

Hong Kong Baptist University Knowledge Transfer Office

ANNUAL REPORT 2011/12

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Executive Summary

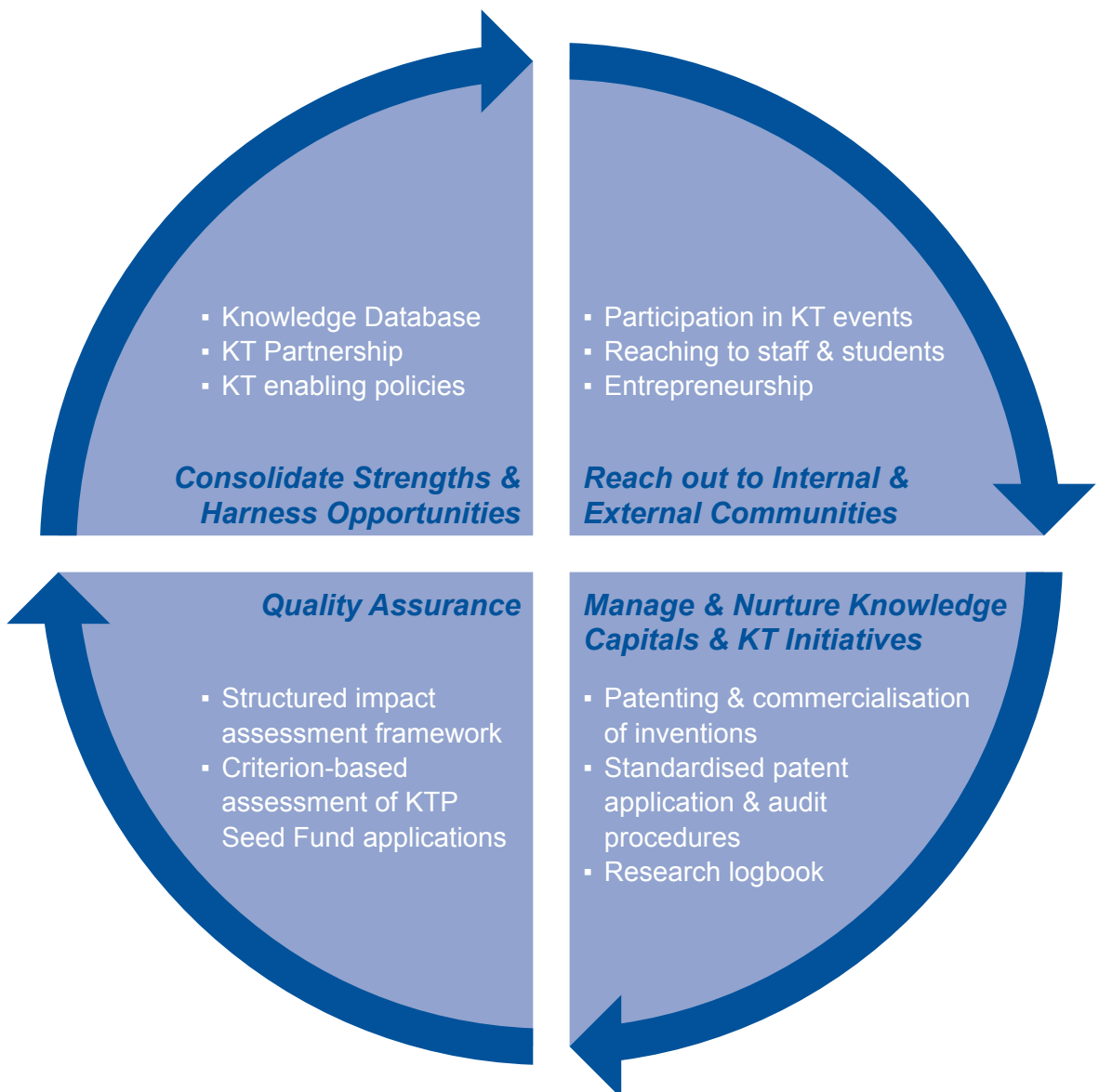
In 2011/12, Hong Kong Baptist University (“HKBU” or “the University”) endeavoured to develop a comprehensive enabling environment for knowledge transfer (KT) in alignment with HKBU’s seven Graduate Attributes and its ethos in providing Whole Person Education.

In the reporting year, Knowledge Transfer Office (“KTO”) at HKBU has devoted much of its effort into achieving the following operational goals:

- 1. To consolidate our strengths and harness our opportunities** by establishing the HKBU *Knowledge Database* (<http://kto.hkbu.edu.hk>) that is easily accessible to HKBU and the broader community; initiating projects, facilitating different levels of knowledge transfer, and developing standardised application procedure and funding guidelines for *Knowledge Transfer Partnership (KTP)* projects; and developing *KT enabling policies* to enhance Intellectual Property Rights (IPRs) protection at HKBU;
- 2. To reach out widely and effectively to both internal and external communities** by proactively participating in *local, regional, and international KT events*; promoting and attracting opportunities for community involvements in KTP projects; reaching out to HKBU staff to cater for their different needs and explore further KT opportunities; reaching out to students to further promote KT and IPRs; organising entrepreneurship competition *Think Big Think Social – Business Plan Contest for Young Explorers*;
- 3. To manage and nurture knowledge capitals and KT initiatives** by providing comprehensive in-house services for *patenting and commercialisation of inventions*, achieving 400% growth in patent filings at significantly reduced cost in the reporting year as compared to the previous year; developing and implementing *standardised patent application and audit procedures*; designing and producing *research logbook*; and
- 4. To implement quality assurance scheme** such as reviewing and revising the effectiveness and social-economic impact of our KT endeavours with a *structured impact assessment framework*; developing clear guidelines and standards of *criterion-based assessment of KTP Seed Fund applications* to enhance quality monitoring and evaluation.

Looking ahead, HKBU strives to provide a sustainable, supportive, and vibrant environment to promote integration between KT and research / teaching, fostering a Whole Person Education-based KT culture on campus and with the broader community. The HKBU *Business Entrepreneur Support and Training Programme*, a three-year University co-funded multi-million dollar entrepreneurship project, will be launched by KTO in the coming year to further broaden the range of KT activities at HKBU (see p.22). Furthermore, KTO will continue to encourage *interdisciplinary KT activities* at HKBU by lifting the KTP Seed Fund funding cap by 20% for interdisciplinary projects and by promoting active participations from across disciplines in Knowledge Transfer Committee of the University.

KTO will continue to cultivate a KT-rich environment at the University that is aligned and strongly integrated with the mission and vision of HKBU in the coming years.



1 Introduction

Hong Kong Baptist University (“HKBU” or “the University”) has a long tradition in transferring its research and expertise for the betterment of the community at large. HKBU is committed to establish knowledge transfer (KT) as the third pillar in the core activities of the University as stated in its University Strategic Plan 2009. With the earmarked funding from University Grant Committee (“UGC”) since 2009, Knowledge Transfer Office (“KTO”) has been the executive unit to cultivate a KT-rich culture at HKBU and is charged with responsibilities to coordinate efforts of the University in transferring knowledge to the broader community.

KTO started many initiatives to further the incorporation of KT at HKBU in 2011/12. This report provides comprehensive updates on KTO’s operation and initiatives in the past year, and outlines KTO’s plans in the coming years. Performance indicators of the University are reported in the Appendices and the financial report is provided as a supplement insert.

2 Revamped Mission and Vision of KTO

KTO appointed its first full-time Head in 2011 (In the past, KTO staff has been directly supervised by an Associate Vice-President). Under this fresh boost of leadership, KTO repositioned itself in the University community and revised its Mission and Vision to further strengthen its resolution in support of the Vision2020 of HKBU.

Mission Statement

The Knowledge Transfer Office is committed to match the needs of the community at large with the strengths of Hong Kong Baptist University, to work in partnership with members of HKBU to proactively contribute to the community, and to enable knowledge transfer as the third pillar of HKBU.

