



THE UNIVERSITY OF HONG KONG

THE
REVIEW

2016





CONTENTS

Message from the President and Vice-Chancellor	2
Asia's Global University	8
Teaching and Learning	14
Research	24
Knowledge Exchange	32
The University Profile	40
An Extract from the University's Annual Accounts 2015-16	49
Officers of the University	52
The Court	53



REACHING FOR NEW HEIGHTS

The past decade at the University has been a time of unprecedented expansion of physical space, programmes and people. This has energised the campus and laid a foundation for growth so that now, with the first cohort of the four-year curriculum graduating in 2016, we are ready to move decisively to bring the potential of HKU to full fruition.

HKU already has a lot to be proud of – our Faculty of Dentistry, for instance, is number one in the world, and several other faculties are leaders in Asia – but we cannot afford to be complacent. Universities compete globally for staff and students and the competition is getting ever more fierce. The senior management team has reflected on the University's prospects and we are all agreed that we will need to run to keep up, breaking into an all-out sprint if we wish to advance HKU's standing even higher. If we are not focussed on continual modernisation and improvement, then we will be left behind.

Of course we want to sprint. HKU is a great university and easily one of the best in Asia. Our commitment to excellence is evident in the pages of this Review. But while the University is very well known in Asia, it is less known outside the region. Our overarching goal, then, is to make HKU a significant university on the world stage.

Much of the past year has been spent developing our vision for achieving this, which we published in the document *Asia's Global University, The Next Decade: Our Vision for 2016–2025*. Our aim is to combine academic excellence with a global perspective and meaningful collaborations with premier universities and industrial and charitable partners, and direct our efforts towards tackling issues of importance to Asia and the world. In addition, the Belt and Road Initiative for the future of China's relationship with the rest of the world provides significant opportunities to help us develop our ambitions.

The scaffold for fulfilling our vision is called the '3+1 Is' – internationalisation, innovation and interdisciplinarity, all converging on impact – which draws on our strengths (internationalisation and interdisciplinarity) and gives a sharper focus to innovation, which is receiving increasing attention both in Hong Kong and HKU. In 2015–16, we began to implement the framework's goals in all areas of our work, including teaching and learning, research and knowledge exchange. Future editions of the Review will no doubt report ever more achievements in relation to the 3+1 Is, and progress towards our global ambitions.

MEASURES OF SUCCESS

One of the challenges in setting out a new vision is how to measure our success. In a globalising world that is increasingly dominated by new technologies, there are no clear answers. We have to "feel the stones" so to speak – to find new paths and new ways of showing impact that may not have been measured before or even properly conceived. Nonetheless, there are some existing measures that offered clear indications of the quality of HKU's work in 2015–16.



First and foremost, the University continued to recruit very good students – top scorers in Hong Kong, Chinese and international curricula, who have come to us locally, regionally or from across the globe. They are attracted by our reputation and the strength of our programmes, which were highly commended in a Quality Assurance Council report in 2016. These are good reasons for selecting HKU, but we believe we can offer more. Starting in 2015–16 the University embarked on HKU Horizons, a programme to ensure that every undergraduate has opportunities for meaningful learning experiences on the Mainland and overseas by 2022, with an interim goal of half of our students by 2019.

This programme has multiple benefits. Most obviously, it will make students more globally aware and comfortable in cross-cultural situations. It will also take them out of their comfort zones. HKU probably has the highest graduate employment rate in the world – at or near 100 per cent for the past decade – but one thing we hear from employers is that our graduates could do better in real-world situations such as working in teams and communicating with their colleagues. Greater international exposure will certainly help to enhance these skills.

Research is an area where the University does exceedingly well in terms of securing local funding (HKU was the largest recipient of the General Research Fund for the 14th year in a row in 2016, and we also receive substantial funding from industry sources) and recognition of our scholars (111 of our scientists were identified by Thomson Reuters as among the top one per cent in their fields). We have been building up our interdisciplinary research capabilities over the past decade and in 2016 we made 19 joint staff appointments shared by two or more staff to embed interdisciplinarity even deeper. But we can still do much more to enhance international collaborations, innovation and the impact of our work. Several developments are taking us in these directions.

Formal agreements were signed in 2016 with the University of Chicago, University of Sydney, University College London and King's College London. These are all globally excellent universities and we will be collaborating not only on research but also on teaching and learning. The inaugural symposium of our Zhejiang Institute of Research and Innovation (ZIRI) was also held in 2016: ZIRI will serve as a base on the Mainland for identifying university and industry



research partners for the University. We also launched the Global Partnership Seed Fund to support cross-disciplinary, multi-institutional initiatives by students and academic staff with partners around the world.

On innovation and impact, we have DreamCatchers which was launched in 2015 and expanded in 2016 to provide seed funding for start-ups by HKU students and alumni. The Technology Start-up Support Scheme for Universities at HKU (TSSSU@HKU) programme funds start-ups based on technology developed or adapted by HKU students, staff or alumni. An innovation centre is in the planning where students, staff, alumni and friends of the University can come together to explore new ideas and pursue joint projects. Innovation is also recognised in teaching and knowledge exchange through our annual awards programme, and 70 knowledge exchange projects were funded in 2015–16 in which academic staff shared and applied their research and expert knowledge in the community. Our effort to bring the fruits of our work beyond the campus and academic world is snowballing and will gain further momentum in future.



Professor Mathieson meets a guide dog at HKU's Equal Opportunities Festival 2016 in October. Under the theme *Think Differently, Embrace Diversity*, this year's festival focussed on disabilities discrimination and support for special education needs.

GOVERNANCE

Apart from our vision statement and academic achievements, the University has initiated important reviews in the past year on governance and on gender equity and diversity. On governance, there were developments in Hong Kong as a whole and in the University. The University Grants Council released its governance report for all local universities, which made recommendations on the selection and responsibilities of university councils and risk management. The recommendations are sound and HKU will be taking them on board. Subsequently, we launched our own review in April 2016 of the effectiveness of our current governance structure. This is being led by a panel of three independent members from overseas and Hong Kong, who have held a series of consultations with Council members, University staff, students, alumni and other stakeholders. They are expected to submit their report by the end of 2016.

Gender equity and diversity is an area where there is much scope for improvement. Women comprise only 20 per cent of HKU's senior leadership and 18 per cent of tenured professors, but more than 50 per cent of students. Last year HKU became the first university in the world to launch on campus the United Nations Women's HeForShe initiative and in September 2016, I was invited to speak at the UN during the launch of the *HeForShe IMPACT 10x10x10 University Parity Report*. HKU's contribution to that report included our goals to improve gender balance of senior teams, advance women academics and support female students from the world's most economically deprived places with scholarships. Gender equity and

MESSAGE FROM THE PRESIDENT AND VICE-CHANCELLOR



At the United Nations Women's HeForShe meeting in September, Professor Mathieson spoke on HKU's gender equity measures. He is pictured here with other delegates including the HeForShe Goodwill Ambassador Emma Watson (fifth from left).

diversity will now be part of all decisions made at the University as we seek to achieve a sustainable cultural and systemic change.

In sum, HKU has had a very eventful and largely fruitful year. There was the occasional dip – the University and its students were again the focus of some adverse media coverage and I would like to reiterate that whilst we will always defend freedom of expression, we expect our students and staff to take responsibility for their actions and respect the law. Thankfully, the most significant developments were focussed on our academic achievements and our future development. There is a sense of renewal on campus and a great deal of good will. The fulfilment of our vision will take commitment from every member of campus but there will be rewards in terms of learning experiences, partnerships and research outcomes. The University has much to be optimistic about.

Peter Mathieson

Professor Peter Mathieson
President and Vice-Chancellor
December 2016

FUTURE VISION

In today's world of new technologies and globalisation, modern universities have fantastic opportunities to contribute knowledge and know-how and make an impact. But if they are to succeed in this, they must be fit for purpose. At the University of Hong Kong, we revisited our overarching goals in 2016 to consider how we can best harness our talents to take advantage of the opportunities. While HKU has done very well to date, it now faces a more competitive and dynamic global academic environment. To continue to be Asia's leading global university, we need a sharper, more strategic focus: we must be more nimble and adaptable, more ambitious and 'can-do', more solution-orientated and more proactive.



Opportunities in Ethiopia

HKU aims to expand its students' horizons by providing every undergraduate with opportunities for overseas learning experiences. Overseas visits this year included a field trip to Ethiopia jointly organised by two sections of the Faculty of Arts (African Studies and Linguistics). The 19 participants worked with students and professors of four Ethiopian universities on academic projects and also visited the ancient capital cities of Axum, Gondar and Lalibella.

Asia's Global University, The Next Decade: Our Vision for 2016–2025 is a statement of the University's ambitions. HKU is unique in having a strong international focus with a distinct Asian perspective, and there is much room for advancing our global profile further. The pursuit of partnerships and collaborations with public and private partners around the world will be a central activity in the coming decade. We also will be more ambitious in our academic goals, particularly when it comes to translating our knowledge and capabilities into impact. Both students and staff are being encouraged to pursue innovative and interdisciplinary directions, and plough new ground.

The 2016–2025 blueprint outlines how we will achieve these aims, centred around the '3+1 Is' – internationalisation, innovation and interdisciplinarity, all converging on impact. This strategic approach will ensure HKU, already one of the world's finest universities, remains a strong, vibrant and relevant leader in the global academic community, today and for the foreseeable future.

INTERNATIONALISATION

HKU is already one of the world's most international universities. In the 2016 *Times Higher Education* rankings, it scored 99.4 out of 100 on the measure 'international outlook'. The University regards this not as an endpoint but an excellent platform from which to create education, research and cultural opportunities for students to become global leaders, professionals and thinkers, to amplify our global engagement with public and private partners, and to diversify our portfolio internationally and on campus. This will in turn strengthen HKU's ability to tackle grand challenges such as the United Nations sustainable development goals and through that, find solutions to serve local Hong Kong challenges.

A number of activities are happening on campus to support our aims. Here briefly are some recent highlights, which are reported in detail elsewhere in this Review:

- HKU Horizons, launched in 2015–16 to provide every undergraduate with an opportunity for meaningful learning experiences both in Mainland China and overseas by 2022; half of all students will do so by 2019.
- Formal agreements with the University of Chicago, the University of Sydney, University College London and King's College London in 2016 that will result in cross-disciplinary research and collaboration, teaching and learning opportunities such as training and exchanges, joint-teaching or dual degrees, joint conferences and workshops, and partnership on projects that address pressing global issues (HKU and Sydney scholars have already published more than 350 joint research papers since 2011, and HKU and UCL more than 150 just in 2015).
- The inaugural symposium of the Zhejiang Institute of Research and Innovation, which provides a strategic research base for HKU in the Yangtze River Delta.



Students of different nationalities learn about each other's countries and lifestyles at the Cultural Exchange Bazaar, October 2016.

- The growing interest among students in our China Vision programme, which took more than 2,500 students to the Mainland for cultural and learning programmes in 2016, up from 840 in 2013.
- The HKU-Shenzhen Hospital, which has attracted considerable interest within Mainland China and internationally, celebrated its fifth anniversary in 2016. The hospital now treats 4,000 patients a day and enriches teaching and research by providing HKU students and scholars with access to a much broader range of patients than they would encounter in Hong Kong.

INNOVATION

Innovation is at the heart of academic research, but in order to have impact, universities must set their sights beyond the scholarly world. They must seek novel ways to translate their knowledge into outcomes that meet societal needs; to identify and work with new partners outside the university sector and beyond Hong Kong; and to develop new paths and ways of teaching and learning. Innovation is also the main driver for productivity growth and economic development. For HKU to stay at the forefront in talent development in a knowledge-based economy, it must play a primary role in the modern world of open innovation.

HKU has adopted these aims and introduced programmes and units that will advance not only innovation, but an innovation mindset. Examples, elaborated on elsewhere in the Review, include:

- The DreamCatchers initiative, which organises workshops, competitions and other activities to promote innovation and entrepreneurship. One of the key events in 2016 was the HKU DreamCatchers 100K competition to provide seed funding for start-ups, a few of which have already entered the market.
- Increased activity in patents, licensing and start-up ventures, which are an integral part of intellectual output. In 2015–16, 132 new patents were filed and 60 patents granted (it normally takes a couple of years to complete the process). The commercialisation rate is as high as 35 per cent. HKU also supported 13 start-up companies under the Technology Start-up Support Scheme for Universities at HKU (TSSSU@HKU) programme in 2016.
- e-Learning content and systems that are being developed and promoted across the University with the support of the e-Learning Pedagogical Support Unit.
- Recognition of innovation and impact in HKU's annual prizes for excellence, with the introduction of a Teaching Innovation Award and a Knowledge Exchange Excellence Award.
- A planned innovation centre, where staff, students, alumni and friends of the University will be able to explore new ideas and pursue joint projects.

