



## THE UNIVERSITY OF HONG KONG

Pokfulam Road, Hong Kong

Tel: (852) 2859 2111 · Fax: (852) 2858 2549

Web site: <http://www.hku.hk>

# THE REVIEW

THE UNIVERSITY OF HONG KONG 2004



## VISION

The University of Hong Kong, as a pre-eminent international university in Asia, seeks to sustain and enhance its excellence as an institution of higher learning through outstanding teaching and world-class research so as to produce well-rounded graduates with lifelong abilities to provide leadership within the societies they serve.

## MISSION

The University of Hong Kong will endeavour

- To advance constantly the bounds of scholarship, building upon its proud traditions and strengths
- To provide a comprehensive education, developing fully the intellectual and personal strengths of its students while developing and extending lifelong learning opportunities for the community
- To produce graduates of distinction committed to lifelong learning, integrity and professionalism, capable of being responsive leaders and communicators in their fields
- To develop a collegial, flexible, pluralistic and supportive environment that will attract, retain and nurture scholars, students and staff of the highest calibre in a culture that inspires creativity, learning and freedom of thought, enquiry and expression
- To engage in innovative, high-impact and leading-edge research within and across disciplines
- To be fully accountable for the effective management of public and private resources bestowed upon the institution and act in partnership with the community over the generation, dissemination and application of knowledge
- To serve as a focal point of intellectual and academic endeavour in Hong Kong, China and Asia and act as a gateway and forum for scholarship with the rest of the world

**Cover:** Windsurfer Vicky Chan, a third-year Bachelor of Engineering student, won a gold medal at the World University Games in July 2004.

## CONTENTS



**A MESSAGE FROM THE VICE-CHANCELLOR 2**



**CREATIVITY AND LEARNING 8**



**INNOVATION AND DISCOVERY 14**



**HONOURS 20**



**FACTS AND FIGURES 22**

Published by The University of Hong Kong ©2004

Edited by The Registrar

Further detailed information about this Review or the University can be obtained from the Registrar [fax: (852) 2559 9459]

Researched and compiled by Kathy Griffin

Designed by trinity & co.

Photography by sinopix photo agency and La Vie de Boheme

Printed in Hong Kong by G & P Production & Printing Co.

on recycled paper



# A MESSAGE FROM THE VICE-CHANCELLOR

In reflecting on the events and achievements at the University over the past year, I have been struck by the diligence, aspirations to excellence and unbending commitment demonstrated by our students and academics. These qualities are embodied in people such as student Vicky Chan Wai Kei, the windsurfer featured on the cover of this report. Vicky won a gold medal in the World University Games in July, and is training for the Olympic Games in 2008. At the same time, she is pursuing a Bachelor of Engineering degree. Her ability to meet the rigorous demands of international competition and academic study are remarkable, but what is most satisfying for me is that she is not an exception. Many of our students and academics are high-achievers and they are able to succeed thanks to a strong support base here at the University. They have access to the best tools, techniques, information and experiences, and they work and learn in an environment that encourages risk-taking. The result is not only individual excellence, but greater recognition for the University as a whole for the high quality of our graduates and research.

The University has performed well in several international surveys recently, a source of satisfaction for many in our community. Of course, we aspire to do even better in future. Central to that goal is a system to ensure we uphold, and improve on, our high standards. We continually review our performance to identify strengths and areas of improvement, and in 2004 we were told informally that we did extremely well in a performance indicator exercise conducted by the University Grants Committee (UGC). So not only do we achieve high standards, we have a system in place to ensure we continue to do so. This feedback followed an evaluation of teaching and learning in 2003 by the UGC, in which we were highly commended.

The high quality of our programmes helps us attract funding and a steady flow of accomplished scholars and students. We received the lion's share of competitively bid research grants in Hong Kong in 2003-04. Our academics continued to receive honours from abroad and from Mainland China for their research achievements and had the highest number of refereed publications among the Hong Kong tertiary institutions.

Talented young researchers also showed keen interest in coming to the University. Applications for research postgraduate positions outnumbered places by 10 to one in 2004 and more than half had first-class honours degrees or equivalent. Our Academic Development Proposals for 2005-08 suggest increasing these positions by 50 per cent and the UGC is now responding to our request.

The University's undergraduate and other programmes also admitted more top-performing Hong Kong students than any other local institution and attracted interest from a growing number of outstanding students from outside Hong Kong, including the Mainland. Some 212 Mainland students out of over 2,000 applicants were admitted to undergraduate programmes during the year, including many who had qualified for admission to esteemed institutions such as Beida, Tsinghua and Fudan.

One of the attractions for students is our emphasis on student-centred learning and innovations in the classroom. Problem-based and enquiry learning, in particular, is producing measurable improvements in graduates from the Faculty of Medicine and the Faculty of Dentistry and helping students in other faculties to develop teamwork, independence, leadership and creative approaches to problems. Our extensive extra-curricular programme also promotes whole-person development of students, through a great variety of sporting, cultural, general education and other activities. Occasional glitches mar our achievements. Incidents of plagiarism arose on campus during the year that highlighted the need to provide greater moral guidance and leadership to our students. This, too, is the role of a quality university. We believe we must help our students to not only acquire core competencies, but to learn how to be honourable citizens and leaders.

