

STRATEGIC PLAN 2019 - 24

Professional Development

Sound Education

Positive Life Values



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1 Vision and Mission

Caritas Institute of Higher Education (CIHE) was established on 27 May 2011 when the Chief Executive in Council granted approval to the College to change its name to Caritas Institute of Higher Education from Caritas Francis Hsu College (CFHC) which commenced its operations in 1985.

With the goal of becoming Saint Francis University, and a well-respected and internationally recognized institution in the longer term, CIHE upholds the following Vision and Mission:

1.1 Vision

To nurture graduates who are not only professionally well-trained and academically well-educated, but who can also contribute to the social and moral well-being of society.

1.2 Mission

- ▣ Professional Development – Readiness for a professional career enhances the learners’ chances of upward mobility and hope in life. This is particularly important for students from the grass root. Wherever appropriate, our programmes aim to prepare graduates for professional recognition on par with their counterparts from publicly-funded institutions.
- ▣ Sound Education – Through getting our programmes accredited by Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ), we strive to adopt the best practices in Organisational Quality Assurance and Enhancement, and to institutionalise continuous self-improvements in our management practices.
- ▣ Positive Life Values - Our motto of “Ad Destinatum Persequor” (自強不息) is to inspire our students to stride unceasingly for self-enhancement. Our life education programmes aim to enable learners to develop in a holistic manner, and contribute through “Service with Love”.

Our degree-conferring status was achieved in October 2010 (under the Post Secondary Colleges Ordinance, Cap. 320). The first cohort of Bachelor’s Degree students was admitted in September 2011. The expanded new campus of CIHE became fully operational in 2017-18, offering a capacity for 5,000 learners together with the adjoining campus of our sister Caritas Bianchi College of Careers (CBCC).

1.3 Current Outlook

CIHE has gone through and satisfied rigorous accreditation exercises conducted by external bodies including but not limited to HKCAAVQ, Nursing Council of Hong Kong (NCHK) and Social Workers Registration Board (SWRB).

The portfolio of CIHE comprises eight accredited Bachelor’s Degree programmes covering 15 disciplinary areas, and multiple articulation pathways in collaboration with its adjoining sister CBCC via a two-college combination of eight accredited Higher Diploma and Associate Degree programmes.

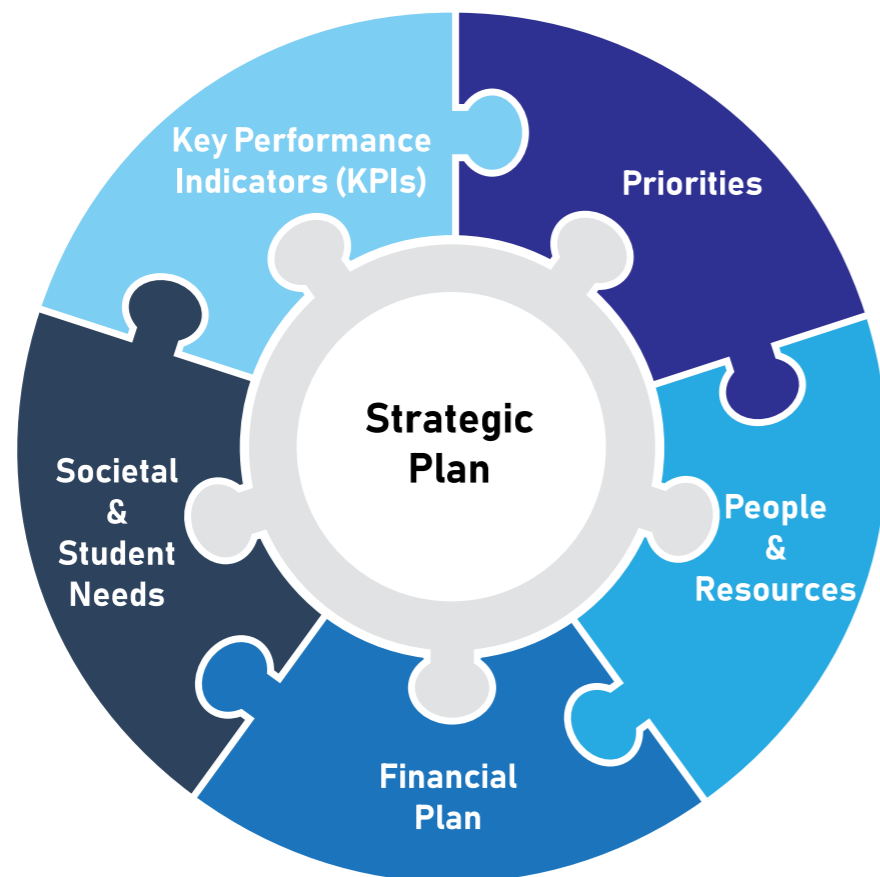
Currently, CIHE has five Schools, namely:

- ▣ Rita Tong Liu School of Business and Hospitality Management,
- ▣ School of Computing and Information Sciences,
- ▣ School of Humanities and Language Studies,
- ▣ Felizberta Lo Padilla Tong School of Social Sciences, and
- ▣ School of Health Sciences



2 Strategic Review

From the commencement of strategic planning in 2015 to 2018, the student population of Bachelor's Degree programmes grew by 65 percent; the number of staff grew by 33 percent. In the current Strategic Plan 2019-2024, CIHE is continuously strengthening its academic rigour and provision. In parallel, CIHE is aiming for the third stage of the HKCAAVQ's quality assurance model, by attaining the self-accreditation status through Programme Area Accreditation (PAA) in diverse areas at Hong Kong Qualifications Framework (HKQF) Level 5, as an essential step towards the establishment of the Saint Francis University.



The Strategic Plan is a living document aligned with the Key Performance Indicators (KPIs), Priorities and Societal & Student Needs on the one hand, and Financial Plan and People & Resources on the other hand. In January 2018, the Strategy Steering Group (Academic) was formed to assist in initiating the updating of the Strategic Plan. External as well as internal factors were considered. The Strategic Plan consultation process had engaged the Board of Governors, the Council members, faculty members, students and other stakeholders such as advisers as well as the relevant external authorities/professional bodies. The strategic recommendations were deliberated at the relevant standing committees, including the Academic Board with staff and student participation, Quality Assurance Committee (Academic) etc., and then submitted for endorsement by the Finance Committee, Staffing Committee and Institutional Development Steering Committees as appropriate, and for final approval by the Council and Board of Governors.

3 Areas for Strategic Development

3.1 Programmes Aligned with Societal and Student Needs

To ensure distinctive and relevant positioning in line with our mission, vision and characteristics, CIHE's approach is to leverage its expertise in sustaining education / professional programmes with societal and student demand, and impact on the Institute or the community at large. In line with the development of Hong Kong as a smart knowledge-based society, CIHE has identified for development the areas of health, social wellbeing, and techno-humanities and business.



- **Health Sciences** - Besides the planned expansion from 1,000 to 1,800 Bachelor of Nursing places over five years, a Bachelor's Degree programme in physiotherapy is launched in 2020-21 to help meet a significant shortfall in manpower and strong student demand.
- **Social Sciences** – CIHE has become one of the biggest providers of social work post-secondary education programmes, serving the needs of a multitude of social sectors as well as students by continually developing a suite of programmes at different degree/sub-degree levels, with different study modes and at different study paces.
- **Computing and Information Sciences** – CIHE offers the first Bachelor's Degree programme in Artificial Intelligence in the self-financing sector in Hong Kong as well as a Bachelor's Degree programme in Digital Entertainment Technology.
- **Humanities and Education** - CIHE offers the Bachelor of Arts in Translation Technology, the first programme of its kind in Hong Kong that encompasses languages and machine translation to make translation of millions of web pages, a large number of languages, and even graphs and videos possible. CIHE also offers a Bachelor's Degree programme in Languages and Liberal Studies. In addition, CIHE offers Higher Diploma and Bachelor's Degree programmes in Early Childhood Education (ECE) with Special Educational Needs (SEN) elements, to contribute towards a more inclusive education culture in Hong Kong.

