TO : Professor Kenneth W.Y. Leung, Master of SPC
FROM : Dr. Kam H. Vat, Associate Master of SPC
DATE : August 11, 2017

This memo is written in response to Master’s request for a self-evaluation report of my work performed at SPC as Associate Master (AM) of the college from August 1, 2016 to July 31, 2017. This memo is composed of six sections: Report of My Self-Evaluation; Self-Evaluation of Work Performance; My Observations of SPC Operations; My Reflection of SPC Challenges; My Commitments in AY2017-2018; and Conclusion.

REPORT OF MY SELF-EVALUATION

According to the duties delineated by Master to my role as Associate Master (AM) of SPC on August 1, 2016, I am responsible for supervising two essential teams of college staff - academic team and administrative team, besides overseeing the work of a) RC Foundation Scholarships; b) SPC Mentor-Mentee Scheme; and c) SPC Work and Information Flow Improvement. The following self-evaluation report takes into account the above areas of work structured into different tasks performed over this past year of AM service at SPC, using a 5-point Likert scale from 0 to 4 with annotations as follows:

- A score of “0” means the task(s) are not completed satisfactorily owing to a lack of any prior experience or knowledge of task requirements, and a lack of a proper task-completion strategy.
- A score of “1” means the task(s) are barely completed on first attempt owing to a lack of any prior experience or knowledge of task requirements, but the work is satisfactorily completed after some iterative cycles of refinements or amendments in both the work process adjusted, and the artifacts produced.
- A score of “2” means the task(s) are satisfactorily completed on first attempt, with some prior experience or knowledge of task requirements, and new organizational insights are acquired to improve the result if the same task(s) have to be done again – be it the process of problem solving, or the work artifact(s) produced.
- A score of “3” means the task(s) are accomplished with commendable results, implying prior experience or knowledge of task requirements, have been applied in the task completion process to get the job done right.
- A score of “4” means the task(s) are accomplished with exemplary results, implying prior experience or knowledge of task requirements, have been applied in the task
completion process, to get the job done right, taking into account any emergent organizational expectations.

SELF-EVALUATION OF WORK PERFORMANCE

The work performed as AM of the College in the two semesters of AY2016-17, include, but not limited to, the following major tasks:

■ Supervision of Resident Fellows (RFs) at SPC

■ SPC Regular RT/RA/HA Meetings
  ◆ August - September 2016
  ◆ AM Self-Assessment Score: 3
  ◆ AM Actions, Observations, and Interpretations included:
    • I joined the first week of regular RT/RA and HA meetings in the first semester of AY2016-17, scheduled during weekday evenings from 09:00 pm to 11:30 pm, to learn of the student support services at SPC.
    • I noticed the format of the RT/RA meetings were along the line of Q&A, with our RF Dr. Jingjing Liu to answer RT/RA’s questions, instead of the discussion context intended. I suggested to Jingjing the important meeting guideline to enable RT/RAs to raise their concerns, in the form of motions, to be seconded and passed as resolutions and to be recorded properly as the decisions of the meetings, to be followed up as actions items in the next meeting.
    • I also identified and helped bridge a communication gap between RT/RA student helpers and HA student leaders, concerning their decision on the date and time of the Mid-Autumn Celebration Program. I reported to Master on this issue, and our RT/RA/HA resolved the communication gap after convening a special meeting with the facilitation of the College Master. The date and time of this Mid-Autumn Celebration was finally set on 2016SEP14 (Wednesday) from 08:30 pm to 11:00 pm, to avoid time clash with another regular college program, English Table (ET).
    • From participating in the RT/RA/HA meetings, I noticed there is an immediate need to enhance the cooperation of the two RFs, respectively guiding the RT/RAs and the HA officers. This is also my responsibility as the college AM acting as the immediate
supervisor of the two RFs.

- **SPC work on SAGE102 First-Year Experiential Learning**
  - September 2016 – April 2017
  - AM Self-Assessment Score: 2
  - AM Actions, Observations, and Interpretations included:
    - I coordinated the efforts from 2 RFs in helping (facilitating) six sections of 179 first-year students at SPC in AY2016-17, to become familiar with the five RC competencies (interpersonal relationship and teamwork, leadership and service, healthy living, cultural engagement, and citizenship with global perspective) and to put into practice the experiential learning intended for RC students via the *SAGE102 First-Year Experiential Learning* course, which lasted for two semesters starting from early October to end of April 2017. The teaching assignment included: AM in ONE section, RF Ivan in TWO sections, and RF Jingjing in THREE sections.
    - I have earlier reported to Master via my *Report for 2nd SPC Retreat* dated 2017JUN14 that there are 20 SPCers (out of 179) who failed SAGE102 across the six sections offered in AY2016-17: Section 701 including 32 SPCers with 2 NOT PASS and 30 PASS; Section 702 including 29 SPCers with 2 NOT PASS and 27 PASS; Section 703 including 31 SPCers with 0 NOT PASS and 31 PASS; Section 704 including 29 SPCers with 4 NOT PASS and 25 PASS; Section 705 including 30 SPCers with 7 NOT PASS and 23 PASS; Section 706 including 28 SPCers with 5 NOT PASS and 23 PASS.
    - I have also reported to Master via my *Report on SPC SAGE102 SFQ Results in AY2016-17, dated 2017JUN26, the return rates and the quantitative findings of the six sections of SPCers, as follows:
      - Section 701: 29/32 = 90.6%
      - Section 702: 24/29 = 82.8%
      - Section 703: 30/31 = 96.8%
      - Section 704: 21/29 = 72.4%
      - Section 705: 20/30 = 66.6%
      - Section 706: 24/28 = 85.7%

  - **Quantitative Findings**

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<th>Item Evaluated</th>
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where Q1 to Q9 are referenced as follows:
Q1 The course content helped me to enhance my knowledge in the UM competencies.
Q2 The course content enabled me to critically reflect.
Q3 The course helped me to write my e-portfolio.
Q4 The course enabled me to engage in practices of competency areas.
Q9 How effective was the course in helping you to learn experientially?
Q5 The instructor provided useful feedback to student learning.
Q6 The instructor motivated me to participate in student activities.
Q7 The instructor explained clearly in the class.
Q8 The instructor motivated me to develop soft-skills.

In particular, the rating for Q1 to Q8 adopts a 5-point scale below:
1 – Strongly Disagree
2 – Disagree
3 – Neutral
4 – Agree
5 – Strongly Agree

And Q9 rating adopts a different 5-point scale:
1 – Not at all
2 – Very little
3 – Reasonable
4 – Good
5 – Very

Namely, the perceived group averages of all the 9 questions across the six sections of SAGE102 are above 3.0, implying we still have many rooms of improvement to make in this course in AY2017-18, properly re-named as CPED100 RC Experiential Learning.
SPC work on Academic Advising Low-GPA Students

- October 2016 – April 2017
- AM Self-Assessment Score: 3
- AM Actions, Observations, and Interpretations included:
  - I started the academic advising interviews with the 2 RFs from the month of October 2016 to help under-performing students with their cumulative GPA being lower than 2.0, including those students currently under academic probation (AP), and extended academic probation (EAP).
  - We were informed by REG of 19 EAP/AP (GPA below 1.7) students at the beginning of the first semester of AY 2016-17. Both AM and 2 RFs managed to meet 7 of the 19 EAP/AP students starting from 2016SEP28, while the remaining 12 did not respond to SPC’s offer to help.
  - We were informed by REG of 10 EAP/AP students at the beginning of the second semester of AY 2016-17. Among these 10 students, only 6 remained in the active state. Starting from 2017FEB06, both AM and 2 RFs managed to meet them to offer guidance and follow-up help.
  - In particular, we discovered 91 students on 2017JAN11, whose GPA or cumulative GPA are under 2.0, and 39 of these 91 SPCers are year-1 students. I coordinated again with SPC academic team members (AM + 2 RFs) to meet the low-GPA students to offer guidance within January and February of 2017. Another round of follow-up meetings with the 91 students were completed in the months of March and April of 2017.
  - We found at the end of the 2nd semester of AY 2016-17, 24 SPCers have left the radar screen of low GPA (between 1.7 and 2.0), while 67 remain. Besides, 30 more SPCers entered the arena of low GPA students, making the total number of low-GPA SPCers to be 97.
  - I requested a breakdown analysis by 2 RFs, of the 97 low GPA students at the end of the 2nd semester of AY 2016-17, and discovered: a) 29 out of the 97 are high risk students, with a GPA lower than 1.7 for the two semesters in AY 2016-17; b) 38 are of medium risk, earning a GPA between 1.7 and 2.0 for the two semesters; and c) 30 are of low risk, earning low GPA (between 1.7 and 2.0) in only the 2nd semester.
I have coordinated with 2 RFs, during the month of July 2017 to work out academic advising schedule(s) in August-September 2017 to meet the low-GPA students and to offer help accordingly.