INTERDISCIPLINARITY

The complexity of the modern world requires new ideas and solutions that are frequently beyond the scope of a single discipline. Research around the world is increasingly focussed on bringing ideas and fields together that were once distinct entities, and creating new knowledge and impact from that. Other fields, such as industries and professions, are also putting a premium on interconnectedness and want graduates who can swiftly adapt to new and often unpredictable situations.

The University has promoted interdisciplinarity for some years through Strategic Research Themes and the Common Core Curriculum, and we are stepping up our focus in this area. Examples of initiatives in 2015–16, reported in detail elsewhere in this Review, include:

- The Global Partnership Seed Fund, launched in September 2016 to support cross-disciplinary, multi-institutional activities driven by students and academic staff with partners around the world.
- 19 cross-disciplinary staff appointments. These are joint appointments between two or more faculties and will facilitate interdisciplinary research.
- A one-off grant of \$1.5 million, earmarked for interdisciplinary knowledge exchange projects.
- The first Transdisciplinary Student Research Exchange, organised through the Common Core Curriculum, in which students from HKU and Utrecht University visited each other and collaborated online on joint projects.
- Convergent efforts in three strategic interdisciplinary platforms, namely Fintech, Healthtech, and Smart City.

INTERNATIONALISATION INNOVATION INTERDISCIPLINARITY IMPACT

Connected Across the Globe

9,718

international students on campus
(as of October 2016)

3,733

outbound HKU students in 2015–16

30,740

alumni living outside Hong Kong

2,284

active research collaborations
(to the year ending November 30, 2015)

World's Best*

#1

dentistry school in the world:
HKU Faculty of Dentistry

* QS World Universities Rankings by
Subject 2016

Asia's Best*

#1 for Social Sciences
(31st in the world)

#2 for Arts and Humanities
(30th in the world)

#3 for Clinical, Pre-clinical and Health
(39th in the world)

#4 for Business and Economics
(29th in the world)

* Times Higher Education World University Rankings by
Subject 2016–17



NEW HORIZONS IN LEARNING

The 2015–16 academic year saw both affirmation and enrichment of our education goals. The Quality Assurance Council (QAC) made its six-yearly inspection of the University and reported very favourably on the quality of our teaching and learning. This valuable feedback came as we expanded our vision and aspirations for students to include providing every student with a quality international and Mainland China learning experience by 2022, offering more joint and dual degree programmes with overseas partners, and encouraging innovation in our programmes and our student achievement.



Secondary-school students visit campus on Information Day, October 2016.

A key factor, though, was the fact that **high quality students** continued to choose to study at HKU. In 2016 we accepted top scorers in the HKDSE, IB, GCE 'A' Levels and other international curricula, as well as nine *zhuang-yuan* (top-scoring) students from the Mainland examination system. Only one in every 10 applicants for undergraduate places succeeded and one in every 21 applicants from Mainland China. HKU also continued to be a sought-after destination for students from around the world and in 2016 we enrolled undergraduates representing 36 nationalities including 697 non-local students.

HKU offers every student a rich and rewarding learning experience under the normative four-year curriculum launched in 2012. The first cohort graduated in 2016 and our initial assessment is that they have done remarkably well based on feedback from students, teachers and employers. We will be reviewing every programme in greater detail over the next two to three years to identify strengths and potential areas of enhancement.

Guiding that assessment will be the recommendations of the **QAC report**, which praised HKU's high academic standards and its comprehensive approach to quality assurance and enhancement. The QAC Audit Panel analysed more than 1,500 pages of documents and interviewed about 130 people, including senior management, regular faculty, students, alumni and stakeholders in the community, to get a complete understanding of our quality assurance systems and standards. The Common Core Curriculum was among the initiatives singled out for commendation for its impact on student intellectual, social and ethical development. Universities from Sweden, Scotland, India and Mainland China have recently expressed interest in learning from the HKU model as they develop their own cross-disciplinary offerings.

Also highly commended were our globalisation efforts. In 2015–16, **HKU Horizons** was initiated to ensure 50 per cent of undergraduates have opportunities for both a Mainland China and an overseas learning experience by 2019, and 100 per cent do so by 2022. A committee has been formed to identify external partners, such as the Hong Kong Jockey Club and Common Purpose Leadership Development Programme from the UK, and to enhance the good work that many faculties have done in incorporating non-local experiences into their programmes. For example, the Faculty of Social Sciences requires all undergraduates to undertake unpaid, off-campus learning related to global citizenship and social innovation. The University will also be making full use of its network of nearly 350 partner institutions around the world through which students can go on exchange or join summer or China programmes. In 2015–16, 4,379 students had learning experiences outside Hong Kong. HKU also hosted 2,201 students from overseas institutions who came here for exchange, research, language and other learning programmes.



Brightest and Best

Nelumi Jayasundara, a first-year Bachelor of Economics and Finance student, joined HKU from Sri Lanka, having received the world prize in Edexcel IGCSE Mathematics and Edexcel GCSE Science. HKU was her number one choice for its good ranking in international tables, high graduate employment rates, abundant exchange opportunities, affordability and safety. "So far I've been exposed to new experiences and new environments. I like the teaching methodology, and the lecturers and tutors have been very helpful and approachable," she said.

Some of our **international connections** have been formalised, where appropriate, with dual degrees. In 2016 two new partnerships were announced, one with Sciences Po for dual BA, BBA and BSocSc programmes, the other with University College London for a dual LLB. These are in addition to dual undergraduate degrees offered with seven other leading institutions in North America, Mainland China and Europe (and to several taught postgraduate degrees, including a Master of Global Public Policy initiated with the University of Southern California, which will accept students from 2017). Students divide their studies between HKU and the partner university, giving them broad exposure in two countries and two institutions. The Common Core also organised its first Transdisciplinary Undergraduate Research Exchange in which students from Utrecht University and HKU visited each other physically and worked together virtually on self-selected projects focussed on migration, education, future cities, and technology and philosophy. More opportunities for cross-cultural learning are being developed by the University and individual faculties, both abroad and on campus.

Innovation in teaching and learning is also being cultivated. Dual degrees can be an example of this when they seek to cross disciplinary boundaries, such as the BA&LLB combining arts and law, one of eight interdisciplinary degrees offered at HKU. But innovation can also happen within programmes. In 2016 the Li Ka Shing Faculty of Medicine took the bold step to revise its six-year MBBS curriculum so that students go 'off book' in the third year to pursue different kinds of learning, such as a research internship locally or internationally, an exchange overseas or on the Mainland to fulfil part of their Common Core requirements, or taking Common Core courses and non-major electives at HKU. They can also use the year to work towards a Master of Public Health or Juris Doctor, and thus graduate with an MBBS and Masters degree. The options will be available to all new medical students from September 2016. The medical faculty has also undertaken other innovations such as the Springboard and Second Chance scholarships, to attract high quality students from less advantaged backgrounds or who are passionate about switching from other fields into medicine.

Another example of experimentation comes from the Faculty of Science, which has introduced several new learning opportunities in recent years, such as the Summer Research Fellowship Scheme and Overseas Research Fellowship Scheme. In 2016 it launched the Young Scientist Scheme for newly-enrolled top students, to nurture young research talent. These students will automatically be guaranteed places in the research fellowship schemes as well as an international exchange, attendance at an international scientific conference, guidance from a research mentor, enrollment in an honours seminar series and an entrance scholarship.

An innovation mindset is also something that the University wants to develop among students and graduates, particularly when it comes to start-ups and turning ideas into actions. Although HKU graduates do extremely well in landing jobs, they could potentially add even more value to the economy and society by pioneering new services, technologies and applications. The DreamCatchers initiative and the Centre of Development and Resources for Students are both promoting innovation activities (see Knowledge Exchange chapter), and this is an area that will see more activity in future.

All of these developments – which come on top of our rigorous normative four-year curriculum – demand a lot from our students. In return, HKU offers them opportunities to test their boundaries, learn and grow. The developments in 2016 will further our aim of producing graduates who are highly competitive in their fields and who achieve the kind of personal and professional growth that will prepare them to be leaders at the local, regional and international levels.



Fully Operational

Medical students hone their skills in the Faculty of Medicine's new Virtual Operating Theatre, which has human simulators, monitors and a backdrop that can be altered to evoke different scenarios – from a quiet ward to a natural disaster.

E-LEARNING

Today's students have had access to computers and the internet for most of their lives and this affects their approach to learning. "Learning has already changed," says the man in charge of e-learning development at HKU and Associate Vice-President (Teaching and Learning), Professor Ricky Y.K. Kwok. "Students come with new ways to learn so we had better adapt new ways of teaching."

He and his team were initially tasked with supporting the launch of HKU Massive Open Online Courses from 2014, which quickly led to demand for broader e-learning support across the campus. They now provide content creation (for example, creating a video on dos and don'ts in the laboratory); e-learning system development such as HKU's Moodle platform; research on how to use the big data analytics from e-learning, such as letting students see how they are progressing compared to others in the class or tracking student viewing of online videos for class; and collaboration with teachers and institutions on e-learning initiatives, such as developing games for learning. "We're trying to make the most of technology as a tool to hopefully change the culture of teaching," Professor Kwok said.

Experiential Learning

26 projects

🔗 The Gallant Ho Experiential Learning Fund supported 26 projects in 2015–16 in Hong Kong, Mainland China, Vietnam, Cambodia, Myanmar and elsewhere in the region, on a wide variety of topics including disaster risk reduction, oyster aquaculture, social venture management, improving English literacy in underprivileged children, preventing falls in the elderly and home improvement in subdivided flats.

Quality Students

1/10 applicants

🔗 Ten applicants were received for every one undergraduate place, and 21 applicants for every Mainland China undergraduate place.

51 top scorers

🔗 19 students with 5** in six or more HKDSE subjects (79% of total) chose HKU, as did 13 students scoring 5 A* in GCE 'A' Level, 10 students scoring full IB marks of 45 and 9 *zhuang-yuan* (top scorers) from Mainland China.

697 non-local students

🔗 Undergraduates representing 36 nationalities were admitted in 2016 including 697 non-local students.

99.5% graduate employment

🔗 For the 10th year in a row, virtually every graduate was employed or pursuing further studies based on a survey of 2015 graduates. 82% were satisfied or very satisfied with their jobs.

Interdisciplinary Learning

10 +10 dual degrees

🔗 HKU has 10 dual undergraduate degrees and 10 joint postgraduate degrees with high-ranking universities in Europe, North America and Mainland China. We also offer eight interdisciplinary degrees between faculties on campus.



Tony Lau Hon-yiu (left) and Amrita Daryanani are advocates for HKU's open-door policy.



EXPERIENTIAL LEARNING

Dr Gary Wong Pui-fung of the Faculty of Social Sciences led students on an Experiential Learning Fund-supported sociological study of tourism in Hong Kong, which resulted in a booklet on heritage and urban development in Pokfulam. "Local tourism has become popular in many places and the organisers often have their own messages to present, usually for preservation. Now students can study real-life examples in Hong Kong, which is far more effective than teaching them theories that are mostly from the West," he said.

As part of their sociological project, students conducted tours of Pokfulam's historical sites including HKU's own University Hall which dates back to 1861.

DIVERSITY AND IDENTITY

HKU aims to provide an accepting, accessible and supportive environment for people of all abilities, ethnicities and genders. We were the first university in the world to launch the United Nations HeForShe campaign (see Message from the President and Vice-Chancellor). We have also made it easier for people with disabilities to visit and study here, for example, through the design of the Centennial Campus and the use of learning technologies for students with sensory, physical, learning and developmental disabilities. In 2016 the University also opened an all-gender toilet on campus to promote inclusion and diversity.