- Business and Hospitality Management – CIHE is continuously developing its Bachelor of Business Administration and related programmes, to cater to such needs as the ‘smart-hoteliers’, corporate governance professionals serving the increasing number of listed companies, and working adults and entrepreneurs looking to upgrade themselves and their organisations in the post-pandemic techno-economic transformation of Hong Kong. A Bachelor of Entrepreneurial Management in Design Business Programme is also developed to serve the creative industries.

The fast transformation of the social-economic structure towards a smart knowledge-based society often demands multi-disciplinary knowledge and applications. CIHE nurtures a collaborative environment to enable its Schools of Computing & Information Sciences, Humanities & Languages, and Business & Hospitality Management to work closely as a cluster. Being cognizant of the trend in HKDSE student population, our objective is not necessarily quantity; but quality, stability and sustaining the diversity of the Institute’s education provision.



3.1.1 Life Education



Degree and sub-degree students of all disciplines are engaged in Life Education and Service Learning as part of General Education. Life Education is conducted through an array of courses, seminars, workshops and co-curricular activities.

3.1.2 Research and Scholarly Activities

The aim of CIHE is to integrate teaching, research and professional practice development, in the relevant context. Support is provided to academic staff through various policies and the Research Office for applying for grants, conducting research and scholarly activities, and attending and organizing conferences, editing, and publishing papers and books. With the Hong Kong Special Administrative Region (HKSAR) Government’s Research Matching Grant as well as donations, CIHE will continue to enhance its research and scholarly capability.



3.2 Key Performance Indicators

Four Performance Indicators have been maintained for continuity since 2016-17.

- **Full-time degree student enrolment** – This grew by 65% from 2015-16 to 1,520 in 2018-19 and exceeded by September 2018 the minimum requirement of 1,500 full-time degree students for a private university. After factoring in the trend of HKDSE graduates and various environment factors as well as the new programmes to be developed to suit our positioning, our enrolment target is to achieve 2,840 degree students by 2023-24.
- **Programme accreditation** – The number of degree majors offered increased from 14 in 2015-16 to 15 in 2018-19 and is targeted to increase gradually to 18 by 2023-24. Specific programme areas are also undergoing or preparing for applications for the self-accreditation status and our target is to achieve this in at least three programme areas, in line with the roadmap towards the private university title.
- **Research and scholarly activities** – There have been an increase in research and scholarly activities following the establishment of the Centre for Excellence and Research Office. The external funding and the Research Matching Grant secured has also been set aside, to continue to nurture the capacity for publications and scholarly activities, sustain external funding, and enhance target areas for research.
- **Academic performance of students** - The retention rate was originally set in 2016-17 as a target, to focus attention on the academic and pedagogical quality of programmes as well as teaching and learning. Our assessment confirms this purpose has been effectively served, with the retention rate maintained between 94.3% and 98.1% from 2015-16 to 2018-19. Besides retaining this well-understood target, the Strategic Plan 2019-24 sets out additional priorities (Section 3.3 below) to help maintain the retention rate, further enhance rapport between teachers and students, and empower students to be independent learners and support them at the same time.

