HKU EXCELLENCE AWARDS FOR 2025

A Message from the President and Vice-Chancellor

The past year has witnessed key achievements at the University in attracting top academics and students, expanding our global footprint and influence, and preparing for the rapid transformations in higher education. To address future challenges, we launched our strategic plan for the coming decade – *Vision for 2026–2035: Leadership for Impact*. Building on our accomplishments, this framework guides us towards our goal of becoming a world-leading university that contributes meaningfully to the future of humanity. Our key strengths lie in our extensive experience bridging East and West, our unwavering commitment to excellence in all endeavours, and, most importantly, our dedicated people.

HKU continues to strengthen its practice in and provide maximal support to teaching innovation in an evolving digital age. Our teachers have taken the lead in designing new programmes, building interdisciplinary and international learning experiences, and experimenting with assessment and feedback to support learning. They have helped introduce programmes on effective and ethical AI use, and contributed to a culture of reflective, evidence-informed teaching. Their concerted efforts underpin HKU's reputation for high-quality, forward-looking education, helping us attract accomplished students, with applications from 120+ countries. The colleagues we recognise demonstrate particular excellence: identifying gaps, initiating new pedagogical approaches with care and rigour, and sharing their innovations to benefit our students and our community.

We have continued to invest strongly in recruiting and developing talented researchers and providing world-class facilities. More than 100 top scholars from leading global institutions joined HKU in 2025, in turn attracting outstanding research students. Our research excellence gained further recognition internationally, with many academics named among the best in their fields – including 54 scholars on Clarivate's Highly Cited Researchers 2025 list – and some disciplines named among the best in Asia and the world. HKU continues to secure significant support from government funding agencies, including the most projects and funding in the National Natural Science Foundation of China/Research Grants Council Joint and Collaborative Research Schemes as well as the General Research Fund and Early Career Scheme.

HKU seeks to extend its research and innovation to generate impact beyond academia. This is strengthened by fostering partnerships both inside and outside the University, and supporting researchers and students to turn their discoveries into commercial ventures. In 2024–2025 alone, HKU supported 135 new start-ups and was granted 132 new patents. Alongside technological advancements, our scholars also collaborate with the community to make a positive impact on people's lives and the environment. HKU RISE – a new central hub for Research, Innovation, Strategic Partnerships, and Entrepreneurship – connects the HKU community with essential services and opportunities, including funding, intellectual property management, knowledge and technology transfer, commercialisation, industry collaborations, and start-up incubation.

Congratulations to today's awardees, and a big thank-you to them and all of our outstanding educators and researchers for driving our vision through academic excellence. Looking ahead, I am confident that we can realise our aspirations for HKU to stand as a leading global centre for education, research, and innovation – benefitting society and the environment.

Professor Xiang ZHANG
President and Vice-Chancellor
April 2026

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 2024–2025 Outstanding Young Researcher Awards were considered by the Research Awards Sub-Committee under the University Research Committee comprising the following members:

- Professor Max SHEN Zuojun (Chair), former 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 Clarence Edward CHOI
蔡灝暉教授

Associate Professor

Department of Civil Engineering

Professor Choi obtained his BSc in Civil Engineering from the University of Calgary, Canada, and his PhD in Geotechnical Engineering from the Hong Kong University of Science and Technology.

Developing solutions for mitigating landslide hazards is the focus of Professor Choi's research. He was awarded the 2025 Telford Gold Medal, the highest honour bestowed by the UK's Institution of Civil Engineers (ICE); the 2023 Young Engineer of the Year Award from the Hong Kong Institution of Engineers (HKIE) for his contributions to Hong Kong's development; and the 2022 Oldrich Hungr Award, presented by the International Consortium on Landslides (ICL) to a leading landslide scientist under the age of 35. In 2023, he delivered the Third Hutchinson Lecture for the International Society for Soil Mechanics and Geotechnical Engineering, an honour awarded to scholars aged 42 or younger who have made significant contributions to advancing knowledge in slope stability and landslides.

Professor Choi's journal publications have received numerous awards, including the R.M. Quigley Award twice from the Canadian Geotechnical Society, the Best Paper Award twice from ICL, the HKIE Geotechnical Paper Award, and the Telford Premium Prize from ICE. His award-winning research helps enhance the resilience and preparedness of communities globally against landslide disasters.

Professor Choi's research combines engineered, nature-based, and nature-inspired solutions to mitigate landslide hazards. He values a balance between pushing the boundaries of the discipline and providing practical solutions that can make an immediate impact. With the research landscape rapidly changing, he strives to foster the next generation of researchers and inspire them to pursue a research career for the betterment of society.

Professor CHU Zhiqin
褚智勤教授

Associate Professor

Department of Electrical and Electronic Engineering

Professor Chu obtained his BSc in Physics from Northwest University (China) and PhD in Physics from the Chinese University of Hong Kong. He later completed postdoctoral research at the University of Stuttgart, Germany. He joined HKU in 2018 as an Assistant Professor, and was promoted to Associate Professor, specialising in diamond materials, devices, and technologies.

Diamond's appeal as a gemstone is matched by its exceptional physical and quantum properties, with colour centres enabling room-temperature quantum behaviour and promising advanced technologies. Professor Chu's primary research focusses on diamond quantum sensing, including the synthesis of diamond materials, the development of quantum diamond microscopy, and the exploration of biomedical and practical applications. Since joining HKU, he has authored over 50 corresponding-author publications in prestigious journals, including *Nature*, *Nature Communications*, and *Science Advances*, and holds 16 patents related to diamond materials and technologies. His work has been recognised with honours such as the 2025 Falling Walls Science Breakthroughs of the Year Award in the Engineering and Technology category, and a Gold Medal at the 2024 International Exhibition of Inventions of Geneva.

Beyond research, Professor Chu finds great fulfilment in mentoring the next generation of scientists, encouraging curiosity, perseverance, and entrepreneurial spirit. Two of his former PhD students have received Outstanding Research Postgraduate Student Awards, with one also receiving the Hong Kong Young Scientist Award. Beyond academia, he has cultivated robust industry partnerships to translate diamond materials and technologies into real-world applications. Through industry-sponsored projects, start-up initiatives, and direct product development, he helps bridge the gap between cutting-edge research and commercialisation.

Professor JIANG Haibo
蔣海波教授

Associate Professor

Department of Chemistry

Professor Jiang received his Bachelor's degree from Shanghai Jiao Tong University in 2010 and his DPhil from the University of Oxford in 2014. Following postdoctoral training at Oxford, he held faculty and research positions at the University of Western Australia and was a Visiting Assistant Professor at the David Geffen School of Medicine at UCLA. He joined HKU in 2021 and was awarded the prestigious Global STEM Professorship. He is currently the Director of the JC STEM Lab of Molecular Imaging.

Professor Jiang is internationally recognised for pioneering innovative bioimaging methodologies to visualise molecular trafficking and its impact on human health. By developing cutting-edge chemical imaging techniques, his team has visualised, for the first time, fundamental processes such as how fatty acids cross capillaries and how therapeutics interact within biological systems. His work has been published in world-leading journals, including *Science*, *Cell Metabolism*, and *Nature Communications*. Beyond the laboratory, he has achieved significant real-world impact through collaborations with major international companies; notably, his work with industry partners supported the launch of products now sold in over 170 countries.

The cornerstone of Professor Jiang's research philosophy is the conviction that transformative breakthroughs happen by 'making the connections' – bridging the gaps between disparate disciplines and between academia and industry. He believes that by fostering deep collaborations across chemistry, biology, and medicine, researchers can solve high-impact problems that were previously thought impossible to address. He sees scientific excellence not only in high-impact publications but also in the successful translation of laboratory innovations into solutions that improve global health and industry standards.

Professor Kathy LEUNG Sze Man 梁詩敏教授

Assistant Professor

School of Public Health

Professor Leung obtained her BS in Biological Sciences and BA in Economics from Peking University, and her MPhil and PhD in Public Health from HKU. She is currently an Assistant Professor in the School of Public Health.

Professor Leung's research integrates quantitative modelling, epidemiology, and health economics to inform strategies for disease prevention and control. She works across a wide spectrum of health challenges, from infectious diseases such as influenza, respiratory syncytial virus, poliomyelitis, human papillomavirus, and emerging pathogens to non-communicable diseases, including cervical, colorectal, and breast cancer. Her contributions have advanced vaccination policy and cancer screening programmes, with findings adopted in public health practice locally and internationally. Professor Leung has been recognised as a Highly Cited Researcher by Clarivate (2023–2025) and ranked among the world's top 2% scientists by Stanford University (2023–2025). Her publications in prestigious journals as first/co-first author include *Nature Medicine*, *The Lancet Public Health*, *Nature Communications*, and *The Lancet*.

Committed to bridging rigorous science with real-world impact, Professor Leung advocates multidisciplinary collaboration and innovative use of data to address evolving health challenges. She serves on the World Health Organization (WHO) Immunization and Vaccines-related Implementation Research Advisory Committee, and she acts as a technical consultant to WHO committees on malaria and typhoid interventions. She finds inspiration in translating complex models into actionable insights that improve health, reflecting her belief that research should serve communities and society.

Professor YANG Tianren 楊天人教授

Assistant Professor

Department of Urban Planning and Design

Professor Yang obtained his doctoral degree in urban analytics and modelling from the University of Cambridge, following earlier training in urban planning, landscape architecture, and urban design at Tongji University in China and the Georgia Institute of Technology in the US. Before joining HKU in 2021, he was a Junior Research Fellow at the University of Cambridge.

Professor Yang's research examines how cities function as complex systems shaped by the accumulation of everyday human decisions – where people choose to live, work, shop, socialise, and travel. By combining large-scale mobility data, behavioural modelling, and AI, he demonstrates how individual choices aggregate into broader urban patterns, and how planning and policy interventions can shape these dynamics in ways that improve mobility efficiency, human well-being, and urban sustainability. His research has been published in leading international journals including *Urban Studies*, *npj Urban Sustainability*, and *Cities*. Furthermore, his recognitions include the Gerd Albers Award by the International Society of City and Regional Planners, the Youth Science and Technology Award by the Urban Planning Society of China, inclusion in the Forbes China '30 Under 30' list, and the HKU-100 Scholars Award.

Professor Yang believes that urban research should not only explain how cities work today but also serve as a bridge between evidence and long-term decision-making. His work is closely embedded in planning practice through collaborations with government agencies and industry partners in Hong Kong, Shenzhen, Beijing, and London, as well as through contributions to international policy dialogues, including work associated with UN-Habitat and UNESCO. He integrates behavioural insight, computational methods, and systems thinking to advance forward-looking planning approaches that help cities adapt to socio-demographic change, digital transformation, and the climate challenge.

