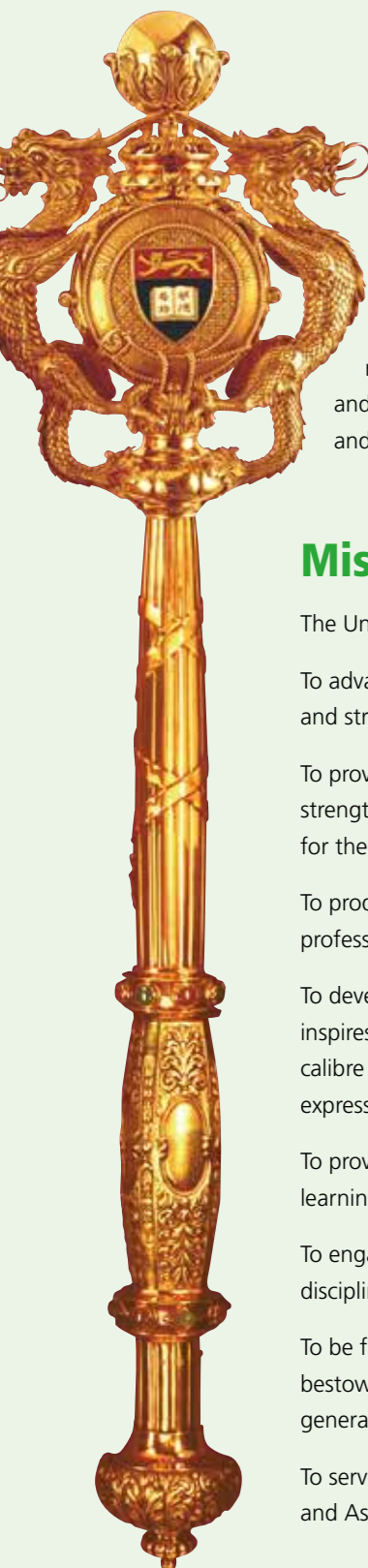




THE UNIVERSITY OF HONG KONG  
**The Review**  
**2014**





## 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.

## Cover Picture

HKU attracts the best from Hong Kong, the region and across the world, making it a culturally rich environment for our students. Our cover picture reflects the multicultural nature of our student community. Clockwise from centre front: Mindy Low Su-fun from Malaysia; Dennis Wong Wing-kin from Hong Kong; Aarushi Bahl from India; Emma Moore from Australia; Maria Botez from Romania; Susan Hyttinen from Finland; Rachel Suen Wan-hing from Hong Kong; James Yoannou from Canada; and Bryan Wan Leuk-pui from Hong Kong.

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*The Women's Four team from the Hong Kong University Students' Union Rowing Club at the 28<sup>th</sup> Intersarsity Rowing Championship, September 2014.*



## Message from the President and Vice-Chancellor

# Opportunities for Excellence

The University of Hong Kong is a wonderful institution and I am very proud to be its 15<sup>th</sup> President. Since arriving in Hong Kong at the end of March this year, I have been most impressed by how much HKU has accomplished in the past few years – the smooth transition to a four-year undergraduate curriculum, the spectacular new campus, the continuing excellence in research, and the expansion of knowledge exchange programmes. My predecessor, Professor Lap-Chee Tsui, did a tremendous job in leading these changes and we all owe him a deep measure of gratitude for his hard work.

Today, HKU faces a number of challenges, one being that it could become a victim of its own success and its distinguished heritage. There is a risk of complacency. Whilst we have a huge amount to be proud of, we must keep moving if we are to sustain our achievements and enhance our global position. Fortunately, as I see it, HKU remains a place full of opportunities and positives.

### Moving Beyond Comfort Zones

The University attracts the best-performing students in Hong Kong and many top students from

Mainland China and around the world, who all possess great natural talent. We have done very well in the education of generations of students. If we are to do even better in future, we must set the bar higher. We want to do more than educate students – we want to produce graduates who are capable of becoming global leaders.

An important quality in leadership is the ability to understand people of different backgrounds and to see things from a broad perspective. To help students develop such ability, we have promoted diversity in all senses of the word on campus. As part of this we have allocated about 20 per cent of places to non-local students and expanded opportunities for students to do an exchange, internship, research or other such endeavour outside Hong Kong. We are now working towards a goal of seeing every student spend time in either Mainland China or overseas, and eventually in both.

An added benefit of going to new places and meeting different people is that it boosts confidence. Students become more adept at navigating unfamiliar situations. I have frequently been told that HKU students do not have the self-confidence justified by their excellence. I would not want to see over-confidence or complacency,



but a little more nerve in undertaking risks would be a good thing. Our students are clever and hardworking, and there are many opportunities out there for them.

Related to this, I would also like students to think 'outside the box' in terms of their future careers. HKU graduates are extremely fortunate to have excellent employment opportunities, but this security inevitably limits their need to be entrepreneurial. More imagination in this aspect will be good for Hong Kong and its economic development. The University is fostering this mindset through its Entrepreneurial Academy. I hope to see more entrepreneurial activity on campus in future.

### Education, Research and Knowledge Exchange are Indivisible

Education is the central work of universities; excellence in research is also essential if our academics and students are to make deep and lasting contributions that can benefit the whole of society. The research achievements at HKU have been fantastic. We consistently secure the highest funding allocation in the Research Grants Council's annual funding exercise, and we lead more Theme-based Research Scheme and Area of Excellence projects than any other institution. Our academics have also done an excellent job in seizing opportunities and widening

their research range through our own Strategic Research Themes initiative and collaboration with overseas institutions. Many of them are recognised by their peers as world leaders in their fields.

Apart from making an impact in academia, HKU scholars have been actively bringing their findings into the community through knowledge exchange. I hope we can take these activities further by focusing more on the question of 'impact'. In the UK, my previous base, the impact of research in industry and the community has become a central consideration in the assessment of universities' research. Whether or not this becomes a feature of Hong Kong's formal research assessments,

we need to understand the impact of our research: this will help us to attract funding, to explain our research to others and to ensure maximum productivity. We have a moral responsibility to engage the public in what we are doing and to use our knowledge to inform public debate. This is an area where HKU has much potential to lead in Hong Kong and the region, and we will be doing more in this direction in future.

### Engaging Mainland China and the World

Education, research and knowledge exchange all involve looking beyond Hong Kong's boundaries for opportunities. Student recruitment and exchanges and research collaborations offer great potential for both students and staff to engage with Mainland China and the rest of the world.

The University has initiated important projects in the Mainland, such as the Zhejiang Institute of Research and Innovation and Shenzhen Institute of Research and Innovation (ZIRI and SIRI respectively) that give us research bases north of the border. A people presence is important, too, and the University is close to hitting a target of 1,000 students and academics undertaking studies, exchanges and scientific research on the Mainland each year, under a project funded by the central government.

The HKU-Shenzhen Hospital also deserves special mention. Through this initiative, the medical faculty has been able to provide students with

exposure to a broader population and share its best practices with medical staff on the Mainland. It is also giving HKU academics improved access to Mainland research funds. It is not without risks, given the different working environment and cultural expectations, but the University is committed to doing its very best to maximise the opportunities and minimise the risks in this pioneering venture, which we believe will benefit the University in the long run.

### Political Engagement by Students and Staff

Since I arrived at HKU, and well before, the Hong Kong community has been intensely engaged in debate about its political future. HKU's scholars and students have been ardent participants. That debate has escalated into civil disobedience in recent months, during which questions have been raised about the University's response.

Our stance is to remain non-partisan, but principled. The University regards social awareness and caring for society as important values, but also a matter of personal choice. Protecting and respecting freedom of speech, expression and assembly, as well as academic freedom, are at the heart of what the University stands for. We support rational and respectful exchange of differing opinions. We have stressed to students and staff that acts should be lawful and non-violent and we have emphasised that all adults must anticipate, understand and accept

the consequences of their actions. We have been providing whatever assistance we can to members of the University, especially students, if they are injured or face prosecution.

### Building a New Leadership Team

I would like to mention one final thing and that is the senior personnel changes at HKU. My arrival signals not only a change in the person leading the University, but in the team. I would like again to thank Professor Tsui and his team for the remarkable job they have done in developing HKU as a world-class university. I will carry their legacy forward with a new team. By early 2015 I will have appointed five new Vice-Presidents and several new Deans. Some of the faces will be new to HKU, but this change will be underscored by continuity of our commitment to the best interests of the University. We will appoint the best candidates for the challenges and the exciting opportunities that lie ahead.

The University of Hong Kong is a fantastic place for any academic to be part of, with its bedrock of excellence and its brimful of possibilities. I look forward to leading it in the coming years.

**Professor Peter Mathieson**  
President and Vice-Chancellor  
December 2014



*Teaching and Learning*

78%

of top-scoring HKDSE students chose HKU

21,000+

applicants from Mainland China (10,311) and overseas (10,937)

~100%

of graduates employed or pursuing further study

1,446

HKU students go on exchange

*John CH Lin, Associate Professor in the Architecture Department, won the 2014 University Grants Committee Teaching Award, a scheme first launched in 2011 to honour academics in UGC-funded institutions for their outstanding teaching performance and achievements. Since joining HKU in 2006, Mr Lin has distinguished himself as a first-rate teacher and researcher in architecture, and as a pioneer of experiential learning.*

## Cultivating Tomorrow's Leaders

Undergraduate education at the University has undergone fundamental changes in recent years, triggered by the switch from a three-year to four-year undergraduate curriculum in 2012. As the cycle of change and transformation settles down, the University is now able to focus more intently on its grander goal of not only educating students, but cultivating leaders for Hong Kong, the region and the world.

Our base for achieving this goal is very strong. In 2013-14, we reached the halfway point of the new curriculum, and by all measures things are proceeding smoothly. A comprehensive study of the three-year and four-year cohorts found the differences between them are narrowing (the four-year group has one year less of secondary school).

The Common Core curriculum, a requirement that brings together students from different disciplines to ponder major issues such as China's development and climate change, has been fully implemented, with some 170 offerings available. And a programme to enhance academic and discipline-specific English is also fully implemented, while a similar Chinese programme is being phased in.

The language requirements reflect the strengths of our students, who have much of the raw ability needed to take up leadership roles. The vast majority are bilingual or trilingual, and they are among the very best students in the region. In 2014, 78 per cent of the top-scoring Hong Kong Diploma of Secondary Education (HKDSE) (Level 5\*\* or above in at least six subjects) students chose to come to HKU. Some 10,311 applications also came from

Mainland China, including 16 from the top scorers in their provinces or cities, of which we admitted 339. Another 10,937 applicants came from overseas or outside the local system.

The education provided at HKU adds much value to these students through our commitment to excellence, opportunity and innovation. They receive high-quality instruction in their core disciplines, and opportunities to apply their knowledge and skills through experiential learning. These opportunities are not simply focused on academics. We also want our students to have the global perspectives required of leaders in Hong Kong, the region and the world. This means providing them with experiences that take them beyond their local boundaries.

The presence of full-time, non-local students is one way of breaking down the boundaries, as are exchanges. Some 1,063 exchange students and 42 visiting students came here in 2013-14 from among our 315 partner universities in 40 countries, while 1,446 HKU students went to Mainland China or abroad. By graduation time, two-thirds of students will have had a chance to study or do service work outside Hong Kong.

The success of our curriculum is evident in the success of our students. Every year since 2006, nearly 100 per cent of our graduates were employed either before or just after graduation, or they went on to pursue further study, a remarkable record for any tertiary institution.

Looking ahead, the University aims to continue seeking opportunities to enhance students' education and their leadership capabilities. One important way of doing this

is to aim for every student to have meaningful experiences in *both* Mainland China and another country. These experiences could be cultural, academic, internship, research or service, they could last for a summer, a semester or a full year. The point will be to expose students to cultures and lifestyles that are well out of their comfort zones, and bring them in contact with people who think and communicate differently.