Vision Statement

The Knowledge Transfer Office aspires to become an enabling catalyst and a supportive bridge between the broader community and HKBU, to enrich research and inform teaching, and to become a driving force in realising HKBU’s vision of being the best regional provider of whole person education.

3 Operational Goals of KTO

To translate the Mission and Vision into action and with the aim to further incorporate and facilitate KT development at HKBU, KTO's operation and initiatives in the past year have been evolved around the following operational goals:

1. *Consolidate strengths and harness opportunities*
2. *Reach out to internal and external communities*
3. *Manage and nurture knowledge capitals and KT initiatives*
4. *Quality Assurance – ensure impact of KT endeavours*

3.1 Consolidate Strengths and Harness Opportunities

Consolidating strengths for knowledge transfer is necessary for KT to flourish at HKBU. Knowledge capitals must be identified for HKBU to map out strategic directions and seize future KT opportunities. Knowledge Transfer Partnership projects are flagship initiatives where projects are developed based on identified strengths of HKBU and successfully implemented through establishing and harnessing collaboration opportunities with community partners.

KTO also recognises that supportive KT policies need to be put in place to acknowledge and award those who actively engage in KT activities, hence, to better enable incorporation of KT at HKBU. With well-developed institutional policy in place, we anticipate a significant increase among academic staff and students in KT activities.

Knowledge Database

Knowledge Database is a succinct and informative digital infrastructure developed

by KTO to consolidate the knowledge capitals of HKBU. This centralised, searchable online database is hosted on KTO website (<http://kto.hkbu.edu.hk>) and contains research areas and expertise of faculty members at HKBU. Knowledge Database is crucial for KTO to link these knowledge capitals to the needs in the broader community.

The Knowledge Database featuring School of Chinese Medicine is being populated since 2011/12. KTO plans to expand this database to include all faculty members (with their permission) in the next year. KTO will also utilise metadata to raise the ranking of the Knowledge Database on major search engines.

Knowledge Transfer Partnership

Knowledge Transfer Partnership (KTP) projects are flagship initiatives. Through active engagement with the community, KTP projects allow HKBU to leverage on its identified strengths to address issues in the broader community.

The KTP Seed Fund was set up in July 2010 and is currently providing funding support to KTP projects on a competitive basis. During the reporting year, seven projects were funded and five projects funded in previous years were completed. One out of these 12 projects was interdisciplinary. Three projects are selected and presented as case narratives in Chapter 4 (see p.11). These selected case narratives each represent one project from the Arts and Humanities discipline – English, the Science discipline – Chinese Medicine, and the inter-discipline of Religion and Visual Arts.

Standardised KTP Seed Fund Procedure and Guidelines

On KT enabling policy front, KTO has also achieved much in the past year. As the KTP Seed Fund matures, competitive funding became necessary to ensure that best quality projects are funded. To ensure smooth operation, KTO developed standardised application procedure and funding guidelines with three rounds of application scheduled each year. Holistic and analytic assessment rubrics were developed to facilitate the Knowledge Transfer Committee's ("KTC") evaluation.

The revised procedure and guidelines set a cap on funding for each project while providing incentives for interdisciplinary KTP projects. The new guideline also requires project stake owners to reflect on better practices and future opportunities. The standardised procedure is as illustrated in Appendix 1.

Administrative Guidelines for the Protection of Intellectual Property Rights

In September 2011, KTO revised the *Administrative Guidelines for the Protection of Intellectual Property Rights* at HKBU. The revised guideline is the first document that clearly defines scope of different intellectual property rights (IPRs), owner of IPRs under various situations, and operational guidelines for the commercialisation of IPRs at HKBU.

Non-Disclosure Agreement for KTO staff

Due to the nature of KTO's work in IPRs, confidentiality remains a key concern at KTO. This is particularly important in patenting, where the slightest disclosure of the invention could cause an invention to lose its novelty, hence a patent become invalid.

All staff of KTO have signed a blanket Non-Disclosure Agreement with the University to ensure that any potential IPRs disclosed to KTO are treated with the strictest confidentiality. KTO staff is trained to properly process confidential information in daily operation. Simple but important practices, such as shredding used sensitive documents and encrypting confidential emails, are now norms at KTO. Furthermore, staff of KTO has received training on privacy and best practice in handling personal information at HKBU.

3.2 Reach out to Internal and External Communities

Actively and widely reaching out to both internal and external communities is essential for KTO to become a truly effective and supportive bridge between HKBU and the community at large and to make meaningful KT activities possible. KTO has devoted much of its effort to this area.

Beyond Academia – International Knowledge Transfer Conference in Arts and Humanities

Beyond Academia – International Knowledge Transfer Conference in Arts and Humanities in October 2011 in Beijing was co-organised by KTO and Renmin University of China, a top university in Mainland China with a fine reputation in Humanities. The conference brought together KT experts in the Arts and Humanities discipline, as well as professionals from the culture industries in Mainland China, Hong Kong, and U.K.



Beyond Academia

Knowledge Exchange Conference 2011

Knowledge Exchange Conference 2011 is a UGC-sponsored conference in December last year. This conference covered KT in technology and non-technology related areas with follow-up discussions in critical and complex issues. KTO, along with some of the KTP project leaders, attended this conference and presented our experiences and insights into KT in the Hong Kong and international context. Case studies were presented, and staff of KTO also actively participated in panel discussions.

AsiaEngage 2012

Apart from conferences in China, KTO has also been invited to present its successful KTP model and projects at *AsiaEngage 2012*—a regional conference in Malaysia—in May 2012. This conference aimed to bring together diverse practitioners from academia, industries, NGOs, government agencies, and foundations that are passionate about university-community-industry engagement for regional development.

Tailored Presentations to HKBU Academic Units

Towards the internal community, KTO has been giving presentations on KT and IPRs to schools and faculties at HKBU. These presentations are tailored to the identified needs and interests of individual

academic units to provide information on KT development, IPRs protection, as well as introduction of available funding scheme for KT activities. Faculties have responded very positively, and many staff members have subsequently contacted KTO with inquiries on funding for KT activities and IPRs services.

IP Workshops for Students

Since November 2011, KTO has been hosting IPRs workshops for students. These workshops are designed to raise awareness of IPRs early in students' career and equip them with knowledge on how to manage and protect their own IPRs in the future. As of 30 June 2012, two workshops have been hosted for students from School of Chinese Medicine and Academy of Visual Arts with more scheduled for the next year.

Think Big Think Social

Think Big Think Social – Business Plan Contest for Young Explorers is a student social enterprise competition organised by KTO in 2011/12. The competition aimed at not only equipping participants with entrepreneurial skills, but also instilling business attitudes with social responsibilities. During the competition, a series of workshops, seminars, field trip, and mentorship programme was organised to provide participants with a real taste of the business world. Its Final Presentation cum Award Ceremony was successfully held on 31 March 2012, and judges from the industry were impressed with the finalists.

The winning team, made up of four students from School of Chinese Medicine, claimed a cash prize of HK\$10,000. Their enterprise aims to set up a Chinese

medicine clinic with home consultation and medicine brewing services.



Think Big Think Social Final Presentation cum Award Ceremony

3.3 Manage and Nurture Knowledge Capitals and KT Initiatives

Thanks to its long and strong emphasis on research, HKBU is the owner of a large quantity of knowledge capitals and IPRs. Proper management of the knowledge capitals and IPRs with effective support is the key in nurturing KT initiatives at HKBU. Since its establishment in 2009, KTO has been a keen advocate on campus to raise awareness of and promote proper management and protection of IPRs.

Patenting and Commercialisation of Inventions

KTO currently manages all HKBU patents. One breakthrough in KTO's work last year in this area is that, with the new Head of KTO's strong legal background, KTO now provides comprehensive in-house services including patent search, patent specification and claims drafting, as well as patent prosecution advice.

These services were traditionally done by legal agents and charged on an hourly basis at HK\$2,000-4,000 / hour. By providing these services in-house, KTO

is able to significantly reduce legal cost for HKBU. As shown in Figure 1, average cost for each US provisional filing has gone down from HK\$34,250 in 2010/11 to HK\$5,571 in the reporting year, a reduction of over 80%.