The result of academic advising was evident in AY2016-17 but not efficient enough since some students were hard to reach, and others did withdraw from the university already.

SPC work on Resolving Student Conflicts
- October 2016
- AM Self-Assessment Score: 3
- AM Actions, Observations, and Interpretations included:
  - I helped resolve a case of student conflicts, as reported by RF, Ivan Lei, involving the use of WeChat, in the last 10 days of October. The incident took place on 2016OCT20, when a female student confronted another female student in her resident room, for matters of breaching personal privacy in the social media, causing some sort of “violence” between the two. After investigation of the case with interviews of the two students separately, I helped the two students come to an agreement of reconciliation properly signed by the two on 2016OCT31, with the help of the two RFs, Ivan and Jingjing, respectively talking to the two female students – one being local and the other from mainland China. This was the first time at SPC, when a statement of reconciliation was adopted to resolve potential crisis in student conflicts.

SPC work on Student Disciplinary Cases
- November 2017
- AM Self-Assessment Score: 3
- AM Actions, Observations, and Interpretations included:
  - I helped tackle a serious case of student disciplinary offense, reported to me by RF, Ivan Lei, involving two students – one from SPC and another from LCWC – in the situation of a missing bike reported to SPC Security on 2016NOV07. The bike was found one week later, and it was returned to the owner at SPC. After investigation and interviews with the students suspected of misdemeanor, I helped settle the case after the student suspects admitted their wrongdoings with apologies to the Master of SPC. Both students (who took away the bike without owner’s consent),
and the student (who received and used the bike without owner’s consent) were given a chance to make a good man of themselves, with the understanding of the bike owner. They signed a respective statement of confession as important records of disciplinary offence, and such a statement has become an important reference for SPC to tackle student disciplinary cases in the long run.

- SPC work in Interviewing First-Year Students via SAGE102
  - November 2016
  - AM Self-Assessment Score: 3
  - AM Actions, Observations, and Interpretations included:
    - I initiated the freshmen interviews for all SAGE102 students across the six sections, totaling 179 students. The interviews were conducted by all members of SPC academic team, involving Master, AM, and the two RFs. My interviews were conducted from 2016NOV01 to 2016NOV11, with the mid-way review submitted to Master on 2016NOV12.
    - The result of the interviews opened a two-way channel of communications between SPC and her year-1 student newcomers, so that they should get more aware of the educational vision and mission of the college, and SPC gets more relevant understanding of the needs of each year-1 SPCer in AY2016-17 - this could facilitate a more personalized experience in the context of academic advising and/or life coaching.
    - The result of the interviews also helped create an individual profile for each year-1 student. It is designed that before coming for the interview each year-1 SPCer must have completed an online questionnaire to set up his or her profile (including answering some essential questions) under the UM Moodle site of SAGE102 AY2016-17, for follow-up advising or coaching session(s).

- SPC work in Semester-End RT/RA/HA Assessment
  - November 2016 + April 2017
  - AM Self-Assessment Score: 3
  - AM Actions, Observations, and Interpretations included:
    - I helped coordinate with our 2 RFs, the essential semester-end assessment tasks for SPC’s RT/RA and HA teams of student leaders, including conducting an individual interview with each member of
the RT/RA team and of the HA team (including 3 cabinet members, and five working group chairs). The result of this assessment exercise indicated that both the RT/RA and the HA teams of students have reached the satisfactory level of performance in this second semester of AY2016-17, with evidence of their personal reflection and RFs’ feedback as supporting documents of the semester-end assessment exercise.

- **RT/RA/HA Assessment**
  - The whole process of RT/RA/HA semester-end assessment was exercised for a) RT/RA, in the first semester, 9 RTs and 11 RAs, and, in the second semester, 3 RTs and 12 RAs, and b) HA, in both the first and the second semesters, 3 HA cabinet members, and five working group chairpersons, respectively towards the ends of November in 2016 and of April in 2017.
  - I enhanced the RT/RA/HA assessment exercise conducted respectively by RF, Dr. Jingjing Liu, and RF, Mr. Ivan Lei, and put in place a three-step assessment approach:
    - **Step 1:** Each RT/RA/HA must finish answering an online questionnaire, and confirm an interview slot with RF Dr. Jingjing Liu for RT/RA assessment, and, RF Mr. Ivan Lei for HA assessment.
    - **Step 2:** Each RT/RA/HA must come to attend an interview with RF Dr. Jingjing Liu for RT/RA, and with RF Mr. Ivan Lei for HA, sharing his or her RT/RA/HA experience or lessons learned in the semester, pinpointing his or her strengths and areas for improvement. This is followed by Dr. Jingjing Liu for RT/RA, or Mr. Ivan Lei for HA, sharing his observations and suggestions to improve.
    - **Step 3:** Each RT/RA/HA must finish a personal reflection on the role of being an RT/RA/HA, and his or her accomplishments as well as ideas to improve the RT/RA/HA work in the next semester.
  - I enhanced the supervision of RF, Dr. Jingjing Liu in the second semester of AY2016-17, especially in the area of pastoral care (RT/RA) and helped transform the context of viewing RT/RA from being a part-time job to being an opportunity to learn experientially and to serve humbly all fellow SPCers, with the
institutional support from the College.

- I enhanced the supervision of RF, Mr. Ivan Lei, in the second semester of AY2016-17, especially in the area of HA performance monitoring and helped transform the context of viewing HA from being accountable only to SPCers to being a responsible part of college to help accomplish the educational mission of SPC.

- I saw to the fact that in AY2016-17 our RT/RA/HA have been offering their satisfactory services to SPC: RT/RA in the specific area of pastoral care, and HA in collecting opinions from SPCers on different issues related to the College, such as the catering services at our dining hall, and to become involved in monitoring the quality of food provided by our caterer throughout the immediate past two semesters.

**SPC work in RT/RA Recruitment for 2nd Semester of AY2016-17**
- November 2016
- AM Self-Assessment Score: 2
- AM Actions, Observations, and Interpretations included:
  - I supervised the completion of the RT/RA recruitment interviews arranged by the 2 RFs in November 2016, in order to look for a few potential RT/RA students to fill the positions left by some exiting RTs/RAs in the second semester of 2016-2017 academic year:
    - First semester: 9 RTs and 11 RAs
    - Second semester: 3 RTs and 12 RAs

**SPC work in Congratulating SPCers for Winning local and international paper plane competitions**
- December 2016 – January, February 2017
- AM Self-Assessment Score: 3
- AM Actions, Observations, and Interpretations included:
  - I helped draft a message of appreciation based on Master’s instructions, to a team of SPCers who won the competition “2016第六屆慶回歸•衝上雲霄－全澳學生紙飛機大賽暨第二屆兩岸四地學生紙飛機大賽”中，蟬聯大專組“飛行時間最長”賽事的團體及個人賽冠、亞、季軍。” I also hosted a luncheon gathering on 2017JAN04 (Wednesday), with RF, Ivan Lei’s arrangement, to congratulate this team of SPCers for their efforts behind winning the paper plane design and
demonstration competition in Macau.

- As a follow-up, I supervised RF Ivan Lei’s efforts to involve this team in cooking up a workshop at SPC to share with SPCers their dreams and aspirations behind the paper plane competition. The workshop held on 2017FEB22, turned out successfully with positive feedback from 73 SPCer participants.

◆ SPC work on UM’s REAL Campaign to Attract PRA Students
- January – April, 2017
- AM Self-Assessment Score: 3
- AM Actions, Observations, and Interpretations included:
  - I helped organize a series of SPC-oriented activities to keep track of the 42 PRA students assigned to SPC by UM REG under Rector’s REAL initiative in spring 2017, including the weekend visit of 7 PRA students to SPC on 2017FEB18, the Master Dinner on 2017MAR03 receiving 33 guests including PRA students and their parents as well as school teachers and administrators, and SPC Open Day on 2017APR09 receiving more than 120 guests (PRA students and parents), besides creating a number of SPC invitations for PRA students to join some college activities scheduled on weekday afternoons in the month of February, March, and April of 2017, such as the two seminars/workshops in Traditional Chinese Culture series planned in the second semester of AY2016-17.

