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HKUST Business School

Fifth Year Maintenance of Accreditation Report

Prepared for AACSB International
November 2013

HKUST
BUSINESS SCHOOL
香港科大商學院

Fifth Year Maintenance of Accreditation Report For AASCB International

Prepared by

School of Business and Management
The Hong Kong University of Science and Technology

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Section I Executive Summary

In just over two decades, since its establishment in 1991, the HKUST Business School has developed rapidly and risen to international prominence, achieving widespread global recognition for its research performance and education programs.

The School was among the first two business schools in Asia to be awarded accreditation by AACSB International, in 1999. In recent years, it has achieved consistently favorable international rankings for research excellence and for several of its high-quality education programs.

On research, the School has been ranked No.1 in Asia and top 20 in the world by the University of Texas at Dallas (UTD) Top 100 World Rankings of Business Schools based on research contributions for four consecutive years (2010-13). On the teaching front, its full-time MBA Program has been ranked No. 1 in Asia and top 10 in the world for four years in a row since 2010, and its joint EMBA program with Kellogg School of Management of Northwestern University has been ranked No. 1 in the world six times (No. 1 in 2007 and 2009-2013, and No.2 in 2008) by the *Financial Times*.

These achievements are guided by the School's mission to contribute to the economic and social advancement of the region by grooming future leaders who combine an entrepreneurial and innovative spirit with a strong sense of responsibility, and by promoting knowledge advancement in business and economics areas. They are also guided by a commitment to ensuring we have the governance mechanisms and quality assurance framework in place to achieve our goals.

Opportunities and Challenges Facing the School

The School's strengths lie in its full range of program offerings and high quality research, its strong international faculty, and its diverse and high-caliber students.

Currently the School offers degree programs to more than 4,300 students, including over 3,000 undergraduates (UG) and nearly 1,300 pursuing taught/ research postgraduate (PG) degrees. They are taught by 146 full time faculty and around 20 visiting faculty dispersed among six academic departments, including Accounting (ACCT), Economics (ECON), Finance (FINA), Information Systems, Business Statistics and Operations Management (ISOM), Management (MGMT), and Marketing (MARK).

The diversity of our people is very high, with more than 80% of faculty from outside of Hong Kong and a majority hold PhDs from prestigious universities around the world. Our student body comprises around 35 nationalities at the UG level and 50 nationalities at the PG level.

This broad mix of people reflects the importance of internationalization at the School. With its strategic location at the southern tip of booming China and at the heart of a rising Asia, the School is well-positioned to be a bridge between East and West, offering an international outlook and an Asian focus. Apart from recruiting staff and students from abroad, the School has also pursued international academic partnerships, and program and research collaborations. It offers several joint programs with leading business schools, and it has expanded its exchange networks to include around 120 global partners for UG programs and 60 global partners for MBA programs.

The School has been able to sustain and develop itself from a healthy financial position. During the report period, the School had three main income sources, namely Recurrent Budget, Research Grants for individual faculty, and surplus generated from self-financing programs which include taught postgraduate (TPg) programs and non-degree executive education programs. The School has a breakeven budget for an operation of US$78 million in 2012/13 and an uncommitted reserve (School Development Fund) of US$17.3 million as of June 2013.

To build on this solid foundation and a rising international reputation, the School has been seeking new opportunities which will take it to the next level. It aims to become a top tier business school with an expanded footprint and wider recognition in the world. At the same time, it has been mindful of new demands and challenges from both its own growth and changing external conditions. These include:

- Increasing competition in business education as more top business schools come to the region;
- Competition for top scholars in the higher education sector both regionally and internationally;
- Full implementation of the new four-year curriculum, which poses higher demands on teaching loads, enrichment and international exposure opportunities, and student advising and career services;
- Difficulty in attracting top students in Hong Kong under the school-based UG admission system;
- Challenges of balancing the resource need to maintain and enhance the quality of its existing programs with the demands of new program offerings.

Strategic Developments

The School has made significant progress in the six key developmental areas that align with its mission and the University's Strategic Plan for the report period, and, most importantly, prepare it to meet new challenges and opportunities.

These areas are the focus and beneficiaries of our quality assurance and enhancement mechanisms, described further below, and help to give a context to those efforts.

1) Education Development

Leveraging on the opportunities provided by the academic reform of undergraduate (UG) study in Hong Kong, the School launched a new four-year UG curriculum in 2012 that is school-based admission and encourages broad-based learning. At the same time, it has enhanced advising and mentoring services, opened up new learning opportunities for students, and reviewed and refined the quality assurance process for UG programs. An enhanced Assurance of Learning (AoL) system, which include a standardized assessment report format and a multi-year plan, was piloted with the introduction of the four-year curriculum.

New programs at both UG and master's levels with a strong international focus have been initiated and developed for launch in 2013. They include a pioneering three-continent UG program in collaboration with the University of Southern California in the US and Bocconi University in Italy; two pre-experience Master of Science (MSc) programs; and a pilot part-time MBA program in Saudi Arabia. These new programs will help the School capture the demand for programs with an international outlook, while also broadening its program portfolio, creating new learning experiences for students, and expanding the School's educational footprint.

2) Research Development

Between 2008/09 and 2012/13, more than 1,200 discipline-based research outputs were produced by the School's faculty. To supplement government funding and initiatives for research, the School has introduced more research incentives to encourage faculty's research activities. New donations were secured to support the development of the School's research centers: the Value Partners Center for Investing was supported by the Value Partners Group Limited; the Tanoto Center for Asian Family Business and Entrepreneurship Studies by the Tanoto Foundation; and the Thompson Center for Business Case Studies by Mr James Thompson.

3) Faculty Development

The University and the School regard their staff to be their most important asset. To further strengthen HKUST's competitiveness in faculty recruitment and retention, a university-wide faculty compensation review was conducted in 2012 to align faculty compensation with performance and market salaries. A new performance-based reward system was launched. New endowed professorships were also established to retain outstanding faculty and attract new faculty of the highest caliber from around the world. Various faculty training opportunities have been developed, including in-house and external training programs and on the job training.

4) Community Engagement

The School believes that continued engagement and support from key stakeholders and the community is necessary to ensure its future development and success. Regular engagement activities are held with students and employers. Recently, the HKUST Business School Advisory Council was established with a membership that includes local and international business leaders from various industries and academic leaders from global business schools. A school-level alumni development team has also been established to build stronger bonds between the School and its alumni, and also among alumni.

In addition, the School has created platforms for regular engagement with the community, including the Business Insight seminars, a weekly column in a major financial newspaper in Hong Kong, and the biweekly distribution of research articles through email. Training programs have also been identified and developed to support the faculty's engagement work.

5) International & Mainland Strategy

The School's international networks and geographical reach are integral factors in its reputation and achievements. It is continuing to expand these connections, as illustrated by the following examples:

- The first corporate sponsored degree program – MSc in Global Management – which was launched for Korea's Shinhan Financial Group in 2011/12;
- The launch of programs overseas, including a pilot MBA in Saudi Arabia and the cross-continent UG program in 2013;
- The expansion of exchange networks to around 120 global partners at the UG level and 60 global partners at the MBA level;

- The establishment of an MBA program office and Executive Education program office in Shenzhen, China;
- Program enrichment for Part-time MBA(Shenzhen) in collaboration with the Peking University HSBC Business School.

6) Organization & Resources

The UG Program Office has been restructured to include two Associate Deans in order to enhance program leadership. Two new academic director positions were also created for the Kellogg-HKUST EMBA program and the MBA programs, to oversee academic and quality related matters. Following the departure of the School's former dean, Professor Leonard Cheng, in late August 2013, a new management team under Acting Dean Kalok Chan has been formed while the search for a permanent dean continues.

The School has recently moved to the Lee Shau Kee Business Building. The purpose-built building provides not only a new learning and teaching environment with upgraded facilities, but also a new home to help the School fulfill its ambitions.

Quality Assurance and Enhancement

The success of these initiatives and of the School since its earliest days is founded on the School's commitment to continuous improvement. It is constantly looking for ways to consolidate and enhance its capacity, and in so doing, to ensure that its core values are preserved. A firmly-established quality assurance (QA) framework is the bedrock of these aspirations, but there is also a realization that we must adapt this framework to keep pace with the School's growth and development. New measures therefore have been initiated in recent years to strengthen quality control and cultivate a culture of quality enhancement.

The emphasis on quality assurance is also a hallmark of HKUST as a whole, which has received external commendation for its efforts. A university-wide quality audit conducted by the Quality Assurance Council, a semi-autonomous government body, in 2010 noted that HKUST had a "strong quality assurance culture with robust processes", and significant achievements in safeguarding and promoting quality assurance.

The School has followed the University in adopting the Outcome-based Education (OBE) approach to help focus attention on learning effectiveness at the school, program and course levels. OBE is intended to tighten the links between course and program goals, student learning outcomes, and the design of teaching and assessment activities. A pilot OBE scheme was rolled out between 2009 and 2010 to experiment with the implementation of OBE at UG course level. The School is also working to adapt OBE to the situations of different programs. It has sought to avoid an overly technical approach, being aware that OBE is a tool rather than an end in itself.

The School also conducts reviews of teaching and learning quality, curriculum, and assessment tools at the program level, according to individual program planning cycles and needs. These have resulted in adjustments to program structures, content, enrichment activities, student support and management, drawing on evaluation results.

Feedback and input channels have been established for both internal and external key stakeholders and these have become an integral part of the continuous improvement process at the School. In addition to students and faculty, the programs also collect feedback from employers on curriculum and graduate quality. External peer review and benchmarking exercises have also been conducted at the UG and PhD levels to ensure the programs are aligned with international standards and industry practices.

Conclusion

The School is moving to a new phase of development with a growing diversity in its program offerings, research activities and market regions of service. While it has made considerable progress on capacity enhancement and assurance in delivering quality education, the School continues to step up efforts on these fronts. The School is now at a key stage in its development and this accreditation exercise has provided it with a timely opportunity for review and reflection. The School looks forward to discussing the content of this report with the Peer Review Team members during the visit in January 2014.

Section II Fifth Year Maintenance Report

1. Situation Analysis

1.1 Historical Background

The Hong Kong University of Science and Technology (HKUST) was established in 1991 and in just over two decades it has achieved widespread international recognition. In each of the past three years (2011-2013), it has been named the top university in Asia by *Quacquarelli Symonds (QS) University Rankings: Asia.*

Discussions on a third university for Hong Kong began in the 1980s and it was decided this university would be specialized and research-intensive, and would assist in the economic and social development of Hong Kong (University Ordinance, Laws of Hong Kong, Chapter 1141). This clearly-defined mission distinguished the third university from the two comprehensive universities already established in Hong Kong.

In the 1990s, the Hong Kong Government further expanded the higher education sector by granting full university status to a number of colleges and polytechnics. HKUST became one of the eight higher education institutions currently funded by the University Grants Committee (UGC) of Hong Kong, a non-statutory body that advises the Hong Kong Government on the development and funding needs of higher education institutions within the territory.

Under the guidelines set by the Education Bureau of the Hong Kong Government and UGC, HKUST has a high degree of autonomy in its governance and operations. It enjoys self-accrediting status and may confer degrees and other academic awards including honorary degrees and honorary awards.

HKUST provides facilities for more than 12,500 students and 500 faculty members in four schools: the HKUST Business School and the Schools of Science, Engineering, and Humanities and Social Science.

The HKUST Business School has been awarded AACSB accreditation since 1999, when it was less than 10 years old. It has grown rapidly and achieved consistently favorable international recognition for research excellence and for several of its education programs.

For example, the School was ranked No.1 in Asia and No. 16 in the world for research productivity by the University of Texas at Dallas (UTD) Top 100 World Rankings of Business Schools Based on Research Contribution 2008-2012. This was the fourth year in a row that the School achieved top status in Asia. The full-time MBA Program was ranked No. 1 in Asia and top 10 in the world by the *Financial Times* for four years in a row (2010-13). Additionally, the Business School is the only school in Asia to have its MBA program ranked in the *Financial Times*, *Economist*, *BusinessWeek*, and *Forbes*. In addition, the Kellogg-HKUST EMBA Program jointly offered with Kellogg School of Management of Northwestern University was ranked No. 1 in the world by the *Financial Times* six times (No. 1 in 2009-2013; No.2 in 2008; No. 1 in 2007).

The School offers a full suite of degree programs including undergraduate (UG) programs (BBA and BSc), taught postgraduate (TPg) programs comprising MBA, EMBA, Master of Science (MSc), and research postgraduate (RPg) programs (MPhil and PhD), as well as non-degree executive education programs. The UG (except for World Bachelor in Business (WBB) being launched in 2013) and RPg programs are funded by the UGC, while the others are self-financing.

Compared with leading international business schools, the HKUST Business School admits a relatively large number of UG students, with around 800 entering per year. While self-financing TPg programs are important to the School in maintaining its ability to compete for faculty and support its many initiatives, the publicly-funded UG programs provide the School with a stable source of income. Both are important considerations in the School's development planning, such as faculty rank composition, resources allocation, etc.

Within the School there are six departments: Accounting (ACCT), Economics (ECON), Finance (FINA), Information Systems, Business Statistics and Operations Management (ISOM), Management (MGMT), and Marketing (MARK). The School also operates 12 research centers which are devoted to a multitude of areas ranging from Asian financial markets to Asian entrepreneurship and investment management.

The School enjoys a strategic advantage in its location at the southern tip of booming China and at the heart of a rising Asia. Through the principle of "one country, two systems", Hong Kong has direct access to Mainland China while maintaining its distinct character and strengths as an international business hub and financial center. Thus, the School is well-positioned to be a bridge between the East and the West with its international character and Asian focus.

The School has recently moved to the Lee Shau Kee Business Building – a new home for the School. The purpose-built building not only provides a new learning and teaching environment with upgraded facilities, but also serves as a new platform of academic exchange for scholars and business leaders from around the world. By bringing together the School's academic departments, programs, centers and administrative units, the building also aims to provide a more engaging and caring place for both learning and work.

1.2 Opportunities Facing the School

Building on its solid foundation and rising international reputation, the School seeks to grasp and identify new opportunities which will allow it to enhance the quality and variety of its program offerings, create new learning experiences, and expand its educational footprint.

The rise of global education has inspired international tertiary institutions to explore collaboration opportunities to achieve synergies that no single school could achieve on its own. Over the past few years, the School has made significant progress in establishing new international academic partnerships, and new program and research collaborations. For example:

- The School's exchange network has expanded to around 120 global partners at the UG level and 60 global partners at the MBA level, offering students more opportunities to gain global exposure;
- A new collaboration with the Peking University HSBC Business School was established to enrich and enhance the MBA program offered in Shenzhen, which is immediately north of Hong Kong;

- New program initiatives with international education institutions and a multinational firm have been launched in 2013. These are:
  1) World Bachelor in Business (WBB), a pioneering three-continent UG program in collaboration with the University of Southern California in the US and Bocconi University in Italy;
  2) MSc in International Management in partnership with CEMS, a Europe-based global alliance in management education comprising 28 leading academic institutions, more than 70 multi-national companies and 4 social partners around the world;
  3) Pilot part-time MBA program in Saudi Arabia with the support of Saudi Aramco, the world's largest integrated oil company.

  (See Section 6.1 for more details.)

Higher education in Hong Kong has recently undergone a major overhaul with the transition from a three-year to four-year UG curriculum starting from 2012. At HKUST Business School, the transition has been approached as a most welcome opportunity. Taking advantage of the additional year, the School's new UG curriculum features school-based admission, broad-based learning, and a flexible structure to enhance students' holistic development and their ability to meet the challenges of today's dynamic business world and social environment. See Section 5.1for details.

Apart from the UG curriculum reform, new initiatives launched by the UGC have provided new opportunities for the School to enhance its capacity and competitiveness. For instance,

- Starting from 2008/09, all UGC-funded institutions are allowed to increase, in phases, their non-local student quota for publicly-funded UG programs from 10% to 20% of the approved student admission targets. This has allowed the School to gradually diversify its student composition;
- The Hong Kong PhD Fellowship Scheme, launched in 2009, aims to attract top students from around the world to pursue PhD studies and research in UGC-funded institutions. The School has recruited 11 PhD students through the Scheme since its inception;
- The new Early Career Scheme was launched in 2012/13 to provide junior faculty members with new research funding opportunities.

The School has benefited from the burgeoning economies in the Asian region, especially in China. There is a growing need for business professionals and leaders who understand both Eastern and Western business perspectives and who have knowledge of doing business in Asia and China. Besides, there is also an increasing interest from non-local candidates, especially from Mainland China, in studying master's programs in full-time mode. These provide the School with new opportunities to offer new programs, such as pre-experience, full-time master's programs.

1.3 Relative Advantages and Disadvantages

As discussed above, the School enjoys a number of relative advantages:

- It has established a leading position in business education in Asia;
- It has increased its international prominence and achieved favorable global rankings of its programs and research performance;
- It has built strong networks with international business schools and other academic institutions, as well as growing links with the business community;

- Since its founding, the School has placed a strategic focus on internationalization. The School's international characteristics are crucial to its leading position in business education as the world has become increasingly globalized;
- In addition to government support, the School has gradually expanded its alternative sources of income. The self-financing programs are an important and increasing supplement to government funding. The School has also received a number of new donations from the business community over the past few years to support its research activities and faculty recruitment and retention.

While the School enjoys many competitive advantages, it also recognizes there are weaknesses that need to be addressed. Although the School gradually expanded its faculty capacity, it needs to recruit more experienced faculty to support the development of some of the more demanding programs in highly competitive markets, such as EMBA and MBA.

Alumni play an important part of a business school in terms of outreach, networks, student recruitment and fundraising. However, given its short history, the School currently has around 19,000 alumni, a relatively small number compared with many established international business schools.

HKUST is not a comprehensive university, and it does not have a law or medical school. As such, attracting top UG students who are interested in considering business along with other disciplines (e.g. law) remains a challenging proposition. Besides, a perception that HKUST is number three has emerged among prospective students, their parents and secondary school teachers. This perception has compounded the challenge of recruiting top students.

1.4 Challenges Facing the School

As the School continues to grow and external competitive forces arise, it faces new demands and challenges in terms of teaching, research, service, and management.

The UG curriculum reform implemented across Hong Kong from September 2012 meant that HKUST and all local universities received a double cohort of new undergraduate students (i.e., the last three-year and first four-year intakes) that academic year. While the School has succeeded in this transition period, it still faces challenges in fully implementing the new four-year curriculum, which poses higher demands on teaching loads, enrichment and international exposure opportunities, and student advising and career services.

In addition, in 2012 the School adopted the University’s policy of 100% school-based admission, which means admission to specific programs is not confirmed until students are in their second or third year. This has created particular challenges for the School’s flagship UG programs, such as BBA in Global Business, to recruit top students. Risk-averse students prefer conventional program-based admission in which they secure a place in their desired program at the time of admission, rather than their second year. Business schools at the other local universities have continued program-based admission, which has meant the HKUST Business School has lost a significant fraction of academically superior students.

There is increasingly intense competition in business education as more top business schools come to the region. For example, in July 2013 the University of Chicago's Booth School of Business announced that it would relocate its Asia EMBA Program from Singapore to Hong Kong.

Competition for top scholars is also intense in the higher education sector both regionally and internationally. The School has encountered serious challenges in recruiting and retaining outstanding faculty, especially senior faculty with both good teaching skills and a strong international research reputation. The School is seeking to generate more funding from self-financing programs to enhance its competitiveness in faculty recruitment, and secure additional resources to support a more desirable faculty composition.

The School has developed a series of new program initiatives for launch in 2013. The resource demand for these new programs has had to be balanced with the need to devote adequate faculty and financial resources to maintain and enhance the quality and reputation of its internationally recognized programs, and to sustain its offering of programs with international focus.

With the departures of several experienced senior leaders, including the former dean Professor Leonard Cheng, the School is undergoing a transition period with a new management team under the leadership of Acting Dean Professor Kalok Chan. As the search for a new permanent dean continues, the new management team has to respond to a changing environment while leading the School to move forward.

The School believes that continued engagement with and support from the business community is necessary to underpin its future development. Over the years, the School has established extensive links with the business community through engagement activities, knowledge sharing and collaborative projects. But more work needs to be done in this area so the School can further enhance the impact of its teaching and research programs on the community's social and economic development.

At the program level, major challenges faced by individual programs are summarized as below:

Programs	**Major challenges**
UG (full-time)	• Difficulty in attracting top students under school-based admission • Facilitating integration of local, international, and Mainland students • Placing international students in the local job market
MBA (full-time and part-time)	• Rankings improvement and higher price point increases expectations: students are expecting services commensurate with our reputational standing and our high relative price point. • World class program requires world class staff: the Hong Kong labor market has been very competitive. As such, as a public university, it has been difficult to attract and retain talent necessary to deliver a world class MBA experience. • Historical advantages disappearing as we compete globally: Much of the global top 10 MBA programs, particularly U.S. programs, have a significant resource advantage. Scholarship has become more prominent in admission recruiting. Currently, only 4% of our current class receives scholarship; this has made it more challenging to attract the desired profile of students. • The School's biggest differentiator is one of its biggest challenges: the opportunity to learn about business in China is one of the biggest selling points to students. Consequently, most of the students who choose HKUST want to stay in Hong Kong immediately after business school. However, career opportunities for non-Chinese speaking MBA students are a challenge in the region.

Programs	Major challenges
	• The Part-time MBA Program needs repositioning: over the last few years the PTMBA applicant pool has been declining, as local market questions the value of obtaining a MBA. We need to re-evaluate the PTMBA program to make it more market relevant.
HKUST EMBA for Chinese Executives (Executive part-time program)	• Attracting senior Chinese executives from Hong Kong, Taiwan and South East Asia (including Malaysia and Indonesia) who can speak Mandarin. • Increasing competition from Mainland-based EMBA programs that have bigger alumni network
Kellogg-HKUST EMBA (Executive part-time program)	• Decline in number of quality applications • Increasing need to work with corporations to convince them to send their senior executives to the program • Increasing competition as more top business schools come to the region, e.g. Chicago Booth is relocating their EMBA program from Singapore to Hong Kong in 2014 • Students have expectation on career support
MSc in Economics (full-time program)	• Increasing demand of school-based MSc career supports • Need to promote the program to and attract strong non-mainland applicants • Need to maintain our hold on Mainland China which has been and will be targeted by more and more legitimate competitors
MSc in Financial Analysis/Investment Management (part-time program)	• Decline in number of applicants/ enrollment • Increasing request for career services • Increasing request for full-time mode
MSc in Information Systems Management (part-time program)	• Ability to attract sufficient high quality candidates to maintain acceptable class size • Increasing pressure from lower-cost competing programs offered by other universities, including engineering schools
HKUST-NYU Stern Master of Science in Global Finance (Executive part-time program)	• Relatively heavy demand on regional/global student recruitment for a small program team • The uncertain outlook of finance job market has made our originally high program fee less affordable to some • Support to overseas alumni relatively difficult due to small population at each location
MPhil/ PhD (full-time program)	• Restriction on PhD funding • Lack of dormitory space for PhD students • Recruitment of high quality international MPhil/PhD students

1.5 Degree Programs Included in the Accreditation

As confirmed by the AACSB in November 2011, all business degree programs offered by the School at the time of applying for the maintenance review are included in this accreditation exercise. They include:

- UG
  - Bachelor of Business Administration (BBA) – with nine majors (Economics, Finance, General Business Management, Global Business, Information Systems, Management, Marketing, Operations Management, and Professional Accounting)
  - Bachelor of Science (BSc) – with two majors (Economics and Finance, and Quantitative Finance)
- Master's:
  - MBA (Full-time, Part-time in Hong Kong and Part-time in Shenzhen)
  - HKUST EMBA for Chinese Executives
  - Kellogg-HKUST EMBA (KH EMBA)

  - MSc in Economics (MSc ECON)
  - MSc in Financial Analysis (MSc FA) and MSc in Investment Management (MSc IM)
  - MSc in Information Systems Management (MSc ISM)
  - HKUST-NYU Master of Science in Global Finance (MSGF)
  - MSc in Global Management (MSGM) which was a one-off program tailored for Korea's Shinhan Financial Group
  - MPhil
- Doctoral:
  - PhD

2. Progress Updates

There were no major concerns indicated in the last Peer Review Team Visit Report.

In line with the recommendations of the peer review team in 2009, the School has made significant progress in:

- Enhancing its competitiveness in faculty recruitment and retention (See Section 4.2)
- Increasing engagement with external constituents, including employers and business leaders, in its strategic management planning process (See Section 3.2.3)
- Instilling a more systemic process to support the continuous improvement of the MBA program (See Section 5.2.1)

As the School continues to strengthen its capacity and enhance the efficiency of its existing program delivery, it also seeks new opportunities to create new learning experiences that will meet the needs of the world's future leaders and to extend its educational reach (See Section 6.1 and 6.4).

3. Strategic Management

3.1 Mission

With its strength and unique positioning, the School aspires to be the best comprehensive business school in Asia and a top-tier business school in the world. At the same time, the School believes that it should contribute to an international understanding of Asia's economic environment and business practices. In line with the University's mission, the School's mission is:

- To advance global business knowledge;
- To develop business leaders in Asia for the world;
- To contribute to the economic and social advancement of the region.

The current mission statement was slightly revised in 2012 from the 2006 version, following deliberations by the School Administrative Committee (SAC) and School Board, with input from the School Advisory Council. While the previous mission statement generally reflected the School's current positioning and aspirations, two minor amendments were made:

1) the words "*the frontier*" were removed from the statement "*Advance the frontier of global business knowledge*" to make it more concise, without losing any of its essence;

2) the phrase "*Contribute to the social and economic transformation of the region*" was replaced by "*Contribute to the economic and social advancement of the region*" as it is believed the School's mission should not be confined to contributing to change ("*transformation*"), but also emphasize a positive impact on regional developments ("*advancement*").

In a brand discovery exercise held from early 2011 to late 2012, the School identified four core values – World Class Quality, Entrepreneurial Spirit, Caring Attitude, and Positive Impact – which reflect the attitudes and aspirations of our people. These core values are described as below:

- World Class Quality – the School is uncompromising in its drive to consistently deliver world-class research and education.
- Entrepreneurial Spirit – the School embraces an entrepreneurial spirit that stimulates innovation, drives productivity and energizes dedication to learn and grow.
- Caring Attitude – the School takes an active interest in and shows genuine concern for people, the things it does, and the communities it serves.
- Positive Impact – its scholars and graduates strive to make a positive impact on business and society.

3.2 Strategic Management Planning Process

3.2.1 Organizational Structure

The School is headed by a Dean, who is assisted by associate deans and department heads. Among the associate deans, prior to 2013/14, one was in charge of the UG programs, one responsible for the MBA and MSc programs, and another for the HKUST EMBA Program for Chinese Executives and Executive Education programs. Two joint programs in partnerships with other leading business schools, namely Kellogg-HKUST EMBA Program and HKUST-NYU Stern MS in Global Finance Program, and the School's PhD programs are supervised by respective program/ academic directors.

The UG Program Office has undergone a restructure. With effect from September 1, 2013, the Program Office is overseen by two Associate Deans - one taking charge of academic affairs and student development, and the other taking charge of admissions. The reorganization is part of the School's overall efforts to devote more resources and attention on UG education. The two Associate Deans take a lead in driving strategic initiatives that sharpen the focus on intake quality, internationalization, curriculum and new program development, while strengthening student advising and our UG brand.

Following the departure of the School's former dean Professor Leonard Cheng, Professor Kalok Chan has been appointed acting dean of the School from September 2013 while the search for a permanent dean continues. The School's organizational structure during the transition period is illustrated in Appendix 1 – HKUST Business School Organization Chart.

3.2.2 Strategic Development and Academic Planning

HKUST attaches great importance to a holistic framework of strategic development in order to fulfill its essential mission of creating new knowledge, educating global leaders, and contributing to the social and economic development of Hong Kong and the region. Drawing from its broad brush fifteen-year strategic vision, "The HKUST 2020 Strategic Plan: Building on Excellence", the

University developed a detailed Five-Year Strategic Plan for 2011 to 2016 (The Plan is available online at: http://strategicplan.ust.hk/) in extensive consultations with key stakeholders, including Court and Council members, faculty, staff and students.

The Five-Year Strategic Plan is a forward-looking, action-oriented work plan for the University and the School. Six key developmental areas were identified, including: 1) Education Development; 2) Research Development; 3) Faculty Development; 4) Community Engagement; 5) International & Mainland Strategy; and 6) Organization & Resources.

In addition to strategic planning, HKUST also produces an Academic Development Proposal (ADP) in three-year cycles in accordance with the UGC's triennial academic planning process. The triennial exercise provides the University and the School with an opportunity to critically review their recent developments, and plan developmental and operational priorities that correspond with the institutional mission and the changing needs of the community.

In the latest academic planning exercise, HKUST submitted its ADP for 2012-15 to the UGC in 2011. HKUST was awarded an increase of fully funded FYFD (First Year First Degree) UG places in each year of the triennium from the overall fixed pool, and was also provided with additional senior places. The number of FYFD UG places allocated to the Business School has increased from 686 for three-year programs in 2009-2012 to 710 for the last cohort of three-year programs in 2012-13 and 715 for four-year programs in 2012-2015.

3.2.3 Quality Assurance (QA) Framework

The QA framework of the School, as illustrated in Appendix 2 – QA Structure, is designed to govern its development, and ensure the quality of the UG, master's and doctoral programs offered. It can be broadly divided into three layers, namely university-level, school-level, and departmental/ program-level.

University- level

The University Senate acts as the supreme academic body. Key Senate committees, including the Committee on Undergraduate Studies (CUS), the Committee on Postgraduate Studies (CPS), and the Committee on Teaching and Learning Quality (CTLQ), are responsible for overseeing the curriculum and academic standards, as well as establishing policies and guidelines for quality assurance.

The School and its departments and program offices have been required to submit annual reports on teaching and learning to the Senate's CTLQ, based on designated report templates (Appendix 3 – Report Templates of Annual Report on Teaching and Learning). This annual reporting exercise provides the backbone for monitoring quality assurance practices and educational quality at the university level. It is also a vehicle for improving teaching and learning by encouraging a reflective, forward-looking review of programs and the sharing of good practices.

Areas covered in the annual reports include:

- Response to feedback, results of benchmarking exercises and other evidence relevant to the evaluation of educational programs
- Reflections on data provided as part of the exercise
- Planned actions for future and follow-up on action items from previous reports

- Difficulties in developing programs, including resource constraints
- Examples of good practice that can be shared with other units

School-level
Under the leadership of the Dean, the School is responsible for reviewing and overseeing its education programs, and for ensuring that the University's policies and procedures are properly implemented by departments and program offices.

Major teaching and learning issues across departments and programs are discussed in the School's Associate Deans Meeting (which took over the former Program Directors Meeting starting from September 2013) and in the School Administrative Committee (SAC) for its endorsement. They are then presented to the School Board, the relevant University Committees and, where applicable, finally to the Senate. The SAC meets every month and its members include the Dean, all associate deans, department heads, and heads of the Executive Education Office, Communications and External Affairs, and Alumni Development. The Associate Deans Meeting is also chaired by the Dean, and meets monthly. Besides, the Dean holds separate monthly meetings with department heads to address issues faced by the departments.

The School Board, which consists of all regular faculty members and senior administrators, meets once in Fall and Spring semester. Major curriculum changes, new programs, and other important academic issues are reported, discussed, and acted upon by the School Board.

On program governance, UG programs are monitored by the Committee on Undergraduate Programs (CUP), while the quality and development of PG programs are supervised by dedicated program committees, such as the MBA Committee and RPg Committee. A school-level MSc Committees is also being formed. These committees advise and give recommendations to the SAC and School Board on policies and regulations, and monitor and review procedures, quality, and performance of their respective programs.

Besides, two standing committees look after specific areas related to academic matters. The School Appointments and Substantiations Committee meets on a needs basis to review faculty appointments, promotions and substantiations (i.e. tenure). It is also the selection committee for the School's Franklin Prize for Teaching Excellence Award. The Research Committee oversees issues related to research funding and infrastructure.

Departmental/Program-level
At the departmental/program level, Department Heads and Academic/Program Directors have principal responsibility for the quality of courses and programs under their remit. There are also departmental UG committees, departmental PG committees and program-level committees. Ad-hoc committees, task forces, and working groups have been formed to examine specific areas of development. For example, Task Force on Enhancing Undergraduate Experience was formed during the report period. Retreats have also been organized at school-, department- and program-level to discuss strategic developments and future goals.

Enhancing Stakeholder Engagement
Feedback and input channels for both internal and external key stakeholders have become an integral part of the management process at the School. The School has stepped up its efforts in

engaging its key constituents, including the business community and employers, in its strategic management processes.

The HKUST Business School Advisory Council was established in June 2011 to provide strategic advice and support to the School on its current issues and future development. The Council consists of local and international business leaders from various industries and academic leaders from global business schools (Appendix 4 – Terms of Reference and Membership of School Advisory Council). The Council meets once in an academic year. A sub-group of the Council forms a Board which plays a steering role in the Council. The Board meets more frequently to advise on specific development strategy issues. Every year several ad-hoc committees are also formed to review and give specific advice on strategic areas identified at the annual Advisory Council Meeting.

In addition, there are meetings with UG Business Student Representative Committee, and Student-Staff Liaison Committees for some programs to keep close contact with student representatives; employer surveys, gatherings with employers and alumni to collect feedback on curriculum and graduate quality, as well as information on market trends. External peer review and benchmarking exercises have been conducted at the UG and PhD levels to ensure the programs are aligned with international standards and industry practices. Please refer to Section 5.1.3 and Appendix 10 for the recent peer review of UG programs, and Section 5.3 and Appendix 27 for the peer review of PhD programs.

3.3 Major Developments in Learning and Assessment in Recent Years

The School has strengthened its quality assurance capacity and process over the past few years. This includes new QA exercises driven by the University and/or UGC, as well as new initiatives developed by the School.

Outcome-based Education (OBE) project
With support and seed funds from UGC, HKUST rolled out an Outcome-based Education (OBE) project in 2007 to experiment with the implementation of OBE at course level. The School formed a dedicated task force to drive the initiative within the School. The OBE project resulted in School and program intended learning outcomes (ILOs) being developed based on the University's graduate attributes - ABC LIVE (Appendix 5 – HKUST Graduate Attributes). The program ILOs were also aligned with course level learning outcomes.

A university-wide pilot OBE scheme was implemented between Spring 2009 and Spring 2010. The School examined student progress on a set of learning outcomes, including business ethics, intercultural skills, teamwork and communications. Thirty-four courses offered by the School's six departments were part of the exercise, which involved 45 faculty, 773 year-1 students and 162 year-3 students.

The pilot OBE exercise not only helped to focus attention on learning effectiveness, but also built a strong foundation for moving towards a quality assurance approach and a quality enhancement culture at the University and the School.

Quality Assurance Council (QAC) Audit
The Quality Assurance Council (QAC) was founded in 2007 as a semi-autonomous body under UGC. It conducts periodic quality audits of all UGC-funded institutions in Hong Kong and the first

round of audits took place between 2008 and 2011. The QAC audit of HKUST in 2010 recognized the University's "strong quality assurance culture with robust processes".

Establishment of the Center for Business Education
In Fall 2011, the School established the Center for Business Education to drive initiatives related to the continuous improvement of teaching and learning. They included sharing best practices in teaching, running both collaborative workshops with the University's Center for Enhanced Learning and Teaching (CELT) and workshops organized by the School, and providing resources to faculty to help them design course materials. The Center has also launched a Business Teaching Series, in which the School's faculty members are invited to share their teaching experiences and best practices around a specific theme. After two years of running and with the founding director finishing her term, the School is re-evaluating the role of the Centre and how it will continue to support the teaching development at the school.

Appointments of academic/program directors
In line with the governance structure of other Master's and UG programs, two new academic director positions were created for the Kellogg-HKUST EMBA program and the MBA programs in 2012, to oversee academic and quality related matters. Previously both programs were directly supervised by a Senior Associate Dean. It is now standard practice that every program, including new programs, has a dedicated academic/program director.

Dean's Advisory Committee for Assurance of Learning
In September 2012, a Dean's Advisory Committee for Assurance of Learning was formed to help coordinate the QA efforts of departments and program offices, in order to incorporate QA activities into each of our programs. The committee has met with UG and MBA program offices and provided advice to the program offices on the tasks related to assurance of learning. It also gave reports to the Dean of the School on the progress of OBE initiatives and QA work in the programs.

3.4 Strategic Management Planning Outcomes

In line with the School's mission and the University's Strategic Plan, the School has made continuous improvements in six strategic areas. A summary of the progress is listed below:

Strategic Area	Achieved	In Progress
1. Education Development	• Launch of 4-year UG curriculum • QA review by UGC • Pilot Outcome-based Education exercise (with focus on UG) • Enhancement of advising and career services (UG and master's programs) • Incorporation of new technology in learning (e.g. provision of tablet computers and development of program apps for MBA and EMBA programs) • Expansion of program portfolio (UG, MBA and MSc) • Establishment of new MSc Programs Office	• Enhancing assurance of learning • Implementing faculty advisor system for UG programs • Expanding supporting staff to UG student advising services • Forming a task force to explore online education opportunities • Establishing a school-level MSc committee

Strategic Area	Achieved	In Progress
2. Research Development	• Establishment of new research centers with external donations • Faculty have been encouraged to use research funds to support PhD students • Participation in the Hong Kong PhD Fellowship Scheme to attract high quality students with PhD fellowship	• Seeking more internal research funding from the University • Competing for external grants to support research development (e.g. Theme-based research grants provided by the Hong Kong Research Grants Council) • Continue to solicit new donations for research and center development
3. Faculty Development	• Launch of a faculty compensation review in 2012 and provision of significant salary boost for outstanding faculty • Restructuring of teaching track faculty title • Set up of Center for Business Education • New endowed professorships	• Expanding faculty pool towards more balanced composition of faculty ranks • Fundraising to increase competitiveness in faculty recruitment • In-house and external training programs on teaching • Guidelines for Faculty Performance Assessment to include a more holistic assessment
4. Community Engagement	• Establishment of regular platforms for knowledge sharing and engagement with the community, including Business Insight seminars • Establishment of dedicated alumni development team at school level • Organization of social responsibility projects in collaboration with NGOs to enhance service leadership of our UG students	• Faculty involvement in public service and consulting activities • Expanding engagement platforms in the region, especially Mainland China • Providing support and training to faculty for their engagement work
5. International & Mainland Strategy	• Diversification of faculty and student composition • Establishment of MBA program office and Executive Education program office in Shenzhen, China • Program enrichment of Part-time MBA(Shenzhen) and HKUST EMBA for Chinese Executives • Launch of first corporate sponsored degree program – MSc in Global Management – for Korea's Shinhan Financial Group • Launch of programs overseas (MBA in Saudi Arabia and cross-continent UG program)	• Further expanding exchange networks and internationalization • Forming a task force to review operations in Mainland China and develop strategies
6. Organization & Resources	<u>Leadership/Management</u> • Appointment of dedicated academic/program directors for each program • Restructuring of UG program management to enhance program leadership • Appointment of Executive Director to assist school development • External community inputs and support from School Advisory Council <u>Resources/ Facilities</u> • Move to new building • Expand revenue source with new self-financing programs	<u>Leadership/Management</u> • General staff capacity development (middle management, assurance of learning) <u>Resources/ Facilities</u> • Develop a more comprehensive budget model • Fundraising • Facility upgrade of new building • Building of a new conference tower to provide on-campus accommodation for executive education programs

3.5 Financial Strategies

During the review period, the School has maintained a healthy financial position. In 2012/13, the School operated with a surplus of US$750,000, representing a decrease of US$2.18 million from US$2.934 million for 2011/12. Consolidated income for the year increased to US$79.1 million (US$73.1 million for 2011/12) mainly due to additional university funding for UG four-year expansion and faculty compensation review and adjustment, and higher tuition from self-financing program. Consolidated expenditure for the year rose to US$78.3 million (US$70.1 million for 2011/12), mainly due to higher faculty salary, higher operating cost, and higher overhead cost charged by the University.

The School has three main income sources, namely Recurrent Budget, Research Grants, and surplus generated from self-financing programs which include TPg programs and non-degree executive education programs. In addition, the School seeks to develop new sources of income and enhanced its fundraising capacity with support of the University.

Recurrent Budget

UGC grants a Recurrent Budget to each UGC-funded institution on the basis of the ADP triennial planning cycle. The current triennium started on July 1, 2012 and will end by June 30, 2015. The UGC's assessment of recurrent grants is based primarily on the distribution of indicative student number targets of UG and RPg programs. The grants do not cover the self-financing programs, which include the School's MBA, EMBA and MSc programs. In addition to the recurrent block grant, the UGC/Hong Kong Government also provides the UGC-funded institutions with funding in the form of capital or earmarked grants for specific usages.

On the basis of the annual recurrent budget approved by the University Council's Standing Committee, the University distributes the budget provisions to schools, departments and offices. The budget is used for the purposes of staffing (academic, teaching and administrative staff) and non-staffing, such as general office expenses, equipment and postgraduate studentship.

The following table summarizes actual expenses of the major areas in the past five years, which have been supported by a combination of UGC funding and self-financing programs:

(US$'000)	2008-09	2009-10	2010-11	2011-12	2012-13
Staffing					
a. From UGC					
Academic & teaching staff	19,950	20,400	21,670	25,840	28,270
Administrative staff	3,460	3,160	3,240	3,040	3,260
b. From Non-UGC					
Academic & teaching staff	2,940	3,160	4,110	4,890	4,700
Administrative staff	3,560	4,250	4,330	5,270	6,660
Non- Staffing					
General office expenses	11,490	12,670	15,000	17,360	21,400
Equipment	570	470	460	750	460
Postgraduate Studentship	1,110	1,100	1,150	1,320	1,430

Research Grants

The Research Grants, which are also provided by UGC, consist of two main categories:

1) General Research Fund (GRF) is awarded to individual faculty members in open competition among eligible faculty of all universities. The Fund is awarded on the basis of the merit of research proposals submitted. The School led its sister institutions in the success rate of its applications over the past five years. In the latest GRF exercise (2013/14), HKUST is ranked No. 1 in terms of success rate (63%), number of funded projects (31), and total approved funding (US$1.5 million) in the area of "Business Studies". In 2012/13 UGC also launched the Early Career Scheme for new junior faculty members to strengthen the teaching–research nexus by providing support for independent research work and developing educational activities.
2) There are also small research funds which are granted to the School by the University for allocating internally. They include:
   - Initiation Grant (formerly known as Direct Allocation Grant) that provides junior faculty with initial funding for their research projects
   - School-based research initiatives that are allocated to the Dean by the University in proportion to the School's faculty dollar budget.

The following table lists the major research funding awarded to the School and its faculty members during the report period:

Research Grants (US$'000)	**2008/09**	**2009/10**	**2010/11**	**2011/12**	**2012/13**
GRF & ECS	1,500	1,400	1,400	2,000	1,440
Initiation Grant	60	70	71	71	64
School-based initiatives	106	105	105	99	101

Surpluses from self-financing programs

Surpluses generated from self-financing programs are another major source of funding to the School. These programs are important to the School in maintaining its competitiveness in faculty recruitment and retention and supporting its many initiatives, including those in support of the UGC-funded UG and RPg programs. In 2012/13, the School's master's programs generated around US$6.5 million (HK$51 million) of surplus.

While the School has developed more new programs, including the self-financing UG, MSc and company-sponsored degree and non-degree programs, with an aim to generate new revenue streams and surplus for the School, there is an increasing pressure from the University to raise the overhead charge on the self-finding programs. The School currently pays 25% of its revenues from Hong Kong and overseas programs and 18% of the revenue from Mainland China programs to the University to cover university-wide overhead expenses.

School Development Fund and New Sources of Income

With the accumulated surpluses from the School's self-financing degree and non-degree programs, the School has established a Development Fund, which amounted to an uncommitted reserve of US$17.3 million (HK$135 million) as of the end of June 2013. The Fund is used for top-up of faculty salaries, the salaries of administrative staff not funded by public funds, a supplementary fund for faculty research, upgrades for new buildings and facilities, and other development initiatives.

Although the School has no fundraising mechanism, it has, with the support of the University, secured a number of donations in recent years designated to the School's education, research and faculty development. These include:

- Establishment of named professorships with the support of private donations:
  - Synergis-Geoffrey YEH Professor of Finance
  - Joseph Lau Professor of Business
  - Wei Lun Foundation Professor of Business
- Around US$1.2 million from Dr William Fung for establishing the Visiting Professorship, Term Professorship, and Dean's Opportunity Fund to support student scholarships and entrepreneurial projects
- US$500,000 from the Tanoto Foundation for the Center for Asian Family Business and Entrepreneurship Studies
- US$500,000 from Mr James Thompson for the Center for Business Case Studies
- Close to US$1.2 million from Value Partners Group for the establishment of the Value Partners Center for Investing
- US$500,000 from Tongyi Industrial Group for the Centre for Electronic Commerce
- About US$141,000 from Professor Larry Franklin of the Department of Finance for setting up tuition awards for KH EMBA students who work for not-for-profit organizations
- An endowment fund of US$130,000 from Professor Larry Franklin of the Department of Finance for setting up the Franklin Fund for International Business Studies to sponsor undergraduate students to study abroad during the term.

Fund allocations

Funding allocations to programs, departments and function units are centralized at the School. Fund allocation for the academic departments is mainly based on the faculty size. Besides, the School also supports initiatives such as academic conferences and special research needs. The School makes reference to the teaching contributions of departments in determining the academic salary budget. For the program offices and functional units, each has to submit a three-year budget projection at the end of each year, which forms the basis for the discussion and approval of the budget for the coming academic year

There are also funds allocated for major activities and plans, including:

Area	Funding / Resources	Funding period	Sources
Transition to 4-year UG curriculum	• Extra 10 faculty lines • Additional funding of US$128K (HK$1million) for teaching faculty/TA	2011 onwards	University
Enhancing UG student advising services	Additional funding of around US$128K (~ HK$1million) for recruiting 7 major counselors	2013 onwards	University
Enhancing MSc programs and career services	Set up of MSc Program Office - Additional funding of US$154K – US$192K (HK$1.2-1.5 million) for recruiting more staff at executive and support level to provide career services to the full-time MSc programs	2013 onwards	Self-financed
New programs	Projected budgets for self-financing programs: - World Bachelor in Business (2013/14) - MSc in International Management (2013/14) - MSc in Global Operations (2013/14)	2013 onwards	Self-financed

Area	Funding / Resources	Funding period	Sources
	- MSc in Accounting (2014/15) - MSc in Investment Management (Full-time) (2014/15)		
Faculty salary adjustment	Addition of about US$1.5 million (HK$12 million) to the regular faculty budget for topping up faculty's current salary packages	2012 onwards	University
Enhancement of capacity in stakeholder engagement	Set up of the school-level alumni team	2011 onwards	School
New business building development (facility upgrade)	US$3.8-5.1 million (HK$30-40 million)	2011-13	School
New conference tower (supplementing the cost of construction)	US$3.8-7.7 million (HK$30–60 million)	2013-15	School

3.6 Intellectual Contributions

As indicated in Table 2-1 and 2-2, the School has produced numerous intellectual contributions that align with the School's mission to advance global business knowledge. Between 2008/09 and 2012/13, faculty of the School produced more than 1,200 discipline-based research outputs, of which over 580 are peer-reviewed journals. Besides, the faculty members have consistently been honored by their peers for their research excellence. Please see Appendix 6 for a list of major research awards and achievements recently earned by the School's faculty members. Besides quality research outputs, faculty members have also been contributing to academia by serving in the editorial boards of top academic journals.

The School is committed to facilitating and encouraging the production of intellectual contributions through 1) fostering a rich research culture by providing support and resources; 2) setting expectations with promotion and substantiation criteria, 3) measuring outreach and impact with annual merit review. Details of support and criteria guiding intellectual contributions are discussed in Section 4.2.

4. Participants

4.1 Students

As of September 2013, the School had 3,063 UG students and 1,292 PG students. As indicated in the table in the following page, the student numbers had been relatively stable over the five years, except in 2012/13 as the School admitted double cohort of UG students under the new academic structure. The number of TPg students slightly decreased from 1,231 in 2011 to 1,155 in 2012, mainly due to a slight decline in the Part-time MBA programs in Shenzhen and Hong Kong.

Student Numbers (as of September of the following years):

No. of Students	**2008**	**2009**	**2010**	**2011**	**2012**
UG	2151	2137	2146	2211	3013
TPg	1071	1030	1210	1231	1155
RPg	86	90	90	92	106
Total	3308	3257	3446	3534	4274

Key admission and graduation statistics of each program are attached as Appendix 7 – Student and Graduate Data.

Undergraduate
With the new four-year curriculum reform, the enrollment of UG programs increased dramatically in 2012/13 as the School admitted two batches of year-1 students: the last batch of the three-year cohort and the first batch of the four-year cohort. This doubled the School's new student intake to more than 1,500, the largest among the local business schools. The enrollment number is expected to stabilize at around 800 students from 2013/14.

Admission criteria have also changed for all universities in Hong Kong because the local secondary education system has been reduced from seven years to six years. Starting from 2012/13, the Hong Kong Diploma of Secondary Education has replaced the Hong Kong Certificate of Examination and the Hong Kong Advanced Level Examination as the major matriculation qualification for admission to local universities.

As mentioned in Section 1.4, the HKUST Business School has altered its admission system from partially program-based, partially school-based to only school-based. Students are admitted to the School before they decide their major program(s) at the end of Year 1 (for two BSc programs and BBA in Global Business (GBUS)) or Year 2 (for the other eight BBA programs). Thus, they are given more time and opportunities to explore their aptitudes and interests, and equip them to make a more informed decision on their choice of major. However, the new arrangement has posed a challenge in attracting top students to the School, since risk-averse academically outstanding students have shown a strong preference for guaranteed admission into highly competitive programs at the time of entry.

In view of this, an additional admission route has been added from 2013/14 to provide top students with guaranteed admission into the GBUS major at the point of entry while preserving half the slots for students who enter the School without a designated major.

The publicly-funded UG programs are bound by a government quota limit of 20% for non-local students, however, the School has intensified its promotion efforts outside Hong Kong to recruit qualified international students. In addition, the School has expanded the kinds of international qualifications it will consider in admission and scholarship applications. The UG programs now have a diverse student mix, representing around 35 nationalities. In 2012-13, these programs admitted 82 international students (excluding students from Mainland China, Taiwan and Macau).

New learning opportunities have been developed for students through formal curricular and co-curricular activities, including case analysis training, corporate projects, business competitions, student managed funds, social responsibility projects, and business simulations. The School's UG exchange network has been expanded to more than 120 global partners across 27 countries and economies. To develop students' global vision, awareness, cultural sensitivity and outward mobility, the School targets at least one out-of-Hong Kong learning opportunity for each student during their studies here.

The advising and mentoring for UG students have also been strengthened. The UG Programs Administration team was renamed UG Academic Affairs and Advising. Staff were redeployed and equipped with advising skills through participation in workshops and summer institutes organized by the National Academic Advising Association (NACADA). Additional manpower had been provided to strengthen the advising support.

From Fall 2013, all full-time faculty members serve as Faculty Advisors to provide student advising support to all pre-major and major UG students. The School also has a school-student partnership, the Business Cohort Community, which was launched in 2010/11 to foster kinship and inclusiveness among students and to develop a stronger bond with the School.

The School has also expanded provision of one-on-one career advising sessions. The UG Student Development & Career Services Team, which resulted from a merger of two teams in 2009, provides a one-stop service to support students in their whole person development.

The full menu of advising and mentoring support at the School are listed below:

Year of Study	**360^o Support**
1 - 2 (before students decide their business majors)	• **Pre-major Faculty Advisor** providing essential academic advice • **Pre-major Counselor** connecting students to all campus resources • **Cohort Peer Mentor** (fellow student) looking after students and helping them settle in
3 - 4 (once students have chosen their business majors)	• **Major Faculty Advisor** helping students achieve their academic goals • **Major Counselor** keeping students on track as they complete their studies • **Career Counselor** guiding students to identify their best career options

Our flexible curriculum design allows students to tailor their study to pursue 1 of 39 combinations of single or double majors, with options for minors. About 70% of our students graduated with double majors, 50% with international exchange experience, and 70% with internship experience.

Consistent with the University's mission of providing an all rounded education to students, out-of-class learning experiences have been incorporated into the academic curriculum. For example, the Service Learning/Social Responsibilities Projects were introduced in Fall 2007 in which students can opt to enroll in these credit-bearing projects. These projects allow students to partner with an NGO or Corporate Social Responsibility team of corporations and to provide recommendations for solving the existing corporate challenges faced by their partners.

In 2008, credit-bearing Corporate Projects were introduced in the UG curriculum. Interested students will enroll in the projects and partner with business corporations by providing innovative ideas targeting the corporations' given tasks.

In 2010, Social Enterprise Internship Program was also introduced to cater the demand from students who are looking for summer/winter internship with the social services or NGO sector. The UG Programs Office will continue to strengthen the relationship with current partners (including

NGOs, social enterprises and corporations) and simultaneously actively looking for new partners so as to provide students with out-of-classroom learning opportunities. The table below shows the number of business undergraduate students who have enrolled in out-of-classroom projects/programs:

Year ending December 31	2007	2008	2009	2010	2011	2012
Service Learning Project	34	104	49	91	155	89
Corporate Projects		39	89	72	78	100
Social Enterprise Internship Program				27	35	54

Postgraduate

At the PG level, enrollments have remained relatively stable across programs. Currently all programs together have a diverse student mix of 50 nationalities, although this diversity varies among the program. Please see Appendix 7 for the percentage of non-local students of individual programs between 2008/9 and 2012/13.

There is an increasing demand for career consulting services at the PG level, so the School expanded its MBA Career Services to cover Part-time MBA (Hong Kong) from 2011-12, and Part-time MBA (Shenzhen) and MSc programs from 2012/13. This involved the deployment of additional manpower for these services. The newly established MSc Program Office (see Section 6.1 for details) also enhances student services and enrichment activities, and coordinates career services and alumni development. Moreover, the Kellogg-HKUST EMBA Program introduced a new career coaching service in 2010, while the HKUST EMBA for Chinese Executives Program has enhanced its career services by organizing workshops and seminars.

Overall health of individual postgraduate programs is described below.

MBA

The MBA market place has been significantly impacted by the global economy over the last five years. At HKUST, it has impacted all elements of the program: admissions, student development, and careers. While the impact has been different for the Full-time and Part-time MBA programs in terms of total enrollment, the magnitude and overall positive effect on student quality has been comparable. Appendix 7 provides key statistics regarding the health of the various MBA programs. The following is a brief narrative about the health of the MBA programs.

Over the last five years, applications for the Full-time and Part-time MBA markets have been very volatile on a year to year basis. The School's priority with regards to admissions has been maintaining or improving student quality while being opportunistic with regards to maximizing student enrollment. Student quality is measured in each of the programs relative to each program's respective market and competitors.

Program	**5-Year Market Conditions (2008/2009 to 2012/2013)**	**Results**
Full-time MBA Competes against global Top 10 programs and elite Asian business schools.	Applications have increased 15.6% over last 5 years, from 512 in 2008/2009 to 592 in 2012/2013. Applications reached a peak of 695 during the 2009/2010 school year and have been in the 550-600 range since.	The increase in applications has resulted in substantial improvements in student quality and a 21.1% increase in student enrollment. The median GMAT has increased from 640 to 680. International diversity, measured by percentage *of Non-HK citizens* has increased from 88% to 98%. Lastly, *Pre-MBA Salary*, which the School believes is a proxy for contribution to employer, has increased 16.2% from US$52.4K to US$60.1K.

Program	5-Year Market Conditions (2008/2009 to 2012/2013)	Results
Part-time MBA: Hong Kong Competes against highly regarded Hong Kong universities.	Since the Financial Crisis (2008/2009 academic school year), applications have declined by 32%.	The student profile has improved substantially over the last five years. International diversity and pre-MBA salary have had substantial increases. With regards to international diversity, the percentage *of Non-HK citizens* has increased from 23% to 48%. *Pre-MBA Salary* has increased 20.8% from US$61.7K to US$74.5K. Despite the significant decline in applications and substantial improvements in quality, student enrollment has only decreased from 105 to 96 students.
Part-time MBA: Shenzhen Competes against highly regarded mainland Chinese universities.	Applications have declined from 149 to101 since the 2008/2009 school year, peaking at 159 in the 2011/2012.	Although applications have declined since the 2008/2009 academic year the relative quality of the student cohort has increased. The median GMAT has increased from 530 to 600. Enrollment remains comparable, declining slightly from 53 to 48 students.

The Full-time MBA program has been included in the *Financial Times* Global MBA rankings since 2000. The MBA Program has been ranked top 10 in the world in the past four years, No. 9 in 2010, No. 6 in 2011, No. 10 in 2012 and No. 8 in 2013. Three factors have driven our success: salary increase percentage – after three years (ranked 4th), value for the money (ranked 12th), and international course experience (ranked 4th). This is quite rewarding in that most students chose the program based on the aforementioned factors; hence, the School feels good about meeting their expectations.

While the School has done well in numerous areas, placement has posed a major challenge to the MBA programs. Over the last five years, we have had significant turnover in our Career and Professional Development (CPD) office with three different leaders during this time. Also, as the regional Hong Kong employment market has evolved to align more with the business opportunities in Mainland China, the School has struggled to develop a plan that provides employment opportunities for our international (non-Chinese speaking) students. In March 2013, the School completed an international search and hired a new Head of our Career and Professional Development office. Additionally, it has made significant investments in more career resources, improved career training, and added a portfolio of career oriented activities that will help better prepare our students for the career search process. We also are working on a corporate development strategy that helps us better partner with the corporate business community and identify opportunities in the market for our Full-time MBA students.

Historically careers services have been geared exclusively toward the Full-time MBA program, students in the Part-time MBA program are seeking career services as well. They see it as a fundamental part of the MBA value proposition. We believe the goal of every business school should be for all of its MBA programs to position all of its students for long-term career success. As such, the School is in the process of adding dedicated career services for the Part-time MBA programs. This is considered as a strategic investment that will help justify the value of pursuing a MBA and hopefully allow the School to charge a premium tuition commensurate with its reputation and brand.

HKUST EMBA for Chinese Executives

In 2008, the program was revamped and retitled from International EMBA to HKUST EMBA for Chinese Executives to better reflect its positioning. Since the re-launch in 2009, the program has grown steadily and the number of student intakes has increased from 53 in 2009 to 64 in 2012, up 21%. The average age of the students is around 40 with 18 years of average work experience.

The student body has diversified over the years. They come from a diversity of industries with a larger proportion from private sector and foreign invested/ partnership/ joint venture companies. All of them hold senior positions with managerial responsibilities in their organizations. More than 50% of them are at C-level positions.

There is an increasingly intense competition from Mainland-based EMBA programs, especially those with bigger alumni networks. The program intends to diversify its student body by recruiting more senior Chinese executives from Hong Kong, Taiwan and South East Asia. However, students' expectations and considerations for paying the tuition fee are quite different among these markets.

Kellogg-HKUST EMBA

The program has been consistently recognized as the best of its kind. The program was ranked No.1 in the world by *Financial Times* 2013 Global EMBA Rankings. That was the sixth time that the program has taken the top position (2007, 2009, 2010, 2011, 2012 and 2013), and also extends the program's streak to nine years of being ranked among the top three in the world since 2005.

However, the program has faced a decline in applications and enrollments in the past two years, partly due to the volatile economy and the decrease of tuition fee sponsorship from companies.

Diversity of the class remains one of the key features of the program. Taking Class 2012 (KH15) as an example, the students come from 18 nationalities, and over 50% of them are based outside Hong Kong. The average age of the participants was 38 with 14 years of average work experience.

MSc in Economics

The program has gained popularity over the past few years. The number of applications has increased by 540% from 294 in 2008/09 to 1884 in 2012/13. As indicated in Appendix 7, the average GMAT score has improved slightly from 651 to 696. Although the application number has increased by more than five times, the class size has expanded slightly from 46 in 2008/09 to 73 in 2012/13 (58.7%), to ensure program quality. A majority of the students come from Mainland China.

MSc in Financial Analysis / Investment Management

There is a decreasing trend in applications and enrollment for both MSc FA and MSc IM programs. The number of applications of MSc FA has dropped from 484 in 2008/09 to 192 in 2012/13, and its student enrollment has also reduced from 63 to 56 over the five years. The application number of MSc IM has decreased from 435 in 2008/09 to 160 in 2012-13, and the class size has slightly increased from 54 to 60 over the period. While there is a decreasing trend in applications and enrollment for the two part-time programs, the program office has received increasing enquiries from non-local candidates, such as Mainland China, other parts of Asia and Europe, who look for a full-time mode of study. The School plans to offer a full-time MSc IM in 2014/15 to capture the demand for non-local students and to diversify the student body by bringing in more international students.

MSc in Information Systems Management

As indicated in Appendix 7, MSc ISM has maintained a relatively stable intake of more 40 in the past few years. The intake quality of candidates was relatively stable over time, in spite of increased competitive pressures.

HKUST-NYU Stern Master of Science in Global Finance

Since the MSGF program's establishment in 2007, the class size has grown from about 30 to 40-50 students in 2009-10 which has then become steady up to now. The geographical distribution of students has become more global as there are more students flying in from the Americas in the recent classes than in the past. In addition, the program has been able to attract students from Africa in the recent years tapping into countries like Nigeria and Kenya. Overall, despite the dismal status of the finance industry, the program is regarded as healthy based on the admission data in the past years.

PhD/ MPhil

For the past five years, the PhD/MPhil programs have been able to maintain a stable intake of about 25 students per year from an application pool of around 400. Among the existing student body, about 95% are from outside Hong Kong, over 60% are from Mainland China, and about 30% are from overseas. Most students are able to complete the PhD programs, while a small number of them exit with an MPhil degree. In the past five years, over 75% were awarded a PhD degree while the rest an MPhil degree. Most of the graduates are able to secure an academic or research position in higher education institutes around the world before graduation. In a survey conducted by the School in 2011 and 2012, our PhD graduates' average annual income reached as high as US$70K (HK$549,806) and US$77K (HK$601,948).

4.2 Faculty

As of the end of June 2013, the School employed 146 full time faculty, which remains at the same level as in 2008/2009. Of the 146 full-time faculty, 115 are tenured or tenure-track faculty, up 15% from 2008/2009. The School has also engaged around 20 visiting scholars from time to time to deliver lectures and seminars, and conduct collaborative research. Currently, senior faculty, namely full professors, constitute about 26% of the tenured or tenure-track faculty members at the School. The proportion is relatively low compared with peer schools, but as indicated in the table in the following page, the School is recruiting more senior staff and gradually moving towards a more balanced composition of 1/3 professors, 1/3 associate professors and 1/3 assistant professors.

Rank composition of regular faculty:

Rank	**2008/2009**	**2012/2013**
Tenure-track		
Professor	22 (22%)	30 (26%)
Associate Professor	27 (27%)	31 (27%)
Assistant Professor	51 (51%)	54 (47%)
subtotal	*100*	*115*
Teaching-track		
Senior Instructor/ Professor of Business Practice/ Associate Professor of Business Education	11	13
Instructor/ Lecturer	0	3
Adjunct Professor	7	1
Adjunct Associate Professor	7	3
Adjunct Assistant Professor	1	0
Visiting Professor	6	2
Visiting Associate Professor	3	1
Visiting Assistant Professor/Visiting Scholar/ Research Assistant Professor	11	8
subtotal	*46*	*30*
Total	**146**	**146**

Percentages in parentheses indicate percentage over the total number of tenure-track faculty

The School has an international faculty composition, which includes 17% from Hong Kong, 32% from Mainland China, 22% from North America, 8% from Europe, and 21% from other Asia-Pacific regions. The ratio of male to female faculty is around 77 to 23. The School aims to further diversify its faculty composition with respect to ethnicity and gender, in response to globalization and the call for greater gender balance in the business world.

Management Policy

The University's Academic Personnel Policy and Procedure Manual sets out rules, regulations and guidelines for the appointment, substantiation, reward and promotion of faculty. The process is designed to ensure that appointments and promotions are determined through faculty review operating under rules and guidelines established by the Senate. Appointment and promotion committees are required to use both quantitative and qualitative data and base their decisions on three components – teaching, research and service.

All regular faculty members are reviewed internally annually for a possible salary adjustment. Faculty submit an annual report on achievements and receive feedback on performance as part of this process.

Faculty appointments have to go through the Department Search and Appointments Committee. Cases that involve substantiation have to be reviewed by (i) Department Substantiation and Promotion Committee; (ii) Department Head; (iii) School Appointments and Substantiation Committee; (iv) Dean; (v) University Appointments and Substantiation Committee; (vi) Provost; and (vii) President.

The appointment and re-appointment of adjunct faculty is reviewed by department faculty committees according to guidelines established by the Senate. In recognition of the role of teaching-track faculty for the HKUST's teaching and learning mission, a well-defined teaching track faculty grade was established in June 2012. The appointment of teaching-track faculty is approved by the School Dean and their professorial titles are dealt with under guidelines established by the University administration. More details of academic personnel policies are available in Appendix 8 - Policies of Academic Personnel.

Enhancing Competitiveness in Faculty Recruitment and Retention

To further strengthen HKUST's competiveness in faculty recruitment and retention, a university-wide faculty compensation review was conducted in 2012 to align faculty compensation with performance and market salaries. Faculty who are outstanding in performance have had the salary adjusted in accordance with the market. Starting from 2012, 50% of the annual General Pay Adjustment (GPA) funding from the Government in respect of faculty salaries is awarded across-the-board, while the other 50% is used for salary adjustment based on merit. Before 2012, 100% of the GPA is awarded across-the-board.

The University has established new endowed professorships to attract faculty of the highest caliber from around the world. At the first Inauguration Ceremony of Named Professorships in February 2013, three outstanding faculty members from the Business School were presented with endowed professorships. The School has an additional endowed chair professorship and two named term professorships to be filled.

Expectation and Support

The level of performance required for each of the three criteria – teaching, research, service – is different, with an outstanding performance being necessary for either teaching or research, coupled with a satisfactory performance in the remaining criteria. While expectations of performance are set for the faculty, the University, the School and departments provide mentoring, support and resources to help faculty to achieve the expectations.

At the university-level, Center for Enhanced Learning and Teaching takes the lead in professional development activities for faculty and other teaching staff. A wide range of professional development courses, seminars and workshops are arranged throughout the year, including a one-week new faculty orientation, a course on teaching and learning in higher education in Hong Kong for new professors, especially junior faculty, and one-on-one consultations for teaching support.

The School has also been providing various training programs for faculty members, including in-house training workshops on teaching organized by the Center for Business Education as mentioned in Section 3.3 and other external training programs.

The School and University recognize good teaching through several teaching awards. The University's most sought after prize is the Michael G. Gale Medal for Distinguished Teaching. This award is decided annually by a panel of faculty and students and is based on a full teaching portfolio. The award typically goes to a faculty member with a long and distinguished record of teaching and contributing to the University's educational programs. In the past five years, two of the five recipients were faculty members of the Business School.

Since 2000, the School has offered the Franklin Prize for Excellence in Teaching to recognize faculty members' contributions to teaching excellence in the UG and PG degree programs. In 2007, a department award was added to recognize and reward an entire department for teaching excellence. The teaching awards have been an important forum for recognizing and promoting teaching excellence.

As discussed in Section 3.5, there are both external and internal research funds available for faculty members. In addition to GRF, ECS and school-based initiatives, faculty members are also provided with other research funding opportunities, such as Initiation Grants of US$12,000 for each new faculty to start their research projects, and School research support of US$1,500 for each tenured/ tenure-track faculty per year. There are also annual equipment fund and research database and hardware support.

Faculty members are encouraged not only to contribute to functioning of the School and the University by serving administrative roles, but also interact with the business community and society through effective knowledge sharing and thought leadership. Apart from organizing research seminars and academic conferences, the School has explored different opportunities to enhance the visibility of faculty members' profiles and the impact of their research.

Over the years, the School has established several regular platforms for its faculty members to share their expertise and research findings with a wider audience. The monthly Business Insight seminars were launched in 2009 and are held from January to June each year at the School's downtown campus. They provide a forum for faculty to present their insights to the business community and alumni, and foster an ongoing dialogue with them.

The School's engagement efforts also extend into Mainland China. For example, the School co-organized a China Business Forum Series with the China Business News, a leading business media outlet in Mainland China, in five cities between November 2012 and March 2013. Each forum was led by a faculty member on a specific topic such as leadership, logistics, finance and IT. The series attracted more than 750 managers in total.

The School has also established a weekly column in a major financial newspaper in Hong Kong and every two weeks it emails summaries of new research produced by faculty members to over 1,200 external stakeholders.

A number of faculty members have been involved in public service and consulting activities for commercial firms, public bodies and professional associations in Hong Kong and Mainland China. The scope of these activities includes serving as independent directors of boards, providing expert advice, and conducting research and teaching activities for organizations.

The School provides support to faculty members for their community engagement work through different training opportunities, such as a media training workshop in December 2012 and a professional training workshop on the roles and responsibilities of independent non-executive directors in May 2013.

5 Assurance of Learning

In addition to the stepped up measures highlighted in the above sections, the School has been improving its quality assurance process for learning so as to meet the needs of individual programs and facilitate effective learning outcomes. Following the University adoption of outcome-based education (OBE) approach, School Intended Learning Outcome (ILO)s, and program ILOs have been developed, and course mapping of individual programs are also established. See Appendix 9 – ILOs and Course Mapping. Among all programs, the UG programs follow the OBE more closely, followed by the MBA program, while the other programs use other means in assurance of learning.

5.1 Undergraduate Business Programs

5.1.1 New Four-Year Program Structure

Under the four-year program structure, students can choose from 11 majors and 16 minors and make their own combinations, with options to take double (or even triple) business majors, or a major plus up to three non-business minors.

Choices of business majors:

Bachelor of Business Administration (BBA)		**Bachelor of Science (BSc)**
○ Economics ○ Finance ○ General Business Management ○ Global Business	○ Information Systems ○ Management ○ Marketing ○ Operations Management ○ Professional Accounting	○ Economics and Finance ○ Quantitative Finance

Programs in the new curriculum require at least 120 credits to graduate, with five key components as follows:

Business Majors	**Min credit requirement**
Business Core (including Business Communications (6 credits), Business Ethic Studies (4 credits)) and Business Major*	63 – 78
Business Breadth	9
University Common Core (including English Communication (6 credits), Chinese Communications (3 credits))	36
Free Electives	4 – 24
Graduation requirement	120

* BBA programs require a heavier Business Core than BSc programs while BSc programs require a heavier major requirement.

The new curriculum puts a stronger emphasis on general education, business ethics studies and English communication studies. In addition, the School has also developed new learning opportunities and enhanced advising and career services as discussed in Section 4.1.

5.1.2 Refinement of Intended Learning Outcomes

Further to a revision made in February 2010, the School refined its ILOs in May 2013 to ensure these could be directly and effectively assessed and delivered through feedback loops. In nurturing students' communication abilities, since English is the medium of instruction across the School's business education programs, it cannot directly impact students' Chinese communication skills. This has prompted the School to take out the Chinese communication skills from the learning outcomes of UG education for the School. The Chinese communication skills learning outcome is better assured at the university level through the Chinese Language Common Core curriculum managed by the Center for Language Education. The School has also removed the original ILO #9 of lifelong learning in view of the difficulty in closing the loop and collecting direct evidence on the assessment of this learning goal.

The School now has eight ILOs:

1. Graduates will be critical and creative thinkers who make effective decisions supported by analytical and quantitative techniques.
2. Graduates will be effective communicators in oral and written English for general business applications.
3. Graduates will have broad understanding of the core business functions and integrate these functions to solve business problems.
4. Graduates will have an in-depth grasp of their area of business concentration or major.
5. Graduates will be effective team members and leaders.
6. Graduates will be effective in multi-cultural and international settings.
7. Graduates will be effective users of information technology and sources of information in business applications.
8. Graduates will understand their professional and ethical responsibilities.

The mapping of the University's ABC LIVE and the School's eight ILOs is listed below:

HKUST ABC LIVE	**Business School's ILOs**
Academic excellence	#4 Discipline-based competency
Broad-based education	#3 Core business function and integration
Competencies and capacity building	#1 Critical thinking; #2 Communication; #7 IT competency
Leadership and teamwork	#5 Teamwork and leadership
International outlook	#6 Multi-cultural and international setting
Vision and orientation to the future	#1 Critical thinking; #6 Multi-cultural and international setting
Ethical standard and compassion	#8 Ethical responsibility

Based on this framework, all four-year UG degrees programs have developed ILOs and all courses are required to present ILOs which are linked to program outcomes. Details of the School ILOs and the programs' course mapping are presented in Appendix 9.

5.1.3 Enhanced Quality Assurance

To ensure that the curriculum is internationally competitive, the School undertook a curriculum benchmarking study relative to key business schools in 2009. A panel of academic peers from leading US business schools – the University of Michigan-Ann Arbor, the University of Pennsylvania and the University of Texas at Austin – were invited to give specific advice on the proposed four-year curriculum and to make recommendations on further enhancing the existing three-year curriculum. Please see Appendix 10 – Four -Year UG Programs Peer Review for the review report. Besides, a leading marketing firm was commissioned to conduct an employer study to evaluate whether the School's business graduates met with employers' expectation (Appendix 11 – UG Employer Study). The findings reinforced the appropriateness of the ILOs that have been set.

5.1.4 Assessment and Continuous Improvements

The UG program places equal emphasis on assessment and systematic data collection to provide feedback for the continuous improvement of programs. A combination of direct and indirect measurement tools are being used.

Data are regularly collected on course syllabi, major course assessments that contribute 30% or more to overall assessments, samples of major course assessments scored at the 25th, 50th and 75th percentiles, and the grading distribution record of each business core course.

In a pilot scheme rolled out in the 2012/13 academic year, data for eight core courses and eight senior elective courses were collected for direct assessment on a number of learning outcomes, including ethical responsibility, critical thinking, teamwork, communication, and IT competency. Assessment rubrics were adopted, and course instructors submitted an assessment report according to a standardized format which included the assessment tools used, the standards achieved and the instructors' feedback on the assessment methods. Please refer to Appendix 12 – UG Rubrics for samples of assessment rubrics and Appendix 13 – Template of Assessment Report for the report template.

In addition to coursework and examinations, students are involved wherever possible in the quality assurance of education at HKUST. The School collects student feedback via regular Student-Staff Liaison Committees at the school and program levels. At the school level, the School of Business and Management Undergraduate Student Representative Committee met two to four times a year to discuss various aspects of the undergraduate experience. For example, in 2012-13, the committee comprised of 27 undergraduate student representatives and 6 undergraduate program administrators met four times and discussed topics covering exchange policy, credit transfer, residence hall allocation, financial support for summer programs, peer mentoring program, academic integrity, and career programs. The School also collects and review extensive data through multiple sources: university-wide Intake Survey, First Year Experience Survey, Student Feedback Questionnaires (SFQ) on course delivery, Student Engagement and Satisfaction Questionnaires (SESQ) of graduating classes and Undergraduate Employment Surveys. Students' feedback on the extent to which course objectives are being met is compared with instructors' comments. Based on the data collected, the UG Programs Office works with the departments to develop plans to close the loop for continuous improvement.

The UG Program Office has worked with the departments to formulate a four-year assessment plan (Appendix 14 – Template of the Multi-Year Plan of Assurance of Learning). Departments conduct ongoing monitoring of course delivery and periodic reviews of the program to safeguard teaching and learning quality.

The international peer review exercise laid down the skeleton of the four-year curricular structure and also reviewed the three-year programs. Simultaneously, the school-level Outcome Based Education Steering Group formulated a pilot assessment plan (Appendix 15 – Piloting Assessment Plans) in 2009. To synchronize these two important exercises, the UG program took the initiative in 2012 to introduce the standardized assessment report format and implement a multi-year plan of quality assurance of learning.

Up to 2013, five learning goals (critical thinking, communication, teamwork and leadership, IT application and ethical responsibility) have been assessed and they are all generally met. For example, in a recent assessment of critical thinking demands in selected BBA required courses, it was found that learning goal #1 was generally met and the majority of students were able to approach problems from broad perspectives and identify possible solutions. The findings corroborated the indirect assessments of SESQs during the review period, which found an increasing percentage of students were able to think analytically and critically “quite a lot” and “a lot” of the time (Appendix 16 – Progress Report of Assurance of Learning Fall 2012).

5.2 Taught Postgraduate Programs

Taught postgraduate programs, including MBA, EMBA and MSc, are typically part time and self-funded. They vary greatly in their learning goals and modes of study. In addition, the programs have tailored their program review mechanisms to address their special needs under the framework of a three-level QA process. All programs have a program/academic director to oversee academic matters. The quality assurance practices of individual programs are described in this section.

5.2.1 MBA Programs

To prepare students for today's ever-changing global business environment and maintain high standards and graduates’ competitiveness in the global workplace, the MBA programs (including Full-time, Part-time (Hong Kong) and Part-time (Shenzhen)) are regularly reviewed, about every four to five years.

The MBA Committee (formerly known as the MBA Leadership Team and MBA Curriculum Committee) is in charge of academic matters such as curriculum review and assurance of learning for the MBA programs. The Committee currently consists of nine faculty members and two representatives from the MBA Program Office. (Appendix 17 – Terms of Reference of MBA Committee). To further strengthen the programs’ quality of learning, a new position of Academic Director of MBA Programs was created in July 2012 to supervise student selection and admission and management of other academic-related matters. Along with the MBA Committee, a Masters Program Leadership Team composed of the division heads of the various different functions including Marketing & Admission; Student Development; Career & Professional Development; and Alumni, has been meeting regularly on bi-weekly basis to make sure academic strategies and co-curricular programs can be run and implemented smoothly.

Program Review
The School conducted curriculum reviews of the MBA programs in 2004/05, and 2008/2009. During the review process, input from faculty members, students, alumni and recruiters were collected. Competitive analysis of MBA programs offered elsewhere and outcome-based learning were also taken into consideration.

After the 2008/09 review, the then MBA Leadership Team (the predecessor of the MBA Committee) redefined the strategic position of our MBA programs in order to further differentiate them from competing programs offered around the world, and taking into account feedback from different stakeholders. The strategic position focused on the following:

1. East Meets West – offering a world class Western-style business education within a Greater China context, and bridging leading Western management expertise and China's energy and entrepreneurialism.
2. Cross-cultural Teamwork – providing the best fully cross-cultural education; attracting top students, teachers and scholars from around the world; building cross-cultural teamwork skills so that our graduates excel in international roles.
3. Creating Responsible Leaders for Asia – developing the leadership knowledge and skills of our students to transform them into principled and ethical business leaders.

The program ILOs have been refined with the aim of preparing students with the knowledge, skills and personal attributes they need to succeed in general management roles. With the endorsement of the School Board and the approval of the University's CPS, the new curricula for the full-time and part-time MBA programs were introduced in Fall 2009/10 and Fall 2010/11 respectively.

The table below outlines the various inputs that the MBA program has considered in the Assurance of Learning process.

Assurance of Learning Input	Explanation & Rationale
Faculty Observation and Student Performance	The most important element of our Assurance of Learning process is instructional evaluation by faculty. All core courses have direct assessment mechanisms in various forms, such as in-class quizzes, individual examinations, case write ups, project work, project presentations, simulation exercises, peer reviews, etc. Trends from faculty observation are shared with the MBA Committee.
Student Surveys and Feedback	An exit survey is conducted every year before students graduate. Their feedback is discussed by the MBA Committee and amongst the MBA Team Heads to identify ways to improve learning and programmatic experience; a summary of the results are also shared with the MBA faculty for continuous improvement; Student evaluation and feedback on individual courses and programs are collected and shared with faculty for further improvement. Courses with exceptionally low scores will be reviewed between the Academic Director/ Department and the Faculty to understand the reasons for poor performance and the opportunities for improvement.
External Feedback	Employer feedback is collected to help assess if graduates meet their expectations. Informal assessment channels include the following: individual consultation with students, feedback from interaction with the student leadership in the various programs, and ad hoc alumni feedback on courses and teaching quality. Every year the MBA program sends over 90 students to case and business plans competitions. The performance of the students serves as a relative reference point to peer and aspirant schools. These competitions provide us a platform to evaluate the following: presentation and delivery skills, analytical and problem solving skills, and team development skills.

Apart from the internal reviews, the School regularly reviews the programs' performance, and benchmarks with other top business schools around the world through various international ranking entities, including the *Financial Times Global MBA Rankings*, *Bloomberg BusinessWeek's* biennial MBA rankings, *Forbes'* biennial MBA rankings, and the *Economist's* MBA rankings. As mentioned earlier, the School is the only Asian business school to have its MBA program ranked in the four major rankings publications. While we do not use rankings to set direction, most rankings provide very informative metrics with regards to programmatic performance and post-graduation career progression.

Feedback from our stakeholders has been particularly helpful. It has also resulted in the following areas of improvement:

- Quantitative analytical problem solving
- Managerial soft skills: cross-cultural teamwork, leadership skills, effective presentations, etc.
- Approaches to business in China
- Career management and professional development

Curriculum

The MBA curriculum has also been enhanced in both the full-time and part-time programs with the introduction of new core courses. These courses include "Global Macroeconomics", "Doing Business in China", and "Responsible Leadership and Ethics". Additionally, in the part-time program we have also added an extra Leadership course called "Time to Lead". The "Time to Lead" course is a 2-day residential program at the end of the second year of the part-time program. The goal of the course is to allow students to reflect on how they can apply the knowledge gained in the MBA program to the next stage of their career and other life goals. While the "Global Macroeconomics" and the "Time to Lead" courses have been well received by students, further enhancement are being implemented in the "Doing Business in China", and "Responsible Leadership and Ethics" courses based on feedback from students and faculty.

Beside the core curriculum, a variety of electives are offered to meet the diverse needs and career interests of the students. These electives cover different business disciplines as well as our five career tracks: China business, finance, marketing, entrepreneurship and consulting & strategy. New electives are regularly introduced to support the MBA Program learning objectives. For example, an "India Study Tour" has been recently introduced as a 2-credit elective for part-time students to extend their knowledge of other emerging markets in Asia.

A non-credit bearing "Team Leadership Development" program was piloted in 2011/12 and extended to the whole full-time cohort in 2012/13. Discussions have been held on rolling this course out to the part-time cohort in 2013/14.

A "Leadership Development Program" which includes various leadership and professional development activities (e.g. 360 assessments, leadership workshops and one-on-one coaching) was piloted in 2012/13 to over 45 part-time students. The intent of this optional program is to help our students develop a greater sense of self-awareness with the goal of using this understanding of self to refine their leadership style and create a leadership development plan.

In addition to the curriculum enhancement mentioned above, many co-curricular enrichment and career activities have been designed to support the students learning outside the classroom. Such activities include, but are not limited to company visits throughout Asia (Hong Kong, Mainland China, and Singapore), CEO talks, and more extensive support of student clubs activities.

Lastly, on the administrative front, we have also redesigned the student website and established an iPad portal to enhance the information flow to students.

Given the recent transition in school and programmatic leadership, the MBA Committee is evaluating the timeframe for the next full program and curriculum review. In the interim, this past May, the MBA Committee has reviewed and refined the PILOs of MBA programs. New rubrics for core and elective courses are also being developed in phases starting from Spring 2012/13, and a new mechanism for collecting data will be rolled-out in phases starting from Fall 2013/14. Please see Appendix 18 for the action timeline of the new AoL process for MBA Programs. Most of this information should be able to be incorporated into the next program and curriculum review.

5.2.2 EMBA Programs

The School's Executive MBA programs are designed to equipped senior executives with an elevated understanding of the current challenges in global business and the latest management tools and concepts. Executives can select from two EMBA programs: HKUST EMBA for Chinese Executives, and Kellogg-HKUST EMBA which is jointly offered with Kellogg School of Management, Northwestern University.

The curricula of the programs are organized in short but intensive modules, to meet the needs of working professionals with demanding schedules. Courses cut across traditional subject areas, providing tools and techniques for solving complex managerial problems.

Given that the EMBA is a generalist degree with which students are expected to be able to integrate a range of functional skills, assessment is conducted using a combination of various tools, including class participation, examinations, and group and individual assessments. The assessment methods of an individual module are determined by the teaching faculty according to the nature of their respective courses. To ensure consistent grading procedures across the programs, standard grading systems are adopted and the grading scales of both programs include High Pass, Pass, Low Pass, Unsatisfactory and Incomplete.

In addition to examinations and coursework, students' feedback on individual courses and the programs is also collected. The feedback covers evaluations of the curriculum, faculty, program operations, electives offerings, study groupings, etc. Students of the program are mature and articulated executives; their feedback is explicit and comprehensive.

Dedicated program/academic directors of the EMBA programs are responsible for overseeing academic issues and curriculum development in their respective programs, and driving initiatives on quality assurance.

5.2.2.1 HKUST EMBA for Chinese Executives Program

The HKUST EMBA for Chinese Executives Program (formerly known as the International EMBA program) is a bilingual Chinese-English EMBA program designed specifically for senior executives in Greater China.

Program Review

Following a comprehensive program review conducted in 2009, the School revamped the curriculum to improve academic management and enable better adaptation of the curriculum to the China context. The program was also renamed the HKUST EMBA for Chinese Executives to better reflect its positioning in Greater China.

The review was conducted by a special task force which comprised senior faculty and senior administrators of the program. Inputs from other key stakeholders, including students, alumni, sponsors, faculty and administrators, were collected. The program was reviewed on various aspects, including structure, admission, student orientation, curriculum development, enrichment activities, teaching and learning.

