



**AWARD PRESENTATION CEREMONY
FOR EXCELLENCE
IN TEACHING AND RESEARCH 2008**

February 19, 2009 *Thursday*
5:00 p.m.
Rayson Huang Theatre



THE UNIVERSITY OF HONG KONG

Pokfulam, Hong Kong
Tel: (852) 2859 2111 Website: <http://www.hku.hk/award>



THE UNIVERSITY OF HONG KONG

AWARD PRESENTATION CEREMONY
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*Outstanding Teachers,
Outstanding Researchers*

A MESSAGE FROM THE VICE-CHANCELLOR

The annual ceremony to honour the University of Hong Kong's outstanding teachers and researchers has become an important event in our calendar, providing the opportunity for both rewarding eminent individuals and encouraging others to strive for such achievements.



Outstanding performance in teaching and research are two key characteristics of a successful university. Our mission includes providing a comprehensive education developing fully the intellectual and personal strengths of our students, and producing graduates of distinction committed to lifelong learning, integrity and professionalism. Our student-centred approach to teaching and learning encompasses six educational aims in our aspiration for academic excellence — we want students to tackle novel situations and ill-defined problems, use critical intellectual enquiry, acquire intercultural understanding and global citizenship, be able to communicate and collaborate with others, uphold personal ethics and critical self-reflection, and demonstrate leadership and advocacy for the improvement of the human condition. To fulfil such educational aims for our students, we strive to provide a supportive and innovative environment to enable our teachers to truly excel.

Alongside teaching, our prowess in research lies at the heart of our reputation. Our success on this front has been built on commitment to excellence at both the University level and among individual academics. We have achieved an impressive placing in the annual *Times Higher Education Supplement's* ranking of the world's top universities, and continue our pre-eminence in securing the largest share of external peer-reviewed grants and having the largest amount of research output both in terms of quantity and citations among Hong Kong's institutions of higher education. Collaboration, both within HKU and with leading institutions in the Chinese mainland and around the world, is a key focus of the University. We have identified Strategic Research Areas and constituent themes to provide a framework for value-added interdisciplinary research. We also encourage the commercialisation of our intellectual property through technology transfer, to bring benefits to both the University and the community as a whole.

I am delighted to add my own warm congratulations to colleagues awarded at today's ceremony. Their outstanding achievements bring honour both to themselves and to our University.



Professor Lap-Chee Tsui
Vice-Chancellor

February 2009

PROGRAMME

OPENING ADDRESS

Professor Lap-Chee Tsui, Vice-Chancellor

OUTSTANDING TEACHING AWARD

Introduction by Professor Amy Tsui, Pro-Vice-Chancellor

Video presentation

Awards presented by Dr The Hon. David K.P. Li

OUTSTANDING RESEARCH STUDENT SUPERVISOR AWARD

Citations delivered by students

Awards presented by Professor Amy Tsui, Pro-Vice-Chancellor

OUTSTANDING YOUNG RESEARCHER AWARD

Video presentation

Awards presented by Professor Paul Tam, Pro-Vice-Chancellor

RESEARCH OUTPUT PRIZES

Faculties of Architecture, Arts, Business and Economics,
Dentistry, Education, Engineering, Law, Medicine, Science and Social Sciences

Citations delivered by Professor Paul Tam, Pro-Vice-Chancellor

Awards presented by Professor Richard Wong, Deputy Vice-Chancellor

OUTSTANDING RESEARCHER AWARD

Video presentation

Awards presented by Professor Lap-Chee Tsui, Vice-Chancellor

CLOSING ADDRESS

Dr The Hon. David K.P. Li, Pro-Chancellor

GROUP PHOTOGRAPHS

COCKTAIL RECEPTION

Masters of Ceremonies: Miss Laura Wong, MPH

Mr Edwin Choi, PCLL

LIST OF AWARDEES

OUTSTANDING TEACHING AWARD

Professor CHAN Li Chong, *Department of Pathology*

Professor Ali F. FARHOOMAND, *School of Business*

Mr Richard Anthony GLOFCHESKI, *Department of Law*

Dr Julia Christine KUEHN, *School of English*

Dr Becky LOO Pui Ying, *Department of Geography*

Dr Stephen Brian POINTING, *School of Biological Sciences*

Dr Agnes Fung Yee TIWARI, *Department of Nursing Studies*

Dr Ben YOUNG, *Department of Civil Engineering*

OUTSTANDING RESEARCH STUDENT SUPERVISOR AWARD

Professor Ricky MAN Ying Keung, *Department of Pharmacology and Pharmacy*

Professor Irene NG Oi Lin, *Loke Yew Professor in Pathology, Department of Pathology*

Dr ZHOU Mei Fu, *Department of Earth Sciences*

OUTSTANDING YOUNG RESEARCHER AWARD

Dr Chris CHAN Tsun Leung, *Department of Pathology*

Dr Anne CHEUNG Shann Yue, *Department of Law*

Dr Edmund LAM Yin Mun, *Department of Electrical and Electronic Engineering*

Dr SIOK Wai Ting, *School of Humanities*

Dr Patrick Henry TOY, *Department of Chemistry*

OUTSTANDING RESEARCHER AWARD

Dr JIN Dong Yan, *Department of Biochemistry*

Professor James LAM, *Department of Mechanical Engineering*

Professor LUKE Kang Kwong, *School of Humanities*

Professor TSE Hung Fat, *William M.W. Mong Professor in Cardiology,
Department of Medicine*

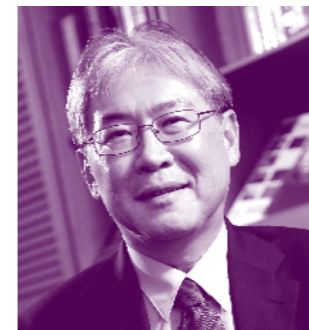
Professor WONG Wing Tak, *Department of Chemistry*

OUTSTANDING TEACHING AWARD

The Teaching Excellence Award Scheme, which was introduced earlier this academic year, is an enhancement of the University Teaching Fellowship Scheme to signify the University's commitment to recognising and promoting excellence in teaching. The Scheme comprises the Outstanding Teaching Award (OTA) and the University Distinguished Teaching Award (UDTA) (which will be awarded from 2009-10). Nominations are invited annually, and eight teachers have been selected to receive the Outstanding Teaching Award in 2008.

Nominations for the Outstanding Teaching Award for 2008 were considered by a Selection Panel chaired by the Vice-Chancellor. Internal members of the Panel included the Pro-Vice-Chancellor (Teaching and Learning), the Executive Director of the Centre for the Advancement of University Teaching, an awardee of the University Teaching Fellowship, a student representative nominated by the Students' Union and an external member. The external member this year was the Deputy Vice-Chancellor and Provost of Macquarie University, Professor Judyth Sachs.

In the decision process, the Panel was deeply impressed by the achievements of the OTA awardees who all demonstrated clear evidence of excellence in teaching and engagement with students and their learning, and in curriculum design, renewal and innovation. The Panel was confident that they would continue to contribute significantly to the enhancement of teaching and learning at HKU.



Professor CHAN Li Chong 陳立昌教授
Department of Pathology 病理學系

I first met Professor Chan four years ago, as his student in PBL tutorials. His commitment to and passion for teaching impressed me and made me feel he was an excellent and dedicated teacher both in and out of the classroom. Looking back, I can immediately recall a few points that make Professor Chan one of the best PBL tutors I have ever encountered at the Faculty:

- **Clear focus and objectives:** At the beginning of the first tutorial, goals and expectations were set to point us in the right direction. Before each new case started, he consistently reminded us of what we had learnt in lectures, and motivated us to incorporate the relevant knowledge into our case discussions. His de-briefing at the end of each tutorial also helped us continue to work on our cases, and to be aware of the extent of knowledge to be discussed.
- **Achieving balance within the group:** Professor Chan only intervened at appropriate times without taking charge over the group, thus achieving a fine balance between a tutor's teaching and the students' participation. His efforts to encourage the weaker students in the group were also much appreciated, and he continued to help the group communicate in an effective manner.
- **The 'Big' picture:** A clear message from Professor Chan was his emphasis on understanding instead of memorisation. He guided us to use PBL as an opportunity to understand and utilise materials from our lectures — an effective process of 'vitalising' passively learnt materials. Notably, he stimulated us to think about issues outside the scope of medicine, whenever possible — a respectable attitude that makes him particularly distinctive.

Over the few years that followed the PBL course, I have had various chances to get to know Professor Chan in person, and he has always been an approachable teacher out of the classroom. He has always been keen to learn about his students' interests, encouraging us to 'explore' topics other than medicine. He has also been an enthusiastic supporter of student activities. Most importantly, I think his attitude and vision in teaching have shown how much he cares for his students, making him not only an excellent teacher but also a great mentor. Remarkably, the principles that I learnt from him have benefited me greatly and still do today.

Philip KAM Ming Ho, MBBS 4

I have known Professor Chan since my student days. As one of the first batch of students in the new medical curriculum, I have witnessed its development — from foundation to current success. Professor Chan has been a key figure in planning and implementing Problem-Based Learning. He always showed understanding towards the challenges faced by students, and gave us support and encouragement. He has been a popular PBL tutor, and his PBL tutorials were always highly regarded and very much enjoyed by my fellow classmates.

LC is one of the excellent role models of educators I admire, and with their inspiration, I became a teacher after graduation. During my transition from student to tutor, LC gave me insights on good tutoring and techniques in writing good PBL cases. He has also introduced me to the world of medical education research. He kindly nominated me to participate in the Harvard Medical Institute Program for Educators in 2007, and with the generous support from the IMHSE, I had the opportunity to interact with some renowned medical education experts and brought home new ideas on curriculum design. LC also initiated the IMHSE Research and Development Discussion Group in June 2008, and through this network I was able to meet other educators in the Faculty and discuss education-related issues. With this platform, I received invaluable comments from LC and other seniors on my project 'Teaching and Learning Genetics in Medical Undergraduates'.