◆ SPC work on Student Ambassador Team (SAT) Volunteers
- February 2017
- AM Self-Assessment Score: 3
- AM Actions, Observations, and Interpretations included:
  - I supervised RF, Mr. Ivan lei, as program secretary, to organize a minimum of 3 SAT training gatherings for each occasion of HTD service, in order to enable SAT student volunteers to learn how to serve as SPC ambassadors – receiving guests, introducing college mission and programs to guests, and promoting a positive image of SPC. There were three HTDs in AY2016-17 at SPC, respectively attended by 185 SPCers in the first HTD on 2016SEP26, 188 SPCers in the second HTD on 2016NOV29, and 147 SPCers in the third HTD on 2017APR05. I
also invited a UM PRSA (also a SPCer in the graduating class of 2017) to help conduct two brief trainings on guided tour for the SAT student volunteers on the two Saturdays of 2017FEB18 and 2017FEB25.

- I coordinated the visit of 7 PRA students to SPC on Saturday (2017FEB18) so that our SAT student volunteers (5 SPCers in this gathering) could experience conducting a guided tour of UM campus under the facilitation of a UM PRSA – this is a learning-by-doing experience.

◆ SPC work on Suspected Missing Case

- March, 2017
- AM Self-Assessment Score: 3
- AM Actions, Observations, and Interpretations included:
  - I got informed of a suspected missing case for a Brazilian exchange student on 2017MAR09, by a group of exchange students coming to SPC to locate the missing student. It took us almost an hour in my office to find out what this missing case was all about given the student’s reckless action the previous evening to go to a disco at City of Dream for entertainment all by herself. This was a case of concerns – if something bad could happen to an innocent girl visiting such a spot in the city, where potential danger always existed. Fortunately, the missing case ended itself when we found out where the student was - actually staying overnight in a stranger’s (friend made at the Disco) apartment – and brought her back to SPC the same evening.

◆ SPC work on RT/RA Recruitment for AY2017-18 1st Semester

- March 2017
- AM Self-Assessment Score: 3
- AM Actions, Observations, and Interpretations included:
  - I helped in conducting the interviews of some RT/RA candidates in this month of March 2017, under the facilitation of RF Jingjing, and with the presence of Master.
  - The result included confirming the recruitments of 3 RTs and 10 RAs, for the first semester of AY2017-18.
SPC work on Reviewing the HA Election Process

- April 2017
- AM Self-Assessment Score: 3
- AM Actions, Observations, and Interpretations included:
  - I helped RF Ivan Lei to review the work required to facilitate the annual HA election, including the formation of cabinet candidates, each including 3 essential members, preferably comprising both local and mainland students, as well as the core group of five working chairs, each leading a specific area of student activities for SPCers. The promotion and timing of face-to-face introduction of the candidate cabinet to all SPCers were also elaborated on after the election as part of the review process to improve in next year’s HA election.
  - I also had the opportunity to discuss with the newly elected HA cabinet members, with the presence of RF, Ivan Lei, to understand more of their aspirations behind running for this HA Office, and their mental preparation to meet the challenges of getting SPCers involved in AY2017-18, as well as of serving SPC as a whole.

SPC work on Student Crisis Management

- May 2017
- AM Self-Assessment Score: 3
- AM Actions, Observations, and Interpretations included:
  - I helped coordinate with the 2 RFs to handle two rather serious cases of student crisis in this month of May: the first being psychiatric in nature, owing to some personal religious experience, caught my attention on 2017APR28, and the second being depression in nature owing to low academic performance on 2017MAY04. Both cases were described by our SAO counsellors as serious (with possible suicidal signs), requiring immediate attention not only from RC staff, but also needed to seek emergency psychiatrist help from local government hospital.
  - I was grateful to see to the conclusion of the two cases, after much efforts from our two RFs, with one student taking a recuperation summer break, after completing the semester with only one course withdrawal, and the other having applied
for deferment of study for two semesters, and both did complete the proper move-out procedures from SPC before the end of May, 2017, with the support of their respective family members.

- I also helped review the two respective case reports produced by our 2 RFs for Master’s perusal in preparation for SPC’s AAC meeting in May.

◆ SPC work on English Translation of Student Reflections from Shanxi Service Learning Trip 2016

- May 2017
- AM Self-Assessment Score: 3
- AM Actions, Observations, and Interpretations included:
  - I helped coordinate with our 2 RFS, the translation into English from Chinese, students’ personal reflection after participating in the 2016 Service Learning Trip in Shanxi, China. The final translation was submitted to Master on 2017MAY10.

◆ SPC work on Assessment of RF Annual Performance

- June 2017
- AM Self-Assessment Score: 3
- AM Actions, Observations, and Interpretations included:
  - I helped our 2 RFs complete their respective self-assessment reports for the academic year of 2016-107, by reviewing their series of reports submitted throughout the past two semesters.
  - I also provided feedback to improve their work performance based on work artifacts accomplished during individual review meetings held in my AM office.
  - I completed my AM assessment reports for the two RFs respectively in April and in July of 2017, and submitted the same to College Master via emails on 2017APR10 and 2017JUL05 before their respective formal review meetings with Master.

◆ SPC work on Experiential Learning Point (ELP) system in AY2017-18

- June – July 2017
- AM Self-Assessment Score: 3
- AM Actions, Observations, and Interpretations included:
I have been entrusted by Master to lead the efforts with our 2 RFs, to enhance SPCers’ experiential learning (EL) activities in AY2017-18, since the 1st SPC Retreat held on 2017FEB(2-3).

I need to conceive an ELP system which should recognize and reward students’ efforts to attend SPC’s longitudinal, regular, hands-on college programs with experiential learning activities.

I also have to enable such an ELP system so as to take into account (or recognize) students’ participation in other SPC activities such as one-all seminars and/or workshops, and to integrate the system (or make ELPs from SPC transferrable to) into the emergent UM merit point system to be put into practice by SAO in AY2017-2018.

I completed and submitted to Master via email on 2017JUN20, a SPC ELP proposal with the help of our 2 RFs, illustrating how it works with four existing SPC college programs, including the Debate Team, Drama Club, Short Film Production Workshop, and Student Ambassador Team, offering specific operational details of SPC’s ELP system in action, for Master’s perusal and discussion in the sequel to the 2nd SPC Retreat on 2017JUL(24-25).

I revised the ELP proposal submitted on 2017JUN20, based on Master’s feedback, and submitted again to Master an updated ELP proposal with supporting documents on 2017JUN23, via email.

**SPC work on Preparing CPED100 RC Course in Experiential Learning**

- **June – July, 2017**
- **AM Self-Assessment Score: 3**
- **AM Actions, Observations, and Interpretations included:**
  - I helped coordinate the efforts with our 2 RFs, to review the SFQ results of the six sessions of our SAGE102 course (AY2016-17) in First-Year Experiential Learning (report sent to Master on 2017JUN27 via email), and worked out areas of improvements, by pinpointing specific aspects of course redesign, including context and contents to be enhanced in the new course, **CPED100 RC Experiential Learning**, to be offered to SPCers in AY2017-18.
  - I submitted to Master via emails, essential documents on
course design, course syllabus, course enactment details, course schedule, coursework writing guidelines, course lesson plans, and course student support materials on 2017JUN30.

- I am supervising the two RFs to review the redesign materials in response to Master’s advice delivered during the sequel to the 2nd SPC Retreat held on July 24-25, 2017.

**SPC work on Year-End Report on Student Activities in AY2016-17**

- **June, 2017**
- **AM Self-Assessment Score: 3**
- **AM Actions, Observations, and Interpretations included:**
  - I created, in response to Master’s request during the 17th AAC meeting, a summary report of SPC’s student activities in AY2016-17, including High Table Dinners (HTDs), House Association (HA) activities, Floor activities, College-Wide activities (covering one-all, and regular college programs), and sent it to Master via email on 2017JUN22.

