



THE UNIVERSITY OF HONG KONG  
CENTENARY  
香港大學百周年

# 格 明 物 德

*Sapientia et Virtus*



THE UNIVERSITY OF HONG KONG  
**THE REVIEW 2011**

## 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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物德  
*Sapientia et Virtus*

HKU's motto is in two parts, one Chinese the other Latin, reflecting our scholarly reach across East and West. The Chinese motto comprises two phrases taken from the Confucian classic *The Great Learning* - *mingde* 明德 ('to manifest virtue') and *gewu* 格物 ('to investigate things'). Confucian scholars traditionally believed that virtue is the perfect nature that man is born with, but this nature becomes perverted by life's temptations, and the great task of education is to restore it to its original purity. The characters *mingde* in the motto therefore allude to the noble function of education in 'manifesting virtue'. The second phrase *gewu* occurs in a description of how wise rulers set about cultivating wisdom and virtue. The Latin motto *Sapientia et Virtus* translates as Wisdom and Virtue and echoes the Chinese quotations, aptly summarising HKU's values and aspirations.





# BUILDING ON A CENTURY OF EXCELLENCE

The year 2011 has been a remarkable one for HKU: first, because it is our Centenary year; second, because we have witnessed a momentous leap in our academic activities and contributions to society; and third, because it has truly been eventful. While we have continued on a path of profound renewal of our undergraduate curriculum, our outreach to partner institutions in the Mainland and internationally, in both student exchange and research, has deepened and been extended. In addition, we have decided to celebrate our 100 years of achievements and successes with the greater community, from primary school children to world-renowned Nobel Laureates. This Review offers a summary of our activities in the past year, placed in the context of our century-long heritage.

In 1911, The University of Hong Kong was incorporated by Ordinance. Ever since this beginning, HKU has been an outward-looking university. Our founders had in mind a university that would produce graduates to help China modernise and indeed we admitted a considerable number of scholars from the United Kingdom and students from China and Southeast Asia in our early days. Despite difficult periods in the past 100 years, the University remains internationally focused in terms of our education mission and talent recruitment. This has been one of the key factors in our success. We have fostered internationalisation through an open academic environment and aspirations to excellence, and we have sought out like-minded people from around the world.

## OUR INTERNATIONAL OUTLOOK

In 2010-11, a total of 568 (56 per cent) of our 1,014 professoriate staff came from overseas; they included both distinguished scholars and young and promising academics. Of the 22,260 undergraduate and postgraduate students registered, 6,823 students came from outside Hong Kong. We attracted the best performing students locally and from the Mainland as well as an increasing number of top foreign students from all corners of the globe, who are inspired by our excellence in teaching and learning and in research.

The University is happy to record that 105 of our scientists were ranked among the top one per cent in their field by the Institute for Scientific Information in 2011. HKU has also been the top recipient of the Research Grants Council's (RGC) General Research Fund for 10 years in a row (\$183.76 million for 216 projects in the 2011-12) and in 2011 our colleagues contributed to all six successful applications in the RGC's new Theme-based Research Scheme and led in three. Increasing numbers of our scholars and students are also being asked to share their findings and learning more broadly with the community in Hong Kong, China and the world. To further promote and recognise these activities, we launched the Knowledge Exchange Awards in early 2011.



# OUR CORE COMMITMENT

As a premier institution of higher education, HKU has always placed top emphasis on teaching and learning. During the past six years, we have been making an unprecedented effort to develop a new four-year undergraduate curriculum, ready to be fully implemented in September 2012. The new curriculum reflects deeply and critically on the total learning experience of students. In addition to developing students' intellectual capabilities and professional skills, it aims to cultivate responsible global citizenship so students can participate meaningfully in a rapidly changing world. Greater emphasis is placed on experiential learning and on the new, innovative Common Core, which asks students to consider important issues facing the planet from a cross-disciplinary perspective. Some 67 Common Core courses were introduced into the current three-year undergraduate programmes from September 2010 and received enthusiastic feedback from both students and teachers.

As we approach September 2012, we have formed a comprehensive risk management task force to sort out the immensely complex logistics of admitting a double cohort of first-year students next year (the three-year and four-year programmes together) and to ensure the smooth opening of the Centennial Campus next summer. The new facilities will provide us with 40 per cent more teaching and learning space, including a state-of-the-art Learning Commons of 6,000 square metres and a multi-purpose lecture centre large enough to hold an audience of 2,000.

# KNOWLEDGE, HERITAGE AND SERVICE

Knowledge, Heritage and Service are the themes of our Centenary Celebrations which officially started



in January this year. The University has already hosted a large number of activities, such as public lectures by Nobel Laureates, a University Presidents' Summit, class reunions, and service projects organised by staff and students to help needy communities around the world. The celebrations will continue to autumn 2012, which marks not only the introduction of the new four-year curriculum and the opening of the Centennial Campus, but also 100 years since the University admitted its first cohort of students.

As envisioned by our founders and rearticulated in our new Vision Statement, the University is contributing to the nation by producing the best talents and leaders in the region and by building a closer working relationship with our partner institutions in the Mainland, while maintaining our commitment to Hong Kong. As the most international institution on Chinese soil, HKU has a responsibility

to develop further bridges between China and the world and to facilitate the process of internationalisation of higher education in China, as I declared at the University's Centenary Ceremony in August this year. We also have a clear responsibility to act as a conduit of change for other social developments in China.

Vice-Premier Li Keqiang of the State Council also spoke at our Centenary Ceremony and he, too, reaffirmed our international focus and leadership in research and education. Moreover, he supported our endeavours through the provision of 1,000 exchange places for HKU staff and students to visit the Mainland, the establishment of two significant joint-research laboratories, and the donation of a precious set of Chinese Rare Book Facsimile Reprints comprising over 4,000 volumes.

Finally, while we are in the midst of our celebrations, we never stop reflecting on our heritage and our eventful past. We would like to express our gratitude to those who have supported us and contributed to our success, and have always reminded us of our mission and core values. Together with them and all members of the University community, we will strive to build on our excellence over the next 100 years.

**Professor Lap-Chee Tsui**  
Vice-Chancellor and President  
December 2011



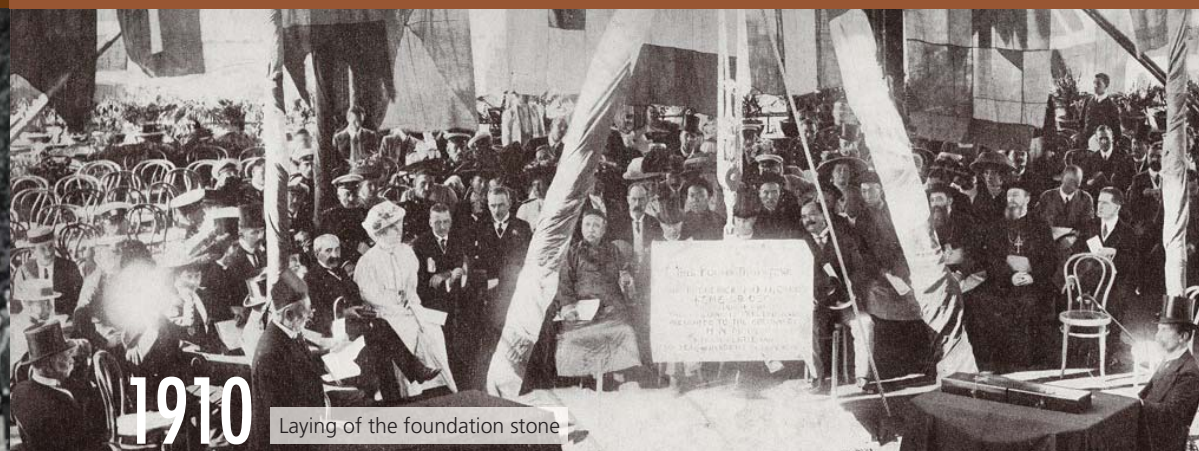


# TRANSCENDING BOUNDARIES

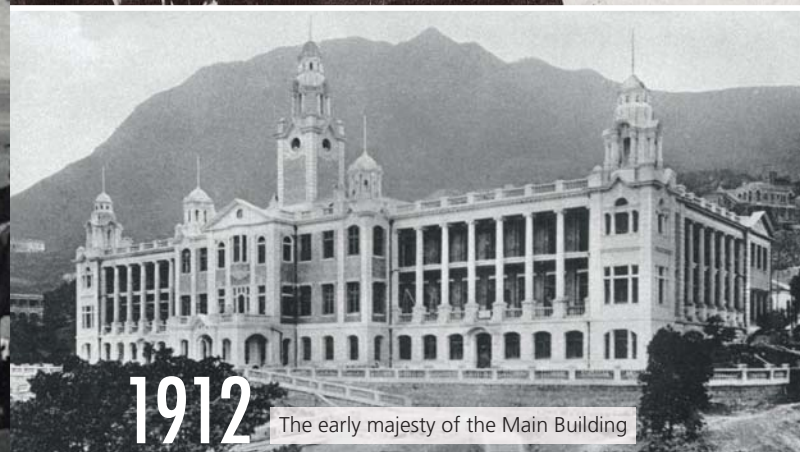
Over the past century, HKU has evolved from a minor institution in a colonial outpost into the best university in Asia and one of the top universities in the world, located in a global financial centre. Like the city in which it is rooted, HKU has achieved great things by being many things — not solely East or West, British or Chinese, but all of these together.

From its founding, the University has sought to

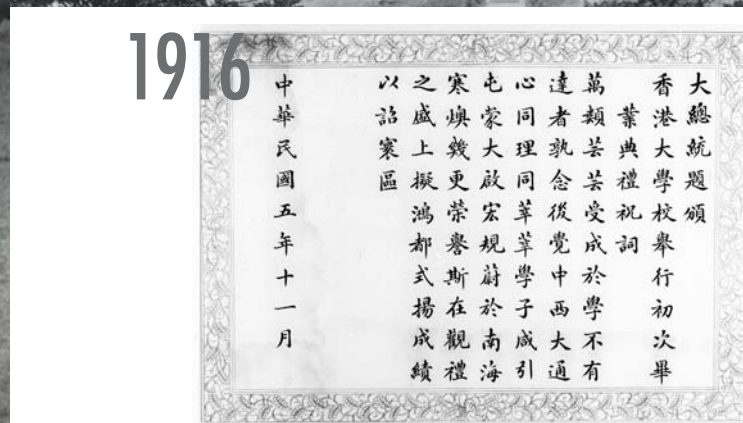
transcend borders and cultures. In 1911 the British rulers of Hong Kong saw HKU as a vehicle for promoting Western technology and values in the region. The University's Chinese backers, who provided a large share of its funding, saw it as a means to equip Chinese students with essential modern knowledge and perspectives so they could help society to advance. Each party found a way to represent their aims through the University's motto — the British adopting the Latin, *sapientia et virtus*, translated as wisdom and virtue, and the Chinese adopting *mingde gewu*, meaning illustrious virtue and the investigation of things. These distinct but universal values remain at the heart of HKU today where they continue to guide our mission to serve Hong Kong, China and the world.



1910 Laying of the foundation stone



1912 The early majesty of the Main Building

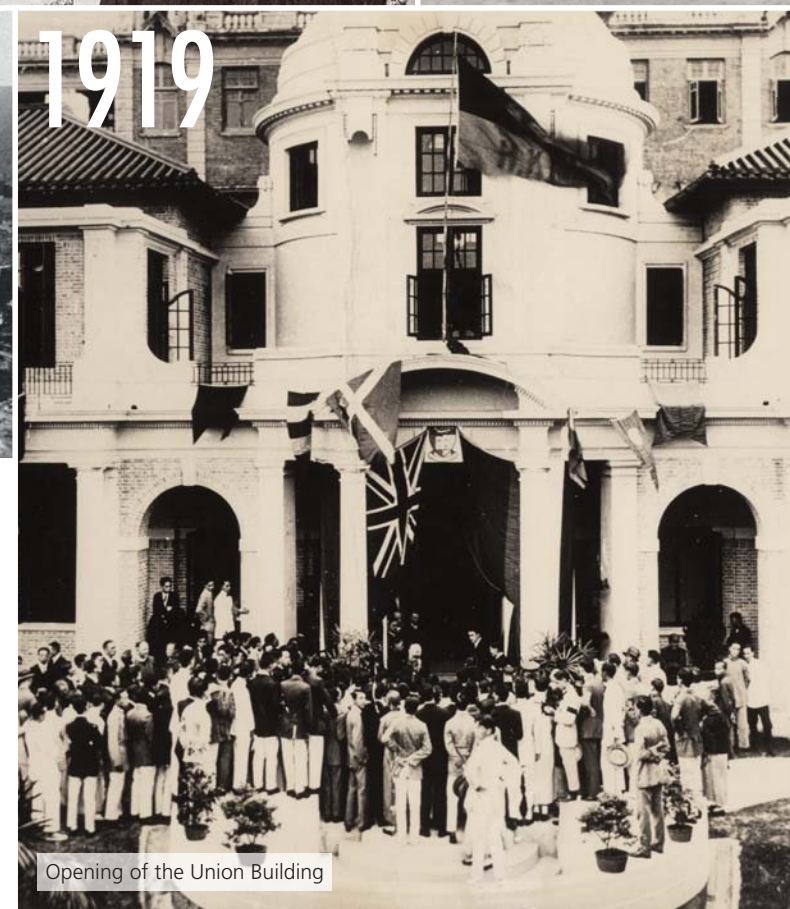


1916 Message of congratulation to the first degree congregation

## AN INTERNATIONAL UNIVERSITY

HKU was one of the most international universities in Asia in the early years of its founding. Students came from China, Southeast Asia and Hong Kong to be taught a British curriculum in medicine, engineering and the arts. The University also began admitting female students in 1921, providing one of the main opportunities for young women to secure training and an equal role in society.

