



THE UNIVERSITY OF HONG KONG

THE REVIEW *2010*



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;

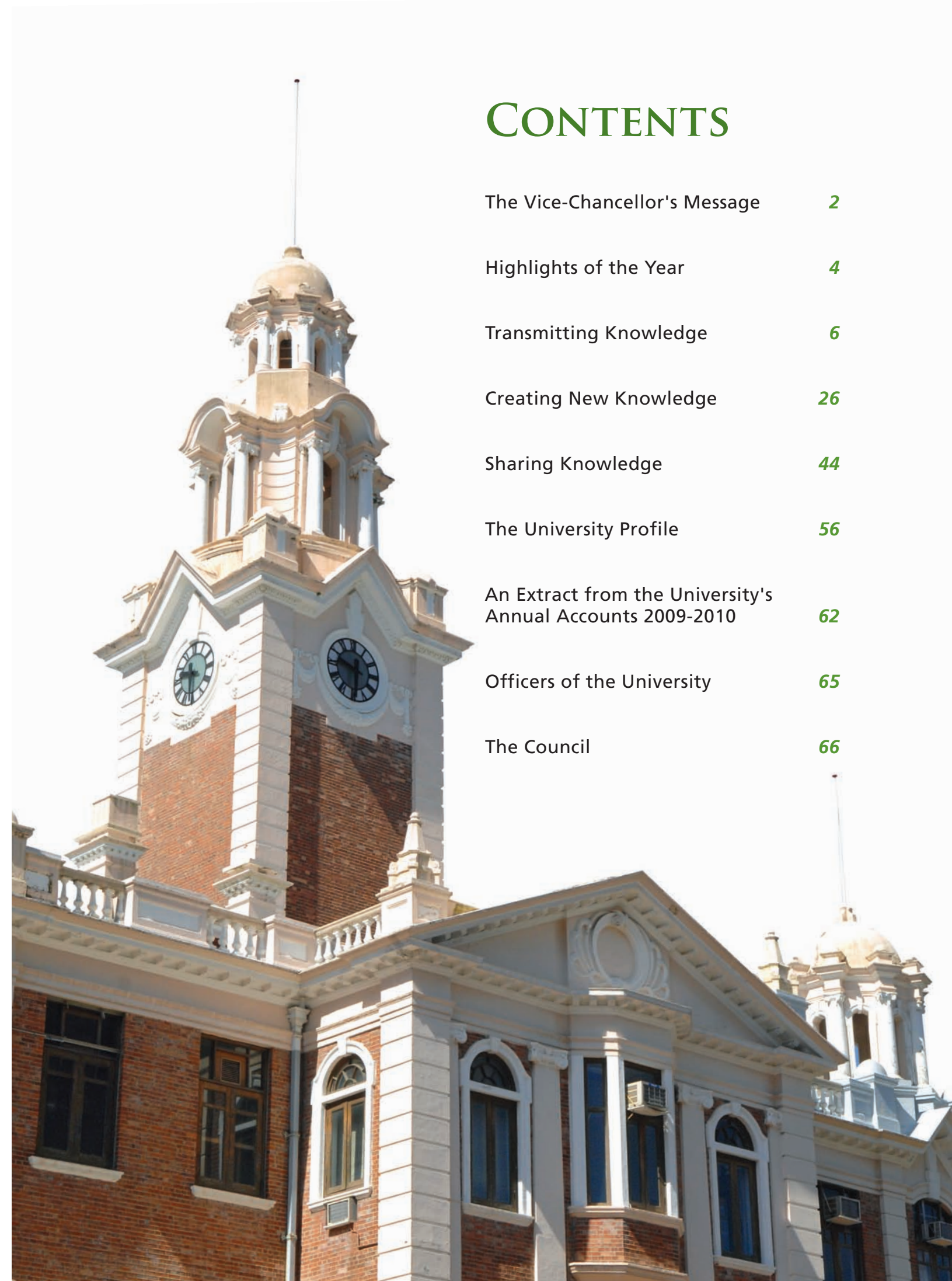
To engage in innovative, high-impact and leading-edge research within and across disciplines;

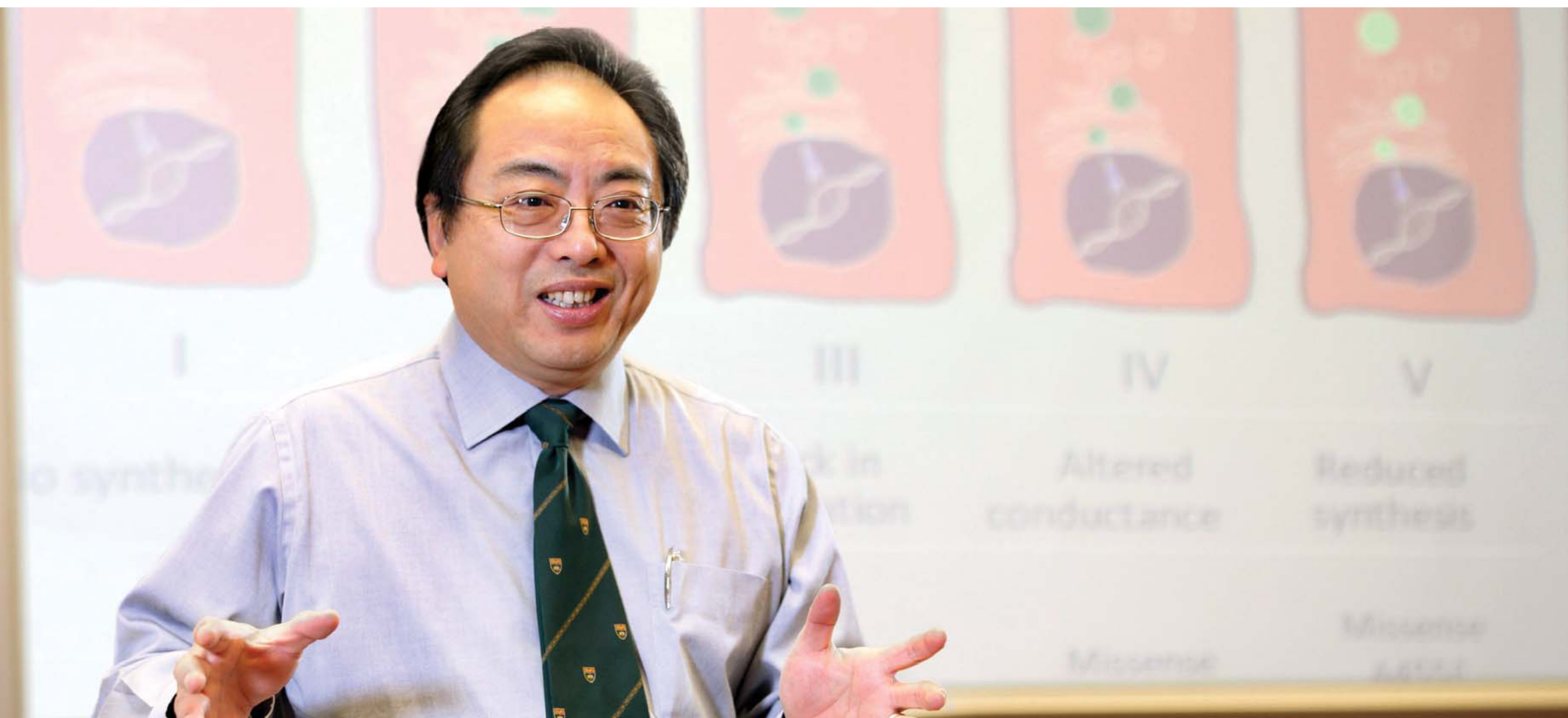
To be fully accountable for the effective management of public and private resources bestowed upon the institution and act in partnership with the community over the generation, dissemination and application of knowledge;

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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PREPARING FOR MOMENTOUS CHANGE

HKU stands on the crest of momentous changes that will usher in a new curriculum, a new campus and a new century for our institution. These events will all happen, coincidentally, over the next two years and we attach high expectations to them. As one of the world's leading universities, we want to ensure the coming changes not only enhance our excellence but also extend our capabilities. Great effort has been expended to achieve these goals and the past year has been particularly strenuous. I am confident, however, that our preparations are setting us on course for smooth sailing ahead.

Innovation in the Curriculum

The most demanding change is the switch to a four-year undergraduate curriculum in 2012. We welcome this change as part of the education reform in Hong Kong and view this as a unique opportunity to advance excellence in teaching and learning, and to re-imagine the kind of graduates we want to produce and the kind of experiences we want our students to have. We are committed to giving our best to our students so want their extra year of university education to be meaningful.

The centrepiece of the new curriculum is the Common Core, an innovative programme that tackles issues of significance to humanity from an interdisciplinary perspective. We are excited about the Common Core because it challenges students to question the world around them and their place in it.

Having successfully piloted six Common Core courses in the past year, we are now ready to extend the benefits to all students. The current three-year curriculum has been re-configured and the Common Core requirement will be launched in the 2010-11 academic year, in advance of the four-year curriculum to be introduced in 2012.

Expanding Capacity in Teaching and Research

Successful implementation of our new curriculum will continue to depend on the quality of our academic staff. We are delighted to see that the high achievements and international outlook of our academic staff were among the reasons cited by both the *Times Higher Education* and Quacquarelli Symonds in ranking HKU the number one

university in Asia and 21st and 23rd in the world, respectively, in 2010.

The quality of our scholars' research output is evidenced by their consistently strong performances in securing funding from the Research Grants Council (\$150 million in 2009-10, the largest share of any Hong Kong university). We also have 110 scientists ranked among the top one per cent in their field globally, according to the Institute of Scientific Information.

While additional staff will be required to meet our expanded teaching commitments, they will also enhance our already-substantial research programme. Some 120 academics have joined the University under the Centenary Recruitment Plan and another 80 will come over the next two years. They will undoubtedly add to our strengths in both the advancement of knowledge and the betterment of the community.

Engaging the Community

The emphasis on giving back to the community is an important one. Our role has always been threefold: we contribute to the knowledge economy by our teaching and learning, our research, and partnership with our community.

HKU has a long tradition of community engagement, both in Hong Kong and regionally. In 2009-10 we formally created the Knowledge Exchange Office to support and enhance our community work. 'Exchange' is the key word here - we offer our know-how to help the community meet its needs and in the process we learn things that enhance our understanding of our disciplines and society.

We are also expanding our physical presence in the community. The new Centennial Campus, to the west of the Main Campus, will help to accommodate extra students and staff come 2012. The foundation stone of the Centennial Campus was laid on March 16, 2010, one hundred years to the day of the University's first foundation-laying ceremony.

Beyond Hong Kong, we are working to augment our connections and impact in Mainland China. Our Shanghai Study Centre offers China-based courses for our architecture, journalism and business students. We are exploring with the Shenzhen government the possibility of establishing an extension campus and a research and development outpost there, and we are also finalising our agreement on the Binhai Hospital project. Deeper ties with the Mainland will provide our students and faculty with more exposure to China and enable the University to make greater contributions to the country's development.

Into our Next Centenary

It is of great interest to note that, in the years immediately following its founding in 1911, HKU was very much an international university, with a primarily international faculty offering education to students from Hong Kong, China, Southeast Asia and elsewhere. In many ways we have come full circle, but this time we find ourselves more established in scale and esteemed in international stature. Our mission and relevance will be underscored over the next two years as we invite the entire community, locally and abroad, to join us in celebrating our exceptional past and our auspicious future.