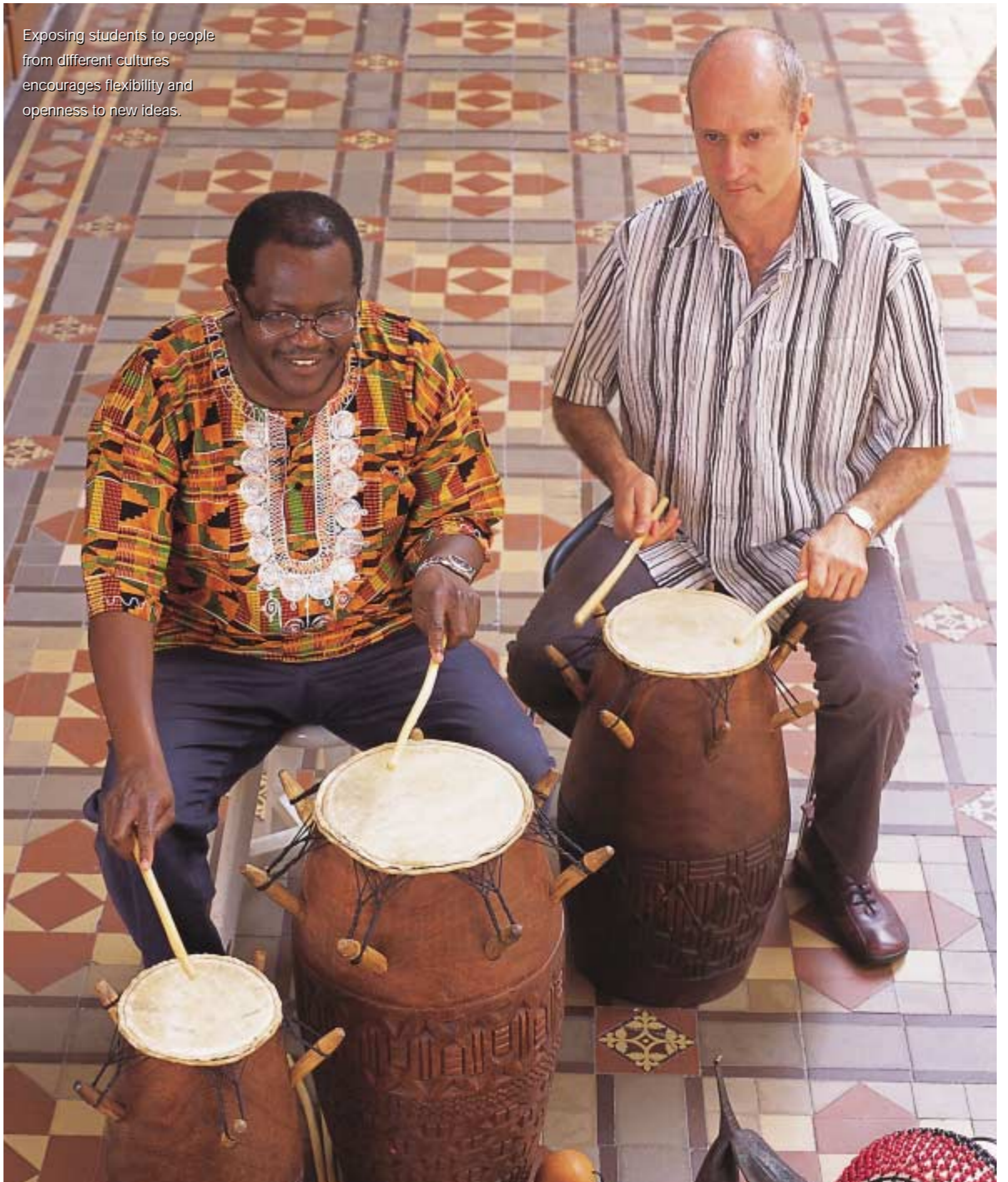
The achievements of our talented staff and students have helped to further enhance our reputation, to the extent that the University is increasingly regarded as an important collaborator in Hong Kong and abroad. Locally, this is in part due to the government's effort to promote greater

role differentiation and pooling of resources. The Joint Centre for Advanced Study, announced in 2004, is one result of this effort, in which the University will work with The Chinese University of Hong Kong and The Hong Kong University of Science and Technology (HKUST) to offer joint courses to research postgraduate students of the three institutions. In addition, the business schools of the University and HKUST are exploring the options for deep collaboration.

Further afield, a number of significant partnerships were finalised during the year. For example, China's Ministry of Science and Technology approved the establishment at the University of a State Key Laboratory of Emerging Infectious Diseases, the first and only State Key Laboratory located outside the Mainland. An international consortium on Chinese medicine, which includes Yale University, the Chinese Academy of Sciences and 14 other members, appointed the University as its headquarters. The World Trade Organisation named the University as the official training centre for its elite regional trade policy courses for government officials in the entire Asia-Pacific region, and the inaugural programme in 2004 attracted participants from 32 countries.

The emphasis on internationalism is a crucial one. We have the standards, people and resources to provide world-class education and research. But in order to remain competitive and continue to attract talent and funding, we need to be outward looking – we need to widen the door through which people and ideas flow.

Collaborative research with parties outside Hong Kong is one way of developing internationalisation on campus and we will continue to pursue such opportunities. Another way is to bring more non-local students to the University. Currently, about 1,030 students are from outside Hong Kong, including the contingent of high quality students from the Mainland. We are intent on increasing that figure and expanding our recruitment net further in Asia, North America and Europe, to recruit more students from diverse cultures and ethnic backgrounds.



Exposing students to people from different cultures encourages flexibility and openness to new ideas.

Students and staff welcomed  
China's Olympic medallists in  
September 2004.



The long-term goal of internationalisation must also be seen in the context of the University's overall direction. We are within the top ranks of universities regionally and world-wide, a position we intend to hold on to and improve upon. This means setting ever-higher goals and standards. Our research programme will continue to be well-supported, especially in multi-disciplinary research based around our areas of strength.