The pursuit of knowledge took place against a backdrop of turmoil, though, that would have a medium-term impact on our mission to serve the world beyond Hong Kong. China was embarking on a painful overthrow of its feudal past and more and more of its students left for Hong Kong and HKU to gain an education. Many of them settled in the city and the population nearly tripled in size between 1916 and 1941, to reach 1.6 million. This expansion created a growing local demand for HKU-



Opening of the Union Building

trained doctors, engineers, teachers and other professionals. Questions began to be asked if the University was best to concern itself chiefly with serving Hong Kong.

War also shifted the focus. When the Japanese invaded Hong Kong in December 1941, HKU students, staff and alumni rallied to Hong Kong's defence. A number of them died fighting the Japanese while others were placed in internment camps. Those who were able-bodied devoted themselves to relief work in Hong Kong and the mainland and to keeping the University functioning, both in the Stanley internment camp and by placing students in mainland universities to complete their degrees.

By the end of the war there was a shared sense of purpose among local residents and the colonial rulers, and among students and staff. Hong Kong, not China and the wider world, would be their focus. HKU would take a detour from the internationalism that defined it to look inward, but it would emerge stronger for it.



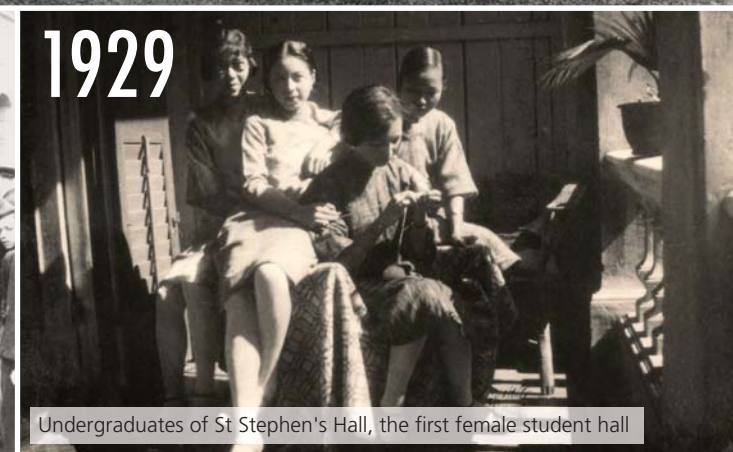
1920s Some of the first Chinese female graduates



1920s Sports teams take a break



Sun Yat-sen visits at the invitation of the University Union



1929 Undergraduates of St Stephen's Hall, the first female student hall



1930 Cricketers at the old Pavilion



1940s All-male cast take to the stage



Prisoners-of-war in Sham Shui Po camp, with HKU's Albert Rodrigues (middle back) and Solomon Bard (left, back)



Students escape Japanese-occupation by fleeing to Waichow, China



1942



## A UNIVERSITY FOR HONG KONG

Post-war Hong Kong was under huge strain as hundreds of thousands of people poured over the border. Experts were needed to help the city recover and rebuild and HKU became a key source of these experts. Our graduates and academics led Hong Kong's dramatic transformation from a refugee town in the early 1950s into a modern international city and major centre of finance and commerce by the end of the 20th century. They presided in courts of law, designed and built housing estates and skyscrapers, developed and administered the school curriculum, developed medical and social services that were sensitive to the needs of the local population, and contributed in arts, culture, the environment and all other areas of Hong Kong life. The University also became the training ground for an elite corps of local government administrators.

The University's contributions during this period helped to consolidate its relationship with the government, which had provided minimal funding to HKU during its first decades. From the mid-1950s onwards, the government gradually began to increase its investment in HKU and to place it on a solid longer-term footing. The impetus for this was a growing realisation that Hong Kong needed university-trained professionals and funded research to further its economic development.

In the latter decades of the 20th century, Hong Kong developed into a modern, more sophisticated society. HKU students and alumni were at the forefront of this transformation. They took the lead in campaigns against inequality, corruption and other pressing issues and in Hong Kong's nascent political parties, thereby contributing to the development of civil society here. They also provided the legal, accounting, business, architectural and other professional inputs needed as Hong Kong's economy shifted from manufacturing to financial services and served an increasingly globalised world.

The University itself responded to the bigger changes in society by creating six new faculties that provided intellectual insights and professional training to help Hong Kong meet its evolving needs. It also supported globalisation from an academic perspective by intensifying academic activities with universities in China and around the world and thus re-establishing the University's original mission of being an institution with an international outlook.



1945

The Great Hall in ruins



1949

Sports Day at the old Pavilion



Stamp marking first 50 years

1961



A break from studies

1960s



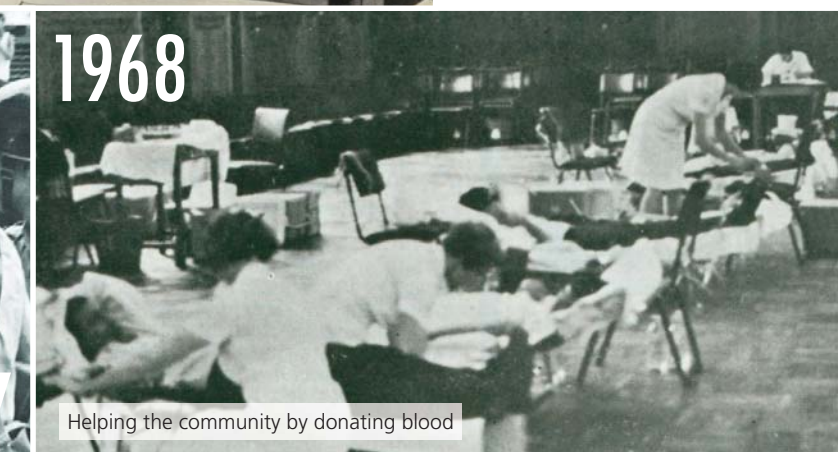
1951

Architecture students attend lecture



Anti-colonial riots grip Hong Kong

1967



1968

Helping the community by donating blood



1970

HM Queen Elizabeth II meets undergraduates



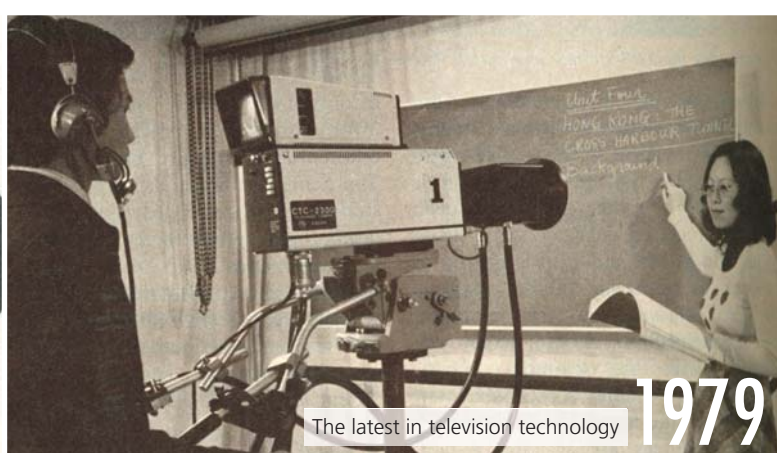
1973

Anti-corruption protests



1974

Students support the Chinese language movement



1979

The latest in television technology



1985

Rice bag race for charity



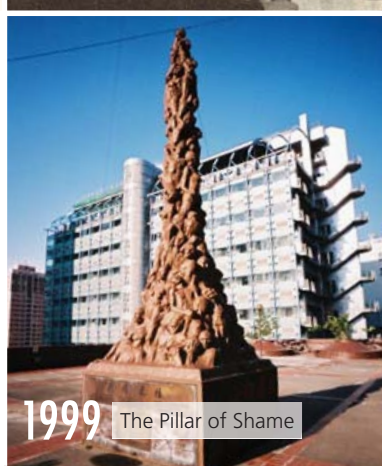
1997

Ceremony marking Handover of Hong Kong sovereignty



2006

The Global Lounge, our international centre for students



1999

The Pillar of Shame



2003

Taking on SARS



2005

State Key Laboratories bring space-age technology



2008

Bill Clinton raises a smile



2009

Introduction day for international students

## COMING FULL CIRCLE

Hong Kong and HKU have experienced fantastic growth over the past 50 years. They have built capacity — Hong Kong by raising educational and income levels and investing in infrastructure, HKU by demanding its students and staff meet the highest international academic standards and providing the means for them to do so. As a result they both enjoy positions of importance in the world beyond their shared border.

Closer integration with China has been a major factor in their development. Hong Kong is now both a regional and global centre and this has influenced HKU, which is attracting more students from the mainland as well as overseas, and establishing study centres and research bases there. The University's goal is to bring best international practices and research into China, and also to contribute to the global bank of academic knowledge — to be an integration of East and West as envisioned by its founders.

These knowledge-based activities must operate in the right environment if they are to truly help society to advance. Freedom, openness and diversity are essential for encouraging the expression and criticism of ideas and the rigorous thinking needed to take new concepts forward. They are the virtue behind the wisdom, and they remain the core values of HKU.

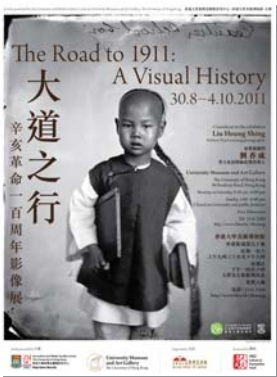




# CELEBRATING OUR CENTENARY



The University of Hong Kong belongs to the community and our Centenary celebrations reflect our close ties with both the local Hong Kong people and the wider international academic community. More than 100 events were organised in 2011 including outreach with primary and secondary school students and the elderly, HKU Heritage Trails led by scholars and experts on HKU's history and environment, concerts, exhibitions, forums, book launches, conferences, the University of Hong Kong Centenary Ceremony in August, and the academic centrepiece, the Centenary Distinguished Lectures by Nobel Laureates and other world-renowned thinkers. We also launched Service 100 which engages students, staff, alumni and friends in hundreds of community service projects around the globe and re-affirms HKU's commitment to a better world.



Sir Andrew Motion



Wu Jinglian



Aung San Suu Kyi



Kurt Wüthrich



Elinor Ostrom



Françoise Barré-Sinoussi



Peter Doherty

Speakers who have honoured us this academic year in the on-going Centenary Distinguished Lectures series.



# KNOWLEDGE NOW





# LEARNING THROUGH CHANGE

Learning is fundamentally about change and transformation. At HKU we have pursued learning in a society that itself has undergone rapid transformation from a colonial outpost to an international finance centre. The upheavals and shifts along the way have altered our student mix and our curriculum focus, but one thing has remained constant: our commitment to provide a high quality, relevant education.

Next year, in 2012, we will roll out a new four-year curriculum that aims, as one of its central learning objectives, to equip students to respond proactively to change. Discipline-based knowledge will still matter, but students will also be educated to be global citizens who can manage unfamiliar situations and problems and advocate for improvements to human societies.

To achieve these goals, we have made deep changes to programme requirements, assessment and other aspects of the education we offer. We started to introduce these new initiatives in 2010-11 to allow us time to adjust and refine them in advance of next year.

While these measures seek to prepare students to cope with the complex demands of the 21st century, they also harken back to HKU's heritage. The University, like Hong Kong itself, has shown great resilience over

the decades thanks to two constants: a commitment to excellence and a willingness to adapt and change.

HKU was founded in 1911 to provide English-language, Western education to aspiring doctors, engineers, civil servants and teachers from China and Southeast Asia. The student focus changed markedly in the post-war period when our intake was almost exclusively from Hong Kong, and again in the past decade or so when we have drawn students from the whole of Asia and are attracting more and more students from elsewhere in the world.

