



**THE UNIVERSITY OF HONG KONG**

Pokfulam, Hong Kong  
Tel: (852) 2859 2111  
Fax: (852) 2858 2549  
Web site: <http://www.hku.hk>



# The Review

THE UNIVERSITY OF HONG KONG 香港大學



# 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.

# Contents

The Vice-Chancellor's Message	2
The Web of Learning	4
Engaging Across Boundaries	18
Connecting with the Wider Community	34
Facts and Figures at a Glance	48
The University Profile	50
An Extract from the University's Annual Accounts 2007-08	56
Officers of the University	59
The Council	60



## The Vice-Chancellor's Message

In today's globalised world, no institution can afford to focus only inwards. To attract the best people and produce the best research, we have to engage with others. The University of Hong Kong has adopted this approach through our strategic goal to be 'globally positioned and regionally relevant' and our success is plain to see.

In 2007-08 we continued to attract outstanding students and to produce excellent research results. For example, HKU was the top choice for local students with the highest average scores in three Advanced Level subjects and in English, and for students of the Early Admission Scheme with 8 As or above. In research, 96 of our scientists were among the top one per cent in their fields globally in 2007-08, according to the Institute for Scientific Information. We also secured the lion's share of competitive grants from the Research Grants Council – \$138 million – and had an impressive number (4,934) of peer-reviewed publications.

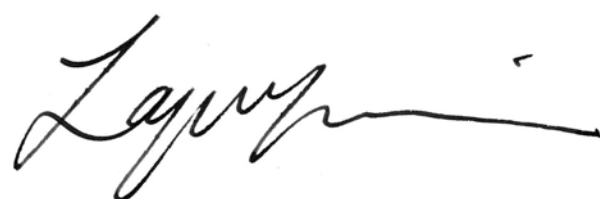
These achievements have been underscored by our determination and effort to engage with others in every aspect of our work. We encourage our scholars to cross research disciplines through our Strategic Research Themes, and we seek to bring outstanding expertise to the University through academic exchange and research collaboration programmes and a vibrant visiting scholars programme. Our supportive research environment also helps to attract talented scholars from around the world who want to join the University.

The recruitment of new professoriate staff is being driven in part by the move from a three-year to four-year undergraduate curriculum in 2012 for all Hong Kong tertiary institutions. This is an opportunity to bolster our research expertise, and also to broaden our curriculum. In spring 2008 the Senate endorsed the vision for the new curriculum, which will embrace the totality of learning experiences and encourage students to learn beyond their chosen disciplines and outside the classroom. The ultimate goal is to widen students' perspectives and nurture in them the values of a responsible global citizen.

The University has been deeply involved in the Hong Kong community and China since its establishment in 1911. We have used our resources to benefit society and shared our expertise and know-how with the community. Some of the most prominent examples in 2007-08 include helping Sichuan province to rebuild after May's devastating earthquake, producing a programme on Asian business leaders for the BBC, establishing regional networks to monitor influenza, and encouraging students to harness their knowledge and energy to promote awareness of climate change.

Ultimately, a society gets back what it puts into its tertiary institutions. In that sense, Hong Kong has done very well with HKU. Overseas visitors are often amazed by how a rather small university like ours can do so well given the comparatively limited resources a single city has to offer (as opposed to a country or province or state). There is no magic in the answer: it comes down to excellence, engagement and effort. We have a vision of excellence, we are engaged with others in every sense of the word, and our staff members are making diligent efforts to ensure we achieve our goals. We also make the best use of our resources. The global economic downturn is affecting our investment return and donations but, through careful and prudent financial management, we fully expect to make the substantial and long-term investments needed to support our curriculum reform and other academic endeavours.

I know our strong international reputation is hard-earned and we will not take it for granted. We will continue to aspire to world-class standards and take every opportunity to work with and learn from the best scholars in the world by engaging across disciplines, institutions and jurisdictions. Our size may have piqued interest in our achievements, but we have the vision, energy and resources to fulfil our commitment to engagement and excellence.



Professor Lap-Chee Tsui  
Vice-Chancellor and President  
December 2008



*"We will continue to aspire to world-class standards and take every opportunity to work with and learn from the best scholars in the world by engaging across disciplines, institutions and jurisdictions. Our size may have piqued interest in our achievements, but we have the vision, energy and resources to fulfil our commitment to engagement and excellence."*





# The Web of Learning







Learning is not confined to the classroom or the campus. It happens across a range of student experiences, whether meeting people from other countries in campus hostels, conducting field studies in the natural environment, going on overseas exchanges or performing service activities in the community. The totality of learning experiences available to students is what makes up the curriculum and this concept will underpin the new undergraduate education at HKU.

From 2012 undergraduate studies in Hong Kong will typically last four years, up from three years at present. That additional year presents a special opportunity to enhance breadth and depth in students' learning, both within and beyond their chosen speciality.

Our plan is to build on present developments on campus to formally embrace a wide variety of learning experiences. Already faculties such as Social Sciences have incorporated this idea into their curriculum. All new Social Sciences undergraduates will be required to participate in the Social Innovation Internship and Global Citizenship programme from 2008-09. An example of the programme in action is described on these pages. This is just the kind of experiential learning that the new curriculum will promote and recognise across the University.

We have set out six educational aims on what we want to achieve from these learning experiences, based on University-wide discussions and consultations. In addition to our overall aspiration for academic excellence, we want students to tackle novel situations and ill-defined problems, use critical intellectual enquiry, acquire intercultural understanding and global citizenship, be able to communicate and collaborate with others, uphold personal ethics and critical self-reflection, and demonstrate leadership and advocacy for the improvement of the human condition.

The University Senate endorsed the six aims in 2008 and also approved the idea of a 'common core' – areas of enquiry that students will be required to take beyond their major field of study. This will make up 15 per cent of the curriculum and it will require students to engage in real-life issues, such as how to interpret newspaper statistics or the social implications of genome research.

Engagement is important here, whether it is with new people, new cultures, new problems or new ideas. The expectation for the new curriculum is that students will engage inside and outside the classroom, on and off campus, to develop their intellectual capabilities and professional skills, widen their perspectives and nurture the core values of a responsible global citizen.



**Professor Amy B.M. Tsui**

Professor Amy B.M. Tsui, the new Pro-Vice-Chancellor for Learning and Teaching and Chair of Language and Education, is overseeing what she terms a once-in-a-lifetime opportunity: the University's transition to a four-year undergraduate curriculum in 2012. Her goal is to push the boundaries of student learning.

*"What we want students to be able to do is not just to solve problems that have been defined for them, but to address problems that have to be identified and located. We also want them to understand that new problems are created as existing ones are being solved, and that it is in the continual process of addressing them that the world moves forward."*



## Focus on Content

Our academics are constantly looking for new ways to deliver content and offer students world-class resources. One of the most interesting results in 2008 was a unique partnership between the Faculty of Business and Economics' Asia Case Research Centre (ACRC) and the Journalism and Media Studies Centre (JMSC).

The ACRC produces case studies for use in business classes and was looking for new ways to present the material. The JMSC was looking for new opportunities to showcase its broadcast production expertise. The two hooked up and the result was 'Focus Asia Business Leaders', a high-quality series about Mainland and other Asian businesses that was picked up by BBC World News and broadcast around the globe in the run up to the Beijing Summer Olympics.

"Case studies are very black and white, but this series brings the viewer into the company visually," Professor Ying Chan, Director of the JMSC, said. "For example, in one programme we focused on a piano manufacturer. People might have had the pre-conception that Mainland factories were like sweatshops, but this state-owned enterprise has used Western know-how to develop its core competencies. The programme offers new perspectives on business in Asia."

The experience has also brought attention from other broadcasters in the region, opening the way for the burgeoning JMSC to develop new projects.

Meanwhile, in addition to producing novel teaching materials, we are also extending the learning experiences and qualifications offered to students through collaborations with overseas partners.



In 2007-08 we announced a joint programme in legal education with the University of British Columbia and a joint EMBA in partnership with the Columbia Business School in New York and the London Business School. Students will have the opportunity to study at the partner institutions and receive degrees jointly awarded by all participants. We also established a joint postgraduate degree in periodontology with Peking University, the first international clinical programme to be conducted in China.



Rob McBride, Honorary Lecturer in the Journalism and Media Studies Centre, shares his broadcast expertise with students.



A Karen refugee gives a farewell performance for HKU students.

## Taking a Lesson to Heart

The credit-bearing Social Innovation Internship in the Faculty of Social Sciences provides first-hand experiences in the field so students can improve their understanding of social issues, apply their knowledge and skills, and become more socially aware and critical in their thinking. For one group of students, it also exposed them to the heart-wrenching complexities of helping others.

The students were placed on the Thai-Myanmar border for seven weeks in summer 2008 to teach English to migrants and refugees, most of whom were from the Karen ethnic group. Many of the Karen students were the same age as the HKU interns and they quickly formed close ties.

The interns learned about the difficult backgrounds of the Karen students, some of whom had difficult backgrounds, left families behind, fled at gunpoint or seen loved ones killed, and they were impressed by their resilience. The Karen students even joked about dead parents in classroom games.

"These are mobile people, everything they encounter is temporary. They have lost family members, friends, homes," Priscilla Sham, a second-year sociology student, said. "But they have a very strong affiliation to their community and a strong sense of responsibility to uplift their society. I learned so much from them."

One of the hardest lessons for the interns was accepting that they, too, were a temporary presence in the lives of the Karen migrants and refugees and would return to their homes in Hong Kong.

"So much happened so quickly. We became very attached, we probably should have maintained some professional detachment. Now we're dealing with it badly. We're constantly looking at videos and pictures from our time there and keep turning to each other for support," Anushri Alva, a first-year politics student, said.

But distancing themselves was easier said than done, first-year sociology student Ray Chan said. "It was always on my mind to what extent I should get close to them. I knew I would leave. I didn't want them to miss me so much so I tried to keep my distance but in the end they have sent me e-mails. I have to reply," he said.

The students are now looking into how they can continue to help the migrants and refugees on the Thai border. And they are doing it with new insights.

"My understanding of politics beforehand was not very high," second-year psychology student Andrea Fok said. "Going there has raised my awareness of what's going on in Myanmar and Thailand. I've heard a lot of things that I wasn't aware of before. Now when I read articles about these places I can put faces to them and know it's real people involved."





*Dr Yoshiko Nakano with her students*

## A Cultural Education

Language students are expected to master new tongues, but words and grammar alone do not provide cultural insights. With that in mind, final-year undergraduates of Japanese Studies have been given a chance to work with Japanese companies and learn how to function within a different culture.

The year-long course requires small teams of students to work on projects with the companies, communicate with managers and write a 4,000-word reflective essay on what worked, what didn't and why.

"One of the most common difficulties for graduates working in Japanese companies is trying to convince their bosses how to adapt their Japanese approaches and services to the Hong Kong market," Dr Yoshiko Nakano of the Department of Japanese Studies said.

"This project requires students to get Japanese managers to see their point of view. It can be very intimidating. They have to make presentations, not just write reports, and they are graded on the results."

Joyce Leung was admitted to the course in 2007-08 and worked with three other students on how to localise a frequent flyer programme for a Japanese airline.

The students surveyed 260 respondents at the airport, using a questionnaire devised in consultation

with the airline. The experience revealed the hierarchical management structure of Japanese companies and elaborate decision-making process. Even minor modifications in publications had to be passed back to headquarters in Japan for approval.

"In Hong Kong we strive for efficiency and effectiveness. We thought it might take too much time to re-print and approve, but later we recognised that this was a characteristic of a Japanese company. They need a black and white record, sufficient resources, discussions and negotiations, before a final decision will be made. This approach to decision-making was a cultural insight for us," Joyce said.

The School of Modern Languages and Cultures offers 10 language and four 'area studies' programmes, of which Japanese Studies is one, as well as other rich experiential learning courses such as summer internships. It is extending initiatives in Japanese Studies to other languages.

"The most important thing is that the experience has to be beneficial for both sides," Dr Nakano said. "If it just benefits HKU students, then it's not sustainable. I think Japanese companies are happy to have these projects and internships and be in dialogue with our students. Companies need multi-perspectives, as do students."

## An International Perspective

The University's international reputation and location as a regional hub makes it an attractive option for students from outside Hong Kong. Each year we admit students from dozens of countries from around the world. Omang Rain Narang could claim several of these countries as his home.

Omang grew up in Afghanistan, India, Russia and Saudi Arabia before returning to India for an undergraduate degree in computer sciences. He then worked four years for an American company.