3.3 Priorities

P1 - Quality Teaching and Learning

- P1.1 Continuous Quality Enhancement
- P1.2 Programme Area Development and Periodic Review
- P1.3 Student Engagement and Support

P2 - Whole Person Formation Based on Catholic Values

- P2.1 Life Education
- P2.2 Student Charter

P3 - Inter-disciplinary and Applied Research and Relevant Scholarly Activities

- P3.1 Enhancing Research Capability in Targeted Areas
- P3.2 Leveraging Final Year Interdisciplinary / Applied Projects

P4 - Clear Public Identity, Stakeholder Support and Recruitment

- P4.1 Aligning Institute Identity with Clear Positioning
- P4.2 Outreaching to Schools and Community Projects
- P4.3 Student Recruitment

3.4 Facilities and Resources

With the full operation of the new campus, CIHE has achieved a significant improvement in facilities and resources. In line with the Strategic Plan, CIHE, with the combined facilities of its adjoining sister CBCC, enjoys a total gross floor area of 46,730 square metres, and is capable of accommodating up to about 5,000 students. There is enough provision for the growth planned from 2019/20 to 2023/24.



Lecture halls, seminar facilities, and other facilities are integrated and interconnected with a piazza and free flowing passages in the ten storey towers. Multimedia lecture theatre capacity exceeds 1,100 seats. The 1,400 square metre library and Learning Common, Exhibition Halls, 24-hour Student Zone, and landscaped piazza and roof gardens provide ample open space for students and staff.



There are state-of-the-art laboratories for the nursing, physiotherapy, social work, artificial intelligence, translation technology, languages and early childhood education, programmes as well as programme-area-specific facilities, such as Simulation Front Office, Simulation Guest Room, Training Kitchen, Restaurant and designworkshopsforthe deliveryofbusiness and hospitality related programmes. In addition, the IT infrastructure has been upgraded, backed-up by computing and information technology workshops, and 3D visualization and printing facilities.



3.5 Financial Planning

CIHE is self-financing but not for profit. A five-year Financial Plan 2019-24 is prepared to ensure that CIHE is financially sound and is able to achieve its committed long-term educational objectives. To be prudent, CIHE has also conducted a sensitivity analysis. It is noteworthy that Operating Surplus is consistently achieved.



3.6 Risk Management

Responses to any variation can be readily made as the Strategic Plan is intended to be a dynamic document, with the five-year financial forecast and sensitivity analysis updated on a rolling basis.

CIHE is also introducing a bottom-up Risk Management Framework for each academic and administrative unit to raise its awareness of, to prepare for and to mitigate risks in a process of periodic reviews. The risk classes covered include regulatory and complaints, financial, people, reputational, health & safety, and operational interruption. The risk register is reviewed by the Management Team periodically so that all relevant parties are aware of their responsibilities.

3.7 People

Based on the projected increase of the student population from 2,323 in 2018/19 to 3,820 in 2023/24, a corresponding increase of academic staff is planned - from 139 (actual) in 2018/19 increasing to 205 in 2023/24. Correspondingly, non-academic staff is projected to grow from 114 (actual) in 2018/19 to 160 in 2023/24.