Major changes resulting from the review are highlighted below:

Areas	**Major Changes**
Program Structure and Content	• The program duration has been extended from 15 months to 16 -18 months to accommodate greater flexibility in program scheduling and enriching program content while keeping the credit requirement for the program unchanged. • The modules conducted in Hong Kong were increased from 3 out of 15 modules (20%) to at least 8 out of 16 (about 50%) to take advantage of campus facilities which are more conducive to effective learning than off-campus facilities. • Classes are conducted either in Putonghua by Chinese-speaking faculty or English by English-speaking faculty with Putonghua interpretation. All teaching materials are provided in both Chinese and English. • One of the core courses (Legal Environment and Corporate Responsibility for Business) was changed to an elective course; and new elective courses with a focus on current issues and China's development were introduced, including "Current Issues for Business" and "Macroeconomics Policy Analysis: China and the World".
Extracurricular Programs	• An enhanced overseas enrichment program, the Field Trip Study, is offered with a wider choice of partner schools in Asia Pacific, Europe and the US. • A non-credit bearing preparatory course titled "Preparation for Quantitative Subjects" was provided for those students without adequate prior quantitative training.
Assessment	• Assessment is conducted by a combination of tools, including pre-course quizzes, attendance & participation, group projects/ presentations, individual assessments, final quizzes and take-home assignments, according to the course requirement. • Feedback from students and alumni are collected to assess the program's performance. The Program Director and Head of the Program regularly review the curriculum by taking into account feedback from students and alumni, business trends and other EMBA programs.

Continuous Improvements

In general, the overall assessment results for the latest intakes are satisfactory. Based on these results and student/alumni feedback, the following improvement works on program curriculum and content were made during the review period (2008/09-2012/13):

- In view of the fact that a relatively large number of Class 2011 obtained "Low Pass" grades in "Corporate Finance", the length of the course has been extended from 4 days to 4.5 days since 2012 to strengthen students' learning, particularly for those without a strong finance background.
- New elective courses "Asian Capital Market and Governance Issues", "Scientific Selling Methods and Management", "Cross Cultural Management", and "Concept of Governance" have

been launched since 2011 to keep pace with market needs.

- A new signature course "Integrated Corporate Strategy Project" has been launched since 2011 to allow students to apply their subject knowledge to corporate projects.
- Two overseas field trip studies have been launched as part of the curriculum, one is to Silicon Valley in partnership with Stanford University and its main field is Innovation for sustainable growth, and another one is in Asia. For the Asian field trip study, the program will pick different cities including Singapore, Taiwan, Dubai for each intake, and its main theme is cross-cultural management.
- In view of feedback from the 2010 & 2011 intake that the "Marketing Strategy" course should cover China elements, a new faculty member who has strong global and China expertise in both research and teaching was assigned to teach the course, and it was well-received by the students of 2012.

5.2.2.2 Kellogg-HKUST EMBA Program

When it was launched in 1998, the Kellogg-HKUST EMBA program was the first joint EMBA program in the world to offer senior executives a unique opportunity to learn and understand the business perspectives of two highly-competitive regions of the world, and experience how "East meets West".

The program aims to propel students to the forefront of influence in the complex multinational business environment by providing insights and skills to transform business around them. Emphasis is placed on three specific areas of management skills: behavior in learning organizations; international management; and managing groups of co-operating firms for international competitiveness.

In recent years, the program has achieved repeatedly favorable international recognition, and has been ranked No.1 in the world six times by the *Financial Times* (2007 and 2009 - 2013). The program had a clear overall lead with high scores in the areas of the extent to which the graduates fulfill their goals for taking the program, career progress and salary increase.

Continuous Improvements

The program continues to pursue continuous improvement, drawing on assessment results and comments from different stakeholders. Below are some examples of new developments:

- A new post of Academic Director of the Kellogg-HKUST EMBA Program was created in July 2012 to take the lead in academic planning and development of the program, among other responsibilities.
- The program curriculum has been gradually refined, corresponding to rapid changes in the business environment under globalization. New courses, such as "International Growth" and "Digimarketing", were introduced in 2011/12. Another course, "Strategic Challenges in Emerging Markets", was launched in 2012/13 in view of the rising power of emerging markets.
- The KH EMBA curriculum has been fine-tuned to align with Kellogg's EMBA programs. Following Kellogg's pattern, a "Capstone" course has been introduced so that learning throughout the program can be tied together in the final module. In addition, course titles have been changed to correspond with those of Kellogg's.

- There has been an increasing demand for career services. As such, career coaching was launched in 2010. Students who do not receive company sponsorships are entitled to four hours of complimentary career coaching. Career/ leadership development workshops are also held to keep students abreast of the trends in the market and employers' expectations.
- Students also expressed strong interest in learning from their peers. A "Business Card Series" has been run since January 2013. Volunteer students spend 45 minutes in each module on Sundays to share what is worth noting in their industries. This has been very well received and a total of 12 sessions have been held.

5.2.3 MSc Programs

The School provides a wide range of specialized MSc programs designed to satisfy the global demand for highly trained executives with analytical and quantitative skills. They include: MSc in Economics (MSc ECON), MSc in Financial Analysis/Investment Management (MSc FA/IM), , MSc in Information Systems Management (MSc ISM), and the HKUST-NYU Stern Master of Science in Global Finance (MSGF) program in collaboration with the Leonard N. Stern School of Business, New York University. In 2011/12, the School launched its first company sponsored degree program – MSc in Global Management (MSGM) – which was a one-off program sponsored by Korea's Shinhan Financial Group. The MSc ECON, MSc FA/IM and MSc ISM are governed by a similar QA structure, while the MSGF is co-governed by HKUST and NYU Stern. A senior faculty member was appointed the MSGM's Academic Director to supervise academic and quality matters.

The MSc ECON, MSc FA/IM and MSc ISM are hosted by the Department of Economics, Department of Finance, and Department of ISOM respectively. The MSc ECON and MSc ISM are governed by their dedicated MSc Committees which are chaired by their respective Academic Directors and composed of faculty members from their respective host departments. The MSc FA/IM are administered by their Academic Director. The MSc Committees and the Academic Directors take full responsibility of their respective programs' admission quality, promotion strategies, student academic progress, courses and curriculum, student assessment, and teaching and learning quality.

Given that the major learning objectives of these MSc programs focus on knowledge in the respective subject areas, students' learning performance is mainly evaluated through coursework. The assessment is conducted in many different forms, including assignments (classroom and take home), mid-term tests, projects, presentations, case studies and classroom discussions. Teaching faculty members are provided with grading guidelines and the compliance with these guidelines is monitored by the respective Department Heads.

Course evaluation and exit surveys are conducted periodically to collect views from students and graduates. The course evaluation reports are disseminated to teaching faculty for their follow-up actions if appropriate, while the feedback collected from the exit surveys (Appendix 19 – MSc Exit Survey Sample) is submitted to the MSc Committees/ Academic Directors for review.

Besides, the Academic Directors of these programs also meet market practitioners to obtain the latest market information in order to develop new elective courses and identify areas for improvement.

5.2.3.1 MSc in Economics

The MSc ECON aims to provide solid economics and analytical training for students to prepare them for the pursuit of higher academic degrees (economics, finance, marketing, management, etc.) or industry jobs through courses in microeconomics, macroeconomics, and econometrics.

As indicted in the latest exit survey results in Appendix 20 - MSc ECON Exit Survey Results Spring 2013, while 92% of students agreed that the program was a worthwhile experience given the cost and commitment, some students have expressed concerns on career supports. With the establishment of the MSc career team at the school level in June 2013, better career support for students of the program is expected, on top of career services provided at the university level.

As part of the program's continuous improvement process, a number of adjustments have been made to the program structure and content, course load and teaching components, as well as exchange and engagement during the report period.

For example, originally ECON5100 Mathematics for Business and Economics was offered concurrently with three related core courses. Based on student feedback collected through the Student-Staff Liaison Committee and the program exit survey, in 2010/11 the School rescheduled ECON5100 as a half-semester course so students could acquire quantitative knowledge required for other core courses in advance of taking them. Students generally welcomed the arrangement.

The program has also gradually increased electives and applied courses in response to student suggestions and to help strengthen students' competitiveness in the job market. Since 2009/10, two more electives in finance, FINA5120 Corporate Finance and FINA5210 Investment Analysis, have been offered with positive feedback from students. Another elective course, ECON6100G Topics in Applied Econometrics, which focuses on the applications of commercial software in conducting analysis, was introduced in 2012/13.

In addition, more case studies/class discussion components have been added to elective courses, enabling students to apply their knowledge to analyzing real world problems while strengthening their presentation and communication skills. To create more international exposure opportunities, the program has developed exchange partnerships with the University of Cologne and University of Mannheim in Germany.

The program has also stepped up its efforts to strengthen connections between students and alumni. Various activities, such as an alumni-sharing session on job search and other gatherings, have been organized to build a stronger bond among students and alumni, and bring more opportunities and benefits to them. In September 2012, the program held its first alumni gathering in Shenzhen.

5.2.3.2 MSc in Financial Analysis and MSc in Investment Management

The MSc FA/IM programs provide students with rigorous training to support professional careers in the financial industry. While both programs equip students with solid foundations in accounting, economics, quantitative and computing skills, asset valuation and financial derivatives, they have different emphases. The MSc FA focuses on corporate finance and security analysis, whereas the MSc IM emphasizes investment management, hedge funds, derivatives trading, structured products, risk management, private banking, investment advisory, and insurance companies. Each program offers two concentrations (MSc FA in Corporate Finance and Security Analysis, and MSc IM in Asset Management and Risk Management) to meet demand for talent with specialized financial knowledge.

To better understand the needs of students and track their career progress after graduation, the program redesigned its exit survey in 2010/11 to include questions on students' job changes, promotions and salaries. Results of the latest exit surveys are indicated in Appendix 21 – MSc FA/IM Exit Survey Results 2012/13.

The curricula of the two programs underwent some adjustments during the report period based on evaluation results and feedback collected from various channels. For example: FINA5120 Corporate Finance was added as a core course for the two programs from 2009/10 to strengthen students' fundamental financial knowledge. The core curriculum thus has increased from 10 credits to 12 credits. FINA5210 was also added as the prerequisite requirement for most Finance courses offered to MSc FA/IM students.

FINA5840 Financial Modeling was added as a required course for the MSc IM program in 2009-10. This is to substitute for FINA5820 Computing and Programming in Finance as the course suffered from low ratings and heterogeneity in student backgrounds.

The number of new elective courses has also gradually risen to provide students with more choices and respond to changing financial markets. New elective courses introduced include: Project Finance 2011/12, Regulatory Framework for Financial Services Industry 2012/13; and Financial Forensic: Cases and Workouts 2012/13.

More enrichment activities were initiated to meet students' practical needs. These include workshops on Reuters 3000Xtra (a premium database for integrated financial information) and SDC Platinum (an industry standard for information on M&A, new issues, syndicated loans, project finance, etc.) to help students enhance their skills in retrieving financial data. In addition, career talks were organized for current students and alumni.

In view of growing demand for master's programs in finance from non-local students, including Mainland China and the rest of Asia, the School plans to offer a full-time MSc IM in 2014/15. The duration of the full-time program will be 16 months, spanning three semesters of an academic year. Students are required to complete at least 30 credits with a maximum 38, including 12 credits of core courses, 8 credits of required courses and a maximum 18 credits of electives. These credit requirements are consistent with those for the part-time mode but the course offerings for full-time mode are more compressed in time. The program will also feature an optional summer internship program.

5.2.3.3 MSc in Information Systems Management

The MSc ISM program seeks to equip non-IT professionals with an IT edge to improve workflow efficiency, cost effectiveness and the quality of service in their businesses. A mix of courses is offered, covering technical knowledge and technology management, so students are equipped with the ability to manage information systems technology.

Based on feedback collected from various channels, the program underwent a major revision of its curriculum in 2012.

The changes include reducing the number of highly technical courses and increasing the emphasis on the management of technology. New courses were introduced in response to students' suggestions and market needs. They include: ISOM5050 Business Essentials for IT Professionals, ISOM5250 Business Modeling with VBA, and ISOM5380 Information Systems Assurance and Forensic Investigation. A comparison between the old and the new curricula is listed in Appendix 22 – Curricular Changes of MSc ISM.

Students expressed strong satisfaction with the quality of faculty, instructors and overall program design, but they were less satisfied with the degree to which the program facilitated building industry contact and professional networks. Students would like to have more choices in elective courses and prefer to have longer (8 weeks) summer courses instead of shorter four-week full-day Saturday classes. The latest exit survey result is attached as Appendix 23 – MSc ISM Exit Survey Results 2012/13.

Apart from the curriculum revamp in 2012, continuous efforts are made to enrich the student learning experience through the formal curriculum and extra-curricular activities. Some examples are listed below:

- Following a course review of ISOM5370 Technology and Innovation Management, the number of case write-ups was reduced while a simulation game was added.
- Luncheon seminars led by leading practitioners in the IT industry are organized to keep students abreast of the latest IT developments.
- Student-alumni activities are organized to help students build their networks.

5.2.3.4 HKUST-NYU Stern MS in Global Finance

The MSGF program is an executive program jointly offered by HKUST Business School and the Leonard N. Stern School of Business, New York University. It was the first executive-format specialized master's degree program on global finance to be offered in the Asia Pacific when it was launched in 2007.

The one-year program is designed to serve high-performance professionals, from middle to senior positions, in the financial services industry and in the finance function of non-financial businesses mainly in the Asia Pacific. The program provides the key tools and analytical skills necessary to achieve a high level of competence in modern financial theory and practices, as well as a global perspective on financial markets and instruments.

Two dedicated Academic Directors (one at HKUST Business School and one at NYU Stern) are responsible for all academic aspects of the program, including program design, teaching duties, academic standards, admission matters, etc.

An admissions committee jointly formed by the two schools reviews all applications. The committee currently consists of the program's Academic Director and Head at HKUST, as well as the Director and Associate Director of Admissions of Global Degree Programs at NYU Stern School of Business.

In addition to pre-module assignments, in-class group work and post-module assignments, students are required to form groups to complete an integrative project, which constitutes the capstone of the program. Students need to demonstrate their learning outcome with a written analysis of a specific project. Project Advisors work with the Project Director to give feedback and guidance to students on their integrative group projects. They are usually chosen from HKUST faculty, and some of them are also experienced industry practitioners.

Each student is required to complete an entry survey, an evaluation form upon completion of each module, and an exit survey. The outcomes of all surveys and evaluation results are shared with both partner schools. The modular evaluations are sent to teaching faculty, who are asked to make necessary adjustments or improvements based on student feedback and advice from the Academic Directors. (Appendix 24 –Summary of MSGF Exit Survey 2012/13).

In addition, a faculty feedback form was introduced in 2010 to allow faculty to formally provide feedback on teaching assistants, students' suitability for the program, and program delivery (including venue, logistics, and the Program Office's performance).

MSGF has started to engage its alumni in program marketing and development, on issues such as marketing in the Chinese Mainland and revision of program schedule. This has brought along a stronger sense of identity among our alumni.

During the report period, the program curriculum and enrichment activities were fine-tuned in response to feedback from students and developments in the business environment. For example:

- A new module "Banking Reform & Corporate Risk Management in China" was introduced since the Class of 2009-2010 to provide students with additional exposure to China.
- A new module "Global Macro & Asian Markets" was introduced since the Class of 2011-2012 to provide students with a macroeconomic framework for analyzing global finance development.
- The program plans to adjust the curriculum to balance the Hong Kong and New York parts of the curriculum. From the Class of 2013-2014, the "Derivatives Markets" and "Fixed Income Instruments & Markets" modules will be offered in March back-to-back in New York rather than in Hong Kong.
- Following a survey on the MSGF marketing plan involving alumni and students in March 2013, the program has stepped up efforts to strengthen its presence in Chinese communities. New promotion initiatives include the launch of an official Weibo (mini-blog) account in April 2013 and participation in the QS MBA Fair in Shanghai in May 2013.
- The program regularly organizes finance seminars under the Global Finance Seminar Series jointly with local media and the CFA Institute in Hong Kong. Streaming videos of the seminars are provided to alumni located outside Hong Kong through the program website and YouTube.

5.2.3.5 MSc in Global Management

The School launched its first company sponsored degree program – MSc in Global Management (MSGM) – in 2011/12. The one-off program was supported by Shinhan Financial Group to groom its high potential managers and equip them with global management skills they need to keep pace in the age of globalization.

Shinhan Financial Group (SFG) is a Korea-based financial holding company which operates retail, corporate and investment banking, credit card, wealth management, brokerage, and insurance through its subsidiaries. The program was tailor-made to meet its needs for global business leaders and talent as it expands internationally.

The program was offered in a mixed mode over a period of 10 months (6 months full-time in Hong Kong and 4 months part-time in Seoul, Korea). Students were required to complete a total of 30 credits, including 14 credits of core courses, 6 credits of MGMT electives, 6 credits of open electives and a 4-credit Field Study Project. Students flew into Hong Kong for most of the courses, except the Field Study Project which was conducted in Korea.

In the required courses and electives, students were mixed with peers from the MBA and other MSc programs so they had the opportunity to interact with students of different cultural and work backgrounds. Enrichment activities, such as Korean nights organized by the students, were arranged and students from other programs were invited to join, while students from the MSGM were invited to join activities organized by the other student groups.

All the courses, except the Field Study Project, were delivered in class through a combination of lectures, case studies, group discussion, presentations and simulation exercises. They were assessed and graded according to the university regulations.

The program was staffed by the same group of faculty supporting the School's MBA and other MSc programs. A senior faculty member was appointed as the Academic Director of the program to monitor the quality of the program and give advice on academic matters. A team of four staff from the MBA office worked part-time to support the student services.

More than 250 applications were received by the SFG. Among them, 62 candidates were recommended by the Group. A total of 27 students were admitted to the program through a rigorous admission process conducted by the School. Although they were from the same company, the cohort comprised a diverse mixture of academic and work backgrounds. They came from different departments of three subsidiaries under the sponsoring company.

The School had full control over the quality of students admitted, contents of the courses, and standard of academic assessment. Students were also required to comply with all the prevailing academic regulations and policies of the University. The Grade Point Average of the class was 3.474. Please see Appendix 25 – Summary Report of MSGM for details of the program and grading distribution. Students' feedback in general was positive with the average scores of both course evaluation and faculty evaluation of general courses reaching 9.0 or above over a 10-point scale (Appendix 26 – MSGM Course and Faculty Evaluation).

The successful completion of this program not only marked a milestone in the School's program development, but also laid a strong foundation for the continuous enhancement of our executive education to better meet corporate needs. Following the MSc in Global Management, the School launched a pilot part-time MBA program in Saudi Arabia in May 2013 with the support of Saudi Aramco (see Section 6.1).

5.3 MPhil/PhD Programs

The School's Research Postgraduate (RPg) Programs, including MPhils and PhDs, prepare students for their future careers in teaching and/or research in universities, research institutions, government or business organizations. Students are offered rigorous research training and many collaboration opportunities with faculty members. The programs also provide a global perspective and cover the major research disciplines of accounting, business statistics, economics, finance, information systems, management, operations management, and marketing.

The learning goals are achieved through rigorous curricular and extracurricular programs, with the latter including the Overseas Research Attachment, Teaching Assistant Training, Summer Teaching Program etc. The table on PhD course mapping in Appendix 9 indicates how the courses and enrichment activities lead to the learning goals.

QA Structure

The RPg programs are overseen by a RPg Program Committee at the school level, which comprises the PhD/MPhil Director appointed by the Dean, and seven Program Coordinators appointed by the Department Heads.

The committee is responsible for monitoring the program's operation and development, covering the areas of student recruitment and admission, the quality of intakes, curriculum design and development, postgraduate studentship allocation, and other operational matters. The committee meets regularly to review the operation of the programs and discuss any issues arising.

The School also benchmarks its RPg programs against international practices. Scholars from internationally renowned business schools have been invited to serve on a Peer Review Team to review the RPg programs. The most recent peer review exercise was conducted in 2009 by two scholars from University of Texas at Austin and Northwestern University with rich experience in PhD programs at their institutions. Areas covered included program strategy, student recruitment, curriculum, extracurricular activities, student communication enhancement, placement, and alumni relations. Please see Appendix 27 for the Peer Review Report of PhD Programs 2009.

Assessment

Every student enrolled in PhD and MPhil/PhD programs is required to pass a qualifying examination. This may be conducted through an oral or written mode, or both. Those who fail the qualifying examination after two attempts are not allowed to continue with their doctoral study.

Student learning is assessed in various ways, including in-class presentations, research proposals, tests, examinations, research papers, projects, homework assignments, article critiques, etc. All PhD students are required to complete a dissertation under the supervision of a dissertation supervision committee. Their completed theses, together with their oral defenses, are examined by a PhD Thesis Examination Committee which consists of internal and external faculty members of the University.

Upon satisfactory performance and passing a qualifying examination, they will then enter the 3-year PhD Program. Most of the coursework required for the PhD Program is expected to be completed in the MPhil program, so that students can focus on their research and thesis writing while in the PhD Program. Students who meet the MPhil program requirement and decide not to proceed to the PhD program are awarded an MPhil degree as the exit degree.

The School's PhD programs have a good track record in terms of the quality of placements and research output. Examples of the placement results are listed in Appendix 28 – Examples of Placement Results of PhD Graduates 2008-2012. A number of graduates have had publications in top business journals. Selected publications of PhD graduates are shown in Appendix 29 – Selected Publications of PhD Graduates 2008-2012.

Continuous Improvements

Given that the RPg programs are funded by the Hong Kong Government, the School has maintained a stable intake of about 25 PhD students per intake over the past five years. The UGC launched the Hong Kong PhD Fellowship Scheme in 2009 to attract more high caliber students from around the world to pursue PhD studies and research in Hong Kong. In addition to the government's support, the School and the University have developed a number of new initiatives to further enhance the program quality and recruit more quality PhD students. For example:

- A new course, Professional Development in Academia for Business (SBMT6770), will be introduced in Fall 2013, to provide research postgraduate students with basic training in ethics, teaching skills, research management, career development, and related professional skills. This required course lasts for one year and students must take a minimum of 10 workshops of which the workshops on "Ethics in Research" (in the Professional Conduct module) and "Academic Integrity and Copyrights" (in the Information Seeking module) are compulsory.
- The School has also provided a series of language training opportunities and support for its RPg students, including the English Workshop Series, Thesis Writing Support Service, Spoken English Test and an English language course Foundation in Listening & Speaking for Postgraduate Students (LANG5000).
- The School has initiated a fund swap scheme for PG studentships to provide faculty members with more incentives to recruit more quality PhD students. Under the scheme, soft money will be given to faculty members to support their conference travel in return for using their Research Grants Council (RGC) research grants to support PhD students.
- The University Research Travel Grant gives support to postdocs, RPg and UG students to present research papers at conferences and professional meetings. In addition, the School's PhD students can seek additional financial support from the School by applying to the School Research Travel Grant.
- Overseas Research Awards for PhD Students is an overseas research attachment program for a period of two to six months. Established by the University, the program provides awardees with opportunities to conduct research in an overseas higher education institution or a research institute.

Please refer to Appendix 30 - Major Program Enhancements of RPg Programs for more details of the new initiatives launched by the School, the University and the UGC.

6 Other New Developments and Initiatives

Over the past five years, the School has made considerable progress on various fronts to enhance its status as a global center for excellence in business education and research. Building on its solid foundation and rising international reputation, the School is moving to a new phase of development that entails growing diversity in its program offerings, research activities, market regions, engagement and service.

6.1 Expanding Program Portfolio

Responding to the rapidly shifting business landscape of the globalized era, the School has been seeking innovative approaches to enhance the quality and variety of its program offerings. The strategic thrust focuses on three directions:

- New learning experiences which will meet the needs of the global workplace;
- New market segments which will broaden the School's program portfolio;
- New market regions which will help the School to extend its international footprint.

In line with the strategic direction, new programs at both the UG and master's level have been developed to capture new opportunities in global business education.

World Bachelor in Business (WBB)
In Fall 2013, HKUST launched a pioneering undergraduate program, the World Bachelor in Business (WBB), in partnership with the University of Southern California in the US and Bocconi University in Italy. Adopting a unique approach to global business education, the WBB is the first UG program in which students live and study on three continents and earn degrees from three partner universities. This unparalleled learning experience aims to equip students with a global vision based on knowledge about the economics and businesses of Asia, Europe and North America, and also aims to instill important qualities demanded by an increasingly globalized world.

MSc in International Management (MIMT) and MSc in Global Operations (MSGO)
The School has developed two pre-experience master's programs, the Master of Science Program in International Management (MIMT) in collaboration with CEMS (a global alliance in management education), and the MSc in Global Operations (MSGO). These two one-year programs open up a fast track learning opportunity for fresh graduates who seek advanced knowledge in international management and operations management in a global context.

The programs allow the School to tap into the emerging market of pre-experience postgraduate business education, and also to broaden its program portfolio to meet the market demand for graduates with different skill sets. Classes for both programs commenced in Fall 2013.

Pilot MBA in Saudi Arabia
The School has extended its reach to the Middle East with the launch of a new MBA program in partnership with Saudi Aramco, a state-owned oil company that manages the world's largest proven oil reserves. It is the School's first company sponsored MBA program.

The program is offered in a part-time mode over 26 months. Students fly into Hong Kong for the first and final courses, while the other courses take place on Saudi Aramco premises in Ras Tanura, Saudi Arabia. To graduate, students have to complete a total of 45 credits of coursework, including 15 core courses and 8 advanced courses. These requirements are the same as those of the School's current part-time MBA programs offered in Hong Kong and Shenzhen. The pilot MBA was launched in May 2013 with a cohort of 29 students selected through a rigorous admission process conducted by the School.

Details of the new programs' curricula and assurance of learning structures are illustrated in Appendix 31 – New Programs.

Establishment of MSc Programs Office

In addition, the School plans to further expand its MSc program portfolio with the launch of a part-time MSc in Accounting and a full-time MSc in Investment Management in 2014/15. To support this strategic expansion, the School has instigated a revamp of the operational structure of MSc programs to improve operational efficiency and achieve synergies among the MSc programs. The Program/ Academic Director of each program, who is nominated by the Department Head and appointed by the Dean, currently oversees all academic affairs of the program and takes full responsibility for developing program strategies and academic planning in conjunction with the departments. A faculty committee of 3-4 members (including the Program/ Academic Director as chair) will be set up for each program to give advice on QA matters. A new MSc Program Office has also been set up, from September 2013, with responsibility for program management and day-to-day operations, including marketing and admissions, student services and enrichment activities, coordination of career services, and alumni development. A school-level MSc committee is also being set up to oversee various MSc programs.

Non-Degree Executive Education

In addition to degree programs, the School has also expanded its non-degree executive education programs in terms of participant numbers, diversity of topics, and also geographical reach. The School offers both open-enrollment programs for executives and tailor-made company programs. During the report period, more than 10,000 executives from different industries and government bodies attended the School's non-degree executive education programs. They included senior executives from both local and overseas, covering Asia Pacific, North America, Europe, South America and Africa.

In view of the growing demand for executive education in China, the School has established a new executive education office branch in Shenzhen, China, in April 2012 to support its intention of offering more open programs in Chinese in the market.

6.2 Promoting Research Outreach

Teaching and research go hand in hand at the School. The School is committed to producing high quality and insight-based research that informs important economic and business decisions in today's dynamic business world.

As a leading business school in Asia, HKUST Business School believes that it should contribute to an international understanding of Asian business and individual economies in the region. The program curricula place special emphasis on Asian content and perspectives, while faculty members actively conduct research and develop business case studies that are relevant to the Asian region.

For example, the School's Thompson Center for Business Case Studies has produced 13 cases, and the number of cases which are under development increased to 29 in June 2013.

With the support of Value Partners Group Limited, the School established the Value Partners Center for Investing in 2011, which is the first academic center of its kind in Hong Kong to provide research and training on investment management. Donations were also received from the Tanoto Foundation and Mr James Thompson to support the development of the School's Tanoto Center for Asian Family Business and Entrepreneurship Studies and the Thompson Center for Business Case Studies respectively.

The donations not only create funds for the School to further promote studies in Asian family business, entrepreneurship, business case studies and investment, but also represent a recognition of the School's research work by the business community.

In addition to business disciplines, the School has also worked with other academic units, both within and outside of HKUST, as well as corporations to explore new areas of study and promote interdisciplinary research. The Institute for Emerging Market Studies (IEMS), jointly established by HKUST, Ernst & Young, and the Moscow School of Management SKOLKOVO in 2012 is one of the examples. Faculty members from the School are involved in producing high quality research and other activities related to emerging markets.

6.3 Strengthening International Links

Forging strategic alliances and partnerships continues to be a key strategic thrust of the School. Apart from the new collaborative programs, the School has joined 20 other business schools around the world to form the Global Network for Advanced Management which comprises 21 top business schools and is led by Yale School of Management. The School has also become the first and only CEMS member school in Hong Kong, following the signing of an official Memorandum of Understanding between the School and CEMS in November 2012. Besides, the School is a founding member of the Association of Asia Pacific Business Schools (AAPBS) which comprises around 150 education institutions around the world.

Alongside expansion of its international presence, the School has also steadily expanded its presence in Mainland China with the opening of offices in Beijing, Shanghai and Shenzhen; the launch of a part-time MBA program in Shenzhen; the recent collaboration with Peking University's HSBC Business School to turn it into a Sino-foreign collaboration program; the launch of the HKUST EMBA for Chinese Executives Program; and the offering of executive education programs tailored specifically for the Mainland market.

Although the School has made considerable effort towards tapping into the Mainland market, its approach is relatively piecemeal. To better capture the growing opportunities arising for business education in Mainland China, the School has established a task force to review its China development and devise strategies and new leads.

6.4 Enhancing the Learning Experience

Apart from curricular and out-of-classroom learning, the School has adopted new technology and enhanced its facilities to enrich the learning experience.

Starting with the Kellogg-HKUST EMBA and full-time MBA, each student is being provided with a tablet computer through which they can access course materials and other resources of their programs. Program apps have also been developed to provide students with a one-stop platform for program information and services, and to offer assistance with studying and time management. Students of the KH EMBA and MBA programs have responded positively, and the School is gradually extending the use of tablet computers and apps to other master's programs.

With the advent of the Internet, the concept of distance learning has gained significant traction. While these new modes of education pose a threat to existing traditional degree programs, especially in the areas of specialized learning, executive education, etc., they also offer a potential for expanding the School's educational footprint and branding, leveraging teaching professionals and infrastructure, and improving education outcomes. A special task force has been formed at the School to explore opportunities with new modes of delivery of education programs and services, and to study sustainable business models.

In Summer 2013, the School moved into the new Lee Shau Kee Business Building located on a hilltop on the HKUST main campus. The new building brings all of our academic departments and programs together under one roof. It not only provides a new learning and teaching experience with upgraded facilities, but also cultivates a cohesive and engaging environment which will help the School to develop further and fulfill its ambitions.

Accommodation plays an important role in our delivery of quality executive education programs. With the support of the University, a new conference tower with about 130 rooms near the new Lee Shau Kee Business Building will become the residence for the School's executive education programs. The construction is expected to take about two years.

6.5 Strengthening Bonds with Alumni

Although the School's alumni community is relatively small, the School has been proactively building stronger bonds with our alumni. A school-level Alumni Development team was established in June 2011. The team currently maintains two databases (MBA and non-MBA) of more than 19,000 alumni in total. It intensively engages alumni through channels such as monthly School e-news, biweekly MBA e-news and job alerts. In addition to annual "Alumination" reunions, the Alumni Development team also organizes regular lunches and happy hours, seminars and workshops on different themes or industry groups for alumni. About 180 events were organized in 2012-2013, attracting more than 1,500 alumni participants in total.

The School has received growing support from its alumni from all programs. In 2012-13, around 200 non-MBA alumni and 350 MBA alumni give their support to the School and the alumni community by serving as anchors, speakers, alumni advisory board members, admission interviewers, program ambassadors, judges and event contributors. Executive committee members of the alumni associations, in particular, contribute significantly in organizing events and keeping fellow alumni connected. Alumni supporters also assist in career activities and help the School and the MBA programs build links with companies. Some also contributed to the MBA Alumni Fund as reunion gifts, as well as the University's Alumni Endowment Fund which was launched just two years ago. The School also plans to launch an alumni enrichment fund by the end of 2013 to enhance students' international learning experiences especially for those who are in financial needs.

To strengthen management of the alumni database and enhance support for alumni, the School is developing a new alumni portal which will feature a centralized database and functionalities in data and event tracking. There will also be alumni e-stories and a career section with job postings from alumni.

6.6 Looking Forward

The fast pace at which the world and business education are evolving poses new demands and challenges for HKUST Business School, and also presents tremendous opportunities and possibilities. With its commitment to excellence and innovation, the School will continue to seek and grasp new opportunities which allow it to capture first-mover advantages and take it to the next level of achievement in international business education. It looks forward with confidence to continuing its exciting journey and scaling new heights in the years to come.

Tables

Table 2-1

Five Year Summary of Intellectual Contributions (2008/09 - 2012/13)[1]

Faculty	Portfolio of Intellectual Contributions									Summary of Types of Ics		
	Peer Reviewed Journals[2]	Research Monographs[3]	Books[4]	Chapters[5]	Peer Reviewed Proceedings[6]	Peer Reviewed Paper Presentations[7]	Faculty Research Seminar[8]	Non-Peer Reviewed Journals[9]	Others[10]	Learning & Pedagogical Research	Contribution to Practice	Discipline-Based Research
ACCT												
CHEN Kevin Chien-Wen	4	0	0	0	3	0	0	0	0	0	0	7
CHEN Peter Fusheng	2	0	0	0	2	1	0	0	0	0	0	5
CHEN Tai-Yuan	5	0	0	0	4	0	0	0	0	0	0	9
CHEW Chiat Thian	0	0	0	0	0	0	0	0	0	0	0	0
HSIEH Chia-Chun	1	0	0	0	4	0	0	0	0	0	0	5
HSU Charles Youyang	4	0	0	0	1	0	0	0	0	0	0	5
HUANG Hao	1	0	0	0	1	0	0	0	2	0	0	4
HUI Kai Wai	5	0	0	0	4	0	0	0	0	0	0	9
HUNG Ming Yi	5	0	0	0	0	0	0	0	0	0	0	5
KOH Ping Sheng	3	0	0	0	0	0	0	0	0	0	0	3
KWAN Sabrina Yim Sheung	0	0	0	0	0	0	0	0	0	0	0	0
LAI Tai Wai David	0	0	0	0	0	0	0	0	0	0	0	0
LAM Kwan Nam	5	0	0	0	0	0	0	0	0	0	0	5
LI Xi	6	0	0	0	0	0	0	0	6	0	0	12
MAK Po Lung	0	0	0	0	0	0	0	0	0	0	0	0
NOVOSELOV Kirill	0	0	0	0	2	0	0	0	0	0	0	2
SHIEH Horngjon	0	0	0	0	0	0	0	0	0	0	0	0
STICE Derrald Earl	0	0	0	0	2	0	0	0	0	0	0	2
TANG Tedmond Lai Yin	0	0	0	0	0	0	0	0	0	0	0	0
WANG Shiheng	2	0	0	0	2	0	0	0	0	0	0	4
YOU Haifeng	9	0	0	0	0	0	0	0	0	0	0	9
ZANG Yunzhi	3	0	0	0	1	0	0	0	2	0	0	6
ZHANG Guochang	5	0	0	0	1	0	0	0	0	0	0	6
ZHANG Mingshan	0	0	0	0	1	0	0	0	0	0	0	1

Faculty	Portfolio of Intellectual Contributions									Summary of Types of Ics		
	Peer Reviewed Journals[2]	Research Monographs[3]	Books[4]	Chapters[5]	Peer Reviewed Proceedings[6]	Peer Reviewed Paper Presentations[7]	Faculty Research Seminar[8]	Non-Peer Reviewed Journals[9]	Others[10]	Learning & Pedagogical Research	Contribution to Practice	Discipline-Based Research
ECON												
BALASUBRAMANIAN Sugata	0	0	0	0	0	0	0	0	0	0	0	0
CHEN Songnian	11	0	0	0	0	0	0	0	0	0	0	11
CHENG Leonard Kwok Hon	0	0	0	0	0	0	0	0	0	0	0	0
COOK David Edward	10	0	0	0	0	0	0	0	0	0	0	10
FONG Yuk Fai	6	0	0	0	0	0	0	0	0	0	0	6
HUA Xinyu	3	0	0	0	0	0	0	0	0	0	0	3
LAI Lun Cheung Edwin	3	0	0	1	0	0	0	0	2	0	0	6
LEUNG Siu Fai	1	0	0	0	0	0	0	0	1	0	0	2
LI Yao	3	0	0	1	0	0	0	0	4	0	0	8
LIEN Yuan-Chuan	2	0	0	0	0	0	0	0	0	0	0	2
LIM Woo Young	3	0	0	0	0	0	0	0	0	0	0	3
LU Xun	3	0	0	0	1	0	0	0	0	0	0	4
LU Yang	3	0	0	0	0	0	0	0	5	0	0	8
LUI Francis Ting Ming	1	0	3	3	0	0	0	0	0	0	0	7
PARK Albert Francis	10	0	0	3	0	0	0	0	0	0	0	13
PISSARIDES Christoforos Antoniou	6	0	0	0	1	0	0	0	0	0	0	7
RAO Milind Shankar	0	0	0	0	0	0	0	0	0	0	0	0
SABOURIAN Hamid	4	0	0	1	0	0	0	0	0	0	0	5
SIU Kam Wing	0	0	0	0	0	0	0	0	0	0	0	0
VISARIA Sujata	3	0	0	1	0	0	0	0	1	0	0	5
WANG Peng	4	0	0	0	0	0	0	0	0	0	0	4
WANG Pengfei	12	0	0	1	0	0	0	0	1	0	0	14
WANG Susheng	13	0	4	2	0	0	0	0	0	6	0	13
WANG Yong	7	0	0	1	0	0	0	0	4	0	0	12
XIE Danyang	7	0	0	0	0	0	0	0	0	0	0	7
XU Juanyi	6	0	0	0	0	0	0	0	1	0	0	7
YU Yan	1	0	0	0	0	0	0	0	0	0	0	1
ZHAO Xiaojian	7	0	0	1	0	0	0	0	2	0	0	10
ZHOU Lingzhi	0	0	0	0	0	0	0	0	0	0	0	0

Faculty	**Portfolio of Intellectual Contributions**									**Summary of Types of Ics**		
	Peer Reviewed Journals[2]	**Research Monographs[3]**	**Books[4]**	**Chapters[5]**	**Peer Reviewed Proceedings[6]**	**Peer Reviewed Paper Presentations[7]**	**Faculty Research Seminar[8]**	**Non-Peer Reviewed Journals[9]**	**Others[10]**	**Learning & Pedagogical Research**	**Contribution to Practice**	**Discipline-Based Research**
ZHU Tao	2	0	0	0	0	0	0	0	0	0	0	2
FINA												
BATTEN Jonathan Andrew	11	0	0	5	0	2	0	0	0	0	0	18
CHAN Ka Lok	4	0	0	0	0	3	0	0	0	0	0	7
CHOI Darwin	2	0	0	1	0	0	0	0	0	0	0	3
DASGUPTA Sudipto	10	1	0	0	0	5	0	0	0	0	0	16
DING Fei	0	3	0	0	0	2	0	0	0	0	0	5
DU Du	2	1	0	0	0	5	0	0	0	0	0	8
FRANKLIN Laurence Craig	0	0	0	0	0	0	0	0	0	0	0	0
GOYAL Vidhan Krishan	6	0	0	1	0	3	0	0	0	0	0	10
KING Roger	0	0	0	0	0	2	0	0	0	0	0	2
LAFON-VINAIS Veronique J A	0	0	0	0	0	0	0	0	0	0	0	0
LIANG Xin	1	0	0	0	0	0	0	0	0	0	0	1
LIU Willy Ke-wei	0	0	0	0	0	0	0	0	0	0	0	0
LIU Xiaolei	3	0	0	0	0	5	0	0	0	0	0	8
LIU Xuewen	1	1	0	0	0	0	0	0	0	0	0	2
MACKAY Peter Ian	1	0	0	0	0	1	0	0	0	0	0	2
MUKHERJEE Abhiroop	0	4	0	0	0	3	0	0	0	0	0	7
NG Angela Lai Ping	0	0	0	0	0	0	0	0	0	0	0	0
NI Xiaoyan	0	0	0	0	0	3	0	0	0	0	0	3
NIELSEN Kasper Meisner	4	0	0	0	0	1	0	0	0	0	0	5
PENG Qian	0	0	0	0	0	2	0	0	0	0	0	2
PI Lynn Kin Fan	0	0	0	0	0	0	0	0	0	0	0	0
SAENYASIRI Ekkachai	1	0	0	0	0	0	0	0	0	0	0	1
SEASHOLES Mark Shambaugh	4	0	0	0	0	3	0	0	0	0	0	7
SEN Rik Santanu	0	0	0	0	0	5	0	0	0	0	0	5
SOLNIK Bruno Henri	1	0	2	0	0	0	0	0	0	2	0	1
WEI Kuo-chiang	13	0	0	0	0	6	0	0	0	0	0	19
YEN Jerome	1	0	0	0	0	0	0	0	0	0	0	1
YU Jialin	4	0	0	0	0	0	0	0	0	0	0	4

Faculty	**Portfolio of Intellectual Contributions**									**Summary of Types of Ics**		
	Peer Reviewed Journals[2]	**Research Monographs[3]**	**Books[4]**	**Chapters[5]**	**Peer Reviewed Proceedings[6]**	**Peer Reviewed Paper Presentations[7]**	**Faculty Research Seminar[8]**	**Non-Peer Reviewed Journals[9]**	**Others[10]**	**Learning & Pedagogical Research**	**Contribution to Practice**	**Discipline-Based Research**
ZALDOKAS Alminas	1	0	0	0	0	3	0	0	0	0	0	4
ZHANG Chu	9	0	0	0	0	0	0	0	0	0	0	9
ISOM												
CHEUNG Ki Ling	4	0	0	0	0	0	0	0	0	0	0	4
CLARK Theodore Henry King	0	0	0	0	0	0	0	0	0	0	0	0
DIAS Garvin Percy	0	0	0	0	0	0	0	0	0	0	0	0
HA Albert Yiu Cheung	4	0	0	0	0	0	0	0	0	0	0	4
HU Inchi	2	0	0	0	0	0	0	0	0	0	0	2
HUI Kai Lung	5	0	0	0	2	5	0	0	0	0	0	12
JAISINGH Jeevan	1	0	0	0	0	0	0	0	0	0	0	1
JAMES Lancelot Fitzgerald	1	0	0	0	0	0	0	0	0	0	0	1
KARHADE Prasanna Purushottam	1	0	0	0	0	0	0	0	0	0	0	1
KIM Yongsuk	1	0	0	1	1	1	5	0	0	0	0	9
KOH Tat Koon	2	0	0	0	0	0	0	0	0	0	0	2
KWOK Sai Ho	0	0	0	0	1	1	0	0	2	0	2	2
LAU Ronald Siu Man	1	0	1	0	0	0	0	0	5	6	0	1
LI Qing	4	0	0	0	0	0	0	0	0	0	0	4
LI Yingying	6	0	0	0	0	2	0	0	0	0	0	8
LO Albert Yee-lap	0	0	0	0	0	0	0	0	0	0	0	0
NASIRY Javad	2	0	0	0	0	0	0	0	0	0	0	2
NG Shu Ming	0	0	0	0	0	0	0	0	0	0	0	0
SO Ka Pui	13	0	0	0	0	0	0	0	0	0	0	13
TAM Kar Yan	10	0	0	0	0	0	0	0	0	0	0	10
TEH Her Hock	0	0	0	0	0	0	0	0	0	0	0	0
THONG Yeong Liang	12	0	0	0	0	0	0	0	0	0	0	12
WAN Xuhu	6	0	0	0	0	0	0	0	0	0	0	6
XU Hong	2	0	0	0	0	0	0	0	0	0	0	2
XU Yan	3	0	1	0	0	0	0	0	9	0	0	13
YU Man	0	0	0	0	0	0	0	0	3	0	0	3
ZHANG Hongtao	3	0	0	0	0	0	0	0	0	0	0	3

Faculty	**Portfolio of Intellectual Contributions**									**Summary of Types of Ics**		
	Peer Reviewed Journals[2]	**Research Monographs**[3]	**Books**[4]	**Chapters**[5]	**Peer Reviewed Proceedings**[6]	**Peer Reviewed Paper Presentations**[7]	**Faculty Research Seminar**[8]	**Non-Peer Reviewed Journals**[9]	**Others**[10]	**Learning & Pedagogical Research**	**Contribution to Practice**	**Discipline-Based Research**
ZHANG Xiaojun	3	0	0	0	0	0	0	0	0	0	0	3
ZHANG Xiaoquan	6	0	0	0	0	0	0	0	0	0	0	6
ZHENG Rong	1	0	0	0	0	0	0	0	0	0	0	1
ZHENG Shaohui	4	0	0	0	0	0	0	0	0	0	0	4
ZHENG Xinghua	10	0	0	0	0	0	0	0	0	0	0	10
MARK												
ADAVAL Rashmi	5	0	0	1	2	11	0	0	0	0	0	19
DALTON Amy Nicole	6	0	0	2	8	11	4	0	0	0	0	31
DUCLOS Rodolphe Thierry Gaetan	4	0	0	0	2	12	3	0	0	0	0	21
GUO Liang	8	0	0	0	0	13	19	0	0	0	0	40
HELSEN Kristiaan	2	0	1	2	0	1	0	0	0	0	0	6
HONG Jiewen	4	0	0	1	0	4	0	0	0	0	0	9
KIM Jun Beom	2	0	0	0	0	4	11	0	0	0	0	17
MAN Rodney Leong	0	0	0	0	0	0	0	0	0	0	0	0
MCEACHERN Ronald Stuart	0	0	0	0	0	0	0	0	0	0	0	0
MUKHOPADHYAY Anirban	8	0	0	1	0	19	0	0	0	0	0	28
MUTHUKRISHNAN Anaimalai V	1	0	0	0	0	5	0	0	0	0	0	6
SALVACRUZ Joseph	0	0	0	0	0	0	0	0	0	0	0	0
SENGUPTA Jaideep	13	0	0	0	11	5	3	0	0	0	0	32
VAN DER LANS Radulfus Johannes Adrianus	9	0	0	1	0	3	8	0	0	0	0	21
WANG Wenbo	1	0	0	0	2	3	0	0	0	0	0	6
XIANG Yi	3	0	0	0	0	0	0	0	0	0	0	3
ZHAO Ying	6	0	0	0	0	3	4	0	0	0	0	13
ZHAO Yue	0	0	0	0	0	0	0	0	0	0	0	0
ZHOU Rongrong	2	0	0	0	3	7	0	0	0	0	0	12
MGMT												
CHAO Man Chi	18	0	0	7	0	9	2	0	0	1	0	35
CHATTOPADHYAY Prithviraj	6	0	0	2	0	6	0	0	0	0	0	14
CHOI Joon Nak	1	1	0	2	1	9	8	0	3	0	3	22
DEKREY Steven John	0	0	0	0	0	0	0	0	0	0	0	0

Faculty	Portfolio of Intellectual Contributions									Summary of Types of Ics		
	Peer Reviewed Journals[2]	Research Monographs[3]	Books[4]	Chapters[5]	Peer Reviewed Proceedings[6]	Peer Reviewed Paper Presentations[7]	Faculty Research Seminar[8]	Non-Peer Reviewed Journals[9]	Others[10]	Learning & Pedagogical Research	Contribution to Practice	Discipline-Based Research
DORAN Christopher James Sawyer	0	0	0	0	0	0	0	0	0	0	0	0
FARH Larry Jiing-lih	12	0	1	5	0	15	0	0	0	0	0	33
FORSTER Paul Whitfield	0	0	0	0	0	1	0	0	3	3	0	1
GARG Shubham	3	0	0	0	0	2	1	0	0	0	0	6
GEORGE Elizabeth	3	0	0	4	0	5	0	0	0	0	0	12
GONG Yaping	18	0	0	1	1	12	5	0	0	0	0	37
HE Jinyu	4	0	0	0	0	5	2	0	0	0	0	11
HUANG Zhi	3	0	0	1	0	2	0	0	0	0	0	6
LAU Jack	0	0	0	0	0	0	0	0	0	0	0	0
LEE Karen	1	0	0	0	0	0	0	0	0	0	0	1
LEVERMORE Roger John	4	0	1	3	0	0	0	0	6	0	0	14
LI Jiatao	27	0	0	1	5	34	3	0	61	0	56	75
LIAN Huiwen	7	0	0	0	2	24	0	0	0	0	0	33
MIHOREAN Mark Andrew	0	0	1	0	0	0	0	2	1	2	2	0
NASON Emily Mung-Lam	0	0	0	0	0	2	0	0	0	0	0	2
NASON Stephen William	0	0	0	0	0	0	0	0	0	0	0	0
NG Ka Man	2	0	0	3	0	10	0	0	0	0	0	15
STAM Wouter	4	0	0	1	1	12	0	0	0	0	0	18
SULLIVAN Bilian Ni	4	0	0	2	1	7	0	0	0	0	0	14
TAKEUCHI Riki	7	0	0	2	1	18	6	0	0	0	0	34
WANG Caroline Chia-ling	0	0	2	0	0	0	0	0	0	0	2	0
WONG Ellick Kin Fai	9	0	0	1	0	15	0	0	0	0	0	25
WOON Eden Yi-teng	0	0	0	0	0	0	0	0	0	0	0	0
WU Po Chi	0	0	0	0	0	0	0	0	0	0	0	0
ZHU Jing	4	0	0	0	0	8	0	0	0	0	0	12

1.The School encourages and facilitates the production of intellection contributions through 1) fostering a rich research culture by providing support and resources; 2) setting expectations with promotion and substantiation criteria, 3) measuring outreach and impact with annual merit review.

Evaluation criteria of research accomplishments at the School include: 1) dissemination of research results in major referred publications; 2) review of the faculty's published or unpublished work by the department's ad hoc subcommittee as well as recognized leaders in the faculty's research area indicating the research impact and scholarly achievement of work; and 3) research awards, external research funding, or honors bestowed by major professional societies. (Source: HKUST Academic Personnel Policy and Procedure Manual: School of Business and Management – Guideline for Substantiation and Promotional Review)

2.Peer reviewed journal articles (learning and pedagogical research, contributions to practice, and/or discipline-based scholarship)

3.Research Monographs (teaching/pedagogical, practice/applied and /or discipline-based research)

4.Books (textbooks, professional/practice/trade, and/or scholarly)

5.Chapters in books (textbooks, professional/practice/trade, and/or scholarly)

6.Peer reviewed proceedings from teaching/pedagogical meetings, professional/practice meetings, and/or scholarly meetings

7.Peer reviewed paper presentations at teaching/pedagogical meetings, professional/practical meetings, and/or academic meetings

8.Faculty research seminars (teaching/pedagogical, practice oriented, and/or discipline-based research seminar)

9.Non-peer reviewed journals (learning and pedagogical, contributions to practice, and/or discipline-based scholarship). School must provide substantive support for quality

10.Others (opinion pieces published in media, industry/academic conference, paper distribution network)

Table 2-2

Five Year Summary of Peer Reviewed Journals and Number of Publications in Each (2008/09 - 2012/13)

(Based on the data of all faculty members from Table 2-1)

Peer Reviewed Journals	Number of Articles
Academy of Management Journal	20
Academy of Management Review	3
Academy of Marketing Science Review	1
Accounting and Finance	1
Accounting Horizons	1
Accounting Organizations and Society	1
Acta Psychologica Sinica	2
Advances in Accounting	1
Advances in international management	1
American Economic Journal: Applied Economics	1
American Economic Journal: Macroeconomics	3
American Economic Journal: Microeconomics	1
American Economic Review	3
Annals of Applied Probability	1
Annals of Applied Statistics	1
Annals of Economics and Finance	1
Annals of Operations Research	1
Annals of Probability	2
Annals of Statistics	2
Applied Cognitive Psychology	1
Applied Economics	1
Applied Economics Letters	2

Peer Reviewed Journals	Number of Articles
Applied Financial Economics	1
Applied Mathematics and Optimization	1
Applied Psychology	2
Asia Pacific Journal of Management	3
Asian American Journal of Psychology	1
Asian Economic Policy Review	1
Asian Journal of Social Psychology	6
Asia-Pacific Financial Markets	2
Australian Journal of Asian Law	1
B E Journal of Macroeconomics	1
B E Journal of Theoretical Economics	3
Bayesian Analysis	1
Behavior Research Methods	1
Biometrika	1
Canadian Journal of Economics	1
CEP Discussion Paper	2
Chaos	1
China Economic Journal	1
China Economic Review	1
Chinese Journal of Communications	1
Chinese Journal of European Studies (In Chinese)	1
Chinese Journal of Psychology	1
CIGI Policy Brief	1
Company and Securities Law Journal	1
Company Lawyer	1
Computational Statistics & Data Analysis	1
Computers & Industrial Engineering	1
Contemporary Accounting Research	3
Corporate Governance	3

Peer Reviewed Journals	Number of Articles
Corporate Governance and Financial Reporting	1
Cyprus Economic Policy Review	1
Decision Support Systems	6
Econometric Theory	6
Econometrica	4
Economic Record	1
Economic Research Journal	2
Economic Theory	1
Economica	1
Economics Letters	3
Economist's Teahouse	4
Environmental & Resource Economics	1
European Economic Review	1
European Journal of Information Systems	1
European Journal of Operational Research	1
European Management Review	1
Financial Analysts Journal	7
Financial Management	1
Games and Economic Behavior	5
Genetic Epidemiology	1
Geography Compass	1
GfK Marketing Intelligence Review	1
Global Strategy Journal	1
Group Processes & Intergroup Relations	1
Harvard Business Review	1
Human Resource Management	1
Human Resource Management Journal	2
IEEE Transactions on Engineering Management	4
IIE Transactions	4
Info	1

Peer Reviewed Journals	Number of Articles
Information Systems Frontiers	2
Information Systems Journal	1
Information Systems Research	7
International Economic Review	2
International Journal of Economic Theory	1
International Journal of Electronic Commerce	1
International Journal of Hospitality Management	1
International Journal of Human Resource Management	3
International Journal of Industrial Organization	2
International Journal of Information Management	1
International Journal of Information Technology and Decision Making	1
International Journal of Intercultural Relations	1
International Journal of Research in Marketing	1
International Journal of Sport Policy and Politics	1
International Journal of Strategic Change Management	1
International Review of Economics & Finance	2
International Review of Finance	3
International Review of Law and Economics	2
Iron Rice Bowl to Informalization	1
Japanese Economy	1
Journal of Accounting and Economics	11
Journal of Accounting and Public Policy	1
Journal of Accounting Auditing and Finance	1
Journal of Accounting Research	4
Journal of Accounting, Auditing and Finance	2
Journal of Applied Econometrics	1
Journal of Applied Psychology	10

Peer Reviewed Journals	Number of Articles
Journal of Banking and Finance	5
Journal of Business Ethics	2
Journal of Business Finance & Accounting	1
Journal of Business Law	1
Journal of Business Venturing	1
Journal of Comparative Economics	2
Journal of Consumer Psychology	6
Journal of Consumer Research	24
Journal of Corporate Finance	11
Journal of Cross-Cultural Psychology	1
Journal of Development Economics	2
Journal of Econometrics	8
Journal of Economic Behavior & Organization	2
Journal of Economic Dynamics and Control	3
Journal of Economic Theory	6
Journal of Economics & Management Strategy	1
Journal of Economics and Finance	1
Journal of Empirical Finance	4
Journal oF Experimental Psychology: Human Perception and Performance	1
Journal of Experimental Social Psychology	2
Journal of Finance	7
Journal of Financial and Quantitative Analysis	13
Journal of Financial Crime	1
Journal of Financial Econometrics	1
Journal of Financial Economics	14
Journal of Financial Markets	2
Journal of Forecasting	4
Journal of Industrial Economics	1
Journal of Interactive Marketing	2

Peer Reviewed Journals	Number of Articles
Journal of International Accounting Research	1
Journal of International Economics	3
Journal of International Entrepreneurship	1
Journal of International Management	3
Journal of International Money and Finance	3
Journal of Knowledge Management	1
Journal of Law, Economics, & Organization	1
Journal of Leadership and Organization Studies	1
Journal of Macroeconomics	2
Journal of Management	8
Journal of Management & Organization	1
Journal of Management Information Systems	4
Journal of Management Science (In Chinese)	1
Journal of Management Studies	2
Journal of Managerial Psychology	1
Journal of Marketing	2
Journal of Marketing Research	9
Journal of Monetary Economics	2
Journal of Money, Credit and Banking	5
Journal of Multinational Financial Management	1
Journal of Operations Management	1
Journal of Organizational Behavior	3
Journal of Personality	1
Journal of Personality and Social Psychology	4
Journal of Personnel Psychology	1
Journal of Political Economy	1
Journal of Population Ageing	1
Journal of Portfolio Management	1
Journal of Public Economics	1
Journal of Social Issues	1

Peer Reviewed Journals	Number of Articles
Journal of Strategic Change Management	1
Journal of the Academy of Marketing Science	1
Journal of the American Society for Information Science and Technology	2
Journal of the American Statistical Association	2
Journal of the Asia Pacific Economy	2
Journal of the Association for Information Systems	4
Journal of the Japanese and International Economies	1
Leadership	1
Management Decision	1
Management International Review	2
Management Science	23
Manufacturing and Service Operatoins Management	1
Marketing Science	15
Mathematical Social Sciences	2
Mathematics and Computers in Simulation	2
Mathematics and Financial Economics	1
MIS Quarterly	2
Nanjing Business Review (in Chinese)	2
National Research Council, Aging in Asia: Findings from New and Emerging Data Initiatives	2
Naval Research Logistics	1
Operations Research	6
Organization Science	8
Organizational Behavior and Human Decision Processes	3
Organizational Dynamics	1
Oriental Outlook Weekly (by Xinhua News Agency)	1
Pacific Basin Finance Journal	2

Peer Reviewed Journals	**Number of Articles**
Personality & Social Psychology Bulletin	1
Personnel Psychology	4
PLoS ONE	2
Probability Theory and Related Fields	2
Production and Operations Management	2
Psychological Science	2
Psychology & Marketing	1
Quantitative Finance	1
Quantitative Marketing and Economics	1
RAND Journal of Economics	1
Rationality and Society	1
Research in Law and Economics	1
Research Policy	1
Resources Policy	1
Review of Accounting Studies	3
Review of Economic Dynamics	4
Review of Economic Studies	2
Review of Finance	1
Review of Financial Studies	3
Revue Economique	1
RSM Insight	1
Seoul Journal of Economics	1
Social and Personality Psychology Compass	1
Social Cognition	1
Statistics and Computing	1
Statistics and Its Interface	1
Stochastic Processes and Their Applications	5
Strategic Entrepreneurship Journal	1
Strategic Management Journal	5
Strategic Organization	1

Peer Reviewed Journals	Number of Articles
Telecommunications Policy	1
The Accounting Review	8
The American Economic Review	1
The Journal of Human Resources	1
The Journal of Korean Studies	1
The Review of Economics and Statistics	4
Theoretical Economics	1
Third World Quarterly	2
VOXEU	1
World Bank Policy Research Paper	1
World Economic Papers (In Chinese)	1
World Economy	1

Annex: Summary of Peer Reviewed Journals by Faculty of Accounting Department

Peer Reviewed Journals	Number of Articles
Accounting and Finance	1
Accounting Horizons	1
Accounting Organizations and Society	1
Advances in Accounting	1
Australian Journal of Asian Law	1
Company and Securities Law Journal	1
Company Lawyer	1
Contemporary Accounting Research	3
Corporate Governance	1
Corporate Governance and Financial Reporting	1
Economic Research Journal	2
Financial Analysts Journal	5
Journal of Accounting and Economics	11
Journal of Accounting and Public Policy	1
Journal of Accounting Auditing and Finance	1
Journal of Accounting Research	4
Journal of Accounting, Auditing and Finance	2
Journal of Business Finance & Accounting	1
Journal of Business Law	1
Journal of Corporate Finance	2
Journal of Finance	1
Journal of Financial and Quantitative Analysis	2
Journal of Financial Crime	1
Journal of Financial Economics	3

Peer Reviewed Journals	**Number of Articles**
Journal of International Accounting Research	1
Journal of Portfolio Management	1
Review of Accounting Studies	2
The Accounting Review	7

Table 9-1

Summary of Faculty Sufficiency By Discipline and School (Academic Year 2012/13)

Name	Participating or Supporting (P or S)[1]	Amount of Teaching if P (blank if S)[2]	Amount of Teaching if S (blank if P)[2]	
ACCT				
CHEN Kevin Chien-Wen	P			
CHEN Peter Fusheng	P	8595 sch		
CHEN Tai-Yuan	P	5610 sch		
CHEW Chiat Thian	S		3990 sch	
HSIEH Chia-Chun	P	8505 sch		
HSU Charles Youyang	P	10170 sch		
HUANG Hao	P	8460 sch		
HUI Kai Wai	P	8505 sch		
HUNG Ming Yi	P	3330 sch		
KOH Ping Sheng	P	10170 sch		
KWAN Sabrina Yim Sheung	P			
LAI Tai Wai David	P	20850 sch		
LAM Kwan Nam	P	20745 sch		
LI Xi	P	3435 sch		
MAK Po Lung	P	16395 sch		
NOVOSELOV Kirill	P	3780 sch		
SHIEH Horngjon	P	6435 sch		
STICE Derrald Earl	P	8100 sch		
TANG Tedmond Lai Yin	P	17655 sch		
WANG Shiheng	P	7830 sch		
YOU Haifeng	P	7875 sch		
ZANG Yunzhi	P	3195 sch		
ZHANG Guochang	P	9735 sch		
ZHANG Mingshan	P	6525 sch		
TOTAL ACCT		*195900 sch*	*3990 sch*	*P/(P+S) = 98% (must be > 60%)*
ECON				
BALASUBRAMANIAN Sugata	S		2160 sch	
CHEN Songnian	P	5640 sch		
CHENG Leonard Kwok Hon	P			
COOK David Edward	P	9060 sch		
FONG Yuk Fai	P	6450 sch		
HUA Xinyu	P	3360 sch		

Name	Participating or Supporting (P or S)[1]	Amount of Teaching if P (blank if S)[2]	Amount of Teaching if S (blank if P)[2]	
LAI Lun Cheung Edwin	P	3720 sch		
LEUNG Siu Fai	P	13980 sch		
LI Yao	P	10020 sch		
LIEN Yuan-Chuan	P	2700 sch		
LIM Woo Young	P	10080 sch		
LU Xun	P	9420 sch		
LU Yang	P	10740 sch		
LUI Francis Ting Ming	P	15600 sch		
PARK Albert Francis	P	3165 sch		
PISSARIDES Christoforos Antoniou	S			
RAO Milind Shankar	P	15030 sch		
SABOURIAN Hamid	P	1215 sch		
SIU Kam Wing	P	51555 sch		
VISARIA Sujata	P	8820 sch		
WANG Peng	P	6300 sch		
WANG Pengfei	P	7245 sch		
WANG Susheng	P	12690 sch		
WANG Yong	P	8745 sch		
XIE Danyang	P	6750 sch		
XU Juanyi	P	7890 sch		
YU Yan	P	19275 sch		
ZHAO Xiaojian	P	8010 sch		
ZHOU Lingzhi	S		2220 sch	
ZHU Tao	P	3330 sch		
TOTAL ECON		*260790 sch*	*4380 sch*	*P/(P+S) = 98.35% (must be > 60%)*
FINA				
BATTEN Jonathan Andrew	P	6330 sch		
CHAN Ka Lok	P	1620 sch		
CHOI Darwin	P	9900 sch		
DASGUPTA Sudipto	P	1530 sch		
DING Fei	P	2640 sch		
DU Du	P	7185 sch		
FRANKLIN Laurence Craig	P	16005 sch		
GOYAL Vidhan Krishan	P	2355 sch		
KING Roger	P	1485 sch		
LAFON-VINAIS Veronique J A	P	18450 sch		
LIANG Xin	P	5460 sch		

Name	**Participating or Supporting (P or S)[1]**	**Amount of Teaching if P (blank if S)[2]**	**Amount of Teaching if S (blank if P)[2]**	
LIU Willy Ke-wei	P	1170 sch		
LIU Xiaolei	P	6180 sch		
LIU Xuewen	P	5640 sch		
MACKAY Peter Ian	P	8040 sch		
MUKHERJEE Abhiroop	P	4920 sch		
NG Angela Lai Ping	P	1800 sch		
NI Xiaoyan	P	4020 sch		
NIELSEN Kasper Meisner	P	3420 sch		
PENG Qian	P			
PI Lynn Kin Fan	P	22020 sch		
SAENYASIRI Ekkachai	P	19395 sch		
SEASHOLES Mark Shambaugh	P	5670 sch		
SEN Rik Santanu	P	7995 sch		
SOLNIK Bruno Henri	P	1650 sch		
WEI Kuo-chiang	P	4605 sch		
YEN Jerome	S		2130 sch	
YU Jialin	P			
ZALDOKAS Alminas	P	3510 sch		
ZHANG Chu	P	5475 sch		
TOTAL FINA		*178470 sch*	*2130 sch*	*P/(P+S) = 98.82% (must be > 60%)*
ISOM				
CHEUNG Ki Ling	P	8520 sch		
CLARK Theodore Henry King	P	11790 sch		
DIAS Garvin Percy	P	14175 sch		
HA Albert Yiu Cheung	P	1725 sch		
HU Inchi	P	10545 sch		
HUI Kai Lung	P	6120 sch		
JAISINGH Jeevan	P	17550 sch		
JAMES Lancelot Fitzgerald	P	630 sch		
KARHADE Prasanna Purushottam	P	9210 sch		
KIM Yongsuk	P	8745 sch		
KOH Tat Koon	P	7785 sch		
KWOK Sai Ho	P	21450 sch		
LAU Ronald Siu Man	P	35655 sch		
LI Qing	P	4995 sch		
LI Yingying	P	7995 sch		
LO Albert Yee-lap	P	3105 sch		

Name	**Participating or Supporting (P or S)**[1]	**Amount of Teaching if P (blank if S)**[2]	**Amount of Teaching if S (blank if P)**[2]	
NASIRY Javad	P	12285 sch		
NG Shu Ming	P	12390 sch		
SO Ka Pui	P	2670 sch		
TAM Kar Yan	P			
TEH Her Hock	P	25065 sch		
THONG Yeong Liang	P	6000 sch		
WAN Xuhu	P	29160 sch		
XU Hong	P	9240 sch		
XU Yan	P	6690 sch		
YU Man	P	11025 sch		
ZHANG Hongtao	P	7155 sch		
ZHANG Xiaojun	P	7290 sch		
ZHANG Xiaoquan	P	8715 sch		
ZHENG Rong	P	7320 sch		
ZHENG Shaohui	P	7200 sch		
ZHENG Xinghua	P	9495 sch		
TOTAL ISOM		*331695 sch*		*P/(P+S) = 100% (must be > 60%)*
MARK				
ADAVAL Rashmi	P	60 sch		
DALTON Amy Nicole	P	8505 sch		
DUCLOS Rodolphe Thierry Gaetan	P	14400 sch		
GUO Liang	P	10890 sch		
HELSEN Kristiaan	P	17040 sch		
HONG Jiewen	P	11280 sch		
KIM Jun Beom	P	5805 sch		
MAN Rodney Leong	S		660 sch	
MCEACHERN Ronald Stuart	S		5325 sch	
MUKHOPADHYAY Anirban	P	8730 sch		
MUTHUKRISHNAN Anaimalai V	P	6330 sch		
SALVACRUZ Joseph	P	48735 sch		
SENGUPTA Jaideep	P	2955 sch		
VAN DER LANS Radulfus Johannes Adrianus	P	17130 sch		
WANG Wenbo	P	5850 sch		
XIANG Yi	P	6990 sch		
ZHAO Ying	P	10695 sch		
ZHAO Yue	S		9030 sch	
ZHOU Rongrong	P	13755 sch		

Name	**Participating or Supporting (P or S)**[1]	**Amount of Teaching if P (blank if S)**[2]	**Amount of Teaching if S (blank if P)**[2]	
TOTAL MARK		*189150 sch*	*15015 sch*	*P/(P+S) = 92.65% (must be > 60%)*
MGMT				
CHAO Man Chi	P	8400 sch		
CHATTOPADHYAY Prithviraj	P	6480 sch		
CHOI Joon Nak	P	6345 sch		
DEKREY Steven John	S		1410 sch	
DORAN Christopher James Sawyer	P	24405 sch		
FARH Larry Jiing-lih	P	4650 sch		
FORSTER Paul Whitfield	S		5880 sch	
GARG Shubham	P	5940 sch		
GEORGE Elizabeth	P	7965 sch		
GONG Yaping	P	11265 sch		
HE Jinyu	P	7275 sch		
HUANG Zhi	P	8085 sch		
LAU Jack	P	750 sch		
LEE Karen	P	21060 sch		
LEVERMORE Roger John	P	6660 sch		
LI Jiatao	P	1230 sch		
LIAN Huiwen	P	7500 sch		
MIHOREAN Mark Andrew	P	15120 sch		
NASON Emily Mung-Lam	P	1260 sch		
NASON Stephen William	P	34515 sch		
NG Ka Man	S		7560 sch	
STAM Wouter	P	2430 sch		
SULLIVAN Bilian Ni	P	6150 sch		
TAKEUCHI Riki	P	4500 sch		
WANG Caroline Chia-ling	P	6030 sch		
WONG Ellick Kin Fai	P	8850 sch		
WOON Eden Yi-teng	P			
WU Po Chi	P	390 sch		
ZHU Jing	P	9225 sch		
TOTAL MGMT		*216480 sch*	*14850 sch*	*P/(P+S) = 93.58% (must be > 60%)*

Name	**Participating or Supporting (P or S)**[1]	**Amount of Teaching if P (blank if S)**[2]	**Amount of Teaching if S (blank if P)**[2]	
OVERALL TOTAL FOR SCHOOL		1372485 sch	40365 sch	P/(P+S) = 97.14% (must be > 75%)

1. Criteria for determining faculty as Participating (P) or Supporting (S) are listed below:
   Participating Faculty: A participating faculty member engages in the activities of the School in matters beyond direct teaching responsibilities. The philosophy behind the School's governance is one that values consensus and extensive involvement of faculty. All regular faculty (including both research- and teaching-tracks) are members of the School Board, in which major academic and faculty issues are reported, discussed, and acted upon. Apart from the regular faculty, faculty members who are under adjunct/ part-time appointments but have taken administrative roles or involved in academic/faculty matters at the School are also classified as participating faculty.

   Supporting Faculty: A supporting faculty member does not participate in the intellectual or operational life of the School beyond the direct performance of teaching responsibilities.

2. The table reflects the amount of teaching of individual faculty in the academic year of 2012/13. The amount of teaching is measured by student credit hours (SCHs) based on the calculation: no. of credit x 15 hour x no. of students.

Table 10-1

Summary of Faculty Qualifications, Development Activities, and Professional Responsibilities[1]

Name	Highest Qualification - Degree Earned && Year	Date of First Appointment to the School (DD/MM/YYYY)	Percentage of Time Dedicated to the School's Mission	Academically Qualified[2]	Professionally Qualified[2]	Other[2]	Summary of Types of ICs					Normal Professional Responsibilities[3]
							Intellectual Contributions	Professional Experience	Consulting	Professional Development	Other Professional Activities	
ACCT												
CHEN Kevin Chien-Wen	Doctor of Philosophy 1985	01/07/1996	100	Yes			7	0	0	0	4	UG, GR, RES, ADM, SER
CHEN Peter Fusheng	Doctor of Philosophy 1998	21/08/1998	100	Yes			5	0	0	0	1	NCR, UG, GR, RES, ADM
CHEN Tai-Yuan	Doctor of Philosophy 2006	07/08/2006	100	Yes			9	0	0	1	2	RES, GR
CHEW Chiat Thian	Master of Business Administration and Master of Arts 2003	10/09/2012	20			Yes	0	0	0	0	0	GR
HSIEH Chia-Chun	Doctor of Philosophy 2008	01/08/2008	100	Yes			5	0	0	3	2	RES, UG
HSU Charles Youyang	Doctor of Philosophy - 2004	09/07/2004	100	Yes			5	0	0	0	0	RES, ADM, UG
HUANG Hao	Doctor of Philosophy 2007	02/07/2009	100	Yes			4	1	0	1	1	RES, UG
HUI Kai Wai	Doctor of Philosophy 2004	02/07/2004	100	Yes			9	0	0	0	0	RES, ADM, UG
HUNG Ming Yi	Doctor of Philosophy 1998	10/07/2012	100	Yes			5	1	0	0	0	ADM, RES, GR
KOH Ping Sheng	Doctor of Philosophy 2001	03/01/2006	100	Yes			3	2	0	1	0	NCR, GR, UG
KWAN Sabrina Yim Sheung	Doctor of Philosophy 1996	01/08/1996	20			Yes	0	0	0	5	0	ADM, SER
LAI Tai Wai David	Juris Doctor 2007	01/08/2009	100		Yes		0	1	0	8	4	UG
LAM Kwan Nam	Master of Laws 2004	25/08/2008	100	Yes			5	0	0	0	0	UG
LI Xi	Doctor of Philosophy 2002	14/07/2011	100	Yes			12	4	4	6	20	RES, SER, GR
MAK Po Lung	Doctor of Philosophy 2010	03/07/2012	100		Yes		0	1	1	3	4	ADM, UG
NOVOSELOV Kirill	Doctor of Philosophy 2007	17/08/2007	100	Yes			2	0	0	1	0	RES, UG, GR
SHIEH Horngjon	Doctor of Philosophy 1999	14/01/2013	100		Yes		0	4	1	1	4	ADM, UG
STICE Derrald Earl	Doctor of Philosophy 2011	02/07/2011	100	Yes			2	0	0	0	0	RES, UG
TANG Tedmond Lai Yin	Doctor of Philosophy 2005	03/08/2009	100			Yes	0	0	0	0	0	ADM, UG
WANG Shiheng	Doctor of Philosophy 2008	23/07/2008	100	Yes			4	0	0	0	0	RES, UG
YOU Haifeng	Doctor of Philosophy 2007	28/07/2009	100	Yes			9	1	3	3	2	RES, UG, SER
ZANG Yunzhi	Doctor of Philosophy 2006	02/07/2009	100	Yes			6	1	0	0	0	RES, UG
ZHANG Guochang	Doctor of Philosophy 1992	27/08/1993	100	Yes			6	0	0	0	2	NCR, RES, ADM, UG, GR
ZHANG Mingshan	Doctor of Philosophy 2005	13/08/2005	100	Yes			1	0	0	0	0	RES, UG

Name	Highest Qualification - Degree Earned && Year	Date of First Appointment to the School (DD/MM/YYYY)	Percentage of Time Dedicated to the School's Mission	Academically Qualified[2]	Professionally Qualified[2]	Other[2]	Summary of Types of ICs					Normal Professional Responsibilities[3]
							Intellectual Contributions	Professional Experience	Consulting	Professional Development	Other Professional Activities	
ECON												
BALASUBRAMANIAN Sugata	Doctor of Philosophy 1997	01/02/2006	50			Yes	0	0	0	0	0	UG
CHEN Songnian	Doctor of Philosophy 1994	01/07/1994	100	Yes			11	0	0	0	0	RES, ADM, GR, UG
CHENG Leonard Kwok Hon	Doctor of Philosophy 1980	01/07/1992	100	Yes			0	0	0	0	0	RES, ADM
COOK David Edward	Doctor of Philosophy 1996	12/08/1996	100	Yes			10	0	0	0	0	RES, ADM, UG, GR
FONG Yuk Fai	Doctor of Philosophy 2003	03/01/2011	100	Yes			6	0	0	0	0	RES, ADM,GR
HUA Xinyu	Doctor of Philosophy 2005	26/07/2005	100	Yes			3	0	0	0	0	RES, ADM, GR
LAI Lun Cheung Edwin	Doctor of Philosophy 1991	02/07/2009	100	Yes			6	0	0	0	0	RES, ADM, UG, GR
LEUNG Siu Fai	Doctor of Philosophy 1987	15/08/1995	100	Yes			2	0	0	0	0	RES, ADM, UG
LI Yao	Doctor of Philosophy 2010	05/07/2010	100	Yes			8	0	0	0	0	RES, UG
LIEN Yuan-Chuan	Doctor of Philosophy 2010	02/07/2010	100	Yes			2	0	0	0	0	RES, UG, GR
LIM Woo Young	Doctor of Philosophy 2010	02/07/2010	100	Yes			3	0	0	0	0	RES, ADM, UG, GR
LU Xun	Doctor of Philosophy 2010	20/07/2010	100	Yes			4	0	0	0	0	RES, UG
LU Yang	Doctor of Philosophy 2009	23/07/2010	100	Yes			8	0	0	0	0	RES, UG
LUI Francis Ting Ming	Doctor of Philosophy 1985	04/07/1991	100	Yes			7	0	0	0	0	NCR, RES, ADM, SER, UG
PARK Albert Francis	Doctor of Philosophy 1996	28/07/2011	50	Yes			13	0	0	0	0	RES, ADM, UG
PISSARIDES Christoforos Antoniou	Doctor of Philosophy 1974	01/01/2013	50	Yes			7	0	0	0	0	RES
RAO Milind Shankar	Doctor of Philosophy 1998	05/08/2003	100			Yes	0	0	0	0	0	NCR, UG, GR
SABOURIAN Hamid	Doctor of Philosophy 1987	22/08/2011	100	Yes			5	0	0	0	0	RES, UG, GR
SIU Kam Wing	Doctor of Philosophy 2008	03/07/2012	100			Yes	0	0	0	0	0	ADM, UG,GR
VISARIA Sujata	Doctor of Philosophy 2005	31/07/2009	100	Yes			5	0	0	0	0	RES, ADM, UG
WANG Peng	Doctor of Philosophy 2009	02/07/2009	100	Yes			4	0	0	0	0	RES, UG, GR
WANG Pengfei	Doctor of Philosophy 2007	03/07/2007	100	Yes			14	0	0	0	0	RES, UG, GR
WANG Susheng	Doctor of Philosophy 1991	01/07/1993	100	Yes			19	0	0	0	0	RES, ADM, UG, GR
WANG Yong	Doctor of Philosophy 2009	20/07/2009	100	Yes			12	0	0	0	0	RES, UG,GR
XIE Danyang	Doctor of Philosophy 1992	02/07/2004	100	Yes			7	0	0	0	0	NCR, RES, ADM, GR
XU Juanyi	Doctor of Philosophy 2004	03/07/2006	100	Yes			7	0	0	0	0	RES, UG, GR
YU Yan	Doctor of Philosophy 1999	28/12/1999	100	Yes			1	0	0	0	0	ADM, RES, UG

Name	Highest Qualification - Degree Earned && Year	Date of First Appointment to the School (DD/MM/YYYY)	Percentage of Time Dedicated to the School's Mission	Academically Qualified[2]	Professionally Qualified[2]	Other[2]	Summary of Types of ICs					Normal Professional Responsibilities[3]
							Intellectual Contributions	Professional Experience	Consulting	Professional Development	Other Professional Activities	
ZHAO Xiaojian	Doctor of Philosophy 2010	02/07/2010	100	Yes			10	0	0	0	0	RES, UG, GR
ZHOU Lingzhi	Doctor of Philosophy 1996	02/01/2013	50			Yes	0	0	0	0	0	UG
ZHU Tao	Doctor of Philosophy 2002	02/07/2009	100	Yes			2	0	0	0	0	RES, ADM, UG, GR
FINA												
BATTEN Jonathan Andrew	Doctor of Philosophy 1997	01/07/2007	100	Yes			18	6	0	0	0	NCR, UG, GR
CHAN Ka Lok	Doctor of Philosophy 1990	12/06/1995	100	Yes			7	3	0	0	0	NCR, RES, ADM, SER, UG, GR
CHOI Darwin	Doctor of Philosophy 2009	02/07/2009	100	Yes			3	0	0	8	0	RES, ADM, UG
DASGUPTA Sudipto	Doctor of Philosophy 1988	03/01/2000	100	Yes			16	8	0	3	0	RES, ADM, GR
DING Fei	Doctor of Philosophy 2007	06/07/2007	100	Yes			5	0	0	0	0	RES, GR
DU Du	Doctor of Philosophy 2007	02/08/2007	100	Yes			8	0	0	0	0	RES, UG, GR
FRANKLIN Laurence Craig	Juris Doctor 1976	01/09/1999	80			Yes	0	0	0	0	0	NCR, GR, UG
GOYAL Vidhan Krishan	Doctor of Philosophy 1995	01/07/1995	100	Yes			10	2	0	24	0	NCR, RES, ADM, GR
KING Roger	Doctor of Philosophy 2006	01/10/2006	80	Yes			2	0	0	0	0	NCR, RES, ADM,GR
LAFON-VINAIS Veronique J A	Master in Law 1982; MSc in Business Management 1979	01/09/2005	100		Yes		0	0	0	1	0	NCR, ADM, UG, GR, SER
LIANG Xin	Doctor of Philosophy 2006	01/02/2011	100	Yes			1	0	0	0	0	RES, ADM, UG
LIU Willy Ke-wei	Master of Business Administration 1983	01/09/2012	20			Yes	0	0	0	0	0	GR
LIU Xiaolei	Doctor of Philosophy 2005	02/12/2005	100	Yes			8	0	0	2	0	RES, UG, GR
LIU Xuewen	Doctor of Philosophy 2007	08/07/2010	100	Yes			2	0	0	0	0	RES, UG
MACKAY Peter Ian	Doctor of Philosophy 1998	02/07/2005	100	Yes			2	2	0	0	0	NCR, RES, ADM, UG, GR
MUKHERJEE Abhiroop	Doctor of Philosophy 2010	16/08/2010	100	Yes			7	0	0	0	0	RES, UG, GR
NG Angela Lai Ping	Doctor of Philosophy 1997	01/12/1997	100			Yes	0	0	0	0	0	ADM, SER, UG
NI Xiaoyan	Doctor of Philosophy 2007	03/07/2007	100	Yes			3	0	0	1	0	RES, UG, GR
NIELSEN Kasper Meisner	Doctor of Philosophy 2005	02/07/2010	100	Yes			5	0	0	2	0	RES, ADM, GR
PENG Qian	Doctor of Philosophy 2007	02/01/2008	100	Yes			2	0	0	0	0	RES, ADM, UG
PI Lynn Kin Fan	Doctor of Philosophy 1992	01/03/2006	100		Yes		0	16	10	1	1	NCR, ADM, UG, SER
SAENYASIRI Ekkachai	Doctor of Philosophy 2008	02/01/2013	100	Yes			1	0	0	0	0	ADM, UG
SEASHOLES Mark Shambaugh	Doctor of Philosophy 2000	08/09/2008	100	Yes			7	4	0	6	0	NCR, ADM, GR
SEN Rik Santanu	Doctor of Philosophy 2009	02/07/2009	100	Yes			5	0	0	1	0	RES, UG

Name	Highest Qualification - Degree Earned && Year	Date of First Appointment to the School (DD/MM/YYYY)	Percentage of Time Dedicated to the School's Mission	Academically Qualified^2	Professionally Qualified^2	Other^2	Summary of Types of ICs					Normal Professional Responsibilities^3
							Intellectual Contributions	Professional Experience	Consulting	Professional Development	Other Professional Activities	
SOLNIK Bruno Henri	Doctor of Philosophy 1986	01/09/2007	100	Yes			3	3	0	10	0	RES, ADM, GR
WEI Kuo-chiang	Doctor of Philosophy 1984	01/07/1992	100	Yes			19	4	0	4	0	NCR, RES, ADM, GR
YEN Jerome	Doctor of Philosophy 1992	02/07/2010	50	Yes			1	0	0	0	0	NCR, UG, GR
YU Jialin	Doctor of Philosophy 2005	15/10/2012	100	Yes			4	0	0	2	0	RES
ZALDOKAS Alminas	Doctor of Philosophy 2012	03/07/2012	100	Yes			4	0	0	0	0	RES, GR
ZHANG Chu	Doctor of Philosophy 1992	14/01/1997	100	Yes			9	0	0	0	0	NCR, RES, ADM, GR
ISOM												
CHEUNG Ki Ling	Doctor of Philosophy 1990	01/07/1993	100	Yes			4	1	0	0	0	RES, ADM, UG
CLARK Theodore Henry King	Doctorate in Business Administration 1994	01/09/1994	100	Yes			0	0	0	0	0	RES, ADM, UG, GR
DIAS Garvin Percy	Doctor of Philosophy 1998	22/09/1998	100		Yes		0	0	0	2	2	ADM, UG, GR
HA Albert Yiu Cheung	Doctor of Philosophy 1992	01/08/2001	100	Yes			4	0	0	0	0	NCR, RES, ADM, GR
HU Inchi	Doctor of Philosophy 1985	06/01/1993	100	Yes			2	0	0	0	0	RES, ADM, UG, GR
HUI Kai Lung	Doctor of Philosophy 2000	01/09/2008	100	Yes			12	0	1	0	3	NCR, RES, ADM, UG, GR
JAISINGH Jeevan	Doctor of Philosophy 2003	13/08/2003	100	Yes			1	0	0	0	0	UG, GR
JAMES Lancelot Fitzgerald	Doctor of Philosophy 1993	25/07/2001	100	Yes			1	0	0	0	0	RES, ADM, UG, GR
KARHADE Prasanna Purushottam	Doctor of Philosophy 2009	04/01/2010	100	Yes			1	0	0	0	0	RES, UG, GR
KIM Yongsuk	Doctor of Philosophy 2011	01/08/2011	100	Yes			9	5	0	5	0	RES, UG, GR
KOH Tat Koon	Doctor of Philosophy 2012	17/12/2012	100	Yes			2	0	0	0	0	RES, UG
KWOK Sai Ho	Doctor of Philosophy 1997	21/07/1997	100	Yes			4	4	4	25	17	RES, ADM, UG, GR
LAU Ronald Siu Man	Doctor of Philosophy 1991	03/07/2001	100	Yes			7	0	1	6	0	NCR, RES, ADM, UG, GR
LI Qing	Doctor of Philosophy 2001	03/07/2001	100	Yes			4	0	0	0	0	RES, ADM, UG
LI Yingying	Doctor of Philosophy 2008	02/07/2009	100	Yes			8	0	0	0	0	RES, UG
LO Albert Yee-lap	Doctor of Philosophy 1978	18/05/1993	100	Yes			0	0	0	0	0	RES, ADM, UG, GR
NASIRY Javad	Doctor of Philosophy 2010	19/08/2010	100	Yes			2	0	0	0	0	RES, UG
NG Shu Ming	Doctor of Philosophy 1986	01/07/1992	100	Yes			0	0	0	0	0	NCR, RES, ADM, UG, GR
SO Ka Pui	Doctor of Philosophy 1996	01/07/1996	100	Yes			13	0	0	0	0	RES, ADM, UG, GR
TAM Kar Yan	Doctor of Philosophy 1998	02/01/1992	100	Yes			10	0	0	0	0	RES, ADM
TEH Her Hock	Doctor of Philosophy 1990	02/01/2009	100			Yes	0	0	0	0	0	UG, GR

Name	Highest Qualification - Degree Earned && Year	Date of First Appointment to the School (DD/MM/YYYY)	Percentage of Time Dedicated to the School's Mission	Academically Qualified[2]	Professionally Qualified[2]	Other[2]	Summary of Types of ICs					Normal Professional Responsibilities[3]
							Intellectual Contributions	Professional Experience	Consulting	Professional Development	Other Professional Activities	
THONG Yeong Liang	Doctor of Philosophy 1997	03/07/1997	100	Yes			12	7	1	0	0	RES, ADM, UG, SER
WAN Xuhu	Doctor of Philosophy 2005	18/07/2005	100	Yes			6	0	0	0	0	RES, ADM, UG, GR
XU Hong	Doctor of Philosophy 2010	02/08/2010	100	Yes			2	0	0	0	0	RES, UG, GR
XU Yan	Doctor of Philosophy 1997	18/09/1997	100	Yes			13	0	0	0	0	NCR, SER, ADM, UG, GR
YU Man	Doctor of Philosophy 2010	02/11/2009	100	Yes			3	0	0	0	0	RES, UG
ZHANG Hongtao	Doctor of Philosophy 1990	05/01/1995	100	Yes			3	0	0	0	0	RES, ADM, UG, GR
ZHANG Xiaojun	Doctor of Philosophy 2010	04/07/2011	100	Yes			3	0	0	0	0	RES, UG
ZHANG Xiaoquan	Doctor of Philosophy 2006	01/08/2006	100	Yes			6	6	0	0	0	RES, ADM, UG, GR
ZHENG Rong	Doctor of Philosophy 2009	31/07/2009	100	Yes			1	0	0	0	0	RES, UG, GR
ZHENG Shaohui	Doctor of Philosophy 1994	01/07/1994	100	Yes			4	0	0	0	0	RES, ADM, UG, GR
ZHENG Xinghua	Doctor of Philosophy 2008	02/07/2009	100	Yes			10	0	0	0	0	RES, UG
MARK												
ADAVAL Rashmi	Doctor of Philosophy 1996	02/01/2001	100	Yes			19	0	0	0	18	RES, ADM, UG, GR
DALTON Amy Nicole	Doctor of Philosophy 2008	03/07/2008	100	Yes			31	0	0	0	11	RES, UG
DUCLOS Rodolphe Thierry Gaetan	Doctor of Philosophy 2008	03/07/2008	100	Yes			21	0	0	0	2	RES, ADM, UG
GUO Liang	Doctor of Philosophy 2004	02/07/2004	100	Yes			40	0	0	0	18	RES, ADM, UG, GR
HELSEN Kristiaan	Doctor of Philosophy 1990	01/07/1995	100	Yes			6	0	0	0	5	NCR, RES, ADM, UG
HONG Jiewen	Doctor of Philosophy 2008	02/07/2008	100	Yes			9	0	0	0	6	RES, ADM, UG
KIM Jun Beom	Doctor of Philosophy 2009; Doctor of Philosopy 1999	31/05/2012	100	Yes			17	0	0	0	2	RES, UG
MAN Rodney Leong	Master of Business Admin 1972	22/08/2011	50			Yes	0	0	0	0	0	GR
MCEACHERN Ronald Stuart	Master of Business Admin 1976	10/02/2011	50			Yes	0	0	0	0	0	NCR, GR
MUKHOPADHYAY Anirban	Doctor of Philosophy 2004	02/07/2004	100	Yes			28	0	0	0	29	NCR, RES, ADM, UG, GR
MUTHUKRISHNAN Anaimalai V	Doctor of Philosophy 1993; Doctor of Philosophy 1981	01/07/1995	100	Yes			6	0	0	0	9	RES, ADM, UG, GR
SALVACRUZ Joseph	Doctor of Philosophy 1993	24/08/1999	100			Yes	0	0	0	0	0	NCR, UG, GR
SENGUPTA Jaideep	Doctor of Philosophy 1996	01/07/1996	100	Yes			32	0	0	0	13	NCR, RES, ADM, GR
VAN DER LANS Radulfus Johannes	Doctor of Philosophy 2006	30/07/2010	100	Yes			21	0	0	0	13	NCR, RES, UG, GR
WANG Wenbo	Doctor of Philosophy 2012	03/07/2012	100	Yes			6	0	0	0	0	RES, GR, UG
XIANG Yi	Doctor of Philosophy 2006	01/06/2006	100	Yes			3	0	0	0	0	RES, UG, GR

Name	Highest Qualification - Degree Earned && Year	Date of First Appointment to the School (DD/MM/YYYY)	Percentage of Time Dedicated to the School's Mission	Academically Qualified[2]	Professionally Qualified[2]	Other[2]	Summary of Types of ICs					Normal Professional Responsibilities[3]
							Intellectual Contributions	Professional Experience	Consulting	Professional Development	Other Professional Activities	
ZHAO Ying	Doctor of Philosophy 2001	09/07/2001	100	Yes			13	0	0	0	6	RES, ADM, UG, GR
ZHAO Yue	Doctor of Philosophy 2000	01/09/2003	50			Yes	0	0	0	0	0	NCR, UG, GR
ZHOU Rongrong	Doctor of Philosophy 2002	09/07/2001	100	Yes			12	0	0	0	19	RES, ADM, UG, GR
MGMT												
CHAO Man Chi	Doctor of Philosophy 2009	02/07/2009	100	Yes			36	1	0	0	0	RES, UG
CHATTOPADHYAY Prithviraj	Doctor of Philosophy 1996	03/07/2007	100	Yes			14	8	0	0	0	RES, ADM, UG, GR
CHOI Joon Nak	Doctor of Philosophy 2010	02/07/2011	100	Yes			25	1	0	0	0	RES, UG
DEKREY Steven John	Doctor of Philosophy 1982	31/01/1996	20			Yes	0	0	0	0	0	NCR
DORAN Christopher James Sawyer	Master of Business Admin 2007; Master of Engineering 1990; Master of Arts 2007	30/08/2010	80		Yes		0	0	0	0	0	NCR, ADM, UG, GR
FARH Larry Jiing-lih	Doctor of Philosophy 1983	17/06/1993	100	Yes			33	13	0	0	0	NCR, RES, ADM, UG, GR
FORSTER Paul Whitfield	Doctor of Philosophy 2000	06/09/2000	50	Yes			4	0	0	0	0	RES, GR, UG
GARG Shubham	Doctor of Philosophy 2011	01/09/2011	100	Yes			6	3	1	0	0	RES, UG
GEORGE Elizabeth	Doctor of Philosophy 1996	03/07/2007	100	Yes			12	11	0	0	0	NCR, RES, ADM, UG, GR
GONG Yaping	Doctor of Philosophy 2002	22/08/2002	100	Yes			37	16	0	0	0	NCR, RES, ADM, UG, GR
HE Jinyu	Doctor of Philosophy 2005	29/07/2005	100	Yes			11	4	0	0	0	RES, ADM, UG
HUANG Zhi	Doctor of Philosophy 2007	23/08/2007	100	Yes			6	0	0	0	0	RES, UG
LAU Jack	Doctor of Philosophy 1994	01/03/1991	20			Yes	0	0	0	0	0	ADM, GR
LEE Karen	Doctor of Business Administration 2008	02/07/2009	80	Yes			1	0	0	0	0	ADM, RES, UG, GR
LEVERMORE Roger John	Doctor of Philosophy 2002	16/07/2012	100	Yes			14	0	0	0	0	RES, ADM, GR
LI Jiatao	Doctor of Philosophy 1992	02/01/1997	100	Yes			131	15	0	0	2	NCR, RES, ADM, GR
LIAN Huiwen	Doctor of Philosophy 2011	03/10/2011	100	Yes			33	0	1	0	0	RES, UG
MIHOREAN Mark Andrew	Doctor of Philosophy 2007	03/07/2012	100		Yes		4	1	0	0	0	RES, ADM, UG
NASON Emily Mung-Lam	Doctor of Philosophy 2005	02/07/2005	100	Yes			2	2	0	0	0	RES, ADM, UG, GR
NASON Stephen William	Doctor of Philosophy 1994	06/07/1995	100		Yes		0	0	0	0	0	NCR, ADM, UG, GR
NG Ka Man	Doctor of Philosophy 2013	01/02/2013	50	Yes			15	0	0	0	0	RES, UG
STAM Wouter	Doctor of Philosophy 2008	01/08/2009	100	Yes			18	9	0	1	0	RES, ADM, UG, GR
SULLIVAN Bilian Ni	Doctor of Philosophy 2003	02/07/2003	100	Yes			14	2	0	0	0	NCR, RES, ADM, UG, GR
TAKEUCHI Riki	Doctor of Philosophy 2003	24/11/2003	100	Yes			34	43	0	0	0	RES, ADM, UG, GR

Name	Highest Qualification - Degree Earned && Year	Date of First Appointment to the School (DD/MM/YYYY)	Percentage of Time Dedicated to the School's Mission	Academically Qualified[2]	Professionally Qualified[2]	Other[2]	Summary of Types of ICs					Normal Professional Responsibilities[3]
							Intellectual Contributions	Professional Experience	Consulting	Professional Development	Other Professional Activities	
WANG Caroline Chia-ling	Master of Science 1977; Master of Arts 1976	29/10/2003	100		Yes		2	3	7	0	0	NCR, ADM, GR
WONG Ellick Kin Fai	Doctor of Philosophy 2000	03/07/2001	100	Yes			25	1	0	0	3	RES, ADM, UG, GR
WOON Eden Yi-teng	Doctor of Philosophy 1972	01/11/2010	20			Yes	0	0	0	0	0	ADM
WU Po Chi	Doctor of Philosophy 1972	01/09/2010	50			Yes	0	0	0	0	0	NCR, ADM, UG, GR
ZHU Jing	Doctor of Philosophy 2009	31/12/2009	100	Yes			12	2	0	0	0	RES, UG

1. Vitae of individual faculty members will be available for inspection during the visit.

2. Definitions of Academically Qualified (AQ) and Professionally Qualified (PQ) are summarized below:
   - A faculty member is considered AQ provided that s/he possesses a doctoral degree in a business field or the area in which the individual teaches, and has completed at least one quality publication over the past five years. All tenured faculty members are classified as AQ. A faculty member who possesses a master's degree in law and has completed at least one quality publication over the past five years is considered AQ to teach business law and legal environment of business.

