

THE REVIEW 2005

THE UNIVERSITY OF HONG KONG



THE UNIVERSITY OF HONG KONG

Pokfulam Road, Hong Kong

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

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



Contents

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 intellectual environment that inspires and attracts, retains and nurtures scholars, students and staff of the highest calibre in a culture that fosters creativity, learning and freedom of thought, enquiry and expression;
- To provide a safe and healthy workplace to support and advance teaching, learning and research at the University;
- To engage in innovative, high-impact and leading-edge research within and across disciplines;
- To be fully accountable for the effective management of public and private resources bestowed upon the institution and act in partnership with the community over the generation, dissemination and application of knowledge;
- To serve as a focal point of intellectual and academic endeavour in Hong Kong, China and Asia and act as a gateway and forum for scholarship with the rest of the world.



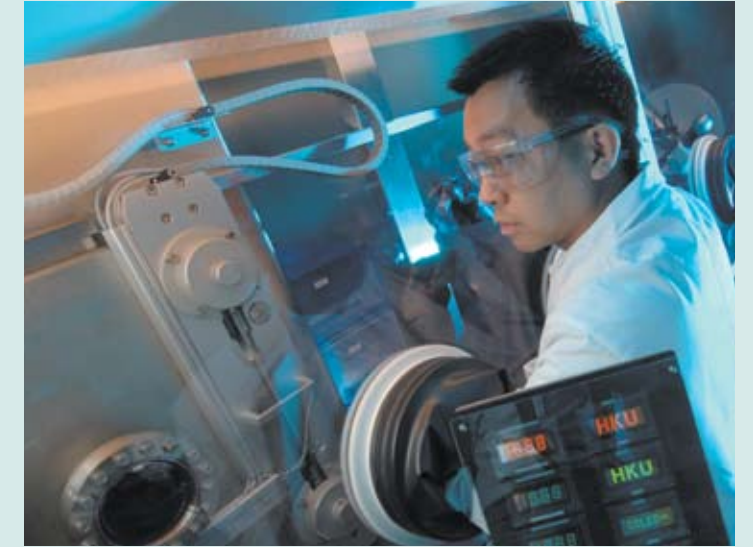
A Message from the Vice-Chancellor

2



Partnership and Learning

10



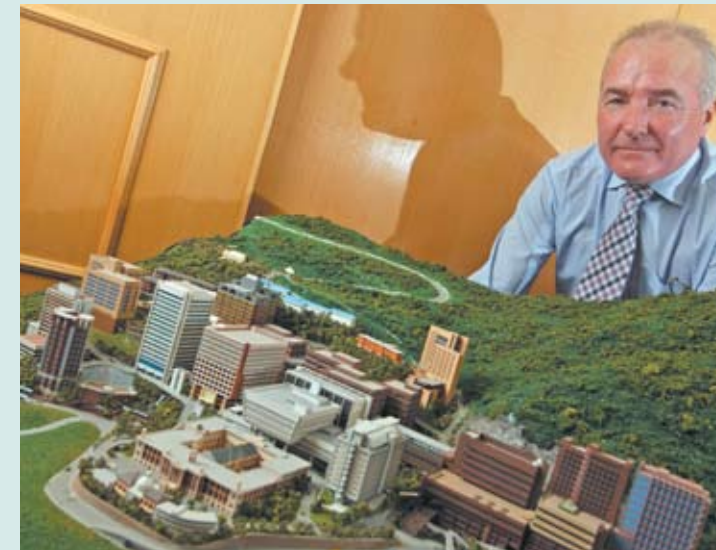
Collaboration and Discovery

16



Co-operation with the Community

22



Facts and Figures

30

Published by **The University of Hong Kong** ©2005

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**

Printed in Hong Kong by **HeterMedia Services Limited**

on recycled paper

A student and a graduate of the Department of Ecology and Biodiversity and Swire Institute of Marine Science in the Ocean Park Dolphin Pool. Both received sponsorship, funded by the Ocean Park Conservation Foundation, to conduct field research into the conservation of endangered species in South Asia.



A Message from the Vice-Chancellor

Partnership is at the heart of a university's work. As you will read in the following pages, an astonishing range of partnerships has been formed at The University of Hong Kong. Scholars from different academic disciplines are collaborating in groundbreaking areas of research here on campus. They are also developing extensive links with experts in other institutions and overseas. Students are being encouraged to learn collaborative skills through their work in the classroom and the field, and contact with people from different cultures. The University itself, as a tertiary institution, has a long history of working with and for the community, a tradition that is continually refreshed through our academic and community outreach work.

It is very satisfying for me, as Vice-Chancellor, that these co-operative activities are able to flourish on our campus. They bring enormous benefits to both sides. We are able to strengthen our capacity, as scholars, students and institution, while our partners are able to tap into our expertise and enthusiasm. Partnerships are also important for our future development. The University is planning a significant expansion in student numbers by 2012. We will, of course, seek community support for this expansion. At the same time, we are keen to harness all our energy and emphasis on quality to ensure standards remain high and advance even further, to guarantee that we continue to be an important asset to the Hong Kong community.

We have the building blocks for success. Our standards of excellence enable us to attract many top students, teachers and researchers. In 2004-05 our locally recruited students continued to have the highest A-level scores among those entering Hong Kong universities. Our researchers also continued to secure the largest share of awards in the Competitive Earmarked Research Grants Exercise, and even increased that share over previous years. Recognition of our research capabilities came from the central government, which designated a State Key Laboratory of Emerging Infectious Diseases in the Faculty of Medicine and a multi-disciplinary State Key Laboratory of Brain and Cognitive Sciences involving several faculties. These are the only State Key Laboratories outside the Mainland.

