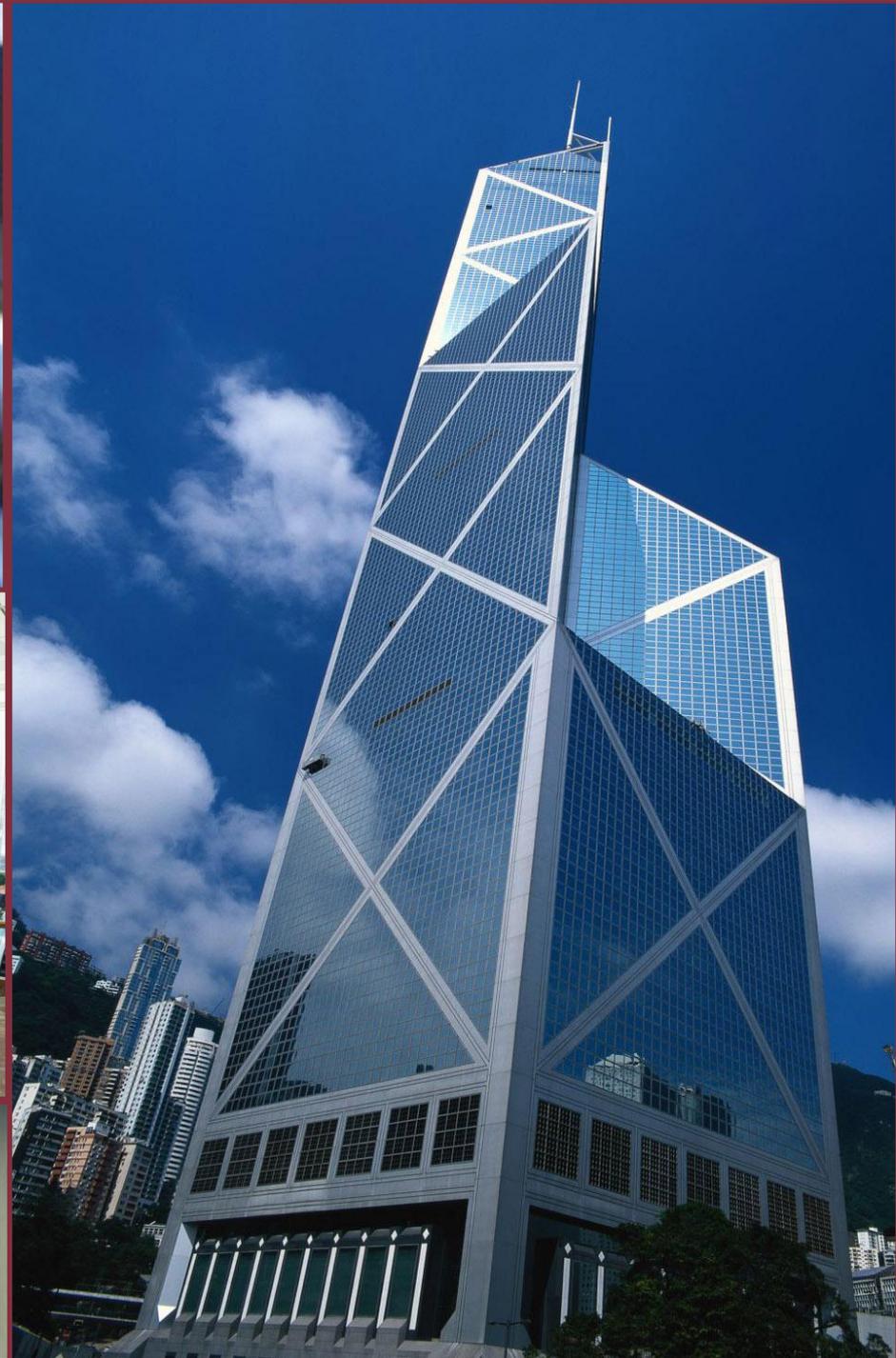


STRATEGIC PLAN 2019–2021



 PROFESSIONAL EDUCATION 

MIT Innovation and Leadership Program



1. A Message from Charles Huang, Chairman & CEO

Dear Colleagues and Friends:



After twenty years of experience in the international educational field, I am pleased to announce our next major initiative, the establishment of Hong Kong Graduate School of Advanced Studies (GSAS), which will serve as a major milestone for our organization. Through the establishment of GSAS, we hope to make a significant impact on the higher education landscape in Hong Kong, China, and beyond. With this document, I would like to share the strategic plan for GSAS, which will guide our path forward.

We started as an Educational Portal, Netbig.com, during the internet boom days in 1999. After the dotcom bubble burst, we adapted our business model to provide educational services by partnering up with the world's top universities.

We are proud of our track record and extensive experience in offering top-notch educational programs, including Harvard Law School on Program On Negotiation, MIT Professional Education on Innovation and Leadership Program, Stanford

Engineering School on Quantitative Finance Program, Stanford Law School on Senior Executive Leadership Program, Yale School of Management on Marketing, Finance and Leadership Program, Stanford Pre-Collegiate Summer Institute Program, UC Berkeley Summer Select Program, etc.

With Hong Kong as our operating home base, we have enjoyed the rule of law and efficient government services first-hand; However, we have also grown deeply concerned about the economy's over reliance on the finance and property sectors. We strongly believe that Hong Kong should develop advanced technology driven industries in order to provide better job opportunities for the young generation. This is exactly the vision of GSAS – to make a meaningful contribution to Hong Kong's economic transformation toward advanced industries.

Our mission is to train a critical mass of talented graduate students to excel at the intersection of advanced technology and industry application. To realize our mission, our strategic plan is to utilize the latest learning technologies for efficient teaching: to partner with the world's leading research universities for course content and faculty expertise; to partner with Greater Bay Area's leading industries for practical applications. The goal of GSAS is to teach our students advanced technology and business techniques and to enable our students to make an immediate and significant contribution to Hong Kong's economic development toward knowledge based industries.

We're excited to be starting this new endeavour and we hope to use this strategic plan as a guide and roadmap for our future. I am confident that GSAS will become an institution that will make a significant impact in Hong Kong, China and beyond. Thank you for your continued support of our unique mission.

Sincerely,



Charles Huang
Chairman and CEO
Hong Kong Graduate School of Advanced Studies



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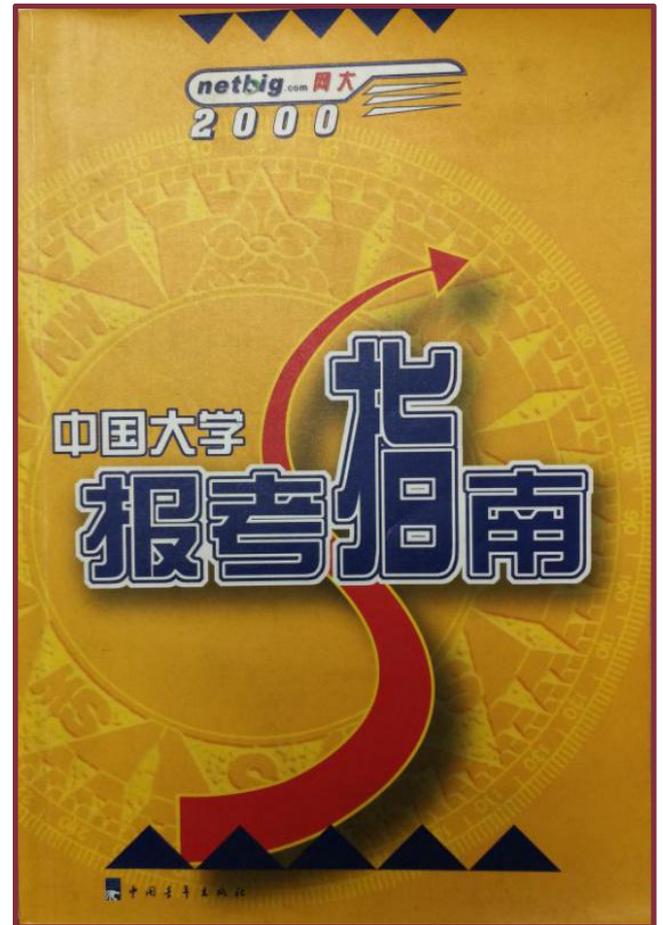
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2. HISTORY

