



THE UNIVERSITY OF HONG KONG



THE  
REVIEW  
2015



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## HKU's Year in the Spotlight

The University has had an extraordinary year of both exciting achievement and intense public and media interest at home and abroad. We have continued to receive welcome recognition of the excellence of our academic work. Outstanding students from Hong Kong, the region and the world voted with their feet and continued to come to HKU. We were the largest recipient of government research funding for the 14<sup>th</sup> straight year. We continued to attract world-leading institutions as partners, such as the Karolinska Institutet. We attracted more than 1,200 leading and aspiring entrepreneurs to the launch of our DreamCatchers initiative to drive innovation at HKU. All of this speaks volumes of the hard work and high calibre of our staff and students, and the strength of our collective commitment to being a world-class university.

Our biggest challenge has become one that many other institutions would relish: how do we make a great university even greater? HKU has outstanding people, resources, facilities and capabilities, but there is always room to improve, particularly if we keep raising the bar higher. In 2014–15, we started to solidify our goals for the future and to conceive where that bar should be.

### TEACHING AND LEARNING

One major vote of confidence in the University in 2015 came from the very high quality of undergraduate applicants to HKU. The admissions results were spectacular. Some 58 per cent of the 689 students in the top-scoring category for the Hong Kong DSE chose to come here, including all 12 students who achieved perfect scores, 82 per cent of those who wanted to study medicine and an incredible 98 per cent (102/104) of those who wanted to study law. We also attracted the top scorers (*zhuang-yuan*) of cities, counties and provinces in Mainland China, and top scorers in other systems, such as the IB and A-levels. The fierce competition to attend HKU is a clear signal that we are developing a global reputation for the high quality of our educational offerings.

There is no room for complacency, however. In late 2015 we underwent an inspection by the Quality Assurance Council, which provided us with a timely opportunity to look long and hard at our teaching, assessment and quality improvement processes. We are doing many interesting things of which we can be proud, but of course, we want to do better. Our Academic Development Plan for the 2016–19 triennium aims to capitalise on our strengths and take us to new heights. One bold goal is to ensure every student has the opportunity for a learning experience in both Mainland China and overseas by 2022 (building from 50 per cent by 2019). The future of our graduates, and indeed Hong Kong, will depend in part on their ability to engage with people across cultures and countries, and we view it as our responsibility to prepare them for that.



## RESEARCH

Another confidence boost came from the Thomson Reuters 'Highly Cited Researchers' 2015 table. Nine HKU scholars are among the most highly-cited in their fields in the world, compared with no more than three at any other Hong Kong higher education institution. Although the ranking focuses on science, medicine and engineering, it is a useful illustration of the excellence of our academic staff. Another tangible example is that HKU researchers again secured the highest amount (\$150.19 million this year) of government-backed General Research Fund grants, as we have done every year since 2002.

We also received the results of the 2014 Research Assessment Exercise and I was pleased to see that our strongest performers covered a breadth of disciplines (such as chemistry and visual arts) as befits a comprehensive university. Some 51 per cent of HKU research was ranked internationally excellent or world-leading, a figure that is a source of pride but also tells us we could do much better. Moving forward, we will seek ways to improve the quality (over quantity) of our research, develop our strengths further and support and encourage our researchers.

Another measure of our research quality is the quality of our partners. Individual faculties, departments and scholars have collaborations with many of the best universities in the world and I hope to see more of this. We also have institutional-level collaborations, including the new partnership with the Karolinska Institutet, which chose Hong Kong as the site of its first physical presence outside Sweden, and in which HKU plays a major part. This reflects the world-class quality of our scholars and also our importance as a bridge to China, which I will discuss further below. We will continue to welcome and pursue such international collaborations.

## IMPACT IN THE COMMUNITY

Our ultimate goal is to achieve the greatest societal benefits from our teaching and research, and in this respect HKU has been a leader in Hong Kong. We have been building capacity and developing strategies that take our know-how from the campus to the community through technology transfer, entrepreneurship and knowledge exchange.

In 2014–15 we made an important strategic shift to bring technology transfer under the management of the Knowledge Exchange Office, rather than being left in its own compartment. Technology transfer matters to our broader goal of making an impact in the community. The restructuring coincided with a sharp increase in the commercialisation of our research and the launch of HKU start-ups. Indeed, technology transfer is a driver for entrepreneurship, which we are especially keen to encourage.

In May 2015, our DreamCatchers programme was launched at an event that attracted 1,200 participants, including prominent entrepreneurs from Hong Kong and China. The aim is to inspire and nurture entrepreneurship among our scholars, students and alumni. We want to light a spark in our graduates in particular. For nine consecutive years, our graduates have achieved full employment; we want to encourage them to think outside the box and consider alternative careers. They may well say, with jobs waiting on the doorstep, what motivation is there to take risks and be entrepreneurial? In fact, that is precisely what HKU and Hong Kong need, and it is our responsibility to facilitate that.



### Town and Gown Connection

*"The opening of the HKU Mass Transit Railway station at the end of 2014 was important to us for practical and symbolic reasons. It allows us to have a different mindset about the geography of our operations. It also connects us more firmly to the Hong Kong community. More people can, and are, coming to our campus to see the great things we are doing," Peter Mathieson.*

## MAINLAND AND INTERNATIONAL COLLABORATION

HKU has regional and global relationships, responsibilities and aspirations. A central part of my mission is to enhance HKU's visibility on the world stage, including promoting our unique status as the only English-language comprehensive university in China. The leaders of a number of the world's best universities have indicated to me that they see a partnership with HKU as strategically important. Our deep connections with and knowledge about the Mainland have become a unique selling point that works both ways: we are the bridge into and out of China. An example is our arrangement with Cambridge University to interview Mainland candidates for its engineering programme. This small gesture represents an investment in our relationship with Cambridge and also with these students, who may elect to do their second or third degree at HKU. The results so far are spectacular with 100 per cent of these students achieving 1<sup>st</sup> class honours at Cambridge.





We have also developed strategic, bilateral partnerships with other high-quality universities, including 18 joint degree arrangements with institutions such as University College London, the University of Southern California and Sciences Po in France. Our 2022 target to provide students with opportunities all over the world, including the Mainland, will further our aim of being a university that is not only world-class, but has a global vision.

### ACADEMIC FREEDOM AND INSTITUTIONAL AUTONOMY

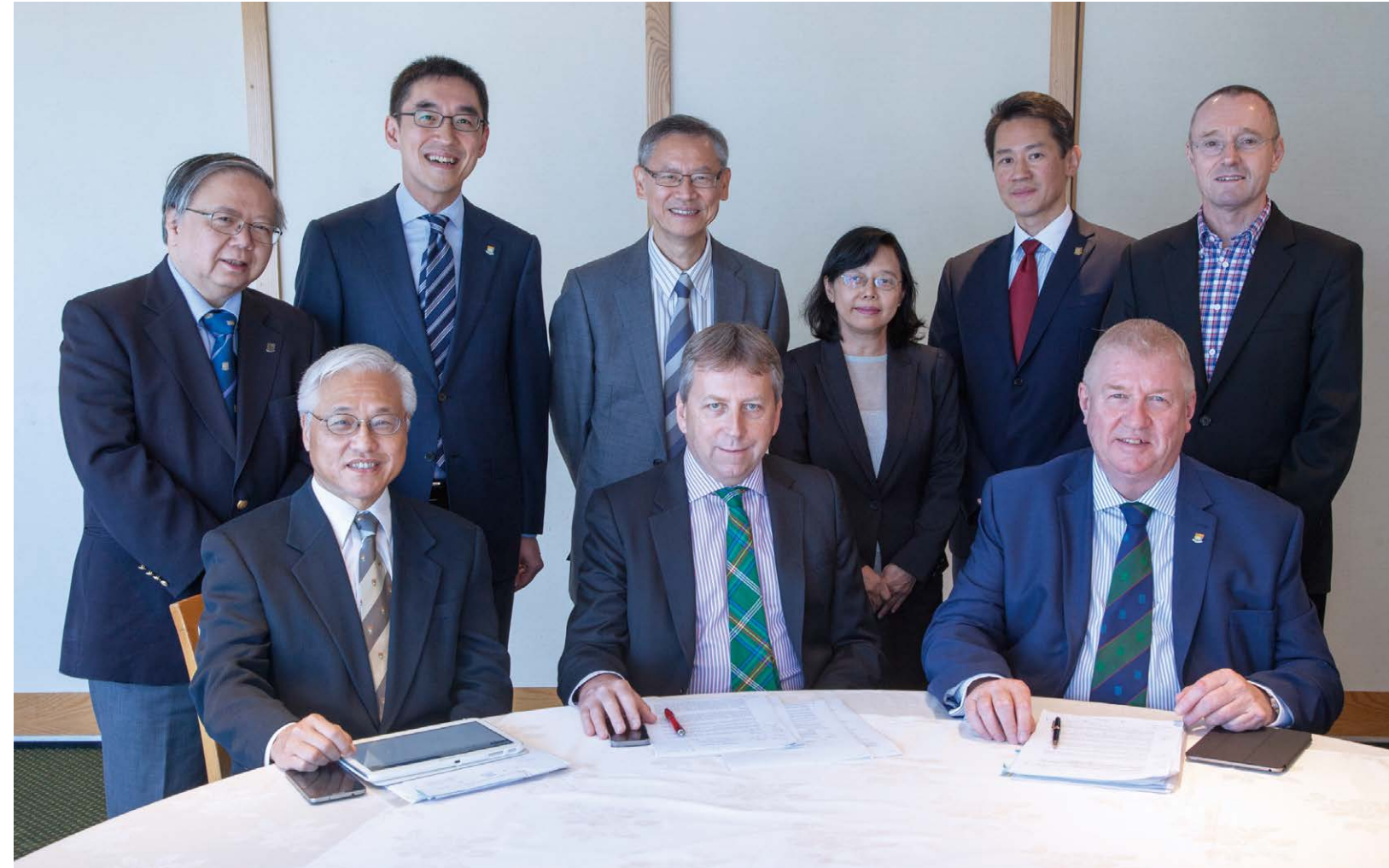
The fantastic achievements of the past year have been somewhat overshadowed in the public eye by events relating to the University's governance. I would like to briefly highlight two important points that have been raised. Academic freedom remains sacred at HKU and it is as sound as ever. However, our institutional autonomy has been tested, much

as it is tested in any publicly-funded institution from time to time. We should take it as a compliment that students, staff, alumni, funding bodies, politicians, the media and others all have an interest in the University and want to influence its governance.

The job of the Senior Management Team is to take these views into account and come up with policies and decisions that are in the University's best interests. My team has welcomed new members over the past year and collectively, we have a massive amount of experience in different countries, sectors and subjects. We are extremely well-placed to reach judgments and derive policies and practices that will serve the University of Hong Kong very well.

The complications of the past year aside, HKU has continued to develop foundations for a bright future. There is excellent work being done here and it is valued in the world. This is precisely the time to aim higher and think bigger. I see great things happening at HKU, and even greater things to come.

**Professor Peter Mathieson**  
President and Vice-Chancellor  
December 2015



### THE HKU SENIOR MANAGEMENT TEAM

**Seated (from left):**

- Professor Paul Tam, Provost and Deputy Vice-Chancellor
- Professor Peter Mathieson, President and Vice-Chancellor
- Dr Steven Cannon, Executive Vice-President (Administration and Finance)

**Standing (from left):**

- Mr Henry Wai, Registrar
- Mr Douglas So, Vice-President and Pro-Vice-Chancellor (Institutional Advancement)
- Professor Andy Hor, Vice-President and Pro-Vice-Chancellor (Research)
- Ms Sara Lo, Director of Finance
- Professor John Kao, Vice-President and Pro-Vice-Chancellor (Global)
- Professor Ian Holliday, Vice-President and Pro-Vice-Chancellor (Teaching and Learning)





# THE YEAR IN BRIEF

TEACHING AND LEARNING  
RESEARCH  
KNOWLEDGE EXCHANGE



# TEACHING AND LEARNING

Teaching and learning have been the focus of much change and innovation at HKU. The introduction of the four-year undergraduate curriculum in 2012 (from three years previously) provided an unprecedented opportunity to re-think and re-imagine how our students can best be equipped to meet the demands of the 21<sup>st</sup> century. The ink is not yet dry on these reforms – the first intake will not graduate until next year – but in 2015 we have started laying out plans for the next stage in our aspiration to provide a world-class, world-leading university education.

The four-year curriculum is the foundation of our ambitions. The additional year has enabled us to expand students' horizons, critical thinking and leadership capabilities, while still demanding excellence in their work. We provide all students with experiential and service learning, cross-disciplinary learning through the innovative Common Core programme, and language training and refinement (most students speak at least two or three languages). We also encourage student-initiated learning through increased undergraduate research opportunities and financial and logistical support for student-led projects in the community.

Our success can be measured by the fact that HKU continues to attract the best and brightest students in Hong Kong and from abroad, as the figures for 2015 show (see pages 12–13). Employers continue to value HKU graduates highly – every year since 2006, nearly 100 per cent of graduates have ended up employed or in full-time study. Teaching quality has received positive feedback from both students (scoring more than 75 per cent in student evaluations) and the University Grants Council (UGC), which in 2015 honoured an HKU teacher with its Teaching Award for the fourth time since the award was launched in 2011.





With all that groundwork laid, it is now time to carry our achievements forward. In 2015, two exercises helped us to identify our strengths and our goals. A detailed reflection of our teaching and assessment processes was undertaken in preparation for an audit by the Quality Assurance Council in late 2015, which has given us a complete picture of teaching and learning in all corners of the University.