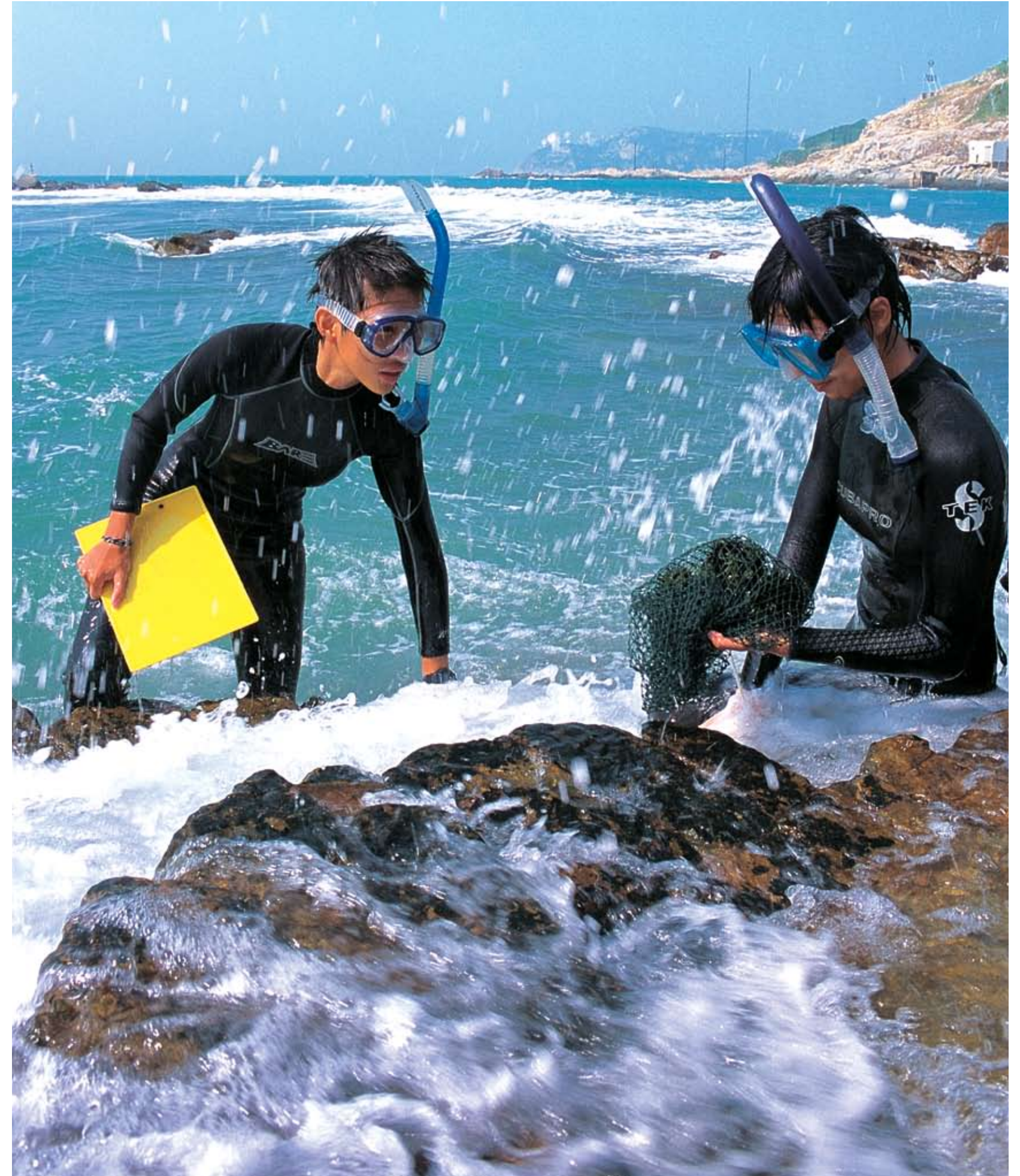
The University is keen to develop our scholarly activities further by raising the standards of our work even higher and venturing into new areas. Partnership activities play a crucial role here. In 2004-05 we established eight Strategic Research Areas to promote interdisciplinary research. Scholars from diverse fields are collaborating on such pressing issues as sustainable development, globalisation and biotechnology. Our teachers and researchers are also encouraged to work together with international experts. I am confident this multi-disciplinary, internationalist approach to teaching and learning and research will yield important benefits to society.

Collaboration is also brought into the classroom. Students are increasingly being encouraged to think outside the confines of their chosen discipline and work with others. Growing numbers of combined degrees are being developed, such as the new International Business and Global Management programme. Problem-based learning is used to encourage students to consult and co-operate with each other in their learning experience. Encounters with students from other cultures are also promoting skills that are useful in collaboration, such as an open mind and a willingness to understand and learn from others. In 2004-05 755 students joined exchanges overseas, while 2,457 students came here from outside Hong Kong, of which 482 were on exchange and the rest were enrolled in our programmes. There is especially keen competition for admission from Mainland students, who submitted 4,848 applications for 250 places in the 2005-06 admission exercise.

Another form of collaboration involves the community, and the University demonstrated impressive community spirit during the year. Many members of the University family gave generously to the tsunami relief effort, both in cash and kind. We also published our first Sustainability Report, which describes the University's environmental, social and financial impacts on the community and how we can improve in these areas. This is a pioneering achievement as we are the first tertiary institution in Hong Kong to publish such a report and one of the few universities in the world to do so. Sustainability was also placed under the remit of the Safety, Health and Environment Committee, which was constituted with an expanded membership from the University Council and representatives of the staff.

The community is in fact our most important partner. Through its support, the University has been able to establish itself as the premier academic institution in the region, able to produce young leaders and world-class research and respond to the community's needs. Recently, universities in Hong Kong have been asked to undertake a major shift in the curriculum towards an extra year of undergraduate education. The path of Hong Kong secondary school students will be shortened from seven to six years while undergraduate education will increase from three to four years from 2012. From an educational perspective, this is a wonderful opportunity to enhance our curriculum and learning experiences for students.

Facing page: The Swire Institute of Marine Science is an important centre for teaching and research on local marine ecology.





Indeed, the University has been exploring the idea of a four-year university education for many years. An extra year opens up possibilities for greater experiential learning, broader curricula and further development of leadership and communication skills. Our students are already impressing employers with their training and skills, securing 37 per cent of internships and graduate trainee positions offered by the top employers in Hong Kong, more than any other university. I firmly believe a four-year curriculum will excite students and produce even better graduates, bringing dividends to employers and the community.

An additional year of study does pose several challenges for the University, however. Student numbers will increase by at least one-third because we also have plans to increase international student enrolment to twenty per cent on top of our local student intake. More space and more staff will need to be in place by 2012. We are planning now for these challenges and we have little time to spare.

Space is already a constraint, particularly on the Main Estate. We are proposing a substantial new Centennial Campus to cope with the increased student intake and house the requisite facilities. This will be an estate to serve our needs for the coming decades and hopefully be a model for others in Hong Kong. Sustainability will be the guiding principle here as we seek to minimise our impacts on the environment and enhance our influence on the neighbourhood.

Facing page: The University was the first academic institution in the Asia-Pacific region to join the *World Community Grid*, which offers unused computing power to support research into humanitarian and environmental issues.

Staffing is the other major issue, made more urgent because we will be competing for academics in a tight international market. We hope to start recruiting as soon as possible to secure talented teachers and researchers. This is not simply a numbers exercise as we are keen to build on our recent achievements, particularly in research, and hire scholars who can propel us further up the international ladder. *The Times Higher Educational Supplement* of London ranked The University of Hong Kong among the world's top 50 universities, a proud achievement that we want to improve on over the next few years.

An expanded campus and staff complement will, of course, require additional funding. All Hong Kong universities have experienced budget cuts in recent years and, although the government offers us strong financial support, we realise we cannot expect taxpayers to provide an endless supply of funds. The University therefore has been investigating alternatives.

