

THE REVIEW 2020



香 港 大 學

THE UNIVERSITY OF HONG KONG

Daine Chiu

VISION

The University of Hong Kong, Asia’s Global University, delivers impact through internationalisation, innovation and interdisciplinarity. It attracts and nurtures global scholars through excellence in research, teaching and learning, and knowledge exchange. It makes a positive social contribution through global presence, regional significance and engagement with the rest of China.

MISSION

The University of Hong Kong will endeavour:

- To advance constantly the bounds of scholarship, building upon its proud traditions and strengths
- To provide a comprehensive education, benchmarked against the highest international standards, designed to develop fully the intellectual and personal strengths of its students, while extending lifelong learning opportunities for the community
- To produce graduates of distinction committed to academic / professional excellence, critical intellectual inquiry and lifelong learning, who are communicative and innovative, ethically and culturally aware, and capable of tackling the unfamiliar with confidence
- To develop a collegial, flexible, pluralistic and supportive intellectual environment that inspires and attracts, retains and nurtures scholars, students and staff of the highest calibre in a culture that fosters creativity, learning and freedom of thought, enquiry and expression
- To provide a safe, healthy and sustainable workplace to support and advance teaching, learning and research at the University
- To engage in innovative, high-impact and leading-edge research within and across disciplines
- To be fully accountable for the effective management of public and private resources bestowed upon the institution and act in partnership with the community over the generation, dissemination and application of knowledge
- To serve as a focal point of intellectual and academic endeavour in Hong Kong, China and Asia and act as a gateway and forum for scholarship with the rest of the world



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A TURNING POINT

The crisis-ridden academic year of 2019–20 was the most challenging the University has faced since the Second World War. Both the social unrest in Hong Kong and the COVID-19 pandemic have significantly impacted HKU and our society. I am pleased to say, however, that our response to these challenges has revealed HKU's strengths – of teamwork, diligence and a commitment to excellence in teaching, research as well as contribution to the wider community and mankind.

The disruptions had a silver lining. They provided opportunities for innovation and the expansion of online teaching and learning. They also caused the University's leaders to pause, reflect and think deeply about our future. We are obliged to take HKU to the next level of excellence and to realise our potential to the full by critically reviewing our strengths and weaknesses, and dislodging any lingering complacency. The twin crises have added fuel to our determination to push forward with these plans, which include upgrading our facilities and attracting top-flight scholars from around the world.

Moving Online

The University's resilience in the face of social unrest and COVID-19 ensured that our core work of teaching and research continued – thanks to the outstanding effort expended by everyone involved, from teachers, deans and department heads to support staff and administrators. An awful lot was demanded of them and they rose quickly and competently to the challenge.

For example, when the social unrest affected campuses in Hong Kong in fall 2019, our senior management team, deans, department heads and staff worked day and night to keep the lines of communication with students open and address matters before they became flashpoints. Students also responded reasonably. As a result, the University emerged relatively unscathed. We continue to value diversity of views and vigorous debate, so long as it is conducted within the law and adheres to the principle of mutual respect and civility.

Part of our response was to close the campus during November and December 2019 to facilitate calm to return. This required a swift move to online teaching and

assessment and we managed to complete the semester as scheduled, including creating the HKU Online Examination System in just two weeks. The solutions were not perfect, but they provided a valuable practice run for what was to come later with the COVID-19 pandemic.

Just one week into the second semester, face-to-face classes were suspended and would remain so, off and on until September. The lessons we learned during the earlier closure meant that we could quickly adjust and roll. Online teaching and learning at HKU have since improved tremendously, with better infrastructure, training and experience now under our belt. Many teachers have experimented and pushed the boundaries to make the most of the online environment. Multi-channel learning will undoubtedly be a core feature of teaching going forward at HKU.

Back to Campus and Community

Online learning cannot, however, replicate all the benefits of face-to-face teaching and campus life that are such a treasured part of being in university. HKU decided early in the year to work towards making the campus environment safe for everyone to return, with the first priority being classrooms. Our Task Force on Infectious Diseases has toiled away to implement infection control measures around the campus, and helped classes resume rapidly as far as possible (we had two class suspensions in 2020). They also mean we have been able to keep our halls and residences open for students. With these measures, no COVID-19 outbreaks have been linked to our campus.

Importantly, our research could continue unabated. Our laboratories have remained open throughout the year and we have investigated and published as usual. This has been fortunate not only for HKU but the world: our medical scholars have produced world-leading research on the virus and their advice has been sought by local, national and overseas governments, as well as international agencies such as the World Health Organization. Even in the midst of great disruption, HKU has been able to demonstrate scholarly excellence and have a deep impact in society.

Our impact was felt also in knowledge exchange activities on COVID-19. HKU has been one of the trusted institutions relied upon by the Hong Kong public for information as to how to



Professor Zhang interacting with students in the Tam Wing Fan Innovation Wing.

stay safe, as well as to maintain mental and physical well-being. Our students have assisted primary and secondary school students in their studies during school closures, and the University has launched the HKU COVID Relief Fund to help students and community members in need.

HKU also wants our fresh graduates to continue to perform well, despite the economic impacts of the pandemic. To help them over this hump, we announced short-term internships for 2020 graduates to gain work experience at HKU. We also offered scholarships if they instead wished to pursue our taught Master's degree programmes to enhance skills and knowledge in a tough labour market. More than 110 graduates have taken up the latter opportunity.

A Stellar Performance

Despite the profound challenges this year, we have delivered magnificent achievements in our academic activities. The most prominent example was our COVID-19 research (detailed in the Research and Innovation chapter), but this was only one highlight in a very busy and fruitful year.

We continued to perform strongly in the Research Grants Council's competitive funding programmes, receiving HK\$212 million (excluding on-costs) for 265 projects under its General Research Fund – significantly more than in 2019 and the highest amongst institutions in Hong Kong. We also led five of the seven major projects awarded in the Theme-based Research Scheme, receiving a total HK\$179 million (including on-costs), and participated in a sixth. Some 127 of our scholars were named by Clarivate Analytics as being among the top 1% in their fields in the world in 2020 based on citations by other academics while individual scholars earned various national and international honours. HKU

also performed very well in InnoHK, a major, new Hong Kong government funding programme.

Top-performing students continued to choose HKU. We admitted three of the five top scorers of the Hong Kong Diploma of Secondary Education Examination, two provincial top scorers in Mainland China's *Gaokao* examinations, 16 top scorers in the global International Baccalaureate exams and 24 top scorers in the GCE A-level exams. Many of these high-flyers are non-local students who chose to come to Hong Kong. Altogether, more than 700 students of 38 nationalities from Mainland China and overseas picked HKU.

Talent Acquisition

The dust has not settled on the turmoil of the past year and challenges remain – the global pandemic, political polarisation in Hong Kong, and uncertain geopolitics which threaten to affect research and recruitment. The



Professor Zhang delivering a speech at the Inauguration Ceremony for New Students.



The current Pokfield Road site will be redeveloped into a new landmark campus hub with academic, cultural and sports facilities.

implications for the University are clear: we must continue to innovate and stay nimble, and press ahead with our ambitions to advance HKU. Academic excellence is the key to the University's value to society. Our future depends on it.

HKU has done very well among the best universities in Asia, but we need to engage in deep thinking and reform if we are to be truly world leading. The University is more than a century old and there are areas where we could be more efficient and effective. We need to go beyond our comfort zones and get ahead of the curve to lead change.

To this end, and to inject new energy and continuously enhance standards on campus, we are actively recruiting 100 of the world's best scholars, at all ranks and fields, through the HKU Global Professoriate Recruitment Campaign. At the same time, we are continuing our efforts to cultivate home-grown talent through recruitment of strong PhD candidates. Fresh voices and ideas will help stimulate everyone in the HKU community to gear their strengths to the maximum.

Reinvigorating Facilities

We are also in the process of expanding and upgrading our physical space to accommodate more people and more kinds of research. The Pokfield Campus development received green light in 2020 and will link HKU to Kennedy Town. Work is well underway to expand the Medical Campus on Sassoon Road, while the Tech Landmark, which will focus on interdisciplinary research, is also moving forward. These modern facilities should start to reach completion within the next five years.

One point that must be emphasised in light of political developments, including the new National Security Law,

in Hong Kong over the past year is that academic freedom continues to be alive and kicking at HKU. Although the implications of that law to academia remain unclear, we have held workshops led by the Faculty of Law to deepen our understanding on the subject. HKU remains fervently committed to academic freedom, while at the same time acknowledging that we must work within the law. We will continue to explore and discover, all for our academic excellence and contribution to knowledge generation and humanity.

This is how I look at our future: we have to walk with two legs, one to deal with the usual societal challenges, the other to pursue and provide the best education and scholarship to help drive HKU and Hong Kong forward. The circumstances of the past year have brought us to a crossroads, a turning point, and opened up the scope for reform which promises to propel us to new heights. HKU has the capabilities to ramp up its intellectual dynamism to spark new ideas and collaborations across new and emerging fields. The more we succeed, the better we can serve society.

A stylized, handwritten signature in black ink, belonging to Professor Xiang Zhang.

Professor Xiang Zhang

President and Vice-Chancellor
December 2020

TEACHING AND LEARNING RISING TO THE CHALLENGE

The double whammy of social unrest and COVID-19 created unprecedented disruptions to teaching and learning in 2019–20. But thanks to an enormous effort by our teachers and supporting units – and a spirit of innovation – learning and assessment maintained their normal schedules and top students continued to choose HKU.



Universities around the world have been tested by the restrictions on in-person teaching due to the COVID-19 pandemic, but at HKU our challenges started earlier, in November 2019. Political protests led us to move classes and assessment online, in what turned out to be a trial run for 2020. Fortunately, we were not caught unprepared.

Shortly before the November closure, we completed a scheduled review of e-learning at HKU, which revealed most courses were already connecting to students online. Our Information Technology Services (ITS) had also developed e-learning infrastructure with great potential for expansion. The missing piece was assessment, which was quickly addressed with OLEX, the HKU Online Examination System developed by ITS and our Examinations Office in just two weeks. The solutions were not perfect, but they enabled the semester to be completed as scheduled.

Importantly, lessons were learned that we were able to apply in 2020 when, apart from just one week of face-to-face teaching and a few weeks in summer, classes remained online until late September.

Drawing on Experience: One key lesson was that teachers needed more support. When COVID-19 hit, more than 70 how-to videos and webinars for online teaching and learning were developed by our Technology-Enriched Learning Initiative using simple technologies and a system set up to provide assistance to individual teachers (see page 13). To support the pivot to re-designing courses for online and hybrid learning, the Centre for the Enhancement of Teaching and Learning (CETL) organised the Education 4.0 seminar series where international curriculum leaders shared experiences with more than 1,700 participants from more than 20 countries; the Summer Sandbox series that helped more than 100 HKU course coordinators re-design for online learning from the outset; and the ‘Dual Mode’ seminars to share good teaching practices across the University. The boost to CETL’s online resources following these initiatives attracted 1.5 million visits to its website from August to November 2020.



Spatial separation of seating arrangement was adopted in Loke Yew Hall and other examination venues.

Some examinations still needed to be held in person, particularly clinical assessments that were needed to fulfil professional requirements. The Li Ka Shing Faculty of Medicine developed stringent infection control protocols such as requiring students and staff to submit health declaration forms, separating candidates’ seats by a two-metre radius, and arranging COVID-19 polymerase chain reaction (PCR) tests for all participants in clinical examinations involving physical contact. These examinations proceeded smoothly.

New Normal: The rest of the campus, meanwhile, was being prepared for safe face-to-face classes, which became an option for many courses from September 22. Classrooms operate at a maximum 50% capacity to maintain social distance, and mask-wearing is compulsory. Ventilation, cleansing and other measures have been enhanced. Clinical training has also resumed – for instance, the Faculty of Dentistry has heightened infection control measures and introduced regular testing of staff and students and other protocols. All classes also continue to be offered online. This is especially important for non-local students who cannot yet travel to Hong Kong. The annual Inauguration Ceremony for New Students was held online on August 31 to ensure students everywhere could be part of this important ritual of entry to HKU.

Opportunities have also been developed to enrich the university experience as far as the online environment can allow. The Centre of Development and Resources for Students (CEDARS) moved many of its activities online, such as a virtual career fair, counselling, orientation for international students and volunteering in the community (see page 11). The Common Core published Unforeseen Circumstances, its first online ‘journal + exhibit space’, which was edited and written by students; live-streamed its



All classrooms operate at a maximum 50% capacity to maintain social distance.



The Centre of Development and Resources for Students moved many activities online.

Student Learning Festival; and launched workshops on skills relevant to the post-COVID economy through its Passion Project: Creating Work You Love, Critical Zones: Gender, Cities and Well-Being, and through its engagement with the U21 RISE (Real Impact on Society and Environment) Video Competition.

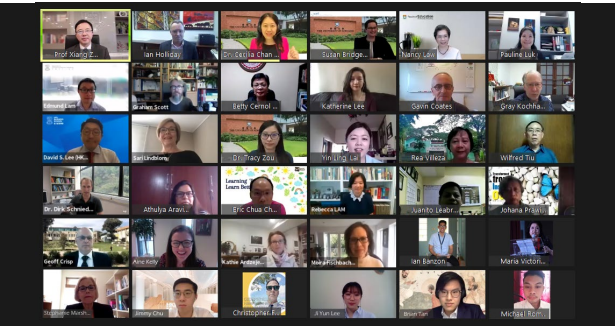
These activities cannot fully replicate all the opportunities that arise from being on campus in person. It is hoped a continued return to campus teaching – and a resumption of student exchanges and internships in 2021 if possible – will further enrich the student experience.

Excellence Sustained: The disruptions did not dent HKU’s reputation for excellence. Teaching excellence received external recognition (see page 14) and top students continued to choose HKU, including three of the five top scorers of the Hong Kong Diploma of Secondary Education Examination. We also admitted more than 700 students from Mainland China and overseas, including two provincial top scorers in the *Gaokao* examinations, 16 top scorers in the global International Baccalaureate exams and 24 top scorers in the GCE A-level exams. Students from 38 nationalities were admitted.

To support students in what was a difficult year, we launched new scholarships in 2020, including the HKU REACH (Recognition of Achievements) Awards for local students in Nursing, Education and Social Work, the HKU Aspiration Scholarships for outstanding students to explore Arts and

Social Sciences options, and the HKU FLY (Future Leaders of the Year) Scholarships for outstanding first-year students in the Bachelor of Arts and Sciences (BASc) programmes.

Three new programmes were also announced: the HKU-Cambridge Undergraduate Recruitment Scheme (Natural Sciences) and the HKU and UC Berkeley dual degree programme in Arts and Social Sciences, through which top students can acquire degrees from two universities, and the Global Engineering and Business Programme at HKU, offered jointly by the Business and Engineering Faculties. These degrees, which cross disciplinary and national borders, will prepare graduates to deal with the very complex challenges facing today’s world.



The International Virtual Forum in Teaching and Learning: Students-as-Partners in Online Learning – Voices from HKU gathered students, teachers, and senior leaders to discuss online learning in the current challenging time and its impact on higher education in the coming years.

3 of 5

HKDSE top scorers

Three of the five students who scored 5** in seven subjects chose HKU and were admitted through the JUPAS system.

38

Nationalities

Students came from places as diverse as Israel, Turkey, Belarus, Ghana and Mexico.

700+

Students from Mainland China and overseas

Admission and application levels remained strong.

INNOVATION

New ways to deliver content and enrich student life are being tried out in the wake of COVID-19.