Each new twist in the road has spurred growth and led to new outlooks and areas of study. Student numbers rose from 71 in 1912 to about 1,000 in 1958 and to 22,260 in 2010-11. More programmes were added to meet demand from students and society, increasing from three undergraduate programmes in 1912 to 54 undergraduate, five research postgraduate and 99 taught postgraduate programmes today.

## HIGH QUALITY EDUCATION

However, the changes have never altered the University's original goal of providing a high-quality education. We have undertaken two major curriculum reforms over the years to improve our offerings. The first, in 1954, helped to achieve international recognition for our education by converting undergraduate studies from four years to three years in line with other Commonwealth universities.

The second, which is currently underway, recognizes that the British model of early specialisation with a narrow focus on the



Poring over the books circa 1949



discipline is no longer adequate in a turbulent, globalised world. We began the process of curriculum renewal in the late 1990s with the introduction of measures that benchmark against and draw upon best international practices, such as broadening courses, diverse approaches to learning and assessment including problem-based learning, and mixed degrees. When the government announced in 2004 that a four-year curriculum would again become the norm in September 2012, we seized on this once-in-a-lifetime opportunity to realise our wider goal of providing a broad education that encourages students to engage in critical thinking and view their learning in a context beyond the classroom.

## THE NEW CURRICULUM

The new curriculum has two significant features. One is the innovative Common Core, which exposes students to thinking beyond the confines of their discipline. All students from 2012 will take six credit-bearing courses outside their major from four areas of inquiry – scientific and technological literacy; humanities; global issues; and China: culture, state and society. The courses are issue-based and cross-disciplinary, focusing on such things as feeding the world, the impacts of natural disasters on societies, and sexual diversity. An initial offering of 67 Common Core courses in 2010-11 received highly positive feedback in student evaluations.

The other feature is an emphasis on experiential learning, which takes students into the field – for instance, to rural China to build a school or to Hong Kong's countryside to record flora and fauna – where they can develop a more holistic understanding of their disciplines and of issues in society. All faculties now offer opportunities for experiential learning.

Alongside these more integrated forms of learning, we are updating our assessment models and supporting students as they face more choices. Assessment is increasingly seen as a tool that contributes to learning rather than simply measures it and we are developing our assessments to reflect this view. We are also mindful that students will need help in navigating the expanded choice offered under the four-year curriculum. An Academic Advising System has been introduced from 2011-12 to help students clarify their academic, career and life goals and develop plans to achieve those goals.

Next year will bring major changes to our campus: a new curriculum, a new campus extension and a large increase in student numbers as we welcome a double cohort of first-year students. The preparations we have made are paving the way for a smooth transition. Most importantly, they re-affirm our commitment to sustain a rich and stimulating learning environment where students can embrace change.




Now: Multi-media presentations and laptops



Then: Blackboards and paper





"I like that HKU has an international approach"

HKU draws large numbers of high quality applications from students in Mainland China including in 2011 17 "Zhuang Yuan" — students who were the top scorers in their province or city in China's national university entrance examinations. Anny Zheng (above) was the top scorer in Shanghai in the Arts stream and enrolled in HKU as a BBA(IBGM) student in September 2010.

"When HKU professors came to talk to our school, I decided right then that this was

the university I wanted to attend. We sat at a table and it was like we were chatting with each other, rather than having the professors instructing us. I liked the different attitude. I also like that HKU has a more international approach than mainland universities and that the teaching medium is English. If you want to do anything at the international level, you have to master English."



"A combination of academic excellence, urban excitement and discovering new things"

HKU receives admissions applications from all over the world and in 2011 we enrolled more than 1,000 undergraduate students from 33 countries (not including Mainland China). German Johannes Hoerning (above left), who is doing a double major BA in Fine Arts and Philosophy, chose to come to HKU after working several years in art galleries in Europe.

"I had heard from artists and critics about the excellent Faculty of Arts. I was looking for a university with the best possible combination of academic excellence, urban

excitement and the possibility of discovering new things, and I learned very quickly that HKU provides all of this and even more: its connections to universities and institutions around the world are incomparable!"

Malaysian student Josephine Chia Ke-yin (above right) enrolled in the BBA(Acc&Fin) programme in September 2010 on the back of the University's reputation and diversity. "I wanted to broaden my horizons and HKU is also one of the top universities in the world and a place where I could meet people from many different cultures," she says.



## THE VIRTUAL GLOBAL CLASSROOM

Overseas exchanges and international students on campus expose students to different cultures and perspectives. In 2010-11 we sent 872 students on exchange to five continents and hosted a similar number of exchange students here. We also had 6,823 non-local undergraduate and postgraduate students enrolled in our programmes. But with new technology, a global outlook can also be fostered without anyone having to leave their chair.

The Faculty of Dentistry has joined the International Peer Review Project with universities in Canada, the US, Australia and the UK in which students peer-review each others' work. The exercise is particularly useful in exposing them to different methods in dental work.

Assistant Professor Susan Bridges and Clinical Associate Professor Chu Chun-hung spearheaded HKU's involvement, which began on a pilot basis in 2009 and is now offered to all Year 2 students.

"This project gets students used to the idea that things happen differently in other places and that it may not be a simple matter of there being one right or wrong way to approach a problem," says Dr Bridges.

"It's also about getting students to think of larger issues beyond Hong Kong and develop their communication skills. It's virtual internationalisation."

The students are required to learn and perform operating techniques on mannequins and record their progress in writing and photographs. They post their work on the network's website for critical appraisal by members of their group, which consists of 12-15 students from five different universities.

**"It's also about getting students to think of larger issues beyond Hong Kong and develop their communication skills. It's virtual internationalisation."**



Student Tommy Chow says he has been pushed to think harder about what he does because overseas students ask him for evidence to support his approaches to dental work. "You end up wanting to do a better job because you know that students from other countries will be looking at your work. You push yourself to work harder."

Judith Tam Lui says she has also been prompted to try new things. "I find myself trying methods I learned from the students overseas to find out if they are better."

The global classroom idea is also extending to the Faculty of Arts, which is launching a Korean Studies course online in 2011-12 with Ewha Womans University in Korea and Chulalongkorn University in Thailand. Ewha will deliver the lectures and the Faculty will provide additional materials and do marking and assessment.



Encouraging dental students to adopt a global outlook





Mr Rick Glofcheski accepts the UGC award for his excellent teaching

## SUSTAINABLE LEARNING BEYOND EXAMS

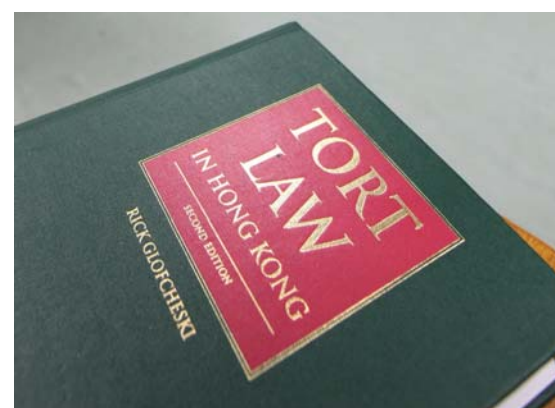
For most students, the end of exams is a cause of relief and celebration. For Associate Professor of Law, Rick Glofcheski, it used to be a cause of frustration. Certain misconceptions kept recurring in student exam papers and there was no chance to correct them because classes were over. When students received their marks a few weeks later, all they would care about would be the grade, not the content of the exam.

But what if they got told the correct answers immediately after the exam?

"After an exam students are so hyped up and focused and full of energy," he says. "If I could talk to them at that moment, then we could clear up recurring misconceptions."

He began inviting students to a voluntary post-exam session in which they went through the questions as a group. Students were able to argue for alternative answers and in some cases this changed how certain questions were assessed. This student-teacher collaboration on assessment has proven popular with students, who now all stay behind for the exam post mortem.

Innovations like this have made Mr Glofcheski one of the most honoured university teachers in Hong



Kong. He has received the Outstanding Teaching Award and University Distinguished Teaching Award from HKU, and in 2011 received the inaugural University Grants Committee Teaching Award which was given to only two teachers in Hong Kong.

Apart from assessment, he has also tried to make the curriculum more relevant to real life. Traditionally law teachers fabricate cases for students so as to bring out points of law, but to Mr Glofcheski this is a backwards way of doing things. He draws on real life examples from the media and challenges students to identify the points of law.

"In real life clients don't present themselves saying 'I have a tort law case for you'. What I'm doing is mimicking the professional world that students will operate in and creating authentic learning material. I want them to make connections between the community and their learning, so their learning is deeper and sustainable," he says.



LAW IN LIFE

Year 2 student Viviana Wu Chiu Sik won a photographic competition organised by Associate Professor Rick Glofcheski to identify instances where tort law might apply. Her photo (above) illustrates possible employer negligence, occupier liability, contributory negligence and breach of statutory duty. Viviana says: "This photo was taken with a social objective in mind. I hope what we learn can get back to the wider community, showing the public the needs and risks taken by others."





On-site learning in Sichuan



Young visitors to Ocean Park learn about pandas from Ruby Chiu

## EXPERIENCE IN THE FIELD

Experiential learning brings students out of the classrooms so they can directly encounter the phenomena they are studying. It has long been part of professional programmes and increasingly is being incorporated into non-professional programmes, too. The two examples on these pages show different sides of on-site learning in 2010-11.

### RE-BUILDING A SCHOOL

A three-year project involving more than 200 Civil Engineering students has resulted in a new earthquake-proof kindergarten for a Sichuan town and provided a valuable opportunity for experiential learning.

The 80-year-old Zhengdong Kindergarten had been housed in a building that collapsed during the 2008 earthquake. The Department of Civil Engineering rushed in to help, having already gained experience building two schools in Mainland China through the Mingde Projects initiative.

Under the direction of Dr Guo Dajiang, the undergraduates took part in all aspects of the project with assistance from the department's staff, volunteer engineers and architects working in Hong Kong.

The students' duties included designing the building, negotiating with suppliers, sitting in on interviews with tenderers and overseeing construction. They also visited earthquake-damaged buildings so they could appreciate the consequences of poor-construction and earth tremors.

Alex Hon Rujiann joined the project as a Year 2 student in the 2010-11 academic year when the actual construction work was carried out. He said it exposed him to situations that simply could not be re-created in class.

"We were able to interact very closely with Dr Guo, the project manager, and I got to see what a project manager does, coordinating with inspectors, contractors, government officials and so on. These are real-world things and even if I did an internship I might not get this kind of exposure because senior managers in a firm would deal with them," he says.

His classmate Judy Cheng Yan-chie oversaw the construction of a fence, including sourcing steel

sections that were of the right size, grading and safety standards for children's facilities under China's building codes. "You can't design something only from the knowledge you learn in class. You have to learn how to apply that knowledge in a real setting," she says.

The kindergarten is now complete and will be handed over to the school's operators in December 2011.

### NATURAL ENCOUNTERS

A chance to watch the animals at Ocean Park sounds like a dream internship. For Ruby Chiu, who has completed her second year towards a BSc in Environmental Science and spent the 2011 summer as an intern there, it was also an eye-opening experience.

Ruby gave talks to the public about different marine and rainforest species, including their names, habitats, unique characteristics and conservation status, and also worked with children in Ocean Park's summer school. The two tasks gave her a deeper understanding of the gravity of the threats facing many species and also revealed a possible silver lining to this dark cloud.

"This internship has made me feel that education

could be the most important way to solve or even prevent environmental problems. By instilling the concepts of living green and conservation in the younger generation, I think this could change our world," she says.

Ruby's internship is part of the Faculty of Science's requirement that all BSc students complete an experiential programme before they graduate.





## TRANSFORMING PARKS FOR THE COMMUNITY

Parks should be havens of open space but in crowded Hong Kong, they can be tiny concrete cul-de-sacs, bound by rigid rules. A desire to improve parks has led the Wan Chai District Council and government parks officials to turn to our Architecture students in the Faculty's Community Project Workshop for fresh ideas on using space — and given the students an opportunity to apply their learning.

In Wan Chai, Landscape Architecture students were asked for proposals to improve the 89 parks and sitting out areas. The students visited all the parks, worked with Social Sciences students who surveyed more than 1,000 park users, and drafted proposals for new park features, such as a sensory garden, better access for the elderly and disabled, and a park for pets. Their study was submitted to the District Council in March 2011.

Vega Shang Weijia, who completed his MPhil last year, helped to oversee the project and visited more than 50 parks himself. Originally from Tianjin, China, he had done his thesis on public open space in his home city. The Wan Chai project opened his eyes to the value of public engagement.