LC is a very kind and approachable person. We share thoughts and reflections on education via e-mails and informal occasions, and I appreciate his willingness to spare time for short discussions, despite his busy schedule. I look upon him as The Educator of Educators; his commitment to education and efforts in improving the quality of teaching in our Faculty definitely deserves recognition throughout the University.

*Dr Pamela LEE Pui Wah, MBBS, MRCPCH
Assistant Dean (Academic Networking and Student Affairs)
Clinical Assistant Professor, Department of Paediatrics and Adolescent Medicine*



I am an alumni of the Faculty and Professor Chan was my first PBL tutor during my first year of undergraduate studies. As a PBL tutor, Professor Chan not only gave me the knowledge of Medicine but also shaped the way I learned and my approach towards difficult problems.

Professor Chan, apart from teaching us, also tried to help us teach each other and ourselves. He made every opportunity to help us brainstorm and formulate learning objectives from the basic principles. Having clear learning objectives was vital in helping us to understand the key issues in each PBL case. Having an 'open-mind' and a stepwise approach towards clinical problems has helped me tremendously as a clinician.

Professor Chan also made every effort to speak on unique topics covered in PBL cases which cannot be learned from textbooks. He gave us time to reflect on our learning objectives and the contents taught, so that we could improve case by case. His comments have always been non-judgemental and constructive. Professor Chan tried to understand our unique background and tried his best to uncover our potential as students and help us get the most out of the PBL cases.

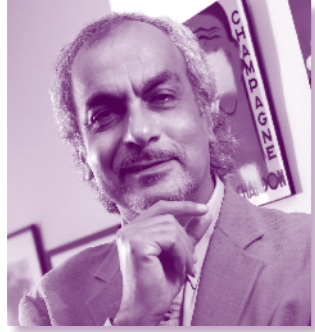
Apart from monitoring our learning progress, Professor Chan would try his best to reflect on our attitudes towards learning and towards our peers. As students, we have different learning and family backgrounds. These would very much influence our attitudes and behaviour during learning. If not monitored, certain attitudes and behaviour can be counterproductive towards learning. As a PBL tutor, Professor Chan, tried his best to address unwanted behaviours and attitudes. That was done through individual counselling. Having these rectified made learning more enjoyable and helped us understand ourselves better. It also had a great impact on my personal and career development.

Professor Chan, Chair Professor and Head of the Department of Pathology is an ideal candidate for the award, as shown by his achievements both as a leader and as a teacher.

Professor Chan not only teaches, but also inspires. With his teaching and guidance since my undergraduate years, I developed great interest in Clinical Medicine and Haematology, his field of expertise. Since my graduation, I have regularly sought advice from him concerning my professional career and the problems I face.

In short, Professor Chan, is undoubtedly the best teacher when it comes to Problem-based Learning. With his leadership and teaching, students acquire knowledge and the appropriate professional attitudes and behaviour which are vital in a doctor's career.

Dr Gill Harinder SINGH Harry, MBBS 2006



Professor Ali F. FARHOOMAND 范浩文教授

School of Business 商學院

“People don’t resist change. They resist being changed.”

— Professor Ali Farhoomand, on the first day of class

The best lessons are the ones that stay with you long after graduation; the tools that you apply in the real world; and the gems that change the way you think, act, and even dream.

This transformational teaching doesn’t just come from the information, but from the instructor. Professor Ali Farhoomand was more than just a teacher. He was a consultant and a coach; a mentor and a partner; a philosopher and a poet.

Ali didn’t care for reading off PowerPoint slides, memorising old routines, or opening books during class. He believed in speaking from the heart, knowing from new experiences, and opening minds.

To start the class, he wrote two opposing ideas on the board, like innovation and legacy. Then, he asked us to just think about these paradoxes for ten minutes. Once we created our answers and questions, the entire class had an integrated discussion about these paradoxes of life...those seemingly opposite truths that are just two sides of the same coin at the highest level.

Ali steered us to *think* about the mundane and *challenge* the conventional (figuring out why the lines are so long at the local bank, or making the perfect wallet) *use* metaphor and empathy (relating Jazz to management, or negotiating case studies), and *experience* through doing (building e-commerce prototypes).

Ali taught us how to learn from everything and how to prepare for anything — drawing helicopters for integration, wearing thinking hats for innovation, and writing blogs for communication.

Ali understood that music was the space in between the notes.

He didn’t give us answers; he showed us how to ask better questions so that we may create our own solutions.

He didn’t give us boring tests; he instilled living lessons so that we may leverage order in chaos, appreciate the creation in destruction, and initiate innovation in integration.

He didn’t force change upon us; he allowed change to happen in us.

On the last day of class, he gave us a blank sheet of paper and asked us to create the next class, to impart the lessons we learned, and to show the experiences we shared.

We weren’t the ones being changed. We were *the* change.

It was such a blessing, honour, and gift to have been one of his students.

*Andrew CHANG, Exchange Student
Graduate of University of California (San Diego) 2008*



Professor Ali Farhoomand clearly stands apart as someone personally and professionally committed to making a lasting difference for his students.

Most of today’s classes prepare students by delivering a wealth of facts and information, yet they often fail to adequately prepare students to rise as tomorrow’s leaders. Reciting information is one thing, and moving beyond the facts towards working knowledge is another.

With his highly novel teaching methods, Ali moves far beyond the facts to create understanding. Not only are his students faced with new approaches to thinking about our everyday lives, but his students must also exercise stronger ways of relating to each other and the material itself. In other words, by stimulating multiple approaches to absorbing and using new information, his students truly learn new and better ways to problem-solve, both on the job and off. His classes are dynamic, fun, surprising and enlightening.

There are many examples of Ali’s teaching excellence — making experiential links between the lateral thinking of improvisational jazz with problem solving in a business context; role-playing to creatively design new business solutions; interactive sessions that lead to contemplations of epistemology itself; applying contemporary coaching guru Edward de Bono’s useful ‘Six Thinking Hats’ for problem solving; and more.

Many of Ali’s students are specifically looking for skills needed in the working world, and delivering useful and appropriate lessons are the core traits of his pedagogy. Most professors lack the courage and space to adopt the kinds of effective teaching methodologies championed by Professor Farhoomand. Luckily for his students, he consistently surprises and delivers the kind of teaching that makes a difference. His students remain grateful and enlightened for it; as it should be, either in or out of the classroom.

Ran ELFASSY, MBA 2007



Mr Richard Anthony GLOFCHESKI

Department of Law 法律學系

Knowledgeable, fun, and inspiring, Mr Glofcheski is the teacher that everyone loves. I was lucky to have him as my Tort Law lecturer and tutor. His special knack for making difficult concepts accessible and mundane topics fascinating, made studying law enjoyable, and certainly much less daunting, for us. His book, *Tort Law in Hong Kong*, is a leading textbook which has helped law students in Hong Kong immeasurably with their studies.

Students have tremendous regard for him because he is also extremely approachable and truly cares about them. He ran a course discussion forum online through which we bombarded him with questions throughout the year and I was amazed that he managed to always give comprehensive answers within hours. As our first-year course coordinator, he listened attentively to our concerns, investigated the matters thoroughly, and responded speedily with practical solutions.

More importantly, he is always there for students who need him, even during semester breaks. No matter how busy he is, he always makes time to talk with students and provide them with invaluable advice and support, whether it's about their studies, going for exchanges, their career choice, or their future.

I wish to congratulate Mr Glofcheski for this prestigious and well-deserved award.

Jamie HU, LLB 4

If you think law is boring, go and attend Mr Glofcheski's tort lectures! Mr Glofcheski's stimulating style of delivery has made law fascinating to the many young legal minds he has cultivated throughout his years of teaching at HKU. As a dedicated law teacher, he continuously sets high standards of teaching for himself. He is very passionate about the law and his astounding expertise has won him respect from both his fellow colleagues and the student body.

Being a brilliant research supervisor, he encourages his students to engage in detailed legal research and sophisticated legal analysis. Research students have benefited much from his excellent guidance and matured academically through his insightful analysis of the law. What sets him apart is his receptiveness to students' questions. It is not uncommon to see him flanked by students after lectures or in the

K.K. Leung Building, patiently answering students' queries. He believes that teaching is a two-way interaction and it is important to him that his students have a full grasp of legal concepts.

His unique style of teaching and his pleasant personality have made him an all-round favourite in the Faculty. On behalf of the student body, I extend my heartfelt congratulations to him on this more than well-deserved prestigious award.

Maria LI, PCLL

Mr Glofcheski is surely one of the most excellent teachers that I have ever met in my university life. I was most delighted when I heard that he was awarded Outstanding Teacher for 2008. His great enthusiasm for teaching and brilliant research work truly deserve to be recognised.

I first met Mr Glofcheski in the LLB first-year course 'Tort Law I'. I was deeply impressed not only by his profound legal knowledge and presentation skills, but also by his friendliness and willingness to establish a close rapport with his students. Frequently after discussions with him about my studies, I was more motivated and encouraged to think from a wider perspective.

Mr Glofcheski also gives his students very valuable advice on their extra-curricular activities and future careers. He helped me a lot when I participated in the university's student exchange programme, particularly on the choice of school and how to get the most out of that precious opportunity.

I am honoured to be able to share this important and glorious moment with Mr Glofcheski.

Icarus YUEN Lai Kit, PCLL



Dr Julia Christine KUEHN

School of English 英文學院

I do not believe that there is a ‘perfect’ teacher on earth and indeed ‘perfection’ is not necessarily what we want from a teacher. But our teacher, Dr Julia Kuehn, certainly comes close! Professional, responsible, knowledgeable, patient, helpful, kind — these are perhaps the adjectives commonly used to describe what a good teacher should be. When I was invited to write something about Dr Kuehn, these same words sprung to my mind, and they truly describe the teacher that I have had the privilege to know during these past five good years.