   - A faculty member is considered PQ provided that s/he has a master’s degree or above in field related to teaching and has extensive professional experience relevant to the teaching assignment. The PQ faculty members have to engage in ongoing activities that sustain intellectual capital and preparation for teaching. These activities include, but are not limited to, advanced coursework, professional work in business, consulting, and corporate boards, continuing professional education, participation in professional associations or activities.

   - A faculty member is neither AQ nor PQ is classified as Other (O).

3. Normal Professional Responsibilities include:
   - UG for undergraduate teaching
   - GR for graduate teaching
   - UG/GR for teaching at both levels
   - ADM for administration of the School and University
   - RES for research
   - NCR for non-credit teaching
   - SER for service and outreach activities

Table 10-2

Calculations Relative to Deployment of Qualified Faculty

Name	QUALIFICATION (ACADEMIC-AQ, PROFESSIONAL-PQ, OTHER-O)	AQ FACULTY - % OF TIME DEVOTED TO MISSION	PQ FACULTY - % OF TIME DEVOTED TO MISSION	OTHER FACULTY - % OF TIME DEVOTED TO MISSION	QUALIFICATION RATIOS PER STD 10
ACCT					
CHEN Kevin Chien-Wen	AQ	100			
CHEN Peter Fusheng	AQ	100			
CHEN Tai-Yuan	AQ	100			
CHEW Chiat Thian	O			20	
HSIEH Chia-Chun	AQ	100			
HSU Charles Youyang	AQ	100			
HUANG Hao	AQ	100			
HUI Kai Wai	AQ	100			
HUNG Ming Yi	AQ	100			
KOH Ping Sheng	AQ	100			
KWAN Sabrina Yim Sheung	O			20	
LAI Tai Wai David	PQ		100		
LAM Kwan Nam	AQ	100			
LI Xi	AQ	100			
MAK Po Lung	PQ		100		
NOVOSELOV Kirill	AQ	100			
SHIEH Horngjon	PQ		100		
STICE Derrald Earl	AQ	100			
TANG Tedmond Lai Yin	O			100	
WANG Shiheng	AQ	100			
YOU Haifeng	AQ	100			
ZANG Yunzhi	AQ	100			
ZHANG Guochang	AQ	100			
ZHANG Mingshan	AQ	100			
ECON					
BALASUBRAMANIAN Sugata	O			50	
CHEN Songnian	AQ	100			
CHENG Leonard Kwok Hon	AQ	100			
COOK David Edward	AQ	100			
FONG Yuk Fai	AQ	100			
HUA Xinyu	AQ	100			
LAI Lun Cheung Edwin	AQ	100			
LEUNG Siu Fai	AQ	100			
LI Yao	AQ	100			
LIEN Yuan-Chuan	AQ	100			
LIM Woo Young	AQ	100			
LU Xun	AQ	100			
LU Yang	AQ	100			
LUI Francis Ting Ming	AQ	100			
PARK Albert Francis	AQ	50			
PISSARIDES Christoforos Antoniou	AQ	50			
RAO Milind Shankar	O			100	
SABOURIAN Hamid	AQ	100			
SIU Kam Wing	O			100	
VISARIA Sujata	AQ	100			
WANG Peng	AQ	100			
WANG Pengfei	AQ	100			

Name	QUALIFICATION (ACADEMIC-AQ, PROFESSIONAL-PQ, OTHER-O)	AQ FACULTY - % OF TIME DEVOTED TO MISSION	PQ FACULTY - % OF TIME DEVOTED TO MISSION	OTHER FACULTY - % OF TIME DEVOTED TO MISSION	QUALIFICATION RATIOS PER STD 10
WANG Susheng	AQ	100			
WANG Yong	AQ	100			
XIE Danyang	AQ	100			
XU Juanyi	AQ	100			
YU Yan	AQ	100			
ZHAO Xiaojian	AQ	100			
ZHOU Lingzhi	O			50	
ZHU Tao	AQ	100			
FINA					
BATTEN Jonathan Andrew	AQ	100			
CHAN Ka Lok	AQ	100			
CHOI Darwin	AQ	100			
DASGUPTA Sudipto	AQ	100			
DING Fei	AQ	100			
DU Du	AQ	100			
FRANKLIN Laurence Craig	O			80	
GOYAL Vidhan Krishan	AQ	100			
KING Roger	AQ	80			
LAFON-VINAIS Veronique J A	PQ		100		
LIANG Xin	AQ	100			
LIU Willy Ke-wei	O			20	
LIU Xiaolei	AQ	100			
LIU Xuewen	AQ	100			
MACKAY Peter Ian	AQ	100			
MUKHERJEE Abhiroop	AQ	100			
NG Angela Lai Ping	O			100	
NI Xiaoyan	AQ	100			
NIELSEN Kasper Meisner	AQ	100			
PENG Qian	AQ	100			
PI Lynn Kin Fan	PQ		100		
SAENYASIRI Ekkachai	AQ	100			
SEASHOLES Mark Shambaugh	AQ	100			
SEN Rik Santanu	AQ	100			
SOLNIK Bruno Henri	AQ	100			
WEI Kuo-chiang	AQ	100			
YEN Jerome	AQ	50			
YU Jialin	AQ	100			
ZALDOKAS Alminas	AQ	100			
ZHANG Chu	AQ	100			
ISOM					
CHEUNG Ki Ling	AQ	100			
CLARK Theodore Henry King	AQ	100			
DIAS Garvin Percy	PQ		100		
HA Albert Yiu Cheung	AQ	100			
HU Inchi	AQ	100			
HUI Kai Lung	AQ	100			
JAISINGH Jeevan	AQ	100			
JAMES Lancelot Fitzgerald	AQ	100			
KARHADE Prasanna Purushottam	AQ	100			
KIM Yongsuk	AQ	100			
KOH Tat Koon	AQ	100			

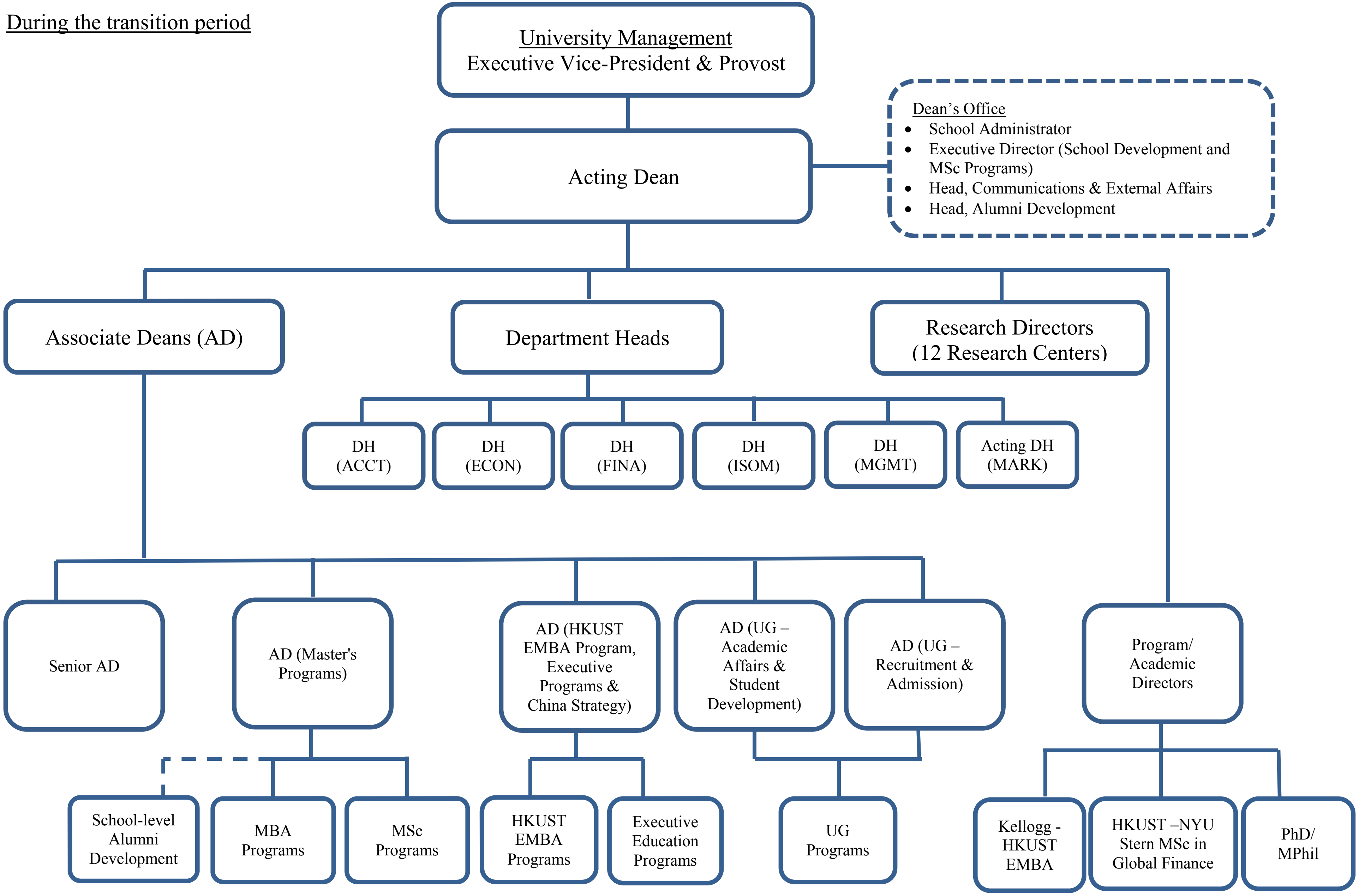
Name	QUALIFICATION (ACADEMIC-AQ, PROFESSIONAL-PQ, OTHER-O)	AQ FACULTY - % OF TIME DEVOTED TO MISSION	PQ FACULTY - % OF TIME DEVOTED TO MISSION	OTHER FACULTY - % OF TIME DEVOTED TO MISSION	QUALIFICATION RATIOS PER STD 10
KWOK Sai Ho	AQ	100			
LAU Ronald Siu Man	AQ	100			
LI Qing	AQ	100			
LI Yingying	AQ	100			
LO Albert Yee-lap	AQ	100			
NASIRY Javad	AQ	100			
NG Shu Ming	AQ	100			
SO Ka Pui	AQ	100			
TAM Kar Yan	AQ	100			
TEH Her Hock	O			100	
THONG Yeong Liang	AQ	100			
WAN Xuhu	AQ	100			
XU Hong	AQ	100			
XU Yan	AQ	100			
YU Man	AQ	100			
ZHANG Hongtao	AQ	100			
ZHANG Xiaojun	AQ	100			
ZHANG Xiaoquan	AQ	100			
ZHENG Rong	AQ	100			
ZHENG Shaohui	AQ	100			
ZHENG Xinghua	AQ	100			
MARK					
ADAVAL Rashmi	AQ	100			
DALTON Amy Nicole	AQ	100			
DUCLOS Rodolphe Thierry Gaetan	AQ	100			
GUO Liang	AQ	100			
HELSEN Kristiaan	AQ	100			
HONG Jiewen	AQ	100			
KIM Jun Beom	AQ	100			
MAN Rodney Leong	O			50	
MCEACHERN Ronald Stuart	O			50	
MUKHOPADHYAY Anirban	AQ	100			
MUTHUKRISHNAN Anaimalai V	AQ	100			
SALVACRUZ Joseph	O			100	
SENGUPTA Jaideep	AQ	100			
VAN DER LANS Radulfus Johannes Adrianus	AQ	100			
WANG Wenbo	AQ	100			
XIANG Yi	AQ	100			
ZHAO Ying	AQ	100			
ZHAO Yue	O			50	
ZHOU Rongrong	AQ	100			
MGMT					
CHAO Man Chi	AQ	100			
CHATTOPADHYAY Prithviraj	AQ	100			
CHOI Joon Nak	AQ	100			
DEKREY Steven John	O			20	
DORAN Christopher James Sawyer	PQ		80		
FARH Larry Jiing-lih	AQ	100			
FORSTER Paul Whitfield	AQ	50			
GARG Shubham	AQ	100			
GEORGE Elizabeth	AQ	100			

Name	**QUALIFICATION (ACADEMIC-AQ, PROFESSIONAL-PQ, OTHER-O)**	**AQ FACULTY - % OF TIME DEVOTED TO MISSION**	**PQ FACULTY - % OF TIME DEVOTED TO MISSION**	**OTHER FACULTY - % OF TIME DEVOTED TO MISSION**	**QUALIFICATION RATIOS PER STD 10**
GONG Yaping	AQ	100			
HE Jinyu	AQ	100			
HUANG Zhi	AQ	100			
LAU Jack	O			20	
LEE Karen	AQ	80			
LEVERMORE Roger John	AQ	100			
LI Jiatao	AQ	100			
LIAN Huiwen	AQ	100			
MIHOREAN Mark Andrew	PQ		100		
NASON Emily Mung-Lam	AQ	100			
NASON Stephen William	PQ		100		
NG Ka Man	AQ	50			
STAM Wouter	AQ	100			
SULLIVAN Bilian Ni	AQ	100			
TAKEUCHI Riki	AQ	100			
WANG Caroline Chia-ling	PQ		100		
WONG Ellick Kin Fai	AQ	100			
WOON Eden Yi-teng	O			20	
WU Po Chi	O			50	
ZHU Jing	AQ	100			
TOTAL FOR SCHOOL		13210	980	1100	AQ/(AQ+PQ+O) = 86.4% (>= 50%) (AQ+PQ)/(AQ+PQ+O) = 92.81% (>= 90%)

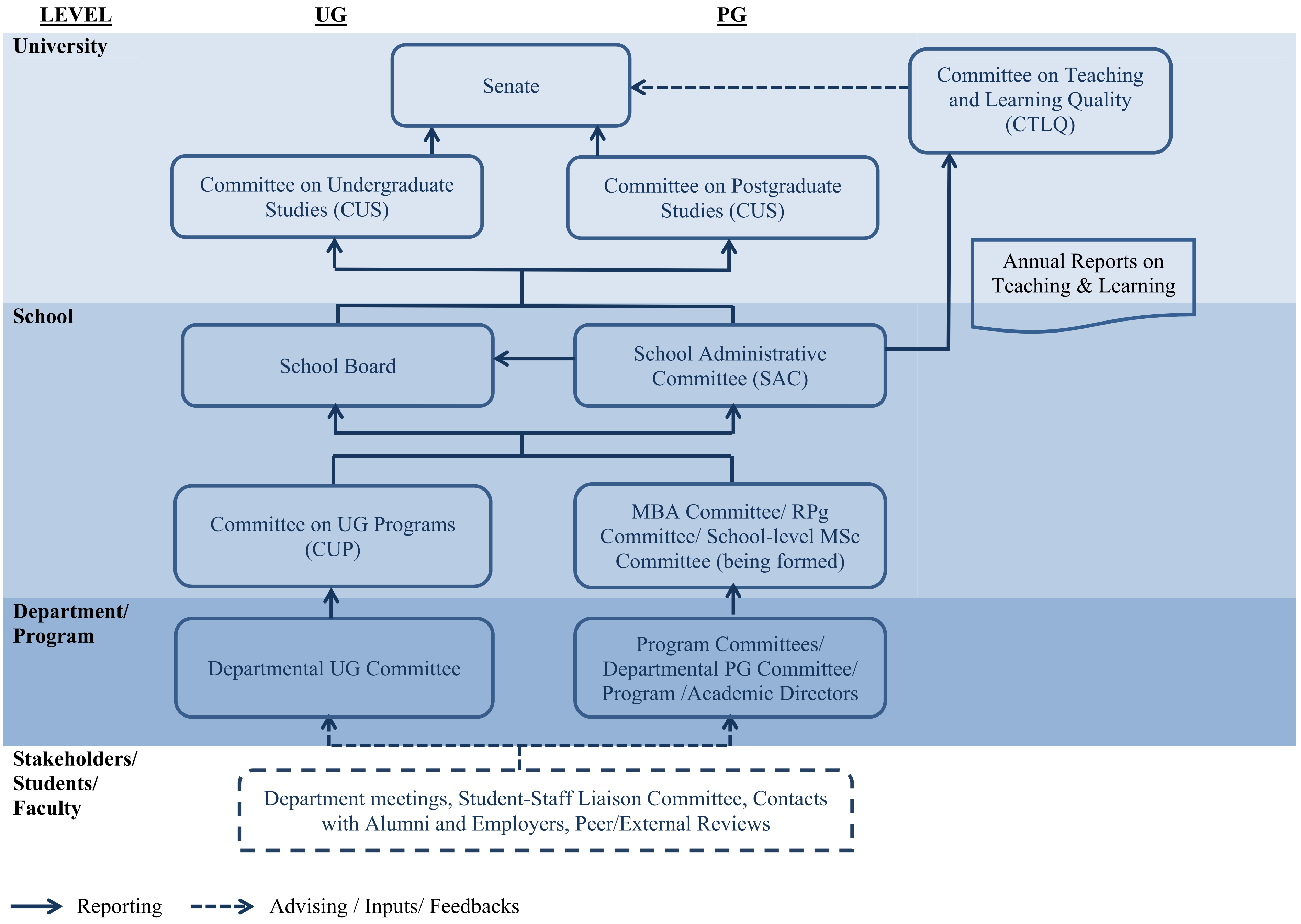
Appendices

Appendix 1 – HKUST Business School Organizational Chart

During the transition period



APPENDIX 2 – QA STRUCTURE



香港科技大學
HONG KONG
UNIVERSITY OF
SCIENCE &
TECHNOLOGY

School Annual Report on
Undergraduate and Taught Postgraduate Education
Academic Year 2012/2013

Source of the Report	
School	

Author Details	
Name	
Email	

School's Review of the Report

Has the annual report been considered by faculty members in a formal meeting at School level? Yes/No*

* If No, please briefly explain how the report was reviewed in the School:

____

____

Endorsed by: ____________________ ____________________
(Dean of School's Name) (Signature)

Date: ______________________________

Submission Timeline

Departments submit reports to Schools on or before Wednesday, October 30, 2013.

Schools submit reports to CTLQ on or before Monday, December 16, 2013.

Data Sets for Annual Reporting are available at http://qa.ust.hk/faculty_exercise.html

School Annual Report on Undergraduate and Taught Postgraduate Education

Part A: Quality Assurance of Education Programs

(The School may make reference to the quality assurance framework of the University: *The Quality Assurance of Teaching and Learning at HKUST* ava ilable at http://qa.ust.hk/qa_framework.html.)

A1. Follow-up Action Items from Last Year's Report

Copy the Action Items from Section B4 of last year's report, paste them below and provide a critical, evidence-based commentary on implementation of each item in the year under review.

Action Items	Implementation Comments
Enter the text here…	

A2. Annual Reports on Undergraduate and Taught Postgraduate Education

Have the Departments/Divisions and Programs under the School provided annual reports in line with Senate's policy and guidelines and School requirements? If not, provide reasons.

Enter the text here…

A3. Arrangements to Maintain and Improve Educational Quality

Have the Departments/Divisions and Programs under the School undertaken arrangements to maintain and improve educational quality? If not, provide reasons. Briefly summarise any particularly innovative and/or successful arrangements and whether these have been disseminated for wider consideration/adoption within the School.

Enter the text here…

A4. Implementation of Quality Assurance Framework

Briefly comment on the School's implementation of the QA system and related policies according to the University's framework. Include a critical commentary on the effectiveness of School committees or equivalent forums established to consider issues relating to teaching and learning that arise at School-level.

Enter the text here…

Part B: Teaching, Learning and Assessment

B1. Important Achievements

Describe the most important achievements of the School and Departments/Programs in teaching, learning and/or assessment over the reporting period.

Enter the text here…

B2. External Peer Review or Inputs

Give an account of external peer review exercises or external inputs over the reporting period, summarise the outcomes and indicate the actions taken by the Department/Division or Program and School in response to any recommendations.

Enter the text here…

B3. Review and Comment on Specified Items, Areas of Concern and Follow Up

Review and comment on specified items, as well as areas of concern raised by Department/Program Annual Reports and in School-level, discussion and follow-up.

Enter the text here…

B4. Future Plans

Based on the above review and discussion at the School level, what improvement actions and/or new initiatives are planned for the next reporting year? If there are any remaining actions from A1, indicate how these will be taken forward.

Enter the text here…

B5. Good Practice and Quality Enhancement

(i) Briefly describe good practices in teaching, learning and/or assessment which have had a particularly positive impact on the learning experience of students and/or the success of programs. Indicate how these good practices have been disseminated within the School, and evaluate their success.

Enter the text here…

(ii) Indicate how good practice from previous Annual Reports (see http://qa.ust.hk/faculty_exercise.html), if any, has been disseminated within the School, and evaluate its success.

Enter the text here…

B6. Data on the QA Website

Indicate (a) how the data on the QA website http://qa.ust.hk/faculty_exercise.html has been used in preparing the annual report and (b) any data that the School would find helpful that, currently, is not available centrally.

Enter the text here….

B7. Issues of Broad Institutional Interest *(if not yet reported in other items of this report)*

Indicate any areas of broad institutional interest, for further consideration by relevant University committees or individuals.

Enter the text here…

B8. Other Information and Comments *(such as statistical observations and special events and activities)*

Enter the text here….

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Departmental Annual Report on Undergraduate Education
Academic Year 2012/2013

Source of the Report	
Department	
School	

Author Details	
Name	
Email	

Departmental Review of the Report

Has the annual report been considered by faculty members in a formal meeting at Departmental level? Yes/No*

* If No, please briefly explain how the report was reviewed in the Department:

____

____

Endorsed by: ____________________________ ___________________________________
(Department Head's Name) (Signature)

Date: ____

Submission Timeline

Departments submit reports to Schools on or before Wednesday, October 30, 2013.

Schools submit reports to CTLQ on or before Monday, December 16, 2013.

Data Sets for Annual Reporting are available at http://qa.ust.hk/faculty_exercise.html

Departmental Annual Report on Undergraduate Education 2012/13

Part A: Quality Assurance of Undergraduate Education (1)

A1. Follow-up Action Items from Last Year's Report

Copy the Action Items from Section B6 of last year's report, paste them below and provide a critical, evidence-based commentary on implementation of each item in the year under review.

Action Items	Implementation Comments
Enter the text here…	

A2. Implementation of Quality Assurance Framework

Briefly comment on the department's implementation of the QA system and related policies according to the University's framework.

Enter the text here…

Part B: Teaching, Learning and Assessment(2)

B1. Stakeholder Feedback

Summarise the views and suggestions on the quality of teaching, courses and programs expressed by stakeholders, including students, faculty and external parties. Include the dates and main outcomes of Student-Staff Liaison Committee (SSLC) meetings that discussed Undergraduate courses/programs and indicate the actions taken/to be taken to address any concerns.

Enter the text here…

B2. Benchmarking

Briefly describe any benchmarking undertaken by the department in relation to teaching, learning and/or assessment and any actions taken/proposed as a result of benchmarking

Enter the text here…

B3. Review and Comment on Specified Items

(i) Intake Quality and Diversity

(Ref.: Enrolment 2012 and Trend of JUPAS Score extracted from the Undergraduate Admissions Statistics HKUST 2012-2013)

Describe the intake quality and diversity. List any programs that have identified concerns with the intake quality and/or diversity and the actions to be taken to address such concerns for the next intake. Summarise any differences in quality/diversity compared with the previous year.

Enter the text here…

(ii) Course Evaluation Results (Student Feedback Questionnaire)

(Reference: http://sfq.ust.hk/results)

Has the department reviewed the course evaluation results with instructors? Summarise the main outcomes of SFQs and the department's follow-up actions.

Enter the text here…

(iii) Exit Survey

(Reference: Results of Student Engagement and Satisfaction Questionnaire (SESQ) 2012-13)

Indicate how the department has made reference to the SESQ results (e.g. Section I. Academic Experience at HKUST) to maintain and improve educational quality.

Enter the text here…

B4. Review of Other Evidence Relevant to the Success of the Program

Summarise particularly successful aspects of specified programs and indicate the evidence of success. [*The relevant information would include data available at http://qa.ust.hk/faculty_exercise.html]*

Enter the text here…

B5. Data on the QA Website

Indicate (a) how the data on the QA website //qa.ust.hk/faculty_exercise.html has been used in preparing the annual report and (b) any data that the department would find helpful that, currently, is not available centrally.

Enter the text here…

B6. Planned Actions for the Future

Based on the above review, what improvement actions and/or new initiatives are planned for the next reporting year? If there are any remaining actions from A1, indicate how these will be taken forward.

Enter the text here…

B7. Program Development

List any difficulties for the development of programs, including resource constraints. Specify individual programmes where appropriate.

Enter the text here…

B8. Good Practice and Quality Enhancement

(iii) Briefly describe good practices in teaching, learning and/or assessment which have had a particularly positive impact on the learning experience of students and/or the success of the program.

Enter the text here…

(iv) Indicate how good practice from previous Annual Reports (see http://qa.ust.hk/faculty_exercise.html), if any, has been adopted by the program and evaluate its success.

Enter the text here…

B9. Other Information and Comments *(such as statistical observations and special events and activities)*

Enter the text here….

NOTES

1. In completing **Part A** departments may make reference to the quality assurance framework of the University: *The Quality Assurance of Teaching and Learning at HKUST* available at http://qa.ust.hk/qa_framework.html. The major requirements are:

   - The department has in place committees or equivalent forums to review: admissions and induction of students; academic programs, courses and the co-curriculum delivered by the department; mentoring and advising; and student assessment and academic progress.
   - The role of individuals and committees is clearly assigned within a system that is designed to maintain and improve the quality of teaching and learning.
   - These committees: provide for a range of views to be expressed; consider evidence relevant for evaluating performance; share good practice; determine an agenda for action; and to follow up on planned action. In particular:

     - The department has taken advantage of external peer review and input from employers, professional bodies and others to benchmark academic standards and the quality of educational provision and the preparation of graduates for employment or graduate studies.
     - There are regular opportunities for students/ student representatives to meet with faculty responsible for courses and programs and to freely express their views.

   - The relevant committees have met regularly and have documented their work.

2. In completing **Part B** departments may wish to consider the following checklist of areas of concerns but reports are NOT expected to cover all areas:

Areas of concern	
Admissions Recruitment and selection Admissions data and quality of admissions	Orientation and induction of students Orientation and induction activities for new students Advising and mentoring of new students
Development of the curriculum Development of program/course objectives and outcomes Significant changes made/planned for the curriculum Difficulties and issues in developing the curriculum	Development of the co-curriculum Significant changes made/planned for the co-curriculum Difficulties and issues in developing the co-curriculum
Teaching and learning Innovation in delivery of teaching and learning Support for professional development of faculty, instructors and teaching assistants Incentives and recognition for good performance	Learning environment Student advising and mentoring Facilities, including: laboratories, study space, classrooms Learning resources, including: Library, on-line resources Availability of elective courses requested by students Class size, access to faculty, student campus engagement
Assessment Review of assessment results, including graduation results Application of Senate policy for grading, plagiarism and academic integrity	Graduation and placement Graduate employment and further study

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Program Annual Report on Taught Postgraduate Education
Academic Year 2012/2013

Source of the Report	
Program / Associated Department (s)	
School	

Author Details	
Name	
Email	

Program/Departmental Review of the Report

Has the annual report been considered by faculty members in a formal meeting at Program level? Yes/No*

* If No, please briefly explain how the report was reviewed in the Program/Department:

____
_

____
_

Endorsed by: ____________________________ ____________________________________
(Program Director's Name) (Signature)

Date: ____

Submission Timeline

Program Directors submit reports to Schools on or before Wednesday, October 30, 2013.

Schools submit reports to CTLQ on or before Monday, December 16, 2013.

Data Sets for Annual Reporting are available at http://qa.ust.hk/faculty_exercise.html
One report should be completed for each TPG program conducted in the academic year

Program Annual Report on Taught Postgraduate Education

Part A: Quality Assurance of Taught Postgraduate Education(1)

A1. Follow-up Action Items from Last Year's Report

Copy the Action Items from Section B6 of last year's report, paste them below and provide a critical, evidence-based commentary on implementation of each item in the year under review.

Action Items	Implementation Comments
Enter the text here…	

A2. Implementation of Quality Assurance Framework

Briefly comment on the program's implementation of the QA system and related policies according to the University's framework.

Part B: Teaching, Learning and Assessment(2)

B1. Stakeholder Feedback

Summarise the views and suggestions on the quality of teaching, courses and the program expressed by stakeholders, including students, faculty and external parties. Include the dates and main outcomes of Student-Staff Liaison Committee (SSLC) meetings that discussed the program and its courses. Indicate the actions taken/to be taken to address any concerns.

B2. Benchmarking

Briefly describe any benchmarking undertaken by the program in relation to teaching, learning and/or assessment and any actions taken/proposed as a result of benchmarking.

B3. Review and Comment on Specified Items

(i) Intake Quality and Diversity

(Ref.: Statistical Information on PG Students 2012-2013)

Describe the intake quality and diversity. List any concerns with the intake quality and/or diversity and the actions to be taken to address such concerns for the next intake. Summarise any differences in quality/diversity compared with the previous year.

Enter the text here…

(ii) Course Evaluation Results (Student Feedback Questionnaire)

(Reference: http://sfq.ust.hk/results)

Have the course evaluation results been reviewed with instructors? Summarise the main outcomes of SFQs and the program's follow-up actions.

Enter the text here…

(iii) Exit Survey

(Reference: Results of TPg Exit Survey 2012-13)

Indicate how the program has made reference to the TPg Exit Survey to maintain and improve educational quality.

Enter the text here…

B4. Review of Other Evidence Relevant to the Success of the Program

Summarise particularly successful aspects of the program and indicate the evidence of success. [*The relevant information would include data available at http://qa.ust.hk/faculty_exercise.html]*

Enter the text here…

B5. Data on the QA Website

Indicate (a) how the data on the QA website //qa.ust.hk/faculty_exercise.html has been used in preparing the annual report and (b) any data that the program would find helpful that, currently, is not available centrally.

Enter the text here…

B6. Planned Actions for the Future

Based on the above review, what improvement actions and/or new initiatives are planned for the next reporting year? If there are any remaining actions from A1, indicate how these will be taken forward.

Enter the text here…

B7. Program Development

List any difficulties for the development of the program, including resource constraints.

Enter the text here…

B8. Good Practice and Quality Enhancement

(v) *Briefly describe good practices in teaching, learning and/or assessment which have had a particularly positive impact on the learning experience of students and/or the success of the program.*

Enter the text here…

(vi) *Indicate how good practice from previous Annual Reports (see http://qa.ust.hk/faculty_exercise.html), if any, has been adopted by the program and evaluate its success.*

Enter the text here…

B9. Other Information and Comments *(such as statistical observations and special events and activities)*

Enter the text here….

NOTES

1. In completing **Part A** program offices may make reference to the quality assurance framework of the University: *The Quality Assurance of Teaching and Learning at HKUST* available at http://qa.ust.hk/qa_framework.html. The major requirements are:

- The program has in place committees or equivalent forums to review: admissions and induction of students; academic programs, courses and the extra-curricular enrichment activities delivered by the program/associated department(s); mentoring and advising; and student assessment and academic progress.
- The role of individuals and committees is clearly assigned within a system that is designed to maintain and improve the quality of teaching and learning.
- These committees: provide for a range of views to be expressed; consider evidence relevant for evaluating performance; share good practice; determine an agenda for action; and to follow up on planned action. In particular:

    - The program has taken advantage of external input from employers, professional bodies and others to benchmark academic standards and the quality of educational provision and the preparation of graduates for career advancement or further studies.
    - There are regular opportunities for students/student representatives to meet with faculty responsible for courses and programs and to freely express their views.

- The relevant committees have met regularly and have documented their work.

2. In completing **Part B** program offices may wish to consider the following checklist of areas of concerns but reports are NOT expected to cover all areas:

Areas of concern	
Admissions Recruitment and selection Admissions data and quality of admissions	Orientation and induction of students Orientation and induction activities for new students Advising and mentoring of new students
Development of the curriculum Development of program/course objectives and outcomes Significant changes made/planned for the curriculum Difficulties and issues in developing the curriculum	Development of the extra-curricular enrichment activities Development of such activities Significant changes made/planned Difficulties and issues in developing them
Teaching and learning Innovation in delivery of teaching and learning Support for professional development of faculty, instructors and teaching assistants Incentives and recognition for good performance	Learning environment Student advising and mentoring Facilities, including: laboratories, study space, classrooms Learning resources, including: Library, on-line resources Availability of elective courses requested by students Class size, access to faculty, student campus engagement
Assessment Review of assessment results, including graduation results Application of Senate policy for grading, plagiarism and academic integrity	Graduation and placement Graduate employment and further study

APPENDIX 4 – TERMS OF REFERENCE AND MEMBERSHIP OF SCHOOL ADVISORY COUNCIL

HKUST Business School Advisory Council

The Advisory Council provides strategic advice and support to the Business School on its current issues and future developments. The Council consists of local and international business leaders from various professional industries and academic leaders from global business schools. Members are appointed on a two-year renewable term. The Council meets once in each academic year.

Certain members of the Council form a Board, which plays a steering role in the Council. The Board meets more frequently, possibly every quarter, to advise on specific development strategy issues and to assist the work of the Business School on these issues. It also advises on the composition and membership of the Council.

The terms of reference of the Advisory Council is as follow:

Terms of Reference

1. To advise the Dean and Senior Administration of the Business School in developing the School's strategic direction to achieve its vision and goals

2. To consider recommendations and offer advice on a broad range of issues relevant to the Business School's work, including research activities, program and curriculum development, academic standards and faculty development

3. To assist the Business School in developing and promoting effective interactions with the business community and exchange of ideas on local and global business trends and issues

4. To support collaborative initiatives and activities between the Business School and business sectors to strengthen the School's public engagement and to enhance the School's profile locally and globally

Member List of HKUST Business School Advisory Council (2013-2015)

Chairman:

1. Dr. FUNG Kwok Lun, William, SBS, OBE, JP, Group Chairman, Li & Fung Limited *

Members:

2. Ms. Umran BEBA, SVP & Chief Human Resources Officer, Pepsi-Cola International Ltd
3. Prof. Sally BLOUNT, Dean, Kellogg School of Management, Northwestern University
4. Mr. Louis McDaniel BOWEN, Chairman and Chief Executive Officer, Asia Capital Management Limited and China Advisors Limited *
5. Mr. CHEAH Cheng Hye, Chairman and Co-Chief Investment Officer, Value Partners Group Ltd
6. Mr. Philip CHEN, GBS, Managing Director, Hang Lung Properties
7. Mr. CHOW Man Yiu, Paul, SBS, JP, Chairman, Hong Kong Cyberport Management Company Limited
8. Mr. David L. CUNNINGHAM Jr., President, Asia Pacific Division, FedEx Express
9. Dr. FU Yuning, Chairman, China Merchants Group
10. Ms. Wendy GAN, Executive Director, Pacific Century Premium Developments Limited
11. Mr. HUNG Pi Cheng Benjamin, JP, Executive Director and Chief Executive Officer, Standard Chartered Bank (Hong Kong) Limited
12. Prof. Dipak C. JAIN, The INSEAD Chaired Professor of Marketing, INSEAD
13. Mr. Hans Michael JEBSEN, BBS, Chairman, Jebsen & Co. Ltd. *
14. Mr. Keith KERR, JP, Chairman, The Development Studio Ltd *
15. Dr. Jack LAU, Chairman, CEO and Director, Perception Digital Holdings Limited
16. Prof. Hau L. LEE, Thoma Professor of Operations, Information and Technology, Stanford Graduate School of Business

17. Mrs. Margaret LEUNG, SBS, JP, Former Vice-Chairman and Chief Executive, Hang Seng Bank

18. Mr. LIU Sing-Cheong, JP, Chairman, My Top Home (China) Holdings Limited *

19. Dr. Vincent H. S. LO, GBS, JP, Chairman, Shui On Holdings Limited

20. Mrs. Noelle LU, Executive Director, Greenhill Investments Ltd

21. Mr. Anthony NIGHTINGALE, Director, Jardine Matheson Holdings Ltd

22. Mr. Christopher Dale PRATT, CBE, Chairman, Swire Pacific Limited

23. Prof. Yingyi QIAN, Dean, School of Economics and Management, Tsinghua University

24. Mr. Sukanto TANOTO, Chairman, RGE Pte Ltd

25. Mr. James E. THOMPSON, GBS, Chairman, Crown Worldwide Holdings Ltd. *

26. Mr. Andy TUNG, Chief Executive Officer, Orient Overseas Container Line Ltd.

27. Dr. WONG Chi-Yun Allan, GBS, MBE, JP, Chairman and Group Chief Executive Officer, VTech Holdings Limited

28. Dr. Rosanna WONG Yick-ming, DBE, JP, Executive Director, The Hong Kong Federation of Youth Groups

29. Mr. WOO Chun Kuen Douglas, Managing Director, Wheelock Properties (HK) Ltd

30. Mr. Thomas Jefferson WU, Managing Director, Hopewell Holdings Limited

31. Mr. YUEN Kwok Hang Arthur, JP, Deputy Chief Executive, Hong Kong Monetary Authority

32. Mrs. Betty YUEN SO Siu Mai, Vice Chairman, CLP Power Hong Kong Ltd.

33. Mr. Shengman ZHANG, Chairman, Asia Pacific, Citi

* Board Member of the Council

Appendix 5 – HKUST Graduate Attributes

ABC LIVE – Attributes of HKUST Graduates

A **Academic excellence**
An in-depth grasp of at least one area of specialist or professional study, based on a forward-looking and inquiry-driven curriculum

B **Broad-based education**
Intellectual breadth, flexibility, and curiosity, including an understanding of the role of rational, balanced inquiry and discussion, and a grasp of basic values across the disciplines of science, social science, engineering and the humanities

C **Competencies and capacity building**
High-end, transferable competencies, including analytical, critical, quantitative and communications skills

L **Leadership and teamwork**
A capacity for leadership and teamwork, including the ability to motivate others, to be responsible and reliable, and to give and take direction and constructive criticism

I **International outlook**
An international outlook, and an appreciation of cultural diversity

V **Vision and an orientation to the future**
Adaptability and flexibility, a passion for learning, and the ability to develop clear, forward-looking goals, and self-direction and self-discipline

E **Ethical standards and compassion**
Respect for others, high standards of integrity, compassion, and a readiness to contribute to the community

APPENDIX 6 – MAJOR RESEARCH AWARDS

Selected research awards earned by faculty members between 2008/09 – 2012/13

Prof Melody Chao, Department of Management, received the Early Career Award by International Academic of Intercultural Research, and the Michael Harris Bond Award for Early Research Contributions by Asian Association of Social Psychology in 2013.

Prof Leonard Cheng, Department of Economics, received the 2008 "Zhang Pei Gang Development Economics Outstanding Achievements Prize" and the 2008 "Sun Yefang Economic Science Prize".

Prof Larry Farh and Prof Yaping Gong from Department of Management received the 2013 Citation of Excellence Award from Emerald Management Reviews.

Prof Vidhan Goyal, Department of Finance, received the Best Paper in International Finance Award at the FMA in 2009 and the Best Paper Award at 2012 NTU International Conference on Finance, Taipei.

Prof Albert Ha, Department of Information Systems, Business Statistics & Operations Management, was honored the Associate Editor Distinguished Service Award, by *Management Science* in 2009.

Prof Zhi Huang, Department of Management, received the Best Paper Award in *Human Relations* in 2008.

Prof Jun Kim, Department of Marketing, received the Frank M. Bass Dissertation Paper Award from the Institute for Operations Research and the Management Sciences in 2012.

Prof JT Li, Department of Management, won the IM Division Fundação Dom Cabral Best Paper in Strategy / IB Theory from the Academy of Management, and the Best Paper Award in strategic management at the 8th Asia Academy of Management Conference in Seoul in 2012.

Prof Anirban Mukhopadhyay, Department of Marketing, was honored with the Early Career Award from the Society for Consumer Psychology in 2011.

Prof Kasper Meisner Nielsen, Department of Finance, received the European Financial Management, Best Paper Award in 2011.

Prof Jaideep Sengupta, Department of Marketing, received the Outstanding Reviewer Award by *Journal of Consumer Research* (2009-10), and the Best Ten Reviewers, *Journal of Consumer Psychology* (2008-09; 2009-10).

Prof Wouter Stam, Department of Management, received the Karen Legge Prize 2012 by *Journal of Management Studies*, the 2012 Citation of Excellence Award by Emerald Management Reviews, and the Outstanding Reviewer Award by *Academy of Management Journal* in 2011.

Prof Riki Takeuchi, Department of Management, received the best paper award for the HR track at 8th Asia Academy of Management Conference, and the Allan N. Nash Award for Distinguished Doctoral Graduate from University of Maryland in 2012. He also won the Distinguished Early Career Contributions Awards by the Social for Industrial and Organizational Psychology (SIOP) in 2010, and the IM Division Samsung Best Paper Award at the annual meeting of Academy of Management and "HR Leadership Award" from the World HRD Congress in 2009.

Prof James Thong, Department of Information Systems, Business Statistics & Operations Management, won the Information Systems Research's (ISR) "ISR Best Associate Editor Award" for 2011.

Prof John Wei, Department of Finance, won the best paper award from FMA in Investments and the best paper award from The China Chinese Finance Association in 2009.

Prof Michael Zhang, Department of Information Systems, Business Statistics & Operations Management, received the Best Paper Award in *Journal of Interactive Marketing* for 2008. He also won the Best Paper Award at the Summer China Workshop on Information Management (CSWIM2010) in Shanghai in 2010.

Prof Jing Zhu, Department of Management, received the Scholarly Achievement Award for 2011 from the Academy of Management (HR division).

APPENDIX 7 - STUDENT AND GRADUATE DATA

UG

Student/ Graduate Info										
	2008/09		**2009/10**		**2010/11**		**2011/12**		**2012/13**	
	3-Year		**3-Year**		**3-Year**		**3-Year**		**3-Year**	**4-Year**
	BBA	**BSc**	**BBA**	**BSc**	**BBA**	**BSc**	**BBA**	**BSc**	**BBA**	**BSc**	**School-based**
No. of Student Enrollment	683	73	684	42	664	74	707	81	697	72	668
% of Non-local Students	12.73%	19.17%	11.69%	21.42%	12.5%	17.56%	12.58%	19.75%	15.2%	20.83%	11.52%
No. of Graduates	672	69	650	57	604	65	639	50	616	74	n/a
Mean Annual Salary After Graduation (US$)	20,426		22,961		25,765		25,154		n/a		n/a

JUPAS Admission Mean Score (3Y programs): 60% HKALE (UE+ best 2.5 AL subjects) + 40% HKCEE (Chi, Eng, Math + best 4 other subjects) (Full score = 100)

	2008/09 (FYFD Quota: 677)	**2009/10 (FYFD Quota: 686)**	**2010/11 (FYFD Quota: 686)**	**2011/12 (FYFD Quota: 686)**	**2012/13 (FYFD Quota: 710)**
IS	61.45	NA	NA	NA	NA
BBA	67.85	71.59	65.86	67.61	64.27
ACCT	76.18	78.22	73.6	72.77	71.52
ECOF	82.3	82.97	77.77	78.89	77.95
QFIN	86.67	86.81	84.58	82.43	83.41
GBUS	93.08	91.25	91.11	88.39	89.68

JUPAS Admission Mean Score (4Y program): 4 core subjects + best 2 electives (Full score = 42)

2012/13 (FYFD Quota: 715) – School-based	29.01

MBA

Student/ Graduate Info															
	2008/09			2009/10			2010/11			2011/12			2012/13		
	FT	PT (HK)	PT (SZ)	FT	PT (HK)	PT (SZ)	FT	PT (HK)	PT (SZ)	FT	PT (HK)	PT (SZ)	FT	PT (HK)	PT (SZ)
No. of Student Enrollment	91	124	54	113	115	58	115	130	64	99	106	83	109	96	49
% of Non-local Students	88	24	19	92	29	21	93	33	22	93	41	17	98	48	14
Average Year of Work	6	8	10	5	8	9	6	8	10	6	8	9	6	8	9
Avg Pre-MBA Salary (US$)	52,436	61,663	43,760	55,066	66,452	49,859	55,179	63,435	42,293	56,383	73,102	51,118	60,933	74,462	44,073
GMAT Median	640	590	530	650	590	550	650	590	610	660	600	600	680	600	600
No. of Graduates	74	123	51	88	124	44	111	102	53	119	137	60	94	111	72
Annual Salary After Graduation (US$)	78,307	n/a	n/a	60,411	n/a	n/a	70,302	n/a	n/a	82,850	n/a	n/a	81,670	n/a	n/a

HKUST EMBA

Student/ Graduate Info					
	2008/09	2009/10	2010/11	2011/12	2012/13
No. of Student Enrollment	n/a	53	55	60	64
% of Non-local Students	n/a	76	82	93	89
Average Year of Work	n/a	18	18	18	19
No. of Graduates	n/a	n/a	49	53	50

Kellogg-HKUST EMBA

Student/ Graduate Info					
	2008/09	2009/10	2010/11	2011/12	2012/13
No. of Student Enrollment	60	60	57	60	50
% of Non-local Students	86	90	89	82	86
Average Year of Work	15	14	15	15	14
No. of Graduates	59	58	56	59	50
Annual Salary After Graduation (US$)	303,457	317,900	290,064	261,449	376,127

MSc ECON

Student/ Graduate Info					
	2008/09	**2009/10**	**2010/11**	**2011/12**	**2012/13**
No. of Student Enrollment	46	49	49	58	73
%e of Non-local Students	78	90	92	95	96
GMAT Average	651	674	677	688	696
No. of Graduates	44	44	52	58	71

MSc FA

Student/ Graduate Info					
	2008/09	**2009/10**	**2010/11**	**2011/12**	**2012/13**
No. of Student Enrollment	59	54	52	56	56
% of Non-local Students	2	4	4	7	14
No. of Graduates	26	52	58	49	36

MSc IM

Student/ Graduate Info					
	2008/09	**2009/10**	**2010/11**	**2011/12**	**2012/13**
No. of Student Enrollment	51	51	50	54	60
% of Non-local Students	0	0	10	6	8
No. of Graduates	75	91	58	60	68

MSc ISM

Student/ Graduate Info					
	2008/09	**2009/10**	**2010/11**	**2011/12**	**2012/13**
No. of Student Enrollment	32	40	47	44	42
Average Year of Work	9	8	9	9	8
No. of Graduates	28	36	37	38	43
Annual Salary After Graduation (US$)	54,560	61,640	51,640	55,180	63,830

MSGF

Student/ Graduate Info					
	2008/09	**2009/10**	**2010/11**	**2011/12**	**2012/13**
No. of Student Enrollment	30	45	47	49	43
%of Non-local Students	43	49	62	63	42
Average Year of Work	8	8	10	10	9
No. of Graduates	29	44	43	45	n/a

MPhil/ PhD

Student/ Graduate Info										
	2008/09		**2009/10**		**2010/11**		**2011/12**		**2012/13**	
	MPhil	**PhD**	**MPhil**	**PhD**	**MPhil**	**PhD**	**MPhil**	**PhD**	**MPhil**	**PhD**
No. of Student Enrollment	0	23	0	21	4	16	7	21	4	24
% of Non-local Students	0	91%	0	90%	75%	100%	86%	95%	100%	96%
No. of Graduates	2	12	3	14	4	14	4	12	4	14
Annual Salary After Graduation (US$)	n/a	79,230	n/a	52,138	n/a	51,578	n/a	77,627	n/a	n/a

THE HONG KONG UNIVERSITY OF SCIENCE AND TECHNOLOGY
Academic Personnel Policy and Procedure Manual

ACADEMIC APPOINTMENT

Date:	19 Mar 2013	**Section:**	AP10.0
Supersedes:	1 Jul 2009	**Page:**	1 of 11

[This version dated 19 March 2013 supersedes the version dated 8 March 2013. In Section 2, revision has been made to reflect the elimination of the rank of Assistant Lecturer as confirmed by Human Resources Office's email on 18 March 2013.

Changes made in the previous version dated 8 March 2013:

- *In Section 2, revisions have been made to reflect the new salary range as approved by Council on 23 September 2011.*
- *In Section 6, a link to AP10.6 "Good Practices in the Recruitment of Faculty" has been added for reference.*
- *In Appendix IV, a note has been added to remind that a separate report on substantiation review should be attached as appropriate and a summary of statistics on the profile of candidates, if available, should be provided.*
- *The opportunity is taken to update the change of the title of VPAA(DP) to Provost effective in August 2010.]*

1. PREAMBLE

1.1 The best way to maintain as well as to raise the academic standing of the University is to recruit the best qualified academic staff. To achieve this, it is essential that we have University guidelines and procedures for academic appointments to be followed at every level involved. The criteria for initial appointment, the appointing authority, the appointment procedures, and the composition and functions of various committees are stated below. These guidelines and procedures shall be closely followed in the appointments of candidates to full-time positions that carry substantive status. Procedural guidelines for the appointments of short-term academic staff are stated in a separate paper (ref. AP11.0), with the basic principles as set out in this paper.

1.2 In this paper, the term department shall be understood to include the divisions of the School of Humanities and Social Science, and Department Heads shall include the Division Heads.

2. ACADEMIC TITLES

The *academic titles* endorsed by Senate on 9 October 1996 and approved by Council on 28 February 1997 and the starting salary endorsed by Council on 23 September 2011 are as follows [*as announced in Director of Human Resources' email of 26 September 2011 (Attachment 2 to AP09.0)*]:

Title	Starting Salary
Assistant Professor	$52,958
Associate Professor	$63,589
Professor	$77,851

For updated salary information, please refer to the following website:
https://www.ab.ust.hk/hro/AdminDoc/benefits/salary/salary.html#usss

3. CRITERIA

The following describe the minimum qualifications required for initial appointment to the different titles.

3.1 **Assistant Professor**. An Assistant Professor shall hold the highest earned degree (almost invariably a doctoral degree or equivalent) in his/her field of specialization. The appointee shall have demonstrated promise of a high level of creative ability in teaching and research in some subdivisions of his/her field.

3.2 **Associate Professor**. In addition to the qualifications of an Assistant Professor, the appointee shall have had extensive successful evidence of teaching and research. The appointee should have thoroughly documented scholarly production and professional achievement in teaching and research.

In general, for appointment at the Associate Professor(A)* level, the candidate should have demonstrated:

(a) the following achievements above and beyond those reached at the substantiation and promotion from Assistant Professor to Associate Professor(B) namely:

- teaching - achieved significantly in undergraduate and postgraduate education as measured by teaching proficiency and postgraduate student supervision;

- research - excelled in research as measured by the impact on the candidate's field of specialization; and
- service - contributed to University, professional and public service

AND

(b) the potential to achieve international recognition as a leading scholar for promotion to Professor in the next few years as measured by achievements in teaching and research against an established standard.

**Note: Effective from 1 July 2003, appointments at the Associate Professor(A) will no longer apply according to AP09.0 (dated 1 July 2003).*

3.3 **Professor**. In addition to having the qualifications of an Associate Professor, the appointee shall have demonstrated a high degree of proficiency in teaching and research, and have had significant contributions to and made an impact on his/her field of specialization, with an excellent national and international reputation as a leading scholar. Professorial candidates who are considered not qualified for appointment on a substantive basis shall not be appointed.

A supplemental guideline *(issued on 14 April 2000)* regarding the initial appointment of Professor is attached in Appendix V.

Appointments of candidates not holding a doctoral or equivalent degree shall only be considered under very exceptional circumstances.

4. APPOINTING AUTHORITY

4.1 The appointing authority for the different titles of academic appointments shall be:

Appointing Authority	*Academic Title*
President	Professor
Provost	Associate Professor
Dean	Assistant Professor

4.2 The appointing authority shall be the party that signs the official appointment letter. In his/her absence, the individual formally appointed to act for him/her shall do so.

4.3 When the position at one level is vacant, the appointing authority shall automatically move up one level. Under no circumstances shall the party making the appointment recommendation act also as the appointing authority.

5. APPOINTMENT PROCEDURES

5.1 Academic appointments shall be processed through committees formed at the departmental, school and university levels. These committees shall respectively be referred to as Search and Appointments Committee, School Committee, and University Committee in these guidelines and procedures.

5.2 The Search and Appointments Committee shall make recommendations to the Department Head for all titles of academic appointments. The Department Head, on receipt of recommendations from the Search and Appointments Committee, shall submit his/her own assessment of the candidates to the Dean, together with the recommendations of the Search and Appointments Committee.

5.3 The Dean shall forward the department's recommendations on all titles of academic appointments to the School Committee, which shall conduct reviews and report back to the Dean. The Dean, on receipt of recommendations from the School Committee, shall decide on Assistant Professor appointments. For appointments at Associate Professor or above, the Dean shall submit his/her own assessment of the candidates to the Provost, together with the recommendations of the Department Head, the Search and Appointments Committee and the School Committee.

5.4 The Provost shall forward recommendations of the department and the school on appointments at Associate Professor or above to the University Committee, which shall conduct reviews and report back to the Provost. The Provost, on receipt of recommendations from the University Committee, shall decide on appointments of Associate Professor. For professorial appointments, the Provost shall submit his/her own assessment of the candidates to the President, together with the recommendations of the Department Head, the Dean, the Search and Appointments Committee, the School Committee and the University Committee. The President shall decide on professorial appointments.

5.5 In considering the appointment of Professors, the suitability to grant substantiation to a professorial candidate should also be reviewed and determined at the initial appointment stage. Normally, a candidate who is considered not suitable for appointment on a substantive basis shall not be recommended for appointment.

5.6 The procedures for the appointment of different titles of academic staff are illustrated in the flow charts at Appendix I, II and III respectively.

6. SEARCH AND APPOINTMENTS COMMITTEE

Please also refer to AP10.6 “Good Practices in the Recruitment of Faculty” dated 8 March 2013.

6.1 General

Each department shall establish this as a *standing committee* for recruiting new faculty members and teaching staff for the department. In the circumstances where a required expertise for a particular search is needed, the Department Head can co-opt other members within or outside the department of relevant expertise to serve on the Committee *on an ad hoc basis* to give inputs on the search. This Committee is renamed from the previous “Departmental Search Committee” and the proposed “Faculty Search and Appointments Committee” to reflect the additional functions of recruiting teaching staff and reviewing re-appointments of non-tenure-track academic staff and teaching staff.

It will be responsible to “market” the department and to out-reach to potential candidates internationally and locally as necessary to fill the openings in the departments. All initial appointments of *academic and teaching staff* (definition in Appendix VI) shall go through this committee. Tenure-track appointments with substantiation (only applicable to appointments to the rank of Professor or Associate Professor) shall go through another review by the Substantiation and Promotion Committee as required by the University’s substantiation policy.

Teaching staff members who have been reviewed and recommended by the Search and Appointments Committee, and approved by the appropriate appointing authority for appointment or re-appointment are deemed to have been approved by the University to be eligible for conducting classroom teaching for a University credit-bearing course. Guidelines on the types of courses (such as introductory and/or service courses) that can be taught by teaching staff will be established later. Review guidelines, e.g. inputs from the client department/school, will also be established to review the re-appointments of teaching staff.

6.2 Composition

(a) Chair and members of the Committee shall be appointed by the Department Head in consultation with the Executive Committee.

(b) The Committee shall consist of at least three tenured or tenure-track faculty members of the Department.

(c) At least one member of the Committee shall be at the Professor rank.

(d) Other members within or outside the department may also be invited by the Department Head to serve on the Committee, *on an ad hoc basis* as deemed valuable and necessary, in consultation with the Executive Committee.

(e) The Department Head is excluded from the Committee.

(f) Members can participate in the search and review appointments of all ranks (even if he/she is of a rank lower than the title to which the candidate is being considered for appointment).

(g) Members will normally serve a staggered 2-year term.

6.3 Functions

(a) Conduct search as appropriate for all academic and teaching staff as requested by the Department Head when there is such opening in the Department.

(b) Review and shortlist applications.

(c) Solicit reference letters (if necessary).

(d) Conduct interviews.

(e) Seek inputs from faculty members of the departments and relevant members of the University as appropriate in the search and review process.

(f) Review and make recommendations on re-appointment (contract renewal), with or without a break in service, of non-tenure-track academic staff and teaching staff to the same or another rank/title.

(g) Submit recommendations to the Department Head.

[The recommendation report should outline:

- *the search process;*
- *the number of candidates considered and their qualifications;*
- *sources and extracts of reference letters;*
- *deliberations leading to the recommendation.*

A sample of the form for compiling the recommendation report is in Appendix IV of this paper.

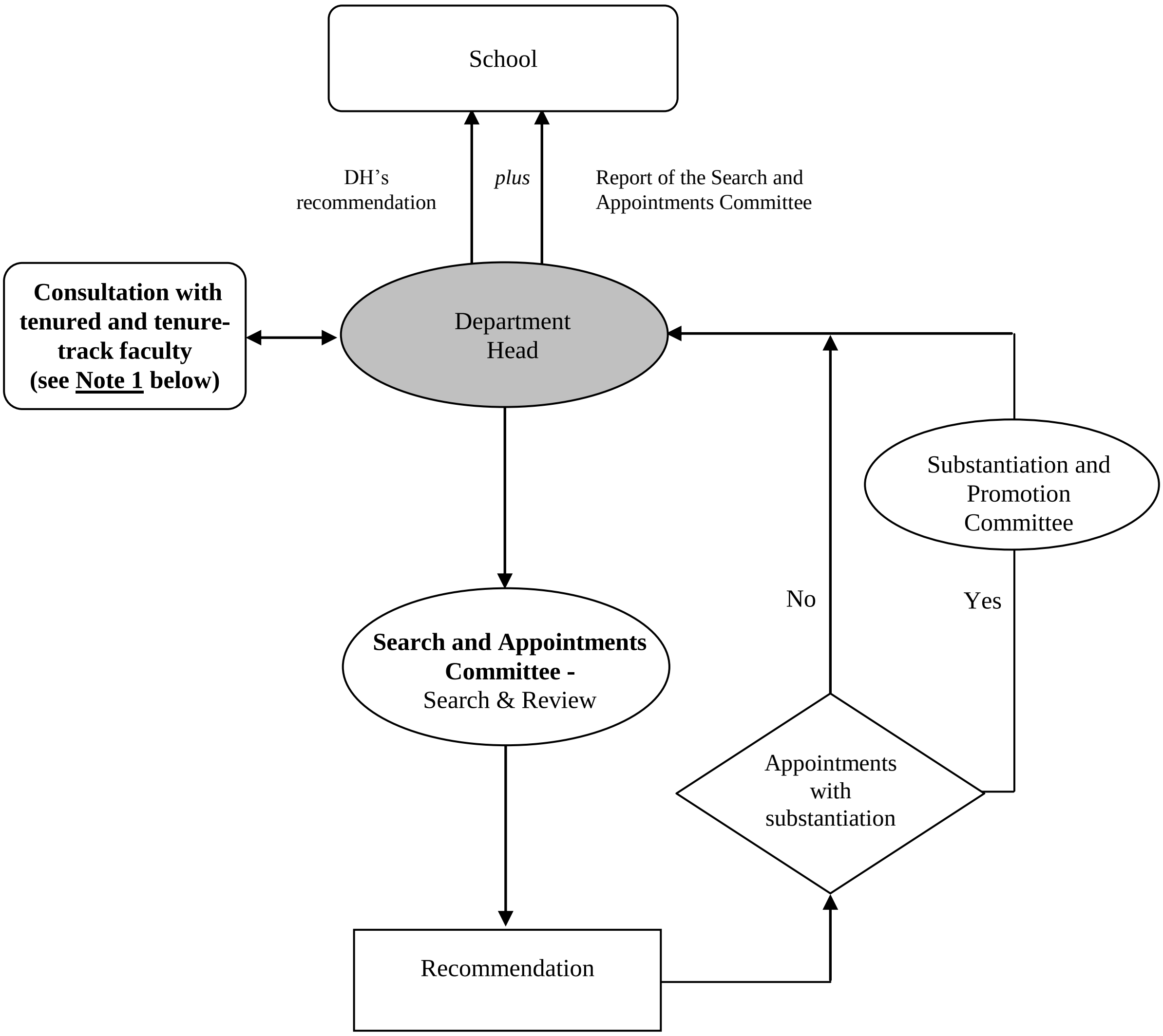
The appointment file should include:

- *a copy of the public advertisement for the position;*
- *curriculum vitae of the candidate;*
- *a minimum of three reference letters requested by the Committee from qualified individuals, whose names are supplied by the candidate, of a rank equal to or higher than the rank at which the appointment is to be made;*
- *additional letters solicited by the Committee at its discretion from persons or organisations whose names are not supplied by the candidate*;*
- *copies of requesting and soliciting letters by the Committee.*

* *The candidate should be consulted as to whether there are any persons or organisations which the Committee should not approach. Other than referees supplied by themselves, candidates should not as a rule have knowledge of the persons or organisations from whom the University is seeking references and opinion.]*

6.4 Review Process

With respect to the functions and composition of this committee as proposed above, the process on the search and appointment review is illustrated below. For the full detailed review process, references should be made to the flow charts at Appendix I, II and III respectively. A faculty consultation procedure shall be included in the review process. This consultation can be conducted through the platform of the *Full Faculty Meeting* in the Faculty Governance Framework or other means as deemed appropriate by the Department Head. Department Head may also delegate this task to the Search and Appointments Committee by requesting the Committee to consult tenured and tenure-track faculty in making the appointment recommendation, and to include in its recommendation report the outcome of the consultation.



Faculty consultation and inputs from other relevant departments

Note 1: Consultation with tenured and tenure-track faculty through the Full Faculty Meeting or other means as deemed appropriate by the department is *required* for *all* appointments of *academic* staff and re-appointments of *non-tenure-track academic* staff. The outcome of this faculty consultation shall be documented in the submission of the Department Head's recommendation together with the Committee's appointment report to the Dean.

Note 2: In joint appointments or appointments in/for interdisciplinary division/programs, inputs from other relevant departments shall be sought by the Department Head on the recommended appointments. The inputs received in this process shall be documented in the report submitted by the Department Head to the Dean.

7. SCHOOL COMMITTEE

7.1 General

The School Committee which advises the Dean on academic appointments shall normally be the School Appointments and Substantiation Committee as stipulated in the Substantiation Policy. Separate School Committees for appointments and substantiation may be formed at the consent of the Provost.

7.2 Composition

The Committee shall be appointed by the Dean and shall normally consist of three to six Professors from different departments of the School who are not heads of departments. One of the members shall be appointed as chairperson. Membership of the Committee shall be confirmed by the School Board, and members serve staggered two-year terms which are renewable. Members are appointed on individual merit and do not serve as official representatives of their respective departments.

7.3 Functions

(a) To conduct reviews and make recommendations on the appointment of all academic titles following receipt of recommendations from departments, the procedures for which shall include:

- (i) reviewing the appointment files of the recommended candidate including current curriculum vitae, reference letters, and documents on teaching and research proficiency, etc.;
- (ii) reviewing the recommendations from the Department Head and the Search and Appointments Committee;
- (iii) requesting additional information from the candidate and/or the Department Head where necessary;
- (iv) requesting presentation by the Department Head and/or the Chairperson of the Search and Appointments Committee where necessary;
- (v) reaching a recommendation on the suitability for appointment of the recommended candidate by a simple majority vote taken by secret ballot *[Members reviewing cases from their own department are not required to abstain from voting.]*; and
- (vi) submitting report to the Dean, through the Chairperson, which shall include the pros and cons of the Committee's deliberations, the voting

record and minority reports, if any, submitted by one or more member(s) of the Committee.

(b) To conduct search for Professors for departments in circumstances described in paragraph 6.2 (c)(i) above.

(c) To advise the Dean on practices related to academic appointments.

8. UNIVERSITY COMMITTEE

8.1 General

The University Committee which advises the Provost on academic appointments shall be the University Appointments and Substantiation Committee as stipulated in the Substantiation Policy.

8.2 Composition (*revision approved by Senate on 13 October 1998*)

The Committee shall consist of eight Professors with two from each School who are not Deans of schools. This composition is to broaden the information and expertise available from members for consideration by the Committee in deliberating cases. The Committee shall be appointed by the Provost in consultation with the President, with one of the members to be appointed as chairperson. Membership of the Committee shall be confirmed by the Senate, and members serve staggered two-year terms which are renewable. Members are appointed on individual merit and do not serve as official representatives of their respective schools. Normally, members appointed to this Committee shall not be a member of the School Committee.

8.3 Functions

(a) To conduct reviews and make recommendations on the appointment of Associate Professors and Professors following receipt of recommendations from schools, the procedures for which shall include:

(i) reviewing the appointment files of the recommended candidate including current curriculum vitae, reference letters, and documents on teaching and research proficiency, etc.;

(ii) reviewing the recommendations from the Dean, the School Committee, the Department Head, and the Search and Appointments Committee;

(iii) requesting additional information from the candidate, the Department Head, and/or the Dean where necessary;

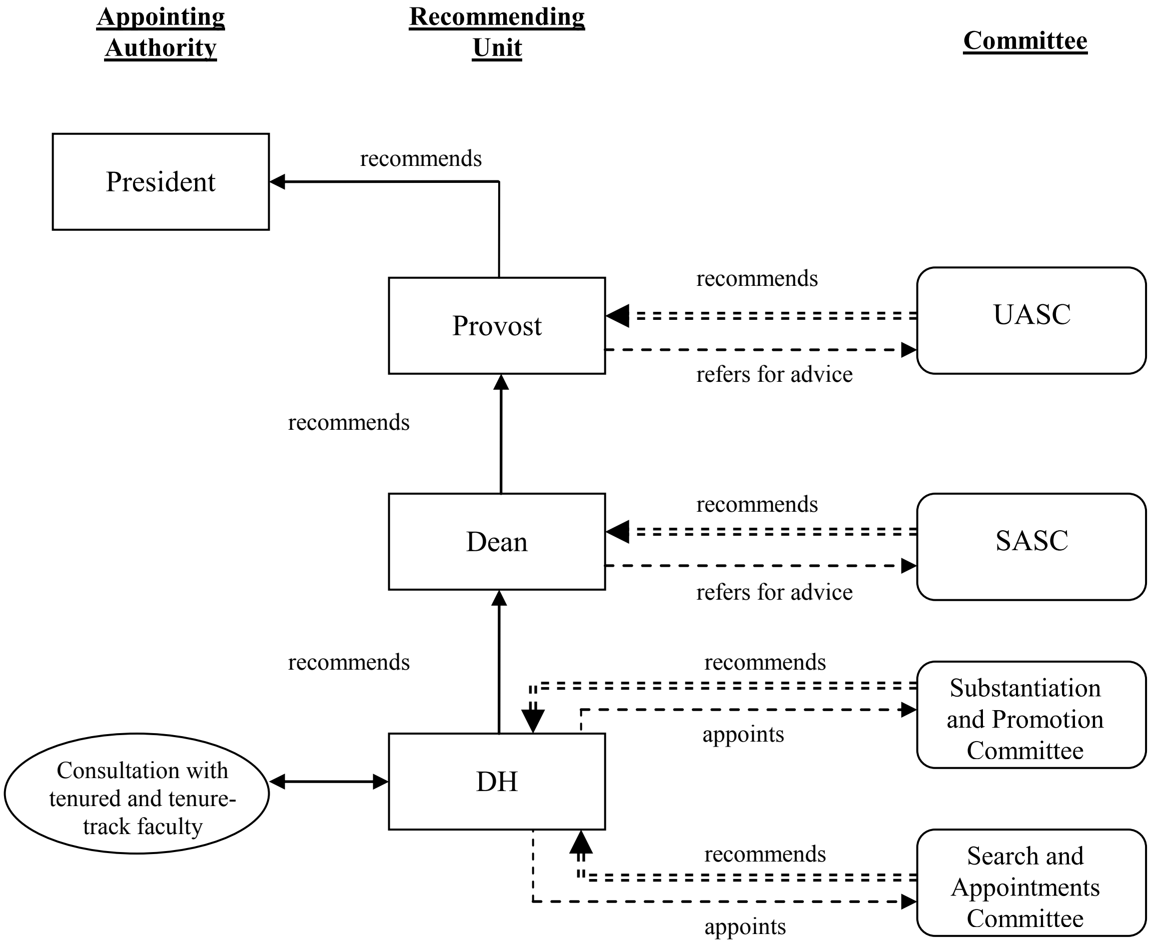
(iv) requesting presentation by the Department Head, the Dean, the Chairperson of the Search and Appointments Committee, and/or the Chairperson of the School Committee where necessary;

(v) reaching a recommendation on the suitability for appointment of the recommended candidate by a simple majority vote taken by secret ballot *[Members reviewing cases from their own department are not required to abstain from voting.]*;

(vi) submitting report to the Provost, through the Chairperson, which shall include the pros and cons of the Committee's deliberations, the voting record, and minority reports, if any, from one or more member(s) of the Committee.

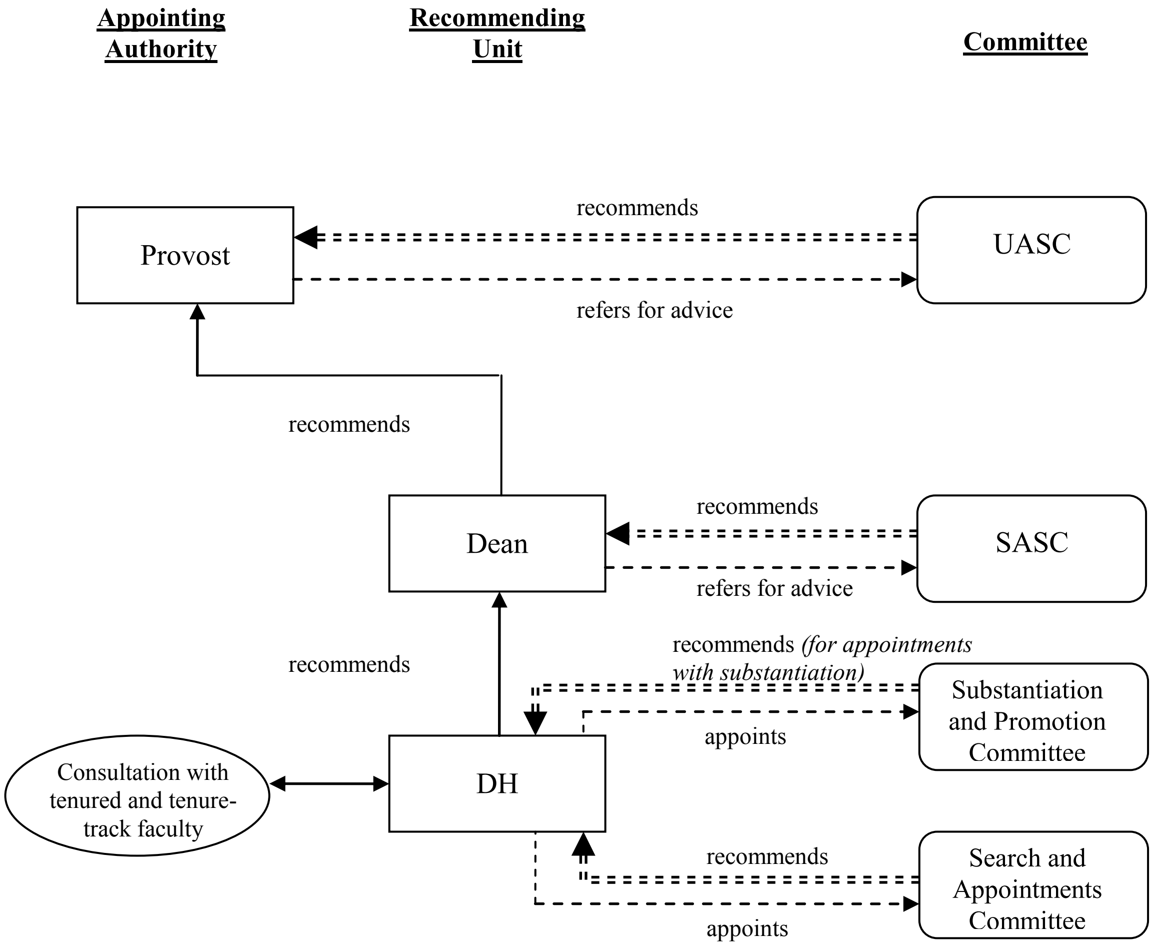
(b) To advise the Provost on practices related to academic appointments.

Appointment Procedures for Professors



Abbreviations
DH: Department Head
UASC: University Appointments and Substantiation Committee
SASC: School Appointments and Substantiation Committee

Appointment Procedures for Associate Professors



Abbreviations
DH: Department Head
UASC: University Appointments and Substantiation Committee
SASC: School Appointments and Substantiation Committee

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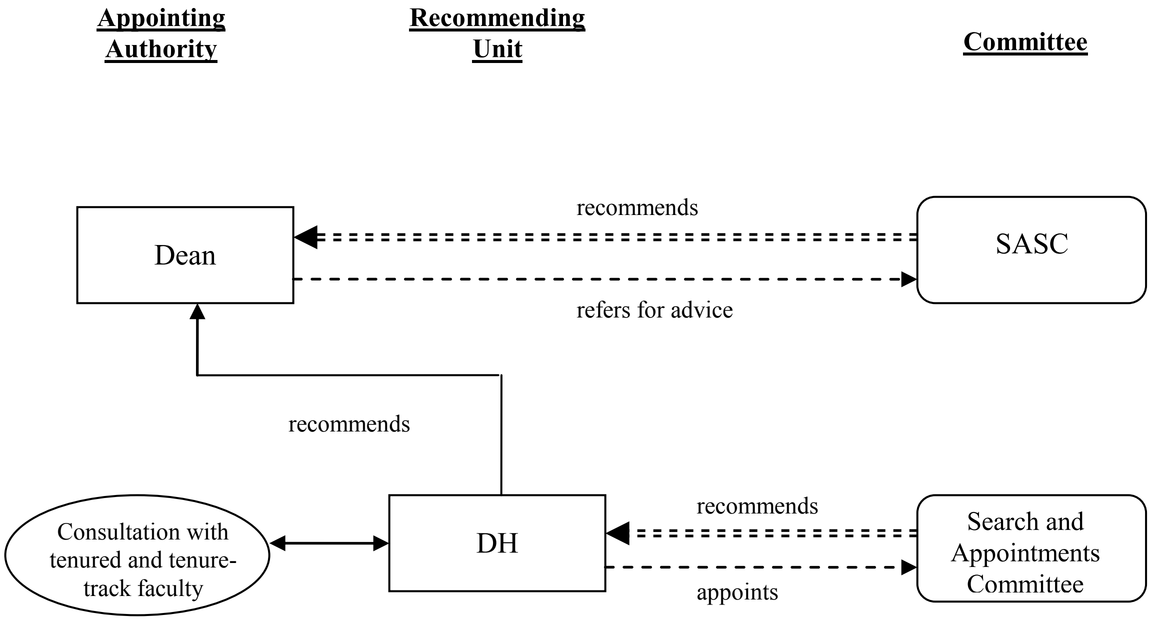
Appointment Procedures for Assistant Professors



Abbreviations
DH: Department Head
SASC: School Appointments and Substantiation Committee

ACADEMIC APPOINTMENT
Recommendation for Appointment

Date:	19 Mar 2013	**Section:**	Appendix IV to AP10.0
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[In this version dated 8 March 2013, a note has been added at the end of Part I to remind that a separate report on substantiation review should be attached as appropriate. A summary of statistics on the profile of candidates, if available, should be provided in Section 3 of Part I. Please refer to AP10.0 for details of the appointment procedures and AP10.6 for good practices in the recruitment of faculty.]