Professor Lap-Chee Tsui
Vice-Chancellor and President
December 2010

HIGHLIGHTS OF THE YEAR



Our international students



The Venerable Master Hsing Yun



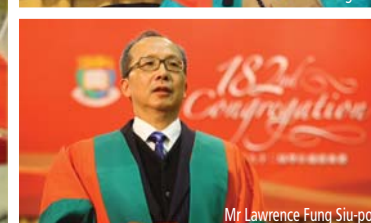
Dr. Serena Yang Hsueh-chi



Professor Roger Y. Tsien



Honorary University Fellowships



Mr. Lawrence Fung Siu-por



Professor Lawrence Chan Chin-bong



Professor Richard Yu Yue-hong

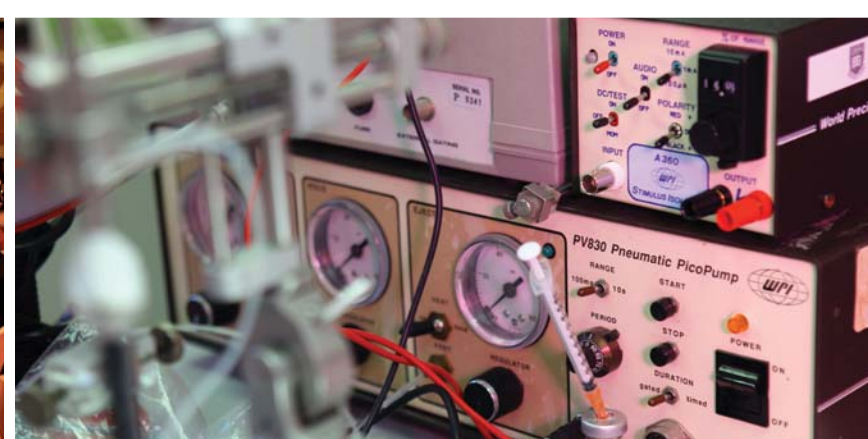


IMPACTS in Research and Education

- The Common Core, the centrepiece of our new undergraduate curriculum, underwent a successful pilot run, and will be offered to all new students in 2010-11.
- \$150 million was awarded under the Research Grants Council's General Research Fund, the highest amount of any Hong Kong university.
- Two new State Key Laboratories, for Liver Diseases and for Synthetic Chemistry, were designated at HKU by the Ministry of Science and Technology of the Central Government.
- More than 39,000 applications for undergraduate studies were received. Applications from outside Hong Kong and Mainland China, which rose by 70 per cent, came from 84 different countries and were of very high quality.
- The Cultural Leadership Programme was announced, the first of its kind in Asia. It will be presented by HKU in association with the Clore Leadership Programme in the UK and start admitting students in 2011.
- A new five year Law & Arts double degree, the BA-LLB, was announced and will be launched in September 2011.
- HKU was named the best university in Asia by both *Times Higher Education* (which ranked HKU 21st in the world ranking) and Quacquarelli Symonds (which ranked HKU world 23rd).
- The Faculty of Science celebrated its 70th anniversary with a series of events culminating in a Jubilee Celebration Dinner. The Faculty of Architecture also celebrated its 60th anniversary.



The Science Faculty's jubilee celebration dinner.

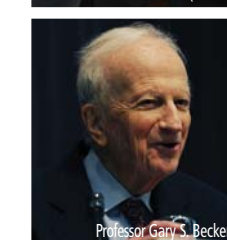


PEOPLE

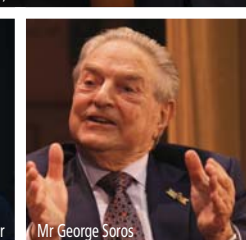
- Dr the Honourable Leong Che-hung was appointed Chairman of HKU's Council while Professor Roland T. Chin was named Deputy Vice-Chancellor/Provost.
- Madam Liu Yandong, a member of the State Council, toured the University and a number of distinguished visitors spoke on campus, (pictured) including Professor Justin Lin Yifu, Chief Economist and Senior Vice President of the World Bank, Mr Andrew Sheng Len-tao, Chief Advisor to the China Banking Regulatory Commission.
- Honorary Degrees were conferred on six outstanding individuals, from Hong Kong and from overseas, while eight people were named Honorary University Fellows (pictured).



Dr the Honourable Leong Che-hung (far right) with Professor Roland T. Chin (centre) and the Vice-Chancellor.



Professor Gary S. Becker



Mr. George Soros



Professor Justin Lin Yifu



Mr. Louis de Bernieres



Mr. Andrew Sheng Len-tao



Madam Liu Yandong

FUTURE Horizons

- The foundation stone laying ceremony for the future Centennial Campus was held on March 16, 2010, 100 years to the day of HKU's first foundation stone laying ceremony.
- Gifts to the University, which help to fund scholarships, build the new campus, and strengthen research capacity and teaching programmes, amounted to \$798 million in 2009-10.
- Active discussions were underway with authorities in Mainland China, particularly Shenzhen, to establish a base for teaching and research and to enable the University to contribute to the health-care services there.
- The Knowledge Exchange Office opened to manage and promote the future development of knowledge exchange activities.



Chief Executive and HKU Chancellor Dr the Honourable Donald Tsang lays the first stone for the new campus.



The foundation stone laying ceremony.



TRANSMITTING KNOWLEDGE

A NEW LEARNING EXPERIENCE

Change is in the air in Hong Kong's education system and the world is watching as universities here prepare to launch a four-year undergraduate curriculum in 2012. For HKU, this additional year is an unprecedented opportunity to re-visit and re-shape our curriculum, set aims that meet the needs and challenges of the 21st century, and lay down a path through which our students can develop into informed, responsible members of the global as well as local communities.

We began working on the new curriculum more than five years ago and in 2009-10 fine-tuned our offerings in preparation for their introduction in 2010-11. This is earlier than necessary, but the new curriculum offers wonderful opportunities to learn widely and research deeply. We want all students to benefit, including those in the three-year curriculum.

The new curriculum is not simply an additional year of study. It asks students to consider the world and their place in it through six educational aims: critical intellectual inquiry, tackling unfamiliar situations and ill-defined problems, critical self-reflection, understanding and respecting cultural differences, effective communication and collaboration, and leadership and advocacy for a better world. While these aims run throughout the curriculum, they are exemplified in the Common Core, a unique initiative to HKU that requires students to explore issues of significance to humankind from an interdisciplinary perspective (see page 11).

The new curriculum offers students opportunities to choose their areas of study according to their own interests, taking majors, minors, and electives in as many faculties as the credit limit allows. We believe it is only when students are excited about what they study that they will achieve academic excellence. Students will also be exposed to real-life learning and international experiences that develop their ability to operate in unfamiliar, even adverse, environments, as well as their global outlook.

The success of such large-scale changes requires support and contributions from all quarters. We have maintained continuous engagement with staff and students throughout the curriculum development to solicit ideas and address concerns. Consultations on the enabling curriculum structure and the Common Core took two years to finalise, and in 2009-10 we began collecting staff and student feedback on the Common Core.

The outside world has been most curious about our achievements. The international education media carried several articles about the reforms in 2010 and HKU was invited to present its curriculum reforms on a number of occasions, both locally and overseas. There inevitably will be bumps on the road ahead, but this once in a lifetime opportunity has set HKU down a path of leadership in university teaching and learning. Our students will benefit from a world-class education.



"This is not learning for career but learning for the sake of learning. In class you are thinking, rather than rushing to copy down notes. It's not how well you can memorise concepts, but how you can apply the concepts you learn to your own life"



Rainbow Liu Ching-hung, Y1 Journalism student, on Body, Beauty and Fashion

THE COMMON CORE

The Common Core is an innovative curriculum initiative developed at HKU that has caught the attention of universities and the education media around the world. It obliges all students to take time out from their usual discipline-based learning to ponder issues of profound significance to humankind in the 21st century. The hope is that they will develop a more critical awareness of their place and responsibilities in the local and global communities.

The Common Core is a response to the new four-year undergraduate curriculum, which will be formally launched in 2012 and offers an additional year of learning. Students will be required to take Common Core courses in addition to their majors and minors. A key feature of the courses will be their multi-disciplinary nature.

Six pilot courses were offered in 2009-10 and illustrate the variety and aims of the Common Core. 'Feeding the World', for example, looked at global food production and distribution from technical, economic and political perspectives. 'Body, Beauty and Fashion' considered how concepts of these things affect individual self-esteem and are shaped by mass media, societal ideas of gender, and globalisation. 'Sexuality and Gender: Diversity and Society' explored attitudes and experiences and brought in guest speakers from diverse sexual and gender backgrounds.

Pro-Vice-Chancellor and Vice-President (Teaching and Learning), Professor Amy Tsui, is spearheading the Common Core and curriculum reform at HKU. "We are trying to get students to see the significance of what may appear to be commonplace issues, to see how one issue is related to another, and to ask questions rather than take things at face value. For example, when a transgender person comes to class as a guest speaker, the students are not just listening to a personal experience, they are also seeing the legal, social and identity implications."

The pilot courses received enthusiastic feedback from students and staff and it has paved the way for all new undergraduates to take Common Core courses from 2010. Students entering under the three-year curriculum up to 2012 will take two courses from two of the Common Core's four Areas of Inquiry: Scientific and Technological Literacy, Humanities, Global Issues, and China: Culture, State and Society. Students entering under the four-year curriculum in 2012 will take six Common Core courses, including at least one from each Area of Inquiry, which will make up 15 per cent of their total undergraduate course load.

Sixty-seven Common Core courses are being offered from September in 2010 and this will scale up to 150 by 2012. Teaching Development Grants have been made available for all courses and there will be on-going reviews to fine-tune and improve the offerings, and work towards the goal of cultivating students' appreciation of the interconnectedness and interdependence of human experiences.



"I went into this course thinking I was someone with a very open mind and that I didn't have preconceived notions, but I came to realise we all have our own ideas about what is normal and what isn't. A transgender person spoke to the class and I thought it would be uncomfortable, but this was a real person with a lot of emotions. It opened doors for me in terms of accepting people."

Lisa Onland, (pictured above left)
Y1 Journalism student on *Sexuality and Gender: Diversity and Society*

"Our course elaborates on human diversity. We want students to think in new ways about what makes a person a man or a woman, and how sex, gender and sexuality play a central role in our lives and in being human. We want to stir debate and encourage our students to have informed, open-minded attitudes."

Dr Sam Winter, (pictured above centre with Momo Li, a transgender guest speaker)
Associate Dean (Research) in the Faculty of Education,
teaches *Sexuality and Gender: Diversity and Society*



Dr Harold Corke, Associate Professor in the School of Biological Sciences, teaches *Feeding the World*

"I want students to think about where the food they eat comes from and the human and environmental costs of providing food. They find out very quickly that the key issue is not biotechnology, it's much more to do with economics and politics. Social science departments may teach some of this, but they tend to skate over the technological issues. But if it were taught purely as a food science course, students wouldn't learn about the bigger issues."

EXPERIENTIAL LEARNING

Experiential learning puts students in situations they have never been in before, where problems may be ill-defined and their assumptions and values are challenged. They learn to communicate, collaborate and negotiate with others and to deal with complex situations. Through these processes they not only make sense of but also question theoretical knowledge. They also become aware of the role they can play for the less privileged.

THE VALUE OF PRO BONO

Law students are earning credits and valuable face-to-face contact with clients through a new Free Legal Advice Scheme that also provides a much-needed service to the community.

The scheme, operated by the Faculty of Law, invites members of the public to drop in for free advice. They are initially interviewed by senior law students, who then research the legal and related issues, present a brief to the duty lawyer, sit in on the meeting between the lawyer and the client, and write up a summary report.

The experience is eye-opening for students because they encounter clients and cases that would not normally be seen in the larger corporate firms where most students will do their internships. At the same time they are learning the value of pro bono work.

Addiped Cheng, a third-year Bachelor of Laws student, said the experience showed her there were alternatives to legal solutions in resolving many disputes.

"It's sharpened my thinking about what to look for when I'm given a case. As law students we are trained to look for legal grounds, but now I'm more sensitive to practical considerations and identifying the client's underlying needs and interests. As the clients are usually unrepresented and our advice sessions are one-off, going to court is seldom a desirable course of action."

"This is different from an internship because in the commercial environment you won't see these kinds of cases and you'll work mainly on documents. It plants a seed in you that there's more you can do with your legal education beside earning big money."

"It plants a seed in you that there's more you can do with your legal education beside earning big money"

Law Student, Addiped Cheng



Arthas Zian with a model of his design

DESIGNING FOR THE COMMUNITY

The Faculty of Architecture established the Community Project Workshop (CPW) in 2009 to provide design and consultancy services to government and non-profit organisations, and support fieldwork to the Faculty's students and staff.

"Our goal is to have continuous collaborations and increase our connections in the community. And we want both students and staff to be involved," CPW's Director, Tris Kee, said.

A notable example of this is in the older district of Tsuen Wan, where 10 students and seven staff proposed options for urban renewal based on street surveys, demographic studies, historical research and two public consultations. Their work so impressed the Tsuen Wan District Council that it invited the Faculty to conduct a short course on architecture and planning for secondary school students in the district.

The CPW also includes China in its remit, and students

have worked on projects there to improve building design. For example, Arthas Zian, a final-year Bachelor of Arts (Architectural Studies) student, is overseeing a project to develop a new type of village house in Xi'an. He and his fellow students researched villagers' needs and living habits and designed a home that suits the rhythm of their lives, uses locally-sourced materials, and is sensitive to the local environment in terms of making the most of rainfall and sunshine. The design was completed in 2010 and will be built under the students' supervision.

"When the construction starts, I will deal directly with the contractor and I'll live near the site to work out technical details and see how it really happens. It's an experience I can't get anywhere else," he said.

STUDENTS LEAD THE WAY IN LIBERAL STUDIES

Liberal Studies is a new requirement of the secondary school curriculum and both students and teachers are grappling with how to make the most of it. Into the

breach has stepped an enthusiastic group of Y1 Bachelor of Education (Liberal Studies) students who want to get younger students excited about the possibilities of this subject.