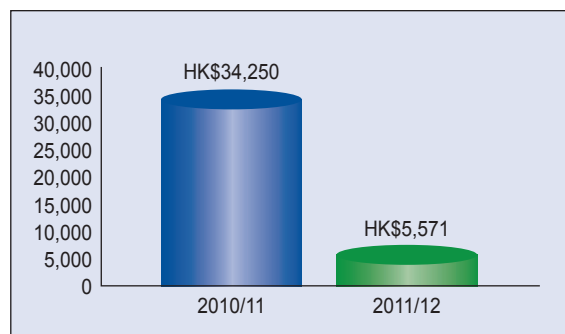


Figure 1: Cost for U.S. provisional filing

Turn-around time for patent filings has also been significantly shortened with in-house legal services. The lead time required from initial contact with KTO to filing a US provisional patent can be as short as two weeks.

By removing the financial and time constraints for researchers, KTO saw a 400% growth in number of patent filings in 2011/12 (20 filings) as compared to the previous year (four filings). One China patent has also been granted in early 2012. KTO expects these numbers to continue to grow in the coming year.

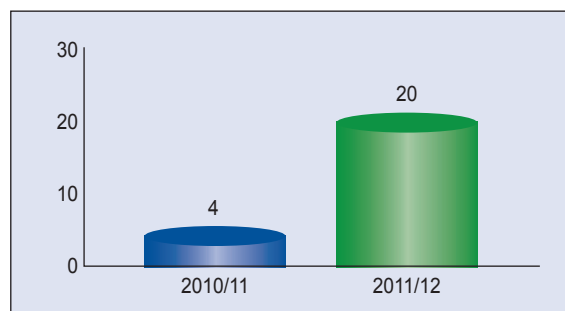


Figure 2: Number of patent filings

Standardised Patent Application Procedure

As part of patent management at HKBU, KTO has developed and implemented a standardised patent application procedure for HKBU along with two standardised forms: a Preliminary Disclosure of Invention Form and an Invention Disclosure Form. This standardised procedure requires careful documentation of the invention including information required to determine the ownership of the IPRs. As illustrated in Appendix 2, it intends to give researchers step by step guidelines in initiating a patent application at HKBU.

Standardised Patent Audit Procedure

Maintenance of patents can be costly. Regular audit of patents is an effective means to determine whether a patent is still of commercial interest to the University. As shown in Appendix 3, a standardised and manageable patent audit procedure was thus developed by KTO. The procedure requires patents to be audited every three years to determine whether the patents are still of commercial value to HKBU. This will allow the University to keep high-value patents while lowering the cost of patent maintenance by abandoning the ones that are no longer of commercial interest to HKBU.

Research Logbook

Many have the misconception that IPRs are created upon conclusion of their study and the need for management and protection of IPRs only arises when scholarly papers have been published or patents have been filed. KTO understands that it is just as important, if not more so, to manage and protect IPRs since the commencement of research projects. It is often times too late to reach a win-win solution for all parties if we wait till dispute happens. Therefore,

measures need to be taken to best protect the University and researchers.

Against this rationale, KTO has developed a Research Logbook for all research students and faculty members of HKBU. The logbook is developed in consultation with academic units, and it is a useful tool for proper documentation of detailed progress and important events of an intellectual property during its course of development. The logbook is scheduled for distribution in September 2012.

3.4 Quality Assurance – Ensure Impact of KT Endeavours

Quality Assurance is at the heart of every activity at KTO. KTO has begun reviewing both qualitative and quantitative literatures to design and implement a comprehensive Quality Assurance scheme with a reflective cycle of “plan, do, review, and act”. It is only through rigorous and regular reviews that KTO can assess impact of each activity, ensure its effectiveness, and extract invaluable experience therefrom.

While technology transfer impacts are more readily measurable through product popularity and sales volume, KT in non-technology areas, however, does not always yield tangible and easily measurable outcomes. Furthermore, impact assessment for KT projects has yet to develop into a mature science. In some projects, the relative small numbers of participants ($n \leq 200$) and the difficulty in conducting pre- and post-tests also pose many challenges.

KTO has spent some considerable effort into developing structured impact assessment framework for KTP projects in the reporting year.

Structured Impact Assessment Framework

To counter these limitations and allow diverse approaches, a research based, structured framework for impact assessment for KT activities at HKBU is currently under development at KTO. This evolving framework aims to standardise the impact assessment framework and to develop assessment tools based on well-established research, so that impacts across different KT activities become comparable:

1. (PLAN) All activities / projects should clearly identify their goals and objectives in the planning stage. This will ensure that all activities / projects are well planned and actual impact are maximised.
2. (PLAN) Impact assessment strategies and methodologies should be planned in alignment with objectives of activities / projects. This will ensure that impact assessments are able to measure specific indicators and provide conclusive results on how well each objective is achieved.
3. (DO) Assessments should be conducted periodically throughout activity / project period. Longitudinal study, where possible, is also preferred. This will ensure that evidences of the impact and sustainability of the activity / project can be obtained and documented.
4. (REVIEW) Similar measuring metrics should be employed for activities / projects with comparable outcomes, so that apple-to-apple comparison can be made across activities / projects of similar nature.
5. (REVIEW) The measuring metrics should be aligned with the seven Graduate Attributes of HKBU, so that it can be clearly identified how the activity / project supports and contributes to

the Whole Person Education ethos and Vision2020 of HKBU.

6. (ACT) KTO will make reflective and continuous improvement in the planning and implementation of future KT activities / projects based on results of impact assessment. This will ensure that future activities / projects are of the highest quality and better aligned with the mission and vision of HKBU.

This framework will provide reliable and valid assessment results that can be verified and recognised by scholars. It will enable staff to publish quality work on KT in peer reviewed conferences and journals. KTO also seeks to publish the methodology and implementation of this impact assessment in peer-reviewed conferences and journals, sharing our knowledge in the area to benefit the greater KT community.

Criterion-based Assessment of KTP Seed Fund Applications

A crucial tool in ensuring good practice of quality assurance and reflection in the planning and execution of KTP projects is in the use of criterion-based assessment rubrics. Both holistic and analytical assessment rubrics have been developed by KTO. These rubrics will provide clear guidelines and standards for:

1. Project leaders to plan and develop their projects;
2. Project officers to work with project leaders to revise proposals before submission;
3. KTO to assess the quality of proposals and to provide assessment reports to KTC for funding consideration;
4. KTC to evaluate proposals and grant funding;
5. Project leaders to review and revise their proposals for future consideration.

4 KTP Case Narratives

4.1 Bilingual Improv Brigade

This is a KTP project that was funded in previous year and completed in the reporting year.

Introduction & Underpinning Research

Improv comedy is a theatrical art form with quick wit and powerful communicative rhetoric through the use of humour. Although English performing groups exist, improvised comedy is still very much in its infant stage in Hong Kong. To enrich the local cultural scene, Bilingual Improv Brigade (“BIB”), the first bilingual improvised comedy group in Hong Kong, was set up to introduce to the general public this art form.



Bilingual Improv Brigade logo

Project leader Dr. Lian Hee Wee of Department of English specialises in Linguistics and is especially interested in improvisation. In 2008/09, he obtained a Teaching Development Grant to study how improvised comedy may be used to deliver linguistic concepts and promote linguistic awareness in the classroom setting, and in turn, how improvisation skills can be trained through greater linguistic and cultural awareness (Sio & Wee, 2012). Against this research background, BIB also aimed to provide training and resources for English education, communication competency, and team building through improvised comedy.

Project Implementation

This project was executed in three phases and hoped to transfer the knowledge on improvisation to the broader community through public performances, workshops, online teaching kits, etc. Upon commencement of the project in February 2011, a core team of bilingual improvisation actors was formed by audition. Besides Dr. Wee, these actors are all HKBU students and alumni, most of whom had attended courses on Linguistics and improvised comedy. The core team met regularly every Saturday to rehearse for public performance and plan for training workshops. BIB plans on recruiting more core members in the near future to sustain the group's growth.

