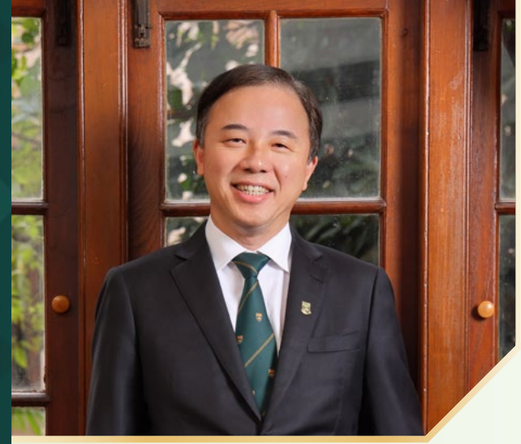
香 港 大 學

THE UNIVERSITY OF HONG KONG

HKU EXCELLENCE AWARDS FOR 2024



A Message from the President and Vice-Chancellor

The pursuit of excellence in education and research is at the very heart of HKU. We are dedicated to strengthening the University through attracting and nurturing talents and aspiring students from around the world. In so doing, we play a key role in supporting Hong Kong's goal of becoming a leading international hub for talent and education. Our accomplishments are being globally recognised, with substantial advancements made in the past year. We attribute these achievements to the combined efforts of our scholars and students, whose contributions extend beyond HKU to impact the wider community.

In 2024, HKU welcomed high-performing students from various backgrounds, boasting the highest average HKDSE score among local universities, as well as non-local students from 60+ countries. Our teachers are committed to innovating the teaching and learning experience, attracting recognition through local and international awards. With the opportunities and challenges posed by AI, HKU is actively preparing its students for a future that is promising yet uncertain. Teachers are working hard to develop programmes to comprehensively equip students with AI knowledge and skills. From September 2025, undergraduates will take mandatory digital literacy courses, and be offered new AI-related Common Core courses and Faculty-based courses on AI, innovation, and data science.

Our students benefit from the excellence of our scholars, which is increasing as we recruit more and more leaders in their fields. We are also enhancing research facilities and support, and together deepening our capacity to produce impactful research. In 2024, HKU again secured the most General Research Fund grants and is leading locally in funding from the National Natural Science Foundation of China. Clarivate also named 53 of our scholars in its prestigious Highly Cited Researchers list in 2024, a record high for HKU. In the 2025 QS World University Rankings, our research output was a major factor in HKU's rise to 17th overall best university in the world, our highest position to date.

To maximise impact and help society advance, we are expanding efforts in innovation, technology transfer, and knowledge exchange. A key development is the new HKU Techno-Entrepreneurship Academy, a collaboration with Shenzhen Qianhai promoting innovation, entrepreneurship, and technological advancement in the Greater Bay Area. Recent initiatives include launching the HKU Entrepreneurship Engine Fund, with its first batch of investment partners aligned and aiming to amass HK$400+ million, and the HKU Super Angel Network to mobilise alumni to back early-stage start-ups. HKU has had 310 active start-ups since 2017, and 121 new patents granted in 2023–2024 alone. At the 49th International Exhibition of Inventions Geneva, HKU achieved outstanding results, winning 42 awards, including two special grand prizes.

My warm congratulations go to today's awardees, and my thanks both to them and all our accomplished educators and researchers who together are helping us realise our vision through academic excellence. I am very much looking forward to working with you over the coming year as HKU continues to nurture talents and contribute to society locally, regionally, and globally.

Professor Xiang ZHANG
President and Vice-Chancellor
March 2025

OUTSTANDING YOUNG RESEARCHER AWARD

The Outstanding Young Researcher Award is made to tenure-track academic staff whose main duty is research. Awards are made annually, and applicants must be below the age of 40 at December 31 of the preceding academic year. Award winners receive a monetary award of up to HK$150,000 per year for two years to further their research and a Type B research postgraduate studentship.

Nominations and applications for the 2023–2024 Outstanding Young Researcher Awards were considered by the Research Awards Sub-Committee under the University Research Committee comprising the following members:

- Professor Max SHEN (Chair), Vice-President and Pro-Vice-Chancellor (Research)
- Professor Herman CAPPELEN, School of Humanities
- Professor Dora KWONG Lai Wan, Department of Clinical Oncology, School of Clinical Medicine
- Professor LI Yuguo, Department of Mechanical Engineering
- Professor Nirmala RAO, Faculty of Education
- Professor Vivian YAM Wing Wah, Department of Chemistry
- Professor Simon YOUNG Ngai Man, Faculty of Law
- Professor Richard YUEN Man Fung, Department of Medicine, School of Clinical Medicine

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 outputs, their ability to compete for research grants (taking into account the prestige of the funding bodies and the size of the grants awarded), and the impact of their research work.

Professor CHEN Bin
陳斌教授
Assistant Professor
Department of Architecture

Professor Chen is a geospatial data scientist and remote sensing researcher. He obtained his BSc in Geographical Information Systems from Wuhan University, and his PhD in Global Environmental Change from Beijing Normal University. Before joining the University of Hong Kong in 2021, he worked as a postdoctoral researcher at the University of California, Davis.

Professor Chen's research leverages geospatial big data, data-model fusion, and advanced interdisciplinary approaches to investigate the interaction loops between environmental change, human activities, and public health. Specifically, his major research includes the remote sensing of built and natural environmental changes; modelling of human-environment spatiotemporal interaction; and impact of environment and human activities on public health. He has published over 70 refereed publications in top journals such as *Science*, *Nature Sustainability, Nature Communications, Nature Cities* and *PNAS.* His achievements have received international recognition, including being ranked in the world's top 2% scientists by Stanford University (2021–2024), top 1% scholars by Clarivate (2024), and Geospatial World 50 Rising Stars (2024), and receiving the International Society of Digital Earth Young Scientist Award, American Association of Geographers Early Career Award in Remote Sensing, and HKU-100 Scholars Award.

Passion and curiosity, coupled with humility, are what Professor Chen sees as key to sustaining innovation. He emphasises the importance of an interdisciplinary mindset and global vision in fostering impactful research across fields. He is particularly intrigued by the 'remote sensing plus' paradigm, which bridges his field with disciplines such as social science, engineering, health, and economics. He is optimistic that this collaborative approach will boldly drive discoveries and fascinating findings.

Professor HE Jian
何健教授
Assistant Professor
Department of Chemistry

Professor HUANG Zhongxing
黃重行教授
Assistant Professor
Department of Chemistry

Professor He graduated summa cum laude with a BS degree from Zhejiang University in China and earned his PhD from The Scripps Research Institute in the USA. After two years of postdoctoral studies at the California Institute of Technology, he joined the University of Hong Kong in 2019 and is currently an Assistant Professor in the Department of Chemistry.

Professor He's research interests are at the interface of organic chemistry, inorganic chemistry, and materials science, with a particular emphasis on developing novel framework- and nanocluster-based catalysts for sustainable organic synthesis. The newly developed heterogeneous catalysts not only offer superior reactivity and recyclability compared with their homogeneous counterparts, but also enable hitherto unavailable reaction types, paving the way for large-scale and diverse chemical production. Professor He has published his work in high-profile international journals, including *Science*, *Nature Catalysis*, and *Nature Communications*. He is the recipient of the Croucher Innovation Award in 2021, the Excellent Young Scientists Fund of the National Natural Science Foundation of China in 2024, and the Asian Core Program Lectureship Awards (Japan and South Korea) in 2024.

Professor He believes that independence and uniqueness in research are crucial. He always advises his students to seek novelty in project design rather than simply following the work of others. He also feels that a collaborative and supportive working environment is essential for the success of young scientists. While exploring interdisciplinary research directions is challenging, it is also exciting and ultimately enhances researchers' competitiveness.

Professor Huang received his BS degree from Peking University in 2012 and his PhD from the University of Chicago in 2017. He joined the University of Hong Kong in 2019, where he is currently an Assistant Professor in the Department of Chemistry as well as a member of the State Key Laboratory of Synthetic Chemistry.

Unlocking the synthetic routes from active methylene compounds – a category of chemical feedstocks with an annual production of over 10,000 tons – to assorted chiral bioactive molecules of high value, including medicines and agrochemicals, is the focus of Professor Huang's research. His laboratory specialises in designing novel catalyst structures and reaction paradigms to enable unprecedented asymmetric transformations and stereochemical controls. Professor Huang's contributions and innovations, which have been published in top journals such as *Nature Chemistry*, *Nature Communications*, *Science*, and *Journal of the American Chemical Society*, have been highly recognised by the field. Over the past five years, he has received the Chinese Chemical Society Prize for Young Scientists in 2023, the Excellent Young Scientists Fund of the National Natural Science Foundation of China (Hong Kong and Macau) in 2021, and HKU's Research Output Prize in 2022.

Professor Huang believes that the passion and imagination of chemists will continue to be a key driving force for evolving the field. He is also extremely grateful for all the support received from the Department and Faculty for his lab to establish and grow resiliently during the past five years of turbulence in Hong Kong.

Professor LIU Zhuang
劉莊教授

Associate Professor
Faculty of Law

Professor Liu holds an LLB and a PhD in Law from Peking University, as well as an LLM and a JSD from the University of Chicago. He joined the University of Hong Kong in 2020.

Professor Liu is a pioneer in using quantitative methods to study law in China. His research includes examining the decisions and behaviours of judges using mass Chinese judicial data and lab and field experiments; and studying law and development with a combination of court and economic data. His recent research examines how judges and lawyers use artificial intelligence (AI), and how AI backfires in law. His work has been published in esteemed academic journals specialising in law and in China studies, including *Journal of Legal Studies, Journal of Legal Analysis*, *Journal of Empirical Legal Studies*, *American Journal of Comparative Law*, and *China Quarterly.* He is the author of *Can Machine Replace Judges? Artificial Intelligence, Data Science, and Law* (Peking University Press, 2024), the first Chinese book to introduce the application of AI and data science in legal practices and research.

For research, Professor Liu agrees with a message he saw at a Chicago bus station, 'Be a tool', but also that it goes further, as expressed in the Confucian saying from *The Analects:* "The accomplished scholar is not a utensil (*junzi bu qi* – one should not [merely] be a tool)." He believes in the power of passion and focus. He admires Steve Jobs' quote: "The people who are crazy enough to think they can change the world are the ones who do."

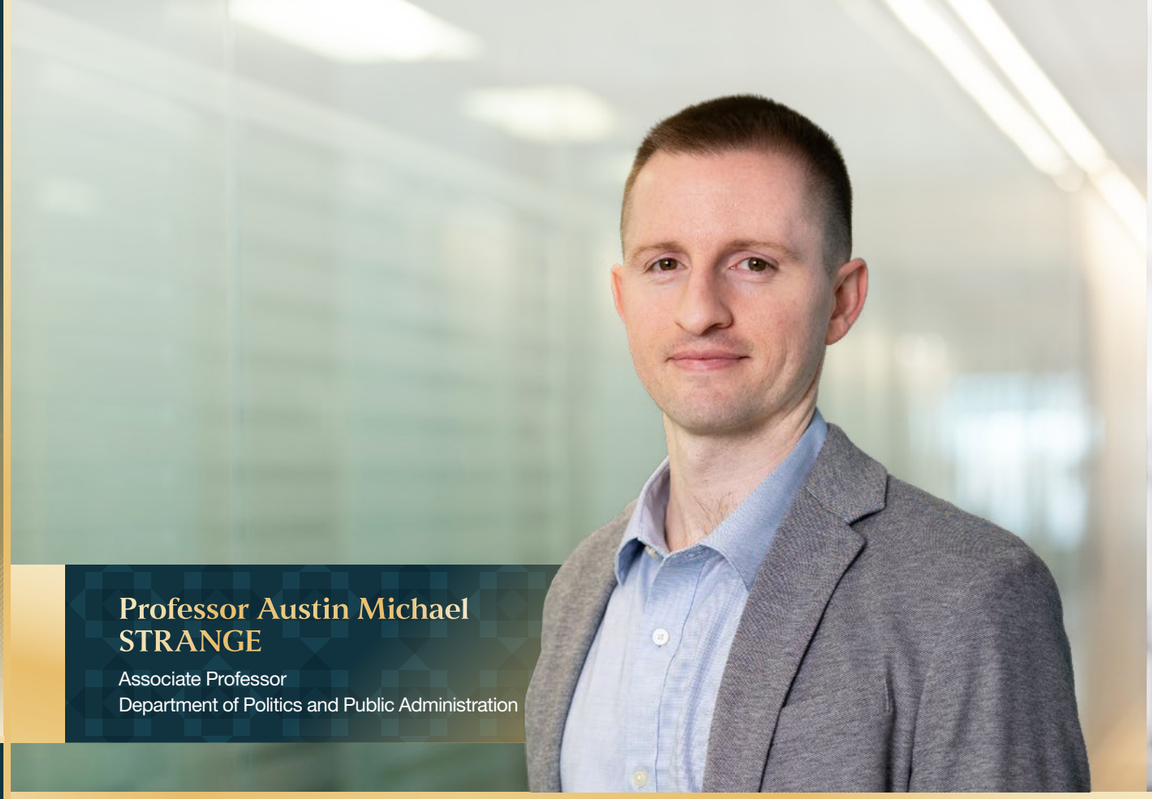
Professor LUO Ruibang
羅銳邦教授

Associate Professor
School of Computing and Data Science

Professor Luo is a bioinformatician. He obtained a BEng in Bioengineering from the South China University of Technology in 2010 and a PhD in Computer Science from the University of Hong Kong in 2015. He completed his postdoctoral training at the Center for Computational Biology, Johns Hopkins University, in 2017.

Professor Luo's research encompasses the design and development of bioinformatics algorithms. Several of his published algorithms have become fundamental to contemporary genomics research and precision medicine. These algorithms include efficiently reconstructing the complete DNA sequence of any species from billions of random DNA fragments, as well as identifying genetic mutations for the diagnosis and personalised treatment of rare diseases and cancer at a reduced cost. Professor Luo has published more than 80 research papers, including in *Nature, Nature Biotechnology*, *Nature Communications*, and *Nature Machine Intelligence.* Notably, 10 of his publications have garnered over a thousand citations. Since 2019, Professor Luo has been recognised as standing among the top 1% of scholars worldwide by Clarivate. He has also been selected by Baidu Research as a Worldwide Top 150 Chinese Young Scholar in Artificial Intelligence. In 2019, *MIT Technology Review* honoured him as a Top 10 Innovator Under 35 (Asia Pacific), while *Forbes* recognised him as one of the 30 Under 30 Asia in Healthcare and Science in 2017.

Professor Luo believes that computation can benefit all aspects of biology. Simplicity, in his opinion, is the key to developing sophisticated and impactful scientific methods.



Professor Austin Michael STRANGE

Associate Professor
Department of Politics and Public Administration

Professor Strange researches and teaches international relations and Chinese foreign policy. Before joining the University of Hong Kong in 2020, he earned a PhD from Harvard University, an MA from Zhejiang University, and a BA from the College of William and Mary. Professor Strange is also a fellow in the National Committee on United States-China Relations Public Intellectuals Program. Previously he was a fellow at the Wilson Center and the Columbia-Harvard China and the World Program.

China's evolving global economic engagement has been one of the most important and controversial topics in the study of international relations in recent decades. Professor Strange's research examines the nature and impacts of China's historical and contemporary roles in international development, global infrastructure provision, and other foreign economic policy domains. His work has provided internationally impactful data and analysis on China's overseas development finance. He and his colleagues were among the first to develop comprehensive, systematic, and publicly available evidence on Chinese aid and lending across the Global South. He has published two books with Cambridge University Press: *Chinese Global Infrastructure* (2023) and *Banking on Beijing: The Aims and Impacts of China's Overseas Development Program* (2022) – the latter of which was co-authored and won the HKU Research Output Prize as well as the Best New Dataset Award from the International Political Economy Society.

Professor Strange is grateful to work with passionate and inspiring students and colleagues at HKU and around the world. He believes in pursuing research that is rigorous, accessible, and aimed at important but often misunderstood topics.