Jumpstarting Telemedicine

Dr Anderson Tsang Chun-on of the Department of Surgery first encountered telemedicine consultations while studying in Canada, where it was used for patients living in remote rural areas. That exposure inspired him to try it out at HKU during the COVID-19 closure. He adapted bedside teaching and clinic sessions so students could consult patients via video during lockdown and continue to refine their skills.

Clad in white coats, final-year Bachelor of Medicine and Bachelor of Surgery (MBBS) student Ho Yik-to and her classmates took patient histories and performed simple neurological examinations over Zoom. For example, they were able to modify the finger-nose test in which patients touch their nose with their finger and then touch the examiner's finger. "Before, I wouldn't have thought that this test could be performed virtually because it involves direct interaction between the patient and the examiner.



MBBS students (in the TV) carrying out telemedicine consultation and examination on a patient in the neurosurgery clinic at Queen Mary Hospital.

But with slight modification, we were able to obtain useful information from the test despite not seeing the patient face to face. Telemedicine has its limitations, but it also encourages us to think out of the box."

Her classmate Verma Rohit Kumar said telemedicine helped ensure their skills could continue to develop and it even improved on some aspects of in-person learning. For instance, he joined an operating theatre session in which groups of students spent half the time watching brain surgery via video link from a conference room and the other half in the operating theatre, where Dr Tsang had a camera mounted on his head. "It actually gave us a better view than being there in person and he communicated with students in both places," Rohit said. "This was all very valuable experience for me."

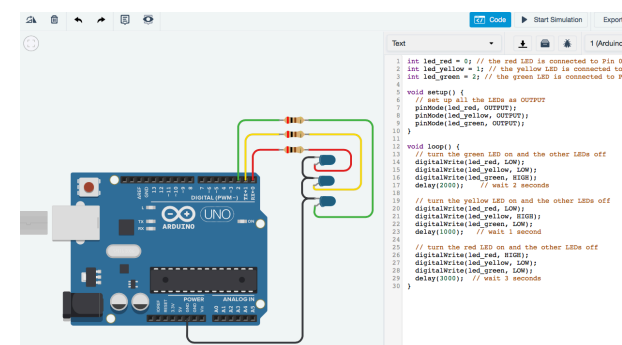
Dr Tsang is drawing on these experiences to integrate telemedicine into the MBBS curriculum, with support from a Teaching Development Grant. "The pandemic has catalysed the adoption of telemedicine. Aside from the obvious advantage of enabling clinical teaching to continue, it has provided an opportunity for students to learn telemedicine consultation skills, which will become more important in future."

A 'Take-home' Lab

Laboratory work was one area where teachers had to be creative during the COVID-19 closure. Dr Lui King-shan and Dr Sam KH Lam's Integrated Design Project course, for instance, focusses on getting Electrical and Electronic Engineering students to work in teams in the laboratory to produce an automatic vehicle system. How can that be achieved when they are told not to come to campus?

The teachers' workaround was to quickly develop video lectures and instructions that were uploaded online, to adapt laboratory experiments so they could be done at home, and to arrange for packets of key components to be sent to students so they could complete their project at home. Students who were stuck overseas were provided with simulators to complete the work. "It was not perfect, but I think most of our course requirements were fulfilled," Dr Lui said. "Students were still assessed according to our original plan. The major difference was we watched a lot of videos instead of real-time demonstrations and there was not much chance for us to ask questions. But the students were very understanding and patient."

They also felt the experience deepened their learning. Fourth-year student Gary Choi Ki-hin said: "The lecture videos were beneficial for self-learning, which is also an essential and critical skill." 2020 graduate Molly Rathore, who was in India at the time, had additional challenges in getting a computer compatible with the simulator and dealing with errors, but she succeeded in the end. "Some of the tasks I simulated were developing a robotic car with features like obstacle detection and warning system and a Bluetooth car. It required a lot of additional research and this was great learning for me. The course was designed with a lot of thought and it was one of the most interesting courses I took at HKU."



The simulation used to understand the system.

Orientation and Volunteering Take to Zoom

One of the biggest impacts of COVID-19 has been the damper on extracurricular activities that enrich the university experience. The Centre of Development and Resources for Students (CEDARS) has found a creative get-around that gives students these opportunities and helps them connect with each other, through online delivery of its Non-Academic Induction programme.

When the new academic year kicked off in September 2020, the programme accommodated 258 students who participated in such things as 'speed friending' (rotating through chat rooms to meet new people), goal setting sessions, inspirational activity sessions and an Instagram



Student volunteer Gessy (bottom) and Sam (top) held Zoom sessions with the children of former inmates to teach them fun educational activities.

challenge about adjusting to life as university students. About 30 current students were recruited to help facilitate newcomers through these activities. There were also online induction talks, attended by about 1,900 students, and an online Weeks of Welcome for international students.

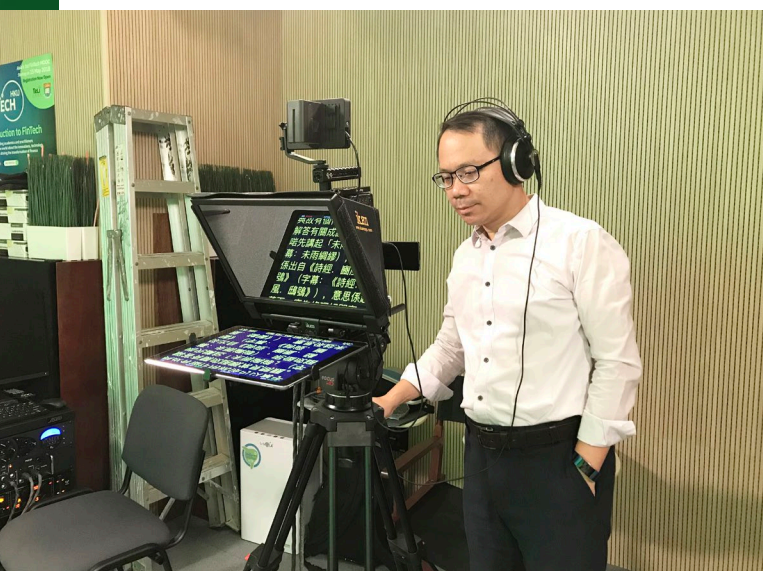
A volunteering programme to connect students with the children of former inmates was also moved online. In spring and summer sessions, student volunteers held Zoom sessions with the children to teach them fun educational activities such as making their own ice cream and a balloon rocket. The children, aged 5–12, were at home because schools were closed due to COVID-19. They were identified with the help of the Society of Rehabilitation and Crime Prevention.

Gessy Li, a second-year Master of Social Work student, said the timing of the programme worked well. "We were all trapped in our own homes and feeling isolated and powerless, so when this virtual service opportunity came, I realised there was always a way to spread love and care. I was also interested to learn more about rehabilitated people and their families," she said. There were other benefits for HKU participants, too. "We acquired some new skills, such as knowing how to place camera angles so your audience can see you and making use of breakout rooms for personalised instructions. It was surprising how much could be done virtually."

Second-year Bachelor of Laws student Sam Lee Cheuk-ming said the experience gave him insights about these children. "I used to think that children of former inmates had low self-esteem because of who their parents are, but that is entirely not true. They were just like normal children, they don't like being bored and they like asking why, how, what and when."

ADAPTATION

Where e-learning was already being applied, COVID-19 opened new avenues to expand and experiment.



Dr Vichy Ho is keen to integrate technology and pedagogy to flip his classroom.

Ready to Leap

The move to online learning did not catch Dr Vichy Ho Wai-chi of the School of Chinese unprepared. For the past five years, he has been embracing the possibilities of learning and teaching online. With COVID-19, he was able to take this to the next level.

Dr Ho first started developing what he calls ‘homemade videos’ in 2015 for his courses and in 2017 received a Teaching Development Grant (TDG) on the flipped classroom, which enabled him to enhance the standard of his videos. “The courses where I was course coordinator were 100% ready to be flipped by the 2018–19 academic

year,” he said. In 2019 he was part of a team that received another TDG on experiential learning, which consists of a ‘super website’ to offer online language support with videos, databases and exercises.

In the wake of the campus closure, he decided to record and edit all his lectures for students to use in revision and he made use of the VideoVox system invented by Professor Michael Botelho of the Faculty of Dentistry that uses time stamps, tags and data analytics to make videos more interactive and multifunctional. Dr Ho also uses WhatsApp during live Zoom sessions to enhance communication with students and has weekly Instagram Live sessions. Using all these tools, he held his first course entirely online in 2020 and received his highest-ever marks in student evaluation.

“This is proof that online learning can be even better than face-to-face if teachers and students treat it seriously,” he said. “Students are the centre of learning and they are far more adaptive to learn online than teachers. My conclusion is that we should emphasise ‘online learning’ rather than ‘online teaching.’”

Taking a Virtual Field Trip

Field trips are central to programmes like Landscape Architecture, where students need to see real-life applications of the lessons they are learning. So division head Mr Mathew Pryor and colleague Mr Gavin Coates were determined that the COVID-19 restrictions would not get in the way of delivering their lessons.

The pair developed virtual field trips to sites they would normally take classes to in person, with support from HKU’s Digital Literacy Laboratory and teaching



Mr Mathew Pryor taking Landscape Architecture students on virtual field trips in and around Hong Kong.

assistants. The trips were live-streamed and recorded and accommodated real-time communication with students.

“Landscape happens outside, it is a very tactile experiential subject, and we were very keen to continue to let students feel the landscape even in online classes. Gavin and I had been creating course videos for some years, so we saw it as an extension of that process,” Mr Pryor said.

They visited sites on campus, in urban areas and across the New Territories for undergraduate, postgraduate and Common Core courses, and for groups ranging in size from 15 to 160. Students were not only able to watch these trips live, but also follow the progress on Google Earth or Google Street and simultaneously research the subjects being covered. “There are advantages to this approach – everyone has the same access, they can see and hear clearly unlike being there in person, recordings can be annotated, and it is easier to ask questions,” Mr Pryor said.

Jessica Tsim, a student in Postgraduate Diploma in Landscape Architecture, followed a site walk on urban trees at HKU and another in Wan Chai to trace its historical development. “Although the experience is weaker online, it had good points like saving time and being able to jot notes online and research related information. I was able to Google a tree species that was new to me during one session,” she said. She also followed up on her own time to visit some of these sites in person and reinforce her learning.

Tech’s Time to Shine

The rapid shift to online learning put the spotlight firmly on HKU’s tech support. The Technology-Enriched Learning Initiative (TELI), which previously provided training on a small scale and through individual consultations and produced high-quality MOOCs (massive open online courses), found itself doing a 180-degree turn. It now had to serve all teachers and get them quickly up to speed on simpler technologies, such as Zoom and Microsoft Teams, so they could produce their own videos and conduct lectures online. This meant creating a lot of original training materials and resources for both staff and students within a few weeks.



Since the beginning of the year, TELI has produced more than 70 videos that have had more than 20,000 views. A five-part webinar series on the virtual flipped classroom was also organised for teachers, and facilities were set up at studios in Chi Wah Learning Commons so teachers could record their own videos. The team also established a quick-response system through WhatsApp that responded to teachers’ messages within 10 minutes and they provided individual Zoom and in-person training as needed. An example of the assistance they gave was helping a mathematics professor capture blackboard writing on camera, which required testing different cameras and settings (a mobile phone proved the best option).

TELI also produced six webinars for teachers, proctors and students to provide advice and training in using the HKU Online Examination System, OLEX, which was developed by the Information Technology Services and Examinations Office. Together, the three units answered more than 1,000 questions through the webinars.

Dr Leon Lei, E-learning Technologist with TELI, said the work they had done prior to the campus closure was key to their success. “It gave us the confidence and competency to scale up and it also provided examples to showcase to other teachers,” he said.



Technology-Enriched Learning Initiative (TELI) provides training and professional advice to teachers through a series of videos and webinars, to assist them in delivering quality teaching online.

EXCELLENCE

Recognition was received and given for teacher and student achievements.

International Honours for Education Team

A belief that student teachers should learn in the community as well as the classroom helped the Experiential Learning (EL) team from the Faculty of Education win the Gold Award in the Presence Learning and Teaching Category at the 2020 QS Reimagine Education Awards, the ‘Oscars’ of education.

The team, led by Dr Gary Harfitt, have integrated EL into all programmes in the Faculty, including a mandatory requirement for undergraduate students – the first in Hong Kong and Asia to do so. Since 2016, more than 1,400 students have enrolled in 16 credit-bearing EL courses that range from mentoring local underprivileged children to working with partners in countries such as Cambodia and Sri Lanka. “We have long believed that there is another knowledge space beyond HKU’s classrooms and lecture halls where our teachers-to-be can learn about how to ‘become’ a teacher – namely the community,” he said.

Boris Lau Ho-kiu, a fifth-year student of Bachelor of Arts and Bachelor of Education in Language Education (English), has been to Cambodia to develop sustainable teaching tools for students there, mentored a secondary school student in Yuen Long, and helped create educational games about environmental conservation at Ocean Park. “The most important thing I have learned is that teaching and learning can happen anywhere, and that with that, we also understand more about our students,” he said. Since his Cambodia EL in his first year, he has also been involved with a student-initiated group, Beyond Belief, that has built a playground for a school in Siem Reap and a house there for a family without parents.

Gary Wong Yu-yeung, a fifth-year Bachelor of Education and Bachelor of Science student, joined EL programmes in Thailand and Tibet and others in Hong Kong on design thinking and developing STEM / STEAM-related materials and activities for secondary school students. These experiences propelled him to set up a climate advocacy group that aims ultimately to improve understanding of climate change in the local education curriculum. “EL makes learning realistic and meaningful,” he said.



The Experiential Learning team – (from right) Dr Gary Harfitt, Ms Jessie Chow and Ms Ivy Chung – were awarded for the project ‘Nurturing a twenty-first century teaching force through community-based experiential education’.



Mr Carlson Tong (right), Chairman of the University Grants Committee (UGC), presenting the 2020 UGC Teaching Award for Early Career Faculty Members to Mr David S Lee (left).

Early Career Award for Business Lecturer

Experience outside academia – in consulting, law, entrepreneurial ventures and finance – has given Mr David S Lee of the Faculty of Business and Economics (HKU Business School) a deep appreciation of the value of teaching. He has put that insight to productive use with his students and in September 2020, was awarded the University Grants Committee’s Teaching Award for Early Career Faculty Members. Only one teacher is selected for this award each year in Hong Kong and Mr Lee is the first recipient from a business discipline to be awarded.

Mr Lee teaches ethics, FinTech, law and corporate governance in undergraduate and Master’s programmes and was the co-creator of a massive open online course, FinTech Ethics and Risks, that was the first of its kind in the world and has enrolled about 12,000 students globally. He embraced technology in learning well before COVID-19, although he sees it as the supporting act to teaching, not the main attraction.

“I regularly reflect on and strive to improve my teaching practice. I’ll be working to develop additional multimedia resources going forward, as well as more case studies, especially in ethics and leadership,” he said. “But honestly, I’ve found that one of the most powerful catalysts for student learning and discussion is asking the right question at the right time, which is a skill I’m still refining.”

Future Leaders Pick HKU

A new scholarship to support students from developing countries in pursuing their dreams at HKU has attracted applications from some of the best students in the world, from countries as diverse as Ghana, Madagascar, Nepal, Nigeria, Belarus and Turkey.