TEACHING EXCELLENCE AWARD SCHEME 2025

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 Jay SIEGEL (Chair), Vice-President and Pro-Vice-Chancellor (Teaching and Learning)
- Professor Robert K KAMEI, Duke-NUS Medical School
- Professor David BISHOP, Faculty of Business and Economics (Recipient of 2022 University Distinguished Teaching Award)
- Dr Jannie ROED, Director, Teaching and Learning Innovation Centre
- Miss WONG Kan Yu, undergraduate student representative on Senate

Awards were made in the categories of Outstanding Teaching Award, Early Career Teaching Award and Teaching Innovation Award. The selection panel was deeply impressed with all the applicants' unwavering commitment to teaching and the significant, positive impact they have had on student learning. The awardees provided exceptional stories of how their teaching experiences addressed unmet needs in innovative ways or how their teaching expressed outstanding examples of 'best practice'. The selection panel was especially pleased with the high number and quality of applicants for the Early Career Teaching Award, and celebrates the winners this year with full expectation that those not selected in this round have bright prospects of being future award recipients.

The University is grateful to Professor Kamei 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. Five colleagues are honoured with this award:

- Dr Vivian CHU Ho Yee, Centre for Civil Society and Governance
- Dr Ginger KO Wai Kuen, Department of Orthopaedics and Traumatology, School of Clinical Medicine
- Dr LEUNG Kin Sum, School of Biological Sciences
- Dr Michael RIVERA, Faculty of Social Sciences
- Professor YANG Tianren, Department of Urban Planning and Design

Dr Vivian CHU Ho Yee
朱可兒博士

Lecturer

Centre for Civil Society and Governance

My teaching philosophy is rooted in fostering an inclusive, student-centred learning environment that inspires learners to become changemakers and sustainability advocates. I prioritise experiential learning as a core pedagogical approach, believing that active engagement leads to deeper and more lasting understanding. This involves designing activities that connect sustainability-related theories to real-world challenges, encouraging students to critically examine assumptions and develop practical solutions.

I integrate reflective learning alongside experiential activities to help students process their experiences and draw meaningful connections to broader concepts. For example, I incorporate simulation exercises and campus-based exploration with guided reflection prompts to ensure students articulate their learning and consider multiple perspectives. This combination of action and reflection cultivates critical thinking, communication skills, and the ability to navigate complex sustainability issues. To address diverse learning needs, particularly in large classes, I use real-time feedback tools such as quick quizzes and anonymous input platforms such as GEAR. These allow me to adapt my teaching dynamically, revisit challenging concepts, and provide timely support. Small group collaboration is embedded into most sessions, enabling peer learning and creating space for targeted feedback.

I also incorporate innovative methods and emerging technologies, such as gamification, augmented reality, and generative AI, to enhance engagement and build digital literacy. These tools are always accompanied by structured guidance to ensure educational value and ethical use. In some cases, I have adapted assessment formats to better align with course goals and reduce vulnerability to inappropriate AI use, such as shifting from traditional essays to visual concept mapping.

Whether refining the curriculum of the Master of Social Sciences in Sustainability Leadership and Governance or introducing a new interdisciplinary course, I strive to balance academic rigour with practical application, ensuring graduates are equipped to lead in diverse contexts. I value my leadership role in the programme as an opportunity to keep the curriculum responsive to and ahead of evolving sustainability trends.

Ultimately, my aim is to challenge preconceptions, nurture agency, and inspire students to remain curious, reflective, and proactive in addressing sustainability challenges. By blending experiential learning, reflection, and inclusive practices, I strive to create transformative learning experiences that empower students both academically and personally.

Students' Words of Appreciation

Dr Chu is a motivating educator who links expertise with creative teaching methods, guiding us students through policy studies with patience, creativity, and encouragement.

Dr Chu, who led the class on policymaking and sustainable transition, has impressed me with her systematic knowledge framework and case-based teaching techniques. In class, student-tutor interaction, in particular, has created a supportive and positive learning atmosphere in which students are encouraged to express critical arguments and creative ideas. She has linked obscure policy literature with practical cases. By showcasing teaching, my group and I can understand the mechanisms of studying policies and adopt techniques for dealing with real-life problems. Furthermore, Dr Chu's careful and patient explanations of students' questions have mitigated our anxiety when facing assignments and have nurtured our problem-solving and critical thinking skills.

Dr Chu's guidance and support have reinforced my determination to pursue further studies in policy and sustainability. Her creative teaching methods, the learning environment she fostered, and her approachable attitudes have made her not only a guiding model in the field of sustainable development, but also a close friend in both our academic and personal lives.

DU Situ
MSocSc 2025

Dr Chu is one of the most dedicated and inspiring teachers I have met. Her lectures on energy futures and sustainability, enriched by real-world examples from varied global contexts, captivate through different levels and principles. She employs various teaching methods, including site visits, the HKU treasure hunt, guest lectures, and group discussions to keep the lectures engaging and foster learning from multiple perspectives. Her teaching inspires us to believe in our abilities and drives us towards energy action, further prompting us to explore ways to inspire others. Her unwavering commitment to nurturing the next generation of sustainable development leaders profoundly motivates me.

Dr Chu has also made great efforts to check our understanding through weekly surveys and quizzes, tracking our learning progress and incorporating our feedback. She delves into topics of interest in subsequent lectures, patiently addressing questions raised by students and actively enhancing our experience. Dr Chu's passion transforms complex subjects into accessible and actionable insights, leaving a lasting impact on her students. Her mentorship extends beyond coursework, encouraging lifelong learning and ethical leadership in sustainability challenges worldwide.

Janice TSE Yan Tung
BSc(Surv), current student

Dr Ginger KO Wai Kuen
高慧娟博士

Lecturer

Department of Orthopaedics and Traumatology
School of Clinical Medicine

My teaching philosophy is grounded in empathy, respect, and active learning. I see my students as juniors on a shared professional journey, so I always try to stand in their shoes before designing any lesson – balancing difficulty, clarity, and relevance, and continuously adjusting based on their feedback.

I use role play and interdisciplinary discussions, especially in One Health topics, to help students tackle complex issues from multiple perspectives. Real-world problems rarely have fixed answers; they're opportunities to understand how misunderstanding and conflict can arise when we fail to see from another's view. These activities nurture systems thinking and collaboration.

In clinical education, I redesigned traditional bedside demonstrations into flipped sessions. Students now prepare cases beforehand, teach their peers, and refine their techniques with tutors present to ensure accuracy. This approach transforms passive observation into active learning, enhancing both confidence and patient safety.

Much of my teaching also blends experiential and student-partnered learning. For instance, I co-created a Common Core course on Chinese tea culture with a student partner, integrating live brewing and tasting to explore how climate and different chemical components shape distinctive tea flavours.

Students' Words of Appreciation

Dr Ko is one of the most dedicated and inspiring teachers I have met at HKU. Having joined two of her Common Core courses, CCST9070 Nature-inspired Innovations and CCGL9081 One Planet, One Health, I experienced firsthand how she brings together different stakeholders and disciplines to deepen our understanding of complex issues. Not only is her teaching well-organised and precise, but she also emphasises the importance of grasping foundational concepts before applying them to real-world contexts. This approach helps clarify difficult ideas, especially when students do not have a prior background in the sciences.

In Nature-inspired Innovations, Dr Ko used carefully selected case studies to show how biomimicry can translate natural principles into practical solutions. The assessments were designed to promote originality and multidisciplinary logic, encouraging us to justify our ideas. The interactive tutorials that prioritised discussion and collaboration made learning especially engaging and memorable. In One Planet, One Health, Dr Ko helped us understand the interdependence of human, animal, and environmental health, and guided us to appreciate how balanced solutions require input from multiple sectors. Applying the One Health lens to local policy and development issues in Hong Kong, including the development of the Northern Metropolis, was particularly impactful because it highlighted real stakeholder trade-offs and the need for careful, evidence-based reasoning. Field-based learning was also a highlight, including an oyster farm field trip, which really helped us understand the situation surrounding oyster farming in Hong Kong.

Dr Ko's teachings have strengthened my interest in public health and continue to inspire me to approach complex problems with curiosity, rigour, and empathy.

Johnson KWOK
MBBS, current student

I attended lectures conducted by Dr Ko in two Common Core courses. I can say that she is an inspiring educator with a strong science background, always motivating students to connect their knowledge to daily life.

Dr Ko employs a variety of teaching methods to foster active engagement among students. She often uses practical examples and case studies to help us see the relevance of our studies in the real world. By encouraging discussions and collaborative learning, she also creates an environment where students feel comfortable sharing ideas and asking questions. In her lectures, she loves interacting with students and encourages them to answer questions and share their opinions. This not only enhances our understanding and critical thinking skills, but also encourages collaborative learning in the classroom.

Moreover, Dr Ko's passion for community involvement encourages us to apply our learning beyond the classroom. She often provides field trip opportunities and inspires students to explore interests outside their academic focus. During these excursions, the knowledge gained in class is consolidated through real-life observation and practical application.

Overall, I am grateful to have her as a course tutor and instructor. She is an exceptional educator whose guidance has significantly enriched my learning experience.

John CHAN
BEd&BSc, current student

Dr LEUNG Kin Sum
梁健森博士

Assistant Lecturer

School of Biological Sciences

As someone who once sat on the same laboratory benches as my students at HKU, I still remember how it felt to be unsure about what was expected in a laboratory report or why a particular mark was given. Later, when I became a PhD demonstrator, I saw the same uncertainty in my own students, especially when different demonstrators explained things in different ways. These experiences shaped my teaching philosophy: to make learning in the laboratory as clear, supportive and meaningful as possible, so that students can see themselves growing into confident food and nutrition professionals.

Whether in introductory or advanced laboratories, my first priority is to help students feel prepared rather than overwhelmed. In introductory practicals, I have developed a simple 'laboratory pipeline' that starts with short pre-laboratory videos, followed by focussed briefings at the beginning of each session, close coordination with demonstrators, and debriefs using example reports and marking guides. In advanced practicals, students no longer carry out isolated experiments. Instead, they follow one integrated study across several laboratories, submit weekly progress updates, and complete an oral presentation and a manuscript-style report. This structure allows them to see how their data, interpretations and writing develop over time, rather than in a single high-stakes submission.

For advanced, discussion-based courses, I also use an 'anonymity-to-voice' approach to help students build confidence in sharing their ideas. We begin with anonymous responses, which lowers the barrier for participation, and gradually move towards small-group and whole-class discussion. One of my happiest moments was realising that, by the end of the course, so many students wanted to contribute that I had to gently stop the discussion to move on with the slides.

The most rewarding moments in my work come from students' reflections: comments that laboratory instructions are finally clear, that they understand how to structure a report, or that they 'felt like real food scientists' rather than simply following a recipe. Looking ahead, I remain dedicated to refining these learner-centred designs, exploring responsible ways to incorporate new tools such as generative AI, and sharing practical ideas with colleagues, so that laboratory learning at HKU continues to be an engaging and empowering journey for all students.

Students' Words of Appreciation

Dr Leung is a truly insightful and dedicated mentor who consistently creates a supportive and challenging environment for his students. His guidance has been a cornerstone of my academic journey, from laying the foundations in his introductory courses to expertly supervising my final year project.

