

THE REVIEW 2009



Vision

The University of Hong Kong, as a leading international institution of higher learning in Asia, strives to attract and nurture outstanding scholars from around the world through excellence and innovation in teaching and learning, research and knowledge exchange, contributing to the advancement of society and the development of leaders through a global presence, regional significance and engagement with the rest of China.

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, healthy and sustainable 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.

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The Vice-Chancellor's Message

Internationalisation

In today's globalised world, universities need a high degree of connectivity, engagement and diversity to be able to contribute meaningfully to the betterment of society. With that in mind, the University recruits staff and students from all over the world to study, teach and research at HKU. We provide them with opportunities to share their academic curiosity and their desire to explore the world, with the expectation that these encounters will broaden minds and plant seeds for new ideas.

Our success at creating diversity on campus can be seen at Sun Yat Sen Square at the end of each teaching day, when students of dozens of nationalities converge to meet friends or pause on their way to the library. About 3,000 non-local students were admitted to our undergraduate and postgraduate programmes in 2008-09 and more than 900 exchange students visited. We also sent about 850 of our students on exchanges overseas and to Mainland China. There is educational value in this because students gain a better understanding of the world by interacting with people from other cultures. We have thus incorporated intercultural understanding and global citizenship into the learning aims of the new four-year curriculum, which comes into effect in 2012.

Internationalisation also encourages benchmarking against global standards of excellence and enables us to attract leading scholars from around the world. Our successes are reflected in our impressive track record in attracting peer-reviewed research funding, and in our research output. We consistently receive the lion's share of the Research Grants Council's General Research Fund and

the University Grants Committee's Area of Excellence Awards, totalling \$413.8 million for the 2009-10 academic year. Moreover, 100 of our scientists are ranked among the top one per cent in their fields by the Institute for Scientific Information.

Regional engagement

Apart from taking an 'international' view of our work, we also recognise the importance of regional engagement. One of our strengths is our position at the gateway to Mainland China and our close academic connections with colleagues across the border. Our new vision statement, developed under the Strategic Development Plan for 2009-2014, recognises that our aspirations are not confined by geography and that we want to contribute "to the advancement of society and the development of leaders through a global presence, regional significance and engagement with the rest of China". With that in mind, the University has entered into discussions with the Mainland authorities on several groundbreaking initiatives in Shenzhen. The scope of these negotiations is wide and complex, and I hope we will be able to make some announcements in the coming year.

Our efforts to broaden our impact are underscored by two realities: finances and quality assurance. The financial year covered in this report straddles the financial tsunami and we have seen phenomenal challenges in our investment returns and fundraising initiatives. I am pleased to report that our investment performance had largely recovered by the time this report was written, thanks to the hard work of the Council's Investment Sub-Committee and our colleagues at the University.

Quality enhancement

Quality assurance is more vital than ever given the many changes underway on campus. The University welcomed the findings of the Quality Assurance Council's Audit Panel in 2009 that commended the high quality of the learning experiences and support that we offer students. The report recognised our strengths and our strong commitment to excellence in teaching and learning. In the spirit of continuous quality enhancement, HKU has identified areas for further improvement and has in fact already set in train initiatives suggested by the Audit Panel. Most encouragingly, the panel praised the way we have embraced the opportunity of the new curriculum and the audit self-review, and concluded that we are well placed to manage the changes ahead.

The high quality of our academic activities and our internationalisation are key reasons why HKU is ranked among the top universities in the world (24th according to the *Times Higher Education-QS World University Rankings 2009*). Rankings in themselves are not complete measures of a university's worth, but they can help to serve as a goal or benchmark. In this respect I would like to thank the outgoing Council Chairman Dr Victor Fung, who eight years ago set out a vision of excellence and engagement with the world that has helped to guide us to our present success, and will carry us through under his successor, Dr Leong Che-hung, well past our centenary.

Professor Lap-Chee Tsui
Vice-Chancellor and President
December 2009

HKU's Strategic Development for 2009-2014

The coming five years will be historic ones in HKU's development. We will mark our centenary, an event that will celebrate our achievements and important contributions to leadership and knowledge in Hong Kong and the region as a whole. We will also see a fundamental change in the undergraduate curriculum we offer. These events form a background to our Strategic Development plans for 2009-2014.

Over the next five years we will build on the strengths developed under the 2003-2008 Strategic Development document, when we crystallised our academic and community foundations and furthered our aspirations to international distinction in higher learning. Our aims then were built around four pillars: enhancing academic excellence, raising our global presence and visibility, partnering with society and serving the community, and developing and supporting the 'University family'. We have made good progress in all of these areas and received much publicity for our ranking among the top 25 universities in the world by the *Times Higher Education Supplement-QS World University Rankings*.

We now want to make further strides in our achievements. In developing our goals for the next five years, we have sought input from a wide range of University stakeholders, including the Council, senior management team, Deans, Department Heads, staff, students and alumni. What has emerged is a shared pride in HKU's academic successes, cultural diversity and strong alumni network and a desire to see an acceleration in our internationalisation and use of English as the *lingua franca*, an enhancement of our role as a gateway to China, and a renewed commitment to nurturing leaders.

With that in mind, we have re-articulated our vision to give greater emphasis to our engagement with the region and at the international level:

The University of Hong Kong, as a leading international institution of higher learning in Asia, strives to attract and nurture outstanding scholars from around the world through excellence and innovation in teaching and learning, research and knowledge exchange, contributing to the advancement of society and the development of leaders through a global presence, regional significance and engagement with the rest of China.

Over the next five years we will seek to fulfil our mission by focusing on three key themes. The first theme is to enhance the student learning experience. The switch to a four-year undergraduate curriculum in 2012 is an unprecedented opportunity for change and we will make the most of it. We will invest further in curriculum reform, strengthen our efforts to recruit outstanding students while placing an additional focus on the diversity of the student population, enrich the educational environment and enhance student support.



The second theme is to create and apply new knowledge that propels societies forward and transforms lives and cultures. Our initiatives here include recruiting and retaining outstanding staff, identifying and investing in strategically relevant research themes, strengthening the quality of research higher degree education and upholding research integrity.

The third and final theme involves knowledge exchange with communities in Hong Kong and the region. The support of alumni will be important to our goals here, which include developing a strong knowledge-sharing culture, demonstrating leadership in a broad range of fields, acknowledging contributions to knowledge exchange from our staff and students, and embedding knowledge exchange in the curriculum.

We have established priorities for achieving each of these goals, which will be supported by an enabling platform that provides financial, physical and human resources. However, we have deliberately avoided setting targets. Targets can quickly become outdated or overtaken by events – for example, the four-year undergraduate curriculum for Hong Kong was announced after we issued the 2003-2008 Strategic Development document – so we need to allow for a degree of flexibility. We also want to allow for innovations and initiatives that might emerge from members of the University family and we wish everyone to have a stake in the process. We believe we will achieve our goals through a meeting of minds and mutual respect as we work together to achieve greater success for HKU over the next five years.





Learning
Without Borders

An international outlook is an essential component of excellence in universities because it indicates a willingness to draw from the best minds and ideas in the world and to have impacts that can apply beyond one's borders. In teaching and learning, this outlook is represented by people and experience – by welcoming people from overseas to our University, sending our students overseas, and encouraging them to learn from each other and share their knowledge with local communities.

HKU has always had a strong international bent. More than half of our professoriate staff come from outside Hong Kong and we have the largest number of non-local students enrolled of any university in Hong Kong.

In 2008-09 we admitted more than 3,000 students who had nationality outside Hong Kong and currently have about 80 different nationalities represented on campus. For full-time undergraduates, whose numbers are limited by government policy, about 300 undergraduates came from Mainland China (more than 8,000 had applied) and 115 from other countries.

We work with governments in some cases who help to select out the most talented students from their countries to apply to HKU. Interestingly, more top students from other Asian countries are choosing to come here, attracted by our global rankings (24th in the world according to the *Times Higher Education-QS World University Rankings 2009*) and word-of-mouth reports.

We also encourage our students to gain overseas experience, sending 851 HKU students on exchange in 2008-09 and welcoming 901 exchange students from around the world.

The interactions of local and non-local students help to promote intercultural understanding and tolerance, which has been incorporated into our new learning aims. The curriculum is being reformed in advance of 2012, when undergraduate studies will increase to four years from three, and we have developed six educational aims in consultation with staff, students and stakeholders of the University. Intercultural understanding and global citizenship are included alongside critical intellectual inquiry, communication and collaboration, upholding personal ethics and critical self-reflection, leadership and advocacy for the improvement of the human condition, and tackling novel situations and ill-defined problems.

Some aspects of the new curriculum will start rolling out in 2010, in particular 'Common Core' courses which will offer students a deeper understanding of issues that are fundamental to all human societies. Students will be required to take two Common Core courses in 2010 and six in 2012 of the 40 courses needed to graduate.

In support of the internationalisation of our campus, the Senate has endorsed English as HKU's *lingua franca*, encouraging its use for both academic and student / community activities on campus. We want to ensure that students and staff of all nationalities can communicate through a common language and achieve greater tolerance and cultural inclusiveness.

HKU is an institution of global distinction and we expect our graduates to regard themselves as global citizens and aspire to improve the world through their work and their dealings with others.



Cross-Cultural Friendships

International students are attracted by our global reputation and distinguished programmes. They bring new dimensions to the campus by virtue of having come from different cultures and education systems. As local and international students spend time together inside and outside of class, a deeper learning occurs that promotes mutual understanding and respect.

Opposites Attract

Fred Lee Chun-yin and Furuzonfar Zehni are like chalk and cheese – Fred the quieter, more watchful one who has spent all of his life in Hong Kong and lives with his family, Furuzonfar the gregarious extrovert who has travelled widely and lived in several countries before coming to Hong Kong. Yet when they were placed in the same room on an internship in Shanghai, they emerged as fast friends, full of praise for each other.

Fred, who is studying for a BSc in Surveying, had never heard of Furuzonfar’s homeland of Tajikistan before the internship and thought he might be Japanese. But they soon found common ground with sports and music.

“Fred impressed me with his basketball knowledge. We bonded pretty easily and he was like a bridge to all the other Cantonese speakers there. He was good at mixing with different groups,” said Furuzonfar, who is studying for a Bachelor’s in Economics and Finance.

“Furuzonfar is the bridge, not me,” insisted Fred. “He’s very different, very talkative and wants to share his knowledge with us.”

Both came to HKU hoping to achieve more than an academic qualification. Fred, following in the footsteps of his sister who studied here, hoped to gain wider experience of the world before he starts working. Furuzonfar wanted to learn more about Asia, make

contacts that could be useful to his country in future and move out of the shadow of his family, most of whom studied in Europe.

The Shanghai internship, offered under the Live, Learn and Intern in China programme with students from overseas universities such as Harvard, Princeton and Stanford, helped them to fulfil some of those aims.

“HKU is the most international university in Asia and it’s a good springboard for my career. It combines a Western teaching system with Asian competitiveness, which can bring out the best in you. So I think I made a good choice.” Furuzonfar said. “And it’s good that there are students like Fred who can see outside the box and know the value of sharing experiences and cultural differences.”