We also completed our triennial Academic Development Proposal (ADP) for the UGC, covering 2016–19, and used it to announce three strategic themes that will extend to all areas of the University's work: internationalisation, innovation and impact. We have set goals under each theme and one of the most ambitious and talked-about is to offer 50 per cent of undergraduate students learning opportunities in both Mainland China and overseas by 2019, and 100 per cent by 2022. This unique initiative aims to broaden students' global and cultural perspectives, and deepen their understanding of China. We also plan to devote more effort and resources to support entrepreneurial activities by students (and staff), and to further embed social responsibility into our curriculum.

Taken together, our curriculum can be seen as the vehicle and the ADP the path that will steer our students towards our ultimate mission of developing globally-minded citizens, innovators and leaders, who will make a positive impact in the world and contribute to social progress.



**Teaching Excellence Honoured**

*Dr Michael Botelho of the Faculty of Dentistry is the most recent HKU recipient of the prestigious University Grants Council Teaching Award. This is the fourth time an HKU teacher has been honoured since the award was launched in 2011. The University also recognises quality teaching internally through the annual Teaching Excellence Award Scheme.*

**100%**  
**of top-scoring students**  
☞ All 12 students who scored 5\*\* on HKDSE chose HKU

**13:1**  
**applications for every undergraduate place**  
☞ And 31 applications for every successful Mainland China applicant

**20%**  
**non-local, high-quality intake**  
☞ Including 22 *zhuang-yuan* (top-scoring) students from Mainland China; 9 students scoring full 45 marks in the IB; and 17 students scoring 5 A\* or better in GCE 'A' Levels  
☞ 595 non-local students in total admitted, representing 24 nationalities

**18**  
**joint or double degrees with international partners**  
☞ Doubling to 36 by 2019, including both postgraduate and undergraduate degrees. Examples of partners include Imperial College, Fudan University, King's College London, University of British Columbia and University of Pennsylvania

**50%→100%**  
**target for opportunities outside Hong Kong**  
☞ 50% of undergraduates to have opportunity for learning experiences in both Mainland China and overseas by 2019, rising to 100% by 2022  
☞ Similar targets set for research postgraduate students in either setting

**9**  
**consecutive years of full employment**  
☞ 79.1% of graduates of full-time programmes employed while 18.8% pursued further study (for 2014, the most recent figures available)





# RESEARCH



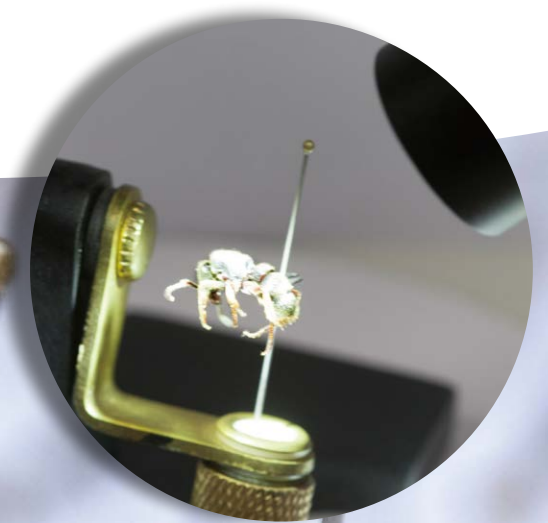
Research at HKU is on a roll. In 2015, for the 14<sup>th</sup> consecutive year, we secured the highest level of funding under the government's General Research Fund. Nine of our staff were recognised as being at the very top of their fields across the world and many others were honoured in different ways. This outward success is the culmination of our fervent effort to keep research relevant, support and train up new talent, and identify future directions.

On keeping research relevant, the University promotes cross-disciplinary research and collaborations, which are increasingly important in new discoveries. We provide seed funding for 16 strategic (and cross-disciplinary) research areas

and five emerging themes, several of which have nurtured major funded projects under the government's Areas of Excellence Scheme and Theme-based Research Scheme (including one awarded in 2015, see page 33). Our scholars are also undertaking more research collaborations with non-local institutions, including 847 active such projects in 2013–14, the most recent year for figures. The quality of HKU as a research partner was recognised in January 2015 when the renowned Karolinska Institutet chose HKU as a major collaborator.

Engagement with Mainland China is also important for the University to be part of and contribute to the fast-growing research eco-system and communities there. In late 2014 our Zhejiang Institute of Research and Innovation (ZIRI) was opened, giving HKU a strong research presence in China. The University has also been applying its modern clinical expertise and management know-how to help run the HKU-Shenzhen Hospital, which in turn offers tremendous research and education opportunities for HKU staff and students. The hospital has received well over 1.2 million visitors since opening in 2012 and in September 2015 the *Wall Street Journal* called it "perhaps China's most dramatic experiment" in healthcare reform.

The University is building up a critical mass of fresh talent through its research postgraduate programmes. We admitted more than 2,900 RPg students in 2015, nearly 15 per cent from outside Greater China, a ratio we intend to increase. These students receive training in transferrable, non-academic skills and research integrity and ethics (of which HKU is a regional leader). They also have opportunities to conduct research outside Hong Kong, including joint PhD supervision arrangements with Imperial College, King's College London and the University of Toronto. In future, the University will provide enhanced entrepreneurship training and opportunities to enable both students and staff to take more of our new discoveries out into the community.



The School of Biological Sciences has developed the world's first ant database, showing the global distribution of the world's 15,000 species of ant (see page 32).



The latter initiative touches on an important research goal for HKU, and that is impact. The quality of much of HKU's research is very good: in the Research Grants Council's 2014 Research Assessment Exercise, more than half of our research was deemed world-leading or internationally-excellent. The strongest performers included chemistry, visual arts, earth sciences, biomedical engineering, linguistics, history, psychology and pre-clinical sciences. The results will feed into our strategic planning, which will focus on quality over quantity, as well as impact. This will not only make our work better, it will help us to make ever more meaningful contributions towards the betterment of society.



**New Partnership with Karolinska**

The Karolinska Institutet, a world-renowned medical university famed also for selecting the Nobel Prize in Physiology and Medicine each year, established its first physical presence outside Sweden in 2015 with HKU as its partner. The Dr Li Dak-Sum Research Centre in Hong Kong will promote collaboration on stem cell biology and regenerative medicine and help to develop a regional stem cell hub for China and Asia. It was made possible by a \$100 million donation by Dr Li Dak-sum.



**ZIRI Opens**

The Zhejiang Institute for Research and Innovation (ZIRI) opened in December 2014, giving HKU a major base for extending its research infrastructure in China's Yangtze River Delta region. The 330,000-square-foot facility has three world-class laboratories for aerodynamics and acoustics, nanofluids and thermal engineering, and industrial Internet research, and there are plans to add more. ZIRI is supported by the local and provincial governments. HKU also established the smaller Shenzhen Institute of Research and Innovation (SIRI) in 2011, focused on the Pearl River Delta region.

**14 years running**

HKU received the highest funding allocation under the General Research Fund for the 14<sup>th</sup> straight year in 2015 – a total \$150.19 million for 215 projects

**2,900+ RPg students**

Enrolment of research postgraduate students has risen by more than 7.4% since 2010  
14% of RPg students are from outside Greater China

**9 scholars at the top**

Thomson Reuters named 9 HKU scholars among the world's most 'Highly Cited Researchers 2015', up from 5 in 2014. The 9 were: Dr Chan Kwok-hung and Professor Yuen Kwok-yung in the Department of Microbiology; Professor Guan Yi, Professor Malik Peiris and Dr Leo Poon Lit-man in the School of Public Health; Professor James Lam in the Department of Mechanical Engineering; Professor Nagendra Shah in the School of Biological Sciences; and Professor Sun Min and Professor Zhao Guochun in the Department of Earth Sciences

**Leader in 10+8 major projects**

HKU scholars are project co-ordinators for 10 of 23 Theme-based Research Scheme projects (and members of 9 other TRS projects), and 8 of 18 Areas of Excellence (and members of 6 other AoEs)

**6 Croucher Fellowships**

HKU received 6 of the 10 innovation and research fellowship awards granted by the Croucher Foundation in 2014 and 2015 to support and recognise exceptionally talented scientists. The recipients included Professor Benjamin Cowling in the School of Public Health; Professor Khoo Ui Soon in the Department of Pathology; Dr Stephanie Ma Kwai-ye and Professor Zhou Zhongjun in the School of Biomedical Science; Professor Patrick Woo in the Department of Microbiology; and Dr Zhang Shizhong in the Department of Physics

**847 non-local projects**

Active research collaborations with non-local institutions rose from 746 in 2009–10 to 847 in 2013–14, the most recent year for figures



## KNOWLEDGE EXCHANGE

HKU produces excellent research in a wide variety of fields and has many talented and accomplished staff and students. By these factors alone, it can make many meaningful contributions to society. But the journey from the campus to the community is not always a given. Our researchers and students need support, guidance and training to develop their capacity and maximise the impact of their work. This is where University policies and investment can make a difference.

HKU regards knowledge exchange (KE) as the engine of impact. We have placed it alongside teaching and research as one of the key areas of the University's work. In 2014-15, we strengthened our institutional and capacity-building support for research translation by bringing technology transfer firmly under the KE umbrella.

HKU has been commercialising its research since 1994 through its business arm, Versitech Ltd. The Technology Transfer Office (TTO) was established in 2006 to provide structured services and support for invention disclosures and intellectual property management. These activities should operate as a subset of KE, but were sometimes seen to be isolated from it. Now, since January 2015, the TTO has been brought under the KE Office to reaffirm that technology transfer is a core function of HKU's KE mission.

The re-organisation has coincided with a ramping up of our technology transfer activities. Earnings from commercialising our intellectual property grew six-fold in 2014-15 over the previous year, to \$21 million. We also launched a fund for start-ups, called TSSSU@HKU (Technology Start-up Support Scheme for Universities at HKU), that is supported by the Government's Innovation and Technology Commission. By autumn 2015, 11 HKU start-ups had been awarded funding.

To develop the entrepreneurial capacity of staff, students and alumni, we launched the DreamCatchers series in May 2015, which attracted more than 1,000 alumni, staff, students and friends of HKU to its kick-off event. Our Entrepreneurship Academy also provides postgraduate students and research staff with training and networking opportunities to develop new ideas and research findings into a business, and in 2015 it admitted undergraduate students for the first time. Over the past three years, more than 400 students and research staff have participated in its sessions.



A group of Boy Scouts are given a tour of HKU's Stephen Hui Geological Museum by Dr Petra Bach (in white top), the museum's curator and lecturer in Earth Sciences.



Technology transfer and entrepreneurship are by no means the whole picture of KE at HKU. The University strongly supports projects whereby staff and students apply their expertise and research to benefit a whole range of people and organisations in the community. The Impact Project Funding Scheme supported 62 projects by staff in 2014–15 on such diverse topics as a web resource for interpreting, public education on rare bone diseases, and a self-help manual for end-of-life care. We also ran impact workshops with overseas universities that are experienced in translating research into impact, including Leeds University, Imperial College, the University of Sydney and the University of Reading.

Impact is one of three critical missions in HKU's Academic Development Plan for 2016–19 (alongside internationalisation and innovation). Our 2014–15 efforts have laid the groundwork and direction. We plan to invigorate entrepreneurship at HKU and enhance the commercialisation of our research. We will also continue to seek new avenues for engaging with the community and ensuring that the full benefits of our research and expertise are realised.



### DreamCatchers Spins its Magic

HKU aims to inspire and nurture innovation and entrepreneurship through DreamCatchers, a new series of initiatives for staff, students, alumni and friends of the University. More than 1,200 delegates attended the DreamCatchers launch in May 2015 which featured 67 speakers, many of them entrepreneurs, including Pony Ma, the Founder, Chairman and CEO of Tencent. Future activities will include forums, mixers, events, courses, training, marketplaces, co-workspaces, funding programmes and an Innovation Commons.

One of the attendees was Ailin Iwan (pictured above with her husband Kenneth), a PhD candidate in the Faculty of Education who previously ran her own company for a year before it closed down. "At the first session the speakers talked about what they did when they were 28. When I was 28, my company went bankrupt and I felt like I was a failure. Yet the speakers and audience members talked a lot about learning from failures. I felt emotional relief because I realised at that moment that many other people failed in business and got back up again. The difference between those who succeed and those who don't may only be the difference between those who are willing to try again and those who aren't." She now plans to set up a non-profit organisation with her husband and a friend. "It may not be as fancy as a start-up or aiming to make a lot of money, but I believe we still need some entrepreneurial spirit to start something out of nothing," she said.

## 70.5 daily news items

✦ A media impact study co-ordinated by the Communications and Public Affairs Office in 2014–15 found on average 70.5 KE-related news items on HKU each day

## \$21 million

✦ Earnings from the commercialisation of HKU's intellectual property were 6 times higher in 2014–15 than the previous year

## 62 KE projects funded

✦ The Impact Project Funding Scheme received 83 proposals, up from 66 in 2013–14 when 44 projects were supported  
✦ Another 39 projects were supported under the Student KE Project Grant Scheme, which is now administered under the Service 100 Fund of the Centre of Development and Resources for Students

## 2.3 million view counts

✦ The HKU Scholars Hub, a searchable engine for discovering research and experts at HKU, has seen view counts of its HKU Researcher Pages rise rapidly, from 1.3 million in 2013–14 to 2.3 million in 2014–15

## 887 contract research projects

✦ The number of active projects has increased in recent years, from 744 in 2011–12 to 887 by 2014–15

## 11 start-ups

✦ The new TSSSU@HKU funding scheme received 55 applications and selected 11, 5 of which are commercialising HKU technologies (see also page 18)







# SEEDING THE FUTURE

Internationalisation, innovation and impact are the University's key strategic themes for the coming years – areas in which we have been building strong momentum, as the examples on the following pages illustrate.