This recommendation report consists of **THREE** parts:

PART I : Review report of the Search and Appointments Committee
(To be completed and signed by members of the Search and Appointments Committee)

PART II : Recommendation of the Department Head
(To be completed and signed by the Department Head)

PART III : Approval/Recommendation of the Dean
(To be completed and signed by the Dean)

CHECKLIST OF SECTIONS TO BE FILLED AND DOCUMENTS TO BE ENCLOSED WITH THIS APPOINTMENT RECOMMENDATION REPORT

(Please check and put a tick against the item done.)

- ☐ All sections (1 - 11) in Part I of this Report have been filled by the Search and Appointments Committee
- ☐ All sections (1 - 6) in Part II of the Report have been filled by the Department Head
- ☐ All sections (1 - 6) in Part III of this Report have been filled by the Dean
- ☐ Original of the recommended candidate's application letter (if any) and curriculum vitae
- ☐ Copy(ies) of advertisement(s), if available (Part I, item 1)
- ☐ Evaluation report(s) of interviewer(s), if any (Part I, item 5(b))
- ☐ Copy of a sample of the soliciting letter of reference (Part I, item 6)
- ☐ Originals of all reference letters obtained (Part I, item 6)
- ☐ Minority report(s), if any, submitted by member(s) of Search and Appointments Committee (Part I, item 9)
- ☐ Review report of the School Committee (Part III, item 1)
- ☐ Minority report(s), if any, submitted by member(s) of School Committee (Part III, item 2)

For appointment at Assistant Professor, please forward the completed report to the Director of Human Resources together with the "Request for Appointment" form by hand.

For appointment at Associate Professor or above, please forward the completed report to the Provost.

THE HONG KONG UNIVERSITY OF SCIENCE AND TECHNOLOGY

Recommendation for Appointment

Recommended candidate :	
Title :	
Department :	

* Application letter (if any) and curriculum vitae of recommended candidate attached.

PART I: REVIEW REPORT OF THE SEARCH AND APPOINTMENTS COMMITTEE

(To be completed and signed by members of the Search and Appointments Committee)

1. **Advertisement** *(a listing of where the position was advertised or posted; sample text of an advertisement to be attached, if available)*

(a) Journal/Paper/Electronic Network :

☐ South China Morning Post
☐ Campus Review
☐ The Directory
☐ Electronic media
☐
☐
☐
☐

☐ The Chronicle of Higher Education
☐ The Times Higher Education Supplement
☐ University Affairs
☐
☐ *(Blank space for the more specific*
☐ *journals and other media used by the*
☐ *department.)*
☐

(b) Date printed/posted and deadline set :

2. **Composition of Search and Appointments Committee**

	Name	Position	Department
(a)			
(b)			
(c)			
(d)			
(e)			

3. (a) **No. of applications/nominations received** *(as of the date of this report or as of the deadline in the advertisement)*

Total : ________ Rejected : ________ On hold : ________
(under consideration)

(b) **A summary of statistics/data on profile of candidates (e.g. gender, ethnic origin, professional qualifications, and relevant personal background), if available** (*ref. Section 6.1 of AP10.6 and Item 2 of the Section on Documentation*)

4. **Semi-finalists selected**

	Name	Qualification	Present position/ current affiliation	Remarks *(Brief comments on each semi-finalist)*
(a)				
(b)				
(c)				
(d)				
(e)				

5. **Interview**

(a) Place, date(s), and interviewer(s)

	Date(s)	Interviewer(s)
☐ At HKUST	________________	__________________________
☐ Overseas (please specify place): _________________________________	________________	__________________________
☐ Telephone	________________	__________________________

(b) Evaluations from interviewers who are not members of the Search and Appointments Committee *(either to be summarised in the space below or attached as separate sheets to this report, if any)*

6. **References** *(A listing of all referees, including those not responding, from whom letters have been requested; a copy of a sample soliciting letter should be attached.)*

	Name	Rank	Institute	Reference letters
(a)				Attached/ Did not respond*
(b)				Attached/ Did not respond*
(c)				Attached/ Did not respond*
(d)				Attached/ Did not respond*
(e)				Attached/ Did not respond*

* *delete as appropriate*

7. **Summary of recommendation** *(include crucial comments from references obtained and evaluations of the candidate at interviews)*

8. **Voting record**

☐ Unanimous recommendation for the appointment

☐ Non-unanimous votes

For : ____________ Against : ______________ Abstained : _____________

9. **Minority report**

☐ A signed minority report is attached.

☐ There is no minority report involved.

10. **Other remarks** *(if any)*

11. **Signature by Members of the Search and Appointments Committee**

Signature: ______________________ Signature: ______________________
(, Chairman) ( )

Title: ______________________ Title: ______________________

Date: ______________________ Date: ______________________

Signature: ______________________ Signature: ______________________
( ) ( )

Title: ______________________ Title: ______________________

Date: ______________________ Date: ______________________

Signature: ______________________ Signature: ______________________
( ) ( )

Title: ______________________ Title: ______________________

Date: ______________________ Date: ______________________

<u>NOTE</u>: For appointment with substantiation, a separate recommendation report by the Departmental Substantiation and Promotion Committee should be attached.

PART II: RECOMMENDATION OF THE DEPARTMENT HEAD

1. **Details of post**

   (a) Research area of the position to be recruited *(according to the Academic Plan of the Department)* ____________________

   (b) Planned number of faculty in the above research area at steady-state ____________________

   (c) Number of faculty already on board or appointed in the above research area ____________________

2. **Comments** *(include statements of justification for the appointment, and recommendation for substantiability for professorial appointment)*

3. **Recommendation and justifications on salary**

4. **Proposed appointment period**

5. **Establishment**

   ☐ Using faculty salary budget of the Department

   ☐ Others *(such as % for joint appointment, funding from other department or school, etc.)*:

   ____

6. **Signature** ____________________ **Title** Head, Department of ______________ **Date** __________
   (   )

PART III: APPROVAL/RECOMMENDATION OF THE DEAN

1. **School Committee's recommendation** *(attach signed review report of the School Committee, and its recommendation on substantiability for professorial appointments)*

2. **Minority report**

   ☐ A signed minority report is attached.

   ☐ There is no minority report involved.

3. **Comments** *(include statements of justification for the appointment and recommendation for substantiability for professorial appointment)*

4. **Approval/Recommendation**

   ☐ I approve/recommend* the appointment

   ☐ I do not approve/recommend* the appointment

   ** delete as appropriate (Note : Dean is the approving authority for Assistant Professor appointments. For other ranks, the Dean is the recommending party.)*

5. **Salary and justification**

6. **Signature** ____________________ **Title** Dean of ____________ **Date** __________
   ( )

* * * * * * * * * *

END

ACADEMIC APPOINTMENT
(Supplemental guideline on the Initial Appointment of Professor)

Date:	19 Mar 2013	**Section**	Appendix V to AP10.0
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[This version dated 8 March 2013 supersedes the previous version of 1 July 2009. The note in item (2) is deleted and the arrangement is no longer applicable. Item (3) is also revised to reflect that Council has delegated the approving authority to the President for all cases of substantiation of appointment for Professors, including substantiation after initial appointment.]

This paper delineates a supplemental guideline on the initial appointment of Professor, currently in practice at the University.

(1) Candidates to be appointed **Professors** will normally be offered **substantive** employment on **superannuation terms** on **initial appointment**. This is based on the criteria in our current Appointment Policy (section 3.3 of AP10.0), which states that professorial candidates who are considered not qualified for appointment on a substantive basis shall not be appointed.

According to this policy, all professorial candidates will go through a substantiation review at the time of initial appointment. It is only with a positive outcome of this substantiation review that professorial candidate can be appointed to the title of Professor. Thus, at initial appointment, the substantiability of all professorial candidates should have been ascertained and they will therefore be eligible to be appointed on the substantive superannuation terms.

(2) **Only** if the **candidate requests it**, through the relevant Department Head recruiting the candidate, an initial appointment for Professor can be made on the regular **three-year contract basis**.

(3) If the candidate is offered the three-year contract, the positive substantiation review outcome reached at the time of the initial appointment will be considered **valid** within the **first two years** of the contract. During this first two years, the Professor can request to change his terms of appointment to the substantive superannuation terms. This switch is **not automatic** and has to go through an internal review process by the relevant Department Head, the Dean, and the Provost, and approval by the President. However, there is no need to go through the committee review and the letter seeking process, which has been conducted at the initial appointment stage.

(4) From experience, it is only under very rare circumstances that Professors are not granted the substantiation in the process of (3) above. However, if long-term job status is a major factor in the consideration of an appointment, professorial candidates should consider accepting the normal offer of substantive superannuation terms of employment on initial appointment.

ACADEMIC APPOINTMENT
(Definition of Academic and Teaching Staff)

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[The section is superseded in light of the new Teaching Track Faculty endorsed by Senate on 17 April 2012 and approved by Council on 18 June 2012 (ref. AP19.0).]

[The proposal in the Senate paper (SN111/17/2012) on "Appointment of Teaching Track Faculty" endorsed by Senate on 17 April 2012 is transcribed in this manual as AP19.0. The University Council also approved the "Establishment of Teaching-Track Faculty Positions"on 18 June 2012.]

Appointment of Teaching Track Faculty

BACKGROUND

1. To accommodate teaching needs, academic units make appointments to a range of grades including: Assistant Instructors, Instructors and Senior Instructors, Instructional Assistants, Teaching Associates, Visiting Assistant Professor and Visiting Scholars. Concurrent titles such as Adjunct Professor, Adjunct Associate Professor or Adjunct Assistant Professor have also been adopted for full-time teaching staff.

PROPOSAL

2. Appointment using ranks/titles established for different purposes is less than desirable. It is therefore proposed that alongside the currently established teaching-support ranks of Instructional Assistant and Teaching Associate, the ranks of **Lecturer I and Lecturer II** and **Senior Lecturer** be introduced as teaching-track faculty positions. Establishing a well defined teaching-track faculty grade is intended to:

- Formally recognize the role of teaching-track faculty for the University's teaching and learning mission
- Provide the colleagues concerned with a clear career path
- Enable full participation in the work of the University
- Encourage relevant professional development

3. To achieve these objectives, guideline criteria for appointment and re-appointment as well as expectations for performance will be set out. The proposed guideline

criteria are sufficiently broad to include the role of faculty as advisors and mentors in and out-of-class activities (see Attachment 1).

4. To ensure that the evaluation and appointments process is fair and transparent, academic departments/divisions (and the Schools/IPO if necessary) will be asked to establish Teaching Faculty Appointments Committees to make recommendations for the appointment and re-appointment of Lecturers/Senior Lecturers. The membership of these Committees could include both regular faculty members and teaching-track faculty members. The Committees will make a recommendation to the Department/Division Head, who will in turn make a recommendation to the relevant Dean, or to the Dean or Director of IPO where the appointments are at the School/IPO level. The Dean would be the approving authority for Lecturers and Senior Lecturers.

Terms and conditions of appointment

5. The terms and conditions of appointment for HKUST staff are determined by the University Council. For the information of members, Attachment 2 sets out proposed terms and conditions that the Council will be asked to consider, if the Senate gives its endorsement to the establishment of the new grades. For completeness, information on the terms and conditions of appointment for Instructional Assistants and Teaching associates is also provided.

Transitional arrangement of existing teaching staff

6. While there will be a need to respect the terms and conditions of service and titles of existing staff over a period of transition, it is intended that with the establishment of the new teaching-faculty grade, the use of **visiting assistant/associate professor** titles would be limited to appointments of **two years or less** with no reappointment envisioned and **adjunct professor** titles would be limited to **part-time** appointments.

7. This will be necessary to ensure that the grades of Lecturer and Senior Lecturer are fully embedded as appropriate academic titles respected by the HKUST community, and that the role and position of genuine visitors and adjuncts is recognized.

Professorial titles

8. Given the phasing out of the use of adjunct or visiting titles for full-time teaching track faculty, a number of experienced, valued teaching-track faculty have indicated a strong preference for the establishment of a professorial titles for eligible faculty. It is proposed that the following titles are established:

> Assistant or Associate Professor of Business Education/Engineering Education/ Science Education/Humanities Education/Social Science Education

9. These titles would be granted only under the following conditions:

- The titles would be available only for teaching-track faculty appointed on the Lecturer I or Senior Lecturer grade and subject to the criteria and process for appointment and review for this grade.
- Only experienced teaching-track faculty able to demonstrate that they are making a substantial contribution to the University's educational mission across the full range of educational activities would be considered for these titles.
- Typically holders of these titles would maintain an association with their School's unit for educational development, or with CELT.

Approval of professorial titles

10. The process for the appointment and promotion of regular faculty is very rigorous. Given this, it will not be appropriate to grant professorial titles without careful review. It is proposed that granting these titles would require:

- The recommendation of the Head of Department on the basis of broad, demonstrated support from the regular and teaching faculty of the department.
- Endorsement by the School's Appointments and Substantiation Committee, or an equivalent committee including at least three full professors of the School.
- Recommendation by the Dean to the Provost.

11. Approval by the Provost would be on the advice of a University-wide committee comprising at least one full professor from each School, one of whom will chair the committee. The committee will be appointed by the Provost based on recommendations from the Deans.

Professor of Practice

12. Introduction of the titles Assistant/Associate Professor of Business Education and the other related titles would be in addition to the existing title Professor of Practice. The Professor of Practice title is available for appointments of experienced professionals with established reputations. The Professor of Practice title was previously approved by the Senate and Council (see Attachment 3). There is currently no intention to offer appointments of Assistant or Associate Professor of Practice.

Other Teaching Ranks

13. Alongside the proposed teaching-track faculty ranks of Lecturer/Senior Lecturer, the current teaching-support ranks of Instructional Assistant and Teaching Associate (see Attachment 2) will continue to serve the overall needs of the University's teaching programs. Appointment to the Lecturer grade in due courses would be subject to positions being open and review under the agreed process and guideline criteria.

14. With the establishment of these teaching-track faculty ranks, Instructor ranks will be reserved mainly for the Language Centre, the Centre for Enhanced Learning and Teaching and for instructional needs for co-curricular programs.

ACTION

15. Members are invited to:

i. Endorse the introduction of grades of Lecturer I, Lecturer II and Senior Lecturer
ii. Endorse the guideline criteria for appointment and evaluation for these grades set out in the attachment
iii. Note the intention to restrict, over time, the use of visiting and adjunct titles to situations where these titles are appropriate
iv. Endorse the adoption of the functional titles of Assistant or Associate Professor of Business Education/Engineering Education/Science Education/Humanities Education/Social Science Education for eligible teaching track faculty, subject to the criteria and approval process set out in the paper

SUBMISSION

16. This paper is submitted for the consideration of members of Senate at its 111th meeting of 17 April 2012.

Submitted by: Provost
[presented by Dr David Mole, Associate Provost (Teaching & Learning), to Senate Secretariat on 22 March 2012 on behalf of Provost.]

The Senate
The Hong Kong University of Science and Technology
26 March 2012

Attachment 1 to SN111/17/2012

Conditions of Appointment for Lecturer and Senior Lecturer

Lecturer I and II

Candidates should have:

i. A relevant postgraduate qualification, normally a PhD degree or an equivalent professional qualification;
ii. Demonstrated capability for effective teaching at the required level in a university setting;
iii. An ability to contribute to the broader student experience and students' success, including mentoring and advising of students; and
iv. Such other qualifications and experience as may be required.

Senior Lecturer

Candidates should have:

i. A relevant postgraduate qualification, normally a PhD degree or an equivalent professional qualification;
ii. At least 5 years of relevant experience;
iii. Demonstrated capability for effective undergraduate teaching in a university setting;
iv. Evidence of contributions to the broader student experience and students' success, including as a student mentor and advisor;
v. Demonstrated capability to contribute to the development of courses, management of teaching support staff such as teaching associates and instructional assistants, and development of programs that support students' overall learning experience; and
vi. Such other qualifications and experience as may be required.

Performance Criteria for Re-appointment and Promotion for Lecturers and Senior Lecturers

i. ***Range of experience in course delivery****: experience of course delivery for large and small classes; and experience of conducting lectures, laboratory courses, seminars, and project courses.*
Lecturers are expected to have experience adequate for their own courses. Senior Lecturers should have broad educational experience in their subject area.

ii. ***Effectiveness of teaching:*** *command of the subject; course design; assessment; classroom delivery; out-of-class consultation; and monitoring of student performance*.
Lecturers are expected to be effective in these areas for their own courses. Senior Lecturers should be excellent across a range of related activities.

iii. ***Impact on student learning:*** *establishment of clear learning outcomes and appropriate standards for students; and evaluation of the extent to which students have achieved the desired outcomes.*
Lecturers should demonstrate evidence of impact of their courses on student learning. Senior Lecturers should be able to demonstrate impact across a broad range of learning outcomes.

iv. ***Engagement in course and curriculum development:*** *design and adoption of learning activities in alignment with student needs; engagement with colleagues for course improvement; and contribution to discussions of curriculum development*.
Lecturers are expected to be engaged relative to their own courses. Senior Lecturers should be engaged and provide leadership across the discipline.

v. ***Innovation and teaching development:*** *development and articulation of a teaching philosophy; refining and improving teaching practice regularly on the basis of reflection and evidence of performance; and taking up opportunities for teaching development.*
Both Lecturers and Senior Lecturers are expected to be proactive in these areas. Senior Lecturers are expected to contribute to the professional development of colleagues.

vi. ***Advising, mentoring for students' success:*** *commitment to advising and mentoring of students; engagement with students out-of-class and in the co-curriculum.*
Both Lecturers and Senior Lecturers are expected to be pro-active in working with students out-of-class and in creating opportunities for meaningful engagement with students. Senior Lecturers are expected to contribute to the development of programs for advising and mentoring and students' success, including the development of the co-curriculum.

vii. ***Contributions to University service:*** *service on relevant committees as assigned; participation in the broader University effort to enhance the quality of teaching and learning and student life.*

Both Lecturers and Senior Lecturers are expected to participate in relevant departmental and University activities and committee work. Senior Lecturers should demonstrate a capability to take a leading role in the effort to enhance the quality of teaching and learning and student life.

Attachment 2 to SN111/17/2012

Proposed Terms and Conditions for Lecturer and Senior Lecturer Appointments

With the endorsement by the Senate of the establishment of the grades of Lecturer I, Lecturer II and Senior Lecturer, the University Council will be asked to consider the following arrangements.

The salary range of Lecturer and Senior Lecturer will be as follows

Lecturer II	$25,000-$40,000	Terms B*
Lecturer I	$36,000 - $57,000	Terms A*
Senior Lecturer	$45,000 - $71,000	Terms A*

Off-range salaries may be approved for exceptional cases by the Dean/Director of IPO on the recommendation of the Head of the department/division.

It is intended that:

1. These positions would be non-substantiation-track appointments made on contract terms
2. Lecturer I and Senior Lecturers would normally be appointed for two years with an option for three years for proven candidates
3. Appointees would not be eligible for sabbatical leave
4. Appointees would require approval to undertake paid outside activities, in line with existing policy
5. Appointees would be included in the annual merit salary review alongside any General Pay Adjustment in accordance with the scheme for faculty compensation
6. On reaching the housing eligibility salary level (i.e. HK$53,060 at 2011/12 salary level) appointees would be entitled to a Non-accountable Cash Allowance as housing benefits, but not to staff quarters. Note that Professors of Practice are eligible for staff quarters.

Terms and conditions of appointment for existing staff

There will no reduction in existing staff benefits for serving staff members on transfer to the new grades, including any existing provision of University accommodation.

Instructional Assistant / Teaching Associate Appointments

The salary range of these two currently established teaching staff ranks are:

	(HK$, at 2011/12 salary levels)	
Instructional Assistant	13,488 to 22,485	Terms B*
Teaching Associate	22,485 to 33,716	Terms B*

Appointments are normally annually renewable. For Teaching Associates, appointments may be made on contract terms of two years or above at the discretion of the Head of Department/Division.

> [* For Terms B positions, no gratuity is payable for contracts shorter than two years, but a 10% gratuity is payable for contract of two years or longer. For Terms A positions no gratuity is payable for contracts shorter than one year, 9% for contracts one year or longer but shorter than two years, and 15% for contracts two years or longer.]

[Attachment 3]

Appendix
(to HRC Paper 6/2010)

ESTABLISHMENT OF COURTESY TITLES

CRITERIA AND ELIGIBILITY FOR THE TITLES

The courtesy title will be given to experienced academics and/or practitioners in areas relevant to the mission of the School of Business and Management and the School of Engineering as appropriate. They shall have a demonstrated record of outstanding professional accomplishments and show promise as an effective teacher of the profession. Holders of the courtesy title should be:

a. A successful and effective professional in the given field.

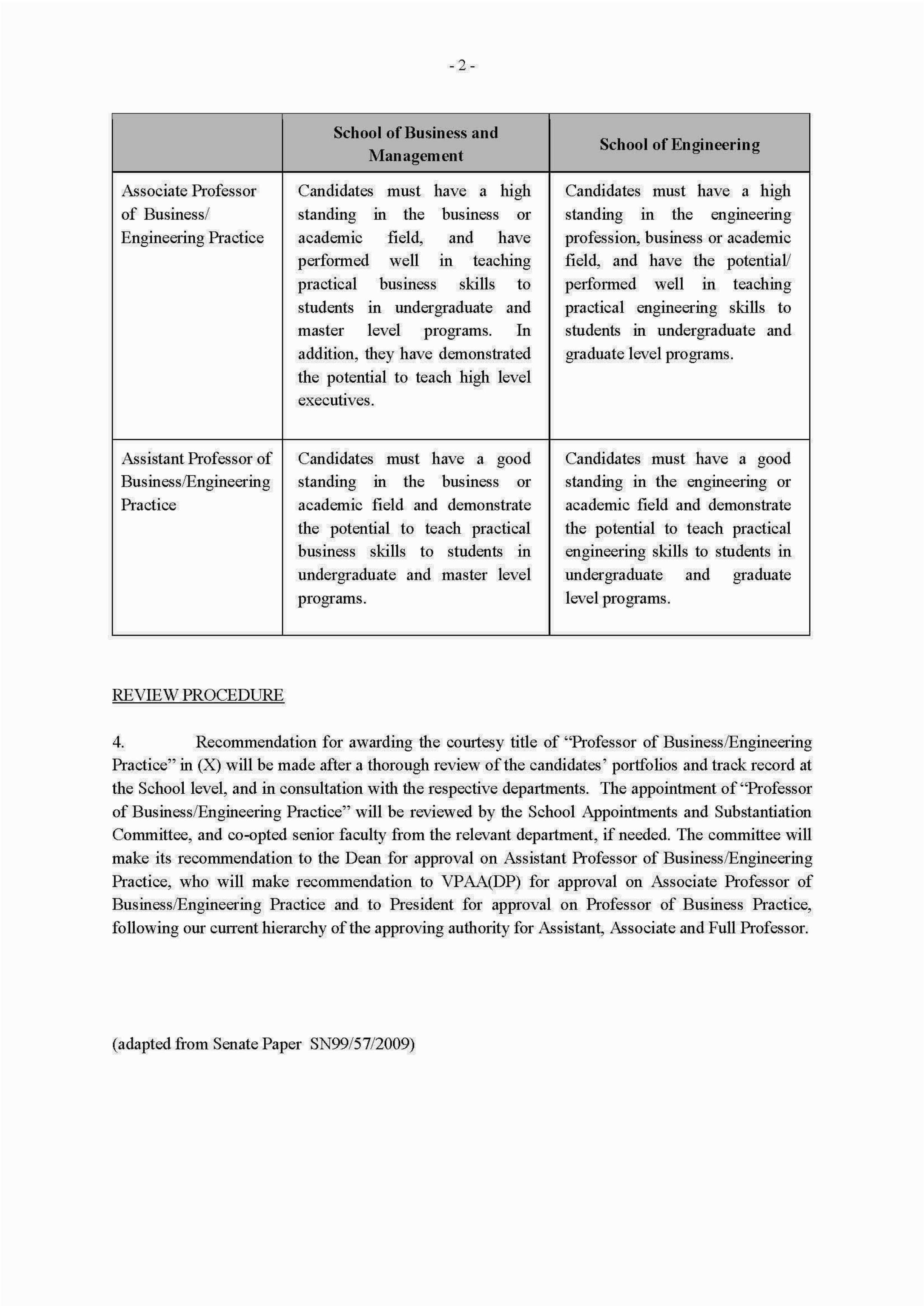
b. An effective teacher of the profession.

c. Able to evaluate frontier research findings, devise applications of the research, and apply them to business/engineering practice.

2. This position requires persons of sufficiently high caliber and specific talent to justify the conferring of faculty status for the purpose of attracting and retaining them. The most important talent of the appointee is to teach current business/engineering practice, but having some research experience is a plus. Depending on their record and experience, candidates may be appointed as Assistant Professor, Associate Professor, or Professor of Business/Engineering Practice.

3. In addition to the above, criteria for the specific rank of the title are as follows:

	School of Business and Management	**School of Engineering**
Professor of Business/Engineering Practice	Candidates must have a high standing in the business or academic field and are capable of teaching high level executives in degree programs (e.g., EMBA programs) and/or non-degree executive development programs.	Candidates must have a high standing in the engineering profession, business or academic field and are capable of teaching the profession.



	School of Business and Management	School of Engineering
Associate Professor of Business/ Engineering Practice	Candidates must have a high standing in the business or academic field, and have performed well in teaching practical business skills to students in undergraduate and master level programs. In addition, they have demonstrated the potential to teach high level executives.	Candidates must have a high standing in the engineering profession, business or academic field, and have the potential/ performed well in teaching practical engineering skills to students in undergraduate and graduate level programs.
Assistant Professor of Business/Engineering Practice	Candidates must have a good standing in the business or academic field and demonstrate the potential to teach practical business skills to students in undergraduate and master level programs.	Candidates must have a good standing in the engineering or academic field and demonstrate the potential to teach practical engineering skills to students in undergraduate and graduate level programs.

REVIEW PROCEDURE

4. Recommendation for awarding the courtesy title of "Professor of Business/Engineering Practice" in (X) will be made after a thorough review of the candidates' portfolios and track record at the School level, and in consultation with the respective departments. The appointment of "Professor of Business/Engineering Practice" will be reviewed by the School Appointments and Substantiation Committee, and co-opted senior faculty from the relevant department, if needed. The committee will make its recommendation to the Dean for approval on Assistant Professor of Business/Engineering Practice, who will make recommendation to VPAA(DP) for approval on Associate Professor of Business/Engineering Practice and to President for approval on Professor of Business Practice, following our current hierarchy of the approving authority for Assistant, Associate and Full Professor.

(adapted from Senate Paper SN99/57/2009)

POLICY ON ACADEMIC REVIEW

[This version of 1 July 2003, superseding the previous version dated 28 February 1997, has incorporated revisions effective from 1 July 2002 approved by Senate on 10 April 2002. Revisions have also been made to reflect the new Faculty Rank and Salary (AP09.0) approved by the University Council on 20 May 2003 for adoption with effect from 1 July 2003.]

BACKGROUND

1. Review of academic performance is an essential ingredient in a comprehensive approach to quality assurance for the University's teaching and research programs. For decisions on substantiation (tenure), the nature of this review is specified in the Policy on Substantiation already adopted. This policy outlines a more general academic review process that may be applied to contract renewal, salary advancement, promotion and other decisions for which academic performance is a relevant consideration.

DEFINITION

[Section 3 is an addition to the previous version dated 28 February 1997.]

2. In this policy, the term Department shall be understood to include the Divisions of the School of Humanities and Social Science, and Department Heads shall include the Division Heads.

3. A negative recommendation of a review party referred to in the relevant review process of this policy is defined as follows:

   “A negative recommendation of a review committee arises if a positive motion in support of the application under review fails to carry. A motion will fail to carry if the number of positive votes is not in excess of the negative votes or if there is no positive vote to support the motion.

   For example, an equal number of ‘yes’ and ‘no’ votes cast for a positive motion in support of an application culminates a negative recommendation, or in the case that there is no ‘yes’ vote, e.g., all votes cast are ‘abstention’ votes, the motion will not carry either and this voting outcome will also be regarded as a negative recommendation.(1)

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(1) Letting #yes be the number of ‘yes’ votes and #no be the number of ‘no’ votes, the possible overall outcomes are:

Vote comparison	Overall outcome
#yes > #no	positive
#yes ≤ #no	negative
#yes = zero	negative

By the same token, if the recommendation of an academic administrator (the Head, the Dean or Vice-President for Academic Affairs) does not indicate a positive support for an application, it will be regarded as a negative recommendation."

REVIEW PROCESS

[Sections 4 to 6 replace sections 3 to 8 of the previous version dated 28 February 1997.]

4. Assistant Professor

4.1 The process described in this section applies to reviews of Assistant Professors of which the Dean is the approving authority, e.g. renewing employment contracts or salary bar reviews for Assistant Professors.

4.2 Academic review at the Department level shall involve the academic staff of that Department (and, where deemed valuable, academic staff invited from outside the Department) in accordance with procedures established by each Department with the concurrence of the School Board. This review shall culminate with a Departmental report containing a recommendation and a summary of the pros and cons as these arose in the deliberations on the review. The Department Head shall consider the report of the Department, make a separate and independent recommendation with a statement of reasons, and forward the results of the review to the Dean.

4.3 The Dean shall refer such cases to the School Appointments and Substantiation Committee (hereinafter referred to as the School Committee), appointed in accordance with the Policy on Substantiation, for advice before making the decision.

4.4 After considering the recommendations of the Department and the School Committee, the Dean shall inform the Assistant Professor being reviewed of his decision and if the decision is negative, the Dean shall also inform the faculty member's right of appeal on procedural grounds in accordance with the University's Appeal Policy and Procedure (AP24.0).

4.5 The Dean's decision shall be conveyed in a letter to the applicant, which shall be delivered to the applicant by the Department Head in person. The Dean shall also convey to the Department Head the gist of the rationales of the decision reached at the school level. The Department Head shall, in delivering the letter to the applicant, have a discussion with the applicant on both positive and negative aspects of the case.

4.6 A flow chart illustrating the above process is in Annex I of this paper.

5. Associate Professor

5.1 The process described in this section applies to reviews of Associate Professors of which the VPAA is the approving authority, e.g. promotion from B to A scale salary Associate Professor(2) or salary bar reviews for Associate Professors.

5.2 Academic review at the Department level shall involve the academic staff of that Department (and, where deemed valuable, academic staff invited from outside the Department) in accordance with procedures established by each Department with the concurrence of the School Board. This review shall culminate with a Departmental report containing a recommendation and a summary of the pros and cons as these arose in the deliberations on the review. The Department Head shall consider the report of the Department, make a separate and independent recommendation with a statement of reasons, and forward the results of the review to the Dean.

5.3 The Dean shall refer such cases to the School Committee, appointed in accordance with the Policy on Substantiation, for advice before making the decision. The Dean shall consider the report of the School Committee and make a separate and independent recommendation with a statement of reasons.

5.4 If the recommendations of the Department committee, the Department Head, the School committee and the Dean are all negative, the review will not proceed to the University level and the Dean shall notify the VPAA who will inform the applicant of the negative outcome and his or her right of appeal on procedural grounds in accordance with the University's Appeal Policy and Procedure (AP24.0).

5.5 In all other cases, the Dean shall forward the review dossier to the VPAA who shall consider the recommendations of the department and the school, and make the decision. The Vice-President may, at his discretion, refer such cases to the University Appointments and Substantiation Committee (hereinafter referred to as the University Committee), appointed in accordance with the Policy on Substantiation, for advice before making the decision. The VPAA shall convey to

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(2) This only applies before 1 July 2003. Effective from 1 July 2003, the A-scale salary and B-scale salary are merged to form the S-scale, and there is no more promotion from B to A scale. For details, please refer to AP09.0 on Faculty Rank and Salary.

the academic staff member being reviewed the results of the review and if the decision is negative, the VPAA shall also inform the faculty member's right of appeal on procedural grounds in accordance with the University's Appeal Policy and Procedure (AP24.0).

5.6 The VPAA shall convey the decision of the review in a letter to the applicant, which will be passed on to the Department Head through the Dean, together with a gist of the rationales of the decision reached at the University level if the case has been reviewed at the University level. The Dean shall also convey to the Department Head the gist of the rationales of the recommendations at the School level. The Department Head shall deliver the letter to the applicant in person and have a discussion with the applicant on both positive and negative aspects of the case.

5.7 A flow chart illustrating the above process is in Annex II of this paper.

6. Professor

6.1 The process described in this section applies to reviews of Professors and promotions to Professor of which the President is the approving authority.

6.2 Academic review at the Department level shall involve the academic staff of that Department (and, where deemed valuable, academic staff invited from outside the Department) in accordance with procedures established by each Department with the concurrence of the School Board. This review shall culminate with a Departmental report containing a recommendation and a summary of the pros and cons as these arose in the deliberations on the review. The Department Head shall consider the report of the Department, make a separate and independent recommendation with a statement of reasons, and forward the results of the review to the Dean.

6.3 The Dean shall refer such cases to the School Committee, appointed in accordance with the Policy on Substantiation, for advice before making the decision. The Dean shall consider the report of the School Committee and make a separate and independent recommendation with a statement of reasons.

6.4 If the recommendations of the Department Committee, the Department Head, the School Committee and the Dean are all negative, the review will not proceed to the University level and the Dean shall notify the VPAA who will inform the applicant of the negative outcome and his or her right of appeal on procedural grounds in accordance with the University's Appeal Policy and Procedure (AP24.0).

6.5 In all other cases, the Dean shall forward the review dossier to the VPAA who shall refer such cases to the University Committee for advice before making the decision. If the decision is positive, the VPAA shall forward the recommendation to the President for approval, who shall also inform the applicant the positive outcome if approved. If the decision is negative, the VPAA shall convey to the academic staff member being reviewed the negative outcome of the review and his or her right of appeal on procedural grounds in accordance with the University's Appeal Policy and Procedure (AP24.0).

6.6 The VPAA shall convey the negative decision of the review in a letter to the applicant, which will be passed on to the Department Head through the Dean, together with a gist of the rationales of the decision reached at the University level if the case has been reviewed at the University level. The Dean shall also convey to the Department Head the gist of the rationales of the recommendations at the School level. The Department Head shall deliver the letter to the applicant in person and have a discussion with the applicant on both positive and negative aspects of the case.

6.7 A flow chart illustrating the above process is in Annex III of this paper.

7. In the case of joint appointments across Departments, the Department designated as the "home Department" at the time of the appointment shall conduct the review, taking fully into account the views of the other Department(s). Joint appointments across Schools shall be treated in a similar manner. *[This is section 9 of the previous version dated 28 Feb 1997.]*

CRITERIA AND REVIEW PROCEDURES

[Sections 8 to 11 below are sections 10 to 13 of the previous version dated 28 February 1997.]

8. The criteria and review procedures shall be generally consistent with those established for review of applications for substantiation, taking due account of the purpose for which the review is being undertaken.

9. The procedures at each level of review shall provide for the recording of a vote taken by secret ballot. The Chair of each Committee shall, in addition to recording the vote, prepare a report summarising the pros and cons of case as these arose in the Committee's deliberations. A minority report shall be included if submitted by one or more members of the Committee.

10. No one other than the responsible academic administrator shall communicate with any review Committee on a case under review. Committee members shall not discuss any case under review outside the Committee. *[The guidelines on confidentiality in academic reviews in AP20.5 shall be observed in the review process.]*

11. Academic staff may serve on Committees at more than one level of review. In the event that a case involving a member of a Committee is referred to that Committee for review, the member concerned shall be excused from all deliberations and votes relating to the case.

12. A faculty member who has been involved in a review at a previous level, e.g. as member of the department committee or as department head reviewing an application of his or her department, shall not vote on the case again at a higher level review if he or she happens to be a member of the higher-level review committee.

13. The academic administrator (the Head, the Dean and the VPAA), who will review and make their own independent judgment on an application based on the recommendations of the relevant committees, shall not participate in the deliberation process of any review committee of his or her parallel or lower level (if appropriate).

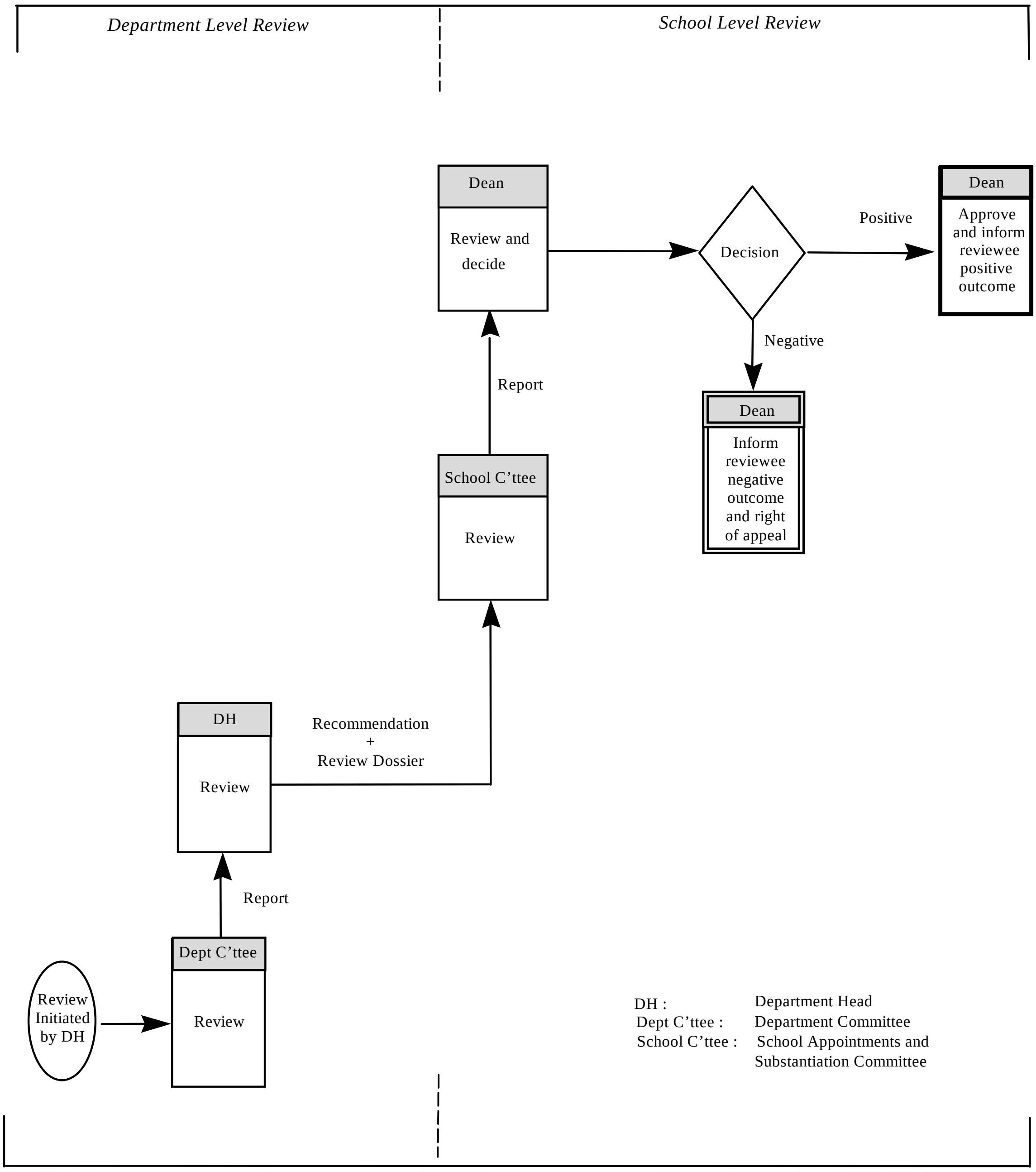
[The original section on appeal procedure in the previous version dated 28 February 1997 is replaced by AP24.0 – Appeal Policy and Procedure.]

THE HONG KONG UNIVERSITY OF SCIENCE AND TECHNOLOGY
Academic Personnel Policy and Procedure Manual

POLICY ON ACADEMIC REVIEW

Date:	1 Jul 2003	**Section:**	Annex I to AP20.0
Supersedes:	28 Feb 1997	**Page:**	1 of 1

Academic Review Process for Assistant Professor*



Annex I to AP20.0

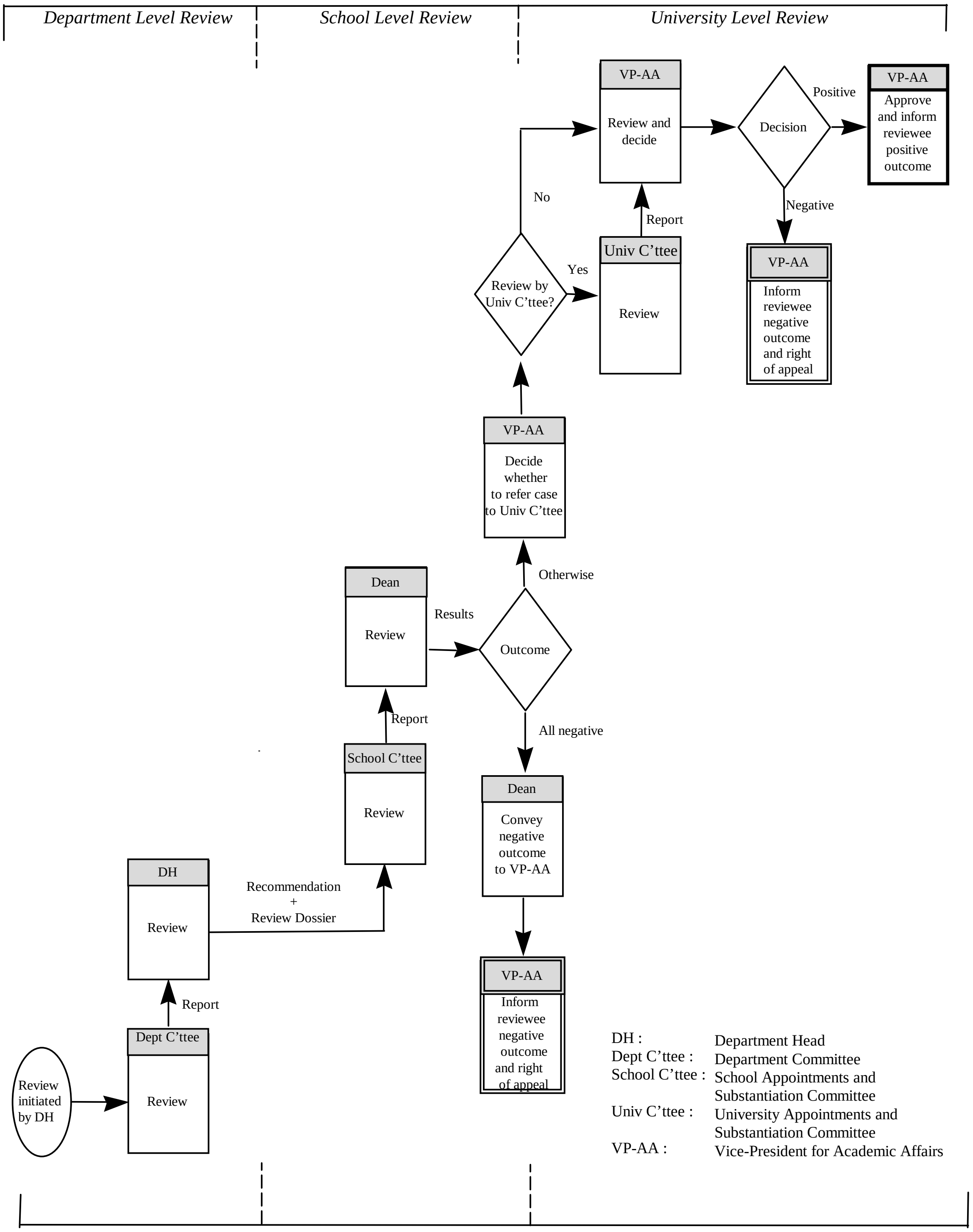
* *Applies to reviews for Assistant Professors of which the Dean is the approving authority.*

THE HONG KONG UNIVERSITY OF SCIENCE AND TECHNOLOGY
Academic Personnel Policy and Procedure Manual

POLICY ON ACADEMIC REVIEW

Date:	1 Jul 2003	**Section:**	Annex II to AP20.0
Supersedes:	28 Feb 1997	**Page:**	1 of 1

Academic Review Process for Associate Professor*

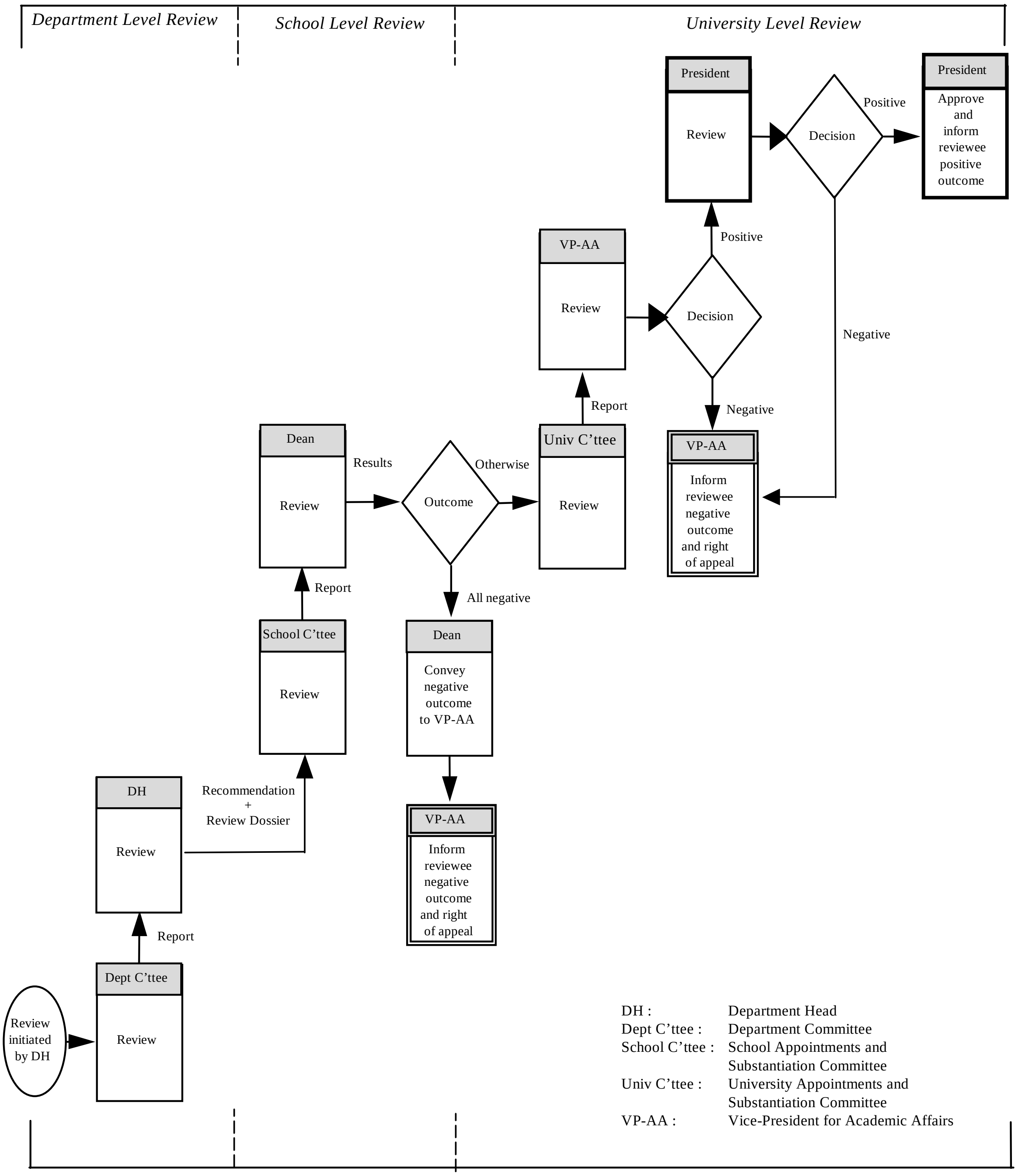


DH : Department Head
Dept C'ttee : Department Committee
School C'ttee : School Appointments and Substantiation Committee
Univ C'ttee : University Appointments and Substantiation Committee
VP-AA : Vice-President for Academic Affairs

Annex II to AP20.0

** Applies to reviews for Associate Professors of which the VPAA is the approving authority.*

Academic Review Process for Professor*



DH :	Department Head
Dept C'ttee :	Department Committee
School C'ttee :	School Appointments and Substantiation Committee
Univ C'ttee :	University Appointments and Substantiation Committee
VP-AA :	Vice-President for Academic Affairs

** Applies to reviews for Professors and promotions to Professor where the President is the approving authority.*

GENERAL STATEMENT OF THE UNIVERSITY CRITERIA FOR GRANTING SUBSTANTIATION

Date:	20 Apr 1993	**Section:**	AP41.0
Supersedes:	New	**Page:**	1 of 1

[This statement was noted by Senate on 20 April 1993.]

A. Criteria for Substantiation

The general criteria for substantiation in the Hong Kong University of Science and Technology are:

(1) **teaching effectiveness,** including mastery of the subject, dedication in development, preparation and presentation of material, generation of interest and understanding for the subject in students, and maintenance of appropriate academic standards;

(2) **excellence in research and scholarship,** as reflected in both the ability and the achievement of the faculty member in contributing significantly to the acquisition of knowledge, and in being innovative or demonstrating powers of independent thought (suitably witnessed by having his/her research published in appropriate esteemed periodicals, books, etc., or otherwise subjected to peer evaluation and deemed to be acceptable, e.g. by learned societies or other professionals, either individually or communally); and

(3) **university, professional and public service,** including contributions to the effective functioning of the University, effectiveness of his/her cooperation with colleagues, links with business, industry or government, and contributions to professional communities.

B. Levels of Performance Expected

The level of performance required for each criterion is different, with an outstanding performance being necessary for at least one of A(1) or A(2), coupled with a satisfactory performance in the remaining criteria. Differences exist among disciplines in the factors contributing to excellence. Schools and Departments will therefore provide, as needed, clarifications of the following, particular to their fields:

(1) criteria for substantiation within the above guidelines, and

(2) types of evidence that are preferable and acceptable for making decisions on substantiation.

SCHOOL OF BUSINESS AND MANAGEMENT - GUIDELINES FOR SUBSTANTIATION AND PROMOTION REVIEW

Date:	1 Dec 2009	Section:	AP44.0
Supersedes:	1 Sep 2000	Page:	1 of 5

[This version has included the revised composition and function of the Departmental Substantiation and Promotion Committee endorsed by Senate on 21 April 2009. It also includes the faculty consultation procedure concurred by the School Committee and the University Appointments and Substantiation Committee. The words "tenured/tenure" and "substantiated/substantiation" are used interchangeably in this paper where appropriate.]

1. Departmental Substantiation and Promotion Committee (DSPC)

(endorsed by Senate on 21 April 2009)

1.1 Functions:

(a) Review and make recommendations on substantiation for Professor/Associate Professor appointment with substantiation following receipt of appointment recommendations from the Search and Appointments Committee

(b) Review and make recommendations on the substantiation and/or promotion of tenured/tenure-track faculty members as appropriate

(c) Review and make recommendations on the re-appointment of tenure-track Assistant Professors for contract renewal before substantiation

(d) Review and make recommendations on requests for a second attempt for substantiation (beyond probation) and a further attempt for promotion (made within two years of a negative application)

(e) Draw up criteria, procedures and guidelines in addition to but not in conflict with those of the School and the University, and to advise the Department Head on any other matters related to academic reviews

(f) Conduct any other relevant academic reviews required by the University policies as established from time to time

1.2 Composition:

(Sentences in italic in this section are added by the School to elaborate on the eligibility of faculty members to serve on DSPC which is in line with the Senate-endorsed guidelines.)

(a) Members of the Committee shall be appointed by the Department Head.

(b) The chair of the Committee will be appointed by the Department Head or elected by the appointed members from amongst the members.

(c) Only tenured faculty members (or those who are qualified for service on substantiation review committees as defined in the start-up Substantiation Policy procedure approved by Senate in April 1993, *including Professors on initial appointment who have gone through the review and are qualified for* *substantiation but opt to defer substantiation after the first two years of appointment*) are eligible to serve on this Committee.

(d) Only Committee members who are of the same or higher rank than the faculty member being reviewed, and the rank to which the faculty member is being considered for promotion *(that is, Committee members who are of the same or higher rank than the title to which the faculty members under review is being considered)*, may participate and are qualified to vote in the review process of a particular case.

(e) At least three or a majority of the qualified Committee members, whichever is larger in number, shall constitute a quorum for the review of a particular case.

(f) The Committee shall normally consist of three eligible members at the rank of Professor with a normal size of five members including the chair.

(g) The Department Head can invite eligible members outside the department to serve on the Committee, as deemed valuable and necessary.

(h) The Department Head is excluded from the Committee; if requested by the Committee, the Department Head can provide relevant information on the faculty member being reviewed to the Committee.

(i) Members will normally serve a staggered 2-year term.

2. Evaluation Criteria

2.1 Substantiation

(a) **University criteria**: The University criteria for granting substantiation outlined in AP41.0 *(version of 20 April 1993)* is attached as Appendix I to this guideline for ease of reference.

(b) **School criteria**: The School evaluation criteria for granting substantiation is attached in Appendix II.

(c) **Departmental criteria**: The Departmental evaluation criteria for granting substantiation is attached in Appendix III.

2.2 Promotion

According to AP30.0 *(version of 1 July 2003)*, review criteria for promotion to full professor follow current criteria for appointment to the professor title. The review criteria for promotion to full professor is attached in Appendix IV.

3. Review Procedure

In addition to those laid out in the University Policy on Substantiation, departments in the School of Business and Management will adopt the following procedures in the evaluation of substantiation and/or promotion cases.

3.1 The Department Committee will be composed of at least three members who are substantiated or are qualified for service on substantiation review committees and are at a rank equal to or higher than that of the candidate as specified in section 1.2. Other members of the department may also participate in the process of evaluation without the right to vote.

3.2 The Department Committee will be appointed by the Department Head in consultation with the Dean to prepare a report on the merits of the case for substantiation and/or promotion. It will assess the degree to which the various criteria for substantiation and/or promotion are met and provide specific recommendations. As part of this assessment, it will read the candidate's published and unpublished papers to arrive at an independent judgement about the quality of the candidate's research.

3.3 Vote will be taken by secret ballot.

3.4 The report by the Chair of the DSPC to the Department Head shall contain a report of the faculty consultation result, the Committee’s recommendation, a summary of the points for and against the case being reviewed, and the voting record. A minority report shall be included if submitted by one or more members of the Committee.

3.5 The Department Head will prepare the candidate's dossier and write a letter of recommendation to the Dean reporting the vote of the Department Committee including any minority report(s) submitted by one or more members of Department Committee as well as the Head's own recommendation.

3.6 In the case where the Department Head is being reviewed for substantiation and/or promotion, the candidate's dossier will be prepared by the Chair of the Department Committee.

3.7 The School Appointments and Substantiation Committee shall conduct reviews and make recommendations to the Dean following the receipt of substantiation and/or promotion recommendations from Departments. Its role is:

(i) to review substantiation and/or promotion files of candidates, and the recommendations of Department Heads and Department Committees;

(ii) to evaluate candidates by criteria and standards that are common within departments, comparable across departments and that include research, teaching and service dimensions;

(iii) to vote on substantiation and/or promotion cases.

4. The Candidate's Dossier

4.1 The dossier, to be prepared by the Department Head, will include materials solicited from the candidate, the report of the faculty consultation result, the Department Committee's report, outside letters of reference, and the Department Head's letter. Materials solicited from the candidate include his/her updated CV; research papers; a personal statement summarizing his/her accomplishments in research, teaching and service; a summary table of teaching evaluations, and any other materials deemed relevant by the candidate.

4.2 Outside letters of evaluation must be solicited from recognized scholars in the candidate’s area of research. A minimum of five such letters must be included in the dossier (at least 3 letters should be solicited independently). The candidate will suggest a list of five outside reviewers and the Department Committee provides another five independent names. The Department Head will determine the list of names in consultation with the Dean.

4.3 In the case the Department Head is being reviewed for substantiation and/or promotion, the Chair of the Department Committee will determine the list of reviewer names in consultation with the Dean.

4.4 All letters will be solicited by the Dean's Office using a uniform letter of solicitation, adjusted according to the candidate's rank at substantiation and/or the rank to which the candidate is being considered for promotion.

5. Faculty Consultation

The Committee shall seek inputs from all tenured faculty members of the department who are of the same or higher rank than the title to which the faculty members under review is being considered. The inputs shall be sought in accordance to the following procedure:

5.1 Upon receipt of all the external references for a substantiation and/or promotion review, the Dean’s Office will forward a copy of the letters to the Chair of the Departmental Substantiation and Promotion Committee (DSPC). The Chair of the DSPC shall proceed with the faculty consultation on the substantiation and/or promotion case.

5.2 Tenured faculty members of the department who are not members of the DSPC and who are of the same or higher rank than the title to which the faculty members under review is being considered shall be consulted, including internal secondees to administrative positions. However, administrators who will review the case later (e.g. Department Head, Dean, Vice President & President), will be excluded. The Chair of the DSPC will consult the Department Head and decide whether faculty on no-pay leave shall also be included in the consultation.

5.3 The tenured faculty members stated in 5.2 must observe the confidentiality rule pertaining to academic review at all times (see section AP20.5 under AP20.0)

5.4 Inputs received from the consulting faculty will be documented in the report submitted by the DSPC to the Department Head.

* In some cases where not all referees respond despite reminders sent, as soon as the minimum requirement of 5 external letters (at least 3 from independent referees) are received, a copy of the letters will be forwarded to the Chair of the DSPC.

6. References

(Extracted from AP20.7, version of 1 July 2002)

6.1 A minimum of five external letters should be obtained, with at least three from independent referees.

6.2 Independent referees are those suggested and selected by the DSPC. In selecting these referees, the Department should try to avoid those closely affiliated with the candidate, for example, former advisors, co-authors or co-workers of the candidate. If referees are professionally related to the candidate, this information should be clearly disclosed in the dossier for the subsequent committee evaluation.

6.3 The current guidelines in AP20.4 and AP20.6 as suggested by the University Appointments and Substantiation Committee with respect to the procedure of the letter-seeking process shall be followed.

6.4 With respect to whether the soliciting letter should mention the Personal Data (Privacy) Ordinance in Hong Kong which provides an employee the right of access to information contained in his personal file, including the external reference letters, it will suffice to inform referees that their identity will be kept in confidence according to our University practice (which is to erase information in the letter and any related documents that will reveal the referee's identity before access by the reviewee). The letter seeking references must include the following statement: "Your identity will be kept in confidence according to our University practice."

University Substantiation Evaluation Criteria

(Extracted from AP41.0, version of 20 April 1993)

General Statement of the University Criteria for Granting Substantiation

A. Criteria for Substantiation

The general criteria for substantiation in the Hong Kong University of Science and Technology are:

(1) **teaching effectiveness,** including mastery of the subject, dedication in development, preparation and presentation of material, generation of interest and understanding for the subject in students, and maintenance of appropriate academic standards;

(2) **excellence in research and scholarship,** as reflected in both the ability and the achievement of the faculty member in contributing significantly to the acquisition of knowledge, and in being innovative or demonstrating powers of independent thought (suitably witnessed by having his/her research published in appropriate esteemed periodicals, books, etc., or otherwise subjected to peer evaluation and deemed to be acceptable, e.g. by learned societies or other professionals, either individually or communally); and

(3) **university, professional and public service,** including contributions to the effective functioning of the University, effectiveness of his/her cooperation with colleagues, links with business, industry or government, and contributions to professional communities.

B. Levels of Performance Expected

The level of performance required for each criterion is different, with an outstanding performance being necessary for at least one of A(1) or A(2), coupled with a satisfactory performance in the remaining criteria. Differences exist among disciplines in the factors contributing to excellence. Schools and Departments will therefore provide, as needed, clarifications of the following, particular to their fields:

(1) criteria for substantiation within the above guidelines, and

(2) types of evidence that are preferable and acceptable for making decisions on substantiation.

School Substantiation Evaluation Criteria

School of Business and Management

Evaluation Criteria

1. Teaching

Evaluation criteria of teaching effectiveness include, but are not limited to:

(1) Evaluations by students
(2) Development of new courses
(3) Awards for outstanding teaching performance
(4) Maintenance of appropriate academic standards in teaching

Example of satisfactory performance in teaching:

Demonstrated ability to achieve average or above average performance in the candidate's area of expertise.

Example of outstanding performance in teaching:

Outstanding performance in categories (1) or (2) in addition to category (4), and possibly recognition evidenced by category (3).

2. Research

Evaluation criteria of research accomplishments include, but are not limited to:

(1) Dissemination of research results in major refereed publications

(2) Review of the candidate's published or unpublished work by the department's ad hoc subcommittee as well as recognized leaders in the candidate's research area indicating the research impact and scholarly achievements of the work

(3) Research awards, external research funding, or honours bestowed by major professional societies

Example of Satisfactory Performance in Research:

Consistent publication of research results in major journals or other exemplary publications in the candidate's area, and a solid recommendation by peers outside of the University.

Example of Outstanding Performance in Research:

Evidence that the candidate is one of the best among his/her peers who have comparable professional experience; that the candidate's work has had a significant impact in an important area of research in the candidate's field.

3. University, Professional and Public Service

Evaluation criteria of service contribution include, but are not limited to:

(1) Being responsible for major initiatives and/or serving as member, chair or advisor for committees and organisations at the department, school, and/or university levels. (University Service)

(2) Active participation in professional activities, such as: (a) reviewing of manuscripts for journals and/or editorial responsibilities in major academic journals; and (b) paper presentation and/or discussion in major conferences and meetings. (Professional Service)

(3) Links with government and business, for example giving expert testimony, serving as consultant, or as member or chair of government or business advisory committees. (Public Service)

Examples of Satisfactory Performance in Service:

Active participation in department, school, or university committees (for Assistant Professors).

Active participation in both university and professional or public service (for Senior Ranks).

Example of Outstanding Performance in Service:

Significant contribution by the candidate to the university, the profession, or the community.

Departmental Substantiation Evaluation Criteria

School of Business and Management

Departments within the School shall adopt the following guidelines in evaluating substantiation cases:

1. The process and criteria for substantiation should be in concurrence with the general criteria adopted by the University.

2. Departmental criteria for substantiation should be, in general, comparable to those required by a major department in a major research-oriented university and consistent with the University criteria.

3. Higher standards apply to substantiation for higher ranks.

4. The process of evaluation is identical for all ranks.

Review Criteria for Promotion to Full Professor

(follow current criteria for appointment to the professor title)

(Extracted from AP10.0, version of 1 July 2009)

Criteria for appointment to the Professor title:

In addition to having the qualifications of an Associate Professor, the appointee shall have demonstrated a high degree of proficiency in teaching and research, and have had significant contributions to and made an impact on his/her field of specialization, with an excellent national and international reputation as a leading scholar. Professorial candidates who are considered not qualified for appointment on a substantive basis shall not be appointed.

For appointment to the Associate Professor and Assistant Professor title, the appointee shall have attained the following qualifications:

- **Associate Professor**. In addition to the qualifications of an Assistant Professor, the appointee shall have had extensive successful evidence of teaching and research. The appointee should have thoroughly documented scholarly production and professional achievement in teaching and research.
- **Assistant Professor**. An Assistant Professor shall hold the highest earned degree (almost invariably a doctoral degree or equivalent) in his/her field of specialization. The appointee shall have demonstrated promise of a high level of creative ability in teaching and research in some subdivisions of his/her field.

APPENDIX 9 - ILOS AND COURSE MAPPING

School Learning Goals and Objectives for Undergraduate Programs
Revised version approved by School Board in May 2013

1. Goal: Graduates will be critical and creative thinkers who make effective decisions supported by analytical and quantitative techniques.

Objectives: Graduates will:

- Analyze the core issues and weigh the significance of key assumptions used in business decision-making scenarios.
- Solve business problems using appropriate quantitative and analytical techniques.
- Approach business problems from alternative perspectives and consider unconventional concepts and solutions.
- Defend reasoned solutions to business problems.

2. Goal: Graduates will be effective communicators in oral and written English for general business applications.

Objectives: Graduates will:

- Produce professional quality business documents in English.
- Deliver a professional quality presentation in English.
- Communicate ideas persuasively to inform and convince others.

3. Goal: Graduates will have broad understanding of the core business functions and integrate these functions to solve business problems.

Objectives: Graduates will:

- Articulate contributions made by functional areas to the overall well-being of an organization.
- Decide how one functional area impacts another.
- Identify the key functional areas that are involved in specific business problems and explain if and how they are interrelated.
- Connect different functional areas to formulate integrated solutions.

4. Goal: Graduates will have an in-depth grasp of their area of business concentration or major.

Objectives: Graduates will:

- Demonstrate substantial knowledge and understanding of their area of concentration.
- Apply discipline-based frameworks and tools to resolve business problems in their areas of concentration.
- Conduct or interpret business research in their area of concentration.

5. Goal: Graduates will be effective team members and leaders.

Objectives: Graduates will:

- Demonstrate an understanding of team dynamics and the various roles played within the team.
- Contribute to the successful and timely completion of a group project in line with their roles in teams.

- Collaborate positively by actively seeking and engaging in discussion of the views of others while showing sensitivity to opposing views.
- Demonstrate the ability to lead a team to success.

6. Goal: Graduates will be effective in multi-cultural and international settings.

Objectives: Graduates will:

- Demonstrate a global outlook and an understanding of cultural diversity, as evidenced by an understanding of globalization, the dimensions along which cultures vary and the implications of both for business.
- Implement appropriate processes and behaviors for different cultural settings and audiences.

7. Goal: Graduates will be effective users of information technology and sources of information in business applications.

Objectives: Graduates will:

- Demonstrate proficiency in using IT applications in business and management
- Locate, gather, organize, and evaluate information using appropriate information technology and systems.

8. Goal: Graduates will understand their professional and ethical responsibilities.

Objectives: Graduates will:

- Explain the role played by managers in ensuring the integrity of the firm and maintaining appropriate levels of social responsibility.
- Identify the activities/issues in their chosen profession that may present ethical challenges, and articulate the consequences associated with unethical behavior.
- Identify an ethical dilemma in a scenario case of business and management and apply an ethics model or framework to propose and defend a resolution.

<u>4-Year UG Programs Course Mapping</u>

THE HONG KONG UNIVERSITY OF SCIENCE AND TECHNOLOGY
School of Business and Management
ACCT Program - Mapping of Intended Learning Outcomes

	PILOs-BBA ACCT	**Core Courses**		**Required Courses**									
	Objectives	ACCT 2010	ACCT 2200	ACCT 3010	ACCT 3020	ACCT 3210	ACCT 3610	ACCT 3880	ACCT 4010	ACCT 4410	ACCT 4510	ACCT 4610	MGTO 4210
1	Think critically and creatively in making effective decisions	Ta, aP, A	Ta, aP, A	Tb, aP, A	Tb, aP, A	Ta, aP, A	Ta, aP, A	O	Tb, aP, A	Tb, aP, A	Ta, aP, A	Ta, aP, A	Ta, aP, A
2	Communicate effectively in oral and written English	O	O, A			O	O	O	O	O	O	O	Tb, aP, A
3.1	Broad understanding of core functions of business	Ta	Ta										Ta, A
3.2	Understanding of the integration of business functions to solve business problems	Tb, O	Tb, aP, A			Tb, aP, A		Tb					Ta, aP, A
4.1	Apply financial accounting frameworks to business situations.	Ta, aP, A		Ta, aP, A	Ta, aP, A				Ta, aP, A				
4.2	Apply auditing theories, standards, and procedures to the practice of accounting.										Ta, aP, A		
4.3	Apply management accounting frameworks to financial decision-making, performance measurement and internal control.		Ta, aP, A			Ta, aP, A							
4.4	Advise on Hong Kong tax issues in relation to both individuals and business entities									Ta, aP, A			
4.5	Apply financial management skills to formulate financial strategies, assess financial risk and manage financing operations *		Tb	Tb	Tb								
4.6	Demonstrate a mastery of the legal and regulatory environment of business						Ta, aP, A			Ta, aP, A	P	Ta, aP, A	
4.7	Conduct or interpret basic accounting or business research						O, A					O, A	
5	Develop effective team work and leadership skills	O	O			O	O	O	O	O	O	O	O
6.1	Work effectively in multi-cultural and international settings #												Tb
6.2	Demonstrate an understanding of the international dimensions of accounting / taxation			Tb	Tb				Ta, aP, A	Tb, aP, A	Tb		
6.3	Demonstrate an understanding of the regulatory environment of accounting / taxation in Mainland China			Tb	Tb			Tb		Tb, aP, A	O		
7.1	Use information technology effectively #												O
7.2	Understand the design and the application of IT to management information systems **		Tb								Tb		
8.1	Understand the responsibility of accountants to ensure the integrity of financial information	Tb	Tb	Tb	Tb	Tb		Tb, O		Tb	Tb		
8.2	Know the professional code of conduct in accounting						Tb			Tb	Ta, A		
8.3	Identify ethical challenges in accounting and articulate the consequences of unethical behavior	Tb		Tb			Tb, A	O		O	Ta, A	O	
8.4	Identify ethical dilemma in accounting and apply professional ethical standards to propose a resolution			Tb			Tb, A				Ta, aP		

Ta = taught as a major component of the class (>10%) Tb = taught as a minor component of the class aP = application of taught material
A = formally assessed O = opportunity for development of skills not formally taught (e.g. do not teach teamwork but have many team projects)

covered by Business Core courses * also covered by core course FINA 2303: Ta, aP, A ** also covered by core course ISOM 2010: Ta, aP, A, O

THE HONG KONG UNIVERSITY OF SCIENCE AND TECHNOLOGY
School of Business and Management
ECOF Program - Mapping of Intended Learning Outcomes

	PILOs-BSc-ECOF	**Required Courses**					
	Objectives	**ECON 2174 (%)**	**ECON 3113 (%)**	**ECON 3133 (%)**	**ECON 3143 (%)**	**ECON 3334 (%)**	**ECON 4670 (%)**
1.1	Analyze the core issues and weigh the significance of key assumptions used in business decision-making scenarios.	Ta, aP, A, O	Ta, aP, A	Ta, aP, A	Ta, aP, A, O	aP, A	A
1.2	Solve business problems using appropriate quantitative and analytical techniques	Ta, aP, A, O	Ta, aP, A	Ta, aP, A	Ta, aP, A, O	aP, A	A
1.3	Approach business problems from alternative perspectives and consider unconventional concepts and solutions.	Ta, aP, A, O	Ta, aP, A	Ta, aP, A	Ta, aP, A, O	aP, A	A
1.4	Defend reasoned solutions to business problems.	Ta, aP, A, O	Ta, aP, A	Ta, aP, A	Ta, aP, A, O	aP, A	A
2	Communicate effectively in oral and Written English.	O	O, A	A, O	Tb, aP, A	A	A
3	Understand the core business functions and integrate these functions to solve business problems	/	Tb, aP, A	Tb	Tb, aP, A, O	Ta	O
4.1	Have a general knowledge of economics and can use it to explain economic phenomena	/	Ta, aP, A	Ta, aP	Ta, aP, O	Ta,aP	O
4.2	Analyze qualitatively and quantitatively basic economic problems	Ta, aP, A, O	Ta, aP, A	Ta, aP	Ta, aP, A, O	Ta,aP	O
4.3	Apply economic knowledge to practical situations and make sound economic decisions,	O	Ta, aP, A	Tb	Ta, aP, O	Tb	O
4.4	Conduct basic economic analysis and research of the economy and society	O	Ta, aP, A	Tb	Ta, aP, A, O	Tb	O
5	Work with others effectively and responsibly.	O	/	O	O	/	/
6	Demonstrate a global outlook and an understanding of cultural diversity, as evidenced by an understanding of globalization, the dimensions along which cultures vary and the implications of both for business.	/	/	/	Ta, aP, O	/	/
7.1	Demonstrate proficiency in using IT applications in business and management.	/	/	/	Tb	Tb	O
7.2	Locate, gather, and organize information using appropriate information technology and systems.	/	/	O	Tb, O, aP	Tb	O
7.3	Use econometric or statistical software to deal with databases and conduct empirical analysis.	/	/	/	O	Ta, A	O
8	Understand professional and ethical responsibility	/	/	/	/	/	/

Ta = taught as a major component of the class (>10%) aP = application of taught material Tb = taught as a minor component of the class
A = formally assessed O = opportunity for development of skills not formally taught (e.g. do not teach teamwork but have many team projects).
*Students who wish to pursue BSc ECOF must take ECON 3123

	PILOs-BSc-ECOF	**Electives**											
	Objectives	**ECON 2000 (%)**	**ECON 4304 (%)**	**ECON 4364 (%)**	**ECON 4434 (%)**	**ECON 4474 (%)**	**ECON 1503 (%)**	**ECON 4114 (%)**	**ECON 4204 (%)**	**ECON 4284 (%)**	**ECON 4334 (%)**	**ECON 4374 (%)**	**ECON 4384 (%)**
1.1	Analyze the core issues and weigh the significance of key assumptions used in business decision-making scenarios.	Tb, O	Ta, aP, A	Ta, aP, A, O	Ta, aP, A	Ta, aP, A	Ta, aP, A	Ta, aP, A	Ta, aP, A	Ta, A	Ta, A	Ta, A, O, aP	Ta, aP, A
1.2	Solve business problems using appropriate quantitative and analytical techniques	Tb, O	Ta, aP, A	Ta, aP, A, O	Ta, aP, A	Ta, aP, A	Ta, aP, A	Ta, aP, A	Ta, aP, A	Ta, A	Ta, A	Ta, A, O, aP	Ta, aP, A
1.3	Approach business problems from alternative perspectives and consider unconventional concepts and solutions.	Tb, O	Ta, aP, A	Ta, aP, A, O	Ta, aP, A	Ta, aP, A	Ta, aP, A	Ta, aP, A	Ta, aP, A	Ta, A	Ta, A	Ta, A, O, aP	Ta, aP, A
1.4	Defend reasoned solutions to business problems.	Tb, O	Ta, aP, A	Ta, aP, A, O	Ta, aP, A	Ta, aP, A	Ta, aP, A	Ta, aP, A	Ta, aP, A	Ta, A	Ta, A	Ta, A, O, aP	Ta, aP, A
2	Communicate effectively in oral and Written English.	Ta, ,A	O, A	Tb, aP, A, O	O	Tb	O, A	O	Tb	Tb	/	Tb, aP, A, O	O
3	Understand the core business functions and integrate these functions to solve business problems	O	Ta, aP, A	Ta, aP, O	O	O	Tb, aP	O	O	Tb	Ta, A	Ta, aP, A, O	Ta
4.1	Have a general knowledge of economics and can use it to explain economic phenomena	Tb, O	Ta, aP, A	Ta, aP, A	Ta	Ta, aP	Ta, A	Ta	Ta, aP	Ta, A	Ta, A	Ta	Ta
4.2	Analyze qualitatively and quantitatively basic economic problems	A	Ta, aP, A	Ta, aP, A	Ta, A	Ta, A	Tb, O	Ta, A	Ta, A	Ta, A	Ta, A	Tb, O	aP
4.3	Apply economic knowledge to practical situations and make sound economic decisions,	/	Ta, aP, A	aP, A, O	Tb	Tb, A	Ta, A	Tb	Tb, A	Ta, A	Ta, A	aP, O	aP
4.4	Conduct basic economic analysis and research of the economy and society	Ta,, A	Ta, aP, A	Ta, aP, A	Ta, A	Ta, A	Ta, A	Ta, A	Ta, A	Ta, A	Ta, A	Ta, aP	/
5	Work with others effectively and responsibly.	O	/	A	/	O	O, A	/	O	/	/	O	/
6	Demonstrate a global outlook and an understanding of cultural diversity, as evidenced by an understanding of globalization, the dimensions along which cultures vary and the implications of both for business.	Ta, ,A	Tb, O	Ta, aP, A, O	Tb	Tb, aP	Ta, O	Tb	Tb, aP	Tb	Ta, A	Ta, A, O	Ta, aP, A
7	**7.1.** Demonstrate proficiency in using IT applications in business and management.	O	O, A	Tb, aP, A, O	O	O	/	O	O	Tb	/	O	/
	7.2. Locate, gather, and organize information using appropriate information technology and systems.	Ta,, A	O, A	Tb, aP, A, O	/	Ta	/	/	Ta	Ta	/	Tb, aP, O	/
	7.3. Use econometric or statistical software to deal with databases and conduct empirical analysis.	O	O, A	aP, A, O	/	Ta	/	/	Ta	/	/	aP, O	/
8	Understand professional and ethical responsibility	/	Tb, aP	O	O	Tb	Tb, aP	O	Tb	/	/	O	O

Ta = taught as a major component of the class (>10%) aP = application of taught materials Tb = taught as a minor component of the class A = formally assessed
O = opportunity for development of skills not formally taught (e.g. do not teach teamwork but have many team projects).

THE HONG KONG UNIVERSITY OF SCIENCE AND TECHNOLOGY
School of Business and Management
ECON Program - Mapping of Intended Learning Outcomes

	PILOs-BBA- ECON	**Required Courses**			
	Objectives	**ECON 3014 (%)**	**ECON 3024 (%)**	**ECON 3334 (%)**	**ECON 4670 (%)**
1.1	Analyze the core issues and weigh the significance of key assumptions used in business decision-making scenarios.	Ta, aP, A	Ta, aP, A	aP, A	A
1.2	Solve business problems using appropriate quantitative and analytical techniques.	Ta, aP, A	Ta, aP, A	aP, A	A
1.3	Approach business problems from alternative perspectives and consider unconventional concepts and solutions.	Ta, aP, A	Ta, aP, A	aP, A	A
1.4	Defend reasoned solutions to business problems.	Ta, aP, A	Ta, aP, A	aP, A	A
2	Communicate effectively in oral and Written English.	aP, A	Tb, A	A	A
3	Understand the core business functions and integrate these functions to solve business problems	O	O	Ta	O
4.1	Have a general knowledge of economics and can use it to explain economic phenomena	Ta, aP, A	Ta, aP	Ta, aP	O
4.2	Analyze qualitatively and quantitatively basic economic problems	Ta, ap, A	Ta, aP	Ta, aP	O
4.3	Apply economic knowledge to practical situations and make sound economic decisions,	Ta, aP, A	Tb	Tb	O
4.4	Conduct basic economic analysis and research of the economy and society	Ta, aP, A	Tb	Tb	O
5	Work with others effectively and responsibly.	Tb, A	Tb, A	/	/
6	Demonstrate a global outlook and an understanding of cultural diversity, as evidenced by an understanding of globalization, the dimensions along which cultures vary and the implications of both for business.	O	O	/	/
7.1	Demonstrate proficiency in using IT applications in business and management.	O	O	Tb	O
7.2	Locate, gather, and organize information using appropriate information technology and systems.	aP	aP	Tb	O
7.3	Use econometric or statistical software to deal with databases and conduct empirical analysis.	O	O	Ta, A	O
8	Understand professional and ethical responsibility	O	O	/	/

Ta = taught as a major component of the class (>10%) aP = application of taught material Tb = taught as a minor component of the class
A = formally assessed   O = opportunity for development of skills not formally taught (e.g. do not teach teamwork but have many team projects).
*Students who wish to pursue BSc ECOF must take ECON 3123

	PILOs-BBA-ECON	**Electives**							
	Objectives	**ECON 2000 (%)**	**ECON 2174 (%)**	**ECON 4304 (%)**	**ECON 4364 (%)**	**ECON 4434 (%)**	**ECON 4474 (%)**	**ECON 1503 (%)**	**ECON 4114 (%)**
1.1	Analyze the core issues and weigh the significance of key assumptions used in business decision-making scenarios.	Tb, O	Ta, aP, A, O	Ta, aP, A	Ta, aP, A, O	Ta, aP, A	Ta, aP, A	Ta, aP, A	Ta, aP, A
1.2	Solve business problems using appropriate quantitative and analytical techniques.	Tb, O	Ta, aP, A, O	Ta, aP, A	Ta, aP, A, O	Ta, aP, A	Ta, aP, A	Ta, aP, A	Ta, aP, A
1.3	Approach business problems from alternative perspectives and consider unconventional concepts and solutions.	Tb, O	Ta, aP, A, O	Ta, aP, A	Ta, aP, A, O	Ta, aP, A	Ta, aP, A	Ta, aP, A	Ta, aP, A
1.4	Defend reasoned solutions to business problems.	Tb, O	Ta, aP, A, O	Ta, aP, A	Ta, aP, A, O	Ta, aP, A	Ta, aP, A	Ta, aP, A	Ta, aP, A
2	Communicate effectively in oral and Written English.	Ta, A	O	O, A	Tb, aP, A, O	O	Tb	O, A	O
3	Understand the core business functions and integrate these functions to solve business problems	O	/	Ta, aP, A	Ta, aP, O	O	O	Tb, aP	O
4.1	Have a general knowledge of economics and can use it to explain economic phenomena	Tb, O	/	Ta, aP, A	Ta, aP, A	Ta	Ta, aP	Ta, A	Ta
4.2	Analyze qualitatively and quantitatively basic economic problems	A	Ta, aP, A, O	Ta, aP, A	Ta, aP, A	Ta, A	Ta, A	Tb, O	Ta, A
4.3	Apply economic knowledge to practical situations and make sound economic decisions,	/	O	Ta, aP, A	aP, A, O	Tb	Tb, A	Ta, A	Tb
4.4	Conduct basic economic analysis and research of the economy and society	Ta, A	O	Ta, aP, A	Ta, aP, A	Ta, A	Ta, A	Ta, A	Ta, A
5	Work with others effectively and responsibly.	O	O	/	A	/	O	O, A	/
6	Demonstrate a global outlook and an understanding of cultural diversity, as evidenced by an understanding of globalization, the dimensions along which cultures vary and the implications of both for business.	Ta,A	/	Tb, O	Ta, aP, A, O	Tb	Tb, aP	Ta, O	Tb
7.1	Demonstrate proficiency in using IT applications in business and management.	O	/	O, A	Tb, aP, A, O	O	O	/	O
7.2	Locate, gather, and organize information using appropriate information technology and systems.	Ta, A	/	O, A	Tb, aP, A, O	/	Ta	/	/
7.3	Use econometric or statistical software to deal with databases and conduct empirical analysis.	O	/	O, A	aP, A, O	/	Ta	/	/
8	Understand professional and ethical responsibility	/	/	Tb, aP	O	O	Tb	Tb, aP	O

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O = opportunity for development of skills not formally taught (e.g. do not teach teamwork but have many team projects).