As a student preparing to transition from university to the professional world, I often faced moments of uncertainty and concern about the future. Dr Leung deeply shared these concerns and provided not only great academic advice but also invaluable perspectives. He has a remarkable ability to demystify complex topics by connecting theoretical knowledge to practical, real-world applications, making challenging concepts both clear and engaging.

Beyond his deep knowledge, what sets Dr Leung apart is his unwavering belief in his students. His door was always open, and he met every question – no matter how fundamental – with patience and genuine interest, turning moments of confusion into opportunities for growth. This constant encouragement and his stimulating guidance instilled in me the confidence to tackle my final year project and step into society with greater assurance.

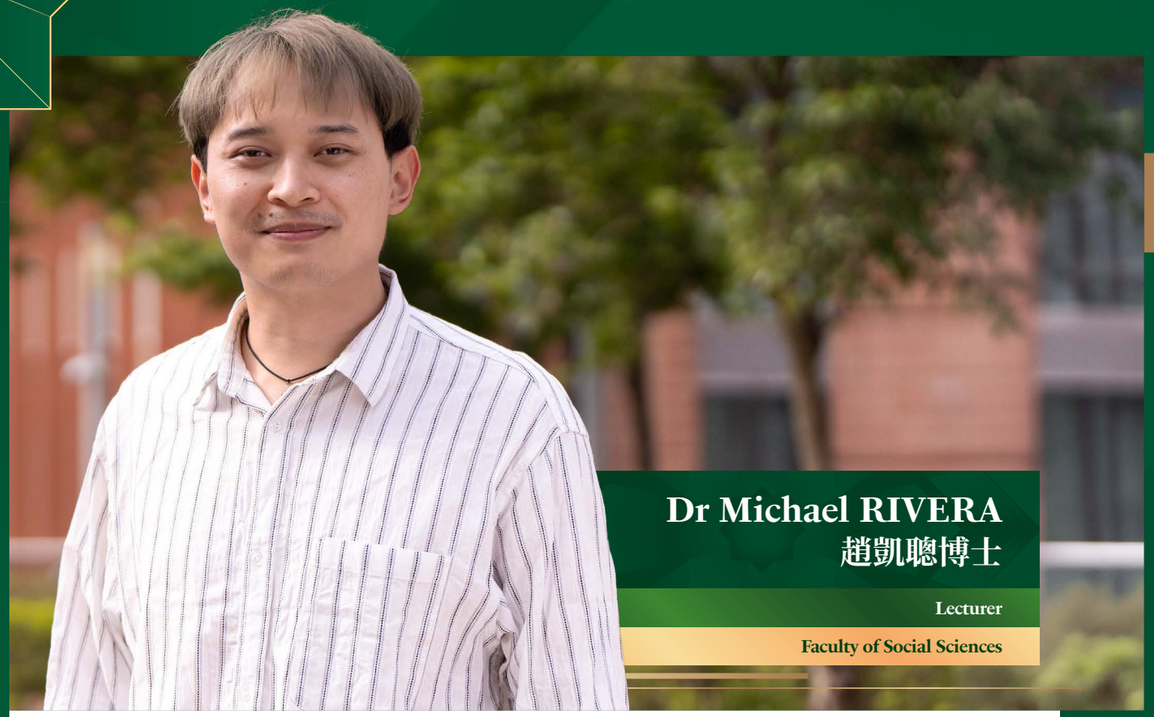
Dr Leung's innovative mentorship, firm support, and personal empathy have made him not only an exceptional supervisor and teacher but also a role model and a good friend. He truly deserves this award, and I am profoundly grateful for his positive impact on my academic and personal development.

Kathy CHAN
BSc 2024

Dr Leung's classes have always been genuinely fun to attend, even when the topics were quite heavy. His teaching goes way beyond the traditional box of just 'lectures' by blending practical elements like food tastings, cooking-related activities, and scientific laboratories so that the concepts never stay only on the slides. There is almost no barrier between him and students during lectures – it is very natural to start a short discussion and ask questions about the topics, and he listens carefully to what we are saying with prompt guidance. Also, the flow and assessments in his classes are thoughtfully planned with a very manageable workload, honing our skills without feeling like busy work.

His teaching is also very vivid and current. In BIOL2101 and BIOL3209, he often links what we learn to recent studies, real health issues, or simple everyday observations, which makes the mechanisms much easier to understand and remember. In the laboratory sessions, he does not just walk around to check if we are 'doing it right'; he asks guiding questions, shares problems that previous students have encountered, and invites us to think through how we would solve them. All of these show how much thought he puts into preparing his materials and how much he genuinely cares about our learning experience.

Angus WONG Cheuk Hin
BSc 2025



Dr Michael RIVERA
趙凱聰博士

Lecturer

Faculty of Social Sciences

Having grown up here in Hong Kong, I care deeply about student development in my home city. Many of my students worry about their job prospects, not always confident about assuming the responsibilities of the working world. They share with me their social, professional, and environmental concerns. I work to ensure my students feel supported, equipped and confident enough to face the issues that matter to them. I practise a care-based, inclusive, and social justice-oriented pedagogy.

When I first arrived at HKU, it became clear that students needed an authentic and inviting teacher. My interactive activities help encourage them to contribute opinions on research data or ideas. Useful in future work and collaborations, they appreciate how each of their voices contributes to holistic thinking and cooperative learning. I also hope to inspire them with authentic storytelling. We are all equal participants in the knowledge creation process, regardless of academic roles or status.

I find it critical to ensure that students enjoy the courses they are taking too. I use digital and practical activities frequently in class to create many moments of shared joy and fun. These give students diverse ways of engaging with the subject material, while practising useful skills in scientific analysis, critical thinking, ethical value-building, teamwork, communication, and artistic expression.

A student once messaged me: ‘Through what you teach, I feel like I learn for life. I feel like the discussions I had in class that you sparked and encouraged have challenged and pushed me beyond the mere boundaries of academic knowledge while also providing a safe space and an encouraging community. Thank you for shifting my perspective on so many things and encouraging your students to grow.’

The feeling is mutual, and I look forward to further growing, being challenged, and learning for life in community with my students.

Students’ Words of Appreciation

Dr Rivera is far more than professional. He is enthusiastic, passionate, and deeply compassionate. As a history student with no science background, encountering biological anthropology was a huge challenge for me. I often doubted myself, but Dr Rivera continuously encouraged me to try and stay engaged in scientific communication, and even to work with human bones, which is something that I never imagined would be part of my life.

His creative teaching approaches, whether drawing trees to help us understand how nature and our personal well-being are tightly connected, or using Play-Doh to create ancient human tools, create a classroom atmosphere that is warm and collaborative. In his tutorials, we are not competing for higher scores, but exchanging ideas, learning from one another, and building a deeper understanding of both society and ourselves regardless of race, gender, or identity through his emphasis on mutual respect. Meanwhile, Dr Rivera continues to devote himself wholeheartedly to the field of anthropology through public engagement, inviting us to participate and contribute. Through these experiences, he fosters not only the growth of the discipline but also the flourishing of his students and what I see as humanities.

Inspired by him, I will continue striving to uphold the spirit of care and humanity that we should all embrace as members of humankind.

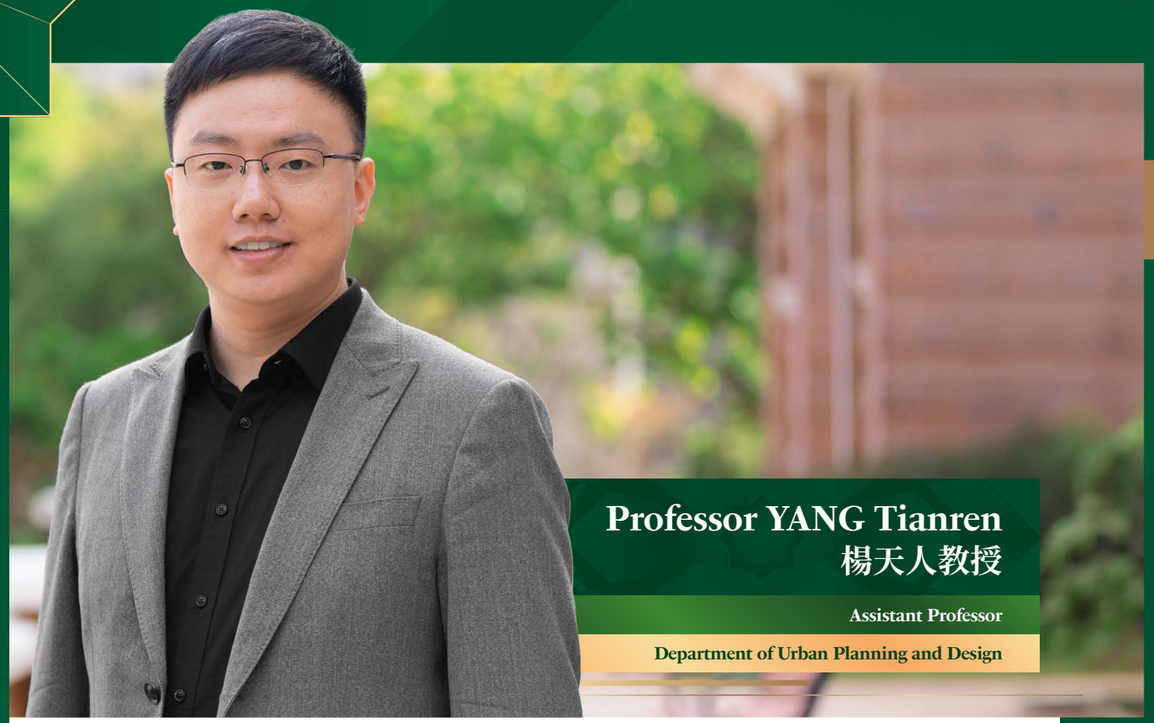
Kobe MO Cheuk Lam
BA, current student

Dr Rivera’s classes profoundly shaped how I understand resilience, identity, community, and wellness across social, environmental, and biological dimensions. In his classroom, discussions on race, history, and health were never abstract; they were grounded in lived realities, encouraging us to reflect on responsibility toward one another and the planet. His unique approach to teaching blended scholarship, empathy and humour, creating a space where collaboration thrived, and diverse perspectives felt valued. He constantly encouraged curiosity beyond disciplinary boundaries, reminding students that meaningful solutions require cooperation across communities, species and fields.

Equally memorable were the friendships formed through his courses, where group projects and open conversations fostered trust and lasting bonds among peers who might never otherwise have met. Dr Rivera actively participated in activities alongside us, learning from each student while encouraging creativity and collaboration in every discussion and project. His classrooms felt like shared spaces of exploration rather than traditional lectures, where our experiences and ideas shaped the direction of learning. By engaging with us as partners in dialogue, he fostered confidence and curiosity, reminding us that education thrives when teachers and students grow together.

I am inspired to pursue science and service with compassion and interdisciplinarity, and the perspectives and friendships formed in his classes remain an important part of my personal and academic growth.