3.7.1 Leadership and Expertise

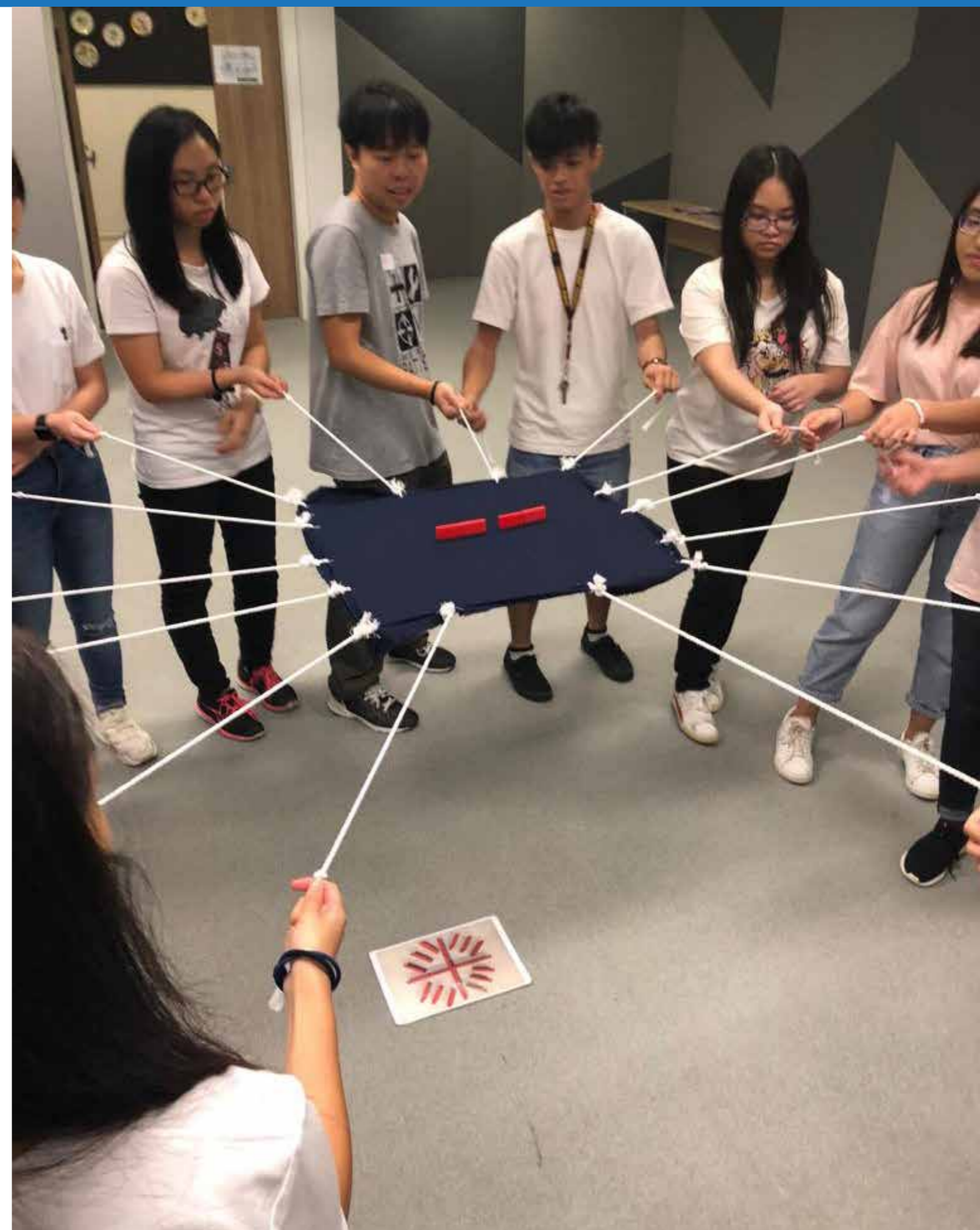
CIHE hires more professors, under an institutional scheme, to ensure leadership is in place to support programme areas. There has been success in attracting experienced professors who share our vision from established universities. Staff is also promoted from within after rigorous assessment, with independent external input.

CIHE leverages the expertise of its academic staff, irrespective of schools/departments/direct reporting unit, to encourage interdisciplinary development and collaboration.

3.7.2 Continuous Professional Development

CIHE strives to ensure staff understands its institutional values, policies, and standards on teaching. Staff are required to take a course on teaching, as appropriate. Best practices in teaching are promulgated through the Saint Francis Teaching Excellence Award. Staff will receive feedback from students on their teaching for self-reflection and continuous improvement. In addition, their engagement in research and scholarly activities are encouraged and supported.

CIHE also strives to motivate and unleash the potential of staff through staff performance management. Progression is based on merits, irrespective of gender and age. Workload allocation and performance appraisal are determined with reference to teaching, Research Grants Council (RGC)-funded and non-RGC-funded research plus scholarly activities, institutional service and other factors. To encourage career development, CIHE values an increase in the proportion of mid-career, high-performing associate professors within the professorial rank.





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