# INTERNATIONALISATION



The University believes wholeheartedly in the importance of an international ethos to learning and discovery. We encourage students to look beyond Hong Kong for exchange, experiential and service learning, and research opportunities, and by 2022 we will be providing virtually every undergraduate and research postgraduate student with the chance to undertake such placements. We also actively encourage our academic staff to collaborate with partners in Mainland China and the rest of the world.

## DENTAL MISSION IN AFRICA



An intensive two-week trip to Uganda by dental professionals and students brought their expertise to a population that, in some places, had never seen a toothbrush.

Professor Gary Cheung Shun-pan (above, kneeling in green gown) and Year 5 students Michelle Cheung Wing-yin and Jonathan Wah Yat-shing (back row, second right and far right, respectively) of the Faculty of Dentistry were part of a 40-strong team that included about a dozen local dentists as well as nurses and volunteers to carry out building works in the communities they visited.

The trip was organised by Watoto Asia in late July and involved examining and treating nearly 800 patients in the capital Kampala and in the village Gulu, which was reached via an eight-hour road trip. They brought their own supplies and equipment, including portable dental chairs, and worked under very difficult conditions.

"The clinic in the village did not have air-conditioning and there were flies and mosquitoes all around," Michelle said. "There was no

autoclave machine for disinfection and we had to set up everything ourselves. We also had to be creative – we tried building our own surgical suction tube. This made us realise how lucky we are to be working in Hong Kong in a very clean environment."

The students were tasked with assisting the dentists and giving a presentation on oral health education to the local people. They also participated in activities to support HIV-positive mothers.

Jonathan said the trip was beneficial in many ways: they were able to learn about a new culture and the oral hygiene habits of its people, to apply their learning, and to learn from experienced dentists. "The locals believed more than we did that what we were doing was meaningful and important. At home, dentists are generally not so highly-appreciated by patients," he said.

Professor Cheung said he hoped to take more students to Uganda in future. "This was quite a meaningful trip for the students and for myself, and I hope we can repeat it."





## ON THE GROUND IN MYANMAR

Debby Chan (pictured, in blue), a third-year PhD student in the Department of Politics and Public Administration, has made three month-long research trips to Myanmar this year to get information that otherwise would remain buried in the country.

Her topic is social opposition to Chinese investment in Myanmar. Since most cases before 2012 were not reported in the media due to the strict censorship ordered by the ruling military junta, the only way to get information has been to go directly to eyewitnesses and participants.

Ms Chan has interviewed dozens of villagers and activists, including former political prisoners, to get an accurate understanding of the strengths of the social movement in Myanmar and the events that went unreported. In so doing, she has had to work around both technological constraints (telecommunications networks are underdeveloped and email is not used much) and a different work culture.

“Setting up appointments is quite difficult because nothing can really be confirmed. People will say ‘call me when you arrive’ or ‘let’s

confirm next week’, but they may never return my calls,” she said.

“One time I travelled to a village and there was no mobile phone signal at all. I immediately comprehended the difficulties for villagers in communicating with each other and reaching out to journalists or civil society groups in cities.”

Her perseverance in contacting people is paying off, however, and she has been amazed by their openness in sharing their political views. “People seem to have totally forgotten their fear under the dictatorship,” she said.

They give Ms Chan a particularly warm response when learning she is from Hong Kong. “They are enthusiastic to show their support for the Umbrella Movement – they see it as an inspiration for them,” she said.



## WORLD-WIDE WORK EXPERIENCE



HKU secures internship opportunities for students in Hong Kong and, increasingly, in Mainland China and beyond. Not only do they get to apply their learning in the working world, they also broaden their cultural exposure, as two Business students recently found.

Bonnie Ng Yu-tung (above left), a fourth-year BBA(IS) student, wanted two things from her internship: exposure in Mainland China where there is rapid technological development, and experience working with a multinational corporation, having previously interned

with NGOs and a start-up. She spent the summer working as a software engineer intern in the Shanghai offices of EMC Corporation where, among other things, she developed an app and produced a video for the company.

“This was a precious opportunity for me to gain practical working experience in a multinational ICT corporation and to gain exposure to Shanghai culture. I also met representatives from different companies and expanded my network. I wouldn’t have had this chance in Hong Kong,” she said.

Tracy Ho Chui-sze (pictured with Bonnie), a fourth-year BBA(Law) student, spent the summer of 2015 as a trainee at the Australia and New Zealand Banking Group Ltd in Perth. She was rotated around different departments where she got a chance to apply her skills, gain exposure to Australia’s banking industry and witness first-hand a work culture that emphasises greater work-life balance than is usually seen in Hong Kong.

“The most important thing I learned is that as an intern, we should be proactive about our learning. The more you ask your supervisors and colleagues, the more you will learn,” she said.

## BREAKING DOWN BARRIERS OF LANGUAGE, CULTURE AND PERSONAL BELIEF



An opportunity to go to Russia to develop social advocacy skills not only inspired Law student Eriko Lau Kin-ling (pictured, in blue jacket) to return to the country, but to study its controversial anti-gay propaganda laws in-depth and interview those affected by it.

Eriko first went to Russia in 2013 under HKU’s Intensified Learning Opportunity Programme and came home determined to return. After seeing international coverage of the country’s anti-gay propaganda law just before the 2014 Winter Olympics, she contacted people in Russia’s LGBT community and decided to undertake research on this controversial legislation.

In summer 2014, through the Undergraduate Research Fellowship Programme, she travelled to Moscow and St Petersburg to conduct interviews with LGBT activists and individuals, representatives of the Russian Orthodox church, the founder of the Moscow Gay Pride parade, and law professors at her host university, the Higher School of Economics. Her final project, submitted in May 2015, grappled with both the social and legal repercussions of the law.

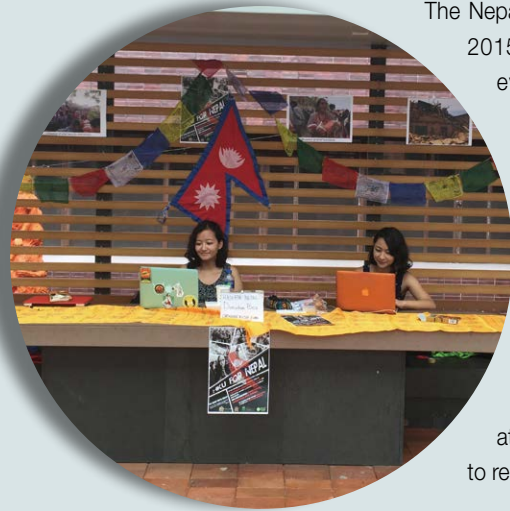
“This was my first time to conduct research like this – stepping away from campus and even Hong Kong, entering a foreign community and integrating my knowledge with a real-life situation,” she said.

“I learned that it was important to enter the field to understand issues because the truth can be tainted by politics. I learned to combine the information I got, which was mainly from the interviews, with theories from books and journals to give more persuasive arguments.

“And personally, I learned to be more open-minded to different cultures and to people who are different. My own religious belief sometimes conflicted with that of the interviewees but I learned to respect others and reflect on my belief and my own stance towards this law. The conversations I had changed a lot of my thoughts towards LGBT issues.” Eriko graduated in 2015 and hopes to be able to return to Russia in future to work.



## HELP FOR A STRICKEN LAND



The Nepal earthquake in April 2015 was a devastating event for the country and heart-wrenching for its nationals at HKU. But in its wake, different student groups at HKU have been inspired to join forces for a long-term project aimed at helping a community to recover.

The HKU Students' Union, Postgraduate Students Association and Nepalese students met shortly after the earthquake at a gathering organised by the Centre of Development and Resources for Students (CEDARS). They decided to raise funds and jointly identify a meaningful way to contribute to the country's rebuilding.

Arya Awale (above right), an MPhil student in the Department of Psychology, is a member of the group. "As a Nepalese away from home, the news of the earthquake left me feeling pained and powerless. I wanted desperately to help the situation back home but was unsure how. CEDARS' effort to bring HKU's Nepalese students together allowed us to gain support from each other and brainstorm ideas," she said.

They organised a donation drive and set up boxes around campus, raising enough to make a donation to Oxfam for emergency relief, plus about \$40,000 for longer-term work. "All too often after a disaster strikes, a lot of money gets poured into immediate relief work. However, recovery takes years. Therefore, we wanted to think in the long term," she said.

With support from Dr Albert Ko, the Director of the Gallant Ho Experiential Learning Centre who has extensive field experience in under-developed and disaster-stricken countries, they have identified a Nepal-based NGO to partner with and are building a multi-purpose community centre at one of the affected villages. The work will be carried out in early 2016. "We are also thinking about potentially using the community centre for future projects involving HKU students, such as teaching programmes," Arya said.

**HKU FOR NEPAL**

We are collecting funds for Nepal earthquake victims at **UNIVERSITY STREET (11:00-16:30)** for **IMMEDIATE RELIEF & FUTURE DEVELOPMENT PROJECTS!**  
Other collection points: **UNION FOYER & RESIDENTIAL HALL LOBBIES**

For questions please visit our booth at E-street or email us at [hkuformnepal@gmail.com](mailto:hkuformnepal@gmail.com)

**WE NEED YOUR HELP!**  
NO ACT OF KINDNESS, NO MATTER HOW SMALL, IS EVER WASTED. - Aesop

Logos for HKU PGSA, CEDARS, and Oxfam are visible at the bottom.

## THE SPECTACULAR VISION OF COLLIDING GALAXIES



An HKU collaboration with UK, Australian and South African scientists, carried out in Australia with outer space as the target, has yielded a rare and exciting result: the sighting of two galaxies colliding in the murk behind the Milky Way that are lit up like a Catherine's wheel firework.

Professor Quentin Parker (pictured) of the Department of Physics and Professor Albert Zijlstra at the University of Manchester were searching for remnants of dying stars in the Milky Way using the UK Schmidt Telescope in Australia, when they made their surprise discovery. It consisted of a cosmic ring in the constellation of Ara (the Altar) that signalled a galaxy collision they called Kathryn's Wheel after both Professor Zijlstra's wife and the well-known firework which the system resembles.

The newly-discovered ring galaxy is 30 million light years away from Earth – seven times closer than any previously found galaxy ring. The shock waves from the collision triggered a reaction that led to the simultaneous formation of new stars.

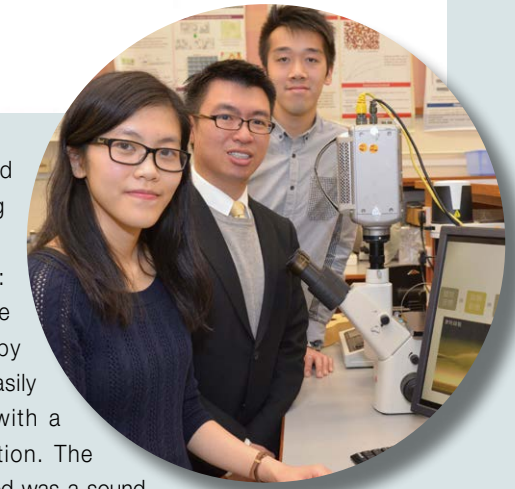
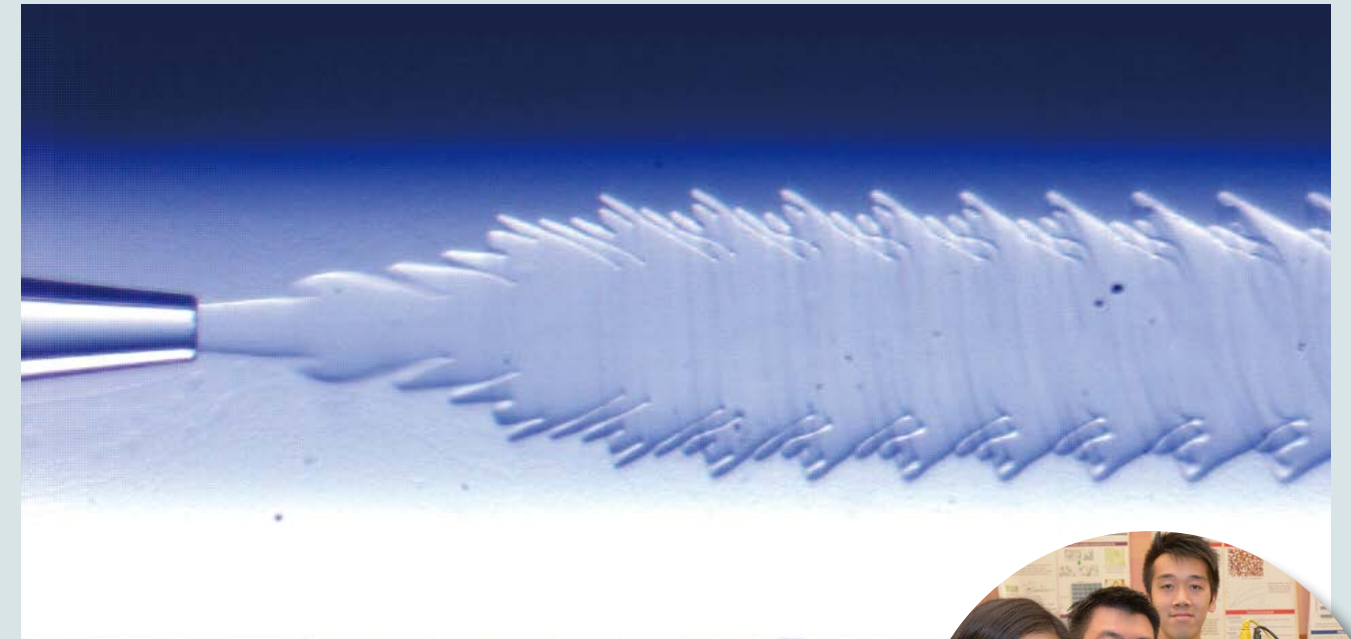
"Not only is this system visually stunning, but it's close enough to be an ideal target for detailed study," Professor Parker said. "The ring is also quite low in mass – a few thousand million suns or less than one per cent of the Milky Way, so our discovery shows that collision rings can form around much smaller galaxies than we thought."





