UGC 大學教育資助委員會
University Grants Committee

Annual Report 2013-14 年報

New Horizons in
Teaching, Learning and Research
教學相長 研究並進 開拓新領域

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# 大學教育資助委員會(教資會)成員



Photograph taken on 12 September 2014
攝於2014年9月12日

**Left to Right Rear:**

Dr Richard Armour, JP (Secretary-General, UGC), Professor Adrian K Dixon, Professor Zhang Jie, Professor Mette Hjort, Professor Andrew Hamilton, The Hon Cheung Chi-kong, Professor Angelina Yuen, Professor Richard Ho Yan-ki, Professor Gabriel Leung, Professor Wei Shyy

**Left to Right Front:**

Mr Cheung Pak-hong, Dr Kam Pok-man, Professor Chung Yip-wah, Sir David Eastwood, Mr Lincoln Leong Kwok-kuen, Mr Edward Cheng Wai-sun (Chairman, UGC), Professor Benjamin W Wah, Sir Malcolm Grant, Mr Tim Lui Tim-leung, Professor Mark Wainwright, Dr Michael Mak Hoi-hung

**Member who was unable to attend:**

Professor William Kirby

**後排由左至右：**

安禮治博士 (教資會秘書長)、Adrian K Dixon 教授、張杰教授、樂美德教授、Andrew Hamilton教授、張志剛議員、阮曾媛琪教授、何炘基教授、梁卓偉教授，史維教授

**前排由左至右：**

張百康先生、甘博文博士、鍾業華教授、Sir David Eastwood、梁國權先生、鄭維新先生(教資會主席)、華雲生教授，Sir Malcolm Grant、雷添良先生、Mark Wainwright 教授，麥海雄醫生

**未克出席成員：**

柯偉林教授

# FOREWORD FROM THE CHAIRMAN
# 主席序言

**Mr Edward CHENG Wai-sun, SBS, JP**
鄭維新先生，SBS，JP

As the Chairman, this is the third occasion that I present the Annual Report of the University Grants Committee (UGC). This past year 2013-14 has been a busy yet fruitful one for the UGC and the higher education sector.

The "3+3+4" new academic structure has been implemented for two years and we are pleased that operation has continued to be smooth. With the broader based learning opportunities made possible by the additional year of study, it is all the more important that emphasis continues to be put on teaching and learning, the core mission of higher education. The UGC has put in place a funding scheme to encourage advances in pedagogy and innovations in the area. On top of fostering competition to breed excellence, the scheme also motivates collaboration amongst the UGC-funded institutions to reap greater benefits. The whole is greater than the sum of its parts. This is complemented by a series of new internationalisation initiatives to continue to broaden the exposure of our students.

In respect of the important area of financial governance, the UGC has completed its study on the self-financing operations of the institutions and made recommendations to increase the transparency of their financial operations. Solid progress has been made by all institutions so far and we will see to it that the recommendations are implemented in accordance with the proposed timeline.

In 2014-15, we have an important year ahead. We will take forward the Research Assessment Exercise (RAE) 2014, an important exercise that benchmarks our research accomplishments against world leading researches. We will also lay the necessary ground work for a new round of Quality Assurance Council (QAC) quality audits to promote quality enhancement of teaching and learning, and the Academic Development Proposal (ADP) exercise to determine funding for the 2016-19 triennium. In addition, with the good progress made in the enhancement of financial governance, we are ready to embark on a review of institutional governance. I will elaborate further on these below.

這是我以主席身分提交的第三份大學教育資助委員會(教資會)年報。對教資會及高等教育界而言，2013-14年度忙碌且充實，同時亦是豐盛的一年。

已推行兩年的「3+3+4」新學制一直運作暢順，我們甚感欣喜。同學的修業期增加一年後，他們的學習機會更見廣泛，這使高等教育的核心使命教與學更形重要。教資會已推出一項資助計劃，鼓勵各資助院校在教學領域上不斷求進，推陳出新。所謂眾志成城，資助計劃旨在提升良性競爭，以促使院校力求進步之餘，亦推動院校間彼此協作，以收更大效益。此外，多項促進國際化的新措施亦已推出，繼續擴闊學生的視野。

至於在財務管治這個重要範疇，教資會已完成有關院校自資運作的研究，並提出建議以提高院校財務運作的透明度。所有院校迄今皆取得實質的進展，我們會確保這些建議按擬訂的時間表一一落實。

2014-15年度是重要的一年。我們將進行2014年研究評審工作，以世界領先的研究為基準，評核各院校的研究水平，這項工作非常重要。我們亦會為質素保證局(質保局)新一輪質素核證開展前期工作，以提升教與學的質素，並着手準備學術發展建議書工作，以釐定2016-19三年期的撥款分配安排。此外，有了提升財務管治的良好進展，我們已經準備好開始檢視院校的管治。我會在下文再詳述各點。

## The "3+3+4" New Academic Structure

Since its inception in September 2012, the "3+3+4" new academic structure has been successfully implemented for two years now. This past year we saw the first year students progress to select their majors in their second year of study. During my visits to institutions, I was glad that students enthusiastically shared with me how much they enjoyed their first year of dynamic and broad-based study for which this 'tasting menu' helped them better prepare themselves to choose their majors in the sophomore year. Two years from the inception, we are looking back to better understand the challenges posed to institutions and those which have been overcome. Students must come to appreciate the admirable hard work by the institutions to achieve such enjoyable study in the new era. Faculty members tell us that these new cohorts are confident and willing to engage in their learning and to challenge their professors in academic sense. Whilst this is admirable we must also ensure that our universities are prepared and equipped to ensure that the transition to a fulfilling and high quality higher education learning experience is no less for the new cohorts of secondary school graduates who have had one year fewer to absorb the building blocks of core learning in languages as well as the sciences and humanities which will underpin their higher education both in terms of all round general education as well as their eventual major.

## Teaching and Learning

It goes without saying that teaching is at the nub of the core mission of our institutions. We should not be complacent about our achievements attained but should continue to strive for enhancement in teaching and learning to ensure that the sector remains internationally competitive. Over the past year, we successfully launched a new tripartite funding scheme with contributions from the Administration, the UGC and institutions to accelerate the adoption of necessary pedagogical changes and innovations. I am delighted that the funding scheme has been well and enthusiastically received by institutions. It is particularly encouraging that the initiatives proposed are addressing the learning needs of the new generation in a practical and innovative manner. I also note with pleasure that collaboration is a key component in our funded proposals, as synergy could no doubt bring our higher education sector to a wider horizon than ever before.

## 「3+3+4」新學制

自「3+3+4」新學制於2012年9月推出,兩年來一直運行暢順。過去一年,我們觀察了學生升讀第二年時揀選主修科的情況。探訪院校期間,我很高興學生熱切地告訴我他們享受第一年的課程,不但生動有趣,涵蓋廣泛知識領域,使他們能涉獵不同範疇,並為二年級選取主修科目作好準備。回顧過去兩年,我們對院校所面對的難題及已克服的挑戰,亦有更深入的了解。各院校為這個新時代努力籌備,使學生能愉快學習,學生理當欣賞。教學人員告訴我們,新一屆學生充滿自信,主動投入學習,並且勇於從學術角度向教授提出質疑,實屬可喜。然而,我們亦須確保各院校已準備就緒,讓新學制下的高中畢業生可順利過渡至高等教育。即使同學在語文、科學及人文學科等中學階段核心課程的學習時間較以往減少一年,我們也必須確保他們基礎紮實,預備好修讀院校的通識教育及其最終主修科,好讓他們能夠享受充實而高質素的高等教育學習經驗。

## 教與學

教學無疑是院校最重要的核心使命。我們不應為已取得的成就而自滿,而應在教與學方面不斷求進,確保高等教育界在國際上保持競爭力。過去一年,我們成功推出一項由政府、教資會及院校斥資的三方資助計劃,藉此加快落實教學的變革及創新。我欣悉院校十分支持此資助計劃,而且反應熱烈。計劃提出的措施能夠以務實而創新的方式配合新一代的學習需要,令人鼓舞。更值得高興的是,獲資助的建議項目均包含重要的合作元素,當中所產生的協同效應將有助本地高等教育界開拓更廣闊的領域。

## Internationalisation and Engagement with Mainland China

Hong Kong, as a small and externally oriented economy, has always embraced globalisation. As Asia and Mainland China continue to rise on the world stage, we have an unprecedented opportunity to leverage our international character to continue our success story as a world city. Hong Kong's future critically depends upon the international capabilities and outlook of our future leaders. Noting the importance of internationalisation for students and the general Hong Kong community, institutions have been putting much effort on this front. To further motivate institutions to enhance their pursuit of internationalisation with a view to embedding the initiative as part and parcel of the culture of the entire sector, we rolled out another tripartite funding scheme, this time on internationalisation to support new initiatives. They aim to encourage multi-cultural integration in our campuses through funding student-initiated projects, enhance the promotion of Hong Kong's higher education sector as a united entity, and bring about exchange opportunities for financially needy students.

## Research Assessment Exercise (RAE) 2014

To stay competitive in the globalised higher education sector, the UGC always seeks to motivate and reward excellent research of our institutions. In the past year, the UGC entered the final phases of the preparatory and intensive assessment work for the RAE 2014 which aims at assessing the research quality of institutions and encouraging world-class research. Assessment panels comprising international and local experts were formed to assess the research submission of institutions and to produce quality profiles of academic units of the UGC-funded institutions, using international benchmarks and sharpened measures to delineate their areas of relative strength and weaknesses. This highly intensive and important exercise would allow Hong Kong to benchmark its research performance against the highest standard around the world. The results will be announced in early 2015 and will inform the research funding allocation for the coming years.

## 國際化及與內地加強連繫

香港是外向型的小規模經濟體系,全球化對港人並不陌生。隨着亞洲及中國內地繼續在國際舞台冒起,我們掌握前所未有的發展機遇,以充分發揮香港的國際化特色,延續我們這個國際都會的成功故事。香港的將來大大取決於我們未來的主人翁是否具備國際競爭力及全球視野。院校深知國際化對學生以至整體社會的重要,因此一直在這方面努力耕耘。為進一步推動院校國際化,從而將這趨勢融入高等教育界的文化之中,我們推出另一項三方資助計劃以支援院校採取新措施推動國際化。有關措施旨在透過資助由學生主導的計劃促進校園內跨文化融合、加強推廣整個香港高等教育界,以及為有經濟需要的學生提供交流機會。

## 2014年研究評審工作

為了在全球的高等教育界中保持競爭力,教資會一直致力推動並獎勵院校進行卓越研究。去年,教資會的2014年研究評審工作已進入預備及評審工作的最後階段。研究評審工作旨在評估院校的研究質素,以及鼓勵學者進行世界級研究。我們成立了包括海外及本地專家在內的評審小組,採用國際基準和更精確的衡量標準,以評核院校提交的研究項目,並對教資會資助院校的個別學術單位擬備質素分佈概覽,從而判別它們的相對強弱領域。這項精密而重要的工作,能讓我們根據全球最高的標準比對本港的研究表現。評審結果將於2015年年初公布,並會用作釐定今後數年研究撥款的分配。

## Financial Affairs Working Group (FAWG) Report

To ensure institutions' good financial governance and enhance their financial practice, the UGC, through its Financial Affairs Working Group (FAWG), completed its review in October 2013. Institutions have given us the comfort that there are no glaring irregularities in the financial practices of its self-financing operations. The Working Group has made recommendations to improve the financial transparency and cost allocation practices. The UGC has been taking forward the implementation of the recommendations in consultation with the institutions. I am confident that the adoption of the FAWG Report's recommendations would further enhance the cost allocation practices and financial transparency of the institutions which would provide institutions' senior management and Councils with better management information for making important decisions. The public could also rest assured that the use and application of public funds is appropriate - institutions shall only use the UGC funds for the activities eligible for public support.

## Plans for 2014-15

Looking ahead, the latter half of 2014 and the calendar year 2015 will be an extremely important period for the UGC itself and the UGC-funded sector. Many of the strategic initiatives and longer term initiatives which we began three years ago will come together in these 12 months or so. Noting that the international and local higher education landscape has been evolving rapidly, the UGC is well aware that it is important for our institutions to rise above individual institutional ambitions and work together to maintain sustainability and competitiveness of the sector as a whole. Discussion forums are scheduled to be held in 2014 and 2015 to bring together the UGC and the Heads of UGC-funded institutions to discuss important issues related to research, teaching and learning, and funding. I am confident that the discussions will help prepare the sector in formulating strategies to address future threats and opportunities, as well as to build a better future for the sector as a whole.

With a longer-term outlook, we also need to work on the important short to medium term exercises which are instrumental to the development of the UGC sector. Apart from the RAE 2014 which will continue, the second round of quality audits and the ADP exercise for the 2016-19 triennium will be conducted.

## 財務工作小組報告

為確保院校財務管治良好及改善財務做法，教資會轄下的財務工作小組於2013年10月完成了相關檢討。我們欣悉，院校就自資項目運作的財務做法並無明顯不當之處。財務工作小組就提高財務透明度及改善成本分攤方法提出了建議；教資會已着手落實報告所載的建議，並徵詢院校的意見。我深信採納財務工作小組報告的建議，可進一步改善成本分攤方法及提高院校的財務透明度，從而讓院校的管理層及校董會掌握更充分的管理資料，並以此為作出重要決定的依據，市民大眾亦可以放心院校運用公帑恰當得宜，只會把教資會撥款用於符合以公帑資助的活動。

## 2014-15年度的計劃

展望未來，2014年下半年及2015年對教資會及教資會資助院校均至關重要。多項在三年前展開的策略措施及較長遠的舉措，將在這12個月左右漸見成果。有見於國際及本地高等教育的面貌瞬息萬變，教資會深知各院校須放下各自的雄心，齊心合力，使整個高等教育界得以持續發展及保持競爭力。教資會在2014及2015年會舉行論壇，讓教資會及資助院校各校長聚首一堂，討論關乎研究、教與學，以及撥款等重要事項。我相信討論有助高等教育界制訂策略，應對未來的挑戰及機遇，為整個高等教育界開創更好的未來。

有較長遠的展望之餘，我們亦須推展可對界別發展起關鍵作用的中短期工作。除繼續進行2014年研究評審工作外，第二輪質素核證及2016-19三年期學術發展建議工作亦會展開。

## Second Round of Quality Audits

The UGC is committed to safeguarding and promoting the quality of UGC-funded institutions and their activities. The QAC, a semi-autonomous non-statutory body under the aegis of the UGC, assists the UGC in providing third-party oversight of the quality of the institutions' educational provision through undertaking periodic quality audits of the institutions.

Following the successful completion of the first round of QAC quality audits from 2007 to 2011 which established that the UGC-funded institutions had in place effective quality assurance systems for the maintenance of provision at the level of programmes and faculties, and institutional oversight of the academic standards of higher education qualifications, we will kick start the second round of QAC audits in early 2015. One of the key features of this round is the focus on quality enhancement and sector-wide improvement. Two audit themes, Enhancing the student learning experience and Global engagements: strategies and current developments, have been introduced to provide institutions with an opportunity to reflect on their current policies and strategies in these areas and consider plans for future activity. I look forward to the active participation of the institutions in the quality audits to take forward priorities for quality enhancement and sector-wide development.

## The ADP Exercise for the 2016-19 Triennium

The preparation of the ADP exercise for the 2016-19 triennium has begun. An ADP Group has been set up to take forward the exercise which will proceed to an important phase in the coming year. The ADP exercise provides a platform for the institutions to conduct a self-critical review on their key areas of activities against a number of elements that are important to the development of the higher education sector in Hong Kong. Through the ADP exercise, the UGC wishes to further enhance dynamism and drive changes among the sector so as to ensure a better use of resources and advance the international competitiveness of the UGC-funded institutions. Submission of the ADPs for the 2016-19 triennium from the institutions will be carefully considered by the UGC next year.

## 第二輪質素核證

教資會致力確保並提升資助院校及其活動的質素。質保局是教資會轄下半獨立的非法定機構,定期對院校進行質素核證,從第三方的角度協助教資會檢視院校的課程質素。

質保局的第一輪質素核證於2007至2011年順利完成,結果顯示教資會資助院校均實施了有效的質素保證制度,從課程及學院層面保證其辦學質素,同時充分監察高等教育資歷的學術水平。質保局將於2015年年初展開第二輪質素核證,是次核證的特點之一,是着重質素提升和改善整個界別。核證聚焦兩大主題:加強學生的學習經驗,以及國際參與:策略與現況。引入核證主題以提供機會讓院校反思在這些範疇的現行政策及措施,並為日後的工作制訂方案。我期望各院校積極參與質素核證,為提升質素及促進界別發展落實重點工作。

## 2016-19三年期的學術發展建議工作

我們已着手準備2016-19三年期的學術發展建議工作,並成立了學術發展建議工作小組負責有關推行事宜;該項工作在明年將進入重要階段。學術發展建議工作為院校提供平台,讓院校根據關乎本港高等教育界發展的多項關鍵元素,自行嚴格審視其主要活動範疇。教資會希望通過學術發展建議工作,為高等教育界帶來更多活力及推動變革,以確保能夠更善用資源,並協助提升資助院校的國際競爭力。教資會明年會審慎評審各院校就2016-19三年期所提交的學術發展建議書。

## Institutional Governance

UGC-funded institutions are statutorily autonomous bodies - each with its own Ordinance and governing council – which enjoy considerable institutional autonomy. This autonomy, and academic freedom for that matter, is underpinned by good governance. Upon completion of the review of the financial governance of institutions, we believe it is opportune to look at the institutional governance and draw up pointers and advice on good practices with reference to experiences in other higher education institutions, with a view to enhancing the effectiveness and transparency of the governing councils and to better equip members serving on these bodies with the necessary knowledge, skills and protocol for the proper discharge of their duties. We will be engaging an expert in 2014-15 to conduct a study on the matter.

## Concluding Remarks

The 2013-14 was a busy yet productive year of the UGC. I owe much to the hard work and selfless dedication of all Members. I would like to take this opportunity to thank them for their time and great efforts. I am confident that the UGC, with our distinguished local and non-local Members, will continue to do its utmost to keep up our momentum and work closely with all stakeholders, including the Administration, institutions and students, to strive for the betterment and success of our sector.
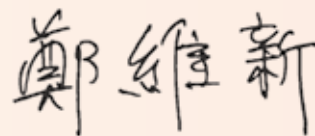
## 院校管治

各教資會資助院校均是獨立的法定機構,各自有法例和校董會,並享有相當大的自主權。良好的管治是院校自主和學術自由的基礎。當完成院校財務管治的檢討後,我們認為這是適當時候進一步研究院校管治,透過參考其他高等教育機構的經驗,就院校管治良好做法提出建議和方針,以提升各院校管治的成效和透明度,並更好地裝備校董會在院校管治上所需的知識、技能和慣例,以適當地履行職責。教資會會在2014-15年度聘請專家進行有關研究。

## 結語

2013-14年度對教資會而言是忙碌的一年,但同樣亦是收穫甚豐的一年。教資會全體委員辛勤工作,忘我無私,付出不少時間及心血,我謹藉此機會向他們致謝。我深信教資會全人,包括本地及非本地的傑出委員,均會繼續悉力以赴,保持幹勁,與政府、院校及學生等持份者緊密連繫,攜手推動本港高等教育界精益求精,再創佳績。

**Edward CHENG Wai-sun, SBS, JP**
*Chairman*

*主席*
**鄭維新**,SBS,JP

# ROLE AND FUNCTIONS OF THE UGC
# 教資會角色與職能

The UGC is an independent and non-statutory body which advises the Government of the HKSAR on the funding and strategic development of higher education in Hong Kong. In this role, the UGC works with institutions, the Government and the community to promote excellence in the higher education sector, with a view to establishing Hong Kong as the education hub of the region and to nurturing high quality people to promote the economic, cultural and social development of Hong Kong.  The UGC will:

(a)  oversee the deployment of funds for the strategic development of the higher education sector;

(b)  support the continuous development of the higher education sector to achieve greater impact and recognition, and as a source of innovation and ideas for the community;

(c)  give steering advice to the higher education sector from a system perspective and facilitate institutions to fulfill their distinctive roles;

(d)  enhance the student experience and advance the international competitiveness in teaching, research and knowledge transfer by institutions in accordance with their agreed roles;

(e)  facilitate the sustainable development of higher education to meet the demands of the changing times;

(f)  encourage deep collaboration among institutions to develop an interlocking system to increase international competitiveness of the sector; and

(g)  safeguard quality and promote efficiency, cost-effectiveness and accountability in the activities of institutions.

In carrying out the above activities, UGC seeks to preserve institutional autonomy and academic freedom, in the context of appropriate financial and public accountability.

The UGC has under it's aegis two semi-autonomous bodies: the **Research Grants Council** (RGC) is responsible for advising the needs of higher education institutions in academic research, and considering applications for disbursement of project-based research funding; and the **Quality Assurance Council** (QAC) is responsible for advising on quality assurance matters in the higher education sector, including specifically the conduct of quality audits of the UGC-funded institutions.

大學教育資助委員會(教資會)為非法定的獨立組織,就香港高等教育的經費撥款安排及策略性發展,向香港特別行政區政府提供意見。為此,教資會致力與各院校、政府及社會各界人士共同努力,務求令高等教育界達至卓越水平,把香港發展為區內教育樞紐,同時培養高質素人才,以推動本港經濟、文化及社會蓬勃發展。教資會的職能包括:

(a)  負責經費調配,以配合高等教育界的策略性發展;

(b)  支持高等教育界不斷發展,以發揮更大的影響力及得到廣泛認同,並成為社會創新思維和意念的泉源;

(c)  在整體層面向高等教育界提供方向性意見,並協助各院校發揮其獨特角色;

(d)  優化學生的學習經驗,並促使院校按本身的角色,提升在教學、研究及知識轉移範疇的國際競爭力;

(e)  促進高等教育界持續發展,以配合時代轉變的需要;

(f)  鼓勵院校深入協作,令香港高等教育界得以發展成一個互相緊扣的體系,以提高整體的國際競爭力;以及

(g)  確保院校維持質素,並推動各院校提升各項工作的效率、成本效益和問責性。

在執行上述工作時,教資會在恰當地向公眾及在財務上問責的前提下,將致力維護院校的自主和學術自由。

教資會轄下有兩個半獨立組織,分別是**研究資助局**(研資局)和**質素保證局**(質保局)。研資局負責就本港高等教育院校在學術研究上的需要向政府提出建議,以及審批專題研究項目的撥款申請。質保局負責就香港高等教育界的質素保證事宜提供意見,包括對教資會資助院校進行質素核證。

## UGC-Funded Institutions

There are eight higher education institutions in Hong Kong funded through the UGC:

City University of Hong Kong (CityU)

Hong Kong Baptist University (HKBU)

Lingnan University (LU)

The Chinese University of Hong Kong (CUHK)

The Hong Kong Institute of Education (HKIEd)

The Hong Kong Polytechnic University (PolyU)

The Hong Kong University of Science and Technology (HKUST)

The University of Hong Kong (HKU)

Each of the UGC-funded institutions is an autonomous body with its own Ordinance and Governing Council. The institutions take full responsibilities in curricula and academic standards, the selection of students, conduct of research, staff recruitment and their terms of employment, and the internal allocation of resources.

## 教資會資助院校

現時透過教資會取得撥款的本地高等教育院校共有八所：

香港城市大學(城大)

香港浸會大學(浸大)

香港嶺南大學(嶺大)

香港中文大學(中大)

香港教育學院(教院)

香港理工大學(理大)

香港科技大學(科大)

香港大學(港大)

上述資助院校均根據本身的法定條例成立，享有自主權並設有各自的校董會。各院校全權負責課程與學術水準的監控、學生的甄選、研究的進行、教職員的聘任和聘用條件，以及內部資源調配等。
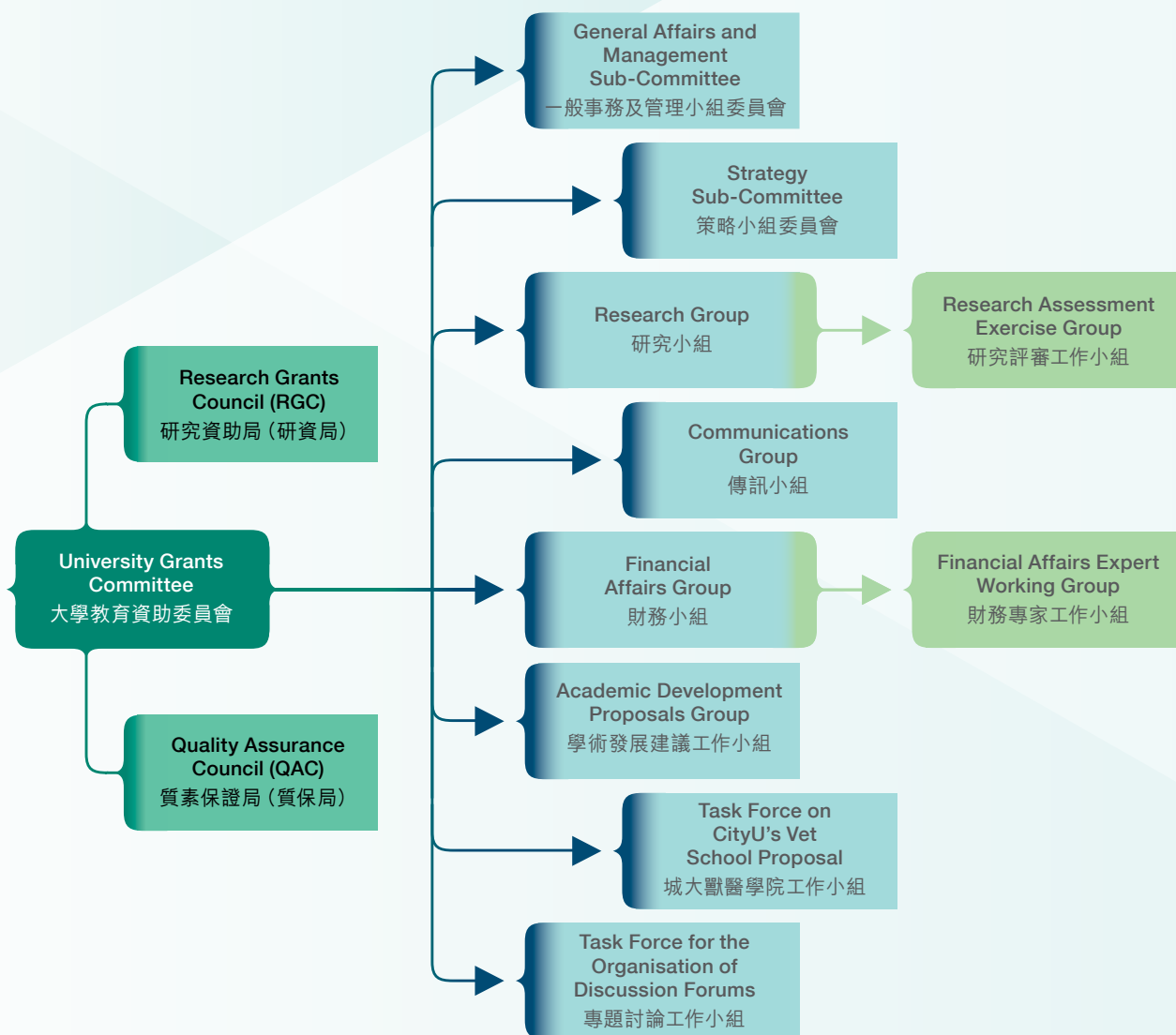
## Committee Structure (as at 31 August 2014)
## 教資會架構(2014年8月31日)



**University Grants Committee**
大學教育資助委員會

**Research Grants Council (RGC)**
研究資助局（研資局）

**Quality Assurance Council (QAC)**
質素保證局（質保局）

**General Affairs and Management Sub-Committee**
一般事務及管理小組委員會

**Strategy Sub-Committee**
策略小組委員會

**Research Group**
研究小組

**Research Assessment Exercise Group**
研究評審工作小組

**Communications Group**
傳訊小組

**Financial Affairs Group**
財務小組

**Financial Affairs Expert Working Group**
財務專家工作小組

**Academic Development Proposals Group**
學術發展建議工作小組

**Task Force on CityU's Vet School Proposal**
城大獸醫學院工作小組

**Task Force for the Organisation of Discussion Forums**
專題討論工作小組

The terms of reference of the UGC, RGC, QAC and UGC's Sub-Committees/Groups are provided at Annex I.

教資會、研資局、質保局及轄下委員會／小組的職權範圍，詳列於附錄一。

# Membership of the UGC (as at 31 August 2014)
# 教資會委員名單 (截止2014年8月31日)

## Chairman
## 主席

**Mr Edward CHENG Wai-sun, SBS, JP**
**鄭維新先生，SBS，JP**

*(Appointed as Chairman on 20 September 2011)*
*(2011年9月20日獲委任為主席)*

**Deputy Chairman and Chief Executive of Wing Tai Properties Limited and Director of Television Broadcasts Limited and Orient Overseas (International) Limited**

永泰地產有限公司副主席兼行政總裁、
電視廣播有限公司及東方海外(國際)有限公司董事

Mr Cheng was the former Chairman of the Urban Renewal Authority (2004-2007). He has served on the Advisory Committee on Corruption of the Independent Commission Against Corruption (2004-2009), the Steering Committee on Innovation & Technology (2004-2008), the Commission on Strategic Development (2005-2007), the Securities and Futures Commission's Takeovers and Mergers Panel and the Takeovers Appeal Committee (1994-2005), the Executive Committee of HK Housing Society (2000-2004), the Councils of the PolyU (2006-2009), CityU (2003-2007), HKIEd (2000-2002) and HK Institute of Certified Public Accountants (2004-2005). Mr Cheng was also a part-time member of the Central Policy Unit (1994-1995). Currently, he is a Member of the Executive Committee of the Airport Authority and the Commission on Strategic Development.

鄭先生為前市區重建局主席(2004-2007年)。他曾參與廉政公署貪污問題諮詢委員會(2004-2009年)、創新及科技督導委員會(2004-2008年)、策略發展委員會(2005-2007年)、證券及期貨事務監察委員會收購及合併委員會和收購上訴委員會(1994-2005年)、香港房屋協會執行委員會(2000-2004年)、香港理工大學校董會(2006-2009年)、香港城市大學校董會(2003-2007年)、香港教育學院校董會(2000-2002年)，以及香港會計師公會理事會(2004-2005年)。鄭先生亦曾於中央政策組擔任非全職顧問(1994-1995年)。他現為機場管理局董事局執行委員會成員，以及策略發展委員會委員。

## Members 成員

**Professor Jack
CHENG Chun-yiu**
鄭振耀教授

*(Appointment until 31 December 2013)*
*(任期至2013年12月31日)*

**Chairman, Department of
Orthopaedics and Traumatology,
Faculty of Medicine
The Chinese University of Hong Kong**
香港中文大學矯形外科及創傷學系主任

Professor Cheng is a specialist in paediatric orthopaedics. He participates actively in local and international professional and medical organisations. He was the Pro-Vice-Chancellor and Vice-President of CUHK (2002-2012), President of the Hong Kong Society for Surgery of the Hand (1990-1992), President of the Hong Kong Orthopaedic Association (1995-1996), member of the Licentiate Committee of Hong Kong Medical Council (1999-2001) and member of the Supplementary Medical Professions Council of Department of Health, HKSAR Government (1999-2002).

鄭教授為兒童骨科專家,並為多個香港及國際專業及醫學組織成員。他曾任香港中文大學副校長(2002-2012年)、香港手外科醫學會會長(1990-1992年)、香港骨科醫學會會長(1995-1996年)、香港醫務委員會執照組成員(1999-2001年),以及香港特別行政區衞生署輔助醫療業管理局成員(1999-2002年)。

**The Hon CHEUNG
Chi-kong, BBS, JP**
張志剛議員, BBS, JP

*(Appointed on 1 April 2013)*
*(2013年4月1日獲委任)*

**Member, Executive Council
Executive Director, One Country Two
Systems Research Institute**
行政會議成員、一國兩制研究中心總裁

The Hon Cheung is a Member of the ICAC Complaints Committee (2013-) and an Ex-officio Member of the Tung Wah Group of Hospital Advisory Board (2013-). He is also a Trustee of Hong Kong Development Forum (2004-). He served as the Vice-Chairman of Public Libraries Advisory Committee (2008-2014), Vice-Chairman of the Hong Kong Federation of Journalists (2006-2014) and a Member of Commission on Strategic Development (2005-2012).

