THE UNIVERSITY OF HONG KONG
THE REVIEW
2012

Vision

The University of Hong Kong, as a leading international institution of higher learning in Asia, strives to attract and nurture outstanding scholars from around the world through excellence and innovation in teaching and learning, research and knowledge exchange, contributing to the advancement of society and the development of leaders through a global presence, regional significance and engagement with the rest of China.

Mission

The University of Hong Kong will endeavour:

To advance constantly the bounds of scholarship, building upon its proud traditions and strengths;

To provide a comprehensive education, developing fully the intellectual and personal strengths of its students while developing and extending lifelong learning opportunities for the community;

To produce graduates of distinction committed to lifelong learning, integrity and professionalism, capable of being responsive leaders and communicators in their fields;

To develop a collegial, flexible, pluralistic and supportive intellectual environment that inspires and attracts, retains and nurtures scholars, students and staff of the highest calibre in a culture that fosters creativity, learning and freedom of thought, enquiry and expression;

To provide a safe, healthy and sustainable workplace to support and advance teaching, learning and research at the University;

To engage in innovative, high-impact and leading-edge research within and across disciplines;

To be fully accountable for the effective management of public and private resources bestowed upon the institution and act in partnership with the community over the generation, dissemination and application of knowledge;

To serve as a focal point of intellectual and academic endeavour in Hong Kong, China and Asia and act as a gateway and forum for scholarship with the rest of the world.

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A VIRTUOUS CIRCLE
OF EXCELLENCE

The University of Hong Kong is among the world's most respected comprehensive, research-led universities. As we embark on our second century, it is helpful to consider how we got here. Only a few years ago, HKU had the ingredients of a good university – high-calibre scholars and students, success in competitive research funding and a commitment to innovation in teaching – but it was not quite of the highest ranks. What has helped to transform the University is a vision that has inspired a virtuous circle of excellence.

With a view to fully develop its potential, the University unveiled its first strategic development plan, covering 2003–08, which had the stated goal of lifting HKU into the top echelon of international universities. This was an ambitious goal, but as it turned out, it served to sharpen our focus and drive us forward. We had a clearer vision of where we wanted to allocate resources and efforts. Excellence in teaching and research were obvious targets, but we also wanted more academic engagement with Mainland China and overseas institutions and partnerships with the local community. We wanted to extend our impacts well beyond Hong Kong.

The Virtuous Circle

These goals have guided us as we appoint new staff, set academic priorities and recruit our students. We identified our research strengths and areas we wanted to develop, and we sought leading academics who could help us reach our goals. We also nurtured young research talent and invested in learning facilities and research support. The upshot is that we have attracted a growing number of top scholars. For example, in 2003 we had 18 scientists ranked among the top one per cent in their fields by the Institute for Scientific Information; in 2012 we have 111. We have also recruited many top academics outside the sciences.

Attracting top academics is a core part of the virtuous circle that I mentioned. Outstanding academics attract outstanding students who want to learn from the best people in their field. And outstanding students help to attract outstanding scholars who want to work in a vibrant academic environment where the students are bright and ask tough questions. Scholarly activities, excellence in teaching and learning, as well as an innovative and quality curriculum are all part of this virtuous circle. As we keep raising the bar of excellence at HKU, this circle is spiralling upwards with it.

The virtuous circle also applies to resources. HKU attracts the largest share of competitive research grants in Hong Kong ($151 million in 2012). We also receive financial support from members of the community. For example in 2005 we launched the Endowed Professorships to help provide sustainable funding in areas of excellence; by 2012 we had 66 Endowed Professors. People want to support excellence so the better we are, the more resources we attract. This in turn helps us to attract the best performers and perpetuates the cycle. The continuation of the Matching Grant Scheme of the Hong Kong Government will also provide extra resources to ensure HKU's missions are sustained.

2012: A Milestone Year

The ambitions outlined in the University's first strategic plan for 2003–08, and in its successor covering 2009–14, were particularly important in our preparations for the new four-year undergraduate curriculum, which was launched in September this year. We went through a lengthy exercise to set out new, forward-looking learning aims, develop programmes to support them and promote a more flexible, student-centred pedagogy in all faculties.

Our goal is for our students to become global citizens who can manage unfamiliar and ill-defined situations by applying critical thinking and academic and professional excellence, and who will advocate for the improvement of the human condition. We believe this can best be achieved by making their university education a total learning experience, where every aspect of their time at HKU provides opportunities to learn and apply their learning. This covers formal channels such as classroom

teaching and experiential hands-on learning in the field, as well as the informal environment in which they learn.

The Centennial Campus, our campus expansion project, exemplifies this ideal because it translates our learning goals into physical spaces. Students step from modern classrooms into flexible spaces where they can work singly, in pairs or groups, indoors or outdoors, in different kinds of furniture and configurations. The design is bright, colourful and stimulating and it invites students to engage in the environment around them. The idea of extending the learning environment also applies to the new residential colleges, which will have an equal mix of local, Mainland and international students, encourage community service and promote intellectual discourse by inviting scholars in for talks and other academic activities.

An enormous amount of effort has gone into developing the new curriculum and the new campus, and the evidence in the first weeks of the 2012–13 academic year is that of a resounding success. There were some logistical wrinkles to iron out – inevitable, given the tight construction deadlines and the fact we were admitting a double intake of first-year students – but the response to the new campus and new curriculum has been very enthusiastic. All of the academic and non-academic staff who have made this transition a success deserve full praise for their efforts.

The 2011–12 academic year also saw a significant increase of

activities in the Mainland: the replication of our original Shanghai Study Centre in many other locations in the Mainland, the opening of the HKU Shenzhen Institute of Research and Innovation, the establishment of research activities in Lin'an near Hangzhou, and the opening of the HKU Shenzhen Hospital. The latter was made possible with strong support from the Guangdong and Shenzhen governments and it will enable us to make significant contributions to hospital management and medical reform in the Mainland, as well as strengthen our already formidable programmes in medical research and medical education and training.

Moving Forward

All the pieces are in place for HKU to sustain its hard-earned standing as a world-class university, with 'sustain' being the key word. Aspiring to excellence means we cannot stand still – we must always be looking ahead. But with the people, facilities and resources in place, the University is well-prepared to take up that challenge.

The new curriculum is now being fully implemented and it will be reviewed in due time to ensure it continues to meet our goals. Campus development also continues and it is being extended to the remainder of the campus with the aim of bringing state-of-art designs and technology to all of our facilities so as to meet the ever-escalating demands of learning and research.

We are also starting to see a culmination of our knowledge exchange initiatives as more and

more units in the University recognise the academic and social merits of engaging with the community in their teaching and research activities, as well as their possible role in and contribution to community engagement. Our students have also been very active in providing services to the community and fulfilling one of our learning aims – to make them advocates for the improvement of the human condition.

The expansion of our activities and influence in the Mainland has been an important component of our

Strategic Plan. This is not meant to be at the expense of our contributions to Hong Kong, which will always be a central focus of our mission, nor of our expanding network of connections around the world. However, there are boundless opportunities in the Mainland for our students, researchers and graduates. China is a growing country that places great importance on education and there are many research and learning opportunities there. The vast size of the economy also means many of our graduates will end up working in or with the Mainland.

We have a unique relationship with the country and an edge that makes us unique: an international outlook and a strong record of producing academic work of world-class quality. We will continue to seek out and explore opportunities to our mutual benefit there.

What was once the future dream is now the present day reality at HKU. The seeds planted in our vision have borne fruit thanks to the collective efforts of our management and staff, both academic and non-academic, of our students, and of our supporters. That fruit is

producing new seeds of its own. It is a virtuous circle of growth, excellence and more growth and it is enabling the University to secure its position as a global centre of knowledge and enquiry on the most pressing issues of our times, and to look forward to further growth in the years to come.

Professor Lap-Chee Tsui
Vice-Chancellor and President
December 2012

NEW CURRICULUM

NEW CAMPUS

Discussion booths, second floor, the Learning Commons

ENABLING A TOTAL
LEARNING EXPERIENCE

What do we want our students to gain from an education at HKU?

That question has been at the heart of the University's preparations for the new four-year curriculum. While our goal is straightforward – we want our students to develop intellectual capabilities, professional skills and the core values of responsible global citizenship – how we get there is what distinguishes our new curriculum. HKU has embraced the idea of a total learning experience for students, from the classrooms to the halls to the student mix to the physical environment in which they learn and beyond to the community.

This total learning experience is aided by two things: flexibility and a desire to promote learning that is student-centred. Students have much greater choice about what, where and how they learn and they are presented with opportunities to learn across the whole spectrum of university life. Ultimately, we are asking our students to embrace learning as an integral part of their lives and carry that concept with them well beyond their university days.

Curriculum Innovation

The starting point for our reform has been the expansion of the undergraduate curriculum from three years to four years that was launched in all Hong Kong universities from September 2012. This has provided a rare opportunity to revisit our learning aims and think deeply across the University about what we want to achieve in teaching and learning.

Planning started immediately after the four-year curriculum was announced by the government in 2004. Our first priority was to establish learning aims. We consulted staff, students and the broader University community and agreed on six aims: the pursuit of academic and professional excellence, tackling novel and ill-defined problems, critical self-reflection, intercultural understanding, communication and collaboration, and leadership and advocacy for the improvement of the human condition. The focus was on what students learned rather than what they were taught. These aims have guided curriculum reform at both the University-wide and faculty levels.

The Common Core is the most publicised outcome of our deliberations and it has been highly successful. All students are required to take subjects outside their discipline that focus on questions of deeply profound significance to humankind. These are not introductory-like courses but instead ponder interdisciplinary topics such as Poverty, Development and the Next Generation; The Birth of Surveillance Society; Infectious Disease in a Changing World; Environmental Pollution in China; and China in the Global Economy. There are four Areas of Inquiry and students in the four-year curriculum must take six courses that cover all four areas.

The Common Core has not been our only focus, though. The question of how students learn is essential to our curriculum reform. While traditional classroom teaching remains a core activity, we also want students to have opportunities to put into practice

◄ **Variety keeps it fresh and interesting**
"The use of different colours, furnishings and configurations helps to bring variety to the learning environment."
- Kwok Wing-lam (left), Bachelor of Arts Year 1

what they learn and expose themselves to new situations that test their learning. The number and variety of experiential learning options has mushroomed in recent years and in March 2012 we established the Gallant Ho Experiential Learning Centre to support faculties in this area. The Centre works with community partners in and outside Hong Kong to identify projects that both meet the needs of the partners and provide learning opportunities for students. It also provides financial and other support for experiential learning for up to 1,000 students per year.

International Opportunities

Language learning has also been strengthened in the new curriculum so that all students are required to earn compulsory credits in English and Chinese. The ability to communicate across cultures is a key aim of our reform and we provide opportunities for international exposure through exchanges, internships, faculty-level programmes, and a large non-local student presence on campus. In fact, in 2012 we had the largest non-local intake ever, with 654 new full-time undergraduates coming from Mainland China and 450 from elsewhere in the world.

Our curriculum reform could be likened to the concept of 'think globally and act locally'. While we have introduced institution-wide reforms, it is their adoption at the faculty level that offers a true measure of how extensively they are being incorporated into student learning.

Experiential learning, for example, has been approached in a variety of ways. The Faculty of Architecture has involved students in community building projects in Hong Kong and the Mainland through its Community Project Workshop. The Faculty of Engineering has a very active programme that brings its students into China to build schools and establish electronic learning networks. The Faculty of Arts has sought out internships for students in areas related to their majors, such as the cultural sector, book publishers and Japanese businesses. And the Faculty of Education will launch a new experiential learning programme for Liberal Studies students from 2013 in Lanzhou, Gansu, where students will gain

◄ **Space for group work**

"We're doing an assignment on the legal system and we were able to book a private room for our study group. Without this room, we would have nowhere to meet – maybe just the canteen."

- Cheung Po-yiu (pictured centre), Bachelor of Laws Year 1

Private room, second floor, the Learning Commons

exposure to authentic issues in their subject, such as cultural diversity, rural-urban disparity, energy resources, and changing conceptions of women's rights and the family. These are a very small sample of the kinds of experiential learning students can expect to participate in.

Faculties have also been taking a more holistic approach by implementing changes to their learning programmes. The Faculty of Medicine, for example, has introduced a mandatory Medical Humanities programme to prompt students to think more deeply about the human side of treating patients.

The Faculty of Engineering has a new BEng in Engineering Science that provides multi-disciplinary training in engineering and non-technical fields so students can develop a broader range of skills. The Faculty of Dentistry, an early adopter of problem-based learning, requires second-year students to participate in international online peer reviews so they can share experiences and benchmark themselves at the global level. The Faculty of Social Sciences has a social innovation and global citizenship programme that requires all undergraduates to participate in community projects and gain experience outside Hong Kong before they graduate. These

initiatives have all been implemented within the past three years.

An example of the evolution of the curriculum over time can be seen in the Faculty of Science. The Faculty introduced a common admission programme in 2007 in anticipation of the four-year curriculum. The goal was to break down the segregation that previously existed so, for instance, chemistry students would be exposed to other scientific disciplines. In 2008 an experiential learning requirement was introduced as well as a student advisory system. In September 2012 the Faculty introduced two compulsory foundation courses, one on quantitative reasoning and the other on integrated science, that provide students with a broad overview of modern science before they start to specialise.

This mirrors the path that the University as a whole has embarked upon to ground students with the

big picture before they turn to the hard specifics of their speciality.

The new curriculum also provides students with options for double majors and major and minor combinations which, when combined with the Common Core and faculty-level programmes, can be both exciting and overwhelming. To help students navigate through the choices, an Academic Advising system was introduced in 2011. It pairs students with an academic in their faculty who can explain the options and help them stay on track.

The aim is for students to take the lead as they determine the best paths for reaching their academic goals.

New Learning Environments

Curriculum reform at HKU is not only about the content, it is also about the context. The new campus is an impressive showcase for our goals in student learning. It translates flexibility and student-led learning into a physical form that is modern and stimulating and

▼ **Like a coffee shop**
"The wood in the booth is lovely – I like the modern zebra wood feel to it. The booth is like my home or little corner away from things. It gives you a coffee-shop feel."
- Michael Lipp (below right), Year 4 Business exchange student from the University of California, Davis

Diner booths

▼ **Openness and a varied layout make it easier to concentrate**
"It's a huge difference to what we had before and it's really nice. Before we could study in the library and it was all small cubicles. Now it's open and easy to communicate."
- Keerthana Raghavan (below centre), Bachelor of Engineering Year 3

extends the learning environment beyond the traditional classroom (which is undergoing change, too).

The centrepiece of the new campus is the Chi Wah Learning Commons, a unique facility with high ceilings, big windows, bright colours and a large choice of learning spaces – but no books. The Main Library remains the facility for that. Instead, the Learning Commons recognises that students have different learning needs at different times. They need quiet areas for contemplation, private rooms for focused work on group projects, open areas where they can meet with classmates for casual discussion, access to technology-enabled facilities, and a variety of surfaces and levels for reading, paperwork, computer work and other activities.

First floor, the Learning Commons

The Learning Commons provides all these things in 6,000 square metres over two floors. It has been likened to an academic airport lounge. There are tables with chairs on wheels, private study rooms, diner booths, beanbags, sofas with low tables, bar chairs next to high worktop ledges and quiet rooms.

▼ Colour provides stimulation
"It's more relaxed and comfortable studying here. It's colourful and energetic. I wish we had more places like this on campus."

- Grace Mi Song Kim (below left),
Bachelor of Business Administration Year 3

All of these come in a variety of formats – for example, there are four different kinds of diner booths – and colours. The large degree of flexibility supports the goal of putting students in charge of their learning.

Classrooms are located along the edges of the Learning Commons so that students can go straight from class to a space for individual study or group work. Teachers can also use the private study rooms for individual tutorials. Furthermore, the classrooms themselves are designed to break down the rigid structures of traditional learning. Chairs are on wheels so students can be configured into groups, pairs, a circle, a horseshoe, traditional rows – anything that best suits that particular lesson. There are whiteboards that can be used by both students and teachers. About 70 such classrooms are being used by the faculties housed in the new campus.

