

UNIVERSITY  
SOCIAL RESPONSIBILITY  
大學社會責任

FROM  
FULFILLING  
SOCIAL MISSION  
TO BETTERING  
THE WORLD

履行社責 改善世界

PolyU is championing a number of social responsibility initiatives that effect change and make a positive difference around the world.

理大積極推行一系列社會責任項目，務求為世界帶來正向改變。

CONCERTED EFFORTS FOR  
SOCIAL GOOD  
協力同心為公益



### USR Network

On 9 October 2015, PolyU and 11 world-renowned universities formed the University Social Responsibility (USR) Network to advocate international partnership for making the world a better place. Members come from countries such as Australia, the Chinese mainland, Israel, Japan, Korea, the United Kingdom and United States. By sharing ideas and resources, members are working to ensure the higher education sector can act as a catalyst for social change through education, research and community service. Immediately after the inauguration of the USR Network, PolyU hosted an International Seminar on University Social Responsibility.

One PolyU initiative, the Global Service-Learning Scheme Student Scholarships for Service-Learning, supports outstanding students from the USR Network member institutions to participate in PolyU's offshore Service-Learning projects. In the summer of 2016, nine students from four member institutions of the USR Network joined the scheme and went to Cambodia, where they installed solar energy systems for rural villagers and set up a learning centre for a primary school.

### 大學社會責任網絡

2015年10月9日，理大與十一所國際知名大學攜手成立大學社會責任網絡，促進院校協作，共建更美好的世界。成員來自澳洲、中國內地、以色列、日本、韓國、英國及美國等國家。院校成員會進行意見交流及資源分享，使高等教育界透過教育、研究及社區服務推動社會的改變。成立典禮後，理大更隨即舉行大學社會責任國際研討會。

理大的全球服務學習獎學金計劃，就是一個支持網絡成員中的傑出學生參與理大境外服務學習的項目。2016年暑期，四所網絡成員共九名學生參與此項計劃。他們在柬埔寨為偏遠村落安裝太陽能系統，並在一間小學內設立學習中心。



## UGI Consortium

Pooling its cross-sector research efforts, PolyU endeavoured to establish the University-Government-Industry (UGI) Consortium for Sustainable Urban Development, a platform for developing and implementing technologies and solutions for smart/sustainable cities. The Consortium's founding members include eight research centres of local universities, 12 government departments and 25 industry organisations. With PolyU's Research Institute for Sustainable Urban Development serving as host during the first two years, the Consortium will identify topics of social need and common interest, formulate research proposals and undertake collaborative research.

## Service-Learning

As part of the four-year undergraduate degree curriculum, the mandatory Service-Learning (SL) requirement of PolyU is an experiential learning form of pedagogy that integrates meaningful community service with academic study and reflections to enrich students' learning experience. SL provides students with opportunities to serve the underprivileged using their professional knowledge and skills in Hong Kong, the Chinese mainland and overseas.

Since the introduction of the SL requirement, some 9,000 students have served 50,000 people in need over nearly 360,000 hours. In 2015/16, the number of SL subject-offerings increased to 63, with 3,745 students serving more than 20,000 people over a combined period of around 150,000 hours.

## 大學 – 政府 – 業界三方聯盟

理大致力促進跨界別科研協作，倡議成立「可持續城市發展大學 – 政府 – 業界三方聯盟」合作平台，開發及落實適用於智慧／可持續發展城市的新科技與方案。聯盟的創始成員包括本地大學的八個研究中心、十二個政府部門和二十五個業界組織。在聯盟成立的首兩年，理大可持續城市發展研究院將負責統籌工作，支援聯盟就社會需要及共同關注的議題去擬訂研究計劃及開展合作研究項目。

## 服務學習

服務學習是理大四年制本科課程的必修科目，是一種體驗式學習的教學方法，將有意義的社會服務融入學習及學生自我反思中，以豐富學生的學習體驗。服務學習課程為學生提供機會在香港、中國內地及海外運用其專業知識及技能服務弱勢社群。

自服務學習推行以來，共有近九千名理大學生為五萬名有需要人士服務達三十六萬小時。2015/16學年，服務學習科目增至六十三個，共有三千七百四十五名學生修讀，為超過二萬名有需要人士服務約十五萬小時。