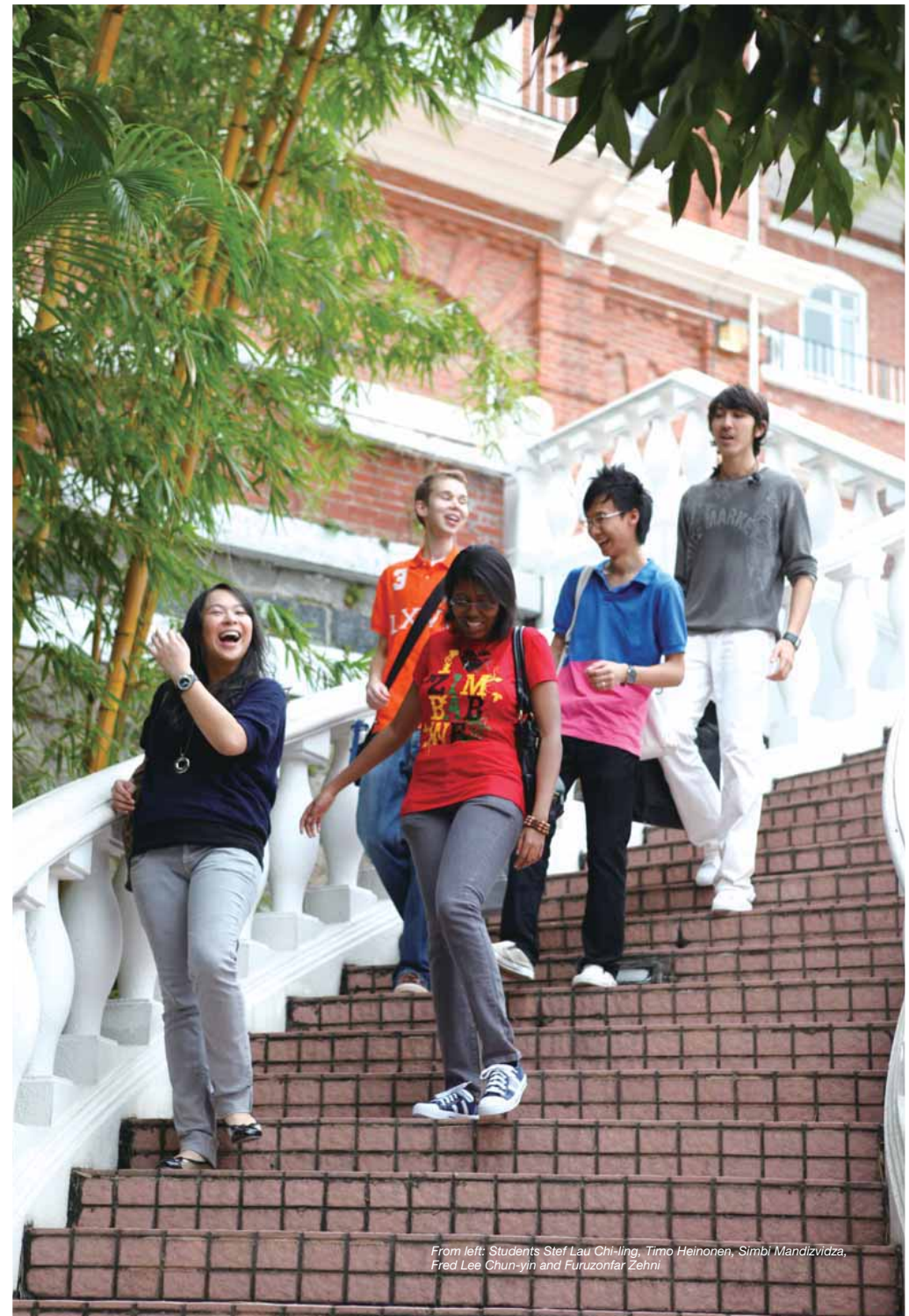
Fred added: “I would like to see more international students at HKU. They have a totally different lifestyle and they are more open. We can learn something from that.”

Enriching the Cultural Experience

Finland and Hong Kong may not seem to have much in common, but Bachelor of Social Sciences students Timo Heinonen and Stef Lau Chiling both entered HKU from culturally homogeneous backgrounds. Timo from a university in Finland and Stef from a local secondary school. The chance to mix it up with people from different nationalities and backgrounds has been one of the benefits of studying at the University.

“Academically, we are studying the same curriculum. It’s outside the lecture room that knowing international students is good for us. It’s like a cultural exchange where you get to understand people better,” Stef said.

“Fred impressed me with his basketball knowledge. We bonded pretty easily and he was like a bridge to all the other Cantonese speakers there”



From left: Students Stef Lau Chi-ling, Timo Heinonen, Simbi Mandizvidza, Fred Lee Chun-yin and Furuzonfar Zehni

“Once one Zimbabwean goes to a place, the next year there will be 50 and the year after that 100. I will definitely encourage other Zimbabweans to come here”

Timo has found the variety of student backgrounds an especially strong point. “All universities claim to be international but I think HKU is one of the most international ones. You see people from different backgrounds all the time, in the classes, in my residential hall. It gives me a much broader perspective than if I’d stayed in Helsinki.”

His outlook was broadened further under the Faculty of Social Sciences’ requirement that students spend time overseas. Stef and Timo joined a two-month programme in Ghana in the summer of 2009, where they taught in local public schools. They were joined by a Japanese student and the only language they had in common was English.

“We were able to see at least a part of Africa and understand it in a different way. You always hear about the problems of Africa but people there lead normal lives, they go to work each day and they have their jollies. They’re quite well off,” he said.

“It was a very rewarding experience,” Stef said, “but it was difficult at the beginning because I couldn’t use my mother tongue to communicate with anyone. I was able to improve my communication skills so the difference became mainly cultural. I learned better how to deal with people of different cultures, their living habits and customs, and how to respect that.”

Fresh Hope for a Troubled Homeland

Simbi Mandizvidza came to HKU from Zimbabwe, one of the most troubled countries in Africa. Her hopes for her homeland were one reason why she chose to study for a BBA in Accounting and Finance here.

“The Asian market is booming and flourishing and I thought this is a place where I could learn. I want to take that knowledge home to help the economy in Zimbabwe as much as I can,” she said.

“HKU really fits my career goals. I hope to be a financial leader back home. The programme for accounting and finance in my opinion is the best, there are many internship possibilities, the professors are great, and they teach me leadership skills and presentation skills – all these things that are very important.”

Simbi has also been impressed by the strong support offered to international students at HKU. She came here via Romania where she spent a year pursuing medical studies before deciding that medicine and Romania were not for her.

“I really like the orientations here and being able to talk to older students and different faculty members. You don’t feel like you have to find your own way and you never feel lonely. And if you do, there are lots of people to talk to. We have a saying in Zimbabwe. Once one Zimbabwean goes to a place, the next year there will be 50 and the year after that 100. I will definitely encourage other Zimbabweans to come here.”

Undergraduate Designs His Own Studies

Academic ambitions brought Dai Liang to HKU from Fudan University, where he had completed one year of undergraduate studies before moving here in 2006. He was keen to put himself on track for a career in research and the use of English at HKU and the freedom to tailor his learning to his academic interests were a major draw.

“English-language instruction is important because most advanced research on economics is in English. I also read the programme syllabus and saw there was room to design my studies for my personal development,” he said.

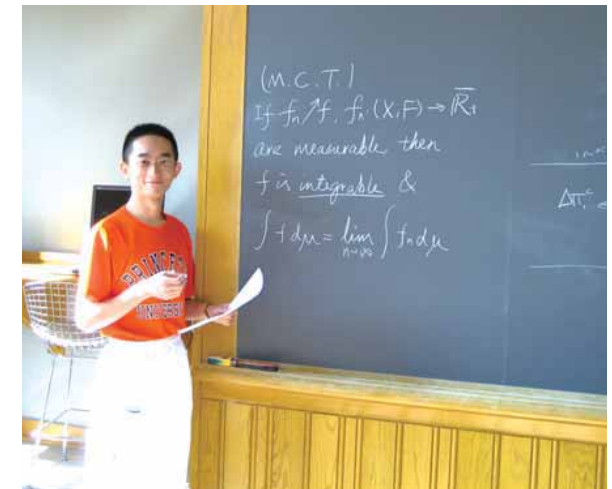
Liang took a heavy load of mathematics and postgraduate economics courses to prepare himself for academia. “My father is a professor and I feel that I have a suitable temperament for research,” he said.

He spent his second year on exchange at the University of California, Berkeley, where he was able to study behavioural economics and take a PhD course in mathematical economics, as well as assist in some experiments. “I took 10 courses at Berkeley and I was able to get credit for them even though they aren’t all offered at HKU.

“I think the most important thing I got from HKU was the freedom to choose what I wanted to study. I also received advice from the professors, who were very approachable and willing to help me. I got more than I expected here,” he said.

Liang graduated with a Bachelor of Economics and Finance in 2009 and has moved to Princeton University for postgraduate studies.

Dai Liang shares his knowledge with students.



“I think the most important thing I got from HKU was the freedom to choose what I wanted to study”

Persistence Pays for Award-winning Student

Polly Fung Pok-lam, who graduated with a Bachelor of Dental Surgery in 2009, made the most of the opportunities at HKU, going on exchanges and training programmes to Liverpool, New York, Washington DC and several places in China, and engaging in research. She won the National Youth Science and Technology Innovation Award for younger researchers in China after putting her name forward in 2008 and being selected to represent HKU.

“There were all these opportunities and I just kept applying for them. Those were the lucky ones where I succeeded, but there are a lot of cases where I put in the effort and failed. I just kept up my spirits and kept trying,” she said.

The National Youth Award was in recognition of Polly’s research and academic results and her interest in the Mainland. She worked on a project using new technology and CT scans to detect tooth demineralisation, which is an early sign of decay, and made a presentation in Beijing on her findings.

“Undergraduates rarely get to touch this equipment so it was quite amazing that I was able to use it. I learned a lot of things about research, like the proper way of collecting data, the importance of getting it verified by another researcher, and making correlations through statistical analysis,” she said.

During her early years at HKU, she also went to the Mainland for a Mandarin debating competition, an etiquette competition, a business plan competition, and on an exchange to Shanghai. She also travelled to Henan to work with AIDS patients and taught them how to brush their teeth properly.

Polly was also selected separately for a global citizenship programme in New York and a leadership training conference held in Washington, DC. While those experiences were educational and eye-opening, a simple two-week exchange to Liverpool where she stayed with a family may have left the deepest mark.

“The family treated me very well and their daughter and I have a wonderful friendship. It made me realise how stressful Hong Kong can be and gave me a little time to think about my life,” she said.

Polly now works as a dentist in Prince Philip Dental Hospital and Queen Mary Hospital.

Dental graduate, Polly Fung Pok-lam



“There were all these opportunities and I just kept applying for them”

Having Their Cake *and* Eating It

PhD students need to explore all avenues to produce strong research. One way of doing this is to spend time in other institutions that have complementary research interests and capabilities.

The University formalised such exchanges through the establishment in 2009 of joint PhD programmes with King's College London and Imperial College. Students will spend significant periods doing research at both HKU and one of the other two universities so they can benefit from living and studying in two different societies. The select number of students who successfully enrol in these joint programmes will tap into different sets of research expertise and materials, and graduate with a degree conferred by two institutions (HKU and King's College, or HKU and Imperial College).

The evidence that this adds value to research work has been seen in the experiences of PhD students who ventured overseas under less structured arrangements, where their research skills and knowledge flourished from exposure to new environments.

For example, Jean Millet, a PhD student in the Faculty of Medicine and HKU-Pasteur Research Centre working on coronaviruses, spent two periods at the Institut Pasteur in Paris, staying about six months each time. Initially he focused only on the SARS virus, but at the Institut Pasteur he was inspired to expand his research

to include other, milder human coronaviruses and to compare how these different viruses interact with host cells. He expects to complete his PhD in 2010.

"HKU and the Institut Pasteur each have advantages for performing certain experiments so there was complementarity and I could take the best of both for my research," he said. "I also learned there is not only one way of doing things. Even the techniques that are done in both places are done a little differently in Paris than in Hong Kong."

Mei Lijun, who is pursuing a PhD in computer science, was awarded an IBM PhD fellowship to study at the IBM China Research Lab in Beijing for three months. His research is on services computing which enables companies to adjust their business systems quickly. The experience at IBM showed him the possibilities of incorporating 3-D Internet applications into his work.

"3-D Internet is often associated with the virtual world. In real life you may be uncertain about whether your design and plans will work, but the virtual world can imitate real life and you can see what works and identify problems. 3-D Internet also means users can offer and use services like advertising and banking in an immersive environment. I didn't know the possible connections between 3-D Internet and my work before I went there," Lijun said.

"I also learned there is not only one way of doing things"



Computer Scientist Mei Lijun



PhD student Jean Millet

Earthquake Team Helps Rebuild Sichuan



Entertaining the elderly in Sichuan

The earthquake in Sichuan in May 2008 left a vast swathe of land devastated and thousands of people coping with loss and displacement. The University responded by setting up the 512 Earthquake Roundtable to use our academic activities to help the region. Our scholars in medicine, engineering, social sciences, education and other fields have contributed their knowledge and expertise, but there has also been an educational component. Programmes are being adapted so students can apply their learning to the benefit of the Sichuan people while fulfilling field study requirements.

A Tremor Changes the Plans

Tan Siying, a Malaysian student pursuing a Master in Social Work, went to Sichuan in the summer of 2009 as part of her required field placement, intent on setting up projects to empower women there. But just a few days into her 10-week

assignment at the Jian Nan Social Work Station, a small earthquake shook the area and her plans crumbled.

The tremor was fairly weak but it knocked out a bridge to the village where she was basing her projects. The local non-governmental organisation she was working with decided there were other priorities.

“I had to start from scratch so I went exploring, doing home visits and talking to many people. I found a group of about 20 elderly people who had been living in town with a woman who looked after them. Their building was no longer safe because of cracks from the earthquake. They looked to be in need of help so I decided to work with them,” she said.

Siying organised volunteers from among the local people to help clean the group’s new premises and to cook for them and take them on outings.