The Bachelor of Education students, led by Ken Chiu, have formed the Liberal Studies Service and Learning Network, which in its first year offered secondary school students workshops and advice on Liberal Studies and organised a project competition for them.

Their aim is to show that Liberal Studies can be relevant to daily life using dynamic teaching methods. For instance, the BEd students took 40 secondary school students on a tour of older districts in Hong Kong during a week-long summer programme and asked them to identify an issue of concern and produce a liberal studies project on it.

The exercise was an education for the BEd students, too.

"We don't want to take up the role of their teachers - we're student teachers and we're getting experience

in teaching," said Ken. "We get to see what it's like to face a class with different students who give different responses, where some know what you are saying and some are lost, and figure out how to help them."

The Faculty of Education is supporting the network and four academics, Dr Cheung Chi-kim, Dr Ki Wing-wah, Dr Lee Yeung and Dr Felix Siu are mentoring the BEd students. The students have also been invited by some secondary schools to provide tailor-made workshops for their classes.



Ken Chiu (left) shows students around Hong Kong's older districts

RESEARCH-BASED LEARNING

Classrooms are the breeding grounds for future researchers. Students at HKU are given opportunities to explore subjects of interest and develop the intellectual rigour and standards of excellence required of academic research. Often this means tackling new or ill-defined problems through persistence and an enthusiasm to learn.

AN INVENTOR IS BORN

A summer internship sparked an inventive streak in Jason Ho, a Bachelor of Engineering (Information Engineering) student who used the opportunity to develop an iPhone application that can search for books and their bookshelf locations in libraries and has gone on to develop other applications.

Jason's internship was with Versitech Ltd, HKU's technology transfer arm, which asked him to develop an iPhone application that would be useful to society. He came up with the book search idea based on his own experience of standing in line waiting for a library terminal to come free and not having a pen or paper handy to write down the book code.

Versitech provided advice and support and gave him access to the equipment he needed to formulate his 'Universities and Public Libraries Assistant', which can access library catalogues at five universities in Hong Kong (including HKU) and public libraries and was published by Apple in early 2010.

"It was the first iPhone application I had ever done and I had some difficulties at first, but I was shown how to generate ideas and I was given this opportunity to develop them," Jason said.

He subsequently went on an exchange to Germany and used his new skills to develop another application, CapnTrans, which takes photos of text from such things as signs, menus and books, and translates it into different languages.

Both applications have had thousands of downloads and Jason is now applying his experience to his final-year project, an iPhone application that will enable people to compare the prices of digital products in different shops.



Jason Ho tests his iPhone application



Raymond Yip gets to grips with nano-sized bacteria

"It gave me an insight into how research develops every day. I wasn't sure before what I wanted to do in future, but now I hope to continue in post-graduate studies"

Science student, Raymond Yip

NANOMOTOR GETS STUDENTS NOTICED

Nanotechnology has the potential to produce new health-care solutions, such as nanorobots that can unplug clogged arteries, but there are challenges to overcome first. One of the key ones is how to power such tiny devices.

A team of 18 students from the Faculty of Science and the Li Ka Shing Faculty of Medicine put themselves to work on this puzzle and came up with an award-winning solution: use nano-sized bacteria to provide power to the nanorobots.

They worked with *E.coli* and fixed it to the motor through a protein expressed at the crown of the bacteria. The *E.coli* were attached to only one side of the motor to provide better directional control, and the speed was controlled through application of a chemical that activated the bacteria.

The project won a Gold Award at the International Genetically Engineered Machine Competition held at the Massachusetts Institute of Technology in November

2009. Although use in humans is a long way off, the results offer an alternative solution for driving nanorobots. More importantly, the project has provided a valuable research experience for the students, who were mostly undergraduates and included three students from Baptist University.

For Raymond Yip, a second-year Bachelor of Science (Biochemistry) student, it was a chance to learn how to tackle the unclear challenges that are typical of research.

"At first there were a lot of obstacles and I didn't know how to solve them. So I read more articles and learned more, and I got satisfaction from solving each problem I encountered. It gave me an insight into how research develops every day. I wasn't sure before what I wanted to do in future, but now I hope to continue in post-graduate studies."

TAPPING STUDENTS' CREATIVITY

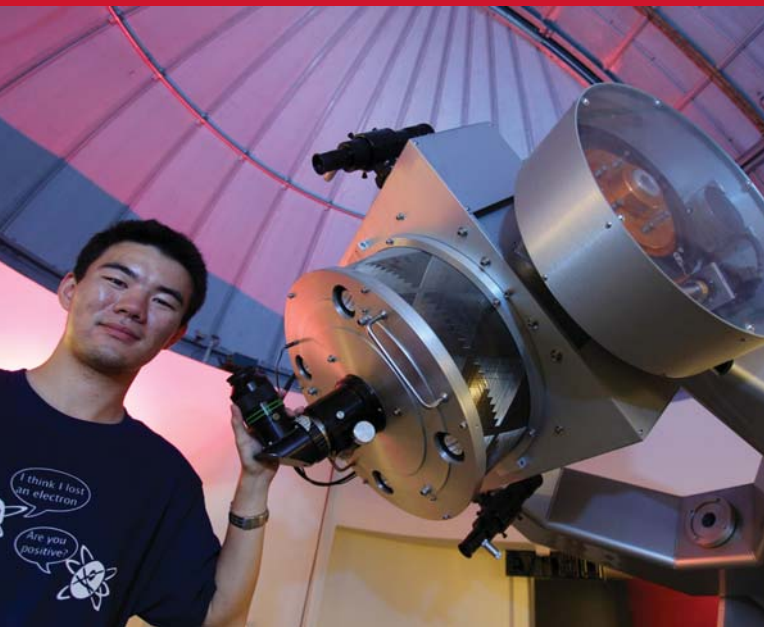
The Faculty of Science has two fellowship programmes that offer undergraduates an opportunity to learn how to conduct in-depth research and pursue their research

interests. The Summer Research Fellowship Scheme selected 28 first- and second-year students in 2010 to carry out research in the Faculty, while the Overseas Research Fellowship Scheme provided places abroad for six students during the summer. In the past three years, 84 students have participated in the two fellowship programmes.

Li Xinyu, a second-year major in mathematics and physics, was one of those sent overseas. He undertook a project on large-scale cosmic magnetic fields at Mullard Space Science Laboratory at University College London.

"It was a precious opportunity to learn how to do science. Most of the problems I faced did not have an answer and they were waiting to be explored. The most important thing was not the knowledge you had, but your creativity and curiosity. I was also able to talk with some of the world's top scientists to learn about what was happening in the field and this inspired my passion," he said.

The Faculty is also keen to promote students' social awareness and to broaden their outlook beyond the



Li Xinyu indulges in his passion for space

field of science. In 2010 a summer service learning internship was introduced to place students with various charities in Hong Kong and China.

GLOBAL PERSPECTIVES

Today's students are quite likely to work abroad or work with people from abroad. The success of this will depend on their intercultural understanding. HKU's exchange programmes offer direct opportunities to study abroad, and there are also numerous initiatives by students and in faculties to widen students' horizons. Underpinning this is an expectation that students will acquire a greater understanding of global issues, and a willingness to play a leading role in improving the well-being of others.

KEEPING A FLAME ALIGHT

A student's passionate determination to help HIV positive children and their families in Ghana has become embedded at HKU. Light for Children (LFC), founded by Sebastian Lindstrom, a 2010 Bachelor of Business Administration (International Business and Global Management) graduate, is now a formal option in the Faculty of Social Sciences Social Innovation and Global Citizenship programme, which requires undergraduates to contribute to society and broaden their outlook through exchanges.

Sebastian started LFC in 2006 and originally received support from the Centre of Development and Resources for Students. Two groups of HKU student volunteers now venture to Ghana every year where they are joined by volunteers from around the world.

In 2010 the students helped to support HIV patients and educate children about sexual abuse, which has become another mission of LFC. The volunteers stay for up to two months and are selected for their commitment and their ability to face the unpredictability of life in Ghana.

"We want them to have goals, but if they are too precise about what they expect, they will get frustrated. That's why we do a lot of training before they go," Sebastian said.

David Kong, a second-year Bachelor of Social Sciences (Politics and Public Administration, and Psychology) student, expected Ghana to be more developed than it was, but he managed to adapt to the slower pace of life. A lot of time was spent waiting and talking, and he had to overcome his uncertainty about discussing topics he knew little about, or with people he had only met for the first time.

"Engaging in conversations on topics which one is not familiar with is always a difficult thing to do. I encountered a lot of such circumstances during my stay. Although it was challenging and occasionally embarrassing if I could not manage a response, I learned to prepare myself mentally and be alert most of the time. This is what I cannot learn in college," he said.

LEAVE ASSUMPTIONS BEHIND

Three HKU students went to Banda Aceh in Indonesia in the summer of 2010 to identify the best use of remaining funds that had been donated by HKU alumni in the wake of the 2004 tsunami. It turned out to be a deep learning experience about setting aside assumptions - and modern technology - to gauge the needs of others.

The project was assigned by the Centre of Development and Resources for Students and the three participants were keen to do something tangible. They decided to test out a biosand water filtration system because it would be easy for villagers to install and maintain. However, when they got to Banda Aceh, to their surprise the people there already knew about this system and preferred to purchase water rather than filter it

themselves. In fact, Banda Aceh in general was more comfortably off than they had expected.

"You can't get very much information about the area over the Internet," Chan Ho-sum, final year Bachelor of Engineering (Mechanical Engineering), said. "When we got there, we talked to UNICEF, the Red Cross, other NGOs and they all said, you have to come here, see things for yourself and talk to the people. That's where you learn the real situation so you can think of what you can do."

Ho-sum and his fellow students, Jessica Chan, Year 2 Bachelor of Engineering (Civil Engineering and Law), and Angela Wong Hai-ling, Year 2 Bachelor of Business Administration (Accounting and Finance), came to realise they could reach needy communities if they went much further away from the city to villages not served by other NGOs. It took virtually all of their four weeks in Banda Aceh to ascertain the areas of greatest need, given the slower pace of life there, so the project will be extended to next summer.

"When you serve people, you want to be doing something that will actually help them. You need to put yourself in their situation and see what they need. I regret my time was so short," Jessica said.

"When you serve people, you want to be doing something that will actually help them. You need to put yourself in their situation and see what they need"

Engineering student, Jessica Chan



Chan Ho-sum (left) and Angela Wong Hai-ling



Sebastian Lindstrom (left) in Ghana

HUMAN RIGHTS EDUCATION

The human rights records of Asian countries are coming under greater scrutiny and there has been growing interest in how to apply the law to prevent and remedy violations of fundamental rights. The Faculty of Law's Master of Laws (LLM) in Human Rights is a unique programme that has trained legal professionals, activists, government officials, journalists and academics in the region, and in 2010 it celebrated its 10th anniversary.

The programme offers specialised legal knowledge and training on human rights and is the only one of its kind in Asia. It is conducted in English which provides students with a common language for sharing their experiences and insights, learning about international and regional human rights law, and developing a network of human rights activists.

The students have come from more than 20 countries in the region and all have experience or a deep interest in human rights through their previous work. Their studies offer them new perspectives on the issues and, for some, help them to carve out new career paths.

Liu Jiajia, who earlier trained as a lawyer in Mainland China and graduated from the LLM programme in 2010, said the programme helped her decide to join a non-government organisation (NGO), Yi Ren Ping. She advocates for people who have been involuntarily committed into mental hospitals in China, a group that currently has no legal rights.

"I was aware that human rights law had become one of the most rapidly developing branches of law and



Law student Liu Jiajia fights for human rights in China



Ryan Kilpatrick (left) pictured with fellow students Johnny Wei and Chen Xilin

while talk of human rights was common in many other countries, it had not found its way into Chinese people's daily life. My curiosity was stimulated by this contrast and I was determined to learn more," she said.

"What I learned on this programme prepared me not only to understand international standards in human rights, but also the hardships NGO workers meet along the way."

CLIMATE CAMPAIGNERS

HKU students have been active in recent years making their voices heard on climate change. In December 2009 six students travelled to Copenhagen for the UN Climate Change Conference in Copenhagen with the message that climate change is the result of a broken development model. They followed in the footsteps of students who earlier attended a similar gathering in Bali in 2007 and organised an Asian Youth Climate Summit in 2008. The latest group, though, saw a need for a sustained student voice in Hong Kong on the issue and so they founded a network, Climate Chance, to explore the reasons for climate change and encourage positive action.

In the months following Copenhagen, the students gave talks on climate change at HKU, local secondary schools, the Hong Kong Stock Exchange and Sun Yat Sen University in Guangzhou. They also organised a 'green drinks' networking event for people working in the environmental field, and laid the ground for a campaign to encourage people to bring their own bottles to campus and fill up at water fountains rather than buy plastic bottles of water.