The second phase lasted from June 2011 to completion of the project, during which BIB hosted three workshops for primary and secondary schools, as well as two public performances.

The first workshop (腦筋急搶灘，大家齊轉彎) was conducted in Cantonese on 20 June 2011 for Primary Five students from Sai Kung Sung Tsun Catholic School. 23 students were introduced to various Linguistic and English concepts through a series of improvised comedy games. The game *Blind Lines* illustrated to students how apparently random information may be used to blend into a coherent discourse, which encouraged students to actively use information as they speak. The game *Four Rooms* illustrated how linguistic expressions could interact with various contexts, creating different effects. Another game *Story or Sorry* led students to actively create stories by building upon information established by others. This demonstrated conversation as a team effort by teaching students to use what they hear into what they could then say.

The second workshop *Speak Aloud!* was conducted in English for 125 Form Four students from S.K.H. Lui Ming Choi Secondary School on 5 July 2011. Similarly, the workshop aimed to build up English-speaking confidence of students by introducing concepts of the English language through short improvised comedy games. The game *Fill in the Blanks* discussed how random information might be used to blend into a coherent discourse while *Two-Line Vocabulary* illustrated how linguistic expressions may have not only one unitary but also many different meanings in different contexts. It encouraged students to explore the range of meanings they could express with apparently simple sentences. The game *Life Dubbing* prompted students to express ideas for a given theme by associating the theme with their range of experiences, which is a high-order cognitive skill that requires lateral thinking that is guided by a sense of coherence.

The third workshop *Improv Games for the Classroom* was a communication and teaching skill workshop for 21 primary school teachers from Sai Kung Sung Tsun Catholic School on 23 August 2011. Teachers were first introduced to principles and concepts of improvised comedy, then presenters demonstrated and analysed how improved comedy games could be successfully used for teaching English in the classroom setting. Teachers then developed their own improvised comedy game to a specific teaching need in his / her own classroom under guidance.

Two public performances have been staged by BIB. BIB made its debut on 26 August 2011 and attracted a full house at the venue of the project's external partner TakeOut Comedy Club. *Gwai Gum Improv*,

a theme in resonance to the traditional Hungry Ghost Festival, was the first Cantonese improvised comedy show in Hong Kong.

Santa Paws, also staged at TakeOut Comedy Club on 11 December 2011, was a bilingual charity show for Hong Kong Paws Foundation. BIB was able to raise HK\$12,000 through ticket sale.



BIB 11 December 2011 performance poster



BIB performing at TakeOut Comedy Club

Concurrent to the second phase, BIB contributed to the website *Improvised Game Formats for the Classroom* (<http://net3.hkbu.edu.hk/~lianhee/IGFManual/>). Most of the website's content was developed during the course of this project. The site provides information on improvised comedy as well as valuable material for communication skills and linguistic awareness training through improvised comedy for public use.

Project Impact

An impact assessment for this project was conducted and the results showed that this project had made significant impacts in the following Graduate Attributes of HKBU: knowledge, teamwork, communication, creativity, and lifelong learning. A total of 269 questionnaires were collected from project team members, workshop participants, and audience.

All members of BIB expressed that the project provided them with intimate knowledge of improvisation. Over 90% of the respondents in the first workshop considered the content valuable in training their improvisation skills. The teachers said that through the workshop they learnt how to create and use a coherent

improvised comedy game specific to the teaching needs in their classroom. About 80% of the audience thought the public shows deepened their understanding of improvisation and grew appreciative of this art form.

Improvised comedy requires high level of coordination for the performance to be successful. All BIB members thought that the project was instrumental for them in developing teamwork skills. They have become more active in groups and learnt to always be attentive to fellow actors and respond accordingly and instantaneously. Specifically, they are now more skillful in planning, assigning, delegating, and performing assigned tasks. All teachers also agreed that the workshop had significantly raised their awareness of teamwork.

All BIB members expressed that their communication skills had improved, thanks to increased competence of English as a direct result of rehearsals and preparation for workshops. The students indicated that they learnt how to use a given English expression in multiple contexts. Over 90% of the primary students agreed that they felt more confident in expressing themselves after the workshop. About 90% of the teacher participants agreed that the workshop had raised their awareness of communication techniques with students and parents. However, less than 60% of the respondents in the secondary student workshop thought the training improved their communication skills, and less than 50% felt more confident in language expression after the workshop. This was attributed to the large number of 125 participants in the workshop.

All BIB members agreed that they had become more creative because of increased competence in making connections across a variety of information sources to gain insight on a given situation. They are able to use more creative approaches when solving problems. Over 90% of primary school students and all teacher participants thought the training as a teaching practice was inspiring. On the other hand, only about three quarters of the secondary students thought so. This may also be due to the sheer size of participants in the secondary school workshop, which prevented them from getting ample opportunity to practice in the workshop.

Both student and teacher participants responded positively that the workshop gave their more incentive to learn about improvisation. All BIB members were motivated to learn and share the knowledge of improvisation, and more than 80% of them reported they were more able to acquire knowledge independently. The vast majority of respondents expressed that they would like to attend similar activities in the future.

The project and establishment of Bilingual Improv Brigade were positively reported by Sing Tao Daily on 15 March 2012, and BIB members were interviewed by Radio Television Hong Kong in its programme *388 Come and Talk* (388 放題) on 1 December 2011.

BIB looks forward to engage with private companies to run trainings and workshops to enhance people's communication and teamwork skills through improvised comedy. Such trainings and workshops would be paid for by companies so that BIB will eventually become self-sustainable. Performances are expected to continue

upon completion of this project to diversify Hong Kong's cultural scene. Ticket sales for performances will become another channel of revenue for BIB. Last but not least, through the external partner TakeOut Comedy Club who hosts a number of international comedy festivals annually, BIB hopes to bring Cantonese improvised comedy beyond Hong Kong.

References

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4.2 Lui Seng Chun Chinese Medicine Festival

Introduction & Underpinning Research

Built in 1931, Lui Seng Chun is a four-story building located at 119 Lai Chi Kok Road. “Lui Seng Chun” was the name of a Chinese bone-setting medicine shop on its ground floor, which came to be regarded as representative of the development of local Chinese Medicine (CM). The building was later named after this shop. HKBU was awarded the opportunity to revitalise the Grade 1 historic Lui Seng Chun building by the Hong Kong Special Administrative Region Government in 2009. The revitalisation work was completed in April 2012, and since then Lui Seng Chun has been offering a full range of CM specialty services and treatments to the public.



Lui Seng Chun building before revitalisation

CM has played a paramount role in healthcare of China in past millennia and more and more people are turning to CM in recent years. However, the general public lacks in-depth understanding of CM and many still holds misconception towards the science of CM.

School of Chinese Medicine (“SCM”) of HKBU is committed to contribute to the development of CM in Hong Kong and has long been promoting CM in teaching, research, and clinical service. With the expertise of academics and practitioners covering all specialties of CM, SCM has become the local leading institution in CM.

This project’s external partner Senior Citizen Home Safety Association (“SCHSA”) is the only NGO in Hong Kong offering 24/7 Personal Emergency Link Service for the elderly and people in need. This KTP project between SCM and SCHSA was to launch a Chinese Medicine Festival in Lui Seng Chun and Yau Tsim Mong District to raise awareness of health and transfer CM knowledge to a wider audience through a series of public CM seminars and guided tour. The guided tour also intended to give the public cultural insights of Lui Seng Chun as a historical building. Complimentary Chinese herbal tea would also be offered on site.



CM herbal tea offered at Lui Seng Chun

Project Implementation

A total of six seminars were planned and scheduled for this project with topics covering Disease Prevention in Winter and Spring, CM Treatment for Heel Pain, CM Treatment for Chronic Kidney Disease, Chinese Herbal Tea and Health, Prevention and CM Treatment for Cervical Spondylitis, and CM Treatment in Oncology. As of end of June 2012, five seminars had been hosted by specialists from SCM with one more scheduled for July 2012. CM specialists translated abstruse CM knowledge and jargons into layman's language with illustrations and live demonstrations.