	PILOs-BBA- ECON	**Electives**							
	Objectives	**ECON 4204 (%)**	**ECON 4284 (%)**	**ECON 4334 (%)**	**ECON 4374 (%)**	**ECON 4384 (%)**			
1.1	Analyze the core issues and weigh the significance of key assumptions used in business decision-making scenarios.	Ta, aP, A	Ta, A	Ta, A	Ta, A, O, aP	Ta, aP, A			
1.2	Solve business problems using appropriate quantitative and analytical techniques.	Ta, aP, A	Ta, A	Ta, A	Ta, A, O, aP	Ta, aP, A			
1.3	Approach business problems from alternative perspectives and consider unconventional concepts and solutions.	Ta, aP, A	Ta, A	Ta, A	Ta, A, O, aP	Ta, aP, A			
1.4	Defend reasoned solutions to business problems.	Ta, aP, A	Ta, A	Ta, A	Ta, A, O, aP	Ta, aP, A			
2	Communicate effectively in oral and Written English.	Tb	Tb	/	Tb, aP, A, O	O			
3	Understand the core business functions and integrate these functions to solve business problems	O	Tb	Ta, A	Ta, aP, A, O	Ta			
4.1	Have a general knowledge of economics and can use it to explain economic phenomena	Ta, aP	Ta, A	Ta, A	Ta	Ta			
4.2	Analyze qualitatively and quantitatively basic economic problems	Ta, A	Ta, A	Ta, A	Tb, O	aP			
4.3	Apply economic knowledge to practical situations and make sound economic decisions,	Tb, A	Ta, A	Ta, A	aP, O	aP			
4.4	Conduct basic economic analysis and research of the economy and society	Ta, A	Ta, A	Ta, A	Ta, aP	/			
5	Work with others effectively and responsibly.	O	/	/	O	/			
6	Demonstrate a global outlook and an understanding of cultural diversity, as evidenced by an understanding of globalization, the dimensions along which cultures vary and the implications of both for business.	Tb, aP	Tb	Ta, A	Ta, A, O	Ta, aP, A			
7.1	Demonstrate proficiency in using IT applications in business and management.	O	Tb	/	O	/			
7.2	Locate, gather, and organize information using appropriate information technology and systems.	Ta	Ta	/	Tb, aP, O	/			
7.3	Use econometric or statistical software to deal with databases and conduct empirical analysis.	Ta	/	/	aP, O	/			
8	Understand professional and ethical responsibility	Tb	/	/	O	O			

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THE HONG KONG UNIVERSITY OF SCIENCE AND TECHNOLOGY
School of Business and Management
BBA in Finance Program -Mapping of Intended Learning Outcomes

	PILOs-BBA (FINA)	**Required Courses**		
	Objectives	FINA 3104	FINA 4104	ACCT 3030
1.1	Think critically in making effective decisions	P, O	O	Tb, aP, A
1.2	Think creatively in making effective decisions	P, O	O	
2	Communicate effectively in oral and written English	T, P, A	T, P, A	
3.1	Broad understanding of core functions of business	O	T, P, A	
3.2	Understanding of the integration of business functions to solve business problems		T, P, A	
4.1	In-depth grasp of finance			Ta, aP, A
4.2	Explain and apply the major theories of investment analysis	T, P, A	P, O	
4.3	Explain and apply the major theories of corporate finance		T, P, A	
4.4	Price and trade derivative securities and use them to manage portfolio risks and corporate risks	T, P, A		
4.5	Explain the function and organization of financial institutions and financial markets	T, P, A		
4.6	Summarize the facts and lessons drawn from the history of financial markets and relate them to finance theory	O	O	
4.7	Conduct or interpret basic research on securities, portfolios, and financial markets	T, P, A	T, P, A	
4.8	Apply financial management skills to formulate financial strategies, assess financial risk and manage financing operations			Tb
5	Develop effective team work and leadership skills	P, O	O	
6.1	Work effectively in multi-cultural and international settings	O	P, O	
6.2	Demonstrate a global outlook and an understanding of cultural diversity, as evidenced by an understanding of globalization, the dimensions along which cultures vary and the implications of both for business	O	P, O	
6.3	Implement appropriate processes and behaviors for different cultural settings and audiences	O	P, O	
6.4	Demonstrate an understanding of the international dimensions of accounting/taxation			Tb
6.5	Demonstrate an understanding of the regulatory environment of accounting/taxation in Mainland China			Tb
7	Use information technology effectively	T, P, A	P, O	
8.1	Understand professional and ethical responsibility	O	O	T, aP, A
8.2	Understand the responsibility of accountants to ensure the integrity of financial information			Tb
8.3	Identify ethical challenges in accounting and articulate the consequences of unethical behavior			Tb
8.4	Identify ethical dilemma in accounting and apply professional ethical standards to propose a resolution			Tb

	PILOs-BBA (FINA)	**Electives**								
	Objectives	FINA 3204	FINA 3304	FINA 3820	FINA 3504	FINA 3404	FINA 4304	FINA 3830	FINA 4919	FINA 4929
1.1	Think critically in making effective decisions	O			O	O	O		O	O
1.2	Think creatively in making effective decisions	O			O	O	O		O	O
2	Communicate effectively in oral and written English	T, P, A	T, P, A	O	T, P, A	T, P, A	T, P, A	T, P, A	O	O
3.1	Broad understanding of core functions of business	O	O		O	O	O		O	O
3.2	Understanding of the integration of business functions to solve business problems								O	O
4.1	In-depth grasp of finance									
4.2	Explain and apply the major theories of investment analysis						T, P, A		O	O
4.3	Explain and apply the major theories of corporate finance								O	O
4.4	Price and trade derivative securities and use them to manage portfolio risks and corporate risks	T, P, A				T, P, A	T, P, A		O	O
4.5	Explain the function and organization of financial institutions and financial markets	T, P, A	T, P, A		T, P, A	T, P, A	T, P, A		O	O
4.6	Summarize the facts and lessons drawn from the history of financial markets and relate them to finance theory	O	T, P, A		T, P, A	T, P, A	O		O	O
4.7	Conduct or interpret basic research on securities, portfolios, and financial markets	T, P, A	O		O	O	O	T, P, A	O	O
5	Develop effective team work and leadership skills	P, O	O		O	O	O			
6.1	Work effectively in multi-cultural and international settings	O	O		O	T, P, A	O			
6.2	Demonstrate a global outlook and an understanding of cultural diversity, as evidenced by an understanding of globalization, the dimensions along which cultures vary and the implications of both for business	O	O		O	T, P, A	O			
6.3	Implement appropriate processes and behaviors for different cultural settings and audiences	O	O		O	T, P, A	O			
7	Use information technology effectively	P, O	P, O	T, P,A	P, O	P, O	P, O	T, P,A	O	O
8	Understand professional and ethical responsibility	O	O		O	O	O		O	O

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THE HONG KONG UNIVERSITY OF SCIENCE AND TECHNOLOGY

School of Business and Management

Global Business Program -
Mapping of Intended Learning Outcomes

	PILOs – BBA in Global Business	**Required Courses**					
	School Intended Learning Outcomes	GBUS 1000	GBUS 2010	GBUS 2020	GBUS 3010	GBUS 3020*	GBUS 3040
1.1	Think critically in making effective decisions	Tb, O	Ta, aP, A	Ta, aP, A	Ta, aP, A	Ta, aP, A	Ta, aP, A
1.2	Think creatively in making effective decisions	Tb, O	Ta, aP, A	Ta, aP, A	Ta, aP, A	Ta, aP, A	Ta, aP, A
2.	Communicate effectively in oral and written English		Ta, aP, A		Tb, aP, A	Tb, aP, A	Tb, aP, A
3.1	Understand core business functions		Ta, aP, A	Tb, aP		Ta, aP, A	Ta, aP, A
3.2	Integrate core business functions to solve business problems		Ta, aP, A		Ta, aP, A	Ta, aP, A	Ta, aP, A
4	In-depth grasp of global business major		Ta, aP, A		Ta, aP, A	Ta, aP, A	Ta, aP, A
5	Develop effective team work and leadership skills	O	Tb, aP, A	Ta, aP, A		Tb, aP, A	
6	Work effectively in multi-cultural and international settings	O	O				Tb, aP, A
7	Use information technology effectively						
8	Understand professional and ethical responsibility	O	O	Ta, aP	O	Ta, aP	O

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* GBUS3020 will be replaced by GBUS3040

THE HONG KONG UNIVERSITY OF SCIENCE AND TECHNOLOGY

School of Business and Management

Global Business Program -
Mapping of Intended Learning Outcomes

	PILOs – BBA in Global Business	**Required Course (con'd)**	**Electives**		
	School Intended Learning Outcomes	GBUS 4930 or GBUS 4940	GBUS 3030	GBUS 3050	Study overseas
1.1	Think critically in making effective decisions	Ta, aP, A	Ta, aP, A	Ta, aP, A	
1.2	Think creatively in making effective decisions	Ta, aP, A	Ta, aP, A	Ta, aP, A	
2	Communicate effectively in oral and written English	Tb, aP, A	Tb, aP, A	Tb, aP, A	O
3.1	Understand core business functions	Ta, aP, A	Ta, aP, A	Ta, aP, A	
3.2	Integrate core business functions to solve business problems	Ta, aP, A	Ta, aP, A	Ta, aP, A	
4	In-depth grasp of global business major	Ta, aP, A			
5	Develop effective team work and leadership skills	Ta, aP, A	Tb, aP, A	Tb, aP, A	
6	Work effectively in multi-cultural and international settings			Tb, aP, A	O
7	Use information technology effectively				
8	Understand professional and ethical responsibility	O	O	O	

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THE HONG KONG UNIVERSITY OF SCIENCE AND TECHNOLOGY
School of Business and Management
IS Program - Mapping of Intended Learning Outcomes

	PILOs-BBA IS	**Required Courses**				
	Objectives	ISOM 3260	ISOM 3210	ISOM 3230	ISOM 3360	ISOM 3320
1.1	Think critically in making effective decisions	Tb	Ta, aP	Ta, A, aP	aP, A	
1.2	Think creatively in making effective decisions	aP, A	Ta, aP, A	Ta, A	Tb	O
1.3	Solve business problems using appropriate quantitative and analytical techniques	Tb		Ta, A, aP	Ta, aP	Tb
1.4	Defend reasoned solutions to business problems	A, O	Ta, aP, A	O		
2.1	Communicate effectively in oral and written English	A, O	Ta, aP, A	O		
2.2	Deliver a professional quality presentation in English.	A, O	A			
2.3	Communicate ideas persuasively to inform and convince others.		A		aP	
3.1	Broad understanding of core functions of business	A, O	Tb	O	Tb	aP
3.2	Understanding of the integration of business functions to solve business problems	O		O	O	O
3.3	Decide how one functional area impacts another.			O	O	
3.4	Understand how IS interact with other business areas.	Tb	Ta, aP	O	Tb	aP
3.5	Connect different functional areas to formulate integrated solutions by means of IS	O	aP, A	Tb, aP, A	Tb	
4.1	Demonstrate substantial knowledge and understanding of the latest development of IS-related technologies	Ta, A		Ta, aP, A	Ta	Ta
4.2	Understand key IS management issues and make sound IS decisions to solve business problems.	Tb		Tb, aP	Ta	Tb
4.3	Be able to explore and understand economic, ethical, social, political, regulatory and legal issues related to IS					
4.4	Comply with information-related regulations and IT governance in business practice.					
4.5	Conduct and interpret business research in IS		O			
5.1	Develop effective team work and leadership skills	O	O			Ta
5.2	Contribute to the successful and timely completion of a group project in line with their roles in teams.	O	A			Ta
5.3	Collaborate positively by actively seeking and engaging in discussion of the views of others while showing sensitivity to opposing views.	O	O		O	Ta
6.1	Work effectively in multi-cultural and international settings					
6.2	Implement appropriate processes and behaviors for different cultural settings and audiences					
6.3	Address IS-related business solutions from global and cultural perspective	O				
7.1	Use information technology effectively	Ta, A	Ta, aP, A		Ta	Tb
7.2	Solve business problems and facilitate business innovation by means of information system	Ta, A	Tb, A	Ta,	Ta	Ta
8.1	Understand professional and ethical responsibility					
8.2	Identify the activities/issues in IS that may present ethical challenges, and will articulate the consequences associated with unethical behavior.					
8.3	Identify an ethical dilemma in a scenario case of business and management and apply an ethics model or framework to propose and defend a resolution.		Tb			

	PILOs-BBA IS	**Electives**				
	Objectives	ISOM 2010	ISOM 3310	ISOM 4020	ISOM 3180	ISOM 3380
1.1	Think critically in making effective decisions	O,A	Ta	Ta, aP, A	Tb	Tb
1.2	Think creatively in making effective decisions	O,A	O	Ta, aP, A	Tb	Tb
1.3	Solve business problems using appropriate quantitative and analytical techniques	O,A	Tb	Ta, aP, A	Tb	Tb
1.4	Defend reasoned solutions to business problems	O,A	aP	Ta, aP, A	O	O
2.1	Communicate effectively in oral and written English	Tb, aP, O, A		A	O	O
2.2	Deliver a professional quality presentation in English.	Tb, aP, O, A		A	O	O
2.3	Communicate ideas persuasively to inform and convince others.	Tb, aP, O, A		A	O	O
3.1	Broad understanding of core functions of business	Ta	Ta	aP	O	O
3.2	Understanding of the integration of business functions to solve business problems	Ta	Ta	aP	O	O
3.3	Decide how one functional area impacts another.	Ta	Ta	aP	O	O
3.4	Understand how IS interact with other business areas.	Ta		aP	Tb	Tb
3.5	Connect different functional areas to formulate integrated solutions by means of IS	Ta		aP	O	O
4.1	Demonstrate substantial knowledge and understanding of the latest development of IS-related technologies	Ta, aP, O, A	O	Ta, A	Ta, A	Ta, A
4.2	Understand key IS management issues and make sound IS decisions to solve business problems.	Ta, aP, O, A	O		O	O
4.3	Be able to explore and understand economic, ethical, social, political, regulatory and legal issues related to IS	O		Ta, A	O	O
4.4	Comply with information-related regulations and IT governance in business practice.	Ta, aP, O, A				
4.5	Conduct and interpret business research in IS	Ta, aP, O, A			O	O
5.1	Develop effective team work and leadership skills	O	Tb	O	O	O
5.2	Contribute to the successful and timely completion of a group project in line with their roles in teams.	O	A	O	O	O
5.3	Collaborate positively by actively seeking and engaging in discussion of the views of others while showing sensitivity to opposing views.	O	aP	O	O	O
6.1	Work effectively in multi-cultural and international settings	O			O	O
6.2	Implement appropriate processes and behaviors for different cultural settings and audiences	O	O		O	O
6.3	Address IS-related business solutions from global and cultural perspective	O			O	O
7.1	Use information technology effectively	Ta, aP, O, A	aP		Ta, aP, A	Ta, A
7.2	Solve business problems and facilitate business innovation by means of information system	Ta, aP, O, A	O		Tb	Tb
8.1	Understand professional and ethical responsibility	Tb, aP, O, A				
8.2	Identify the activities/issues in IS that may present ethical challenges, and will articulate the consequences associated with unethical behavior.	Tb, aP, O, A		A		
8.3	Identify an ethical dilemma in a scenario case of business and management and apply an ethics model or framework to propose and defend a resolution.	Tb, aP, O, A				

	PILOs-BBA IS	**Electives**				
	Objectives	ISOM 4100	ISOM 2030	ISOM 4100	ISOM 1090	ISOM 3310
1.1	Think critically in making effective decisions	Ta, aP, A, O	O	Ta, A, aP	Tb	Ta
1.2	Think creatively in making effective decisions	Tb	Ta	Ta, A		Ta
1.3	Solve business problems using appropriate quantitative and analytical techniques	Tb	Ta	Ta, A, aP		
1.4	Defend reasoned solutions to business problems	O	A	Ta, A, aP		Ta
2.1	Communicate effectively in oral and written English	O	A		A, O	A, O
2.2	Deliver a professional quality presentation in English.			O, A	A, O	A, O
2.3	Communicate ideas persuasively to inform and convince others.			O,A	A, O	A, O
3.1	Broad understanding of core functions of business	Tb				
3.2	Understanding of the integration of business functions to solve business problems	Tb		Ta, A		
3.3	Decide how one functional area impacts another.	Tb		Ta, A		
3.4	Understand how IS interact with other business areas.	Tb		Ta, A		
3.5	Connect different functional areas to formulate integrated solutions by means of IS	Tb		Ta, A	Tb	Tb
4.1	Demonstrate substantial knowledge and understanding of the latest development of IS-related technologies	Ta, aP, A		Ta, A	Tb, A	Tb, A
4.2	Understand key IS management issues and make sound IS decisions to solve business problems.	Ta, aP, A, O		TA, A, aP	Tb, A	Tb, A
4.3	Be able to explore and understand economic, ethical, social, political, regulatory and legal issues related to IS	Tb	Ta	Ta, A	Tb, A	Tb, A
4.4	Comply with information-related regulations and IT governance in business practice.	Tb	O	Ta, A	Tb, A	Tb, A
4.5	Conduct and interpret business research in IS				Tb, A	Tb, A
5.1	Develop effective team work and leadership skills			Ta, A	O	O
5.2	Contribute to the successful and timely completion of a group project in line with their roles in teams.		Tb		O	O
5.3	Collaborate positively by actively seeking and engaging in discussion of the views of others while showing sensitivity to opposing views.				O	O
6.1	Work effectively in multi-cultural and international settings		O		Ta	
6.2	Implement appropriate processes and behaviors for different cultural settings and audiences				Ta	
6.3	Address IS-related business solutions from global and cultural perspective				O	Ta
7.1	Use information technology effectively	O		O		
7.2	Solve business problems and facilitate business innovation by means of information system	Tb, A		Tb	O	O
8.1	Understand professional and ethical responsibility	Ta, A		Ta, A	O	O
8.2	Identify the activities/issues in IS that may present ethical challenges, and will articulate the consequences associated with unethical behavior.	Tb, A	O		O	O
8.3	Identify an ethical dilemma in a scenario case of business and management and apply an ethics model or framework to propose and defend a resolution.	O			O	O

	PILOs-BBA IS	Electives				
	Objectives	ISOM 1380	ISOM 2310			
1.1	Think critically in making effective decisions	Ta, Ap, A	Ta, aP, A			
1.2	Think creatively in making effective decisions	Ta,Ap, A	Tb			
1.3	Solve business problems using appropriate quantitative and analytical techniques	Ta, Ap, A	Tb			
1.4	Defend reasoned solutions to business problems	Ap, A, O	O			
2.1	Communicate effectively in oral and written English	A, O	O			
2.2	Deliver a professional quality presentation in English.	A, O				
2.3	Communicate ideas persuasively to inform and convince others.	A, O				
3.1	Broad understanding of core functions of business	Ta,A	Ta, aP, A			
3.2	Understanding of the integration of business functions to solve business problems	Ta,A	Tb			
3.3	Decide how one functional area impacts another.	Ta,A	Tb			
3.4	Understand how IS interact with other business areas.	Tb	Tb			
3.5	Connect different functional areas to formulate integrated solutions by means of IS	Tb, aP, O	Tb			
4.1	Demonstrate substantial knowledge and understanding of the latest development of IS-related technologies	Tb, aP, O	Tb			
4.2	Understand key IS management issues and make sound IS decisions to solve business problems.	Tb, aP	Tb, aP, A, O			
4.3	Be able to explore and understand economic, ethical, social, political, regulatory and legal issues related to IS	Ta, O	O			
4.4	Comply with information-related regulations and IT governance in business practice.		Tb, aP, O			
4.5	Conduct and interpret business research in IS	Tb, aP				
5.1	Develop effective team work and leadership skills	O				
5.2	Contribute to the successful and timely completion of a group project in line with their roles in teams.	O				
5.3	Collaborate positively by actively seeking and engaging in discussion of the views of others while showing sensitivity to opposing views.	O, A				
6.1	Work effectively in multi-cultural and international settings	Tb, O	O			
6.2	Implement appropriate processes and behaviors for different cultural settings and audiences		O			
6.3	Address IS-related business solutions from global and cultural perspective	Tb	Tb			
7.1	Use information technology effectively	Tb	O			
7.2	Solve business problems and facilitate business innovation by means of information system	Ta, aP	O			
8.1	Understand professional and ethical responsibility		O			
8.2	Identify the activities/issues in IS that may present ethical challenges, and will articulate the consequences associated with unethical behavior.		O			
8.3	Identify an ethical dilemma in a scenario case of business and management and apply an ethics model or framework to propose and defend a resolution.		O			

THE HONG KONG UNIVERSITY OF SCIENCE AND TECHNOLOGY
School of Business and Management
MARKETING Program - Mapping of Intended Learning Outcomes

	PILOs-BBA- MARK	**Required Courses**		
	Objectives	MARK 3220	MARK 3420	MARK 4210
1	1.1. Analyze the core issues and weigh the significance of key assumptions used in business decision-making scenarios.	Ta, aP, A	Tb, aP, A	Ta, aP, A
	1.2. Solve marketing problems using appropriate quantitative and analytical techniques.	Ta, aP, A	Ta, aP, A	Ta, aP, A
	1.3. Generate creative solutions to marketing problems by analyzing the situation.	Tb,aP, A	Ta, aP, A	T, aP
	1.4. Approach business problems from alternative perspectives and consider unconventional concepts and solutions.	Tb, aP, A	Tb, aP, A	Tb, aP, A
	1.5. Defend reasoned solutions to marketing problems.	Tb, aP, A	Tb, aP, A	Tb, aP, A
2	2.1.Produce professional quality business documents in English.	A, O	A, O	A, O
	2.2.Deliver a professional quality presentation in English.	A, O	A, O	A, O
	2.3. Communicate ideas persuasively to inform and convince others.	A, O	A, O	A, O
3	3.1.Generate solutions to marketing problems by drawing from research and other disciplines such as psychology and economics	Ta, A, aP	Ta, A, aP	Tb, A, aP
	3.2. Explain how marketing interacts with other functional areas in serving market needs.	O O		Ta, aP
4	4.1.Demonstrate substantial knowledge and understanding of basic marketing concepts, theories, frameworks, and tools and their applications to business situations.	Ta, A, aP	Ta, A, aP	Ta, A, aP
	4.2.Develop the skills necessary to predict the behavior of consumers based on a knowledge of psychological theories	Tb, A, aP	Ta, A, aP	Tb, A, aP
	4.3. Conduct and interpret basic research on marketing-related problems	Ta, aP, A	Tb, aP, A	Tb, aP, A
	4.4.Differentiate between marketing of physical goods and services and the resulting challenges in marketing of both.			
	4.5.Analyze marketing issues and make logical decisions through the case method of learning and other empirical tools	Tb, aP, A	Tb, aP, A	Tb, aP, A
	4.6.Formulate marketing plans with given business opportunities in the environment.	Tb, aP, A	Tb, aP, A	Tb, aP, A
	4.7.Be able to monitor marketing performance and propose control measures	O	O	Ta, aP, A
5	5.1. Demonstrate an understanding of team dynamics and the various roles played within the team.	O O		O
	5.2. Contribute to the successful and timely completion of a group project in line with their roles in teams.	O O		O
	5.3. Collaborate positively by actively seeking and engaging in discussion of the views of others while showing sensitivity to opposing	O O		O
	5.4. Demonstrate the ability to lead a team to success.	O O		O
6	6.1. Demonstrate a global outlook and an understanding of cultural diversity, as evidenced by an understanding of globalization, the dimensions along which cultures vary and the implicationsof both for marketing.	O	Tb, aP, A	Tb, aP, A
	6.2. Apply cross-cultural research findings to resolve marketing problems that may occur in different countries.	O	Tb, aP	O
7	7.1. Demonstrate proficiency in using IT applications in marketing management.	Ta, aP, A	O	O
	7.2. Locate, gather, and organize information using appropriate information technology and systems.	Ta, aP, A	O, A	O, A
8	8.1. Explain the role played by managers in ensuring the integrity of the firm and maintaining appropriate levels of social responsibility.	O Tb	, aP	O
	8.2. Identify the activities/issues in their chosen profession that may present ethical challenges, and will articulate the consequences associated with unethical behavior.	O O		O
	8.3. Develop a consumer-centric approach to marketing and encourage sustainable marketing practice.	O O		O
	8.4. Understand the legal and macro-environmental factors under which the firm operates in order to avoid conducting ethically-questionable practices.	O O		O

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	PILOs-BBA- MARK	**Electives**		
	Objectives	MARK 3510	MARK 3430	MARK 3470
1	1.1. Analyze the core issues and weigh the significance of key assumptions used in business decision-making scenarios.	Tb, aP, A	Tb, aP, A	Tb, aP, A
	1.2. Solve marketing problems using appropriate quantitative and analytical techniques.	Tb, aP, A	Tb, aP, A	Tb, aP, A
	1.3. Generate creative solutions to marketing problems by analyzing the situation.	Tb, aP, A	Tb, aP, A	Tb, aP, A
	1.4. Approach business problems from alternative perspectives and consider unconventional concepts and solutions.	Tb, aP, A	Tb, aP, A	Tb, aP, A
	1.5. Defend reasoned solutions to marketing problems.	Tb, aP, A	Tb, aP, A	Tb, aP, A
2	2.1.Produce professional quality business documents in English.	A, O	A, O	A, O
	2.2.Deliver a professional quality presentation in English.	A, O	A, O	A, O
	2.3. Communicate ideas persuasively to inform and convince others.	A, O	A, O	A, O
3	3.1.Generate solutions to marketing problems by drawing from research and other disciplines such as psychology and economics	Tb, A, aP	Tb, A, aP	Tb, A, aP
	3.2. Explain how marketing interacts with other functional areas in serving market needs.	O O		O
4	4.1.Demonstrate substantial knowledge and understanding of basic marketing concepts, theories, frameworks, and tools and their applications to business situations.	Ta, A, aP	Ta, A, aP	Ta, A, aP
	4.2.Develop the skills necessary to predict the behavior of consumers based on a knowledge of psychological theories	Ta, A, aP	Ta, A, aP	Ta, A, aP
	4.3. Conduct and interpret basic research on marketing-related problems	Tb, aP, A	Tb, aP, A	Tb, aP, A
	4.4.Differentiate between marketing of physical goods and services and the resulting challenges in marketing of both.			Ta, aP
	4.5.Analyze marketing issues and make logical decisions through the case method of learning and other empirical tools	Tb, aP, A	Tb, aP, A	Tb, aP, A
	4.6.Formulate marketing plans with given business opportunities in the environment.	Tb, aP, A	Tb, aP, A	Tb, aP, A
	4.7.Be able to monitor marketing performance and propose control measures	Tb, aP, A	O	O
5	5.1. Demonstrate an understanding of team dynamics and the various roles played within the team.	O O		O
	5.2. Contribute to the successful and timely completion of a group project in line with their roles in teams.	O O		O
	5.3. Collaborate positively by actively seeking and engaging in discussion of the views of others while showing sensitivity to opposing	O O		O
	5.4. Demonstrate the ability to lead a team to success.	O O		O
6	6.1. Demonstrate a global outlook and an understanding of cultural diversity, as evidenced by an understanding of globalization, the dimensions along which cultures vary and the implicationsof both for marketing.	O	Ta, aP, A	Tb, aP, A
	6.2. Apply cross-cultural research findings to resolve marketing problems that may occur in different countries.	O	Ta, aP, A	O
7	7.1. Demonstrate proficiency in using IT applications in marketing management.	O O		O
	7.2. Locate, gather, and organize information using appropriate information technology and systems.	O, A	O, A	O, A
8	8.1. Explain the role played by managers in ensuring the integrity of the firm and maintaining appropriate levels of social responsibility.	O O		O
	8.2. Identify the activities/issues in their chosen profession that may present ethical challenges, and will articulate the consequences associated with unethical behavior.	O O		O
	8.3. Develop a consumer-centric approach to marketing and encourage sustainable marketing practice.	O O		O
	8.4. Understand the legal and macro-environmental factors under which the firm operates in order to avoid conducting ethically-questionable practices.	O O		O

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	PILOs-BBA- MARK	**Electives**	
	Objectives	MARK 3410	MARK 4450
1	1.1. Analyze the core issues and weigh the significance of key assumptions used in business decision-making scenarios.	Tb, aP, A	Tb, aP, A
	1.2. Solve marketing problems using appropriate quantitative and analytical techniques.	Tb, aP, A	Tb, aP, A
	1.3. Generate creative solutions to marketing problems by analyzing the situation.	Ta, aP, A	Tb, aP, A
	1.4. Approach business problems from alternative perspectives and consider unconventional concepts and solutions.	Ta, aP, A	Tb, aP, A
	1.5. Defend reasoned solutions to marketing problems.	Tb, aP, A	Tb, aP, A
2	2.1.Produce professional quality business documents in English.	A, O	A, O
	2.2.Deliver a professional quality presentation in English.	A, O	A, O
	2.3. Communicate ideas persuasively to inform and convince others.	A, O	A, O
3	3.1.Generate solutions to marketing problems by drawing from research and other disciplines such as psychology and economics	Tb, A, aP	Tb, A, aP
	3.2. Explain how marketing interacts with other functional areas in serving market needs.	O O	
4	4.1.Demonstrate substantial knowledge and understanding of basic marketing concepts, theories, frameworks, and tools and their applications to business situations.	Ta, A, aP	Ta, A, aP
	4.2.Develop the skills necessary to predict the behavior of consumers based on a knowledge of psychological theories	Ta, A, aP	Ta, A, aP
	4.3. Conduct and interpret basic research on marketing-related problems	Tb, aP, A	Tb, aP, A
	4.4.Differentiate between marketing of physical goods and services and the resulting challenges in marketing of both.		
	4.5.Analyze marketing issues and make logical decisions through the case method of learning and other empirical tools	Tb, aP, A	Tb, aP, A
	4.6.Formulate marketing plans with given business opportunities in the environment.	Tb, aP, A	Tb, aP, A
	4.7.Be able to monitor marketing performance and propose control measures	O O	
5	5.1. Demonstrate an understanding of team dynamics and the various roles played within the team.	O O	
	5.2. Contribute to the successful and timely completion of a group project in line with their roles in teams.	O O	
	5.3. Collaborate positively by actively seeking and engaging in discussion of the views of others while showing sensitivity to opposing	O O	
	5.4. Demonstrate the ability to lead a team to success.	O O	
6	6.1. Demonstrate a global outlook and an understanding of cultural diversity, as evidenced by an understanding of globalization, the dimensions along which cultures vary and the implicationsof both for marketing.	Tb, aP, A	Tb, aP, A
	6.2. Apply cross-cultural research findings to resolve marketing problems that may occur in different countries.	O O	
7	7.1. Demonstrate proficiency in using IT applications in marketing management.	O O	
	7.2. Locate, gather, and organize information using appropriate information technology and systems.	O, A	O, A
8	8.1. Explain the role played by managers in ensuring the integrity of the firm and maintaining appropriate levels of social responsibility.	O O	
	8.2. Identify the activities/issues in their chosen profession that may present ethical challenges, and will articulate the consequences associated with unethical behavior.	O O	
	8.3. Develop a consumer-centric approach to marketing and encourage sustainable marketing practice.	O O	
	8.4. Understand the legal and macro-environmental factors under which the firm operates in order to avoid conducting ethically-questionable practices.	O O	

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THE HONG KONG UNIVERSITY OF SCIENCE AND TECHNOLOGY

School of Business and Management

MGMT Program -
Mapping of Intended Learning Outcomes

	PILOs-BBA/BSc- MGMT	**Required Courses**						
	Objectives	MGMT 2110 -100%	MGMT 2120 -100%	MGMT 3140 -95%	MGMT 3130 -80%	MGMT 3120 -70%	MGMT 4210 -100%	MGMT 3110 -100%
1.1	Think critically in making effective decisions	Tb	Tb aP	Ta aP A	Ta aP A	Tb	Ta aP A	Ta aP A
1.2	Think creatively in making effective decisions	Tb	Tb aP	Ta aP A	Ta aP A	Tb	Ta aP A	Ta aP A
2	Communicate effectively in oral and written English	Ta aP A	A O	Ta aP A	Ta aP A	Ta aP A	Tb aP A	Tb aP A
3.1	Broad understanding of core functions of business		Tb aP A O	Ta aP A			Ta aP A	O
3.2	Understanding of the integration of business functions to solve business problems		Tb aP A O	Ta aP A			Ta aP A	O
4.1	In-depth grasp of the MGMT major	Ta aP A	Ta aP A	Ta aP A	Ta aP A	Ta aP A	Ta aP A	Ta aP A
5	Develop effective team work and leadership skills	Ta aP A	O	Ta aP A	Tb aP A	Ta aP A	O	Tb O
6	Work effectively in multi-cultural and international settings	Ta aP A	O	Ta aP A	O	Tb	Tb	Tb O
7	Use information technology effectively	O	Tb aP A O		O	O	O	A
8	Understand professional and ethical responsibility	Tb aP A	Ta aP A	Ta aP A	O Tb		Tb	O

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	PILOs-BBA/BSc- MGMT	**Electives**						
	Objectives	MGMT 1110 0%	MGMT 1120	MGMT 1130	MGMT 4220 -50%	MgMT 4230 -50%	MGMT 4250 -30%	
1.1	Think critically in making effective decisions	Tb	Tb	Ta aP A	Tb	Ta aP A	Ta aP A	
1.2	Think creatively in making effective decisions	Tb	Tb	Ta aP A	Tb	Ta aP A	Ta aP A	
2	Communicate effectively in oral and written English	Ta aP A	Ta aP A	Ta aP A	Ta aP A	Tb aP A	Ta aP A	
3.1	Broad understanding of core functions of business				Ta aP A	Ta aP A	Ta aP A	
3.2	Understanding of the integration of business functions to solve business problems				Ta aP A	Ta aP A	Ta aP A	
4.1	In-depth grasp of the major	Ta aP A	Ta aP A	Ta aP A	Ta aP A	Ta aP A	Ta aP A	
5	Develop effective team work and leadership skills	Ta aP A	Ta aP A	Tb aP A		O	Tb aP A	
6	Work effectively in multi-cultural and international settings	Ta aP A	O	O		Ta aP A	Tb	
7	Use information technology effectively	O		O	O	O	O	
8	Understand professional and ethical responsibility	Tb aP A	Ta aP A	O		Tb		

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THE HONG KONG UNIVERSITY OF SCIENCE AND TECHNOLOGY

School of Business and Management

BBA (OM) Program - Mapping of Intended Learning Outcomes

	PILOs-BBA - OM	**Required Courses**	
	Objectives	**ISOM 3730**	**ISOM 3710**
1.1	Think critically in making effective decisions	Ta, A, aP	Ta, A, aP
1.2	Think creatively in making effective decisions	Tb T	b
2	Communicate effectively in oral and written English	Tb, O, aP	Tb, aP
3.1	Broad understanding of core functions of business	Tb, A	Tb, aP
3.2	Understanding of the integration of business functions to solve business problems	Tb, aP	Ta, aP
4.1	Understand the roles and contributions of operations management in the production and delivery of goods and services in organizations and society	Ta, A	Ta, A
4.2	Demonstrate in depth knowledge of major subject areas in operations management, and the quantitative and qualitative methodologies for problem solving, management improvement, and the implication and limitations of selected criteria in decision making	Ta, A	Ta, A, O
4.3	Be aware of a wide range of contemporary and pervasive business issues, as well as technology advancement that impact the management of operations	Ta, A	Tb
4.4	Apply a range of appropriate quantitative and qualitative methods and tools, including decision support systems and related software, to solve business problems in which the management of operations is a critical issue	Ta, A	Ta, A, aP
4.5	Communicate clearly and effectively the knowledge, ideas, and technical details regarding the management of operations to both technical and managerial audiences using appropriate media	Tb, A	Tb
4.6	Advance one's knowledge of operations management and problem solving skills through independent learning, research, practice, and experience.	Ta, A	Tb
5	Develop effective team work and leadership skills	Tb -	
6.1	Work effectively in multi-cultural and international settings	Tb, O	-
7	Use information technology effectively	O Ta,	A, aP
8	Understand professional and ethical responsibility	- -	

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	PILOs-BBA - OM	**Electives**						
	Objectives	**ISOM 3530**	**ISOM 3540**	**ISOM 3740**	**ISOM 3760**	**ISOM 4520**	**ISOM 4540**	**ISOM 4550**
1.1	Think critically in making effective decisions	Ta, A, aP	Ta, A, aP	Ta, A, aP	Ta, A, aP	Ta, A, aP	Ta, A, aP	Ta, aP, A
1.2	Think creatively in making effective decisions	Ta, A, aP	Ta, A	Ta, A, aP	Ta, A	Tb, aP	Tb, aP	-
2	Communicate effectively in oral and written English	Ta, A, aP	Tb, aP	Ta, A, aP	Tb, A, aP	Ta, A, aP	Tb, aP	aP, Ta
3.1	Broad understanding of core functions of business	-	-	Tb T	b	Tb -		Tb, aP
3.2	Understanding of the integration of business functions to solve business problems	Tb	Tb	Ta, A, O	Ta, A	Ta, A, aP	Ta, A, aP	Tb, aP, A
4.1	Understand the roles and contributions of operations management in the production and delivery of goods and services in organizations and society	-	-	Ta, A Ta,	A -		Tb	Tb
4.2	Demonstrate in depth knowledge of major subject areas in operations management, and the quantitative and qualitative methodologies for problem solving, management improvement, and the implication and limitations of selected criteria in decision making	Ta, A, aP	Ta, A, aP	Ta, A	Ta, A, aP	Ta, A, aP	Ta, A, aP	Ta, A
4.3	Be aware of a wide range of contemporary and pervasive business issues, as well as technology advancement that impact the management of operations	- -		Tb	Ta, A	- -	Tb	
4.4	Apply a range of appropriate quantitative and qualitative methods and tools, including decision support systems and related software, to solve business problems in which the management of operations is a critical issue	Ta, A, aP	Ta, A, aP	Ta, A	Ta, A	Tb	Ta, A, aP	Ta, A
4.5	Communicate clearly and effectively the knowledge, ideas, and technical details regarding the management of operations to both technical and managerial audiences using appropriate media	-	-	Tb, aP	Ta, A	Ta, A, aP	Tb	Ta
4.6	Advance one's knowledge of operations management and problem solving skills through independent learning, research, practice, and experience.	-	O	Tb, O	Ta, A	Tb	Tb	A, O
5	Develop effective team work and leadership skills	-	-	Ta, A, aP	Ta, A, O	Ta, A, aP	Ta, A, O	-
6.1	Work effectively in multi-cultural and international settings	O	-	Tb	Tb, O	- - O		
7	Use information technology effectively	Ta, A, aP	- T	b, A, aP	Tb, A, O	Tb Ta,	A, aP	-
8	Understand professional and ethical responsibility	- -		O	Tb	- -	-	

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	PILOs-BBA - OM	**Electives**						
	Objectives	**ISOM 4580**	**ISOM 4720**	**ISOM 4740**	**ISOM 4750**	**ISOM 4770**	**ISOM 4810**	**ISOM 4820**
1.1	Think critically in making effective decisions	Ta, aP, A	Tb, A	Tb, A, aP	Tb, A, aP	Ta, A, aP	Ta, A, aP	Ta, aP, A
1.2	Think creatively in making effective decisions	Ta, aP, A	Tb	Tb	Tb	Ta, A	Ta, A, aP	Ta, aP, A
2	Communicate effectively in oral and written English	Ta, aP	Tb, aP, O	Ta, A, aP	Ta, A, O	Tb, A, O	O	O
3.1	Broad understanding of core functions of business	Tb, aP	Ta, aP, A	Ta, A	Tb	Ta, A	Ta, A, aP	Ta, aP, A
3.2	Understanding of the integration of business functions to solve business problems	Tb, aP, A	Ta, aP, A	Ta, O, A	Tb, O	Tb	Ta, A, aP	Ta, aP, A
4.1	Understand the roles and contributions of operations management in the production and delivery of goods and services in organizations and society	Tb	aP, A	Ta, A	Ta, A	Ta, A	Ta, A, aP	Ta, A
4.2	Demonstrate in depth knowledge of major subject areas in operations management, and the quantitative and qualitative methodologies for problem solving, management improvement, and the implication and limitations of selected criteria in decision making	Ta, A	Ta, A, O	Tb, A	Tb, A	Ta, A	Ta, A, aP	Ta, aP, A
4.3	Be aware of a wide range of contemporary and pervasive business issues, as well as technology advancement that impact the management of operations	Tb	Tb, A	Ta, A	Ta, A	Ta, A	Tb	Ta, A
4.4	Apply a range of appropriate quantitative and qualitative methods and tools, including decision support systems and related software, to solve business problems in which the management of operations is a critical issue	Ta, A	A, aP	Ta, A	Tb, A	Tb	Ta, A, aP	aP
4.5	Communicate clearly and effectively the knowledge, ideas, and technical details regarding the management of operations to both technical and managerial audiences using appropriate media	Ta, A A		Ta, A T	a, A T	a, A O		aP
4.6	Advance one's knowledge of operations management and problem solving skills through independent learning, research, practice, and experience.	A, O	Tb	O	O	Ta, A	Ta, A, aP	Ta, aP, A
5	Develop effective team work and leadership skills	-	Tb	Ta, A, O	Tb, A	Tb, O	O	-
6.1	Work effectively in multi-cultural and international settings	O	-	Tb, O O		Tb, O O		-
7	Use information technology effectively	-	Ta, A	-	Ta, A, aP	O	O	aP
8	Understand professional and ethical responsibility	- -		Tb, O	- -	O		-

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	PILOs-BBA - OM	**Electives**	
	Objectives	**ISOM 4850**	**ISOM 4880**
1.1	Think critically in making effective decisions	Ta, aP, A	aP, A
1.2	Think creatively in making effective decisions	Ta, aP, A	aP, A
2	Communicate effectively in oral and written English	O aP	, A
3.1	Broad understanding of core functions of business	Ta, A	aP
3.2	Understanding of the integration of business functions to solve business problems	Ta, aP, A	aP
4.1	Understand the roles and contributions of operations management in the production and delivery of goods and services in organizations and society	Ta, aP	aP, A
4.2	Demonstrate in depth knowledge of major subject areas in operations management, and the quantitative and qualitative methodologies for problem solving, management improvement, and the implication and limitations of selected criteria in decision making	Ta, aP, A	aP, A
4.3	Be aware of a wide range of contemporary and pervasive business issues, as well as technology advancement that impact the management of operations	Tb a	P, A
4.4	Apply a range of appropriate quantitative and qualitative methods and tools, including decision support systems and related software, to solve business problems in which the management of operations is a critical issue	Ta, aP	aP, A
4.5	Communicate clearly and effectively the knowledge, ideas, and technical details regarding the management of operations to both technical and managerial audiences using appropriate media	Tb, O	aP, A
4.6	Advance one’s knowledge of operations management and problem solving skills through independent learning, research, practice, and experience.	Ta, aP	aP, A
5	Develop effective team work and leadership skills	Ta, A	aP, A
6.1	Work effectively in multi-cultural and international settings	Tb O	
7	Use information technology effectively	O aP	, A
8	Understand professional and ethical responsibility	O O	

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THE HONG KONG UNIVERSITY OF SCIENCE AND TECHNOLOGY

School of Business and Management

BSc in Quantitative Finance Program -
Mapping of Intended Learning Outcomes

	PILOs- BSc- QFIN	**Required Courses**						
	Objectives	FINA 2102	FINA 3104	FINA 3204	FINA 3810	FINA 4104	FINA 4810	FINA 4814
1	Think critically and creative in making effective decisions	O, aP	O, aP	O, aP	O, aP	O, aP	aP, Tb	P, Tb
2	Communicate effectively in oral and written English. Explain the concept and terminology of finance, both in technical jargon and everyday language	aP, Ta	aP, Tb	O, aP	aP, Tb	aP, Tb	aP, Tb	aP, Tb
3.1	Explain the interdependence and distinctive elements of finance, economics, and accounting.	O, aP	O, aP	O, aP	O, aP	aP, Tb	aP, Tb	aP, Tb
3.2	Explain how finance supports the value-creation process and the other functional areas of the firm.	O, aP	O	O, aP	O	aP, Ta	aP, Tb	aP, Tb
3.3	Apply quantitative and analytical tools to solve real-world financial problems.	aP, Ta, A	O	aP, Tb, A	O	aP, Ta, A	aP, Ta, A	aP, Ta, A
4.1	Explain and apply the major theories of investment analysis.	aP, Tb	aP, Ta, A	aP, Ta, A	O, aP	aP, Tb	aP, Tb	aP, Tb
4.2	Explain and apply the major theories of corporate finance.	aP, Tb	aP, Tb	O, aP	O, aP	aP, Ta, A	aP, Tb	aP, Tb
4.3	Price and trade derivative securities and use them to manage portfolio risks and corporate risks.	aP, Tb	aP, Tb	aP, Ta, A	O, aP	O, aP	aP, Tb	aP, Tb
4.4	Explain the function and organization of financial institutions and financial markets.	aP, Ta	aP, Tb	aP, Tb	aP, Tb	aP, Tb	aP, Tb	aP, Tb
4.5	Summarize the facts and lessons drawn from the history of financial markets and relate them to finance theory.	aP, Tb	aP, Tb	aP, Tb	aP, Tb	aP, Tb	O, aP	O, aP
4.6	Conduct or interpret basic research on securities, portfolios, and financial markets.	O, aP	aP, Tb	aP, Tb	aP, Ta, A	aP, Tb	aP, Ta	aP, Ta
4.7	Conduct in-depth analysis of new financial products and strategies	aP, Ta	aP, Tb	aP, Tb, A	aP, Tb	aP, Tb	aP, Ta	aP, Ta
5	Effective team member and leadership	aP, Ta, A	aP, A	O, aP	O	aP, Tb, A	aP, Ta, A	aP, Ta, A
6	Operate in multicultural and international setting	O, aP	O	O	O	O	O	O
7	Use information technology in business applications	O	aP, Tb	O, aP	aP, Ta, A	O	O, aP	O, aP
8	Understand professional and ethical responsibility	O	O	O	O	O	O	O

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	PILOs- BSc- QFIN	**Required Courses**								
	Objectives	ISOM 3230	ISOM 3540	ISOM 4540	ECON 4304	ECON 3334	MATH 1014	MATH 2011	MATH 2121	MATH 2421
1	Think critically and creative in making effective decisions	aP, Ta, A	aP, Ta	aP, Ta	aP, Ta, A	aP, A	P	aP, Ta	aP, Ta	P
2	Communicate effectively in oral and written English. Explain the concept and terminology of finance, both in technical jargon and everyday language	O		O	O, A	A				
3.1	Explain the interdependence and distinctive elements of finance, economics, and accounting.	O	O					O	O	
3.2	Explain how finance supports the value-creation process and the other functional areas of the firm.		O					O	O	
3.3	Apply quantitative and analytical tools to solve real-world financial problems.	aP, Tb		aP, Tb	aP, Tb	Tb	P	P	P	P
4.1	Explain and apply the major theories of investment analysis.	O								
4.2	Explain and apply the major theories of corporate finance.									
4.3	Price and trade derivative securities and use them to manage portfolio risks and corporate risks.									
4.4	Explain the function and organization of financial institutions and financial markets.	O								
4.5	Summarize the facts and lessons drawn from the history of financial markets and relate them to finance theory.	O								
4.6	Conduct or interpret basic research on securities, portfolios, and financial markets.	O								
4.7	Conduct in-depth analysis of new financial products and strategies	O								
5	Effective team member and leadership	O, aP	O	O				O	O	
6	Operate in multicultural and international setting	O	O		O, Tb			O	O	
7	Use information technology in business applications	Ta	O	aP, Ta, A	O, A	Ta, A		O	O	
8	Understand professional and ethical responsibility		O	aP,	Tb			O	O	

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	PILOs- BSc- QFIN	**Elective Courses**						
	Objectives	FINA 3304	FINA 3504	FINA 3830	FINA 4929	MATH 4511	MATH 4512	ISOM 4520
1	Think critically and creative in making effective decisions	O	O	O	O, aP	aP, Tb	aP, Tb	aP, Ta
2	Communicate effectively in oral and written English. Explain the concept and terminology of finance, both in technical jargon and everyday language	aP, Tb	aP, Tb	O, aP	aP, Tb	aP, Tb	aP, Tb	aP, Tb
3.1	Explain the interdependence and distinctive elements of finance, economics, and accounting.	O	O	O	O, aP	O, aP	O, aP	
3.2	Explain how finance supports the value-creation process and the other functional areas of the firm.	O	O	O	aP, Tb	O, aP	O, aP	O, aP
3.3	Apply quantitative and analytical tools to solve real-world financial problems.	O	O	O	aP, Tb	O, aP	O, aP	O, aP
4.1	Explain and apply the major theories of investment analysis.		O, aP	O, aP	aP, Tb	aP, Ta	aP, Ta	aP, Ta
4.2	Explain and apply the major theories of corporate finance.		aP, Tb	O, aP	aP, Tb	O, aP		
4.3	Price and trade derivative securities and use them to manage portfolio risks and corporate risks.		O, aP	O, aP	aP, Tb	aP, Ta	aP, Ta	aP, Ta
4.4	Explain the function and organization of financial institutions and financial markets.	aP, Ta, A	aP, Ta, A	O, aP	O, aP	aP, Tb	aP, Tb	aP, Tb
4.5	Summarize the facts and lessons drawn from the history of financial markets and relate them to finance theory.	aP, Tb	aP, Tb	O, aP	O, aP	aP, Tb	aP, Tb	aP, Tb
4.6	Conduct or interpret basic research on securities, portfolios, and financial markets.	O	O	aP, Ta	aP, Tb	O, aP	aP, Tb	aP, Tb
4.7	Conduct in-depth analysis of new financial products and strategies	O	O	aP, Tb	aP, Tb	O, aP	O, aP	O, aP
5	Effective team member and leadership	O	O		aP, Tb	O, aP	O, aP	O
6	Operate in multicultural and international setting	O	O	O	O	O	O	
7	Use information technology in business applications			aP, Tb	O, aP	O, aP	O	aP, Ta
8	Understand professional and ethical responsibility	O	O	O	O	O	O	

Ta = taught as a major component of the class (>10%) Tb = taught as a minor component of the class aP = application of taught material A = formally assessed O = opportunity for development of skills not formally taught (e.g. do not teach teamwork but have many team projects)

Course Mapping of Core Courses of BBA Programs

PILOs-BBA Program		**Core Courses**												
Objectives		ACCT 2010	ACCT 2200	ECON 2103/ 2113	ECON 2123/ 3123	FINA 2303	ISOM 2010	ISOM 2500	ISOM 2700	MARK 2120	MGM T 2110	SBMT 2010/ MGMT 2130	LABU 2050/2051/ 2052	SBMT 2020
1	• think critically in making effective decisions	Ta, aP, A	Ta, aP, A	Ta, aP, A	Ta, aP, A	Tb, aP, A	O, A	Ta, aP, A	Ta, aP, A	Ta, aP, A	Tb	Ta, aP, A	Ta, aP, A	Ta, aP, A
	• think creatively in making effective decisions	O O				Tb, aP, A	O, A	Ta, P, A	Tb	Ta, aP, A	Tb	Ta, aP, A	Ta, aP, A	Ta, aP, A
2	• communicate effectively in oral and written English	O O,	A		A, aP, O		Tb, aP, A, O	O		O, A	Ta, aP, A	A, O	Ta, aP, A	Ta, aP, A
3	• understand core business functions	Ta T	a	Tb, A		Ta Ta		Ta, aP	Ta, A	Ta		Ta	Ta	Ta
	• integrate core business functions to solve business problems	Tb, O	Tb, P, A			Tb, aP, A	Tb, aP, A, O	Tb, aP, A, O	Ta, aP, A	Tb,aP, A		Ta, aP, A, O	O, A	O, A
4	• in-depth grasp of major	Ta, aP, A	Ta, aP, A	Ta, aP, A	Ta, aP, A	Ta, aP, A	Ta, aP,A,O	Ta, aP, A	Ta, aP, A	Ta, aP, A	Ta, aP, A			
5	• develop effective team work and leadership skills	O	O O				O O		O	O	Ta, aP, A	O T	b, aP, A	Ta, aP, A
6	• work effectively in multi-cultural and international settings			Tb, A	Ta, aP, A		O		Tb	Tb, aP, A	Ta, aP, A	O Tb,	aP	Ta, aP, A
7	• use information technology effectively	Tb			O	Tb, aP	Ta, aP, A, O	Tb, O	Tb	O, A	O	Tb, aP, A, O	O O	
8	• understand professional and ethical responsibility	Tb T	b				Tb, aP, A, O	Tb		Tb, aP	Tb, aP, A	Ta, aP, A	Tb	Tb. aP, A

Ta = taught as a major component of the class (>10%) Tb = taught as a minor component of the class aP = application of taught material A = formally assessed O = opportunity for development of skills not formally taught (e.g. do not teach teamwork but have many team projects).

MBA

Program Intended Learning Outcomes

As part of our effort to continuously improve the MBA programs, the MBA Committee in collaboration with key faculty, re-evaluated and revised the programmatic goals of the MBA program. Seven goals were establish based on the underlying theme of creating holistic general management leaders. The intended learning goals were finalized and agreed upon in March 2013. The table below outlines the seven goals and the corresponding learning objectives:

Goal	Objectives
Understand and be able to apply the core academic concepts of business functions required for General Managers	Students should be able to understand and apply core concepts from various academic disciplines to deal with problems faced by general managers. The academic disciplines include the following: o Corporate Finance o Accounting o Marketing & Sales o Macro and Micro Economics o People Management o Managing Operations o Managing Technology
Integrate of functional knowledge concepts to make general management decisions	• Understand core strategic concepts and can apply them to strategic decision-making • Connect different functional areas to formulate integrated solutions
Apply Western management expertise to Greater China	• Understand the challenges faced by managers in the China business environment • Understand the challenges and issues in a global/multinational business management setting
Develop strong verbal and written communication skills	• Give effective formal verbal presentation, think through purpose, audience, message and medium • Verbally communicate complex issues clearly and concisely in one-to-one, one to many and many-to-many situations • Present their analysis and recommendations precisely and effectively in the form of written reports
Effectively work as member of cross-cultural teams	• Demonstrate an understanding of team dynamics and the various roles played within the team • Demonstrate the ability to work cooperatively on a cross-cultural team • Develop behavioral strategies to improve their general management and leadership skills.

Goal	Objectives
Ability to define, analyze, and solve complex problems	- Analyze the core issues and weigh the significance of key assumptions used in business decision-making scenarios - Approach business problems from alternative perspectives and consider unconventional concepts and solution. - Solve business problems using appropriate quantitative and analytical techniques.
Responsible Leadership	- Develop a comprehensive knowledge of the differing perspectives of defining and applying “responsible leadership” and “ethics” - Understand how to manage with integrity and resolve ethical problems in business.

HKUST MBA Values

In addition to the intended learning goals stated above, programmatically we seek to promote qualities inside and outside the classroom that will help our students be successful in school and as alumni in their future endeavors. The table below lists the core values of the HKUST MBA programs:

Value	Spirit
High Integrity and Professional Behavior	Our graduates will be honest, honor their word, have the courage to take a stand for their principles, behave according to appropriate business etiquette, set high standards for self and others.
Life-long Learner	Our graduates will be committed to self-development and have intellectual curiosity.
Results-oriented Our	graduates will be self-motivated and resilient, personally productive and proactive.
Team Player	Our graduates will put others above self.

The following is an MBA Outcome Based Education (OBE) Matrix that is used as part of the University QAC process. The matrix evaluates to what extent the intended learning goals and objectives are addressed in the core curriculum of the Full-Time and Part-Time MBA programs.

FT MBA OBE Matrix

Goals:
1. Graduates will understand and be able to apply the core concepts of business functions required for general managers.
2. Graduates will be able to integrate their functional knowledge to make decisions commonly faced by general managers
3. Graduates will be able to apply Western management expertise to Greater China
4. Graduates will develop strong verbal and written communication skills
5. Graduates will be an effective member of cross-cultural teams.
6. Graduates will be able to define, analyze and solve complex problems.
7. Graduates will be able to lead responsibly

Goal	Objective	ACCT 5100 Financial Accounting Foundations	ACCT 5210 Managerial Accounting Foundations	ECON 5110 Managerial Microeconomics	ECON 5200 Global Macroeconomics	FINA 5120 Corporate Finance	ISOM 5700 Operations Management	ISOM 5020 Information & Technology Management	MARK 5120 Marketing Strategy & Policy	MARK 5440 Doing Business in China	MGMT 5210 Preparing to Lead	MGMT 5230 Management of Organizations	MGMT 5410 Strategic Management	MGMT 5110 Managerial Communication	ISOM 5510 Data Analysis	MGMT 5590 Responsible Leadership & Ethics
1	Understand and can apply core concepts of business functions to deal with problems faced by general managers.	M	M	M	M	M	M	M	M	M	m	M		m		m
2	Understand core strategic concepts and can apply them to strategic decision-making.	m	M	M	M	M	M	M	M	M			M			m
	Connect different functional areas to formulate integrated solutions	m	M	m	m	m		M	M	M	m		M	m		m
3	Understand the challenges and can apply business knowledge to deal wit problems faced by managers in the China business environment	M			M	m			m	M		m		m		m
	Understand the challenges and can apply business knowledge to deal wit problems in a global/multinational business management setting	M	M	m	M	M	m		m	M	M	m	m	m		M
4	Give effective formal verbal presentation, think through purpose, audience, message and medium		m		m			m	m	m	m			M		m
	Verbally communicate complex issues clearly and concisely in one-to-one, one-to-many and many-to-many situations.		m		m	m		m	m	m		m		M		m
	Present their analysis and recommendations precisely and effectively in the form of written reports.		M	m	m	M	m	m	M	M		M	m	M	m	M
5	Demonstrate an understanding of team dynamics and the various roles played within the team	m	m		m				m	m	M	M		m		m
	Demonstrate the ability to work cooperatively in a cross-cultural team.		m	m	m		m	m	m	m	M	m		m		m
6	Analyze the core issues and weigh the significance of key assumptions used in business decision-making scenarios.	M	M	M	m	M	m	M	M	M	m	M	m	m	m	
	Approach business problems from alternative perspectives and consider unconventional concepts and solutions.		M		m	m	m	m	M	M	m	M	m	m	m	M
	Solve business problems using appropriate quantitative and analytical techniques.	M	M	M	M	M	M	M	M	m			m		M	
7	Develop a comprehensive knowledge of the different perspectives of defining “responsible leadership” and “ethics.”	m	m		m	m			m	m	m			m		M
	Understand how to manage with integrity and resolve ethical problems in business	m	m		m	M		m	m	m	m			m		M

Note: M = taught as a major component of the class with assessment.
m = taught as a minor component of the class without assessment.
Objectives of goal 5 may be delivered and assessed at both course and program levels.

PT MBA OBE Matrix

Goals:

1. Graduates will understand and be able to apply the core concepts of business functions required for general managers.
2. Graduates will be able to integrate their functional knowledge to make decisions commonly faced by general managers.
3. Graduates will be able to apply business knowledge in a global/multimational setting.
4. Graduates will develop strong verbal and written communication skills.
5. Graduates will be an effective member of cross-cultural teams.
6. Graduates will be able to define, analyze and solve complex problems.
7. Graduates will be able to lead responsibly.

Goal	Objective	ACCT 5100 Financial Accounting Foundations	ACCT 5210 Managerial Accounting Foundations	ECON 5110 Managerial Microeconomics	ECON 5200 Global Macroeconomics	FINA 5120 Corporate Finance	ISOM 5700 Operations Management	ISOM 5020 Information & Technology Management	MARK 5120 Marketing Strategy & Policy	MGMT 5210 Preparing to Lead	MGMT 5230 Management of Organizations	MGMT 5410 Strategic Management	MGMT 5110 Managerial Communication	ISOM 5510 Data Analysis	MGMT 5590 Responsible Leadership & Ethics	MGMT 5640 Time to lead
1	Understand and can apply core concepts of business functions to deal with problems faced by general managers.	M	M	M	M	M	M	M	M	m	M		m		m	m
2	Understand core strategic concepts and can apply them to strategic decision-making.	m	M	M	M	M	M	M	M			M			m	m
	Connect different functional areas to formulate integrated solutions.	m	M	m	m	m		M	M	m		M	m		m	M
3	Understand the challenges and and can apply business knowledge to deal with problems in a global/multinational business management setting.	M	M	m	M	M	m		m	M	m	m	m		M	
4	Give effective formal verbal presentation, think through purpose, audience, message and medium.		m		m			m	m	m			M		m	
	Verbally communicate complex issues clearly and concisely in one-to-one, one-to-many and many-to-many situations.		m		m	m		m	m		m		M		m	m
	Present their analysis and recommendations precisely and effectively in the form of written reports.		M	m	m	M	m	m	M		M	m	M	m	M	
5	Demonstrate an understanding of team dynamics and the various roles played within the team.	m	m		m				m	M	M		m		m	
	Demonstrate the ability to work cooperatively in a cross-cultural team.		m	m	m		m	m	m	M	m		m		m	
6	Analyze the core issues and weigh the significance of key assumptions used in business decision-making scenarios.	M	M	M	m	M	m	M	M	m	M	m	m	m		m
	Approach business problems from alternative perspectives and consider unconventional concepts and solutions.		M		m	m	m	m	M	m	M	m	m	m	M	m
	Solve business problems using appropriate quantitative and analytical techniques.	M	M	M	M	M	M	M	M			m		M		
7	Develop a comprehensive knowledge of the different perspectives of defining “responsible leadership” and “ethics.”	m	m		m	m			m	m			m		M	
	Understand how to manage with integrity and resolve ethical problems in business.	m	m		m	M		m	m	m			m		M	

Note: M = taught as a major component of the class with assessment.
m = taught as a minor component of the class without assessment.

HKUST EMBA for Chinese Executives Program

Program Intended Learning Outcomes

The HKUST EMBA for Chinese Executives Program aims to equip its students with the following learning goals:

1. To develop global business leadership in Greater China;
2. To master cutting-edge business management knowledge and improve way of thinking;
3. To foster understanding of China, Asia and global market and economics;
4. To stimulate strategic thinking in cross-functional areas;
5. To network and share experience with other industry experts and participants.

Course Mapping

Courses	**To develop global business leadership in Greater China**	**To master cutting-edge business management knowledge and improve way of thinking**	**To foster understanding of China, Asia and global market and economics**	**To stimulate strategic thinking in cross-functional areas**	**To network and share experience with other industry experts and participants**
IMBA 5010 Managerial Problem Solving	√				
IMBA 5020 Management Strategy		√			
IMBA 5030 Accounting Foundation			√		
IMBA 5040 Managerial Economics			√		
IMBA 5050 Marketing Strategy		√			
IMBA 5060 Accounting for Decision Making & Control			√		
IMBA 5070 Corporate Finance			√		
IMBA 5090 Management of Organizations		√			
IMBA 5100 Statistical Decision Analysis		√			
IMBA 5110 Operations and Value Chain		√			
IMBA 5170 Business Simulation				√	
IMBA 5120 Technology and Knowledge Management		√			
IMBA 5200 Mergers & Acquisition			√		
IMBA 6920 Project on Current Issues				√	
IMBA 5210 Consumer Psychology & Advertising		√			
IMBA 5270 Scientific Selling Methods & Management		√			
IMBA 5280 Cross Cultural Management		√			
Enrichment activities: seminars, company visits, talks study, tours, etc					√

Kellogg-HKUST EMBA Program

Program Intended Learning Outcomes

The Kellogg-HKUST EMBA Program aims to equip its students with the following learning goals:

1. Participants will be able to define, analyze and solve complex business issues.
2. Participants will be able to apply global management expertise to the region.
3. Participants will understand and be able to apply the core concepts of business functions required for general managers.
4. Participants will be able to integrate their functional knowledge to make decisions commonly faced by general managers.
5. Participants will be able to lead responsibly and make business decisions ethically.
6. Participants will be an effective leader of cross-cultural teams.

Course Mapping

Courses	**To define, analyze and solve complex business issues**	**To apply global management expertise to the region**	**To apply the core concepts of business functions required for general managers**	**To integrate their functional knowledge to make decisions commonly faced by general managers**	**To lead responsibly and make business decisions ethically**	**To be an effective leader of cross-cultural teams**
Frameworks for Strategic Analysis	√			√		
Analytical Approaches to Uncertainty	√		√			
Marketing Management	√		√	√		
Statistical Decision Analysis	√		√			
Leadership and Organizations	√	√			√	√
Corporate Governance	√	√			√	√
Financial Reporting Systems	√		√	√		
Law and the Corporate Manager	√	√			√	
Operations Management	√		√	√		
Managerial Finance I	√		√	√		
Innovation Strategy and Management	√	√	√			
Managerial Finance II	√		√	√		
Creating and Managing Strategic Alliances	√		√			
Accounting for Management Planning and Control	√		√	√		

Negotiation Strategies	√	√		√		√
Strategic Crisis Management	√	√				√
Strategic Marketing Strategies	√		√	√		
Strategic Decision in Operations	√		√	√		
Strategic Decision Making	√		√			
Private Equity in Asia		√				√
Learning from Family Business Leaders				√		√
Ethics and Executive Leadership					√	√
Foundations for Strategy Formulation	√			√		
Understanding Consumers	√		√	√		
Building a Powerful Consumer Brand in China		√		√		√
Deal Making in China and Asia		√		√		√
Macroeconomics	√			√		
Business and Politics in China		√		√		√
International Growth	√	√	√			√
Founders’ Dilemmas	√			√	√	√
Capstone	√		√	√		

MSc in Economics

Program Intended Learning Outcomes

The MSc in Economics aims to equip its students with the following learning goals:

1. Graduates will have deep understanding on economic issues based on knowledge on economics including microeconomics, macroeconomics, and econometrics.
   - Graduates will be able to use theories and knowledge from microeconomics to understand and explain firms' and individuals' behavior in given economic and industry environment.
   - Graduates will be able to use theories and knowledge from macroeconomics to understand and explain economic and monetary policies, trade, and economic growth.
   - Graduates will be able to use theories and tools from econometrics to understand implications from empirical data analysis

2. Graduates will be equipped with optimization methods and economic insights to construct theoretical models analyzing economic and business problems.
   - Graduates will grasp mathematical methods related to real analysis, static optimization, and dynamic optimization.
   - Graduates will be able to derive the underlying insights of economic models.
   - Graduates will be able to use the above methods and insights to build simple economic models.

3. Graduates will have econometrics skills and knowledge to conduct empirical analysis which can help government or firms making decisions.
   - Graduates will have solid training in econometric principles.
   - Graduates will know how to collect and deal with raw data.
   - Graduates will be able to construct proper econometric models and use relevant software to conduct empirical analysis on given data.

4. Graduates will be able to effectively communicate economic intuition or predictions from empirical analysis to people in academia and in private sectors.
   - Graduates can explain economic models and intuition to academic people using professional language in economics.
   - Graduates can present economic insights or their empirical findings to industry people using both economic and business languages.
   - Graduates can use various approaches including graphs, diagrams, figures, etc, to enrich their communication.

Course Mapping

Module/ Goal	**Deep understanding on economic issues, based on knowledge on microeconomics, macroeconomics and econometrics**	**Acquisition of optimization methods and economic insights to construct theoretical models analyzing economic and business problems**	**Acquisition of econometrics skills and knowledge to conduct empirical analysis which can help government or firms make decision**	**Ability to effective communicate with academics and industry practitioners on economic intuition or predictions from empirical analysis**
ECON 5100 Mathematics for Business & Economics	√	√		
ECON 5130 Microeconomic Analysis	√	√		√
ECON 5140 Macroeconomic Analysis	√	√		√
ECON 5280 Applied Econometrics	√	√	√	
ECON5120 China in the Global Economy	√	√		√
ECON6100A Topics in Industrial Organization	√	√		√
ECON6100B Topics in Psychology and Economics	√	√		√
ECON6100F Applied Game Theory	√	√		√
ECON6100G Topics in Applied Econometrics	√	√	√	
ECON5350 Banking and International Finance	√	√		

MSc in Financial Analysis/MSc Investment Management
Program Learning Goals and Objectives

Goal 1:
For MSc FA Program:
Graduates will acquire in-depth knowledge in corporate finance and security analysis and apply it to financial decision making.

Objectives: Graduates will be able to:

- identify real-life finance issues and explain the related observations or phenomena in terms of sound financial theories in corporate finance and security analysis;
- apply the up-to-date professional /academic knowledge acquired in the program to solve similar corporate finance problems in other real case situations;
- analyse systematically and theoretically the underlying factors and reasons that lead to new real life financial problems, and to critically examine how the existing internal and external situations relate to such problems;
- formulate financial strategies and policies that lead to theoretically sound and practically feasible alternatives, and to manage the situation under the best available set of conditions.

For MSc IM Program:
Graduates will acquire in-depth knowledge in asset management and risk management and apply it to financial decision making.

Objectives: MSc IM Graduates will be able to:

- identify real-life finance issues and explain the related observations or phenomena in terms of sound financial theories in asset management and risk management;
- apply the up-to-date professional and academic knowledge acquired in the program to solve similar asset management and risk management problems in other real case situations;
- analyse systematically and theoretically the underlying factors and reasons that lead to new real life financial problems, and to critically examine how the existing internal and external situations relate to such problems;
- formulate financial strategies and policies that lead to theoretically sound and practically feasible alternatives, and to manage the situation under the best available set of conditions.

Goal 2:
Graduates will acquire up-to-date fundamental knowledge in finance for sound financial decisions.

Objectives: Graduates will be able to:

- explain and apply major theories of financial management and investment analysis;
- understand derivative securities and apply them appropriately and effectively to manage portfolio risk and corporate risk;
- conduct and understand basic research related security analysis, portfolio analysis, and financial markets;
- understand the pricing of financial instruments available in the market.

Goal 3: Graduates will develop strong analytical and problem solving skills.

Objectives: Graduates will be able to:

- identify and frame problems involving finance issues;
- formulate and implement an effective strategy to solve finance problems.

Goal 4: Graduates will operate competently in a multinational corporate environment with effective interpersonal skills and team spirit.

Objectives: Graduates will be able to:
- contribute to their best effort in line with their roles in an organization to complete projects timely and successfully;
- collaborate positively by actively seeking and engaging in discussions of the views of others while showing sensitivity to opposing views;
- demonstrate the ability to lead a team to success.

Goal 5: Graduates will develop a commitment to professional and ethical responsibility.

Objectives: Graduates will be able to:
- keep in mind to put ethical responsibility above their financial interest;
- identify the activities or issues in their profession that may present ethical challenges, and understand the consequences associated with unethical behavior;
- identify ethical dilemmas in finance issues and apply high ethics standards to resolve the dilemmas.

Goal 6: Graduates will be effective users of information technology and develop strong numerical skills.

Objectives: Graduates will be able to:
- demonstrate numerical competence to analyze business and finance issues logically and accurately;
- research for financial information using internet tools proficiently;

- apply appropriate software (e.g. Microsoft Excel) and find major financial data (e.g. Reuters, Bloomberg) to solve financial problems.

Goal 7:

Graduates will be able to communicate finance concepts effectively.

Objectives: Graduates will be able to:

- deliver organized and persuasive oral presentations on relevant finance topics;
- prepare clear, well-organized written proposals, documentations, and papers related to finance topics using appropriate quantitative tools;
- explain the concepts and terminology of finance, both in technical jargon and everyday language.

	PILOs	Core Courses					Required Courses					
									FA	FA	IM	IM
#	Objectives	ACCT 515	ECON 503	FINA 521	FINA 529	ISOM 552	FINA 530	FINA 536	FINA 514	ACCT 516	FINA 522	FINA 582
1	Graduates will acquire in-depth knowledge in corporate finance and security analysis and apply it to financial decision making.								T, A	T, A		
1	Graduates will acquire in-depth knowledge in asset management and risk management and apply it to financial decision making.										T, A	T, A
2	Graduates will acquire up-to-date fundamental knowledge in finance for sound financial decisions.	T, A	T, A	T, A	T, A	T, A	T, A	T, A				
3	Graduates will develop strong analytical and problem solving skills	O	O	O	O	O	O	O	O	O	O	O
4	Graduates will operate competently in a multinational corporate environment with effective interpersonal skills and team spirit.			O	O		O		O	O	O	
5	Graduates will develop a commitment to professional and ethical responsibility									O		
6	Graduates will be effective users of information technology and develop strong numerical skills	A, O		A, O	A, O	T, A	A, O	A, O	A, O	A, O	A, O	T, A
7	Graduates will be able to communicate finance concepts effectively			A, O	A, O		A, O	A, O	A, O		A, O	A, O

T = taught as a major component of the class; A = formally assessed; O = opportunity for development of skills not formally taught

		Elective Courses									Enrichment Activities	
	PILOs	FINA 539	FINA 543	FINA 544	FINA 545	FINA 547	FINA 556	FINA 557	FINA 561	FINA 583	Orientation	Workshop on Ethics
	The average percentage of students in 2005 and 2006 cohort who took the course	34%	58%	30%	51%	35%	41%	42%	35%	31%		
#	Objectives											
1	Graduates will acquire in-depth knowledge in corporate finance and security analysis and apply it to financial decision making.	T, A			T, A	T, A			T, A			
1	Graduates will acquire in-depth knowledge in asset management and risk management and apply it to financial decision making.	T, A	T, A	T, A	T, A		T, A	T, A	T, A	T, A		
2	Graduates will acquire up-to-date fundamental knowledge in finance for sound financial decisions.											
3	Graduates will develop strong analytical and problem solving skills	A, O	A, O	A, O	A, O	A, O	A, O	A, O	A, O	A, O		
4	Graduates will operate competently in a multinational corporate environment with effective interpersonal skills and team spirit.	O			O	O					O	
5	Graduates will develop a commitment to professional and ethical responsibility											T
6	Graduates will be effective users of information technology and develop strong numerical skills		O	O	O	O	O	O	O	A, O		
7	Graduates will be able to communicate finance concepts effectively	A, O	A, O	A, O	A, O	A, O	A, O	A, O	A, O	A, O		

** Only elective courses that on average have more than 30 percent of the students in 2005 and 2006 cohorts have taken are listed.*

Course code and title:

Core Courses:

ACCT 515	Accounting Foundations
ECON 503	Foundations of Economic Analysis
FINA 521	Investment Analysis
FINA 529	Derivatives Analysis
ISOM 552	Statistics for Financial Analysis

Required Courses:

FINA 530	Advanced Derivatives Analysis
FINA 536	Fixed Income Analysis
ACCT 516	Corporate Financial Reporting I (for MSc FA only)
FINA 514	Advanced Topics in Financial Management (for MSc FA only)
FINA 522	Equity Investment Management (for MSc IM only)
FINA 582	Computing and Programming in Finance (for MSc IM only)

Elective Courses:

FINA 539	Venture Capital and Private Equity
FINA 543	Credit Risk Management
FINA 544	Risk Management for Financial Institutions
FINA 545	Hedge Funds
FINA 547	Mergers, Acquisitions and Restructuring
FINA 556	Structured Products and Exotic Options
FINA 557	Fixed Income Derivatives
FINA 561	Real Estate Investment
FINA 583	Statistical Methods for Risk Management

MSc in Information Systems Management

Program Intended Learning Outcomes

The MSc in Information Systems Management aims to equip its students with the following learning goals:

1. **Goal**: Graduates will develop critical thinking and problem solving skills to address complex, unfamiliar challenges under time, information, and resource constraints.

   Objectives: Graduates will be able to:
   - Analyze the core issues and identify critical factors for business decision-making.
   - Solve business problems using appropriate quantitative and analytical techniques.
   - Approach business problems from alternative and innovative perspectives.
   - Defend reasoned solutions to business problems, includes addressing time, information, and resource constraints.

2. **Goal:** Graduates will build up solid technical foundation and project management skills.

   Objectives: Graduates will be able to:
   - Develop competence in information technology foundation skills in database, system engineering, programming, and network administration.
   - Demonstrate fundamental knowledge needed to manage information technology projects.
   - Strengthen existing project management skills and capabilities in the context of large-scale information systems projects.

3. **Goal:** Graduates will be proficient in Technology Management.

   Objectives: Graduates will be able to:
   - Analyze various types of IS applications and their benefits within the organizations.
   - Interpret technical, organizational and managerial issues related to the use of information systems technology.
   - Develop management skills in the use of technical foundation knowledge in the context of information technology management issues.

4. **Goal**: Graduates will be effective users of information technology in business applications.

   Objectives: Graduates will be able to:
   - Manipulate business information with information technology efficiently and effectively.
   - Facilitate business innovations via the use of information systems.
   - Interpret current technology trends and develop plans to leverage these trends.

5. **Goal**: Graduates will be effective communicators in both technical and business management contexts.

   Objectives: Graduates will be able to:
   - Demonstrate an understanding of core technology in information systems, to be able to speak intelligently with technical systems developers and programmers.
   - Communicate with different audiences, including managers, end-users, and other stakeholders using both technical language and business language.

- Act as the liaison people between technical and non-technical departments in design and implementation of IT-enabled business solutions.

Course Mapping

Module/ goals	**Critical think and problem solving skills**	**Solid technical foundation and project management skills**	**Proficiency in technology management**	**Effective use of IT in business applications**	**Effective communication in both technical & business management contexts**
Core					
ISOM 5100 Information Strategy & Management	√			√	
ISOM 5280 Computer & Internet Security Management	√	√	√		√
ISOM 5320 Electronic Commerce	√		√	√	√
ISOM 5370 Technology & Innovation Management				√	
ISOM 5460 Project Management	√	√	√		
ISOM 5700 Operations Management	√				
Required					
ISOM 5180 Applied Network Management		√			√
ISOM 5260 Fundamental of Database Management		√			√
ISOM 5290 Information Systems Development Methodologies	√	√	√		√
Electives					
ISOM 5030 Business Simulation & Strategic Decisions	√			√	√
ISOM 5050 Business Essential for IT Professionals	√				√
ISOM 5130 Information Systems Outsourcing Management	√	√	√		
ISOM 5150 Strategic Information Infrastructure		√		√	
ISOM 5200 Innovation & Intellectual Property Law	√				√
ISOM 5210 Knowledge Management	√		√		
ISOM 5230 Customer Privacy Management in the Information Economy	√				
ISOM 5250 Business Modeling with VBA	√	√		√	
ISOM 5270 Data Mining for Business Intelligence	√	√	√	√	√
ISOM 5300 Information Infrastructure Policy and Regulation	√		√		

ISOM 5350 Introduction to Internet Programming		√			
ISOM 5380 Information Systems Assurance and Forensic Investigation			√		√
ISOM 5480 Technology Entrepreneurship	√			√	√
ISOM 5720 ERP and Enterprise System Management	√		√	√	

HKUST-NYU Stern MS in Global Finance

Program Intended Learning Outcomes

1. **Goal:** Graduates will be provided with a comprehensive overview of the financing and investment decisions made by firms. They will apply these to financial decision making.

   Objective: Graduates will
   - Become knowledgeable in financial structure and corporate strategy thus being able to make sound financial decision in the workplace.

2. **Goal:** Graduates will acquire up-to-date knowledge in asset pricing theory / modern portfolio theory / derivatives markets and fixed income products as well as applying the theories to investment decision-making.

   Objectives: Graduates will
   - Become knowledgeable in concepts such as yield-to-maturity, spot rates, forward rates, durations and convexities and use these knowledge in subsequent courses;
   - Study unique features of the bond market and apply them in the workplace;
   - Possess practical working knowledge of various derivatives and be able to make sound financial decisions;
   - Acquire an understanding of how the studied derivatives are traded, what are the payoffs for the investors, and how to value them in real-world situations;
   - Combine theory, empirical findings and practical applications.

3. **Goal:** Graduates are given the opportunity to examine the structure of foreign exchange market, the world's largest financial market in the world. Behavior of currency exchange rates set by the market is also examined.

   Objectives: Graduates will
   - Be able to apply basic arbitrage conditions to real-world cases of product innovations;
   - Know how to develop linkages between macroeconomic variables and exchange rates into formal models of exchange rate determination;
   - Apply the theory of market efficiency to the foreign exchange market;
   - Basing on various techniques, test market efficiency as well as empirical studies;
   - Utilize theories of exchange rate determination and studies of exchange market efficiency to formulate techniques for exchange rate forecasting;
   - Present evidence on the effectiveness of the framework and taxonomy of alternative currency forecasting techniques in different market situations;
   - Combine various lessons in the course in active portfolio management strategies.

4. **Goal:** Graduates will be provided with tools and knowledge in global asset allocation with particular emphasis on risk management. They will be able to construct portfolio, manage currency risk, design investment strategies and evaluate performance.

   Objectives: Graduates will
   - Design investment products for their companies;
   - Measure risk for institutional portfolios, mutual funds and hedge funds in real-life situations.

5. **Goal:** Graduates are exposed to valuation frameworks and can readily apply them to improve business and strategic decision-making.

Objectives: Graduates will

- By looking at the interplay of corporate strategy and finance, create shareholder value.
- Become knowledgeable in mergers and acquisitions and be able to apply them in real-life situations;
- Be able to create value in corporate restructuring transactions and private equity transactions.

6. **Goal:** Graduates are exposed to a superb leaning experience in the largest emerging market in the world.

   Objective: Graduates will

   - Have a better understanding of an overview of financial markets, banking reforms in China as well as corporate risk management.

7. **Goal:** Students will learn traditional bonds and term structure concepts as well as fixed income derivatives and interest rate modeling.

   Objectives: Graduates will

   - Become knowledgeable in important fixed income securities and markets
   - Develop tools for valuing fixed income securities and managing interest rate risk

8. **Goal:** Graduates are exposed to a strategic risk overview plus in-depth information of credit risk, sovereign risk, market risk, operational risk, reputational risk plus management of the same. Key learning includes financial engineering, fixed-income instruments and markets, corporate governance as well as private equity.

   Objectives: Graduates will

   - Be able to demonstrate an insight in solving classic corporate finance problems integrating risk control into shareholder value maximization;
   - Become knowledgeable in managing reputational risk in banking and finance;
   - By visiting companies / NYSE / rating companies as scheduled in New York, demonstrates a better understanding in operation of the same;
   - Learn how to structure the terms of the investment in such a way as to cope with uncertainty and reduces conflicts of interest arising due to asymmetries of information.

Course Mapping

Module/ Goal	Basic finance knowledge	In-depth knowledge in major financial areas	Ability to integrate and apply knowledge generated	Improved communications, coordination and team-working skills	Network and interaction with the finance industry
Global Macroeconomics & Asian Markets	√			√	
Foundations of Corporate Finance	√			√	
Foundations of Investments	√			√	
Portfolio Management & Asset Allocation		√		√	
Derivatives Markets		√		√	
Applied Corporate Finance and Valuation		√		√	
Banking Reform & Corporate Risk Management in China	√				√
Fixed Income Instrument & Markets		√		√	
Risk Management in Financial Institutions		√		√	
Topics in Financial Markets & Innovation		√		√	
Integrative project			√	√	√

MSc in Global Management

Program Intended Learning Outcomes

1. **Goal**: Graduates will understand and be able to apply the core concepts of business functions required for General Managers in a global context.

   Objectives: Graduates will:
   - Understand and can apply core concepts of accounting, economics, finance, marketing, operations and people management to deal with problems faced by General Managers.

2. **Goal**: Graduates will be able to integrate their functional knowledge to make decisions commonly faced by General Managers in a global context.

   Objectives: Graduates will:
   - Understand core strategic concepts and can apply them to strategic decision-making.
   - Connect different functional areas to formulate integrated solutions.

3. **Goal**: Graduates will be an effective member of cross-cultural teams.

   Objectives: Graduates will:
   - Demonstrate an understanding of team dynamics and the various roles played within the team.
   - Demonstrate the ability to work cooperatively in a cross-cultural team .

4. **Goal**: Graduates will be able to define, analyze and solve complex problems.

   Objectives: Graduates will:
   - Analyze the core issues and weigh the significance of key assumptions used in business decision-making scenarios.
   - Approach business problems from alternative perspectives and consider unconventional concepts and solutions.

MSGM Course Mapping

Goal	Objective	ACCT 5210 Mgr Acct Foundations	ECON 5200 Global Macro-economics	FINA 5120 Corp Finance	ISOM 5700 Ops Mgmt	MARK 5120 Mktg Strategy & Policy	MGMT 5230 Mgmt of Organizations	MGMT 5410 Strategic Mgmt	Field Study Project	Electives with other MBA / MSc students
1	Understand and can apply core concepts of business functions to deal with problems faced by General Managers.	M	M M		M M M					
2 Un	derstand core strategic concepts and can apply them to strategic decision-making.							M	m	
	Connect different functional areas to formulate integrated solutions.							M	m	
3 De	monstrate an understanding of team dynamics and the various roles played within the team.						M		m	
	Demonstrate the ability to work cooperatively in a cross-cultural team.			m	m	m				M
4	Analyze the core issues and weigh the significance of key assumptions used in business decision-making scenarios.			m	m	m		M	M	
	Approach business problems from alternative perspectives and consider unconventional concepts and solutions.			m	m	m		M	M	

Note: M = taught as a major component of the class with assessment.
m = taught as a minor component of the class without assessment.

MPhil/PhD

Program Intended Learning Outcomes

Upon the completion of the program, the graduates will achieve the following goals:

1. Students will have up-to-date and in-depth knowledge of their areas of specialization.
   - Demonstrate a sound grasp of the literature in their specialization by passing rigorous qualifying exams.
   - Able to integrate the literature in their area of specialization.
   - Able to apply their specialized knowledge to solve related business problems.

2. Students will have a broad understanding of contemporary business and organizational issues.
   - Demonstrate a broad based knowledge of core business functions.
   - Able to integrate functional knowledge to solve business problems.

3. Students will be equipped with rigorous, ethical research methodology needed to conduct high quality research in their area of specialization.
   - Able to conduct research ethically with respect to data collection and dissemination ◦
   - Able to apply appropriate statistical methodology for data analysis in academic research.
   - Able to apply appropriate economic methods for optimization.
   - Able to apply appropriate behavioral research methods to solve problems in organizations.

4. Students will be able to conduct original research and create new knowledge in their area of specialization.
   - Able to complete high quality research independently.
   - Able to publish at least one original paper in refereed journals or conferences.

5. Students will be able to communicate the results of their research clearly in both writing and oral presentation
   - Able to present their research results clearly and convincingly in seminars.
   - Able to write research papers suitable for publications in refereed journals.

6. Students will be able to teach college-level courses in their areas of specialization
   - Able to teach independent courses or lead lab/tutorial sessions effectively.
   - Able to present their discipline knowledge clearly to layman.

PhD Course Mapping

	Intended Learning Outcomes (ILOs)	Common Requirements	Major field Requirements						
			ACCT	ECON	FINA	ISOM(IS)	ISOM(OM)	MARK	MGMT
1.	Students will have up-to-date and in-depth knowledge of their areas of specialization. • Demonstrate a sound grasp of the literature in their specialization by passing rigorous qualifying exams. • Able to integrate the literature in their area of specialization. • Able to apply their specialized knowledge to solve related business problems.	ACCT5100 ECON5250/5260 FINA5120/5210 ISOM5700 MARK5120 MGMT5230	ACCT5100 ACCT7720 ACCT7730	ECON7800 ECON7990 (seminar courses) ECON 6990 ECON 7990 (thesis courses)	FINA7900E FINA7900B FINA7900D FINA7900	ISOM5400 ISOM7000 ISOM5020/5100 Students can also take specialized MScISM courses (ISOM5270/5280/5320/5370/5460) that are relevant to their research areas.	ISOM6590 ISOM 5700	MARK5490	MGMT7120 MGMT7130
2.	Students will have a broad understanding of contemporary business and organizational issues. • Demonstrate a broad based knowledge of core business functions. • Able to integrate functional knowledge to solve business problems.	General management requirements	ACCT7720 ACCT7730	ECON7800 ECON7990	FINA5120 FINA5210 FINA5290 FINA5140 ACCT5100 FINA7980	ISOM5400	ISOM 5700	MARK6510 MARK5450	MGMT7100 MGMT7120 MGMT7130 MGMT7140 All requires research proposal or real paper

	Intended Learning Outcomes (ILOs)	**Common Requirements**	**Major field Requirements**						
			ACCT	**ECON**	**FINA**	**ISOM(IS)**	**ISOM(OM)**	**MARK**	**MGMT**
3.	Students will be equipped with rigorous, ethical research methodology needed to conduct high quality research in their area of specialization. • Able to conduct research ethically with respect to data collection and dissemination。 • Able to apply appropriate statistical methodology for data analysis in academic research. • Able to apply appropriate economic methods for optimization. • Able to apply appropriate behavioral research methods to solve problems in organizations.	ECON5100 ISOM5540 ISOM5550 ECON5130/5210 ECON5220 ISOM5560 ISOM5530 MGMT7140 SBMT6770	ACCT7900 ACCT7990	ECON5100 ISOM5540 ISOM5550 ECON5210 ECON5220 ECON5250 ECON5260 ECON5300	ECON5210 ISOM5550 ECON5220 ECON5300 FINA7900C	ISOM5400 ISOM7000	ISOM6590	MARK5520 MARK5410	MGMT7100 MGMT7140
4.	Students will be able to conduct original research and create new knowledge in their area of specialization. • Able to complete high quality research independently. • Able to publish at least one original paper in refereed journals or conferences.	Research paper requirement; Thesis; Thesis examination.	ACCT7990	ECON6100-6190 ECON6970 ECON7800 ECON7990	3rd Yr Research Paper	Research paper due before qualifying exam. Students to work on research papers with their advisors, which will later be inserted into their thesis.	ISOM6590 is a special topic course. The content is up to the instructor and varies from year to year.	First year Summer Research Project and the Second Year Project.	Starting from Yr 1 until the declaration of supervisor, students are encourage students to have multiple mentors

	Intended Learning Outcomes (ILOs)	Common Requirements	Major field Requirements						
			ACCT	ECON	FINA	ISOM(IS)	ISOM(OM)	MARK	MGMT
5.	Students will be able to communicate the results of their research clearly in both writing and oral presentation • Able to present their research results clearly and convincingly in seminars. • Able to write research papers suitable for publications in refereed journals.	LANG5001; SBMT6770 Research paper requirement; Thesis; Thesis examination	ACCT7990	Brownbag seminars; Paper presentation in field courses.	3rd Yr Research Paper PhD Workshop	Students to write papers for submission to conferences and present their work at the conferences.	Students will have opportunities to present their research in departmental seminars or international conferences.	MARK7900. Several courses require research presentations and end-semester proposal papers.	MGMT7100 MGMT7120 MGMT7130 MGMT7140 All requires research proposal or real paper
6.	Students will be able to teach college-level courses in their areas of specialization • Able to teach independent courses or lead lab/tutorial sessions effectively. • Able to present their discipline knowledge clearly to layman.	SBMT6770	Teaching ACCT2010 and 2020 available in the summer sessions.	PhD students are invited to teach summer course in their 4th or 5th year. Work as Teaching Assistant except the 1st semester of study.	FINA 2203 are available for summer teaching Teaching Assistant	All IS students to work as IA for one semester each year, conducting ISOM2010 labs or be TA for MScISM courses.	ISOM 2500 and ISOM 2720 are available for summer teaching by senior students. Other courses may be available on an exceptional basis.	1.	Serve as MGMT 1110's tutorial instructor after Year 2 2. After passing qualifying exam, PhD students are invited to be the instructors of MGTO summer courses

Undergraduate Business Program review for the School of Business and Management at The Hong Kong University of Science and Technology

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Executive summary

Overall the undergraduate business program at Hong Kong University of Science and Technology is in terrific shape. You should take pride in your faculty, administrators and students. There are issues to be resolved with student engagement (and stress), diffusion of degree paths, faculty concerns with committee work and curricular lapses and steps to be taken when the program is extended to four years; however, given the strengths that you have, we expect that you will be able to effectively address them.