Now he is at the University of Hong Kong pursuing an MBA. The city and the University suit him well. "You don't feel out of place here, it's a one-world city," he said.

Omang chose HKU because of its reputation, the Faculty of Business and Economics' new partnership programme with Columbia Business School and the London Business School, and the fact that it is located in one of the world's financial capitals.

Similar reasons attracted his classmate James Kaylin, who studied economics and Chinese at the University of Virginia and grew up in Washington, DC.

"I did a certain amount of research into US MBA schools, but I found they attract a lot of the same types of applicants. You don't get the diversity that you do here."

When I came to HKU, although I expected a diverse group, I didn't realise how diverse it would be – that I would be doing group projects with people from all over the place, not only from Asia but even as far away as Brazil," he said.

The standard of teaching has been impressive, too.

"In 10 years' time we'll be wondering, how did our professors know we would need to know this?" James said. "They are very aware of what we need to learn. And they are not just teaching us quantitative skills, but how to do things like network and perform in interviews."

The University admitted 1,807 international students to full-time postgraduate studies in 2007-08 and 889 to undergraduate programmes. Another 709 students came from abroad on exchange programmes, while 805 HKU students travelled to 19 countries on exchange.

In addition, the University has special initiatives to engage with top students from overseas. HKU students participate in the Harvard College in Asia programme and students from Harvard, Cambridge, Yale, Princeton and Stanford come here for two special programmes: the Crimson Summer Exchange to teach secondary school students on our campus, and the Learn, Live and Intern in China programme to learn and work here alongside our students.



*Omang Rain Narang (left) with James Kaylin*



## Intense Learning Outside the Classroom

The Centre of Development and Resources for Students encourages students to advocate for improvements to the human condition through programmes related to community work, career education and leadership development. One of the most popular is the Intensified Learning Opportunity Programme (ILOP), which offers students the chance to explore the world and their place in it. About 30 students are accepted to ILOP each year. They are expected to initiate a local project, such as helping asylum-seekers or campaigning to save an historic landmark, before going abroad over the summer to help out in a social service organisation and enhance their global citizenship. A sample of student experiences is described below.

### Questions and Curry in Bangladesh



Judy Lau

Working with asylum-seekers in Hong Kong and with microfinance bank Grameen in Bangladesh has undoubtedly widened second-year BBA Law student, Judy Lau's, horizons. But the most important thing she has learned through her ILOP experience is how to ask questions.

"ILOP trains you to know more about the world and social issues, but it is also good

at teaching you to ask useful questions and always take the initiative to ask," she said.

"When you learn how to ask questions, you learn how to deal with being overseas. People are waiting for you to ask. I made a lot of friends from other countries and I learned from them. If you ask them questions they are very willing to tell you how they got where they are now."

Judy's ILOP commitment began with an introduction to asylum-seekers in Hong Kong in early 2008. She was partnered with the non-government organisation Christian Action and helped to edit a video that will be used to raise awareness about the worries and difficulties faced by asylum-seekers.

She then spent two months with Grameen in Bangladesh over the summer learning about microfinance.

She visited borrowers and saw first-hand how the loans improved villages and businesses. She also analysed and wrote reports about Grameen's projects in such places as Costa Rica and Sichuan, and was encouraged to suggest improvements. Her studies helped here: she drew on the analytical skills she had learned in her HKU courses and her experiences in business school competitions, where she had honed her presentation skills.

The going was not always easy, though. Judy suffered from flu soon after she arrived in Bangladesh and had difficulty adjusting to a diet dominated by spicy curry.

"At the beginning it was tough to get used to it," she said. "When you are too sick or too tired, you have to find a way to make yourself comfortable. I told myself it will get better, you will get used to it. It was more of a challenge than something tough or harsh. I now miss the place very much."

### Following Through on Fair Trade

When the subject of fair trade was raised during Carter Chim's introduction to ILOP, he had his doubts. Fair trade? Isn't free trade best? After all, look at Hong Kong's success.

"After ILOP I recognised that the current practice is only disguised free trade. Many constraints and practices mean it's not genuine free trade, for example the domestic subsidies in developed countries that make it hard for developing countries to compete. I think that in such a context fair trade can be a remedy to solve this unfairness problem," he said.

Carter, a fourth-year Social Sciences student doing a double major in government and laws, spent the summer of 2007 working with fair trade organisations in Belgium. Upon his return he connected with three other students to form Fair Trade Voice, a HKU student advocacy group.

During the past academic year, they ran a Fair Trade Week at the University where they sold \$30,000 in fair trade products, organised a trip to Thailand to see how fair trade had improved standards for farmers, helped to found the Fair Trade Hong Kong Coalition with other like-minded groups, and set up a booth during Global Citizenship Week to raise students' awareness.

Their next goal is to go to secondary schools to raise awareness there and expand their campaign to other universities in Hong Kong. They also hope to see HKU become one of the few fair trade universities in Asia.



Chu Hoi-Yee (left) shares her memories of Albania with a fellow student.

### Eight Weeks in Albania

When Chu Hoi-Yee, a second-year Arts student, was offered the chance to go to Albania, a tiny European country that rarely makes the news in Hong Kong, she was intrigued.

"Nobody talks about Albania or the Balkans, so I thought why not go where I have never been or thought of going and see what happens? I went with a fresh mind," she said.

Over eight weeks she worked with a local non-government organisation, proofreading the many English-language reports they had to produce for their backers – this was the main way she could help because she

doesn't speak Albanian. In the process, she learned about the country's difficult history, its isolation, its problems with corruption and its people.

"Albanians have a reputation in the world's media of being dangerous, but they are the most hospitable people I've ever met," Hoi-yee said. "It's a poor country, but people work really hard."

She also learned about herself. "When you go abroad people ask you a lot about who you are, what your political stance is and so on. I learned so much more about what I am capable of, what my limits are and what I need to learn. You're constantly looking at yourself and if you want to improve you have to assess yourself and be self-critical. But it's a lot of fun," she said.



## Asian Youth Climate Summit

More than 180 students from 22 countries attended the Asian Youth Climate Summit in summer 2008, an event organised by HKU students to promote united action on the issue among their peers.

Delegates signed the Asian Youth Climate Declaration, devised action plans for reducing carbon footprints on their campuses and learned about climate change efforts in other countries.

They also participated in carbon neutral activities such as planting trees and were encouraged to celebrate their cultural traditions and diversity.

The summit was organised by Hong Kong Climate Change Coalition, which was set up by HKU students who travelled to Bali for the UN Climate Change Conference in December 2007. The Centre of Development and Resources for Students arranged the trip for 12 selected Green Advocates, who met with youth groups from around the world during the conference.

"We were inspired by their passion and realised there was no youth climate change organisation in Asia,"

said Gerald Kwok, who is doing a Master's degree in corporate environmental governance. "We organised this summit to see whether we could connect with other youth in Asia and do something together."

There is now an online network so students from other countries in the region can share ideas on climate change. The Climate Change Coalition is also recruiting new members in Hong Kong and considering setting itself up as a non-government organisation and expanding into other Hong Kong universities.

The coalition members have already done some outreach with secondary school students. In March 30 HKU students went on a study tour to three Asian cities to learn more about climate change policies elsewhere and shared their findings in visits to secondary schools.

"We wanted them to think about the concept of global citizenship," third-year Arts student Sandy Yip said. "When we were secondary school students we didn't talk much about global issues, we just concentrated on our studies. It's important today to think globally."

The study tour and summit were funded by the Green Student Hang Seng Scholarship Fund.



Students at the Asian Youth Summit



Andreas Walthers (left) and Sebastian Lindstrom

## Raising Awareness About Africa

A hoped-for trip to Ghana in March 2008 to visit HIV-positive children was dashed for several HKU students, whose Mainland parents worried Africa was too dangerous and they could contract HIV through touch. Those attitudes only underscored the necessity of the trip for organiser Sebastian Lindstrom.

Sebastian, a mature student (he's 24) studying for a BBA in International Business and Global Management, had planned a packed 13-day itinerary travelling around the countryside to visit HIV-positive children and their families. This was part of his work for Light for Children, a charity he set up during a stay as a volunteer in Ghana two years ago to focus on the well-being of children inflicted with HIV/AIDS.

"I want to see more Asians come to Africa. You don't see many there. I want to change their perception of the world and create this link between the two places," he said.

Sebastian was encouraged to press ahead with the trip by the Centre of Development and Resources for

Students and received funding support from the HKU Class of '81 Inclusion Fund. In the end 12 volunteers signed up.

One of them was Andreas Walthers, a third-year student who initially joined out of curiosity and to get a break from school.

"Afterwards it was different, of course. I'm not the sappy kind, but the trip had a great impact on me. I took things more seriously. Seeing how happy the people in Ghana were, including the HIV positive kids, made me think that you don't need much to achieve happiness," he said. The experience inspired him to work with a non-government organisation in Cambodia over the summer.

Sebastian said he had made a lifetime commitment to Light for Children and he intended to continue working to raise money and awareness. A two-man film crew that joined the Ghana trip in March has produced a documentary to stir people's interest in the country and in helping HIV positive children. A photo book is also being produced. Further trips from HKU are in the pipeline in 2009.



## A Choice Destination for Top Mainland Students

The University of Hong Kong is a popular choice for high-performing students from Mainland China. In recent years we have received more than 10,000 applications annually for 250 undergraduate places and we select students based on their school results and performance in interviews. Gina Yao Ruixue, a Sichuan native, passed the hurdles and chose HKU over other offers because of history and opportunity.

"HKU has a longer history than other universities in Hong Kong and this creates a unique atmosphere," she said. "Also, as a Mainland student I was required to spend one year at a Mainland university before joining classes at HKU. I was able to study at Fudan University, where my mother went. Few people have a chance to experience two different universities like this."

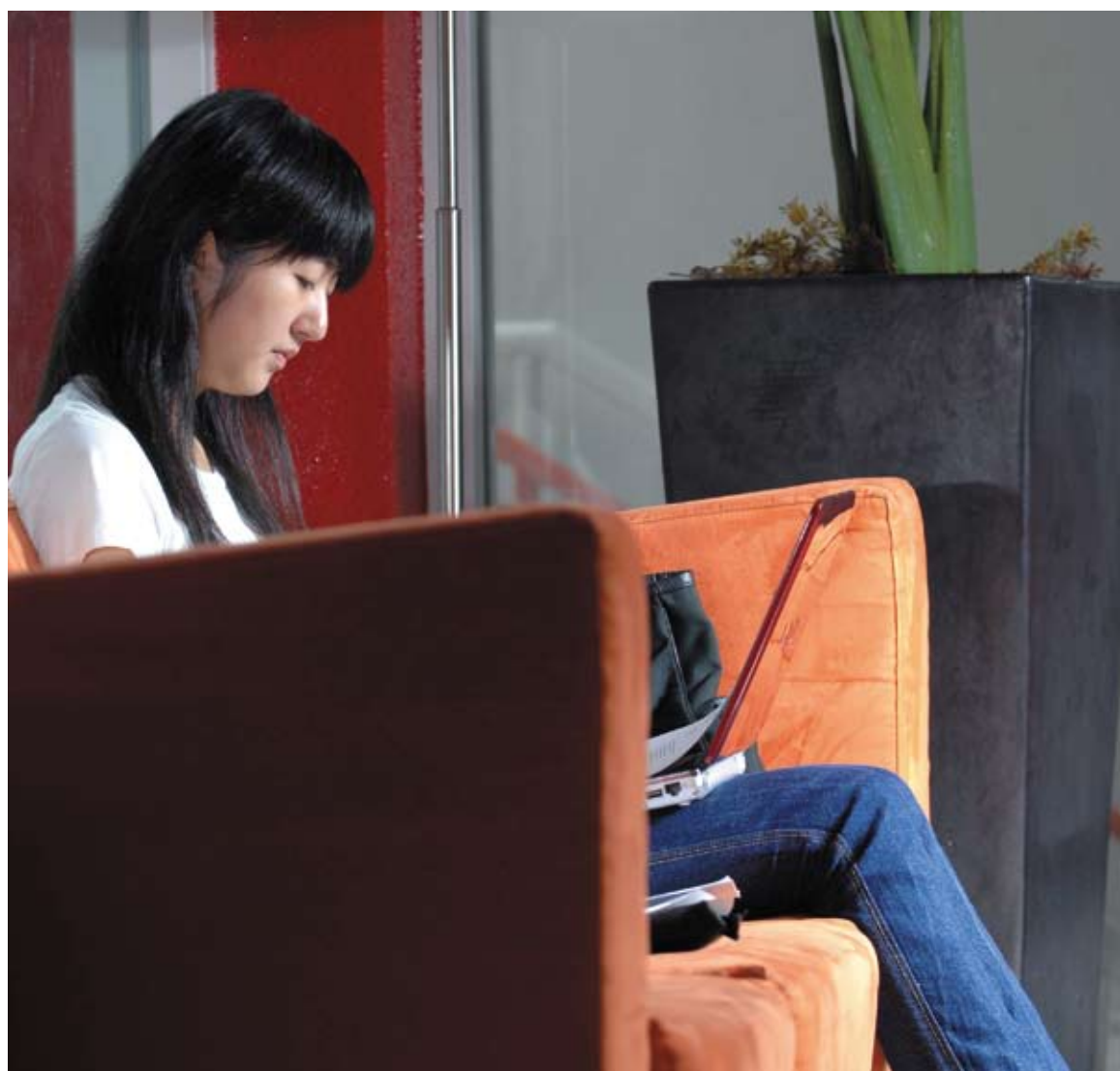
It was while she was at Fudan in May 2008 that the Sichuan earthquake struck but fortunately for Gina,

her family in Chengdu was not hurt. She visited some of the affected areas over the summer and saw secondary school students preparing for exams in flimsy temporary buildings without proper classrooms or air conditioning.