Internationalisation is another important aspect of diversity given HKU has students of 36 different nationalities. Integration activities are encouraged through student societies, halls and residential colleges, and the actions of individual students. Amrita Daryanani, a fourth-year Bachelor of Journalism student, was the first non-

local member of Simon K.Y. Lee Hall to take up leadership positions in the Non-Local Orientation Camp Organising Committee and Social Education Group. She has organised activities to break down barriers between local and non-local students and, while it can be a challenge to get people to join in, "you have to keep trying," she said. "If you don't try to change it, nobody is going to change it. It's a matter of a few people trying and eventually the big goal of integration will be reached." Tony Lau Hon-yiu, a fifth-year BSocSc(Govt&Laws) student, has also brought students from numerous nationalities together through Toastmasters Club at HKU. Some join to improve their English, others to make new friends. "We're successful because we can accommodate different expectations. We meet regularly to sit and listen to each other and do things together, and this has fostered closer co-operation," he said.

TEACHING INNOVATION AWARD

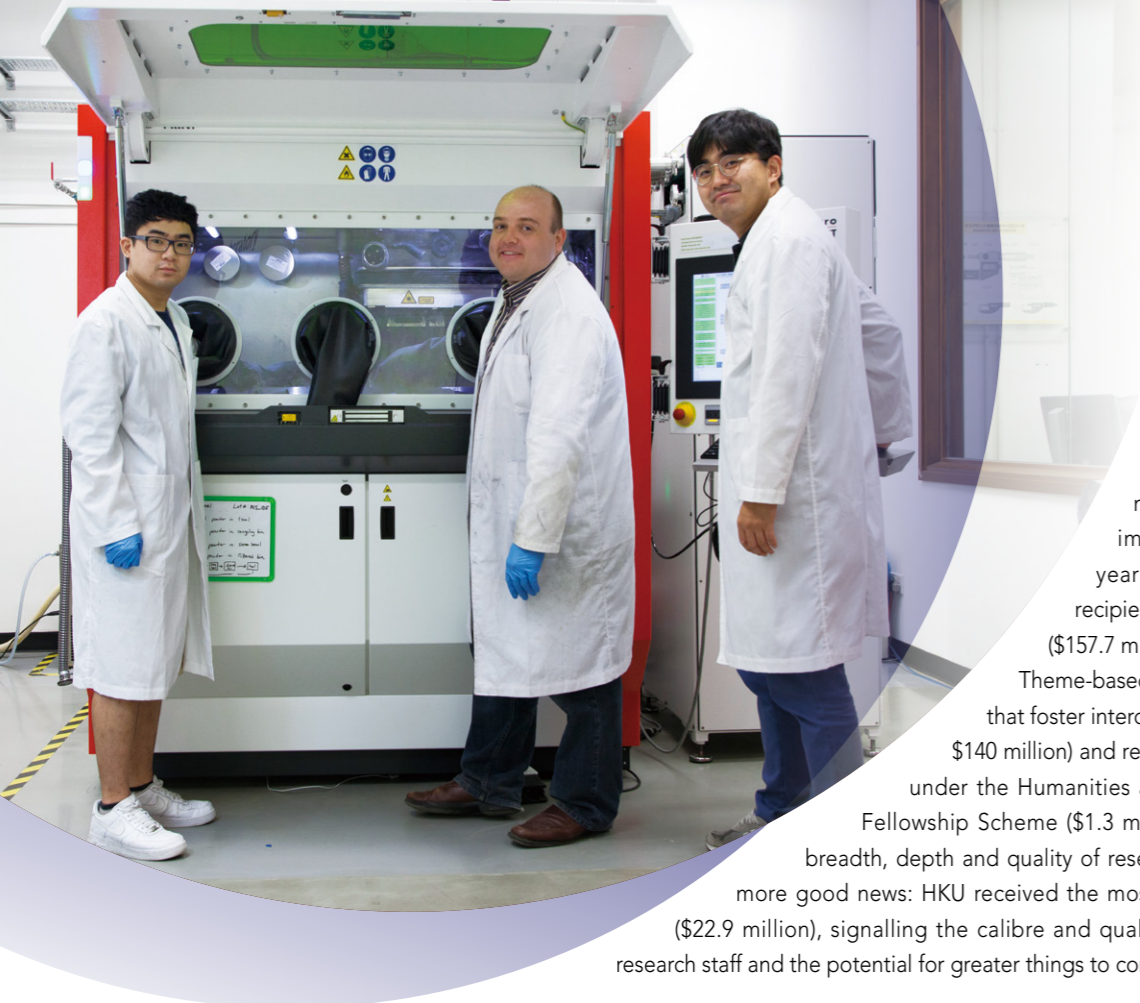
Dr Michael Botelho in the Faculty of Dentistry received the inaugural Teaching Innovation Award for his Communal Consultation videos, which allow students to learn from each other. "It is not uncommon for students to visit your office with questions about challenging learning issues. After a one-on-one dialogue, a resolution to their problem usually ensues, but this meaningful teaching moment is lost to the rest of the class. Quite often such questions and problems are common to many students, meaning others can benefit if they are present at that teaching interaction. My solution is to record the learning moment and upload the video to be shared with the broader student community."

Dr Michael Botelho and Dentistry students use the Communal Consultation video in class.



BUILDING THE NEXT RUNG ON OUR LADDER

Research at HKU continues to go from strength to strength. In 2016, our funding success was the best of local universities, a testament to the high quality work of our scholars. Some 111 of our scientists were identified by Thomson Reuters as being among the top one per cent in their fields. And world-class research universities, such as the University of Chicago and the University of Cambridge, sought partnerships and other collaborations with HKU. Nonetheless, we cannot rest on our laurels. Academic research is a highly competitive arena. HKU has its eye on the horizon and is providing the environment and infrastructure for scholars to produce leading research that can also be translated into impact. While peer-reviewed publications are a necessary part of academic work (and a key factor in rankings), the focus on impact in wider society must be our ultimate goal.



New Dimension

Undergraduate Morris Ng (left), Dr Chris Roberts and Dr Kim Jitae with a new, cutting-edge metallic 3D printer, the first of its kind in the Asia-Pacific region, which will enable the Mechanical Engineering Department to print sophisticated 3D metallic structures for investigating structure-property relationships and fabricating devices with new designs and functions.

The University also received a significant amount of funding from other sources (\$599 million from other external grants and endowments, such as donations and contract research), which is something we want to develop further. The Hong Kong government allocation for research, while welcome, is not sufficient to support all of our ambitions. Nor does the University want to rely on this funding as a crutch. Efforts are now being directed towards identifying other funding routes by pursuing collaborations and capitalising on the quality of our research. The pursuit of public-private partnerships is hence an emerging research agenda of HKU (see also Knowledge Exchange chapter).

Collaboration is advancing both internally and externally. HKU has promoted **interdisciplinary research** for more than a decade through its Strategic Research Themes (SRT, and the associated e-SRT – Emerging SRT) scheme, which provides seed funding for faculties and disciplines to collaborate on a common topic. This initiative has contributed to our tremendous success in the TRS – HKU scholars have led 14 of the 30 projects that have been funded under the scheme and are members of 26. Now, we are looking to evolve to the next level of support. The 2016 internal budget allocation included funding for 19 joint appointments to focus on interdisciplinary research. These appointments are each shared by two or more faculties and will support the development of eight interdisciplinary research projects.

Internationalisation, another of our central goals, also involves a high degree of collaboration. Good partners can raise our competitiveness by complementing or enhancing our strengths. HKU researchers in all faculties work with scholars around the world and as at November 30, 2015, engaged in 2,284 active research collaborations. The University wants to promote more and higher-level collaborations and has formal agreements with several select universities to that end. In 2016 it signed agreements with the University of Chicago and the University of Sydney to, in part, work together on projects that address pressing global issues, such as those identified by the United Nations Sustainable Development Goals. In addition, HKU launched the Global

Funding is an absolutely necessary part of achieving impact and in 2016, for the 14th year in a row, HKU was the largest recipient of the General Research Fund (\$157.7 million). It also led four of the seven Theme-based Research Scheme (TRS) projects that foster interdisciplinary research (worth a total \$140 million) and received the lion's share of funding under the Humanities and Social Sciences Prestigious Fellowship Scheme (\$1.3 million). These awards signal the breadth, depth and quality of research on campus, and there was more good news: HKU received the most Early Career Scheme funding (\$22.9 million), signalling the calibre and quality of our young academic and research staff and the potential for greater things to come.

Partnership Seed Fund to provide initial funding to staff and students to develop new, multilateral, cross-disciplinary partnerships with partners around the world. The fund applies to the full range of our academic activities, including research, teaching and learning, and knowledge exchange.

Internationalisation is also a goal for **research postgraduate education**. By 2022 every student will have a learning experience either in Mainland China or overseas. We have joint PhDs with King's College London and a Joint Educational Placement for PhD with the University of Toronto. In 2016 we also initiated a joint education programme for PhD students from a fast-emerging regional university, the Southern University of Science and Technology (SUSTech) in Shenzhen. Seventeen SUSTech PhD students were accepted for admission in 2016–17 and they will receive an HKU degree upon graduating. These efforts will not only give students wider experience beyond HKU, but may also be the spark for research collaborations in future years.

Mainland China itself is a major focus for deep engagement. The Zhejiang Institute of Research and Innovation (ZIRI), which is an HKU-run facility in the Yangtze River Delta, held its inaugural symposium, which also marked the official opening of its three laboratories devoted to aerodynamics and acoustics, nanofluids and thermal engineering, and physical internet. Similarly, the Shenzhen Institute of Research and Innovation (SIRI) is aiming to be a significant HKU research presence in the Pearl River Delta. A lease recently was signed for space at the Shenzhen Virtual University Park with wet and dry laboratories. ZIRI, SIRI and other initiatives on the Mainland are managed under HKU's Mainland Research Projects Office, which helps scholars apply for funding on the Mainland and facilitates and coordinates paths for initiating projects. There are untapped opportunities in Mainland China to turn research results into impact and harvest the results of our discoveries. These collaborations are part of the University's strategies to deepen its research capabilities and competitiveness, as well as provide career and professional opportunities to students and young researchers.

The University is also keen to enhance the impact of our research more generally, a topic covered in the Knowledge Exchange chapter of this report. The infrastructure is in place to translate research into impact, such as the Technology Transfer Office, DreamCatchers initiative and Knowledge Exchange Impact Fund. Most importantly, we are working to develop the culture to make research and impact more integrated – to raise productivity, quality and impact collectively to meet not only academic demands but also societal needs.

The Zhejiang Institute of Research and Innovation (ZIRI), provides a platform for translational research and collaboration with industry in five strategic themes – smart materials, alternative energy, sustainable energy, biomedical interfaces and advanced manufacturing.



EXAMPLES OF OUR RESEARCH

HKU researchers are productive across a broad range of fields. The most recent figures show they had 5,833 peer-reviewed referred publications in 2014–15, averaging about 3.6 publications per academic staff member. The University honoured the best of the best in May 2016 with the Research Output Prize, which recognises a single piece of outstanding research in each faculty in the previous year. The results offer a sample of the breadth and depth of research at HKU:

Business and Economics

The effect of stressful work demands on employee job performance was explored through a new approach that looked at the roles played by organisational justice and leadership in the stress process.

Dentistry

Dental researchers successfully regenerated enamel crystal in *in vitro* conditions, offering a promising approach for managing enamel loss.

Arts

A new book looked at the moral trajectory and consequences of China's reform in recent decades, and also offered a more general philosophical investigation of freedom and moral subjectivity.

Law

The first monographic work on the legal history of Republican Beijing (1910s–1930s), which describes the practice of law during a period of social transformation, was produced through unprecedented research using archived records and other primary materials.

Education

The potential and pitfalls of different educational approaches to cultural diversity were explored in a book that looks at the challenges faced in the American education system regarding Muslims and Islam following the 9/11 attacks.

Engineering

For the first time, an active matrix organic transistor array was fabricated on regular printing paper for information display purposes – thus contributing to the development of green electronics and demonstrating the feasibility of other novel applications using printing paper, such as smart sensors or solar cells.

Medicine

The rapid closure of live poultry markets in Mainland China in spring 2013, following the appearance of influenza A (H7N9), was found to have almost eliminated the risk of human infections of the virus. However, other policy strategies will be needed given consumers' preference for live poultry.

Science

Earth scientists showed that major shifts in relative sea level in the Galapagos archipelago over the past half-million years reconfigured its geography and created periodic land bridges that allowed animal populations to access newly-exposed terrain and in some cases reconfigure their gene pools.

Architecture

Focusing on the United States and China, scholars demonstrated that large potential synergies exist between pollution and carbon emissions control and thus their improved coordination could lead to a substantial reduction of unnecessary policy-compliance costs.