Professor XU Lizhi 徐立之教授

Assistant Professor
Department of Mechanical Engineering

Professor Xu is currently an Assistant Professor in the Department of Mechanical Engineering at the University of Hong Kong. He obtained his BS degree (2009) in Applied Physics from Beihang University, and his PhD (2014) in Materials Science and Engineering from the University of Illinois Urbana-Champaign. He worked as a postdoctoral research fellow at the University of Michigan from 2015 to 2018 before joining HKU.

Professor Xu's research is centred on biomaterials and biomedical devices. Since joining HKU in 2018, he led the efforts of developing a new type of soft nanocomposites for the construction of artificial tissues, implantable electronics, and various bio-integrated devices. He has published a series of papers as the leading corresponding author in top journals including *Nature Communications*, *Science Advances*, and *Advanced Materials*. The research has also led to nine US/Europe/Chinese patent applications. He has received funding as principal investigator for six Research Grants Council projects, and successfully supervised four PhD graduates. He recently received the 2024 iCANX Young Scientist Award, 2024 Global Conference of Innovation Materials Early Career Award, and 2023 *Microsystems & Nanoengineering* Young Scientist Award, recognising his independent research contributions.

Professor Xu's research is inspired by the complexity of nature and the simplicity of its fundamental designs. The research imparts biomimetic concepts for the engineering of soft materials and devices that capture the key features of natural biological tissues and perform critical functions as bio-integrated systems. The integrative scientific and engineering approaches aim to enable advanced technologies for clinical tissue repair, precision medicine, the human-machine interface, and other applications.

Professor XU Zhenci
許振賜教授

Associate Professor
Department of Geography

Professor Xu is a human-environment researcher focussed on sustainable development. He joined the University of Hong Kong in early 2021, after earning a BA in Hydraulic Engineering from China Agricultural University and a PhD in Sustainability Science from Michigan State University. Currently, he is an Associate Professor in the Department of Geography at the University of Hong Kong.

Professor Xu has made breakthroughs in global research on the sustainable development and food-energy-water nexus. He conducted the first research on the spatiotemporal dynamics of sustainable development progress at national and subnational levels, creating the Sustainable Development Goal (SDG) assessment framework at the SDGs indicators level. To study the SDGs in the context of international connectivity and rapid global change, Professor Xu adopts 'nexus' and 'metacoupling' frameworks. His work, which explores sustainability impacts through distant interactions and SDG synergies or trade-offs, has been highly recognised, with publications in top journals such as *Nature*, *Nature Sustainability*, and *Nature Communications*. Professor Xu has also received many accolades, including the Innovation in Sustainability Science Award from the Ecological Society of America (2020), Excellent Young Scientists Fund of the National Natural Science Foundation of China (2024), and HKU-100 Scholars Award, and being ranked worldwide in the top 1% scholars by Clarivate (2024) and top 2% scientists by Stanford University (2023).

With his research team and collaborations with international high-impact researchers, Professor Xu aims to amplify scholarly insights on sustainable development through high-quality academic output, promoting global sustainability and human well-being. He believes that a shared blueprint for peace and prosperity for people and the planet can inspire more impactful research.

OUTSTANDING YOUNG RESEARCHER AWARD

Professor YUAN Shuofeng
袁碩峰教授

Associate Professor
Department of Microbiology
School of Clinical Medicine

Professor Yuan was trained as a veterinarian at Huazhong Agricultural University (2011) before pursuing his PhD in virology at the University of Hong Kong (2015). He then received overseas training at The Scripps Research Institute (2022), specialising in medicinal chemistry.

By focussing on small-molecule and broad-spectrum antivirals that are essential for pandemic preparedness, Professor Yuan's research aims to reveal new targets, strategies, and lead compounds against infectious virus diseases through basic and applied research in the broad field of molecular virology. In his pursuit of host targets such as sterol regulatory element-binding proteins, adaptor-related protein complex 2 subunit Mu 1, and phosphomannose isomerase, new concepts have been established and harnessed to reprogramme host metabolism and develop host-targeting therapeutic treatments against viral pathogens. His research endeavours are supported by notable funding bodies, including the National Institutes of Health (USA), the Excellent Young Scientists Fund of the National Natural Science Foundation of China (Hong Kong and Macau), and the National Key Technologies R&D Program (China). Additionally, his team collaborates with prominent pharmaceutical and biotech companies on early-phase drug discovery and vaccine development. Professor Yuan has received several prestigious research awards – including the Federation of Asian and Oceanian Biochemists and Molecular Biologists Young Scientist Award and Early Career Award (HKSAR Research Grants Council) – and he has been named in the *MIT Technology Review* Innovators Under 35 (Asia Pacific).

Professor Yuan believes that conducting good research involves a systematic and thoughtful approach to ensure that the findings are valid, reliable, and meaningful. Asking good questions is fundamental to producing impactful work across various domains.

TEACHING EXCELLENCE AWARD SCHEME

The Teaching Excellence Award Scheme aims to recognise, reward and promote excellence in teaching at the University. Applications were considered by a Selection Panel comprising the following members this year:

- Professor Ian HOLLIDAY (Chair), Vice-President and Pro-Vice-Chancellor (Teaching and Learning)
- Professor Moira FISCHBACHER-SMITH, Vice-Principal (Learning and Teaching), University of Glasgow
- Professor Pauline CHIU, Associate Vice-President (Teaching and Learning) (Recipient of 2019 Outstanding Teaching Award [Individual])
- Dr Jannie ROED, Director, Teaching and Learning Innovation Centre
- Miss Chloe CHEUNG, elected undergraduate student representative on Senate

Awards were made in the categories of University Distinguished Teaching Award, Outstanding Teaching Award and Early Career Teaching Award. The Selection Panel was deeply impressed with the awardees' dedication to teaching, their tireless and creative efforts to make learning enjoyable and challenging, and their impact on student learning. The University is grateful to Professor Fischbacher-Smith for providing expert advice during the final selection process.

EARLY CAREER TEACHING AWARD

The Early Career Teaching Award recognises the outstanding contribution and commitment of colleagues at an early stage of their teaching careers. Eight colleagues are honoured with this award:

- Professor Wesley Llewellyn ATTEWELL, Department of Geography
- Ms Stephanie BIEDERMANN, Faculty of Law
- Dr LAM Chun Sing, School of Nursing
- Professor Phoebe LAM Pui Ying, Faculty of Dentistry
- Dr Ann LEUNG Ka Yan, Department of Pharmacology and Pharmacy
- Professor Philip LI Hei, Department of Medicine, School of Clinical Medicine
- Professor LI Zhengyan, Department of Politics and Public Administration
- Professor Monica Lee STEINBERG, School of Modern Languages and Cultures

Professor Wesley Llewellyn ATTEWELL

Assistant Professor
Department of Geography

As a scholar who teaches at the intersection of human geography and humanities fields such as history and Asian diaspora studies, I am committed to bringing a diversity of perspectives and materials into the space of the classroom. My pedagogical aim here is to develop a bundle of techniques and practices for engaging students, especially those who have historically felt marginalised in the spaces of higher education. On a very basic level, I always take care to ensure that my reading lists are balanced in terms of gender and prominently feature work by scholars of colour. I also have my students engaged with non-academic materials, which range the gamut from creative non-fiction to podcasts to cultural production to primary sources. But perhaps most importantly, I have come to appreciate how relational forms of classroom engagement are indispensable to the urgent work of encouraging students to think relationally across the multiple spaces, scales, and times of everyday life in a globalised city like Hong Kong. To this end, I try to unsettle my own place-based claims to expertise by emphasising the importance of collaborative study. Part of my strategy here is to involve my students, as much as possible, in the everyday work of teaching. In this spirit of participatory pedagogy, I lead the course not as an infallible source of knowledge and expertise, but rather, as a facilitator of student learning. From my experience, students are more likely to participate in classroom conversations if they are encouraged to understand themselves as sources of embodied knowledge. Over time, students invariably become more comfortable with thinking on the spot, organically drawing connections between classroom materials and events that are happening out in the real world, or in their everyday lives. As a teacher, I value this kind of class participation and engagement for how it forces my students and I to think and learn from each other, effectively foregrounding the fundamentally collaborative aspects of learning.

Students' Words of Appreciation

I would like to express my immense joy upon hearing that Professor Attewell has been selected for the Early Career Teaching Award, as I cannot think of a better person to receive it. Having taken both of Professor Attewell's undergraduate classes, I find it evident that he has dedicated a significant amount of time and care to the preparation of his teaching. The design of his courses is highly original, and all of the reading materials he assigns are thoughtfully selected. I always look forward to reading them because they are consistently engaging and broaden my horizons. His lectures attract students from a diverse range of countries and backgrounds, and he always makes sure to give each of us a safe space to express ourselves and a spotlight to shine. He also takes time to really get to know us, from remembering our names to genuinely caring about our aspirations and everyday lives. The feedback he provides in class and on assignments is always detailed and personalised, challenging us intellectually in the most empathetic and supportive ways. Because of such an engaging and non-judgmental environment, I was able to build friendships with people I met from his classes and have meaningful conversations with them even outside of the classroom, for which I am especially grateful. I think this speaks to how Professor Attewell truly embodies the values he teaches, inspiring me to become a better person who sees, actively learns about, and cares for people, cultures, and worldviews that are marginalised and stereotyped.

Edrian LIU Yijun
BSocSc, current student

Professor Attewell has been a consistently steadfast and insightful figure in my academic and research journey at HKU. Having spoken to him through the Mentorship Programme in the Department of Geography, I believe I have been able to explore several opportunities for advancement and enrichment. It was a pleasure to have been able to work with him as a research assistant multiple times and with each posting, I gained more experience and confidence in conducting myself in research endeavours. Additionally, I enjoyed his class on the transpacific empire immensely and was heavily inspired to pursue similarly related areas of research beyond graduation. I have been able to find appreciation for the unique position that I have and critically assess my own work and other academic work better thanks to Professor Attewell's support. His way of teaching allows for the freedom to explore what I am most passionate about while also undergoing helpful guidance to steer myself in the right direction.

Katie WARREN
BSocSc, current student

Ms Stephanie BIEDERMANN

Senior Lecturer
Faculty of Law

I spent my childhood and young adulthood playing soccer competitively, an experience that has shaped my philosophy as a teacher in higher education. I believe that the fundamental aspects of effective teaching resemble those of coaching players well. This analogy – teacher as coach – reflects my approach to teaching and leadership: (1) Building students' skills over time through personal practice; (2) Recognising varied skill sets; (3) Embracing difference, since just as a soccer team has different positions, not every learner will approach a topic or assignment in the same way; (4) Emphasising practical experience, repetition, and learning by doing; (5) Stepping back, since a skilful soccer coach trains and motivates players without overshadowing them at game time. Similarly, I believe teachers should focus on students' learning and skill development and let them take the lead more often; (6) Prioritising more than just 'winning' (grades).

In soccer, sometimes there are superstars. In the classroom, it's important to find balance: to figure out how to let certain individuals shine without eclipsing others who may participate in quieter ways. A team's strength comes from what the group can do together.

I believe that balanced learning requires not only subject matter knowledge, but also practical awareness, understanding the needs of an audience or client, and developing good judgment. My teaching seeks to create opportunities for students to practise and demonstrate this full range of legal skills. Ways to accomplish this in the classroom are:

(1) To minimise the fear of a 'wrong' answer and the concept of one 'right' answer. Rather, I try to cultivate students' interest in the topic and create an environment where they want to actively engage in conversation;
(2) In student learning, to make how we think and solve problems more important than the result. Process-based activities prioritise critical thinking and enable focus on the bigger picture. I endeavour to bring in as many examples from practice as possible, and to engage students actively in the creation of projects they design and manage.

Students' Words of Appreciation

My experience of working with Stephanie as my dissertation supervisor was remarkable. She is, without a doubt, the most agile thinker and the best adviser I could ever think of. I want to say Stephanie was attentive and actively participated in all supervising meetings. She was well prepared for every session to ask questions, give advice, guide, and signpost me in the right direction. Under her supervision, she efficiently contributed to establishing my research topic, research structure, and a successful ethics approval application. Additionally, she was instrumental in helping design my research survey questionnaire and interview questions.

Stephanie guided me to think through my research paper carefully, considering all relevant components concerning academic integrity, honesty, transparency and ethics. She taught me to ensure minimal risk to the participants and that the privacy of everyone involved in my research is protected and their data are handled correctly.

At the height of my dissertation, when I was overwhelmed and couldn't meet the deadline, Stephanie was involved in supporting me in applying for a deadline extension, which gave me enough time to submit a well-polished dissertation I was proud of.

Stephanie has been thoughtful, flexible, considerate, approachable, kind and helpful. She was willing to help me at any point in my dissertation. From her, I have learnt to pay attention to details, critical thinking, time management, and communication skills.

Roy NJUABE
LLM(HR) 2022

My immediate impressions of Stephanie were that she was an exceptionally positive and engaging lecturer with a huge passion for her subject. This remained true throughout my experience with her as a lecturer.

However, as the course continued, I realised that Stephanie was more than that; she was one of the best lecturers I have ever had. This was because she excelled at explaining challenging concepts simply and entertainingly. I will never forget the lecture that she led on the 2021–2022 Belarus–European Union border crisis; she portrayed such a complex and distressing refugee event in a highly informative yet simple and engaging way. She captivated the class and certainly myself for the following year. I remember going home and explaining the crisis to my family and doing extensive further research. I felt so intrigued and motivated to learn more, a feeling that many lecturers cannot trigger in their students. Or at least not to that extent. This is another reason why I believe Stephanie is an exceptional lecturer; she cultivated passions instead of just regurgitating facts as most lecturers do. She allowed me to find my interests in the course and encouraged me to tailor the class to find my passions and what I wanted to learn. My memories and experience from this class remain my favourite from all I had studied at HKU, and the knowledge takeaway was certainly the highest.

Elin JONES
LLM 2023

Dr LAM Chun Sing
林振聲博士

Lecturer
School of Nursing

At the heart of my pedagogical approach, influenced by the enriching seminars and workshops at HKU's Teaching and Learning Innovation Centre, lies a dedication to cultivating an active learning environment that prioritises student engagement, innovation, collaboration, and authenticity. Through this methodology, my primary objective is to enhance the educational experiences of students, particularly in complex subjects like microbiology, by strengthening their levels of engagement and motivation. Acknowledging the inherent challenges of microbiology for pre-registration nursing students, I have proactively implemented a distinctive teaching intervention supported by HKU's Teaching Development Grant.

This intervention is underpinned by three key initiatives: photovoice learning activity, micromodule-based animated videos, and 360-degree videos. The photovoice learning activity is a meticulously designed approach, informed by research, aimed at empowering students through autonomy and the establishment of a collaborative learning platform outside the traditional classroom setting. Not only does it facilitate self-reflection and the refinement of critical thinking and presentation skills, but it also emphasises the role of students as active contributors to knowledge creation alongside the teacher. The micromodule-based animated videos leverage relatable daily experiences to boost awareness of community hygiene and promote teacher-student interaction. Concurrently, the 360-degree videos provide an immersive virtual exploration of essential basic laboratory diagnosis procedures to offer students a captivating and educational experience.

Collectively, these initiatives foster an interactive and authentic learning environment that not only enhances students' comprehension of microbiology but also nurtures their independence and deepens their understanding of public health matters. The innovative integration of technology and active learning methodologies represents a significant advancement in effective teaching practices within the field of nursing education.

The positive reception and feedback from students regarding the developed audio-visual interventions are truly rewarding. Looking ahead, I am dedicated to the ongoing exploration and promotion of diverse teaching methods to inject a sense of enjoyment and fulfilment into the study of life sciences, ensuring that learning remains a stimulating and rewarding journey for all students involved.