Dr Kuehn started her academic career at the School of English of the University of Hong Kong in 2004 and, trust me, became popular among the students quickly not only because of her cheerful smiles and her readiness to provide academic and also personal support to students. Her magic is the high quality of her teaching. Students never need to worry whether they can get something from Dr Kuehn’s courses, nor would they ever doubt that the person stood at the front is a professional presenter. Yet, sitting in her class never means a comfortable experience, and do not expect any funny jokes to entertain you in the lecture room. She does not need such devices to make her courses interesting. The in-depth content and the difficult questions really challenge us, and I know that her students start to question their intellectual ability and even their ability to really write English. Yet, any anxieties are quickly overcome since Dr Kuehn’s students are always clear about what is expected of them and about the availability of their teacher’s assistance. We are also amazed by how well-prepared she is and how highly organised her courses are. If you know her, you would agree with me that she is an incredibly encouraging teacher. Most importantly, you know that she always guides you through every detail of the materials without leaving any confusion in your mind at the end of the course, while always leaving space in a motivating way for you to exercise your creativity, take risks, and push your work further.

As her now postgraduate student, I also know that Dr Kuehn is one of the best teachers in most of the students’ hearts because she teaches us to learn from different literary works and to have conversations with different writers while always keeping in mind our role as active thinkers who do not fear challenges and criticism. We are always taught not to be satisfied. What is most fascinating about Dr Kuehn is that when you work with her, you can feel she grows with you, that you are her equal when you have intellectual exchanges. It is from her liberal-mindedness that I learn that teaching is a reciprocal process in which she learns from students and respects their thoughts, which may happen to be the opposite of her own.

It is no coincidence that the root of the word education, *educare*, means ‘to lead forth’. It is under Dr Kuehn’s guidance that we lead ourselves forth to the fullest of our potential. I believe that for many of her students, Dr Kuehn, a recipient of this year’s Outstanding Teaching Award, must be one of the most outstanding teachers that they have had the good fortune to encounter in their university education. It is through working with her that we learn how to have a good learning attitude rather than be ‘perfect’ ourselves.

Mary LO Ying Wa, MPhil candidate



Dr Becky LOO Pui Ying 盧佩瑩博士

Department of Geography 地理系

I was a student with Dr Loo from 2000 to 2002 in the Master of Arts in Transport Policy and Planning Programme at HKU. During my studies with Dr Loo, I found she demonstrated excellent teaching skills and enthusiasm for engagement with her students. I found Dr Loo to be very organised and well-prepared for her classes. Dr Loo had excellent presentation skills in her classes, which included uploading PowerPoint slides, detailed and clear presentations, well-fit examples, interesting short quizzes and a question-and-answer session at the end of each lecture. I found her class so attractive that my classmates and I were always on time in order not to miss any part of her teaching.

Dr Loo’s class assignments and group projects were also interesting. The last few questions in the assignments always demanded in-depth thinking. We had to spend quite some time in research and discussion before we could reach a conclusion. This created much interaction among classmates before class. I found that sitting in Dr Loo’s class was not merely a transfer of knowledge, but it was really fun and there was active learning and interactions with classmates and Dr Loo in every class.

During the course of my studies, Dr Loo supervised my dissertation. Under her watch, I gained knowledge through the process of research, surveys, data analyses and scientific interpretations. Dr Loo always gave me excellent advice, guidelines and quality feedback for logical thinking and inspiration. I found it really amazing how I could apply what I had learnt into reality, and that the outcomes were so real and practical. This was the most fruitful and fun experience that I ever had in my entire learning career.

Dr Loo was the Programme Co-coordinator for the Master of Arts in Transport Policy and Planning Programme. I found the programme design and arrangements excellent. During my studies, we had the opportunity to make a field trip to Shanghai, which enriched our learning and broadened our exposure to the industry.

Last but not least, Dr Loo demonstrated excellent teaching skills that inspired her students to embrace continuous learning and to become life-long learners. I believe that her other students will agree with me that Dr Loo is the Best Teacher that we have ever encountered.

Francis CHAN Cheong Fai, MA 2002

Dr Becky P.Y. Loo is a sophisticated but young member of the teaching staff in the Department of Geography at HKU. I have taken two inspiring courses instructed by her, 'Strategic of Transport and Infrastructural Development' and 'Global Development', in my undergraduate studies. The feedback on Dr Loo's classes has been overwhelmingly positive among students. I remembered in her class of 'Global Development', many of the students were exchange students who were deeply impressed by her interactive teaching and reality-oriented approaches in the lessons.

Dr Loo is a resourceful and creative educator who frequently comes up with refreshing approaches to her teaching. The teaching materials presented by Dr Loo such as PowerPoint presentations and lecture notes are always visually appealing and well-organised, with comprehensive reference lists for students. The most captivating component of Dr Loo's teaching lectures is the provoking and thoughtful questions at the end of every lecture for students. It encourages students to put extra time and effort into exploring in depth the selected topical teaching issues introduced by her. One memorable realisation I had while attending her new course 'Strategic Transport and Infrastructural Development' in 2008 was how her research correlates with her lectures. Her research papers entitled 'A Geographical Analysis of Potential Railway Load Centres in China' (2005), 'An Application of Canonical Correlation Analysis in Regional Science: The Interrelationships between Transport and Development in China's Zhujiang Delta' (2000) and 'Development of a Regional Transport Infrastructure: Some Lessons from the Zhujiang Delta, Guangdong, China' (1999), provide not only cutting-edge knowledge in the field of transport but also integrate with the teaching objective of her new course, which aims to offer students a comprehensive overview of the theoretical approaches and empirical evidences on the relationship between transport and the economy. Through her intriguing pedagogy and prolific refereed articles, students are able to put their new knowledge into practice and develop their critical analytical thinking thoroughly in the individual assignments, group projects, presentations and peer assessment proffered in her lectures.

Through Dr Loo's lectures, I have been inspired to take postgraduate research studies in transportation to broaden my learning experience, so that I will be well-equipped to take up challenges and commitments in the future. To conclude, as a regular student, I have long been impressed by Dr Loo's enthusiasm and teaching abilities. Her diligence and work ethic are an absolutely valuable asset in the educational field.

Amy CHENG Hon Ting, MPhil candidate



My first encounter with Dr Loo was in the class 'Geography of Global Development' of my first-year undergraduate studies back in 1998. I was very impressed by her enthusiasm for teaching. Her undergraduate courses were well-organised, starting

from basic knowledge, examples for illustrations, to further inquiries on the topics. She was well-prepared for every lecture. The use of visual aids and carefully-designed handouts were effective in transferring the knowledge. All key points were highlighted in the PowerPoint presentation and repeated at the end of the lecture to reinforce our memories. She was also the first teacher to use WebCT in my university learning experience. Student participation in class was highly cherished. We had opportunities for discussion during lectures, to make presentations and conduct peer evaluation on our classmates' performances. Dr Loo's passion and seriousness in teaching undergraduate courses offered me a pleasant learning experience and inspired my pursuit of postgraduate studies.

Dr Loo was the thesis supervisor of my postgraduate degree, Master of Arts in China Area Studies, completed during 2001-2002. As a thesis supervisor, she was able to provide key ideas and facilitate my exploration of the research subject. Her constructive comments on my writing were one of the key elements of my distinctive performance in this master degree. The results of the dissertation were published in an internationally refereed journal, *Asian Survey*.

In 2005, we started a new relationship in my doctoral research on transportation study. She is the one who informed me of cutting-edge concepts and methodologies I missed in my own work. We have regular research meetings, usually once a week, to keep my research in good progress. Dr Loo's philosophy to groom a life-long learner is a great achievement. As opposed to the conventional approach of attending academic conferences near the end of the candidature, she has encouraged her research students to attend conferences at an earlier stage of research life. It has been extremely useful in helping me accustoming myself quickly to the standards and expectations of academia. Within the first year of my doctoral studies, I already made three presentations at local and overseas conferences. This experience, made possible by Dr Loo, is important because it has helped me recognise my potential as a productive research student. Apart from academic development, she has taught me about professional and personal advancement. She has been kind enough to provide me with opportunities for exposure to industries and communities. With the experience of working with Dr Loo outside the university, I have realised that she is more than a teacher in my research life. She is also a role model for my all-round development.

I am proud to be one of her undergraduate, master and doctoral students. Dr Loo is not just a teacher in my life, but also an inspiration in the quest for knowledge and a mentor of my all-round personal development.

Alice CHOW Sin Yin, PhD candidate



Dr Stephen Brian POINTING

School of Biological Sciences 生物科學學院

Dr Pointing has been one of the few teachers who have made an impact on me with his easy-to-understand lecture notes and friendly tone during lectures. In my first year of undergraduate studies, I took the course on the origins of life and astrobiology, and it turned out to be very interesting yet approachable. The other courses offered by him also were very useful in the field of microbiology.

Different lecturers use different methods of teaching, including regular class lectures, PowerPoint presentations, video presentations, in-class discussions or even field trips. He did not use any new techniques but used most of these techniques for his classes, even the 3-credit courses. It made his classes fun and never monotonous.

I have also been lucky to have had the experience of doing a final-year project under his supervision and it has been a very eye-opening experiences. He guided me patiently throughout and I have learned much from him.

As a person, he is very optimistic and what makes him distinctive is that he cares about the students and their needs. He also goes out of his way to make them feel at home at HKU. I am very delighted that he has been awarded the Outstanding Teaching Award, because he surely deserves it.

Akhee Sabiha JAHAN, BSc 2008

I believe that an excellent teacher does not only give interesting lectures, but also encourages students to learn by asking questions and having an unwavering enthusiasm for education. Dr Pointing is responsible for teaching a number of undergraduate courses in microbiology that attract hundreds of students from different majors, year after year. He totally changed my perspective on microbiology from a dull basic science subject to an interesting field which is fun to learn about. He also changed part of an advanced science course into a mode of directed study, which encouraged us to learn independently and engage in active discussions with him about what we had learned.