Original thinking, experimentation and risk-taking – the engines of innovation – have been embraced by academic staff and students and by HKU itself. The University will drive this trend forward in the coming years by seeking new ways to break down physical, disciplinary and other boundaries in education and knowledge, and raising the profile of entrepreneurship and technology transfer on campus (see Research page 14).

FLUID MELODIES FROM THE LAB



An undergraduate experiment that uncovered unexpected and mysterious ripples in a container of liquids has resulted in a discovery that, among other things, can visualise sound and was published this year in *Scientific Reports* by Nature Publishing Group.

The students had been looking at the interface of two liquids that do not mix (similar to oil and water) when they noticed the minute ripples. They traced the source to vibrations from a specially-calibrated syringe that was infusing the liquids into their device – but the discovery did not stop there.

Zida Li, a research assistant who was helping the students, was playing music over his phone's speakers and noticed that it triggered the same ripple effect. The team, which also included Mechanical Engineering undergraduates Sibyl Mak Sze-yi, Jimmy Chan Tat-chuen (pictured with their supervisor Dr Anderson Shum) and exchange student Arnaud Frere, decided to see if they could harness the ripple effect to a creative end.

"The frequency of the generated ripples were exactly the same frequency of the sound that we applied, which was very exciting. We naturally came to this cool idea of using this system to visualise and recover music," said Zida, who is now doing his PhD at the University of Michigan.

Sibyl, who graduated in 2013 and is doing her PhD at HKU, explained the effect:

"The fluid interface is like a very floppy cloth which can easily be folded, even with a very small oscillation. The oscillation we applied was a sound wave and we found we could control the corrugation of the fluid interface through the pitch, harmonics and loudness of the music."

Dr Shum said he had also had research opportunities as an undergraduate and he was excited by the students' discovery. (In fact, prior to this research, Sibyl was enrolled in HKU's Undergraduate Research Fellowship Programme for academically outstanding students. Some 200 students have been enrolled since the first round in 2012–13.)

"The entire team learned their research tasks with great passion and belief. I am very proud that their works were recognised and published in a respectable journal," he said.



## PUTTING ANTS ON THE MAP



There are 15,000 species of ants in the world but, until recently, there was no one source that could tell you where to find them. Now, an online resource dubbed 'antmaps', developed by HKU and the Okinawa Institute of Sciences and Technology (OIST), is filling that void.

Antmaps is the outcome of a four-year project to build the world's first ant database and set up a website to visualise their global distribution.

Dr Benoit Guénard (above) of the School of Biological Sciences worked with Dr Evan Economo of OIST to develop the resource,

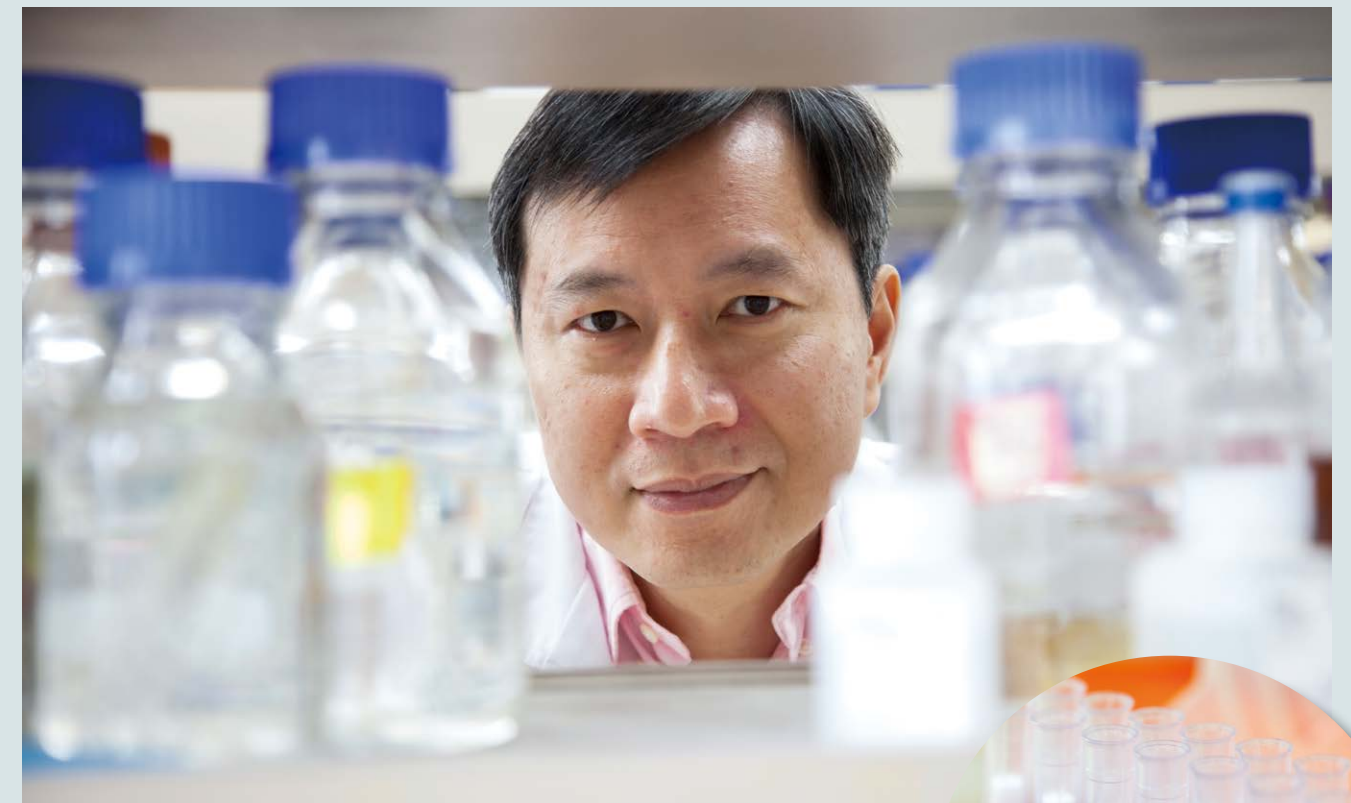
which enables entomologists to find out where different ants species can be found, look at species diversity in a specific region, and compare similarities and differences between regions.

The website, at <http://antmaps.org/>, includes 170 ant species previously recorded in Hong Kong. It will soon be adding 15 newly-recorded species and possibly a dozen species new to science that were discovered in local surveys undertaken in the past year by Dr Guénard's Insect Biodiversity and Biogeography Laboratory.

Dr Guénard said their work helped to advance understanding of the diversity of ants, which was important not only for their conservation but also global biodiversity. "There is an urgent need for an increase in species description and geographical mapping, as many ecosystems suffer from intense human-induced disturbances," he said.



## MERS EXPERT LEADS MAJOR STUDY



Professor Patrick Woo Chiu-yat (above), who has chased the Middle East Respiratory Syndrome (MERS) virus to Dubai and back, is now leading a \$46.7 million study that will seek to unlock the virus's evolution, infection routes and mechanism.

Professor Woo and his team visited the Middle East in 2013 and 2014 where they discovered five types of viruses from camel faeces, as well as MERS coronavirus from camel tonsils. This meant doctors could quickly identify whether patients were infected so treatment could start sooner.

Now, they have received funding from the Theme-based Research Scheme to answer such questions as why MERS infections can lead to pneumonia or kidney failure, and how the virus is able to defend itself against the human immune system. Colleagues from Hong Kong Baptist University, the Chinese University of Hong Kong and City University of Hong Kong are also collaborating on the project.

MERS has a high fatality rate, with nearly 20 per cent of people infected in the outbreak in South Korea earlier this year succumbing to the disease.

"Understanding the virus's mechanism, such as the details of its genes and proteins, will be important for formulating drugs or a vaccine," Professor Woo said, adding they have already obtained some promising results and hope to flesh out the picture of MERS over the next two years.

Professor Woo and his team previously identified bats as the ultimate source of the Severe Acute Respiratory Syndrome virus. In April this year he received a prestigious Senior Medical Research Fellowship from the Croucher Foundation (see page 17).





## BEAMING UP THE PAST

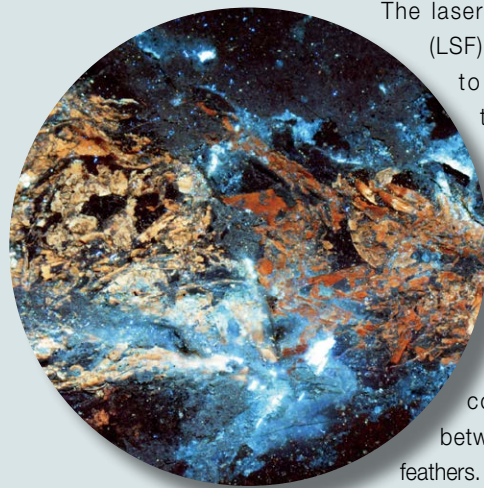


A new technique that uses laser beams to reveal previously-hidden details of fossils and examine fossils in hard-to-reach places has been developed by an international team of scientists including Dr Michael Pittman (pictured with lab members Dr Pei Rui and Ms Fion Ma) in the Department of Earth Sciences.

LSF is also able to detect fossils buried under thin layers of rock matrix, examine fossils in the field that cannot be moved, speed up the sorting of micro-fossils from gravel, and even identify possible fake fossils. And it is cheap and easy to set up, costing around \$4,000 for a basic station.

"LSF promises to become an important mainstream paleontological technique, particularly during fossil preparation and when describing the anatomy of fossilised organisms, so the team and I really hope that it fulfils its billing and helps to drive the field forward," Dr Pittman said.

The technique was reported in the open-access journal *PLOS ONE* in May 2015, just two months after Dr Pittman was involved in the publication of the discovery of Hong Kong's first Jurassic-era vertebrate. He was supervisor to undergraduate student, Edison Tse Tze-kei, who led the description of a *Paralycoptera* fish fossil from Sai Kung, which they reported in another open-access journal, *PeerJ*, in March. The fossil dates back about 147 million years.



The laser-stimulated fluorescence (LSF) technique causes fossils to fluoresce so preserved tissues and other details can be seen that are not visible under standard UV lighting. In one example, the scientists discovered tiny barbules in fossilised feathers that had not been seen before, enabling better comparisons to be made between primitive and modern feathers.

## WHAT IS FREEDOM?



An innovative new Common Core Course is challenging students to look at freedom from different points of view and in different contexts, including architecture, politics, economics, housing, public space, the arts and fashion.

The course, titled 'Freedom: Spirits, Experiences and Expressions', was launched in September 2015 and requires students to go into their environment and consider concepts of freedom around them. For example, in one task they walk around campus to explore their freedom of movement and why they can enter some spaces but not others. Students also have to complete individual projects in the community focused on a particular aspect of freedom.

Saripalli Varun Vamsi (above), a first-year Engineering student from India, has been looking at gentrification in Wan Chai and how it impinges on the freedom of residents with low incomes to continue living where they have always lived.

"I took this course to get different perspectives on freedom. Before, I thought it was about the ability to do what you want. Now I can see

that there is positive and negative freedom and that freedom can mean one thing to me and something else to another person," he said.

Dr Liz Jackson of the Faculty of Education, who leads the course, said she was inspired by the different concepts of freedom she encountered as a student – including a statement by US President George W Bush that Iraqis wanted freedom and terrorists hated freedom. "It became obvious to me that what was meant by 'freedom' changed depending on where you were in the world," she said.

Dr Jackson said planning for the course started in 2013, but it had been revised to include some content about the Umbrella Movement. "Though it is a controversial topic today around campus, I am glad to play a constructive role in helping our students to find intellectual resources as they become engaged in various social and political activities," she said.

