



# THE REVIEW 2006

T H E U N I V E R S I T Y O F H O N G K O N G

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

An extract from the University's **Annual Accounts 2005-06**

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# THE UNIVERSITY 2006



## Performance Indicators

- More top-performing local students were admitted to this University than any other local tertiary institution, including 92% of applicants with 5As and 6As in HKAL examinations
- The highest number of exchange students passed through the University of all local tertiary institutions, 525 incoming and 752 outgoing. We also admitted 1,338 students from overseas and outside the local mainstream school system at all levels of study
- The highest share of funding from the Research Grants Council's Competitive Earmarked Research Grants Awards was awarded to this University – \$145.7 million for 215 research proposals
- Our academic staff were awarded 24 of 59 Croucher Foundation Senior Research Fellowships, the most of any local tertiary institution

## Honours

- Honorary degrees were conferred on six outstanding individuals (see above, right to left): The Honourable Dr Vivienne Poy, Lord Wilson of Tillyorn, Professor William Ian Rees Davies, Dr the Honourable Leong Che Hung, Mr Simon K.Y. Lee and Professor Wu Jing Lian
- University Fellowships were bestowed on seven distinguished persons: Professor Hou Jiancun, Professor Felice Lieh-Mak, Dr Ambrose So Shu Fai, Dr Tam Wah Ching, Mr Raymond To Kwok Wai, Ms Serena Yang Hsueh-chi and Dr Yeoh Eng Kiong
- The Fellowship of the Royal Society in London was bestowed upon Professor Malik Peiris for his research into bird 'flu
- First-class honours in the prestigious State Scientific Technological Progress Award were given to Hong Kong scientists for the first time, to a pioneering team of liver transplant surgeons in our Department of Surgery



# SUSTAINING EXCELLENCE

The University has had an impressive year, receiving record levels of funding for research and attracting unprecedented interest in our taught programmes. We set in train preparations to expand the campus, boost our staff numbers, invigorate our curriculum and embrace a higher degree of internationalism into our programmes. These achievements and changes will further advance our international recognition and reaffirm our commitment to academic excellence.

In 2005-06 our researchers were given a record \$145.7 million in Competitive Earmarked Research Grants, 30 per cent more than any other local tertiary institution and 31 per cent higher than last year. The research produced at this University has local, national and global significance, as you will read in the *Breaking New Ground* chapter. Our teaching programmes also attracted enormous interest in Hong Kong, the Mainland and overseas. Almost all local students with outstanding results applied to us, together with more than 10,000 Mainland students – double last year's figure – and more than 7,500 students from overseas and outside the local mainstream school system, up 31 per cent from last year.

As part of education reform led by the Hong Kong SAR Government, all tertiary institutions will move to a four-year curriculum by 2012. This change offers a once in a generation opportunity to examine and enhance our education programmes and to advance our research aspirations.

The additional year of undergraduate education requires preparation in three major areas. First, we need more space. Under the Centennial Campus Development plans, an area west of the Main Campus has been identified that would enable us to increase teaching and research capacity by 50 per cent. In 2006 we selected a master plan proposal from Wong & Ouyang (HK) Ltd/Sasaki Associates following wide-ranging consultations with stakeholders, as described in the *Growing with the Times* chapter. It is our intention to continue to approach campus development with a high degree of openness and transparency.

The second requirement is staff. In 2005-06 we launched the Centenary Recruitment Plan, under which 120 additional academic staff are to be appointed in the next three years aiming for 200 to be in post by 2012. While universities around the world are in competition for a restricted number of gifted academics, I believe our research excellence, quality student intake, working relationship with the Mainland and use of English as the medium of instruction will make us an attractive base for talented scholars. Although there will be transitional issues, particularly in respect of space, we are well positioned to resolve these.

The fundamental strength of all world class universities is their staff. As the global pool of gifted academic staff is limited we must retain and attract the best talent. To provide our teachers and researchers with an exciting and challenging supportive setting we identified the need to invigorate







our human resource management system. To this end, we have re-designed the system to place emphasis on tractability and performance reward incentives. The first phase involved our academic staff and we are concurrently in a second phase, concentrating on the support side of our team. Human resource management reforms inevitably result in feelings of uncertainty and anxiety for some and we are trying our best to address such concerns.

The third and most vital area of preparation for the switch to four years of undergraduate education is curriculum. In recent years the University has sought to extend student learning outside the classroom, provide more experiential learning and expose students to varied cultural experiences. The redacted curriculum will enable us to enshrine these aims and prepare students for coping with the ever-changing environment that marks 21st century life, as described in the *Preparing for Change* chapter. The principle transitional issue we need to address is the overlap of students on three-year and four-year undergraduate programmes. We are presently working on the optimum solution to provide both cohorts with the best opportunities we can offer.

In many ways, the changes described above are a return to the original vision of the University in 1911. We began as an international institution admitting students from around the region and further afield. Now, as we approach our centenary in 2011, we are returning to the vision of our founders. The high degree of internationalism in our teaching and

research is one of the factors enabling us to attract the brightest students and scholars and elevate our profile among our peers. The *Times Higher Education Supplement* – QS 2006 ranked us 33rd among the world's top universities, and while such rankings do not give a complete picture of our achievements, they do indicate that our attainments and standards are recognised internationally. Our reforms and campus development plans offer magnificent opportunities for even greater achievements by our teachers, researchers and students and I have no doubt our star will advance further towards its zenith.

Finally, for those who are interested in the financial dimension of the University's profile, I would like to point out that details of our Annual Accounts 2005-06 have been included at the end of this *Review*. I hope you will find *The Review* in its entirety to be an informative and enlightening snapshot of our work over the past year.

**Professor Lap-Chee Tsui**

Vice-Chancellor

December 2006





# GROWING WITH THE TIMES

Important progress was made towards extending the Main Campus and recruiting new staff as we prepared for the 2012 introduction of a four-year undergraduate curriculum. We also continued to reform our organisation to make it more efficient, and appointed our first Archivist.

The University is approaching two significant milestones, our centenary in 2011 and the adoption of a four-year undergraduate curriculum in 2012. While these represent superb opportunities to celebrate our achievements and enhance students' learning experiences, they also require enormous levels of support. Efforts are gathering pace to meet this demand and the ambitious deadlines we face.

Our most urgent task is to ensure we have the necessary facilities and staff available for an additional cohort of undergraduate students. In 2006 we put forth proposals on campus expansion to key stakeholders in the University and Hong Kong. We also continued with efforts to enhance efficiency and accountability under reforms that began in 2004. Our commitment to openness will ensure that the changes we are now undergoing are conducted in a transparent manner, with input from the whole community.