"The students there were laughing and joking and studying like normal. Maybe it's because we did not go to the worst hit places, but life goes on, university entrance exams cannot be postponed," she said.

That roll-with-the-punches attitude has enabled Gina to adjust quickly to Hong Kong and HKU, where in a short time she has encountered a new city, new university and new style of teaching. She has started first-year BBA(Acc&Fin) studies and so far has found the study environment to be open and relaxed.

"The teaching atmosphere is different to Fudan. The classes are smaller so there is more chance to interact with the professors and the academic level is higher than universities in the Mainland. There's also more chance to meet professors and other people from different countries," she said.



Gina Yao Ruixue



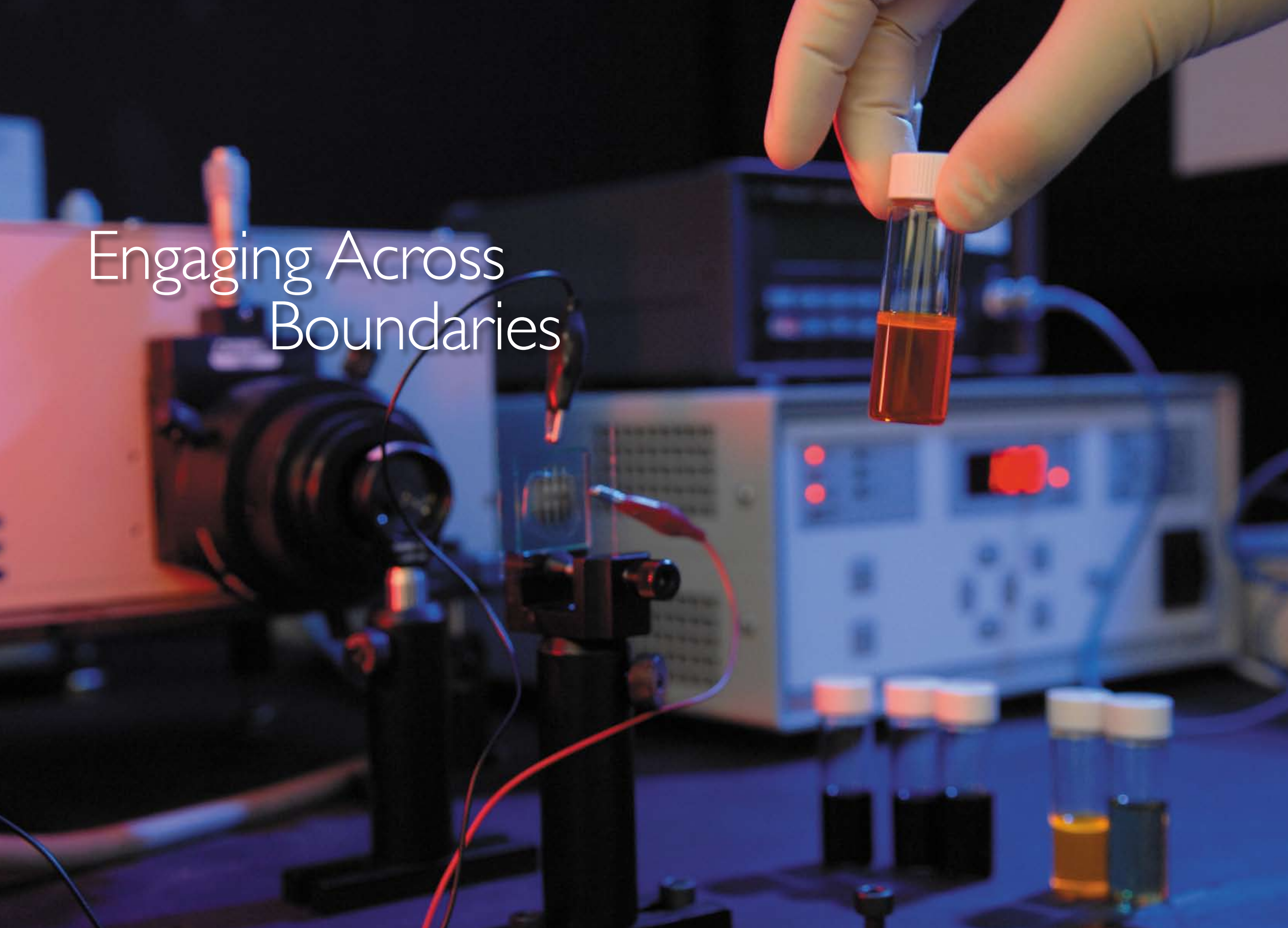
### Professor Lee Sum-Ping

The new Dean of the Li Ka Shing Faculty of Medicine, Professor Lee Sum-Ping, comes to HKU from the University of Washington, Seattle, where he solidified his standing as an internationally renowned gastroenterologist.

*"I believe in a student oriented curriculum that offers depth as well as breadth. We want to encourage students' intellectual curiosity so they will pursue knowledge and influence them to become better human beings so they will become better doctors. They need to be equipped to deal with global health issues as well. I also believe in breaking down barriers in 'compartmentalised' research. HKU is a deep and strong research institution with the potential to increase collaborations and cross disciplines. Disease knows no boundaries, so why should we?"*



Engaging Across  
Boundaries







Research has the power to improve people's lives and open new knowledge horizons. At the University of Hong Kong those horizons are multiplied through an emphasis on multi-disciplinary research. Scholars from disciplines as diverse as medicine and engineering, law and architecture, education and dentistry, and arts and neuroscience are crossing boundaries to produce new insights into age-old problems.

Our research strategy was refined in 2007-08 to focus on five areas of strength that capitalise on our proven academic record and our position as a pre-eminent research institution based in Asia. These areas are frontier technology, the environment, China, biomedicine and community-based research, and they encompass not only each of our 10 faculties, but co-investigators from leading universities in North America, Europe and China, as well as other institutions in Hong Kong.

Our reputation and continued research success has been built on a commitment to excellence at both the University level and among individual academics. Our academics consistently produce work of regional and global significance and in 2007-08 they published 5,768 papers in refereed publications. Their contributions have also resulted in numerous international honours and recognition. For example, 96 of our scientists are ranked among the top one per cent in their fields globally by the Institute for Scientific Information.

Their success helps us to attract funding and fuel future research endeavours. The University received \$138.3 million under the Competitive Earmarked Research Grants in 2007-08, the largest share of the eight tertiary institutions, and \$46.8 million from the Innovation and Technology Fund. We are also attracting more private donations (see Connecting with the Wider Community on page 34) and, increasingly, support from overseas funding bodies. In 2007-08 we received a total of \$41 million from such organisations as the US National Institutes of Health, the Sino-British Fellowship Trust, the Wellcome Trust and the World Gold Council.

Multi-disciplinary research opens new frontiers for study. Success, though, depends on having the right expertise and funding in place. Our acclaimed academic staff, fruitful fund-raising efforts and world-class standards provide exceptional possibilities for new discoveries on our campus.

## Fighting Flu on the Frontline

A multi-disciplinary investigation into influenza that aims to provide crucial information for dealing with a pandemic is being led by HKU researchers, capitalising on their international excellence in this field.

The University's scientists are at the forefront globally in their research into avian flu and their role in identifying the Severe Acute Respiratory Syndrome (SARS) virus and its sources.

They are now leading an eight-year project, 'Control of Pandemic and Inter-pandemic Influenza', that is funded through a \$76 million Area of Excellence award under the University Grants Council – the largest ever – and \$60 million from other sources. Also joining the team are leading scientists from The Chinese University of Hong Kong, the Hong Kong University of Science and Technology and the Baptist University, as well as several government departments.

Their aim is to enhance understanding of influenza and develop new options for diagnosis, vaccines and therapy. Project Director, Professor Malik Peiris, said they had no time to waste.

"This is an urgent issue: pandemic influenza is inevitable and will have immense health and socio-economic impacts on today's globalised and interconnected world. Yet many of the key questions regarding the emergence, transmission and pathogenesis of pandemic and seasonal influenza remain unanswered," he said.

"If we look at the parallel with SARS, that was a virus in animals that kept jumping the species barrier and that was probably going on without being detected for some time until finally it made the switch to transmit efficiently in humans. I think we are in a similar situation with avian flu. But we also have to keep in mind that there are a number of avian viruses out there and H5N1 is not the only pandemic threat."

An important feature of the project is ecological surveillance. The world class Influenza Research Centre will make a biobank of well-characterised avian influenza viruses available to the world community to help promote preparedness for a pandemic.

Examples of our investigations into influenza, including that preceding the AoE project, are elaborated below and show the depth and rigour of our research efforts in this important field.





## Why H5N1 is So Deadly – And How It Might Be Treated

HKU researchers have unlocked a key to the question of why H5N1 infection is so lethal in humans and identified a path to treating it.

H5N1, a form of avian flu, kills up to 80 per cent of its victims and the high mortality rate has been a worry. What if this virus develops the ability to spread more quickly and sets off a pandemic?

Researchers from Microbiology, Pathology, Biochemistry and Paediatrics, working with scientists from the Hong Kong University of Science and Technology and Siriraj Hospital in Bangkok, found H5N1 infection rapidly triggered high levels of COX-2, a substance that sets off a 'cytokine storm'. This is an exaggerated immune response that causes inflammation and damage to the lungs and is the most deadly complication of H5N1.

Most importantly, the researchers found selective inhibition of COX-2 could reduce the severity of inflammation in H5N1-infected tissues. They then tested available treatments to see if any could achieve this effect.

A combination of the anti-viral drug zanamivir and two drugs that modulate the immune response, celocoxib and mesalazine, was found to increase the survival rate of infected mice to 52 per cent. Significantly, this treatment was administered 48 hours after infection, mimicking real-life situations because most patients do not present for treatment until two to four days after they are infected. Current treatment regimes only work best within the first 36 hours.

"Triple therapy offers some hope for surviving the devastating consequences associated with a pandemic influenza outbreak," the authors said, adding that their findings offered a sound theoretical and experimental basis for further study.

The results on triple therapy were published in *Proceedings of the National Academy of Sciences* while the work defining the role of COX2 in H5N1-triggered cytokine cascades was carried in the *Journal of Infectious Diseases*. Both were published in 2008.

In addition, two research papers published in the journals *PLoS Pathogens* and *Virology* in September 2008 described the emergence and subsequent evolutionary dynamics of the H5N1 virus.



## Exercise and Flu: Only in Moderation

Moderate exercise can reduce the risk of dying from influenza when compared with little or no exercise. But surprisingly, heavy exercise does not seem to offer the same benefit.

Scientists from the School of Public Health, Department of Community Medicine and Department of Microbiology found people who exercised at most three times a week for 30 minutes or more reduced their mortality risk by 4.2 per cent to 6.4 per cent.

People who exercised less than once per month, or four times or more per week, did not receive the same benefits.

The study was based on information about exercise frequency collected for 24,656 people who died in 1998. The information spanned the 10 years before death.

The researchers said the results suggested people who never or seldom exercised should be encouraged to get more active. There was also evidence of an 'open window' theory that frequent exercise might temporarily weaken immunity against infection, thereby increasing the risk of contracting diseases.