"In Hong Kong public opinion and perception are quite common. Maybe in future I can bring this experience back to Mainland China. The general public is the end-user so we should try to design something that responds to their needs," he says.

In a separate project, MArch students were invited by the Leisure and Cultural Services Department to create temporary installations in Tuen Mun Park and help bring art into a public place.



This was about much more than design as the students had to negotiate with contractors and government officials, select appropriate materials, work within a budget and do follow-up maintenance on their installations. "A lot of this was about learning what the public considers to be artwork and what the government committee wants, and tailoring it to the clients' needs," student Norman Ung says.

But it also had a higher purpose. Students were asked to transform boundaries and make imaginative use of public space. Norman's team designed a barrier that twisted into a bench, beckoning people to sit down and challenge boundaries that separated people from the grass. "We wanted people to use the space more freely," he adds.

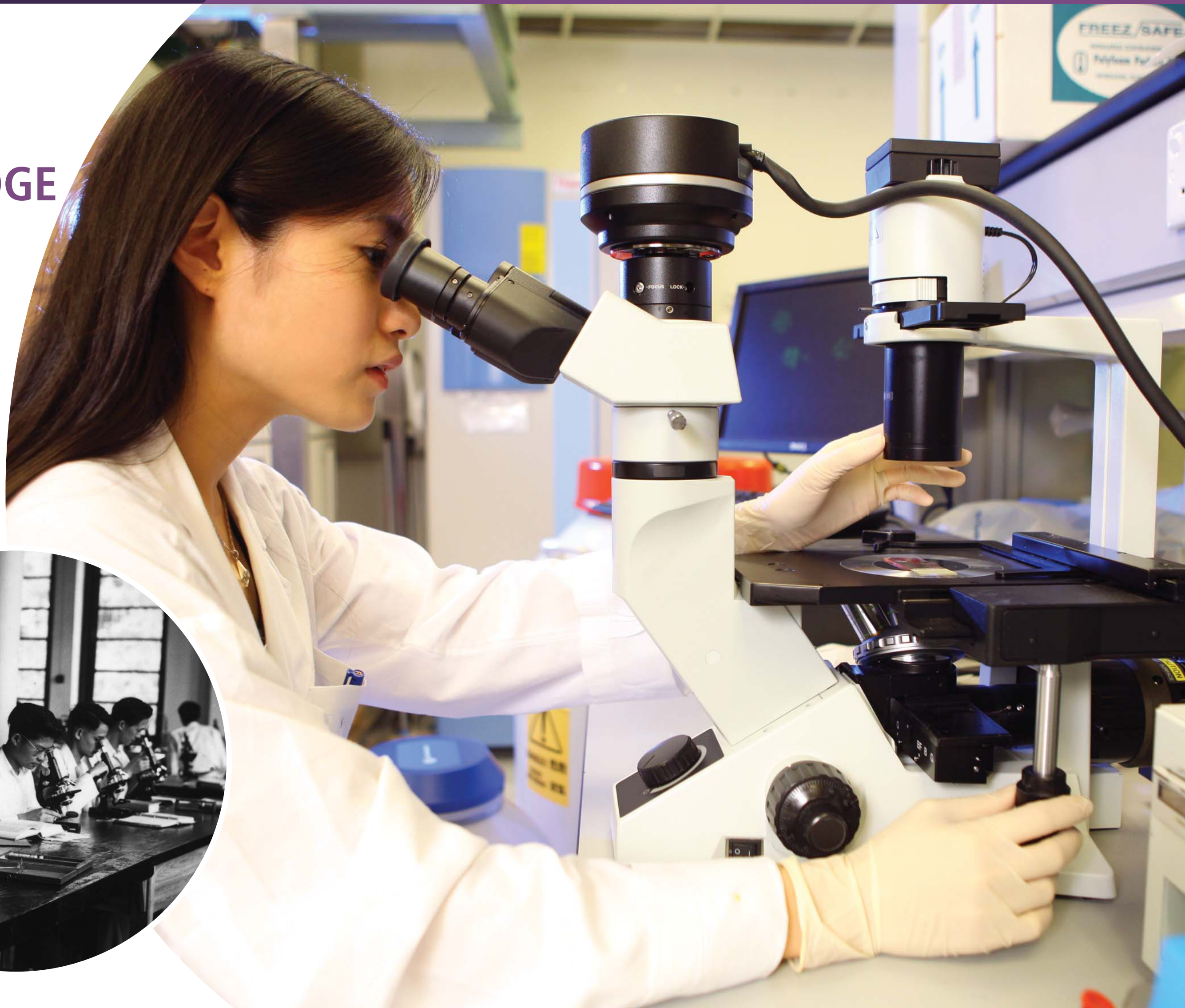
**"In Hong Kong public opinion and perception are quite common. Maybe in future I can bring this experience back to Mainland China."**

Norman Ung and Vega Shang Weijia find ways to bring art into public spaces





# PURSUIT OF NEW KNOWLEDGE





# BREAKING DOWN BOUNDARIES

HKU may have begun as a purely teaching university, but today it is one of the top research institutes in the region. Our commitment to producing world-class research and our close ties with Mainland China have enabled us to attract young and ambitious academics and generate incredible energy and momentum in our pursuit of new knowledge.

Our success can be measured both in terms of our numbers and our relationships. We were the top recipient in the 2011-12 General Research Fund exercise (\$183.76 million for 216 projects) and we have 105 scientists ranked among the top one per cent in their field by the Institute for Scientific Information. At the same time, we have seen major advances this year in our collaborations with China and we attracted 10 Nobel Laureates to our campus to join our Centenary celebrations. Their presence signalled recognition that HKU is a globally important institution of discovery, with promise of more to come.

## MULTI - DISCIPLINARY APPROACH

HKU's research success has



happened within a relatively narrow window of time. We did not receive steady government funding for research until about 20 years ago when the Research Grants Council was formed. Previously funding was ad hoc and driven largely by the devotion of individual academics, whose efforts created a culture of enquiry and laid the groundwork for our achievements today.

With steady funding, we have developed research excellence in many disciplines, such as medicine, engineering and China-West studies. However, we also realise that the complexities of the 21st century demand a multi-disciplinary approach to research. A good example of this is environmental degradation which cannot be solved by a single field of study but requires co-ordination and collaboration between science, engineering, medicine, social sciences, business and economics and other disciplines.

In light of these new realities we unveiled Strategic Research Themes, or SRTs, in 2006. These are multi-disciplinary, team-based projects that receive internal funding and



Doing research in the lab, circa 1950



recognition at the University level. As of 2011 we had 19 SRTs in biomedicine, China, the environment, community and frontier technology and several emerging SRTs were under development.

Our support of multi-disciplinary research was new to Hong Kong and attracted attention from the Research Grants Council, which started funding theme-based research in 2010-11. Six projects have been awarded and HKU has members on all six projects and is leading in three. We expect even greater things in future. In our recruitment of additional staff to support the new four-year curriculum in 2012, we have purposely sought out academics who can engage across different disciplines.

## MAINLAND CONNECTIONS

Research opportunities are also developing through our growing ties with Mainland China. Research output and investment have mushroomed there, as they have in Hong Kong, and there is a growing sense that we can create great things together. HKU, with its high international standards and its position at the crossroads of East and West, is in the best position to develop these opportunities.

Our academics have received funding from China's '973' fund for basic research for several years and in 2011 the path was opened for more

funding opportunities, with the announcement that the central government will subsidise scientific research by HKU academic staff on the mainland each year.

Collaborations with our mainland counterparts also gathered pace in 2011. The new Hong Kong-Guangdong Stem Cell and Regenerative Medicine Research Centre was announced jointly by HKU and the Chinese Academy of Sciences Guangzhou Institute of Biomedicine and Health. The Hong Kong-Shenzhen Institute of Research and Innovation was established to help expand our research scope and impact and facilitate technology transfers. And one of our four State Key Laboratories extended operations into Shenzhen as the State Key Laboratory of Emerging Infectious Diseases (Partner Laboratory at the HKU-Shenzhen Branch).

HKU is also proceeding with the establishment of a hospital in Shenzhen to be jointly run with the authorities there. This is a wonderful opportunity to open up new research avenues and enhance teaching and learning in medicine, while sharing our best practices and high standards of care with our mainland counterparts. It illustrates both our proven strengths as a centre of world-class research, and our potential to make a difference beyond our borders. The following pages offer instances of how we are developing our research programme further to sustain and enhance our research excellence.

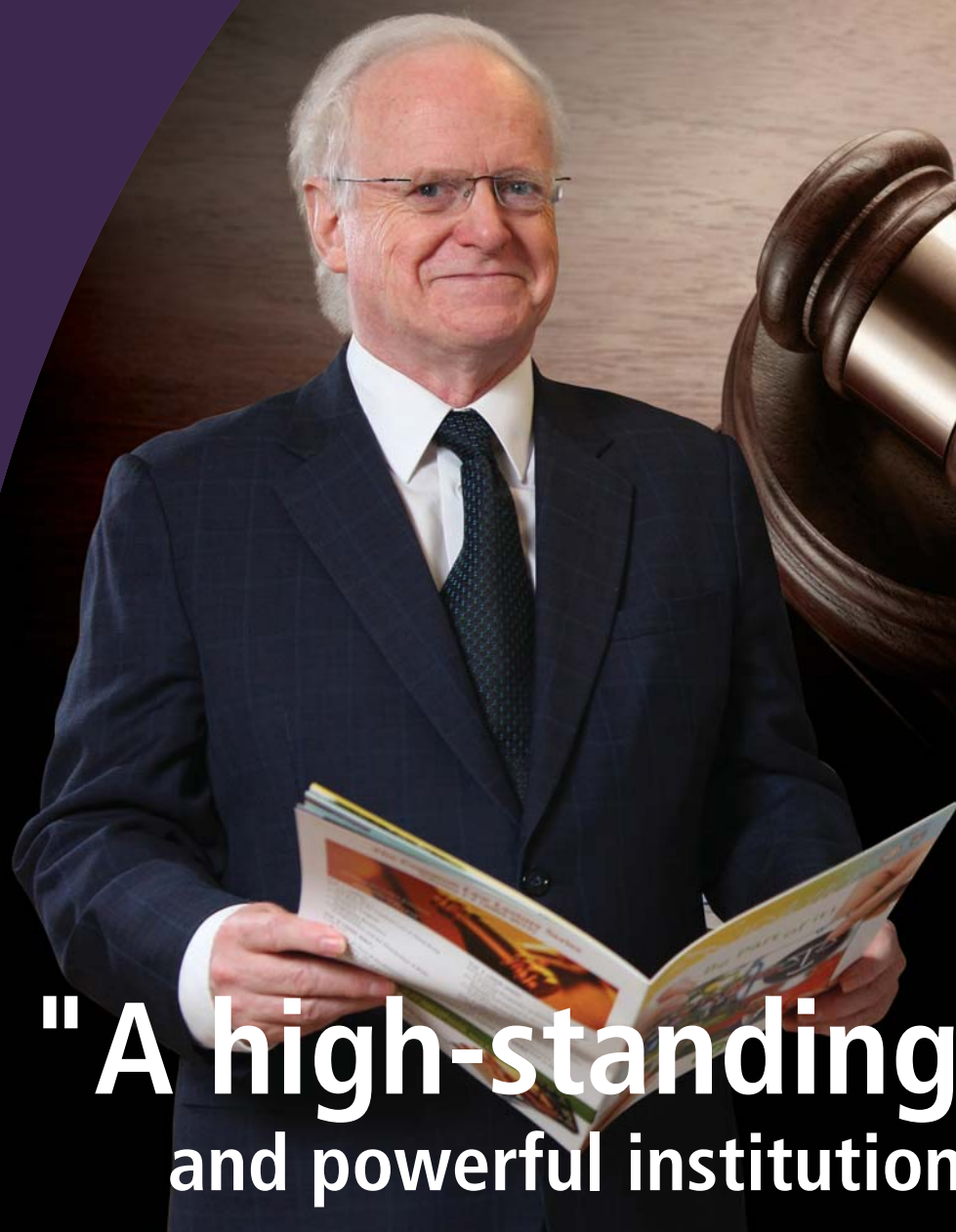


Now: Practising pin-point surgery using sophisticated technology



Then: Studying specimens





"A high-standing  
and powerful institution in law"

Professor Tony Carty, Sir Y K Pao Chair in Public Law, is an expert in public international law and had a distinguished career in Europe, including Chair of Public Law at Aberdeen, before coming to HKU in 2009. Since arriving, he has been fostering greater collaboration with counterparts in China and laying the groundwork for a large project on the history of China's engagement with international law.