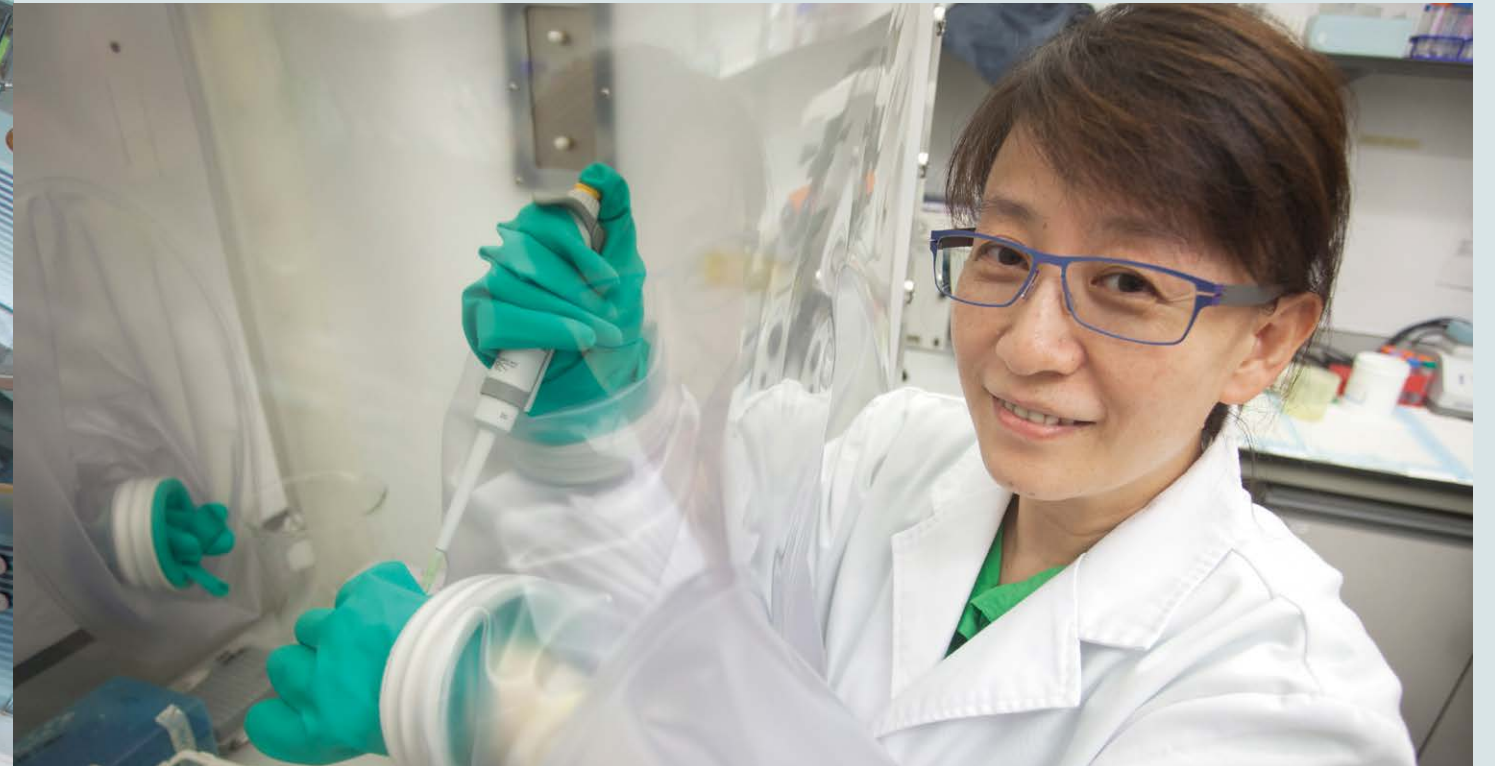


# IMPACT



Translating knowledge and discovery into impact is the University's ultimate aim, but it requires more than good intentions to succeed. HKU has been encouraging and supporting scholars to develop their research findings into impact projects, and to incorporate social responsibility and service into the curriculum. Both strategies will be accelerated in the coming years.

## START-UP TIME FOR TISSUE ENGINEERS



More than a decade spent at the cutting edge of tissue engineering is paying off for Dr Barbara Chan (pictured) of the Department of Mechanical Engineering, who has launched a new start-up with her colleagues, called Living Tissues Co Ltd, to translate their technologies into real applications.

Dr Chan's laboratory has developed four technology platforms and 10 patents, giving rise to innovative cartilage regeneration strategies. Working with small animals, her laboratory has successfully embedded stem cells from the animals' own bone marrow into biomaterials to create cartilage- and bone-like tissues. These were then transplanted to repair the animals' damaged knee joints and showed regeneration outcomes comparable to that of an autograft (grafting tissue from one area of

the body to another in the same individual), which is regarded as the clinical gold standard.

Future demand for this capability is expected to be very high as more people suffer wear and tear to their joints due to longer life spans and sportier lifestyles.

"We have started working with large animal models and we are planning clinical trials with orthopaedic surgeons," Dr Chan said. "We need funding and the right partners to take our results to the next phase of development."

Dr Chan co-founded Living Tissues with two of her former PhD students, Dr Daniel T.K. Chik and Dr Annie H.W. Cheng, and her former colleague Dr Sunny K.W. Cheng. She hoped that apart from translating HKU research to real clinical applications, the company would provide research and development opportunities for students and postdoctoral fellows, and give a boost to the start-up culture at HKU and the development of the biotechnology industry in Hong Kong.







## DOMESTIC WORKERS GET MANY HELPING HANDS



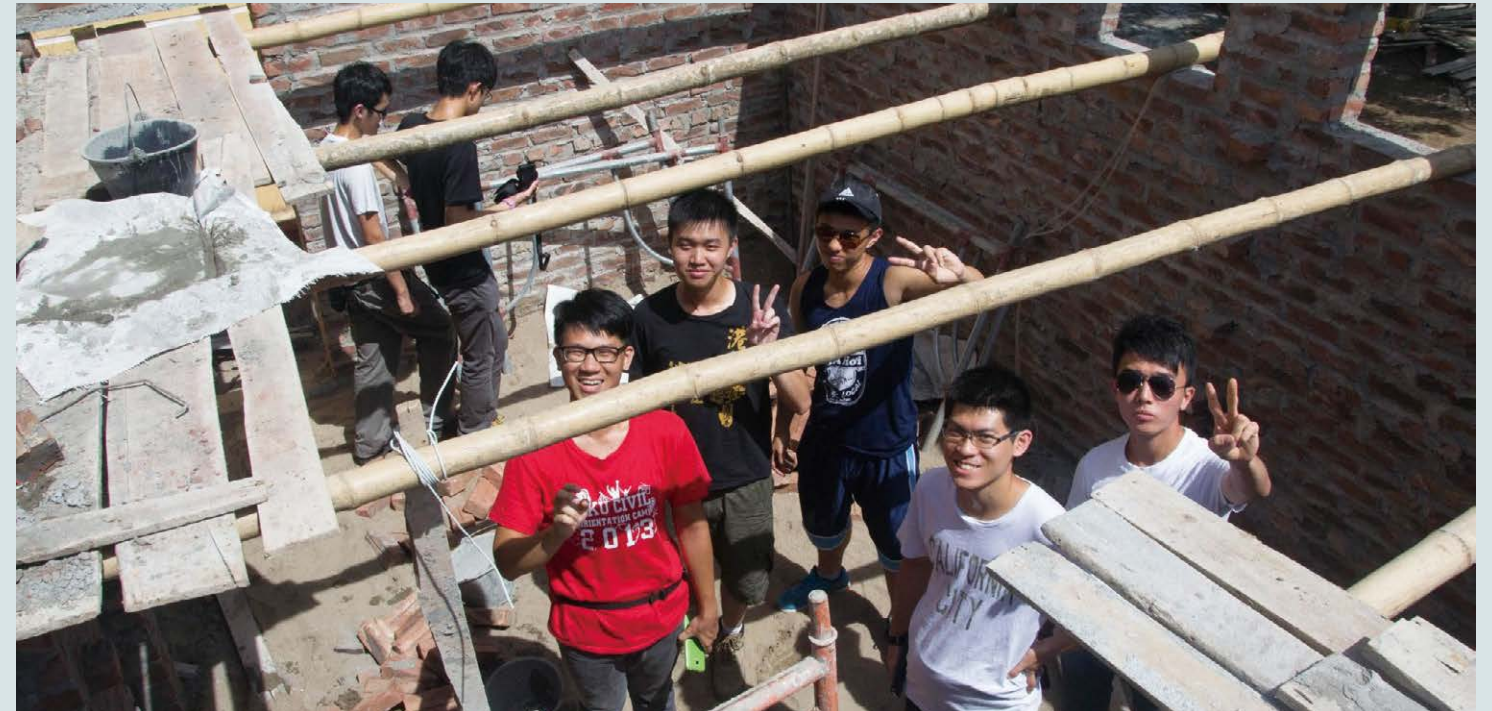
Hong Kong has more than 300,000 foreign domestic workers, who are not eligible for permanent residency and face a host of legal, workplace, social and other issues related to their situation. HKU academics and students across several faculties have been actively trying to improve their circumstances through several initiatives launched in 2014–15:

- The Domestic Workers' Roundtable, organised by the Centre for Comparative and Public Law and the Hong Kong Public Interest Law and Advocacy Society in April 2015, brought together multiple stakeholder groups to discuss critical issues affecting domestic workers. Participants included representatives from the workers' countries of origin, NGOs, groups representing domestic workers, employers and labour rights, academics, law firms, and the private sector. Their sessions were wide-ranging, covering such topics as financial abuse by placement agencies, access to justice and legal enforcement in Hong Kong. The longer-term aim is to establish multi-sector and inter-departmental and inter-governmental working groups to enhance the protection of domestic workers.
- The year-long Domestic Workers Empowerment Project organised by the Centre of Development and Resources for Students involved students in advocating and promoting cultural understanding, inclusion and respect for domestic workers, and equipped students with new knowledge and skills. Sixteen events were organised for more than 5,500 domestic workers, involving more than 100 students. The project culminated in a concert in June that was attended by more than 800 people, including HKU students, alumni, domestic workers, employers, staff, consular representatives and other interested groups.

- The social enterprise, Fair Employment Agency, was co-founded by Mr David Bishop of the School of Business to help domestic workers find employment without having to pay the high fees charged to them by agencies. Business students have also been closely involved in setting up and running the enterprise, providing important learning opportunities for them.
- The Faculty of Dentistry carried out a three-year knowledge exchange project to improve dental health among the 140,000 or so Indonesian domestic helpers, with encouragement from the Indonesian Consul-General. The helpers have been shown how to care not only for their own oral health, but also that of the children and elderly people they often care for.
- The Faculty of Medicine's Emergency Medicine Unit (EMU) organised several activities during the year for domestic helpers, including a book in English and Tagalog on handling acute medical conditions at home and a hands-on session with Year 4 medical students on CPR and choking management skills. The EMU is also in contact with the government about developing a scheme to equip domestic workers with emergency management skills – which could make the difference between life and death for their charges.



## 'GLOCAL' SOLUTION IN VIETNAM



A cross-disciplinary project in Vietnam has not only provided much-needed help to a local community, but a valuable learning experience for Social Sciences and Engineering students.

The Glocal Solutions project was a joint eight-week programme initiated by both faculties to construct a sanitation facility at a secondary school in rural Vietnam and conduct a needs analysis of two local communes on the topics of malnutrition among children under five, child injury prevention, water sanitation and early childhood development. The students worked under the local project management office of World Vision Vietnam.

Ms Jessie Chow of the Faculty of Social Sciences, who oversaw the project with Dr Ryan Wong in the Department of Civil Engineering, outlined the benefits to the local community. "The construction directly improved the sanitary situation of the local secondary school, and the healthy water and sanitation habits and behaviour improved the quality of life of the local students. The needs analysis provided World Vision Vietnam with information for launching new projects and gaining funding for new initiatives," she said.

The benefits also ran deep for the HKU students, who worked in teams of four with a translator and had to figure out how to communicate across cultures and deal with constraints such as lack of electricity.

Kenji Ho Chun-yin, a Year 4 Bachelor of Social Sciences student, and Marcus Yang Zi-yuan, a Year 3 Bachelor of Engineering student, said they were taken aback by the low safety awareness among construction workers and the primitive state of the school's sanitation facility when they arrived. But what had the biggest impact on them was the realisation that while they were there to help the local people, they could not do so without the local people's help.

"Our experiences helped to diminish our egos. Before departure we thought we were going to help people, but when we arrived, we discovered the story was completely the opposite. Most of the time they had to take care of us because of the many communication barriers and cultural differences. It showed us the truth about doing developmental work," Kenji said. Added Marcus: "We are students from a world-famous university. However, without the help from local people, we could achieve nothing with our service project."



## AUTISM ADVOCATE



Dr Carol To of the Division of Speech and Hearing Sciences is both an advocate and example for improving attitudes towards people with autism.

She specialises in research on autism and its particular manifestations in Cantonese speakers, such as monotonous intonation and use of formal speech. Her work is helping to improve diagnosis, but she has been seeking to expand its impact by trying to improve acceptance of individuals with autism in society. The latter effort has started in her own office.



Dr To (pictured above and left) employs two high-functioning staff with autism to do data entry and other tasks related to her research, and she is drawing on their success and her research to write a booklet for universities on how they can benefit from the attention to detail and patience with repetitive work that often characterise individuals with autism.

She has also produced case studies for Hong Kong's Labour Department on successful employment of individuals with autism that were used to promote employment of the disabled; partnered with NGOs who provide employment training for individuals with autism; participated in a Radio Television Hong Kong programme to raise awareness of people with disabilities; and developed ties with universities and organisations in Mainland China to improve understanding of autism there.

Ultimately, she hopes her efforts can improve treatment and reduce discrimination against individuals with autism, which is still very prevalent in both Hong Kong and the Mainland. "This is an area people are becoming more aware of and I hope we can raise the profile further," she said.

## RESOURCES FOR INTERPRETERS



Language is continually evolving, and in a world of rapid technological development and political change, it can be hard for interpreters to keep up. Dr Eva Ng (pictured), of the Translation Programme of the School of Chinese recognised this years ago when she started asking her students to submit new Chinese-English bilingual terms from the news on a weekly basis, which she then fed into a glossary she kept on her website. Now, that glossary is just one click away for interpreters and the general public, too, through a website to promote and support the practice of interpreting.

Dr Ng launched Resources for Interpreting in July 2015 and it has received positive feedback and endorsements from interpreters in Hong Kong and abroad. Its searchable bilingual glossary not only provides translations of the latest words trending in the news (think

'Grexit'), but also words related to everything from business, triads and the courts to culture, social media and new technology.