The study was supported by the Area of Excellence scheme, as well as funding from the Health and Health Service Research Fund and the Hong Kong Council on Smoking and Health, and published in May 2008 in the international online scientific journal, *PLoS One*, of the Public Library of Science.







### Finding New Links between Diet and Cancer

University researchers investigating the effects of dietary compounds on cancer prevention and treatment have produced positive results for two troublesome cancers, head and neck cancer and liver cancer.

Each of these cancers affects hundreds of thousands of people around the world each year and each has a low five-year survival rate.

Researchers from the Departments of Chemistry and Surgery investigating head and neck cancer discovered that lupeol, an antioxidant found in figs, mangoes, strawberries and grapes, decreased tumour volume and suppressed its spread in mice. Moreover, it greatly enhanced the effectiveness of current chemotherapy treatment when the two were used in combination. The results were published in the journal *Cancer Research* in 2007.

“Our findings will not only provide a novel therapeutic recipe and renewed hope for head and neck cancer sufferers, it will also show the public that only a slight change in diet can have a dramatic effect on health and cancer prevention,” one of the investigators, Professor Anthony Yuen Po-Wing of Surgery, said.

Meanwhile, research into primary liver cancer has found dietary olive oil fat can also significantly reduce tumour size. Nude mice fed a diet high in virgin olive oil over four weeks saw their tumour volume reduced by 60 per cent.

This was one of the first studies to look at dietary fat and liver cancer. Researchers also looked at the impact the olive oil was having at the genetic level.

“In cancer research we’re interested in cell death and cell proliferation and we found that genes involved in these functions were affected by olive oil,” Dr Jennifer Wan of the School of Biological Sciences said. “The results open up the possibility of considering virgin oil a chemopreventive agent for [primary liver cancer]. This now needs to be confirmed with clinical trials.”

### Climate Change and War

The impact of climate change on the environment is well documented, but new research suggests grave consequences for human society: more wars, famine and population collapse.

Dr David Zhang Dian and Dr Harry Lee of the Department of Geography uncovered the results in the world’s first quantitative and scientifically based study on the impact of climate change on pre-industrial societies.

They analysed more than 3,000 wars around the world between 1400 and 1900 (a period known as the Little Ice Age), as well as agricultural production, food prices and population, and showed a relationship with weather patterns.

“You can see the successive order; one after the other,” Dr Zhang said. “After a few years of global cooling, agricultural production goes down and prices go up. When the prices go up the number of wars goes up, too. It follows exactly this kind of order in both Europe and China,” even though they were at different political, cultural and development stages.

Two peaks in the colder 17th and early 19th centuries saw the greatest population declines since 1400, while the relatively mild global weather in the 18th century coincided with one of the most peaceful of times.

Dr Zhang believed the battle over resources was the reason for most wars and cautioned that the modern

world should heed the implications of extreme climatic changes. “Although this research investigates global cooling, this is a warning for our own societies facing a period of global warming.

“The last 10 years has been the hottest period of the last two millennia. Such an abnormal climate change will surely tilt the balance of our human ecosystem. Even though scientists are unable to predict the chain ecological effects induced by climate change, we are afraid that it will lead to a shortage of resources like fresh water, arable land and food that will trigger new armed conflicts.”

Their findings were published in the *Proceedings of the National Academy of Sciences*, in December 2007.



Dr David Zhang Dian





#### Dr Lynne DiStefano

Dr Lynne DiStefano was appointed one of four World Heritage Advisors in 2008 to evaluate applications for UNESCO's World Heritage List. The Canadian academic helped to found HKU's Architectural Conservation Programme in 2000, where she is Academic Advisor and lecturer.

*"Being based at the University certainly has a bearing on my work. Whenever I engage in outside practice, I make it clear that I am doing the work for a variety of reasons – classroom application, contribution to local 'Best Practice' and my own professional development. I'm very aware that what I do reflects back on the University and, of course, myself."*



#### Women Opting Out of 'Having It All'

Younger, educated American women are spending less time in the labour force than their older sisters, most likely because they are wary of the idea of 'having it all' – i.e., both a high-powered career and motherhood.

The findings from the Faculty of Business provide evidence of a generational shift in women's attitudes towards motherhood and work, which have been gaining increasing media attention in the US.

"The women of Generation X [born 1968-1979] are not only having more children than women from the baby boom generation but are also supplying fewer hours to the labour market," Dr James Vere reported in *Demography* in November 2007.

The cumulative fertility of women born in 1974 and 1975, for instance, was four per cent higher than that for women born 10 years earlier. And for college-educated women it was 30 per cent higher.

Younger college-educated women were also spending less time in the labour force – up to 7.3 per

cent less than their older counterparts. This could not be accounted for by the numbers of women pursuing higher education, nor by a decline in jobs for women (women's wages had increased in real terms, indicating strong demand).

Dr Vere instead thinks the reason behind these shifts is choice.

"When the baby boomers were in their 20s and 30s, the feeling was that women entering the labour force could do anything and have high-powered careers in addition to a complete family life. But in practice this didn't work out, and the Generation Xers saw first hand that most people can't have both. You have to choose what your priorities are going to be. I wouldn't say their goals are different, but they're definitely more aware of the costs of staying in the labour force."

He cautioned that a sustained decline in female labour force participation could be a significant drag on economic growth, and current projections of population growth may need to be revised. "For other societies like Hong Kong, what this shows is that there are significant differences in attitudes towards work and family across generations," he said.



## Language and Perception

Does language influence our perception of the world, or is it the other way around? That question is no longer solely the domain of philosophers. Science has stepped in, and research at HKU has recently provided insight on how language and perception interact.

Scholars here focused on the perception of colours in the brain in relation to language processing. Evidence from elsewhere had suggested language might have an influence. For example, English speakers judge colours straddling the boundary between blue and green as less similar than speakers of Tarahumara, a Mexican language that uses a single word for these colours. But until now there has been little evidence to measure these differences in the brain.

In experiments carried out in our State Key Laboratory of Brain and Cognitive Science, HKU researchers hooked subjects up to neuro-imaging technology to monitor brain activity as they performed an activity on language and colour.

The subjects were asked to decide whether two squares were of the same colour. Some of the squares were filled with easy to name colours, such as red and blue, and others with harder to name ones. Significantly, no actual use of colour language was required.

Both kinds of colours engaged the same cortical regions associated with colour vision. But when it came to easy-to-name colours, there was also strong activity in two other areas of the brain responsible for word searching. This suggested a close link between language processing and colour perception.

"These findings represent a major breakthrough on this research topic by providing neuro-physiological evidence in support of the hypothesis that language may affect thought and perception," Professor Tan Li-Hai of the Department of Linguistics said.

The findings, which also involved input from colleagues at the University of California, Berkeley and were published in March 2008 in the *Proceedings of the National Academy of Sciences*, open up new opportunities for studying the human mind. Further research could also shine a light on how to enhance the effectiveness of foreign language learning. The project was funded by HKU, China's National Strategic Basic Research Programme and the US National Institutes of Health.

## A World First for Student Researchers

A team of students at HKU has made a new discovery in the emerging field of synthetic biology, for the first time programming bacteria to form regular patterns by controlling their movement.

Synthetic biology involves applying physics, chemistry, engineering, maths and other disciplines to biology to control the patterns and behaviour of cells. The hope is that this can eventually be used to devise bacteria to treat cancer and convert solar energy into biofuels.

A team of undergraduates, working with a postgraduate student, have been able to control communication between cells to make them form

patterns. They focused specifically on a property in bacteria that makes it constantly tumble. They programmed when the bacteria moved in relation to other cells, and in what direction.

Initially they made the bacteria form a single blue ring then they quickly moved on to multiple rings and even hexagons as seen on a football. A control dish of bacteria that was not programmed spread out into a grey blob. The results were repeatable and videotaped to record the pattern formation.

Dr Huang Jiandong of Biochemistry, one of the scholars overseeing the project together with Professor Chen Guanhua of Chemistry, Chair Professor Zhang Fuchun of Physics and Distinguished Visiting Professor Terry Hwa from the University of California, San Diego, said the results helped to fuel interest among students at a time when the University is trying to build up research expertise in synthetic biology.

"We're trying to use this project as an educational tool. We ultimately want to convert sunlight into energy and for that you need good scientists who understand the biology and the physics. This is as much about the project as it is training up the right people," he said.

The students are studying physics, chemistry, biology and biochemistry. The results of their project are likely to be published, but the work has already earned them a Bronze Medal in the International Genetically Engineered Machine (iGEM) competition at the Massachusetts Institute of Technology. 2008 was the first year HKU had entered the annual event and the students were up against 84 international teams.

"This is now not only a project for a competition but a scientific project," biochemistry PhD student Liu Chenli said. "It's the first report in the world of making bacteria move into certain patterns, and we have discovered the mechanism underlying it."



Students programmed bacteria to produce patterns in Petrie dishes.





Dr Li Hui helps a student get to grips with early learning

## Culture and Tradition in Early Learning

The first empirical study to look at how Chinese literacy is taught in pre-schools across different Chinese societies has found a unique literacy pedagogy different from those in Europe and America, implying that education reform in Chinese societies does not necessarily have to transplant the curriculum and approaches developed in other social contexts.

The study, led by Dr Li Hui of the Faculty of Education, looked at teaching in monolingual Shenzhen (Putonghua), bilingual Hong Kong (Cantonese and English) and multilingual Singapore. These societies have made moves to adopt more child-centred curricula based on Western models. The current study aimed to quantify what is happening in the Chinese classroom.

Six classes were selected in each location and videotaped over one week. The teachers were asked to fill out questionnaires about their beliefs and practices, and were interviewed after the videotaping was completed.

At least half the teachers believed in a balanced approach of direct instruction and child-initiated whole language learning (66.7 per cent in Hong Kong and 50

per cent each in Singapore and Shenzhen), while the others preferred a child-initiated approach. However, in practice the results were rather different.

The researchers found direct instruction dominating across all three Chinese societies, through such practices as whole class teaching mode, lecturing with questioning and no play, and a high preference for tests and exams to assess young learners' literacy outcomes. They also found few discipline problems in classrooms and use of neutral and positive feedback with pupils.

The authors said the results reflected cultural traditions, such as Confucian practices, as well as the different writing systems for Chinese and English. Rote learning and copying are considered necessary to learn to read in Chinese. Teachers also faced large classes, limited training, limited resources, high parental expectations and exam-oriented systems.

"We characterise Chinese literacy classrooms as being 'traditional Chinese with progressive and constructivist characteristics'. Perhaps a hybrid of Confucian and Western cultures is more likely to provide cultural cohesion to contemporary Chinese societies," said Dr Li. He suggested that reform leaders and policy makers should take into account cultural traditions when considering new measures.



## Professor Ngaiming Mok

The State Natural Science Award was conferred to Professor Ngaiming Mok, Chair of Mathematics, for his outstanding research in Complex Geometry. Professor Mok, who has contributed to mathematical research in China over the past 30 years, is recognised worldwide for his mathematical achievements and has published widely.

*"I am glad to see that China is attaching great importance to the Basic Sciences, and I am honoured to be able to contribute at a moment when China is making great efforts to develop the Sciences through innovation. Mathematics is of fundamental importance to the development of the Natural Sciences."*



## Major Study on Treating Psychosis

Psychosis is a frightening disease for patients and their families. It can bring on delusions and hallucinations and disturb speech and thought patterns. Early intervention and focused treatment are essential, but this poses challenges for health providers. A new \$68.2 million project at the University hopes to find some solutions.

In Hong Kong the prognosis of patients can be harmed by the stigma attached to psychotic disorders, which are caused by brain diseases that affect behaviour and cognition, and by the lack of awareness among the public and frontline medical officers. Both factors can delay intervention.

Moreover, emerging research has shown that even when there is proper treatment and management, current regimes may not be sufficient. Patients received a standard two years of follow up, but this may need to be extended to three to five years to effectively improve their outcome.

The new project, which is being overseen by Professor Eric Chen of the Department of Psychiatry and funded by The Hong Kong Jockey Club Charities Trust, will test that theory and seek to improve treatment for psychosis patients. Currently patients aged 25 or over are placed in general adult psychiatric clinics, which are crowded and offer brief consultation times and relatively infrequent follow up. Younger patients receive targeted treatment and support but this only lasts for two years.

The five-year project will provide intervention and support services for 1,000 psychosis patients over 25, and undertake random clinical trials on two-year and four-year treatment regimes. The results are expected to have international significance for treating psychosis.