## CENTENNIAL CAMPUS AND RECRUITMENT

The Government's decision to increase the normative length of undergraduate education in all Hong Kong tertiary institutions to four years means our student population will rise by at least one-third from September 2012. This is both an opportunity and a challenge for the University. We welcome the many possibilities this opens up for the curriculum, as outlined in the *Preparing for Change* chapter. However, we already experience space constraints with the existing student population. We now need to press ahead urgently with plans for an expanded campus.

A westward expansion has been earmarked that would increase space in the main Pokfulam estate by 50 per cent. Our vision is that this new campus be sustainable, promote both formal and informal learning and



be accessible to the local community, thereby creating a 'University District'. Four architectural consortia proposed broad master plans based on our Vision and we consulted the public on these in the first half of 2006. A wide range of stakeholders was invited to share their views in keeping with our commitment to involve the community in the entire process of campus development. Staff and students, local residents, community groups, green groups and the Central and Western District Council provided input. Four public exhibitions were staged and received 16,000 visitors, who were also asked to give their feedback on the four plans. Ecological and sustainability issues were of particular concern.

After considering all submissions and views, the University decided to award the consultancy contract to Wong & Ouyang (HK) Ltd / Sasaki Associates. Sustainability and heritage principles figured strongly in their plan, supporting the aim of creating a green oasis in an urban neighbourhood. Detailed design work is now underway and we will consult the public on this in 2007. The Government has also provided feedback and agreed to fund up to \$1.2 billion of the costs. The University will seek to cover the remaining \$1.3 billion needed through donations and fund-raising activities.

The new campus is the hardware in our preparations for the four-year undergraduate curriculum. We also need to substantially increase the software – the professoriate staff. We will need to appoint 200 more academic staff before 2012 to allow time for them to settle in and participate in preparations for the new intake. The first stage of recruitment started in 2006 and we expect to recruit 120 new staff in the next three years.

## REFORMING OUR ORGANISATION

The University undertook major changes to its governance and management structure in 2004 to make it more fit for purpose, more efficient and more accountable. In the spirit of this reform, we are continuing with organisational changes that will enhance our performance.

One of our priorities is to appoint full-time Deans in each faculty. All but two appointments have been made including, during the academic year 2005-06, the Deans of Architecture, Arts, Engineering, Science and Social Sciences. Alongside this we have been rationalising faculty structures to reduce the administrative load on scholars and promote greater collaborative, inter- and multi-disciplinary research. In 2006 the Senate agreed to restructure the Faculty of Arts into five schools – Chinese, Cultures and Humanities, English, Geography, and Modern Languages. The formerly independent Centre of Asian Studies was allocated to the Faculty of Social Sciences. And it was agreed to establish a School of Biological Sciences in the Faculty of Science in July 2007, encompassing the Departments of Botany, Ecology and Biodiversity, and Zoology.

While undergoing all of these changes, we have not neglected our roots. The University will celebrate its 100th anniversary in 2011, a centenary that in this corner of the world has been shaken by change, war and revolution. Our entanglement and observations on these and other events have been largely stored in piecemeal fashion from public view, and even from the gaze of scholars. In 2006 we appointed an archivist, Stacy Gould (pictured right), to bring our history further into the light and develop a system for preserving and documenting the University's past, present and future.











# PREPARING FOR CHANGE

Planning is underway for the coming four-year curriculum for undergraduates, which will strengthen learning experiences across disciplines and outside the classroom. A central goal is to instil in students the ability to adapt to new situations. Graduates will operate in a world characterised by rapid change and they must be able to keep pace and comfortably take on leadership roles.

The demands created by globalisation and rapid advances in technology have added a new dimension to our job as a university. Apart from cultivating critical thinking and professional know-how in our students, we must work harder than ever to prepare them to cope with unprecedented and unpredictable change. This imperative comes at a fortuitous time in Hong Kong. All tertiary institutions, including this one, will move to a four-year undergraduate curriculum in 2012, presenting a wonderful opportunity to expand further the opportunities for learning and equip our graduates to meet the challenges of the 21st century.

A new campus is planned and a new curriculum developed that will extend students' learning experiences inside and outside the classroom, on and off campus, even outside Hong Kong. It will also stretch them to cross the boundaries of their chosen disciplines further and learn new strategies and ways of thinking. Ultimately, such an education will equip

our graduates to excel at coping with the novel situations and ill-defined problems that define these times of change.

## A STRONG STUDENT BASE

The University of Hong Kong is fortunate to attract the kind of students who will respond well to the demands that lie ahead. We have striven to develop quality education that, in 2006, brought in applicants from almost every local secondary school, many with an outstanding academic record. We also received 10,231 applications from high-achievers on the Mainland, more than double the previous year. At present the University is only able to admit 250 of these students, which included the top scoring students in four provinces. We are keen to increase our intake substantially in future years.



The quality of our programmes is also attracting growing interest from overseas students and those outside the local mainstream school system. Applications from this group rose 31 per cent in 2005-06 to 7,570. We admitted 395 international students from 50 countries to regular degree programmes. As with Mainland students, our intake is limited. Nevertheless, the growing appeal of our programmes to students outside Hong Kong has placed us in healthy competition with the world's best universities.

## NEW HORIZONS IN LEARNING

The University seeks to offer demanding, student-centred programmes based on the most modern and effective pedagogy and teaching tools. The move to a four-year undergraduate curriculum in 2012 is an excellent opportunity to revisit these goals and inject elements that will also enhance students' abilities to cope with new and unexpected situations.

Emphasis will be placed on encouraging a flexible approach to studies so students can cross disciplines, extend learning outside the classroom and gain a rounded education.

Physically we need to be prepared for enrolment to expand by at least one-third, and hopefully more if our student intake from outside Hong Kong is allowed to increase. A campus expansion plan has been proposed, as described in the *Growing with the Times* chapter. Its configuration is intended to promote learning outside the traditional classroom setting and facilitate student interaction and collaboration.

The curriculum must also be reviewed. In 2006 we began the process of proposing ideas and consulting with staff. Choice will be a central element of the new curriculum. Students will still specialise but we want them to achieve greater balance and variety in their learning. We also want them to have a wealth of experience either by placement abroad or through performing community or social service in Hong Kong.



**Stephen Luo Jia Yun** is a Year 2 LLB student from Shanghai.

"The relationship between teachers and students at HKU is quite close and relaxed. Students are encouraged to solve problems they might encounter in their future careers, not just pass exams, and there are many extracurricular activities that we can join. The international environment created by the use of English and the large number of foreign students on campus also helps to prepare us for the future."





These experiences will be considered in the assessment process. The University will also continue to use English as the language of instruction, which is absolutely essential to maintaining an international campus and attracting students from abroad.

We are mindful of the need to engage the community in this process of change. Stakeholders in the professions and business have been asked to comment on the qualities they seek in graduates. Furthermore, the University has made significant contributions towards helping others adjust to the new balance in higher education, including working with secondary schools in the move from a seven-year to six-year curriculum.