The evidence from numerous students who participate in this kind of engagement is that they become more confident and gain a deeper appreciation of the complex world they live in. The University believes it is important that every student, regardless of their discipline, has the opportunity to develop global citizenship and a better understanding of Mainland China, in order to prepare them to be future leaders in society.



HKU has joined other top universities in preparing massive open online courses, enabling anyone anywhere to learn via the internet.

## On the Frontlines of Innovation

Of course new technology means that you don't actually have to travel to make global connections. Massive open online courses (MOOCs) raise the possibility of tearing down physical barriers to academic learning so people from all five continents can study a shared topic of interest together, under a leading scholar in the field. HKU has joined this great experiment. In 2013-14 we completed preparations for our first three MOOCs, in medicine, architecture and philosophy, for launch in the next academic year on the edX platform. We are also looking at what role MOOCs might play in our own bricks-and-mortar curriculum, too.

## Destination Hong Kong

This year Hong Kong moved up two places to become the fifth-best city in the world for international students, according to London-based institution-assessment agency Quacquarelli Symonds' annual report. Hong Kong also replaced Singapore – which was third last year but slid to 15<sup>th</sup> this – as the best city for students in Asia. HKU welcomes international students from all over the world, and we also make sure our local students get the best opportunities to learn overseas as an essential part of their curriculum.



Cultural diversity on campus (clockwise from centre): Mimi Lam and Eric Choi, both from Hong Kong; Othmane Benlafkih from Morocco; Mikk Raud from Estonia and Ana Han Yoon Jin from Korea.

## Great Expectations

Future prospects for HKU graduates are excellent, with nearly 100% either finding employment within months of graduating or moving on to further studies.

### Employment Situation for Graduates of the Class of 2013

Employment Situation	2013	2012	Difference
Employed	78.5%	78.9%	-0.4%
Further Studies	19.4%	19.7%	-0.3%
Unemployed	0.3%	0.3%	0.0%
Others*	1.9%	1.1%	+0.8%

\*Others included those returning to home countries or those not seeking employment in Hong Kong.

### Industries in which 2013 Graduates Began their Careers

Employment Industry	2013	2012	Difference
Civil Service	10.6%	12.9%	-2.3%
Education	8.8%	9.0%	-0.2%
Community, Social and Personal Services	20.2%	19.0%	+1.2%
Commerce and Industry	60.3%	59.1%	+1.2%
Business Services	13.3%	14.4%	-1.1%
Financial Institutions	12.7%	10.1%	+2.6%
Engineering, Architectural and Technical Services	10.1%	9.5%	+0.6%
Others	24.2%	25.1%	-0.9%

# Opportunities to Put Learning to the Test

Experiential learning has become embedded in all faculties. Students are encouraged to apply their learning in real-life situations and deepen and consolidate their knowledge. For instance, Dentistry students provide oral health education and outreach services in the community; Business and Economics students conduct consultancy projects; and Architecture and Engineering students develop community-building projects. Many of these projects are credit bearing and conducted under the supervision of teachers.

The Gallant Ho Experiential Learning Centre supports both staff and students, addresses safety and security issues related to off-campus learning, and administers the Experiential Learning Fund, which in 2013-14 provided more than \$1.4 million to support 11 projects involving 473 students. In March 2014, it also organised a symposium for 120 participants from more than 50 organisations and HKU to encourage partnerships and explore future possible experiential learning opportunities.

The residential colleges and halls have also taken on the idea that learning happens beyond the classroom. The four colleges promote academic discourse and community service, and in 2013-14 they organised such events as a conference on oysters, environmental tours and a luncheon with the elderly. The halls, which have a long and rich heritage, are also broadening student experience through overseas learning visits to such places as Japan, Korea and the UK.

## The Self-Starters Behind TechHKU

A desire to boost the profile of technology at HKU led a team of students to create TechHKU, a website that covers student achievements, startups, research, career trends and events, and also organises its own events. Engineering and Journalism students launched the website in November 2013, and so far have organised the Girls4Tech workshops to promote technology to secondary school girls and hosted a conference for industry. Computer Science student Donald Lam, the founding editor-in-chief, said: "We want to make technology a more prominent part of HKU, something people get excited about. We want more people to see what fantastic projects HKU Engineering students have been up to, and to see the opportunities HKU and Hong Kong can offer."



TechHKU's poster for Girls4Tech

## International Champions

A team of Law students won the Oxford International Intellectual Property Moot, defeating 23 other teams from Europe, North America, Asia and Australia. In the moot final, they appeared before prominent international judges in the intellectual property field. PCLL student Tom Ng Ka-cheung said it was highly educational. "The mooting experience gave us the opportunity to interact with leading practitioners, and it has improved our advocacy skills tremendously," he said. His teammates were JD students Byron Chiu and Peter Dong.



Winning combination (from left): Team Coach Mr Kelvin Kwok, Byron Chiu, Tom Ng and Peter Dong.



## Project Mingde: A Decade of Building in Rural China

Project Mingde was started 10 years ago when an alumnus offered funding to encourage Engineering students to build a primary school in a remote village in China. The Project provided a valuable experiential learning opportunity in that the students not only applied what they learned in a real environment, they also experienced village life and culture. The success of that initiative spawned other projects and as of 2014, about 300 students have been involved in designing and building a primary school, kindergarten, student dormitory, footbridge and community centre in rural areas of China, and are working on a new community centre. Civil Engineering students lead the projects, from initial discussions with beneficiaries to feasibility and design and supervising construction work. Students in other Engineering departments, Social Sciences and Architecture have also participated over the years.

HKU Engineering students visit ongoing Mingde Project developments in Guangxi province.



# Diversity and Equal Opportunity

The University believes every student, regardless of race, disability or sexual orientation, should be able to pursue their education free of discrimination and harassment. To support this message, we have implemented an equal opportunity policy and set up an Equal Opportunities Unit to deal with complaints and conduct promotional activities. The unit organises an annual festival, which in 2013-14 promoted inclusion with respect to sexual equality.

Students with special educational needs are also supported through a service provided under the Centre of Development and Resources for Students (CEDARS). In 2014 the name of this service was changed from 'Accessibility Support' to 'SEN Support' to reflect the diversity of needs in the student population, including physical or sensory disabilities, learning or developmental disabilities, and mental illness. More than 140

students self-identified as having a disability or special educational need during the year, and they were offered services that included academic support, counselling, learning aids and equipment, and training, awareness and other information programmes. HKU is recognised by the Education Bureau, Hong Kong's Equal Opportunities Commission, parent groups and others for the quality of support it offers students with special needs.



Ashwin Dokania (top row, third from left) with the newly revived HKU Cricket Team and their counterparts from 1921.

## Off Their Own Bat

Students from other cultures and countries bring life and new interests to the University community. Take the example of cricket. In the 1920s, HKU attracted a substantial number of students from South and Southeast Asia, who were keen for a Western-style, English-language education. There were enough of them to make a cricket team, but in the decades after World War II and up to the present century, their numbers plunged and the team was stopped.

In the past couple of years, the South Asian student population has increased by enough to revive the HKU Cricket Team. Engineering undergraduate Ashwin Dokania, who played cricket at the provincial level in his native India, was one of the instigators. "We wanted to introduce this sport amongst the locals and of course, the cricket lovers who are far away from home."

More than 70 local and international students have now expressed interest in joining the team.



## Breaking down the Barriers

Rainbow Tang, who is studying for a BA in Linguistics and Psychology, has cerebral palsy. She uses crutches and sometimes a wheelchair to get around campus. CEDARS has helped to smooth her path, such as arranging extra time for examinations because her mobility and handwriting speed are affected by her condition. "At the beginning of the semester we will talk about my special needs. I still need to talk to my professors, but they make the communication easier."

## Assistance at Hand

Ona Wong, a BA double major in English and Psychology, has a hearing impairment. She copes well on her own, but CEDARS has helped, too, by making special seating arrangements for her during examinations and providing an older student to assist as needed. "We talk about the usual topics – she has told me everything I need to know about academic regulations, how to strive for better grades, how to work better. She is my first friend at HKU."



## Service Learners and Providers

Service learning is a fixture on campus. Students, faculties and the Centre of Development and Resources for Students (CEDARS) all initiate service projects that, while not specifically tied to disciplinary studies, still offer meaningful and instructive experiences.

The student projects are often organised in poorer areas of Asia, and CEDARS is helping them enhance their impact. It has provided training workshops on building lavatories and hand-washing facilities in rural settings, and in 2014 teamed up with Shanghai Jiaotong University to enable students to continue serving a community after they had visited. The students joined a project at a

rural secondary school in Yunnan and later maintained formal contact with the students there, so as to provide them with a window on the wider world.

Service learning can also conjoin with the curriculum, as a project in Pokfulam illustrated in 2013-14. Initially, the project involved Landscape Architecture students, who were working on an experiential learning project on village enhancement. They made drawings and took photos, created a detailed village map, and organised a workshop with the villagers to understand their needs and aspirations. The results were included in two external exhibitions.

Around the same time, funding also became available for a service project and it was decided, with input from the villagers, to earmark the money for painting village roofs (see opposite). Some 40 houses were selected for painting and about 200 student volunteers helped to carry out the work.

Projects like these provide opportunities for students to experience the value and reward of using their expertise and labour to help improve communities, in Hong Kong and elsewhere.



Sam Leung

### Learning about Life on Our Doorstep

For many centuries, fishing families were the main inhabitants of Hong Kong Island. Yet today most people know little about them. HKU students have joined a project that seeks to educate the community about the unique way of life of the city's fisherfolk.

With funding from HKU's We Are With You Project, under which the Chow Tai Fook Charity Foundation donated \$10 million to support social capital development in Southern District, students helped to organise guided boat tours around Aberdeen to introduce visitors to the local fishing community. They also produced a brochure on the fishing community and its vessels, and organised three workshops on fishing life and fisheries. Retired fishermen were also recruited to help share their knowledge with participants.

The project was carried out in summer 2014 and BSc student Sam Leung Ka-ming was one of the student guides. He said he learned how to organise workshops, and he learned more about his city. "I knew that Hong Kong used to be a fishing village but I had no idea about the history of the industry and what the life of a fisherman was like. I was able to learn more about the culture of this special population in Hong Kong."