The project will also assess the cost-effectiveness of treatment, train gatekeepers in detecting psychosis in the early stages, and carry out public education to help remove the stigma from the disease.

## Shining Light on Solar Cells

Concern about climate change is fuelling the quest for a better solar cell, a device that converts the sun's rays into energy. Scientists at HKU have joined the quest, creating a metal organic polymer cell that can be cheaply

produced and, so far, achieves an efficiency rate of four to five per cent, comparable to the best results in the world for organic solar cells.

"An organic solar cell device is very simple in theory: the key is the active material absorbing sunlight. A 10 year old can make a simple one with raspberry juice," said Dr Aleksandra Djuric of the Department of Physics, who collaborated on the research with Chemistry Professor W.K. Chan.

"But if you are after high efficiency then things get more complicated. This requires multi-disciplinary research."

Efficient organic solar cells not only need to absorb sunlight, they must separate positive and negative charges and collect electrons.

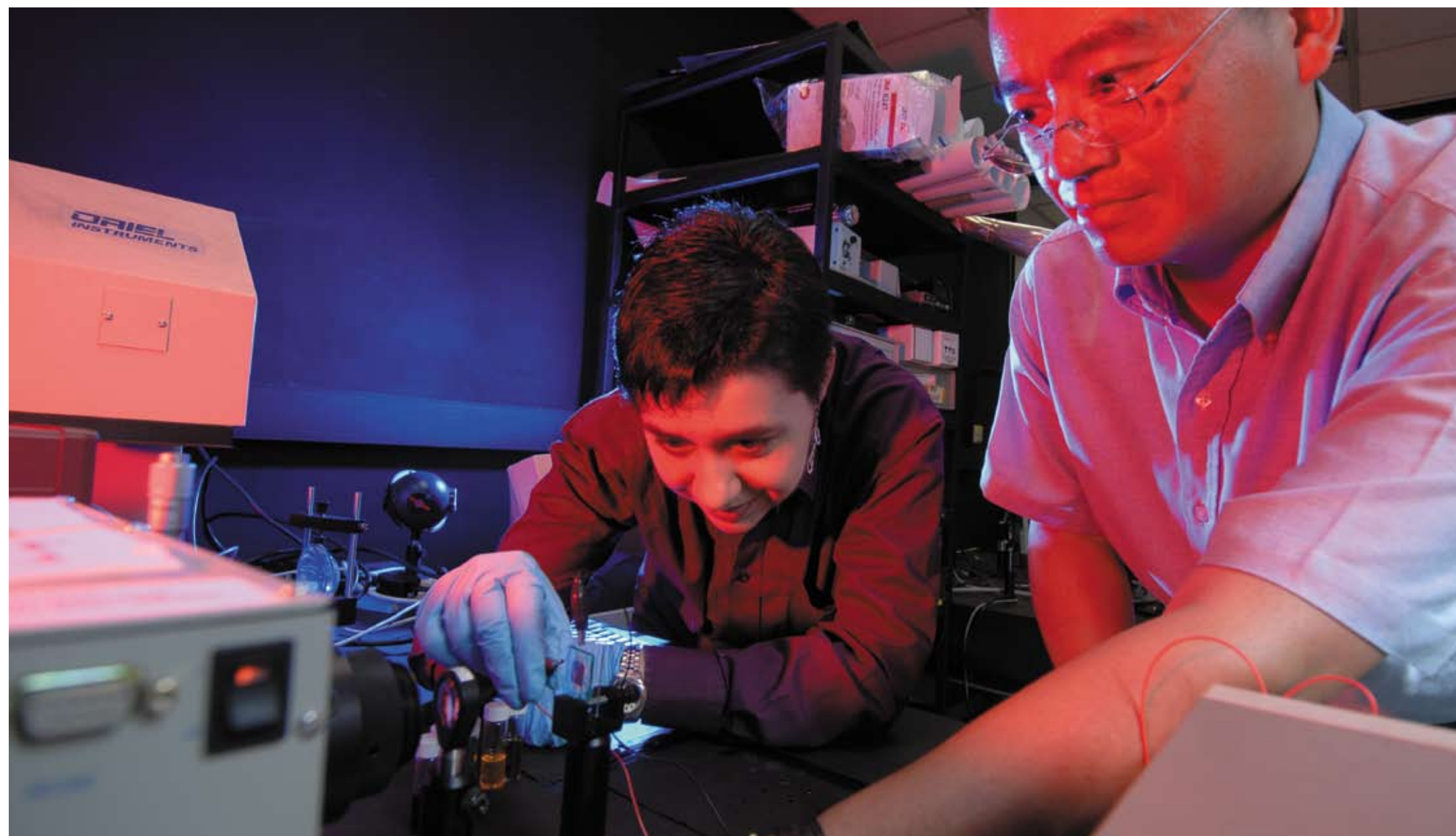
The device produced at HKU, in collaboration with colleagues from Baptist University, performed well on both counts and was particularly good at absorbing sunlight at longer wavelengths. The results were published in *Nature Materials* in 2007.

Professor Chan and Dr Djuric said organic solar cells were not yet commercially viable, unlike silicon cells which are considerably more complicated and expensive to produce but achieve higher efficiency. But they

believed they would eventually become so through the development of new materials.

Basic research is the key and even if it takes time to find the right material, the results, both positive and negative, will still have scientific value.

"We are learning more about how these devices work so we can make better devices," Dr Djuric said. "In any case, if you learn new concepts related to cell performance, you can apply what you learn to other things, even if your particular material is not optimal. It's still of scientific interest even if it doesn't give an immediate answer to the energy crisis."



Dr Aleksandra Djuric and Professor W.K. Chan



# Connecting with the Wider Community







One of the strengths of the University of Hong Kong is our network of connections with leading universities around the world. This provides fruitful two-way academic exchanges, but it is not our only source of research and learning opportunities. Our engagements with people and organisations off campus also offer gratifying occasions to extend and share our knowledge and talents, and enjoy the benefits of community support.

The University has been deeply rooted in Hong Kong society since it opened its doors in 1912 and it has a strong record of helping the community in tangible ways. Our students and staff provide medical and dental help to those in need, offer social services to the elderly and troubled teens and promote appreciation of traditional Cantonese culture, to name a few of their activities. When a major disaster arises, such as the Sichuan earthquake, they are in the front lines offering assistance and assessing how they can help the area rebuild in the long term.

This practice of serving society has benefits for the University. People want to give back. Our alumni are active fundraisers and many of Hong Kong's business leaders have come to appreciate our contributions to society. They have been generous with donations, enabling us to advance our teaching and research to the benefit of the wider community.

Recently we have received strong financial support for our Centennial Campus expansion, for which an official kick-off ceremony was held in February 2008. The new campus, located to the west of the Main Campus, will help us to increase student intake by 40 per cent in 2012 and provide world-class teaching and research facilities, sustainability features and new physical links with the neighbourhood. It will also have symbolic importance as a showcase of our aspirations to excellence and our desire to enhance the many ways we engage with the community.



## Helping Sichuan Rebuild

The devastating earthquake that struck China's Sichuan province on May 12, 2008, was met with an outpouring of concern and support from Hong Kong and around the world. At HKU, many staff, students and alumni dug deep into their pockets and made themselves available to help survivors cope with the immediate aftermath of injury, loss and homelessness. It was a generous, heartfelt response, but we were also asking ourselves: how can we best use our strengths as a university to help the area re-build in the long-term? How can we do what we do best, for Sichuan and China?

Professor Chow Shew-Ping, the Pro-Vice-Chancellor for University Relations, said many individuals at HKU had made important direct contributions to help victims. The University, though, was in a position to offer broader support by helping people learn from the experience.

"While the immediate relief work is still going on, universities, as knowledge hubs, should contribute their expertise not only to the short-term redevelopment of

the quake areas, but also long-term knowledge-based catastrophe management worldwide," he said.

HKU has set up a formal Catastrophe Management Initiative in partnership with Beijing Normal University to offer guidance at the policy and practical level on issues facing Sichuan and other disaster zones – everything from rehabilitation to reconstruction to redevelopment.

Services such as pre-school programmes, psychosocial intervention, help for mental patients, rehabilitation centres and a public awareness campaign are being organised. These are underpinned by academic activities such as a survey of survivors, student research opportunities, development of a resource map and a global dialogue on the earthquake in November to identify key issues for future development.

The initiative, announced in July, builds on efforts by individual University academics and alumni to share their expertise. Microbiologists, engineers, orthopaedic surgeons and suicide prevention specialists with HKU connections were among those who travelled to the earthquake zone. In Hong Kong earth scientists and media specialists provided insights into the earthquake and the needed follow-up work.





## Keeping a Traditional Art Form Alive

Cantonese opera is a distinct part of southern Chinese cultural heritage, but it faces the challenge of dwindling interest among young people. A new education programme hopes to reverse that trend and inspire new generations to appreciate this traditional art form.

The Integrated Cantonese Opera in Education programme exposes young people to the ancient scripts, music, singing, costumes, make-up and movement involved in the opera, which also incorporates dance, martial arts and acrobatics. The students also attend performances.

"The feedback has been beyond our expectations. Students at some schools have even been composing their own poetry, inspired by the ancient scripts. They have also been learning how to perform, master the movements, the formulae for expressing themselves and how to sing and apply the make-up," said Dr Ng Fung Ping, who is leading the project for the Centre for the Advancement of Chinese Language Education and Research.

"They have also learned how to move while wearing the costumes. This is very important as these costumes are very, very heavy. The students have now come to appreciate the skills and strength required for acting and conducting martial arts while weighed down by such heavy costumes."

Dr Ng and her team have developed curriculum materials, such as a school-based evaluation system and teaching reference book, *The Princess Changping*, so students can study Cantonese opera as part of a formal syllabus, rather than an extra-curricular activity.

The initiative was inspired by opera performers, who worried that few new singers were coming through, and initiated by the Cantonese Opera Development Advisory Committee. They asked Dr Ng and her team to reach out to schools to keep alive an art form that dates to the 12th century Song Dynasty. The project has received funding support from the Yam Pak Charitable Foundation and the Cantonese Opera Development Fund.

"There is more to Cantonese opera than just the music, it has a strong basis in traditional Chinese literature, the Cantonese dialect and dance," added Dr Ng.



## Professor Chow Shew-Ping

'University Relations' is the portfolio of the new Pro-Vice-Chancellor, Professor Chow, who is also Chair of Orthopaedics and Traumatology, and he sees it as both an end and a means. On the one hand it generates support for the University to sustain its world-class teaching and research programmes, on the other hand it equips scholars and students to support the community with their knowledge and skills.

*"Our relationships help us to generate funding, human resources, space which is so expensive in Hong Kong, and social capital. We have a clear goal in all this, which is to advance the University's international standing. That means I can tell the people who are willing to help, we have these grand plans to move the University forward and as a result we can benefit Hong Kong itself and China."*





## A Natural Habitat for New Green Centre

A unique partnership between the University and the Environmental Protection Department (EPD) is providing people with a chance to experience and learn more about Hong Kong Island's natural beauty.

The Lung Fu Shan Environmental Education Centre, located on the southern slope of the campus, is open to the public and offers guided walks and workshops on environmental matters.

A primary goal of the Centre is to raise public awareness about the environment in a setting surrounded by local flora and fauna. There's an ecopond with a variety of freshwater fish and plants, a courtyard planted to attract birds and butterflies, and solar panels to generate electricity. Three historic buildings on the site, built between 1914 and 1919, contain workshop facilities and displays on climate change, local herbs and plants and the area's wild animals.

The Centre is also preparing to be a base for research activities, such as using camera-traps to photograph animals in the wild and learn more about their behaviour.

The Centre was officially opened in April 2008 by HKU's Vice-Chancellor, Professor Lap-Chee Tsui, and the Secretary for the Environment, Edward Yau, who said: "The new centre will help develop the public's sense of responsibility to protect natural habitats and combat environmental problems like climate change."

The capital costs of the project were funded by the EPD, while HKU has undertaken to allocate \$1 million a year for five years to manage the facility under the new Kadoorie Institute.

Professor Tsui said: "We were particularly enthusiastic to be involved in this important project not only because of its proximity to our own campus but also because it would showcase the University's firm commitment to environmental conservation and sustainability."

The University underscored that commitment earlier in the year with the appointment of a new Sustainability Officer, Ann Kildahl. She will be addressing the University's physical impact on the environment, such as electricity and transport use and waste management, as well as promoting more sustainable ways of living among students and staff.



