Annual Report to the Gabinete de Apoio ao Ensino Superior
2012/2013
INTRODUCTION

This year's annual report to GAES is the first attempt by the University of Saint Joseph (USJ) to produce a concerted collective review of the people, the internal organization, the activities, the facts and the figures of the university in 2012/2013.

Led by a new management, USJ has been re-evaluating its mission, the academic quality of its programmes and the alignment of its procedures to international and regional criteria for higher education. This is reflected in the large number of changes in USJ’s staff, the winding down of some programmes, the increased demands of academic life and the resulting slight but perceptible reduction in the number of students.

Briefly, USJ invested in:

- Streamlining programmes, regulating academic life and clarifying the interrelation and workflow between administrative offices;
- Reviving a collegial model of decision-making through regular meetings of the Executive Council, the Deans’ Council, the Academic Council (Scientific Council) and the Pedagogical Councils (set up at faculty level);
- Improving communications with local authorities and funding agencies;
- Installing hardware to create a better study environment (e.g. the language lab, revamped with new equipment, thanks to support from GAES);
- Controlling costs and identifying the precise figures of USJ’s past and present financial performance;
- Re-launching the construction of the new campus in the Ilha Verde district;
- Reviewing USJ’s Charter in dialogue with the Catholic Foundation for Higher Education, as requested by GAES;
- Setting up the first elements for an effective quality assurance system.

Those who have closely followed events at USJ will surely find aspects of last year's work which could have been added, or might have been explained more clearly, for a better understanding of the changes the university is undergoing. Their comments
are welcome, as we evaluate the procedures adopted for the production of this year's report. A collegial review of each academic year is an annual opportunity to promote the critical self-awareness of a mature academic community.

Macau, 19th of December 2013

Peter Stilwell
Rector
PART 1 - OVERVIEW OF 2012/2013

1.1 USJ People

1.1.1 Student Profile

More than 1,700 students studied at USJ, 77% enrolled in Licentiate programmes and 17% in Master programmes. The remaining 6% enrolled in the Doctoral and Pre-University programmes. In 2012/2013, more than 900 people applied to study at USJ, of which over 80% were local students, whereas the others hailed from over 40 countries around the world. We offered places to 506 – an overall acceptance rate of around 55%. Of these successful applicants, 70% accepted our offer of a place.

Figure 1 presents comprehensive information about the admission and enrolment performance indicating the number of applicants, accepted and registered students for the Licentiate, Master and Doctorate degrees.

![Figure 1: Admission and Enrollment Performance 2012/2013.](image)
In the same year, approximately 330 students successfully completed their Pre-University, Licentiate, Master and Doctorate programmes.

1.1.2 Manpower Profile

Staff Statistics
In the academic year 2012/2013, we had a total of 79 resident professors and 145 visiting professors from the rest of the world. Among the resident academic staff, 47% have a Doctorate degree and 43% have a Master. The remaining 10% of the teaching staff who have not yet obtained a Master degree are language instructors. Most of the language instructors are native English speakers, who help USJ provide dozens of language classes to students adapting to the English teaching environment.

The number of visiting professors was twice that of the resident academic body. This was an outcome of USJ’s early history, as an inter-university institute (IIUM), bringing academic quality and cultural diversity to the classroom environment, but also a strategy to keep costs with staff under control.

Table 1 presents the statistics of USJ’s academic staff and their educational level.

<table>
<thead>
<tr>
<th>Educational Level</th>
<th>Resident Staff</th>
<th>Visiting Professor</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate Degree</td>
<td>37</td>
<td>46</td>
<td>83</td>
</tr>
<tr>
<td>Master Degree</td>
<td>34</td>
<td>78</td>
<td>112</td>
</tr>
<tr>
<td>Other*</td>
<td>8</td>
<td>21</td>
<td>29</td>
</tr>
<tr>
<td>Total</td>
<td>79</td>
<td>145</td>
<td>224</td>
</tr>
</tbody>
</table>

Table 1: Total Number of Academic Staff in 2012/2013

*Teaching staff who have obtained a Bachelor Degree and/or post-graduate diploma but not a Master Degree.

Staff Satisfaction and Retention
The workforce of USJ has been growing gradually. A stable manpower resource can ensure operational smoothness, service quality and, in the academic field, the professional credibility of a university.
Of the new staff, 22% was hired in the academic year 2012/2013 to strengthen the structural reorganisation undertaken by the new management.

Figure 2 depicts the distribution of the total administrative and academic staff.

![Figure 2: Total Number of Staff in 2012/2013](image)

Figure 3 presents the Employees' Length of Service, indicating that USJ shows a strong ability to retain its staff: 41% of employees have been working at USJ for 3 to 5 years; 24% of employees have completed 6 to 13 (or more) years of service.

![Figure 3: Length of Service at USJ](image)

### 1.2 Overview of Running Programmes

USJ offered 18 postgraduate programmes and 11 undergraduate programmes in the academic year 2012/2013. Overall, our programmes operated smoothly.

In its efforts to consolidate its academic portfolio, the university discontinued programmes that could not attract enough students to be academically and financially...
sustainable. In those cases (e.g. the International Relations programme), USJ remains committed to providing the required modules for existing students until they graduate, but no new students are accepted. This allows the university to concentrate its resources on those programmes that have been successful in recent years or that are considered to be of strategic importance for the development of Macau or for the fulfilment of USJ’s mission as stated in its Charter.

The Licentiate in Communication & Media completed its first cycle, with generally very good feedback from graduates and outside organisations/employers who offered internships or permanent jobs to our students.

The running of the Doctorate programmes has been reviewed. The Institute for Advanced Studies was discontinued and the programmes are now under the academic supervision of the different faculties and managed collectively by a PhD coordinator.

### 1.3 Large Scale Academic Activities

**1.3.1 Academic Activities Contributing to Macau Society**

Our students and academic staff launched dozens of academic activities that helped the local youth receive more information about the various academic fields. A selection of these projects is presented below.

"Bring science to primary and secondary school students: from genes to environment"

The Project "Bring science to primary and secondary school students: from genes to environment", funded by the Science and Technology Development Fund, was implemented in June 2013. This is an on-going project which will last 19 months. The knowledge of life science was brought to local schools through hands-on laboratory experiments and field trips. Macau students, through this project, are given the opportunities to learn science through actual experience. The project aims to help local students to become more aware of the changing natural environment – in Macau, the level of environmental awareness is still very low.
“Waterscapes” workshop

“Waterscapes” workshop was organized by USJ, the Autonomous University of Lisbon, and the Institute of European Studies of Macau, in association with Jiangnan University, Milan Polytechnic, and University of Genoa. It was an international educational activity aimed at acquiring knowledge through direct experience and active participation in true-life settings of people and places. The workshop attracted forty students and ten tutors from Europe and China for an intensive immersion in shared activities and concerted creative thinking about the potential in Macau’s waterscapes.