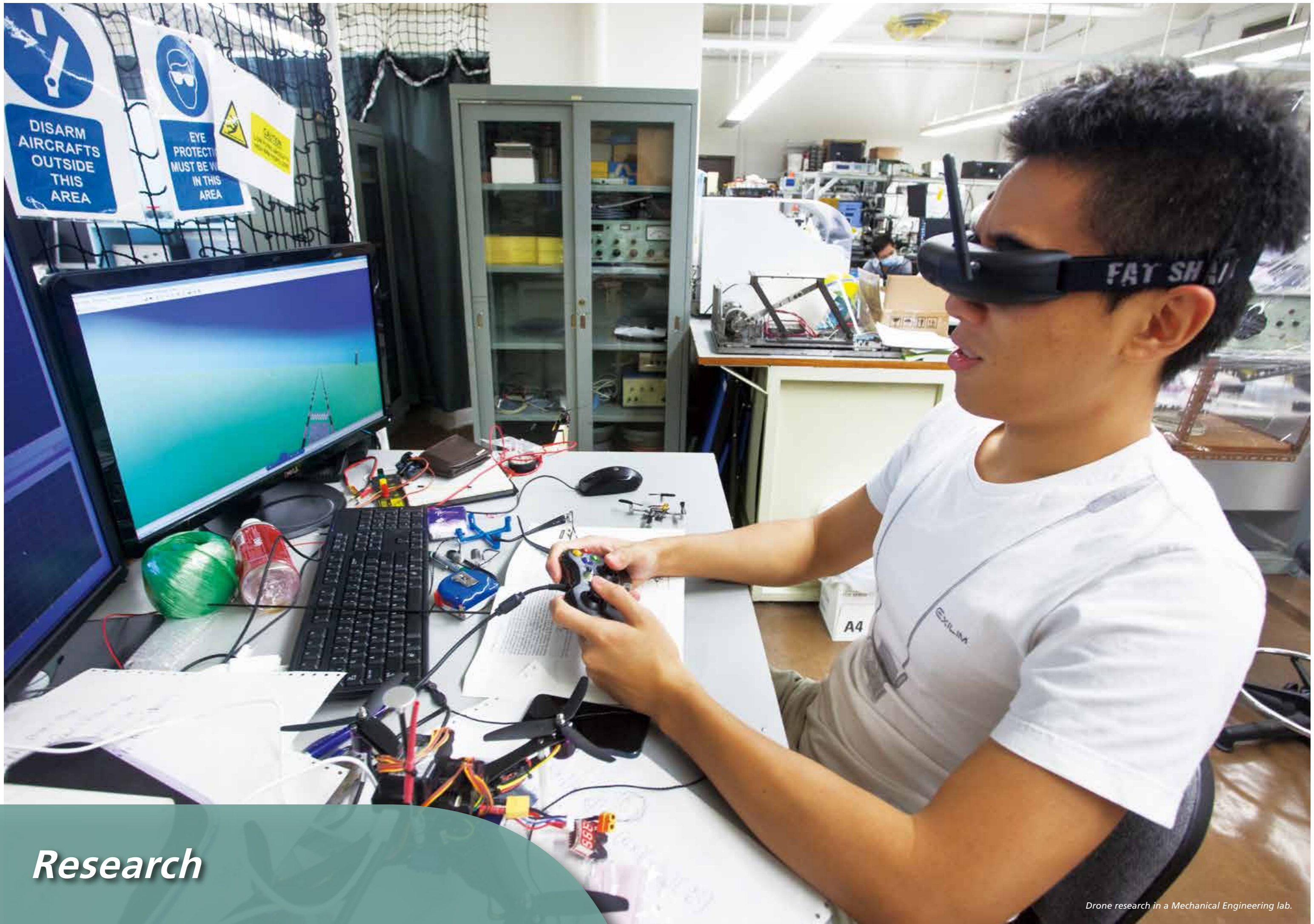


Rooftop painting in Pokfulam Village.

### A Bigger Perspective on a Small Community

As part of the site and research phase of the Pokfulam Village rooftop painting design project, a group of Landscape Architecture research assistants also took the opportunity to create a high resolution composite photograph of the village using grassroots mapping

techniques – a 1.5-metre diameter weather balloon. This shot of HKU students and villagers painting roofs was one of the over 10,000 images they captured in five balloon launches from various parts of the village.



*Research*

## The Recipe for Success

The University's research programme continued its forward momentum in the 2013-14 academic year, receiving local, national and international recognition of its excellence.

Recognition came firstly in the form of funding. For the 13<sup>th</sup> consecutive year, HKU secured the highest amount of research grants of all eight University Grants Council institutions, amounting to \$164.7 million for 240 projects. HKU has also done exceptionally well in special funded areas that advance high-level, interdisciplinary research. It leads nine of the 18 Theme-based Research Scheme (TRS) projects and eight of the 18 Areas of Excellence (AoE) Scheme projects awarded by the Research Grants Council.

All of our TRS and AoE projects can be mapped to our Strategic Research Theme (SRT) initiative, which provides seed funding for interdisciplinary projects of relevance to society. The SRTs were launched a decade ago in 2004, and now cover 16

themes and five emerging themes. Our five State Key Laboratories and National Key Basic Research Development (973) funded projects are also linked to SRTs. What began as an experiment has become the norm, and HKU has become a leader in Hong Kong and the region in nurturing interdisciplinary research.

### Academic Excellence

Recognition has also been awarded to our academics for the excellence of their work. Some 115 HKU academics were named among the world's top one per cent of scientists in 2014, according to Thomson Reuters. Further, the information agency named five of them (see pictures below) among The World's Most Influential Scientific Minds, based on the high frequency with which their publications are cited by fellow academics.

A number of other scholars were also honoured internationally by their peers, and by national bodies. The HKU liver transplantation team led by Professor Lo Chung-mau, for example, won a State Natural Science Award (First Class) for their achievements over more than a decade.

Apart from working across disciplines, we also collaborate across institutions. HKU seeks out the best partners from around the world to work on joint projects. In Mainland China we are able to go a step further. We are building our own research campus, the Zhejiang Institute of Research and Innovation (ZIRI), which will be ready in December 2014. The 330,000-square-foot compound has received support from both the provincial and local governments. A Shenzhen Institute of Research and

Innovation (SIRI) established in 2011 also gives us a base in the Pearl River Delta region. These facilities, together with the HKU-Shenzhen Hospital that opened in 2012, widen the opportunities for HKU researchers to expand their areas of investigation, and be engaged with research communities and problems in the Mainland.

### Research Integrity

The excellence, interdisciplinarity and collaboration that contribute to our success are underpinned by another crucial factor: integrity. Integrity means others can trust our findings, and HKU is at the forefront in Asia in investing time and effort on promoting research integrity among staff and students. Over the past four years, we have organised 11 seminars on research conduct for 945 staff, including four discipline-

# \$164.7

million  
in research funding

# 115

HKU scientists named among top 1% in the world by Thomson Reuters

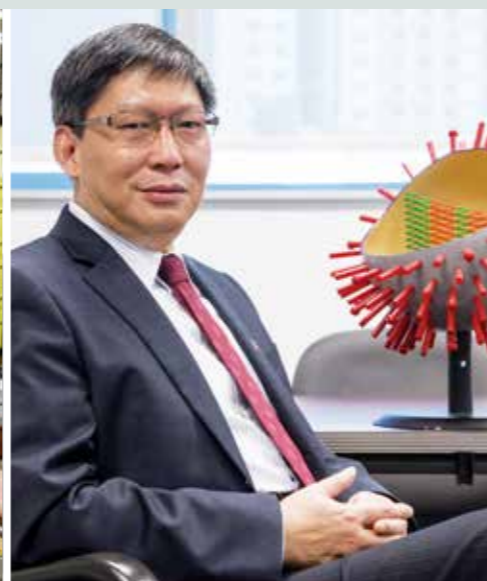
# 2,966

research postgraduates enrolled in 2014

### The Five 'Most Influential'



*Professor James Lam, Chair of Control Engineering, Department of Mechanical Engineering*



*Professor Guan Yi, Daniel CK Yu Professor in Virology, School of Public Health*



*Professor Zhao Guochun, Department of Earth Sciences*



*Professor Malik Peiris, Tam Wah-Ching Professor in Medical Science, Chair Professor of Virology and Director of School of Public Health*



*Professor Sun Min, Department of Earth Sciences*

based sessions; launched a fund to encourage faculties to tailor research integrity programmes to their members; introduced a compulsory course on research integrity for all research postgraduate students; and appointed a Director of Education and Development for Research Integrity. HKU's collaborations with other scholars and institutions in the region mean we can also exemplify

our values to others. This is work that we expect will become more important over time and we will continue to devote substantial effort to it.

Instilling the right values and pursuit of excellence in the next generation of researchers is also an important part of our work. Our postgraduate curriculum is benchmarked with

best practices overseas. We also provide students with opportunities to extend their knowledge and networks beyond HKU. Most of the 2,966 research postgraduate students enrolled in 2014 will attend conferences overseas, some may conduct research elsewhere, and all will be encouraged to keep their horizons wide open (see pp. 26–27).

## Examples of our Research in 2013–14

- An international research team, led by HKU's Department of Paediatrics and Adolescent Medicine, discovered a new immune therapeutic strategy for controlling Epstein-Barr virus-induced tumors. The discovery was published in the prestigious international scientific journal *Cancer Cell*.
- The Faculty of Engineering led a multidisciplinary team to develop new optical spectroscopy technology called Parametric Spectro-Temporal Analyzer (PASTA), which integrates existing fiber-optic and laser technologies and can capture the optical spectrum of dynamic events up to a million times faster than existing technologies. The results have been reported in various prestigious journals including *Nature Scientific Reports*, *Optics Express* and *Applied Physics Letters*.
- Researchers from the Department of Surgery developed Asia's first liver cancer staging system with treatment guidelines to improve the survival rate of patients, called the Hong Kong Liver Cancer (HKLC) staging system. The breakthrough, which recently made its global debut in *Gastroenterology*, has received widespread international recognition as probably the best staging system for liver cancer.
- Smart software was created enabling criminal investigators to create 3D reconstructions of crime scenes using data from surveillance videos. A research team from the Department of Computer Science developed the software in a project supported by the Hong Kong government's Innovation and Technology Fund.
- A team from the School of Biological Science developed a new strategy to protect flowers from freezing stress. An extension of this technology to crop plants is expected to benefit agriculture and food production by protecting against cold spells that kill flowers and adversely affect fruit and seed formation. This research has yielded publication in *Plant & Cell Physiology* and a US patent.
- New technology was created for spotting rare cancer cells and enabling early cancer detection. The Faculty of Engineering successfully developed a new optical microcopy approach which integrates existing fiber-optic and laser technologies, called Asymmetric-detection Time-stretch Optical Microscopy (ATOM) that can capture images of moving cells up to 10,000 times faster than existing camera technologies.
- A study led by Professor Eric Chen Yu-hai, Clinical Professor and Head of the Department of Psychiatry, revealed that yoga can complement medication in treating neurocognitive degeneration. Research results suggest practicing yoga can help improve the memory, attention, depressive symptoms and other clinical symptoms of patients at early stages of psychosis.
- Hong Kong's first academic study on mental health status, mental health related knowledge, attitudes and behaviours among the working population was undertaken by a team from the Department of Social Work and Social Administration. The ultimate aim of the study is to devise a working environment that is sympathetic to people's mental well-being.

## Honouring Our 'Renaissance Man'

The University Laureate was established in 2013 as the highest academic honour bestowed by the University. It seeks to recognise, celebrate and encourage extraordinary, paradigm-changing, world-class scholarship by individuals who have a distinguished international reputation and an association with or commitment to HKU.

The first University Laureate, renowned sinologist, Professor Jao Tsung-I, was appointed in early 2014. Professor Jao has links with HKU stretching back to the 1950s, when he first came here as a young academic. He has published more than 80 books and 900 papers on sinology, Chinese civilisation studies, art and education, is an active promoter of cultural conservation, and is celebrated for his poetic

writing, calligraphy, *guqin* playing and Chinese painting.

Professor Jao previously donated his collection of more than 40,000 books (including rare and antique

volumes) and about 200 of his artworks to HKU. In 2002 the University also established the Jao Tsung-I Petite Ecole to promote his spirit of diligent scholarly pursuit.



Professor Jao in 1960 playing *guqin* while on an outing with students.



Professor Jao Tsung-I receives the University Laureate certificate from Director of Jao Tsung-I Petite Ecole Professor Lee Chack-fan (left) and the then HKU Vice-Chancellor Professor Lap-Chee Tsui.

# Partners and Collaborators

Collaborations with scholars in other disciplines and other institutions help us to extend and enhance our research capabilities. Several formal collaborative agreements were made in 2013-14. We rekindled our ties with the London School of Hygiene & Tropical Medicine to undertake collaborative research activities. The two institutions first made contact 126 years ago through the Hong Kong College of Medicine, predecessor to the Li Ka Shing Faculty of Medicine.

We also entered a new phase of our partnership with the Institut Pasteur by establishing the HKU-Pasteur Research Pole. This will build on formal research ties that began in 1999 to advance the understanding and treatment of infectious diseases. HKU also signed an agreement with

Cambridge University in 2014 to collaborate on emerging issues in medical ethics, law and policy.

These agreements add to ongoing partnerships with such institutes as King's College and Imperial College in London, the University of Toronto and the Karolinska Institutet in Sweden, as well as numerous project-specific collaborations with academics and institutions in Hong Kong, Greater China and elsewhere. Such connections spur innovation and discovery, and help us to make the most of our talents and resources, as the examples on these pages illustrate.