Social Sciences

A new book argued that the gap between Confucian political ideals and modern-day society could be tackled by adopting liberal democratic institutions shaped by the Confucian concept of the good rather than the liberal concept of the right. This perfectionist approach to politics judges the social and political order by the contribution to human well-being.

TALENT DEVELOPMENT

Nearly 3,000 research postgraduate (RPG) students are enrolled at HKU – a deep pool of talent that the University is cultivating through programmes that not only encourage critical thinking and investigation, but also a can-do ethos in translating their research into impact.



Xu Xinyi, an MPhil candidate in the School of Nursing, used an HKU interdisciplinary workshop on social networks to enrich her knowledge.

RPG students are offered formal instruction on everything from research integrity (which the University has been a regional leader in promoting) to writing workshops to making presentations at conferences. In 2015–16 we announced that 50 per cent of all RPG students would have an international or Mainland China experience by 2019 and 100 per cent by 2022. This could be a laboratory attachment, short course, industry internship, fieldwork, conference participation or other academic activity. The aim is to broaden horizons and, hopefully, plant seeds for future international collaborations.

Interdisciplinary approaches are also hallmarks of HKU's RPG programmes. A number of students have made such research the focus of their work, and the Graduate School also offers transdisciplinary workshops that encourage students in single disciplines to think more broadly about the scope and methodology of their research. In 2015–16 the workshops focussed on big data and complex social networks.

Xu Xinyi, an MPhil candidate in the School of Nursing, attended the social network session and gained insights for her own research after competing in a workshop poster competition alongside Jiang Zhihang, an MPhil candidate in Law, and Huang Biyun, a PhD candidate in Education. "My research is on diabetic patients'

health promotion, so we combined social networks with health promotion and diabetes prevention. I learned a lot of things, such as how to use cost-benefit analysis in health promotion. This workshop was a good chance for me to enrich my knowledge," she said.

Finally, the Graduate School has been promoting a more entrepreneurial culture through workshops on innovation and start-ups, encouragement to students to participate in HKU's DreamCatchers initiative (see Knowledge Exchange chapter), and the Internship and Career Expo jointly organised with the Hong Kong Science and Technology Parks.

Interdisciplinary Pursuits

4 theme-based research projects

HKU scholars led four of the seven interdisciplinary, cross-institutional projects awarded under the Research Grants Council's 2016 Theme-based Research Scheme, and are members of the other three. A total \$140 million was awarded to the HKU-led projects which are focused on understanding liver cancer stem cells, gastric cancer genomics, waste water treatment, and digital citizenship.

Science Citations

111 scientists in top 1% of their fields

111 professoriate staff were ranked by Thomson Reuters as being among the world's top 1% of scientists based on the number of citations of their publications.

Multi-skilled

19 cross-disciplinary appointments

19 staff have been granted joint appointments between two or more faculties to pursue interdisciplinary research. These appointments are in eight areas: environmental sustainability, STEM (Science, Technology, Engineering and Mathematics) education, educational and cognitive neuroscience, medical humanities, gender studies, law and humanities, the urban Silk Road (in particular China's One Belt One Road initiative), and the impact of the built, natural and social environment on global public health issues.

Funding Success

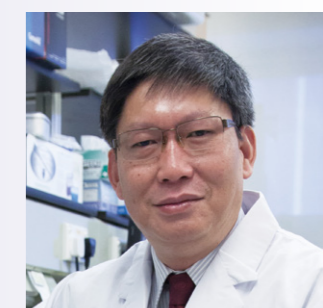
\$539 million in competitive grants
+
\$599 million from other sources

In 2015–16, HKU received \$539.359 million in funding from major RGC competitive funding programmes, such as the General Research Fund and Theme-based Research Scheme. A further \$599 million was received for research work through a wide range of external grants, endowments and funding, including – amongst many other sources – \$82 million from the Innovation and Technology Commission and \$123 million from industry.

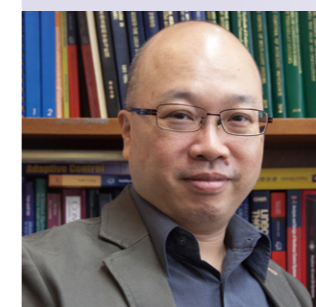
TOP SCHOLARS

10 'Highly Cited Researchers'

Ten HKU scholars were named among the world's most cited researchers in 2016 in Thomson Reuters 'Highly Cited Researchers' list. These included Professor Nagendra Shah in the School of Biological Sciences; Professor Kevin Zhou Zheng in the School of Business; Dr Yiu Siu-ming in the Department of Computer Science; Professor Sun Min and Professor Zhao Guochun in the Department of Earth Sciences; Professor James Lam in the Department of Mechanical Engineering; Professor Yuen Kwok-yung in the Department of Microbiology; and Professor Guan Yi, Professor Malik Peiris and Professor Leo Poon in the School of Public Health.



Professor Guan Yi



Professor James Lam



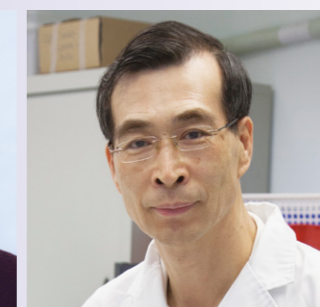
Professor Malik Peiris



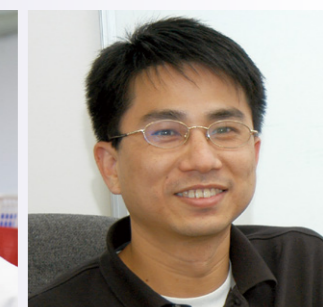
Professor Leo Poon



Professor Nagendra Shah



Professor Sun Min



Dr Yiu Siu-ming



Professor Yuen Kwok-yung



Professor Zhao Guochun



Professor Kevin Zhou Zheng

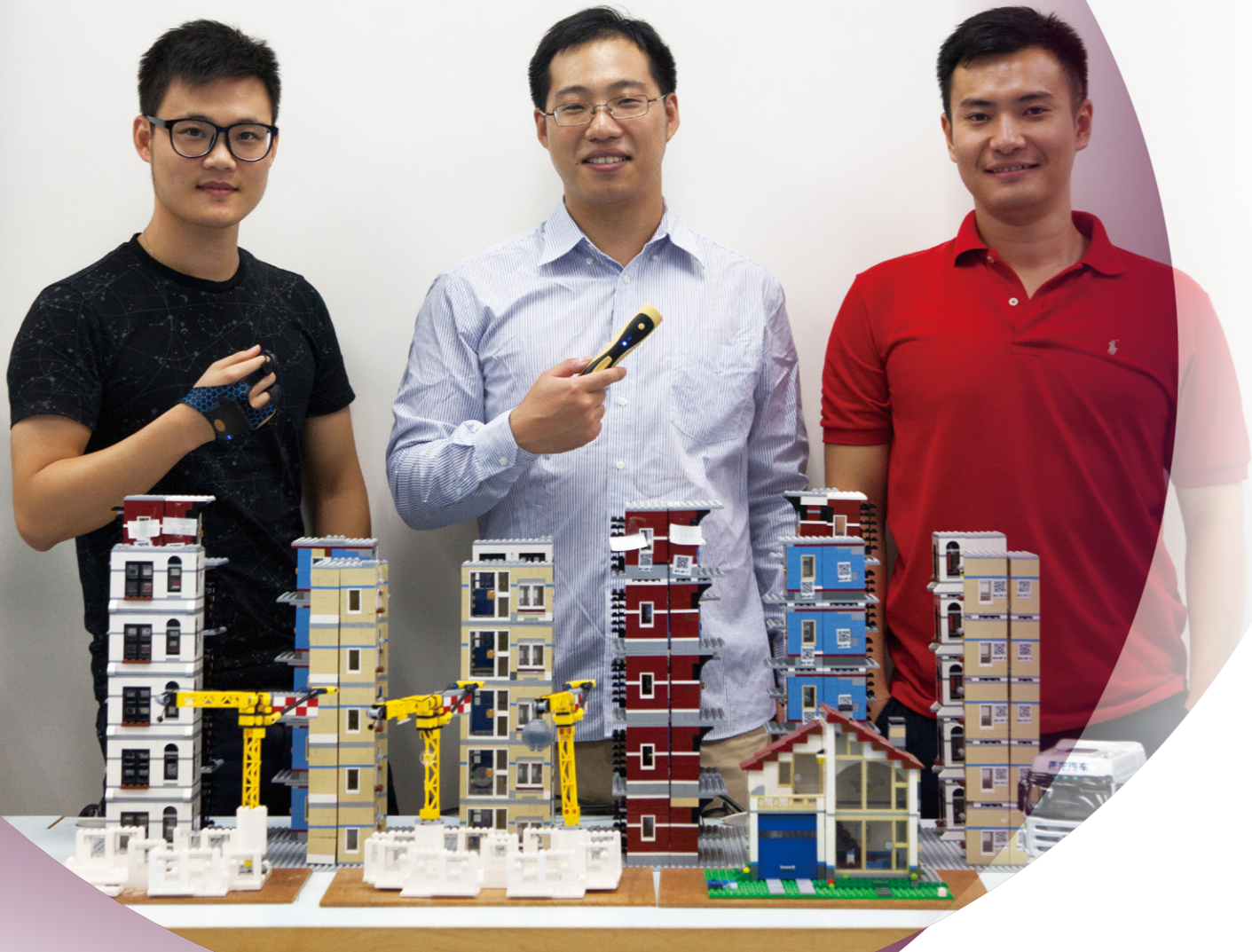
KNOWLEDGE EXCHANGE

PUTTING KNOWLEDGE INTO ACTION

One of the most demanding questions asked of researchers today is about the impact of their work. How does the community benefit from the research carried out in the University? What is the economic value of academic research? At HKU, the aspiration to create social, cultural and economic impact drives everything we do, including innovative basic research, which we regard as an essential and critically important academic activity that may lead to changes that benefit society over time. The University therefore has been pursuing and promoting impact opportunities in a variety of ways, such as public-private partnerships, start-ups and technology transfer. In 2016 we were active across all these areas.

Taking Action

An interdisciplinary project on biodiversity called Take Action! Youth Biodiversity Conservation Leadership Training Scheme, encourages students from local secondary schools to explore Hong Kong's nature and biodiversity and to understand the threats it is facing. Activities include visiting local fish markets to identify if threatened species are still up for sale. Take Action! won the Arts Faculty Knowledge Exchange Award.

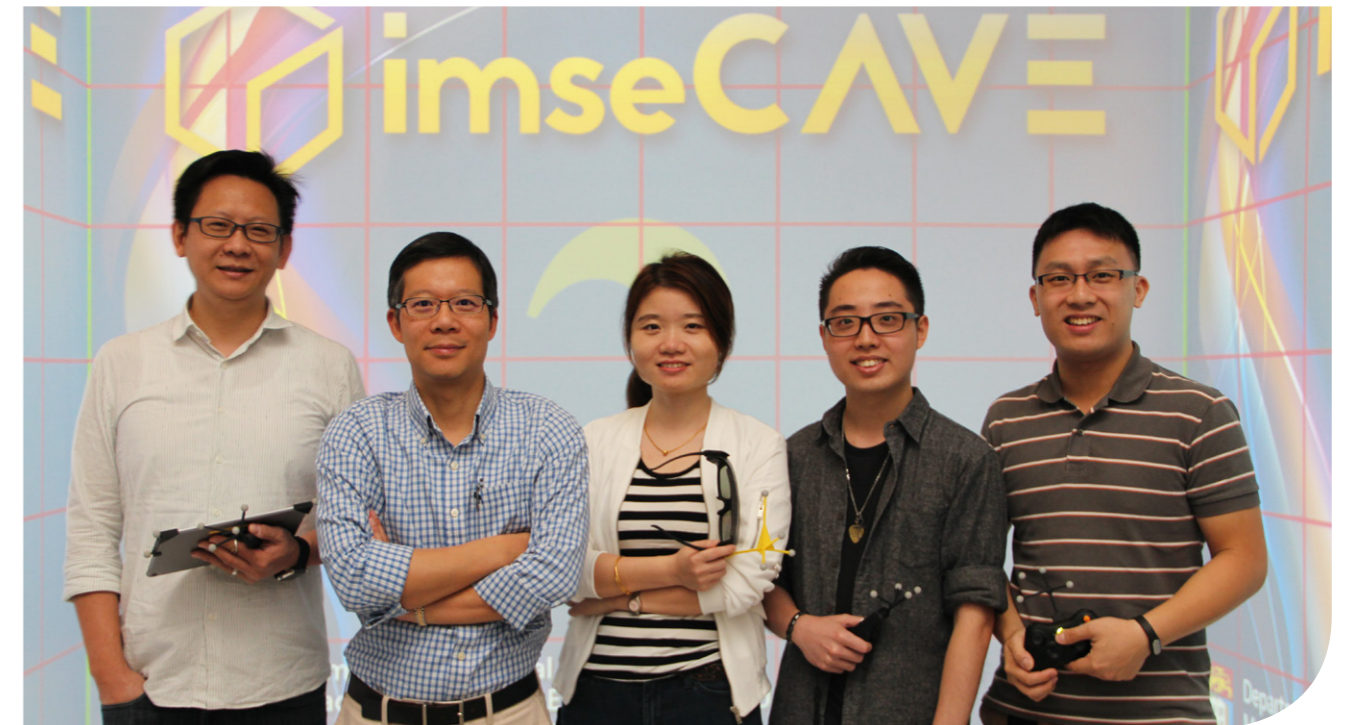


Realising Potential

Comma Technology Ltd was a recipient of TSSSU@HKU funding for its work to develop portable and wearable technology for industry that can track everything from the movement of goods and people to machine maintenance schedules. The Comma team, (left to right) Shao Saijun, Li Ming and Dr Kong Xiangtianrui, are now in discussion with potential investors. "TSSSU@HKU allowed us to get set up," said Dr Kong, project leader, who received his PhD in 2016 from the Faculty of Engineering. "It is not a lot of money but it helped us to get acceptance."