## INTERNATIONALISATION

An important area of change that graduates must be prepared for is globalisation. It is highly likely that during their working lives, they will either live abroad or be in regular contact with people from other cultures. The University already offers students numerous opportunities to gain international exposure and experiences and these will continue to increase with the four-year curriculum.

Some 54 per cent of our academic and research staff originate from overseas. We also have an active exchange programme, sending 752 of our students overseas in 2005-06 and hosting 525 students from 19 countries. Exchanges are organised in several forms, some incorporated into a learning programme. For example, in 2006 the Faculty of Business and Economics entered into a unique partnership with the London Business School that will require full-time MBA students to complete part of their studies in London. A similar arrangement was also agreed with Columbia Business School to commence in 2007.

Having increased the admission of international students, we are keen to strengthen opportunities for interaction with local students. A Global Lounge was opened in autumn 2005 to foster this interaction in a comfortable, internet-linked venue attractive to young people. In May 2006 the Jockey Club Student Village II was officially opened with three new residential halls which provided accommodation for 900 international students. In the same month we also agreed with the University of British Columbia to build a hostel in the province where 100 places would be reserved for our students on exchange. The arrangements were made possible by a generous donation from our honorary graduate Dr Simon K.Y. Lee.

## EDUCATING THE WHOLE PERSON

Many effective learning experiences occur outside the confines of a classroom, through internships, student exchanges, community work and other practical exposure. The new four-year curriculum will increase the variety of these activities and give all our students an opportunity to learn through direct experience.

A number of courses have embedded experiential learning into their curriculum. Students in the Centre of Urban Planning and Environmental Management, for instance, ventured into Central and Western District in 2005-06 to interview residents on sustainable planning and hold workshops, and their results formed the basis for a report to the local District Council. Social Work students travelled to Tin Shui Wai to investigate the social problems that plague young people's lives there. Engineering students helped to design and oversee construction of a school in a poor rural village in Guangxi, which opened in October 2005.

Beyond the curriculum, students organise many social, educational and charitable activities through their societies and halls, and individually. The University's General Education Unit also organises more than 40 courses each year to broaden student experience. In 2006 Project SEE (Students for Equality and Equity) was launched to bring together our local and international students and send them overseas to work on such issues as women's rights and AIDS relief. Several participating students were inspired to launch their own non-governmental organisation to benefit poor children in Cambodia (see also *Endowing the Community* chapter).

The new curriculum will expose students to more challenges such as how to study and socialise in a new country, how to apply classroom knowledge in a community setting and even how to get by without electricity (as the engineering students did in Guangxi). Our ultimate goal is that our graduates will possess not only the skills, experiences and professional knowledge traditionally required for success, but also wisdom in how to apply them.

**Kate Jessop** is a Year 3 exchange student from Canada.

"I chose The University of Hong Kong because of its excellent reputation and the incredible city it is situated in. The staff have been very flexible and helpful, and I love the atmosphere on campus. There is always something to do, whether it's having a coffee in the Global Lounge, attending a seminar or catching up on reading in the impressive and comfortable campus library."











# BREAKING NEW GROUND

The University had a record-breaking year for research funding, receiving 30 per cent more than any other local tertiary institution. Our research work continued to focus on breadth and collaboration. We produced fascinating results in a wide range of fields and entered into working partnerships with other institutions in Hong Kong, the Mainland and around the world.

Research and experimentation are the seeds of change and progress, but they cannot reach fruition without the right level of support and fertilisation. We have been very effective in this regard. Our researchers are provided with a favourable working environment and a framework for collaborating between disciplines and with our outside partners. As a result, we have been able to attract outstanding scholars who secure substantial funding input and produce substantial research findings.

The high quality of the University's research activities and achievements was recognised locally, nationally and globally in 2005-06. We received more research funding than any other tertiary institution in Hong Kong, an achievement that has been repeated for most of the past decade. We were also named among the top 40 universities in the *Times Higher Education Supplement* – QS 2006 ranking, partly on the basis of our research prowess. While rankings do not provide a complete picture of a university's achievements, they are an indicator that we are recognised as meeting high international standards.

## RESEARCH FUNDING

Hong Kong has a population of only seven million people but eight universities, all competing for a share of research funding that is miniscule relative to other developed countries. Given the challenge, our University has achieved remarkably consistent and superior results. In 2005-06, our most successful year ever, we continued this strong record and received \$145.7 million in the Competitive Earmarked Research Grants, 31 per cent higher than the previous year and significantly more than any other tertiary institution. The grants covered 215 of our applications, almost one quarter more than last year. We also received \$26.4 million from the Innovation and Technology Support Fund.



## COLLABORATION AND PARTNERSHIP

Collaboration is a central component in research because it encourages scholars to test each other's ideas, uncover biases and find novel solutions. In 2004-05 the University sought to provide a framework for interdisciplinary research with the announcement of Strategic Research Areas, which encompass biotechnology, health, communications, sustainable environments, information technology, nanoscience, public law and China studies. A number of projects have been initiated in each area; at the same time, our scholars are broadening research horizons through co-operative ventures with others in Hong Kong, the Mainland and overseas.

The international East-West Alliance was announced in April 2006 at the instigation of the University's Li Ka Shing Faculty of Medicine. Nine medical schools in Asia, North America and Europe have agreed to combine research efforts on cancer and stem cells, infection and immunology, ageing and imaging, and knowledge transfer and translation. The Faculty is a member of the Alliance's executive together with the University of Cambridge, the University of California, Berkeley and the University of Toronto.

The School of Chinese Medicine was part of an unprecedented collaborative effort by six Hong Kong universities to bring the clinical application of Chinese medicines up to modern standards, under the umbrella of the Hong Kong branch of the international Consortium for Globalisation of Chinese Medicine. They received \$10 million from the Innovation and Technology Fund in September 2006 to join forces on sleep disorders and post-stroke rehabilitation.

The new Centre of Theoretical and Computational Physics in the Department of Physics was established in autumn 2005 with the aim

of promoting world-class research in collaboration with international research institutions and distinguished visitor programmes. It is led by a Distinguished Visiting Professor in the Department, Professor Daniel C. Tsui, a Nobel Prize winner in physics.

