



**很**多人說，今時今日，教書就像上戲臺，必須使出渾身解數才能留住觀眾。演員無論多投入角色，戲演完了，總有抽離的一刻。以春風化雨為志的老師，卻每時每刻、一言一行均以學生的學習為念，甚至期望自己的教化能對學生起畢生作用。兩位通識教育模範教學獎得主何志明教授和麥高登教授就是一例。

H君則把大學職場比作演藝舞臺，不明所以？且聽他細加分析。舞臺演出主次有別，進出有度。熟讀腳本，穩記介口，那麼無論扮演任何角色，都能充分發揮，造就一臺好戲。

唸酒店管理學的方豐閔，名副其實愛上了舞臺——The Stage，角色則由實習生轉為經理。這位不怕苦的小夥子，意強志堅，決與教學餐廳共創新天。



Many people say teaching nowadays is like a show that requires the actor to resort to all means in order to retain the attention of the audience. Well, actors can step out of the characters when the play is over, but good teachers cannot. Teachers who treat teaching as a lifelong vocation have their students in mind no matter what they do, and hope that their ideas will bring lifelong benefits to their students. Two teachers who received the Exemplary Teaching Award in General Education 2014, Prof. Ho Chi-ming and Prof. Gordon Mathews are examples.

Meantime, H. also compares the University workplace to a stage. Why? Let him explain it to you. If you know what your role is, know when to enter and exit, know the script and the transitions by heart, you will be able to give your very best performance.

A student of hotel management, Fermi Fang fell in love with The Stage, a cafe on campus, where his role morphed from apprentice to manager. The talented and determined young man has his mind set on taking the teaching restaurant up a few notches.



**方豐閔：九十後也能吃苦** (頁8)  
**Fermi Fang: Post-90s can be tough too** (p. 8)

Photo by ISO staff



## 謝師 Thank You Teacher

Photo by ISO staff

頒發三十五年長期服務獎時，沈祖堯校長（左）特別感謝生物醫學學院姚大衛教授——沈校長唸醫時的解剖學老師。（頁5）  
Prof. Joseph J.Y. Sung (left), Vice-Chancellor, gave special thanks to Prof. Yew Tai-wai David of the School of Biomedical Sciences when presenting the 35 years long service award. Professor Yew was his anatomy teacher in medical school. (p. 5)

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# 通識教學的成功竅門

## What Makes Good GE Teaching?

通識教育是中大的獨有特色，為學生拓寬知識視野，令他們了解不同學科的理念和價值，並認識林林總總與現代社會和人類有關的問題。由於修課的學生來自不同學科，對於所修科目所知不多，所以，要保持他們的興趣持續不輟，對於授課教師而言，有時候也是一大挑戰。日本研究學系的何志明教授和人類學系的麥高登教授肯定深明箇中訣竅，因為他們正是2014年度通識教育模範教學獎得主。

通識教育模範教學獎於2006年設立，以表揚優秀的教師。要在芸芸通識教育科目教師中脫穎而出，殊不簡單，要先經全校超過二百名通識科目教師及學生提名，並由大學教務會通識教育委員會之常務委員會根據課程設計、教學方法、課業指導三方面評審，最後選出得獎人。

### 感言

何志明教授說：「很榮幸能獲獎，這不但肯定了我的努力，也是莫大鼓勵，令我有信心日後在教學上更臻完善。其實，中大許多通識教育教師都是傑出和滿腔教學熱忱的。我認為通識教育不只是拓展學生知識視野，培養應付新問題的能力，更能推動學生在探索新領域新事物，而這可能會影響他們日後的人生。因此，教授通識科時，我以培養學生探究新知的專業態度為目標，這個理念融入了課程設計和教學法，也許是獲獎的原因。」

麥高登教授相信評審過程中，課後評鑑分數佔重要的一環。「我只是幸運地在過去兩年取得不俗的分數。評選委員會亦檢視課程設計，我反而很有興趣知道這項分數，因為任教的班別中，有的較成功，如有這方面數據，可助我改善不足。」對於獲獎，麥高登教授固然高興，但他認為，獲獎只是其次，最重要的是課堂上的教與學。

### 教學特色

何教授着重激發學生的學習熱忱，故特意挑選日本媒體的時事報道，藉此顯示日本人每天所接觸的資訊。他還從各日本電視新聞及紀錄片剪輯與課程內容相關的錄影片段，親自翻譯之外，更請同事幫忙，再加上中文字幕。何教授說：「此舉可建立一個平台，讓學生切磋砥礪。我更鼓勵他們批判思考，評論日本文化的特性，對於日本和香港講者的跨文化理解，



何志明教授  
Prof. Ho Chi-ming

有獨立的比較分析，日後遇上不同情境，課堂所學即能派上用場，自己加以判斷並作出相應策略。知彼則更能知己。」

麥高登教授十分着重課堂上的討論和辯論。「我把自己的教學法形容為蘇格拉底式教學法。每堂我不會講課多於二十分鐘。我愛問學生能引發思考的問題，有些是與該堂內容和指定閱讀書本相關的，有些則牽涉更廣的內容。我會非常小心不提出任何『答案』，也不會透露己見，目的是要學生自行思考這些問題。

「我教學並非要令學生採納某種意見，而是教他們慎思明辨，富於想像力，並且無畏無懼地提出自己的見解，不管這個見解是甚麼。人類學的精髓是訓練你從全新和獨特的角度檢視世界。」

麥高登教授不要求學生發言前先舉手，而是看到那一個學生看着他，便直接請他發言。不過，麥高登教授認為這種教學形式較適合用於人類學，因為另外一些學科如理科，學生須要學習許多基本知識。他補充：「當然，人類學亦有必須學習的