He is also one of the leading members in the development of the newly born microbiology major. He always tries to ensure that the curriculum does not only train students to become future researchers, but also leaders of tomorrow. He also actively seeks opinions from students about the curriculum, and is always willing to push forward sensible changes to make the major more attractive. He would not be able to achieve this if he was not enthusiastic about education.

John LEE, BSc 2

Dr Pointing has always been an inspiration to me. Since I started at HKU, he has been providing help with my studies and advice for internships and a future career. I have grown to love microbiology due to his amazing way of teaching, which is both entertaining and effective. He interacts with us in class, which helps us understand the content better, instead of just standing there and reading off the slides. He believes in MC exams because he thinks that essay-type questions cannot truly test a student's knowledge. I think this type of exam has really helped me to understand the subject and remember the information. Additionally, he answers every question intensively and passionately, both in person and in emails, and that kind of enthusiasm has really inspired me and increased my interest in microbiology.

Christine LO, Microbiology 2

Dr Pointing is a marvellous teacher in my mind. I am glad that his generous contributions to teaching have been recognised with this Outstanding Teaching Award.

I knew Dr Pointing when I was an undergraduate student taking the course on the 'Origin of Life and Astrobiology'. I was always anticipating his lecture because what he delivered was really inspiring, enjoyable and interactive. Through his lectures, I was introduced to the new and exciting field of extremophiles and astrobiology. This also influenced me to pick a challenging final-year project under Dr Pointing's supervision.

Dr Pointing understood and sympathized with his students. He knew that I had many difficulties, particularly at the beginning of my final-year project, and he was very generous with his time and patiently answered my questions and explained the experiment procedures in detail. Despite his heavy workload and full academic schedule, he always promptly and reliably read and commented on my project proposals and thesis drafts. I deeply appreciate Dr Pointing's kindness in having given me this great opportunity to undertake a research project on his team and under his continued guidance, inspiring suggestions and his encouragement to me throughout the entire process of my project.

Currently, I am a postgraduate student conducting research on extremophiles. I have come to the realisation that what Dr Pointing taught me has prepared and equipped me with the many skills, knowledge, and discipline that are not only crucial to my postgraduate studies, but also my future career.

As a student who has known Dr Pointing for years, I can attest to his excellence, professionalism and enthusiasm. He is an important asset to the University of Hong Kong, and I am absolutely convinced he will continue to enrich many future students' education.

Miko NG Ka Wai, BSc 2008



Dr Agnes Fung Yee TIWARI 羅鳳儀 博士

Department of Nursing Studies 護理學系

Dr Agnes, Tiwari has enlightened me in both my studies and career. There is no doubt that Dr Tiwari is an outstanding teacher. I am going to use seven characters 'T, E, A, C, H, E, R' to illustrate my point.

'T' is for teaching and coaching abilities. Dr Tiwari has used various teaching strategies, teaching styles and curriculum innovation in her profession. She always invites students to disagree or be critical because in the process we can learn mutually. Additionally, she provided a great deal of support as my dissertation supervisor.

'E' indicates encouragement. She is an inspirer. "Don't look down on your small successes; they can accumulate into a significant contribution!" Dr Tiwari said. She always encouraged me when I was doing well and corrected me where I may have gone wrong.

'A' means achievements. Dr Tiwari has taught in the Department of Nursing Studies at HKU for more than ten years, and has won many prizes and scholarships for her research area. She has a strong, sincere and professional attitude, as demonstrated by her participation in local and overseas professional organisations.

'C' stands for consideration, care and communication. Dr Tiwari has built up a positive rapport with me and has good relationships with her students and colleagues. When I was a part-time student, she listened to my difficulties and in return, gave me full support and useful advice.

'H' implies heart. Dr Tiwari shows patience and enthusiasm in nursing education and demonstrates her distinctive philosophy towards teaching and nursing during discussions, lectures and leisurely chats.

Another 'E' signifies evaluation. Dr Tiwari always provides effective and constructive feedback for students. Moreover, she gives positive recognition to students and helps build up their confidence levels.

The last character, 'R' could be for role model. It is Dr Tiwari who stands out as a good role model in my career.

Nicole CHU Wai Ling, MNurs 2008

I was so touched and delighted when I heard of Dr Tiwari being awarded the Outstanding Teaching Award by the University.

I remember the days when I attended Dr Tiwari's 'Philosophy and Science of Nursing' classes. With the development of a student's critical thinking skills as her

ultimate objective, she adopted an interactive approach which successfully encouraged a student to practice 'meta-cognitive self-correction', while analysing and evaluating nursing issues within the Western and Chinese context.

Dr Tiwari has also won recognition across the nursing profession for her highly advanced and innovative educational programme. She is one of the nursing pioneers who have taken the initiative to introduce translational research in a local Master of Nursing course. In her programme, students take on an increasingly independent and self-directed role in selecting appropriate models for translating research evidence to clinical practice, developing evidence-based practice guidelines, formulating plans to implement the proposed practice and evaluating the outcomes. Today, her dedication has not only brought great honour to the Department, but has also written a new chapter in the history of nursing, through the establishment of a strong foundation for the dissemination of evidence-based nursing practices in Hong Kong.

I am so grateful to have been taught by Dr Tiwari. She has shaped my academic life and, more importantly, ignited the spark of questioning in my mind. I would like to take this opportunity to wish her every success in her work and congratulate her for receiving the award.

Peter LAI Chi Keung, MNurs 2008

Dr Agnes Tiwari is a highly respected teacher and researcher. I am very grateful that her outstanding work has been recognised. As her postgraduate and current PhD student, I would like to use seven 'C' to express my heartfelt admiration of her excellent teaching and mentoring.

Dr Tiwari is COMMITTED to her work and has served in the Department of Nursing Studies at the University of Hong Kong with great passion for over 12 years. With her expertise and experience in curriculum planning, development and management from the UK, and also her dedication of time and effort, she facilitates and supports the growth and development of our department to become a larger and stronger family.

She has a unique teaching style. In classroom teaching, she is always CREATIVE. She makes her lessons pleasurable and fun. She creates a culture of critical thinking and problem solving for her students. Her idea of learning is not limited to classroom but is diffused into clinical teaching, where her nursing students undergo their clinical practicum. As a nurse, she expands her CARING and CONSIDERATE attitudes to everybody she teaches and works with. She always shows respect and politeness to her students. She believes that teaching is not only knowledge transfer, but also how to keep the learning momentum going. Therefore, she tries her best to give students confidence and motivates them to be independent and have a lifelong-learning attitude, so as to meet the needs of a changing and challenging world.

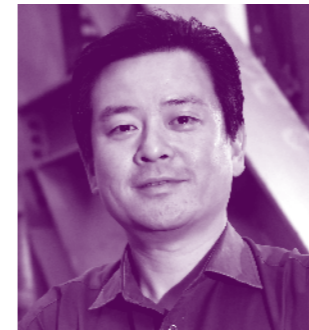
She aims to CULTIVATE future generations. As the research supervisor of my PhD studies, she inspires me to develop my potential in research and opens up my mind to holistic perspectives of understanding the world. She always seeks various opportunities to build up a good foundation in my research. In her philosophy of teaching and mentoring, she is concerned about both what I learn and how I learn best. With her gracious guidance, support and encouragement, I feel energized and am aiming for a higher level in my academic work.

She is an excellent researcher. With her CURIOSITY and CONFIDENT mind, she always sets her innovative ideas into motion and puts in an extreme effort to make the dream come true. Her enthusiasm stimulates and motivates me to work with her. Apart from her scholarly and scientific work in preventing family violence, she also plays an important role in assisting abused women, their children and the family in the community. Her helping spirit rejuvenates and refreshes the lives of many people in need.

Dr Tiwari has had a profound influence in nursing with her wisdom, style and attitude. She has been a great role model. Henry Adams said, "A teacher affects eternity; he can never tell where his influence stops." I believe her success will continue to influence and light up the life of every student she teaches.

"Aggi, you deserve this glory and honour. I thank you for showing me what an excellent teacher and researcher is."

Janet WONG Yuen Ha, PhD candidate



Dr Ben YOUNG 楊立偉博士

Department of Civil Engineering 土木工程系

Dr Ben Young was the project supervisor in my final year of undergraduate studies at HKU and has taught me a lot not only about academic subjects but also my career and social life. Attending his lecture in 'Steel Structures' in the Department of Civil Engineering in 2007, I found that Dr Young was an outstanding lecturer who always well-prepared for the lessons. In addition, he also used innovative teaching methods, such as structural models and videos to enhance our understanding of the subject, and the lecture notes were very comprehensive with lots of figures and examples. Additionally, a site visit to the soon-to-be tallest building in Hong Kong, the International Commerce Centre which is currently under construction, was arranged by Dr Young that year. It was a marvellous experience and we gained more practical experience in the construction and design of composite structures. Furthermore, while doing research with Dr Young during my final-year project, I not only became more knowledgeable about the topic, but also learnt how to think critically and present the research work in a more systematic and professional way. All these skills strengthened my presentation and critical-thinking skills, which will definitely facilitate my studies and professionalism. I am really pleased to hear that Dr Young has been awarded the Outstanding Teaching Award 2008 and I am sure that he will continue to improve himself and to contribute to society through his teaching and research.

LAU Ching Ling, BEng 2007

Dr Ben Young teaches at a comfortable pace and extensively uses models to help the students visualise abstract ideas. Dr Young is very good at delivering his knowledge to us. In his first lecture, where he taught us partial differentiation, after showing us some photographs, he took out a 'dong gua' (a melon), chopped it into the appropriate shape, and together with some other tools, allowed all the students grasp the abstract mathematical concepts behind the theory. Apart from this, he also had many other objects he brought to the class for demonstration. Also, when teaching us the topic of torsion in mechanics, in order to show us how a bar fails in torsion, and to reinforce the knowledge in our mind, he gave each of us a pretzel (biscuit stick), instructed everyone to follow his procedures, and watch as the pretzel broke in the way it was calculated to do.