In addition to the seminar series, Lui Seng Chun CM guided tour was another great means to transfer CM knowledge to the greater community. In the tour, participants were guided through the revitalised Lui Seng Chun building to gain a deeper insight into this historic cultural landmark of Hong Kong. History of CM, information on CM health care, and CM herbs were also introduced. Complimentary Chinese herbal tea formulated by CM specialists of SCM was offered to the participants.



A corner of the revitalised Lui Seng Chun

Booklets on CM and Lui Seng Chun building will be published and distributed to the general public upon completion of

all the seminars and tour to promote CM to even more people. The seminars were videotaped and would be shared online along with a virtual tour of Lui Seng Chun building. DVDs of the seminars and virtual tour would also be produced for distribution at CM clinics of HKBU, the external partner, public libraries, and elderly associations.

Project Impact

Around 680 people participated in the seminars and tour. An assessment for this project was conducted and the results revealed that this project had made significant impacts in the following Graduate Attributes of HKBU: knowledge and lifelong learning.

Over 80% participants of the CM seminar series agreed that the seminars had helped them better understand the basics of CM and expand their knowledge of CM. Approximately 85% of the participants thought information in the seminars and the guided tour was relevant and useful for their own health care. More than 90% of the guided tour participants agreed that the first-hand experience of visiting Lui Seng Chun increased their understanding of this building as well as heritage revitalisation. Through the CM exhibition and herbal tea tasting, over 90% participants indicated that their knowledge of CM clinic and Chinese herbal tea had also increased.

Lui Seng Chun CM Festival effectively evoked the general public's interest in CM. All participants of the Festival responded positively that they were more motivated to learn about CM. It is noteworthy that over 90% of the participants expressed they would like to share the CM knowledge they learnt with others. In other words, knowledge is being transferred beyond the participants. This KTP project has served

the broader community by raising public awareness of health and the vast majority of respondents expressed that they would also like to attend future activities in related topics.

This KTP project successfully transferred expertises of the University to a broader community. It enhanced the profile and the prominence of SCM and prompted the development of CM. This project also fulfilled the external partner’s mission of serving the community and enhancing the quality of life for the elderly.



Lui Seng Chun CM Festival proved to be a huge success and also doubled up as a pilot project for KTO to further explore collaborations at Lui Seng Chun with SCM.

4.3 A Cultural and Spatial Project on Buddhist Complex

This is a KTP project that was funded in previous year and completed in the reporting year.

Introduction & Underpinning Research

Located in the Kowloon Peninsula, Chi Lin Complex (“the Complex”)—a Buddhist complex featuring Tang-style architecture and classical Chinese garden design—is very familiar to the community, yet few are aware of its cultural significance. The Complex represents one of the most valuable Chinese monuments in Hong Kong and carries enormous religious, cultural, and artistic significance. Beautiful plants, artistic rocks, peaceful pond and eaves of ancient style temple constitute a poetic landscape that is most impressive. Its scenery and cultural heritage together define the aesthetic of “oneness” in Chinese landscape painting.



Chi Lin Complex

Dr. William Yau Nang Ng of Department of Religion and Philosophy specialises in Buddhism and has conducted extensive study and research on the social engagement of Pure Land Buddhist school and Pure Land murals in Dunhuang area (Ng, 2007a). His study revealed that

there is a new Pure Land spirit which emphasises very much on engagement with instead of detachment from the earthly world. The Pure Land mural study also revealed the relationship between the secular and sacred spaces. The active and close relationship between the two spaces reflects a spirit of social engagement. This spirit is important for the modern society which suffers from excessive individualism that cares only one's own self and disregards the importance of the other (Ng, 2007a, 2007b). Dr. Ng extended his research to Chi Lin Complex and found that the spatial and artistic design of the Complex reflects the new Pure Land spirit.

Against this research background, Dr. Ng and Dr. Jack Sai Chong Lee—an expert in Buddhist Arts from Academy of Visual Arts (“AVA”)—conducted an interdisciplinary KTP project with external partner Hong Kong Community College (“HKCC”), seeking to transfer the research findings of studies on Chi Lin Complex into cultural resources for the tourist industry and education community.

Project Implementation

The knowledge was transferred in various means.

During the first phase from July to September 2010, Dr. Ng incorporated his research findings on Chi Lin Complex into a course that he taught for Master of Arts in Liberal Studies and Ethics (“MALSE”) at HKBU. The programme is designed for those who intend to be high school teachers and there were over 40 students in Dr. Ng's course. Examples from the Complex were employed in the course for various topics related to globalisation, social participation, and personal identity. It was expected that the teachers-in-training

would further transfer the knowledge of Chi Lin Complex to their own students in the near future.

During the second phase, the project leaders developed the research findings into teaching materials for Liberal Studies curriculum under the New Senior Secondary with the assistance of high school teachers. Topics in the teaching materials include globalisation, social participation, environment, and personal identity, all of which are required topics for students in Hong Kong. This teaching kit includes PowerPoint presentations, lesson notes, and worksheets for students. Teachers were also encouraged to use the instructions on using the Complex as other learning experience given in the teaching material: field trip with suggested routes of the Complex, suggested themes for field trips, reference for independent studies on the Complex, etc. Through these efforts, the project team sought to enhance the effectiveness in transferring knowledge of Chi Lin Complex to high school teachers and students.

During the third phase, in collaboration with HKCC, two seminars were presented on 14 and 15 November 2011 on HKCC campus to over 120 audiences on the meaning and value of the Complex in culture and art, social engagement, and spirituality. The seminars not only expanded the audience's understanding of Chi Lin Complex and knowledge of related topics, but also inspired lecturers of HKCC to incorporate the Complex as case studies in their courses.



Seminar at HKCC

This project also intended to shed light on the exploration of cultural assets in Mainland China. To promote and consolidate long-term impact of the project, the project team paid a knowledge exchange visit to Nanjing, Jiangsu Province on 10-14 December 2011.

Nanjing was the capital city of several dynasties in ancient China and preserves a rich Buddhist culture. The project team visited Nanjing University which has considerable Buddhist cultural resources and a strong research team in the field. The two institutions discussed the regeneration of cultural assets and the importance of cultural construction which is critical to people's happiness and maintenance of social stability through vivid case studies. The project team also presented research findings on Chi Lin Complex and discussed issues related to religious resources and Chinese traditional culture, focusing on the connection of secular and sacred spaces, social participation, cultural meaning of Tang-style wooden architecture imitation, as well as the development of teaching materials.



Knowledge exchange visit to Nanjing University

The project team also met with Qinhuai District Government and presented case studies in Hong Kong and South Korea to introduce the concept of preservative development that emphasise the importance of ecology protection, participation of inhabitants, and index of happiness. The Deputy District Mayor and other government officials were very appreciative of the presentation and expressed interest in exploring the possibility of collaborating with HKBU.

For cultural exchange, the project team also visited Ji Ming Temple, one of the oldest temples in China that has a comprehensive Buddhist college and provides a full range of social services. The project team illustrated the architectural and spatial design, the artistic value and characteristics, social services provided by Chi Lin Nunnery, and the impact of Chi Lin Complex on visitors' cultural identity.

During the second last phase of the project, the project team in collaboration with Jockey Club Creative Arts Centre put together an exhibition *Visual Perception and Representation of Chi Lin Nunnery and Nan Lian Garden*. This exhibition is

the visual observation, perception, and representation of a group of contemporary young artists to present Chi Lin Nunnery and Nan Lian Garden together as an architectural complex that demonstrates “the merging of ancient architectural style and the essence of art” through drawings, photography, sculptures, video art, and installation. The exhibition held on 1-9 May 2012 was well received by over 600 visitors.



Exhibition *Visual Perception and Representation of Chi Lin Nunnery and Nan Lian Garden*

Last but not least, as of end of June 2012, the project team is editing and publishing documentation of the project. The documentation is scheduled to be published in October 2012.

