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Vision

To excel as a leading Asian liberal arts university with international recognition, distinguished by outstanding teaching, learning, scholarship and community engagement.

Mission

Lingnan University is committed to:
• providing quality whole-person education by combining the best of Chinese and Western liberal arts traditions;
• nurturing students to achieve all-round excellence and imbuing them with its core values; and
• encouraging faculty and students to contribute to society through original research and knowledge transfer.

Core Values

A collegial community of learning and discovery for students and scholar-teachers
Lingnan aims to build a community of learning and discovery with collegial students and scholar-teachers who respect each other, keep an open mind, embrace diversity, appreciate different views, uphold academic freedom and freedom of expression, and accept responsibility for their words and deeds.

Whole-person cultivation and all-round development
Lingnan endeavours to cultivate students’ whole-person and all-round growth. It encourages students to pursue independent and critical thinking, creativity and innovation, excellent communication skills including a high level of literacy, social responsibility, personal virtue, cultural accomplishment and a passion for lifelong learning.

Community engagement and social responsibility
Lingnan encourages its members to care for others, to be responsible for their own actions, to serve the local community and beyond, and to make a positive impact for the betterment of humanity.

The Lingnan spirit
The Lingnan spirit, which has flourished since Lingnan’s founding in Canton (Guangzhou) in 1888 as Christian College in China, has served over the years to bond all Lingnanians together, and continues to inspire the University today. The Lingnan spirit is marked by passion, loyalty, perseverance, openness to different ideas and cultures, and a readiness to serve.
願景

成為一所享譽國際、在亞洲首屈一指的博雅大學，在教學、研究和社會參與方面有優秀的表現。

使命

嶺南大學致力

・提供融合最優秀的中西博雅教育傳統的優質全人教育；
・培育學生全方位的卓越才能，並向他們灌輸其核心價值；
・鼓勵教師和學生以原創性的研究和知識轉移貢獻社會。

核心價值

構建學生和學者老師共同研習的群體

嶺大旨在構建一個學生和學者老師共同學習和研究學問的群體。師生互相尊重包容、保持開放的態度，接受多元文化和不同意見，維護學術和言論自由，並對自己的言行負責。

全人培養和全方位發展

嶺大竭力培育學生實現全人和全方位發展。鼓勵學生努力學習獨立思考和慎思明辨的能力，發揮創意勇於創新，掌握優良的溝通技巧和高水平的語文能力，培養社會責任感、個人品德、文化修養和終身學習的熱忱。

社區參與和社會責任

嶺大鼓勵所有成員關心別人，對自己的行為負責，服務本地和其他社群，並為人類謀求福祉。

嶺南精神

嶺南大學始於1888年在廣州創立的「格致書院」，多年以來一直承傳着嶺南精神，把嶺南人聯繫在一起，直到今天仍然是嶺大的核心思想。嶺南精神的特點是熱情、忠誠、堅毅、包容不同的思想和文化，而且積極為社會作出貢獻。
President’s Message

2015/16 has been a rewarding and successful year for Lingnan. As I reflect on my third year of service at the University, I continue to be impressed by the passion and commitment of its faculty, staff and students. Examples of their remarkable accomplishments are showcased throughout this report to demonstrate the values and quality of our distinctive liberal arts education.

Strategic Plan 2016-2022

After extensive consultations with various stakeholders of the University, a new Strategic Plan 2016-2022 has been formulated, setting out the path for our growth and development in the next six years. With the support of the entire University community, we have examined the positioning of Lingnan, revisited our vision and mission, and most importantly defined our strategic directions in five areas, namely (1) Academic Development and Research; (2) Student Development; (3) Campus Development; (4) Institutional Advancement; and (5) Sub-degree and Continuing Education. Under each of these areas, a series of initiatives have been identified for implementation.

In the context of changing global trends and increasing competition in higher education, we considered it our priority to strengthen our academic development and research as well as student development. Leveraging on our wealth of experience in liberal arts education, we also strive to offer more distinct programmes and research opportunities for outstanding students across the globe through international collaboration.

Teaching, Learning and Student Development

Students are, and will always be, our top priority at Lingnan. In the academic year 2015/16, the University focused on enhancing the learning experience of students through improving the curriculum and providing opportunities for whole-person development. The number and scope of undergraduate courses under the Core Curriculum, in particular science courses, expanded to foster students’ intellectual growth and development. Development of postgraduate education was in good progress with the establishment of the Division of Graduate Studies which promotes intervarsity and inter-Faculty postgraduate programmes and expands research platforms internationally for students. The University also strived to enhance the education experience of its undergraduate and postgraduate students through deploying state-of-the-art education technologies.

Research and Knowledge Transfer

As a liberal arts university, we encourage students and faculty to contribute to society through original research, knowledge transfer and community service. In 2015/16, our faculty successfully demonstrated their research strengths in securing projects funded by the General Research Fund and Early Career Scheme of the Research Grants Council. Strategic collaborations were also established with institutions worldwide, such as the Centre for Global Higher Education, to expand and globalise the University’s research platforms.
Our achievements in promoting knowledge transfer and community engagement in 2015/16 were reflected in the increase in participation rate, expansion of scope and growth of social impact of knowledge transfer and Service-Learning activities. Knowledge transfer projects mainly spanned across five areas: (1) revitalising heritage, (2) raising professional standards, (3) business development, (4) arts and culture outreach; and (5) building a caring and understanding society.

Internationalisation of Undergraduate and Postgraduate Education

From residing in an internationalised campus to going on exchange in overseas partner institutions, our undergraduates are provided with bountiful opportunities to widen their horizons and gain global perspectives during their study. Over the past year, our international network of exchange partners continued to expand, now encompassing 184 institutions in 38 countries which include some of the other top liberal arts universities in Asia.

At the postgraduate level, the University strives to facilitate international academic exchange through various conferences, and has set up a Research Postgraduate Scholarships for Overseas Research Visits scheme to support PhD students for short-term exchange. New master programmes jointly organised with universities in France, Spain and the UK were also launched in the year to provide more quality programmes for postgraduates.

Risks and Challenges

Like any other institutions, Lingnan is not free of risks and challenges. As we take stock of our achievements in the past year, we have also identified the key risks and challenges faced by the University, in particular during the year 2015/16, and measures taken to tackle them at an institutional level.

Improving stakeholder communications and building reputation

A strong reputation is crucial to attracting quality students and staff. At a time when political disputes and controversies may spill over to tertiary institutions, there is a real risk that the University’s reputation may be tarnished by these potential crises if they are not managed appropriately. To cope with this challenge, the University has strengthened its communication with key stakeholders by staging more outreach activities and opening up new communication channels. For instance, in addition to organising regular staff/student forums, the University has also invited staff/student representatives to sit on various University committees. A crisis management group was also in place to monitor potential crisis and handle critical incidents.

In terms of building its brand, the University has commissioned a brand consultant to conduct a brand audit in 2016 to validate the brand positioning of the University. A brand strategy and communication plan was subsequently formulated based on the results of the brand audit.
**Enhancing cyber security and data management**

In an increasingly digital environment, cyber security has become a perennial risk that demands strong security measures to ward off disruption to the University’s normal operation and prevent the leakage of private and confidential information which would give rise to liabilities in the areas of data protection and privacy. To address these potential risks, the University deployed a high availability next generation firewall system in late 2015 to strengthen network security and conducted regular IT security audits. Regular seminars and workshops on data privacy and security were also organised throughout the year.

**Strengthening academic development**

The University’s reputation depends very much on the competitiveness of its academic programmes and the quality of its academic staff in delivering both high quality academic programmes and research outputs. Thus, there might be risks concerning whether the University has allocated adequate resources to recruiting quality staff and supporting its academic programmes. These risks, however, need to be managed with attention on prudent financial planning.

In the new Strategic Plan, concrete plans have been formulated to strengthen academic and research development. In the past year, the University has initiated strategic recruitment to attract outstanding research talents in selected strategic areas. Reflecting the University’s equal emphasis on teaching and research, two new non-tenure tracks were also introduced: one for teaching and another for research, in the hope that these two new tracks will help to enhance the efficiency of staff deployment in meeting the University’s future needs.

**Into the Future**

We have so much to be thankful here at Lingnan. In 2016, not only did we experience a significant leap in our QS Rankings in Asia from 142 to 109, our commitment in fostering whole-person development of students through a liberal arts education was also commended by the Quality Assurance Council of the University Grants Committee.

The Strategic Plan 2016-2022 has established major directions for the University as we stride forward into our golden jubilee. With the growing recognition of liberal arts education in the region and the world, there are many great opportunities for Lingnan to grow and thrive. The most important thing is for us to seize these opportunities and turn them into realities. There is much that we can accomplish in the years ahead; I know I can count on the support of all our stakeholders to unfold a new and promising chapter for Lingnan.

Leonard K Cheng
President
校長的話

2015/16年度，嶺大收穫甚豐，碩果纍纍。回顧我在大學工作的第三年，各位教員、職員和學生的熱情與投入依然令我讚嘆不已。在此份報告中，顯示他們傑出成就的例子比比皆是，展現了嶺大獨特博雅教育的價值和質素。

2016-2022年度策略發展計劃

經過廣泛諮詢大學的各持份者，我們制定了2016-2022年度的全新策略發展計劃，奠定未來六年成長與發展的路向。在整個嶺大社群的支持下，我們審視了嶺大的定位、願景和使命，而最重要的是為五大範疇確立策略方向，這些範疇分別是（1）學術發展及研究：（2）學生發展：（3）校園發展：（4）大學拓展：及（5）副學位和持續進修教育。在各個範疇下，大學將會推行一系列的措施。

在全球高等教育環境不斷變化，以及競爭日趨激烈的情況下，我們認為應優先加強學術發展與研究，以及學生發展。憑藉在博雅教育的豐富經驗，我們亦積極與國際學府合作，致力開辦更多獨特的課程，及為優秀學生提供海外研究的機會。

教與學及學生發展

嶺大一直把學生放在首位，未來亦將如是。在2015/16學年，嶺大集中完善課程，提供全人發展的機會，從而豐富學生的學習體驗。本科核心課程的數量和範圍均見增加，尤其是科學課程，以促進學生在學問上的成長和發展。在發展研究生課程方面，我們也取得理想進展。嶺大已建立研究生部，推廣跨大學及跨學院的研究生課程，並為學生擴展國際研究平台。大學亦採用先進的教學科技，致力提升本科生和研究生的學習體驗。

研究與知識轉移

作為一所博雅大學，我們鼓勵學生和教員透過原創研究、知識轉移和社區服務貢獻社會。在2015/16年度，我們教員的研究項目成功獲研究資助局「優配研究金」及「傑出青年學者計劃」撥款資助，反映他們的研究實力。我們亦與全球高等教育中心等世界各地的機構建立策略協作，以拓展嶺大的研究平台，使其進一步邁向國際。
在2015/16年度，我們致力推廣知識轉移及社區參與，使得知識轉移及服務研習活動
無論在參與率、範圍或社會影響各方面均有所增長及提升。知識轉移項目主要分成五
大範疇：（1）活化傳統；（2）提升專業水平；（3）商業發展；（4）推廣藝術與文
化，及（5）建立互相關懷與理解的社會。

本科生與研究生教育國際化

從在國際化的校園住宿，到遠赴海外伙伴院校交流，嶺大為本科生在學習期間提供大
量機會，讓他們拓闊眼界和獲得宏觀的世界視野。過去一年來，我們的全球交流伙伴
網絡繼續擴展，現時已與分布於38個國家的184所伙伴院校結盟，其中包括一些其他
位於亞洲的頂尖博雅大學。

在研究生層面，大學致力透過各種研討會促進國際學術交流，並設立研究生海外研究
獎學金，支持博士研究生作短期交流。年內，嶺大亦推出與法國、西班牙及英國大學
合辦的全新碩士課程，為研究生提供更多優質課程選擇。

風險與挑戰

與其他大學一樣，嶺大亦面對不同的風險和挑戰。我們在評估過去一年成就的同時，
也辨識了大學特別在2015/16年內面臨的主要風險和挑戰，以及我們的應對措施。

改善與持份者的溝通及建立校譽

良好的校譽對於吸引優質學生和員工至關重要。在這個政治紛爭和爭議可能蔓延至大
專院校的時代，假若管理不善，這些潛在危機便有可能損害大學聲譽。為應對這項挑
戰，大學展開了更多聯繫活動，開闢新的溝通渠道，以加強與主要持份者的溝通。例
如，除了定期舉辦教職員/學生論壇外，大學亦邀請教職員/學生代表擔任大學各個不
同委員會的委員。此外，我們也成立了危機管理小組，以監測潛在危機及處理重要事
件。

在建立品牌方面，大學於2016年已委任品牌顧問進行品牌審計，為本校確立品牌定
位，並已按審計結果制定品牌策略及傳訊計劃。
提升網絡安全及數據管理

今日的環境愈加數碼化，網絡安全已成為持續的風險。為此，我們必須採取強而有力的安全措施確保大學正常運作，並防止因私人和機密信息洩漏而引致在數據保護和私隱方面的責任。為應對這些潛在風險，嶺大在2015年底啟用了可用性高的新一代防火牆系統，以加強網絡安全，並定期進行資訊科技安全審計。此外，嶺大年內亦定期舉辦就數據私隱及安全為題的研討會和工作坊。

增強學術發展

大學的聲譽在很大程度上取決於其課程的競爭力，以及教職員在提供優質課程及研究成果方面的質量。因此，大學是否已分配足夠資源來招聘優秀員工並支持其課程，亦可能存在風險。然而，要管理這些風險，必須審慎進行財務規劃。

在新的策略發展計劃當中，我們已制定具體計劃增強學術和研究的發展。過去一年來，大學已開始實施策略性招聘，吸引在特定策略性領域的傑出研究人才。嶺大素來兼重教學與研究，因而引入兩種分別以教學為主和研究為主的非終身聘任教席，期望兩種新教席有助人手調度，提高效益，從而滿足大學未來的需要。

邁步向前

在嶺大令人感到欣慰的事情不勝枚舉。2016年，嶺大在Quacquarelli Symonds（QS）的亞洲大學排名從第142位躍升至第109位；與此同時，我們致力通過博雅教育培育學生的全人發展，亦獲得教資會質素保證局的讚賞。

隨著我們邁向金禧紀念的大日子，2016-2022年度策略發展計劃已為嶺大定下主要的发展路向。區內及世界各地的人士均對博雅教育愈加肯定，為嶺大不斷成長與蓬勃發展締造許多良機，而我們能把握機遇將之實現是至為重要的。展望將來，我們有很多工作有待完成，有賴各持份者鼎力支持，我深信嶺大定能展開前程似錦的嶄新篇章。

鄭國漢
校長
TEACHING & LEARNING: 
Enhancing Educational Experience

With the four-year curriculum firmly in place, the University strives to enhance both the teaching 
quality and the educational experience of its undergraduate and postgraduate students through 
deploying innovative pedagogies and state-of-the-art education technologies, with an emphasis 
on broad-based curriculum and interdisciplinary learning. Following the Second Quality Assurance 
Council (QAC) Audit’s on-site visit on 26-28 January 2016, the University has also reviewed its 
teaching and learning practice, incorporating the recommendations for new initiatives/practices and 
affirmations of existing initiatives/practices offered by QAC into its new Strategic Plan 2016-2021.

Development of undergraduate programmes

Core Curriculum

The Core Curriculum, a distinguished feature of Lingnan’s liberal arts education, comprises four 
Common Core courses and five clusters. During 2015/16, over 2,600 Common Core course study 
places were offered and more than 80 interdisciplinary oriented cluster courses were provided 
to students with over 4,900 study places enrolled. In view of the fact that the four-year system is 
about to finish one cycle, a Task Force to review the Core Curriculum was set up in 2015/16 and 
has provided a number of recommendations to the Senate.

Science Unit

During 2015/16, new cluster courses such as “Ecology: The Science of Environmental Issues” 
and “Natural History of Hong Kong” were introduced to strengthen the course portfolio of the 
“Science, Technology and Society” cluster. Lectures and seminars on science-related topics have 
been held on campus, and a seminar series delivered by Prof Mark McGinley and Prof Jonathan 
Fong from the Science Unit attracted over 150 students.

The remodeling of the science lab is ongoing with both teaching and research areas to be set 
up. It is expected that the lab will be in operation by the end of 2016/17 Term 2, and will greatly 
hance the undertaking of field work by students and research by academic staff.
Majors for Faculty of Arts students

In keeping with the University’s emphasis on broad-based curriculum and interdisciplinarity at undergraduate level, the Faculty of Arts has introduced an interdisciplinary Major in Chinese Literature, History and Philosophy, as well as a student-designed Major from the 2016/17 intake. Open to outstanding students admitted to the Faculty of Arts, the interdisciplinary Major and the self-designed Major offer options to students who would like to acquire a range of liberal arts skills and gain a deep understanding of a particular theme or body of ideas from a variety of disciplinary perspectives.

Hybrid admission model for Faculty of Arts

Under the 334 academic reform, students are admitted to one of the three faculties, with a major being undertaken in the 2nd or 3rd year of study, depending on the faculty. To better accommodate the diversity of student preferences, the Faculty of Arts has implemented a hybrid admission model adopting a programme-based admission system in parallel with the current broad-based admission system starting from the 2016/17 intake.