基本知識，我也會教授事實的框架，但每堂大概有五六次蘇格拉底式提問環節。我熱愛教授的科目，所以教學方式也是熱情洋溢。」

### 遊走於通識和非通識課

通識和非通識課的教學方法是否不一樣？教通識課最大的挑戰是甚麼？何教授表示，他在這兩種課程的教法上有差別，「我教日本語言與文化之間關係的通識科，對象是略懂或完全不諳日語，而又有興趣了解日本的學生。要從語言層面講述某個社會的文化，而學生卻沒有相關語言基礎，最初我覺得挑戰很大。一些我認為重要的內容，卻有學生覺得啟發性不足，不大有趣。由此，我明白必須修改課程和教法。舉例說，我開始利用多媒體教材

來輔助教學。我想在基本文字教材以外，多讓學生直接接觸日本媒體，特別是視訊媒體，可加深印象和體驗，讓學生建立其對日本的想法。」

對麥高登教授來說，教通識課的困難不大。「我教的三科通識中，以『生活的意義』最難，因為有些學生的確是為尋找人生意義而來修讀這科。我必須確保所有來上課的學生，都覺得課堂環境舒適，不會只重學術討論，而忽略那些為個人煩惱所苦而來尋求答案的學生。」

### 良師的期望

兩位獲獎教師雖任教多年，但對自己的志業仍滿懷熱誠。何教授期望學生藉人類社會和周遭世界的溝通，了解文化複雜的微妙差異，並懂得欣賞不同社會的價值觀和文化。

麥高登教授的目標則是數十年後，當學生在事業或生活遇上瓶頸時，會想起曾在課堂討論的想法，從中覓得幫助解決困境。他說：「要是有人能記起在十年乃至三十年前在我課堂中所學，使他們更全面地理解人生和世界，那我的教學就成功了。我希望我的影響力能超越學科課題。」

University general education (GE), a unique feature of CUHK, provides students with a broad intellectual perspective, instills in them an understanding of the values of different academic disciplines, and nurtures them to appreciate broad issues of concern to humanity and modern society. As students who take GE courses come from different disciplines and are not familiar with the subject matter, it is sometimes a challenge for teachers to arouse students' interest that can be sustained. Prof. **Ho Chi-ming** of the Department of Japanese Studies and Prof. **Gordon Mathews** of the Department of Anthropology definitely know a thing or two, as they were recipients of the Exemplary Teaching Award in General Education 2014.

The Exemplary Teaching Award in General Education was launched in 2006 to recognize dedicated and outstanding GE teachers of CUHK. Candidates are put through a stringent selection process. Nominations are invited from all some 200 teachers offering GE courses and undergraduate students. The nominations are then reviewed by the Standing Committee of the Senate Committee on General Education based on their course design, teaching method, and instruction performance.

### Their Words

Prof. Ho Chi-ming said, 'It is a great honour to receive the Exemplary Teaching Award in General Education 2014. This award not only recognizes my past efforts, it also brings me great encouragement and confidence to continue pursuing my future endeavours in teaching. There are many dedicated and outstanding GE teachers in CUHK. I consider GE is something not only to furnish students with a broad intellectual perspective for dealing with unfamiliar questions, but it can serve as a key motivator for students to explore something new in a particular field which may influence their lives in future. I aim to develop an attitude of professionalism for students to the acquisition of new knowledge through my course. The ideas of my teaching are reflected in the course design and pedagogy in my course. Perhaps this might contribute to the winning of this award.'

Prof. Gordon Mathews believes course evaluation scores are very important in the exercise. 'It so happens that I was lucky enough to get good scores for two years running. The nominations were also reviewed by the committee based on syllabuses. I'm always curious about the scores because some classes of mine work better than others. I tend to find the latter more interesting because they push me to try harder.' Professor Mathews is happy to get the award but thinks it means less than what actually goes on in the classroom.

### Teaching Styles

Professor Ho aims at generating enthusiasm for learning among his students by going through current affair topics from the Japanese media which mimic the daily information consumption of Japanese people. He uses selected news video clips from various broadcasters in Japan and documentaries relevant to the course syllabus (with Chinese subtitles provided by his colleagues and



麥高登教授  
Prof. Gordon Mathews

himself). 'In turn, a platform conducive to interaction and analytical discussion among my students will be built up. I encourage students to think critically and comment on the characteristics of Japanese culture and develop their own comparative analyses of cross-cultural understanding by both Japanese and Hong Kong speakers; and apply what they have learnt from the course materials to different scenarios and make their own judgments in various contexts and scenarios. Knowing others' culture means knowing more about ourselves.'

Professor Mathews emphasizes discussion and debate in the classroom. 'I would describe my teaching style as Socratic. I never lecture for over 20 minutes. I ask challenging questions dealing not only with lecture and reading materials, but also with larger issues relating to the lecture and readings. I am also very careful not to provide any "answers" or even my own opinion: the purpose of these questions is to get students to think for themselves.'

'I don't want to teach students to hold a particular opinion but rather to be able to think clearly, logically, imaginatively, and fearlessly in arriving at their own opinion, whatever that opinion may be. What's important is that anthropology trains you to think and see the world in new and exciting ways.'

Professor Mathews doesn't ask students to raise their hands if they want to speak—he simply calls on those who look at him. That said, he believes this approach to teaching is easier in anthropology than in some other disciplines such as science where students need to learn a lot of facts. He remarked, 'Students need to learn facts in

anthropology too and I do teach a framework of factual knowledge, but in every class there will be about half a dozen Socratic moments. I have a very passionate teaching style because I love the subjects I teach.'

### GE Course vs Non-GE Course

Is there any difference in the approach to the teaching of GE and non-GE courses? What have been the main challenges in teaching GE? Professor Ho says he does teaching GE and non-GE courses differently. 'My GE course explores the relationship between Japanese language and culture. It is designed for students who are interested in knowing more about Japan but who have very limited or no knowledge of the Japanese language. At the beginning, I found it challenging to teach students without any language background the culture of a society through the language perspective. I received comments from students that some of the topics which I considered important in the course were not stimulating and interesting enough. At that time, I realized that I should change my strategy on the course design and my presentation style. For example, I started to employ various multimedia resources as supplementary teaching materials. I

believe that besides textual materials, it is important for the students to have direct access to Japan's mass media platforms, including the visual aspect as well, so that they may experience and develop their own interest-driven ideas of what Japan is.'