USJ Student Concerts

USJ organized two student concerts, one in USJ’s Speakers Hall and one sacred choral concert in the Chapel of Saint Joseph Seminary, together with the Sanctus Thomas Schola Cantorum. It provided opportunities for USJ students to perform and to strengthen the tie between local music organizations and the university. More than 80 participants joined the concerts.

1.3.2 Conferences and Public Lectures

USJ has been engaging in the organisation of public lectures by inviting scholars and speakers from overseas to introduce new concepts and exchange ideas with Macau’s academics, students and general public. We highlight some of these conferences below.

“Year of Faith”

The Faculty of Christian Studies organised two different cycles of activities related to the 50th anniversary of Second Vatican Council: a cycle of conferences “The Second Vatican Council 50 Years After”, and five different courses under the general heading of “Introduction to Faith”. Altogether, 7 conferences and 5 courses (divided into 20 sections/lectures) were held from Oct 2012 to May 2013.

“Lent Conferences”

The Faculty of Christian Studies sponsored and coordinated the Lent Conferences held at the Trappistine community in Penha.
Renewal programme for religious sisters
At the invitation of the Diocese of Macau, 30 sisters from Guangdong Province for a two-week renewal programme, from the 3rd to the 17th of June 2013. This platform for the formation of clergy and religious was established by Bishop Gan Junqiu, Director of the Catholic Foundation Commission of Guangdong Province and D. Jose Lai, Bishop of Macau, and has been coordinated by the Faculty of Christian Studies over the past few years.

“The Next Generation” symposium
“The Next Generation” symposium was a one-day symposium on the issues and challenges faced in architecture and design education in Macau. Institutional support was given by the Architects Association of Macau and financial support by the Macau Foundation. The symposium brought together educators from Asia, Europe, America and Australasia to discuss the opportunities and challenges for architecture and design education in Macau and the wider Pearl River Delta region.

The “Communication and Media Students” exhibition
The exhibition “Communication and Media Students” was held at Creative Macau from 11th to 23rd of November 2012, with the participation of USJ-Macau, FJU-Taiwan and UCP-Portugal. It was a showcase of students’ skills in creating a variety of digital media artefacts, supported by critical thinking and their local identity. The exhibition attracted about 800 visitors.

“Touch Me” workshop and seminar
The “Touch Me” workshop and seminar were organized by USJ and the Yun Yi Arts and Cultural Communications Association, with the joint participation of 10Fantasia, Escola São Joao de Brito, Macau Foundation, Alliance Française and The Rehabilitation Centre for the Blind. It was the very first photography workshop for the visually impaired held in Macau. The workshop, conducted by a French photographer Jenny Feray, took place in March 2013. Jenny Feray taught students to “visualize” the world in a different way and express themselves through photography. Going beyond the sense of sight and overcoming the physical barriers of the visually impaired, she introduced them to the art of the voice from the heart. All photos were for sale and all proceeds were donated to The Rehabilitation Centre for the Blind.
1.4 USJ’s Leadership and Organization Structure

The year 2012/2013 saw the implementation of the very significant changes to the organization and governance of the university envisaged by the new management in the first months of its leadership at the end of the previous academic year. The principles of subsidiarity and co-responsibility were applied and, in light of the existing Charter, authority was distributed to the various levels of the university. The five new faculties and respective deans took on the responsibility of overseeing programmes and coordinating staff. Academic Regulations were drawn up, discussed and approved for an experimental period, putting in place procedures for academic life, with the necessary checks and balances for the normal exercise of authority. Eventually, at the request of GAES, the Charter itself was subject to scrutiny and discussion; suggested revisions were put forward for consideration by the members of the Catholic Foundation, who in June submitted a proposal for approval and publication by Macau SAR Government.

A few months’ experience led the management to reposition two operational units, as reflected in the organization chart designed to accompany the revised Charter of the university (see below):

- First, the Deans’ Council was seen to be, in fact, essentially consultative, circulating information and providing the Rector with suggestions and opinions concerning academic life which can ground policy decisions to be made at other levels. It also provides a very practical and efficient venue for developing a culture of common administrative procedures across academic units. As such, it is now distinguished from and no longer subordinate to the Academic Council, which focuses on academic issues of a strictly scientific or pedagogical nature.
- Second, the Institutional & Government Relations Office, headed by Prof Fan-qing Kong, now reports directly to the Rector.
1.5 Internal Monitoring Mechanism

1.5.1 Internal Mechanisms for Execution of USJ’s Regulations

As the new Academic Regulations were drawn up and introduced, internal procedures were developed in parallel to assure their execution. For example, new procedures have been put in place for graduate students to have a supervisor appointed, to request an extension to the duration of their studies, to progress into the dissertation stage of their programmes, or to request to be admitted to public examination. Similarly, the relevant departments at the university have been updating their internal procedures to ensure the internal policies and regulations are properly followed.

1.5.2 Streamlined Regulations to Ensure Employee Quality

Human Resources policies continue to be streamlined to strengthen staff performance, increase efficiency as well as effectiveness and, more importantly, to enhance staff commitment. In 2012/2013, academic staff performance appraisal was formalized, which is believed to encourage more competent and productive teaching
attitude. Academic Promotion Regulations were drawn up and discussed, aligned to those of Macau University to allow for a more open comparison between higher education institutions in the Region.

1.6 Commitment to Vision, Principles and Social Service

1.6.1 Mission and Vision

USJ’s mission is outlined in its Charter. Much work has yet to be done, however, to develop these general objectives into a Mission Statement with clear strategic objectives. A start was made by discussing and redrafting the relevant articles in USJ’s Charter, whilst putting in place a basic organizational structure and carrying out a full diagnosis of the university’s financial situation. In the proposal for a reviewed Carter presented to GAES, the objectives of the university now read as follows:

1. To extend, at university level, the service the Catholic Church in Macau has provided over many centuries in the fields of culture and education;
2. To envisage higher education as the art of forming integral human beings, responsible citizens and highly qualified professionals committed to the development of their communities;
3. To provide a student-oriented university context that fosters a creative search for truth and the common good;
4. To promote teaching and research with an international flavour in the various branches of Humanities and Science, with a particular emphasis on Theology and Religious Studies;
5. To disseminate a critical understanding of the way values are embodied or rejected in every dimension of human activity.
6. To facilitate an academic dialogue between cultures and spiritual traditions, in continuity with the history and identity of Macau.
7. To contribute to the widest possible appreciation of both the material and immaterial heritage of Macau, as conserved in its architecture, museums, archives and popular traditions.

Pointers for the future

USJ has over time acquired valuable human resources which it sees as a potential asset. Not all of them, however, are able to fully deploy their talents. As USJ reviews its organization and academic portfolio, it is becoming clear that its particular contribution to higher education in Macau may involve investing significantly in some areas which have, up to now, not been fully developed. These areas are, for example:
• USJ's close institutional relations to the Catholic University of Portugal;
• The unique contribution of Religious and Christian Studies to understanding Macau’s heritage and to intercultural dialogue in the Region;
• The service a mature department of Education could provide to local schools and to the network of Catholic and religious schools in particular;
• The teaching of languages and the formation of language teachers, with special attention to Portuguese;
• Creative Industries as a requirement for Macau’s present development;
• The formation of a department, or faculty, of Science and Environment from USJ’s small team of scientists whose ground-breaking research has already put the university on the map of Macau’s FDCT.