One of the members of Climate Chance is Stephanie Wong, a third-year Bachelor of Business Administration (Law) student, who said they wanted to do more than organise activities - they wanted to develop a deeper understanding of the issues. "We are not just focused on shouting out slogans, but on thinking and brainstorming and bringing that to our organisation. We focus on philosophical concepts and argue and have dialogues on the environmental issues we care about." she said.

Ryan Kilpatrick, a second-year Bachelor of Arts (Modern China Studies) student, said they also wanted to support efforts to make HKU a more sustainable campus through direct action. "People know about the issues so we want to raise awareness through deeds," he said.

The programme offers specialised legal knowledge and training on human rights and is the only one in Asia to be conducted in English



CREATING
NEW KNOWLEDGE

IMPROVING LIVES

The world today is on a relentless drive for new knowledge and new applications of knowledge that can improve our lives and the way we view the world. Research is the fuel for that drive, offering micro and macro perspectives and everything in between. As a comprehensive university, HKU casts its research net wide and has chalked up significant results locally and globally through a combination of talent and funding, a sharp focus on our strengths, and the promotion of cross-disciplinary collaborations.

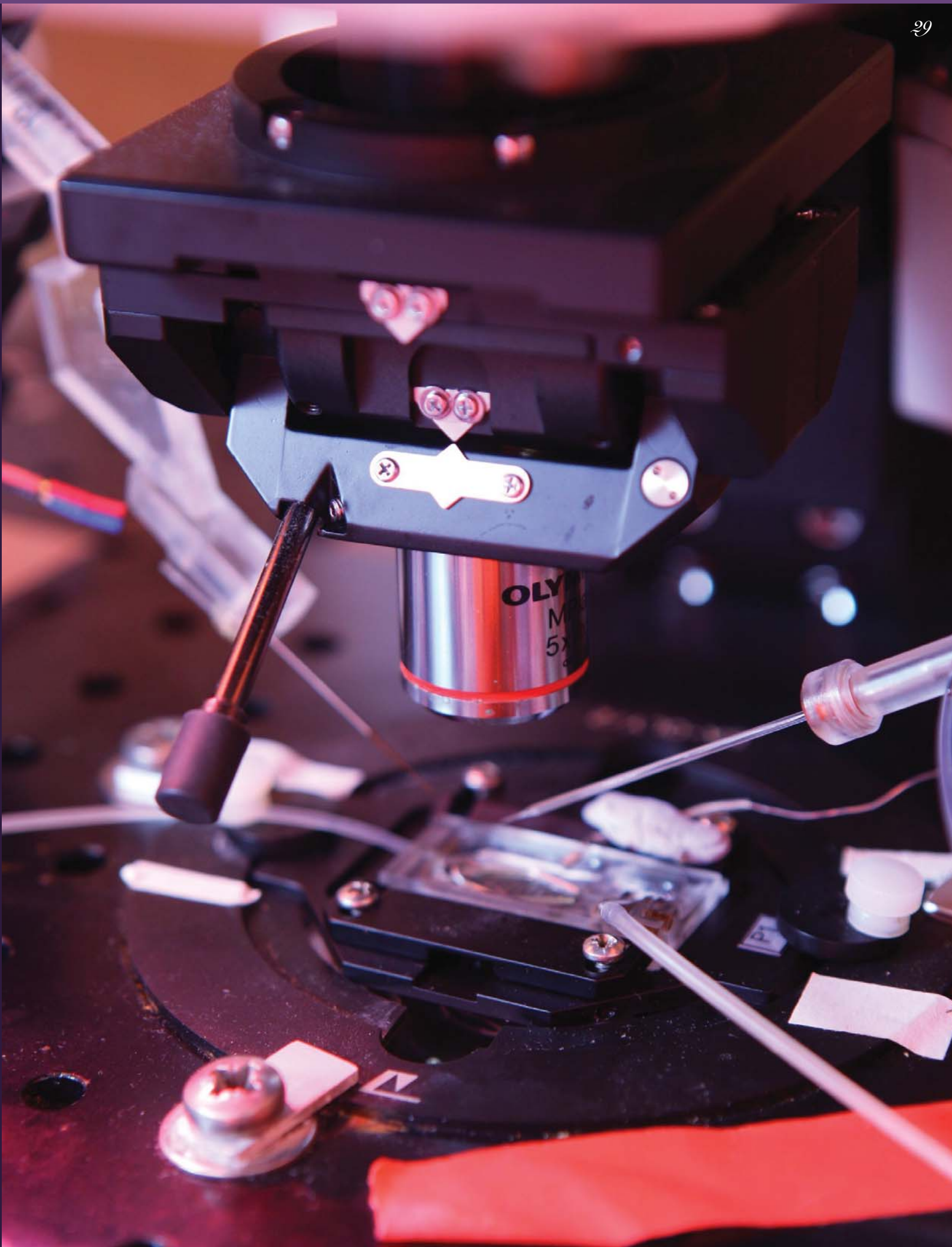
In 2010 we were once again the top recipient of funds from the Research Grants Council's (RGC) General Research Fund (formerly the Competitive Earmarked Research Grants), receiving \$150 million for 195 projects. HKU has outperformed other Hong Kong institutions in 10 of the past 11 RGC funding exercises and this is wholly due to the quality of our academic staff and their ideas. 110 HKU academics are ranked among the top one per cent in their fields by the international Institute of Scientific Information, while 11 of our scholars are members of the Chinese Academy of Sciences and 10 have also received State Natural Science Awards.

HKU's talent has also been recognised by the presence of four State Key Laboratories on our campus. State Key Labs are designated by the Ministry of Science and Technology of the Central Government as bases for top-level basic and applied

research. Two State Key Labs, for Liver Diseases and for Synthetic Chemistry, were established in 2010, joining labs for Brain and Cognitive Sciences, and Emerging Infectious Diseases. In addition, HKU leads seven Areas of Excellence, which are funded by the University Grants Committee to promote collaborative research in areas where we are recognised for international excellence.

Within the University, we provide research direction through 19 Strategic Research Themes grouped into five key areas that build on our strengths: biomedicine, China, the community, the environment and frontier technology. We are also determined to sustain and elevate the standards of research excellence that have helped us to achieve global recognition. In 2009-10 we established an office to reinforce responsible research conduct among our scholars, young researchers and research students. We will be vigilant in ensuring everyone adheres to impeccable standards of research integrity and practice as we face higher stakes and greater expectations.

Our ambitions for excellence and integrity propel us to produce research that contributes to knowledge and makes a difference to people's lives. Some examples of the range and significance of our research in 2009-10 can be seen in the following pages.



A microscope in the stem cell research laboratory

HUMAN HEALTH AND DEVELOPMENT

HKU's research efforts have helped to improve the health and development of Hong Kong people over the past century. While the Li Ka Shing Faculty of Medicine has been at the forefront of these efforts, contributions have been made by nearly every faculty at the University. In recent years our research findings have had global significance and the 2009-10 academic year was no exception.

IMPROVING DRUGS AND TREATMENT

The Faculty of Science and Li Ka Shing Faculty of Medicine, both world renowned for their groundbreaking research and expertise, announced new findings in 2009-10 that help to improve drug and treatment possibilities for several conditions:

- Professor Sun Hongzhe and Dr Cun Shujian of the Department of Chemistry showed certain metal complexes could play a useful role in restricting the mutation of *Helicobacter pylori*, a bacteria that causes stomach ulcers, and in inhibiting bacterial growth. The findings contribute new knowledge to the global effort to develop new antibiotics and were published in the *Proceedings of the National Academy of Sciences*.
- A viral structural protein that can be used as a target to kill the influenza virus was identified by a team led by Professor Yuen Kwok-yung, Henry Fok Professor in Infectious Diseases and Dr Richard Kao of the Department of Microbiology. The results are important given the rise of antiviral resistance in the influenza virus and were published in *Nature Biotechnology*.
- The first prescription drug developed in Hong Kong and patented in the United States was announced by the Department of Medicine. Professor Kwong Yok-lam, and Professor Cyrus Kumana, Emeritus Professor, led a team that showed oral arsenic trioxide to be highly effective and safe for the treatment of acute promyelocytic leukaemia. The drug is affordable, can be used to treat cases of relapse, and is likely to become the standard treatment for patients with this condition.
- New treatment for advanced primary liver cancer patients developed by Professor Poon Tung-ping (pictured opposite) of the Department of Surgery and his team combined molecular targeted anti-cancer drugs with newer chemotherapy agents to reduce or contain tumour growth in 75 per cent of patients. Median survival rates also doubled from five months to 10.2 months.
- Dr Chim Chor-sang of the Department of Medicine developed a new treatment method for myeloma, cancer in the bone marrow, which offers similar results as standard treatment but at half the cost. The study was recently published in *Annals of Hematology*.



Professor Poon Tung-ping in the operating theatre

STEM CELL RESEARCH

HKU became the first in the world to identify cancer stem cells that survive even after surgery and treatment and lead to the recurrence and spread of colorectal cancer. The research, by the Department of Medicine and the Department of Surgery, was published in *Cell Stem Cell* in 2010 and marked another milestone in stem cell research at the University.

The field of stem cells, and their promise in treating and preventing diseases, is growing worldwide and HKU has been pursuing various lines of stem cell research for several years. In late 2009 the Stem Cell and Regenerative Medicine Consortium was formed by the Li Ka Shing Faculty of Medicine to support our long-term interest in this field.

The Consortium has identified 11 areas of study, including basic and clinical stem cell biology, blood disorders and stem cell immunology, cancer stem cells, complex tissue engineering, drug discovery, and regeneration in the areas of eye, heart, hepatic/renal, neuronal, pancreatic and skeletal. Interdisciplinary collaboration is a key feature of the research.

"We are building information and scientific freeways to allow different disciplines to come together," said Professor Ronald Li, Director of the Consortium. "Our aim is to establish an internationally renowned, highly specialised academic centre."

To that end, the Consortium has recruited experts near and far to join its ranks. 16 departments from the Faculties

of Medicine and Engineering are involved in the research and an advisory board has been established that includes senior researchers from Harvard University, the University of Sydney, the National Institute of Health in the US, Mount Sinai School of Medicine and Howard Hughes Medical Institute.

HAPPINESS EAST AND WEST

What is happiness and how does one achieve it? That eternal question is being put through a cross-cultural lens in the Happiness East and West project by the Department of Philosophy. Traditional Chinese philosophy has concepts of joy and pleasure but not happiness, while the Western tradition associates happiness with the accumulation of things and private property.

The new project aims to promote discussions about shifts in China and the West on what might constitute happiness, and draw on philosophical resources from both cultures.

"There's never an end to thinking and questioning about this subject and part of the reason is that the world changes. By bringing these two traditions together, you can have some chance of working out an understanding of what makes a happy life today," said Dr Timothy O'Leary, Associate Professor of Philosophy and principal investigator of the project.

An international conference on happiness in late 2009 attracted philosophical and religious scholars and historians from Hong Kong, North America, Taiwan and Australia

to start a dialogue on the subject. Researchers in the Department are also pondering Chinese and Western theories of happiness, and branching into pain and suffering and how these relate to happiness.

WALKING AND THE BUILT ENVIRONMENT

Walking to a bus stop or strolling down to the shops to buy groceries may seem an odd way to consider fitness, but a growing body of research suggests this kind of movement can benefit health. With that in mind, Dr Ester Cerin, Associate Professor at the Institute of Human Performance, is looking at how the built environment affects people's willingness to walk for transport as opposed to leisure.



Dr Ester Cerin

"About 60 per cent of the population is not doing enough activity for health benefits - they don't want to be active - and that's where walking for transport and the built environment come into the picture. We want to see

Hong Kong people walk a lot more than suburban dwellers in the West and, up to a point, a more densely built environment can encourage more walking



whether these factors affect how active people are and whether they are sufficiently active for health," she said.

Dr Cerin has carried out several studies that show Hong Kong people walk a lot more than suburban dwellers in the West and that up to a point, a more densely built environment can encourage more walking. For example, a comparison between Hong Kong and Adelaide found Hong Kong people walked a median 206 minutes for transport per week against 60 minutes in Adelaide.

Another study, released in 2010, identified factors in the environment that affected Hong Kong people's willingness to walk. Women were affected by the presence of people and crime and traffic safety, men by street connectivity and traffic volume, and the elderly by access to the indoors and services. However, if an area was too densely built up, people would walk less there to avoid crowds and obstacles.

The findings can help planners and policy makers understand how their decisions can create an environment that promotes physical activity. Dr Cerin is also contributing the findings to a 19-country study on walking and the built environment.