Alumni and individuals in the community have become keen supporters of the University in recent years. During the year, Hong Kong businessman Li Ka-shing donated a very generous \$1 billion to support education and biomedical science within the University. Dr Stanley Ho, an honorary graduate and long-term supporter of the University has recently announced he will match other donations dollar-for-dollar up to \$500 million over the next five years, as a gift to celebrate our 100th anniversary in 2011. Another 500 gifts, many from the University family, were also made during the year. All of these donations enable us to press ahead with initiatives that would otherwise go unfunded.

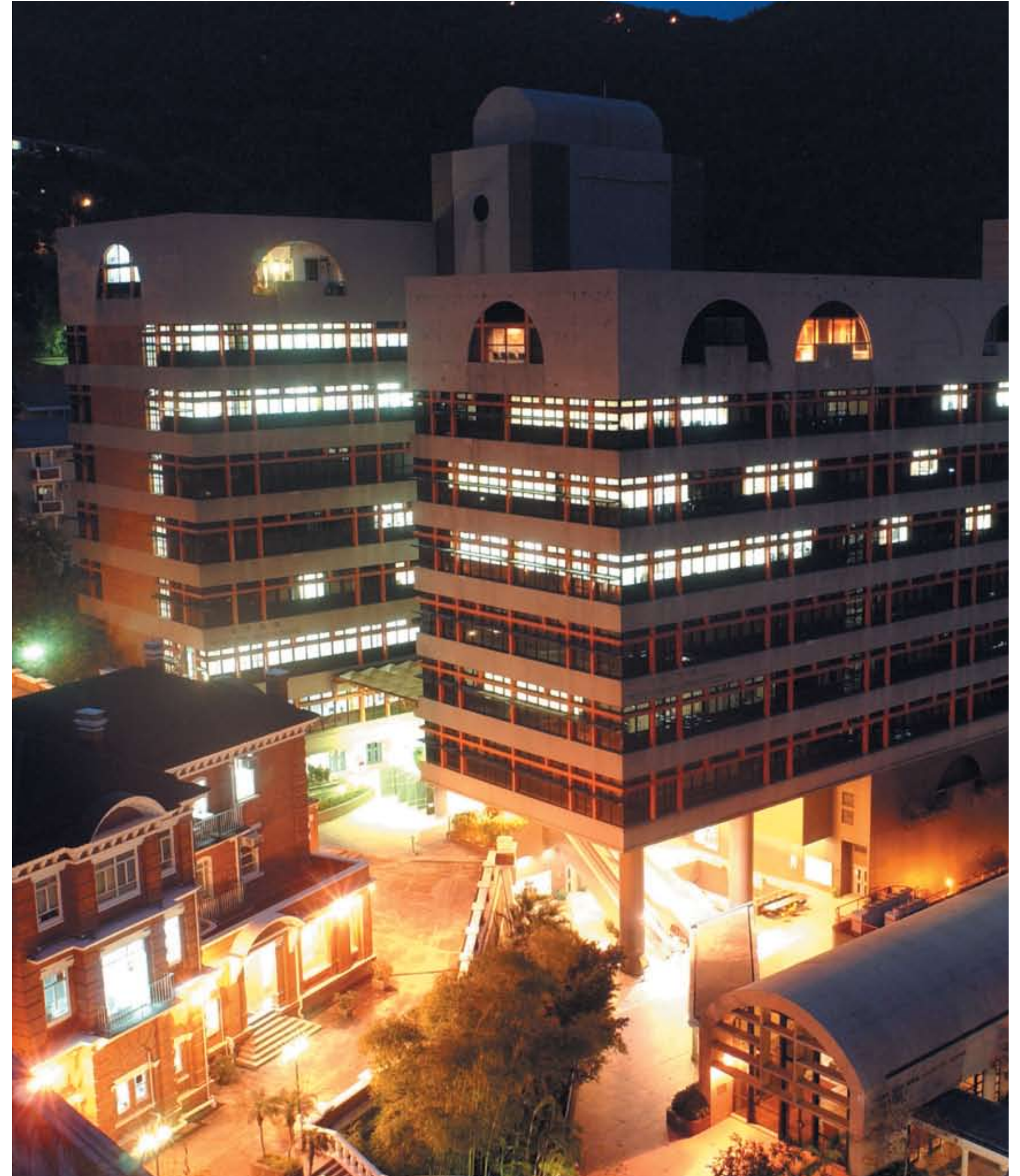
My colleagues and I are also determined to ensure we get the best value for money. People are our greatest resource, also our greatest investment. Over the past two years we have been reviewing our human resources management system with the view of producing a more flexible system that enables us to recruit and retain good staff who can make valuable contributions to the University. The first phase, dealing with academic staff, has been completed. The second phase is now underway focusing on non-academic staff. Concerns have been raised on some of the issues being reviewed, many were due to misunderstandings, and as a result we have enhanced our internal communications. I want to reassure the University family that we will continue to strive to be an employer that values the input of all.

The University of Hong Kong is counting down to its Centenary celebrations in 2011 with a dynamic programme to invigorate the curriculum and campus. We want to build upon our impressive past achievements and excel in the many new frontiers that are opening up to teachers, scholars and researchers this century. Equally, we will continue to produce leaders in every field in Hong Kong who can help their city maintain its position as one of the most exciting and enterprising cities in the world. With an enlarged campus, an increasingly multi-disciplinary, international approach to teaching and learning and research, an expanded team of talented staff, an efficient use of our finances and continued support from the community, we will have laid the groundwork for a spectacular celebration of our 100th anniversary, and beyond.



Professor Lap-Chee Tsui
Vice-Chancellor
December 2005

Facing page: The University released its first Sustainability Report in 2005, making us one of the few universities in the world to publish such a report. Electricity consumption was highlighted as a concern.





Partnership and Learning

The University of Hong Kong has high expectations of its students. We want them to work to the highest academic standard, mix with people from other cultures, communicate effectively in English (and for local students, also in Chinese) and acquire experiences that will help them develop the international perspective and leadership skills needed to succeed in today's world. To fill that tall order, students must be willing to work with and learn from others. The University, for its part, must provide opportunities for students to collaborate and broaden their horizons.

Our first priority is to ensure students' formal education stretches their abilities and their willingness to think 'outside the box'. Many students will remain with their chosen discipline and excel. Increasingly, though, other opportunities across disciplines await graduates who can tackle problems from several different perspectives. Multidisciplinary studies prepare students for this challenge.

The University's academics have blended their expertise to develop a number of multidisciplinary programmes. Cognitive Science, for example, integrates the study of computers with an understanding of how the mind functions and allows students to select courses from seven different faculties. Bioinformatics mixes biochemistry and molecular biology with information technology to help meet growing international demand for this combination of expertise. Medical engineering produces graduates who can help clinicians design better hardware and software for the treatment of patients.