The HKU Scholarship for Future Leaders, launched in 2019–20, provides full tuition waiver and an allowance for living and accommodation. Among the recipients was Michael Obeng, a Ghanaian student whose SAT score of 1560 placed him among the top 1% in the world. He is pursuing a Bachelor of Engineering degree and hopes one day to help find solutions to his country’s transportation problems, which include widespread lack of access to efficient transportation and a high motor vehicle accident rate.

“My dream is to use technology to put an end to motor accidents completely, first in my country Ghana and then the rest of the world,” he said. He hopes to learn how to apply nanotechnology to the problem.

Atilla Kaan Erisir from Turkey is studying for a Bachelor of Science after winning the Most Innovative Award at an HKU-sponsored international symposium on STEM education. He developed an AI-based blind stick after being inspired by a visually-impaired friend. The HKU event was his first encounter with Hong Kong and HKU.

“I learned that Hong Kong is a city very supportive of technological innovations. [And] I applied to HKU in particular because of its reputation as a leading university in Hong Kong and the world. I was also attracted by the flexible curriculum that allows students to mix and match courses in an interdisciplinary manner.” Atilla hopes to do research in molecular biology and biotechnology to help find innovative remedies for incurable conditions such as paralysis.



Michael Obeng (left) and Atilla Kaan Erisir (right) are among the four international awardees of HKU Scholarship for Future Leaders.

RESEARCH AND INNOVATION

SEIZING OPPORTUNITIES

The University earned major funding success and honours across a range of disciplines in 2019–20, a year in which we also demonstrated global impact on people’s well-being through our insights on COVID-19. Progress was also made on future expansion plans.

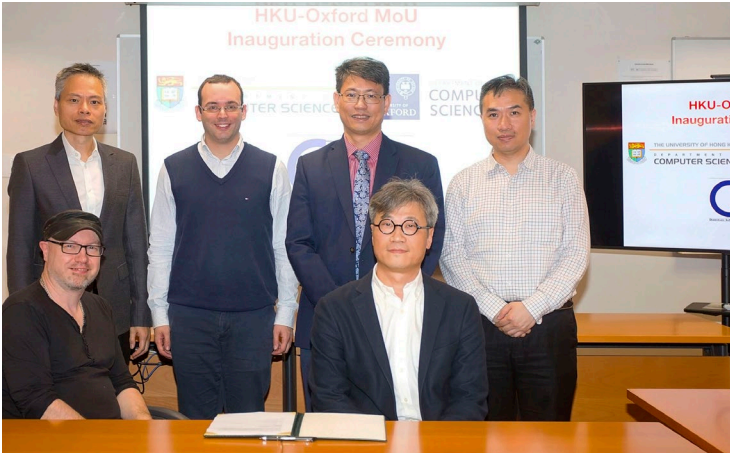


The COVID-19 pandemic was the defining event of 2020 and HKU researchers were thick in the effort to find solutions. Capitalising on years of effort and investment in building up expertise in infectious diseases, they produced dozens of studies on diagnosing the SARS-CoV-2 virus that causes COVID-19 and tracking its transmission and spread between individuals and across communities. They have also been at the forefront in seeking effective treatments and vaccines (see page 20 for more details).

But the year was also important to HKU for other reasons, most notably the dedication of scholars across all disciplines to continue with their work despite the disruptions of COVID-19 and the social unrest that suspended classes in November 2019. In both cases, researchers kept doing their research and laboratories stayed open. This made HKU more fortunate than many other institutions around the world and meant that our research activities and excellence have been undiminished, as evidenced by our stellar success in research funding exercises.

Marks of Success: In the Research Grants Council's (RGC) 2020–21 General Research Fund exercise, we secured HK\$212 million (excluding on-costs) for 265 projects, the highest number of projects and largest share of funding amongst institutions in Hong Kong. We also received the highest award in the Early Career Scheme, some HK\$32 million (excluding on-costs) for 44 projects, and had two of the eight Humanities and Social Sciences Prestigious Fellowship Scheme projects awarded. In the Research Matching Grant Scheme, HKU received HK\$403 million in the five cycles since August 2019.

The Theme-based Research Scheme was another stand-out, where we received HK\$179 million (including on-costs) for major projects in areas important to Hong Kong's



The establishment of the 'HKU-Oxford Joint Lab for Quantum Information and Computation' facilitates the exchange of mutual research visits, joint participation in grant applications, and joint supervision of PhD students in the growing area of quantum information and computation.

long-term development. Seven projects were awarded across Hong Kong and our scholars are coordinating five of them and participating in a sixth. The five projects include personalised and innovative treatment for acute myeloid leukaemia; wireless power transfer; financial technology, stability and inclusion; intelligent robotics for elderly assistance in Hong Kong; and assessing the extent of antibiotic-resistant genes in the environment.

In addition to these regular RGC funding exercises, we were the top recipient of the Hong Kong Food and Health Bureau's Health and Medical Research Fund dedicated to COVID-19 research, receiving more than HK\$97 million in additional resources to address this global threat, far more than any other institution – a reflection of our hard-earned expertise in infectious diseases and related research.

Funding is only one measure of success, though. HKU scholars also received welcome recognition by their peers for the high quality of their work. According to Clarivate Analytics, 127 HKU scholars were in the top 1% in the world in 2020 in at least one research field, based on citations by other academics. Individual researchers were also singled out by China's Excellent Young Scientists Fund, Academia Europaea, the American Physical Society and MIT Technology Review, among others (see page 24).

Taking Stock: Alongside these successes, we completed an in-depth assessment of research and impact across the University for the RGC's Research Assessment Exercise (RAE). This was supported by a wide range of activities, such as RAE colloquia, mock RAE exercises, training workshops, data collection, the recruitment of international advisors and professional services, and much more. At the end of the day, our submission included 3,450 research outputs, 74 impact cases and 37 overview statements for 37 units of assessment (of the RGC's total 41 units). The results will not be known until the second quarter of 2021, but we are already investigating how to further enhance the impact of our work and take our research to the next level.

Ready for Growth: Having achieved our current level of success, we are starting to look forward, to see where there is room for growth and elevation. We want to take HKU to a higher 'steady state'.

People will be an important factor in achieving that goal. In 2020, we launched the HKU Global Professoriate Recruitment Campaign to attract high-flyers and up-and-coming scholars from some of the top universities in the world. At the same time, we are grooming young talent through several schemes to support research postgraduate (RPG) students and we plan to further increase RPG numbers. We have allocated additional housing for these students in our current building plans, which will also expand research facilities on Sassoon Road and at the new Tech Landmark. We hope to complete these projects over the next few years.

Apart from these tangible developments, HKU continues to reach out and collaborate with partners in the region and the world. For instance, we joined the International Universities Climate Alliance in 2020 in which 40 world-leading universities on climate research are uniting to communicate research insights about climate change, and we joined with Oxford University to establish the HKU-Oxford Joint Lab for Quantum Information and Computation. HKU is also preparing for the announcement of the HKSAR Government's InnoHK funding, which will be Hong Kong's largest research award and involve collaboration with international and Mainland China partners. Our future is bright and, as COVID-19 has shown, we are ready and able to take on the challenges that lie ahead.



Through the HKU Global Professoriate Recruitment Campaign, the University plans to recruit 100 outstanding academics in emerging fields with potential for scientific and scholarly breakthroughs to join HKU.



HK\$
584.6million
funding from UGC and RGC



HK\$
1,011.3million
funding from other sources

for new research projects in 2019–20.

13
highly cited researchers

ranked by Clarivate Analytics in 2020 based on producing multiple highly cited research papers.

5 of 7
Theme-based Research Scheme projects

are led by HKU professors and received a total of HK\$179 million. HKU is also a participant in a sixth project.

PATHBREAKERS

HKU's experience in controlling infectious diseases came to the forefront in 2020, when we produced important research across several disciplines that helped deepen understanding of the nature of the COVID-19 virus and how to control it, and identified avenues for treatment and vaccines.

Identifying the New Threat

Scholars from the Li Ka Shing Faculty of Medicine (HKUMed) were at the forefront of this new pandemic, producing some of the earliest research findings on the SARS-CoV-2 virus that causes COVID-19 and drawing on deep experience in studying infectious diseases that stretches back to SARS in 2003. The World Health Organization (WHO), governments and other researchers around the world have all worked closely with our scholars trying to understand the virus and how to control it.

One of the first questions they grappled with was how to identify the virus and diagnose it in patients. Working with



Rapid nucleic acid amplification tests developed by HKUMed to detect COVID-19 in patients are being used by public health laboratories in more than 70 countries and territories.

the Faculty of Engineering, HKUMed scholars produced some of the first electron microscope images of SARS-CoV-2, which were released in January, shortly after the pandemic started to threaten. These images have helped researchers and medical professionals around the world identify the virus.

HKUMed scholars also quickly developed a protocol for detecting SARS-CoV-2 in humans, and the reagents and methods have been shared with over 70 countries.

Over the subsequent months, they refined testing methods and identified new targets. For example, they showed that deep throat saliva samples, especially

Pseudo-colour scanning electron micrograph of SARS-CoV-2 grown in culture from a patient isolate. After 24 hours in culture there are large numbers of viral particles (orange) on the surface of the cell (blue).



A research team led by Professor Guosheng Yin (right) and Dr Bin Liu (left) have integrated radiography and computer vision to develop a digital online diagnostic system for COVID-19 based on chest CT scans.

if taken early in the morning, are highly effective for diagnosis and that the viral load in infected patients is a potential marker for assessing disease severity and prognosis, with loads much higher in severe cases. They also identified two novel virus protein targets, ORF8 and ORF3b, that can facilitate antibody testing for SARS-CoV-2.

Symptoms were also investigated. For instance, HKUMed scholars detected auto-antibodies that attack the immune system in more than one in every 10 people who developed severe COVID-19, regardless of age and pre-existing medical conditions, which may explain why some patients suffer a more severe disease than others of the same age.

Loss of smell as a symptom was also explored and shown in some cases to be the only symptom. Gastrointestinal effects were shown to be slightly more prevalent in children, especially those under two years old.

The fatality rate was also estimated to be about 1.4%, based on patients with symptoms in Wuhan, which is well above the rate for seasonal flu.

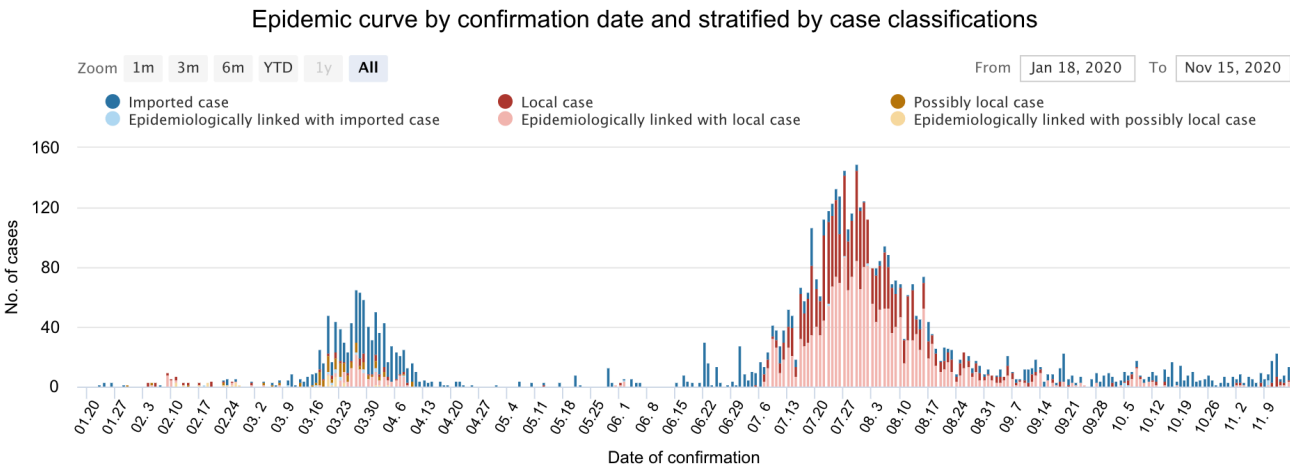


Professor Gabriel Leung (left) and Professor Joseph Wu Tsz-kei (right) warned the general public the domestic and international spread of COVID-19 in late January.

Diagnosing COVID-19 has not been the domain of only medical scholars, though. Engineers, as mentioned, helped produce the electron microscope images, while scholars in the Department of Statistics and Actuarial Science drew on their years of research into computer imaging to develop a digital online diagnostic system for COVID-19 based on chest CT scans. The system uses AI and integrates radiography and computer vision, and is especially effective for cases with no or minimal symptoms. The scholars are continuing to refine the system and have made it available online free of charge.

Tracking Transmission

Epidemiologists and microbiologists in HKUMed have been mapping and tracking outbreaks to determine the infectiveness of SARS-CoV-2. Before the end of January, they provided the first evidence of human-to-human transmission of the virus involving a family that was diagnosed at HKU-Shenzhen Hospital. Later, they were the first to show that a patient previously recovered from the virus had been reinfected.



The real-time dashboard developed by the School of Public Health, which is accessible for all, provides detailed up-to-date information on daily infection and effective reproduction numbers in Hong Kong.



In terms of when people are infective, one study showed that patients shed the virus two to three days before symptoms appear, and that returnees to Hong Kong from Wuhan and on board a quarantined cruise ship included asymptomatic cases. These findings all flagged challenges to controlling the spread. Another study found patients shed the virus for at least nine to 10 days after the onset of symptoms, which prompted the Hong Kong Hospital Authority and WHO to adapt their policies on patient discharge. Yet another study showed that the eye could be an important route of infection.

At the population level, HKUMed scholars were quick off the draw to model the transmission dynamics and likely spread of COVID-19 across China and the world. The results, released before the end of January, served as an early warning to the rest of the world of the nature of this threat and recommended that authorities worldwide start making preparations to mitigate its spread. In the following months, the model's predictions were largely realised.

The School of Public Health helped people in Hong Kong monitor the local spread of the disease by developing the real-time dashboard, which provides detailed up-to-date information on local cases and the probability of an infected person passing the virus to another, among other details.



Evidence that Masks and Other Non-drug Measures Can Help

The onset of the COVID-19 pandemic gave rise to a surprising debate about whether face masks were effective in minimising infections. For places like Hong Kong, where people regularly wear masks when ill and where most of the population wore masks during SARS in 2003, the assumption was clear-cut: masks work. But in places where masks were not so common, doubts and questions arose. Research by HKUMed scholars provided strong evidence that Hong Kongers had it right.

One study, published in April, confirmed that face masks helped limit the transmission of pre-COVID-19 respiratory viruses from symptomatic people; it became one of the most reported studies in the world at that time. Another experimental study of surgical mask partition using hamsters demonstrated that masks could effectively reduce COVID-19 transmission.

Social restrictions and lockdowns were also assessed. One study showed that the Hong Kong government's response during the first wave of COVID-19, which involved contact tracing and population behavioural changes but not a

total lockdown, had been effective based on a sharp drop in cases of influenza, which is also easily transmitted. Another study of 54 countries and four epicentres nonetheless showed that curfews, lockdowns and other containment measures were effective in lowering the daily increase in new cases to less than 5% within one month.

Taking people's temperature has become a common way to detect fever in places that attract a lot of people, such as restaurants, fitness centres, shops and beauty salons. Researchers in the Departments of Mechanical Engineering and Computer Science developed a low-cost, portable thermography fever detection system that can be easily mastered by users. The device can run on mobile devices and can rapidly screen and single out suspected fever cases in a crowd.