張議員現任廉政公署事宜投訴委員會成員(2013-)及東華三院顧問局當然成員(2013-)。他亦為香港發展論壇董事會成員(2004-)。張議員曾擔任公共圖書館諮詢委員會副主席(2008-2014)、香港新聞工作者聯會副主席(2006-2014)及策略發展委員會委員(2005-2012)。

**Mr CHEUNG Pak-hong, BBS**
張百康先生,BBS

*(Appointed on 1 August 2012)*
*(2012年8月1日獲委任)*

**Principal, Munsang College
(Hong Kong Island)**
港島民生書院校長

Mr Cheung served as the Chairman of the Advisory Committee on Teacher Education and Qualifications (2008-2013) and a Member of the Education Commission (2008-2013) and the Standing Committee on Language Education and Research (2008-2013). He was also a Member of the Council of HKIEd (2001-2007) and the Chief Executive's Award for Teaching Excellence Sub-Committee (2003-2005), and the Deputy Chairman of Hong Kong Examinations and Assessment Authority (2003-2006).

張先生曾任師訓與師資諮詢委員會主席(2008-2013)、教育統籌委員會委員(2008-2013)及語文教育及研究常務委員會委員(2008-2013)。他亦曾出任香港教育學院校董會委員(2001-2007)、行政長官卓越教學獎專責委員會委員(2003-2005)及香港考試評核局副主席(2003-2006)。

## Mr Clifton CHIU Chi-cheong
## 趙志錩先生

*(Appointment until 31 December 2013)*
*(任期至2013年12月31日）*

**Chairman,
Harvester (Holdings) Co. Limited**
**香港豐誠集團有限公司主席**

Mr Chiu is a Member of the Standing Committee on Legal Education and Training, the Self-financing Postsecondary Education Fund Investment Committee and the Investment Committee of the HKSAR Government Scholarship Fund. He was the Deputy Chairman of the Takeovers and Mergers Panel of the Hong Kong Securities and Futures Commission (1996-2008) and the Vice Chairman of the Listing Committee of the Growth Enterprise Market of the Stock Exchange (1999-2002), and a Member of the Process Review Panel for the Securities and Futures Commission (2006-2012).

趙先生現任法律教育及培訓常設委員會、自資專上課程教育基金投資委員會及香港特別行政區政府獎學基金投資委員會委員。他曾出任證券及期貨事務監察委員會收購及合併委員會副主席(1996-2008年)、創業板上市委員會副主席(1999-2002年)，以及證券及期貨事務監察委員會程序覆檢委員會委員（2006-2012年）。

## Professor CHUNG Yip-wah, BBS
## 鍾業華教授，BBS

*(Appointed on 1 January 2008)*
*(2008年1月1日獲委任）*

**Professor, Department of Materials Science and Engineering, Northwestern University, U.S.**
**美國西北大學材料科學及工程教授**

Professor Chung is a Fellow of the Society of Tribologists and Lubrication Engineers, American Vacuum Society (AVS) and American Society for Metals International. He is currently Director of the National Science Foundation (NSF) Summer Institute on Nanomechanics, Nanomaterials, and Micro/Nanomanufacturing. He was the Director of NSF Center for Engineering Tribology (1987-1992), AVS Board of Directors (1998-1999), Chair of the Department of Materials Science and Engineering at Northwestern University (1992-1998) and Chair of AVS Advanced Surface Engineering Division (2004). He served as NSF Program Officer in Surface Engineering and Materials Design from 2003 to 2005. Currently, he is a Member of the Research Grants Council and chairing its Major Projects Steering Committee.

鍾教授是美國Society of Tribologists and Lubrication Engineers、American Vacuum Society (AVS) 及American Society for Metals International的資深會員。他現任美國國家科學基金會 Summer Institute on Nanomechanics, Nanomaterials, and Micro/Nanomanufacturing的主任。他曾任美國國家科學基金會 Center for Engineering Tribology主任(1987-1992)、AVS董事會成員(1998-1999)、美國西北大學材料科學及工程學系主任(1992-1998)及 AVS Advanced Surface Engineering Division 主席(2004)。鍾教授亦曾擔任美國國家科學基金會Surface Engineering and Materials Design項目主任(2003-2005)。他現時為研究資助局委員及該局大型項目督導委員會主席。

## Professor Adrian K DIXON

*(Appointed on 1 July 2013)*
*(2013年7月1日獲委任）*

**Master of Peterhouse University of Cambridge, UK.**
**英國劍橋大學彼得豪斯學院院長**

Professor Dixon is an Honorary Consultant Radiologist at Addenbrooke's Hospital and Professor Emeritus of Radiology at the University of Cambridge. He has published extensively on Computed Tomography and Magnetic Resonance Imaging and has edited several textbooks. He was Warden of the Royal College of Radiologists (Clinical Radiology, 2002-2006) and MR Clinical Guardian to the Department of Health (2004-2007). He has been awarded honorary Fellowship/Membership of Radiological Societies in Australia/New Zealand, France, Hungary, Ireland, Sweden, Switzerland and the USA and holds honorary Doctorates from Cork and Munich. He served as Editor-in-Chief of European Radiology from 2007 to 2013.

Professor Dixon 是劍橋大學艾登布魯克醫院放射科名譽顧問及放射醫學榮休教授，曾廣泛發表關於電腦斷層與磁力共振掃描的文章，以及編訂多部教科書。他亦是英國皇家放射學院(臨床放射學)院長(2002-2006年)及英國衛生部磁力共振科臨床監督(2004-2007年)。Professor Dixon曾獲澳洲與新西蘭、法國、匈牙利、愛爾蘭、瑞典、瑞士及美國等地的放射醫學學會授予名譽會員資格，並持有愛爾蘭科克及德國慕尼黑所頒的名譽博士銜。2007-2013年，他一直擔任European Radiology學報的總編輯。

## Members 成員



### Sir David EASTWOOD

*(Appointed on 1 January 2011)*
*(2011年1月1日獲委任)*

**Vice-Chancellor,
University of Birmingham, UK**
**英國伯明翰大學校長**

Sir David is also Chair of the Russell Group, Chair of Universitas 21, Director of the Universities Superannuation Scheme, Board member of Universities UK, member of the Arts & Humanities Research Council and Advisory Board of the Higher Education Policy Institute. Previous posts include Chief Executive of the Higher Education Funding Council for England, Vice-Chancellor of the University of East Anglia, Chief Executive of the Arts and Humanities Research Council, and Fellow and Senior Tutor of Pembroke College, Oxford. He has served on numerous national bodies and more recently was a member of the Government's Independent Review Panel looking at HE Funding and Student Finance.

Sir David為英國Russell Group主席、Universitas 21 主席、英國大學退休金計劃董事、英國大學組織董事局成員、英國藝術和人文科學研究委員會成員,以及英國高等教育政策研究所諮詢委員會成員。他過去亦曾任英格蘭高等教育撥款局行政總裁、University of East Anglia校長、英國藝術和人文科學研究委員會行政總裁,以及牛津大學Pembroke College研究員和高級導師。Sir David參與過英國多個國家機構的工作,包括早前曾任英國政府高等教育撥款及學生資助獨立檢討委員會成員。

### Sir Malcolm GRANT, CBE

*(Appointed on 1 April 2007)*
*(2007年4月1日獲委任)*

**Chairman, NHS England
Formerly President and Provost,
University College London, UK
(2003-2013)**
**NHS England主席**
**英國倫敦大學學院前校長兼教務長**
**(2003-2013年)**

Sir Malcolm is a barrister and Bencher of Middle Temple, and has specialised in environmental, planning, property and local government. He is a member of the Higher Education Funding Council for England and the Russian International Council for Universities. He is President of the Council for At-Risk Academics (CARA), a Governor of the Ditchley Foundation, a Director of Genomics England Ltd and a British Business Ambassador. He has served as Chairman of the Russell Group, the Local Government Commission for England and the UK Agriculture and Biotechnology Commission.

Sir Malcolm是專門處理環境規劃、物業事務及地區政府訴訟的大律師,亦為英國中殿律師學院主管委員。他現任英格蘭高等教育撥款局及俄羅斯大學國際委員會委員,同時亦是援助難民學者理事會主席、迪奇雷基金會理事、英格蘭基因組學有限公司董事,以及英國商務大使。Sir Malcolm曾任英國羅素大學聯盟、英格蘭地方政府委員會、英國農業及生物科技委員會主席。

### Professor Andrew HAMILTON

*(Appointed on 1 April 2014)*
*(2014年4月1日獲委任)*

**Vice-Chancellor, University of Oxford, UK**
**英國牛津大學校長**

Professor Hamilton was the Assistant Professor of Chemistry at Princeton University (1981-1988) and a department chair and Professor of Chemistry at the University of Pittsburgh (1988-1996). He joined Yale in 1997 and was Provost of Yale (2004- 2008). In addition to serving as Provost he was Benjamin Silliman Professor of Chemistry and Professor of Molecular Biophysics and Biochemistry.

Professor Hamilton received the Arthur C Cope Scholar Award from the American Chemical Society in 1999 and was elected a Fellow of the Royal Society and a Fellow of the American Association for the Advancement of Science in 2004, and a Member of the American Academy of Arts and Sciences in 2010. He received the International Izatt Christiansen Award in Macrocyclic Chemistry in 2011.

Professor Hamilton曾任普林斯頓大學化學系助理教授(1981-1988年)及匹茲堡大學化學系系主任兼教授(1988-1996年)。他在1997年加入耶魯大學,曾擔任耶魯大學常務副校長(2004-2008年),其間亦身兼Benjamin Silliman化學講座教授及分子生物物理學和生物化學教授。

1999年,Professor Hamilton獲美國化學學會頒發Arthur C Cope Scholar Award。2004年,他分別獲英國皇家學會和美國科學促進會選為院士。2010年,他獲選為美國藝術及科學學院院士,並於2011年獲頒International Izatt Christiansen Award in Macrocyclic Chemistry。

### Professor Mette HJORT
### 樂美德教授

*(Appointed on 1 April 2013)*
*(2013年4月1日獲委任)*

**Associate Vice President (Academic Quality Assurance & Internationalisation) Lingnan University**

**香港嶺南大學協理副校長(學術素質保證與國際事務)**

Professor Hjort is the Chair Professor of Visual Studies at LU, an Affiliate Professor of Scandinavian Studies at the University of Washington, Seattle and an Honorary Professor at the Centre for Modern European Studies, University of Copenhagen. Previous appointments include Director of Cultural Studies/Film and Communications at McGill University in Montreal, Canada (1993-1996), Head of Comparative Literature at HKU (2003-2004) and Head of Department of Visual Studies at LU (2009-2013). She was a Visiting Researcher at Kyoto University in 1996, a Visiting Professor of Scandinavian Studies at University College London in the Spring of 2007 and a Leverhulme Visiting Professor of Film Studies at St Andrews University in Scotland during the Fall of 2007.

樂教授為嶺南大學視覺研究系講座教授、西雅圖華盛頓大學北歐研究兼職教授及哥本哈根大學現代東歐研究中心榮譽教授。她亦曾擔任加拿大蒙特利爾McGill University文化研究及電影與傳訊系主任(1993-1996年)、香港大學比較文學系主任(2003-2004年)及嶺南大學視覺研究系主任(2009-2013年)。樂美德教授曾於1996年到日本京都大學擔任客座研究員,於2007年春到英國倫敦大學學院擔任北歐研究客座教授,又於2007年秋到蘇格蘭聖安德魯大學擔任電影研究Leverhulme客座教授。

### Professor Richard HO Yan-ki, JP
### 何炘基教授,JP

*(Appointed on 1 August 2009)*
*(2009年8月1日獲委任)*

**Honorary Professor, The Open University of Hong Kong**

**香港公開大學榮譽教授**

Professor Ho is currently a member of the Process Review Panel for the Securities and Futures Commission, an Independent Non-Executive Director of Citibank (Hong Kong) Limited, and the 2012 Hong Kong Fulbright Distinguished Scholar. Professor Ho was the Dean of the Faculty of Business (1995-2001), Vice-President (Undergraduate Education) (2006-2007), Acting President (2007-2008), Provost (2008-2009) and Chair Professor of Finance (1994-2013) of CityU.

何教授現為證券及期貨事務監察委員會程序覆檢委員會成員、Citibank(Hong Kong)獨立非執行董事,2012年獲頒香港富布爾特傑出學人獎。他曾任香港城市大學商學院院長(1995-2001年)、副校長(本科生教育)(2006-2007年)、署理校長(2007-2008年)、學務副校長(2008-2009年)及金融學講座教授(1994-2013年)。

### Dr KAM Pok-man
### 甘博文博士

*(Appointed on 1 April 2013)*
*(2013年4月1日獲委任)*

**Certified public accountant, HK**

**香港註冊會計師**

Dr Kam is currently a Member of the Hospital Authority (2013-) and Federation of Hong Kong Industries General Committee (2013-). He was formerly the Chief Executive Officer of Financial Reporting Council (2010-2013). He was the President of the Hong Kong Institute of Certified Public Accountants (1999-2000) and a Member of the Council of LU (1999-2004). He also served as a Member of the Corruption Prevention Advisory Committee of ICAC (1999-2004), Licensing Appeals Board (2000-2005), Travel Industry Compensation Fund Management Board (2001-2007), Process Review Panel for the Securities and Futures Commission (2004-2010), and Operations Review Committee of ICAC (2007-2010).

甘博士現任醫院管理局成員(2013-)及香港工業總會成員(2013-)。他是財務匯報局前行政總裁(2010-2013),並曾擔任香港會計師公會會長(1999-2000)、嶺南大學校董(1999-2004)。他亦曾任廉政公署防止貪污諮詢委員會(1999-2004)、牌照上訴委員會(2000-2005)、旅遊業賠償基金管理委員會(2001-2007)、香港證監會程序覆檢委員會(2004-2010)及廉政公署審查貪污舉報諮詢委員會(2007-2010)的成員。

## Members 成員



### Professor William KIRBY
### 柯偉林教授

*(Appointed on 1 August 2009)*
*(2009年8月1日獲委任)*

**T M Chang Professor of China Studies, Harvard University Spangler Family Professor of Business Administration, Harvard Business School**

**美國哈佛大學中國研究所 T M Chang 教授 哈佛商學院 Spangler Family 工商管理教授**

Professor Kirby is a Harvard University Distinguished Service Professor. He serves as Chairman of the Harvard China Fund and Faculty Chair of the Harvard Center Shanghai. He also serves as Duke University's Senior Advisor on China. He is Honorary Visiting Professor at Peking University, Nanjing University, Chongqing University, East China Normal University, Zhejiang University, Fudan University, and National Chengchi University. He has also held appointments as Visiting Professor at the University of Heidelberg and the Free University of Berlin. Before joining Harvard in 1992, he was Professor of History, Director of Asian Studies, and Dean of University College at Washington University in St. Louis. At Harvard, he has served as Chairman of the History Department, Director of the Asia Center and the Fairbank Center for Chinese Studies, and Dean of the Faculty of Arts and Sciences.

柯教授為美國哈佛大學傑出貢獻教授，兼任哈佛中國基金會主席及哈佛上海中心主任，並在杜克大學擔任中國高級顧問。他亦是北京大學、南京大學、重慶大學、華東師範大學、浙江大學、復旦大學及國立政治大學榮譽客座教授，過去曾於德國海德堡大學及柏林自由大學擔任客座教授。1992年加入哈佛大學前，柯偉林教授在聖路易斯華盛頓大學出任歷史系教授、亞洲研究中心主任及大學學院院長。他在哈佛大學曾擔任歷史系系主任、亞洲中心主任、費正清中國研究中心主任，以及文理學院院長。

### Mrs Stella
### LAU KUN Lai-kuen, JP
### 劉靳麗娟女士，JP

*(Appointment until 31 December 2013)*
*(任期至2013年12月31日)*

**Headmistress, Diocesan Girls' School**
**拔萃女書院校長**

Mrs Lau is currently the Chairperson of the Women's Commission of the HKSAR, the Board Chairman of the Hong Kong Schools Sports Federation, a member of the Community Sports Committee, the Sustainability Council, the Research Ethics Committee (Kowloon Central / Kowloon East) of the Hospital Authority, the Sir Jack Cater Scholarship Fund Selection Committee as well as the Family Council. Previously, she contributed her service to the Council of the City University of Hong Kong (2001-2007), the Committee on Performing Arts (2004-2010), the Broadcasting Authority (2005-2009), the Board of Directors (BoDs) of The Hong Kong Academy for Gifted Education Limited (2007-2010), the University Grants Committee (2007-2013), and as the President of Zonta Club, Hong Kong. She was appointed the Justice of the Peace in 2006 and conferred the Honorary Fellow of the City University of Hong Kong in 2010.

劉女士現任香港婦女事務委員會主席、香港學界體育聯會董事局主席，社區體育事務委員會成員、可持續發展委員會成員、醫院管理局九龍中及九龍東聯網臨床研究倫理委員會成員、姬達爵士獎學基金評選委員會成員及家庭議會成員。劉太歷屆公職包括香港城市大學校董(2001-2007年)、表演藝術委員會成員(2004-2010年)、香港廣播事務管理局董事(2005-2009年)、香港資優教育學院董事(2007-2010年)、大學教育資助委員會成員(2007-2013年)、香港崇德社主席。於2006年獲委任為非官守太平紳士，2010年獲頒香港城市大學榮譽院士。

### Professor Gabriel LEUNG, GBS
### 梁卓偉教授，GBS

*(Appointed on 1 April 2014)*
*(2014年4月1日獲委任)*

**Dean of the Li Ka Shing Faculty of Medicine, The University of Hong Kong**

**香港大學李嘉誠醫學院院長**

Professor Leung is the Dean of Medicine at HKU. He was previously the Head of Community Medicine in HKU (2012-2013) and served as the Director of the Chief Executive's Office (2011-2012) and the Under Secretary for Food and Health (2008-2011) in Government.

Professor Leung is one of Asia's leading epidemiologists. His research defined the epidemiology of two novel viral epidemics, namely SARS-CoV in 2003 and influenza A(H7N9) in 2013. While in government, he led Hong Kong's policy response against the 2009 influenza A(H1N1) pandemic. He is inaugural Chair of the Asia Pacific Observatory on Health Systems and Policies, former Vice President of the Hong Kong College of Community Medicine, and currently serves on the Council of the Hong Kong Academy of Medicine and the Hospital Authority Board.

梁教授現為香港大學李嘉誠醫學院院長。他曾擔任港大社會醫學系主任(2012-2013年)、香港特別行政區行政長官辦公室主任(2011-2012年)及食物及衞生局副局長(2008-2011年)。

梁教授是亞洲頂尖的流行病學專家。在2003年和2013年，他的研究分別確立了兩種新興流行病毒的流行病學—SARS冠狀病毒和甲型H7N9流感病毒。任職政府期間，他督導應對2009年的甲型H1N1流感大流行。他是亞太衞生系統和政策信息觀察站的首屆主席、前香港社會醫學學院副主席，現為香港醫學專科學院院務委員會及醫院管理局成員。

### Dr MAK Hoi Hung Michael, SBS, JP
麥海雄醫生，SBS，JP

*(Appointed on 1 April 2013)*
*(2013年4月1日獲委任）*

**Medical doctor**
醫生

Dr Mak is a practising paediatrician. He is the Vice-Chairman of the Council of St. Paul's Co-educational College (2012-). He is a Member of the Court of HKUST (2008-) and an Honorary Clinical Assistant Professor in the Department of Paediatrics and Adolescent Medicine, HKU (2001-). He was the former Vice-Chairman of the Council of HKUST (2008–2013) and served as a Member of the Hospital Governing Committee for Hong Kong Red Cross Blood Transfusion Service (1991–2001). He was the Supervisor of St. Paul's Co-educational College during 1999 – 2010.

麥醫生是執業兒科專科醫生。他現時為聖保羅男女中學校董會副主席(2012-)，香港科技大學顧問委員會委員(2008-)，香港大學兒童及青少年科學系榮譽臨床助理教授(2001-)。他曾擔任香港科技大學校董會副主席(2008-2013)，以及香港紅十字會輸血服務中心管治委員會成員(1991-2001)。他在1999-2010期間出任聖保羅男女中學校監。

### Professor John MALPAS
麥培思教授

*(Appointment until 31 December 2013)*
*(任期至2013年12月31日）*

**President, Centennial College**
明德學院校長

Professor Malpas is the Chair Professor of Earth Sciences of HKU. He was appointed as the Pro-Vice-Chancellor for planning and resources in 2000. From 2004 to 2013, he also took up responsibility for university infrastructure and development. Before joining HKU in 1995, he was Professor and Dean of Graduate Studies at Memorial University of Newfoundland in Canada. He served as the President of the Geological Association of Canada in 1995. He was also a Member of the Canadian Institute for Advanced Research and the National Research Council of Canada Committee on International Science, Engineering and Technology. He took up the position of President of Centennial College in April 2013.

麥教授是香港大學地球科學系講座教授，於2000年獲委任為副校長，負責規劃和資源分配工作。在2004-2013年，麥教授亦專責香港大學的校園建設和發展。麥培思教授於1995年加入香港大學前，是加拿大紐芬蘭紀念大學研究院教授及院長。他於1995年出任加拿大地質學協會主席，亦曾任加拿大高級研究所及加拿大國家研究委員會（國際科學、工程及技術）成員。他於2013年4月出任明德學院校長。

### Professor Wei SHYY
史維教授

*(Appointed on 1 April 2014)*
*(2014年4月1日獲委任）*

**Executive Vice-President & Provost, The Hong Kong University of Science and Technology**
香港科技大學首席副校長

Prior to joining HKUST in 2010, Professor Shyy was Clarence L. "Kelly" Johnson Collegiate Professor and Chairman of the Department of Aerospace Engineering of the University of Michigan. Professor Shyy is a Fellow of the American Institute of Aeronautics and Astronautics (AIAA) and the American Society of Mechanical Engineers (ASME). He received the AIAA 2003 Pendray Aerospace Literature Award, the ASME 2005 Heat Transfer Memorial Award, and The Engineers' Council (Sherman Oaks, CA) 2009 Distinguished Educator Award, etc. He is also a member of Coursera Advisory Board and Board of Directors of Hong Kong Science and Technology Parks Corporation.

史教授於2010年加入科大前，在密歇根大學擔任Clarence L."Kelly" Johnson講座教授及航天工程學系主任。史教授是美國航天及宇航學會及美國機械工程師學會院士。他曾獲得美國航天及宇航學會2003年Pendray航天文獻獎、美國機械工程師學會2005年熱能轉換紀念獎及工程師委員會(加州Sherman Oaks分會)、2009年傑出教育家獎等。他亦是Coursera顧問委員會和香港科技園董事會成員。

## Members 成員

### Dr Judy TSUI LAM Sin-lai
### 徐林倩麗博士

*(Appointment until 31 December 2013)*
*(任期至2013年12月31日)*

**Senior Advisor of Institute for New Economic Thinking**
**新經濟思維研究所高級顧問**

Dr Tsui was Vice President (International and Executive Education), Chair Professor of Accounting, Dean of Faculty of Business and Director of Graduate School of Business of PolyU.

Dr Tsui is currently an Honorary Professor of the University of Warwick in U.K. She was the first professor in Accounting who was awarded Cheung Kong Chair Professorship by Ministry of Education in Mainland. She has been featured speaker at TEDxHongKongED on the New Paradigm for Education in Greater China in 2014.

She is a Member of Nominating Committee of International Federation of Accountants and a Member of Research Grants Council.

徐博士曾擔任香港理工大學副校長(國際事務及行政教育)、會計學講座教授、工商管理學院院長,以及工商管理研究院院長。

徐博士現為英國華威大學榮譽教授,是首位被國家教育部評為「長江講座教授」的會計學教授。徐博士於2014年應邀在TEDxHongKongED論壇上就「大中華地區教育新思維:尊重與挑戰」發表專題演說。

徐博士被國際會計師聯合會委任為提名委員會成員,並是研究資助局委員。

### Professor Mark WAINWRIGHT

*(Appointed on 1 January 2011)*
*(2011年1月1日獲委任)*

**Immediate Past Vice-Chancellor & President, the University of New South Wales, Sydney, Australia**
**澳洲悉尼新南威爾斯大學前校長**

Professor Wainwright is an Honorary Visiting Emeritus Professor at the University of New South Wales following his retirement from the position of Vice-Chancellor and President of the same university (2004-2006). He currently holds a number of positions in the research and higher education sectors in Australia, including the Chairmanships of the Smart Services Cooperative Research Centre, the National Computational Infrastructure Board at the Australian National University, Intersect Australia Limited, the Cancer Institute of New South Wales Grants Program and the Higher Education Governing Council of the Technical and Further Education New South Wales. He is also a Director of the Australian Academic and Research Network (AARNet).

Professor Wainwright曾任澳洲新南威爾斯大學校長(2004-2006年),退休後在該校繼續擔任榮譽客座教授,現於澳洲的研究和高等教育界擔任多項要職,包括Smart Services Cooperative Research Centre、澳洲國立大學國家計算機基礎設施委員會、Intersect Australia Limited、新南威爾斯資助計劃癌病研究所,以及新南威爾斯職業及持續教育高等教育管理委員會主席。他現為澳洲學術研究網(AARNet)主任。

### Professor Angelina YUEN, BBS, JP
### 阮曾媛琪教授,BBS,JP

*(Appointed on 1 April 2014)*
*(2014年4月1日獲委任)*

**Vice President (Institutional Advancement and Partnership) The Hong Kong Polytechnic University**
**香港理工大學副校長(學院發展及合作)**

Professor Yuen became Vice President (Institutional Advancement and Partnership) of PolyU in 2010, and now is overseeing institutional advancement and global partnerships of the University. Prior to her appointment as Vice President, Professor Yuen was Head of the Department of Applied Social Sciences in 2004 and Associate Vice President in 2007. Before joining PolyU in 1986, Professor Yuen had taught at the National University of Singapore and the Hong Kong Shue Yan College. She was President of the Hong Kong Social Workers Association (2000-2004) and the International Association of Schools of Social Work (2008-2012), and a Member of the Committee on Economic Development and Economic Cooperation with the Mainland, the Commission on Strategic Development (2005-2007). She currently serves as a board member of the Hong Kong Press Council (2001-) and Keswick Foundation (1999-).

阮教授於2004年開始任職理大社會科學系系主任,於2007年任職協理副校長,並於2010年任職副校長(學院發展及合作),專責學院發展及大學的全球策略性合作。她於1986年加入理大之前,曾先後在香港樹仁學院及新加坡國立大學任教。

阮教授曾任香港社會工作人員協會主席(2000-2004年),國際社會工作學校聯會主席(2008-2012年),策略發展委員會之經濟發展及與內地經濟合作委員會委員(2005-2007年)。她現任凱瑟克基金會(1999-)及香港報業評議會(2001-)理事。

### Ex-officio Member:
### Chairman of the RGC
### 當然委員：研資局主席

## Professor YUAN Ming
## 袁明教授

*(Appointment until 31 December 2013)*
*(任期至2013年12月31日）*

**Director of American Studies,
Peking University, China**
**北京大學美國研究中心主任**

Professor Yuan is the Director of the American Studies Center of Peking University. She was a visiting scholar at University of California Berkeley (1983-1985), a Senior Associate Member at the St. Anthony's College, Oxford (1989-1990) and the Trustee of the Asia Society in New York (1998-2004). In 2007, she was recommended by the Chinese government to join the Board of the United Nations Foundation.

袁教授現任北京大學美國研究中心主任。她曾任美國加州大學柏克萊分校訪問學人(1983-1985)、牛津大學聖安東尼學院高級訪問學人(1989-1990)和紐約亞洲協會理事(1998-2004)。2007年，她獲中國政府推薦加入聯合國基金會董事會。

## Professor ZHANG Jie
## 張杰教授

*(Appointed on 1 January 2013)*
*(2013年1月1日獲委任）*

**President of Shanghai Jiao Tong University**
**上海交通大學校長**

Professor Zhang is an academician of Chinese Academy of Sciences, member of German Academy of Sciences Leopoldina, fellow of Third World Academy of Sciences, international fellow of the Royal Academy of Engineering as well as foreign associate of the U.S. National Academy of Sciences. He was also an alternative member of 16th and 17th Central Committee of the Chinese Communist Party. He took office as the 39th President of Shanghai Jiao Tong University in 2006. Before that, Professor Zhang worked at the University of Oxford and other internationally renowned teaching and research institutes (1989-1998).

張教授為中國科學院院士，德國科學院院士，第三世界科學院院士，英國皇家工程院外籍院士和美國科學院外籍院士，以及中國共產黨第十七屆、十八屆中央委員會候補委員。2006年張教授就任上海交通大學校長，並曾於1989年至1998年期間在英國牛津大學等國際著名教學、科研機構工作。

## Professor Benjamin W WAH
## 華雲生教授

*(Appointed as RGC Chairman on 1 January 2013)*
*(2013年1月1日獲委任為研資局主席）*

**Provost, The Chinese University of Hong Kong**
**香港中文大學常務副校長**

Professor Wah is currently the Provost and Wei Lun Professor of Computer Science and Engineering of CUHK. He was the Franklin W. Woeltge Endowed Professor of Electrical and Computer Engineering at the University of Illinois at Urbana-Champaign, and is a prominent computer scientist. He is a fellow of the Institute of Electrical and Electronics Engineers (IEEE), the Association for Computing Machinery (ACM), and the American Association for the Advancement of Science (AAAS) and has served as President of IEEE Computer Society.

He taught at Purdue University (1979-1985) and the University of Illinois at Urbana-Champaign (1985-2011). He also served as Director of the Advanced Digital Sciences Centre established by the University of Illinois in Singapore in 2009, with funding from the Singapore government's Agency for Science, Technology and Research.

華教授現為香港中文大學常務副校長及偉倫計算機科學與工程學講座教授。他曾任伊利諾伊大學厄本那－香檳分校電機及計算機工程學系 Franklin W. Woeltge 講座教授，為國際知名的計算機科學家。他為電機及電子工程師學會(IEEE)、計算機器學會(ACM)及美國科學促進學會(AAAS)院士，並曾任 IEEE 計算機學會會長。

華教授曾任教於普渡大學(1979-1985)及伊利諾伊大學厄本那－香檳分校(1985-2011)。他亦曾於二零零九年在新加坡擔任由伊利諾伊大學成立與新加坡政府科技研究局資助的先進數碼科學中心的總監。

## Ex-officio Member: Chairman of the QAC
## 當然委員：質保局主席

### Mr Lincoln LEONG Kwok-kuen, JP
### 梁國權先生，JP

*(Appointed as QAC Chairman on 1 April 2014)*
*(2014年4月1日獲委任為質素保證局主席)*

**Acting Chief Executive Officer, MTR Corporation Limited**
**香港鐵路有限公司署理行政總裁**

Mr Leong was appointed Acting Chief Executive Officer of MTR Corporation Limited on 16 August 2014 and prior to that was Deputy Chief Executive Officer. Prior to joining MTR in 2002, he worked in both the accountancy and investment banking industries in London, Vancouver, Canada and Hong Kong. Mr Leong is currently the Vice Chairman of the Hong Kong Housing Society (2012-), President of the Hong Kong Society for the Protection of Children (2011-) and a Member of the Board of Governor of the Chinese International School (2003-). He is also a Non-Executive Director of Hong Kong Aircraft Engineering Company Limited (2003-) and Mandarin Oriental International Limited (2012-).

梁先生於2014年8月16日獲委任為香港鐵路有限公司署理行政總裁，在此之前則擔任副行政總裁一職。他於2002年加入港鐵，早年曾在倫敦、加拿大溫哥華及香港任職會計及投資銀行界。梁先生現為香港房屋協會副主席(2012-)、香港保護兒童會會長(2011-)，以及漢基國際學校董事會成員(2003-)。此外，他亦是香港飛機工程有限公司(2003-)及文華東方國際有限公司(2012-)的非執行董事。

## Ex-officio Member
## 當然委員

### Mr Tim LUI Tim-leung, BBS, JP
### 雷添良先生，BBS，JP

*(Appointed on 1 January 2008)*
*(2008年1月1日獲委任)*

**Senior Advisor PricewaterhouseCoopers**
**香港羅兵咸永道會計師事務所高級顧問**

Mr Lui is a Senior Advisor of PricewaterhouseCoopers in Hong Kong. Mr Lui is the Chairman of the Committee on Self-financing Post Secondary Education, Self-financing Post-secondary Education Fund Steering Committee and the Standing Committee on Directorate Salaries and Conditions of Service of the HKSAR Government. He is a member of the Committee on Professional Development of Teachers and Principals as well as the Committee on Free Kindergarten Education. He is also an ex-officio member of the Education Commission. He served as a Member of the Council of HKUST (1999-2007), an ex-officio Member of the Court of HKUST (2001-2007) and the Chairman of the Appeal Boards Panel (Education) (2008-2011). Mr Lui is a Deputy of the National People's Congress of the PRC.