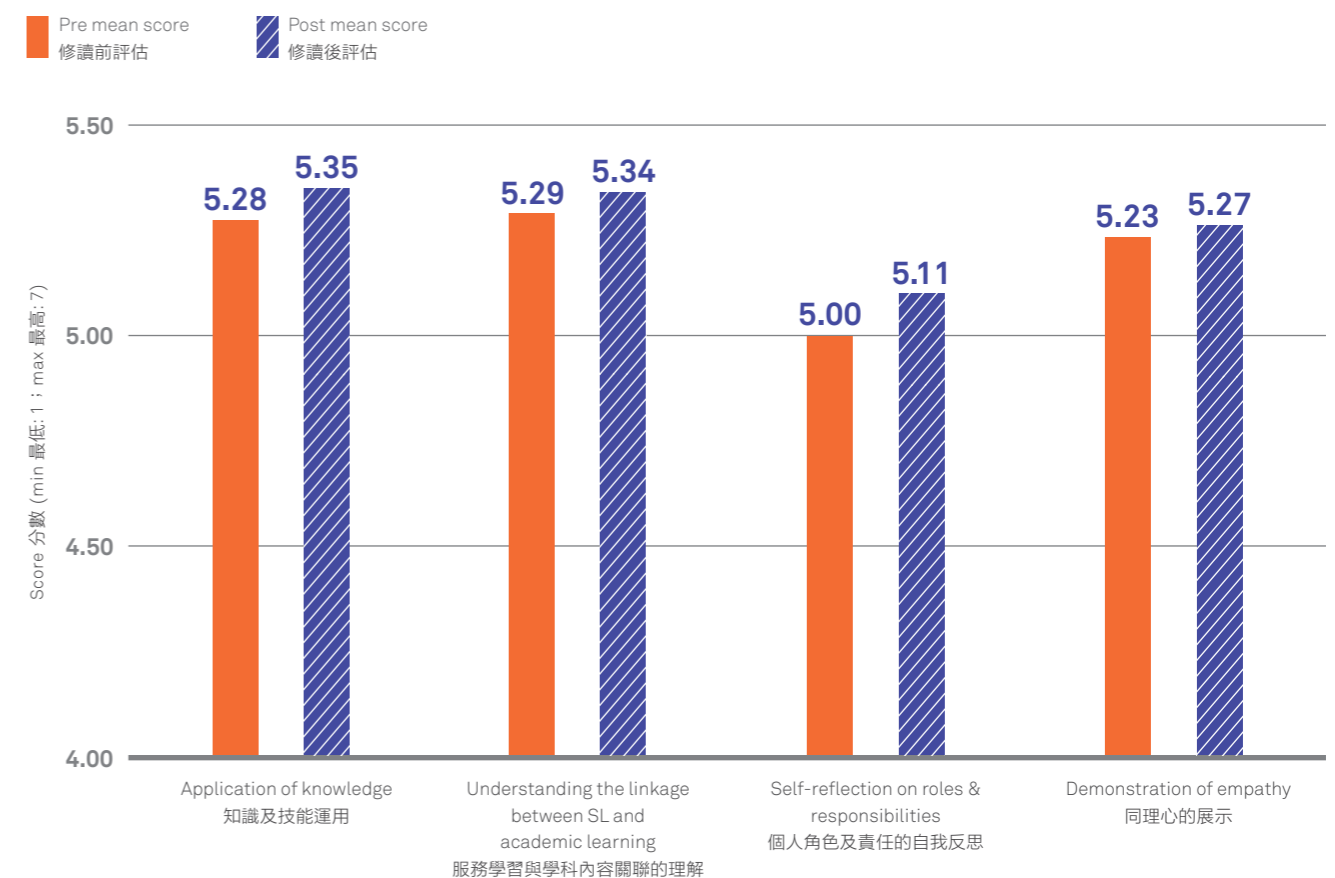
In the summer of 2016, over 220 students went to Cambodia, Kyrgyzstan, Myanmar, Rwanda and Vietnam to widen their horizons through serving. Another 650 students served in the Chinese mainland. The services they provided covered technology education and development, sustainable rural development, hospitality management, child and adolescent development, community healthcare and cultural heritage preservation.

To evaluate learning outcomes, the Office of Service-Learning surveyed 2,300 students on all 55 SL subjects offered in 2014/15. The findings showed improvements in all four intended learning outcomes, including application of knowledge and skills, understanding the linkage between SL and academic learning, self-reflection on their roles and responsibilities, and demonstration of empathy.

2016年暑假，超過二百二十名學生遠赴柬埔寨、吉爾吉斯、緬甸、盧旺達及越南透過服務學習擴闊視野。另外六百五十名學生於中國內地參與服務，服務範疇包括科技教育及發展、農村可持續發展、酒店管理、兒童及青少年發展、社區醫療服務及文化保育。

為評估學習成果，服務學習事務處向二千三百名學生進行問卷調查，他們分別參與了2014/15學年開辦的共五十五個服務學習科目。結果顯示學生在四項目標學習成果的得分均有所提升，包括知識及技能運用、服務學習與學科內容關聯的理解、個人角色及責任的自我反思，以及同理心的展示。

## Comparison of students' learning mean scores on four intended learning outcomes before and upon completion of SL subjects 學生修讀服務學習科目後，在四項目標學習成果的平均得分與修讀前的比較





The Office of Service-Learning has developed policies and guidelines on risk management to ensure the health and safety of those involved in SL activities. It also published a risk management handbook to provide information and resources for drawing up risk management plans and monitoring and reviewing risk control measures in SL subjects/projects.