“Our training teaches us to empower people to help more people. The important thing is not the services but the value and education that you are transferring to the local people. Professionally, this was a good test to show what community development social work is like. I learned how to work with survivors, how to mobilise people. I also learned that you need to start with little things, like building a rapport and a relationship with the people you are helping,” she said.

Siying is writing her dissertation on her experiences in Sichuan and plans a follow-up visit to further her research and to continue making a contribution to the region.

Learning How to Help

Steven Tam Lok-hing, a third-year Bachelor of Social Work student, was the only social work full-time undergraduate chosen for a field placement in Sichuan. He quickly got an insight into the complexities and rewards of helping others.

Steven was working with a group of 12- to 14-year-olds living in a resettlement area. The challenge started when he decided to set up a

singing group so the students could expand their social support network and participate in a positive activity, and so he could learn more about their needs.

“Some of them had lost family and friends in the earthquake, and when they moved to the resettlement area they felt isolated. One day I asked them how they felt about living in the resettlement area. Their reaction was not good, most of them were not willing to discuss it. I thought about that and felt I asked them the wrong question: they weren’t ready to talk about their emotions and feelings. But at least it let me know their psychological needs,” he said.

“Another day, during a break, I asked some of them how they felt about the singing group. One girl was silent for a while. Then she asked me not to ask such questions again and started crying. I took her to another room and we talked. During the earthquake, her sister had gone back into a building to save her classmates and she died, and the girl didn’t eat or sleep for three days after, knowing her sister was dead.

“I found that children grieve differently from adults. They won’t show their emotions and they’ll smile and do things as before, so it can be difficult evaluating their feelings”



Student, Steven Tam Lok-hing brings some joy to children struck by the Sichuan earthquake.

“I had to start from scratch so I went exploring, doing home visits and talking to many people”



Testing the satellite e-learning system

“In the classroom we focus on theory and calculations and understanding concepts. This project was a chance to apply what we learned.”

“I felt very sad for her and I talked about the case with my supervisor. He advised me to put aside the formal worker-client relationship and try to relate to her as a friend and volunteer. I wrote her a letter and gave her some encouragement and talked about my grandfather who had passed away, to share some of my grieving. A few days later she wrote back and gave me more details about her family and her sister.

“I found that children grieve differently from adults. They won’t show their emotions and they’ll smile and do things as before, so it can be difficult evaluating their feelings. The girl gave me three photos when I left of when she was a baby, in kindergarten and in recent times. I tried to give them back but she asked me to bring them to Hong Kong and remember her. She wrote me another letter and said even though she lost a sister, now she had a brother.”

A Green and Modern Reconstruction

Engineering students are required to undertake industry training for their degree. An opportunity to do that in Sichuan meant they could help others while learning a few lessons about being flexible.

The students equipped a primary school in Denyang with advanced technologies in a project led by the Department of Electrical and Electronic Engineering. Over three intensive days, they installed a solar-powered, multi-media satellite e-learning system, taught local teachers how to use the new equipment and recorded the project on video. Students from the Faculties of Education, Medicine, Business and Economics, Law, Architecture and Social Sciences were also involved in other aspects of the project.

It was not all smooth sailing, which made it a valuable learning experience because the students had to deal with problems that did not have clear-cut solutions, according to Dr Wilton Fok, the Principal Investigator of the project, which was funded by HKU’s 512 Earthquake Roundtable Fund.

Luk Chuen-kit, a third-year computer engineering student, was part of a team that installed a high-speed data network. “At first the network wasn’t stable and the connection would suddenly disconnect, which would have been embarrassing when it came time for the school to use it. We found the problem was in the software, not the network, so we changed the software and it worked. It showed us that it’s good to have backup solutions.

“I also learned management skills and how to run a group of people. I was the team leader in my group and I found everyone had a different way to solve problems and I had to figure out how to follow their ways. Some of them were also less eager to work than others, so I had to take that into account when there were jobs to do.”

Au Yeung Hoi-hang, a third-year electronic and communications engineering student who helped to organise the first Sichuan-Hong Kong online interactive class, said coping when things went wrong was a valuable lesson in perseverance. “We had a technical difficulty that we weren’t able to solve until the last minute. We learned to stay calm and work as a team to sort it out.”

Fanny Yeung Hiu-fan, a third-year electronic and communications engineering student who worked alongside Chuen-kit and also helped to organise a memorial for the earthquake victims, added: “In the classroom we focus on theory and calculations and understanding concepts. This project was a chance to apply what we learned.”

Beefing up Language Skills

The Faculty of Education has been involved for several years in helping Tibetans in Qinghai province to develop their educational system. Language needs are a concern because the children are required to learn in Putonghua but the learning materials do not relate to their daily lives and the teachers may be from outside the region. While scholars have been working with teacher trainers and officials on addressing these problems, they are also using their involvement in the region to broaden students’ understanding of education issues in China.

Small groups of undergraduates have been taken to Qinghai for short visits to observe classrooms, teaching styles and the local culture.

Connie Choy Sau-chi went in 2008 as a second-year education student. “The children use their own dialect to communicate with their parents, but at school they need to use Putonghua to communicate with their teachers and peers. Some of the teachers may not speak their language or their Putonghua isn’t very good. They also don’t have a lot of equipment.”

Youde Liu Yiu-tak, also a second-year student, said the use of old-fashioned teaching methods came as a surprise and the visit heightened his awareness of the need to make learning interesting to students and relevant to modern times.

“They had no computers. Instead they would ask students to read the text aloud and write things on the board. That teaching methodology is very boring for the students, and it is totally different from what we do in Hong Kong. The parents and principals and society here wouldn’t allow us to do that, we’re expected to prepare a lot of material and power point presentations. Our teaching emphasises critical thinking,” he said.

“This visit helped me to learn more about different teaching issues in other places. We need to not only focus on the situation in Hong Kong, but also on what is happening in China.”

Classroom learning Qinghai-style



“This visit helped me to learn more about different teaching issues in other places. We need to not only focus on the situation in Hong Kong, but also on what is happening in China.”

Stepping Out in Shanghai

Architecture is a globalised profession and chances are that many of today's students may spend at least part of their careers outside Hong Kong. With that in mind, the Faculty of Architecture has opened the Shanghai Study Centre where undergraduates study for one full semester.

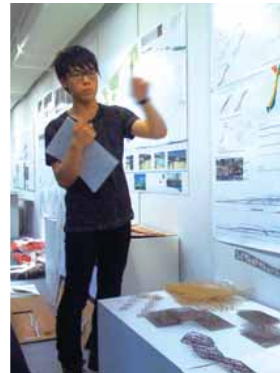
The first batch of second-year students went to the centre in the 2008-09 academic year with the goal of encouraging them to look beyond Hong Kong and learn more about the architecture and culture of Mainland China. They were taught by an international faculty of teachers and tutors who work in Shanghai.

Alison Chan said the Shanghai semester enabled her to get absorbed in her studies and focus intensely on architecture.

"In Hong Kong there are distractions, like student halls, clubs, sports, family obligations. In Shanghai we were able to really concentrate on the academics and get a better sense of studio culture. We also had to make some lifestyle changes because things close early there and it was just different from Hong Kong. For example, they use different measurements and terminology for their materials and we had to get used to that.

"The co-ordinator was very passionate about the programme and he had a lot of connections with other architects. He organised frequent public lectures and these architects would come and raise questions we hadn't even considered – they had a more advanced point of view. The exposure we had there was very good."

The centre is located in the historic General Post Office Building off the Bund and it is also used for exhibitions, events and workshops. It also hosts joint postgraduate architecture programmes with Columbia, Harvard and Yale universities, and houses an office of HKU's Journalism and Media Studies Centre.

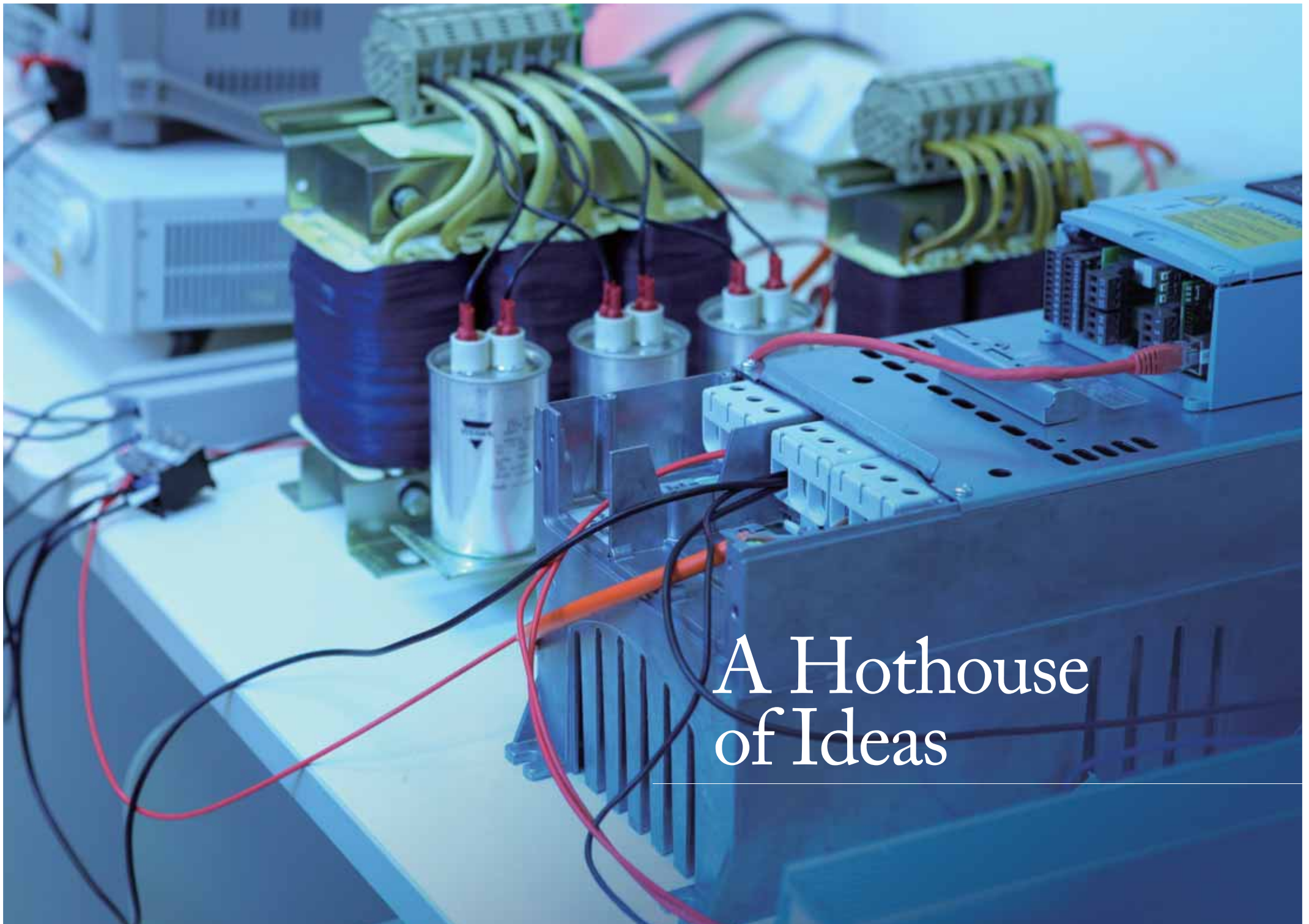


A student makes use of the new studio space in Shanghai

"In Shanghai we were able to really concentrate on the academics and get a better sense of studio culture"



Students get creative in the studio



A Hothouse
of Ideas

Good research requires a rich intellectual environment where ideas can percolate and cross-pollinate, and new knowledge and ways of thinking can emerge.

The University is intent on providing such an environment for our scholars by breaking down physical and disciplinary boundaries between academics and ensuring the research results stand up to the most rigorous standards of global excellence.

This approach is outlined in our Strategic Research Themes (SRT), which encourage scholars to collaborate on cross-disciplinary projects that reflect the University's expertise in frontier technology, the environment, China, biomedicine and community-based research. We introduced the SRTs only a few years ago and they have rapidly resulted in important research initiatives.

In 2009 we led three of the five Areas of Excellence (AoE) projects awarded by the University Grants Council for interdisciplinary and inter-institutional research. The Institute of Molecular Functional Materials, the Centre for Nasopharyngeal Carcinoma Research, and the Theory, Modelling and Simulation of Electronic Electronics will together receive \$272 million over eight years. HKU researchers also have a significant role in a fourth AoE on network coding.

Funding success was also achieved in the General Research Fund (formerly the Competitive Earmarked Research Grants). In 2009-10 we received the lion's share of grants, amounting to \$139.8 million for 203 projects. Additionally, we received \$62.2 million from the Innovation and Technology Fund in 2008-09.