a. GSAS' Journey

The predecessor of GSAS, NetBig.com synonymous with “Net University” in Chinese, was founded by Charles Huang in 1999. Charles’ appreciation of quality education is deeply rooted from his own personal journey: growing up in mainland China luckily just after the Culture Revolution when all universities were shut down; entering the Gifted Young Class of University of Science and Technology of China at the age of 14; pursuing graduate studies at MIT with full scholarship; becoming an entrepreneur and now sitting on the boards of two Chinese companies listed in the US: e-Commerce delivery company NYSE: [ZTO](#) and internet company NASDAQ: [SOHU](#).

Netbig.com was launched during the internet bubble days to provide educational information for internet users. The publishing of Chinese University Rankings was popular and propelled Netbig.com toward becoming a top educational portal in China.



Following the burst of the internet bubble, Netbig.com was rebranded to China Education Group (CEG). CEG transitioned to provide educational services to students in greater China, by both importing degree and non-degree programs from leading universities in the world to teach our students locally and sending students overseas to join their on-campus programs.

Over the years, we pursued a few educational opportunities to expand our business without much result, including an online book store named Bayakala.com, an international college based in Nanchang, and a tertiary institute based in Beijing. Interestingly we had a discussion of possible investment in QQ, which later grew into Tencent. Following these activities, we decided to focus on quality education in partnership with world’s top universities.





We started our cooperation with PON 15 years ago in 2005, and have jointly delivered top quality negotiation training to around a thousand executives all over Asia. Over the years, we have also participated and experienced the transition of the program from wholly face-to-face teaching to a blended mode of online instruction and synchronous video conference with Harvard faculty, facilitated by an onsite instructor face-to-face. The blended learning mode is better received by our students than previous face-to-face mode, with many claiming the blended program is the best executive program they have ever participated in.

b. Our Commitment to Quality Education

Quality and reputation is the top priority for our education service. We have taken great efforts to partner with many world-class universities, and feel extremely proud of our quality relationships.



The Program on Negotiation (PON) is a consortium program of Harvard, MIT, and Tufts, founded in 1983 and based at Harvard Law School.



MIT Professional Education serves as a gateway to MIT knowledge and expertise for professionals around the globe. We partnered with MIT Professional Education to create a new Innovation and Leadership Program. Students take three modules in Hong Kong: Design Thinking, Leading Innovative Team, Radical Innovation, and a selection of one elective on the MIT campus. Many students gave top feedback on the hands-on teaching method by MIT faculty. Students said they had acquired design thinking skills and enhanced their ability to innovate and lead changes under today's volatile economic environment.

Stanford Law School

Through Stanford Rock Center at Stanford Law School, we offered the Stanford Senior Executive Leadership Program in Hong Kong starting since 2004, and have trained hundreds of senior leaders across different industries in Asia. Many of the senior executives have served on the boards of publicly listed companies.



Stanford | Center for Professional Development

Through Stanford Center for Professional Development, previously part of the Stanford Engineering School, we offered the Stanford Financial Engineering Program, later renamed Stanford Quantitative Finance Program in 2007. A few of our students went on to finish a solely online Master's degree program through the Stanford Honors Cooperative Program. Here we have experienced first-hand how a world-class university offers its Master's degree program completely online.