Prevention and Treatment

The most anticipated development for COVID-19 is a vaccine that could protect people or minimise the severity of the disease. HKU has been at the forefront in pursuing this goal. Researchers at HKUMed have developed the world's first nasal spray COVID-19 vaccine, which was given the green light for human clinical trials in September. It is being developed with collaborators in Xiamen University and it is hoped that it will become part of a phalanx of emerging vaccines that can contain the SARS-CoV-2 virus.

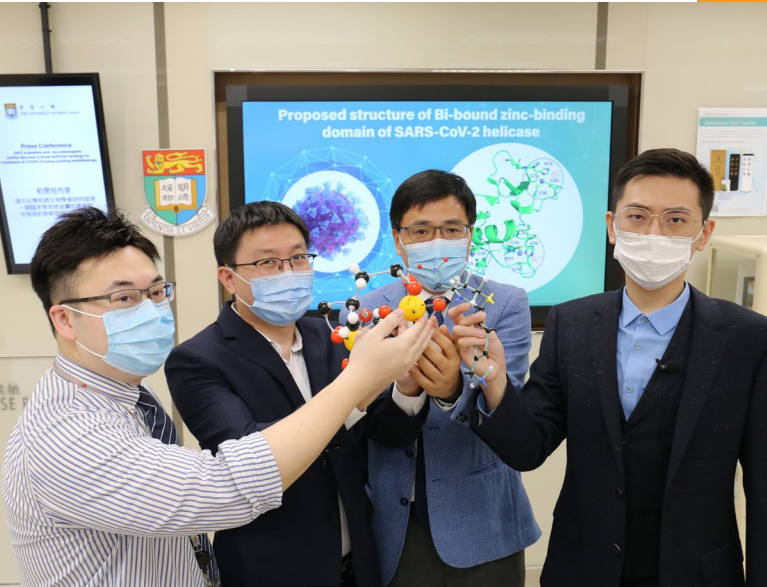
Another vaccine candidate has also been put forth by HKUMed scholars, a PD1-based DNA vaccine encoding the receptor binding domain of SARS-CoV-2. This vaccine has been successfully licensed for industry collaboration and received funding support from the Shenzhen and Hong Kong governments for clinical trial.

Researchers have also been working frantically to develop treatments for COVID-19. The Departments of Chemistry and Microbiology announced in October 2020 that they had discovered a new antiviral strategy for treating COVID-19 that

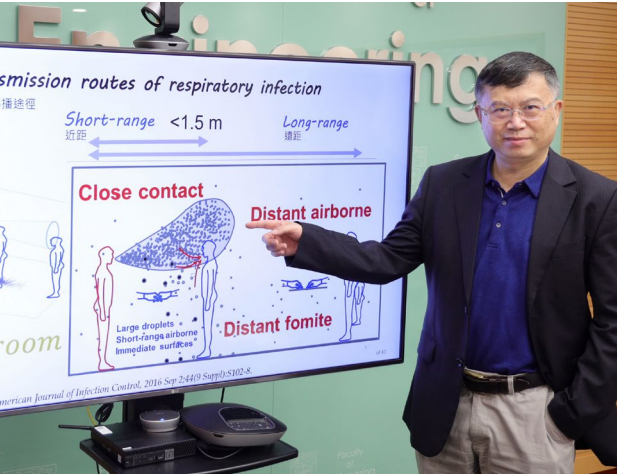
is based on existing metallodrugs currently used to treat other infections. Their approach was found to suppress SARS-CoV-2 replication and relieve associated symptoms in an animal model. Moreover, it is readily available for use. The researchers have applied for a US patent.

This work followed earlier efforts that zeroed in on antiviral activity. For example, medical researchers showed that an antiviral therapy combining interferon beta-1b, lopinavir-ritonavir and ribavirin could effectively suppress the SARS-CoV-2 viral load and cytokine, which resulted in earlier clinical improvement and discharge of COVID-19 patients.

They also identified a potential target for antibody-based drugs in neutralising monoclonal antibodies. Broad-spectrum treatments, which would attack not only COVID-19 but other viruses, have also been explored and showed promising results.



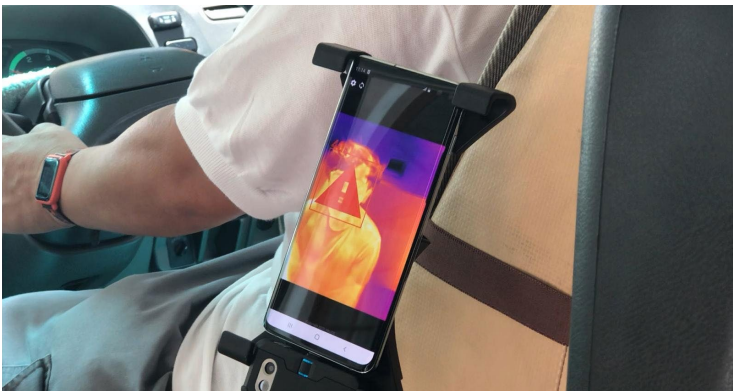
HKU scientists and microbiologists jointly discover a novel antiviral strategy for treatment of COVID-19 using existing metallodrugs.



A mechanical engineering study led by Professor Li Yuguo reveals airborne transmission of COVID-19 is opportunistic in nature and poor indoor ventilation plays a role in transmission.

Other research showed Hong Kong had experienced 'superspreading' events, in which a few infected patients infect many people, and that there could be in-flight transmission aboard aircraft.

Scholars in other disciplines also contributed knowledge. The Department of Mechanical Engineering showed the virus could be transmitted several metres by air when there is poor ventilation, based on an examination of cases from early in the outbreak. Meanwhile, the Faculty of Business and Economics developed a model that can predict the pandemic's spread over time and space and assess risk using aggregated mobile phone data.



The handy thermography fever detection system for public transportations developed by a multidisciplinary group of researchers from the Departments of Mechanical Engineering and Computer Science.



Big Ideas Conference

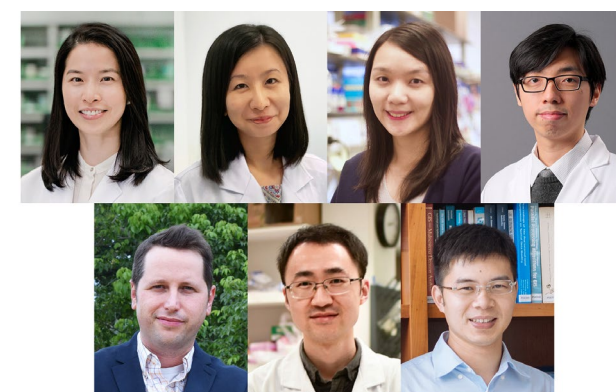
To stimulate multidisciplinary discussions and approaches, HKU organised the Virtual Forum on HKU's Big Ideas on Combating the COVID-19 Pandemic in May that brought together scholars from the Medicine, Science, Engineering, Business and Economics, and Education Faculties. Participants brainstormed on how to combine forces to move beyond the 'fire-fighting' approach to the pandemic and consider deeper, longer-term issues, such as how to develop effective drug therapies and vaccines, improve social and economic health, and address the impacts on vulnerable groups and future generations.

ACCLAIM

HKU researchers have made important contributions to knowledge across a wide range of fields. Their excellence continued to be recognised in 2019–20 at the international, national and local levels.

World-leading Researchers

HKU has some of the world's leading experts as measured by the frequency their research is cited by other scholars. The 13 academics shown here were identified by Clarivate Analytics as 'highly cited researchers', meaning they have produced multiple highly cited papers that rank in the top 1% in their field based on number of citations.



Young Achievers

Seven young HKU researchers had projects awarded under China's Excellent Young Scientists Fund, a competitive, national-level award under the National Natural Science Foundation of China. Each researcher will receive RMB1.2 million for their projects over a maximum period of three years. The recipients are:

- Dr Timothy Bonebrake, Associate Professor in the School of Biological Sciences, who is studying global climate change and tropical conservation through the perspective of butterfly models
- Dr Esther Chan Wai-yin, Associate Professor in the Department of Pharmacology and Pharmacy, who is optimising antipsychotic drug management in patients with mental disorders
- Dr Lydia Cheung Wai-ting, Assistant Professor in the School of Biomedical Sciences, who is developing precision medicine strategies for ovarian cancer
- Dr Carmen Wong Chak-lui, Assistant Professor in the Department of Pathology, who is studying liver cancer metabolism and the tumour microenvironment
- Dr Alan Wong Siu-lun, Assistant Professor in both the School of Biomedical Sciences and Department of Electrical and Electronic Engineering, who is investigating the application of synthetic biology and combinatorial genetics technologies to cancers and neurodegenerative disease
- Dr Wang Yufeng, Assistant Professor in the Department of Chemistry, who is developing synthesis and assembly strategies to construct colloidal materials, such as a metal-organic framework, with well-defined hierarchical structures and improved properties
- Dr Zhang Hongsheng, Assistant Professor in the Department of Geography, who is developing remote sensing technologies to monitor direct changes to the land surface made by humans in the process of urbanisation, in both tropical and subtropical areas

Global and National Honours

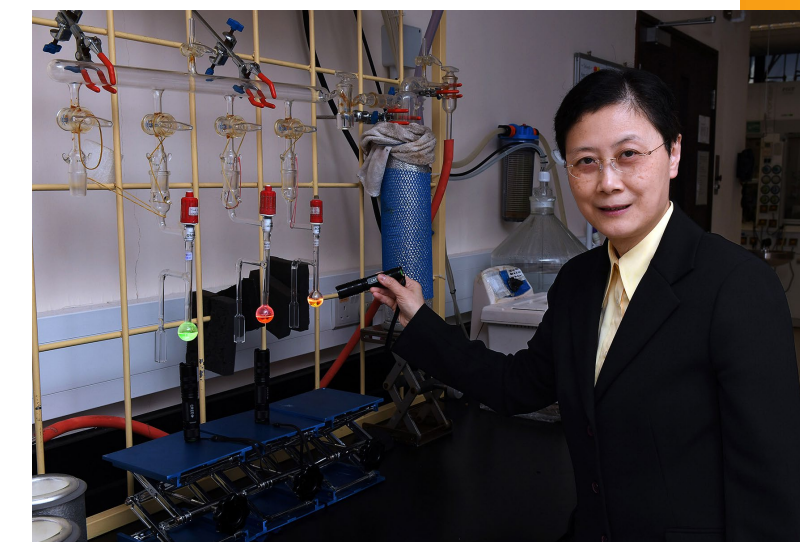
Scholars with a strong track record of excellence were recognised by their disciplinary peers in 2019–20. Internationally, HKU Chair Professor of Chemistry Professor Vivian WW Yam, Philip Wong Wilson Wong Professor in Chemistry and Energy, became the Chief Editor for Chemistry for the new flagship journal *Natural Sciences*, and was also awarded the prestigious bi-annual Porter Medal, which recognises scientists who have contributed the most to the subject of photochemistry.

Professor Yao Wang, Chair Professor of Physics, was elected a Fellow of the American Physical Society 2020, while Professor Zheng Xiao Guo, Professor in the Departments of Chemistry and Mechanical Engineering, was elected a Foreign Member of Academia Europaea.

Three young high-flyers were named Innovators Under 35 for the Asia Pacific Region by the *MIT Technology Review*. They are: Dr Hao Guo in Civil Engineering, Dr Ziyang Guo in Mechanical Engineering and Dr Ping Luo in Computer Science.

At the national level, Professor Alfonso Ngan, Kingboard Professor in Materials Engineering, and Chair Professor in Materials Science and Engineering, received the prestigious Guanghua Engineering Science and Technology Prize from the Chinese Academy of Engineering. Professor Quentin ZQ Yue was awarded the First Class of Natural Science Award by the China Society for Rock Mechanics and Engineering.

Locally, three HKU scholars received Croucher awards in December 2019: Dr Wang Yufeng in Chemistry received the Croucher Innovation Award, and Professor Anderson Shum in Mechanical Engineering joined Professor Yao Wang of Physics in receiving a Croucher Senior Research Fellowship.



Professor Vivian WW Yam has taken up the role as the Chief Editor for Chemistry for a new premier international journal *Natural Sciences*.

KNOWLEDGE EXCHANGE AND
TECHNOLOGY TRANSFER

IMPACT IN THE COMMUNITY

HKU deepened its commitment to achieving impact from its research through new appointments and initiatives. At the same time, we harnessed resources across the University to help the community respond to the COVID-19 pandemic.



HKU is keen to translate research and expertise into impact and in 2020, with the COVID-19 pandemic, we were able to do so in ways that benefitted the whole world. The findings of our scholars, described in the Research and Innovation chapter, have been advanced by efforts to commercialise that research through the Technology Transfer Office (TTO), and by a wide range of knowledge exchange (KE) activities to provide expert advice and help to society at large. Coincidentally, the pandemic arrived at the same time as the University appointed its first Chief Innovation Officer to ramp up our innovation and impact.

Sharing Our Know-how on COVID-19: HKU medical researchers have made enormous contributions to the global response to the pandemic, such as producing and distributing testing protocols and developing options for treatments and vaccines (see page 20). To bring the benefits of the latter into the wider world, the University and TTO are pursuing options to develop and commercialise our findings. Already, one vaccine candidate is going through a clinical trial with collaborators in Mainland China and a US patent has been filed for a new antiviral strategy for treating COVID-19 that is based on existing metallodrugs. Negotiations are also underway with an industry partner to develop a vaccine factory in Hong Kong.

Our contributions are not limited to the laboratory. HKU academics have provided expert advice on COVID-19 to many governments, including Hong Kong's, and spoken with dozens of media outlets around the world. The Faculty of Education has helped primary and secondary school students cope with online learning, while the Faculty of Social Sciences has produced materials on mindfulness. The Development and Alumni Affairs Office collated all of HKU's research and outreach into a single website and launched education and other programmes to support the community. The University itself launched the HKU COVID Relief Fund to support students and community members in need. Details of these initiatives are on the following pages.

Building Our Capacity for Impact: Our COVID-19 research is a good example of the reach and impact that our research can achieve. Often, though, the path to impact is not as clear cut and extra resources are needed to take research beyond academia. The KE Funding Scheme for Impact Projects supports academic staff to undertake such projects and to collect evidence of impact from their research. In 2019–20, 57 projects were supported, such as a project to evaluate the impact of a mobile dental service programme, particularly for underprivileged residents, and another on promoting creative and ethical use of copyright works in education.

Start-ups related to our research receive support through the Technology Start-up Support Scheme for Universities at HKU (TSSSU@HKU), which in 2019–20 awarded a total of HK\$8 million to 24 HKU start-ups. HKU also partnered with the Hong Kong Science and Technology Parks Corporation to open a new facility to nurture deep technology start-ups and spin-offs, called iAXON, which is located at a 4,000-square-foot venue close to the HKU campus. Measures have also been taken to improve efficiency in the TTO by committing to turn around applications within two weeks and by standardising the negotiation process for licensing HKU-originated patents.