Students' Words of Appreciation

Dr Lam is one of the most inspirational teachers that I have met. I am the first cohort of students to experience the new form of teaching in life science courses, and Dr Lam has demonstrated how abnormalities in the physiological pathway may lead to clinical conditions, allowing us to appreciate the connection between the theoretical knowledge of human systems and our nursing practice. He has also showcased competency in life science by thoroughly explaining the lecture content using figures and diagrams, and keeping the content organised and precise. He always stresses the importance of understanding the basis before digging into the complicated mechanisms, which clarifies the concepts and helps us integrate the lecture content effectively.

Dr Lam has also been making great efforts in utilising innovative teaching methods such as photovoice education which provides the opportunity to participate in an out-of-class activity in which students were able to rate the cleanliness of different surfaces that we may come across in our daily lives. My classmates also reflected that it was an unforgettable learning experience, as it is easier for them to link microbiology into our daily lives via this active learning process. His innovative teaching is surely one of the factors that arouse our interest in various systems in the human body.

Albert SUEN
BNurs-ALT, current student

Dr Lam is an inspiring and dedicated teacher who can create a student-centred learning environment and motivates students to learn life science subjects effectively.

Without a profound biological sciences background, I often feel overwhelmed and anxious during my academic journey. In view of such circumstances, Dr Lam always provides us with relevant daily life examples linking to clinically associated knowledge and explains the complex human anatomy and physiological mechanisms clearly. Furthermore, he adopts various kinds of learning resources and activities to facilitate our learning and pique our interests in the field of life sciences. His unwavering belief in our potential, evident in his constant encouragement and willingness to answer any question, regardless of how 'simple' it may seem, has instilled in me a genuine passion for life sciences.

Dr Lam's innovative teaching methods, stimulating guidance, and firm support have made him not only an exceptional educator but also a role model who inspires me to excel in my academic journey and beyond.

Cherry LO
MSc(Nurs), current student

Professor Phoebe LAM Pui Ying
林珮盈教授

Clinical Assistant Professor
Faculty of Dentistry

I view students as adventurers embarking on their unique journeys, seeking their true destinations. I aspire to be a compass, guiding them in the right direction, empowering students to autonomously choose their paths, and encouraging them to reach new heights and horizons. My goal is to cultivate students to be competent clinicians, critical thinkers, and global leaders.

A compass always points to the true north. I set a leading example by emphasising professionalism and integrity in patient care while training competent clinicians. A compass also encourages adventurers to critically analyse information and make independent decisions. With the support of my Teaching Development Grant, I developed a collection of Vicarious Learning Dialogue Videos focussing on paediatric dentistry. These videos included personal dialogues where I assisted students in understanding, problem-solving, and making clinical decisions when caring for child patients. I implemented pre-course videos using a flipped-classroom approach for my simulation course, enabling students to grasp and retain knowledge prior to class. The class sessions were dedicated to interactive discussions and fostering higher-order thinking skills. This initiative facilitates the smooth transition from simulation laboratory to real-world clinical practice.

'If you want to build a ship, don't drum up people to collect wood and don't assign them tasks and work, but rather teach them to long for the endless immensity of the sea.' I take pleasure in organising experiential learning for my students outside the teaching hospital. I believe that experiential learning bridges the gap between classroom education and real-world application. I aim to instil a sense of purpose and passion in my students. By linking subjects to real-life contexts and student interests, I enhance learning and retention.

Differing from the traditional student-teacher hierarchy, my role is more akin to a compass that encourages adventurers to autonomously explore new heights and horizons. I empower students to critically navigate their paths and accompany them on their transformative journeys. Ultimately, we celebrate together the new achievements they have reached.

EARLY CAREER TEACHING AWARD

Students' Words of Appreciation

"I wanted to express my gratitude for Professor Lam's mentorship and teaching throughout my Bachelor of Dental Surgery journey, from the first time I met her in Dental Fellowship when I was in Year 1, to being able to work on a systematic review under her genuine, invaluable guidance in Year 6. Thank you to Professor Lam for all the advice she has shared with me to plan my career and personal life. I feel so inspired and excited to do research after every conversation with her and it is also a big blessing to observe her care for the community, from kids with special needs to underserved population across the world. Thank you for being such a patient, encouraging and kind role model to me and also for sharing her clinical knowledge and expertise with us as our clinical tutor in paediatric dentistry. I feel so fortunate to have had this opportunity to work with her and will carry all that she's taught me throughout my new career!"

Charlotte CHAN
BDS 2023

"I would like to express my gratitude for the support, guidance and encouragement from our academic supervisor, Professor Phoebe Lam. Our dental experiential learning trip to Tanzania has been a profoundly eye-opening and transformative experience.

The stark contrast in access to dental care between Tanzania and Hong Kong has deeply impacted me. Witnessing the severe dental issues faced by many Tanzanians due to the lack of affordability and accessibility to dental services was heart-wrenching. The opportunity to provide crucial dental care to underserved communities has left me with broadened horizons, invaluable lessons and heartfelt gratitude.

The camaraderie with fellow dental peers and the exchange of knowledge and experiences have also enriched my learning in dentistry and made me realise the power of collaborative efforts in making a difference. I also appreciated the opportunity to immerse myself in Tanzanian cultural activities, which not only facilitated cultural exchange, but also provided a good balance between work and leisure.

The experiential learning project I co-organised with Professor Lam to Tanzania has not only enhanced my clinical skills but has also instilled a deeper sense of purpose in promoting oral health education and sustainable community impact. The journey has been a testament to the transformative power of empathy, cultural exchange, and the collective effort in striving for better healthcare outcomes worldwide."

Connie LUK
BDS, current student

Dr Ann LEUNG Ka Yan
梁嘉恩博士

Lecturer
Department of Pharmacology and Pharmacy

Learning is an active, immersive process. We have all experienced the deep satisfaction in losing ourselves in the flow of 'doing' – exploring ideas, experimenting, and applying knowledge in practical ways. This is how I aim to bring learning to life in my classroom.

I am privileged to partner with my students to create realistic learning experiences. Together, we built the first educational electronic health record in Hong Kong to provide pharmacy students with essential practice in assessing prescriptions and documentation. In place of static paper cases, students now converse with our AI-powered chatbots that simulate patient interactions. These teaching innovation projects demonstrate that learning can be both effective and engaging.

While medication knowledge is essential, I prioritise the development of skills in my students. Regardless of our discipline, we are all called to be problem solvers. This requires students to develop holistic competencies: critical thinking, communication, teamwork, and creativity. And what better place to hone these skills than in the real world?

I am passionate about creating authentic learning experiences, such as practicums and pro bono community projects. These initiatives accelerate our students' professional development and empower them to make tangible contributions to the community. Collaborating with external partners provides invaluable insights, allowing me to proactively meet my students' needs amidst technological and societal shifts.

As an educator, I see myself as a spark that ignites and empowers my students' intrinsic motivation for lifelong learning. It is my hope that they become self-sustaining bonfires that spark new flames, as professionals who make a lasting positive impact on society.

Students' Words of Appreciation

One of Dr Leung's standout qualities is her ability to foster a classroom environment where student feedback is not only welcomed but genuinely valued. Her willingness to adapt her teaching methods based on our feedback exemplifies her dedication to student success and belief in collaborative learning.

Dr Leung also nurtured my ability to adapt and innovate. By encouraging us to integrate feedback and approach problems methodically, she prepared me to tackle real-world challenges with confidence. Moreover, Dr Leung's focus on communication and collaboration taught me how to effectively work within a healthcare team. She provided opportunities to develop interpersonal skills, which are critical when interacting with patients and colleagues. This comprehensive approach to learning has been invaluable in my role as a pharmacist, where precision, thoughtful decision-making, and effective communication are key.

Her commitment to continuous improvement has not only enhanced her teaching but also inspired me to take an active role in my education, fostering a mindset of continuous learning and improvement. Dr Leung's mentorship has significantly impacted my development as a pharmacist, equipping me with skills to bridge learning and practice effectively.

Branson FOK
MAP, current student

Dr Leung's guidance significantly boosted my confidence, problem-solving, and leadership skills through teamwork. Her emphasis on self-awareness in professional development proved invaluable. Through structured reflection exercises, I identified knowledge gaps and created a continuous professional development plan. Dr Leung takes the time to personally interview students to ensure practicum placements align with our interests, actively seeking our feedback to refine the learning process. My practicum at the HKU-Shenzhen Hospital was transformative and pivotal in my development as a pharmacist. This hands-on experience allowed me to explore paediatric pharmacy – an area I am passionate about but previously found challenging to access.

Furthermore, Dr Leung designs classroom activities, such as Objective Structured Clinical Pharmacy Examinations, which simulate real-life scenarios and help us recognise gaps in our communication skills while developing systematic approaches to case management. This allows me to transform my experience into practical skills when counselling a patient or answering minor ailment inquiries, adopting a holistic view by considering the disease state and concomitant medications.

I feel fortunate to have such a dedicated educator whose passion for pharmacy and commitment to student success have profoundly impacted my educational journey and professional aspirations.

Nina CHAN
MAP, current student

Professor Philip LI Hei
李曦教授

Clinical Assistant Professor
Department of Medicine
School of Clinical Medicine

As a fellow HKU alumnus with over a decade of learning and teaching experience at HKU and inspired by my own mentors, my teaching philosophy embodies the value of 'Making a Difference' while modernising the traditional master-apprentice approach to clinical medicine.

Clinical medicine is an ever-evolving field, and it is impossible for students to master every aspect of each specialty. Beyond merely focussing on knowledge-based teaching, it is crucial to cultivate students' interest in the field, equipping them with the ability and motivation for lifelong learning.

My teaching philosophy emphasises whole-person education, and the fostering of a sense of belonging to our profession as well as a desire to make a difference. Throughout my career, I have innovated inspiring student-centred and student-directed education, contributed to curriculum redesign, and developed new teaching materials and programmes. Examples of my successes in these past four years include:

Firstly, to gain a comprehensive understanding of modern-day student needs and enhance whole-person education, I have assumed leadership roles as HKUMed's Deputy Director of Admissions and Deputy Director of Student Affairs (Campus Life) since 2022, as well as the Director of Co-Curricular Programmes. Currently, I lead the inaugural Bachelor of Medicine and Bachelor of Surgery (Distinguished MedScholar) programme.

Secondly, I have extensively contributed to the curriculum redesign and enhancement of various Faculty programmes. As the first academic staff member in clinical immunology and allergy, I revamped our medical teaching to include formal instruction of this emerging specialty for the first time in history.

Thirdly, I continue my scholarly contribution to educational research, especially in clinical and medical education. Clinical allergy, especially drug allergy, is an under-appreciated and under-taught discipline in many medical schools worldwide. I led the design of a new evidence-based course named Advances in Drug Allergy and Penicillin Testing. The success of which was recently highlighted and published in the top journal *Allergy*.

Students' Words of Appreciation

"When I first met Professor Li, I was immediately inspired by his unwavering passion for academic research. His deep love for his work and his desire to impact clinical practice through his studies set a shining example for me to follow. What I appreciate most is how Professor Li frequently shares his exciting research ideas with me. He is always eager to engage in lively discussions with his students, exploring the feasibility of interesting topics and debating whether they could bring about meaningful clinical changes. His enthusiasm is contagious, and I find myself filled with excitement during our academic exchanges.

Professor Li's influence on me has been profound and far-reaching. Beyond nurturing our research skills, he genuinely cares about my well-being and career aspirations. He regularly checks in with me over lunch, offering invaluable advice and guidance. One of the most memorable things he has told me is to set ambitious goals, focus on the long-term, and work persistently towards objectives that can benefit patients through the application of our research. Professor Li has not only imparted knowledge but has ignited in me a deep passion for learning, research, and making a difference through our work. His dedication to excellence and caring mentorship have made him an incredible role model. I aim to emulate his spirit of relentless pursuit of knowledge for the betterment of patient care."

LI Qiang
PhD, current student

"Professor Li is the academic advisor for my Bachelor of Medicine and Bachelor of Surgery studies and the research supervisor for my Master of Research in Medicine studies. He is a truly inspiring teacher and mentor, who always demonstrates and empowers his students on the attitude of striving for excellence in every part of life, both academically and beyond.

Professor Li has inspired me to always aim high, and to make a difference to the world. Under Professor Li's sagacious leadership and supervision, I have participated in multiple research projects, and we have focussed on how to transform clinical and scientific findings into benefits for patients – hoping to make a difference in people's lives. Inspired by Professor Li's global vision, I also had the opportunity to deliver oral presentations at multiple overseas scientific conferences.

Professor Li has enlightened me with the attitude of striving for excellence and making a difference to the world, as well as a global vision, which confirms my career aspiration to be an academic physician/physician-scientist. I will do my best to embody the spirit and attitude in my life and make positive impacts on people's lives."

Andy KAN
MBBS, MRes(Med), current student

Professor LI Zhengyan
李崢言教授

Assistant Professor
Department of Politics and Public Administration

I view learning as a treasure hunt, where students are the treasure hunters and knowledge is the prize. My role as an educator is not merely to deliver information but to serve as the map, guiding and supporting students as they embark on their own journeys of discovery. The ultimate reward is not just acquiring knowledge but learning through exploration, collaboration, and self-reflection.

To create an engaging and learner-centred environment, I employ active learning strategies that connect students to real-world issues. Through case studies and simulations, students take on decision-making roles, allowing them to learn by doing and experience the complexities of real-world challenges firsthand.

Collaboration is another pillar of my teaching philosophy. Through presentations, debates, and think-pair-share activities, students refine their analytical and communication skills while learning from diverse perspectives. I also foster a supportive environment that encourages intellectual risk-taking by incorporating low-stakes assessments and continuous feedback, ensuring that students feel empowered to challenge ideas and grow academically.

As knowledge rapidly evolves, I ensure my teaching stays current by integrating cutting-edge research into discussions, reading pedagogical literature, and engaging in professional development. By continuously updating my 'map', I guide students toward meaningful learning experiences and equip them with the critical thinking, adaptability, and problem-solving skills they need to thrive beyond the classroom.

Ultimately, my goal is to inspire students to become independent learners, capable of charting their own paths, discovering new knowledge, and applying it to make a lasting impact in their fields and communities.

EARLY CAREER TEACHING AWARD

Students' Words of Appreciation

"Professor Li is an engaging and supportive instructor who creates a structured yet dynamic learning environment. His course is well structured, and he explains theories in a way that is both accessible and thought-provoking. More importantly, he actively involves students in learning – his use of cases and discussions made classes more interactive and helped us connect theory to real-world applications.

He also encourages students to share their ideas and perspectives, fostering a collaborative and inclusive classroom atmosphere. I truly appreciate how he challenges us to engage deeply with course materials and think beyond the textbook, which has made my learning experience much more meaningful."