雷先生是羅兵咸永道會計師事務所的高級顧問。雷先生現任自資專上教育委員會，自資專上教育基金督導委員會和首長級公務員薪俸及服務條件常務委員會的主席。他是教師及校長專業發展委員會和免費幼稚園教育委員會的委員。雷先生亦是教育統籌委員會的當然委員。雷先生曾擔任香港科技大學校董會成員(1997-2007)、香港科技大學顧問委員會當然委員(2001-2007)及香港特區政府上訴委員團（教育事宜）主席(2008-2011)。雷先生是全國人民代表大會的香港區代表。

## Secretary-General
## 教資會秘書長

### Dr Richard T Armour
### 安禮治博士

Appointed as the Secretary-General of the UGC in January 2012, Dr Armour has extensive experience in higher education administration and management, having served in senior positions in various local universities as well as in UK and Australia. Much of his academic work has been in the field of higher education. In 1992, Dr Armour first came to Hong Kong and took up the post of Director of Academic Planning at the CityU. He became the Registrar of the Open University of Hong Kong in 1996. In 2006, Dr Armour moved to Australia as the Academic Registrar at Griffith University. He returned to Hong Kong in 2009 to take up the post of Senior Advisor to the President at the HKUST.

安博士於2012年1月出任教資會秘書長。他在高等教育界擁有豐富行政管理經驗，曾在多所本地大學及英國、澳洲擔任要職。他大部分的學術研究都與高等教育有關。他在1992年來港，於香港城市大學出任學術規劃主管，其後在1996年成為香港公開大學教務長。安禮治博士於2006年移居澳洲，並在格里菲斯大學擔任教務長。他於2009年返回香港，在香港科技大學受聘為校長資深顧問。

THE "3+3+4" NEW
ACADEMIC STRUCTURE
「3+3+4」新學制

The "3+3+4" academic structure was successfully implemented in the higher education sector in September 2012. The new academic structure provides opportunities for all students to receive six-year secondary education and four-year higher education. Through curriculum and assessment changes, the new structure can cater for the diversified learning needs of all students and allow those with different aptitudes, interests and competencies to excel. Moreover, the new academic structure provides smoother articulation for further studies or work in Hong Kong and be better connected with other major education systems in the world, as well as allows more balanced and comprehensive development of our university students.

The new academic structure has been implemented for almost two years. According to the institutions, the operation of the NAS was considered generally smooth, especially during the commencement stage. The major reason of such a smooth migration is perhaps due to the sufficient preparation of, and a robust contingency plan put in place by, the institutions.

UGC-funded institutions have so far admitted two groups of Hong Kong Diploma of Secondary Education graduates for the 2012/13 and 2013/14 academic years. These students are now proceeding to either the third year or second year of study. Some institutions adopt broad-based student admission mechanism in admitting students for the new four-year curriculum. Broad-based admission means that students will first be admitted to the academic faculty or school, instead of a specific programme, and will be given the flexibility to defer their choice of a major/specific programme to a later stage of their study. Such arrangement can offer students an opportunity to have a taste in different courses in their first year of studies before choosing their majors in the sophomore years. According to the institutions, most of the students are assigned to their top three choices of majors, partly because of the flexible design of the curriculum and sufficient academic advising given to the students.

高等教育界已於2012年9月成功推行「3+3+4」學制。新學制為學生提供機會接受六年中學教育及四年高等教育。透過改革課程和評核機制，新學制可以照顧學生各種學習需要，讓不同志向、興趣和能力的學生都能盡展所長。此外，新學制更順暢地銜接本港及全球主要教育制度，方便升學或就業，同時讓大學生得到更均衡全面的發展。

新學制推行至今，接近兩年。根據各院校的匯報，新學制普遍運作暢順，特別是在起始階段。順利過渡的主要原因，推算是院校準備充足，制訂了周全的應變計劃處理不同情況。

到目前為止，教資會資助院校已分別在2012/13及2013/14學年錄取兩批香港中學文憑試畢業生，該些學生現正修讀第二或第三年課程。部分院校採用綜合招生機制，錄取新生修讀新的四年制課程。綜合招生指學生先獲錄取入讀某個學院而非修讀某項特定課程，待升上較高年級才選修主修科目／特定課程。此項安排能讓學生有機會在一年級涉獵不同學科，然後在二年級才選修主修科目。根據院校的資料，大部分學生均獲分派首三個志願的主修科目，部分原因是課程設計靈活，學生亦獲提供足夠的選科建議。

One of the major objectives of the new four-year curriculum was to broaden the knowledge base of the students and infuse them with a balanced development, sound language, other generic skills, as well as a propensity for life-long learning. To this end, apart from developing new academic programmes or majors, institutions have devoted much effort in the past years to review, revise and develop the general education (GE) programmes, which constitute around 25% to 30% of the entire undergraduate education, as well as incorporating other elements such as service learning, capstone projects, experiential learning, etc. into the new curriculum to make it more dynamic. Feedback shows that the programmes are well received by the students, who think that the courses can help them to extend their knowledge outside the major studies and broaden their horizon.

The UGC has been attaching importance to the learning experience of the students. In this regard, we have been emphasising that the four-year curriculum is not simply to add one year to the study period, but it should provide a platform to broaden the students' horizon and promote their holistic development. The UGC sector also shares such belief and has included a series of co-curricular activities and programmes into the curricula, such as increasing the overseas exchange-out opportunities for local students to allow them to obtain more international experience, offering of placement and internships so that students may acquire work-related experience before they join the workforce. We believe that such experiential learning will enable students to be immersed in real-life challenges and learn through experience.

新四年制課程的主要目的之一,是讓學生擁有廣闊的知識基礎、均衡的發展、良好的語文水平及其他通用技能,同時培養學生終身學習的興趣。為此,院校在過去數年不僅發展新學術課程或主修科目,更致力檢討、修訂和制訂通識課程。在整體學士學位課程中,通識課程現時約佔25%至30%。另外,院校亦在新課程中加入服務學習、畢業專題研究、體驗學習等元素,務求令課程更多元化。從收到的意見得知,課程深受學生歡迎。他們表示通過課程掌握到更多主修科目以外的知識,開拓了視野。

教資會素來十分重視學生的學習經驗。在這方面,我們一直強調,四年制課程並非單純把修業期延長一年,而是要提供平台擴闊學生視野及促進他們的全面發展。教資會界別亦抱持相同理念,把一系列課外活動和項目納入課程,例如增加本地學生的海外交流機會,讓他們對外地生活有更深刻的體驗,又或提供實習培訓,讓學生在投身就業市場前先累積相關工作經驗。我們相信,通過體驗學習,學生能認識真實的挑戰,並從經驗中學習。

## Capital Works Projects

The implementation of the new normative four-year undergraduate programme in September 2012 resulted in a substantial increase in the overall undergraduate enrolment at the UGC-funded institutions. With the Legislative Council's approval of $5.84 billion, the UGC-funded institutions carried out a number of capital works projects to provide additional teaching and learning facilities in support of the new academic structure. All projects have been completed. A full list of these projects is shown in the table below.

## 基本工程項目

新的四年制學士學位規範課程在2012年9月推出後，八所資助院校修讀學士學位課程的整體學生人數大增。立法會通過撥款58.4億元，供八所資助院校進行多項基本工程項目，增設教與學設施，以配合新學制的需要。所有項目現已完成，整份名單開列如下：

| | | |
|---|---|---|
| City University of Hong Kong 香港城市大學 | 1 | Academic 3 Building 學術樓(三) |
| Hong Kong Baptist University 香港浸會大學 | 2 | Baptist University Road Campus Development 浸會大學道校園發展計劃 |
| Lingnan University 嶺南大學 | 3 | New Academic Block and Student Hostel 新教學大樓暨學生宿舍 |
| The Chinese University of Hong Kong 香港中文大學 | 4 | An Integrated Teaching Building 綜合教學大樓 |
| | 5 | Centralized General Research Lab Complex (Block 1) at Area 39 第39區綜合科研實驗大樓(第1座) |
| | 6 | Extension to the existing University Library at Central Campus 中央校園現有大學圖書館擴建工程 |
| | 7 | Student Amenity Centre 學生活動中心 |
| The Hong Kong Polytechnic University 香港理工大學 | 8 | Phase 8 Development 第八期發展計劃 |
| The Hong Kong University of Science And Technology 香港科技大學 | 9 | Extension to the existing Academic Building 現有教學大樓擴建工程 |
| | 10 | New Academic Building 新教學大樓 |
| The University of Hong Kong 香港大學 | 11 | Centennial Campus Phase 1 百周年校園第1期 |

**1.**

CityU's
Academic 3 Building
香港城市大學學術樓(三)



**3.**

LU's new Academic Block
and Student Hostel
嶺南大學新教學大樓暨學生宿舍



**2.**

HKBU's Baptist University Road
Campus Development
香港浸會大學浸會大學道校園發展計劃



**4.**

CUHK's an Integrated Teaching Building
香港中文大學綜合教學大樓



**5.**

CUHK's Centralized General Research
Laboratory Complex (Block 1) in Area 39
香港中文大學第39區綜合科研實驗大樓 (第1座)

6. CUHK's extension to the
existing University
Library at Central Campus
香港中文大學中央校園
大學圖書館擴建工程



7. CUHK's Student Amenity Centre
香港中文大學學生活動中心



8. PolyU's Phase 8 Development
香港理工大學第八期發展計劃



9. HKUST's extension to the
existing Academic Building
香港科技大學教學大樓擴建工程



10. HKUST's new
Academic Building
香港科技大學新教學大樓



11. HKU's Centennial Campus Phase 1
香港大學百周年校園第1期

In 2013-14, the UGC also supported 12 Alterations, Additions, Repairs and Improvements projects with a total estimated cost of $300 million for institutions to carry out consequential works related to their "3+3+4" capital projects and improvement works to their existing facilities necessary for the implementation of the new four-year academic structure.

2013-14年度，教資會亦支持了12項改建、加建、維修及改善工程項目，讓院校進行「3+3+4」基本工程項目的相應工程，以及改善現有設施，配合新四年學制的需要，預算費用合共約3億元。

INTERNATIONALISATION AND ENGAGEMENT WITH MAINLAND CHINA
國際化及與內地加強連繫

In an age of rapid globalisation and intense regional and international competition, the UGC sees internationalisation and engagement with Mainland China as the key to Hong Kong's future, and believes that it should be actively pursued by the UGC-funded institutions.

To map the way forward and set priorities for internationalisation and engagement with Mainland China, the UGC convened a series of strategic dialogues in 2012 with the Heads of Universities Committee (HUCOM) and the institutions. Through the dialogue, the UGC and the institutions have achieved better understanding on the importance and best practices to pursue the two initiatives, having regard to institutional autonomy and the institutions' plans and policies that are already in place.

After completion of the strategic dialogues in September 2012, the UGC was encouraged to have identified a number of strengths institutions have in developing the two initiatives, including, among others, strong leadership, international faculty, substantial percentage of non-local students and relative open-mindedness of local students to non-local students. At the same time, there are tremendous opportunities for institutions to further develop the two initiatives.

In order to motivate UGC-funded institutions to enhance their pursuit of internationalisation with a view to embedding the initiative as part and parcel of the culture and mindset of the entire UGC sector, the UGC has rolled out a "tripartite" funding scheme (involving funding from the Education Bureau, UGC and the eight institutions) of $30 million to support four new initiatives on internationalisation in the 2013/14 and 2014/15 academic years. Four initiatives originated from the strategic dialogues would be implemented. First, funding was provided for student-initiated projects or initiatives that encourage multi-cultural integration. Responses from students were encouraging and a total of 35 projects have been funded in the 2013/14 academic year. Secondly, the UGC has helped to promote Hong Kong's higher education sector as a united entity by taking the lead in setting up a Hong Kong Pavilion in international conferences, such as the Asia-Pacific Association for International Education (APAIE) 2014 held in Seoul in March 2014 and the NAFSA : Association of International Educators Annual Conference & Expo in San Diego, California in May 2014. Similar pavilions would also be set up in the European Association for International Education (EAIE) Conference in Prague, the Czech Republic in September 2014. Thirdly, a sector-wide search engine has been established at www.hotcoursesabroad.com/hongkong/ and www.studyinhongkong.edu.hk to provide easier access to information for prospective students. Fourthly, more exchange opportunities for more students, in particular those who lack the means to travel abroad, were introduced through financing student exchanges. Each eligible student is provided with a subsidy up to $15,000 to go on exchanges. The UGC hopes that these initiatives would help bring long-term policy changes to strengthen the development on this front.

在全球化急速擴展及地區和國際競爭加劇的年代，教資會認為，走向國際化及加強與內地的連繫，對香港未來至為重要，各資助院校均應積極落實相關工作。

為了就國際化及與內地加強連繫的相關工作擬訂未來路向，並定出落實優次，教資會在2012年與大學校長會及各院校展開了一系列策略性對話。在尊重院校自主並顧及院校現有計劃和政策的前提下，教資會與院校藉策略性對話，就上述兩個方針的重要性及相關良好做法，取得進一步共識。

策略性對話於2012年9月結束後，教資會欣悉院校在落實兩個方針方面各有所長，這主要體現於出色的領導層、來自世界各地的教學人員、佔一定比例的非本地學生，以及本地學生對非本地學生的相對包容。同時，各院校仍有很大空間循這兩個方針進一步發展。

為了鼓勵資助院校更銳意落實國際化，以期把該概念融入整個教資會界別的文化與思維，教資會推出了由三方撥款的資助計劃(撥款來自教育局、教資會及八大院校)，資助額達3,000萬元，在2013/14及2014/15學年支援四項有關國際化的新措施。該四項源自策略性對話的措施會相繼落實。第一，教資會資助由學生主導、鼓勵多元文化融合的項目或計劃。學生對此反應良好，各院校在2013/14學年內共資助35個相關項目。第二，教資會在國際博覽會中設立香港館，推廣整個香港高等教育界，包括2014年3月於韓國首爾舉行的亞太國際教育協會年會以及2014年5月於美國加州聖地牙哥舉行的美洲教育者年會暨教育展。教資會亦在2014年9月於捷克共和國布拉格舉行的歐洲國際教育者年會設置展館。第三，教資會在網頁www.hotcoursesabroad.com/hongkong/及www.studyinhongkong.edu.hk設立跨院校搜尋器，讓有可能來港就讀的學生更易搜尋有關資訊。第四，教資會資助學生交流活動，藉此為更多學生(特別是無法應付外遊開支的清貧學生)提供交流機會，每名合資格學生最多可獲資助1.5萬元參加交流。教資會期望上述新措施有助院校調整其長遠政策，促進這方面的發展。

Setting up of the Hong Kong Pavilion in international education exhibitions helps promote Hong Kong's higher education sector.
在國際教育博覽會中設立香港館有助推廣香港高等教育界。
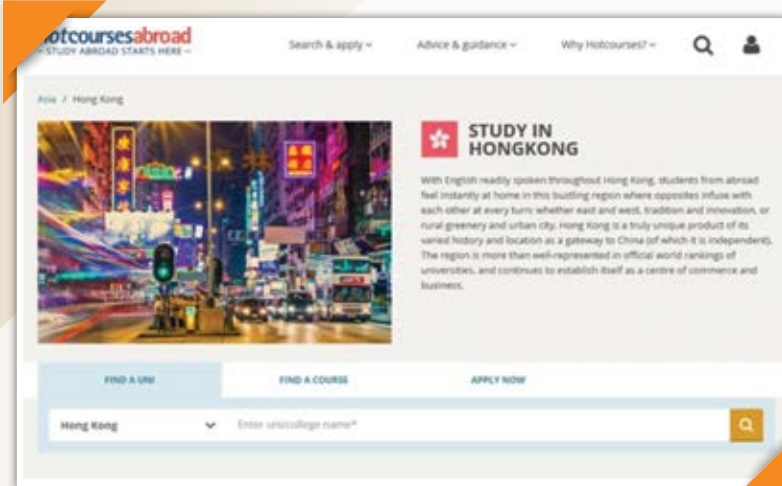




The sector-wide search engine provides easy access to information on Hong Kong's higher education, including information on UGC-funded institutions and the courses they offer.
跨院校搜尋器提供了方便的渠道取得有關香港高等教育，包括教資會資助院校及其課程的資訊。

Other than student exchange activities, the UGC also believes that students could grow and learn from international experiences in other ways too, such as service abroad, extended internships and study trips, etc.

In terms of non-local student recruitment, the non-local student quota for publicly-funded programmes at the sub-degree, degree and taught postgraduate levels of UGC-funded institutions is at 20% of the approved student number targets.

In 2013/14, the eight institutions recruited a total of 2 446 first-year-first-degree (FYFD) non-local students from the Mainland and other places, accounting for about 16% of the planned intake. It is certainly a leap from the 1% and the 10% as recorded in 2000/01 and 2006/07 respectively.

除了學生交流活動外，教資會認為其他形式的國際經驗亦有助學生成長和學習，例如海外服務、較長時間的實習及遊學等。

在招收非本地學生方面，資助院校錄取非本地學生修讀公帑資助課程(包括副學位、學位和研究院修課課程)的收生限額，定於核准學額指標的20%。

2013/14學年，八所資助院校一共錄取了2 446名來自內地及其他地區的非本地學生修讀第一年學士學位課程，約佔計劃收生人數的16%，遠高於2000/01學年的1%及2006/07學年的10%。

**Chart 1 : Non-local Student Enrolment (Headcount) of UGC-funded Programmes, 2006/07 to 2013/14**

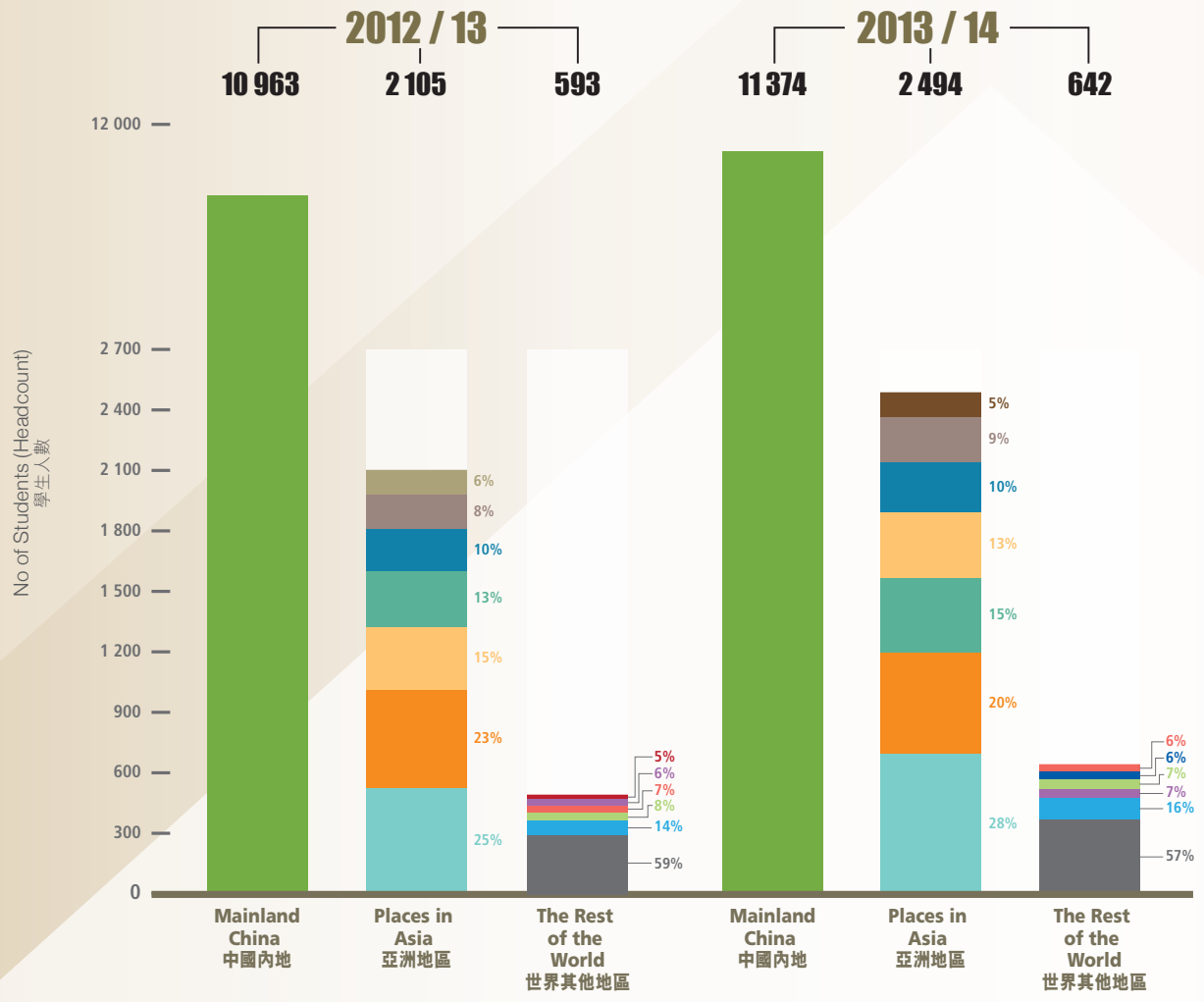**圖一 : 2006/07至2013/14學年修讀教資會資助課程的非本地學生人數**
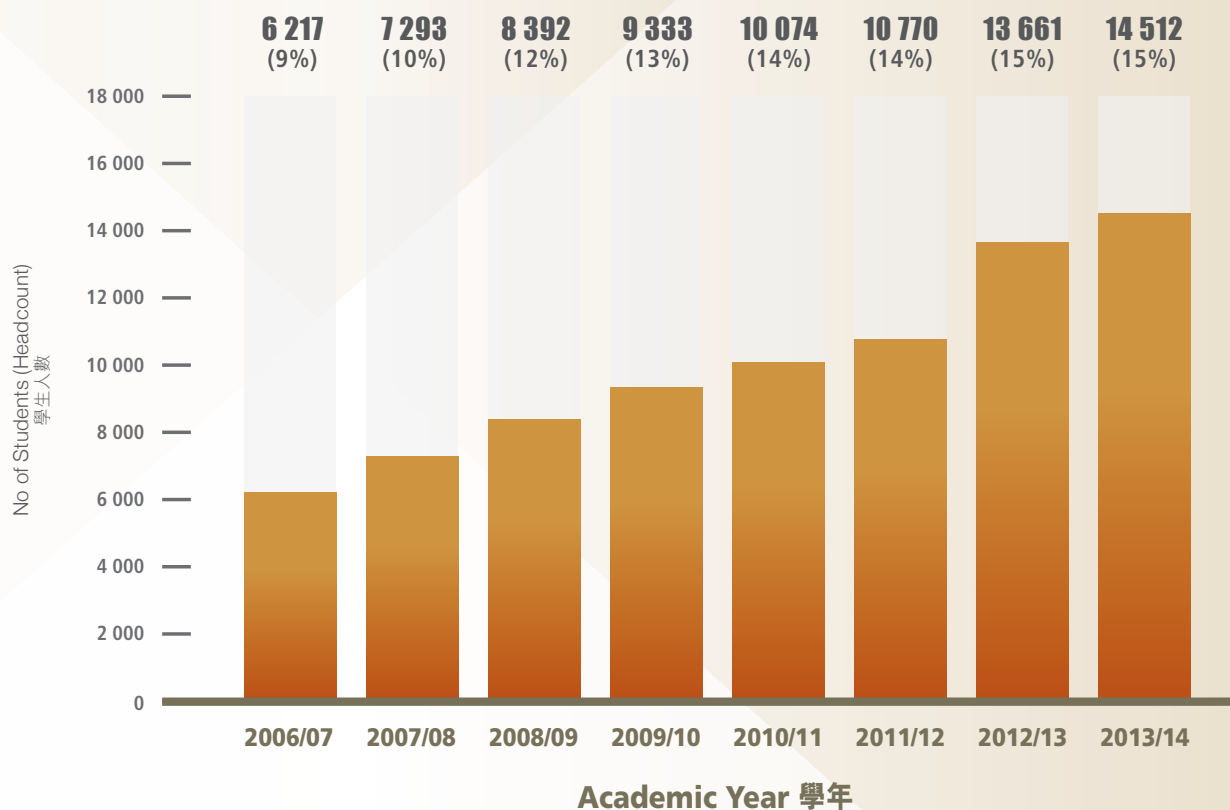


Note: 1. Figures in brackets denote percentages of non-local students to total student enrolment.
2. To tie in with the implementation of the new academic structure, UGC-funded institutions have admitted two cohorts of students under the old and new academic structures in the 2012/13 academic year.

註： 1. 括號內的數字是非本地學生在學生總人數中所佔的百分比。
2. 為配合新學制的實施，資助院校在2012/13學年同時錄取新學制及舊學制的學生。

**Chart 2 : Non-local Students, 2012/13 and 2013/14**
圖二　　 ：2012/13及2013/14學年非本地學生人數



**2012 / 13**
10 963　　2 105　　593

**2013 / 14**
11 374　　2 494　　642

No of Students (Headcount) 學生人數

12 000

2 700
2 400
2 100
1 800
1 500
1 200
900
600
300
0

**Mainland China** 中國內地

**Places in Asia** 亞洲地區

2012/13 Places in Asia: 6%, 8%, 10%, 13%, 15%, 23%, 25%

**The Rest of the World** 世界其他地區

2012/13 Rest of the World: 5%, 6%, 7%, 8%, 14%, 59%

2013/14 Places in Asia: 5%, 9%, 10%, 13%, 15%, 20%, 28%

2013/14 Rest of the World: 6%, 6%, 7%, 7%, 16%, 57%

**Mainland China 中國內地**

**Places in Asia 亞洲地區**

| Pakistan 巴基斯坦 | Macau 澳門 | India 印度 | Taiwan 台灣 | Malaysia 馬來西亞 |
| South Korea 南韓 | Indonesia 印尼 | Other Asian Countries 其他亞洲國家 |

**The Rest of the World 世界其他地區**

| Italy 意大利 | UK 英國 | Germany 德國 | Portugal 葡萄牙 |
| Canada 加拿大 | USA 美國 | Others 其他地區 |

Chart 3 : Non-local Student Enrolment (Headcount) of UGC-funded Programmes by Institution and Place of Origin, 2013/14
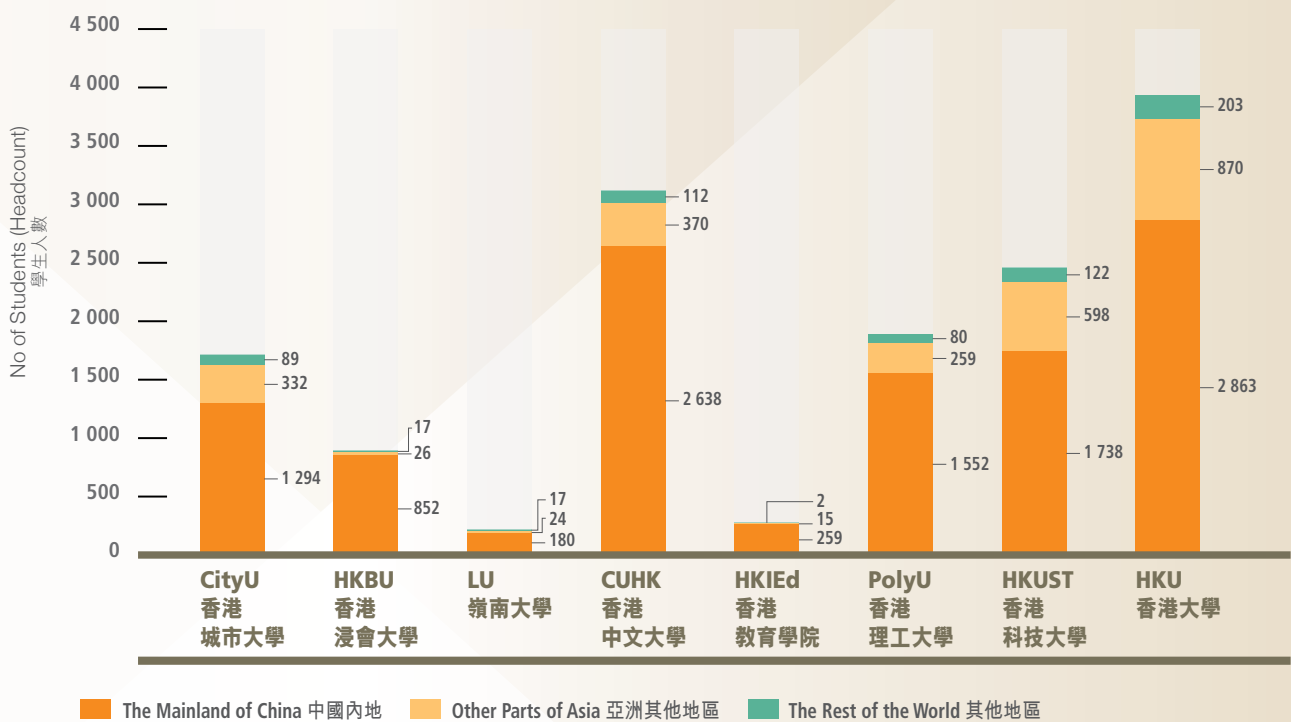
圖三 : 2013/14學年按院校及學生原居地劃分的教資會資助課程非本地學生人數

No of Students (Headcount) 學生人數

| Institution | The Mainland of China | Other Parts of Asia | The Rest of the World |
|---|---|---|---|
| CityU 香港城市大學 | 1 294 | 332 | 89 |
| HKBU 香港浸會大學 | 852 | 26 | 17 |
| LU 嶺南大學 | 180 | 24 | 17 |
| CUHK 香港中文大學 | 2 638 | 370 | 112 |
| HKIEd 香港教育學院 | 259 | 15 | 2 |
| PolyU 香港理工大學 | 1 552 | 259 | 80 |
| HKUST 香港科技大學 | 1 738 | 598 | 122 |
| HKU 香港大學 | 2 863 | 870 | 203 |

The Mainland of China 中國內地　　Other Parts of Asia 亞洲其他地區　　The Rest of the World 其他地區

**Chart 4 : Distribution of Incoming Exchange Students by Place of Origin, 2012/13**
**圖四 ：2012/13學年按原居地劃分的來港交流生比例**

USA 美國
1 012 | 22%

Others 其他地區
1 650 | 36%

The Mainland of China
中國內地
753 | 16%

Netherlands 荷蘭
232 | 5%

France 法國
280 | 6%

Canada 加拿大
345 | 7%

UK 英國
354 | 8%
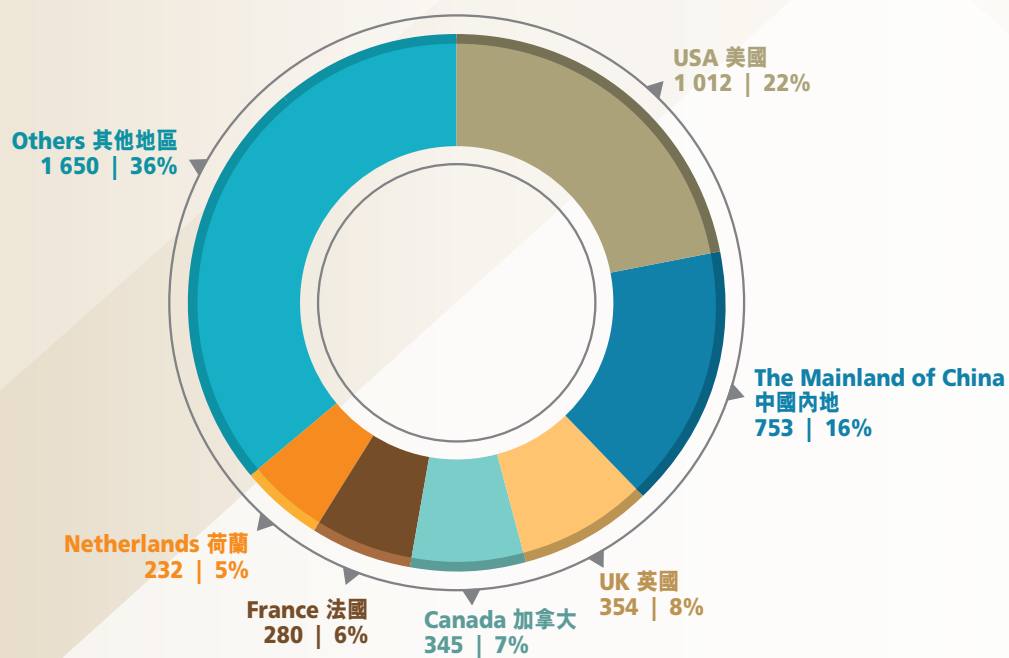
Chart 5 : Distribution of Outgoing Exchange Students by Destination, 2012/13
圖五　　：2012/13學年按目的地劃分的離港交流生比例

USA 美國
998 | 22%

Others 其他地區
1 785 | 39%

UK 英國
502 | 11%

The Mainland of China
中國內地
453 | 10%

France 法國
248 | 5%

Canada 加拿大
288 | 6%

Korea 韓國
349 | 7%
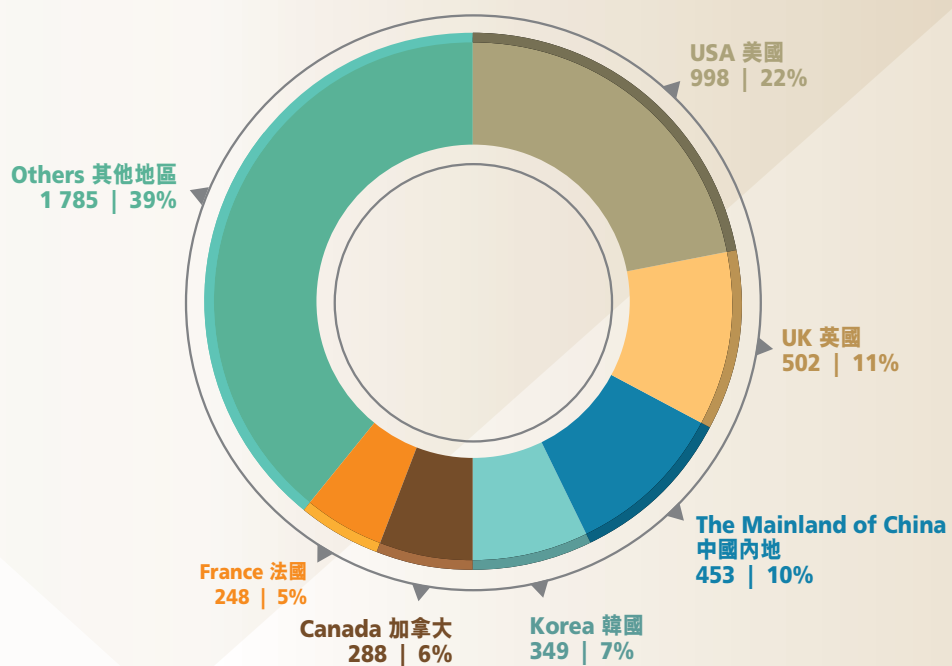
# TEACHING AND LEARNING QUALITY
# 教與學質素

Teaching is the core mission and duty of our higher education institutions. The UGC is committed to safeguarding and promoting the quality of UGC-funded institutions and their activities. The UGC established the QAC, a semi-autonomous non-statutory body under the aegis of UGC, to provide third-party oversight. One of the QAC's core operational tasks is to conduct quality audits of individual UGC-funded institutions to assure the quality of their educational provision (however funded) at first degree level and above leading to a Hong Kong award, with due regard to institutions' autonomy and self-accrediting status.

