



THE UNIVERSITY OF HONG KONG
The Review
2013



Contents

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.

The Vice-Chancellor's Message

2

8

Teaching and Learning: A Total Learning Experience

Research: Daring to be Innovative

20

30

Knowledge Exchange: Beyond the Campus, into the Community

Mainland and International Collaboration: Connecting with the World

36

42

The University Profile

48

An Extract from the University's Annual Accounts 2012-13

Officers of the University

51

52

The Court





The University Never Stops

An entire year has passed by rather uneventfully, with no major hiccups in the second year of our four-year curriculum and Centennial Campus. Everything went as planned, seemingly with ease. However, I liken the year's activities to a swan gliding gracefully across a still lake: in reality, the swan is paddling furiously under the lake's surface. The smooth sailing of the University in the past year is entirely due to the no-less-than-vigorous efforts afforded by my steadfast and dedicated colleagues behind the scenes. It is therefore my distinct honour to have the privilege to provide a brief introduction to their work in this Review for 2012-13.

A Successful First Year for the New Curriculum

The first case in point is the new curriculum. Our colleagues have been preparing for this change since 2004 – as soon as the government announced secondary-school education would reduce from seven to six years and undergraduate education would increase to four years, a trend congruent with other parts of the world. At HKU we saw this as a once-in-a-lifetime opportunity and began working immediately to re-articulate our education aims and re-imagine our curriculum.

The result has been an emphasis on the total learning experience that brings learning to all areas of campus life. Experiential learning opportunities have been expanded, a Common Core of courses has been introduced to engage students in questions of importance to the world beyond their chosen discipline, and an extensive academic advising and support system has been put in place in all faculties and residential halls and colleges.

We began trialling various components of the new curriculum four years ago, which made HKU exceptionally well prepared when the first full year of the curriculum began in September 2012. The broad consensus showed that this was a very successful year. Students reported positively on the new curriculum in surveys and written comments.

Both the three-year and four-year cohorts performed similarly well. The faculties also brought back positive reports on various fronts about this groundbreaking year.

Having said that, there are challenges ahead. As the two cohorts advance down separate paths in their education, their learning will increasingly diverge. Teachers will have to work extra hard to keep both groups on track. As a University, we will need to continue monitoring and adjusting to ensure the new curriculum fulfils our teaching and learning goals. The paddling beneath the surface will not let up. If anything, we will need even greater leg power to sustain the promising start to the four-year curriculum.

Excellence in Research

In comparison, our research programme had a fairly straightforward year – which is to say, we continued to achieve excellence in our output, to fortify our support to researchers and to help them identify new funding and collaboration opportunities.

It is certainly no small feat for HKU to be awarded the largest share in the University Grants Council's annual General Research Fund bidding exercise for 11 years in a row. The secret to our success is clearly due to our hardworking and brilliant academics. HKU has just over 1,000 professoriate staff, and 125 of them are ranked among the top one per cent in their field by the Institute of Scientific Information (ISI). This is an amazing ratio, especially when you consider a sizeable percentage of our academic staff is in arts, humanities and other fields which are not included in the ISI ranking. We have a world-class team of scholars and in recent years we have been focusing on building a sustainable research culture by recruiting young, up-and-coming academics who have potential to expand and excel in new horizons.

As with teaching, an enormous amount of effort is behind our successes and we are clearly heading in the right direction. The University successfully



launched an Endowed Professorship scheme in 2005. With staunch support from the community, the Hong Kong Government's matching grants and the University's internal funding, HKU has so far established 72 Endowments, each with a minimum of \$20 million.

The University has also actively encouraged multi-disciplinary research by investing extra resources in recent years. Our Strategic Research Themes (SRTs) provide seed funding to bring together scholars from different fields and in 2013 we announced a new round, featuring 16 SRTs and five emerging themes. We also are engaging across borders, with a particular focus on Mainland China. In 2013 we started construction on the HKU Zhejiang Institute of Research and Innovation, which is scheduled to open in 2014. We have also seen a second HKU-led project awarded funding from the National Basic Research Development Program, and opened our fifth State Key Laboratory. These engagements will only increase in the years ahead.

Knowledge Exchange - Sharing in Both Directions

Knowledge exchange is the third pillar in our mission, alongside research and teaching and learning. The University has formally recognised knowledge exchange activities, which cover such things as contribution to society and technology transfer, by making it a key performance indicator in the annual Faculty Development Plan and in the Performance Review of staff development.

For years, HKU's scholars have been taking up opportunities to translate their research into the community. However, we believe knowledge transfer with the community should happen both ways, hence

our adoption of the term 'knowledge exchange'. We can learn from others as they can learn from us. The nature of exchange is at all levels, from teaching and learning to service projects. Our partnerships have also reached beyond Hong Kong to the Mainland, the region and internationally.

There are now more resources dedicated to these activities, including government funding. In 2013 the University also began honouring our staff members' achievements in knowledge exchange in our annual prize-giving ceremony, which has recognised excellence in teaching and research for many years. A Partnerships webpage has also been launched to help external organisations find out how they can collaborate with HKU.

The Bedrock of Our Success

For a comprehensive academic institution of higher learning, HKU's success has to be the sum of the collective efforts of all its parts. These parts include talent at all levels, a conducive and sustainable environment, sufficient resources, and extra support, wherever and whenever needed. But it is also essential to have academic freedom and the pursuit of excellence in a free, liberal and diversified campus community, which are the foundations of HKU's success and always will be.

To be able to attract the best available talents is vital. Year after year, we have recruited the best students locally. We are now reaching out to the Mainland and

"I liken the year's activities to a swan gliding gracefully across a still lake: in reality, the swan is paddling furiously under the lake's surface"



“ Our academic and administrative staff, students, alumni, donors and other community supporters are the bedrock of our success ”

the rest of the world. Competition to gain a place at our institution is keen. The University has not only set up scholarships to reward the top achievers, but also those who are in need of financial support. After launching the First-in-the-Family Education Fund in 2008, we have just completed a highly successful One-to-Five matching scheme campaign this year. With support from over 4,000 donors, we have raised another \$160 million and established more than 50 new scholarship programmes.

Our expansion in so many areas also includes our physical development. The autumn of 2012 saw the opening of the expanded campus (the Centennial Campus) to welcome an additional cohort of students, and we also started a five-year

rejuvenation project to regroup scattered faculty offices under one home and upgrade existing facilities. Earlier this year, we completed the last of four new residential colleges, which offer accommodation and learning facilities for 1,800 senior-year and non-local students. All these new facilities were designed to achieve the University's education aims, from promoting student self-learning, to servicing the community and nurturing global citizenship.

Over the past 11 years, I have admired the brilliant work of our academics, from award-winning publications to life-saving discoveries; I have seen our students excel in everything from volunteering to help the needy in developing countries to

triumphing in international competitions; I have seen our graduates and alumni make contributions locally, regionally and internationally. It has been a great honour to stand behind so many accomplished people.

I wish to take this opportunity to thank all members of the University Family, a concept introduced in our strategic planning in 2003 which recognises that the people associated with HKU – our academic and administrative staff, students, alumni, donors and other community supporters – are the bedrock of our success. We must also acknowledge our international partners. HKU has formal partnerships with a number of world-class universities and exchange agreements with more than 270 institutions in 33 countries.

This is my last report as HKU's Vice-Chancellor and I look forward to reading about the achievements of our University Family in future. There are many great things to come for this University. I am very proud to have been associated with HKU!

Professor Lap-Chee Tsui
Vice-Chancellor and President
December 2013



teaching and learning



A Total Learning Experience

Education at HKU and all Hong Kong universities underwent major change in 2012–13 with the start of the new four-year curriculum for undergraduates. HKU took full advantage of this opportunity to re-imagine our curriculum as a ‘total learning experience’. We have introduced new and innovative programmes, opened a new campus and extended learning into all corners of university life. Huge amounts of energy and resources have been devoted to implementing these changes and they have resulted in a successful first full year for our new curriculum.

The new curriculum represents a paradigm shift in the concept of what, how and where students learn. Students are encouraged to acquire both breadth and depth in their learning, and to be engaged not only in classrooms but in halls of residence and other areas of the campus. They now have more experiential learning opportunities (see page 16), a ‘Common Core’ of interdisciplinary courses (see page 14), more choice and more international exposure. These features require students to take more decisions about their learning, so an extensive

academic advising system (see page 18) has also been introduced to support them. The physical environment encourages engagement and learning—the new campus, which opened in September 2012, and the entire third floor of the main library have been redesigned to provide open and flexible learning spaces that reflect our learning aims. Renovation of the main campus also began in 2012 to support these aims.

The first full year of this new curriculum has received positive feedback from students. In surveys and written comments, they have expressed strong enthusiasm for the culturally rich, socially diverse and intellectually challenging environment at HKU. For many students, this is the first time they have been given the opportunity and the autonomy to decide what courses to take, what activities to engage in and how to manage their time, and many have found it demanding yet invigorating. This is a very satisfying achievement because the new curriculum was introduced under the burden of a double cohort in 2012–13, when we admitted the first intake of the four-year

77%

of top-scoring HKDSE students chose to come to HKU

25,000+

Applicants from students outside HK's diploma system, including local, Mainland and overseas

99.7%

Full employment for HKU graduates in 2012

157

Common Core courses on offer, September 2013

236

Students receiving external awards in 2013, locally, regionally and internationally



curriculum and the final intake of the three-year curriculum.

The quality of our student intake has certainly helped to smooth the transition. We continue to admit top students from Hong Kong and abroad, where increasingly HKU is becoming a preferred choice. In 2012-13 we received more than 25,000 applications from students outside the Hong Kong Diploma of Secondary Education (HKDSE) system, but were able to admit only a fraction of them. More details on our Mainland and international engagement can be found in a separate chapter (see page 36), but it is clear from the applications and comments of incoming students that an HKU education is highly regarded not only in Hong Kong, but around the world.

The smooth introduction of this first year of the new curriculum has been a proud achievement and a testament to the hard work and planning of the University's academic and administrative staff. The University is well aware that this is just the beginning, not the end, of reform at HKU. The true test of the new curriculum lies ahead, when we will be able to see more clearly if it is achieving our

learning aims. The work has just begun and we will continue to monitor and refine our curriculum and be attuned to new learning opportunities in the years ahead.

The Double Cohort

One of the main unknowns at the start of the 2012-13 academic year was how the two cohorts would fare. Students admitted on the four-year track in 2012-13 were the first to complete Hong Kong's new DSE, which includes the new Liberal Studies content and requires six years of secondary school. Those on the three-year track were the last to complete the old A-levels and did seven years of secondary school. A key question for the new curriculum has been, would the two groups perform similarly, academically and in terms of maturity?