We will also continue to improve our teaching and learning programme. Following the government's announcement to reduce the local secondary education programme by one year, and to increase undergraduate tertiary education from three to four years, we will embark on another curriculum reform to ensure that we can provide a meaningful education that prepares tomorrow's leaders under this new structure.

Internally, we are proceeding with measures to enhance our efficiency and effectiveness. The University undertook a governance and management review in 2002-03 that bore fruit in 2004. The Council and Senate were substantially reduced in size and revamped in composition. To provide essential support to the Council, an audit committee was established to complement the existing dedicated committees in the key areas of human resources, finance and campus development and planning. The senior management team was strengthened by the appointments of a Deputy Vice-Chancellor and two full-time and two part-time Pro-Vice-Chancellors. We are also continuing the evolutionary process of appointing to each faculty a full-time Executive Dean. These measures have been designed to promote greater transparency and accountability within the governance and management process and to balance the authority structure with collegiality as a hallmark of academic life.

Additionally, the first phase of human resource management reform proposals received Council approval in September 2004 and is being

implemented. These changes aim to create a climate of success which will enable the University to recruit and retain the best talents, to recognise and reward excellence and to optimise the development of our primary and quintessential resource, people.

In the area of support systems, we earned recognition for our environmental and student services. The University won the Gold Award for the best environmental report in the 2003 Hong Kong Eco-Business Awards. We also reduced electricity use and decreased our output of waste. And the Office of Student Affairs, Personal Development and Counselling Centre and Careers Education and Placement Centre achieved ISO 9001 certification in 2004, the first student service in Hong Kong to do so.

From our support systems through to our academic output and graduates, the University aims to meet the highest international standards through continuous review and improvement. We want our staff and students to follow suit. This brings to mind a comment by a member of China's Olympic medal team, who visited the campus in September to tremendous enthusiasm from students and staff. She told us that everybody has his or her own Mount Everest to climb; no matter what the size of your mountain, you must try each day to climb higher than the day before. The University is scaling its mountain with, I must add, the support and encouragement of many in the community and the University family. I extend my deepest thanks and appreciation to all of those who helped us achieve so much in the past year, and look forward to your support in future as we reach for ever-higher goals.

Professor Lap-Chee Tsui, Vice-Chancellor

# CREATIVITY AND LEARNING

“ Education is not what it is said to be by some, who profess to put knowledge into a soul which does not possess it, as if they could put sight into blind eyes. On the contrary... the soul of every man does possess the power of learning the truth and the organ to see it with.” *The Republic, Plato*

Rapid changes in knowledge and technology have placed new demands on universities and their students in recent years. Knowledge for its own sake is no longer enough. Rather, graduates need to be able to think creatively – to analyse and use knowledge, and be engines of growth and progress. Employers are seeking creativity and lateral thinking when hiring, and expecting universities to produce the kind of graduate who can meet this demand. As a result, the nature of teaching and learning has shifted. Universities, including this University, are giving greater importance to student-centred learning and whole-person development, both in the classroom and through extracurricular activities.

Creativity requires thinking outside the box – beyond the analytical and critical thinking traditionally followed in academia – to produce a positive outcome. This cannot happen in a vacuum. People need stimulation, awareness of the past and self-discipline in order to be creative and productive. Most importantly, they need opportunities to step outside their chosen discipline or environment, and consider other points of view. The University has provided such opportunities in several ways. In terms of the curriculum, most new programmes now are interdisciplinary and students have greater flexibility to combine disciplines. For example, in the Bachelor of Journalism course that was introduced in 2003-04, students spend 70 per

cent of their time on a specific discipline such as science or economics and the rest of the time on journalism. In an existing course – the Bachelor of Science – preparations were made during the year to offer students the option of taking a second major or a minor in a field outside their main Science major from 2004-05.



**KAMALA-DEVI SIVASANKARAN**, a health sciences student from Canada, came to the University on a one-year exchange in 2004.

The local students were very friendly and helpful and the Exchange Office was phenomenal, they knew each person's case and got us connected with things. The extracurricular programme was also fantastic. I went trekking and kayaking and took adventure sport courses that were all much more affordable than my university in Canada.

In the classroom, new technologies are being used to enhance learning and open new horizons. The Department of History, as an example, is co-teaching a course with William and Mary College in the United States, via videoconferencing, on 'Historical Studies Using Computers', providing students with regular exposure to views from the other side of the world. More fundamentally, problem-based learning (PBL) is being promoted on campus. In this approach, students are asked to solve problems based on their own research and background knowledge, with teachers acting as facilitators rather than sources of answers. Students are able to experiment and develop their abilities in a non-threatening environment, and this has

resulted in several faculties reporting tangible benefits from PBL.