Hilary TSE Kar Man
MSocSc, current student

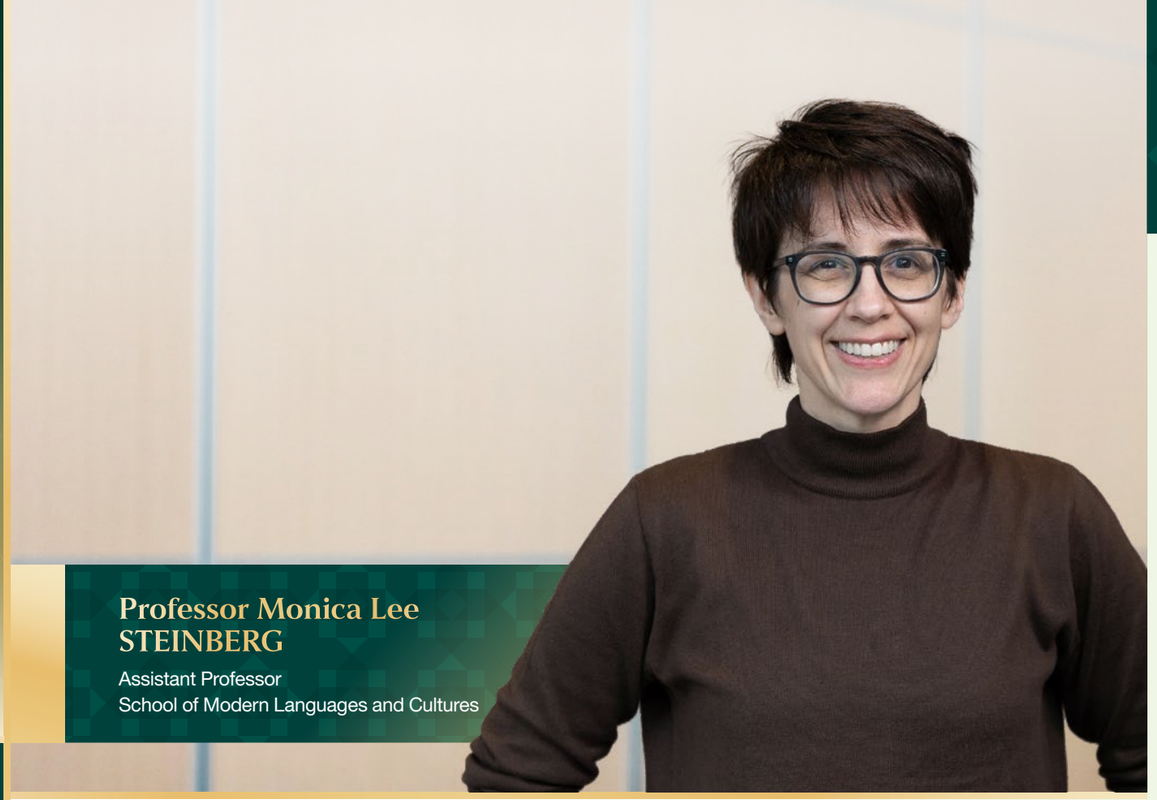
"Professor Li's course significantly improved my ability to analyse and evaluate policies. His structured approach to teaching ensures that each concept builds logically on the previous one, making even difficult topics easier to understand. He also brings in real-world examples and case studies, which made discussions engaging and relevant to contemporary policy challenges.

One of the highlights of his class were the collaborative learning activities, such as group projects and poster presentations, which gave me opportunities to develop both analytical and presentation skills. His thoughtful and constructive feedback pushed me to refine my arguments and become more confident in expressing my ideas.

What I appreciate most is Professor Li's encouragement of independent thinking – he doesn't just provide answers but challenges us to critically assess policies from multiple angles. His class not only strengthened my academic skills but also gave me a greater appreciation for policy analysis and its real-world impact.

I am truly grateful for the impact Professor Li has had on my academic and personal growth, which not only enriched my learning experience at the University of Hong Kong but also warmed my heart. Thank you once again for your dedication and support."

ZHANG Qi
MPA 2024



Professor Monica Lee STEINBERG

Assistant Professor
School of Modern Languages and Cultures

As an art historian and educator, I employ a learner-centred approach that integrates real-world relevance, transferable skills, and non-disposable assignments. My teaching focusses on fostering critical thinking through hands-on, experiential learning that encourages students to engage directly with course material.

In the classroom, I create an interactive environment where students actively participate in gamified learning, simulations, and group discussions. This fosters engagement with complex topics in a dynamic, supportive space. For example, I have used immersive activities that challenge students to navigate ethical dilemmas informing art collecting, and to think critically about issues such as art provenance and cultural heritage.

Throughout the semester, students realise creative projects such as podcasts, animated shorts, and web apps; these create a space for students to develop transferable skills with tools like Adobe Photoshop and Illustrator, AI image software, and HTML/CSS. The projects are displayed in an end-of-semester exhibition wherein students showcase their work to industry professionals and peers, honing their presentation and networking skills.

My goal is to create a classroom environment where students are inspired to think critically, apply their knowledge in innovative ways, and gain skills that will serve them both academically and professionally.

Students' Words of Appreciation

"Even though Professor Steinberg's classes are always at 9:30 AM on Fridays (who thought that was a good idea?), I look forward to every single one of them. Her courses Art and Crime, and Art, Time, and New Media, are like a rollercoaster ride through the art world. And the assignments feel less like homework and more like creative projects. I enjoyed when we were able to work directly with the actual documents, artists' books, and artworks discussed in class, especially the ones on creative art heists… and I couldn't help but wonder what a heist of her studio might yield."

Amy WONG Lung
BA, current student

"Studying with Professor Steinberg has been an exciting experience. I took her Art and Crime course, and also the American Studies capstone course. Professor Steinberg is passionate, supportive, and full of surprises. We did lots of hands-on activities. Some of my favourites were the counterfeiting workshop in which we got to build legally authorised representations of banknotes, and the printmaking workshop in which we made our own screen prints to learn citation methods. Her 'go-for-it' energy inspired us to push boundaries, and she encouraged me to apply the skills I had learnt in her classes to pursue extracurricular opportunities."

Kimberly CHAN Yin Kiu
BA 2024

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 and a Type B research postgraduate studentship.

Nominations and applications for the 2023–2024 Outstanding Research Student Supervisor Awards were considered by a Selection Committee comprising the following members:

- Professor Edmund LAM Yin Mun (Chair), Associate Dean (Innovation and Career Development), Graduate School
- Professor CHU Chun Hung, Faculty of Dentistry
- Professor Rainbow HO Tin Hung, Department of Social Work and Social Administration
- Professor Carmen WONG Chak Lui, Department of Pathology, School of Clinical Medicine

Professor Wilson LU Weisheng 呂偉生教授

Chair Professor of Digital Construction
Department of Real Estate and Construction

Professor Lu obtained his BSc and MSc degrees from Chongqing University and his PhD in Hong Kong before joining HKU in 2009. He swiftly ascended to full professorship in 2019 and attained the prestigious Chair Professor title in 2023.

Professor Lu founded iLab, a platform that fosters a conducive environment for academic progress, holistic researcher development, and intellectual stimulation. His supervision philosophy emphasises ‘people and education’ via empowerment, inclusivity, and diversity. He nurtures research students to excel in publishing papers, pursuing awards, leading projects, and contributing to research community growth. In fostering an inclusive culture at iLab, he prioritises gender balance and diversity across ethnicities, nationalities, and backgrounds. In iLab, there are two notable initiatives to support research students. The first, Project Hope, seeks to increase opportunities for students aspiring to pursue doctoral studies at HKU. Professor Lu has established over 10 fully funded positions and aims to give more young people the chance to earn a PhD. The second, Project Matchmaker, facilitates connections between research students and postdoctoral fellows to form rewarding research partnerships and mentorships.

Professor Lu’s mentorship has yielded 17 PhD graduates and job opportunities for 50 research associates and postdoctoral fellows, who are now esteemed figures in academia and industry worldwide. His Outstanding Researcher Award in the same year is testimony to the excellence achieved together with his students. He believes in the proverb, ‘If you want to go quickly, go alone. If you want to go far, go together [with your students].’

Professor TU Wenwei
涂文偉教授

Professor
Department of Paediatrics and Adolescent Medicine
School of Clinical Medicine

Professor Tu trained as a paediatrician with Bachelor and Master of Medicine degrees in Mainland China in 1992, and he received his PhD from the University of Hong Kong in 1999. Following seven years of intensive research training at Stanford University, he returned to HKU in 2006, where he focussed on developing a translational immunology research programme. He has trained 22 research postgraduate students, four of whom have been honoured with Outstanding Research Postgraduate Student Awards at University or Faculty level.

Professor Tu is renowned internationally for his outstanding contributions to the field of translational immunology. These are all original scientific contributions with significant translational value for clinical applications. He provided proof-of-concept of a novel therapeutic strategy for treating influenza by targeting the host rather than the virus, thereby reducing the opportunity for the emergence of drug-resistant viruses. He also developed several innovative immunotherapeutic approaches for treating cancers using human γδ-T cells and their exosomes.

Professor Tu's mentoring philosophy emphasises the creation of a nurturing, intellectually stimulating, and inclusive research environment where students feel empowered to explore, question, and innovate. He believes in cultivating a sense of ownership and autonomy in students, allowing them to take the lead in their research projects while providing guidance and support along the way. Reflecting on his interactions with research students, Professor Tu finds immense pride and fulfilment in witnessing their intellectual growth, passion for discovery, and eventual success in their research pursuits, reinforcing his dedication to excellence in mentorship and the profound impact of effective supervision and guidance on each student's academic journey.

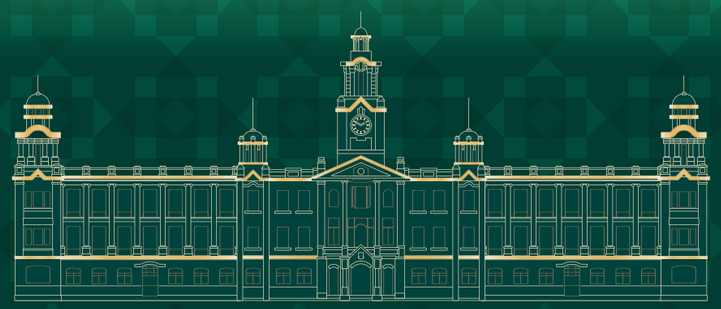
Professor John WANG Junwen
王俊文教授

Professor
Faculty of Dentistry

Professor Wang received his BE degree from Huazhong Agricultural University, his MS degrees from Jiangnan University and the University of Pennsylvania, and his PhD degree from the University of Washington, Seattle. He is currently a Professor in the Division of Applied Oral Sciences and Community Dental Care, Faculty of Dentistry, the University of Hong Kong. Before joining HKU, he was a Professor of Biomedical Informatics in the Department of Quantitative Health Sciences, Mayo Clinic, USA.

Professor Wang has a very diverse background, with training and teaching in food engineering, fisheries, computer science, chemistry, genetics, bioinformatics, medicine, and dentistry. He has made distinguished contributions to bioinformatics/AI methodology development and the application of these methods to precision dentistry and medicine. He has published more than 140 refereed publications, been ranked among the top 1% of highly cited scientists by ESI, and received the HKU Outstanding Young Researcher Award.

Two of his former PhD students received Outstanding Research Postgraduate Student Awards. The students trained in his laboratory have also received prestigious international fellowships such as the Rhodes Scholarship, Schlumberger Foundation Scholarship, and HKU-Swire Scholarship. Several of his PhD students have become faculty members in the USA (Baylor College of Medicine, Mayo Clinic), Hong Kong (HKU, The Chinese University of Hong Kong), and Mainland China (Tianjin Medical University, Sun Yat-sen University-Shenzhen, etc.). Professor Wang enjoys interacting with students for two main reasons: passing on cutting-edge knowledge to the students and being influenced by the younger generation through their energy and innovation.



OUTSTANDING TEACHING AWARD

The Outstanding Teaching Award is granted to teachers who have demonstrated excellence in adoption of learner-centred approaches to engage and inspire students, curriculum design, renewal and innovation, and leadership in teaching.

The following outstanding teachers receive the award this year:

- Dr DING Chao, Faculty of Business and Economics
- Dr LAW Ka Ho, Department of Mathematics
- Dr Promail LEUNG Kin Yi, Faculty of Education
- Professor Eunice SENG Mei Feng, Department of Architecture
- Professor Thomas TSANG How Kheng, Department of Architecture
- Dr Dana VACKOVA, School of Public Health

Dr DING Chao
丁超博士

Principal Lecturer
Faculty of Business and Economics

My academic journey at HKU began a decade ago, and it has been a challenging yet rewarding experience. Over the years, I've had the privilege of teaching across undergraduate, postgraduate, and executive levels, covering both technical and managerial courses. This diverse experience has shaped my teaching philosophy: a learner-centred approach that emphasises active engagement, practical application, and technological innovation.

At the heart of my teaching is the belief that students learn best when they are actively involved in the learning process. I achieve this through a 'learning-by-doing' approach in all my courses. This includes case studies, group discussions, and interactive activities that enable students to apply theoretical concepts to real-world scenarios. To engage students effectively, I utilise a diverse range of online collaboration tools. These tools transcend conventional communication barriers, enhance online and offline interactions, and provide opportunities for immediate feedback to students.

Understanding that students have diverse learning needs, I adopt a flexible approach to teaching. I use a 'divide-and-conquer' technique to break down complex tasks into smaller, manageable units. This method helps students grasp difficult concepts more easily and builds their confidence in tackling challenging material. Moreover, establishing a clear course roadmap helps students track their progress effectively. At each milestone, both small and large, I ensure students understand 'where they are' and 'where they are heading'. This enables them to piece together knowledge more systematically.

Through continuous investment in long-term quality improvement, I strive to create an educational environment that inspires, challenges, and empowers students to achieve their full potential. I remain dedicated to contributing to the broader teaching community in the future.

Students' Words of Appreciation

Having been a former student in Dr Ding's class, I was consistently impressed by his exceptional ability to present complex concepts using clear and logical explanations. His teaching style incorporated real-world examples, making the course materials more relatable and easier to grasp for me. Furthermore, Dr Ding commits to fostering creativity and critical thinking as he regularly organised individual meetings, where we were encouraged to brainstorm and think outside the box.

One particularly memorable experience was when he assigned a group project that challenged us to develop a new application to solve a real-world problem. This activity not only allowed us to apply the knowledge gained in class but also required us to consider the feasibility, revenue strategy, and development plans of our application. It was an innovative and practical application of our learning. Overall, Dr Ding stands out as an exceptional teacher who consistently surpasses expectations in engaging students and cultivating a deep passion for learning.

WAN Ruoqi
BBA(Law)&LLB 2024

I want to sincerely express my gratitude for Dr Ding's exceptional teaching throughout the programme. His clear and detailed approach to instruction was incredibly helpful for all of us, in building a strong foundation, even if some of us have no coding experience. I was particularly impressed by his patience in explaining complex concepts and addressing our many questions, and the custom-designed exercises were invaluable for solidifying our learning.

I also had the chance to work with Dr Ding on the capstone project, and his guidance was absolutely crucial to our team's success. His supportive coaching, thoughtful advice, and insightful suggestions significantly elevated our work.

He also entrusted me with a teaching assistant position the following year to lead the tutorials. This provided me with a firsthand understanding of the time and effort he invests in preparing course materials and continuously enhancing the programme. It was incredibly beneficial in developing my own teaching skills, and it further highlighted his deep commitment to education.

Dr Ding has become more than just a teacher to me; he has also become a valued mentor and friend. I am very happy to see his recent accomplishments, especially this well-deserved teaching award.

Austin CHEUNG
MSc(BA) 2024

Dr LAW Ka Ho
羅家豪博士
Lecturer
Department of Mathematics

There is a saying that 'The money you earned does not belong to you; only the money you spent belongs to you'. I often like to make an analogy of this regarding learning: 'The marks you earned (knowledge demonstrated in examination) do not belong to you; only the marks you spent (knowledge applied afterwards) belong to you'.

The above is pretty much the main guiding principle when I plan and design my teaching. My main goal in teaching mathematics is to engage students in the learning process and to guide them to understand and appreciate the materials, so as to teach not facts but skills – knowledge that actually 'belongs to the students'.

With that in mind, I have tried out various new teaching approaches throughout the years. I have made extensive use of technology to transform traditional teaching practices with the aim of helping students understand concepts, retain knowledge and develop transferable skills. I design student-centred and problem-based learning approaches that emphasise understanding, logical and critical thinking as well as communication skills. I teach my courses in a flipped classroom setting, allowing plenty of interactions with and between students during class.

I also believe that the method of assessment directly impacts the way students learn. Based on this belief and my goal of guiding students to understand and appreciate the materials, I design my assessments accordingly. I adopt new practices such as open-book examinations and oral tests, which see students shift their focus from memorisation and mechanical drills to understanding and developing problem-solving skills. I also believe in assessment for learning, in which feedback to assessments plays an important role. I make use of AI-assisted grading to enable students to get detailed and individualised feedback on their assessments.

Teaching and learning are interwoven. I am continually exploring new teaching approaches, with which I hope to keep myself updated with the latest pedagogy and technology, and to further improve the learning experience of students.