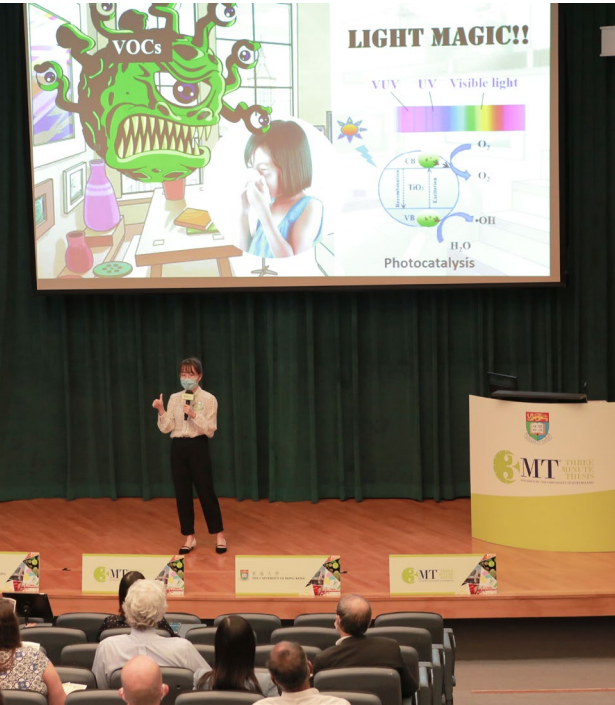
Incubation and Recognition: Enthusiasm and energy for innovation are being nurtured at iDendron, which provides students and recent graduates with space and support services to explore their ideas. Since its founding in 2017, iDendron has launched some 70 start-ups.

New initiatives added in the 2019–20 academic year include the 'Meet HKU Startup Founders' series, which involves weekly online live chats with HKU start-up teams, and the iDendron Incubation Programme. The latter kicked off in July 2019 and provides an intensive six-month programme of mentoring, investor relationship building, outreach and business support. Twelve start-ups participated in the first round and nine were admitted in the second round. Apart from encouraging start-ups, HKU also encourages research postgraduates to hone their skills in communicating their research by participating in the Three Minute Thesis and Visualise Your Thesis competitions, which together attracted several dozen submissions in 2020.

Finally, besides supporting innovation, the University recognises outstanding performance through the KE Awards given out at the faculty level and the KE Excellence Award, which goes to one winner each year from across the University. In the coming year, we will add two new awards for outputs that are innovative and have great potential for impact. The aim is to keep momentum building and reward scholars who pursue research and outreach with deep and lasting community impact.



Presented by iDendron, the 'Meet HKU Startup Founders' series invites HKU start-up founders to share the prospect and challenges of their projects in the live online event.



Research postgraduate students explain their research within three minutes to a general audience in the annual HKU Three Minute Thesis Competition jointly organised by the Graduate School and the Knowledge Exchange Office.



iAXON is the first step of a larger university collaboration model that aims at strengthening academia-industry alliances and fostering commercialisation opportunities of start-ups in Hong Kong.

70

patents

granted in 2019–20, bringing the total since 1998 to 866.

70

start-ups

launched through iDendron since it launched in 2017.

57

KE projects

supported by the KE Funding Scheme for Impact Projects in 2019–20.

OUTREACH

Faculties across the University have been disseminating their know-how, reaching out, and creating targeted programmes to help those in need, such as school students.

Expert Input

The University is home to some of the world’s top researchers in infectious diseases. Not only have they been working tirelessly to provide new insights on the virus that causes COVID-19, they have also been sharing their expert advice with governments and international organisations.

For example, the Dean of Medicine, Professor Gabriel Leung, Helen and Francis Zimmern Professor in Population Health, and Professor Yuen Kwok-yung, Henry Fok Professor in Infectious Diseases, were invited to join the World Health Organization’s (WHO) mission to Mainland China in February to gain insights on the pandemic. The two professors were also appointed members of the Chinese National Experts Group and, with Professor



Professor Yuen Kwok-yung paying a visit to the wet markets in Hung Hom and To Kwa Wan to carry out inspection and offer advice on anti-epidemic measures. (Courtesy of HKSAR Information Services Department)

Keiji Fukuda, appointed to the Hong Kong government’s four-member expert advisory group on COVID-19.

Professor Leung also co-convenes the WHO research group on the epidemiology of COVID-19 and has been sought for advice by the governments of Canada, Chile, Malta, New Zealand, Singapore, Thailand and the UK, as well as the Asia Development Bank and the Bank of International Settlements.

Other contributions include Professor Yuen paying more than 10 visits to sites of COVID-19 outbreaks in Hong Kong with the Hospital Authority (HA); Professor Malik Peiris, Tam Wah-Ching Professor in Medical Science, and Professor

DIY masks – Better than nothing at all?

DIY masks can help reduce the amount of microbes expelled from a cough or a sneeze, but its effectiveness is only 1/3 of a surgical mask.

Credit: Prof Ivan Hung (HKU Medical Faculty)

Are there any store-bought mask filters or materials that we can use to protect ourselves?

In short, no – the three layers each have specialised uses and cannot be purchased in stores, while filters derived from other household items would obstruct breathing.

Credit: Prof Ivan Hung (HKU Medical Faculty)

Is it possible to protect yourself with towels?

Towels and scarves can prevent direct contact of droplets onto your nose and mouth to a limited extent, but are not effective in protecting yourself against the new coronavirus.

Credit: Prof Ivan Hung (HKU Medical Faculty)

Can we sanitise and reuse the masks if you want to extend its lifespan?

We cannot sanitise and reuse masks. If you want to extend its lifespan, cut a piece of gauze and line the inner part to prevent direct contact of the mask to your mouth and nose.

Credit: Prof Ivan Hung (HKU Medical Faculty)

HKUMed produced easily sharable ‘healthographics’ to provide the general public with a snapshot of key information and advice.

Leo Poon Lit-man helping the HA establish evidence-based patient discharge criteria; and Professor Ivan Hung Fan-ngai, Ru Chien and Helen Lieh Professor in Health Sciences Pedagogy, helping set up the admission, monitoring and discharge protocols for the community treatment facility at AsiaWorld-Expo for COVID-19 patients.

These and many other HKUMed scholars have also fielded hundreds of interviews with local and international media hungry for a better understanding of the outbreak. They have featured in more than 10,000 news clips since January in outlets such as the BBC, CNN, CCTV, NHK, Al Jazeera, *The New York Times*, *The Economist*, *Der Spiegel* and *The Straits Times*.

Meanwhile, the Annie Lab of the Journalism and Media Studies Centre has also contributed to knowledge by helping debunk fake news and rumours circulating in the community. The student-led lab is part of International Fact-Checking Network’s #CoronaVirusFacts Alliance, which includes major news agencies and outlets from around the world.

Tips on Staying Safe

People everywhere have been trying to understand how to protect themselves and their loved ones from the SARS-CoV-2 virus that causes COVID-19. HKU has been serving that need with materials targeted at all age groups and delivered across multiple platforms.

HKUMed produced a series of bilingual ‘healthographics’ that provide a snapshot of key information and advice,

such as how to practise social distancing and the meaning of ‘effective reproduction number’. They also invited the public to submit questions that were answered by its professors in short videos, in a series called #askHKUMed. Games and stickers for children and adults were also developed. Selected healthographics have been translated into nine other languages in collaboration with the School of Modern Languages and Cultures.

These initiatives were carried on the Faculty’s website as well as HKU’s Fight COVID-19 website (fightcovid19.hku.hk) (see next page). They were also disseminated through HKUMed’s Twitter, LinkedIn, Facebook, Instagram, WeChat and YouTube accounts. Since January, these postings and news updates from the Faculty have generated 37 million impressions across all platforms.

A Better Mask

Masks have been shown to be effective in reducing transmission of viruses such as the one that causes COVID-19 (see page 22). But disposable masks, which are commonly used in Hong Kong and elsewhere, pose a burden on the environment. A project by HKU students is helping address that burden.

Undergraduates Zhang Junwei and Lo Yan-tung of the Department of Civil Engineering, working under the supervision of Professor Chuyang Tang and Dr Hao Guo, have successfully developed reusable face masks with novel air filters. The filters are made using nanotechnology and their fibres are tiny enough to remove fine particulates,



Professor Gabriel Leung (third from right) is one of the four experts in the expert advisory group to provide professional advice to the Chief Executive and the HKSAR Government in fighting COVID-19. (Courtesy of HKSAR Information Services Department)



Nanofibrous face mask prototype developed by students in the Department of Civil Engineering.

including viruses and bioaerosols. The filters can be washed with a simple ethanol rinse and heat drying and still retain their filtration efficiency – making them reusable. The team have applied for a US provisional patent through the Technology Transfer Office and are exploring potential collaboration with industry partners.

Masks were a particular focus of outreach during the early days of the pandemic, when Hong Kong experienced a shortage of masks. Alumni in the US and their high school friends initiated crowd fundraising for masks and sanitisers, and donated them to HKU, which prompted locally based alumni and friends to do the same for Hong Kong people in need. The Development and Alumni Affairs Office and the Department of Social Work and Social Administration collected thousands of masks and hand sanitisers, which were packaged into gift packs by HKU students for the 'hidden elderly' who live alone. The gift packs were distributed by HKU students and staff, together with social welfare agencies, to nearly 1,000 individuals in 15 districts.



HKU students and staff distributing masks and hand sanitisers to the elderly.

Supporting Education

The COVID-19 pandemic that caused learning by primary and secondary school students to move online, coincided with the release of research by Professor Nancy WY Law of the Faculty of Education that showed students from grassroots families in Hong Kong were being disadvantaged by the digital divide. This prompted an outpouring of community concern to understand the impact of online learning due to school suspensions, and led Professor Law and her team to launch the eCitizen Education 360 study – an ongoing in-depth investigation on the preparedness of Hong Kong schools, teachers and students for online learning and teaching.

At the same time, efforts within the University snowballed to help students cope with the disruptions. The HKU COVID Relief Fund, set up with donations from staff, students and alumni to support students and communities in need, funded the #TeachforGood initiative, which was launched in June to help grassroots students in secondary four and five prepare for public exams. The students received online tutoring from new HKU graduates, and 100 iPads and 1,000 data cards were also distributed to schools to help students in need. Some 93 online classes were conducted benefitting more than 200 students. The second phase of #TeachforGood is providing resources to the Speech, Language and Hearing Clinic in the Faculty of Education to provide therapy to low-income patients, as well as internship opportunities for 150 HKU Speech and Hearing Sciences students.



#TeachforGood, enabled by the HKU COVID Relief Fund, reached out to grassroots secondary school students and helped them prepare for public examinations with online tutoring from new HKU graduates.

The Faculty of Education itself launched the LIVE to LEARN, LOVE to SERVE campaign through which student teachers prepared and delivered content to primary and secondary school students, which also gave them a chance to practise their teaching skills. The content included a video series offering top tips from HKU students on preparing for the Hong Kong Diploma of Secondary Education Examination (HKDSE); a package of teaching materials, including bilingual videos, teacher's manual and handouts, for



Students from the Faculty of Education shared their experience on the preparation of the Hong Kong Diploma of Secondary Education Examination (HKDSE) in a series of 'Top Tips for HKDSE English Exam' videos.

physics students and teachers in secondary schools; a programme of at-home science experiments for primary school students, which included 17 sets of teaching materials and videos; real-time online tutoring for HKDSE candidates by student teachers which attracted more than 1,100 secondary school students; and eight half-day online workshops on unleashing creativity at home for primary and junior secondary school students and teachers.

Secondary school students were also given the opportunity to earn free certification on HKU's MOOC (massive open online course) offerings through the edX platform. The Faculty of Social Sciences also produced resources to help HKDSE candidates and other students practise mindfulness during the stress of the pandemic.

HKU's Admissions and Academic Liaison Section packaged resources and information of interest to local secondary school students through their LoveHK LoveU website. A key goal was to lift spirits and spread a caring message, which was also the aim of the HKU Sync with U initiative in which students and alumni collaborated with their *alma maters* to produce online musical performances. This included the HKU Sync with U Music Relay which involved nearly 100 musicians.

A One-stop Platform

HKU's Fight COVID-19 website (fightcovid19.hku.hk) was launched early this year to provide the public with easy access to trustworthy information about COVID-19, aggregate all of HKU's related activities in one place, and support students, alumni and the community. Here, visitors can find summaries of COVID-19 research from across the University written in layperson's language; links to media coverage of our work and expertise; health tips and related materials produced by our faculties; and e-learning sources.

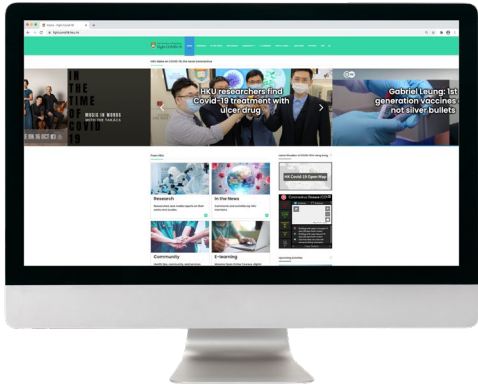
The website was the brainchild of the Development and Alumni Affairs Office, which also used the platform to broadcast live interviews with HKU experts on topics ranging from public health to the economic fallout of



A hundred iPads and 1,000 data cards were distributed to schools to support students' online learning.

COVID-19 to coping with isolation and loneliness. This online platform has attracted more than 500,000 unique visitors from around the world and over two million page views, and edited highlights have been posted on Facebook.

The platform was also used to host the 15-part Fireside Wednesday series, in which business professionals and alumni shared their experiences and advice with students on topics ranging from tourism, the retail industry and start-ups, to NGOs, education and freelancing.



HKU's Fight COVID-19 website has attracted more than 500,000 unique visitors from around the globe since its launch in early 2020.



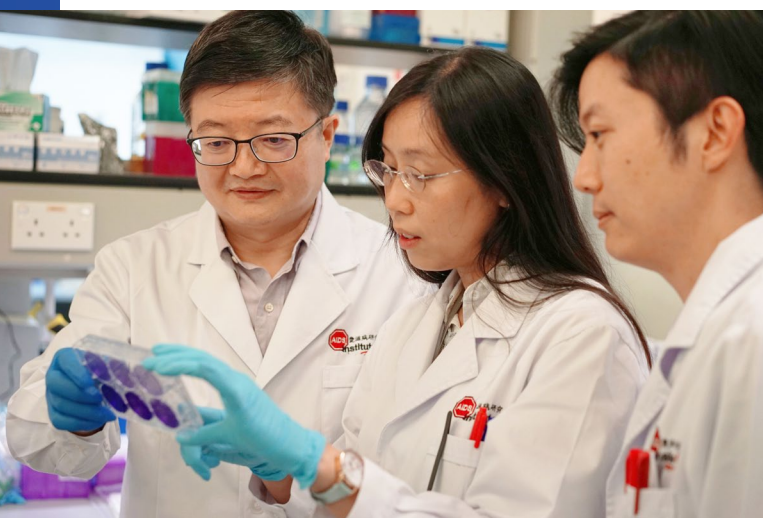
ACCOLADES

Two start-ups with roots in HKU received international recognition in 2020, while an impactful initiative on HIV / AIDS was honoured with the University's Knowledge Exchange Excellence Award.

Making Progress against HIV / AIDS

Professor Zhiwei Chen, who helped establish the HKU AIDS Institute in 2007, has influenced government policy in AIDS prevention and control, raised community awareness, and made a breakthrough in vaccine technology that is also being put to work to search for an effective COVID-19 vaccine. These achievements earned him the University's Knowledge Exchange Excellence Award.

One of the earliest initiatives of the AIDS Institute was to convince government, clinicians, NGOs and the wider community that treating AIDS patients could help prevent infection. This work involved not only scientific publications but outreach to the media and the public. Professor Chen and his team also organised community fundraising activities for more than 500 AIDS orphans in Mainland China to signal their commitment to patient well-being.