Recently, the Faculty of Business and Economics and the Faculty of Social Sciences developed the International Business and Global Management programme, for introduction in 2005-06. Students will gain broad-based business and management

skills and real global experience through overseas visits and exchanges.

Double degrees also broaden students' education by allowing them to secure two undergraduate degrees in a shorter time. Interestingly, this has benefits for other students. The double-degree students bring insights from one field of study to the other, thereby enriching classroom discussions. The Faculty of Law is active here, allowing students to combine legal studies with business administration, politics and public administration, and from 2004-05, civil engineering. The Faculty of Arts and Faculty of Education have also introduced a new four-year BA/BEd degree course to produce teachers with a strong academic background in English.

Even within a field of study, there are many possibilities to widen experience and bring students into contact with viewpoints outside their discipline. The Faculty of Science, following the Faculties of Arts and Social Sciences, introduced a major-minor option for undergraduates in 2004-05. Students who choose this route expand the breadth of their education and increase their attractiveness to employers. Students who prefer to concentrate on a single subject, say chemistry, can still do so with a view towards pursuing higher studies.

The methods by which students are taught also enrich their skills and personal growth. For example, second-year architecture students were required from 2004-05 to work collaboratively to build a structure for a client. They had to negotiate, resolve conflicts and communicate their ideas. This kind of problem-based learning is entrenched in many faculties, such as Medicine, Dentistry and Social Sciences. Field trips also offer opportunities for collaboration. In early 2005 several undergraduate students in the Department of Ecology and Biodiversity and Swire Institute of Marine Science were paired with postgraduate students to conduct field research in Vietnam and Thailand. The trips were funded by the Ocean Park Conservation Foundation, which takes the concept of partnership into the wider community.

The local and international communities are, in fact, enthusiastic collaborators in providing students with opportunities for learning and personal growth. Local primary and secondary schools, for example, provide students from the Faculty of Education with practical experience. In return, they are offered a range of workshops, further education and support. This is the essence of partnership because both parties benefit.

A similar, two-way advantage has resulted from our formal collaboration with *Universitas 21*, a network of 17 leading universities from around the world. During the year, finishing touches were made to the *U21* Programme on Global Issues, a certificate course to be taught jointly from 2005-06 by the Universities of Hong Kong, Melbourne, Auckland, British Columbia and Nottingham. The course is mainly on-line and each university teaches a different component. Students of the five tertiary institutions study together to gain a deeper understanding of international issues, while the University builds its capacity for e-learning to benchmark itself against other top centres of learning.

U21 also facilitates student exchanges and is part of our network of 150 exchange partners around the world. The chance to meet and mix with people from outside Hong Kong extends students' values and perspectives, and challenges them to think about their position in the world. In 2004-05, 755 of our students joined exchanges abroad for periods of one semester to a full year, while 472 overseas students came here on exchange. Internships are also starting to be arranged further afield, providing students with practical experience in an unfamiliar environment.



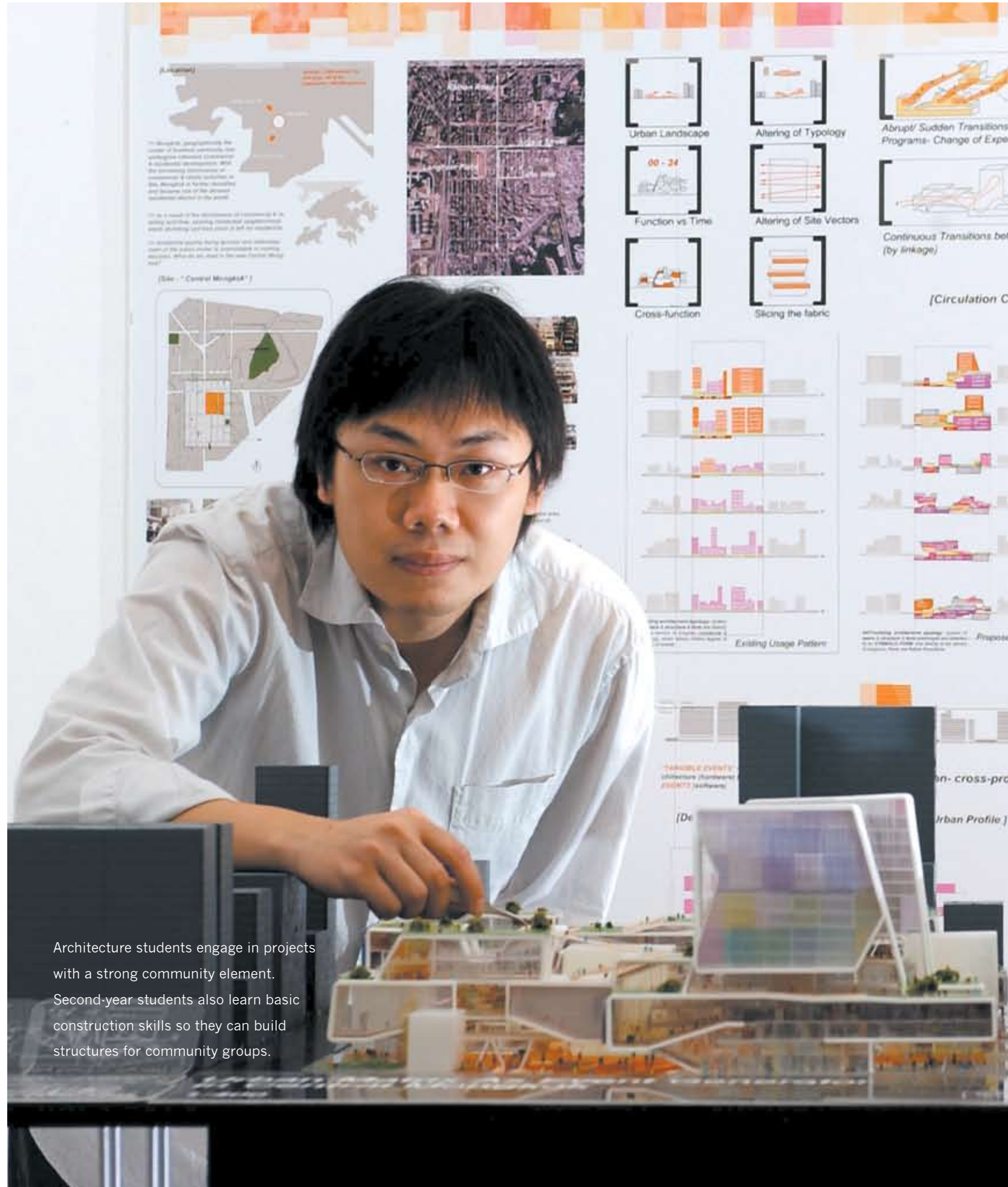
Visiting Lingnan Professor Gordon Slethaug introduced a course in 2004-05 on American Culture and Globalisation, taught jointly with the University of Southern Denmark via videolink.