That is all good news, but funding is by no means the sole predictor of good research. The right people need to be in place.

We have a highly international body of scholars who have worked or studied at many of the best universities in the world, and who are recognised as leaders in their fields. A total of 100 of our scientists, for example, are ranked among the top one per cent in their fields by the Institute for Scientific Information. We now have the rare opportunity to increase their ranks with the introduction of the new four-year undergraduate curriculum in 2012. We are hiring significant numbers of academic staff with an eye to expanding our research outlook, as well as meeting our teaching needs.

The appointment of new academics was complemented in 2009 by three new programmes to increase the traffic of international scholars to HKU. The Visiting Research Professors Scheme brings leading scholars here for specific periods each year over three years to advise and interact with our academics and students. The Society of Scholars offers space, time and scholarships to young researchers from around the world so they can pursue their investigations. And joint PhD programmes with overseas universities provides budding scholars with a richer educational and research experience (see *Learning Without Borders* chapter).

More people and more resources are resulting in research excellence. In 2008-09 our scholars produced 3,097 papers for refereed publications that involved findings of regional and global significance and collaborations with other universities around the world. The opportunities for exploration are mushrooming and contributing to a dynamic and optimistic research environment at HKU.



New Breakthroughs on Influenza

The outbreak of swine flu (H1N1) in 2009 triggered fear of a pandemic. Research at the University suggests this fear is well-founded, especially when considered over the long term.

The three worst influenza outbreaks of the 20th century, in 1918, 1957 and 1968, were caused by viruses that had been circulating for two to 15 years before they became pandemics. Moreover, some of the viruses came from pigs, rather than birds as previously thought, and were generated by the genetic exchange between swine and human viruses.

The findings suggest surveillance of influenza viruses needs to be broadened to look at all virus genes, not just the HA and NA genes, according to Professor Guan Yi and Dr Gavin Smith of the State Key Laboratory of Emerging Infectious Diseases in the Li Ka Shing Faculty of Medicine, who led the research and published their findings in the *Proceedings of the National Academy of Sciences*.

Professor Guan was also involved in a separate, multi-university study which reported in *Nature* that the current swine flu virus had been circulating several months before the first outbreak in Mexico in March.

“We already know where the viruses that triggered the last pandemics came from, how they were generated and which pathway they took. We are now putting all our energy, all our manpower and finance towards one end, and maybe we will have a chance to avert the next pandemic,” he said.

The swine flu studies are part of a broader body of work produced under the University’s year-old Area of Excellence project on influenza. In 2009 scientists also reported progress towards developing a vaccine against bird flu (H5N1 avian influenza A). Although Professor Guan’s research suggests bird flu poses less threat of a pandemic than previously thought, the small outbreaks that have occurred have been particularly deadly.

One new vaccine strategy for bird flu that shows promise was developed by the Department of Microbiology and the US National Institutes of Health by modifying a smallpox vaccine that could be effective as a single dose. The results were published in *The Journal of Immunology*. Researchers in the Department of Paediatrics and Adolescent Medicine and the British Columbia Cancer Agency also identified a new inhibitor against H5N1.

More broadly, basic research published in the *Journal of Infectious Diseases* suggests the body’s immune response could be enhanced to protect against several different influenza viruses at once, rather than the existing treatment of targeting single viruses, offering hope of a universal vaccine against flu.



Both swine and birds have been implicated in the spread of flu viruses

“Maybe we will have a chance to avert the next pandemic”



Helping Poor Children Hear

Some 61 million children in the world suffer moderate or greater hearing loss but the cost of treating this condition can be prohibitive, particularly in developing countries. Hearing aids can cost many hundreds of US dollars each, in addition to the expense of personnel to test hearing and fit the aids. As a result, many children in poorer areas go untreated and may suffer diminished language acquisition and educational attainment.

Dr Bradley McPherson, Associate Professor in the Faculty of Education, has been working on this problem for more than 30 years in Africa and across Asia. He recently participated in a large-scale project in China to find a more affordable way to test children's hearing and fit them with hearing aids.

The project was organised by WWHearing (WorldWide Hearing Care for Developing Countries), a charity that works closely with the World Health Organisation and of which Dr McPherson is an Executive Committee member. Six hearing centres were set up on the Mainland,

two run by audiologists in major cities (Nanning and Beijing) and the rest run by school teachers or administrators who had received special training in remote areas of Guangxi.

A total of 216,000 children were screened and 206 of them were fitted with hearing aids, and an analysis of the cost effectiveness was published in *BMC Health Services Research*. The centres operated by teachers and administrators were found to be both effective and affordable: the total cost per child, including personnel, testing equipment and hearing aids, was US\$209 in the rural centres, US\$257 in Nanning and US\$306 in Beijing.

"We wanted to see how effective it would be to train teachers to do the fitting in a primary health care setting compared with professional audiologists, who are still very rare in China, and we found it was considerably cheaper. Although the cost is still greater than we would like it to be, it looks to be a promising option for treating children in developing countries," Dr McPherson said.

Dr Bradley McPherson with one of his young Hong Kong patients



"It looks to be a promising option for treating children in developing countries"

Bright Lights, Green City

Growing evidence of global warming has intensified the race to find alternatives to fossil fuels and to make more efficient use of our energy. Two pioneering initiatives at HKU hope to contribute new solutions for cleaner energy.

"We hope we can come up with something that will have a big impact and make Hong Kong more visible on the map"

The new Institute of Molecular Functional Materials project, which received a \$92 million Area of Excellence (AoE) grant in 2009, is approaching energy issues from a chemistry perspective. Scientists will seek to harness solar light energy to generate useful chemical reactions, such as reducing water to hydrogen gas. They will also create organic and polymer light-emitting diodes (OLEDs/PLEDs) of various colours and try to create white light OLEDs and PLEDs that are more energy efficient than conventional lighting. Additionally, they will try to develop organic thin film transistors for use in electronics.

Professor Vivian Yam, the Philip Wong Wilson Wong Professor in Chemistry and Energy, is leading the multi-institutional, eight-year project, which also involves scientists from the Chinese University of Hong Kong, the Hong Kong University of Science and Technology, City University and Baptist University.

"We'd like to contribute to the energy debate from a chemistry perspective and synthesise, design and create new molecular materials that would be relevant to OLEDs, organic solar cells and photocatalysts.

"We hope we can come up with something that will have a big impact and make Hong Kong more visible on the map," Professor Yam said.

The University is also one of the first in the world to establish a 'smart grid' laboratory, which is exploring more efficient ways to deliver energy. The lab was established in 2008, just months before the US, China and other countries made smart grid a highlight of their stimulus bills.

Professor Felix Wu, Philip K.H. Wong Wilson K.L. Wong Professor in Electrical Engineering, is leading the smart grid lab, which is focusing on the delivery of wind and solar energy. Currently a lot of renewable energy capacity is wasted because the electricity grid is unable to accommodate it. "We want to make sure we extract the most energy that we can and to do that, we use state-of-the-art information and communication technologies for better management of the grid," Professor Wu said.

The lab is measuring the performance of different kinds of wind generators and solar cells, as well as their control systems, under different conditions. It currently uses data from Europe but discussions are underway with CLP Power about a joint research project for collecting data from a micro grid of small wind and solar systems in Hong Kong. The information will be used to develop smart control systems that balance all the variables to manage electricity transmission more effectively.



Felix Wu explains the benefits of his 'smart grid' lab

Climate Change Knowledge is Still Incomplete

Scientists trying to predict global warming and other aspects of climate change draw on comparisons with data from the past, but research by Dr Liu Zhonghui, Assistant Professor of Earth Sciences, and his colleagues suggests this information may be incomplete.

Dr Liu led a study that used ocean sediments to look back 34 million years ago when rapid cooling led to the formation of massive ice sheets in Antarctica but probably not in the Arctic. They found that at the start of the cooling transition, temperatures in the higher latitudes were likely at least 10 degrees Celsius warmer than today, much warmer than current climate models would predict.

The scientists also separated the impacts of atmospheric temperature and the cooling effect of ice volume to show that all of the glaciation could have occurred in Antarctica during the transition, even though temperatures were dropping worldwide.

“This was a time of dramatic changes. Although the change was towards cooling and not warming, the fact that current climate models cannot simulate warmer high latitudes in the past suggests that our understanding of climate change is incomplete,” Dr Liu said.

The findings were published in 2009 in *Science*, along with a second climate change study that Dr Liu

participated in concerning sea surface temperatures during the early Pliocene period (about four million years ago).

That study found that although carbon dioxide (CO₂) concentrations in the atmosphere during the Pliocene were similar to today, the Earth was much warmer and temperature differences were flatter because of less cooling in higher latitudes. There were also larger tropical warm pool regions and the atmospheric (Hadley) circulation was greatly weakened.

To account for this discrepancy, Dr Liu and his colleagues tinkered with the widely-used atmosphere-ocean coupled general circulation model, a type on which current climate change projections are based. When they applied only the atmosphere climate model and used prescribed ocean conditions likely to have prevailed at the time, they found anomalies in atmospheric behaviour that had not been observed in coupled climate models.

“As temperatures rose, water vapour in the atmosphere increased greatly. Water vapour is another greenhouse gas, it’s stronger than CO₂. So changes in the water vapour content and cloud distribution in the atmosphere can account for some of the warming we observed during the Pliocene,” Dr Liu said.

“The important implication is that we don’t know everything yet. CO₂ is probably not the only thing that can cause climate change and there may be more complicated factors involved.”

“The fact that current climate models cannot simulate warmer high latitudes in the past suggests that our understanding of climate change is incomplete”



Dr Liu Zhonghui

Cleaning Hong Kong's Waters

Academics in the Faculty of Engineering have been trying to find better ways to treat and manage water pollution. Their efforts recently paid off with the launch of a project that will provide a comprehensive picture of water quality in Hong Kong, as well as honours for leaders in the field.

The Waterman Project aims to improve water quality management in Hong Kong and could potentially have applications in China. It is being funded with \$29.76 million from The Hong Kong Jockey Club Charities Trust, has the support of several Government departments and involves collaboration between the Department of Civil Engineering and the Department of Computer Science.

The project will develop a water quality modelling system and visualisation technology to provide three services: a daily beach water quality forecast; information on fisheries management, such as the likelihood of red tides and algal blooms; and a 3-D visualisation tool that can be used to help decision makers and the public better understand Hong Kong's water quality problems and the impacts of proposed projects.

Leading the project is Professor Joseph Lee, Redmond Chair in Civil

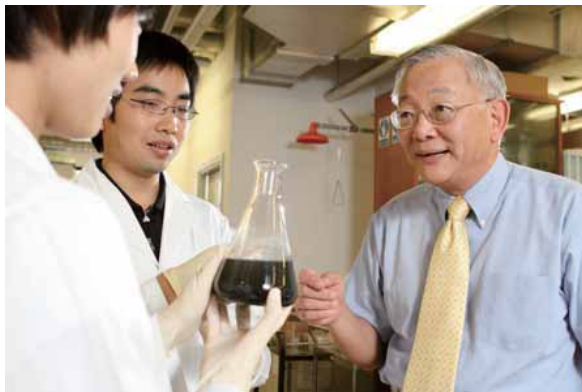
Engineering, who in 2009 was also the first Asian-based academic to receive the Hunter Rouse Hydraulic Engineering Award from the American Society of Civil Engineers for his innovations in environmental hydraulics.

"Our overall goal is to help the public to better understand the quality of our waters so they can engage in meaningful discussions about how to sustainably manage different events, whether they are natural, such as rainstorms, or man-made, such as reclamations and sewage treatment facilities," Professor Lee said.