Professor Zhiwei Chen (first from left) was honoured with the Knowledge Exchange Excellence Award 2019 for the project titled 'Knowledge Exchange on HIV / AIDS to Promote HIV Prevention and Care'.

Their efforts paid off in 2017, when the 'treatment as prevention' approach became government policy in Hong Kong.

"When you reduce the source of the virus, definitely you will see some reduction [in infections]. For HIV, it's using treatment as a biomedical intervention to minimise secondary transmission," he said.

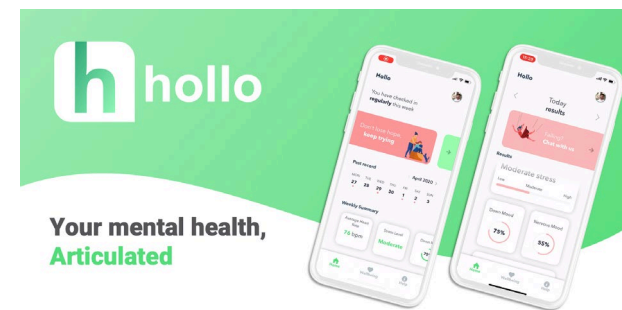
Alongside that work, Professor Chen and his team have also pursued a vaccine or cure for HIV / AIDS. In 2013, they made a breakthrough in vaccine technology and they have been working with a Hong Kong start-up to develop a new biomedical product based on their discoveries, which will soon go to clinical trial. Moreover, this work has given him important insights about vaccine creation in general, which he is now applying in the search for an effective vaccine against COVID-19.

A Win for Mental Health

A team of HKU students was named World Champion in the 2020 Microsoft Imagine Cup for an innovative app that blends artificial intelligence (AI) and data analytics to help people, especially youths, assess their mental health and provide help if needed.

The Hollo app asks users to complete a standard questionnaire and respond to a few questions via video to detect facial expressions and other non-verbal cues. These are combined with information, such as users' use of social media and other apps, to assess their mental state with reference to the latest research from psychology.

Users who display symptoms of mental stress, such as poor sleep and social isolation, are suggested to do targeted activities provided by the app to improve their mood. Where symptoms are severe, they are recommended to seek professional help and contacts are provided.



Hollo was named the 2020 Microsoft Imagine Cup World Champion for a mental health companion web application leveraging Azure analytics and AI services to advance youth therapy practices.

The app was developed with input from a team of experts working in the mental health field in Hong Kong, who also sit on Hollo's advisory board and have given ongoing feedback as the app has been developed and refined.

Privacy concerns have also been addressed – the app extracts data points from videos then deletes them so only numbers, not names, for users remain, and users control who sees their data and what data they can access.

The driving force behind the app is Cameron van Breda, who is in his final year of a Bachelor of Science in molecular biology and biotechnology with a minor in science entrepreneurship. He recruited Ajit Krishna Namakkal Raghavendran, a Bachelor of Engineering in Computer Science student, to help him develop and refine Hollo. Cameron was inspired by his own and his friends' struggles with mental stress, as well as the course Social Entrepreneurship and Innovation, which was offered by the Faculty of Social Sciences.

"I have always had a passion for social projects and this course gave me the idea that I could have a career revolving around something with social impact," he said.

The Microsoft Imagine Cup win comes with a US\$100,000 cash prize, US\$50,000 in credits on Azure, the cloud computing service used by Hollo, and a private session with Microsoft's CEO.

Honours for Innovations

HKU spin-off company Fano Labs was named one of the top five winning teams from a field of more than 500 in the JUMPSTARTER 2020 Global Pitch Competition organised by Alibaba Entrepreneurs Fund, while student team entry ClearBot won the JUMPSTARTER IdeaPOP!, a pitching competition organised globally for student start-ups.

Fano Labs is a deep technology company co-founded by Dr Miles Wen, HKU alumnus and Adjunct Assistant Professor, and Professor Victor Li On-kwok, Cheng Yu-Tung Professor in Sustainable Development and Chair Professor

of Information Engineering. It has developed products based around automatic speech recognition and natural language processing that have been adopted by more than a dozen governments and banking, telecom, airline, and utilities enterprises around Asia to enhance customer services, compliance and other lines of business.

The JUMPSTARTER award included up to US\$5 million in investment commitments and a total cash prize of US\$100,000, and is in addition to other recognition for Fano Labs over the past year such as being selected an Accenture FinTech Innovation Lab (the only start-up from Hong Kong selected), receiving additional investment from Alibaba, being named one of six Designated Local Research Institutes by the Hong Kong government, and winning in the Innovation and Creativity category of the 2019 Hong Kong Awards for Industries.

"We received early support from HKU when we started out and it gave us a foothold to develop our technology and grow our start-up. The awards and recognition we've had over the past year are going to take us to the next level," Dr Wen said.

ClearBot, meanwhile, is an AI-driven robotic system that collects plastic waste in water automatically, providing a solution for marine plastic waste. Apart from JUMPSTARTER, it won first runner-up in the Student Competition of the 2019 Global Grand Challenges Summit in London. The team is comprised of Sidhant Gupta, a 2019 graduate of Bachelor of Engineering in Civil Engineering, and Angel Woo Chung-yu, Utkarsh Goel, Ahmed Abbas Alvi and Ma Jiacheng from the Engineering and Science Faculties.

Sidhant has also been involved in developing a robotic device to map coral reefs and an affordable braille reader that works with smartphones, among other inventions. He has founded his own robotics and imaging company in Hong Kong. "HKU has provided a lot of opportunities for students," he said. "We are now keen to get ClearBot commercialised."



HKU spin-off company Fano Labs Limited was named one of the top five winning teams in the JUMPSTARTER 2020 Global Pitch Competition.

Students*

Student Admission (New Intakes)

Academic Level	Male		Female		All		% International (Based on Nationality)	
	2019–20	2018–19	2019–20	2018–19	2019–20	2018–19	2019–20	2018–19
Undergraduate	2,027	1,918	2,323	2,411	4,350	4,329	22.5%	25.3%
Taught Postgraduate	2,405	2,212	3,777	3,583	6,182	5,795	51.0%	50.2%
Research Postgraduate	400	402	397	389	797	791	80.1%	79.5%
All New Intakes	4,832	4,532	6,497	6,383	11,329	10,915	42.1%	42.4%

Enrolment of Students on All Programmes

Faculty	Undergraduate		Taught Postgraduate		Research Postgraduate		All Levels	
	2019–20	2018–19	2019–20	2018–19	2019–20	2018–19	2019–20	2018–19
Architecture	739	723	685	673	112	103	1,536	1,499
Arts	1,887	1,933	768	673	211	208	2,866	2,814
Business and Economics	2,998	3,031	1,715	1,391	119	96	4,832	4,518
Dentistry	402	375	69	52	80	73	551	500
Education	992	1,011	1,513	1,534	211	202	2,716	2,747
Engineering	2,567	2,551	1,720	1,731	670	608	4,957	4,890
Law	565	559	1,111	1,093	76	67	1,752	1,719
Medicine	3,131	3,053	869	834	760	750	4,760	4,637
Science	2,416	2,355	521	444	552	530	3,489	3,329
Social Sciences	1,537	1,515	1,403	1,388	230	235	3,170	3,138
All Faculties	17,234	17,106	10,374	9,813	3,021	2,872	30,629	29,791
In % Distribution	56.3%	57.4%	33.9%	32.9%	9.9%	9.6%	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.

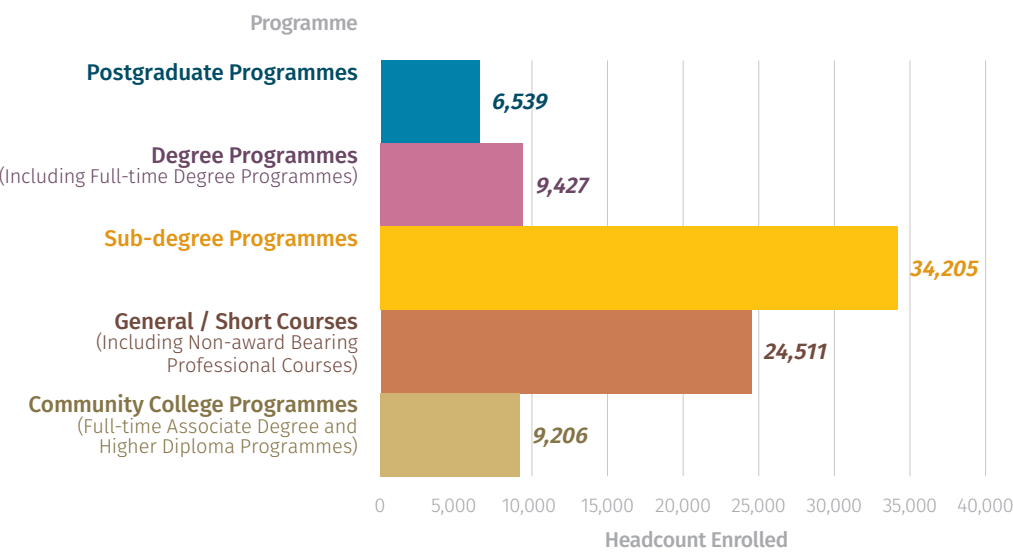
Enrolment of International Students (Based on Nationality)

Region	Undergraduate		Taught Postgraduate		Research Postgraduate		All Levels	
	2019–20	2018–19	2019–20	2018–19	2019–20	2018–19	2019–20	2018–19
	Headcount							
Mainland China	1,874	1,785	3,510	3,159	1,975	1,835	7,359	6,779
Other Asian Countries	1,654	1,515	366	378	192	186	2,212	2,079
Australia and New Zealand	80	108	74	75	18	21	172	204
European Countries	249	293	245	251	101	113	595	657
North American Countries	184	207	219	230	59	64	462	501
Others (e.g. Central and South America, African Countries)	12	12	26	40	25	24	63	76
All Regions	4,053	3,920	4,440	4,133	2,370	2,243	10,863	10,296
	%							
Mainland China	46.2%	45.5%	79.1%	76.4%	83.3%	81.8%	67.7%	65.8%
Other Asian Countries	40.8%	38.6%	8.2%	9.1%	8.1%	8.3%	20.4%	20.2%
Australia and New Zealand	2.0%	2.8%	1.7%	1.8%	0.8%	0.9%	1.6%	2.0%
European Countries	6.1%	7.5%	5.5%	6.1%	4.3%	5.0%	5.5%	6.4%
North American Countries	4.5%	5.3%	4.9%	5.6%	2.5%	2.9%	4.3%	4.9%
Others (e.g. Central and South America, African Countries)	0.3%	0.3%	0.6%	1.0%	1.1%	1.1%	0.6%	0.7%
All Regions	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)

Enrolment of Students in Local Programmes Run by HKU SPACE in 2019–20	83,888
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Enrolment of Students in Mainland Programmes Run by HKU SPACE in 2019–20	5,396
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Graduates*

Cumulative Number of Alumni as of August 2020	242,700
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Graduates of All Programmes

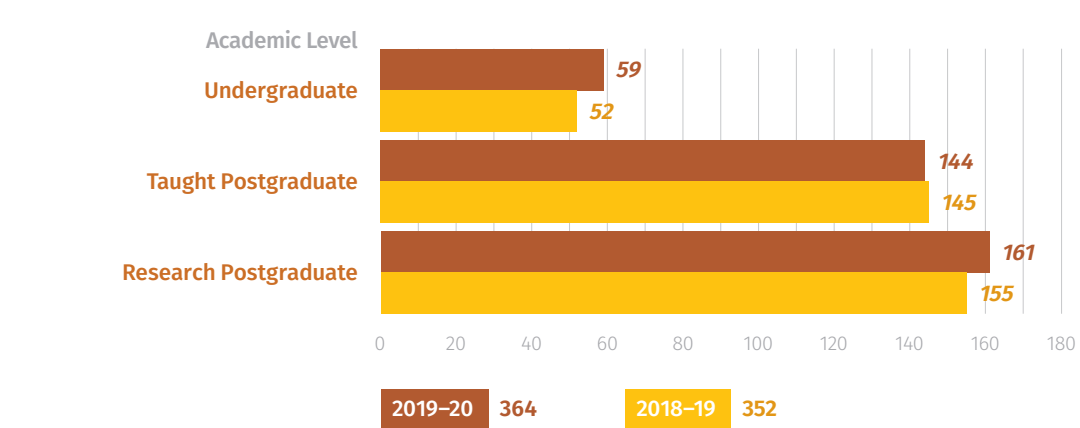
Academic Level	Male		Female		All		% International (Based on Nationality)	
	2019–20	2018–19	2019–20	2018–19	2019–20	2018–19	2019–20	2018–19
Undergraduate	1,740	1,801	2,174	2,188	3,914	3,989	20.0%	19.3%
Taught Postgraduate	2,209	2,071	3,539	3,394	5,748	5,465	52.6%	51.9%
Research Postgraduate	276	312	278	282	554	594	74.7%	77.9%
All Graduates	4,225	4,184	5,991	5,864	10,216	10,048	41.3%	40.5%

Distribution of International Graduates (Based on Nationality)

Region	Undergraduate		Taught Postgraduate		Research Postgraduate		All Levels	
	2019–20	2018–19	2019–20	2018–19	2019–20	2018–19	2019–20	2018–19
	Headcount							
Mainland China	343	313	2,554	2,261	338	382	3,235	2,956
Other Asian Countries	319	263	192	223	34	39	545	525
Australia and New Zealand	20	42	36	39	4	4	60	85
European Countries	52	79	124	154	23	19	199	252
North American Countries	46	69	105	131	15	11	166	211
Others (e.g. Central and South America, African Countries)	2	2	12	30	-	8	14	40
All Regions	782	768	3,023	2,838	414	463	4,219	4,069
	%							
Mainland China	43.9%	40.8%	84.5%	79.7%	81.6%	82.5%	76.7%	72.6%
Other Asian Countries	40.8%	34.2%	6.4%	7.9%	8.2%	8.4%	12.9%	12.9%
Australia and New Zealand	2.6%	5.5%	1.2%	1.4%	1.0%	0.9%	1.4%	2.1%
European Countries	6.6%	10.3%	4.1%	5.4%	5.6%	4.1%	4.7%	6.2%
North American Countries	5.9%	9.0%	3.5%	4.6%	3.6%	2.4%	3.9%	5.2%
Others (e.g. Central and South America, African Countries)	0.3%	0.3%	0.4%	1.1%	0.0%	1.7%	0.3%	1.0%
All Regions	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.