Public-private partnerships have been on the HKU radar for some time. In 2015–16 we received \$123 million in research funding from industry sources, and \$82 million from the Innovation and Technology Commission. But there is far more potential in this area than we have tapped into. The University has continued to strengthen its efforts to develop more of these partnerships and build on the start-up incubations made possible by HKU's DreamCatchers and TSSSU@HKU (Technology Start-up Support Scheme for Universities at HKU).

DreamCatchers was launched in May 2015 to **inspire innovation and entrepreneurship** among students, academics and alumni. In 2015–16 the Development and Alumni Affairs Office together with the Technology Transfer Office and supported by the Journalism and Media Studies Centre and Centre of Development and Resources for Students (CEDARS), organised events and initiatives to support this goal, the centrepiece of which was HKU DreamCatchers 100K. This provided seed funding, mentoring and other support to 10 projects started by young entrepreneurs connected to HKU, which were selected through a competition (10 runners-up also received mentoring). The University also co-organised events with the Hong Kong Science and Technology Parks Corporation and Cyberport Management Company Ltd, while CEDARS organised



activities to build entrepreneurial capabilities in students through a start-up job fair, entrepreneurial internship programme and the Hub of University Student Entrepreneurs (HOUSE). These events all laid the groundwork for further innovation, not only in terms of specific projects promoted, but also in cultivating a start-up mentality on campus.

Start-up ventures based around HKU research and know-how have also been supported through TSSSU@HKU, a government-funded programme launched in early 2014. By June 30, 2016, 20 start-ups linked to HKU staff, students and alumni had received a total \$12 million. Some of these are expected to attract major industry partners in the very near future. Meanwhile, the Technology Transfer Office has been helping to connect researchers and businesses and commercialise our research. In 2015–16, 132 patents were filed for inventions by HKU scholars. The patent application process normally takes a couple of years to complete and this year 60 patents were granted.

Many HKU scholars also contribute their expertise through **community engagement**. Two good recent examples of this involved infectious diseases and endangered species. The Dean of Medicine, Professor Gabriel Leung, collaborated with fellows of four global commissions to review the Ebola epidemic and propose a bold agenda for global health preparedness and response to future infectious disease threats. Marine ecologist Professor Yvonne Sadovy worked with the wildlife monitoring network, TRAFFIC, to expose the illegal and unreported trade in the endangered Humphead Wrasse fish through Hong Kong and call for urgent action. Numerous other academic staff have also used their know-how to highlight issues of concern in the community and contribute to policy development locally, regionally and internationally.

Virtual Reality

The Department of Industrial and Manufacturing Systems Engineering (IMSE) has created a truly immersive virtual environment, the imseCAVE, through the integration of state-of-the-art engineering and technologies including virtual and augmented reality, sensor network, distributed computing, big-data processing and management. Pictured above is the imseCAVE team, led by Associate Professor Dr Henry Lau Ying-kei (second left), with (left to right) Dr Leith Chan, Yaqi Dai, Ka Yik Chan and William Tam. The imseCAVE, which won a 2016 HKU Knowledge Exchange Award, is a fully immersive and interactive visualisation system.



Members of one of the teams at the DreamCatchers MedTech Hackathon prepare to demonstrate their start-up idea.

HKU also provides funding to help academic staff share their research and expert knowledge, through the Impact Project Funding Scheme. Some 61 projects were funded during the year, as well as nine interdisciplinary projects that were supported through a special one-time grant. The scheme not only supports new knowledge exchange projects but also measures the impact of research, such as the adoption of new guidelines on heat stress in construction workers that were developed by the Department of Real Estate and Construction. School engagement projects have been helping to address multiple challenges faced by teachers and parents, such as a project by the Department of Psychology to prevent internet addiction among primary school students.

The aims of HKU's research and knowledge exchange have become increasingly intertwined under the banner of impact and in the coming academic year we will be encouraging more of this. Departments and cost centres will be encouraged to look to UK partners for advice on impact evaluation, where it is now part of the research assessment exercise. We also plan to establish an innovation centre and raise the profile and commercialisation possibilities of our research. When it comes to impact and knowledge exchange at HKU, there is one message: watch this space.

NURTURING ENTREPRENEURS

The HKU DreamCatchers 100K competition launched in early 2016 provided \$100,000 seed funding to each of 10 awarded teams for projects ranging from a wearable robotic device for patients with Parkinson's disease to a toy subscription programme for underprivileged children to an online food lifestyle marketplace that brings together Hong Kong heritage and food culture. Some 144 teams participated and the 20 finalists received mentorship to prepare them for the final pitch.

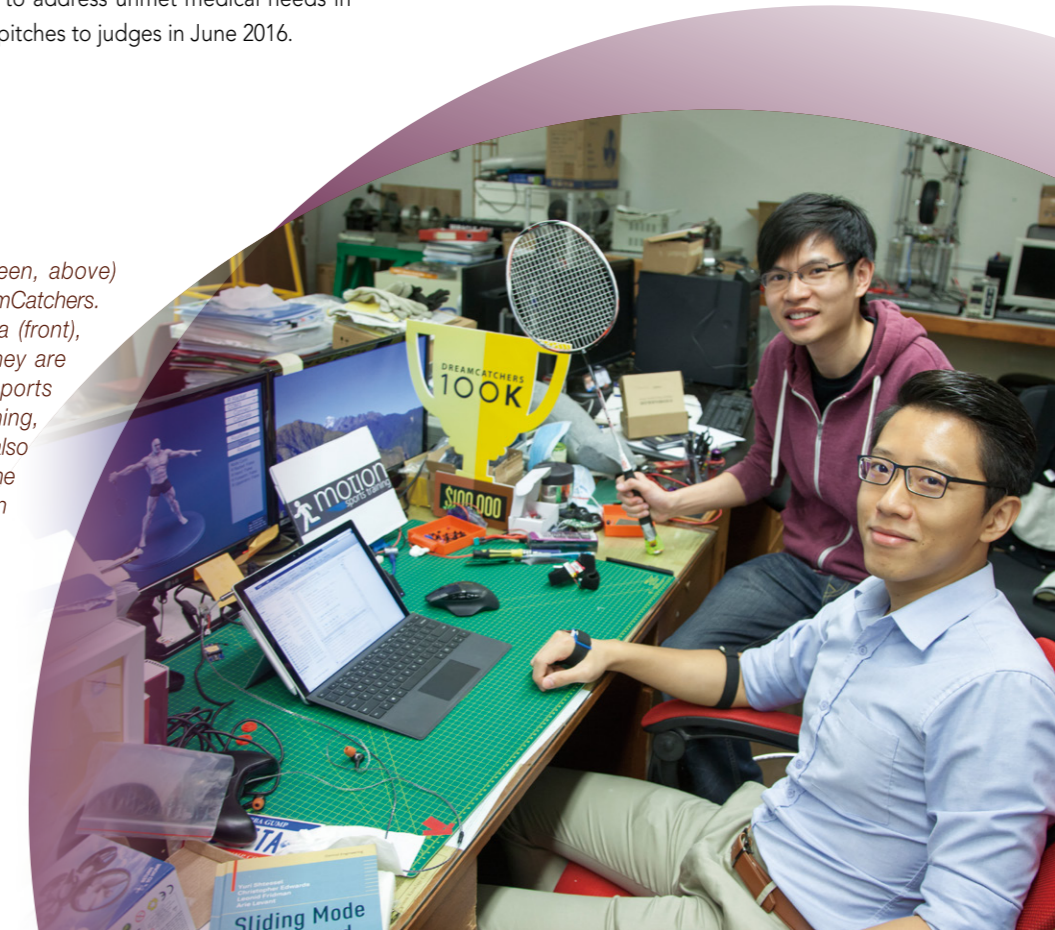
The 10 awarded teams also were given opportunities to meet with investors, start-up experts and judges, in addition to funding. Engineering PhD candidate Carlos Ma of the start-up Motion said this was especially useful to his team, which has developed hardware and software for tracking motion that can be used to improve athletic performance. "We were paired with an excellent and experienced mentor, Henry Tan from Brios Ventures, and we learned how to realise and validate concepts, and put them into action. We also gained a better idea of how to start a business and get users' reviews, and most importantly, we expanded our professional network. Being given the seed funding was icing on the cake and boosted our professional confidence."



Other activities organised in 2015–16 to promote entrepreneurship included the DreamCatchers X PMQ: Startup Salon for over 300 students, alumni and friends, and the DreamCatchers MedTech Hackathon, co-organised with the Hong Kong Science and Technology Parks Corporation. The latter involved 40 participants from Hong Kong universities, Stanford University and young professionals, who developed prototypes to address unmet medical needs in Hong Kong hospitals and presented their pitches to judges in June 2016.

Kick Start

Sports training start-up Motion (on-screen, above) received \$100,000 seed funding from DreamCatchers. The people behind Motion are Carlos Ma (front), Brian Lee (back) and Benny Cheung. They are creating a comprehensive solution to sports training that enables autonomous coaching, record-keeping and match-making. They also hope to develop a community aspect to the project, whereby users will be scored on their abilities in various sports and can then be matched with other players of similar skill levels to team up with or compete against.

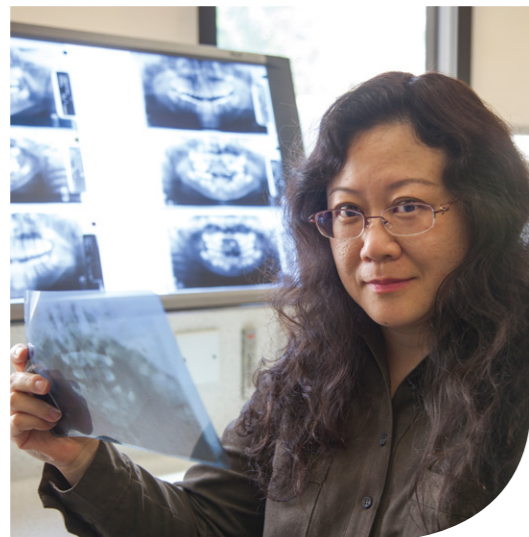


CYBERPORT UNIVERSITY PARTNERSHIP PROGRAMME

Entrepreneurship was also promoted through the Cyberport University Partnership Programme, in which four teams of HKU undergraduates joined 16 teams from other Hong Kong universities for a one-week entrepreneurship programme at Stanford University Graduate School of Business. On their return, they participated in a pitch competition at Cyberport and the top 10 teams – including all four HKU teams – received \$100,000 each from the Cyberport Creative Micro Fund for their start-ups.

KNOWLEDGE EXCHANGE EXCELLENCE AWARD

A project that assesses children's age through dental assessment – and thus helps to provide them with an identity for education, medical treatment and other purposes – has won HKU's inaugural Knowledge Exchange Excellence Award. The service is crucial in places where there are many unregistered births and has already been promoted to 500 families and used to help about 150 undocumented children in rural India. The team, led by Dr Wong Hai-ming in the Faculty of Dentistry, has also trained dentists in India and Hong Kong in dental age assessment and shared their knowledge with teachers in primary schools and orphanages in Guangxi province. They have also established a charity, the DOB (Date of Birth) Foundation, the first of its kind in the world.