The new curriculum was planned with this concern in mind and feedback from across the faculties suggests that the two cohorts have achieved largely similar results, each cohort with its own strengths over the other. Academically, they have

been comparable in most subjects and in the Common Core, where they are mixed together in the same classes and do not require discipline-specific knowledge. In terms of their own perceptions of learning, surveys of the two groups of students, which had about an 80 per cent response rate for each cohort, produced similar ratings for learning support, teaching and learning in the discipline, the Common Core and other components of their first year. Overall, the first challenge of the double cohort has been ably met.

The next challenge will be to sustain results and satisfaction levels across the two groups. The first year was an introductory year for everyone. But as students enter the higher years, they will nominally be in the same year group but at rather different stages of learning. This will create a demanding task for teachers. However, faculties are confident that students in both cohorts will attain the knowledge and skills required of their disciplines. The University has been planning many years

for this transition. We will provide on-going support to staff and students and continue to monitor and fine-tune the curriculum as we get a better understanding of its impact and potential.

A Brave New World of Learning

The success of the new curriculum will be measured over several years, as the two cohorts traverse through their education. Even then, that will not be the end of reform at HKU. In this rapidly changing world, it is essential to be open to new developments and opportunities, and to adapt accordingly. One development exciting educators is the advent of 'MOOCs' - massive open online courses - which have the potential to make quality higher

education accessible to everyone around the world.

In May 2013 the University joined edX, a non-profit online learning platform founded by Harvard University and the Massachusetts Institute of Technology. Member universities offer courses free to anyone anywhere in the world who is interested. HKU sees this as both an opportunity and a responsibility to contribute to knowledge and skills dissemination beyond our borders and to learn from best practices in teaching and learning. Preparations are underway to offer four HKUx courses from September 2014 in areas that highlight HKU's academic and regional strengths: vernacular heritage in Asia; law, economy and society; Chinese and Western philosophy; and

infectious disease and public health. We are still working on the technical and logistical details, such as how to assess students who may be sitting on the other side of the planet. This is very much a trial-and-error endeavour because there is no template to work from and the impact of MOOCs is still unclear. However, like the curriculum reform at HKU, we are determined to put our best foot forward.

Education is changing, at the local level and globally. The University is committed to capitalising on these changes so we can continue to offer learning programmes that are relevant and at the cutting-edge.



The Common Core

The Common Core is an innovative programme developed at HKU to get students thinking about issues of profound significance to humankind in the 21st century. These issues cover a huge span – everything from genetics and human nature, to the rise of China, to the environment in a globalised world, to sexuality, gender and diversity, and many more. One strand running through all the courses is that they are interdisciplinary and do not require specialised knowledge. The goal is to encourage students in all disciplines to think critically and creatively about shared matters of importance.

The Common Core is organised into four Areas of Inquiry – Scientific and Technological Literacy, Humanities, Global Issues, and China: Culture, State and Society. It expanded from six pilot courses offered in 2009–10 to more than 150 courses in September 2012. Students have largely been enthusiastic, submitting written feedback that the Common Core has enabled them to see things from different perspectives, understand people better and even changed their life expectations. Some have worried they lacked background knowledge for certain courses, for example, wrongly thinking they needed a science or maths background to take courses in Scientific and Technological Literacy. Some also expect these courses to be less demanding than their disciplinary courses. Much effort has been made by faculties and the University to raise students' awareness of the aim and goals of the Common Core, and to emphasise its importance in inducting students into ways of thinking and

methods of enquiry that are essential for their university education.

With the Common Core now well-established, the focus in future will be on maintaining and further enhancing the quality of the offerings. The four-year cohort will be the first to take the full requirement of six Common Core courses. The University will monitor their progress to assess if the Common Core is achieving its aims. We also plan to review the programme in future to ensure it serves the needs of the overall curriculum.

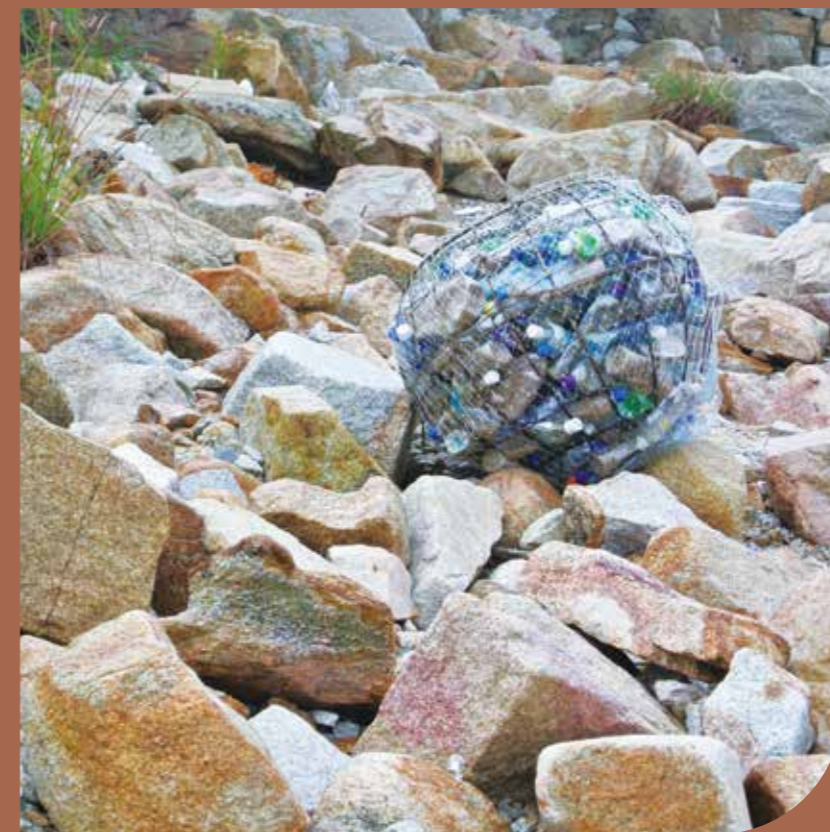
Out of the Classroom and into the Field

Vincci Mak, Assistant Professor of Landscape Architecture, teaches a Common Core course in which students explore the human relationship with the environment through art. They learn about theories of landscapes, then visit a natural site – in 2012–13 this was the abandoned Lei Yue Mun quarry. There, they created artwork using grass, rubbish, rocks and other found materials, kept logbooks, took photos and produced short videos, then staged an exhibition of their output. Ms Mak said the process mattered more than the end product. "The beauty of this course is that we are saying: give the art creation process a try. The core idea is that they understand and critique the environment, and the art is a way to express that."

Teamwork Keeps Project on Track

"We made a video and it was not as easy as we thought. From designing to editing, there were lots of problems. For example, the weather was bad on the day we arrived at the quarry and we couldn't do what we planned. Nonetheless, with the help of our tutor and collaboration with teammates, we overcame these troubles and created our video, *The Track*. [This experience made me think] team work is important whatever we do and wherever we are."

- Kathy Ma Shuk-ha, first year BNurs and student of the 'Shaping the Landscape' Common Core course



Trash Talk

"We decided to create a contrasting boulder out of plastic bottles and sand and place it among the real boulders. We wanted to remind people of the history of Lei Yue Mun as a quarry site which was once flooded with Hakka workers. Urbanisation then took place, drawing residents away from the coastal area. Finally, trash was left behind. One day, these clusters of trash might form big trash balls that look like boulders spreading across the coastal line."

- Wong Shun-yi, first year BEcon and student of the 'Shaping the Landscape' Common Core course





New Support for Experiential Learning

Experiential learning is one of the most important aspects of the new curriculum because it can deepen students' knowledge and understanding of their subjects of study. It takes students outside the traditional boundary of the classroom so they can identify problems and communicate and negotiate with others to find solutions in real-life settings. Experiential learning can include internships, practical research, field work and a host of other activities within the curriculum. All faculties are being encouraged to increase these activities and the University extended additional support in the summer of 2012 with the

establishment of the Gallant Ho Experiential Learning Centre.

The Gallant Ho centre provides funding and training and develops networks with partners outside the University for experiential learning projects. In the first year seven projects were funded, all credit-bearing, and in 2013-14 10 projects are being funded. The projects are specific to disciplines, for example architecture students helped to create public space in a Chinese village, business students did consulting work, science students did field research on cetaceans and law students provided advice to refugees.

Some programmes find it easier to identify projects, especially those in the professions because they are already doing experiential work as part of their training. For example, in landscape architecture, a whole course is designed around an experiential learning project on roof-top farming. For others, such as some arts programmes, experiential learning opportunities may be less obvious. The centre is working with faculties to identify possible partners and projects that can enrich student learning in all areas of study. Community organisations welcome the partnerships because they

provide access to both students and faculty members.

The first year has been a time to settle in but the centre is already investigating new directions for experiential learning, especially multidisciplinary projects. A major multidisciplinary project will soon be launched in Pok Fu Lam village. Some teachers of the Common Core have also been incorporating experiential learning in their courses and this has received enthusiastic feedback from students.

First-hand Insight into the Lives of Refugees

Since 2010 the Faculty of Law has offered selected students the chance to earn credit while helping refugees in Hong Kong and learning about the theory and practice of international human rights law. The semester-long programme has been very popular, attracting far more applications than it can accommodate. With funding from the Gallant Ho Experiential Learning Centre, the programme has now started to offer a three-day introductory programme to give more students exposure in this field, especially those in their first and second years. The first session was held in June 2013 and included meetings with United Nations officials and corporate lawyers doing pro bono work for refugees, and a visit to a refugee squatter village.

Honor Tai, now a third-year LLB student, was one of the participants and has now enrolled in the semester-long programme. "Seeing the law in action is very different from knowing how it operates through books and lectures. For example, meeting the asylum seekers in person, in the squatter village or in the legal clinic, and working with their legal advisers, makes us acutely aware of the problems they actually face. We may not be alert to those problems otherwise," she said. The faculty plans to offer the introductory sessions three times a year.



Academic Advising: Helping Students Deal with Choice

The new four-year curriculum offers students more choice and opportunity than ever, but that also means they have to make more decisions. Many students may be unsure what their options are, or which options are best. Moreover, the new intakes are one year younger than their classmates in the three-year curriculum and they may struggle more with balancing academic demands and other activities. HKU's academic advising system, introduced across the whole university in September 2012, is intended to provide academic guidance and support not only in the classroom but beyond.