In addition, there are eight innovative, technology-enabled classrooms where teachers have an opportunity to be inventive in their pedagogy. The rooms come in a variety of sizes, with capacities

ranging from about 25 to 100 or more students, and they have a variety of furniture. Some have fixed tables, others specially-designed 'wedge' tables that can fit together in any configuration that works best for a particular lesson. LCD screens are mounted around the rooms so small groups of students each get

their own screen; the screens can also all be connected to a single computer so students and the teacher can share work. A mimeo whiteboard enables teachers to save notes written on the board in a computer file that can later be accessed by students. It is hoped teachers and students will find new ways of making use of these resources to enhance learning.

A final important feature of the new campus is that it extends learning spaces beyond the Learning Commons and classrooms. Tables alongside 'University Street',

which links the old and new campuses, have power plugs nearby so students can sit in the open air to work. The new campus courtyard, a grass lawn atop the moot court and the music library roof garden also give students options for studying – and relaxing – beyond the classrooms, libraries and canteens.

A Unified Campus and Curriculum

The new campus achieves one other goal besides supporting the new curriculum – it supports the

development of a community of learners and scholars who actively engage with each other in pursuit of the University's educational goals. This is manifested in two ways. First, faculties that previously were scattered in several buildings are being united under one roof. Arts, Social Sciences and Law each now have their own buildings on the new campus. We will apply the same principle in the old campus as we renovate the vacated learning spaces in as similar a style as possible to the new campus and create new 'homes' for various faculties. The first building targeted in this programme is K.K. Leung, which will house the Faculty of Business and Economics.

The learning community is also being promoted through student accommodation. Student halls traditionally have done a good job supporting social development and networking among students. Our vision with the new residential colleges is that they also support intellectual development. The new colleges will accommodate postgraduate and senior undergraduate students and they will have three features that support our learning aims.

First, students will be asked to participate in local community projects, either service learning or credit-bearing depending on the preference of their faculties. Second, internationalisation and an international outlook will be promoted. Our target is for the

colleges to house one third local students, one third Mainland China students and one third international students to promote interaction and better intercultural understanding. This target is unlikely to be achieved in the first year due to teething problems with the new buildings but it will guide residence allocation in 2013. And third, intellectual discourse will be promoted at the colleges by the college masters, who will invite scholars in for talks and organise other academic activities.

As mentioned, the opening of the new campus and accommodation in September 2012 encountered a few hiccups due to the tight construction deadlines and the fact we admitted a double cohort in 2012 – the final group of students under the three-year curriculum and the first group under the four-year curriculum. Nonetheless, the most important work has been achieved. After years of effort, we have aligned our curriculum and our campus facilities to meet our academic aspirations. Students at HKU now encounter a total learning experience that provides them with opportunities to challenge themselves and develop into responsible global citizens, who will make an impact on the world and contribute to the betterment of the human condition.

Open seating, second floor, the Learning Commons

◄ Conveniently located near classrooms
"I often use the group study rooms for group projects. It's good that we have more space for group work and self study in between classes."

- Chloe Kim (pictured right), Bachelor of Science Year 3

THE HUMANE SIDE OF MEDICINE

HKU medical students are recognised for their high degree of competence and their communication skills. But can there be more? Is there a balance to be struck between knowing the disease and treatment and understanding what patients are going through?

These questions are behind the new Medical Humanities curriculum, which became mandatory for all medical students from September 2012. The curriculum seeks to deepen students' grasp of the nature of pain and suffering through five themes: narrative medicine in which the focus is on individual doctors' and patients' stories; culture, spirituality and healing; death, dying and bereavement; the history of medicine; and humanitarianism.

"A lot of our students want to know the right answer," says Assistant Professor Dr Julie Chen, who has overseen the development of the curriculum together with Professor L.C. Chan. "We want them to get more comfortable with uncertainties and get more attuned to the person behind the white coat and the person in front of them, so they see the person behind the disease."

The curriculum was developed over several years and has been tested in numerous pilot programmes. Students who

Adrian Chan Wai

> **"One of the things the course taught me was to try to appreciate that each of these 'cases' is someone with a family, work and life story."**

participated in those programmes say they were very beneficial.

Joyce Lai took part in a programme exploring visual narratives of illness in her third year. In one activity, students were asked to bring in a photo showing illness, suffering or well-being and reflect on it. She selected a photo of herself with her grandmother, who suffered heart and lung diseases as well as Alzheimer's.

"Because she had Alzheimer's, she forgot all about her other diseases and she woke

"Many of us, including myself, sometimes casually address each patient as a 'case', for instance,'the case admitted for lung cancer on bed 14 passed away yesterday'. One of the things the course taught me was to try to appreciate that each of these 'cases' is someone with a family, work and life story. To be honest, sleep deprivation and a heavy patient load sometimes make it difficult to remember even the name of a patient, let alone know their psycho-social history. But hopefully I can keep reminding myself that our patients are not born to be ill, non-communicable or

Joyce Lai and her grandmother

up happy every day," says Joyce. "When I studied Alzheimer's I thought it was horrible, but when I saw it in person it baffled me because it wasn't terrible in the least – it was probably the one thing the drugs couldn't cure but it cured her [suffering]."

She said the course also helped her to see a more humane side to her classmates and reignited the passion she felt for medicine at the start of her studies, which was being crushed under the weight of work required. "It instilled the fire back," she says.

Adrian Chan Wai, who graduated in 2012, participated in a death, dying and bereavement pilot programme in his third year. He is now doing his internship and said the lessons of the programme still lingered despite the demanding conditions under which he worked.

bedbound. They are people who once had their youth, good health and loved ones but lose them as they age and die," he says.

The course has also given him more courage when raising the most difficult of questions with patients.

"Admittedly, as an intern I am still very reluctant to tell my patients that they might be dying," he says. "But when there are patients whom I know very well, I will talk to them and try to convey to them that we can choose how or where to pass away, rather than staying in a noisy and busy acute hospital ward in our last hours. I am still very anxious when I talk about these things. But at least the course has made me more willing to do so."

SOUND ADVICE

Students in the new four-year curriculum face a challenge that many have never encountered before. Because of the flexibility of the curriculum and the options of majors, double majors and minors, they are required to take firm control of their learning programme.

"In the first year students have a lot of freedom to choose the courses they want to take and that can be a problem," says Professor W.K. Chan, Chairman of the University Academic Advising Committee. "Some students may not know what they should do or how to set out an academic plan."

The Academic Advisory system has been set up to address this problem. First-year students are paired with an academic in their faculty who provides guidance on such things as selecting majors and planning ahead so they get all the prerequisites needed for their senior years.

A trial of the scheme was carried out in 2011–12 and Sam Chan Hau-sun, a Science major, said it was a great help to him.

Challenge to Adapt

"In secondary schools we do not need to plan our own lecture schedules, so it is a challenge for local students to adapt to this kind of flexible lecture scheduling," he says.

"My advisor gave me valuable advice on how to plan my courses, such as linking academically-related courses together for a more continuous learning process and planning a three-year schedule that can link pre-requisite courses to advanced ones, rather than just planning for each year independently. She also gave me advice on summer research fellowships and exchange programmes."

His advisor was Professor Pauline Chiu of the Department of Chemistry, who said she felt her role was to challenge students to think more deeply about their choices.

"I ask them to consider – what are the pluses and minuses of doing a single major? A double major? Is this major in line with their career goals and personal interests and skills? How will they make use of the time between and after classes?" she says.

Point of Contact

The Academic Advising system also includes a 'temporary advisory' system for students who want to do another major/minor outside their home faculty, so they have a point of contact there. There is also a more informal student peer advisory programme.

"The programme has helped me a lot in my first year. I regard it as the guiding star of my freshman life," says Sam.

Sam Chan Hau-sun and Professor Pauline Chiu

REPORTING ON 'A NIGHT AT THE MUSEUM'

Chasing after more than 600 secondary school students as they swarm across the Science Museum performing experiments and games is a challenge in itself. But imagine doing it overnight and providing a live broadcast of the proceedings.

That was the task of Journalism students who were invited to join 'A Night at the Museum', a community event co-organised by the Faculties of Science and Engineering in November 2011.

The students set up a Facebook page and website and provided a live broadcast as they videoed and photographed secondary school students at the museum.

Their participation was organised by the late Diane Stormont, Senior Teaching Consultant of the Journalism and Media Studies Centre, and Tutor Kevin Lau said they pushed the students to meet professional standards.

"We were tough on them on purpose to make them learn on their feet. This is how it works in the field," he says. "We found that afterwards students expected more of themselves and they felt they could actually do this to a professional level."

Michael Kim, who was a second-year Bachelor of Journalism student at the time, said it was a challenge trying to figure out what needed to be included in their filming and what they could leave out. "It was exciting and scary and it was all brand new. You're trying to keep up with hundreds of high school students and they're amped up as well," he says.

The Journalism students also had to be aware of what their classmates were doing as they coordinated their coverage. Elisa Qiu, a Master's student, says: "The biggest thing I learned from this event was team spirit. It's important especially for a live reporting environment. I also refined my camera skills under an intense workload and I learned how to deal with pressure when journalism is about accuracy and speed," she says.

The Faculty of Science similarly coped with a heavy workload. More than 70 students and staff were involved in organising 12 different hands-on workshops and running the event over two nights as part of HKU's Centenary celebrations.

"It involved a huge amount of investment of effort on our part," says Professor Sun Kwok, the Dean of Science. "But looking back, it was a very successful event and a very valuable experience for the students."

BLENDING SERVICE AND LEADERSHIP

Students in Business and Social Sciences are getting a chance to hone their leadership skills – something that is very difficult to teach in a classroom.

The Service Leadership Internship (SLI), which was started in 2012, adds leadership training and support to on-going experiential learning programmes in the faculties so students get a more rounded experience.

Business students already participate in summer internships offering consultancy services to small companies, while Social Sciences students do internships with NGOs in and outside Hong Kong as part of their Social Innovation Internship requirement. They now also receive leadership training that emphasises social responsibility and provides training and support so students can put the concepts they learn into practice.

Dr Lam Shui-fong, Associate Professor of Psychology, helped to set up the SLI and said the experiential aspect was essential.

"Internships are an indispensable part of service leadership training. Students cannot acquire leadership skills by simply sitting in a lecture hall and listening to the experts' sharing on leadership," she says.

Renee Song Yuyue, a third-year BEcon&Fin student, was part of a five-member team that consulted a small IT company on its human resources and operational problems. They had one week of training followed by six weeks of consulting work.

"One concept they kept illustrating [in the training sessions] was shared instead of mono leadership," she says. "I was team co-ordinator and I would usually start by saying, 'we have to get something done by the end of the week, what do you think?' And I'd let the others do the talking instead of me leading the conversation.

"Shared leadership is more difficult because everybody has veto power and has their say. But I think that it's more beneficial because when you come up with a solution, everyone is really convinced."

An important part of the SLI is support from teachers, who visited the students on site, brought them back to class periodically during the internship and kept in touch. "We were not alone," says Renee. "If we had been, we would have lost our direction and been afraid. But meeting with our mentors gave us confidence."

The programme was funded by the Li & Fung Service Leadership Initiative, which is supporting service leadership training in all eight of Hong Kong's tertiary institutions.

"Shared leadership is more difficult because everybody has veto power and has their say. But I think that it's more beneficial because when you come up with a solution, everyone is really convinced."

Renee Song Yuyue

WHOLE SCHOOL MENTORING

Frank Chin

The Faculty of Education has turned a practical problem into a benefit for student-teachers and mentor-teachers.

To prepare for the double cohort entering this September, the Faculty began deliberating several years ago on how it would secure enough quality teaching placements for the student-teachers to complete their professional practicum requirements. One of the solutions proposed by Dr Tammy Kwan, Assistant Dean for School-University Partnerships, was a new collaborative approach to the teaching practicum that is now benefiting both student-teachers and the teachers and schools who mentor them.

Rather than having a single student placed with a single school, she proposed whole-school mentoring. This involves placing several student-teachers from different subject backgrounds with a school, where mentor-teachers are assigned to guide them in their practice. The students are encouraged to sit in on classes outside their area of specialisation and talk to teachers of other disciplines and experience levels to get a more holistic exposure.

The scheme is intended to not only give student-teachers a broader understanding of teaching and administrative duties, but also prompt all teachers in the school to reflect on their own teaching.

"We want them to see it as a mutual learning opportunity," says Dr Kwan. "The students get authentic experience and practicum, while teachers can take it as an opportunity to further strengthen their professional development."

Frank Chin, who completed his Postgraduate Diploma in Education in 2012, said the approach enabled him to sit in on classes outside his speciality of geography, which was particularly useful given that teachers in Hong Kong secondary schools are often asked to teach more than one subject. He also found it helpful that he was encouraged to talk to and learn from teachers of different seniorities in the practicum school.

"The more experienced mentors were more focused on teaching ability and how you perform in the classroom. But the less experienced novice teachers were eager to share their difficulties and thoughts on how to cope with the school environment. They gave me useful tips on managing the classroom," says Frank.

Whole-school mentoring was implemented in 21 Professional Partnership Schools as of September 2012 and Dr Kwan said they were hoping to expand the numbers in the coming years.

A GROWING ATTRACTION

HKU admits a sizeable number of non-local students to support our aim of promoting intercultural understanding and to ensure students study alongside some of the brightest young people in the world.

In 2012–13 we admitted 654 first-year undergraduates from Mainland China (nine per cent of the total) and almost 450 students from elsewhere (seven per cent). Applications were up by 20 per

such places as the Indian sub-continent and Korea to meet with secondary school students there. The University's strong position in international ranking charts is also helping to attract attention.

Naslam Basheer, a Biomedical Engineering student from Sri Lanka, enrolled in HKU in September 2011 after a HKU representative visited his school and he subsequently joined a one-week workshop here. He is full of

paced, stressful, fun, exhilarating. One of the highlights is meeting such a great number of intelligent people from all over the world."

Guo Yinbao, a Business student from Gansu, said she was attracted to HKU by the opportunity to study business in an international environment. "I also like the free elective system at HKU – it allows me to have maximum interest development. I'm interested in history and I was able to take a

Naslam Basheer   *Varvara Bortsova*   *Guo Yinbao*   *Liu Bingqian*

cent for Mainland students and 44 per cent for international students, reflecting the double cohort intake to both the three-year and four-year undergraduate programmes.

Moreover, many of the applications were from further-flung places – remote parts of China such as Gansu province and countries such as Argentina, Ethiopia and Iceland. The growing interest in HKU follows stepped-up efforts by the University to reach out to potential students through social media, and to visit

enthusiasm for his experiences here. "What I like about HKU is it cares for its students right from the start," he says. "There are also a lot of opportunities to meet with many different people from different cultures. You live every day in a rush with deadlines and lots of activities and sports, and that is going to help you in the long term."

Varvara Bortsova, a second-year Journalism undergraduate from Russia, similarly found her first year highly stimulating. "University life in HKU can be challenging, fast-

history course in my first semester," she says.