"The HKU Law Faculty is a high-standing and powerful institution in international law and in law in general. It has a blue sky view of research: people should be exploring completely new fields as their interests take them. There is also the old story of Hong Kong as a bridge between East and West. We have ongoing dialogues with Beijing and international lawyers who come through from overseas. There is a constant stream of visitors and I get to meet people with robust and very contrasting views. It gives me a lot to think and reflect on."



"A chance  
to broaden  
my field of study"

Professor Brendan Weekes, Chair of Communication Science in the Faculty of Education, is an expert on aphasia in Mandarin speakers, a condition that impairs the ability to understand or express speech. He has worked at universities in Australia and the UK, and also HKU in the late 1990s. His decision to return is based on a desire to further develop his research interests, particularly in aphasia among bilingual speakers, and on his long-standing ties with the University.

"It has become clear to me that the questions of interest in my field of research are becoming more global and it is not possible to limit your laboratory work to a single language. The international setting that HKU has allows me to broaden my chosen field of study. Plus I have the opportunity to lead a brilliant group of scientists in the Division of Speech and Hearing Sciences."



## NURTURING YOUNG RESEARCHERS

Our reputation as an institution of global distinction is intricately related to the quality and vitality of our research and the international recognition of our researchers. The University endeavours to attract, retain and nurture young researchers to help sustain and advance our reputation for world-class research.

We currently have 2,850 Research Postgraduate (RPG) students in the University, more than 50 per cent higher than 10 years ago. Students come from 45 countries and have to compete intensely for places—in 2010-12 only one in six was admitted. An example of the high quality of our students is reflected in the results of the 2011-12 Fulbright Hong Kong Dissertation Research Programme in which six of the eight winners were from HKU.

All of our RPG students are required to meet stringent standards of research quality and integrity. The Graduate School supports them through a variety of training and development programmes in such areas as research ethics, research skills and methodologies, thesis writing, and language enhancement. For example, the International Research Skills Development Programme, co-organised with the Imperial College London, provides students with a valuable opportunity to gain transferrable skills and focus on career and whole-person development.

In 2011, the Graduate School and the Knowledge Exchange Office jointly organised HKU's first Three Minute Thesis (3MT™) Competition, modeled on an academic competition initiated by the University of Queensland that challenges RPG students to explain their research within three minutes to a general audience.

**"This competition equipped me with valuable skills in turning complicated scientific concepts into easily understandable information."**

HKU is also active internationally in promoting the development of postgraduate education. We hosted the Fifth Annual Strategic Leaders Global Summit in 2011 with the US-based Council of Graduate Schools, which promotes international best practices in master's and doctoral education. The event attracted deans and other leaders in graduate education from Asia, Europe, Africa, the Middle East, North America, South America and Australasia.

### A THESIS IN THREE MINUTES

***PhD student Zhang Yalun won HKU's first Three Minute Thesis Competition (3MT™), in which he explained how he identified a new target gene involved in the development of Alzheimer's disease under a tight time limit and to a general audience. "This competition equipped me with valuable skills in turning complicated scientific concepts into easily understandable information. This will be particularly important for me in future when I have to communicate my research discoveries to the public, who may not possess scientific expertise."***



Zhang Yalun put his message across in three minutes flat





Research in the field at the Global Forest Observatory

## GLOBAL OUTREACH

One of our key research strategies is to cultivate international collaborations at every level of the University, from the individual academic to departments and faculties to the institutional level. These connections bring us together with the best researchers in the world and enhance our capacity to produce research of global importance.

Our collaborative efforts in 2010-11 resulted in significant research findings, such as the discovery of the molecule that binds sperm to the human egg thus marking the beginning of life, which was achieved with researchers from the UK, Taiwan and the US, and the world's largest and most comprehensive study on the spread of swine flu, which was conducted with researchers from Singapore, the UK and the US.

We also launched new initiatives with overseas partners. A

partnership on biomedical science research was signed with Canada's McGill University in January 2011, and an academic cooperation agreement was signed between the Faculty of Law and Korea's Kyung Hae University and University of Seoul in February. HKU also opened the Global Forest Observatory in June as part of an international research programme on the impact of climate change on forest dynamics.

Apart from research projects, HKU supports international collaborations by bringing researchers together. The Visiting Research Professors Scheme has attracted 23 leading scholars from around the world since its inception in 2009. We also have the reciprocal Kings/HKU Fellowships and in 2010-11 sent six of our scholars to such universities as Johns Hopkins School of Medicine and the University of Wisconsin-Madison under the HKU Overseas Fellowship. HKU also hosts international conferences each year on a wide range of issues, which in 2010-11 covered such topics as logistics and supply chain management, age-friendly cities, global competition law, and healthy longevity.

## GREEN COMMONS

*The Global Forest Observatory is a project that brings together researchers, the public and the private sector. It consists of a 20-hectare plot in Tai Po Kau Nature Reserve where researchers will investigate the impact of climate change on forest dynamics, and another one-hectare demonstration plot in Shek Kong where the public will be offered opportunities to be trained and engage in the project's research. The project is operated by HKU's Kadoorie Institute and funded by the Hongkong Bank Foundation. It is part of an international project co-ordinated by Harvard University and the Smithsonian Institution.*





## EAST-WEST PERSPECTIVES

China's rapid development has attracted academic interest from around the world, and at the same time ignited interest within China in international collaborations. This has given a boost to HKU's traditional role as a meeting point of East and West. Our academics are pursuing research that reflects on developments in China and are also entering into joint research with academics there.

Our scholarship on China covers a wide range of topics. For example, in 2010-11 the book *Mao's Great Famine: The History of China's Most Devastating Catastrophe, 1958-1962* was published by Chair Professor of Humanities Frank Dikötter and won the 2011 BBC Samuel Johnson Prize for Non-fiction; studies by the School of Chinese Medicine showed how traditional Chinese medicine and modern treatments interacted in patients suffering from schizophrenia, asthma and depression; and the largest-ever survey of child victimisation in China was carried out by the Department of Social Work and Social Administration.

Similarly, our collaborations with mainland universities are diverse. Examples in 2010-11 include the Department of Physics' participation in the Daya Bay Reactor Neutrino Experiment in Guangdong, a major international project; studies of the endangered Chinese white dolphin by scientists in the Swire Institute of Marine Science and colleagues in Taiwan and Guangdong; and the publication of a report linking climate change with large-scale human crises by academics in the Department of Geography and contributors from three universities in China.

HKU has made collaboration with Mainland China one of its main research strategies. We have a Strategic Research Theme on China Studies, which covers China business and economics, China-West studies and contemporary China. We also promote research and collaborations through such units as the Wah Ching Centre of Research on Education in China, the Centre for Chinese Law, and the Institute for China and Global Development. Our activities in China received a boost in 2010-11 with the announcement of new HKU-affiliated research centres there and new resources from the central government to support our research (see main article, Breaking Down Boundaries).

## MEDICINE AND MENTAL HEALTH

*Traditional Chinese medicine is increasingly being used in the medical mainstream, including in mental health. Two clinical studies led by Dr Zhang Zhangjin (right) of the School of Chinese Medicine investigated acupuncture treatment for depression and interactions between Chinese medicine and antipsychotic drugs in schizophrenics. Electroacupuncture was found to augment the effectiveness of antidepressants in depressed patients in the early stage of their treatment, while schizophrenics had mixed outcomes from taking a combination of Chinese medicine and antipsychotic drugs — a majority benefited but a significant minority had a worsened outcome. The findings contribute to evidence-based alternative medicine and the development of Chinese medicine.*







**"We're the most research-active university in Hong Kong and we want our output to meet the highest demands of research integrity."**

## PROMOTING RESPONSIBLE RESEARCH CONDUCT

HKU expects high integrity from our academics, but we also recognise that researchers come from different backgrounds and face increasingly complex situations that arise from the need to publish and to collaborate with other researchers outside our University. With that in mind, we have raised the profile of research integrity over the past couple of years to ensure all of our scholars understand our expectations.

Seminars on responsible conduct of research (RCR) have been organised for new and existing staff and a guidebook on RCR was produced for research postgraduate students in 2011. We have a policy for ethical conduct in research and require any research

involving human or animal subjects to gain prior approval. We provide advice and monitor the conduct of research, and also have procedures in place for dealing with non-compliance. In 2011 we appointed a senior academic to the post of Director of Education and Development for Research Integrity, Professor Frederick Leung, to bring added weight to our efforts in this area.

The need to be vigilant on these issues is underscored by the dynamic environment at HKU. Although we have not encountered any serious issues regarding research integrity, our teaching staff come from many countries and cultures — more than half of our 988 professoriate-level staff in 2010-11 came from outside Hong Kong. We are also in the process of increasing research postgraduate student numbers from about 1,500 in 2008 to more than 3,500 next year. Our expectation is that all of these researchers will adhere to principles of integrity as they aspire to research excellence.

## MAN OF INTEGRITY

*Professor Frederick Leung (above) of the Faculty of Education was appointed HKU's Director of Education and Development for Research Integrity in June 2011. His main role will be to promote responsible research conduct at the University. "We're the most research active university in Hong Kong and we want our output to meet the highest demands of research integrity. I believe we can also serve as a model to other universities here and in China. Our goal is not only to be the best in terms of research output, but to do it to the highest standards of research integrity."*



# REACHING OUT





# SERVING THE COMMUNITY

HKU is world-renowned for our research and teaching and learning, but we also have a proud tradition of involvement in the community beyond our campus gates. Over the past century, our students, staff and alumni have shared their knowledge and given their service, individually and collectively, to advance the welfare of society in Hong Kong and abroad.

In the University's early years, many of our graduates returned to China and Malaysia to improve the standard of living there. During the Second World War, our students, staff and alumni were active in the Hong Kong Volunteer Defence Force and provided essential services in Hong Kong and parts of China. In the post-war period, they brought medical and other services to the needy in Hong Kong and went to remote areas of the New Territories to build bridges. In recent decades they have volunteered their time and expertise around the world, from Hong Kong and China to such places as Cambodia, Africa and Pakistan. Some have even launched new non-government organisations (NGOs).



That spirit of giving and sharing is stronger than ever today. There is an awareness across all areas of the University that we have a responsibility to translate our knowledge to the benefit of the community and to serve and instill a duty of service in our students. Both of these aspects have long been an integral part of our mission but now they receive formal recognition and promotion through the inclusion of knowledge exchange in our 2009-2014 Strategic Development Plan and the Service 100 initiative that is part of our Centenary celebrations.

## SHARING KNOWLEDGE

Knowledge exchange, or KE, gives our academics an opportunity to apply their research findings and know-how in the community and make an impact on economic, social, cultural or material well-being. It is the kind of work that in the past may have been taken for granted as an aftereffect of research activities, but is now recognised as an essential and core component of the University's mission.



A proud day for the whole family



Every faculty carries out KE activities in relation to their main work. In 2011, for instance, the Faculty of Arts launched a Cultural Leadership Academy to train and nurture professionals in the arts and culture sector. The University also supports KE activities at the institutional level and since 2009 has put in place infrastructure to promote KE, including a Knowledge Exchange Office and counterpart units in each faculty. The KE Office works closely with the Technology Transfer Office, which connects researchers with industry and translates their findings into real-world applications. Two examples of this in 2010-11 were industry partnerships on drug discovery established with France's Servier Research Group and China National Pharmaceutical Group Corporation.

## RECOGNISING SUCCESS

Our first Faculty Knowledge Exchange Awards were launched in 2011 to recognise successful KE activities and the effort involved in engaging with businesses, the public sector, NGOs, community groups and the general public. Academics traditionally measure research success through publications, journal editorships and the like, so the Faculty KE Awards offer a new way of gauging the impact of their work.

HKU students, staff and alumni have

been volunteering in the community for many years. Some spend their holidays providing medical or engineering expertise in distressed communities in Africa or Asia. Some offer labour, fund-raising and other relief in response to natural disasters such as the 2008 Sichuan earthquake and the 2011 Japan earthquake. Others venture into the Hong Kong community to help those in need or improve the environment.

Activities of these sorts were brought under the 'Service 100' umbrella in 2011, which is mobilising the University family in our centenary year and giving due recognition to service work. Service 100 offers a platform for connecting volunteers with projects in the community and sharing the results. Individuals in the University still launch their own projects, but they can come to Service 100 for extra support. The hoped-for outcome is that we can maximise our positive impact on the community.

A spin-off of our spirit of giving and serving is that HKU itself has become a recipient. Many of our alumni and friends of HKU are donors to the HKU Foundation, which funds such activities as Endowed Professorships and the First-in-Family Fund for students. This funding in turn is enhancing our ability to give back to the community, through our knowledge, skills, leadership and service.



Spanning the generations: Building a bridge in a remote village in Hong Kong in the 1960s, and (above) performing a similar service in China five decades later.