Dr Young is a very friendly teacher. After classes, he would spend time answering students' doubts and questions. Also, a lot of students enjoy talking to Dr Young, and he shared with us a lot of things, like his views on studying, balancing work and other activities and even our future careers. Talking to Dr Young makes us feel comfortable,

and therefore, whenever I encounter students who feel lost in their studies or in any other matters, I would advise them to talk to him. Dr Young does not only teach us the technical knowledge that we need in order to become a technically competent engineer. He also shares his passion in learning and preparing ourselves for society.

NG Ka Wai, BEng 2



I am extremely proud of Dr Ben Young for being awarded the Outstanding Teaching Award 2008. During my undergraduate years at HKU, Dr Young was my teacher and Warden of a hall that I lived in (Suen Chi Sun Hall). His enthusiasm in academics has already gained wide recognition, which was reflected in his Outstanding Young Researcher Award 2006. He has been continuously working to enhance students' learning and I believe this award will give him extra motivation to go the extra mile.

I have known Dr Young since 2005 and the word 'innovative' best describes my first impression of him. He strongly facilitated his students' understanding and interest in learning by using a variety of methods to capture their attention. I remember being impressed by his use of a melon to explain the complicated and abstract concepts of buckling and engineering mathematics in class. That immediately enhanced his students' understanding of engineering structure, and sparked their interest in further investigation. The effectiveness has been well recognised in many discussions during class.

Apart from his innovation, I would also like to acknowledge Dr Young's focus on his students' needs. Dr Young has designed his own questionnaire for the class, carried out evaluations and regularly addressed issues face-to-face in hope of further improving his delivery of knowledge. His pursuit of excellence ensures that attention is paid to the needs of the students, which to me, never seem to be ignored.

Apart from lecturing, Dr Young extends his role as a mentor to outside the classroom. He is always approachable and keen to share his views and experience with students and members of the hall in less official settings, such as during meals or in the Warden's flat. To me, he is not only a mentor and a leader, but also a friend.

Dr Young has shown sound classroom leadership in managing his students' needs and interests; innovation and breakthroughs in traditional lectures to facilitate understanding; perseverance in self-improvement and care for the needs of individuals who turn to him for advice. Once again, I would like to sincerely congratulate Dr Young for his outstanding achievements and this well-deserved Outstanding Teaching Award.

*YU Wai Ho, BEng 2006
Former resident of Suen Chi Sun Hall*

OUTSTANDING RESEARCH STUDENT SUPERVISOR AWARD

The Outstanding Research Student Supervisor Award is granted in recognition of supervisors of research postgraduate students whose guidance has been of particular help to their students in the pursuit of research excellence. Awards are made annually, and are open to teachers of all grades who have served as supervisors of research postgraduate students. Award winners receive a monetary award of HK\$25,000 to further their research.

Nominations and applications for the 2007–2008 Outstanding Research Student Supervisor Awards were considered by a Selection Committee chaired by Professor A.G.O. Yeh (Graduate School). The Members of the Selection Committee included Professor F.C. Zhang (Associate Dean, Graduate School), Professor J.P. Burns (Associate Dean, Graduate School), Professor E.C.M. Lo (Faculty of Dentistry) and Professor G. Postiglione (Faculty of Education).



Professor Ricky MAN Ying Keung 文英強教授

Department of Pharmacology and Pharmacy 藥理及藥劑學系

It is difficult to give a citation of Professor Man, my supervisor and, more correctly, my mentor in life, because all the words I know may still ‘downgrade’ him. I suppose the best that I can do is to share with you the bits and pieces of our encounters. Our first encounter was with me being interviewed by him as the Head of Department and a potential supervisor, so you can imagine how nervous I was when I knocked at the door of his office. But a minute later, I found myself enjoying the conversation with him. And yes, it really was a conversation, because he treated me like an equal the moment he greeted me. He discussed his research interests with me, and shared with me his research experience in cardiovascular pharmacology. He even led me to think about my future more clearly, by suggesting to me what options I could have in life besides taking up a postgraduate course. The interview made me realise that he is a very open-minded person, and he cares a lot about the future of a youngster, even of one he had just met and might never meet again. So you can understand why I had no hesitation in applying to be his student and, thankfully, I was given the opportunity to learn from him.

Our second encounter took place on my first day as his student. He sat me down and talked about his research in more detail. At that time, I was a fresh graduate who was very naïve in the research field. But still I had no difficulty in understanding what Professor Man was talking about because he turned the high-level research work into stories. Let me give you an example: One of his students used rat aorta to examine how blood vessels relaxed under different conditions. But the data was highly variable. Upon looking at the data more closely, Professor Man realised that the variability was ‘gone’ by simply separating the data into two groups, male and female rats! This started the research project on the gender difference in vascular responses. This is clearly a story that even a kid can understand easily, yet also a story that inspired us, that research is really to find answers. What is more impressive is that, with variable data, Professor Man would try to sort out the problem with the students, instead of questioning the research work of the students. In his mind, as he kept reassuring us, there is no bad experimental data — one only needs to find the reasons for the unexpected. I am truly thankful for the trust that Professor Man has in his students, and for the support and counsel that he has so generously given to us during the frustration periods of research.

Many people believed that Professor Man, being the Head of the Department, would not have much time to spend with his students. I can assure you that it was never the case, because Professor Man would make an effort to come to the laboratory and talk to us on almost a daily basis, even though it might be late in the evening after

a long day of meetings. When he came into the laboratory, he would chat with us about almost anything. By doing so, he provided us with the opportunity to discuss our problems with him, experimentally or personally, in a relaxing atmosphere. Because of this, we are never afraid of proposing to him even our most absurd ideas.

So, as a supervisor, Professor Man has clearly fostered an environment for his students to be independent, while knowing that he is always there to provide guidance and support. He also gives us an enormous freedom to do what we want for our research, while keeping us on track with our research hypotheses. And his support does not end with the completion of the postgraduate degree. Professor Man has a tradition of taking the graduate out for lunch after the submission of his/her thesis, and during the ‘farewell’ lunch, he would advise the student on his/her own strengths and weaknesses in preparation for facing the outside world. I consider myself very lucky to have Professor Man as my supervisor, and I am very happy to witness that his outstanding supervision of his research students is finally being acknowledged with this award.

*Citation written and delivered by Dr Susan LEUNG Wai Sum, PhD 2000
Assistant Professor, Department of Pharmacology and Pharmacy*



Professor Irene NG Oi Lin 吳呂愛蓮教授

Loke Yew Professor in Pathology 陸佑基金教授(病理學)
Department of Pathology 病理學系

Professor Irene Ng is a Professor in Pathology in the Li Ka Shing Faculty of Medicine. She obtained her MBBS, MD, and PhD degrees from the University of Hong Kong. Her main research interest focuses on the molecular pathogenesis of liver cancer. Her contribution to the medical research community has been recognised by many prestigious awards. She received the Outstanding Researcher Award in 2005, and the Croucher Senior Medical Research Fellowship in 2005–2006. In 2008, she was endowed the Loke Yew Professorship in Pathology. Moreover, she is active in fostering scientific interactions among scientists and she was awarded the Croucher Foundation Awards to organise the Advanced Study Institute as its director in 2005 and 2006.

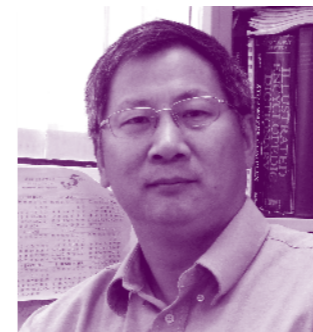
She is not only a brilliant pathologist and scientist, but also an excellent supervisor. In the past years, she supervised six PhD and six MPhil students as primary supervisor, four PhD and three MPhil students as co-supervisor. She is currently supervising one PhD student as a primary supervisor, three PhD and four MPhil students as co-supervisor. Her mentorship has successfully nurtured many outstanding scientists.

Professor Ng is a supportive and considerate mentor and I am very fortunate to have her as my supervisor in my PhD study. Her advice is incredibly valuable and helpful to me in different aspects including research, career, and life. She has taught me that the training process is the most important thing for students in their studies. In the past four years, her support to me has been unwavering. She encouraged me through the ups and downs in my studies. It has always been a joy to share my thoughts with her because there is never a hierarchical atmosphere between Professor Ng and me. I remember her telling me that it is very important to have mutual understanding between supervisor and student so that we can plan and work together for the best solution. What has touched me the most is that she always regards her students as a priority and really hopes to see her students shine in their careers.

Professor Ng gives her students helpful direction when they are adrift. Meanwhile, she allows us to steer the wheel. She gives us flexibility in our research and never constrains our ideas. In this way, we grew to be independent, being able to develop our own critical thinking and analytical skills. She also stimulates our thoughts with inspiring questions and ideas. Under her supervision, we are allowed to exploit our full potential. As a result of her patience and support, her students invariably have exceptional output in being published in top ranking journals in liver and cancer study.

She is really an admirable person. Despite her great achievements in research and teaching, she has always been a humble and genuine person. To us, she is our mentor and friend whom we will always appreciate from the bottom of our hearts. We can hardly thank her enough for her tremendous guidance. Today, we are all very delighted with the recognition of her achievement and dedication with this prestigious award. Once again, I warmly and sincerely congratulate Professor Ng for receiving the Outstanding Research Student Supervisor Award.

Citation written and delivered by Carmen WONG Chak Lui, PhD candidate



Dr ZHOU Mei Fu 周美夫博士

Department of Earth Sciences 地球科學系

Dr ZHOU is a geochemist and Assistant Professor in the Department of Earth Sciences in the Faculty of Science. He has already been granted the Outstanding Young Researcher Award by this university in 2004. Aside from his own work, I would like to share how Dr Zhou directs his students in the pursuit of research excellence.