Liu Bingqian, an Engineering student from Shandong, was originally attracted by the University's ranking and soon also became impressed by the range of choice on offer. "The free atmosphere allows us to learn and think independently. I also get a chance to communicate and cooperate with different kinds of people and that reminds me all the time of the inclusivity and diversity at HKU," she says.
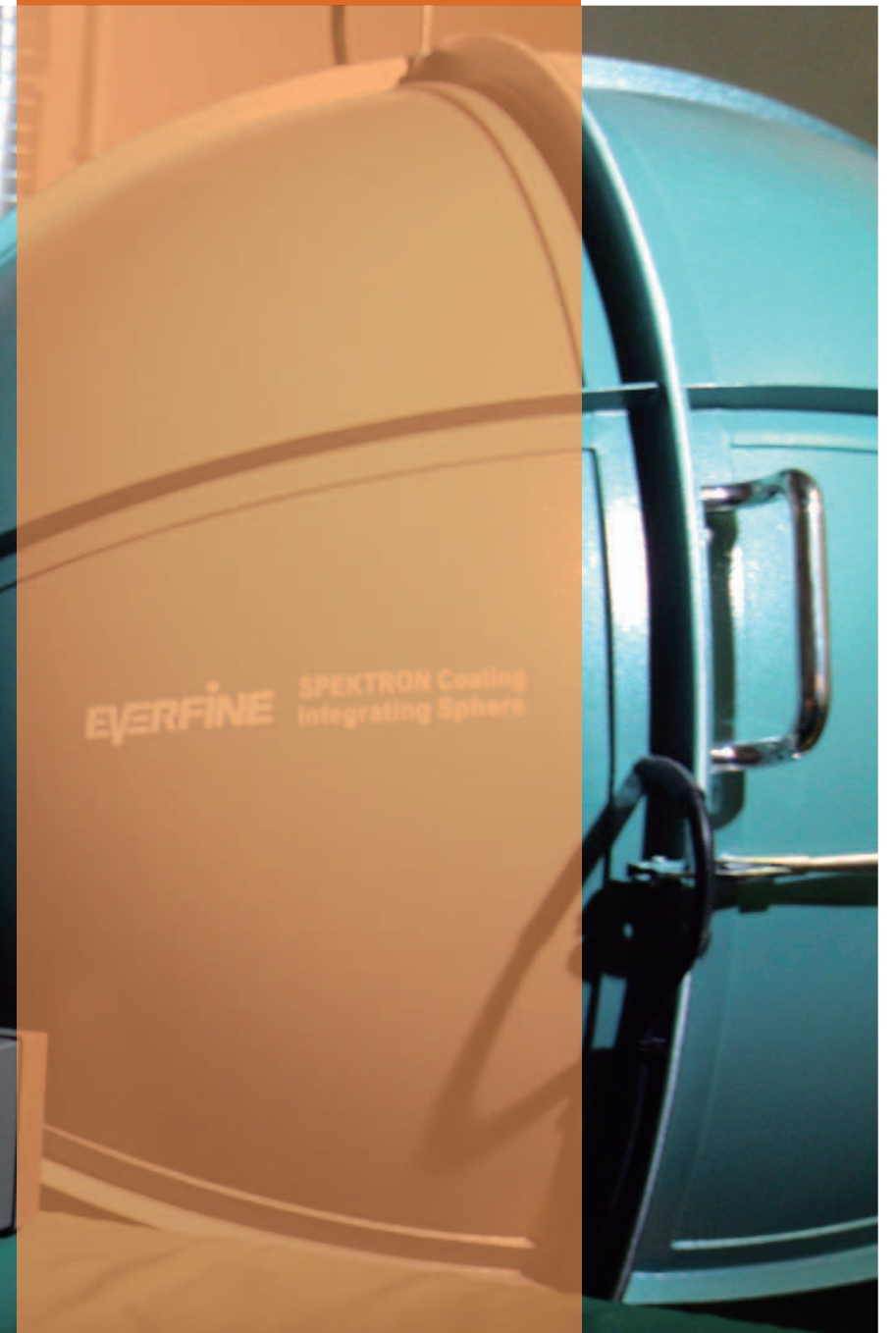
NEW DISCOVERIES

BOLD EXPLORATION

A BROADER FIELD OF VISION

The Faculty of Medicine has made major advances in joint replacement surgery

Research at HKU has progressed in leaps and bounds in recent years, as evident in our consistent success in competitive funding exercises and the high quality of our scholarly output. These achievements helped the University to mark its first century in 2012 as a well-regarded research institution, locally and internationally. As we prepare to embark on our next 100 years, we now have a new challenge: to sustain these achievements and excel in a competitive and highly globalised world.

Over the past few years, the University has thought deeply about its future research directions. We have been moving towards the elite top-tier of universities worldwide and we want to continue this momentum. We have identified five strategic goals that secure our foundations and expand our field of vision — that promote excellence in our research output and our training of researchers and that extend our reach across disciplines and borders and into the community.

Innovation across Disciplines

Our first strategy is to continue to support 'blue sky research' and the development of new ideas and innovations. This is at the heart of any research endeavour and it is easy to identify markers of our success. In 2012 we secured $151 million from the Research Grants Council's (RGC)

competitive General Research Fund, the highest of any Hong Kong university. We also performed very well in the RGC's Theme-based Research Scheme, a recent initiative to promote large-scale, cross-disciplinary research.

That outcome is a reflection of our second strategy, which is to encourage our academics from different fields to combine their expertise and focus on larger research problems. We have provided seed money for 19 Strategic Research Themes (SRTs), several of which have gone on to secure substantial external research funding. For example, in the 2012 Theme-based Research Scheme, $74.5 million was allocated to a project on degenerative skeletal disorders, which can be mapped to our SRT on development and reproduction. In fact, HKU academics led three of the five projects funded in 2012 and were members of the other two.

People and Outreach

Our third strategy is to nurture the next generation of researchers. The Graduate School has been doing important work across all faculties to provide student-centred training, ensure good standards and promote research integrity. We are also equipping students with 'soft skills' that enhance their management and communication abilities. This will make them more effective in pursuing and

explaining their research, particularly to non-experts, and it will also benefit them in their chosen field of work after graduation. Our aim is to make HKU the institution of choice for students from around the world who want to pursue research postgraduate studies. The University's mission in developing early career researchers also extends to postdoctoral training, and mentoring and supporting young academic staff.

Our fourth strategy is in knowledge exchange. While the University has a wider vision for knowledge exchange that embraces teaching and learning and covers all kinds of academic fields (see separate chapter, p. 42), knowledge exchange also serves a specific purpose for research related to its role in bringing knowledge impacts to society. For example, some research findings are best realised when they can be tested and applied by industry and other partners. One avenue of knowledge exchange is to seek out such partners. Recently we have had fruitful results through our engagement with Mainland China.

Mainland Connections

This dovetails with HKU's fifth research strategy: to leverage the huge potential of research opportunities on the Mainland so we can enhance our global competitiveness and participate

in large-scale research. The future of HKU's research is at the international level and in order to sustain our position there, we need to extend our reach further into the Mainland, where there are resources for research and where we can make important contributions. This is not a question of making choices – HKU will continue to be a Hong Kong university and serve the local community. But we have the intellectual capacity to produce research of global importance and we have taken several steps towards that goal.

Progress was made in two major areas in 2011–12. One was related to funding. HKU has established itself as a legal entity in Shenzhen, which enables our staff to apply for research funding from the central government and conduct research on the Mainland. As a result, in January 2012 we were able to announce that RMB39 million (HK$47 million) had been granted under the National Basic Research Programme for a HKU-led study on the neurophysiology of Chinese language disorders, making HKU the first non-

Mainland institution to receive such funding. Access to this funding will enable the University to participate in large-scale projects at the highest academic level.

A Physical Presence

The other related development was our physical presence on the Mainland. We have been working cautiously towards establishing research facilities there, while being mindful of the cost and other resource implications. In 2012 we opened the University of Hong Kong-Shenzhen Hospital, which will expand opportunities for research as well as provide clinical training and an opportunity to enhance medical care in the region. The details are outlined in the Knowledge Exchange chapter.

We are also establishing research laboratories on the Mainland. The HKU-Shenzhen Institute for Research and Innovation (HKU-SIRI) was incorporated in 2011 and we have rented premises in Shenzhen while we look for a suitable permanent site. HKU-SIRI

is not only a physical entity but also a vehicle for applying for funding from the National Science Foundation of China, which it became eligible for in January 2012. By September RMB20 million (HK$24 million) for 32 projects had been granted. HKU-SIRI will be a major focus for the University's future research development.

Complementing our presence in Shenzhen is a similar establishment in Zhejiang, the HKU-Zhejiang Institute of Research and Innovation (HKU-ZIRI), which was announced in the spring of 2012. Although we do not envisage this to be on the same scale as HKU-SIRI, it has already moved forward in terms of physical premises. The Zhejiang government has offered to help construct a building and provide funding for five years. Three research teams from the Faculty of Engineering who have extensive experience collaborating with Mainland partners have initially committed themselves to HKU-ZIRI. They will help to prepare the ground for the University to establish further working relationships in the region.

HKU's research programme and research environment are undergoing rapid and exciting change. Our solid foundations and commitment to excellence are serving us well, but we are also prepared to take the plunge and feel the stones as we cross the river, one step at a time, towards new ground, new paths and new discoveries.

Professor Leung Suet-yi, who specialises in molecular genetics and genomics of gastrointestinal tract cancer, received of one of the 12 new Endowed Professorships established in 2012. The University now has 66 Endowed Professorships

EXAMPLES OF EXCELLENCE

The success of HKU's research programme depends on attracting academics of the highest quality and potential, and providing them with the environment they need to excel. We recruit the best scholars from around the world – more than half of our academic staff is from outside Hong Kong – who are producing research of global significance. Some 111 of our scientists rank in the top one per cent in their fields in the world, according to the Institute for Scientific Information, and many of our academics have received international honours and other recognition for their efforts. Some examples of their achievements in 2011–12, and of the new scholars who have joined HKU, are presented on these pages.

Professor Vivian Yam Wing-wah:
The Right Chemistry
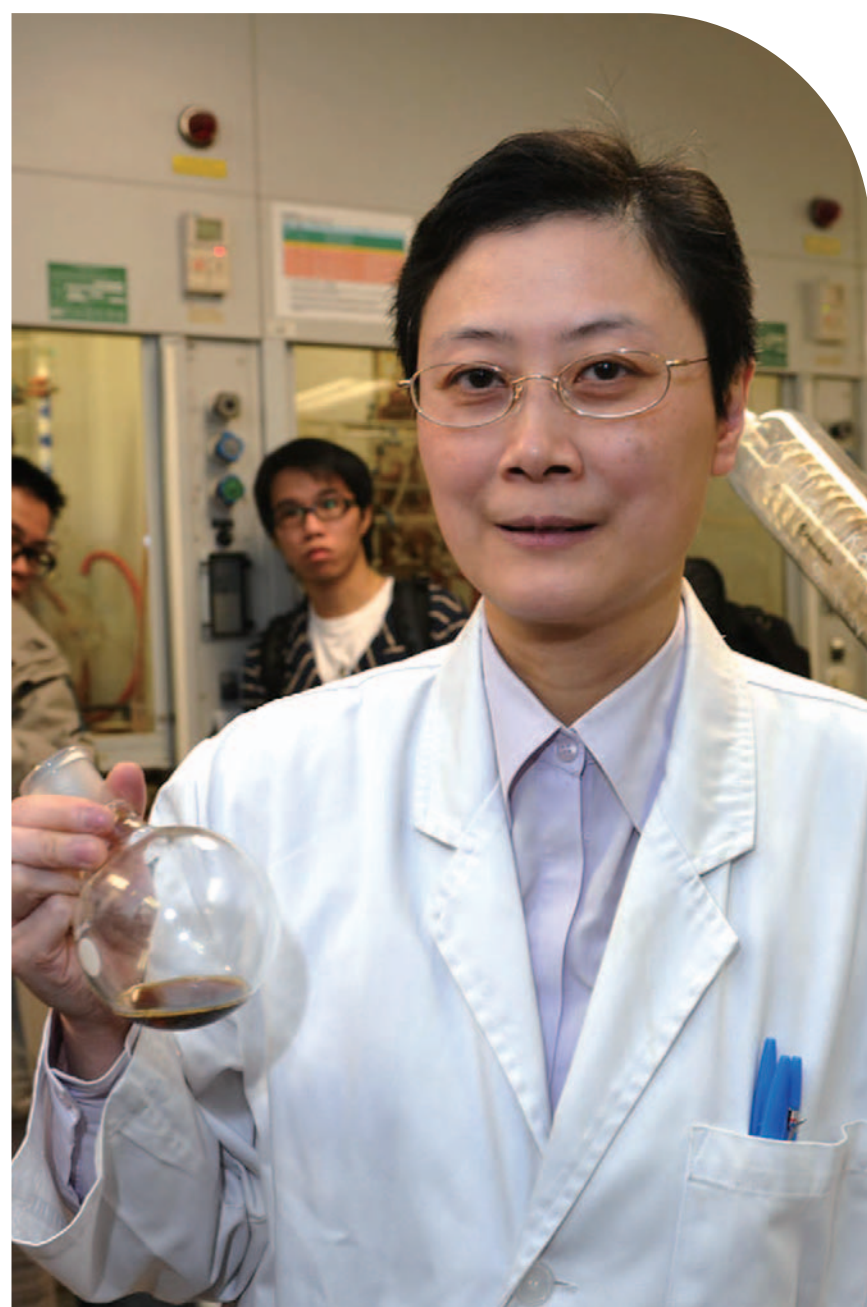
Professor Yam, who is the Philip Wong Wilson Wong Professor in Chemistry and Energy, and Chair Professor of Chemistry, was elected a Foreign Associate of the US National Academy of Sciences (NAS) in 2012 for the excellence of her research, which is focused on inorganic organometallic chemistry related to light-emitting materials and capturing solar energy. She said the honour held special significance because she earned both her Bachelor and PhD degrees at HKU. "The most gratifying thing is that they recognise and honour a purely homegrown HKU graduate, which is assuring to my students and their parents that Hong Kong is able to groom good scientists with international standing and recognition," she says.

Professor Yam's recent research achievements include leading two major projects: the Institute of Molecular Functional Materials, which is focused on using these materials to address energy-related issues and funded under the Research Grants Council's Area of Excellence Scheme, and a multi-disciplinary and multi-institutional project on organic photovoltaics and light emitting diodes funded under the RGC's Theme-based Research Scheme. In 2011 she was one of five women scientists from around the world to receive a L'Oréal-UNESCO 'For Women in Science' Award.

Professor Mark Bray:
A Beacon of Light on Shadow Education

Professor Bray, Director of HKU's Comparative Education Research Centre, was appointed UNESCO Chair Professor of Comparative Education in May. The appointment followed his internationally important work on private tutoring, also called 'shadow education', which has developed from a seemingly East Asian phenomenon 15 years ago to a global one today.

Professor Bray has given presentations on shadow education on five continents, been commissioned by the European Union and Asian Development Bank to conduct studies in their regions, and is in the first group to receive the Hong Kong Research Grants Council's Prestigious Fellowship in the Social Sciences and Humanities. Between 2006 and 2010, he took unpaid leave from HKU to work as Director in Paris of UNESCO's International Institute for Educational Planning.

He says his new appointment will help to sustain his work. "I'm putting HKU on the map and HKU is putting me on the map in allowing me to do this sort of work," he said. "This chair will enable me and my colleagues to contribute significantly to an important global misson."