Chinese philosophy has concepts of joy but not happiness

" The immediate implication should be a shift in treatment for Chinese-speaking dyslexic children "

Professor Tan Lihai

THE CHARACTERISTICS OF CHINESE DYSLEXIA

Investigations into the ways Chinese and English speakers process language have uncovered crucial differences in dyslexia between the two groups.

The State Key Laboratory of Brain and Cognitive Sciences, located in the Faculty of Arts, found that whereas English-speaking dyslexics have difficulty connecting sounds to letters and words - a phonological problem - Chinese-speaking dyslexics have both visual and phonological problems.

The differences reflect the demands of the two written languages. English reading relies on sounding out words or letters, while Chinese reading requires memorisation and an understanding of the combination of strokes that make up each character.

Researchers scanned the brains of Chinese dyslexics and found the area associated with visuo-spatial processing was weaker than among non-dyslexics. Earlier they had shown that Chinese dyslexics had weaker activation in processing phonological information. The combined results indicate dyslexia is much more complex among Chinese speakers than English speakers.

"The immediate implication should be a shift in treatment for Chinese-speaking dyslexic children," said Professor Tan Lihai, Founder and Co-Director of the State Key Laboratory.

The results were published in *Current Biology* in 2009 and also reported in mainstream media, including *Time* magazine, *Scientific American*, *ABC Science* and *US News and World Report*.



Professor Tan Lihai of the State Key Laboratory of Brain and Cognitive Sciences



Chinese-speaking dyslexics have both visual and phonological problems

SCIENCE AND TECHNOLOGY

HKU's scientists and engineers are putting much effort into addressing two key issues of our time: how to sustain the planet, and how to make the most of the promise of new technology. They are looking both locally and globally to identify problems and find solutions. Much of this work is encompassed in the University's Strategic Research Themes, but they also pursue individual research interests that aim to improve understanding.

MAKING TECHNOLOGY MORE SECURE

USB devices are small and easy to carry around - and for that reason they are also prone to being lost or stolen. Hong Kong has had several highly publicised cases in recent years of hospitals and public organisations losing USBs that contained citizens' personal data. Given that situation, the Centre for E-commerce Infrastructure Development (CECID) in the Department of Computer Science launched a project in 2009 to consider how to make USBs more secure, particularly for organisations dealing with sensitive information.

The problem with USBs is that the decryption key is also contained on the device, so the scholars offered this straightforward solution: convert the decryption key into two components. The USB would have one part of the key and designated computers the other. The complexity of the method would mean that if the USB were stolen, it would take many years for even a super (non-designated) computer to come up with the right matching component.

"The mathematical foundation for our solution was developed in the early 1970s in terms of how to share secrets among people. We found the theory attractive for solving this real problem of how to protect information on portable devices," Professor David Cheung, Head of the Computer Science Department, said.

Trials are underway on the project, which has secured funding from the Innovation and Technology Fund and attracted interest from several Hong Kong government agencies.

The project is part of the Centre's ongoing R&D to improve data security. Their Hermes open source software, which was launched in 2002 and creates a virtual leased line on the Internet that can keep out intruders, has users in more than 80 countries. In 2010 Hermes was also selected by the Hong Kong government as the core infrastructure for its new-generation electronic trade declaration system.



Professor David Cheung, Head of the Computer Science Department

SIGNATURE SAFEGUARD

Forgeries can be difficult to detect visually because for one thing, the same person may write their signature in different ways depending on distractions and mood. A new programme designed by Professor Francis Lau and PhD student Yang Wenxia of the Department of Computer Science and Honorary Assistant Professor Dr Songhua Xu offers a way to overcome this.

They used a digital pen and PC tablet that examined three non-visual aspects of handwriting: the magnitude and speed of writing, writing pressure, and writing direction. These aspects, which do not alter in the same way as visual specimens of handwriting, were combined to produce a 'digital lily' - a rainbow-coloured imprint that is unique to each person. The lily is a particular strength of the research.

"We wanted to have the information comprehensively delivered, but we were very cautious not to design a pattern that is overwhelming or confusing to people. The digital lily pattern portrays all this rich information intuitively," said Dr Xu, who led the project.

The simple design and equipment requirements means tellers at a bank, for instance, should be able to easily compare forged and authentic signatures.

Extensive tests show the lily is also almost impossible to forge. And importantly, its accuracy improves on current automated forgery detection, from 96.6 per cent to 97.9 per cent, a significant advance at this level. The findings were featured in *New Scientist* and other publications.

The complexity of the coding would mean that if the USB were lost, it would take many years for even a super computer to come up with the right match

EARTH AS A HABITABLE PLANET

Climate change and the sustainability of the planet are the major challenges facing humanity in the 21st century. The Faculty of Science has been investigating these topics for some years and in 2009-10 pulled them together as an emerging Strategic Research Theme (SRT): Earth as a Habitable Planet.

SRTs are recognised areas of expertise at HKU that are targeted for further development. The Faculty is pooling its astronomers, earth scientists, ecologists and biologists together with members of the Department of Geography, to contribute further knowledge and understanding of the issues. Their findings in 2009-10 include the following:

- Animals may have got from Africa to Madagascar by floating on rafts, such as trees blown out to sea during storms, according to Dr Jason Ali, Associate Professor of the Department of Earth Sciences, and Dr Matthew Huber of Purdue University. Currents 20 to 60 million years ago would have carried them to the island, but these currents have since changed course. The findings address a long-standing riddle and were reported in *Nature*.
- Building height and density were found to be the most important factors associated with urban heating in a study by Dr Melissa Hart, Assistant Professor of the Department of Geography. The research showed daytime temperatures in Hong Kong's urban areas were 1.3 to 3 degrees higher than rural areas, and at night the difference was as much as 6 degrees.
- Caution against over-reliance on air temperatures to model the effects of climate change has been urged after it was found that a species of intertidal snail is highly tolerant of heat stress and thus less susceptible to predicted global warming of air temperatures. It appears these snails have adapted to non-climate sources of heat, such as solar heating and re-radiation from rock surfaces. The results, by Professor Gray Williams of the Swire Institute of Marine Science and scientists from Universiti Brunei Darussalam and Rhodes University, South Africa, were published in *Biology Letters*.



Lemurs are thought to have rafted to Madagascar



Organisations are offering advocacy on issues like the environment, democracy, human rights and education

SOCIETY

The rapid social, political and economic changes experienced by Hong Kong and China in recent decades have provided fertile ground for research. HKU scholars have made important contributions in identifying and explaining key issues, and finding solutions to address some of society's most pressing problems.

A SLOW MOVING BEAST

China's vast civil service has undergone reform drives over the past two decades to introduce more competition, increase monitoring and offer performance-based rewards. But a study by Professor John Burns, Chair Professor of Politics and Public Administration, and post-doctoral fellow Dr Wang Xiaoqi, concludes they have failed to stem corruption.

The study, published in *The China Quarterly* in 2010, looked at government data and the experience of civil servants in three urban areas: Beijing's Haidian district, Changchun and Ningbo. It focused on two areas: recruitment and assessment, and monitoring and supervision.

For recruitment and assessment, the study found local governments had difficulty implementing reforms because of simultaneous pressures to downsize and to provide employment for demobilised soldiers. Social harmony norms also may have confounded reforms because they undermined peer evaluation and deterred supervisors from screening workers. Worst of all, increased competition resulting from certain reforms may have made corruption worse by driving up the price of those positions that were being sold to the highest bidder.

Monitoring and supervision reforms also failed to check corruption and other weaknesses, while incentives offered through performance-based reviews were meaningless because almost everyone got a positive rating.

"Implementing a complex policy, such as civil service reform, across a vast country like China is unlikely to be a uniform or problem-free exercise. The policy by its very design sought only limited increases in competition and failed to address the organisational cultures that condone illegal behaviour such as corruption," Professor Burns said.

MAPPING CIVIL SOCIETY

Civil society is burgeoning all over the world as organisations that lie outside government and the marketplace have sprung to life, offering services, activities and advocacy on issues as broad as the environment, democracy, human rights, urban renewal and education.

Hong Kong is no exception to this trend but one of the stumbling blocks in understanding civil society here has been a lack of comprehensive information. The Department of Politics and Public Administration, in collaboration with the Centre for Civil Society and Governance, is trying to fill the void by 'mapping' the state of development of civil society in Hong Kong.

The first focus of their work has been social service organisations. Some 381 groups were contacted individually in 2009-10 to collect data on such things as their age, size, mission and funding arrangements. The results showed that most organisations have stable resources, well-trained staff and a formal governance structure, but little advocacy function and limited

formal collaboration with each other. Their fundraising capacity also needs to be further developed.

According to Dr Eliza Lee, Director of the Centre, "one of the signs of strength of civil society is whether groups are working and collaborating with each other. Based on our findings, the social service sector is not very strong in collaborating among themselves or with the business sector."

The mapping exercise is expected to help different civil society sectors better understand themselves, help policymakers, donors and the wider public better understand Hong Kong's civil society, and provide data for further research. Mapping is now underway on environment groups and the Centre also hopes to secure funding to map other civil society sectors, such as arts and culture, education, health care, civic and advocacy organisations, and foundations.

ASSESSING ANIMAL WELFARE

A full review of animal welfare legislation released in 2010 by the Faculty of Law's Centre for Comparative and Public Law has found Hong Kong seriously lacking.

The 180-page review, which attracted extensive local media coverage, found Hong Kong's anti-cruelty legislation did not have the necessary power to assist animals in danger of suffering and abuse, until they were in fact being seriously harmed.

The study was led by Associate Professor of Law, Amanda Whitfort. "Many of the laws are out of step with modern animal welfare science and their enforcement is extremely uneven," she said. "A particular problem is the complete inability of the current cruelty legislation to assist animals in danger and distress."

The control of licensed puppy and kitten farming also said to be on par with the worst jurisdictions in the world, and serious failures were identified in meeting basic animal welfare standards at local slaughterhouses. The urgent need for a trap neuter return programme, for feral dogs, was also highlighted.



The authors recommended widespread reform of anti-cruelty laws through the introduction of a new Animal Welfare Ordinance that would impose a duty of care on owners.

The study was funded in part by the Hong Kong Government's Central Policy Unit, which makes policy recommendations to the government.

PULLING OUT THE ROOTS OF CHILD ABUSE

A team led by Dr Edward Chan, Assistant Professor in the Department of Social Work and Social Administration, is researching deep into the causes of child abuse to see whether early intervention can help to reduce the problem.

They began by looking at violence against pregnant women in 2004-05 as part of a study that also included the US and Canada. The Hong Kong group worked with public hospitals and interviewed 3,245 pregnant women, about 10 per cent of whom reported being physically abused by their partners,

though in some cases this turned to psychological abuse during the pregnancy.

That study laid the seeds for further investigations in 2009-10 to see whether the cycle of violence continued with the offspring of abusive relationships. The researchers interviewed 500 mothers and children from the original group and found evidence of abuse in more than 15 per cent of the children. The next stage will be to go back to all of the women from the original study to get a more comprehensive picture of the problem.

"This kind of longitudinal study is the first to be done in an Asian society. We hope it can provide a new entry point for preventing child trauma before a baby is even born. If we can prevent violence in pregnancy, it may help not only the adults but also newborns," Dr Chan said.

Apart from offering a better understanding of the cycle of abuse, the project aims to identify an entry point for prevention of abuse against children, as well as their mothers



Dr Edward Chan

SHARING KNOWLEDGE



A TWO-WAY EXCHANGE

Universities have traditionally been viewed as places where knowledge is generated and learned. Yet in today's interconnected world, this definition has become restrictive. Many universities, including HKU, make direct contributions beyond their campus walls, to government, businesses, schools, non-government organisations and other sectors of society. Frequently, we learn something in the process. At HKU, this process of sharing and disseminating knowledge is called knowledge exchange. It has become the third leg of our mission alongside research and teaching and learning.

Our 2009-14 Strategic Development Plan gives knowledge exchange its rightful priority in our work, and it has been followed up with the establishment of a Knowledge Exchange Office and an Executive Group to manage the development of knowledge exchange. Part of the impetus for this was a decision by the University Grants Committee to fund what it calls 'knowledge transfer' projects (we prefer to say knowledge exchange because it implies a two-way process). But the new office also was inspired by the mushrooming growth of exchange activities in all our faculties and disciplines.

Our academics are engaged in offering knowledge and skills to businesses (for example, through our Technology Transfer Office and our commercial arm, Versitech Ltd), providing expert opinion in court and on government and professional committees, raising awareness about

complex issues and arts appreciation through programmes and forums, providing professional services to the public in such areas as law, medicine and dentistry, enriching the knowledge base of society through public lectures and media commentary, and enriching learning by working with secondary schools and offering continuing professional development courses. Recent examples of these activities are described in these pages.

The nature of these activities is determined by society's needs. Our academics and students are encouraged to listen to recipients so they can direct their knowledge and skills to situations of the greatest need. Even though research and teaching and learning may be enhanced in the process, the emphasis in knowledge exchange is on working with the community.