"I'm a former court interpreter and I know glossary compilation is an indispensable part of the practice of interpreting. Students in my interpreting class often come across terms that they don't know the equivalent of in the target language. It's very important for them to have an extensive vocabulary in both languages that is drawn from daily life," Dr Ng said.

The website, at <http://www.interpreting.hku.hk/>, also contains information on the practice, learning, teaching and research of interpreting, and was developed in collaboration with academics from the University of New South Wales and the Hong Kong Baptist University.



## LITTLE DREAMS AND BIG IDEAS IN CAMBODIA



The Faculty of Architecture has teamed up with a student-initiated charity to build schools and play facilities in Cambodia – a partnership that has seen them involved in four projects to date, with plans to continue in the future.

Project Little Dream (PLD) was founded in 2008 by secondary school students (including several future HKU students) to further education in underprivileged areas around the world. HKU students have been volunteering since the beginning and in 2013 the Faculty became formally involved when Tris Kee (pictured with PLD member Alex Lau), Director of the Community Project Workshop, was brought in as academic adviser to give practical design and construction advice to the students.

The students design prototypes for the schools under Ms Kee's guidance, then help build them in poverty-stricken villages in Cambodia's Takeo province using locally-sourced materials.

Recruitment is open to any Hong Kong university student and about 15–20 HKU students get involved every year. The Knowledge Exchange Fund has supported the project for the past two years.

"Some of the students have experience designing and some don't, but when we go to Cambodia, everyone is a blank slate. They learn to shave wood, lay foundations, do the painting, put windows together, all with guidance from the local contractors – the students learn a great deal from them," Ms Kee said.

"The places we go to do not have clean water or basic education for children, and you see children running around without pants, so you can see there is a need for these facilities. Living in that environment for a few weeks is also a real learning experience for Hong Kong students."

Building maintenance is also part of the architecture programme because, she said, "we wish to give a more holistic architectural approach and don't want to just walk away and let it deteriorate."

Ms Kee said they are now completing the fourth school and will continue to build for Project Little Dream in future. The charity also organises education and healthcare projects. "This is really a collaborative effort – we would not have done it without Project Little Dream and the support of organisations in Cambodia," she said.





## THE UNIVERSITY PROFILE

### STUDENTS\*

#### Student Admission (New Intakes)

Academic Level	Male		Female		All		% International (Based on Nationality)	
	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15
	Undergraduate	1,863	1,974	2,197	2,344	4,060	4,318	24.4%
Taught Postgraduate	2,127	2,148	2,800	2,741	4,927	4,889	48.6%	48.6%
Research Postgraduate	380	374	370	317	750	691	71.2%	76.1%
<b>All New Intakes</b>	<b>4,370</b>	<b>4,496</b>	<b>5,367</b>	<b>5,402</b>	<b>9,737</b>	<b>9,898</b>	<b>40.3%</b>	<b>39.7%</b>

#### Enrollment of Students on All Programmes

Faculty	Undergraduate		Taught Postgraduate		Research Postgraduate		All Levels	
	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15
	Architecture	608	680	611	616	127	132	1,346
Arts	1,742	1,847	494	488	231	249	2,467	2,584
Business and Economics	2,836	2,948	1,617	1,396	84	83	4,537	4,427
Dentistry	321	323	92	96	84	88	497	507
Education	903	939	1,515	1,640	231	225	2,649	2,804
Engineering	1,971	2,058	1,611	1,535	574	572	4,156	4,165
Law	703	717	921	870	86	82	1,710	1,669
Medicine	2,936	3,015	676	705	712	720	4,324	4,440
Science	2,129	2,211	335	341	558	545	3,022	3,097
Social Sciences	1,411	1,449	1,042	1,080	279	283	2,732	2,812
<b>All Faculties</b>	<b>15,560</b>	<b>16,187</b>	<b>8,914</b>	<b>8,767</b>	<b>2,966</b>	<b>2,979</b>	<b>27,440</b>	<b>27,933</b>
<b>In % Distribution</b>	<b>56.7%</b>	<b>57.9%</b>	<b>32.5%</b>	<b>31.4%</b>	<b>10.8%</b>	<b>10.7%</b>	<b>100%</b>	<b>100%</b>

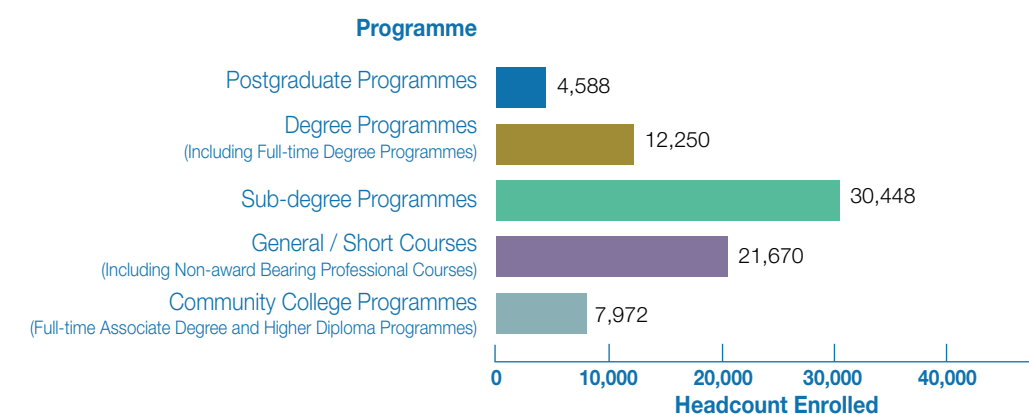
#### Enrollment of International Students (Based on Nationality)

Country	Undergraduate		Taught Postgraduate		Research Postgraduate		All Levels	
	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15
	Headcount							
Mainland China	1,884	1,936	2,705	2,577	1,681	1,725	6,270	6,238
Other Asian Countries	926	993	357	354	165	173	1,448	1,520
Australia and New Zealand	173	183	80	95	13	15	266	293
European Countries	420	377	342	372	113	130	875	879
North American Countries	308	337	300	290	74	83	682	710
Others (e.g. Central and South America, African Countries)	16	18	30	31	26	24	72	73
<b>All Countries</b>	<b>3,727</b>	<b>3,844</b>	<b>3,814</b>	<b>3,719</b>	<b>2,072</b>	<b>2,150</b>	<b>9,613</b>	<b>9,713</b>
%								
Mainland China	50.6%	50.4%	70.9%	69.3%	81.1%	80.2%	65.2%	64.2%
Other Asian Countries	24.8%	25.8%	9.4%	9.5%	8.0%	8.0%	15.1%	15.6%
Australia and New Zealand	4.6%	4.8%	2.1%	2.6%	0.6%	0.7%	2.8%	3.0%
European Countries	11.3%	9.8%	9.0%	10.0%	5.5%	6.0%	9.1%	9.0%
North American Countries	8.3%	8.8%	7.9%	7.8%	3.6%	3.9%	7.1%	7.3%
Others (e.g. Central and South America, African Countries)	0.4%	0.5%	0.8%	0.8%	1.3%	1.1%	0.7%	0.8%
<b>All Countries</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

\* 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 Student in Local Programmes Run by HKU SPACE in 2014 / 2015: 76,928



Enrollment of Students on Programmes Run in Mainland China by HKU SPACE in 2014 / 2015

3,862



## GRADUATES\*

Cumulative Number of Alumni as of June 2015: 188,683

### Graduates of All Programmes

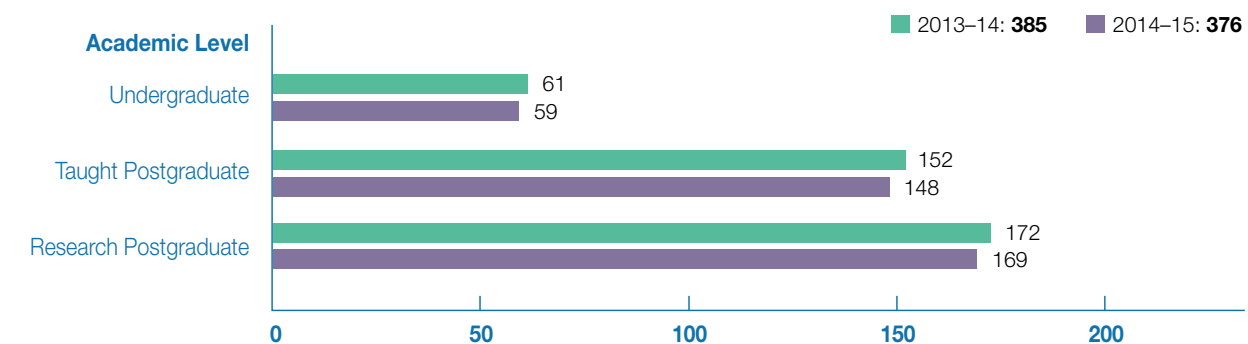
Academic Level	Male		Female		All		% International (Based on Nationality)	
	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15
Undergraduate	1,612	1,618	1,838	1,949	3,450	3,567	22.7%	23.5%
Taught Postgraduate	2,127	2,102	2,711	2,703	4,838	4,805	50.5%	50.2%
Research Postgraduate	328	314	293	330	621	644	64.3%	66.8%
<b>All Graduates</b>	<b>4,067</b>	<b>4,034</b>	<b>4,842</b>	<b>4,982</b>	<b>8,909</b>	<b>9,016</b>	<b>40.7%</b>	<b>40.8%</b>

### Distribution of International Graduates (Based on Nationality) by Country

Country	Undergraduate		Taught Postgraduate		Research Postgraduate		All Levels	
	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15
	Headcount							
Mainland China	400	435	1,832	1,788	341	363	2,573	2,586
Other Asian Countries	191	202	208	198	24	34	423	434
Australia and New Zealand	31	36	39	57	3	1	73	94
European Countries	99	93	193	202	15	19	307	314
North American Countries	58	70	160	154	13	11	231	235
Others (e.g. Central and South America, African Countries)	3	4	13	14	3	2	19	20
<b>All Countries</b>	<b>782</b>	<b>840</b>	<b>2,445</b>	<b>2,413</b>	<b>399</b>	<b>430</b>	<b>3,626</b>	<b>3,683</b>
	%							
Mainland China	51.2%	51.8%	74.9%	74.1%	85.5%	84.4%	71.0%	70.2%
Other Asian Countries	24.4%	24.0%	8.5%	8.2%	6.0%	7.9%	11.7%	11.8%
Australia and New Zealand	4.0%	4.3%	1.6%	2.4%	0.8%	0.2%	2.0%	2.6%
European Countries	12.7%	11.1%	7.9%	8.4%	3.8%	4.4%	8.5%	8.5%
North American Countries	7.4%	8.3%	6.5%	6.4%	3.3%	2.6%	6.4%	6.4%
Others (e.g. Central and South America, African Countries)	0.4%	0.5%	0.5%	0.6%	0.8%	0.5%	0.5%	0.5%
<b>All Countries</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

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

## NUMBER OF PROGRAMMES\*



\* 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 academic departments with research postgraduate students enrolled in the year under reference.

Any undergraduate programme with enrollments from both new four-year and old three-year curriculums is counted once only.

## STAFF †

### Number of Staff in Headcount

Category of Staff	Male		Female		All Genders	
	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15
Professoriate	784	808	314	330	1,098	1,138
Research and Non-professoriate Teaching	1,109	1,170	1,129	1,185	2,238	2,355
Administrative and Support	662	653	1,916	1,968	2,578	2,621
Technical	719	709	367	376	1,086	1,085
<b>All Staff</b>	<b>3,274</b>	<b>3,340</b>	<b>3,726</b>	<b>3,859</b>	<b>7,000</b>	<b>7,199</b>

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

Country	Headcount		%	
	2013-14	2014-15	2013-14	2014-15
Mainland China	204	220	32.1%	32.6%
Other Asian Countries	87	96	13.7%	14.2%
Australia and New Zealand	54	52	8.5%	7.7%
European Countries	139	148	21.9%	22.0%
North American Countries	151	156	23.7%	23.1%
Others (e.g. Central and South America, African Countries)	1	2	0.2%	0.3%
<b>All Countries</b>	<b>636</b>	<b>674</b>	<b>100%</b>	<b>100%</b>

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



## RESEARCH

### Research Funding

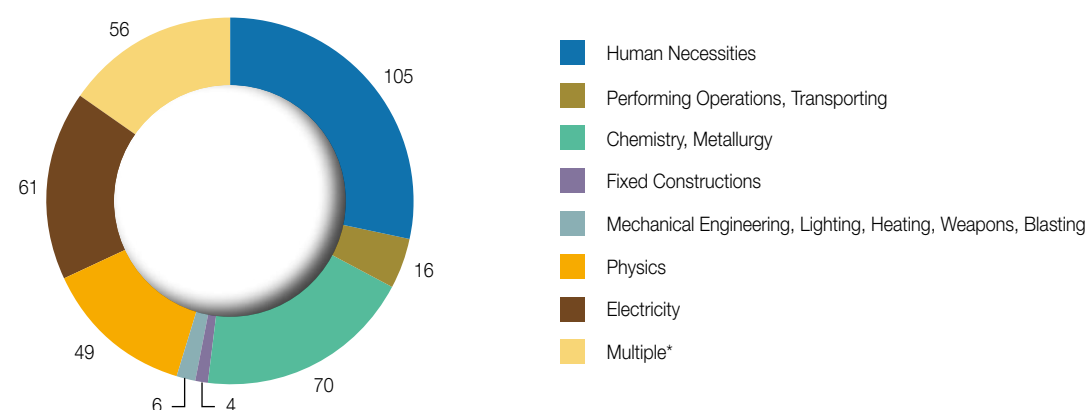
Fund Source	HK\$ (in Million)		%	
	2013-14	2014-15	2013-14	2014-15
Block Grant from University Grants Committee	1,912.9	1,955.5	52.3%	61.4%
Research Grants Council / University Grants Committee	298.4	358.0	8.2%	11.2%
Other External Sources <sup>#</sup>	1,070.8	769.3	29.3%	24.1%
Income from Research-related Endowment Funds	375.5	104.6	10.3%	3.3%
<b>Total Research Funding</b>	<b>3,657.6</b>	<b>3,187.4</b>	<b>100%</b>	<b>100%</b>

<sup>#</sup> Includes the following fund sources: government, private, industry and HKU Foundation.