**SPC work on HA Officers’ Contract and Responsibilities**

- **July, 2017**
- **AM Self-Assessment Score: 3**
- **AM Actions, Observations, and Interpretations included:**
  - I supervised RF Ivan Lei, to draft and review the HA officers’ contract and appointment description with all the attendant responsibilities and expectations from College.
  - I submitted to Master via email on 2017JUL14, the above documents together with a proposal prepared by RF Ivan, on HA Training in August before the Orientation Week of AY2017-18.

**SPC work on RT/RA/HA Training in August for AY2017-18**

- **July, 2017**
- **AM Self-Assessment Score: 3**
- **AM Actions, Observations, and Interpretations included:**
  - I supervised RFs Jingjing and Ivan, to draft and review the RT/RA/HA training proposal, bearing in mind the RT/RA/HA training schedule must fit well into the orientation work, especially paying attention to the three specific
manual/guidelines for floor committee formation and operations, for conducting pastoral care, and for organizing student activities, be they HA-based or floor-oriented.

- I submitted to Master via email on 2017JUL15 a set of documents together with the proposal prepared by both RFs, on RT/RA/HA training and other orientation details.

**SPC work on Preparing the Student Orientation and Navigation Guide for AY2017-18**

- July, 2017
- AM Self-Assessment Score: 2
- AM Actions, Observations, and Interpretations included:
  - I helped coordinated with both RFs, to update the Student Orientation and Navigation Guide from AY2016-17, with details from both REG and SAO, in order to produce the same for AY2017-18.
  - I received from RF Ivan Lei, his latest edition of this Orientation Guide for AY2017-18 on 2017JUL12, and submitted to Master after my review, on 2017JUL21, together with a brief memo from Ivan stating the differences (updates) between the AY2016-17 and the AY2017-18 versions of this Orientation and Navigation Guide. It is understood that the final typesetting and formatting has not finished, and will be done by our admin staff after Ivan has completed updating the content, followed by AM’s iterative review and proofreading until a working and updated version is done on or before August 9, 2017, allowing two days for our admin staff to put the guide online via our SPC Website on August 11, 2017.

**Supervision of Administration-Related Work in SPC**

**SPC Readmission Application**

- August 2016 + March/April/May/August 2017
- AM Self-Assessment Score: 3
- AM Actions, Observations, and Interpretations included:
  - I was responsible for reviewing, on 2016AUG10, the case of student WANG Zhong Wang (D-B4-2732-8), who was then applying for re-admission into SPC after deferment of study for
the previous year. The case was resolved within one week after WANG’s application was received, and he was admitted into SPC before the start of AY2016-17.

- I helped coordinate in March and April 2017 the readmission interviews for SPCers applying for staying at SPC in AY2017-18, and created a set of criteria with the 2 RFs to decide on what priority should be given to those accepted for readmission and for those to be put into the waiting list. The purpose of the readmission exercise is to sort out those SPCers whose justifications for readmission are not strong enough, so that we could have enough returning bed spaces for new incoming first-year students in AY2017-18, whose demand is larger than our supply in AY2016-17.

- I also helped handle the complaints coming from two SPCers whose readmission application was put into the wait list, by interviewing with the students concerned respectively on 2017MAY05 and on 2017AUG10, after the issue was raised to Master in the form of a petition letter (received respectively on 2017APR28 and 2017AUG01), and help review the official SPC college response, contributed by RF Jingjing, to some anonymous complaints sent to SAO’s Suggestion Scheme in June.

- I produced a case report for the student complaints and sent to Master for his perusal respectively on 2017MAY02, and on 2017AUG11, via emails.

SPC Display Board for UM Welcoming Dinner for New Staff

- August 2016
- AM Self-Assessment Score: 3
- AM Actions, Observations, and Interpretations included:
  - I organized the joint efforts from both SPC staff and students, to complete a SPC display board design and prototype intended for the exhibition required in the occasion of a UM welcoming dinner event at MMKLPS College, for all RCs to join on August 24, 2016. The result was the “tree board” previously displayed in our G011 multi-purpose function room, but now in the ground-floor storeroom next to our Security Counter. There was also the video production part, coordinated by
student (now alumni) William Wong with AM’s facilitation, to shoot enough footage of each of SPC’s signature college programs, for the introduction of SPC’s student-centric experiential learning programs.

■ SPC First English Camp in AY2016-17
◆ September 2016
◆ AM Self-Assessment Score: 2
◆ AM Actions, Observations, and Interpretations included:
  ● I contributed by reviewing and revising the news item (in both English and Chinese) for SPC’s first English Camp in the academic year of 2016-17, from 2016SEP02-05, spanning two and a half days, serving more than 50 freshmen, with the help of more than 20 volunteer professionals from Hong Kong.

■ SPC First High Table Dinner in AY2016-17
◆ September 2016
◆ AM Self-Assessment Score: 3
◆ AM Actions, Observations, and Interpretations included:
  ● I joined the working group for SPC’s first high table dinner (HTD) scheduled on 2016SEP26 (Monday), taking care of the essential details, from food tasting, to recruiting and training student ambassador team (SAT) volunteers (freshmen). It should be noted that this was not only a normal SPC HTD, but also the occasion of presenting UM scholarships to students from other RCs, as a task to complete, as advised from UM senior management; so, the list of distinguished guests including: Chair of UC Council, two Vice Rectors (Academic Affairs, Student Affairs), and many other donors from Macau’s various business sectors. It was attended by 185 SPCers and considered as a success from comments of UM senior management.
  ● I also helped revise the English and Chinese news item for the first HTD, together with the ‘thank you’ emails in recognition of our student helpers who got involved in preparing, launching, and serving throughout our first HTD, including the student performer. I learned not to over-do the writing of the “thank you” emails under the guidance of our master, too.
SPC Regular and Ad Hoc Meetings with Caterer for Food Incidents

- August/September/October/November 2016
- AM Self-Assessment Score: 3
- AM Actions, Observations, and Interpretations included:
  - I joined the first regular caterer service meeting for the academic year of 2016-17, on 2016AUG31, as SPC AM, facilitating the discussion of maintaining quality food service by our current caterer.
  - I chaired several urgent and important meetings (2016OCT07, 2016OCT24, 2016OCT28) with our caterer to nail down our concerns over a series of food incidents including the “worm-in-dish” complaints occurring from 2016SEP26 to 2016SEP30. I initiated an ad hoc task force (SPC AM, RFs, Admin staff + HA officers) to develop strategies to monitor the food service of our caterer from the beginning of October, including creating a monthly survey to collect student feedback. I used the student responses to convince our caterer the immediate needs to improve their service. They agreed to increase the meat portion per serving to two choices instead of one from November 2016.
  - I secured the cooperation of the then HA vice president, Emily Wen, via RF Ivan, in designing a working questionnaire, with heavy amendments by the College Master, to survey SPC student feedback on our caterer’s food service at the start of October. The monthly survey results used in subsequent meetings with the caterer key management personnel, proved useful to nail down specific improvement plans for student food service at SPC. The quality improvement in our caterer’s service was clearly visible and accepted by the majority of SPC students beginning in the month of November.

SPC work on Displaying Contributions of UM Former Rectors

- September/October 2016
- AM Self-Assessment Score: 3
- AM Actions, Observations, and Interpretations included:
  - I completed the review of English and Chinese contents for the display boards of “former rector, Professor Zhou Li Gao” before
production. This was done in recognition of Professor Zhou’s contributions to UM in the occasion of UM’s 35th Anniversary in 2016. In particular, I examined the writing produced by SPCer interviewer at Professor Zhou’s office, and corrected the grammar and sentence structures of the description, as well as put into correct chronological sequence some of Professor Zhou’s events of contributions during his services at UM, as rector, and as dean of FST.

■ SPC Second High Table Dinner in AY2016-17
   ◆ November 2016
   ◆ AM Self-Assessment Score: 3
   ◆ AM Actions, Observations, and Interpretations included:
      ● I helped organize the second HTD of SPC scheduled on 2016NOV29, with the theme of a family dinner, inviting SPC college fellows and affiliates to the gathering, with the service of our SAT student volunteers. There were 188 SPCers who participated in this second HTD of SPC.
      ● I also helped revise the English and Chinese news item for the second HTD, together with the ‘thank you” emails (with Master’s guidance) in recognition of our college fellows/affiliates (for their presence), student helpers who got involved in preparing, launching, and serving throughout our second HTD, including the student performers.