Bachelor of Business Administration (Hons) - Risk and Insurance Management Programme

A distinct Bachelor of Business Administration (Hons) - Risk and Insurance Management Programme was approved and will be offered from 2016/17. The programme will address the manpower shortage in the insurance sector by making good use of the expertise in the Department of Finance and Insurance. The programme is expected to become a leading programme of its kind in the territory.
教與學：提昇學習體驗

隨著大學四年制已順利推行，大學現致力提高本科生及研究生課程的教學質素與學習體驗。為達至目標，大學特別著重基礎寬廣的課程設計和跨學科學習，並採用創新教學法及先進的教育科技。繼質素保證局評審小組（評審小組）於2016年1月26至28日到訪嶺大進行第二次質素核證，大學亦審視教與學方面的工作，並將評審小組所提出的改善建議及贊同項目合適地納入策略發展計劃（2016-2021）之中。

本科課程的發展

核心課程

核心課程是嶺大博雅教育的主要特色，其中包括四個共同必修科目及五大範疇。在2015/16年度，超過2,600學生人次修讀共同必修科目，而五大範疇一共提供超過80個跨學科課程，超過4,900學生人次報讀。由於第一個四年制循環快將完結，大學已於2015/16年度成立督導小組，審視核心課程，並向教務會提供多項建議。

科學教研組

在2015/16學年，五大範疇之下的「科學、科技與社會」引進了「生態學：環境問題與科學」及「香港自然史」兩個新課程，令「科學、科技與社會」課程組別內容更豐富。此外，大學在校園內大力推動科學教育普及化。科學教研組舉辦了一系列科學研討會，由Mark McGinley教授和方健恩教授主講，吸引超過150名學生參加。

大學現正為科學實驗室進行改造工程，一併兼顧研究和教學的需要，預計於2016/17學年下學期終投入使用。改造後的實驗室將更方便學生進行實驗，亦有利於學術人員進行研究。
文學院推出跨學科主修課程

在本科生課程設計方面，嶺大十分重視基礎寬廣及跨學科兩大特質。有鑒於此，文學院於2016/17學年起，推出「中國文學、歷史與哲學主修課程」及「學生自訂主修課程」。跨學科的主修課程及學生自訂主修課程，是為成績優異並入讀文學院的學生而設，讓希望在特定學科以外學習多方面博雅知識的學生有更合適的選擇；亦能從不同學科視野對某特定主題或主體思想有深入理解。

文學院雙軌收生模式

在三三四新學制下，新生是以大類收生形式，入讀三個學院之一，並根據學院的制度，於二年級或三年級才選擇主修課程。為滿足學生的不同學習取向，文學院於2016-17學年起，採用「雙軌收生模式」，除現行的學院制大類收生外，亦以課程制收生。

工商管理（榮譽）學士—風險及保險管理課程

自2016/17學年起，嶺大將開設獨特的工商管理（榮譽）學士—風險及保險管理課程。新課程善用財務及保險學系各教授的專業知識，將有助應對保險界人才短缺的問題。此課程有望成為香港同類課程的典範。
Development of postgraduate programmes

The Division of Graduate Studies

In line with the strategic development of the University to promote inter-university and inter-faculty taught postgraduate programmes, the Division of Graduate Studies was established under the line management of the Vice President to oversee the new development of postgraduate programmes. The Division will seek to co-organise research activities with leading regional and international institutions in order to enhance postgraduate student learning.

The Division has also organised numerous events to facilitate academic exchange in 2015/16 such as the International Postgraduate Summer School cum International Conference on Comparative Development and Policy Studies. Two new courses “Academic Writing and Social Statistics Workshops” and “Postgraduate Studies Seminar Series on Research Methodological Issues” were also approved and will be offered from 2016/17.

Research Postgraduate Scholarships for Overseas Research Visits

As part of the University’s internationalisation drive, the Research Postgraduate Scholarships for Overseas Research Visits scheme was set up to support PhD students for short-term outbound or inbound exchange. During the research visit which can last up to six months, students will work with both the home and host institutions.

Master of Science in International Banking and Finance Double-Degree Programmes

Building on its experience in collaborating with École Supérieure des Sciences Commerciales d’Angers in France, the Master of Science in International Banking and Finance Programme (MIBF) launched two double-degree programmes with the University of Leicester in the UK in 2015/16. MIBF will also launch double-degree programmes with the University of Barcelona in Spain and the University of Applied Sciences and Arts in Switzerland in 2016/17. These courses will complement the MIBF programme and provide practical learning experiences for students.

New Self-financed Master’s Degree Programmes

As part of its strategic direction to selectively offer self-financed taught postgraduate programmes on a market-oriented basis, the University has approved three new self-financed masters’ degree programmes for launching in 2016/17. These are the Master of Science in eBusiness and Supply Chain Management, the Master of Science in Finance and the Master of Science in Work and Organisational Psychology.
International Postgraduate Summer School cum International Conference on Comparative Development and Policy Studies

Renowned scholars, experts, senior administrators of higher education institutions, postgraduate students from the UK, the US, Denmark, Mainland China, Taiwan and Hong Kong attended the three-day International Postgraduate Summer School cum International Conference on Comparative Development and Policy Studies held at Lingnan on 27 June 2016.

The event, co-organised by the Division of Graduate Studies and Lingnan Institute of Further Education at Lingnan University in collaboration with 11 leading higher education institutions in Asia, the UK and the US including University of York from the UK, Rutgers University from the US, Tsinghua University, Peking University, Sun Yat-sen University, Zhejiang University, South China University of Technology, South China Normal University and The University of Nottingham Ningbo China from Mainland China, and National Cheng Chi University and Fu Jen Catholic University from Taiwan, aimed to provide a platform for international academics, practitioners and postgraduate students to exchange their research knowledge as well as experiences and practices on liberal arts education, social policy and development.
研究生課程的發展

嶺大研究生部

嶺大的策略發展計劃主張推廣大學之間和學院之間的修課式碩士課程。有鑒於此，大學成立了「嶺大研究生部」，由副校長出任總監，負責監督研究生課程的發展。研究生部將尋求與地區及國際著名大學合作，合辦研究活動，加強研究生的學習機會。

在2015/16學年，研究生部舉辦了多項推動學術交流的活動，例如「國際研究生暑期班暨比較發展與政策研究國際會議」。大學將於2016/17學年推出「學術寫作及社會統計工作坊」及「研究方法學講座系列」兩個新科目。

研究生海外研習交流助學金

嶺大致力推動國際化，成立研究生海外研習交流助學金，支援博士研究生作為期最長六個月的短期海外研習交流。在交流期間，博士研究生將獲得海外及嶺大導師的共同指導。

國際銀行與金融碩士雙學位課程

嶺大的國際銀行與金融碩士課程早前已與法國昂傑高等商學院合辦雙碩士學位課程。建基於這成功經驗，該課程於2015/16學年與英國萊斯特大學合辦兩個雙碩士學位課程；在2016/17學年，更與西班牙巴塞隆那自治大學及瑞士應用科學及藝術大學合作，開辦另一個雙碩士學位課程。這些雙碩士學位課程可為國際銀行及金融碩士課程發揮補充作用，也為學生提供實際的學習經歷。

新自資碩士學位課程

在市場導向的基礎上，有選擇地提供自資修課式研究生課程，是嶺大策略性方向之一。為此，大學批准了在2016/17學年開辦三個新的自資修課式碩士課程，包括：電子商務與供應鏈管理理學碩士、金融理學碩士及工作與組織心理學理學碩士。
國際研究生暑期班暨比較發展與政策研究國際會議

來自英國、美國、丹麥、中國內地、台灣及香港的知名學者、專家、高等教育機構的高級管理人員以及研究生，於2016年6月27日雲集嶺大，參加為期三天的國際研究生暑期班暨比較發展與政策研究國際會議。

活動由嶺大研究生部及嶺大持續進修學院統籌，並與11所來自亞洲、英國和美國的頂尖高等院校，包括英國的約克大學、美國的羅格斯大學、中國內地的清華大學、北京大學、中山大學、浙江大學、華南理工大學、華南師範大學、寧波諾丁漢大學，以及台灣的國立政治大學和輔仁大學合作舉辦，旨在為國際學者、從業人員和研究生提供一個平台，以交流研究知識，以及關於博雅教育和社會政策與發展的經驗和實踐。
Teaching and learning initiatives

Online Teaching and Learning Portal System

The Online Teaching and Learning Portal is an ongoing initiative that showcases the best of Lingnan’s teaching practices, provides instructional resources, facilitates communication, fosters collaboration and furnishes professional development opportunities for the purpose of engaging all academic staff members and students in a dynamic community of learning.

Transformational Teaching and Engagement at Work Relationship

This pilot project examined the relationship between transformational leadership in the classroom and workplace engagement. It has established within the University that faculty displaying transformational leadership in the classroom facilitate graduates’ engagement in the workplace. This is a significant project that will spawn a number of studies in the future.

Concept-Based Course Design Model

The model enables courses to be configured in such a way as to address the development of interdisciplinary knowledge, and advanced intellectual and critical thinking skills in the Core Curriculum and General Education programme. It uses widely applicable concepts such as authority, identity, love and sexuality to connect academic sources with real-life themes.

Student Consultant Programme

The programme has been designed to enhance teaching and learning through the creation of faculty-student partnerships in the form of pedagogical “student consultants”. In 2015, the programme received HK$400,000 of University Grants Committee funding for the next triennium. It has trained three cohorts of consultants, offering 3-4 full-time partnerships each term and providing one-off observation sessions.

Student Peer Learning Facilitation Scheme

The scheme recruits student academic leaders and teaches them how to use their knowledge as effective peer learning facilitators. The programme has become a regular activity with tutorial sessions offered by trained student facilitators from Monday to Friday in the library and Monday to Thursday at two student hostels.

Centre for the Advancement of Outcomes-based Education

In 2015/16 the Centre offered an array of Outcomes-Based Education (OBE) activities such as conducting workshops, building physical and online resource repositories and supporting OBE projects in departments. The Outstanding Contribution to OBE Awards were given to teachers and students involved in innovative Outcomes-Based Approach to Teaching and Learning research or development.
創新教學

教與學門戶網站系統

教與學門戶網站是一項持續計劃，鼓勵所有教職員及學生積極參與充滿活力的學習社群。門戶網站能夠展現嶺大的教學實踐最優秀之處，除了提供教學資源，建立溝通平台之外，更促進協作，並提供專業發展機會。

變革型教學與投入工作的關係

這個試驗計劃項目，審視在課堂推動變革型領袖與學生日後投入工作兩者間的關係。結果證明，教員若在大學課堂上推動及體現變革型領導，可有助畢業生日後在工作上的投入。這是重要的項目，未來將引發大量研究。

概念為基礎的課程設計模式

這模式是要讓課程配合跨學科發展，以及核心課程及通識教育所灌輸的進階知識與慎思明辨的技能。課程模式利用廣泛適用的概念，例如權力、身分、愛情及性等，將學術與真實生活題材聯繫起來。

學生顧問計劃

該計劃透過培訓學生擔任「教學顧問」，讓師生協力提升教學質素。在2015年，大學教育資助委員會撥款400,000港元，資助未來三年推行學生顧問計劃。課程已訓練三批「顧問」，每個學期提供三至四對全期師生夥伴，及為個別老師提供一次過的課堂觀察。

學生同儕學習促進計劃

計劃邀請成績優異的學生領袖接受培訓，教導他們如何善用本身的知識，協助其他同學學習。這項計劃已成為常規活動，經訓練的學生導師週一至週五在圖書館及週一至週四在兩個學生宿舍為同學提供功課輔導。
卓越果效為本教育中心

在2015/16學年，「卓越果效為本教育中心」進行了一系列果效為本的教育活動，例如：舉辦工作坊；建立書籍及網上資源存庫；支援大學各個學系的果效為本項目。此外，中心亦對參與高質素和具創意的「果效為本教育」研究或發展的教員和學生予以肯定，頒發「果效為本教育」傑出貢獻獎項。
Sub-degree and continuing education

The Community College at Lingnan University (CCLU) and Lingnan Institute of Further Education (LIFE) have re-oriented their strategic direction to focus on the development of vocation-oriented full-time academic programmes, and new overseas top-up degree programmes to enhance the articulation opportunities for their sub-degree graduates. Notably, three new Higher Diploma programmes, including Higher Diploma in Sports Coaching and Leadership, and a few new vocation-oriented Diploma Yi Jin elective clusters were launched. CCLU and LIFE have also sought collaboration with the University of Stirling to offer two new Top-up Degree programmes, namely Bachelor of Arts (Honours) in Marketing and Bachelor of Science (Honours) in Management in the 2016/17 academic year.

Teaching Excellence

The University values the commitments of its teaching staff through organising the Teaching Excellence Awards Scheme, a biannual award bestowed on teachers who have demonstrated sustained excellence in teaching.

Teaching Excellence Awards Scheme (2015/16)

Teaching Excellence Awards

• Prof Chen Hon-fai, Department of Sociology and Social Policy
• Prof Elizabeth Ho Hung-lam, Department of English
• Prof Ada Wong Hiu-kan, Department of Marketing and International Business

Outstanding Teaching Award for Early Career Faculty

• Prof Chiu Wai-wai, Department of Philosophy

Certificate of Merit

• Prof Chang Nam-fung, Department of Translation
• Dr Siu Yan-ho, Department of Chinese
副學位和持續進修教育

嶺南大學社區學院及嶺南大學持續進修學院已重新制定發展策略方向，把重點放在發展職業導向型的全日制課程，以及新的海外學位銜接課程，目的是增加副學位畢業生銜接進修的機會。值得注意的是，三個新的高級文憑課程，其中包括「運動教練及領袖學高級文憑」，以及另外一些新的職業導向型毅進文憑選修科目已經推出。嶺南大學社區學院及嶺南大學持續進修學院成功尋求與斯特靈大學合作，於2016/17學年提供兩個新的學位銜接課程，分別為市場學（榮譽）文學士及管理學（榮譽）理學士。

優異教學

大學重視教員的付出，透過每兩年舉辦一次的優異教學獎勵計劃，表揚在教學方面有持續傑出表現的教員。

2015/16年度優異教學獎勵計劃

優異教學獎
・社會學及社會政策系陳漢輝教授
・英文系何杏林教授
・市場及國際企業學系王晓勤教授

傑出教學新晉獎
・哲學系趙偉偉教授

優秀教學證書
・翻譯系張南峰教授
・中文系蕭欣浩博士
Future development

• The University will collaborate with leading universities or institutions in the region and beyond to offer strategic regional or international masters and doctoral programmes. This joint effort is catalytic in enhancing Lingnan’s research culture and training, while advancing its scholarly achievements. It will continue to enhance its quality in teaching and learning with supportive infrastructures and policies conducive to the pursuit of scholarly and pedagogical excellence.

• To equip students for their learning and working needs, the University endeavours to enhance its undergraduate students’ language proficiency. In respect of the provision of sub-degree and continuing education, the University will focus on vocationally-oriented programmes designed to meet Hong Kong’s changing manpower needs.
未來發展

嶺大將與區內、外的著名大學或院校合作，提供策略性的地區或國際碩士及博士課程。合辦課程發揮催化作用，有助強化嶺大的研究文化及培訓，同時推動大學的學術成就。大學亦將繼續致力提高教學質素，提供支援性基礎設施，以及實施政策協助，令學術和教學水平更趨卓越。

為幫助學生應付學習和工作上的需要，大學將竭力提升本科生的英語能力。在副學士和持續進修方面，大學將會把重點放在職業導向型課程，以滿足香港在人力資源上的需求。
INTERNATIONALISATION: Strengthening Global Collaborations

Internationalisation is one of the key priority areas in the University’s mission to become a leading liberal arts university. This is demonstrated by our extensive network of international partners and the breadth and depth of our international programmes as well as the vibrant international student and staff community. During 2015/16, the University continued to develop a global network of partners to facilitate the mobility of staff and students and their engagement beyond Hong Kong.

Expanding our global network

184 partners in 38 countries or regions

As part of its efforts to make meaningful global connections that drive academic and cultural exchanges, the University established partnerships with 22 new partner institutions in the Czech Republic, Japan, Kazakhstan, Korea, Lithuania, Mainland China, the Netherlands, Poland, Slovenia, Taiwan, the UK and the US during 2015/16.

Currently, the University has 184 partners internationally. It is through these partnerships that the University has been able to achieve remarkable success in terms of the level of student participation in exchange and summer programmes. The wide range of exchange destinations covering 38 countries or regions ensure that students have opportunities to study at institutions outside the Anglo-American mainstream, in countries such as Kazakhstan, Morocco and Russia.

Strategic collaboration with distinguished universities

The University continued to be an active and core member of the Global Liberal Arts Alliance (GLAA), a partnership of liberal arts institutions supporting excellence in liberal arts education on a transnational basis.

In 2015/16, there were numerous opportunities for faculty members from the GLAA member institutions to interact for professional development such as the GLAA Global Course Connection Program and the GLAA Grand Challenge Program. The University also invited visiting professors from Illinois Wesleyan University, Ursinus College and Michigan State University to teach courses in our Summer School, and discuss research and teaching collaboration opportunities with our faculty members.

The University has established strategic partnerships with other distinguished liberal arts universities listed as a “Top 10 Liberal Arts College in Asia” by Forbes in 2015, including National Taiwan University, Seoul National University, Yonsei University and the University of Tokyo. These partnerships will enable us to enrich students’ learning experiences.
國際化：加強國際合作

嶺大的使命之一是成為一所具領導地位的博雅大學，因此，國際化是重要的目標。目前大學已擁有廣泛的國際夥伴網絡，具備廣度和深度的國際課程，形成活躍的國際學生和教職員群體。在2015/16學年，大學繼續發展全球夥伴網絡，讓教職員和學生有更多機會到海外學習和體驗。

擴展全球網絡

38個國家及地區的184個夥伴

在2015/16學年，嶺大積極與全球學府進行學術和文化交流，先後與與捷克、日本、哈薩克斯坦、韓國、立陶宛、中國內地、荷蘭、波蘭、斯洛文尼亞、台灣、英國及美國等國家與地區的22家院校結成新夥伴。

目前嶺大有184個海外夥伴，因此大部份的學生均可參加海外交換生計劃和暑期課程。這些夥伴院校涵蓋38個國家或地區，讓學生有機會到英美主流以外的地區交流，例如哈薩克斯坦、摩洛哥和俄羅斯。

與卓越的大學建立策略協作關係

「世界博雅學府聯盟」透過成員院校之間的跨國合作，提升博雅教育的水平。作為聯盟的活躍及核心成員，嶺大繼續與聯盟合作。

在2015/16學年，聯盟成員院校的教學人員，通過「全球課程聯繫計劃」及「重大挑戰計劃」等平臺，有很多機會就其專業發展進行交流。大學邀請了多位來自伊利諾伊衛斯理大學、烏爾辛納斯學院及密西根州立大學的客座教授，執教暑期課程，以及商討與嶺大教學人員在研究和教學上的合作機會。

除此之外，大學已與「亞洲十大博雅學院」（《福布斯》於2015年評選，嶺大是其中之一）的其他院校，包括國立台灣大學、首爾國立大學、延世大學及東京大學，結成為策略夥伴。這些夥伴關係將有助豐富學生的學習體驗。
Widening international exposure of students and faculty

Development of student exchange programmes

In 2015/16, about 80% of our undergraduate students enjoyed a semester-long exchange experience or participated in short-term summer programmes focusing on language improvement and cultural understanding. Among these students, over 80 participated in exchange programmes in the Belt and Road countries. These exchange programmes not only raise students’ cross-cultural awareness but also develop their international outlook.