Professor Tan Lihai:
A First in Funding
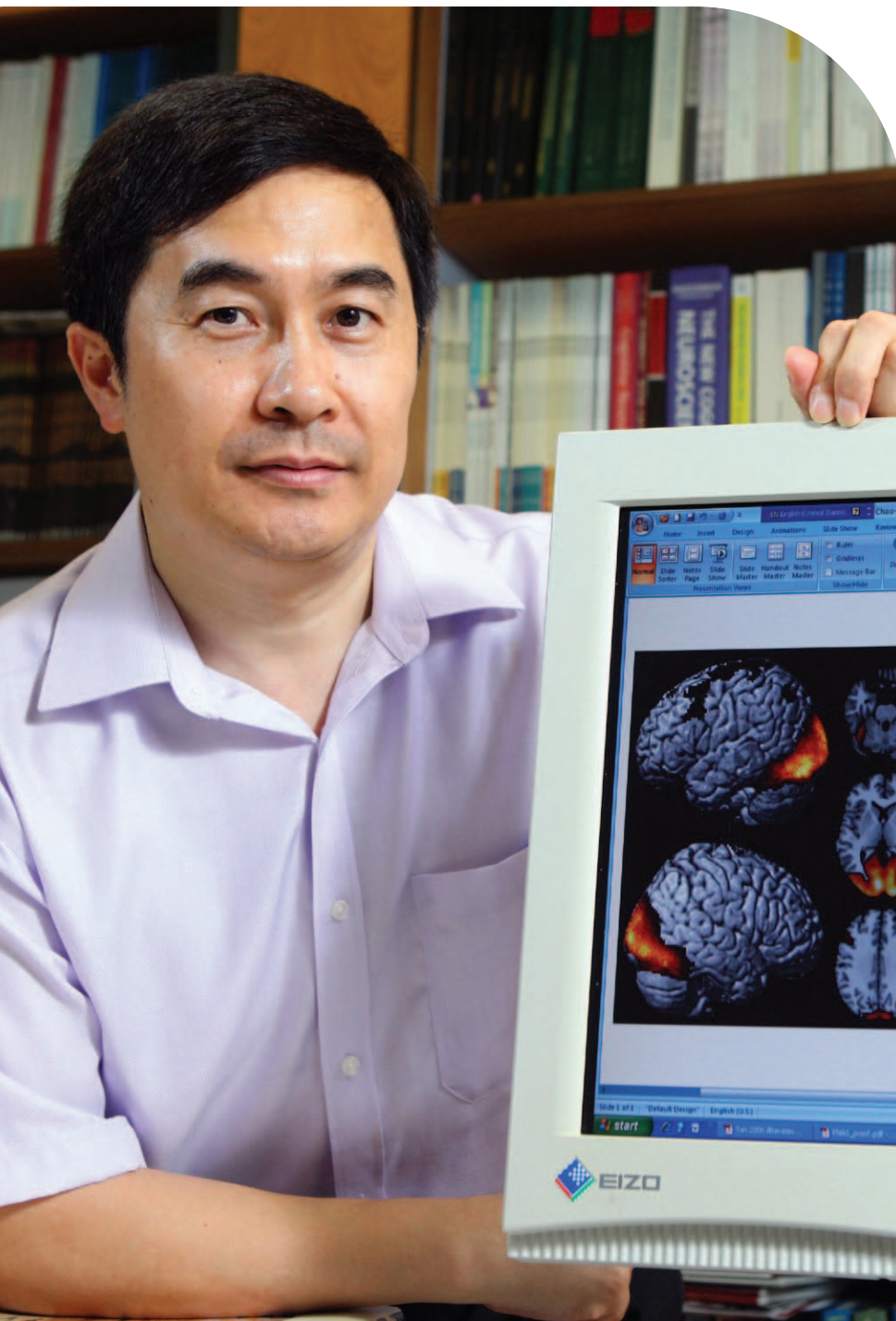
Professor Tan, Director of the State Key Laboratory of Brain and Cognitive Sciences, became the first Hong Kong scholar to lead a project funded by China's '973' National Basic Research Programme, when his team was awarded RMB39 million (HK$47 million) to study the neurophysiology of Chinese language users.

Professor Tan is leading 25 experts in language science, neurosurgery, molecular genetics, neuroimaging, psychology, computer science and electrophysiology from Hong Kong, Mainland China and the US. They are seeking to understand neurodevelopment in both normal Chinese language users and those with language disorders such as stuttering and dyslexia. They will also look at the interaction of different brain regions in language activities, and the candidate genes behind language disorders such as dyslexia in Chinese.

Their findings will be translated into clinical approaches, which will be particularly useful for neurosurgeons. "The genetic study will help us to have early identification of patients with language disorders so we can have early intervention," Professor Tan says.

Professor Kwok, Dean of Science and Chair Professor of Physics, has been elected Vice-President of the International Astronomical Union's (IAU) Bioastronomy Commission. Bioastronomy investigates such subjects as the origin of life on Earth and the search for evidence of extraterrestrial life.

Professor Kwok is an expert on planetary nebulae and his theory on their origin has transformed understanding about the death of Sun-like stars. In 2011 he also published findings that showed complex organic compounds could be synthesised by stars, with the implication being that life could originate from this source – and thus could exist in other stellar systems and planets.

The IAU elected Professor Kwok to his post at a meeting in Beijing where China's then Vice-President Xi Jinping also made an appearance. Professor Kwok said he was excited by the potential of his new role. "I am honoured by the community's trust in me to take this new exciting discipline to a higher level. I will try to promote further international collaborations to achieve our science goal of understanding the origin of life," he said.
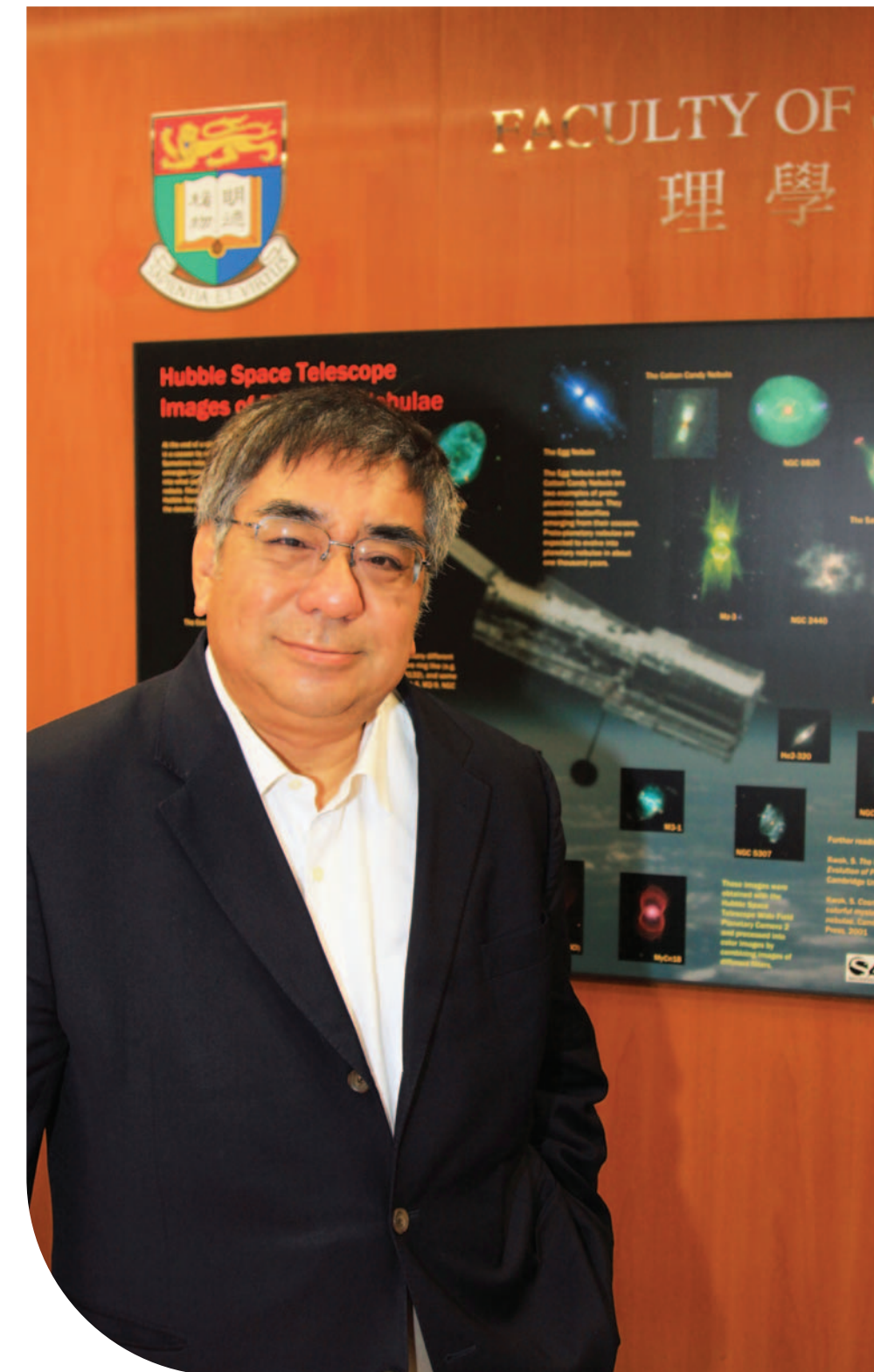
Professor Sun Kwok:
Out of this World

Professor Frank Dikötter:
Digging into the Mao Era
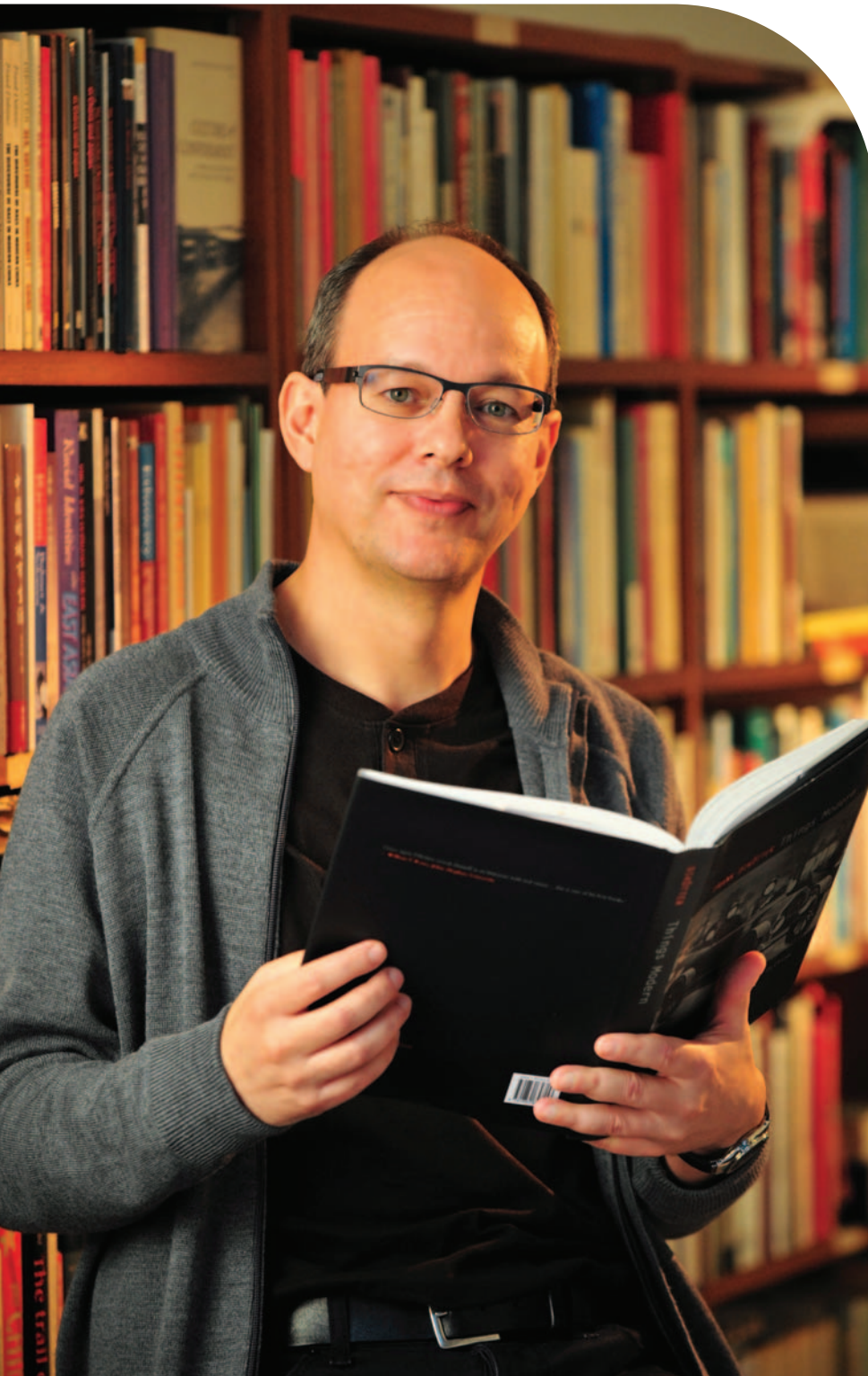
Professor Dikötter secured an unusually high research grant for the humanities when he was awarded $1.9 million by the ANR-RGC Joint Research Scheme, a joint fund operated by the Research Council and France's National Research Agency.

The project will tap into newly-opened archives and oral histories to study the Mao era (1949–1976) and broaden understanding beyond official publications. Professor Dikötter is leading the project with Dr Sebastian Veg of the French Centre for Research on Contemporary China.

"In recent years, there has been a slight opening of archival sources, and in parallel, a significant development of oral history projects in China, as the generations of first-hand witnesses of Maoism reach old age," Professor Dikötter says. "They open a fruitful realm for new research, both on everyday society under Maoism as a historiographical object and on the way Maoism is remembered by ordinary people."

Professor Dikötter was also the winner of the 2011 BBC Samuel Johnson Prize for non-fiction for his book *Mao's Great Famine*.

Professor Ron Hui, Chair of Power Electronics and Philip K.H. Wong Wilson K.L. Wong Professor in Electrical Engineering, has recently made important breakthroughs in energy transmission and in the process opened up a new field of research.

In 2012 he published research that showed how renewable energy from multiple unstable sources could be integrated into the electricity grid without disrupting power generation and flow, using the new concept of 'electric springs'. These store energy in capacitors in a similar concept to mechanical springs. Until now the integration of renewable energy has been a major stumbling block in its wider adoption by electricity suppliers.

"Electric springs could offer a solution to stabilise the power sector and we also believe they are a new research area. There's a lot to be explored," he says.

Professor Hui also released the latest phase in his ongoing research into wireless power transmission in 2012 – a system that can transmit energy from one room to another without any cable connection.
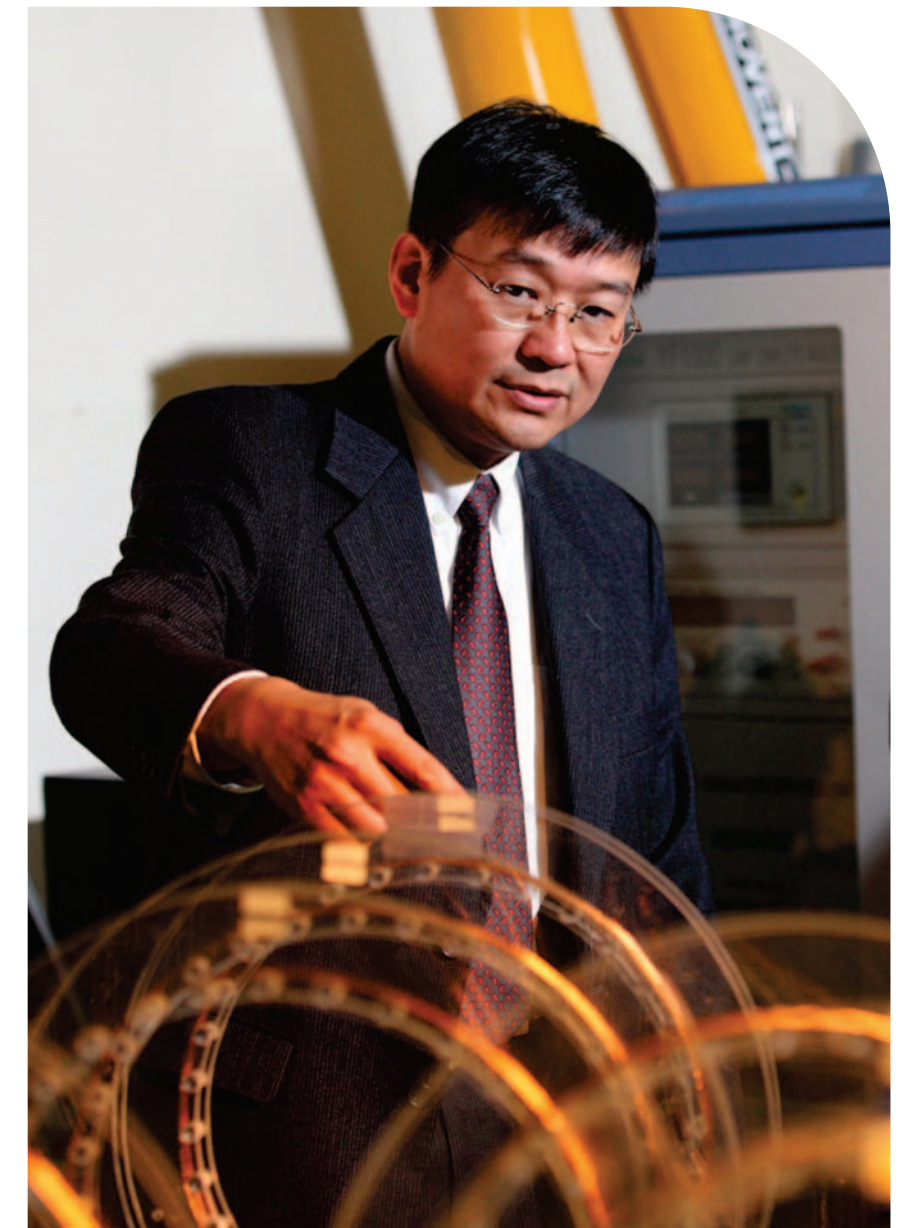
Professor Ron Hui:
Energy Dynamo

PLANTING SEEDS

HKU has a large number of accomplished academics, many of whom work in overlapping areas. What if they were given more opportunities to put their heads together on crucial research questions? This is the rationale behind the University's Strategic Research Themes (SRTs), which are based on identifying a critical mass and track record of research excellence in a particular field and providing seed-funding for enhancing interdisciplinary research.