## Tracking Climate Change

HKU was part of an international study involving 29 people in 10

countries and various disciplines that used models to show all parts of world ocean systems would be undermined by climate change by 2100. This would affect food chains, fisheries and tourism, and directly impact between 470 million and 870 million of the world's poorest people. HKU also worked separately with US and Norwegian scientists to show how rapid changes in climate cause abrupt changes to deep-sea biodiversity. They used fossils embedded in sediment to track changes over decades and centuries. Meanwhile, another team involving HKU and Yale University tracked the temperature change of the tropical Pacific Ocean over 12 million years, contributing to the understanding of Earth's climate system.

## Long-standing Relationship

HKU's links to the London School of Hygiene & Tropical Medicine stretch back to the opening of the Hong Kong College of Medicine, predecessor to the Li Ka Shing Faculty of Medicine, in 1887. The College's first Dean was Sir Patrick Manson, who later founded the London school. The two institutions rekindled their ties in late 2013 and agreed to undertake joint research activities. This montage, which showcases an article in a 1956 copy of HKU student magazine *Elixir*, was presented to the London school at an international symposium held at HKU entitled 2014 East-West Alliance Global Symposia.



## Virus Hunters

HKU is a global leader in research on infectious diseases and we have worked closely with colleagues from around the world. In 2013-14, our researchers identified a drug candidate for the Middle East Respiratory Syndrome Coronavirus (MERS-CoV), with the Chinese Academy of Scientists and Fudan University. Another team, involving HKU, the National Research Centre of Egypt and St Jude Children's Research Hospital in the US, found the MERS-CoV in dromedary camels. This team then worked with researchers from King Faisal University in Saudi Arabia to show that the virus from the camels could infect human tissue.

Influenza is another focus of viral research. A universal influenza A vaccine that can induce protective responses against different influenza A viruses in mice was developed by scientists from HKU's School of Public



HKU is a world leader in viral research



Health and the National Cancer Institute in the US. Another team, from HKU and the Wellcome Trust Sanger Trust Institute in the UK, found direct evidence that reducing the genetic diversity of influenza A viruses reduced the severity of the disease in mice.

Some members of the HKU research team which, in collaboration with the National Cancer Institute in the US, developed a novel influenza A vaccine which can be adapted for mass production in case of a worldwide influenza outbreak. Left to right: Professor Malik Peiris, Dr Sophie Valkenburg, Dr Olive Li and team leader Dr Leo Poon.

# Researchers: The Next Generation

Research postgraduate students need single-minded determination to pursue their studies, but they also need to be able to function in an increasingly interconnected and interdisciplinary world. HKU's Graduate School is preparing students for this challenge by encouraging them to think beyond their thesis. We admit a diverse intake of students – 30 per cent from Hong Kong, 57 per cent

from Mainland China and the rest from elsewhere – and provide programmes that will broaden their perspectives. For example, an annual international research skills workshop organised with Imperial College London brings together students from different disciplines and countries; in 2014, it included students from HKU, Imperial College and the Korean Advanced Institute of Science and Technology. A Joint

PhD programme with King's College and Imperial College offers students the chance to earn their doctorate from two institutions, and in 2014 the first students graduated. Students also have opportunities to expand their exposure and experience by spending part of their study period in other institutions, including overseas, and pursuing interdisciplinary research where feasible.



## New Networks

Erick K'Omolo from Kenya came to HKU because he wanted to study beyond the traditional destinations of Europe and North America. Since arriving in 2011, he has pursued doctoral studies in law and development, and founded the Uwezo Pamoja Trust to recruit HKU students to do community service in his home village. "My greatest resource at HKU is my supervisor, who has been very helpful. I have also had an incomparable networking opportunity staying at Robert Black College," he said.

## Two for One

Su Meini was among the first graduates of HKU's Joint PhD programme. She completed her doctorate in Civil Engineering under the joint supervision of HKU and Imperial College. "I previously studied at HKU, so this programme exposed me to a new research environment and methods, as well as academics with different perspectives. It was a valuable opportunity to study at two top universities and to develop networks in both places that will be helpful in my future career."

## International Perspective

Marianna Giovanna Andrade Rojas from Mexico is a PhD candidate who chose HKU because of her programme – Innovation and Information Management – and the University's international perspective. She has attended several international conferences and been able to take courses in other institutions in Hong Kong, helping her to build up her research network. She said: "The PhD programme here has enabled me to develop as a researcher and obtain the quantitative and qualitative training to conduct relevant research."



## Prepared for an Academic Career

Diederick Niehorster received a Hong Kong PhD Fellowship, which is awarded by the Research Grants Council to attract top doctoral students from around the world. He is originally from the Netherlands and completed his doctorate in 2014 in the field of cognitive psychology and human vision. "The department staff were wonderful. They took the time to think with me to proactively find solutions. The library services were also very helpful in acquiring all kinds of obscure and old texts. I have been prepared well for my academic career and I am confident I will continue to collaborate with the people here in the years ahead."



## *Knowledge Exchange*

Supported by KE funding, HKU's Department of Physics is raising public awareness about light pollution by running on-going workshops and programmes including a photography competition. This year, 42 teams from 132 secondary schools across Hong Kong took part and this is the winning entry. Form 5 student Kwok Man-tai took the picture at around 10pm lying on his back in the middle of a street in the busy Mongkok district.



# Turning Knowledge into Action

Knowledge exchange (KE) has become entrenched at the University. It is closely entwined with our academic endeavours and is part of our value system. KE is incorporated into our strategic development planning, it is recognised in the performance review process of academic staff, and it is a factor in the internal resource allocation for Faculties. Outstanding KE achievements are also celebrated at HKU. This foundation of support has evolved over the past five years, and in 2013-14 attention began to turn to the next stage of our KE development: enhancing our impact in the community.

If KE is the process, impact is the outcome. It is the way in which we demonstrate the value and success of our efforts to bring

social, economic, environmental and cultural benefits to the community. The quality of KE projects is getting higher every year and the University is focusing more on this question of impact, both for external and internal reasons.

Externally, impact beyond academia has recently become a factor in the research assessment exercise in Britain. While it is not yet known whether Hong Kong will follow suit, the University considers the UK experience useful in helping different disciplines look at their KE initiatives and devise their future KE plans in the context of impact.

During 2013-14, we invited four scholars from Leeds University's Arts Engaged programme to conduct impact workshops and share their experiences in preparing impact case studies, both with our scholars and those at other universities in Hong Kong. We will also hold a joint conference with Leeds in 2014-15 to further explore the complexities of shaping an impact agenda in higher education.

## Impact Evaluation

Internally, the key element underpinning the University's KE

strategy in this triennium (2012-15) is the emphasis on communicating and evaluating the impact of HKU's excellent research. We continue to make use of the University Grants Council's earmarked funding for KE to support staff members and students in undertaking meaningful projects that have the potential to create an impact in society. Our Competitive Impact Project Funding Scheme supported 42 proposals in 2013-14, while the Student Knowledge Exchange Project Grant Scheme funded 28 projects.

We also organise the Knowledge Exchange Awards Scheme each year to recognise outstanding examples of KE, and in 2014 we further promoted KE projects by initiating the production of KE videos. The University has also established the HKU Scholars Hub to make our scholars and their research more accessible to potential partners and users in the community; in 2013-14 its view count increased to more than 1.5 million, up nearly 50 per cent over the previous year.

## Products and Applications

One major way of achieving impact is by working with industry and by being entrepreneurial about translating our research findings into products and applications. The Technology Transfer Office (TTO) helps industry access our discoveries, and academics further their research collaborations with industry. In 2013-14 the TTO underwent a major re-organisation to connect it more firmly to the University's structure. Most staff members of Versitech Ltd, the wholly-owned commercial subsidiary of HKU, are now staff of the TTO, reflecting the importance of technology

# 70

KE projects funded (28 for students, 42 for faculty)

# 94

patents filed in 2013-14 for discoveries at HKU

# 1.5 million

hits received by HKU Scholars Hub



Architecture students talking to village elders as part of a data collection exercise on rural villages in China (see p. 35)

transfer in the University's mission. The TTO also runs the eight-week Entrepreneurship Academy, which provides workshops and networking opportunities for research staff and research postgraduate (RPG) students. In 2013-14, full attendance started being recorded in the transcripts of RPG students to reflect their skill development in this area.

Community engagement through KE and impact will receive increasing attention in the coming years. This is a direction that not only keeps the University at the forefront of international developments, but also aligns with our mission to contribute to the advancement of society in Hong Kong, the region and the world.

## Budding Entrepreneur Gets Motivated

Ivan Law Hoi-wang participated in the Entrepreneurship Academy twice before graduating with an MSc in E-Commerce and Internet Computing in 2014. He received



Ivan Law Hoi-wang

not only training in the basics, such as accounting and marketing, but something more: inspiration. "I had joined other programmes for entrepreneurs but this one was the best. They brought in guest speakers who shared both their successes and failures, and they were really motivating. For me, the Entrepreneurship Academy was life-changing," he said. In fact, it spurred Ivan to set up a start-up with

a classmate from his MSc to develop software that attempts to solve non-profit organisations' logistical issues.

## Venus Debuts at HKU

Botticelli's painting of the goddess Venus came to HKU in the autumn of 2013 for an exhibition at the University Museum and Art Gallery (UMAG). It proved to be not only a feast for the eyes, but a wonderful launch pad for KE activities. Guided tours and special texts were arranged on everything from Renaissance workshop culture to iconographic values. About 30,000 people visited the exhibition, including 38 school groups. This was the first time the Museum staged an event of this kind and in autumn 2014 it organised a second major exhibition featuring Picasso's ceramics.



Venus at UMAG (left) and a Picasso ceramic



# Faculty Knowledge Exchange Awards 2014

These awards recognise each Faculty's outstanding KE accomplishment that has had demonstrable economic, social or cultural impact to benefit the community, business / industry, or partner organisations.

- Architecture:** **Mapping Modern Architecture in Hong Kong**  
A team led by Dr Cole Roskam helped to launch a local chapter of the international organisation Docomomo (Documentation and Conservation of the Modern Movement) to spotlight examples of architectural modernism in Hong Kong.
- Arts:** **Linguistic Minorities.HK: Connecting with the Communities**  
Dr Lisa LS Lim set up a website to recognise the richness and diversity of Hong Kong's linguistic environment and to give a voice to those communities that are often sidelined because of language barriers.
- Dentistry:** **Oral Health Promotion among Indonesian Domestic Workers and Their Employers' Families**  
Dr Gao Xiaoli and her team developed a large-scale project to help Indonesian domestic helpers (of whom there are 140,000 in HK) take care of their oral health.
- Education:** **A Meaningful Journey of Teaching and Learning of Chinese for Non-Chinese Speaking Students: Towards Local, Regional and International Advancement**  
Professor Tse Shek-kam and team (see 'Language for All', overleaf).
- Engineering:** **Knowledge Exchange of e-Learning Technology and Pedagogy in Hong Kong and Overseas**  
Dr Wilton WT Fok mentored his students in developing iClass, a mobile platform which enables students to share knowledge immediately with their teachers and classmates, enabling simultaneous interaction across the whole class.
- Law:** **The Community Legal Information Centre (CLIC) Series**  
Professor Anne SY Cheung and team set up the Community Legal Information Centre website series to provide free bilingual legal information for the lay person. It includes Youth CLIC, Senior CLIC and Family CLIC.
- Medicine:** **Life and Death Education through HKU Body Donation Programme**  
A team led by Dr Chan Lap-ki has undergone a campaign, via HKU's Body Donation Programme, to teach people how even after death they can contribute to society by donating their body for use in anatomy lessons by medical students.
- Science:** **Science and Art Crossover Project – Visualizing Science via Creative Lens and Interactive Art**  
The general tendency to view science and art as two very different extremes prompted Dr Benny CH Ng and his team to start a programme to show youngsters how the two continually interconnect.
- Social Sciences:** **Promoting Ageing-in-Place for Elderly Tenants in Rental Housing Estates of Hong Kong Housing Society**  
Dr Terry YS Lum and his team developed a project aimed at giving more elderly people the chance to stay in their own homes longer, rather than go into care.
- KE Award (Non-Faculty Unit)**
- UMAG:** **Botticelli's Venus at the University Museum and Art Gallery, HKU**  
Led by Dr Florian Knothe, with team member Dr Opher Mansour (see facing page).