## Supporting the 'First in Family'

Sylvia Choi, a first-year student in Ecology and Biodiversity, is a promising 19-year-old with a keen interest in animal conservation. Her studies are going well, but to really make a career in this field she needs overseas experience through summer internships and the like. The problem is, these are out of financial reach for Sylvia's family.

Some 29 per cent of HKU students in 2007-08 came from families earning less than \$10,000 per month, who cannot afford the important learning enrichment offered by overseas exchanges and internships.

Recognising this, the University launched the First in Family Education (FiFE) Fund in April 2008 for financially strapped students who are the first in their family to attend university.

"The idea of this fund is to advocate equal learning opportunities among students despite their family backgrounds," the Vice-Chancellor, Professor Lap-Chee Tsui, said.

Sylvia's mother is a housewife, her father is an air-conditioner engineer and they live in public housing. With her FiFE scholarship, she plans to apply for an internship in Africa to study endangered cheetahs. "I wouldn't be able to afford this otherwise," she said. "If I'm going to be a zoologist or ecologist, I have to have a lot of work experience and I have to travel overseas to do that."

FiFE is supported by a network of donors that includes alumni, businessmen, community leaders and other interested individuals. They fund several important programmes that help to advance learning, research and institutional development at HKU.

Endowed Professorships, for example, have been made possible through their donations. These promote research by providing funds to individual professors with proven academic excellence. Thirty-three Endowed Professorships have been established since 2005.

Individual donors have also made significant, change-making contributions. In 2007-08, Dr Lee Shau Kee, Chairman of the Lee Shau Kee Foundation, donated \$500 million for institutional advancement. The money will be divided between student scholarships and the Centennial Campus development. Dr Cheng Yu-Tung, Chairman of New World Development Co Ltd, donated \$400 million to support academic and research development in the Faculty of Law and the Centennial Campus.



*Sylvia Choi hopes the FiFE funding will take her studies beyond the laboratory.*





Australian athlete, Christine Wolf, who won a gold medal in the long jump and a bronze in the 100m sprint, at the 2008 Paralympic Games.

## Our Olympic Contributions

The Beijing Summer Olympics brought this prestigious event to Hong Kong's doorstep and the University was able to offer its international standard facilities to 11 national teams for training.

The University also cheered on a student and two alumni who competed in the events.

Olympic athletes from Australia, Austria, the Bahamas, Barbados, Denmark, Fiji, Jamaica, New Zealand, Trinidad and Tobago, and Vanuatu trained at our track, swimming pool and other facilities. Paralympic athletes from Australia and New Zealand also trained here.

The visits were organised through the Institute of Human Performance, which has recently upgraded the track and field facilities to international competitive

standards and enhanced health and fitness facilities at the Stanley Ho Sports Centre.

The Vice-Chancellor, Professor Lap-Chee Tsui, said the benefits were two-way for the University and the Olympians. While the Olympians had access to quality training facilities, "as HKU is a leading international university with global reach and vision, having high-achieving international athletes on campus provides

valuable opportunities for our students and staff to enrich their international exposure," he said.

Apart from hosting the Olympians, the University had three members of its family participating in Beijing. Swimmer Elaine Chan Yu-Ning, a second-year Economics and Finance student, competed in the 50-metre freestyle, Sports Science and Leisure Management graduate Lau Kwok-Kin competed in the fencing foil, and Engineering graduate Chan Wai-Kei competed in windsurfing.





**Elaine Chan Yu-Ning** started training as a swimmer at age 11 and competed in the 2004 Athens Olympics, as well as Beijing. She juggled her University studies with an intense training schedule that included early morning and afternoon swimming. She placed in the top half of the field of 92 competitors in the 50-metre freestyle.

*“I was the last Hong Kong swimmer to compete at the Games so it was very tough for me. Everybody else was finished and I hadn’t started yet. I had to be disciplined and not let myself get too excited so I wouldn’t lose interest – I need some excitement to race because I’m a sprinter. I was swimming against the best in the world and it was the best experience in my swimming life.”*

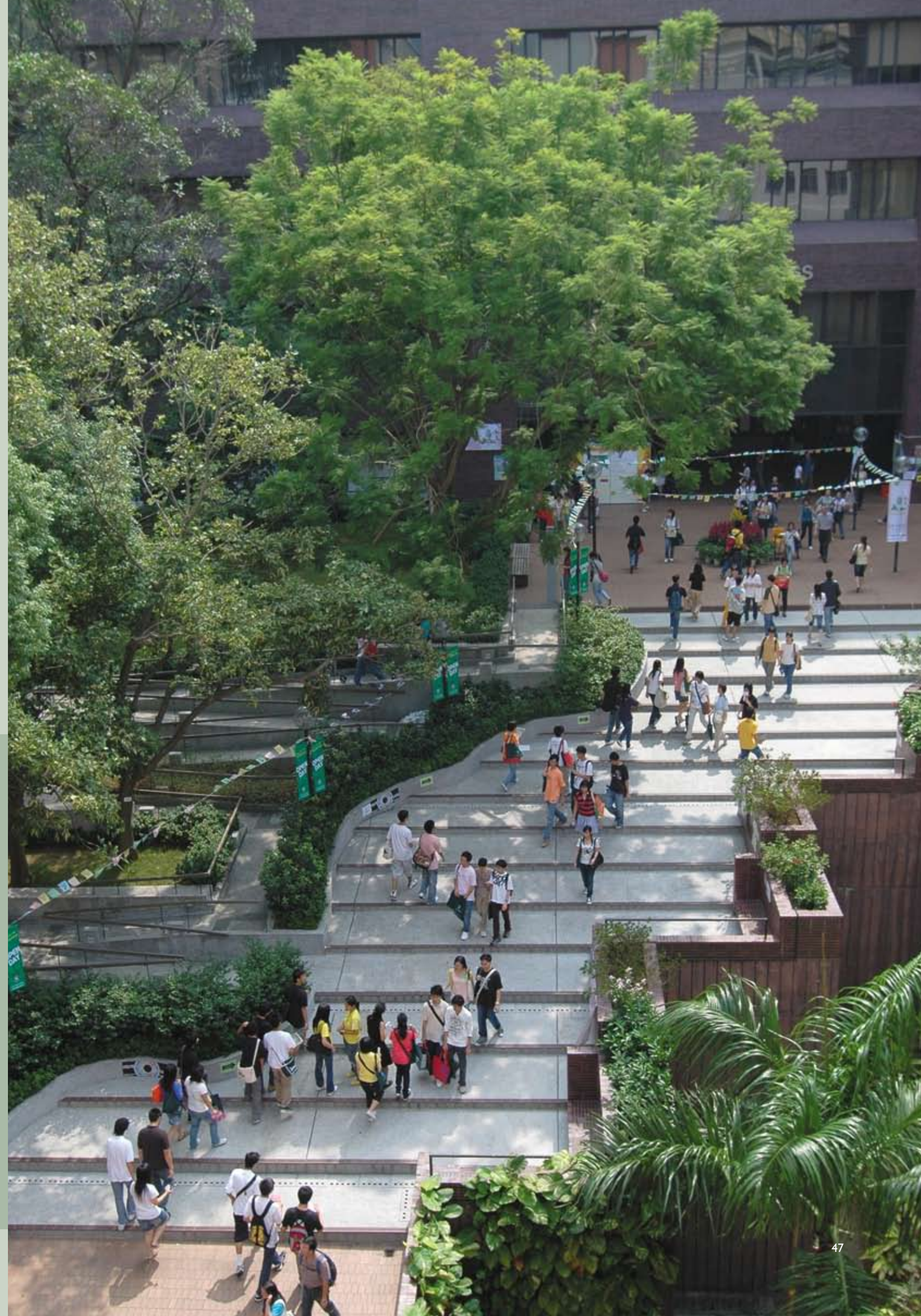
**Fencer Lau Kwok-Kin** is a graduate in Sport Science and Leisure Management and now teaches sport and fitness to others. He has the experience to back up his academic training: age 31, he has competed in various high-level competitions including the 2004 Athens Olympics and the 2008 Beijing Olympics, where he competed in the men’s individual foil.

*“It was an honour to be among the top athletes at the Games. There were only 26 fencers in my event and, although I didn’t do so well in the end, it was a valuable experience for my fencing career and in my life. One of the most memorable things is that my family was able to come to Beijing to support me. It was the first time they were with me at a major sporting competition.”*



**Vicky Chan Wai-Kei** is one of Asia’s top female windsurfers. She has been competing since she was an Engineering student at HKU, when she won a Gold medal at the 2004 World University Games. She graduated in 2005 and has since devoted herself to training and racing. Beijing was her first Olympics and she placed ninth in the world.

*“I train six days a week if I’m in Hong Kong, otherwise I am travelling around the world for various competitions and doing pre-race training there. Being a part of the Olympic Games is a dream of every athlete, including me. I treat this as a milestone in my windsurfing career.”*





## Facts and Figures at a Glance

68.8%

of undergraduates surveyed say the international issue they are most interested in is the environment and climate change.



40%

of our academics staff is expatriates.

60.3%

of those who donated to HKU in 2007-08 were first-time donors.

96

of our scientists are ranked amongst the top 1% in the world by the ISI Essential Science Indicators, based on the number of citations for their publications.

20.3%

of undergraduate students do not have their own room at home or desk at which to work.

\$2.6 million

was spent on the upkeep of the University's historical buildings in 2006-07 (the latest available figures).

10

academics have been admitted to the Chinese Academy of Sciences since 1995 – the highest number of any UGC-funded institution in Hong Kong.



7,500

visitors viewed The Volland Suite – a collection of one hundred prints by Spanish artist Pablo Picasso – exhibited at the University's Museum and Art Gallery.

More than 5,400 trees and shrubs were planted on campus in 2006-07 (the latest available figures).

8

is the number of the University's listed heritage buildings.



1 in 46

mainland applicants were admitted to undergraduate studies at HKU in 2008.

Our total carbon emissions have dropped by

22,102,688 kg

since 2002, representing a decrease of more than 19%.



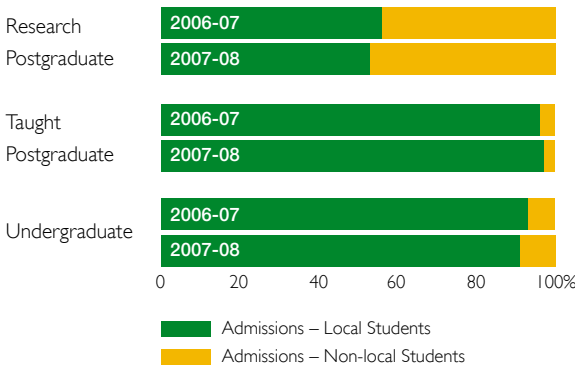
# The University Profile

## Teaching and Learning

### Regular Degree Programmes

UGC and Mixed-funded Programmes

#### Student Admissions



#### Number of Programmes

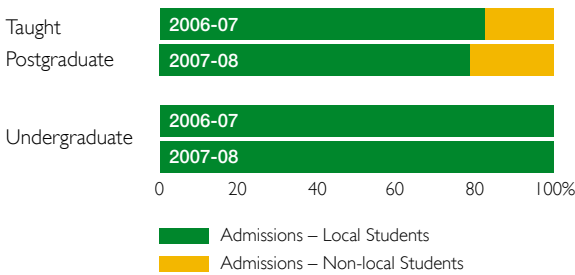
Level	Number	
	2006-07	2007-08
Research Postgraduate	199	204
Taught Postgraduate	40	24
Undergraduate	47	46
All Levels	286	274

(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.)