At the beginning of the SL programme, the aim of the University was to offer SL subjects to only 2,800 first-year students. In 2015/16, the annual target was actually increased to around 4,500, covering students in their senior year and in articulation degree programmes. Since the number of UGC-funded senior year places will increase gradually, it is expected that the University will offer 4,800 SL places annually by 2018/19. To meet this challenge, PolyU has been planning to increase the number of SL subjects, offer SL subjects in large classes and build a critical mass of academic staff to teach these subjects.

### Global Youth Leadership Institute

Established by PolyU in 2015, the Global Youth Leadership Institute aspires to become Asia's leading youth leadership education and research hub. The Institute provides a wide variety of leadership development programmes for students, especially those from Hong Kong and Greater China, to nurture the mindset, knowledge and skills needed to become the leaders of tomorrow.

為確保參與服務學習活動人士的健康和安全，服務學習事務處制定了各項風險管理的政策和指引，並印製「風險管理手冊」提供服務學習項目風險管理的實用資訊和資源，有助制定風險管理計劃、監察和檢討服務學習科目／計劃的風險控制措施。

在服務學習課程推出之初，大學計劃為二千八百名大一學生提供這項課程的學額。然而，至2015/16學年，每年的服務學習學額提高至近四千五百個，讓修讀本科學位高年級學生及學士學位銜接課程的學生也可修讀這科目。由於大學教育資助委員會資助的高年級課程學額將逐漸增加，理大預計於2018/19學年開始，每年需為四千八百名學生提供服務學習學額。為迎接這項挑戰，理大計劃增加服務學習科目、採用大班教學，並建立一個有規模的教學團隊來教授這些科目。

### 全球青年領袖學院

全球青年領袖學院於2015年由理大成立，矢志成為亞洲的領先青年領袖教育及研究樞紐。學院為學生（特別是來自香港及大中華地區）提供多元化的領袖發展課程，使他們具備作為明日領袖所需的思維、知識和技能。





## PolyU volunteers

Comprising staff, students, alumni and former staff, The PolyU Volunteers team was set up in September 2015. Its flagship programme, Buddies' University, offers elderly people the opportunity to experience university life. In addition to this, the team has organised activities for many NGOs as part of its advocacy of a caring culture. As of June 2016, the team had nearly 700 volunteers who provided 2,330 hours of volunteer work.

In order to provide understanding within the University community the distinct feature of PolyU's undergraduate programme, the debut Service-Learning trip for staff members was organised in June 2016. Fifteen staff members went to rural Cambodia, where they built a zero-carbon community learning centre for primary students. Apart from building green walls and decorating the centre, they arranged games and some learning activities for some 130 primary students.

## 理大義工隊

「理大義工隊」於 2015 年 9 月成立，由教職員、學生、校友及曾任職理大的員工組成。除了舉辦旗艦活動「老友記上大學」，讓長者體驗大學校園生活之外，更為多個社福機構安排活動，宣揚關愛文化。截至 2016 年 6 月，義工人數近七百人，服務時數達二千三百三十小時。

為了增加大學社群對理大本科課程特色的理解，理大於 2016 年 6 月首次為教職員舉辦服務學習之旅，一行十五人前往柬埔寨為農村社區的小學生建設零碳社區學習中心。義工們除綠化外牆及粉飾中心之外，更為近一百三十名小學生安排遊戲和學習活動。

## Institute of Active Ageing

Another socially-responsible initiative at PolyU is the promotion of active ageing to instil self-confidence and self-esteem among "third-agers". The University's Institute of Active Ageing (IAA) is committed to research excellence, innovation and interdisciplinary education related to gerontology, as well as evidence-based practices for the promotion of active ageing.

During the year, IAA organised the International Symposium on Active Ageing to share knowledge and experiences from around the world on Third Age issues. IAA also provided a Mini-U for its Third Age programme, credit-bearing courses and job matching services for the aged.

## 活齡學院

理大另一履行社會責任的項目就是推動「積極活齡」的理念，幫助第三齡人士建立自尊心和自信心。大學的活齡學院致力有關老年學的創新研究、跨學科教育及循證實踐，鼓勵長者積極生活。

年內，活齡學院舉行國際研討會分享全球有關第三齡問題的知識和經驗。學院更為長者開辦第三齡體驗大學課程、學分制進修課程及工作配對服務。