**Student-oriented Education**

USJ aims to provide student-oriented education. The present management values students’ opinions and encourages direct dialogue between students and staff. Academic staff are encouraged to experiment with a variety of pedagogical models in order to promote greater student participation in the learning process.

The Students Association, which is independent of the university’s administration, cares for students’ benefits, promotes student clubs and gives voice to students’ opinions. It prepared an online survey and collected opinions from USJ students. More than a hundred replies to a questionnaire were collected and consolidated as questions to be raised in a Meeting with the Rector held on the 7th of November 2012. A second meeting with the Rector was organized by the association at the end of the second semester.

**Equal Learning Opportunities**

In cooperation with relevant government departments and other institutions, the university has created the required conditions to accept and support students with disabilities. Some of these students have already graduated, in some cases with remarkable success.
1.6.2 Commitment to Macau Society

Counselling Service
USJ's Counselling Service went through important changes in the past years. The former entity (Centre for Psychological Research and Practice) was dissolved and staffing changes took place. USJ's Counselling Service is both a teaching centre in connection with the university's Master of Counselling and Psychotherapy (MCP) Programme, a consultation entity to the USJ community and a resource for persons residing in Macau. The counselling service we offer is pro bono. It is a non-discriminating entity serving individuals from all walks of life. We have male and female clients from various Asian and non-Asian ethnicities. The youngest clients fall into the age group of nine to 16, our eldest clients' ages range from 56 to 63. Over the last 11 months, only 7% have been walk-in clients; the majority of the Service's clients were referred by colleagues and existing clients. Since January, we have been serving 14 clients. The mixture of clinical service, supervision/teaching, consultation, administration and promotion in the following chart indicates that our time is dedicated to interactions with clients, students, colleagues, and professionals of the community.

![Chart showing the percentage distribution of activities]

Annual Blood Drive – social commitment
USJ encourages students and employees' involvement in a number of social events in Macau. We have been promoting the Annual Blood Drive for years. Although USJ has less students, compared with other universities in Macau, it received the 2nd Runner-Up award for the number of blood donors in 2012 among tertiary education institutions in Macau.
1.7 Policy and Procedures for Crisis Management

1.7.1 Management of a Communication Crisis

The Publicity & Public Relations Office keeps checking the public media and news daily. It also maintains files of all news releases, statements, flyers and publications, along with video and photo records and relevant notes. This procedure aims to alert university authorities to any communication crisis and allow for timely correction of misperceptions and concerns that the public, faculty, administrative staff, or students may have. Meanwhile, the Rector’s Office continually monitors the materials promoted in the campuses to ensure that they conform to the university’s identity and mission.
PART 2 - FINANCIAL PERFORMANCE

2.1 Analysis of the overall performance of 2012/2013

The operational results for the academic year 2012/2013 amounted to a loss of 9.7 million. In 2012, the Executive Council decided to change our principal accounting policy. With this decision made, all income referred to the next academic year will be inputted as a deferred income. The subsidies that are receivable as compensation for expenses or losses already incurred should be recognized as income in the period in which it becomes receivable, subsidies related to depreciable assets are usually recognized as income over the periods and in proportions in which depreciation on those assets is charged. Project income is recognized on a percentage completion basis, according to degree of completion of each contract. Interest income is recognized on a time proportion basis taking into account the principal amounts outstanding and applicable interest rates.

As a result of the change of accounting principles, the operational performance (net loss) this year is MOP 10 million less than the amount reflected in the Profit & Loss submitted to GAES last year. But in fact the net loss this year has increased 26.85% in relation to the previous year.

Student tuition fees were the principle source of income, accounting for 94% of the total revenue. However, they suffered a decrease of 5.28% compared with the previous academic year. Total revenue decreased 7%, despite strong growth of income for projects. Project income showed a threefold increase whilst project expenses decreased 54%, as highlighted in the Auditor’s Report for the year ended 31 July 2013.

Expenses with personnel dropped 7% but total expenditure decreased only by 4%. There was an increase of 30% in expenditure with student benefits (which mainly includes support for student ambassadors, student activities, housing allowances and scholarships) and due to obligations in rental contracts (the rental fee doubled for
NAPE2 and NAPE3 compared to the previous year). Note, however, that the rental contract for NAPE2 terminated in October 2013 and has not been renewed.

Student debt of 1.8 million was incurred and accumulated to more than 5.9 million. The debts incurred over the last two years are unlikely to be recovered, and a recommendation to write off part of these student debts as bad debts was made to the Catholic Foundation for Higher Education.

Overall performance shown in the balance sheet was not good and the status of equity and liability was weak. The significant decrease of total assets is a result of the decision to separate the tangible assets of the new campus from those of USJ. Total equity decreased by about 52%. Cash flow management was not satisfactory.

2.2 Profit and Loss

Please refer to the attachment GAES-FINCO1

2.3 Revenue and Expenses

Please refer to the attachment GAES-FINCO2

2.4 Internal Assessment for Making Use of Government Subsidies and Funding

Under the new management, the Project & Affiliated Companies Management Office (PMO) has been set up to effectively control the funding from Government or non-Government Institutes. All subsidies received for research projects must be reviewed and endorsed by PMO prior to the settlement handled by Accounting Office. The project proposer is required to submit a periodic progress report to PMO for analysis, acknowledgment and archive.

Looking back at the FDCT funding, USJ has received, at the current stage, an amount of MOP3,972,940.00 for 4 scientific research projects and incurred expenses related to the same projects of MOP2,928,156.00. These projects were funded and belonged to FDCT. Therefore, the amount received was recorded as "Liability - Other Creditors Account".
Macau Foundation granted a subsidy of MOP4,000,000.00 to USJ for research projects in 2012/2013. It was deferred to the next year due to the fact that the related activities and expenses would only be incurred in the next academic year.

In 2012/2013, the total amount received from GAES to subsidize the "Language Laboratory" was MOP980,000. It was amortized at the same rate of the "Language Laboratory" assets.

2.5 Measures Dealing with Profit or Loss

The challenges USJ faces are primarily financial, as we are reliant mainly on tuition fees to support our operational expenses. Increase of tuition fees or reduction of USJ's portfolio of programmes are not considered the best strategies, as both actions would probably lead to a negative effect on student enrolment. In response to its weak financial performance over the last years, USJ will attempt to deal with the loss by seeking government support to cap fees for local students. This should be a reasonable request, taking into consideration the appeal of our students for "fairness" and equal rights for local student. Like other private universities in Macau, USJ aims to cultivate local talents. We hire teachers from various countries and universities but recruit, in the main, students from Macau. Our local students did not receive, directly or indirectly, tuition subsidies from the government, unlike the local students in our fellow private universities. This gives them a feeling of having been forgotten. Government financial support, we believe, is important for a sustained development of the university but also an important motivation for our local students, to feel they are recognized as an important local asset, on a par with their colleagues in fellow institutions.