Every first-year student is assigned an adviser in their faculty to guide them on academic matters, whether it is their transition into a new academic environment, decisions about majors and minors, or understanding options

for learning experiences such as exchanges and internships. Some faculties also have advisers for specific major programmes or years of study, and temporary advisers who can help students considering joint major or minor options outside their declared major. A few faculties also have student advisers who are in the senior years and can advise students based on their own experiences.

Students can also seek help in their halls, in keeping with the University's vision of offering a total learning experience. Residential student advisers offer freshmen advice on balancing academic demands and hall life, where sports, societies and other activities might distract from intellectual work. The programme started on a pilot basis in some halls in 2011-12 and was extended to all halls in 2012-13.

'Advisers are all around' is the slogan of the University's academic advising system, but it does require students to take the initiative. During 2012-13, at least two-thirds of students visited their faculty-based academic advisers as intended. Some students may have got advice from other supporting units or found themselves coping well with their studies. Students in the four-year curriculum were more likely to see their advisers than those in the three-year programme, and some students sought support from the central Academic Advising Office on cross-faculty issues. Wherever they turn, the academic advising system can help students to better understand their options and receive support if they are struggling. Efforts will be stepped up to ensure all students benefit from this valuable service in future.

Above : Dr Eric Chong chats with students of St John's College
Left and centre : Student adviser Ken Ng (centre) with Cyrus Li and Amanda Cheung

Peer Support

Senior students and recent graduates are helping to advise freshmen on how to cope with university life. At Swire Hall, discussions between BSc student Amanda Cheung Yuen-ying and her hall adviser, Ken Ng Kiu-fung, helped her decide to switch majors after she struggled in her first year. Ken had also switched majors as an undergraduate and is now preparing to do an MPhil. "Without the hall academic advising system I would not get so much advice from someone who faced the same problem as me," she said. Ken also advised students on balancing hall and academic demands. "I met these problems when I was a student and I wanted to share my experiences," he said. Cyrus Li Chun-kwan, a BEng student, found talking with his adviser helped him decide his major. "He also studied at HKU so I felt he could understand me more."

Developing the Whole Person

St John's College is as old as HKU and it has a long tradition of encouraging all-round development. Key to this has been the hall's tutoring system, which has many layers in which senior students and staff advise those just behind them. At the top of the advising system are two professors, recruited and paid for by the college, who act as academic tutors to masters students and also teach at the University. Postgraduate students tutor senior undergrads while senior undergrads tutor students in their first and second years.

With the introduction of HKU's residential student adviser system, a new level of tutoring has been added - second-year students help freshmen adjust to university life. "The residential tutors are responsible for character formation and help the students to grow from adolescents to adults," St John's enthusiastic Master, Dr Eric Chong said.

The college has ambitious future plans, such as hiring more academics, supporting research and funding needy students from China. Dr Chong is overseeing the building of new residences at the college that will help to fund these ambitions. "Academic tutoring is a cog in our huge clockwork," he said. "I am not thinking about what we will be doing in one year or one decade, but what we can do in the next 100 years."



research



Daring to be Innovative

HKU strives to provide an environment where our scholars and students can achieve excellence in research and dare to innovate. These aims have remained constant over the years but the means of achieving them have become ever more sophisticated and complex. While the University has world-class laboratories and work spaces for its researchers, the 'soft' support we provide has become increasingly important. Our recent work has focused on opening up opportunities for scholars to break new ground, forge collaborations and bring their discoveries to the world.

These opportunities are provided through initiatives such as our Strategic Research Themes (SRTs) scheme, which started a new cycle in 2013. SRTs provide teams of researchers with seed money so they can investigate potential areas of multidisciplinary research and explore new pathways. Opportunities are also arising from our developing links with Mainland China which, in 2012-13, resulted in the construction of new facilities, access to funding and new collaborations.

Our success in supporting our researchers can be measured in part by our funding results. In 2013 we were awarded the largest share in the University

Grants Council's General Research Fund - \$143.48 million for 218 applications - a position we have maintained for the 11th year in a row. We also performed well in other competitive research exercises. Moreover, several members of staff received high international honours and 125 were ranked among the top one per cent in their fields by the Institute of Scientific Information.

International Standards

Sustaining these successes will require a longer-term focus on our research quality and opportunities. Continued engagement with China is one element in this; another is our continued commitments to research integrity and to developing new talent. Research that does not meet international standards of integrity is unacceptable at this University, and in 2012-13 we refined our system for enforcing research integrity at all levels of HKU. We also continued to provide opportunities for promising young researchers, even at the undergraduate level, to start making their mark in the world.

Planting Seeds

HKU has been a trailblazer in Hong Kong when it comes to investing in interdisciplinary research. In 2004 we identified

125

Scholars ranked in the top 1% in their fields globally by the Institute for Scientific Information

\$143.48
million

HKU's share of the 2013-14 General Research Fund

Five

State Key Laboratories, funded by the central government



21 SRT 'themes' that capitalised on our existing strengths and/or showed potential for new directions of growth. Each theme was provided with seed money to explore its possibilities. The SRT themes were revised in 2008 and again in 2013, taking into account hard and soft criteria such as peer-reviewed publications among members, funding success and whether there is potential to have an impact in a new field.

The 2013 SRTs are grouped into five areas – biomedicine, the community, China, the environment and frontier technology – and 'emerging' themes of research are also included in addition to the SRTs. These may not have quite the critical mass of expertise and track record of established SRTs, but they hold promise of future results. The five emerging themes cover: food; integrative biology; law, literature and language; stem cell and

regenerative medicine; and Earth as a habitable planet. The expectation is that the SRT support will promote cross-fertilisation of ideas and projects, and help to establish HKU's reputation in these fields.

Connecting the Dots

An example of how SRTs can benefit research is the new SRT on Neuroscience. HKU researchers across six faculties were already investigating seven fields within neuroscience and earning international recognition for their work. The SRT has provided a framework to bring these fields together under one umbrella and identify new areas for collaboration, at a time when neuroscience research is attracting interest and funding around the world. "With this SRT we hope we can draw in new people and form more research synergies in addition to those in existence," the SRT co-convenor, Professor Tatia Lee, said.

Branching into the Mainland

HKU has been building and strengthening ties with Mainland China in all areas of its work. In research, this is making a tangible difference in terms of funding, facilities and the projects we undertake. The HKU Shenzhen Institute of Research and Innovation (HKU-SIRI) was set up in early 2011 as a vehicle for transferring science and technology from HKU to the Mainland. It has also enabled the University to apply for funding from Mainland research bodies. In 2012-13, HKU-SIRI received total funding of RMB20 million for 32 projects under the National Natural Science Foundation of China and about RMB34 million for a project under the National Basic Research Development Program.

An application has been made for land in Shenzhen to construct purpose-built laboratories for SIRI as HKU's R&D base in Shenzhen. In the meantime, the local and provincial governments in Zhejiang have agreed to fund development of the new Zhejiang Institute of Research and Innovation (ZIRI). Construction started in January 2013 and

will be completed in mid-2014. Three engineering laboratories are being built, with plans to expand to six labs within five years and involve other faculties at the University. The HKU Shenzhen Hospital, which opened in the summer of 2012, will also be a venue for research as it develops in the coming years (see also Knowledge Exchange chapter).



The spacious new HKU Shenzhen Hospital represents a bright future for clinical research

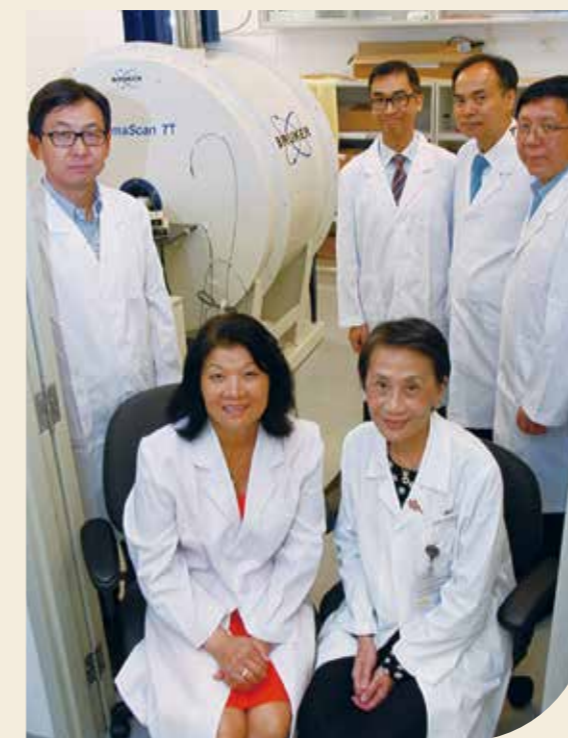


Examples of our Research in 2012-13

- An AIDS mucosal vaccine developed by a team co-led by HKU's AIDS Institute, the Guangzhou Institute of Biomedicine and Health of the Chinese Academy of Sciences and the Comprehensive AIDS Research Center of Tsinghua University, shows promise in preclinical studies; published in the *Journal of Virology*.
- A new book on China's revolution, *The Tragedy of Liberation: A History of the Chinese Revolution 1945-57*, by Chair Professor of Humanities Frank Dikötter, receives highly favourable reviews from around the world.
- The 2008 economic crisis may have led to an increase in suicides around the world, according to a study led by Dr Chang Shu-sen of the HKJC Centre for Suicide Research and Prevention; published on *bmj.com*.
- A tree-ring study by Dr Li Jinbao in the Department of Geography finds the amplitude of El Nino increases with global warming and warns of more extreme weather conditions ahead; published in *Nature Climate Change*.
- Several important findings on the transmission of avian influenza A (H7N9), the reason for the severity of the disease, and the source and genesis of its infection in humans are published in *Science*, *Nature*, and *The Lancet*. The work was conducted by Professor Guan Yi, Daniel C.K. Yu Professor in Virology, Professor Malik Peiris, Tam Wah-Ching Professor in Medical Science, and Professor Yuen Kwok-yung, Henry Fok Professor in Infectious Diseases, and their teams, working in collaboration with Mainland institutions.
- HKU's Robotics Team, based in the Faculty of Engineering, is one of nine teams selected and funded to compete in the world's top robotics competition, organised by the US Defence Advanced Research Projects Agency.
- A mechanism is discovered for maintaining stem cells and slowing-down aging-associated changes, in a six-year study led by Dr Zhou Zhongjun and Dr Liu Baohua in the Department of Biochemistry; published in *Cell Metabolism*.
- More than one in 10 grouper species globally face extinction due to overfishing, according to a study led by Professor Yvonne Sadovy of the School of Biological Sciences; published in *Fish and Fisheries*.
- The factors behind an illusory effect that makes objects appear to tilt, for instance Hong Kong's skyscrapers when viewed from the Peak Tram, are identified by a team led by Dr Tseng Chia-huei in the Department of Psychology; published in *Psychological Science*.
- The new Centre for Medical Ethics and Law is established jointly by the Faculty of Law and Faculty of Medicine, to provide research, teaching and training.