■ SPC work in Reviewing the Chinese Translation of SPC Story
   ◆ December 2016
   ◆ AM Self-Assessment Score: 3
   ◆ AM Actions, Observations, and Interpretations included:
      ● I helped review and revise the whole Chinese translation of the SPC Story – a working report on the first 2.5 years of program development at SPC, leading to a prototype of RC development based on experiential learning and integrating student leadership training. The final version submitted to Master for approval was done on 2016DEC28.

■ SPC work in Poster Management
   ◆ December 2016
AM Self-Assessment Score: 2
AM Actions, Observations, and Interpretations included:

- I helped improve the poster management protocol, owing to an ineffective practice to hoist posters properly by student(s) inside SPC, often in the wrong location(s) as observed by Master. I produced an enhanced guideline for students responsible for putting up and removing the posters, with a timeline of work steps, in order to avoid the missing link on who should be held accountable in case some incidents on the mishandling of poster(s) happen.

SPC work in Library Collection

- December 2016
- AM Self-Assessment Score: 3
- AM Actions, Observations, and Interpretations included:
  - I helped recommending through literature search and review online, a series of books (along the line of biographies and life/business/career success stories) to be acquired by SPC in the second semester of AY2016-17, as additions to our SPC Library. The list of book recommendations was sent to Master before 2016DEC23 in the form of an email.
  - I helped order and prepay 30 copies of a title <<The Confidence Factor: The Seven Secrets of Successful People>> by Annie Ashdown (2016), selected by Master as gifts and library addition to encourage reading by SPC student leaders from various experiential learning programs. The copies arrived in early January 2017.

SPC work on Promoting SAO Summer Programs

- February 2017
- AM Self-Assessment Score: 3
- AM Actions, Observations, and Interpretations included:
  - I initiated with the help of two RFs, on 2017FEB08, the promotion of SAO Summer Programs by completing a briefing through RT/RA, by sending promotion email to all SPC student residents, and by setting up an online form to collect student applications. Five SPCers responded to apply for the Jilin trip in June, and they were all accepted and nominated to SAO as SPC
SPC work on Staff Integrity Practices

- February 2017
- AM Self-Assessment Score: 3
- AM Actions, Observations, and Interpretations included:
  - I initiated a discussion based on a UM guideline on how to handle advantages unrelated to official duties on 2017FEB08, after getting informed by SPC Functional Head, that our caterer had delivered Chinese New Year “Lai Si” (red packet money) to both our admin and academic staff without the knowledge of both the Master and the Associate Master. The result, according to UM Internal Guidelines for Personal Integrity Conduct, was that we returned all the “lai si” to the caterer on 2017FEB09 with a note of appreciation from Master, and a memo from AM to all SPC staff (academic and admin) that we should never accept such festival gifts ("lai si" in this case) in the future.

SPC Operation Report for Residential College in AY2016-2017

- March 2017
- AM Self-Assessment Score: 3
- AM Actions, Observations, and Interpretations included:
  - I helped review, on the basis of Master’s amendments, the annual SPC operation report in AY2016-2017 (both Chinese and English versions) produced by SPC functional head, before it was submitted to VRSA office on 2017MAR29. My major review areas included: a) statistics on number of RC students, b) activity review/achievement during AY2016-17 plus outlook on AY2017-18, c) improvement plan/work, d) working personnel in RC, e) operating fund and finance, f) assessment of student achievements so as to lead to the final grade of the first cohort of UM students, within the 4-in-1 education model, who will graduate in June 2018.

SPC work on Preparing for SPC 3rd High Table Dinner in AY2016-17

- April 2017
- AM Self-Assessment Score: 3
AM Actions, Observations, and Interpretations included:

- I was assigned by Master to be in charge of preparing the 3rd High Table Dinner (HTD) of SPC in honor of our graduating class of 2017. I drafted for Master’s reference the 3rd HTD action plan based on the experience of the last HTD in AY2015-16. I also proposed the student sub-committee list and upon Master’s approval, worked closely with the proposed students, to suggest the gifts from college to the class of graduands in AY2016-17, the possible gift(s) from graduands to SPC, and the program items including graduands’ sharing slot. I also drafted the HTD program rundown in consultation with SPC’s HTD advisors and Master with whose support, I then directed both the admin and the academic staff, as well as student leaders/volunteers, to complete the HTD scheduled on 2017APR05, with Rector Wei Zhao as our HTD speaker. The major tasks included: promotion of the 3rd HTD, registering student HTD participants, confirming HTD caterer, confirming HTD guests, inviting SPC graduating class to join HTD, arranging professional photographer session(s) on HTD date, training student helpers along such lines as reception (SAT), technical support (audio and video on stage), student attendance, and MC coordination with evening programs and guests’ procession into the dining hall. There were close to 250 participants in this last SPC HTD of AY2016-17, including close to 30 SPC graduands, 150+ SPCers from year-1 to year-3, as well as about 20 guests and college fellows/affiliates.

SPC work on UM Open Day on 2017APR09

- April 2017
- AM Self-Assessment Score: 3
- AM Actions, Observations, and Interpretations included:
  - I attended the briefing sessions held by CO, and followed up and through all the necessary details to stage SPC Open Day events on 2017APR09, resulting in the visit to SPC by more than 100 local students and parents, when I staged two short presentations on SPC, with PPTs, one in the morning and the other in the afternoon. Rector Wei Zhao did come with other UM officials to SPC during lunch hours to greet local visitors.
with UM welcome, in the presence of Master and SPC academic staff. The result of this SPC Open Day helped local high school students (PRA students included) and their parents get more familiar with the educational setting of UM, and with our RC system in particular.

- **SPC Follow-up work on 3rd HTD and Open Day**
  - April 2017
  - AM Self-Assessment Score: 3
  - AM Actions, Observations, and Interpretations included:
    - I helped complete a number of follow-up tasks on the last HTD of SPC scheduled on 2017APR05, including the preparation of thank-you letters to our HTD guests, and student helpers, as well as a comprehensive review of the HTD preparation process in order to identify rooms of improvement. The review report was sent to Master and HTD Advisors on 2017APR18.
    - I helped create a template of work tasks and documents, after completing the Open Day work on 2017APR09, so as to get ready for a similar exercise in AY2017-18, in support of the systemic operations in the making for SPC, especially before the end of this second semester of AY2016-17.

- **SPC work on Receiving JAE Local Students and Parents**
  - May 2017
  - AM Self-Assessment Score: 3
  - AM Actions, Observations, and Interpretations included:
    - I helped coordinated with UM REG the SPC visit of about 200 guests on 2017MAY28 (Sunday), including 100+ JAE (Joint Admission Exam) students from local schools and their parents (close to another 100), with the contributions from RF Ivan Lei, standing by on May 28, and RF Dr. Jingjing Liu, preparing the AV support in Dining Hall on May 27. The visit included a lunch (paid by REG, and served by Food Paradise) hosted at SPC Dining Hall, from 01:00 pm to 02:30 pm, and a short introduction about SPC presented by AM with a PPT slides used earlier in Master Dinner on 2017MAR03, and on SPC Open Day on 2017APR09.
SPC work on Providing Comments for RC Catering Service Tender

- May 2017
- AM Self-Assessment Score: 3
- AM Actions, Observations, and Interpretations included:
  - I helped coordinate efforts with 2 RFs and SPC functional head, Leo Che, to gather opinions from students (HA officers) and to analyze what we have experienced from SPC caterer since August 2016, before providing comments to Master on 2017MAY15 in order to forward to VRSA office, to fulfill SPC’s obligations to enhance the bidding terms in the new RC Catering Service Tender – hopefully to be completed before the end of 2017.

SPC work on Providing Clean and Safe Environment for Summer Camp Students

- June/July 2017
  - I helped coordinate with admin staff, Mariah and Leo, to avoid the RC cleanliness problems encountered by local high school students at SEAC earlier in June, when they were supposed to experience the pleasant RC environment at UM.
  - I followed up with Mariah to provide Master with timely reports via emails on what we have done with the cooperation from FMM, on cleaning the dead cockroaches and on reducing the humidity inside the resident rooms, especially the molds on the walls or surfaces of bathroom doors, appearing after some time of humid condition without air-conditioning. The two email updates were sent by Mariah respectively on 2017JUN29 and 2017JUL21.