## BUILDING TOILETS IN AFRICA

Beyond the Pivot was founded by HKU students in 2009 to improve living standards, education and health care for people in need. In 2010-2011 it sent two groups of student volunteers to Ghana to build a simple latrine in a village and show the villagers how to use the facility and take care of basic hygiene. The group also delivered mosquito nets to help combat malaria, focusing in particular on women and children.



## KARATE KIDS

The HKU Karate Club has been active since 1969 but last year it decided to do something different: bring karate to South Asian children in Hong Kong, who are an overlooked group in society. About 15-20 HKU students provided weekly classes and equipment for 30 children from Primary 4-6, supported by funding from the HKU Class of '84 Inclusion Fund. The club's chairperson Wang Bo said: "These children are from minority families and we want to give them confidence and let them feel that they are accepted and cared for by society."





Learning traditional operatic arts

## KNOWLEDGE EXCHANGE AWARDS

Knowledge exchange is a two-way process between the University and the community. It provides a means for us to share our discoveries and knowledge outside academia with those who can benefit most from them, and it also provides opportunities for us to learn about unmet needs and new ideas for future research. The results of these efforts were honoured in HKU's first Faculty Knowledge Exchange Awards in 2011.

Each faculty was invited to nominate an effective example of knowledge exchange and the results show the breadth of impact our academics are having in the community.



The winners include a website that offers free online tutorials and resources in critical thinking and attracts up to 40,000 visitors per month from around the world; a project to promote Cantonese opera in local schools and the community; and the development of free software that creates a leased line between two parties so they can safely exchange information.

There was also the first review of animal welfare legislation and suggestions on how it can be brought up to date and made more humane; Hong Kong's first architectural biennale which inspired public thinking about both architecture and urban spaces in our city; an oral health promotion campaign targeted at pre-school children; a book series to explain common childhood illnesses in simple terms and promote awareness of them; a centre to produce studies of Asian businesses for use by businesses and universities around the world; and a network to help struggling children improve their reading and writing through assessment, teacher training and curriculum development.

The Faculty KE Awards will be an annual event, providing an opportunity for the University to put a spotlight on our efforts to translate our research into meaningful results in the community.

## OPERATIC IMPACT

**C**antonese opera was recognised by UNESCO as a form of intangible heritage in 2009, but its status in Hong Kong has been on the decline. Dr Dorothy Ng Fung-ping, Assistant Professor in the Faculty of Education, launched a project to raise its profile in local schools and the community and she received a KE Award for her efforts.

*"Cantonese opera is a fading art and if we don't do something to preserve it, it will disappear at a very fast rate," says Dr Ng. "Hopefully our work can inspire the next generation to think about what our local identity and culture are, and what we inherit."*



# CROSS-BORDER LEGAL TRAINING

The Faculty of Law is contributing to the development of the rule of law in China by improving understanding of Hong Kong's legal system among mainland judges and officials.

The Master of Common Law was launched in 1997 for law graduates from non-common law jurisdictions, mostly China, and to date has had about 600 graduates, including 100 mainland judges. The Faculty works with mainland courts and government offices to recruit high-flyers who are fluent in English.

The Dean of Law, Professor Johannes Chan, says the one-year, full-time programme offers on-the-ground exposure to Hong Kong's legal system and independent judiciary that would not be easy to teach outside the city.

"At the end of the programme we place participants in the judiciary or government departments so they can see how our system works. Judges spend two months in Hong Kong courts where they can see the presumption of innocence in action and how we reason cases. They also see how the judiciary holds the balance between the government and the public and that this is more than theory," he says.

The result is that some mainland judges become more open to listening to defence counsel arguments, ask for proof, explain why they reject arguments, and write longer judgments. "It's a more intellectual and rational process," Professor Chan says.

The Faculty has also organised a 'Two Sides of the Straits' conference which brings together prosecutors and judges from Hong Kong, China and Taiwan and has them each try the same mock case according to their usual practices so they can see the differences in each other's approach to the law.

The Faculty has also announced a new cross-border double master degree in law with Peking University, to be launched in the 2011-12 academic year, which will further strengthen its contributions to the development of China's legal system.

## TAKING A DIFFERENT APPROACH



*Peng Liang is chief judge of the collegial panel in the Judicial Supervision Department of the Shenzhen Intermediate People's Court. She completed the MCL programme in May 2011 and was struck by the common law emphasis on procedure rather than 'right' judgments. She has tried to bring some of this thinking into her court, and also altered the way she treats litigants. "Before I visited the High Court of Hong Kong, I used to give orders to my litigants and not explain the law to them in detail. But at the High Court I was moved when I heard the judges patiently explain the law and procedure to litigants. I now try to speak to my litigants more explicitly and transparently."*

## LEARNING ABOUT THE RULE OF LAW



*Shang Yanqing is an Assistant Judge in the Shenzhen Intermediate People's Court and completed his MCL in May 2009. He enrolled in the programme because he wanted to learn more about case law. "I wanted to know what people meant when they said Hong Kong is the way it is because it has rule of law. The most impressive thing I learned is that judges in common law countries play an important role, through case law, in influencing societal life. They are also very meticulous about every detail in the case before them."*







## TURNING SLUMDOGS INTO MILLIONAIRES

The contrasting fortunes of people in India, where slums are a stone's throw away from luxury high-rises, made an impact on Sean Yuen (above), a 2009 BChinMed graduate who travelled to Calcutta as a student under a project run by CEDARS (the Centre of Development and Resources for Students). So much so that he formed a voluntary group and opened new opportunities for HKU students to make a difference there.

Impact for Peace was started in 2010 to raise sponsorship money for children's education in Calcutta. This year it sent 10 HKU students to the city to provide training for women in basic computer skills, English and leather handicrafts, in a project called 'Turning Slumdogs into Millionaires'.

"There are still many people

living on the streets in Calcutta — they put up a simple cloth and a whole family lives under there, and you see a lot of people lying around with nothing to do," says Sean, who now works as a clinical practitioner in the School of Chinese. "There are too many people and not enough opportunities."

His group is trying to address that by offering services through a Calcutta women's centre. Some of the HKU student volunteers knew how to do leatherwork so they taught the women to make leather mobile phone covers and luggage tags. Another student helped to source an outlet for selling them in Hong Kong. Impact for Peace found sponsorship for the raw materials and is also funding a staff member in the women's centre to oversee the logistics of the programme.

"Most of the women are housewives taking care of their children and they are quite poor," says Sean. "We hope to empower them so they can do something for their families. The money they can earn from doing the leatherwork can support their children to go to school" — and hopefully end a cycle of poverty.



## BRIDGE TO CHINA

A river separates the people of Xianyuan village in Yunnan province from their farmland, and the children from their school. When heavy rains come, the swollen river often washes away their make-do stone bridge, leaving them trapped in the village.

This situation gave rise to a joint project by 50 HKU and Tsinghua University students to build a solid and safe bridge for the villagers. Both universities celebrate their centenary this year and came together under the Bridge to China initiative, begun in China in 2005 to unite professionals and university students in building bridges in needy communities.

Over one year, the students made four visits to Xianyuan to interview villagers, do preparation work and, finally, build the bridge in August 2011. Its construction required participants to pass stones hand by hand to metal cages that were part of the foundations of the 21-metre-long bridge.

First-year Architect student Ray Wan was a core

member of the HKU team and said they tried to help the villagers in other aspects of their lives, too. "They had just got electricity so we checked the safety of the cables and identified potential dangers. We taught children about washing their hands after using the toilet and showed people how to collect and separate waste, especially dangerous products like chemical waste and needles. We also designed and built a hygienic toilet for the village."

Yann Lamm, a Year 2 Speech and Hearing Sciences student, said the experience was the most rewarding kind of voluntary work. "This was a once in a lifetime experience, I have never done anything with such a feasible concrete impact on a local society as building a bridge," she says.

"I also saw a very different society to Hong Kong. It's like two different worlds. Hong Kong people need money to buy happiness, but in Xianyuan I only spent \$10 over seven days. Happiness comes from children and their laughter, and the beautiful starry nights and clean air. I think more Hong Kong people need to go out and experience something like this."



## THINKING GLOBALLY, ACTING LOCALLY

HKU students have many opportunities to help people in underprivileged communities around the world through Service 100 and the Centre of Development and Resources for Students (CEDARS), but they can also make a difference closer to home. BEd student, Helen Kwok, has started a campaign on campus to get people to reduce their meat intake for the sake of the planet and animal welfare.

'Less Meat Mondays' was launched in September 2011 after a summer of preparations. Helen convinced CEDARS' Catering Manager Sam Poon to negotiate with HKU's caterers to offer meat-free dishes on Mondays, while she worked on persuading students to take up the cause, a difficult task because some students believe they will not have enough energy without meat.

"Some people also challenge me about why they should not eat meat. I try to explain it in different ways. There's the environmental impact of raising meat for food, the animal cruelty aspects, even the humanitarian one because the food used for cows and pigs and chickens can be given to starving people.

**"I'm hoping that by going meat-free just one time, they will see that it's okay and they will want to do it every week."**

"I'm hoping that by going meat-free just one time, they will see that it's okay and they will want to do it every week. Even if what I do doesn't have an impact right away, I won't give up. University is the place where people try new things, so we should start here," she says.

Helen also turned the campaign into a social event by adding the slogan 'Less Meat, Let's Meet' and encouraging people to chat and strike up friendships as they enjoy their meat-free meal.

Mr Poon says the campaign ties in with CEDARS' objective of promoting a healthy diet. "Helen was the first person to come to us with this idea and we were happy to support it. It not only emphasises the health aspect of eating less meat, but it also gets students to think more deeply about reducing their carbon footprint, easing world hunger and reducing animal cruelty."

Sam Poon and Helen Kwok: Making Mondays healthy





# THE UNIVERSITY PROFILE

## STUDENT\*

Student Admission (New Intakes)

Academic Level	Male		Female		All		% International	
	2009 - 10	2010 - 11	2009 - 10	2010 - 11	2009 - 10	2010 - 11	2009 - 10	2010 - 11
Postgraduate (Research and Taught)	2,414	2,257	2,606	2,780	5,020	5,037	39.8%	41.6%
Undergraduate	1,667	1,705	1,850	1,842	3,517	3,547	27.6%	23.8%
<b>All Levels</b>	<b>4,081</b>	<b>3,962</b>	<b>4,456</b>	<b>4,622</b>	<b>8,537</b>	<b>8,584</b>	<b>34.8%</b>	<b>34.2%</b>

Enrollment of Students on All Programmes

Faculty	Postgraduate (Research and Taught)		Undergraduate		All Levels	
	2009 - 10	2010 - 11	2009 - 10	2010 - 11	2009 - 10	2010 - 11
Architecture	748	730	376	396	1,124	1,126
Arts	799	815	1,268	1,237	2,067	2,052
Business and Economics	1,822	1,858	2,251	2,036	4,073	3,894
Dentistry	200	186	260	261	460	447
Education	1,665	1,748	653	644	2,318	2,392
Engineering	1,509	1,626	1,587	1,538	3,096	3,164
Law	697	828	605	608	1,302	1,436
Medicine	1,122	1,176	1,876	1,883	2,998	3,059
Science	780	821	1,554	1,491	2,334	2,312
Social Sciences	1,208	1,217	1,159	1,161	2,367	2,378
<b>All Faculties</b>	<b>10,550</b>	<b>11,005</b>	<b>11,589</b>	<b>11,255</b>	<b>22,139</b>	<b>22,260</b>
<b>In % Distribution</b>	<b>47.7%</b>	<b>49.4%</b>	<b>52.3%</b>	<b>50.6%</b>	<b>100%</b>	<b>100%</b>

Enrollment of International Students

Country	Postgraduate (Research and Taught)				Undergraduate				All Levels			
	Headcount		%		Headcount		%		Headcount		%	
	2009 - 10	2010 - 11	2009 - 10	2010 - 11	2009 - 10	2010 - 11	2009 - 10	2010 - 11	2009 - 10	2010 - 11	2009 - 10	2010 - 11
Mainland China	3,006	3,356	71.4%	73.3%	1,287	1,189	59.1%	53.0%	4,293	4,545	67.2%	66.6%
Other Asian Countries	393	415	9.3%	9.1%	220	348	10.1%	15.5%	613	763	9.6%	11.2%
Australia and New Zealand	86	76	2.0%	1.7%	88	110	4.0%	4.9%	174	186	2.7%	2.7%
European Countries	378	383	9.0%	8.4%	368	369	16.9%	16.5%	746	752	11.7%	11.0%
North American Countries	306	320	7.3%	7.0%	201	212	9.2%	9.5%	507	532	7.9%	7.8%
Others (e.g. Central and South America, African Countries)	40	31	1.0%	0.7%	15	14	0.7%	0.6%	55	45	0.9%	0.7%
<b>All Countries</b>	<b>4,209</b>	<b>4,581</b>	<b>100%</b>	<b>100%</b>	<b>2,179</b>	<b>2,242</b>	<b>100%</b>	<b>100%</b>	<b>6,388</b>	<b>6,823</b>	<b>100%</b>	<b>100%</b>