Professor Mathews says the challenges of teaching GE have been none too great. 'The hardest of the three classes I teach is "Meanings of Life". This is because there are people who are there because they're seeking their own meanings in life. I have to be sure that the class environment is comfortable for all present and that students do not just engage in intellectual discussions with no regard for those who may be seeking solutions to an upsetting personal problem.'

### Expectations

Though they have been teaching for years, both exemplary teachers are still enthusiastic about their vocation. Professor Ho hopes his students can take away the understanding of the complex nuances of culture through communication in the human society and the world around us, and remember how to appreciate the values and cultures in different societies.

Professor Mathews's aim is that decades from now, when students are in the midst of a dilemma in their careers or lives, they will remember the ideas they discussed and for those to be helpful in gaining an understanding. 'If someone remembers something they learned in my class 10 to 30 years earlier, and uses it to more fully comprehend their lives and the world, then my teaching will have been a success. I want my influence to transcend subject matters.'

## 大學通識教育基礎課程統計資料

### University General Education Foundation Programme Updates

中大的通識教育課程多元化，分就中華文化傳承；自然、科學與科技；社會與文化及自我與人文四個範疇，提供二百多門科目讓學生選讀。2013年1月更增設了學生必修的兩項基礎課程——「與自然對話」及「與人文對話」，讓學生透過經典，探索科學與知識世界，反省理想社會與美好人生，至今修讀人次已逾一萬八千。

Offering over 200 courses in four areas, namely Chinese cultural heritage; nature, science and technology; society and culture; and self and humanity; the CUHK's general education has a diversified curriculum. In January 2013, the curriculum is further enhanced with the introduction of a foundation programme. The programme consists of two courses, 'In Dialogue with Humanity' and 'In Dialogue with Nature', in which students, through the study of classics, engage in dialogue with nature and humanity to explore the world of science and knowledge, and reflect on concepts like 'ideal society' and 'good life'. As of today, over 18,000 students have enrolled on the programme.

學年/ 學期 Year /Term	2012-13		2013-14		2014-15	
	第二學期 Second	第一學期 First	第二學期 Second	第一學期 First	第二學期 Second	第一學期 First
開班數目 No. of classes offered	150	147	152	154	156	156
修讀人數 Total enrollment	3,598	3,430	3,505	3,651	3,424	3,424
每班平均人數 Average class size	23.99	23.33	23.06	23.71	21.95	21.95





## 共商大學發展計劃 Strategic Planning Forum

為制訂2016至2020年的策略計劃，大學於4月中至5月間舉辦七場論壇，作為第一輪諮詢，以收集校內同仁、學生及其他持份者的意見。首場論壇於4月16日舉行，以文、商、教育、法律及社會科學學院教職員為對象，由沈祖堯校長（中）、華雲生常務副校長（右二）及許敬文教授（左一）、霍泰輝教授（左二）和張妙清教授（右一）三位副校長主持，近百名教職員出席發表意見。

校方強調草擬策略計劃時，會慎重考慮中大的現況，明確描繪大學的願景，並提出具體的優化方案。經過連串的諮詢後，會設置迭代程序，即策略計劃在初稿和接近定稿的階段，都再會進行傳閱和諮詢。因此，在計劃書的最終版本呈交教務會和校董會審議之前，最少會有三輪諮詢。

預計草擬工作於2015年年底完成，並於2016年年初定稿。屆時計劃書將提交教務會認可，並呈大學校董會通過，隨即正式向外公告。

諮詢論壇尚餘三場（詳見附表），請大家踴躍參與，表達意見，未克出席者，亦歡迎於網上留言。

To draft the University's new Strategic Plan 2016–2020, seven forums are held from mid April to May as the first round of consultations to collect views from staff, students and other stakeholders. Held on 16 April, the first forum was intended for Faculty members of Arts, Business Administration, Education, Law and Social Science. Hosted by Prof. Joseph J.Y. Sung (*centre*), Vice-Chancellor; Prof. Benjamin W. Wah (*2nd right*), Provost; Prof. Michael K.M. Hui (*1st left*), Prof. Fok Tai-fai (*2nd left*), and Prof. Fanny M.C. Cheung (*1st right*), Pro-Vice-Chancellors, close to a hundred staff attended the forum and expressed their opinion.

The planning process will include a reflection of the University's current state, followed by articulation of our aspirations and plans to become better. Upon the completion of the consultation forums, there will also be an iterative process when an initial plan and a near-final plan will be circulated for further rounds of consultations, i.e., there will be at least three rounds of consultations before the final plan is submitted to the Senate and Council.

It is anticipated that a draft will be completed at the end of 2015, with a view to have a finalized plan in early 2016 for endorsement by the Senate and approval by the Council before a public launch.



Three more consultation forums will be held in May (see *table*), please attend to share your views. Those who cannot attend are welcome to give feedback online.

日期 Date	時間 Time	地點 Location	主要參與者 Primary Intended Audience
7-5-2015 星期四 Thursday	10:30 am – 12:30 pm	蒙民偉樓 LT1 Mong Man Wai Building LT1	非教學職員 Non-academic Staff
7-5-2015 星期四 Thursday	4:00 pm – 6:00 pm	李兆基樓 LT6 Lee Shau Kee Building LT6	工、醫、理學院教職員 Faculty members of Engineering, Medicine and Science
8-5-2015 星期五 Friday	4:00 pm – 6:00 pm	李兆基樓 LT5 Lee Shau Kee Building LT5	學生 Students