Supervision of RC Foundation Scholarships at SPC

SPC work on launching RC Foundation Scholarships in AY2016-17

- October/November/December 2016
- AM Self-Assessment Score: 3
- AM Actions, Observations, and Interpretations included:
  - I was responsible for launching at SPC, the AY2016-17 academic year’s UM RC Foundation Scholarships totaling MOP100,000.00, with 12 types of SPC scholarships. I helped
sort out the qualified student applicants, arrange the interviews with the shortlisted applicants, after confirming the availability of our panel members in each category of SPC scholarships. The whole process started from 2016NOV05 (announcement), receiving 44 applications up to 2016NOV15 (deadline), conducting more than 10 rounds of interviews (each last for 2.5 hours) based on scholarship types applied, from 2016NOV16 to 2016NOV22, confirming the scholarships winner list of 25 recipients (individual and group) on 2016NOV23, and announcing the result of the scholarships application on 2016DEC10. The total amount of scholarship granted was MOP92500.00 out of MOP100,000.00.

- SPC work on Promoting RC Foundation Scholarship
  - March 2017
  - AM Self-Assessment Score: 2
  - AM Actions, Observations, and Interpretations included:
    - I was assigned by Master to review the SPC scheme to promote applications for RC Foundation Scholarships normally opened to receive applications in October of each academic year for year-2 students. I have been working closely with the 2 RFs to see how best to integrate the promotion into the first-year course of RC experiential learning, namely, CPED100. I propose to incorporate the promotion of RC Foundation Scholarships in the formation of student interest groups (SIGs) within the course design of CPED100, so that SPCers are made aware that their interest/efforts to nurture some meaningful student activities at SPC could eventually be recognized in the form of scholarship(s) granted to either an individual or a group of students.

- Supervision of Mentor-Mentee Scheme at SPC
  - SPC work on College Affiliates as Student Mentors
    - February – April 2017
    - AM Self-Assessment Score: 3
    - AM Actions, Observations, and Interpretations included:
      - I helped kick off SPC’s Mentor-Mentee Scheme with the involvement
of College Affiliates (CAs) in February 2017, with the contributions of RF, Ivan Lei. This scheme relies on CA’s willingness to chat with SPCers over lunches/dinners, and to continue their dialogue at subsequent time slots of mutual convenience throughout the semester. The result included 14 out of the 36 academic staff members (signed up as SPC CAs) who were willing to start the luncheon/dinner dialogues.

- Out of the 14 CAs who signed up, there were 10 who actually arranged lunch/dinner dialogues with SPCers. And out of these 10 CAs, there were three CAs who had one follow-up meetings with individual or small groups of SPCers, and there was one CA who managed to have two follow-up meetings with individual or small groups of SPCers.
- Out of the 21 SPCers who signed up to meet with our CAs in the 10 lunch/dinner dialogues, there were only 19 who did show up in the dialogues. Out of these 19 students, there were 15 SPCers who did complete the feedback questionnaire concerning their expectations from the CA dialogues, including: improving study skills, and thinking skills, enhancing self-development, and teacher-student relationship, as well as a sense of belonging to UM/SPC, learning from mentor’s life experience, and more about UM/programs of study, knowing more about career prospect, further study, and course selection.
- I supervised the creation of SPC’s profile of current CAs’ personal interests, and focused on rendering some enhanced options of services for our CAs to choose in AY2017-18, in order to enhance the mentorship efforts for our SPCers.

- SPC work on Updating College Affiliate Program in AY2017-18
  - June – July, 2017
  - AM Self-Assessment Score: 3
  - AM Actions, Observations, and Interpretations included:
    - I coordinated with RF, Ivan Lei, to update SPC’s College Affiliate (CA) program in AY2017-18, by introducing three specific options of services for CAs to sign up their enhanced services to SPCers as CA member of SPC.
    - I reviewed the proposal prepared by Ivan, and submitted to Master for approval before announcing the same to our existing CAs to get their confirmed replies before 2017JUN23 whether or not they would stay at SPC for another year of services in AY2017-18.
    - The result as of July 24, indicates that out of the 36 CAs registered for
AY2016-17, 27 will remain as our CAs in AY2017-18, 6 will not stay with SPC because they quitted UM already, and 3 have not replied. Moreover, out of the 27 who stay with SPC in the coming academic year, 19 have signed up for the service option of Mentor-Mentee Dialogue, 8 for the service option of Forum Sharing, and 6 for Affiliate Talks.

- **Supervision of Work and Information Flow Improvement at SPC**

In order to establish a residential college which is effective in helping our young people (SPCers) learn, grow, and mature, in the most professional manner, as stated in <<The Shiu Pong College Story>>, I have been entrusted by Master to study how best to improve the information and work flow of the college. I thereby initiated to organize a retreat at the end of both the first and the second semesters of AY2016-17 as an opportunity for all SPC staff to reflect on the following essential question: How are we to achieve better planning, monitoring and coordination for the establishment of a systemic operation of the College?

- **SPC work in Preparing for 1st Retreat in AY2016-17**
  - December 2016 – February 2017
  - AM Self-Assessment Score: 3
  - AM Actions, Observations, and Interpretations included:
    - I helped organize the first SPC retreat for academic staff in AY2016-17, and scheduled it to happen on February 2-3, 2017 at SPC (S9-G026).
    - I produced the essential agenda items elaborated in this retreat, and followed up and through the major decisions made after the retreat, especially concerning the improvement of systemic operations to steer SPC college functions and student activities, in the second semester of AY2016-17. All these would have to be further reviewed during summer of 2017 (June and July), when we organized the 2nd Retreat before the end of AY2016-17.
    - I helped nail down the following issues in the second semester of AY2016-17, in support of the test-run of SPC systemic operations throughout this second semester:
      - SPC needs to prepare a number of manuals, including the *Student Owner’s Manual for Personal Growth*. This manual is aimed to enable individual SPCers to develop their well-round character by participating in various SPC experiential learning programs, offered
continuously throughout each academic year.

- SPC needs to enhance the opportunities of student experiential learning through the first year RC course, SAGE102/CPED100, where each freshman is obliged to keep electronic records of his or her personal growth along the five RC competencies (interpersonal relationship and teamwork, leadership and service, healthy living, cultural engagement, as well as global perspectives and citizenship), after participating in related college activities.

- SPC needs an enthusiastic team of House Association (HA) officers and volunteer students, who are committed to serve SPC along the College mission, by helping fellow SPCers to grow, via different meaningful HA/Floor-College activities.

- SPC needs the support of her college fellows and college affiliates, with the coordination of our RFS, to mentor SPCers to experience personal growth in their academic and living-and-learning activities.

- SPC needs the efficient support of an administrative team, to deliver effective services to SPCers, through performing different administrative duties, in support of all the living-and-learning related functions, events, tasks, and college programs of SPC.

- SPC work on 2\textsuperscript{nd} SPC Retreat in AY2016-17
  - June 2017
  - AM Self-Assessment Score: 3
  - AM Actions, Observations, and Interpretations included:
    - I organized a series of preparatory meetings (5 in total) with our 2 RFS, to nail down the agenda (both report items and discussion items, plus some AOB items) of our 2\textsuperscript{nd} SPC Retreat in AY2016-2017, held on June (7, 8, 9), 2017.
    - I initiated a series of follow-up working meetings throughout the two months of June and July, to complete the follow-through of essential discussion items tackled in the 2\textsuperscript{nd} SPC Retreat, resulting in a series of reports (and relevant working documents) submitted to Master for his perusal over each of the four-to-five consecutive Fridays since 2017JUN20, via emails, in preparation for the sequel to the 2\textsuperscript{nd} SPC Retreat to be held on July 24-25, 2017.
    - I also submitted to Master a summary report of this 2\textsuperscript{nd} SPC Retreat on 2017JUN14 as an important conclusion of the work done since the 1\textsuperscript{st} SPC Retreat held on 2017FEB(2-3).
**SPC work on the Sequel to 2nd SPC Retreat on 2017JUL24-25**