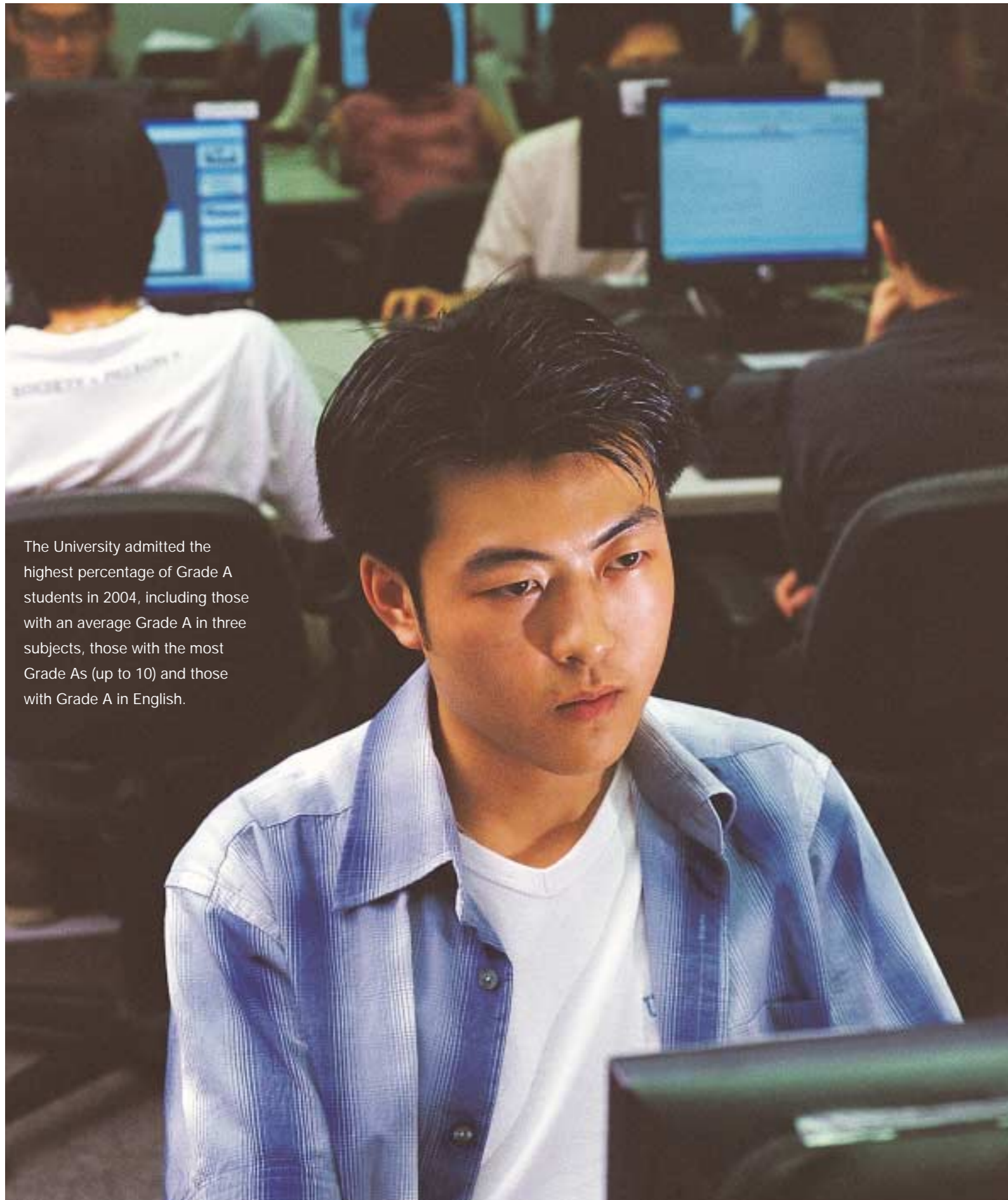
The Faculty of Medicine, which adopted PBL in 1997, compared interns under the new and old curricula in a study completed in 2004. The interns evaluated themselves and were evaluated by their supervisors. In all areas – from clinical judgement and skill to attitudes towards patients and staff – PBL students performed better than their predecessors and in many cases were judged excellent. The PBL programme in the Department of Speech and Hearing Sciences in the Faculty of Education was the first of its kind in the world and has been praised internationally and adopted by other schools, such as the University of Cork in Ireland. The Faculty of Dentistry has also received formal visits from other dental schools in Asia, which are hoping to use the faculty's PBL as a model for their own curriculum. Additionally, the Centre for the Advancement of University Teaching is promoting new approaches across the University and fostering staff development.

Innovations like these are still required to meet a standard of excellence. The quality of the University's teaching and learning was recognised in an independent report by the University Grants Committee in 2003, when we earned praise for our achievements. Our high standards also received international recognition in 2003-04 when the World Trade Organisation announced the University would be the regional centre for its elite training programme. The Faculty of Law is leading the Faculty of Business and Economics, Faculty of Education, Institute for China and Global Development, Centre of Asian Studies and Centre of Urban Planning and Environmental Management to train officials from 32 countries in law and public policy.

**Teaching Fellow DR LAM TAI PONG,**  
**Family Medicine Unit**

Students need a non-threatening and inviting environment so they can feel comfortable asking questions, without worrying about being scolded. That's what I try to do. When Hong Kong students don't feel threatened, they come up with all sorts of creative ideas and solutions.





The University admitted the highest percentage of Grade A students in 2004, including those with an average Grade A in three subjects, those with the most Grade As (up to 10) and those with Grade A in English.

The University's academic rigour, emphasis on student-centred learning and openness to innovation also enables us to attract the best students in Hong Kong. We admit the highest number of top-performing local students of all Hong Kong tertiary institutions. We also attract the largest number of exchange students and non-local students. Much effort has gone towards attracting students from Mainland China, with good results. Some 221 Mainland students were admitted in 2003-04 to undergraduate programmes, and many selected the University over such esteemed institutions as Tsinghua University and Fudan University. We also enrolled students from elsewhere in Asia, North America, Africa and Europe, and we intend to expand the number of students from these places in future.

The importance of attracting students from outside Hong Kong is closely linked with the idea of nurturing creativity. Exposing students to people from different cultures encourages flexibility and openness to new ideas – important qualities for creative thinking. In addition to bringing overseas students on campus, the University offers courses on other cultures, such as African Studies and Language. And hundreds of our students travel abroad each year for exchanges lasting from two weeks to one year.

Another important element in encouraging students to think laterally is to get them to try something new. Students have abundant opportunities for personal development outside the formal classroom environment, a goal to which the University is ardently committed. Sports facilities and programmes on campus are cheap and accessible – a provision that has impressed students from overseas. The ArtsAll Scheme provides students with generous discounts for arts events

in Hong Kong. Our general education and career counselling programmes, and student-led societies, provide dozens of new activities and topics for students each term. Even after students graduate, they can continue to learn through the School for Professional and Continuing Education, which offers hundreds of programmes.