"The function of universities is to provide students with context. Nowadays that's an international context and we can make knowledge and perspectives available that weren't possible five years ago."

Mireille Koenig is a mature student from Switzerland pursuing an LLM degree.

"You can get very quickly integrated into this University through all the student organisations, and people are helpful. I felt comfortable within a short time. So much is organised, you know where you are and what you have to do."





Architecture students engage in projects with a strong community element. Second-year students also learn basic construction skills so they can build structures for community groups.

Students who do not go abroad have plenty of opportunities to engage with people from other cultures, too. A growing number of non-local students are choosing to enrol in this University full-time. Some 220 high-achieving Mainland students were admitted in 2004-05 from 2,400 applications. Another 145 students from 14 other countries were admitted into full-time undergraduate studies. When postgraduate students and overseas exchange students are added into the equation, there are more than 3,000 non-local students on campus, 15 per cent of the total. In addition, about half of our academic staff comes from outside Hong Kong.

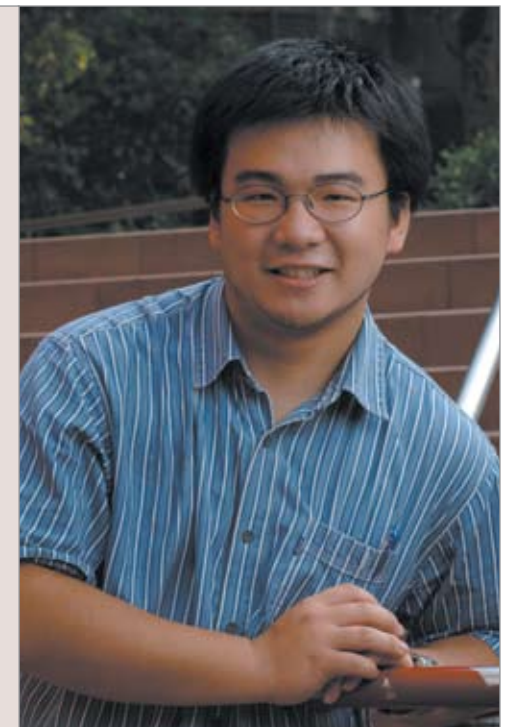
A final component in broadening students' experiences happens here in Hong Kong. Our general education programmes offer many opportunities for students to challenge themselves, develop new social networks and take on leadership roles. For example, the Lee Shiu Socio-Economic Study Project is an intensive, six-week summer study programme involving students from this University, six Mainland universities and Harvard University. The Intensified Learning Opportunity Programme is a 14-month leadership programme for 30 selected students. Altogether, we offered 171 personal development growth courses and workshops in 2004-05, as well as general interest, career guidance, health education and other programmes.

Furthermore, the Mentorship Programme brings students into direct contact with community leaders. Second-year undergraduates are paired with alumni from business, politics, government, medicine, education and other fields. The mentors provide guidance and a glimpse of the opportunities awaiting students when they graduate. In 2004-05 there were 550 pairings, as well as several overseas alumni mentoring exchange students.

University students are at a critical, formative age. They need exposure to different viewpoints, cultures and experiences to develop their intellectual and leadership skills. Universities play a central role in providing this exposure and grooming society's future leaders. For this reason, every sector in society has a stake in ensuring we succeed. Collaborating with universities and providing opportunities for students are immediate ways of providing assistance. In the longer term, supporting and approving sufficient funding for universities will surely pay off, as new generations of leaders emerge with the appropriate skills and vision to navigate the rapid changes and challenges of the 21st century.

Tiger Chen Yinhu of Shanghai is studying economics and finance.

"The professors here at HKU always inspire students to think deeply about the questions they pose, you have to engage in critical thinking and participate more in the learning process. The extracurricular activities are good, too, because they inspire students to take the initiative in leading activities and organising events."





Collaboration and Discovery

Research by its nature is a collaborative process. The sharing of information and opinions has always been essential to the advancement of knowledge. Now, in the 21st century, the scope of scholarly collaboration is changing. In the wake of globalisation, universities are breaking down barriers, physically and figuratively, globally and locally, to meet significant new challenges.

At The University of Hong Kong, we recognise that research needs to be multi-disciplinary and international to address some of the great concerns of today, such as sustainable development and the use of genetic research to develop new drugs and medical treatments. Scholars need to learn from others outside their field, and from colleagues outside their institutions. To this end, the University established eight Strategic Research Areas in the 2004-05 academic year, providing a focus for the cross-fertilisation of expertise.

The eight areas were identified based on our strengths or niche areas with recognised potential for development, as well as consultations with academic staff. They encompass biotechnology and drug development; built and natural environments; China studies; communications; computational sciences and technology; human health and development; nanoscience and nanotechnology; and public law and public policy. Each area has been provided with seed funding of up to \$1 million and several research postgraduate places to support the development of research proposals. Twenty-one

project themes have resulted and these will be a major focus of research over the next few years. Many include opportunities for training young scientists, a key requirement for developing and retaining academic talent at the University.

Scholars doing multi-disciplinary work outside the eight Strategic Research Areas will, of course, continue to be encouraged. During the year, researchers from the Department of Music and the Department of Linguistics completed a study on tonal language and music for the United Nations Educational, Scientific and Cultural Organisation (UNESCO). Another pair, from the Department of History and the Department of Earth Sciences, explained the origins of the unusual orientation of 18th century English churches and their findings were covered in *Nature*. The establishment of the eight Strategic Research Areas provides structure and formal support for cross-disciplinary activities, but we will continue to welcome and value new areas of investigation.

Apart from bridging disciplines, another important direction in our research is the cultivation of partnerships with scholars beyond our campus boundaries, in particular overseas. The University is a member of *Universitas 21*, a network of 17 leading research-intensive universities. Through this association, we are involved in a global investigation into e-health, which has the potential to bring expert medical care to the poorest areas of the world.

Closer to home, the Faculty of Education's Wah Ching Centre of Research on Education in China acts as a bridge between scholars in Mainland China and abroad, by promoting joint research with other academics and institutions such as the

World Bank and the United Nations. Recent activities include a research partnership with the Tibet Academy of Social Sciences to study education in Tibet, and a major international meeting on higher education organised with the Kunming University of Science and Technology and the University of California at Los Angeles.

We also negotiate directly with other institutions to initiate projects. In 2004-05, the Faculty of Medicine became involved in a project to test new therapies for spinal cord injuries, in collaboration with Rutgers University at New Jersey and several Mainland and Hong Kong hospitals. Our genetic scientists joined academics from several European universities to produce the complete genome sequence and physiological study of a bacterium that could be a promising tool for the study of ageing and the biotechnology production of proteins. And the Faculty of Dentistry joined an 11-country investigation into the causes of autoimmune reactions.