Dr Zhou has supervised seven PhD students over the past eight years and is currently supervising another seven graduate students. He knows the strengths and weaknesses of his students very well and has reasonable expectations from them. He encourages students to try publishing one or more representative articles in the best possible journals and he tries his best to help. When he is about to leave from work, his briefcase is always full of manuscript drafts written by students. I believe that he must have sacrificed much of his personal time in reading these papers. If a supervisor does that, but a student still does not work hard, I think it is a great shame. This could be why all his students have good publication records by the time they graduate. Over the past seven years, his students have published more than 25 peer-reviewed articles in total as a first author in international journals of geology and geochemistry. Among them, two students were granted Outstanding Research Postgraduate Student Awards by HKU.

Dr Zhou has extensive contacts with research institutes and universities in China and other western countries, enabling some of his students to gain research experience in laboratories in addition to those at HKU. For instance, I had several opportunities to work in laboratories in the United States and China as part of my PhD studies, which were very useful in establishing links to researchers that I am currently collaborating with. Dr Zhou also invested a great deal of effort in bringing his students into contact with potential employers. Many of his former students are now academic staff in leading institutes in China and have access to substantial equipment and research funding.

Apart from offering great supervision, Dr Zhou also tries to maintain good friendships with everyone in the research team. After a long working day, he would invite students to have a beer in the Senior Common Room. He would also organise from time to time a variety of activities, including barbeque parties and hikes. He would chat with students on MSN, whether work-related or not. I felt like he was no different than any other friends of mine, even when I was his student. Because of that, the working atmosphere in our team has been wonderful and relaxing. I believe that his personality and the way of managing a research team does indeed nurture outstanding students.

The Outstanding Research Student Supervisor Award justly recognises Dr Zhou's contribution in supervising graduate students. I am delighted to be able to share this important and wonderful moment with him. My sincere congratulations to Dr Zhou for receiving the award!

Citation written and delivered by Dr PANG Kwan Nang, PhD 2008

OUTSTANDING YOUNG RESEARCHER AWARD

The Outstanding Young Researcher Award is made to academic staff at the rank of Associate Professor or below, or other staff on Terms of Service I whose main duty is research. Awards are made annually, and applicants must be below the age of 40 at August 31 of the preceding academic year. Award winners receive a monetary award of HK\$150,000 per year for two years to further their research and a Type B research postgraduate studentship.

Nominations and applications for the 2007–2008 Outstanding Young Researcher Awards were considered by a special Sub-Committee of the University Research Committee, chaired by Professor A.S. McMillan (Faculty of Dentistry). The Members of this Sub-Committee included Professor M.L. Chye (School of Biological Sciences), Professor S.H. Lo (Department of Civil Engineering), Professor A.G.O. Yeh (Department of Urban Planning and Design) and Professor G.A. Postiglione (Faculty of Education). In making its recommendations, the Sub-Committee took into account documented evidence of international recognition of candidates' research accomplishments, the quality and quantity of their research publications, their ability to attract research grants (taking into account the prestige of the funding bodies and the size of the grants awarded), and their involvement in high-impact applied research work.



Dr Chris CHAN Tsun Leung 陳俊良博士
Department of Pathology 病理學系

Dr CHAN acquired his first degree in Genetics at Newcastle University (UK) in 1994. With specific interest in the field of colorectal cancer, he completed his pre- and post-doctoral training at the University of Hong Kong. He was granted the Young Investigator Award for two consecutive years in 1997 and 1998 from the Hong Kong International Cancer Congress as well as the prestigious Scholar-in-Training Award in 2001 and the AACR-ITO EN Scholar-in-Training Award in 2004 from the American Association for Cancer Research. He is currently Assistant Professor in the Department of Pathology and is one of the key members of the team holding the award of Research Output Prize from the Li Ka Shing Faculty of Medicine of HKU in 2007.

Dr Chan's investigations have continually been committed to the genetic diagnosis of hereditary colorectal cancer (CRC), which is particularly consequential in a society with a high incidence of early-onset CRC. He has identified founder mutations (recurrent mutations descending from a unique origin) which constitute one of the key factors accounting for the high rate of early-onset CRC in the local population. To date, the most influential founder mutation has been identified in up to 30 unrelated families and is presumed to have arisen from the delta region dated back to more than 100 precedent generations. Dr Chan kindles his devotion to the exploration of novel genetic mechanism through active research based on his findings, such as inference of the interconnection between genetic and epigenetic changes.

Last, but by no means least, Dr Chan believes that his research life would not have been smooth without the earnest guidance from his mentors Professor S.Y. Leung and Dr S.T. Yuen, the support from his enthusiastic research team members, and the encouragement from his family who has endured his long working hours for the past 14 years.

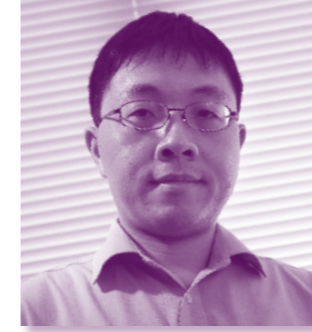


Dr Anne CHEUNG Shann Yue 張善喻博士
Department of Law 法律學系

A graduate of the University of Hong Kong, Dr CHEUNG further studied at the University of Toronto and University College, London. She completed her doctorate studies at Stanford University on an Asia-Pacific Scholarship. She is now an Associate Professor of HKU's Faculty of Law. She also serves on the editorial board of *Media Law Journal*, an international legal journal.

Dr Cheung is fascinated in criss-crossing between law and other fields. She is concerned with the relationship, or the perceived lack, between law and social actors. Her work includes studies on the prevention of domestic violence, the changing concept of privacy, and freedom on the Internet. One of her current projects is on the increasing reliance on the Internet as a 'human flesh search engine'. In 2004, she was awarded a *Universitas 21* Fellowship to study the mobilisation of public opinion despite apparent tight censorship in Mainland China. For two consecutive years (2006 and 2007), she was awarded the Faculty of Law's Research Output Prize. Because of her work on Internet free speech and governance, she was invited to join the Open Net Initiative in 2008, an international project hosted by Harvard University, Cambridge University and the University of Toronto.

Dr Cheung is grateful for the opportunities that HKU has given her since her student days. She would like to thank her teachers for infusing her with the love of learning; her colleagues for challenging her, at times gently, at times severely; and her students for their smiles and puzzled looks. All of them have kept her researching further.



Dr Edmund LAM Yin Mun 林彥民博士
Department of Electrical and Electronic Engineering
電機電子工程系

Dr LAM was born and raised in Hong Kong. Upon finishing high school, he went to Stanford University, where he obtained a Bachelor of Science (with distinction), Master of Science, and PhD in Electrical Engineering. After working as an engineer in Silicon Valley for a couple of years, he joined the University of Hong Kong, where he is now an Associate Professor in the Department of Electrical and Electronic Engineering.

Dr Lam's research interests include computational optics and imaging, particularly their applications in semiconductor manufacturing and biomedical systems. The unifying goal is to use computation to enhance the quality of images for further analysis, and to reduce the data acquisition in developing more powerful and cost effective imaging modalities. Besides directing the Imaging Systems Laboratory at HKU, he also serves as a topical editor for the *Journal of the Optical Society of America A* and an associate editor of the *IEEE Transactions on Biomedical Circuits and Systems*.

Since a very young age, Dr Lam has been intrigued by semiconductors. This prompted him to jump at the distinctive opportunity several years back to co-author a book, which allowed him to undertake research on a hugely successful high-tech enterprise in semiconductor equipment manufacturing. Through this, he developed a deeper knowledge of the underlying technology, a better insight into leadership and management, as well as a heightened appreciation of the value of high-tech to Hong Kong.



Dr SIOK Wai Ting 蕭慧婷博士

School of Humanities 人文學院

Dr SIOK completed her PhD at the University of Hong Kong in 2001. After her two-year postdoctoral training at Stanford University (where she conducted research in the Psychology Department and the Institute of Reading and Learning), she started working at HKU in 2004. She is currently an Assistant Professor in the Department of Linguistics, as well as a principal investigator of the State Key Laboratory of Brain and Cognitive Sciences.

Dr Siok is a specialist in neurolinguistics, reading and language disorders, as well as bilingualism. Her ongoing research uses brain imaging techniques involving magnetic resonance imaging (MRI) and functional MRI to elucidate the brain mechanisms that underlie reading in normal and dyslexic children. The studies conducted by Dr Siok and her collaborators have identified a region in the human brain, the left middle frontal gyrus area, that plays a pivotal role in Chinese reading. Anatomical and functional abnormalities in this brain region result in reading disabilities in children learning to read Chinese. These findings are in sharp contrast to those using alphabetic languages such as English, suggesting that we need to build up a separate corpus of research on Chinese dyslexia since the neural correlates underlying dyslexia in Chinese speakers are quite different from those in the West, where most of the research to date has been conducted. Her work on the Chinese language and developmental dyslexia has been published in *Nature* and other prestigious journals, leading to widespread academic recognition, as well as having been reported in hundreds of articles in the mass media overseas.

Dr Siok's long-term goals are to further explore the neurobiological basis for developmental dyslexia and develop corresponding intervention strategies. She greatly appreciates the supportive research culture at HKU, together with the valuable collaboration of her colleagues, particularly those from the State Key Laboratory of Brain and Cognitive Sciences. She also wishes to credit this award to the support of her family.



Dr Patrick Henry TOY 蔡顯輝博士

Department of Chemistry 化學系

Dr TOY was educated at the Ohio State University and Wayne State University from which he received a Bachelor of Science in 1990 and a PhD in 1998, respectively. Following the completion of his doctorate degree and prior to joining the University of Hong Kong in late 2001, he worked at the Scripps Research Institute and then Wyeth. In June 2006, he was awarded tenure and promoted to the rank of Associate Professor. Currently he serves as an elected staff representative on the University of Hong Kong Council.