## BREADTH OF ACTIVITY

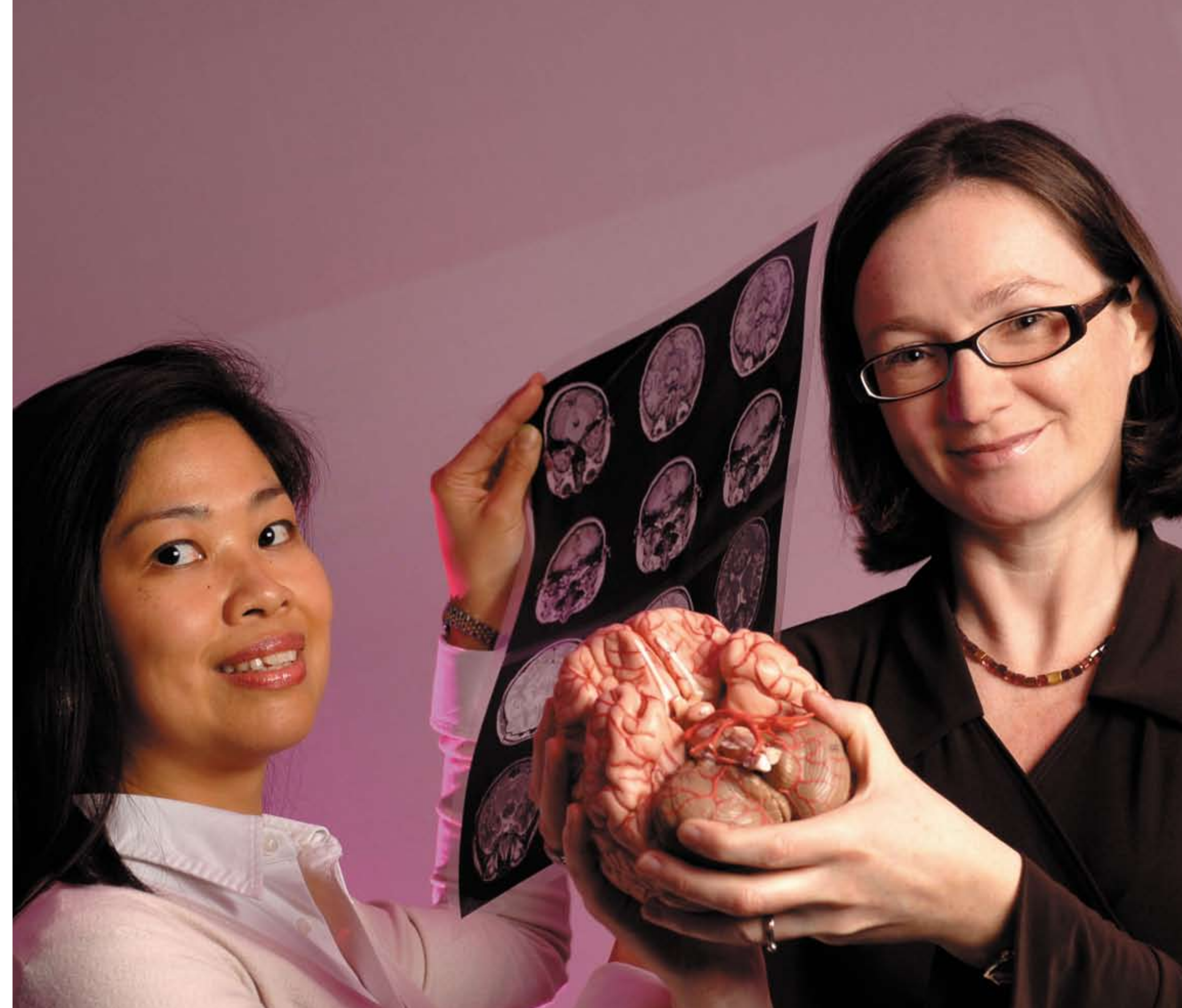
The University's 10 faculties produce a great diversity of quality research each year, reflecting our status as a comprehensive university. While medical research on infectious diseases has attracted much attention due to international concern about outbreaks, other faculties have also made significant contributions locally, nationally and globally. A small selection of the past year's highlights, described below, illustrate the rich variety of our research interests and achievements.

### *Probing the workings of the brain*

Three studies in 2005-06 investigated the mystery of the brain, with one suggesting there was hope that functions lost due to brain damage could be restored.

Abnormalities were discovered in the brains of Chinese children with autism in the connectivity in areas governing social interaction. The study by the Department of Psychiatry, working alongside scientists from the University of Cambridge, was the first to look at the relationship between brain structures affected by autism.

Men who physically abuse their families were found to have subtle differences in their brains when it came to impulse control and cognitive function, according to preliminary research in the Department of Psychology.







And a team of scientists from the Department of Anatomy and the Massachusetts Institute of Technology successfully reconnected brain tissue in hamsters using nanotechnology, holding out hope that human victims of brain injuries can regain some functions. The treatment restored partial vision to blind hamsters. The initial findings were published in the *American Proceedings of the National Academy of Sciences*.

#### **Promoting the benefits of a healthy spirit**

The Centre of Buddhist Studies has initiated research to assess the effectiveness of the application of Buddhist concepts in life education for secondary school students. The goal is to devise teaching tools that help students understand life better, deal with problems and find meaning in life using Buddhist teachings as a guide.

#### **War and climate change**

Climate change may be an underlying mechanism driving the war and peace cycle, according to research in the Department of Geography. A study of climate change and wars in China covering the years 850 – 1911 demonstrated that climate cooling resulted in chaos as harvest yields fell. This was the first study to tackle scientifically the relationship between armed conflict and climate change. The authors suggested global warming could also have an impact on conflict and this requires further study.

#### **Teeth and bones**

Researchers in the Faculty of Dentistry have substantially improved the effectiveness of a commercially available bone graft material, resulting in bone growth increases of 100-149 per cent. Their findings, to be published in the *International Journal of Surgery*, could have a wide range of applications, from gum disease to tumour resection and osteoporosis.

#### **Developing bilingualism**

A linguistics study has investigated how young children become bilingual (pictured left). The project, conducted with The Chinese University of Hong Kong, is the first of its kind to pair English and Chinese. It has resulted in the world's largest video-linked database on the subject and a new book on bilingualism in early childhood.

#### **Legal matters**

The Faculty of Law has sought to shed more light on two issues of intense interest in Hong Kong, the Basic Law and financial markets. The Faculty has worked with the University Libraries to make the drafting history of the Basic Law available online, following extensive and continuous efforts to compile these documents. Researchers in the Faculties of Law, Architecture, and Business and Economics have sought to explain for the first time the complex legal and regulatory systems supporting Hong Kong's financial markets.

#### **Investigating infectious diseases**

In addition to these varied achievements, our strength as a world leader in research on infectious diseases continues to garner funding and attention. In 2006 the Research Grants Council's Central Allocation Vote programme awarded \$4.6 million for collaborative research into the H5N1 virus that causes bird 'flu. The University's scientists are working with counterparts from the Hong Kong University of Science and Technology and City University of Hong Kong.

Our scholars were also part of an international team of 28 researchers from Asia and the United States to conclude that wider surveillance of bird influenza than previously thought may be needed to contain an outbreak. The findings were also published in the *American Proceedings of the National Academy of Sciences*.