Cost control, a strategy aiming to reduce losses, has been put in place by the new management. A procurement unit, subordinate to the Accounting Office, was set up. Regulations relating to purchases have been drawn up and implemented in order to effectively control costs and expenses.

2.6 Average Cost for Student

Please refer to the attachment GAES-FINC03
2.7 Expenditures on Research Projects

Please refer to the attachment GAES-FINCO4

2.8 Calculation on Depreciation

USJ follows Macau’s General Regulation on Depreciation (Decree-Law No. 4/90/M of 5 March 1990). Depreciation is provided to write off the cost of tangible fixed assets (fixed assets are stated at cost) on a straight-line basis using the following annual rates:

- Furniture and fixtures 10% to 20%
- Equipment 20% to 25%
- Computers 12.5% to 25%
- Software 33.33%
- Office improvement 33.33%

Major costs incurred in restoring tangible fixed assets to their normal working condition are charged to the profit and loss account. Improvements are capitalized and depreciated over their expected useful lives to the entity, but not for a period longer than three years.

The gain or loss on disposal of a tangible fixed asset, being the difference between the net sales proceeds and the carried amount of the relevant asset, is recognized in the profit and loss account.
PART 3 - QUALITY ASSURANCE

3.1 Course Evaluation

The Academic Affairs Office was responsible for preparing a survey of every module, collecting and analysing the data so as to permit the evaluation of all programmes and courses. An online survey was created in 2011 and placed on the university’s intranet system to be accessed by students five days before the last session of each module. Students were encouraged to fill in their comments and submit the survey anonymously. The evaluation report of the consolidated data would then be stored in the database and be accessible to the respective teacher and the management team. However, students have not been responding in satisfactory numbers to the survey and the situation is under review.

3.2 Procedure for New Programme Application and Programme Amendment

Before the Academic Affairs Office reviews and submits a new programme or programme amendment proposal to GAES, it has undergone several steps handled by different parties to ensure the appropriateness of course contents and timelines of course implementation.

The current needs for new programmes as well as the performance of existing programmes are assessed based on criteria such as analysis of demand (which includes feedback from relevant parties) and financial feasibility, in the context of the overall strategy of the university. Based on these assessments, Coordinators propose to the respective Dean the launch of a new programme or the amendment of an existing one. This step is formalized by filling in the application form and the relevant attachments. Subsequently, the proposal is discussed in the Deans’ Council to obtain consensus and then submitted to the Academic Council for a recommendation. The application documents as well as the financial analysis of the newly proposed pro-
programme or programme amendment is finally submitted to the Executive Council for a decision.

3.3 Other Internal Assessment

3.3.1 Pedagogical Council Meeting

At the Rector's request, faculties began setting up pedagogical councils. The Pedagogical Council Meeting, first established by the Faculty of Christian Studies, was next implemented in the Faculty of Business, Government and Social Work, which has the biggest student body of the university. The meeting consists of a maximum of 15 students (including 1 student representative per cohort), at least 1 faculty member from each programme, and representatives from the Office for Student Affairs. It aims to set up direct dialogue between teaching staff and students, to review the past semester/year and come up with ideas and ways for improvement in the following semester/year. The outcome of this meeting is to stabilise the teaching quality, to evaluate the satisfaction of course content and to harmonise the operational procedures for different programmes within the faculty.

3.3.2 Participation in the Macau Higher Education Accreditation Focus Group Meeting

In April 2013, USJ sent five members from the faculties and the Academic Affairs Office, the office in charge of programme application, to attend the Focus Group Meeting organised by GAES to discuss Macau Higher Education Accreditation. USJ has been very supportive of the idea and future implementation of a higher education accreditation system. It has been striving to improve internal quality assurance procedures and to align them with Macau's accreditation system as it develops.
PART 4 - ACADEMIC ACHIEVEMENTS AND RESEARCH EXCELLENCE

USJ encourages its academic staff to carry out and publish research, participate in conferences, projects, and other forms of academic activity. Some events are highlighted below. Towards the end of the academic year, the university management became aware that financial support was forthcoming from GAES for academic staff travelling to international meetings to present papers and procedures were immediately put in place to help staff make use of that possibility.

For more information about the scientific and academic activities, please refer to the Appendix - GAES-REAN01.

4.1 Research Projects and Academic Exchange Activities

"InFluxus" Students Exchange Workshop in Portugal
InFluxus 2013 took place from 14th September to 29th November. It brought together university students, artists, curators, scriptwriters and film directors in a process of intercultural and creative learning. For 13 days, students from China, Macau and Portugal participated in a series of seminars, talks and workshops, which ended with a short film produced by the students. This workshop aimed to stimulate young people, opening them up to their full creative potential, helping them develop intercultural skills and explore relationships between contemporary art, video and cinema in the production of a creative work.

LaTICE 2013
The conference was held from the 22nd to the 24th of March, in Macau, and attracted 57 registered participants from 19 countries. The conference included a doctoral consortium, held on the 21st of March. The consortium attracted 8 doctoral students from 6 countries. USJ students helped plan the conference and acted as hosts. A core team of 3 students and a support team of 12 students participated in the conference.
"Building Dwelling Thinking"

The "Building Dwelling Thinking" exhibition took place in June 2013. The exhibition showcased designs by USJ's third-year undergraduate architecture students. The project ranged in scale from single-family houses to large-scale urban plans. They were presented through drawings, computer renderings, and scale models. The gallery featured an installation made of bamboo, designed and built by the students.

“Pulse Pavilion” Installation

A full-scale pavilion was built as a temporary structure made of bamboo, fabric and LED lighting, and was on display at Plaza Sai Van, adjacent to Macau Tower, from the 1st to the 10th of June 2013. The work shown in the exhibition is a spectacular demonstration of the talent and commitment of the next generation of Macau architects. It also responds to the local casino culture of iconic architectural forms and dynamic lighting effects that are defining Macau's contemporary visual identity.