Asra SAINJU
BBiomedSc 2024



Professor YANG Tianren
楊天人教授

Assistant Professor

Department of Urban Planning and Design

I view teaching as preparing students for futures we cannot fully predict. Since joining HKU in 2021, my work has focussed on helping students understand cities not as static objects of analysis, but as dynamic systems they will actively shape through professional practice. This conviction underpins my teaching across undergraduate, postgraduate, and professional programmes, where I seek to balance conceptual rigour with curiosity, creativity, and responsibility.

Central to my teaching philosophy is the belief that students grasp complex urban phenomena best through active and exploratory learning. Drawing on my research on spatial behaviour and urban systems, I redesign courses to connect planning theory with emerging realities through student-led discussions, scenario simulations, and role-playing exercises. When I assumed responsibility for a theory-intensive course long viewed as disengaging, I reframed it around debating how classical ideas hold up against contemporary challenges, such as digital platforms reshaping neighbourhood economies and autonomous technologies transforming urban design. This shift revitalised classroom dynamics, with external examiners noting its success in cultivating genuine planning sensibility.

Teaching large and diverse cohorts presents both challenges and opportunities. I have adopted flipped classrooms that allow students to engage with core materials at their own pace, while reserving class time for deeper discussion and application. I have also pioneered metaverse-enabled learning environments in which students curate virtual project galleries, conduct real-time peer reviews, and experiment with collaborative technologies relevant to professional practice. These approaches sustain interaction and creativity at scale while giving students hands-on experience with emerging tools.

For me, teaching extends beyond the boundaries of the classroom. I work closely with industry and government partners to embed professional workflows into student projects, contribute to executive education for public-sector planners, and explore pedagogical innovations through platforms such as UN-Habitat's Global Urban Lectures. My aim is to equip students not only to understand how cities function, but to imagine and help build more inclusive, liveable, and sustainable urban futures – preparing them to become thoughtful agents of change amid socio-demographic shifts, digital transformation, and climate challenges.

Students' Words of Appreciation

I warmly congratulate Professor Yang on receiving both the Early Career Teaching Award and the Outstanding Young Researcher Award. These honours are truly well deserved.

I wish to express my sincere gratitude for Professor Yang's guidance during my PhD studies. From our first meeting in September 2022, when I joined HKU, he consistently demonstrated commitment, generosity, and academic rigour in his supervision. His pragmatic advice helped transform my initial rough ideas into work of scholarly depth and clarity, while his encouragement gave me the confidence to explore innovative ideas beyond my comfort zone. Professor Yang also played an important role in helping me navigate the HKU academic system and broader research environment.

Beyond academia, he showed genuine care for my well-being, regularly checking in on how I was adjusting to life in Hong Kong and how my family back home was doing. I fondly remember our shared Chinese cakes and tea, as well as hikes and trips with colleagues, which fostered a strong sense of community. He also provided valuable opportunities for me to engage with scholars and practitioners in urban planning and design. I look forward to witnessing Professor Yang's continued achievements and impact in the years ahead.

James Njiraini GACHANJA
PhD 2025

Professor Yang is a dedicated and visionary educator who consistently prioritises meaningful and practical learning over rote memorisation. He is the first teacher I have encountered who integrates a curated virtual project gallery into teaching, creating an interactive environment where students can learn from one another's work and exchange feedback in real time. This innovative approach, combined with a thoughtful balance between theory and practice, significantly enhances both learning outcomes and the overall classroom experience.

What has inspired me most is his strong emphasis on reflective learning. Through structured self-evaluation in assignments, we are encouraged to examine what we have learnt, identify areas for improvement, and consider how knowledge can be applied in real-world contexts. By inviting experienced industry practitioners to share their insights, Professor Yang effectively bridges academic concepts and professional realities.

Beyond his innovative pedagogy, Professor Yang is defined by his caring and inclusive approach to teaching. He pays close attention to students' progress and offers patient support, even when working with large cohorts. He encourages us to see cities as dynamic systems and to take an active role in shaping future urban environments. Professor Yang is not only an outstanding lecturer, but also a role model who inspires us to become proactive, creative, self-reflective, and forward-looking professionals.

LI Yibo
MDUM, current student

EARLY CAREER TEACHING AWARD

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 2024–2025 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 Reynold CHENG Chun Kong, School of Computing and Data Science
- Professor Wilson LU Weisheng, Department of Real Estate and Construction
- Professor Carmen WONG Chak Lui, Department of Pathology, School of Clinical Medicine

Professor LI Guodong
李國棟教授

Professor

School of Computing and Data Science

Professor Li received his BSc and MSc degrees from Peking University. After obtaining his PhD from HKU in 2007, he joined the Nanyang Technological University, Singapore, as an Assistant Professor. In 2009, he returned to HKU's Department of Statistics and Actuarial Science, which is now part of the School of Computing and Data Science.

The big data era, driven by the rapid advancement of information technology, has brought with it significant opportunities and challenges to statistics and data science. Professor Li focusses on interdisciplinary research across statistics, economics, and AI, and he has made distinguished contributions in constructing efficient methodologies to analyse big time-dependent data by blending statistics and machine learning. He has received multiple international and local awards and recognition for his research contributions.

Professor Li encourages curiosity by fostering an open-minded approach in research, stimulates passion by inspiring enthusiasm for the topic, and supports persistence by helping students persevere through challenges. He enjoys interacting with students on how to do research and how to be a responsible researcher. He continuously attracts top research students under the Research Grants Council's prestigious Hong Kong PhD Fellowship Scheme. Several of his PhD graduates have become faculty members at universities in the US and the Chinese Mainland, such as the University of Connecticut, Shanghai University of Finance and Economics, Shanghai Jiao Tong University, and Tongji University, and some of them have achieved top recognitions for young researchers, including a National Science Foundation CAREER Award in the US and Outstanding Young Talents Award from China.

Professor Stephanie MA Kwai Yee
馬桂宜教授

Jimmy and Emily Tang Professor in Molecular Genetics

School of Biomedical Sciences

Professor Ma earned her BSc and MSc degrees from the University of British Columbia in Canada and her PhD at HKU. She is currently the interim Vice-President and Pro-Vice-Chancellor (Research) and Jimmy and Emily Tang Professor in Molecular Genetics.

Professor Ma's research team focusses on understanding how a de-differentiated, stemness-like cellular state in cancer contributes to therapeutic resistance and disease recurrence. Her primary focus is on hepatocellular carcinoma, a liver cancer type that is particularly prevalent in Southeast Asia and Hong Kong. She has published in top-tier journals and been ranked in the top 1% of most-cited scholars by Clarivate (2010–2018), among the top 2% of scientists worldwide by Stanford University (2022–2025), and as a 'Top Scientist' (nationally ranked 65 in molecular biology) by Research.com (2025). She is a Founding Member and the current Vice-President of the Hong Kong Young Academy of Sciences, and a member of the Board of Directors at the Hong Kong Science and Technology Parks.

Professor Ma is deeply committed to mentorship and believes that no goal is too ambitious if driven by motivation. Her greatest fulfilment comes from seeing her students and staff succeed. She is grateful to work alongside a team of passionate, fearless young researchers who share her enthusiasm. Former students have continued their academic pursuits or advanced their careers in related fields, with positions as tenure-track Assistant Professor at the Chinese University of Hong Kong, Director of Translational Medicine at AstraZeneca (Boston), and postdoctoral fellows at renowned institutions such as the Francis Crick Institute, Imperial College London, University College London, University of Bristol, Yale University, and HKU, as well as Scientific and Medical Advisors at companies such as Novartis and Amgen.

Professor SONG Geng
宋耕教授

Professor

School of Chinese

Professor Song received his BA in English from Beijing Foreign Studies University and his PhD in Comparative Literature from HKU. Before joining HKU in 2012, he taught for over a decade at Nanyang Technological University in Singapore and the Australian National University. He is currently Chair of the Board of the Faculty of Arts and Director of the MA in Translation programme, and he is also an affiliated Professor in the Department of Comparative Literature.

Professor Song's research focusses on transcultural, transdisciplinary, and transhistorical approaches to gender and identity in Chinese popular culture. He has written extensively on men and masculinities in Chinese culture and society, Chinese television, and Chinese nationalism. He has published three monographs and numerous research articles and edited volumes. His first book, *The Fragile Scholar* (2004), is widely regarded as a pioneering work in Chinese masculinity studies. His scholarship integrates methods from the humanities, social sciences, and digital humanities.

Professor Song has 25 years of experience supervising postgraduate research students and feels privileged to accompany them on their academic journeys as both mentor and friend. His MPhil and PhD students have published more than a dozen articles and book chapters and have received honours such as the HKU Foundation Award for Outstanding Research Postgraduate Students. Many now hold academic positions in Hong Kong, Macau, the Chinese Mainland and the US, or are pursuing doctoral and postdoctoral research at leading institutions with competitive funding, including the Marie Curie Fellowship.

Professor Judy YAM Wai Ping
任蕙蘋教授

Professor

Department of Pathology
School of Clinical Medicine

Professor Yam received her BSc degree from the University of Washington, followed by her MSc degree and PhD from the Hong Kong University of Science and Technology. She is currently a Professor in the Department of Pathology, School of Clinical Medicine, and has served as Assistant Dean (Postgraduate Studies) of the Li Ka Shing Faculty of Medicine since 2023.

Professor Yam's team is at the forefront of investigating the role of extracellular vesicles and particles (EVPs) in the metastasis of hepatocellular carcinoma. Her pioneering work seeks to elucidate the functional roles of EVPs within the tumour microenvironment and to identify promising EVP biomarkers for early diagnosis and novel therapeutic interventions for cancer patients. Her contributions to the scientific community have been recognised through numerous awards, including the HKU Outstanding Young Researcher Award 2008–2009, the Faculty Outstanding Research Output Award in 2022 and 2024, and the Research Grants Council's Research Fellow Scheme Award 2023–2024.

As an educator, Professor Yam fosters a passion for lifelong learning and research excellence. She emphasises the importance of teamwork and cultivates a collaborative, nurturing environment that motivates and empowers her students. Recognising that challenges and setbacks are intrinsic to scientific progress, she encourages her students to view obstacles as stepping stones towards progress. Over her supervisory career, she has supervised nearly 30 students, many of whom have received prestigious scholarships and presentation awards at local and international conferences. Witnessing the growth and success of her students in their careers is a source of great pride for her.

TEACHING INNOVATION AWARD

The Teaching Innovation Award aims to encourage pedagogical innovation. This year's award goes to the following teacher and team:

INDIVIDUAL AWARD

- Professor ZHU Weiming, Faculty of Business and Economics

TEAM AWARD

- Professor David WANG Dawei (Leader) and Professor SHEN Haipeng, Faculty of Business and Economics

Professor ZHU Weiming
朱未名教授

Associate Professor

Faculty of Business and Economics

LLM-Assisted Coding as a Pedagogy

My teaching philosophy for Master of Business Administration (MBA) students is to focus on fundamental and up-to-date content, while making complex ideas intuitive and grounding learning in real business decisions. My goal is to design a learner-centred environment where students with diverse backgrounds can engage meaningfully, contribute confidently, and leave with skills they can apply immediately at work.