# Sharing Academic Knowledge

HKU academics are encouraged to share their knowledge in ways that benefit the community. This typically involves working with community partners and learning from their experiences. The University supports these activities through the Knowledge Exchange Fund and Knowledge Exchange Awards. External donors are also keen to support these kinds of exchanges.

## Language for All

Hina Butt first heard about the Faculty of Education's efforts to promote the teaching of Chinese to non-Chinese speaking students after she failed her high-school Chinese examinations three times. She was determined to become a teacher of Chinese to people like herself, but found it impossible to succeed under the local system because it did not cater to non-native speakers.

In 2010 the Faculty's Centre for Advancement of Chinese Language Education and Research (CACLER) supported Hina to study Chinese at Beijing Normal University's campus in Zhuhai, which has a programme specifically for non-Chinese speakers, and in 2014 she graduated with a BA. The CACLER has been involved in over 20 projects to help non-Chinese speaking students like Hina, who has made a great success of the opportunities provided to her: she now teaches Chinese to non-Chinese speakers in a local school, and is studying for HKU's new two-year part-time MEd (Teaching Chinese to Non-Chinese Speaking Students).

"In secondary school I cried every day because no one was willing to help me in Chinese. My parents were very supportive and they taught me not to give up. Then the CACLER came along and what they did for me changed my life. Now I am teaching Chinese to ethnic minorities in Hong Kong and studying for a Master's degree. I tell my students, 'I will fight for you, I am the example'," she said.

Since 2006, the CACLER has organised a series of projects and after-school lessons from kindergarten to secondary school level, benefiting more than 3,500 secondary school students, 500 primary school students and 1,000 pre-primary children and their parents. It has also provided research-based professional training and development to teachers, guidance on curriculum development, books and related materials, and other resources for teachers, and held four international conferences on learning Chinese.



Hina Butt



Architecture students in rural China

## A Bird's Eye View

The Faculty of Architecture combined legwork by students with drone technology to experiment with how to create 3-D models of a remote village in China. The project aimed to integrate both physical data, such as building plans and photos, as well as soft data, such as information on the economy, culture, customs and other aspects of village life. The project was a useful learning exercise for students and was part of ongoing research to produce applicable tools for local government officials and professionals when developing new projects.

## Facilitating Political Debate

2014 has been a significant year in Hong Kong's political history. The city's future political reform moved to centre stage at the end of August, when the Standing Committee of the National People's Congress announced its decision on the framework for the next election of Hong Kong's Chief Executive. However, well before then, HKU scholars were providing platforms for people from across the political spectrum to present and discuss their differing views and opinions, and hence enhance understanding of the issues at stake, among the campus community and the general public.

In December 2013, the Centre for Comparative and Public Law launched the Design Democracy Hong Kong website, where people can learn about, design and debate different models of universal suffrage. In spring 2014 it also organised an academic roundtable on universal suffrage and nomination procedures; a seminar series on political reform; and a panel discussion by leading figures on political reform. The Centre for Chinese Law also organised a forum on central government policy towards Hong Kong that featured speakers from both Hong Kong and Mainland China.



Occupy Central protests

# Student Initiatives

Many HKU students are keen to make a difference in the world and improve the lives of others. They are supported formally through the Centre of Development and Resources for Students, which provides support for incubating ideas and help in connecting with donors, and the Student Knowledge Exchange Project Grant Scheme. But mostly, it is the students who do the fundraising and organising, making their KE activities a learning experience, too.

## Engineering Solutions in Cambodia

A Quantitative Finance-turned-Mechanical Engineering student has put his skills to work to help people in Kenya and Cambodia. Thomas Lai switched to Engineering after joining friends on a service trip to Kenya in 2012, where he was tasked with designing a water filter.

He initially decided to study Engineering in Britain, but missed Hong Kong and the service opportunities at HKU, so he returned after one year. With a friend, he then formed Pathfinder, a group dedicated to improving water and sanitation conditions in Cambodia.

In the summer of 2014, after raising more than \$100,000, they visited a school where they designed and built a structure to keep its toilets and water filter safe from annual floods. Thomas has also designed a bicycle generator to provide backup power for wastewater treatment. More projects are planned for future.

"At HKU you not only have the chance to participate in service trips like this but you can organise them yourselves. I've had a lot of opportunity and support, and I've learned a lot," he said. "Even when I finish my studies, I want to continue working on these kinds of projects."



Thomas Lai in Kenya (above) and with Pathfinder friends and supporters at HKU.



Connect founders Jamie Tse and Shirley Wong.

## Understanding Islam

A desire to understand Islam led a team of non-Muslim Arts students to launch a magazine, *Connect*, which looks at the Muslim community in cultural terms and tries to break down the barriers between Muslims and non-Muslims. The first issue, published in 2014, focused on love and marriage and proved enlightening for the students who discovered Muslims were happy and willing to talk about their beliefs and practices. The idea for the publication originated with Shirley Wong Lok-yin, a second-year Arts student, who was curious about Muslim religion and culture. "We want to facilitate cultural exchange and give a voice to those who are not so familiar to us, and to break down cultural stereotypes," she said.

## Planetary Action

A Philosophy MPhil student was the driving force behind a project to reconnect secondary school students with the natural environment and empower them to initiate conservation and environmental education work in their schools. Kathleen Ho Ka-yan worked with two PhD students, Xoni Ma Kwan-ki from the Kadoorie Institute and Li Pui-sze from the Faculty of Science, to create a programme for 64 Form 4–6 students that involved four full days of field visits, reflection, and devising action plans for their schools, most of which were implemented. "The students' attitudes towards environmental conservation changed quite quickly with some help and a push from us. It made me think we should continue to provide this sort of education for the younger generation," Kathleen said.



Biodiversity programme developers (from left): Li Pui-sze, Kathleen Ho and Xoni Ma.

# The University Profile

## STUDENTS\*

### Student Admission (New Intakes)

Academic Level	Male		Female		All		% International (Based on Nationality)	
	2012 - 13	2013 - 14	2012 - 13	2013 - 14	2012 - 13	2013 - 14	2012 - 13	2013 - 14
Undergraduate	3,316	1,863	3,888	2,197	7,204	4,060	25.4%	24.4%
Taught Postgraduate	2,178	2,127	2,610	2,800	4,788	4,927	49.0%	48.6%
Research Postgraduate	394	380	391	370	785	750	72.2%	71.2%
<b>All New Intakes</b>	<b>5,888</b>	<b>4,370</b>	<b>6,889</b>	<b>5,367</b>	<b>12,777</b>	<b>9,737</b>	<b>37.1%</b>	<b>40.3%</b>

### Enrolment of Students in All Programmes

Faculty	Undergraduate		Taught Postgraduate		Research Postgraduate		All Levels	
	2012 - 13	2013 - 14	2012 - 13	2013 - 14	2012 - 13	2013 - 14	2012 - 13	2013 - 14
Architecture	596	608	632	611	129	127	1,357	1,346
Arts	1,699	1,742	499	494	225	231	2,423	2,467
Business and Economics	2,796	2,836	1,815	1,617	82	84	4,693	4,537
Dentistry	326	321	98	92	75	84	499	497
Education	867	903	1,526	1,515	227	231	2,620	2,649
Engineering	1,979	1,971	1,507	1,611	561	574	4,047	4,156
Law	689	703	886	921	92	86	1,667	1,710
Medicine	2,783	2,936	644	676	690	712	4,117	4,324
Science	2,077	2,129	300	335	547	558	2,924	3,022
Social Sciences	1,415	1,411	987	1,042	256	279	2,658	2,732
<b>All Faculties</b>	<b>15,227</b>	<b>15,560</b>	<b>8,894</b>	<b>8,914</b>	<b>2,884</b>	<b>2,966</b>	<b>27,005</b>	<b>27,440</b>
<b>In % Distribution</b>	<b>56.4%</b>	<b>56.7%</b>	<b>32.9%</b>	<b>32.5%</b>	<b>10.7%</b>	<b>10.8%</b>	<b>100%</b>	<b>100%</b>

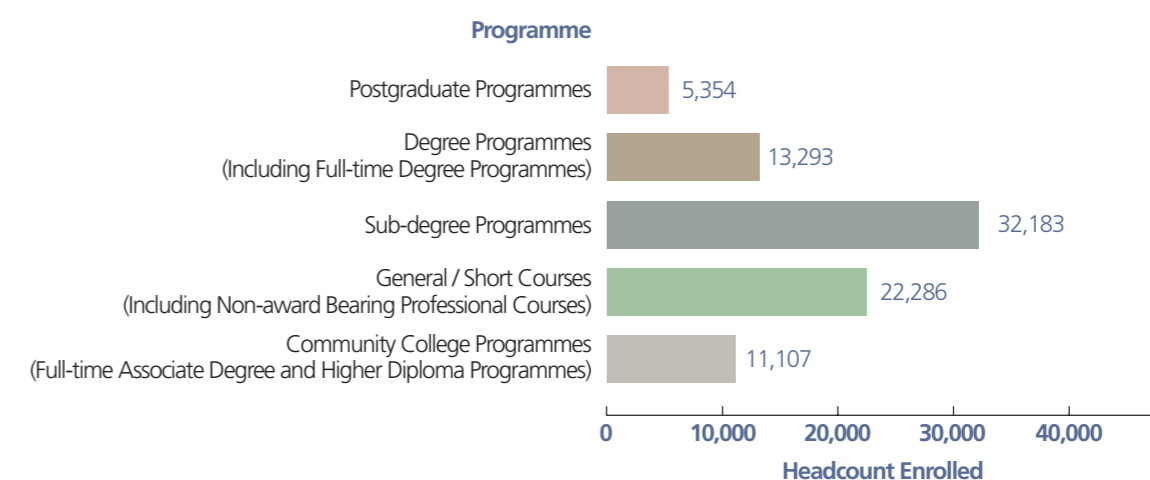
### Enrolment of International Students (Based on Nationality)

Country	Undergraduate		Taught Postgraduate		Research Postgraduate		All Levels	
	2012 - 13	2013 - 14	2012 - 13	2013 - 14	2012 - 13	2013 - 14	2012 - 13	2013 - 14
	Headcount							
Mainland China	1,851	1,884	2,541	2,705	1,594	1,681	5,986	6,270
Other Asian Countries	836	926	367	357	159	165	1,362	1,448
Australia and New Zealand	161	173	88	80	15	13	264	266
European Countries	436	420	390	342	107	113	933	875
North American Countries	314	308	314	300	69	74	697	682
Others (e.g. Central and South America, African Countries)	15	16	23	30	23	26	61	72
<b>All Countries</b>	<b>3,613</b>	<b>3,727</b>	<b>3,723</b>	<b>3,814</b>	<b>1,967</b>	<b>2,072</b>	<b>9,303</b>	<b>9,613</b>
	%							
Mainland China	51.2%	50.6%	68.3%	70.9%	81.0%	81.1%	64.3%	65.2%
Other Asian Countries	23.1%	24.8%	9.9%	9.4%	8.1%	8.0%	14.6%	15.1%
Australia and New Zealand	4.5%	4.6%	2.4%	2.1%	0.8%	0.6%	2.8%	2.8%
European Countries	12.1%	11.3%	10.5%	9.0%	5.4%	5.5%	10.0%	9.1%
North American Countries	8.7%	8.3%	8.4%	7.9%	3.5%	3.6%	7.5%	7.1%
Others (e.g. Central and South America, African Countries)	0.4%	0.4%	0.6%	0.8%	1.2%	1.3%	0.7%	0.7%
<b>All Countries</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</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)