Today, we envision that the higher education sector in Hong Kong could benefit from a new school like GSAS, which will operate efficiently and effectively as a private non-profit institution providing high quality education at the intersection of advanced technology and industry application.

3. VISION, MISSION AND GOALS

a. Vision

The vision of Hong Kong Graduate School of Advanced Studies is to make a meaningful contribution to Hong Kong’s economic transformation toward advanced industries.

b. Mission

The mission of Hong Kong Graduate School of Advanced Studies is to train a significant number of talented graduate students to excel at the intersection of advanced technology and industry application.

c. Goals

GSAS has six strategic goals to guide our path forward as shown below:

| AREAS | GOALS | METRICS |
|------------------------|---|-------------------------------------|
| STUDENT SUCCESS | Student success is the overarching goal of the whole school. Student employability is the most direct measurement and is the top priority. | EMPLOYMENT, SALARY INCREASE |
| QUALITY EDUCATION | Provide advanced technology based, career-enhancing education in alignment with accreditation standards and help students build the professional competencies desired. | STUDENT LEARNING OUTCOMES |
| INDUSTRY APPLICATION | All teaching and research activities are rooted on industry application --- especially the industries in the Greater Bay area. We won't expend resources on theoretical novelty without industry usage. | INTERNSHIP, CORPORATE PARTICIPATION |
| PRACTICAL RESEARCH | Our research is targeted to solve actual industry problems by utilizing advanced technology. | INDUSTRY FUNDED RESEARCH |
| ORGANIZATIONAL BUILDUP | Hire sufficient number of faculty with industry connection and expertise. | FACULTY STAFF LINEUP |
| ENROLLMENT GROWTH | Our school is new, our marketing needs to be more focused on delivering superior employment outcome. Need to attract quality students, provide quality education while ramping up enrollment. | NEW STUDENT QUALITY |

4. Strategic Initiatives

Five strategic initiatives have been identified as key priority areas for our attention and action moving forward. Each of these areas has a school-wide impact and defines the way GSAS conducts business internally, externally, nationally and internationally. The five strategic initiatives include:

1. Adopt the best forward-looking and adaptable Learning Management System (LMS) and school ERP system. GSAS benefits from its lack of out-dated infrastructure, and can directly leap frog technologies to utilize the latest and most advanced systems to better achieve its missions. GSAS is in the process of deploying [open edX](#), sponsored by MIT and Harvard, and used by 40 million learners worldwide.
2. Continue to partner with the world's leading research universities. We plan to further deepen our partnership with MIT and Harvard, and learn the best practices in our targeted domains: Electrical Engineering and Computer Science, Healthcare and Business.
3. Utilize and stay updated with the latest online curriculum created by the world's leading universities and corporations, instead of hiring faculty to recreate redundant course content.
4. Proactively seek support from industries in the Greater Bay area. We plan to co-develop industry relevant course contents with practitioners. We target to build internship as a critical component of our curriculum.
5. Develop and nurture an industry-focused faculty and staff team. Instead of attempting to compete with the world's leading research universities, or to out-innovate the world's leading corporations, our faculty and staff aim to assist and collaborate with industries to solve practical problems

Each strategic initiative acts as a plan and moves the institution forward toward the realization of its vision. The work required to successfully execute each initiative is organized into multiple projects and programs, thereby engaging staff and faculty across the school.

5. CHANGES IN THE PROFESSIONAL HIGHER EDUCATION LANDSCAPE

The master's and doctorate professional higher education landscape is changing rapidly, and this presents opportunities and challenges for GSAS.

a. Employability is the Key!!!