Exchange Statistics in 2015/16 (as of June 30, 2016)

<table>
<thead>
<tr>
<th>Statistics</th>
<th>Number</th>
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<tbody>
<tr>
<td>No. of inbound exchange students</td>
<td>286</td>
</tr>
<tr>
<td>No. of outbound exchange students (including semester exchange and summer programmes*)</td>
<td>467</td>
</tr>
<tr>
<td>% of outbound students out of total student intake</td>
<td>80% (467/586)</td>
</tr>
<tr>
<td>No. of outbound students receiving scholarships</td>
<td>142</td>
</tr>
<tr>
<td>% of outbound students receiving scholarships out of total number of outbound students</td>
<td>30% (142/467)</td>
</tr>
</tbody>
</table>

* Remarks: Both credit-bearing and non-credit-bearing summer programmes are included.

Engagement with Mainland China

In 2015/16, over 100 students participated in a wide spectrum of programmes organised by reputable universities in Mainland China including Tsinghua University, Peking University, Shanghai Jiao Tong University and Sun Yat-sen University. In addition to popular cities like Beijing and Shanghai, students’ footprints have also reached Harbin and Changchun in the Northeast region, Dunhuang and Lanzhou in the Belt and Road area and even the mountains of Tibet.

Exchange programmes for elite students

The Global Scholar Programme is a pilot programme run by the GLAA under which distinguished students have the opportunity to study at two other GLAA institutions in different world regions. In 2015/16, Nicol Cheung and Vivian Zhu enjoyed their first semester at Al Akhawayn University in Morocco and Franklin University in Switzerland respectively. In the coming year, Nicol will spend a semester at the American University of Paris in France while Vivian will be at Albion College in the US.

The University also sent its fourth President’s Scholar, Choi Sau-ching, to Pomona College in the US in 2015/16. This prestigious scholarship provided an invaluable opportunity for our top-notch students to spend a full year study at one of the premier universities in another country.
“During the one-year exchange studies at Pomona College, I stepped out of my comfort zone and took subjects which I have never come across in Hong Kong. I realised it is very important to believe in ourselves and never underestimate our potentials. My goal is to pursue a master’s degree and work in an international NGO. I might even want to set up an NGO, a social enterprise or a philanthropy network to promote shared values in society.”

Capricorn Choi, President’s Scholar 2015/16
擴闊師生國際視野

學生交換計劃的發展

在2015/16學年，約八成本科生曾到外地交流一個學期，或參與改善語言能力和學習其他文化的短期暑假課程。當中超過80位學生參加了一帶一路國家的學生交換計劃。這些交換計劃不僅提升了學生的跨文化意識，亦擴闊了他們的國際視野。

2015-16年度交換生人數統計（截至2016年6月30日）

<table>
<thead>
<tr>
<th></th>
<th>数量</th>
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<tbody>
<tr>
<td>外來交換生人數</td>
<td>286</td>
</tr>
<tr>
<td>外出交換生人數（包括學期及暑期課程*）</td>
<td>467</td>
</tr>
<tr>
<td>外出交換生佔取錄學生人數之百分比</td>
<td>80% (467/586)</td>
</tr>
<tr>
<td>獲發獎學金的外出交換生人數</td>
<td>142</td>
</tr>
<tr>
<td>獲發獎學金的外出交換生佔外出交換生人數之百分比</td>
<td>30% (142/467)</td>
</tr>
</tbody>
</table>

* 暑期課程包括計算學分和不計算學分兩類。

與中國內地大學的合作

在2015/16學年，超過100名學生參加了由中國內地多家著名大學舉辦的一系列課程，包括清華大學、北京大學、上海交通大學及中山大學。除了北京和上海這些著名城市外，嶺大學生的足跡還遍及東北的哈爾濱及長春，以及一帶一路沿線城市敦煌和蘭州，以至西藏的高山地區。

精英學生海外交流計劃

「環球學人計劃」是「世界博雅學府聯盟」推行的先導計劃，讓成績優秀的學生有機會到於世界不同地區的另外兩所聯盟成員院校學習。在2015/16學年的上學期，張頌康和朱立凡兩位同學，分別在摩洛哥阿可汗旺大學及瑞士富蘭克林大學學習。在2016/17學年，頌康與立凡將分別到法國的巴黎美國大學及美國阿爾比恩學院修讀一個學期的課程。

蔡秀青同學被選為嶺大第四位「校長傑出學生」，在2015/16學年獲資助到美國波莫納大學進修。這項獎學金為成績最優異的學生提供寶貴機會，到海外著名的大學深造一年。
在波莫那学院交流的一年，我走出自己的舒适区，选修了一些在香港从未接触过的科目。我领悟到，要对自己有信心，不要低估自己的潜能。我的目标是攻读硕士学位，然后在国际非政府组织工作。我甚至希望成立一个非政府组织、社企或慈善网络，推广社会上一些共同价值观。

蔡秀青，2015/16年度校长杰出学生
**International symposiums and conferences**

**International Symposium on Social Policy and Urban Governance**

Lingnan co-organised the international symposium on “Managing Rapid Social and Economic Changes: International Responses and Urban Governance” together with the School of Government of the Sun Yat-sen University (SYSU), Department of Asian and Policy Studies of the Hong Kong Institute of Education (HKIEd) and Institute for Policy Research of the University of Bath, UK on 18 September 2015. The Symposium provided a platform for experts and scholars to discuss, share and exchange regional and international perspectives on social policy and urban governance in response to the challenges arising from rapid development and changes.

**International symposium on the sustainable development of higher education in the era of massification**

Scholars and experts from the United States, Japan, Malaysia, Vietnam, mainland China, Taiwan and Hong Kong gathered at Lingnan University on 14 November 2015 for the international symposium entitled “How Sustainable is the Current Massification Surge in Asia Pacific?” The event was hosted by the Centre for Asian Pacific Studies at Lingnan University together with the Centre for Greater China Studies and Department of Asian and Policy Studies at the Hong Kong Institute of Education, in collaboration with the Asian Pacific Higher Education Research Partnership, United Board for Christian Higher Education Asia, One Asia Foundation and HEAD Foundation.

**International conference discusses the political and social development of Myanmar**

The Department of Sociology and Social Policy hosted an international conference entitled “Burma/Myanmar: Taking the Transition to the Next Stage” on 3 December 2015. The conference brought together experts from universities and research institutes in seven countries to discuss the latest political and social development of Myanmar following its historical elections on 8 November 2016.

**The 2015 Academy of International Business Southeast Asia Regional Conference**

The 2015 Academy of International Business Southeast Asia Regional (AIBSEAR) Conference, co-organised by Lingnan’s Hong Kong Institute of Business Studies and Chapter – Southeast Asia of the Academy of International Business with the theme “Global Businesses and Consumers in a Networked World”, was held during 3-5 December 2015 in Penang, Malaysia. The Conference attracted about 60 participants from 16 countries or regions including Austria, Canada, Mainland China, Germany, Hong Kong, Japan, Korea, Macau, Malaysia, New Zealand, South Africa, Singapore, Taiwan, Thailand, the Philippines and UK.
International symposium discusses innovations in health service delivery

Over 70 distinguished academics, practitioners, thought leaders, and policy makers from the US, UK, Singapore, South Korea, Thailand, Japan, Mainland China, Taiwan and Hong Kong gathered at Lingnan on 22 January 2016 for the International Symposium on “Innovation in Health Service Delivery: Enhancing Trade and Creating Value in the Asia-Pacific Region”, which is organised by the Centre for Asian Pacific Studies at Lingnan University and the Hong Kong APEC Study Centre at The Hong Kong Institute of Education.

International Symposium on Managing Youth Transition: Comparative and Multidisciplinary Perspectives

Scholars and experts from the United Kingdom, Singapore, Mainland China and Hong Kong gathered at Lingnan University on 23 March 2016 for the international symposium entitled “Managing Youth Transition: Comparative and Multidisciplinary Perspectives”. The event is co-organized by the Centre for Asian Pacific Studies at Lingnan University and the School of Government at Sun Yat-Sen University.

4th Conference of Higher Education Research Association

The 4th Higher Education Research Association Conference co-organised by Lingnan University and The University of Hong Kong was held on 27 and 28 May 2016. The conference, with the theme “Equity, Employment, and Mobility in Asian Higher Education”, attracted researchers from Germany, Singapore, Korea, Japan, Malaysia, Thailand, Taiwan, Mainland China and Hong Kong to share their latest observations and valuable insights on higher education development.
國際研討會及會議

社會政策與城市治理國際研討會

嶺大於2015年9月18日與中山大學政治與公共事務管理學院、香港教育學院亞洲及政策研究學系，以及英國巴斯大學政策研究中心合辦「管理急速的社會和經濟變化—國際間的回應以及城市治理」國際學術研討會，提供一個平台讓專家學者討論、分享及交流在地區及國際視野下，社會政策和城市治理如何回應急速的社會發展和變化所帶來的挑戰。

國際研討會探討高等教育在大眾化時代下的可持續發展

來自美國、日本、馬來西亞、越南、中國大陸、台灣及香港的學者及專家，於2015年11月14日匯聚嶺大，出席「亞太區高等教育在大眾化時代下的可持續發展」國際研討會。是次研討會由嶺大亞洲太平洋研究中心，聯同香港教育學院大中華研究中心以及亞洲及政策研究學系主辦，並由亞太高等教育研究合作平台、亞洲基督教高等教育聯合董事會、One Asia Foundation以及HEAD Foundation協辦。

國際會議討論緬甸政治和社會發展

社會學和社會政策系於2015年12月3日舉辦題為「緬甸：向下一階段過渡」的國際學術會議。來自七個國家的大學和科研機構的專家聚首一堂，討論緬甸自2015年11月8日歷史性選舉以來，該國政治和社會的最新發展。

2015國際商學會東南亞分區會議

由嶺大香港商學研究所及國際商學會東南亞分會合辦的2015國際商學會東南亞分區會議，以「緊密連結的世界中的全球貿易和消費者」為主題，於2015年12月3至5日於馬來西亞檳城舉行。會議吸引約60名來自奧地利、加拿大、中國內地、德國、香港、日本、韓國、澳門、馬來西亞、新西蘭、南非、新加坡、台灣、泰國、菲律賓及英國等16個國家和地區的學者參加。
國際研討會討論創新醫療服務

逾70名來自美國、英國、新加坡、南韓、泰國、日本、中國內地、台灣及香港的傑出學者、業界人士、意見領袖及政策制訂者，於2016年1月22日雲集嶺大，出席由嶺大亞太研究中心及香港教育學院香港亞太經濟合作研究中心合辦的「醫療服務創新：亞太地區的貿易提升與價值創造」國際研討會。

「青年過渡期研究：比較研究與跨學科的視角」國際研討會

來自英國、新加坡、中國內地以及香港的學者和專家，於2016年3月23日聚首嶺大，出席由嶺大亞洲太平洋研究中心和中山大學政治與公共事務管理學院合辦，以「青年過渡期研究：比較研究與跨學科的視角」為題的國際研討會。

第四屆高等教育研究協會會議

由嶺大及香港大學合辦的「第四屆高等教育研究協會會議」於2016年5月27及28日舉行。是次以「平等、就業及亞洲高等教育的流動性」為主題的會議，吸引了來自德國、新加坡、韓國、日本、馬來西亞、泰國、台灣、中國內地和香港的研究人員，分享他們對高等教育發展的最新觀察和寶貴見解。
Promoting Lingnan and Hong Kong as an international education hub

With the support of the University Grants Committee, a Hong Kong Pavilion was set up by the eight UGC-funded institutions to promote higher education in Hong Kong at major international education conferences including Asia-Pacific Association for International Education, European Association for International Education and Association of International Educators. Representatives from Lingnan conducted face-to-face meetings with existing and potential partners to explore collaboration opportunities.

Promoting global awareness and supporting the integration of local and non-local students are among the University’s priorities in internationalisation. During 2015/16, a wide range of cultural activities and programmes such as the Student Buddies Scheme, International Day and Cultural Excursions were organised to promote intercultural awareness.

Future development

Developing new inter-university platforms

The University will continue to maintain and develop global partnerships so as to enhance research and teaching, nurture students as global citizens and promote liberal arts education outside the US. More effort will be devoted to developing connections with good universities in relatively less-explored countries or regions as well as the Belt and Road Regions.

More diverse study-abroad options

While the University places great emphasis on traditional semester exchange programmes, it is known that some students prefer to travel and study for a shorter period of time. Therefore, the University will work closely with partner institutions and faculty members to provide students with other study-abroad opportunities such as faculty-led study trips, company visits and study tours.

More support for outgoing exchange students

Students’ ability to study abroad is often stymied by lack of funds or the perceived difficulty of integrating credits with the programme at the home institution. The Office of Global Education will work closely with other units to explore more comprehensive subsidy schemes, and will organise more workshops and individual briefing sessions with students to help them overcome the perceived obstacles.
推廣嶺大及香港成為國際教育樞紐

在大學教育資助委員會的支持下，香港八家受資助的大學組成聯盟，共同促進香港高等教育的發展。在一些主要的國際教育研討會上，包括亞太國際教育協會、歐洲國際教育協會及國際教育人員協會，嶺大的代表與夥伴院校及潛在的夥伴院校進行會議，探討合作機會。

為了走向國際化的目標，大學特別重視加強全球意識，以及推動本地生和非本地生的融合。在2015/16學年，大學舉辦了多項活動，推廣多元文化，其中包括學生伙伴計劃、國際日及文化探遊等。

未來發展

開拓院校間的新平台

大學將繼續維持及發展全球夥伴關係，藉此加強研究及教學的水平；培育學生成為世界公民，以及在美國以外地區推廣博雅教育。此外，大學將進一步與其他較少受注視的國家以及一帶一路沿線地區的一些優秀大學發展聯繫。

為海外深造提供更多元選擇

大學非常重視傳統的學期交換生計劃，但亦明白有些學生只想花較短時間到海外交流。因此，大學會密切與夥伴院校及教員合作，提供其他形式的海外學習機會，例如，教員帶領的學習團、參觀訪問企業及考察團等。

加強支援往海外交流的學生

有意到海外交流的學生，或面對財政困難，或擔心難以將海外院校修讀學分融入原校課程學分。有見及此，大學的「環球教育處」將加強與其他單位合作，希望提供更全面的資助計劃，並且組織更多工作坊和個別簡報會，幫助學生解決問題。
Research & Impact: Expanding Research Platforms

In order to enhance and broaden the global experiences of students and faculty, the University has been actively establishing strategic collaborations with institutions worldwide. Reaching out to key research universities in Asia and beyond, Lingnan strategically develops research collaboration in humanities, social sciences, business and management.

In February 2016, Lingnan became a partner of Centre for Global Higher Education (CGHE), the largest research centre in the world specifically focused on higher education and its future development. CGHE is a partnership led by the University College London Institute of Education with Lancaster University, the University of Sheffield and University of Bath in the UK, Australian National University in Australia, Dublin Institute of Technology in Ireland, Hiroshima University in Japan, Leiden University in the Netherlands, Lingnan University in Hong Kong, Shanghai Jiao Tong University in Mainland China, University of Cape Town in South Africa and University of Michigan in the US. This collaboration enabled the University to tap into a leading worldwide research platform and showcase our world class excellence in the area of global higher education research.

Highlights of research projects supported by General Research Fund and Early Career Scheme

Competition for grants from the General Research Fund (GRF) and Early Career Scheme (ECS) of the Research Grants Council increases every year. The projects listed below, as supported by GRF and ECS, well demonstrate the research strengths of Lingnan albeit in a highly competitive environment.

Historical justice and reconciliation: dealing with Japan’s occupation in Korea

Prof Roman David in the Department of Sociology and Social Policy examines how Korea reconciled its past under Japanese occupation and the authoritarian governments that followed it after World War II. He aims at developing an interdisciplinary victim-oriented approach to transitional justice and reconciliation by drawing on insights from sociology, social psychology and political science.

A study of contracting out social services and changing welfare governance in China

In his project, Prof Joshua Mok in the Department of Sociology and Social Policy examines the policies and practices of contracting out social services in nine Chinese cities. Through exploring the capacities of local government officials and NGOs in contracting out and delivering social services respectively, Prof Mok will propose appropriate training programmes for government officials and NGO staff.
Developing environmental DNA approaches to study the ecology and conservation of endangered Hong Kong turtles

In his project, Prof Jonathan Fong in the Science Unit refines an existing eDNA method to detect and monitor Hong Kong’s five endangered freshwater turtle species: Cuora trifasciata, Mauremys reevesii, Pelodiscus sinensis, Platysternon megacephalum, and Sacalia bealei. The results will be used to develop effective conservation of Hong Kong freshwater turtles by working with non-governmental organisations and governmental departments.
研究與影響：開拓研究平台

為了增加和擴闊師生的全球體驗，大學正積極與世界各地院校建立策略性協作關係。透過與亞洲及世界各地重點研究型大學建立聯繫，嶺大在人文學、社會科學、商業及管理學方面與該等大學在研究方面進行協作。

嶺大於2016年2月成為「全球高等教育中心」的協作夥伴。該中心由倫敦大學學院教育研究院領導，專注研究高等教育及其發展，為全球同類研究組織中規模最大。協作夥伴包括：英國蘭卡斯特大學、英國謝菲爾德大學、英國巴斯大學、澳洲國立大學、愛爾蘭都柏林理工大學、日本廣島大學、荷蘭萊頓大學、香港嶺南大學、上海交通大學、南非開普敦大學及美國密歇根大學。嶺大加入這個首屈一指的全球研究平台，得以展示大學在全球高等教育研究領域的世界級卓越成績。

「優配研究金」及「傑出青年學者計劃」資助的部份研究項目

申請研究資助局的「優配研究金」和「傑出青年學者計劃」撥款，競爭可謂與年俱增。儘管嶺大處於激烈競爭環境中，以下的研究項目成功獲得「優配研究金」和「傑出青年學者計劃」撥款，充分反映嶺大的研究實力。

歷史公義與協商：研究被日本佔領的韓國

社會學及社會政策系Roman David教授審視曾被日本佔領以及二戰後受專制政府控制的韓國，如何通過協商和解方法，讓國家邁向未來。他的目標是發展一套以受害國家為研究對象，橫跨多個學科的研究公義過渡和協商和解的方法，而涵蓋學科包括社會學、社會心理學及政治學。

研究中國的外判社會服務及改變福利治理方式

社會學及社會政策系莫家豪教授的研究項目，是要審視中國九個城市外判社會服務的政策及做法。莫教授將會探討地方政府官員及非政府組織分別在外判和提供社會服務方面的能力，之後向當地政府官員和非政府組織建議合適的培訓計劃。
發展環境脫氧核醣核酸方法從而研究瀕危香港淡水龜的生態環境及保育問題

科學教研組方健恩教授的研究項目，是為了改善現行的環境脫氧核醣核酸方法，藉此偵查和監測香港五種瀕危的淡水龜，包括：金錢龜、烏龜、中國鱉、平胸龜和眼斑龜。方教授將利用研究結果，與非政府組織及政府部門合作發展保育香港淡水龜的方法。
Remarkable development in Knowledge Transfer

History learning for primary and secondary students

Building on faculties’ solid support, knowledge transfer (KT) pervaded all disciplines in the last two years. The University has made remarkable achievements in 2015/16 in terms of broadening KT activities, income growth, social impact and diversification into new areas.