Dr Wong Hai-ming won a KE award for her project to help undocumented children in India by calculating their age through dental assessment.

Online Visits

4.9 million visitors

🔗 The HKU Scholars Hub (hub.hku.hk), which helps users find an expert at the University, has raised the visibility of HKU researchers and their research and expertise. In 2015–16, there were more than 4.9 million view counts of the HKU Researcher Pages from outside the University.

KE Funding

70 projects

🔗 The University provided funding support to nine interdisciplinary knowledge exchange projects (under a one-off grant) and 61 other projects in 2015–16. The interdisciplinary projects, which encourage cross-faculty collaboration, include:

- A look at the contributions of historic lighthouses to Hong Kong's role as a strategic port, by scholars in Architecture and Arts. The output will be disseminated to secondary schools, tourism practitioners, policy-makers and others.
- 'Sounding Architecture', also by Architecture and Arts scholars, to design and produce new musical instruments in collaboration with several performing arts organisations.
- An investigation by Arts and Medicine scholars to assess and improve genetic literacy among patients / clients who have genetic disorders and are about to decide on genetic testing.
- A financial education programme for junior secondary-school students, involving the Business and Economics and Education faculties.
- A programme to promote oral health and speech-language development among kindergarten children, by scholars in the Dentistry and Education faculties.
- A simplified testing protocol to determine if oysters are safe to eat, being developed by the Science and Engineering faculties for dissemination to Hong Kong oyster farmers.
- A programme to cultivate compassion in adolescents, by scholars in Social Sciences and Medicine.
- Capturing and sharing the memories of everyday life and the use of space at Wah Fu Estate, by Social Sciences and Architecture.
- A programme to encourage students in primary and secondary schools and the public to explore their attitudes and knowledge about non-human vertebrates and insects in Hong Kong, by scholars in Social Sciences and Science.

Getting a Start

13 start-ups

🔗 \$4 million was awarded to 13 HKU start-ups in the third round of the government-funded TSSSU@HKU.

Public and Private Backing

\$205 million

🔗 HKU received \$123 million in research funding from industry sources, and \$82 million from the government's Innovation and Technology Commission.

Living the Dream

10 x \$100k

🔗 The HKU DreamCatchers 100K competition launched in early 2016 provided \$100,000 seed funding to each of 10 awarded teams.

THE UNIVERSITY PROFILE

STUDENTS*

Student Admission (New Intakes)

Academic Level	Male		Female		All		% International (Based on Nationality)	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Undergraduate	1,974	1,970	2,344	2,318	4,318	4,288	23.7%	22.4%
Taught Postgraduate	2,148	2,184	2,741	2,893	4,889	5,077	48.6%	46.3%
Research Postgraduate	374	318	317	320	691	638	76.1%	73.8%
All New Intakes	4,496	4,472	5,402	5,531	9,898	10,003	39.7%	37.8%

Enrollment of Students on All Programmes

Faculty	Undergraduate		Taught Postgraduate		Research Postgraduate		All Levels	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Architecture	680	732	616	630	132	119	1,428	1,481
Arts	1,847	1,886	488	464	249	238	2,584	2,588
Business and Economics	2,948	2,969	1,396	1,369	83	79	4,427	4,417
Dentistry	323	320	96	68	88	87	507	475
Education	939	960	1,640	1,722	225	222	2,804	2,904
Engineering	2,058	2,214	1,535	1,580	572	587	4,165	4,381
Law	717	708	870	876	82	75	1,669	1,659
Medicine	3,015	3,070	705	707	720	686	4,440	4,463
Science	2,211	2,218	341	361	545	530	3,097	3,109
Social Sciences	1,449	1,502	1,080	1,143	283	274	2,812	2,919
All Faculties	16,187	16,579	8,767	8,920	2,979	2,897	27,933	28,396
In % Distribution	57.9%	58.4%	31.4%	31.4%	10.7%	10.2%	100%	100%

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

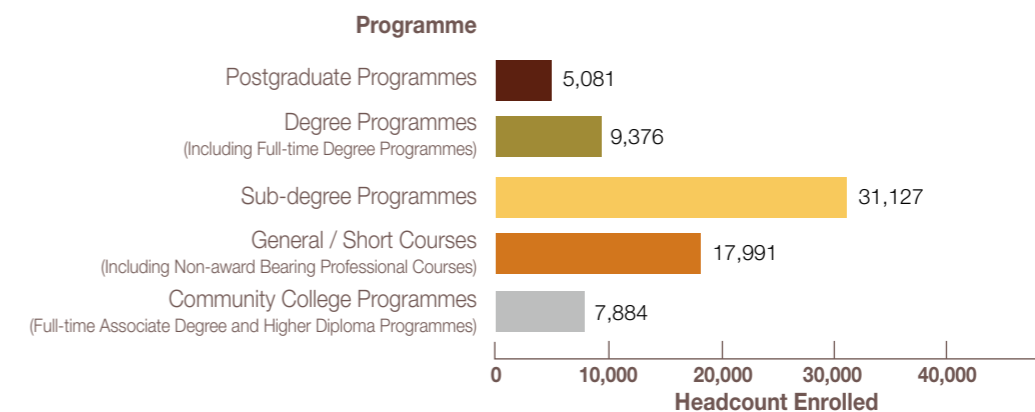
Enrollment of International Students (Based on Nationality)

Region	Undergraduate		Taught Postgraduate		Research Postgraduate		All Levels	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
	Headcount							
Mainland China	1,936	1,922	2,577	2,573	1,725	1,709	6,238	6,204
Other Asian Countries	993	1,059	354	361	173	172	1,520	1,592
Australia and New Zealand	183	176	95	69	15	14	293	259
European Countries	377	348	372	348	130	132	879	828
North American Countries	337	318	290	273	83	79	710	670
Others (e.g. Central and South America, African Countries)	18	15	31	23	24	23	73	61
All	3,844	3,838	3,719	3,647	2,150	2,129	9,713	9,614
	%							
Mainland China	50.4%	50.1%	69.3%	70.6%	80.2%	80.3%	64.2%	64.5%
Other Asian Countries	25.8%	27.6%	9.5%	9.9%	8.0%	8.1%	15.6%	16.6%
Australia and New Zealand	4.8%	4.6%	2.6%	1.9%	0.7%	0.7%	3.0%	2.7%
European Countries	9.8%	9.1%	10.0%	9.5%	6.0%	6.2%	9.0%	8.6%
North American Countries	8.8%	8.3%	7.8%	7.5%	3.9%	3.7%	7.3%	7.0%
Others (e.g. Central and South America, African Countries)	0.5%	0.4%	0.8%	0.6%	1.1%	1.1%	0.8%	0.6%
All	100%	100%	100%	100%	100%	100%	100%	100%

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

HKU School of Professional and Continuing Education (HKU SPACE)

Enrollment of Students in Local Programmes Run by HKU SPACE in 2015-16: 71,459



Enrollment of Students in Programmes Run in Mainland China by HKU SPACE in 2015-16: **3,494**

GRADUATES*

Cumulative Number of Alumni as of June 2016: 199,473

Graduates of All Programmes

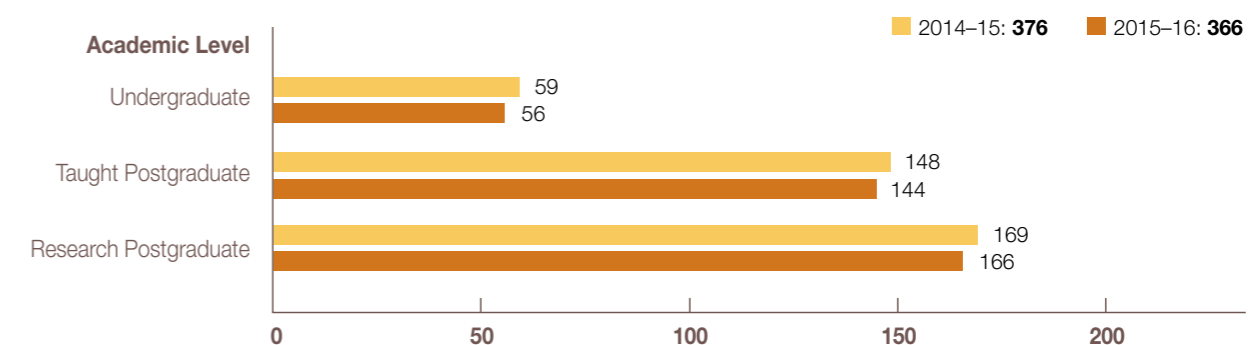
Academic Level	Male		Female		All		% International (Based on Nationality)	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Undergraduate	1,618	1,738	1,949	2,203	3,567	3,941	23.5%	21.4%
Taught Postgraduate	2,102	2,036	2,703	2,699	4,805	4,735	50.2%	49.2%
Research Postgraduate	314	321	330	312	644	633	66.8%	70.3%
All Graduates	4,034	4,095	4,982	5,214	9,016	9,309	40.8%	38.9%

Distribution of International Graduates (Based on Nationality)

Region	Undergraduate		Taught Postgraduate		Research Postgraduate		All Levels	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
	Headcount							
Mainland China	435	452	1,788	1,735	363	355	2,586	2,542
Other Asian Countries	202	188	198	198	34	35	434	421
Australia and New Zealand	36	38	57	35	1	6	94	79
European Countries	93	92	202	201	19	25	314	318
North American Countries	70	69	154	142	11	20	235	231
Others (e.g. Central and South America, African Countries)	4	4	14	18	2	4	20	26
All	840	843	2,413	2,329	430	445	3,683	3,617
	%							
Mainland China	51.8%	53.6%	74.1%	74.5%	84.4%	79.8%	70.2%	70.3%
Other Asian Countries	24.0%	22.3%	8.2%	8.5%	7.9%	7.9%	11.8%	11.6%
Australia and New Zealand	4.3%	4.5%	2.4%	1.5%	0.2%	1.3%	2.6%	2.2%
European Countries	11.1%	10.9%	8.4%	8.6%	4.4%	5.6%	8.5%	8.8%
North American Countries	8.3%	8.2%	6.4%	6.1%	2.6%	4.5%	6.4%	6.4%
Others (e.g. Central and South America, African Countries)	0.5%	0.5%	0.6%	0.8%	0.5%	0.9%	0.5%	0.7%
All	100%	100%	100%	100%	100%	100%	100%	100%

* 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 enrollments from both the new 4-year and the old 3-year curriculums is counted once only.

STAFF†

Number of Staff in Headcount

Category of Staff	Male		Female		All	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Professoriate	808	814	330	328	1,138	1,142
Research and Non-professoriate Teaching	1,170	1,179	1,185	1,267	2,355	2,446
Administrative and Support	653	661	1,968	2,004	2,621	2,665
Technical	709	714	376	402	1,085	1,116
All Staff	3,340	3,368	3,859	4,001	7,199	7,369

Distribution of International Professoriate Staff (Based on Nationality)

Region	Headcount		%	
	2014-15	2015-16	2014-15	2015-16
Mainland China	220	224	32.6%	33.2%
Other Asian Countries	96	99	14.2%	14.7%
Australia and New Zealand	52	52	7.7%	7.7%
European Countries	148	145	22.0%	21.5%
North American Countries	156	152	23.1%	22.5%
Others (e.g. Central and South America, African Countries)	2	3	0.3%	0.4%
All	674	675	100%	100%

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

RESEARCH

Research Funding

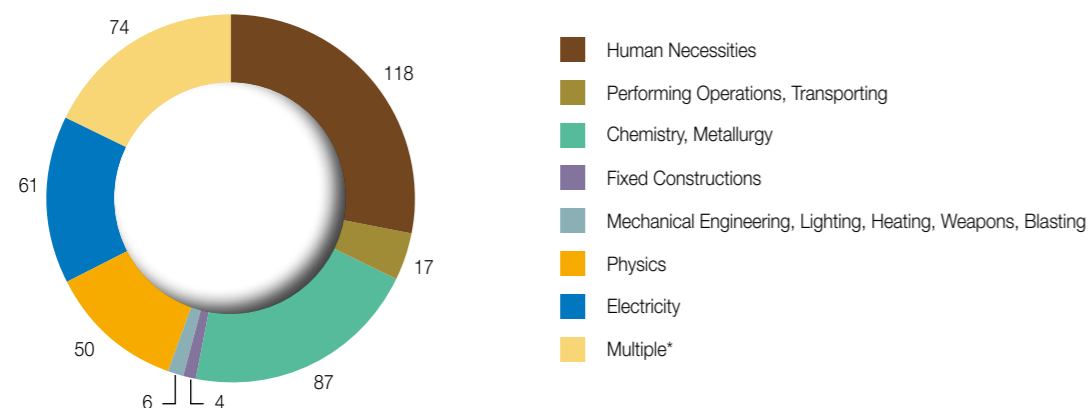
Fund Source	HK\$ (in Million)		%	
	2014-15	2015-16	2014-15	2015-16
Block Grant from University Grants Committee	1,955.5	2,036.6	61.4%	68.4%
Research Grants Council / University Grants Committee	358.0	333.3	11.2%	11.2%
Other External Sources*	769.3	570.6	24.1%	19.2%
Income from Research-Related Endowment Funds	104.6	35.7	3.3%	1.2%
Total Research Funding	3,187.4	2,976.2	100%	100%

* Includes the following fund sources: government, private, industry and HKU Foundation.