網址 Website: <http://strategicplan.cuhk.edu.hk>

## 學術圓桌會議誌慶中大加大結盟半世紀

### Academic Roundtable to Celebrate 50 Years of Partnership with University of California System



大學於4月10日在校園舉辦學術圓桌會議，慶祝與加州大學系統開展學術交流五十周年。

中大早於1965年與加州大學系統結盟訂立學生交換計劃，創本港學界之先河。中大亦是加州大學系統在香港的首位合作夥伴，多年來一直與加州大學海外學習計劃拓展學生交流。

學術圓桌會議以「香港與加州：培養新世代環球領袖的策略方針、思維及創見」為題，由會議聯席主席之一的沈祖堯校長及加州大學海外學習計劃副院長何琇瑜教授共同主持，更邀得大學教育資助委員會秘書長安禮治博士講述香港推行國際化的新策略。

多位來自香港及美國的資深教育家，就國際教育及交流的嶄新議題分享真知灼見，探討課題包括國際教育的策略、授課語言在國際教育中擔當的角色、不同海外學習計劃的機遇與挑戰，以及美國學生在中國交流時面對的問題等。主講嘉賓包括中大教務長及秘書長吳樹培先生、香港科技大學工學院副院長羅康錦教授、香港大學副校長何立仁教授，以及加州大學洛杉磯分校國際事務副校長范芝芬教授。

To mark the 50th anniversary of CUHK's first exchange partnership which was established with the University of California (UC) system in 1965, the University hosted an academic roundtable on international education and exchange on 10 April.

Being a forerunner in international education, CUHK was the first university to pioneer international exchange in the territory and the first local partner of the UC system.

Themed 'Hong Kong and California: Strategic Initiatives, Ideas, and Innovations for the Next Generation of Global Leaders', the roundtable was co-chaired by Prof. Joseph J.Y. Sung, CUHK Vice-Chancellor, and Prof. Ho Hsiu-su, associate dean, the University of California Education Abroad Program. Dr. Richard Armour, Secretary-General of the University Grants Committee spoke on new initiatives in internationalization in Hong Kong.

Other seasoned educators from Hong Kong and the US discussed rising issues in international education and exchange, covering strategies in international education, the role of the language of instruction in international education, opportunities and challenges in various overseas learning programmes, and issues faced by US students while on exchange in China. Some of the speakers included Mr. Eric Ng, Registrar and Secretary, CUHK; Prof. Hong K. Lo, associate dean, School of Engineering, the Hong Kong University of Science and Technology; Prof. Ian Holliday, Pro-Vice-Chancellor, the University of Hong Kong; and Prof. Cindy Fan, Vice Provost for International Studies, UCLA.

## 佛光山與中大簽訂第三期合作協議 Foguang Shan Foundation Extends Partnership with CUHK



佛光山提供 Courtesy of Foguang Shan

佛光山開山宗長星雲大師（左）與沈祖堯校長於4月1日在台灣佛光山簽署人間佛教研究中心第三期合作協議，繼續人間佛教的學術研究，讓文化瑰寶可以世代傳承，發揚光大。

中大與佛光山人文教基金會於2005年簽署合作協議，在中大文化及宗教研究系成立人間佛教研究中心，進行人間佛教學術研究及推廣交流。該中心於2014年8月起，升格隸屬文學院，在原有工作基礎上，積極推廣佛教中外學術交流，培養佛教研究人才。

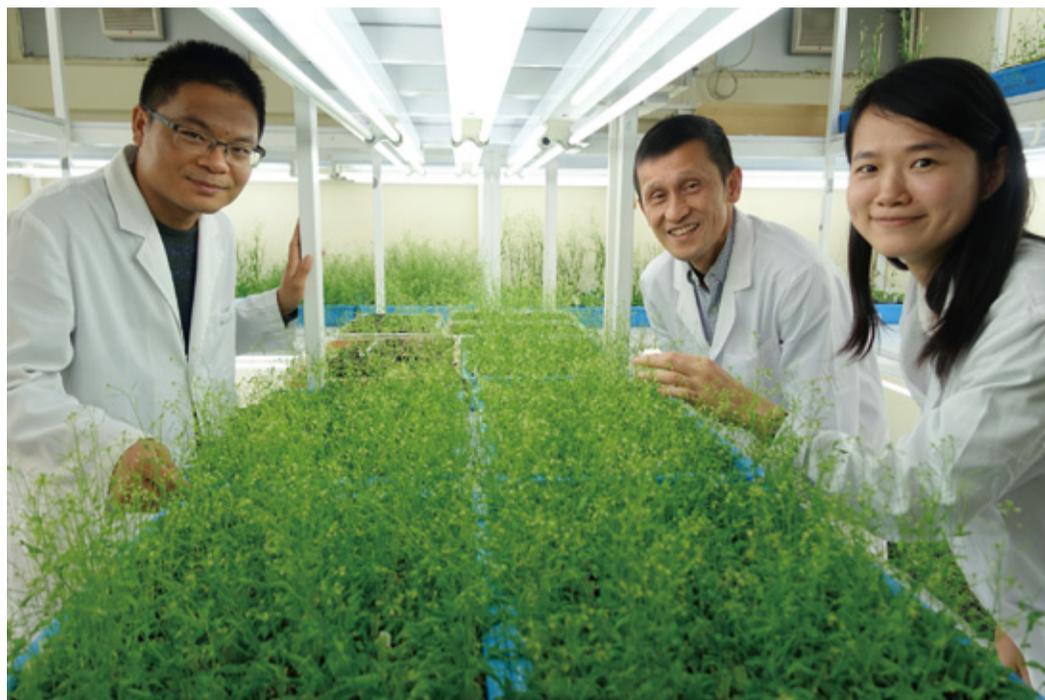
在簽約儀式上，沈校長感謝佛光山人文教基金會慨允捐款，繼續支持研究中心的發展，並致贈書法「行到水窮處，坐看雲起時」予星雲大師。大師則回贈著作《百年佛緣》一套。

Venerable Master Hsing Yun (left) of the Foguang Shan and Prof. Joseph J.Y. Sung, CUHK Vice-Chancellor, signed the third agreement of cooperation on 1 April at Foguang Shan in Taiwan to extend the partnership between the two parties for another five years.