Project Impact

To assess the impact of the project, three survey studies have been conducted. The questionnaires adopted a six-point Likert scale to measure respondents’ perception of the events’ knowledge impact. The data of the assessment suggested that impact of the project was mainly on knowledge, creativity, and lifelong learning, in alignment with the Graduate Attributes of HKBU.

蓮想
 跨媒體視覺藝術展覽
Visual Perception & Representation of Chi Lin Nunnery & Nan Lian Garden

《蓮想》是一組當代以視聽形式探討香港兩座傳統及南蓮園林建築群之專業跨媒體藝術展。十多位青年藝術家，分別透過繪畫、攝影、雕塑、影像作品以及裝置藝術，透過他們對這座遠隔「揉合了古代建築文化與藝術的轉折」而建築群的一些個人建築經驗，藉此尋找現代都市人觀看宗教、政治、歷史、文化藝術和科技的方法，揭示各個建築群所隱藏之藝術以及「空間」與「時間」的複雜關係。

Chi Lin Nunnery and Nan Lian Garden, together as an architectural complex, are unusual in Hong Kong for they demonstrate the merging of ancient architectural style and the essence of art. Through the visual observation, perception and representation of a group of contemporary young artists, this exhibition attempts to explore the meaning of this architectural complex to our modern life in various art forms, including drawings, photography, sculptures, video art and installation. Whether the complex is realtions a religious, political, historical, cultural or scientific perspective, it nevertheless reveals the fragmented discourse order of the space (modern life).

1/5 - 9/5/2012
 LI GALLERY, JCCAC
 30 Pok Tin Street, Shek Kip Mei, Kowloon
 九龍石硤尾白田街30號賽馬會崇正聯合中心LI藝廊

開幕禮 Opening Hours:
 1/5/2012 (14:00 - 19:00) 2/5 - 9/5/2012 (12:00 - 19:00)

閉幕禮 Closing Ceremony:
 9/5/2012 (19:00)

查詢及網頁 Enquiry & Website:
 2333 2141 | <http://www.hku.edu.hk>

參與藝術家 Participating Artists:
 陳展輝 Ferry Chen 鍾景傑 Chung Wing Kai 伍寶儀 Natalie Fine 黃志榮 Sung Lai Siu Wing
 林麗麗 Lani Ka Man 洪慧慈 Bernadette Hong 梁國慧 Kary Ling Ka Wai 伍嘉嘉 Ng Ka Lan Ann
 潘麗華 Chan Poon 麥德怡 Debbie Sham 袁建輝 Yuan Kin Fai 黃樂仁 Yu Lok Yan 王麗儀 Wong Lai Wai Carrie

本展覽由多位青年藝術家聯合策劃
 This exhibition is jointly curated by Jess Lee and Chung Wing Kai.

聯合策劃 Co-organized by:
 香港賽馬會 JCCAC
 策劃 Sponsored by:
 KCR

Visual Perception and Representation of Chi Lin Nunnery and Nan Lian Garden poster

Students of MALSE programme perceived positively the impact of lessons on their knowledge and understanding of Chi Lin Complex (95% of the respondents indicating strongly agree or agree), social engagement (87.50%), personal identity (77.50%), and knowledge of localisation, regionalisation, and globalisation (80%). This was also reflected in the course teaching evaluation. Seminars at HKCC were also successful in transferring knowledge. Pre- and post-tests were conducted and paired samples *t*-Test was employed to measure impact of the seminars with the significance level was set at .05. The results showed a statistically significant improvement in audience's self-evaluation of knowledge of cultural and artistic value of Chi Lin Complex, their understanding of social engagement, and ability to reflect.

In the evaluation for exhibition *Visual Perception and Representation of Chi Lin Nunnery and Nan Lian Garden*, more than 50% of the artist participants expressed that the exhibition improved their understanding of Chi Lin Complex, cross-media visual arts and relation between space and individual. However, visitors' response to the exhibition was less desirable. A small portion of respondents agreed that the exhibition enhanced their understanding of Chi Lin Complex (12% of respondents), cross-media Visual Arts (29%), relation between space and individual (20%). The comparatively less desirable response was caused by the exhibition's nature in artistic expression instead of textual or academic expression. This also explained why 67% of the artist participants indicated that participating in the exhibition enhanced their creativity.

The audience also reported that their motivation for learning culture and art was significantly improved after the seminars. However, there was a contrast between the responses from artist participants and visitors on the impact of the exhibition. More artist participants than visitors agreed that the exhibition motivated them to share knowledge to others (67% vs. 21%), to learn about architecture and culture (67% vs. 17%), and to learn about visual arts (75% vs. 28%). This contrast was again caused by the artistic nature of the exhibition.

As confirmed by the results of the impact assessment, this project was mostly successful and satisfactory in the eyes of the participants. It has transferred much of HKBU's expertises in Religion and Visual Arts to the general public.

References

1. Ng, Y. N. (2007a). Yin Shun's Interpretations of the Pure Land. *Journal of Chinese Philosophy*, 34 (1), 25-47.
2. 吳有能 (2007b)。台灣人間佛教的兩種淨土觀點——以印順法師與李炳南居士為例。《臺大佛學學報》，14，159-220。

5 Looking forward

KTO has devoted much of its effort in the past year to continue diversifying the range of mechanisms for achieving KT impacts at HKBU and to proactively seek support for KT initiatives at the University from the senior management. For the coming year, KTO will channel its resources to support the following initiatives.

Business Entrepreneurship Support and Training Programme (BEST)

BEST is a three-year project that aims to enhance creativity and complement Whole Person Education at HKBU, offering entrepreneurship support and training to equip students with can-do attitude and business acumen to become successful entrepreneurs in the turbulent business environment. This enables an even stronger integration and incorporation of KT into one of the core business of HKBU – education.

Based on the Timmons Model where opportunity, entrepreneurial team, and resource are at the heart of every successful venture, BEST comprises of *Entrepreneurship-Challenge* (E-Challenge), *Entrepreneurship Sharing and Networking* (ESAN), and *Entrepreneurship-Space* (E-Space). E-Challenge is a series of business plan competitions for simple and sophisticated business and social enterprise ideas. It encourages students to be keen observers of the society and seize every business opportunity. ESAN consists of year-round seminars / trainings to equip the entrepreneurial team with skills required in the entrepreneurial process, while E-Space provides resources for entrepreneurial activities on campus.

Other highlights of BEST include an Annual Gala Reception cum Award Ceremony where outstanding achievements in KT will be recognised and awarded, a Trans-border Entrepreneurship Exchange programme to deepen students' understanding of the social and economic climate of the region, as well as Incubation Offices for staff and students to start their own ventures.

BEST is budgeted at HK\$4.11 million, with support from UGC's earmarked funding for KT and a matching funding of HK\$2.92 million from HKBU's Strategic Development Fund.

Interdisciplinary KT Projects

KTO has plans to promote, encourage, and establish more interdisciplinary KT projects at HKBU. As a first step towards this initiative, KTO has proposed, and KTC—the supervising committee of all KT activities at HKBU—has approved, to lift the Seed Fund funding cap by 20% for interdisciplinary KTP projects. KTO will actively create opportunities, where possible, for the establishment of interdisciplinary KT projects by identifying links between proposed KTP projects for win-win collaborations and maintaining close contacts with the broader community to establish KT projects that will engage HKBU faculty across the disciplines.

KTO will also invite one representative from each Faculty / School to serve on KTC so that all disciplines at HKBU are aware of the KT opportunities and activities in the University. Their inclusion will further foster the establishment of interdisciplinary KT projects.