The University also looks beyond the confines of academic circles for collaborative opportunities. Often, end-users of our research are involved. In 2004-05, the Hong Kong Police provided input in a project to refine a digital detective used for retrieving information from computers, while the Hongkong Post sought our help to develop a program to protect data transmission over the Internet. Scholarship from the Department of Ecology and Biodiversity underpinned a decision by the Convention on Illegal Trade in Endangered Species signatories to extend protection to the Humphead Wrasse, a popular dinner table fish in Hong Kong.



Dr Patrick Hawley recently joined the University as Assistant Professor of Philosophy.

"I am very excited and happy to be teaching here. The Philosophy Department at HKU, probably uniquely in the world, combines the study of both Western and Chinese philosophy. That makes it a stimulating place to conduct research."



The University once again obtained the lion's share of funding in the local Competitive Earmarked Research Grants Exercise, securing \$125.49 million. This represented 31 per cent of the total, up from 27.6 per cent last year.



The Departments of Ecology and Biodiversity and Earth Sciences, are working with the American space agency, NASA, to investigate micro-organisms in extreme environments in Asia.

Significantly, a very substantial \$471 million was granted by the Innovation and Technology Commission in 2005 to a research project that involved business and academic partners. The project is an R&D centre to support and develop Hong Kong's logistics sector, one of the city's four economic pillars. Non-academic partners include the Hong Kong Article Numbering Association, Hong Kong Productivity Council and Hong Kong Science and Technology Parks Corporation. The centre is to be jointly operated by our Faculty of Engineering and E-Business Technology Institute with colleagues from The Chinese University of Hong Kong and the Hong Kong University of Science and Technology.

The flurry of activity on cross-discipline and cross-boundary research does not detract from the more traditional form of partnership between scholars keen to advance knowledge in their chosen discipline. Many exciting findings continue to result from discipline-specific research. For example, our Department of Microbiology is world-renowned for its work on Severe Acute Respiratory Syndrome (SARS) and the virus that causes bird flu, while the Department of Linguistics has attracted international interest for its findings on language learning and brain activity. The excellent quality of their research led the central government to approve the establishment of State Key Laboratories in each research area, one in 2004 and the other in 2005. These facilities will provide high-level research and development, and are the only State Key Laboratories outside Mainland China.

Quality, discipline-based research could be regarded as an essential building block in the successful integration of different scholarly fields. Leading universities everywhere are

seeking to exploit their expertise to develop partnerships that produce new methods and areas of enquiry. The benefits to knowledge are promising; so are the benefits to universities. Collaboration, and its partner, internationalisation, keeps us fresh and competitive. By seeking outside input, we are able to benchmark ourselves against the world's best and maintain and raise our standards. We can also achieve greater efficiencies of scale and broaden the impact of our work when our partners come from outside our institution. Marching with the times, The University of Hong Kong will continue to pursue partnerships that help us to produce superior research and meet the rapidly changing demands of today's world.

Dr Xue Hong is an Assistant Professor in the Faculty of Law and was elected one of the "Ten Outstanding Young Jurists in China" in 2004 by the China Law Society.

"Collaboration is extremely important for legal academics because the law in different jurisdictions has become more or less unified through international trade and international exchange. Collaborative research can improve the understanding of scholars in different jurisdictions."





Co-operation with the Community

The University's main campus is a green oasis in the midst of a crowded, vibrant urban neighbourhood. This central location offers tremendous potential for developing close working relationships with our neighbours and Hong Kong society as a whole. Nearby residents use our facilities to exercise, meet friends or study. Business and community leaders find it convenient to visit our campus from the Central business district. This close interaction with the community grounds our research and learning in every day life, and enhances our ability to enrich the community with our expertise and discoveries.

As a comprehensive institution, the University has an astonishing range of expertise. Our academics are passionate about their subjects and keen to share their knowledge and skills with the community. Our students, too, are keen to put their new skills and energies to work for others. Both staff and students have undertaken a number of initiatives that, while not necessarily purely academic, nevertheless advance the good of the community.

Providing a service to the public is one type of initiative. The Faculty of Law has worked with the Department of Computer Science, China IT and Law Centre, and Australasian Legal Information Institute to develop the Hong Kong Legal Information Institute (HKLI). This independent, non-profit service provides free public access to legal information in Hong Kong and receives 700 – 800 hits on its web site each day. Another service, the Medical and Health Research Network, acts as a consultant on health economics and health care

policy analysis and trains local and regional professionals in such areas as infectious disease control.

Students also volunteer their services. Three medical students travelled to the slums of New Delhi to learn about and contribute to health care for the needy. Student volunteers also counsel their peers on quitting smoking, an initiative organised by the Departments of Nursing, Community Medicine and Social Work and Social Administration and the Hong Kong Council on Smoking and Health.

Facilitating exchanges among different groups in the community is a second focus of activity. The Faculty of Social Sciences, for example, organises luncheon meetings for ex-convicts and potential employers so they can understand each other better and improve employment prospects for people with prison records. The programme has received strong positive feedback from all parties.

Facing page: The Department of Zoology is working with Hong Kong farmers and government authorities to help protect pigs from viral diseases.


A slightly different form of facilitation involves student groups who bring aid and labour to remote areas of Mainland China. Their aims are to promote better education prospects, particularly in rural areas in Mainland China, and improve students' understanding of rural conditions on the Mainland. The China Education Association of the HKU Students' Union, for example, operates a programme to subsidise the school fees of Mainland children. *EastHope*, an off-shoot of the student volunteer group *Pleasure in Charity*, is raising money to subsidise primary schools in Anhui province and is sending books to poorer rural areas to promote literacy. And St John's College students have raised money and provided their labour to build three primary schools in Harbin province, with a Cultural and Education Centre now being planned to teach mainly English. Locally, *the Sparkling Smarties* student project takes underprivileged children and young new immigrants on outings to help them improve their self-respect and communication and teamwork skills.

Another form of community service involves sharing knowledge in useful ways. Our academics are keen to bring their specialist knowledge out of scholarly circles and into the wider community. In 2004 the Department of Ecology and Biodiversity published a book on Hong Kong's natural environment to raise awareness among the general public. Our Hong Kong Jockey Club Centre for Suicide Research and Prevention joined forces with three major frontline support organisations to take joint action to address the problem of suicide in Hong Kong.

We put our skills to unexpected uses following the devastating tsunami that struck off the coast of Indonesia in December 2004 and created a demand for knowledge about tsunamis. The Department of Earth Sciences organised talks attended by thousands of people and provided advice to the government on the risk of a major tsunami in Hong Kong. Individual academics also made significant contributions to relief efforts. A hydrology expert in the Department of Civil Engineering delivered 15,000 water purification tablets to Sri Lanka and an Associate Professor in the Department of Electrical and Electronic Engineering arranged for a desalination system to be provided in Indonesia.