### Research Projects (On-going and New)

Broad Disciplinary Areas	Research Grants Projects				Research Contract Projects				All			
	No. of Projects		Value (in HK\$ M)		No. of Projects		Value (in HK\$ M)		No. of Projects		Value (in HK\$ M)	
	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15
Biology and Medicine	3,447	3,565	5,628.3	6,025.1	324	338	682.0	752.5	3,771	3,903	6,310.3	6,777.6
Engineering	742	756	602.7	620.6	92	93	62.4	72.8	834	849	665.2	693.4
Humanities, Social Sciences and Business Studies	1,300	1,384	1,467.0	1,463.0	162	140	362.4	357.8	1,462	1,524	1,829.4	1,820.8
Physical Sciences	443	450	639.3	619.6	43	43	42.1	46.7	486	493	681.4	666.4
<b>All Disciplines</b>	<b>5,931</b>	<b>6,156</b>	<b>8,337.4</b>	<b>8,728.3</b>	<b>621</b>	<b>614</b>	<b>1,148.9</b>	<b>1,229.8</b>	<b>6,552</b>	<b>6,770</b>	<b>9,486.3</b>	<b>9,958.1</b>

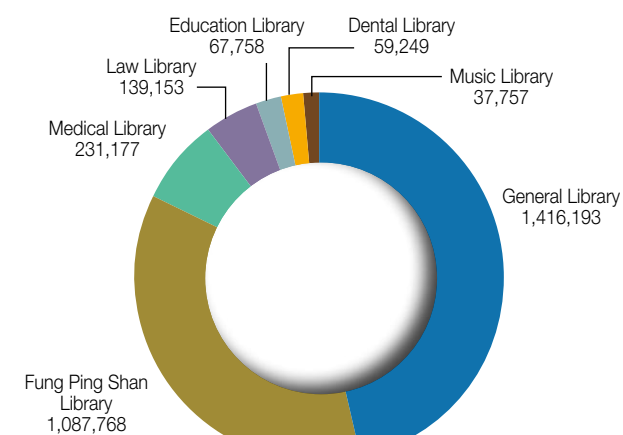
### Cumulative Number of Patents Granted (since 1998 and up to June 2014): 367



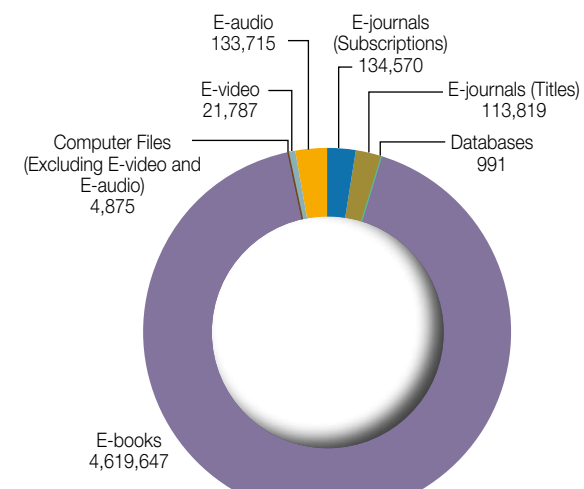
\* Multiple types refer to patent granted which covers more than 1 of those types specified.

## LIBRARIES RESOURCES 2014 / 2015

### Number of Bound Volumes in Main and Specialist Libraries: 3,039,055



### Main Libraries' E-resources



<b>Total Number of Registered Libraries Users</b>	<b>129,472</b>
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### Student Learning Support Resources / Services

Type	Number
Total Library Seats	3,193
Group Discussion Rooms	48
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	412
Fixed / Wireless Network Access Points	478
Postgraduate Library Workshop	156 workshops
Information and Referral Service	80,607 Reference Transactions



## COMPUTING AND NETWORK RESOURCES

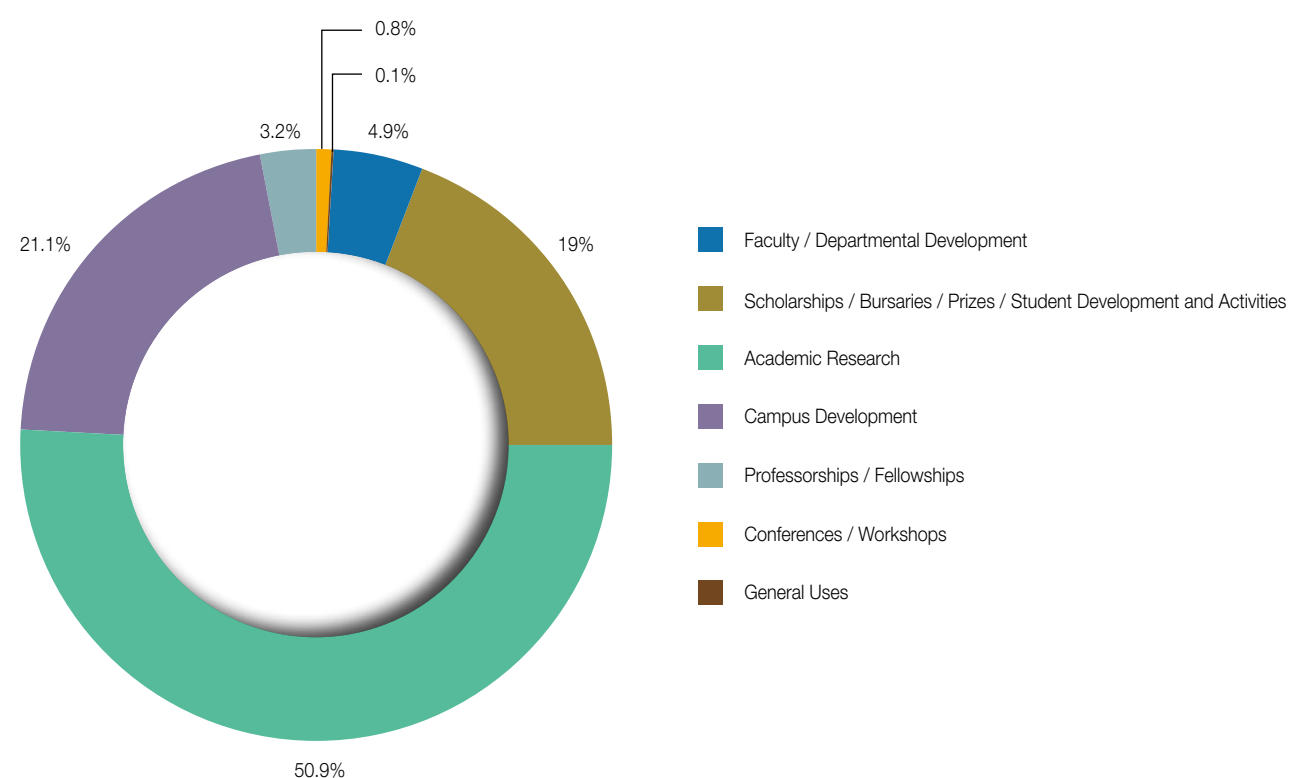
Type of Resources	Number
Number of Wired Network Access Points	49,234
Number of Wireless Network Access Points	4,317
Total Bandwidth for Direct Connection to the Internet and Research / Education Networks	14,350 (in Mbps)
Aggregated Central Computing Power for Teaching and Research Purposes (Theoretical Peak Computing Speed)	148.6 (in TFLOPS)

## GIVING TO HKU

### Donation Facts in 2014 / 2015

Total Number of Gifts Received	7,000
Total Amount of Donations	\$795M
Total Number of Donors	5,378
Number of First-time Donors	3,478
Ratio of Alumni vs Non-Alumni Donors	72 : 28

### Distribution of Donations 2014 / 2015



## FINANCE

### An Analysis of Consolidated Income and Expenditure for the Year Ending June 30, 2014

Income	HK \$'000	%
Government Subventions	4,456,845	47.4%
Tuition, Programmes and Other Fees	2,584,004	27.5%
Interest and Investment Return	669,292	7.1%
Donations and Benefactions	681,949	7.2%
Auxiliary Services	312,090	3.3%
Other Income	702,768	7.5%
<b>Total Income</b>	<b>9,406,948</b>	<b>100%</b>

Expenditure	HK \$'000	%
<b>Learning and Research</b>	<b>5,905,644</b>	<b>71.8%</b>
Instruction and Research	5,217,634	63.4%
Library	207,264	2.5%
Central Computing Facilities	188,855	2.3%
Other Academic Services	291,891	3.6%
<b>Institutional Support</b>	<b>2,322,283</b>	<b>28.2%</b>
Management and General	543,532	6.6%
Premises and Related Expenses	1,091,061	13.3%
Student and General Education Services	380,189	4.6%
Other Activities	307,501	3.7%
<b>Total Expenditure</b>	<b>8,227,927</b>	<b>100%</b>



## AN EXTRACT FROM THE UNIVERSITY'S ANNUAL ACCOUNTS 2014–15

### SPACE

#### Distribution of Space by Categories Based on Total Gross Covered Floor Area (as of June 2015)

Category	Gross Covered Floor Area (in sq. m.)	%
Academic Space	316,636	44.4%
Central Libraries	44,104	6.2%
Central Administration and Maintenance	27,938	3.9%
Student and Staff Amenities	29,297	4.1%
Sports Facilities	14,459	2.0%
Student Halls of Residence and Staff Quarters	275,627	38.6%
Others (Including HKU Museum and HKU Press)	5,741	0.8%
<b>All Categories</b>	<b>713,802</b>	<b>100%</b>

<b>HKU SPACE Gross Covered Floor Area (as of June 2015)</b>	<b>44,819 sq. m.</b>
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#### Land Holdings

Sites	Lot Area (in Hectares)
Hong Kong Island	
Main Campus	17.0
Medical Campus	4.1
Other Sites on Pokfulam	22.5
New Territories	
Kadoorie Centre	9.6
<b>All</b>	<b>53.3</b>

#### Halls and Student Residences

Number of Places	Number
Existing	6,500
Planned	1,474

### OVERVIEW

The financial year 2014–15 was the last year of the 2012–15 Triennium and also the third year of the new 4-year curriculum structure in Hong Kong. The Group's consolidated financial results recorded a surplus of \$1,239 million. It was largely attributable to stable income from government subventions, tuition and other regular sources of income, despite a fall in donations and investment income resulting from a more challenging investment environment globally.

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

The Group's consolidated results for the year ended June 30, 2015 are summarised as follows:

	2015 \$ million	2014 \$ million
Income	8,738	9,231
Expenditure	(8,228)	(7,879)
Interest and Investment Gain	669	1,150
Surplus from Operations	1,179	2,502
Share of Surplus of Joint Ventures	59	33
Surplus for the year	1,238	2,535
Other Comprehensive Income/(Loss)	1	(6)
Total Comprehensive Income	1,239	2,529

The consolidated income for the year 2014–15 was \$8,738 million, a decrease of \$493 million as compared to last year. This was mainly due to a slow-down in donations following the completion of the Sixth Matching Grant Scheme introduced by the UGC.

On consolidated expenditure, a total of \$8,228 million was incurred for the year (2013–14: \$7,879 million), of which \$5,906 million (2013–14: \$5,652 million) was spent on teaching/learning and research activities of the Group. If the total depreciation and amortisation charges of \$419 million (2013–14: \$387 million) were excluded, the expenditure incurred for the year was approximately 4.2 per cent higher than that of the previous year.

### FINANCIAL OUTLOOK

As the financial year 2014–15 ends, the University has entered into the roll-over year of the 2012–15 triennium before the next full triennial funding cycle starts again in 2016–19. For 2015–16, the roll-over arrangement will be a simple extension of the approved financial arrangements for the 2012–15 triennium.

The University community continues to enjoy the state-of-the-art learning environment. There are however corresponding funding pressures to support the expanded infrastructure base and the enhancement and maintenance of existing facilities. In addition, the University will continue to make investments in information technology systems to support expanded teaching and learning, research and knowledge transfer and student activities. To support the many developments, the University shall remain prudent and yet be creative in managing its resources. It will continue to adopt financial strategy to fulfil its commitments and pursue aspirations, and would be cautious of the rapidly changing environment both locally and globally that could impact on the University.