Enrolment of Students in Local Programmes Run by HKU SPACE in 2013 / 2014: 84,223



Enrolment of Students in Programmes Run in Mainland China by HKU SPACE in 2013 / 2014: **3,285**

## GRADUATES\*

Cumulative Number of Alumni as of June 2014: 175,689

### Graduates of All Programmes

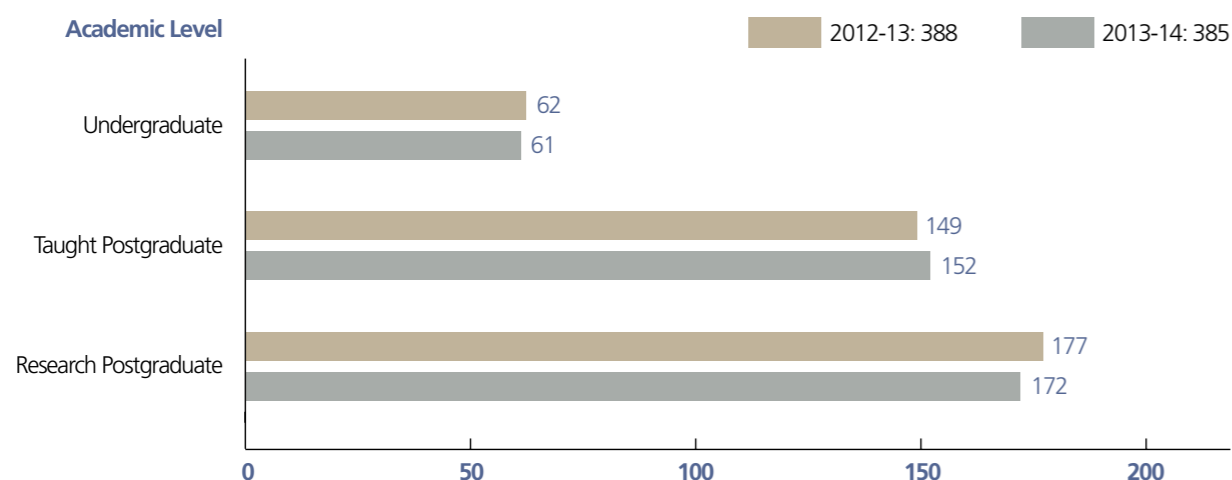
Academic Level	Male		Female		All		% International (Based on Nationality)	
	2012 - 13	2013 - 14	2012 - 13	2013 - 14	2012 - 13	2013 - 14	2012 - 13	2013 - 14
Undergraduate	1,590	1,612	1,761	1,838	3,351	3,450	22.2%	22.7%
Taught Postgraduate	2,104	2,127	2,618	2,711	4,722	4,838	47.2%	50.5%
Research Postgraduate	287	328	272	293	559	621	61.9%	64.3%
<b>All Graduates</b>	<b>3,981</b>	<b>4,067</b>	<b>4,651</b>	<b>4,842</b>	<b>8,632</b>	<b>8,909</b>	<b>38.4%</b>	<b>40.7%</b>

### Distribution of International Graduates (Based on Nationality) by Country

Country	Undergraduate		Taught Postgraduate		Research Postgraduate		All Levels	
	2012 - 13	2013 - 14	2012 - 13	2013 - 14	2012 - 13	2013 - 14	2012 - 13	2013 - 14
	Headcount							
Mainland China	408	400	1,584	1,832	291	341	2,283	2,573
Other Asian Countries	126	191	198	208	22	24	346	423
Australia and New Zealand	32	31	46	39	2	3	80	73
European Countries	109	99	234	193	19	15	362	307
North American Countries	67	58	154	160	8	13	229	231
Others (e.g. Central and South America, African Countries)	1	3	13	13	4	3	18	19
<b>All Countries</b>	<b>743</b>	<b>782</b>	<b>2,229</b>	<b>2,445</b>	<b>346</b>	<b>399</b>	<b>3,318</b>	<b>3,626</b>
	%							
Mainland China	54.9%	51.2%	71.1%	74.9%	84.1%	85.5%	68.8%	71.0%
Other Asian Countries	17.0%	24.4%	8.9%	8.5%	6.4%	6.0%	10.4%	11.7%
Australia and New Zealand	4.3%	4.0%	2.1%	1.6%	0.6%	0.8%	2.4%	2.0%
European Countries	14.7%	12.7%	10.5%	7.9%	5.5%	3.8%	10.9%	8.5%
North American Countries	9.0%	7.4%	6.9%	6.5%	2.3%	3.3%	6.9%	6.4%
Others (e.g. Central and South America, African Countries)	0.1%	0.4%	0.6%	0.5%	1.2%	0.8%	0.5%	0.5%
<b>All Countries</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</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\*



\* 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 academic departments with research postgraduate students enrolled in the year under reference. Any undergraduate programme with enrolments from both new 4-year and old 3-year curriculums is counted once only.

## STAFF\*

### Number of Staff in Headcount

Category of Staff	Male		Female		All	
	2012 - 13	2013 - 14	2012 - 13	2013 - 14	2012 - 13	2013 - 14
Professoriate	769	784	313	314	1,082	1,098
Research and Non-professoriate Teaching	1,052	1,109	1,039	1,129	2,091	2,238
Administrative and Support	648	662	1,870	1,916	2,518	2,578
Technical	733	719	374	367	1,107	1,086
<b>All Staff</b>	<b>3,202</b>	<b>3,274</b>	<b>3,596</b>	<b>3,726</b>	<b>6,798</b>	<b>7,000</b>

### Distribution of International Professoriate Staff (Based on Nationality) by Country

Country	Headcount		%	
	2012 - 13	2013 - 14	2012 - 13	2013 - 14
Mainland China	178	204	29.3%	32.1%
Other Asian Countries	89	87	14.6%	13.7%
Australia and New Zealand	54	54	8.9%	8.5%
European Countries	139	139	22.9%	21.9%
North American Countries	146	151	24.0%	23.7%
Others (e.g. Central and South America, African Countries)	2	1	0.3%	0.2%
<b>All Countries</b>	<b>608</b>	<b>636</b>	<b>100%</b>	<b>100%</b>

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

## RESEARCH

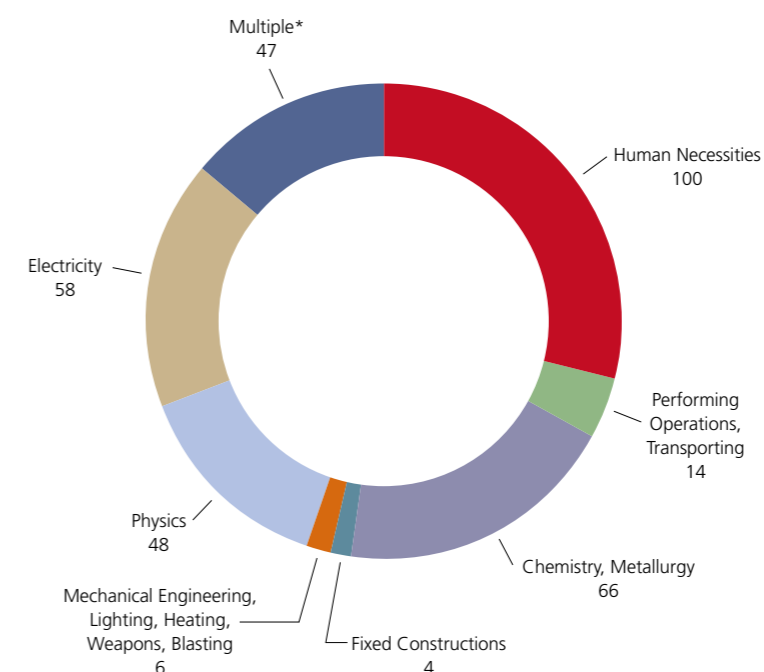
### Research Funding

Fund Source	HK\$ (in Million)		%	
	2012 - 13	2013 - 14	2012 - 13	2013 - 14
Block Grant from University Grants Committee	1,777.0	1,912.9	49.6%	52.3%
Research Grants Council / University Grants Committee	286.3	276.5	8.0%	7.6%
Research Grants Council Early Career Scheme (ECS)	22.4	21.9	0.6%	0.6%
Other External Sources (Including Government, Private, Industry)	1,096.4	913.2	30.6%	25.0%
University of Hong Kong Foundation Allocation	5.5	157.6	0.2%	4.3%
Income from Research-Related Endowment Funds	392.4	375.5	11.0%	10.3%
<b>Total Research Funding</b>	<b>3,580.0</b>	<b>3,657.6</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		Value (in HK\$M)		No. of Projects		Value (in HK\$M)		No. of Projects		Value (in HK\$M)	
	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14
Biology and Medicine	3,091	3,447	4,634.6	5,628.3	312	324	617.5	682.0	3,403	3,771	5,252.2	6,310.3
Engineering	703	742	523.4	602.7	77	92	41.8	62.4	780	834	565.2	665.2
Humanities, Social Sciences and Business Studies	1,201	1,300	1,165.1	1,467.0	171	162	310.0	362.4	1,372	1,462	1,475.1	1,829.4
Physical Sciences	420	443	620.2	639.3	39	43	36.7	42.1	459	486	656.9	681.4
<b>All Disciplines</b>	<b>5,415</b>	<b>5,931</b>	<b>6,943.3</b>	<b>8,337.4</b>	<b>599</b>	<b>621</b>	<b>1,006.0</b>	<b>1,148.9</b>	<b>6,014</b>	<b>6,552</b>	<b>7,949.3</b>	<b>9,486.3</b>

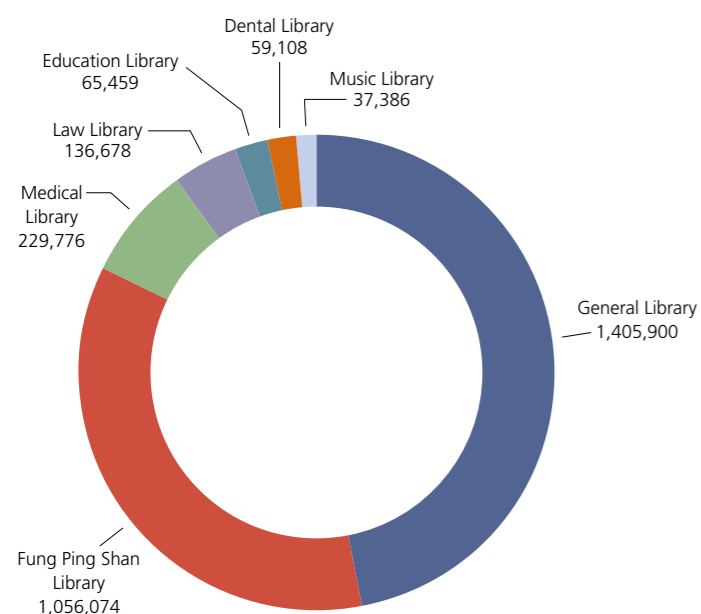
### Cumulative Number of Patents Granted (since 1998 and up to June 2013): 343



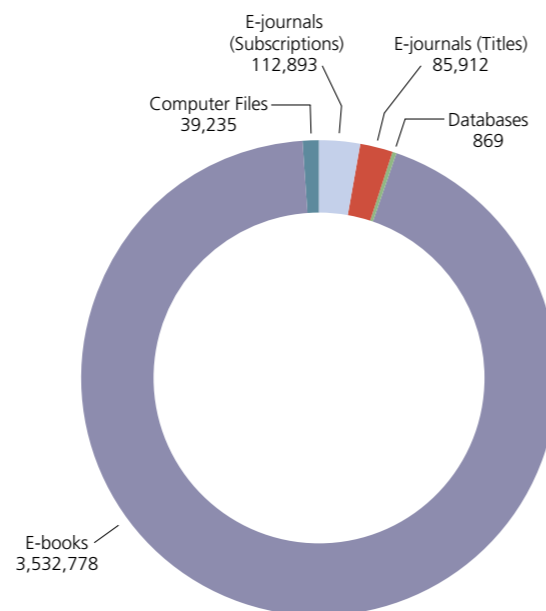
\* Multiple types refer to patent granted which covers more than 1 of those types specified.