Chemists Land Second '973' Project

The National Basic Research Development Program, or '973 Program', is funded by China's Ministry of Science and Technology to support projects that address important scientific issues for the country's economic and social development, and that are also at the forefront of science. In 2013 a project led by Professor Che Chi-ming (pictured), the Hui Wai Haan Chair of Chemistry, was approved. It will investigate the use of excited states of metal complexes to solve two major issues facing China: energy shortages and environmental pollution. The project, which was awarded to the HKU Shenzhen Institute of Research and Innovation and four other Mainland institutes, involves 24 scientists and more than 100 engineers and PhD students from Hong Kong and the Mainland. It will receive up to RMB34 million over the next four years. This is the second 973 project awarded to HKU, after Professor Tan Lihai of the Department of Linguistics received funding in early 2012 to investigate the neurophysiological basis of Chinese language users.



New State Key Laboratory to Study Obesity and Diabetes

State Key Laboratories are funded by the Mainland government to support top-level basic and applied research. HKU has four State Key Labs and in 2013 we received the go-ahead for a fifth. The Partner State Key Laboratory of Pharmaceutical Biotechnology will focus on conducting basic, clinical and translational research on obesity, diabetes and their cardiovascular complications. This comes as about 93 million adults in China suffer from diabetes, which is a major risk factor for cardiovascular disease and associated with many cancers. Professor Xu Aimin (pictured, far right) of the Department of Medicine is the Director of the Laboratory.



Grooming Researchers

The pursuit of excellence is at the heart of our success, but sitting right next to it is a commitment to integrity in our research. How we conduct research, in terms of ethical, safety and related considerations, is essential to the acceptance of the results and therefore the impact of our research. Research integrity is a core value at the University and this message is reinforced to staff and students. We have policies and systems in place for addressing integrity issues and new staff and students must attend a mandatory course on research integrity. A survey in 2013 of those who attended the course found most were very satisfied with their training.

We also want to ensure we have a robust mechanism to deal with delinquencies. In January 2013 the University Council approved refinements to our policy and procedures on research integrity. The previous policy had been drafted in 2003, but in recent years, research integrity and the response to misconduct have become issues of global academic interest. The revised policy ensures HKU meets world standards, as befits a member of the international community of research-intensive universities.

A Fertile Ground for Young Talent

HKU aims to be the institution of choice for students from around the world pursuing a research postgraduate degree. More than half of these students are from outside Hong Kong and they are provided with opportunities to attend overseas conferences and go on overseas exchanges if these can benefit their research. Elite students can also

participate in HKU's joint PhD programmes with King's College London, Imperial College London and the University of Toronto.

All research students receive a broad-based education that equips them with transferrable skills, such as communication and presentation skills, that they can apply in their future careers, whether in academia, industry, government or other domains. There are mandatory and optional programmes. The mandatory programmes include research skills, teaching skills and research integrity. An example of an optional programme is the 3MT[®] competition, which originated in Australia and gives students a chance to crystallise their thesis into a three-minute presentation before a general audience.

Undergraduate research is also nurtured at the University. Individual faculties offer programmes and in 2012-13 the University-wide Undergraduate Research Fellowship Programme was launched. Exceptional students in their final year of study are given an opportunity to do research under the supervision of an HKU academic. They may also undertake a research internship under the supervision of a professor overseas or locally if appropriate. The students have to produce a dissertation or other research deliverable at the end of the programme. Some 56 students were admitted in the first year of the programme.



Presentation Skills Triumph in International Competition

Dr Christopher See, a medical doctor and PhD student researching medical education in the Faculty of Medicine, won the International Vote in the 2013 FameLab, a science presenting competition with participation from 21 countries. Presenters can speak on any science topic of their choosing, but PowerPoint is not allowed. Dr See spoke on the role of neurotransmitters in ego-depletion. "I took the Graduate School course in presentation skills immediately before the competition - this was fantastic and I thoroughly recommend it," he said. "However, I believe communication skills are mostly improved in day to day activities and I place high value on simple interactions with fellow students in classes and in extracurricular societies."



Opportunities for Young Researchers

The Undergraduate Research Fellowship Programme gives talented young students the chance to pursue serious research at HKU and abroad if warranted. For example, Elize Chan Hoi-ting, a BEd (Liberal Studies) major, went to Cambridge University in the summer of 2013 where she was able to observe primary school lessons and discuss educational issues with well-known scholars, while Pan Wenqi, a BSc (Biochemistry) major, conducted biomedical research at the University of Toronto. Their experiences overseas fed into their research work at HKU. "I benefited a lot from going to Toronto - I was exposed to many cutting-edge research ideas," Pan said. Elize said her Cambridge experience broadened her understanding of her field. "The different ways of thinking and lifestyles there were reflected in the children's behaviour in the classrooms. It was a whole new context for me," she said.



Medical students take time out to play with the local children while visiting poor rural areas of Mainland China to promote health-care knowledge via a 'training the trainer' project called HOPES



Beyond the Campus, into the Community

How universities utilise their resources is of growing interest around the world. Scholars face increasing expectations to go beyond simply publishing their findings and to translate their research into the community for greater impact. Students, too, are increasingly expected to go beyond a university's brick walls and share their new knowledge and skills with others. At HKU, 'KE', or knowledge exchange, has become the third pillar in our mission, alongside research and teaching and learning.

KE activities are happening at all levels of the University, locally, regionally and internationally. This is having mutual benefits, as implied by our decision to adopt the term 'knowledge exchange' rather than 'knowledge transfer'. Students get rich opportunities to be innovative and apply their knowledge and values, while scholars can apply their research and develop new insights through interactions in the community. The latter is also becoming increasingly important in research funding exercises, which require applicants to address the potential impacts of their work beyond academia.

The growing recognition of KE's importance is helping to spur new activities on campus. Some of the best achievements were honoured in March 2013 when, for the first time, KE Awards were included in the University's

annual Award Presentation Ceremony for Excellence.

The Knowledge Exchange Office is the central support unit working closely with all Faculties in promoting KE activities at HKU, and its focus has turned very much to partnerships. In 2012-13 a Partnerships webpage was launched to help external organisations find out how they can collaborate with HKU. The KE Office also helped to secure approval for community scholarships in 2013, in which community partners will help fund an MPhil or PhD student to work on a project of interest to the partner.

Translating Research

Partnerships are critical to other KE activities, too, for example, in translating research into the community. In 2012, our Technology Transfer Office formed a strategic alliance with Sinopharm, the largest pharmaceutical group in China, on the distribution of our oral drug for acute promyelocytic leukaemia (APL), and on developing drugs for atrial fibrillation. Organisations seeking contract research, expertise, media commentary and other input from our academic staff are also making increasing use of the HKU Scholars Hub, a one-stop online platform that had more than



39

Funded Knowledge Exchange Impact projects

18

Funded/awarded student KE projects



one million views by the end of June 2013.

Partnerships are also part of KE at the institutional level. The University is keen to share its expertise with other educational and professional organisations in the region and globally, and to develop ties with them. In 2013, the Faculty of Law and the Journalism and Media Studies Centre jointly organised an international conference on Media Law and Policy in the Internet Age, which facilitated vibrant discussions of the complex issues concerning press freedom, public access to information and human rights. The participants included senior judges from the UK as well as legal and media professionals from Europe, North America, Australia, New Zealand, Southeast Asia, Mainland China and Hong Kong. The University was also the first in Asia to host the IB World Student Conference,

which attracted 150 secondary school students from around the world. HKU also organises local outreach programmes to secondary school students, such as the Academy for the Talented, which offers university-level courses to high-achievers.

The Knowledge Exchange Fund is a competitive scheme that provides up to \$100,000 for projects in the community. In 2012-13, 39 projects by faculty members were funded, including the conversion of roof spaces into landscapes for growing food and facilitating community interaction, and a capacity-building programme for migrant workers featuring sessions on workers' and women's rights, ICT education and other issues of interest.

KE and the Student

Student-initiated projects are also supported by the KE

Fund. This started on a pilot basis in 2011-12 and was continued in 2012-13, when 18 projects were supported. Examples of student projects include curating an exhibition of high quality reproductions of artworks by Austrian artists Gustav Klimt and Egon Schiele, developing an app to advance psychological health in cancer patients, and implementing a screening project on speech sound development for local kindergarten children.

These projects are not confined to Hong Kong. A holiday trip to a Cambodian orphanage inspired Cherry Zhang Yingying to found the Children's Health, Education and Environment Rescue Association with four fellow students. Their first project was a return visit to the Cambodian orphanage to perform health checks and improve sanitation,

which won the 2012 Best Student and Youth Volunteering Project awarded by a Hong Kong government committee. Cherry, who has now completed her PhD studies at HKU, said: "As a student, we don't have a lot of money to donate, but we can share what we see, hear and experience, and be a bridge to tell more powerful people outside that there are children needing help here."

In the Community

Apart from the KE Office, faculties are also engaged in ongoing community and cultural exchanges, such as the University Artists Scheme and Summer Institute in the Faculty of Arts and continuing professional

development and public lectures in the Faculty of Law and Faculty of Medicine. In early 2013 the University and the Hong Kong Museum of Art organised *A Night at the Museum of Art with Andy Warhol* for 600 secondary-school students and teachers, which featured workshops on art and the integration of art and technology.

HKU has a long held vision and determination to transfer and share knowledge of healthcare best practices and systems to the region. This year saw two noteworthy developments towards that goal. The HKU Shenzhen Hospital completed its first year of operation in July 2013. The hospital is providing world-class clinical

care, research opportunities and continuing professional development for all categories of staff, and it has generated intense interest on the Mainland and internationally. The second development was the announcement in March 2013 that the Hong Kong government had given approval to build the Gleneagles Hospital, a private hospital at Wong Chuk Hang. The Faculty of Medicine is the sole clinical partner in this venture and will draw on teaching and research to benefit healthcare in the community.