Introduction

The three of us were brought in to review the Undergraduate Program of the School of Business & Management at the Hong Kong University of Science & Technology. Before our arrival in Hong Kong, we were provided with background material related to the program such as the Mission Statement, enrollment data and curricular information (syllabi, course outlines). Also we were given information about the move from a three-year educational program to a four-year program. We spent two days at HKUST meeting with a wide range of faculty, staff, students, alumni, and companies affiliated with the program. On our third day at HKUST we presented our preliminary report first to the Dean and senior faculty and staff of the SBM and, second, to the Vice President for Academic Affairs and other senior administrators of HKUST. This report reflects the essence of the presentations we made while adding some details not raised at that time.

In the following we raise areas that need some attention from faculty and/or staff and some possible areas of innovation. Before getting to those, we first highlight what is going well in the UG program. We do not want the many and varied good things going on in this program to go unrecognized or to get lost in our quest to point out minor difficulties or changes that might make a very good program an even better program.

What's going well

The UG program has a lot of good things going for it that are justifiable points of pride for the school.

First, the school is quite highly regarded internationally. All three reviewers knew of the school and its quality; however, we learned that the students were not aware of the high regard with which the school is held internationally. While the school's reputation might suffer locally in comparison to CUHK and HKU, in international academic circles HKUST is well known for its quality program.

Students are high quality. We all found HKUST students to be indistinguishable from our own. They are smart, hard working, well prepared, well spoken, and mature. These students are technically competent and effectively communicate in English in one-on-one and group discussions.

A significant point of pride of the staff and students is the school's exchange program. The school has set up a wide range of quality partners. The importance of maintaining the quality of these partners cannot be overestimated — students get one full semester of their undergraduate education at one of these partners and many foreign students are in HKUST classrooms. This program is a distinguishing characteristic of the school and is a primary reason why current students chose to attend the school.

The UG program curriculum is sufficient to provide a high quality educational experience. The school has a wide range of classes in a reasonable selection of majors. The choice and flow of classes within all departments is appropriate.

The UG Program Office headed by Angela Ng should be a point of pride for the school. She is dynamic, insightful, energetic, and open to ideas. She heads up a professional staff that is very capable of effectively communicating with and working with faculty, staff, and students.

Finally, the Admissions group seems to do a particularly good job under the structure set in place for Hong Kong universities. We encourage the office to continue to work with alumni in reaching out to prospective students and in spreading the good word, both locally and internationally, about all that is going on in this program.

What needs some attention

The following items are possible areas of improvement for the UG program. We resist the temptation to tell you exactly what steps you need to take because we are not in your position and have an inadequate understanding of the history and unique circumstances of the school. Nevertheless, we discovered these situations and were struck by their troublesome natures. We encourage the program office staff and faculty to consider the following situations and the possible effects of changes that we propose.

First, we encourage you to use students as part of your team in a variety of ways. Your students are of such high quality that it is a mistake to have them be only recipients of service that you provide — you should use them to improve the quality of and range of services that you provide. In all cases you would have to provide training and supervision in order to ensure the quality of the experience for all concerned. This type of involvement in the administrative team will be of interest to the students, not only because of the additions to their resume, but also the chances for leadership and skill development.

We can think of four significant ways in which students can be utilized by the program. First, upper-class students can be used for peer advising, either career or academic. Second, capable upper-class and appropriate exchange students could be used to screen for language proficiency. This screening could be used for study abroad, career services, and other applications. Third, the Enrichment Programs team could use students to organize and encourage extra-curricular participation. Finally, admissions could use both current students and recent alumni in the recruitment process to conduct interviews. Many, if not most, of these student positions would be unpaid, thus not requiring much financial commitment initially.

In several different instances it was apparent to us that you need to focus on improving your communications with students. Students either were significantly uninformed or misinformed about relatively important issues related to their academic and future career lives. We encourage you to work with the Student Union on this problem. A major area of concern for students relates to the grading curve. Students are under the impression that employers do not know how to interpret their grades, especially in comparison to the grades of students at other schools. They want two things. First, they want employers to be notified of the school's policy. Second, students need to know about this grading curve communication to increase their confidence in the job search process and their own possibilities of being valued for their accomplishments in the classroom. Another area of concern related to the job search process, focused on students who are not the highest performers. Students recognize that career services cannot recommend all students for all jobs and that better-performing students are going to get more opportunities to interview. However, for those that do not find themselves in this category, they would like some better and more explicit guidance on how to conduct self-directed job searches.

We realize that the problems that we point out here may only be problems with the students that we talked to and that you may have communication plans in place that address both of these issues. If that is the case, then the purpose of this report can be seen as a signal that the effectiveness of these plans may need to be investigated, and the plans subsequently modified.

One point recognized by all in the community is the HKUST is known as the "University of Stress & Tension." Students are of two minds concerning this. They recognize that the stress is something that prepares them for their careers; however, they also have a difficult time both handling the stress productively and maintaining a balanced life. We have several related reactions to this. First, the school should not run from this in their public messaging; they should play it up as a strength and highlight the benefits accorded to students who have lived in such an environment. Second, the school should highlight to the public and to its own students how balance is possible through stories of students who have succeeded and maintained a life outside the classroom. Third, to freshmen the school should address the environment and methods by which students can effectively manage their lives in such an environment. Finally, the school should be cognizant of the stress students are operating under and try to reduce it wherever possible. For example, for extra-curriculars, the school should set a minimum CGA instead of using a CGA as a competitive measure. Students know their CGA is important; however, they probably need parts of their lives to be free from its influence.

Two final issues that the school should be aware of relate to study abroad and the influence of other faculties. Currently, HKUST students can take classes at exchange partners and use them for any types of credit including major requirements and electives. This can have a negative effect on HKUST departments who might see demand drop for electives that they would like to offer. We recommend that you consider allowing students only to take classes that could be used for general education or business breadth requirements. Second, UG students have almost exclusively taken classes offered by the SBM faculty. Now, in the move to the 4-year program, SBM UG students are going to be taking classes offered by other faculties. We encourage SBM faculty and staff to be actively engaged in monitoring student interest and satisfaction in these other courses; these courses could end up having a significant effect on the satisfaction of SBM UG students with the program.

Observations regarding the HKUST OBE initiative

Before getting to the opportunities for possible innovation, we have several points that we must make related to the school's outcome-based education initiative. We certainly recognize the importance of this initiative. It's very important to several different accreditation bodies and, further, if done right, it can have a positive impact on student education. The scope and depth of work that HKUST and, specifically, SBM faculty and staff have done related to the OBE initiative is amazing and difficult to fathom. The SILOs and PILOs that they have identified are quite appropriate and reflect an understanding of educational theory. On the other hand, we want to raise the issue of the appropriate level of time commitment related to this task. SBM faculty and staff are under enormous time pressures and have many and varied responsibilities. Time that they spend on the OBE initiative is time that they are not spending on these other responsibilities. We believe that the time commitment should be monitored and limited. None of our organizations would have committed more than a small fraction of the faculty time that you have committed to this initiative. Again, recognizing the importance of this initiative, we recommend that you apply a sampling or subset approach to the task so that the value of the task can be appreciated and the burden or the paperwork and reporting can be appropriately minimized.

What are some possible innovations

In this section we address several ideas that are possible innovations that have the possibility for significantly improving the already good educational experience that your students have.

When discussing classes with students, faculty, and staff, we heard very little about experiential learning opportunities that students had during their classes. We believe that students would benefit greatly from the opportunity to work on real problems with real, local companies during their studies. We believe that students can benefit from these experiences across their educational tenure given an appropriate framework. First or second year students can benefit if the professor is looking to show the students the types of interesting problems (using, for example, simulations) that they might address when working in that field. In the later years students can grasp learning in a hands-on fashion both in and outside the classroom by using experiential learning to demonstrate the complexity of issues that need to be addressed when solving issues in that field. Thus, departments can benefit from using experiential learning to attract students to their field of study and more completely preparing students for their careers.

This use of experiential learning will, by its very nature, bring HKUST in closer touch with the local business community. We encourage you to pursue other opportunities. For example, you could involve local companies in more soft skills training that you provide for students (i.e., mock interviews). You might also have more events (i.e., etiquette dinner, career fairs, industry information sessions) that allow a wider range of students, not dependent on CGA, to have access to and face time with recruiting companies. Another way of preparing students to work in the real world could be to have them work on service projects or outreach programs with local Hong Kong non-profits and charities.

We noted problems with community-building, extra-curricular activities, and non-academic workshop participation. One approach to addressing these issues would be to use non-academic cohorts. You implement these cohorts by dividing your students into groups of around 50 students as incoming freshmen. These students would stay in these groups throughout their years at HKUST. Older students would act as mentors and leaders for the younger students within this same group. Each group would participate in extra-curricular activities together, building bonds, identity, and group pride. The BBA Program (and extra-curricular and career development administrators) can rely on the leaders of these groups to communicate to the groups and to draw in participation to the appropriate events. Leaders of these groups can be used to give guidance about what types of extra-curriculars they want to plan and fund. In general, we see many positives and almost no negatives (other than a bit of additional work communicating with these new groups) with a move to implement these cohorts.

You currently have a 1-credit ethics course. This sends a signal to your students that you do not believe this is an important course for them to work on or to do well in. We believe this is a mistake for your school and for the students. You should make this a full 3-credit course or don't offer it at all. Further, you should make the course a real class that is worth the credit hours and the work they put in. This sends a clear message to the students, alumni, and employers that HKUST is committed to providing a strong ethical framework for its graduates.

Finally, we want to provide several comments about your school's move to a 4-year program.

Focus on the value of a general education. A 4-year university education should be, first, about providing a general education and, second, about providing a business education. This should be a guiding principle as you decide on graduation requirements, electives, and extra-curriculars.

Focus your program on the BBA. We found the proliferation of degrees and differences among graduation requirements to be confusing and not particularly necessary. We believe you should have a BBA degree that has a set of required core courses — and that all of your degrees should be variations of this and add additional requirements. You should keep the breadth of education for your students, and ensure that students don't treat the general undergraduate education as a specialist graduate education.

Provide possible early commitment. While a general education is nice, there are some students who are ready to commit to a particular course of study early in their studies. When these are high-performing or high-potential students, we believe you should support these commitments.

Delay the required commitment. On the other hand, students should not be required to commit to a particular major until as late as possible. They are young, are exploring possible careers, and they should not be expected to make informed commitments early in their studies.

No increase in major requirements. You are adding about 12 hours to your graduation requirements while adding one year of study. You should resist the temptation to add requirements to your majors (other than the general education requirements that are being added).

Consider consolidating the BBA & BSc. We emphasized above that you should focus on the BBA and support possible early commitment. One natural outcome of these two points is to drop the BSc and integrate these degrees into the BBA. We perceived that you have treated the BSc as an "honors program" for some specialized set of undergraduates in specific majors. We encourage you to add an explicit honors program which would then be able to serve students in any majors.

Add a required one hour course for freshmen that introduces business, majors and career opportunities. The primary purpose of this course would be to introduce to students what business is, to distinguish different courses of study from one another, and to show students the complexity and challenging nature of problems in different majors and careers. Many of the co-curricular activities that we suggested earlier could also be conducted in this course.

Summary

We thank you for the opportunity to visit your University and your School. It was a pleasure meeting your faculty, staff, administration and students. As stated before your program has a strong foundation that will serve you well as you build another year onto your undergraduate business program. As you move into a four-year program our recommendation is to keep foremost the notion that undergraduate education is about growth, maturity and exploration. Allowing students the latitude to move through your program at their own pace (albeit with guidance and structure from your office) will serve many purposes. First it will differentiate you from your Hong Kong peers that may have a more rigid, lock step approach to education. Secondly, it will possibly diminish the stress level caused by student competitiveness. Third it will provide more opportunities to allow the students to have ownership in their educational trajectory and opens the door to more student engagement.

APPENDIX 11 – UG EMPLOYER STUDY

AHEAD OF WHAT'S NEXT.

HKUST Business School Employer Study

Dallas Li, Research Director
Sarah Ng, Research Analyst
Harris Interactive Asia Limited

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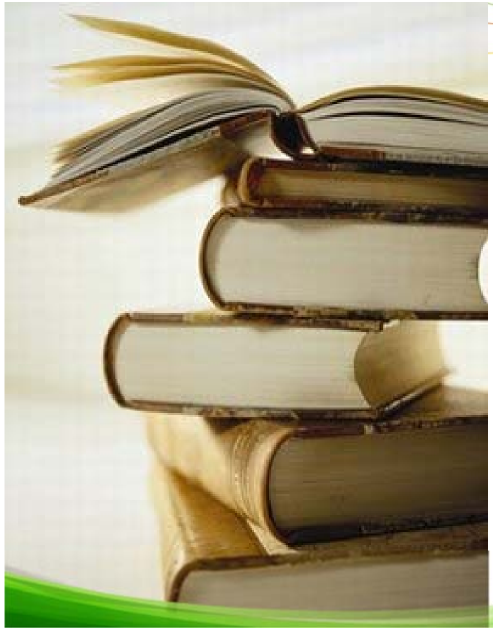
Research Background

- The Business School of The Hong Kong University of Science and Technology (HKUST) pioneered a holistic approach to undergraduate education by blending academic and non-academic components in the undergraduate curriculum structure. By so doing, the School aims at preparing graduates with diversified attributes that best suit the societal needs and are valued by employers.
- In Hong Kong, the HKUST Business School's major competitors are Business Schools of Hong Kong University (HKU) and The Chinese University of Hong Kong (CUHK).
- The HKUST Business School needs to evaluate whether its business graduates are matched with the School's and employers' expectation, or if counteractive plans and actions are needed to review the current curriculum.



Conclusion & Recommendations

Conclusion & Recommendations

1. Overall Performance

- Employer's ***overall satisfaction*** score to HKUST business school graduates is 80% (Top-2-Box*), which is marginally lower than that of CUHK (82%) and higher than that of HKU (74%). (see slide 13)
- HKUST business school has the least number of very satisfied employers (11%), compared with CUHK (18%) and HKU (14%). However, in terms of ***future recruitment*** likelihood, HKUST is the highest (61%), followed by CUHK (60%) and HKU (52%). (see slide 13 & 33)

2. Importance of student attributes (see slide 17 - 19)

- Evaluated areas are not equally important in driving employer satisfaction. By analyzing the implicit and explicit importance of attributes, we have identified that **problem-solving skills**, **communication and interpersonal skills** and **ability to work under pressure** are ***motivation factors*** for employer satisfaction; **well-rounded**, **creative thinking** and **ability to work in multi-cultural/ international settings** are implicit drivers (***opportunities***) that drive employer satisfaction.

* Top-2-Box (T2B): the % of employers who answered "Very satisfied" and "satisfied"

Conclusion & Recommendations (Cont')

Importance of student attributes (Cont')

- The ***hygiene*** factors are **proficiency of English**, **work-ethics/ personal integrity**, **team-working skills** and **self learning and evaluation**.
- The areas on ***cost saving*** are **literacy of information technology**, **proficiency of written Chinese** and **proficiency of spoken Putonghua**. *(See slide 17 – 19 for explanation of motivators, opportunities, hygiene factors and cost saving factors)*

3. Key drivers to employer satisfaction (see slide 22-24)

- After conducting the quadrant map analysis, we have identified that HKUST business school may leverage its ***strengths*** in developing students' skills of **learning initiatives**, **analytical skills**, **communication and interpersonal skills**, **ability to work in multi-cultural/ international settings** and **well-rounded**.
- It is suggested for HKUST business school to ***focus*** on developing students' relative weaknesses in **judgmental abilities**, **maturity**, **planning and organization skills** and **leadership capabilities**.

Conclusion & Recommendations (Cont')

4. Comparison between HKUST, CUHK and HKU

Student attributes:

- HKUST business school graduates perform ***on par*** with those of CUHK and HKU on most of the areas, while HKUST graduates were given lower rating than HKU and CUHK on evaluated areas such as **proficiency of English, planning & organization skills, time management, decision-making skill, leadership capabilities** (see slide 20)

School attributes:

- In terms of evaluation of the business school itself, HKUST slightly outperform both HKU and CUHK on **word-of-mouth** and **curriculum content**. (see slide 48)
- HKUST has lower rating than CUHK on **faculty expertise**, **incorporate experiential learning into the curriculum**, **success with past hires** and **overall value for the money invested in the recruitment effort**. (see slide 48)

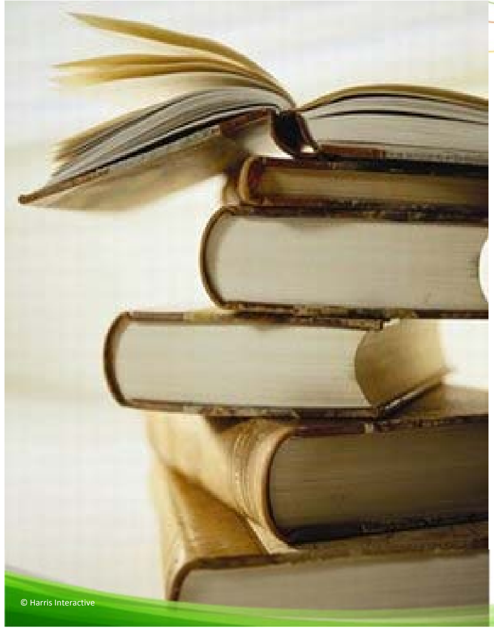
It is recommended for HKUST business school to further improve on the afore-mentioned area to increase employer satisfaction.

Conclusion & Recommendations (Cont')

5. Employer relationship

- In terms of co-recruitment* effort, HKUST business school performs well on **clear understanding to employers' recruitment needs** and **facilitating the posting of employers' jobs**. (see slide 51)
- 91% of ***Top HKUST recruiters*** or 87% of the employers who have ***co-recruitment relationship*** with HKUST are very satisfied with HKUST business school graduates (see slide 14 & 36).
- It is suggested for HKUST business school to maintain and further develop their relationship with Top HKUST recruiters and these employers who have co-recruitment relationship with employers

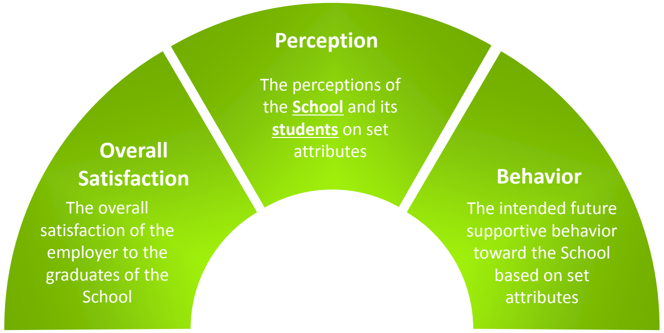
* Co-recruitment: employers who have previous working relationship with HKUST business school on graduate recruitment



Detailed Research Findings

Overall Research Design

– The competitiveness of HKUST Business School's is evaluated by the following three components:



Perception

The perceptions of the **School** and its **students** on set attributes

Overall Satisfaction

The overall satisfaction of the employer to the graduates of the School

Behavior

The intended future supportive behavior toward the School based on set attributes

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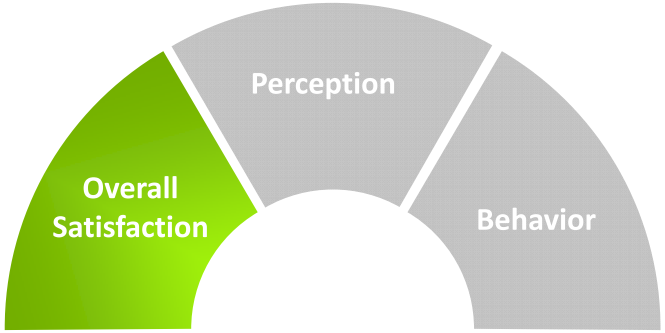
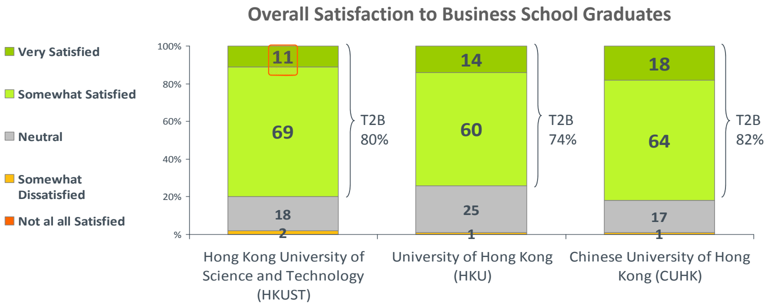


Summary

- In terms of employers' overall satisfaction towards graduates, HKUST (80%, Top-2-Box) is ahead of HKU (74%), but marginally falls behind CUHK (82%).
- HKUST has the least number of very satisfied employers (11%, Top-Box), comparing with CUHK (18%) and HKU (14%)
- 91% of top HKUST recruiters we have interviewed were very/ somewhat satisfied with the HKUST graduates
- 87% of those having co-recruitment relationship with HKUST are very/ somewhat satisfied with its graduates

CUHK was rated the highest in terms of overall satisfaction (82%, Top-2-Box), followed by HKUST (80%) and HKU (74%). The percentage of "Very satisfied" employers for HKUST is the lowest among the three business schools.

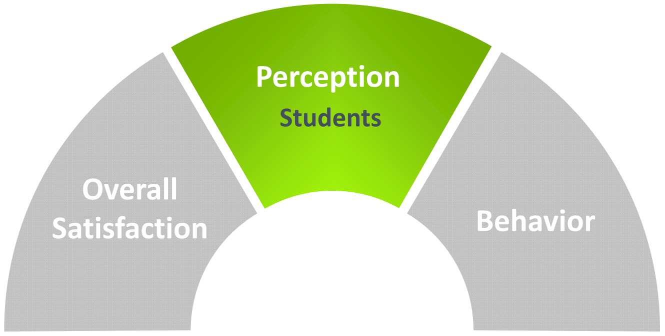


Q9. Overall speaking, how satisfied are you with the graduates from the Business Schools of the following universities?

Top HKUST recruiters and those having co-recruitment relationship with HKUST have higher overall satisfaction towards its graduates.

Overall Satisfaction to HKUST Business School Graduates		Top HKUST Recruiter		Department		Co-recruitment relationship with HKUST	
	Total	Yes	No	HR	Non HR	Yes	No
Samples Size	*167*	*23*	*144*	*126*	*41*	*52*	*115*
	%	%	%	%	%	%	%
Very satisfied/ Somewhat satisfied	80	91	78	81	78	87	77
Neutral	18	9	19	18	17	10	22
Somewhat dissatisfied/ Not at all satisfied	2	-	2	1	5	4	1

Q9. Overall speaking, how satisfied are you with the graduates from the Business Schools of the following universities?



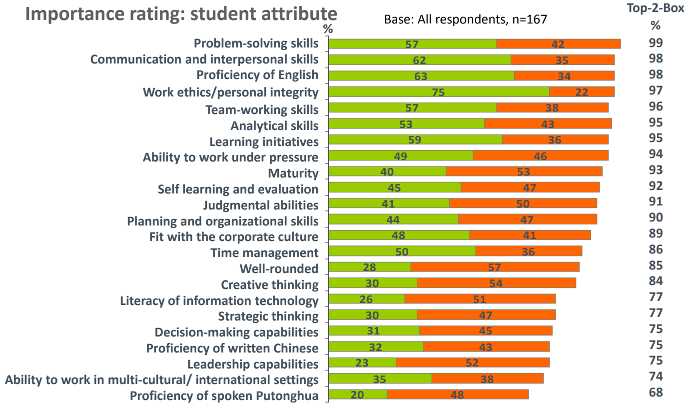
Perception Students

Overall Satisfaction

Behavior

When being asked to rate the importance level, nearly all employers deemed **students' problem-solving skills** (99%), **communication skills** (98%) as well as **proficient English** (98%) were important. Putonghua proficiency is the least important attribute (68%)

Importance rating: student attribute

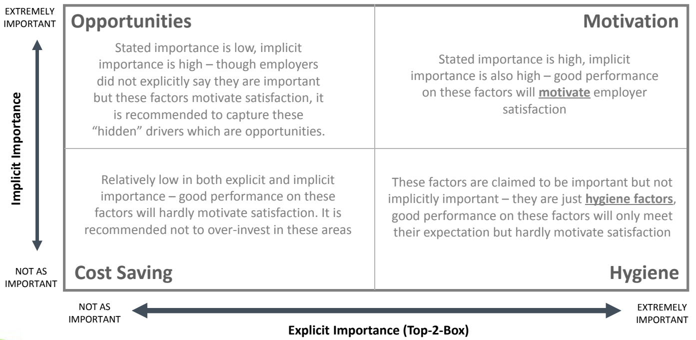


	Very Important	Somewhat Important	Top-2-Box %
Problem-solving skills	57	42	99
Communication and interpersonal skills	62	35	98
Proficiency of English	63	34	98
Work ethics/personal integrity	75	22	97
Team-working skills	57	38	96
Analytical skills	53	43	95
Learning initiatives	59	36	95
Ability to work under pressure	49	46	94
Maturity	40	53	93
Self learning and evaluation	45	47	92
Judgmental abilities	41	50	91
Planning and organizational skills	44	47	90
Fit with the corporate culture	48	41	89
Time management	50	36	86
Well-rounded	28	57	85
Creative thinking	30	54	84
Literacy of information technology	26	51	77
Strategic thinking	30	47	77
Decision-making capabilities	31	45	75
Proficiency of written Chinese	32	43	75
Leadership capabilities	23	52	75
Ability to work in multi-cultural/ international settings	35	38	74
Proficiency of spoken Putonghua	20	48	68

Q5. How important is each of the following in your decision to recruit a particular Business School graduate?

Importance of attributes are evaluated by two dimensions: implicit importance and explicit importance

- Explicit (or Stated) Importance: Employers were given a list of attributes that describe business school graduates and asked to state how important each attribute was to them
- Implicit (or Derived) Importance: Correlation analysis was conducted to find out the implicit importance of attributes in driving employer satisfaction to graduates.



Opportunities

Stated importance is low, implicit importance is high – though employers did not explicitly say they are important but since these factors motivate satisfaction, it is recommended to capture these "hidden" drivers which are opportunities.

Motivation

Stated importance is high, implicit importance is also high – good performance on these factors will **motivate** employer satisfaction

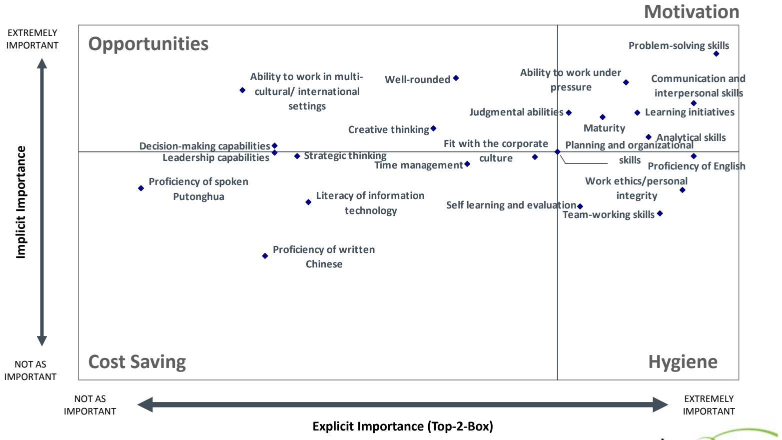
Relatively low in both explicit and implicit importance – good performance on these factors will hardly motivate satisfaction. It is recommended not to over-invest in these areas

Cost Saving

These factors are claimed to be important but not implicitly important – they are just **hygiene factors**, good performance on these factors will only meet their expectation but hardly motivate satisfaction

Hygiene

Implicit Importance VS. Explicit Importance (1)



Implicit Importance VS. Explicit Importance (2)

Opportunities

Capture the following hidden drivers for overall satisfaction:

- Ability to work in multi-cultural/ international settings
- Well-rounded
- Decision-making capabilities
- Creative thinking

Motivation

Improve the performance on the following area to motivate recruitment:

- Problem-solving skills
- Ability to work under pressure
- Communication and interpersonal skills
- Learning initiatives
- Judgmental abilities
- Maturity
- Analytical skill

Cost Saving

Recommended not to over-invest in the following areas:

- Strategic thinking
- Fit with the corporate culture
- Time management
- Proficiency of spoken Putonghua
- Literacy of information technology
- Proficiency of written Chinese

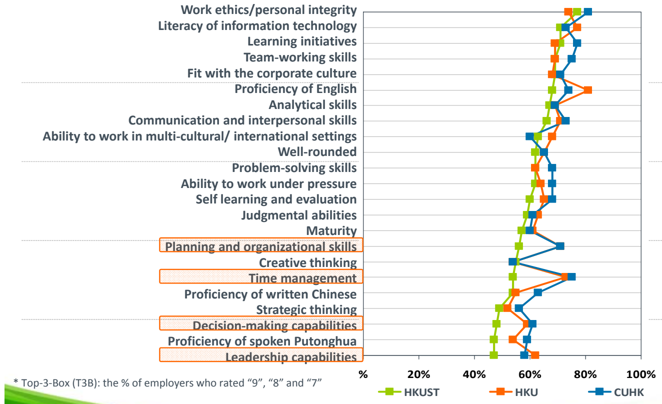
Hygiene

Hygiene factors which is hardly to motivate recruitment:

- Proficiency of English
- Work ethics/ personal integrity
- Team-working skills
- Self learning and evaluation

HKU and CUHK business school graduates perform better than those of HKUST, especially on **organization skills, time management, decision making** and **leadership capabilities**

Evaluation on graduate performance (Top-3-Box*)



	HKUST (n=167) %	HKU (n=107) %	CUHK (n=106) %
Work ethics/personal integrity	77	74	81
Literacy of information technology	71	77	73
Learning initiatives	71	69	77
Team-working skills	69	69	75
Fit with the corporate culture	69	68	71
Proficiency of English	68	81	74
Analytical skills	67	69	69
Communication and interpersonal skills	66	71	73
Ability to work in multi-cultural/ international settings	63	68	60
Well-rounded	62	65	65
Problem-solving skills	62	62	68
Ability to work under pressure	62	64	68
Self learning and evaluation	60	65	68
Judgmental abilities	59	63	61
Maturity	57	61	60
Planning and organizational skills	56	71	71
Creative thinking	55	54	54
Time management	54	73	75
Proficiency of written Chinese	54	55	63
Strategic thinking	49	52	56
Decision-making capabilities	48	59	61
Proficiency of spoken Putonghua	47	54	59
Leadership capabilities	47	62	58

* Top-3-Box (T3B): the % of employers who rated "9", "8" and "7"

Q6, Q7, Q8 For each of the areas we have just discussed, please rate the graduates from Business School of HKUST/ HKU/ CUHK based on your past 3 years' experience or perception?

Compared with HKU and CUHK, **Proficiency of English** and **time management** are <u>NOT</u> within the Top 5 best performing attributes of HKUST business school.

Evaluation on graduate performance
Top 5 best performing areas (Top-3-Box) for each business school

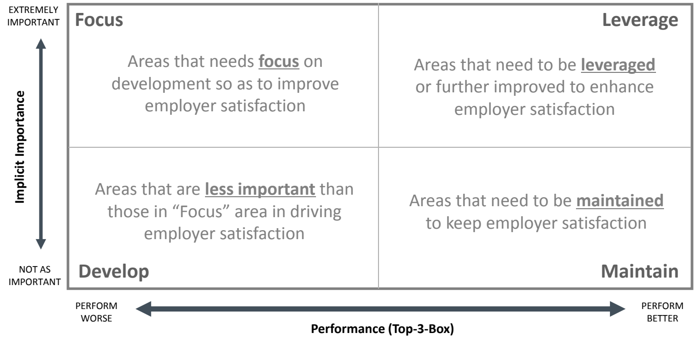
HKUST BUSINESS SCHOOL 香港科大商學院	The University of Hong Kong	香港中文大學 The Chinese University of Hong Kong
1. Work ethics/personal integrity	1. Proficiency of English	1. Work ethics/personal integrity
2. Literacy of information technology	2. Literacy of information technology	2. Learning initiatives
3. Learning initiatives	3. Work ethics/personal integrity	3. Time management
4. Fit with the corporate culture	4. Time management	4. Team-working skills
5. Team-working skills	5. Communication and interpersonal skills	5. Proficiency of English

*Ranking from high to low performance score (Top-3-Box)

Q6, Q7, Q8 *For each of the areas we have just discussed, please rate the graduates from Business School of HKUST/ HKU/ CUHK based on your past 3 years' experience or perception?*

harris INTERACTIVE

Quadrant analysis on Importance vs. performance help identify how HKUST business school can effectively allocate resources to strengthen employer satisfaction to its graduates



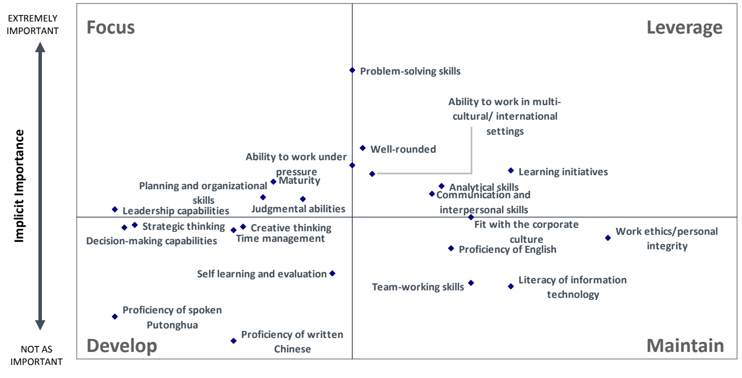
Areas that needs **<u>focus</u>** on development so as to improve employer satisfaction

Areas that need to be **<u>leveraged</u>** or further improved to enhance employer satisfaction

Areas that are **<u>less important</u>** than those in "Focus" area in driving employer satisfaction

Areas that need to be **<u>maintained</u>** to keep employer satisfaction

HKUST Business School graduates' performance on drivers of satisfaction (1)



harris INTERACTIVE

HKUST Business School graduates' performance on drivers of satisfaction (2)

Focus

First priority of improvement:

- Judgmental abilities
- Maturity
- Planning and organization skills
- Leadership capabilities

Leverage

Recommended to further improve on the following areas:

- Well-rounded
- Ability to work in multi-cultural/ international settings
- Communication and interpersonal skills
- Learning initiatives
- Analytical skills

Develop

Second priority of improvement:

- Strategic thinking
- Creative thinking
- Time management
- Decision-making capabilities
- Proficiency of spoken Putonghua
- Self learning and evaluation
- Proficiency of written Chinese

Maintain

Recommended to maintain satisfaction on the following areas:

- Proficiency of English
- Team-working skills
- Literacy of information technology
- Work ethics/ personal integrity

Besides the attributes that were given high rating to HKUST graduates, **Hard-working** and **out-going** were also perceived to be HKUST graduates’ strength by some employers.

Likes towards HKUST graduates		Top HKUST Recruiter		Department		Co-recruitment relationship	
	Total	Yes	No	HR	Non HR	Yes	No
Samples Size	*167*	*23*	*144*	*126*	*41*	*52*	*115*
	%	%	%	%	%	%	%
Work-related attributes	**56**	**65**	**55**	**56**	**56**	**52**	**58**
Ability to work in multi-cultural/ international setting	10	22	8	10	10	8	11
Communication and interpersonal skill	10	13	9	10	10	12	9
Analytical skills/ Strategic thinking	10	4	10	10	10	6	11
Good performance/ working efficiency	7	9	7	10	-	10	6
Decision making skill/ Fast response/ Flexible	7	17	5	8	2	8	6
Presentation skill	5	4	6	6	2	2	7
Creative thinking	5	9	4	6	2	6	4
Character	**37**	**52**	**35**	**37**	**39**	**40**	**36**
Hard-working	14	13	15	11	24	10	17
Out-going/ Active	12	17	11	14	5	13	11
Proactive/ Willing to try	4	4	3	4	2	8	2
Credible/ Reliable	4	-	4	4	2	-	5
Knowledge	**17**	**13**	**17**	**12**	**32**	**17**	**17**
Well-rounded knowledge	8	4	8	6	15	8	8
Good IT skill	5	4	5	4	7	4	5
Knowledge is well suit for the job	4	4	4	2	10	6	3

Q10. What impresses you most about Business School of HKUST graduates? In the other word, what are you satisfied with their graduates?

Only 11% of employers mentioned better communication skill as improvement area for HKUST graduates, which was identified as strengths of HKUST b-school graduates (see slide 23)

Areas of improvement for HKUST graduates		Top HKUST Recruiter		Department		Co-recruitment relationship	
	Total	Yes	No	HR	Non HR	Yes	No
Samples Size	*167*	*23*	*144*	*126*	*41*	*52*	*115*
	%	%	%	%	%	%	%
Work-related attributes	**42**	**48**	**41**	**44**	**37**	**44**	**41**
Better communication skill	11	13	10	10	12	12	10
Should incorporate into company culture	5	9	5	6	5	8	4
More working experience needed	5	4	5	5	5	6	4
Work better under pressure	4	4	3	3	5	2	4
Not being too materialistic	4	13	2	5	-	4	3
Better problem-solving skill	4	9	3	4	2	4	3

Q11. In your opinion, what is the major shortcoming of the graduates from HKUST Business School?

A small percentage of HKUST employers spontaneously mentioned the items listed in the following table as improvement areas for HKUST b-school graduates.

Areas of improvement for HKUST b-school graduates (Cont’)		Top HKUST Recruiter		Department		Co-recruitment relationship	
	Total	Yes	No	HR	Non HR	Yes	No
Samples Size	*167*	*23*	*144*	*126*	*41*	*52*	*115*
	%	%	%	%	%	%	%
Character	**30**	**57**	**26**	**30**	**29**	**31**	**30**
Not mature enough	11	22	9	10	15	12	10
Not proactive enough	8	13	8	8	10	12	7
Not humble enough	5	13	3	6	2	6	4
Language	**16**	**17**	**16**	**16**	**17**	**10**	**19**
Should improve English proficiency	11	13	10	10	12	8	12
Should improve Putonghua proficiency	5	4	5	6	2	2	6

Q11. In your opinion, what is the major shortcoming of the graduates from HKUST Business School?

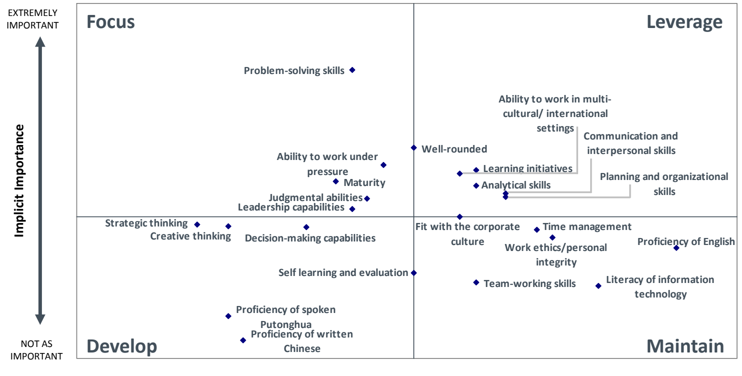
It is recommended for HKUST business school graduates to gain more **working experience** and **work-related trainings** while they are at school; better **understanding** to business market is also needed.

Ways to appeal employers		Top HKUST Recruiter		Department		Co-recruitment relationship	
	Total	Yes	No	HR	Non HR	Yes	No
Samples Size	*167*	*23*	*144*	*126*	*41*	*52*	*115*
	%	%	%	%	%	%	%
Business school	**35**	**48**	**33**	**34**	**39**	**37**	**35**
Gain more working experience	15	22	14	15	15	12	17
Provide more work-related training	6	9	6	6	7	4	7
Organize more recruitment projects	5	4	6	6	2	6	5
Provide more student information to employers	5	9	4	5	5	12	2
More interaction with employers	4	4	4	5	2	8	3
Students' work-related attributes	**29**	**30**	**29**	**25**	**41**	**19**	**34**
More understanding on the business market	7	13	6	6	10	8	6
More international exposure	5	-	6	6	5	-	8
Better communication with the employers	4	-	5	3	7	2	5
Students' character	**23**	**26**	**23**	**25**	**17**	**21**	**24**
Be more proactive	8	-	9	7	10	2	10

Q12. How can HKUST Business School and its graduates do to increase their appeal to recruiters?

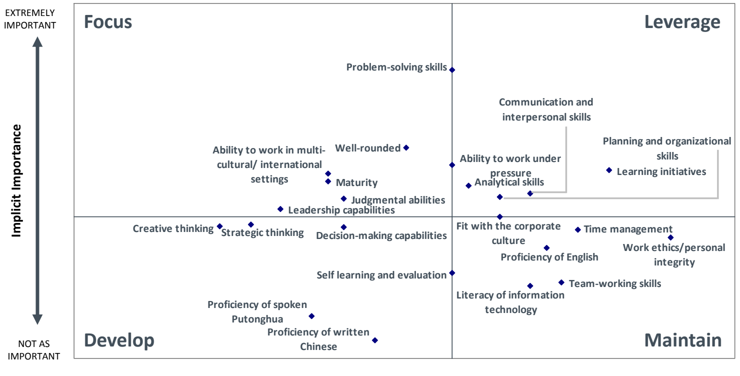
The University of Hong Kong

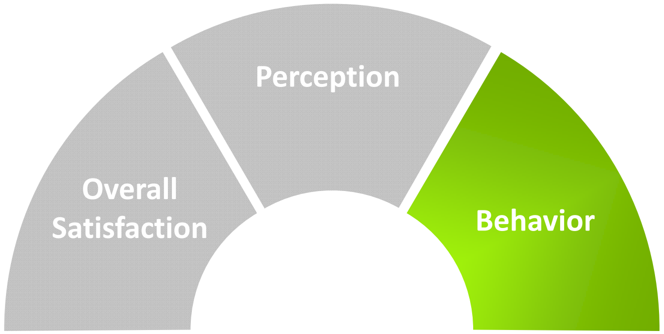
HKU Business School graduates' performance on drivers of satisfaction



香港中文大學
The Chinese University of Hong Kong

CUHK Business School graduates' performance on drivers of satisfaction



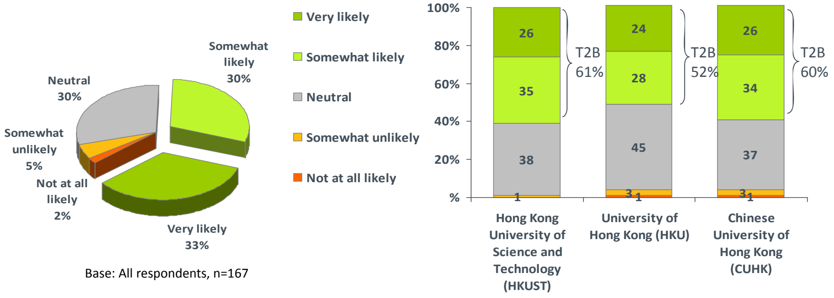


Summary

- 63% of employers are very likely (33%) or somewhat likely (30%) to recruit business school graduates next year
- Most of them are highly likely to recruit HKUST (61%) and CUHK business school graduates (60%)
- 78% of top HKUST recruiters are very likely or somewhat likely to recruit HKUST graduates
- 77% of those employers with recruitment relationship with HKUST business school are very likely or somewhat likely to recruit HKUST graduates

Over 60% of employers are somewhat/ very likely to recruit university fresh graduates next year. Employers are more likely to recruit business school graduates from HKUST (61%) and CUHK (60%).

Likelihood to recruit fresh graduates next year



Base: All respondents, n=167

Base: Those respondents who are neutral/ somewhat/ very likely to recruit fresh graduates next year, n=156

Q13. How likely will you/ your company extend an offer to fresh graduate from any university in Hong Kong in next year?
Q14. How likely will you/ your company recruit graduates from the Business School of the following universities in next year?

Employer List – Very Likely to recruit HKUST graduates [Rated 5 (Very likely) in 5-point scale]

Protiviti (n=2)*
AVCJ
Bank of East Asia
BOC Credit Card (International) Ltd.
Boston Consulting Group
Calyon
Centaline Wealth Management Limited
China Construction Bank
Chong Hing Bank
CPCNet Ltd
David Fong & Co.
Deloitte
Fidelity Investments Management (HK) Ltd.
Fiducia
FXCM Asia Ltd.
Getz Bros. & Co. (Hong Kong) Ltd.
Home of Elderly
Hong Kong & China Gas Co. Ltd.
HSBC Insurance (Asia) Limited
IDS (HK) Group
Kerry Logistics (HK) Ltd.
Kingboard Chemical Industrial Ltd.
KPMG
L'Oreal HK Ltd,
Maersk Broker Hong Kong
Merrill Lynch
Moores Rowland Mazars
Ova Arup & Partners
PCCW
Pfizer Hong Kong Corporation Limited
PKF
PricewaterhouseCoopers
Rays Chan & Co.
Rio Industrial Ltd.
SGS Hong Kong Ltd.
Shanghai Commercial Bank Limited
Shinewing (HK) CPA Ltd.
Standard Chartered Bank
TAL Global Alliances Ltd.
Wing Lung Bank

***Note:**
One interview was completed per company except that two interviews were completed for Protivti.*

Q14. How likely will you/ your company recruit graduates from the Business School of the following universities in next year?

Employer List – Somewhat Likely to recruit HKUST graduates [Rated 4 (Somewhat likely) in 5-point scale]

Bank of East Asia (n=2)*
ACW-Solutions
AIA Pension & Trustee Co. Ltd.
Amoy College
Ask Technology Group Ltd.
Bain & Company
BDO McCabe Lo Limited
Bond West Consultants
Cash Group
Chiyu Bank
Clariant (China) Ltd.
Colliers International (Hong Kong) Limited
Commerzbank AG
DDB Worldwide Communication Group
Dolphin Freight Services
ecVision Ltd.
Elite Investor Relations
Fubon Bank (HK) Ltd.
Goldmax International Consultancy Company
Hong Kong & China Gas Co. Ltd.
Hong Kong Aircraft Engineering Limited
Hong Kong Disneyland
Interface Public Relations (An IPG Company)
Kaylie Business Solutions Co. Ltd.
L.S Collection
Matteo Ricci College
McKinsey & Company
Media Services Public Relatons and Communications Ltd
Mediaedge:Cia Hong Kong Pte Ltd.
MI Design Limited
Morgan Stanley
Motion Global Ltd.
MTRC
Newedge (fomerly Fimat International Banque SA)
Nextron Components Ltd
Omega Compliance
OmniLearning ECA Centre Ltd.
Oracle Added Value Limited
Overcome Creative Co. Ltd.
P.L. Au & Co.
Prudential Assurance Co. Ltd.
Radica Systems Ltd.
Reuters Hong Kong Limited
Sallmanns (Far East) Limited
Sasa Cosmetics Ltd
Shun Hing Electronic Trading Co., Ltd.
Singapore Airlines
Synovate Asia Pacific
TOGO Pacific Limited
Transerach
World Excel Co. Ltd.
Yu Ming Property Management Ltd.
Zung Fu Co. Ltd.

***Note:**
One interview was completed per company except that two interviews were completed for Bank of East Asia.*

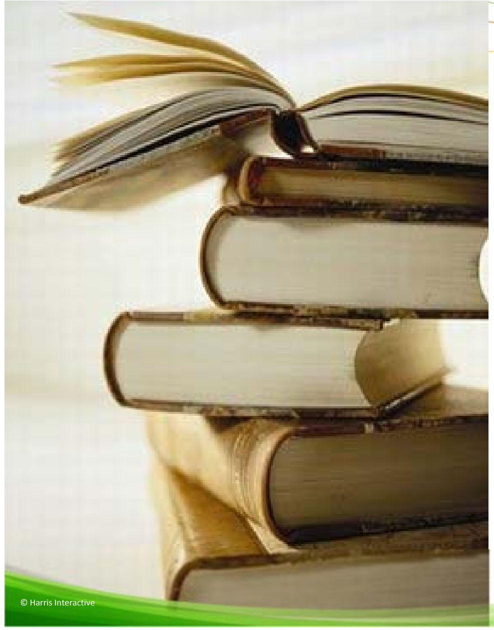
Q14. How likely will you/ your company recruit graduates from the Business School of the following universities in next year?

78% among the top HKUST recruiters and 77% among those employers having recruitment relationship with HKUST business school are very likely/ somewhat likely to recruit HKUST fresh graduates next year.

Likelihood to recruit HKUST b-school fresh graduates

		Top HKUST Recruiter		Department		Co-recruitment relationship	
	Total	Yes	No	HR	Non HR	Yes	No
Samples Size	*167*	*23*	*144*	*126*	*41*	*52*	*115*
	%	%	%	%	%	%	%
Very likely/ Somewhat likely	57	78	53	60	49	77	48
Neutral	40	17	44	39	44	21	49
Somewhat unlikely/ Not at all likely	3	4	3	2	7	2	3

Q14. How likely will you/ your company recruit graduates from the Business School of the following universities in next year?



Demographics

© Harris Interactive

Employer List – Top HKSUT recruiters interviewed

Company Name	No. of Respondents
Protiviti	2
ABN AMRO Bank	1
Bain & Company	1
Boston Consulting Group	1
Calyon	1
China Construction Bank	1
Deloitte	1
HKSAR - Information Service Dept.	1
Hong Kong Disneyland	1
Johnson & Johnson	1
KPMG	1
L'Oreal HK Ltd	1
McKinsey & Company	1
Merrill Lynch	1
Morgan Stanley	1
MTRC	1
PCCW	1
PricewaterhouseCoopers	1
Prudential Assurance Co. Ltd.	1
Squadron Capital	1
Standard Chartered Bank	1
UBS AG	1
Total:	**23**

Employer List – Other HKUST recruiters interviewed (1)

Bank of East Asia (n=4)*
Airport Authority Hong Kong (n=2)*
Hong Kong & China Gas Co. Ltd. (n=2)*
Wing Lung Bank (n=2)*
ACNielsen Bases
ACW-Solutions
Advanced Card Systems Holdings Ltd.
Advanced Materials Enterprises
AEON Stores (Hong Kong) Limited
AIA Pension & Trustee Co. Ltd.
Amoy College
Ask Technology Group Ltd.
AVCJ
Bamboos Professional Nursing Services
Bayer Material Science Ltd.
BDO McCabe Lo Limited
BOC Credit Card (International) Ltd.
Bond West Consultants
Boom Securities (H.K.) Limited
C.W. Fan & Co.
Carrier (Hong Kong) Ltd.
Cash Group
Cathy Enterprises Ltd.
Centaline Wealth Management Limited
Chiyu Bank
Chong Hing Bank
Chow Tai Fook
CITIC Pacific Ltd.
Clariant (China) Ltd.
Colliers International (Hong Kong) Limited
Commerzbank AG
Cosoman Ltd.
CPCNet Ltd
David Fong & Co.
DDB Worldwide Communication Group
Dennis Wong & Co. Certified Public Accountants
Diageo plc
Dolphin Freight Services
Dow Jones Newswires
e-Crusade Digital Marketing
ecVision Ltd.
Elite Investor Relations
E-Mice Solutions (HK) Limited
Euromoney Training
Fidelity Investments Management (HK) Ltd.
Fiducia
Fubon Bank (HK) Ltd.
FXCM Asia Ltd.

Employer List – Other HKUST recruiters interviewed (2)

Getz Bros. & Co. (Hong Kong) Ltd.
Goldmax International Consultancy Company
H H Lam & Co.
Hawley & Hazel Chemical Co. (HK) Ltd.
Healthcare & Co.
Home of Elderly
Honda Trading (China) Co. Ltd
Hong Kong Aircraft Engineering Limited
Hong Kong RFID Ltd.
Hongkong Electric
HSBC Insurance (Asia) Limited
I-Access Investors Ltd.
IDS (HK) Group
Imperial Dragon Asset Management Ltd.
Interface Public Relations (An IPG Company)
iPR Ogilvy Ltd.
JCDecaux
Jumpin Gym USA Ltd.
Kaylie Business Solutions Co. Ltd.
Kerry Logistics (HK) Ltd.
Kingboard Chemical Industrial Ltd.
Kingdee
L.S Collection
Li & Fung (Trading) Group
Lombard/APIC (HK) Ltd
Maersk Broker Hong Kong
Manuick Industrial Co. Ltd.
Mattel East Asia Limited
Matteo Ricci College
Maxus Communications Ltd.
Mazars CPA Ltd.
McLagan Partners Asia Inc.
Media Services Public Relatons and Communications Ltd
Mediaedge:Cia Hong Kong Pte Ltd.
MI Design Limited
Moores Rowland Mazars
Motion Global Ltd.
N M Rothschild & Sons (HK) Ltd.
Natixis Asia Ltd.
New Method Secondary School
Newedge (fomerly Fimat International Banque SA)
Nextron Components Ltd
Omega Compliance
OmniLearning ECA Centre Ltd.
Oracle Added Value Limited
Ova Arup & Partners
Overcome Creative Co. Ltd.
P.L. Au & Co.

Employer List – Other HKUST recruiters interviewed (3)

Pfizer Hong Kong Corporation Limited
PKF
PMA Investment Advisors
Publicis Worldwide (Hong Kong) Ltd
RAB Capital (Asia) Limited
Radica Systems Ltd.
Rays Chan & Co.
Resources Link Network Limited
Reuters Hong Kong Limited
Rio Industrial Ltd.
S.C. To & Co.
Sallmanns (Far East) Limited
Sasa Cosmetics Ltd
Segantii Capital Management Limited
SGS Hong Kong Ltd.
Shanghai Commercial Bank Limited

Shinewing (HK) CPA Ltd.
SHSS - High School
Shun Hing Electronic Trading Co., Ltd.
Sing Pao Newspaper Co. Ltd.
Singapore Airlines
SKH Tsoi Kung Po Sec. School
Spectrum Strategy Consultants Ltd.
St Paul's College
Stryker Pacific
Sun Hung Kai Properties Ltd.
Sunlife Financial (HK) Ltd.
Suntrend Portal Development Limited
Synovate Asia Pacific
TAL Global Alliances Ltd.
Telford International Co Ltd
The Sumitomo Trust Finance (H.K.) Limited

TOGO Pacific Limited
Transerach
Tsung Tsin Middle School
Urban Media Ltd./Macau Government Tourist Office (HK Rep.)
US Abroad Advisors Limited
Vegetable Marketing Organization (VMO)
Wiseman Education Limited
World Excel Co. Ltd.
Yu Ming Property Management Ltd.
Zung Fu Co. Ltd.

****Note: One interview was completed per company except the following companies – more than 1 interviews were completed per company:***

Bank of East Asia (n=4),
Airport Authority Hong Kong (n=2),
Hong Kong & China Gas Co. Ltd (n=2),
Wing Lung Bank (n=2)

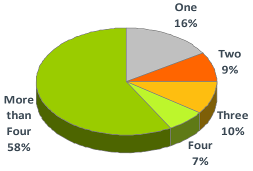
Employer Information (1)

	HR Department		Non HR Department	
	Yes	No	Yes	No
Samples Size	*127*		*40*	
	%	%	%	%
HKUST Recruiters/ Supervisors	100	-	100	-
HKU Recruiters/ Supervisors	68	32	53	48
CUHK Recruiters/ Supervisors	67	33	53	48

S4. Have you recruited any undergraduates from the Business Schools of following universities in the past 3 years?
S5. Within the past 3 years, have you been supervisor or manager of employees who graduated from the following Business Schools as undergraduates?

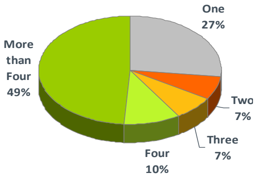
Employer Information (2)

Hired business school graduates within past 3 years



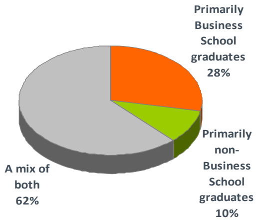
Base: All respondents who is working in HR Department, n=126

Supervised business school graduates within past 3 years



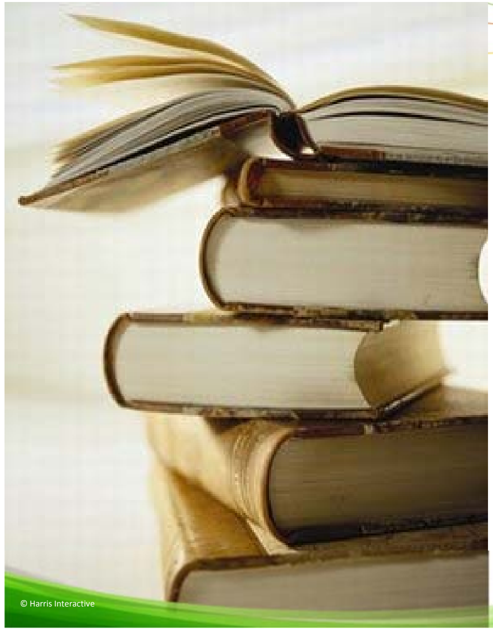
Base: All respondents who is not working in HR Department, n=41

Type of recruitment

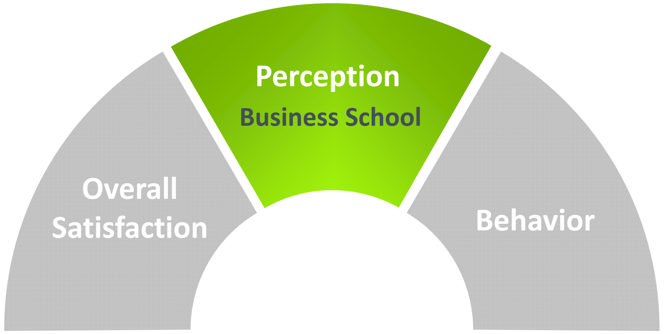


Base: All respondents, n=167

Q18. How many Business School graduates have you hired within past 3 years?
Q19. How many Business School graduates have you supervised within past 3 years?
Q20. Which one of the following best describes the type of recruiting you/ your company does?

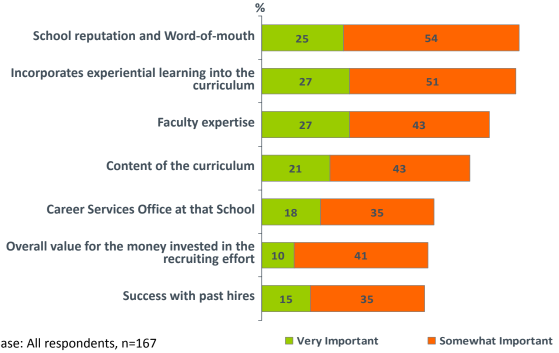


Other Findings



Schools' word-of-mouth (79%) and **experiential learning curriculum** (78%) are most important school attribute.

Importance rating: school attribute



	Top-2-Box %	Mean
School reputation and Word-of-mouth	79	4.01
Incorporates experiential learning into the curriculum	78	3.98
Faculty expertise	69	3.87
Content of the curriculum	63	3.75
Career Services Office at that School	53	3.51
Overall value for the money invested in the recruiting effort	51	3.39
Success with past hires	50	3.44

Base: All respondents, n=167

Q1. How important is each of the following in your decision to recruit graduates from a particular university's Business School?

For top HKUST recruiters, they rate **school reputation**, **incorporate experiential learning into the curriculum** and **career services office** in the business school as more important.

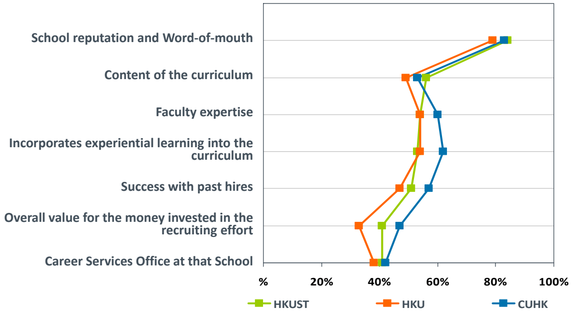
Importance rating: school attribute

		Top HKUST Recruiter		Department		Co-recruitment relationship	
Top-2-Box	Total	Yes	No	HR	Non HR	Yes	No
Samples Size	*167*	*23*	*144*	*126*	*41*	*52*	*115*
	%	%	%	%	%	%	%
School reputation and Word-of-mouth	79	91	77	82	71	83	77
Incorporates experiential learning into the curriculum	78	78	78	82	68	79	78
Faculty expertise	69	65	70	75	54	67	70
Content of the curriculum	63	52	65	65	59	62	64
Career Services Office at that School	53	74	49	53	51	65	47
Overall value for the money invested in the recruiting effort	51	65	49	53	44	60	47
Success with past hires	50	70	47	48	56	60	46

Q1. How important is each of the following in your decision to recruit graduates from a particular university's Business School?

HKUST marginally outperforms both HKU and CUHK in terms of **word-of-mouth** and **curriculum content**. However, **career services office** is the key improvement area.

Evaluation on business school performance (Top-3-Box)



	HKUST (n=167) %	HKU (n=107) %	CUHK (n=106) %
School reputation and Word-of-mouth	84	79	83
Content of the curriculum	56	49	53
Faculty expertise	54	54	60
Incorporates experiential learning into the curriculum	53	54	62
Success with past hires	51	47	57
Overall value for the money invested in the recruiting effort	41	33	47
Career Services Office at that School	41	38	42

Q2, Q3, Q4. Please rate the Business School of HKUST/ HKU/ CUHK based on your past 3 years' experience or perception?

School reputation is the common highest rated attributes among all three business schools.

Evaluation on business school performance
Top 5 best performing areas (Top-3-Box) for each business school

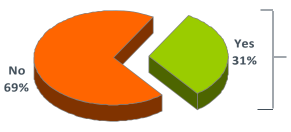
香港科技大學 THE HONG KONG UNIVERSITY OF SCIENCE AND TECHNOLOGY	The University of Hong Kong	香港中文大學 The Chinese University of Hong Kong
School reputation and Word-of-mouth	School reputation and Word-of-mouth	School reputation and Word-of-mouth
Content of the curriculum	Faculty expertise	Incorporates experiential learning into the curriculum
Faculty expertise	Incorporates experiential learning into the curriculum	Faculty expertise

*Ranking from high to low performance score (Top-3-Box)

Co-recruitment Relationship

One third of the employers interviewed have co-recruitment relationship with HKUST. HKUST b-school is regarded as having clear understanding on recruitment needs.

Previous working relationship with HKUST business school



Evaluation on co-recruitment efforts

Base: All respondents, n=167

Base: All respondents who have previous working relationship with HKUST business school on graduate recruitment, n=52

Q15. Do you have any previous working relationship with HKUST Business School on graduate recruitment?
Q16. You said you have had working relationship with HKUST Business School on graduate recruitment, how would you rate them on the following aspects?

Some employers suggested that HKUST business school nominate the most suitable candidates for employers and interact with them more proactively.

Comment on recruitment support needed from HKUST business school		Top HKUST Recruiter		Department		Co-recruitment relationship	
	Total	Yes	No	HR	Non HR	Yes	No
Samples Size	*167*	*126*	*41*	*23*	*144*	*52*	*115*
Business school initiatives	**34**	**30**	**35**	**33**	**37**	**31**	**36**
Nominate suitable candidates to employers	10	4	11	10	10	8	11
Interact with employers proactively	9	9	9	10	5	8	10
Organize more recruitment projects	8	17	6	10	2	8	8
Promote employers to the graduates	5	-	6	4	7	-	7
Understand employers' recruitment requirement	4	-	5	2	10	4	4
Information to employers	18	22	17	18	17	21	17
Provide employers with more graduate information	8	4	8	9	5	8	8
Provide channel for employers to post recruitment information	4	4	3	3	5	-	5
Training to students	**10**	**17**	**9**	**10**	**10**	**13**	**9**
Students should understand more on the company background	4	4	4	6	-	6	3

Q17. What do you expect HKUST Business School to do in supporting your recruitment?

Spontaneous answers on likes towards HKUST graduates
- comments mentioned by less than 4% of respondents (1)

Work-related attributes
Able to work under stress
Hard-working
Willing to work overtime
Good working attitude
Fast learning
Good learning ability
Have working experience / knowledge
Good team-player / Cooperative
Punctual / Able to complete the task on time
Willing to accept others' opinions
Strategic thinking
Good organizational skills
Character
Open-minded/ No traditional barriers
Willing to express ideas
Self-respect

Q10. What impresses you most about Business School of HKUST graduates? In the other word, what are you satisfied with their graduates?

Spontaneous answers on likes towards HKUST graduates
- comments mentioned by less than 4% of respondents (2)

Character (Cont')
Humble
Smart
Pragmatic / Practical
Mature
Independent
Language
Good language proficiency
Proficient Putonghua
Proficient Chinese
Proficient in writing
Business school related
Good quality of professors
Good international ranking position
Good to invite company representatives to have talks at school

Q10. What impresses you most about Business School of HKUST graduates? In the other word, what are you satisfied with their graduates?

Spontaneous answers on areas of improvement of HKUST graduates
- comments mentioned by less than 4% of respondents (1)

Work-related attributes
Better analytical skill
Better leadership skill
Should expand international exposure
Better efficiency/ time management
Lack of clear working goal / direction
Better presentation skill
Not willing to accept opinion / criticism
Better teamwork
Should improve working attitude
Not creative enough
Character
Not emotionally stable enough / Poor emotional quotient
Not willing to learn
Not patient enough
Not attentive to details
Not independent enough
Poor attitude when talking through phone
Lack the sense of responsibility

Q11. In your opinion, what is the major shortcoming of the graduates from HKUST Business School?

Spontaneous answers on areas of improvement of HKUST graduates
- comments mentioned by less than 4% of respondents (2)

Language
Should improve language proficiency
Should improve Chinese proficiency
Knowledge
Cannot apply their knowledge to work
Poor common sense

Q11. In your opinion, what is the major shortcoming of the graduates from HKUST Business School?

Spontaneous answers on ways to appeal employers - comments mentioned by less than 4% of respondents (1)

Business school
Teach graduates on appropriate working attitudes
Provide more training on working skills
Provide employers with graduates' information of those who meet the job requirements
Organize some social activities for graduates to know more about society
Follow up with employers on graduates' working performance
Better school exposure
Provide more support to graduates through the career centre
Less liberal education in curriculum content

Q12. How can HKUST Business School and its graduates do to increase their appeal to recruiters?

Spontaneous answers on ways to appeal employers - comments mentioned by less than 4% of respondents (2)

Student's work-related attributes
Better analytical skill
Not being too materialistic
Better problem-solving skill
Be creative/ Able to show creativity in job interviews
Willing to take up challenges
Better presentation skill
Better leadership skill
Understand their career goal
Better understanding on public policies/ public affairs
Better teamwork
More open-minded to accept opinions

Q12. How can HKUST Business School and its graduates do to increase their appeal to recruiters?

Spontaneous answers on ways to appeal employers - comments mentioned by less than 4% of respondents (3)

Students' character
Be more sincere/ polite
Be more hardworking
willing to learn
Be more positive
Be more pragmatic
Be more humble
Better sense of responsibility
Be more mature
Able to take risk
Students' language
Better English proficiency
Better Putonghua proficiency
Student's knowledge
Well-equipped with knowledge/ Have professional training
Student's performance in interview
Improve graduates' job interviewing skill
Better equipped with company's background information before the job interview

Q12. How can HKUST Business School and its graduates do to increase their appeal to recruiters?

Spontaneous answers on recruitment support – Other comments with less than 4% of employers mentioned (1)

Business school
Provide graduates with job requirement information
Start recruitment process earlier
Provide more recruitment guidance for graduates
Provide more flexibility on promotion activities
More convenient time and location of the recruitment fairs
Provide employer with information of those graduates having working experience
Remind employers of the government allowance
Remind graduates of the job application deadlines
Employer
Allow employers to send company's information to the graduates
Establish better relationship between employers and the career centre
Provide employers with more information available

Q17. What do you expect HKUST Business School to do in supporting your recruitment?

Spontaneous answers on recruitment support – Other comments with less than 4% of employers mentioned (2)

Graduate
Should have better understanding on the company background
Should know about the latest market trend or information
Better graduate quality
Better language proficiency in Chinese and English
Be more proactive in work
Be less concern about the salary
Should improve liberal or civic knowledge

Q17. What do you expect HKUST Business School to do in supporting your recruitment?

Spontaneous answers on recruitment support – Other comments with less than 4% of employers mentioned (2)

Graduate
Should have better understanding on the company background
Should know about the latest market trend or information
Better graduate quality
Better language proficiency in Chinese and English
Be more proactive in work
Be less concern about the salary
Should improve liberal or civic knowledge

Q17. What do you expect HKUST Business School to do in supporting your recruitment?

Harris Interactive Asia Limited

Unit 1803-4, 18F,
Causeway Bay Plaza II,
463 Lockhart Road,
Causeway Bay, Hong Kong.

THE HONG KONG UNIVERSITY OF SCIENCE AND TECHNOLOGY

School of Business and Management

Undergraduate Programs Office

The Critical Thinking Rubric

Goal: Graduates will be critical and creative thinkers who make effective decisions supported by analytical and quantitative techniques.

Objectives: Graduates will:

Analyze the core issues and weigh the significance of key assumptions used in business decision-making scenarios.

Solve business problems using appropriate quantitative and analytical techniques.

Approach business problems from alternative perspectives and consider unconventional concepts and solutions.

Defend reasoned solutions to business problems.

	Emerging	Developing	Mastering	Score
Identify, summarize and appropriately reformulate the problem/question; in doing so, also consider the influence of context and assumptions	Do not attempt to or fail to identify and summarize accurately. Does not recognize context and surface assumptions and underlying implications, or does so superficially.	Summarize issue, though some aspects are incorrect or confused; nuances and key details are missing or glossed over. Provides some recognition of context and consideration of assumptions and their implications.	Clearly identify the challenge and subsidiary, embedded, or implicit aspects of the issue. Identify integral relationships essential to analyzing the issue. Identify influence of context and questions assumptions, addressing ethical dimensions that underlie the issue.	

Analyze the problem/question thoroughly with appropriate supporting data/evidence	Do not provide or analyze supporting data/evidence. Do not distinguish among fact, opinion, and value judgments.	Demonstrate adequate skill in searching, selecting, and evaluating sources to meet the information need. Discern fact from opinion and may recognize bias in evidence, though attribution is spotty, inappropriate, or exaggerated.	Evidence of good search, selection, and source evaluation skills; notable identification of uniquely salient resources. Demonstrate understanding of how facts shape but may not confirm opinion. Recognize bias, including selection bias and do so with balance.	
Approach problems/questions from broad perspectives and identify possible solutions	Position or hypothesis is clearly inherited or adopted with little original consideration. Deal only with a single perspective and fail to discuss other possible perspectives, especially those held by others.	Position includes some original thinking, and/or acknowledging, refuting, synthesizing or extending other assertions, though some aspects may have been adopted with limited thought. Begin to relate alternative views to qualify analysis.	Position demonstrate ownership for constructing knowledge or framing original hypothesis/ questions. Address perspectives noted previously, and additional diverse perspectives drawn from outside information to qualify analysis.	
Assess conclusions, implications, and consequences	Fail to assess conclusions, implications, and consequences or conclusion is simplistic summary.	Conclusions drawn provide evidence of consequences that extend beyond the borders of single discipline or single issue. Present implications that may impact other people or issues.	Identify, discuss and extend conclusions, implications, and consequences considering context, assumptions, data, and evidence. Qualify own assertions with balance.	

Prepared by the OBE Task Force 2009

Adapted from the Critical and Integrative Thinking Rubric from Washington State University, Fall 2006

http://wsuctproject.wsu.edu/ctr.htm

THE HONG KONG UNIVERSITY OF SCIENCE AND TECHNOLOGY

School of Business and Management

Undergraduate Programs Office

Communication Rubric

Goal: Graduates will be effective communicators in oral and written English and Chinese for general business applications.
Objectives: Graduates will:
Produce professional quality business documents in English and Chinese.
Deliver a professional quality presentation in English and Chinese.
Communicate ideas persuasively to inform and convince others.

	Emerging	Developing	Mastering	Score
Organization	*Written:* Audience does not understand the presentation because there is lack clarity of main points. Purpose and focus of writing are not clear.	*Written:* Clear introduction and some main points are well defined and stated. Purpose and focus of writing are usually clear.	*Written:* Well-structured organization. Main points are well articulated. Clear introduction, development and summary. Purpose and focus of writing are clear.	
Development and presentation of ideas	*Written:* Ideas are spontaneous but not supported by evidence. Reasoning is flawed. Weak analysis. *Oral:* Oral presentation is with numerous mistakes and lacks logical structure.	*Written:* Most ideas are supported by evidence and references. *Oral:* Logical structure in the oral presentation. Attempt to make a conclusion.	*Written:* Good referencing in the development of ideas. Examples are cited to support the arguments. Perspective insights. *Oral:* Very well structured oral presentation. Smooth and fluent in the presentation.	
Language	*Written:* Loose sentence structures. Inappropriate language. More than a third of spelling or grammatical errors. *Oral:* Inappropriate voice, sometimes inaudible, pronunciation not clear.	*Written:* Effective writing. Logical writing within the paragraph and the assignment as a whole. Seldom make spelling or grammar mistakes. *Oral:* Clear voice but monotone. Appropriate pace.	*Written:* Concise paper. Mastery of appropriate language to communicate the ideas. Excellent usage of words. *Oral:* Well prepared, natural delivery. Excellent use of voice and pace.	

Prepared on 6 August 2012

Reference:
Marquette University
Resource Center of AACSB website

THE HONG KONG UNIVERSITY OF SCIENCE AND TECHNOLOGY

School of Business and Management

Undergraduate Programs Office

Ethics Rubric

Goal: Graduates will understand their professional and ethical responsibility.
Objectives: Graduates will:
Explain the role played by managers in ensuring the integrity of the firm and maintaining appropriate levels of social responsibility.
Identify the activities/issues in their chosen profession that may present ethical challenges, and articulate the consequences associated with unethical behavior.
Identify an ethical dilemma in a scenario case of business and management and apply an ethics model or framework to propose and defend a resolution.

	Emerging	Developing	Mastering	Score
Identify issues have ethical implications	Do not attempt or fail to identify issues that have ethical implication.	Provide some understanding on the ethical implications which are generated by the issues. Attempt to elaborate the ethical implications of the issues.	Able to identify issues that have ethical implications and clearly explain the principles underlying the ethical implications.	
Analyze ethical issues systemically with ability to identify stakeholders and present the ethical challenges	Do not attempt to analyze ethical issues. Marginally able to identify obvious stakeholders from ethical issues, or not able to present the ethical challenges.	Analyze ethical issues by provide judgments and moral standards to analyze ethical challenges and able to identify most of the stakeholders.	Demonstrate ability to identify all stakeholders from ethical issues. Using appropriate theoretical and practical approaches to analyze ethical issues and challenges systematically.	
Identify ethical dilemmas and generate possible solutions to address ethical issues	Provide and generate one or an obvious solution to address ethical issues.	Clearly identify ethical dilemmas. Provide and generate multiple reasonable solutions or alternatives to address issues.	Clearly identify ethical dilemmas. Provide and generate multiple and reasonable solutions or alternatives to address issues and able to demonstrate the ethical implications of each solution or alternative.	
Explain the importance of social responsibility	Explain the importance of social responsibility from personal perspectives.	Explain the importance of social responsibility from societal moral standards.	Explain the importance of social responsibility from theoretical concepts.	

Assess conclusions, implications and consequences of ethical issues	Do not attempt or fail to assess implications and consequences. Conclusion is simplistic summary.	Conclusions are drawn on the consequences being identified and analyzed. Assess and present implications that impact other people or the society.	Identify, discuss and extend conclusions, and consequences under the consideration of theoretical approaches. Present implications systematically with balanced arguments.	

<u>Prepared on 6 August 2012</u>

Reference:
Memorial University of Newfoundland
Resource Center of AACSB website

Assessment Rubric for Teamwork

Team: Assessor: Date:

Category/ Criteria	Exemplary (5)	Competent (3)	Needs Work (1)	Score
Trust	Team members are genuinely open with one another. They always share their weaknesses and mistakes.	Team members are reasonably open with one another. They occasionally share their weaknesses and mistakes.	Team members are not open with one another. They rarely share their weaknesses and mistakes.	
Conflict	Team members actively embrace different ideas and commit to resolving conflicts as they arise. Team meetings are always lively and interesting.	Team members are willing to discuss different ideas and deal with conflicts occasionally. Team meetings are sometimes lively and interesting.	Team members shy away from conflicts and are not willing to discuss different ideas. Team meetings lack energy.	
Commitment	Team members are very clear about the team's direction and priorities and totally committed to realizing the team's goals.	Team members can agree partially on the team's direction and priorities and somewhat committed to realizing the team's goals.	Team members have different ideas of what the team goals are and lack the commitment to move forward as a team.	
Accountability	Team members always put the team's interests ahead of individual interests and keep one another accountable.	Team members attempt to let one another know when individuals do not act in the best interest of the team.	Team members avoid keeping one another accountable for actions and behaviors that would hurt the team's progress.	
Results	Team members always stay focused on team goals, maintain a high level of motivation, and celebrate success along the way.	Team members stay reasonably focused on team goals and can make steady progress towards them.	Team members are easily distracted and lose sight of team goals, resulting in a loss of motivation or lack of progress.	

Things that the team did well:	**Things that the team could have done better:**

This assessment rubric is adopted from the model in: Patrick Lencioni (2002) The Five Dysfunctions of a Team: A Leadership Fable, San Francisco: Jossey-Bass

THE HONG KONG UNIVERSITY OF SCIENCE AND TECHNOLOGY

School of Business and Management

Undergraduate Programs Office

Teamwork Rubric

Goal: Graduates will be effective team members and leaders.
Objectives: Graduates will:
Demonstrate an understanding of team dynamics and the various roles played within the team.
Contribute to the successful and timely completion of a group project in line with their roles in teams.
Collaborate positively by actively seeking and engaging in discussion of the views of others while showing sensitivity to opposing views.
Demonstrate the ability to lead a team to success.

	Emerging	Developing	Mastering	Score
Attending and contribute to team meetings	Do not attend the meetings without informing the team members in advance. Share ideas in an ad-hoc manner without preparation of work.	Try to attend the meetings and would inform team members about the absence. Provide some concrete suggestions to advance the work of the group.	Attend all meetings. Provide multiple suggestions and offer alternatives that build on the ideas of others. Suggestions help the team move forward.	
Defining members' roles	Little understanding of who does what. Do not understand the role in the team.	Contribute to define each member's role within the team. May not fully able to explain the roles of others.	Clear definition and understanding of each member's role. Engage team members in follow up activities to monitor progress.	
Contribution to the team outside team meetings	Tasks are not defined. Not able to complete the assigned tasks by deadline.	Tasks are informally defined, complete all assigned tasks by deadline. Work accomplished advances the project.	Tasks are formally defined. Complete all assigned tasks in a comprehensive manner by deadline. Proactively helps other team members complete their assigned tasks to a similar level of excellence.	
Leadership attributes and response to conflicts	Accept suggestions / ideas/ opinions in a passive manner.	Identify and accept conflicts. Encounter conflicts with teammates.	Address conflicts directly and in a proactive manner. Help others to resolve conflicts. Enhance the team's cohesiveness and effectiveness.	

Prepared on 6 August 2012

Reference:
Association of American Colleges and Universities
Resource Center of AACSB website

APPENDIX 13 – TEMPLATE OF ASSESSMENT REPORT

THE HONG KONG UNIVERSITY OF SCIENCE AND TECHNOLOGY
School of Business and Management

Assessment Report

Course Code and Title: _________________________________ Course Instructor: _______________________________ Term & Year: __________________

Learning Outcomes *Which learning outcomes did you assess?* (please attached with the course syllabus)	Students *How many students in the class? Are they mostly senior students or junior students or mixed student groups?*	Assessment Format *How did you assess? Did you use rubrics? If yes, please attach the rubrics.* *e.g. Multiple choice only/ Multiple choice with presentation and group essay, etc. Rubrics are adopted.*	Findings/ Evidence *What did you find out? If available, please indicate the percentage of the class in mastering/ developing/ emerging the learning goal(s) that you are now assessing?*	Action Items (if any) *What are you going to do with the findings?*

Date: ___________________________

Please file the report to the Department UG Committee and the UG Programs Office (Attention to Ms. Elaine Tam/ Ms. Maggie Choi)

APPENDIX 14 - TEMPLATE OF THE MULTI-YEAR PLAN OF ASSURANCE OF LEARNING

CUP97.A4

THE HONG KONG UNIVERSITY OF SCIENCE AND TECHNOLOGY

School of Business and Management

Department of ____________________

*Multi-Year Plan of Assurance of Learning, 201_- 201_*

Purpose	➢ Department-led quality assurance is an annual monitoring exercise of the course delivery and a periodic review of the program to safeguard teaching and learning quality, promote teaching enhancement so as to ensure positive student learning experience .
Year Cycle	➢ 4 / 5/ 6 Years: 201_ - 201_
Annual Monitoring	➢ To establish a formalized process of reflection on the course delivery. Courses instructors and Department administrator(s) are to submit the followings to the Department UG Committee every term/ every year whenever appropriate: ✓ Course syllabus ✓ Samples of major assessment (at 25 percentile, 50 percentile and 75 percentile) ✓ Student Feedback Questionnaire (SFQ) ✓ Student Engagement and Satisfaction Questionnaire (SESQ) ✓ Students' qualitative comment on the program from the Staff and Student Liaison meeting(s) ➢ To submit an annual quality assurance report to the University via the School. This is a self evaluation report which is constructive and self critical. The report also summaries ✓ Students' performance ✓ Best practices and processes ✓ Student advising practices
Assessment	➢ To choose courses to assess the learning outcomes
Periodic Review	➢ By the end of the 4th/ 5th/6th year, there is a periodic review to address the quality of ✓ Students ✓ Curriculum ✓ Course delivery ✓ Assessment ✓ Best practices and processes ✓ Student advising system ➢ Program Review Committee will be formed for the review, membership includes: ✓ Chair of the Department UG Committee ✓ Faculty representative(s) ✓ An administrator ✓ Student representative(s) ➢ Guiding principles of the review: ✓ Are the program-learning outcomes appropriate/ realistic? ✓ Are the courses offered relevant to the program-learning

	outcomes? ✓ Are students’ feedback taken into consideration? How? ✓ What are the findings in the past few years? ✓ Any proposed changes to the program?

5 April 2013

Deans' Meeting
25 August 2009

Outcomes Based Education Steering Group
Next Steps in the Implementation of OBE: Piloting Assessment Plans

The University has agreed a set of graduate attributes (ABC LIVE) and Schools and academic departments have developed provisional statements of intended learning outcomes for their programs. On this basis, we are engaged in piloting the development of an outcomes orientation at the level of courses. By the end of the 2009/10 academic year, the pilot will have included about 80 -100 courses. After this experience, it is expected that general implementation over the period to 2012 can go forward.

In addition to the general alignment of courses and other learning activities to the agreed intended learning outcomes, the implementation of an outcomes-based approach to education at HKUST will require the development of an "assessment plan" designed to measure success in achieving these outcomes.

What is an assessment plan?

A comprehensive assessment plan would be designed to provide evidence the success of the University in enabling students to achieve the desired outcomes/attributes. Assessment at this level does not require that every student is assessed for every desired attribute, or that every course is made a site for evaluation of the undergraduate experience as a whole. While this makes development of an assessment plan a practical project, any viable scheme must address some obvious issues:

- Scope of the evaluation – basis of evaluation (activity, year of study, program, student experience), relevant range of learning outcomes
- Evidence to be deployed – assessments already embedded in courses, standardized tests for sample groups, students self-report through questionnaires and focus groups
- Integrating evaluations at different levels – program, School, University
- Periodicity – every three-years, five years, different for different outcomes?
- Role of external evaluation
- Responsible units and resources
- Reporting lines and closing the loop for improvement

Difficulties in implementing an Assessment Plan

The formulation of an assessment plan is made difficult by three sources of complexity:

The range of learning activities that comprise the student experience: students' learning does not take place only through their academic program. In the areas of personal development, citizenship, cross-cultural sensitivity and so on, campus life and the co-curriculum are significant contributors to students' development.