In 2015/16, cumulative income from 50 projects supported by external funds had risen by 38% from HK$17.7 million to HK$24.4 million. The contract value of those projects is encouraging, such as the HK$14.8 million from The Hong Kong Jockey Club Charities Trust for the “Jockey Club Hong Kong History Learning Programme”. Economic value aside, there was almost two-fold increase in the number of beneficiaries from 14,200 in 2014/15 to 26,600 in 2015/16.

The “Jockey Club Hong Kong History Learning Programme” was an unprecedented one both in nature and scope. It is a three-year project to be implemented by the Hong Kong and South China Historical Research Programme of Lingnan University. Targeted at all primary and secondary school students and teachers in Hong Kong, the Programme aims to develop a set of teaching and learning resources delving into the breadth of Hong Kong history in supporting the key learning area of “Personal, Social and Humanities Education” of the primary and secondary curriculum.

Studying social service needs in Mainland China

Prof Joshua Mok, Chair Professor of Comparative Policy, had successfully secured a grant of HK$0.9 million for the project “Hong Kong Non-Governmental Welfare Organization in Mainland China: Services, Challenges and Opportunities” under the Public Policy Research Fund of the Central Policy Unit of the HKSAR Government. The project involves studying the impact of Hong Kong Non-Governmental Organisations (NGOs)’ services in the Mainland, identifying service needs and areas of improvements.

Helping child victims and promoting social justice

The University’s KT projects often address and respond to identified social needs. With a strong track record in using art to help under-performing school children, Prof Sophia Law in the Department of Visual Studies received an external fund of HK$397,000 from the Jean CK HO Family Foundation for using art to serve secondary child victims of family violence. To raise public awareness of the identity and contributions of ethnic minorities, Prof Lisa Leung in the Department of Cultural Studies initiated two projects entitled “Cultural History of South Asians in Tuen Mun - a Tour of Appreciation” and “Ethnic minorities and the News Media - portrayal and public perception”, both supported by the internal KT Project Fund. The Fund also supported another project initiated by Prof James Rice in the Department of Philosophy, which raised rights awareness among foreign domestic workers in Hong Kong.
Raising professional standards among elderly caretakers and teachers

The Asia-Pacific Institute of Ageing Studies (APIAS) was approved by the Social Welfare Department as a training institute to provide 200 places for students in two courses “Certificate in Nursing Care for Elderly and Persons with Disabilities” and “Diploma in Multi-sills Care for Elderly and Persons with Disabilities”. On the other hand, Prof Siu Oi-ling in the Department of Applied Psychology has provided a training course for teachers on “Effective Strategies for Managing Students’ Challenging Behaviour: A Psychological Approach”, which was supported by a funding of HK$605,200 from the Education Bureau.
知識轉移的重要發展

中小學生學習歷史

在嶺大學者的積極參與下，過去兩年知識轉移（轉化應用）已遍及所有學科。在2015/16學年，知識轉移活動的拓展、收益的增長、對社會的影響，以及多元發展新領域等各方面，大學均有卓越的成果。

在2015/16學年，來自外部資金資助的項目有50個，累計收益從港幣1,770萬元增加至2,440萬元，增幅為38%。這些項目的捐助金額令人鼓舞，例如香港賽馬會慈善信託基金捐贈港幣1,480萬元成立「賽馬會香港歷史學習計劃」。除了經濟價值外，受惠人數亦由2014/15學年的14,200人，增加至2015/16學年的26,600人。

「賽馬會香港歷史學習計劃」為期三年，由嶺大的香港與華南歷史研究部負責推行，其性質及規模均屬史無前例。這項計劃以全港中、小學生及教師為對象，發展一套探索香港歷史軌跡的教與學資源，以支援中、小學課程當中的「個人、社會及人文教育」等學習領域。

研究中國內地對社會服務的需求

比較政策講座教授莫家豪教授成功獲得香港特區政府中央政策組的公共政策研究資助計劃資助港幣90萬元，進行「香港社會福利機構在中國內地之服務、挑戰與機遇」研究項目，研究香港社會福利機構對內地社會服務的影響，以及識別服務需求和需要改善的地方。

幫助受害兒童及推廣社會公義

大學的知識轉移項目，大多是回應已確認的社會需求。視覺研究系的羅淑敏教授一向致力利用藝術幫助表現欠佳學童，她獲得何晶潔家族基金資助港幣397,000元，以藝術為媒介，幫助家庭暴力受害兒童。此外，為了增加大眾認識少數族裔和他們的貢獻，文化研究系梁旭明教授展開了兩個知識轉移項目，分別為「欣賞之旅：屯門南亞少數族裔的文化歷史」及「新聞媒體對少數族裔的描述及公眾認知」。兩個項目均獲大學的知識轉移項目基金資助。基金亦資助了由哲學系JamesRice教授展開的項目，目的是提高在香港工作的外傭對本身權利的認識。
提升老人照顧者及教師的專業水平

亞太老年學研究中心是社會福利署認可的訓練學院。中心舉辦了兩項課程，分別為「長者及殘疾人士護理技巧證書」及「長者及殘疾人士多元技能護理文憑」，合共招收200個學生。另一方面，應用心理學系蕭愛鈴教授為教師提供訓練課程，名為「利用心理學方法制定有效策略管理學生行為問題」。課程獲教育局資助港幣605,200元。
## Projects newly funded by Knowledge Transfer Project Fund in 2015/16 知識轉移項目基金於2015/16年度新資助項目

<table>
<thead>
<tr>
<th>Project Name 項目名稱</th>
<th>Target Beneficiaries 受惠對象</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Revitalising heritage 活化傳統</strong></td>
<td></td>
</tr>
<tr>
<td>Films, life and history of Hong Kong in the 1950s: Engaging the public across generations 跨代公眾認識1950年代香港電影、生活及歷史</td>
<td>Young generation, the elderly and the general public 年輕人、長者及公眾</td>
</tr>
<tr>
<td>Revitalising rural culture through participatory planning and design of a community classroom in rural New Territories 活化鄉村文化：在新界鄉村參與策劃及設計社區課堂</td>
<td>Tai Kong Po villagers, student helpers and volunteers, city dwellers who join the workshops and exhibition 大江埔村村民、參與學生、義工及參與工作坊和展覽的城市居民</td>
</tr>
<tr>
<td>Cultural history of South Asians in Tuen Mun - A tour of appreciation 欣賞之旅：屯門南亞少數族裔的文化歷史</td>
<td>South Asians including youth and students, and participants who join the seminar and cultural tour 南亞裔人士，包括年輕人、學生及參加研討會和文化之旅的人士</td>
</tr>
</tbody>
</table>

| **II. Raising professional standards 提升專業水平** | |
| Promoting effective e-learning modes in schools of Mainland China and Hong Kong 在中國內地及香港學校推廣有效的電子學習模式 | Education Bureau officials, school principals and teachers in Hong Kong and Mainland China (mainly Nanchang and Zhaoqing) 教育局官員、香港及內地（主要是南昌及肇慶）校長與教師 |
| Internet Finance - Innovation fuel for industries 為業界推動創新的互聯網金融 | Business companies in Hong Kong 香港商界 |

| **III. Business development 商業發展** | |
| Executive e-Commerce and Internet Finance (FinTech) seminars/workshops for Hong Kong enterprises 香港企業採用電子商貿及互聯網金融研討會/工作坊 | Organisation leaders, managers of companies and IT staff機構主管、公司經理及資訊科技部員工 |
| Detecting loan defaults of peer-to-peer loans by using psychometric assessment tools 利用心理測量學評估工具檢測個人對個人貸款的違約 | Peer-to-peer lending firms in Mainland China 中國內地的個人對個人貸款公司 |

| **IV. Arts & culture outreach 推廣藝術與文化** | |
| Reviving a forgotten ritual play in Cantonese opera: The female Jiaguan (Blessing of Promotion) 復興一個被遺忘的粵劇儀式—女性加官 | Young actors and musicians, students studying Cantonese opera, music, drama and theatre, and related disciplines, general audience 年輕演員及音樂家；學習粵劇、音樂、戲劇及相關學科的學生；公眾 |
| Workshop and concert on Chinese music textures and scoring 中國音樂的紋理及樂譜工作坊與音樂會 | Young composers and arrangers, singers and producers of Chinese music, general audience 年輕作曲家及編曲家、中國音樂歌唱家與製作人；公眾 |

| **V. Building a caring and understanding society 建設一個互相關懷和理解的社會** | |
| Hong Kong studies and the subject of liberal studies 香港研究及通識教育題目 | Secondary school teachers and students 中學教師與學生 |
| Ethnic minorities and the news media - Portrayal and public perception 新聞媒體對少數族裔的描述及公眾認知 | Tertiary school students, South Asians minorities in Hong Kong, NGOs involved in ethnic minority services, stakeholders involved in the livelihood of South Asians in Hong Kong including teachers, medical staff, policemen, social service agents and the public 大專院校學生、香港南亞裔居民、為少數族裔提供服務的非政府組織、涉及南亞裔人在香港生活所接觸的教師、醫務人員、警察、社會服務機構及公眾人士 |
| Mainstreaming gender mainstreaming: Engaging stakeholders and the community 性別觀點主流化：持份者與社群的參與 | The Women's Coalition, political parties, regional and legislative councils, The Women's Commission, Labour and Welfare Bureau and other government departments, and the general public 香港女同盟會、政治組織、區議員及立法會議員、婦女事務委員會、勞工及福利局及其他政府部門、公眾 |
Research-Track and Teaching-Track appointments established

To further enhance its research capacity, the University has formulated concrete plans to strengthen academic and research development. In 2015/16, the University has initiated strategic recruitment to attract outstanding research talents in selected strategic areas. Reflecting the University’s equal emphasis on teaching and learning, and making reference to the practices of local and overseas institutions, Research-Track appointments and Teaching-Track appointments were established to facilitate the University in coping with its staffing needs for its long-term strategic development.

Future development

Consolidating research strengths

The University will consolidate its research strengths and forge closer ties with eminent universities and institutions to promote regional and international cooperation, with the aim of attaining research excellence.

Next phase of growth

With diversification of KT efforts into technology-based KT and business engagements, the University’s KT initiatives will enter into the next phase of growth in 2016-2019, focusing on the four main themes of (i) Revitalising Heritage; (ii) Informing Public Policy; (iii) Business and Economy; and (iv) China and Beyond.
設立研究為主和教學為主的教席

為鞏固研究實力，大學已制定具體計劃增強學術和研究的發展。在2015/16年度，大學已開始實施策略性招聘，吸引在特定策略性領域的傑出研究人才。大學素來兼重教學與研究，參照本地及海外院校的經驗後，設立了分別以研究為主和教學為主的教席，回應長遠策略發展的人力需求。

未來發展

整合學術研究實力

大學將整合在研究方面的實力，與傑出的大學和機構建立更緊密的地區性及國際性合作關係，務求令學術研究力臻卓越。

發展的新階段

我們致力令知識轉移走向多元化，包括以科技為基礎的知識轉移，以及涉及商業範疇的合作。知識轉移的發展正踏入2016-2019年的新階段，並專注於四大主題：(1)活化傳統；(2)公共政策相關項目及工作；(3)商業與經濟；(4)中國及以外之發展。
Service-Learning & Civic Engagement: Nurturing Change-Makers

The University offers learning opportunities for students to apply their academic knowledge in practice. Under the guidance of course instructors and service agencies, students are able to develop positive attitudes and practical skills. Through engaging in Service-Learning projects, they initiated change-making plans and actions, and made a difference to society. Below are the major achievements in the development of Service-Learning during 2015/16 as well as the future development of the Service-Learning pedagogy.

Building social capital through Service-Learning and research

Service-Learning and Research Scheme (SLRS) aims to provide students with a real-life experiential classroom where they can apply their academic knowledge to meaningful service. Under the guidance of course instructors and service agency supervisors, students were able to address community needs and develop practical skills.

To offer comprehensive support and create a stronger impact on the service agencies, some Services-Learning projects of 2015/16 were implemented through a cross-departmental collaboration approach, for example students from three Business courses jointly advised a local corporation by writing corporate social responsibility and business proposals.

<table>
<thead>
<tr>
<th>Impact of SLRS in 2015/16</th>
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<tbody>
<tr>
<td>Number of participating students</td>
</tr>
<tr>
<td>Number of SLRS projects</td>
</tr>
<tr>
<td>Number of academic courses involved</td>
</tr>
<tr>
<td>Number of community partners</td>
</tr>
<tr>
<td>Number of beneficiaries</td>
</tr>
</tbody>
</table>
Symposia to promote Service-Learning pedagogy

In 2015/16, the Office of Service-Learning (OSL) organised and co-organised a series of symposia for students, faculty, regional partners and the general community to promote Service-Learning as a pedagogical tool for transferring knowledge to the community. Topics covered by the symposia included “Faculty Engagement and Service-Learning”, “Faculty Engagement and Community-University Partnership”, “Student Empowerment and Service-Learning” and “Network Strengthening for Service-Learning”.

Enthusiastic participation at the Student Empowerment and Service-Learning symposium.

“Our Service-Learning project in India lasted for a month and was divided into two parts: the first part was a two-week cultural study led by student volunteers and mentors of a local college, visiting non-profit making or voluntary organisations such as human rights bodies and those helping AIDS patients; the second part was to volunteer in non-governmental organisations. I was assigned to provide services in an orphanage and a special school. Learning much about the social inequalities in India, I felt grateful for living in an environment where I have the chance to study and that gender and other inequalities are much less prominent.”

Ashlyn Lin Yuqi, Applied Psychology, Year 4

Nurturing student leaders

In 2015/16, 37 students served as student leaders to lead various Service-Learning programmes. Among them, 12 were Service-Learning Teaching Assistants, 12 were Service-Learning Project Trainees, eight were Service-Learning Student Association members and five were Mainland and International Service-Learning Programme (MISLP) coordinators and mentors.

66 students were sponsored to participate in 15 MISLP projects to apply their knowledge in different parts of the world. Six student leaders presented their Service-Learning experiences in the 27th Annual National Service-Learning Conference held at Minnesota, the US, in early April 2016.

10th anniversary of Service-Learning

To celebrate the 10th anniversary of inauguration of Service-Learning at Lingnan University, OSL organised the “International Symposium: Network Strengthening for Service-Learning Through Regional Collaboration” on 9-12 March 2016. Over 140 participants representing more than 60 higher education institutions and organisations from 12 countries and regions gathered at Lingnan to review the developments and advances of Service-Learning in the Asia Pacific region over the past decade, share experience in Service-Learning and establish stronger collaboration networks across the region.
Future development

Service-Learning as a graduation requirement

Starting from the intake of 2016/17, Service-Learning will be fully implemented for all 4-year curriculum undergraduate students as a graduation requirement. Students have to participate in at least one academic course with S-L component offered by academic departments and/or OSL, or approved courses offered by overseas institutions. To better facilitate the implementation of the requirement, Departmental Service-Learning Coordinators are nominated by the Head of Departments to encourage participation in Service-Learning within the department.

Community and faculty outreach

To sustain and enlarge its community network, strengthen the university-community partnership and cultivate Service-Learning culture at Lingnan, OSL will continue to organise Faculty Community Meeting, Scholar Series, Faculty Retreat and other activities.