### Professional and Continuing Education Programmes

Self-financed and Out-reach Programmes

#### Student Admissions



#### Number of Programmes

Level	Number	
	2006-07	2007-08
Taught Postgraduate	128	140
Undergraduate	13	12
All Levels	141	152

(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	
	2006-07	2007-08
Postgraduate	5,536	6,422
Degree (including full-time programmes)	31,148	29,079
Sub-degree	37,478	37,983
General / Short Courses	28,632	27,550
Community College (full-time associate degrees and higher diplomas)	6,151	6,538
All Programmes (local)	108,945	107,572
Mainland China Programmes	3,046	2,782

## Graduates

From Regular Degree Programmes including UGC and Mixed-funded Programmes

Discipline	Research Postgraduate		Taught Postgraduate				Undergraduate		All	
	2006-07	2007-08	Masters		Postgraduate Diploma / Certificate		2006-07	2007-08	2006-07	2007-08
Architecture	31	20	101	88	-	-	115	107	247	215
Arts	57	50	-	1	-	-	483	447	540	498
Business and Economics	14	16	-	-	-	-	429	526	443	542
Dentistry	8	8	4	1	-	-	47	45	59	54
Education	21	19	21	13	414	480	145	125	601	637
Engineering	106	104	10	2	4	5	404	397	524	508
Law	3	5	19	16	128	126	10	86	160	233
Medicine	78	151	9	10	-	-	318	320	405	481
Science	117	140	6	-	-	-	456	440	579	580
Social Sciences	50	54	39	35	1	-	264	274	354	363
All Disciplines	485	567	209	166	547	611	2,671	2,767	3,912	4,111

## Students

(incl. UGC, mixed-funded, self-financed and out-reach programmes)

#### 2007-08 Undergraduate Students by Faculty

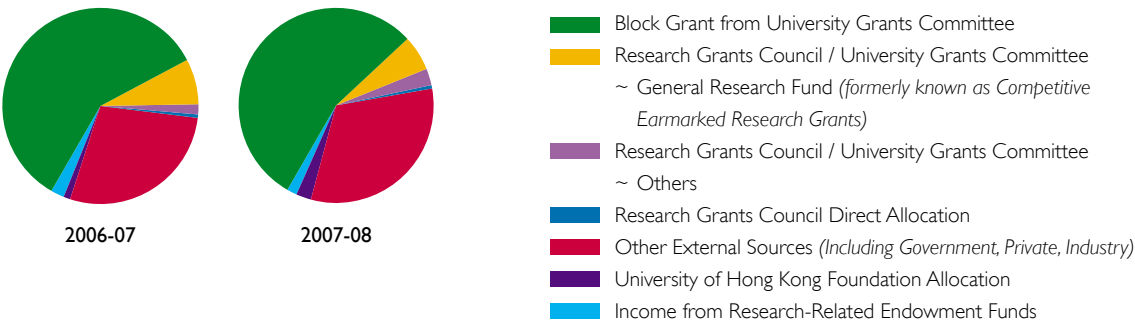
Faculty	Number
Architecture	342
Arts	1,362
Business and Economics	2,819
Dentistry	258
Education	584
Engineering	1,525
Law	481
Medicine	1,984
Science	1,560
Social Sciences	1,116
All	12,031

#### 2007-08 Postgraduate Students by Faculty

Faculty	Number
Architecture	697
Arts	645
Business and Economics	1,468
Dentistry	185
Education	1,768
Engineering	1,364
Law	717
Medicine	999
Science	672
Social Sciences	1,296
All	9,811

## Research

### Research Funding Received by Fund Source

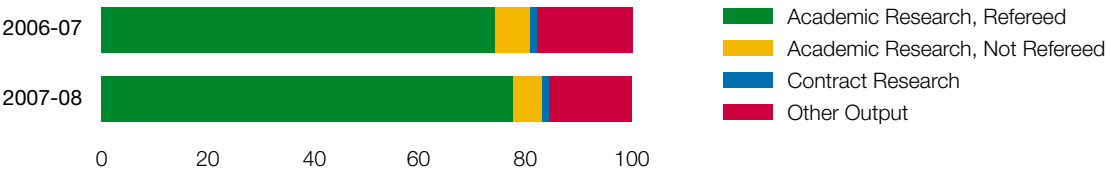




On-going and New Research Projects by Discipline

2006-07					2007-08				
	Number of Projects	%	Amount of Awards (in HK\$)	%	Number of Projects	%	Amount of Awards (in HK\$)	%	
Actuarial Science and Mathematical Science	78	3.1	20,849,022	1.8	84	2.9	19,577,822	1.4	
Architectural and Town Planning	98	3.8	27,134,964	2.3	97	3.4	23,171,482	1.7	
Arts and Designs	31	1.2	7,214,393	0.6	45	1.6	14,388,239	1.1	
Biological, Physical and Marine Science	429	16.8	234,258,875	19.8	457	15.9	215,037,074	15.8	
Business and Management Studies	70	2.7	15,665,718	1.3	85	3.0	17,528,704	1.3	
Civil and Structural Engineering	97	3.8	61,674,568	5.2	110	3.8	61,664,674	4.5	
Education	213	8.3	71,784,181	6.1	251	8.7	78,273,346	5.8	
Electrical and Electronic Engineering	103	4.0	69,049,785	5.8	135	4.7	68,139,072	5.0	
History and Philosophy	3	0.1	1,142,464	0.1	6	0.2	2,990,500	0.2	
Information Technology, E-Business	76	3.0	53,157,854	4.5	84	2.9	40,477,104	3.0	
Technology and Computer Science									
Languages	37	1.4	7,164,450	0.6	42	1.5	9,002,748	0.7	
Law	34	1.3	7,043,283	0.6	52	1.8	9,363,427	0.7	
Mechanical, Production and Industrial Engineering	140	5.5	42,769,089	3.6	150	5.2	41,545,697	3.1	
Medicine, Dentistry and Health	965	37.8	515,319,702	43.5	1,069	37.1	707,675,755	52.0	
Social Sciences	182	7.1	50,637,693	4.3	213	7.4	51,385,843	3.8	
All Disciplines	2,556	100.0	1,184,866,041	100.0	2,880	100.0	1,360,221,487	100.0	

Research Output by Type of Research Activities



Staff

Number of Staff in Headcount (as of December 31, 2007)

Type of Staff	Regular	Temporary			
	Full-time	Full-time	Part-time	Honorary/ Visiting	All Temporary
Teaching Staff –	1,266	122	65	1,738	1,925
• Chair Professor	83	0	0	428	428
• Teachers (Professor, Reader, Associate Professor, Senior Lecturer, Assistant Professor, Lecturer and Assistant Lecturer)	924	8	7	671	686
• Teaching Support Staff (Tutor, Instructor, Demonstrator)	259	114	58	639	811
Research Staff	668	427	59	157	643
Technical Staff	876	197	48	0	245
Administrative and Support Staff (Including Clerical and Secretarial Staff)	1,745	101	63	25	189
Others (Including Minor Staff, e.g. Labourers, Artisans)	354	14	29	0	43
All Staff	4,909	861	264	1,920	3,045

(Note : Staff of University Companies are excluded in the staff numbers listed above.)

Regular Full-time Academic Staff by Faculty (as of December 31, 2007)

Faculty/Centre	Number
Architecture	55
Arts	151
Business and Economics	105
Dentistry	53
Education	140
Engineering	184
Law	68
Medicine	645
Science	219
Social Sciences	199
Independent Centres	115
All	1,934

Libraries Resources, IT Facilities and Services

Libraries Resources

	Number
Number of Registered Library Users (as of June 30, 2008)	102,676
Books and Library Materials (as of June 30, 2008)	
Number of Bound Volumes	2.64 million
Number of Periodical Titles	119,985
Number of Non-print Items	1,892,837
Number of Electronic Titles	
– on CD-ROMs	6,015
– Web-based	1,638,561
Number of Rare Books Collections (Volumes)	23,660

Library IT Facilities and Services

	Number
Number of Public Computers	388
Number of ACEnet Connection Points	475
Number of Wireless Network Access Points	45
Access to Library Websites (July 1, 2007 – June 30, 2008)	196,888,091 hits
Number of Library Instructions, IT Courses and Orientations (July 1, 2007 – June 30, 2008)	713
Number of Attendances at Library Instructions, IT Courses and Orientations (July 1, 2007 – June 30, 2008)	16,148

Computing and Network Resources (2008)

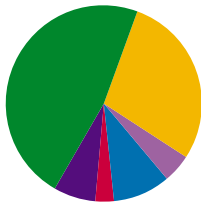
	Number
Number of Wired Network Access Points	27,000
Number of Wireless Network Access Points	825
Number of E-mail Addresses for Staff, Students and Graduates	94,800
Total Bandwidth for Direct Connection to the Internet and Research / Education Networks	1,370 (in Mbps)
Aggregated Central Computing Power for Teaching and Research Purposes (Theoretical Peak Computing Speed)	4,930 (in GFLOPS)



## Finance

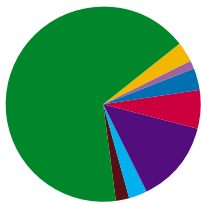
An Analysis of Consolidated Income and Expenditure for the year ended June 30, 2008

### Income



	HK\$'000	%
Government Subventions	2,876,374	47.3
Tuition, Programmes and Other Fees	1,738,264	28.6
Interest and Investment Income	285,614	4.7
Donations and Benefactions	576,464	9.5
Auxiliary Services	189,751	3.1
Other Income	409,688	6.7

### Expenditure



	HK\$'000	%
<b>Learning and Research</b>		
Instruction and Research	3,666,876	66.5
Library	179,959	3.3
Central Computing Facilities	84,954	1.5
Other Academic Services	200,710	3.6
<b>Institutional Support</b>		
Management and General	346,386	6.3
Premises and Related Expenses	760,425	13.8
Student and General Education Services	169,998	3.1
Other Activities	108,924	2.0

## Space

Distribution of Space by Categories Based on Total Gross Covered Floor Area (as of June 2008)

	Gross Covered Floor Area (in m <sup>2</sup> )	%
Academic Space	235,244	40.5
Central and Departmental Libraries	44,430	7.6
Central Administration and Maintenance	23,136	4.0
Student and Staff Amenities	24,600	4.2
Sports Facilities	13,922	2.4
Student Halls of Residence and Staff Quarters	231,636	39.9
Others (Including HKU Museum and HKU Press)	7,925	1.4
<b>Total</b>	<b>580,893</b>	<b>100.0</b>
HKU School of Professional and Continuing Education	46,467	

### Land Holdings

Site	Lot Area (in Hectares)
Hong Kong Island	
Main Campus	14.5
Medical Campus	4.1
Other Sites on Pokfulam Road	20.9
New Territories	
The Kadoorie Institute	9.6
<b>Total</b>	<b>49.1</b>

### Halls and Student Residences

	Number of Places
Existing	4,646
Planned	1,800

Note: Some percentages or figures listed above do not add up to 100% or total owing to rounding.





# An Extract from the University's Annual Accounts 2007–08

## Overview

The financial year 2007-08 was the third year of the Triennium 2005-08 which is to be rolled-over for one year to cover the 2008-09 academic year. The results for the year were less exciting with surplus decreased by about 60% as compared with that for last year which was partly attributable to the sharp decrease in investment return broadly in similar portrait of the global investment markets and partly to the budgeted increase in expenditure in preparing for the four-year structure of the curriculum reform to take effect from 2012.

In preparing the financial statements, the Group has adopted certain new/revised Hong Kong Accounting Standards ('HKAS') and Hong Kong Financial Reporting Standards ('HKFRS') (Collectively 'HKFRSs') issued by the Hong Kong Institute of Certified Public Accountants which are effective and relevant to the Group's operation. The adoption of these new/revised accounting standards during the year did not result in substantial changes to the Group's accounting policies.

## Results for the Year

The Group's consolidated results for the year ended June 30, 2008 are summarised as follows:

	2008 \$ million	2007 \$ million
Income	6,076	6,525
Expenditure	5,518	5,079
Net Surplus for the year before Share of Surplus/(Losses) of Associates and Jointly Controlled Entities	558	1,446
Share of Surplus/(Losses) of Associates and Jointly Controlled Entities	15	(5)
Net Surplus for the year after Share of Surplus/(Losses) of Associates and Jointly Controlled Entities	573	1,441

The consolidated income for the year 2007-08 dropped by \$449 million, a decrease of 6.9 per cent when compared with that of the previous year. This was mainly attributable to the considerable reduction in interest and investment returns by \$909 million. The effect of decrease was partly complemented by the increase in donation of \$262 million as compared with last year due to the introduction of the fourth Government Matching Grant Scheme. The amount of block grant

received during the year from the University Grants Committee ('UGC'), which was based upon the planned full-time equivalent ('FTE') student number of 11,270 for 2007-08 (2006-07: 11,276 FTE), was \$2,132 million (2006-07: \$2,066 million).

On the consolidated expenditure, a total of \$5,518 million was incurred for the year (2006-07: \$5,079 million), of which \$4,132 million (2006-07: \$3,838 million) was spent on teaching/learning and research activities of the Group. If the total depreciation and amortization charges of \$330 million (2006-07: \$308 million) was excluded, the expenditure incurred for the year was approximately 8.7 per cent higher than the previous year.