# 香港大學中醫藥學院

非一珠也



秦艽  
千年健  
骨碎補  
茶樹  
澤瀉  
樟等  
鹿角子  
威靈仙  
木瓜  
胡麻仁  
瓜蒌仁  
桑寄生  
國治  
歸五藤  
寬兜藤  
生天冬  
竹葉青  
瓜蒌仁  
法夏  
雲龍  
五加皮  
胡麻仁  
北杏仁  
杜仲  
瓜蒌仁  
雲龍  
八月寶





# ENDOWING THE COMMUNITY

The University, its Faculties and individual staff, students and alumni all make important contributions to Hong Kong society beyond research and learning. Through voluntary efforts they have sought to address an enormous breadth of concerns, such as dental care for the elderly, sustainable development, regional security and appreciation of the arts.

As Hong Kong's oldest university, we have played a prominent and important role in the city's development. Many of our graduates hold or have held positions of leadership in society. Our 10 faculties also provide cutting-edge research to address the challenges facing a wide range of sectors in the community. But apart from teaching and research, the University has other valuable contributions to make to the community. Our staff, students and alumni have undertaken an enormous range of voluntary activities, in the spirit of helping others. The cultivation of this spirit is an important part of the University's success because it helps to contribute to the betterment of Hong Kong – our ultimate goal.

In 2005-06 there were numerous examples where the University, its faculties and individual members stepped beyond their prescribed responsibilities to carry out activities that helped to improve our community.

## UNIVERSITY INITIATIVES

The University recognises it has a social responsibility to contain its environmental impacts and set a positive example to others. We are the only tertiary institution in Hong Kong, and one of the few in the world, to publish an annual *Sustainability Report*, which describes our environmental, social and financial impacts and where we are implementing improvements. Sustainability has in fact become a guiding principle in our decision-making, as seen in the plans for our new Centennial Campus (details are in the *Growing with the Times* chapter).

In 2005-06 we also took the initiative to ban shark's fin soup at official functions to protect this species, and purchased a hybrid car for our vehicle fleet. Our efforts to incorporate more environmental features into our newer buildings were recognised at the 2006 Hong Kong Energy Efficiency Awards, where we won two awards.



## FACULTY INITIATIVES

Our faculties are committed to sharing their expertise with the community. This requires a great deal of commitment and organisation. Several faculties such as Dentistry, Medicine and Social Sciences provide services to the public relating to their disciplines, with student involvement. Academic staff also organise awareness-raising programmes on such diverse topics as oral health and arts appreciation, and frequently initiate workshops to bring together local, regional and international academics and professionals to address issues of mutual concern. A few of the highlights from 2005-06 are described below.

### **Social needs**

Our faculties try to meet social needs through outreach programmes and the provision of urgently needed services. The Faculty of Dentistry, for instance, announced plans in 2006 to build an Implant Centre where elderly people can get affordable implants (an alumnus also donated funds for 100 implants, see *Individuals* below). The Faculty of Social Sciences organised student volunteers to take disadvantaged young people from Tin Shui Wai on a rare trip to Hong Kong Island. The Faculty of Education organised an international conference on special education, bringing together scholars and professionals from around the world.

Special recognition was given to The Hong Kong Jockey Club Centre for Suicide Research and Prevention in September 2005 when it won the silver award at the 8th Asian Innovation Awards for its website, *Little Prince is Depressed*, aimed at de-stigmatising depression.

### **Business and politics**

Security and governance were the themes of workshops organised in autumn 2005 for diplomats and government officials from around the region, by the Centre of Asian Studies. The University also hosted a visit by United Nations' special envoy Lloyd Axworthy, who spoke on human security in a globalised world. Globalisation was also the subject of a symposium organised by the Faculty of Business and Economics for corporate chairmen and senior executives, who discussed 'World Economic Prospects and the Future of Business in China'.

### **The environment**

The Centre of Urban Planning and Environmental Management marked its 25th anniversary by organising the 12th Annual International Sustainable Development Research Conference in April 2006 with ERP Environment – the first time this conference was held in Asia. Our Centre on Renewable Energy in Architecture helped to organise a solar model car race for primary and secondary school students in December 2005 to promote sustainability and the use of renewable energy, with Hong Kong PV Consortium and Kei Wai (Ma Wan) Primary School.

### **The arts**

The Faculty of Arts promoted arts appreciation and the importance of arts in a progressive society through a series of radio programmes aired on Radio Television Hong Kong. The Department of Music also signed a partnership with Hong Kong Academy of Performing Arts' School of Music to formalise their artistic and pedagogical collaborations, and was rewarded with a Balinese painting and a special performance of Balinese dance for efforts to promote Indonesian gamelan music.







## INDIVIDUALS

Many members of the University community make significant contributions of their own time and money towards the betterment of society. For example, in summer 2006 a group of law and social science students launched a non-governmental organisation to help educate poor children in Cambodia, after spending one month in the country under the General Education Unit's Project SEE (see *Preparing for Change* chapter). They follow in the footsteps of other student-led initiatives such as the China Education Association, which supports Mainland education and organised a barefoot marathon in November 2005 to highlight the plight of poor rural children in China.

Care for the environment is also an area of student concern. Two students, one a PhD candidate, the other an undergraduate, created enrichment toys for pandas (pictured left) while on a 2006 project sponsored by the Ocean Park Conservation Foundation, Hong Kong, to enhance awareness of the conservation of endangered Asian animals. An MPhil student, Jacky Chan, helped to launch the Eco-Education and Resource Centre to document wild animal sightings in Hong Kong and organise educational tours for the public.

The desire to improve society also carries through to our alumni, who make many generous donations to a variety of causes. The Class of '81 launched an Inclusion Fund in 2006 – their 25th anniversary – to finance

student projects that promote opportunities for people with disabilities. Engineering alumnus Dr Nicolas Yeung financed the construction of a new school in rural Guangxi, which opened in October 2005 and involved our engineering students (see details in *Preparing for Change* chapter).

The University is also the recipient of alumni generosity. As we prepare to expand our campus and student numbers amid the variability of government funding, their continued support will be increasingly important. In 2006 Class of '72 alumni Mr Lawrence Fung Siu Por and his wife Mrs Alexandra Fung Lee Suk Wai kindly donated 10 per cent of the issued share capital of the Hong Kong Economic Times Holdings Limited, equivalent to about \$91 million. The fund has been named the Azalea (1972) Endowment Fund and its first project is the dental implant service for the elderly described above in Faculty-level initiatives.

Moreover, Dr Stanley Ho, one of our honorary graduates, set up a matching fund in November 2005 in which he will equal donations dollar-for-dollar up to \$500 million over five years. Contributions like these help to ensure that the University can continue to provide teaching programmes, research and community services that invigorate and advance Hong Kong society.