Student development

To support the University’s strategic plan on student development, OSL will provide students with more quality local Service-Learning opportunities through SLRS, and opportunities to join global engagement programmes and conferences. More student leaders will receive trainings from the current student development programmes to apply their knowledge to meaningful service.
服務研習及公民參與：培育創建者

大學不斷為同學提供學習機會，讓學生將學術知識應用在生活上。在課程導師及服務機構的指導下，學生既可建立正面的態度，又能學習實際的技能。透過參與服務研習計劃，他們發起能夠創建及改善社會的計劃及行動，為社會帶來改變。以下是服務研習發展在2015-16學年的主要成果，以及服務研習教學法的未來發展。

通過服務研習計劃積累社會資本

「服務研習計劃」的目的，是為學生提供現實中的實驗課堂，讓他們將學術知識應用在有意義的服務上。在課程導師及服務機構主管的指導下，學生可回應社區的需求，並發展實際的技能。

為了提供全面的支援，並對服務機構作出更大的貢獻，在2015/16學年，某些服務研習以跨部門協作模式進行，例如，來自三個商業課程的學生，一起合作為本地一家企業撰寫一份企業社會責任計劃書及商業建議書。

<table>
<thead>
<tr>
<th>2015/16學年服務研習計劃的統計數字</th>
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</thead>
<tbody>
<tr>
<td>參與學生人數</td>
</tr>
<tr>
<td>服務研習計劃數目</td>
</tr>
<tr>
<td>涉及的學術課程</td>
</tr>
<tr>
<td>社區夥伴數目</td>
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<tr>
<td>受惠人數</td>
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</table>
推廣服務研習教學法的研討會

在2015/16學年，服務研習處舉辦及協辦一系列研討會，推廣服務研習作為將知識轉移到社區的教學工具。研討會的對象包括學生、大學教員、地區夥伴及社會人士。涉及的議題包括「教職員參與及服務研習」、「建設可持續城市：從認識社區需要到社區協作」、「青年力量」及「拓展跨地域協作網絡」。

「凝聚青年力量」研討會反應熱烈。

「我們在印度的服務研習計劃為期一個月，共分為兩部分。第一部分是為期兩星期的文文化研習，由當地一間學院的學生義工及導師帶領參加者到人權組織、援助愛滋病患者等非牟利或志願機構參觀；第二部分則是到非政府組織當義工，而我獲安排到當地一間孤兒院及特殊學校當義工。了解印度的社會不平等情況後，我感到自己很幸福，因為在我生活的國度，我有機會接受教育，而且較少兩性及其他不平等問題。」

林宇淇，應用心理學系四年級

培育學生領袖

在2015/16學年，37位學生為多個服務研習課程擔當學生領袖，其中12位擔任服務研習教學助理，12位擔任服務研習項目實習生，八位成為服務研習學生協會會員，另外五位擔任內地及國際服務研習計劃的統籌員及學長。

66位學生得到資助並參加15個「內地及國際服務研習計劃」的項目，把他們的知識應用在世界各地。在2016年4月初，六位學生領袖出席在美國明尼蘇達州舉行的第27屆全美服務研習週年會議，講述他們的服務研習經驗。
服務研習10周年慶典

為慶祝嶺大推行服務研習10周年，服務研習處於2016年3月9日至12日舉行「拓展跨地域協作網絡」國際研討會。逾140名來自12個不同國家或地區超過60間高等院校或組織的代表聚首嶺大，回顧服務研習在亞太地區過去十年的發展和成果，並分享服務研習的經驗，同時致力拓展跨地域協作網絡。

未來發展

服務研習成為畢業要求之一

由2016/17學年開始，修讀服務研習課程將成為四年制本科生的畢業要求之一。學生必須參加最少一個由學系及/或服務研習處提供，或由大學認可的海外學府所提供的服務研習。為了協助推行服務研習成為畢業要求之一，各學系的系主任委任學系內的服務研習統籌員，負責鼓勵學生參與系內舉辦的服務研習項目。

大學與社區關係

為了延續及擴大社區網絡、加強大學與社區夥伴關係、培養嶺大的服務研習文化，服務研習處將繼續舉辦社區會議、學者系列、教師退修會及其他活動。

學生發展

為配合嶺大對學生發展的策略方針，服務研習處將通過服務研習計劃，提供更佳的本地服務研習機會，以及讓學生有更多機會參與國際性計劃和會議。此外，大學將會通過目前的學生發展計劃，讓更多學生領袖接受培訓，將他們的知識應用在有意義的服務上。
University Governance

COUNCIL

The Council consists of 33 seats in which 25 are lay members who are not employees of the University and 8 internal members including the President, the Vice-President, 3 members elected by the eligible staff among themselves, 2 members elected by the Senate from among its members and the President of the Lingnan University Students’ Union.

As the supreme governing body of the University, the Council exercises the powers and duties of the University as specified in the Lingnan University Ordinance, and carries responsibility for ensuring the effective management of the University and for planning its future development. The Council normally meets four times each year. Additional special meetings are arranged if the need arises.
大學管治

校董會

校董會由33名成員組成，其中25名為校外成員，另外八名校內成員，包括校長、副校長、由合資格的教職員互選產生的成員三名、由教務會成員互選產生的成員兩名及學生會會長。

校董會是大學的最高管治機構，行使及執行《嶺南大學條例》內之職權，並有責任確保大學有效管理及規劃其未來發展。校董會一般於一年內舉行四次會議。若有需要，則會召開特別會議。
## COUNCIL MEMBERSHIP 校董會成員

<table>
<thead>
<tr>
<th>Chairman</th>
<th>副主席</th>
<th>Treasurer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. AUYEUNG, Pak Kuen Rex</td>
<td>Dr. HO, Kwan Yiu Junius, JP</td>
<td>Mr. NGAI, Michael</td>
</tr>
<tr>
<td>Ms. CHAN, Man Ki Maggie, MH, JP</td>
<td>何君堯博士太平紳士</td>
<td>魏明德先生</td>
</tr>
<tr>
<td>The Principal</td>
<td>李漢祥先生</td>
<td>羅世傑醫生</td>
</tr>
<tr>
<td>CMK lawyers</td>
<td>匯豐銀行</td>
<td>Dr. LEE, Ye Lick Alex</td>
</tr>
<tr>
<td>陳曼琪律師行 首席律師</td>
<td>董事總經理</td>
<td>羅漢東先生</td>
</tr>
<tr>
<td>Dr. CHAN, Pun David, HonorLLD</td>
<td>李錦祺先生</td>
<td>譚耀宗先生</td>
</tr>
<tr>
<td>陳斌博士</td>
<td>Honorary Secretary and Director</td>
<td>譚慶初先生</td>
</tr>
<tr>
<td>Chairman and Managing Director</td>
<td>CrossGate Advisor Limited</td>
<td>譚國權醫生</td>
</tr>
<tr>
<td>Tai Cheung Holdings Limited</td>
<td>亞洲區主席</td>
<td>Doctor</td>
</tr>
<tr>
<td>大昌集團有限公司 主席及董事總經理</td>
<td>The Principal Financial Group</td>
<td>法師</td>
</tr>
<tr>
<td>Mrs. CHAN, NGAN Man Ling Edith, MH</td>
<td>Dr. HO, Kwan Yiu Junius, JP</td>
<td>Mr. WONG, Kwan Yu, BBS, MH, JP</td>
</tr>
<tr>
<td>陳顯文玲女士</td>
<td>李漢祥先生</td>
<td>譚耀宗先生</td>
</tr>
<tr>
<td>Chief Executive</td>
<td>匯豐銀行</td>
<td>譚慶初先生</td>
</tr>
<tr>
<td>Hong Kong Securities and Investment Institute</td>
<td>匯豐銀行</td>
<td>譚慶初先生</td>
</tr>
<tr>
<td>香港證券及投資學會行政總裁</td>
<td>商業銀行</td>
<td>譚國權醫生</td>
</tr>
<tr>
<td>Ms. CHEUNG, Hok Yan Jennifer</td>
<td>招天聰先生</td>
<td>譚慶初先生</td>
</tr>
<tr>
<td>張學欣女士</td>
<td>招天聰先生</td>
<td>譚國權醫生</td>
</tr>
<tr>
<td>Director, Global Banking, China</td>
<td>Global Banking and Markets</td>
<td>譚慶初先生</td>
</tr>
<tr>
<td>Global Banking and Markets</td>
<td>The Hongkong and Shanghai Banking Corp. Ltd.</td>
<td>譚國權醫生</td>
</tr>
<tr>
<td>香港上海匯豐銀行有限公司</td>
<td>環球銀行中資企業組總監</td>
<td>譚慶初先生</td>
</tr>
<tr>
<td>Ms. CHEUNG, Marn Kay Katherine</td>
<td>顧張文菊、葉成慶律師事務所 高級合夥人</td>
<td>譚慶初先生</td>
</tr>
<tr>
<td>章曼琪女士</td>
<td>CrossGate Advisor Limited</td>
<td>譚慶初先生</td>
</tr>
<tr>
<td>Vice Chairman</td>
<td>龍門創建諮詢有限公司 副主席</td>
<td>譚國權醫生</td>
</tr>
<tr>
<td>Mr. CHIU, Tin Chung Ernest</td>
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<td>Director</td>
<td>匯豐銀行</td>
<td>譚國權醫生</td>
</tr>
<tr>
<td>Melun Engineering Limited</td>
<td>Hong Kong Lifelong Education Organization Limited</td>
<td>譚國權醫生</td>
</tr>
<tr>
<td>美能工程有限公司 董事</td>
<td>香港樂善教育機構有限公司 主席</td>
<td>譚國權醫生</td>
</tr>
<tr>
<td>Mr. DORFMAN, Robert</td>
<td>Mr. LI, Kam Kee</td>
<td>譚國權醫生</td>
</tr>
<tr>
<td>任勵明先生</td>
<td>李錦祺先生</td>
<td>黃祖輝太平紳士</td>
</tr>
<tr>
<td>Chairman</td>
<td>Honorary Secretary and Director</td>
<td>譚耀宗先生</td>
</tr>
<tr>
<td>Herald Holdings Ltd</td>
<td>Lingnan Education Organization Limited</td>
<td>譚慶初先生</td>
</tr>
<tr>
<td>興利集團有限公司 主席</td>
<td>頌南教育機構有限公司 義務秘書及董事</td>
<td>譚國權醫生</td>
</tr>
<tr>
<td>Mr. DOWNEY, Martin</td>
<td>Ms. LO, Wing Sze Anthea</td>
<td>譚慶初先生</td>
</tr>
<tr>
<td>Partner</td>
<td>羅詠詩女士</td>
<td>譚國權醫生</td>
</tr>
<tr>
<td>Holman, Fenwick &amp; Willan, Solicitors</td>
<td>Managing Director</td>
<td>譚慶初先生</td>
</tr>
<tr>
<td>夏禮文律師行 合夥人</td>
<td>Million Group</td>
<td>譚慶初先生</td>
</tr>
<tr>
<td>江門創建諮詢有限公司 副主席</td>
<td>羅漢東先生</td>
<td>譚慶初先生</td>
</tr>
</tbody>
</table>

## Members appointed by the Chief Executive 由行政長官委任的成員

| Ms. CHAN, Man Ki Maggie, MH, JP | Dr. HO, Kwan Yiu Junius, JP | Mr. NGAI, Michael |
| 譚耀宗先生 | 何君堯博士太平紳士 | 魏明德先生 |
| The Principal | 李漢祥先生 | 匯豐銀行 |
| CMK lawyers | 匯豐銀行 | 匯豐銀行 |
| 陳曼琪律師行 首席律師 | 匯豐銀行 | 匯豐銀行 |
| Dr. CHAN, Pun David, HonorLLD | 李漢祥先生 | 匯豐銀行 |
| 陳斌博士 | 匯豐銀行 | 匯豐銀行 |
| Chairman and Managing Director | 匯豐銀行 | 匯豐銀行 |
| Tai Cheung Holdings Limited | 匯豐銀行 | 匯豐銀行 |
| 大昌集團有限公司 主席及董事總經理 | 匯豐銀行 | 匯豐銀行 |
| Mrs. CHAN, NGAN Man Ling Edith, MH | 匯豐銀行 | 匯豐銀行 |
| 陳顯文玲女士 | 匯豐銀行 | 匯豐銀行 |
| Chief Executive | 匯豐銀行 | 匯豐銀行 |
| Hong Kong Securities and Investment Institute | 匯豐銀行 | 匯豐銀行 |
| 香港證券及投資學會行政總裁 | 匯豐銀行 | 匯豐銀行 |
| Ms. CHEUNG, Hok Yan Jennifer | 匯豐銀行 | 匯豐銀行 |
| 張學欣女士 | 匯豐銀行 | 匯豐銀行 |
| Director, Global Banking, China | Global Banking and Markets | 匯豐銀行 |
| Global Banking and Markets | The Hongkong and Shanghai Banking Corp. Ltd. | 匯豐銀行 |
| 香港上海匯豐銀行有限公司 | 環球銀行中資企業組總監 | 匯豐銀行 |
| Ms. CHEUNG, Marn Kay Katherine | 匯豐銀行 | 匯豐銀行 |
| 章曼琪女士 | 匯豐銀行 | 匯豐銀行 |
| Vice Chairman | 匯豐銀行 | 匯豐銀行 |
| CrossGate Advisor Limited | 龍門創建諮詢有限公司 副主席 | 匯豐銀行 |
| 招天聰先生 | 匯豐銀行 | 匯豐銀行 |
| Director | 匯豐銀行 | 匯豐銀行 |
| Melun Engineering Limited | Hong Kong Lifelong Education Organization Limited | 匯豐銀行 |
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| 招天聰先生 | 李錦祺先生 | 匯豐銀行 |
| Director | 匯豐銀行 | 匯豐銀行 |
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| Mr. DORFMAN, Robert | Mr. LI, Kam Kee | 匯豐銀行 |
| 任勵明先生 | 李錦祺先生 | 匯豐銀行 |
| Chairman | Honorary Secretary and Director | 匯豐銀行 |
| Herald Holdings Ltd | Lingnan Education Organization Limited | 匯豐銀行 |
| 興利集團有限公司 主席 | 頌南教育機構有限公司 義務秘書及董事 | 匯豐銀行 |
| Mr. DOWNEY, Martin | Ms. LO, Wing Sze Anthea | 匯豐銀行 |
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| Holman, Fenwick & Willan, Solicitors | Managing Director | 匯豐銀行 |
| 夏禮文律師行 合夥人 | Million Group | 匯豐銀行 |
| 江門創建諮詢有限公司 副主席 | 羅漢東先生 | 匯豐銀行 |

## Elected staff members and appointed by the Council 由合資格的教職員互選產生並由校董會委任的成員

| Prof. CHAN, Hau Nung Annie | Prof. LAU, Chi Pang, JP | Prof. LAW, Wing Kenneth |
| 陳效能教授 | 劉智鵬教授太平紳士 | 羅蘭健教授 |
Elected members from the Senate and appointed by the Council

<table>
<thead>
<tr>
<th>Name</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prof. BAEHR, William Peter</td>
<td>Prof. WEI, Xiangdong 魏向東教授</td>
</tr>
</tbody>
</table>

Ex-officio members

<table>
<thead>
<tr>
<th>Title</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>President 校長</td>
<td>Prof. CHENG, Leonard K., BBS, JP 鄭國漢教授太平紳士</td>
</tr>
<tr>
<td>Vice-President 副校長</td>
<td>Prof. MOK, Ka Ho Joshua 莫家豪教授</td>
</tr>
<tr>
<td>President of the Students' Union 學生會會長</td>
<td>Mr CHENG, Pui Lun 鄭沛倫先生(3)</td>
</tr>
</tbody>
</table>

Secretary to the Council 校董會秘書

Mrs TSANG, TAI Mo Oi Monica 曾戴慕愛女士

Note

(1) Membership as at 30 June 2016. 校董會成員以2016年6月30日為準。
(2) On leave from 17 November 2015 until further notice. 於2015年11月17日起休假至另行通知。
(3) From March 2016. 任期由2016年3月起。

ATTENDANCE OF MEMBERS AT COUNCIL MEETINGS IN 2015-16 (From 1 July 2015 to 30 June 2016) (1)

2015至2016年度校董會會議出席率（由2015年7月1日至2016年6月30日）(1)

<table>
<thead>
<tr>
<th>Date of meeting</th>
<th>Total number of Council members 校董會成員人數</th>
<th>Number of members present 出席人數</th>
<th>Percentage of members present 出席率</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 January 2016 2016年1月12日</td>
<td>33</td>
<td>28</td>
<td>85%</td>
</tr>
<tr>
<td>25 April 2016 2016年4月25日</td>
<td>33</td>
<td>28</td>
<td>85%</td>
</tr>
<tr>
<td>13 June 2016 2016年6月13日</td>
<td>33</td>
<td>24</td>
<td>73%</td>
</tr>
</tbody>
</table>

Note

(1) The total number of meetings of the Council held during 1 July 2015 to 30 June 2016 was three. The Council meeting originally scheduled for 22 February 2016 was unable to proceed. 2015年7月1日至2016年6月30日，校董會共開3次會議。校董會原定於2016年2月22日之會議未能如期召開。
COURT

The Court consists of 42 seats in which 35 are external members who are not employees of the University and 7 internal members including the President, Vice-President, 2 members elected by the eligible staff among themselves, 1 member elected by the Senate from among its members, the President of the Lingnan University Students’ Union, and a graduate or past student of the Lingnan College or of the University nominated by Lingnan University Alumni Association (Hong Kong) Limited.

The Court normally meets once a year, usually in May/June. Additional special meetings are arranged if the need arises.