- July 2017
- AM Self-Assessment Score: 3
- AM Actions, Observations, and Interpretations included:
  - I helped organize a sequel to our 2nd SPC Retreat in AY2016-2017, held on June (7, 8, 9), 2017, in response to Master’s request in order to follow through with the decisions made in the 2nd retreat. The sequel retreat was scheduled on July 24-25, 2017.
  - I supervised the two RFs to produce a series of follow-up working reports throughout the two months of June and July, to prepare this sequel of the 2nd SPC Retreat, and submitted to Master via emails the related reports (and relevant working documents) for his perusal over each of the four-to-five consecutive Fridays since 2017JUN20, in anticipation of the working tasks to be tackled after this sequel retreat on July 24-25, 2017.
  - The major items to be followed up and through coming up from the sequel retreat, include the following:
    - SPC work on Enhancing Student Experiential Learning (EL) Activities
    - SPC work on Cultivation of Student Interest Group (SIG) – CPED100
    - SPC work on Integrating Merit Point System into EL Activities
    - SPC work on RT/RA to enhance Pastoral Care with Floor Committees
    - SPC work on HA to enhance Service/Volunteerism to SPC student body
    - SPC work on Developing Student Concerns of Caterer’s Food Services
    - SPC Schedule on Year-1 Student Interviews in AY2017-2018 (OCT-2017)
    - SPC Schedule on academic advising of low-GPA students (EAP and AP)

**MY OBSERVATION OF SPC OPERATIONS**

- The 2015-16 academic year was a difficult year for Shiu Pong College, as she began the fall semester 2015 with 1 Master, 2 Resident Fellows (RF) and 4 Administrative Assistants (AA). Beginning from the spring semester (January 2016), the College operated with only 1 Master, 1 RF and 4 AAs until April of 2016. A new RF was appointed in May of the same year. When I reported duty on 2016AUG01, in the
In the academic year of 2016-17, SPC saw a full list of staff members including: 1 master, 1 associate master, 2 RFs, and four administrative officers.

- SPC is especially unique in the nature and approach of the college’s experiential English learning programs through which participating students will effectively improve their English communication skills and/or abilities. These long-term, regular, frequent, hands-on, active learning experiences are richly visible in the weekly English Table, twice-a-year English Camp, occasional English Day, and the once-a-year Overseas Summer Program in the United States.

- In 2015-2016, SPC’s student programs were one-time seminars, talks, workshops, and activities that are intended to improve learning skills, enhance personal growth, broaden knowledge frontier, build up awareness of international affairs, enrich cultural experiences, and inspire students to search for a meaningful life. In 2016-2017, SPC is intended to nurture our students to become future leaders, by integrating leadership training with experiential learning programs of the college.

- SPC encourages our students to actively participate in as many college programs and activities as their time allows, to create and develop their own project(s), from an idea to full fruition, and to learn, grow and mature as the University’s 4-in-1 whole person education model has intended.

- There are many examples of SPC student projects of learning that could be showcased from our major college experiential learning endeavors, offered in the past two years; for example

  - English Tables (ETs)
    - The ETs are designed to improve English listening and speaking abilities. They are attended by English speakers who volunteer to help SPCers two evenings (Wednesday and Thursday) a week, to play games, and to learn what happens around the globe, and to discuss significant daily world/life issues in simple English.

  - English Camps (ECs)
    - The ECs are also designed to improve English listening and speaking abilities. ECs are organized at the beginning and the end of the academic year. They typically last for 2-3 days, involving both indoor and outdoor
activities on campus and in Macau, with English speakers collaborating with our students to complete goal-oriented and fun activities.

■ Overseas Summer Program (OSP)
  ◆ The OSP is also designed to improve students’ English listening and speaking abilities. It provides an immersion experience to learn and practice English at a US university, for a period of about two weeks (usually in early July) after two semesters of participation in ETs and ECs.

■ Dream Building Team (DBT)
  ◆ The DBT team devotes itself to social service. DBT members visit an orphanage every weekday to help the children there with their study and encourage them in developing a positive outlook of life. It nurtures students’ empathetic ability and gracious attitude to grow, learn, and serve with a humble heart.

■ Shanxi Service Learning Trip (SSLT)
  ◆ This is a six-month-long service learning project involving firstly in early spring an on-site observation, interviews, and fact-finding exploration in Shanxi Province of mainland China; then creating and developing students’ own teaching plans and materials back in Macau; followed by a week-long early summer teaching trip for primary and junior high school students there; wrapped up by students reflecting on their service learning experience in writing, as legacies to our younger SPCers.

■ Student Ambassador Team (SAT)
  ◆ Students with an interest to serve the college as ambassadors of goodwill and positive image boosters are given opportunities to learn professional hospitality and media training, to help receive, welcome, and introduce our college to guests, visitors, and friends of SPC.

● The year 2016-17 saw 3 High Table Dinners, 28 seminars/talks/workshops, 20 House Association-organized and 18 floor activities organized, with the number of student participations in college programs and activities increased from 2015/16’s 4397 to this year’s 4499. This number includes 250-plus students participating in the weekly experiential learning opportunities provided by English Tables (ET), College Choir (CC), Debate Team (DT), Drama Club (DC), Dream Building Team (DBT), Short Film Production Workshop (SFPW), and the twice-a-year English
Camps (EC), as well as the Shanxi Service Learning Trip (SSL) and Overseas Summer Program (OSP).

- The College Mission, as stated in the 2016 Shiu Pong College Orientation Program and Navigation Guide, is as follow:
  - “On the basis of the teachings of Confucianism and the Christian spirit of Faith, Hope and Love, the mission of Shiu Pong College is to inspire students to search for, reflect on, and live a meaningful, purposeful and fruitful life in order to serve as role models and make a positive difference wherever they go, as the Light of the World.”

- “You are the Light of the World” was chosen as the College’s Motto, as it is universally understood that when light appears, darkness recedes, when light appears, truth will be revealed, and when truth is found, people will be enlightened, liberated and free.

- The intended learning outcomes as found in the form of personal attributes of Shiu Pongers include:
  - An effective learner and competent communicator
  - A visionary person with a global perspective
  - A person of substance who will search for and live a meaningful, purposeful and fruitful life that goes beyond monetary returns
  - A person of fine character who has the empathetic ability to give, to serve and to love
  - A team-player with leadership skills.

- The means by which the SPC mission objectives are to be achieved include:
  - Seminars that broaden knowledge frontier
  - Workshops that enhance personal growth
  - Workshops that develop learning skills
  - Events/activities that enrich cultural experience
  - Talks that sharpen global perspective
  - Social service learning trips that nurture gracious attitude to serve genuinely and humbly, and
  - Personal sharing that inspires and enlightens, so that students will embrace a vision much broader than Macau, China or Asia, and a philosophy of life which is more than just a well-paid job or a life which is abundant not only materialistically.
There are four wall murals designed and painted on the walls of the elevator lobbies of the College, which, include:

- “Destiny is not a matter of chance. It is a matter of choice”;
- “Life is a marathon, what it takes to reach the destination are: passion, patience, persistence and perseverance”;
- “Do not follow where the path may lead. Instead, go where there is no path and leave a trail”;
- “Life is like farming, you sow now, and harvest later.”

There are two essential groups of student helpers at SPC to help in the respective tasks of people-building of SPCers by Resident Tutors (RTs) and Resident Assistants (RAs), and of student services by House Association (HA) officers. The RTs/RAs are responsible for organizing the floor committees on each of the 7 floors at SPC, through which different floor activities are to be proposed for the benefits of SPCers. They are also liable to offering pastoral care to their fellow SPCers on the same floor(s). The HA officers are mainly responsible for collecting student opinions related to different issues of SPC operations. The HA is obliged to propose any student-centric activities (large or small) for all the students at SPC to participate, such as the Mid-Autumn celebration evening program. The HA is also instrumental to promoting volunteering services among SPCers.

There are UM RC requirements for SPC students to fulfill before they could graduate. Such requirements differ depending on the year of admission of the students concerned: 2017-18, 2016-17, 2015-16, or 2014-15, since our RC requirements based on the 4-in-1 model of UM college education began in the academic year of 2014-15.

MY REFLECTION OF SPC CHALLENGES

Based on the information from Master Leung’s earlier 2015-16 annual report to VRSA, and from Master’s recent report “Building a Residential College within the 4-in-1 Education Philosophical Context at UM – The Story of Shiu Pong College in its First Two-and-a-half Years” released to SPC academic staff in December 2016, I hereby render my observations in the past 12 months of my service as AM of SPC and my personal responses to SPC’s perceived challenges – I do identify with Master’s findings reproduced below for important reference:
While student residents have to fulfill RC requirements for graduation, it is difficult for the college office to track down student participation in non-RC activities, which were organized by different units of the University. The same is true with records of disciplinary cases, contact updates of non-resident students who seldom returned to the College. Trying to attract non-resident students to participate in our college programs and activities was another challenge. The most serious challenge to SPC who put most of its money in college programs (one-all seminars/talks as well as longer-term, regular, frequent, hands-on, experiential programs) is the budget cut, which resulted in serious impact on our educational programs.