The range of sites where learning occurs: while students' departments are the obvious location for an effort to evaluated overall achievement of "graduateness", Schools, other departments, the Language Center, the Library, SAO, residential halls, and others all contribute to activities relevant to the achievement of desired outcomes.

The range of the potential sources of evidence for the achievement of outcomes, including: assessments embedded in courses; sample data of students' achievement of generic outcomes in standardized tests; and students' self-report of the achievement of outcomes through questionnaires, focus groups.

An additional problem is the transition to a four-year degree. For the three-year degree and for taught postgraduate degrees, students' programs are a viable location for the overall assessment of students' educational experience. For a mature four-year curriculum, this is not obviously the case.

A way forward

The OBE Steering Group does not believe that there is a direct route to an appropriate, well integrated "assessment plan". Not enough is known about the scale and scope of the problem or the capability of different units to contribute to a solution. The best way forward will be to engage units in well focused, pilot projects that would lead to a clearer appreciation of the issues and options for solutions. It is proposed that:

1. Each of the main units concerned with delivering learning experiences take up a component of the assessment problem which the unit is equipped to handle:

    - *Academic departments*: all departments will be asked to identify one or two key learning outcomes for its programs related to higher-order thinking skills, typically **problem solving/critical thinking**

    - *Schools*: at least one key generic outcome of particular importance to the School from the following list: **leadership and team work; ethical understanding and personal integrity; cross-cultural sensitivity**; fundamental competence in **computing and IT** or **"intellectual breadth"** in the relevant discipline foundation.

    - *Language Center*: **communications skills**

    - *SAO*: **commitment to the community**

    - *Library*: **information literacy**

2. Programs provide the chief focus for the integration of assessment plans based on agreed program ILOs, both in the development of the plan and in the first-round of implementation.

The projects would go through three stages.

Stage 1: Now - December 2009

- Formation by units of a small **working group** for the learning outcomes under review
- Review of available **assessment rubrics** for the outcomes and need for in-house development of rubrics
- Review of **existing arrangements** and opportunities to evaluate the agreed outcomes, including direct assessment of students, sample assessment, and students' self-report
- Note **gaps** and means to address the gaps in existing arrangements
- Bring forward **components of an "assessment plan"** for the specified outcome(s) that deploys the known opportunities for assessing learning outcomes and takes stock of the gaps and issues if the plan is to be implemented.

Stage 2: December - January 2010

- **Share insights** and conclusions from Stage 1
- Look at the issues of **overlap and integration**
- For each program develop a **feasible assessment plans** mobilizing the contributions of other units
- Consider the **impact on students** included in the pilot projects

Stage 3: December - September 2010

- Programs to coordinate the implementation an agreed assessment plan as "**proof of concept**"
- **Report back** on difficulties and successes
- Provide the University with **guidance for general implementation** of assessment of intended learning outcomes and achievement of graduate attributes

Project Management and Support

The OBE Steering Group will provide general oversight of the project, working through the Schools and programs and taking into account linkage with the on-going piloting of course outcomes.

Support will be required from the University and Schools, in particular in developing assessment rubrics, locating course-embedded assessments and other sources of data about student achievement, and encouraging faculty and staff to get involved.

APPENDIX 16 - PROGRESS REPORT OF ASSURANCE OF LEARNING FALL 2012

CUP96.A2

THE HONG KONG UNIVERSITY OF SCIENCE AND TECHNOLOGY

School of Business and Management

Committee on Undergraduate Programs

Progress Report of Assurance of Learning, Fall 2012

Members are invited to:
- note the findings
- review learning goals #2 and #9
- submit the draft of multi-year assessment plan by 10th May 2013

BACKGROUND

In August 2012, CUP decided to start collecting the evidence of how far our learning goals have been achieved. To start with, business core courses would be selected for the assessment of learning outcomes. However, to supplement the issue of *early* assessment, each program would also identify 1-2 senior electives to join the exercise. Course instructors of courses concerned were requested to submit an Assessment Report (Attachment 1) at the end of Fall, 2012.

Assessment reports had been received for the following courses:

Code	Course Title	Outcome to assess
ACCT 2010	Principles of Accounting I	Ethical responsibility
SBMT 2010	Business Ethics and the Individual	
ECON 2103	Principles of Microeconomics	Critical thinking
ECON 2113	Microeconomics	
ACCT 3610	Functions of Law in Society and Business	
ISOM 4020	Innovation Management and Technology Entrepreneurship	
MGMT 2110	Organizational Behavior	Teamwork
ISOM 3730	Quality and Process Management	Communication

Core courses presented in italics

FINDINGS

Ethical Responsibility

ACCT 2010 – Principles of Accounting I (Assessment Report: Attachment 2) and SBMT 2010 – Business Ethics (Assessment Report: Attachment 3) were assessing the course goals which were aligned with the School's learning goal 8:

> *Understand their professional and ethical responsibility*

Both are school core courses that students normally study in their first year. 3Y students take ACCT 2010 in Fall term and 4Y students take it in Spring term. SBMT 2010 is a required course for 4Y students only. Students are given an option to take it in Fall or Spring term.

888 students enrolled in ACCT 2010 in Fall 2012, majority of them was year 1 of 3Y business students. Though the assessment tools were different across sections, course instructors used a consistent set of rubrics (Attachment 4) assessing the learning goal. Findings indicated that majority of the class was at the developing stage and one-third of the class was able to master the learning goal.

A concluding comment was drawn that most students showed respect of ethics and recognize the importance of social and civic responsibility and were able to identify potential ethical and social issues. However, only a small percentage of students was able to discuss the issues using theoretical approaches to present balanced arguments. To address the findings, course instructors would keep on increasing the focus of students on the impact of ethical and social responsibility on society through simple examples, in-class group exercises and mini-cases.

359 students enrolled in SBMT 1111 – Business Ethics. They were all year 1 students under the 4Y curriculum. There was a common examination though with different instructors. A common set of rubrics was adopted (Attachment 5). Majority of the students exceeded (69%) or met (19%) the expectation of ensuring the integrity of the firm while promoting social responsibility. 92% of the students were able to identify an ethical dilemma in a scenario case of business and management. Students could also apply an ethics model or framework to propose and defend a resolution.

Suggestion:
Given ACCT 2010 and SBMT 2010 are junior level courses, UG Programs Office would invite MGMT 2130 – Business Ethics and Social Responsibility, which would be offered in 2014, a senior level ethics course to assess the learning goal of ethical responsibility to supplement the findings of the two junior level courses.

Critical Thinking

ECON 2130 – Principles of Microeconomics (Assessment Report: Attachment 6), ECON 2113 – Microeconomics (Assessment Report: Attachment 7), ACCT 3610 – Functions of Law in Society and Business (Assessment Report: Attachment 8) and ISOM 4020 – Innovation Management and Technology (Assessment Report: Attachment 9) were assessing the learning goal 1:

> *Be critical and creative thinkers who make effective decisions supported by analytical and quantitative techniques*

ECON 2130 and ECON 2113 are school core courses that year 1 students would be streamed according to their economics background. ACCT 3610 is a required course of the Accounting program and ISOM 4020 is a senior elective of the program of Information Systems.

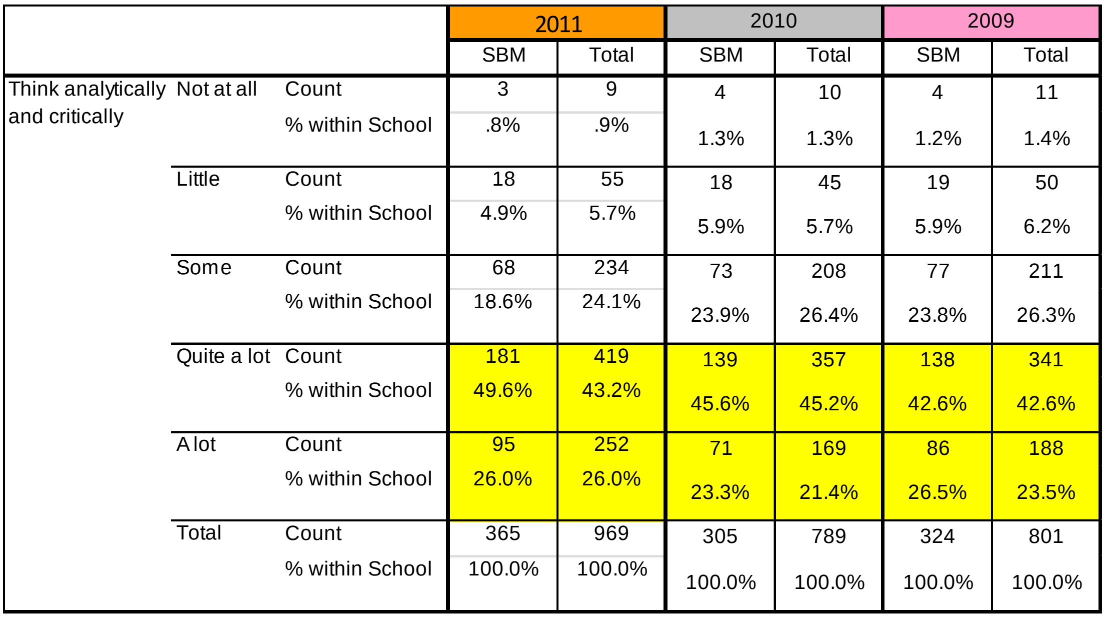
402 students enrolled in ECON 2130. The assessment tool of ECON 2130 was structured in short questions, the learning goal was achieved given that average score was about 80% but it was identified that students were less performed when they were required to use a general economic principle to identify an economic issue. The course instructor would modify the teaching mode by emphasizing more on the general economic principles.

414 students enrolled in ECON 2113, the learning goal was achieved. However, it was found that the average score varied in different sections that 3 sections were supported by 2 teaching assistants. Students' average score was 95% in L1 and L2 while the average score was 79% in L3. The course instructor will design a detailed set of rubrics and marking scheme for scoring to ensure consistency in assessment.

Result findings of ACCT 3610 were satisfactory. 140 students enrolled in the class, rubrics were adopted (Attachment 10) and the learning outcome of critical analysis was achieved. Students were generally able to apply their critical minds to analyze legal issues and carry out legal analysis of the topic and make suggestions to change the law for the better. To enhance the course delivery, course instructors would need to source more topical problems for students and give them opportunities to demonstrate their power of critical analysis.

ISOM 4020 – Innovation Management and Technology Entrepreneurship is a senior elective for students of Information Systems. 19 students enrolled in the class of Fall 2012. Rubrics were adopted to assess the learning goal (Attachment 11). The results were found satisfactory. 79% was at the mastering stage of approaching problems from broad perspectives and showing abilities to identify possible solutions. 63% was able to identify, discuss and assess conclusions, implications and consequences. 58% was able to demonstrate adequate skills in searching, selecting and evaluating sources to meet the information needs.

The satisfactory findings of the classes were coincided with the indirect assessment of Student Engagement and Satisfactory Survey (SESQ). Over the past three years, the percentage of SBM students perceived themselves to think analytically and critically "quite a lot" and "a lot" have been increasing. 69.1%, then 68.9% and 75.6% of students evaluated them to think analytically and critically in 2009, 2010 and 2011 respectively. The upward trend reinforced the positive findings of the direct assessment.



			2011		2010		2009	
			SBM	Total	SBM	Total	SBM	Total
Think analytically and critically	Not at all	Count	3	9	4	10	4	11
		% within School	.8%	.9%	1.3%	1.3%	1.2%	1.4%
	Little	Count	18	55	18	45	19	50
		% within School	4.9%	5.7%	5.9%	5.7%	5.9%	6.2%
	Some	Count	68	234	73	208	77	211
		% within School	18.6%	24.1%	23.9%	26.4%	23.8%	26.3%
	Quite a lot	Count	181	419	139	357	138	341
		% within School	49.6%	43.2%	45.6%	45.2%	42.6%	42.6%
	A lot	Count	95	252	71	169	86	188
		% within School	26.0%	26.0%	23.3%	21.4%	26.5%	23.5%
	Total	Count	365	969	305	789	324	801
		% within School	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Extracted from SESQ 2009-2011

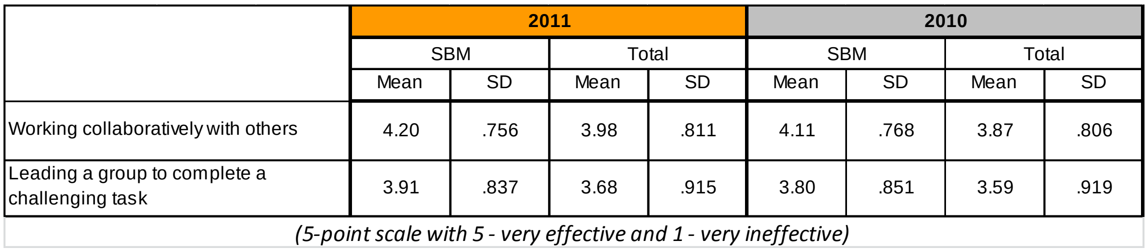
Teamwork

448 students enrolled in MGMT 2110 – Organizational Behavior (Attachment 12). Students were mostly year 1 students. Rubrics were used to assess group projects, progress reports, students' presentations and final reports. The learning goal 5 was generally met:

Be effective team members and leaders.

To enhance the delivery of the course for better achieving the learning outcome, course instructors would advise students to provide more regular feedbacks from their peers/leaders in terms of their performance in the group project. Course instructors also need to facilitate students with more class time to discuss the project and resolve difficulties they have encountered.

The findings of the direct assessment were supported by SESQ 2010-11, students rated their attributes of teamwork abilities high.



	2011				2010			
	SBM		Total		SBM		Total	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Working collaboratively with others	4.20	.756	3.98	.811	4.11	.768	3.87	.806
Leading a group to complete a challenging task	3.91	.837	3.68	.915	3.80	.851	3.59	.919

(5-point scale with 5 - very effective and 1 - very ineffective)

Extracted from SESQ 2010-2011

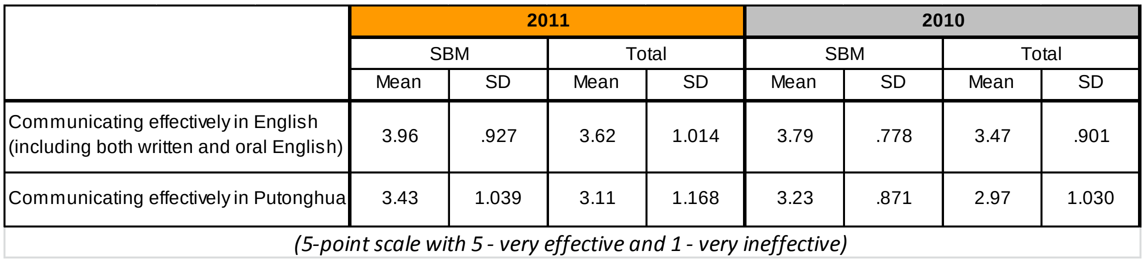
Communication

102 students enrolled in ISOM 3730 – Quality and Process Management (Assessment Summary: Attachment 13), a senior elective of students of Operations Management. Part of the learning goal 2 was assessed:

Be effective communicators in oral and written English and Chinese for general business applications

Rubrics were adopted and distributed to students ahead of presentation. Most of the students did well. Majority of them communicated effectively in English.

The findings were aligned with the indirect assessment of SESQ, students in general rated themselves high in the communication of English effectively. However, self-evaluation on the communication in Putonghua was relatively low. Students need to take a 3-credit common core course in Chinese communication, however, medium of instruction of all business courses is English, there is indeed difficult for the School to conduct direct assessment on students' communication in Putonghua through the courses offered by Business School. We might need to review / refine the learning goal of "communication".



	2011				2010			
	SBM		Total		SBM		Total	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Communicating effectively in English (including both written and oral English)	3.96	.927	3.62	1.014	3.79	.778	3.47	.901
Communicating effectively in Putonghua	3.43	1.039	3.11	1.168	3.23	.871	2.97	1.030

(5-point scale with 5 - very effective and 1 - very ineffective)

Extracted from SESQ 2010-2011

Other Issues

Learning goal 9: Lifelong learning

Out of the nine learning outcomes, it would be difficult for the School to assess the learning outcome 9:

Be life-long learners who have an inquiring mind characterized by a love for learning, curiosity, a critical spirit and self-monitoring of their own learning

It is unlikely to develop a direct assessment to assess the learning goal of life-long learning. The only possibility to assess the learning goal is through an indirect assessment, such as survey or self-evaluation, however, surveying the students after graduation would not be an easy task.

Multi-Year Plan of Assurance of Learning

Since Spring 2012-13, departments have been requested to develop a multi-year plan of assurance of learning. Departments are requested to submit a draft to the CUP by 10 May 2013 so that CUP could discuss them in the meeting of May.

12 March 2013

APPENDIX 17 – TERMS OF REFERENCE OF MBA COMMITTEE

The MBA Programs are overseen by an MBA Committee Chaired by an Academic Director. The Academic Director role is typically filled by a senior tenure track faculty member. The MBA Committee is comprised of a cross-section of teaching and tenure track faculty, the Associate Dean of Master's Programs and Director of MBA Programs, and other senior MBA program leadership. The committee's charges fall into two main categories: Academic and Programmatic. The table below lists the objectives for each charge:

Committee Charge	Objective
Academic	• Conduct on-going reviews of the curriculum of all the MBA programs and recommend revisions and improvements as needed • Provide advice on academic matters relating to the teaching and learning quality of the MBA programs, including the assurance of learning
Programmatic	• Evaluate the relative position of the MBA programs as it relates to the market and the needs of students and other stakeholders • Address operational and curriculum implementation issues raised by faculty, MBA Committee, Dean's Office, students, and alums • Consider ways to improve coordination / integration of curriculum within programs and to coordinate learning across programs • Evaluate the effectiveness of co-curricular and other programmatic activities that contribute to the quality of the MBA experience

APPENDIX 18 – ACTION TIMELINE OF NEW AOL PROCESS FOR MBA PROGRAMS

The following table outlines the implementation timeline for the new Program Intended Learning Outcomes (PILOs) for the MBA Program Assurance of Learning process.

Action	Status	Comment
Review and refine MBA PILOs	Completed – March 2013	The MBA Committee and key faculty met and defined PILOS for the MBA programs. Seven distinct learning goals along with corresponding objectives for each goal were defined for the MBA programs.
Construct mapping to MBA core courses	Completed – August 2013	The core faculty and MBA Committee worked to identify the comprehensiveness of which each goal and associated objective is addressed in each of the core courses of the MBA curriculum.
Pilot select MBA courses for development of a course level assessment rubric	Ongoing	Three core courses were selected to pilot (in Fall 2013) and develop course level assessment rubrics that incorporates relevant themes from the PILO goals and objectives. The following courses are part of the pilot: • ACCT 5210: Management Accounting Foundations • ISOM 5700: Operations Management • ISOM 5510: Data Analysis
Review and evaluate data from piloted MBA courses	Spring 2014	After the completion of the Fall 2013 pilot, the MBA committee will work with the faculty from the pilot course to assess and evaluate the effectiveness of the rubrics. Modifications will be made as needed.
Rollout modified rubric in remaining core courses	Fall 2014	The modified rubrics will be rolled out to the remaining core courses in Fall 2014. The MBA Committee will work with the core instructors to incorporate any additional feedback into the model.
Rollout modified rubric in remaining elective courses	Spring 2015	The modified rubrics will be rolled out to all the elective courses in Spring 2015. The MBA Committee will work with elective instructors to incorporate any additional feedback into the model.

APPENDIX 19 – MSC EXIT SURVEY SAMPLE

TPG Program Exit Survey*

The questions are to be answered:

Strongly Agree	***Agree***		***Disagree***	***Strongly Disagree***
5	4	3	2	1

1. Program information provided to prospective students was clear and helpful
2. The goals and objectives of the program were made clear to students
3. The induction/orientation sessions were useful to me
4. The content covered by the program will be relevant for my career
5. The content covered by the program will enable me to further develop my studies in this field
6. The program has been useful in building up my professional network
7. The schedule of classes and the duration of the program were about right for me
8. Program staff and teachers are approachable
9. Students are provided with adequate support
10. Overall, given the cost and the commitment of my time, the program was a worthwhile experience

Please use this text box to tell us what you liked about the program and how it might be improved.

* This survey instrument is designed for general use through the CELT on-line platform. Programs may use a survey instrument of their own design, but it should have at least equivalent coverage.

APPENDIX 20 – MSC ECON EXIT SURVEY RESULTS SPRING 2013

Report Creation Date: 9/27/2013 8:53:02 AM

Survey Title: TPG Program Exit Survey - MSc(ECON) Spring 2013

Respondents:	60 displayed, 60 total	Status:	Closed
Launched Date:	05/20/2013	Closed Date:	06/27/2013

1. Program information provided to prospective students was clear and helpful.

	Response Total	Response Percent
5 - Strongly Agree	24	40%
4 - Agree	32	53%
3	4	7%
2 - Disagree	0	0%
1 - Strongly Disagree	0	0%
	Total Respondents	60
	Average	83.33
	Weighted Average	83.33

---

2. The goals and objectives of the program were made clear to students.

	Response Total	Response Percent
5 - Strongly Agree	20	33%
4 - Agree	32	53%
3	7	12%
2 - Disagree	1	2%
1 - Strongly Disagree	0	0%
	Total Respondents	60
	Average	79.58
	Weighted Average	79.58

---

3. The induction/orientation sessions were useful to me.

	Response Total	Response Percent
5 - Strongly Agree	25	42%
4 - Agree	30	50%
3	4	7%
2 - Disagree	1	2%
1 - Strongly Disagree	0	0%
	Total Respondents	60
	Average	82.92
	Weighted Average	82.92

---

4. The content covered by the program will be relevant for my career.

	Response Total	Response Percent

5 - Strongly Agree	11	18%
4 - Agree	24	40%
3	22	37%
2 - Disagree	3	5%
1 - Strongly Disagree	0	0%
Total Respondents		60
Average		67.92
Weighted Average		67.92

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5. The content covered by the program will enable me to further develop my studies in this field.

	Response Total	Response Percent
5 - Strongly Agree	22	37%
4 - Agree	32	53%
3	5	8%
2 - Disagree	1	2%
1 - Strongly Disagree	0	0%
Total Respondents		60
Average		81.25
Weighted Average		81.25

---

6. The program has been useful in building up my professional network.

	Response Total	Response Percent
5 - Strongly Agree	15	25%
4 - Agree	26	43%
3	12	20%
2 - Disagree	7	12%
1 - Strongly Disagree	0	0%
Total Respondents		60
Average		70.42
Weighted Average		70.42

---

7. The schedule of classes and the duration of the program were about right for me.

	Response Total	Response Percent
5 - Strongly Agree	12	20%
4 - Agree	31	52%
3	11	18%
2 - Disagree	6	10%
1 - Strongly Disagree	0	0%
Total Respondents		60
Average		70.42
Weighted Average		70.42

8. Program staff and teachers are approachable.

	Response Total	Response Percent
5 - Strongly Agree	40	67%
4 - Agree	18	30%
3	1	2%
2 - Disagree	0	0%
1 - Strongly Disagree	1	2%
Total Respondents		60
Average		90
Weighted Average		90

---

9. Students are provided with adequate support.

	Response Total	Response Percent
5 - Strongly Agree	22	37%
4 - Agree	29	48%
3	5	8%
2 - Disagree	4	7%
1 - Strongly Disagree	0	0%
Total Respondents		60
Average		78.75
Weighted Average		78.75

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10. Overall, given the cost and the commitment of my time, the program was a worthwhile experience.

	Response Total	Response Percent
5 - Strongly Agree	24	40%
4 - Agree	31	52%
3	5	8%
2 - Disagree	0	0%
1 - Strongly Disagree	0	0%
Total Respondents		60
Average		82.92
Weighted Average		82.92

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11. Please use this text box to tell us what you liked about the program and how it might be improved.

View responses to this question

1. SurveyAnswerTextNull
2. SurveyAnswerTextNull
3. give more help for students to find jobs; construct closer relations with companies; academic is very important but only 4 students will go further study in PhD program, program should offer more help for students to apply for these programs.
4. SurveyAnswerTextNull
5. SurveyAnswerTextNull
6. SurveyAnswerTextNull
7. I hope the program to attract more foreigner students.

8. SurveyAnswerTextNull
9. SurveyAnswerTextNull
10. SurveyAnswerTextNull
11. This program is really an unbelievable experience for us all. However, most of us have a suggestion. We think that the only problem is that the lasting time of this program is so short that when we have a further understand with each other we have to say goodbey. So if this program can last longer, it will be better.
12. I get phd offer from HKUST Econ department
13. SurveyAnswerTextNull
14. In my opinion, the duration of the Msc in Economics can be extended to 1.5 or 2 years.
15. SurveyAnswerTextNull
16. SurveyAnswerTextNull
17. SurveyAnswerTextNull
18. SurveyAnswerTextNull
19. SurveyAnswerTextNull
20. I hope the duration of the program can be extended cause I noticed that many courses content are missing considering the time limits. Additionally, I hope the program can have a summer exchange cooperating with US or Europe Top university.
21. give more supports to students' job hunting, say, sharing more information, providing English and Cantonese courses.
22. Need more information about future opportunities, more courses related to real world, not just theoretical model by models, because master is not anphile. Anyway, I feel so lucky and honored to join this program.
23. SurveyAnswerTextNull
24. SurveyAnswerTextNull
25. SurveyAnswerTextNull
26. SurveyAnswerTextNull
27. SurveyAnswerTextNull
28. SurveyAnswerTextNull
29. SurveyAnswerTextNull
30. SurveyAnswerTextNull
31. SurveyAnswerTextNull
32. The program seems to be too academic for me, perhpas more opportunity provided on career buiding will help more. Meanwhile, some professor's course is given in more or less a boring way, perhaps more encourage on class participation could be better. As I take the MBA class as a elective course, I more like the phenomenon of the class, more teamwork, more presentation, better organized. Although I know the difference between Msc and MBA program, however, it's better to learn something from them. Making our course more interesting and practical, more leading, as I think, will increase students' study motivation more. All in all, thank you for all professors' work and care for us! I really enjoy this year in UST, especailly in Msc. Econ class! Thank you!
33. SurveyAnswerTextNull
34. All the teachers are so nice and responsible.
35. SurveyAnswerTextNull
36. SurveyAnswerTextNull
37. If more practical elective courses could be provided, that will help more in our future career.
38. SurveyAnswerTextNull
39. SurveyAnswerTextNull
40. SurveyAnswerTextNull
41. SurveyAnswerTextNull
42. SurveyAnswerTextNull
43. SurveyAnswerTextNull
44. SurveyAnswerTextNull
45. Maybe more application skills should be taught. And more information about job hunting.
46. The instructors are great and they are patient and enthusiastic to students. I think the program can be improved by dividing the courses into two explicit catagories: for students who intend to work and for students who intend to pursue further study. It would help the students to learn what they need.
47. SurveyAnswerTextNull
48. SurveyAnswerTextNull
49. SurveyAnswerTextNull
50. SurveyAnswerTextNull
51. It's really memorable that I spent most time with my classmates in the library this year and thus made some best friends. What I have learnt is not just academic knowledge but interpersonal intelligence here. I think it can be improved by two parts. Firstly, one more term for this program and secondly, more recommendation for jobs.
52. SurveyAnswerTextNull
53. it would be better if the duration of the program is extended to 2 years.
54. SurveyAnswerTextNull
55. SurveyAnswerTextNull
56. I like this program because this program teached us many useful things and I could get to know many people with different

backgrounds.
57. SurveyAnswerTextNull
58. SurveyAnswerTextNull
59. SurveyAnswerTextNull
60. SurveyAnswerTextNull

Total Respondents	16
(skipped this question)	44

Appendix 21 – MSc FA/IM Exit Survey Results 2012/13

Report Creation Date: 1/21/2013 12:04:13 PM

Survey Title: TPG Program Exit Survey - MSc(FA) Fall 2012

Respondents:	7 displayed, 7 total	Status:	Closed
Launched Date:	12/18/2012	Closed Date:	01/21/2013

1.

Program information provided to prospective students was clear and helpful.

	Response Total	Response Percent
5 - Strongly Agree	3	43%
4 - Agree	3	43%
3 - Neutral	1	14%
2 - Disagree	0	0%
1 - Strongly Disagree	0	0%
Total Respondents		7
Average		82.14
Weighted Average		82.14

2.

The goals and objectives of the program were made clear to students.

	Response Total	Response Percent
5 - Strongly Agree	2	29%
4 - Agree	4	57%
3 - Neutral	1	14%
2 - Disagree	0	0%
1 - Strongly Disagree	0	0%
Total Respondents		7
Average		78.57
Weighted Average		78.57

3.

The goals and objectives of the program were achieved.

	Response Total	Response Percent
5 - Strongly Agree	0	0%
4 - Agree	6	86%
3 - Neutral	1	14%
2 - Disagree	0	0%
1 - Strongly Disagree	0	0%
Total Respondents		7
Average		71.43
Weighted Average		71.43

4.

The expectations I had going into the program were met.

	Response Total	Response Percent
5 - Strongly Agree	2	29%
4 - Agree	4	57%
3 - Neutral	0	0%
2 - Disagree	1	14%
1 - Strongly Disagree	0	0%
Total Respondents		7
Average		75
Weighted Average		75

5.

The induction/orientation sessions were useful to me.

	Response Total	Response Percent
5 - Strongly Agree	2	29%
4 - Agree	4	57%
3 - Neutral	1	14%
2 - Disagree	0	0%
1 - Strongly Disagree	0	0%
Total Respondents		7
Average		78.57
Weighted Average		78.57

6.

The program has been useful in building up my professional network.

	Response Total	Response Percent
5 - Strongly Agree	1	14%
4 - Agree	3	43%
3 - Neutral	2	29%
2 - Disagree	0	0%
1 - Strongly Disagree	1	14%
Total Respondents		7
Average		60.71
Weighted Average		60.71

7.

The schedule of classes and the duration of the program suited my needs well.

	Response Total	Response Percent

5 - Strongly Agree	0	0%
4 - Agree	6	86%
3 - Neutral	0	0%
2 - Disagree	0	0%
1 - Strongly Disagree	1	14%
	Total Respondents	7
	Average	64.29
	Weighted Average	64.29

8.

Program staff and teachers are approachable and supportive.

	Response Total	Response Percent
5 - Strongly Agree	3	43%
4 - Agree	3	43%
3 - Neutral	1	14%
2 - Disagree	0	0%
1 - Strongly Disagree	0	0%
	Total Respondents	7
	Average	82.14
	Weighted Average	82.14

9.

Overall, given the cost and the commitment of my time, the program was a worthwhile experience.

	Response Total	Response Percent
5 - Strongly Agree	3	43%
4 - Agree	2	29%
3 - Neutral	1	14%
2 - Disagree	1	14%
1 - Strongly Disagree	0	0%
	Total Respondents	7
	Average	75
	Weighted Average	75

10.

Did you take CFA examinations while pursuing your MSc studies?

	Response Total	Response Percent
Yes	2	29%
No	5	71%
	Total Respondents	7

11.

What is the highest level you have passed?

	Response Total	Response Percent
Level I	1	50%
Level II	1	50%
Level III	0	0%
Total Respondents		2
Average		1.5
Weighted Average		1.5
(skipped this question)		5

12.

Will your job change as a result of your completing the MSc Program?

	Response Total	Response Percent
Yes	2	29%
No	5	71%
Total Respondents		7

13.

Is there a promotion involved (greater responsibilities/salary)?

	Response Total	Response Percent
Yes	1	50%
No	1	50%
Total Respondents		2
(skipped this question)		5

14.

Have your job functions changed? If so, how?

	Response Total	Response Percent
Old functions:		
1. Sr Financial Analyst	1	17%
New functions:		
1. Business Analysis Manager, Global Supply Chain	1	17%
Total Respondents		1
(skipped this question)		6

15.

What was your annual salary level prior to joining the program?

	Response Total	Response Percent
< HK$300,000	2	29%
HK$300,000 — HK$500,000	2	29%
HK$500,000 — HK$800,000	2	29%
HK$800,000 — HK$1,000,000	0	0%
> HK$1,000,000	1	14%
	Total Respondents	7
	Average	2.43
	Weighted Average	2.43

16.

What is the increase in your annual salary level after completing the program?

	Response Total	Response Percent
No increase	4	57%
1% to 5% increase	0	0%
5% to 10% increase	0	0%
10% to 20% increase	1	14%
More than 20% increase	2	29%
	Total Respondents	7
	Average	2.57
	Weighted Average	2.57

17.

How much of your stated salary increase would you attribute to completing the program?

	Response Total	Response Percent
100%	0	0%
80%	0	0%
50%	2	29%
20%	2	29%
0%	3	43%
	Total Respondents	7
	Average	1.86
	Weighted Average	1.86

---

18. Please use this text box to tell us what you liked about the program and how it might be improved.

View responses to this question

1. I really hope this program will provide more cutting edge and practical content targeting the professional students. There are many fields in finance and I believe more selective courses are mostly welcomed. And if the program could provide some exchange opportunities, even short term, will be very good.
2. SurveyAnswerTextNull
3. SurveyAnswerTextNull
4. MORE ELECTIVE CHOICES BE PLACED IN THE SPRING SEMESTER

5. The program didn't provide opportunities enough to build a network. Lectures were also not well organized in terms of blending students from different cultures and industries. Some lectures given by professors without industry experience were abstractive and not enough to be applicable to the reality.

6. SurveyAnswerTextNull

7. This program gives me strong background knowledge to pursue further in the fnancial field. This program is very intensive and comprehensive with good professor guidance. I would appreciate if we can have cross-program gathering or workshop with MBA students to boarden my network. Since many finance courses offerred to MBA as well, it would be great if we can have more sharing on the lunch session or workshop. Sometimes, there was an overlapping in different course schedule. I found it's quite demanding to take these two coures at the same time with the overlapping period. For example, I would like to take the mergers and acquisitions course which overlapped with another intensive course of real estate investment. This made me drop the M&A course which I was really interested in after going through the demanding real estate course.

Total Respondents	4
(skipped this question)	3

Report Creation Date: 1/21/2013 12:02:59 PM

Survey Title: TPG Program Exit Survey - MSc(IM) Fall 2012

Respondents:	16 displayed, 16 total	Status:	Closed
Launched Date:	12/18/2012	Closed Date:	01/21/2013

1.

Program information provided to prospective students was clear and helpful.

	Response Total	Response Percent
5 - Strongly Agree	3	19%
4 - Agree	10	62%
3 - Neutral	2	12%
2 - Disagree	1	6%
1 - Strongly Disagree	0	0%
Total Respondents		16
Average		73.44
Weighted Average		73.44

2.

The goals and objectives of the program were made clear to students.

	Response Total	Response Percent
5 - Strongly Agree	4	25%
4 - Agree	9	56%
3 - Neutral	2	12%
2 - Disagree	1	6%
1 - Strongly Disagree	0	0%
Total Respondents		16
Average		75
Weighted Average		75

3.

The goals and objectives of the program were achieved.

	Response Total	Response Percent
5 - Strongly Agree	3	19%
4 - Agree	7	44%
3 - Neutral	5	31%
2 - Disagree	0	0%
1 - Strongly Disagree	1	6%
Total Respondents		16
Average		67.19
Weighted Average		67.19

4.

The expectations I had going into the program were met.

	Response Total	Response Percent
5 - Strongly Agree	3	19%
4 - Agree	7	44%
3 - Neutral	5	31%
2 - Disagree	0	0%
1 - Strongly Disagree	1	6%
Total Respondents		16
Average		67.19
Weighted Average		67.19

5.

The induction/orientation sessions were useful to me.

	Response Total	Response Percent
5 - Strongly Agree	3	19%
4 - Agree	12	75%
3 - Neutral	1	6%
2 - Disagree	0	0%
1 - Strongly Disagree	0	0%
Total Respondents		16
Average		78.12
Weighted Average		78.12

6.

The program has been useful in building up my professional network.

	Response Total	Response Percent
5 - Strongly Agree	2	12%
4 - Agree	5	31%
3 - Neutral	7	44%
2 - Disagree	1	6%
1 - Strongly Disagree	1	6%
Total Respondents		16
Average		59.38
Weighted Average		59.38

7.

The schedule of classes and the duration of the program suited my needs well.

	Response Total	Response Percent

5 - Strongly Agree	5	31%
4 - Agree	8	50%
3 - Neutral	2	12%
2 - Disagree	1	6%
1 - Strongly Disagree	0	0%
	Total Respondents	16
	Average	76.56
	Weighted Average	76.56

8.

Program staff and teachers are approachable and supportive.

	Response Total	Response Percent
5 - Strongly Agree	5	31%
4 - Agree	9	56%
3 - Neutral	2	12%
2 - Disagree	0	0%
1 - Strongly Disagree	0	0%
	Total Respondents	16
	Average	79.69
	Weighted Average	79.69

9.

Overall, given the cost and the commitment of my time, the program was a worthwhile experience.

	Response Total	Response Percent
5 - Strongly Agree	4	25%
4 - Agree	6	38%
3 - Neutral	4	25%
2 - Disagree	1	6%
1 - Strongly Disagree	1	6%
	Total Respondents	16
	Average	67.19
	Weighted Average	67.19

10.

Did you take CFA examinations while pursuing your MSc studies?

	Response Total	Response Percent
Yes	2	12%
No	14	88%
	Total Respondents	16

11.

What is the highest level you have passed?

	Response Total	Response Percent
Level I	0	0%
Level II	1	50%
Level III	1	50%
	Total Respondents	2
	Average	2.5
	Weighted Average	2.5
	(skipped this question)	14

12.

Will your job change as a result of your completing the MSc Program?

	Response Total	Response Percent
Yes	4	25%
No	12	75%
	Total Respondents	16

13.

Is there a promotion involved (greater responsibilities/salary)?

	Response Total	Response Percent
Yes	1	25%
No	3	75%
	Total Respondents	4
	(skipped this question)	12

14.

Have your job functions changed? If so, how?

	Response Total	Response Percent
Old functions: 1. Sales	1	8%
New functions: 1. Research	1	8%
	Total Respondents	1
	(skipped this question)	15

15.

What was your annual salary level prior to joining the program?

	Response	Response

	Total	Percent
< HK$300,000	4	27%
HK$300,000 — HK$500,000	6	40%
HK$500,000 — HK$800,000	3	20%
HK$800,000 — HK$1,000,000	0	0%
> HK$1,000,000	2	13%
Total Respondents		15
Average		2.33
Weighted Average		2.33
(skipped this question)		1

16.

What is the increase in your annual salary level after completing the program?

	Response Total	Response Percent
No increase	10	67%
1% to 5% increase	2	13%
5% to 10% increase	0	0%
10% to 20% increase	0	0%
More than 20% increase	3	20%
Total Respondents		15
Average		1.93
Weighted Average		1.93
(skipped this question)		1

17.

How much of your stated salary increase would you attribute to completing the program?

	Response Total	Response Percent
100%	0	0%
80%	1	7%
50%	0	0%
20%	4	27%
0%	10	67%
Total Respondents		15
Average		1.47
Weighted Average		1.47
(skipped this question)		1

---

18. Please use this text box to tell us what you liked about the program and how it might be improved.

View responses to this question

1. SurveyAnswerTextNull
2. SurveyAnswerTextNull
3. I think the duration of each subject is too short, mostly finished in ~8 weeks but subject contents were heavy. I understand the university intended to make this one a tough course but it will have a trade-off that students may have the problem of not comprehend all the materials but just care about the examination.

4. It is well organized, with a lot of different courses to choose. However I would hope each topic can teach more in depth.

5. SurveyAnswerTextNull

6. SurveyAnswerTextNull

7. SurveyAnswerTextNull

8. full-time mode could be better. focus on more quantitative sides in IM studies

9. SurveyAnswerTextNull

10. SurveyAnswerTextNull

11. SurveyAnswerTextNull

12. Professor quality and course workload vary and there are repeated syllabus. The courses are short and probably too intensive schedule. Learning preliminary things only

13. SurveyAnswerTextNull

14. Good program, some key positives: 1. The program is well structured 2. The professors were overall good 3. The program office staff is excellent which is very important in a art time program To improve: 1. Have a post program placement service 2. More cased based studying 3. Some professors were very fixated on trivial issues, they need to realise this is a post graduate program 4. Significant scope to market the program in the industry. Not too many front office people are aware of the program ranking etc

15. SurveyAnswerTextNull

Total Respondents	5
(skipped this question)	11

Report Creation Date: 7/15/2013 10:10:19 AM

Survey Title: TPG Program Exit Survey - MSc(FA) Spring 2013

Respondents:	10 displayed, 10 total	Status:	Closed
Launched Date:	05/24/2013	Closed Date:	07/15/2013

1.

Program information provided to prospective students was clear and helpful.

	Response Total	Response Percent
5 - Strongly Agree	2	20%
4 - Agree	8	80%
3 - Neutral	0	0%
2 - Disagree	0	0%
1 - Strongly Disagree	0	0%
Total Respondents		10
Average		80
Weighted Average		80

2.

The goals and objectives of the program were made clear to students.

	Response Total	Response Percent
5 - Strongly Agree	2	20%
4 - Agree	7	70%
3 - Neutral	1	10%
2 - Disagree	0	0%
1 - Strongly Disagree	0	0%
Total Respondents		10
Average		77.5
Weighted Average		77.5

3.

The goals and objectives of the program were achieved.

	Response Total	Response Percent
5 - Strongly Agree	2	20%
4 - Agree	7	70%
3 - Neutral	1	10%
2 - Disagree	0	0%
1 - Strongly Disagree	0	0%
Total Respondents		10
Average		77.5
Weighted Average		77.5

4.

The expectations I had going into the program were met.

	Response Total	Response Percent
5 - Strongly Agree	2	20%
4 - Agree	8	80%
3 - Neutral	0	0%
2 - Disagree	0	0%
1 - Strongly Disagree	0	0%
Total Respondents		10
Average		80
Weighted Average		80

5.

The induction/orientation sessions were useful to me.

	Response Total	Response Percent
5 - Strongly Agree	4	40%
4 - Agree	3	30%
3 - Neutral	3	30%
2 - Disagree	0	0%
1 - Strongly Disagree	0	0%
Total Respondents		10
Average		77.5
Weighted Average		77.5

6.

The program has been useful in building up my professional network.

	Response Total	Response Percent
5 - Strongly Agree	1	10%
4 - Agree	5	50%
3 - Neutral	3	30%
2 - Disagree	1	10%
1 - Strongly Disagree	0	0%
Total Respondents		10
Average		65
Weighted Average		65

7.

The schedule of classes and the duration of the program suited my needs well.

	Response Total	Response Percent

5 - Strongly Agree	1	10%
4 - Agree	8	80%
3 - Neutral	0	0%
2 - Disagree	1	10%
1 - Strongly Disagree	0	0%
	Total Respondents	10
	Average	72.5
	Weighted Average	72.5

8.

Program staff and teachers are approachable and supportive.

	Response Total	Response Percent
5 - Strongly Agree	3	30%
4 - Agree	7	70%
3 - Neutral	0	0%
2 - Disagree	0	0%
1 - Strongly Disagree	0	0%
	Total Respondents	10
	Average	82.5
	Weighted Average	82.5

9.

Overall, given the cost and the commitment of my time, the program was a worthwhile experience.

	Response Total	Response Percent
5 - Strongly Agree	1	10%
4 - Agree	9	90%
3 - Neutral	0	0%
2 - Disagree	0	0%
1 - Strongly Disagree	0	0%
	Total Respondents	10
	Average	77.5
	Weighted Average	77.5

10.

Did you take CFA examinations while pursuing your MSc studies?

	Response Total	Response Percent
Yes	1	10%
No	9	90%
	Total Respondents	10

11.

What is the highest level you have passed?

	Response Total	Response Percent
Level I	1	100%
Level II	0	0%
Level III	0	0%
Total Respondents		1
Average		1
Weighted Average		1
(skipped this question)		9

12.

Will your job change as a result of your completing the MSc Program?

	Response Total	Response Percent
Yes	3	30%
No	7	70%
Total Respondents		10

13.

Is there a promotion involved (greater responsibilities/salary)?

	Response Total	Response Percent
Yes	2	67%
No	1	33%
Total Respondents		3
(skipped this question)		7

14.

Have your job functions changed? If so, how?

	Response Total	Response Percent
Old functions: 1. accounting related	1	12%
New functions: 1. corporate finance related	1	12%
Total Respondents		1
(skipped this question)		9

15.

What was your annual salary level prior to joining the program?

	Response Total	Response Percent
< HK$300,000	3	33%
HK$300,000 — HK$500,000	3	33%
HK$500,000 — HK$800,000	2	22%
HK$800,000 — HK$1,000,000	0	0%
> HK$1,000,000	1	11%
	Total Respondents	9
	Average	2.22
	Weighted Average	2.22
	(skipped this question)	1

16.

What is the increase in your annual salary level after completing the program?

	Response Total	Response Percent
No increase	1	11%
1% to 5% increase	2	22%
5% to 10% increase	2	22%
10% to 20% increase	3	33%
More than 20% increase	1	11%
	Total Respondents	9
	Average	3.11
	Weighted Average	3.11
	(skipped this question)	1

17.

How much of your stated salary increase would you attribute to completing the program?

	Response Total	Response Percent
100%	0	0%
80%	0	0%
50%	1	11%
20%	1	11%
0%	7	78%
	Total Respondents	9
	Average	1.33
	Weighted Average	1.33
	(skipped this question)	1

---

18. Please use this text box to tell us what you liked about the program and how it might be improved.

View responses to this question

1. 1) Since the workloads for core courses are quite heavy while the timetable is designed in a way that we may have to take 2 core courses at the same time at the beginning, it would be better if these cores can be split so that we only have to take one core course in a time slot. 2) Suggest to make more elective courses available in summer session, as the choices at present are limited.
2. SurveyAnswerTextNull

3. SurveyAnswerTextNull

4. The program is overall well designed and covers diversified foundamental topics in Finance. The elective courses are further allowed students to explore their own interests and got some focus. Some elective courses with heavy workload is challenging but very worthwhile and I believe more business-oriented and class participation for MSC students should be anticipated and advocated by school, making the program more MBA oriented on the nature of job advance and job hunting. More out-of-class support for job career advance should be provided. Anyway this MSC program advanced me in job advanced career, specially in building up more professional network.

5. SurveyAnswerTextNull

6. SurveyAnswerTextNull

7. SurveyAnswerTextNull

8. very practical

9. SurveyAnswerTextNull

Total Respondents	3
(skipped this question)	7

Report Creation Date: 7/15/2013 10:09:23 AM

Survey Title: TPG Program Exit Survey - MSc(IM) Spring 2013

Respondents:	28 displayed, 28 total	Status:	Closed
Launched Date:	05/24/2013	Closed Date:	07/15/2013

1.

Program information provided to prospective students was clear and helpful.

	Response Total	Response Percent
5 - Strongly Agree	7	25%
4 - Agree	17	61%
3 - Neutral	4	14%
2 - Disagree	0	0%
1 - Strongly Disagree	0	0%
Total Respondents		28
Average		77.68
Weighted Average		77.68

2.

The goals and objectives of the program were made clear to students.

	Response Total	Response Percent
5 - Strongly Agree	7	25%
4 - Agree	20	71%
3 - Neutral	1	4%
2 - Disagree	0	0%
1 - Strongly Disagree	0	0%
Total Respondents		28
Average		80.36
Weighted Average		80.36

3.

The goals and objectives of the program were achieved.

	Response Total	Response Percent
5 - Strongly Agree	6	21%
4 - Agree	16	57%
3 - Neutral	6	21%
2 - Disagree	0	0%
1 - Strongly Disagree	0	0%
Total Respondents		28
Average		75
Weighted Average		75

4.

The expectations I had going into the program were met.

	Response Total	Response Percent
5 - Strongly Agree	7	25%
4 - Agree	14	50%
3 - Neutral	7	25%
2 - Disagree	0	0%
1 - Strongly Disagree	0	0%
	Total Respondents	28
	Average	75
	Weighted Average	75

5.

The induction/orientation sessions were useful to me.

	Response Total	Response Percent
5 - Strongly Agree	8	29%
4 - Agree	12	43%
3 - Neutral	7	25%
2 - Disagree	1	4%
1 - Strongly Disagree	0	0%
	Total Respondents	28
	Average	74.11
	Weighted Average	74.11

6.

The program has been useful in building up my professional network.

	Response Total	Response Percent
5 - Strongly Agree	4	14%
4 - Agree	8	29%
3 - Neutral	12	43%
2 - Disagree	4	14%
1 - Strongly Disagree	0	0%
	Total Respondents	28
	Average	60.71
	Weighted Average	60.71

7.

The schedule of classes and the duration of the program suited my needs well.

	Response Total	Response Percent

5 - Strongly Agree	7	25%
4 - Agree	18	64%
3 - Neutral	1	4%
2 - Disagree	2	7%
1 - Strongly Disagree	0	0%
	Total Respondents	28
	Average	76.79
	Weighted Average	76.79

8.

Program staff and teachers are approachable and supportive.

	Response Total	Response Percent
5 - Strongly Agree	10	36%
4 - Agree	14	50%
3 - Neutral	4	14%
2 - Disagree	0	0%
1 - Strongly Disagree	0	0%
	Total Respondents	28
	Average	80.36
	Weighted Average	80.36

9.

Overall, given the cost and the commitment of my time, the program was a worthwhile experience.

	Response Total	Response Percent
5 - Strongly Agree	7	25%
4 - Agree	16	57%
3 - Neutral	4	14%
2 - Disagree	1	4%
1 - Strongly Disagree	0	0%
	Total Respondents	28
	Average	75.89
	Weighted Average	75.89

10.

Did you take CFA examinations while pursuing your MSc studies?

	Response Total	Response Percent
Yes	9	32%
No	19	68%
	Total Respondents	28

11.

What is the highest level you have passed?

	Response Total	Response Percent
Level I	7	78%
Level II	2	22%
Level III	0	0%
Total Respondents		9
Average		1.22
Weighted Average		1.22
(skipped this question)		19

12.

Will your job change as a result of your completing the MSc Program?

	Response Total	Response Percent
Yes	5	18%
No	23	82%
Total Respondents		28

13.

Is there a promotion involved (greater responsibilities/salary)?

	Response Total	Response Percent
Yes	1	20%
No	4	80%
Total Respondents		5
(skipped this question)		23

14.

Have your job functions changed? If so, how?

	Response Total	Response Percent
Old functions: 1. Finance IT in commercial bank 2. Leasing Officer in Property Developer	2	8%
New functions: 1. Consultant for an Asset Management firm 2. Relationship Manager in Bank	2	8%
Total Respondents		2
(skipped this question)		26

15.

What was your annual salary level prior to joining the program?

	Response Total	Response Percent
< HK$300,000	5	19%
HK$300,000 — HK$500,000	12	44%
HK$500,000 — HK$800,000	5	19%
HK$800,000 — HK$1,000,000	3	11%
> HK$1,000,000	2	7%
Total Respondents		27
Average		2.44
Weighted Average		2.44
(skipped this question)		1

16.

What is the increase in your annual salary level after completing the program?

	Response Total	Response Percent
No increase	13	48%
1% to 5% increase	2	7%
5% to 10% increase	6	22%
10% to 20% increase	1	4%
More than 20% increase	5	19%
Total Respondents		27
Average		2.37
Weighted Average		2.37
(skipped this question)		1

17.

How much of your stated salary increase would you attribute to completing the program?

	Response Total	Response Percent
100%	0	0%
80%	2	7%
50%	1	4%
20%	8	30%
0%	16	59%
Total Respondents		27
Average		1.59
Weighted Average		1.59
(skipped this question)		1

---

18. Please use this text box to tell us what you liked about the program and how it might be improved.

View responses to this question

1. The best about the program has to do with the duration (1.5 years)and the some of the elective courses offered. Some of them are quite interesting. In terms of improvement, I suggest the program may consider offering some foundational/bridging courses about maths/computer skills to students who don't have solid quantitative background. This will better prepare them for more challenging courses like financial modeling etc.

2. Career talks/service. Alumni networking activities.

3. SurveyAnswerTextNull

4. I like the program because, a. It covers a lot of different areas, b. most of the professors are helpful and responsive to students. C. The diversification of student background allows me to know more about the industry. I think the program should improve, A. Less exam, more group project, b. more focus on class discussion

5. some elective courses are too simple and not detailed enough, I can learn a lot in the core ciurses but half of the elective courses that I took cant learn much actually...

6. SurveyAnswerTextNull

7. SurveyAnswerTextNull

8. Right mix of courses subjects to meet my learning needs. Quality of professors generally high to help widen my perspectives and arouse my interest to the subjects. Courses work and exams are useful to push me master the knowledge. For improvement area, more networking events , luncheons are suggested to deepen relationship with classmates.

9. SurveyAnswerTextNull

10. SurveyAnswerTextNull

11. SurveyAnswerTextNull

12. SurveyAnswerTextNull

13. SurveyAnswerTextNull

14. SurveyAnswerTextNull

15. SurveyAnswerTextNull

16. SurveyAnswerTextNull

17. The course duration is too short to learn a lot.

18. SurveyAnswerTextNull

19. SurveyAnswerTextNull

20. Invite more practitioners to teach our courses, their practical knowledge has been very useful.

21. SurveyAnswerTextNull

22. SurveyAnswerTextNull

23. It would be better if some courses could offer more lectures(not only 7 lectures). Cause sometimes it's kind of rush to complete all the necessary content within 7 lectures and feel like to lap up information without digesting it.And it would be nicer if we could have more events/social activities during the program.(We only had one or two activities during the whole program...)

24. SurveyAnswerTextNull

25. SurveyAnswerTextNull

26. 1.Some of the professors are great in their academic or professional achievements but have taught badly, at least many classmates share similar views with me. 2.Suggest to bring more interaction between classmates of the same year, like organize some gatherings, luncheon or talks etc, I turned out only knew few of them after all classes. 3.Thanks for the scholarships for both first year n cfa level I, hope it can continue to give the student some hope.

27. SurveyAnswerTextNull

Total Respondents	9
(skipped this question)	19

Appendix 22 – Curricular Changes of MSc ISM

Curriculum of HKUST MSc in Information Systems Management

Curriculum in 2007-08		**New Curriculum in 2012**	
(1) Core Courses (12 credits):		**(1) Core Courses (12 credits):**	
ISOM510 Information Strategy and Economics	*[2 cr]*	ISOM5100 Information Strategy and Management	*[2 cr]*
ISOM518* Applied Network Management (Cisco INTRO)	*[2 cr]*	ISOM5280# Computer and Internet Security Management	*[2 cr]*
ISOM528# Computer and Internet Security Management	*[2 cr]*	ISOM5320 Electronic Commerce	*[2 cr]*
ISOM 532 Foundations of Electronic Commerce	*[2 cr]*	ISOM5370 Technology and Innovation Management	*[2 cr]*
ISOM 546 Software Project Management	*[2 cr]*	ISOM5460## Project Management	*[2 cr]*
ISOM 561 Operations Management	*[2 cr]*	ISOM5700 Operations Management	*[2 cr]*
* Students with CCNA professional certification may apply for substitution for ISOM 518 # Students with CISSP, CISM or GCIH professional certification may apply for substitution for ISOM 528		# Students with CISSP, CISM or GCIH professional certification may apply for substitution for ISOM 5280 ## Students with PMP professional certification may apply for substitution for ISOM 5460	
(2) Required Courses (0-6 credits):		**(2) Required Courses (0-6 credits):**	
Subject to the decision of the MScISM Program Coordinator, students who do not have sufficient background in information systems, computer science or engineering are required to take the following three courses:		Subject to the decision of the MScISM Program Coordinator, students who do not have sufficient background in information systems, computer science or engineering are required to take the following three courses:	
ISOM 526 Fundamentals of Database Management	*[2 cr]*	ISOM5180* Applied Network Management	*[2 cr]*
ISOM 529 Information Systems Development Methodologies	*[2 cr]*	ISOM5260 Fundamentals of Database Management	*[2 cr]*
ISOM 535 Introduction to Internet Programming	*[2 cr]*	ISOM5290 Information Systems Development Methodologies	*[2 cr]*
		* Students with CCNA professional certification may apply for substitution for ISOM 518	
(3) Elective Courses (12-18 credits):		**(3) Elective Courses (12-18 credits):**	
ISOM502 Fundamentals of Information Technology Management	*[2 cr]*	ISOM5030 Business Simulation and Strategic Decisions	*[2 cr]*

ISOM515 Strategic Information Infrastructure	*[2 cr]*	ISOM5050 Business Essential for IT Professionals	*[2 cr]*
ISOM519 Advanced Network Management (CISCO - ICND)	*[4 cr]*	ISOM5130 Information Systems Outsourcing Management	*[2 cr]*
ISOM520 Innovation and Intellectual Property Law	*[2 cr]*	ISOM5150 Strategic Information Infrastructure	*[2 cr]*
ISOM521 Knowledge Management	*[2 cr]*	ISOM5200 Innovation and Intellectual Property Law	*[2 cr]*
ISOM524 E-Logistics	*[2 cr]*	ISOM5210 Knowledge Management	*[2 cr]*
ISOM527 Data Mining for Business Intelligence	*[2 cr]*	ISOM5230 Customer Privacy Management in the Information Economy	*[2 cr]*
ISOM530 Information Infrastructure Policy and Regulation	*[2 cr]*	ISOM 5250 Business Modeling with VBA	*[2 cr]*
ISOM536 Information Systems Auditing	*[2 cr]*	ISOM5270 Data Mining for Business Intelligence	*[2 cr]*
ISOM537 Technology and Innovation Management	*[2 cr]*	ISOM5300 Information Infrastructure Policy and Regulation	*[2 cr]*
ISOM550 Information and Entrepreneurship Management	*[2 cr]*	ISOM5350 Introduction to Internet Programming	*[2 cr]*
ISOM564 Enterprise System Management	*[2 cr]*	ISOM5360 Information Systems Auditing	*[2 cr]*
ISOM610-611 Special Topics in Information Systems	*[1-4 cr]*	ISOM5380 Information Systems Assurance and Forensic Investigation	*[2 cr]*
ISOM695 Independent Study in Information Systems	*[1-4 cr]*	ISOM5480 Technology Entrepreneurship	*[2 cr]*
ISOM696 MSc Research Project	*[2-4 cr]*	ISOM5720 ERP and Enterprise System Management	*[2 cr]*
LANG502 Managerial Communication	*[2 cr]*	ISOM6000-6100 Special Topics in Information Systems	*[1-4 cr]*
		ISOM6350 MSc Research Project	*[2-4 cr]*
		ISOM6390 Independent Study in Information Systems	*[1-4 cr]*

Remarks: Changes are underlined.

TPG Program Exit Survey
Results for MSc(ISM) [2012/13]

No. of students invited: 43

No. of students responded: 30

Response rate: 69.77%

Part (A) Results of closed-end questions

	N	Mean (Max = 100)	Std. Deviation
Q8. Program staff and teachers are approachable.	30	87.50	12.714
Q9. Students are provided with adequate support.	30	83.33	11.987
Q10. Overall, given the cost and the commitment of my time, the program was a worthwhile experience.	30	83.33	15.162
Q2. The goals and objectives of the program were made clear to students.	30	80.83	12.600
Q1. Program information provided to prospective students was clear and helpful.	30	78.33	8.644
Q7. The schedule of classes and the duration of the program were about right for me.	30	77.50	20.075
Q4. The content covered by the program will be relevant for my career.	30	77.50	16.544
Q5. The content covered by the program will enable me to further develop my studies in this field.	30	76.67	18.492
Q3. The induction/orientation sessions were useful to me.	30	75.83	16.717
Q6 The program has been useful in building up my professional network.	30	66.67	22.102

Q1. Program information provided to prospective students was clear and helpful.

	Frequency	Percent	Cumulative Percent
Strongly agree	4	13.3	13.3
Agree	26	86.7	100.0
Total	30	100.0	

Q2. The goals and objectives of the program were made clear to students.

	Frequency	Percent	Cumulative Percent
Strongly agree	8	26.7	26.7
Agree	21	70.0	96.7
Neither agree nor disagree	1	3.3	100.0
Total	30	100.0	

Q3. The induction/orientation sessions were useful to me.

	Frequency	Percent	Cumulative Percent
Strongly agree	7	23.3	23.3
Agree	17	56.7	80.0
Neither agree nor disagree	6	20.0	100.0
Total	30	100.0	

Q4. The content covered by the program will be relevant for my career.

	Frequency	Percent	Cumulative Percent
Strongly agree	7	23.3	23.3
Agree	20	66.7	90.0
Neither agree nor disagree	2	6.7	96.7
Disagree	1	3.3	100.0
Total	30	100.0	

Q5. The content covered by the program will enable me to further develop my studies in this field.

	Frequency	Percent	Cumulative Percent
Strongly agree	8	26.7	26.7
Agree	17	56.7	83.3
Neither agree nor disagree	4	13.3	96.7
Disagree	1	3.3	100.0
Total	30	100.0	

Q6 The program has been useful in building up my professional network.

	Frequency	Percent	Cumulative Percent
Strongly agree	5	16.7	16.7
Agree	13	43.3	60.0
Neither agree nor disagree	9	30.0	90.0
Disagree	3	10.0	100.0
Total	30	100.0	

Q7. The schedule of classes and the duration of the program were about right for me.

	Frequency	Percent	Cumulative Percent
Strongly agree	9	30.0	30.0
Agree	17	56.7	86.7
Neither agree nor disagree	2	6.7	93.3
Disagree	2	6.7	100.0
Total	30	100.0	

Q8. Program staff and teachers are approachable.

	Frequency	Percent	Cumulative Percent
Strongly agree	15	50.0	50.0
Agree	15	50.0	100.0
Total	30	100.0	

Q9. Students are provided with adequate support.

	Frequency	Percent	Cumulative Percent
Strongly agree	10	33.3	33.3
Agree	20	66.7	100.0
Total	30	100.0	

Q10. Overall, given the cost and the commitment of my time, the program was a worthwhile experience.

	Frequency	Percent	Cumulative Percent
Strongly agree	12	40.0	40.0
Agree	16	53.3	93.3
Neither agree nor disagree	2	6.7	100.0
Total	30	100.0	

Part (B) Results of open-end question

Q11. Please use this text box to tell us what you liked about the program and how it might be improved.

I very appreciate lectures took place on Saturdays only, and not over weekdays. It would have been better if the core modules were restricted to morning and afternoon sessions only, and not in the evenings.

Too few courses can be selected, and some of the topics (even the core subjects) are indeed not very useful, most of the course are that you can get a very brief idea about it, making the topics quite simple and straight forward, but there is not much in depth discussion or knowledge. Besides, the winter semester and summer semester, the course duration is too short, just 1 month, however the workload is not reduced and thus all the work are packed together within a month, I think it is quite tough and heavy workload. I suggest for summer semester, they can keep for 2 months course instead as both of the courses in summer are core.

Some topics in e-commerce and technology innovation are overlapping. Suggest to combine then into one course. Students should be able to substitute more than two electives with MBA courses if they can provide reasonable justification. Networking course is too technical for business students but too elementary for technical guys.

The administrative support given by the programme office both before and during the programme was excellent, and very much appreciated.

I like the study environment provided by the program. Professors and students are good at various IT aspects and we share lots of knowledge from academic and business views. The diversity of the class is quite helpful to enrich and extend our borders, especially the class mixing with exchange students and MBA students. Overall, it was a great experience in my lifetime.

It would be good if there is more choice for course selection (elective courses). It seems that the yearly course cycle is the same for year 1 and 2, which means some courses are not offered during the whole program timeframe.

- Exchange / out of town trip will be useful, this is the only thing I consider CUHK IS program over UST (back to the time I select school for master program). I understood department may consider it useless, I would suggest it is valuable to those who never work in an international company like me.

It would be great if some credits can be exempted if I took some MBA electives in MScISM and later enter MBA.

Could use a few more extracurricular activities to allow more opportunities to network either amongst program or inter-department.

1. Each course lasts for only 8 weeks. I think it is a bit too short to cover adequate material for respective area (such as operations management) as the 8th lecture is either final exam or project presentation. I will suggest to extend it to like 10 week instead. 2. Not enough variety of courses provided in each term. Sometimes the course I was interested was not offered untillnext semester or even next year. 3. I would suggest not to offer the core course during summer (e.g. operations management, project management). Summer term is condensed to one month, course already comes to the end before the student can digest the material effectively. Also, student didn't have a choice as he/she was told the course won't be offered again until the year after, again in summer. I think this schedule is a bit unfair for student who would like to take a regular duration course in fall or spring instead. Other than these, I personally think the program suits its purpose and well organized. Most of the professors are very good and I enjoy being a student in the program very much.

The overall program is quite good. The supportive work (e.g. preparing of study material) is excellent. However, the number of elective courses available for CS background student is limited. The experience of MBA electives classes were great. If one from CS background and targets to become a CIO, he/she would expected the program can equipment him/her with more management related knowledge, e.g. basic organization management, handling HR issues for departments / teams of 10 - 50 subordinates, communication skill with non-technical management people, etc. The current 2 MBA electives are not enough, and those MBA courses available for elective are not adequate to fulfill this target.

For the summer courses, 8-week duration is better than 4-week duration.

APPENDIX 24 – SUMMARY OF MSGF EXIT SURVEY 2012/13

MASTER OF SCIENCE IN GLOBAL FINANCE

2012-13 SpecMS Student Exit Survey

Topline Summary

New York University

Master of Science in Global Finance

Prepared By:

How to Read this Report

Perception vs. Reality:

Although ratings by your students may contradict what you know to be true, their perceptions are their reality. In some cases, your processes may require changing to better meet your students' needs. In other cases, you may just need to align the students' perceptions with your reality. In either case, it is important to address any issues students may raise.

Rating Scale:

The rating scales are listed below each question within this report. Typically, 0 is the lowest rating and 10 is the highest.

Data within this report includes the following:

- Response / Total Responses - the number of respondents who answered the question
- Mean / Average Value - the average value of all responses
- Standard Deviation (Std Dev) - measures how far apart the responses are from the mean
- Variance - measure of how far each value in the data set is from the mean
- Minimum - the minimum value of all responses
- Maximum - the maximum value of all responses
- % (Column %) - the percentage of respondents who answered the response option divided by the Valid N

Verbatim Comments

- The Verbatims displayed are responses to all "other (specify)" questions and open-ended questions.
- The qualitative responses are presented without spelling or grammatical correction to preserve original intent.

Section A: Program Evaluation

Based on your entire educational experience, please rate how this program performed on the following attributes:

Question	Performed Not Well at All 0	1	2	3	4	Moderately Performed 5	6	7	8	9	Performed Extremely Well 10	Total Responses	Mean
1. Program's ability to "advance" my career	0.0%	0.0%	3.7%	7.4%	0.0%	22.2%	7.4%	22.2%	22.2%	14.8%	0.0%	27	6.5
2. Total cost (tuition and fees)	3.2%	0.0%	3.2%	9.7%	16.1%	29.0%	12.9%	3.2%	12.9%	6.5%	3.2%	31	5.4
3. Class size	0.0%	0.0%	0.0%	3.1%	3.1%	21.9%	9.4%	15.6%	15.6%	15.6%	15.6%	32	7.2
4. Use of technology in program	3.1%	3.1%	3.1%	3.1%	6.3%	21.9%	9.4%	18.8%	18.8%	6.3%	6.3%	32	6.1
5. Overall length of program (time required to complete degree)	3.1%	0.0%	0.0%	0.0%	3.1%	21.9%	0.0%	18.8%	12.5%	18.8%	21.9%	32	7.4
6. Quality of other students	0.0%	3.1%	3.1%	6.3%	6.3%	9.4%	18.8%	18.8%	15.6%	12.5%	6.3%	32	6.4
7. Quality of study team/study group	6.3%	3.1%	3.1%	9.4%	0.0%	18.8%	15.6%	12.5%	12.5%	12.5%	6.3%	32	5.9
8. Reputation of business school	0.0%	0.0%	0.0%	3.2%	0.0%	6.5%	6.5%	12.9%	16.1%	16.1%	38.7%	31	8.3
9. Strength of alumni network	0.0%	0.0%	4.0%	4.0%	8.0%	20.0%	4.0%	16.0%	20.0%	16.0%	8.0%	25	6.7

Statistic	Min Value	Max Value	Mean	Variance	Standard Deviation	Total Responses
1. Program's ability to "advance" my career	2	9	6.5	3.8	1.9	27
2. Total cost (tuition and fees)	0	10	5.4	4.9	2.2	31
3. Class size	3	10	7.2	4.0	2.0	32
4. Use of technology in program	0	10	6.1	5.8	2.4	32
5. Overall length of program (time required to complete degree)	0	10	7.4	5.5	2.4	32
6. Quality of other students	1	10	6.4	5.1	2.3	32
7. Quality of study team/study group	0	10	5.9	7.5	2.7	32
8. Reputation of business school	3	10	8.3	3.5	1.9	31
9. Strength of alumni network	2	10	6.7	4.9	2.2	25

Section B: Faculty

Based on your entire educational experience, please rate how this program performed on the following attributes:

Question	Performed Not Well at All 0	1	2	3	4	Moderately Performed 5	6	7	8	9	Performed Extremely Well 10	Total Responses	Mean
1. Real-world industry experience	3.1%	0.0%	0.0%	3.1%	0.0%	25.0%	21.9%	18.8%	15.6%	3.1%	9.4%	32	6.4
2. Teaching effectiveness	0.0%	0.0%	3.1%	0.0%	0.0%	6.3%	12.5%	28.1%	31.3%	6.3%	12.5%	32	7.4
3. Responsiveness to students' needs	0.0%	3.1%	0.0%	0.0%	9.4%	15.6%	3.1%	12.5%	25.0%	15.6%	15.6%	32	7.2
4. Accessibility (i.e., office hours, voice mail, e-mail)	0.0%	0.0%	0.0%	0.0%	3.2%	6.5%	6.5%	19.4%	25.8%	22.6%	16.1%	31	7.9
5. Ability to incorporate related issues and current events	0.0%	0.0%	3.2%	0.0%	3.2%	22.6%	3.2%	25.8%	12.9%	19.4%	9.7%	31	7.1
6. Overall quality of faculty	0.0%	0.0%	0.0%	0.0%	6.5%	6.5%	9.7%	12.9%	25.8%	22.6%	16.1%	31	7.8

Statistic	Min Value	Max Value	Mean	Variance	Standard Deviation	Total Responses
1. Real-world industry experience	0	10	6.4	4.2	2.0	32
2. Teaching effectiveness	2	10	7.4	2.8	1.7	32
3. Responsiveness to students' needs	1	10	7.2	5.0	2.2	32
4. Accessibility (i.e., office hours, voice mail, e-mail)	4	10	7.9	2.5	1.6	31
5. Ability to incorporate related issues and current events	2	10	7.1	3.9	2.0	31
6. Overall quality of faculty	4	10	7.8	3.0	1.7	31

Section C: Teaching Methods

Based on your entire educational experience, please rate how this program performed on the following attributes:

Question	Performed Not Well at All 0	1	2	3	4	Moderately Performed 5	6	7	8	9	Performed Extremely Well 10	Total Responses	Mean
1. Quality of guest speakers	3.1%	3.1%	3.1%	6.3%	3.1%	15.6%	9.4%	15.6%	15.6%	15.6%	9.4%	32	6.4
2. Quality of class discussions	0.0%	0.0%	0.0%	3.1%	3.1%	18.8%	18.8%	21.9%	18.8%	9.4%	6.3%	32	6.8
3. Quality of lectures	0.0%	0.0%	0.0%	3.1%	0.0%	12.5%	9.4%	21.9%	31.3%	15.6%	6.3%	32	7.3
4. Quality of case studies	0.0%	0.0%	3.1%	0.0%	0.0%	28.1%	25.0%	0.0%	18.8%	15.6%	9.4%	32	6.8
5. Quality of team projects	3.1%	0.0%	6.3%	6.3%	9.4%	15.6%	12.5%	21.9%	9.4%	9.4%	6.3%	32	6.0
6. Quality of individual projects	0.0%	0.0%	0.0%	0.0%	6.9%	24.1%	13.8%	17.2%	20.7%	13.8%	3.4%	29	6.8
7. Relevance of assigned course materials	0.0%	0.0%	0.0%	0.0%	0.0%	21.9%	9.4%	25.0%	15.6%	18.8%	9.4%	32	7.3
8. Overall quality of teaching methods	0.0%	0.0%	3.1%	0.0%	0.0%	15.6%	9.4%	15.6%	28.1%	18.8%	9.4%	32	7.4

Statistic	Min Value	Max Value	Mean	Variance	Standard Deviation	Total Responses
1. Quality of guest speakers	0	10	6.4	7.0	2.6	32
2. Quality of class discussions	3	10	6.8	2.9	1.7	32
3. Quality of lectures	3	10	7.3	2.6	1.6	32
4. Quality of case studies	2	10	6.8	3.9	2.0	32
5. Quality of team projects	0	10	6.0	5.8	2.4	32
6. Quality of individual projects	4	10	6.8	2.8	1.7	29
7. Relevance of assigned course materials	5	10	7.3	2.7	1.7	32
8. Overall quality of teaching methods	2	10	7.4	3.3	1.8	32

Section D: Curriculum

Based on your entire educational experience, please rate how this program performed on the following attributes:

Question	Performed Not Well at All 0	1	2	3	4	Moderately Performed 5	6	7	8	9	Performed Extremely Well 10	Total Responses	Mean
1. Content of core curriculum	3.1%	0.0%	0.0%	0.0%	0.0%	21.9%	6.3%	25.0%	25.0%	9.4%	9.4%	32	7.0
2. Incorporation of current events into class discussion	0.0%	0.0%	0.0%	3.1%	6.3%	18.8%	15.6%	18.8%	15.6%	9.4%	12.5%	32	6.9
3. Appropriate degree of academic rigor	0.0%	3.1%	0.0%	0.0%	3.1%	15.6%	12.5%	12.5%	28.1%	12.5%	12.5%	32	7.2
4. Appropriate degree of global content	0.0%	0.0%	0.0%	6.3%	3.1%	12.5%	6.3%	21.9%	21.9%	12.5%	15.6%	32	7.3
5. Overall quality of curriculum	0.0%	0.0%	0.0%	3.1%	0.0%	18.8%	3.1%	28.1%	18.8%	15.6%	12.5%	32	7.3

Statistic	Min Value	Max Value	Mean	Variance	Standard Deviation	Total Responses
1. Content of core curriculum	0	10	7.0	4.1	2.0	32
2. Incorporation of current events into class discussion	3	10	6.9	3.7	1.9	32
3. Appropriate degree of academic rigor	1	10	7.2	4.2	2.0	32
4. Appropriate degree of global content	3	10	7.3	4.0	2.0	32
5. Overall quality of curriculum	3	10	7.3	3.2	1.8	32

Section E: Curriculum and Program Delivery

1. How effective were the distance learning components of the program in aiding your learning?

Question	Not at All Effective 0	1	2	3	4	Moderately Effective 5	6	7	8	9	Extremely Effective 10	Total Responses	Mean
Effectiveness of distance learning components	0.0%	0.0%	3.7%	3.7%	3.7%	22.2%	18.5%	18.5%	14.8%	14.8%	0.0%	27	6.4

Statistic	Min Value	Max Value	Mean	Variance	Standard Deviation	Total Responses
Effectiveness of distance learning components	2	9	6.4	3.4	1.8	27

---

2. Based on your entire educational experience, please describe the program in one word.

Text Entry
Efficacious
savvy
Effective
cost and time effective finance program
Rigorous
challenging
Fantastic
Good reputation
Enjoyable
Global
challenging
Rigorous
Stellar
I want more!
Super
Effective.
engaging
Exceptional
very well organied program
Interesting
limited
Well organized and focused
good
Fair Enough.
Comprehensive
Fast
Transformational
Invigorating
decent

---

4. Which one of the ten modules was your most favorite?

Answer		Response	%
Module 1: Global Macro & Asian Markets (Hong Kong)		0	0.0%
Module 2: Foundation 1: Corporate Finance (Hong Kong)		1	3.1%
Module 3: Foundation 2: Asset Markets (Hong Kong)		1	3.1%
Module 4: Portfolio Management & Asset Allocation (Hong Kong)		2	6.3%
Module 5: Derivatives Markets (Hong Kong)		6	18.8%
Module 6: Applied Corporate Finance & Valuation (Hong Kong)		9	28.1%
Module 7: Banking Reform & Corporate Risk Management in China (Beijing)		2	6.3%
Module 8: Fixed Income Instruments & Markets (Hong Kong)		2	6.3%
Module 9: Risk Management in Financial Institutions (New York)		3	9.4%
Module 10: Topics in Financial Markets & Innovation (New York)		5	15.6%
Not sure		1	3.1%
Total		32	100.0%

---

8. How valuable was the final project to the program?

Question	Not at All Valuable 0	1	2	3	4	Moderately Valuable 5	6	7	8	9	Extremely Valuable 10	Total Responses	Mean
Valueableness of final project	3.1%	0.0%	3.1%	6.3%	0.0%	31.3%	12.5%	9.4%	15.6%	9.4%	9.4%	32	6.3

Statistic	Min Value	Max Value	Mean	Variance	Standard Deviation	Total Responses
Valueableness of final project	0	10	6.3	5.7	2.4	32

Section F: Operations/Administration

Based on your entire educational experience, please rate how this program performed on the following attributes:

Question	Performed Not Well at All 0	1	2	3	4	Moderately Performed 5	6	7	8	9	Performed Extremely Well 10	Total Responses	Mean
1. Communications between administration and students	0.0%	0.0%	0.0%	3.1%	0.0%	6.3%	0.0%	15.6%	18.8%	12.5%	43.8%	32	8.5
2. Responsiveness of administration	0.0%	0.0%	0.0%	3.1%	3.1%	3.1%	0.0%	6.3%	21.9%	15.6%	46.9%	32	8.7
3. Classroom facilities	0.0%	3.1%	3.1%	3.1%	3.1%	12.5%	3.1%	15.6%	31.3%	9.4%	15.6%	32	7.1
4. Technology support	0.0%	0.0%	6.3%	0.0%	6.3%	12.5%	6.3%	12.5%	28.1%	15.6%	12.5%	32	7.2
5. Course Management System (Blackboard, ANGEL, etc.)	0.0%	0.0%	0.0%	3.1%	3.1%	15.6%	3.1%	21.9%	15.6%	21.9%	15.6%	32	7.5
6. Number of organized social functions	0.0%	0.0%	0.0%	3.1%	6.3%	15.6%	9.4%	12.5%	18.8%	18.8%	15.6%	32	7.3
7. Quality of food/meals provided	0.0%	0.0%	6.3%	3.1%	3.1%	9.4%	12.5%	21.9%	18.8%	6.3%	18.8%	32	7.0

Statistic	Min Value	Max Value	Mean	Variance	Standard Deviation	Total Responses
1. Communications between administration and students	3	10	8.5	3.2	1.8	32
2. Responsiveness of administration	3	10	8.7	3.3	1.8	32
3. Classroom facilities	1	10	7.1	5.5	2.3	32
4. Technology support	2	10	7.2	4.8	2.2	32
5. Course Management System (Blackboard, ANGEL, etc.)	3	10	7.5	3.7	1.9	32
6. Number of organized social functions	3	10	7.3	4.2	2.0	32
7. Quality of food/meals provided	2	10	7.0	5.1	2.3	32

Section G: Learning Outcomes

Now, please consider the impact of your educational experience on your professional development. For each attribute below, please tell us how much you have improved since entering this program.

Question	Not at All Improved 0	1	2	3	4	Moderately Improved 5	6	7	8	9	Extremely Improved 10	Total Responses	Mean
1. Critical thinking	0.0%	0.0%	0.0%	3.2%	3.2%	25.8%	6.5%	19.4%	25.8%	6.5%	9.7%	31	7.7
2. Creativity/ Innovation	0.0%	3.2%	6.5%	6.5%	3.2%	29.0%	9.7%	22.6%	9.7%	3.2%	6.5%	31	6.4
3. Leadership skills	3.2%	0.0%	6.5%	9.7%	12.9%	22.6%	9.7%	9.7%	12.9%	3.2%	9.7%	31	6.5
4. Communication skills	6.5%	3.2%	3.2%	3.2%	3.2%	35.5%	6.5%	3.2%	25.8%	3.2%	6.5%	31	6.3
5. Integration of business disciplines	0.0%	3.2%	3.2%	3.2%	6.5%	19.4%	9.7%	19.4%	22.6%	6.5%	6.5%	31	7.0
6. Decision-making skills	3.2%	3.2%	3.2%	3.2%	6.5%	22.6%	3.2%	16.1%	29.0%	3.2%	6.5%	31	6.7
7. Ethical awareness/ Corporate responsibility	6.7%	3.3%	3.3%	3.3%	13.3%	26.7%	13.3%	13.3%	10.0%	0.0%	6.7%	30	5.9
8. Global sensitivity	3.2%	6.5%	0.0%	3.2%	3.2%	12.9%	9.7%	22.6%	22.6%	9.7%	6.5%	31	7.0
9. Understanding the influence of new technologies	9.7%	3.2%	0.0%	3.2%	12.9%	35.5%	6.5%	16.1%	6.5%	3.2%	3.2%	31	5.4
10. Quantitative analytical skills	0.0%	3.2%	0.0%	0.0%	0.0%	12.9%	9.7%	22.6%	16.1%	16.1%	19.4%	31	9.3
11. Entrepreneurship/ Intrapreneurship	6.5%	3.2%	3.2%	0.0%	6.5%	22.6%	9.7%	35.5%	6.5%	3.2%	3.2%	31	6.0

Statistic	Min Value	Max Value	Mean	Variance	Standard Deviation	Total Responses
1. Critical thinking	3	19	7.7	16.3	4.0	31
2. Creativity/Innovation	1	19	6.4	15.0	3.9	31
3. Leadership skills	0	19	6.5	21.5	4.6	31
4. Communication skills	0	19	6.3	17.1	4.1	31
5. Integration of business disciplines	1	19	7.0	14.2	3.8	31
6. Decision-making skills	0	19	6.7	15.7	4.0	31
7. Ethical awareness/Corporate responsibility	0	19	5.9	17.2	4.2	30
8. Global sensitivity	0	19	7.0	15.7	4.0	31
9. Understanding the influence of new technologies	0	19	5.4	11.6	3.4	31
10. Quantitative analytical skills	1	19	9.3	26.2	5.1	31
11. Entrepreneurship / Intrapreneurship	0	19	6.0	10.8	3.3	31

Section H: Career Outcomes

Upon entering your program, to what degree were your expectations met regarding the following?

Question	Did Not Meet Expectations 0	1	2	3	4	Met Expectations 5	6	7	8	9	Exceeded Expectations 10	Total Responses	Mean
1. Impact on your career	0.0%	3.7%	0.0%	3.7%	14.8%	33.3%	0.0%	25.9%	7.4%	7.4%	3.7%	27	5.9
2. Impact on your personal goals	0.0%	3.2%	0.0%	3.2%	6.5%	22.6%	6.5%	22.6%	16.1%	16.1%	3.2%	31	6.5
3. Impact to your employer/ organization	0.0%	0.0%	3.8%	3.8%	7.7%	38.5%	11.5%	11.5%	15.4%	7.7%	0.0%	26	5.8

Statistic	Min Value	Max Value	Mean	Variance	Standard Deviation	Total Responses
1. Impact on your career	1	10	5.9	4.1	2.0	27
2. Impact on your personal goals	1	10	6.5	4.3	2.1	31
3. Impact to your employer/organization	2	9	5.8	3.2	1.8	26

4. What is your current employment status?

Answer		Response	%
Not employed		3	9.4%
Employed		24	75.0%
Self-employed		5	15.6%
Total		32	100.0%

Confidential & Proprietary

Question	Greatly Decreased 0	1	2	3	4	No Change 5	6	7	8	9	Greatly Increased 10	Total Responses	Mean
5. To what degree has your ability to be promoted changed as a result of entering this program?	0.0%	0.0%	0.0%	0.0%	0.0%	21.7%	34.8%	13.0%	8.7%	17.4%	4.3%	23	6.8

Statistic	Min Value	Max Value	Mean	Variance	Standard Deviation	Total Responses
5. To what degree has your ability to be promoted changed as a result of entering this program?	5	10	6.8	2.5	1.6	23

Question	Greatly Decreased 0	1	2	3	4	No Change 5	6	7	8	9	Greatly Increased 10	Total Responses	Mean
6. To what degree has your effectiveness in your current job changed as a result of entering this program?	0.0%	0.0%	0.0%	0.0%	0.0%	19.2%	26.9%	11.5%	23.1%	11.5%	7.7%	26	7.0

Statistic	Min Value	Max Value	Mean	Variance	Standard Deviation	Total Responses
6. To what degree has your effectiveness in your current job changed as a result of entering this program?	5	10	7.0	2.5	1.6	26

Confidential & Proprietary

Section I: Overall Program Assessment

Upon entering your program, to what degree were your expectations met regarding the following?