**KAREN CHAN**, Bachelor of Law student, visited Egypt on a study trip in 2004.

My first reason for applying for this trip was my interest in ancient Egypt, but I also learned a lot about modern Egypt. Egyptians like to debate politics and I find that I am more interested now in knowing about political issues and other countries. As young people, we have to set our sights globally and not be restricted just to Hong Kong.



Choice, and the ability to discern the best options, are central components in creative thinking, and in students' competitiveness in the job market. The University provides students with a vast and varied range of choices in their studies, extra-curricular activities and lifelong learning pursuits. More importantly, it is equipping them with the skills to make informed choices and produce creative solutions, skills they can draw on throughout their productive lives. The University – any university – cannot teach students to 'be creative'. However, we can provide the vibrant environment, abundance of choice and high standards that will help our students feel comfortable with taking risks, and encourage creative thought.





# INNOVATION AND DISCOVERY

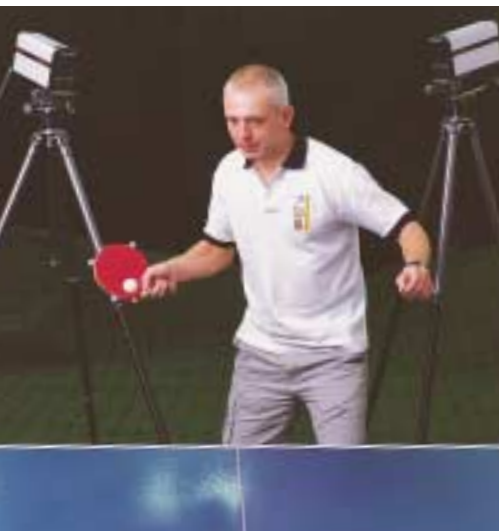
The French philosopher Henri Bergson once described evolution as a creative process, in which beings are compelled to develop new strategies and abilities to improve their lot. This definition applies equally to the task of research. Researchers are continually engaged in a process of discovery and explanation that, ultimately, benefits society. However, in order to succeed they require a stimulating and supportive environment in which to pursue their work. The University has devoted great effort to providing such a place for its scholars.

People are at the heart of any research programme and we have given priority to attracting talented researchers who will foster creative approaches, produce innovations and inspire others to do the same. Our academic and research staff have the highest number of refereed publications including esteemed journals such as *The Lancet*, in

Hong Kong. Many have produced internationally-recognised work and been honoured for their efforts. In 2003-04 alone, the Vice-Chancellor, Professor Lap-Chee Tsui, was nominated to the US Academy of Scientists, Professor Lee Chack Fan was elected Academician of the Chinese Academy of Engineering, Professor Vivian Yam was awarded a Centenary Lectureship by the Royal Society of Chemistry and Professor Yuen Kwok Yung received Hong Kong's Silver Bauhinia Award.

The opportunity to work with such high achievers, in a well-placed and well-equipped institution, is a key factor in attracting young talent to the University. Young people bring energy and fresh outlooks, thus feeding the creative process. In 2003-04, applicants for research postgraduate (RPG) places far outnumbered availability, by 10 to one. The applications came from all over the world and half were first-class honours degree holders (or

equivalent), with the result that the University unfortunately had to turn away talent. A central goal of our 2005-08 Academic Development Proposals is to increase the number of RPG places by 50 per cent, although this has not yet been approved by the University Grants Committee (UGC). We are also encouraging young researchers through the Research Assistant Professor Development Fund, which aims to provide



**DR JONATHAN MAXWELL**, Institute of Human Performance. His main area of research is in motor skill acquisition.

My time here at HKU has so far been very productive, mainly due to the freedom I have been afforded to explore new ideas and new areas of research that compliment my existing interests. The facilitation of these research initiatives through internal seed funding has been instrumental to my success, resulting in several publications and a successful CERG application.

career opportunities for researchers who have demonstrated exceptional achievements in their fields and to retain such talent.

Apart from having the right people in place, funding is the other critical component in research success. In 2003-04 the University received \$125 million from the Research Grants Council's Competitive Earmarked Research Grants (CERG), giving us the lion's share among Hong Kong's tertiary institutions. We also received the largest amount awarded through the Innovation and Technology Fund, \$37.46 million.

The combination of talent and funding has enabled our researchers to produce exciting new insights into a wide field of topics. For example, in 2003-04 the Department of Linguistics published findings in *Nature*, a top-ranking scientific journal, that demonstrated Chinese speakers have an anatomically different language centre in their brains from English speakers, with implications for brain surgery and language learning. The Department of Earth Sciences published a report explaining how coastlines 'breathe', with implications for coastal development, which was picked up by overseas news networks. The Department of Computer Science embarked on a project to enable computer systems to communicate more effectively with each other. And the Department of Architecture adapted solar panels to meet Hong Kong's electricity grid and climate requirements, demonstrating that they can be applicable here.

Projects like these open up further possibilities for research. This constant search for new problems or challenges, and creative ways of solving them, is at the heart of the research process. The University applies the same process in assessing its research programmes. As new areas of research crop up that are relevant to our strengths, we aim to bring these on board. As new needs arise, we aim to meet them.

The official opening of the Genome Research Centre in March 2004 was one result of this process. Exploration is booming in genetic research and the University has several distinguished geneticists amongst its staff. The Centre was set up to capitalise on this expertise, develop further human resources and place Hong Kong at the forefront of genomics



The University received \$125 million in Competitive Earmarked Research Grants, the largest amount of any Hong Kong tertiary institution.