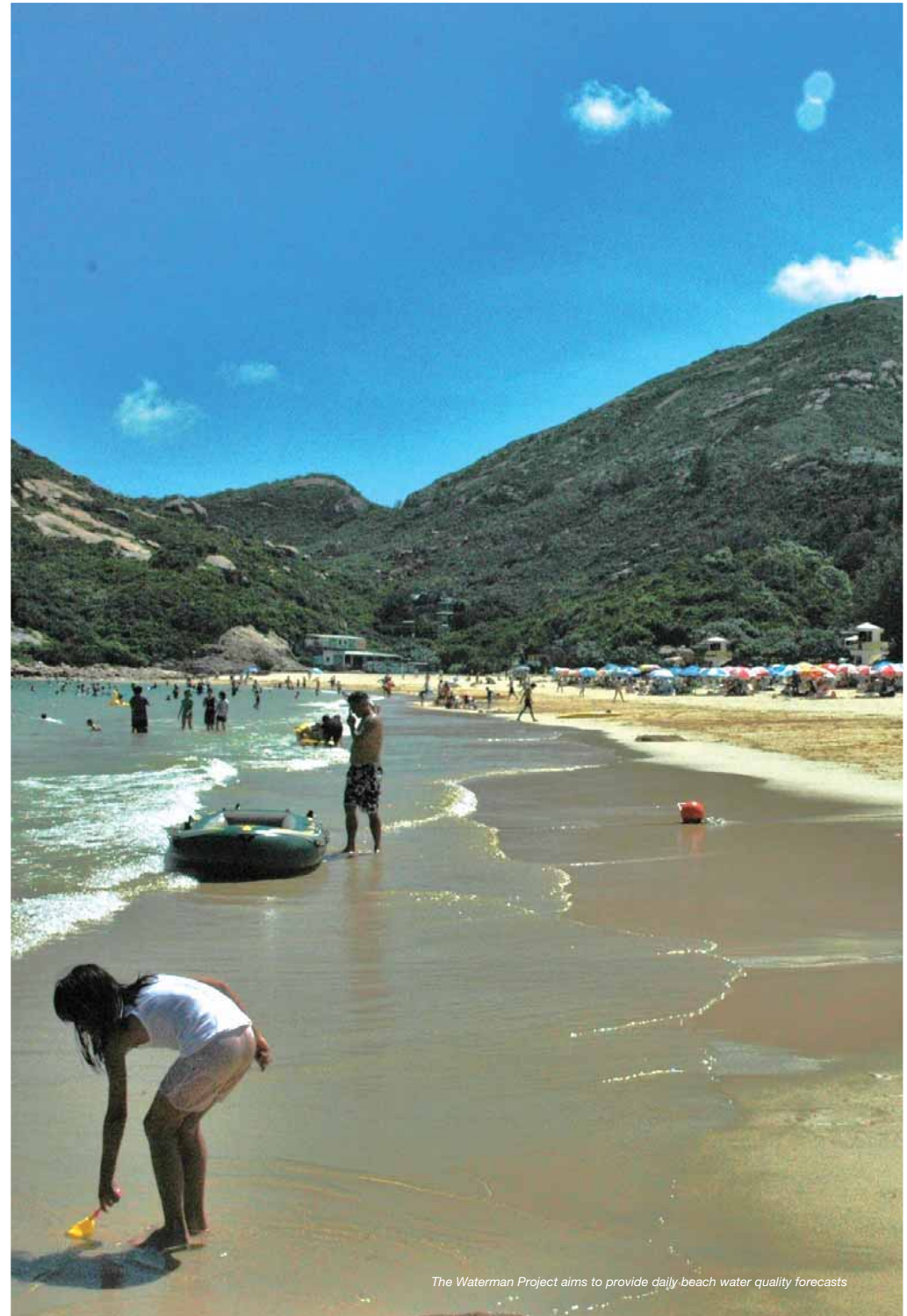
Meanwhile, Professor Herbert Fang, who is Chair Professor of Environmental Engineering, received China's 2008 State Scientific and Technological Progress Award for his contributions in cleaning up effluents from petrochemical industries, refineries and oil fields.

Professor Fang has been investigating wastewater treatment since the 1970s and is a pioneer in the development of anaerobic technology, which consumes much less energy than the more conventional aerobic treatment and produces only 10 per cent of the sludge. Currently he is investigating how to harness the hydrogen produced from anaerobic bacteria for use as an energy source.

"Our overall goal is to help the public to better understand the quality of our waters"



Professor Herbert Fang in the laboratory



The Waterman Project aims to provide daily beach water quality forecasts



Dr Anne Cheung

China, the Internet and Freedom of Expression

When Dr Anne Cheung, Associate Professor in the Department of Law, took on the task of investigating freedom of expression on the Internet in China for an international project, she was not optimistic of the outcome. In a one-party state where the media has generally faced tight restrictions, she expected a controlled online environment where severe self-censorship would be the norm. That is far from what she found.

Dr Cheung has been tracking about 40 judges' blogs and found they use these forums to advocate reforms and express opinions on a wide range of subjects, including their own cases, cases handled by other judges, politics, corruption and other social phenomena.

"Although the Chinese government is trying to censor the Internet, comparatively speaking people still enjoy a lot of freedom on the Internet. At least we've seen judges to be quite open and critical," she said.

"Despite setbacks and government controls, overall the trend in China is moving towards more openness"

Dr Cheung and her team began tracking the blogs in 2007 and found enough information to map where the judges were based, the level of court they dealt with and their gender.

They are now analysing the topics discussed and the nature of the judges' opinions.

"The judges are quite clear and outspoken in their views, whereas we thought they would use more indirect forms of expression. There are certain things they won't touch – they won't criticise the Communist Party – but they still criticise phenomena like corruption. To a certain extent they are quite daring, although many don't use their real names," she said.

"This is very different from common law. The judges in China see themselves as advocates, although they know the boundaries."

Dr Cheung is also tracking the blogs of dissident lawyers, who as expected are also outspoken about cases and reforms. They play a cat-and-mouse game with authorities, who shut down the blogs only for them to re-appear under a different name.

"Despite setbacks and government controls, overall the trend in China is moving towards more openness," she said.

Her study is being conducted for the OpenNet Initiative, which was launched by Harvard, Oxford, Cambridge and Toronto universities to gauge censorship and surveillance on the Internet around the world. The results will be published in a book in 2010 detailing Internet freedom in different countries. They will also be used to monitor on-going Internet freedom in China.

Examining China's Place in the World

Professor Helen F. Siu likes to go against the flow. The Yale University-based anthropologist, who is also the Honorary Director of HKU's Hong Kong Institute for Humanities and Social Sciences, took a year's sabbatical to sharpen the development of the Institute. With everyone beating a path to China's door, she and her colleagues at the Institute, which provides interdisciplinary research training on issues related to a connected Asia, have chosen to look outward at China's relationships with South and Southeast Asia, the Middle East, and hopefully Africa.

"South China and the Middle East, for example, share concerns about the cultural practices of family businesses, corporate governance, and the delicate balance between state and market. They also have historical linkages, which remain visible in the mosques, temples, street names, popular cultural customs, and business enterprises in our cities. China has also resumed its vital trading presence in the Gulf. Our research training clusters at the Institute will explore many of these issues," said Professor Siu.

"We are also interested in urbanisation, seeing that over half of the world's population now lives in urban areas. We are bringing together scholars to understand migration, public health, urban sustainability

and social conflict in Asia's mega cities, starting with India-China comparisons. We would also like to encourage colleagues to examine the partnerships China has forged with African governments in the extraction industries and infrastructural developments. Social and cultural issues also urgently need attention."

The Institute was established in 2001 to focus on China and Inter-Asia studies. It has established institutionalised research partnerships with scholars from Hong Kong, China, Europe and North America to conduct research training on these issues, and to cross disciplinary boundaries.

To foster the academic synergy and promote interdisciplinary research within the University, the University's Centre of Asian Studies and the Institute of Humanities and Social Sciences were put under one roof in 2009.

"The University of Hong Kong is an ideal environment to nurture such flexible academic positioning. Hong Kong has relatively good infrastructure and public funding in education, although never enough. It maintains a transparent and vibrant civic culture, and its citizens look north and globally. And with many young scholars recently joining various faculties at the University, the energies created are exciting," she said.

"We are also interested in urbanisation, seeing that over half of the world's population now lives in urban areas"



Professor Helen F. Siu

Time and Space to Think

Young scholars, their PhDs still fresh in their hands, are often pressed for time to pursue their research ideas because of teaching and other commitments. With that in mind, the Society of Scholars in the Humanities was established in 2009 to attract some of the best young researchers from around the world and let them follow their ideas without a heavy load of formal requirements.

The scholarship is rare in that it brings together scholars from different disciplines, and demands only that they meet each week, teach one course per year and share their research findings with the wider University community. The three scholars admitted to the Society in 2009 include a novelist, an Islamic art specialist and a Latin American historian.

“One of the principles behind this fellowship is to give people the time and space to work. This is what universities used to be about and HKU is now one of the only places in the world where you can get a fellowship like this, apart from Oxford and Cambridge and a few universities in the US,” Dr Rajeev Balasubramanyam, a novelist who recently completed a PhD in creative writing at the University of Lancaster, said. He will work on his third novel here and investigate the impact of globalisation on literature.

The interdisciplinary aspect of the programme is also unusual, according to Dr Cho Minyong, a Korean who has just done post-doctoral work at Harvard University and is interested in how medieval Islamic art was shaped by the intellectual environment at the time. Her experience in the US was that specialists tended to spend most of their time with people in the same field.

“HKU and I are a good match at this time in my career because right now I need to be in a nurturing environment rather than with lots of other specialists. Everybody in the Department of Fine Arts has been eager to help me and the programme is structured so that I have to meet people in other fields, which gives me perspectives I wouldn't have been exposed to otherwise. It's not just meeting people from different fields but also different cultural backgrounds,” she said.

The location in Hong Kong also has academic appeal. Dr Ryan Crewe recently completed a PhD in Latin American Studies at Yale University and will use his time here to investigate trading and missionary links between Mexico and Asia in the 16th century. The main attraction, though, is the scholarship itself.

“It seemed such an exciting opportunity for interdisciplinary discussion among the branches of the humanities. That's what brought me here. We meet every week informally for lunch and talk about our work and how we're adapting, and we discuss ideas on what kinds of programmes

we can develop together over the next two years. It's a chance to formally begin exploring all the leads we're finding in our research and see what comes of it,” he said.

At the other end of the experience spectrum, established scholars with international reputations are also being brought to the University to enhance our research competitiveness and international collaborations.

The Visiting Research Professors Scheme was launched in 2009 to bring academics here for two months each year over three years to enrich our research programme.

Eleven Visiting Research Professors have been appointed and Professor Deborah Davis, a sociologist from Yale University, was among the first batch. She is visiting in the Hong Kong Institute of Humanities and Social Sciences and has focused on bringing together scholars in such fields as Chinese history and society and promoting research. “The fellowship allows me to interact with these colleagues, get feedback on my work, and exchange views on new trends. This is a great university at a moment of enormous expansion and change, and it's also exciting to be a witness to that,” she said.

“One of the principles behind this fellowship is to give people the time and space to work. This is what universities used to be about and HKU is now one of the only places in the world where you can get a fellowship like this”



Young scholars discuss their work
From left: Dr Cho Minyong, Dr Ryan Crewe and Dr Rajeev Balasubramanyam

Connecting Language and Culture



Dr Si Chung-mou with young students

Hong Kong students learn to read and write the Chinese language, but how much do they understand of Chinese traditions, philosophies and culture? Not enough, reckons Dr Si Chung-mou, Associate Professor in the School of Chinese, who has been overseeing a project to make more than 3,000 years of Chinese culture accessible to young people.

The Chinese Culture Research Project began in 2003 and has resulted in two volumes that were originally aimed at Hong Kong secondary schools but have been picked up on the Mainland and printed in both traditional and simplified characters. These are now being translated into English to meet demand from overseas.

A website has also been set up where younger students can learn passages from 100 traditional texts written in classical Chinese, which are accompanied by explanations in

modern Chinese and recitations in Cantonese and Putonghua.

“The students of course know the Chinese language, but they are not familiar with traditional Chinese culture. We think they should know more about the meaning behind the words they learn,” Dr Si said.

One volume offers a general overview of 24 aspects of Chinese culture, from ethics and religion to history and literature. The other looks more in-depth at eight topical issues, such as politics, economic development and moral teachings, and asks students to analyse the contributions of Chinese culture. The material is presented in essays and stories written by researchers in consultation with experts from Hong Kong, Macau, Mainland China, New Zealand, the Philippines, Singapore, Taiwan, Thailand, and the United States.

The texts meet a need for more cultural teaching under the new liberal studies curriculum for secondary schools, but Dr Si said their contribution goes deeper than that. “It is the mother-tongue language and we think students should know more about Chinese culture. It can help them to judge the significance of the culture and at the same time to know more about themselves.”

Building Bridges Across Disciplines

Our research strategy encourages academics to cross disciplines. This can be difficult when they are housed at opposite ends of the campus, or come from completely unrelated disciplines. While meetings can be organised to fit into already busy days, some of the best ideas arise from informal or more frequent encounters. Two developments in 2009 sought to provide more opportunities for such encounters.

Construction began on a new centre for human research that will bring together various disciplines under one roof. The Hong Kong Jockey Club Building for Interdisciplinary Research will house specialised research laboratories and state-of-the-art, multi-disciplinary centres for magnetic resonance imaging engineering, behavioural sciences

and holistic health, human performance research, clinical trials, genome research, medical physics and chemical biology. The Jockey Club’s Charities Trust has donated \$133 million and the building will be completed by mid-2011.