All of these initiatives are enabling HKU to harness its value in research and teaching, and use it to benefit the community in the broadest possible way.



Language in a Clinical Setting

A project that looks at the use of language by healthcare professionals during genetic counselling sessions with patients, on such things as Down's Syndrome, G6PD and Sudden Arrhythmia Syndrome, was one of the winners of the 2013 Faculty KE awards. Dr Olga Zayts (left) of the School of English is leading the project together with Dr Brian Chung, Clinical Associate Professor in the Department of Paediatric and Adolescent Medicine. They are conducting research and training with linguists from HK, the UK and the US and healthcare professionals from Hong Kong. Dr Zayts said: "We are trying to make medical professionals aware that the language they use can make a difference in helping patients to make an informed choice."

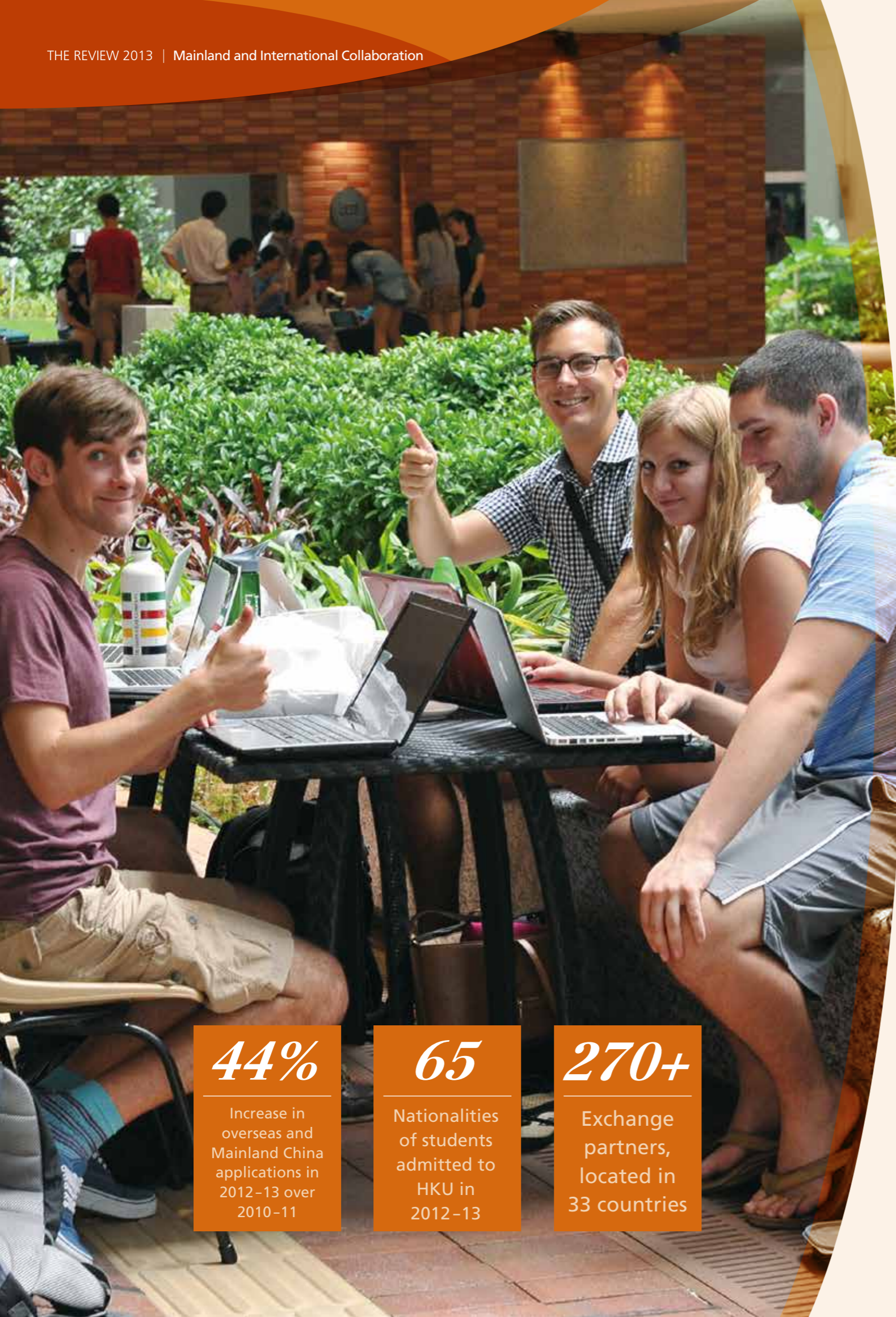


Protecting Baby Teeth

Children aged below six fall outside the government's school-based dental programme, a situation that Dr Yang Yanqi and her students and colleagues in the Faculty of Dentistry are trying to address. Their Faculty KE Award-winning project teaches the importance of childhood oral healthcare and how to look after children's teeth to pregnant women, new parents of infants, and the caregivers and teachers of kindergarten children "We want to teach prevention so children can avoid problems in later life that may be painful or expensive to treat," Dr Yang said.



**mainland and
international collaboration**



44%
Increase in overseas and Mainland China applications in 2012-13 over 2010-11

65
Nationalities of students admitted to HKU in 2012-13

270+
Exchange partners, located in 33 countries

Connecting with the World

HKU has been an international university from the time it opened its doors in 1912. Not only has it offered an English-language education in the heart of Asia, it has been populated by staff and students from around the world. Today, with the opportunities provided by globalisation, the University is spreading its reach wider than ever. New students are recruited from all continents, and existing students have exchange options in 33 countries. We also collaborate on research with universities around the world, and students, staff and the University as a whole engage in outreach programmes to share our knowledge and expertise beyond Hong Kong's borders.

Our international connections are not simply a matter of quantity but quality. HKU's emphasis on excellence, and our unique position at the gateway to China, mean the world's very best universities are keen to work with us. In 2012-13 we continued to solidify these collaborations by rolling out new learning and research programmes with top-tier universities, and developing new research facilities on the Mainland. A promising new partnership is HKU's participation in edX, an online education initiative launched by Harvard and MIT that we joined in May 2013 (see Teaching and Learning chapter for further details).

HKU is also interested in engaging with other universities across the region in addition

to China, as befits one of Asia's leading universities. Recently, we have initiated workshops for senior Asian educators and administrators and have developed multiple links to Myanmar, through which we give talented students a step-up to an HKU education.

In all of these interactions, the University maintains its commitment to academic freedom and the pursuit of excellence. We seek to lead in the region and bridge East and West in a manner consistent with these core values.

International Engagement

HKU has formal partnerships with a number of world-class universities. The University as a whole offers joint PhDs with King's College London, Imperial College London and the University of Toronto, and the Faculty of Law offers joint degrees with the University of British Columbia, King's College London, the University of Pennsylvania, Peking University and the University of Zurich. We also offer summer research programmes with Harvard, Stanford, CERN, MIT and other leading research centres. A recent addition was the Pembroke-King's programme at Cambridge University, where about 40 students spend eight weeks in the summer doing research with professors there. These opportunities inspire capable students to do further research.

In addition, the University has exchange agreements with more than 270 institutions in 33 countries. In 2012-13, 1,221 HKU students went abroad on summer, semester and year-long exchanges, and we hosted 1,011 incoming students. Overseas exchanges are pursued for various aims, such as academic opportunities and the chance to engage with places new to Hong Kong students. With that in mind, in 2012 we formalised agreements with the National University of Mongolia and Moscow State University.

Asian countries outside Mainland China are a particular target for engagement. In India and Korea, for example, we have worked with carefully chosen secondary schools to promote HKU and seen enrolments from these countries increase more than eight-fold since 2009. Outreach efforts are also boosting enrolments from Malaysia, Taiwan and other places in the region. Recently, we established ties with Myanmar. We have sent 10,000 books to the University of Yangon and are collaborating with the Thaybay Education Network to provide jointly-funded full undergraduate scholarships for talented students.

An interesting combination of our international and regional outlooks was the launch in 2012 of a joint recruitment programme on the Mainland with Cambridge University



for engineering programmes. Students spend a year at HKU, then a certain number are selected to go to Cambridge to complete their degree – underscoring the University's unique position as a gateway between East and West.

Mainland Engagement

HKU's relations with Mainland China are intertwined with our internationalisation strategy and our desire to have an impact in the wider world. HKU was one of the first universities

outside the Mainland to establish a presence there, back in the 1990s, and we have been active ever since in teaching and research. We began recruiting students in Mainland China in 1998, when a Hong Kong government quota permitted us to admit 30 students. In 2013, we received a record 12,513 applications and were able to admit 303 students.

The large number of applicants is indicative of HKU's reputation in the Mainland. The very best performing students want

to come here and our intake included 16 'zhuangyuans' who were top scorers in exams at the provincial or municipal level.

HKU students also participate in a number of exchange and internship programmes on the Mainland. In 2012 this received a boost with the launch of the HKU-China 1,000 Exchange Programme, under which the central government has offered to provide funding for 1,000 students and teachers to visit the Mainland each year to facilitate deeper collaboration.

Research is another area of intense collaboration. HKU was the first place outside the Mainland to have a State Key Laboratory, in 2005, and now we have five such labs. We are also developing new laboratory facilities at Zhejiang and Shenzhen, which has enabled us to secure research funding from national programs (see Research chapter for details). HKU also has 11 academics who are members

of the Chinese Academy of Sciences, which is the largest number of any tertiary institution in Hong Kong.

HKU also contributes to the Mainland through knowledge exchange initiatives. For example, since 1997 we trained Mainland judges and officials in the common law. In 2012, working with the Shenzhen government, we established

the HKU Shenzhen Hospital to provide teaching, research and clinical care that meet international standards. This attracted intense media interest in the Mainland (see Knowledge Exchange chapter). As with our student recruitment, there is recognition that HKU can be an important contributor to the country's development.

Burmese Student Relishes an Opportunity

Htoi Awng Htingnan, who enrolled in the Bachelor of Social Sciences (Government and Law) and Bachelor of Laws in 2012, is one of 12 students from Myanmar at HKU. He already has a bachelor's degree from his country and is here on a scholarship. "I'm really enjoying studying with both local and international students. I learn not only from my programme but also the other students, who have different views and opinions from me. I want to know what democracy and these things are like, and I hope I can apply what I learn back in my country."