Strengthening Ties between Research, Teaching and KT

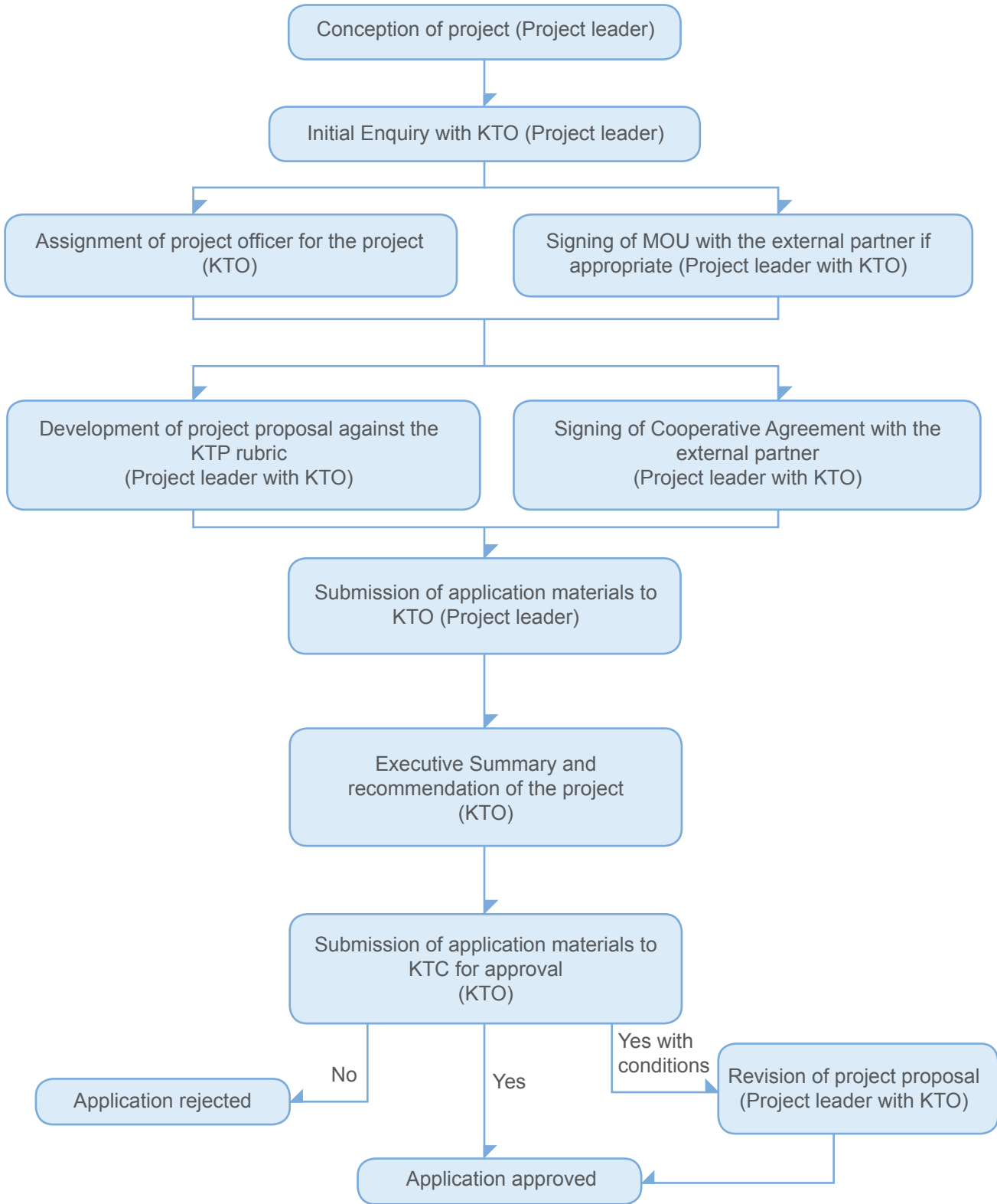
KTO will continue to promote integration of KT and research / teaching. Such integration should be able to be assessed and measured by scientific methods and compared across different KT activities.

KT activities that are derived from and supported by established underpinning research will be considered higher priority and duly rewarded. KTO will encourage members of HKBU to design and plan KT activities so that these activities will in turn enrich research and inform teaching at the University. For example, data collected from KT activities can contribute to academic staffs' future research; students can gain valuable hands-on experiences when participating in the planning and implementation of KT activities while benefitting the community at large.

Specific sections of the impact assessment framework will be developed to address and measure the type, breadth, and depth of the impacts that KT activities have on research and teaching as well as on the community at large.

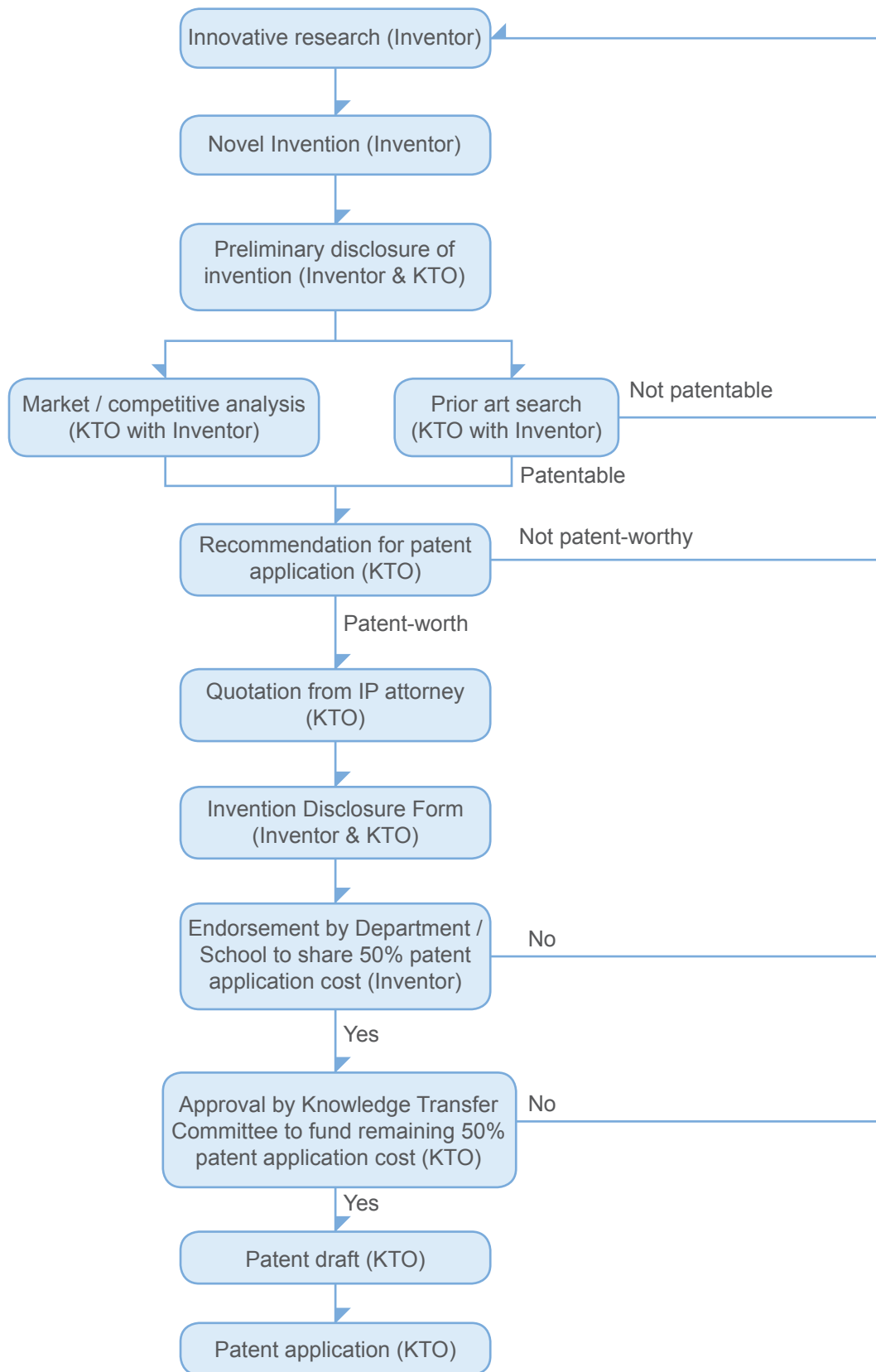
KTO strives to cultivate a KT-rich environment at the University and is committed to put in every effort to incorporate KT that is aligned and strongly integrated with the mission and vision of HKBU in the coming years.