Staff+

Number of Staff in Headcount

Category of Staff	Male		Female		All	
	2019–20	2018–19	2019–20	2018–19	2019–20	2018–19
Professoriate	798	786	296	298	1,094	1,084
Research and Non-Professoriate Teaching	1,425	1,284	1,543	1,487	2,968	2,771
Other Academic	39	42	25	18	64	60
Administrative and Support	729	704	2,219	2,156	2,948	2,860
Technical	764	733	514	470	1,278	1,203
All Staff	3,755	3,549	4,597	4,429	8,352	7,978

Distribution of International Professoriate Staff (Based on Nationality)

Region	Headcount		%	
	2019–20	2018–19	2019–20	2018–19
Mainland China	279	254	39.6%	37.5%
Other Asian Countries	96	100	13.6%	14.7%
Australia and New Zealand	51	52	7.2%	7.7%
European Countries	126	125	17.9%	18.4%
North American Countries	148	144	21.0%	21.2%
Others (e.g. Central and South America, African Countries)	4	3	0.6%	0.4%
All Regions	704	678	100%	100%

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

Research

Research Funding

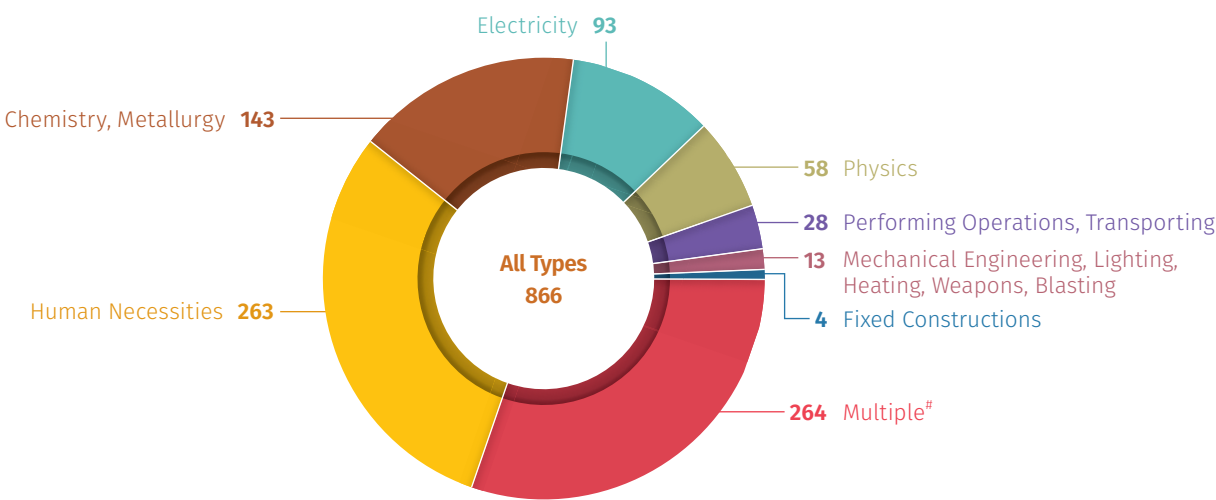
Fund Source	HK\$ (in Million)		%	
	2019–20	2018–19	2019–20	2018–19
Block Grant from University Grants Committee	2,505.6	2,350.0	55.3%	65.0%
Research Grants Council / University Grants Committee	557.8	366.8	12.3%	10.1%
Other External Sources*	1,094.0	769.0	24.1%	21.3%
Income from Research-related Endowment Funds	373.0	131.0	8.2%	3.6%
Total Research Funding	4,530.5	3,616.9	100%	100%

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

Research Projects (Ongoing and New)

Broad Disciplinary Area	Research Grants Project				Research Contract Project				All			
	No. of Projects		Value (in HK\$ M)		No. of Projects		Value (in HK\$ M)		No. of Projects		Value (in HK\$ M)	
	2019–20	2018–19	2019–20	2018–19	2019–20	2018–19	2019–20	2018–19	2019–20	2018–19	2019–20	2018–19
Biology and Medicine	3,134	3,097	6,193.7	5,839.4	306	284	1,392.4	1,199.9	3,440	3,380	7,586.1	7,039.3
Engineering	684	709	868.3	770.2	122	114	160.3	143.2	806	823	1,028.7	913.5
Humanities, Social Sciences and Business Studies	1,361	1,290	1,836.7	1,531.2	188	187	340.1	477.0	1,548	1,478	2,176.8	2,008.1
Physical Sciences	512	473	527.3	654.8	31	26	79.9	50.5	543	499	607.2	705.2
All Disciplines	5,691	5,569	9,426.1	8,795.5	647	611	1,972.7	1,870.6	6,338	6,180	11,398.8	10,666.1

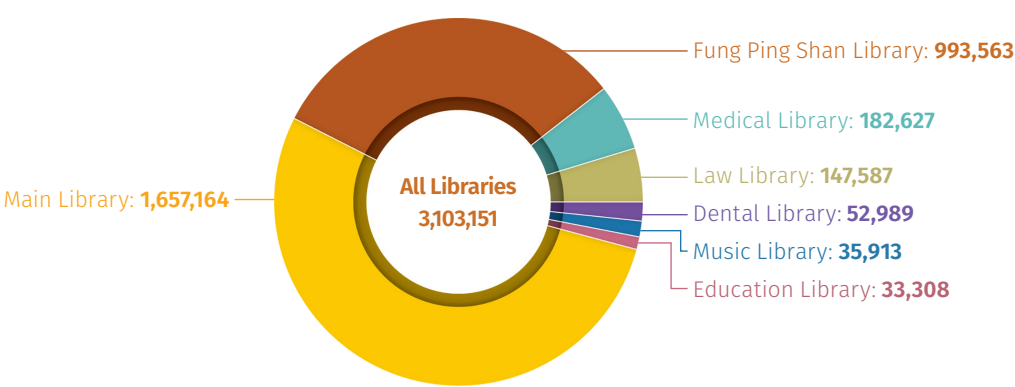
Cumulative Number of Patents Granted (since 1998 and up to June 2020)



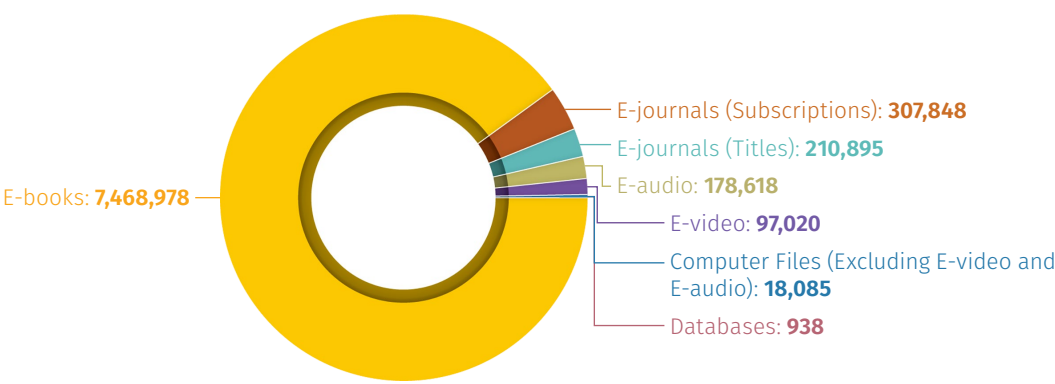
Multiple types refer to patent granted which covers more than one of those types specified.

Library Resources

Number of Bound Volumes in Main and Specialist Libraries 2019–20



E-resources 2019–20



Total Number of Registered Library Users 2019–20	122,076
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Student Learning Support Resources / Services 2019–20

Type	Number
Total Library Seats	3,193
Group Discussion Rooms	54
Single Study Carrels / Rooms for Postgraduate Students	
Main Library	60
Law Library	38
Medical Library	35
24 Hours Library Seats for All	297
Computer Workstations	480
Wireless Network Access Points	189
Postgraduate Library Workshops	117 Workshops
Information and Referral Service	55,975 Reference Transactions

Computing and Network Resources

Computing and Network Resources (as of June 2020)

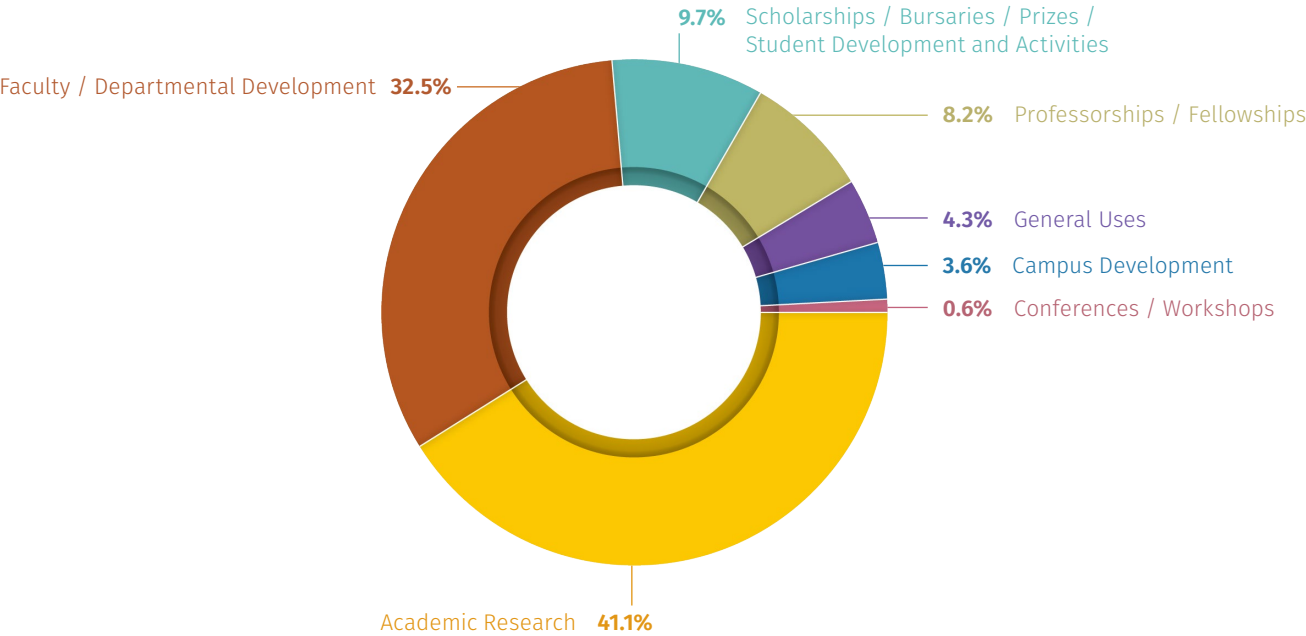
Type	Number
Number of Wired Network Access Points	55,142
Number of Wireless Network Access Points	6,076
Total Bandwidth for Direct Connection to the Internet and Research / Education Networks	23.1 (in Gbps)
Aggregated Central Computing Power for Teaching and Research Purposes (Theoretical Peak Computing Speed)	132.6 (in TFLOPS)

Giving To HKU

Donation Facts 2019–20

Total Number of Gifts Received	7,721
Total Amount of Donations	HK\$1.27B
Total Number of Donors	5,543
Number of First-time Donors	4,110
Ratio of Alumni vs Non-Alumni Donors	83 : 17

Distribution of Donations 2019–20



Finance

An Analysis of Consolidated Income and Expenditure for the Year Ended June 30, 2020

Revenue	HK\$'000	%
Government Subventions	6,103,359	48.8%
Tuition, Programmes and Other Fees	3,280,160	26.2%
Donations and Benefactions	1,232,274	9.8%
Auxiliary Services	394,497	3.2%
Interest and Investment Gain	533,223	4.3%
Other Income	970,626	7.8%
Total Revenue	12,514,139	100%

Expenditure	HK\$'000	%
Teaching, Learning and Research	8,056,174	72.6%
Teaching and Research	7,141,147	64.4%
Library	267,883	2.4%
Central Computing Facilities	215,357	1.9%
Other Academic Services	431,787	3.9%
Institutional Support	3,035,558	27.4%
Management and General	581,370	5.2%
Premises and Related Expenses	1,591,150	14.3%
Student and General Education Services	587,901	5.3%
Other Activities	275,137	2.5%
Total Expenditure	11,091,732	100%

Space

Distribution of Space by Categories Based on Total Gross Covered Floor Area (as of June 2020)

Category	Gross Covered Floor Area (in sq. m.)	%
Academic Space	311,191	43.8%
Central Libraries	44,733	6.3%
Central Administration and Maintenance	27,838	3.9%
Student and Staff Amenities	29,865	4.2%
Sports Facilities	14,441	2.0%
Student Halls of Residence and Staff Quarters	275,627	38.8%
Others (Including HKU Museum and HKU Press)	6,554	0.9%
All Categories	710,249	100%

HKU SPACE Gross Covered Floor Area (as of June 2020)	40,553 sq. m.
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Land Holdings (as of June 2020)

Site	Lot Area (in Hectares)
Hong Kong Island	
Main Campus	17.7
Medical Campus	4.2
Other Sites on Pokfulam	23.2
New Territories	
Kadoorie Centre	9.6
All	54.7

Halls and Student Residences (as of June 2020)

Number of Places	Number
Existing	6,500
Planned	2,450

Overview

The financial year 2019–20 was the first year of the 2019–22 triennium.

Hong Kong faced great challenges this year with social unrest locally and the COVID-19 pandemic globally. The University has adopted extraordinary measures to maintain a safe and healthy environment on campus. To maintain social distancing, the University has offered a hybrid mode with teaching and learning online and face-to-face interactions.

The Group has demonstrated its commitment to provide world-class education and research and delivered the impact through internationalisation, innovation and interdisciplinarity. A surplus of HK\$1,427 million was recorded in the Group’s consolidated financial results, notably the result of the government matching scheme for generous donations from the community.

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 relevant and applicable to the Group’s operation and comply 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, 2020 are summarised as follows:

	2020 HK\$ million	2019 HK\$ million
Income	12,514	10,670
Expenditure	(11,092)	(10,279)
Surplus from Operations	1,422	391
Share of Surplus of Joint Ventures and Associates	12	11
Gain on Disposal of Asset Held for Sale	-	282
Surplus for the Year	1,434	684
Other Comprehensive Loss	(7)	(7)
Total Comprehensive Income	1,427	677

The consolidated income for the year 2019–20 was HK\$12,514 million, an increase of HK\$1,844 million from last year. This was mainly due to increase in matching grant from the UGC as well as donations and benefactions received during the year.

The consolidated expenditure increased by 8% to HK\$11,092 million (2018–19: HK\$10,279 million), of which HK\$8,056 million (2018–19: HK\$7,504 million) was expended on the Group’s teaching, learning and research activities.

Financial Outlook

As the financial year 2019–20 ends, the University has entered into the second year of the 2019–22 triennium. The University will continue to build community partnerships and rally support while re-aligning resources to gain efficiency in pursuit of excellence in education.

Looking ahead, the University is excited to embark on a number of capital projects. The Tech Landmark development at the University Drive for building an innovative science and engineering hub of research and technology, as well as the development of the Pokfield Road site will generate an iconic academic, cultural and sports facilities complex. In addition, state-of-the-art research and learning facilities will be provided by the Institute of Advanced Dentistry, the student hostel, and other major projects, including investment in infrastructure on enabling online teaching and learning with various institutional pedagogical support.

The University of Hong Kong is prepared to make substantial and long-term investments in human resources, infrastructure and technology upgrades for the pursuit of the University’s education mission. The achievement of these missions would rely on philanthropy support. Two Government Matching Grant Schemes have been launched in July 2019 and August 2019, respectively, providing good opportunities to help the University secure additional funding for its work.

Amidst all the challenging opportunities, the University shall maintain a conservative, yet creative and flexible profile in financial management. We will continue to build on our successes to raise the University to the next level of fulfilling our commitments to be Asia’s leading global university.

The University’s Annual Accounts can be found at www.feo.hku.hk/finance/. Any correspondence or feedback on this extract or the accounts should be emailed to finance-mail@hku.hk.