The number one reason for students to pursue a graduate program is employability. Because a bachelor degree is now a common commodity, more and more students are trying to obtain an upper edge in the employment market by obtaining master's and doctorate degree. Many students expect a significant increase in their salaries after obtaining a professional master's degree.

b. Constant Update of Advanced Technology

Advanced technology is being updated constantly, and is being integrated into all types of industries. Discovering ways to refresh and keep curriculum at the forefront of technology development is becoming an ever important issue and presents a challenge for universities. Artificial Intelligence, Data Analytics, Cloud Computing, Robotics and 5G Communication, to name a few, are upending traditional industries, while creating opportunities for fast learners.

c. Transition from Face-to-face Teaching to Online Interactive Learning

Professional higher education has experienced a transformation from primarily residential face-to-face teaching to a MOOC / blended delivery mode. More and more top universities are offering master's degree completely online, Boston University being the latest offering its prestigious MBA program online at 1/5 of the residential tuition cost. Students often find the unconventional teaching method more engaging, resulting in a better educational experience.

d. Stackable Credentials

Instead of spending years on a whole degree program, students and employers are able to put more emphasis on specific skills based credentials, particularly the ones that are stackable into a degree. Lifelong learners are embracing more badges, microcredentials and nanodegrees.

e. Majority of Non-local Students in Hong Kong

More than 80% of Hong Kong's postgraduate students are non-local, and are mostly from mainland China. Chinese students tend to put a bigger emphasis on university and subject rankings when choosing a program.

f. Lack of Advanced Industry Jobs in Hong Kong

Hong Kong has been suffering from a lack of high paying jobs in the advanced industries, which partially explains the young generation's frustration due to the lack of economic prospects. The root of the problem is Hong Kong's less than desirable integration with the Greater Bay area and mainland China's booming economy, resulting in a shortage of advanced industries in Hong Kong and an insufficient number of well-trained graduates with advanced technology know-how to support the industries.

6. RESPONSES TO CHANGES IN PROFESSIONAL HIGHER EDUCATION LANDSCAPE

GSAS hopes to capitalize on opportunities offered by the changing landscape of professional higher education.

a. Heightened Focus on Employability

Student employability is the top priority for the GSAS program and we will constantly seek to pursue our student's employability on all fronts. Specifically, our admission process will screen applicants for their soft skills in addition to the technical ones; our faculty and staff hiring will focus on industry connectivity and experience; our curriculum will integrate local industry cases and applications; our internship plays a critical part of overall student assessment; our promotion and compensation system will factor in student employability contribution. Our goal is to make GSAS known as a gold standard for student employability.

b. Sourcing Latest Courses

We will source and adapt the latest online course offered by world's leading universities and corporations, such as MIT, Harvard, Georgia tech, UT Austin, Boston U, Microsoft, Google, IBM. We will seek the best courses and the most updated course content to enable our students to learn the latest and most current knowledge. We will train our faculty and staff to be active learners themselves and to be proactive in adapting the latest learning material online.

c. Utilize Latest Online Learning Technology

We are adapting the latest learning technology including open edX, which will enable us to teach our students effectively online, face-to-face and in blended mode. We plan to implement comprehensive learning analytics to continuously monitor the learning progress and proactively assist students to achieve the desired learning outcome.

d. Structure Stackable Credentials

We plan to structure the curriculum into core plus stackable badges. For example, Artificial Intelligence, Cloud Computing, Data Analytics, Robotics, Soft Engineering, VLSI Design, and 5G Communication can share a common core, and have different concentration credentials, allowing students to obtain multiple credentials while at school or as a lifelong learner.

e. Offer Dual-Degree Option

To ease the reputation barrier of a new school, GSAS plans to offer the dual degree option for students who want to have more confidence and recognition. For example, our EECS students could transfer most of the credits toward a master's degree from Georgia tech or UCLA, for which they may need to pay extra tuition.

f. Seek Industry Collaboration

GSAS plans to collaborate with leading corporations in the Greater Bay area and establish R&D centers in Hong Kong. We will do this by supplying a critical mass of well-trained graduates in advanced technology and helping the leading corporations to navigate Hong Kong's governmental policies for visa, tax and funding incentives.