諮議會

諮議會是大學的諮詢機構，由42名成員組成，其中35名為校外成員，另外七名校內成員，包括校長、副校長、由合資格的教職員互選產生的成員兩名、由教務會成員互選產生的成員一名、學生會會長，以及由嶺南大學香港同學會有限公司提名的嶺南學院或大學畢業生或舊生一名。

諮議會一般於一年內舉行一次會議，會議通常於五月或六月舉行。若有需要，則會召開特別會議。
<table>
<thead>
<tr>
<th>Chairmen 主席</th>
<th>Deputy Chairman 副主席</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr LAW, Sai Kit Frank 羅世傑醫生</td>
<td>Mrs KOON, WOO Kam Oi Agnes 管胡金愛女士</td>
</tr>
</tbody>
</table>

**Members appointed by the Chief Executive 由行政長官委任的成員**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr AUYEUNG, Pak Kuen Rex</td>
<td>欧陽伯權先生</td>
</tr>
<tr>
<td>Mr CHAN, Cheuk Man</td>
<td>陳卓文先生</td>
</tr>
<tr>
<td>Mr CHAN, Man Tat Steven</td>
<td>陳文達先生</td>
</tr>
<tr>
<td>Dr CHAN, Pun David, HonLLD</td>
<td>陳斌博士</td>
</tr>
<tr>
<td>Dr CHAN, Yau Nam Ian, MH</td>
<td>陳幼南博士</td>
</tr>
<tr>
<td>Ms CHEUNG, Hok Yan Jennifer</td>
<td>張學欣女士</td>
</tr>
<tr>
<td>Ms CHEUNG, Marn Kay Katherine</td>
<td>章曼琪女士</td>
</tr>
<tr>
<td>Mr CHIU, Sai Kit Thomas</td>
<td>趙世傑先生</td>
</tr>
<tr>
<td>Mr CHIU, Tin Lap Jack</td>
<td>招天立先生</td>
</tr>
<tr>
<td>Dr FONG, Chi Wah</td>
<td>方志華博士</td>
</tr>
<tr>
<td>Ms FONG, Ying Chi Sharon</td>
<td>方英姿女士</td>
</tr>
<tr>
<td>Dr HO, Kwan Yiu Junius, JP</td>
<td>何君堯博士太平紳士</td>
</tr>
<tr>
<td>Ms HO, Shuk Yee Samantha</td>
<td>何淑懿女士</td>
</tr>
<tr>
<td>Mr IP, Shing Hing Simon, JP</td>
<td>葉成慶太平紳士</td>
</tr>
<tr>
<td>Mr LAM, Fan Keung Franklin, BBS</td>
<td>林憲強先生</td>
</tr>
<tr>
<td>Mr LAM, Timothy Junior</td>
<td>林梓權先生</td>
</tr>
<tr>
<td>Mr LEE, Sheung Fat Alfred</td>
<td>李相發先生</td>
</tr>
<tr>
<td>Dr LEE, Ye Lick Alex</td>
<td>李以力博士(2)</td>
</tr>
<tr>
<td>Mr LEUNG, Chung Sing Sammy</td>
<td>梁松聲先生</td>
</tr>
<tr>
<td>Mr LI, Kam Kee</td>
<td>李錦祺先生</td>
</tr>
<tr>
<td>Dr LI, Sau Hung Eddy, BBS, JP</td>
<td>李秀恆博士太平紳士</td>
</tr>
<tr>
<td>Mr LUI, Ngok Che Augustine</td>
<td>吕岳枝先生</td>
</tr>
<tr>
<td>Mr MUI, Lok Wood</td>
<td>梅樂活先生</td>
</tr>
<tr>
<td>Dr SHUEN, LEUNG Lai Sheung Loretta</td>
<td>顧梁勳常女士</td>
</tr>
<tr>
<td>Mr SLOSAR, John R</td>
<td>史樂山先生</td>
</tr>
<tr>
<td>The Honourable TSE, Wai Chuen Tony, BBS</td>
<td>謝偉銓議員</td>
</tr>
<tr>
<td>Ms WAI, Sik Yin Felicia</td>
<td>周慧然女士</td>
</tr>
<tr>
<td>Mr WAI, Yip Carl Gilbert</td>
<td>韋業嘉先生</td>
</tr>
<tr>
<td>Dr WONG, Chi Hong Arion</td>
<td>王志康博士</td>
</tr>
<tr>
<td>Mr WONG, Kwan Yu, BBS, MH, JP</td>
<td>黃均瑜太平紳士</td>
</tr>
<tr>
<td>Dr WU, Chi Wai Simon</td>
<td>胡志偉博士</td>
</tr>
<tr>
<td>Mr WU, Shang Tun Mason</td>
<td>伍尚敦先生</td>
</tr>
<tr>
<td>Mr YAO, Cho Fai Andrew, BBS, JP</td>
<td>姚祖輝太平紳士</td>
</tr>
</tbody>
</table>

**Elected staff members and appointed by the Council 由合資格的教職員互選產生並由校董會委任的成員**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ir Dr HO, Wing Rosiah 何榮博士</td>
<td>Dr YEUNG, Kai Yin Tommy 楊繼賢博士</td>
</tr>
</tbody>
</table>

**Elected member from the Senate and appointed by the Council 由教務會成員互選產生並由校董會委任的成員**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prof. WONG, Yiu Chung 王耀宗教授</td>
<td></td>
</tr>
</tbody>
</table>

**Ex-officio members 當然成員**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>President 校長</td>
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</tr>
</tbody>
</table>

**A graduate or past student of the Lingnan College/ University appointed by the Council 由校董會委任的嶺南學院或大學的畢業生或舊生一名**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr SAM, Chien Man Henry 岑展文先生</td>
<td>Mrs TSANG, TAI Mo Oi Monica 曾戴慕愛女士</td>
</tr>
</tbody>
</table>

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**Note**

*(1) Membership as at 30 June 2016. 諮議會成員以2016年6月30日為準。

*(2) On leave from 17 November 2015 until further notice. 於2015年11月17日起休假至另行通知。

*(3) From March 2016. 任期由2016年3月起。*
SENATE

As the supreme academic body of the University, the Senate is responsible for regulating and directing the academic work of the University. The President is the Chairman of the Senate and the Vice-President is the Deputy Chairman. Its membership includes, inter alia, the Associate Vice-Presidents, Deans, Chair Professors, Heads of relevant units, and staff and student representatives from all Faculties.

The Senate normally meets six times a year during an academic year.

COUNCIL COMMITTEES

The Council has established 11 standing committees which are responsible for considering and advising the Council on matters under their purviews. These standing committees play a key role in supporting the proper conduct of Council business and in ensuring the performance of the University against its planned strategies and operational targets. These include Appeals Committee, Audit Committee, Campus Development and Management Committee, Career Development Committee, Christian Activities Committee, Ethics and Discipline Committee, Finance Committee, Honorary Awards Committee, Institutional Advancement Committee, Lingnan Education Organization Limited (LEO) Donation Management Committee and Staffing Committee. Each standing committee is provided with clear remit with its powers and duties and membership composition clearly stipulated. Apart from the 11 standing committees, the Council may create and appoint any committee for any special purposes when deems fit.

Appeals Committee

The Appeals Committee considers and makes decisions on appeals from any eligible staff member whose contract is not renewed or whose continuous employment is terminated on the grounds relating to performance of his or her duties and appeals from any staff member who has right of appeal in accordance with the Staff Grievance Procedures.

Audit Committee

The Audit Committee reviews the financial controls, internal control and risk management systems of the University, and advises the Council on all matters relating to the University’s arrangement for internal and external audit activities, scrutinizes the audit results and recommendations, and brings to the attention of the Council any potential areas of concern. The Audit Committee, apart from overseeing the financial audits, monitors the compliance of the University’s policies and procedures and reviews the internal control and operation systems from accountability and value-for-money perspectives through the University’s internal audit exercises.
Campus Development and Management Committee

The role of the Campus Development and Management Committee is to advise and make recommendations on all matters relating to the overall planning and development of the University campus. It also monitors the progress of the master development plan and to recommend any modifications if necessary, as well as to formulate policies and monitor the management and maintenance of the estates of the University campus.

Career Development Committee

The Career Development Committee advises and recommends to the Council and the University on matters relating to employment (including internship) of students and graduates. It also assists to promote employment (including internship) opportunities for the University’s students and graduates by identifying and developing appropriate liaison with the community and to increase their employment opportunities.

Christian Activities Committee

The Christian Activities Committee advises on policies of preserving the Christian tradition of Lingnan University and to raise funds for the promotion of Christian faith and related activities.

Ethics and Discipline Committee

The Ethics and Discipline Committee deals with staff discipline and other problems such as plagiarism and sexual harassment on campus, and to formulate policies and guidelines thereof.

Finance Committee

The role of the Finance Committee is to advise and make recommendations on all matters within the jurisdiction of the Council which have important financial implications. It also monitors and oversees retirement benefit schemes offered by the University.

Honorary Awards Committee

The Honorary Awards Committee selects candidates for recommendation for the conferment of the awards of honorary degrees, honorary fellows and honorary Court members.

Institutional Advancement Committee

The role of the Institutional Advancement Committee is to consider and recommend strategies for advancement of University’s mission and goals through engaging the support of alumni, stakeholders of the University, and the community at large. It also advises and recommends to the Council on matters relating to fundraising.
Lingnan Education Organization Limited (LEO) Donation Management Committee

The role of the LEO Donation Management Committee is to make recommendation on the set up of policies and procedures to manage the LEO donation and any other donations on which the Committee is asked to make recommendation.

Staffing Committee

The Staffing Committee advises and makes recommendations on the personnel policy matters, including staff and establishment, terms and conditions of service and staff development. It also deals with any personnel matters prescribed by the Council.
教務會

教務會是大學的最高教務機構，負責規管與指導大學的學術工作。校長及副校長分別為教務會的主席及副主席，其他成員包括所有協理副校長、院長、講座教授、相關部門主管，以及各學院的教職員和學生代表。

教務會一般於一個學年內舉行六次會議。

校董會委員會

校董會成立了十一個常務委員會，負責審議其職權範圍內的事項，並向校董會提供意見。這些常務委員會在支持校董會妥善處理相關事務上發揮重要作用，確保大學致力推行發展策略和目標。十一個常務委員會包括：上訴委員會、審計委員會、校園發展及管理委員會、就業發展委員會、基督教事工委員會、操守及紀律委員會、財務委員會、榮譽學位委員會、大學發展委員會、嶺南教育機構有限公司捐款管理委員會，以及教職員人事委員會。每個常務委員會有其明確職權範圍及清楚規定的成員組合。除了十一個常務委員會，校董會在適當時候可為任何特殊目的成立和任命新的委員會。

上訴委員會

上訴委員會對以下人士提出的上訴進行審議及作出決定：不獲續約或基於履行職責時的表現而被終止聘用的任何符合資格的教職員；根據員工申訴程序提出上訴的任何教職員。

審計委員會

審計委員會負責檢討大學的財務監控、內部監控及風險管理制度；就大學內部及外部審計工作的安排向校董會提供意見；仔細審查審計結果及建議；向校董會提出任何值得關注的問題。審計委員會除了監管財政審計外，亦監督大學是否有遵守既定政策及程序，並且從問責性及合乎經濟原則的觀點，檢討大學內部審計工作的內部監控及操作系統。
校園發展及管理委員會

校園發展及管理委員會就有關大學校園的全面規劃及發展事宜提出意見及建議。委員會亦監督總體發展計劃的進展，若有需要，作出修改建議。此外，委員會就大學校園產業的管理與保養制定政策和作出監督。

就業發展委員會

就業發展委員會就有關學生及畢業生就業（包括實習）事宜，向校董會及大學提出意見及建議，並在社區開拓及發展適當的關係，協助增加學生及畢業生的就業（包括實習）機會。

基督教事工委員會

基督教事工委員會對嶺大致力保存基督教傳統的政策提出意見，並為宣揚基督教信仰和相關活動籌募資金。

操守及紀律委員會

操守及紀律委員會處理教職員的紀律及其他問題，例如抄襲、校園內性騷擾等，並制定相關政策和指引。

財務委員會

財務委員會就校董會具重要財政影響的管轄權提供意見和建議，並監督和監管大學提供的退休金計劃。

榮譽學位委員會

榮譽學位委員會負責挑選和推薦頒授榮譽博士學位、榮譽院士及榮譽諮議會委員的候選人。
大學發展委員會

大學發展委員會的角色是審議及建議有關推動大學使命及目標的策略，並推動校友、大學各持分者以及整體社會予以支持。委員會亦就與籌款相關的事宜向校董會提出意見和建議。

嶺南教育機構有限公司捐款管理委員會

嶺南教育機構有限公司捐款管理委員會就訂立管理嶺南教育機構有限公司捐款的政策及程序提出建議，並包括需要委員會建議的任何其他捐款。

教職員人事委員會

教職員人事委員會就人事政策事宜提出意見及建議，包括教職員編制、服務條款及細則，以及教職員發展。委員會亦處理任何由校董會所提出的人事事宜。
### Committee Membership (1)

#### Appeals Committee 上訴委員會

<table>
<thead>
<tr>
<th>Chairman</th>
<th>Members</th>
</tr>
</thead>
</table>
| Mr LAM, Fan Keung Franklin, BBS | Ms CHAN, Man Ki Maggie, MH, JP 陳曼琪太平紳士  
林奮強先生  
Mr DOWNEY, Martin |

#### Audit Committee 審計委員會

<table>
<thead>
<tr>
<th>Chairman</th>
<th>Members</th>
</tr>
</thead>
</table>
| Mrs CHAN, NGAN Man Ling Edith, MH | Mr CHIU, Tin Chung Ernest 招天聰先生  
Dr TONG, Thelma 唐德曼博士 |

#### Campus Development and Management Committee 校園發展及管理委員會

<table>
<thead>
<tr>
<th>Chairman</th>
<th>Members</th>
</tr>
</thead>
</table>
| Dr CHAN, Pun David, HonLLD | Prof. CHAN, Hau Nung Annie 陳效能教授  
Prof. CHENG, Leonard K., BBS, JP 陳國漢教授太平紳士  
Ms CHEUNG, Hok Yan Jennifer  
Dr HO, Kwan Yiu Junius, JP 何黃耆博士太平紳士  
Dr LI, Dong Hui 李東輝博士  
Mr LEE, Hon Cheung Armstrong 李漢祥先生  
Dr LEE, Ye Lick Alex 李以力博士(2)  
Ms LO, Wing Sze Anthea 羅詠詩女士  
Mr SLOSAR, John R 史樂山先生  
Mr YAO, Cho Fai Andrew, BBS, JP 姚祖輝太平紳士  
Ms YEUNG, Wing Yan Wendy 楊穎欣女士  
Ir LEUNG, Kwong Ho Edmund, JP  
Mr CHIU, Tin Chung Ernest 招天聰先生  
Dr LEE, Ye Lick Alex 李以力博士(2)  
Mr WONG, Kwan Yu, BBS, MH, JP 黃均瑜太平紳士 |

#### Career Development Committee 就業發展委員會

<table>
<thead>
<tr>
<th>Chairman</th>
<th>Members</th>
<th>Advisers</th>
</tr>
</thead>
</table>
| Mr DORFMAN, Robert 杜勳明先生 | Ms CHAN, Man Ki Maggie, MH, JP 陳曼琪太平紳士  
Ms CHEUNG, Hok Yan Jennifer  
Dr HO, Kwan Yiu Junius, JP 何黃耆博士太平紳士  
Dr LI, Dong Hui 李東輝博士  
Mr LEE, Hon Cheung Armstrong 李漢祥先生  
Dr LEE, Ye Lick Alex 李以力博士(2)  
Ms LO, Wing Sze Anthea 羅詠詩女士  
Mr SLOSAR, John R 史樂山先生  
Mr YAO, Cho Fai Andrew, BBS, JP 姚祖輝太平紳士  
Ms YEUNG, Wing Yan Wendy 楊穎欣女士  
Mr CHIU, Tin Chung Ernest 招天聰先生  
Dr LEE, Ye Lick Alex 李以力博士(2)  
Mr WONG, Kwan Yu, BBS, MH, JP 黃均瑜太平紳士 | Ms CHENG, Joy  
Mr Ho, Ho Ming Stan 何黃耆先生  
Mr LEE, Tit Wan Timothy 李鐵雲先生  
Mr LIN, Bin Chuang Ben 林創斌先生  
Dr MAN, Chi Sum 文志森博士  
Mr TSE, Koonnang 謝貫能先生  
Mr WONG, Cheuk Yiu Clement 黃卓彥先生 |
### Christian Activities Committee 基督教事工委員會

<table>
<thead>
<tr>
<th>Chairman</th>
<th>Members</th>
<th>Co-opted Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr LI, Kam Kee</td>
<td>Mrs CHAN, NGAN Man Ling Edith, MH</td>
<td>Dr CHAN, LAM Lai Bing Alison</td>
</tr>
<tr>
<td>委員會主席</td>
<td>陳顏文玲女士</td>
<td>陳林麗冰博士</td>
</tr>
<tr>
<td>副主席</td>
<td>Mr NG, Kwai Wah Anthony</td>
<td></td>
</tr>
<tr>
<td>成員</td>
<td></td>
<td></td>
</tr>
<tr>
<td>增補成員</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Lingoan Education Organization Limited (LEO) Donation Management Committee

**Chairman** 主席
Dr LAW, Sai Kit Frank 羅世傑醫生

**Members** 成員
Prof. CHENG, Leonard K., BBS, JP 鄭國漢教授太平紳士
Mr CHIU, Chi Wing Collins 趙志榮先生
Mr LEUNG, Chung Sing Sammy 梁松聲先生
Mr LI, Kam Kee 李錦祺先生
Dr SINGH, Herdip 夏廸星博士(3)
Mrs TSANG, TAI Mo Oi Monica 曾戴慕愛女士
Mr MO, Nam Kit Matthew 毛南傑先生
Mr CHIU, Chi Wing Collins 趙志榮先生
Mr LEUNG, Chung Sing Sammy 梁松聲先生
Mr LI, Kam Kee 李錦祺先生
Dr SINGH, Herdip 夏廸星博士(3)
Mrs TSANG, TAI Mo Oi Monica 曾戴慕愛女士
Mr MO, Nam Kit Matthew 毛南傑先生

**Co-opted Member** 增補成員
Mr CHIU, Chi Wing Collins 趙志榮先生
Mr LEUNG, Chung Sing Sammy 梁松聲先生
Mr LI, Kam Kee 李錦祺先生
Dr SINGH, Herdip 夏廸星博士(3)
Mrs TSANG, TAI Mo Oi Monica 曾戴慕愛女士
Mr MO, Nam Kit Matthew 毛南傑先生

## Staffing Committee 教職員人事委員會

**Chairman** 主席
Mr IP, Shing Hing Simon, JP 葉成慶太平紳士

**Members** 成員
Prof. BAEHR, William Peter
Prof. CHENG, Leonard K., BBS, JP 鄭國漢教授太平紳士
Ms CHEUNG, Hok Yan Jennifer 張學欣女士
Mr LAM, Fan Keung Franklin, BBS 林奮強先生
Prof. LAU, Chi Pang, JP 劉智鵬教授太平紳士
Prof. MOK, Ka Ho Joshua 莫家豪教授
Dr TAM, Kwok Kuen Vincent 譚國權醫生
Dr TONG, Thelma 唐德曼博士

**Vice-Chairman** 副主席
Mr DORFMAN, Robert 杜勳明先生

## Note

(1) Membership as at 30 June 2016. 委員會成員以2016年6月30日為準。
(2) On leave from 17 November 2015 until further notice. 於2015年11月17日起休假至另行通知。
(3) Until 13 November 2015. 任期至2015年11月13日起。
(4) From 16 November 2015. 任期由2015年11月16日起。

### Attendance Of Members At Council Committees Meetings In 2015-16 (From 1 July 2015 to 30 June 2016)

2015至2016年度校董會委員會會議出席率（由2015年7月1日至2016年6月30日）

<table>
<thead>
<tr>
<th>Committee Name</th>
<th>Total Number of Meetings</th>
<th>Average Attendance Rate of Committee Members</th>
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</thead>
<tbody>
<tr>
<td>Appeals Committee</td>
<td>3</td>
<td>89%</td>
</tr>
<tr>
<td>Audit Committee</td>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td>Campus Development and Management Committee</td>
<td>2</td>
<td>69%</td>
</tr>
<tr>
<td>Career Development Committee</td>
<td>2</td>
<td>70%</td>
</tr>
<tr>
<td>Christian Activities Committee</td>
<td>1</td>
<td>100%</td>
</tr>
<tr>
<td>Finance Committee</td>
<td>4</td>
<td>86%</td>
</tr>
<tr>
<td>Honorary Awards Committee</td>
<td>1</td>
<td>62%</td>
</tr>
<tr>
<td>Institutional Advancement Committee</td>
<td>2</td>
<td>55%</td>
</tr>
<tr>
<td>Staffing Committee</td>
<td>1</td>
<td>80%</td>
</tr>
</tbody>
</table>
Event Highlights

11-12 July 2015
Alumni Homecoming Day 2015

Alumni Homecoming Day 2015, the annual highlight for Lingnanians, was participated enthusiastically by alumni, their families and friends, and made a record high of 700 participants.