KTP Application Flowchart



Remark : Brackets indicate the responsible party

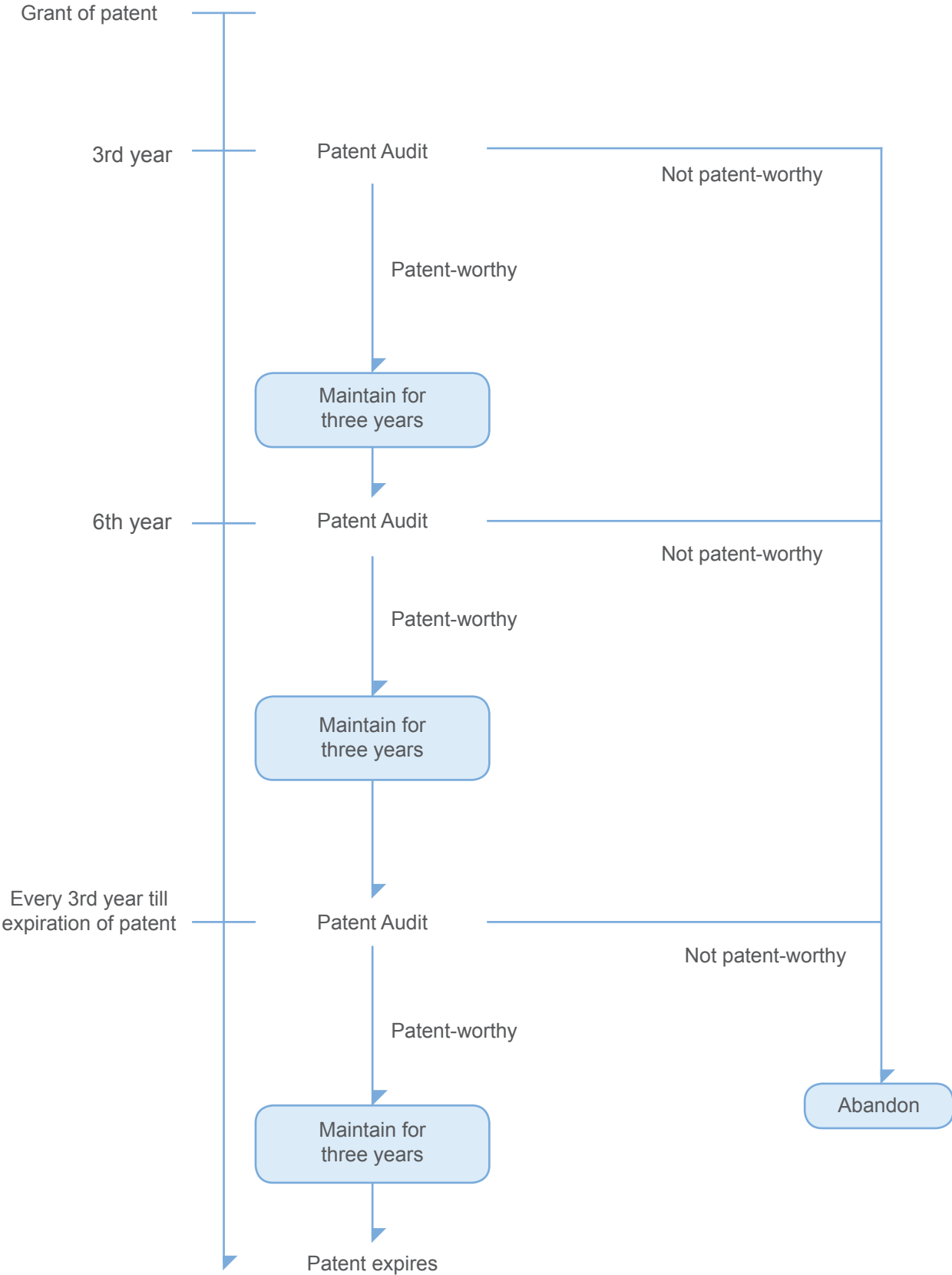
Patent Application Flowchart



Remark : Brackets indicate the responsible party

Appendix 3

Patent Audit Flowchart



UGC Required Performance Indicators

Performance Indicators	2010/11	2011/12	2012/13 (Projection)
Number of patents filed in the year (with breakdown by country and type)	Country 3 (US) 1 (HK)	Country 17 (US) 2 (CN) 1 (EU) 1 (PCT)	Country 22 (US) 10 (CN) 3 (EU) 1 (PCT)
	Type 4 (A61)	Type 14 (A61) 1 (B82) 1 (G01) 5 (G06)	Type 31 (A61) 2 (G06) 3 (others)
Number of patents granted in the year (with breakdown by country and type)	Country 1 (HK)	Country 2 (CN)	Country TBC
	Type 1 (A61)	Type 1 (C07) 1 (G01)	Type TBC
Number of licenses granted (with breakdown by type)	1	1	1
Income (on cash basis) generated from intellectual property rights	HK\$3,104,384	HK\$2,960,000	HK\$3,000,000
Expenditure involved in generating income from intellectual property rights	HK\$2,123,500	HK\$2,750,000	HK\$2,500,000
Number of economically active spin-off companies (with breakdown by type)	2 Note 1 & 3 0 Note 2	3 Note 1 & 3 0 Note 2	3 Note 1 & 3 0 Note 2
Net income generated (or net loss arising) from spin-off companies	(HK\$74,888)	HK\$399,000	HK\$400,000
Number of collaborative researches, and income thereby generated	10 HK\$4,503,075	11 HK\$5,268,062	12 HK\$5,500,000
Number of contract researches (other than those included in “collaborative researches” above), and income thereby generated	30 HK\$12,383,680	43 HK\$15,617,013	45 HK\$16,000,000
Number of consultancies, and income thereby generated	267 HK\$27,753,078	275 HK\$31,625,557	280 HK\$32,000,000
Number of student contact hours in short courses or e-learning programmes specially tailored to meet business or CPD needs	129,821	169,705	170,000
Number of equipment and facilities service agreements, and income thereby generated	111 HK\$2,725,112	127 HK\$3,152,087	130 HK\$3,200,000
Income received from Continuing Professional Development (CPD) courses	–	HK\$19,903,498	HK\$20,000,000
Number of public lectures / symposiums / exhibitions and speeches to a community audience	–	488	500
Number of performances and exhibitions of creative works by staff or students	–	52	50
Number of staff engaged as members of external advisory bodies including professional, industry, government, statutory or non-statutory bodies	–	109	110

Note 1: Company with some institutional ownership and using intellectual property from the institution

Note 2: Company with no institutional ownership and using assigned or licensed IP

Note 3: Breakdown of the spin-off companies

* Institute for the Advancement of Chinese Medicine Ltd.

- Year of establishment: 1999

- Nature of business: R&D of Chinese medicine products, testing and certification services, clinical trials, and publication of books

* Earth Tech Consultancy Co. Ltd.

- Year of establishment: 1999

- Nature of business: Provision of consultancy services on biotechnology and environmental science

* HKBU Science Consultancy Company Ltd.

- Year of establishment: 2011

- Nature of business: Provision of consultancy projects on science disciplines.

HKBU Specific Performance Indicators

Other Performance Indicators	2011/12
Number of placements / internships, and average length	1345 (places) / 2.54 (months)
Books and other media for non-academic audiences	386
Number of mentors who are University staff	303
Number of videos produced by HKBU that are available for open access	955
Download count of postgraduate theses to addresses outside HKBU	48,794
View count of BUTube outside HKBU	206,359
Number of positive media mentions related to knowledge transfer coverage, including print, on-line, and electronic media	250
Number of staff available for media contact	64
Number of appointments of external members to HKBU advisory boards, committees or panels ^{Note 4}	241
Number of KT activities that are not otherwise reported ^{Note 5}	56

Note 4: Appointing external members can diversify HKBU's expertise with professional and industrial knowledge.

Note 5: These activities include but not limited to writing competitions, festivals, summer camps, open days, etc.