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)	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Biology and Medicine	3,565	3,205	6,025.1	6,081.0	338	280	752.5	773.6	3,903	3,485	6,777.6	6,854.6
Engineering	756	732	620.6	599.4	93	95	72.8	103.1	849	827	693.4	702.5
Humanities, Social Sciences and Business Studies	1,384	1,351	1,463.0	1,713.1	140	145	357.8	402.0	1,524	1,496	1,820.8	2,115.1
Physical Sciences	450	425	619.6	633.2	43	26	46.7	42.0	493	451	666.4	675.2
All Disciplines	6,156	5,713	8,728.3	9,026.7	614	546	1,229.8	1,320.6	6,770	6,259	9,958.1	10,347.3

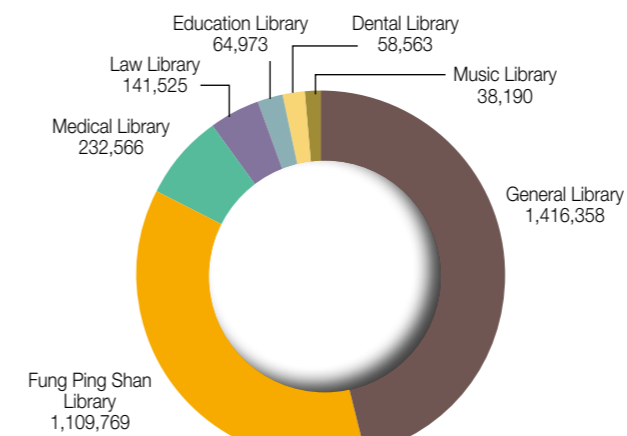
Cumulative Number of Patents Granted (since 1998 and up to June 2015): 417



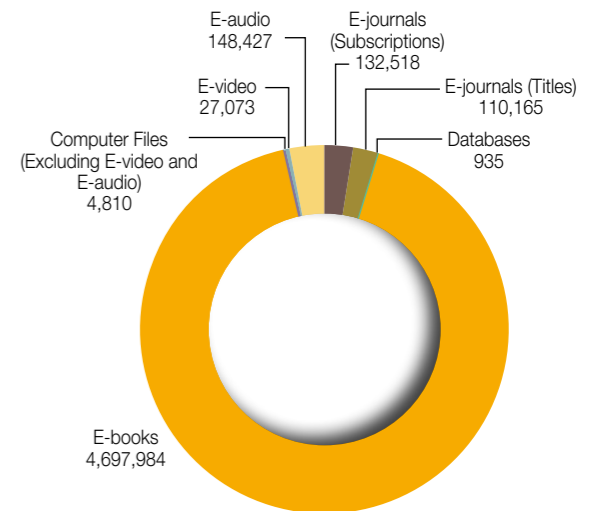
* Multiple types refer to patent granted which covers more than one of those types specified.

LIBRARY RESOURCES 2015-16

Number of Bound Volumes in Main and Specialist Libraries: 3,061,944



E-resources



Total Number of Registered Library Users	127,282
-------------------------------------------------	----------------

Student Learning Support Resources / Services

Type	Number
Total Library Seats	3,112
Group Discussion Rooms	48
Single Study Rooms for Postgraduate Students	
Main Library	7
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	412
Wireless Network Access Points	97
Postgraduate Library Workshop	156 Workshops
Information and Referral Service	91,541 Reference Transactions

COMPUTING AND NETWORK RESOURCES

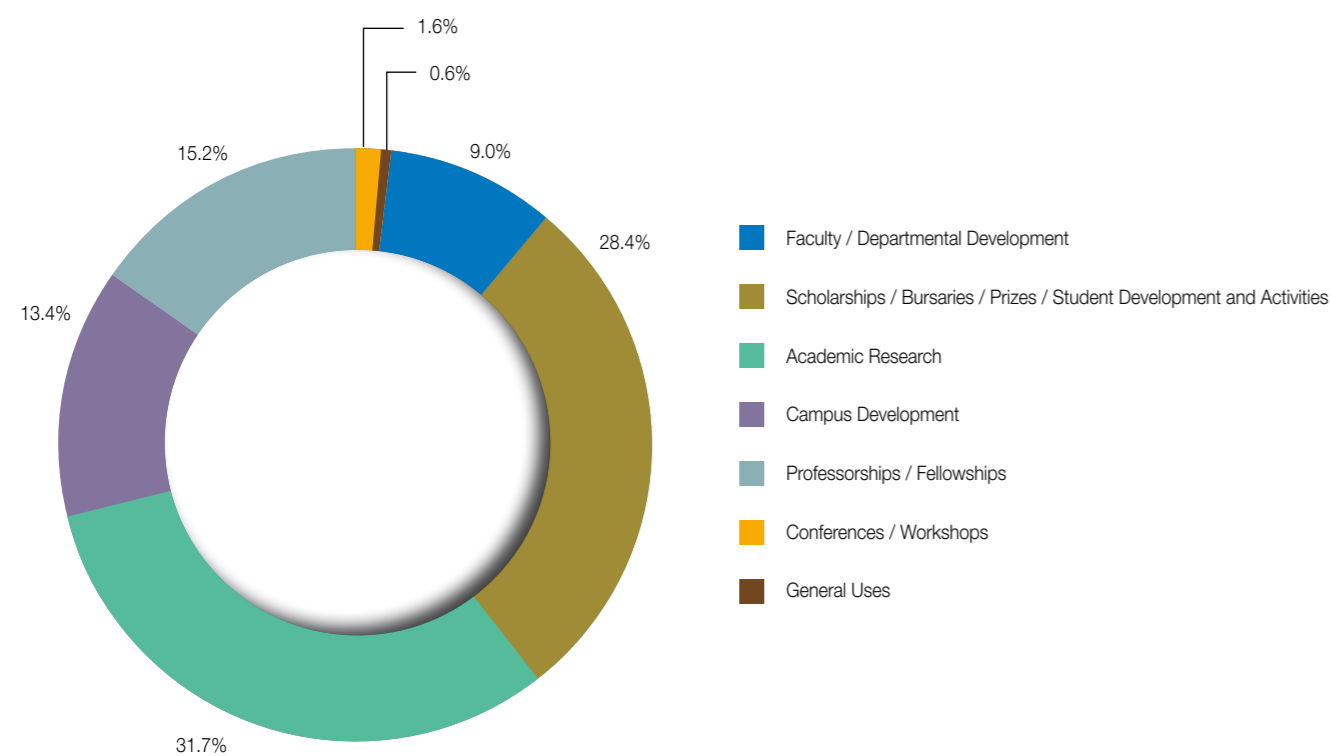
Type of Resources	Number
Number of Wired Network Access Points	51,006
Number of Wireless Network Access Points	4,901
Total Bandwidth for Direct Connection to the Internet and Research / Education Networks	14,500 (in Mbps)
Aggregated Central Computing Power for Teaching and Research Purposes (Theoretical Peak Computing Speed)	149.5 (in TFLOPS)

GIVING TO HKU

Donation Facts in 2015-16

Total Number of Gifts Received	6,252
Total Amount of Donations	\$577M
Total Number of Donors	5,205
Number of First-time Donors	3,447
Ratio of Alumni vs Non-Alumni Donors	70 : 30

Distribution of Donations 2015-16



FINANCE

An Analysis of Consolidated Income and Expenditure for the Year Ending June 30, 2016

Revenue	HK \$'000	%
Government Subventions	4,920,864	57.1%
Tuition, Programmes and Other Fees	2,672,625	31.0%
Donations and Benefactions	599,586	7.0%
Auxiliary Services	325,359	3.8%
Interest and Investment (Loss)/Gain	(638,077)	-7.4%
Other Income	742,447	8.6%
Total Income	8,622,804	100%

Expenditure	HK \$'000	%
Teaching, Learning and Research	6,308,973	72.2%
Teaching and Research	5,582,487	63.9%
Library	218,269	2.5%
Central Computing Facilities	195,544	2.2%
Other Academic Services	312,673	3.6%
Institutional Support	2,429,158	27.8%
Management and General	559,335	6.4%
Premises and Related Expenses	1,140,801	13.1%
Student and General Education Services	414,780	4.7%
Other Activities	314,242	3.6%
Total Expenditure	8,738,131	100%

AN EXTRACT FROM THE UNIVERSITY'S ANNUAL ACCOUNTS 2015-16

SPACE

Distribution of Space by Categories Based on Total Gross Covered Floor Area (as of June 2016)

Category	Gross Covered Floor Area (in sq. m.)	%
Academic Space	315,450	44.1%
Central Libraries	44,128	6.2%
Central Administration and Maintenance	29,598	4.1%
Student and Staff Amenities	29,880	4.2%
Sports Facilities	14,459	2.0%
Student Halls of Residence and Staff Quarters	275,627	38.5%
Others (Including HKU Museum and HKU Press)	5,913	0.8%
All Categories	715,055	100%

HKU SPACE Gross Covered Floor Area (as of June 2016)	44,147 sq. m.
-------------------------------------------------------------	----------------------

Land Holdings

Sites	Lot Area (in Hectares)
Hong Kong Island	
Main Campus	17.0
Medical Campus	4.1
Other Sites on Pokfulam	22.5
New Territories	
Kadoorie Centre	9.6
All	53.3

Halls and Student Residences

Number of Places	Number
Existing	6,500
Planned	1,858

OVERVIEW

The financial year 2015-16 was the roll-over year extended from the Triennium 2012-15 which also marked the graduation of the first cohort of undergraduate students under the 4-year curriculum structure. The Group's consolidated financial results recorded a deficit of \$113 million. It was largely attributable to the negative return on investment resulting from continuing challenging global economic environment.

In preparing the consolidated financial statements, the Group has adopted certain new/revised Hong Kong Financial Reporting Standards (HKFRS) issued by the Hong Kong Institute of Certified Public Accountants which are effective and relevant to the Group's operation and complied with the Statement of Recommended Practice for the University Grants Committee (UGC)-funded Institutions.

RESULTS FOR THE YEAR

The Group's consolidated results for the year ended June 30, 2016 are summarised as follows:

	2016 \$ million	2015 \$ million
Income	8,623	9,529
Expenditure	(8,738)	(8,228)
(Deficit)/Surplus from Operations	(115)	1,301
Share of Surplus of Joint Ventures and Associates	16	59
Loss on Disposal of a Joint Venture	(2)	-
(Deficit)/Surplus for the year	(101)	1,360
Other Comprehensive (Loss)/Income	(12)	2
Total Comprehensive (Loss)/Income	(113)	1,362

The consolidated income for the year 2015-16 was \$8,623 million, a decrease of \$906 million as compared to last year. This was mainly due to the negative return resulting from the continuing challenging global economic environment but partly offset by the increase in government subvention as a result of increased student number.

On consolidated expenditure, a total of \$8,738 million was incurred for the year (2014-15: \$8,228 million) representing an increase of 6.2%, of which \$6,309 million (2014-15: \$5,906 million) was spent on teaching/learning and research activities of the Group.

FINANCIAL OUTLOOK

As the financial year 2015-16 ends, the University has entered into the first year of the 2016-19 triennium. In the new triennium, UGC would continue to allocate funding for the additional year under the 3+3+4 academic structure at marginal rate.