The first SRTs were unveiled in 2005 and updated in 2008. Nineteen themes and several emerging themes were identified and these have been a catalyst for encouraging academics of different disciplines but common research interests to join forces on large-scale projects, and to stimulate interest. The result of this strengthened collaborative environment has been research funding success.

The Research Grants Council's Theme-based Research Scheme (TRS), which has gone through two rounds of funding, awarded several HKU projects that had extensive membership in the SRTs. One of these – to investigate how genomic variation affects personal risk for degenerative skeletal disorders – was awarded $74 million in July 2012.

Professor Kathryn Cheah, Chair Professor of Biochemistry and convenor of the Development and Reproduction SRT, is also co-ordinator of the new TRS project, which emerged from an earlier UGC-funded Area of Excellence programme. She said the SRT had provided the seeds for their current success, as well as that of several other RGC-funded Collaborative Research Group projects.

"Being recognised as an SRT, with a focus on incentivising collaborations, has enabled members to look for more opportunities to get together," says Professor Cheah.

Her group organised workshops and other forums where members could learn about each other's expertise, invited outside experts in for seminars and talks, and organised two courses related to understanding stem cells. Funding was also provided for graduate studentships. All of these efforts gave momentum to the development of bigger projects.

There was also a lot of cross-fertilisation with other SRTs, in particular Genomics, Biomedical Engineering, Healthy Ageing and the emerging SRT on stem cells, which resulted in some members of those SRTs now taking part in the Theme-based Research project. "SRTs enable you to identify groups and people you can collaborate with, and it provides you with an opportunity to broaden the membership and enhance research excellence," adds Professor Cheah.
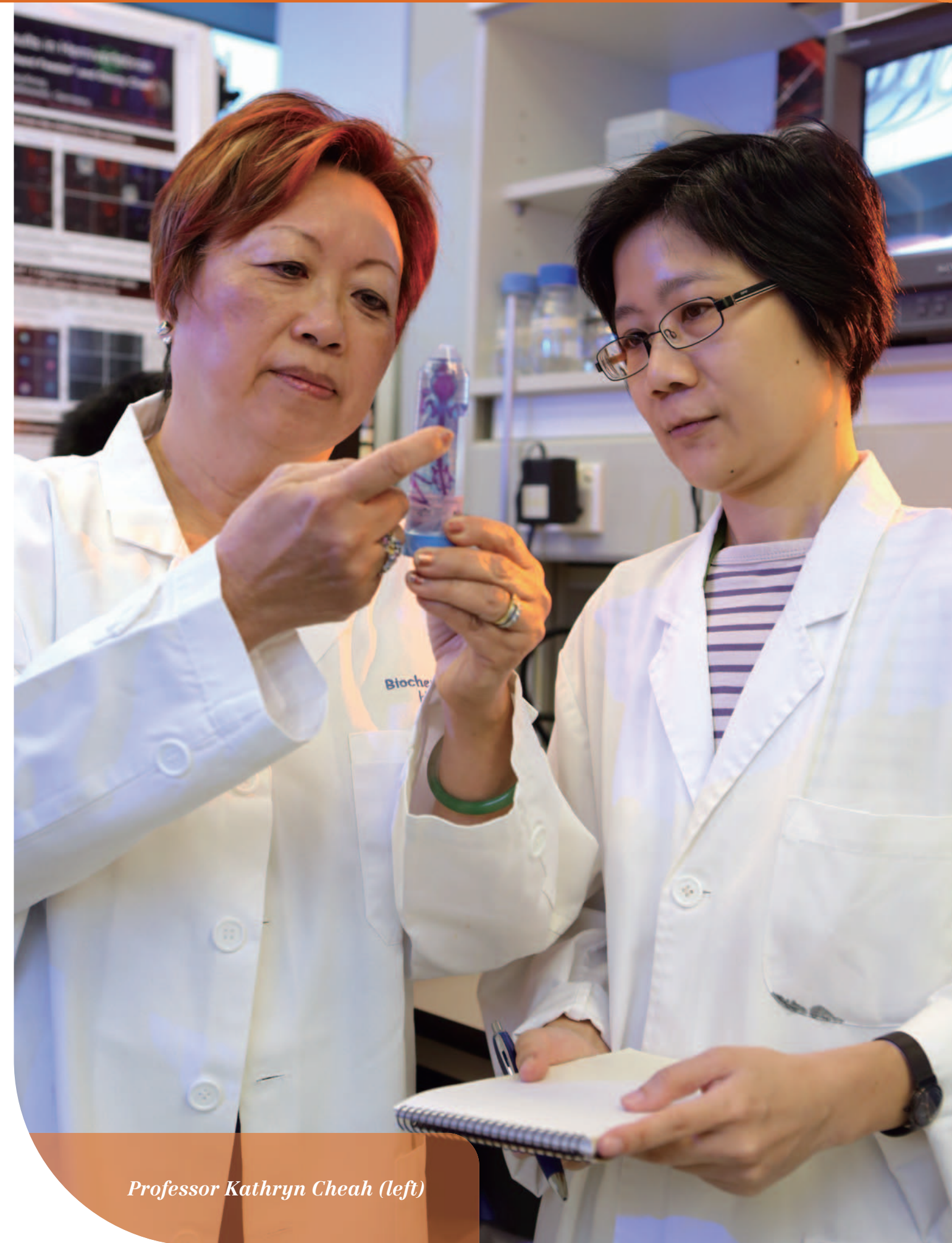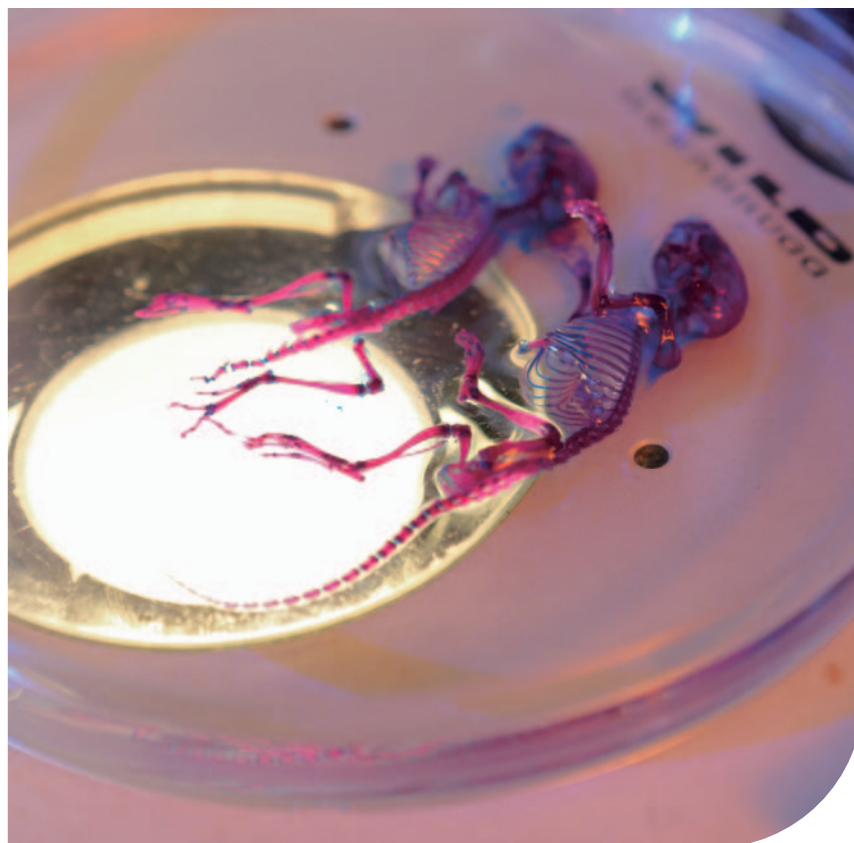
Professor Kathryn Cheah (left)

RESEARCH STUDENTS GET A LESSON IN SOFT SKILLS

Training in communication, teamwork, time management and entrepreneurism is usually associated with business education. But the Graduate School recognises that these skills can benefit students of all disciplines and levels – especially as 40 per cent of PhD graduates end up working outside academia.

The School began offering an International Research Skills Development workshop three years ago based on an award-winning programme from Imperial College London. The workshop focuses on transferrable skills and in 2012 it became mandatory for PhD students, along with courses in research ethics, research methods and thesis writing. English enhancement is also required for selected students.

Professor Nirmala Rao, Director of Graduate Studies and Associate Dean, says the courses were developed in recognition that students needed much more than thesis supervision to successfully complete their PhDs.

"We're trying to do more things for students – to be very student-centred, deal with their needs and prepare them for their future," she explains. "If they can work effectively with others and manage their stress and emotions, this will also improve their research effectiveness."

Carrie Lau Gay-lei (above right), who is studying for a PhD in education, feels the international workshop provides an opportunity to sit back and think.

"It's a programme that makes you reflect a lot and learn more about yourself," she says. "I can see the transition. It's not an overnight change but a gradual process. Doing a PhD is all about learning and reflecting, it's like a circle. You don't start with nothing and end up with more. It's about understanding yourself and what it takes to be in academia. This programme helps you to have an additional opportunity to learn about these things."

Chen Jing (above left), who is studying towards a PhD in Biological Sciences, also attended the workshop and says it helped him to deal with the failures that are inevitable in research.

"In Biological Science you need to do experiments and sometimes the results are frustrating and not satisfying or even there is no outcome from them," he comments.

"Previously, I might get anxious and put more pressure on myself, which only makes the situation worse. In this course, I was taught how slowing down, re-examining my work and communicating with others can benefit me. These things do work and they have helped me quite a lot."
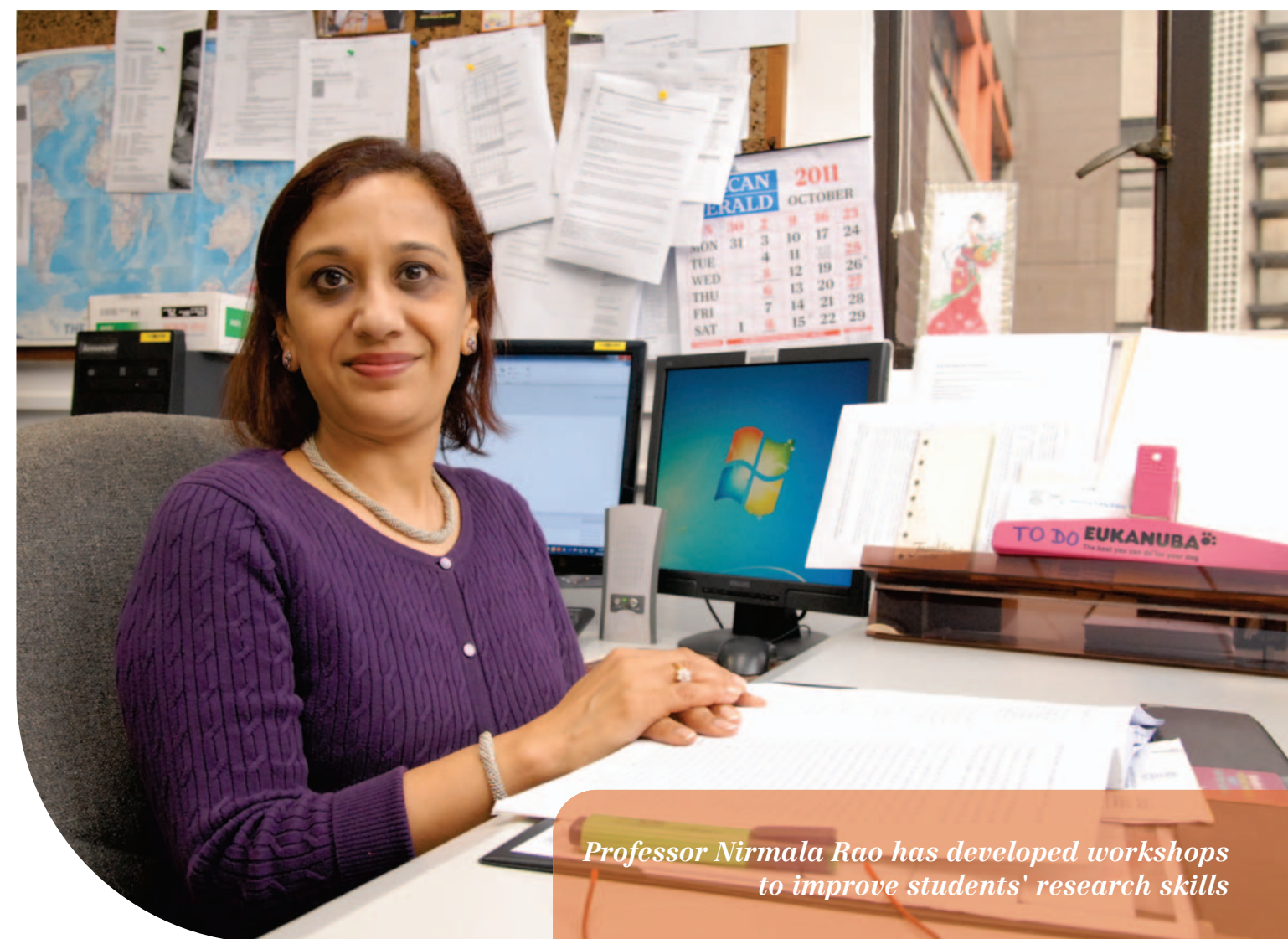
Professor Nirmala Rao has developed workshops to improve students' research skills

保民是賴

**NEW CONNECTIONS
STRONG PARTNERSHIPS**

Dentistry students teach youngsters how to brush properly

TRANSFORMING SOCIETY THROUGH KNOWLEDGE

Universities are storehouses of knowledge and ideas that can benefit all of society. But how do we get these assets out to the community? This question is at the heart of Knowledge Exchange, also called KE.

HKU has made KE one of its three pillars alongside teaching and research and this has given us impetus to overcome some of the challenges involved – lack of time, the need to find partners, the need to understand what the community needs. The result of our efforts has been a mushrooming of KE projects.

Multiple Projects

Our academic staff and students have launched dozens of funded projects that are helping local schoolchildren, small businesses, remote communities, human rights campaigns, the elderly and urban neighbourhoods, to name a few. These efforts have been supported by a formal infrastructure of funding, training and publicity to facilitate KE. In 2011–12, for instance, we introduced a pilot KE funding scheme for student projects and recommended that KE contributions be recognised in the academic staff review process. KE has also become a factor in the faculty budgeting process. It is

hoped these measures will inspire more KE and raise our profile in the community.

KE in some form or other has always been practised at HKU, but for many years it was informal and not explicitly recognised. Academics might have launched community-based research projects but impacts were only evaluated in terms of publication, and funding often came from private donations only. The value of such work was not fully articulated and appreciated. HKU recognised this shortfall and in 2003 adopted a goal of 'partnering with society through knowledge' in its first five-year plan.

This paved the way for a more formal KE strategy and put us in a strong position when the University Grants Council (UGC) decided in 2009 to start funding what it called 'knowledge transfer'. Since then we have been building capacity and pushing the boundaries.

The University regards KE as something much broader than the typical focus on technology transfer. While that activity has great merit, it is generally limited to the sciences, engineering and medicine. We believe all of our faculties, including the arts and the humanities, possess knowledge that can benefit society. Our planning therefore has been based around

the expectation that every corner of the University will carry out KE.