On that note, we want members of the community to be able to seek out our know-how in an easy and accessible way. In 2009-10 HKU unveiled the Scholars Hub, which provides a detailed database of every academic staff member covering their areas of expertise and publications. This will help businesses and non-government groups to find experts, students to find supervisors, researchers to find collaborators, and media to find commentators. The benefits it offers to research, teaching and learning, knowledge exchange, and community needs, are a perfect reflection of the University's own strategy for making meaningful contributions to society.



Dr Anthony Wong, of the Faculty of Dentistry, conducting the Dental Outreach Service



An art class in Sichuan

"The arts are a good means for both adults and children to express their feelings because they can be shaped into something positive"

*Dr Rainbow Ho of the
Centre on Behavioural Health*

BUILDING CAPACITY

Our academics have expertise in many areas that can directly benefit others and they are keen to share their know-how to help build capacity in the community. These exchanges are often rich learning opportunities for scholars, who gain insights to the issues they are investigating.

ART THERAPY FOR EARTHQUAKE SURVIVORS

The 2008 earthquake in Sichuan killed at least 68,000 people and left many more injured, homeless and grieving. The psychological after-effects have been particularly hard on children. To help address this problem, the Centre on Behavioural Health has been training teachers in the region in the use of expressive arts to help children release their emotions and feel supported.

The project began in the summer of 2009, when 96 teachers were shown how to guide students through

art, music, dance, drama and play activities that develop interpersonal skills, reduce stress, and increase self-esteem. The teachers were also trained in appropriate responses. For example, if a student drew a picture of people trapped under a collapsed house, they were not to press them for explanations but simply be empathetic and supportive.

The training also involved conflict resolution, which had the added benefit of improving classroom relations.

"There are often things that people can't express through words or verbal content. The arts are a good means for both adults and children to express their feelings because they can be shaped into something positive," Assistant Professor Dr Rainbow Ho said.

The first year of the project focused on using the arts for healing, while the second year, straddling 2010-11, aims to rebuild hope and instil meaning in young lives.

HELPING HEPATITIS B CAMPAIGNERS

One in 10 people in Mainland China carries the hepatitis B virus and faces social and even workplace discrimination if their status is discovered. While advocates have successfully campaigned the central government to improve the situation, biases still persist in local governments, businesses and schools. The Faculty of Law is now lending a hand.

The Faculty hosted a visit by hepatitis B campaigners in late 2009 so they could learn about Hong Kong's institutions and human rights protection. At the same time, the campaigners shared information about their activities with academics in the Faculty.

Professor Fu Hualing, who is researching how the campaigners use online and offline activities to reach followers and promote change, helped to organise the visit and sees it as a two-way exchange.

"The hepatitis B carriers need our support. Their lawyers and NGO operators feel Hong Kong is a very good place and they feel it is valuable to come here and see how things are done," he said.

"Ultimately for me personally, this case relates to one country, two systems. The rule of law is naturally important to us in the Faculty of Law and Hong Kong does this well. So how do we promote rule of law in China, which the government there wants to promote anyway, and offer better protection of rights, which the government also wants? We use our strengths to promote Hong Kong's role within China."

Helping groups like the hepatitis B carriers underscores that mission.

SETTING AN EXAMPLE

HKU's Mentorship Programme pairs our students with experienced members of the community to expose students to new perspectives and ways of seeing the world. The scheme began in 1997 and was commemorated in 2010 with the publication of a book and a commitment to share HKU's mentorship know-how with others.

HKU Mentorship 300,000 Hours describes the workings of our mentoring scheme, which matches students with mentors outside their subject discipline, and includes comments from mentors and mentees such as legislator, barrister and mentor of 13 years, the Honourable Alan Leong Kah-kit.

"Even though your mentee remembers only one nugget of wisdom 10 years later out of many you told her, these words may help her to make a very important decision in her life and your efforts will be rewarded," he said.

Vivian Hon (BA 2003), who was mentored by Mr Leong, said: "I remember very clearly that Alan once said, "as a university student, you are one of society's elites, and you must therefore be responsible to society whether you like it or not."

HKU is now sharing its mentorship model and best practices with others. The mentorship book has been sent to hundreds of secondary schools and NGOs offering youth services, as well as Mainland and

overseas universities. We have also given a talk on mentorship to the Hong Kong Council of Social Services and held sharing sessions with Mainland universities. Our message in each case is the same: mentoring offers two-way benefits, for both the mentor and mentee.

NURSING IN CHINA

The School of Nursing is training nurse trainers in Guangdong to help build capacity among the province's nurse educators and managers and promote community health care there.

Since March 2010, some 180 nurse managers and educators in the province have been undergoing

"Even though your mentee remembers only one nugget of wisdom 10 years later out of many you told her, these words may help her to make a very important decision in her life"

The Honourable Alan Leong Kah-kit



Barrister and legislator, The Honourable Alan Leong Kah-kit with three of his mentees

training in such areas as teaching, health service management and tobacco control. They will then be expected to pass on their knowledge and skills to at least 6,300 nurses. Arrangements are also being made for the nurse managers and educators to visit Hong Kong and Singapore health care settings.

The programme is funded by the Temasek Foundation, Singapore, and comes as Guangdong experiences a nursing shortage and China undergoes healthcare reform. A study on the learning needs of Chinese hospital nurse managers, conducted by the School in late 2009, found management training standards in the country were variable and most training did not offer practical skills applicable to daily practice. Nurses also wanted greater exposure to developments outside China.

Professor Sophia Chan is Director of the School of Nursing and leader of the project. "This is the first programme of its kind in Guangdong Province. We hope to build a model of nurse management training that may eventually be applied to other parts of China and contribute to the enhancement of the overall standards of health care in China."

MUTUAL BENEFITS

Contributing to community projects enables our academics to contribute to the betterment of society and also offers opportunities to advance their work, for example through field research and contact with community and professional groups.

GREENING SEWAGE TANKS

Professor Jim Chi-yung of the Department of Geography has long been a campaigner for green roofs and more vegetation in urban Hong Kong. Now he has been commissioned by the Drainage Services Department to apply his know-how to greening the walls of sewage tanks in Sha Tin.

The tanks are 11 metres tall and 27 metres in diameter and the project not only helps to beautify them, but also provides a valuable testing ground for Professor Jim's vertical greening method.

About 20 species of climbing plant have been selected to scale four test tanks and their growth is being monitored to see which species are suitable for Hong Kong's humid subtropical climate.

The climbers were planted in April 2010 after high quality soil and an automatic irrigation system were installed. By the end of the summer, some species had already scaled eight metres, far better than expected at this stage, and some were producing flowers and fruits.

"These experiments offer a wonderful greening opportunity because the circular tanks allow growth tests with reference to orientation [north, east, south and west]" Professor Jim said. "They are just the beginning and if they're successful, I hope the remaining tanks and other suitable walls in Hong Kong will be covered by climbers in future."



Green sewage tanks in Sha Tin

A SERVICE WITH BITE

Community outreach is entrenched in the Faculty of Dentistry. For years, students, staff and dental professionals have combined their skills and labour to offer free oral examinations and oral health education to groups in need. In 2009-10 they targeted kindergarten pupils and the elderly.

The outreach service for caries control in kindergarten children was set up in 2009 with funding from the government's Health Care and Promotion Fund and reached more than 20 kindergartens and more than 3,000 children across Hong Kong. Both undergraduate and postgraduate students worked with professionals in the Faculty's dental outreach unit and their efforts were such a success that the programme will be expanded to more than 100 kindergartens and around 15,000 children in 2010-11 with funding from the S.K.Yee Medical Foundation and support from the dental industry.

The Dental Outreach Service, set up in 2009 also with funding from the S.K.Yee Medical Foundation, extended the Faculty's on-going commitment to the elderly. More than 2,000 elderly were provided with oral health education, oral exams, tooth cleaning, fillings, simple extractions, and denture repair. Dentists and dental assistants from the Faculty carried out the work with support from academics and postgraduate students.

Professor Edward Lo helps to run both programmes and said, "We are bringing our knowledge and skills to help people who might not otherwise have access to dental services, and to equip them to look after their own oral health."

In addition to providing services to the elderly and young children, the Faculty also offers programmes for people with special needs. Moreover, students are engaged each year in running public health exhibitions at different venues around Hong Kong.

REVITALISING HISTORIC COMMUNITIES

Hong Kong's constantly evolving landscape means our oldest communities often fall victim to a wrecking ball that has little concern for societal networks or historical value. But a new strand of multidisciplinary research in Comparative Literature is garnering public opinion to redirect government policy and often inform public activism.



The Blue House, courtesy of Laurence Lam

The Blue House project in Wan Chai is a case in point. Protected from demolition by its Grade I listing the 90 year old tenement block was earmarked to become a museum of tea or Chinese medicine under Development Bureau plans, and its residents re-housed.

However, after speaking to community members Mirana May Szeto, Assistant Professor in the Department of Comparative Literature, and her team envisaged a better way of revitalising this historic community using local resources and strengths. "Moreover we did not see the need to kick out the original residents - there are four generations living in that house and they are a treasure trove of local history and knowledge."

Working with St James' Settlement - a local NGO - and some Wan Chai district councillors, Professor Szeto and her team of local planners, architects and social scientists drew up an alternative restoration plan which considered the views of residents and stakeholders. In September 2010 the Development Bureau announced it had accepted the new proposal and will inject \$56.9 million into transforming the building into

a House of Stories where residents will act as cultural tour guides. Two restaurants are also included in the plans.

Professor Szeto added, "The fact that we won the bid shows that this sort of participatory research works."

HKU is also a leader in the physical protection and conservation of heritage buildings. The Architectural Conservation Programme is the only one of its kind in Asia and has been training professionals since 2000. In 2010 its director, Assistant Professor Dr Lee Ho-yin, announced the establishment of the Hong Kong Institute of Architectural Conservationists, with the support of UNESCO, ICOMOS and the Hong Kong government. The institute will recognise those who are qualified to carry out works on historic buildings and it is expected to become the accreditation body for academic programmes in architectural conservation in Hong Kong and Mainland China. A code of practice is also being drafted to ensure buildings like the Blue House are protected from lasting damage caused by ill-informed renovations.

"There are four generations living in that house and they are a treasure trove of local history and knowledge"

Professor Mirana May Szeto of the Department of Comparative Literature

THE UNIVERSITY PROFILE

STUDENT*

STUDENT ADMISSION (NEW INTAKES)

Academic Level	Male		Female		All		% International	
	2008 - 09	2009 - 10	2008 - 09	2009 - 10	2008 - 09	2009 - 10	2008 - 09	2009 - 10
Postgraduate (Research and Taught)	2,276	2,414	2,394	2,606	4,670	5,020	38.6%	39.8%
Undergraduate	1,654	1,667	1,907	1,850	3,561	3,517	15.6%	27.6%
All	3,930	4,081	4,301	4,456	8,231	8,537	28.7%	34.8%

ENROLLMENT OF STUDENTS ON ALL PROGRAMMES 2009/2010

Faculty	Postgraduate (Research and Taught)			Undergraduate			All Levels		
	UGC-funded Programmes	Self-funded Programmes	Total	UGC-funded Programmes	Self-funded Programmes	Total	UGC-funded Programmes	Self-funded Programmes	Total
Architecture	318	430	748	341	35	376	659	465	1,124
Arts	265	534	799	1,268	-	1,268	1,533	534	2,067
Business and Economics	69	1,753	1,822	1,816	435	2,251	1,885	2,188	4,073
Dentistry	59	141	200	260	-	260	319	141	460
Education	844	821	1,665	653	-	653	1,497	821	2,318
Engineering	478	1,031	1,509	1,572	15	1,587	2,050	1,046	3,096
Law	216	481	697	395	210	605	611	691	1,302
Medicine	600	522	1,122	1,504	372	1,876	2,104	894	2,998
Science	505	275	780	1,554	-	1,554	2,059	275	2,334
Social Sciences	250	958	1,208	933	226	1,159	1,183	1,184	2,367
All Faculties	3,604	6,946	10,550	10,296	1,293	11,589	13,900	8,239	22,139
In % Distribution	16.3%	31.4%	47.7%	46.5%	5.8%	52.3%	62.8%	37.2%	100%