**DR CLIVE LO, Department of Botany is using genomic technologies to enhance the nutritional and agricultural value of rice and other foods.**

The RAP experience has allowed me to better prepare for my long-term academic career. I have had the opportunity to submit grant proposals as principal investigator and supervise students in research projects. I have also been most fortunate to team-teach undergraduate courses with staff from the Faculty of Science.

research. Genetic studies have been launched into such diseases as Hirschsprung's, Alzheimer's and Parkinson's. An investigation into the development and growth of the skeleton and genetic links to degenerative skeletal disorders is underway, supported by a \$50 million grant from the UGC's Area of Excellence Scheme. These projects often involve working with and supporting researchers in other institutions. Our most prominent collaborative effort in 2003-04 was the Haplotype Mapping Project, a component of the Human Genome Project to create a comprehensive resource for human genetic research, which involved scientists from the United States, Britain, Japan, Canada and elsewhere in China.

Researchers also need support in testing their ground-breaking findings. The University's Clinical Trials Centre is a prime example of how we support the research process through all its phases. The Centre was set up in 1997 and is the only academic research organisation in Asia to provide a full range of services for clinical trials. These services meet the highest international standards and the Centre has been accredited by the College of American Pathologists. In 2004 it was appointed to co-ordinate major trials of new therapies for the treatment of spinal cord injuries, among more than 40 new trials undertaken during the year.

Given the quality of our researchers and facilities, one of the most important investments we can now make to improve our performance is in collaboration. Research that brings together scholars from different disciplines, institutions and countries encourages researchers to think outside their disciplines or cultures, and find new approaches in

the discovery process. Many of our researchers are already engaged in such projects and the University is seeking to formalise these links where possible.

In 2004 we agreed to work on deeper collaboration with The Chinese University of Hong Kong and The Hong Kong University of Science and Technology, through the formation of a Joint Centre for Advanced Study. The Centre enables us to pool resources by offering courses jointly to research postgraduate students of the three institutions. We also with The Hong Kong University of Science and Technology established a joint working group of our business schools to study the feasibility of establishing a world-class Hong Kong Business School.

Internationally, the University was named the headquarters for a 16-member consortium on Chinese Medicine that includes Yale University, the Chinese Academy of Sciences and the American botanical drug firm, PhytoCeutica. We also hosted a meeting of the heads of research of *Universitas 21* members from around the world, who identified health care and sustainable cities as the strategic research priorities for this century.

Universities have a central role in addressing and solving future challenges in these and other areas. New treatments and solutions will emerge from environments in which researchers have the encouragement, support and freedom to explore and create. By fostering young talent and attracting distinguished researchers, and by securing resources and promoting collaboration, The University of Hong Kong has provided the rich soil for creative solutions and innovations to blossom.

## HONOURS

### HONORARY DEGREES – 2003-04



#### Mr Darwin Chen

Mr Chen has a long career of service to the community, particularly in the arts. He is currently chair of the Hong Kong Arts Development Council and has previously been honoured for his contributions by the Hong Kong Academy of Performing Arts and this University, from which he received an Honorary Fellowship. Mr Chen was conferred the degree of Doctor of Social Sciences *honoris causa*.



#### Ms Chan Shuk Leung (Pak Suet Sin)

Ms Chan is a legendary Cantonese opera singer who has received widespread acclaim throughout her lengthy career. She set up the Yam-Pak Charitable Foundation in 1990 to support research into traditional Cantonese dramatic art. Ms Chan was conferred the degree of Doctor of Letters *honoris causa*.



#### The Honourable Michael Kadoorie

The Honourable Michael Kadoorie is a renowned philanthropist who has donated generously to schools and agricultural projects through the Kadoorie Charitable Foundation. He is Chairman of The Hongkong and Shanghai Hotels Ltd and CLP Holdings Ltd. Mr Kadoorie received the degree of Doctor of Laws *honoris causa*.



#### Madam Qian Zhengying

Madam Qian chairs the National Committee of the Chinese People's Political Consultative and is an Academician of the Chinese Academy of Engineering. She has been closely involved in water conservancy projects in China and projects that mitigated flood hazards in the Lower Yellow River. Madam Qian received the degree of Doctor of Science *honoris causa*.



#### Professor Arnold George Dominic Maran

Professor Maran is Professor Emeritus of Otorhinolaryngology at the University of Edinburgh and has been acclaimed internationally for his role in both clinical and basic research. He took an active interest in ensuring high standards for training and practice in Hong Kong. Professor Maran received the degree of Doctor of Science *honoris causa*.



#### Mrs Mary Rodrigues

Mrs Rodrigues has maintained exceptionally strong ties with the University, of which she is an alumna. She served three consecutive terms as Chairperson of Convocation before retiring in 2001 and has been a member of both the University Court and Council. Mrs Rodrigues received the degree of Doctor of Social Sciences *honoris causa*.

### HONORARY FELLOWSHIPS – 2003-04



The Honourable Mr Justice Patrick Chan Siu Oi, Permanent Judge of the Court of Final Appeal, has contributed to our Faculty of Law and governance and management review and is a member of Council.



Professor Leung Nai Kong, former Chief Executive of Princess Margaret Hospital, helped to found the University Medical Alumni Association and remains an active member.



Mr Moses Cheng Mo Chi is a former Legislative Councillor and a member of the Education Commission. He is also an alumnus of the University and a member of the University Court.



Mr Lim Por Yen, philanthropist and founder of the Lai Sun Group, has donated \$2 million to the HKU Foundation for Educational Development and Research, and \$20 million to the University's SARS Fund and the establishment of Jao Tsung-I Petite Ecole.