## Financial Outlook

Looking forward, the ensuing years to 2012 when the curriculum reform takes effect present great challenges to the University. The University has to accelerate the momentum in the recruitment of academic staff to prepare for the curriculum reform and to align the University's strategic goal to scale new heights of academic excellence. In addition, the University also requires a concomitant increase in the physical space available for scholarly activities, and accommodation for the enlarged student population, both local and overseas, which are to be realized in the strategic campus development plans in a co-ordinated manner. These development projects and the consequential work for relocation require substantial resources which require careful financial management particularly when the economic environment becomes less conducive to fundraising activities. In combat with the economic downturn in which the University would be affected in shrinking investment return and donations, it is hopeful that the University can benefit from an environment with lower commodities and labour cost through tendering for the capital development programmes. In parallel with the physical expansion projects, there is ongoing review of existing space, including offices and quarters, for efficiency rationalization and value maximization. With due regard to careful and prudence in financial management, the University prepares to make substantial and long-term investments to support our academic endeavours by mobilizing resources, including those built up previously if needed to bridge the gap before the eventual availability of UGC and other funds.

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

## The University of Hong Kong Consolidated Income and Expenditure Statement For the year ended June 30, 2008

(Expressed in thousands of Hong Kong dollars)	2008	As Restated 2007
<b>Income</b>		
Government Subventions		
• Subventions from UGC:		
– Block Grants and Non-accountable Supplementary Grants	2,132,118	2,066,244
– Earmarked Grants	342,015	351,405
– Rates and Government Rent Refund	36,647	33,683
– Capital Grants and Alteration, Additions and Improvements ('AA & I') Block Allocation	46,843	65,946
	2,557,623	2,517,278
• Matching Grants	250,000	250,000
• Grants from Government Agencies and Related Organisations	68,751	62,697
	2,876,374	2,829,975
Tuition, Programmes and Other Fees		
• UGC-Funded Programmes	580,890	552,297
• Non UGC-Funded Programmes	1,157,374	1,154,435
	1,738,264	1,706,732
Interest and Investment Income	285,614	1,194,289
Donations and Benefactions	576,464	314,407
Auxiliary Services		
• Residential Halls and Hostels	55,825	58,992
• University Press	5,049	4,392
• Rental Income and Rental Contribution from Staff	95,814	83,870
• Clinics and Chinese Medicine Pharmacies	22,291	21,880
• Others	10,772	11,543
	189,751	180,677
Other Income		
• Contract Research	90,150	81,248
• Service Income	145,725	121,759
• Outside Practice	66,721	57,569
• Miscellaneous	107,092	38,005
	409,688	298,581
	6,076,155	6,524,661
<b>Expenditure</b>		
Learning and Research		
• Instruction and Research	3,666,876	3,394,065
• Library	179,959	177,866
• Central Computing Facilities	84,954	85,573
• Other Academic Services	200,710	179,999
	4,132,499	3,837,503
Institutional Support		
• Management and General	346,386	332,899
• Premises and Related Expenses	760,425	656,569
• Student and General Education Services	169,998	157,753
• Other Activities	108,924	94,021
	1,385,733	1,241,242
	5,518,232	5,078,745
<b>Surplus from Operations</b>	557,923	1,445,916
<b>Share of Losses of Associates</b>	(2,614)	(1,640)
<b>Share of Surplus/(Losses) of Jointly Controlled Entities</b>	18,108	(2,979)
<b>Surplus for the Year</b>	573,417	1,441,297
<b>Transfers (From)/ To</b>		
• Restricted Funds	(67,291)	439,335
• Other Funds	640,708	1,001,962
	573,417	1,441,297



The University of Hong Kong  
Consolidated Balance Sheet

As at June 30, 2008

(Expressed in thousands of Hong Kong dollars)	As Restated	
	2008	2007
<b>Assets</b>		
Non-Current Assets		
• Property, Plant and Equipment	11,867,285	8,024,804
• Leasehold Land	650,809	636,865
• Interests in Associates	1,279	3,892
• Interests in Jointly Controlled Entities	27,142	5,838
• Investments	9,042,229	8,142,930
• Bank Deposits	-	227,270
• Loans Receivable	25,685	30,530
	<u>21,614,429</u>	<u>17,072,129</u>
Current Assets		
• Investments	1,363,475	1,458,744
• Loans Receivable	178,056	153,607
• Inventories	3,263	3,574
• Accounts Receivable and Prepayments	200,405	210,113
• Amount due from Jointly Controlled Entities	8,618	9,319
• Cash and Bank Deposits	2,924,151	2,663,971
	<u>4,677,968</u>	<u>4,499,328</u>
<b>Total Assets</b>	<b><u>26,292,397</u></b>	<b><u>21,571,457</u></b>
<b>Funds</b>		
Deferred Capital Funds		
• Equipment	7,732	7,441
• Buildings	440,056	266,691
	<u>447,788</u>	<u>274,132</u>
Restricted Funds		
• General Endowment Fund	2,107,405	2,125,436
• Investment Reserve	1,008,727	1,216,387
• General Reserve	15,000	15,000
• Staff Housing Loan Fund	193,020	186,646
• Property Revaluation Reserve	10,737,629	7,100,007
• Capital Projects	166,139	172,433
• Research Projects and Quality Assurance	128,858	109,407
	<u>14,356,778</u>	<u>10,925,316</u>
Other Funds		
• General and Development Reserve Fund	1,639,233	1,756,024
• Self-financing Activity Funds		
– University	138,391	136,682
– HKU SPACE	1,299,866	1,088,968
– Other Subsidiaries	(6,501)	(10,120)
	<u>1,431,756</u>	<u>1,215,530</u>
• Donations and Benefactions	5,539,983	4,759,302
	<u>8,610,972</u>	<u>7,730,856</u>
<b>Total Funds</b>	<b><u>23,415,538</u></b>	<b><u>18,930,304</u></b>
<b>Liabilities</b>		
Non-Current Liabilities		
• Employee Benefit Accruals	221,915	214,277
• Loans and Borrowings	295,127	345,112
	<u>517,042</u>	<u>559,389</u>
Current Liabilities		
• Accounts Payable and Accruals	1,222,050	1,000,383
• Amount due to a Jointly Controlled Entity	4,336	-
• Employee Benefit Accruals	422,085	379,264
• Loans and Borrowings	154,049	141,936
• Deferred Income		
– Earmarked Grants	291,657	267,969
– Capital Grants and AA & I Block Allocation	166,034	235,997
– Others (including Donations and Benefactions)	99,606	56,215
	<u>557,297</u>	<u>560,181</u>
	<u>2,359,817</u>	<u>2,081,764</u>
<b>Total Liabilities</b>	<b><u>2,876,859</u></b>	<b><u>2,641,153</u></b>
<b>Total Funds and Liabilities</b>	<b><u>26,292,397</u></b>	<b><u>21,571,457</u></b>
<b>Net Current Assets</b>	<b><u>2,318,151</u></b>	<b><u>2,417,564</u></b>
<b>Total Assets Less Current Liabilities</b>	<b><u>23,932,580</u></b>	<b><u>19,489,693</u></b>

# Officers of the University

(As at November 2008)

## Chancellor

The Hon. Donald Tsang Yam Kuen

GBM, MPA Harv; HonLLD CUHK; HonDBA HKPU;  
HonLLD HK

## Pro-Chancellor

The Hon. David Li Kwok Po

GBM; GBS; HonLLD Cantab, Warw and HK; JP

## Chairman of the Council

Victor Fung Kwok King

GBS; BSc, MSc MIT; PhD Harv; HonDCS Suffolk; HonLLD HK;  
HonDBA OUHK and HKBU

## Vice-Chancellor and President

Lap-Chee Tsui

OC; OOnt; BSc, MPhil CUHK; PhD Pitt; FRS; FRS(Can); HonDSc  
New Brunswick; HonDCL King's Coll; HonDSc CUHK; HonLLD  
St FX; HonDSc York; HonPhD Tel Aviv; (Hon)FRCP(Lond);  
(Hon)FHKCPath; (Hon)FHKCP; HonPhD Tor; HonDSc Aberd; JP

## Deputy Vice-Chancellor and Provost

Richard Wong Yue Chim

SBS; AB, AM, PhD Chic; JP

## Pro-Vice-Chancellors and Vice-Presidents

Chow Shew Ping

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

Joseph Lee Hun Wei

BSc(Eng), MSc, PhD MIT; MCIWEM; FHKIE; FHKAES; FASCE;  
FREng

John Graham Malpas

MA Oxon; MSc, PhD Newfoundland; DSc Oxon; PGeo

Paul Tam Kwong Hang

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

Amy Tsui Bik May

BA, MA HK; PhD Birm; DipEd HK

## Treasurer

Paul Chow Man Yiu (Acting)

SBS; BSc(Eng), MBA HK; JP

## Deans of Faculties

Architecture – Ralph Bennet Lerner

BArch Cooper Union; MArch Harv; FAIA; HKIA

Arts – Louie Kam Hung

BA Syd; MPhil CUHK; PhD, DipEd Syd; FAHA

Business and Economics – Gary Clark Biddle

BSBA Ohio State; MBA, PhD Chic; FCPA

Dentistry – Lakshman Perera Samaranayake

BDS Peradeniya; DDS Glas; FRCPATH; CBiol; MIBiol; FHKAM  
(Pathology); FHKAM (Dental Surgery); FHKCPath; FCDSHK;  
HonFDS RCS(Edin); HonDSc Peradeniya

Education – Shirley Joy Grundy

BA Q'ld; MA W Aust; PhD Murdoch

Engineering – Chew Weng Cho

BSc, MS, PhD MIT

Law – Johannes Chan Man Mun

LLB HK; LLM Lond; PCLL HK; Barrister of the High Court of  
Hong Kong SAR

Medicine – Lee Sum Ping

MBBS HK; PhD Auck; MD HK; FRACP; DABIM

Science – Kwok Sun

BSc McMaster; MS, PhD Minn

Social Sciences – Ian Michael Holliday

MA Cantab; MPhil, DPhil Oxon

## Dean of Student Affairs

Albert Chau Wai Lap

BSc(Eng) HK; MS, PhD Wisc; PCPsych; FHKPsS

## Registrar

Henry Wai Wing Kun

BA, MA HK; FCIS

## Director of Finance

Philip Lam Bing Lun

DipMS HKPU; ACIB; ACIS; FCMA; CPA; CMA

## Librarian

Anthony Walter Ferguson

BA Brigham Young; MA, MLS Wash; EdD Col

## Director of Estates

Kenneth Wong Pak Keung

BA Hawaii; BArch Br Col; MSc(ConstProjectMan) HK; HKIA;  
MAIBC; CFM; FPFM



# The Council

(As at November 2008)

Membership Category	Member
Chairman	DrVictor K.K. Fung
6 persons, not being students or employees of the University, appointed by the Chancellor	The Hon Mr Justice Patrick S.O. Chan Mr Christopher W.C. Cheng DrYork Liao Mr Raymond C.F. Or Mr Jack C.K. So
6 persons, not being students or employees of the University, appointed by the Council	Mr Linus W.L. Cheung Mr Paul M.Y. Chow Ms Wendy K.S. Gan Mr Danny D.B. Ho Dr John E. Strickland Mr Allan C.Y.Wong
2 persons, not being students or employees of the University, elected by the Court	Dr. the Hon. Leong Che Hung Mr Man Cheuk Fei
Vice-Chancellor	Professor Lap-Chee Tsui
Treasurer (Acting)	Mr Paul M.Y. Chow
4 full-time teachers elected in accordance with regulations	Dr Chan Che Wai Professor Ng Tung Sang Dr Patrick H.Toy Dr Albert T.C. Yeung
1 full-time employee of the University, not being a teacher, elected in accordance with regulations	Mr Cheung Pok Yin
1 full-time undergraduate student elected in accordance with regulations	Mr Kwok Wing Kin
1 full-time postgraduate student elected in accordance with regulations	Mr Fung Wai Sin

Members' attendance at Council meetings can be viewed at <http://www.hku.hk/hkuhome/about/governance/attendance.htm>

Published by The University of Hong Kong © 2008

Edited by Katherine Ma, Director of Communications

Researched and written by Kathy Griffin

Complied by Allison Jones

Designed and printed on environmentally friendly paper by trinity & co.

Photography by Eric Lee & Co.

With special thanks to staff and students who kindly contributed photographs to *The Review 2008*.

Further details about *The Review* or the University may be obtained from the External Relations Office: [eromail@hku.hk](mailto:eromail@hku.hk)