This philosophy led to my redesign of the PMBA6093 Analytics for Managers course around human-AI collaboration. As AI lowers technical barriers, I believe the critical edge in analytics increasingly lies in identifying what is worth solving, and how to act on the results. In the course, I want students to focus on business scenarios and core statistical and machine-learning concepts, and to devote their cognitive energy to problem framing, interpretation, and insight rather than getting stuck on syntax. For this reason, I treat coding as a means, not the goal. I developed a structured prompting playbook that specifies the programming tool, the data summary, and the analytical goal. It helps students provide large language models (LLMs) with the right context and generate code that is ready to use. At the same time, I emphasise that LLM outputs are rarely perfect and must be inspected, critiqued, and improved. To build this habit, I introduced the 'LLM Coding Fiesta', a timed sprint in which students receive a dataset and a clear analytics objective, use LLMs to develop solutions, and learn from one another through rapid iteration and peer comparison. Finally, I use open-ended assignments and projects that mirror real-world ambiguity and complexity, so students can practise solving practical problems with LLM support.

Through my course design, I hope to cultivate data-savvy leaders: graduates who can ask the right questions, understand the logic behind analytical tools, and work effectively with AI to turn messy data into managerial insight with curiosity and confidence.

Students' Words of Appreciation

Professor Zhu's Data Analytics course has been one of the most valuable and inspiring experiences during my MBA studies. Although this course focusses on analytical methods and programming techniques, Professor Zhu delivers the content in an exceptionally engaging manner. By integrating the latest industry cases and practical examples, he not only taught us how to use AI and analytical tools, but also helped us deeply understand the business logic, as well as the right mindset behind the technologies.

I remember his closing remarks on the final day: this course is not only about leveraging AI to solve real business problems, but more importantly, about cultivating a critical mindset to thrive amid future uncertainties. These words left a profound impact on me.

I greatly benefitted from his unique ability to make complex concepts accessible and enjoyable while sharing meaningful life philosophies. The class not only strengthened my data analytics skills but also shaped a more critical, resilient, and strategic way of thinking that I will carry forward in my career.

Cheryl CHEN Xue
MBA 2025

It was truly enjoyable attending the Analytics for Managers course from Professor Zhu. What stood out to me was how he made complex analytical topics accessible by breaking them down systematically and grounding them in real-world examples that resonate with students' experiences. It was great to feel like we could go from knowing nothing to actually using data to solve real problems.

One particularly valuable aspect of the course is the flexibility Professor Zhu provides in assignment design. Getting to choose topics we were actually interested in made learning much more engaging. His feedback was always helpful, and he gave us just the right amount of guidance to encourage us to learn on our own. The classes themselves were always fun and interactive, and he created a space where everyone felt comfortable speaking up.

Professor Zhu has succeeded in making analytics not only comprehensible but genuinely compelling. The recognition he has recently received is a well-deserved acknowledgement of his dedication to teaching excellence and the meaningful impact he continues to have on his students' professional development.

Alman KHO
MBA, current student

LEADER

Professor SHEN Haipeng 沈海鵬教授

Patrick S C Poon Professor in Analytics and Innovation

Faculty of Business and Economics

Professor David WANG Dawei 王大維教授

Assistant Professor

Faculty of Business and Economics

Beat the Bot – An In-Class Teaching Simulation

Beat The Bot (BTB) has been developed to transform how we teach AI at HKU. Rather than lecturing students about AI, we enable them to experience AI firsthand through six interactive exercises administered via an online platform used in tandem with in-class teaching, debriefing, and structured discussions. BTB reflects our teaching philosophy centred on three Cs: Creativity, Critical Thinking, and Communication Skills – which we view as the most essential skills in the era of AI. We aim to help students understand that in a human-centred age of AI, 'humans create and AI executes'.

BTB consists of an interactive simulation and comprehensive teaching materials for classroom use. During class, students visit our custom-built BTB platform and complete a series of tasks alongside our teaching materials. In the first task, students use their individual creative abilities to generate 10 words that are as different from each other as possible. This proven creativity test from cognitive psychology simulates how professionals brainstorm, generate divergent ideas, and develop breakthrough innovations. Our platform instantly scores each student user's creativity and displays how the student compares to their classmates and thousands of other participants in BTB.

Students' Words of Appreciation

One of the most valuable aspects of this class and BTB is how clearly it reshaped my understanding of innovation and AI collaboration. Before taking the course, I saw AI mainly as a productivity shortcut. Through the structured exercises and real-time comparisons, I began to understand a deeper principle: AI cannot replace human creativity – it can only execute and amplify it. The responsibility for insight, direction, and critical thinking still lies with us.

BTB allowed us to experiment with individual work, teamwork, and AI-augmented collaboration in a measurable way. Seeing the differences in performance made the learning practical rather than theoretical. I became more intentional about how I design prompts, structure ideas, and lead discussions. This experience strengthened not only my technical fluency with AI tools but also my strategic thinking skills. I now approach problem-solving with a clearer workflow: humans create, AI executes. This shift has already influenced how I work on projects beyond the classroom. I am grateful for a course that combines rigour, experimentation, and forward-looking insight into how we will collaborate in the future.

Johnny ZHANG
MSc(BA), current student

What I appreciate most about this class and BTB is how empowering the experience felt. The sessions were highly interactive and made collaboration exciting rather than routine. During discussions, I could see how diverse perspectives gradually shaped stronger and more refined ideas. That process reminded me that creativity thrives in human interaction. AI played a meaningful role, but not as a replacement for our thinking. Instead, it helped execute what we created – organising drafts, refining language, and accelerating brainstorming. This allowed us to focus more energy on idea-building and conceptual exploration. Watching our performance improve in real time boosted my confidence and made the learning experience motivating and enjoyable.

Beyond skills, BTB created a safe and dynamic space to test ideas, learn from mistakes, and see tangible progress. It changed how I view AI: not as competition, but as collaboration. I leave this class feeling more creative, more prepared for future teamwork, and more confident in navigating a world where humans and AI work side by side.

Rishabjaya KUMAR
BBA, 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 2025 were considered by a Selection Committee comprising the following KE Executive Group member and co-opted members from senior academics:

- Professor Max SHEN Zuojun (Chair), former Vice-President and Pro-Vice-Chancellor (Research); former Acting Director, Knowledge Exchange Office
- Professor Stephanie MA Kwai Yee, Vice-President and Pro-Vice-Chancellor (Research)
- Dr Paul WANG Peng, Associate Director, Knowledge Exchange Office
- Professor Terry LUM Yat Sang, Department of Social Work and Social Administration
- Professor Michael NI Yuxuan, School of Public Health

Professor Karen CHAN Man Kei 陳文琪教授

Associate Professor

Faculty of Education

Care for You – Carefood Project

The Care for You – Carefood Project is dedicated to improving the swallow safety and quality of life for older adults with swallowing difficulties. Recognising that up to 60% of nursing home residents and 15% of community-dwelling seniors experience swallowing difficulties, the project aimed to establish industry-wide standards for texture-modified foods – commonly known as care food – that are safe and easy to swallow.

Grounded in Professor Chan's previous research, including studies on the prevalence of swallowing issues and the rheological properties of texture-modified foods, the project developed precise, scientifically validated standards based on the framework of the International Dysphagia Diet Standardisation Initiative (IDDSI). Professor Chan's team created comprehensive quantitative data on the texture and flow of various foods, enabling consistent and safe preparation of care food across Hong Kong.

The standards and guidelines developed were adopted by the Hong Kong Council of Social Service and published as the Hong Kong Care Food Standards in 2023. These standards have facilitated the implementation of IDDSI. The guidelines include standardised labelling, making it easier for caregivers and patients to identify suitable foods, thus enhancing patient safety.

Furthermore, the project has catalysed industry change, with major restaurant chains and food manufacturers developing ready-to-eat frozen care food products aligned with the standards. Notably, Fairwood became the first fast-food chain in Hong Kong to offer frozen care food, exemplifying the project's success in integrating safety standards into mainstream food services. The initiative also contributed to the development of the Greater Bay Area Standard, promoting cross-border elderly care and ensuring continuity of care for seniors moving between regions.

Overall, the Carefood Project has significantly advanced care food safety, improved quality of life for older adults, and established Hong Kong as a global leader in dysphagia-friendly diet standards.

Professor Christopher LEUNG Kai Shun 梁啟信教授

Albert Bing-Ching Young Professor in Ophthalmology

Department of Ophthalmology
School of Clinical Medicine

Global Implementation of Retinal Nerve Fiber Layer Optical Texture Analysis for Early Detection of Glaucoma

Glaucoma is the leading cause of irreversible blindness, yet the majority of patients go undiagnosed until vision is permanently lost. To tackle this silent epidemic, Professor Leung and his team pioneered Retinal Nerve Fibre Layer Optical Texture Analysis (ROTA). This patented technology, first reported in *Nature Biomedical Engineering* in 2022, reveals optical texture details in the retinal nerve fibres, visualising axonal damage – the underpinning pathology of glaucoma – that remains invisible to conventional clinical standards.

ROTA has shifted the paradigm of glaucoma care from reactive case-finding to proactive early detection. It has been introduced in the Asia Pacific Glaucoma Guidelines in 2024 and included in EyeWiki, the official online encyclopaedia of the American Academy of Ophthalmology, establishing ROTA as an international reference for glaucoma diagnosis. Through non-exclusive licensing to the three leading optical coherence tomography (OCT) manufacturers – Heidelberg Engineering (Germany), Carl Zeiss Meditec (US), and Topcon (Japan) – ROTA is now deployed on OCT systems worldwide, making advanced diagnostics accessible to patients globally.

Locally, ROTA underpinned two flagship community programmes: the Southern District Eye Signature Project and Orbis' Vision Matters: Glaucoma AI ROTA Screening Project for 50+. Together, they screened more than 25,000 residents, revealing a glaucoma prevalence of about 7%, with most cases previously undiagnosed. These initiatives facilitated timely referrals for thousands of at risk individuals and provided the evidence base for a HK$39.8 million government investment to develop community-based eye care services, marking a major shift towards prevention-focussed ophthalmic care.

Backed by Hong Kong Science and Technology Parks and commercialised via spinoffs AIROTA Diagnostics and SightTorch, this project demonstrates how cutting-edge research, strategic partnerships, and community engagement converge to prevent blindness and reshape health policy.

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 2024–2025 Outstanding Researcher Awards were considered by the Research Awards Sub-Committee under the University Research Committee comprising the following members:

- Professor Max SHEN Zuojun (Chair), former 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 Walter SETO Wai Kay 司徒偉基教授

Simon K Y Lee Professor in Gastroenterology

Department of Medicine
School of Clinical Medicine

Professor Seto obtained his MBBS and MD degrees from HKU. As a physician, he obtained his specialist qualification in Gastroenterology and Hepatology in 2010, and received his Fellowship of the Royal College of Physicians (London) in 2016. He joined HKU in 2012, was Assistant Hospital Chief Executive (Research) of the HKU-Shenzhen Hospital (2017–2021), and is currently Assistant Dean (Interdisciplinary Collaboration) of the Li Ka Shing Faculty of Medicine.