Music Masterclass by Visiting Artists

To foster artistic and intellectual exchange with overseas higher education institutions and to provide opportunities for dedicated students to work with artists from overseas, USJ organized three public classes in which our own students could perform for overseas experts and gain from them valuable knowledge and skills:

- Piano Masterclass by Dr. Geneva Fung from the Stephen F. Austin State University, USA
- Voice Masterclass by Fiona Hui from the New York University, USA
- Jazz Masterclass by Vigleik Storaas, Steinar Nickelsen and Håkon Mjåset Johansen from Norway

4.2 Awards and Prizes

Professor Álvaro Barbosa, Dean of the Faculty of Creative Industries, received the "Best Peer-Reviewed Paper Award" from the 134th Audio Engineering Society (AES) Convention in Rome (4-7 May 2013). The paper, *Loudness Measurement of Multi-track Audio Content Using Modifications of ITU-R BS.1770* co-authored by Prof. Álvaro Barbosa, his PhD Student Pedro Duarte Pestana, from UCP-Porto, and Prof. Josh Reiss, from Queen Mary University in London, was presented on the 4th of May to Pedro Pestana at the AES "Loudness Track" in Rome.
PART 5 - ACADEMIC EXCHANGE AND COOPERATION

5.1 International Cooperation and Relevant Issues

USJ has been expanding its network of international and regional cooperation with tertiary education institutions. The aim is to promote cooperation and exchange in a wide variety of academic areas, and projects include:

- Exchange of undergraduate and postgraduate students;
- Exchange of faculty members, technical and administrative staff;
- Research cooperation;
- Internship practice;
- Joint organization of colloquia, seminars and conferences;
- Exchange of publications and scientific/pedagogical documentation;
- Other forms of cooperation, such as teaching and common research projects, new pedagogical products, support for the implementation of research frameworks.

Of the various types of cooperation, student exchange programmes are the most sought after, as they allow students to spend up to one academic year studying at a partner institution. They attract a large number of international students to study at USJ each semester and provide our students with the opportunity to experience studying abroad.

Under the many signed agreements, USJ has been cooperating with its partners through the exchange of faculty members, researchers and students, the joint organization of seminars and conferences, and the exchange of publications and information. Some new partners started cooperating with USJ in 2012/2013, such as Chiang Mai University in Thailand, and Roraima State University in Brazil. Although there a close institutional relation had always existed with the Universidade Católica Portuguesa, it was only last year that an agreement was signed, setting up the framework for full cooperation and exchange between the two universities. More information is available in GAES-REAN08.
USJ has endeavoured to explore further possible cooperation with Mainland China, Europe and the Portuguese-speaking countries as we consider these to be the areas in which our geographical situation, institutional background and expertise will allow more fruitful academic exchange.

5.2 Regional Cooperation

In the academic year 2012/2013, no cooperation was started or continued with the institutions located in the Pan-Pearl River Delta.

5.3 Membership of International Organisations

USJ did not join any new international organisation over the past academic year, but maintained its memberships in those organisations in which it was already enrolled, a full list of which is recorded in GAES-REAN03.
PART 6 - SUPPORT TO STAFF

USJ has reviewed the existing policies covering benefits for its staff. Enquiries have been made as to the possibility of improving social and healthcare benefits in line with primary and secondary school staff, and staff in public higher education institutions.

The university is developing support for research and publication by academic staff, and provides learning opportunities for all staff members and next of kin.

6.1 Incentive Scheme for Academic Staff

To encourage academic staff to engage in research, the staff leave policy was amended so that all full-time academic staff are entitled to a maximum of twenty-five (25) Macau working days for conference and/or research leave each academic year, so long as it does not interfere with their teaching duties. This new policy is of particular importance as academic staff can now conduct research outside Macau without having to discount their absence from their annual leave, or request leave without pay.

The university values faculty participation in academic conferences and training. But this last academic year, financial constraints did not permit the granting of support to staff enrolled in academic meetings outside the Region. However, towards the end of the year, the management became aware that support for these activities was forthcoming from GAES, so long as faculty were presenting papers at the conferences they attended. Proper procedures were immediately put in place to allow staff members to make use of this opportunity.

Meanwhile, the Project & Affiliated Companies Management Office was set up to provide administrative support to academic staff wanting to apply for funding from outside entities (e.g. Macau Foundation, FDCT or private organisations).
6.2 Staff Development Plan

USJ encourages the idea of enhanced learning. All administrative and academic staff enjoyed a 50% reduction in tuition fees at USJ, provided they meet the University’s admission criteria. In 2012/2013, a total of MOP388,750.00 was granted to USJ staff enjoying in-house education.

USJ is committed to obtaining continued improvement in the quality of the services it provides. A series of training courses for administrative staff to improve customer service skills, public speaking strategies and business writing proficiency, all free of charge, were planned for 2013/1014.

6.3 Communication System

The university management values communication and interaction with staff. Face-to-face and internet communications are the two main methods adopted.

The Deans Council and the Academic Council are the two main institutional venues for boosting communication amongst Academic staff. The Deans Council normally meets twice a month, and includes the Rector, the Vice Rector, the Deans and occasionally other staff members invited by the Rector. During these meetings, issues and news of the faculties and programmes are shared and discussed, university policies are reviewed and suggestions are made to the Rector. Proposals and opinions are forwarded to the Academic Council or the Executive Council, as appropriate.

It has been customary for USJ to host a lunch once a year for all its staff, to build team spirit and develop relations. Last year, the lunch took place on the 28th of February, and the feedback was positive.
PART 7 - STUDENT AFFAIRS

7.1 Student Education, Internship and Career Planning

The Internship and Career Office (formerly Career Centre) serves as a resource centre to prepare students adequately for their future professional life. Dozens of seminars and workshop took place in the past academic year. The Portfolio Programme and Internship Programme helped students decide their career interests, obtain work experience and prepare and plan for the future.

7.1.1 Seminars and Workshops

Guest speakers were invited from industry, academia and government sectors to share their insights and experience with USJ students through a series of workshops and seminars. Such sharing is intended to help students take stock of their career interests, skills and knowledge, thus enabling a whole-person development that goes beyond the normal discipline-specific education.

7.1.2 The Portfolio Programme

The Portfolio Programme includes a specially tailored series of activities to assist students in:

1. Understanding potential career opportunities;
2. Reflecting on their short-term and intermediate career goals;
3. Developing a career plan.

7.1.3 Internship Programme

The internship programme consists of a series of agreements with organizations in Macau which afford our students the opportunity to practise their skills and use the knowledge they have acquired through their courses. The aim is to have students undertake full-time or part-time work experience during summer breaks, or
throughout the academic year. Programmes are adjusted to suit the requirements of individual employers and students.

Work experience is not limited to local organizations. Through our partnership with development agencies we are able to offer positions overseas to those students who are unable, or do not wish to work locally.

7.1.4 Career Day
In April 2013, the Internship & Career Office organised a Career Day for the students. Twenty eight (28) local companies participated. The feedback from both students and employers was good. The event provided opportunities for our students to receive updated information about the current Macau business market and employers' expectations.

7.2 Scholarships and other Award Offers

7.2.1 Scholarships awarded by USJ
Scholarship awards are an investment in the human development of Macau. The intention underlying USJ’s scholarships is to provide support for young people from low income families. In 2012/2013, USJ awarded a total of MOP1,415,526.00 in scholarships to 63 students, out of which MOP818,750.00 was for students from the Christian Studies programme.

7.2.2 Scholarship awarded by the community
Over the past year, 62 students with outstanding academic performance were awarded USJ Community Scholarships. A total of MOP640,000 was donated by 23 prominent local institutions and individuals.