24 August 2015
New Student Orientation

The New Student Orientation took place from 21 to 23 August, providing freshmen with information on academic and campus life as well as guidance on how to make the most out of their university education.

8 October 2015
Honorary Fellowship Presentation Ceremony 2015

Three distinguished individuals, namely Mr Raman Hui Shing-ngai, BBS, Mr Woo Kai-sau (Woo Fung) and Mr Thomas Jefferson Wu, were awarded honorary fellowship by Lingnan University in recognition of their outstanding achievements in their respective professions and valuable contributions to the well-being of society.

25 October 2015
“Walking with Lingnanians” Fundraising Walkathon 2015

The sixth “Walking with Lingnanians” Fundraising Walkathon has drawn a record-breaking participation of over 1,300 Lingnanians, with HK$2.8 million being raised in support of the University’s whole-person development programmes.
28 October 2015
International Day 2015

Carrying the theme of “Lighting up Global Lingnan”, International Day 2015 provided the opportunity for international students to showcase the traditions and cultures of their home countries by performances and booths.

7 November 2015
46th Congregation

A total of 1,026 students were awarded bachelor’s degrees, postgraduate diplomas, master’s degrees and doctoral degrees at the 46th Congregation. The University also conferred honorary doctorates upon three distinguished individuals in recognition of their outstanding achievements in their respective professions and valuable contributions to the well-being of society. They include The Hon Bernard Charnwut Chan (Doctor of Humanities), Prof Roy Chung Chi-ping (Doctor of Business Administration) and Prof James J Heckman (Doctor of Social Sciences).

24 November 2015
Naming Ceremony of The Chinese Manufacturers’ Association of Hong Kong Integrated IT Study Centre at Lingnan University

Lingnan University organised the Naming Ceremony of “The Chinese Manufacturers’ Association of Hong Kong Integrated IT Study Centre” in appreciation of the generosity of The Chinese Manufacturers’ Association of Hong Kong in donating HK$4 million to establish the “First Generation University Education Fund” which will provide financial assistance to students who are the first generation in their family receiving university education but with financial difficulties in joining exchange studies, hostel residence and internship programmes.
4 February 2016  
Joining the Centre for Global Higher Education

Lingnan University becomes a partner of the Centre for Global Higher Education, the largest research centre in the world specifically focused on higher education and its future development.

2-30 March 2016  
Lingnan Arts Festival features international and local arts on campus

The arts gala “Lingnan Arts Festival 2016” featured a rich array of musical and cultural events on campus and provided an opportunity for staff and students as well as the public to experience the unique liberal arts atmosphere at Lingnan.

7 Mar 2016  
2nd Equal Opportunities Awareness Campaign

With the theme “Appreciating Diversity”, the 2nd Equal Opportunities Awareness Campaign encouraged staff and students to appreciate, respect and accept different aspects of diversity such as physical abilities, ethnicities, gender, age and sexual orientation.

9-12 March 2016  
10th anniversary of Service-Learning at Lingnan

To celebrate the 10th anniversary of inauguration of Service-Learning, the Office of Service-Learning (OSL) organised the “International Symposium: Network Strengthening for Service-Learning Through Regional Collaboration” with the presence of over 140 participants representing more than 60 higher education institutions and organisations from 12 countries and regions.
11 April 2016
Awards Presentation Ceremony 2016

The Awards Presentation Ceremony 2016 presented a total of 597 awards and scholarships totaling over HK$11.6 million to about 400 students in recognition of their outstanding academic and personal achievements.

21 April 2016
Lingnan University Fundraising Dinner 2016

With Prof Frederick Ma Si-hang, former Secretary for Commerce and Economic Development of the HKSAR Government and Chairman of MTR Corporation Limited, as the guest speaker and the presence of the Chief Executive of the Hong Kong Special Administrative Region the Honourable C Y Leung, the Fundraising Dinner 2016 was well attended by some 400 guests.

23 April 2016
China Economic Research Programme established

Lingnan University received generous donation of HK$8 million from the Ho Iu Kwong Charity Foundation to establish the China Economic Research Programme for fostering economic development of Mainland China and Hong Kong.

29 April 2016
The Jockey Club Hong Kong History Learning Programme established

Lingnan University established the “Jockey Club Hong Kong History Learning Programme” with the generous donation of HK$14.83 million from The Hong Kong Jockey Club Charities Trust.
活動絮影

2015年7月11-12日
校友日2015

一年一度的「校友日」得到一眾嶺南人的熱烈支持，逾700名校友及其家人、朋友參與了這年度盛事，突破了以往紀錄。

2015年8月24日
迎新營

迎新營於8月21至23日舉行，為新生提供了學術及校園生活的資訊，並就如何規劃充實的大學生活提供指導。

2015年10月8日
榮譽院士頒授典禮2015

嶺大頒授榮譽院士銜予三位傑出人士，包括許誠毅先生、胡繼修（胡楓）先生以及胡文新先生，以表揚他們在其專業領域的卓越成就及造福社會的重要貢獻。

2015年10月25日
嶺步同行籌款日2015

逾1,300名嶺南人參加第六屆「嶺步同行籌款日」，創歷屆參與人數紀錄，共籌得280萬元善款，為嶺大學生全人發展項目提供經費。
2015年10月28日
國際日2015

2015年度國際日的主題為「Lighting upGlobalLingnan」，來自海外不同國家和地區的嶺大學生，透過不同表演和攤位展現他們國家的傳統和文化。

2015年11月7日
第46屆學位頒授典禮

嶺大於「第46屆學位頒授典禮」共頒授學士學位、深造文憑、碩士學位及博士學位予1,026名畢業生。大學亦於同日頒授榮譽博士學位予三位傑出人士，以表揚他們在其專業領域的卓越成就及造福社會的重要貢獻。他們包括陳智思先生（人文學博士）、鍾志平教授（工商管理學博士）及詹姆斯·約瑟夫·赫克曼教授（社會科學博士）。

2015年11月24日
「香港中華廠商聯合會綜合資訊科技學習中心」命名典禮

嶺大舉行「香港中華廠商聯合會綜合資訊科技學習中心」命名典禮，以答謝香港中華廠商聯合會慷慨捐贈港幣400萬元成立「第一代大學教育基金」，為第一代接受大學教育的嶺大學子提供資助，讓他們參加學生交換計劃、校園住宿及實習計劃。

2016年2月4日
加入全球高等教育中心

嶺大成為全球規模最大，專注於研究高等教育及其未來發展的機構「全球高等教育中心」的夥伴院校。
2016年3月2-30日
「嶺南大學藝術節」：國際及本地藝術閃爍校園

藝術盛會「嶺南大學藝術節2016」將一系列豐富的音樂和文化節目帶到校園，讓嶺大師生和公眾人士親身體驗嶺大博雅薈萃的氣息。

2016年3月7日
第二屆「平等機會運動」

第二屆「平等機會運動」的主題為「欣賞多元」，目的在於透過一系列活動，鼓勵學生多以欣賞、尊重及包容的態度看待不同方面的多元化，如體能、種族、性別、年齡及性向。

2016年3月9-12日
服務研習10周年慶典

為慶祝嶺大推行服務研習10周年，服務研習處舉行「拓展跨地域協作網絡」國際研討會，邀請了逾140名來自12個不同國家或地區超過60間高等院校或組織的代表參與。

2016年4月11日
嶺大2016年度獎學金頒獎禮

在嶺大2016年度獎學金頒獎禮中，約400名成績優異及個人表現卓越的學生，獲頒發合共597項，總值超過港幣1,160萬元的獎學金。
2016年4月21日
嶺南大學籌款晚宴 2016

「嶺南大學籌款晚宴2016」由前商務及經濟發展局局長、香港鐵路有限公司主席馬時亨教授擔任主講嘉賓，並獲得香港特別行政區行政長官梁振英先生撥冗出席，參加的嘉賓約400位。

2016年4月23日
成立中國經濟研究部

嶺大獲何耀光慈善基金慷慨捐贈800萬港元成立「中國經濟研究部」，藉以促進香港與內地的經濟發展。

2016年4月29日
開展賽馬會香港歷史學習計劃

嶺大獲香港賽馬會慈善信託基金慷慨捐贈港幣1,483萬元，開展「賽馬會香港歷史學習計劃」。
## Appendices

### Appendix 1: Highlights of student achievements

**Scholarships and awards**

<table>
<thead>
<tr>
<th>Scholarship/Award</th>
<th>Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sir Edward Youde Memorial Scholarship</td>
<td>Lam Wing-yee (Social and Public Policy Studies)</td>
</tr>
<tr>
<td></td>
<td>Lai Wing-yee (社會與公共政策研究四年級)</td>
</tr>
<tr>
<td>The Swire Scholarship in Chinese History</td>
<td>Peter Law Kwok-fai (History, MPhil)</td>
</tr>
<tr>
<td></td>
<td>羅國暉 (歷史系碩士研究生)</td>
</tr>
<tr>
<td>The Hong Kong Jockey Club Scholarship Scheme</td>
<td>Chu Tsz-hei (History, Year 2)</td>
</tr>
<tr>
<td></td>
<td>朱梓曦 (歷史二年級)</td>
</tr>
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<td></td>
<td>Fong Ka-man (Translation, Year 2)</td>
</tr>
<tr>
<td></td>
<td>方嘉敏 (翻譯二年級)</td>
</tr>
<tr>
<td></td>
<td>Wong Tsing-sum (Psychology, Year 2)</td>
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<td></td>
<td>黃澄心 (心理學二年級)</td>
</tr>
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<td></td>
<td>Yang Yunyi (Accounting, Year 3)</td>
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<td></td>
<td>楊芸溢 (會計二年級)</td>
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<td></td>
<td>Choi Sau-ching (Psychology, Year 3)</td>
</tr>
<tr>
<td></td>
<td>蔡秀青 (心理學三年級)</td>
</tr>
<tr>
<td></td>
<td>Guo Can (Accounting, Year 3)</td>
</tr>
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<td></td>
<td>郭燁 (會計三年級)</td>
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<td></td>
<td>何蕙敏 (心理學三年級)</td>
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<td></td>
<td>Wong Yuen-ching (Accounting, Year 3)</td>
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<td>黃婉禎 (會計三年級)</td>
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<td></td>
<td>Lam Wing-yee (Social and Public Policy Studies, Year 4)</td>
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<td></td>
<td>林詠怡 (社會與公共政策研究四年級)</td>
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<td>Wu Yue (Accounting, Year 4)</td>
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<td>吳越 (會計四年級)</td>
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<td>Scholarship/Award</td>
<td>Recipient</td>
</tr>
<tr>
<td>-------------------------</td>
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</tbody>
</table>
| AR Charitable Foundation Scholarship Scheme | Cheung Nga-yin (Risk and Insurance Management, Year 2)  
|                         | 張雅然（風險及保險管理二年級）         |
|                         | Law Yee-man (Risk and Insurance Management, Year 2)  
|                         | 羅綺雯（風險及保險管理二年級）         |
|                         | Li Tsz-yan (Risk and Insurance Management, Year 2)  
|                         | 李芷恩（風險及保險管理二年級）         |
|                         | Wong Tat-ho (Risk and Insurance Management, Year 2)  
|                         | 黃達浩（風險及保險管理二年級）         |
|                         | Cheung Yee-ling (Risk and Insurance Management, Year 3)  
|                         | 張倚菱（風險及保險管理三年級）         |
|                         | Chung Tsz-kit (Risk and Insurance Management, Year 3)  
|                         | 鍾子傑（風險及保險管理三年級）         |
|                         | Woo Cheuk-yu (Risk and Insurance Management, Year 3)  
|                         | 胡卓宇（風險及保險管理三年級）         |
|                         | Yiu Wai-sin (Risk and Insurance Management, Year 3)  
|                         | 姚慧蒨（風險及保險管理三年級）         |
|                         | Chiu Wai Jeffrey (Risk and Insurance Management, Year 4)  
|                         | 肖尉（風險及保險管理 四年級）         |
|                         | Law Ting-yuk (Risk and Insurance Management, Year 4)  
<p>|                         | 羅渟鈺（風險及保險管理四年級）         |</p>
<table>
<thead>
<tr>
<th>Scholarship/Award 獎學金/獎項</th>
<th>Recipient 得獎學生</th>
</tr>
</thead>
</table>
| **The Hong Kong Jockey Club Scholarship Scheme** 香港賽馬會獎學金 | Tse Lai-fan (Accounting) 謝麗芬（會計）
Teresa Wong Chi-wing (Accounting) 黃知詠（會計）
Wong Yuen-ching (Accounting) 黃婉禎（會計）
Roy Chan Sung-nok (Finance) 陳崇諾（財務）
Celestina Wong Po-yi (Finance) 黃葆怡（財務） |
| **Lingnan Education Organization Ambassadors Programme - Dr. J. K. Lee Memorial Scholarships** 嶺南教育機構大使計劃 — 利榮康博士紀念獎學金 | Yang Sihan (Visual Studies, Year 3) 楊斯涵 (視覺研究三年級)
Tam Sai-ming (Accounting, Year 3) 譚世銘（會計三年級）
Ghaffar Iqrah (Psychology, Year 2) （心理學二年級） |
| **Lingnan Education Organization Ambassadors Programme - The Most Distinguished Student of the University Award** 嶺南教育機構大使計劃 — 大學最傑出學生獎 | Ching Ka-chun (Psychology, Year 4) 程嘉俊（心理學四年級） |
| **Global Scholar Programme Scholarships** 環球學人計劃獎學金 | Nicol Cheung (Visual Studies, Year 2) 張頌康（視覺研究二年級）
Vivian Zhu (Contemporary English Studies, Year 2) 朱立凡（當代英語語言文學二年級） |
| **Dr and Mrs James Tak Wu Awards for Outstanding Service (Student Award)** 伍沾德博士伉儷傑出服務獎（學生組別獎） | Wong Chee-haung (Social Sciences, Year 3) 王志恆（社會科學三年級）
Ngan Tsz-ching (Social Sciences, Year 4) 顏芷程（社會科學四年級） |
| **Evolot SS Lai Outstanding Student Scholarship** 恆生銀行社會服務獎學金 | Kwok Man-wai (Social Sciences, Year 4) 郭文煒（社會科學四年級）
Kwan Siu-yan, Lian (Social Sciences, Year 2) 關兆恩（社會科學二年級） |
| **Hang Seng Bank Community Service Scholarships** 恆生銀行社會服務獎學金 | Lam King-ting (Philosophy, Year 2) 林敬庭（哲學二年級）
Ho Wai-man (Business Administration, Year 3) 何蕙敏（工商管理三年級） |
| **Virtue Scholarship** | Li Ming-sin (Translation, Year 4) 李明倩（翻譯四年級） |
| **LEO Ambassadors Programme - Leadership & Service Scholarships** 嶺南教育機構大使計劃 — 領導及服務獎學金 | Chow Tsz-ieong, Christopher (Visual Studies, Year 2) 周子亮（視覺研究二年級）
Li Jin-wen (Business Administration, Year 4) 李賽雯（工商管理四年級）
Tam Tsz-yung, Sally (Business Administration, Year 3) 譚芷瑩（工商管理三年級） |
| **Lingnan Foundation WT Chan Fellowships Program** 嶺南基金會陳氏學者獎學金 | Chen-chen (Business Administration, Year 2) 陳晨（工商管理二年級）
Lai Tsz-ying (Cultural Studies, Year 4) 黎芷盈（文化研究四年級） |
<p>| <strong>Outstanding Service Awards for Tertiary Students</strong> 傑出學生服務獎 | Lam King-ting (Philosophy, Year 2) 林敬庭（哲學二年級） |</p>
<table>
<thead>
<tr>
<th>Competitions 比賽獎項</th>
<th>Recipient and award 得獎學生及獎項</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treasury Markets Association (TMA) Challenge 2016 財資市場公會挑戰賽2016</td>
<td>Harry Fok (Finance and Insurance, Year 4): Champion 霍芍光（財務及保險學四年級）: 冠軍</td>
</tr>
<tr>
<td>“One Belt One Road: Opportunities for Vietnam?” essay competition 「一帶一路：探索越南商機」徵文比賽</td>
<td>Kevin Xie Zihan (Accounting, Year 4): Top 3 awardees 謝子含（會計四年級）: 三甲得獎者</td>
</tr>
<tr>
<td>42nd Youth Literary Awards (Senior Section of the Modern Chinese Poetry Category) 第42屆青年文學獎（新詩高級組）</td>
<td>Tenniel Tao Ming-yin (Translation, Year 3): 2nd runner-up 陶銘言（翻譯三年級）: 季軍</td>
</tr>
<tr>
<td>2nd Hong Kong Regional Final of the 6th Cross-Strait Interpreting Contest 第六屆海峽兩岸口譯大賽第二屆香港地區大賽</td>
<td>Sean Tsoi To-yan (Translation, Year 3): 2nd Prize 蔡道欣（翻譯三年級）: 二等獎</td>
</tr>
<tr>
<td>“Challenge Cup” National Competition – Hong Kong Regional Final, Hong Kong University Student Innovation and Entrepreneurship Competition 2016 挑戰盃全國賽香港區選拔賽—香港大學學生創新及創業大賽2016</td>
<td>Team 1: First Class Award Members: Henry Poon Sing-yu (Accounting, Year 3) and Jenny Lam Wing-yee (Social Science, Year 4)  Team 2: Second Class Award Members: Wilson Chan Wai-ho (Finance, Year 4), Roy Chan Sung-nok (Finance, Year 3), Harry Fok Cheuk-kwong (Finance, Year 4), Edmond Shing Long-kit (Accounting, Year 3)  第一組：一等獎 成員：潘星諭（會計三年級）及林詠怡（社會科學四年級）  第二組：二等獎 成員：陳偉豪（財務學四年級）、陳崇諾（財務學三年級）、霍芍光（財務學四年級）、成朗傑（會計三年級）</td>
</tr>
<tr>
<td>Outstanding Youth Commendation Scheme – Tuen Mun Outstanding Youth Award and Remarkable Youth Awards (Open Category) 2015-2016年度優秀青年及優秀青年活動嘉許計劃－「屯門區優秀青年獎」及「公開組優異獎」</td>
<td>Ngan Tsz-ching (Social Sciences, Year 4) 顏芷程（社會科學四年級）</td>
</tr>
<tr>
<td>Competitions</td>
<td>Recipient and award</td>
</tr>
<tr>
<td>--------------</td>
<td>---------------------</td>
</tr>
</tbody>
</table>
| **RTHK Hong Kong Inter-collegiate Debate Competition 2016**  
香港電台大專辯論賽2016 | Chinese Debate Team: Champion  
中文辯論隊: 冠軍  
Wong Shu-man (Chinese, Year 4): Best Debater Award  
最佳辯論員: 黃舒雯（中文四年級） |
| **17th Basic Law Debating Competition**  
第十七屆基本法多面體－全港大專生辯論賽 | Chinese Debate Team: 1st Runner-up  
中文辯論隊：亞軍  
Best Debater: Liu Kwun-lok (Chinese, Year 3)  
最佳辯論員：劉冠樂（中文三年級） |
| **10th Hong Kong Inter-tertiary Institution Putonghua Recitation Contest**  
第十屆香港大專生普通話朗誦比賽 | Poetry Group Recitation: Champion  
詩歌集誦：冠軍  
Prose Group Recitation: First-runner Up  
散文集誦：亞軍  
Solo Recitation (Section of International Students)  
外藉人士獨誦：  
Jane Park, (Social Sciences, Year 1): Champion  
朴在恩（社會科學一年級）：冠軍  
NGUYEN Thi Thao Vy, (Business Administration, Year 2): Third-runner Up  
魏怡（工商管理二年級）：殿軍  
Koo Yun Han, (Chinese, Year 2): Third-runner Up  
古昀翰（中文二年級）：殿軍  
Poetry Solo Recitation (Section of Putonghua Speakers)  
詩歌獨誦（乙組）：  
SONG Yulin, MIBF Year 1: Second-runner Up  
宋雨霖（國際銀行與金融碩士一年級）：季軍  
Poetry Solo Recitation (Section of Cantonese Speakers)  
詩歌獨誦（甲組）：  
Lai Tsz Wai, (Translation, Year 4): Third-runner Up  
黎芷瑋（翻譯四年級）：殿軍  
Ma Daniel, (BA, Year 1): Third-runner Up  
馬駿朗（文學院一年級）：殿軍 |
| **Friends of the Earth’s Green! O Camp Project 2015**  
地球之友Green! O Camp計劃2015 | The Jockey Club New Hall (H): Gold Certificate of Award  
賽馬會博雅堂（H）：金獎證書  
The Jockey Club Hall (E): Silver Certificate of Award  
賽馬會堂（E）：銀獎證書  
Student Services Centre: Silver Certificate of Award  
學生服務中心：銀獎證書 |
| **26th Joint University Karate Competition**  
第二十六屆香港大專空手道比賽 | Overall Champion  
全場總冠軍  
Team Kata: Champion  
團體形：冠軍  
Team Kata: 2nd Runner-up  
團體形：季軍  
Team Kumite: 2nd Runner-up  
團體組手：季軍 |
<table>
<thead>
<tr>
<th>Competitions 比賽</th>
<th>Recipient and award 得獎學生及獎項</th>
</tr>
</thead>
</table>
| 26th Joint University Karate Competition 第二十六屆香港大專空手道比賽 | Women's Team Results:  
Junior Women's Kumite (55kg or below): Champion  
女子初級組組手（55公斤以下）: 冠軍  
Junior Women's Kumite (55kg or above): 2nd Runner-up  
女子初級組組手（55公斤以上）: 季軍  
Intermediate Women's Kumite (Open): Champion  
女子中級組自由組手: 冠軍  
Intermediate Women's Kumite (Open): 2nd Runner-up  
女子中級組自由組手: 季軍  
Senior Women's Kumite (55kg or above): Champion  
女子高級組組手（55公斤以上）: 冠軍  
Junior Women's Individual Kata: Champion  
女子初級組個人形: 冠軍  
Junior Women's Individual Kata: 1st Runner-up  
女子初級組個人形: 亞軍  
Junior Women's Individual Kata: 2nd Runner-up  
女子初級組個人形: 季軍  
Intermediate Women's Individual Kata: Champion  
女子中級組個人形: 冠軍  
Intermediate Women's Individual Kata: 1st Runner-up  
女子中級組個人形: 亞軍  
Intermediate Women's Individual Kata: 2nd Runner-up  
女子中級組個人形: 季軍  
Senior Men's Individual Kata: 2nd Runner-up  
男子高級組個人形: 季軍  
Women's Team: 3rd Runner-up  
女子團體: 殿軍  
Women's Team Kata: 1st runner-up  
女子團體型: 亞軍  
Senior Women's Kumite (62kg or above): Champion  
女子高級組組手（62公斤或以上）: 冠軍  
Mixed 4 x 500m relay: 2nd runner-up  
男女子混合4 x 500米接力賽: 季軍  