Dr Toy's research is centred on developing new methodologies and technologies for improving and simplifying the processes of organic synthesis. His work has been cited by the American Chemical Society Green Chemistry Institute Pharmaceutical Roundtable and has led him to be invited to write numerous research articles for prestigious scientific journals such as *Chemical Reviews and Chemistry — An Asian Journal*.

Dr Toy is very grateful to receive this award, especially the research funding associated with it. He would like to thank all of his research students, both past and present, who did much of the work that is being recognised.

OUTSTANDING RESEARCHER AWARD

The Outstanding Researcher Award is conferred for exceptional research accomplishments of international merit. Awards are made annually, and are open to academic staff on Terms of Service I whose main duty is research. Award winners receive a monetary award of HK\$250,000 to further their research.

Nominations and applications for the 2007–2008 Outstanding Researcher Awards were considered by a special Sub-Committee of the University Research Committee, chaired by Professor C.M. Che (Department of Chemistry). The Members of this Sub-Committee included Professor S.Y. Leung (Department of Pathology), Professor T.S. Ng (Department of Electrical and Electronic Engineering), Professor J.P. Burns (Department of Politics and Public Administration) and Professor K.H. Louie (Faculty of Arts). In making its recommendations, the Sub-Committee took into account documented evidence of international recognition of candidates' research accomplishments, the quality and quantity of their research publications, their ability to attract research grants (taking into account the prestige of the funding bodies and the size of the grants awarded), and their involvement in high-impact applied research work.



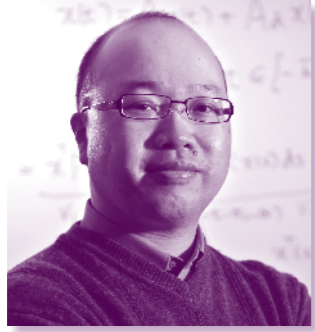
Dr JIN Dong Yan 金冬雁博士
Department of Biochemistry 生物化學系

Dr JIN did his PhD study with Professor Hou Yunde at the State Key Laboratory for Molecular Virology in Beijing in 1986–1991. He received postdoctoral training with Dr Kuan-Teh Jeang at the National Institute of Allergy and Infectious Diseases in 1994–1999. He joined the University of Hong Kong in 1999 and is now an Associate Professor in the Department of Biochemistry. Dr Jin has received a Young Investigator Award from the National Natural Science Foundation of China (2001), a National Natural Science Award of China (2001), a Scholar Award from the Leukaemia and Lymphoma Society, USA (2001–2006), and a New Foreign Investigator Award under the Global Health Research Initiative Program of the National Institutes of Health (2002–2008). He is an editorial board member of international journals including *PLoS ONE*, *Retrovirology*, and *Frontiers in Bioscience*.

Dr Jin's research focuses primarily on the molecular basis of viral oncogenesis. He uses a combination of biochemical and genetic approaches to conduct basic research on cancer-related genes and mechanisms with the aim of applying the knowledge gained to therapeutic interventions of human cancer. In his study of human T-cell leukaemia virus type I oncoprotein Tax in 1998, he identified a cellular protein named MAD1, a key component of the mitotic checkpoint that guards against abnormal division of cells. In 2006, his group characterised another centrosomal target of Tax protein that contributes to the development of abnormal numbers of chromosomes in leukemic cells. More recent work from his team in 2008 revealed a new mechanism in which the Epstein-Barr virus uses a viral microRNA molecule to promote the survival of tumour cells in nasopharyngeal carcinoma.

Dr Jin's research programme has been funded by grants from the Hong Kong Research Grants Council, the National Institutes of Health (USA), the Research Fund for the Control of Infectious Diseases, the Association for International Cancer Research (UK), the Innovation and Technology Fund of Hong Kong, and Concern Foundation (USA).

Dr Jin enjoys doing high-quality biomedical research in Hong Kong. He gets great satisfaction from training students and staff and seeing them develop their career in science. He always advises his students to dream high and work hard to achieve their goals.



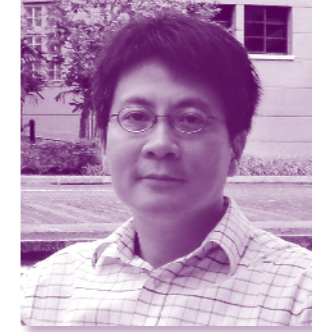
Professor James LAM 林參教授

Department of Mechanical Engineering 機械工程系

Professor LAM received a first class BSc degree in Mechanical Engineering from the University of Manchester in 1983, and was awarded the Ashbury Scholarship, A.H. Gibson Prize, and H. Wright Baker Prize for his academic performance. He later obtained MPhil and PhD degrees from the University of Cambridge in 1985 and 1988, respectively. He is a Croucher Scholar and Fellow.

Professor Lam has research interests in model reduction, robust control and filtering of dynamic systems. He has developed fundamental stability and synthesis theories for different classes of dynamic systems including delay, singular, and stochastic systems. He has co-authored a monograph entitled *Robust Control and Filtering of Singular Systems* (Springer 2006) and many journal articles in these areas. His articles in stability analysis and system synthesis have been widely cited by researchers. On the professional service side, Professor Lam is currently serving eight SCI journal editorial boards, including *Automatica*, *IEEE Transactions on Signal Processing*, and the *Journal of Sound and Vibration*, and was an editor-in-chief of the *IEE Proceedings: Control Theory and Applications*. He is a member of the Engineering Panel of the Research Grants Council.

The forces that drive Professor Lam to do research are his unending curiosity about nature and his never-diminishing desire for knowledge. When working with young researchers, one principle he holds is what Confucius said: "Now the humane man, wishing himself to be established, sees that others are established, and, wishing himself to be successful, sees that others are successful" (*Analects VI*, translated by Charles Muller).



Professor LUKE Kang Kwong 陸鏡光教授

School of Humanities 人文學院

Professor LUKE received his PhD on a Commonwealth Scholarship from the University of York, UK in 1988. He was appointed Founding Head of the Department of Linguistics at the University of Hong Kong in 1997.

Professor Luke's research spans a wide range of topics from Phonology and Syntax to Sociolinguistics, Computational Linguistics and Neurolinguistics. In spite of their apparent variety, these topics can all be traced back to a common theme — the interface between language structure and language function. Professor Luke has researched into the complicated ways in which prosody and word order variation in different languages (including Chinese, English, French, German, Greek and Japanese) are employed to serve cognitive and social functions. He has also done groundbreaking work on the neuro-cognitive processing of syntax and semantics in Chinese and English bilinguals.

A firm believer in the importance of using new techniques and innovative methodologies to crack old puzzles, Professor Luke's research is characterised by a high degree of interdisciplinarity. He has a close working relationship with specialists in such diverse fields as Psychology, Sociology, Cognitive Neuroscience, and Natural Language Processing in many parts of the world.



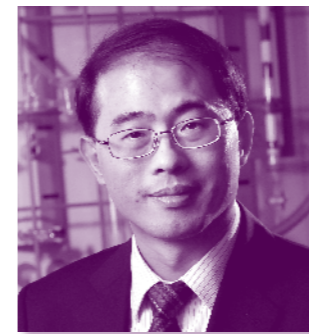
Professor TSE Hung Fat 謝鴻發教授

William M.W. Mong Professor in Cardiology
蒙民偉基金教授(心臟學)
Department of Medicine 內科學系

Professor TSE completed his Bachelor of Medicine and Bachelor of Surgery, MD degree and PhD degree at the University of Hong Kong. He received his postgraduate training in Internal Medicine and Cardiology in the Department of Medicine, Queen Mary Hospital, and cardiac-electrophysiology training fellowship at the University of Michigan, USA. He was awarded the Outstanding Young Researcher Award 2003. He is currently the William M.W. Mong Professor in Cardiology, Clinical Professor in Medicine and Deputy Director of the Research Centre of Heart, Brain, Hormone and Healthy Ageing at HKU.

Professor Tse's research interests include cardiac pacing and electrophysiology, vascular biology and translational stem cell research. He has established the first large animal laboratory for research and training on cardiovascular medicine in Hong Kong. He is one of the pioneers in the areas of stem cells and cardiovascular regenerative medicine. He has reported the first human experience and the first human randomised controlled study of the use of catheter based direct intramyocardial delivery of human autologous bone marrow stem cell for treatment of severe coronary artery disease — one of the major causes of mortality and morbidity worldwide.

Professor Tse believes that close collaboration and interaction between different disciplines (scientists, engineers, and clinicians) and his enthusiastic research students are vitally important for success in proactive translational research, which can have potentially important impacts on human well being.



Professor WONG Wing Tak 黃永德教授

Department of Chemistry 化學系

Professor WONG obtained his BSc in 1986 and MPhil in 1988 from the University of Hong Kong. He was awarded a Royal Commission for the Exhibition of 1851 Scholarship to study his PhD at the University of Cambridge. He returned to HKU as a lecturer in the Chemistry Department in 1991, was promoted to Senior Lecturer in 1998, Professor in 2000 and Chair Professor in 2005.

Professor Wong's research interests include metal cluster and nanoparticles, X-ray crystallography, lanthanide chemistry, MRI contrast agents and luminescent probes for chemical imaging. In the past 17 years, he has published more than 350 research papers in these areas and has been invited to serve as an editor or editorial board member on nine international leading journals in the field of inorganic chemistry, chemical biology, nanoscience, and structural chemistry. He has written several key review articles in cluster chemistry and contributed two book chapters in *Comprehensive Organometallic Chemistry III*, the most prestigious compilation in the field. His recent research on lanthanide luminescent materials has had a seminal impact in the field of chemical imaging and has received much attention from many scientists worldwide. His work on MRI contrast agents has generated excellent scientific papers and also carries obvious commercial potential. Three International and US patents have been granted for this work. His paper citation is among the top 1% according to the survey conducted by *ISI Essential Science Indicators*. His research accomplishment has led him to a degree of Doctor of Science from the University of Cambridge in 2000, an Outstanding Young Researcher Award in 2001, a Croucher Senior Research Fellowship in 2002, and an Outstanding Research Student Supervisor Award in 2003.