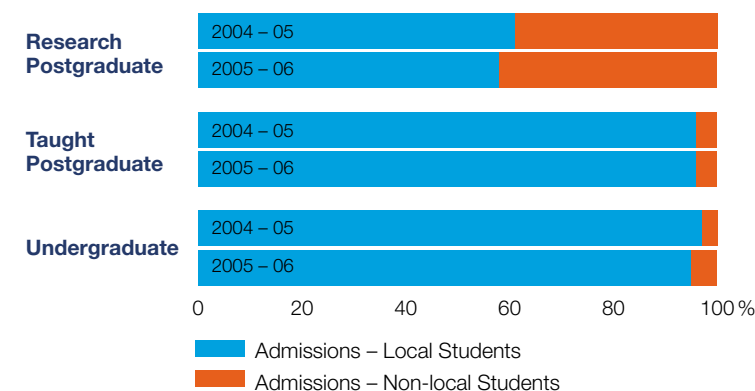


## TEACHING AND LEARNING

### 1 REGULAR DEGREE PROGRAMMES

UGC and Mixed-funded Programmes

#### Student Admissions

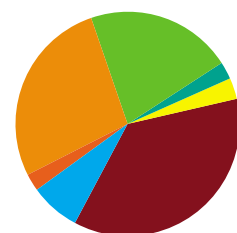


#### Number of Programmes

Level	Number	
	2004-05	2005-06
Research Postgraduate	193	198
Taught Postgraduate	63	50
Undergraduate	47	48
<b>All Levels</b>	<b>303</b>	<b>296</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.)

#### Country of Origin of 2005-06 Incoming Exchange Students

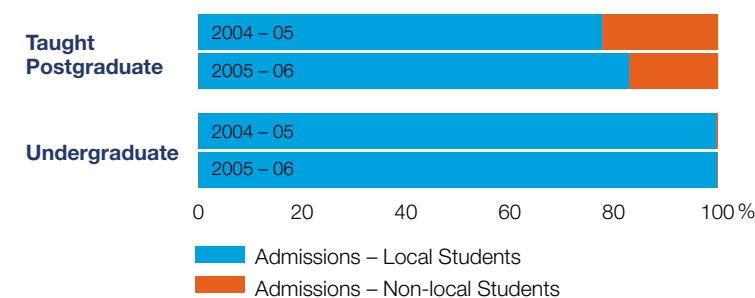


- Australasia (38)
- APEC (14)
- China (143)
- European Union and Norway (110)
- Japan (13)
- Korea (17)
- North America (190)

### 2 PROFESSIONAL AND CONTINUING EDUCATION PROGRAMMES

Self-financed and Out-reach Programmes

#### Student Admissions



#### Number of Programmes

Level	Number	
	2004-05	2005-06
Taught Postgraduate	111	125
Undergraduate	13	14
<b>All Levels</b>	<b>124</b>	<b>139</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	
	2004-05	2005-06
Postgraduate	5,932	5,130
Degree (including full-time programmes)	23,916	32,407
Sub-degree	44,092	35,727
General / Short Courses	28,125	32,684
Community College (full-time associate degrees and higher diplomas)	4,903	5,760
<b>All Programmes (local)</b>	<b>106,968</b>	<b>111,708</b>
<b>Mainland China Programmes</b>	<b>1,083</b>	<b>1,428</b>

### 3 GRADUATES

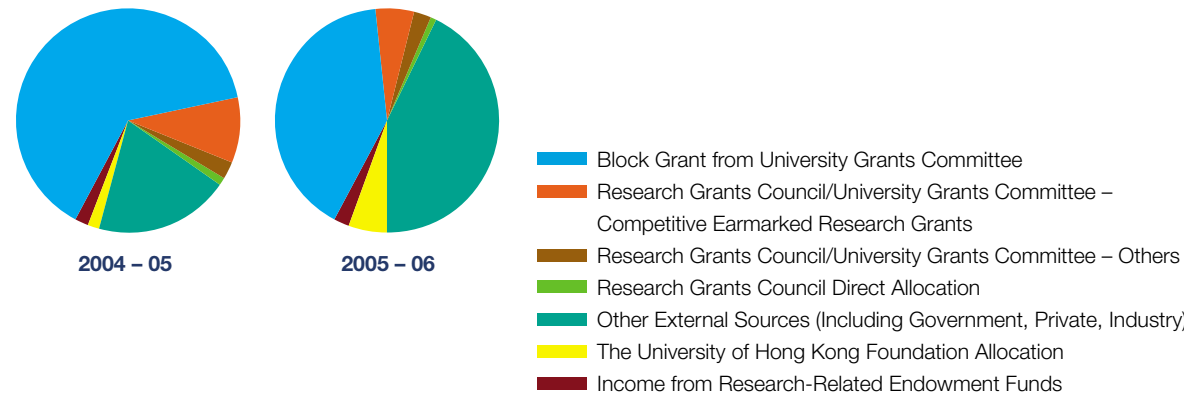
From Regular Degree Programmes including UGC and Mixed-funded Programmes

Discipline	Research Postgraduate		Taught Postgraduate				Undergraduate		All	
	2004-05	2005-06	Masters		Postgraduate Diploma/Certificate		2004-05	2005-06	2004-05	2005-06
			2004-05	2005-06	2004-05	2005-06				
Architecture	16	23	155	125	-	-	120	111	291	259
Arts	60	64	21	3	-	-	470	471	551	538
Business and Economics	12	10	-	-	-	-	386	391	398	401
Dentistry	8	5	19	5	2	1	51	49	80	60
Education	15	14	175	310	602	499	130	128	922	951
Engineering	94	86	254	120	2	4	485	449	835	659
Law	5	6	87	22	278	134	101	117	471	279
Medicine	86	101	92	22	-	-	255	242	433	365
Science	120	110	83	90	-	-	426	463	629	663
Social Sciences	34	34	142	105	10	2	191	203	377	344
<b>All Disciplines</b>	<b>450</b>	<b>453</b>	<b>1,028</b>	<b>802</b>	<b>894</b>	<b>640</b>	<b>2,615</b>	<b>2,624</b>	<b>4,987</b>	<b>4,519</b>