With the generous support from the foundation in 2005, the Centre for the Study of Humanistic Buddhism has been established under the Department of Cultural and Religious Studies, with the aims of engaging in academic research and promoting the beauty of Humanistic Buddhism through a wide range of activities. In 2014, the centre was upgraded and now operates under the auspices of the Faculty of Arts. After the signing of the agreement, the centre will continue to facilitate academic and cultural exchange and development of Humanistic Buddhist studies in Hong Kong and overseas.

Professor Sung expressed his gratitude to the foundation for their generosity in support of the development of the centre. After the agreement signing ceremony, he presented his calligraphy to Venerable Master Hsing Yun, while the master offered his publication on Buddhism to Professor Sung.

## 姜里文教授再獲裘槎基金會優秀科研者獎 Prof. Jiang Liwen Twice Named Croucher Senior Research Fellow



繼2009至10年度獲裘槎基金會優秀科研者獎，生命科學學院卓敏生命科學教授姜里文教授（中）於2014至15年度再次獲獎，表彰他在國際科學界的傑出成就，頒獎禮於4月14日舉行，由特區政府財政司長曾俊華先生主持。

姜教授專研植物細胞生物學，過去十五年來，他與其科研團隊一直熱衷於研究蛋白質傳輸機理及細胞器的生物形成機制。最近，姜教授的科研團隊取得突破性進展，發現一種神奇的植物特有蛋白，在調控細胞器（液泡）的形成和降解起重要作用，成果最近刊於《美國科學院院報》期刊。

液泡是植物細胞內最大的細胞器，既是植物重要的「糧食儲存中心」，又是最大的「垃圾處理中心」。基於其獨特的功能，研究液泡調控農作物的生理狀況（例如種子質量、抗病及營養缺陷生長），可發展相關的生化技術以改善種子品質和植物抗逆性，提高農作物的產量。

Prof. Jiang Liwen (centre), Choh-Ming Li Professor of Life Sciences, has been presented the prestigious Senior Research Fellowship of the Croucher Foundation, in recognition of his outstanding achievements in the international scientific community. The award was presented by Mr. John Tsang Chun-wah, Financial Secretary of the HKSAR Government, on 14 April. Awarded the same fellowship in 2009–10, this is the second time Professor Jiang has been honoured.

Professor Jiang is a plant cell biologist who has focused on understanding the molecular mechanisms of protein transport and organelle biogenesis in plants over the past 15 years. Recently, Professor Jiang and his research team from the School of Life Sciences have identified a magic protein that regulates vacuole biogenesis and vacuole-autophagosome-mediated degradation in plant cells. These findings have been published in the *Proceedings of the National Academy of Sciences*, the official scientific journal of the National Academy of Sciences of USA.

Vacuole, a large membrane-bound organelle in plant cell, is the food storage centre and waste disposal centre during plant growth and development. With these properties, vacuole controls many important aspects of crop physiology including seed germination, pathogen defense, and growth under nutrient-limiting conditions, therefore, knowledge on the underlying mechanisms of vacuole biogenesis and degradation will provide new tools for crop improvement and plant biotechnology.



## 一百零五員工獲長期服務獎 105 Staff Members Receive Long Service Awards

2014年度長期服務獎頒獎典禮於4月22日舉行，今年共有一百零五名任職滿二十五和三十五年的員工獲獎。頒獎禮上，沈祖堯校長感謝員工多年來忠誠服務大學，隨後，沈校長、華雲生常務副校長、許敬文及霍泰輝副校長頒獎予九名和九十六名服務了三十五年及二十五年的員工。

The Long Service Award 2014 presentation ceremony was held on 22 April. This year a total of 105 staff members who have been with the University for 25 and 35 years received the award. In his address at the ceremony, Prof. Joseph J.Y. Sung, Vice-Chancellor, thanked the recipients for their long and dedicated service rendered to the University. Professor Sung; Prof. Benjamin W. Wah, Provost; Prof. Michael K.M. Hui and Prof. Fok Tai-fai, Pro-Vice-Chancellors; then presented the awards to nine and 96 staff who had worked for 35 years and 25 years, respectively.



Letter 9: Your Cubicle, Your Stage

27 April 2015

Dear K.,

I always consider it's a great flattery to a person if his letter is read. You have therefore greatly and doubly flattered me when you told me you've recently re-read all my previous letters.

Subsequent readings usually hold up as in a mirror or microscope the foibles and follies of one's hasty jottings. You must have found many in my past ramblings but were so kind to only enquire of why management was likened to performance art.

Management in general and university administration in particular have indeed a lot in common with what one does on the stage.

We don't need to go over the basic tenet that a university is academically-led and humble executives like us are in the supporting or even supernumerary role. The stage is not ours, make no mistake about it, but we're still on it.

First, you don't enter on the stage with a flourish. (I'm sure you don't want that anyway.) But you do need to make your presence felt, to be true to your part. I have heard colleagues complain about newcomers not showing much care or commitment to their work. To avoid that misconception, you can consider putting some personal items, a family photo or a souvenir, in your office or cubicle to suggest that you do plan to hang around for a bit longer than your statutory probation period.

Every aide-de-camp must have his *aides-mémoire*. And you need some props to ply your trade with. Call it compulsion, but I would feel cheating and naked without a pen to twirl around my fingers. Never go into a meeting or your supervisor's



Mondadori/Getty Images

office without pen and paper, or an iPad for that matter, unless you are pretty sure you are invited in for tea.

Next is costume, or how to dress like an executive. Proper attire in the office is more complicated than it seems and I don't think I have anything sensible to say except, perhaps: always over-dress a little. That shows you take the job—the place and the people—seriously. If you don't invest in a tie, as many young men don't these days, at least invest in a decent shirt. When it comes to dressing for work, it's better to err on the upside.

When you have to exit the stage temporarily, you take leave, of course. But you should be aware of a few unspoken codes about leave-taking that work much like the stage directions in a script.