Mr Linus Cheung Wing Lam, Chairman of LWLC and Associates Limited, sits on our Council and Finance Committee and chairs the Board of Directors of the HKU School of Professional and Continuing Education.

**Creativity is not the domain of a single thought. It requires stimulus and you have got to be in an environment that permits you to be creative. The University of Hong Kong has a faculty that is able to achieve this. They bring out the best in students, who are then equipped to bring their ideas and creative approaches into the wider community.**

*The Hon. Michael Kadoorie*

## FACTS AND FIGURES

Profile Indicators

### RESEARCH

INDICATOR	HKU PERFORMANCE	DATA
University Grants Committee (UGC) Areas of Excellence (AoE) Awards	<b>Highest</b> number of awards and <b>Largest</b> amount of funding of any UGC-funded institution	4 projects (total value HK\$159.7M) directed or co-directed by HKU investigators out of 8 projects (total value HK\$320.8M) funded since 1996
Research Grants Council (RGC) Competitive Earmarked Research Grants (CERG) Awards	<b>Highest</b> number of awards of any UGC-funded institution	193 winning proposals (2004-2005)
Funding secured in RGC CERG Awards Scheme	<b>Largest</b> amount of any UGC-funded institution (7 times in the past 8 exercises)	HK\$125M (31%) awarded from total 2004-2005 RGC CERG allocation of HK\$403M
Awards from RGC Central Allocation Vote (CAV)	Second Highest number of awards of any UGC-funded institution	18 projects (20%) funded out of 88 projects approved since 1991
National Natural Science Foundation of China (NSFC)/Research Grants Council Joint Research Scheme (RGC JRS) Awards	<b>Highest</b> number of awards of any UGC-funded institution	6 projects funded (33%) in 2003-2004 out of a total of 18 projects approved
Funding secured in NSFC/RGC JRS	<b>Largest</b> amount of any UGC-funded institution	HK\$3.53M (35%) out of total funding of HK\$10M in 2003-2004
Awards from Innovation and Technology Fund (ITF) under the Innovation and Technology Support Programme (ITSP)	<b>Highest</b> number of awards of any UGC-funded institution	37 projects funded (27.8%) out of a total of 133 projects approved since 1999
Funding secured from ITF	Second Largest amount of any UGC-funded institution	HK\$169.2M (23%) out of a total of HK\$733.8M allocated since 1999
National Natural Science Awards	<b>Largest</b> number of awards of any UGC-funded institution	8 members out of 26 scientists in Hong Kong have received 9 awards since 1989
Croucher Foundation Senior Research Fellowships	<b>Largest</b> number of fellowships of any UGC-funded institution	20 fellowships out of a total of 44 awarded since 1997
Chinese Academy of Sciences (CAS) Membership	<b>Largest</b> number of members of any UGC-funded institution	8 members
Refereed publications	<b>Highest</b> number of any UGC-funded institution	3,925 weighted refereed publications (2001-2002)
Refereed publications per academic and research staff member	<b>Highest</b> number of any UGC-funded institution	3.24 per staff member (2001-2002) (based on 1,210 wholly UGC-funded academic and research staff in academic departments)
Total number of citations on HKU papers published in journals tracked by the Institute for Scientific Information (ISI)	<b>Highest</b> number of any Hong Kong institution tracked by ISI	65,764 citations in 11,044 papers published in journals tracked by ISI based on 11 fields (1994-2004)
Citations per paper in ISI ranking	<b>Highest</b> number of any Hong Kong institution tracked by ISI	5.95 number of citations per paper (1994-2004)
Impact of HKU's publications	<b>19 HKU Academic Staff</b> of Reader or Chair Professor grade have been ranked by the ISI <b>among the world's top 1% of scientists</b> , based on the number of citations recorded for their publications	

### ADMISSIONS

INDICATOR	HKU PERFORMANCE	DATA
		(Conversion of Hong Kong Advanced Level Examination grades into scores: A=5, B=4, C=3, D=2, E=1, Others=0)
Average score in Use of English, 2004	<b>Best</b> score of any UGC-funded institution	2.79
Average score in 2 Advanced Level (AL) and 1 Advanced Supplementary Level (AS) subjects, 2004	<b>Best</b> score of any UGC-funded institution	3.42
Average score in 3 AL subjects, 2004	<b>Best</b> score of any UGC-funded institution	3.18
Percentage of students admitted with an average of Grade A in 3 AL subjects, 2004	<b>Highest</b> percentage of any UGC-funded institution	46%
Percentage of students admitted with Grade A in Use of English, 2004	<b>Highest</b> percentage of any UGC-funded institution	46%
Number of applicants for the Early Admissions Scheme for Secondary Six Students (EAS), 2004	<b>Largest</b> number of any participating UGC-funded institution	449 (99% of all eligible applicants)
Number of EAS applicants placing HKU programmes as their first choice, 2004	<b>Largest</b> number of any participating UGC-funded institution	218 (48% of all eligible applicants)
Number of EAS applicants admitted in 2004-2005	<b>Largest</b> number of any participating UGC-funded institution	189 (45% of all students admitted to EAS of participating institutions)
Number of EAS applicants admitted with 8 to 10 'A's in HKCEE, 2004	<b>Largest</b> number of any participating UGC-funded institution	HKCEE Results 10 'A's: 6 (60%) 9 'A's: 29 (69%) 8 'A's: 41 (55%)
Total number of HKCEE 'A's achieved by EAS applicants admitted, 2004	<b>Largest</b> number of any participating UGC-funded institution	1,385 (47% of HKCEE 'A's achieved by all students admitted to EAS of participating institutions)
Non-local students (all levels of study)	<b>Largest</b> headcount of any UGC-funded institution	820 (2003-2004) *
Admission of fee-paying Mainland China students	<b>Highest</b> students' scores in the Mainland High School Examination of all students admitted by institutions in Hong Kong	192 (2004)
HKU Worldwide China programmes (summer courses in Mainland China)	<b>Largest</b> number in Hong Kong	Over 500 (2004)
Exchange students (including Mainland China students)	<b>Largest</b> headcount of any UGC-funded institution	392 incoming (2003) 432 outgoing (2003)