ENROLLMENT OF INTERNATIONAL STUDENTS

Country	Postgraduate (Research and Taught)				Undergraduate				All Levels			
	Headcount		%		Headcount		%		Headcount		%	
	2008 - 09	2009 - 10	2008 - 09	2009 - 10	2008 - 09	2009 - 10	2008 - 09	2009 - 10	2008 - 09	2009 - 10	2008 - 09	2009 - 10
Mainland China	2,524	3,006	69.4%	71.4%	919	1,287	52.9%	59.1%	3,443	4,293	64.1%	67.2%
Other Asian Countries	368	393	10.1%	9.3%	156	220	9.0%	10.1%	524	613	9.8%	9.6%
Australia and New Zealand	75	86	2.1%	2.0%	75	88	4.3%	4.0%	150	174	2.8%	2.7%
European Countries	356	378	9.8%	9.0%	376	368	21.6%	16.9%	732	746	13.6%	11.7%
North American Countries	269	306	7.4%	7.3%	200	201	11.5%	9.2%	469	507	8.7%	7.9%
Others (e.g. Central and South America, African Countries)	43	40	1.2%	1.0%	11	15	0.6%	0.7%	54	55	1.0%	0.9%
All Countries	3,635	4,209	100%	100%	1,737	2,179	100%	100%	5,372	6,388	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 IN LOCAL PROGRAMMES RUN BY HKU SPACE IN 2009/2010

Programme	Headcount Enrolled
Postgraduate Programmes	5,932
Degree Programmes (including full-time degree programmes)	19,433
Sub-Degree Programmes	39,665
General/Short Courses (including non-award bearing professional courses)	17,842
Community College Programmes (full-time associate degree and higher diploma programmes)	7,150
All Local Programmes	90,022
Enrollment of Students on Programmes Run in Mainland China by HKU SPACE in 2009/2010	4,852

GRADUATES*

GRADUATES OF ALL PROGRAMMES

Academic Level	Male		Female		All		% International	
	2008 - 09	2009 - 10	2008 - 09	2009 - 10	2008 - 09	2009 - 10	2008 - 09	2009 - 10
Postgraduate (Research and Taught)	1,902	2,000	2,098	2,242	4,000	4,242	33.6%	36.4%
Undergraduate	1,606	1,638	2,104	1,970	3,710	3,608	13.5%	13.7%
All Graduates	3,508	3,638	4,202	4,212	7,710	7,850	23.9%	26.0%

DISTRIBUTION OF INTERNATIONAL GRADUATES BY COUNTRY

Country	Postgraduate (Research and Taught)				Undergraduate				All Levels			
	Headcount		%		Headcount		%		Headcount		%	
	2008 - 09	2009 - 10	2008 - 09	2009 - 10	2008 - 09	2009 - 10	2008 - 09	2009 - 10	2008 - 09	2009 - 10	2008 - 09	2009 - 10
Mainland China	846	1,045	62.9%	67.6%	295	291	59.0%	59.0%	1,141	1,336	61.9%	65.5%
Other Asian Countries	158	159	11.8%	10.3%	39	48	7.8%	9.7%	197	207	10.7%	10.2%
Australia and New Zealand	38	44	2.8%	2.8%	17	16	3.4%	3.2%	55	60	3.0%	2.9%
European Countries	169	166	12.6%	10.7%	97	92	19.4%	18.7%	266	258	14.4%	12.7%
North American Countries	113	119	8.4%	7.7%	51	45	10.2%	9.1%	164	164	8.9%	8.0%
Others (e.g. Central and South America, African Countries)	20	13	1.5%	0.8%	1	1	0.2%	0.2%	21	14	1.1%	0.7%
All Countries	1,344	1,546	100%	100%	500	493	100%	100%	1,844	2,039	100%	100%

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

NUMBER OF PROGRAMMES*

Academic Level	2008 - 09	2009 - 10
Research Postgraduate	181	181
Taught Postgraduate	143	145
Undergraduate	55	56
All Programmes	379	382

* 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, 2009)

Category of Staff	2008 - 09	2009 - 10
Professoriate	956	992
Research and Academic Support	1,849	1,955
Administrative and Support	2,574	2,427
Technical	1,160	1,083
All	6,539	6,457

DISTRIBUTION OF INTERNATIONAL PROFESSORiate STAFF BY COUNTRY

(EXCLUDING HONORARY/VISITING)

Country	Headcount		%	
	2008 - 09	2009 - 10	2008 - 09	2009 - 10
Mainland China	134	159	25.9%	28.9%
Other Asian Countries	63	64	12.2%	11.6%
Australia and New Zealand	60	59	11.6%	10.7%
European Countries	126	124	24.3%	22.5%
North American Countries	130	138	25.1%	25.1%
Others (e.g. Central and South America, African	5	6	1.0%	1.1%
All Countries	518	550	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)		%	
	2008 - 09	2009 - 10	2008 - 09	2009 - 10
Block Grant from University Grants Committee	1,449.3	1,447.0	70.0%	60.3%
Research Grants Council/University Grants Committee	248.9	226.7	12.0%	9.4%
Research Grants Council Direct Allocation	13.7	13.8	0.7%	0.6%
Other External Sources (Including Government, Private, Industry)	286.7	576.8	13.8%	24.0%
University of Hong Kong Foundation Allocation	1.7	29.0	0.1%	1.2%
Income from Research-Related Endowment Funds	70.6	105.9	3.4%	4.4%
Total Research Funding	2,070.9	2,399.2	100%	100%

RESEARCH PROJECTS (ON-GOING AND NEW)

Broad Disciplinary Areas	Research Grants Projects				Research Contract Projects				All			
	No. of Projects		Funding (in HK\$ M)		No. of Projects		Funding (in HK\$ M)		No. of Projects		Funding (in HK\$ M)	
	2008-09	2009-10	2008-09	2009-10	2008-09	2009-10	2008-09	2009-10	2008-09	2009-10	2008-09	2009-10
Biology and Medicine	2,308	2,544	2,860.2	3,422.2	241	293	324.7	400.1	2,549	2,837	3,184.8	3,822.3
Engineering	553	605	389.9	430.7	54	62	24.1	29.7	607	667	414.0	460.4
Humanities, Social Sciences and Business Studies	1,030	1,112	869.3	981.6	170	195	170.5	206.6	1,200	1,307	1,039.8	1,188.2
Physical Sciences	450	460	381.6	483.3	30	31	13.3	15.2	480	491	394.9	498.5
All Disciplines	4,341	4,721	4,501.0	5,317.7	495	581	532.6	651.6	4,836	5,302	5,033.6	5,969.3

PATENTS GRANTED (SINCE 1998 AND UP TO JUNE 2009)

Type	Cumulative Number
Human Necessities	56
Performing Operations, Transporting	12
Chemistry, Metallurgy	29
Fixed Constructions	2
Mechanical Engineering, Lighting,Heating, Weapons, Blasting	1
Physics	39
Electricity	44
Multiple*	23
All Types	206

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

LIBRARIES RESOURCES 2009/2010

Main and Specialist Libraries	Number of Bound Volumes
General Library	1,334,246
Fung Ping Shan Library	948,147
Medical Library	218,749
Law Library	126,781
Education Library	71,763
Dental Library	61,178
Music Library	35,789
All Libraries	2,796,653

Main Libraries' E-Resources	Number
E-journals (Subscriptions)	62,568
E-journals (Titles)	43,932
Databases	710
E-books	2,427,681
Computer Files	52,041

Total Number of Registered Libraries Users	107,270
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STUDENT LEARNING SUPPORT RESOURCES/ SERVICES	Number
Library Seats	2,762
Single Study Rooms for Postgraduate Students	58
24 Hours Student Learning Centre	1
Knowledge Navigation Centre	1
Fixed/Wireless Network Access Points	Over 520
Postgraduate Library Workshop	76 Workshops
Information and Referral Service	70,280 Reference Transactions

COMPUTING AND NETWORK RESOURCES

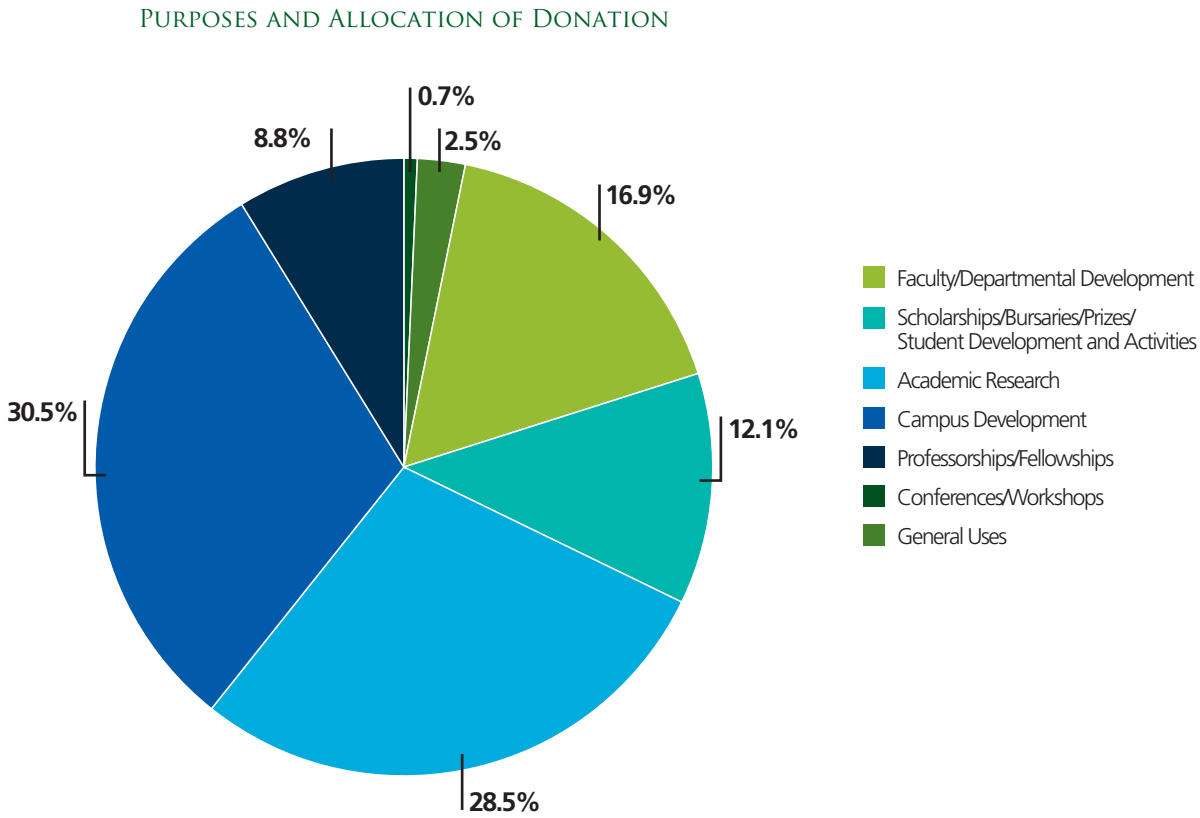
Type of Resources	Number
Number of Wired Network Access Points	28,670
Number of Wireless Network Access Points	1,160
Number of E-mail Addresses for Staff, Students and Graduates	107,639
Total Bandwidth for Direct Connection to the Internet and Research/Education Networks	4,150 (in Mbps)
Aggregated Central Computing Power for Teaching and Research Purposes (Theoretical Peak Computing Speed)	19,839 (in GFLOPS)

GIVING TO HKU

DONATION FACTS IN 2009/2010

Total Number of Gifts Received	9,806
Total Amount of Donations	\$798M
Total Number of Donors	5,080
Number of First-time Donors	1,976
Ratio of Alumni vs Non-Alumni Donors	60:40

DISTRIBUTION OF DONATIONS 2009/2010



FINANCE

AN ANALYSIS OF CONSOLIDATED INCOME AND EXPENDITURE FOR THE YEAR ENDING JUNE 30, 2010

Income	HK\$'000	%
Government Subventions	2,794,812	40.7%
Tuition, Programmes and Other Fees	1,839,605	26.8%
Interest and Investment Return	704,845	10.3%
Donations and Benefactions	818,782	11.9%
Auxiliary Services	203,304	3.0%
Other Income	497,696	7.3%
Total Income	6,859,044	100%

Expenditure	HK\$'000	%
Learning and Research	4,641,046	77.0%
Instruction and Research	4,080,340	67.7%
Library	196,525	3.3%
Central Computing Facilities	156,390	2.6%
Other Academic Services	207,791	3.4%
Institutional Support	1,386,766	23.0%
Management and General	368,177	6.1%
Premises and Related Expenses	679,054	11.3%
Student and General Education Services	202,622	3.3%
Other Activities	136,913	2.3%
Total Expenditure	6,027,812	100%

SPACE

DISTRIBUTION OF SPACE BY CATEGORIES BASED ON TOTAL GROSS COVERED FLOOR AREA (AS OF JUNE 2010)

Category	Gross Covered Floor Area (in sq. m)	%
Academic Space	236,603	40.7%
Central and Departmental Libraries	44,002	7.6%
Central Administration and Maintenance	21,192	3.6%
Student and Staff Amenities	26,479	4.6%
Sports Facilities	13,922	2.4%
Student Halls of Residence and Staff Quarters	231,636	39.9%
Others (Including HKU Museum and HKU Press)	7,059	1.2%
All Categories	580,893	100%

HKU SPACE Gross Covered Floor Area (as of June 2010)	44,169 sq.m
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LAND HOLDINGS

Sites	Lot Area (in Hectares)
Hong Kong Island	
Main Campus	17.3
Medical Campus	4.1
Other Sites on Pokfulam	22.1
New Territories	
The Kadoorie Institute	9.6
All	53.1

HALLS AND STUDENT RESIDENCES

Number of Places	Number
Existing	4,701
Planned	1,800

AN EXTRACT FROM THE UNIVERSITY'S ANNUAL ACCOUNTS 2009-10

OVERVIEW

The financial year 2009-10 was the first year of the last Triennium of the three-year structure curriculum. The Group's consolidated financial results recorded a surplus of \$842 million which was partly attributed to the increase in donation in response to the fifth Government Matching Grant Scheme introduced before the current year end and the partial recovery of the investment asset value after the financial crisis. With the interest rate remained at the record low level, the University has been combating on the one hand, the much reduced recurrent investment income and on the other hand, the increasing resources required for implementing the curriculum reform from a three-year to a four-year structure, the additional space and infrastructure for the additional number of students and the various initiatives to further the University visions in alignment with its strategic direction.