In 2010–11 we provided funding support for each faculty to set up a formal KE unit. We also launched the Faculty KE Award scheme to honour outstanding accomplishments. These measures signalled the integral place that KE had in the University's mission. We then strengthened that signal in 2011–12 in two ways. First, as mentioned, KE became one of the key profile indicators in the annual recurrent budget allocation process for faculties and it was recommended to recognise KE contributions in the academic staff review process. And second, each faculty was required to enhance knowledge access by building its own KE website. These measures are helping to formalise KE and prod staff to consider it as part of their core activities.

Reaching Out

Apart from raising the stature of KE, the University has also dedicated itself to providing a support structure. KE is supported not only by the Knowledge Exchange Office and Technology Transfer Office, but also the KE unit in each faculty. These components work in partnership to provide training, publicity and encouragement for KE activities

'Sharing a Roasted Potato for Lunch' – Two refugee children photographed by student Hting Nan Htoi Awng while he was on service assignment in Myanmar (Burma)

in all areas of the University. In December 2011 we also took the lead in organising a KE conference with the seven other UGC-funded institutions in Hong Kong that was attended by more than 570 participants, including some from Mainland China, Macau, Japan, Indonesia and the UK. The Conference provided a platform to share best practices in KE and showcase our success stories.

Another, most crucial form of support is funding. We allocate most of the funding we receive for KE to the faculties for capacity building and to individual academic staff for impact projects. Some funding is used to develop institution-wide initiatives, such as the HKU Scholars Hub, an online repository with information on about 1,500 professorial staff, including their contact details, research interests, publication lists, patents, community service and topics and languages in which they can comment in the media. The Hub is designed to make it easy for members of the public to discover research, potential research partners and experts, and by summer 2012 it had accumulated more than one million view counts.

Competitive Funding

For impact projects, we have set up a competitive funding scheme that awards up to $100,000 per project. In 2011–12 we funded 46 projects led by academic staff and, under a pilot scheme, provided funding for 18 student-led KE projects. The latter will become a regular feature to help ensure all levels of the University embrace the KE concept and have an opportunity to practise it.

There is still much room for growth in KE at HKU and we will continue to promote it vigorously on campus. We can do this more effectively if we better understand the impacts of KE in the community, so we are exploring mechanisms that can achieve this. Unlike other academic activities, KE cannot be measured by the number of publications, yet the outcome can still be far-reaching. By sharing our assets – our expertise and knowledge – more widely, we can help society to overcome problems and enhance material, human, social, cultural and environmental well-being.

Professors and students give members of the public guided tours on 'Traces of Hong Kong's Urban Development' aboard the HKU 100 Tram

A WINDOW ON HUMAN RIGHTS

A unique portal that offers a repository of information on human rights in Hong Kong, Mainland China and the world in English and Chinese has been launched at HKU.

The Human Rights Portal draws on the resources of the Centre for Comparative and Public Law (CCPL), which has extensive legal and political connections around the world and a large collection of articles, documents, videos, guides and manuals on human rights.

"The Law Faculty has long been a site for collecting human rights knowledge both regionally and internationally, especially after 1997 when Hong Kong became the freest place in China," Professor Simon Young, Director of the CCPL and project co-ordinator for the Portal, says.

"We felt it was necessary to have some way to capture, organise and disseminate this valuable knowledge of the past, present and future. Most importantly, it had to be translated into Chinese to reach the wider Chinese audience both in Hong Kong and other parts of the Mainland and Taiwan. To have this kind of content available in English and Chinese must be a first."

The Portal, which received KE funding, is targeted at professionals in the field, such as government officials, non-government organisations, practitioners and students, as well as those new to the subject. Professor Young stressed it was meant to be more than a reporting centre on human rights.

"The content is fairly advanced and tends to be more socio-legal analysis than merely factual. It is not so much aimed at raising awareness about current rights violations but at providing analysis and research on human rights issues. As China moves closer towards a rule of law society, this kind of information becomes extremely useful and valuable," Professor Young says.

Professor Simon Young and members of the CCPL team

BASIC SCHOOLING

One thing knowledge exchange can do is to highlight issues that may have been neglected by others. That is the case in a study that looks at the feasibility of building a kindergarten for autistic children in Hong Kong.

Currently there is no such dedicated facility in the city, so a team of experts and students from the Faculty of Architecture and Faculty of Business and Economics joined forces to consider how they could fill that need.

The team identified an abandoned building in Discovery Bay that was architecturally sound and could be renovated to meet the needs of autistic children. They produced a business plan as well as an architectural plan that included a play area, wheelchair access, ramps, special bathrooms, a partition for two classrooms and other features.

They also proposed a garden that could be developed by the children.

"We want it to be horticultural therapy so the students can learn from playing with soil and doing the landscaping – to make it a therapeutic and learning experience," says Assistant Professor Tris Kee, Director of Architecture's Community Project Workshop and project co-ordinator for the kindergarten study.

The study, funded by the KE Impact Projects Fund, was also a learning experience for HKU students who were able to put some of their classroom knowledge into practice and sit in on meetings with government officials, where they witnessed the complexity of dealing with bureaucracy.

"The process was rather complicated because we had to work with various government departments and there were multiple procedures," Ms Kee says. Nonetheless, they received practical support from the Education Bureau which assigned a person to provide advice and information that was useful to their proposal.

The final study report was submitted to the government in June. "Now we'll just wait to see if the project is supported. If we can make good use of that vacant site, the government doesn't lose anything," she concludes.

And the community, and children, will gain a new resource.

Architecture students work on plans (far left), while Associate Professor Daniel Ho and Assistant Professor Tris Kee, Principal Investigators on the project, discuss ideas

EMPOWERING THE THIRD SECTOR

The 'Third Sector' comprises non-profit and non-government organisations and it plays an important role in filling unmet needs and advocating societal improvements. A new project based at HKU seeks to empower the sector and help it to build up its capacity.

ExCEL3 – which stands for Excellence and Capacity Building for Entrepreneurship and Leadership for the Third Sector – is a cross-disciplinary initiative to equip the sector to cope with a changing environment and rising community expectations and also develop HKU's research and teaching capacity in studying civil society.

The project will organise training, sharing and research activities that focus on nurturing innovation and entrepreneurship, and

strengthening leadership, management, governance and organisation capacity.

Specific programmes will elaborate on such issues as human rights management in non-profit organisations, financial strategy and leadership in high-performing non-profits, legislation and policy reform and advocacy, and understanding and using the news.

Collaborative networks will bring together philanthropists, foundations, social entrepreneurs and institutional investors, and non-profit groups and the academic community, both in Hong Kong and overseas. The non-profits will represent a wide gamut of interests such as the environment, women, artists, religious faith, human services, advocacy, patients and self-help.

The project initially will run for five years and it received $32 million from the Hong Kong Jockey Club in May 2012.

The Dean of Social Sciences, Professor John Burns, said they had already established networks with charities, investors, social enterprises, NGOs and social venture capitalists.

"This project crosses disciplines – we're working with Law, Business, Arts and Medicine – and we're partnering with the Rockefeller Foundation as well as the Jockey Club. It's a huge multi-year project and within the sector it has sparked recognition that HKU is a player," he says.

SUSTAINABLE AMBITIONS

The founders of the student group Sustainable Generation started with big ambitions, just like many student groups before them. But they had something else: a well-thought out strategy for making their ideals a reality.

The group's mission is to implement renewable energy projects in rural areas. In 2012 they completed their first project, a mini-hydropower plant in a remote Thai village that provides enough power for 30 light bulbs – a big step forward for a village that is not hooked up to the electricity grid. The students also provided training and instructions so the villagers can maintain the plant themselves.

In preparation, they approached the Centre of Development and Resources for advice on communities that could use their help and put together a detailed plan on costings for the generators, water pipes and other components and expenses such as flights. They also worked with the Faculty of Engineering to apply for KE funding.

Sony Han, a third-year Engineering student and one of the driving forces behind Sustainable Generation, said they were motivated by a desire to make the most of their university education.

Responsibility to Help

"A lot of student societies are about social activities but we thought that as university students, we have a responsibility to apply our knowledge in areas that can use our help," he says.

"The [KE] funding was crucial because it made the project possible in a material sense and it also showed we were legitimate and not messing around when we applied for sponsorship outside the University." The group also has support from the Hong Kong Electric Clean Energy Fund.

Sustainable Generation includes students from Engineering, Architecture and Journalism and Sony said they were using expertise from all of them. For instance, they are currently looking at how to use social media to promote their group and investigating social enterprise opportunities as a way to fund future projects that help to sustain others.

"We can't go to every village in the world so we plan to install, demonstrate and teach others how to do it for themselves," Sony adds.

Members of the student group Sustainable Generation in rural Thailand (above left) to build the mini hydropower plant which they designed and developed at HKU (above)

The HKU-Shenzhen Hospital represents unprecedented achievement in Knowledge Exchange

Trial runs at the hospital prior to opening

THE HKU-SHENZHEN HOSPITAL

An unprecedented achievement in knowledge exchange was realised when the HKU-Shenzhen Hospital had a soft opening in July 2012, a facility that will be developed into a world-class medical centre and provide many mutual benefits to HKU and Shenzhen.

The hospital is managed by HKU, supported by the Faculty of Medicine, to HKU standards and enables us to introduce a new hospital management system and patient care culture to the Mainland, for example through the appointment system and fixed-price package.

Broader Impact

The partnership with Shenzhen is envisaged to have a broader impact beyond the physical confines of hospital walls. This potentially can serve to change and advance clinical services in China and contribute to its healthcare reform.

"This collaboration will infuse bold, creative, transforming insights into China and will function as a training centre of clinical skills and professional ethics," says Professor Lee Sum-ping, Dexter H.C. Man Professor in Medical Science and Dean of Medicine.

"The rich clinical materials will also provide a strong impetus to our own medical education and research. Most importantly, this project allows our Medical Faculty to realise our mission and vision, transcending the physical constraints of our institutional boundaries."

The hospital opened with the service of 62 doctors. During Phase 1 of its operations, it is initially offering primary care, speciality out-patient services and a limited scale of in-patient services. When fully up and running, the hospital is expected to provide 2,000 beds and 10,000 daily out-patient consultations and have over 900 doctors on staff.

Areas of Excellence

In addition to a full panel of specialty services, the HKU Affiliate Teaching Hospital will be complemented by five of HKU's areas of excellence (organ transplantation, haematological oncology, cardiology, orthopaedics and traumatology, and reproductive medicine and prenatal diagnosis).

The aims are ambitious and while there may be challenges and hurdles along the way, particularly in the merging of two medical cultures, Professor Lee is confident they can be overcome. "A thousand-mile journey starts with the first step," he says.

SPOTLIGHT ON THE ARTS

University Knowledge Exchange funding for a student arts project is having a multiplier effect: not only did the students stage a drama production as planned, they also were inspired to organise a cultural festival to promote the arts in general on campus.

The drama, *Take Love* by Lighthouse Productions, was performed in four sold-out shows at the Fringe Club in March 2012.

Charles Fong, a third-year Science student, helped to found Lighthouse Productions and said the KE funding, combined with the show's success, had enabled them to be more ambitious in their goals for the future and plan a week-long student arts festival in the 2012–13 academic year.

"If we hadn't got the funding for *Take Love*, we would have had to pay for everything ourselves and get the money back from ticket sales," he says. "But because we had this initial funding, we were able to use the ticket money for the arts festival and our next production. It's made it easier to become more sustainable and not just be a one-off thing."

Fostering Innovation

Their success has also been an encouragement to the Cultural Youth Leadership Academy, a spinoff of the Faculty of Arts' Cultural Leadership Academy that aims to groom student leaders and foster an environment where they can innovate, network and draw on expertise in the faculty.

Dr Robert Peckham, who mentored the *Take Love* project and established the Academy with Professor Daniel Chua, was impressed by the quality of the production and the resourcefulness of the students in putting on the show.

"It was a wonderful performance and we felt that there was an imperative to encourage this kind of student leadership in whatever ways we could," he says.

Charles Fung helped to found Lighthouse Productions which, with KE funding, was able to stage its first show Take Love *(above left) this year*

THE UNIVERSITY PROFILE

STUDENTS*

Student Admission (New Intakes)

Academic Level	Male		Female		All		% International	
	2010 - 11	2011 - 12	2010 - 11	2011 - 12	2010 - 11	2011 - 12	2010 - 11	2011 - 12
Postgraduate (Research and Taught)	2,257	2,439	2,780	2,818	5,037	5,257	41.6%	46.7%
Undergraduate	1,705	1,750	1,842	1,901	3,547	3,651	23.8%	24.7%
All Levels	*3,962*	*4,189*	*4,622*	*4,719*	*8,584*	*8,908*	*34.2%*	*37.6%*

Enrollment of Students on All Programmes

Faculty	Postgraduate (Research and Taught)		Undergraduate		All Levels	
	2010 - 11	2011 - 12	2010 - 11	2011 - 12	2010 - 11	2011 - 12
Architecture	730	795	396	384	1,126	1,179
Arts	815	787	1,237	1,259	2,052	2,046
Business and Economics	1,858	1,864	2,036	2,028	3,894	3,892
Dentistry	186	174	261	267	447	441
Education	1,748	1,766	644	693	2,392	2,459
Engineering	1,626	1,840	1,538	1,512	3,164	3,352
Law	828	929	608	597	1,436	1,526
Medicine	1,176	1,274	1,883	2,057	3,059	3,331
Science	821	836	1,491	1,539	2,312	2,375
Social Sciences	1,217	1,278	1,161	1,154	2,378	2,432
All Faculties	*11,005*	*11,543*	*11,255*	*11,490*	*22,260*	*23,033*
In % Distribution	*49.4%*	*50.1%*	*50.6%*	*49.9%*	*100%*	*100%*

Enrollment of International Students

Country	Postgraduate (Research and Taught)				Undergraduate				All Levels			
	Headcount		%		Headcount		%		Headcount		%	
	2010 - 11	2011 - 12	2010 - 11	2011 - 12	2010 - 11	2011 - 12	2010 - 11	2011 - 12	2010 - 11	2011 - 12	2010 - 11	2011 - 12
Mainland China	3,356	3,717	73.3%	72.2%	1,189	1,333	53.0%	52.0%	4,545	5,050	66.6%	65.5%
Other Asian Countries	415	467	9.1%	9.1%	348	496	15.5%	19.3%	763	963	11.2%	12.5%
Australia and New Zealand	76	113	1.7%	2.2%	110	110	4.9%	4.3%	186	223	2.7%	2.9%
European Countries	383	458	8.4%	8.9%	369	379	16.5%	14.8%	752	837	11.0%	10.9%
North American Countries	320	340	7.0%	6.6%	212	231	9.5%	9.0%	532	571	7.8%	7.4%
Others (e.g. Central and South America, African Countries)	31	51	0.7%	1.0%	14	15	0.6%	0.6%	45	66	0.7%	0.9%
All Countries	*4,581*	*5,146*	*100%*	*100%*	*2,242*	*2,564*	*100%*	*100%*	*6,823*	*7,710*	*100%*	*100%*

* All student statistics shown above include students on UGC-funded, self-funded as well as outreach programmes. Exchange-in and visiting students are excluded.