Scholarship Application and Selection
Applications are accepted at the beginning of the First Semester of each academic year. All USJ students who have a cumulative GPA of 14/20 or above and meet the requirements set by the donors are eligible to apply. Interested students submit all the required documents by the end of the official application period. The USJ Community Scholarships Committee then decides on the result based on the academic
merit and the financial situation of the applicant. A selected number of qualified applicants are invited for interviews. Results are announced in October. As a general rule, no applicant should be awarded more than one Community Scholarship.

Selection Criteria:
Applicants must meet the requirements set forth by the organization concerned. All candidates are ranked according to the formula: Candidate Ranking Rate = CGPA Pt. + Income Pt. If two or more candidates have the same ranking rate, the final decision is made by the USJ Scholarship Committee.

<table>
<thead>
<tr>
<th>Income Pt./No. of Family Members</th>
<th>Average Monthly per Capita Household Income (in MOP)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>20</td>
<td>6500</td>
</tr>
<tr>
<td>15</td>
<td>8000</td>
</tr>
<tr>
<td>10</td>
<td>9500</td>
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<tr>
<td>5</td>
<td>11000</td>
</tr>
<tr>
<td>0</td>
<td>12500</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>CGPA Pt.</th>
<th>CGPA (Cumulative Grade Point Average, 0 to 20 scale)</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>18.5 to 20</td>
</tr>
<tr>
<td>15</td>
<td>17 to 18.49</td>
</tr>
<tr>
<td>10</td>
<td>15.5 to 16.99</td>
</tr>
<tr>
<td>5</td>
<td>14 to 15.49</td>
</tr>
<tr>
<td>0</td>
<td>Below 14</td>
</tr>
</tbody>
</table>

7.3 Student Complaint Mechanism

7.3.1 Appeal Process
Whenever students have a grievance, they are encouraged to address their concern to the professor directly and seek resolutions. When that cannot be achieved, they may contact the Office of Student Affairs and begin a formal appeal process. The Of-
Office of Student Affairs then helps the student at various stages of the negotiation process. According to Article 36 of USJ's Charter, students may "(e) petition and complain to the USJ's official bodies and its academic units", and "(f) Appeal to the competent bodies which are hierarchically superior, or have powers of supervision".

7.3.2 Grade Review Appeal Process

As many student complaints are appeals about grades, USJ has designed a Grade Review Appeal Process, detailed procedures of which are included in the Student Handbook.

Students have the right to make a grade review appeal request in writing, addressed to the Registrar. After receiving a grade appeal request, a committee of three members will be appointed by the respective dean to review the grade. Simultaneously, a report regarding the grade will be requested from the teacher who awarded the grade, due within a maximum of two weeks. The committee will then review the teacher's report and interview him/her (if required). The committee must call a hearing, or reply to the appeal, within ten working days of receiving the report from the teacher. If any member of the committee considers that the allegations warrant a hearing, the student will be called. Otherwise, the student will be informed of the outcome. The grade will be updated and, if the outcome is positive, the student may claim back the fee paid for the appeal process.

7.4 Student Activities

7.4.1 Students' Association (USJAS)

The Student Association represents and defends the rights and benefits of all USJ students. The inauguration ceremony for the Students' Association 2012/2013 took place on the 31st of September, 2012. Bishop D. Jose Lai, a representative from GAES as well as representatives from other colleges and universities were present and witnessed the oath of USJAS.
The USJAS has been working proactively in 2012/2013, prompting a sense of well-being for all USJ students. The chart below depicts the composition of the Students' Association. Each department in the Students' Association has its responsibilities, but all departments are interactive and cooperative with each other.

After the formal Registration of the Students' Association, funding was applied for from government departments and organisations. The Association successfully received a total funding of MOP118,100 in 2012/2013 for student activities, of which MOP78,100 was granted by GAES and MOP42,000.00 by Macau Foundation.

**Clubs and Societies**
Among the different clubs USJSA set up, some clubs were particularly proactive during the last academic year, such as the Basketball Club, the English Debating Society, the Japanese Club, and the Volleyball Club. Other proactive clubs were the English
Debate Society, the Volleyball Club, the Basketball Club, the Japanese Club and the Cooking Club.

7.4.2 Student Activities

The Students’ Association has been actively organizing student activities. We highlight below some of the events organised in 2012/2013.

Orientation Day

The Orientation Day attracted 80% new students. The overall feedback from the students was very positive but, of course, there is room for improvement. After debriefing with the student ambassadors, here are the points we have to improve for next year:

- More team building exercises;
- Add more fun elements such as dancing;
- Add water stations throughout the route;
- Spice the competition with prizes for the first 3 teams;
- Provide more training to the student ambassadors;
- Allocate student ambassadors from the same major as the new students;
- Invite programme coordinators to present the basic information concerning their respective study programmes.

Photo Competition

The Competition itself was only open to University of Saint Joseph students. There were 16 entrants and 32 entries altogether. USJ Students’ Association invited 3 professional judges to be the jury, namely Mr Nuno Soares, Miguel Khan and USJ professor Tomé Quadros. They evaluated the entries according to three criteria: Creativity, Composition (the technical aspects) and Integrity (if the picture really stuck to the theme, and captured the culture). The jury independently judged the pictures and gave points for each criterion and sent the grading to the Students’ Association. The Students’ Association then added the scores from each of the three jury members to decide the 10 winning photos. The “Capture the Culture Photography Competition Awards Ceremony” was the opening event of a night of intercultural exchange and enjoyment. It was an exciting time as students anxiously waited to see if they won, and cheers boomed through the USJ Speakers’ Hall as the winners were announced.
The students enjoyed the event and the judges were pleased to see it happening, making the event a success.

International Festival on April 26, 2013
A cultural event took place in the University’s Speakers’ Hall with the slogan "Many nations, one place, one festival". This event followed the award ceremony of the cultural themed photography competition, in the endeavour to get the students to really become aware of and enjoy the fact that they live in a multicultural environment. Everyone enjoyed the student and teacher cultural showcases on stage in the form of fun PowerPoint presentations, musical performances, videos, etc. The group Axé Capoeira Asia was also invited to perform and, according to one attendee, it was "an electrifying performance [he] will not forget."
The charity donation for those affected by the earthquake in Sichuan made the event even more meaningful. It was an opportunity to remember that even though we are of different nations, we are still all brothers and sisters on earth.

Star of USJ
USJ encourages students to participate in various types of activities so as to develop their different talents. In 18 May 2013, we held a singing contest. Six students
reached the final. A student from Year 3 Psychology won the contest by showing excellent singing performance. Participants and audience were very excited.

Hong Kong Ecological Trip on May 18 to May 19, 2013
Hong Kong Ecological trip provided a chance for our students to visit Hong Kong Chinese University and ecological sites in Hong Kong, as Macau does not have many of these resources. Students also learned how to fish cuttlefish during night-time. The trip provided a chance for students from different programmes to communicate with each other.