\* 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 2010/2011

Programme	Headcount Enrolled
Postgraduate Programmes	5,777
Degree Programmes (including full-time degree programmes)	15,288
Sub-Degree Programmes	33,755
General/Short Courses (including non-award bearing professional courses)	21,623
Community College Programmes (full-time associate degree and higher diploma programmes)	8,772
<b>All Local Programmes</b>	<b>85,215</b>

<b>Enrollment of Students on Programmes Run in Mainland China by HKU SPACE in 2010/2011</b>	<b>2,852</b>
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## GRADUATES\*

Cumulative Number of Alumni as of June 2011: Around 147,523

Graduates of all Programmes

Academic Level	Male		Female		All		% International	
	2009 - 10	2010 - 11	2009 - 10	2010 - 11	2009 - 10	2010 - 11	2009 - 10	2010 - 11
Postgraduate (Research and Taught)	2,000	2,222	2,242	2,509	4,242	4,731	36.4%	41.3%
Undergraduate	1,638	1,561	1,970	1,896	3,608	3,457	13.7%	15.5%
<b>All Graduates</b>	<b>3,638</b>	<b>3,783</b>	<b>4,212</b>	<b>4,405</b>	<b>7,850</b>	<b>8,188</b>	<b>26.0%</b>	<b>30.4%</b>

Distribution of International Graduates by Country

Country	Postgraduate (Research and Taught)				Undergraduate				All Levels			
	Headcount		%		Headcount		%		Headcount		%	
	2009 - 10	2010 - 11	2009 - 10	2010 - 11	2009 - 10	2010 - 11	2009 - 10	2010 - 11	2009 - 10	2010 - 11	2009 - 10	2010 - 11
Mainland China	1,045	1,395	67.6%	71.5%	291	300	59.0%	56.1%	1,336	1,695	65.5%	68.2%
Other Asian Countries	159	181	10.3%	9.3%	48	44	9.7%	8.2%	207	225	10.2%	9.0%
Australia and New Zealand	44	35	2.8%	1.8%	16	25	3.2%	4.7%	60	60	2.9%	2.4%
European Countries	166	176	10.7%	9.0%	92	107	18.7%	20.0%	258	283	12.7%	11.4%
North American Countries	119	155	7.7%	7.9%	45	55	9.1%	10.3%	164	210	8.0%	8.4%
Others (e.g. Central and South America, African Countries)	13	10	0.8%	0.5%	1	4	0.2%	0.7%	14	14	0.7%	0.6%
<b>All Countries</b>	<b>1,546</b>	<b>1,952</b>	<b>100%</b>	<b>100%</b>	<b>493</b>	<b>535</b>	<b>100%</b>	<b>100%</b>	<b>2,039</b>	<b>2,487</b>	<b>100%</b>	<b>100%</b>

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

## NUMBER OF PROGRAMMES\*

Academic Level	2009 - 10	2010 - 11
Research Postgraduate	181	182
Taught Postgraduate	145	152
Undergraduate	56	56
<b>All Programmes</b>	<b>382</b>	<b>390</b>

\* 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, 2010)

Category of Staff	2009 - 10	2010 - 11
Professoriate	992	1,014
Research and Academic Support	1,955	2,032
Administrative and Support	2,427	2,413
Technical	1,083	1,118
<b>All</b>	<b>6,457</b>	<b>6,577</b>

Distribution of International Professoriate Staff by Country

Country	Headcount		%	
	2009 - 10	2010 - 11	2009 - 10	2010 - 11
Mainland China	159	167	28.9%	29.4%
Other Asian Countries	64	68	11.6%	12.0%
Australia and New Zealand	59	56	10.7%	9.9%
European Countries	124	133	22.5%	23.4%
North American Countries	138	142	25.1%	25.0%
Others (e.g. Central and South America, African Countries)	6	2	1.1%	0.4%
<b>All Countries</b>	<b>550</b>	<b>568</b>	<b>100%</b>	<b>100%</b>

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



RESEARCH

Research Funding

Fund Source	HK\$ (in Million)		%	
	2009 - 10	2010 - 11	2009 - 10	2010 - 11
Block Grant from University Grants Committee	1,447.0	1,546.5	60.3%	58.1%
Research Grants Council/University Grants Committee	226.7	242.5	9.4%	9.1%
Research Grants Council Direct Allocation	13.8	13.9	0.6%	0.5%
Other External Sources (Including Government, Private, Industry)	576.8	663.3	24.0%	24.9%
University of Hong Kong Foundation Allocation	29.0	9.6	1.2%	0.4%
Income from Research-Related Endowment Funds	105.9	184.6	4.4%	6.9%
<b>Total Research Funding</b>	<b>2,399.2</b>	<b>2,660.4</b>	<b>100%</b>	<b>100%</b>

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)	
	2009-10	2010-11	2009-10	2010-11	2009-10	2010-11	2009-10	2010-11	2009-10	2010-11	2009-10	2010-11
Biology and Medicine	2,544	2,684	3,422.2	3,703.3	293	301	400.1	523.1	2,837	2,985	3,822.3	4,226.3
Engineering	605	626	430.7	461.7	62	66	29.7	32.3	667	692	460.4	494.0
Humanities, Social Sciences and Business Studies	1,112	1,140	981.6	1,013.3	195	188	206.6	288.1	1,307	1,328	1,188.2	1,301.4
Physical Sciences	460	459	483.3	613.8	31	34	15.2	27.6	491	493	498.5	641.4
<b>All Disciplines</b>	<b>4,721</b>	<b>4,908</b>	<b>5,317.7</b>	<b>5,792.1</b>	<b>581</b>	<b>589</b>	<b>651.6</b>	<b>871.1</b>	<b>5,302</b>	<b>5,497</b>	<b>5,969.3</b>	<b>6,663.2</b>

Patents Granted (Since 1998 and up to June 2010)

Type	Cumulative Number
Human Necessities	69
Performing Operations, Transporting	12
Chemistry, Metallurgy	38
Fixed Constructions	2
Mechanical Engineering, Lighting,Heating, Weapons, Blasting	2
Physics	44
Electricity	51
Multiple*	31
<b>All Types</b>	<b>249</b>

\* Multiple types refer to patent granted which covers more than 1 of those types specified.

LIBRARIES RESOURCES 2010/2011

Main and Specialist Libraries	Number of Bound Volumes
General Library	1,360,231
Fung Ping Shan Library	975,057
Medical Library	222,115
Law Library	130,098
Education Library	68,058
Dental Library	61,756
Music Library	36,323
<b>All Libraries</b>	<b>2,853,638</b>

Main Libraries' E-Resources	Number
E-journals (Subscriptions)	55,431
E-journals (Titles)	43,102
Databases	687
E-books	2,903,232
Computer Files	40,279

<b>Total Number of Registered Libraries Users</b>	<b>112,470</b>
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Student Learning Support Resources/Services

Type	Number
Library Seats	2,834
Single Study Rooms for Postgraduate Students	64
24 Hours Student Learning Centre	1
Knowledge Navigation Centre	1
Fixed/Wireless Network Access Points	458
Postgraduate Library Workshop	94 Workshops
Information and Referral Service	92,163 Reference Transactions



COMPUTING AND NETWORK RESOURCES

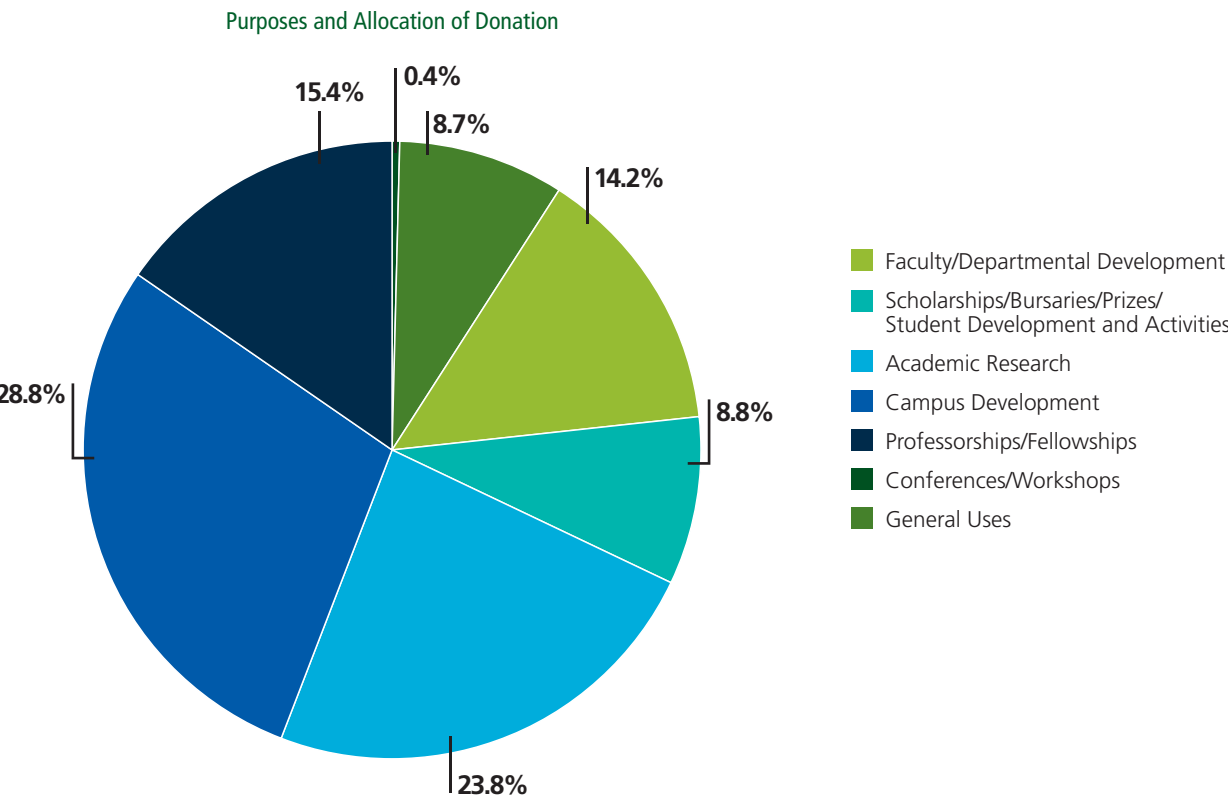
Type of Resources	Number
Number of Wired Network Access Points	30,710
Number of Wireless Network Access Points	1,668
Number of E-mail Addresses for Staff, Students and Graduates	124,156
Total Bandwidth for Direct Connection to the Internet and Research/Education Networks	4,350 (in Mbps)
Aggregated Central Computing Power for Teaching and Research Purposes (Theoretical Peak Computing Speed)	39,108 (in GFLOPS)

GIVING TO HKU

Donation Facts in 2010/2011

Total Number of Gifts Received	7,438
Total Amount of Donations	\$669M
Total Number of Donors	3,508
Number of First-time Donors	974
Ratio of Alumni vs Non-Alumni Donors	57:43

Distribution of Donations 2010/2011



FINANCE

An Analysis of Consolidated Income and Expenditure for the Year Ending June 30, 2011

Income	HK\$'000	%
Government Subventions	3,091,368	40.3%
Tuition, Programmes and Other Fees	1,930,696	25.1%
Interest and Investment Return	1,255,602	16.3%
Donations and Benefactions	698,577	9.1%
Auxiliary Services	224,155	2.9%
Other Income	479,371	6.2%
<b>Total Income</b>	<b>7,679,769</b>	<b>100%</b>

Expenditure	HK\$'000	%
<b>Learning and Research</b>	<b>4,733,756</b>	<b>76.7%</b>
Instruction and Research	4,205,532	68.1%
Library	194,150	3.1%
Central Computing Facilities	125,538	2.0%
Other Academic Services	208,536	3.4%
<b>Institutional Support</b>	<b>1,438,618</b>	<b>23.3%</b>
Management and General	400,395	6.5%
Premises and Related Expenses	707,066	11.5%
Student and General Education Services	222,216	3.6%
Other Activities	108,941	1.8%
<b>Total Expenditure</b>	<b>6,172,374</b>	<b>100%</b>

SPACE

Distribution of Space by Categories Based on Total Gross Covered Floor Area (as of June 2011)

Category	Gross Covered Floor Area (in sq. m)	%
Academic Space	240,368	41.3%
Central and Departmental Libraries	44,368	7.6%
Central Administration and Maintenance	19,434	3.3%
Student and Staff Amenities	25,670	4.4%
Sports Facilities	13,922	2.4%
Student Halls of Residence and Staff Quarters	231,636	39.8%
Others (Including HKU Museum and HKU Press)	7,041	1.2%
<b>All Categories</b>	<b>582,439</b>	<b>100%</b>

<b>HKU SPACE Gross Covered Floor Area</b> (as of June 2011)	<b>44,301 sq.m</b>
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Land Holdings

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

Halls and Student Residences

Number of Places	Number
Existing	4,700
Planned	1,800



# AN EXTRACT FROM THE UNIVERSITY'S ANNUAL ACCOUNTS 2010-11

## OVERVIEW

The financial year 2010-11 was the second year of the last Triennium of the three-year structure curriculum. The Group's consolidated financial results recorded a surplus of \$1,518 million which was largely attributed to the continued recovery of the investment asset value since the global financial crises that took off from September 2008 and partly to the receipt of the matching grant under the fifth Government Matching Grant Scheme introduced in June 2010, from which the University was able to reach the upper limit of \$220 million set for each institution. While approaching to the year 2012 when the four-year curriculum structure takes place, the University requires substantial resources to prepare for the double cohort of students in all spheres including the preparation for the curriculum reform and the provision of additional space and infrastructure for teaching and learning. At the same time, the University is also investing in initiatives to further the University vision in alignment with its strategic direction. The University has thus been working on tight financial resources.