| The USFHK Karatedo Competition 2015-16 2015/16年度大專空手道賽 |  
|----------------|-------------------------------|

| 16th Hong Kong Universities Indoor Rowing Championships (LU Station) 第十六屆全港大學室內賽艇錦標賽（嶺南大學站） |  
|----------------|-------------------------------|

Women's Team: 3rd Runner-up  
女子團體: 殿軍  
Women's Team Kata: 1st runner-up  
女子團體型: 亞軍  
Senior Women's Kumite (62kg or above): Champion  
女子高級組組手（62公斤或以上）: 冠軍  
Mixed 4 x 500m relay: 2nd runner-up  
男女子混合4 x 500米接力賽: 季軍
### Number of staff 職員人數

<table>
<thead>
<tr>
<th></th>
<th>Academic / Teaching staff</th>
<th>Administrative staff</th>
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<tbody>
<tr>
<td>Lingnan University</td>
<td>175</td>
<td>427</td>
</tr>
<tr>
<td>The Community College at Lingnan University and Lingnan Institute of Further Education</td>
<td>56</td>
<td>44</td>
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<tr>
<td><strong>Total 總數</strong></td>
<td><strong>702</strong></td>
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### Student Intake 收生數字

**Lingnan University 嶺南大學**

<table>
<thead>
<tr>
<th></th>
<th>Undergraduates 學士 (4-year curriculum 四年制)</th>
<th>Research Postgraduates 研究生</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Year 1 intake 一年級入學</td>
<td>Year 3 intake 三年級入學</td>
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<tr>
<td>UGC-funded 大學教育資助委員會資助</td>
<td>590</td>
<td>131</td>
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<tr>
<td>Non-UGC-funded 非大學教育資助委員會資助</td>
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</table>

**The Community College at Lingnan University and Lingnan Institute of Further Education 嶺南大學社區學院及嶺南大學持續進修學院**

<table>
<thead>
<tr>
<th>Programmes 課程</th>
<th>Student Intake 收生人數</th>
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</thead>
<tbody>
<tr>
<td>Associate Degree 副學士</td>
<td>166</td>
</tr>
<tr>
<td>Higher Diploma 高級文憑</td>
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<tr>
<td>Diploma 文憑</td>
<td>50</td>
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<tr>
<td>Yi Jin Diploma (Full-time) 毅進課程（全日制）</td>
<td>638</td>
</tr>
<tr>
<td>Yi Jin- Diploma (Part-time) 毅進課程（兼讀制）</td>
<td>104</td>
</tr>
<tr>
<td>Lifelong Learning Programmes 持續進修課程</td>
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</tr>
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</table>

### Number of 2015 Graduates 2015年畢業生人數

<table>
<thead>
<tr>
<th>Programmes 課程</th>
<th>Number 人數</th>
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<tbody>
<tr>
<td>Doctor/Master of Philosophy Degree 哲學博士/碩士學位</td>
<td>34</td>
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<tr>
<td>Taught Master's Degree/Postgraduate Diploma 修課式碩士學位/深造文憑</td>
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<tr>
<td>Bachelor's Degree 學士學位</td>
<td>685</td>
</tr>
<tr>
<td><strong>Total 總數</strong></td>
<td><strong>1,027</strong></td>
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### Employment Statistics of 2015 Graduates 2015年畢業生就業統計數字

<table>
<thead>
<tr>
<th>Employment Status</th>
<th>Associate Degree</th>
<th>Higher Diploma</th>
<th>Diploma</th>
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<tbody>
<tr>
<td>Full-time employment</td>
<td>77</td>
<td>184</td>
<td>9</td>
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<tr>
<td>Self-employed</td>
<td>140</td>
<td>106</td>
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<td>Part-time employment</td>
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<td>148</td>
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<tr>
<td>Temporary employment</td>
<td>5</td>
<td>6</td>
<td></td>
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<tr>
<td>Pursuing further studies</td>
<td>13</td>
<td>177,223</td>
<td>1.9%</td>
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<tr>
<td>Seeking employment</td>
<td>6</td>
<td>286</td>
<td></td>
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<tr>
<td>Total</td>
<td>555</td>
<td>438/591</td>
<td>82.3%</td>
</tr>
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</table>

### Library Statistics 圖書館資料

<table>
<thead>
<tr>
<th>Library Statistics</th>
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<tbody>
<tr>
<td>Total volumes in library</td>
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<tr>
<td>E-books</td>
<td>1,154,737</td>
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<tr>
<td>Printed journal titles</td>
<td>1,162</td>
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<tr>
<td>Electronic journal titles</td>
<td>69,165</td>
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<tr>
<td>Electronic databases</td>
<td>286</td>
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<tr>
<td>AV material items</td>
<td>177,223</td>
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<tr>
<td>Microforms</td>
<td>33,810</td>
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<tr>
<td>Number of users during the year</td>
<td>295,164</td>
</tr>
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</table>
Appendix 3: Finance & Accounts

Operating Results and Financial Position

For the year ended 30 June 2016, the University recorded a total income of HK$802.6million (2014/15: HK$829.9million).

On the expenditure side, the University recorded a decrease of HK$36.9million in total expenditure (2015/16: HK$765.7million; 2014/15: HK$802.6million).

As at 30 June 2016, the net assets of the University stood at HK$1,451.2million (2014/15: HK$1,425.1million). Although the University recorded a significant reduction in investment income of HK$42.7million for the year, it still managed to achieve an overall surplus of HK$36.9million (2014/15: HK$27.3million) through effective cost control.

For more detailed commentaries and financial information, please refer to the Treasurer’s Report and Financial Statement under the University’s Financial Report 2015/16.
附錄三：財務與賬目

營運成果及財務狀況

截至2016年6月30日的年度內，大學的總收入為8.026億港元（2014/15：8.299億港元）。

本年度大學總支出比去年減少了3,690萬港元至7.657億港元（2014/15：8.026億港元）。


更詳盡的財務資料及評論可見於大學2015/16年度財政報告中的司庫報告及財務報告。
Comparison of income distributions between 2015/2016 and 2014/2015
2015/2016及2014/2015年度收入分佈比例圖

Income 收入

- 2015/2016 HK$802.6 Million (8.026億港元)
- 2014/2015 HK$829.9 Million (8.299億港元)

Comparison of expenditure distributions between 2015/2016 and 2014/2015
2015/2016及2014/2015年度支出分佈比例圖

Expenditure 支出

- 2015/2016 HK$765.7 Million (7.657億港元)
- 2014/2015 HK$802.6 Million (8.026億港元)
INCOME AND EXPENDITURE STATEMENT
FOR THE YEAR ENDED 30 JUNE 2016
截至2016年6月30日收支表

<table>
<thead>
<tr>
<th>Income</th>
<th>2016 HK$</th>
<th>2015 HK$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government Subventions</td>
<td>481,625,141</td>
<td>453,613,657</td>
</tr>
<tr>
<td>Tuition, Programmes and Other Fees</td>
<td>257,968,128</td>
<td>268,311,141</td>
</tr>
<tr>
<td>Interest and Investment (Loss)/Income</td>
<td>(14,244,079)</td>
<td>28,493,606</td>
</tr>
<tr>
<td>Investment Income</td>
<td>39,470,329</td>
<td>41,615,913</td>
</tr>
<tr>
<td>Donations and Benefactions</td>
<td>29,991,819</td>
<td>31,531,474</td>
</tr>
<tr>
<td>Auxiliary Services</td>
<td>7,834,740</td>
<td>6,374,183</td>
</tr>
<tr>
<td>Other Income</td>
<td>802,646,078</td>
<td>829,939,974</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>2016 HK$</th>
<th>2015 HK$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning and Research</td>
<td>364,147,082</td>
<td>377,444,645</td>
</tr>
<tr>
<td>Instruction and Research</td>
<td>36,036,746</td>
<td>34,677,474</td>
</tr>
<tr>
<td>Library</td>
<td>37,605,838</td>
<td>35,864,344</td>
</tr>
<tr>
<td>Central Computing Facilities</td>
<td>36,585,426</td>
<td>34,878,328</td>
</tr>
<tr>
<td>Other Academic Services</td>
<td>74,930,269</td>
<td>81,821,200</td>
</tr>
<tr>
<td>Management and General</td>
<td>124,303,558</td>
<td>145,266,062</td>
</tr>
<tr>
<td>Premises and Related Expenses</td>
<td>88,881,966</td>
<td>88,696,537</td>
</tr>
<tr>
<td>Student and General Education</td>
<td>3,209,876</td>
<td>3,995,409</td>
</tr>
<tr>
<td>Services</td>
<td>36,945,317</td>
<td>27,295,975</td>
</tr>
</tbody>
</table>

Surplus for the Year

2016 HK$ 802,646,078
2015 HK$ 829,939,974
## COMPREHENSIVE INCOME STATEMENT
### FOR THE YEAR ENDED 30 JUNE 2016
### 截至2016年6月30日年度全面收益表

<table>
<thead>
<tr>
<th></th>
<th>2016 HK$</th>
<th>2015 HK$</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Restricted Funds (Deficit) / Surplus</strong></td>
<td>(892,998)</td>
<td>5,956,067</td>
</tr>
<tr>
<td><strong>Other Funds Surplus</strong></td>
<td>37,838,315</td>
<td>21,339,908</td>
</tr>
<tr>
<td><strong>Surplus for the Year</strong></td>
<td>36,945,317</td>
<td>27,295,975</td>
</tr>
<tr>
<td><strong>Other Comprehensive Income (Charged) / Credited to Restricted Funds</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Changes in Fair Value of Available-for-sale Investments</strong></td>
<td>(10,883,854)</td>
<td>7,472,209</td>
</tr>
<tr>
<td><strong>Other Comprehensive Income for the Year</strong></td>
<td>(10,883,854)</td>
<td>7,472,209</td>
</tr>
<tr>
<td><strong>Total Comprehensive Income for the Year</strong></td>
<td>26,061,463</td>
<td>34,768,184</td>
</tr>
</tbody>
</table>

### Transfers to / (from) :
<table>
<thead>
<tr>
<th></th>
<th>2016 HK$</th>
<th>2015 HK$</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Restricted Funds</strong></td>
<td>(11,776,852)</td>
<td>13,428,276</td>
</tr>
<tr>
<td><strong>Other Funds</strong></td>
<td>37,838,315</td>
<td>21,339,908</td>
</tr>
<tr>
<td><strong>26,061,463</strong></td>
<td></td>
<td>34,768,184</td>
</tr>
</tbody>
</table>
### BALANCE SHEET AS AT 30 JUNE 2016

#### 截至2016年6月30日資產負債表

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Non-Current Assets</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Property, Plant and Equipment</td>
<td>1,155,648,829</td>
<td>1,173,260,349</td>
</tr>
<tr>
<td>Available-for-sale Investments</td>
<td>111,963,727</td>
<td>121,521,793</td>
</tr>
<tr>
<td>Prepayments</td>
<td>1,669,601</td>
<td>565,685</td>
</tr>
<tr>
<td><strong>Total Non-Current Assets</strong></td>
<td>1,269,282,157</td>
<td>1,295,347,827</td>
</tr>
</tbody>
</table>

| **Current Assets**             |       |       |
| Financial Assets at Fair Value | 581,098,711  | 601,655,670  |
| through Profit or Loss         | 16,981,376  | 17,089,655  |
| Accounts Receivable and        | 551,690,505 | 497,388,672  |
| Prepayments                    | 199,175,027 | 200,277,874  |
| **Total Current Assets**       | 1,348,945,619 | 1,316,411,871 |

| **Current Liabilities**        |       |       |
| Accounts Payable and Accruals  | 130,834,645  | 134,102,995  |
| Provision for Employee Benefits| 48,604,626  | 49,600,265  |
| Loan Repayable within          | 6,857,834   | 6,857,834  |
| One Year - Secured             | 119,318,210 | 115,324,708  |
| Deferred Income                | 305,615,315 | 305,885,802  |
| **Net Current Assets**         | 1,043,330,304 | 1,010,526,069 |

| **Total Assets Less Current Liabilities** |       |       |
|                                           | 2,312,612,461 | 2,305,873,896 |

| **Non-Current Liabilities**       |       |       |
| Provision for Employee Benefits   | 11,112,678 | 11,461,768 |
| Loan Repayable after              | 59,117,506 | 66,324,430 |
| One Year - Secured                | 802,325,049 | 814,441,023 |
| **Deferred Capital Fund**        | 1,451,169,906 | 1,425,108,443 |

| **Net Assets**                    |       |       |
|                                  |  |       |
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Chinese Editor  Associate Professor Mary Wong
English Editors  Assistant Professor Andrew John Sewell
Dr Janet Ho
Managing Editors  Ms Florence Chan
Ms Serene Chu

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