The University of Hong Kong Consolidated Statement of Comprehensive Income

For the year ended June 30, 2020

(Expressed in thousands of Hong Kong dollars)	2020	2019
Revenue		
Government Subventions	6,103,359	5,304,526
Tuition, Programmes and Other Fees	3,280,160	3,116,399
Donations and Benefactions	1,232,274	442,324
Auxiliary Services	394,497	423,033
Interest and Investment Gain	533,223	520,235
Other Income	970,626	863,818
	12,514,139	10,670,335
Expenditure		
Teaching, Learning and Research		
Teaching and Research	7,141,147	6,635,832
Library	267,883	259,753
Central Computing Facilities	215,357	227,261
Other Academic Services	431,787	381,013
Institutional Support		
Management and General	581,370	585,219
Premises and Related Expenses	1,591,150	1,282,797
Student and General Education Services	587,901	574,103
Other Activities	275,137	333,357
	11,091,732	10,279,335
Surplus for the Year before Share of Joint Ventures and Associates	1,422,407	391,000
Share of Surplus of Joint Ventures	12,462	8,856
Share of (Deficit) / Surplus of Associates	(575)	1,772
Gain on Disposal of Asset Held for Sale	-	282,325
Surplus for the Year	1,434,294	683,953
Other Comprehensive (Loss) / Income		
Items that may be recognised in the Consolidated Statement of Comprehensive Income		
Exchange Differences	(5,402)	(5,794)
Share of Other Comprehensive Loss of a Joint Venture	(1,907)	(187)
Items that will not be recognised subsequently in the Consolidated Statement of Comprehensive Income		
Re-measurement of Defined Benefit Retirement Scheme Assets	640	(1,216)
	(6,669)	(7,197)
Total Comprehensive Income for the Year	1,427,625	676,756
Attributable to:		
UGC Funds	231,618	10,026
Restricted Funds	(154,299)	(207,226)
Other Funds	1,350,306	873,956
	1,427,625	676,756

The University of Hong Kong Consolidated Statement of Financial Position

As at June 30, 2020

(Expressed in thousands of Hong Kong dollars)	2020	2019
Assets		
Non-Current Assets		
Property, Plant and Equipment	7,868,885	8,356,580
Right-of-Use Assets	1,557,010	-
Intangible Assets	8,097	2,136
Interests in Associates	6,086	6,661
Interests in Joint Ventures	258,017	247,462
Financial Investments at Amortised Cost	1,584,582	1,698,477
Financial Assets at Fair Value through Profit or Loss	14,125,407	11,477,921
Loans Receivable	3,875	3,695
Accounts Receivable, Prepayments and Deposits	771,369	1,048,129
Defined Benefit Retirement Scheme Assets	11,841	11,463
Bank Deposits with Original Maturity over Three Months	-	100,000
	26,195,169	22,952,524
Current Assets		
Assets Classified as Held for Sale	-	1,512
Financial Investments at Amortised Cost	510,097	541,704
Financial Assets at Fair Value through Profit or Loss	410,128	309,724
Loans Receivable	130,851	150,116
Inventories	3,383	4,394
Accounts Receivable, Prepayments and Deposits	1,157,237	906,264
Amount Due from a Joint Venture	19,242	1,871
Bank Deposits with Original Maturity over Three Months	7,590,758	9,517,464
Cash and Cash Equivalents	1,941,264	1,181,763
	11,762,960	12,614,812
Total Assets	37,958,129	35,567,336
Funds		
UGC Funds	2,171,637	1,624,231
Restricted Funds	9,300,563	9,096,529
Other Funds	16,049,800	15,373,615
Total Funds	27,522,000	26,094,375
Liabilities		
Non-Current Liabilities		
Accounts Payable and Accruals	42,353	7,464
Employee Benefit Accruals	46,067	61,029
Loans and Borrowings	95,008	95,008
Lease Liabilities	169,475	-
Deferred Capital Funds	3,104,320	2,988,545
	3,457,223	3,152,046
Current Liabilities		
Accounts Payable and Accruals	3,122,117	2,935,002
Amount Due to a Joint Venture	2,047	2,080
Employee Benefit Accruals	819,686	807,461
Loans and Borrowings	77,550	105,516
Lease Liabilities	86,989	-
Deferred Income	2,870,517	2,470,856
	6,978,906	6,320,915
Total Liabilities	10,436,129	9,472,961
Total Funds and Liabilities	37,958,129	35,567,336
Net Current Assets	4,784,054	6,293,897
Total Assets Less Current Liabilities	30,979,223	29,246,421

As at November 15, 2020

Chancellor
The Honourable Mrs Carrie Lam
GBM; GBS; BSocSc *HK*; HonDSocSc *Lingnan*

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 Xiang Zhang
MS/*BS Nanjing*; MS *Minn*; PhD *Berkeley*; MCAS; MNAE; MAS; JP

Provost and Deputy Vice-Chancellor
Professor Richard Wong Yue Chim
SBS; AB, AM, PhD *Chic*; JP

Executive Vice-President (Administration and Finance)
Mr Steve Lo Chit Ki
BSocSc *HK*

Vice-President and Pro-Vice-Chancellor (Academic Staffing and Resources)
Professor Terry Au Kit Fong
AB *Harv*; PhD *Stan*; APS; APA

Vice-President and Pro-Vice-Chancellor (Institutional Advancement)
Professor Norman Tien Chihnan
BS, PhD *Calif*; MS *Ill*; FHKIE

Vice-President and Pro-Vice-Chancellor (Research) (Acting)
Professor Alfonso Ngan Hing Wan
BSoc(Eng) *HK*; PhD, DSc *Birm*; CSci; CEng; FIMMM; FHKIE; FHKEng

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 Cai Hongbin
BS *Wuhan*; MEcon *Peking*; MS, PhD *Stan*

Dentistry
Professor Thomas Frank Flemmig
MBA *Duke*; Dr med dent *Freiburg*; Dr med dent habil *Würzburg*

Education
Professor Anne Lyn Goodwin
MA, EdM, EdD *Col*

Engineering
Professor Christopher Chao Yu Hang
BSc(Eng) *HK*; MS, PhD *Calif*

Law
Professor Fu Hualing
LLB *SW Pol Sc & Law*; MA *Tor*; JD *York*

Medicine
Professor Gabriel Matthew Leung
GBS; MD *W Ont*; MPH *Harv*; MD *HK*; FHKCCM; FHKAM (Community Medicine); FCFP; FRCP *Lond*; FRCP *Edin*; HonFHKCFP; HonFFPH; JP

Science
Professor Matthew Richard Evans
BSc *Brist*; PhD *Cantab*

Social Sciences
Professor William Gordon Hayward
BA, MA *Cant*; MS, MPhil, PhD *Yale*

Dean of Student Affairs
Professor Samson Tse Shu Ki
MSc, PhD *Otago*; PDOT *HKPU*; DipSocSc *Massey*

Registrar
Ms Jeannie Tsang Wing Shi
BSocSc *HK*; MA *Lond*

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
FHKIE; FHKICM; MCCES; RPE

As at November 15, 2020

Membership Category	Member
1. Chancellor Pro-Chancellor President and Vice-Chancellor Provost and Deputy Vice-Chancellor Vice-Presidents and Pro-Vice-Chancellors	<i>The Honourable Mrs Carrie Lam</i> <i>Dr the Honourable Sir David Li Kwok Po</i> <i>Professor Xiang Zhang</i> <i>Professor Richard Wong Yue Chim</i> <i>Professor Terry Au Kit Fong</i> <i>Professor Ian Michael Holliday</i> <i>Mr Steve Lo Chit Ki</i> <i>Professor Alfonso Ngan Hing Wan</i> <i>Professor Norman Tien Chihnan</i> <i>Mrs Margaret Leung Ko May Yee</i>
Treasurer	<i>Dr the Honourable Victor Fung Kwok King</i> <i>Dr the Honourable Leong Che Hung</i> <i>The Honourable Sir Ti Liang Yang</i>
2. Life Members of Court	<i>Professor the Honourable Arthur Li Kwok Cheung</i> <i>Ms Vivien Chan</i> <i>Mr Jason Chiu</i> <i>Mr Charles Li Xiaojia</i> <i>Mr Daryl Ng Win Kong</i> <i>Dr Patrick Poon Sun Cheong</i> <i>Dr Thomas Brian Stevenson</i>
3. Members of the Council	<i>Professor Edward Chen Kwan Yiu</i> <i>Mrs Ayesha Macpherson Lau</i> <i>The Honourable Abraham Shek Lai Him</i> <i>Dr Peter Wong King Keung</i> <i>Ms Priscilla Wong Pui Sze</i> <i>Professor Rosie Young Tse Tse</i>
(a) Chairman Six persons, not being students or employees of the University, appointed by the Chancellor	<i>Professor Henry Chan Hin Lee</i> <i>Mr Tai Keen Man</i>
(b) Six persons, not being students or employees of the University, appointed by the Council	<i>Professor Chen Zhiwu</i> <i>Dr Richard Kao Yi Tsun</i> <i>Professor Lo Chung Mau</i> <i>Professor Quentin Yue Zhong Qi</i>
(c) Two persons, not being students or employees of the University, elected by the Court	<i>Mr Eric Cheung Tat Ming</i>
(d) President and Vice-Chancellor	<i>Mr David Lei Tsz Shing</i>
(e) Treasurer	<i>Mr Zhang Runzhi</i>
(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	

The Senate		The Academic Council	
Membership Category	Member	Membership Category	Member
4. Members of the Senate		(g) Six elected teachers, not being Professors	<i>Dr David Michael Baker</i> <i>Dr Neil Ryan Mc Kenzie</i> <i>Dr Jeffrey Jay Timmermans</i> <i>Dr Kenneth Wong Kak Yuen</i> <i>Dr Max Wong Wai Lun</i> <i>Dr Yau Wai Pan</i>
(a) President and Vice-Chancellor		(h) Director of the School of Professional and Continuing Education	<i>Professor William Lee Keng Mun</i>
(b) Provost and Deputy Vice-Chancellor		(i) Dean of the Graduate School	<i>Professor Frederick Leung Koon Shing</i>
(c) Vice-Presidents and Pro-Vice-Chancellors	<i>Professor Christopher John Webster (Architecture)</i> <i>Professor Derek Burton Collins (Arts)</i> <i>Professor Cai Hongbin (Business and Economics)</i> <i>Professor Thomas Frank Flemmig (Dentistry)</i> <i>Professor Anne Lyn Goodwin (Education)</i> <i>Professor Christopher Chao Yu Hang (Engineering)</i> <i>Professor Fu Hualing (Law)</i> <i>Professor Gabriel Matthew Leung (Medicine)</i> <i>Professor Matthew Richard Evans (Science)</i> <i>Professor William Gordon Hayward (Social Sciences)</i>	(j) Librarian	<i>Mr Peter Edward Sidorko</i>
(d) Dean of each Faculty		(k) Dean of Student Affairs	<i>Professor Samson Tse Shu Ki</i>
		(l) Three elected full-time students (at least one undergraduate and one postgraduate)	<i>Miss Feng Ye</i> <i>Mr Lee Pui Chung</i> <i>Miss Jocelyn Tang Yuet Yan</i>
(e) Chairman of each Board of the Faculty	<i>Professor Chau Kwong Wing (Architecture)</i> <i>Professor Nicole Huang Xincun (Arts)</i> <i>Professor Wong Kit Pong (Business and Economics)</i> <i>Professor May Wong Chun Mei (Dentistry)</i> <i>Professor Lena Wong Lai Nar (Education)</i> <i>Professor Kao Chi Ming (Engineering)</i> <i>Professor Albert Chen Hung Yee (Law)</i> <i>Professor Wallace Lau Chak Sing (Medicine)</i> <i>Professor Yuen Kam Chuen (Science)</i> <i>Professor Karen Ann Laidler (Social Sciences)</i>	5. Registrar	<i>Ms Jeannie Tsang Wing Shi</i>
		6. Chairman of Convocation Deputy Chairman of Convocation Clerk of Convocation	<i>Dr Patrick Poon Sun Cheong</i> <i>Mr Ernest Wong Yiu Kit</i> <i>Ms Elaine Liu Yuk Ling</i>
		7. Five persons elected by the Members of the Legislative Council from among their own number	<i>The Honourable Vincent Cheng Wing Shun</i> <i>The Honourable Cheung Kwok Kwan</i> <i>The Honourable Mrs Regina Ip Lau Suk Yee</i> <i>The Honourable Jimmy Ng Wing Ka</i> <i>The Honourable Abraham Shek Lai Him</i>
(f) Twelve elected Professors	<i>Professor Douglas Wayne Arner</i> <i>Professor Kathryn Cheah Song Eng</i> <i>Professor Edmund Lam Yin Mun</i> <i>Professor Wallace Lau Chak Sing</i> <i>Professor Frankie Leung Ka Li</i> <i>Professor George Lin Chu Sheng</i> <i>Professor Thomas Ng Shiu Tong</i> <i>Professor Quentin Andrew Parker</i> <i>Professor Leo Poon Lit Man</i> <i>Professor Tao Zhigang</i> <i>Professor Xu Guoqi</i> <i>Professor Anthony Yeh Gar On</i>	8. Twelve members elected from among its number by the Standing Committee of Convocation	<i>Mr King Chan Ka Kin</i> <i>Mr Spencer Chan Shiu Bun</i> <i>Ms Chan Sze Wing</i> <i>Ms Gloria Chang Wan Ki</i> <i>Ms Priscilla Chiu Kit Yi</i> <i>Dr Bonnie Choy Nga Kwan</i> <i>Mr Keith Kiu Wai Fung</i> <i>Mr Alex Lai Chun Hung</i> <i>Mr Charles Lai Chun Wai</i> <i>Ms Rachel Lai Hoi Yan</i> <i>Dr Liu Chun Wah</i> <i>Mr Mak Tung Wing</i>

Membership Category	Member
9. Five members elected by the Court	<i>Ms Wendy Gan Kim See</i> <i>Dr David Mong Tak Yeung</i> <i>Mr Jeffrey Tse Hoi Shing</i> <i>Professor Richard Yu Yue Hong</i> <i>Mr George Yuen Kam Ho</i>
10. Three members elected by the Grant Schools Council	<i>Miss Maggie Chau Wai Chu</i> <i>Mr Frederick Poon Siu Chi</i> <i>Mr Dennis Yuen Dick Yan</i>
11. Three members elected by the Hong Kong Subsidized Secondary Schools Council
12. Not more than twenty members, not being already included in any of the foregoing classes, appointed by the Chancellor	<i>Ms Louisa Cheang Wai Wan</i> <i>Professor Philip Chen Nan Lok</i> <i>Mr Ronnie Cheng Kay Yen</i> <i>Mr David Fong Man Hung</i> <i>Mr Andrew Fung Hau Chung</i> <i>Ms Sabrina Fung Wing Yee</i> <i>Ms Pansy Ho Chiu King</i> <i>Ms Belinda Hung Kwai Yi</i> <i>Dr Ko Wing Man</i> <i>Ir Edgar Kwan Chi Ping</i> <i>Mr David Lau Pak Wai</i> <i>Mr Kenneth Benjamin Li</i> <i>Professor Walton Li Wai Tat</i> <i>Ms Amy Lo Choi Wan</i> <i>Mr Weber Lo Wai Pak</i> <i>Mr Theodore Ma Heng</i> <i>The Honourable Jasper Tsang Yok Sing</i> <i>Mr Albert Wong Hak Keung</i> <i>Dr Alan Yu Ho Lam</i> <i>Dr Allan Zeman</i>

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About the Cover Artist
Born and raised in Hong Kong, Elaine Chiu received her Bachelor's degree in Art History from the University of Hong Kong in 2018. Her paintings and sketches, which depict urban environments and community identities in Hong Kong and beyond, have been widely exhibited and garnered local and international awards.

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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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