In preparing the consolidated 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.

## RESULTS FOR THE YEAR

	2011 \$ million	2010 \$ million
Income	6,424	6,110
Expenditure	(6,172)	(5,984)
Interest and Investment Gain	1,255	705
Surplus for the year before Share of Surplus of Associates and Jointly Controlled Entities	1,507	831
Share of Surplus of Associates and Jointly Controlled Entities	11	11
Surplus for the year	1,518	842

The consolidated income for the year 2010-11 has increased by \$314 million. This was mainly attributable to the increase in government subvention for the Fifth Matching Grant Scheme introduced in June 2010.

On the consolidated expenditure, a total of \$6,172 million was incurred for the year (2009-10: \$5,984 million), of which \$4,734 million (2009-10: \$4,641 million) was spent on teaching/learning and research activities of the Group. If the total depreciation and amortization charges of \$333 million (2009-10: \$280 million) were excluded, the expenditure incurred for the year was approximately 2.5 per cent higher than that of the previous year.

## FINANCIAL OUTLOOK

With the end of the financial year 2010-11, the University has entered into the last year of the triennium before transiting to the four-year structure curriculum. As the year 2012 approaches, full heed has been given to prepare for the new curriculum structure and to receive the double cohort of students. The year 2011 marks the Centenary of the University. The University is conscious of the competitive environment both locally and globally. With academic excellence underpinning the University's strategic development, the University is prepared to invest in initiatives that steer the University to further institutional advancement. Given the marginal rate of Government funding for the extra year of the new curriculum, the uncertain future economic outlook arising from the Euro debt and confidence crises surrounding the financial markets and the persistence of the extremely low interest rate environment which impacts upon the University income sources particularly from investment and fund-raising activities, the University has to be more cautious and prudent in financial management to facilitate the long-term growth of the University during this difficult period.

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

# THE UNIVERSITY OF HONG KONG CONSOLIDATED STATEMENT OF COMPREHENSIVE INCOME For the Year Ended June 30, 2011

(Expressed in thousands of Hong Kong dollars)	2011	As restated 2010
<b>Income</b>		
<b>Government Subventions</b>		
• Subventions from UGC:		
- Block Grants and Non-accountable Supplementary Grants	2,371,081	2,303,009
- Earmarked Grants	317,883	299,576
- Rates and Government Rent Refund	39,442	37,726
- Capital Grants and Alteration, Additions and Improvements ("AA & I") Block Allocation	50,264	41,799
	2,778,670	2,682,110
• Matching grants	220,000	-
• Grants from Government Agencies and Related Organisations	92,698	112,702
	3,091,368	2,794,812
<b>Tuition, Programmes and Other Fees</b>		
• UGC-Funded Programmes	650,598	624,282
• Non UGC-Funded Programmes	1,280,098	1,215,323
	1,930,696	1,839,605
<b>Donations and Benefactions</b>	698,577	818,782
<b>Auxiliary Services</b>		
• Residential Halls and Hostels	67,078	60,531
• University Press	6,784	5,990
• Rental Income and Rental Contribution from Staff	115,133	101,701
• Clinics and Chinese Medicine Pharmacies	23,461	22,751
• Others	11,699	12,331
	224,155	203,304
<b>Other Income</b>		
• Contract Research	131,324	128,714
• Service Income	183,172	181,749
• Outside Practice	70,572	66,707
• Miscellaneous	94,303	76,945
	479,371	454,115
	6,424,167	6,110,618
<b>Expenditure</b>		
<b>Learning and Research</b>		
• Instruction and Research	4,205,532	4,080,340
• Library	194,150	196,525
• Central Computing Facilities	125,538	156,390
• Other Academic Services	208,536	207,791
	4,733,756	4,641,046
<b>Institutional Support</b>		
• Management and General	400,395	368,177
• Premises and Related Expenses	707,066	679,054
• Student and General Education Services	222,216	202,622
• Other Activities	108,941	93,332
	1,438,618	1,343,185
	6,172,374	5,984,231
<b>Interest and Investment Gain</b>	1,255,602	704,845
<b>Surplus from Operations</b>	1,507,395	831,232
<b>Share of Losses of Associates</b>	(9)	(10)
<b>Share of Surplus of Jointly Controlled Entities</b>	10,982	11,380
<b>Surplus for the Year</b>	1,518,368	842,602
<b>Other Comprehensive Gain/(Loss)</b>		
• Release of Deferred Capital Funds	(47,449)	(23,786)
• Exchange Differences	2,295	-
	(45,154)	(23,786)
<b>Total Comprehensive Income for the Year</b>	1,473,214	818,816



THE UNIVERSITY OF HONG KONG  
CONSOLIDATED BALANCE SHEET

As at June 30, 2011

(Expressed in thousands of Hong Kong dollars)

	At June 30 2011	As restated At June 30 2010
<b>Assets</b>		
<b>Non-Current Assets</b>		
Property, Plant and Equipment	6,312,971	5,414,233
Intangible Assets	30,962	-
Interests in Associates	664	673
Interests in Jointly Controlled Entities	56,550	44,414
Investments	9,610,549	7,939,478
Loans Receivable	10,371	17,169
	<u>16,022,067</u>	<u>13,415,967</u>
<b>Current Assets</b>		
Investments	433,607	256,627
Loans Receivable	185,772	188,202
Inventories	5,791	4,833
Accounts Receivable and Prepayments	584,116	337,291
Amount due from Jointly Controlled Entities	11,230	19,258
Cash and Bank Deposits	4,010,325	4,285,603
	<u>5,230,841</u>	<u>5,091,814</u>
<b>Total Assets</b>	<b>21,252,908</b>	<b>18,507,781</b>
<b>Funds</b>		
<b>Deferred Capital Funds</b>		
Equipment	20,528	18,712
Buildings	<u>2,112,393</u>	<u>1,204,406</u>
	<u>2,132,921</u>	<u>1,223,118</u>
<b>Restricted Funds</b>		
General Endowment Fund	2,214,533	1,960,970
Investment Reserve	1,039,622	895,813
General Reserve	15,000	15,000
Staff Housing Loan Fund	97,226	96,599
Building Capitalisation Reserve	2,699,586	2,781,690
Capital Projects	39,514	67,740
Research Projects and Quality Assurance	168,569	172,341
	<u>6,274,050</u>	<u>5,990,153</u>
<b>Other Funds</b>		
General and Development Reserve Fund	658,059	839,698
Self-financing Activity Funds		
• University	670,223	588,061
• HKU SPACE	1,691,199	1,554,731
• Other Subsidiaries	(13,017)	(9,157)
	<u>2,348,405</u>	<u>2,133,635</u>
	6,510,032	5,274,830
	<u>9,516,496</u>	<u>8,248,163</u>
<b>Donations and Benefactions</b>		
	<u>17,923,467</u>	<u>15,461,434</u>
<b>Total Funds</b>		
<b>Liabilities</b>		
<b>Non-Current Liabilities</b>		
Accounts Payable and Accruals	99,903	-
Employee Benefit Accruals	138,292	205,113
Loans and Borrowings	244,087	264,787
	<u>482,282</u>	<u>469,900</u>
<b>Current Liabilities</b>		
Accounts Payable and Accruals	1,549,468	1,362,844
Amount due to a Jointly Controlled Entity	431	424
Employee Benefit Accruals	519,846	439,247
Loans and Borrowings	129,841	131,857
Deferred Income		
• Earmarked Grants	367,049	407,461
• Capital Grants and AA and I Block Allocation	195,119	132,785
• Others (including Donations and Benefactions)	85,405	101,829
	<u>647,573</u>	<u>642,075</u>
	<u>2,847,159</u>	<u>2,576,447</u>
<b>Total Liabilities</b>	<b>3,329,441</b>	<b>3,046,347</b>
<b>Total Funds and Liabilities</b>	<b>21,252,908</b>	<b>18,507,781</b>
<b>Net Current Assets</b>	<b>2,383,682</b>	<b>2,515,367</b>
<b>Total Assets Less Current Liabilities</b>	<b>18,405,749</b>	<b>15,931,334</b>

OFFICERS OF THE UNIVERSITY

As at November 15, 2011

Chancellor

**Dr the Honourable Donald Tsang Yam Kuen**

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 Council

**Dr the Honourable Leong Che Hung**

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*Librarian*

**Mr Peter Edward Sidorko**

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*Director of Estates*

**Mr Kenneth Wong Pak Keung**

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THE COURT

As at November 15, 2011

Membership Category

1. Chancellor  
Pro-Chancellor  
Vice-Chancellor  
Deputy Vice-Chancellor  
Pro-Vice-Chancellors
- Treasurer
2. Life Members
3. Members of the Council
- (a) Chairman  
  
Six persons, not being students or employees of the University, appointed by the Chancellor
- (b) Six persons, not being students or employees of the University, appointed by the Council
- (c) Two persons, not being students or employees of the University, elected by the Court
- (d) Vice-Chancellor
- (e) Treasurer
- (f) Four full-time teachers elected in accordance with regulations
- (g) One full-time employee of the University, not being a teacher, elected in accordance with regulations
- (h) One full-time undergraduate student elected in accordance with regulations
- (i) One full-time postgraduate student elected in accordance with regulations

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*Dr the Hon. David K.P. Li*  
*Professor Lap-Chee Tsui*  
*Professor R.T.H. Chin*  
*Professor S.P. Chow*  
*Professor J.G. Malpas*  
*Professor P.K.H. Tam*  
*Professor A.B.M. Tsui*  
*Dr Paul M.Y. Chow*

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*Professor S.P. Lee*  
*Professor F.C.C. Leung*  
*Professor G.W.K. Tang*

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Membership Category

4. Members of the Senate
- (a) Vice-Chancellor
- (b) Deputy Vice-Chancellor
- (c) Pro-Vice-Chancellors
- (d) Dean of each Faculty
- (e) Chairman of each Board of the Faculty
- (f) Twelve elected Professors
- (g) Six elected teachers, not being Professors
- (h) Director of the School of Professional and Continuing Education
- (i) Dean of the Graduate School
- (j) Librarian
- (k) Dean of Student Affairs
- (l) Three elected full-time students (at least one undergraduate and one postgraduate)
5. Registrar
6. Chairman of Convocation  
Deputy Chairman of Convocation  
Clerk of Convocation

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*Professor K.H. Louie* (Arts)  
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*Professor G.H. Blowers* (Social Sciences)

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*Professor J.A. Carty*      *Professor D.W.L. Cheung*  
*Professor L.C. Chan*      *Professor A.H.L. Lau*  
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*Professor P.Y.K. Chau*      *Professor L.G. Tham*  
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*Dr W.H. Chui*  
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*Professor C.F. Lee*

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*Mr So Tsz-him*  
*Mr Wong Ho-yuen*  
*Mr Wong Kai-lun*

*Mr H.W.K. Wai*

*Mr Choi Sau-yuk*  
*Mr Tse Sik-yan*  
*Mr John C.O. Wan*



Membership Category

7. Five persons elected by the Members of the Legislative Council from among their own number
8. Twelve members elected from among its number by the Standing Committee of Convocation
9. Five Members elected by the Court
10. Three Members elected by the Grant Schools Council
11. Three Members elected by the Hong Kong Subsidised Secondary Schools Council
12. Not more than twenty members, not being already included in any of the foregoing classes, appointed by the Chancellor

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