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.

During the year, the Group has early adopted the amendment to HKAS 17 which led to a change in accounting policy for the classification of leasehold land of the Group. The Group has also changed its accounting policy for the measurement of leasehold building to cost less accumulated depreciation instead of depreciated replacement cost. This change means that the building component and the more significant land component of property leases are measured on the same basis. The effect of this change has reduced the net carrying value of buildings, previously under the depreciated replacement cost by \$7,572 million.

RESULTS FOR THE YEAR

The Group's consolidated results for the year ended June 30, 2010 are summarised as follows:

	2010 \$ million	2009 \$ million
Income	6,154	5,269
Expenditure	(6,028)	(5,846)
Interest and Investment Gain/(Loss)	705	(977)
Surplus/(Deficit) for the year before Share of Surplus of Associates and Jointly Controlled Entities	831	(1,554)
Share of Surplus of Associates and Jointly Controlled Entities	11	6
Surplus/(Deficit) for the year	842	(1,548)

The consolidated income for the year 2009-10 has increased by \$885 million. This was mainly attributable to the increase in donations and benefactions as direct response to the new Matching Grant Scheme introduced during the year.

On the consolidated expenditure, a total of \$6,028 million was incurred for the year (2008-09: \$5,846 million), of which \$4,641 million (2008-09: \$4,466 million) was spent on teaching/learning and research activities of the Group. If the total depreciation charges of \$280 million (2008-09: \$259 million) was excluded, the expenditure incurred for the year was approximately 2.9 per cent higher than the previous year.

FINANCIAL OUTLOOK

With the end of the financial year 2009-10, the University has entered into the second year of the last triennium of the three-year structure curriculum before transiting to the four-year structure curriculum. As the year 2012 draws near, the momentum to prepare for this Cohort of student alongside with the last cohort of the existing structure continues to accelerate. The University as a whole is facing significant challenges ahead and is implementing a number of expansion plans for various developments. Given the financial commitment required for the University to foster strategic initiatives and the physical development plans in the midst of uncertain future economic outlook and the persistence of the extremely low interest rate environment impacting upon the University income sources particularly from investment and fund-raising activities, a more prudent and disciplined financial management strategy is required to navigate through this difficult period without recourse to austerity measures.

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 STATEMENT OF COMPREHENSIVE INCOME

For The Year Ended June 30, 2010

(Expressed in thousands of Hong Kong dollars)	2010	As restated 2009
Income		
Government Subventions		
• Subventions from UGC:		
- Block Grants and Non-accountable Supplementary Grants	2,303,009	2,200,003
- Earmarked Grants	299,576	350,596
- Rates and Government Rent Refund	37,726	39,203
- Capital Grants and Alteration, Additions and Improvements ('AA & I') Block Allocation	41,799	36,277
	2,682,110	2,626,079
• Grants from Government Agencies and Related Organisations	112,702	51,816
	2,794,812	2,677,895
Tuition, Programmes and Other Fees		
• UGC-Funded Programmes	624,282	606,759
• Non UGC-Funded Programmes	1,215,323	1,177,018
	1,839,605	1,783,777
Donations and Benefactions	818,782	210,399
Auxiliary Services		
• Residential Halls and Hostels	60,531	60,525
• University Press	5,990	4,884
• Rental Income and Rental Contribution from Staff	101,701	101,246
• Clinics and Chinese Medicine Pharmacies	22,751	22,907
• Others	12,331	10,792
	203,304	200,354
Other Income		
• Contract Research	128,714	97,928
• Service Income	181,749	178,240
• Outside Practice	110,288	84,245
• Miscellaneous	76,945	36,749
	497,696	397,162
	6,154,199	5,269,587
Expenditure		
Learning and Research		
• Instruction and Research	4,080,340	3,959,621
• Library	196,525	197,662
• Central Computing Facilities	156,390	110,000
• Other Academic Services	207,791	199,002
	4,641,046	4,466,285
Institutional Support		
• Management and General	368,177	366,003
• Premises and Related Expenses	679,054	684,653
• Student and General Education Services	202,622	193,201
• Other Activities	136,913	136,116
	1,386,766	1,379,973
	6,027,812	5,846,258
Interest and Investment Gain / (Loss)	704,845	(977,474)
Surplus / (Deficit) from Operations	831,232	(1,554,145)
Share of Losses of Associates	(10)	(25)
Share of Surplus of Jointly Controlled Entities	11,380	5,892
Surplus / (Deficit) for the Year	842,602	(1,548,278)
Other Comprehensive Loss		
• Release of Deferred Capital Funds	(23,786)	(14,063)
Total Comprehensive Income / (Loss) for the Year	818,816	(1,562,341)

THE UNIVERSITY OF HONG KONG
CONSOLIDATED BALANCE SHEET

As at June 30, 2010

	At June 30 2010	As restated At June 30 2009
<i>(Expressed in thousands of Hong Kong dollars)</i>		
Assets		
Non-Current Assets		
Property, Plant and Equipment	5,414,233	5,030,757
Interests in Associates	673	58
Interests in Jointly Controlled Entities	44,414	33,034
Investments	7,939,478	7,733,997
Bank Deposits	-	166,249
Loans Receivable	17,169	20,822
	<u>13,415,967</u>	<u>12,984,917</u>
Current Assets		
Investments	256,627	378,852
Loans Receivable	188,202	185,848
Inventories	4,833	3,835
Accounts Receivable and Prepayments	337,291	229,523
Amount due from Jointly Controlled Entities	19,258	29,396
Cash and Bank Deposits	4,285,603	3,390,572
	<u>5,091,814</u>	<u>4,218,026</u>
Total Assets	18,507,781	17,202,943
Funds		
Deferred Capital Funds		
Equipment	18,712	9,648
Buildings	1,204,406	722,265
	<u>1,223,118</u>	<u>731,913</u>
Restricted Funds		
General Endowment Fund	1,960,970	1,873,070
Investment Reserve	895,813	842,950
General Reserve	15,000	15,000
Staff Housing Loan Fund	96,599	95,709
Building Capitalisation Reserve	2,781,690	2,863,833
Capital Projects	67,740	66,754
Research Projects and Quality Assurance	172,341	192,394
	<u>5,990,153</u>	<u>5,949,710</u>
Other Funds		
General and Development Reserve Fund	839,698	1,077,572
Self-financing Activity Funds		
• University	588,061	534,902
• HKU SPACE	1,554,731	1,422,324
• Other Subsidiaries	(9,157)	(5,262)
	<u>2,133,635</u>	<u>1,951,964</u>
	<u>5,274,830</u>	<u>4,510,716</u>
	<u>8,248,163</u>	<u>7,540,252</u>
Total Funds	15,461,434	14,221,875
Liabilities		
Non-Current Liabilities		
Employee Benefit Accruals	205,113	226,032
Loans and Borrowings	264,787	274,227
	<u>469,900</u>	<u>500,259</u>
Current Liabilities		
Accounts Payable and Accruals	1,362,844	1,365,087
Amount due to a Jointly Controlled Entity	424	-
Employee Benefit Accruals	439,247	410,620
Loans and Borrowings	131,857	130,003
Deferred Income		
• Earmarked Grants	407,461	377,530
• Capital Grants and AA and I Block Allocation	132,785	109,713
• Others (including Donations and Benefactions)	101,829	87,856
	<u>642,075</u>	<u>575,099</u>
	<u>2,576,447</u>	<u>2,480,809</u>
Total Liabilities	3,046,347	2,981,068
Total Funds and Liabilities	18,507,781	17,202,943
Net Current Assets	2,515,367	1,737,217
Total Assets Less Current Liabilities	15,931,334	14,722,134

OFFICERS OF THE UNIVERSITY

(As of December 2010)

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Dr the Honourable Donald Tsang

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

Pro-Chancellor

Dr the Honourable David Li Kwok-po

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

Chairman of the Council

Dr the Honourable Leong Che-hung

GBM; GBS; 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); (Hon)FHKCPath; (Hon)FHKCP; HonPhD Tor; HonDSc Aberd; JP

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

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Pro-Vice-Chancellor and Vice-President
(Teaching and Learning)

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BA, MA HK; PhD Birm; DipEd HK

Treasurer(Acting)

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BArch Cooper Union; MArch Harv; FAIA; HKIA

Arts - Professor Louie Kam Hung

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

Business and Economics (Acting) - Professor Eric

Chang Chieh

BS Nat Cheng Kung; MBA Wright State; PhD Purdue; CFA

Dentistry - Professor Lakshman Perera Samaranayake

BDS(Peradeniya); DDS(Glas); FRCPath; CBiol, MIBiol, FHKAM (Pathology), FHKAM (Dental Surgery), FHKCPath, FCDSHK, FDS RCS(Edin)(Hon), HonDSc(Peradeniya)

Education - Professor Stephen James Andrews

MA Cantab; MA Essex; PhD S'ton; CertEd York

Engineering - Professor Chew Weng Cho

BSc; MSc; PhD MIT

Law - Professor Johannes Chan Man Mun

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

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 Machael 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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BA, MA HK; FCIS

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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 2010)

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	07.11.2009 - 06.11.2012
	Mr Benjamin P.C. Hung	07.11.2009 - 06.11.2012
	Mrs Margaret M.Y. Leung Ko	07.11.2009 - 06.11.2012
	Mr Martin C.K. Liao	07.11.2009 - 06.11.2012
	Dr York Liao	07.11.2009 - 06.11.2012
	Ms Ayesha Abbas MacPherson	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	28.01.2010 - 27.01.2012
	Mr Paul M.Y. Chow	28.01.2010 - 27.01.2013
	Ms Wendy K.S. Gan	28.01.2010 - 27.01.2012
	Mr Danny D.B. Ho	28.01.2010 - 27.01.2013
	Dr John E. Strickland	28.01.2010 - 27.01.2011
	Dr Allan C.Y. Wong	28.01.2010 - 27.01.2011
2 persons, not being students or employees of the University, elected by the Court	Mr Man Cheuk Fei	24.06.2010 - 23.06.2013
	Dr Rosanna Wong Yick Ming	11.12.2009 - 10.12.2012
Vice-Chancellor	Professor Lap-Chee Tsui	01.09.2007 - 31.08.2012
Treasurer (Acting)	Mr Paul M.Y. Chow	29.10.2008 -
4 full-time teachers elected in accordance with regulations	Dr K.C. Cheung	09.12.2009 - 08.12.2012
	Professor S.P. Lee	09.12.2009 - 08.12.2012
	Professor F.C.C. Leung	09.12.2009 - 08.12.2012
	Professor G.W.K. Tang	09.12.2009 - 08.12.2012
1 full-time employee of the University, not being a teacher, elected in accordance with regulations	Mr Cheung Pok-yin	19.12.2009 - 18.12.2012
1 full-time undergraduate student elected in accordance with regulations	Mr Li Tsz-shu	03.05.2010 - 02.05.2011
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 2010 is published by The University of Hong Kong.
The Review serves as the Vice-Chancellor's annual academic report, providing a glimpse of the University's developments during the year.

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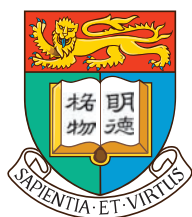
CONTRIBUTION AND FEEDBACK

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While our publication is printed on environmentally friendly paper, we urge you to share your copy with friends and colleagues to help reduce our carbon footprint. Alternatively, you may like to read *The Review* online at www.hku.hk/publications/review.html

Further information about *The Review*, or the University, may be obtained from the Communications and Public Affairs Office at CPAO@hku.hk





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