Apart from quality assurance, the UGC is also committed to enhancing teaching methods and student learning outcomes, in particular the language proficiency of students. To this end, the UGC provides institutions with the Teaching Development Grants and Language Enhancement Grants, and implements other relevant initiatives. The UGC will continue to explore initiatives to facilitate the further enhancement of teaching and learning.

## Quality Audits

The QAC's approach to quality audits stems from the recognition that institutions have distinct and varied missions, reflecting the UGC's vision of a differentiated yet interlocking higher education system. Recognising that each institution has objectives appropriate to its mission, the QAC defines quality in terms of 'Fitness for Purpose', where institutions have different purposes that reflect their missions and the role statements they have agreed with the UGC. The QAC sees itself as forming a partnership with institutions in assuring and enhancing the quality of student learning experience in Hong Kong, for the benefit of all concerned.

The QAC completed its first round of audits of the eight UGC-funded institutions in 2011. The QAC then conducted a review on the audit methodology and approach in consultation with the eight UGC-funded institutions and published a revised Audit Manual for its second audit cycle, which will commence in 2015.

教學是香港高等教育院校的核心使命和責任。教資會致力確保並提高教資會資助院校及其活動的質素,因此成立質保局,以第三者的身份,協助教資會履行質素保證工作。質保局是教資會轄下一個半獨立的非法定組織,其核心工作之一,是在尊重院校自主及其自行評審資格的前提下,對各資助院校進行質素核證,以確保所提供的本地學士學位及以上程度課程(不論是否受教資會資助)的質素。

除質素保證工作外,教資會還致力改善教學方法及學生學習成果,特別是學生的語文水平。為此,教資會向院校提供教學發展補助金及語文培訓補助金,並推行其他相關措施。教資會將繼續探求新方法,以持續提升教與學的質素。

## 質素核證

資助院校各有其獨特使命,反映教資會建立多元化而又互相緊扣的高等教育體系的理念。質保局深明此理,認同院校應按本身的使命訂定適當目標,因此採用「切合所需」的原則檢視院校的質素,以配合各院校根據與教資會所商定的角色說明而訂定的目標。質保局積極與院校建立合作關係,保證並提升香港學生學習經驗的質素,使社會各方均能獲益。

質保局於2011年完成對八所資助院校的第一輪質素核證後,檢討了核證的方法和方針,並就此諮詢八所教資會資助院校。質保局亦為2015年展開的第二輪質素核證公布了新修訂的《核證便覽》。
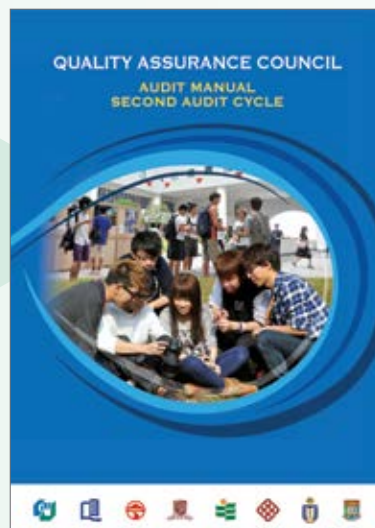


Audit Manual for the second audit cycle
第二輪質素核證的《核證便覽》

# Teaching and Learning

## Teaching and Learning Initiatives

To encourage institutions to adopt innovative approaches to teaching, and to improve the quality of the learning environment, the UGC provides institutions with Teaching Development Grants. For 2013/14, the UGC disbursed a total of $37.6 million as Teaching Development Grants. Allocation is mainly based on the student numbers at undergraduate and sub-degree levels.

On top of the Teaching Development Grants, the UGC has injected $5 million per annum to support teaching development activities of all front-line teaching staff members and established a fund of $16 million to meet the startup costs of setting up communities of practices in institutions to enhance teaching and learning in the 2012-15 triennium.

With a view to motivating institutions to accelerate the adoption of necessary pedagogical changes and innovations, the UGC has introduced a new funding scheme with tripartite funding of up to $82 million from the UGC, the Education Bureau and UGC-funded institutions. The funding scheme provides one-off funding to support worthwhile initiatives proposed by the UGC-funded institutions that could help meet the learning needs of the new generation of students of this information age and enhance students' learning experience.

The funding scheme has received overwhelming response from the institutions. We have received a total of 54 proposals covering theme-based projects, collaborative forums and professional development activities on teaching and learning. As higher education has entered an era in which collaboration is more important than ever before and in order to foster cooperation among and integration across institutions, proposals demonstrating inter-institutional collaboration in the UGC sector has been given higher weighting in the selection process. The results of the funding scheme have been announced in July 2014.

## UGC Teaching Award

The annual UGC Teaching Award was introduced in 2011 to honour those who excel in teaching in the UGC sector. In the 2013 round of the award, 16 nominations were received from UGC-funded institutions and were assessed by a selection panel comprising UGC/QAC Members, a former award recipient and an external international expert. The two award recipients in 2013 were Dr Alice Chong Ming-lin of the Department of Applied Social Studies of CityU and Professor Alan Lau Kin-tak of the Department of Mechanical Engineering of PolyU. Each recipient was awarded a grant of $500,000 for, inter alia, undertaking learning and teaching initiatives for the benefit of their own institutions and the entire sector. The presentation ceremony of the 2013 UGC Teaching Award was held on 5 September 2013.

# 教與學

## 教與學措施

為推動院校採用新穎而有創意的教學方法，並改善學習環境，教資會向院校提供教學發展補助金。2013/14學年，教資會主要按各院校學士學位及副學位課程的學生人數，合計撥出3,760萬元教學發展補助金。

為提升教與學質素，教資會除提供教學發展補助金外，亦在2012-15三年期內向教學發展補助金每年注資500萬元，以支持全體前線教學人員參與教學發展活動；並設立總額1,600萬元的基金，以應付在院校內建立專業社群所需的費用。

為推動並協助院校早日落實教學方面所需的轉變及革新，教資會推出由教育局、教資會及資助院校撥款，最高達8,200萬元的三方資助計劃。資助計劃提供一次性資金，資助由院校所提出並值得推行的措施，以滿足現今資訊時代中新一代學生的學習需要，並提升他們的學習經驗。

各院校對資助計劃的反應熱烈，我們共收到54份建議書，當中包括主題項目、協作論壇及教與學的專業發展活動。由於院校合作對高等教育界的發展已變得前所未有的重要，為推動和加強院校間的交流合作和整合，包含院校合作元素的項目在遴選過程中會獲得較高的評分。資助計劃的遴選結果已於2014年7月公布。

## 教資會傑出教學獎

教資會在2011年推出年度教資會傑出教學獎，以表揚教資會界別中教學表現卓越的教師。在2013年的教學獎遴選中，共收到資助院校提交的16項提名，由教資會/質保局成員、一名前得獎人及一名外聘國際專家組成的遴選委員會負責評審。2013年獲選的兩位得獎人是城大應用社會科學系莊明蓮博士及理大機械工程學系劉建德教授。他們各獲50萬元獎金，以供進行與教學有關的活動或計劃，從而惠及所屬院校及整個界別。2013年教資會傑出教學獎頒獎典禮於2013年9月5日舉行。

The UGC invited nominations for the 2014 award in January 2014 and the awardees were selected and announced in September 2014.

教資會在2014年1月邀請院校提名教學人員角逐2014年傑出教學獎。得獎人在2014年9月選出並公布。
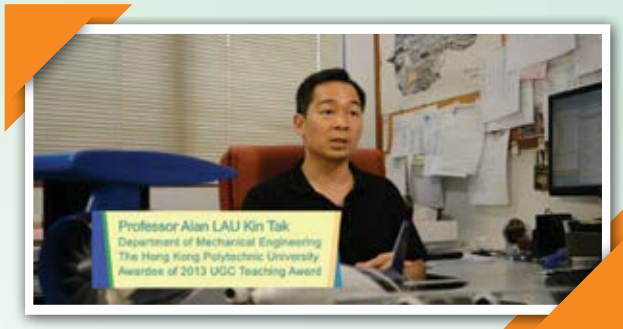




The two recipients of the 2013 UGC Teaching Award - Professor Alan Lau Kin-tak (left) and Dr Alice Chong Ming-lin (right).
2013年教資會傑出教學獎兩位得獎人 - 劉建德教授(左)及莊明蓮博士(右)。

## Language Proficiency of Students

### Language Enhancement Grants

Enhancing students' language proficiency, which is an essential quality for a globally competitive graduate, is a priority high on the UGC's agenda. To provide additional support to institutions for promoting students' language proficiency in both English and Chinese (including Putonghua), the UGC provides institutions with Language Enhancement Grants, which are in addition to the resources from their block grants and other sources. A total of $118.8 million was allocated as Language Enhancement Grants in 2013/14. The amount is allocated based on institutions' respective student numbers.

## 學生的語文水平

### 語文培訓補助金

畢業生必須有良好的語文水平，才能與世界各地的人才競爭。因此，提升學生語文水平，是教資會的工作重點之一。為提高學生的英語和中文(包括普通話)水平，教資會向院校提供語文培訓補助金，作為院校所得整體補助金及其他資源以外的支援。教資會在2013/14學年向院校發放1.188億元語文培訓補助金；各院校所得的補助金額，按其學生人數釐定。

## Common English Proficiency Assessment Scheme

The Common English Proficiency Assessment Scheme, with the International English Language Testing System (IELTS) as the testing instrument, aims to enhance students' awareness of the importance of English language proficiency through participating in an internationally recognised language assessment.

Final-year undergraduate students of all UGC-funded institutions may participate in the Scheme on a voluntary basis. They will be reimbursed with the test fee if they agree to have a statement included in their transcripts indicating their participation in Common English Proficiency Assessment Scheme. In 2013/14, almost 11 400 final year students, or 58% of the projected number of graduates of the UGC-funded institutions, registered for participation in Common English Proficiency Assessment Scheme.

As the scheme has achieved its original purposes of enhancing students' awareness of the importance of English proficiency and providing a wealth of information on students' strengths and weaknesses in English, the UGC has decided to replace it with a new scheme to provide direct funding support for institutions' collaborative language enhancement projects. The Common English Proficiency Assessment Scheme is scheduled to conclude with the completion of the last round in 2013/14.

## Collaborative Language Enhancement Projects

The UGC announced in February 2012 the introduction of an arrangement to encourage and support the UGC-funded institutions' collaborative projects on the promotion of language proficiency. Direct funding support of up to $30 million will be provided for UGC-funded institutions' joint projects in English and Chinese under the arrangement in 2012-15. In recognition of the growing importance of Chinese, the arrangement is extended to cover collaborative projects to enhance proficiency in Chinese.

## 統一英語水平評核計劃

統一英語水平評核計劃採用「國際英語水平測試制度」(IELTS)作為評核工具,目的是藉着安排學生接受國際認可的語文評核,促使他們更重視本身的英語水平。

教資會資助院校學士學位課程應屆畢業生可選擇參加該計劃。只要他們願意在大學成績單上註明曾參與該計劃,可獲發還評核試費用。2013/14學年,接近11 400名應屆畢業生報名參加該計劃,佔教資會資助院校預計畢業生人數的58%。

該計劃旨在促使學生更重視本身的英語水平,以及提供大量有用資料顯示學生在運用英語方面的強項和不足之處。由於計劃的原定目標已達,教資會決定以一項新資助計劃取而代之,以直接資助院校推行語文培訓協作項目。統一英語水平評核計劃的最後一輪評核於2013/14學年進行。

## 語文培訓協作項目

教資會在2012年2月公布推出一項安排,鼓勵並支持教資會資助院校推行有助提升學生語文水平的協作項目。根據該項安排,資助院校的英語及中文協作項目在2012-15三年期可獲最高達3,000萬元直接資助。鑑於中文日益重要,該安排亦擴展至涵蓋提升學生中文水平的協作計劃。

RESEARCH AND
KNOWLEDGE
TRANSFER
研究與知識轉移

The UGC supports the institutions' academic research activities through the allocation of the block grant, funding for research postgraduate places and various competitive research funding schemes. Through financial incentives and encouraging sharing of best practices among institutions and with overseas counterparts, the UGC also encourages institutions to further strengthen and broaden their endeavors in transferring knowledge, technology and other forms of research outputs into real socio-economic benefits and impacts for the community and society.

While the RGC is responsible for the assessment and monitoring of research grant projects funded under various funding schemes, the UGC established the Research Group to advise on the strategy to promote excellence in research and review the research assessment and funding methodology. Its objective includes working closely with institutions on issues such as how the research funding and research postgraduate student places should be best distributed to drive excellence, how to encourage research while keeping an appropriate balance with teaching, how to maintain and promote role differentiation, what is the best and most effective way to allocate the research resources, etc. The UGC also set up the Research Assessment Exercise Group to oversee the implementation of the Research Assessment Exercise 2014. The RGC has continued its efforts in taking the research results to the community by organising lectures and publishing newsletters to share the research findings with the community.

## UGC Funding Support

### (a) Research Endowment Fund

The $18 billion Research Endowment Fund (REF) was established in February 2009 after approval was granted by the Legislative Council. The Fund has been set up as a trust under the Permanent Secretary for Education Incorporated. An injection of $5 billion into the REF was proposed in the Policy Address delivered by the Chief Executive in October 2011 and approved by the Legislative Council in January 2012. The investment income of at least $16 billion replaces the recurrent subvention originally allocated to the RGC as Earmarked Research Grant, thus providing greater funding stability and certainty. The income of up to $4 billion supports the Theme-based Research Scheme, thus allowing the institutions to work on research proposals on themes of a more long-term nature and strategically beneficial to the development of Hong Kong. The investment income of $3 billion funds researches of the local self-financing degree-awarding sector on a competitive basis.

教資會積極為院校的學術研究提供各項支援，包括提供整體補助金、資助研究院研究課程學額，以及推行多項以競逐方式分配資源的研究資助計劃。此外，教資會給予院校額外撥款，鼓勵他們與本地其他院校及海外院校分享良好做法，藉此推動院校進一步加強知識轉移的工作及擴大知識轉移的學術範疇，使知識、技術及其他形式的研究成果能轉化為實質的社會經濟效益，惠及社羣。

研資局負責評審及監察各資助計劃的研究資助項目。教資會成立的研究小組則負責就推動高等教育界研究工作的策略提供意見，以及就研究評審和資助方法進行檢討。小組的目標，是與院校緊密聯繫，共同探討不同議題，包括如何分配研究撥款及研究院研究課程學額以達致最佳效益；如何鼓勵院校兼顧研究與教學以取得適當平衡；如何維持及推動角色分工；以及如何制訂最佳和有效的方法分配研究資源等。教資會亦成立了研究評審工作小組，以監督2014年研究評審工作的執行。

研資局繼續向市民宣揚學者的研究成果，藉舉辦公眾講座和出版通訊，讓大眾了解學者的研究成果。

## 教資會提供的資助

### (a) 研究基金

立法會通過撥款180億元設立研究基金後，政府隨即於2009年2月以信託基金形式在教育局常任秘書長法團下成立該基金。行政長官在2011年10月發表的《施政報告》中，提出向研究基金注資50億元，而立法會於2012年1月通過有關撥款。至少160億元本金的投資收益，將取代原本撥予研資局作為研究用途補助金的經常資助金，以提供更穩定明確的資助；不多於40億元本金的投資收益，則會用來資助主題研究計劃，讓各院校進行年期長並在策略上有利香港發展的主題研究；而30億元本金的投資收益則會以競逐方式分配，資助本地自資學位界別的研究。

- **Earmarked Research Grant**

For 2013/14, the RGC distributed $843.12 million through the Earmarked Research Grant in the form of research project grants, representing an increase of 6.6% when compared with 2012/13. There are six funding schemes under the RGC Earmarked Research Grant: the General Research Fund (GRF); the Early Career Scheme (ECS), the Collaborative Research Fund (CRF); the Joint Research Schemes (JRS), the Humanities and Social Sciences Prestigious Fellowship Scheme (HSSPFS) and the Postgraduate Students Conference/Seminar Grants (PSCSG).

Details of how these schemes operate and the success rates can be found on the RGC website (www.ugc.edu.hk/eng/rgc) and in its Annual Report.

- **Theme-based Research Scheme**

The objective of the scheme is to focus academic research efforts of the UGC-funded institutions on themes of strategic importance to the long-term development of Hong Kong. The Education Bureau has established a Steering Committee on Research Themes to advise on the selection of themes. After a series of consultation, including with the UGC, the RGC and the community, three themes were selected. Under these themes, 11 grand challenge topics have been identified by the RGC in consultation with the academic community through invitation of white papers and holding of workshops. These topics have been endorsed by the Education Bureau upon the advice of the Steering Committee. The themes are set out below:

Theme 1: "Promoting good health"

Theme 2: "Developing a sustainable environment"

Theme 3: "Enhancing Hong Kong's strategic position as a regional and international business centre"

In 2013/14, the RGC distributed $176 million under the Theme-based Research Scheme.

- **Competitive Research Funding Schemes for the Local Self-financing Degree Sector**

Three competitive research funding schemes, namely the Faculty Development Scheme, Institutional Development Scheme, and Inter-Institutional Development Scheme, for the self-financing degree sector are funded by the investment income from up to $3 billion of the Research Endowment Fund. The research funding provision for the local self-financing degree sector is competitive and non-recurrent in

- **研究用途補助金**

2013/14學年，研資局透過研究用途補助金計劃的形式，發放8.43億元，數額較2012/13學年增加6.6%。研資局透過研究用途補助金分配撥款的計劃有六項，分別為優配研究金、傑出青年學者計劃、協作研究金、合作研究計劃、人文學及社會科學傑出學者計劃，以及研究生會議/研討會補助金。

上述各項計劃的具體運作及申請批核比率，詳見研資局網站 (www.ugc.edu.hk/big5/rgc/)和該局年報。

- **主題研究計劃**

主題研究計劃旨在鼓勵資助院校研究對香港長遠發展有重大策略意義的主題。教育局已設立研究主題督導委員會，就選取研究主題提供意見。教育局諮詢教資會、研資局及社會各界後，選定了三個主題。研資局藉徵求白皮書及舉辦工作坊徵詢學術界意見後，再在該三個主題下定出11個具挑戰性的題目。教育局考慮過督導委員會的意見後，通過該些建議題目。三個主題開列如下：

主題1：促進健康

主題2：建設可持續發展的環境

主題3：加強香港作為地區及國際商業
        中心的策略地位

在2013/14學年，研資局透過主題研究計劃發放了1.76億元。

- **供本地自資學位界別競逐的研究資助計劃**

三項供自資學位界別競逐的研究資助計劃分別為教員發展計劃、院校發展計劃及跨院校發展計劃，由研究基金不多於30億元本金的投資收益資助。供本地自資學位界別競逐的研究撥款屬非經常撥款，旨在發展院校及教學人員的研究能力。首輪計劃已於2013年12月推出，共有七所以自

nature, and aims at developing the research capacity of both the institutions and the faculty members. Seven self-financing degree-awarding institutions offering locally-accredited local degree programmes, including Caritas Institute of Higher Education, Centennial College, Chu Hai College of Higher Education, Hang Seng Management College, Hong Kong Shue Yan University, The Open University of Hong Kong, and Tung Wah College, participated in the first round exercise which was launched in December 2013. Consultation with other remaining institutions which offer "locally-accredited local degree programmes" on a self-financing basis will be conducted after the conclusion of the first round exercise, with a view to extending the funding schemes to these institutions.

資形式提供「經本地評審本地學位課程」的院校參加,包括明愛專上學院、明德學院、珠海學院、恒生管理學院、香港樹仁大學、香港公開大學及東華學院。首輪計劃完成後,研資局會諮詢餘下以自資形式提供「經本地評審本地學位課程」的院校,以期把資助計劃擴展至該等院校。

### (b) Research Expenditure of UGC-funded Institutions 2012/13

The UGC-funded institutions continue to pursue excellent research. Their reported aggregate expenditure on research in 2012/13 amounted to HK$7,576 million, representing 39% of the total expenditure in academic research of the institutions, and 0.36% of Hong Kong GDP. UGC and RGC funding, in the form of block grants and competitive research grants respectively, constituted the bulk of research funding for the institutions. Together, the two sources of funding made up about 75% of the total research expenditure in 2012/13 - breakdown is at Table 1.

### (b) 2012/13學年教資會資助院校的研究開支

教資會資助院校繼續從事卓越研究工作。2012/13學年,各院校據報用於研究的總開支達75.76億港元,佔院校學術研究總開支的39%,相當於本地生產總值的0.36%。教資會及研資局分別以整體補助金及具競逐性研究補助金形式提供的資助,是各院校主要的研究經費。2012/13學年,該兩種資助來源約佔研究總開支的75%,分項數字載於下面表一。

**Table 1 : Research Expenditure of UGC-funded Institutions 2012/13**
**表一 : 2012/13學年教資會資助院校的研究開支**

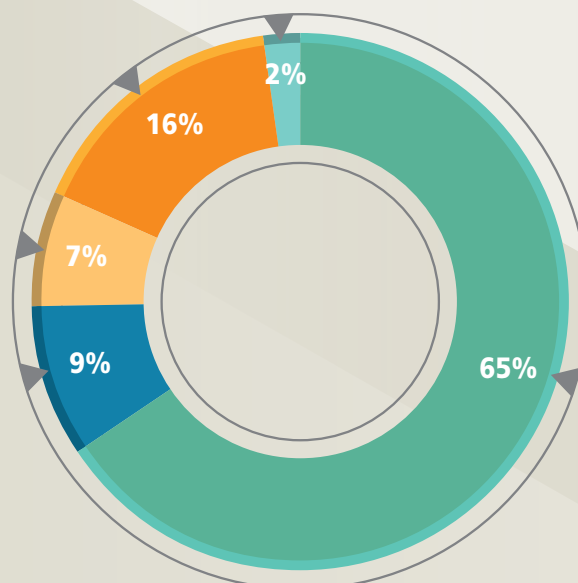| Source of Funding 資助來源 | Amount (HK$m) 金額(百萬港元) |
|---|---|
| ▶ UGC 教資會 | 4,962.0 |
| ▶ RGC 研資局 | 702.1 |
| ▶ Other Government Funds 政府其他資助計劃 | 528.0 |
| ▶ HK Private Funds 本地私人資金 | 1,216.0 |
| ▶ Non-HK 香港以外的資金 | 168.2 |
| Total 總額 | 7,576.3 (Up 5.9% compared with 2011/12) (較2011/12學年增加5.9%) |
| Ratio of expenditure on research to Hong Kong's GDP 研究開支佔本地生產總值的比率 | 0.36% |



Note: Figures do not add up to the total due to rounding.
註:由於四捨五入,數字的總和可能與實際的總計略有出入。

## Policy Issues

### (a) Greater Competitiveness on Allocation of Research Resource

As elucidated in the "Aspirations for the Higher Education System in Hong Kong" report, the UGC has introduced greater competitiveness in allocating research funding and research postgraduate places in order to promote excellent research in UGC-funded institutions. It is the outstanding research that drives innovation contributing to society and the economy. All our institutions aspire to be able to compete with the best in the world. The new funding arrangement of using institutions' achievement in RGC's Earmarked Research Grant to determine the distribution of up to 12.5% of the Block Grant as indirect/on-costs has been implemented progressively over a period of nine years starting from 2012/13. The mechanism serves as a proxy reference for the allocation of the Research Portion of the Block Grant. Over a period of five years starting from 2012/13, an increasing portion of the 5 595 research postgraduate places has been allocated through five competitive methods, and 50% of such places will be competitively allocated by 2016/17.

In the course of implementing its plan to enhance competitiveness in allocating research funding, the UGC noted that humanities and social sciences (HSS) projects generally have a lower project cost and that HSS academics are less active in applying for research grants. The UGC has taken certain measures to strengthen research in such disciplines, including ring-fencing 18% of the new indirect/on-costs element in the research portion of the Block Grant for HSS research and providing additional annual funding of $20 million to the RGC for HSS research, in particular to recognize the greater need of HSS projects for Principal Investigator's time (in the form of teaching relief) and to set up the Humanities and Social Sciences Prestigious Fellowship Scheme.

### (b) Research Assessment Exercise 2014

The UGC seeks to reward excellent research and strengthen differentiation. To this end, after consulting the eight UGC-funded institutions, the UGC has engaged the sector for implementing the Research Assessment Exercise (RAE) in 2014. The RAE 2014 uses international benchmarks and sharpened measures to assess the research quality of the institutions.

13 RAE panels, comprising over 300 renowned academics of which over 70% are non-locals, have been formed for assessing the submissions from institutions to the 68 cost centres. In December 2013, about 4 400 academic staff submitted a total of about 16 500 research outputs for assessment, and the institutions also made submissions on research inputs and esteem measures. A trial assessment of pre-selected sample research outputs was

## 政策事項

### (a) 提高研究資源分配的競逐程度

一如《展望香港高等教育體系》報告所述，教資會已在分配研究資源及研究院研究課程學額方面，引入更多競逐元素，以推動資助院校進行卓越研究。傑出的研究能促進創新，造福社會，惠益經濟。本港院校均期望能與世界頂尖大學競短爭長。新的資助安排根據院校申請研資局研究用途補助金的結果，分配不多於整體補助金的12.5%予院校，作為間接成本/附加行政費用撥款。新安排由2012/13學年起實施，分九年逐步推行，作為分配研究用途撥款的參考標準。由2012/13學年開始，5 595個研究院研究課程學額中，透過五個競逐方法分配的比例分五年逐步增加，到2016/17學年將有50%的學額以競逐方式分配。

教資會在推行計劃以增加研究撥款分配的競逐元素時，注意到人文學及社會科學的項目一般成本較低，該範疇的學者也較少申請研究撥款。因此，教資會已採取多項措施，推動人文學及社會科學的研究，包括在整體補助金研究用途撥款下新設的間接成本/附加行政費用撥款中，預留18%予人文學及社會科學研究，又鑑於人文學及社會科學研究一般需要首席研究員投放較多時間，每年增撥2,000萬元予研資局，以聘請替假教師的形式讓有關學者騰出時間進行研究。另外，研資局亦設立了人文學及社會科學傑出學者計劃。

### (b) 2014年研究評審工作

教資會積極獎勵卓越研究，同時設法分辨院校的研究表現。為此，教資會經諮詢八所資助院校後，已邀請教資會界別參與推行2014年研究評審工作。2014年研究評審工作採用國際基準及更精確的衡量標準，以評估各院校的研究質素。

我們已成立13個評審小組，合共三百多位著名學者(當中七成以上為非本地學者)，評核由院校向68個成本中心提交的研究項目。2013年12月，約4 400名教學人員提交了合共約16 500項研究成果，而院校亦就研究投放及聲譽項目提交了資料，以供評審。我們於2014年年初對預先選定的研究成果樣

conducted smoothly in early 2014 for aligning the standards and achieving consistency in the assessment for each of the 13 panels. The formal assessment commenced in March 2014. The panels will meet in August and September 2014 for the final assessment.

The UGC will continue to uphold the principle of fairness, impartiality and transparency in carrying out the RAE 2014. Starting from the 2016-19 Triennium, the result of the RAE 2014 will form the basis for distribution of the remaining part of the Research Portion of the Block Grant other than the part to be allocated on a competitive basis.