Planned holidays spanning many days should be made a fuss, though tactfully. Make sure people know where you're going and remember to bring back edibles as proof and a gesture of goodwill, that the rest of the office is not completely out of mind when you're vacationing.

Half-day leaves are more delicate, for it easily conjures up the thought that the leave-taker might, just might, be going to a job interview. If you are, I wish you all the best; if you are not, do something to dispel the notion. There is no

obligation to give reason, but it's always good to tell or allude to your boss to subtly reaffirm your loyalty.

In contrast to your inauspicious entrance, you will normally get a fair curtain appearance when your final act is done. Nothing obsequious or melodramatic. It will most likely take the form of a farewell feast. But you'd be surprised by the sheer volume and genuineness of well-wishing and appreciation showered on you, sometimes from unexpected quarters. Well, that's the beauty of the stage. Our stage.

Yours sincerely,

H.



到任同仁 Newly Onboard

Information in this section can only be accessed with **CWEM password**.

若要瀏覽本部分的資料，

請須輸入**中大校園電子郵件密碼**。

新任校董

New Council Member

查懋德先生出任大學校董的任期於2015年4月14日屆滿，經校長提議，並依據《香港中文大學條例》規程11第1(m)段、第4段及第5段規定，梁祥彪先生獲選繼查懋德先生出任大學校董，任期三年，由2015年4月15日起生效。

In accordance with Statute 11.1(m), 11.4 and 11.5 of The Chinese University of Hong Kong Ordinance, Mr. Thomas C.B. Liang, has been elected a member of the Council for a period of three years from 15 April 2015, succeeding Mr. Johnson M.D. Cha whose period of membership expired on 14 April 2015, as proposed by the Vice-Chancellor.



梁祥彪先生  
Mr. Thomas C.B. Liang

新任副校長

New Pro-Vice-Chancellor

經校長推薦，並依據《香港中文大學條例》5(6)條及大學規程7規定，統計學系教授兼協理副校長潘偉賢教授獲委任為大學副校長，任期兩年，由2015年5月1日起生效。

Prof. Poon Wai-yin, Professor in the Department of Statistics and concurrently Associate Vice-President, has been appointed as Pro-Vice-Chancellor of the University for a period of two years from 1 May 2015, as recommended by the Vice-Chancellor and in accordance with Section 5(6) and Statute 7 of The Chinese University of Hong Kong Ordinance.



潘偉賢教授  
Prof. Poon Wai-yin

續任書院院長

Reappointment of College Master

晨興書院首任院長莫理斯教授任期於2015年12月31日屆滿，經校長推薦，再度獲委任為院長，任期兩年，由2016年1月1日起生效。

Prof. Sir James Mirrlees, (Founding) Master of Morningside College, has been reappointed for a further period of two years from 1 January 2016, as recommended by the Vice-Chancellor, upon the expiry of his current period of appointment on 31 December 2015.

公積金計劃投資回報成績

Investment Returns of Staff Superannuation Scheme

基金 Fund	3.2015		1.4.2014–31.3.2015	
	未經審核數據 Unaudited	指標回報 Benchmark Return	未經審核數據 Unaudited	指標回報 Benchmark Return
增長 Growth	0.26%	-0.53%	9.96%	7.95%
平衡 Balanced	0.40%	-0.77%	8.89%	4.51%
穩定 Stable	-0.28%	-0.94%	2.42%	-1.18%
香港股票 HK Equity	1.57%	1.59%	15.25%	16.30%
香港指數 HK Index-linked	0.80%	0.75%	16.84%	17.12%
A50中國指數 A50 China Tracker	10.05%	11.38%	78.89%	89.11%
港元銀行存款 HKD Bank Deposit	0.09%	0.004%	1.31%	0.02%
美元銀行存款* USD Bank Deposit*	0.06%	-0.01%	1.18%	0.07%
澳元銀行存款* AUD Bank Deposit*	-2.42%	-2.52%	-15.45%	-17.30%
歐元銀行存款* EUR Bank Deposit*	-4.25%	-4.25%	-21.99%	-22.05%
人民幣銀行存款* RMB Bank Deposit*	1.47%	1.21%	1.66%	-1.05%

強積金數據請參閱：[www.cuhk.edu.hk/bursary/chi/public/payroll\\_benefits/mpf.html](http://www.cuhk.edu.hk/bursary/chi/public/payroll_benefits/mpf.html)

For MPF Scheme performance, please refer to:

[www.cuhk.edu.hk/bursary/eng/public/payroll\\_benefits/mpf.html](http://www.cuhk.edu.hk/bursary/eng/public/payroll_benefits/mpf.html)

\* 實際與指標回報已包括有關期間內之匯率變動

Both actual and benchmark returns include foreign currency exchange difference for the month

學生電郵地址變更

Change of Student E-mail Address

中大學生電郵系統Webmail將於2015年8月1日起停止服務，而新的學生電郵服務@Link已投入服務，有關安排如下：

- 由2015年5月8日起，學生開始使用@Link電郵地址別名，除@Link預設的電郵地址 Student-ID@link.cuhk.edu.hk外，你或會收到學生以@Link電郵地址別名alias@link.cuhk.edu.hk發送的電郵。
- 於2015年7月1日後入學之新生只可使用@Link電郵服務，你須透過其@Link電郵地址聯絡學生，即Student-ID@link.cuhk.edu.hk或alias@link.cuhk.edu.hk。
- 由2015年8月1日起，所有學生將不能使用原來的學生電郵系統Webmail，包括電郵地址 computing\_id@mailserv.cuhk.edu.hk和alias@cuhk.edu.hk。各部門須於當日前，將部門通訊錄中的學生電郵地址更改為其@Link電郵地址。資訊科技服務處亦會根據上述改變修改大學各行政系統，以及為使用該處電郵名單服務的部門作相應修改。