The University community continues to enjoy the state-of-the-art learning environment. There are however corresponding funding pressures to support the expanded infrastructure base and the enhancement and maintenance of existing facilities. In addition, the University will continue to make investments in information technology systems to support expanded teaching and learning, research and knowledge exchange and student activities. Guided by the 3+1 Is strategic themes of internationalisation, innovation, interdisciplinarity and impact, the University is committed to invest significant resources towards its goals. To support the many developments, the University shall remain prudent and yet be creative in managing its resources. It will continue to adopt financial strategy to fulfil its commitments and to pursue the aspiration of Asia's Global University, and would be cautious of the rapidly changing environment both locally and globally that could impact on the University.

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

THE UNIVERSITY OF HONG KONG
CONSOLIDATED STATEMENT OF COMPREHENSIVE INCOME
For the year ended June 30, 2016

<i>(Expressed in thousands of Hong Kong dollars)</i>	2016	2015
		Restated
Revenue		
Government Subventions	4,920,864	4,456,845
Tuition, Programmes and Other Fees	2,672,625	2,584,004
Donations and Benefactions	599,586	804,397
Auxiliary Services	325,359	312,090
Interest and Investment (Loss)/Gain	(638,077)	669,292
Other Income	742,447	702,768
	<u>8,622,804</u>	<u>9,529,396</u>
Expenditure		
Teaching, Learning and Research		
Teaching and Research	5,582,487	5,217,634
Library	218,269	207,264
Central Computing Facilities	195,544	188,855
Other Academic Services	312,673	291,891
Institutional Support		
Management and General	559,335	543,532
Premises and Related Expenses	1,140,801	1,091,061
Student and General Education Services	414,780	380,189
Other Activities	314,242	307,501
	<u>8,738,131</u>	<u>8,227,927</u>
(Deficit)/Surplus for the Year before Share of Joint Ventures and Associates	(115,327)	1,301,469
Share of Surplus of Joint Ventures	13,613	58,753
Share of Surplus of Associates	2,376	-
Loss on Disposal of a Joint Venture	(1,568)	-
(Deficit)/Surplus for the Year	<u>(100,906)</u>	<u>1,360,222</u>
Other Comprehensive (Loss)/Income		
Items that may be recognised in the Consolidated Statement of Comprehensive Income		
Exchange Differences	(7,355)	226
Share of Changes in Fair Value of Available-for-Sale Financial Assets of a Joint Venture	(10)	260
Items that will not be recognised subsequently in the Consolidated Statement of Comprehensive Income		
Re-measurement of Defined Benefit Retirement Scheme assets	(5,176)	1,000
	<u>(12,541)</u>	<u>1,486</u>
Total Comprehensive (Loss)/Income for the Year	<u>(113,447)</u>	<u>1,361,708</u>
Attributable to:		
UGC Funds	292,923	356,634
Restricted Funds	(414,418)	(65,393)
Other Funds	8,048	1,070,467
	<u>(113,447)</u>	<u>1,361,708</u>

THE UNIVERSITY OF HONG KONG
CONSOLIDATED STATEMENT OF FINANCIAL POSITION
As at June 30, 2016

<i>(Expressed in thousands of Hong Kong dollars)</i>	2016	2015
		Restated
Assets		
Non-Current Assets		
Property, Plant and Equipment	8,937,967	9,140,640
Intangible Assets	34,084	38,840
Interest in Associates	3,114	738
Interest in Joint Ventures	215,843	211,191
Available-for-Sale Financial Assets	1,393	1,393
Held-to-Maturity Investments	1,009,917	1,213,240
Financial Assets at Fair Value through Profit or Loss	9,064,741	11,279,572
Loans Receivable	4,588	4,716
Accounts Receivable and Prepayments	492,542	308,605
Defined Benefit Retirement Scheme Assets	3,136	9,388
	<u>19,767,325</u>	<u>22,208,323</u>
Current Assets		
Assets Classified as Held for Sale	1,548	-
Held-to-Maturity Investments	268,141	197,668
Financial Assets at Fair Value through Profit or Loss	510,941	657,980
Loans Receivable	175,822	175,986
Inventories	7,666	4,626
Accounts Receivable and Prepayments	652,714	616,097
Amounts Due from Joint Ventures	1,852	6,686
Bank Deposits with Original Maturity over Three Months	7,398,077	3,573,653
Cash and Cash Equivalents	1,131,598	2,404,658
	<u>10,148,359</u>	<u>7,637,354</u>
Total Assets	<u>29,915,684</u>	<u>29,845,677</u>
Funds		
UGC Funds	2,309,335	2,340,589
Restricted Funds	7,847,915	7,878,666
Other Funds	12,248,173	12,299,615
Total Funds	<u>22,405,423</u>	<u>22,518,870</u>
Liabilities		
Non-Current Liabilities		
Accounts Payable and Accruals	8,328	6,337
Employee Benefit Accruals	113,733	120,598
Loans and Borrowings	163,359	183,421
Deferred Capital Funds	3,128,253	3,186,424
	<u>3,413,673</u>	<u>3,496,780</u>
Current Liabilities		
Accounts Payable and Accruals	2,359,868	2,275,941
Amount due to a Joint Venture	69	416
Employee Benefit Accruals	681,133	657,623
Loans and Borrowings	224,658	124,898
Deferred Income	830,860	771,149
	<u>4,096,588</u>	<u>3,830,027</u>
Total Liabilities	<u>7,510,261</u>	<u>7,326,807</u>
Total Funds and Liabilities	<u>29,915,684</u>	<u>29,845,677</u>
Net Current Assets	<u>6,051,771</u>	<u>3,807,327</u>
Total Assets Less Current Liabilities	<u>25,819,096</u>	<u>26,015,650</u>

OFFICERS OF THE UNIVERSITY

As at November 15, 2016

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 Paul Tam Kwong Hang

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

Executive Vice-President (Administration and Finance)

Dr Steven John Cannon

MA(Hons) *Dundee*; HonLLD *Aberd*

Vice-President and Pro-Vice-Chancellor

(Academic Staffing and Resources)

Terry Au Kit Fong

AB *Harv*; PhD *Stan*; APS; APA

Vice-President and Pro-Vice-Chancellor (Global)

Professor John Kao Weiyuan

BS *Johns Hopkins*; MS, PhD *Case W Reserve*; FBSE

Vice-President and Pro-Vice-Chancellor

(Institutional Advancement)

Mr Douglas So Cheung Tak

LLB, PCLL *HK*

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

Professor Andy Hor Tzi Sum

BSc(Hon) *Imperial*; DPhil *Oxon*; DSc *Lond*; ARCS; FRSC; CChem; FSNIC; FSNAS

Vice-President and Pro-Vice-Chancellor

(Teaching and Learning)

Professor Ian Michael Holliday

MA *Cantab*; MPhil, DPhil *Oxon*

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 Derek Burton Collins

BA, MA *Calif*; PhD *Harv*

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); JP

Science

Professor Matthew Richard Evans

BSc *Brist*; PhD *Cantab*

Social Sciences

Professor John Pond Burns

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

Dean of Student Affairs (Acting)

Dr Eugenie Leung Yeuk Sin

BSocSc, MSocSc *HK*; PhD *CUHK*; CPsych; FHKPsP

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; FCPA

Librarian

Mr Peter Edward Sidorko

BMath *Newcastle*; MAppSc(Lib&InforMgt) *Charles Sturt*; MA *Durh*; DipIM-Lib *NSW*; AALIA; FHKLA

Director of Estates

Mr Tam King Leung

MHKIE; FHKICM; MCCES; RPE

THE COURT

As at November 15, 2016

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 P.K.H. Tam
Professor T.K.F. Au
Professor I.M. Holliday
Professor T.S.A. Hor
Professor W.J. Kao
Mr D.C.T. So
Mrs Margaret M.Y. Leung Ko

Dr the Hon. Victor K.K. Fung
Dr the Hon. Leong Che Hung
Dr the Hon. Sir T.L. Yang

Professor the Hon. Arthur K.C. Li
Ms Vivien Chan
Mr Edward K.F. Chow
Ms Leonie M.F. Ki
Mr Daryl W.K. Ng
Dr Patrick S.C. Poon
Mr Thomas B. Stevenson

Professor Edward K.Y. Chen
Mrs Ayesha M. Lau
The Hon. Abraham L.H. Shek
Mr Wong Kai Man
Dr Peter K.K. Wong
Professor Rosie T.T. Young

Professor Henry H.L. Chan
Mr Tai Keen Man

Professor J.C.W. Chan
Dr K.C. Cheung
Professor C.M. Lo
Professor T.E. O'Leary

Mr E.T.M. Cheung

Miss Althea Suen

Mr Zhu Ke

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.B. Collins (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 M.R. Evans (Science)
Professor J.P. Burns (Social Sciences)

(e) Chairman of each Board of the Faculty

Dr F.F. Ng (Architecture)
Professor J.C. Schencking (Arts)
Professor Z. Tao (Business and Economics)
Professor E.C.M. Lo (Dentistry)
Professor F.K.S. Leung (Education)
Dr K.C. Cheung (Engineering)
Professor A.H.Y. Chen (Law)
Professor K.S.L. Lam (Medicine)
Professor Y.J. Sadovy (Science)
Professor K.A. Laidler (Social Sciences)

(f) Twelve elected Professors

Professor U. Ansaldo
Professor D.W. Arner
Professor W.K. Chan
Professor Y.S. Chan
Professor K.S.E. Cheah
Professor K.M.C. Cheung
Professor A. Djurisc
Professor W.C.S. Lau
Professor C.L. Lim
Professor Q.A. Parker
Professor A.G.O. Yeh
Professor E.M.L. Yiu

(g) Six elected teachers, not being Professors

Dr C.X. Fang
Dr J.A. Tanner
.....
.....
.....
.....

Membership Category

Member

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

(i) Dean of the Graduate School

(j) Librarian

(k) Dean of Student Affairs (Acting)

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

Professor W.K.M. Lee

Professor M.L. Chye

Mr P.E. Sidorko

Dr E.Y.S. Leung

Mr Kayton W.C. Chiu

Mr Lau Chi Hang

Mr Liu Hengzhi

Mr H.W.K. Wai

Dr Patrick S.C. Poon

Mr Ernest Y.K. Wong

Ms Elaine Y.L. Liu

The Hon. Cheung Kwok Kwan

The Hon. Ip Kin Yuen

The Hon. Mrs Regina S.Y. Ip Lau

The Hon. Claudia Mo

The Hon. Abraham L.H. Shek

Mr Terence K.T. Cheung

Mr Andrew H.K. Fung

Mr Alex M.C. Hung

Mr Peter P.M. Kwan

Mr Andrew S.C. Kuet

Mr Alex C.H. Lai

Mr Data C.K. Ng

Mr Kenny K.F. Ng

Dr Victor H. Ng

Mrs Mona C.F. Tam Cheung

Mr Jeffrey H.S. Tse

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5. Registrar

6. Chairman of Convocation

Deputy Chairman of Convocation

Clerk of Convocation

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

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

9. Five Members elected by the Court

10. Three Members elected by the Grant Schools Council

Mr Choi Sau Yuk

Ms Wendy K.S. Gan

Mr David T.Y. Mong

Professor Richard Y.H. Yu

Mr George K.H. Yuen

Miss Maggie W.C. Chau

Mr Frederick Poon

Mr Dennis D.Y. Yuen

Membership Category

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

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

Member

Mr James Y.F. Lam
Mr Liu Ah Chuen
Ms Halina S.H. Poon

Professor Henry H.L. Chan
Dr Philip N.L. Chen
Dr Adrian C.K. Cheng
Mr Paul K.W. Cheung
Mr Oscar V.T. Chow
Mr Ivan K.L. Chu
Dr Daniel T.Y. Chui
Mr David M.H. Fong
Ms Belinda K.Y. Hung
Mr Kwan Chuk Fai
Dr Joseph C.T. Lee
Mr Philip K.F. Lee
Professor Walton W.T. Li
Mr Sebastian S.W. Man
Ms Beatrice Y.M. Mok
Mr Joseph C.C. Wong
Ms Priscilla P.S. Wong
Mr Michael W.K. Wu
Dr the Hon. Allan Zeman

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The Review 2016 is published by The University of Hong Kong.

The Review serves as the President's annual academic report, providing a glimpse of the University's developments during the year.

Editorial Team

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Contribution and Feedback

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

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





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