The Centre for the Humanities and Medicine has been established to foster cross-disciplinary exchanges between the Faculty of Arts and the Li Ka Shing Faculty of Medicine. Drawing on diverse fields of expertise, the new Centre will promote research and teaching on the interrelationship between disease, health, culture and society, with a particular focus on Asia. An important theme will be the integration of new critical capacities into the clinical curriculum, bringing insights and methodologies from the humanities to the practice of medicine and healthcare.



Strong Roots, Big Branches

A student gets to grips with a new culture during the Islamic Week opening ceremony

The University has a special place in the history of Hong Kong and the region. It has been a source of leadership and knowledge since 1911 and its academics and alumni have been at the forefront of addressing the many challenges and opportunities arising from rapid change.

As Hong Kong has become an international financial centre, we continue to find new ways to contribute to the betterment of Hong Kong and its people, as well as the wider region.

One way we do this is by pushing knowledge boundaries and sharing our expertise. Our response to the May 2008 Sichuan earthquake is a good example. Seed funding has been provided to 15 projects that help people in the region to re-build. All of the projects have a research or educational component so we can stay true to our purpose as a university, and include such initiatives as improving earthquake resistance in buildings, developing a grief therapy manual in the event of catastrophes and setting up e-learning facilities in a school (which were installed by students – see the *Learning Without Borders* chapter).

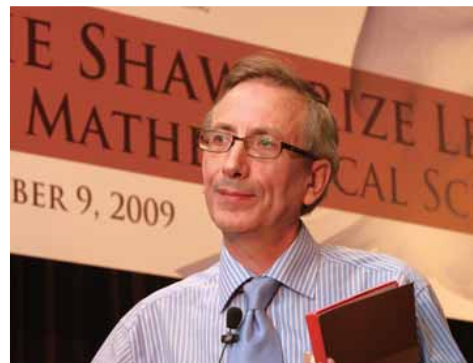
We also contribute to intellectual discourse in the community by bringing prominent international academics and personalities to the campus to give public lectures. In 2008-09 visitors from around the world joined our initiatives in the arts and humanities (see *Promoting the Arts and Humanities*). Shaw Prize Laureates Professor Simon K. Donaldson of Imperial College, London, and Professor Clifford H. Taubes of Harvard University, gave lectures on the mathematical sciences, while Nobel Laureate Torsten Wiesel lectured on visual perception.

We also received such luminaries as former US President Bill Clinton and pioneering AIDS researcher, Dr David Ho, who were conferred honorary degrees for their shared commitment to humanitarian causes and their global leadership in HIV/AIDS research and advocacy. Chinese dissident journalist Dai Qing held a talk on her latest books and Oscar-winning film director Ang Lee returned to Loke Yew Hall, where he filmed parts of *Lust, Caution*, for a public talk on his artistic journey.

Community mindedness also means providing a welcoming place for people of all kinds. The increasing numbers of international students and faculty prompted us to open a Halal food corner in 2009 to meet the dietary needs of Muslims on campus. Our scholars organised public events such as Africa Day and Japan Month to promote understanding of other cultures. The Centre of Development and Resources for Students also offered a slate of programmes that promote global citizenship, inclusion and diversity.

Our contributions to the community take a physical form, too. We are a green oasis in our neighbourhood in Western District. When the new Centennial Campus opens in 2012, it will provide further open space for the public. The new campus is being built with funding support from the government and the community and it dovetails with our centenary in 2011-12. Planning is underway to ensure everyone can join us in celebrating our 100 years as a pivotal member of the Hong Kong community.

Pictured opposite
 clockwise: Former US President Bill Clinton,
 Dr David Ho, film director Ang Lee (right), Professor Daniel K.L. Chua (left),
 Professor Torsten Wiesel, Professor Clifford H. Taubes, Professor Simon K. Donaldson.



Gifts That Last

Our academic and physical development have been enhanced in recent years by private donations. These donations complement the Government's allocation and enable us to establish endowment funds, develop and plan new facilities, and provide students and staff with additional support for learning and research.

One of our most successful initiatives has been the Endowed Professorship Scheme, which began with eight professorships in 2005 and numbered 37 in 2009. The endowments, of a minimum \$20 million each (including a matching grant from the University), promote excellence in research in the fields they support. In 2009 the Endowed Professorship donors were presented with a commemorative Ming-style chair bearing a plaque.

Donors also support specific causes. We are recognised internationally for our research into infectious diseases so Professor Richard Yu and Mrs Carol Yu made a \$50 million donation in support of the Carol Yu Centre for Infection to help us extend and

enhance our ongoing research efforts. Gallant Ho, an alumnus, contributed \$5 million to establish the Gallant Ho Service Learning Scheme – Family Values to provide up to 500 students with opportunities to offer services in the community related to their learning and gain an appreciation of the positive family values of Chinese culture. The Hung Hing Ying and Leung Hau Ling Charitable Donation also established the Hung Leung Hau Ling Distinguished Fellow in Humanities to bring important scholars to HKU (see *Healing the Rift Across the Strait*).

We also receive donations through broad appeals, which may be aggregated for special projects. In 2009 the Bricks Campaign was established in which donors receive a brick with an engraved personalised message that will be installed in a landscaped area of the new Centennial Campus. Donors have used the bricks for such things as commemorating their time at HKU, remembering loved ones and celebrating marriages, births and graduations.

Promoting the Arts and Humanities

A grounding in the arts and humanities is a valuable asset in today's rapidly-changing world, where people need to be flexible and adaptable and think critically to sort through the bombardment of information and choices they face. We are keen to ensure that students gain a rounded perspective from the new curriculum, but we also recognise our responsibility to provide the community as a whole with opportunities to reflect more deeply on modern life.

The month-long *Summer Institute* was a highly successful experiment to celebrate the arts and humanities with a wide range of activities and people from around the world. Secondary school students and members of the general public were invited to the campus to join 28 events that focused on the Chinese and English languages, culture, history, philosophy and creative industries. Activities ranged from performances by emerging Japanese pop stars and an English choir to a writers' public forum and poetry readings to a Korean drumming workshop and a concert by percussionists from Ghana, Bali and Korea.



Participants in the Summer Institute

More than 2,000 people participated including about 130 students from 11 countries who took credit-bearing courses.

Professor Daniel K.L. Chua, Head of the School of Humanities, was a driving force behind the programme. "The Summer Institute basically provides a space where different ideas can interact. Something exciting may happen in the relationship between people and the different arts and disciplines. It's not the sort of thing that we can manipulate, but we hope that by providing the space, it can spark new projects," he said.

"More than 2,000 people participated including about 130 students from 11 countries"

The *University Artist's Scheme* initiated by the Faculty of Arts was launched in 2008 to promote excellence in the arts. It brings together artistic university students and established artists for workshops, screenings, exhibitions and public performances. The scheme, which is hosted by the Faculty of Arts and supported by the Wah Ching Fund, is open to all university students in Hong Kong. Participating artists during the first year included film directors Ann Hui and Peter Chan Ho-sun, violinist Yao Jue, theatre director Vicki Ooi and percussionist Dr Lung Heung-wing.

The *Hung Leung Hau Ling Distinguished Fellow in Humanities* scheme aims to bring renowned scholars to the University to enhance and enrich humanities studies at HKU. It was set up with a \$15 million donation from the Hung Hing Ying and Leung Hau Ling Charitable Donation, which we matched to provide a perpetual endowment. The first incumbent is the renowned Taiwanese essayist and cultural critic, Professor Lung Yingtai (see overleaf).

Healing the Rift Across the Strait

One of the most influential writers and cultural critics in the Chinese-speaking world is Professor Lung Yingtai. For nearly 20 years she has carried in her heart the seeds of a book that could help to bridge understanding across the Strait that divides the Chinese Mainland and Taiwan. At HKU she found the space and time to complete her work.

The book, *Big River, Big Sea – Untold Stories of 1949*, relates stories of Chinese families caught up in the upheavals of 1949. The people range from the famous, such as Taiwanese president Ma Ying-Jeou, to the not-so-famous, such as an 89-year-old man held prisoner by the Japanese who waited all these years to tell of his experiences.

Professor Lung's family also appears. Her father had been an officer in the Kuomintang military police and her parents fled China in 1949. On the day of departure her older brother, then aged one, was crying, so her mother decided to leave him behind with her mother-in-law thinking their absence would be temporary. She did not see him again for 38 years.

"Chinese people on both sides of the Strait tend to see history from their own national perspectives," Professor Lung said. "There have been so many injustices and during these 60 years no one has said 'sorry'. There were so many debts that have not been cleared, so many acts of kindness that have not been repaid and so many wounds that have not healed.

"If peace is so important, we must know the hurt of the other side. If people on each side do not know the other, then there is no basis for friendship. It cannot only be peace between political leaders."

The inspiration for the book came when Professor Lung witnessed the fall of the Berlin wall in 1989. Like China, Germany had seen families torn apart and she realised that many of the people who had lived through 1949 would soon be gone. She began to research her book but was interrupted by many other demands, such as heading Taipei's Cultural Bureau for three and a half years and joining HKU as Adjunct Professor at the Journalism and Media Studies Centre.

Then in 2008 she received the Hung Leung Hau Ling Distinguished Fellow in Humanities. This provided financial support for a full year and a room at Robert Black College to focus only on writing *Big River, Big Sea*.

Apart from China's agonies, the book also chronicles the ordeals of families caught in conflicts in the West and includes letters written by Professor Lung's German mother-in-law's first husband before he died in a Soviet prisoner-of-war camp during World War II.

"If peace is so important, we must know the hurt of the other side"



Professor Lung Yingtai

Family Health, Happiness and Harmony



Families are the foundation of society, but their fabric has been tested under the stresses of modern-day living. In Hong Kong, there have been well-publicised family tragedies. A new project at the University aims to address the problems and promote family health, happiness and harmony across the territory.

The project, entitled 'FAMILY: A Jockey Club Initiative for a Harmonious Society', is a \$250 million initiative of The Hong Kong Jockey Club Charities Trust in collaboration with the School of Public Health.

The School is establishing a cohort of 20,000 households who will be interviewed and tracked over several years to identify the sources of family problems and to monitor changes. The aim is to gain information for devising prevention policies and measures and promoting better family health and relations in the community. By October 2009 more than 5,000 households had been interviewed.

The School is also conducting five randomised control trials to test the effectiveness of interventions on such topics as better parenting and positive psychology. The trials are being conducted in co-operation with the Family Health Service of the Department of Health and

non-governmental organisations (including Caritas, the Family Welfare Society, Sheng Kung Hui and Hong Kong Christian Service). Additionally, the School is involved in public health education and health communication related to the project.

Professor Lam Tai-hing, Director of the School of Public Health, said the project is unique in taking a public health, evidence-based and evidence-generating approach to identify how family problems could be prevented and how the '3Hs' of family health, happiness and harmony could be promoted.

"There are a lot of projects helping people in trouble in Hong Kong. Our approach is more upstream to see if families and the community can be made more aware of the issues and be motivated to do something before a problem gets out of control. We are targeting the whole family, rather than individuals in isolation," he said.

The project also includes a strong public education component, with activities including an annual telephone survey on the use of health information in the community, training workshops and seminars, an annual symposium and the use of media outlets and community and district campaigns to promote the 3Hs.