*The University's Annual Accounts can be found at [http://www.hku.hk/finance/financial\\_report](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](mailto:finance@fo.hku.hk).*



THE UNIVERSITY OF HONG KONG  
CONSOLIDATED STATEMENT OF COMPREHENSIVE INCOME  
For the year ended June 30, 2015

(Expressed in thousands of Hong Kong dollars)

	2015	2014
<b>Income</b>		
<b>Government Subventions</b>		
• Subventions from UGC:		
- Block Grants and Non-accountable Supplementary Grants	3,720,406	3,347,450
- Earmarked Grants	314,505	302,770
- Rates and Government Rent Refund	77,427	76,484
- Capital Grants and Alteration, Additions and Improvements (AA & I) Block Allocation	110,957	163,091
	4,223,295	3,889,795
• Matching Grants	2,205	94,530
• Grants from Government Agencies and Related Organisations	231,345	185,257
	4,456,845	4,169,582
<b>Tuition, Programmes and Other Fees</b>		
• UGC-Funded Programmes	987,053	950,575
• Non UGC-Funded Programmes	1,596,951	1,621,289
	2,584,004	2,571,864
<b>Donations and Benefactions</b>	681,949	1,526,785
<b>Auxiliary Services</b>		
• Residential Halls and Hostels	114,902	107,260
• University Press	6,724	7,440
• Rental Income and Rental Contribution from Staff	161,676	155,711
• Clinics and Chinese Medicine Pharmacies	15,109	16,139
• Others	13,679	13,661
	312,090	300,211
<b>Other Income</b>		
• Contract Research	120,550	117,142
• Service Income	418,567	349,793
• Outside Practice	91,761	85,293
• Miscellaneous	71,890	110,831
	702,768	663,059
	8,737,656	9,231,501
<b>Expenditure</b>		
<b>Learning and Research</b>		
• Instruction and Research	5,217,634	4,981,501
• Library	207,264	208,795
• Central Computing Facilities	188,855	184,133
• Other Academic Services	291,891	277,774
	5,905,644	5,652,203
<b>Institutional Support</b>		
• Management and General	543,532	518,161
• Premises and Related Expenses	1,091,061	1,071,709
• Student and General Education Services	380,189	363,137
• Other Activities	307,501	273,357
	2,322,283	2,226,364
	8,227,927	7,878,567
<b>Interest and Investment Gain</b>	669,292	1,149,781
<b>Surplus from Operations</b>	1,179,021	2,502,715
<b>Share of Surplus of Joint Ventures</b>	58,753	32,705
<b>Surplus for the Year</b>	1,237,774	2,535,420
<b>Other Comprehensive Income / (Loss)</b>		
<b>Items that may be recognised in the Consolidated Statement of Comprehensive Income</b>		
• Exchange Differences	226	(814)
• Share of Changes in Fair Value of Available-for-Sale Investments of a Joint Venture	260	122
<b>Items that will not be recognised subsequently in the Consolidated Statement of Comprehensive Income</b>		
• Re-measurement of Defined Benefit Retirement Scheme Assets	1,000	(5,936)
	1,486	(6,628)
<b>Total Comprehensive Income for the Year</b>	1,239,260	2,528,792

THE UNIVERSITY OF HONG KONG  
CONSOLIDATED BALANCE SHEET  
As at June 30, 2015

(Expressed in thousands of Hong Kong dollars)

	2015	2014
<b>Assets</b>		
<b>Non-Current Assets</b>		
Property, Plant and Equipment	9,140,640	8,136,943
Intangible Assets	38,840	42,584
Interest in Associates	738	662
Interest in Joint Ventures	211,191	152,180
Investments	12,494,205	11,358,198
Loans Receivable	4,716	5,310
Accounts Receivable and Prepayments	308,605	6,945
Defined Benefit Retirement Scheme Assets	9,388	9,437
	22,208,323	19,712,259
<b>Current Assets</b>		
Investments	855,648	815,658
Loans Receivable	175,986	172,798
Inventories	4,626	5,229
Accounts Receivable and Prepayments	616,097	839,656
Amount Due from Joint Ventures	6,686	38,231
Cash and Bank Deposits	5,978,311	6,770,144
	7,637,354	8,641,716
<b>Total Assets</b>	29,845,677	28,353,975
<b>Funds</b>		
<b>Deferred Capital Funds</b>		
Equipment	38,663	51,696
Buildings	4,308,030	4,345,452
	4,346,693	4,397,148
<b>Restricted Funds</b>		
General Endowment Fund	2,438,788	2,397,897
Investment Reserve	1,181,165	1,154,109
General Reserve	15,000	15,000
Staff Housing Loan Fund	98,574	98,382
Building Capitalisation Reserve	2,373,322	2,454,888
Capital Projects	68,572	62,966
Research Projects and Quality Assurance	230,837	212,544
	6,406,258	6,395,786
<b>Other Funds</b>		
General and Development Reserve Fund	963,987	696,918
Matching Grants	1,624,530	1,637,311
Self-financing Activity Funds		
• University	947,656	851,297
• HKU SPACE	2,195,368	2,114,198
• Other Subsidiaries	46,306	22,787
	3,189,330	2,988,282
Donations and Benefactions	9,174,496	8,273,898
	14,952,343	13,596,409
<b>Total Funds</b>	25,705,294	24,389,343
<b>Liabilities</b>		
<b>Non-Current Liabilities</b>		
Accounts Payable and Accruals	6,337	10,086
Employee Benefit Accruals	120,598	141,006
Loans and Borrowings	183,421	203,418
	310,356	354,510
<b>Current Liabilities</b>		
Accounts Payable and Accruals	2,275,941	2,234,925
Amount Due to a Joint Venture	416	415
Employee Benefit Accruals	657,623	634,271
Loans and Borrowings	124,898	122,738
Deferred Income		
• Earmarked Grants	401,537	338,805
• Capital Grants and AA & I Block Allocation	131,470	91,788
• Others (Including Donations and Benefactions)	238,142	187,180
	771,149	617,773
	3,830,027	3,610,122
<b>Total Liabilities</b>	4,140,383	3,964,632
<b>Total Funds and Liabilities</b>	29,845,677	28,353,975
<b>Net Current Assets</b>	3,807,327	5,031,594
<b>Total Assets Less Current Liabilities</b>	26,015,650	24,743,853



## OFFICERS OF THE UNIVERSITY

As at November 15, 2015

### 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 Sir David Li Kwok Po**

GBM; GBS; HonLLD *Cantab*, *Warw* and *HK*; HonDSSc *CUHK*; JP

### President and Vice-Chancellor

**Professor Peter William Mathieson**

MBBS *Lond*; PhD *Cantab*; FRCP(Lond)

### Provost and Deputy Vice-Chancellor

**Professor Paul Tam Kwong Hang**

MBBS *HK*; ChM *Liv*; FRCS(Edin); FRCS(Glas); FRCS(Ire); FRCPCH;  
FHKAM (Surgery)

### Executive Vice-President

(Administration and Finance)

**Dr Steven John Cannon**

MA(Hons) *Dundee*; HonLLD *Aberd*

### Vice-President and Pro-Vice-Chancellor

(Teaching and Learning)

**Professor Ian Michael Holliday**

MA *Cantab*; MPhil, DPhil *Oxon*

### Vice-President and Pro-Vice-Chancellor (Research)

**Professor Andy Hor Tzi Sum**

BSc(Hon) *Imperial*; DPhil *Oxon*; DSc *Lond*; FRSC; CChem

### Vice-President and Pro-Vice-Chancellor (Global)

**Professor John Kao Weiyuan**

BS *Johns Hopkins*; MS, PhD *Case W Reserve*; FBSE

### Vice-President and Pro-Vice-Chancellor

(Institutional Advancement)

**Mr Douglas So Cheung Tak**

LLB, PCLL *HK*

### Treasurer

**Mrs Margaret Leung Ko May Yee**

SBS; BSocSc *HK*; JP

### Deans of Faculties

#### Architecture

**Professor Christopher John Webster**

BSc, MSc *Wales*; PhD *Hull*

#### Arts

**Professor Derek Burton Collins**

BA, MA *Calif*; PhD *Harv*

#### Business and Economics

**Professor Eric Chang Chieh**

BS *Nat Cheng Kung*; MBA *Wright State*; PhD *Purdue*; CFA

#### Dentistry

**Professor Thomas Frank Flemmig**

MBA *Duke*; Dr med dent *Freiburg*; Dr med dent habil *Würzburg*

#### 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 Michael Hor Yew Meng**

LLB *Sing Nat*; BCL *Oxon*; LLM *Chic*

#### Medicine

**Professor Gabriel Matthew Leung**

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

#### 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**

BSocSc *HK*; MSc *HKPU*; MBA *Col*; CertICM; CGA; FCCA

#### Librarian

**Mr Peter Edward Sidorko**

BMath *Newcastle*; MAppSc(Lib&InforMgt) *Charles Sturt*; MA *Durh*;  
DipIM-Lib *NSW*; AALIA; FHKLA

#### Director of Estates

**Mr Tam King Leung**

MHKIE; FHKICM; MCCES; RPE

## THE COURT

As at November 15, 2015

### Membership Category

1. Chancellor
  - Pro-Chancellor
  - President and Vice-Chancellor
  - Provost and Deputy Vice-Chancellor
  - Vice-Presidents and 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) President and 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

### Member

**Dr the Hon. Leung Chun Ying**  
**Dr the Hon. Sir David K.P. Li**  
**Professor P.W. Mathieson**  
**Professor P.K.H. Tam**  
**Professor I.M. Holliday**  
**Professor T.S.A. Hor**  
**Professor W.J. Kao**  
**Mr D.C.T. So**  
**Mrs Margaret M.Y. Leung Ko**

**Dr the Hon. Victor K.K. Fung**  
**The Hon. Sir Ti Liang Yang**

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**Mr Edward K.F. Chow**  
**Ms Leonie M.F. Ki**  
**Professor the Hon. Arthur K.C. Li**  
**Mr Daryl W.K. Ng**  
**Dr Patrick S.C. Poon**

.....

**Professor Edward K.Y. Chen**  
**The Hon. Abraham L.H. Shek**  
**Mr Wong Kai Man**  
**Dr Peter K.K. Wong**  
**Professor Rosie T.T. Young**

.....

**Mr Man Cheuk Fei**  
**Dr Rosanna Y.M. Wong**

**Dr K.C. Cheung**  
**Professor S. Kwok**  
**Professor C.M. Lo**  
**Professor K.Y. Yuen**

**Mr K.Y. Ng**



**Membership Category**

- (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) President and Vice-Chancellor
- (b) Provost and Deputy Vice-Chancellor
- (c) Vice-Presidents and Pro-Vice-Chancellors
- (d) Dean of each Faculty

- (e) Chairman of each Board of the Faculty

- (f) Twelve elected Professors

**Member**

**Mr Fung Jing En**

**Mr Zhu Ke**

**Professor C.J. Webster (Architecture)**  
**Professor D.B. Collins (Arts)**  
**Professor E.C. Chang (Business and Economics)**  
**Professor T.F. Flemmig (Dentistry)**  
**Professor S.J. Andrews (Education)**  
**Professor N.C. Tien (Engineering)**  
**Professor M.Y.M. Hor (Law)**  
**Professor G.M. Leung (Medicine)**  
**Professor S. Kwok (Science)**  
**Professor J.P. Burns (Social Sciences)**

**Mr J.F. Carlow (Architecture)**  
**Professor J.C. Schencking (Arts)**  
**Professor Z. Tao (Business and Economics)**  
**Professor E.C.M. Lo (Dentistry)**  
**Professor F.K.S. Leung (Education)**  
**Dr K.C. Cheung (Engineering)**  
**Professor A.H.Y. Chen (Law)**  
**Professor G.W.K. Tang (Medicine)**  
**Professor K.M. Tsang (Science)**  
**Professor K.A. Laidler (Social Sciences)**

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

**Membership Category**

- (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 undergraduate and one postgraduate)

5. Registrar

- 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

**Member**

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

.....  
 .....  
 .....

**Professor W.K.M. Lee**

**Professor N. Rao**

**Mr P.E. Sidorko**

**Dr A.W.L. Chau**

**Miss Ho Ka Yin**  
**Mr Chura B. Thapa**  
**Miss Wong Tung Yi**

**Mr H.W.K. Wai**

**Mr John C.O. Wan**  
**Dr Patrick S.C. Poon**  
**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**  
**Mr Andrew H.K. Fung**  
**Mr Peter P.M. Kwan**  
**Mr Alex C.H. Lai**  
**Dr David K.Y. Lee**  
**Mrs Mabel M.B. Lee Wong**  
**Dr Evelyn Y.F. Man**  
**Dr Victor H. Ng**  
**Mr Tai Keen Man**  
**Mr Thomas M.T. Tso**  
 .....



#### Membership Category

9. Five Members elected by the Court

#### Member

**Mr Choi Sau Yuk**  
**Ms Wendy K.S. Gan**  
**Mr David T.Y. Mong**  
**Professor Richard Y.H. Yu**  
**Mr George K.H. Yuen**

10. Three Members elected by the Grant Schools Council

**Miss Maggie W.C. Chau**  
**Brother Steve Hogan**  
**Mr Dennis D.Y. Yuen**

11. Three Members elected by the Hong Kong Subsidised  
Secondary Schools Council

**Mr James Y.F. Lam**  
**Mr Liu Ah Chuen**  
**Ms Halina S.H. Poon**

12. Not more than twenty members, not being already included in  
any of the foregoing classes, appointed by the Chancellor

**Dr Adrian C.K. Cheng**  
**Mr Paul K.W. Cheung**  
**Dr Polly S.Y. Cheung**  
**Mr Oscar V.T. Chow**  
**Mr Ivan K.L. Chu**  
**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**  
**Mr Sebastian S.W. Man**  
**Ms Beatrice Y.M. Mok**  
**Mr Stanley K. Pong**  
**Mr Herbert H.K. Tsoi**  
**Mr Joseph C.C. Wong**  
**Ms Priscilla P.S. Wong**  
**Mr Michael W.K. Wu**  
**Dr the Hon. Allan Zeman**

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#### Contribution and Feedback

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