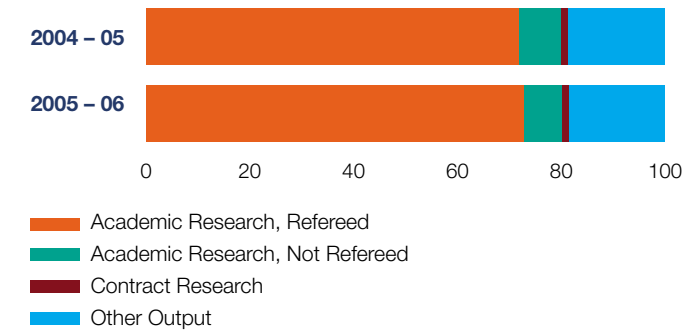


## RESEARCH

### RESEARCH FUNDING RECEIVED BY FUND SOURCE



### RESEARCH OUTPUT BY TYPE OF RESEARCH ACTIVITIES



### CONTINUING AND NEW RESEARCH PROJECTS BY DISCIPLINE

	2004 – 05				2005 – 06			
	Number of Projects	%	Amount of Awards (in HK\$)	%	Number of Projects	%	Amount of Awards (in HK\$)	%
Actuarial Science and Mathematical Science	85	3.6	20,611,750	1.9	75	3.1	19,428,626	1.8
Architectural and Town Planning	88	3.7	26,849,410	2.5	110	4.5	29,604,942	2.7
Arts and Designs	10	0.4	1,641,358	0.2	8	0.3	1,597,541	0.1
Biological, Physical and Marine Science	375	16.0	208,977,377	19.3	413	17.0	219,080,196	19.8
Business and Management Studies	64	2.7	18,102,083	1.7	68	2.8	14,941,201	1.3
Civil and Structural Engineering	96	4.1	65,972,837	6.1	102	4.2	63,426,633	5.7
Education	159	6.8	53,919,457	5.0	174	7.2	61,758,316	5.6
Electrical and Electronic Engineering	108	4.6	82,461,136	7.6	96	3.9	74,409,779	6.7
History and Philosophy	6	0.3	429,542	0.04	10	0.4	2,070,765	0.19
Information Technology, E-Business Technology and Computer Science	64	2.7	81,922,437	7.6	63	2.6	59,755,270	5.4
Languages	53	2.3	14,156,357	1.3	53	2.2	15,015,919	1.4
Law	30	1.3	4,976,997	0.5	27	1.1	5,483,271	0.5
Mechanical, Production and Industrial Engineering	150	6.4	38,130,031	3.5	142	5.8	35,754,440	3.2
Medicine, Dentistry and Health	894	38.1	413,270,763	38.2	907	37.3	451,845,252	40.8
Social Sciences	166	7.1	51,677,687	4.8	183	7.5	54,256,386	4.9
<b>All Disciplines</b>	<b>2,348</b>	<b>100.0</b>	<b>1,083,099,222</b>	<b>100.0</b>	<b>2,431</b>	<b>100.0</b>	<b>1,108,428,537</b>	<b>100.0</b>

## STAFF

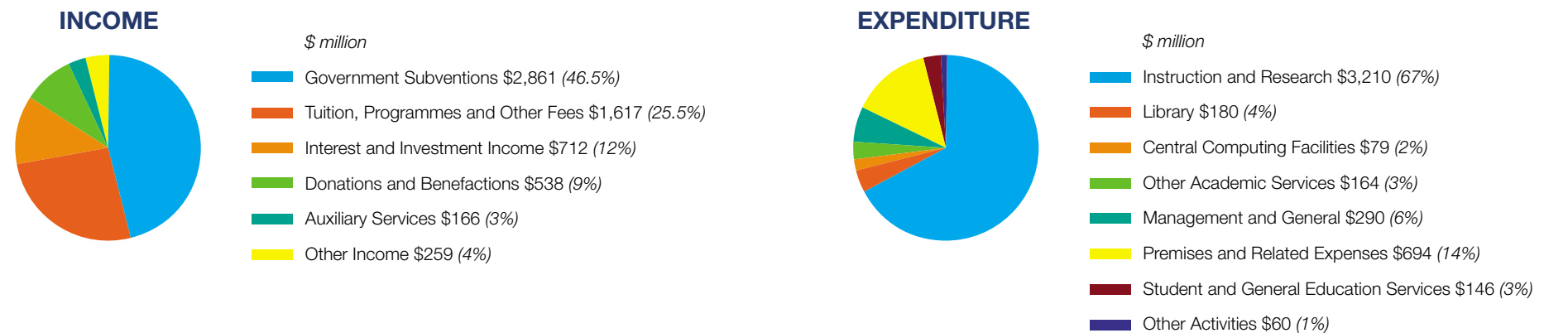
Number of Staff by Headcount (as at December 31, 2005)

	Regular	Temporary			
	Full-time	Full-time	Part-time	Honorary/Visiting	All Temporary
Teaching Staff:	1,124	85	66	1,254	1,405
• Chair Professor	70	1	0	365	366
• Teachers (Professor, Reader, Associate Professor, Senior Lecturer, Assistant Professor, Lecturer and Assistant Lecturer)	834	8	5	761	774
• Teaching Support Staff (Tutor, Instructor, Demonstrator)	220	76	61	128	265
Research Staff	582	438	47	146	631
Technical Staff	835	197	25	7	229
Administrative and Support Staff (Including Clerical and Secretarial Staff)	1,642	132	58	0	190
Others (e.g. Labourers, Artisans)	338	5	22	0	27
<b>All Staff</b>	<b>4,521</b>	<b>857</b>	<b>218</b>	<b>1,407</b>	<b>2,482</b>

(Note : Staff of University enterprises are excluded from the numbers listed above.)

## FINANCE

An analysis of Consolidated Income and Expenditure for the year ended June 30, 2006







**OVERVIEW**

The financial year of 2005-06 was the first in the 2005-08 triennium in which the UGC-funded institutions were able to consolidate after having sailed through the Hong Kong SAR Government's funding cut and a difficult economic period. The University continued to be prudent in managing its finance so that it can set aside such resources as required to meet the challenges arising from the areas of strategic focus, in particular the transition to a 3+3+4 academic structure (see *The Review 2006*).

In the preparation of the financial statements, the Hong Kong Accounting Standards (HKAS) and Hong Kong Financial Reporting Standards (HKFRS) have been adopted and interpretation of HKFRS issued by Hong Kong Institute of Certified Public Accountants which are effective and relevant to our operation.

**RESULTS FOR THE YEAR**

The consolidated results for the year ended June 30, 2006 are summarised as follows:

	2006 \$ million	As Restated 2005 \$ million
Income	6,153	5,146
Expenditure	4,821	4,652
Net Surplus for the year before Share of Losses of Associates and Jointly Controlled Entities	1,332	494
Share of Losses of Associates and Jointly Controlled Entities	(3)	-
Net Surplus for the year	1,329	494

Consolidated income increased by 19.6% when compared with that of the previous year. This was largely due to the increase in donations, the effect of which has been magnified

by the implementation of the second matching grant scheme during the year. Tuition and programme fees also recorded a steady growth of 6.7% when compared with last year. The improved investment return and the change in accounting policy for recognition and measurement of financial instruments also accounted for 15% of the increase from last year. The amount of block grant received during the year from the UGC, which was based upon the planned full-time equivalent (FTE) student number of 11,311 for 2005-06 was \$2,081 million.

On the consolidated expenditure, a total of \$4,821 million was incurred for the year, of which \$3,632 million, representing more than 75% of total expenditure, was spent on teaching/learning and research activities.