Students' Words of Appreciation

"Learning mathematics with Dr Law has been an exquisitely delightful experience. Mathematics lectures from my perspective were deemed to be dry and humdrum; we just follow the instructor elucidating terse and opaque definitions, theorems and propositions line-by-line and take notes and that's it. Dr Law has completely upended this paradigm. By encapsulating all core content into vividly animated lecture videos readily accessible on Moodle, we can accordingly learn outside the classroom at our own pace and pause or rewind to delve deeper into difficult concepts. Lecture slots instead become assignment sessions. This inversion greatly optimises our learning efficiency and comes with unprecedented flexibility.

Dreaded mathematics tutorials are brilliantly renovated with discussion sessions centring around carefully crafted lists of challenging problems. We are naturally motivated to do our own light research prior to each session. During the sessions, we share our own perspectives and solutions, engaging in meaningful discussions that spark intellectual collisions and foster collaborative learning. Dr Law promptly guides us when progress stalls, summarises when conclusions are made and connects us to more advanced concepts to learn beyond the classroom.

Never have I ever imagined that learning mathematics can be this interactive and engaging. The opportunity to inspire and be inspired by fellow classmates has turned what was once a solitary endeavour into a rich, communal exploration of mathematics. The four courses I've taken from Dr Law are for sure an unforgettable and treasured memory."

HU Xiannan
BSc 2023; PhD, current student

"Dr Law's courses are profoundly designed, and his teaching method stands out from other teachers. I appreciate that Dr Law focusses on understanding rather than rote memorisation throughout the course. His tests not only assess our basic understanding of standard problems but also build problem-solving skills by presenting unseen conceptual question types that require us to apply our previous knowledge and understanding. The tests encourage us to review the materials regularly, enhancing our understanding and enabling us to identify knowledge gaps.

As a student who frequently seeks Dr Law's guidance, it is a joyful experience to learn from him. I greatly benefit from his metaphors and mindset. His explanations, using real-world examples and gradually connecting them to mathematical concepts, are incredibly effective. I have also learnt his way of solving problems, where he simplifies complex issues by starting with basic examples, and extending them to general cases or higher dimensions. His use of geometric illustrations and animations in lecture videos also greatly aids in understanding abstract concepts through dynamic graphics.

Dr Law's teaching has rekindled my passion for mathematics, bringing joy and a sense of accomplishment in understanding difficult concepts. I am deeply appreciative of his unwavering dedication and support. Congratulations, Dr Law, for this well-deserved teaching award!"

Winky LAI Wing Yee
BSc(ActuarSc), current student

Dr Promail LEUNG Kin Yi 梁健儀博士

Senior Lecturer
Faculty of Education

"In an era marked by swift digital evolution and an unparalleled prominence of education, I position myself as a devoted educator. Steered by the insights of the Organisation for Economic Co-operation and Development's Learning Compass 2030, my fundamental objective is to cultivate the development of student agency. This agency encourages goal-setting, reflection, and responsible action that positively influences both individual lives and the wider global community. As a strong proponent of learner-centred classrooms, my focus is on 'EER' – nurturing student Empowerment, promoting learning Enjoyment, and encouraging deep Reflection to foster agentive learning. This commitment comes to fruition through meticulously designed peer-learning experiences and field-based learning approaches within and beyond the classroom – both are essential components of my teaching philosophy.

Recognising that student agency in peer reviews can be demonstrated through active and mutual peer interactions, I design learning activities that enhance students' EER while incorporating rigorous peer-learning elements. Students are urged to repeatedly review and critically reflect on their peers' coursework, fostering continuous improvement and extensive idea exchanges. Apart from the enjoyment and motivation that come from learning, some exemplary peer-review tasks will be collaboratively transformed into tech-centric teaching materials with frontline educators before being introduced to schools. This field-based learning experience not only reshapes students' beliefs and identities as educators but also empowers them as influencers and decision-makers, creating societal impacts even before graduation. Bolstered by university and government funding, this initiative was exhibited at local and overseas conferences for a wider impact.

The broader community plays a pivotal role in shaping students' learning experiences. As the director of the School-University Partnership in the Faculty of Education, I initiated the Teacher Ambassador Programme, inviting seasoned frontline educators to observe students in action jointly with our Faculty colleagues. During the tripartite discussion, frontline teachers shared their daily teaching experience, offering diverse perspectives on integrating and balancing theory with classroom realities. These testimonies promote agency for all involved.

Teaching is a gratifying profession, and I am ready to embark on another reflective journey to be an agentive learner."

Students' Words of Appreciation

"Dr Leung's standout qualities are her ability to design and implement engaging, student-centred lessons catering to diverse learning needs. Her lessons are well-planned, and she is adept at providing timely, constructive feedback that helps me grow and develop. She also skilfully incorporates a wide variety of teaching and assessment approaches, ensuring that students from diverse backgrounds have the opportunity to succeed. Her respect for diverse learning needs and commitment to fostering cross-disciplinary understanding deserve admiration.

Dr Leung's dedication to professional development is also noteworthy. She consistently seeks feedback from her students and demonstrates a humble, down-to-earth attitude, always striving to improve her teaching practice. Notably, due to her strong school network, she could provide concrete, exceptional examples of real-school practices for our local and international learning reference. Her dedication to sharing her expertise and guiding students through real-world examples is a testament to her commitment to providing a high-quality, impactful educational experience."

Billy CHU Wai Lun
MEd, current student

"One of Dr Leung's hallmark qualities is her unwavering dedication to nurturing a culture of innovation and experimentation among her students. She goes above and beyond to provide opportunities for students to invent innovative projects, encouraging them to think creatively and push the boundaries of scientific inquiry. By fostering a spirit of curiosity and exploration, she successfully empowers me to become an active participant in my learning journey, instilling a passion for discovery that extends far beyond the confines of the classroom.

Moreover, Dr Leung has been instrumental in bridging the gap between theory and practice by facilitating learning circles between university students and in-service teachers. These collaborative forums serve as a platform for knowledge exchange, where students and educators can come together to share insights, exchange ideas, and engage in meaningful dialogue about best practices in teaching and learning."

Esmond LUK Cheuk Hei
BEd&BSc 2020

Professor Eunice SENG Mei Feng 成美芬教授

Associate Professor
Department of Architecture

"My teaching philosophy closely aligns with my research convictions and centres on fostering reflexive practitioners adept at navigating contingencies and complex situations. Educating future architects at HKU requires an approach that encourages critical thinking through questioning – specifically, how to think, create, and design responsively. This method is crucial in Hong Kong, the Greater Bay Area, and the broader Asian region to address the tensions between professional competency, creative agency, and disciplinary and interdisciplinary knowledge.

Over the next decade, there will be an increasing demand for architects in Hong Kong, Mainland China, and Southeast Asia to create designs that respond to the multifaceted impacts of climate change. The escalating challenges of scale and complexity and the growing demands on the built environment in the region necessitate new design expertise and knowledge beyond traditional architectural practices. In light of the climate imperative and the dilemma between building and preservation, the need for greater reciprocity between design and history and their respective methodologies has become more pronounced than ever. Training reflexive practitioners is crucial to overcoming these contradictions, with an emphasis on building agency, creating an inquiry-based environment, and adopting inclusive pedagogies. My teaching practice also addresses the inherent asymmetries in architecture, particularly concerning race, gender, class, and geography.

Enabling reflexive practitioners requires reflexivity in teaching, especially as uncertainties become the norm. This involves leveraging situated knowledge and competencies through curriculum design and development, fostering multi-scalar and multi-modal knowledge acquisition, and implementing sustained public learning activities to encourage greater student engagement. I endeavour to equip practitioners in the built environment with the knowledge and skills to engage and lead in areas where their capabilities can be most effectively applied."

Students' Words of Appreciation

"Sometimes, it only takes one person to take a chance on you. And that is how I see Professor Eunice Seng, who has been my primary PhD supervisor for a little over four years now. To call her a kind and dedicated teacher would be an understatement. Her positive outlook as well as her conviction and sheer passion for architecture and architectural pedagogy seep into her practice, her courses, and her supervision. Professor Seng crafts her course in ways that ensure creativity, active learning, and engaging activities, both to nurture new and critical inquiry skills for the students as well as to hone their existing skill sets. Personally, I appreciate how Professor Seng establishes a safe space for learning and unlearning throughout my winding PhD journey. Her generous and rigorous guidance has opened up many opportunities for me throughout my study, including a summer research residency position at the Canadian Centre for Architecture and multiple international conferences. Finding out that she won the individual Outstanding Teaching Award in the University's Teaching Excellence Awards 2024 was not a surprise. I am convinced that this award will enable more innovations in her future courses."

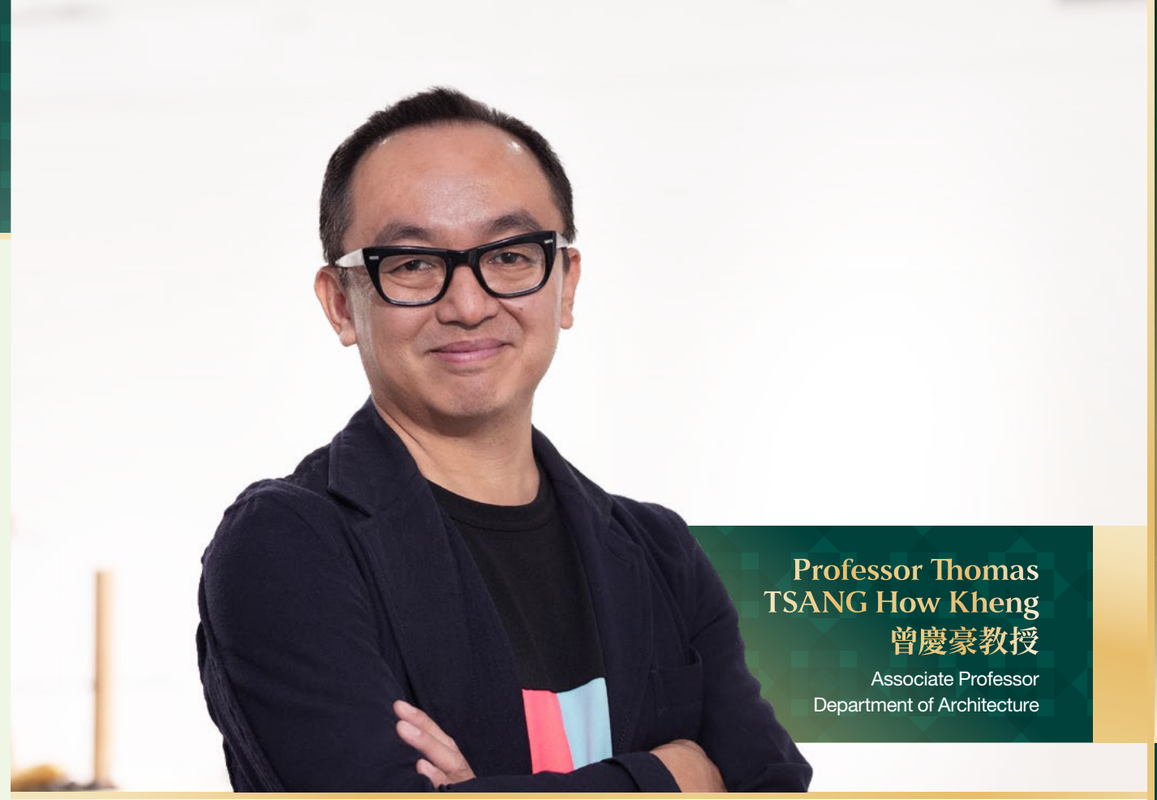
Putri SANTOSO
PhD, current student

"Professor Seng is not only an exceptional teacher but also a mentor who transformed my life immeasurably. Her Modern Architecture History and Theory course opened my eyes to interpreting buildings and urban spaces in innovative ways, igniting my passion for architecture in ways I had never anticipated. She has a unique ability to present complex concepts in an engaging manner, making the subject come alive and encouraging critical thinking.

As a female architectural designer, her empowerment and guidance inspire me to confidently embrace my identity within this field. Professor Seng's commitment to creating a supportive environment motivates both me and my peers to pursue our aspirations with courage. Her unwavering belief in our potential encourages us to strive for excellence and challenge prevailing norms in the architectural profession.

Joining her research initiatives has significantly influenced my aspirations to become an architectural historian. This experience has provided invaluable insights into the intricate relationship between architecture and societal change. I deeply appreciate her dedication to nurturing the next generation of architects, as she imparts knowledge while instilling confidence and purpose in her students. Professor Seng's mentorship is a transformative gift that continues to shape my academic and professional journey."

Ada WU Wan Sheung
BA(ArchStud) 2024



Professor Thomas TSANG How Kheng 曾慶豪教授

Associate Professor
Department of Architecture

"During my undergraduate years in New York, I grasped the importance of not just street smartness, but also corridor smartness. The interplay between activities, spatial contexts, and the cumulative effects of learning were central to this transformative experience. Delving deeper into the realm of architecture studio practice, one is compelled to ponder the inherent expectations, codes, and affordances associated with space. What implications do these concepts hold for creative endeavours as social and cultural phenomena?

This contemplation led me to reevaluate the relationship between learning and teaching in our society, drawing from my experience running after-school secondary programmes, coordinating undergraduate programmes, chairing master's theses, and observing the emergence of diverse forms of literacy. In response to this insight, I curated a novel first-week curriculum that delves into the concept of 'form as experience' within the Master of Architecture Workshop Festival. I started the first-year undergraduate academic exchange in order to show our incoming freshmen that not all architectural educations are the same.

John Cage's '10 Rules for Students and Teachers', with my additional amendments anchored to today's intelligence, was then given to students to consider:

(1) Pull everything out of your thesis adviser and fellow classmates. But exert yourself.
(2) Do not miss a lecture; ideas are constantly changing. Question those concepts.
(3) Concepts are malleable; select wisely. It is necessary for you to differentiate between water and oil.
(4) Creative and theoretical work should not be done simultaneously. There are two mechanical processes.
(5) Try not to prove anything; instead, take pleasure in the process of discovery.
(6) A great thesis project is always more knowledgeable than its student.
(7) Don't pretend to know everything; instead, use a project to open doors. Hold the key and use it as necessary.
(8) Take in and store everything. Take up the bowerbird lifestyle.
(9) We are making rules and unbuilding them at the same time. Recognise their significance.
(10) Your thesis questions shouldn't be more difficult than you imagine."

Students' Words of Appreciation

"Thomas is rare. In his approach to education, there is no superimposition of scorching personal will and heated architectural agenda that overcooks, but gentle guides through his acts and words that encourage and inspire holistic development of first and foremost an individual, and then of designers and architects. The qualities cultivated are of utmost importance to creatives embracing realities – sensibility, critical judgment, independence, resilience, diligence, literacy... It is perhaps in his philosophy, never spoken but felt, that allows him to believe in and respect the different potentials of the many individuals across cohorts. His observations and nurtures are careful but bold without being overly didactic, facilitating self-directed growth towards self-actualisation. He teaches that in doubt there is space for reinvention, and beyond momentary successes lie wider horizons. This is in itself a balancing act to witness and experience, if not learn and acquire. It is probably one of the greatest things, through education, to discover and believe in oneself before setting foot on one's journey into the future.

In one's formative years, Thomas enlightens and passes on the glow of discovery. It has been and will continue to be a privilege and fortune for one to be taught by him."

George GUU Jin Yu
BA(ArchStud) 2018

"For me, Thomas is more than a professor, he's a friend, a mentor, a collaborator, and someone who makes everything lively and encourages you to find your own path. With Thomas, there's no hierarchy – just openness, laughter, and the freedom to try new things. He doesn't give direct answers but instead inspires us to think for ourselves. At the same time, he sets the bar high, too. Once he challenged me, 'You're too comfortable right now – the uncomfortable zone is where new ideas live'. I still repeat those words to myself whenever I'm chasing a breakthrough.