HKU School of Professional and Continuing Education (HKU SPACE)
Enrollment of Students in Local Programmes Run by HKU SPACE in 2011 / 2012

Programme	Headcount Enrolled
Postgraduate Programmes	5,969
Degree Programmes (Including Full-time Degree Programmes)	15,227
Sub-degree Programmes	27,988
General / Short Courses (Including Non-award Bearing Professional Courses)	24,307
Community College Programmes (Full-time Associate Degree and Higher Diploma Programmes)	8,341
All Local Programmes	*81,832*

Enrollment of Students on Programmes Run in Mainland China by HKU SPACE in 2011 / 2012	**2,951**

GRADUATES*
Cumulative Number of Alumni as of June 2012: 156,109

Graduates of All Programmes

Academic Level	Male		Female		All		% International	
	2010 - 11	2011 - 12	2010 - 11	2011 - 12	2010 - 11	2011 - 12	2010 - 11	2011 - 12
Postgraduate (Research and Taught)	2,222	2,433	2,509	2,726	4,731	5,159	41.3%	44.5%
Undergraduate	1,561	1,488	1,896	1,768	3,457	3,256	15.5%	19.7%
All Graduates	*3,783*	*3,921*	*4,405*	*4,494*	*8,188*	*8,415*	*30.4%*	*34.9%*

Distribution of International Graduates by Country

Country	Postgraduate (Research and Taught)				Undergraduate				All Levels			
	Headcount		%		Headcount		%		Headcount		%	
	2010 - 11	2011 - 12	2010 - 11	2011 - 12	2010 - 11	2011 - 12	2010 - 11	2011 - 12	2010 - 11	2011 - 12	2010 - 11	2011 - 12
Mainland China	1,395	1,660	71.5%	72.4%	300	384	56.1%	59.7%	1,695	2,044	68.2%	69.6%
Other Asian Countries	181	194	9.3%	8.5%	44	71	8.2%	11.0%	225	265	9.0%	9.0%
Australia and New Zealand	35	50	1.8%	2.2%	25	26	4.7%	4.0%	60	76	2.4%	2.6%
European Countries	176	212	9.0%	9.2%	107	104	20.0%	16.2%	283	316	11.4%	10.8%
North American Countries	155	161	7.9%	7.0%	55	54	10.3%	8.4%	210	215	8.4%	7.3%
Others (e.g. Central and South America, African Countries)	10	17	0.5%	0.7%	4	4	0.7%	0.6%	14	21	0.6%	0.7%
All Countries	*1,952*	*2,294*	*100%*	*100%*	*535*	*643*	*100%*	*100%*	*2,487*	*2,937*	*100%*	*100%*

* All graduate statistics shown above include graduates on UGC-funded, self-funded as well as outreach programmes.

NUMBER OF PROGRAMMES*

Academic Level	2010 - 11	2011 - 12
Research Postgraduate	182	175
Taught Postgraduate	152	155
Undergraduate	56	57
All Programmes	*390*	*387*

* The number of programmes listed above include where applicable, programmes offered in the full-time and part-time modes which are counted as separate programmes. The counting of research postgraduate programmes is based on the disciplines/departments with research postgraduate students enrolled in the year under reference.

STAFF*
Number of Staff in Headcount (as at December 31, 2011)

Category of Staff	2010 - 11	2011 - 12
Professoriate	1,014	1,041
Research and Academic Support	2,032	1,980
Administrative and Support	2,413	2,410
Technical	1,118	1,086
All Staff	*6,577*	*6,517*

Distribution of International Professoriate Staff by Country

Country	Headcount		%	
	2010 - 11	2011 - 12	2010 - 11	2011 - 12
Mainland China	167	178	29.4%	30.6%
Other Asian Countries	68	75	12.0%	12.9%
Australia and New Zealand	56	53	9.9%	9.1%
European Countries	133	130	23.4%	22.4%
North American Countries	142	143	25.0%	24.6%
Others (e.g. Central and South America, African Countries)	2	2	0.4%	0.3%
All Countries	*568*	*581*	*100%*	*100%*

* All staff statistics shown above include UGC-funded and self-funded staff, honorary and visiting staff are excluded.

RESEARCH

Research Funding

Fund Source	HK$ (in Million)		%	
	2010 - 11	2011 - 12	2010 - 11	2011 - 12
Block Grant from University Grants Committee	1,546.5	1,658.1	58.1%	68.5%
Research Grants Council / University Grants Committee	242.5	271.4	9.1%	11.2%
Research Grants Council Direct Allocation	13.9	14.1	0.5%	0.6%
Other External Sources (Including Government, Private, Industry)	663.3	444.1	24.9%	18.3%
University of Hong Kong Foundation Allocation	9.6	5.3	0.4%	0.2%
Income from Research-related Endowment Funds	184.6	28.3	6.9%	1.2%
Total Research Funding	*2,660.4*	*2,421.3*	*100%*	*100%*

Research Projects (On-going and new)

Broad Disciplinary Areas	Research Grants Projects				Research Contract Projects				All			
	No. of Projects		Funding (in HK$ M)		No. of Projects		Funding (in HK$ M)		No. of Projects		Funding (in HK$ M)	
	2010-11	2011-12	2010-11	2011-12	2010-11	2011-12	2010-11	2011-12	2010-11	2011-12	2010-11	2011-12
Biology and Medicine	2,684	2,874	3,703.3	4,025.0	301	323	523.1	585.2	2,985	3,197	4,226.3	4,610.2
Engineering	626	665	461.7	486.7	66	78	32.3	40.5	692	743	494.0	527.2
Humanities, Social Sciences and Business Studies	1,140	1,188	1,013.3	1,039.6	188	191	288.1	310.5	1,328	1,379	1,301.4	1,350.0
Physical Sciences	459	434	613.8	616.5	34	38	27.6	31.4	493	472	641.4	647.9
All Disciplines	*4,908*	*5,161*	*5,792.1*	*6,167.8*	*589*	*630*	*871.1*	*967.5*	*5,497*	*5,791*	*6,663.2*	*7,135.3*

Patents Granted (since 1998 and up to June 2011)

Type	Cumulative Number
Human Necessities	80
Performing Operations, Transporting	13
Chemistry, Metallurgy	46
Fixed Constructions	3
Mechanical Engineering, Lighting, Heating, Weapons, Blasting	3
Physics	45
Electricity	53
Multiple*	37
All Types	*280*

* Multiple types refer to patent granted which covers more than 1 of those types specified above.

LIBRARIES RESOURCES 2011 / 2012

Main and Specialist Libraries	Number of Bound Volumes
General Library	1,385,200
Fung Ping Shan Library	1,011,625
Medical Library	224,780
Law Library	133,012
Education Library	71,687
Dental Library	62,342
Music Library	36,984
All Libraries	*2,925,630*

Main Libraries' E-resources	Number
E-journals (Subscriptions)	53,880
E-journals (Titles)	41,613
Databases	681
E-books	3,481,589
Computer Files	53,459

Total Number of Registered Libraries Users	114,835

Student Learning Support Resources / Services

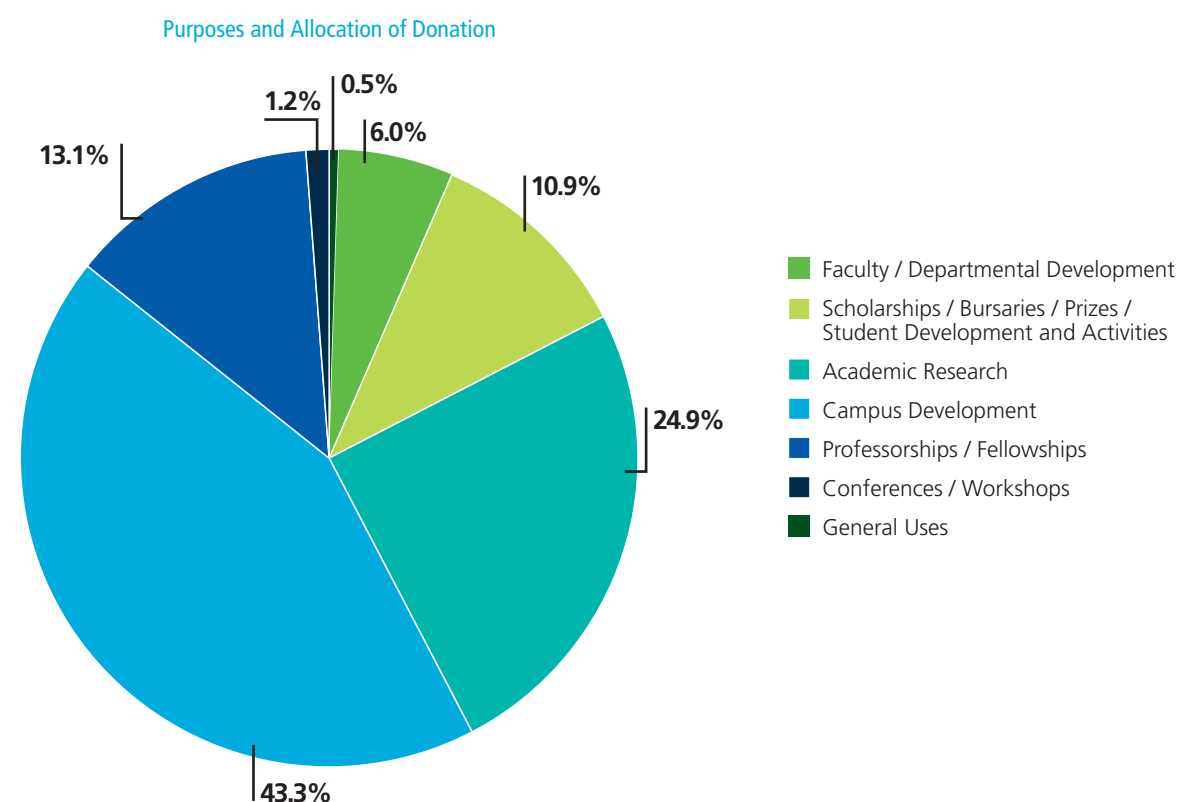| Type	Number
Total Library Seats	2,991
Group Discussion Rooms	35
Single Study Rooms for Postgraduate Students	51
Main Library, Level 3	
Computer Workstations	85
24 Hours Single Study Carrels for Postgraduate Students	29
24 Hours Single Study Carrels for All	44
Fixed / Wireless Network Access Points	505
Postgraduate Library Workshop	70 Workshops
Information and Referral Service	105,466 Reference Transactions

COMPUTING AND NETWORK RESOURCES

Type of Resources	Number
Number of Wired Network Access Points	36,811
Number of Wireless Network Access Points	2,603
Number of E-mail Addresses for Staff, Students and Graduates	123,251
Total Bandwidth for Direct Connection to the Internet and Research / Education Networks	5,170 (in Mbps)
Aggregated Central Computing Power for Teaching and Research Purposes (Theoretical Peak Computing Speed)	41,623 (in GFLOPS)

GIVING TO HKU

Donation Facts in 2011 / 2012

Total Number of Gifts Received	7,113
Total Amount of Donations	$456M
Total Number of Donors	2,758
Number of First-time Donors	554
Ratio of Alumni vs Non-Alumni Donors	48:52

Distribution of Donations 2011 / 2012

Purposes and Allocation of Donation

- 0.5%
- 1.2%
- 6.0%
- 10.9%
- 13.1%
- 24.9%
- 43.3%

- Faculty / Departmental Development
- Scholarships / Bursaries / Prizes / Student Development and Activities
- Academic Research
- Campus Development
- Professorships / Fellowships
- Conferences / Workshops
- General Uses

FINANCE

An Analysis of Consolidated Income and Expenditure for the Year Ending June 30, 2012

Income	HK$'000	%
Government Subventions	3,206,188	51.8%
Tuition, Programmes and Other Fees	2,028,650	32.7%
Donations and Benefactions	288,651	4.7%
Auxiliary Services	236,592	3.8%
Other Income	436,216	7.0%
Total Income	*6,196,297*	*100%*

Expenditure	HK$'000	%
Learning and Research	**5,076, 269**	**75.7%**
Instruction and Research	4,490,396	67.0%
Library	200,984	3.0%
Central Computing Facilities	140,041	2.1%
Other Academic Services	244,848	3.6%
Institutional Support	**1,627,345**	**24.3%**
Management and General	435,142	6.5%
Premises and Related Expenses	831,110	12.4%
Student and General Education Services	238,571	3.6%
Other Activities	122,522	1.8%
Total Expenditure	*6,703,614*	*100%*

SPACE

Distribution of Space by Categories Based on Total Gross Covered Floor Area (as of June 2012)
(Excluding the Centennial Campus of approximate 73,000 m² which has not yet been in full occupation as of the census date)

Category	Gross Covered Floor Area (in sq. m)	%
Academic Space	256,208	42.8%
Central and Departmental Libraries	44,368	7.4%
Central Administration and Maintenance	19,434	3.2%
Student and Staff Amenities	25,670	4.3%
Sports Facilities	13,922	2.3%
Student Halls of Residence and Staff Quarters	231,636	38.7%
Others (Including HKU Museum and HKU Press)	7,041	1.2%
All Categories	*598,279*	*100%*

HKU SPACE Gross Covered Floor Area (as of June 2012)	44,301 sq. m

Land Holdings

Sites	Lot Area (in Hectares)
Hong Kong Island	
Main Campus	17.3
Medical Campus	4.1
Other Sites on Pokfulam	22.1
New Territories	
The Kadoorie Institute	9.6
All	*53.1*

Halls and Student Residences

Number of Places	Number
Existing	6,500
Planned	1,751

AN EXTRACT FROM THE UNIVERSITY'S ANNUAL ACCOUNTS 2011–12

OVERVIEW

The financial year 2011–12 was the last year of the Triennium of the three-year structure curriculum. The Group's consolidated financial results recorded a deficit of $671 million. It was largely attributable to the additional expenditure for preparing the rolling out of the new four-year structure curriculum in 2012–13 while income from donation recorded a decrement due to the completion of the fifth Government matching grant last year. On the interest and investment results, the continued low interest environment and the uncertainty of the world economy have depressed the investment asset prices which resulted in a net investment loss during the year. Hence, until the increase in UGC grant starting in 2012–13 for the extra year of study under the four-year structure curriculum, the University has been working on tight financial resources.

In preparing the consolidated financial statements, the Group has adopted certain new/revised Hong Kong Accounting Standards ('HKAS') and Hong Kong Financial Reporting Standards ('HKFRS') (Collectively 'HKFRSs') issued by the Hong Kong Institute of Certified Public Accountants which are effective and relevant to the Group's operation.

Results for the Year

	2012 $ million	2011 $ million
Income	6,196	6,424
Expenditure	(6,703)	(6,172)
Interest and Investment (Loss) / Gain	(183)	1,255
(Deficit) / Surplus for the year before Share of Surplus of Associates and Jointly Controlled Entities	(690)	1,507
Share of Surplus of Associates and Jointly Controlled Entities	19	11
(Deficit) / Surplus for the year	(671)	1,518

The consolidated income for the year 2011–12 has decreased by $228 million. This was mainly attributable to the decrease in donation income with the completion of the fifth Government matching grant last year.

On the consolidated expenditure, a total of $6,703 million was incurred for the year (2010–11: $6,172 million), of which $5,076 million (2010–11: $4,734 million) was spent on teaching/learning and research activities of the Group. If the total depreciation and amortisation charges of $360 million (2010–11: $333 million) were excluded, the expenditure incurred for the year was approximately 8.6 per cent higher than that of the previous year.

Financial Outlook

The financial year 2011–12 was the most exciting year for the University in recent decades. The continuous celebration of its 100th birthday, the completion of the Centennial Campus and Student Hostel at Lung Wah Street, together with the rigorous progress of curriculum development and planning throughout faculties; have marked the beginning of a new era for the University. However, as the new UGC funding for the extra year of study under the four-year structure curriculum would only be based on the marginal rate of student unit costs, the University has taken necessary measures within the limited funds to ensure adequate resources, as a matter of priority, be allowed to uphold the academic quality. On the other hand it has to toil hard for the significant resources required for the capital and consequential work for the relocation of Faculties and deploying space for better utilisation, enhancement of the information system infrastructure, provision of administration support for the additional number of students, and utilities and facilities management for the expanded campus. The University is conscious of the rapidly changing and growing environment both locally and globally. Hence, while ensuring its achievements in teaching and research, there will be creative, prudent, and flexible financial management so that adequate resources could be diverted to more new initiatives to strengthen academic excellence.

The University's Annual Accounts can be found at http://www.hku.hk/finance/financial_report. Any correspondence or feedback on this extract or the accounts should be addressed to e-mail: finance@fo.hku.hk.