7. CORE VALUES

GSAS' core values are at the heart of our school's culture and act as beacon to guide all our activities. The core values were developed to inspire all current and incoming members of the GSAS community to reach even greater heights of academic service and success. Therefore, these core values provide us the anchoring and enduring foundations --- stressing that the way we do things is as important as the things we do. We have adopted and embraced QUALITY, APPLICATION, and COLLABORATION as the core values to guide our actions and behaviors.

These core values demonstrate how we treat one another as colleagues. They guide our decisions and behavior to manage ourselves, our teams and our organization. These are more than a collection of words; they are the underpinning from which we develop our culture, our brand and our approach to learning.

QUALITY

QUALITY is the common denominator of all things we do. Our staff will strive to provide high quality services to the students; our faculty will aspire to develop quality learning material; our students should expect quality education and experience.

APPLICATION

Practical industry application guides our teaching and research. As a new institution, GSAS aims to set itself apart by actively teaming up with advanced industries in the Greater Bay area to develop applied learning material; to provide internship for students to apply what they have learned to solve real problems; to encourage faculty to pursue applied research jointly with industries; to work with industries and government to set up R&D centers in Hong Kong.

COLLABORATION

GSAS does not intend to out-compete or out-innovate other institutions or corporations. Instead, GSAS guides all students, faculty and staff to find win-win solutions with our partners. GSAS collaborates with the best learning technology providers to provide exceptional learning services; GSAS collaborates with the world's leading universities and corporations on educational content; GSAS collaborates with leading industries in the Greater Bay area for practical application and job positions; GSAS students are trained to work as teams throughout.

CORE VALUES



Q
UALITY



A
PPPLICATION



C
OLLABORATION



8. CONCLUSION

This is GSAS' inaugural strategic plan. It defines our vision, mission, and core values. It shows our constituents who we are, how we came about, what we do and the values by which we define ourselves.

There are six key goals and five strategic initiatives that we believe we must meet and pursue in our current and future landscape. Therefore, this strategic plan will serve as the roadmap for our prioritizations, decisions and resources and for advancing GSAS as a recognized leading graduate school with gold standard employability for the students.