## Research Funding Schemes Administered by the RGC

### (a) UGC-funded sector

Apart from the block grants allocated by the UGC, the various funding schemes administered by the RGC together represent the largest single source of funding for supporting academic research in Hong Kong's higher education. These funding schemes are managed by the RGC based on competition and peer review. With the transfer of administration of the Areas of Excellence Scheme to the RGC in February 2012, annual research funding available to the RGC amounted to about $1.1 billion in 2013/14, as follows:
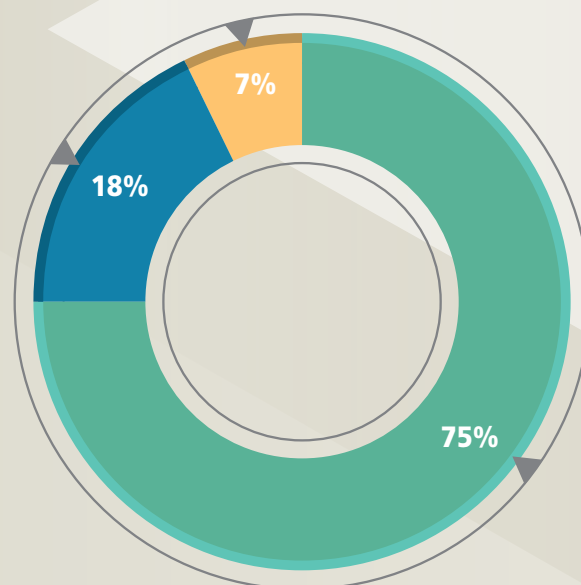
本順利進行試驗評審，以統一13個評審小組的評審標準，並使評審保持一致。正式評審於2014年3月展開，而評審小組會於2014年8月及9月進行最後評審。

教資會會繼續恪守公平公正的原則進行2014年研究評審工作，並確保該項工作的透明度。由2016-19三年期起，2014年研究評審工作的結果，將用作釐定整體補助金研究用途撥款中競逐性質以外部分的分配。

## 研資局管理的研究資助計劃

### (a) 教資會資助界別

研資局管理的多項研究資助計劃是教資會整體補助金之外，支持香港高等教育學術研究的最大單一撥款來源。研資局透過專家評審機制，以競逐方式發放撥款予申請院校。教資會於2012年2月把卓越學科領域計劃交由研資局管理，研資局在2013/14學年可用的年度撥款總額約為11億元，細分如下：

Table 2 : RGC's Research Funding Schemes
表二 : 研資局的研究資助計劃

| Research Funding Schemes 研究資助計劃 | Amount Available (HK$m) 可用金額（百萬港元） |
|---|---|
| RGC funding schemes funded by Earmarked Research Grant 由研究用途補助金資助的研資局資助計劃 | 828.5 |
| Theme-based Research Scheme 主題研究計劃 | 200.0 |
| Area of Excellence Scheme 卓越學科領域計劃 | 80 |
| Total 總額 | 1,108.5 |

- **Individual Research Projects**

  **(i) General Research Fund**
  The objective of the General Research Fund is to support basic and applied academic research projects through competitive bids. All proposals received under this funding scheme are subject to a rigorous peer review process via five subject panels supported by the RGC's international network of external reviewers. The average funding per project in 2013/14 was about $0.61 million.

  **(ii) Early Career Scheme**
  The Early Career Scheme is intended to nurture junior academics and prepare them for a career in education and research. Applicants should be within three years of their first full time academic job as an Assistant Professor or career equivalent involving teaching and research duties and in substantiation track/tenure track position. The average funding per project in 2013/14 was about $0.65 million.

- **Group Research Projects**

  **(i) Theme-based Research Scheme**
  The Theme-based Research Scheme (TRS) was first launched in 2010. The investment income from up to $4 billion of the REF is used to finance research projects on specific themes under the TRS. The objective of this scheme is to focus academic research efforts of the UGC-funded institutions on themes of strategic importance to the long-term development of Hong Kong. The funding support per project in 2013/14 ranged from $55.6 million to $60.3 million with the duration of project up to five years.

  **(ii) Areas of Excellence Scheme**
  Following a comprehensive review of higher education of Hong Kong, the UGC advised the Government in a report published in October 1996 that Hong Kong would need world-class institutions with distinct areas of excellence in order to retain its leading economic position in the development of China and the Pacific Rim. The UGC recommended, and the Government agreed, that the UGC-funded institutions should build upon their existing strengths and develop them into Areas of Excellence. The Areas of Excellence (AoE) Scheme was formerly under the UGC since 1998. With effect from February 2012, the administration of the AoE Scheme was transferred to the RGC. The funding support per project in the last exercise (i.e. 2013/14) ranged from $46.5 million to $50.3 million with the duration of about eight years.

- 個別研究項目

  (i) 優配研究金
  優配研究金透過競逐撥款形式資助基礎及應用學術研究項目。在此資助計劃下，所有收到的建議書均須經過由國際外部評審員支援的五個學科小組嚴格的專家評審。2013/14學年，平均每個項目獲撥款61萬元。

  (ii) 傑出青年學者計劃
  傑出青年學者計劃旨在培育新進學者，幫助他們為日後的教學及研究事業作好準備。申請人須為首次從事全職學術工作，任職少於三年，受聘為實任制或終身聘任制的助理教授或同等職位，職務涵蓋教學及研究工作。2013/14學年，平均每個項目獲撥款65萬元。

- 集體研究項目

  (i) 主題研究計劃
  主題研究計劃於2010年首度推出，經費來自研究基金不多於40億元本金的投資收益，以資助主題研究計劃的特定主題研究項目。該計劃旨在鼓勵資助院校研究對香港長遠發展有重大策略意義的主題。2013/14學年，每個項目獲撥款5,560萬至6,030萬元不等，項目的研究期可長達五年。

  (ii) 卓越學科領域計劃
  1996年10月，教資會在全面檢討香港的高等教育情況後，發表了一份檢討報告。教資會在報告中向政府提出，香港須擁有能夠建立卓越學科領域的世界級學府，才可以在中國和太平洋周邊地區的經濟發展中，保持領導地位。教資會建議受資助的院校盡展所長、精益求精，把現有的優勢發展為卓越學科領域。政府對此項建議亦表贊同。自1998年起，卓越學科領域計劃一直由教資會管理，但教資會已於2012年2月把計劃移交研資局。在上一輪計劃(即2013/14學年)，每個項目獲撥款4,650萬至5,030萬元不等，項目的研究期約為八年。

**(iii) Collaborative Research Fund**

The Collaborative Research Fund (CRF) is provided to UGC-funded institutions for the procurement of major research facilities and/or equipment or library collections to support collaborative research, or group research activities that operate across disciplines and/or normal institutional boundaries. The funding support per project in 2013/14 ranged from $3.3 million to $9.9 million, for a duration of about three to four years.

- **Joint Research Schemes**

In 2013/14 academic year, there were a total of nine Joint Research Schemes launched with five regions in forms of project grants, travel/conference grants as well as fellowships.

**(i) Project Grants**

- National Natural Science Foundation of China (NSFC) / RGC Joint Research Scheme

- Specialized Research Fund for the Doctoral Program of Higher Education (SRFDP) of China and Research Grants Council Earmarked Research Grants (RGC ERG) Joint Research Scheme

- The Economic & Social Research Council (ESRC) of the United Kingdom / RGC Joint Research Scheme

- The French National Research Agency (Agence Nationale de la Recherch, ANR) / RGC Joint Research Scheme

**(ii) Travel/Conference Grants**

- Germany / Hong Kong Joint Research Scheme

- PROCORE-France / Hong Kong Joint Research Scheme

- The Netherlands Organisation for Scientific Research (NWO) / RGC Joint Research Scheme

**(iii) Fellowships**

- Fulbright - RGC Hong Kong Senior Research Scholar / Research Scholar Award Programmes

- Hong Kong - Scotland Partners in Post Doctoral Research

**(iii) 協作研究金**

協作研究金向院校合作的研究項目提供資助，購置主要的研究設備、儀器或圖書館資料以進行協作研究，或讓院校進行跨學科及/或跨院校的集體研究。2013/14學年，每個項目獲撥款330萬至990萬元不等，項目的研究期約為三至四年。

- **合作研究計劃**

2013/14學年，研資局以項目補助金、旅費/會議補助金及獎學金形式，與五個地區推出共九項合作研究計劃：

**(i) 項目補助金**

- 國家自然科學基金委員會及香港研究資助局聯合科研資助基金

- 中國高等學校博士學科點專項科研基金與研究資助局研究用途補助金合作項目

- 英國經濟及社會研究理事會及研究資助局合作研究計劃

- 法國國家科研署與研資局合作研究計劃

**(ii) 旅費/會議補助金**

- 德國與香港合作研究計劃

- 法國與香港合作研究計劃

- 荷蘭科學研究組織與研資局合作研究計劃

**(iii) 獎學金**

- 富布萊特－研資局（香港）學人計劃

- 香港與蘇格蘭合作博士後研究計劃

- **Fellowship Schemes**

  **(i) Humanities and Social Sciences Prestigious Fellowship Scheme**

  The Humanities and Social Sciences Prestigious Fellowship Scheme aims at granting extended time-off and supporting funds to the outstanding investigators under the Humanities and Social Sciences Panel to enable them to focus on research work and writing. The fellowship provides resources for the employment of relief teachers, as well as the costs of travel, subsistence and dissemination of outputs. The average funding per project in 2013/14 was about $0.69 million.

  **(ii) Hong Kong PhD Fellowship Scheme**

  To attract the best and brightest students in the world, irrespective of their country of origin and cultural background, to pursue their PhD studies and research in UGC-funded institutions, the RGC launched the Hong Kong PhD Fellowship Scheme in September 2009.

  The Fellowship provides a monthly stipend of HK$20,000 and travel and research-related allowance of HK$10,000 per year for the awardees for a period of three years. This prestigious Scheme unites top international research postgraduate students and Hong Kong's world-class research institutions. It helps Hong Kong excel at research and widen our pool of talent and contacts. It also further promotes internationalisation of the higher education sector.

## *(b) Institutions Offering Locally-accredited Local Degree Programmes*

- **Faculty Development Scheme (FDS)**

  The FDS aims at developing the research capability of individual academics in the institutions so that they can transfer their research experiences and new knowledge into teaching and learning.

- **Institutional Development Scheme (IDS)**

  The IDS aims at building up the research capacity of the institutions in their strategic areas, involving physical research facilities and infrastructure supports.

- **Inter-Institutional Development Scheme (IIDS)**

  The IIDS aims at enhancing academics' research capability in the institutions and keep them abreast of new developments and challenging research topics in relevant fields, through organization of workshops, seminars or short courses by an institution or jointly between institutions.

- **學者計劃**

  **(i) 人文學及社會科學傑出學者計劃**

  人文學及社會科學傑出學者計劃旨在為人文學及社會科學學科小組轄下的優秀研究人員提供休假及資助，讓他們專心從事研究及寫作。計劃不單提供資源聘請替假教師，還包括旅費、生活津貼及發表研究結果的費用。2013/14學年，平均每個項目獲撥款69萬元。

  **(ii) 香港博士研究生獎學金計劃**

  香港博士研究生獎學金計劃於2009年9月推出，目的是吸引世界各地最優秀的尖子研究生，不論國籍和文化背景，前來教資會資助院校修讀博士研究生課程及進行研究。

  獎學金計劃為獲獎的博士研究生提供每月2萬港元的津貼，以及每年1萬港元的旅費及研究活動津貼，為期三年。此項計劃備受推崇，讓來自各地的傑出研究生匯集於香港的世界級學府，推動本港研究工作更上層樓，擴大本地人才庫及聯絡網，進一步促進本地高等教育院校國際化。

## *(b) 本地自資學位界別以自資形式提供「經本地評審本地學位課程」的院校*

- **教員發展計劃**

  教員發展計劃旨在協助院校的個別教學人員發展研究能力，讓他們把研究經驗和新知識轉移至教與學的層面。

- **院校發展計劃**

  院校發展計劃旨在協助院校建立策略發展範疇內的研究能力，包括加強實體研究設施及輔助基礎建設。

- **跨院校發展計劃**

  跨院校發展計劃旨在透過院校自行或聯合舉辦的工作坊、研討會或短期課程，提升院校教學人員的研究能力，讓他們在各自的專研範疇掌握最新的發展情況和充滿挑戰的研究專題。

# Knowledge Transfer (KT)

As a natural extension of institutions' teaching and research activities, knowledge transfer (KT) has become the third core function of Hong Kong's higher education institutions. The UGC strongly believes that the transfer of knowledge between institutions and the society would help bring about socio-economic impact and improvements to the community and businesses. This in turn would also help enrich institutions' research mission, thereby enhancing the international competitiveness of the local higher education sector. The UGC is encouraged to note that over the years, KT activities have taken roots in multiple disciplines, including health sciences, arts and humanities and the social sciences, architecture, business and economics, city planning and the environment, science and technology as well as engineering. The overall level of KT activity is healthy and there are positive indications that it is increasing.

Since 2009/10, the UGC has introduced an additional stream of recurrent funding of around $50 million per annum earmarked for the institutions to strengthen and broaden their endeavours in KT. After adjusting for inflation, the amount was increased to $52.8 million per annum in the 2012-15 triennium. It is welcoming to see that considerable progress has been made by all institutions which have made good use of the funding. All institutions have now included KT in their mission statements and strategic documents while academic staff has also manifested a higher degree of commitment to the initiative.

All institutions have engaged to some degree in consultancy, research contracts and collaborative research, spin out companies and licensing. They have all engaged in some form of Continuing Professional Development which was directed at business or social enterprises. Institutions have also employed a variety of other mechanisms to particularly cater for KT in the arts, humanities and social sciences. These include the setting up of websites for dissemination of knowledge, organisation of seminars, workshops, conferences, exhibitions and other public events.

Much of the UGC funding was intended to be used for building institutions' capacity for KT and that has indeed been the case with all of them having established or reinforced their KT offices for better coordination and promotion. Over the years, we are aware that institutions are sensitive to the need to demonstrate that benefit has been conferred and they are conscious of the need to demonstrate impact in a measurable form. There has also been increased recognition of the importance of enterprise and entrepreneurship as an integral element of KT. It is hopeful that the promotion of entrepreneurship would resonate with the new 4-year academic structure with students to be given more opportunities to work with start-ups and networks could be formed to link undergraduate and postgraduate students, researchers, alumni, faculty members and other staff.

# 知識轉移

院校既然從事教學與研究，自然會更進一步，進行知識轉移。知識轉移已成為香港高等教育院校第三項核心功能。教資會深信，院校在社會上進行知識轉移，不但有利民生經濟，而且惠益社會及企業，更有助充實院校的研究政策方針，從而提升本地高等教育界在國際間的競爭力。經過多年努力，教資會喜見知識轉移已在多個學科扎根，包括衛生科學、文科、人文學與社會科學、建築、商學與經濟、城市規劃與環境、科學與科技，以及工程學科。知識轉移活動的整體水平良好，而且還有上升迹象，令人鼓舞。

自2009/10學年起，教資會每年為院校撥備約5,000萬元額外經常補助金，供院校鞏固並深化其知識轉移工作。因應通脹作調整後，補助金在2012-15三年期增至每年5,280萬元。教資會欣悉各院校善用資助，在知識轉移方面取得重大進展。所有院校現已把知識轉移納入使命宣言及策略文件內，而教學人員亦更積極投入相關工作。

各院校或多或少都參與顧問工作、研究合約及協作研究，又或成立公司，以特許方式讓其他人應用其研究成果。院校以商業或社會企業為對象，進行某種形式的持續專業發展。此外，院校亦採用其他多種方法進行知識轉移，特別是在文科、人文學及社會科學等領域，包括設立網站傳播知識，以及舉辦研討會、工作坊、會議、展覽和其他公眾活動。

教資會提供的資助，主要旨在鞏固院校的知識轉移能力。事實上，各院校已成立或擴充負責知識轉移的部門，從而改善協調及加強推廣。我們留意到，多年來院校都認同應該讓大眾認識其知識轉移工作，而且着意於用可衡量的方式去展示知識轉移的效益。此外，院校越發明白，在知識轉移方面，企業及企業精神是關鍵的一環。教資會希望在四年制新學制下，學生會有更多機會與新創辦的公司合作，培養企業精神，並期望學士學位課程學生可與研究生、研究人員、校友、教學人員及其他員工建立聯繫網絡。

The history of significant research activity and funding in Hong Kong institutions is comparatively short. Many of the demonstrable impacts of the creation of new knowledge might have not been widely reported and thus unnoticed by society in general. In order to increase public awareness of the good work that has been done by institutions in this area, we have produced a 30-minute documentary programme covering noteworthy projects accomplished and milestones reached by institutions in their development of KT, which was broadcasted on Television Broadcasts Limited on 18 December 2013.

本港院校進行具規模且獲可觀經費資助的研究工作，不過是近年的事。在此背景下，院校開拓新知識所帶來的明顯效益未獲廣泛報道，因而往往被社會大眾忽略。為了向公眾宣揚院校在這方面的建樹，教資會製作了一輯片長30分鐘的紀錄節目，介紹資助院校在知識轉移領域的傑出項目和里程碑，並已在2013年12月18日於無綫電視播出。

## Allocation of Knowledge Transfer Recurrent Funding to Institutions, 2013/14

## 2013/14學年分配予院校的知識轉移經常撥款

| Institution<br>院校 | KT Funding Allocation ($M)<br>知識轉移撥款分配(百萬元) |
|---|---|
| CityU 城大 | 6.02 |
| HKBU 浸大 | 2.98 |
| LU 嶺大 | 1.09 |
| CUHK 中大 | 13.03 |
| HKIEd 教院 | 1.52 |
| PolyU 理大 | 7.30 |
| HKUST 科大 | 7.43 |
| HKU 港大 | 13.43 |
| Total 總額 | 52.80 |



Institution conducted cultural research facilitating the development of Cantonese Opera and raising the industry standard.
院校進行文化研究，協助推動粵劇發展及提高業界水平。



Institutions showcased their innovation and technology achievements in exhibitions to audiences ranging from potential industry partners to the general public.
院校在展覽中展示其創新科技的成就，觀眾由潛在的行業合作夥伴以至市民大眾不等。

KT has been increasingly embedded in institutions' strategies and operations, with activities taken root in multiple disciplines from science and technology to arts and humanities.

知識轉移越發融入院校的策略和運作，由科學與科技以至文科及人文學科，有關活動已在不同學科扎根。

# FINANCIAL AFFAIRS OF INSTITUTIONS
## 院校財務事宜

# Financial Affairs Working Group (FAWG) and FAWG Report

# 財務工作小組及其報告

To help ensure institutions uphold their good financial governance and sound financial planning, the UGC established a Financial Affairs Working Group (FAWG) in January 2011 with professional expertise to work with institutions with a view to acquiring a better understanding of the institutions' finances. Apart from focusing on the long-term financial outlook and the appropriate use of UGC funds for UGC-funded activities, the review also covered cost recovery and cost charging mechanisms, the demarcation and deployment of surpluses derived from self-financed activities, and the financial transparency of the institutional finances.

The purpose of the review is to offer recommendations in cost allocation practices and financial transparency, so as to provide more assurance to the public that the use and application of public funds is appropriate. Other than sending out questionnaires to all the eight UGC-funded institutions for their completion, the Group also met and discussed with the senior management of the institutions the findings and observations of the review, and exchanged views on areas for improving the financial governance within institutions. The FAWG completed its review, and published the FAWG Report in October 2013 after consultation with the institutions and the endorsement of UGC. The full report is available on the UGC website.

The review was not intended to be a comprehensive review of the financial operations of the institutions and the effectiveness of the institutions' internal control and governance practices. Neither was it an internal audit nor an external audit/assurance engagement. The FAWG had adopted a forward looking approach in conducting the review. During the course of the review, nothing had come to the FAWG's attention that would suggest that there were glaring irregularities in the financial governance of the institutions nor any use of public funds that was outside the mission of the institution.

為協助院校維持良好的財務管治及作出穩健的財務規劃,教資會於2011年1月成立包括專業人士的財務工作小組(工作小組),通過與院校合作,進一步了解院校的財務。除集中研究院校的長遠財政狀況及教資會撥款是否妥善用於教資會資助活動外,該次檢討亦涵蓋收回成本和按成本收費的機制、自資活動所得盈餘的劃分和調配,以及院校的財政透明度。

檢討的目的,是在院校的成本分攤方法和財政透明度方面提出建議,以便加強向公眾保證公帑會得到妥善使用和運用。工作小組除向八所資助院校發出問卷收集資料外,亦與院校的管理層會面,討論檢討結果及觀察所得,並就院校在財務管治方面有待改善的地方交換意見。工作小組於2013年10月完成檢討,經諮詢院校並取得教資會確認後發表報告,全文現已上載教資會網站。

該次檢討並非要全面檢視院校的財務運作及其內部監控與管理措施的成效,其性質既非內部審計,亦非外部審計/核證。工作小組是從前瞻的角度進行了該次檢討。工作小組察悉,檢討期間並無發現任何情況,顯示院校在財務管治方面有不當之處或有撥款並非用於履行院校的使命。

## FAWG Report recommendations

The FAWG considered that there is room for improvement in the cost allocation practices and the level of financial transparency in institutions, and put forward nine recommendations which fall under two main areas:

**(a) Cost allocation practices**

(i) Institutions should allocate costs to both the UGC vote and the non-UGC vote using appropriate and consistent methods. Indirect overheads charged to non-UGC-funded research projects and all other self-financed activities should be charged on exactly the same basis *(Recommendation 1)*.

(ii) Institutions should re-examine their practices concerning staff cost recovery *(Recommendation 4)*.

(iii) Institutions should amend their overhead charging practices to recognise that the cost of buildings is a direct cost to be charged to a self-financed programme *(Recommendation 5)*.

**(b) Financial transparency**

(iv) Institutions should make an appropriate disclosure in the documents submitted to their respective Councils and an annual declaration submitted to the UGC explaining the nature of the research projects for which exemptions on overhead charge have been applied together with a note of the quantum involved *(Recommendation 3)*.

(v) Each institution should explain clearly in a publicly available document the way in which the institution allocates costs to UGC-funded and non-UGC funded activities *(Recommendation 6)*.

(vi) The UGC should consider mandating the requirement of segment reporting by funding source *(Recommendation 7)*.

To implement some of the above recommendations, the UGC should:

(vii) update the Statement of Recommended Accounting Practice for UGC-funded institutions (SORP) to reflect both current and recommended accounting practices and disclosures *(Recommendation 8)*, and modify the UGC's "Notes on Procedures" as appropriate;

## 工作小組報告的建議

工作小組認為院校在成本分攤方法及財政透明度方面,均有改善空間,並就這兩大範疇提出了九項建議:

**(a) 成本分攤方法**

(i) 院校應採用適當而一致的方法把成本分攤入教資會撥款帳和非教資會撥款帳。非教資會資助研究計劃及其他所有自資活動的間接費用應按同一基準收取 *(建議1)*。

(ii) 院校應重新審視其收回員工成本的做法 *(建議4)*。

(iii) 院校應修訂其收取間接費用的方法,把建築物成本確認為自資課程的直接成本 *(建議5)*。

**(b) 財政透明度**

(iv) 院校應在提交其校董會的文件中作出適當披露,以及按年向教資會作出聲明,解釋獲豁免間接費用的研究計劃的性質及所涉金額 *(建議3)*。

(v) 各院校應在可供公眾查閱的文件內清楚解釋院校如何在教資會資助活動與非教資會資助活動之間的分攤成本 *(建議6)*。

(vi) 教資會應考慮強制執行編製按撥款來源的分部報告的規定 *(建議7)*。

為落實部分上述建議,教資會應:

(vii) 更新供資助院校依循的《建議會計準則》,以反映現行和建議的會計方法,以及披露資料的情況 *(建議8)*,並視乎情況修訂教資會的《程序便覽》;

(viii) form a Working Group to review the cost allocation recommendations with a view to establishing detailed guidance for institutions and to explore the possibility of introducing the Transparent Approach to Costing (TRAC) and Full Economic Costing (fEC) guidelines similar to the manner in which they have been introduced in the United Kingdom *(Recommendation 2)*; and

(ix) identify an appropriate mechanism by which the cost allocation practices of the institutions can be periodically reviewed and endorsed *(Recommendation 9)*.

The FAWG envisaged that the adoption of the recommendations as set out in the FAWG Report would further enhance the cost allocation practices and financial transparency of the institutions, so as to provide more assurance to the public that the use and application of public funds is appropriate, i.e. institutions shall only use the UGC funds for the activities eligible for public support. Recognising the complexities of the implementation of some recommendations, the FAWG has adopted a phased implementation schedule to allow the institutions to implement them over a reasonable timeframe, having regard to the resources and time span that would be required.

## Implementation of the FAWG Report recommendations

Following the disbandment of FAWG in November 2013 upon completion of the review report, the UGC has set up two new groups namely the Financial Affairs Group and the Financial Affairs Expert Working Group, comprising members with financial and accounting backgrounds, to take forward some of the implementation tasks in consultation with the institutions. An external consultant was also engaged in June 2014 to provide technical support and professional advice to the Groups.

The UGC continues to work with the institutions to implement the other recommendations with a view to ensuring good financial governance practices in institutions.

(viii)成立專責小組，檢視成本分攤建議，以期為院校制訂具體指引，並研究是否可參照英國的模式，在港引入透明為本計算成本法及全部經濟成本法作為指引*(建議2)*；以及

(ix) 訂定合適機制，以定期檢視並批核院校的成本分攤方法*(建議9)*。

工作小組相信，工作小組報告所載的建議獲採納後，可進一步改善院校的成本分攤方法及財政透明度，以加強向公眾保證公帑會得到妥善使用和運用，亦即院校只會把教資會撥款用於可以公帑資助的活動。工作小組明白部分建議在落實時涉及複雜問題，因此提出分階段實施，容許院校因應所需資源及時間在合理時間內落實有關建議。

## 落實工作小組報告的建議

隨着工作小組完成報告並於2013年11月解散，教資會成立了兩個新小組：財務小組和財務專家工作小組。小組成員均具有財務及會計背景，他們會在諮詢各院校後，執行各項落實報告建議的工作。此外，小組已於2014年6月委聘顧問公司，負責向兩個小組提供技術支援和專業意見。

教資會會繼續與院校合作，落實報告的其他建議，以確保院校維持良好的財務管治。

SECRETARY-GENERAL'S
REPORT
秘書長報告

Dr Richard T Armour,
Secretary-General, UGC
教資會秘書長安禮治博士

The function of the UGC Secretariat is to support the UGC (and the Councils and bodies under its aegis) in the fulfillment of its terms of reference. That is impartially: to advise the Government on the funding needs and the strategic development of the eight publicly-funded higher education institutions; and to safeguard the institutions' academic freedom on the one hand while ensuring accountability of the public funds entrusted to them on the other.

In this role, the Secretariat has a staff of around 80 with the main functions of: supporting the UGC in fulfilling its objective and formulating action plans to take forward UGC initiatives; working with the UGC-funded institutions on all fronts relevant to the committees' terms of reference; and disbursing funds to institutions and monitoring their effective use.

Subcommittees/working groups are formed to lead different aspects of the UGC's work. There are currently nine such groups. Two Groups completed their tasks in 2013-14 – (i) the Financial Affairs Working Group (FAWG) after reviewing the finances of the funded institutions with the publication of the FAWG Report in October 2013 and (ii) the Task Force on CityU's Vet School Proposal (VSTF) after the announcement of UGC's review of CityU's second veterinary school proposal in December 2013. Three new Groups have been established – (i) the Financial Affairs Group (FAG) to take forward the implementation of the recommendations of the FAWG Report, (ii) the Financial Affairs Expert Working Group (FAEWG), a group formed under the FAG to provide expert advice on detailed guidance for the institutions to implement the recommendations in relation to cost allocation, and (iii) the Task Force for the Organisation of Discussion Forums (DFTF) to provide overarching guidance to the UGC Secretariat on the organisation of a series of discussion forums with UGC-funded institutions to discuss important issues pertinent to the future development of the UGC-funded sector.

The Financial Affairs Working Group Report 2013 and UGC's review report of CityU's second veterinary school proposal are available on the UGC website www.ugc.edu.hk. You may also find other useful information about the sector on the website.

教資會秘書處的職能，是協助教資會(包括轄下各局及小組委員會)充分履行職責，也就是就本港八所公帑資助的高等教育院校的撥款需要及發展事宜，向政府提供持平的意見，維護院校的學術自由，同時確保院校妥善運用公帑。

秘書處約有80名職員負責執行職能，主要包括：協助教資會達致目標，並制訂行動計劃推行教資會各項措施；在教資會職權範圍相關的各個領域與資助院校合作；以及向院校發放撥款，並確保撥款用得其所。

教資會設有小組委員會/工作小組，統領教資會不同範疇的工作。現時，教資會轄下共有九個小組。兩個小組在2013-14年度完成任務：(一)財務工作小組檢視資助院校的財務後已於2013年10月發表報告；(二)城大獸醫學院工作小組亦於2013年12月公布教資會審視城大第二份獸醫學院建議書的結果。另外，年內新成立了三個小組，分別為：(一)財務小組，負責推進落實財務工作小組的建議；(二)設於財務小組之下的財務專家工作小組，負責就院校落實成本分攤方法的具體指引提供專家意見；(三)專題討論工作小組，負責就教資會與資助院校為商討有關教資會資助界別未來發展的重要議題而舉辦的一系列論壇向教資會秘書處提供綜合指引。

有關2013年財務工作小組報告及教資會審視城大第二份獸醫學院建議書的報告書，均已上載教資會網站www.ugc.edu.hk，該處亦可找到其他有關高等教育界的實用資料。

# Expenditure Statement of the UGC Secretariat

# 教資會秘書處開支報表

Chart 1 below summarises the expenditure of the UGC Secretariat in 2013-14, which covers the recurrent UGC operating expenditure; the recurrent subventions to institutions; and the non-recurrent expenditure.

下面表一簡列教資會秘書處在2013-14年度的開支,當中包括教資會經常運作開支、向院校發放的經常資助金,以及非經常開支。

**Chart 1 : Expenditure Statement for the year ended 31 March 2014**
**表一 : 截至2014年3月31日止年度開支報表**

| | | Year Ended 31 March 截至3月31日止年度 | |
|---|---|---|---|
| | | 2014 $'000 | 2013 $'000 |
| **(1) Recurrent UGC Operating Expenditure** | **(1) 教資會經常運作開支** | | |
| Staff Related Expenditure | 與員工有關連的開支 | | |
| • Civil Services Salaries | • 公務員薪酬 | 35,098 | 32,050 |
| • Allowances and MPF Contribution | • 津貼及公積金供款 | 1,947 | 1,555 |
| Department Expenditure | 部門開支 | | |
| • General Department Expenses (Note) | • 一般部門開支(註) | 34,128 | 26,839 |
| Expenditure for Members | 委員開支 | | |
| • Honoraria for Overseas Members | • 海外委員津貼 | 8,305 | 6,960 |
| • Meeting Expenses (i.e. air passage and hotel, etc.) | • 會議開支(即機票和酒店等) | 17,928 | 15,048 |
| **Sub-total (1)** | **小計 (1)** | **97,406** | 82,452 |
| **(2) Recurrent Subventions to Institutions** | **(2) 經常資助金** | | |
| Recurrent Grants to Institutions | 資助院校的經常補助金 | 14,644,293 | 13,248,601 |
| Refund of Government Rent and Rates | 發還地租及差餉 | 268,491 | 198,671 |
| Subventions for Housing Related Expenses | 資助與房屋福利有關的開支 | 76,331 | 102,331 |
| **Sub-total (2)** | **小計 (2)** | **14,989,115** | 13,549,603 |
| **Total Recurrent Expenditure (1)+(2)** | **經常開支總額 (1)+(2)** | **15,086,521** | 13,632,055 |
| **(3) Non-Recurrent Expenditure** | **(3) 非經常開支** | | |
| General Other Non-Recurrent | 一般非經常開支 | | |
| • Sixth Matching Grant Scheme | • 第六輪配對補助金計劃 | **570,244** | 1,683,722 |
| **Sub-total (3)** | **小計 (3)** | **570,244** | 1,683,722 |
| **Total (1)+(2)+(3)** | **總額(1)+(2)+(3)** | **15,656,765** | 15,315,777 |

Note:
This includes salaries for non civil service contract staff and fees for professional and other hire services
註:
這項目包括非公務員合約僱員的薪酬,以及專業和其他外判服務的費用。

The recurrent UGC operating expenditure remains very low as a percentage of total expenditure - at about 0.6%. But it has increased due to the need to appoint more non-local Members to the RGC and the increase in projects to be completed by the RGC. The Secretariat has established clear internal rules and levels of approval authorities governing various matters (such as the award of consultancy contracts), while rigorously following all civil service, financial and accounting regulations of the Government. In addition, for offering consultancy contracts above $50,000 through the invitation of single quotations, the agreement from either the Chairman, UGC or the convenor of sub-committees is necessary. The advice of the General Affairs and Management Sub-Committee/other Sub-committees - and the approval of the UGC - is required for any item of expenditure above $1 million drawn from the Central Allocation Vote (CAV). The Sub-Committee also receives reports from the Secretariat on the year-to-date expenditure position and other internal administrative and financial matters.