"We are targeting the whole family, rather than individuals in isolation"



The University Profile

STUDENT*

Student Admission (New Intakes)

Academic Level	Male		Female		All		% International	
	2007-08	2008-09	2007-08	2008-09	2007-08	2008-09	2007-08	2008-09
Postgraduate (Research and Taught)	2,218	2,276	2,393	2,394	4,611	4,670	33.8%	38.6%
Undergraduate	1,664	1,654	1,893	1,907	3,557	3,561	16.6%	15.6%
All New Intakes	3,882	3,930	4,286	4,301	8,168	8,231	26.3%	28.7%

Enrollment of Students on All Programmes

Faculty	Postgraduate (Research and Taught)		Undergraduate		All Levels	
	2007-08	2008-09	2007-08	2008-09	2007-08	2008-09
Architecture	828	785	371	357	1,199	1,142
Arts	774	689	1,362	1,327	2,136	2,016
Business and Economics	1,472	1,601	2,819	2,582	4,291	4,183
Dentistry	185	196	258	263	443	459
Education	1,801	1,689	584	624	2,385	2,313
Engineering	1,383	1,358	1,525	1,597	2,908	2,955
Law	721	581	481	582	1,202	1,163
Medicine	1,034	1,051	1,984	1,896	3,018	2,947
Science	719	705	1,560	1,611	2,279	2,316
Social Sciences	1,096	1,175	1,087	1,123	2,183	2,298
All Faculties	10,013	9,830	12,031	11,962	22,044	21,792
In % Distribution	45.4%	45.1%	54.6%	54.9%	100%	100%

Enrollment of International Students

Country	Postgraduate (Research and Taught)				Undergraduate				All Levels			
	Headcount		%		Headcount		%		Headcount		%	
	2007-08	2008-09	2007-08	2008-09	2007-08	2008-09	2007-08	2008-09	2007-08	2008-09	2007-08	2008-09
Mainland China	2,395	2,524	69.2%	69.4%	923	919	53.4%	52.9%	3,318	3,443	63.9%	64.1%
Other Asian Countries	332	368	9.6%	10.1%	137	156	7.9%	9.0%	469	524	9.0%	9.8%
Australia and New Zealand	94	75	2.7%	2.1%	75	75	4.3%	4.3%	169	150	3.3%	2.8%
European Countries	364	356	10.5%	9.8%	383	376	22.2%	21.6%	747	732	14.4%	13.6%
North American Countries	238	269	6.9%	7.4%	205	200	11.9%	11.5%	443	469	8.5%	8.7%
Others (e.g. Central and South America, African Countries)	37	43	1.1%	1.2%	6	11	0.3%	0.6%	43	54	0.8%	1.0%
All Countries	3,460	3,635	100%	100%	1,729	1,737	100%	100%	5,189	5,372	100%	100%

* All student statistics shown above include students on UGC-funded, self-funded as well as outreach programmes. Exchange-in and visiting students are excluded.

HKU School of Professional and Continuing Education (HKU SPACE)

Enrollment of Students on Local Programmes Run by HKU SPACE in 2008/2009

Programme	Headcount Enrolled
Postgraduate Degree (including full-time degree)	6,183
Sub-Degree	25,035
General/Short Courses (including non-award bearing professional courses)	36,157
Community College (full-time associate degree and higher diploma)	24,516
All Local Programmes	6,587
All Local Programmes	98,478

Enrollment of Students on Programmes Run in Mainland China by HKU SPACE in 2008/09	Headcount Enrolled
	2,556

GRADUATES*

Cumulative Number of Alumni as of June 2009: Around 128,000

Graduates of all Programmes

Academic Level	Male		Female		All		% International	
	2007-08	2008-09	2007-08	2008-09	2007-08	2008-09	2007-08	2008-09
Postgraduate (Research and Taught)	2,127	1,902	2,269	2,098	4,396	4,000	34.0%	33.6%
Undergraduate	1,457	1,606	1,865	2,104	3,322	3,710	12.0%	13.5%
All Graduates	3,584	3,508	4,134	4,202	7,718	7,710	24.5%	23.9%

Distribution of International Graduates by Country

Country	Postgraduate (Research and Taught)				Undergraduate				All Levels			
	Headcount		%		Headcount		%		Headcount		%	
	2007-08	2008-09	2007-08	2008-09	2007-08	2008-09	2007-08	2008-09	2007-08	2008-09	2007-08	2008-09
Mainland China	1,013	846	67.8%	62.9%	190	295	47.6%	59.0%	1,203	1,141	63.6%	61.9%
Other Asian Countries	135	158	9.0%	11.8%	23	39	5.8%	7.8%	158	197	8.4%	10.7%
Australia and New Zealand	48	38	3.2%	2.8%	16	17	4.0%	3.4%	64	55	3.4%	3.0%
European Countries	155	169	10.4%	12.6%	120	97	30.1%	19.4%	275	266	14.5%	14.4%
North American Countries	130	113	8.7%	8.4%	47	51	11.8%	10.2%	177	164	9.4%	8.9%
Others (e.g. Central and South America, African Countries)	12	20	0.8%	1.5%	3	1	0.8%	0.2%	15	21	0.8%	1.1%
All Countries	1,493	1,344	100%	100%	399	500	100%	100%	1,892	1,844	100%	100%

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

NUMBER OF PROGRAMMES*

Academic Level	2007-08	2008-09
Research Postgraduate	187	181
Taught Postgraduate	151	143
Undergraduate	56	55
All Programmes	394	379

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

STAFF*

Number of Staff in Headcount (as at December 31, 2008)

Category of Staff	2007-08	2008-09
Professoriate	914	956
Research and Academic Support	1,712	1,849
Administrative and Support	2,339	2,574
Technical	1,132	1,160
All Staff	6,097	6,539

Distribution of International Professoriate Staff by Country

Country	Headcount		%	
	2007-08	2008-09	2007-08	2008-09
Mainland China	116	134	23.9%	25.9%
Other Asian Countries	55	63	11.3%	12.2%
Australia and New Zealand	60	60	12.4%	11.6%
European Countries	121	126	24.9%	24.3%
North American Countries	128	130	26.4%	25.1%
Others (e.g. Central and South America, African Countries)	5	5	1.0%	1%
All Countries	485	518	100%	100%

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

RESEARCH

Research Funding Received

Fund Source	HK\$ (in Million)		%	
	2007-08	2008-09	2007-08	2008-09
Block Grant from University Grants Committee	1,272.4	1,449.3	54.9%	70.0%
Research Grants Council/University Grants Committee	195.1	248.9	8.4%	12.0%
Research Grants Council Direct Allocation	13.9	13.7	0.6%	0.7%
Other External Sources (Including Government, Private, Industry)	743.6	286.7	32.1%	13.8%
University of Hong Kong Foundation Allocation	54.2	1.7	2.3%	0.1%
Income from Research-Related Endowment Funds	36.7	70.6	1.6%	3.4%
Total Research Funding	2,315.9	2,070.9	100%	100%

Research Projects (On-going and new)

Broad Disciplinary Areas	Research Grants Projects Funding				Research Contract Projects Funding				All Funding			
	No. of Projects		(in HK\$ M)		No. of Projects		(in HK\$ M)		No. of Projects		(in HK\$ M)	
	2007-08	2008-09	2007-08	2008-09	2007-08	2008-09	2007-08	2008-09	2007-08	2008-09	2007-08	2008-09
Biology and Medicine	2,839	2,954	3,353.5	3,181.5	258	261	294.0	330.9	3,097	3,215	3,647.5	3,512.4
Engineering	757	739	468.7	514.6	65	58	28.3	25.4	822	797	497.0	540.1
Humanities, Social Sciences and Business Studies	1,426	1,269	1,111.3	931.8	216	202	184.7	201.3	1,642	1,471	1,295.9	1,133.1
Physical Sciences	628	588	378.3	466.1	24	43	13.2	14.7	652	631	391.6	480.8
All Disciplines	5,651	5,550	5,311.8	5,094.1	563	564	520.2	572.3	6,214	6,114	5,832.0	5,666.4

Patents Granted (since 1998 and up to August 2008)

Type	Cumulative Number
Human Necessities	43
Performing Operations, Transporting	10
Chemistry, Metallurgy	20
Mechanical Engineering, Lighting, Heating, Weapons, Blasting	1
Physics	35
Electricity	39
Multiple*	17
All Patent Types	165

* Multiple types refer to Patent granted which covers more than 1 of those types specified in the above table.

LIBRARIES RESOURCES, IT FACILITIES AND SERVICES

Main and Specialist Libraries	Number of Bound Volumes
General Library	1,312,541
Fung Ping Shan Library	908,878
Medical Library	214,460
Law Library	121,410
Education Library	77,101
Dental Library	60,161
Music Library	35,350
All Libraries	2,729,901

Main Libraries' E-Resources	Number
E-journals (Subscriptions)	57,862
E-journals (Titles)	39,902
Databases	707
E-books	1,895,309
Computer files	50,842

Total Number of Registered Libraries Users	102,401
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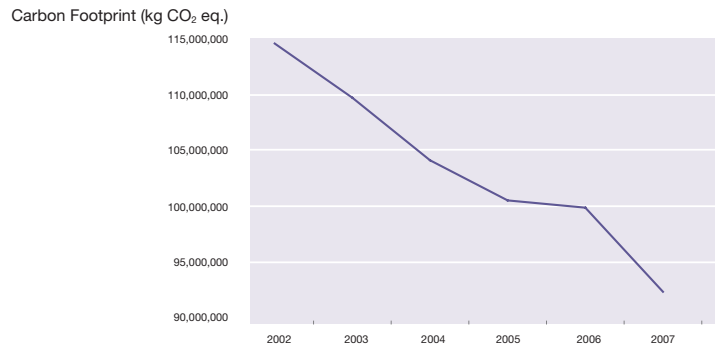
Student Learning Support Resources/Services	Number
Library seats	2,642
Single study rooms for postgraduate students	64
24 Hours student learning centre	1
Knowledge Navigation Centre	1
Fixed/Wireless network access points	over 520
Postgraduate Library Workshop	48 Workshops
Information and Referral Service	69,400 Reference Transactions

COMPUTING AND NETWORK RESOURCES

Type of Resources	Number
Number of Wired Network Access Points	28,000
Number of Wireless Network Access Points	840
Number of E-mail Addresses for Staff, Students and Graduates	100,800
Total Bandwidth for Direct Connection to the Internet and Research/Education Networks	1,390 (in Mbps)
Aggregated Central Computing Power for Teaching and Research Purposes (Theoretical Peak Computing Speed)	6,589 (in GFLOPS)

ENVIRONMENTAL PERFORMANCE

HKU Carbon Footprint 2002-2007



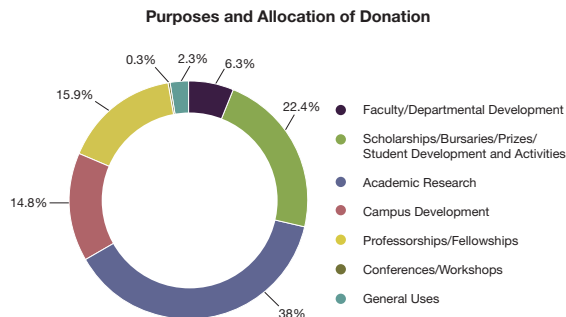
The carbon footprint is a measurement of the amount of carbon dioxide (equivalent) produced from the emission of electricity, gas, road transport and landfill waste. The declining trend is mainly attributed to the building energy efficiency improvements implemented by the Estates Office and also due to changes in fuel use by gas and electricity utilities.

GIVING TO HKU

Donation Facts in 2008/2009

Total Number of Gifts Received	5,118
Total Amount of Donations	\$376M
Total Number of Donors	4,553
Number of First-time Donors	2,289
Ratio of Alumni vs. Non-Alumni Donors	70:30

Distribution of Donations 2008/2009



FINANCE

An Analysis of Consolidated Income and Expenditure for the year ended June 30, 2009

Income	HK\$'000	%
Government Subventions	2,677,895	50.8%
Tuition, Programmes and Other Fees	1,783,777	33.9%
Donations and Benefactions	210,399	4.0%
Auxiliary Services	200,354	3.8%
Other Income	397,162	7.5%
Total Income	5,269,587	100.0%

Expenditure	HK\$'000	%
Learning and Research	4,466,285	74.4%
Instruction and Research	3,959,621	66.0%
Library	197,662	3.3%
Central Computing Facilities	110,000	1.8%
Other Academic Services	199,002	3.3%
Institutional Support	1,534,219	25.6%
Management and General	366,003	6.1%
Premises and Related Expenses	838,899	14.0%
Student and General Education Services	193,201	3.2%
Other Activities	136,116	2.3%
Total Expenditure	6,000,504	100%

SPACE

Distribution of Space by Categories Based on Total Gross Covered Floor Area (as of June 2009)

Category	Gross Covered Floor Area (in m ²)	%
Academic Space	236,919	40.8%
Central and Departmental Libraries	44,341	7.6%
Central Administration and Maintenance	20,711	3.6%
Student and Staff Amenities	26,401	4.5%
Sports Facilities	13,922	2.4%
Student Halls of Residence and Staff Quarters	231,636	39.9%
Others (Including HKU Museum and HKU Press)	6,963	1.2%
All Space Categories	580,893	100%

HKU SPACE Gross Covered Floor Area (at of June 2009)	45,303 m ²
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Land Holdings

Sites	Lot Area (in Hectares)
Hong Kong Island	
Main Campus	14.5
Medical Campus	4.1
Other Sites on Pokfulam	20.9
New Territories	
The Kadoorie Institute	9.6
All Sites	49.1

Halls and Student Residences

Number of Places	Number
Existing	4,646
Planned	1,800

An Extract from the University's Annual Accounts 2008-09

Overview

The financial year 2008-09 was the rollover year extended from the Triennium 2005-08. The results for the year were largely affected by the negative investment return as the aftermath of the financial crises that intensified to early 2009 which also negatively impacted upon the University's fundraising activities. The University has been combating within this difficult economic environment and continued to accelerate the momentum in preparing for the four-year structure curriculum reform in the ensuing years to 2012 which resulted in an increased expenditure despite stringent financial conditions.