Guangzhou Exchange Trip
The Guangzhou exchange trip provided an opportunity for our students to visit colleges in Guangzhou. Students were given the chance to communicate with university students in Guangzhou which helped them to better understand the difference between Mainland China and Macau’s educational systems.
7.5 Students with Special Educational Needs

In 2012/2013, we had 2 visually-impaired students and 1 hearing impaired student enrolled in our licentiate programmes. This represented about 0.1% of our total student population. The fact that two visually impaired students have been with us for more than 3 years has helped us strengthen our support for them. USJ recognizes the importance and responsibility of being the first higher education institution in Macau to accept visually impaired students and we are striving to continue to improve their quality of learning as well as to recruit further students with disabilities.

Teaching and Learning

To ensure that all individuals are given equal opportunity to learn, all USJ academic staff members are requested to give the best academic and personal support possible and to establish a culture of inclusiveness and respect for the students with any kind of disability. A General Courtesy for teaching students with visual impairment was widely distributed among the teaching and administrative staff as well as students.

Our two visually-impaired students have now enrolled in Master programmes. They are equipped with a laptop with special software that can read out Chinese and English soft copies.

For the hearing impaired student, staff who are teaching him are informed of the situation and take special care of him by speaking more slowly. We have also assigned a peer tutor to help him in adapting to life at USJ.
Access to Information, Educational Material and Research
For the visually impaired students our Main Office and Office for Student Affairs prepare soft copies of correspondence and notifications to be distributed by email. All information for students is posted on the university’s webpage. Students also have easy access to the materials in the USJ Library as many of them are online. In case the materials are not online, their student helpers can assist them to convert the text. With the assistance of their specific software, students can also access other internet resources without any constraints. In addition, the IT department at USJ provides them with support throughout their academic life in USJ.

Building, Facilities and Braille Signage
USJ facilities have been examined together by staff and the visually impaired students. Upon the students’ advice, Braille signs were attached to the doors for their recognition.

Participation in Cultural Life, Recreation, Leisure and Sport
We have been actively encouraging USJ students with disabilities to participate in different kinds of activities organized by the USJ Clubs and associations.

Student Ambassadors
USJ believes that early exposure to a state-of-the-art environment can be an inspiration to young minds; therefore, all USJ units are encouraged to recruit student helpers to assist whenever part-time helpers are required. In this way, students are offered financial support through practical and career-related work experience and this also fosters a sense of belonging to our university. The students with disabilities are also employed as student helpers in university units such as the Admissions Office.

School Visits, Promotion and Student Recruitment
Students with disabilities are also actively participating in the annual USJ school visits, together with the teaching and administrative staff, to promote the university’s programmes to local secondary school students. During the school visits they usually make a presentation about their experience as students at USJ and address the questions from the students.
7.6 Crisis Management

USJ doesn’t have a crisis management team yet, but it has a plan and a set of services and procedures which help manage accidents effectively and efficiently, minimising their impact. The Office for Student Affairs has been working closely with the USJ Counselling Service Office to take care of some types of students’ needs.

7.6.1 Pro-active Counselling Support

The USJ Counselling Service is a consultation entity to the USJ community providing counselling service to USJ students. Individuals served by the USJ Counselling Service include USJ students and/or their family members, USJ staff members and persons not affiliated with USJ. The counselling team works with individuals to examine their personal, emotional and other concerns that might directly or indirectly hinder their studies and/or their day-to-day activities. The counselling team has been working closely with the Office for Student Affairs and actively approaches a student who shows intention to harm himself/herself or others. It has effectively minimized disruptive behaviour in classes.

7.6.2 Cross-Cultural Adjustment Programme for Year 1 Foreign Students

The Cross-Cultural Adjustment Programme was developed to deal with the adaptation difficulties of Year 1 foreign students. The programme approaches students in a proactive manner. Intervention is geared to preventing mal-adjustments.

7.6.3 Students’ Wellbeing Program

The students’ wellbeing programme has been implemented for both licentiate and graduate students. Everyone may require some counselling services from time to time. Others may need special time and attention due to more serious difficulties and dysfunctions. The well-being programme provides the following services: psychological assessment, individual counselling or therapy, group counselling or therapy, and general consultation services.
7.6.4 Insurance for Students

USJ purchases Personal Accident Insurance for its students against accidents whilst engaging in the university’s educational and internship activities. This provides a quick and effective response in medical emergencies.

7.7 Justification in the case of a student aged less or equal to 16

No student aged 16, or below, was admitted during 2012/2013.

7.8 International Competitions and Academic Exchanges

Second and Fourth Place in the 2nd University Business Knowledge Competition

The 2nd University Business Knowledge Competition was co-organised by the Macau Foundation, the Union of Associations of Professional Accountants of Macau and TDM, and held in April 2013. It was a large-scale common knowledge university level contest. USJ sent two teams, which were composed of undergraduate students from the Business Administration, Government Studies and Economics programmes, to the competition. We were the only institution that got two teams into the final round of the competition. One was awarded second place and the other came fourth.

First runner-up in the 5th Knowledge Competition of National Conditions

This competition was organized by the National Conditions Education (Macau) Association. They propose a different topic each year. The topic for this year was the Macau Basic Law. The team of USJ students from the Licentiates in Business Administration and Government Studies performed admirably and were first runner-up, even though competing with students from law programmes.
Best Paper awards
Two of our graduate students received best paper awards in international conferences this year.

Ms. Susana Mieiro presented her paper entitled "Dutch Disease in a Gaming Tourism Economy: The Case of Macau" during the 3rd International Conference on Business, Economics and Tourism Management, which took place in Oct 2012 in Hong Kong, and received the best paper award.


Skoda CTP Award Ceremony
Students from USJ's Faculty of Creative Industries received the 1st, 2nd and 3rd prizes in the Skoda CTP Award Ceremony on the 19th of April 2013.
Sports Competitions
Through participation in intercollegiate sports activities, students are challenged physically, mentally and emotionally. The athletic arena is an effective way of cultivating good character, developing leadership skills, building up self-discipline, self-respect, sportsmanship and team spirit. In the past academic year, USJ students actively participated in sports competitions, some are listed below:

Basketball
Participation in 3 tournaments throughout the academic year:
ADUM Inter-University Basketball Tournament
Date: 13 April to 26 May 2013
Result: 4th Place Overall
Details: 5 Games (2 Wins, 3 Losses)

GAES Basketball Competition
Date: 2 to 19 March 2013
Result: 4th Place Overall
Details: 3 Games (1 Win, 2 Losses)

ARTM Drug Prevention Basketball Tournament (16 March 2013)
Date: 16 March 2013
Result: 2nd Place Overall
Details: 1 Game; Most Valuable Player – Lai Si Leong

Soccer
Participation in 1 tournament throughout the academic year:
ADUM Soccer Competition
Date: 7 April to 16 June 2013
Details: 5 Games (1 Win, 4 Losses)