Naturally, as an educator, the University also takes a keen interest in the educational needs of the community beyond our campus. There is growing demand for lifelong learning as people seek to keep up with changes in knowledge, upgrade qualifications or pursue new interests. This can start at a young age – our Department of English organises summer courses for children aged 10 to 14 to encourage them to write poetry – but mostly it applies to adults.

The HKU School of Professional and Continuing Education admits more than 100,000 students each year into programmes ranging from general interest to doctoral degree. One of these is an anti-corruption course attended by police and investigators from around the world.



The Mentorship Programme pairs second-year undergraduates with alumni, such as law student Natasha Khan and Hong Kong Legislative Councillor Martin Lee Chu-ming.



The Department of Architecture has helped rural Kaiping, in Guangdong province, China, in its bid for World Heritage status under the United Nations Educational, Scientific and Cultural Organisation.

Academics in several faculties, such as Medicine and Social Sciences, also offer a great variety of workshops and training for in-service professionals. The HKU Family Institute, for example, trains psychologists, psychiatrists, social workers and doctors in using a family-oriented approach when treating patients.

Educational programmes can also extend beyond Hong Kong's borders. The postgraduate Architectural Conservation Programme is the first in the region to offer training in heritage conservation, earning praise from the United Nations Educational, Scientific and Cultural Organisation (UNESCO) and other international cultural preservation bodies. Although many students are based in Hong Kong, shorter training courses on cultural management have been arranged for officials and professionals from other Asian countries, such as India, Thailand and the Philippines.

A university's assets are often measured by its academic achievements but we also have facilities that can benefit the community. The grounds of the Main Estate of the University are a valuable asset to the local neighbourhood, and at the heart of our interaction with the community. They provide a green and relatively open space. We have redeveloped the Main Estate in the past, but over the next few years we need to expand its boundaries. Student numbers will increase by at least 20 per cent by 2012 with the introduction of four-year undergraduate degree programmes. Therefore, we are working on a Centennial Development Plan to extend the

estate westward by 14 hectares and build a new complex. That development should enable us to open up even more to the local community and build upon our existing services and partnerships.

The University, in its setting and activities, maintains a dynamic relationship with the community. There are many opportunities right on our doorstep to collaborate with and serve people from all walks of life and we take full advantage of them. As we extend our boundaries further and bring more people onto campus, we look forward to multiplying and deepening these relationships with the community in Hong Kong and further afield.

Amy Au-yeung is a secondary school deputy principal who collaborates on projects with the Faculty of Education.

"Partnership is very important because in the education field we need the most up-to-date information and universities are the best source of this information. Secondary schools can also help the University by giving them feedback for their research."





Five outstanding individuals received Honorary Fellowships in recognition of their contribution to the University and the wider community.

Professor Lo Hong Lit, an expert in classical Chinese Literature (pictured left).

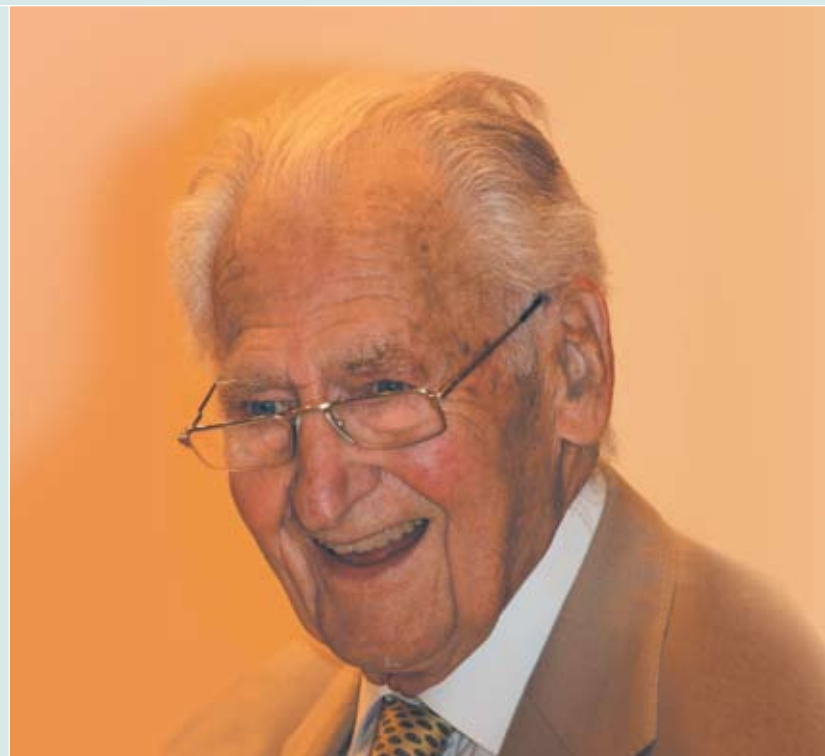
Professor Daniel Chan Kwong On, zoologist.

Warren Chan Chee Hoi, distinguished counsel.

Christina Lee Look Ngan Kwan, philanthropist.

Shelley Lee Lai Kuen, distinguished alumna.

The University hosted Shaw Prize Lectures by Sir Richard Doll (pictured right) who established the link between smoking and lung cancer, Herbert Boyer, a co-discoverer of DNA cloning and Yuet-wai Kan, who traced disease-causing genes in families, J. Craig Venter, a leading scientist in genome research, also spoke to students and staff, and Jane Goodall gave an impassioned speech about Africa's great apes and encouraged young people to become involved in their local communities.



Dr the Honourable Donald Tsang receives his honorary degree at the 171st Honorary Degrees Congregation. In June 2005 he became Chief Executive of the Hong Kong Special Administrative Region and Chancellor of the University. The University also honoured three other persons at the same congregation: Sir Anthony Mason of the Hong Kong Court of Final Appeal, Professor Chen Zhu of the Chinese Academy of Sciences and Dr Charles Lee Yeh Kwong of the Hong Kong Exchanges and Clearing Limited.