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, 2009 are summarised as follows:

	2009 \$ million	2008 \$ million
Income	5,269	5,790
Expenditure	(6,001)	(5,518)
Interest and Investment (Loss) / Gain	(977)	286
(Deficit) / Surplus for the year before Share of Surplus of Associates and Jointly Controlled Entities	(1,709)	558
Share of Surplus of Associates and Jointly Controlled Entities	6	15
(Deficit) / Surplus for the year	(1,703)	573

The consolidated income for the year 2008-09 dropped by \$521 million. This was mainly attributable to the decrease in donations and benefactions as a result of global economic downturn after the financial tsunami in 2008. 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 11,329 for 2008-09 (2007-08: 11,270 FTE), was \$2,200 million (2007-08: \$2,132 million).

On the consolidated expenditure, a total of \$6,001 million was incurred for the year (2007-08: \$5,518 million), of which \$4,466 million (2007-08: \$4,132 million) was spent on teaching/learning and research activities of the Group. If the total depreciation and amortization charges of \$414 million (2007-08: \$330 million) was excluded, the expenditure incurred for the year was approximately 7.7 per cent higher than the previous year.

Financial Outlook

With the end of the financial year 2008-09, the University has entered the last triennium of the three-year structure curriculum. While planning for the four-year structure curriculum reform has been progressing on schedule, the University community as a whole is getting more excited as the year 2012 is approaching and the momentum of recruitment of academic staff continues to accelerate. On the physical campus development, the construction of the Centennial Campus building will be completed in time for the intake of the double cohort of students in the academic year 2012-13. Projects for hostels for the enlarged student population are also underway. In addition, there are other development and consequential works for relocation and space re-organisation which require substantial resources. However, avenues for the exploration of additional financial resources through investment and fundraising activities have been constrained while the economy is recovering from the financial crises. A prudent and yet accommodating financial management strategy is required to strike a balance between limited available resources on one hand and increasing demand for expansion and diversification in different ways on the other.

The University's Annual Accounts can be found at 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.

The University of Hong Kong Consolidated Income and Expenditure Statement

For the year ended June 30, 2009

(Expressed in thousands of Hong Kong dollars)

	2009	2008
Income		
Government Subventions		
• Subventions from UGC:		
– Block Grants and Non-accountable Supplementary Grants	2,200,003	2,132,118
– Earmarked Grants	350,596	342,015
– Rates and Government Rent Refund	39,203	36,647
– Capital Grants and Alteration, Additions and Improvements ('AA & I') Block Allocation	36,277	46,843
	2,626,079	2,557,623
• Matching Grants	–	250,000
• Grants from Government Agencies and Related Organisations	51,816	68,751
	2,677,895	2,876,374
Tuition, Programmes and Other Fees		
• UGC-Funded Programmes	606,759	580,890
• Non UGC-Funded Programmes	1,177,018	1,157,374
	1,783,777	1,738,264
Donations and Benefactions		
	210,399	576,464
Auxiliary Services		
• Residential Halls and Hostels	60,406	55,825
• University Press	4,884	5,049
• Rental Income and Rental Contribution from Staff	101,246	95,814
• Clinics and Chinese Medicine Pharmacies	22,907	22,291
• Others	10,911	10,772
	200,354	189,751
Other Income		
• Contract Research	97,928	90,150
• Service Income	178,240	145,725
• Outside Practice	84,245	66,721
• Miscellaneous	36,749	107,092
	397,162	409,688
	5,269,587	5,790,541
Expenditure		
Learning and Research		
• Instruction and Research	3,959,621	3,666,876
• Library	197,662	179,959
• Central Computing Facilities	110,000	84,954
• Other Academic Services	199,002	200,710
	4,466,285	4,132,499
Institutional Support		
• Management and General	366,003	346,386
• Premises and Related Expenses	838,899	760,425
• Student and General Education Services	193,201	169,998
• Other Activities	136,116	108,924
	1,534,219	1,385,733
	6,000,504	5,518,232
Interest and Investment (Loss)/Gain		
(Deficit)/Surplus from Operations	(1,708,391)	557,923
Share of Losses of Associates	(25)	(2,614)
Share of Surplus of Jointly Controlled Entities	5,892	18,108
Surplus for the Year	(1,702,524)	573,417
Transfers (From)/To:		
• Restricted Funds	(550,723)	(67,291)
• Other Funds	(1,151,801)	640,708
	(1,702,524)	573,417

The University of Hong Kong Consolidated Balance Sheet

As of June 30, 2009

(Expressed in thousands of Hong Kong dollars)

	2009	2008
Assets		
Non-Current Assets		
Property, Plant and Equipment	11,907,970	11,867,285
Leasehold Land	694,408	650,809
Interests in Associates	58	1,279
Interests in Jointly Controlled Entities	33,034	27,142
Investments	7,733,997	9,042,229
Bank Deposits	166,249	
Loans Receivable	20,822	25,685
	20,556,538	21,614,429
Current Assets		
Investments	378,852	1,363,475
Loans Receivable	185,848	178,056
Inventories	3,835	3,263
Accounts Receivable and Prepayments	229,523	200,405
Amount due from Jointly Controlled Entities	29,396	8,618
Cash and Bank Deposits	3,390,572	2,924,151
	4,218,026	4,677,968
Total Assets	24,774,564	26,292,397
Funds		
Deferred Capital Funds		
Equipment	9,648	7,732
Buildings	722,265	440,056
	731,913	447,788
Restricted Funds		
General Endowment Fund	1,799,043	2,107,405
Investment Reserve	842,950	1,008,727
General Reserve	15,000	15,000
Staff Housing Loan Fund	95,709	193,020
Property Revaluation Reserve	10,503,463	10,737,629
Capital Projects	66,754	166,139
Research Projects and Quality Assurance	192,394	128,858
	13,515,313	14,356,778
Other Funds		
General and Development Reserve Fund	1,077,572	1,639,233
Self-financing Activity Funds		
• University	534,902	490,594
• HKU SPACE	1,408,723	1,299,866
• Other Subsidiaries	(5,262)	(6,501)
	1,938,363	1,783,959
Donations and Benefactions	4,510,390	5,187,780
	7,526,325	8,610,972
Total Funds	21,773,551	23,415,538
Liabilities		
Non-Current Liabilities		
Employee Benefit Accruals	226,032	221,915
Loans and Borrowings	274,227	295,127
	500,259	517,042
Current Liabilities		
Accounts Payable and Accruals	1,385,032	1,222,050
Amount due to a Jointly Controlled Entity	-	4,336
Employee Benefit Accruals	410,620	422,085
Loans and Borrowings	130,003	154,049
Deferred Income		
• Earmarked Grants	377,530	291,657
• Capital Grants and AA and I Block Allocation	109,713	166,034
• Others (including Donations and Benefactions)	87,856	99,606
	575,099	557,297
	2,500,754	2,359,817
Total Liabilities	3,001,013	2,876,859
Total Funds and Liabilities	24,774,564	26,292,397
Net Current Assets	1,717,272	2,318,151
Total Assets Less Current Liabilities	22,273,810	23,932,580

Officers of the University

(As of December 2009)

Chancellor

The Hon Donald Tsang, GBM; MPA Harv; HonLLD CUHK; HonDBA HKPU; HonLLD HK

Pro-Chancellor

Dr the Hon David Li Kwok-po, GBM; GBS; HonLLD Cantab, Warw and HK; JP

Chairman of Council

Dr the Hon Edward Leong Che-hung, GBS; OBE; MBBS HK; FRCS(Eng); FRCS(Edin); (Hon)FRCS(Eng); FRACS; FACS; FCSHK; FHKAM(Surgery); JP

Vice-Chancellor and President

Professor 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); HonFHKCPath; (Hon)FHKCP; HonPhD Tor; HonDSc Aberd; JP

Deputy Vice-Chancellor and Provost

Professor Richard Wong Yue Chim, SBS; AB, AM, PhD Chic; JP

Pro-Vice-Chancellors and Vice-Presidents

Professor Chow Shew Ping, MBBS, MS HK; FRCS(Edin); FACS; FHKAM (Orth); JP

Professor Joseph Lee Hun Wei, BSc(Eng), MSc, PhD MIT; MCIWEM; FHKIE; FHKAES; FASCE; FREng

Professor John Graham Malpas, MA Oxon; MSc, PhD Newfoundland; DSc Oxon; PGeo

Professor Paul Tam Kwong Hang, MBBS HK; ChM Liv; FRCS(Eng); FRCS(Edin); FRCS(Glas); FRCS(Ire); FRCPCH; FHKAM (Surgery)

Professor Amy Tsui Bik May, BA, MA HK; PhD Birm; DipEd HK

Treasurer (Acting)

Mr Paul Chow Man Yiu, SBS; BSc(Eng), MBA HK; JP

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Arts

Professor Louie Kam Hung, BA Syd; MPhil CUHK; PhD, DipEd Syd; FAHA

Business and Economics

Professor Gary Clark Biddle, BSBA Ohio State; MBA, PhD Chic; FCPA

Dentistry

Professor Lakshman Perera Samaranyake, BDS Peradeniya; DDS Glas; FRCPATH; CBIOL; MIBiol; FHKAM (Pathology); FHKAM (Dental Surgery); FHKCPath; FCDSHK; FDS RCS(Edin)(Hon); HonDSc Peradeniya

Education

Professor Shirley Joy Grundy, BA Q'ld; MA W Aust; PhD Murdoch

Engineering

Professor Chew Weng Cho, BSc, MSc, PhD MIT

Law

Professor Johannes Chan Man Mun, LLB HK; LLM Lond; PCLL HK; Barrister of the High Court of Hong Kong SAR

Medicine

Professor Lee Sum Ping, MBBS HK; PhD Auck; MD HK; FRACP; DABIM

Science

Professor Kwok Sun, BSc McMaster; MS, PhD Minn

Social Sciences

Professor Ian Michael Holliday, MA Cantab; MPhil, DPhil Oxon

Dean of Student Affairs

Dr Albert Chau Wai Lap, BSc(Eng) HK; MS, PhD Wisc; PCPsych; FHKPsS

Registrar

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Director of Finance

Mr Philip Lam Bing Lun, DipMS HKPU; ACIB; ACIS; FCMA; CPA; CMA

Librarian

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Director of Estates

Mr Kenneth Wong Pak Keung, BA Hawaii; BArch Br Col; MSc(ConstProjectMan) HK; HKIA; MAIBC; CFM; PPFM

The Council

(As of December 2009)

Membership Category	Member	Membership Period
Chairman	Dr the Hon Edward Leong Che-hung	07.11.2009 - 06.11.2012
6 persons, not being students or employees of the University, appointed by the Chancellor	Mr Lester G. Huang Mrs Margaret M.Y. Leung Ko Mr Martin C.K. Liao Dr York Liao Ms Ayesha Abbas MacPherson	07.11.2009 – 06.11.2012 07.11.2009 – 06.11.2012 07.11.2009 – 06.11.2012 07.11.2009 – 06.11.2012 07.11.2009 – 06.11.2012
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	28.01.2007 – 27.01.2010 28.01.2007 – 27.01.2010 28.01.2007 – 27.01.2010 28.01.2007 – 27.01.2010 28.01.2007 – 27.01.2010 28.01.2007 – 27.01.2010
2 persons, not being students or employees of the University, elected by the Court	Mr Man Cheuk Fei	24.06.2007 – 23.06.2010
Vice-Chancellor	Professor Lap-Chee Tsui	01.09.2007 – 31.08.2012
Treasurer (Acting)	Mr Paul M.Y. Chow	28.10.2008 –
4 full-time teachers elected in accordance with regulations	Professor Ng Tung-sang Dr Patrick H. Toy Dr Albert T.C. Yeung	05.12.2006 – 04.12.2009 05.12.2006 – 04.12.2009 05.12.2006 – 04.12.2009
1 full-time employee of the University, not being a teacher, elected in accordance with regulations	Mr Cheung Pok-yin	29.11.2006 – 28.11.2009
1 full-time undergraduate student elected in accordance with regulations	Miss Shing Hiu Yi	03.05.2009 – 02.05.2010
1 full-time postgraduate student elected in accordance with regulations	Mr Chen Xiaohua	05.11.2009 – 04.11.2010

Members' attendance at Council meetings can be viewed at http://www.hku.hk/about/council_membership.html

The Review 2009

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Contribution and Feedback

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Further information about *The Review* or the University, please contact the Communications and Public Affairs Office at cpaomail@hku.hk

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