Volleyball
Participation in 2 tournaments throughout the academic year:
2012-2103 Macau University Students Volleyball Championship
Result: 3rd Place Overall (Male Team); 5th Place Overall (Female Team)
Macau Open Volleyball
Date: 7 April to 16 June 2013
Result: Ongoing; Current Standing: 2 Wins, 0 Losses (Female Team)

Badminton
Participation in 2 tournaments throughout the academic year:
MUST Badminton Competition
Date: 31 March 2013
Results: 2nd Runner Up (Male – Singles) Luis Miguel Abuan

ADUM Badminton Competition
Date: 13 and 20 April
Results: 1 Win in Knockout Round

Fencing
Participation in 1 tournament throughout the academic year:
ADUM Fencing Competition
Date: 13 and 14 April 2013
Details: 3rd Place (Male) Angus, Lai Ho Io
PART 8 - FACILITIES AND SPACES

8.1 Library and Other Resources

8.1.1 Library Resources

USJ Library currently archives more than 13,000 books, an increase of 156 books from 2011/2012 to 2012/2013. Books were received from donations and acquisitions. Due to limitations of space, USJ has been expanding its electronic resources, which now provide access to over 230,000 e-books. Due to the subscription of e-book Academic Collection and Cambridge e-book, in 2012/2013, more than 120,000 e-books were added. Electronic resources are comprised of e-books and e-journals. Students and Staff can enjoy reading in USJ's library or searching for materials remotely, through the Internet.

8.1.2 Installation of New Equipment

During the second semester of 2012/2013, two classrooms were converted into language labs equipped with a total of 50 new computers. This project was subsidised by GAES. Now there are 194 computers available on our campuses for use by staff or students.

8.1.3 Student Residences

Students at USJ can apply for accommodation at the USJ Student Residences, managed by the Office for Student Affairs. Residences are available in two different locations, within easy access by public transport to the university and to the city centre. All the rooms are furnished and equipped with air conditioner and wireless access to the Internet. Cleaning service of the common areas is provided on a regular basis. In August 2012, USJ carried out the renovation of some of these residences, equipping them with double decker beds, or bunks, which lead to an increment of 12 available beds. USJ now has a total number of 40 beds available for students.
8.2 University Spaces and Facilities

USJ has been using as its main campus a **podium** (a whole floor in a block of buildings, which includes a garden) in NAPE, the business and commercial centre of Macau. Last year, two other campuses were also located in nearby buildings in NAPE. The three campuses were respectively on the 3rd floor of Wan Yu Villa, on the 9th floor of Edificio Centro Commercial Cheng Feng and on the 7th floor of King Heng Long Commercial Centre. The total area of these campuses was 77,000 square feet. In total, there were 35 classrooms with 1,299 seats. This represented a decrease of 69 seats compared to the previous academic year, 2011/2012, due to a change in the layout of some classrooms. The Speakers’ Hall provides 106 seats. For details see GAES-REAN05.
APPENDIX – SUPPLEMENTARY INFORMATION

1. Organisation Chart

The organisation chart of the university is attached.

2. Internal Regulations

During the academic year 2012/2013, a set of internal regulations and policies has been drawn up and implemented. The attachment GAES-REANO6 contains a list of the approved internal policies and regulations.

3. Regulations and Procedures for Academic Promotion

The Regulations for Academic Promotion were provisionally approved and implemented by the new management in January 2013. Please refer the attached document (Ref. ECL-203-0113-01) for further details. Suggestions and corrections were called for and a new version is expected to be approved before the end of December 2013.

4. Ownership and Governance

USJ is owned by the Fundação Católica para o Ensino Superior Universitário (or Catholic Foundation for Higher Education) a foundation set up by the Diocese of Macau and the Catholic University of Portugal as equal partners. The members of the General Assembly, Executive Council and Fiscal Council, as of June 2012, are listed below:

<table>
<thead>
<tr>
<th>General Assembly</th>
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<tbody>
<tr>
<td>President</td>
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<tr>
<td>Member</td>
</tr>
<tr>
<td>Member</td>
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<tr>
<td>Member</td>
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<td>Member</td>
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<td>Member</td>
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</table>
Executive Council

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td>Alberto Santiago Rossa, CMF</td>
</tr>
<tr>
<td>Member</td>
<td>Yeung Tsun Man Eric</td>
</tr>
<tr>
<td>Member</td>
<td>Sio Chi Wai</td>
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Fiscal Council

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
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</thead>
<tbody>
<tr>
<td>President</td>
<td>Chan Sau San</td>
</tr>
<tr>
<td>Member</td>
<td>José Angel Lopez Legido, OP</td>
</tr>
<tr>
<td>Member</td>
<td>Luis Manuel Fernandes Sequeira, SJ</td>
</tr>
</tbody>
</table>

5. Management and Academic Structure

The list of department heads in charge of each faculty and administrative office is detailed in the attachment GAES-REAN07.

6. Higher Education Institution Cooperation

The information of higher education institution cooperation is given in the attachment GAES-REAN08.

7. Crisis and Accident Management and Related Regulations

Typhoon and Rainstorm Arrangement Procedures are the only approved and announced regulations in the academic year 2012/2013 which refer to the captioned issues. Please see the attachment GAES-REAN09.

8. Student Recruitment Statistics

The actual number of applicants, the number accepted and the number enrolled, and their respective ratios, are presented in the attachment GAES-REAN10.
9. Student Recruitment Details
The attachment GAES-REAM11 provides information about the vacancy numbers for each programme, the maximum limit of accepted students and the minimum requirements in the admission exam.

10. Student Recruitment Plan for 2013/2014
The expected number of students to be recruited in 2013/1014 is shown in the table below:

<table>
<thead>
<tr>
<th>Programme</th>
<th>Pre-University</th>
<th>Licentiate</th>
<th>Master</th>
<th>Doctorate</th>
<th>Postgraduate Diploma in Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated Intake</td>
<td>40</td>
<td>280</td>
<td>80</td>
<td>30</td>
<td>80</td>
</tr>
</tbody>
</table>

In order to meet our estimated intake, a range of promotional activities has been organized in Macau, but also in Hong Kong and other markets, similar to those organized last year. The main activities in 2012-2013 were:

I. School Visits
   - A delegation visited schools in Macau and Hong Kong, introducing USJ and its programmes.

II. Education Fairs
    - The university participated in fairs in Macau, Hong Kong and Thailand.

III. Projects
    - Special outreach projects were organized, including training for school teachers, English immersion programmes, debate competitions, etc.

IV. Advertisement
    - Advertisements and media appearances in newspapers, magazines, radio and the Internet.
V. Open Day

- An Open Day was organized where prospective students and their families were invited to get to know more about USJ.


Only the Post-Graduate Diploma in Education is being offered as a new programme in the academic year 2013/2014. The Licentiate of Education was recently approved, but not in time to successfully recruit enough students for it to be launched this year.