\* Source: University Grants Committee

### OTHER INDICATORS

INDICATOR	HKU PERFORMANCE	DATA
Scores in Common English Proficiency Assessment Scheme (CEPAS)	<b>Highest</b> scores of any UGC-funded institution	6.87 (2003-2004 final year)
Employment of full-time undergraduates – unemployment rate	<b>Lowest</b> unemployment rate of any UGC-funded institution	0.4% unemployment rate (2002-2003)
Percentage of teachers with PhD or higher professional qualifications		93%
Library stock and expenditure on library resources	<b>Largest</b> of any UGC-funded institution	2.28 million bound volumes (June 30, 2004) and HK\$76.4 M (2002-2003)

Sources: University Grants Committee (UGC), Research Grants Council (RGC), Joint University Programmes Admission Scheme (JUPAS).

## FACTS AND FIGURES

Statistical Indicators

### I. REGULAR DEGREE PROGRAMMES

UGC and Mixed-funded Programmes

Student Admissions

Level	Admissions - Local Students				Admissions - Non-local Students				Total	
	Headcount		% of total		Headcount		% of total		2002-03	2003-04
	2002-03	2003-04	2002-03	2003-04	2002-03	2003-04	2002-03	2003-04		
Research Postgraduate	1,097	1,049	65%	61%	578	663	35%	39%	1,675	1,712
Taught Postgraduate	3,774	3,808	95%	95%	197	198	5%	5%	3,971	4,006
Undergraduate	8,927	8,818	99%	98%	102	166	1%	2%	9,029	8,984
<b>All Levels</b>	<b>13,798</b>	<b>13,675</b>	<b>94%</b>	<b>93%</b>	<b>877</b>	<b>1,027</b>	<b>6%</b>	<b>7%</b>	<b>14,675</b>	<b>14,702</b>

Number of Programmes

Level	Number	
	2002-03	2003-04
Research Postgraduate	179	184
Taught Postgraduate	82	80
Undergraduate	47	46
<b>All Levels</b>	<b>308</b>	<b>310</b>

(Note: The number of programmes listed above include where applicable, programmes offered in the full-time and part-time modes which are counted as separate programmes. The counting of research postgraduate programmes is based on the disciplines/departments in which such programmes are offered.)

### II. PROFESSIONAL AND CONTINUING EDUCATION PROGRAMMES

Self-financed and Out-reach Programmes

Student Admissions

Level	Admissions - Local Students				Admissions - Non-local Students				Total	
	Headcount		% of total		Headcount		% of total		2002-03	2003-04
	2002-03	2003-04	2002-03	2003-04	2002-03	2003-04	2002-03	2003-04		
Taught Postgraduate	1,591	2,189	70%	73%	677	803	30%	27%	2,268	2,992
Undergraduate	2,678	2,584	99%	99%	15	14	1%	1%	2,693	2,598
<b>All Levels</b>	<b>4,269</b>	<b>4,773</b>	<b>86%</b>	<b>85%</b>	<b>692</b>	<b>817</b>	<b>14%</b>	<b>15%</b>	<b>4,961</b>	<b>5,590</b>

Number of Programmes

Level	Number	
	2002-03	2003-04
Taught Postgraduate	48	57
Undergraduate	12	13
<b>All Levels</b>	<b>60</b>	<b>70</b>

(Note: Programmes offered both in full- and part-time modes are counted as separate for each mode.)

Self-financed Programmes offered by the HKU School of Professional and Continuing Education

Programme	Student Admissions by Headcount	
	2002-03	2003-04
Postgraduate	7,684	6,687
Professional	622	623
Degree (including full-time programmes)	24,313	25,624
Sub-degree	44,710	42,619
General / Short Courses	25,472	25,744
Community College (full-time associate degrees and higher diplomas)	3,632	4,130
<b>All Programmes (local)</b>	<b>106,433</b>	<b>105,427</b>
<b>Mainland China Programmes</b>	-	<b>1,036</b>

### III. GRADUATES

From Regular Degree Programmes including UGC and Mixed-funded Programmes

Discipline	Research Postgraduate		Taught Postgraduate				Undergraduate		All	
	2002-03	2003-04	Masters		Postgraduate Diploma/Certificate		2002-03	2003-04	2002-03	2003-04
			2002-03	2003-04	2002-03	2003-04				
Architecture	16	10	121	120	-	1	109	111	246	242
Arts	66	74	66	35	-	-	494	432	626	541
Business and Economics	8	14	19	1	-	-	365	369	392	384
Dentistry	6	6	11	13	4	13	39	49	60	81
Education	18	21	122	122	744	752	150	137	1,034	1,032
Engineering	87	84	250	188	-	-	538	479	875	751
Law	3	1	92	147	275	278	113	103	483	529
Medicine	57	85	40	108	-	-	240	239	337	432
Science	103	105	80	64	-	-	400	366	583	535
Social Sciences	43	54	150	243	28	29	266	290	487	607
<b>All Disciplines</b>	<b>407</b>	<b>454</b>	<b>951</b>	<b>1,032</b>	<b>1,051</b>	<b>1,073</b>	<b>2,714</b>	<b>2,575</b>	<b>5,123</b>	<b>5,134</b>