A Summer at Harvard

Nancy Zhang Cuiping, a Bachelor of Engineering student, spent the summer of 2013 on a Harvard University research exchange programme – her first time beyond Greater China. The experience was exciting but also eye-opening about the realities of research. "The idea of research seems very interesting and exciting but you also need to do a lot of tedious work to prove your idea can work, and sometimes you find that it doesn't work as you expected. This experience has been very precious to me because now I know what I will be committing to when I apply for graduate school. I will be more responsible and determined."



Star UK Pupil Makes HKU her Top Choice

Mikaela Belcher achieved outstanding results in her UK A-levels, but she turned down offers from top universities in the UK to come to HKU in 2013 – a place she had visited only once before. She was attracted by the chance to be immersed in a different culture in an international university, and to do an unusual double degree – the Bachelor of Arts (Literary Studies) and Bachelor of Laws. "I wanted to study at one of the best universities in the world and HKU is one of the best. I've been very impressed by the quality of teaching. I also came here expecting an international experience and I have met people from so many different places."



New Goals After a Year Abroad

Growing up in the rural New Territories, Hosea Lee Yan-ho never imagined attending an Ivy League university. But in 2012, as a second-year Bachelor of Business Administration student majoring in International Business and Global Management, he was nominated by his faculty to spend a year at Yale University under the Yale Visiting International Student Programme. The experience of a new culture and new university was invaluable. "My goal at HKU now is no longer to pursue a perfect GPA but to strive for whole-person development. Studying abroad really changed my life and I am grateful to HKU for the opportunity."

The University Profile

STUDENTS*

Student Admission (New Intakes)

Academic Level	Male		Female		All		% International (Based on Nationality)	
	2011 - 12	2012 - 13	2011 - 12	2012 - 13	2011 - 12	2012 - 13	2011 - 12	2012 - 13
Postgraduate (Research and Taught)	2,439	2,572	2,818	3,001	5,257	5,573	46.7%	52.3%
Undergraduate	1,750	3,316	1,901	3,888	3,651	7,204	24.7%	25.4%
All Levels	4,189	5,888	4,719	6,889	8,908	12,777	37.6%	37.1%

Enrollment of Students on All Programmes

Faculty	Postgraduate (Research and Taught)		Undergraduate		All Levels	
	2011 - 12	2012 - 13	2011 - 12	2012 - 13	2011 - 12	2012 - 13
Architecture	795	761	384	596	1,179	1,357
Arts	787	724	1,259	1,699	2,046	2,423
Business and Economics	1,864	1,897	2,028	2,796	3,892	4,693
Dentistry	174	173	267	326	441	499
Education	1,766	1,753	693	867	2,459	2,620
Engineering	1,840	2,068	1,512	1,979	3,352	4,047
Law	929	978	597	689	1,526	1,667
Medicine	1,274	1,334	2,057	2,783	3,331	4,117
Science	836	847	1,539	2,077	2,375	2,924
Social Sciences	1,278	1,243	1,154	1,415	2,432	2,658
All Faculties	11,543	11,778	11,490	15,227	23,033	27,005
In % Distribution	50.1%	43.6%	49.9%	56.4%	100%	100%

Enrollment of International Students (Based on Nationality)

Country	Postgraduate (Research and Taught)		Undergraduate		All Levels							
	Headcount	%	Headcount	%	Headcount	%	Headcount	%				
Mainland China	3,717	4,135	72.2%	72.7%	1,333	1,851	52.0%	51.2%	5,050	5,986	65.5%	64.3%
Other Asian Countries	467	526	9.1%	9.2%	496	836	19.3%	23.1%	963	1,362	12.5%	14.6%
Australia and New Zealand	113	103	2.2%	1.8%	110	161	4.3%	4.5%	223	264	2.9%	2.8%
European Countries	458	497	8.9%	8.7%	379	436	14.8%	12.1%	837	933	10.9%	10.0%
North American Countries	340	383	6.6%	6.7%	231	314	9.0%	8.7%	571	697	7.4%	7.5%
Others (e.g. Central and South America, African Countries)	51	46	1.0%	0.8%	15	15	0.6%	0.4%	66	61	0.9%	0.7%
All Countries	5,146	5,690	100%	100%	2,564	3,613	100%	100%	7,710	9,303	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 2012 / 2013

Programme	Headcount Enrolled
Postgraduate Programmes	5,684
Degree Programmes (Including Full-time Degree Programmes)	14,407
Sub-degree Programmes	33,219
General / Short Courses (Including Non-award Bearing Professional Courses)	23,176
Community College Programmes (Full-time Associate Degree and Higher Diploma Programmes)	13,050
All Local Programmes	89,536
Enrollment of Students on Programmes Run in Mainland China by HKU SPACE in 2012 / 2013	3,308

GRADUATES*

Cumulative Number of Alumni as of June 2013: 165,206

Graduates of All Programmes

Academic Level	Male		Female		All		% International (Based on Nationality)	
	2011 - 12	2012 - 13	2011 - 12	2012 - 13	2011 - 12	2012 - 13	2011 - 12	2012 - 13
Postgraduate (Research and Taught)	2,433	2,391	2,726	2,890	5,159	5,281	44.5%	48.8%
Undergraduate	1,488	1,590	1,768	1,761	3,256	3,351	19.7%	22.2%
All Graduates	3,921	3,981	4,494	4,651	8,415	8,632	34.9%	38.4%

Distribution of International Graduates (Based on Nationality) by Country

Country	Postgraduate (Research and Taught)		Undergraduate		All Levels							
	Headcount	%	Headcount	%	Headcount	%	Headcount	%				
Mainland China	1,660	1,875	72.4%	72.8%	384	408	59.7%	54.9%	2,044	2,283	69.6%	68.8%
Other Asian Countries	194	220	8.5%	8.5%	71	126	11.0%	17.0%	265	346	9.0%	10.4%
Australia and New Zealand	50	48	2.2%	1.9%	26	32	4.0%	4.3%	76	80	2.6%	2.4%
European Countries	212	253	9.2%	9.8%	104	109	16.2%	14.7%	316	362	10.8%	10.9%
North American Countries	161	162	7.0%	6.3%	54	67	8.4%	9.0%	215	229	7.3%	6.9%
Others (e.g. Central and South America, African Countries)	17	17	0.7%	0.7%	4	1	0.6%	0.1%	21	18	0.7%	0.5%
All Countries	2,294	2,575	100%	100%	643	743	100%	100%	2,937	3,318	100%	100%

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

NUMBER OF PROGRAMMES*

Academic Level	2011 - 12	2012 - 13
Research Postgraduate	175	177
Taught Postgraduate	155	149
Undergraduate	57	62
All Programmes	387	388

* 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. Any undergraduate programme with enrolments from both new 4-year and old 3-year curriculums is counted once only.

STAFF*

Number of Staff in Headcount

Category of Staff	2011 - 12	2012 - 13
Professoriate	1,041	1,082
Research and Academic Support	1,980	2,091
Administrative and Support	2,410	2,518
Technical	1,086	1,107
All Staff	6,517	6,798

Distribution of International Professoriate Staff (Based on Nationality) by Country

Country	Headcount		% International	
	2011 - 12	2012 - 13	2011 - 12	2012 - 13
Mainland China	178	178	30.6%	29.3%
Other Asian Countries	75	89	12.9%	14.6%
Australia and New Zealand	53	54	9.1%	8.9%
European Countries	130	139	22.4%	22.9%
North American Countries	143	146	24.6%	24.0%
Others (e.g. Central and South America, African Countries)	2	2	0.3%	0.3%
All Countries	581	608	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)		%	
	2011 - 12	2012 - 13	2011 - 12	2012 - 13
Block Grant from University Grants Committee	1,658.1	1,777.0	68.5%	49.6%
Research Grants Council / University Grants Committee	271.4	286.3	11.2%	8.0%
Research Grants Council Direct Allocation [#]	14.1	N/A	0.6%	N/A
Research Grants Council Early Career Scheme (ECS) [#]	N/A	22.4	N/A	0.6%
Other External Sources (Including Government, Private, Industry)	444.1	1,096.4	18.3%	30.6%
University of Hong Kong Foundation Allocation	5.3	5.5	0.2%	0.2%
Income from Research-Related Endowment Funds	28.3	392.4	1.2%	11.0%
Total Research Funding	2,421.3	3,580.0	100%	100%

[#] Research Grants Council Direct Allocation has been replaced by the Research Grants Council Early Career Scheme as of 2012-13.

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)	
	2011-12	2012-13	2011-12	2012-13	2011-12	2012-13	2011-12	2012-13	2011-12	2012-13	2011-12	2012-13
Biology and Medicine	2,874	3,091	4,025.0	4,634.6	323	312	585.2	617.5	3,197	3,403	4,610.2	5,252.2
Engineering	665	703	486.7	523.4	78	77	40.5	41.8	743	780	527.2	565.2
Humanities, Social Sciences and Business Studies	1,188	1,201	1,039.6	1,165.1	191	171	310.5	310.0	1,379	1,372	1,350.0	1,475.1
Physical Sciences	434	420	616.5	620.2	38	39	31.4	36.7	472	459	647.9	656.9
All Disciplines	5,161	5,415	6,167.8	6,943.3	630	599	967.5	1,006.0	5,791	6,014	7,135.3	7,949.3

Patents Granted (since 1998 and up to June 2012)

Type	Cumulative Number
Human Necessities	86
Performing Operations, Transporting	14
Chemistry, Metallurgy	58
Fixed Constructions	4
Mechanical Engineering, Lighting, Heating, Weapons, Blasting	4
Physics	46
Electricity	55
Multiple*	43
All Types	310

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

LIBRARIES RESOURCES 2012 / 2013

Main and Specialist Libraries	Number of Bound Volumes
General Library	1,400,699
Fung Ping Shan Library	1,033,236
Medical Library	226,349
Law Library	134,711
Education Library	65,627
Dental Library	62,657
Music Library	37,135
All Libraries	2,960,414

Main Libraries' E-resources	Number
E-journals (Subscriptions)	55,484
E-journals (Titles)	42,176
Databases	691
E-books	3,502,923
Computer Files	54,005

Total Number of Registered Libraries Users	126,489
---	----------------

Student Learning Support Resources / Services

Type	Number
Total Library Seats	3,141
Group Discussion Rooms	47
Single Study Rooms for Postgraduate Students	
Main Library	13
Medical Library	11
Single Study Carrels for Postgraduate Students	
Main Library	29
Law Library	38
Medical Library	8
24 Hours Single Study Carrels for All	44
Computer Workstations	426
Fixed / Wireless Network Access Points	474
Postgraduate Library Workshop	112 Workshops
Information and Referral Service	118,911 Reference Transactions