What I love most is how he sees you. He takes the time to understand your personality, strengths and weaknesses, and encourages you to be different. I'll never forget one of my thesis reviews, when almost every critic struggled to understand my work because it was unconventional. Thomas was the only one who defended my exploration, asking others to give me more time and patience. After the review, feeling that I was frustrated, he went out quietly and printed an A3 page with a design reference he had mentioned and handed it to me. That moment meant so much to me, and I'll always be grateful for his support.

Because of him, I've grown into a designer who thrives on exploration, and found lifelong friends in his studio. We organised city walks, hosted community discussions, and even curated an exhibition at PMQ after graduation. None of this would have happened without the space he created for us to thrive and his guidance along the way. Thomas is one of a kind who doesn't 'teach' but 'nurture' students, and I'm so grateful to have learnt from him."

Noah DENG Junwen
MArch 2024

Dr Dana VACKOVA

Principal Lecturer
School of Public Health

"Embodying HKU's educational aims to develop students' competencies in academic excellence, problem-solving skills, ethical practice, communication and leadership for the improvement of the human condition, my teaching philosophy is centred on promoting excellence in medical education through collaborative learning to enhance the relevance and recognition of public health in the medical curriculum. By leveraging innovative teaching methods, such as active participation, critical thinking, simulations and social interactions, my aims are to equip future healthcare practitioners with essential skills for evidence-based healthcare practice and multidisciplinary teamwork.

A key aspect of my teaching philosophy is the integration of interdisciplinary approaches to bridge the gap between basic science and clinical studies. Through teaching and learning initiatives such as the Health Research Project, community-based projects, Enrichment Year humanitarian work coordination and interprofessional learning workshops, I encourage medical, nursing, pharmacy, and Chinese medicine students to engage in collaborative, real-world projects that address the health needs of communities and promote self-directed education. By promoting community-based projects and supporting students in publishing their research findings, my goal underscores the practical applications of public health in improving health outcomes and addressing prevalent health issues.

Furthermore, my philosophy extends beyond the classroom, as I actively participate in medical educational research and knowledge exchange initiatives to align public health principles with clinical practice. Additionally, my roles as a mentor, academic supervisor, trainer and senior adviser help my students and junior colleagues enhance their public health competencies on a local and global scale or pursue their further professional development in higher education.

In conclusion, my teaching philosophy is characterised by a collaborative student-centred, interdisciplinary approach that emphasises practical skills, research-based learning, and community engagement. I believe that through my dedication to fostering excellence in medical education and promoting the integration of public health principles, I can make significant contributions to advancing healthcare education and preparing future healthcare professionals to meet the evolving needs of diverse communities."

Students' Words of Appreciation

"Dana has been a passionate mentor and adviser throughout my Master of Public Health programme. Her kindness, dedication, and unwavering sense of responsibility have left a lasting impact on me, both academically and personally. She has a remarkable ability to guide and inspire, always offering constructive feedback and creative suggestions that helped bring clarity and direction to my capstone project. From the very beginning, Dana provided invaluable support in helping us choose meaningful capstone topics. She patiently guided us through the process, sharing her expertise and offering thoughtful advice during every step of our work. Her consistent efforts in organising meetings to check on our progress and meticulously reviewing our drafts – time and again – demonstrate her commitment to excellence and her genuine care for her students' success.

Dana is more than just an adviser; she is also a caring friend. At each meeting, she not only focussed on our capstone projects but also showed genuine interest in our learning, internships, and even our personal well-being. She taught me the importance of giving my best effort while also maintaining balance in life, encouraging me to pursue both academic and personal fulfilment. I am deeply grateful for Dana's guidance and support. She is an outstanding teacher, a dedicated mentor, and a true role model. Her encouragement has inspired me to approach challenges with confidence and purpose, and for that, I will always be thankful."

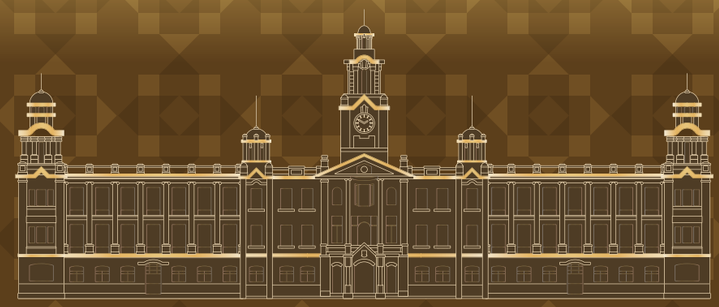
LONG Rui
MPH 2024

"Dr Vackova has been an incredible mentor throughout my medical training. Serving as my Problem-Based Learning (PBL) tutor in Year 2, my referee during my Year 3 Enrichment Year, and my Challenges in Health Service Management instructor in Year 4, her commitment to education and ability to intertwine diverse medical aspects have profoundly influenced my academic and professional paths. She possesses an innate talent for fostering a deeper understanding of complex medical issues while encouraging exploration beyond traditional boundaries.

From our initial PBL session, Dr Vackova emphasised holistic learning, instilling in us the significance of considering the social and ethical dimensions of medicine alongside scientific knowledge. This approach not only sharpened my clinical skills but also broadened my perspective, ultimately guiding me toward pursuing a master's degree in bioethics at Harvard Medical School – a step that would not have been possible without her steadfast support.

Dr Vackova's pedagogical style is not only innovative but also deeply engaging, allowing students to seamlessly connect theoretical knowledge with real-world applications. Her unwavering support and belief in my abilities have empowered me to pursue excellence in every aspect of my studies, and her influence remains a beacon for my ongoing professional journey."

Brian XIE
MBBS, current student



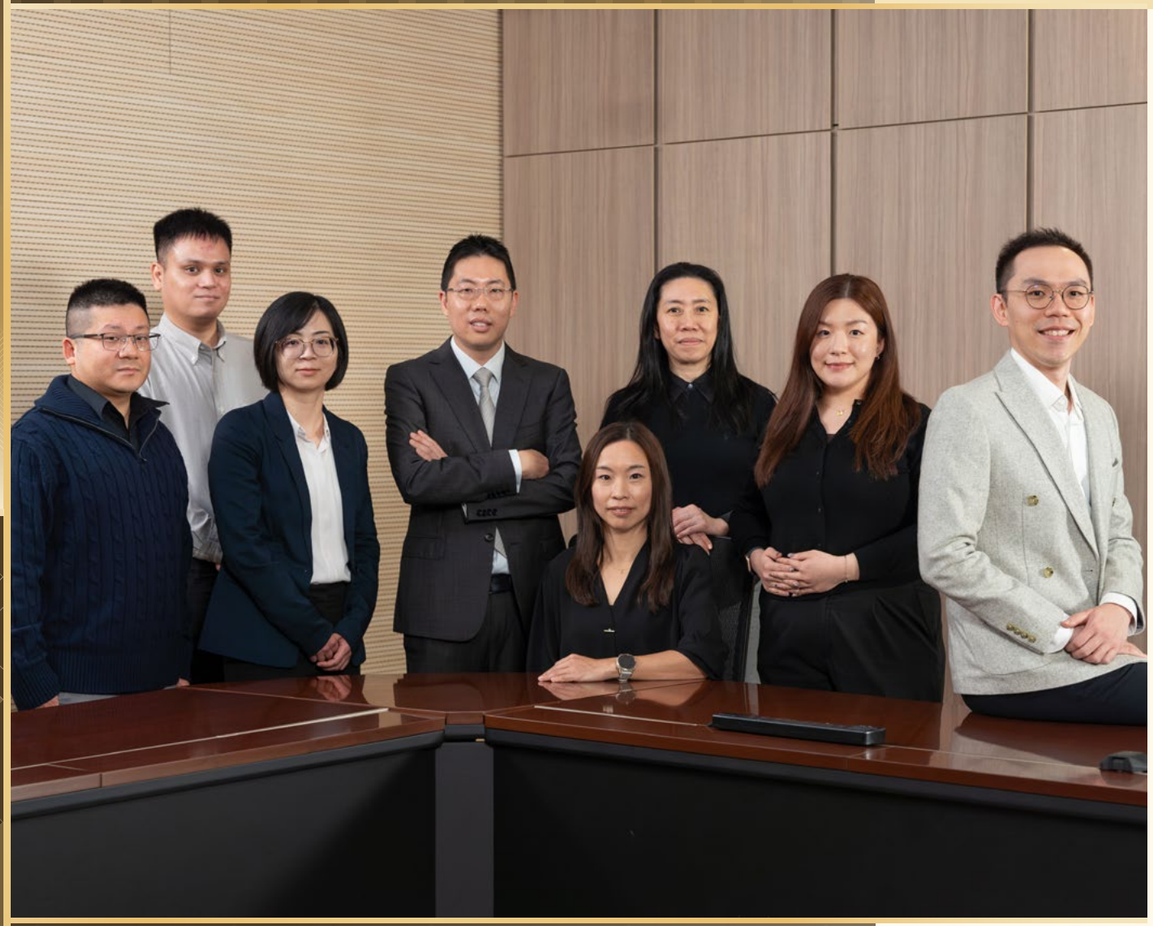
KNOWLEDGE EXCHANGE EXCELLENCE AWARD

The Knowledge Exchange (KE) Excellence Award is a university-level award to recognise outstanding KE accomplishment that has made significant non-academic (economic, social, environmental or cultural) impacts to benefit society. Any Faculty KE Awardees in the current and past years may be nominated, provided each Faculty may only submit one nomination each year.

The KE Excellence Award will carry a pecuniary award of HK$250,000 to undertake further KE work. Starting from 2024–2025, up to two awards will be bestowed annually.

Nominations for the KE Excellence Award 2024 were considered by a Selection Committee comprising the following KE Executive Group member and co-opted members from senior academics:

- Professor Max SHEN (Chair), Vice-President and Pro-Vice-Chancellor (Research); Acting Director, Knowledge Exchange Office
- Professor Stephanie MA, Associate Vice-President (Research and Innovation)
- Professor David BAKER, Associate Director, Knowledge Exchange Office
- Dr Paul WANG, Associate Director, Knowledge Exchange Office
- Professor REN Chao, Associate Dean (Research), Faculty of Architecture



Professor Michael NI Yuxuan 倪宇軒教授 Leader
Dr Candi LEUNG Man Chi 梁敏芝博士
Dr Corine WONG Sau Man 黃秀雯博士
Ms Cynthia YAU Yik Shi 丘亦詩女士
Mr Solomon WONG Bing Kin 黃炳建先生
Mr Francis Paul Cruz FLORES
Mr WONG Hoi Wa 黃凱華先生
Miss Tiffany MA Sze Wai 馬詩蔚小姐
School of Public Health

KNOWLEDGE EXCHANGE
EXCELLENCE AWARD

A Health and Wellbeing Barometer for Hong Kong: Translational Impact Attained over a Decade and Counting

The FAMILY Cohort, currently led by Professor Michael Ni Yuxuan, stands as the largest population-representative cohort study in Hong Kong and is at the forefront of documenting the transformation of physical, mental, and social wellbeing in the region.

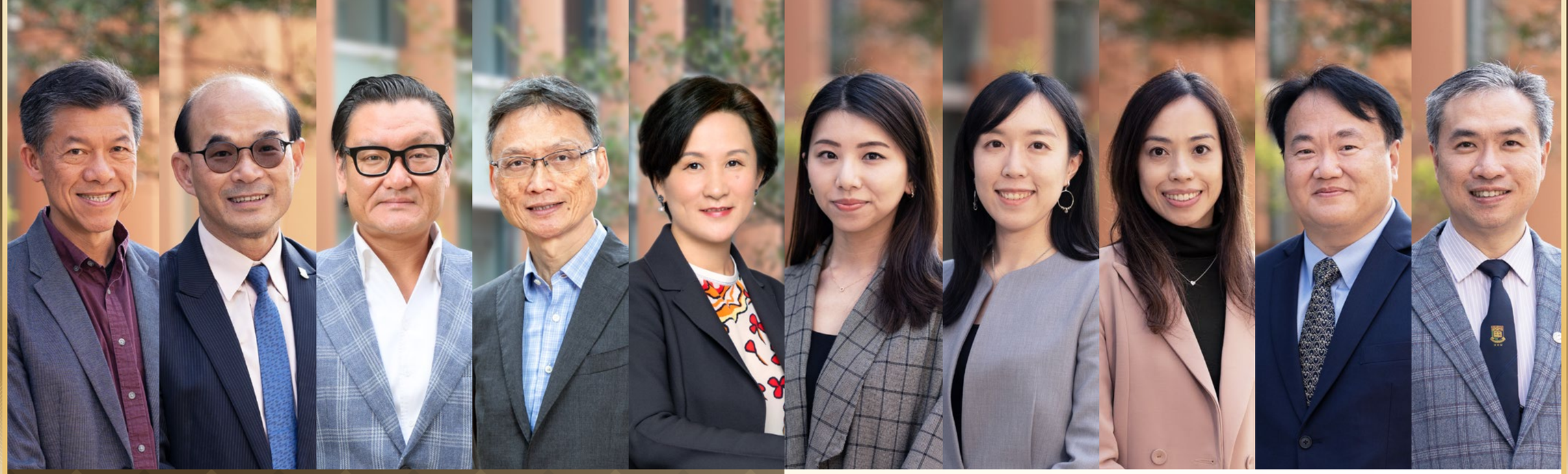
A comprehensive health needs assessment is the critical first step needed to address major health challenges. This is because policymakers need to understand the magnitude of needs to guide priority setting and resource allocation. The project team has successfully achieved this translational impact for some of the most pressing health challenges over the past decade. Here are a few illustrative case studies:

1. **Formulation of the District Health Centres as a new mode of primary care**
   The district health profiles from the FAMILY Cohort were cited in the Chief Executive's Policy Address and the Legislative Council briefing paper as the 'most relevant' information source to introduce a new mode of primary care. This contribution played a significant role in the launch of District Health Centres (DHC) and DHC Expresses across all 18 districts.

2. **Support for the legislation of Smoking (Public Health) (Amendment) Ordinance 2021**
   Hong Kong's attainment of the world's highest life expectancy has motivated international calls to understand and emulate its success. Yet the reasons for Hong Kong's longevity were unknown, with a Perspective from the US National Academy of Medicine stating that "there could not be a more important puzzle to solve for the rest of the world". The team's research demonstrated that tobacco control was the primary driver behind Hong Kong's longevity. In turn, their findings provided strong support to the successful passage of the Smoking (Public Health) (Amendment) Ordinance 2021.

3. **A rapid response to a new epidemic in depression and post-traumatic stress**
   The team's identification of a territory-wide epidemic of depression and post-traumatic stress during major social events in Hong Kong was rapidly communicated to the public. This timely alert to health professionals, legislators, and policymakers served as a basis for the government's long-term manpower and service planning.

In summary, the FAMILY Cohort has played an important role in influencing policies, shaping health services, and fostering societal change.



Professor Terry LUM Yat Sang
林一星教授 Leader
Henry G Leong Professor in
Social Work and Social Administration
Department of Social Work and
Social Administration

Professor Samson TSE Shu Ki
謝樹基教授
Department of Social Work and
Social Administration

Professor Paul WONG Wai Ching
黃蔚澄教授
Department of Social Work and
Social Administration

Professor NG Siu Man
吳兆文教授
Department of Social Work and
Social Administration

Professor Vivian LOU Weiqun
樓瑋群教授
Department of Social Work and
Social Administration

Dr Stephanie WONG Ming Yin
王名彥博士
Department of Social Work and
Social Administration

Dr Dara LEUNG Kiu Yi
梁翹伊博士
Department of Social Work and
Social Administration

Ms Angie SHUM Kwan Yu
沈君瑜女士
Department of Social Work and
Social Administration

Professor CHAN Wai Chi
陳偉智教授
Department of Psychiatry
School of Clinical Medicine

Professor Reynold CHENG Chun Kong
鄭振剛教授
School of Computing and Data Science

JC JoyAge – Holistic Support Project for Elderly Mental Wellness

About one in ten older people in Hong Kong suffer from clinically significant depressive symptoms. Although these symptoms are treatable, the current mental health care system depends heavily on specialists with limited capacity to meet the mental health care needs of older people with common mental disorders, including depression. Untreated depressive symptoms contribute to the high suicide rate among older people. They also affect older people's ability to manage their comorbid chronic diseases, increase healthcare costs, and prolong suffering. Since 2016, Professor Terry Lum Yat Sang led a team of multidisciplinary researchers at HKU to develop a pioneer stepped-care intervention for community-dwelling older people with mild to moderate depressive symptoms. The pilot study in four districts finished in 2019 provided strong evidence that this innovative intervention was more effective and cost-effective than traditional treatment. Subsequently, the Hong Kong Jockey Club Charities Trust funded the project's expansion to all 18 districts between 2020 and 2023. As of December 2023, the project reached more than 100,000 older people, provided direct clinical services to more than 10,000 older people living with depressive symptoms, trained more than 6,600 older people to become mental health ambassadors, more than 900 older people to become peer supporters, and 208 social workers to provide evidence-based psychological intervention.