## LIBRARIES RESOURCES 2013 / 2014

### Number of Bound Volumes in Main and Specialist Libraries: 2,990,381



### Main Libraries' E-resources



Total Number of Registered Libraries Users	129,293
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### Student Learning Support Resources / Services

Type	Number
Total Library Seats	3,153
Group Discussion Rooms	47
Single Study Rooms for Postgraduate Students	
Main Library	13
Medical Library	11
Single Study Carrels for Postgraduate Students	
Main Library	29
Law Library	38
Medical Library	8
24 Hours Single Study Carrels for All	44
Computer Workstations	420
Fixed / Wireless Network Access Points	476
Postgraduate Library Workshop	114 workshops
Information and Referral Service	93,911 Reference Transactions

## COMPUTING AND NETWORK RESOURCES

Type of Resources	Number
Number of Wired Network Access Points	47,795
Number of Wireless Network Access Points	3,976
Total Bandwidth for Direct Connection to the Internet and Research / Education Networks	14,300 (in Mbps)
Aggregated Central Computing Power for Teaching and Research Purposes (Theoretical Peak Computing Speed)	46,889 (in GFLOPS)

## SPACE

### Distribution of Space by Categories Based on Total Gross Covered Floor Area (as of June 2014)

Category	Gross Covered Floor Area (in sq. m)	%
Academic Space	314,015	44.1%
Central Libraries	45,205	6.3%
Central Administration and Maintenance	30,179	4.2%
Student and Staff Amenities	29,245	4.1%
Sports Facilities	14,459	2.0%
Student Halls of Residence and Staff Quarters	273,166	38.4%
Others (Including HKU Museum and HKU Press)	5,974	0.8%
<b>All Categories</b>	<b>712,243</b>	<b>100%</b>

<b>HKU SPACE Gross Covered Floor Area (as of June 2014)</b>	<b>42,564 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 in 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	6,500
Planned	1,751

## FINANCE

### An Analysis of Consolidated Income and Expenditure for the Year Ending June 30, 2014

Income	HK \$'000	%
Government Subventions	4,169,582	40.2%
Tuition, Programmes and Other Fees	2,571,864	24.8%
Interest and Investment Return	1,149,781	11.1%
Donations and Benefactions	1,526,785	14.7%
Auxiliary Services	300,211	2.9%
Other Income	663,059	6.4%
<b>Total Income</b>	<b>10,381,282</b>	<b>100%</b>

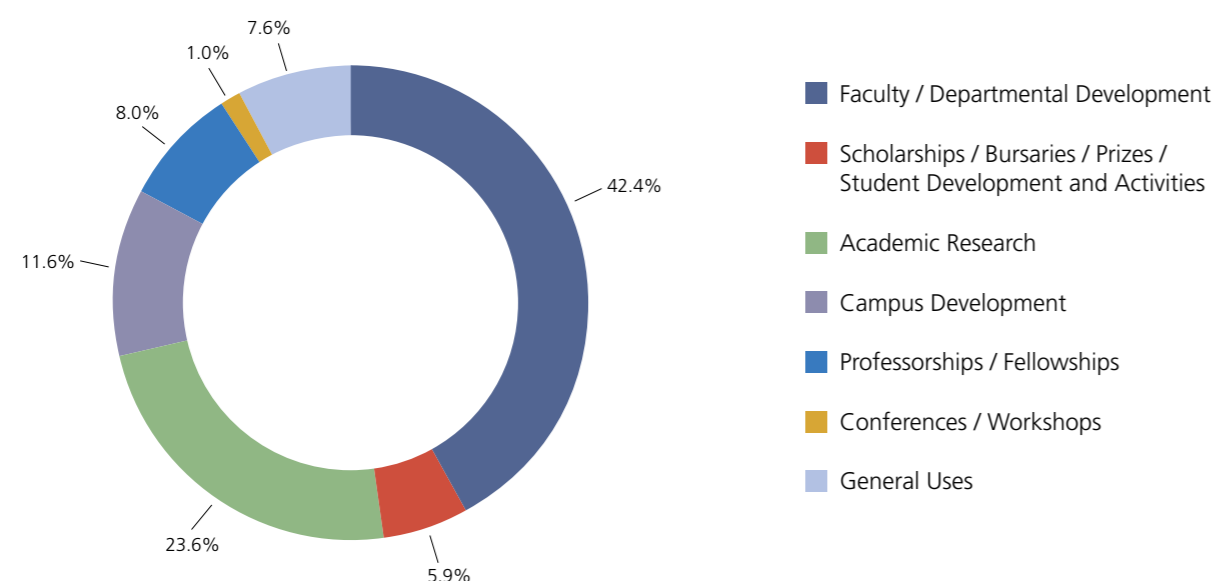
Expenditure	HK \$'000	%
<b>Learning and Research</b>	<b>5,652,203</b>	<b>71.7%</b>
Instruction and Research	4,981,501	63.2%
Library	208,795	2.7%
Central Computing Facilities	184,133	2.3%
Other Academic Services	277,774	3.6%
<b>Institutional Support</b>	<b>2,226,364</b>	<b>28.3%</b>
Management and General	518,161	6.6%
Premises and Related Expenses	1,071,709	13.6%
Student and General Education Services	363,137	4.6%
Other Activities	273,357	3.5%
<b>Total Expenditure</b>	<b>7,878,567</b>	<b>100%</b>

## GIVING TO HKU

### Donation Facts in 2013 / 2014

Total Number of Gifts Received	6,602
Total Amount of Donations	\$930M
Total Number of Donors	5,288
Number of First-time Donors	3,585
Ratio of Alumni vs Non-Alumni Donors	75 : 25

### Distribution of Donations 2013 / 2014



# An Extract from the University's Annual Accounts 2013-14

## Overview

The financial year 2013-14 was the second year of the 2012-15 Triennium and also the second year of the new four-year curriculum structure in Hong Kong. The Group's consolidated financial results recorded a surplus of \$2,535 million. It was largely attributable to the improved investment performance resulted from the continued improvement of the investment environment.

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

	2014 \$ million	2013 \$ million
Income	9,231	8,991
Expenditure	(7,879)	(7,481)
Interest and Investment Gain	1,150	781
Surplus from Operations	2,502	2,291
Share of Surplus of Joint Ventures	33	46
Surplus for the year	<u>2,535</u>	<u>2,337</u>

The consolidated income for the year 2013-14 has increased by \$240 million. It was mainly due to the increase in donations and benefactions during the year.

On the consolidated expenditure, a total of \$7,879 million was incurred for the year (2012-13: \$7,481 million), of which \$5,652 million (2012-13: \$5,425 million) was spent on teaching / learning and research activities of the Group. If the total

depreciation and amortisation charges of \$387 million (2012-13: \$379 million) were excluded, the expenditure incurred for the year was approximately 5.5 per cent higher than that of the previous year.

## Financial Outlook

As the financial year 2013-14 ends, the University has entered into the third year of the 2012-15 triennium which will be rolled over by one year to 2015-16. Excitement continues within the University community with the state-of-the-art learning environment in the University. However, corresponding to this is the funding required to support the expanded infrastructure base and the enhancement and maintenance of the existing facilities. In addition, considerable resources are also required for the enhancement of the information system infrastructure in various fronts, investment in improving academic quality and student related projects. To support all these developments, the University shall remain prudent and yet be creative and flexible in managing the strained finances to ensure adequate resources be deployed on initiatives on academic and research excellence under the challenging and rapidly changing environment both locally and globally.

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, 2014

(Expressed in thousands of Hong Kong dollars)

	2014	2013
<b>Income</b>		
<b>Government Subventions</b>		
• Subventions from UGC:		
- Block Grants and Non-accountable Supplementary Grants	3,347,450	3,192,265
- Earmarked Grants	302,770	335,158
- Rates and Government Rent Refund	76,484	48,665
- Capital Grants and Alteration, Additions and Improvements (AA & I) Block Allocation	163,091	225,044
	3,889,795	3,801,132
• Matching Grants	94,530	565,439
• Grants from Government Agencies and Related Organisations	185,257	135,311
	4,169,582	4,501,882
<b>Tuition, Programmes and Other Fees</b>		
• UGC-Funded Programmes	950,575	909,093
• Non UGC-Funded Programmes	1,621,289	1,614,290
	2,571,864	2,523,383
<b>Donations and Benefactions</b>	1,526,785	1,117,395
<b>Auxiliary Services</b>		
• Residential Halls and Hostels	107,260	95,484
• University Press	7,440	7,288
• Rental Income and Rental Contribution from Staff	155,711	143,966
• Clinics and Chinese Medicine Pharmacies	16,139	16,694
• Others	13,661	15,508
	300,211	278,940
<b>Other Income</b>		
• Contract Research	117,142	103,043
• Service Income	349,793	281,140
• Outside Practice	85,293	67,053
• Miscellaneous	110,831	118,950
	663,059	570,186
	9,231,501	8,991,786
<b>Expenditure</b>		
<b>Learning and Research</b>		
• Instruction and Research	4,981,501	4,793,375
• Library	208,795	205,175
• Central Computing Facilities	184,133	168,177
• Other Academic Services	277,774	258,345
	5,652,203	5,425,072
<b>Institutional Support</b>		
• Management and General	518,161	478,851
• Premises and Related Expenses	1,071,709	1,058,505
• Student and General Education Services	363,137	327,913
• Other Activities	273,357	190,597
	2,226,364	2,055,866
	7,878,567	7,480,938
<b>Interest and Investment Gain</b>	1,149,781	780,814
<b>Surplus from Operations</b>	2,502,715	2,291,662
<b>Share of Surplus of Joint Ventures</b>	32,705	45,812
<b>Surplus for the Year</b>	2,535,420	2,337,474
<b>Other Comprehensive (Loss)/Income</b>		
<b>Items that may be recognised in the Consolidated Statement of Comprehensive Income</b>		
• Exchange Differences	(814)	2,771
• Share of Changes in Fair Value of Available-for-Sale Investments of a Joint Venture	122	88
<b>Items that will not be recognised subsequently in the Consolidated Statement of Comprehensive Income</b>		
• Re-measurement of Defined Benefit Retirement Scheme Assets	(5,936)	-
	(6,628)	2,859
<b>Total Comprehensive Income for the Year</b>	2,528,792	2,340,333

# The University of Hong Kong

## Consolidated Balance Sheet

As at June 30, 2014

(Expressed in thousands of Hong Kong dollars)