COMPUTING AND NETWORK RESOURCES

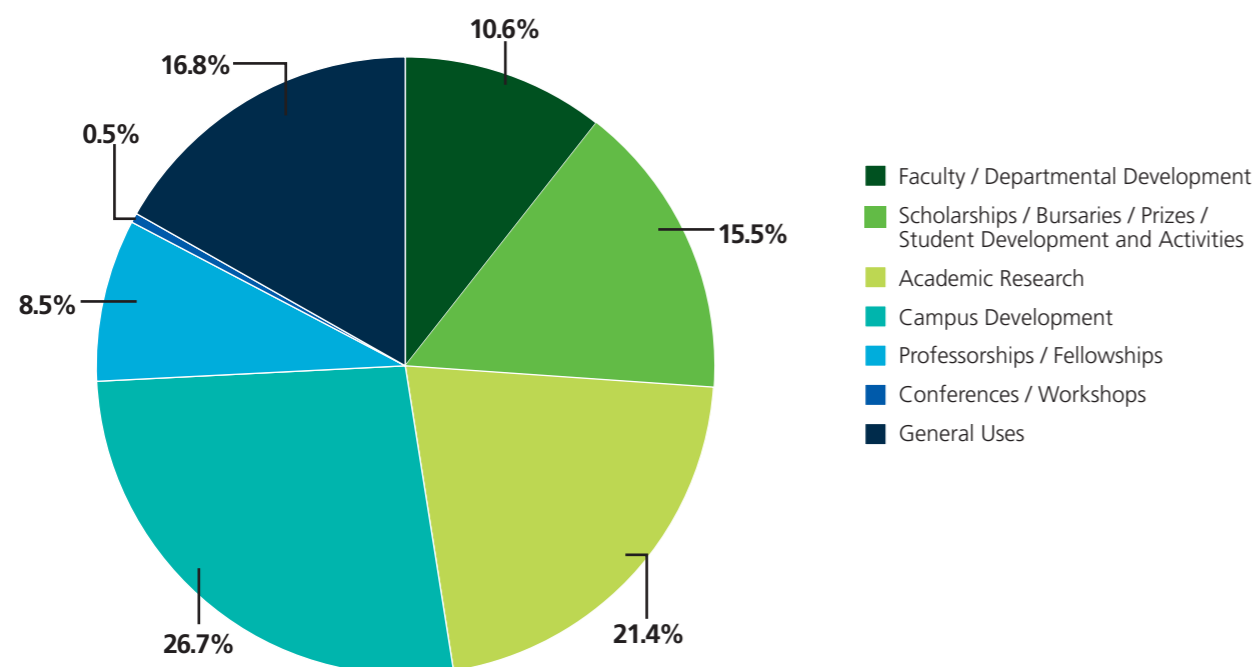
Type of Resources	Number
Number of Wired Network Access Points	45,372
Number of Wireless Network Access Points	3,908
Number of E-mail Addresses for Staff, Students and Graduates	124,876
Total Bandwidth for Direct Connection to the Internet and Research / Education Networks	13,300 (in Mbps)
Aggregated Central Computing Power for Teaching and Research Purposes (Theoretical Peak Computing Speed)	45,445 (in GFLOPS)

GIVING TO HKU

Donation Facts in 2012 / 2013

Total Number of Gifts Received	8,686
Total Amount of Donations	\$1,418M
Total Number of Donors	7,214
Number of First-time Donors	4,445
Ratio of Alumni vs Non-Alumni Donors	72:28

Distribution of Donations 2012 / 2013



FINANCE

An Analysis of Consolidated Income and Expenditure for the Year Ending June 30, 2013

Income	HKS'000	%
Government Subventions	4,501,882	46.1%
Tuition, Programmes and Other Fees	2,523,383	25.8%
Interest and Investment Return	780,814	8.0%
Donations and Benefactions	1,117,395	11.4%
Auxiliary Services	278,940	2.9%
Other Income	570,186	5.8%
Total Income	9,772,600	100%

Expenditure	HKS'000	%
Learning and Research	5,425,072	72.6%
Instruction and Research	4,793,375	64.1%
Library	205,175	2.7%
Central Computing Facilities	168,177	2.2%
Other Academic Services	258,345	3.6%
Institutional Support	2,055,866	27.4%
Management and General	478,851	6.4%
Premises and Related Expenses	1,058,505	14.1%
Student and General Education Services	327,913	4.4%
Other Activities	190,597	2.5%
Total Expenditure	7,480,938	100%

SPACE

Distribution of Space by Categories Based on Total Gross Covered Floor Area (as of June 2013)

Category	Gross Covered Floor Area (in sq. m)	%
Academic Space	308,008	43.4%
Central and Departmental Libraries	44,541	6.3%
Central Administration and Maintenance	28,195	4.0%
Student and Staff Amenities	31,127	4.4%
Sports Facilities	14,459	2.0%
Student Halls of Residence and Staff Quarters	273,166	38.5%
Others (Including HKU Museum and HKU Press)	10,612	1.5%
All Categories	710,108	100%

HKU SPACE Gross Covered Floor Area (as of June 2013)	44,323 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 2012-13

Overview

The financial year 2012-13 was the first year of the 2012-15 Triennium which marked the start of the 4-year curriculum structure in Hong Kong. The Group's consolidated financial results recorded a surplus of \$2,337 million. It was largely attributable to the effect of the double cohort year which brought in additional Government grant and tuition fee for the additional number of students. The introduction of the sixth Matching Grant Scheme in August 2012 also caused the increase in donations. The recovery of the investment market in current year has also improved the investment position greatly.

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

	2013 \$ million	2012 \$ million
Income	8,991	6,196
Expenditure	(7,481)	(6,703)
Interest and Investment Gain / (Loss)	781	(183)
Surplus / (Deficit) for the year before Share of Surplus of Associates and Jointly Controlled Entities	2,291	(690)
Share of Surplus of Associates and Jointly Controlled Entities	46	19
Surplus / (Deficit) for the year	2,337	(671)

The consolidated income for the year 2012-13 has increased by \$2,795 million. It was mainly due to the arrival of new UGC funding for the extra year of study under the 4-year curriculum structure and the increase in tuition fee for the additional number of students during the double cohort year. Also, there was a great increase in donation income during the year, upon the introduction of the sixth Matching Grant Scheme by the Government in August 2012.

On the consolidated expenditure, a total of \$7,481 million was incurred for the year (2011-12: \$6,703 million), of which \$5,425 million (2011-12: \$5,076 million) was spent on teaching/learning and research activities of the Group. If the total depreciation and amortisation charges of \$379 million (2011-12: \$360 million) were excluded, the expenditure incurred for the year was approximately 12.0 per cent higher than that of the previous year.

Financial Outlook

As the financial year 2012-13 ends, the University has entered into the second year of the new 4-year curriculum structure. Excitement continues surrounding the University as a result of the opening of the Centennial Campus, completion of the student resident at Lung Wah Street, the additional cohort of fresh undergraduate students, as well as the functioning of Learning Commons and other state-of-art learning environments in the University which facilitate the enhancement of student learning experience. Parallel to this, however, the funding required to support the expanded infrastructure base, uphold the academic quality and administrative support, and enhance student-related projects, has brought significant stress to the recurrent budgets. Further, considerable resources are also required for capital and consequential works for the relocation of Faculties and redeployment of space for better utilisation, and enhancement of the information system infrastructure and administration systems for the enlarged student population. The University shall remain prudent and yet be creative and flexible in managing the strained finances to ensure adequate resources could still be found for initiatives on academic and research excellence under the challenging and rapidly changing environment both locally and globally.

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, 2013

(Expressed in thousands of Hong Kong dollars)

	2013	2012
Income		
Government Subventions		
• Subventions from UGC:		
- Block Grants and Non-accountable Supplementary Grants	3,192,265	2,600,699
- Earmarked Grants	335,158	324,075
- Rates and Government Rent Refund	48,665	45,408
- Capital Grants and Alteration, Additions and Improvements ('AA & I') Block allocation	225,044	114,098
	3,801,132	3,084,280
• Matching Grants	565,439	-
• Grants from Government Agencies and Related Organisations	135,311	121,908
	4,501,882	3,206,188
Tuition, Programmes and Other Fees		
• UGC-Funded Programmes	909,093	685,105
• Non UGC-Funded Programmes	1,614,290	1,343,545
	2,523,383	2,028,650
Donations and Benefactions	1,117,395	288,651
Auxiliary Services		
• Residential Halls and Hostels	95,484	67,850
• University Press	7,288	7,635
• Rental Income and Rental Contribution from Staff	143,966	129,099
• Clinics and Chinese Medicine Pharmacies	16,694	19,322
• Others	15,508	12,686
	278,940	236,592
Other Income		
• Contract Research	103,043	119,260
• Service Income	281,140	186,172
• Outside Practice	67,053	59,816
• Miscellaneous	118,950	70,968
	570,186	436,216
	8,991,786	6,196,297
Expenditure		
Learning and Research		
• Instruction and Research	4,793,375	4,490,396
• Library	205,175	200,984
• Central Computing Facilities	168,177	140,041
• Other Academic Services	258,345	244,848
	5,425,072	5,076,269
Institutional Support		
• Management and General	478,851	435,142
• Premises and Related Expenses	1,058,505	831,110
• Student and General Education Services	327,913	238,571
• Other Activities	190,597	122,522
	2,055,866	1,627,345
	7,480,938	6,703,614
Interest and Investment Gain / (Loss)	780,814	(182,706)
Surplus / (Deficit) from Operations	2,291,662	(690,023)
Share of Losses of Associates	-	(2)
Share of Surplus of Jointly Controlled Entities	45,812	18,691
Surplus / (Deficit) for the Year	2,337,474	(671,334)
Other Comprehensive Gain		
Items that may be recognised in the Consolidated Statement of Comprehensive Income		
• Exchange Differences	2,771	364
• Share of Changes in Fair Value of Available-for-Sale Investments of a Jointly Controlled Entity	88	11
	2,859	375
Total Comprehensive Income / (Loss) for the Year	2,340,333	(670,959)

The University of Hong Kong Consolidated Balance Sheet

As at June 30, 2013

(Expressed in thousands of Hong Kong dollars)