資訊科技服務處並於5月20日下午2時15分至3時15分在碧秋樓111室舉辦教職員簡介會，講解上述學生電郵系統變更的影響，登記及詳情請到<http://training.itsc.cuhk.edu.hk/coursedetail.aspx?id=EM0010520C>。有關@Link詳情及過渡安排，請瀏覽[www.cuhk.edu.hk/itsc/o365/email.html](http://www.cuhk.edu.hk/itsc/o365/email.html)。如有疑問，請到<http://servicedesk.itsc.cuhk.edu.hk>或致電3943 8845聯絡資訊科技服務處服務台。

The CUHK Student Webmail System will be decommissioned on 1 August 2015, and the new student e-mail system @Link has been put into service. Details are as follows:

- Starting from 8 May 2015, you may also receive students' e-mails sending from their alias for @Link, alias@link.cuhk.edu.hk, apart from their default @Link e-mail address, Student-ID@link.cuhk.edu.hk.
- Students who are admitted on or after 1 July 2015 can use @Link only. You have to e-mail them through their @Link e-mail address, i.e., Student-ID@link.cuhk.edu.hk or alias@link.cuhk.edu.hk.
- All students cannot use CUHK Student Webmail System from 1 August, 2015, including their e-mail addresses, i.e., computing\_id@mailserv.cuhk.edu.hk and alias@cuhk.edu.hk. Please update your students' contact list to their @Link e-mail address by that day. The Information Technology Services Centre (ITSC) will handle the change in University administrative application systems and assist departments which are using ITSC mailing list service to communicate with students.

ITSC will hold a staff briefing session from 2:15 pm to 3:15 pm, on 20 May at Room 111, Pi Ch'iu Building, to introduce this changeover and the impact on staff. For registration, please visit <http://training.itsc.cuhk.edu.hk/coursedetail.aspx?id=EM0010520C>. For details of the new student e-mail system @Link, please visit [www.cuhk.edu.hk/itsc/o365/email.html](http://www.cuhk.edu.hk/itsc/o365/email.html). For enquiries, please contact us at 3943 8845 or write to ITSC Service Desk at <http://servicedesk.itsc.cuhk.edu.hk>.

中大通發證中心遷址

Relocation of CU Link Card Centre

中大通發證中心將於5月26日遷往伍何曼原樓八樓804室。如有查詢，請致電3943 8507或電郵至 [culink@cuhk.edu.hk](mailto:culink@cuhk.edu.hk)。

The CU Link Card Centre will be relocated to Room 804, 8/F, Wu Ho Man Yuen Building on 26 May. For enquiries, please contact CU Link Card Centre at 3943 8507 or e-mail to [culink@cuhk.edu.hk](mailto:culink@cuhk.edu.hk).

中大全民防顫日

CUAF Day

心房顫動(房顫)是心律不正的一種，可以誘發中風。房顫的病發率隨人口老化而增長，中大醫學院估計本港有近六萬名長者患有房顫而未被發現。有見及此，藥劑學院將舉行「中大全民防顫日」，為市民大眾進行基本心電圖檢查，使患者能及早治療。當日將使用最新的手提心電圖儀器，參加者無需更衣進行檢查，心電圖則交予心臟科醫生進行分析評估，並於三個月內聯絡及跟進高危患者。

The prevalence of Atrial Fibrillation (AF) grows with the ageing population. CUHK's Faculty of Medicine estimated that more than 60,000 elders suffering from AF are unaware of their condition. To raise awareness towards AF among the general public, the School of Pharmacy will organize CUAF Day to provide basic electrocardiogram (ECG) monitoring for participants using an innovative mobile device. Cardiologists will analyse the recorded ECGs, and notify high-risk patients within three months after the event.

日期/時間 Date/Time	23-5, 30-5 (10:00 am – 5:00 pm)
地點 Venue	康本國際學術園地下一號演講廳 Lecture Hall 1, G/F, Yasumoto International Academic Park
報名 Registration	<a href="http://goo.gl/hspkoZ">http://goo.gl/hspkoZ</a> 費用全免，先到先得 Free (first-come, first served)
查詢 Enquiries	3943 3798 <a href="mailto:cuchampion@cuhk.edu.hk">cuchampion@cuhk.edu.hk</a>

你來自哪裏？

我出生在台北，不足一歲就移民加拿大。小學回台灣唸書，住在新竹，直到中學畢業。

為何會來中大修讀酒店管理？

中學畢業時收到另外四間頂尖商學院的錄取，包括多倫多大學、英屬哥倫比亞大學、香港大學、香港科技大學。最後選擇中大的酒店管理，因為我雖喜歡商業，但並不是對會計、理論感興趣，反而希望專注在運作層面的酒店管理。要讀酒店管理在全世界也不乏選擇，但其他大學通常是理學士課程，只有中大是工商管理學士課程，課程設計更為實用。

十八歲時為甚麼參加模特兒比賽？

當時想在入大學前的暑假做些有意義的事，於是嘗試參加由台灣知名模特兒公司舉辦的比賽。第一輪比賽很激烈，從幾百人挑出三十人。當時的我沒有任何相關經驗，而其他很多參賽者本身已是職業模特兒。但竟讓我進入到第二輪比賽，還在才藝環節表演了跳舞和彈鋼琴。雖然未能晉身第三輪決賽，但認識了很多新朋友，到現在還有聯絡。

談談你前年參加米芝蓮名廚杜卡瑟主持的廚藝比賽吧。

是一位教授推薦我參加的。當時是由秋入冬的時節，我以「晚秋」為題，用大閘蟹的肉和膏、日本帶子及南瓜這些時令食材，加柚子醬做成匙羹大小的開胃頭盤。比賽有很多學校參加，不少還是真正的廚藝學校，而我只是一個喜歡烹飪的商科生。很慶幸最後能成為十個優勝者之一，有機會和杜卡瑟的團隊一起為廚神做一頓午餐。

在The Stage這間教學餐廳實習，遇到哪些問題？

這間餐廳是酒店及旅遊管理學院經營的，現在已是我第二次實習。第一次是三年前當廚房見習生，每天早上7點多就到位，跟甜品師學做馬卡龍和蛋糕，足足一年。現在是第二次，但身分已經不同，負責管理餐廳，每天面對不同問題，尤其是人力資源方面。管理人遠遠難於管理採購或財務，因為人有各自思想，彼此要培養感情。帶領團隊，鍛煉的是課堂教不了的東西。