Professor Wong has successfully trained 30 PhD and four MPhil graduates, many of whom are now working as professors, lecturers, professional chemists or scientific officers in other universities, a government laboratory, a racing laboratory and drug companies. At least five of the PhD graduates are now establishing their own research groups in Hong Kong, China and the US. Professor Wong believes that all the honours and credits he has received are to be shared with his research students as they are the real people doing the job.

RESEARCH OUTPUT PRIZE

The Research Output Prize, introduced in 2006, is a Faculty-based award that accords recognition to an author (or team of authors) of a single piece of research output published or created in the preceding calendar year. Such output items can take the form of publications, artistic productions or patents, and Faculties are free to determine what research output form best represents their research achievement and how it should be selected. Both applications and nominations may be considered, all full-time academic staff are eligible for consideration, and each Faculty is allowed to award only one Prize. Award winners (either an individual or a team) receive a certificate and a monetary prize of HK\$100,000.

FACULTY OF ARCHITECTURE

Urban Development in Post-reform China: State, Market, and Space published by Routledge (2007), 345 pages, by Professor WU Fulong, Dr XU Jiang 徐江博士 and Professor Anthony YEH Gar On 葉嘉安教授.

Exploring the interaction of China's market development, state regulation and the resulting transformation and creation of new urban spaces, this book provides the first integrated comprehensive examination of China's urban development in the dynamic market transition. The research findings have changed the prevailing view towards the nature of state intervention in space commodification in China. The book has already been reviewed by three leading world scholars, drawing comments such as "a superb book, rich in conceptual ideas and empirical details," and "every specialist interested in its subject matter should have a copy at their side."



FACULTY OF ARTS

Georg Michaelis: Preußischer Beamter Reichskanzler Christlicher Reformier 1857 – 1936. Eine Biographie (Georg Michaelis: Prussian Official, Imperial Chancellor, Christian Reformer 1857–1936. A Biography) published by Paderborn, Germany: Schoeningh (2007), 892 pages, by Dr Bert BECKER.

This is the first comprehensive biography of the Prussian top civil servant and sixth German Imperial Chancellor Georg Michaelis. It evaluates the complete life of Michaelis from his early childhood until his death, putting his person and works into the context of the times. It offers a new and more balanced image of Michaelis' person and his deeds, which can inform historical works dealing with Germany's economy, politics and social life before, during and after World War One. This will likely influence the general comprehension of negative stereotypes and lead to a better understanding of this historical period.



FACULTY OF BUSINESS AND ECONOMICS

' "Having It All" No Longer: Fertility, Female Labor Supply, and the New Life Choices of Generation X' published in *Demography*, 44, 4 (2007), 821–828, by Dr James Patrick VERE.

This article, published in a high profile journal, challenges firmly held beliefs on the behaviour and choices of American, college-educated women in the labour force, that is the idea captured by the popular phrase 'having it all,' i.e. ambitions of the baby-boomer generation for both high-powered careers and a family life. This

paper is the first to show that this view of the world is no longer true, with female labour force participation falling since 2000. It documents that the next generation of women is exhibiting less labour force attachment and having more children. This will have significant implications, including at the policy level.



FACULTY OF DENTISTRY

‘Effect of Puerarin on Bone Formation’ published in *OsteoArthritis and Cartilage*, 15 (2007), 894–899, by Dr Ricky WONG Wing Kit 黃永傑博士 and Professor Abou Bakr Mahmoud RABIE.

This article reports the researchers’ discovery of puerarin as one of the most potent osteogenic chemicals. The pioneering work shows that phytochemicals can be used to stimulate bone formation. This discovery led to more phytochemicals being identified as osteogenic and opens up a new area of research on bone tissue engineering. In addition, puerarin is commonly taken as a health supplement in dishes and soups in Asian meals. Therefore, it may be the long-sought-after safe and ideal agent for bone induction and bone defect repair. It can also be combined with other bone inductive techniques such as growth factors, cell therapy or gene therapy in bone tissue regeneration.



FACULTY OF EDUCATION

‘The Influence of the Language that Hong Kong Primary School Students Habitually Speak at Home on their Chinese Reading Ability in School’ published in *Journal of Multilingual and Multicultural Development*, 28, 5 (2007), 400–417, by Professor TSE Shek Kam 謝錫金教授, Mr Joseph LAM Wai Ip 林偉業先生, Dr Elizabeth LOH Ka Yee 羅嘉怡博士 and Mr Raymond LAM Yu Hong 林裕康先生.

This article won the inaugural Richard M. Wolf Memorial Award from the International Association for the Evaluation of Education Achievement (IEA) for the most outstanding research of 2007. The work is a pioneering study on the complex relationship between the language primary children use at home and their Chinese reading attainment in schools in Hong Kong. It contributes to the international literature on the relationships between home and school languages. Its outcomes have provided solid data and important implications for decision makers in schools and in the education sector of governments, and it has already had an impact on literacy curriculum design and development in the region.

FACULTY OF ENGINEERING

‘A Simple Model for Forecast of Coastal Algal Blooms’ published in *Estuarine, Coastal and Shelf Science*, 74 (2007), 175–196, by Dr Ken WONG Tse Man 黃子文博士, Professor Joseph LEE Hun Wei 李行偉教授 and Professor Ivor John HODGKISS.

The model is engendered by interdisciplinary work embodying four years of field observations funded by an RGC Group Research project. Physical and biological interactions are represented in a unique quantitative manner in the model, which can successfully predict the complex spatial and temporal occurrence of red tides and algal blooms. It is the fifth most downloaded article among the 111 published in the third quarter of *Estuarine, Coastal and Shelf Science* in 2007. The work also won the best paper award at the 14th Congress of the Asian Pacific Division of the International Association of Hydraulic Engineering and Research. The findings provide the foundation for a HK\$29.8 million Jockey Club Project: WATERMAN — water quality forecast and management system for Hong Kong.



FACULTY OF LAW

‘A Tale of Two Competition Law Regimes — The Telecom-Sector Competition Regulation in Hong Kong and Singapore’ published in *World Competition*, 30, 3 (2007), 501–526, by Mr Thomas CHENG Kin Hon 鄭建韓先生.

This article — published in a UK-based, peer-reviewed, competition law specialist journal — compares and critiques the telecom-sector competition laws of Hong Kong and Singapore. It draws heavily on relevant case law and competition law concepts from the US and the EU, and utilises microeconomic concepts as the framework against which the two cities’ competition laws are evaluated. The article has been nominated for the Young Writers’ Award of *World Competition*. In addition, it was reviewed by the Office of the Telecommunications Authority in Hong Kong as part of its effort to reform Hong Kong’s telecom-sector competition regulation.



LI KA SHING FACULTY OF MEDICINE

‘LINGO-1 Antagonist Promotes Spinal Cord Remyelination and Axonal Integrity in MOG-induced Experimental Autoimmune Encephalomyelitis’ published in *Nature Medicine*, 13, 10 (2007), by MI Sha, Dr HU Bing 胡兵博士, Kyungmin HAHM, LUO Yi, Mr Edward HUI Sai Kam 許世鑫先生, Dr YUAN Qiuju 袁秋菊博士, Miss WONG Wai Man 黃慧敏小姐, Dr WANG Li 王莉博士, Dr SU Huanxing 蘇煥興博士, Dr CHU Tak Ho 朱德浩博士, Dr GUO Jiasong 郭家松博士, Dr ZHANG Wenming 張文明博士,

Professor SO Kwok Fai 蘇國輝教授, Blake PEPINSKY, SHAO Zhaohui, Christilyn GRAFF, Ellen GARBER, Vincent JUNG, Professor Ed WU Xuekui 吳學奎教授 and Dr WU Wutian 吳武田博士.

The impact of this publication is tremendous because the team reported a new therapeutic approach for demyelinating diseases of the central nervous system, such as multiple sclerosis. Specifically, it was shown that antagonism of LINGO-1 or its pathway is a promising approach for the treatment of such diseases. The paper was published in *Nature Medicine* with a cover story and has been introduced under research highlights by several top journals including *Nature Review* and *Neuroscience*. It has also been recognised by many international scientific organisations, such as Faculty of 1000 Biology and Faculty of 1000 Medicine, the National Multiple Sclerosis Society (USA), EURO Investor, and the Myelin Repair Foundation.



FACULTY OF SCIENCE

'The Strong Anick Conjecture is True' published in *Journal of the European Mathematical Society*, 9 (2007), 659–679, by Professor Vesselin DRENSKY and Professor YU Jietai 余解台教授.

In his outstanding work with Professor Drensky appearing in the prestigious *Journal of the European Mathematical Society*, Professor Yu resolved the Strong Anick Conjecture in Combinatorial and Computational Algebra. The authors' solution of the long-standing open problem concerning free associative algebras, together with algorithms produced in the article, will have a significant impact in the field for many years to come.



FACULTY OF SOCIAL SCIENCES

'Global Climate Change, War and Population Decline in Recent Human History' published in *The National Academy of Sciences of the USA*, 104, 49 (2007), 19214–19219, by Professor David ZHANG Dian 章典教授, Professor Peter BRECKE, Dr Harry LEE Fung 李峯博士, Professor HE Yuanqing 何元慶教授 and Miss Jane ZHANG 章婧小姐.

Dr Zhang and his co-authors assemble five centuries of evidence to show quantitatively how climate variation forces human population dynamics via changing regional food production, which in turn results in intra-specific competition in the form of war in recent history. The article was published in one of the most prestigious journals in academia. It has attracted both global and local attention, and the research findings were even openly mentioned by Mr R.K. Pachauri — Chairman of the Intergovernmental Panel on Climate Change and winner of the 2007 Nobel Peace Prize Laureate — in the Nobel Lecture in Oslo on December 10, 2007.