教資會的經常運作開支約佔開支總額的0.6%，比例依然很小。由於研資局有需要委聘更多非本地成員，而且該局有待完成的研究計劃亦越來越多，因此經常運作開支有所上升。秘書處訂有明確的內部規則及規管各類事務(例如批出顧問合約)的審批權限，並且嚴格遵從政府在公務員管理、財務及會計方面的規例。此外，金額超過5萬元的顧問合約如透過索取單一報價方式批出，必須獲得教資會主席或有關小組委員會召集人同意。超過100萬元的中央撥款開支項目，則須徵詢一般事務及管理小組委員會/其他小組委員會的意見，並獲教資會通過。至於年內開支情況及其他內部行政管理與財務事宜，秘書處亦會向一般事務及管理小組委員會匯報。

Local Members of the UGC and all its Councils and Sub-Committees/Panels receive no remuneration for their extensive voluntary service – save for a $215 per meeting day travel allowance. Meanwhile, non-local Members receive an annual honorarium at the following rate effective from 1 January 2014:

教資會及轄下各局與小組委員會的本地成員均義務參與教資會各項工作，並無領取任何薪酬，只獲發按每天會議215元計算的交通津貼。而由2014年1月1日起，非本地委員則按以下津貼率獲發津貼：

|  | (HK$ per annum/quality audit) (每年／每次質素核證工作)(港元) |
|---|---|
| UGC 教資會 | 134,150 |
| RGC/QAC 研資局／質保局 | 84,550 |
| UGC Sub-Committees, RGC Panels* and QAC Audit Panel 教資會轄下小組委員會、研資局轄下小組* 及質保局評審小組 | 47,300 – 65,250 |

* payable only to members outside Hong Kong who are co-opted and do not serve on UGC/RGC proper
* 只適用於加入小組(而非教資會／研資局)的非本地增補成員。

The rates were originally approved by the Legislative Council and are adjusted by the Government according to an approved formula.

津貼水平經立法會批准，並由政府按核准公式調整。

# UGC Funding to Institutions

UGC funding for the UGC-funded institutions is composed of **recurrent grants** and **capital grants.**

Recurrent grants support institutions' academic work and related administrative activities; and capital grants are used to finance major works projects and minor campus improvement works.

## Recurrent Grants

The recurrent funding for the 2012/13 to 2014/15 triennium was approved by the Legislative Council in January 2012. The total approved recurrent funding for the UGC-funded sector in the triennium amounts to $42,209 million, covering both block grants and earmarked grants.

The bulk of the recurrent grants are disbursed to institutions normally on a triennial basis to tie in with the academic planning cycle, and in the form of a block grant to provide institutions with maximum flexibility in internal deployment. Once allocations are approved, institutions have a high degree of freedom in deciding on how the resources available are put to best use. Determination of the grants to institutions is largely based on an established formula.

The 2012/13 academic year was the first year of the implementation of the New Academic Structure in the UGC-funded sector. From then on, there has been new recurrent funding for the additional year under the New Academic Structure ("new pot of money") in addition to the existing funding ("existing pot of money") for the three years of undergraduate study and other levels of study. In this regard, a "two pots of money" approach/funding methodology has been applied to the whole of the 2012/13 to 2014/15 triennium as detailed below. However, institutions still receive a lump-sum block grant, and the separate methodology in allocating the new Year 1 funding will not affect the existing autonomy in which institutions deploy their block grant.

# 教資會資助院校
# 的補助金

教資會給予資助院校的撥款，分為**經常補助金**及**非經常補助金**。

經常補助金用於支援院校的學術活動及相關行政工作，而非經常補助金則用以資助大型工程項目及較小型的校園改善工程。

## 經常補助金

2012年1月，立法會通過在2012/13至2014/15三年期向資助院校提供經常撥款，核准金額總數422.09億元，當中包括整體補助金及指定用途補助金。

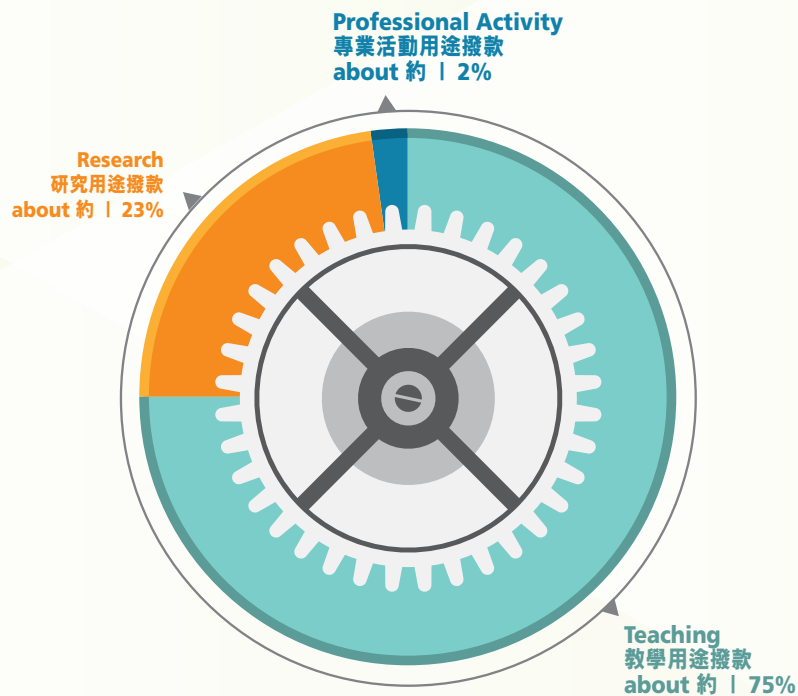經常補助金一般按三年期的方式發放予院校，以配合學術發展規劃的周期，主要為整體補助金性質，供院校在內部靈活調配。撥款一經批准，院校可自行決定如何善用所得資源。各院校所得的補助金額，大致按既定的撥款公式計算。

教資會資助界別在2012/13學年首度推行新學制。由該年起，除現時撥予三年制學士學位課程以及其他修課程度課程的撥款(「現有撥款」)外，當局還為新學制下新增的一年修業期額外提供一筆經常撥款(「新增撥款」)。兩筆撥款的批撥方法/資助方式已應用於整個2012/13至2014/15三年期，詳情載於下文。不過，院校仍會獲得一筆過的整體補助金，故用以分配新學制第一年撥款的特定方式，並不影響院校現時運用整體補助金的自主權。

*"Existing pot of money" for the three years of undergraduate study and other levels of study*

*The amount of block grants comprises three elements:*

現有撥款(撥予三年制學士學位課程及其他修課程度課程的撥款)

整體補助金分為三個部分：



**Professional Activity**
**專業活動用途撥款**
**about 約 | 2%**

**Research**
**研究用途撥款**
**about 約 | 23%**

**Teaching**
**教學用途撥款**
**about 約 | 75%**

## Teaching (about 75%)

The Teaching element is based on student numbers, their levels (*i.e.* sub-degree, undergraduate, taught postgraduate and research postgraduate (RPg)), modes of study (*i.e.* part-time and full-time) and disciplines of study. Some subjects are more expensive than the others because they require special equipment, laboratories, more staff time, *etc*. Relative cost weightings by broad academic programme categories (APCs) have been grouped into three price groups with effect from the 2005/06 to 2007/08 triennium. Details are shown at Chart 2.

## 教學用途撥款(約佔75%)

教學用途撥款根據學生人數、修課程度(即副學位課程、學士學位課程、研究院修課課程和研究院研究課程)、修課形式(即兼讀制和全日制)及學科等因素計算。部分學科需要特別設備或實驗室，或須佔用教職員較多時間，因此成本較高。由2005/06至2007/08三年期起，按概括學科類別劃分的相對成本加權數值分為三個成本類別，詳見表二。

## Chart 2 : Relative Cost Weightings by Price Groups of Academic Programme Categories
## 表二 ：按概括學科類別劃分的相對成本加權數值

| Academic Programme Categories (APCs) 學科類別 | | Price Group of APCs 學科成本類別 | | Relative Cost Weightings 相對成本加權數值 | |
|---|---|---|---|---|---|
| | | | | Teaching Programme 修課課程 | Research Programme 研究課程 |
| 1 | Medicine 醫學 | A | Medicine & Dentistry 醫學及牙醫學 | 3.6 | 1.8 |
| 2 | Dentistry 牙醫學 | | | | |
| 3 | Studies Allied to Medicine and Health 與醫學及衛生有關的學科 | B | Engineering & Laboratory Based Studies 工程及實驗室為本的學科 | 1.4 | 1.4 |
| 4 | Biological Sciences 生物科學 | | | | |
| 5 | Physical Sciences 自然科學 | | | | |
| 6 | Engineering and Technology 工程及科技 | | | | |
| 7 | Arts, Design and Performing Arts 藝術、設計及演藝 | | | | |
| 8 | Mathematical Sciences 數學科學 | C | Others 其他 | 1.0 | 1.0 |
| 9 | Computer Science and Information Technology 電腦科學及資訊 | | | | |
| 10 | Architecture and Town Planning 建築學及城市規劃 | | | | |
| 11 | Business and Management Studies 工商管理 | | | | |
| 12 | Social Sciences 社會科學 | | | | |
| 13 | Law 法律 | | | | |
| 14 | Mass Communication and Documentation 大眾傳播及文件管理 | | | | |
| 15 | Languages and Related Studies 語文及相關科目 | | | | |
| 16 | Humanities 人文學科 | | | | |
| 17 | Education 教育 | | | | |

## Research (about 23%)

In the 2012/13 to 2014/15 triennium, the Research element comprises two parts. One part is informed by the research performance of institutions, and the cost of research in respective fields. The research quality of institution is identified in the context of the Research Assessment Exercise which assesses the research activity of different cost centres within institutions through expert review by subject panels. Another part is informed by the success of institutions under the Research Grants Council (RGC) Earmarked Research Grant. Starting from 2012/13, the UGC has gradually allocated about 12.5% of the Block Grant, or 50% of the prevailing Research-portion on a more competitive basis according to institutions' success in obtaining RGC Earmarked Research Grant over nine years, to fund the indirect/on-costs of research projects approved by the RGC. The mechanism serves as a proxy reference for the allocation of the Research Portion.

## 研究用途撥款(約佔23%)

在2012/13至2014/15三年期，研究用途撥款包括兩部分：一部分根據院校的研究表現和相關學術領域的研究成本批撥。透過研究評審工作，教資會可釐定院校的研究質素，以學科小組的專家評核，評估院校內不同成本中心的研究活動；另一部分根據院校申請研資局研究用途補助金的結果批撥。教資會在2012/13學年起計的九年內，根據院校在申請研資局研究用途補助金的結果，逐步把整體補助金的約12.5%，或相等於當時研究用途撥款的50%，以更具競爭性的方法分配予院校，以資助研資局核准研究項目的間接成本／附加行政費用，此機制是分配研究用途撥款的參考指標。

## Professional Activity (about 2%)

The Professional Activity element is associated with professional activities expected to be undertaken by all members of academic staff. These include, for example, community service undertaken and advice rendered on societal or professional issues. It is calculated based on the number of academic staff.

## 專業活動用途撥款(約佔2%)

專業活動用途撥款與院校全體教學人員均應參與的專業活動相關，範圍涵蓋社區服務或就社會或專業問題提供意見。撥款額按教學人員的數目計算。

### *"New pot of money" for the additional year under the New Academic Structure*

The new funding for the additional year under the New Academic Structure is treated as a separate pot of money and is allocated wholly as "teaching funding", while recognising differentiation in the teaching cost among faculties with price weights of 1.4 and 1.0 for (i) Medicine, Dentistry, Engineering and Laboratory-based studies; and (ii) Others respectively.

The funding formula is the key parameter used to assess institutions' needs. But in finalising its funding recommendations, the UGC also takes into account the special needs of individual institutions and other factors not captured by the formula and will introduce extra-formulaic adjustments where required.

### *新增撥款(為新學制下新增一年修業期提供的撥款)*

為新學制新增一年修業期額外提供的撥款會當作一筆獨立的款項處理，並全數分配給院校作為教學用途撥款。教資會明白各學院的教學成本不同，因此，會分別按(一)1.4的成本加權數值計算醫學、牙醫學、工程及實驗室為本學科的撥款，以及(二)1.0的成本加權數值計算其他學科的撥款。

撥款公式計得的結果，是教資會評估院校撥款需要的主要參數。不過，教資會擬定最終撥款建議時，會一併考慮個別院校的特殊需要和公式沒有計算的其他因素，視乎情況作出公式以外的調整。

Earmarked grants for specific purposes are allocations outside the block grant system. Examples are the grants for knowledge transfer activities and grants for the Areas of Excellence Scheme.

教資會還會在整體補助金制度之外,向院校發放有特定目標的指定用途補助金,例如供進行知識轉移活動的補助金及卓越學科領域計劃補助金。

Once determined, recurrent funding for a triennium will not be adjusted during the period except for adjustments to take into account changes in the indicative tuition fee levels, new initiatives from the Government and civil service pay adjustments. Following the civil service 2013 pay rise which took effect on 1 April 2013, the subvention for 2013/14 was increased by approximately $1,080 million.

經常補助金額一經釐定,在有關三年期內不會更改,除非指示性學費水平有變,又或者政府推出新措施或調整公務員薪酬。由於公務員在2013年增薪(2013年4月1日起生效),2013/14學年的補助金亦相應增加約10.8億元。

### The 2015/16 Rollover Arrangement and the 2016-19 Triennium Academic Development Planning Exercise

### 2015/16延展年度安排及2016-19三年期學術發展規劃工作

The UGC usually conducts academic planning and recurrent grants assessment with its funded institutions on a triennial basis. The current triennium covers the 2012/13 to 2014/15 triennium. To allow more time for institutions to study the impact of the New Academic Structure in the higher education sector and to take into account the results of the Research Assessment Exercise 2014 in funding allocation in the next full triennium, a roll-over arrangement will be implemented for the 2015/16 academic year. The arrangement is mainly meant to be a simple extension of the approved financial arrangements for the current triennium to cover the 2015/16 academic year. In other words, there should be no change in the planning parameters, except to accommodate necessary refinements for specific areas and the increase of senior year places as recently announced in the Policy Address 2014. Upon receipt of institutions' submissions on their proposed allocation of student places to various disciplines, we will calculate the funding allocation of individual institution and submit the grant recommendation to the Administration for consideration. The Administration will then seek approval from the Legislative Council in due course.

教資會與其資助院校一般每三年進行一次學術發展規劃及經常補助金評估。現行的三年期涵蓋2012/13至2014/15學年。為了讓院校有更多時間檢視新學制對高等教育界的影響,並在下一個完整三年期的撥款分配工作中,考慮「2014年研究評審工作的結果,2015/16學年將會實行延展年度的安排。這項安排主要是純粹把現行三年期的核准財務安排順延一年,以涵蓋2015/16學年。換言之,除了就特定範疇作出必要的調整,以及按照《2014年施政報告》所公布增加的高年級學額外,規劃準則不變。當收到院校就個別學科提交的學額分配建議後,我們會計算個別院校的撥款分配,然後把資助建議提交予政府考慮。政府稍後會提請立法會批准建議。

The next triennium will cover the 2016/17 to 2018/19 academic years. The UGC is currently working closely with the institutions to prepare for the next round of the Academic Development Planning exercise.

下一個三年期將涵蓋2016/17至2018/19學年。教資會現正與院校著手籌備下一輪的學術發展規劃工作。

# Diagrammatic Illustration of UGC Recurrent Grant Cycle
## 教資會經常補助金周期圖解

**Start Letters**
**啟動籌劃信件**
Broad policy guidelines and student targets from UGC to institutions
教資會向院校提供宏觀政策指引及學生人數指標

**Academic Development Proposals (ADPs)**
**學術發展建議書**
Uncosted proposals on academic development from institutions to UGC
院校向教資會提交未計算費用的學術發展建議

**Allocation Letters**
**撥款信件**
Institutions informed of the grants approved and the advice on developments
告知院校批核的補助金額及對院校發展的意見

**Discussions**
**討論**
Formal UGC meeting and discussions with institutions on ADPs
教資會舉行正式會議及與院校討論學術發展建議

**Government Approval**
**政府批核**
Approval from Government and voting of funds by the Legislative Council
政府予以批核，並由立法會批出撥款

**Advisory Letters**
**提示信件**
UGC comments on ADPs and advises the institutions
教資會就學術發展建議向院校提供意見

**Grant Recommendations**
**補助金建議**
UGC triennial grant recommendations to Government
教資會向政府提交三年期補助金建議

**Grant Assessment**
**評估補助金**
Assessment exercise and grant calculations by UGC
教資會評估費用預算和計算補助金額

**Triennial Recurrent Grant Estimates**
**三年期經常補助金估算**
Cost estimates on the approved ADPs from institutions
院校就經核准的學術發展建議提交費用預算

## Financial Reporting and Monitoring

The UGC-funded institutions are autonomous statutory bodies governed by their respective Ordinances. They enjoy institutional autonomy in such areas as curriculum design, selection and recruitment of staff and students, and internal allocation of finances.

To provide institutions with substantial financial freedom, the bulk of the subvention to institutions are in the form of the block grant, which provides for a "one-line" allocation of resources for a funding period (usually a triennium) without prescription attached as to how it should be spent. The major requirement is that such grant must be used within the ambit of "UGC-fundable activities" while adhering to approved student number targets. The precise amount of the block grant has to be approved by the Legislative Council before the start of every triennial funding period, after which the responsibility falls squarely upon the institutions to apply those funds appropriately.

### *Institutions are accountable for any unspent balances of the public funds*

While respecting the institutional autonomy of our funded institutions in allocating and managing their internal finances, the UGC adopts an accountable and transparent approach in ensuring the public money entrusted to the institutions are applied meaningfully and provide value for money. Institutions are entitled to maintaining a general reserve of up to 20% of the institution's total approved recurrent grants (excluding any earmarked grants) in a triennium for future and new development needs, any excess of that level has to be returned to the UGC. The use of the general reserve is subject to the same rules and regulations governing the use of recurrent grants. For grants earmarked for specific purposes, any amount unspent after the close of financial year or approved funding period must be returned.

### *Institutions provide regular reports on their finances to the UGC*

Institutions submit for each financial year an annual return on the use of all UGC funds. Heads of Institutions also provide a Certificate of Accountability to the UGC annually to confirm that the public funds allocated via the UGC have been spent in accordance with the rules and guidelines as agreed with the UGC.

## 財務報告及監察

教資會資助院校是獨立自主的法定組織,受各自的條例規管。院校在設計課程、甄選學生、招聘員工及內部調配資金方面,均享有自主權。

為了讓院校在財政方面享有高度自主權,教資會主要以整體補助金形式資助院校。整體補助金以整筆撥款方式,為院校提供資助期間(通常為三年期)所需的資源。教資會並無規定院校應如何運用該筆款項,惟整體補助金必須用於「教資會可資助活動」所涵蓋的範圍,同時院校須按照核准學生人數指標提供學額。整體補助金的確實金額須於有關三年資助期開始前,經立法會批准。此後,院校全權決定如何善用該筆款項。

### 院校須交代未動用的公帑

教資會尊重院校分配和管理內部資金的自主權,同時依循有關問責性及透明度的方針,確保撥予院校的公帑用得其所、合乎效益。院校可備存部分經常補助金,以作為應付日後新發展需要的一般儲備金。儲備金上限為該三年期獲批經常補助金總額(不包括指定用途補助金)的20%。超逾該上限的款項須退還教資會。經常補助金的使用規則及規例,同樣適用於一般儲備金。至於指定用途補助金,在財政年度或核准資助期結束後如有餘款,須悉數退還教資會。

### 院校須定期向教資會提交財務報告

院校會在每個財政年度完結後向教資會提交年度報表,匯報各項撥款的使用情況。此外,各院校校長每年亦會向教資會呈交一份責任證明書,確認經教資會批撥的公帑按照院校與教資會議定的規則和指引使用。

## No cross-subsidisation of UGC resources to non-UGC-funded activities

Recurrent grants are provided to the UGC-funded institutions to support their academic and related activities based on approved UGC-funded activities. As such, there should be no cross-subsidisation of UGC resources to non-UGC-funded activities (including, but not limited to, self-financing activities). To avoid hidden subsidy to non-UGC-funded activities, the institutions should levy overhead charges on such activities, including projects funded by other Government departments/agencies and projects/programmes conducted by their self-financing subsidiaries or associates.

## Institutional finances are subject to professional accounting standards and external audit processes

Institutions are required to keep proper accounting records in accordance with the Hong Kong Financial Reporting Standards and the house guidelines on recommended accounting practice adopted by the UGC where appropriate. Institutions also arrange their own external annual audits on their financial statements and the annual return, in accordance with prevalent assurance engagement standards adopted by the audit profession. For the purpose of efficient use of public funds, institutions are also subject to examination by the Director of Audit.

## Financial Affairs of Institutions

From time to time, the UGC may express interest in the financial well-being of UGC-funded institutions and enquire on specific financial issues concerning the UGC sector. The UGC established a Financial Affairs Working Group in January 2011 with professional expertise to work with institutions to help ensure their continuing good financial governance and sound financial planning. The Group completed its review and published a Report in October 2013, offering recommendations in cost allocation practices and financial transparency in institutions with a view to providing more assurance to the public that the use and application of public funds is appropriate. The UGC has been working with the institutions on the phased implementation of the recommendations.

## 教資會資源不可補貼非教資會資助活動

教資會向資助院校提供經常補助金,以支持院校在核准的教資會資助活動範圍內,舉辦學術和相關活動。因此,教資會的資源不能用於補貼非教資會資助活動(包括但不限於自資活動)。為免變相津貼非教資會資助活動(包括其他政府部門/機構資助的項目及院校轄下自負盈虧的附屬或聯營機構所辦的項目/課程),院校應對該些活動收取間接費用。

## 院校的財務狀況須按專業會計準則記錄並經外聘核數師審核

院校須按照香港會計師公會頒布的《香港財務報告準則》,另參考教資會根據建議會計準則而訂定的指引(如適用),妥善保存會計記錄。院校每年亦須自行外聘核數師,按審計行業普遍採用的審核準則,審核財務報表及年度報表。為確保公帑運用得宜,院校亦須接受審計署署長審核。

## 院校財務事宜

教資會關注資助院校的財務狀況,不時就教資會界別的特定財務事宜向院校查詢。教資會於2011年1月設立由專業人士組成的財務工作小組,通過與院校合作,協助院校維持良好的財務管治及作出穩健的財務規劃。工作小組完成檢視工作後,於2013年10月發表報告,就院校的成本分攤方法及財政透明度提出建議,以期更充分地向公眾保證,公帑會得到妥善使用和運用。教資會其後一直與院校合作,分階段落實有關建議。

## Capital Grants

The UGC supports capital works projects of institutions for UGC-approved activities by capital grants sought from the Government on an annual basis under the Capital Programme, and the Alterations, Additions, Repairs and Improvements Programme. Details of the two capital grants programmes are illustrated in the flowcharts below:

## 非經常補助金

教資會以非經常補助金的形式，資助院校為教資會核准活動進行的基本工程項目。院校每年透過「基本工程計劃」和「改建、加建、維修及改善工程計劃」，向政府申請非經常補助金進行工程項目。上述兩項計劃的流程圖如下：

| Capital Programme<br>基本工程計劃 | Alterations, Additions, Repairs and Improvements Programme<br>改建、加建、維修及改善工程計劃 |
|---|---|
| UGC-funded institutions submit works proposals costing more than $30 million each<br>資助院校就每項費用超過3,000萬元的工程提交建議 | UGC-funded institutions submit works proposals costing not more than $30 million each<br>資助院校就每項費用不超過3,000萬元的工程提交建議 |
| Projects supported by UGC to be submitted to the Government for selection under Capital Works Resource Allocation Exercise<br>獲教資會支持的項目會提交政府，按基本工程計劃資源分配工作的程序甄選 | Projects supported by UGC to be submitted to the Government for bidding of funds under Capital Works Reserve Fund<br>獲教資會支持的項目會提交政府，申請基本工程儲備基金撥款 |
| Projects selected by the Government to seek funding from the Legislative Council on a project basis after detailed design<br>獲政府選出的項目會在完成詳細設計後，逐一向立法會申請撥款 | Selected projects to be funded under the "Alterations, Additions, Repairs and Improvements" Block Vote approved by the Legislative Council<br>獲選的項目會由立法會批准的「改建、加建、維修及改善工程整體撥款」資助 |

In 2013-14, there were 22 ongoing capital works projects under the Capital Programme with a total estimated project cost of some $11.6 billion. The building and building service works of most projects have already been completed. The expenditure on these projects in 2013-14 was about $963 million. The spending in 2014-15 is anticipated to be decreased to about $564 million.

In 2013-14, the UGC supported a total of 39 new Alterations, Additions, Repairs and Improvements (AA&I) projects submitted by institutions with a total estimated cost (to be spread over up to three years) of some $850 million. To meet the expenditure of the ongoing and newly approved projects in 2013-14, a total of $560 million was allocated to institutions. The allocation will be increased to $600 million in 2014-15.

在2013-14年度，基本工程計劃下有22項基本工程項目正在進行，估計工程費用總額約為116億元。大部分項目的建築及裝備工程均已完竣。該些工程計劃在2013-14年度的開支約為9.63億元，2014-15年度的開支預計會減至約5.64億元。

在2013-14年度，教資會支持總數39項由院校新提交的改建、加建、維修及改善工程項目，估計工程費用(最長在三年內撥付)合共約8.5億元。為應付進行中和新核准工程項目在2013-14年度的開支，教資會已向各院校合共撥款5.6億元。2014-15年度的撥款會增至6億元。



Tseung Kwan O Joint Student Hostel
under construction (capital project)
興建中的將軍澳聯合學生宿舍 (基本工程項目)



PolyU's Innovation Tower
(capital project)
香港理工大學創新樓 (基本工程項目)



Replacement of air-cooled chillers
by water-cooled chillers in block C of HKIEd (AA&I works)
香港教育學院C座製冷機更換工程
(以水冷式替代氣冷式)
(改建、加建、維修及改善工程項目)
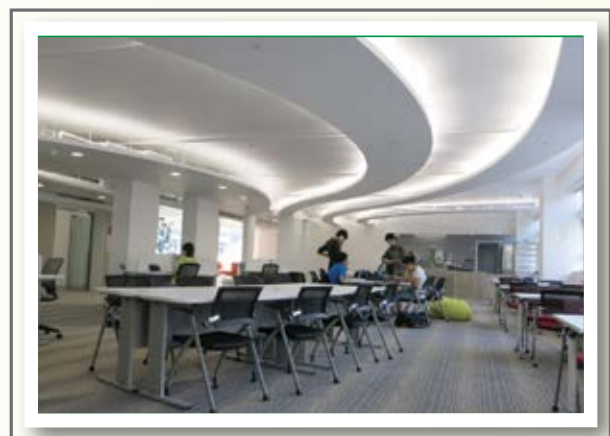


Spatial reorganisation of
CUHK's Choh-Ming Li
Basic Medical Sciences Building (AA&I works)
香港中文大學李卓敏基本醫學大樓空間重組工程
(改建、加建、維修及改善工程項目)

HKUST's Research and Academic Building
nearly completion (capital project)
香港科技大學科研與教學大樓將近完工
(基本工程項目)



Improvement works at HKU's Hui Oi Chow
Science Building (AA&I works)
香港大學許愛周科學館改善工程
(改建、加建、維修及改善工程項目)



Construction of covered
student activities area in LU (AA&I works)
嶺南大學建造有蓋學生活動區
(改建、加建、維修及改善工程項目)



Provision of laboratories in HKBU
(AA&I works)
香港浸會大學實驗室工程
(改建、加建、維修及改善工程項目)



Student study area in HKBU's
Oen Hall Building (East Wing) (AA&I works)
香港浸會大學溫仁才大樓(東翼)學生自修室工程
(改建、加建、維修及改善工程項目)



Renovation works at CityU's library
(AA&I works)
香港城市大學圖書館改建工程
(改建、加建、維修及改善工程項目)

## Financial Reporting and Monitoring

The capital grants are charged to the Capital Works Reserve Fund and are part of the Capital Works Programme of the Government. Institutions' projects under capital subvention follow the procedures for creating and managing a capital works project under the Capital Works Programme. Institutions assume full responsibility and accountability for their projects under capital subvention. They should ensure that works expenditure stays strictly within the approved project estimate in accordance with the approved project scope *i.e.* the scope approved by the Legislative Council for capital works projects exceeding $30 million, and the scope approved by the UGC for Alterations, Additions, Repairs and Improvements projects up to $30 million.

Institutions have in place an appropriate system of cost control and monitoring mechanism for overseeing the spending of public money having regard to economy, efficiency and effectiveness in the delivery of their projects. In particular, institutions have to ensure that proper procurement procedures are in place, taking reference from Government's latest rules and regulations applicable to public capital works.

Approved funds for the projects are released to the institutions on a monthly basis. Institutions are required to submit a monthly statement on the financial position and a quarterly report on the progress of their projects. Upon completion of a project, the institution will submit a certified statement of final accounts to the UGC and return any unspent balance or unapproved expenditure to the Government. For the final accounts of capital works projects, a separate assurance engagement should be carried out by an external auditor engaged by the institutions.

## 財務報告及監察

非經常補助金來自基本工程儲備基金,是政府基本工程計劃的一部分。院校在處理由非經常補助金資助的工程項目時,會遵循基本工程計劃有關開立及管理工程項目的程序。院校須就非經常補助金資助的項目承擔全部責任並作出交代,嚴格確保工程開支不會超逾核准工程範圍內的核准工程預算,即不得超出立法會就費用逾3,000萬元的基本工程項目所核准的工程範圍,或教資會就費用不超逾3,000萬元的改建、加建、維修及改善工程項目所核准的工程範圍。

院校已制訂合適的成本監控機制,管理公帑的使用,以確保工程項目既合乎經濟原則,亦具效率與成效。院校尤應參考適用於公共基本工程的最新政府規則及規例,制訂適當的採購程序。

教資會按月向院校發放工程項目的核准撥款,而院校須按月提交財務狀況報表,以及按季提交工程進度報告。工程項目完成後,院校須向教資會提交經核證的決算帳目,並把結餘或未核准的開支款項退還政府。基本工程項目的決算帳目,須經院校的外聘核數師獨立核證。

# Communications / Interface with Stakeholders

# 與持份者的溝通/接觸

We attach great importance to enhancing communications with our stakeholders so they can understand accurately the functions and operations of the UGC, and also for the UGC to get to know our stakeholders' views on its decisions and policies. There is a wide range of stakeholders in higher education – the institutional management, staff and students, the Government and Legislature, the media and the community at large. The UGC works in close partnership with stakeholders on sector-wide issues, including resource allocation and strategic development. Effective communication with stakeholders brings transparency and accountability.

The UGC's Communications Group looks into all matters concerning public relations and publicity in respect of the activities of the Committee and the UGC-funded sector, with the objective of fostering better understanding and communication. Effective communication with the various stakeholder groups often takes different forms. The Group continues to devise plans and undertakes a range of activities to enhance our stakeholder relations, including:

## Institutional Management

The UGC works closely with institutions and conducts meetings – regular and ad hoc, formal and informal – with the Council Chairmen, Heads and Vice Presidents of the eight funded institutions to share our thoughts and suggestions on various subjects of mutual concern. In May 2014, UGC held the Discussion Forum on "Research" for the Heads of institutions, UGC and Members of the Task Force for the Organisation of Discussion Forums to collectively discuss the research development and future of higher education in Hong Kong. The second Discussion Forum on "Teaching and Learning" and the third Discussion Forum on "Funding" will be held in September 2014 and January 2015 respectively. The Chairman, UGC continued his second round of campus tour to meet with the Faculty Deans and Department Heads as well as frontline faculty in each of the eight institutions during June 2013 to April 2014. He aims to brief them on the aspirations and operations of the UGC and exchange thoughts with them on issues related to the higher education sector.