THE UNIVERSITY OF HONG KONG
CONSOLIDATED STATEMENT OF COMPREHENSIVE INCOME

For the Year Ended June 30, 2012

(Expressed in thousands of Hong Kong dollars)	2012	As restated 2011
Income		
Government Subventions		
• Subventions from UGC:		
- Block Grants and Non-accountable Supplementary Grants	2,600,699	2,371,081
- Earmarked Grants	324,075	317,883
- Rates and Government Rent Refund	45,408	39,442
- Capital Grants and Alteration, Additions and Improvements ('AA & I') Block Allocation	114,098	50,264
	3,084,280	2,778,670
• Matching Grants	-	220,000
• Grants from Government Agencies and Related Organisations	121,908	92,698
	3,206,188	3,091,368
Tuition, Programmes and Other Fees		
• UGC-Funded Programmes	685,105	650,598
• Non UGC-Funded Programmes	1,343,545	1,280,098
	2,028,650	1,930,696
Donations and Benefactions	288,651	698,577
Auxiliary Services		
• Residential Halls and Hostels	67,850	67,078
• University Press	7,635	6,784
• Rental Income and Rental Contribution from Staff	129,099	115,133
• Clinics and Chinese Medicine Pharmacies	19,322	23,461
• Others	12,686	11,699
	236,592	224,155
Other Income		
• Contract Research	119,260	131,324
• Service Income	186,172	183,172
• Outside Practice	59,816	70,572
• Miscellaneous	70,968	94,303
	436,216	479,371
	6,196,297	6,424,167
Expenditure		
Learning and Research		
• Instruction and Research	4,490,396	4,205,532
• Library	200,984	194,150
• Central Computing Facilities	140,041	125,538
• Other Academic Services	244,848	208,536
	5,076,269	4,733,756
Institutional Support		
• Management and General	435,142	400,395
• Premises and Related Expenses	831,110	707,066
• Student and General Education Services	238,571	222,216
• Other Activities	122,522	108,941
	1,627,345	1,438,618
	6,703,614	6,172,374
Interest and Investment (Loss) / Gain	(182,706)	1,255,602
(Deficit) / Surplus from Operations	(690,023)	1,507,395
Share of Losses of Associates	(2)	(9)
Share of Surplus of Jointly Controlled Entities	18,691	10,982
(Deficit) / Surplus for the Year	(671,334)	1,518,368
Other Comprehensive Loss		
• Release of Deferred Capital Funds	(74,463)	(47,449)
• Exchange Differences	364	2,295
• Share of Changes in Fair Value of Available-for-Sale Investments of a Jointly Controlled Entity	11	-
	(74,088)	(45,154)
Total Comprehensive (Loss) / Income for the Year	(745,422)	1,473,214

THE UNIVERSITY OF HONG KONG
CONSOLIDATED BALANCE SHEET

As at June 30, 2012

(Expressed in thousands of Hong Kong dollars)	2012	2011
Assets		
Non-Current Assets		
Property, Plant and Equipment	7,935,121	6,312,971
Intangible Assets	31,032	30,962
Interests in Associates	662	664
Interests in Jointly Controlled Entities	73,188	56,550
Investments	9,433,998	9,610,549
Loans Receivable	8,287	10,371
Accounts Receivable and Prepayments	16,373	-
	17,498,661	16,022,067
Current Assets		
Investments	413,146	433,607
Loans Receivable	180,416	185,772
Inventories	6,419	5,791
Accounts Receivable and Prepayments	899,144	584,116
Amount Due from Jointly Controlled Entities	24,306	11,230
Loan to a Jointly Controlled Entity	2,201	-
Cash and Bank Deposits	3,652,919	4,010,325
	5,178,551	5,230,841
Total Assets	**22,677,212**	**21,252,908**
Funds		
Deferred Capital Funds		
Equipment	18,500	20,528
Buildings	3,949,291	2,112,393
	3,967,791	2,132,921
Restricted Funds		
General Endowment Fund	2,071,160	2,214,533
Investment Reserve	965,520	1,039,622
General Reserve	15,000	15,000
Staff Housing Loan Fund	97,704	97,226
Building Capitalisation Reserve	2,618,020	2,699,586
Capital Projects	24,971	39,514
Research Projects and Quality Assurance	204,054	168,569
	5,996,429	6,274,050
Other Funds		
General and Development Reserve Fund	330,736	658,059
Matching Grants	952,503	1,009,198
Self-financing Activity Funds		
• University	729,722	670,223
• HKU SPACE	1,784,894	1,691,199
• Other Subsidiaries	(34,411)	(13,017)
	2,480,205	2,348,405
Donations and Benefactions	5,258,792	5,500,834
	9,022,236	9,516,496
Total Funds	**18,986,456**	**17,923,467**
Liabilities		
Non-Current Liabilities		
Accounts Payable and Accruals	88,270	99,903
Employee Benefit Accruals	151,012	138,292
Loans and Borrowings	244,292	244,087
	483,574	482,282
Current Liabilities		
Accounts Payable and Accruals	1,987,213	1,549,468
Amount Due to a Jointly Controlled Entity	-	431
Employee Benefit Accruals	554,366	519,846
Loans and Borrowings	131,098	129,841
Deferred Income		
• Earmarked Grants	373,246	367,049
• Capital Grants and AA and I Block Allocation	71,828	195,119
• Others (Including Donations and Benefactions)	89,431	85,405
	534,505	647,573
	3,207,182	2,847,159
Total Liabilities	**3,690,756**	**3,329,441**
Total Funds and Liabilities	**22,677,212**	**21,252,908**
Net Current Assets	**1,971,369**	**2,383,682**
Total Assets Less Current Liabilities	**19,470,030**	**18,405,749**

OFFICERS OF THE UNIVERSITY
As at November 15, 2012

Chancellor
Dr the Honourable Leung Chun Ying
GBM; GBS; BSc, HonDBA WEng; HonDBA HKPU; HonSocSc Lingnan; HonD Shandong; FHKIS; JP

Pro-Chancellor
Dr the Honourable David Li Kwok Po
GBM; GBS; HonLLD Cantab, Warw and HK; JP

Chairman of Council
Dr the Honourable Leong Che Hung
GBM; GBS; OBE; MBBS HK; FRCS(Eng); FRCS(Edin); (Hon)FRCS (Eng); FRACS; FACS; FCSHK; FHKAM(Surgery); JP

Vice-Chancellor and President
Professor Lap-Chee Tsui
GBS; OC; OOnt; BSc, MPhil CUHK; PhD Pitt; MACG; FRS; FRS(Can); MCAS; HonDSc New Brunswick; HonDCL, HonMD King's Coll; HonDSc CUHK; HonLLD St FX; HonDSc York; HonPhD Tel Aviv; Drhc Edin; (Hon)FRCP(Lond); (Hon)FHKCPath; (Hon)FHKCP; HonPhD Tor; HonDSc Aberd; JP

Deputy Vice-Chancellor and Provost
Professor Roland T. Chin
BBS; BS, PhD Missouri; JP

Pro-Vice-Chancellor and Vice-President (University Relations)
Professor Chow Shew Ping
MBBS, MS HK; FRCS(Edin); FACS; FHKAM (Orth); JP

Pro-Vice-Chancellor and Vice-President (Infrastructure)
Professor John Graham Malpas
MA Oxon; MSc, PhD Newfoundland; DSc Oxon; PGeo

Pro-Vice-Chancellor and Vice-President (Research)
Professor Paul Tam Kwong Hang
MBBS HK; ChM Liv; FRCS(Edin); FRCS(Glas); FRCS(Ire); FRCPCH; FHKAM (Surgery)

Pro-Vice-Chancellor and Vice-President (Teacher and Learning)
Professor Amy Tsui Bik May
BA, MA HK; PhD Birm; DipEd HK

Treasurer
Dr Paul Chow Man Yiu
GBS; SBS; BSc(Eng), MBA HK; HonDSocSc OUHK; JP

Deans of Faculties
Architecture
Professor David Lung Ping Yee
SBS; MBE; BArch, MArch, MA Oregon; FHKIA; RA; HonHKIP; JP

Arts
Professor Louie Kam Hung
BA Syd; MPhil CUHK; PhD, DipEd Syd; FAHA

Business and Economics
Professor Eric Chang Chieh
BS Nat Cheng Kung; MBA Wright State; PhD Purdue; CFA

Dentistry
Professor Lakshman Perera Samaranayake
BDS Peradeniya; DDS Glas; FRCPath; CBiol; MIBiol; FHKAM (Pathology); FHKAM (Dental Surgery); FHKCPath; FCDSHK; FDS RCS(Edin)(Hon); HonDSc Peradeniya

Education
Professor Stephen James Andrews
MA Cantab; MA Essex; PhD S'ton; CertEd York

Engineering
Professor Norman Tien Chihnan
BSc Calif; MSc Ill; DEng Calif

Law
Professor Johannes Chan Man Mun
LLB HK; LLM Lond; PCLL HK; Barrister of the High Court of Hong Kong SAR

Medicine
Professor Lee Sum Ping
MBBS HK; PhD Auck; MD HK; FRACP; FRCP(Lond)

Science
Professor Kwok Sun
BSc McMaster; MS, PhD Minn

Social Sciences
Professor John Pond Burns
BA St Olaf Coll; MA Oxon; MA, PhD, EAsianInstituteCert Col

Dean of Student Affairs
Dr Albert Chau Wai Lap
BSc(Eng) HK; MS, PhD Wisc; PCPsych; FHKPsS

Registrar
Mr Henry Wai Wing Kun
BA, MA HK; FCIS

Director of Finance
Ms Sara Lo Sau Mui
BSocSc HK; MSc HKPU; CertICM; CGA; FCCA

Librarian
Mr Peter Edward Sidorko
BMath Newcastle; MAppSc(Lib&InforMgt) Charles Sturt; DipIM-Lib NSW; AALIA

Director of Estates
Mr Kenneth Wong Pak Keung
BA Hawaii; BArch Br Col; MSc(ConstProjectMan) HK; HKIA; MAIBC; CFM; FPFM

THE COURT
As at November 15, 2012

Membership Category	Member
1. Chancellor	*Dr the Hon. Leung Chun Ying*
Pro-Chancellor	*Dr the Hon. David K.P. Li*
Vice-Chancellor	*Professor Lap-Chee Tsui*
Deputy Vice-Chancellor	*Professor R.T.H. Chin*
Pro-Vice-Chancellors	*Professor S.P. Chow*
	Professor J.G. Malpas
	Professor P.K.H. Tam
	Professor A.B.M. Tsui
Treasurer	*Dr Paul M.Y. Chow*
2. Life Members of Court	*Dr the Hon. Victor K.K. Fung*
	Dr Rayson L. Huang
	Dr the Hon. Sir T.L. Yang
3. Members of the Council	
(a) Chairman	*Dr the Hon. Leong Che Hung*
Six persons, not being students or employees of the University, appointed by the Chancellor	*Mr Lester G. Huang*
	Mr Benjamin P.C. Hung
	Miss Leonie M.F. Ki
	Mrs Ayesha M. Lau
	Mrs Margaret M.Y. Leung Ko
	Mr Martin C.K. Liao
(b) Six persons, not being students or employees of the University, appointed by the Council	*Dr Christopher W.C. Cheng*
	The Hon. Abraham L.H. Shek
	Mr Wong Kai Man
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(c) Two persons, not being students or employees of the University, elected by the Court	*Mr Man Cheuk Fei*
	Dr Rosanna Y.M. Wong
(d) Vice-Chancellor	
(e) Treasurer	
(f) Four full-time teachers elected in accordance with regulations	*Dr K.C. Cheung*
	Professor S.P. Lee
	Professor F.C.C. Leung
	Professor G.W.K. Tang
(g) One full-time employee of the University, not being a teacher, elected in accordance with regulations	*Mr P.Y. Cheung*
(h) One full-time undergraduate student elected in accordance with regulations	*Mr Li Tsz Shu*
(i) One full-time postgraduate student elected in accordance with regulations	. . . .
4. Members of the Senate	
(a) Vice-Chancellor	
(b) Deputy Vice-Chancellor	
(c) Pro-Vice-Chancellors	

Membership Category	Member
(d) Dean of each Faculty	*Professor D.P.Y. Lung (Architecture)*
	Professor K.H. Louie (Arts)
	Professor E.C. Chang (Business and Economics)
	Professor L.P. Samaranayake (Dentistry)
	Professor S.J. Andrews (Education)
	Professor N.C. Tien (Engineering)
	Professor J.M.M. Chan (Law)
	Professor S.P. Lee (Medicine)
	Professor S. Kwok (Science)
	Professor J.P. Burns (Social Sciences)
(e) Chairman of each Board of the Faculty	*Mr J. Carlow (Architecture)*
	Professor D.W.F. Kerr (Arts)
	Professor W.C. Suen (Business and Economics)
	Professor E.F. Corbet (Dentistry)
	Professor T.M. Bray (Education)
	Dr K.C. Cheung (Engineering)
	Professor R.M. Wilkinson (Law)
	Professor G.W.K. Tang (Medicine)
	Professor L.S. Chan (Science)
	Professor G.H. Blowers (Social Sciences)
(f) Twelve elected Professors	*Professor D.W. Arner*
	Professor J.A. Carty
	Professor L.C. Chan
	Professor P.Y.K. Chau
	Professor K.S.E. Cheah
	Professor K.S. Cheng
	Professor D.W.L. Cheung
	Professor A.H. Lau
	Professor C.M. Lo
	Professor L.G. Tham
	Professor A.G.O. Yeh
	. . . .
(g) Six elected teachers, not being Professors	*Dr E.W.T. Chui*
	Dr W.H. Chui
	Dr G.K.K. Leung
	Dr K.M.Y. Leung
	Dr F.C.C. Ling
	Dr M.H. Sham
(h) Director of the School of Professional and Continuing Education	*Professor C.F. Lee*
(i) Dean of the Graduate School	*Professor P.K.H. Tam*
(j) Librarian	*Mr P.E. Sidorko*
(k) Dean of Student Affairs	*Dr A.W.L. Chau*
(l) Three elected full-time students (at least one undergraduate and one postgraduate)	*Miss Bertha C.Y. Lau*
	Mr Or Man Chun
	Miss Weng Jiejing
5. Registrar	*Mr H.W.K. Wai*

Membership Category	Member
6. Chairman of Convocation	*Mr Choi Sau Yuk*
Deputy Chairman of Convocation	*Mr Andrew H.K. Fung*
Clerk of Convocation	*Mr John C.O. Wan*
7. Five persons elected by the Members of the Legislative Council from among their own number	*The Hon. Christopher S.K. Chung*
	The Hon. Ip Kin Yuen
	The Hon. Abraham L.H. Shek
	The Hon. James K.S. To
	The Hon. Paul W.C. Tse
8. Twelve members elected from among its number by the Standing Committee of Convocation	*Mr Chan Ka Chin*
	Mr Ian W.N. Chu
	Dr Wilton W.T. Fok
	Mr Alex C.H. Lai
	Professor Lee Kin Hung
	Mrs Mabel M.B. Lee
	Mr Jimmy C.M. Lo
	Dr Francis K.K. Lung
	Dr Evelyn Y.F. Man
	Dr Victor H. Ng
	Ms Vivien W.Y. Pau
	Dr Kenneth K.T. Tse
9. Five Members elected by the Court	*Ms Wendy K.S. Gan*
	Professor Lo King Man
	Mr David T.Y. Mong
	Professor Richard Y.H. Yu
	Mr George K.H. Yuen
10. Three Members elected by the Grant Schools Council	*Brother Steve Hogan*
	Dr John R. Kennard
	Mrs Ruth Y.Y. Lee
11. Three Members elected by the H.K. Subsidized Secondary Schools Council	*Mr Lam Yat Fung*
	Mr Liu Ah Chuen
	Ms Shirley S.L. Wong
12. Not more than twenty members, not being already included in any of the foregoing classes, appointed by the Chancellor	*Dr Chan Kow Tak*
	Mr Stephen C.W. Chan
	Mr Paul K.W. Cheung
	Dr Polly S.Y. Cheung
	Mr Oscar V.T. Chow
	Dr Daniel T.Y. Chui
	Mr Richard T. Gallie
	Mr Kwan Chuk Fai
	Mr Colin K.Y. Lam
	Ms Betsy K.S. Lau
	Mr Philip K.F. Lee
	Dr Leung Wing Tai
	Mr Kennedy T.Y. Liu
	Mr Blair C. Pickerell
	Mr Stanley K. Pong
	Mr Herbert H.K. Tsoi
	Mr David Y.K. Wong
	Ms Priscilla P.S. Wong
	Mr Michael W.K. Wu
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