**FINANCIAL OUTLOOK**

The Hong Kong SAR Government has reassured the sector and the wider community that there will be no reduction in recurrent grants for the UGC-funded institutions in the 2005-08 triennium. This gives the University a relatively stable financial environment to implement its future development and to tackle challenges ahead. To sustain this development, we need to make substantial and long-term investments (see *The Review 2006*). In addition to support from the Government, the University continues to work in partnership with the corporate and private sectors, as well as individuals. Results for the year so far have been encouraging and the University will remain pragmatic and prudent in its financial planning as we move forward in realising our potential.

*The University's Annual Accounts can be found at [http://www.hku.hk/finance/financial\\_report/indx.htm](http://www.hku.hk/finance/financial_report/indx.htm). Any correspondence or feedback on this extract or the accounts should be addressed to e-mail: [finance@fo.hku.hk](mailto:finance@fo.hku.hk).*



**THE UNIVERSITY OF HONG KONG  
CONSOLIDATED INCOME AND EXPENDITURE STATEMENT  
FOR THE YEAR ENDED JUNE 30, 2006**

(Expressed in thousands of Hong Kong dollars)

	2006	2005
<b>Income</b>		
Government Subventions		
Subventions from UGC:		
• Block Grants and Non-accountable Supplementary Grants	2,081,382	2,066,540
• Earmarked Grants	373,873	386,594
• Rates and Government Rent Refund	31,993	31,700
• Capital Grants and Alteration, Additions and Improvements ("AA & I") Block allocation	70,505	14,349
	<u>2,557,753</u>	<u>2,499,183</u>
Matching Grants	250,000	-
Grants from Government Agencies and Related Organisations	53,049	63,179
	<u>2,860,802</u>	<u>2,562,362</u>
Tuition, Programmes and Other Fees		
• UGC-Funded programmes	528,385	507,493
• Non UGC-Funded programmes	1,088,201	1,007,422
	<u>1,616,586</u>	<u>1,514,915</u>
Interest and Investment Income	712,385	447,633
Donations and Benefactions	538,075	254,657
• Auxiliary Services		
- Residential Halls and Hostels	57,865	45,838
- University Press	4,492	4,213
- Rental Income and Rental Contribution from Staff	73,086	63,552
- Clinics and Chinese Medicine Pharmacies	20,762	18,496
- Others	10,020	10,753
	<u>166,225</u>	<u>142,852</u>
• Other Income		
- Contract Research	71,220	76,129
- Service Income	114,328	88,917
- Outside Practice	52,386	53,206
- Miscellaneous	20,985	5,555
	<u>258,919</u>	<u>223,807</u>
	<u>6,152,992</u>	<u>5,146,226</u>
<b>Expenditure</b>		
Learning and Research		
• Instruction and Research	3,209,960	3,154,799
• Library	179,541	156,970
• Central Computing Facilities	78,626	80,099
• Other Academic Services	163,852	163,054
	<u>3,631,979</u>	<u>3,554,922</u>
Institutional Support		
• Management and General	289,839	284,032
• Premises and Related Expenses	693,669	610,664
• Student and General Education Services	146,175	134,657
• Other Activities	59,930	67,766
	<u>1,189,613</u>	<u>1,097,119</u>
	<u>4,821,592</u>	<u>4,652,041</u>
<b>Surplus from Operations</b>	1,331,400	494,185
<b>Share of Losses of Associates</b>	(1,745)	-
<b>Share of Losses of Jointly Controlled Entities</b>	(788)	(38)
<b>Surplus for the Year</b>	<u>1,328,867</u>	<u>494,147</u>
<b>Transfers To</b>		
• <b>Restricted Funds</b>	203,872	111,290
• <b>Other Funds</b>	1,124,995	382,857
	<u>1,328,867</u>	<u>494,147</u>

**THE UNIVERSITY OF HONG KONG CONSOLIDATED  
BALANCE SHEET AS AT JUNE 30, 2006**

(Expressed in thousands of Hong Kong dollars)

	2006	2005
<b>Assets</b>		
Non-Current Assets		
• Property, Plant and Equipment	6,701,517	6,701,750
• Leasehold Land and Land Use Rights	609,756	622,879
• Interest in Associates	5,016	-
• Interest in Jointly Controlled Entities	14,113	14,593
• Investments	7,484,452	6,680,385
• Bank Deposits	516,463	80,000
• Loans Receivable	33,614	46,593
	<u>15,364,931</u>	<u>14,146,200</u>
Current Assets		
• Investments	538,657	201,889
• Loans Receivable	142,119	136,616
• Inventories	3,189	2,984
• Accounts Receivable and Prepayments	157,572	128,567
• Cash and Bank Deposits	2,195,608	1,632,499
	<u>3,037,145</u>	<u>2,102,555</u>
<b>Total Assets</b>	<u>18,402,076</u>	<u>16,248,755</u>
<b>Funds</b>		
Deferred Capital Funds		
• Equipment	8,257	4,452
• Buildings	217,640	199,898
	<u>225,897</u>	<u>204,350</u>
Restricted Funds		
• General Endowment Fund	2,033,630	1,745,799
• Investment Reserve	828,262	561,327
• General Reserve	15,000	15,000
• Contingencies Reserve	1,000	1,000
• Staff Housing Loan Fund	182,202	175,136
• Property Revaluation Reserve	5,926,470	6,052,605
• Capital Projects	194,239	280,725
• Research Projects and Quality Assurance	159,600	195,431
	<u>9,340,403</u>	<u>9,027,023</u>
Other Funds		
• General and Development Reserve Fund	1,623,987	1,494,950
• Self-financing Activity Funds		
- University	120,681	99,751
- HKU SPACE	939,989	760,959
- Other Subsidiaries	(3,855)	-
	<u>1,056,815</u>	<u>860,710</u>
• Donations and Benefactions	3,764,346	2,448,866
	<u>6,445,148</u>	<u>4,804,526</u>
<b>Total Funds</b>	<u>16,011,448</u>	<u>14,035,899</u>
<b>Liabilities</b>		
Non-Current Liabilities		
• Employee Benefit Accruals	230,040	255,516
• Loans and Borrowings	353,072	236,587
	<u>583,112</u>	<u>492,103</u>
Current Liabilities		
• Accounts Payable and Other Accruals	837,162	662,262
• Employee Benefit Accruals	320,431	338,528
• Loans and Borrowings	105,712	104,638
• Deferred Income		
• Earmarked Grants	220,950	228,401
• Capital Grants and AA and I Block Allocation	276,358	326,859
• Others (including Donations and Benefactions)	46,903	60,065
	<u>544,211</u>	<u>615,325</u>
	<u>1,807,516</u>	<u>1,720,753</u>
<b>Total Liabilities</b>	<u>2,390,628</u>	<u>2,212,856</u>
<b>Total Funds and Liabilities</b>	<u>18,402,076</u>	<u>16,248,755</u>
<b>Net Current Assets</b>	<u>1,229,629</u>	<u>381,802</u>
<b>Total Assets Less Current Liabilities</b>	<u>16,594,560</u>	<u>14,528,002</u>

# 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.