. Larry Ng
	One representative from the Wardens	Prof. Alfred Chan
	President of Students' Union (Acting)	Mr. Kai-lun Tang
	Three academic staff (one each from Arts, Business and Social Sciences Programmes)	Dr. Lisa Leung (Arts) Dr. Patrick Poon (Bus) Prof. Lok-sang Ho (SocSc)
	Three student members on Senate	Mr. Ka-chun Hau (BA) Mr. Pok-hoi Lam (BBA) Mr. Pui-chak Lee (BSocSc)
Co-opted: Member	Director of Service-Learning	Prof. Alfred Chan
Secretary:	A staff member from Student Services Centre	Ms. Carman Yau

(3) *Sub-group on Institutional Advancement*

Convener:	President	Prof. Yuk-Shee Chan
Members:	Associate Vice-President (Academic Affairs)	Prof. William Lee
	Academic Dean (Business Studies)	Prof. Koon-hung Chan
	Academic Dean (Social Sciences)	Prof. David Phillips
	Director of Administration	Mr. Kam-kee Li
	Director of Public Affairs	Ms. Helen Hung
	Director of Student Services	Dr. Veronica Tam
Secretary:	Acting Registrar	Mrs. Monica Tsang

(4) *Sub-group on Academic Support Services*

Convener:	Associate Vice-President (Academic Quality Assurance)	Prof. Tsang-sing Chan
Members:	Director, ITSC Librarian Director of Teaching and Learning (Acting) Director of Student Services Acting Registrar Three academic staff (one each from Arts, Business and Social Sciences Programmes)	Dr. Jeffrey McDonell Dr. Frederick Nesta Prof. Robin Snell Dr. Veronica Tam Mrs. Monica Tsang Dr. Lorrita Yeung (Arts) Dr. Alfred Loo (Bus) Dr. Chien-peng Chung (SocSc)
Secretary:	A staff member from ITSC/Library	Mr. Owen Tam

(5) *Sub-group on Sub-degrees and Continuing Education*

Convener:	Associate Vice-President (Academic Quality Assurance)	Prof. Tsang-sing Chan
Members:	Dean of the Community College and Further Education Assistant Directors, Community College Three academic staff (one each from Arts, Business and Social Sciences Programmes)	Dr. Edward Fung Ms. Merry Chey Ms. Daisy Chow Ms. Cindy Siu Dr. Mary Wong (Arts) Dr. Brossa Wong (Bus) Dr. Chen Lin (SocSc)
Secretary:	A staff member from Community College/LIFE	Ms. Florence Kwan

January 2009