The focus of Professor Seto's work is on tackling major liver-related global health threats – viral hepatitis, fatty liver disease, and liver cancer – by researching novel ideas in optimising liver disease management. He has investigated the interaction between chronic hepatitis B and metabolic-associated fatty liver disease, the impact of diabetes on liver diseases, and the public health impact of hepatitis-related interventions. He has pioneered the development of innovative liver-related medical technologies, including AI for liver cancer diagnosis and prognostication. He currently represents the University on the HKSAR Government's Advisory Committee on Health and Medical Innovation Development, and serves on multiple advisory panels of the Hong Kong Science and Technology Parks. Since 2020, he has been listed by Clarivate as a top 1% most-cited scholar. He has previously been awarded the HKU Outstanding Young Researcher Award.

Professor Seto believes patients and their life stories provide the best motivation and spark for clinical research. He strives for teamwork in research, bringing forth innovation through combining diverse expertise and fostering creativity. He is blessed to be supported by inspirational mentors, helpful colleagues, and a loving family.

Professor TANG Jinyao 唐晉堯教授

Professor

Department of Chemistry

Professor Tang holds a BSc in Chemical Physics from the University of Science and Technology of China and a PhD in Chemistry from Columbia University. After graduating, he undertook four years of postdoctoral research at the University of California, Berkeley, and the Lawrence Berkeley National Laboratory. He joined HKU in 2012, starting his own laboratory in nanomaterials in the Department of Chemistry, and progressed to full Professor in 2024.

Professor Tang's research team focusses on advancing optoelectronic nanomachines and studying phase behaviour in active matter. Their primary aim is to develop intelligent nanoscale robots for biological research and healthcare, alongside innovative morphological shifting materials for next-generation devices, pushing the frontiers of materials science and nanotechnology. Professor Tang is recognised as a pioneering researcher in applying living colloids to materials, resulting in important publications in top journals, including *Nature*, *Nature Nanotechnology*, and *Journal of the American Chemical Society*. In recognition of his innovative contributions, Professor Tang has received many prestigious awards, including the Research Grants Council's Research Fellowship, the Croucher Senior Research Fellowship, the National Science Fund for Distinguished Young Scholars, and the BOCHK Science and Technology Innovation Prize.

Professor Tang believes that the beauty of science reveals the ultimate secrets of our universe, while the power of technology offers pathways to a better life for all humanity. To achieve remarkable outcomes, it is essential to transcend the boundaries of one's own discipline, as acquiring knowledge from other fields can often bring in new insights and wisdom.

Professor WU Chuan
吳川教授

Professor

School of Computing and Data Science

Professor Wu obtained her BEng and MEng degrees from Tsinghua University and her PhD from the University of Toronto. She joined HKU as an Assistant Professor in 2008, and was promoted to Associate Professor in 2014 and Professor in 2020.

With the proliferation of AI, enormous AI infrastructures are being deployed for learning and serving large deep learning models. Professor Wu is a leading figure in designing and optimising distributed machine learning systems. She is among the very first to develop dedicated resource schedulers for distributed workloads on AI clouds and devise optimised computation/communication strategies for expediting the training and inference of large models. Her research spans the full spectrum of distributed deep learning system optimisations, ensuring highly efficient utilisation of the very expensive and energy-hungry AI hardware. She has close collaborations with AI infrastructure industry leaders and has received several industry awards on AI systems, including from Amazon. Her works have received high paper citations and wide industry usage. Professor Wu is a Fellow of the Institute of Electrical and Electronics Engineers, a Distinguished Member of the Association for Computing Machinery, and a Fellow of the Asia-Pacific Artificial Intelligence Association.

Professor Wu aims to lay solid theoretical and system foundations for building next-generation large-scale machine learning systems. She is also keen on applying AI theory and system technologies to foster socially beneficial applications across domains such as elderly care.

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 David Rhys BIRKS, Department of Politics and Public Administration
- Dr CHEUNG Hoi Hoi, Department of Data and Systems Engineering
- Mr Beau Linton LEFLER, Faculty of Business and Economics

Dr David Rhys BIRKS

Senior Lecturer

Department of Politics and Public Administration

The first aim of my lectures is to generate a sense of excitement about political theory. I do this by telling the students they should attend my lectures without doing any reading for that week's topic. The thought is that my lecture should be their first academic exposure to the topic. Although I take great effort to select accessible readings, many of the core texts of the discipline are difficult, especially those that predate the 20th century. Indeed, even some professional political theorists do not enjoy reading them.

I then construct my lectures around the principle of a 15-minute rule. This is based on the evidence that students' attention span is limited to 10 to 15 minutes. While this claim is disputed, it resonated with my own experience as an undergraduate. So, a fundamental principle of my lectures is to never speak for longer than 15 minutes without interruption. I state this rule explicitly to my students at the start of the course. After speaking for 15 minutes at most, I pause.

Sometimes, then, I offer the students the opportunity to ask questions. Sometimes, I give them a moral problem to discuss in groups of three to five. We then have a poll to see the overall view of the class, before proceeding to discuss their answers as a class as a whole. Alternatively, I require students to write a one or two-word answer to a question on a Post-it note and stick it to the wall. There is evidence that there are cognitive and motivational benefits to giving students standing breaks during lectures.

All of the tasks are deliberately constructed to generate excitement about the discipline, and to see the relevance of the abstract theory to real-world problems. Once the students are excited by the topic, they are then empowered to grapple with the difficult readings.

Students' Words of Appreciation

Dr Birks is a passionate and inspiring educator from whom I had the privilege of learning throughout my undergraduate studies. Across his courses, Dr Birks consistently fosters an intellectually rigorous yet accessible learning environment grounded in critical thinking, careful reading, and independent analysis.

A defining strength of Dr Birks' pedagogy lies in his careful balance between guiding students through the philosophical canon and preserving their intellectual agency. While he ensures that students grasp core arguments, he equally encourages them to question, analyse, and form their own views. It was common for students to continue discussing the material after class out of genuine interest and a desire to explore differing interpretations.

Additionally, Dr Birks cultivates a classroom atmosphere that is both challenging and supportive. Students are encouraged to take intellectual risks, refine their thinking, and grow. On numerous occasions, he encouraged me to do more by probing my assumptions and pressing me to reason through ideas that were not yet fully formed.

I regard Dr Birks' teaching as one of the highlights of my undergraduate education at HKU. There are few educators whose pedagogical approach has left a more enduring impression on my academic journey. The consistently positive feedback his courses receive stands as a strong testament to the exceptional quality of his teaching and represents the best of university education.

Angelica Louise BEDAÑA
BA 2022

Dr Birks' teaching is simply phenomenal. He approaches his philosophy lectures with a ceremonial sense, crafting every detail to perfection. From candy allocation to poster drawing, from sticky-note answers to 'hands up, eyes closed' votes, every thoughtful class activity he designs brings charm and joy to the learning experience and makes obscure philosophical concepts lively and clear. Dr Birks is a rigorous scholar. He sets the bar high yet makes every effort to help his students reach it. He treats his students like intellectual equals. He listens carefully and never judges. He takes all contributions from students seriously, no matter how tentative or unconventional they might appear. Under Dr Birks' guidance, across lectures, office hours, and email correspondence, I learn the true dispositions of philosophy: curiosity, courage, and perseverance in deciphering life's fundamental perplexities with an open and critical mind.

As I embark on my own academic path, I often wonder what makes Dr Birks such an exceptional teacher and scholar. He is erudite; he is masterful in pedagogy; and, most importantly, he genuinely cares. He cares about philosophy and believes in its values in this ever-shifting world. He cares about his students, investing real time and energy in supporting them to grow and thrive. In an era of rapid technological changes when people start to question what is left for university education, I find Dr Birks a reassuring example: his dedication shows that education has an enduring heart. It has been, and will always remain, a profound privilege to be his student.

SHI Yiran
LLB 2023

Dr CHEUNG Hoi Hoi
張凱凱博士

Senior Lecturer

Department of Data and Systems Engineering

My teaching philosophy is to effectively impart my professional engineering knowledge, research outcomes, and industrial experience to students via experiential, hands-on learning, with an aim to inspire them to develop innovative and practical applications in enterprises. Over 12 years, using internal and external fundings, I have developed hands-on projects in 3D printing, robotics, Internet of Things (IoT), and digital twins to help students think critically, learn actively, and explore their potential by adopting a broad range of knowledge for tackling problems and challenges. The students' feedback was highly positive, as evidenced by their awards in external and internal competitions and fundings for their hands-on projects.

The major goals of my teaching are to help students:

- Acquire a basic understanding of the theories, concepts, and methodological approaches in the subject;
- Understand how to apply the subject matter in engineering/business problem-solving and their everyday lives;
- Develop analytical capabilities and skills of communication, project management and teamwork, which are essential for successful professional engineers; and
- Cultivate critical thinking, innovation, entrepreneurship, and leadership.

To effectively inspire students for learning and impart knowledge to the students, I have explored and developed the following teaching approaches:

- Structure classroom lectures and activities in ways that encourage students to actively participate in the teaching and learning processes;
- Balance elaboration on conceptual principles and theories with well-defined and practical application examples;
- Develop experiments for students to acquire hands-on and practical skills in operating digital equipment to verify subject knowledge learnt in lectures; and
- Launch experiential group projects to help students develop skills for effective communication, oral presentation and teamwork collaboration.

Beyond knowledge transfer, I strive to instil the values and resilience students need to thrive in their careers and lives.

Students' Words of Appreciation

Dr Cheung is a teacher who has made a lasting impact on his students. His classes are never just about theory as he brings engineering concepts to life through hands-on projects in robotics, IoT, 3D printing, and digital twins. These experiences allow us to connect what we learn in lectures with practical applications, and they inspire us to think critically and creatively about solving real-world problems.

What truly sets Dr Cheung apart is his relationship with students. He is approachable, patient, and always willing to help when we face difficulties. Whether in understanding complex material, managing group projects, or even seeking advice about our future careers, I have always obtained important help from Dr Cheung. Many of us have found his guidance invaluable and are grateful for having him in our department. His support creates a learning environment where students feel motivated and confident to explore their potential.

More than anything, Dr Cheung shows genuine care for his students' growth. He is not only a knowledgeable educator but also a mentor who instils resilience, leadership, and curiosity. Learning from him has been an inspiring experience, and his influence continues to shape the way we approach challenges both in our studies and in our lives.