Facts and Figures

Profile Indicators

RESEARCH

Indicator	HKU Performance	Data
University Grants Committee (UGC) Areas of Excellence (AoE) Awards	Highest number of awards and Largest 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	Highest number of awards of any UGC-funded institution	175 winning proposals (2005-06)
Funding secured in RGC CERG Awards Scheme	Largest amount of any UGC-funded institution (8 out of the past 9 exercises)	HK\$111M (27%) awarded from total 2005-06 RGC CERG allocation of HK\$405M
Awards from Innovation and Technology Fund (ITF) under the Innovation and Technology Support Programme (ITSP)	Highest number of awards of any UGC-funded institution	39 projects funded (26%) out of a total of 150 projects approved since the launch of the scheme in 1999
National Natural Science Awards	Largest number of awards of any UGC-funded institution	8 members out of 27 scientists in Hong Kong have received 9 awards since 1989
Croucher Foundation Senior Research Fellowships	Largest number of fellowships of any UGC-funded institution	23 fellowships out of a total of 52 awarded since the launch of the scheme in 1997
Chinese Academy of Sciences Membership	Largest number of members of any UGC-funded institution	10 members
Refereed publications	Highest number of any UGC-funded institution	3,587 weighted refereed publications (2002-03)
Refereed publications per academic and research staff member	Highest number of any UGC-funded institution	2.8 per staff member (2002-03) (based on 1,283 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)	Highest number of any Hong Kong institution tracked by ISI	100,202 citations in 14,793 papers published in journals tracked by ISI based on 12 fields (1995-June 2005)
Impact of HKU's publications	39 HKU Academic Staff of Reader or Chair Professor grade have been ranked by the ISI among the world's top 1% of scientists , based on the number of citations recorded for their publications	
World Ranking by <i>Times Higher Education Supplement</i> of London	39 in the world out of top 200 universities 29 in the world for arts and humanities 45 in the world for social sciences 48 out of 100 for biomedicine	November 5, 2004

ADMISSIONS

Indicator	HKU Performance	Data
		<i>(Conversion of Hong Kong Advanced Level Examination grades into scores: A=5, B=4, C=3, D=2, E=1, Others=0)</i>
Average score in Use of English, 2005	Best score of any UGC-funded institution	2.80
Average score in 2 Advanced Level (AL) and 1 Advanced Supplementary Level (AS) subjects, 2005	Best score of any UGC-funded institution	3.44
Average score in 3 AL subjects, 2005	Best score of any UGC-funded institution	3.20
Percentage of students admitted with an average of Grade A in 3 AL subjects, 2005	Highest percentage of any UGC-funded institution	44%
Percentage of students admitted with Grade A in Use of English, 2005	Highest percentage of any UGC-funded institution	46%
Number of applicants for the Early Admissions Scheme for Secondary Six Students (EAS), 2005	Largest number of any participating UGC-funded institution	420 (99.76% of all eligible applicants)
Number of EAS applicants placing HKU programmes as their first choice, 2005	Largest number of any participating UGC-funded institution	213 (51% of all eligible applicants)
Number of EAS applicants admitted with 8 to 10 'A's in HKCEE, 2005	Largest number of any participating UGC-funded institution	HKCEE Results 10 'A's: 5 (71%) 9 'A's: 19 (56%) 8 'A's: 44 (59%)
Total number of HKCEE 'A's achieved by EAS applicants admitted, 2005	Largest number of any participating UGC-funded institution	1,276 (47% of HKCEE 'A's achieved by all students admitted to EAS of participating institutions)
Non-local students (all levels of study)	Largest headcount of any UGC-funded institution	980 (2004-05) *
Applications by Mainland students for admission to undergraduate programmes	Largest number of any participating UGC-funded institution	4,848 applications #
Admission of undergraduate Mainland China students 2005	Highest average students' scores in the National Joint Entrance Examination of all students admitted by institutions in Hong Kong	Above cut-off scores of the key universities in each district within Mainland China #
Exchange students (including Mainland China students)	Largest headcount of any UGC-funded institution	564 incoming (2004) * 1,164 outgoing (2004)

* Source: University Grants Committee.

Provincial or city admission offices, Mainland China.

OTHER INDICATORS

Indicator	HKU Performance	Data
Scores in Common English Proficiency Assessment Scheme (CEPAS)	Highest scores of any UGC-funded institution	6.98 (2004-05 final year) *
Career opportunities	Highest percentage of interns and graduate trainees recruited by top Hong Kong employers from any university come from HKU	37%
Percentage of teachers with PhD or higher professional qualifications		93%
Library stock and expenditure on library resources	Largest of any UGC-funded institution	2.38 million bound volumes (June 30, 2005) and HK\$82.3 M (2003-04)

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		2003-04	2004-05
	2003-04	2004-05	2003-04	2004-05	2003-04	2004-05	2003-04	2004-05		
Research Postgraduate	1,049	1,111	61%	61%	663	717	39%	39%	1,712	1,828
Taught Postgraduate	3,808	3,133	95%	96%	198	130	5%	4%	4,006	3,263
Undergraduate	8,818	8,811	98%	97%	166	237	2%	3%	8,984	9,048
All Levels	13,675	13,055	93%	92%	1,027	1,084	7%	8%	14,702	14,139

Number of Programmes

Level	Number	
	2003-04	2004-05
Research Postgraduate	184	193
Taught Postgraduate	80	63
Undergraduate	46	47

All Levels **310** **303**

(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		2003-04	2004-05
	2003-04	2004-05	2003-04	2004-05	2003-04	2004-05	2003-04	2004-05		
Taught Postgraduate	2,189	3,298	73%	78.0%	803	944	27%	22.0%	2,992	4,242
Undergraduate	2,584	2,406	99%	99.8%	14	5	1%	0.2%	2,598	2,411
All Levels	4,773	5,704	85%	86.0%	817	949	15%	14.0%	5,590	6,653

Number of Programmes

Level	Number	
	2003-04	2004-05
Taught Postgraduate	57	111
Undergraduate	13	13

All Levels **70** **124**

(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	
	2003-04	2004-05
Postgraduate	6,687	5,932
Professional	623	-
Degree (including full-time programmes)	25,624	23,916
Sub-degree	42,619	44,092
General / Short Courses	25,744	28,125
Community College (full-time associate degrees and higher diplomas)	4,130	4,903
All Programmes (local)	105,427	106,968
Mainland China Programmes	1,036	1,083

III GRADUATES

From Regular Degree Programmes including UGC and Mixed-funded Programmes

Discipline	Research Postgraduate		Taught Postgraduate				Undergraduate		All	
	2003-04	2004-05	Masters		Postgraduate Diploma/Certificate		2003-04	2004-05	2003-04	2004-05
			2003-04	2004-05	2003-04	2004-05				
Architecture	10	16	120	155	1	-	111	120	242	291
Arts	74	60	35	21	-	-	432	470	541	551
Business and Economics	14	12	1	-	-	-	369	386	384	398
Dentistry	6	8	13	19	13	2	49	51	81	80
Education	21	15	122	175	752	602	137	130	1,032	922
Engineering	84	94	188	254	-	2	479	485	751	835
Law	1	5	147	87	278	278	103	101	529	471
Medicine	85	86	108	92	-	-	239	255	432	433
Science	105	120	64	83	-	-	366	426	535	629
Social Sciences	54	34	234	142	29	10	290	191	607	377
All Disciplines	454	450	1,032	1,028	1,073	894	2,575	2,615	5,134	4,987