As SPC tried very hard to help our young people learn, grow and mature in a Residential College (RC) setting within the University’s 4-in-1 whole person education philosophical context, the following phenomena gradually crystalized and became clear:

- At the most, about one-fifth of the student body was active participants in various college programs and student activities. There was always about one-third or more of the student residents who did not participate, and college life was simply dormitory living.
- As far as cultural difference is concerned, while mainland students normally would stay in the College over the weekends, most local Macau students would go home. During short vacations, mainland students would travel, and during normal term time, large number of local Macau students would work part-time.
- Most UM students work hard. This is especially vividly clear during mid-term or final examination times. Very few would participate in college programs or student activities as time was a scarce commodity then and they needed it desperately for keeping or raising their grade point averages (GPA).
- The one-time seminars, talks and workshops were not as effective as it was initially expected. In terms of participating students, the number varied greatly. They could be as few as less than 10, and as many as 70-plus. The norm was about 20-25. In terms of content recall, few remembered what had been presented after one or two weeks passed, let alone when the term came to an end months later.
- Most floor activities were organized for fun, to be enjoyable and not intellectual by nature, though some of them would help build team spirit.
and sense of identity, and sometimes service-oriented.

- **My Responses to SPC Perceived Challenges**

  - It is imperative to offer SPCers different choices of college activities to enable their personal growth while fulfilling the RC requirements according to their year(s) of admission into UM.
  
  - It is indeed important to grow more college programs that could earn the buy-in or ownership from the majority of SPCers to participate.
  
  - It is equally important to design such college programs in alignment with the college mission, such that the personal growth of SPCers could actually speak for itself – very instrumental witnesses for students’ effective learning experience at SPC.
  
  - It is believed that we need both a top-down and a bottom-up approach to create more student interest groups (SIGs) that could eventually grow into mature college programs. We are working in this direction along the SAGE102 or now, CPED100 line of student development.
  
  - It is necessary to develop a strong team of RT/RAs under the leadership of our RFs and AM, and a strong collaboration between RT/RAs and floor committees, to tailor some richly educational living-and-learning activities, to engage our SPCers.
  
  - It is also essential to create more opportunities of cooperation and collaboration between the RT/RA teams of floor committees and our HA officers’ working groups of student volunteers to develop suitable sets of student-centered activities to empower SPCers’ experiential learning throughout their stay at SPC – at least, on a year-by-year basis.
  
  - It is suggested to create opportunities of personal growth by diversifying students’ learning experience into different paths of participation, including a mixture of field trips and outdoor activities (mostly on students’ own expenses), to allow more possibilities of personal and collective growth for individual groups of students, besides the conventional seminars and workshops that are mostly done indoor at SPC. I am thinking of a series of learning trips to know more of Macau that could be offered to different floors of students, in a way very similar in context to this year’s YUNA theme of understanding the balance between modern urban development and cultural preservation of Macau’s precious heritage.

**MY COMMITMENTS IN THE ACADEMIC YEAR OF 2017-18**
My personal commitments at SPC as Associate Master is to avoid a flash in the pan for people building must be a long-term enduring process of constant personal renewal and reflection, so as to bring forth any visible progress conducive to the sustainable development of the college. Indeed, I have increasingly oriented my attention to the following areas of improvement in academic support:

- Supervision and coaching of the two RFs
- Leadership and collaboration with the team of RTs/RAs via RF(s)
- Steering and mentoring of the team of HA officers via RF(s)
- Encouragement and facilitation of floor activities via RTs/RAs
- Collection and monitoring of student concerns via HA initiatives
- Cooperation between RTs/RAs and HAs in designing student activities
- Streamline of work/information flows among academic/admin colleagues
- Timely attention of student concerns related to college operations
- Focus on student interest groups (SIGs) to empower experiential learning
- Focus on student personal growth with the five RC competencies (soft skills): interpersonal relationship and teamwork, leadership and service, healthy living, cultural engagement, and citizenship with global perspectives,

What I would like to improve for the future

I am a person of commitments and also keen on doing teamwork to accomplish SPC’s common good – that is my strength to support taking up the office of SPC AM since August 1, 2016. I would like to see to the result of bringing forth the aspirations of our SPCers. And, I am not afraid to try: however, I must take into account the realistic constraints I have to face to accomplish the educational tasks entrusted by the College.

It is convinced that effective and ideal undergraduate education is one that centers on nurturing student aspirations, including the search for meaning and purpose in life. In launching our experiential learning programs today, we need to include important concerns of who a student is and becomes, as well as what a student does during college. So far, SPC is committed to guide students to become what the college thinks and believes is a desired end for students – You are the light of the world. We educate and work students on purpose, not accidentally indeed. Yet, students must be enlightened first.

In particular, SPC must be oriented to develop students in ways that recognize and
build on the student’s purpose in life, intellectually and morally. We should intentionally create environments that center on purpose, helping our students reflect on such questions as – Who am I? What are my goals in life? How can I accomplish my goals? How do I want to make a difference with my life? It is believed that addressing questions such as a life good to live, is an important part of whole-person education at SPC and UM at large.

However, any institution of higher education that deliberately characterize itself as student-centered will eventually be judged on its capacity to facilitate student success. If we define success by focusing on outcomes, specifically student learning outcomes: What have students learned? How much have students learned? Are students able to make connections in their college experience across different passages of life?

It is understood that with the advance of UM’s 4-in-1 model of college education, SPC is obliged to answer how our living and learning programs (LLPs) could help students improve in academic performance. In this regard, SPC should take into account the freshmen year experience (FYE) issues of academic transformation (adjustment) especially when our incoming students are transitioning into college life from their secondary schooling.

In other words, we need to pay particular attention to our first year students, in such areas of personal development as:

- The vision of success for college education
- The understanding of personal performance for college success
- The grasp of self-management for college work
- The meaning of problem-solving for college learning
- The art of personal reflection and task management
- The practice of people skills and time management

Meanwhile, I would like SPC to consider more student-centric approach to living and learning in the RC, such as structuring the four years of experiential learning into such themes as:

- First Year Theme
  - Self and Others
    - Complete a Myers-Briggs Type Indicator@ and Strong Interest Inventory@ as part of students’ FYE program
- Participate in inventory group assessment with FYE class (CPED100)
- Begin students’ electronic portfolios
- Complete some hours of volunteer service
- Reflect on student assessments and volunteer experience in their electronic portfolios

- **Second Year Theme**
  - *Ethical Servant Leadership*
    - Sophomore students should focus on larger issues of leadership including ethics, communication, and teamwork. Making connections and building relationships are key focal points during this year
    - Participate in some summer leadership camp(s)
    - Engage in regular discussions with small groups focusing on topics of ethics, critical thinking, diversity, and service projects
    - Have opportunity to complete the StrengthsFinder@ assessment in the spring semester if they are interested in applying for some peer educator position (RA or others)
    - Begin developing a career plan, including seriously thinking of his or her declared major (FBA students) or intended profession
    - Update reflections and co-curricular experiences part of their electronic portfolios

- **Third Year Theme**
  - *Global Citizenship*
    - Junior students should engage more in their role as peer educator (RA or others, if any), and should be serving others through their active involvement on-campus. It is a year with a focus on continuing personal development, while engaging themselves as leaders in a larger community.
    - Continue service to others through their peer roles, leadership roles or other volunteer experiences
    - Update the reflections and co-curricular experiences part of their electronic portfolios

- **Fourth Year Theme**
  - *Legacy for the Common Good*
    - Senior students are largely transitioning into active, engaged, global citizens who are role models of service and leadership within their RC communities
    - Participate in more frequent (say, monthly) reflections related to
their transitions

◆ Design, implement, and assess a service project for first-year students
◆ Serve as a mentor during some sophomore leadership camp(s)
◆ Finalize career plans and steps to find their first professional job or gain entrance to graduate school
◆ Update reflections and co-curricular experiences part of their electronic portfolios
◆ Present their legacies to other members of the RC community

CONCLUSION
This report is prepared at the request of Master Leung on 2017JUN01 in response to the need to complete my self-evaluation of annual work performance as Associate Master of SPC since I took office on 2016AUG01.