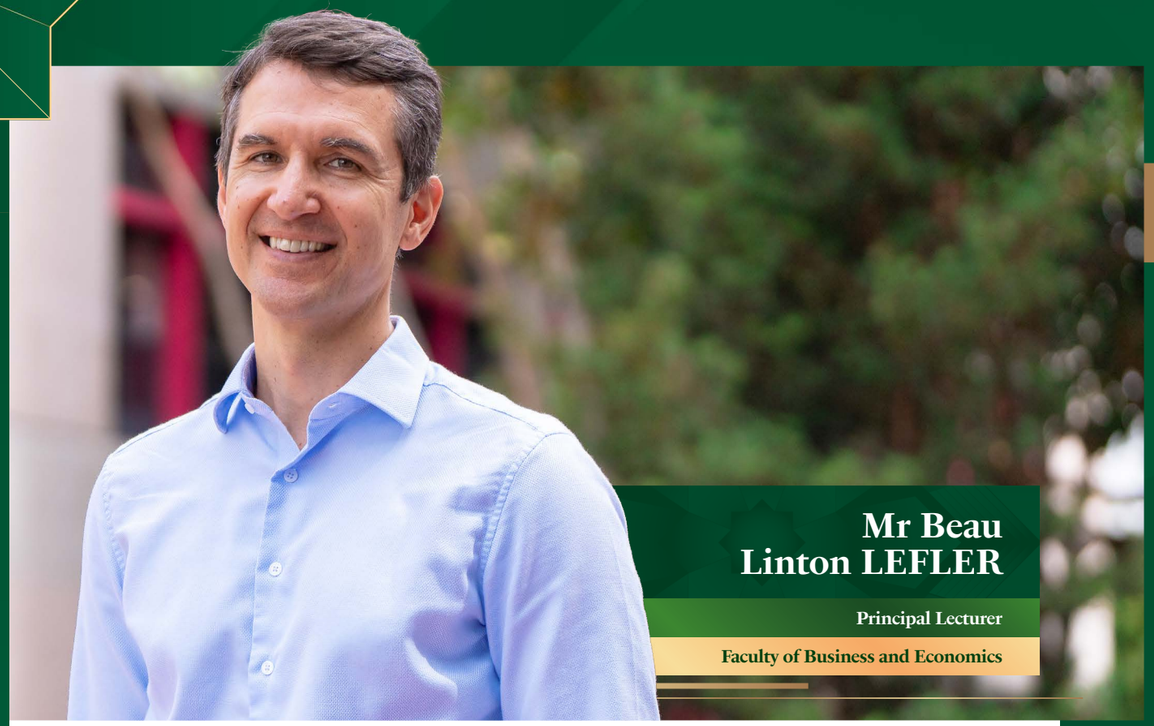
Patrick KWAN
BEng, current student

As a student fortunate enough to have studied under Dr Cheung, I am genuinely delighted to extend my heartfelt congratulations on his well-deserved Outstanding Teaching Award.

Dr Cheung's teaching places strong emphasis on experiential learning. Through his extensive engineering expertise, research achievements, and industry experience, he inspires us to develop innovative and practical solutions for real-world challenges. With support from both internal and external funding, he has introduced a wide range of hands on projects in 3D printing, robotics, IoT and digital twins over the years. These projects encourage us to think critically, participate actively, and apply interdisciplinary knowledge to solve complex problems. His impact is clearly reflected in our achievements and personal growth, demonstrated by our success in securing project funding and earning recognition in both internal and external competitions. This well-deserved honour celebrates a mentor who truly prepares us for thriving careers.

Denny WENG
BEng, current student

OUTSTANDING TEACHING AWARD



Mr Beau Linton LEFLER

Principal Lecturer

Faculty of Business and Economics

Teaching, to me, is transformation: students developing knowledge and skills alongside the values to use them for good. My central aim is to cultivate ethical, reflective leaders – graduates who can analyse complex problems, communicate persuasively, and recognise their obligations to others.

The clearest expression of this philosophy is my work in Transformative Business Immersion, an intensive, credit-bearing programme in the Philippines that I pioneered as HKU's first homestay-based course. In this setting, students move beyond the classroom and learn through lived experience: they reside with host families, collaborate in teams, and provide advisory support to micro-businesses. This structure forces students to integrate technical business thinking with humility and cultural awareness. The goal is a rigorous testing of learnt principles that merge with a sustained reflection on economic development. Students consistently describe the experience as life-changing, and I see its impact in their increased confidence, intercultural competence, and longer-term commitment to using business skills in service of society.

In my broader teaching, I prioritise learner-centred engagement by designing classes in which students are active problem-solvers. Across my legal and ethical courses at the undergraduate, postgraduate and executive levels, I use mini-cases, structured debates, and simulated experiences to help students analyse real problems, practise reasoning, and communicate arguments clearly in both oral and written forms. An active, immersive format helps strengthen communication and interpersonal skills, because students must listen carefully, adapt quickly, and work productively across differences. I design my curriculum to include experiential activities in every course. Courses are scaffolded from foundational concepts to applied practice, and assessments attempt to mirror authentic professional challenges.

Ultimately, my teaching philosophy is that learning becomes durable when students must apply ideas in consequential contexts.

Students' Words of Appreciation

Mr Lefler is an outstanding teacher and mentor who not only brings his massive intellect and professionalism to his teaching but also his warmth, vivacity of spirit, and infectious charisma.

His lectures and seminars are always engaging since he uses contemporary case studies to illustrate principles of business and corporate law, making the material relatable and relevant. With his depth of experience as a corporate lawyer at a major American law firm, his real-life experiences and the stories he tells are both gripping and inspiring. In addition, his work with experiential learning allows students to get out of the classroom and put theory into practice.

In the summer of 2016, I was his student in a course that took us to the Philippines to work with small businesses to enhance their marketing, sales, and operational efficiency. Beau guided us into a new community, introduced us to small business owners, and facilitated our learning in a fast-paced ambient environment.

In this way, his practical approach to teaching equips students to thrive beyond the classroom.

Suhail BINDRA
LLB 2017; PCLL 2020

Mr Lefler has been an inspiring educator, mentor, and friend since I met him during the Transformative Business Immersion course in the Philippines in 2017, which, without exaggeration, was the most life-changing experience that expanded my world view and inspired me to take action. What struck me most, besides his adventurous spirit that led him to travel the entire southern coast of Bohol on foot (which shocked villagers and students alike), was Beau's genuine care for the local communities.

Inspired, I returned to Bohol in 2018 to lead a service trip, with Beau as my advisor, guiding me through various challenges. I also had the privilege of assisting him in developing and teaching a Common Core course in 2021–2022 and later serving as the course tutor. Despite lacking formal business and teaching experience at the time, Beau's trust, support, and patience empowered me to create course content I was genuinely proud of.

Nine years later, as I design youth programmes and facilitate workshops for a living, I often draw from Beau's teaching methods – whether it is leading students to investigate the root causes of social issues or simply practising empathy. I am incredibly grateful for his guidance and encouragement throughout the years, which have significantly shaped my academic and career path. I'm thrilled to see Beau win this award and am certain he will continue to inspire countless students!

Veleda TAM
BSocSc 2018

INTERNATIONAL MEMBER OF THE CHINESE ACADEMY OF ENGINEERING

The Chinese Academy of Engineering (CAE) is the highest honorary and advisory academic institution in China's engineering sciences and technology fields. It is dedicated to bringing together outstanding experts in engineering to lead innovation and development in China. The Academy recruits leading talents from both home and abroad and maintains rigorous standards for new members.

Professor Max SHEN Zuojun has been elected as an International Member of the CAE in recognition of his notable achievements in the fields of artificial intelligence and supply chain optimisation.

Professor
Max SHEN Zuojun
申作軍教授

Chair Professor of Logistics and Supply Chain Management

Faculty of Business and Economics and
Department of Data and Systems Engineering

Professor Max Shen Zuojun – a highly talented and devoted researcher of world-class standing – was elected as an International Member of the Chinese Academy of Engineering (CAE) in 2025 in recognition of his remarkable contributions to the fields of artificial intelligence and supply chain optimisation. While acknowledging his academic achievements in these fields, the membership also highlights the significant impact of his work both in China and internationally. Additionally, the esteem for his innovative research further contributes to strengthening the University's global reputation.

Professor Shen obtained his PhD from Northwestern University in the US in 2000. He started his academic career as Assistant Professor at the University of Florida in the same year, and joined the University of California, Berkeley in 2004, where he rose through the academic ranks to become Chancellor's Professor and Chair of the Department of Industrial Engineering and Operations Research and Professor of the Department of Civil and Environmental Engineering. He was also a Center Director at the Tsinghua-Berkeley Institute in Shenzhen and Honorary Professor and Department Chair of Industrial Engineering at Tsinghua University, China. Professor Shen joined HKU in 2021 as Chair Professor jointly in the Faculty of Engineering and the Faculty of Business and Economics, and he served as HKU's Vice-President and Pro-Vice-Chancellor (Research) until the end of 2025.

With research interests in the areas of logistics and supply chain management, data-driven decision making, and system optimisation, Professor Shen's research programmes cut through businesses, energy systems, transportation systems, smart cities, healthcare management, and environmental protection. Professor Shen has built an exceptional career at the intersection of research and practical application. He has worked closely with industries and has a strong track record of raising major research grants from government agencies and private companies. His work has not only advanced these fields but also cultivated new generations of innovators. He has placed his PhD students at top universities in North America, Europe, and China such as MIT, Oxford, Cornell, and UCLA, as well as leading technological companies including Google, Apple, Facebook, and Amazon.

This latest honour from the CAE adds to Professor Shen's distinguished collection of accolades, including fellowships with the Institute for Operations Research and the Management Sciences and the Hong Kong Academy of Engineering. He is also recognised as a Chartered Fellow of the Chartered Institute of Logistics and Transport, a Fellow of the Hong Kong Institution of Engineers, and has served as past President of the Production and Operations Management Society. These recognitions affirm his status as an internationally recognised leader in engineering and applied sciences.

Professor Shen expressed his profound honour at being elected as an International Member of CAE. "This distinction represents tremendous recognition of my team's contributions to the innovation and technology sector while providing strong impetus for our research endeavours. I extend my heartfelt gratitude to the Chinese Academy of Engineering, the HKU team, and our partners for their steadfast support. Moving forward, we will continue advancing the development of AI and supply chain optimisation technologies, fostering collaboration between industry, academia, and research institutions, translating research discoveries into sustainable, practical solutions that contribute to the innovation and technology ecosystem both nationally and globally."