Overall, 92.8% of older people who completed the treatment showed a significant reduction in their depressive symptoms. The services are 3.6 times more effective in treating existing depressive symptoms and 5.7 times more effective in preventing depression than care-as-usual. The impact of the programme is further evidenced by the decrease in suicide rate among older people between 2020 and 2023, overlapping with the expansion of the programme, while the suicide rates of other age groups had risen during the same period. In 2024, the Hong Kong Jockey Club Charities Trust provided new funding to expand the project to cover middle-aged people in three district health centres to pilot a new primary mental health care model for Hong Kong.

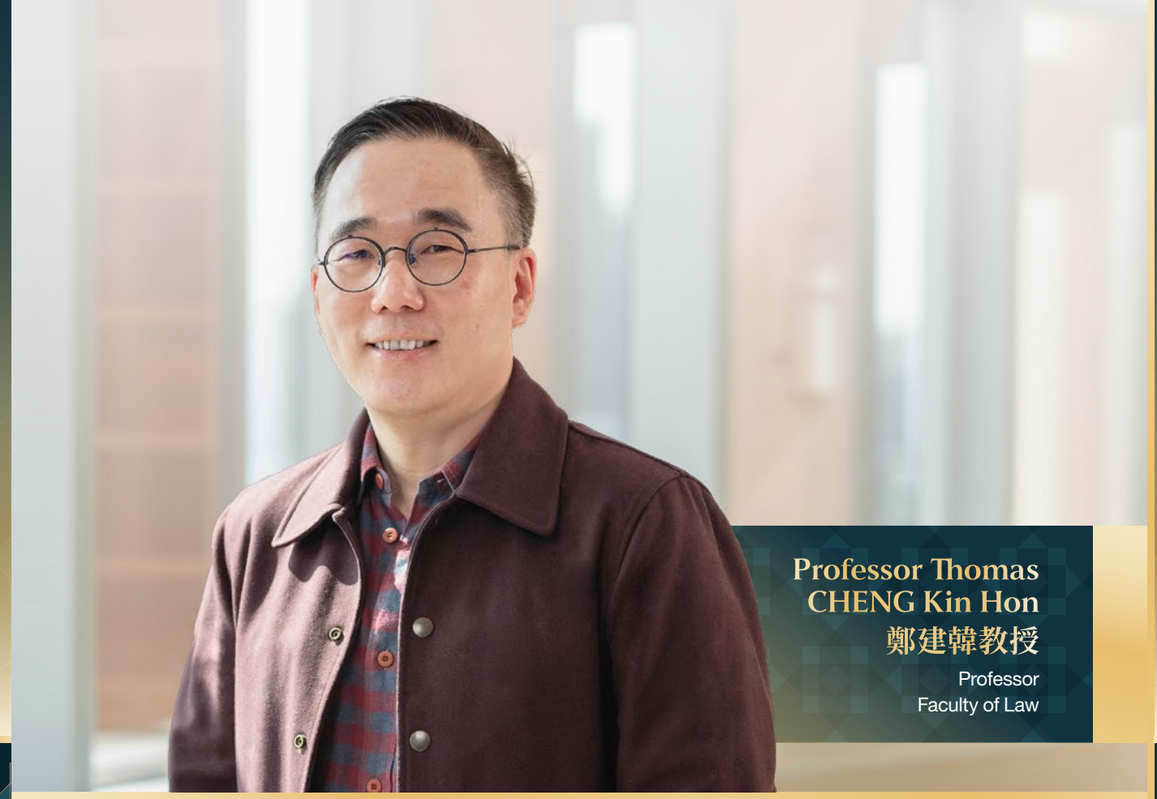
OUTSTANDING RESEARCHER AWARD

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

Nominations and applications for the 2023–2024 Outstanding Researcher Awards were considered by the Research Awards Sub-Committee under the University Research Committee comprising the following members:

- Professor Max SHEN (Chair), Vice-President and Pro-Vice-Chancellor (Research)
- Professor Herman CAPPELEN, School of Humanities
- Professor Dora KWONG Lai Wan, Department of Clinical Oncology, School of Clinical Medicine
- Professor LI Yuguo, Department of Mechanical Engineering
- Professor Nirmala RAO, Faculty of Education
- Professor Vivian YAM Wing Wah, Department of Chemistry
- Professor Simon YOUNG Ngai Man, Faculty of Law
- Professor Richard YUEN Man Fung, Department of Medicine, School of Clinical Medicine

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 outputs, their ability to compete for research grants (taking into account the prestige of the funding bodies and the size of the grants awarded), and the impact of their research work.



Professor Thomas CHENG Kin Hon 鄭建韓教授

Professor
Faculty of Law

Professor Cheng received his BA from Yale University, his Juris Doctor from Harvard Law School, and his Bachelor of Civil Law and PhD degrees from the University of Oxford. He joined the University of Hong Kong in 2006 as the first academic in Hong Kong to specialise in competition law.

A leading expert on competition law in developing countries, Professor Cheng is also widely recognised for his work on competition law and artificial intelligence. He has published two monographs with Oxford University Press and one co-authored monograph with Cambridge University Press. In 2022, he was named by *Global Competition Review*, a leading source of competition news and analysis, as one of the 25 most influential antitrust academics in the world. His publications have been honoured by the prestigious Concurrences Antitrust Writing Award and the Jerry S. Cohen Memorial Fund Writing Award. Professor Cheng has made critical contributions to the development of competition law in Hong Kong. He advised the government extensively during the drafting of the city's first competition law and was a member of the inaugural Competition Commission, where he played a pivotal role in staff recruitment and the initial setup. Internationally, he has advised the World Bank on its work on Latin America and has spoken frequently at the Organisation for Economic Co-operation and Development and the United Nations Conference on Trade and Development.

Professor Cheng's work is highly interdisciplinary. His previous work has combined law with cultural psychology, industrial organisation, and development economics.

Professor Patrick IP
葉柏強教授

Tsao Yen-Chow Professor in Paediatrics and Adolescent Medicine

Department of Paediatrics and Adolescent Medicine
School of Clinical Medicine

Professor Ip is the Tsao Yen-Chow Professor in Paediatrics and Adolescent Medicine and a Clinical Professor at the University of Hong Kong. He is a leading scholar in developmental-behavioural paediatrics. He obtained his MBBS, MPH, and MD (Sir Patrick Manson Gold Medal) from HKU and trained at Imperial College London.

As a world-renowned researcher in developmental-behavioural paediatrics, population studies, and evidence-based interventions, Professor Ip is a crucial player in the global efforts to enhance child health and development. He co-chairs *The Lancet Psychiatry* Series on Attention-Deficit Hyperactivity Disorder (ADHD) and pioneered the territory-wide Comprehensive Child Development Service. His studies have informed local policies and had significant international impacts, including developing new growth standards and school-based curriculum assessments, and global practice changes and advances in ADHD management. He has led many international studies with over 400 publications, including in *The Lancet Psychiatry*, *The Lancet Child & Adolescent Health*, *JAMA Pediatrics, Nature Mental Health*, *Med*, and *Clinical Infectious Diseases*. He has been a keynote speaker at various international conferences. He also plays key roles in the National Developmental-Behavioural Paediatrics Network and in various projects (including the National Child Development Report) of the China Development Research Foundation. His exceptional contributions have been recognised by the Outstanding Asia-Pacific Paediatrician Award, UNICEF Best Research Award, Hong Kong Humanity Award, and HKU Knowledge Exchange Impact Fund.

Professor Ip is a champion of cross-disciplinary collaborative research and has worked closely with top scholars around the world in various disciplines. He has cultivated strong international, regional, and national networks to collaborate on innovative and impactful research, training, and clinical work.

Professor LEE Tong King
李忠慶教授

Professor
School of English

Professor Lee received his BA and MA from the National University of Singapore, his LLM from the University of Edinburgh, and his PhD from the University of Queensland. In 2012, he joined the University of Hong Kong where he is a Professor in the School of English specialising in language and communication. He is also an Honorary Professor of Culture, Communication, and Media at University College London.

Revolving broadly around the commodification of language in modern society, Professor Lee's research focusses on multilingual urban dialects in Hong Kong and Singapore, multimodal literacy practices in social media, and creative intercultural communication in the age of generative artificial intelligence. He has published eight books, including with Oxford University Press and Cambridge University Press, and more than 50 journal articles. Professor Lee is a founding member of the global Experiential Translation Network, which is funded by the UK's Arts and Humanities Research Council. He is also the recipient of several external grants and fellowships, including the Luce East Asia Fellowship, the Lee Kong Chian Research Fellow at the National Library, Singapore, and the Durham Institute of Advanced Study Fellowship.

Professor Lee believes in the value of researching at the interstices – namely, to always situate his inquiry at the intersection of several fields within the humanities and social sciences – for it is precisely at these junctures where divergent theoretical perspectives may find unexpected interfaces, potentially culminating in new insights into old problems.

Professor Wilson LU Weisheng 呂偉生教授

Chair Professor of Digital Construction
Department of Real Estate and Construction

Professor ZHANG Shuang 張霜教授

Chair Professor of Photonics
Department of Physics

Professor Lu holds a BSc in Computer Science and an MSc in Construction Management from Chongqing University, and was awarded his PhD in Hong Kong. He joined the University of Hong Kong in 2009, progressing to full Professor in 2019 and was soon promoted to Chair Professor in 2023, specialising in digital construction.

The rapid evolution of digital technologies and artificial intelligence has introduced unprecedented opportunities and challenges to the construction industry, which has a history spanning over 2,000 years. Professor Lu focusses on leveraging digital tools to enhance traditional construction practices in quality, time, cost, safety, and sustainability, ultimately aiming for a construction digital transformation to make our world a better one. His innovative and interdisciplinary research ideas have garnered numerous research grants from esteemed funding bodies such as the Research Grants Council, Innovation and Technology Commission, Chief Executive's Policy Unit, and National Natural Science Foundation of China, among others. He has also received multiple international and local awards for his research contributions.

Professor Lu's research philosophy revolves around 'integrating knowledge and action'. He values interactions with construction industry leaders in various settings but finds the most fulfilment in engaging with frontline workers on construction sites. Returning to his HKU office, he distils knowledge and disseminates it via various mediums such as books, journals, conferences, Continuing Professional Development training, and awards. He also emphasises 'people and education' as a core aspect of his research philosophy. Receiving the Outstanding Research Student Supervisor Award in the same year underscores his commitment to fostering research excellence together with his students.

Professor Zhang received his BSc and MSc degrees from Jilin University and his PhD degree from the University of New Mexico. Thereafter, he worked as a postdoctoral researcher at the University of Illinois Urbana-Champaign and the University of California, Berkeley. From 2010 to 2020, he served first as a Reader and later as a Professor at the University of Birmingham. In 2020, Professor Zhang joined the University of Hong Kong as a Chair Professor in the Department of Physics and the Department of Electrical and Electronic Engineering.

Professor Zhang has made significant contributions to the fields of metamaterials and nanophotonics. His work spans fundamental physics, including topological and nonlinear metamaterials, as well as practical applications of metamaterials and plasmonics, such as superimaging, sensing, and metasurface optical devices. He has been honoured with the Young Scientist Award in Optics from the International Union of Pure and Applied Physics, a European Research Council Consolidator Grant, the Royal Society Wolfson Research Award, and the New Cornerstone Investigator Program. He was elected as an Optica Fellow in 2016 and a Fellow of the American Physical Society in 2022, and has consistently been listed as a Highly Cited Researcher by Clarivate since 2018.

Professor Zhang greatly enjoys mentoring and interacting with young researchers. He takes pride in cultivating numerous PhD students and postdoctoral researchers, many of whom have secured faculty positions in regions around the world, including Mainland China, the USA, the UK, Korea, and Taiwan.

OUTSTANDING RESEARCHER AWARD

UNIVERSITY DISTINGUISHED TEACHING AWARD

The University Distinguished Teaching Award is the highest teaching award bestowed on committed teachers who have made distinguished and sustained contributions not only to enhancing student learning, but also to driving teaching and learning innovation through leadership at both Faculty and University levels. The Panel is deeply impressed by the eminent contributions and achievements in teaching and learning of Dr CHUI Chun Kit of the Faculty of Engineering, who is honoured with this prestigious award.

Dr CHUI Chun Kit
崔俊傑博士
Principal Lecturer
Faculty of Engineering

The HKU Tam Wing Fan Innovation Wing (Inno Wing), located at the heart of the main campus, serves as a vibrant intellectual hub for hundreds of students across the University. At any time of day, the space is alive with hands-on learning – students acquiring practical skills in engineering and technology, bringing innovative ideas to life through prototyping, and sharing insights and discoveries with one another.

The Inno Wing is recognised as a world-class centre for authentic, experiential, and cross-disciplinary learning. Its achievement was made possible through the unwavering support of the Faculty of Engineering, the generous HK$140 million donations from Mr and Mrs Tam, and the dedicated efforts and inspirational leadership of a distinguished educator, Dr Chui Chun Kit.

Since taking up the directorship of the Inno Wing in 2017, the accomplishments of Dr Chui are truly impressive. Drawing on students' own initiatives and ideas, he is a strong proponent of cross-disciplinary collaboration. Dr Chui has a particular gift for mentoring his students and supporting them in developing their projects from initial ideas to final products – often resulting in the students winning prestigious prizes worldwide.

Through initiatives such as Student-Initiated Groups and Student-Initiated Courses, Dr Chui championed and practised concepts like students-as-partners, self-directed learning, and peer teaching long before these became key terms in the higher education vocabulary. Students have always been at the core of Dr Chui's activities and achievements. He challenges them, supports them, builds their confidence, and gently pushes them to reach their goals – and often, they surpass those goals. As Dr Chui's students develop their innovations, they acquire invaluable skills such as teamwork, leadership, and project management – skills that prepare them for success in both academic and professional endeavours.

Beyond fostering cross-disciplinary collaboration within HKU, the Inno Wing has also emerged as a hub for global exploration, particularly in the wake of COVID-19. It has established connections with institutions in Mainland China, Japan, Australia, the US, and the UK. These global collaborations provide students with exceptional opportunities to engage with peers from around the world, inspiring them to pursue innovations that have the potential to make a lasting impact on the global community.

Dr Chui's teaching portfolio is truly inspiring and embodies everything we recognise and admire as excellent teaching at HKU. His passion for teaching drives him to engage deeply with educational scholarship, leading impactful teaching-focussed research projects that often extend beyond his discipline. Actively collaborating with colleagues locally and internationally, Dr Chui also shares his expertise generously through seminars, workshops, and talks, inspiring peers and advancing teaching practices.

When it comes to celebrating an outstanding teacher, the best evidence must come from the students themselves. Dr Chui's teaching portfolio includes numerous testimonials from current and past students, but one comment stands out as it encapsulates how excellent teaching goes way beyond the classroom:

"Kit's positive influence on me extends beyond the Innovation Wing. To me, he is an excellent teacher, mentor, and leader. He has shown me what it truly means to be passionate about one's work and to believe that your work can change lives. His work has certainly changed mine."