	2013	2012
Assets		
Non-Current Assets		
Property, Plant and Equipment	8,105,804	7,935,121
Intangible Assets	30,990	31,032
Interest in Associates	662	662
Interest in Jointly Controlled Entities	119,471	73,188
Investments	9,221,882	9,433,998
Loans Receivable	6,769	8,287
Accounts Receivable and Prepayments	12,343	16,373
	<u>17,497,921</u>	<u>17,498,661</u>
Current Assets		
Investments	336,948	413,146
Loans Receivable	175,094	180,416
Inventories	6,809	6,419
Accounts Receivable and Prepayments	616,022	899,144
Amount Due from Jointly Controlled Entities	40,511	24,306
Loan to a Jointly Controlled Entity	2,201	2,201
Cash and Bank Deposits	6,619,399	3,652,919
	<u>7,796,984</u>	<u>5,178,551</u>
Total Assets	25,294,905	22,677,212
Funds		
Deferred Capital Funds		
Equipment	52,920	18,500
Buildings	4,194,395	3,949,291
	<u>4,247,315</u>	<u>3,967,791</u>
Restricted Funds		
General Endowment Fund	2,198,399	2,071,160
Investment Reserve	1,039,980	965,520
General Reserve	15,000	15,000
Staff Housing Loan Fund	98,111	97,704
Building Capitalisation Reserve	2,536,454	2,618,020
Capital Projects	53,024	24,971
Research Projects and Quality Assurance	209,410	204,054
	<u>6,150,378</u>	<u>5,996,429</u>
Other Funds		
General and Development Reserve Fund	507,852	330,736
Matching Grants	1,512,140	952,503
Self-financing Activity Funds		
• University	802,738	729,722
• HKU SPACE	2,004,513	1,784,894
• Other Subsidiaries	(46,839)	(34,411)
	<u>2,760,412</u>	<u>2,480,205</u>
Donations and Benefactions	6,485,243	5,258,792
	<u>11,265,647</u>	<u>9,022,236</u>
Total Funds	21,663,340	18,986,456
Liabilities		
Non-Current Liabilities		
Accounts Payable and Accruals	22,089	88,270
Employee Benefit Accruals	140,958	151,012
Loans and Borrowings	223,444	244,292
	<u>386,491</u>	<u>483,574</u>
Current Liabilities		
Accounts Payable and Accruals	1,938,329	1,987,213
Employee Benefit Accruals	570,195	554,366
Loans and Borrowings	124,643	131,098
Deferred Income		
• Earmarked Grants	346,870	373,246
• Capital Grants and AA & I Block Allocation	98,388	71,828
• Others (Including Donations and Benefactions)	166,649	89,431
	<u>611,907</u>	<u>534,505</u>
	<u>3,245,074</u>	<u>3,207,182</u>
Total Liabilities	3,631,565	3,690,756
Total Funds and Liabilities	25,294,905	22,677,212
Net Current Assets	4,551,910	1,971,369
Total Assets Less Current Liabilities	22,049,831	19,470,030

Officers of the University

As at November 15, 2013

Chancellor

Dr the Honourable Leung Chun Ying

GBM; GBS; BSc, HonDBA WEng; HonDBA HKPU; HonDSocSc 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; HonD Fudan; HonDSc W Ont; JP

Deputy Vice-Chancellor and Provost

Professor Roland T. Chin

BBS; BS, PhD Missouri; JP

Executive Vice-President (Administration and Finance)

Dr Steven John Cannon

MA(Hons) Dundee; HonLLD Aberd

Pro-Vice-Chancellor and Vice-President

(University Relations)

Professor Chow Shew Ping

SBS; MBBS, MS HK; FRCS(Edin); FACS; FHKAM (Orth); JP

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

(Teaching and Learning)

Professor Amy Tsui Bik May

BA, MA HK; PhD Birm; DipEd HK

Treasurer

Dr Paul Chow Man Yiu

GBS; BSc(Eng), MBA HK; HonDSocSc OUHK; JP

Deans of Faculties

Architecture

Professor Christopher John Webster

BSc, MSc Wales; PhD Hull

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 Samaranyake

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 Gabriel Matthew Leung

GBS; MD W Ont; MPH Harv; MD HK; FHKCCM; FHKAM (Community Medicine); FFPH(RCP) (UK); FCFPC; FRCP(Edin)

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 Lo Sau Mui

BScSc 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 Tam King Leung

MHKIE; FHKICM; MCCES; RPE

The Court

As at November 15, 2013

Membership Category

1. Chancellor
Pro-Chancellor
Vice-Chancellor
Deputy Vice-Chancellor
Pro-Vice-Chancellors
- Treasurer
2. Life Members of Court
3. Members of the Council
 - (a) Chairman
Six persons, not being students or employees of the University, appointed by the Chancellor
 - (b) Six persons, not being students or employees of the University, appointed by the Council
 - (c) Two persons, not being students or employees of the University, elected by the Court
 - (d) Vice-Chancellor
 - (e) Treasurer
 - (f) Four full-time teachers elected in accordance with regulations
 - (g) One full-time employee of the University, not being a teacher, elected in accordance with regulations
 - (h) One full-time undergraduate student elected in accordance with regulations
 - (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

Member

Dr the Hon. Leung Chun Ying
Dr the Hon. David K.P. Li
Professor Lap-Chee Tsui
Professor R.T.H. Chin
Professor S.P. Chow
Professor P.K.H. Tam
Professor A.B.M. Tsui
Dr Paul M.Y. Chow

Dr the Hon. Victor K.K. Fung
Dr Rayson L. Huang
Dr the Hon. Sir T.L. Yang

Dr the Hon. Leong Che Hung

Mr Lester G. Huang
Mr Benjamin P.C. Hung
Ms Leonie M.F. Ki
Mrs Ayesha M. Lau
Mrs Margaret M.Y. Leung Ko
The Hon. Martin C.K. Liao

Professor Edward K.Y. Chen
Dr Christopher W.C. Cheng
The Hon. Abraham L.H. Shek
Mr Wong Kai Man
Dr Peter K.K. Wong
.....

Mr Man Cheuk Fei
Dr Rosanna Y.M. Wong

Dr K.C. Cheung
Professor S. Kwok
Professor F.C.C. Leung
Professor K.Y. Yuen

Mr K.Y. Ng

Mr Laurence Y.L. Tang

Ms Yu Miaomiao

Membership Category

- (d) Dean of each Faculty
 - (e) Chairman of each Board of the Faculty
 - (f) Twelve elected Professors
 - (g) Six elected teachers, not being Professors
 - (h) Director of the School of Professional and Continuing Education
 - (i) Dean of the Graduate School
 - (j) Librarian
 - (k) Dean of Student Affairs
 - (l) Three elected full-time students (at least one UG and one PG)
5. Registrar

Member

Professor C.J. Webster (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 G.M. Leung (Medicine)
Professor S. Kwok (Science)
Professor J.P. Burns (Social Sciences)

Mr J.F. Carlow (Architecture)
Professor D.W.F. Kerr (Arts)
Professor W.C. Suen (Business and Economics)
Professor E.F. Corbet (Dentistry)
Professor F.K.S. Leung (Education)
Dr K.C. Cheung (Engineering)
Professor R.M. Wilkinson (Law)
Professor G.W.K. Tang (Medicine)
Professor K.M. Tsang (Science)
Professor K.A. Laidler (Social Sciences)

Professor D.W. Arner
Professor D.T.M. Chan
Professor P.Y.K. Chau
Professor K.S.E. Cheah
Professor K.S. Cheng
Professor L.K. Cheung
Professor D. Dudgeon
Professor Y.L. Lau
Professor L.D. Qiu
Professor H. Sun
Professor R. Yang
Professor A.G.O. Yeh

Dr R.Y.T. Kao
Dr F.C.C. Ling
Dr J.P. Matinlinna
Dr P.L.H. Yu
.....
.....

Professor C.F. Lee

Professor P.K.H. Tam

Mr P.E. Sidorko

Dr A.W.L. Chau

Mr Jack K.T. Lee
Miss Wong Yee Man
.....

Mr H.W.K. Wai

Membership Category

6. Chairman of Convocation
Deputy Chairman of Convocation
Clerk of Convocation
7. Five persons elected by the Members of the Legislative Council from among their own number
8. Twelve members elected from among its number by the Standing Committee of Convocation
9. Five Members elected by the Court
10. Three Members elected by the Grant Schools Council
11. Three Members elected by the H.K. Subsidised Secondary Schools Council
12. Not more than twenty members, not being already included in any of the foregoing classes, appointed by the Chancellor

Member

Mr Choi Sau Yuk
Mr Andrew H.K. Fung
Mrs Mona C.F. Tam Cheung

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

Mr Chan Ka Chin
Mr Ian W.N. Chu
Dr Wilton W.T. Fok
Mr Peter P.M. Kwan
Mr Alex C.H. Lai
Dr David K.Y. Lee
Professor Lee Kin Hung
Mrs Mabel M.B. Lee Wong
Dr Evelyn Y.F. Man
Dr Victor H. Ng
Ms Vivien W.Y. Pau
Mr Tai Keen Man

Ms Wendy K.S. Gan
Professor Lo King Man
Mr David T.Y. Mong
Professor Richard Y.H. Yu
Mr George K.H. Yuen

Brother Steve Hogan
Dr John R. Kennard
Mrs Ruth Y.Y. Lee

Mr Lam Yat Fung
Mr Liu Ah Chuen
Ms Halina S.H. Poon

Dr Chan Kow Tak
Mr Adrian C.K. Cheng
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
Dr Joseph C.T. Lee
Mr Philip K.F. Lee
Dr Leung Wing Tai
Mr Kennedy T.Y. Liu
Ms Beatrice Y.M. Mok
Mr Blair C. Pickerell
Mr Stanley K. Pong
Mr Herbert H.K. Tsoi
Mr David Y.K. Wong
Mr Joseph C.C. Wong
Ms Priscilla P.S. Wong
Mr Michael W.K. Wu

The Review 2013 is published by The University of Hong Kong.

The Review serves as the Vice-Chancellor's annual academic report, providing a glimpse of the University's developments during the year.

Editorial Team

Editor:	Henry Wai, Registrar
Chief Editor:	Katherine Ma, Director of Communications
Managing Editor:	Teri Fittell
Writer:	Kathy Griffin
Design and Production:	Axent Communications
Photographer:	Philipp Englehorn

Contribution and Feedback

With special thanks to faculties, departments, staff and students who contributed their time and their photographs to *The Review 2013*.

While our publication is printed on environmentally friendly paper, we urge you to share your copy with friends and colleagues to help reduce our carbon footprint. Alternatively, you may like to read *The Review* online at www.hku.hk/publications/review.html

Further information about *The Review*, or the University, may be obtained from the Communications and Public Affairs Office at cpao@hku.hk.