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 Roberto REQUEJO-BELETTE, Department of Architecture
- Dr Garvin Niklas Karsten GOEPEL, Department of Architecture

Faculty of Arts

Faculty Teaching Excellence Awards

Academic-related Staff Category
- Dr Joseph David De Jesus VILLENA SALDANA, School of Humanities

Teaching Innovations in E-learning Category
- Professor Javier CHA Joohang, School of Humanities

Faculty of Business and Economics

Faculty Outstanding Teacher Award

Undergraduate Teaching
- Professor CAO Jingcun 曹競存教授 , Faculty of Business and Economics
- Professor Ivy DANG Chu 黨矗教授 , Faculty of Business and Economics
- Professor YU Jiaheng 于佳恒教授 , Faculty of Business and Economics

Postgraduate Teaching

MSc programmes
- Professor HU Xing 胡興教授 , Faculty of Business and Economics
- Professor Winnie LEUNG Siu Ching 梁小菁教授 , Faculty of Business and Economics
- Professor LI Zhepeng 李哲鵬教授 , Faculty of Business and Economics
- Professor Derrald Earl STICE, Faculty of Business and Economics
- Professor YANG Dan 楊丹教授 , Faculty of Business and Economics

MBA Hong Kong programme
- Professor CHEN Heng 陳衡教授 , Faculty of Business and Economics

GBA (HK-SZ) MBA programme
- Professor Simon LAM Sing Kwong 林誠光教授 , Faculty of Business and Economics

EMBA programme
- Professor LI Jin 李晉教授 , Faculty of Business and Economics

IMBA programme
- Professor WAN Zhixi 萬智璽教授 , Faculty of Business and Economics

Faculty Teaching Innovation Award (Individual Award)

- Professor Andy Seung Ho BACK, Faculty of Business and Economics
- Professor Alex CHAN Wing Ho 陳永豪教授 , Faculty of Business and Economics
- Professor LI Xu 李煦教授 , Faculty of Business and Economics

Faculty Teaching Innovation Award (Team Award)

- Professor David WANG Dawei 王大維教授 , Faculty of Business and Economics (Leader)
- Professor SHEN Haipeng 沈海鵬教授 , Faculty of Business and Economics

Faculty Special Contribution Teaching Award

- Professor Dragon TANG Yongjun 湯勇軍教授 , Faculty of Business and Economics

FACULTY TEACHING AWARDS

Faculty of Dentistry

Faculty Outstanding Teacher Award

- Professor Waruna Lakmal DISSANAYAKA, Faculty of Dentistry

Faculty of Education

Faculty Outstanding Teaching Award

- Dr Anthony CHENG Ka Lok 鄭嘉樂博士 , Faculty of Education
- Miss Nicole Judith TAVARES, Faculty of Education

Faculty of Engineering

Faculty Outstanding Teaching Award (Individual Award)

- Dr CHEUNG Hoi Hoi 張凱凱博士 , Department of Data and Systems Engineering

Faculty Outstanding Teaching Award (Team Award)

- Dr Albert LEE Ting Leung 李廷亮博士 , Department of Electrical and Electronic Engineering (Leader)
- Dr LAM King Hang 林勁恒博士 , Department of Electrical and Electronic Engineering
- Dr Vincent TAM Wai Leuk 譚偉略博士 , Department of Electrical and Electronic Engineering

Faculty of Law

Outstanding Teaching Award

- Professor Jeremy JING Hui 景輝教授 , Faculty of Law
- Ms Sarah CHENG Po San 鄭寶珊女士 , Faculty of Law

Li Ka Shing Faculty of Medicine

Faculty Teaching Medal

- Dr Tomasz Stanislaw CECOT, School of Biomedical Sciences
- Professor Jason CHEUNG Pui Yin 鍾培言教授 , Department of Orthopaedics and Traumatology, School of Clinical Medicine
- Ms Jody CHU Kwok Pui 朱幗珮女士 , Department of Pharmacology and Pharmacy
- Professor Jacqueline YUEN Kwan Yuk 阮君毓教授 , Department of Medicine, School of Clinical Medicine and School of Public Health

Faculty of Science

Award for Teaching Excellence

- Dr CHAN Yat Ming 陳一鳴博士 , Department of Mathematics

Excellent Teaching Assistant Award

- Ms Emily Elizabeth JONES, School of Biological Sciences

Outstanding Service Award

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

Faculty of Social Sciences

Outstanding Teaching Award

- Professor Satoshi ARAKI, Department of Sociology
- Professor Eddie CHONG Siu Kwan 莊兆鈞教授 , Department of Social Work and Social Administration
- Dr Daniel Benjamin MARWECKI, Department of Politics and Public Administration

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

'Life Course Associations Between Ambient Fine Particulate Matter and the Prevalence of Prediabetes and Diabetes: A Longitudinal Cohort Study in Taiwan and Hong Kong'

By Ms YI Yuanyuan 易媛媛女士 *, Professor GUO Cui 郭萃教授 *, Miss ZHENG Yiling 鄭依玲小姐 *, Miss CHEN Siyi 陳思怡小姐 *, Dr LIN Changqing 林常青博士 , Professor Alexis LAU Kai Hon 劉啟漢教授 , Professor Martin WONG Chi Sang 黃至生教授 and Professor David Makram BISHAI 貝大為教授 *, published in *Diabetes Care*, 48, 1 (2024), 93–100

Faculty of Arts

'Defending the Vedi River Valley of Armenia: The Fortification and Refortification of a Flatland-Mountain Interface'

By Professor Peter Jon COBB *, Professor Elvan COBB, Mr Hayk AZIZBEKYAN *, Mr Artur PETROSYAN and Mr Boris GASPARYAN, published in *Bulletin of the American Society of Overseas Research*, 392 (2024), 151–177

Faculty of Business and Economics

'Social Media and Collective Action in China'

By Dr QIN Bei 秦蓓博士 , Professor David STRÖMBERG and Professor WU Yanhui 吳延暉教授 *, published in *Econometrica*, 92, 6 (2024), 1993–2026

Faculty of Dentistry

'A Deep Learning System to Predict Epithelial Dysplasia in Oral Leukoplakia'

By Professor John Ademola ADEOYE *, Dr Akhilanand CHAURASIA, Dr Abdulwarith AKINSHIPO, Dr Ibrahim Kayode SULEIMAN, Professor ZHENG Liwu 鄭立武教授 *, Dr Anthony LO Wing Ip 羅穎業博士 , Professor Jane PU Jingya 蒲靜雅教授 *, Dr Seidu BELLO, Professor Fadekemi OGINNI, Dr Ekhosuehi Theophilus AGHO, Dr Ramat Oyebunmi BRAIMAH and Professor Richard SU Yuxiong 蘇宇雄教授 *, published in *Journal of Dental Research*, 103, 12 (2024), 1218–1226

Faculty of Education

'Vocabulary exposure to children is enhanced by using both informational and narrative picture books for read-alouds: A comparative modelling study using data science methods'

By Professor Clarence Gerald GREEN * and Dr Kathleen KEOGH, published in *Journal of Research in Reading*, 47, 4 (2024), 497–516

RESEARCH OUTPUT PRIZE

Faculty of Engineering

'Borrowed dislocations for ductility in ceramics'

By Professor DONG Liran 董麗然教授 , Professor ZHANG Jie 張傑教授 , Professor LI Yizhuang 李亦莊教授 *, Dr GAO Yixuan 高藝璇博士 , Dr WANG Ming 王銘博士 *, Professor HUANG Mingxin 黃明欣教授 *, Professor WANG Jinshu 王金淑教授 and Professor CHEN Kexin 陳克新教授 , published in *Science*, 385, 6707 (2024), 422–427

Faculty of Law

Deference in Human Rights Adjudication

By Professor Cora CHAN Sau Wai 陳秀慧教授 *, published by Oxford University Press, 2024, 224 pages

Li Ka Shing Faculty of Medicine

'Molecular architecture of coronavirus double-membrane vesicle pore complex'

By Miss HUANG Yixin 黃亦馨小姐 *, Dr WANG Tongyun 王同雲博士 *, Mr ZHONG Lijie 鍾理捷先生 *, Dr ZHANG Wenxin 張文欣博士 *, Miss ZHANG Yu *, Professor YU Xiulian 于秀蓮教授 , Professor YUAN Shuofeng 袁碩峰教授 * and Professor NI Tao 倪濤教授 *, published in *Nature*, 633 (2024), 224–231

Faculty of Science

'A climate threshold for ocean deoxygenation during the Early Cretaceous'

By Dr Kohen Witt BAUER *, Professor Neil Ryan MCKENZIE *, Dr Chris CHEUNG Tsz Long 張梓朗博士 *, Dr Gabriele GAMBACORTA, Dr Cinzia BOTTINI, Dr Adam Richmond NORDSVAN *, Professor Elisabetta ERBA and Professor Sean Andrew CROWE *, published in *Nature*, 633 (2024), 582–586

Faculty of Social Sciences

The Ripple Effect: China's Complex Presence in Southeast Asia

By Professor HAN Enze 韓恩澤教授 *, published by Oxford University Press, 2024, 238 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 Architecture

Professor Ivan Alexander VALIN and team members – Mr Gavin Scott COATES 高嘉雲先生 and Miss Ada CHUNG Pui Yu 鍾沛諭小姐 , Department of Architecture

'HKU Digital Arboretum and Planting Knowledge Seminar 2025'

Faculty of Business and Economics

Professor CAO Jingcun 曹競存教授 , Faculty of Business and Economics

'Governance of Mobile App Ecosystem'

Faculty of Dentistry

Professor Richard SU Yuxiong 蘇宇雄教授 and team members – Professor John Ademola ADEOYE, Professor Jane PU Jingya 蒲靜雅教授 and Professor ZHENG Liwu 鄭立武教授 , Faculty of Dentistry

'Artificial Intelligence-based Web Tools to Improve Oral Cancer Screening and Clinical Decision-making'

Faculty of Education

Professor Karen CHAN Man Kei 陳文琪教授 , Faculty of Education

'Care for You – Carefood Project'

FACULTY KNOWLEDGE EXCHANGE AWARD

Faculty of Engineering

Professor Ray ZHONG Runyang 鍾潤陽教授 and team members –
Professor George HUANG Guoquan 黃國全教授 , Dr Vincent FU Yelin 付業林博士 ,
Mr LI Bing 李兵先生 and Mr CHEN Wei 陳蔚先生 ,
Department of Data and Systems Engineering

'nD Blockchain for ESG Reporting'

Faculty of Law

Professor Giuliano CASTELLANO, Faculty of Law

'Secured Transactions: Reshaping Standards, Policies, and Law Reform to Bridge the Credit Gap'

Li Ka Shing Faculty of Medicine

Professor Christopher LEUNG Kai Shun 梁啟信教授 ,
Department of Ophthalmology, School of Clinical Medicine

'Global Implementation of Retinal Nerve Fiber Layer Optical Texture Analysis for Early Detection of Glaucoma'

Faculty of Science

Professor Thiyagarajan VENGATESEN 華俊教授 , School of Biological Sciences

'Delivering Climate Change Resilient Oysters and Influencing Government Policy and Industrial Strategy on Oyster Farming'

Faculty of Social Sciences

Professor Kathy SHUM Kar Man 沈嘉敏教授 , Department of Psychology, and team members –
Professor LAM Shui Fong 林瑞芳教授 , Dr Denis KWAN Hong Wang 關匡宏博士 ,
Mr Michael Ronald SU 蘇文朗先生 , Dr Jessie CHOW Mei Ling 周美玲博士 ,
Dr Connie KOO Wai Sze 古緯詩博士 , Mr Ken WU Ka Chun 胡家俊先生 and
Miss Clare CHAM Hiu Lam 湛曉林小姐 , Faculty of Social Sciences

'Jockey Club "Peace and Awareness" Mindfulness Culture in Schools Initiative'

CONGRATULATIONS TO ALL AWARD RECIPIENTS

www.hku.hk/award

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