Question	Did Not Meet Expectations 0	1	2	3	4	Met Expectations 5	6	7	8	9	Exceeded Expectations 10	Total Responses	Mean
1. Overall, to what degree were your expectations met with this program?	0.0%	0.0%	3.1%	0.0%	3.1%	28.1%	3.1%	25.0%	25.0%	3.1%	9.4%	32	6.8

Statistic	Min Value	Max Value	Mean	Variance	Standard Deviation	Total Responses
1. Overall, to what degree were your expectations met with this program?	2	10	6.8	3.5	1.9	32

Question	Poor 0	1	2	3	4	Good 5	6	7	8	9	Excellent 10	Total Responses	Mean
2. Overall, how would you rate the quality of this program?	0.0%	0.0%	0.0%	0.0%	9.4%	18.8%	3.1%	21.9%	28.1%	3.1%	15.6%	32	7.1

Statistic	Min Value	Max Value	Mean	Variance	Standard Deviation	Total Responses
2. Overall, how would you rate the quality of this program?	4	10	7.1	3.5	1.9	32

Confidential & Proprietary

Question	Poor 0	1	2	3	4	Good 5	6	7	8	9	Excellent 10	Total Responses	Mean
3. When you compare the total cost of this program to the quality of education you received, how would you rate the overall value of this program?	3.1%	0.0%	3.1%	0.0%	9.4%	28.1%	6.3%	15.6%	18.8%	3.1%	12.5%	32	6.3

Statistic	Min Value	Max Value	Mean	Variance	Standard Deviation	Total Responses
3. When you compare the total cost of this program to the quality of education you received, how would you rate the overall value of this program?	0	10	6.3	5.5	2.4	32

Question	Not at All Likely 0	1	2	3	4	Likely 5	6	7	8	9	Extremely Likely 10	Total Responses	Mean
4. How likely are you to recommend this program to a friend or colleague?	0.0%	3.2%	3.2%	0.0%	6.5%	12.9%	6.5%	6.5%	25.8%	12.9%	22.6%	31	7.3

Statistic	Min Value	Max Value	Mean	Variance	Standard Deviation	Total Responses
4. How likely are you to recommend this program to a friend or colleague?	1	10	7.3	6.0	2.5	31

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Question	Not at All Likely 0	1	2	3	4	Likely 5	6	7	8	9	Extremely Likely 10	Total Responses	Mean
5. How likely are you to support this program as an alumnus?	0.0%	0.0%	0.0%	0.0%	0.0%	20.0%	6.7%	20.0%	10.0%	16.7%	26.7%	30	7.8

Statistic	Min Value	Max Value	Mean	Variance	Standard Deviation	Total Responses
5. How likely are you to support this program as an alumnus?	5	10	7.8	3.6	1.9	30

Question	Not at All Likely 0	1	2	3	4	Likely 5	6	7	8	9	Extremely Likely 10	Total Responses	Mean
6. How likely are you to offer financial support to this program as an alumnus?	6.9%	3.4%	6.9%	10.3%	10.3%	24.1%	6.9%	3.4%	3.4%	17.2%	6.9%	29	5.3

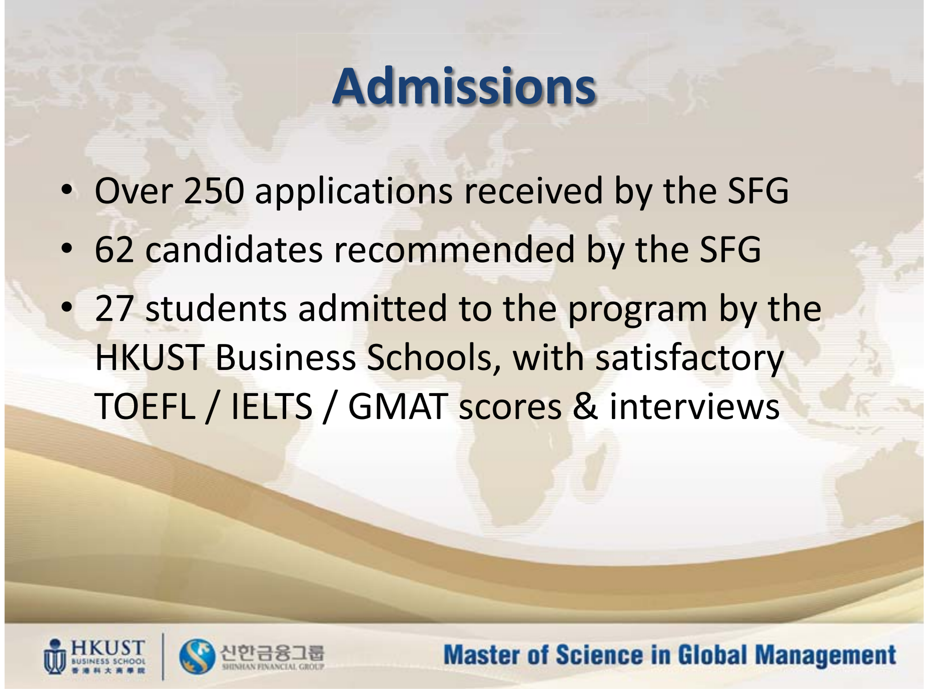
Statistic	Min Value	Max Value	Mean	Variance	Standard Deviation	Total Responses
6. How likely are you to offer financial support to this program as an alumnus?	0	10	5.3	8.6	2.9	29

APPENDIX 25 – SUMMARY REPORT OF MSGM

Summary Report
MSc in Global Management (SFG)
1st cohort

28 June 2012

by the HKUST Business School



Admissions

- Over 250 applications received by the SFG
- 62 candidates recommended by the SFG
- 27 students admitted to the program by the HKUST Business Schools, with satisfactory TOEFL / IELTS / GMAT scores & interviews

Curriculum

- Duration: June 2011 to March 2012
- An intensive “English for Global Communications” in June 11 (0 credit)
- General core courses from July to Dec 11:
  - Marketing Strategy & Policy (2 credits)
  - Operations Management (2 credits)
  - Managerial Accounting Foundations (2 credits)
  - Global Macroeconomics (2 credits)
  - Corporate Finance (2 credits)
  - Management of Organizations (2 credits)
  - Strategic Management (2 credits)

Curriculum

- Management core courses exclusive electives for SFG students in June & Oct 11
  - Team Leadership (1 credit)
  - Managing Alliance in China (1 credit)
- Field Study Project (4 credits) from Jan to Mar 2012

Curriculum

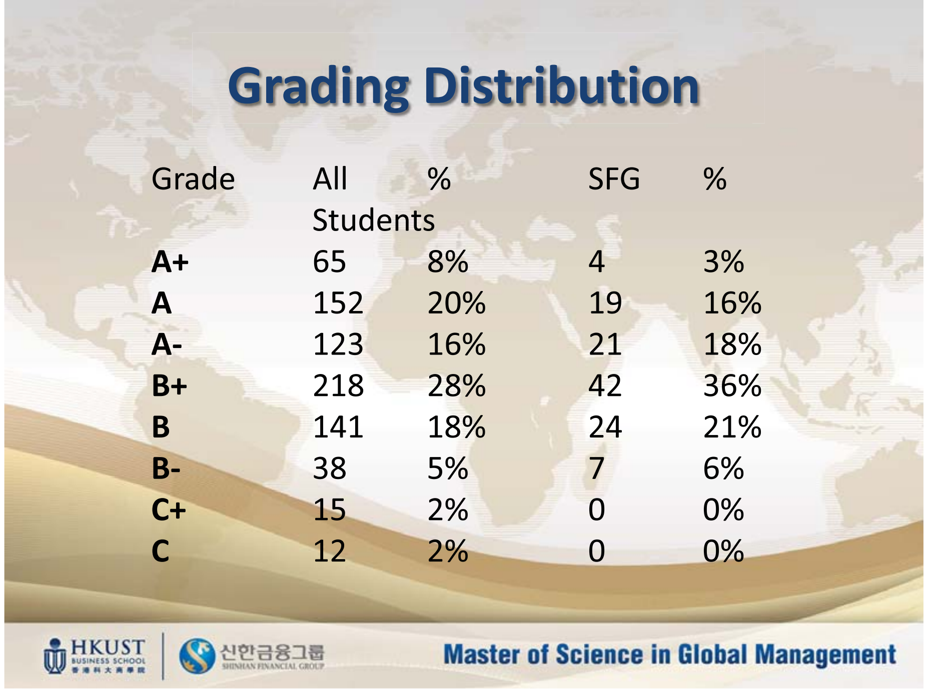
- Management core courses mixing with MBA students from July to Dec 2011 (no. of SFG students in class)

  - Applied Strategic Thinking (7)
  - Challenges, Opportunities & Options of Starting Up (8)
  - Doing Business in China (8)
  - Political & Socioeconomic Environment of China (10)
  - Irrational & Rational Thinking & Judgment in Management (2)
  - Strategic Management of Human Assets (11)
  - Applied Mergers & Acquisitions (1)
  - Consulting Skills for Managers (7)
  - Leading for Strategic Results (8)
  - China's External Relations & their Economic Impact (11)
  - Marketing in China (19)

Curriculum

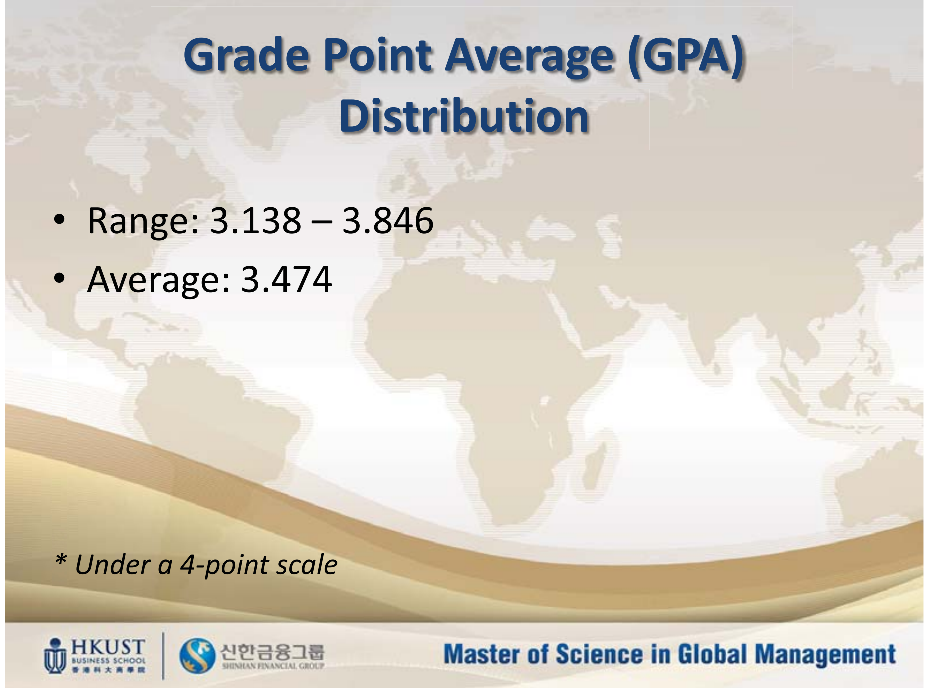
- Open electives mixing with MBA students from July to Dec 2011 (no. of SFG students in class)

  - Channel Management (3)
  - Strategies in Business Markets (8)
  - Investment Analysis (6)
  - Derivatives Analysis (5)
  - Project Finance (2)
  - Raising Debt in the Financial Markets (7)
  - Risk Management for Financial Institutions (5)
  - Fixed Income Analysis (6)
  - Financial Markets in China (9)



Grading Distribution

Grade	All Students	%	SFG	%
A+	65	8%	4	3%
A	152	20%	19	16%
A-	123	16%	21	18%
B+	218	28%	42	36%
B	141	18%	24	21%
B-	38	5%	7	6%
C+	15	2%	0	0%
C	12	2%	0	0%



Grade Point Average (GPA) Distribution

- Range: 3.138 – 3.846
- Average: 3.474

** Under a 4-point scale*

APPENDIX 26 – MSGM COURSE AND FACULTY EVALUATION

Course Enrolment Records for MSGM (Sept 2011)

	Course title	SFG Enrollment	Faculty	Course Evaluation	Faculty Evaluation
Pre-program training	English for Global Communication	27	Austin, William, Lynn, Keith	9.4	9.7
General Core	Marketing Strategy and Policy	27	Joseph Salvacruz	8.1	8.3
	Operations Management	27	Albert Ha	9.0	9.3
	Managerial Accounting Foundations	27	Haydn Pound	8.3	8.5
	Global Macroeconomics	27	Milind Rao	9.8	9.9
	Corporate Finance	27	Vidhan Goyal	9.3	9.3
	Management of Organizations	27	Elizabeth George	9.3	9.5
	Strategic Management	27	Chris Doran	9.2	9.2
			Average	**9.0**	**9.2**
MGMT Core	Team Leadership (1 credit)	27	Steve DeKrey	9.6	9.6
			Stephen Nason	9.6	9.7
	Managing Alliance in China (1 credit)	27	JT Li	8.3	8.5
	Applied Strategic Thinking	7	Chris Doran	8.6	8.6
	Challenges, Opportunities and Options of Starting UP (1 credit)	8	Jack Lau	9.0	9.0
	Doing Business in China (1 credit)	8	Cassian Cheung	8.5	8.8
	Political and Socioeconomic Environment of China	10	David Zweig	8.7	8.7
	Irrational & Rational Thinking & Judgment in Management	2	Ellick Wong	9.5	9.0
	Strategic Management of Human Assets	11	Elizabeth George	9.4	9.6
	Applied Mergers & Acquisitions (MGMT 5570)	1	Chris Doran	10.0	9.0
	Consulting Skills for Managers (2 sessions) (MGMT 5540)	7	Chris Doran	8.9	8.6
	Leading for Strategic Results	8	Gail Broady	9.3	9.0
	China's External Relations & their Economic Impact	11	Frank Ching	6.7	6.4

	Marketing in China	19	Ron McEachern	8.9	9.1
Open Elective	Channel Management	3	Joseph Salvacruz	8.3	8.6
	Strategies in Business Markets	8	Yi Xiang	9.1	9.4
	Investment Analysis	6	Nusret Cakici	5.0	4.3
	Derivatives Analysis	5	Sophie Ni	6.6	6.2
	Project Finance	2	Jaime Azcoiti	8.5	8.5
	Raising Debt in the Financial Markets (2 sessions)	7	Veronique Lafon-Vinais	7.3	8.0
	Risk Management for Financial Institutions	5	Jonathan Batten	7.6	8.0
	Fixed Income Analysis	6	Stephane Chretien	7.8	8.0
	Financial Markets in China	9	Jerome Yen	8.3	8.4

Hong Kong University of Science and Technology School of Business and Management Ph.D. Program Review

Anant Balakrishnan
University of Texas at Austin

Robert Korajczyk
Northwestern University

October 2009

We have been asked to review the doctoral program of the HKUST School of Business and Management. During our visit to the University we had the opportunity to meet with the Ph.D. Program Committee, chair and faculty representative of each department, student representatives, and senior administrators of the School of Business and Management and the University. We also received, in advance, materials describing the University, the School of Business and Management, and the doctoral program, including detailed information on admissions, placement, the curriculum, and the publication record of recent graduates of the doctoral program.

The agenda for our visit asked us to consider the following questions.

1. Program strategy:
    - What are our strengths, opportunities, and challenges?
    - How do we seize the opportunities and make use of our strengths more effectively to meet the challenges?
2. Recruiting new students:
    - At the program office, what else do we need to do to support departments' effort in recruiting new Ph.D. students?
3. Curriculum:
    - Do we need to review the Ph.D. curriculum regularly at the school level?
4. Program activities:
    - Are the current activities effective? Sufficient? What else do we need to do?
5. Communication:
    - How to enhance the communication between the program office and Ph.D.

students?

6. Placement:

    - What kind of placement support do we need to provide at the program office?

7. Alumni activities:

    - How do we maintain quality communication with alumni?
    - What are the areas and in what ways we can get the alumni involved?

A number of other questions arose during our conversations, such as the correct size of the doctoral program and increasing the geographical diversity of the student body.

The primary purposes of Ph.D. programs are to train students to become leading academics at top universities and to enhance faculty research through collaboration with students. These goals are accomplished by attracting bright and motivated students, providing rigorous training and challenging opportunities, creating a stimulating and supportive environment with adequate resources, fostering creativity and collaboration, instilling academic values, providing effective mentoring, improving communication skills, providing professional exposure, and facilitating placement.

Overall Assessment

As a research-oriented business school, the HKUST School of Business and Management recognizes the value of having a strong Ph.D. program which meets the educational mission of training and developing future researchers and teachers. The School also recognizes the importance of the doctoral program in attracting and retaining top faculty.

We feel that the University and the School of Business and Management have created a strong doctoral program. This success is driven by the School's focus on attracting high quality faculty, its strong research emphasis, and the allocation of resources to the doctoral program. This is an impressive accomplishment for such a young school.

It is clear to us that there is a strong commitment to the Ph.D. program by faculty and the School's leadership. Faculty are eager to work with doctoral students and are generous with their use of research funding to support students.

The doctoral program's structure, goals, and processes are aligned with those found in top business Ph.D. programs around the world. The curriculum is designed in a sensible manner. The courses, judging by the detailed syllabi that we received, are rigorous and provide students exposure to the important areas of study in their field.

The students we met impressed us as bright, motivated, academically-oriented students. They had a good sense of the research mission of the University and were committed to contributing to their field. The School has a strong record of Ph.D. alumni publications (see the appendix) which is an important benchmark of the success of the program.

All business Ph.D. programs in the U.S. and elsehwere, except a few elite programs, face challenges in attracting top students and placing graduates at top institutions. The School of Business and Management faces an additional challenge caused by the fact that it is young and its location is distant from countries where most top Business Ph.D. programs are currently considered to be located.

Strengths

The School of Business and Management has created an institution consisting of accomplished, research active, and enthusiastic faculty members. The culture is one of active faculty-student collaboration. Externally, it is viewed by faculty as the top Business School in the Australasia region. We are not sure whether this is also true from the viewpoint of prospective students. The School has access to large pool of good students. Both the faculty and students seem to have access to sources in emerging economies.

Weaknesses (varies by department)

The School has a lower yield on offers of admission that it would like. The geographic diversity of student population is lower than desired. The School has relatively few placements in the best universities worldwide. Some students appear to prefer local placement, which makes placing students worldwide a greater challenge. There are some uncertainties in student funding and research resources. The Ph.D. program is relatively small, making it difficult to have the economies of scale associated with a larger program. There may be a perception that students have lower average communication skills in English.

Opportunities/Threats

There appears to be growing demand for Ph.D.s, especially in the School's region. It s difficult to forecast the intermediate horizon impact of the current economic downturn, but the long-term prospects seem good. There is a symbiotic relation between the strength of the faculty and the strength of the Ph.D. program. A strong faculty is necessary to attract good students, and a strong Ph.D. program helps the School attract good faculty.

Suggestions

We wish to stress that the HKUST business doctoral program is strong and vibrant. The School could continue its current course and expect that the Ph.D. program will improve organically as the School and University increase their brand recognition globally. Our suggestions are meant to help accelerate this process.

Recruiting

HKUST has a very good pool of undergraduate students. We suggest that the School of Business and Management expand its efforts to attract those students. Such efforts currently exist, such as the UROP program. We feel this outreach should not be focused solely on undergraduate business and economics majors, but also students in other majors, such as mathematics, physics, and engineering. These students are less likely to have an appreciation of the type of research undertaken in a business school and, therefore, the School of Business and Management, can take advantage of their proximity by exposing them to the programs and faculty of the School. Possible ways that this can be accomplished are Ph.D. Open Houses and expanded use of undergraduates as research assistants (actually, the Ph.D. Open Houses could also be aimed at students in HKUST masters degree programs and students at other local Universities). Some advantages of reaching out to HKUST undergraduates are the ability to tap into a high quality pool of students, the ability to assess their potential through their RA work, and the fact that they will have four years of classroom training in English (once the University moves to the four-year curriculum).

Some faculty expressed the concern that expending the efforts on UST undergraduates still exposes the School of Business and Management to loosing them to competing doctoral programs. When the University makes the transition to a four-year undergraduate program, the School could consider implementing a program in which the students apply to the Ph.D. program in their junior year and begin their Ph.D. studies in their senior year. Effectively, their senior year is the same as their first year of graduate studies. A student will be less likely to switch to an alternate Ph.D. program knowing that they will have to restart their program and loose the year they spent in the School of Business and Management's Ph.D. program. Of course, this option needs to be highly selective, admitting only truly exceptional students who are quite certain that they want to pursue an academic career.

A number of business schools had versions of this type of program for their MBA programs. Students finished their BA and MBA degrees in five years. This model is less compelling for MBA programs today, given the increased emphasis on work experience. However, it may work for some Ph.D. programs. Given that different departments within the School of Business and Management place different emphasis on maturity of their doctoral students, this accelerated admission strategy might be implemented for some departments and not for others.

A second strategy is to develop ties with faculty at high-quality, but underappreciated, Universities in mainland China. This would give the School a informational advantage, relative to its competitors in Europe and North America. Some departments already pursue this outreach strategy.

The size of the program was a frequent topic of discussion during our visit. A number of faculty feel that the program should be expanded to take advantages of economies of scale, allowing greater variety of course offerings. Our view on this is that the optimal size depends, to a large extent, on the quality supply curve of students which the School faces. If expanding the size of the Ph.D. program means that the marginal students are significantly lower in quality, then we would recommend deferring expansion of the program's size. Lower quality students are a drain on faculty time and are unlikely to improve the placement record of the School. Additionally, increasing the program size imposes a financial burden for the University. Some of our recommendations below entail increasing financial support of students. If the quality supply curve is steep, those additional resources might be better spent providing greater support for the current number of students rather than the current level of support for a greater number of students.

If the quality supply curve is not steep, then there may be an advantage to increasing the size of the program. In addition to being able to offer a wider selection of courses, the inherent uncertainty of the ultimate success of any given student is diversified. Some departments seem to be better than others at cutting their losses, if a student does not work out. If the size of the program is expanded, it will be more important to be more proactive along this front. Another approach to getting economies of scale would be to collaborate with other schools and departments within HKUST as well as other reputed universities in Hong Kong to offer joint courses. Improvements in communication and information technology also open up opportunities for web-based joint research seminars with schools not located in the vicinity.

A much broader question is what unique advantages can the School of Business and Management exploit to attract prospective Ph.D. students. This is a broader question since exploiting these advantages is likely to have implications for the types of research conducted by the School's faculty.

The School of Business and Management clearly has a significant advantage in access to data on and knowledge about the businesses, culture, and socio-political environment in Asia. In other words, HKUST can exploit its deep understanding of the Asian context, including the myriad of developing Asian economies. Thus, the School has an advantage in attracting faculty and Ph.D. students interested in such research. This will be more important for some departments and less important for others. Cross-cultural studies and ethnographic research are areas where this might be an important advantage, while pure statistical and economic theory are areas where this is not likely to be an important advantage. Are there proprietary databases that the school can access or develop? Can faculty and students gain approval for and implement studies faster due to less bureaucratic Institutional Review Boards, possibly gaining an advantage in fields requiring experiments or in neuroeconomics?

Education and Student Life

There is some heterogeneity in the curricular approaches across departments. Because of this some of our suggestions do not apply to all departments, since some have already implemented them.

We prefer an early emphasis on research. Some departments might consider an earlier paper requirement, possibly in the summer between second and third years.

Currently, our understanding is that students are not guaranteed funding for the fifth year. Individual faculty members use their grants to support fifth year students, perhaps causing some uncertainty and anxiety among students. We suggest that the University's support offers include fifth-year support, conditional on sufficient progress.

We suggest that students be given summer funding each summer, starting in the first year. The funding in the early years would be to support them in their work on their research papers. In later years, funding can be from faculty research grants for work as research assistants or as payment for teaching duties. Due to the uncertainty of obtaining funding from the URGC, faculty are reluctant to make forward commitments of summer support for students. The School might want to consider a contingency fund that could be used to fund students' summer research when faculty do not have sufficient funding.

Currently, students are provided with travel support to attend conferences if they have a paper on the conference program. This is likely to happen later in the program since students need time to finish their core curriculum and write one or more papers. We suggest providing conference travel support for students before they are on the program. This experience is valuable in that students are exposed to other research papers, see other academics present their work, and have an opportunity to network.

In some curricular areas, there may be valuable linkages to industry practitioners that could provide research ideas, access to data, and summer research support. The School might consider implementing summer industry internships for certain departments. These internships should be research focused, rather than mini-consulting projects. Also the students should be able to use their results to further their progress on research rather than producing research that the industry partner wishes to treat as proprietary.

The University and School have a number of extracurricular programs in place to assist Ph.D. students improve their communication skills and make the transition into the classroom. Students are provided with TA training and some are given the opportunity to teach undergraduate students.

The students are also provided with a technical editing service. It seems that not all students were aware of the editing service, so its existence might be advertised more. We would advocate making the editing service a real learning opportunity. The temptation that many students face when given a marked-up manuscript in MS Word is to hit the "accept all changes" tab and move on. Doing this deprives the students of the learning that could be obtained by thinking about why those changes are suggested by the copy editor. A better, but more resource intensive approach, would be to have students sit down with the editor to discuss the changes and writing patterns that the students should change. We also suggest that the editor provide feedback to the student's faculty (research) supervisor on the student's preparedness and progress in communication skills. The outcome should be better writing in the future. To further emphasize improvement of writing skills, we suggest that select classes incorporate a component of the overall grade that is based on the writing skills for term papers.

The School's facilities were discussed in some detail. It is our understanding that the School of Business and Management is in the process of constructing new facilities. In and ideal world, the students would prefer to all have offices that are co-located within the department in which they are enrolled. Additionally, the School might consider either upgrading the Ph.D. student computer labs, or possibly moving toward a scaled-down lab environment and provide each incoming student with their own computer.

Placement

The University currently provides funds for students to spend time at other academic institutions. This typically takes the form of a semester visit. We suggest that the School consider expanding this offering in several ways in order to increase students' exposure to top faculty worldwide. Some of the suggestions involve effort on the part of faculty at other institutions, and we are unsure of the feasibility of such programs.

One possibility is to institute a policy of an external "reader" or dissertation committee member for dissertations. However, we have in mind more proactive involvement by the reader, including having the doctoral student visit the reader's institution for a semester or year and/or regular communication and engagement with the reader during the research process. This might require some compensation to the reader's institution and/or the reader. If the School is able to recruit top-flight readers, the benefits are the exposure of students to the best faculty in their fields, the ability of students to become known by potential employers, and the ability for students to present their work at multiple institutions before the job market.

It is our understanding that the School is currently funding post doctoral positions for some Ph.D. graduates to stay at HKUST. A variant would be to fund post docs for HKUST students at other institutions, particularly top international universities. The downside of this strategy is that post docs will not be in residence and working with School of Business and Management faculty. The upside is that they will get exposure at other institutions, and may be in closer proximity to the kinds of universities at which the School of Business and Management would like to place its students (so, traveling to these universities to give research seminars may be easier). It is more likely that other institutions would be receptive to hosting a post doc if the funding comes from HKUST.

The School of Business and Management does a great job of attracting external faculty for shorter visits and utilizing that opportunity to provide mini-courses for Ph.D. students. If a visiting faculty member, whether visiting for just a seminar or an extended visit, works in an area particularly relevant for a doctoral student's dissertation, we recommend that the student be scheduled to meet with the visitor alone (or with one other doctoral student or the student's research advisor). In situations where multiple faculty and students meet with visitors at the same time, our experience is that many students will not speak up and, hence, lose part of the networking and learning opportunity afforded by the visit.

All of the departments encourage students to present their work in seminars. We also recommend that, in preparation for the job market, students be exposed to mock interviews in which faculty simulate the types of interviews that happen at the annual meetings and in job market visits.

Teaching MBA students at the world's top institutions is a demanding job. There is a sense among the faculty that students from the School of Business and Management are unfairly perceived as having more difficulty mastering communication skills. This, combined with the large distance between the School and many of the institutions at which the School wishes to place students, leads to fewer interviews for the School's doctoral students. We suggest that a technological solution might be applied to this problem. Short video clips of students discussing their research can be made available to prospective employers on the web. This allows prospective employers to get first-hand knowledge of the students' communication skills and overcomes the distance between the School and other academic institutions.

Post Placement

Maintaining links to Ph.D. program alumni (including those students who receive a terminal masters degree rather than the Ph.D.) could provide the School with valuable resources. Alumni can mentor current doctoral students and be valuable source of placement leads and referrals. Additionally, alumni can be a future source of philanthropy for the School. One difficulty in maintaining ties to Ph.D. alumni is that they are few in number and scattered across the globe. This makes having events targeted at Ph.D. alumni impractical, except perhaps at annual meetings for each discipline. In geographic areas where there is a concentration of alumni having such events is more feasible.

Summary

The University and the School of Business and Management have created a strong doctoral program. This success is driven by the School's focus on attracting high quality faculty, its strong research focus, and the allocation of resources to the doctoral program. In order to maintain a vibrant Ph.D. program, it is important for the School to continue to attract and retain high-quality research faculty.

We do not feel that an extensive curriculum review is necessary at this time. Moreover, on an ongoing basis, the departments and disciplines are best situated to assess and improve their curriculum rather than a school-wide review. However, we have suggested a number of initiatives that the School might consider to enhance recruiting, educating, and placing its doctoral students.

Appendix

Publications of Doctoral Students/Alumni

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Jiang, Yuwei, Angela Cho, and Rashmi Adaval (2009), "The Unique Consequences of Feeling Lucky: Implications for Consumer Behavior,"in ***Journal of Consumer Psychology***, 19, 171-184

Gorn, Gerald J., Yuwei Jiang, and Gita V. Johar (2008), "Product Crises and Baby Faces: The Face of a Company Affects Consumer Judgments,"in ***Journal of Consumer Research***, 35 (June), 36-49.

Wyer, Robert S. Jr., Iris W. Hung, and Yuwei Jiang (2008), "Visual and Verbal Processing Strategies in Consumer Comprehension and Judgment,"in ***Journal of Consumer Psychology***, 18 (4), 244-257

Wyer, Robert S. Jr., Yuwei Jiang, and Iris W. Hung (2008), "Further Consideration of Fundamental Issues in Visual and Verbal Information Processing: A Response to Commentaries,"in ***Journal of Consumer Psychology***, 18 (4), 276-280

CHAN, Yee Ling, Elaine

Chan, Elaine and Jaideep Sengupta, "Insincere Flattery Actually Works: A Dual Attitudes Perspective," ***Journal of Marketing Research***, forthcoming.

Chan, Elaine and Anirban Mukhopadhyay, "When Choosing Makes a Good Thing Better: Temporal Variations in the Valuation of Hedonic Consumption," ***Journal of Marketing Research***, forthcoming.

APPENDIX 28 – EXAMPLES OF PLACEMENT RESULTS OF PHD GRADUATES 2008 -2012

Some of the PhD graduates have taken up academic or research positions in the following institutions.

Institution	**Country**
Australian National University	Australia
Curtin University	Australia
University of Queensland	Australia
University of Toronto	Canada
China Merchants Futures	China
Nankai University	China
Shanghai Jiaotong University	China
Shanghai University of Finance and Economics	China
South China University of Technology	China
Tongji University	China
Tsinghua University	China
Zhongshan University	China
University of Jyväskylä	Finland
University of Oulu	Finland
Max Planck Institute of Economics	Germany
Citibank	Hong Kong
City University of Hong Kong	Hong Kong
Hang Seng Bank	Hong Kong
Hang Seng Investment Management Ltd	Hong Kong
Hong Kong Baptist University	Hong Kong
Standard Chartered Bank	Hong Kong
The Chinese University of Hong Kong	Hong Kong
The Government of HKSAR	Hong Kong
The Hong Kong Polytechnic University	Hong Kong
The Hong Kong University of Science and Technology	Hong Kong
The University of Hong Kong,	Hong Kong
Wing Hang Bank	Hong Kong
Malaysia University	Malaysia
Erasmus University	Netherlands
Tilburg University	Netherlands
University of Groningen	Netherlands
University of Stavanger	Norway
National University of Singapore	Singapore
University of Cambridge	UK
University of Warwick	UK
Duke University	USA
Georgia State University	USA
University of Texas at San Antonio	USA

APPENDIX 29 – SELECTED PUBLICATIONS OF PHD GRADUATES AND STUDENTS 2008-2012

Selected Publications of PhD (Accounting) Graduates

HAO Sheng-quan, PhD 2008

- Relative Firm Profitability and Stock Return Sensitivity to Industry-Level News. Hao, Shengquan; Jin, Qinglu and Zhang, Guochang. *The Accounting Review* (July 2011), Vol. 86, No. 4, pp. 1321-1347.
- Investment growth and the relation between equity value, earnings, and equity book value. Hao, Shengquan; Jin, Qinglu and Zhang, Guochang. *The Accounting Review* (March 2011), Vol. 86, pp.605-635.

GE Rui, PhD 2009

- Do acquirers disclose good news or withhold bad news when they finance their acquisitions using equity? Clive Lennox and Rui Ge. *Review of Accounting Studies*, 2011, Vol. 16, pp. 183-217.

SHEN Rui, PhD 2009

- The Role of Analysts in Intra-Industry Information Transfer. Gilles Hilary and Rui Shen. *The Accounting Review*: July 2013, Vol. 88, No. 4, pp. 1265-1287.

YU Yangxin, PhD 2011

- The effects of firm-initiated clawback provisions on earnings quality and auditor's behavior. L. Chan, K. Chen, TY Chen, and Yangxin Yu. *Journal of Accounting and Economics*, Vol. 54, Issues 2-3, 2012, pp. 180-196.
- Transparency and financing choices of family firms. Chen, Taiyuan, S. Dasgupta and Yangxin Yu. *Journal of Financial and Quantitative Analysis*, Forthcoming.

Selected Publications of PhD (Economics) Graduates

LI Kingking, PhD 2008

- Tanjim Hossain and King King Li, “Crowding Out in the Labor Market: A Pro-Social Setting is Necessary,” *Management Science*, forthcoming.
- Li King King, “Asymmetric Memory Recall of Positive and Negative Events in Social Interactions,” *Experimental Economics*, forthcoming.
- Li King King, “Preference towards Control in Risk Taking: Control, No Control, or Randomized?” *Journal of Risk and Uncertainty*, (2011), Vol. 43, No. 1, 39-63.
- Chew Soo Hong, Li King King, Robin Chark, and Zhong Songfa, “Source Preference and Ambiguity Aversion: Models and Evidence from Behavioral and Neuroimaging Experiments,” in Daniel Houser and Kevin McCabe (eds.), *Advances in Health Economics and Health Services Research*, Vol. 20, Neuroeconomics, (2008), 179-210.

ZHONG Songfa, PhD 2009

- Chew SH, Ebstein RP, Zhong S.(alphabetical order). "Sex-Hormone Genes and Gender Difference in Ultimatum Game: Experimental Evidence from China and Israel." *Journal of Economic Behavior and Organization*, forthcoming, 2013.
- Zhong S, Monakhov M, Mok HP, Tong T, Lai PS, Chew SH, Ebstein RP. "U-Shaped Relation between Plasma Oxytocin Levels and Behavior in the Trust Game." *PLoS ONE*, 2012, 7(12): e51095.
- Chew SH, Ebstein RP, Zhong S. (alphabetical order). "Ambiguity Aversion and Familiarity Bias: Evidence from Behavioral and Gene Association Studies," *Journal of Risk and Uncertainty*, 2012, 44(1), 1-18. (Lead Article)
- Zhong S, Chark R, Ebstein RP, Chew SH. "Imaging Genomics for Utility of Risks over Gains and Losses." *NeuroImage*, 2012 Jan 2;59(1):540-6.2
- Zhong S, Israel S, Shalev I, Xue H, Ebstein RP, Chew SH. "Dopamine D4 Receptor Gene Associated with Fairness Preference in Ultimatum Game." *PLoS ONE*, 2010 5(11): e13765.

- Ebstein RP, Israel S, Chew SH, Zhong S, Knafo K. "Genetics of Human Social Behavior." *Neuron*, 2010 6(65), 831-844.
- Zhong S, Israel S, Xue H, Ebstein RP, Chew SH. "Monoamine Oxidase A Gene (MAOA) Associated with Attitude towards Longshot Risks." *PLoS ONE*, 2009 4(12): e8516.
- Zhong S, Israel S, Xue H, SHAM PC, Ebstein RP, Chew SH. "A Neurochemical Approach to Valuation Sensitivity over Gains and Losses." *Proceedings of the Royal Society B: Biological Sciences*, 2009 276:4181-4188.
- Zhong S, Chew SH, Set E, Zhang J, Israel S, Xue H, SHAM PC, Ebstein RP. "The Heritability of Attitude Toward Economic Risk." *Twin Research and Human Genetics*, 2009 12: 103-107.

ZHANG Jin, PhD 2010

- Wang, L., Wang, S., Zhang, J. 2013. Venture Capital Backing and Overvaluation: Evidence from the High-Tech Bubble. *The Financial Review*, 48, 283-310.
- Zhang, J., Wang, L., Wang, S. 2012. Financial Development and Economic Growth: Recent Evidence from China. *Journal of Comparative Economics*, 40(3), 363-412.
- Zhang, J., Shan J., Wang, S. 2013. Location Strategies of Multinational Banking under Risk and Asymmetric Information. *Nankai Business Review International*, 4(2), 130-146.
- Shan, J., Yang, S., Yang, S., Zhang, J. 2013. An Empirical Study of the Bullwhip Effect in China. *Production and Operations Management*. Published online May 2013.
- Ebstein RP*, Zhong S*, Chark R, Lai PS, Chew SH. (*equal contribution). "Genetics of Social Cognition in the Laboratory: Definition, Measurement and Association" in T. Canlin (eds) *The Oxford Handbook of Molecular Psychology*. Oxford University Press. 2012. Forthcoming
- Chew SH, Li KK, Chark R, Zhong S. "Source Preference and Ambiguity Aversion: Models and Evidence from Behavioral and Neuroimaging Experiments." in D. Houser and K. McCabe (eds.), Neuroeconomics, *Advances in Health Economics*. Emerald Insight. 2008.

JIANG Kun, PhD 2011

- Jiang, Kun and Susheng Wang, ?Staged Privatization: A Market Process with Multi-Stage Lockups?, *China Economic Review*, 2012, v. 23 n.4, p. 1051-1070
- Guo, Di and Kun Jiang, Venture Capital Investment and the Performance of Entrepreneurial Firms: Evidence from China?, *Journal of Corporate Finance*, forthcoming

HONG Fuhai, PhD 2011

- Fuhai Hong, 2014, Technology Transfer with Transboundary Pollution: A Signaling Approach, *Canadian Journal of Economics*, forthcoming.
- Fuhai Hong and Larry Karp, 2012, International Environmental Agreements with Mixed Strategies and Investment, *Journal of Public Economics*, 96 (9-10), 685-697.
- Fuhai Hong and Susheng Wang, 2012, Climate Policy, Learning, and Technology Adoption in Small Countries, with Susheng Wang, *Environmental and Resource Economics*, 51 (3), 391-411.

Selected Publications of PhD (Finance) Graduates

LI Gang, PhD 2008

- Li, G. and Zhang, C., 2013, Diagnosing affine models of options pricing: Evidence from VIX, *Journal of Financial Economics*, 107, 199-219.
- Li, G. and Zhang, C., 2011, Why are derivative warrants more expensive than options? An empirical study, *Journal of Financial and Quantitative Analysis*, 46, 275-297.
- Li, G. and Zhang, C., 2010, On the number of state variables in options pricing, *Management Science*, 55, 2058-2075.

CEN Ling, PhD 2009

- Cen, Ling, Gilles Hilary, and K.C. John Wei, 2013, "The role of anchoring bias in the equity market: Evidence from analysts' earnings forecasts and stock returns," *Journal of Financial and Quantitative Analysis,* 48, 47-76.

- "When the Tail Wags the Dog: Industry Leaders, Limited Attention, and Spurious Cross-Industry Information Diffusion", (Sudipto Dasgupta with Ling Cen, Kalok Chan and Ning Gao), forthcoming, *Management Science*.

LAM Full Yet Eric Campbell, PhD 2009

- Lam, Eric F.Y.C., and K.C. John Wei, 2011, "Limits-to-arbitrage, investment frictions, and the asset growth anomaly," *Journal of Financial Economics,* 102, 127-149.

WANG Zhen, PhD 2010

- "Where Did All the Dollars Go? The Effect of Cash Flows on Capital and Asset Structure," (Sudipto Dasgupta with Thomas Noe and Zhen Wang), 2011, *Journal of Financial and Quantitative Analysis*, 46 (5), 1259-1294.

Selected Publications of PhD (Information Systems) Graduates

CHAN Kwok Yue Frank, PhD 2010

- Hong, W., Chan, F.K.Y., Thong, J.Y.L., Chasalow, L., and Dhillon, G. (forthcoming) "A framework and guidelines for context-specific theorizing in information systems research," *Information Systems Research*.

WANG Chong, PhD 2012

- Wang, C. and Zhang, X. (2012) "Network positions and contributions to online public goods: The case of Chinese Wikipedia", *Journal of Management Information Systems*, 29(2), pp. 11-40.

Selected Publications of PhD (OM - Operations Management) Graduates and Student

WU Xiaoli, PhD 2009

- "Optimal Policies for Inventory Systems with Separate Delivery-Request and Order-Quantity Decisions", *Operations Research*, 2009, 57 (3), 626-636 . (with Qing Li and K. L. Cheung)

YU Peiwen, Current PhD Student

- "On the Quasiconcavity of Lost-Sales Inventory Models with Fixed Cost", *Operations Research*, Forthcoming. (with Qing Li)

Selected Publications of PhD (Management) Graduates and Students

CHANG Song, PhD 2008

- Gong, Y., Law, K.S., Chang, S., & Xin, K.R. 2009. Human resource management and firm performance: The differential role of managerial affective and continuance commitment. *Journal of Applied Psychology*, 94:263-275.

TANG Yi, PhD 2009

- Li, J.T. & Tang, Y. 2010. CEO hubris and firm risk taking in China: The moderating role of managerial discretion. *Academy of Management Journal*, 53: 45-68.
- Shen, R., Tang, Y., & Chen, G. (In press). How firm status differentials affect M&As. *Strategic Management Journal*, forthcoming

WANG Xiaoye, PhD 2010

- Wang, X. M., Wong, K. F. E., & Kwong, J. Y. Y. 2010. The roles of rater goals and ratee performance levels in the distortion of performance rating. *Journal of Applied Psychology* 95: 546-561.

QIAN Cuili, PhD 2010

- Wang, H. & Qian, C. 2011. Corporate philanthropy and financial performance of Chinese firms: The roles of social expectations and political access. *Academy of Management Journal*, 54: 1159-1181.

- Li, J.T. & C. Qian. 2013. Principal-principal conflicts under weak institutions: A study of corporate takeovers in China, *Strategic Management Journal*, 34: 498-508.
- Qian, C., Cao, Q., & Takeuchi, R. 2013. Top management team functional diversity and organizational innovation in China: The moderating effects of environment. *Strategic Management Journal*, 34: 110-120.

KOZHIKODE Rajiv Krishnan, PhD 2010

- Kozhikode, R. & Li, J.T. 2012. Political pluralism, public policies, and organizational choices: Banking branch expansion in India, 1948–2003. *Academy of Management Journal*, 55: 339-359.

ZHANG Lingling, Current PhD Student

- George, E., Chattopadhyay P. & Zhang, L.L. 2012. Helping hand or competition? The moderating influence of permeability on the relationship between blended workgroups and employee attitudes and behaviors. *Organization Science*, 23: 355-372.

CHEN Zhijun, PhD 2011 & Cass Shum, Current PhD Student

- Chen, Z., Takeuchi, R., & Shum, C. Forthcoming. A social information processing perspective of coworker influence on a focal employee. Organization Science, *Forthcoming*.

Selected Publications of PhD (Marketing) Graduates

HUNG Iris H., PhD 2008

- Hung, Iris W. and Anirban Mukhopadhyay (2012), "Lenses of the Heart: How Actors' Vs. Observers' Perspectives Influence Emotional Experiences," *Journal of Consumer Research,* 38 (6), 1103-1115.
- Pham, Michel T., Iris W. Hung, and Gerald J. Gorn (2011), "Relaxation increases Monetary Valuations," *Journal of Marketing Research,* 48 (5), 814-826, 2011
- Hung, Iris W. and Aparna A. Labroo (2011), "From Firm Muscles to Firmed Willpower: Understanding The Role of Embodied Cognition in Self-Regulation," *Journal of Consumer Research*, 37(6), 1046-1064.
- Hung, Iris W. and Robert S. Wyer, Jr. (2011), "Shaping Consumer Imaginations: The Role of Self-focused Attention in Product Evaluations," *Journal of Marketing Research*, 48 (2), 381-392.
- Hung, Iris W. and Robert S. Wyer, Jr. (2009), "Differences in Perspectives and the Influence of Charitable Appeals: When Imagining Oneself as the Victim is Not Always Beneficial," *Journal of Marketing Research*, 46 (3), 421-434.
- Hung, Iris W. and Robert S. Wyer, Jr. (2008), "The Role of Implicit Theory in Responses to Problem-solving Advertisements," *Journal of Consumer Psychology*, 18 (3), 223-235.
- Wyer, Robert S. Jr., Iris W. Hung, and Yuwei Jiang (2008), "Visual and Verbal Processing Strategies in Comprehension and Judgment," *Journal of Consumer Psychology* (Invited Target Article), 18 (4), 244-257 (The top 20 most cited articles at *Journal of Consumer Psychology* between 2006 to 2011).
- Wyer, Robert S. Jr., Yuwei Jiang, and Iris W. Hung (2008), "Visual and Verbal Information Processing in a Consumer Context: Further Considerations," *Journal of Consumer Psychology*, 18 (4), 276-280.

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SHEN Hao, PhD 2008

- Wyer, R. S., Shen, H., & Xu, A. J. (2013) The role of procedural knowledge in the generalization of social behavior. In D. Carlston (Ed.) *Oxford handbook of social cognition* (pp. 257-281). New York: Oxford University Press.
- Xu, Jing, Shen, Hao, Wyer, Robert S. (2012) "Does the Distance Between us Matter? Influences of Physical Proximity to Others on Consumer Choice," *Journal of Consumer Psychology*, Vol. 22, pp. 418-423
- Wyer, R. S., Xu, A. J., & Shen, H. (2012). The effects of past behavior on future goal-directed activity. In M. P. Zanna and J. Olson (Eds.) *Advances in experimental social psychology* (Vol. 46, pp. 237-284). San Diego, CA.: Academic Press.
- Shen, H., Wyer, R. S. & Cai, F. (2012) The generalization of deliberative and automatic behavior: The role of procedural knowledge and affective reactions. *Journal of Experimental Social Psychology*, *48*,

819-828.

- Shen, Hao and Jaideep Sengupta (2012), "If You Can't Grab It, It Won't Grab You: The Effect of Restricting the Dominant Hand on Target Evaluations," *Journal of Experimental Social Psychology,* 48, 525-529.
- Xu, Jing, Hao Shen, and Robert S. Wyer, Jr. (2012), "Does the Distance Between us Matter? Influences of Physical Proximity to Others on Consumer Choice," *Journal of Consumer Psychology*, 1-6.
- Shen, H., Wan, F., & Wyer, R. S. (2011). Cross-cultural differences in the refusal to accept a small gift: The differential influence of reciprocity norms on Asians and North Americans. *Journal of Personality and Social Psychology*, *100*, 271-281.
- Shen, Hao, Yuwei Jiang, and Rashmi Adaval (2010), "Contrast and Assimilation Effects of Processing Fluency," *Journal of Consumer Research*, 36, 876-888.
- Shen, Hao and Robert S. Wyer, Jr. (2010), "The Effect of Past Behavior on Variety Seeking: Automatic and Deliberative Influences," *Journal of Consumer Psychology*, 20, 33-42.
- Shen, Hao and Robert S. Wyer, Jr. (2008), "Procedural Priming and Consumer Judgments: Effects on the Impact of Positively and Negatively Valenced Information," *Journal of Consumer Research*, 34, 727-737.
- Shen, Hao and Robert S. Wyer, Jr. (2008), "The Impact of Negative Affect on Responses to Affect-Regulatory Experiences," *Journal of Consumer Psychology*, 18 (1), 39-48.

CHAN Elaine, PhD 2009

- Chan, Elaine and Jaideep Sengupta (2013), "Observing Flattery: A Social Comparison Perspective," *Journal of Consumer Research, forthcoming, December 2013.*
- Chan, Elaine, Jaideep Sengupta and Anirban Mukhopadhyay (2013), "Understanding Optimism: The Antecedents of Anticipatory Purchase," *Journal of Consumer Psychology*, forthcoming.
- Chan, Elaine, Jaideep Sengupta, and Anirban Mukhopadhyay (forthcoming), "The Antecedents of Anticipatory Purchase: Reconciling the Two Routes to Optimism," *Journal of Consumer Psychology*.
- Chan, Elaine and Anirban Mukhopadhyay (2010), "When Choosing Makes a Good Thing Better: Temporal Variations in the Valuation of Hedonic Consumption," *Journal of Marketing Research*, 47 (3), 497-507.
- Chan, Elaine and Jaideep Sengupta (2010), "Insincere Flattery Actually Works: A Dual Attitudes Perspective," *Journal of Marketing Research*, 47 (1), 122-33.

JIANG Yuwei, PhD 2009

- Shen, Hao, Yuwei Jiang, and Rashmi Adaval (2010), "Contrast and Assimilation Effects in Processing Fluency," *Journal of Consumer Research*, 36 (5), 876-889.
- Jiang, Yuwei, Angela Cho, and Rashmi Adaval (2009), "The Unique Consequences of Feeling Lucky: Implications for Consumer Behavior," *Journal of Consumer Psychology*, 19 (2), 171-184.
- Jiang, Y., & Wyer, R. S. (2009). The role of visual perspective in information processing. *Journal of Experimental Social Psychology,45*, 486-495.
- Gorn, Gerald J., Yuwei Jiang, and Gita V. Johar (2008), "Babyfaces, Trait Inferences, and Company Evaluations in a Public Relations Crisis," *Journal of Consumer Research*, 35 (June), 36-49.
- Wyer, Robert S. Jr., Iris W. Hung, and Yuwei Jiang (2008), "Visual and Verbal Processing Strategies in Comprehension and Judgment," *Journal of Consumer Psychology*, 18 (4), 244-257. (Top 10 cited article in JCP, 2005-2010).
- Wyer, Robert S. Jr., Yuwei Jiang, and Iris W. Hung (2008), "Visual and Verbal Information Processing in a Consumer Context: Further Considerations," *Journal of Consumer Psychology*, 18 (4), 276-280.

ZHAO Yi, PhD 2010

- Zhao,Yi, Sha Yang, Vishal Narayan, Ying Zhao. "Modeling Consumer Learning from Online Product Reviews", Marketing Science, 2013, Forthcoming
- Zhao, Yi, Ying Zhao, and Kristiaan Helsen (2011), "Consumer Learning in a Turbulent Market Environment: Modeling Consumer Choice Dynamics in the Wake of Product Harm Crisis," *Journal of Marketing Research*, April, 255-267.

- Yang, Sha, Yi Zhao, Tülin Erdem, and Ying Zhao (2010), “Modeling the Intra-Household Behavioral Interaction,” *Journal of Marketing Research*, 47 (3), 470-484.
- Yang, Sha, Yi Zhao, and Ravi Dhar (2010), “Modeling the Under-Reporting Bias in Panel Survey Data,” *Marketing Science*, 29 (3), 525-539.
- Zhao, Yi, Ying Zhao, and Inseong Song (2009), “Predicting New Customers’ Risk Type in the Credit Card Market,” *Journal of Marketing Research*, 46 (4), 506-517.

YAN Dengfeng, PhD 2012

- Yan, Dengfeng and Jaideep Sengupta (2013) “The Influence of Base Rate and Case Information on Health Risk Perceptions: A Unified Model of Self-Positivity and Self-Negativity,” *Journal of Consumer Research*.
- Yan, Dengfeng, Jaideep Sengupta and Bob Wyer (2013), "Package Size and Perceived Quality: The Intervening Role of Unit Price Perceptions," *Journal of Consumer Psychology*, *forthcoming*.
- Dengfeng Yan and Rod Duclos (2012), “Making sense of numbers: Effects of alphanumeric brands on consumer inference” International Journal of Research in Marketing
- Yan, Dengfeng and Jaideep Sengupta (2011), “Effects of Construal Level on the Price-Quality Relationship,” *Journal of Consumer Research*, 38 (August), 376-389.

XU Alison Jing, PhD 2010

- Wyer, R. S., Shen, H., & Xu, A. J. (2013) The role of procedural knowledge in the generalization of social behavior. In D. Carlston (Ed.) Oxford handbook of social cognition (pp. 257-281). New York: Oxford University Press.
- Xu, A. J., & Wyer, R. S. (2012) The role of bolstering and counterarguing mindsets in persuasion. Journal of Consumer Research, 38, 920-932.
- Wyer, R. S., Xu, A. J., & Shen, H. (2012). The effects of past behavior on future goal-directed activity. In M. P. Zanna and J. Olson (Eds.) Advances in experimental social psychology (Vol. 46, pp. 237-284). San Diego, CA.: Academic Press.
- Xu, J., Shen, H., & Wyer, R. S. (2012). Does distance between us matter: Influences of physical proximity to others on consumer choice. Journal of Consumer Psychology. 22, 418-423
- Xu, A. J., & Wyer, R. S. (2010). Puffery in advertisements: The effects of media context, communication norms and consumer knowledge. Journal of Consumer Research, 37. 329-343.
- Wyer, R. S., & Xu, A. J. (2010). The role of behavioral mindsets in goal-directed activity: Conceptual underpinnings and empirical evidence. Journal of Consumer Psychology,20, 107-125.
- Xu, A. J., & Wyer, R. S. (2008). The comparative mindset: From animal comparisons to increased purchase intentions. Psychological Science, 19, 859-864

APPENDIX 30 - MAJOR PROGRAM ENHANCEMENTS OF RPG PROGRAMS

HKUST Business School
RPg Program Enhancements

Major program enhancements initiated by the School, the University and the Hong Kong Government:

1. Hong Kong PhD Fellowship Scheme (HKPFS)
   The Hong Kong PhD Fellowship Scheme (HKPFS) was established by the Research Grants Council (RGC) of Hong Kong in 2009, and it aims at attracting the best and brightest students in the world to pursue their PhD studies in Hong Kong's institutions.

   Candidates who are seeking admission as new full time PhD students in the eight UGC funded institutions including HKUST, irrespective of their country of origin, prior work experience, and ethnic background, should be eligible to apply.

   Applicants should demonstrate outstanding qualities of academic performance, research ability / potential, communication and interpersonal skills, and leadership abilities.

   The Fellowship provides a monthly stipend of HK$20,000 (approximately US$2,600) and a conference and research related travel allowance of HK$10,000 (approximately US$1,300) per year to each awardee for a period of three years. About 135 PhD Fellowships will be awarded in each academic year. For year 2012-13, there were three HKUST Business School applicants awarded and for 2013-14, there were four of them.

2. Professional Development Course
   Starting from Fall 2013, a professional course Professional Development in Academia for Business (Course Code: SBMT6770) will be integrated into the research postgraduate curriculum, which aims at providing research postgraduate students with basic training in ethics, teaching skills, research management, career development, and related professional skills. This course lasts for one year, and composes of a number of mini-workshops.

   This is a required course for all full-time and part-time students in MPhil and PhD Programs in Business (admitted in 2013/14 and onwards). The course will be part of the program requirements while the credit earned from this course will not be counted toward the total credit requirements for completing the Program.

   The course consists of workshops coordinated by the School in conjunction with CELT, Center for Language Education, Career Center of SAO, and Library. These workshops cover the following modules:
   - Professional Conduct
   - Information Seeking
   - Self Management
   - Presentation Skills

Students are required to take a minimum of 10 workshops of which the workshops on "Ethics in Research" (in the Professional Conduct module) and "Academic Integrity and Copyrights" (in the Information Seeking module) are compulsory.

3. Funding of Research Postgraduate Students

   The Business School has been active in finding ways to provide more support to our research postgraduate students on top of the funding received from the University. One of the recent proposals is the Swap Scheme to encourage faculty to contribute to support RPgs. The proposed scheme is enclosed as Appendix III.

4. English Workshop Series

   The English Workshop Series held by the Business School aims to enhance research postgraduate students' skills in writing academic papers and communicate effectively. The workshop leader will analyze common mistakes people may make when writing in English, and suggest ways of removing them.

5. Communication Tutor

   Although the service of communication tutor is mainly set up by the School for its undergraduate students, it is also available to research postgraduate students upon request to help improve their English and communication skills.

6. Thesis Writing Support Service

   The thesis writing support service is designed to provide assistance to research postgraduate students of the Business School in their research paper writing. Other than the general polishing up of papers in terms of readability, the service will also make suggestions on writing style and presentation of content, when necessary. Opportunity for individual discussion is also available through appointments when needed.

7. Overseas Research Awards for PhD Students

   The Overseas Research Awards for PhD Students of the University aims to enrich students' research experience through working in a different research environment with a different group of researchers; provide students with exposure to a foreign culture and environment, with a view to strengthening their cross-cultural understanding as well as social and communications skills; better prepare students for their academic as well as career developments; and widen the circle of professional contacts for the awardees, which may help them in their future work.

   The University will select a number of senior PhD students every year to receive an award for this overseas research attachment program. For 2012-13, the number of available places was 22.

   An overseas research attachment period may range from two to six months. The host institution/unit must be a higher education institution or research facility with reputable standing, and located outside the applicant's country of origin.

8. University Research Travel Grant (http://rtg.ust.hk/)

The Research Travel Grant (RTG) program is intended to help support the cost of travel for postdocs, research graduate students, and undergraduate students to present research papers at conferences and professional meetings. PhD students have the priority over other applicants for funding and are eligible to receive support at most three times during their program of study. MPhil students are eligible to receive support once during their program of study.

Applications will be evaluated and awarded by the RTG Faculty Review Committee established jointly by Provost and VP-RG.

Postdocs and students receiving an award are required to submit a report to the Department Head within one month of returning from the conference/ meeting.

9. School Research Travel Grant

   The School Research Travel Grant (SRTG) program is intended to provide additional financial support for SBM PhD students who have received University Research Travel Grant to present research papers at conferences and professional meetings by offering financial support on top of university's Research Travel Grant. There is one quota for each Department/Area in each academic year.

WORLD BACHELOR IN BUSINESS

The WBB program is a partnership among HKUST, USC in the United States, and Bocconi University in Italy launched in 2013-14, that allows students to complete coursework and fulfill degree requirements to earn a bachelor's degree from each of the three universities in four years. The program provides a general business education with a focus on international business and global issues. Students spend at least one full academic year in residence at each institution and rotate through the partner schools in cohorts – 1st year at USC, 2nd year at HKUST, 3rd year at Bocconi, and 4th year at any of the three campuses – gaining an immersive and abroad experience in each region. It aims to recruits a truly international mix of high-quality students from all over the world.

WBB is an innovative, self-financed undergraduate degree program that will be the first of its kind at HKUST and also in Hong Kong, enriching the University's portfolio of international programs at the undergraduate level. This new initiative coincides with HKUST's role that we offer internationally competitive programs and collaborate with other higher education institutions worldwide to widely enhance the Hong Kong higher education system. The introduction of WBB also aligns with the University's Strategic Plan 2011-16 in strengthening its emphasis on international perspectives and in implementing programs to aggressively and proactively recruit the best students around the world.

STUDENT DEMAND AND ENROLLMENT

International exchanges and joint degree programs are an emerging trend in the 21st century as universities seek to globalize their programs and students look to expand their global perspectives. The WBB is positioned as an unique international program that allows student to complete 3 degrees in three continents and offers summer opportunities for study, internships and co-curricular travel. This program will be highly competitive in Hong Kong, around the region and even in the globe. Given the nature of the program, it is anticipated that students' demand for WBB will be sustainably high.

The target enrollment level is 45-50 students per year. In order to promote international diversity within the program cohorts, admission officers will seek to admit roughly equal numbers of students from Asia, Europe, and North America.

For the inaugural cohort in 2013-14, the program admitted 48 students (19 from USA, 15 from Italy, 5 from Canada, 2 each from Austria, Hong Kong, Taiwan, and United Kingdom, and 1 from Germany), 22 of whom have scholarship offers. The average SAT score is 2088.

INTENDED LEARNING OUTCOMES

1. **Goal:** Graduates will be critical and creative thinkers who make effective decisions supported by analytical and quantitative techniques.

   Objectives: Graduates will:
   - Analyze the core issues and weigh the significance of key assumptions used in business decision-making scenarios

- Solve business problems using appropriate quantitative and analytical techniques
- Approach business problems from alternative perspectives and consider unconventional concepts and solutions
- Defend reasoned solutions to business problems
- Identify multiple alternative solutions to different business issues and also adapt to the socio-cultural environment in which they reside

2. **Goal:** Graduates will be effective communicators in oral and written English for general business applications.

   Objectives: Graduates will:
   - Produce professional quality business documents in English
   - Deliver a professional quality presentation in English
   - Communicate ideas persuasively to inform and convince others
   - Communicate effectively with their counterparts in Chinese and Italian

3. **Goal:** Graduates will have broad understanding of the core business functions and integrate these functions to solve business problems.

   Objectives: Graduates will:
   - Articulate contributions made by functional areas to the overall well-being of an organization
   - Decide how one functional area impacts another
   - Identify the key functional areas that are involved in specific business problems and explain if and how they are interrelated
   - Connect different functional areas to formulate integrated solutions

4. **Goal:** Graduates will have in-depth grasp of their area of study in business and global issues.

   Objectives: Graduates will:
   - Demonstrate substantial knowledge and understanding of their area of study
   - Apply discipline-based frameworks and tools to resolve business problems in their areas of study
   - Conduct or interpret business research in their area of study

5. **Goal:** Graduates will be effective team members and leaders.

   Objectives: Graduates will:
   - Demonstrate an understanding of team dynamics and the various roles played within the team
   - Contribute to the successful and timely completion of a group project in line with their roles in teams
   - Collaborate positively by actively seeking and engaging in discussion of the views of others while showing sensitivity to opposing views
   - Demonstrate the ability to lead a team to success
   - Demonstrate the ability to work with a multicultural team in an international environment
   - Be able to adapt to different cultures

6. **Goal:** Graduates will be effective in multi-cultural and international settings.

   Objectives: Graduates will:
   - Demonstrate a global outlook and an understanding of cultural diversity, as evidenced by an understanding of globalization, the dimensions along which cultures vary and the implications of both for business
   - Implement appropriate processes and behaviors for different cultural settings and audiences
   - Demonstrate an understanding and appreciation of linguistic and socio-cultural difference

7. **Goal:** Graduates will be effective users of information technology in business applications.

   Objectives: Graduates will:
   - Demonstrate proficiency in using IT applications in business and management
   - Locate, gather, organize, and evaluate information using appropriate information technology and systems

8. **Goal:** Graduates will understand their professional and ethical responsibility.

   Objectives: Graduates will:
   - Explain the role played by managers in ensuring the integrity of the firm and maintaining appropriate levels of social responsibility
   - Identify the activities/issues in their chosen profession that may present ethical challenges, and will articulate the consequences associated with unethical behavior
   - Identify an ethical dilemma in a scenario case of business and management and apply an ethics model or framework to propose and defend a resolution

TEACHING FACULTY

The WBB Program is led by a Program Director in each of the partner universities. At HKUST, Prof Stephen Nason, Professor of Business Practice from Department of Management, serves as the Program Director and leads the program and its academic development.

WBB students are required to fulfill the HKUST graduation requirements as the other HKUST students, most of the classes for WBB program will be shared with HKUST's UG Programs. There will be two courses designed for WBB students focusing on Asia Business, and will be led by faculty with the expertise in the area. Similar to the arrangement at HKUST, when taking courses at USC and Bocconi University, WBB students will be joining the classes of other USC and Bocconi University undergraduate programs in order to fulfill each of the partner's graduation requirements.

ASSURANCE OF LEARNING

As part of the UG Programs, WBB would follow the School's AoL process. In general, the courses in WBB Program are offered by departments and thus shall follow the assurance process of each department.

In order to conduct direct assessment on the performance of the WBB students and the learning outcome in different areas, WBB Program office will identify courses to review in 2014/15, including courses designed for WBB students and UG courses required by WBB programs.

The WBB Program Office will also conduct indirect assessment through student focus groups on a regular basis and set up an exit survey upon graduation to collect qualitative feedback on the curricular development, course offering and their learning experience.

For quality assurance and management purpose across the partner universities, an Academic Board for WBB Program has been setup to advise and make recommendations to the program on policies and regulations, and to monitor and review procedures, quality and performance relating to studies. The board members consist of the WBB Program Directors and representatives from each of the partner universities.

MSC IN INTERNATIONAL MANAGEMNT

The Master of Science in International Management Program, HKUST MIMT, is offered by the HKUST Business School in partnership with CEMS. HKUST Business School joins the worldwide CEMS network to leverage on the CEMS global network resources of academic members, corporate partners, students and alumni, etc. CEMS (the Global Alliance of Management Education, formerly known as the Community of European Management Schools and International Companies) is a global alliance of academic and corporate institutions dedicated to educating and preparing future generations of international business leaders.

The objectives of the MIMT program are to develop students' management knowledge and skills related to managing global organizations, to enhance the students' cross-cultural and international exposure, and to prepare the students to be potential candidates for leadership positions in international management in a cross-cultural work environment.

INTENDED LEARNING GOALS AND OUTCOMES

Goal 1: Internationalism

Graduates of the program are knowledgeable international business practitioners able to draw on an international learning experience.

Objectives:

- Graduates will be able to demonstrate knowledge of local and global economic environments of business
- Graduates will be able to demonstrate an international outlook and an understanding of cultural diversity, and the implications of both for business
- Graduates will be able to implement appropriate processes and behaviours for different cultural settings and audiences

Goal 2: Business-embeddedness

Graduates can apply advanced management and leadership competencies developed from systematic experience of an engagement with the corporate world.

Objectives:

- Graduates will be able to acquire core business knowledge and understand major business skills in marketing, management, operations, human resources, etc.
- Graduates will be able to analyze business situations and problems by applying conceptual frameworks drawn from different disciplines
- Graduates will be able to demonstrate knowledge of integrative business planning and devise viable business plan and strategies

Goal 3: Responsible Citizenship

Graduates understand and practice responsible business decision-making, leadership and citizenship.

Objectives:

- Graduates will be able to understand the role of ethical values and how to practice these values in organizations
- Graduates will be able to apply ethical decision frameworks to business problems

- Graduates will be able to translate ethical values and academic knowledge into real business practices

Goal 4: Reflective Critical Thinking
Graduates are confident, agile and reflective problem solvers, able to formulate and apply innovative solutions.

Objectives:
- Graduates will be able to approach business problems from alternative perspectives
- Graduates will be able to demonstrate structured analytical thinking
- Graduates will be able to critically evaluate and reflect on management theory and practice
- Graduates will be able to apply business concepts and disciplines in solving real world business problems

Goal 5: Comprehensive Leadership
Graduates are fully aware of personal responsibility and accountability and of the ethical and cultural framework in which leadership is executed.

Objectives:
- Graduates will be able to demonstrate the ability to successfully lead a team
- Graduates will be able to use appropriate leadership skills and behaviors to accomplish individual and organizational objectives
- Graduates will be able to understand his/her personal leadership strengths and weakness and to leverage those in successful goal accomplishment
- Graduates will be able to develop a comprehensive knowledge defining and applying responsible leadership into business practice

TEACHING PLAN/RESOURCES

When engaging teaching faculty, our plan is to align with the School's strategy to develop regular research faculty through teaching the MSc programs. The MIMT program can provide a platform for regular research faculty to gain teaching experience at a more advanced level than undergraduate programs and prepare them for teaching MBA and EMBA programs in the future.

We strike a good balance in developing research track faculty as well as to ensure the teaching quality of the courses. Among the confirmed teaching faculty, 80% of them are research track faculty. Further, 80% of the confirmed teaching faculty have taught MBA in the recent intakes and have high evaluation ratings in their courses. Below is a list of the courses and confirmed teaching faculty for each course for easy reference:

Course Code	Course Title	Teaching Faculty	Dept.	Credit
Summer 2012/13				
MIMT5010	Market Research for Business Applications	Prof. Ralf Van der Lans	MARK	2
MIMT5020	Managerial Decision Making	Prof. Ellick Wong	MGMT	2
Fall 2013/14				
MIMT5110	Doing Business in Asia	Prof. Oliver Zhao	MARK	2
MIMT5310	Understanding Consumers: A Strategic Approach	Prof. Joseph Salvacruz	MARK	2

MIMT5330	Global Supply Chain Management in Asia	Prof. Shu Ming Ng	ISOM	2
MIMT5350	Project Management	Prof. Jeevan Jaisingh	ISOM	2
MIMT5120	Strategic Management in Asia	Prof. J.T. Li	MGMT	2
MIMT5340	Negotiation	Prof. Stephen Nason	MGMT	2
MIMT5320	Global Marketing Management	Prof. Jiewen Hong	MARK	2
MIMT6110	Skill Seminar I	Prof. Caroline Wang	MGMT	0.5
Spring 2013/14				
MIMT5200	Responsible Global Leadership	Prof. Jinyu He	MGMT	1
MIMT5110	Doing Business in Asia	Prof. Oliver Zhao	MARK	2
MIMT5210	Managing Global Complexity	Prof. Bilian Sullivan Prof. Melody Chao	MGMT MGMT	2
MIMT5310	Understanding Consumers: A Strategic Approach	Prof. Jaideep Sengupta	MARK	2
MIMT5360	Enhancing Human Capital	Prof. Riki Takeuchi	MGMT	1
MIMT5370	Building Effective Teams in Organizations	Prof. Yaping Gong	MGMT	1
MIMT6120	Skill Seminar II	TBC	TBC	0.5
MIMT6200	Business Project	TBC	TBC	7

ASSURANCE OF LEARNING

The MIMT program is hosted by the School and follows the School's AoL process. In addition, the program also follows the CEMS program regulations and curriculum changes as approved by the CEMS Academic Committee and CEMS Executive Board.

The group of all CEMS Academic Directors locally responsible for the implementation of the CEMS program forms the CEMS Academic Committee, chaired by an elected member of the CEMS Executive Board. The CEMS Academic Committee decides on the rules and regulations and on the curriculum of the CEMS program, within the frame of the mandate given by the CEMS Executive Board. The CEMS Academic Committee also supervises the quality evaluation process for the individual course evaluations and for the program evaluation. The CEMS Academic Committee members meet twice a year.

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Curriculum Map
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	Learning Goals / Objectives	**MIMT5010** **Market Research for Business Application**	**MIMT5020** **Managerial Decision Making**	**MIMT5110** **Doing Business in Asia**	**MIMT5120** **Strategic Management in Asia**	**MIMT5200** **Responsible Global Leadership**	**MIMT5210** **Managing Global Complexity**	**MIMT5310** **Understanding Consumers: A Strategic Approach**	**MIMT5320** **Global Marketing Management**	**MIMT5330** **Global Supply Chain Management in Asia**	**MIMT5340** **Negotiation**	**MIMT5350** **Project Management**	**MIMT5360** **Enhancing Human Capital**	**MIMT5370** **Building Effective Teams in Organizations**	**MIMT6110** **Skill Seminar I**	**MIMT6120** **Skill Seminar II**	**MIMT6200** **Business Project**	**MIMT6300** **International Internship**
Goal 1:	**Internationalism** - Graduates of the program are knowledgeable international business practitioners able to draw on an international learning experience.			Y	Y	Y	Y		Y	Y				Y	Y		Y	Y
Objectives:	- Graduates will be able to demonstrate knowledge of local and global economic environments of business			Y	Y	Y	Y		Y	Y				Y	Y		Y	Y
	- Graduates will be able to demonstrate an international outlook and an understanding of cultural diversity, and the implications of both for business	Y		Y	Y	Y	Y		Y	Y	Y			Y	Y		Y	Y
	- Graduates will be able to implement appropriate processes and behaviours for different cultural settings and audiences	Y		Y	Y	Y	Y		Y	Y	Y			Y	Y		Y	Y
Goal 2:	**Business-embeddedness** - Graduates can apply advanced management and leadership competencies developed from systematic experience of an engagement with the corporate world.	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y
Objectives:	- Graduates will be able to acquire core business knowledge and understand major business skills in marketing, management, operations, human resources, etc.	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y
	- Graduates will be able to analyze business situations and problems by applying conceptual frameworks drawn from different disciplines	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y
	- Graduates will be able to demonstrate knowledge of integrative business planning and devise viable business plan and strategies	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y
Goal 3:	**Responsible Citizenship** - Graduates understand and practice responsible business decision-making, leadership and citizenship.		Y	Y	Y	Y	Y	Y		Y	Y		Y	Y		Y	Y	Y
Objectives:	- Graduates will be able to understand the role of ethical values and how to practice these values in organizations	Y	Y	Y	Y	Y	Y	Y		Y	Y		Y	Y		Y	Y	Y
	- Graduates will be able to apply ethical decision frameworks to business problems		Y	Y	Y	Y	Y	Y		Y	Y		Y	Y		Y	Y	Y
	- Graduates will be able to translate ethical values and academic knowledge into real business practices		Y	Y	Y	Y	Y	Y		Y	Y		Y	Y		Y	Y	Y
Goal 4:	**Reflective Critical Thinking** - Graduates are confident, agile and reflective problem solvers, able to formulate and apply innovative solutions.	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Objectives:	- Graduates will be able to approach business problems from alternative perspectives	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	- Graduates will be able to demonstrate structured analytical thinking	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	- Graduates will be able to critically evaluate and reflect on management theory and practice	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y
	- Graduates will be able to apply business concepts and disciplines in solving real world business problems	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Goal 5:	**Comprehensive Leadership** - Graduates are fully aware of personal responsibility and accountability and of the ethical and cultural framework in which leadership is executed.		Y	Y		Y	Y					Y	Y	Y	Y	Y	Y	Y
Objectives:	- Graduates will be able to demonstrate the ability to successfully lead a team		Y	Y		Y	Y				Y	Y	Y	Y	Y	Y	Y	Y
	- Graduates will be able to use appropriate leadership skills and behaviors to accomplish individual and organizational objectives		Y	Y		Y	Y					Y	Y	Y	Y	Y	Y	Y
	- Graduates will be able to understand his/her personal leadership strengths and weakness and to leverage those in successful goal accomplishment		Y			Y	Y				Y	Y	Y	Y	Y	Y	Y	Y
	- Graduates will be able to develop a comprehensive knowledge defining and applying responsible leadership into business practice		Y	Y		Y	Y					Y	Y	Y	Y	Y	Y	Y

MSC IN GLOBAL OPERATIONS

The Master of Science in Global Operations Program (MSGO) aims to provide a distinctive postgraduate education program to qualified students who have already completed a recognized bachelor degree and are interested in managing business operations on a global scale.

The program is developed to address the unique requirements of global operations. It draws on the latest research and is benchmarked to ensure that prospective graduates acquire both the knowledge and skills to manage global operations and work effectively in culturally diverse and competitive marketplaces. It introduces students to operations management practices and technologies that have been proved to be critical in the success and transformation of leading companies, and it prepares students in the qualitative aspects of working in cross-cultural settings.

INTENDED LEARNING GOALS AND OUTCOMES

Goal 1: Knowledge & Intellectual Capability

Graduates have all-rounded knowledge and skills to manage global operations and work effectively in competitive marketplaces.

Objectives:

- Graduates will be able to acquire core business knowledge and understand major business skills in accounting, economics, finance, marketing, management, operations, etc.
- Graduates will be able to analyze business situations and problems by applying conceptual frameworks drawn from different disciplines
- Graduates will be able to demonstrate knowledge of integrative business planning and devise viable business plan and strategies

Goal 2: Global Business Awareness

Graduates understand the nature of global issues impacting business operations and have the ability to manage them effectively in culturally diverse business settings.

Objectives:

- Graduates will be able to demonstrate knowledge of local and global economic environments of business
- Graduates will be able to demonstrate an international outlook and an understanding of cultural diversity, and the implications of both for business
- Graduates will be able to implement appropriate processes and behaviours for different cultural settings and audiences

Goal 3: Quantitative Analysis for Decision-making

Graduates are able to use a systemic and quantitative approach in analyzing business information for making effective business decisions.

Objectives:

- Graduates will be able to use appropriate methods to acquire and process data effectively
- Graduates will be able to question information, data and assumptions in quantitative analysis
- Graduates will be able to analyze quantitative business information competently to support decision-making

Goal 4: Critical and Integrative Thinking
Graduates are reflective problem solvers able to identify key issues in a business setting, and to formulate and apply innovative solutions.

Objectives:
- Graduates will be able to approach business problems from alternative perspectives
- Graduates will be able to demonstrate structured analytical thinking
- Graduates will be able to critically evaluate and reflect on management theory and practice
- Graduates will be able to apply business concepts and disciplines in solving real world business problems

Goal 5: Responsible Citizenship
Graduates are expected to disseminate their learning and understanding of global operations to industries in Hong Kong, the Greater China region, as well as the global market in order to enhance the global economic development and improve the competitiveness of the companies they will work for.

Objectives:
- Graduates will be able to understand the role of ethical values and how to practice these values in organizations
- Graduates will be able to apply ethical decision frameworks to business problems
- Graduates will be able to translate ethical values and academic knowledge into real business practices

TEACHING PLAN/RESOURCES

When engaging teaching faculty, our plan is to align with the School's strategy to develop regular research faculty through teaching the MSc programs. The MSGO program can provide a platform for regular research faculty to gain teaching experience at a more advanced level than undergraduate programs and prepare them for teaching MBA and EMBA programs in the future.

We strike a good balance in developing research track faculty as well as to ensure the teaching quality of the courses. Among the confirmed teaching faculty, about 70% of them are research track faculty. Further, about 65% of the confirmed teaching faculty have taught MBA in the recent intakes and have high evaluation ratings in their courses. Below is a list of the courses and confirmed teaching faculty for each course for easy reference:

Course Code	Course Title	Teaching Faculty	Dept.	Credit
Fall 2013/14				
MGMT5110	Managerial Communication	Prof. Caroline WANG	MGMT	2
ISOM5510	Data Analysis	Prof. Lancelot JAMES	ISOM	2
ACCT5210	Managerial Accounting Foundations	Prof. Tony SHIEH	ACCT	2
ECON5200	Global Macroeconomics	Prof. Milind RAO	ECON	2
ISOM5700	Operations Management	Prof. Albert HA	ISOM	2
MGMT5230	Management of Organizations	Prof. Patty FARH	MGMT	2
ISOM5810	Business Modeling and Optimization	Prof. Hongtao ZHANG	ISOM	2

MARK5120	Marketing Strategy and Policy	Prof. Kristiaan HELSEN	MARK	2
Spring 2013/14				
ISOM5730	Global Supply Chain Management	Prof. Shaohui ZHENG	ISOM	2
FINA5120	Corporate Finance	TBC	TBC	2
ISOM5720	ERP and Enterprise Systems Management	Prof. Ronald LAU	ISOM	2
ISOM5750	Demand and Revenue Management	Prof. Stephen SHUM	ISOM	2
ISOM5780	Global Operations Strategy	Prof. Shu Ming NG	ISOM	2
ISOM5770	Business Project Management	Prof. Qing LI	ISOM	2
ISOM5020	Information and Technology Management	TBC	TBC	2
MGMT5550	Effective Negotiations	Prof. Stephen W NASON	MGMT	2

ASSURANCE OF LEARNING

The MSGO program is hosted by the Department of ISOM. The quality of the program is governed by a dedicated faculty committee (or task force) for the MSGO program. The committee is chaired by the Academic Director and composed of 2-3 faculty members. The faculty committee (or task force) takes full responsibility of the program’s admission quality, promotion strategies, student academic progress, courses and curriculum, student assessment, and teaching and learning quality. The committee members meet regularly to evaluate the program delivery and also hold meetings to discuss ad hoc issues when necessary.

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Last update: 23 Sept 2013

	Learning Goals / Objectives	**ACCT5210** **Managerial Accounting Foundations**	**ECON5200** **Global Macroeconomics**	**FINA5120** **Corporate Finance**	**ISOM5020** **Information and Technology Management**	**ISOM5510** **Data Analysis**	**ISOM5700** **Operations Management**	**ISOM5720** **ERP and Enterprise Systems Management**	**ISOM5730** **Global Supply Chain Management**	**ISOM5740** **Managing Financial Services Operations**	**ISOM5750** **Demand and Revenue Management**	**ISOM5770** **Business Project Management**	**ISOM5780** **Global Operations Strategy**	**ISOM5810** **Business Modeling and Optimization**	**MARK5120** **Marketing Strategy and Policy**	**MGMT5110** **Managerial Communication**	**MGMT5230** **Management of Organizations**	**MGMT5550** **Effective Negotiations**
Goal 1:	**Knowledge & Intellectual Capability** - Graduates have all-rounded knowledge and skills to manage global operations and work effectively in competitive marketplaces.	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Objectives:	- Graduates will be able to acquire core business knowledge and understand major business skills in accounting, economics, finance, marketing, management, operations, etc.	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y
	- Graduates will be able to analyze business situations and problems by applying conceptual frameworks drawn from different disciplines	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	- Graduates will be able to demonstrate knowledge of integrative business planning and devise viable business plan and strategies	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y
Goal 2:	**Global Business Awareness** - Graduates understand the nature of global issues impacting business operations and have the ability to manage them effectively in culturally diverse business settings.		Y						Y			Y	Y		Y	Y	Y	Y
Objectives:	- Graduates will be able to demonstrate knowledge of local and global economic environments of business		Y						Y			Y	Y		Y		Y	Y
	- Graduates will be able to demonstrate an international outlook and an understanding of cultural diversity, and the implications of both for business		Y						Y			Y	Y		Y	Y	Y	Y
	- Graduates will be able to implement appropriate processes and behaviours for different cultural settings and audiences		Y						Y			Y	Y		Y	Y	Y	Y
Goal 3:	**Quantitative Analysis for Decision-making** - Graduates are able to use a systemic and quantitative approach in analyzing business information for making effective business decisions.	Y	Y	Y		Y		Y		Y	Y	Y		Y				
Objectives:	- Graduates will be able to use appropriate methods to acquire and process data effectively	Y	Y	Y		Y		Y		Y	Y	Y		Y				
	- Graduates will be able to question information, data and assumptions in quantitative analysis	Y	Y	Y		Y		Y		Y	Y	Y		Y				
	- Graduates will be able to analyze quantitative business information competently to support decision-making	Y	Y	Y		Y		Y		Y	Y	Y		Y				
Goal 4:	**Critical and Integrative Thinking** - Graduates are reflective problem solvers able to identify key issues in a business setting, and to formulate and apply innovative solutions.	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Objectives:	- Graduates will be able to approach business problems from alternative perspectives	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	- Graduates will be able to demonstrate structured analytical thinking	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	- Graduates will be able to critically evaluate and reflect on management theory and practice	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y
	- Graduates will be able to apply business concepts and disciplines in solving real world business problems	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Goal 5:	**Responsible Citizenship** - Graduates are expected to disseminate their learning and understanding of global operations to industries in Hong Kong, the Greater China region, as well as the global market to enhance the global economic development and improve the competitiveness of the companies they will work for.		Y						Y			Y	Y		Y		Y	Y
Objectives:	- Graduates will be able to understand the role of ethical values and how to practice these values in organizations		Y						Y			Y	Y		Y		Y	Y
	- Graduates will be able to apply ethical decision frameworks to business problems		Y						Y			Y	Y		Y		Y	Y
	- Graduates will be able to translate ethical values and academic knowledge into real business practices		Y						Y			Y	Y		Y		Y	Y

PILOT MBA IN SAUDI ARABIA

The program adopts the seven intended learning goals of the other MBA programs in general. To meet the needs of its students, the program aims to equip its students with the ability to apply Western management expertise to Asia, instead of to Greater China as indicated in the Goal#3 of the other MBA programs. The seven learning goals of the pilot MBA in Saudi Arabia are summarized as below:

1. Graduates will understand and be able to apply the core concepts of business functions required for General Managers.
2. Graduates will be able to integrate their functional knowledge for to make decisions commonly faced by general managers.
3. Graduates will be able to apply Western management expertise to Asia.
4. Graduates will develop strong verbal and written communication skills.
5. Graduates will be an effective member of cross-cultural teams.
6. Graduates will be able to identify, analyze and solve complex problems.
7. Graduates will be able to lead responsibly.

The program follows the same curriculum and a similar AoL process of the part-time MBA. Please refer to Section 5.2.1 for AoL of MBA programs and Appendix 9 for the course mapping. The program is taught by the existing faculty members on an extra-load basis or by adjunct faculty. Course schedule and instructors are listed below.

Teaching Period	Course Code	Course Title	Instructor
May 2013	MGMT 5210	Preparing to Lead	Prof. Steve DeKrey
			Prof. Caroline Wang
Jun 2013	ISOM 5510	Data Analysis	Prof. Inchi Hu
Aug - Sep 2013	ISOM 5700	Operations Management	Prof. Albert Ha
Oct 2013	MGMT 5230	Management of Organizations	Prof. Elizabeth George
Nov 2013	ISOM 5020	Information & Technology Management	Prof. Kai-Lung Hui
Dec 2013	MARK 5120	Marketing Strategy & Policy	Prof. Joseph Salvacruz
Jan 2014	ACCT 5100	Financial Accounting Foundations	Prof. Ping-Sheng Koh
Feb 2014	ACCT 5210	Management Accounting Foundations	Prof. Tai-yuan Chen
Mar 2014	ECON 5110	Managerial Microeconomics	Prof. Yuk-Fai Fong
Apr 2014	FINA 5120	Corporate Finance	Prof. Peter MacKay
May 2014	MGMT 5410	Strategic Management	Prof. JT Li
Jun 2014	MGMT 5110	Managerial Communication	Prof. Caroline Wang
Aug 2014	ECON 5180	Strategy and Organization	Prof. Xinyu Hua
Sep 2014	ECON 5200	Global Macroeconomics	Prof. Milind Rao
Oct 2014	ISOM 5460	Project Management	Prof. Jeevan Jaisingh
Nov 2014	MGMT 5590	Responsible Leadership and Ethics	Prof. Steve DeKrey
			Prof. Caroline Wang
Dec 2014	FINA 6900B	Financial Institutions in Practice	Prof. Veronique JA Lafon-Vinais
Jan 2015	MGMT 5550	Effective Negotiations	Prof. Stephen Nason
Feb 2015	FINA 5350	Strategic Finance and Value Creation	Prof. Vidhan K. Goyal
Mar 2015	MGMT 5250	Corporate Entrepreneurship and New Business Venturing	Prof. Wouter Stam
Apr 2015	ISOM 5420	Integrated Business Simulation and Strategy	Prof. Ted Clark
May 2015	ACCT 5140	Financial Statement Analysis	Prof. Kevin Chen
Jun 2015	MGMT 5640	Time to Lead	Prof. Steve DeKrey
			Prof. Caroline Wang