快畢業了，有甚麼規劃嗎？

我已有兩個計劃。首先，我申請了中大兼讀制的資訊與科技管理碩士課程，晚上和週末才上課。此外還找到一份全職工作，就是繼續在The Stage當經理。這間餐廳有很多大計，我想繼續幫忙策劃，讓The Stage成為中大地標式的地方。

都說九十後慣於被上一代照顧。你認為投身服務業對你這一輩有困難嗎？

社會普遍認為九十後吃不了苦，但這是個武斷的歸類。參加廚藝比賽時認識了很多九十後前輩，他們都肯做別人眼中辛苦的工作，但前提是要有興趣。其實九十後最關心自己的興趣。就我而言，我喜歡餐飲業，不覺得辛苦，也不認為是低聲下氣、低人一等的。因為重要的是，每天上班去做喜歡的事，每天上班像去玩一樣開心。

你認為餐飲業服務有何金科玉律？

從事餐飲業最重要是用心。我之前在四季酒店實習，每天十幾個小時，一星期工作六日，曾經連續十天沒放假，壓力很大。怎可以忍耐長工時之餘，還要面對客人，保持笑容？就是必須做真心喜歡的事，真心希望客人開心。他們的滿足便會是你的滿足。

香港、台灣、加拿大三地各有甚麼食物令你最留戀？

說來也蠻好笑，加拿大最令我留戀的食物其實是中餐。因為溫哥華有很多華人開的餐廳，我最喜歡吃咕嚕肉、糖醋魚這些酸酸甜甜的炸物。也很想念台灣林種種的夜市小食，像炸雞排、甜不辣。在香港最喜歡吃點心——叉燒包、燒賣、蝦餃我都愛吃。



**方豐閔**  
酒店及旅遊管理學四年級  
The Stage餐廳經理  
**Fermi Fang**  
Year 4, BBA in Hotel and  
Tourism Management  
Restaurant Manager at  
The Stage

Photo by ISO staff

Where are you from?

I was born in Taipei, and moved to Canada when I was less than a year old. I went back to Taiwan for elementary school and lived in Hsinchu until I left high school.

Why did you come to CUHK to study hotel management?

By the time I left high school, I had received offers from five top business schools including the University of Toronto, the University of British Columbia, the University of Hong Kong, and the Hong Kong University of Science and Technology. I chose to study hotel management at CUHK because even though I was interested in business studies, I didn't really like accounting and theory. I'd rather focus on hotel operational management. Many other universities have BSc in hotel management, but only the CUHK programme is a BBA programme with a practical curriculum.

Why did you take part in a model contest at the age of 18?

I wanted to spend a memorable summer before college, so I signed up for the competition held by a well-known modelling agency in Taiwan. The first round was intense. Only 30 contestants were picked from hundreds. I had never modelled before, while many others were professionals. Surprisingly I got myself into the second round, when I performed dancing and piano playing for the talent show. I did not make it to the final, but made a lot of new friends, some of whom I am still in touch with.

Tell us about competing in a culinary competition hosted by Michelin-starred chef Alain Ducasse in 2013.

A professor recommended me for it. Since it was just between autumn and winter, I named my dish 'late autumn'. It was a spoon-sized appetizer of seasonal ingredients—hairy crab meat and tomalley, Japanese scallop, and pumpkin—tossed with pomelo jam. I competed against representatives from many other schools, some of which were real culinary academies. I was a business student who liked cooking. Luckily I was chosen to be one of the 10 winning student chefs, and got to spend a morning in the kitchen with Ducasse and his team to prepare lunch for him.

What kind of problems have you encountered interning at the teaching restaurant The Stage?

This is the second time I have interned at this restaurant run by the School of Hotel and Tourism Management. The first was three years ago when I worked as a kitchen trainee. Every day for a year, I came here at around 7 am to learn how to make macarons and cakes with the pastry chef. Now I serve as a restaurant manager, and have to face all sorts of problems on a daily basis, especially when it comes to human resources. Managing people is far more

difficult than managing procurement or finance. People have their own thoughts and feelings. To lead a team is to train myself in what cannot be learnt in classrooms.

You will be graduating soon. What are your next moves?

I have two plans. First, I have applied for the part-time master programme in information and technology management, with convenient evening and weekend schedules. Besides, I have found myself a full-time job—continuing to work as a manager at The Stage. The restaurant has big plans. I want to help to make the place a landmark in CUHK.

It is said that people born in the 90s are used to being taken care of. Is it hard for your generation to engage in the service industry?

Post-90s are considered not tough enough. But this is just a stereotype. When competing in the cooking contest, I met a lot of peers who were doing what people consider tough jobs. The premise is that they need to feel interested enough. In fact, post-90s have their own best interests at heart. For me, as long as I like the food and beverage industry, I don't mind a little pain, nor would I consider it a lowly job. What matters most is doing what I enjoy and enjoying what I do.

What do you think are the golden rules in food and beverage service?

To engage in the industry, it's most important to remain devoted. I used to intern at the Four Seasons Hotel, working 10 hours a day, six days a week, and sometimes 10 days in a row. It's a lot of pressure. How is it possible to endure long working hours and at the same time, keep a smile on your face when serving the customers? You must feel passionate about what you do and heartily wish for the happiness of your customers. Then their satisfaction will become yours.

What are your most favourite foods in Hong Kong, Taiwan, and Canada?

It is sort of funny that the Canadian foods I miss most are Chinese dishes. In Vancouver there are many Chinese-run eateries. I love fried dishes like sweet and sour pork and fish. I also yearn for Taiwan's amazing variety of snacks sold in night markets, such as fried chicken and tempura. In Hong Kong I like having dim sum—barbecued pork buns, *siu mai*, steamed shrimp dumplings are my favourites.



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