Higher Education
Ranking Service since
1999 by GSAS

中国大学排行榜一九九九年度排名

综合排行榜

综合排行榜
学术声誉排行榜
论文排行榜
新生质量排行榜

师资质量排行榜
科研经费排行榜
大学校长打分排行榜
院士打分排行榜

| 综合排名 | 大学名称 | 综合得分 | 学术声誉排名 | 学术声誉得分 | 论文排名 | 论文得分 | 新生质量排名 | 新生质量得分 | 师资排名 | 师资得分 | 科研经费排名 | 科研经费得分 |
|------|----------|-------|--------|--------|------|-------|--------|--------|------|------|--------|--------|
| 1 | 清华大学 | 100.0 | 1 | 100.0 | 1 | 100.0 | 1 | 100.0 | 3 | 65.7 | 1 | 100.0 |
| 2 | 北京大学 | 82.0 | 2 | 99.6 | 3 | 45.7 | 2 | 96.9 | 4 | 64.0 | 8 | 44.1 |
| 3 | 南京大学 | 81.0 | 3 | 91.9 | 2 | 68.6 | 9 | 92.7 | 6 | 60.5 | 25 | 26.9 |
| 4 | 浙江大学 | 79.0 | 7 | 87.4 | 4 | 40.6 | 6 | 94.3 | 30 | 50.6 | 2 | 90.5 |
| 5 | 中国科学技术大学 | 76.0 | 5 | 90.0 | 5 | 38.3 | 3 | 95.9 | 5 | 63.7 | 11 | 40.1 |
| 6 | 复旦大学 | 75.0 | 4 | 90.2 | 6 | 37.6 | 5 | 94.4 | 10 | 57.7 | 12 | 39.6 |
| 7 | 上海交通大学 | 72.0 | 8 | 85.2 | 16 | 17.4 | 8 | 93.0 | 31 | 49.7 | 3 | 76.6 |
| 8 | 天津大学 | 66.0 | 17 | 72.5 | 14 | 19.3 | 26 | 89.7 | 12 | 56.2 | 5 | 57.3 |
| | 西安交通大学 | 66.0 | 10 | 79.0 | 8 | 24.5 | 28 | 89.3 | 23 | 52.5 | 23 | 28.5 |
| 10 | 北京航空航天大学 | 65.0 | 14 | 73.6 | 13 | 20.2 | 27 | 89.5 | 16 | 54.5 | 9 | 43.4 |
| | 东南大学 | 64.0 | 21 | 70.3 | 7 | 24.7 | 19 | 90.8 | 25 | 52.0 | 19 | 34.4 |
| | 南开大学 | 64.0 | 9 | 80.4 | 15 | 18.7 | 13 | 91.7 | 14 | 55.5 | 51 | 11.9 |
| 11 | 华中理工大学 | 64.0 | 19 | 71.8 | 10 | 23.5 | 31 | 89.0 | 18 | 54.0 | 14 | 37.8 |
| | 哈尔滨工业大学 | 64.0 | 16 | 73.0 | 12 | 21.5 | 44 | 88.2 | 17 | 54.4 | 10 | 40.2 |
| 15 | 同济大学 | 63.0 | 12 | 75.4 | 40 | 6.8 | 16 | 91.3 | 60 | 44.5 | 6 | 52.3 |
| 16 | 中国人民大学 | 61.0 | 15 | 73.5 | 257 | 0.2 | 12 | 92.0 | 19 | 54.0 | 17 | 35.8 |
| | 四川大学 | 61.0 | 35 | 62.6 | 18 | 16.5 | 92 | 85.3 | 32 | 49.7 | 4 | 61.6 |
| 18 | 吉林大学 | 60.0 | 24 | 69.2 | 11 | 22.6 | 52 | 87.4 | 33 | 49.6 | 46 | 13.2 |
| | 大连理工大学 | 60.0 | 30 | 65.9 | 23 | 12.4 | 43 | 88.2 | 20 | 53.9 | 16 | 36.7 |
| 20 | 北京师范大学 | 59.0 | 13 | 74.6 | 34 | 8.6 | 35 | 88.9 | 26 | 51.9 | 48 | 12.3 |
| | 西北工业大学 | 59.0 | 36 | 61.0 | 17 | 17.3 | 79 | 85.9 | 13 | 55.9 | 13 | 39.4 |
| | 武汉大学 | 59.0 | 20 | 71.3 | 29 | 9.9 | 39 | 88.5 | 9 | 58.0 | 40 | 15.3 |
| 23 | 北京理工大学 | 58.0 | 37 | 60.7 | 19 | 15.8 | 47 | 87.9 | 52 | 46.1 | 20 | 34.1 |
| | 山东大学 | 58.0 | 34 | 63.2 | 9 | 24.1 | 73 | 86.2 | 27 | 51.6 | 52 | 11.2 |
| | 中山大学 | 57.0 | 25 | 68.9 | 20 | 13.8 | 81 | 85.9 | 44 | 47.2 | 63 | 8.7 |
| 25 | 厦门大学 | 57.0 | 23 | 69.3 | 30 | 9.6 | 69 | 86.5 | 11 | 56.3 | 87 | 6.1 |
| | 北京医科大学 | 57.0 | 28 | 66.3 | 43 | 5.7 | 4 | 94.7 | 41 | 47.6 | 66 | 8.1 |
| | 电子科技大学 | 57.0 | 32 | 64.4 | 27 | 10.5 | 54 | 87.3 | 63 | 43.7 | 18 | 34.9 |

第 1-25名 26-50名 51-75名 76-100名 101-125名 126-150名 151-200名 200名以后

APPENDIX A: GSAS TIMELINE

1999

- Netbig.com is founded with the vision to become the No. 1 education portal in Greater China.
- Netbig publishes the ranking of China's universities, the first organization to provide an independent ranking of universities in China, using scientific methodology similar to that adopted by US News and World Report.
- Netbig offers high school and university students access to learning resources, tutorial instructions, campus news, chat-room and learning communities.
- Netbig secures the first round of funding from leading venture capitalists and conglomerates.