	2014	2013
<b>Assets</b>		
<b>Non-Current Assets</b>		
Property, Plant and Equipment	8,136,943	8,105,804
Intangible Assets	42,584	30,990
Interest in Associates	662	662
Interest in Joint Ventures	152,180	119,471
Investments	11,358,198	9,221,882
Loans Receivable	5,310	6,769
Accounts Receivable and Prepayments	6,945	12,343
Defined Benefit Retirement Scheme Assets	9,437	16,938
	19,712,259	17,514,859
<b>Current Assets</b>		
Investments	815,658	336,948
Loans Receivable	172,798	175,094
Inventories	5,229	6,809
Accounts Receivable and Prepayments	839,656	616,022
Amount Due from Joint Ventures	38,231	40,511
Loan to a Joint Venture	-	2,201
Cash and Bank Deposits	6,770,144	6,619,399
	8,641,716	7,796,984
<b>Total Assets</b>	28,353,975	25,311,843
<b>Funds</b>		
<b>Deferred Capital Funds</b>		
Equipment	51,696	52,920
Buildings	4,345,452	4,194,395
	4,397,148	4,247,315
<b>Restricted Funds</b>		
General Endowment Fund	2,397,897	2,198,399
Investment Reserve	1,154,109	1,039,980
General Reserve	15,000	15,000
Staff Housing Loan Fund	98,382	98,111
Building Capitalisation Reserve	2,454,888	2,536,454
Capital Projects	62,966	53,024
Research Projects and Quality Assurance	212,544	209,410
	6,395,786	6,150,378
<b>Other Funds</b>		
General and Development Reserve Fund	696,918	507,852
Matching Grants	1,637,311	1,512,140
Self-financing Activity Funds		
• University	851,297	802,738
• HKU SPACE	2,114,198	2,004,513
• Other Subsidiaries	22,787	(46,839)
	2,988,282	2,760,412
Donations and Benefactions	8,273,898	6,485,243
	13,596,409	11,265,647
<b>Total Funds</b>	24,389,343	21,663,340
<b>Liabilities</b>		
<b>Non-Current Liabilities</b>		
Accounts Payable and Accruals	10,086	22,089
Employee Benefit Accruals	141,006	140,958
Loans and Borrowings	203,418	223,444
	354,510	386,491
<b>Current Liabilities</b>		
Accounts Payable and Accruals	2,234,925	1,938,329
Amount Due to a Joint Venture	415	-
Employee Benefit Accruals	634,271	587,133
Loans and Borrowings	122,738	124,643
Deferred Income		
• Earmarked Grants	338,805	346,870
• Capital Grants and AA & I Block Allocation	91,788	98,388
• Others (Including Donations and Benefactions)	187,180	166,649
	617,773	611,907
	3,610,122	3,262,012
<b>Total Liabilities</b>	3,964,632	3,648,503
<b>Total Funds and Liabilities</b>	28,353,975	25,311,843
<b>Net Current Assets</b>	5,031,594	4,534,972
<b>Total Assets Less Current Liabilities</b>	24,743,853	22,049,831

# Officers of the University

As at November 15, 2014

## Chancellor

### **Dr the Honourable Leung Chun Ying**

GBM; GBS; BSc, HonDBA WEng; HonDBA HKPU; HonDSocSc Lingnan; HonD Shandong; FHKIS; JP

## Pro-Chancellor

### **Dr the Honourable Sir David Li Kwok Po**

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

## President and Vice-Chancellor

### **Professor Peter William Mathieson**

MBBS Lond; PhD Cantab; FRCP(Lond)

## Provost and Deputy Vice-Chancellor

### **Professor Roland T. Chin**

BBS; BS, PhD Missouri; JP

## Executive Vice-President

### **(Administration and Finance)**

#### **Dr Steven John Cannon**

MA(Hons) Dundee; HonLLD Aberd

## Vice-President and Pro-Vice-Chancellor (Research)

### **Professor Paul Tam Kwong Hang**

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

## Vice-President and Pro-Vice-Chancellor (University Relations)

### **Professor Chow Shew Ping**

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

## Treasurer

### **Mrs Margaret Leung Ko May Yee**

SBS; BSocSc HK; JP

## Deans of Faculties

### Architecture

#### **Professor Christopher John Webster**

BSc, MSc Wales; PhD Hull

### Arts

#### **Professor Douglas William Frere Kerr**

MA Cantab; PhD Warw

### Business and Economics

#### **Professor Eric Chang Chieh**

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

### Dentistry

#### **Professor Thomas Frank Flemmig**

MBA Duke; Dr med dent Freiburg; Dr med dent habil Würzburg

### Education

#### **Professor Stephen James Andrews**

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

### Engineering

#### **Professor Norman Tien Chihnan**

BSc Calif; MSc Ill; DEng Calif

### Law

#### **Professor Michael Hor Yew Meng**

LLB Sing Nat; BCL Oxon; LLM Chic

### Medicine

#### **Professor Gabriel Matthew Leung**

GBS; MD W Ont; MPH Harv; MD HK; FHKCCM; FHKAM (Community Medicine); FFPH(RCP) (UK); FCFP; FRCP(Edin)

### Science

#### **Professor Kwok Sun**

BSc McMaster; MS, PhD Minn

### Social Sciences

#### **Professor John Pond Burns**

BA St Olaf Coll; MA Oxon; MA, PhD, EAsianInstituteCert Col

## Dean of Student Affairs

### **Dr Albert Chau Wai Lap**

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

## Registrar

### **Mr Henry Wai Wing Kun**

BA, MA HK; FCIS

## Director of Finance

### **Ms Lo Sau Mui**

BSocSc HK; MSc HKPU; MBA Col; CertICM; CGA; FCCA

## Librarian

### **Mr Peter Edward Sidorko**

BMath Newcastle; MAppSc(Lib&InforMgt) Charles Sturt; DiplM-Lib NSW; AALIA

## Director of Estates

### **Mr Tam King Leung**

MHKIE; FHKICM; MCCES; RPE

# The Court

As at November 15, 2014

## Membership Category

1. Chancellor  
Pro-Chancellor  
President and Vice-Chancellor  
Provost and Deputy Vice-Chancellor  
Vice-Presidents and Pro-Vice-Chancellors  
  
Treasurer
2. Life Members of Court
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) President and 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

## Member

**Dr the Hon. Leung Chun Ying**  
**Dr the Hon. Sir David K.P. Li**  
**Professor P.W. Mathieson**  
**Professor R.T.H. Chin**  
**Professor S.P. Chow**  
**Professor P.K.H. Tam**

**Mrs Margaret M.Y. Leung Ko**

**Dr the Hon. Victor K.K. Fung**  
**Dr Rayson L. Huang**  
**Dr the Hon. Sir T.L. Yang**

**Dr the Hon. Leong Che Hung**

**Mr Lester G. Huang**  
**Mr Benjamin P.C. Hung**  
**Ms Leonie M.F. Ki**  
**Mrs Ayesha M. Lau**  
**Mrs Margaret M.Y. Leung Ko**  
**The Hon. Martin C.K. Liao**

**Professor Edward K.Y. Chen**  
**Dr Christopher W.C. Cheng**  
**The Hon. Abraham L.H. Shek**  
**Mr Wong Kai Man**  
**Dr Peter K.K. Wong**  
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**Mr Man Cheuk Fei**  
**Dr Rosanna Y.M. Wong**

**Dr K.C. Cheung**  
**Professor S. Kwok**  
**Professor F.C.C. Leung**  
**Professor K.Y. Yuen**

**Mr K.Y. Ng**

**Miss Yvonne L.K. Leung**

**Mr Aloysius Wilfred Raj Arokiaraj**

**Membership Category****Member**

4. Members of the Senate

(a) President and Vice-Chancellor

(b) Provost and Deputy Vice-Chancellor

(c) Vice-Presidents and Pro-Vice-Chancellors

(d) Dean of each Faculty

**Professor C.J. Webster (Architecture)**  
**Professor D.W.F. Kerr (Arts)**  
**Professor E.C. Chang (Business and Economics)**  
**Professor T.F. Flemmig (Dentistry)**  
**Professor S.J. Andrews (Education)**  
**Professor N.C. Tien (Engineering)**  
**Professor M.Y.M. Hor (Law)**  
**Professor G.M. Leung (Medicine)**  
**Professor S. Kwok (Science)**  
**Professor J.P. Burns (Social Sciences)**

(e) Chairman of each Board of the Faculty

**Mr J.F. Carlow (Architecture)**  
**Professor J.C. Schencking (Arts)**  
**Professor W.C. Suen (Business and Economics)**  
**Professor E.F. Corbet (Dentistry)**  
**Professor F.K.S. Leung (Education)**  
**Dr K.C. Cheung (Engineering)**  
**Professor R.M. Wilkinson (Law)**  
**Professor G.W.K. Tang (Medicine)**  
**Professor K.M. Tsang (Science)**  
**Professor K.A. Laidler (Social Sciences)**

(f) Twelve elected Professors

**Professor D.T.M. Chan**  
**Professor P.Y.K. Chau**  
**Professor K.S.E. Cheah**  
**Professor K.S. Cheng**  
**Professor K.M.C. Cheung**  
**Professor D. Dudgeon**  
**Professor Y.L. Lau**  
**Professor L.D. Qiu**  
**Professor H. Sun**  
**Professor R. Yang**  
**Professor A.G.O. Yeh**  
**Professor E.M.L. Yiu**

(g) Six elected teachers, not being Professors

**Dr R.Y.T. Kao**  
**Dr F.C.C. Ling**  
**Dr J.P. Matinlinna**  
**Dr P.L.H. Yu**  
 .....  
 .....

**Membership Category****Member**

(h) Director of the School of Professional and Continuing Education

**Professor C.F. Lee**

(i) Dean of the Graduate School

**Professor N. Rao**

(j) Librarian

**Mr P.E. Sidorko**

(k) Dean of Student Affairs

**Dr A.W.L. Chau**

(l) Three elected full-time students (at least one UG and one PG)

**Mr Liu Jianzheng**  
**Miss Yam Ka Yi**  
**Mr Yip Kwan Kit**

5. Registrar

**Mr H.W.K. Wai**6. Chairman of Convocation  
Deputy Chairman of Convocation  
Clerk of Convocation

**Mr Choi Sau Yuk**  
**Mr Andrew H.K. Fung**  
**Mrs Mona C.F. Tam Cheung**

7. Five persons elected by the Members of the Legislative Council from among their own number

**The Hon. Christopher S.K. Chung**  
**The Hon. Ip Kin Yuen**  
**The Hon. Abraham L.H. Shek**  
**The Hon. James K.S. To**  
**The Hon. Paul W.C. Tse**

8. Twelve members elected from among its number by the Standing Committee of Convocation

**Mr Chan Ka Chin**  
**Mr Ian W.N. Chu**  
**Dr Wilton W.T. Fok**  
**Mr Peter P.M. Kwan**  
**Mr Alex C.H. Lai**  
**Dr David K.Y. Lee**  
**Professor Lee Kin Hung**  
**Mrs Mabel M.B. Lee Wong**  
**Dr Evelyn Y.F. Man**  
**Dr Victor H. Ng**  
**Ms Vivien W.Y. Pau**  
**Mr Tai Keen Man**

9. Five Members elected by the Court

**Ms Wendy K.S. Gan**  
**Professor Lo King Man**  
**Mr David T.Y. Mong**  
**Professor Richard Y.H. Yu**  
**Mr George K.H. Yuen**

10. Three Members elected by the Grant Schools Council

**Miss Maggie W.C. Chau**  
**Mr Dennis D.Y. Yuen**  
**Mrs Florence K.C. Yung Ho**

11. Three Members elected by the H.K. Subsidised Secondary Schools Council

**Mr Lam Yat Fung**  
**Mr Liu Ah Chuen**  
**Ms Halina S.H. Poon**

## Membership Category

12. Not more than twenty members, not being already included in any of the foregoing classes, appointed by the Chancellor

## Member

***Dr Chan Kow Tak***  
***Mr Adrian C.K. Cheng***  
***Mr Paul K.W. Cheung***  
***Dr Polly S.Y. Cheung***  
***Mr Oscar V.T. Chow***  
***Dr Daniel T.Y. Chui***  
***Mr Richard T. Gallie***  
***Mr Kwan Chuk Fai***  
***Dr Joseph C.T. Lee***  
***Mr Philip K.F. Lee***  
***Dr Leung Wing Tai***  
***Mr Kennedy T.Y. Liu***  
***Mr Sebastian S.W. Man***  
***Ms Beatrice Y.M. Mok***  
***Mr Blair C. Pickerell***  
***Mr Stanley K. Pong***  
***Mr Herbert H.K. Tsoi***  
***Mr Joseph C.C. Wong***  
***Ms Priscilla P.S. Wong***  
***Mr Michael W.K. Wu***

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### Contribution and Feedback

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