With the greatest pleasure, HKU presents Dr Chui Chun Kit with the University Distinguished Teaching Award 2024.

FACULTY TEACHING AWARDS

In pursuit of the University's mission to achieve excellence in teaching and learning, Faculties have established their own teaching awards to recognise staff who have made outstanding contributions to the enhancement of students' disciplinary studies. All award winners have demonstrated a strong commitment to and an outstanding track record of teaching and learning.

Faculty of Architecture

Faculty Teaching Awards

- Professor YANG Tianren 楊天人教授 , Department of Urban Planning and Design
- Professor Thomas TSANG How Kheng 曾慶豪教授 , Department of Architecture

Faculty of Arts

Faculty Teaching Excellence Awards

Academic-related Staff Category
- Dr Christy CHUNG Ming Wai 鍾明慧博士 , School of Chinese

Teaching Innovations in E-learning Category
- Professor Tim GRUENEWALD 顧乃華教授 , School of Modern Languages and Cultures

Faculty of Business and Economics

Faculty Outstanding Teacher Award

Undergraduate Teaching
- Professor BIAN Jiang 卞疆教授 , Faculty of Business and Economics
- Professor LAM Wing Tung 林穎彤教授 , Faculty of Business and Economics
- Professor TIAN Feng 田豐教授 , Faculty of Business and Economics
- Professor ZHUANG Mengzhou 莊夢舟教授 , Faculty of Business and Economics

Postgraduate Teaching
MSc programmes
- Professor Alex CHAN Wing Ho 陳永豪教授 , Faculty of Business and Economics
- Professor Michael CHAU Chiu Lung 周昭瀧教授 , Faculty of Business and Economics
- Professor DU Jinzhao 杜金剑教授 , Faculty of Business and Economics
- Professor MENG Rujing 孟茹靜教授 , Faculty of Business and Economics
- Professor Christina NG Yeuk Mei 吳若薇教授 , Faculty of Business and Economics

GBA (HK-SZ) MBA programme
- Professor Jeffrey NG Tee Yong 黃智勇教授 , Faculty of Business and Economics

EMBA programme
- Professor SHEN Haipeng 沈海鹏教授 , Faculty of Business and Economics

IMBA programme
- Professor LI Xu 李煦教授 , Faculty of Business and Economics

Faculty Teaching Innovation Award

- Professor Bonnie Hayden CHENG 陳浩然教授 , Faculty of Business and Economics
- Professor HUANG Shan 黃珊教授 , Faculty of Business and Economics
- Professor ZHOU Wen 周文教授 , Faculty of Business and Economics

Faculty of Dentistry

Faculty Outstanding Teacher Award

- Professor Phoebe LAM Pui Ying 林珮盈教授 , Faculty of Dentistry

FACULTY TEACHING AWARDS

Faculty of Education

Faculty Outstanding Teaching Award

- Dr Promail LEUNG Kin Yi 梁健儀博士 , Faculty of Education

Faculty Early Career Teaching Award

- Professor Logan CHEN Chen 陳晨教授 , Faculty of Education

Faculty Teaching Innovation Award (Team)

- Professor Estella MA Pui Man 馬珮雯教授 , Faculty of Education (Leader)
- Ms Winnie CHEUNG Ka Yan 張嘉恩女士 , Faculty of Education
- Ms Ada CHU Wai Sze 朱慧思女士 , Faculty of Education
- Ms Carmela TIN Choi Yau 田采釉女士 , Faculty of Education

Faculty of Engineering

Faculty Outstanding Teaching Award (Individual Award)

- Dr CHUI Chun Kit 崔俊傑博士 , Faculty of Engineering

Faculty Outstanding Teaching Award (Team Award)

Teaching Innovations in E-learning

- Dr Albert LEE Ting Leung 李廷亮博士 , Department of Electrical and Electronic Engineering (Leader)
- Ir Dr LAM King Hang 林勁恒博士 , Department of Electrical and Electronic Engineering

Li Ka Shing Faculty of Medicine

Faculty Teaching Medal

- Dr Enoch CHAN 陳以諾博士 , School of Clinical Medicine and School of Biomedical Sciences
- Dr KHONG Mei Li, School of Clinical Medicine and School of Biomedical Sciences
- Professor Philip LI Hei 李曦教授 , Department of Medicine, School of Clinical Medicine
- Dr Pauline LUK Po Ling 陸寶玲博士 , Medical Ethics and Humanities Unit, School of Clinical Medicine and Bau Institute of Medical and Health Sciences Education

Faculty of Science

Award for Teaching Excellence

- Dr Angela YUEN Mai Yan 袁美恩博士 , Department of Chemistry

Award for Teaching Innovations in E-learning

SCNC1112 teaching team

- Dr Edmond LEUNG Kar Man 梁家文博士 , Faculty of Science
- Dr Jason PUN Chun Shing 潘振聲博士 , Department of Physics
- Dr David YU Hoi Fung 余海峯博士 , Faculty of Science

Excellent Teaching Assistant Award

- Mr LI Shun 李順先生 , Department of Mathematics
- Mr YAO Yueliang 姚躍良先生 , Department of Chemistry

Outstanding Service Award

- Professor Edmund TSE Chun Ming 謝俊銘教授 , Department of Chemistry

Faculty of Social Sciences

Outstanding Teaching Award

- Professor Benjamin Lucca IAQUINTO, Department of Geography
- Professor Peter KOH Keumseok 高金錫教授 , Department of Geography
- Professor Karson KUNG Tim Fung 龔添豐教授 , Department of Psychology

RESEARCH OUTPUT PRIZE

The Research Output Prize 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. Award winners receive a certificate and a monetary prize of HK$120,000 to further the research of the individual or the team concerned.

Faculty of Architecture

'Improved human greenspace exposure equality during 21st century urbanization'
By Dr WU Shengbiao 吳勝標博士 *, Professor CHEN Bin 陳斌教授 *, Professor Christopher John WEBSTER *, Professor XU Bing 徐冰教授 and Professor GONG Peng 宮鵬教授 *, published in *Nature Communications*, 14, Article 6460 (2023)

Faculty of Arts

At the Frontier of God's Empire: A Missionary Odyssey in Modern China
By Professor LI Ji 李紀教授 *, published by Oxford University Press, 2023, 272 pages

Faculty of Business and Economics

'A Model of Systemic Bank Runs'
By Professor LIU Xuewen 劉學文教授 *, published in *Journal of Finance*, 78, 2 (2023), 731–793

Faculty of Dentistry

'A quantitative comparison of bone resection margin distances in virtual surgical planning versus histopathology: a prospective study'
By Professor Jane PU Jingya 蒲靜雅教授 *, Dr Anthony W.I. LO 羅穎業博士 , Professor May WONG Chun Mei 王春美教授 *, Dr Winnie CHOI Wing Shan 蔡穎珊博士 *, Dr Grace HO 何潔明醫生 , Professor YANG Weifa 楊偉發教授 * and Professor SU Yuxiong 蘇宇雄教授 *, published in *International Journal of Surgery,* 110, 1 (2023), 111–118

Faculty of Education

'A comprehensive AI policy education framework for university teaching and learning'
By Professor Cecilia CHAN Ka Yuk 陳嘉玉教授 *, published in *International Journal of Educational Technology in Higher Education*, 20, Article 38 (2023)

Faculty of Engineering

'A transformer-based representation-learning model with unified processing of multimodal input for clinical diagnostics'
By Dr ZHOU Hongyu 周洪宇博士 *, Professor YU Yizhou 俞益洲教授 *, Professor WANG Chengdi 王成弟教授 , Dr ZHANG Shu 張樹博士 , Dr GAO Yuanxu 高元緒博士 , Professor PAN Jia 潘佳教授 *, Ms SHAO Jun 邵俊女士 , Professor LU Guangming 盧光明教授 , Professor ZHANG Kang 張康教授 and Professor LI Weimin 李為民教授 , published in *Nature Biomedical Engineering,* 7 (2023), 743–755

Faculty of Law

The Governance of Chinese Charitable Trusts
By Professor JING Hui 景輝教授 *, published by Cambridge University Press, 2023, 350 pages

Li Ka Shing Faculty of Medicine

'The episodic resurgence of highly pathogenic avian influenza H5 virus'
By Dr XIE Ruopeng 謝若鵬博士 *, Mrs Kimberly Marie EDWARDS *, Dr Michelle WILLE, Dr WEI Xiaoman 魏小曼博士 *, Professor WONG Sook San 黃淑珊教授 *, Professor Mark Phillip ZANIN *, Dr Rabeh EL-SHESHENEY, Dr Mariette DUCATEZ, Professor Leo POON Lit Man 潘烈文教授 *, Dr Ghazi KAYALI, Dr Richard J. WEBBY and Professor Vijaykrishna DHANASEKARAN *, published in *Nature*, 622, 7984 (2023), 810–817

Faculty of Science

'Genomic analyses reveal poaching hotspots and illegal trade in pangolins from Africa to Asia'
By Dr Jen C. TINSMAN, Dr Cristian GRUPPI, Dr Christen M. BOSSU, Ms Tracey-Leigh PRIGGE *, Dr Ryan J. HARRIGAN, Ms Virginia ZAUNBRECHER, Dr Klaus-Peter KOEPFLI, Mr Matthew LEBRETON, Dr Kevin NJABO, Dr CHENG Wenda 程文達博士 *, Dr XING Shuang 邢爽博士 *, Professor Katharine ABERNETHY, Dr Gary ADES, Dr Excellence AKEREDOLU, Dr Imuzei B. ANDREW, Ms Taneisha Aneika BARRETT *, Ms Iva BERNÁTHOVÁ, Dr Barbora Černá BOLFÍKOVÁ, Mr Joseph L. DIFFO, Dr Ghislain Difouo FOPA, Mr Lionel Esong EBONG, Mr Ichu GODWILL, Dr Aurélie Flore KOUMBA PAMBO, Ms Kim LABUSCHAGNE, Dr Julius Nwobegahay MBEKEM, Dr Brice R. MOMBOUA, Ms Carla L. MOUSSET MOUMBOLOU, Dr Stephan NTIE, Ms Elizabeth ROSE-JEFFREYS, Dr Franklin T. SIMO, Ms Keerthana SUNDAR, Ms Markéta SWIACKÁ, Mr Jean Michel TAKUO, Mr Valery N.K. TALLA, Mr Ubald TAMOUFE, Dr Caroline Elise DINGLE *, Dr Kristen RUEGG, Professor Timothy Carlton BONEBRAKE * and Professor Thomas B. SMITH, published in *Science,* 382, 6676 (2023), 1282–1286

Faculty of Social Sciences

Sexuality and the Rise of China: The Post-1990s Gay Generation in Hong Kong, Taiwan, and Mainland China
By Professor Travis KONG Shiu Ki 江紹祺教授 *, published by Duke University Press, 2023, 256 pages

* Authors giving HKU as their affiliation in the publication

FACULTY KNOWLEDGE EXCHANGE AWARD

The Faculty Knowledge Exchange (KE) Award recognises each Faculty's outstanding KE accomplishments that have made demonstrable economic, social or cultural impacts to benefit the community, business/ industry, or partner organisations. Nominations in each Faculty were considered by a Faculty-based selection committee comprising both internal and external members. Only one award may be made by each Faculty each year. Award winners receive a pecuniary award of HK$100,000 to further their KE work.

Faculty of Arts	Professor DO Youngah 都楔我教授 , Department of Linguistics, School of Humanities, and team members – Dr Arthur Lewis THOMPSON, Dr Robert Marcelo SEVILLA, Mr Aaron CHIK Wing Cheung 戚穎璋先生 , Mr Frank TAN Lihui 譚力珲先生 , Miss Ivy ZHENG Shuang 鄭爽小姐 , Miss Joanna CHEN Chu Wen 陳楚雯小姐 , Mr Kevin CHEN Fei Peng 陳暉棚先生 , Miss Hannah CHUNG Yu Hei 鍾裕希小姐 , Ms Judy NG Chui Yin 吳翠燕女士 and Miss Mavies NGAI Yu On 魏汝安小姐 , Department of Linguistics, School of Humanities; Ms Rachel CHEN Pui Ching 陳珮晴女士 , Department of Psychology; and Mr Jeff YIP Wing Tsun 葉榮隽先生 , Department of Statistics and Actuarial Science **'The Sound of Silence: A Journey through Deaf Culture in Hong Kong'**
Faculty of Business and Economics	Professor Dragon TANG Yongjun 湯勇軍教授 , Faculty of Business and Economics **'The Effects of Green Bond Issuance and Mandatory ESG Disclosure around the World'**
Faculty of Dentistry	Professor Ollie YU Yiru 余逸如教授 and team members – Professor CHU Chun Hung 朱振雄教授 , Professor Walter LAM Yu Hang 林宇恒教授 , Dr Amy WONG Wai Yee 黃慧兒博士 , Dr Josie ZHANG Shizhen 張世珍博士 , Dr GE Xingyun 葛興雲醫生 and Dr CHAWHUAVEANG Darren Dhananthat, Faculty of Dentistry **'Empowering Non-governmental Organizations to Improve the Older Adults' Oral Health in Hong Kong with a Sustainable Model of Community-based Outreach'**
Faculty of Education	Professor Shelley TONG Xiuli 佟秀麗教授 , Faculty of Education **'Reading for Understanding: Supporting Chinese-English Bilingual Reading Comprehension'**
Faculty of Engineering	Professor Reynold CHENG Chun Kong 鄭振剛教授 , Department of Computer Science **'GIVE: Generic and Intelligent Volunteering for Supportive Communities'**
Faculty of Law	Professor Daisy CHEUNG Tin Muk 張天目教授 and team member – Professor Rebecca LEE Wing Chi 李穎芝教授 , Faculty of Law **'Legislating and Promoting Advance Medical Directives in Hong Kong'**
Li Ka Shing Faculty of Medicine	Professor Michael NI Yuxuan 倪宇軒教授 and team members – Dr Candi LEUNG Man Chi 梁敏芝博士 , Dr Corine WONG Sau Man 黃秀雯博士 , Dr NING Ke 寧可博士 , Dr Phyllis LUN Kai Yin 倫啟研博士 , Ms Cynthia YAU Yik Shi 丘亦詩女士 , Mr Solomon WONG Bing Kin 黃炳建先生 , Mr Francis Paul Cruz FLORES, Mr WONG Hoi Wa 黃凱華先生 and Miss Tiffany MA Sze Wai 馬詩蔚小姐 , School of Public Health **'A Health and Wellbeing Barometer for Hong Kong: Translational Impact Attained over a Decade and Counting'**
Faculty of Science	Professor Francis LING Chi Chung 凌志聰教授 , Department of Physics **'Enhancing the Performance of SiC Power Devices: A Collaboration of Hong Kong Academy and Mainland Industry'**
Faculty of Social Sciences	Professor Terry LUM Yat Sang 林一星教授 , Department of Social Work and Social Administration, and team members – Professor Gloria WONG Hoi Yan 黃凱茵教授 , Professor Samson TSE Shu Ki 謝樹基教授 , Professor Paul WONG Wai Ching 黃蔚澄教授 , Professor NG Siu Man 吳兆文教授 , Professor Vivian LOU Weiqun 樓瑋群教授 , Dr Stephanie WONG Ming Yin 王名彥博士 , Dr Dara LEUNG Kiu Yi 梁翹伊博士 and Ms Angie SHUM Kwan Yu 沈君瑜女士 , Department of Social Work and Social Administration; Professor CHAN Wai Chi 陳偉智教授 , Department of Psychiatry, School of Clinical Medicine; and Professor Reynold CHENG Chun Kong 鄭振剛教授 , Department of Computer Science **'JC JoyAge – Holistic Support Project for Elderly Mental Wellness'**

CONGRATULATIONS
TO
ALL AWARD RECIPIENTS

www.hku.hk/award

香 港 大 學

THE UNIVERSITY OF HONG KONG