教資會重視與持份者增進溝通,藉此讓他們確切明白教資會的職能和運作,同時讓教資會了解持份者對教資會的決定和政策的看法。高等教育界有不同持份者,包括院校管理層、教職員和學生、政府、立法會、傳媒及市民大眾。教資會一直就涉及整個界別的議題,包括資源分配和策略性發展,與相關持份者緊密合作。有效溝通,能提高透明度,加強向持份者問責的能力。

教資會的傳訊小組專責處理與教資會及教資會資助界別相關的一切公關及宣傳事宜,目的是促進了解,加強溝通。與不同持份者保持良好溝通,往往要依循不同途徑。傳訊小組會繼續制訂計劃,透過一系列活動,促進與以下持份者的關係:

## 院校管理層

教資會與院校緊密合作,定期及就特定議題與八所資助院校的校董會主席、校長及副校長舉行正式或非正式會議,環繞共同關心的議題交換意見。教資會在2014年5月舉辦以「研究」為題的論壇,讓院校校長,以及教資會與轄下專題討論工作小組成員一同探討香港研究工作的發展及高等教育的未來,並會在2014年9月和2015年1月舉辦第二次及第三次論壇,主題分別定為「教與學」及「院校撥款」。此外,教資會主席在2013年6月至2014年4月繼續進行第二輪院校巡迴訪問,與八所院校的學院院長、系主任及前線教學人員會面。訪問旨在向院校闡述教資會的抱負和運作,並就關乎高等教育界的議題與院校交換意見。

The first Discussion Forum on Research, held at the Hong Kong Museum of Art, was attended by the Heads of institutions, UGC and DFTF Members in May 2014.
首個論壇以研究工作為題，2014年5月假香港藝術館舉行，參加者包括院校校長，以及教資會與轄下專題討論工作小組成員。



HKUST 科大



HKBU 浸大



HKU 港大



CityU 城大

Chairman, UGC met with the Faculty Deans and Department Heads of HKUST, HKBU, HKU and CityU during June 2013 to April 2014.
教資會主席於2013年6月至2014年4月期間與科大、浸大、港大及城大的學院院長及系主任會面。

## Students

Students are the key stakeholders of the UGC. Their views are thus very important to us. Members of the UGC visit the eight institutions on a regular basis, of which an important part is to meet with the students. The UGC has expedited such visits. UGC Members as a group visited HKU and HKIEd in April 2013, LU

## 學生

學生為教資會重要的持份者，因此教資會十分重視學生的意見。教資會委員定期到八所院校進行訪問，當中一個重要環節是與學生見面。教資會已加緊進行訪校活動，委員於2013年4月到訪港大及教院，於2013年9月探訪

in September 2013, HKUST in January 2014 and HKBU in May 2014. During the visits, Members exchanged views with student representatives on a whole array of topics of mutual concern. There was no set agenda for these meetings, which were conducted in a more relaxed and friendly environment to encourage more active participation in the discussions and freer exchange.

嶺大,又分別於2014年1月及5月訪問科大及浸大。訪問活動期間,委員與學生代表就多項雙方關注的議題交換意見。會面不設議程,讓雙方在輕鬆融洽的氣氛中積極討論,坦誠交流。



HKU
港大



HKIEd
教院



LU
嶺大

UGC Members visited HKU, HKIEd, LU, HKUST and HKBU and met their students.
教資會委員到訪港大、教院、嶺大、科大及浸大,並與院校學生會面。



HKUST
科大



HKBU
浸大

In April 2014, the Chairman, UGC and I visited PolyU and shared our views at a lecture on some important issues facing Hong Kong's higher education, including internationalisation and teaching and learning, as part of a general education programme. We also enjoyed a fruitful exchange of views with hundreds of students and staff members of PolyU.

教資會主席和我於2014年4月到訪理大，出席一個通識教育課程講座。我們與過百理大師生分享了我們就香港高等教育界所面對的一些重要議題，包括國際化及教與學的看法，並與他們交換意見。




Chairman and Secretary-General of the UGC exchanged views on issues facing Hong Kong's higher education sector with Dr Hon Helena Wong Pik-wan, students and staff members of PolyU.

教資會主席及秘書長就香港高等教育界面對的議題與黃碧雲博士及理大師生交換意見。

## Legislators

The UGC welcomes the opportunity to work with, and explain aspects of our work to, the Legislative Council. Informally, the Chairman, UGC met with members of the Legislative Council Panel on Education in January 2014 and July 2014 to listen to their views on various topics in relation to higher education. We also attend meetings of the Council whenever appropriate to explain our work.

## The Community

With escalating public expectations on the responsiveness of public agencies, the cyber network allows us to gather and disseminate information in a more timely and instantaneous fashion. The UGC website describes our roles, membership, activities, and the latest news. It includes also a "Frequently Asked Questions" section and detailed biographies of UGC members.

## 立法會議員

教資會重視與立法會合作的機會，樂於向議員闡述其工作。教資會主席先後於2014年1月及7月與立法會教育事務委員會的委員非正式會面，聽取他們對高等教育不同方面的意見。此外，教資會會視乎情況派員出席立法會會議，向議員講解教資會的工作。

## 市民大眾

市民對公共機構的要求日益提高，期望訴求盡早得到回應，教資會正好借互聯網之便，適時快捷地收集和發放資訊。教資會網站介紹教資會職能、成員組合、工作及最新動向，另設「常見問題」專欄，並提供教資會委員簡歷。

Starting from 12 July 2013, the UGC launched the revamped statistics page which seeks to provide the public with convenient access to statistical data on UGC-funded institutions. These initiatives have facilitated better understanding of the UGC structure and policies by the readers.

由2013年7月12日起,教資會推出經革新的統計數據網頁,讓市民以便捷的方式查閱資助院校的各種統計資料。新功能有助市民更深入了解教資會的架構和政策。
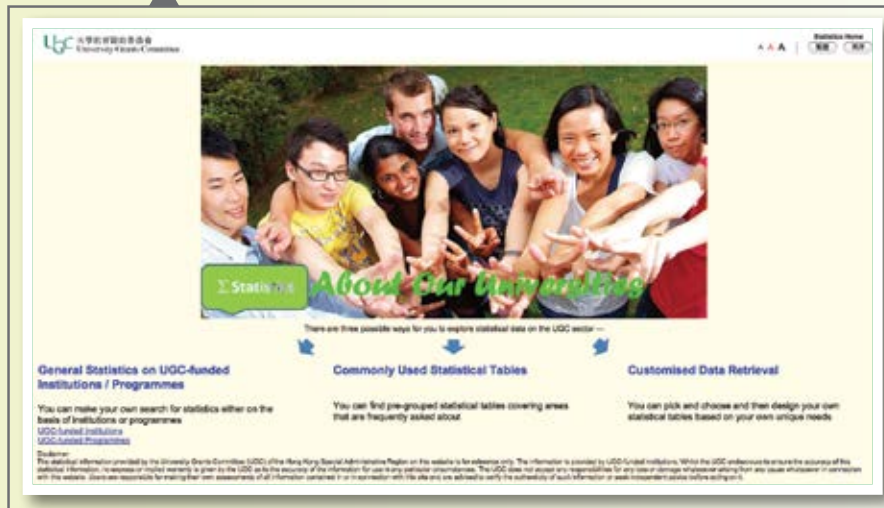


At the same time, the UGC also holds briefings with the media after each UGC meeting, where the Chairman, UGC keeps the media informed of the latest decisions and deliberations of the Committee. The UGC also responds to media enquiries whenever they arise.

The UGC is committed to openness, transparency and accountability in promoting excellence in Hong Kong's higher education sector. To achieve this goal, we will continue to explore more effective and innovative ways to communicate with our various stakeholders, and continually seek ways to foster better understanding and engagement with the community.

教資會在每次會議後均會舉行傳媒簡報會,由教資會主席向傳媒扼述教資會的審議事項及最新決策。對傳媒提出的查詢,教資會會盡力一一回應。

教資會一向恪守開放、透明及問責的原則,推動香港高等教育界更臻完善。為此,我們將繼續探求更有效、更創新的方式,與持份者保持緊密聯繫,讓公眾更深入了解並積極參與教資會的工作。

**Richard Armour**
*Secretary-General*
University Grants Committee

大學教育資助委員會
*秘書長*
**安禮治**

ACTIVITIES
HIGHLIGHTS
年度回顧

# Communications/Interface with Stakeholders

## 與持份者溝通/接觸

### Chairman in Conference with Faculty Deans and Heads of Departments of Institutions

### 主席與院校學院院長及系主任會晤

From June 2013 to April 2014, Chairman, UGC has been visiting the UGC-funded institutions and meeting with their Faculty Deans and Heads of Departments. Through the meeting, the Chairman, UGC introduced to them the work of the UGC as well as listened to their views and concerns on various higher education issues.

2013年6月至2014年4月期間，教資會主席到訪各資助院校，與學院院長及系主任會面，向他們介紹教資會的工作，聆聽他們對高等教育不同議題的意見和關注。



HKUST 科大



HKBU 浸大



HKU 港大



CityU 城大

Chairman, UGC shared his views with the teaching staff of HKUST, HKBU, HKU and CityU from June 2013 to April 2014.
教資會主席於2013年6月至2014年4月到科大、浸大、港大及城大與教職員分享經驗。

## Media Briefing on UGC Activities

Chairman, UGC and several UGC members met the media following each of UGC meetings held in May, October 2013 and January 2014 to brief them of main issues discussed.

## 向傳媒簡報教資會工作

教資會於2013年5月、10月及2014年1月舉行會議。每次會議後，主席均會與數名委員會見傳媒，簡報討論過的主要議題。





## UGC Members' Visit to HKU, HKIEd, LU, HKUST and HKBU

UGC Members visited HKU and HKIEd in April 2013, LU in September 2013, HKUST in January 2014 and HKBU in May 2014 to meet with the senior management, some faculty staff as well as student representatives. Members also took the opportunity to tour around some parts of the campuses.

## 教資會委員到訪港大、教院、嶺大、科大及浸大

教資會委員於2013年4月到訪港大及教院，於2013年9月探訪嶺大，另分別於2014年1月及5月訪問科大及浸大，與院校的高層管理人員、部分教學人員及學生代表會面。委員亦藉此機會參觀院校部分校園。



HKU 港大



HKIEd 教院

LU 嶺大



HKUST 科大



HKBU 浸大

UGC Members visited HKU, HKIEd, LU, HKUST and HKBU.
教資會委員到訪港大、教院、嶺大、科大及浸大。

## Discussion Forums on "Research" and "Teaching and Learning"

## 「研究」和「教與學」論壇

To gather thoughts and recommendations to set out a roadmap for the UGC sector moving forward in the next ten years, the UGC has decided to hold three discussion forums to discuss with institutions a number of important issues pertaining to the development of the higher education sector. The first Discussion Forum on "Research" with the theme "Rising above Individual Ambition of Institutions" was held at the Hong Kong Museum of Art on 13 May 2014. Professor Marja Makarow, Vice President of Academy of Finland, was the expert speaker of the session. The forum was attended by the Heads of institutions, UGC and Task Force for the Organisation of Discussion Forums Members. The second Discussion Forum on "Teaching and Learning" would be held in September 2014.

為蒐集持份者對教資會界別未來十年發展路向的意見及建議，教資會決定舉辦三個論壇，就關乎高等教育界別發展的若干重要議題與院校進行討論。首個論壇環繞研究工作，在2014年5月13日於香港藝術館舉行，旨在探討個別院校如何超越本身所訂的目標。芬蘭科學院副院長 Marja Makarow 教授應邀擔任專家講者。院校校長、教資會及轄下專題討論工作小組成員均有出席是次論壇。第二個有關教與學的論壇將於2014年9月舉行。

Sir Malcolm Grant was the moderator (left) and Professor Marja Makarow (right) was the speaker at the Discussion Forum on Research.
研究工作論壇由Sir Malcolm Grant主持(左)，由Marja Makarow教授主講(右)。

## UGC's review of CityU's second veterinary school proposal

UGC received a proposal from the City University of Hong Kong (CityU) of establishing a publicly-funded veterinary school in Hong Kong in 2009. Having examined the academic, clinical, and accreditation prospects as well as the financial aspects of that proposal, and having regard to the Administration's views at the time on the demand for veterinarians, the UGC did not support the proposal.

CityU submitted a second proposal to the UGC to reapply for funding to establish a publicly-funded veterinary school in December 2012. The UGC established in 2013 a Veterinary School Task Force (Task Force), comprising overseas and local experts in veterinary medicine and public health, as well as those who are familiar with the higher education sector in Hong Kong, to examine the second proposal. With an independent and professional perspective, the Task Force took an evidence-led investigative approach and met with a number of veterinary sector stakeholders to collect information on various aspects to review the second proposal submitted by CityU in December 2012. The Task Force submitted a report to the UGC in late 2013.

The UGC considered the report of the Task Force in January 2014. The UGC agreed to the observations and recommendation of the Task Force that CityU's proposal had not provided a persuasive case for the UGC to support developing a publicly-funded veterinary school in Hong Kong. This was based on analysis of matters such as societal needs, professional qualifications and prospects of the graduates, programme arrangements and accreditation, research support, sustainability, budget estimates and funding support. As a result, the UGC did not render support to the second proposal. The UGC also considered that as long as there are no material changes in circumstances or Government policies relating to the veterinary sector, the Committee would not find it necessary, in the foreseeable future, to examine any proposal submitted by any institution seeking UGC funding to provide veterinary programme again. Regarding other observations and recommendations made by the Task Force in the report pertinent to the public health and other challenges in Hong Kong, the UGC considered that these issues could be further discussed in the community in the future.

A press conference was successfully held on 13 January 2014 to announce the UGC's recommendation on CityU's second proposal of establishing a publicly-funded school of veterinary medicine in Hong Kong.

## 教資會審視城大第二份獸醫學院建議書

教資會在2009年接獲城大擬用公帑在本港設立獸醫學院的建議書,經研究有關建議的學術、醫學和認證前景,以及作出財政方面的考慮後,再參考政府當局當時對獸醫需求的意見,最終決定不支持該項建議。

城大於2012年12月再度向教資會提出以公帑設立獸醫學院的申請。教資會於2013年成立城大獸醫學院工作小組,成員包括本地及海外獸醫學和公共衞生專家,以及熟悉本地高等教育界的人士,負責審視第二份建議書。工作小組從專業獨立的角度,採取事實為本的探究方式,與多名獸醫業界持份者接觸,並從中蒐集各方面的資料,藉此審視城大於2012年12月提交的第二份建議書。工作小組於2013年年底向教資會提交報告。

教資會在2014年1月研究工作小組的報告。教資會同意工作小組的觀察和建議,認為城大的建議書在各方面,例如在社會需求、畢業生的專業資格與出路、課程安排和評審、科研支援、持續可行性、開支預算及所需經費等,均未能提出有力理據,說服教資會支持以公帑在本港設立獸醫學院。因此,教資會不支持第二份建議書。再者,教資會認為,在獸醫業界的情況或相關政府政策未有重大改變之前,教資會於可見的將來無須再度審議任何院校提交有關運用教資會撥款開辦獸醫課程的建議書。至於工作小組在報告中就香港公共衞生及其他挑戰而提出的觀察所得及建議,教資會認為可留待社會各界日後進一步討論。

教資會在2014年1月13日舉行新聞發布會,對公布就城大擬在香港設立公帑資助獸醫學院所提交的第二份建議書作出回應,並提出的建議。

# Teaching and Learning Quality 教與學質素

## The 2013 UGC Teaching Award

The UGC held the presentation ceremony of the 2013 UGC Teaching Award on 5 September 2013 to honour academics in the UGC-funded institutions for their outstanding teaching performance and achievements, as well as their leadership in and scholarly contribution to teaching and learning within and across institutions. Over 100 guests, including Council Chairmen and Heads of the UGC-funded institutions, their senior management responsible for teaching quality, as well as award nominees and other outstanding teaching staff, joined the event to celebrate the achievements of the two award recipients: Dr Alice Chong Ming-lin of the Department of Applied Social Studies of CityU and Professor Alan Lau Kin-tak of the Department of Mechanical Engineering of PolyU.

## 2013年教資會傑出教學獎

教資會於2013年9月5日舉行2013年教資會傑出教學獎頒獎典禮，表揚教資會資助院校優秀學者的傑出教學表現和成就，以及他們在院校內外為提升教與學質素所作出的貢獻及所展現的領導才幹。當晚出席的嘉賓逾百，包括各教資會資助院校的校董會主席和校長、負責教學質素的高層管理人員、獲提名的學者及其他傑出教學人員，一起祝賀獲頒傑出教學獎的兩位得獎人：城大應用社會科學系莊明蓮博士及理大機械工程學系劉建德教授。



The two recipients of the 2013 UGC Teaching Award with Mr Edward Cheng, Chairman, UGC and Members of the 2013 Selection Panel at the presentation ceremony.

(From left) Professor Shekhar Madhukar Kumta, Mr Edward Cheng, Dr Alice Chong Ming-lin, Professor Alan Lau Kin-tak and Professor William Kirby.

2013年教資會傑出教學獎兩位得獎人與教資會主席鄭維新先生及選選委員會成員在頒獎典禮上合照。

(左起)遴選委員會委員古明達教授、鄭維新先生、莊明蓮博士、劉建德教授及遴選委員會主席柯偉林教授。

# Research and Knowledge Transfer

# 研究與知識轉移

## Theme-based Research Scheme Public Symposium 2013

## 2013年主題研究計劃研討會

Theme-based Research Scheme (TRS) Public Symposium 2013, held at HKU on 14 December 2013, aimed to communicate and share the achievements of the TRS projects amongst the research community and other stakeholders. It covered 11 projects funded in the first two rounds of the TRS under 3 themes: Promoting Good Health, Developing a Sustainable Environment, and Enhancing Hong Kong's Strategic Position as a Regional and International Business Centre.

2013年主題研究計劃研討會於2013年12月14日在港大舉行，目的是向學術研究界及其他持份者公布並展示主題研究計劃項目的成果。研討會主要涵蓋首兩輪主題研究計劃三個特選主題(即「促進健康」、「建設可持續發展的環境」及「加強香港作為地區及國際商業中心的策略地位」)下的11個研究項目。



Professor Yip-wah Chung, Chairman of the Major Projects Steering Committee, spoke at the opening of the Symposium.
大型研究項目督導委員會主席鍾業華教授在研討會上致開幕辭。

## Research Grants Council – Public Lectures

## 研資局公眾講座

To promote the work of the UGC and the RGC and the achievements of the research community in Hong Kong, the RGC has been organising public lectures on a regular basis since April 2009.

In 2013, two public lectures in four sessions in total were held in April and September at the Hong Kong Science Museum and one public lecture in two sessions was held in July at the CityU covering the achievements of RGC competitive funding schemes in various academic areas.

為推廣教資會和研資局的工作，宣揚香港在研究的成果，研資局自2009年4月起定期舉辦公眾講座。

2013年4月及9月先後在香港科學館舉行兩場共四節的公眾講座，另於7月在城大舉行一場共兩節的公眾講座，講題包括研資局的多個競爭性撥款資助計劃在各個學科領域的研究成果。



Professor Karen Lam, Chair Professor of Department of Medicine, HKU, gave a talk entitled "Fighting the Obesity Epidemic: What's on the Horizon in 2013?" at the Hong Kong Science Museum.
香港大學醫學院內科學系講座教授林小玲教授於香港科學館演講，主題名為"肥胖「疫症」在香港：2013年實況"。



Dr Lo Ming Tung, Associate Professor and Associate Head of Department of Chinese Language and Literature, HKBU, talked on Confucianism at the CityU.
香港浸會大學中國語言文學系副教授兼副主任盧嗚東教授於城大就儒家思想為題演講。

## Hong Kong PhD Fellowship Scheme (HKPFS) – Awardees Reception

## 香港博士研究生獎學金計劃 得獎者茶敍

The awardees of the 2013/14 round of the HKPFS, the Steering Committee, Selection Panel Members and representatives of institutions together with some awardees of the 2010/11, 2011/12 and 2012/13 round met at a tea reception on 21 November 2013 to welcome the new awardees, share experience and build a vibrant awardee community for further promoting the Scheme among students overseas.

2013/14學年香港博士研究生獎學金計劃的得獎者茶敍於2013年11月21日舉行，督導委員會、遴選委員會成員、各院校代表及部分2010/11、2011/12及2012/13學年的得獎者與今屆得獎者聚首一堂，除透過是次活動歡迎新一屆得獎者外，亦有分享經驗，促進他們日後合力向海外學生推廣香港博士研究生獎學金計劃。



Professor Benjamin Wah, Chairman, RGC, delivered a speech at the Hong Kong PhD Fellowship Scheme (HKPFS) – Awardees Reception 2013.
研資局主席華雲生教授於2013年度香港博士研究生獎學金計劃得獎者茶敍上致辭。



HKPFS awardees with Professor Benjamin Wah, Chairman, RGC.
香港博士研究生獎學金計劃的得獎者與研資局主席華雲生教授合照。

## Award Presentation Ceremony for the Awardees of the Early Career Award and the Humanities and Social Sciences Prestigious Fellowship Scheme

An award presentation ceremony for the awardees of the Early Career Award and the Humanities and Social Sciences Prestigious Fellowship Scheme was held on 29 November 2013 to celebrate the success of the awardees and to recognise their achievements in research.

## 傑出青年學者獎與人文學及社會科學傑出學者計劃頒獎典禮

傑出青年學者獎和人文學及社會科學傑出學者計劃的頒獎典禮在2013年11月29日舉行，以祝賀得獎人並表揚其研究成就。

## Video Programme on Knowledge Transfer

To showcase institutions' accomplishments in knowledge transfer (KT) endeavours, a 30-minute documentary programme covering noteworthy projects accomplished and milestones reached by institutions in the area of KT in the past years was produced and broadcast on TVB on 18 December 2013.

## Hong Kong Pavilion at APAIE 2014 and NAFSA 2014

To provide opportunities for the institutions to work together in promoting Hong Kong's higher education sector as a single brand, the eight UGC-funded institutions led by the Secretary-General of UGC participated in the Asia-Pacific Association for International Education (APAIE) 2014 held in Seoul in March 2014. A Hong Kong Pavilion for the entire sector was set up. It was the first time for the sector to appear on an international stage as a united front.

## 知識轉移錄像節目

教資會製作了一輯片長30分鐘的紀錄節目,介紹院校過去在知識轉移領域的傑出項目和里程碑,以展示院校對知識轉移的建樹。該節目在2013年12月18日於無綫電視播出。

## 2014年度亞太國際教育協會年會及美洲教育者年會暨教育展的香港館

為了讓資助院校共同推廣香港高等教育界,教資會秘書長於2014年3月帶領八所資助院校參與於首爾舉行的2014年度亞太國際教育協會年會,並為整個界別設立香港館。這是整個界別首次攜手於國際舞台上出現。





**The Hong Kong Pavilion at the APAIE 2014**
In May 2014, with the participation of the eight institutions, the Hong Kong Pavilion was set up again this time at the NAFSA: Association of International Educators Annual Conference & Expo held in San Diego, California, one of the largest education conferences around the globe with close to 10 000 attendees. The UGC together with the institutions hosted a breakfast reception which was well attended by hundreds of conference participants. The event was very successful for institutions in establishing new contacts while renewing ties and enhancing cooperation with their partner institutions.

Participation in international education exhibitions provides a good opportunity for the UGC and the eight UGC-funded institutions to work together in promoting Hong Kong's higher education.

**2014年度亞太國際教育協會年會的香港館**
2014年5月,香港館於美國加州聖地牙哥舉行的美洲教育者年會暨教育展設立,八所資助院校再次參與其中。這是全球最大型的教育博覽會之一,參與人數接近一萬人。教資會聯同各資助院校於當地舉辦了一場早餐會,與會者達數百人。是次活動相當成功,院校不但可與合作院校更新聯繫、加強合作,並且建立了新網絡。

參與國際教育博覽為教資會及資助院校帶來了合作推廣香港高等教育的機會。

The Secretary-General of UGC talked about Hong Kong's higher education at the breakfast reception hosted during the NAFSA 2014.

教資會秘書長在美洲教育者年會暨教育展期間舉行的早餐會上談及香港高等教育。

## Key Statistics on UGC-funded Institutions
## 教資會資助院校主要統計數字

| Statistics on Overall Student Enrolment of UGC-funded Programmes (Headcount) | 教資會資助課程整體學生人數統計數字（人數） | Academic Year 學年 | |
|---|---|---|---|
| | | 2012/13[1] | 2013/14 |
| **Total Student Enrolment** | **整體學生人數** | 93 394 | 95 456 |
| **Student Enrolment by Level of Study** | **按修課程度劃分的學生人數** | | |
| Sub-degree | 副學位課程 | 6 503 | 6 797 |
| Undergraduate | 學士學位課程 | 76 351 | 78 219 |
| Taught Postgraduate | 研究院修課課程 | 3 721 | 3 426 |
| Research Postgraduate | 研究院研究課程 | 6 819 | 7 014 |
| **Student Enrolment by Sex** | **按性別劃分的學生人數** | | |
| Male | 男 | 43 650 | 44 214 |
| Female | 女 | 49 744 | 51 242 |
| **Student Enrolment by Broad Academic Programme Category** | **按主要學科類別劃分的學生人數** | | |
| Medicine, Dentistry & Health | 醫科、牙科和護理科 | 9 742 | 10 081 |
| Sciences | 理學科 | 15 486 | 16 300 |
| Engineering & Technology | 工程科和科技科 | 17 952 | 17 533 |
| Business & Management | 商科和管理科 | 17 243 | 17 060 |
| Social Sciences | 社會科學科 | 12 108 | 12 651 |
| Arts & Humanities | 文科和人文學科 | 12 439 | 13 423 |
| Education | 教育科 | 8 424 | 8 408 |
| **Statistics on Specific Groups of Students** | **特定組別學生人數統計數字** | | |
| **Student Enrolment of First-year-first-degree (FYFD) Places (Full-time Equivalent)** | **第一年學士學位課程學生人數（相當於全日制人數）** | 33 073 | 17 089 |
| **Senior Year Intakes (Full-time Equivalent)** | **高年級學士學位收生人數（相當於全日制人數）** | 2 724 | 3 303 |
| **Non-local Students by Place of Origin[2]** | **按原居地劃分的非本地學生人數[2]** | 13 661 | 14 512 |
| The Mainland of China | 中國內地 | 10 963 | 11 376 |
| Other Places in Asia | 亞洲其他地區 | 2 105 | 2 494 |
| The Rest of the World | 其他地區 | 593 | 642 |
| **Incoming and Outgoing Exchange Students[3]** | **來港及離港的交流生人數[3]** | | |
| Incoming Exchange Students | 來港的交流生 | 4 626 | -[3] |
| Outgoing Exchange Students | 離港的交流生 | 4 623 | -[3] |
| **Graduates by Level of Study[4]** | **按修課程度劃分的畢業生人數[4]** | 25 391 | 29 146 |
| Sub-degree | 副學位課程 | 3 175 | 4 574 |
| Undergraduate | 學士學位課程 | 17 911 | 19 825 |
| Taught Postgraduate | 研究院修課課程 | 2 234 | 2 029 |
| Research Postgraduate | 研究院研究課程 | 2 071 | 2 718 |
| **Graduates by Broad Academic Programme Category[4] (Headcount)** | **按主要學科類別劃分的畢業生人數[4]** | 25 391 | 29 146 |
| Medicine, Dentistry & Health | 醫科、牙科和護理科 | 1 860 | 2 075 |
| Sciences | 理學科 | 3 942 | 4 806 |
| Engineering & Technology | 工程科和科技科 | 5 034 | 5 661 |
| Business & Management | 商科和管理科 | 4 561 | 4 945 |
| Social Sciences | 社會科學科 | 3 255 | 3 795 |
| Arts & Humanities | 文科和人文學科 | 3 194 | 3 915 |
| Education | 教育科 | 3 546 | 3 949 |

| Statistics on Academic and Research Staff (Headcount) | 教學和研究人員統計數字（人數） | Academic Year 學年 | |
|---|---|---|---|
| | | 2012/13[1] | 2013/14 |
| **Academic and Research Staff in Academic Departments of UGC-funded Institutions with Salaries Wholly Funded from General Funds by Staff Grade** | 按職級劃分的以綜合撥款支付全部薪金的教資會資助院校的教務部門教學和研究人員人數 | 9 088 | 9 373 |
| Senior Academic Staff | 高級教學人員 | 1 837 | 1 884 |
| Junior Academic Staff | 初級教學人員 | 3 257 | 3 227 |
| Academic Supporting Staff | 教學輔助人員 | 2 488 | 2 568 |
| Technical Research Staff | 研究技術人員 | 1 506 | 1 693 |

| Statistics on Grants for UGC-funded Institutions | 教資會資助院校的補助金統計數字 | Financial Year 財政年度 | |
|---|---|---|---|
| | | 2012/13 | 2013/14 |
| **Grants for UGC-funded Institutions[5] ($m)** | 教資會資助院校的補助金金額[5]（百萬元） | 18 920 | 17 500 |
| Recurrent Grants | 經常補助金 | 73.7% | 88.6% |
| Earmarked Grants for Home Financing Scheme and Other Housing-related Benefits | 居所資助計劃及其他與房屋福利有關之指定用途補助金 | 0.5% | 0.4% |
| Matching Grants | 配對補助金 | 8.0% | 2.3% |
| Capital Grants[6] | 非經常補助金[6] | 17.8% | 8.7% |
| **Total Government Expenditure[5] ($m)** | 政府開支總額[5]（百萬元） | 380 615 | 435 791 |
| Total Amount of Grants as % of Total Government Expenditure[7] | 補助金金額佔政府開支總額[7]的百分比 | 5.0% | 4.0% |
| Total Amount of Grants as % of Total Government Expenditure on Education[7] | 補助金金額佔政府在教育方面的開支總額[7]的百分比 | 24.3% | 22.8% |

Notes 註釋：

1. To tie in with the implementation of the new academic structure, UGC-funded institutions have admitted two cohorts of students in the 2012/13 academic year.
   為配合新學制的實施，院校在2012/13學年同時取錄新學制及舊學制的學生。

2. The place of origin of non-local students is determined having regard to their nationality.
   原居地是指非本地學生的國籍。

3. "Exchange" refers to activities primarily for study purpose and covered by a formal exchange agreement with a non-local partner institution which stipulates a two-way movement of students between the two institutions. Exchange students refer to those who stay in the local/non-local institution concerned and enrol in credit-bearing courses for due to exchange activities. In counting the number, an exchange student who participates in more than one student exchange programmes in an academic year for at least one semester in each of the programmes is counted once in each of the exchange programmes concerned. Since figures are collected based on the enrolment of at least one semester (including summer semester), figures for 2013/14 will be available upon the completion of the entire academic year.
   「交流」指根據與非本地伙伴院校訂定的正式交流協議進行以學習為主的活動。協議訂明兩所院校之間學生雙向交流的安排。交流生指因交流活動而在有關本地/非本地院校修讀學分課程的學生。在統計時，如一名學生在同一學年參加超過一個交流計劃，並在每個計劃下修讀至少一個學期，該學生在每個交流計劃下均計算一次。由於數字顯示修讀至少一個學期（包括夏季學期）學分課程的學生人數，2013/14 學年的數字會在整個學年結束後提供。

4. Graduate numbers for the academic year 2013/14 are projected figures.
   2013/14 學年的畢業生人數是推算數字。

5. The figures on Grants to UGC-funded Institutions and Total Government Expenditure refer to the financial year of the Government from April to March.
   教資會資助院校的補助金金額及政府開支總額的數字是以 4 月至 3 月的政府財政年度計算。

6. The figures on Capital Grants cover both grants for capital works projects and Alterations, Additions, Repairs and Improvements (AA&I) projects.
   非經常補助金包括基本工程計劃項目及改建、加建、維修及改善工程的撥款金額。

7. The figures on Total Government Expenditure and Total Government Expenditure on Education are extracted from The Budget.
   政府開支總額和政府在教育方面的開支總額的數字是摘錄自政府財政預算案。

8. Figures may not add up to the corresponding totals owing to rounding.
   由於四捨五入，數字總和可能與相對的總計略有出入。

統計數字

# Detailed Statistics on UGC-funded Institutions at the Statistics Page of the UGC Website
## 列載於教資會網站統計網頁的詳細統計資料

The statistics page of the UGC (http://cdcf.ugc.edu.hk/cdcf/statIndex.do?language=EN) provides an interface to facilitate the retrieval of customised statistical tables. Users can select different types of statistical tables about UGC-funded institutions to meet their need.