2000

- Netbig.com is ranked as the top education and technology site by CNNIC.
- Netbig opens offices in major cities in greater China, including Hong Kong, Shenzhen, Guangzhou, Shanghai and Beijing.
- Netbig ventures into the online bookstore space by founding Bayakala.com.
- Netbig offers online MBA admission consultation services in cooperation with Tsinghua, Shanghai Jiaotong, Xi'an Jiaotong, Harbin, Nankai, and Tongji universities.

2001

- Netbig collaborates with Massey University, one of the top 7 universities in New Zealand on "2+2" bachelor degree completion program, as well as offering Massey's MBA program in China.
- Netbig aggressively promotes online distance learning programs in Mainland China.
- Netbig secures the distributorship to recruit students for the MBA program offered by Herriot-Watt University.

2002

- Netbig is rebranded as China Education Group or CEG.
- More than 300 students from China go abroad to Massey for the bachelor completion program.
- CEG forges a partnership with The University of Iowa Tippie School of Management to offer its International MBA in Hong Kong.
- The first Iowa MBA cohort successfully kicks off in Hong Kong.

2003

- CEG opens up Beijing Institute of Business and Technology with more than one thousand students.
- CEG opens up an international college at East China Institute of Technology.

2004

- CEG collaborates with the Yale School of Management at Yale University to offer a series of executive programs on Marketing, Finance and Leadership.
- Successfully offers the executive program on corporate governance with Stanford Law School at Stanford University.
- Launch of Dynamic Corporate Strategy program with Department of Engineering and Management Science, Stanford University.
- Introduction of top-up degree programs and online MBA.

2005

- Authorized by the Chinese Ministry of Education to offer overseas studies consultation services.
- Launch of Negotiation Program for Senior Executives, in collaboration with Harvard Law School at Harvard University.
- First cohort of UNC Charlotte MBA in Taiwan successfully held.

2006

- Introduction of Stanford Advanced Project Management, in partnership with Stanford Center for Professional Development.
- Continuous success on PON Global program and Stanford corporate governance program.

2007

- Offer the first cohort of UNC Charlotte MBA program in Hong Kong.
- Debut of Stanford Financial Engineering Program in Hong Kong, an innovative program focusing on the practical applications of investment banking, risk management and financial engineering skills.

2008

- Continuous success on Stanford Financial Engineering Program and UNC Charlotte MBA.
- Tremendous growth of student enrolments on online top-up degree programs.
- 5th cohort of UNC Charlotte MBA in Taiwan, and 2nd cohort in Hong Kong.
- Continuous success on Stanford Financial Engineering Program and UNC Charlotte MBA.
- 5th cohort of UNC Charlotte MBA in Taiwan, and 2nd cohort in Hong Kong.

2010

- Partners with University of California at Berkeley on a Summer Select Program. Send the first pilot group of high school students to Berkeley.
- Launch of Stanford Senior Executive Leadership Program in Hong Kong

2013

- Revamp of course name and curriculum for Stanford Financial Engineering Program to Stanford Quantitative Finance Program.
- Opening of Admiralty Conference Center, a 5-star executive training venue owned by CEG located at the heart of Admiralty, Hong Kong.

2017

- Collaborates with Stanford Pre-Collegiate International Institutes, providing academically talented students an opportunity to study at Stanford University for a two-week introduction to American college life.

2018

- Collaborates with MIT Professional Education to launch Innovation and Leadership Program.

2019

- Hong Kong Graduate School of Advanced Studies is born!



Hong Kong Graduate School
of Advanced Studies