教資會網站的統計網頁（http://cdcf.ugc.edu.hk/cdcf/statIndex.do?language=TC）是為方便檢索特定統計數據。使用者可以使用這個用戶界面來選擇關於教資會資助院校不同類別的統計表，以符合本身的需要。

| Type of Statistical Tables Available at UGC Website | 教資會網站發佈的統計表類別 |
|---|---|
| **General Information** | **綜合資料** |
| 01 Key Statistics on UGC-funded Institutions | 教資會資助院校主要統計數字 |
| 02 List of UGC-funded Programmes | 教資會資助課程表 |
| 03 List of Academic Programme Categories | 學科類別表 |
| **Student Numbers (Full-time Equivalent)** | **學生人數（相當於全日制的學生人數）** |
| 00 Approved Student Number Targets of UGC-funded Programmes by Level of Study and Institution | 按修課程度及院校劃分的教資會資助課程的核准學生人數指標 |
| 01 Approved Senior Year Student Intakes (Full-time Equivalent) of UGC-funded Undergraduate Programmes by Institution and Programme | 按院校、課程劃分的教資會資助學士學位課程的高年級學生核准取錄人數(相當於全日制人數) |
| 02 Student Enrolment of First-year-first-degree Places of UGC-funded Programmes | 教資會資助課程的第一年學士學位課程的學生人數 |
| 03 Student Enrolment by Institution and Level of Study | 按院校及修課程度劃分的學生人數 |
| 04 Student Enrolment by Broad Academic Programme Category | 按主要學科類別劃分的學生人數 |
| 05 Student Enrolment by Institution, Level of Study, Mode of Study and Academic Programme Category | 按院校、修課程度、修課形式及學科類別劃分的學生人數 |
| 06 First-year Student Intakes by Institution, Level of Study, Mode of Study and Academic Programme Category | 按院校、修課程度、修課形式及學科類別劃分的第一年學生取錄人數 |
| 07 Non-local Student Enrolment by Institution, Level of Study, Broad Academic Programme Category and Mode of Study | 按院校、修課程度、主要學科類別及修課形式劃分的非本地學生人數 |
| 08 Students Who Discontinued Their Studies by Level of Study, Mode of Study and Institution | 按修課程度、修課形式及院校劃分的終止學業的學生人數 |
| **Student Numbers (Headcount)** | **學生人數（人數）** |
| 01 Student Enrolment by Institution, Level of Study, Mode of Study and Sex | 按院校、修課程度、修課形式及性別劃分的學生人數 |
| 02 Student Enrolment by Institution, Level of Study, Mode of Study and Academic Programme Category | 按院校、修課程度、修課形式及學科類別劃分的學生人數 |
| 03 Student Enrolment by Broad Academic Programme Category and Sex | 按主要學科類別及性別劃分的學生人數 |
| 04 First-year Student Intakes by Institution, Level of Study, Mode of Study and Academic Programme Category | 按院校、修課程度、修課形式及學科類別劃分的第一年學生取錄人數 |
| 05 First-year Student Intakes by Level of Study, Broad Academic Programme Category and Sex | 按修課程度、主要學科類別及性別劃分的第一年學生取錄人數 |
| 07 Non-local Student Enrolment by Institution, Level of Study, Broad Academic Programme Category and Mode of Study | 按院校、修課程度、主要學科類別及修課形式劃分的非本地學生人數 |
| 08 Non-local Student Enrolment by Level of Study and Sex | 按修課程度及性別劃分的非本地學生人數 |
| 09 Non-local Student Enrolment by Institution, Level of Study, Place of Origin and Mode of Study | 按院校、修課程度、原居地及修課形式劃分的非本地學生人數 |
| 10 Non-academic Information of First-year Student Intakes | 第一年取錄學生的非學術性資料 |
| 11 Non-academic Information of First-year Student Intakes by Institution | 按院校劃分的第一年取錄學生的非學術性資料 |

| **Graduate Numbers** | **畢業生人數** |
|---|---|
| 01   Graduates by Institution, Level of Study, Mode of Study and Academic Programme Category | 按院校、修課程度、修課形式及學科類別劃分的畢業生人數 |
| 02   Graduates of Undergraduate Programmes by Exit Qualification | 按學位等級劃分的學士學位課程的畢業生人數 |
| 03   Graduates by Level of Study, Broad Academic Programme Category and Sex | 按修課程度、主要學科類別及性別劃分的畢業生人數 |
| 05   Average Annual Salaries of Graduates of Full-time Programmes who were in Full-time Employment | 已全職工作的全日制課程畢業生的平均年薪 |
| 06   Employment Situation of Graduates of Full-time Programmes by Level of Study | 按修課程度劃分的全日制課程畢業生的就業情況 |
| 07   Employment Situation of Graduates of Full-time Undergraduate Programmes by Institution | 按院校劃分的全日制學士學位課程畢業生的就業情況 |

| **Staff Numbers (Full-time Equivalent)** | **職員人數（相當於全職人數）** |
|---|---|
| 01   Staff Number by Source of Salary Funding, Staff Grade, Mode of Employment and Institution | 按薪金的資金來源、職級、受聘形式及院校劃分的職員人數 |
| 02   Staff Number by Source of Salary Funding, Departmental Cost Centre Group and Institution | 按薪金的資金來源、部門成本中心組別及院校劃分的職員人數 |
| 03   Student-teacher Ratio by Departmental Cost Centre Group | 按部門成本中心組別劃分的學生對教師的比例 |
| 04   Number of Academic Staff Leaving by Mode of Employment and Institution | 按受聘形式及院校劃分的離職教學人員人數 |
| 05   Research Related Staff by Departmental Cost Centre Group and Staff Grade | 按部門成本中心組別及按職級劃分的與研究有關的職員人數 |
| 06   Student-teacher Ratio by Institution and Departmental Cost Centre Group | 按院校及部門成本中心組別劃分的學生對教師的比例 |

# Detailed Statistics on UGC-funded Institutions at the Statistics Page of the UGC Website
## 列載於教資會網站統計網頁的詳細統計資料

| Staff Numbers (Headcount) | | 職員人數（人數） |
|---|---|---|
| 01 | Staff Number by Source of Salary Funding, Staff Grade, Mode of Employment and Institution | 按薪金的資金來源、職級、受聘形式及院校劃分的職員人數 |
| 02 | Staff Number by Source of Salary Funding, Departmental Cost Centre Group and Institution | 按薪金的資金來源、部門成本中心組別及院校劃分的職員人數 |
| 03 | Staff Number by Source of Salary Funding, Departmental Cost Centre Group and Sex | 按薪金的資金來源、部門成本中心組別及性別劃分的職員人數 |
| 04 | Academic and Research Staff with Salaries Wholly Funded from General Funds by Staff Grade, Sex and Institution | 按職級、性別及院校劃分的以綜合撥款支付全部薪金的教學和研究人員人數 |

| Grants/Finance | | 補助金/財政 |
|---|---|---|
| 01 | Grants for UGC-funded Institutions | 教資會資助院校的補助金 |
| 02 | Grants for UGC-funded Institutions as a whole | 教資會資助院校整體的補助金 |
| 03 | Expenditure of UGC-funded Institutions as a whole | 教資會資助院校整體的開支 |
| 04 | Average Student Unit Cost by Level of Study | 按修課程度劃分的平均學生單位成本 |
| 05 | Average Student Unit Cost by Level of Study , Academic Programme Category and Teaching/Research Cost | 按修課程度、學科類別及教學/研究開支劃分的平均學生單位成本 |

| Research Projects | | 研究項目 |
|---|---|---|
| 01 | Summary of Statistics on General Research Fund | 優配研究金撥款一覽表 |
| 02 | Summary of Funding for New Research Grant Projects | 各院校新增研究項目撥款摘要 |
| 03 | Summary of Funding for On-going Research Grant Projects | 各院校進展中研究項目撥款摘要 |
| 04 | Summary of Funding for New Research Contract Projects | 各院校新增合約研究項目撥款摘要 |
| 05 | Summary of Funding for On-going Research Contract Projects | 各院校進展中合約研究項目撥款摘要 |
| 06 | Research Outputs by Broad Subject Area and Institution | 按學科及院校分項的研究成果 |
| 07 | Research Outputs by Institution and Type | 各院校按研究作品類別劃分的研究成果 |
| 08 | Research Outputs by Institution and Research Output Category | 各院校按研究作品種類劃分的研究成果 |

ANNEXES
附錄

# Annex I:

## Terms of Reference of the UGC, its Councils and Sub-Committees/Groups

### UGC

**The UGC is appointed by the Chief Executive of the HKSAR with the following terms of reference:**

(a)    To keep under review in the light of the community's needs:

    (i)    the facilities in Hong Kong for education in universities and such other institutions as may from time to time be designated by the Chief Executive of the HKSAR;

    (ii)    such plans for development of such institutions as may be required from time to time;

    (iii) the financial needs of education in such institutions; and

(b)    To advise the Government:

    (i)    on the application of such funds as may be approved by the Legislature for education in such institutions; and

    (ii)    on such aspects of higher education which the Chief Executive of the HKSAR may from time to time refer to the Committee.

### Research Grants Council (RGC)

**The terms of reference of RGC are:**

(a)    To advise the SAR Government, through the UGC, on the needs of the institutions of higher education in Hong Kong in the field of academic research, including the identification of priority areas, in order that a research base adequate for the maintenance of academic vigour and pertinent to the needs of Hong Kong may be developed; and

(b)    To invite and receive, through the institutions of higher education, applications for research grants from academic staff and for the award of studentships and post-doctoral fellowships; to approve awards and other disbursements from funds made available by the SAR Government through the UGC for research; to monitor the implementation of such grants and to report at least annually to the SAR Government through the UGC.

# 附錄一:

## 教資會及其轄下委員會/小組職權範圍

### 教資會

**教資會由香港特別行政區行政長官委任,職權範圍如下:**

(a) 按社會的需要,檢視下列事項:

    (i)    香港各所大學及行政長官指定的其他院校的教育設施;

    (ii)    各院校的發展計劃;

    (iii)    各院校所需的教育經費;以及

(b) 就下列事項向政府提供意見:

    (i)    如何在各院校運用獲立法機關批核作教育用途的撥款;以及

    (ii)    行政長官向教資會提出的各項高等教育事宜。

### 研究資助局(研資局)

**研資局的職權範圍如下:**

(a)    透過教資會,向香港特別行政區政府建議香港高等教育機構在學術研究上的需要,包括鑑定優先範圍,以發展一個足以維持學術蓬勃發展和合乎香港需要的學術研究基礎;以及

(b)    透過高等教育機構,邀請和接受學術人士申請研究資助及各類研究生申請獎學金;將香港特別行政區政府透過教資會提供的經費撥作研究資助和其他有關支出之用。此外,並負責監管這些撥款的運用,以及最少每年一次透過教資會向香港特別行政區政府報告。

## Quality Assurance Council (QAC)

**The terms of reference of QAC are:**

(a) To advise the UGC on quality assurance matters in the higher education sector in Hong Kong and other related matters as requested by the Committee;

(b) To conduct audits and other reviews as requested by the UGC, and report on the quality assurance mechanisms and quality of the offerings of institutions;

(c) To promote quality assurance in the higher education sector in Hong Kong; and

(d) To facilitate the development and dissemination of good practices in quality assurance in higher education.

## General Affairs and Management Sub-Committee

• To advise on and improve the UGC management information and statistical systems to meet the Committee's strategic, policy and monitoring needs;

• To consider matters related to space and accommodation requirements of UGC-funded institutions, including capital and other works projects; and

• To consider ad hoc proposals requiring funding and monitor progress.

## Strategy Sub-Committee

• To advise on emerging policy issues and directions pertaining to the development of the local higher education sector and system-wide policy development and strategic planning;

• To consider matters related to institutional and academic development of UGC-funded institutions; and

• To devise methodologies to assess the funding requirements of UGC-funded institutions, and measures to assess quality and encourage enhancement within the UGC-funded institutions.

## Research Group

• To advise the UGC on the strategy to promote research within the UGC sector; how it should formulate a strategy in allocating publicly-funded research postgraduate places; and the balance between teaching and research within the UGC-funded institutions.

## 質素保證局（質保局）

**質保局的職權範圍如下：**

(a) 就香港高等教育界的質素保證事宜及應教資會要求就其他相關事項向教資會提供意見；

(b) 應教資會要求就院校的質素保證機制及課程質素進行檢視和核證，並就此作出報告；

(c) 在香港高等教育界促進質素保證工作；以及

(d) 在高等教育範疇，協助發展及推廣質素保證的良好實踐方法。

## 一般事務及管理小組委員會

• 就教資會的管理資訊系統和統計系統，提供意見，並作出改善，以應付教資會在策略上、政策上和監察方面的需要；

• 研究有關教資會資助院校校園空間及校舍需求的事宜，包括基本工程和其他工程項目；以及

• 審議須撥款推行的特別建議，並監察這些建議的推行進度。

## 策略小組委員會

• 就本地高等教育界發展政策及路向，以及整個高等教育體制的政策制訂與策略規劃事宜，向教資會提供意見；

• 研究教資會資助院校的體制和教務發展有關的事宜；以及

• 制訂用以評估教資會資助院校撥款需求的方法，以及制訂質素評核的措施，並鼓勵教資會資助院校自我提升學術水平。

## 研究小組

• 就教資會界別內推動研究工作的策略，如何釐定策略以分配公帑資助的研究課程研究生學額，以及如何令教資會資助院校在教學及研究工作取得平衡等事宜，向教資會作出建議。

## Research Assessment Exercise Group

- To advise the UGC on non-funding matters relating to the 2014 Research Assessment Exercise (RAE); and

- To oversee the implementation of the 2014 RAE, and report the assessment results to the UGC.

## Communications Group

- To advise the UGC on all matters relating to public relations and publicity in respect of the activities of the UGC and the UGC-funded sector; and

- To foster understanding and communication between the UGC and the community in general, and the relevant professions/sectors in particular.

## Financial Affairs Group

- To oversee the implementation of the recommendations in the Financial Affairs Working Group (FAWG) Report;

- To advise UGC on the implementation of the recommendations in the FAWG Report;

- To advise UGC on the appropriate mechanism by which the cost allocation practices of the institutions can be periodically reviewed and endorsed;

- To consider and endorse Financial Affairs Expert Working Group (FAEWG)'s proposals necessary for the implementation of the recommendations in the FAWG Report;

- To advise UGC on any issues relating to the good financial governance and sound financial planning of the UGC-funded institutions; and

- Where necessary, to engage external professional services to support the work.

## Financial Affairs Expert Working Group

- To work with UGC-funded institutions on the implementation of recommendations in respect of cost allocation and financial transparency in the Financial Affairs Working Group (FAWG) Report;

- To review the cost allocation recommendations with a view to establishing detailed guidance for institutions;

- To explore the possibility of introducing the Transparent Approach to Costing and full Economic Costing guidelines;

## 研究評審工作小組

- 就2014年研究評審工作中撥款以外的事宜，向教資會提供意見；以及

- 監督2014年研究評審工作的執行，並向教資會匯報評審結果。

## 傳訊小組

- 就教資會及該會資助界別的活動的公關及宣傳事宜向該會提供意見；以及

- 促進教資會與社會大眾（特別是與相關專業/界別）的了解及溝通。

## 財務小組

- 監察財務工作小組報告中建議的執行情況；

- 就財務工作小組報告中建議的執行情況向教資會提供意見；

- 就定期檢視及確認院校成本分攤方法的合適機制向教資會提供意見；

- 審議及確認財務專家工作小組就執行財務工作小組報告中建議所作出的提議；

- 就任何有關教資會資助院校於良好財務管治和穩健財務規劃方面的事宜向教資會提供意見；以及

- 如有需要，僱用專業服務，以履行工作。

## 財務專家工作小組

- 與教資會資助院校合作執行財務工作小組報告中有關改善成本分攤方法及財政透明度的建議；

- 檢視成本分攤的建議，以期為院校制訂具體指引；

- 研究引入「透明為本計算成本法」及「全部經濟成本法」作為指引的可能性；

- To advise Financial Affairs Group (FAG) on drawing up and updating related guidelines, and any financial matters in connection with the implementation of recommendations in the FAWG Report; and

- Where necessary, to engage external professional services to support the work.

### Academic Development Proposals Group

- To take forward the academic development planning exercise in respect of the eight UGC-funded institutions for the 2016-19 triennium, and make relevant recommendations to the UGC pertaining to the academic planning for the triennium, in particular the allocation of student numbers.

### Task Force on CityU's Vet School Proposal

- To examine the revised vet school proposal of CityU with due regard to the general case for establishment of such provision in Hong Kong;

- To identify areas of concern and determine guiding questions to be raised to the Administration;

- To liaise/meet with the Administration and relevant stakeholders on the proposal;

- To set out option(s) concerning veterinary education and research in Higher Education in Hong Kong and assess the implications of such option(s) for the consideration of the Administration, as well as consider the proposal of CityU in that context;

- To discuss any other related issues as deemed appropriate by the Task Force;

- Where necessary, to engage external experts to support the work; and

- To report back to the UGC.

### Task Force for the Organisation of Discussion Forums

- To provide overarching guidance to the UGC Secretariat on the organisation of discussion forums with UGC-funded institutions;

- To identify suitable issues for discussions at the forums;

- To identify suitable speakers for the forums;

- To endorse logistical arrangements to be made by the UGC Secretariat;

- To discuss any other related issues as deemed appropriate by the Task Force;

- Where necessary, to engage external experts to support the work; and

- To report back to the UGC.

- 就制定及更新相關指引,及有關執行財務工作小組報告中建議的任何財務事宜向財務小組提供意見;以及

- 如有需要,僱用專業服務,以履行工作。

### 學術發展建議工作小組

- 負責進行就八間教資會資助院校於2016至2019學年三年期的學術發展規劃工作,並向教資會提交與該三年期學術發展相關(當中包括分配學生人數)的建議。

### 城大獸醫學院工作小組成員名單

- 因應在本港設立獸醫學院的整體理據,審視城大獸醫學院的修訂建議書;

- 提出關注事項和向政府提出指引問題;

- 就城大的建議書與政府及相關持分者聯絡及會面;

- 提出與本港獸醫學教育及高等教育研究有關的其他方案,及評估其影響,以供政府當局考慮,並在這背景下審視城大的建議書;

- 討論任何其他工作小組認為合適的相關問題;

- 如有需要,邀請外部專家提供支援;以及

- 向教資會匯報。

### 專題討論工作小組

- 就與資助院校舉辦論壇向教資會秘書處提供綜合指引;

- 為論壇擬訂合適議題;

- 為論壇物色合適講者;

- 通過教資會秘書處所要負責的後勤支援安排;

- 討論工作小組認為合適的其他相關課題;

- 如有需要,從外委聘專家履行工作;以及

- 向教資會作出匯報。

# Annex II:
# 附錄二

## Membership of the Research Grants Council (As of August 2014)
## 研究資助局成員名單 (2014年8月)

| Name<br>姓名 | Title<br>職銜 |
|---|---|
| Professor Benjamin W Wah<br>(Chairman)<br><br>華雲生教授<br>(主席) | Provost,<br>Wei Lun Professor of<br>Computer Science and Engineering,<br>The Chinese University of Hong Kong<br><br>香港中文大學<br>常務副校長<br>偉倫計算機科學與工程學講座教授 |
| Professor Terry KF Au<br><br>區潔芳教授 | Chair Professor,<br>Department of Psychology,<br>The University of Hong Kong<br><br>香港大學<br>心理學系講座教授 |
| Professor Peter Baehr | Chair Professor of Social Theory,<br>Department of Sociology and Social Policy,<br>Lingnan University<br><br>嶺南大學<br>社會學及社會政策系<br>社會理論講座教授 |
| Professor Iris Benzie | Chair Professor of Biomedical Science<br>Department of Health Technology & Informatics<br>The Hong Kong Polytechnic University<br><br>香港理工大學<br>醫療科技及資訊學系<br>生物醫學講座教授 |
| Professor Moses HW Chan<br><br>陳鴻渭教授 | Evan Pugh Professor of Physics,<br>The Pennsylvania State University, U.S.A.<br><br>美國賓夕法尼亞州立大學<br>Evan Pugh物理學教授 |
| Professor Louis KC Chan<br><br>陳國器教授 | Professor of Finance and Department Head and<br>Hoeft Professor of Business,<br>University of Illinois at Urbana-Champaign, U.S.A.<br><br>美國伊利諾大學香檳分校<br>金融學教授兼系主任及 Hoeft 商學教授 |
| Professor Jack Cheng Chun-yiu<br><br>鄭振耀教授 | Professor and Chairman<br>Department of Orthopaedics and Traumatology<br>The Chinese University of Hong Kong<br><br>香港中文大學<br>矯形外科及創傷學系教授兼系主任 |
| Dr Nim-kwan Cheung<br><br>張念坤博士 | Chief Executive Officer,<br>Hong Kong Applied Science and Technology<br>Research Institute Company Limited (ASTRI)<br><br>香港應用科技研究院有限公司<br>行政總裁 |

| Name<br>姓名 | Title<br>職銜 |
|---|---|
| Professor Yip-wah Chung, BBS | Professor of Materials Science and Engineering and Professor of Mechanical Engineering, Northwestern University, U.S.A. |
| 鍾業華教授，BBS | 美國西北大學<br>材料科學及工程教授暨機械工程教授 |
| Professor Paul Clark | Professor of Chinese<br>Asian Studies<br>School of Cultures, Languages and Linguistics<br>The University of Auckland<br>New Zealand |
| | 新西蘭奧克蘭大學<br>文化、語言及語言學學院亞洲研究<br>中國語文教授 |
| Professor Anne Cooke | Professor of Immunology,<br>Department of Pathology,<br>University of Cambridge, U.K. |
| | 英國劍橋大學<br>病理學系免疫學教授 |
| Professor Arthur B Ellis | Provost and Chair Professor,<br>Department of Biology and Chemistry,<br>City University of Hong Kong |
| | 香港城市大學<br>學務副校長兼生物及化學系講座教授 |
| Professor Joanna Ho | Professor of Accounting and<br>Director of International Programmes,<br>The Paul Merage School of Business,<br>University of California, Irvine, U.S.A. |
| 何莉芸教授 | 美國加州大學爾灣分校<br>Paul Merage 商學院<br>會計學教授兼國際課程總監 |
| Professor Ronnie Hsia Po-chia | Edwin Earle Sparks Professor of History,<br>The Pennsylvania State University, U.S.A. |
| 夏伯嘉教授 | 美國賓夕法尼亞州立大學<br>Edwin Earle Sparks 歷史學講座教授 |
| Professor Chun Hui | Associate Dean (Teaching and Learning)<br>Faculty of Business and Economics<br>The University of Hong Kong |
| 許濬教授 | 香港大學<br>經濟及工商管理學院副院長(教與學) |

| Name<br>姓名 | Title<br>職銜 |
|---|---|
| Professor Chao-jun Li | Professor of Chemistry<br>Department of Chemistry<br>McGill University<br>Canada |
| 李朝軍教授 | 加拿大麥基爾大學<br>化學系教授 |
| Mr Allen Ma Kam-sing | Chief Executive Officer<br>Hong Kong Science & Technology Parks Corporation |
| 馬錦星先生 | 香港科技園公司<br>行政總裁 |
| Professor Ross Murch | Chair Professor and Head,<br>Department of Electronic and Computer Engineering,<br>The Hong Kong University of Science and Technology |
| 穆樂思教授 | 香港科技大學<br>電子及計算機工程學系講座教授兼系主任 |
| Professor Jay Siegel | Dean<br>School of Pharmaceutical Science and Technology<br>Tianjin University<br>P.R.China |
| | 中國天津大學<br>藥物科學與技術學院院長 |
| Professor Kar-yan Tam | Associate Provost and<br>the Dean of Students<br>The Hong Kong University of Science and Technology |
| 譚嘉因教授 | 香港科技大學<br>協理副校長兼學務長 |
| Professor Paul KH Tam | Pro-Vice-Chancellor and Vice President (Research),<br>The University of Hong Kong |
| 譚廣亨教授 | 香港大學<br>副校長（研究） |
| Professor Rocky S Tuan | Director, Centre of Cellular and<br>Molecular Engineering and<br>Professor and Executive Vice Chairman<br>for Orthopaedic Research,<br>Department of Orthopaedic Surgery,<br>University of Pittsburgh School of Medicine, U.S.A. |
| 段崇智教授 | 美國匹茲堡大學醫學院<br>細胞及分子工程中心總監及<br>骨科手術系骨科研究教授兼常務副主席 |

| Name<br>姓名 | Title<br>職銜 |
|---|---|
| Professor Wing-hung Wong<br><br>王永雄教授 | Professor of Statistics,<br>Stanford University, U.S.A.<br><br>美國史丹福大學<br>統計學教授 |
| Professor Edward Yeung Sze-shing<br><br>楊仕成教授 | Distinguished Professor of Liberal Arts and Sciences<br>Iowa State University<br>U.S.A.<br><br>美國愛荷華州立大學<br>Liberal Arts and Sciences傑出教授 |
| Professor Paul KL Yu<br><br><br><br><br>余刲離教授 | Provost of Revelle College and<br>William S C Chang Endowed Chair and<br>Distinguished Professor,<br>Department of Electrical and Computer Engineering,<br>University of California, San Diego, U.S.A.<br><br>美國加州大學聖地牙哥分校<br>Revelle College教務長<br>電機及計算機工程學系張慎四講座傑出教授 |
| *Professor Chris Berry*<br>*(Appointment until 30 June 2014)*<br><br>*裴開瑞教授*<br>*(任期至 2014年 6月 30日)* | *Professor of Film Studies,*<br>*Department of Film Studies,*<br>*King's College London, U.K.*<br><br>*英國倫敦國王學院*<br>*電影系電影研究教授* |
| *Professor Eddy FY Liew*<br>*(Appointment until 30 June 2014)*<br><br>*劉富友教授*<br>*(任期至 2014年 6月 30日)* | *Gardiner Professor of Immunology,*<br>*Glasgow Biomedical Research Centre,*<br>*University of Glasgow, U.K.*<br><br>*英國格拉斯哥大學*<br>*格拉斯哥生物醫學研究中心*<br>*Gardiner 免疫學教授* |
| *Professor Jaideep Sengupta*<br>*(Appointment until 30 June 2014)* | *Chair Professor,*<br>*Department of Marketing,*<br>*The Hong Kong University of Science and Technology*<br><br>*香港科技大學*<br>*市場學系講座教授* |
| *Professor Andrew J Szeri*<br>*(Appointment until 30 June 2014)* | *Professor of Mechanical Engineering,*<br>*Vice Provost, Strategic Academic and Facilities Planning,*<br>*Operational Excellence Program Faculty Head,*<br>*University of California at Berkeley, U.S.A.*<br><br>*美國加州大學柏克萊分校*<br>*策略性學術和設施規劃副教務長*<br>*卓越營運課程系主任*<br>*機械工程系教授* |

| Name<br>姓名 | Title<br>職銜 |
|---|---|
| *Dr Judy Tsui*<br>*(Appointment until 30 June 2014)* | *Senior Advisor of Institute for New Economic Thinking* |
| *徐林倩麗博士*<br>*(任期至 2014年 6月 30日)* | *新經濟思維研究所高級顧問* |
| *Professor Lynn T White III*<br>*(Appointment until 30 June 2014)* | *Professor of Politics and International Affairs,*<br>*Woodrow Wilson School of Public and*<br>*International Affairs,*<br>*Princeton University, U.S.A.* |
| *白霖教授*<br>*(任期至 2014年 6月 30日)* | *美國普林斯頓大學*<br>*伍德羅•威爾遜公共和國際事務學院*<br>*政治學暨國際事務教授* |
| **Ex-officio Member 當然委員** | |
| Professor On-ching Yue | Science Advisor,<br>Innovation and Technology Commission |
| 余安正教授 | 創新科技署<br>科學顧問 |

# Annex III:
# 附錄三

## Membership of the Quality Assurance Council (As of August 2014)
## 質素保證局成員名單 (2014年8月)

| Name 委員 | Title 職銜 |
|---|---|
| **Chairman 主席** | |
| Mr Lincoln LEONG Kwok-kuen, JP 梁國權先生，JP | Deputy Chief Executive Officer, MTR Corporation Limited 香港鐵路有限公司副行政總裁 |
| **Members 委員** | |
| Mr Roger Thomas BEST, JP 路沛翹先生，JP | Former Partner, Deloitte Touche Tohmatsu 前德勤•關黃陳方會計師行合夥人 |
| Professor Adrian K DIXON | Master of Peterhouse and Emeritus Professor of Radiology, University of Cambridge, UK 英國劍橋大學彼得豪斯學院院長及放射醫學榮休教授 |
| Dr Judith EATON | President, Council for Higher Education Accreditation, USA 美國高等教育評審局主席 |
| Sir Howard NEWBY | Vice-Chancellor, University of Liverpool, UK 英國利物浦大學校長 |
| Mr Paul SHIEH Wing-tai, SC 石永泰資深大律師 | Senior Counsel, Temple Chambers Temple Chambers 資深大律師 |
| Professor Amy TSUI Bik-may 徐碧美教授 | Chair Professor of Language and Education, The University of Hong Kong 香港大學語言及教育講座教授 |
| Professor Kenneth YOUNG 楊綱凱教授 | Master of CW Chu College, The Chinese University of Hong Kong 香港中文大學敬文書院院長 |
| **Ex-officio Member 當然委員** | |
| Dr Richard Armour 安禮治博士 | Secretary-General, UGC 大學教育資助委員會秘書長 |

# Annex IV:
# 附錄四

## Members' attendance at the meetings of the UGC, its subcommittees and groups (from 1 April 2013 to 31 March 2014)
## 教資會委員出席教資會及轄下小組委員會會議次數（2013年4月1日至2014年3月31日）

| Name<br>姓名 | Total number of meetings of the UGC sub-committees and groups attended<br>委員出席教資會及轄下小組委員會會議次數 | Total number of meetings of the UGC sub-committees and groups<br>教資會及轄下小組委員會總會議次數 | Attendance rate<br>出席率 |
|---|---|---|---|
| **Chairman 主席** | | | |
| Mr Edward CHENG Wai-sun, SBS, JP<br>鄭維新先生，SBS，JP | 16 | 16 | 100 |
| **Members (in alphabetical order) 委員（依英文姓氏排列）** | | | |
| Professor Jack CHENG Chun-yiu<br>鄭振耀教授 | 8 | 8 | 100 |
| The Hon CHEUNG Chi-kong, BBS, JP<br>張志剛議員，BBS，JP | 6 | 6 | 100 |
| Mr Tommy CHEUNG Pak-hong, BBS<br>張百康先生，BBS | 6 | 7 | 86 |
| Mr Clifton CHIU Chi-cheong<br>趙志錩先生 | 5 | 7 | 71 |
| Professor CHUNG Yip-wah, BBS *<br>鍾業華教授，BBS* | 6 | 6 | 100 |
| Professor Adrian K DIXON * | 3 | 3 | 100 |
| Sir David EASTWOOD * | 13 | 13 | 100 |
| Sir Malcolm GRANT, CBE * | 7 | 7 | 100 |
| Professor Andrew HAMILTON * | 2 | 2 | 100 |
| Professor Mette HJORT<br>樂美德教授 | 7 | 7 | 100 |
| Professor Richard HO Yan-ki<br>何炘基教授 | 10 | 11 | 91 |
| Dr KAM Pok-man<br>甘博文博士 | 8 | 8 | 100 |
| Professor William KIRBY * | 7 | 7 | 100 |
| Mrs Stella LAU KUN Lai-kuen, JP<br>劉靳麗娟女士，JP | 4 | 4 | 100 |
| Professor Gabriel LEUNG, GBS#<br>梁卓偉教授，GBS# | - | - | - |
| Dr MAK Hoi Hung Michael, SBS, JP<br>麥海雄醫生，SBS，JP | 5 | 5 | 100 |
| Professor John MALPAS<br>麥培思教授 | 5 | 6 | 83 |

| Name<br>姓名 | Total number of meetings of the UGC sub-committees and groups attended<br>委員出席教資會及轄下小組委員會會議次數 | Total number of meetings of the UGC sub-committees and groups<br>教資會及轄下小組委員會總會議次數 | Attendance rate<br>出席率 |
|---|---|---|---|
| **Members (in alphabetical order)** 委員（依英文姓氏排列） | | | |
| Professor Wei SHYY<br>史維教授 | 2 | 2 | 100 |
| Dr Judy TSUI LAM Sin-lai<br>徐林倩麗教授 | 6 | 8 | 75 |
| Professor Mark WAINWRIGHT * | 10 | 10 | 100 |
| Professor Angelina YUEN, BBS, JP<br>阮曾媛琪教授，BBS，JP | 2 | 2 | 100 |
| Professor YUAN Ming *<br>袁明教授* | 4 | 4 | 100 |
| Professor ZHANG Jie *<br>張杰教授* | 1 | 3 | 33 |
| **Ex-officio Member** 當然委員 | | | |
| Professor Benjamin W WAH<br>華雲生教授 | 15 | 15 | 100 |
| Mr Tim LUI Tim-leung, BBS, JP<br>雷添良先生，BBS，JP | 8 | 9 | 89 |

\* Overseas Members
\* 海外委員

# Member starts attending meetings of the UGC and its subcommittees from May 2014
# 委員自2014年5月起出席教資會及轄下小組委員會議